



آغا خان یونیورسٹی
THE AGA KHAN UNIVERSITY
Institute for Educational Development

03-DAY TRAINING MODULE ENGLISH (LITERACY)



BALUCHISTAN STUDENT LEARNING
IMPROVEMENT PROGRAMME (BSLP)

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Teacher Training Manual

Background and Development

This manual is designed to equip primary school teachers in Balochistan with comprehensive knowledge and practical skills in general pedagogy and assessment. Developed as part of the UNICEF Balochistan Student Learning Improvement Programme (BSLP), the 16-hour training programme aims to enhance teachers' understanding of pedagogical and assessment principles as well as strategies, ultimately improving student learning outcomes through an immersive practical experience. The development of this manual was a rigorous and meticulous process, and it was informed by a snap assessment conducted in selected districts of Balochistan.

This assessment evaluated primary school students' numeracy and literacy levels and their teachers' pedagogical practices through student achievement tests and classroom observations, respectively. The findings from these assessments have been instrumental in shaping the content of this manual. Developed by the Aga Khan University Institute for Educational Development faculty, we believe this manual will be a useful resource for trainers to deliver contextually relevant, high-quality training for primary school teachers in the province, enabling them to teach with enhanced competence and confidence.



Notes for Facilitators

- Facilitators are requested to consider the following points while using this manual:
- The manual has been developed for a 16-hour training programme spread over three days. Each day focuses on specific learning outcomes and learning activities organised according to the BOPPPS lesson planning model.
- The BOPPPS model stands for Bridge-in, Outcome, Pre-assessment, Participatory Learning, Post-assessment, and Summary.
- The manual contains multiple teaching aids, such as PowerPoint presentations, activity worksheets, and website links, which are included as appendices.
- Facilitators are advised to review all the material beforehand to ensure high-quality training sessions that enhance teachers' understanding of pedagogy and assessment.
- All the teaching aids must be prepared before the training session, including the lesson plan, activity worksheets, and other resource materials such as charts, multimedia equipment, markers, and pictures. If multimedia is unavailable, facilitators may use charts or other relevant materials to facilitate the activities.
- It is recommended that facilitators visit the training venue one day prior to the workshop. This pre-visit allows them to arrange materials, make necessary adjustments for displays, and review the seating arrangements, ensuring a smooth start to the training. Additionally, the number and composition of groups for various sessions of the TTM may be adjusted based on the nature and demographics (e.g., number and gender mix) of the participants.

By adhering to these guidelines, facilitators can effectively deliver a comprehensive and enriching training experience for primary school teachers, fostering improved pedagogy and assessment practices.

Overall Learning Outcomes of English Module

By the end of this workshop, participants will be able to:

1. **Utilize** the English textbook in lesson planning and classroom activities.
2. **Implement** effective reading and comprehension strategies for primary students for enhancing their learning.
3. **Develop** and apply writing instruction techniques for primary level students.
4. **Integrate** catch-up strategies (TARL) into daily lessons to support students lagging in language skills.
5. **Create** practical, low-cost teaching aids and activities for English language instruction.
6. **Incorporate** formative assessment techniques in reading, comprehension, and writing to monitor and support student progress.
7. **Apply** effective grammar teaching methods and activities tailored to primary students.

The English Teacher Training Module is structured into 4 distinct modules: Module 1 emphasizes on using the textbook effectively; Module 2 is centered around teaching and assessing grammar; Module 3 on reading and comprehension skills; and Module 4 is focused on writing and TARL strategies.

Language Acquisition

Integrating the Four Skills

Language learning is a multifaceted process that requires the development of four core skills: listening, speaking, reading, and writing. In most educational systems, these skills are often taught separately, with distinct lessons focusing on one specific skill at a time. However, research and educational theory suggest that the most effective way to enhance language proficiency is by integrating these skills. When taught in unison, they reinforce one another, creating a more holistic learning experience for students. The integration of these skills allows learners to grasp language more naturally, as real-life communication often involves using multiple skills simultaneously.

Theoretical Basis for Skill Integration

The foundation of integrating language skills lies in system theory, which emphasizes that the whole is greater than the sum of its parts. In the context of language learning, this means that proficiency is not simply the result of developing each skill independently but emerges through the interaction and coordination of the skills. Chengyu Nan, in her paper, emphasizes that real communication involves the simultaneous use of listening, speaking, reading, and writing, and improving overall language ability requires combining these skills in a coordinated and organic way (Nan, 2018).

Nan draws on the transfer theory of learning, which argues that when one skill facilitates another, it creates a "positive transfer" of learning. For instance, a student who has developed strong reading skills will likely find it easier to improve their writing, as both rely on similar cognitive processes, such as recognizing patterns and structuring information logically. Similarly, listening can enhance speaking, as understanding spoken language provides the foundation for effective verbal communication. This interconnectedness suggests that teaching these skills separately may hinder students' ability to transfer their knowledge from one area to another.

Interrelationship Among the Four Skills

Listening and Reading: Building Comprehension

Listening and reading are both receptive skills, meaning they involve the intake of information rather than its production. While they might seem distinct at first glance, they share common cognitive processes, including decoding language, predicting meaning, and drawing on prior knowledge. Listening often facilitates reading comprehension because the skills needed to process spoken language—such as identifying main ideas and inferring meaning from context—are also essential for understanding written text (Nan, 2018). Additionally, as students' reading skills improve, they are exposed to a broader range of vocabulary and linguistic structures, which can enhance their listening comprehension.

For example, a high school student who regularly reads can expand their vocabulary and improve their listening skills by recognizing words in context when they encounter them in conversation. In this sense, reading can provide the input that students need to become more proficient listeners, and vice versa.

Speaking and Writing: Producing Language

Speaking and writing are productive skills that require students to generate language rather than simply comprehend it. While speaking is often more spontaneous and informal, writing demands more deliberate structuring of ideas and adherence to grammatical rules. Despite these differences, the two skills are closely related, as both involve the organization of thoughts and the use of language to convey meaning.

Nan (2018) suggests that improvement in speaking can lead to improvement in writing. Students who are comfortable expressing their ideas verbally can translate this fluency into written language, as speaking allows them to become more familiar with vocabulary and sentence structures. Conversely, writing, which requires more precise expression, can help students develop clarity and depth in their spoken language. Thus, speaking and writing support each other, reinforcing linguistic competence across multiple dimensions.

Challenges and Solutions

While integrating the four language skills offers numerous benefits, it can also present challenges for teachers, particularly in high school settings where students' proficiency levels might vary significantly. Some students may excel in reading but struggle with speaking, while others might find writing difficult but feel comfortable engaging in verbal communication. To address these challenges, teachers can differentiate instruction by offering varied tasks that cater to different skill levels and learning styles. For example, during group discussions, stronger speakers can be paired with peers who need more practice, allowing them to learn from each other.

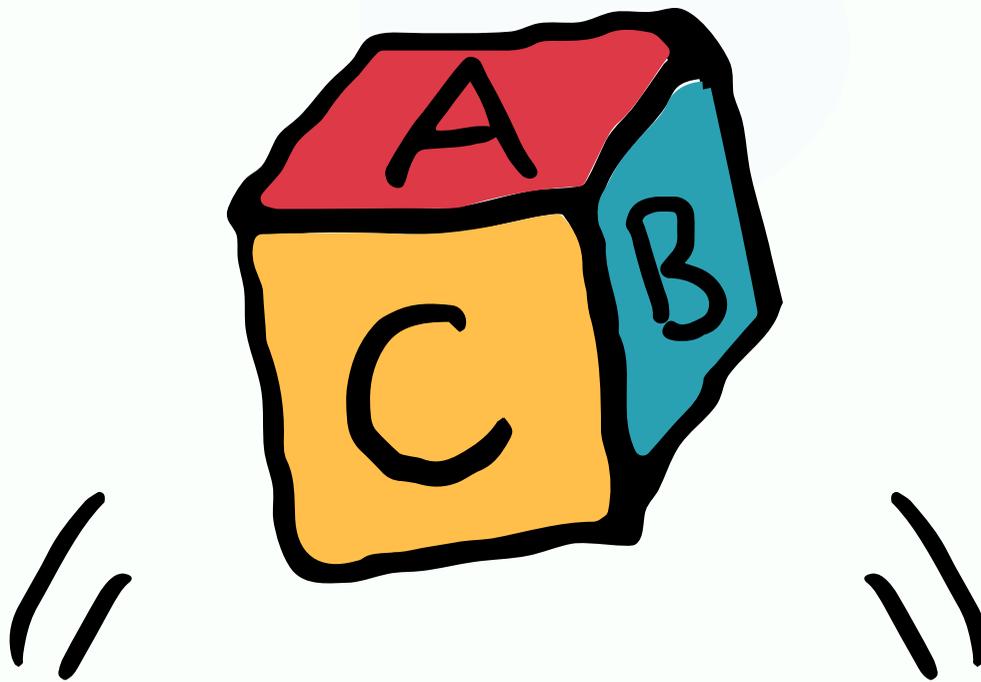
Another solution is to provide scaffolded activities that gradually build students' confidence across all four skills. A lesson might start with a listening exercise that introduces new vocabulary, followed by a reading passage that uses the same words, and then culminate in a writing task where students use the vocabulary in context. By layering the skills in this way, teachers can help students see the connections between them and develop a more integrated understanding of the language.

Conclusion

The integration of listening, speaking, reading, and writing in high school English teaching is not only beneficial but essential for developing students' comprehensive language skills. As Chengyu Nan (2018) argues, real communication involves the simultaneous use of all four skills, and focusing on their interrelationship can enhance overall language proficiency. By adopting an integrated approach to teaching, English educators can provide students with a more holistic language-learning experience that prepares them for real-world communication. Integrating these skills not only makes learning more efficient but also more meaningful, allowing students to transfer their knowledge across different contexts and become more confident, capable communicators.

UNIT 01

NAVIGATING CORE RESOURCES: ENGLISH CURRICULUM AND TEXTBOOK



Unit 1: Navigating Core Resources: English Curriculum and Textbook

An Overview

In the realm of education, each subject is guided by its unique philosophy and objectives, encapsulated in the curriculum. This foundational blueprint helps educators design meaningful learning experiences and achieve desired outcomes through essential components such as teaching strategies, assessment methods, and educational goals. In this context, textbooks serve as vital resources that bring the curriculum to life by translating objectives into practical teaching practices. They provide structured content that aligns with curriculum standards, shaping instructional strategies and enhancing student engagement. Together, the curriculum and textbooks are core resources that lay a solid foundation for effective teaching. Therefore, teachers must develop a strong understanding of these fundamental materials to enhance their effectiveness in the classroom.

In this unit, participants will explore the components of the English curriculum to familiarize themselves with essential language teaching competencies and identify the interplay between the curriculum and English textbooks. Furthermore, they will analyze different sections of the textbooks to pinpoint challenges and develop strategies to promote skill-based teaching in the classroom. Through collaborative analysis and reflection, teachers will discover approaches to enhance their teaching practices, making learning more relevant and engaging for students. This unit aims to empower educators to navigate core resources effectively, ultimately fostering a richer educational experience for all learners.

