

# Teaching of English Language at Early Grades



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## Preface

The link language, English, has an undeniable importance in a multilingual country like India. The impact of its significance is evident from the fact that it is taught and learned as a second language in the country.

UP, being a strictly Hindi speaking belt, learners in our school are mostly from rural background, may be first generation learner. They hardly get the exposure of English Language because they communicate in local dialects of Hindi in their daily lives, which is also not the standard language. Thus English becomes a foreign language for them.

As per the guidelines of NCF-2005, early childhood is a critical period of development and is significant for educational outcomes for English language literacy. Large proportion of children growing up in non-print environment and having a plethora of local language and skills, it's a key challenge for early grade teachers to articulate the concept of teaching English language.

Therefore we need to understand the comprehensive balanced approach, print rich environment, oral language development by listening and speaking skill, phonological awareness (coding and decoding stories, rhymes etc.) and writing skill development to initiate necessary changes in the pedagogy for effective English teaching at early grades.

For the above purpose, this module is a complete package for early grade teachers and learners. This provides the teachers not only factual piece of information but also motivates them to create Print Rich Environment for language learning.

I am sure that the content of this module will prove a source of motivation as it contains thought provoking sessions and is sustaining effort to broaden the professional competencies of teachers. The SCERT, UP, Lucknow welcomes all the suggestions towards the improvement of this module.

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## **Chapter-1**

### **Introductory Session**

#### **Activity - Pooling Identity Cards**

##### **Objective:**

- To introduce each other.
- To remove hesitation and promote listening and speaking skills.

**Material:** Cards with rhyming words (in pairs)

##### **Process:**

- The facilitator will ask the participant to pick a card from the box.
- Then they will be asked to find their pair on the basis of rhyming words.
- The participants will be given 5 minutes to know about each other in pairs.
- Then the pairs will introduce each other.

##### **Reflection Points:**

- What was the objective of this activity?
- How will you apply it in your class?
- Do you need to make any changes in it?

**Note:** The facilitator may select some other activity for introduction keeping the objectives of the activity in mind.

#### **Activity: Group Work (Need of the Module for the Training)**

**Objective:** To reflect on the need of teaching English using advanced approaches.

**Material:** As per need

**Process:** The facilitator will divide the participants in five groups and following questions will be given group wise to discuss and present:

1. What are the main challenges while teaching English at early grades?

2. What measures do you take to overcome these challenges?
3. Do you think that creating a language rich atmosphere is necessary for English teaching at early grades? Give reasons.
4. How will you create a conducive environment in a class for language learning?
5. 'Language is acquired not taught'. Do you agree with this statement? Give reasons to support your answers regarding mother tongue as well as the second language.

### **Probable Answers:**

- The students lack an exposure of English in their daily routine.
- Lack of conducive environment.
- Linking up the mother tongue with the second language can make learning easy.
- More emphasis on two basic skills i.e. listening and speaking.
- A shift from conventional methods of teaching English to comprehensive, balanced approach.

### **Introduction-**

In this era of globalization and Information technology, English plays a dominant role in the communicative sphere of the world. English is to be taught as a means of communication, to be used in its spoken form in all situations of contemporary life. In the present scenario, English is taught as a second language in a multilingual country like India.

Languages are learnt implicitly by comprehending and communicating messages, either through listening or reading for meaning. Input rich communicational environment are a pre requisite for language learning. The “burden of languages” is the burden of incomprehension. This only happens when language is taught for its own sake as a set of forms and rules (grammar), and is not introduced and familiarized as the carrier of coherent textual meaning. Many researchers have proved that language is acquired when attention is focused not on language forms, but on the meaning of messages. So the learner should receive meaningful language input that is appropriate to learner’s age, knowledge of language and readiness of language skills. The aim of teaching English at Early grades is to build familiarity with the language through primarily spoken or spoken-and-written input so that the child builds up a working knowledge of the language.

English is considered as a subject in our schools and dealt in with conventional approaches while language development requires an environment similar to mother tongue. It has been found that instead of providing a language rich environment, the learners are focused to read and write the alphabet, thus minimizing the opportunity of exposure and imitation, which is essential for the development of linguistic skills. We need to understand the balanced approach to create effective environment and to bring necessary changes in the pedagogy for effective English teaching at Early Grades.

Keeping in mind, the constantly emerging educational needs the sincere efforts have been taken to maintain a balance between NCF 2005 and the modern approaches of English language. As the goals of our language curriculum are two fold:- attainment of basic proficiency that is BICS (Basic Interpersonal Communication Skills) and the development of language into a medium or tool for abstract thought and knowledge acquisition that is CALP (Cognitive Academic Language Proficiency). Accordingly, we are trying to enhance the capacity of the teachers to maintain the balance between all the four skills of language : Listening, Speaking, Reading and Writing; by applying the balanced approach throughout the training programme based on this module.

## **Chapter-2**

### **Aims and Objectives :**

#### **English Language Teaching at Early Grades (Classes 1 and 2)**

- To provide print rich environment to relate oracy with literacy.
- To build on learners' readiness for reading and writing.
- To develop familiarity with the language primarily through spoken input in meaningful situations (teachers' talk, listening to recorded materials. etc.)
- To provide and monitor exposure to and comprehension of spoken, and– written inputs through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answers.
- To help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words, phrase, fragments of utterances, formulaic expressions as communicative devices)
- To recite and sing poems, songs and rhymes and enact small plays and skits.
- To use drawing and painting as precursors to writing and relate these activities to oral communications.
- To become visually familiar with texts and words to what they mean, to notice its components –letter, sounds.
- To associate meaning with written and printed language.
- To familiarize learners with the basic process of writing.

#### **Curricular Expectations Children are expected to:**

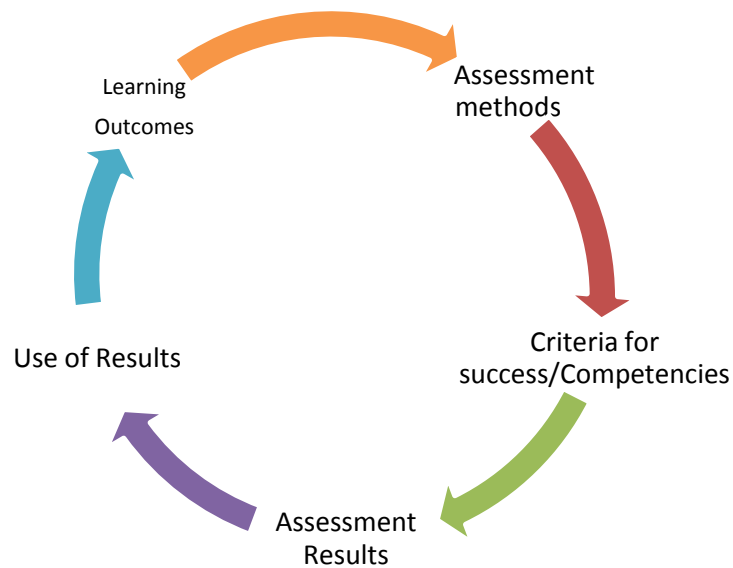
- Acquire the skills of listening with understanding, speaking, reading, writing in an integrated manner.
- Develop interpersonal communication skills.
- Attain basic proficiency like, developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- Interpret and understand instructions, polite forms of expression and respond verbally in a meaningful way.
- Develop reference skills both printed and electronic mode.



- Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- Read and interpret critically the texts in different contexts—including verbal (including Braille) and pictorial mode.

### Indicators for English Language at Early Grades

	Listening skill	Speaking skill	Reading skill	Writing skill
Class 1	<ul style="list-style-type: none"> <li>• Can follow simple instructions</li> <li>• Can follow simple stories, etc. that are narrated to them.</li> <li>• Can follow requests, simple questions and orders</li> </ul>	<ul style="list-style-type: none"> <li>• Can differentiate between various sounds of English</li> <li>• Can talk about him/herself what he/she likes and dislikes</li> <li>• Can tell simple stories, particularly in his/her first language; if encouraged he/she should be able to tell novel stories</li> <li>• Can recite poems</li> <li>• Can talk about family and friends</li> <li>• Can make requests</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize small and capital letters.</li> <li>• Can read simple words with the help of pictures.</li> <li>• Can read simple poems and stories with the help of pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write letters .</li> </ul>
Class 2	<ul style="list-style-type: none"> <li>• Can follow simple instructions and directions.</li> <li>• Can understand stories narrated orally (as on radio/ tv)</li> <li>• Can recognize the different sounds of English</li> <li>• Can understand greetings and polite forms of expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize and pronounce most of the sounds in English</li> <li>• Can talk about himself/herself, family and friends.</li> <li>• Can narrate simple stories, experiences, using key words in English.</li> <li>• Can recite poems.</li> <li>• Can use greetings and polite forms of requests in his/her day to day conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read simple stories, poems, and descriptions.</li> <li>• Can locate information in a given text.</li> <li>• Can grasp ideas of the text.</li> <li>• Can draw conclusions on the simple stories etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write simple words and phrases.</li> <li>• Can write short sentences.</li> <li>• Can use full stops and capital letters.</li> <li>• Can write the names of the object present in contextual surroundings.</li> </ul>



## Cycle of Assessment

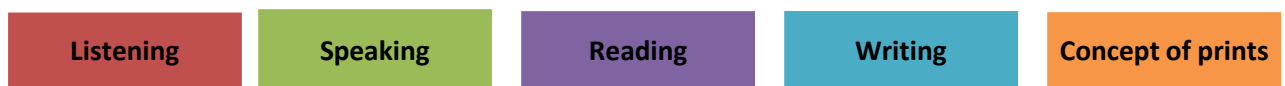
**Activity:** Moving to the Outcomes of learning

**Objective:** To make a clear understanding of learning outcomes.

To design the teaching strategy to achieve expected learning outcomes.

**Material:** As per need

**Process:** The facilitator will divide the participants in five equal groups and ask them to discuss on the learning outcomes of the following topics respectively:



## Probable Answers:

In class – 1, The learner:

- associates words with pictures/ environment.
- names familiar objects seen in pictures/environment.
- recognizes letters with their sounds.
- differentiates between small and capital letters in *Print/ Braille*.

- recites rhymes with actions.
- draws/ scribbles in response to poems and stories.
- responds orally (in any language including sign language) to comprehension questions related to stories/ poems.
- carries out simple instructions.
- listens to English words, greetings, polite forms of expressions.
- can name the pictures in English

In class 2, The learner:-

- recites rhymes with action.
- responds to comprehension questions related to stories and poems, in their home language/ English/sign language, orally (short sentences)
- identifies characters, and sequence of events in a story.
- expresses verbally his/her opinion and asks question about the characters,
- writes a few words in response to poems and stories.
- listens to English words, greetings, polite forms of expression, and responds in English/home language like “how are you?”, ‘I am fine, thank you’ etc.
- writes simple, short sentences keeping in mind the space- letter to letter and word to word.

**Summation:** The teacher must be aware of learning indicators and plan the teaching- learning process to achieve expected learning outcomes. As learning outcomes are the mirror images of teaching objectives. The teachers should frame the activities in pairs and groups, keeping in view, the age, aptitude and interest of the learners and should provide scaffolding to the learners at every level, whether they (learners) are working individually or collaboratively.

## **Chapter-3**

### **The Concept of Balanced Approach in Teaching English**

The facilitator will ask the following questions in the whole group respectively:-

1. Do you think that starting with alphabet will increase the learning level of the students? Give reasons to support your answers.
2. When should we introduce writing to the learners of class 1?
3. How do you make balance among all the language skills in your classrooms?

The facilitator will write the points on the board after the group discussion and present a PPT on "Language Tree" to explain the concept of balance approach for teaching-learning of language.

#### **‘Balanced Approach’**

Teachers need to have a comprehensive knowledge of literacy development, informed by evidence-based best practices. There is converging evidence from multiple sources about effective teaching in the early years. The following ten evidence based best practices for comprehensive literacy instruction that, support the effective implementation of the Primary Language Curriculum:

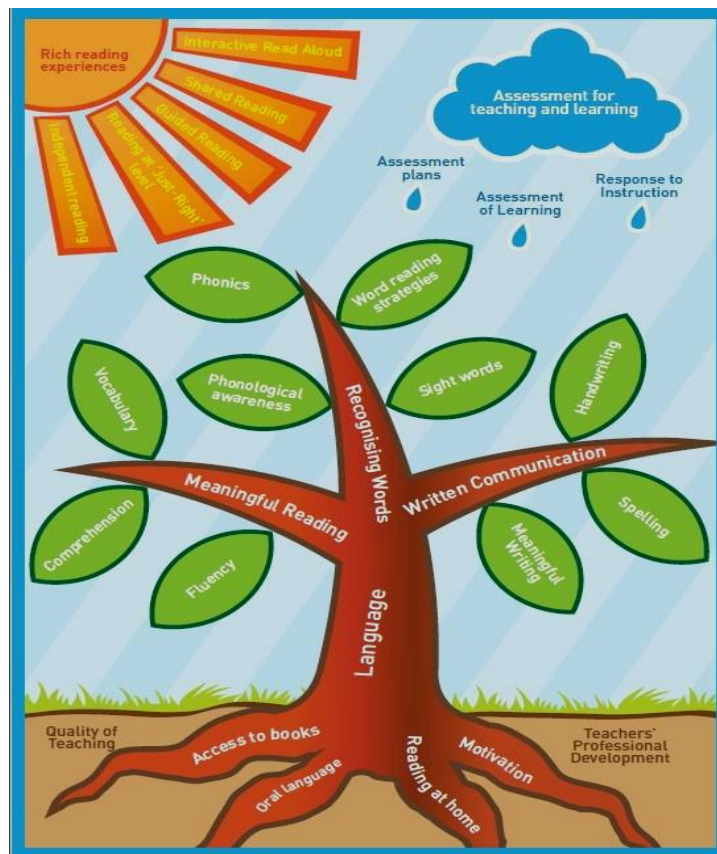
1. Create a classroom culture that fosters literacy motivation.
2. Reading should be oriented for meaning-making purposes: for pleasure, to be informed, and to perform a task.
3. Provide children with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to promote independent reading.
4. Provide children with graded literature.
5. Use multiple texts that are based on prior knowledge, link the concepts and expand vocabulary.
6. Build a whole-class context that emphasizes community and collaboration.

