

Appendix 1.

RESEARCH INSTRUMENT BLUEPRINT

Research Title: Analysis of English Literacy Activity at Jembatan Budaya

Primary School Bali

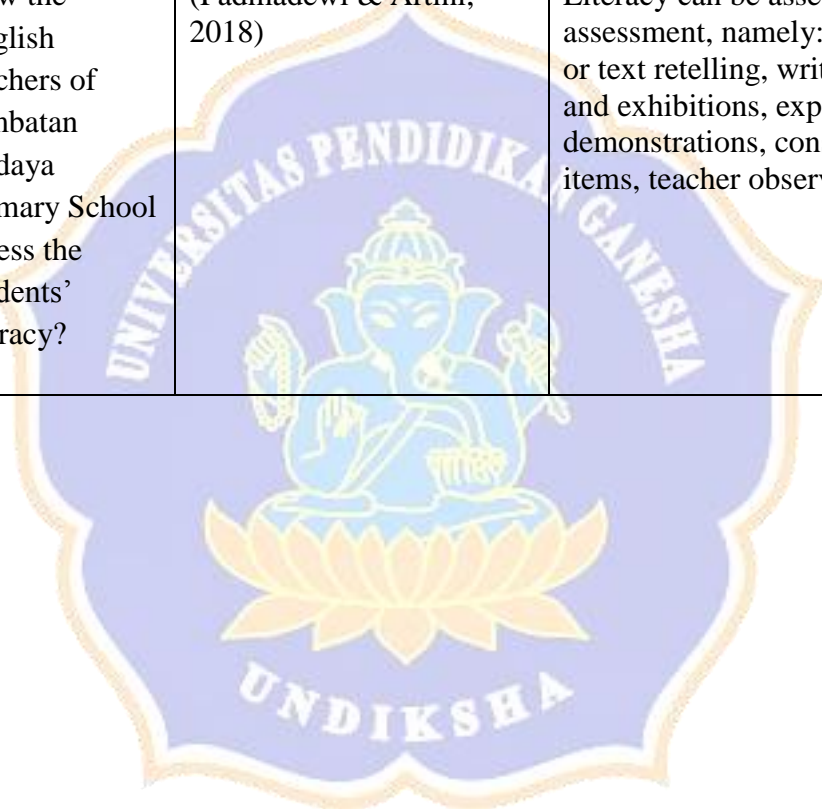
Research questions:

1. What kind of English literacy activities implemented in Jembatan Budaya Primary School?
2. How is the planning of English literacy activities in Jembatan Budaya Primary School?
3. How is the implementation of English literacy activity in Jembatan Budaya Primary School?
4. How the English teachers of Jembatan Budaya Primary School assess the students' literacy?

1. Theory

No	Research questions	Theory	Note
1	What kind of English literacy activities implemented in Jembatan Budaya Primary School?	Adesope, Lavin, Thompson, & Ungerleider (2011)	Literacy activities: cooperative reading, systematic phonics and guided reading, multimedia-assisted reading, writing.
		Beyond the Blueprint: Literacy in grade 4-12 and Across the Content (in Khairuniddiyah, 2017)	Literacy activities: Directed reading thinking activity, question-answer relationship, thinking aloud, context clues for determining word meaning, teacher models reading, reading aloud, knowledge rating scale.
		(Padmadewi, Artini, & Dewi, 2018)	The techniques used in teaching literacy are: reading buddy, cooperative literacy program, interactive storytelling, reading respond journal, and novel study.
2	How is the planning of English literacy activities in	(Jensen, 2001)	Planning a lesson: Checking syllabus, selecting/deciding textbook/material to be taught, deciding teaching method, developing lesson plan.

	Jembatan Budaya Primary School?		
3	How is the implementation of English literacy activity in Jembatan Budaya Primary School?	(Padmadewi & Artini, 2018)	Literacy can be taught through several teaching methods, namely: Problem-Based Learning, Inquiry-Based Learning, Task-Based Language Teaching, and Total Physical Response.
4	How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	(Padmadewi & Artini, 2018)	Literacy can be assessed through authentic assessment, namely: oral interviews, story or text retelling, writing samples, projects and exhibitions, experiments or demonstrations, constructed-response items, teacher observations, portfolios.



Appendix 2

Expert judgement validity form

EXPERT JUDGEMENT VALIDITY FORM

Lembar Wawancara tentang kegiatan literasi dalam pembelajaran Bahasa Inggris di SD Jembatan Budaya

Lembar Observasi ini bertujuan untuk mengobservasi kegiatan literasi dalam pembelajaran Bahasa Inggris di SD Jembatan Budaya. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menilai kegiatan literasi dalam Pembelajaran bahasa Inggris di SD Jembatan Budaya. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Instruksi:

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Statements in interview guide			Judge's comments		
Research questions	Questions	Answer	Relevant	Irrelevant	Note
What kinds of English literacy activities implemented in Jembatan Budaya Primary School?	What kinds of literacy programs exist in the school?		√		
	What kind of activity do you implement related to students' literacy development?		√		
	Do you put emphasis equally on four skills? Or which one is emphasized more?		√		

	What do you think about implementation of literacy based learning in English so far?		√		
	How is students' interest on English reading and writing?				
How is the planning of English literacy activities in Jembatan Budaya Primary School?	What do you do in planning the English literacy activities?		√		
How is the implementation of English literacy activity in Jembatan Budaya Primary School?	What teaching method do you implement in teaching English literacy?		√		
	Do you use Problem-based learning method to teach literacy in your class?		√		
	Do you use Inquiry-based learning method to teach literacy in your class?		√		
	Do you use Task-Based Language Teaching (TBLT) to teach literacy in your class?		√		
	Do you use Total-Physical Response		√		

	(TPR) to teach literacy in your class?				
	Can you explain the steps/stages of implementing the English literacy activities in the school?		√		
How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	What kind of assessment do you use to assess students' literacy?		√		
	Is the assessment able to measure what should be measured?		√		
	Do the assessment motivate students?		√		
	What are obstacles faced to assess literacy?		√		
	What will you do to solve the problem?		√		

Singaraja, _____
Expert 1

Prof. Dr. Ni Nyoman Padmadewi, MA
NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM

Lembar Observasi tentang kegiatan literasi dalam Pembelajaran bahasa Inggris di SD Jembatan Budaya

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Statements in observation sheet				Judge's comments		
Research questions	Activity	Yes	No	Relevant	Irrelevant	Note
What kind of English literacy activities implemented in Jembatan Budaya Primary School?	Cooperative reading			√		
	Systematic phonics			√		
	Guided reading			√		
	Multimedia-assisted reading			√		
	Writing			√		
	Directed reading thinking activity			√		
	Question-answer relationship			√		
	Thinking aloud			√		
	Context clues for determining word meaning			√		