Learning Outcomes of Unit:

By the end of the unit, participants will be able to:

- Identify the key components of the English curriculum, including competency standards, benchmarks, and student learning outcomes.
- Reflect on the significance of skill development in an English language classroom.
- Examine how curriculum competencies are reflected in various sections of the English textbook and analyze specific sections while discussing related challenges.
- Analyze specific sections of the textbook and discuss associated challenges.
- Create strategies to tackle the identified challenges and optimize the textbook's use for skill development.

Generic Resources:

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, Internet, and English textbooks.

Detailed Schedule for Day 1

Activity	Duration	Description
Introduction and Objectives	30 minutes	Welcome participants, and outline training objectives.
Reflecting on Practices and Analysis of Results	30 minutes	A brief reflection on current practices, analysis of test results, and insights.
Understanding the Issues	30 minutes	Discuss reasons for results, the importance of language learning and communication.
Tea Break		Short break for refreshments.
Navigating Core Resources: English Curriculum and Textbook	75 minutes	Exploring essential components of the English National Curriculum, analyze the textbook sections and identify strategies for maximizing textbook use for language skill development
Mastering Grammar: Teaching and Assessment Strategies	1.5 hour	Techniques for Teaching and Assessing Grammar
Activity: Lesson Planning and preparing for Microteaching	40 minutes	Create lesson plans to incorporate newly acquired strategies to use the textbook and teach Grammar effectively
Q&A and Wrap-up		Address questions, summarize key points, assign preparation tasks for Day 2.

DETAILED TRAINING PLAN OF UNIT 1

Time	Activities (Procedural details)	Resources and Annexures
10 mins	<p>Bridge-in and Pre-Assessment I See I Think I Wonder</p> <p>Display an image (Image A) of a person driving at a high speed and ask:</p> <p>Q. What is happening in this picture?</p> <p>Expected answer: <i>A person is driving/ driving fast, speeding.</i></p> <p>Q. Why do you think this person might be in a hurry?</p> <p>Expected answers: <i>To reach a destination, meet a goal, or they're running late.</i></p> <p>Next, show the aerial view of the same car driving in circles (Image B) and ask:</p> <p>Q. What can you say about this image?</p> <p>Expected answers: <i>The car is going in circles, not reaching a destination, no clear direction.</i></p> <p>The facilitator will elaborate and summarize the discussion by displaying more images (Images C-E) and explaining: "When we start a journey, we invest energy and time. However, if we don't know our destination, which direction to take, or how to complete the journey, we may find ourselves stuck or encountering multiple obstacles. Similarly, in the field of teaching, each subject has its own destination, pathway, philosophy, and requirements.</p> <p>Reflect and share:</p> <p>Q. What are the goals of teaching English?</p> <p>Expected Answers: <i>To develop language skills, improve communication, enhance comprehension, and prepare students for real-world use of English.</i></p> <p>Q. Where can we find specific directions and guidelines about the teaching of English?</p> <p>Expected Answers: <i>Textbooks, curriculum guides, teacher training programs, and educational standards.</i></p>	<p>PowerPoint slides Annexure 1 (for PPT reference only not for printing)</p>

	<p>Q. What would be your role and responsibility?</p> <p><i>Expected Answers: To understand and implement the curriculum, provide clear instruction, monitor student progress, and adjust teaching methods to support students' needs.</i></p> <p>Note for Facilitators</p> <ul style="list-style-type: none"> • Use the images in Annexure 1 to stimulate discussion. • Write responses on the whiteboard if working with a smaller group. • Use the questions as guidelines but be prepared to probe further based on participants' responses. • Keep the discussion focused and adhere to the allotted time frame. 	
5 mins	<p>Objectives</p> <p>The facilitator will outline the objectives for the unit.</p>	PPT Slide
15 mins	<p>Facilitator's Input</p> <p>The facilitator will give a brief overview of the essential components of the SNC using a PowerPoint slide, including the following aspects: Features, Competency, Standards, Benchmarks, and Student Learning Outcomes.</p>	PPT Slide
10 mins	<p>Participatory Learning A- Curriculum Component Mapping</p> <p>Participants will be divided into 10 groups, each named after a color (e.g., Group Red, Group Blue, Group Green, etc.). The facilitator will first split the participants and settle them into their groups. Then, each group will receive a page containing standards, benchmarks, and student learning outcomes (SLOs) for a specific competency. The name of the competency, however, will not be disclosed. Since there are 4 competencies and 10 groups, the competencies will be assigned to multiple groups; however, the standards, benchmarks, and SLOs will vary. The groups and competencies will be assigned as follows:</p> <ul style="list-style-type: none"> • Group Red and Group Blue will focus on Oral Communication (C1). • Group Green, Group Yellow, and Group Orange will work on Reading and Critical Thinking Skills (C2). • Group Purple, Group White, and Group Brown will analyze Formal and Lexical Aspects of Language (C3). • Group Pink and Group Peach will address Writing Skills (C4). <p>In their groups, they will perform the following tasks:</p> <ol style="list-style-type: none"> 1. Determine the competency 	<p>Annexure 2 2A-2J</p> <p>Charts and Markers Tape or UHU Yellow Tags to stick the strips</p>

	<ol style="list-style-type: none"> 2. Identify the standard 3. Identify the benchmark(s) 4. Identify the SLOs 5. Identify SLOs progression from Grade I to V. 6. Write all the statements on Chart strips in a legible writing 	
25 mins	<p>Participatory Learning B- Competency Commandoes</p> <p>A competition will be organized among the groups working on the same competency. From each group, one or two members will be invited to bring their statements written on chart strips. On the facilitator's signal, they will paste the strips in order, starting from the Standard, followed by the Benchmark(s), and then the progressive SLOs from Grade I to V.</p> <p>Once all the groups assigned to a particular competency have finished pasting their strips in the designated area, the class will review and provide feedback on their work. The group that has accurately mapped the components for their competency will be declared the Competency Commando for that competency and applauded. The process will be repeated for all other competencies, ensuring that each one is covered. The facilitator will observe and note the results throughout the competition.</p> <p>At the end of the presentations, the facilitator will wrap up by highlighting that while textbooks do not include Standards and Benchmarks, Student Learning Outcomes (SLOs) are derived from the curriculum and are essential for guiding instruction. English teachers should focus on these SLOs and prioritize the acquisition of key language skills—reading, writing, listening, and speaking—rather than merely completing textbook chapters. As discussed with the aimless car ride analogy, knowing the destination is crucial. Similarly, teachers must have a clear understanding of learning goals and guide students effectively. They should make deliberate efforts to align lessons, classroom delivery, and assessments to enhance both student learning outcomes and English language skills development.</p>	Four designated areas in the training venue are labeled with the competency titles.

	<p>Note for Facilitators:</p> <p>Identify and label designated areas in the training venue for pasting the chart strips, each corresponding to a specific competency.</p> <p>Use the group color names to call out which groups will present, but do not reveal which competency each group is working on. Follow this sequence:</p> <ul style="list-style-type: none"> • Group Red and Group Blue will focus on Oral Communication (C1). • Group Green, Group Yellow, and Group Orange will work on Reading and Critical Thinking Skills (C2). • Group Purple, Group White, and Group Brown will analyze Formal and Lexical Aspects of Language (C3). • Group Pink and Group Peach will address Writing Skills (C4). <p>Monitor the groups as they perform the tasks to ensure accuracy. Declare the group that has accurately mapped the components for their competency as the Competency Commando for that competency.</p>	
30 mins	<p>Participatory Learning C- Textbook Deep Dive</p> <p>The facilitator will first display some headings on the slide and ask participants to guess what these headings represent and where they might have seen them before. The facilitator will then reveal that these headings are sections and sub-sections from the English textbook. Participants will be tasked with identifying which competency from the SNC each section or sub-section aligns with. Following this, a Unit SLO will be displayed. The facilitator will explain that this particular section in the textbook is derived from the SNC and will ask participants to determine whether the displayed SLO is a Standard, Benchmark, or SLO. The facilitator will emphasize that in English, all SLOs are connected to language skills and will ask participants to identify the competency related to the SLO shown on the slide.</p>	<p>English Textbooks (at least 5 books Grade I-V per group) 8 Charts 8 Black Markers 8 Red/Green Markers Scotch Tape/UHU Tags</p>

	<p>Participants will then be divided into 8 groups, with each group assigned a specific section or sub-section of the textbook. In their groups, they will explore at least 5 units from their assigned section, discuss the challenges of teaching this part, and develop strategies for effective classroom use. Each group will also receive a set of questions for a thorough analysis. They will have 20 minutes to complete their discussion and record their findings on a chart paper.</p> <p>Assigned Sections:</p> <ol style="list-style-type: none"> 1. Reading (Comprehension Text, Pre-Reading, While Reading, Post-Reading, and Reading Comprehension) 2. Learning the Sounds 3. Learning to Speak 4. Vocabulary Building 5. Learning to Spell 6. Grammar 7. Learning to Write 8. Creative Writing <p>The facilitator will circulate among the groups to ensure they are on track and provide assistance as needed.</p> <p>Note for Facilitators</p> <ul style="list-style-type: none"> • Arrange the textbooks for the group work. • During group work, make sure all members are consulting the assigned sections. You might also have each member open a separate unit to consolidate the analysis for each section. • Check that groups compile their discussion points on the chart before the allocated time. Also, remind them to write legibly. • During the Gallery Walk stage, confirm that groups are genuinely reviewing each other's work. • Post the charts at the venue so participants can refer to them later. 	Annexure 3
20 mins	<p>Participatory Learning D- Gallery Walk</p> <p>After all groups have completed and displayed their charts, participants will stand up and circulate around the room to review the work of other groups. Following the facilitator's signal "Move," each group will move in a sequence: Group 1 will start by reviewing Group 2's chart, Group 2 will move to Group 3's chart, and so on, until</p>	

	<p>each group returns to its own chart. Each group will have 30 to 40 seconds to examine each chart.</p> <p>Instructions Check: What will you do now? Move to each group's chart to review their work. How will you move? Group 1 will move clockwise, starting with Group 2's chart, while Group 8 will start with Group 1's chart. When will you move? After the facilitator gives the signal "Move."</p> <p>During the gallery walk, the facilitator will keep track of time and signal when to move. They will remind and monitor the groups to focus on specific challenges within each section or sub-section of the textbook, as well as the proposed strategies. Additionally, it's important to ensure that all group members engage in discussing their insights as they circulate, taking note of any questions to address later in a whole-class discussion.</p> <p>At the conclusion of the gallery walk, the facilitator will play a crucial role in guiding the reflection and discussion process. They will invite participants to return to their original groups and share insights gained from reviewing other charts. The facilitator will prompt groups to highlight key takeaways, ask questions, and encourage connections between the various ideas presented. Following this discussion, the facilitator will present an overview of the overall challenges and strategies for effectively utilizing the textbook, supported by a PowerPoint presentation. This transition will set the stage for the next activity, reinforcing the collaborative understanding developed during the gallery walk and encouraging participants to apply their insights in future lessons.</p>	
<p>15 mins</p>	<p>Building on the discussions from the previous segment, the facilitator will summarize the overall challenges and strategies to maximize the use of the textbook using a PowerPoint presentation. This summary will consolidate insights from participants and provide actionable strategies for effectively integrating the textbook into their teaching practices.</p> <p>Sample PPT Content:</p> <p>Strategies for Effective Use of Textbook</p>	