7. Balanced teacher and child led discussion of texts.
8. Integrate technologies that link and expand concepts.
9. Differentiate instruction using a variety of instructionally relevant assessments.

Optimal literacy teaching and learning can only be achieved when skillful, knowledgeable and dedicated teachers are given the freedom

and latitude to use their professional judgment to make instructional decisions that enable students to achieve their full literacy potential.

There is a consensus emerging that children's early literacy experiences need to involve a balance of varied activities and experiences. Effective literacy instruction requires a combination of skill-based and whole language teaching in a motivating and supportive



environment.

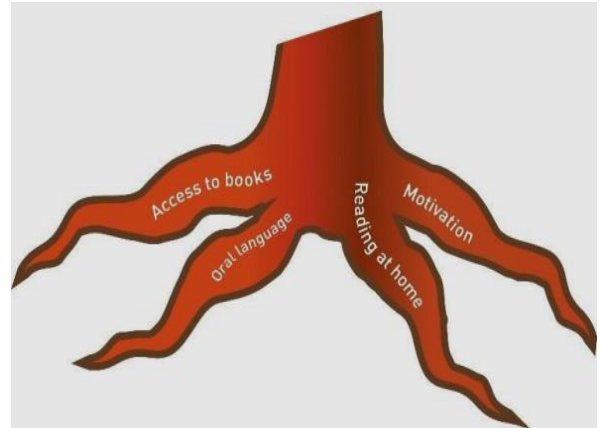
A balanced reading approach is research-based, assessment-based, comprehensive, integrated, and dynamic. It empowers teachers and specialists to respond to the individual assessed literacy needs of children as they relate to their appropriate instructional developmental levels of decoding, vocabulary, reading comprehension, motivation and socio-cultural acquisition, with the purpose of learning to read for meaning, understanding and joy.

Broadly, we see language as being at the core of reading - it is the trunk of the tree. Reading and writing are essentially language skills.

The language skills of speaking, listening, reading and writing are in a reciprocal relationship.

For a tree, to grow well, it needs healthy roots. These roots are:

- Access to books
- Oral language experiences
- Reading at home
- Motivation



These roots need to be present before reading begins, and to continue to develop and grow as reading develops. These are the essentials for reading and they are represented as the roots of the tree.

Growing from this language trunk, there are **three strong branches**, which represent the skills of reading:

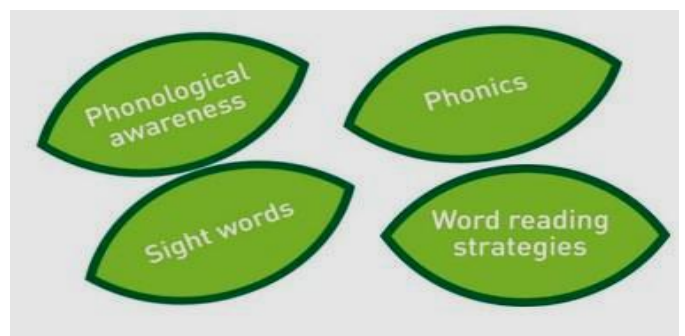
- ✓ **Recognizing Words**
- ✓ **Meaningful Reading**



Each branch has many leaves or subskills-

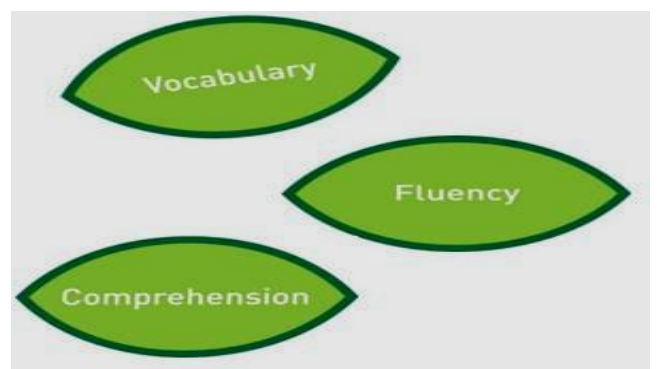
➤ The '**Recognizing Words**' branch has following leaves:

- ✓ Phonological awareness
- ✓ Phonics
- ✓ Sight words
- ✓ Word reading strategies



➤ The '**Meaningful Reading**' Branch has the following leaves:

- Vocabulary
- Fluency



➤ Comprehension

➤ The 'Writing Branch' has the following leaves:

- ✓ Handwriting
- ✓ Spelling
- ✓ Meaningful writing



The facilitator will try to ensure the active participation of the participants throughout the session.

**Activity : Creating a need**

**Objective:**

- To reflect on the need for planning.
- To set an objective before planning.

**Material:** Green leaves, old news paper, old magazines, water colours, brush, glazed paper and fevicol.

**Process:** The facilitator will divide the participants in 5 equal groups and provide the material to make whatever they want in just 10 minutes. For example:

- Group 1 will work with green leaves.
- Group 2 will work with old news papers.
- Group 3 will work with old magazines.
- Group 4 will work with water colours and brush.
- Group 5 will work with glazed paper and Fevicol

After 10 minutes the participants will make their presentations.

**Reflection Points:**

- What process did you follow during this group work?
- What was the objective of this activity?

**Summation:** Every work has an objective and when we start any work we need to plan for it; be it shopping, hosting a party or even going for a vacation. Similarly, for making the teaching learning process effective, we have some specific aims, on which we need to plan for the session.



## Chapter-4

### Print Rich Environment

#### **Objective:**

- To enrich the teachers' with understanding of PRE.
- To share the ways of creating good quality of PRE for language teaching.

#### **Activity : Knowing the PRE**

**Objective:** To understand PRE and its role in language teaching-learning

**Materials:** As per need

**Process:** The facilitator will divide the participants into 6 equal groups and allot one topic to each group for presentation:

1. What do you understand by Print Rich Environment?  
Illustrate with examples.
2. Do you think that exposure to Print Rich Environment is necessary for developing language skills in learners at early grades? Give reasons to support your answer.
3. How will you use Print Rich Environment in developing the oral language of the learner?
4. Plan an activity to develop the reading and writing skills of the learner using the Print Rich Environment.
5. What criteria do you think is necessary for creating a Print Rich Environment?
6. What kind of material would you like to add for creating Print Rich Environment at your school?

#### **Presentation by groups**

**Summation:** The facilitator will sum up the session by discussing following points -

#### **Print rich environment**

A print rich environment can be simply defined as a classroom where the students are given different opportunities to interact with different forms of print. It is a methodology to increase the learning and grasping power of the student. It has been observed that children learn better and more by seeing i.e. visual rather than hearing i.e. audio. A print rich environment means to maintain a class room by providing education through stimulus rather than giving.

Simple class room instruction or explaining the text example of print are – signs, labeled centers, mural (art work painted or applied on a wall, ceiling etc.), pictures, word walls, stories, bulletin boards, showing the work of students, reading and writing stimulus.

By using print rich environment in the class room the literacy development of children will increase. At every point and turn in the class room, students should be surrounded by print. This creates the interest in the students to learn more. We know, a person is greatly influenced by the environment he lives in, therefore a child who spends minimum 5-6 hours in the school if surrounded by print media will develop an urge to learn. It will influence his thoughts and will have a positive impact. Even if the student does not know to read and write, through visual observation he will get an idea of the worldly affairs. Slowly the students learn to recognize words and give meanings to them.

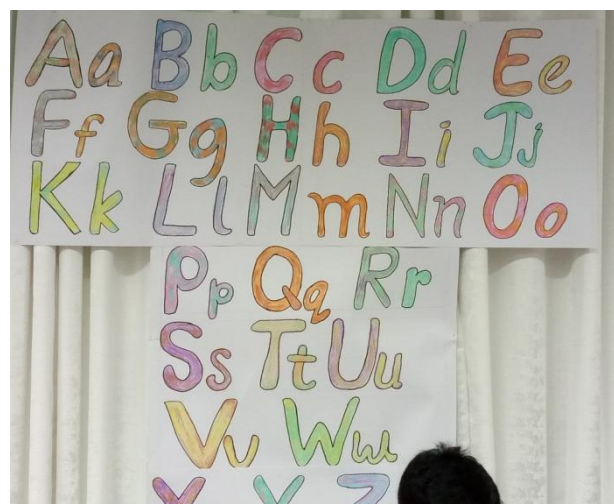
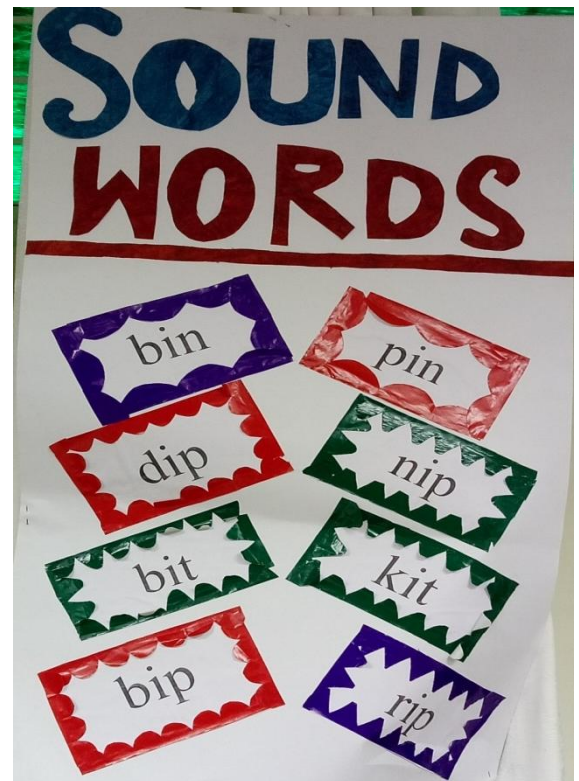
### **Importance of Print Rich Environment -**

- Having a Print Rich Environment is important for developing children's language skills, because it has been discovered that this is another way to communicate—through print.
- A Print Rich Environment also stimulates an interest in writing. Students want to model what they see around them and communicate in written form.
- Fills the environment with prints.
- The teacher is freed from individual instruction.
- Gives visual cues to the students learning.



- Make the students inquisitive or they develop the ability to question and find answers for themselves.
- Creates a sense of creativity and ownership of their own work.
- Students become responsible for their class room.

NUMBER	NAME	
1	ONE	★
2	TWO	★★
3	THREE	★★★
4	FOUR	★★★★
5	FIVE	★★★★★
6	SIX	★★★★★★
7	SEVEN	★★★★★★★
8	EIGHT	★★★★★★★★
9	NINE	★★★★★★★★★
10	TEN	★★★★★★★★★★



## **Activity : Small Group Activity**

**Objective:** To provide an opportunity to the participants to prepare few items for PRE.

**Material-** Chart papers, sketch pens, water colours, brushes, pencil, erasers, ribbons, ruler.

### **Process-**

- Facilitator will divide the participants into small groups.
- Facilitator will provide 30 minutes and enough material for this activity.
- Facilitator will ask the participants to create a Print Rich Environment in the training hall.
- Each group will prepare the material for PRE on following topics i.e.
  1. Labeling the objects.
  2. Developing a language wall.
  3. Creating graded reading materials.
  4. Big book
  5. Masks for presenting a story.
  6. Picture story cards
  7. Comics
  8. Picture and flash cards.
- Now the groups will be asked to present an activity for early grades using this material for developing language competency.

### **Reflection Points:-**

- What are the qualities of good Print Rich Environment?
- How will it help the students in enhancing their linguistic skills?

### **Presentation by groups**

**Summation:** The facilitator will sum up this session with the discussion in order to make PRE more purposeful.

### **Qualities of a good Print Rich Environment -**

- Don't label everything in the room. (Label 5 chairs not all 20).

- Make sure your labeling is neat. If you cannot write neatly, do your text on a computer.
- Use the standard style (print form) of writing.
- While labeling on toys, try to use a picture as well.
- Allow the child to label his/her own belongings.

### **Print Rich Environment may include-**

- Empty toothpaste tubes.
- Staple the empty packets of chips and maggi and hang it.
- Posters are another way to add to your print rich environment.
- Where ever possible, try to label the objects that children use and interact with them, frequently.
- Placing words on bulletin boards. Words which are used as titles, names, days of the week, months of the year.
- Display the name of each child.
- Use of calendar.



The facilitator will ask the participants to present an activity reflecting the role of PRE in language teaching-learning.

