

# এসো বাংলা শিখি

Let us Learn Bangla



Pathshala Bangla School  
Curricula and Lesson Plans

## **Acknowledgements**

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## 1.0 Curricula

The Pathshala Bangla School (PBS) is held every Sunday for two hours during the WA School terms. The proposed curriculum has been designed with consideration to the progress of each individual student in the classroom rather than the age of the student. It is aimed that in every term, the students will methodically progress through acquiring the techniques of reading, speaking, writing and understanding the Bangla language.

### 1.1 Learning Objectives

The students will gain an understanding and knowledge of the Bangla alphabet which will enable them to form words and sentences in Bangla.

They will be able to correctly listen to, pronouncing, read and write printed alphabets, words and numbers in Bangla.

The student will understand Bangla poems, stories, and conversations through careful and attentive listening.

Students will gain sufficient knowledge of counting and dates in Bangla to enable them to listen to, pronounce, read and write numbers and dates.

They will be encouraged to regularly participate in conversations in Bangla with the aim of developing their ability to express themselves and their ideas through Bangla.

They will be introduced to the history of the Bangla language and of Bangladesh and their knowledge will be strengthened through the establishment of a preliminary foundation of these topics.

Duration: Duration of each term will be 9 week.

### 1.2 Learning Outcomes

After the completion of the lessons, students are expected to develop interest in speaking, reading and writing in Bangla. The students at the beginner level will usually learn the Bangla alphabet and pick up basic numeracy skills and knowledge about the Bangladeshi and Australian flags. Intermediate level students should be able to read and write reasonably well and learn about the significant national days of Bangladesh and Australia. Students at the advanced level are expected to enhance their skills in reading, writing and speaking Bangla language as well as build up numeracy skills initiated at the basic and intermediate levels. They are also expected to get familiarity with Bengali culture and participate at various programs organized by BAAWA such as the Victory Day, International Mother Language Day, Independence Day and Banglar Mela (Bangla New Year's Day). In addition they will celebrate Father's Day and Mother's Day.

### 1.3 Development of Lessons Plans

Development of lesson plans went through three stages as outlined below:

Stage I: Four volunteer teachers of PBS were invited to develop the lesson plans following the template provided by OMI. Each of these teachers has been teaching at PBS as volunteer teachers.

Stage II: Lesson plans developed by PBS teachers were then submitted to the co-ordinator/editor who was nominated by PBS Management Committee. All the lesson plans were edited and coordinated for the sake of consistency.



Stage III: Finally, the edited/coordinated lesson plans were reviewed by a qualified primary school teacher nominated by the PBS Management Committee.



## 2.0 Lessons Plans

All the lessons plans developed for Beginner, Intermediate and Advanced levels are provided in Appendices.

### 2.1 Beginner Level

Lesson plans for Beginner Level are provided in Appendix A.

#### ***Year 1: Beginner Level - Parts 1 and 2***

- Bangla vowels (pronouncing and writing)
- Pronouncing and writing numbers 1-10 in Bangla
- Poems and stories – listening and speaking
- Conversing in short and simple sentences (familiarising students with the skill of introducing themselves in Bangla through mention of the student's name, age, family details )
- Acquiring general knowledge related to Bangla language and Bangladesh
- Learning the names of the days of the week in Bangla
- Names of colours in Bangla

In subsequent classes of each term, the lessons of previous classes will be reviewed with the students so that their learning is reinforced and they can remember and retain the knowledge they continue to acquire in each class.

#### ***Year 1: Beginner Level - Parts 3 and 4***

- Bangla consonants (pronouncing):
- Pronouncing and writing numbers 1-30 in Bangla
- Poems and stories – listening and speaking
- Recognising colours in Bangla (purple, blue, azure or sky blue, red, .....)
- General knowledge related to Bangla language and Bangladesh
- Names of flowers and fruits in Bangla

### 2.2 Intermediate Level

Lesson plans for Intermediate Level are provided in Appendix B.