1. **Identify Overall Goals:** Before teaching a new section, review and understand the language development goals and Student Learning Outcomes and how they align with your teaching strategies and students' needs.
2. **Logical Sequencing and Integration of Exercises**
 - **Identify Key Skills:** Start by identifying the core skills and concepts for each section. For instance, in reading, focus on comprehension strategies, vocabulary, and fluency.
 - **Organize Exercises Sequentially:** Arrange exercises from simple to complex. For example, in the phonics section, introduce basic sounds before moving to blends and digraphs. Ensure exercises build upon previous ones to reinforce learning.
 - **Cross-Reference Across Pages:** Review multiple pages to ensure related exercises are placed sequentially. For instance, in reading skills, ensure that all exercises related to the comprehension text are done in one go, no matter which section they are presented in the textbook.
3. **Separate and Prioritize Activities**
 - **Grouping Connected Concepts:** In each textbook section (e.g., Learning Sounds or Grammar), identify all relevant topics and subtopics. For instance, within nouns, include subtopics like common and proper nouns, singular and plural forms, and countable vs. uncountable nouns. This approach provides a comprehensive understanding of the subject matter.
 - **Prioritizing Based on Grouping:** Once concepts are grouped, establish a sequence for teaching them. Organize interconnected concepts from easy to complex, allowing teachers to determine which topics should be introduced first. This sequencing supports a logical progression in learning.
 - **Parking Concepts:** For pages with multiple concepts, some can be "parked" for future instruction. For example, rhyming words or sight words can be introduced on a specific day, with activities drawn from various sections of the textbook. Similarly, if a complex topic appears early, it may be beneficial to focus on foundational concepts first and revisit the complex topic later.
4. **Standardization of Terminology**

According to the National Curriculum, grammar concepts at the primary level have standardized vocabulary, such as "nouns" and "pronouns." While students may learn terms like "naming words" and "position words" in pre-primary settings,

teachers should gradually shift to using standardized terms more frequently. If the textbook uses specific terminology interchangeably, it is essential for teachers to maintain consistent use of these standard terms to reinforce understanding and clarity in instruction.

5. Integration of English Language Skills

- o **Connect Exercises Across Sections:** Make conscious efforts to link activities across different sections of the textbook. For example, if the grammar section covers adjectives, students could be tasked with identifying adjectives in comprehension passages and using them in their writing and speaking activities.
- o **Holistic Language Development:** Emphasize the interconnectedness of reading, writing, speaking, and listening skills. Activities should encourage students to use vocabulary learned in one context (like reading) in other contexts (like writing or speaking). This holistic approach supports deeper understanding and retention.

6. Adapt and Expand

Modify textbook exercises to better fit your classroom needs. For example, if a text includes tongue twisters as an exercise, turn it into a competition where teams practice and compete to see who can say them the fastest. If there are directions in the writing section, ask students to give directions to an object placed in the classroom using vocabulary from the textbook, like “turn left” or “walk straight.” Additionally, if the textbook features road signs, prepare sign cards and have the children line up to pretend they are riding a bus. As the “bus” moves, the teacher shows the signs, reinforcing understanding in a fun, interactive way. These adaptations make learning more engaging and practical for students.

7. Enhancing Practice and Variety

- o **Increase Practice Time:**
 - **Allocate Adequate Time:** Ensure that each activity has sufficient practice time. For instance, dedicate more time to writing activities to allow for drafting, revising, and editing. Since textbooks may have limited exercises for practicing a concept, teachers should supplement this with additional activities using board work and charts to reinforce learning.
 - **Incorporate Regular Review:** Schedule regular review sessions to reinforce concepts and skills learned previously. This helps in retaining and applying knowledge.

- o **Add Variety of Activities:**
 - **Incorporate Diverse Formats:** Include a range of activity types such as games, group work, hands-on activities, and multimedia resources. For example, use phonics games, vocabulary bingo, or interactive story apps to keep students engaged.
 - **Beyond the Textbook:** Integrate activities that extend beyond textbook exercises. For instance, use real-life scenarios for speaking practice or create interactive spelling challenges that allow students to apply what they've learned in practical contexts.
 - **Prepare Supplemental Materials:** Create or gather additional materials that enhance understanding. For example, prepare visual aids, interactive exercises, or additional practice worksheets.

8. Review and Adjust:

- o **Identify and Address Gaps:** Regularly review student progress to identify any gaps or challenges. Adjust your teaching strategies and materials accordingly to address these gaps.
- o **Seek Feedback:** Obtain feedback from students on what works well and what doesn't. Use this feedback to refine your approach and improve the effectiveness of your lessons.
- o **Support and Enrichment:**
 - **Provide Additional Support:** Offer extra help or resources for students who need it. This could include additional practice materials or one-on-one support.
 - **Enrich Learning:** Enrich the learning experience with activities that foster creativity and critical thinking. For example, incorporate creative writing prompts, problem-solving tasks, or real-world applications of grammar and vocabulary.

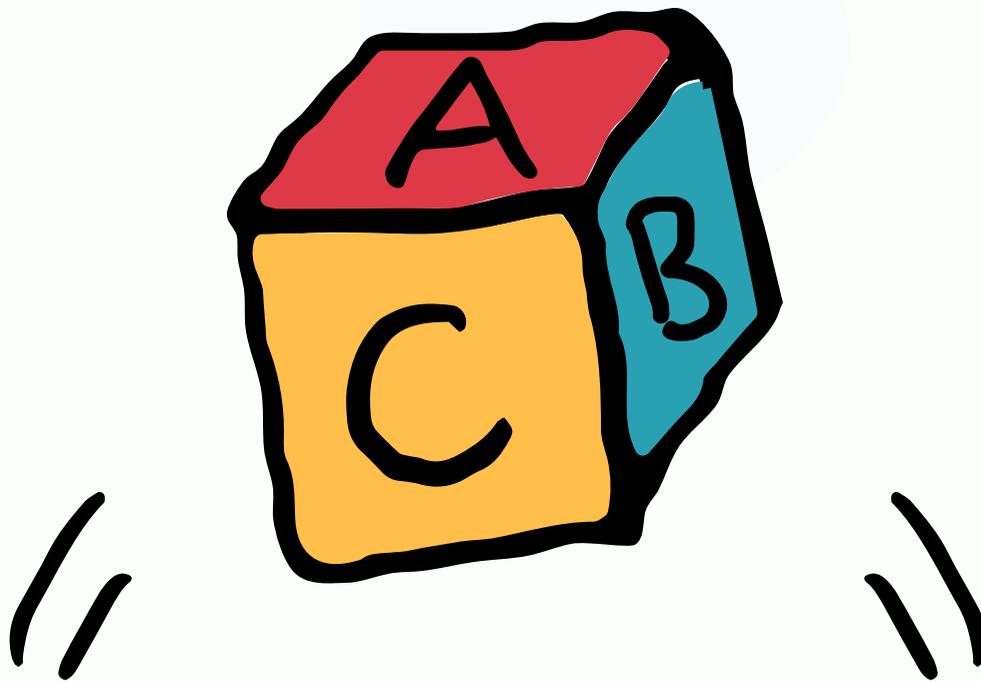
9. Invest in Personal Development:

- o **Revise Key Concepts:** Dedicate time to revise and deepen your understanding of essential concepts such as phonics, grammar, and vocabulary. This preparation will enable you to teach more effectively and confidently.
- o **Engage with the Text:** Read the text in advance and try writing paragraphs or stories to enhance your own reading and writing skills. This hands-on experience will help you understand the learning process from a student's perspective.
- o **Explore Digital Resources:** Utilize digital platforms and resources for self-improvement. Engaging with online

	workshops, webinars, and educational tools can further enhance your skills and teaching strategies.	
10 mins	<p>Post Assessment</p> <p>Participants will be divided into 10 groups. Each group will get a cootie catcher featuring eight sections with questions related to the material. They will use the cootie catcher to review and summarize their learning.</p> <p>The facilitator will circulate among the groups to listen to their discussions and assess their understanding of the key learning points.</p> <p>Note for Facilitators</p> <ul style="list-style-type: none"> ▪ Use different colored paper for printing. ▪ Fold and prepare the cootie catchers. ▪ Demonstrate how to use the cootie catcher by reading and responding to one question. ▪ Reinforce the norms of taking turns and respecting each other. 	Annexure 4 10 Copies
5 mins	<p>Summary</p> <p>The unit will be concluded by the facilitator, who will emphasize the importance of effectively utilizing core resources to enhance language skills. The facilitator will highlight how aligning the curriculum with the textbook can deepen understanding and facilitate better teaching practices. Participants will be encouraged to continue referring to these core resources as they implement the discussed strategies, ensuring a richer learning experience for their students.</p>	

UNIT 02

MASTERING GRAMMAR TEACHING AND ASSESSMENT STRATEGIES.



Unit 2: Mastering Grammar: Teaching and Assessment Strategies

An Overview

Grammar instruction is a crucial component of language teaching but often poses challenges in maintaining student engagement and ensuring effective rule internalization. This module offers a comprehensive approach to teaching and assessing grammar through the 3P Model: Presentation, Practice, and Production.

Participants will explore a range of innovative methods for presenting grammar concepts, moving beyond traditional approaches. They will engage in meaningful practice activities designed to reinforce understanding and learn how to guide students in applying grammar skills in authentic, real-world contexts. The module emphasizes the integration of skills at the production stage, ensuring that grammar instruction is not only effective but also relevant to real-world language use.

Learning Outcomes of Unit

By the end of the unit, participants will be able to:

- Explore the 3P Model (Presentation, Practice, Production) to grammar instruction effectively.
- Acquire diverse methods for presenting grammar concepts in a context suitable for the primary level and catering to young learners' learning styles.
- Engage in hands-on activities for practice and production, implementing creative strategies to enhance teaching and assessment of grammar.
- Identify ways to integrate grammar across the four skills of language.
- Reflect on their experiences and adapt the 3P Model for their own teaching contexts.

Generic Resources

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, internet, and English textbooks.

Detailed Schedule for Day 2

Activity	Duration	Description
Introduction and Objectives	30 minutes	Welcome participants, and outline training objectives.
Reflecting on Practices and Analysis of Results	30 minutes	A brief reflection on current practices, analysis of test results, and insights.
Understanding the Issues	30 minutes	Discuss reasons for results, the importance of language learning and communication.
Tea Break		Short break for refreshments.
Navigating Core Resources: English Curriculum and Textbook	75 minutes	Exploring essential components of the English National Curriculum, analyze the textbook sections and identify strategies for maximizing textbook use for language skill development
Mastering Grammar: Teaching and Assessment Strategies	1.5 hour	Techniques for Teaching and Assessing Grammar
Activity: Lesson Planning and preparing for Microteaching	40 minutes	Create lesson plans to incorporate newly acquired strategies to use the textbook and teach Grammar effectively
Q&A and Wrap-up		Address questions, summarize key points, assign preparation tasks for Day 2.