	Teacher models reading			√		
	Reading aloud			√		
	Knowledge rating scale			√		
	Know-what learning chart			√		
	Comparison matrix			√		
	Response notebook			√		
	Anticipation guide			√		
	Visualizing			√		
	Semantic map			√		
	Graphic thinking organizer			√		
	Concept of definition map			√		
	List-group-label			√		
	Possible sentences			√		
	Semantic feature analysis			√		
	Vocabulary by analogy with word walls			√		
	Spelling self-correction			√		
	Clues to spelling from word relationships			√		
	Word sorts			√		
	Reading buddy			√		
	Cooperative literacy program			√		
	Interactive storytelling			√		
	Reading respond journal			√		
	Novel study			√		

How is the planning of English literacy activities in Jembatan Budaya Primary School?	Checking syllabus			√		
	Selecting/deciding textbook/material to be taught			√		
	Deciding teaching method			√		
	Developing lesson plan			√		
	Other activity (please explain)			√		
How is the implementation of English literacy activity in Jembatan Budaya Primary School?	1. Problem-based learning			√		
	Pre-teach			√		
	Introduce problem and vocabulary			√		
	Group students and provide resources			√		
	Observe and support			√		
	2. Inquiry-based learning			√		
	Questioning: - Teacher-initiated phase - Student-initiated phase			√		
	Investigation			√		
	Creation			√		
	Discussion			√		
	Reflection			√		
	3. Task-based language teaching			√		
	Pre-task activity			√		

	Task activity			√		
	Post-task activity			√		
	4. Total physical response			√		
	Modelling by teacher			√		
	Command variation			√		
	Reading and writing			√		
	5. Other method/techniques? (please explain...)			√		
How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	1. Formative assessment (topic test)			√		
	2. Summative assessment			√		
	3. Process-based assessment			√		
	oral interview			√		
	story / text retelling			√		
	writing samples			√		
	project			√		
	experiment/ demonstration			√		
	constructed – response items			√		
	teacher observations			√		
	portfolios			√		
	4. Other types of test			√		

Singaraja, _____
Expert 1

Prof. Dr. Ni Nyoman Padmadewi, MA
NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM

Lembar Kuisisioner tentang kegiatan literasi dalam pembelajaran Bahasa Inggris di SD Jembatan Budaya

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Statements in questionnaire			Judge's comments		
Research questions	Questions	Answer	Relevant	Irrelevant	Note
What kinds of English literacy activities are implemented in Jembatan Budaya Primary School?	What kind of activity do you implement related to students' literacy development?		√		
	Do you put emphasis equally on four skills? Or which one is emphasized more?		√		
	How is students' interest on English reading and writing?		√		
How is the planning of English literacy activities in Jembatan Budaya Primary School?	What do you do in planning the English literacy activities?		√		

How the literacy activities are planned in Jembatan Budaya Primary School?	What teaching method do you implement in teaching English literacy?		√		
How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	What kinds of assessment do you use to assess students' literacy?		√		
	Is the assessment able to measure what should be measured?		√		
	Do you find difficulties in assessing students' literacy?		√		
	What do you do in solving the difficulties/problems?		√		

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Expert 1

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NIP. 196202021988032001

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	Can you explain the steps/stages of implementing the English literacy		√		

	activities in the school?				
How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	What kind of assessment do you use to assess students' literacy?		√		
	Is the assessment able to measure what should be measured?		√		
	Do the assessment motivate students?		√		
	What are obstacles faced to assess literacy?		√		
	What will you do to solve the problem?		√		

Badung, ____
Expert 2

Made Ayu Asri Lestari, M.Pd.

EXPERT JUDGEMENT VALIDITY FORM

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	writing samples			√		
	project			√		
	experiment/ demonstration			√		
	constructed – response items			√		
	teacher observations			√		
	portfolios			√		
	4. Other types of test			√		

Badung, _____
Expert 2

Made Ayu Asri Lestari, M.Pd.

EXPERT JUDGEMENT VALIDITY FORM

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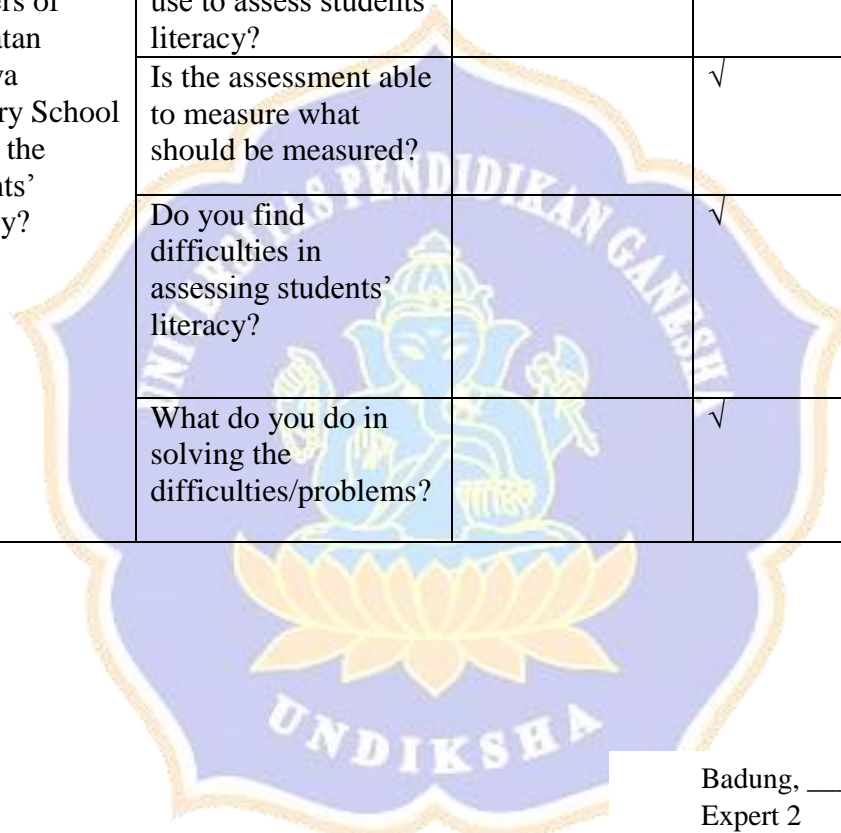
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How is the planning of English literacy activities in Jembatan Budaya Primary School?	What do you do in planning the English literacy activities?		√		

How the literacy activities are planned in Jembatan Budaya Primary School?	What teaching method do you implement in teaching English literacy?		√		
How the English teachers of Jembatan Budaya Primary School assess the students' literacy?	What kinds of assessment do you use to assess students' literacy?		√		
	Is the assessment able to measure what should be measured?		√		
	Do you find difficulties in assessing students' literacy?		√		
	What do you do in solving the difficulties/problems?		√		



Badung, _____
Expert 2

Made Ayu Asri Lestari, M.Pd.