#### ***Year 2: Intermediate Level - Parts 1 and 2***

- Bangla consonants (pronouncing, writing and identifying)
- Pronouncing, writing and identifying numbers 1-40 in Bangla
- The names of the six seasons in the Bangla year
- The names of the months in Bangla
- Names of the four directions of the compass (east, west, north, south) in Bangla
- Poems and stories – listening and speaking
- General knowledge related to Bangla language and Bangladesh



### ***Year 2: Intermediate Level - Parts 3 and 4***

- Bangla consonants (pronouncing and writing)
- Pronouncing, writing and identifying numbers 1-50 in Bangla
- Learning to write one's name in Bangla
- Poems and stories – listening and speaking
- General knowledge related to Bangla language and Bangladesh
- Learning to construct simple words in Bangla

## **2.3 Advanced Level**

Lesson plans for Advanced Level are provided in Appendix C.

### ***Year 3: Advanced Level - Parts 1 and 2***

- Learning to use consonants with vowel signs.
- Pronouncing, writing and identifying numbers 1-80 in Bangla
- Poems and stories – listening and speaking
- Learning the names of fruits, flowers, birds, animals in Bangla
- Learning to construct simple words
- Names of the six seasons of the Bangla year
- General knowledge related to Bangla language and Bangladesh

### ***Year 2: Intermediate Level - Parts 3 and 4***

- Learning to construct Bangla words (words with vowel signs)
- Learning simple mathematics of addition, subtraction, multiplication, division
- Learning to construct and say sentences
- Learning to read, write and identify words and sentences
- Learn more complex words
- Learning to converse in Bangla
- The twelve months of the Bangla year
- General knowledge related to Bangla language and Bangladesh





# APPENDICES



## **Appendix A – Beginner Level (Term 1 Week 1 to Term 4 Week 8)**



# PATHSHALA BANGLA SCHOOL

## LESSON PLAN – TERM 1, WEEK 1

### Lesson Plan – Term 1 Week 1

**School:**Pathshala Bangla School

**Year level:**Beginner

**Class group:**1

**Date and time of class:**04/02/2018

**Lesson topic:** Introduction to  
Bangladesh Flag/Map

#### Background information/prior knowledge

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

Able to communicate with teacher. Students do not require any prior knowledge in order to participate in the beginners group.

PLEASE NOTE :

The term Bangla and Bengali are used interchangeably in all the lesson plans as they refer to the same language



## Teacher preparation

*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

In order to successfully conduct the lesson for beginners, employ interactive ways such as :

Introducing each other “My name is..... What is your name?”

Showing the Australian and Bangladeshi flags and maps

Drawing & colouring the flags

Counting numbers (“1 – 10”) in Bangla using their fingers

Using coloured picture books.

## Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking

*At the end of this lesson students will be able to:*

Identify both Bangladesh maps and flag.

Able to repeat Bangla numerals 1 to 10 with the teacher

Talk about the picture.

2. Viewing/reading/responding

*At the end of this lesson students will be able to:*

Respond to simple questions, such as colour of map or picture, in Bangla.

3. Writing

*At the end of this lesson students will be able to:*

Draw the Bangladeshi flag.



#### 4. Cultural understanding

*At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:*

Bangladeshi flag and map.

### Grammar, vocabulary, text type conventions – system of the target language

#### 1. Vocabulary

*The words students need to understand in order to write and talk on this topic are:*

Use fingers for counting.

Briefly describe the history of Bangladeshi flag in Bangla

#### 2. Grammar

*The sentence structures students need to understand in order to make meaningful text about this topic are:*

Communication in Bangla

#### 3. Sound and writing systems

*The pronunciation and written language required to communicate on this topic are:*

How to say flag in Bangla

#### 4. Text type conventions

*How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):*

Picture book, worksheet.

### Learning/teaching experiences

*List the sequence of activities to be undertaken during the lesson.*

Show some videos of Bangladeshi flag with national anthem.



## Teaching resources

*List the teaching resources required to engage the students in the lesson.*

Laptop, colour pencil and papers, worksheet with map and flag for showing.