DETAILED TRAINING PLAN OF UNIT 2

Time	Activities (Procedural details)	Resources and Annexures
15 mins	<p>Bridge In Padlet- Challenges in Teaching Grammar</p> <p>Participants will engage in a Think-Pair-Share activity to reflect on the challenges they encounter while teaching Grammar. Follow these instructions:</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Think: Spend 2 minutes individually reflecting on the challenges you face when teaching English Grammar at the primary level. 2. Pair: After your reflection, pair up with a partner and discuss the challenges you identified. Together, compile a list of these challenges. You have 2 minutes for this discussion. 3. Share: After your discussion, you will receive a link via your WhatsApp group. Click on the link to access a Padlet page. Once there, click on the “+” sign to open a text box. Write down the key challenges you and your partner discussed, then click submit. You have 2-3 minutes to post your responses. <p>Check for Understanding:</p> <p>The facilitator will confirm the instructions by asking random participants the following questions:</p> <ul style="list-style-type: none"> • What challenges are you reflecting on during the "Think" step? • How much time do you have to think? (2 minutes) • What will you do during the "Pair" stage? • How much time do you have to discuss with your partner? (2 minutes) • What will you do after discussing with your partner? • Where will you write your responses? (On Padlet) • How will you post after accessing the Padlet link? (By clicking the “+” sign and submitting) <p>The facilitator will monitor each stage of this activity to ensure that the timeline and instructions are followed.</p>	<p>PowerPoint slides</p> <p>Padlet link (It will be shared with participants on WhatsApp group), and internet connection)</p> <p>A temporarily created Whats App Group</p> <p>Internet,</p> <p>Multimedia and Screen</p> <p>Whiteboard and Marker (for non-digital version)</p>

	<p>After all participants have submitted their responses on Padlet, the facilitator will review the entries displayed on the Padlet wall, highlighting some of the common challenges identified by the groups.</p> <p>Note for Facilitators</p> <ul style="list-style-type: none"> • Create a temporary WhatsApp group for the training to share digital resources and general instructions. • Set up the Padlet and keep its link readily accessible. • Ensure that internet access is available at the venue and that Padlet opens on the laptop. Verify that at least one participant in each pair has internet access. • During the Sharing stage, check in with each group to ensure they're not experiencing technical issues. • Monitor Padlet on the laptop to track responses and ensure there are as many entries as there are pairs. <p>If using the digital option is not feasible due to internet connectivity issues or other technical difficulties, collect responses from each pair, write them on the whiteboard, and facilitate a discussion based on the written input.</p> <p>The facilitator will wrap up the activity by informing participants that Unit 2 will focus on practical strategies for teaching and assessing grammar at the primary level. Participants are encouraged to keep these challenges in mind throughout the unit and identify techniques that can help address them.</p>	
2-3 mins	<p>Objectives Facilitators will share the unit objectives.</p>	PowerPoint slides
7-8 mins		Annexure 1

	<p>received the "Always" response and identifying practices that are rarely employed.</p> <p>Having discussed challenges and reflected on their practices, participants will then proceed to explore the unit in greater depth.</p>	
30 mins	<p>Participatory Learning A- Jigsaw</p> <p>This activity is designed to help participants explore and teach each other the different aspects of the 3P Model (Presentation, Practice, Production) and the strategies for teaching grammar within these stages. The facilitator will start by providing an overview of the Jigsaw method using a PPT visual, highlighting the value of collaboration and peer teaching. Participants will first join their designated Home Groups and note their group titles. Each participant will be assigned a number. All participants with the same number (1s, 2s, 3s, etc.) will then form Expert Groups, where they will discuss the assigned content. Afterwards, they will return to their Home Groups to share and teach what they have learned.</p> <p>Instructions for the Jigsaw</p> <p>1. Home Group Formation</p> <p>Divide the 50 participants into 7 Home Groups (Six group will have 7 participants (7x 6=42) and one group will have eight members).</p> <p>Assign the following names to the Home Groups:</p> <ol style="list-style-type: none"> 1. Warriors 2. Champions 3. Gladiators 4. Dynamos 5. Legends 6. Knights 7. Conqueror <p>Alternatively, groups can be invited to propose their names. Assign each participant a number (1 to 7) within their Home Group. These numbers will determine their Expert Group. One group will have 8 members so two members from that group will join one expert group</p> <p>2. Expert Group Discussions (10 minutes)</p> <p>Participants in the Expert Groups will use the provided resources to discuss their assigned topics. They will utilize materials such as handouts, or digital content relevant to their topic (e.g., Presentation Stage: Use of Pictures, Practice Stage: Strategies). The goal is to ensure that everyone in the Expert Group comprehends the content well enough to teach it to their Home Group. Participants are encouraged to ask questions and seek clarifications within their Expert Group.</p> <p>Topics for Expert Groups:</p> <ul style="list-style-type: none"> ● 3P Model Overview (A) ● Presentation Stage: Presentation Stage: Aim and features (B) ● Presentation Stage: Use of Songs and Rhymes (C) ● Presentation Stage: Use of Picture and Realia (D) 	Annexure 2

- Practice Stage: Aim and Strategies
- Production Stage: Aim and Strategies (Role Play, Discussion, Surveys)
- Production Stage: Strategies (Card Games, Board Games, Information Gap)
- Production Stage: Strategies (Low-Cost Activities)

2. Return to Home Groups (15 minutes)

Note for Facilitators:

Group Formation: Pay close attention when forming Home Groups and subsequently Expert Groups to minimize confusion. Remember, there will be 7 Home Groups with 6 members each and 1 Home Group with 7 members. The group with 7 members will have 2 participants assigned to one of the Expert Groups. Adhere to the Jigsaw method's step-by-step procedure to ensure smooth transitions.

Preparation: Print and display the Expert Group topics and Home Group names clearly. Ensure all reference materials are prepared and distributed promptly.

Support: Circulate among the Expert Groups, actively listening and providing assistance as needed. Encourage and engage with the groups to foster effective discussion.

Time Management: Monitor the time carefully during all the stages of the jigsaw. Provide a 2-minute warning before the Expert Groups are expected to conclude their discussions.

Transition: Announce clearly when it's time for participants to return to their Home Groups.

Participation: Ensure that each member of the Home Groups has an opportunity to speak and explain the topic clearly and concisely.

Engagement: Remind participants to ask questions and engage actively during both the Expert Group discussions and the Home Group teaching sessions.

Participants will reconvene in their Home Groups, where each member will have up to 5 minutes to explain the content they learned in their Expert Group.

	<p>As participants teach each other, circulate around the room to provide assistance, ensure clarity and accuracy in their explanations, and encourage Home Group members to ask questions or seek clarification to enhance their understanding of the material.</p>	
<p>10 mins</p>	<p>Participatory Learning B-Buzz and Brief</p> <p>Following the Jigsaw activity, participants will engage in the Buzz and Brief Contest. In this activity, the Home Groups from the Jigsaw will respond to questions related to all the concepts they have discussed. Questions/key terms will be displayed on a PowerPoint slide, and each group will have a chance to provide a 30-second commentary on the term.</p> <p>How It Works: Preparation: Questions/Terms List: Prepare a list of at least 8 questions/key terms or concepts related to the 3P Model. Slide Setup: Create a PowerPoint presentation displaying these questions/terms. Buzzer System: Have a buzzer or bell ready for use. Instructions: Explain the Contest: Describe that a question will be flashed on the PPT and groups can buzz in to participate. The group that buzzes in first will get the chance to provide a 30-second commentary on the term displayed. Timing: Use a timer to ensure each commentary stays within the 30-second limit. Scoring: The group that answers the most questions accurately will be declared the winner. Conduct the Contest: Display Terms: Show a question/term on the slide. Buzz & Speak: Groups use the buzzer to indicate readiness. The facilitator can ask any member from the selected group (who played the buzzer first) to provide their 30-second commentary. Facilitator's Role: Manage Time: Keep track of the time for each commentary. Score Keeping: Maintain a record of scores for each group. Wrap-Up: Reflection: Discuss insights and key takeaways from the contest. Recognition: Announce the winning group (Home groups: Warriors 2. Champions 3. Gladiators 4. Dynamos 5. Legends 6. Knights 7. Conqueror) and acknowledge their effort.</p>	<p>PPT Slide</p>

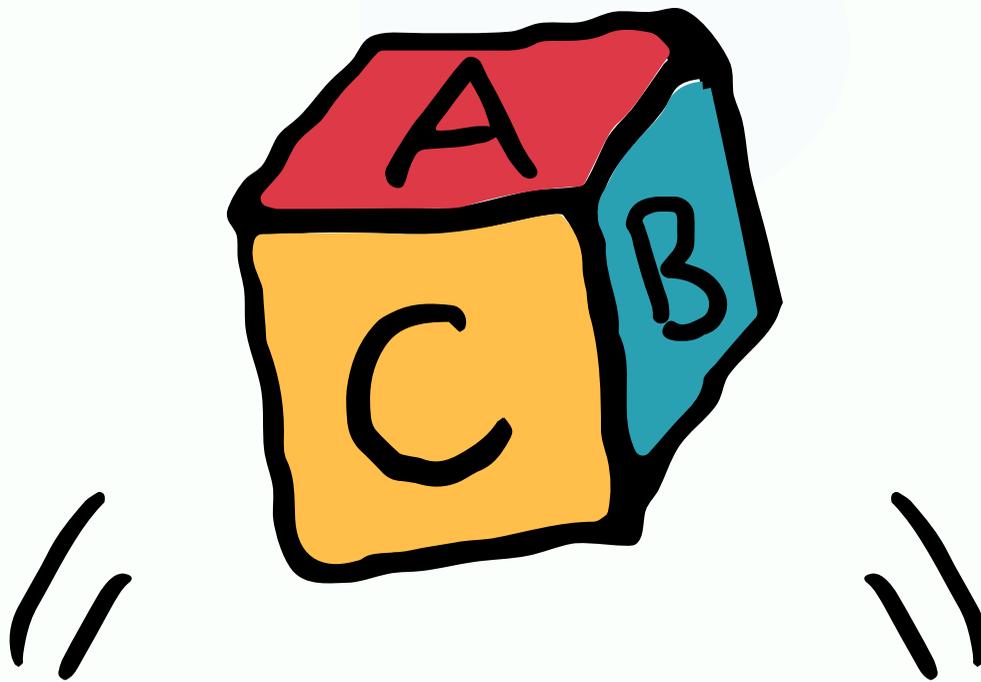
<p>10 mins</p>	<p>Facilitator's Wrap-Up</p> <p>The facilitator will use a PowerPoint slide to recap the significant elements of the 3P Model. This PPT content slide will also be provided as a handout in the module for further reference.</p>	<p>PowerPoint slides</p>
<p>30 mins</p>	<p>Participatory Learning C-Grammar Carousel</p> <p>The facilitator will remind participants that the previous Jigsaw activity focused on the 3P Model, specifically the Presentation and Practice stages. In this next activity, the emphasis will shift to exploring the production stage further.</p> <p>Participants will be divided into 5 groups, with each group consisting of 10 members. They will rotate between five stations, each offering a set of hands-on activities related to the Production stage. Each group will work in sub-groups to perform the same activity simultaneously at each station.</p> <p>Stations will include: Station 1: Role Play, Survey, and Discussions Station 2: Information Gap Activities Station 3: Card Games Station 4: Board Games Station 5: Low-Cost Activities (including tic-tac-toe, Bingo, Hopscotch and Spinner)</p> <p>This setup allows participants to engage with a variety of Production stage activities in an interactive manner, with each group exploring different tasks and reflecting on their learning process.</p> <p>Wrap up</p> <p>The facilitator will inform participants that all activities explored during the carousel are included in the module for future reference, should they wish to implement them in their own contexts.</p> <p>Participants will then take 2 minutes for individual reflection on their experience with the “Grammar Carousel” activity, focusing on the following questions:</p> <p>How can you adapt these activities to fit your own context? How do you think students will respond to these activities?</p>	<p>Annexure 3 Printed Material based on the annexure 10 dice 2 beach ball Sticky Note Chalk and white board Sticks Old Magazines</p>