Appendix 3

SYLLABUS

School : Jembatan Budaya
 Academic Year: 2019/2020
 Subject : English
 Grade : 1



Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary	Content	Values/project	Literacy
1 . Good Morning, Class!	<ul style="list-style-type: none"> To use greetings and introductions To count to ten To talk about classroom object and colors 	Contraction and simple present : to be What's this? It's a marker	Classroom Object backpack, book, chair Color blue, green, yellow	Numbers 1-10 Classroom items Classroom object	Be polite. Role-play being polite to others Make a be polite poster	Reading: My classroom Writing list of things on my classroom
2. My Family	<ul style="list-style-type: none"> To talk about family members To say how many brothers and sisters you have To listen and write b and p 	Simple present: to have How many brothers and sisters do you have? I have one brother	Family Members Father, brother, grandfather	Animals in family groups Self-introductions Making name tags Counting names	Help your family. Role-play helping family members. Make an I Can Help poster	Dictation: family members Reading: My little brother Writing: I can help

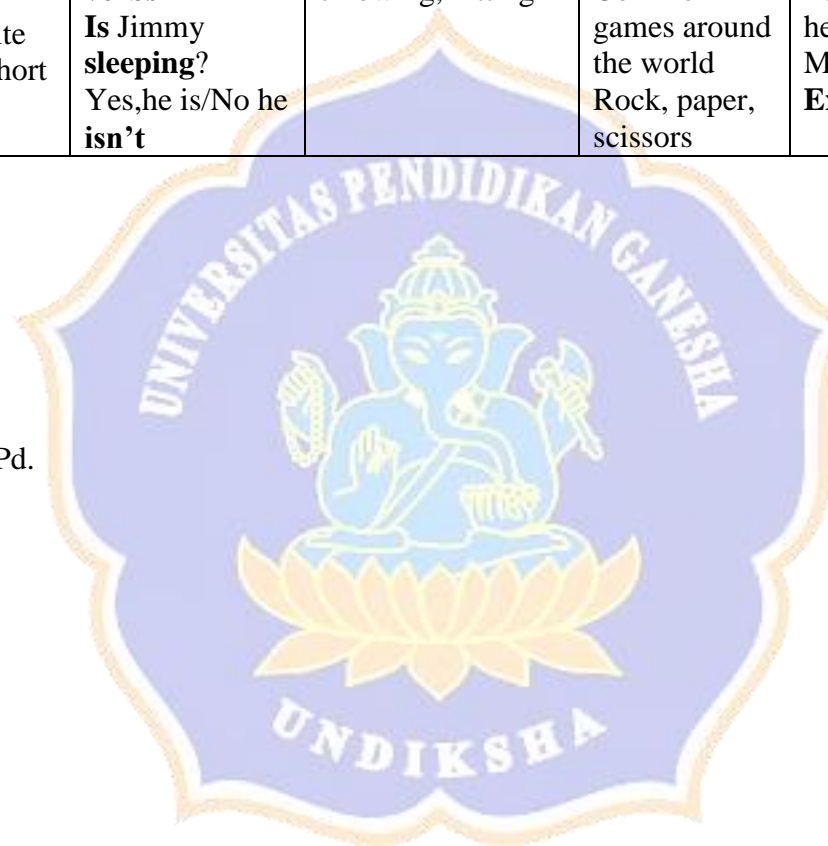
3. My Body	<ul style="list-style-type: none"> To identify parts of the body To describe people and animals To listen and write d and t 	Simple present: to have Does she/he have long hair? Yes, she/he does	Parts of the body Arm, ear, eye Size Words small, big, long	The five senses The colors in flags	Keep Clean. Sing about healthy habits Decorate a tissue box	Dictation: Parts of my body Reading: My body
4. My Favorite Clothes	<ul style="list-style-type: none"> To identify clothing To describe clothing To listen and write c and g 	Present progressive: wearing What's she/he wearing ? He/she's wearing a red shirt	Clothing boots, dress, gloves Describing Favorite, new, old	Weather in different places Clothes appropriate for the weather and the setting Hats worn at the royal ascot horse race in England	Respect all cultures. Learn about traditional clothing from other countries Make a Traditional Clothing collage	Dictation: clothes Reading: traditional clothing around the world
5. Busy at Home	<ul style="list-style-type: none"> To talk about daily activities To identify rooms in a house To listen and write words with the short a sound 	Where is/ Where are Where's Dylan? He's in the dining room	Rooms of the house bathroom, bedroom Daily routines brushing(my)teeth, combing(my)hair Actions	Shapes Different kinds of homes	Help at home Identify and act out helping activities Make a Helping at Home chart	Dictation: things at home Reading: My messy room Writing: Helping at home chart

			drawing, eating, playing			
6. On The Farm	<ul style="list-style-type: none"> To talk about animals and their activities To listen and write the short e sound 	Present progressive: doing What's the frog doing ? It's jumping	Animals Cat, cow, dog Actions Climbing, eating, flying	Baby animals Family pets Favorite pets	Be kind to animals. Talk about and draw activities with animals Make a bird feeder	Dictation Reading: Max the Dog
7. Party Time	<ul style="list-style-type: none"> To talk about foods To talk about days of the week To talk about celebrations 	Simple present: to have What does he have ? He has milk	Foods Apple, cake, grapes Actions Drinking, eating Days of the week Sunday, Monday, Tuesday	Hot and cold items What people eat and drink on their birthday	Celebrate. Identify holidays and exchange holiday greetings Make a Greeting Card	Dictation Reading: Holiday
8. Fun and Games	<ul style="list-style-type: none"> to talk about toys To state where the things are To state one's wants 	Where is/ Where are with prepositions of location Where's the ball? It's in the toy box	Toys Actions figure, airplane, ball Items in the house Bed, chair, desk	Numbers 11-20 Age Unusual kites	Share your toys. Role-play sharing toys with a friend Make a Fun Kite	Reading: Missing Toys Writing: my favorite toy

9. Play Time	<ul style="list-style-type: none"> • To talk about actions • To identify healthy actions • To listen and write words with the short u sound 	Present progressive: verbs Is Jimmy sleeping? Yes, he is/No he isn't	Actions Catching, throwing, hitting	Simple actions Common games around the world Rock, paper, scissors	Take care of your body. Talk about and do healthy actions Make a Daily Exercise chart	Dictation: words with short u sound Reading: Healthy body Writing: daily exercise chart
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Principal

I.A. Komang Mirah Wartini, M.Pd.



Kuta, July 2019

Teacher

Luh Made Astiti Partama, S.Pd.

SYLLABUS

School : Jembatan Budaya
 Academic Year: 2019/2020
 Subject : English
 Grade : 2



Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary	Content	Values/project	Literacy
1. In My Classroom	<ul style="list-style-type: none"> To talk about classroom activities To identify the alphabet To listen and write names 	Present progressive What is she doing? She is counting pencils	Classroom actions Coloring, counting pencils, writing name	School settings: different classrooms	Take turns Make a finger puppet to role play.	Reading: My school Reading: My classmates
2. Playground Fun	<ul style="list-style-type: none"> To talk about playground activities To identify location of items To listen and write m and n 	Like to + verb	Outdoor activities Hit a baseball, jump rope, play basketball	<ul style="list-style-type: none"> Bones and muscles Games 	Play safely on a playground Make a playground safety list	Reading: Traditional games around the world Writing: My playground safety list
3. In My House	<ul style="list-style-type: none"> To say who an item belongs to To talk about where things are located 	Simple present with <i>where</i>	Household objects Bed, closet, dresser, lamp	Household objects Old and new items	Be neat Make a toy box	Reading: Helping mom Writing: My house