## Assessment activities

*How students will be assessed on the 'intended learning outcomes'. e.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Teacher will assess students individually by asking some question on the topic covered.

No marking is necessary, the teacher will understand if the child needs to practise more or can move on to the next topic.



PATHSHALA BANGLA SCHOOL  
LESSON PLAN – TERM 1, WEEK 2

**Lesson Plan – Term 1 Week 2**

**School:**Pathshala Bangla School

**Year level:**BEGINNERS

**Class group:**1

**Date and time of class:**11/02/2018

**Lesson topic:**Ekushey February

**(21st February) International Mother  
Language Day**

Review previous lesson

**Background information/prior knowledge**

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

The lesson will be built on the previous lesson, hence they will be expected to remember some aspects of what was taught in the first class. Students should be able to communicate with the teacher.

**Teacher preparation**



*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

In order to successfully conduct the lesson for beginners, employ interactive ways such as :

Introducing each other by saying 'My name is .... What is your name?'

Showing students how to draw the 'Language Martyrs Monument' , that is, Shaheed Minar

Explaining how many doors and shapes the monument has, and helping them to count these in Bangla

Asking general knowledge questions regarding Ekushey February

Games – Hopscotch.

Flashcards

### Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking

*At the end of this lesson students will be able to:*

Learn the reason for establishing the Shaheed Minar and the importance of Ekushey February.

2. Viewing/reading/responding

*At the end of this lesson students will be able to:*

See some videos and pictures of Shaheed Minar

3. Writing

*At the end of this lesson students will be able to:*

Draw and colour the Language Martyrs Monument

4. Cultural understanding

*At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:*

Ekushey February dress code

Black and White 'Kalow' and 'Shada'

### Grammar, vocabulary, text type conventions – system of the target language





1. Vocabulary	<p><i>The words students need to understand in order to write and talk on this topic are:</i></p> <p>Shaheed Minar', Matree Bhasha', 'Rockto', 'Lal', 'Jibon', 'Bhai', 'Ekushey February'</p>
2. Grammar	<p><i>The sentence structures students need to understand in order to make meaningful text about this topic are:</i></p>
3. Sound and writing systems	<p><i>The pronunciation and written language required to communicate on this topic are:</i></p> <p>Sound the words in Bangla</p>
4. Text type conventions	<p><i>How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):</i></p> <p>Videos, Picture books</p>

### Learning/teaching experiences

*List the sequence of activities to be undertaken during the lesson.*

Communication with students in Bangla.

Students will look at coloured picture books

They will learn the history of Shaheed Minar by watching video on laptop

They will participate in drawing activities during the lesson

The teacher will employ methods to teach effectively

### Teaching resources



*List the teaching resources required to engage the students in the lesson.*

Bangla books containing attractive pictures.

Flash cards

Play-dough

Colour papers

Bangla videos

Internet resources

### **Assessment activities**

*How students will be assessed on the 'intended learning outcomes'. e.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Teacher will assess students individually by asking some questions on the topic covered. No marking is necessary, the teacher will understand if the child needs to practise more or can move on to the next topic.



## **Appendix B – Intermediate Level (Term 1 Week 1 to Term 4 Week 8)**



# PATHSHALA BANGLA SCHOOL

## LESSON PLAN – TERM 1, WEEK 1

### Lesson Plan – Term 1 Week 1

**School:** Pathshala Bangla School

**Year level:** Intermediate

**Class group:**2

**Date and time of class:**04/02/2018

**Lesson topic:** Review the Lessons of the  
Previous Term

**The Seasons of Bangladesh**

#### Background information/prior knowledge

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

The lesson will build on the lessons learned during the previous term. Students will require the following skills to attend classes at this level :

Ability to understand basic Bengali language

Ability to listen to and speak in Bengali

Ability to recognise the Bengali vowels and write them.



## Teacher preparation

*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

The teacher will need :

Video clips to teach Bengali vowels with the assistance of audio visual display

Word document with colour display and writing sheet to help students learn, or review their learning of, the vowels : অ = o, আ = a, ই = i (e), ঐ = ee, উ = u, ঊ = U, ঋ = rri, এ = a, ঐ = OI, ও = O, ঔ = OU

Impart reading and writing practice on these vowels

Arrangements for display of Bengali numbers and audio-visual presentation.