	<p>After individual reflection, the facilitator will invite a few participants to share their insights with the class.</p> <p>Note for Facilitators</p> <p>Preparation:</p> <p>Set up the stations in advance, ensuring all materials and activities are ready. Clearly label each station and ensure participants understand the activities at each one.</p> <p>Grammar Carousel Execution:</p> <p>Explain that participants will rotate through the stations, spending 6-8 minutes at each. Use a signal to indicate when it's time to move to the next station.</p> <p>Ensure that each group understands the different games and activities at their assigned station. Instruct them to split into smaller sub-groups to explore the variety of activities at each station.</p> <p>Encourage active participation and engagement at each station. Monitor the activity to ensure smooth transitions and address any issues promptly.</p> <p>Time Management:</p> <p>Keep track of the time to ensure each group spends the appropriate amount of time at each station. Provide clear signals and announcements when it's time to switch stations.</p>	
<p>6-8 mins</p>	<p>Post Assessment-and Summary-Two Stars and a Wish</p> <p>Participants will be engaged in a self-assessment reflective activity called "Two Stars and a Wish." They will have 2-3 minutes to reflect on their learning related to grammar teaching and assessment, focusing on Two Stars (two aspects they feel confident about or have comprehended well) and One Wish (an area in which they need to explore more or further enhance their learning). After reflecting, they will have an additional 2-3 minutes to post their reflections individually on a Padlet. Note: An alternative to this activity could be using sticky notes, where participants write two stars and one wish.</p> <p>Instructions for Reflection</p> <p>Two Stars: Reflect on two aspects of your practice or understanding that you feel confident about or found successful. You might use prompts such as:</p>	<p>PPT Slides Padlet link (It will be shared with participants on WhatsApp group), and internet connection) A temporarily created Whatsapp Group</p>

	<p>“I enjoyed...” “I loved the part...” “The idea that grabbed my attention...” “The part I am very clear about...”</p> <p>One Wish: Identify one area where you would like to seek improvement or gain further insight to enhance your teaching of grammar. You might consider statements like:</p> <p>“Next time I would...” “I need to...” “I would further...”</p> <p>The facilitator will share a Padlet link in a temporary WhatsApp group. The facilitator will also display the Padlet page and demonstrate how to post in a three-column template, giving the following instructions:</p> <p>Instructions for the Padlet Access the "Two Stars and a Wish": Click on the Padlet link via the temporary WhatsApp group. You will see three columns: Stars (1), Stars (2), and One Wish.</p> <p>Posting:</p> <ul style="list-style-type: none"> • You will have 2-3 minutes to complete the posting. • In the first column (Star 1), click on the "+" sign, write your name and your first learning point, and click "Submit." • In the second column (Star 2), click on the "+" sign, write your name and your second learning point, and click "Submit." • In the third column (Wish), click on the "+" sign, write your name and your one area of growth/exploration related to the topic covered today, and click "Submit." <p>After all participants have posted, the facilitator will display the responses on the screen to allow everyone to view and read the reflections of others. The session will conclude with the facilitator asking if there are any queries, expressing gratitude for the participants' engagement, and wrapping up the session.</p>	<p>Internet, Multimedia and Screen</p> <p>Or Sticky Notes</p>
<p>45 mins</p>	<p>Lesson Planning and Resources Making for Microteaching</p> <p>Participants will be divided into 8 groups, where they will apply the learning from today's session by planning a grammar lesson using the 3P model. Each group is expected to prepare a production-stage game as part of their lesson, which they will display. They will have 45 minutes to develop the lesson plan and create the necessary resources using materials available at the venue.</p>	

UNIT 03

READING SKILLS: LYING THE GROUNDWORK.



Unit 3 – Reading Skills: Laying the Groundwork

An Overview

Teaching reading at the primary level is a multifaceted process that requires a balanced approach to developing foundational literacy skills and comprehension abilities. This module equips participants with a broad spectrum of strategies for teaching reading, focusing on reading aloud, buddy reading, and comprehension strategies. Participants will explore effective methods to introduce and reinforce foundational literacy skills, alongside the concept of pre-reading, while-reading, and post-reading activities.

The module emphasizes the importance of integrating reading strategies that cater to diverse learning needs, ensuring that students not only decode text but also understand and engage with it meaningfully. By incorporating these strategies into their teaching, participants will be equipped to foster a deeper level of reading comprehension and fluency in their students.

Learning Outcomes of the Unit

By the end of the unit, participants will be able to:

- Explore the use of sight words, and reading approaches; reading aloud, shared reading, echo reading and buddy reading to enhance students' reading fluency and engagement.
- Acquire and apply comprehension strategies, including pre-reading, while-reading, and post-reading activities, to support students' understanding of texts.
- Design and utilize formative assessment tools to evaluate reading progress and comprehension, tailored to the needs of primary-level learners.
- Reflect on and adapt their reading instruction practices to better meet the diverse needs of their students.

Participants will engage in hands-on activities to create and present reading assessments, followed by discussions and feedback sessions to deepen their understanding and refine their teaching practices.

Generic Resources

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, internet, and textbooks (e.g., Maths, Science, English, Urdu).

Detailed Schedule for Day 3

Activity	Duration	Description
Welcome	10 minutes	Welcome participants
Microteaching	60 minutes	Groups were assigned a lesson on microteaching on Day 1. They will demonstrate the lesson
Introduction and Objectives of Day 2 Plan	5 minutes	Wrapping the previous Day learning as a whole class and sharing Day 2 Plan
Foundation of Reading Skill	110 minutes	Reading Components and Major Approaches at the Primary Level
Break	15 minutes	Short break for refreshments.
Reading Assessment Strategies for Emergent Readers	70 minutes	Strategies required at the early grades such as Read Aloud, Shared Reading and Guided Reading
Instructional Strategies to Teach Reading Comprehension	70 minutes	Discuss reading strategies such as Making Prediction, Making connections, Asking Questions, five finger story retell etc
Q&A and Wrap-up	10 minutes	Address questions, summarize key points, assign preparation tasks for Day 3.

DETAILED TRAINING PLAN OF UNIT 3

Time	Activities (Procedural details)	Resources and Annexures
10 mins	<p>Welcome, and Energizer Energizer: Double, Double This, That* Duration: 5 minutes</p> <ol style="list-style-type: none"> 1. Setup: Participants stand in a circle or an open space. 2. Introduction: Explain that participants will respond to the chant with specific hand movements. 3. Chant and Movements: <ul style="list-style-type: none"> - Chant: "Double, double this, this; double, double that, that; double this, double that." - Movements: <ul style="list-style-type: none"> - "Double, double": Touch closed fists together. - "This, this": Clap palms together. - "Double, double": Touch closed fists together again. - "That, that": Clap the backs of hands together. - "Double this, double that": Alternate between touching fists and clapping palms. 4. How it works: <ul style="list-style-type: none"> - Start slowly with the chant and movements, demonstrating each part. - Gradually increase the speed to make it more challenging. 5. Challenge: <ul style="list-style-type: none"> - See who can keep up without making mistakes as the speed increases. - Recognize the fastest and most accurate participants. 6. Closing: End with a final rapid round, encouraging everyone to perform the movements as quickly and accurately as possible. 	
60 mins	<p>Microteaching</p> <p>Facilitators will divide participants into two large groups, each reporting to a different venue. In each room, there will be two facilitators and four pre-assigned microteaching groups. The facilitators will review the aim, expectations, and norms of microteaching, which were shared the previous day, using the following points on a PPT slide:</p> <ul style="list-style-type: none"> ▪ Each group will nominate one or two people to present. ▪ Each microteaching session will last 10 minutes. ▪ The remaining groups will assume the role of learners according to the lesson requirements. 	<p>PowerPoint slides Markers, Charts, White Board, Sticky notes</p>

	<ul style="list-style-type: none"> ▪ After each microteaching session, both the presenter and the remaining group members will reflect on the lesson using the established norms. <p>Participants will provide feedback on a sticky note using the 3-2-1 model, where they will share:</p> <ul style="list-style-type: none"> ▪ 3 things they liked about the microteaching session. ▪ 2 areas that could be modified or improved. ▪ 1 essential element to be added that was missing from the lesson. <p>Room and Group Assignments: Room 1: Groups A, B, C, D Room 2: Groups E, F, G, H</p>	
<p>15 mins</p>	<p>Bridge In - Poll Activity</p> <p>Start the session with a poll activity designed to explore key concepts in reading instruction. Present a series of statements and ask participants to respond based on their perspectives, choosing from a continuum ranging from "Strongly Agree" to "Agree" or "Disagree" to "Strongly Disagree."</p> <p>Before the activity begins, the facilitator will display the Poll Page and explain its interface to ensure participants are familiar with it. Participants will then be instructed to complete the poll within the provided guidelines.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Poll Access: A link to the poll will be provided in the WhatsApp group. Click on this link to access the poll. 2. Response Time: You will have 30 seconds for each statement to read and respond. 3. Response Options: Indicate your response on a continuum from "Strongly Agree" to "Agree" or "Disagree" to "Strongly Disagree," according to your perspective. <p>Post-Poll Activity</p> <ol style="list-style-type: none"> 1. Display Results: After collecting all responses, the facilitator will display the results on the screen. 2. Discussion: For each statement, invite a few participants to share their thoughts and reasoning. This discussion will help uncover various viewpoints and deepen understanding. 	<p>PowerPoint slide Internet Annexure 1 (for Poll Statements)</p>

Conclude the Activity:

Address common misconceptions about reading by presenting the following key insights:

- **Misconception:** Learning to read is a 'natural' process that will happen on its own.
- **Correct Version:** Learning to read requires explicit instruction and practice; it does not occur naturally without guidance.
- **Misconception:** Reading is a passive activity since we spend most of our time silently reading texts.
- **Correct Version:** Reading is an active process involving engagement with the text through decoding, comprehension, and critical thinking.
- **Misconception:** When we read, our eyes are constantly moving from letter to letter.
- **Correct Version:** Our eyes make quick jumps, called saccades, and focus on chunks of text rather than individual letters.
- **Misconception:** To understand a text, we must know the meaning of every word.
- **Correct Version:** Effective readers use context and other clues to understand the meaning of unfamiliar words, rather than needing to know every word.
- **Misconception:** Children will eventually learn to read if given enough time.
- **Correct Version:** Children need systematic and timely instruction to develop reading skills; they do not simply learn to read with time alone.
- **Misconception:** It's difficult for students to guess what a new story will be about before they start reading.
- **Correct Version:** Students can use prior knowledge and context clues to make predictions about a story before they begin reading.
- **Misconception:** Making connections to personal experiences doesn't necessarily help students understand a story better.
- **Correct Version:** Connecting a story to personal experiences can enhance comprehension and engagement with the text.

This activity will set the stage for a deeper exploration of effective reading instruction strategies.