### **Videos on PRE:**

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<https://youtu.be/N-1KhFlmxdQ>

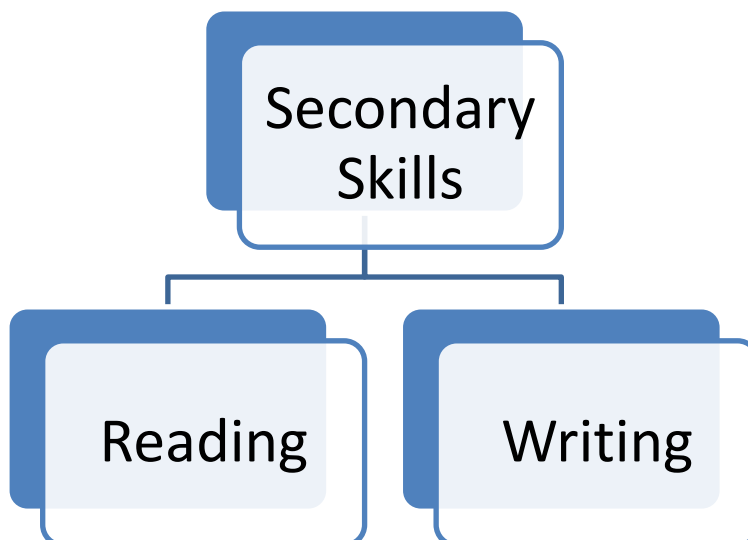
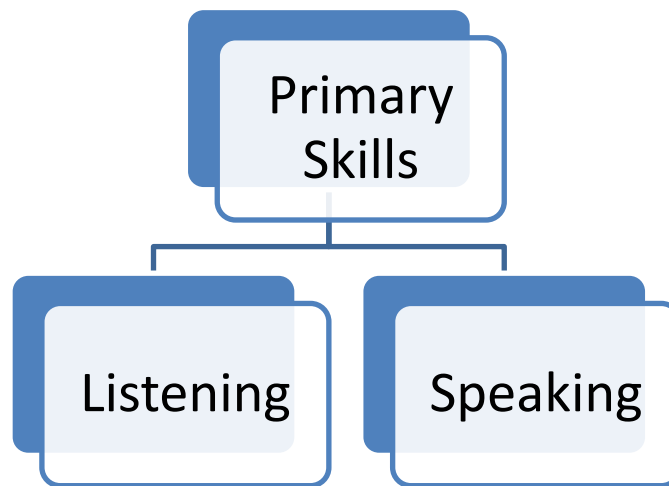
## Chapter-5

### Oral Language Development

#### Objective:

- To make the participants familiar with the language primarily through spoken input in meaningful situations (teachers' talk, listening to pre recorded materials etc.)
- Sharing of activities related to listening and speaking skills.

Language is a skill based subject. These skills are listening, speaking, reading and writing. Two of these are Primary Skills and the latertwo are Secondary Skills.



Receptive Skill deal with the skill of comprehension and productive skills deal with the skill of expression. At both the levels, there is a combination of one receptive and productive skill. At Primary level more emphasis is laid on listening and speaking.

Skill of Comprehension		Skill of Expression	
Receptive Skills	Listening Skills	Productive Skills	Speaking Skills
	Reading Skills		Writing Skills

### **Activity : Group work**

**Objective:**To develop an insight for oral language development.

**Material:** Asper need.

### **Process:**

The facilitator will divide the participants in 8 equal groups. Each group will be given a topic from the following questions respectively for discussion:

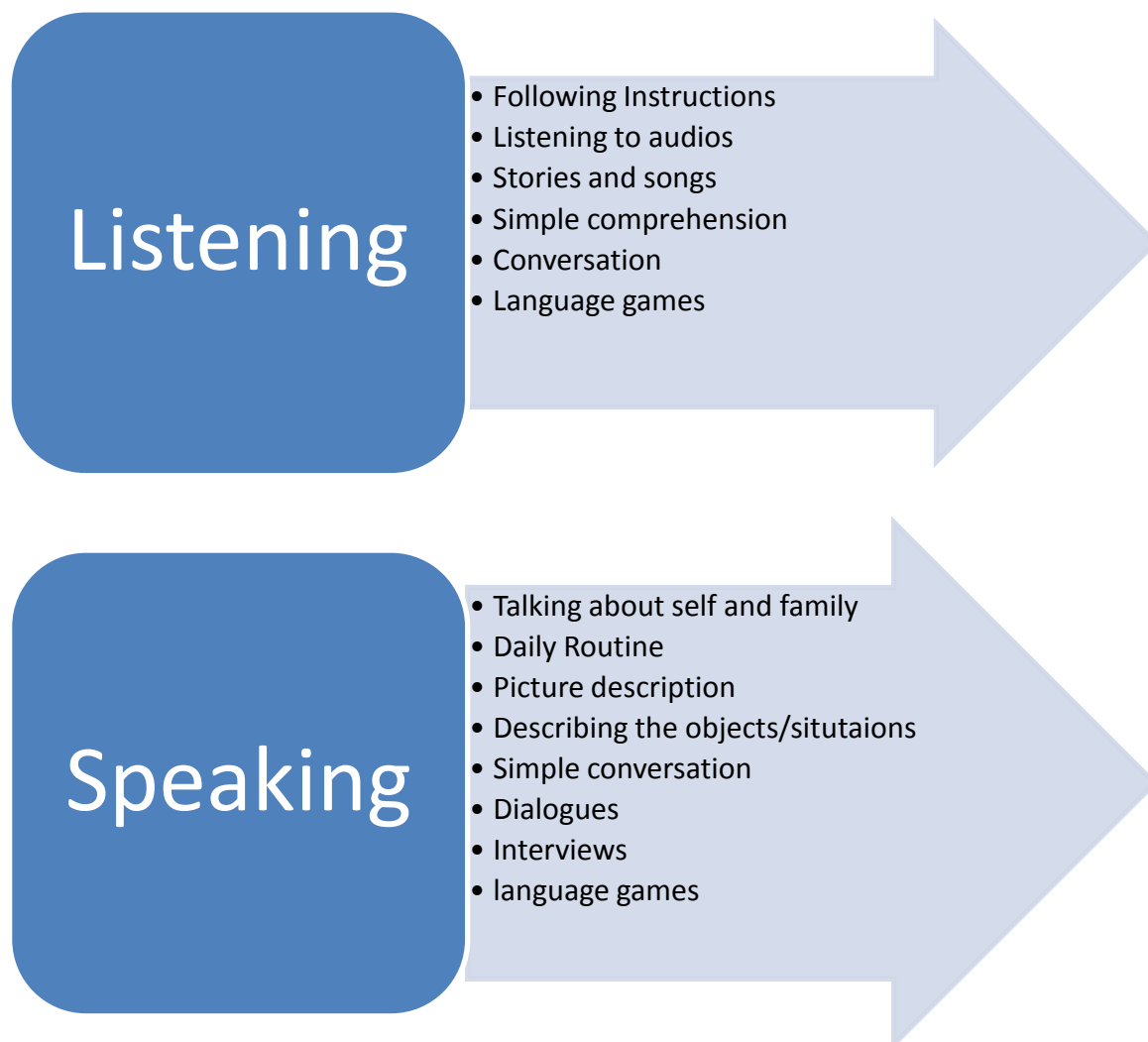
1. What is Oral Language Development?
2. How do you develop the listening skills among the students at Early Grades in your schools? Give example.
3. How do you develop Speaking Skills among the students at Early Grades in your schools? Give some examples.
4. Plan an activity to enhance speaking skill at Early Grades.
5. Plan an activity to enhance listening skill at Early Grades.
6. Do you think that exposure of language is essential for the development of oral language? Give reasons to support your answers.
7. Do you think that reading and writing skills are required for the oral language development? Give valid reasons to support your answers.
8. What kind of activities could be done for oral language development?

**Summation:** The facilitator will sum up that activity as-

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing oral language, means developing the skills and knowledge that support listening and speaking—all of which have a strong relationship to reading comprehension and writing.

### **Activities for Oral Language Development Skills**

The following activities under listening and speaking skills will help in the oral language development.



All of these components of oral language are necessary to communicate and learn through conversation and spoken interaction.



## **A. Listening Skills**

### **Activity : Locating Objects**

**Objective:** To Listen carefully and respond accordingly.

**Materials:** Picture of the room on the board with a door and a window, paper and pencil.

**Process:** The facilitator will ask the participants to copy the picture from the board and then follow the instructions. The participants have to draw the things described by the facilitator in the picture.

#### **Instructions:**

1. Draw a shoe rack with two shelves near the door.
2. Draw a table near the window.
3. Draw a bag under the table.
4. Put a flower pot on the table.
5. Draw a circular door mat in the centre of the room.
6. Put your shoes on the shoe rack.
7. Draw a curtain with floral prints on the window.
8. Draw a mouse in the corner of the room.

#### **Points of Reflection:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

**Summation:** The facilitator will sum up the session by writing the responses of the participants on the board.

### **Activity : Story telling with the help of Puppets**

**Objective:** To listen carefully and comprehend.

**Materials:** Stick puppets of different wild / pet animals and birds.

**Process:** The facilitator will read the story (e.g. the story of Mowgli) with the help of gesticulations and pictures, modulating the voice as and when required. Participants will be divided into groups of 5 each and ask to express their views on the following points:

1. The name/choice of the characters in the story
2. The description of the story sequentially.
3. Add something specific if required.
4. The participants will draw a picture of the story group wise.

### **Presentation by the groups**

#### **Reflection points:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

**Summation:** The facilitator will sum up the session by writing the responses of the participants on the board/displaying the video.

**Videos**  <https://www.youtube.com/watch?v=92bo3GyaZTA>

<https://www.youtube.com/watch?v=JvCmigf5NUE>

### **Activity: Pay Attention !!**

**Objective:** To develop the listening skills at different difficulty levels of understanding.

**Material:** Three shopping lists containing at least 15 words

#### **Process:**

##### **Level 1:**

- The facilitator will ask the participants to listen carefully as he reads out the items from the first list one by one.
- After reading the list of level 1 the facilitator will ask the participants to write the items of the list sequentially.

## Level 2:

- The facilitator will read out the list of level 2 for the participants to listen attentively (without telling the next step of the activity).
- Comparing from the first list, the participants will list out the missing items in the second list and then they will similarly compare the items of third list from the second list on the basis of quantity so as to increase the level of difficulty.

### **Shopping List**

<b>List for Level 1</b>	<b>List for Level 2</b>	<b>List for Level 3</b>
onions	4 onions	1.5 kg. onions
banana	1 dozen bananas	2 bananas
bag of flour	3 bags of flour	3.5 kgs of flour
incense stick	10 incense sticks	3 incense sticks
toothpaste	bottles toothpaste	75 gms. Toothpaste
mosquito coil	3 mosquito coil	5 packs of mosquito coil
Eggs	1 carat of eggs	2 eggs
Butter	2 packs of butter	5 packs of butter
cooking oil	cooking oil	1 bottle of cooking oil
Salt	2 kg. salt	2.7 kgs salt
washing powder	2 packets washing powder	750 gms washing powder
power bank	power bank	2 power banks
Needle	15 needles	25 needles
water bottle	A pack of 6 water bottles	A pack of 4 water bottles
jam	2 bottles of jam	7 jam bottles

### **Reflection Points:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

**Summation:** With the use of these kinds of activities with early learners according to their learning level, we can develop the listening skills in them and careful listening provides an ability to understand and recall.

### **Activity - “Do not follow”**

**Objectives-**To make them attentive and follow the directions accordingly.

**Material–aid-** None

#### **Process-**

- 1- The activity will be done collectively.
- 2- The facilitator will introduce the activity and ask the participants to act according to the commands.
- 3- The facilitator will direct the participants to follow the instruction in opposite manner.
- 4- If the instruction is to stand, the participants will sit, if it is to cry, they will laugh and so on.

**Instructions – Stand-up, Sit-down, Laugh, Cry, Fold your arm, Stretch your arms**

**Outcome-** The participants will be more attentive and learn to listen carefully and react accordingly.

**Summation-** Listening plays a very important part in language learning and through such type of activities we can create a language friendly environment in the class. Good listening skills have benefits in our personal lives.

**Assignment:** Prepare and plan an activity for developing listening skills at school level for early grade learners and present.

## **B. Speaking Skill**

### **Activity 12- Watch and Describe**

**Objectives-** To promote speaking skill in an interesting and innovative way.

**Material Aid-** Various pictures ( soft or hard copy)

**Process-**

1. The participants will be divided into 8 groups.
2. Each group will be shown a picture separately for about 30 seconds.
3. Then the group will be asked to describe/analyse the picture as per their understanding.
4. This process will be followed for each group.

**Presentation by the groups**

**Reflection Points:**

1. What was the objective of this activity?
2. What more can you add to make it better?
3. How will you apply it in your class?

**Outcomes-**

- 1-Through this activity they will be motivated to change the traditional teaching techniques in an impressive way.
- 2- They will be empowering their imagination and expression effectively.

**Summation-** Communication is the process of transferring signals / messages between sender and receiver through various methods like non-verbal clues, spoken words etc. It is also the mechanism we use to establish and modify relationships. Through this activity

Children will express the different objects with the use of their imagination and observation skill.

## **Activity: Speaking skill ( GroupWork )**

### **Objective: Different kinds of Role Play**

**Process:** The facilitator will divide the participants into 8 groups. Each group will be given following topics on the basis of their choice respectively:

- Talking about self and Family
- Daily Routines
- Picture Description
- Describing about the given object / Presentation on particular situations
- Simple Conversation
- Dialogues
- Interviews
- Story Making and language games

Then each group will be asked to discuss and present.

### **Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

### **Presentation by the groups**

#### **Probable answers:**

- |  |
|--|
| <ul style="list-style-type: none"><li>• To promote the speaking skills</li><li>• To remove the hesitation in speaking</li><li>• To motivate the participants for activity based learning</li></ul> |
|--|

**Summation:** The facilitator will sum up the session by suggesting few scripts on the above mentioned topics:

**Suggested Scripts :Can do for parent-teacher meet.**

### **At a Party**

**Boy:** Hi.

**You:** Hello.

**Boy:** My name is Shubham. What's your name?

**You:** I'm Akshay.

**Boy:** Nice to meet you, Akshay!

**You:** Nice to meet you too.

**Boy:** In which class are you?

**You:** I am in class 4th. And you?

**Boy:** I am also in class 4th.

**You:** Which school do you go to?

**Boy:** I go to Government Primary School.

**You:** That's a great school!!!

**Boy:** Yes, it is. And in which school do you goto ?

**You:** I go to government high school.

**Boy:** That's a nice school, too.

**You:** Yes, it is.

**Boy:** Hey, look over there! They are playing football.

**You:** Yes, let's go!

**Video on personal introduction**

<https://www.youtube.com/watch?v=cEWzUssPF3w>

### At the Post Office

**Clerk:** Good morning.

**You:** Hello! I want to send this packet to Rampur.

**Clerk:** Okay. Would you like to send it by Speed post?

**You:** Yes, please. How long does it take?

**Clerk:** It will take a week.

**You:** Okay..... Good.

**Clerk:** Let's see. Your packet weighs 50 grams.

**You:** What will be the charges?

**Clerk:** 30 rupees please.

**You:** Ok. Take it please

**Clerk:** Thank you. Have a nice day.

### Buying a Dress

**Shopkeeper:** Good morning. Can I help you?

**You:** Yes. I want to buy a dress.

**Shopkeeper:** Sure. Which colour do you like?

**You:** I like pink.

**Shopkeeper:** For whom do you want to buy?

**You:** I want to buy it for me.

**Shopkeeper:** We have these beautiful dresses on sale.

**You:** What is its cost?

**Shopkeeper:** 300 rupees.



**You:** May I try this?

**Shopkeeper:** Sure. The trial-room is right there.

**You:** Thanks. I'll be right back.

### **In the Classroom**

Pramod: Hello, Radhika, do you have an extra pencil?