Student worksheet to develop writing skills in the Bengali numbers 1 to 5 :( 1= Ek, 2=Dui, 3=Teen, 4=Char, 5=Panch).

Impart learning on the seasons of Bangladesh and pictures related to the seasons.

Impart learning on the significance of the seasons for the culture of Bangladesh.

## Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking

*At the end of this lesson students will be able to:*

Understand Bengali vowels and recognise them

Say words that begin with these vowels

Recognize Bengali numbers (from 1 to5)



2. Viewing/reading/responding	<p><i>At the end of this lesson students will be able to:</i></p> <p>Identify the Bengali vowels</p> <p>Identify Bengali numbers from 1 to 5.</p> <p>Identify pictures of words that are written with the vowels and count in Bengali the number of objects in the pictures.</p>
3. Writing	<p><i>At the end of this lesson students will be able to:</i></p> <p>Write all Bengali vowels and the Bengali numbers from 1 to 5.</p>
4. Cultural understanding	<p><i>At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:</i></p> <p>Bangladesh and Bengali language</p> <p>The Bengali season, Grishsho and the first two months of the Bengali year, Boishak, Joshtho.</p>
<b>Grammar, vocabulary, text type conventions – system of the target language</b>	
1. Vocabulary	<p><i>The words students need to understand in order to write and talk on this topic are:</i></p> <p>“Ojogor”, “aam”, “Edur”, “Egol”, “Ut”, “Usa”, “Risi”, “Ektara”, “Oirabat”, “oal”, “Ousod”.</p>
2. Grammar	<p><i>The sentence structures students need to understand in order to make meaningful text about this topic are:</i></p> <p>Order of noun and adjectives in bangla language</p>



3. Sound and writing systems	<p><i>The pronunciation and written language required to communicate on this topic are:</i></p> <p>Correctly pronounce “Ojogor”, “aam”, “Edur”, “Egol” “Ut”. “Usa” “Risi” “Ektara”, “Oirabat” “oal”, “Ousod”.</p> <p>Learn to write all the Bengali vowels</p>
4. Text type conventions	<p><i>How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):</i></p> <p>Picture Book, Worksheet,</p>

### Learning/teaching experiences

*List the sequence of activities to be undertaken during the lesson.*

Play video on laptop to review Bengali vowels learned during previous terms as well as one or two words related to each vowel

Play video clip for reinforcing students’ Bengali numerical skill from 1 to 5; several pictures will be displayed to help them recognise the numbers in Bengali, for example, 1 Bird, 5 Bananas

Impart learning to students on the Bengali seasons and months of the Bengali year as well as the significance of these to the culture of Bangladesh.

### Teaching resources

*List the teaching resources required to engage the students in the lesson.*

Laptop, colourful pictures, short movie, worksheet for writing practice.



## Assessment activities

*How students will be assessed on the 'intended learning outcomes'. E.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Students will be assessed on :

Ability to read and write Bengali vowels .

Ability to read and write Bengali numbers from 1 to 5

Ability to memorise the names of one Bengali season and two Bengali months

Knowledge of significance of the season to the culture of Bangladesh.

Ability to make an oral presentation about Bangladesh and the Bengali language





# PATHSHALA BANGLA SCHOOL

## LESSON PLAN – TERM 1, WEEK 2

### Lesson Plan – Term 1 Week 2

School: Pathshala Bangla School

Year level: Intermediate

Class group: 2

Date and time of class: 11/02/2018

Lesson topic:

Review Previous Lesson

Review knowledge of Bengali  
Consonants Ka to Na learnt in previous  
term

The seasons of Bangladesh

#### Background information/prior knowledge

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

The lesson will build on previous lessons.

Students will require the following skills to attend classes at this level :

Ability to understand basic Bengali language

Ability to listen to and speak in Bengali

Ability to recognise the Bengali vowels and write them.