	<p>Note for Facilitators If internet access is unavailable, the facilitator will display the statements on the PPT. Participants will use hand signals to indicate their level of agreement or disagreement: for example, raise the right hand for "Strongly Agree," touch the right shoulder for "Agree," raise the left hand for "Strongly Disagree," and touch the left shoulder for "Disagree." The facilitator will count the hand signals and manually record the responses.</p>	
05 mins	<p>Objectives Share the expected learning outcomes of module 3.</p>	PowerPoint slides
20 mins	<p>Participatory Learning A-Bitesize Bingo</p> <p>The facilitator will begin by distributing flash cards to participants. Each card covers one topic: Phonics, Vocabulary, Comprehension, Reading Aloud, Pre-Reading, While-Reading, Post-Reading, Echo Reading, and Buddy Reading. Participants will have 5 minutes to read and comprehend their assigned flash card, which includes the concept, its importance, and teaching strategies.</p> <p>After reading their flashcards, participants will receive a Bingo sheet listing the topics. On a signal from the facilitator, participants will have 15 minutes to interact with others, sharing ideas and learning about the remaining topics. As they discuss each topic, they will cross it off on their Bingo sheet. Once a participant has completed their Bingo sheet, they will shout "Bingo!"</p> <p>The facilitator will monitor the activity, ensuring that each participant is engaged in meaningful discussion and managing the timing of the rotations.</p> <p>Instructions for Facilitator:</p> <ol style="list-style-type: none"> Read Flash Card: Spend 5 minutes reviewing your assigned flash card, focusing on understanding the concept. Bingo Sheet: After reading, you will receive a Bingo sheet with the listed topics. 	<p>Annexure 2 Flash Cards 50 (6 sets of any 6 topics(36) and 7 sets of remaining 2 topics (14) For example: Phonics 6 Pre Reading 6 While Reading 6 Post Reading 6 Comprehension 6 Reading Aloud 6 Echo Reading 7 Buddy Reading 7</p> <p>Annexure 3 Bingo Sheet</p>

	<p>3. Interaction Phase:</p> <ul style="list-style-type: none"> o Signal for Movement: When prompted by the facilitator’s signal (bell or another sound), start interacting with other participants. o Exchange Ideas: Engage with another participant who has a different topic. Share insights and discuss each topic. Spend 3 minutes on each topic. o Cross Off Topics: As you complete discussions on each topic, cross it off on your Bingo sheet. o Complete Bingo: Once all topics are marked off on your Bingo sheet, shout “Bingo!” <p>Facilitator will monitor the time and appreciate the participant for their engagement</p>	
<p>15 mins</p>	<p>Facilitator Input</p> <p>The facilitator will use a PPT slide to guide participants through the essential concepts of teaching reading at the primary level, emphasizing that it requires a balanced approach.</p> <p>Teaching reading at this stage involves a dual focus on two key dimensions:</p> <ol style="list-style-type: none"> 1. Decoding the Language: At this stage, students engage in activities that help them break down the printed language. These activities are foundational, aiming to enhance vocabulary, pronunciation, and understanding of language structures. Examples include phonics, syllable recognition, spelling, sight words, and rhyming words. These activities equip students with the skills necessary to decode and read words accurately. 2. Comprehending the Text: In addition to decoding, it's crucial that students understand the meaning behind the words they read. Activities that support comprehension help students connect the text with their prior knowledge and grasp the content. This ensures that reading is not just about recognizing words but also about understanding the story or information being conveyed. <p>The facilitator will highlight how these varied activities contribute to building vocabulary, modeling reading through read-aloud sessions, and fostering comprehension. This holistic strategy is essential for developing proficient readers.</p>	<p>PPT Slides</p>

<p>45 mins</p>	<p>Participatory Learning B –Delve, Discuss, Deploy</p> <p>Participants will be organized into 10 groups, with each pair of groups focusing on the same reading strategy. Each group will receive resources, including handouts and videos, to support their assigned strategy. Initially, groups working on the same topic will collaborate to deepen their understanding. The group assignments are as follows:</p> <ul style="list-style-type: none"> • Group 1: Sight Words (Poster) • Group 2: Sight Words (Role-Play) • Group 3: Read Aloud (Poster) • Group 4: Read Aloud (Role-Play) • Group 5: Shared Reading (Poster) • Group 6: Shared Reading (Role-Play) • Group 7: Choral Reading (Poster) • Group 8: Choral Reading (Role-Play) • Group 9: Buddy Reading (Poster) • Group 10: Buddy Reading (Role-Play) <p>After their initial discussions, one group from each topic will create a poster to present, while the other group will develop a role-play to illustrate how the strategy is applied in a classroom setting. In the role-play, one or two members will take on the role of the teacher, with the remaining participants acting as students. Each group will have 40 minutes to prepare their presentations.</p> <p>Throughout this process, the facilitator will engage with each group, offering guidance and clarification as needed while ensuring that all groups remain on schedule.</p>	<p>Annexure 4 3 Handout for Each Strategy per group and Videos for some Resources: Charts, Markers, disposable glasses, and plates, ice cream sticks, tape, glue, rubber bands, colour paper, scissors, ruler, sticky notes,</p>
<p>60 mins</p>	<p>Participatory Learning C-Reading Gala</p> <p>Presentation (50 minutes) For presentations, both groups working on the same topic will be invited to the front. The poster group will present first, with 5 minutes to explain their strategy and poster, followed by the role-play group with 10 minutes to perform their scenario. After each presentation and role-play, the facilitator will invite participants to ask questions for clarification (Total time for each topic: 15 minutes).</p>	<p>Charts, Markers, Scotch Tape/UHU Tags, white board markers</p>

Each poster group will also be asked to display their poster in the classroom for everyone's reference.

Group Sequence for Poster Presentations and Role-Plays:

- **Group 1:** Sight Words (Poster)
- **Group 2:** Sight Words (Role-Play)
- **Group 3:** Read Aloud (Poster)
- **Group 4:** Read Aloud (Role-Play)
- **Group 5:** Shared Reading (Poster)
- **Group 6:** Shared Reading (Role-Play)
- **Group 7:** Choral Reading (Poster)
- **Group 8:** Choral Reading (Role-Play)
- **Group 9:** Buddy Reading (Poster)
- **Group 10:** Buddy Reading (Role-Play)

The facilitator will provide support and ensure that time is managed effectively throughout the activity. After each strategy is covered, the posters will be displayed, transforming the room into a visual learning space filled with different reading strategies.

After the presentations and role-plays, the facilitator will prompt a discussion by asking, "What types of reading strategies have we explored so far, and which student skills could be nurtured by implementing these approaches in the classroom?"

The session will conclude with the facilitator emphasizing that these strategies aim to enhance early reading skills, particularly in decoding. By utilizing these approaches, students will develop accurate pronunciation, fluency, and expressive reading abilities, ultimately fostering a more confident and competent reading experience.

15 mins

Facilitator Input

The facilitator will start by showing two pictures: one of a child reading aloud and another of a child reading silently.

Questions for Discussion:

- **For the child reading aloud:** What is the child doing in this picture? What do you typically assess when children read aloud in the classroom? How do you assess?

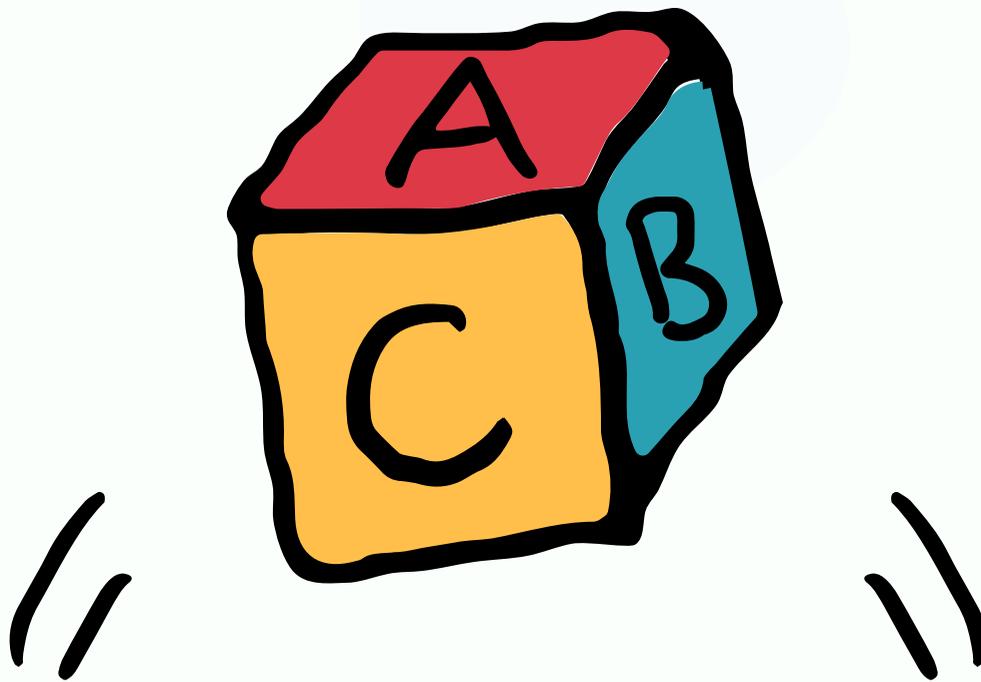
PPT Slide

	<ul style="list-style-type: none"> • For the child reading silently: What is the child doing in this picture? How do you assess reading comprehension? <p>The facilitator will use a PowerPoint slide to introduce the concept of formative assessment and its significance in reading. While we have concentrated on fundamental reading approaches at the primary level, it is essential to also develop skills for assessment. In the next section, participants will explore various methods for assessing reading approaches, focusing on how these assessments can enhance teaching effectiveness and support student learning.</p>	
55 mins	<p>Participatory Learning D-Assessment in Classroom</p> <p>In this activity, participants will remain in their original groups. The breakdown of the groups and their tasks are as follows:</p> <ul style="list-style-type: none"> • Group 1: Sight Words (Low cost resources) • Group 2: Read Aloud (Poster) • Group 3: Shared Reading (Role-play) • Group 4: Choral Reading (Role-Play) • Group 5: Buddy Reading (Poster) • Groups 6: Making Predictions (Reels) • Groups 7: Making Connections (Reels) • Groups 8: Asking Questions (Reels) • Groups 9: Five Finger Story, 5Ws (Reels) • Groups 10: Story Cube (Reels) <p>Each group will receive examples related to their assigned assessment strategy.</p> <p>Activity Description:</p> <p>Group Division: Each of the ten groups will focus on a specific reading approach. The facilitator will remind participants that the strategies covered so far primarily focused on fluency, decoding, and pronunciation. They will then ask participants to define comprehension and discuss the strategies they use in their classrooms.</p> <p>The groups will:</p> <ol style="list-style-type: none"> 1. Study their assigned comprehension strategy. 	<p>Annexure 5 Resources For Sight word Group: Charts, Markers, disposable glasses, and plates, ice cream sticks, tape, glue, rubber bands, colour paper, scissors, ruler, sticky notes.</p> <p>Annexure 6 Videos Headphones Mobiles Charts, markers, sticky notes</p>

	<p>2. Watch the provided videos and discuss the strategy.</p> <p>3. The reels group will plan and prepare a 5-7 minute reel that briefly introduces the strategy, explains its steps with a visual demo, and shows how it can be applied. The low-cost group will create affordable, accessible resources to support the strategy. The poster group will design a visual poster highlighting the key points of the strategy. The roleplay group will develop and perform a roleplay to demonstrate the strategy in action.</p> <p>Sharing the Reels After completing the recordings, each group will share their Reel via the designated WhatsApp group, ensuring it is labeled with the strategy and group number (since two groups are working on the same strategy). The facilitator will monitor to ensure that all 10 Reels are submitted.</p>	
15 mins	<p>Post Assessment-Pin Wheel</p> <p>To conclude the module, the facilitator will use a pinwheel featuring topics covered during the session. The pinwheel will be spun, and the topic it lands on will be assigned to a group. Each group will then briefly summarize key points, discuss practical applications, or share insights related to the topic.</p> <p>The facilitator will manage the spinning of the pinwheel and oversee the group presentations. Additionally, they will check in with participants to address any remaining questions or concerns. A “Parking Lot” will be used to record any additional queries or issues that arise during the review. This activity aims to reinforce learning, ensure comprehension of key concepts, and provide an opportunity to clarify any outstanding questions.</p>	Pin Wheel
5 mins	<p>Summary</p> <p>At the end of the activity, the facilitator will provide a summary of the comprehension strategies discussed. They will emphasize that, at the primary level, students need to develop their ability to decode, pronounce, and comprehend. To excel in these varied domains of reading, students require multiple strategies and approaches, as reading is a complex process that demands a conscious and structured approach to teaching. Unlike skills such as jumping or speaking, reading is not learned naturally, and it requires deliberate instruction. The facilitator will then wrap up the session.</p>	

UNIT 04

TECHNIQUES FOR DEVELOPING WRITING SKILLS



Unit 4 – Techniques for Developing Writing Skills

An Overview

Writing instruction at the primary level has shifted to address the challenges many students face. With the increasing complexity of writing tasks, children often struggle with organizing their thoughts and maintaining interest. Writing can seem daunting, leading to frustration and disengagement.