Radhika: Yes

Pramod: Please give.

Radhika: Take it please.

Pramod: Thanks.

Radhika: Do you have a red crayon?

Pramod: Yes, I have.

Radhika: Please give.

Pramod: Why?

Radhika: Look, this is a ball. I want to colour it red.

Pramod: Okay.....

### **At Home**

Shubha: Mummy, may I go to Farah's house?

Mother: But it is raining.

Shubha: Please..... Mummy.

Mother: Okay. You can go. But first you must finish your homework.

Shubha: Okay sure.

Mother: After finishing your homework change your dress.  
Don't forget to take an umbrella.

Shubha: Oh mummy! It has stopped raining.

### **Greeting the class teacher**

Amit: Good morning, Sir.

Teacher: Good morning.

Amit: May I come in?

Teacher: Yes you may. You are the new boy, aren't you? What's your name?

Amit: Amit.

Teacher: Welcome Amit. You can sit there next to Farah.

Amit: Thank you, sir.

### **Birthday Wish**

Sunny: Good morning, Soniya. How are you?

Soniya: Fine, thank you. And you?

Sunny: I am fine too. What a lovely dress!

Soniya: Thank you. It's my birthday today.

Sunny: Oh, Happy Birthday!

Soniya: Thank you.

### **Activity: Around Me**

#### **Objective:**

- To listen carefully and provide an opportunity to speak simple sentences.
- To increase the confidence level of the participants to speak.

**Material:** None

**Process:** The facilitator will prepare 10-15 sentences about things in the training hall ( like There is a chair / There is a pedestal fan. ) out of which some give correct information while the rest are wrong.

- The facilitator reads out the sentences one by one.
- The participants listen to the sentence and shout 'WRONG' if they hear an incorrect sentence. (They should give reason for their responses)

**Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

**Presentation by the groups**

**Probable Answers :**

- To listen carefully
- To provide an opportunity to listen to the pattern of the sentences
- To keep the participants attentive
- To promote competitive spirit

**Activity - Picture Dictation**

**Objectives-**

1. To develop the imaginary power in addition to speaking skills.
2. To make them learn to speak, listen, and comprehend altogether.
3. To learn to apply the skills of a good speaker.

**Material-** Pictures, Drawing sheets and Marker

**Process-**

1. The facilitator will divide the teachers in 8 groups.
2. Each group will be given a drawing sheet and a marker.

3. The facilitator will call one teacher from group one.
4. The facilitator will give one picture to the teacher.
5. He will ask the teacher to describe the given picture to fellow group members.
6. The group members will follow the directions and draw as per the descriptions.
7. After the description is over, the group members will describe what they have drawn.
8. The facilitator will follow the same process for every group separately.



## General information

Decoding means translating written words into the sounds and meanings of spoken words (often silently). Encoding, or spelling, is the reverse process. The skills used in encoding are usually developed alongside decoding skills and reflect similar learning.

In order to become good decoders and spellers, learners need to first develop some basic understandings about print and how it relates to spoken English. In particular, learners must have developed phonological awareness and phonemic awareness.

## **Chapter-6**

### **Phonological awareness**

This is an awareness of the different levels in the sound system of speech. In order to learn to read or spell words, learners need to be aware that the words they hear in spoken language are made up of small segments of sound and that these sounds can be represented in print. Phonological awareness is the awareness that words can be separated in three ways and at three levels, by syllables, by onsets and rimes, and by phonemes. Syllable awareness is an awareness that words can be divided into syllables. A learner who has phonological awareness at the syllable level will know that the word *mat* has one syllable, that *rabbit* has two syllables and that *hospital* has three syllables. Onset-rime awareness is phonological awareness within the syllable level. At this level, the learner knows that, in the word *mat*, the *m* is the onset (the initial consonant/s of a syllable) and that is the rime unit of the syllable (the vowel and any consonants that follow it). The third level of separating words is by phonemes (or phonemic awareness). Phonemic awareness knows that *mat* has three phonemes (/m/ /a/ /t/).

### **Phonemic awareness**

This is the most advanced level of phonological awareness. Phonemic awareness means awareness of the sounds or phonemes in spoken words and the ability to manipulate the sounds. Phonemes are the smallest sound units that can change the meaning of a word. For example, the difference between *hit/sit*, *hit/hot* or *hit/hid* is a difference of only one phoneme (a sound) in each case. The English language includes 42 to 46 phonemes and these phonemes are represented by 26 letters. The 42 to 46 phonemes produce over 500,000 words. Knowing that the word *mat* has three phonemes (/m/ /a/ /t/) or that the difference between *mat* and *pat* is one phoneme (/p/) are examples of learners having phonemic awareness. Phonemic awareness is very important for learning to read and write English texts. In alphabetic languages such as English, letters or letter clusters represent sounds or phonemes. Readers and writers must develop an awareness that words are made up of phonemes. This awareness does not necessarily come easily, because phonemes are an abstract concept; they are heard, not seen. Learners who lack phonemic awareness find it very hard to understand letter-sound

correspondences and this means they have great difficulty in learning to read and write.

**General information:** Learners also need to know the names of the letters of the alphabet and the sounds the letters represent, and they need to understand the key concepts about print. Without this knowledge, readers will not learn to decode and writers will not learn to spell.

- *The alphabetic principle.* Learners need to know that letters in print represent sounds in speech. This means knowing that speech can be turned into print, that print can be turned into speech and that letters are used to represent sounds in the language. It includes knowledge of the names and shapes of the letters of the alphabet. This knowledge is necessary so that learners can recognise letters by shape as they read and shape letters correctly as they write.
- *Knowledge of letter-sound correspondence.* When learners understand that the words in speech are composed of small segments of sound and that letters in print can represent these sounds, they can learn the ways in which certain letters represent specific sounds. This is not an easy understanding for all learners, partly because the match between sounds and letters or letter clusters is not always regular. However, this knowledge of the relationship between spoken sounds and the corresponding letters is essential for decoding and writing text.
- *Word analysis.* Learners use their increasing knowledge of the ways in which many words are built up from root words, prefixes and suffixes to help them work out how to read new words, for example, by recognising the way the word kind changes when the prefix un- is added. In writing (encoding), this word analysis is used when spelling.
- *Developing the ability to decode or spell automatically.* Good decoders and spellers quickly develop a store or bank of words they recognise or can write automatically. These words are variously known as high-frequency (words that appear very frequently in written texts), everyday (words that a person may encounter in their everyday life), or familiar

## **Objectives :**

- Enabling the learners to identify and complete rhyming words and patterns.
- Recognize, say and match the common sounds of letters and specific sound in a word.
- Distinguish the number of syllables, phonemes in words by using rhythmic clapping, snapping or counting.
- Identifying the initial consonant sound in a word, and blend phonemes to say words.
- Reading sight words , that generally have one syllable.
- Identify and say the beginning and ending sounds in words.

## **Activity: “Mew-Mew,” Where Are You?**

**Objective:** To give the sense of sounds and discriminating different sounds.

**Material:** A scarf to blind fold the participant.

## **Process:**

1. The facilitator will make the participants stand in a circle.
2. One participant will be asked to come in the centre of the circle and he will be blind folded.
3. The other participants will be asked one by one to produce different sounds by clapping, tapping, animal sounds or by using any other way.
4. The participant in the centre will guess the sound (kind and direction). If the participant is able to guess the sound correctly the next participant will come in the centre and will proceed on.

The facilitator will discuss the following questions with the whole group and write the answers on the board:

## **Reflection Points:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class?

### Summation:

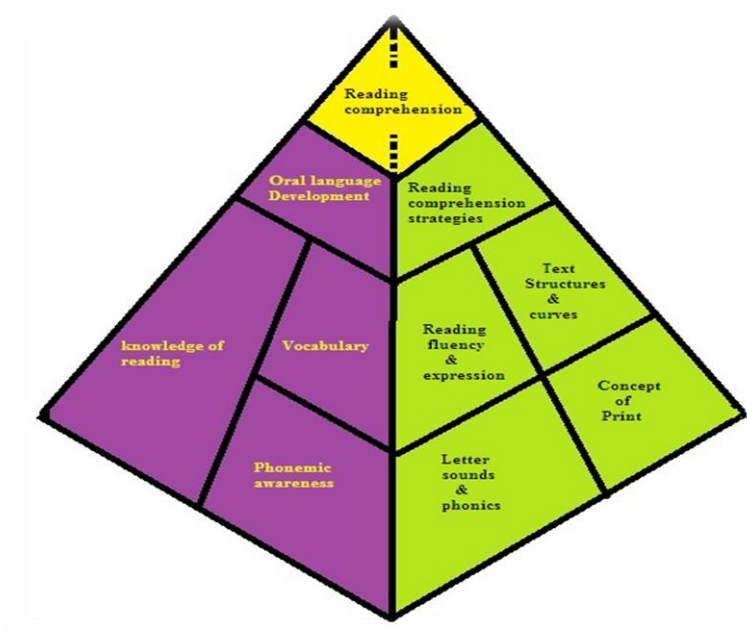
- To recognise the sounds available in surrounding.
- To know the syllable in one word.
- To recognise first and last sound.
- To create new words by changing or adding letters.

### The main objectives are:

- To develop the habit of listening carefully.
- To distinguish between sounds coming from different directions.

## Reading Pyramid

Phonological Awareness refers to an understanding of the sound structure of language that is, language is made up of words, syllables, rhymes, and sounds (phonemes). This knowledge occurs initially in oral language; students need not to know how to name letters or their corresponding sounds in order to demonstrate phonological awareness. There are five essential components that must be taught in an effective reading program: phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. This can be observed in the following reading pyramid:



Reading Pyramid



**Expected Phonological Awareness Skills in Early Grades:** By the end of Early Grade level, given sufficient instruction, practice, and exposure to many literacy activities, students should be able to-

Word level: recognize how many words are in a sentence.

Syllable level: segment and blend words with at least three syllables.





## Understanding Syllables

A *syllable* is a unit of pronunciation containing a single vowel sound.

When readers encounter a long, unfamiliar word, they assign the word a pronunciation by chunking the letter patterns into manageable units.

## How To Mark Syllables

- 1 Label the vowels (all letters that make a vowel sound) with a v

picnic  
v v
- 2 Label the consonant(s) between the vowels with a c

picnic  
vccv
- 3 Mark the word for spelling. Look for phonograms, c +le, and silent final e. Now look for common patterns! Notice the vowel sounds & try splitting the word.
- 4 Mark the syllable division(s) with a slash.

pic/nic  
vc/cv

## Rhyme level:

- understand the rhythm in rhyme.
- identify and generate rhyming words.

## Sound level:

- isolate the beginning or ending sounds in words.
- segment and blend sounds in a word with three syllable
- change the sound of a word to make a new word.

## What is rhyme?

◆ When one word shares the same ending sound as another word

eg: Is Your Mama a Llama?

“Is your mama a llama?” I asked my friend Dave. “No, she is not,” is the answer Dave gave.

“She hangs by her feet, and she lives in a cave.

I do not believe that’s how llamas behave.”

“Oh,” I said. “You are right about that.

I think that your mama sounds more like a bat!”

“Is your mama a llama?” I asked my friend Fred.

“No, she is not,” is what Freddy said.

“She has a long neck and white feathers and wings.

I don’t think a llama has all of those things.”

◆ Practice: pair the rhyming words

- GAVE
- BEHAVE
- BAT
- THINGS
- DAVE
- CAVE

- THAT
- WINGS

**Activity :**Group Work ( phonological awareness )

**Objective:** *To develop phonological awareness at word level, syllable level, Rhyme level and sound level.*

**Material :** As per need

**Process:** The participants will be divided into 8 equal groups. Following topics will be given to each group respectively and they will be asked to discuss and frame activities on the given topic –

- ❖ Activities to recognize the number of words in a sentence (Word level).
- ❖ Activities on Segmenting and blending words of at least three syllables (Syllable level).
- ❖ Activities on Understanding the concept of rhythm (Rhyme level).
- ❖ Activities to recognize and generate rhyming words (Rhyme level)
- ❖ Activities on isolating the beginning sounds in words (Sound level).
- ❖ Activities on isolating the ending sounds in words (Sound level).
- ❖ Activities on segmenting and blending syllables in a word with three syllables (Sound level).
- ❖ Activities to change a letter in a word to make a new word.

**Presentation by the groups**

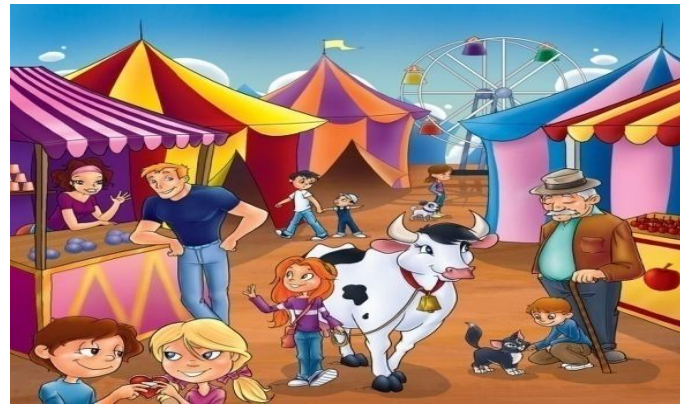
**Summation:** The facilitator will sum up the session by presenting a power point presentation which will be based on the examples of the above mentioned levels. The facilitator will use the following activities as per need -

## Activity : Word Level Activities

**Objective:** *To recognize the number of words in a sentence.*

**Material:** Pictures for description

**Process:** The facilitator will display a picture to the participants and ask them to say something about the picture .