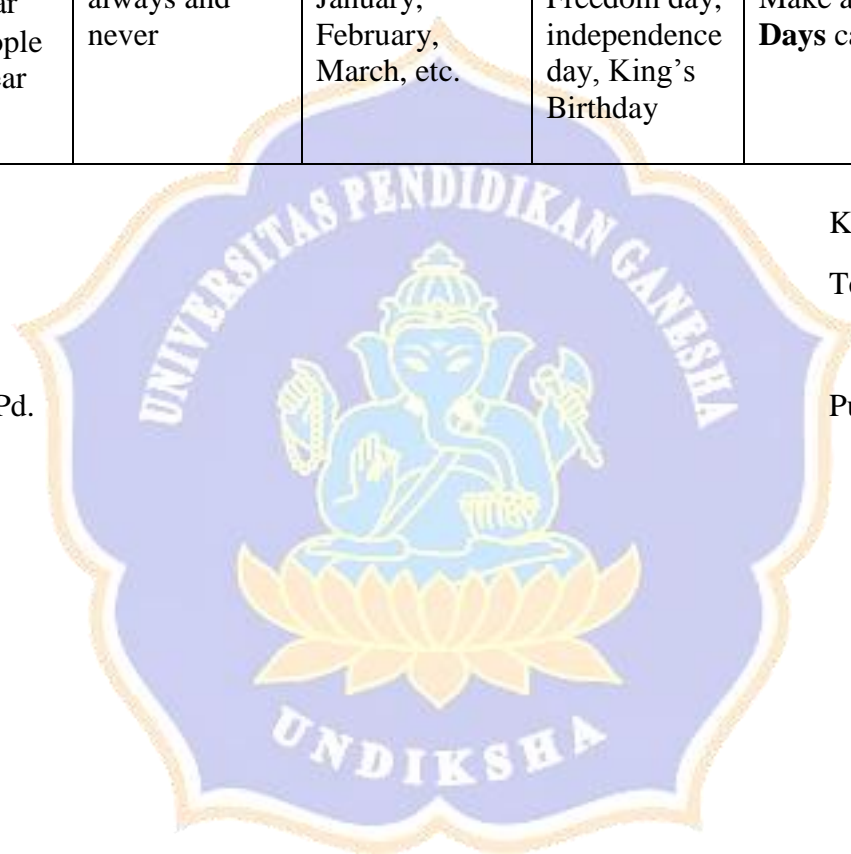
	<ul style="list-style-type: none"> To listen and write f and v 					
4. In My Town	<ul style="list-style-type: none"> To locate places on a map To say what you want to do To listen and write f and v 	Simple present: want to + verb	Places in the community Bookstore, bus stop, computer	Colorful taxis Places in North America Locating places on a map	Cross the street safely Make a Cross Safely poster	Reading: Be safe on the street Reading: Taxis from London, Mexico City, Bangkok
5. My Dream Job	<ul style="list-style-type: none"> To talk about jobs To say what you want to be To listen and write l and r 	Simple present: want to + verb	Jobs Actor, artist, dancer, doctor	When I grow up: Jobs children like Goods and service	Study hard and set goals Make a What I want to flip book	Reading: Unique jobs Reading: In the theater Writing: Flip book
6. My Day	<ul style="list-style-type: none"> To tell time To say when people do things To talk about daily activities To listen and write w and y 	Simple present verbs with when When does he get up? He gets up at 6:00	Time One o'clock to twelve o'clock Activities Eat lunch, get up, go to bed	<ul style="list-style-type: none"> Telling time long ago Using an alarm clock Content words Hourglass, measure, sundial, water clock, alarm clock, chime, cuckoo 	Be on time Listen and identify the steps getting to school on time Make a My Day book	<ul style="list-style-type: none"> Differentiating y and w Reading Reading: Telling time long ago Writing: My Day book

				clock, pendulum		
7. Food	<ul style="list-style-type: none"> • To talk about foods • To ask answer questions about what you like • To listen and write h and j 	<p>Simple present with like</p> <p>Do you like fruit?</p> <p>Yes, I do./ No, I don't.</p>	<p>Food and Drink</p> <p>Bananas, pineapple, tomatoes, lemonade, water</p>	<ul style="list-style-type: none"> • Where fruit comes from • Choose healthy foods • Content words Avocados, fruit, mangoes 	<p>Listen, write, and talk about healthy foods.</p> <p>Make a healthy snacks collage</p>	<ul style="list-style-type: none"> • Differentiating h and j • Reading • Writing: My favorite snack
8. Wild Animals	<ul style="list-style-type: none"> • To talk about animals • To talk about what animals can and can't do • To listen and write k, q, and x 	<p>Can</p> <p>Can a kangaroo jump?</p> <p>Yes, it can.</p>	<p>Animals</p> <p>Cheetah, giraffe, zebra</p> <p>Animal body parts and features</p> <p>Arm, claw, feather, fur</p> <p>Animal actions</p> <p>Catch a fish, climb a tree, hang from a tree</p>	<ul style="list-style-type: none"> • Animals near home and school • Koala, Llama, snow monkey • Animal habitats Desert, forest, jungle 	<p>Appreciate animals</p> <p>Make an animals map</p>	<ul style="list-style-type: none"> • Differentiating k, q, x • Reading: Animals near me • Writing: Where do animals come from?

9. Fun all year	<ul style="list-style-type: none"> • To talk about the months • To use a calendar • To say what people do during the year 	Adverbs of frequency: always and never	Months of the year January, February, March, etc.	Celebrating special days Freedom day, independence day, King's Birthday	Be active all year Make a Special Days calendar	<ul style="list-style-type: none"> • Reading: Special day around the world
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Principal

I.A. Komang Mirah Wartini, M.Pd.



Kuta, July 2019

Teacher

Putu Gede Suardika, M.Pd.

SYLLABUS

School : Jembatan Budaya
 Academic Year: 2019/2020
 Subject : English
 Grade : 3



Unit and Theme	Communication Objectives	Key Structures	Key Vocabulary	Content	Values/project	Literacy
1 . Every Day	<ul style="list-style-type: none"> To discuss different times of the day To discuss activities before and after school To identify the subject and verb in a sentence 	Adverbs: before and after What does he do before school? He eats breakfast before school	Daily Activities Wake up, wash my face, eat breakfast	Good hygiene Time zones in the U.S	Do your chores. Listen and talk about chores Make a Chores chart	Reading: My daily activity Writing: Chores chart
2. In Our Community	<ul style="list-style-type: none"> To talk about what people do To talk about where people work To use compound subjects and verbs 	Simple present: do and does What does she do? She's a nurse	Occupations Firefighter, chef, police Workplaces Hospital, fire station, store	Unusual jobs Children helping their communities	Respect others Listen to how to show others respect Make a class book about respecting others	Reading: Occupations Writing: I want to be a...