This module will introduce you to effective strategies to make writing more engaging and manageable for students. By focusing on guided writing, the process approach, and TARL (Teaching at the Right Level), you'll learn how to provide structured support and personalized instruction. These methods will help students build confidence, improve their writing skills, and develop a genuine interest in writing.

Learning Outcomes

- Explore and apply guided writing techniques to support students in developing their writing from sentences to paragraphs.
- Use creative writing, including poems, to engage students and enhance their writing skills.
- Gain hands-on experience in writing paragraphs, focusing on topic sentences, supporting details, and overall structure.
- Engage in practical exercises to understand and apply the stages of the process approach (pre-writing, drafting, revising, editing) to enhance writing instruction.
- Design effective writing lessons incorporating guided writing, process approach strategies, and TARL principles.

Generic Resources

Board, marker, pens/pencils, sticky notes, charts, activity sheets, multimedia, internet, and textbooks (e.g., Maths, Science, English, Urdu).

Detailed Schedule for Day 4

Activity	Duration	Description
Welcome	10 minutes	Greet participants and kick off with an energizing activity.
Introduction and Objectives of Day 3 Plan.	5 minutes	Share the agenda and objectives for Day 3.
Guided Writing - Sentence Strategies.	45 minutes	Delve into sentence writing strategies and their role in primary education.
Guided Writing-Poetry Exploration.	1 hour	Explore guided writing techniques aimed at enhancing poetic expression and creating poems.
Break.	15 minutes	Short break for refreshments.
Paragraph Writing Essentials.	40 minutes	Examine the fundamental components of crafting effective paragraphs.
Process Approach: Think, Refine, and Excel.	95 minutes	Participate in hands-on activities and group exercises focused on the Process Approach.
TARL Framework to support students .	130 minutes	Create implementation plans to enhance a selected academic area in participants' contexts using TARL's framework.
Q&A and Wrap-up.	10 minutes	

DETAILED TRAINING PLAN OF UNIT 4

Time	Activities (Procedural details)	Resources and Annexures
10 mins	Welcome, Introductions and Energizer	
10 mins	<p>Bridge In-Word Cloud</p> <p>Participants will engage in a Word Cloud activity to reflect on the challenges they encounter while teaching writing skills. Follow these instructions:</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Think: Spend 2 minutes individually reflecting on the challenges you face when teaching writing skills at the primary level. 2. Pair: After your reflection, pair up with a partner and discuss the challenges you identified. Together, compile a list of these challenges. You have 2 minutes for this discussion. 3. Share: After your discussion, you will receive a link via your WhatsApp group. Click on the link to access a Word Cloud tool. Once there, only one person from the pair will type in the key challenges and click submit. You have 2-3 minutes to submit your responses. <p>Check for Understanding:</p> <p>The facilitator will confirm the instructions by asking random participants the following questions:</p> <ul style="list-style-type: none"> • What challenges are you reflecting on during the "Think" step? • How much time do you have to think? (2 minutes) • What will you do during the "Pair" stage? • How much time do you have to discuss with your partner? (2 minutes) • What will you do after discussing with your partner? • Where and How will you input your responses? (In the Word Cloud tool Only One person will enter) <p>This activity will not only engage participants from the outset but also serve as a diagnostic tool to identify common issues that can be addressed during the session. By the end of the</p>	<p>PowerPoint slides Internet, Poll Everywhere</p>

	Bridge-In, participants will have a clear understanding of the challenges that need to be tackled and will be ready to delve into strategies for improving writing skills in their classrooms.	
05 mins	<p>Objectives</p> <p>Share the expected learning outcomes of module 3.</p>	PowerPoint slides
45 mins	<p>Participatory Learning A- Mastering Sentences: Guided Writing Techniques</p> <p>The facilitator will begin by displaying letters, words, and a set of sentences and asking the participants, "What is a sentence?" After gathering responses, the facilitator will then show more sentences—this time, nonsense or incoherent sentences—and ask again, "What is a sentence?"</p> <p>Following this, the facilitator will clarify that a sentence is not just any random group of words, but one that conveys a clear message. Participants will be asked how they teach sentence writing and at which grade levels they typically begin teaching this skill.</p> <p>Reflection and Discussion of Teaching Sentences</p> <p>Ask participants how they currently teach sentence writing in their classrooms. Take random responses. Then engage the participants in a sentence-stretching activity using the sequence below:</p> <p>Activity 1: Sentence Stretching</p> <p>Gradually display each question word on the slide and ask participants to write a response (in pairs):</p> <ul style="list-style-type: none"> • Who: Think of a character (person or animal) and write the name (e.g., "My brother," "My talking parrot"). • What: Write what the character is doing (e.g., "My brother is reading a book"). • How: Describe how the action is being performed (e.g., "He is reading the book quietly"). • Where: Indicate where the action is taking place (e.g., "In the living room"). • When: Mention when the action is happening (e.g., "In the evening"). 	<p>As a sample for the activity PPT Slides-</p> <p>Annexure 1: Exploring Sentence Writing Strategies</p>

- **Why:** Explain why the action is being performed (e.g., "Because he loves adventure stories").

Comparison and Reflection:

After completing the sentence, ask participants to compare the first sentence they wrote (Who + What) with the final sentence (Who, What, How, Where, When, Why). Discuss how the sentences differ in length, quality, and detail. Lead a discussion on what they learned from this activity, with expected responses including insights like:

- The first and last sentences vary in complexity and richness.
- Writing is a process of continuous improvement.
- Teachers need to guide students through the writing process.
- Writing, even a simple sentence, requires continuous refinement and improvement, and it cannot be completed in one go.

Activity 2: Group Work - Exploring Sentence Writing Strategies

Divide participants into 8 groups and wait for them to settle down. Explain that each table has 6 envelopes containing different sentence-writing activities:

- **Envelope 1:** Guided Sentences (Using sentence starters like "I can," "I see," "Have," "Is," "Love," "Like").
- **Envelope 2:** Sentence Maze (A puzzle where sentences must be correctly formed to find the way out).
- **Envelope 3:** Unjumble Sentences (Scrambled words that need to be arranged into correct sentences).
- **Envelope 4:** Sentence Stretch (Starting with a basic sentence and gradually adding more details).
- **Envelope 5:** Sentence Extension (Flipping, combining, altering vocabulary).
- **Envelope 6:** Sentence Assessment Checklists or Rubrics (Tools for evaluating sentence quality).

Instruct each group to allocate one or two members to open and explore an envelope to save time. Ask the groups to discuss the effectiveness of each activity for teaching sentence writing at the primary level, working through the envelopes in

sequence (1-6). Give participants about 15 minutes for this task.

Whole-Class Discussion and Wrap-Up:

The facilitator will randomly ask participants to share their key learning from this section. Then, with the help of a PowerPoint slide, share input on the following points:

- **Guided Writing at the Primary Level**

What is Guided Writing? Guided Writing is a structured approach where the teacher provides targeted support to students as they write. This method is particularly beneficial at the primary level as it helps students develop foundational writing skills in a supportive and controlled environment.

Why is Guided Writing Needed? At the primary level, students are still building their confidence and competence in writing. Guided Writing offers the necessary scaffolding, allowing students to experiment with language and ideas without the fear of failure. This approach also helps in differentiating instruction to meet the diverse needs of students.

Key Connections to Sentence Writing Strategies

- **Guided Sentence Writing Activities:** These activities form the bedrock of Guided Writing. By breaking down the writing process into manageable steps, students find the task of writing less daunting and more engaging. This gradual and structured approach not only makes writing more accessible but also fosters a genuine love for writing, ultimately helping students become confident and skilled writers.
- **Connecting Grammar with Writing:** An essential component of Guided Writing is linking grammar lessons directly to writing tasks. When teaching specific grammar points, such as conjunctions ("so," "because," "and," "or"), it's important to have students apply these in sentence construction. This practical application reinforces grammatical concepts and enhances writing proficiency.
- **Ongoing Assessment:** Regular assessment is crucial in Guided Writing. Teachers should actively involve

	<p>students in self-assessment and peer evaluation, emphasizing key elements such as the use of capital letters, punctuation, and sentence coherence. This not only helps students improve their writing but also instills a sense of responsibility for their own learning progress.</p> <ul style="list-style-type: none"> • Gradual Introduction of Activities: Implementing Guided Writing should be done thoughtfully. Rather than introducing all strategies at once, it's more effective to select one strategy at a time, allow students to practice it extensively, and only then introduce the next. This ensures that students fully understand and master each concept before moving forward, leading to more solid learning outcomes. 	
<p>40 minutes</p>	<p>Participatory Learning B- Poem Parade</p> <p>The participants will be reshuffled into eight new groups. Each group will receive one of four different poem templates: Cinquain Poem, Diamante Poem, Acrostic Poem, and Senses Poem. Two groups will work with the same type of poem template, ensuring that each poem type is explored by multiple groups.</p> <p>The activity will proceed as follows:</p> <ol style="list-style-type: none"> 1. Group Formation and Instructions (5 minutes): <ul style="list-style-type: none"> • The facilitator will explain the task, providing each group with a set of poem templates and a sample poem for guidance. • Participants will be reminded that they are expected to work collaboratively, supporting and clarifying any doubts within their groups. 2. Poem Writing (10 minutes): <ul style="list-style-type: none"> • In their groups, participants will explore the poem template and its example as a group to generate a common understanding. Then they will write a poem using the template provided in pairs or Trio. They are encouraged to be creative while adhering to the structure of the poem type assigned to them. • The facilitator will circulate among the groups, offering support and ensuring everyone understands the task. • Once the poems are completed, the pairs/Trio will write the final version on sticky notes along with their names and group title. 	<p>Annexure 2 (Poem Templates) Sticky notes Markers</p>