### Probable Answers –

1. A boy is playing with a cat.
2. There is a cow in the picture.
3. An old man is standing with a stick.
4. A man, wearing a blue shirt is standing near a stall.
5. There is a giant wheel.
6. Some apples are there in the stall.

Now the facilitator will develop an insight among the participants that they must clear the phonological awareness for words in a sentence by the activity of counting the number of words in it . The facilitator will break the sentence by clapping/ tapping on each word to explain the number of words in a sentence.



For example: Sentence no. 1

**A boy is playing with a cat.**

A

boy

is

playing

with

a

cat



7 claps



Similarly, the facilitator will ask the participants to count the number of words in other sentences.

Now the facilitator will explain the words into syllables.

Video  <https://www.youtube.com/watch?v=1Y8JG85nxmQ>

**Activity:** Jumping Syllables ( Syllable Level Activities)

**Objective:** To identify and manipulate the syllables.

**Materials:** None

**Note :** (Review with participants that words can be separated in syllables, and that each syllable contains a vowel. Examples can be given orally by separating a few words in syllables.)

**Process :** The facilitator will ask all the participants to identify the syllables in the word ‘pencil’- i.e. pen and cil, and then to move one of the syllables to a different part of the word.

(For example, in the word pencil, the participants will enter change the place of both the syllables, making the word cilpen.) Pen + cil = Pencil

Cil + pen = Cilpen

Manipulating / Making the syllables “jump” to different places in the word, participants are making a new silly word that has no meaning.

Present more words of two syllables and two syllables let participants identify the syllables, and move one syllable to another place in the word. Ask them to say the new silly word.

**Adaptations:** Begin with compound words e.g. beautiful, for participants who are having difficulty. Manipulate syllables from multisyllabic words, providing game chips/bingo chips to represent syllables. The participants can move the chips to form new words. For English language learners, be sure to discuss the meaning of a word before manipulating the syllables, and clarify that the new word is a nonsense or silly word.

Video  <https://www.youtube.com/watch?v=vsqEGq7VSF4&t=92s>



<https://www.youtube.com/watch?v=wk8MJC8Sq0k>

<https://www.youtube.com/watch?v=wk8MJC8Sq0k>

**Activity :** Tic Tac Toe

**Objective :** *To identify the number of syllables in a word.*

**Material :** Tic tac toe board

**Preparation for Making a Tic Tac Toe :** Split a piece of card stock into two pieces, and draw out Tic Tac Toe board. Then fill the board with stickers that represent words of 1, 2, or 3 syllables. Once each group has a game board, they will be asked to mark a blank six-sided dice with the numbers 1, 2, and 3.



**Process:**

- The facilitator will give several bingo chips {or some other type of manipulative} to each group and decide on a player to roll the dice first.
- Player 1 rolls the dice, and then each player finds a word that has the same number of syllables and places a bingo chip on the sticker.
- For instance, if a number two is rolled, each player will find a sticker that represents a word with two syllables
- If both players have a word with two syllables, both of them can place a Bingo chips on that sticker. If only one person does, the other waits until the next roll.
- The groups will take turn rolling the dice and continue rolling until someone has three bingo chips in a row covered to call Tic Tac Toe. (Just alike the original Tic Tac Toe with X's and O's, the winner can get three in a row across, down, or diagonally).

**Reflection Points-**

- What was the objective of this activity?
- How will you apply it in your class?

**Summation:** Each word is made up of different sounds (syllables) and these sounds decide the pronunciation of a particular word. Further understanding of syllable helps in reading and writing.

**Activity :Word Families (Rhyme and Sound Level Activities)****Objective:**

- To Understand the concept of rhyme.
- To recognize and generate rhyming words.

**Material : Word Cards of 3 - 4 letters ( like : Cat, pen, ball etc.)**

**Process :**

The facilitator will make the participants stand in a circle. A box containing word cards will be given to one participant and a musical tune will be played. The participants will be asked to pass the parcel to other participants. As soon as the tune is stopped, the participant holding the box will pick a card and speak 3 rhyming words related to the word on the card. If the participant fails, he / she has to recite a rhyme and also find out the rhyming words from the rhyme. The game will proceed in the same manner.

All the rhyming words from different families will be written on the board.

**Reflection Points-**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply in your class?

**Summation:** The learner will be able to differentiate between the rhyming words and the words with similar sounds.

**Activity: In My Box**

**Material :** A box containing picture cards.

**Preparation :**



The facilitator will take a small box and put some pictures in it with pairs of familiar words that rhyme (like box/socks, cat/hat or chair/fair). Enough pictures will be used so that everyone in the hall gets a turn.

**Process :**

- The facilitator will make the participants stand in a circle. Then he will ask one of the participants randomly to hold the box and choose a picture.
- If the card shows a cat, the participant is supposed to say “In my box, there’s a cat”.
- The participants will come up with a rhyming word and say, “In my box, there’s a hat” (or some other rhyming word).
- After he or she answers with a rhyming word, he/she gets to choose a participant and continue the play.

**Quiz**

**Reflection Points-**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply in your class?

**Summation:**

- To make the participants understand the concept of rhyme.
- They will have enough practice to generate of rhyming words.

**Activity: Rapid fire round**

**Objectives-**

1. To develop the ability to differentiate among various sounds.
2. To be able to correlate the sounds with one another.
3. To be able to learn the method of correct pronunciation.
4. To form multiple rhyming words.

**Material-** Chart Paper, Marker

**Process-**

1. The facilitator will divide the teachers in 8 groups.
2. The facilitator will give a card, with a vowel sound like \_\_AT, \_\_ON, \_\_OR, \_\_ET, \_\_EN, \_\_UT, \_\_IL etc.
3. The facilitator will ask the teachers to make words using any consonants to rhyme with the ending sound.
4. Each group will write the words on chits itself and pronounce those words.
5. The facilitator will help the teachers to speak the word with correct pronunciation.
6. The group with maximum words will be the winner.

### **Outcome-**

1. The participants will be able to learn to make rhyming words.
2. They will learn to correlate the vowel sounds.
3. They will be able to focus and pay attention to correct pronunciation.

**Summation-** Speaking is an act of making vocal sounds. Recognizing the sounds and speak them correctly is an art. Teaching our students the same through interesting methods can become easy through this activity.

### **Link\_**

<https://youtu.be/BbS7KfgZ30s>

## **Chapter-7**

### **Reading Skill**

**Activity: Know Me More**

**Objectives-**

- ❖ It will help in knowing their co-participants more
- ❖ It will remove the fear and hesitation among the participants.
- ❖ This practice will help in the involvement of the participant in more enthusiastic and interesting way.

**Material:-** Different faces with different emotions Ice-cream sticks.

**Process:-**

- ❖ Facilitator will form a group and will hand over the different emotion depicting faces to the participant
- ❖ participant on their turn will place the faces in front of their face and will reply according to the emotions shown on the flash card.
- ❖ facilitator will ask all the members to sing the song and the persons holding faces will come forward one by one and will reply the facilitator.

#### **"How Are You Today"**

Hi Hello Hi Hello Hi Hello  
How Are You Today  
I am Happy Happy Happy  
How Are You Today  
I am Sad Sad Sad  
How Are You Today  
I am Angry Angry Angry  
How Are You Today  
I am Lonely Lonely Lonely  
How Are You Today  
I am Hungry Hungry Hungry"

**Outcome :-** This will create a joyful and refreshing environment for the participants and they will get ready to participate the training with great zeal and enthusiasm's.

**Objectives:**

The teachers will be able to develop following abilities in their students:

- To read and retell familiar stories.
- To use strategies (rereading, predicting, questioning, contextualizing) when comprehension breaks down.
- To read and write for various purposes on their own initiative.
- To read with reasonable fluency.
- To use letter-sound associations, syllable, and context to identify new words.
- To identify sightwords.

**A Language-Rich Environment** forms a solid foundation on which reading skills including decoding, fluency, vocabulary, and comprehension are based. Efficiency of decoding comprises of understanding print concepts, phonemic awareness, phonics and is usually attained by the end of second grade. Some skills, such as vocabulary development, will grow as children are exposed to rich language environment and by reading complicated text.



### **Activity : Introduction of reading**

**Objective:** To prepare a learner for reading.( logographic and pretend reading)

**Material :** As per need

#### **Process :**

The facilitator will discuss the following questions and write down the responses on the board .

- What are the pre reading activities that a learner should know?
- How do you introduce reading to your students?
- What kind of material do you use for your students at early grades? And on what basis?

**Probable answers :** Before starting reading, a learner should:

1. know when book is right side up and turn pages in sequence from right to left, front to back.
2. discriminate between drawings/pictures and writing/print in book.
3. show interest in letters and words and ask questions about them.
4. recognize his/her own name.
5. recognize familiar signs, labels, and logos available in the environment.
6. engage in pretend-reading to self and other students.
7. retell or act out important events in a story.

#### **Videos on pretend reading**

<https://www.youtube.com/watch?v=F8BzZhOj4ig><https://www.youtube.com/watch?v=EG4y1Fzz7qI>

### **Activity :Sound Wheel**

**Objectives:-**To develop the ability to join the letters and frame two or three letter words.

**Material Aid-** Chart Paper , Marker, Sketch Pens.

**Process :**

- The participants will be divided into 8 groups.
- The facilitator will ask the participants to make a Sound Wheel as given in the picture.
- Circles of the wheel can have vowels and consonants, letters and pictures, words and pictures.
- The groups will prepare the wheel and give their presentations.

**Reflection Points:**

1. What was the objective of this activity?
2. What more can you add to make it better?

**Summation:** The facilitator will discuss the various use of the Sound Wheel in context of the classroom. Session will be summed up with a participatory discussion on the points of reflection.

**Activity :25 Group Work**

**Objectives:** To make the participants understand the concept of reading skills.

**Material :** As per need

**Process :** The participants will be divided into 8 equal groups. Following topics will be given to each group respectively and they will be asked to discuss on the given topics –

1. What do you mean by 'Reading' as a skill?

2. What is Interactive Reading? Is it important for developing reading skills at early stages? Give reasons to support your answers.
3. Plan an activity for Interactive Reading.
4. How can you improve the reading skill of your students with the help of Shared Reading?
5. Design an activity for Shared Reading.
6. What is the significance of Logographic Reading?
7. Do you think that early decoding skill is important for reading fluency?
8. Do you think that choral repetition helps in enhancing the reading abilities of a child? Give reasons to support your answer.

## Probable Answers

*Reading is making meaning from print.* It requires that we:

- identify the words in print – a process called word recognition
- construct an understanding from them – a process called comprehension
- coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

Sometimes you make meaning from print without being able to identify all the words. Remember the last time you got a note in messy handwriting? You may have understood it, even though you couldn't decipher all the scribbles. Finally, sometimes you can identify words and comprehend them, but if we miss any of the level in the process, reading will be a labored process. For example, try reading the following sentence:

---

It	isn't	as	if	the	words
are	difficult	to	identify	or	
understand,		but	the	spaces	
make	you	pause		between	



words,	which	means	your
reading	is	less	fluent.

---

Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. These three processes are complex, and each is important. Let us see how?

**To develop word recognition, children need to learn:**

- How to break apart and manipulate the sounds in words this is **phonemic awareness**.  
example: *feet* has three sounds: /f/, /e/, and /t/
- Certain letters are used to represent certain sounds – this is the **alphabetic principle**.  
example: *s* and *h* make the /sh/ sound
- How to apply their knowledge of letter-sound relationships to sound out words that are new to them – this is **decoding**  
example: sssssppppooooon – spoon!what
- How to analyze words and spelling patterns in order to become more efficient at reading words – this is **word study**  
example: *Bookworm* has two words I know: *book* and *worm*.
- To expand the number of words they can identify automatically, called their **sight vocabulary**  
example: Oh, I know that word – *the*!

**To develop comprehension, children need to have:**

- **Background knowledge** about many topics  
example: This book is about zoos – that's where lots of animals live.
- Extensive **oral and print vocabularies**  
example: Look at my trucks – I have a tractor, and a fire engine, and a bulldozer.
- Understandings about **how the English language works**  
example: We say she *went* home, not she *goed* home.
- Understandings about **how print works**  
example: reading goes from left to right

- Knowledge of **various kinds of texts**  
example: I bet they live happily ever after.
- **Various purposes for reading**  
example: I want to know what ladybugs eat.
- **Strategies for constructing meaning** from text, and for problem solving when meaning breaks down  
example: This isn't making sense. Let me go back and reread it.

To develop fluency, children need to:

- Develop a high level of **accuracy** in word recognition
- Maintain a **rate** of reading brisk enough to facilitate comprehension
- Use **phrasing and expression** so that oral reading sounds like speech
- Transform deliberate strategies for word recognition and comprehension into **automatic skills**

But if reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers.

Therefore, **reading also means developing and maintaining the motivation to read.** Reading is an **active** process of constructing meaning.

To develop and maintain the motivation to read, children need to:

- Appreciate the **pleasures** of reading
- View reading as a **social** act, to be shared with others
- See reading as an opportunity to explore their **interests**
- Read widely for a variety of **purposes**, from enjoyment to gathering information
- Become comfortable with a variety of different written forms and **genres**

## **Logographic Reading**

It is considered to be as a “glance and guess” phase of reading skill. In this phase a child memorises the word as an image, but ignores the letter order. Although it is visually oriented, it relies more on rote memory of words connected to graphic symbols and may be referred to as visually cued reading.