3. Working Hard	<ul style="list-style-type: none"> To talk about how often people do things To talk about what people have to do To talk about chores 	Have to + verb What does he have to do? He has to feed the dog Adverbs of frequency: always, usually, sometimes, never We always wash the dishes	Chores and Other Activities Make the bed, walk the dog Adverbs of Frequency Always, usually	Chores children do Adding allowance amounts	Always be happy to help Listen to decide if people are happy to help. Role-play helping with a partner Role-play with a sock puppet	Reading: Doing chores
4. Awesome Animals	<ul style="list-style-type: none"> To identify animals in their habitats To identify the topic sentence of a paragraph 	Simple present: can and can't What can a penguin do? It can swim. It can't fly	Animals Habitats Bear, deer, owl Desert, forest, ice and snow	Animal camouflage Popular pets around the world	Protect animal and their habitats Read maps of animal habitats Make a maps of animal habitats	Reading: Extinct animals Writing: Animal habitat
5. Sunny Days	<ul style="list-style-type: none"> To describe the weather To say how the weather was yesterday To identify clothing for different types of weather 	Simple present and simple past: to be How is the weather today? It's hot and sunny	Types of Weather Clothing and Accessories Cold and snowy, warm	Extreme climates The climate where you live What children like to do in	Prepare for the weather. Identify people who are prepared for the weather Make a prepare for the weather checklist	Reading: Sunny weather Reading: Prepare for the weather list

			Sandals, sunglasses, shorts	different weather		
6. The Five Senses	<ul style="list-style-type: none"> To describe things using the five senses To write a final sentence for a paragraph 	Simple present verbs How does the pie smell ? It smells good	Verbs Feel, look, smell Adjectives Pretty, awful, delicious	How animals use their senses Jobs with good and bad smells	Try new things. Talk about something new you want to try Make a Try New Thing flip chart.	Reading: Miss tiny chef
7. Fabulous Food	<ul style="list-style-type: none"> To talk about favorite food To talk about things you have or don't have To write a paragraph about a favorite meal 	Some and any Is there any pizza? Yes, there is some pizza	Food Pizza, tomato sauce, cheese	Vitamins found in different foods What children eat for breakfast	Try different foods. Listen and read about new foods. Make a poster about the food from another country.	Reading: Breakfast in different countries
8. Healthy Living	<ul style="list-style-type: none"> to talk about healthy and unhealthy habits to talk about activities in the past to ask classmates about their habits 	Simple past: to do Did you eat any vegetables? Yes, I did	Healthy Habits Eat a healthy breakfast Get enough sleep	Calories Calculating calories used during favorite activities Unusual sports	Get exercise. Identify healthy activities. Role-play telling your partner to do healthy things Make up a new game.	Reading: I eat healthy
9. Field Trip!	<ul style="list-style-type: none"> To talk about actions in the past 	Simple past: verbs	Places Science museum, art	Famous paintings	Recognize your talents.	Reading: Unique talents

	<ul style="list-style-type: none"> • To ask for and give opinions about activities • To talk about famous paintings 	<p>Where did you go?</p> <p>I went to the museum of science</p>	<p>museum, theater</p> <p>Activities</p> <p>Saw a movie, looked at paintings</p>	<p>Theater shows</p>	<p>Talk about your talents</p> <p>Have a talent show</p>	<p>Write and draw:</p> <p>Talent show</p>
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Principal

I.A. Komang Mirah Wartini, M.Pd.



Kuta, July 2019

Teacher

Made Ayu Asri Lestari, M.Pd.



Appendix 4



Jembatan Budaya Primary School

Lesson Plan

Teacher : Made Ayu Asri Lestari, M.Pd. / Ms. Asri
Grade : 3
Theme : The Five Senses
Time allowance : 35 minutes

I. Learning objectives

1. Students are able to read a text about the five senses.
2. Students are able to write sentences about the five senses.

II. Content

Student's book unit 6 (The Five Senses)

Literacy activity: Reading through DRTA

Reading text: Miss Tiny Chef retrieved from

<https://www.storyberries.com/bedtime-stories-miss-tiny-chef/>

III. Learning activities

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none">• Greeting• Checking students' readiness: workbook, student's book, notebook, stationery• Reviewing previous material.• Brainstorming.	10'
Whilst-activity	<ul style="list-style-type: none">• Direct:<ul style="list-style-type: none">- Activating students' prior knowledge about smell and taste.- Introducing students to the text.- Ask students to predict the text.• Reading:<ul style="list-style-type: none">- Students read the text in turn.- Ask students questions related to the text.• Thinking:	15'

	<ul style="list-style-type: none"> - Ask students whether their prediction matches the story. - Students fill the blank sentences. • Students write sentences related to five senses. 	
Post - activity	<ul style="list-style-type: none"> • Checking students' work. • Giving rewards. • Closing. 	5'

IV. Assessment

1. Affective: Observation

2. Cognitive:

A. Filling the blank

Write Kasini or The Stick

1. _____ likes to cook.
2. _____ doesn't follow the instruction.
3. _____ gets angry by changing color from brown to red.
4. _____ knows great recipes by heart.
5. _____ uses palm to taste the food.

B. Comprehension questions

1. What is Kasini's secret?
2. How does Kasini taste her food?
3. What do you think about cooking?

3. Skill: writing sentences

Draw an interesting or funny cake. Color. Then write.

1. How does it taste?
2. How does it smell?
3. How does it look?

Kuta, January 2020

Principal

Teacher

I.A. Komang Mirah Wartini, M.Pd.

Made Ayu Asri Lestari, M.Pd.



Jembatan Budaya Primary School
Lesson Plan

Teacher : Made Ayu Asri Lestari, M.Pd. / Ms. Asri
 Grade : 3
 Theme : Fabulous Food
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to comprehend a text about food.
2. Students are able to write sentences about food.

II. Content

Student's book unit 7 (Fabulous Food)

Literacy activity: Guided reading (in group)

III. Learning activities

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none"> • Greeting • Checking student's attendance. • Checking students' readiness: workbook, student's book, notebook, stationery • Brainstorming 	10'
Whilst-activity	<ul style="list-style-type: none"> • Assigning students to small groups. • Students read a table about vitamin contained in food. • Introducing students to the text. • Directing students to read the text and discuss with their group. • Assisting students in reading activity. • Discussing what the students read in the group. 	20'
Post -activity	<ul style="list-style-type: none"> • Giving rewards to students. • Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: reading comprehension
3. Skill: writing sentences

Kuta, January 2020

Principal

Teacher

I.A. Komang Mirah Wartini, M.Pd.

Made Ayu Asri Lestari, M.Pd.



Jembatan Budaya Primary School

Lesson Plan

Teacher : Made Ayu Asri Lestari, M.Pd. / Ms. Asri
Grade : 3
Theme : Healthy Living
Time allowance : 40 minutes (online)

I. Learning objectives

1. Students are able to comprehend a text about healthy life.

II. Content

- Student's book unit 8 (Healthy Living)
- Literacy activity: Reading a short story
- Story: "Caring for yourself – I eat healthy" retrieved from <https://www.youtube.com/watch?v=4v-DFNa71ag>

III. Learning activities

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none">• Greeting• Checking student's attendance• Checking students' readiness• Brainstorming	10'
Whilst-activity	Discovery Learning <ul style="list-style-type: none">• Stimulation Listening to a song (Get some exercise!)• Problem statement What activities belong to healthy lifestyle? What activities belong to unhealthy lifestyle?• Data collection Students mention healthy and unhealthy lifestyle that they found in the song.• Data processing Listen and read: I Eat Healthy	25'

	<p>Reading comprehension test: true/false</p> <ul style="list-style-type: none"> • Verification Discussing the correct answer. • Generalization Ask students to mention what they have learnt in the meeting. 	
Post-activity	<ul style="list-style-type: none"> • Giving rewards to students. • Closing 	5'

IV. Assessment

1. Affective: Observation

2. Cognitive: reading comprehension: true/false test

Circle T for true or F for false.