Ability to recognise Bengali numbers from 1 to 5



## Teacher preparation

*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

The teacher will need :

Video clips to teach Bengali vowels with the assistance of audio visual display

Word document with colour display and writing sheet to help students learn, or review their learning of, the vowels :

অ = o, আ = a, ই = i (e), ঐ = ee, উ = u,, ঊ = U, ঋ = rri, এ = a, ঐ = OI , ও = O , ঔ = OU

Impart reading and writing practice on these vowels

Video clips to teach Bengali consonants with the assistance of audio visual display

Word document with colour display and writing sheet to help students learn, or review their learning of, the consonants :

ক = ka, খ = kha, গ = ga, ঘ = gha, ঙ = UNga, চ = ca, ছ = cha, জ = ja, ঝ = jha, ঞ = EEO, ট = Ta, ঠ = Tha, ড = Da, ঢ = Dha, ণ = Na

Impart reading and writing practice on these consonants

Arrangements for display of Bengali numbers and audio-visual presentation

Student worksheet to develop writing skills in the Bengali numbers 1 to 10 ( 1= EK, 2=Dui, 3=Teen, 4=Char, 5=Panch, 6=Choi, 7=Saath, 8= Aat, 9=Noi, 10=Dosh)

Impart learning on the seasons of Bangladesh and pictures related to the seasons

Impart learning on the significance of the seasons for the culture of Bangladesh



## Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking	<p><i>At the end of this lesson students will be able to:</i></p> <p>Understand Bengali vowels and recognise them</p> <p>Recognise Bengali consonants from Ka to Na.</p> <p>Say words starting with these letters or using them</p> <p>Recognize the Bengali numbers (from 1 to10)</p>
2. Viewing/reading/responding	<p><i>At the end of this lesson students will be able to:</i></p> <p>Learn all the Bengali vowels and the consonants from Ka to Na</p> <p>Identify pictures of words that start with these letters or contain them</p> <p>Recognise the Bengali numbers from 1 to 10.</p>
3. Writing	<p><i>At the end of this lesson students will be able to:</i></p> <p>Write all Bengali vowels and the consonants from Ka to Na</p> <p>Write the Bengali numbers from 1 to10.</p>
4. Cultural understanding	<p><i>At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:</i></p> <p>Bangladesh and Bengali Language</p>



The two seasons (Grishsho, Borsha) in Bangladesh and the two months of the Bengali year (Ashar, Shrabon).

### Grammar, vocabulary, text type conventions – system of the target language

#### 1. Vocabulary

*The words students need to understand in order to write and talk on this topic are:*

“Ojogor”, “aam”, “Edur”, “Egol” “Ut”. “Usa” “Risi”  
“Ektara, “Oirabat” “Oal”, “Ousod” ( words that use Bengali vowels )

At least two words that use Bengali consonants from Ka to Na.

#### 2. Grammar

*The sentence structures students need to understand in order to make meaningful text about this topic are:*

Order of noun and adjectives in bangla language

#### 3. Sound and writing systems

*The pronunciation and written language required to communicate on this topic are:*

Correctly pronounce “Ojogor”, “aam”, “Edur”, “Egol”  
“Ut”. “Usa” “Risi” “Ektara, “Oirabat” “oal”, “Ousod” using vowels

Write all the Bengali vowels and the consonants from Ka to Na.

#### 4. Text type conventions

*How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):*

Picture Book, Worksheet,



## Learning/teaching experiences

*List the sequence of activities to be undertaken during the lesson.*

Play video on laptop to review Bengali vowels earned during previous terms as well as one or two words related to each vowel

Play video clip for reinforcing students' Bengali numerical skill from 1-10 : several pictures will be displayed to help them recognise the numbers in Bengali, for example, 5 Birds, 10 Bananas

Impart learning to students on the Bengali seasons and months of the Bengali year as well as the significance of these to the culture of Bangladesh.

## Teaching resources

*List the teaching resources required to engage the students in the lesson.*

Laptop, colourful pictures, short movie, worksheet for writing practice.