## **Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books such as big books with enlarged print and illustrations.

### **Advantages of Shared Reading -**

- It helps to early readers.
- Shared reading of predictable text can build sight word knowledge and reading fluency.
- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.

### **Process of Shared Reading**

1. Introduce the story by discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about.
2. Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions. Ask brief questions to determine students' comprehension level.
3. Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.
4. Re-read the story and/or allow time for independent reading.

5. Conduct follow-up activities such as making crafts related to the story like : Make a **mask** of an animal, or any creature that relates to the story.

## Interactive Reading

Interactive reading is a form of reading in which the teacher is not just looking at words on a page to understand the text. But rather he/she is reading and as he reads he ask questions and think about what the author means, what is his purpose for writing. This type of reading allows the teachers to stimulate the thinking process of the students as well as to help them (students) remember what they are reading.

### Video on Interactive reading



<https://www.youtube.com/watch?v=1bqXOzB-GaA>

### Activity : Monopoly

**Objective:** To understand word family patterns and spelling patterns.

**Material:** Monopoly game board (card board, marker, ruler), score sheet, dice and bingo chips

### Preparation

- Prepare a game board with four or five squares on each side and word cards with families of words. Like: mat, hat, rat; man, coat, boat, goat etc.
- Colour code each word family and each side of the game board.
- Place the words face up around the board in sets.
- To add to the element of chance, write other game directions on the board, such as "take another turn", "go back 2 spaces", etc. Prepare score sheets for each player with colour-coded headings for each word family.

START	mat	rat	hat	Go back 2 spaces
coat				king
boat				ring
goat				sing
Lose a turn.	sun	bun	gun	Take another turn

**Process:**

- The participants will be divided into 8 groups.
- The facilitator will call a representative from each group to play the game and ask to roll dice to move around the board.
- Wherever a player lands he reads the word, then writes it in the appropriate "word family" category on the score sheet.
- Extra points can be earned by telling or writing sentences with the rhyming words.

**Reflection Points:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?
- Do you need to make any changes in it?

**Summation:** The facilitator will sum up the session with a participatory discussion on the above points of reflection.

**Activity: Fishing for sounds**

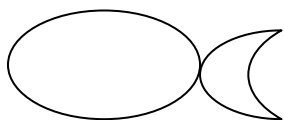
**Objective:** *To read the words, focusing on the beginning and ending sounds.*

(This is a game for beginners readers and writers.)

**Preparation:**

Cut outs of small pictures of familiar objects like book, bed, basket, boy, ball ; snake, sun, skate, slide, etc. (starting with the same letter) from magazines, old workbooks, catalogues.

Cut out 12-15 fish shapes and paste or draw one picture on each fish.



On individual 3x5 inch cards or on an 8x11 inch piece of paper or cardboard, write consonant letters with a key picture for each group of pictures found. (For example, write the letter "S" with the picture of a sun to represent all the words beginning with that letter.) (If using a sheet of paper, write only two or three letters per sheet.)

## Process :

- Select two or three sets of fish- pictures that start with the same letters and mix them up.
- Place face down on a table and take turns "going fishing."
- As each fish is turned over, the child names the picture and places it in the appropriate pile under the key letter / picture.
- When all the fish are caught and placed correctly, let the participant "read" the pictures under each heading. If necessary, read along with him or her, saying the letter name and stressing the initial sound of the word. "Yes, here are 'S' pictures: sssun, sssnake, sssaxophone."
- To add excitement, you can play as opponents, each player having one or two categories and key letter / pictures. Take turns fishing, and discard those fish that belong to the other player.

## Reflection Points:

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?
- Do you need to make any changes in it?

**Summation:** The facilitator will sum up the session with a participatory discussion on the above points of reflection.

## Activity : Rhyming games

**Objective:** To recognize the word patterns.

**Process :** The facilitator will present a rhyme as an example to be used in the classroom for developing decoding skills.

- Introduce a poem or rhyming story such as *Miss Mary Mack*:  

Miss	Mary	Mack,	Mack,	Mack	
all	dressed	in	black,	black,	black
with	silver	buttons,	buttons,	buttons	
up and down her back, back, back...					
- Encourage the child to point out words in books that have a similar spelling pattern as in *black*.

- Help the child to think of the words that have same pattern. You may hint a few words for him/her for example:

sack  
pack  
stack

Then let the child read the whole word and underline its repeated part, "ack."

- Using flash cards, form a word with the "ack" pattern. Ask the student to change the first letter of the word (for example: 's' in *sack*) to make a new word, such as *pack*. You should be sure to provide a limited number of letters (two or three at first) for the child to choose from.

#### **Points to be kept in mind:**

- Always choose a word pattern that is useful and important to the student and that relate to something that he or she has read or will read. If possible, start with a word he or she already knows in the word family. After reading a book about being sad, for example, start with the word "cry" and then follow with "fry", "try", and "wry".
- Remember to review the word families you've chosen to work on periodically by playing some of the other games described above.
- Be sure to give the student a chance to go back to a book, poem, or other texts where he or she can apply this new reading skill. Poems, nursery rhymes, and jump rope jingles are a great resource for early readers.

#### **Activity: Give me a chance**

**Objective:** To develop fluency in reading among early readers.

**Preparation:** Select 10 to 20 words from a book (or books) the child is reading. Print the words clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (Children in the classroom may help by copying the words teacher write.) This game can be played in pairs.

### Process:

- The facilitator will make pairs of the participants. Then he/she will shuffle the cards and three to five cards will be given to each player.
- Remaining cards will be placed face down.
- Now the participant will ask each other to match the card one by one, holding one card in his/her hand.
- If the other participant has a matching card , then he will read the word on the card.
- If the participant does not have a matching card, he/she will say "Please give me a chance". Then he will pick up a card from the table to get the matching card.
- Each time the participant has a match, he/she will read the word and put down the pair. On successful reading of the card , one mark will be awarded to the pair.
- Continue the game until all the cards are used up.



File of Cards



### Reflection Points-

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply in your class?

**Summation:** To make the child a fluent reader this kind of games can be introduced among the children. With the help of games he will be able to read the word without problem as he will see a particular word a number of times. Instead of matching words, rhyming words can be used. In this case, players ask for "a word that sounds like 'night'..." At the end, the child can earn extra points by dictating or writing additional words that rhyme with the base words, or creating "silly" sentences using the rhymes.

### Activity :Story time

#### Objective:

- To make a child a fluent reader.



- To promote a child to develop the skills of creative thinking, problem solving etc.

**Material:** 8 sets of sentence strips, based on the story, word index cards.

**Process:** The facilitator will narrate a story to the participants. For example-

“A friend in need is a friend indeed”

Once upon a time there lived a lion in a forest. One day after a heavy meal it was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing and trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away. On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

Now the facilitator will give the sentence strips to each groups and ask them to arrange the strips in the sequence of the story within 2 minutes. The group, arranging the strips in the given time will be the winner. After the presentation of the groups the facilitator will ask the participants to retell the story on the basis of word cards.

**Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?
- Do you need to make any changes in it?

**Summation:** These kind of activities will be very helpful to make a child a fluent reader. This will promote a child to develop the skills of creative thinking, problem solving etc.

## **Activity :Hidden Object**

### **Objective:**

- To make a child a fluent reader.
- To comprehend the written instructions accordingly.

**Material:** An object to hide like a parcel, directional chits to guide

**Process :** The facilitator will hide the parcel somewhere in the hall. Then he will call a participant and hand over the directional chits to him/her. Now the facilitator will ask the participant to follow the instruction written on the chit one by one to find the parcel. Like:

Chit no. 1 Go to the left of the whiteboard to find a clue for the hidden object .

Chit no. 2 Near the projector you will find a chit.

Chit no. 3 Sorry! Go for another one, under the podium.

Chit no. 4 Here you are ..... Now go to backside near the window to find the object.

Chit no. 5 Bingo..... congratulations for your successful attempt.

### **Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?

### **Summation:**

This kind of an activity is very helpful to make a child a fluent reader. This will develop creative thinking, problem solving, predicting, contextualizing etc. in a child.

## Chapter-8 Writing Skills

The skill of writing is one of the most effective and efficient tool of communication. One of the biggest challenge teachers' faces in the classroom is writing. Usually students do not want to write because they have never been encouraged to do or enjoy it.

Writing like all other aspects of language is communicative. In our real life we may write emails, notes, cover letters, reports etc. All of these writing have a communicative purpose. In the English language classroom writing often lacks the communicative purpose. We can make the writing activity more communicative and pleasurable.

Usually children enjoy the beginning stage of writing when they are learning the letters. They love to work at tracing letters and words and eager to learn to write their names. It is this interest in writing that we need to maintain as our students continue to develop their writing skills. Writing can be a challenging skill for children while learning. We have to make writing fun. We have to help children to retain their early interest in writing while they develop skills and confidence.

First students need a basic foundation of the spoken language in order to be able to write in English e.g. they need to know how to identify and talk about objects in order to write about them.

**Importance of Pre Writing Skills-**Pre-writing skills are essential for the child to be able to develop the ability to hold and move a pencil fluently and effectively and therefore produce legible writing. When these skills are underdeveloped it can lead to frustration and resistance due to the child not being able to produce legible writing or to 'keep up' in class due to fatigue. This can then result in poor self esteem and academic performance.

### **The Building Blocks To Develop Writing Skills**

- ❖ **Hand and finger strength:-** An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil.

- ❖ **Crossing the mid-line:-** The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.
- ❖ **Pencil grip:-** The efficiency of how the pencil is held, allowing age appropriate pencil movement generation.
- ❖ **Hand-eye coordination:-** The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting.
- ❖ **Bilateral integration:-** Using two hands together with one hand holding in moving the pencil while other hand holding the writing paper.
- ❖ **Visual perception:-** The brain's ability to interpret and make sense of visual images seen by the eyes, such as letter and numbers.
- ❖ **Hand Division:-** Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating.

### **Difficulties Faced During Pre-Writing**

- ❖ Awkward pencil grip.
- ❖ Difficulty in controlling a pencil for coloring drawing or writing.
- ❖ Tendency to use their whole hand rather than just a few fingers.
- ❖ Poor endurance for pencil based activities.
- ❖ Messy or slow hand writing.
- ❖ Difficulty in staying within the lines while writing.
- ❖ Inappropriate pressure to the paper for pencil based activities.

- ❖ Poor hand-eye coordination.

## Practices That Can Improve Writing Skills

- **Threading and Lacing:** with a variety of sized laces.
- **Play-doh :** activities that may involve rolling with hands, rolling balls, use of clay to make something.
- **Scissors :** projects that may involve cutting out geometric shapes , then to paste them , to make pictures of kite, house, cat, mouse, mountains , sun etc
- **Everyday Activity:** that requires finger strength such as opening containers and jars.
- **Pre Writing Shapes:** practice drawing the pre writing shapes.(/, (\ ,-, 0, square ,triangle etc.)
- **Finger Games :** practicing specific finger movements songs, dance like (*one little finger, one little finger Or Incy Wincy Spider*)
- **Craft :** make things using old boxes, egg cartons, wool, papers,

**Activity:** Group work

**Objectives:**

- To understand the concept of emergent writing
- To use the phases of emergent writing with early grade learners.

**Material:** As per need

**Process:** The facilitator will divide the participants into 5 equal groups and ask them to discuss and present their topic group wise from the following topics:

1. What is emergent writing? How will you introduce writing at early grades in your school?
2. Do you think that emergent writing is necessary for early grade learners? Give reasons to support your answers.

3. According to you what should be the stages of emergent writing?
4. What are the benefits of writing for young children? What does children's writing tell us about their understanding of print and sound?
5. Explain the challenges you face while introducing writing at early grades?
6. What is mark making? Suggest few activities on mark making.
7. How do you use coding and decoding in developing the writing skills of your students? Plan few activities.

### **Probable Answers:**

#### **Emergent Writing**

Early writing, often used synonymously with the term emergent writing, encompasses the following: (a) the manual act of producing physical marks (i.e., mechanics), (b) the meanings children attribute to these markings (i.e., composition), and (c) understandings about how written language works (i.e., orthographic knowledge). Although mechanics and composition are important features of early writing, we focus our attention on orthographic knowledge—how children's marks reflect growing understandings of the writing system. These understandings include both general conventions (e.g., print goes from left to right on a page) and understandings of specific features (e.g., speech can be represented by individual sounds, which can be written down using letters). We use the term early writing to refer to children's representations of their knowledge about the writing system (i.e., orthographic knowledge).

Early writing is one of the best predictors of children's later reading success. Specifically, early writing is part of a set of important foundational literacy skills that serve as necessary precursors to conventional reading, including developing understandings of both print (i.e., print concept and alphabet knowledge) and sound (i.e., phonological awareness). Children can grow in their understanding of how print and sound work together through experimenting with writing. Writing serves as

a type of laboratory, in which even very young children are actively creating and testing hypotheses about how writing works. Children notice print in their environment and use their experiences to invent and revise ideas about the rules that govern writing, “cracking the code” of literacy one piece at a time. For example, a child might believe based on his experience with print and knowledge of the world that really big animals have really big written representations. So he might represent the word *elephant* with a very big and wide scribble and might represent the word *bee* with a very short, tiny scribble. As he begins to grasp the alphabetic principle, his hypotheses change, and he may later represent the word *elephant* with an L and the word *bee* with the letter B.

### How early writing develops

Young children do not develop their writing skills evenly at every stage. There is considerable overlap from one stage to the next.

To help young children develop as writers, teachers need to understand typical writing development and use this knowledge to identify what children already know and what they are ready to learn next. Specifically, each child's writing provides teachers with a window into what the child knows about print and sound and thus realizing the differences among the students plan an effective writing program for the students.

### The Developmental Stages of Writing



## Activity -"POM-POM METHOD"

### Objective:

- To prepare teachers to make the learner understand the way a pencil is holded.
- To enable them how to keep the wrist steady.