- | | | |
|--------------------------------------------------------|---|---|
| 1. Tinku liked to eat fruits and vegetables. | T | F |
| 2. A fairy gave him chocolates, ice cream, and cakes. | T | F |
| 3. Tinku had headache after eating many chocolates. | T | F |
| 4. Chocolate, cake, and ice cream are not good for us. | T | F |
| 5. Rice, vegetable, fruit, and milk are healthy foods. | T | F |

3. Skill: Answering questions related to the text.

Answer the following questions.

1. What did Tinku want to eat every day?
2. Are they healthy food?
3. What did Tinku feel after eating his favorite food?
4. What unhealthy foods do you like to eat? Explain.
5. What healthy foods do you like to eat? Explain.

Kuta, Januari 2020

Principal

Teacher

I.A. Komang Mirah Wartini, M.Pd.

Made Ayu Asri Lestari, M.Pd.

Reading text

Eat Healthy

Tinku hated to eat fruits and vegetables. “How I wish I could eat only the things I like to eat!” he said aloud.

Suddenly a fairy appeared before him and asked him what he would love to eat. “Chocolates, cakes, and ice creams all the time,” he said. “I will never get tired of them!”

The fairy granted his wish. Tinku was thrilled. Whenever he felt hungry, a very big box of chocolates, a very big cake and a dozen cups of ice cream appeared before him. How fun it was! He had chocolates, cakes and ice creams for breakfast, lunch and dinner, too.

The next day also it was the same story.

The third day morning Tinku got up with a severe stomachache. Oh God! It was a terrible stomachache! Then, he threw up everything he had eaten – all the chocolates, cakes and ice cream!

His mom rushed him to the doctor. The doctor examined him and prescribed some medicines. The doctor told him, “Listen, Tinku. You can’t eat chocolates, cake and ice creams all of the time. They are not good for you. They will upset your stomach. You should eat rice, vegetables and fruits every day. You should also drink milk”.

“All right, doctor. Thank you very much,” said Tinku happily. From that day, he never eats chocolates, cakes and ice creams.

THE END



Jembatan Budaya Primary School

Lesson Plan

Teacher : Putu Gede Suardika, M.Pd. / Mr. Dika
 Grade : 2
 Theme : Food
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to comprehend a short story in form of comic.
2. Students are able to write a short report of a friend.

II. Content

Student's book and workbook
 Short story: Oliver's Fruit Salad, retrieved from
<https://www.youtube.com/watch?v=FpR26kPqpHc>

III. Learning activities

Phase	Activity	Time allowance
Pre-activity (Pre-task)	<ul style="list-style-type: none"> • Greeting • Checking student's attendance • Checking students' readiness: workbook, student's book, notebook, stationery • Game: mystery box 	10'
Whilst-activity (Tasks)	<ul style="list-style-type: none"> • Reading the food's name • Listen and point out the food • Listen and read: Oliver's Fruit Salad • Reading comprehension: true/false test • Interviewing a friend and write the answer 	20'
Post-activity (Post-task)	<p>Post-task:</p> <ul style="list-style-type: none"> • Checking students' work • Giving feedback • Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: true/false test
3. Skill: writing a report

Kuta, January 2020

Principal

I.A. Komang Mirah Wartini, M.Pd.

Teacher

Putu Gede Suardika, M.Pd.

Reading text

Oliver's Fruit Salad

Oliver was eating his breakfast. He looked at his cereal and put down his spoon. "When I was staying with Grandpa," he said, "I helped him pick crunchy red apples every morning."

"How lovely," said Mom.

When mom made herself a cup of coffee, Oliver shook his head at his glass of grape juice.

"At Grandpa's house, I saw real grapes. Gran let me pick them. She made grape jelly."

"Goodness me," said Mom.

At lunchtime, Oliver's mother looked at the cupboard, "Shall we have canned pears?" she asked. Oliver sniffed "Grandpa grows pears." He said. "He doesn't eat pears out of cans. He grows pears on trees." "Lucky grandpa," said Mom.

After lunch, mom get their jackets. "Let's go shopping." She said. "Grandpa doesn't go shopping," said Oliver. He grows everything in his garden."

"Hurry up," said Mom. "Put your jacket on".

"All right," sighed Oliver.

In the supermarket, Mom went to look at the jams. Oliver told her about Grandpa's wonderful cherries and strawberries and plums. "Oliver," said mom, "look over there".

"Why? Asked Oliver.

"Look!" said mom.

Oliver looked. He saw apples and grapes and pears. He saw cherries and strawberries and plums. "Hmm, said Oliver. I still think grandpa's fruit is better."

"What about bananas and coconuts? Said mom. "Grandpa could grow them if he wanted to," Oliver said firmly.

Mom pulled up a shopping cart and filled it with fruit. “I’ve never seen one of those in Grandpa’s garden,” Oliver said, pointing at a pineapple. “We’ll buy a little one,” mom said, and she did.

Oliver helped mom carry all the bags home. They piled up the fruit on the kitchen table. “Now, said mom. “You can eat an apple. Or a pear. Or a plum. It’s not in a jar or a can. It’s all fresh. So help yourself”.

Oliver shook his head. “No, thank you,” he said. I just helped grandpa. I didn’t eat any of the fruit. I don’t like fruit,” mom stared, “Oh, Oliver!”

The doorbell rang, Oliver rushed to open the door. It was Grandma and Grandpa. “Hello!” said Oliver. “Come and see what we’ve got!”

Gran and Grandpa looked at all the fruit. “FRUIT SALAD!” said Grandpa.

“What’s that?” said Oliver. “Something very special” said gran, “We’ll make it together.”

Gran, Oliver, Mom, and Grandpa chopped up the fruit. When it was all in a big glass bowl, Oliver smile. “It looks very pretty,” he said.

Mom put out three bowls. “Where’s mine?” asked Oliver. “You don’t like fruit,” said mom. “I like fruit salad,” said Oliver, and he had three helpings. “YUMMY!” he said. He licked his spoon thoughtfully. “But I bet if it was all out of Grandpa’s garden it would be even YUMMIER!” And even Mom laughed.

THE END

Circle T for true and F for false.