## Assessment activities

*How students will be assessed on the 'intended learning outcomes'. E.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Students will be assessed on :

Ability to read and write Bengali vowels.

Ability to read and write Bengali consonants from Ka to Na

Ability to read and write Bengali numbers from 1 to 10

Ability to memorise the names of two Bengali seasons and four Bengali months ( two from previous lesson)

Ability to make an oral presentation about Bangladesh and the Bengali language



## **Appendix C – Advanced Level (Term Week 1 to Term 4 Week 9)**



# PATHSHALA BANGLA SCHOOL

## LESSON PLAN – TERM 1, WEEK 1

### Lesson Plan – Term 1 Week 1

**School: Pathshala Bangla School**

**Year level: Advanced**

**Class group:3**

**Date and time of class: 04/02/2018**

**Lesson topic:**

**Review Vowels learned the Previous Year**

**Counting 1to 20 in Bengali**

#### Background information/prior knowledge

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

The lesson will build on the lessons of the Intermediate Level. Students will require :

Ability to understand Bengali language

Ability to listen to and speak in Bengali

Ability to recognise Bengali letters and write them

Ability to say words that start with these letters or have them

Ability to count numbers in Bengali and write them

Ability to write own name in Bengali

Ability to recite rhymes and tell stories in Bengali



General knowledge of Bangladesh

Knowledge of fruits, flowers of Bangladesh

Knowledge of the seasons and months in Bengali

### Teacher preparation

*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

Video clips for the letters of the Bengali alphabet with audio-visual display.

Small paper cups to conduct exercise to reinforce learning of counting numbers in Bengali.

### Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking

*At the end of this lesson students will be able to:*

Recite rhymes with vowels in Bengali

Learn at least one word starting with each vowel.

2. Viewing/reading/responding

*At the end of this lesson students will be able to:*

Identify pictures for words "ajogor", "aam", "idur", "eagle", "oot", "oosha", "rishi", "ektara", "oirabot", "ol", "oushodh".

3. Writing

*At the end of this lesson students will be able to:*

Review their learning of writing vowels taught in previous lessons.





4. Cultural understanding	<p><i>At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:</i></p> <p>Approach to nature and the natural world in Bangladesh and Bengali culture.</p>
<b>Grammar, vocabulary, text type conventions – system of the target language</b>	
1. Vocabulary	<p><i>The words students need to understand in order to write and talk on this topic are:</i></p> <p>"ajogor", "aam", "idur", "eagle", "oot", "oosha", "rishi", "ektara", "oirabot", "ol", "oushodh".</p>
2. Grammar	<p><i>The sentence structures students need to understand in order to make meaningful text about this topic are:</i></p> <p>Order of subject and verb in Bengali language</p>
3. Sound and writing systems	<p><i>The pronunciation and written language required to communicate on this topic are:</i></p> <p>Pronunciation of vowels and words that carry them in Bengali</p>
4. Text type conventions	<p><i>How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):</i></p> <p>Short movie, Mobile App.</p>

### Learning/teaching experiences

*List the sequence of activities to be undertaken during the lesson.*

Review of last year's learning of the Bengali alphabet with video clip/ mobile app ..



## Teaching resources

*List the teaching resources required to engage the students in the lesson.*

Laptop, colour pictures, video; clip/ mobile app, coloured pencils.

## Assessment activities

*How students will be assessed on the 'intended learning outcomes'. E.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Students will be assessed on :

Ability to recognise and write vowels

Ability to say words starting with them.

Ability to say and write the first 20 numbers in the Bengali language.