**Material:** Chart paper , pencil , pom-pom (coloured sponge balls).

### Process :

- Facilitator will ask the participants to hold the pom-pom with the help **sleepy fingers**.
- Then will take a pencil and ask the participants to hold it with the help of their **busy fingers**.
- After this participant will be asked to hold the pencil and draw or write anything they feel like.

<p><b>sleepy fingers :- (ring fingers and little fingers)</b> <b>busy fingers:- (thumb, index and middle fingers)</b></p>
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**Summation:** It will help in making learn the way the child has to hold pencil and how to strengthen their griping power and to let them to start using their pencils.

## Activity :My Imagination

### Objective:-

- To make the participants realize the importance of scribbling.
- To understand the significance of developing fine motor and cognitive skills.

**Material:-** Chart paper, Pencil/pen.

### Process:-

- Facilitator will distribute the material to the participants ask them to draw a picture of their imagination within one minute.
- After one minute they will be asked to describe their picture.

### Reflection Point:

- What was the objective of this activity?



- What more can you add to make it better?
- How will you apply it in your class ?

**Summation:-** This exercise will help students in learning how to hold the pencil. It will also help a child to express his/her imagination on paper.

- Pre writing skills are the fundamental skill a child need to develop before they are able to write.
- Major component of pre writing skill is pre writing shapes. These are the pencil strokes that most letters numbers and early drawings are comprised of.
- These strokes include the sleeping lines (horizontal ) standing lines (vertical)slant lines (diagonal).
- Young children's first writing is scribbling. We cannot neglect this early stage of writing saying 'Oh !its only scribbling.' Scribbling is to writing what crawling is to walking and babbling is to speaking.
- With scribbling their hands and fingers become stronger.
- Drawing helps children express themselves emotionally and creatively expressing their feelings and fears.
- Sometimes just as they pretend to read in the same way they pretend to write by scribbling and drawing.
- appreciate their work.
- Praise their efforts, give words to their imagination and thought by writing it on their scribbled or drawing sheet.
- Make sure that the child sees you writing.
- Pre writing skills are essential for the child to be able to develop the ability to hold and move a pencil fluently and effectively.
- The child should be taught to use the busy fingers ( just the thumb, index and middle finger)leaving the ring and the little finger tucked into the palm.
- The child should be taught to use both the hands together with one hand leading ( holding and moving the pencil with the dominant hand while other hand helps by holding the paper.
- Invented spellings are children's early attempts to communicate in writing by representing words with the sounds they hear and know e.g u for you,prpl for purple,tuk for took

- they spell the words in an unconventional way.
- Invented spelling allow children to write long before they are ready to spell each word correctly.

### **Activity: Drawing**

**Objective:** To develop the cognitive skills for writing.

**Material :** Drawing sheets, Pencil, Colours and a story.

**Process:** The facilitator will narrate a story to the participants and ask them to make a drawing based on the story.

### Story

#### Elephant and Friends

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. Replied the monkey, "You are too big. You can not swing from trees like me." Next, the elephant met a rabbit. He asked him to be his friend. But the rabbit said, "You are too big to play in my burrow!" Then the elephant met a frog. "Will you be my friend?" He asked. "How can I?" asked the frog. "You are too big to leap about like me." The elephant was upset. He met a fox next. "Will you be my friend?" he asked the fox. The fox said, "Sorry, sir, you are too big." The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The bear replied, "There is a tiger in the forest. He's trying to eat us all up!" The animals all ran away to hide. The elephant wondered what he could do to save everyone in the forest. Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growled the tiger. The elephant had a no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant came back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, "You are just the right size to be our friend."

### Reflection Point:

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?

**Summation :** The facilitator will sum up the session with following points:

- This activity is very helpful for the students in developing their cognitive skills like – imagination, expression and logic.

Video on Alphabet making activity :

<https://www.youtube.com/watch?v=GxJ9RpLxnVk&t=53s>

### Activity: Developing Worksheet

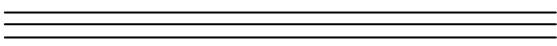
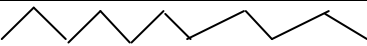

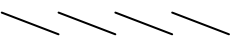
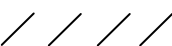

#### Objective :

- To develop writing skill methods at initial stage.
- To understand the importance of using fingers, hands for developing writing skills.
- To explain them how the patterns of alphabet can be written in an easiest and creative way.

**Material:** Coloured pens and chart papers.

#### Process:

- Facilitator will form groups of participants and will distribute plain chart papers to them.
- Facilitator will instruct them to make practice worksheets using different patterns.

1	Trace straight lines	
2	Trace zigzag lines	
3	Trace vertical lines	
4	Trace left slanting lines	
5	Trace right slanting lines	
6	Trace curved lines	

**Summation:** Learning patterns will help a child in forming letters. Such exercises and methods will help the teachers in coping up with the problems of how to develop writing skill.

## **10 Tips to help you improve your English Writing Skills**

1. Write in English every day.
2. Ask someone to check your writing.
3. Improve your vocabulary.
4. Use a dictionary.
5. Check your writing carefully.
6. Write about different topics.
7. Do your home work.
8. Write to your friends.
9. Write a blog.
10. Don't be afraid to make mistakes.

## **Chapter-8**

### **Creative and Meaningful Writing**

**Activity :** How to write meaningfully

**Objective:**

- To get an idea of meaningful writing.
- To encourage the participants to write effectively in a creative manner.

**Material:** As per need

**Process:** The facilitator will divide the participants in 5 equal groups and following topics will be given to them for presentation:

- What do you mean by creative and meaningful writing?
- Do you think that the children at early grades can write meaningfully? Give reasons with examples to support your answers.
- How will you plan for 'shared writing' in your class?
- Plan an activity for guided writing.
- How will you promote your students for writing in your multilevel class?

**Probable Answers :**Writing plays a major role in whole-language approach. Teachers who use this approach exclusively do not place heavy emphasis in the early grades on spelling and grammar. The whole language approach emphasizes children's efforts to make and seek meaning in language; correcting errors, places the focus on technical correctness, which is not where whole language teachers believe it should be. The effective whole language teacher "hears and sees through" the child's errors, using the information gained for formative assessment, then creates experiences that help the child to acquire the correct structure and form.

**Presentation by the groups:**

**Reflection Point:**The following points will be reflected after every activity shared by the participants:

- What was the objective of this activity?

- What more can you add to make it better?
- How will you apply it in your class ?

**Summation:** The facilitator will sum up the session by sharing some more related activities on writing skills.

**Activity :** Making a list

**Objective:** To promote critical and imaginative thinking with the help of writing.

**Material:**

- Paper/pencils
- 4x6 index cards (one for each group)
- Markers

**Process :** The facilitator will divide the participants in 8 groups and give them following situations:

1. Imagine that you are an owner of a restaurant and you need a menu card for your customers. Prepare the menu card for your restaurant.
2. You are hosting a party at your home. Prepare an invitation card for your guests.
3. You are a librarian. Prepare the rules for effective management of library.
4. Your kid is residing out . He wants to cook something. Prepare a recipe for him.
5. You are going to launch a new product in the market. Prepare a pamphlet for its promotion.
6. You are going to a departmental store for monthly shopping. Prepare a list for yourself.
7. You are going on a vacation. What things do you need to plan a vacation? Make a list.
8. You have received a prize money of rupees 10 crores. Prepare a wish list for yourself under different heads with an estimate.

**Presentation by the groups**

**Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?

**Summation:** The facilitator will discuss the importance of critical and imaginative thinking in terms of writing. The activity can be applied in classrooms in easier way.

### **Activity : Our Story**

**Objective:** To write in a creative manner focusing on comprehension.

**Material:** Pen and paper, list of some key words to form a story.

**Process:** The facilitator will divide the participants in 8 groups and give some key words to the participants. Every participant is supposed to write a sentence on one key word and will submit it. Now the facilitator will call one participant from each group to **arrange** these sentences in the form of a story. Then the final story will be read aloud.

### **Reflection Point:**

- What was the objective of this activity?
- What more can you add to make it better?
- How will you apply it in your class ?

**Summation:** The facilitator will sum up the activity by suggesting few ways on how to perform this type of activity in the classroom effectively by using reading and writing skills simultaneously.

### **Activity: Developing a summary writing skill (With the help of shared writing)**

**Objective:** To promote critical thinking and concept building with the help of writing.

**Material:** Visual organizer of level 3

**Process:** The facilitator will **narrate** a story to the participants (Facilitator can select a story of his/her choice:

There was a grocery shop in a town. Plenty of mice lived in that grocery shop. Food was in plenty for them. They ate everything and spoiled all the bags. They also wasted the bread, biscuits and fruits of \_\_\_\_\_ the \_\_\_\_\_ shop. The grocer got really worried. So, he thought "I should buy a cat and

let it stay at the grocery. Only then I can save my things." He bought a nice, big fat cat and let him stay there. The cat had a nice time hunting the mice and killing them. The mice could not move freely now. They were afraid that anytime the cat would eat them up.

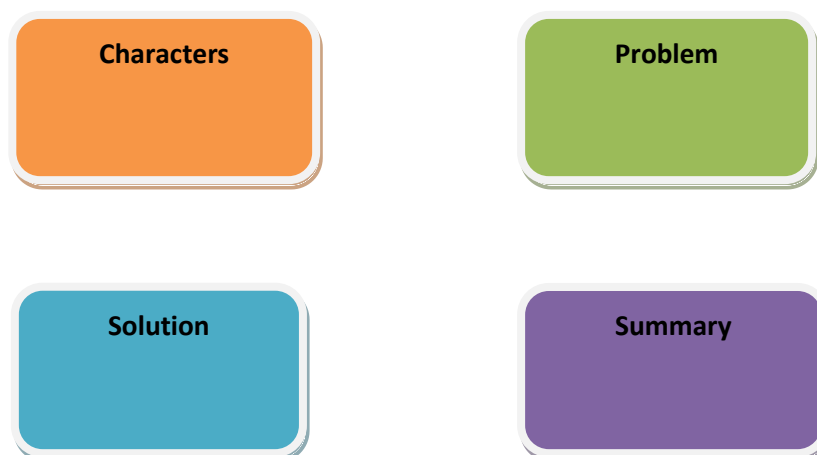
The mice wanted to do something. They held a meeting and all of them tweeted "We must get rid of the cat. Can someone give a suggestion"?

All the mice sat and brooded. A smart looking mouse stood up and said, "The cat moves softly. That is the problem. If we can tie a bell around her neck, then things will be fine. We can know the movements of the cat".

"Yes, that is the solution," stated all the mice. An old mouse slowly stood up and asked, "Who would tie the bell?" After some moments there was no one there to answer this question.

**MORAL :** Empty solutions are of no worth.

After narrating the story, the facilitator will ask few questions based on the story with the help of visual organizer and write down the answers on the organizer under following heads:



Now based on the answers obtained on the visual organizer, the participants will write the summary of the story.

**Reflection Point :**

- What was the objective of this activity?



- What more can you add to make it better?
- How will you apply it in your class ?

The facilitator will note down the responses of the participants on the board .

**Summation:** The activity of summary writing promotes critical thinking, conceptualization, problem solving and is very helpful in making a hypothesis regarding the moral of the story. At early grades, we can develop such kind of writing skills with the help of shared and guided writing which will result in independent and creative writing.

### **In shared writing:**

- The teacher writes the entire text (his)herself in front of students (using chart paper) while requesting input from students regarding aspects of the writing where they most need to expand their expertise. Consider, for example, whether your students need to focus attention on paragraph structure, word choice, or sentence expansion.
- The teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed.
- Shared writing is taught to small groups or the whole class in briskly paced, 5- to 20-minute lesson.
- Read the complete text to students. Take a few minutes to have students orally summarize, what has been learned about writing during this session.
- Post the text on an accessible spot in the classroom, and provide opportunities for students to read or use the text multiple times over the next several days or weeks.

After the above activity the facilitator can share few more activities as per need like substitution tables.

## **Chapter-9**

### **Planning of Mock Teaching**

**Activity : Mock Teaching**

**Material:-**As per need

**Process:** The facilitator will invite the views of the participants on the following topics-

- Meaning of mock teaching
- Objectives of mock teaching

**Probable answer:**

- Mock teaching provides a safe/supportive environment for the participants to develop their teaching skills.

**Objectives:**

- ✓ Prepare the teacher for teaching-learning process.
- ✓ Better understanding of teaching strategies
- ✓ Planning for mock session
- ✓ A platform to share ideas for the better implementation of teaching techniques learnt during the previous sessions of the training.
- ✓ Improving the teaching skills
- ✓ Feedback
- ✓ Replanning for teaching at school level

**Activity : Plan and teach**

**Objective :**

- To provide the feedback for the teaching techniques/ strategies used/applied.
- Rendering the assistance as per need.

**Material:** As per need

**Process:** The facilitator will prepare chits for every participant on the following topics or the facilitator can give them an opportunity to choose the topics of their( participants) choice.

- Oral language development
- Listening skill

- Speaking Skill
- Reading Skill
- Writing Skill
- PRE

**The mock teaching will be perform by the participants as per the topic allotted on previous day**

## **Chapter-10**

### **Evaluation**

**Objectives:** To make the teachers able -

- To measure the improvement at every stage.
- To motivate students to study.
- To evaluate the teaching methods.

**Activity: Group Work**

**Material:** As per need

**Process:** The facilitator will divide the participants in 5 groups to make the presentations on the following topics within 15 minutes:

- What is the difference between assessment and evaluation?
- Make a plan for an effective evaluation of English language skills at early grades?
- What methods will you include in your evaluation process? Suggest activities to support your answers.
- What according to you should be the role of the teacher during evaluation?
- How will you use the results obtained after evaluation?

**Probable Answers :**

Assessment refers to collecting information on the progress of students' learning using a variety of procedures, and evaluation refers to making judgments on the basis of the information collected.