- | | | |
|-----------------------------------------------------|---|---|
| 1. Oliver likes to drink grape juice. | T | F |
| 2. Oliver doesn't like fruits. | T | F |
| 3. Gran and Grandpa grow fruits in their garden. | T | F |
| 4. Oliver likes to help Grandpa to pick the fruits. | T | F |

Ask and answer with your partner

1. What fruits do you like?
2. What snacks do you like? When do you eat them?





Jembatan Budaya Primary School

Lesson Plan

Teacher : Made Ayu Asri Lestari, M.Pd. / Ms. Asri
 Grade : 3
 Theme : Fabulous Food
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to complete sentences with appropriate words about food.
2. Students are able to write sentences about food.

II. Content

Student's book unit 7 (Fabulous Food)

Literacy activity: Reading a story (A Surprise for Mom)

III. Learning activities

Phase	Activity	Time allowance
Pre-activity (pre-task)	<ul style="list-style-type: none"> • Greeting • Checking student's attendance and room cleanliness • Checking students' readiness: workbook, student's book, notebook, stationery • Ask students about their favorite food. 	10'
Whilst-activity (task)	<ol style="list-style-type: none"> 1. Thinking aloud: A Surprise for Mom. <ul style="list-style-type: none"> - show the text (interesting, colorful, funny) - let students to state their thoughts about the text - read the text and ask questions - assign students to complete the sentences related to the text. 2. Listen, draw, write: students listen and write the name of the food. 	20'

	3. Draw and write: Students draw their favorite food for breakfast, lunch, and dinner, continued by writing sentences about their favorite food.	
Post-activity (post-task)	<ul style="list-style-type: none"> • Checking students' work • Giving rewards • Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: filling the blank
3. Skill: writing sentences

Principal

I.A. Komang Mirah Wartini, M.Pd.

Kuta, January 2020
Teacher

Made Ayu Asri Lestari, M.Pd.





Jembatan Budaya Primary School

Lesson Plan

Teacher : Luh Made Astiti Partama, S.Pd. / Ms. Ade
 Grade : 1
 Theme : On the Farm
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to read a simple text about pet.
2. Students are able to answer questions related to the text.

II. Content

Reading text: Max the dog

Max the dog

Jen has a brown dog. Her dog's name is Max. Max likes to play with the ball. Jen throws the ball. Max brings it back.

Max likes to sleep on the bed.

Jen's brother don't like it.
 "Shoo...shoo..." Said him when Max sleep on the bed.



One day Max got lost. Jen looked all over for him. She walked up the street and down the street. She yelled, "Come home, Max!" She found Max! He was in the park. He was happy to see Jen.

III. Learning Procedures

Phase	Activity	Time allowance
Pre- activity	<ul style="list-style-type: none"> • Greeting • Checking students' readiness: workbook, student's book, notebook, stationery • Engagement: asking students by "Do you have a pet?" 	10'

Whilst-activity	Teaching method: Direct Method <ul style="list-style-type: none"> • Asking whether students have pet. • Showing a picture of dog. • Asking the characteristics of the dog (color, foot, tail, etc.) • Assigning students to read aloud the text in turn. • Recalling information related to the text. • Assigning students to answer reading comprehension questions. 	20'
Post-activity	<ul style="list-style-type: none"> - Having students to mention what they have learnt - Giving reward - Closing 	5'

IV. Assessment

1. Affective: Observation

2. Cognitive: question and answer

- Questions: 1. What does Max like to play with?
 2. Who does not like Max on the bed?
 3. Where was Max?
 4. How did Max come back home?

3. Skill: reading aloud

Principal

Kuta, Januari 2020
 Teacher

I.A. Komang Mirah Wartini, M.Pd.

Luh Made Astiti Partama, S.Pd.



Jembatan Budaya Primary School

Lesson Plan

Teacher : Putu Gede Suardika, M.Pd. / Mr. Dika
 Grade : 2
 Theme : My Day
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to comprehend a reading text.
2. Students are able to put a story in order.

II. Content

Flashcard of activities

<p>singing</p> 	<p>Playing soccer</p> 	<p>Showering</p> 	<p>Studying</p> 	<p>Throwing rubbish</p> 
<p>Get dressed</p> 	<p>Eating breakfast</p> 	<p>Playing instrument</p> 	<p>Riding a bike</p> 	<p>Sleeping</p> 

Literacy activity: Read aloud (Digger's Daily Routines)

III. Learning activities

Phase	Activity	Time allowance
Pre-activity (pre-task)	<ul style="list-style-type: none">• Greeting• Checking student's attendance• Checking students' readiness: workbook, student's book, notebook, stationery• Mime game about daily activities.	10'
Whilst-activity (tasks)	<ul style="list-style-type: none">- Reading the flashcard.- Quick reading (5 second and 3 second reading)- Reading aloud: 'Digger's Daily Routines'- Writing summary	20'
Post-activity (post-task)	<ul style="list-style-type: none">• Checking students' work• Closing	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: Reading comprehension mini report
3. Skill: -

Principal

I.A. Komang Mirah Wartini, M.Pd.

Kuta, Januari 2020

Teacher

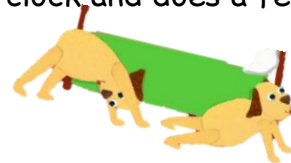
Putu Gede Suardika, M.Pd.

Digger's Daily Routines

Digger is a dog with extraordinary routines!



He wakes up with the sun at seven o'clock and does a few stretches.



He walks down the paths where he takes his newspaper.

Then he has a little dog breakfast with a little dog tea.



Then he loads up his cart for work until three.

Digger works the land, all on his own. Digging and gathering stones after stones. He loads up the cart till it's ready to haul and tracks to the field where he builds a rock wall.



Three o'clock means quitting time. Back to the house to rest. Digger eats dinner, and then once he's fed, he puts on his pajamas and goes to his bed at nine o'clock.



He sleeps through the night and has a dream.



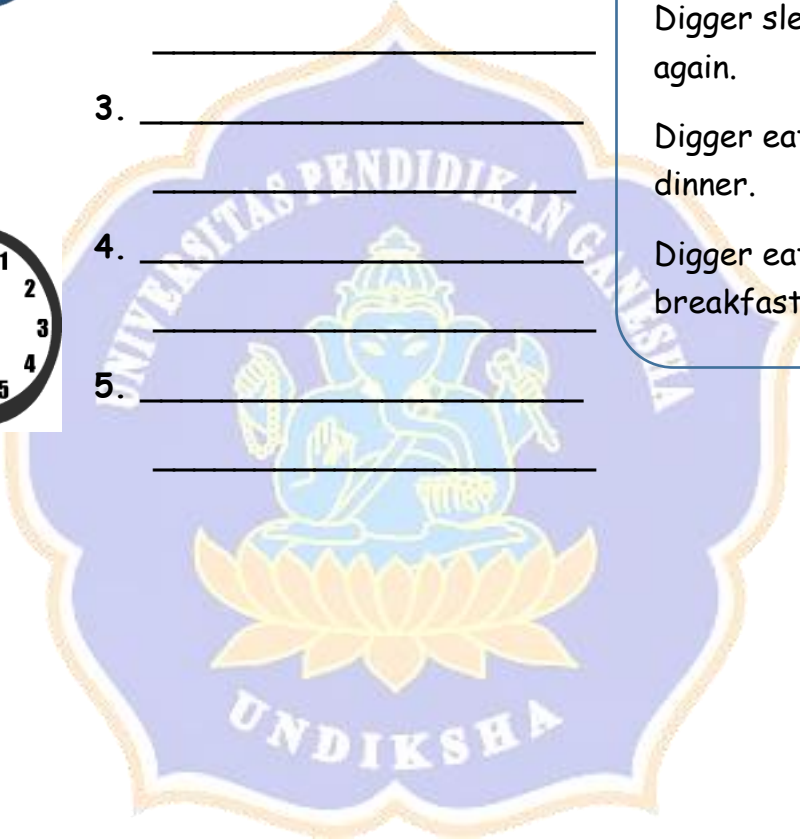
Then he wakes up in the morning and does it all again. Each day for digger exactly the same day. He works his routine in the sun and the rain.