## Term1 – Week 1 - Numbers

১ - 1	এক - ak	
২ - 2	দুই - dui	
৩ - 3	তিন - tin	
৪ - 4	চার - char	
৫ - 5	পাঁচ - pach	
৬ - 6	ছয় -choi	
৭ - 7	সাত - sat	
৮ - 8	আট - aat	



৯ - 9	নয় - noi	
১০ 10	- দশ - dosh	



১১ - 11	এগারো - agaro
১২ - 12	বারো - baro
১৩ - 13	তের - tero
১৪ - 14	চৌদ - chouddo
১৫ - 15	পনেরponero
১৬ - 16	ষোল - sholo
১৭ - 17	সতেরো - soteror
১৮ - 18	আঠারো - aatharo
১৯ - 19	উনিশ - unish
২০ - 20	বিশ - bish



# PATHSHALA BANGLA SCHOOL

## LESSON PLAN – TERM 1, WEEK 2

### Lesson Plan - Term 1 Week 2

**School: Pathshala Bangla School**

**Year level: Advanced**

**Class group:3**

**Date and time of class:11/02/2018**

**Lesson topic: Vowels in Bengali**

**Writing the Vowels**

**International Mother Language Day  
Part 1**

#### Background information/prior knowledge

*Identify what prior knowledge and information students require in order to successfully participate in the lesson.*

The lesson will build on previous lessons . Students will require :

Ability to understand Bengali language

Ability to listen to and speak in Bengali

Ability to recognise Bengali letters and write them

Ability to say words that start with these letters or have them

Ability to count numbers in Bengali and write them

Ability to recite rhymes and tell stories in Bengali

General knowledge of Bangladesh

Knowledge of fruits, flowers of Bangladesh



## Teacher preparation

*Identify what knowledge and activities the teacher will need to know and prepare in order to successfully conduct the lesson.*

Knowledge of International Mother Language Day that takes place on 21 February or "Ekushey February", the Language Martyrs and their significance for the Bengali language and Bangladesh

Conduct exercise to involve students in drawing pictures of Shahid Minar (the Language Martyrs Memorial)

Show short movie in laptop to reinforce learning about the day.

## Intended learning outcomes (choose one or two per lesson)

1. Listening/responding/speaking

*At the end of this lesson students will be able to:*

Talk about International Mother Language Day and Language Movement of East Pakistan

2. Viewing/reading/responding

*At the end of this lesson students will be able to:*

Identify symbols of 'Shahid Minar'

Read words like "Ful", "Bhasha", "Shahid Minar" in Bengali

3. Writing

*At the end of this lesson students will be able to:*

Write the vowels in Bengali



4. Cultural understanding	<p><i>At the end of this lesson students will have increased their understanding of, and engagement with the following aspects of the target culture:</i></p> <p>Respect and love for mother language</p> <p>Respect for language martyrs</p> <p>Observing International Mother Language Day</p>
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**Grammar, vocabulary, text type conventions – system of the target language**

1. Vocabulary	<p><i>The words students need to understand in order to write and talk on this topic are:</i></p> <p>"Flower", "Language", "Statue for Martyr" - "Ful", "Bhasha", "Shahid Minar"</p>
2. Grammar	<p><i>The sentence structures students need to understand in order to make meaningful text about this topic are:</i></p> <p>Order of subject and verb in Bangla language</p>
3. Sound and writing systems	<p><i>The pronunciation and written language required to communicate on this topic are:</i></p> <p>Pronunciation of words to say "International Mother Language Day" in Bangla</p> <p>Pronunciation of the Bengali words for "Flower", "Language", "Language Martyrs Memorial"</p>
4. Text type conventions	<p><i>How is text presented across different types of communication tools (e.g. a short movie, a diary entry, an instruction or an email):</i></p> <p>Short movie</p>

**Learning/teaching experiences**





*List the sequence of activities to be undertaken during the lesson.*

Discuss International Mother Language Day with the students

Students draw pictures of the Shahid Minar and make Shahid Minar with paper

Students take turns to talk about the day.

### Teaching resources

*List the teaching resources required to engage the students in the lesson.*

Laptop, projector, sound box, colour pictures, short movie, hard paper to make shahid minar, coloured pencils.

### Assessment activities

*How students will be assessed on the 'intended learning outcomes'. e.g. oral presentation, written paragraph, annotated visual image, story board or comic.*

Students are able to recognise the Shahid Minar or Language Martyrs Memorial and its significance

Demonstrate the activities that are undertaken to observe the day in Bangladesh

Ability to say a few sentences about the day and its significance .

Ability to write Bengali vowels.