Evaluation is a continuous process, and in language it aims at assessing the learner's acquisition of the structure and form of the target language, his/her ability to use it in different real lifecommunication situations, and her/her potential to appreciate the aesthetic aspects of language. It helps us to know about the progress the learner may have made, and to use this knowledge as a feedback for timely intervention for the benefit of the learner and the teacher.

Examinations often tend to assess separate skills, but even if the end result is expressed in terms of a single skill, the processes involved in assessment may require more than one skill. For instance, in

speaking, the listening skill is vital. Assessment must integrate, therefore, the skills of listening, speaking, reading and writing.

The purpose of assessment as a part of learning therefore would be:

### **Before**

- To discover the needs, interests, and previous experiences of students
- To find out what students already know and can do
- To determine a particular approach or strategy

### **During**

- To assess students' understanding and progress
- To identify successes or difficulties and confidence levels
- To assess students' abilities to verbalise their understanding and insights
- To assess students' abilities to work together while sharing ideas and completing tasks

### **After**

- To find out what the students have learned
- To determine the quality of students' learning
- To gauge the effectiveness of the activities and approach in relation to the objectives and goals for language
- To reflect on teaching practice.

Students' assessment should not be seen merely in terms of marks or grades; it must also be seen in relation to the objectives of the syllabus or the programme. Therefore, written tests are not sufficient as a means of assessment. They should be combined with the teacher's observations and assessment of students' work throughout the year: assignments, oral presentations, group work, students' self-assessment, etc. Information gathered over time will reveal students' growth and rate of improvement related to his/her level of skills at the beginning of the year, and at subsequent points of times in the calendar year.

## **5. Tools for Language Testing:**

The context in which language testing takes place is usually language teaching. In the context of teaching, tests do not only have the purpose of measuring the language behaviours of individuals, but

they are also useful instruments for evaluating programmes by means of an analysis of the results of an entire group of learners. If this evaluation takes place at the end of a programme, and has the purpose of evaluating that programme as a whole, we speak of ***summative evaluation***. ***Formative evaluation*** takes place during the programme and is intended to adjust or guide the programme. The terms 'summative evaluation' and 'formative evaluation' are used to refer not only to the evaluation of an entire programme but also to the evaluation of individual achievement.

**Summation:** An Effective evaluation should:

- reflect the learning objectives;
- focus on what students have learned and can do;
- be congruent with instruction and be based on meaningful tasks;
- be based on appropriate criteria that students know and understand;
- reflect a range of tools and methods of assessment and evaluation;
- provide multiple opportunities and ways for students to demonstrate their learning; be ongoing and continuous;
- inform practice and instructional decisions;
- inform others (e.g., students and parents) in a clear, accurate, and practical way.

## Pre/ Post Test

Q 1- What methods do you use in your school at early grades to teach English language?

A:.....  
.....

Q2- What are the basic skills of language?

A:.....  
.....

Q3-What do you understand by interactive reading?

A:.....  
.....

Q4- What do you understand by fluency in reading?

A:.....  
.....

Q5- Do you think that Print Rich Environment is helpful in developing language skills? Give reasons?

A:.....  
.....

Q6- What is the role of first language in the development of second language?

A:.....  
.....

Q7- What are the receptive skills of language?

A:.....  
.....

Q8- How can you take benefit of scribbling done by the students?

A:.....  
.....

Name of the Participant:

Signature:

Institution:

District:

## Nursery Rhymes

### Bits of Paper

Bits of Paper,  
Bits of Paper,  
Lying on the floor,  
Lying on the floor,  
Make the place untidy,  
Make the place untidy,  
Pick them up,  
Pick them up.

### Eight big fingers

Eight big fingers standing up tall,  
Two little ears to hear mummy call,  
One little nose that I can blow,  
Ten little toes all in row.  
Two short thumbs that wriggle up and down,  
Two little feet to stand on the ground.  
Hands to clap and eyes to see,  
Oh, what fun just to be me!

### Peas Porridge hot

Peas Porridge hot,  
Peas Porridge cold,  
Peas Porridge in the pot,  
Nine days old.  
Some like it hot,

### Butterfly Butterfly

Butterfly, Butterfly, flutter around.  
Butterfly, Butterfly, touch the ground.  
Butterfly, Butterfly, fly so free.  
Butterfly, Butterfly, land on me!  
Butterfly, Butterfly, reach the sky,  
Butterfly, Butterfly, say good-bye!

### Simple Simon

Simple Simon met a pieman,  
Going to the fair,  
Says simple Simon to the pieman,  
'let me taste your ware'  
Says the pieman to Simple Simon  
'Show me first your penny'  
Says Simple Simon to the pieman  
'Indeed I have not any'.

### Hot cross buns

Hot cross buns! Hot cross buns!  
One a penny, two a penny,  
Hot cross buns.  
If you have no daughters,  
Give them to your sons.



Some like it cold,  
Some like it in the pot,  
Nine days old.

### **A Wise Old Owl**

A wise old owl lived in an oak  
The more he saw the less he spoke  
The less he spoke the more he heard.  
Why can't we all be like that wise old bird?

One a penny, two a penny,  
Hot cross buns.

### **Bye Baby Bunting**

Bye, baby Bunting,  
Daddy's gone a-hunting,  
Gone to get a rabbit skin  
To wrap the baby Bunting in

### **Eeny Meeny Miny Moe**

Eeny, meeny, miny, moe,  
Catch a tiger by the toe.  
If he hollers, let him go,  
Eeny, meeny, miny, moe.

### **Humpty Dumpty sat on a wall**

Humpty Dumpty sat on a wall.  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men  
Couldn't put Humpty, Dumpty together again.

### **Little Miss Muffet**

Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey.  
Along came a spider,  
Who sat down beside her,  
And frightened Miss Muffet away!

### **The Itsy Bitsy Spider**

The itsy-bitsy spider  
Climbed up the water spout.  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
And the itsy-bitsy spider  
Climbed up the spout again.

### **Do you know the Magic Man**

Do you know the Magic Man?  
The Magic Man, the Magic Man.  
Do you know the Magic Man?  
He lives on Drury Lane.

### **Star Light, Star Bright**

Star light, star bright,  
The first star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

### **Little Piggy**

This little piggy went to market;  
This little piggy stayed home;  
This little piggy had roast beef;  
This little piggy had none;  
This little piggy said,  
"Wee, wee, wee," all the way home.

### **Little Boy**

Little boy blue, come blow your horn,  
The sheep's in the meadow, the cows in the corn.  
Where is the little boy who looks after the sheep?  
He's under the haystack, fast asleep.

### **Three Blind Mice**

Three blind mice,  
Three blind mice,  
See how they run!  
They all ran after the farmer's wife,  
Who cut off their tails,  
With a carving knife.  
Did you ever see such a thing in your life,  
As three blind mice.

### **Baby Bumble Bee**

Baby Bumble Bee had a fly upon his nose,  
Baby Bumble Bee had a fly upon his nose,  
Baby Bumble Bee had a fly upon his nose,  
And he flipped it and he flapped it and it flew  
away.  
Powder Puffs and Curly Whiskers,  
Powder Puffs and Curly Whiskers,  
Powder Puffs and Curly Whiskers,  
And he flipped it and he flapped it and it flew away.

## **Brush Your Teeth**

Brush Brush Brush Your Teeth,

Brush it every day!

Father, Mother, Brother, Sister,

Brush it every day!

Brush Brush Brush Your Teeth,

Brush it every day!

Father, Mother, Brother, Sister,

Brush it every day!

## Role Play

SP: GOOD MORNING

SH: GOOD MORNING

SP : What is your name?

SH: My name is Shivi and what is your name?

SP: My name is Shipra.

SH: Ok, in which school do you study ?

SP: I study in PS Chandan and in which school do you study?

SH: I am a new student in PS Chandan .

SP: Come, let us go to the class.

SH:Ok.

SH:Shipra, do you have an extra pencil?

SP: Yes.

SH: Please give it to me.

SP: Take it please.

SH: Thank you .

SP: Do you have red colour pencil?

SH: Yes, I have 5 colour pencils.

SP: Please give it to me.

SH: Take it.

SP: Thank you.

SP: Shivi , which is your favorite colour?

SH: My favorite colour is pink and which is your favorite colour.

SP: I also like pink colour. Your dress is also pink .

SH: Yes, what is the colour of your dress ?

ST: GOOD MORNING mam.

TE: GOOD MORNING students.

Make a straight line class wise.

ST(choir group): Join your hands and get ready for prayer.

TE: Now return to your classes.

ST: GOOD MORNING Ma'am

TE: GOOD MORNING, please sit down.

ST: Thank you Ma'am

TE: Take out your Maths book. Open page no. 4

ST: YES Ma'am

SH: ma'am, I do not have my book.

TE: SHIPRA share your book with SHIVI.

SP: Okay Ma'am.

TE: Let us start the new chapter.

TE: Shivi , come here.

SH: Yes Ma'am.

TE: How old are you?

SH: I am 7 years old.

TE: What is your father's name?

SP: The colour of my dress is pink top and black skirt.

SH: It is nice. What is the colour of your shoes?

SP: It is of black colour.

SH: The colour of my sandal is also black colour.

SP: Look the black board is also of black colour .

SH: Yes, but the chalk is of white colour.

SP: Look! My bag is of brown colour.

SH: My bag is of pink colour.

SP: KEEP QUIET! Ma'am is coming in class.

SH: sshhhhhh.....

SH: My father's name is Mr. Rakesh.

TE: What is your mother's name?

SH: My mother's names is Mrs. SRISHITI.

TE: Do you have brothers and sisters ?

SH: I have only one brother . His name is shiva.

TE: How old is he?

SH: He is of 2 years.

TE: Where do you live ?

SH: I live in faridinagar

TE: Go and sit.

SH: Thank you Ma'am.

TE: All of u take out your copy and pencil. Write date on the left upper corner .

ST: Ok Ma'am.

TE: rite W the Q & A from blackboard in your copy.

ST: Okay Ma'am.

TE: Finish it soon.

SP: I have completed.

TE: Come to me I will check.

SP:OK Ma'am.

SP: Ma'am, shivi broke my bluecolour pencil.

SH: No Ma'am, shipra broke my red colour pencil.

TE: Both of you show me your pencils.

SP: Look mam, Shivi broke my blue colour pencil.

SH: But Shipra also broke my red colour pencil.

TE: Both of you are wrong. Say sorry to each other.

SP: I am sorry Shivi.

SH: Its okay and I am sorry Shipra.

SP: Its okay.

TE: Good , now go and sit.

TE: Students it is lunch time now .

All of you go and wash your hands .

SP: Join your hands to pray.

STs: " Thank you god for this food and life"

Senior guy: Stand in a row and come one- by-one .

SP,SH,ALL STUDENTS : THANK YOU, Ma'am.

Senior guy: Welcome dear.

SH: I have an apple in my bag .

SP: I have a banana in my bag.

SH: Which is your favorite fruit?

SP: My favorite fruit is banana and what is your favorite fruit?

SH: My favorite fruit is apple.

SP: What is your favorite color ?

TE: After eating wash your hands and go back to your classes.

STs: Okay ma'am.

SH: My favorite color is green and what is your favorite color ?

SP: My favorite color is pink.

SH: Do you like to play hide and seek ?

SP: Yes, I like to play hide and seek.

SH: We will play today.

SP: Okay dear.

SH: Let us play hide and seek.

SP: No let us play seven dimes .

SH: Okay! Arjun, Pooja, Kiran,Rohan – all come .  
let us play seven dimes.

AR: Can we play football?

SP: But girls want to play seven dimes.

AR: Boys wants to play football.

SH: Okay then we can play different games.

AR: Let us go to our teacher.

ALL: Okay let us go.

SH: Excuse me, mam.

TE: Yes Shipra.

SH: I am not able to hear your voice.

TE: Shipra u come to first seat.

SH: **MAM ,EXCUSE ME**I want to ask something.

TE: Yes, ask.

SH: Ma'am how to addtwo numbers?

TE: I will teach today.

SH: Excuse mam,

TE: Yes Shipra.

SH: GOOD AFTER NOON ma'am

TE: GOOD AFTER NOON SHIVI.

SH: May I come in ?

TE: Yes, you may. Are you the new girl?

SH: Yes mam.

TE: Ok, come and sit.

SP: Excuse me mam.

TE: Yes Shipra.

SP: May I go to drink water ?

TE: Yes you may.

SP: Thank you mam.

TE: Open page no. 9 in your book.

**tick** question no. 1,4,and 5.

SH: May I go to my elder sister in class 4?

TE: Why ?

SH: I want to borrow pencil from her.

TE: You may go but after the class is over.

SH: Thank you ma'am.

STs: Done ma'am.

TE: Write answers in copy at home. I will check tomorrow.

ST: Ok, ma'am.

TE: Do not forget to bring your copy tomorrow.

ST: Okay ma'am.

TE: Put your things in bag and go.

ST: Good bye ma'am.

TE: Good bye students.

SK: Good evening dear, can I help you?

SH: Yes, I want to buy a skirt.

SK: Sure, which is your favorite color ?

SH: I like pink.

SK: Here, a pink colored long skirt. Do u like it?

SH: Yes, but I want a shorter one.

SK: HERE IT IS. Do u like this?

SH: Yes. What is its cost?

SK.: 300 rupees.

SH: Okay I will buy this.

SU: Hello Shivi.

SH: Hello Suman.

SU: How are you?

SH: I am fine. Thank you and how are you?

SU: M also good. How is your new school?

SH: It is good.

SU: Have you made any friends?

SH: Yes, Shipra is my good friend.

SU: How do u go to school?

SH: My father drops me by bicycle.

SU: I have to do my HW. I will go now.

SH: OK. See you tomorrow

SU: Bye Shivi

SH: Bye Suman.

SH: Good evening Shipra.

SP: Good evening Shivi. Thank you for coming.

SH: HAPPY BIRTHDAY SHIPRA.

SP: Thank you soo much.

SH: I brought a gift for you.

SP: It is very lovely, thank you.

SH: You are welcome.

SH: Now I will cut the cake.

SP: Okay let us go.