Write in order



1. _____
2. _____
3. _____
4. _____
5. _____

Digger works.
Digger wakes up.
Digger sleeps again.
Digger eats dinner.
Digger eats breakfast.





Jembatan Budaya Primary School

Lesson Plan

Teacher : Luh Made Astiti Partama, S.Pd. / Ms. Ade
 Grade : 1
 Theme : On the Farm
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to read a chant about animals.
2. Students are able to write ten wild animals on their exercise book.

II. Contents

- Workbook unit 6 (p.54)
- Tame animal: Animal that can be taken care by people. You can have them as pet. Example: cat, dog.
- Wild animal: animal that lives in nature, like a rainforest, mountain, pine tree forest, or a beach. Wild animals are not tame. They do not usually interact with people. Example: elephant.
- Literacy activity: Dictation

III. Learning Procedures

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none"> • Greeting • Checking students' readiness: workbook, student's book, notebook, stationery • Engagement: asking students if they have been in the farm or zoo. 	10'
Whilst-activity	<p>Teaching method: Discovery Learning</p> <ul style="list-style-type: none"> • Stimulation <ul style="list-style-type: none"> - Reading a chant (On the Farm) - Matching pictures • Problem statement Asking students: What are wild animals? 	20'

	<ul style="list-style-type: none"> • Data collection and processing <ul style="list-style-type: none"> - Asking students to mention wild animals - Showing flashcard of wild animals - Dictation: mention the wild animal one by one and let students write what they hear. 	
Post-activity	<ul style="list-style-type: none"> • Generalization <ul style="list-style-type: none"> - Having students to mention what they have learnt - Giving reward - Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: Matching picture
3. Skill: Dictation

List of vocabulary:

- tiger
- elephant
- monkey
- giraffe
- crocodile
- hippo
- komodo dragon
- zebra
- rhino



Principal

Kuta, Januari 2020
Teacher

I.A. Komang Mirah Wartini, M.Pd.

Luh Made Astiti Partama, S.Pd.



Jembatan Budaya Primary School

Lesson Plan

Teacher : Putu Gede Suardika, M.Pd. / Mr. Dika
 Grade : 2
 Theme : My Day
 Time allowance : 35 minutes

I. Learning objectives

1. Students are able to differentiate between consonant y and w.
2. Students are able to comprehend a text.

II. Content

Flashcard

you	berry	butterfly	swimming	fly
walking	shower	watch	warm	yellow
strawberry	berry	yacht	wearing	yogurt
marshmallow	funny	water	wolf	sleepy

III. Learning activities

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none"> • Greeting • Checking students' readiness: workbook, student's book, notebook, stationery • Five second reading 	10'
Whilst-activity	<ul style="list-style-type: none"> • Differentiating consonant y and w • Grouping students into 2: group 'y' and group 'w' • Reading aloud : Connection to social study (clock around the world) • Reading and matching. 	15'

	<ul style="list-style-type: none"> • Recognizing words using w and y sound and coloring clock 	
Post-activity	<ul style="list-style-type: none"> • Checking students' work • Giving feedback • Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: Differentiating 'y' and 'w'
3. Skill: coloring a clock

Principal

Kuta, January 2020
Teacher

I.A. Komang Mirah Wartini, M.Pd.

Putu Gede Suardika, M.Pd.





Jembatan Budaya Primary School Lesson Plan

Teacher : Putu Gede Suardika, M.Pd. / Mr. Dika
 Grade : 2
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 Time allowance : 35 minutes

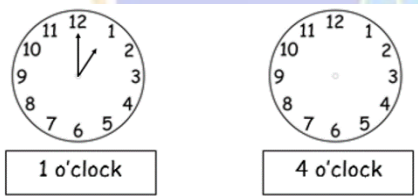
I. Learning objectives

1. Students are able to draw clocks.
2. Students are able to write about their daily activity.

II. Content

Literacy activity: Writing about student's daily activity
 How to draw a clock?

You draw short hand for the hours, and long hand for the minutes.



Social study: What time do students go to school?

	Japan	Indonesia	UK	USA
Go to school	9.00	7.00	8.00	10.00
Go back home	15.00	15.00	15.00	15.00

III. Learning Activities

Phase	Activity	Time allowance
Pre-activity	<ul style="list-style-type: none"> • Greeting • Checking students' attendance • Checking students' readiness: workbook, student's book, notebook, stationery 	10'

	<ul style="list-style-type: none"> • Introducing today's activities 	
Whilst-activity	<ul style="list-style-type: none"> • Asking students to read the time • Singing a song • Assigning students to draw clocks based on the provided sentences • Assigning students to write about their daily activities. 	20'
Post-activity	<ul style="list-style-type: none"> • Checking students' work • Giving reward • Closing 	5'

IV. Assessment

1. Affective: Observation
2. Cognitive: Drawing clocks
 - a. I study at 8.00
 - b. I go to school at 7.00
 - c. I have lunch at 12.00
 - d. I go to library at 11.00
 - e. I play with my friends at 9.00

3. Skill: Writing "My Day" story

Example:

My Day

In the morning 1. I get up at 05:00. 2. I eat breakfast at 3.	Draw an activity here
In the afternoon 1. I do homework at... 2. 3.	
In the evening 1. I eat dinner at... 2. 3.	

Rubric for Writing Skills

Aspect	Scores		
	0	1	2
Accuracy (2)	Student was unable to use target form(s).	Student was able to use target form(s)	Student was able to use target form(s)

		successfully some of the time.	successfully most of the time.
Communication (2)	Student demonstrates little or no focus on the topic, and ideas are not clearly connected.	Student provides some focus on the topic, and some ideas are clearly connected.	Student maintains consistent focus on the topic, and ideas are clearly connected.
Handwriting (1)	Student's handwriting can't be clearly read.	Student's handwriting is neat enough.	Student's handwriting is very neat and clearly read.

Crandall, J. (2015). *Assessing Young Learners* (p. 47). National Geographic Learning. https://eltngl.com/assets/html/conferences/webinars/downloads/ylpt4-assessing-young-learners_webinar.pdf

Scoring guide

$$\begin{aligned}
 & \text{student's score} \\
 & = \frac{(\text{accuracy} \times 2) + (\text{communication} \times 2) + (\text{handwriting})}{10} \times 100
 \end{aligned}$$

Principal

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