	<p>3. Finalizing and Posting Poems (2 minutes):</p> <p>One member from each group will paste their sticky note on a designated chart that the facilitator has arranged and labelled in four different corners of the room, corresponding to each poem type.</p> <p>4. Poetry Corner Walk (10 minutes):</p> <ul style="list-style-type: none"> • After all the poems have been posted, the facilitator will invite the entire class to visit the "Poetry Corners." • Participants will move around the room, visiting each corner to read the poems created by their peers. <p>As they visit, they will reflect on the activity, considering its relevance to students and how these structured poem templates can enhance creativity and engagement in writing.</p>	
<p>30 mins</p>	<p>Participatory Learning C – Paragraph Punch</p> <p>Activity 1: Paragraph Puzzle (5-6 minutes):</p> <p>Participants will remain in the same groups and be provided with strips of paper containing sentences that make up a jumbled paragraph. Their task is to rearrange these strips to form a coherent and well-structured paragraph. The facilitator will elicit the order of sentences from each group. If there are different sequences, questions may be posed to understand why a certain group has come up with their specific order.</p> <p>Introduction to Paragraph Structure (10 minutes):</p> <p>Following the puzzle activity, the facilitator will use a PowerPoint presentation to introduce key concepts of paragraph writing, including the Topic Sentence, Supportive Sentences, and Concluding Sentence. To make these concepts more relatable, the facilitator will use a picture analogy of a burger, illustrating how each sentence type contributes to creating a "juicy" and well-rounded paragraph.</p> <p>Activity 2: Paragraph Structure Exercises (10 minutes):</p> <p>Participants will be provided with a link to an online exercise to practice identifying the Topic Sentence, Supportive Sentences, and Concluding Sentence. Alternatively, handouts containing exercises will be utilized in case of internet issues.</p> <p>Wrap-Up and Discussion (5 minutes):</p> <p>Participants will be encouraged to share their observations and</p>	<p>Annexure 3 (Jumbled-up Paragraph Sentences)</p> <p>Annexure 4 (Exercises on TS, SS and CS)</p>

	insights from the activity, discussing how they can apply these principles in their own teaching and writing.	
45 mins	<p>Participatory Learning D-Collaborative Writing</p> <p>In this section, participants will work in 8 groups, with groups reshuffled to encourage new collaboration. The facilitator will begin by displaying images of pre-writing techniques on a PowerPoint slide and ask participants to identify the activities shown and discuss when and where they are used in teaching writing. The facilitator will then explain at least 3 techniques (such as mind mapping, brainstorming, etc.).</p> <p>Generating Ideas:</p> <p>Each group will select a topic and a strategy, and they will be given 2 minutes to collect ideas on their chosen topic using the selected strategy. They will use a chart paper to write their group's name, topic, and the generated ideas, using only one half of the chart.</p> <p>Writing the Paragraph:</p> <p>Following this, the groups will write a paragraph of at least 7-8 sentences, using the ideas they generated. They will write the final paragraph on the back of the idea-generation chart, again using only one half of the chart paper.</p> <p>Revision:</p> <p>The facilitator will display questions for the groups to reflect on. These questions, part of the revision stage of the process approach, will guide them in revising their paragraph. The groups will rewrite the revised paragraph on the second half of the chart.</p> <p>Editing:</p> <p>After that, the facilitator will display another slide with questions or statements related to the editing stage. The groups will revise the paragraph once again, using a different colored marker on the second paragraph.</p>	Annexure 5

	<p>Round Robin Feedback:</p> <p>Once the paragraphs are finalized, the next activity will be a Round Robin. Groups will circulate their chart clockwise from 1 to 8. When a group receives a chart, they will study the idea-generation activity and the two drafts of the paragraphs. Using sticky notes, they will write comments to appreciate or suggest improvements. The facilitator will also circulate and note observations.</p> <p>Conclusion:</p> <p>The facilitator will invite reflections and ask if anyone is familiar with this teaching approach. They will then inform participants that they have just had a complete hands-on experience of the Process Approach, which is a popular method for teaching writing. The facilitator will explain that in the next activity, groups will explore more about this approach</p>	
50 mins	<p>Participatory Learning E- Mastering the Process Approach</p> <p>Divide participants into 10 groups. Assign each group a specific stage of the Process Approach (excluding Writing/Drafting, which will be assigned to two groups).</p> <p>Group Study Session:(10 minutes)</p> <ul style="list-style-type: none"> o Provide handouts and videos related to their assigned stage. o Each group will have 10 minutes to review and understand their assigned stage. <p>Presentations: (15 minutes)</p> <ul style="list-style-type: none"> o Within each group, one person will prepare to present a summary of their assigned stage. o Groups with the same stage (e.g., Pre-Writing) will present their summary collective in 2- 3 minutes o This will ensure everyone understands all stages of the Process Approach. <p>Applying the Process Approach: (10 minutes)</p> <p>Task: Based on the understanding gained from the presentations, each group will create a mini-lesson plan to</p>	Charts, Markers,

	<p>apply their assigned stage of the Process Approach in their classroom. Groups will document their mini-lesson on a piece of paper instead of a chart and take a snapshot.</p> <p>Sharing and Reflection (5 minutes)</p> <p>Groups will post their snapshots on a Padlet link shared by the facilitator. This will create a collaborative wall of lesson plans that can be retrieved and referenced later.</p> <p>Facilitator's Role:</p> <ul style="list-style-type: none"> o The facilitator will review and explore a few selected lessons from the Padlet, providing appreciation and feedback. o Facilitate a discussion, welcoming any questions or queries related to the Process Approach. o Summarize the key points from the lesson plans shared on Padlet. o Highlight the practical applications of each stage in the Process Approach for teaching writing. o Encourage participants to visit the Padlet page later and reflect on their learning and discuss how they might implement the Process Approach in their classrooms. 	
<p>130 mins</p>	<p>Participatory Learning F-TARL</p> <p>Start with a brief presentation or video introducing the TARL (Teaching at the Right Level) model. This should include its purpose, key components/stages, and real-life success stories.</p> <p>Setup: Divide participants into 8 groups. Assign each group one stage or essential component of the TARL model. Each group studies their assigned TARL stage/component for 10 minutes</p> <p>Group Summaries:</p> <p>Groups will present a summary of their assigned stage/component to the rest of the participants. Each group has 2-3 minutes to present.</p> <p>Facilitator Summary:</p> <ul style="list-style-type: none"> • Review: After all presentations, the facilitator will summarize the key points of TARL and connect them with previously covered strategies from reading, grammar, and writing. 	<p>Handouts and video resources.</p>

	<ul style="list-style-type: none"> • Transition: Emphasize that the foundation provided by these strategies equips participants to effectively implement TARL strategies in their interventions. <p>Applying TARL in Context</p> <p>In groups, participants will use the TARL model to plan an intervention for a specific area in reading or writing. They will outline how to apply the entire TARL cycle to address their chosen area.</p> <p>Groups will create a plan on chart paper, detailing the steps of the TARL cycle they will use and how they will apply it to their selected area.</p> <p>Gallery Walk:</p> <p>After preparing their plans, participants will display their charts in a gallery walk format. This allows everyone to review and discuss the different approaches and plans for applying the TARL cycle.</p> <p>Conclusion:</p> <ul style="list-style-type: none"> • Reflection: Facilitate a discussion where participants reflect on their learnings about TARL and the planning process. • Wrap-Up: Conclude by summarizing the session and highlighting the importance of applying the TARL cycle effectively in their teaching contexts. 	
10 mins	<p>Summary</p> <p>The facilitator will conclude the module and overall training session by:</p> <ol style="list-style-type: none"> 1. Open Q&A: Inviting participants to ask any final questions or raise any queries they might have about the training content, including TARL, writing strategies, and the application of concepts discussed. 2. Idea Sharing: Encouraging participants to share their ideas, insights, and any additional thoughts they have on the topics covered. This is an opportunity for them to 	

contribute their perspectives and discuss how they plan to implement what they've learned.

3. **Final Thoughts:** Summarizing the key takeaways from the session, including the importance of applying TARL and other strategies effectively in their teaching practices.
4. **Acknowledgment:** Appreciating the participants' engagement and contributions throughout the training, and highlighting the value of their active participation.

By opening the floor for questions and idea sharing, the facilitator aims to ensure that all participants leave with a clear understanding of how to apply the concepts and strategies discussed in their own teaching contexts.

ANNEXURES

Unit 1

Annexure 1

Image A



Image B

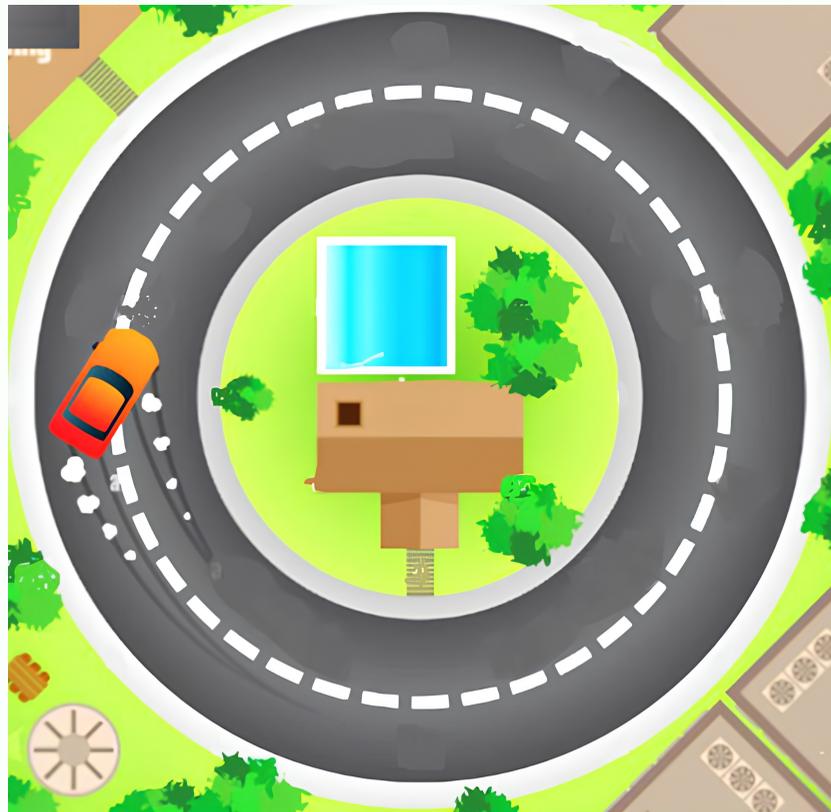


Image C



Image D



Image E



Annexure 2

Red

- Respond to instructions and directions.
- Respond to simple instructions and directions.
- All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.
- Listen and respond to a few commands.
- Give and Respond to instructions and directions.
- Listen and respond to a more commands.
- Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in a predictable environment of class and school.

Blue

- Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.
- Recognize and use the conventions to demarcate three and four syllable words.
- Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.
- Identify and classify one and two syllable words that rhyme.
- Find out how many syllables a word has.
- Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.
- Recognize, demarcate and pronounce three and four syllable words.
- Identify one syllable words that rhyme.

Green

- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Read silently for comprehension.
- All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.
- Read aloud three letter words with reasonable level of accuracy in pronunciation.
- Identify digraphs, silent letters and inflections in words; comprehend words, sentences and paragraphs as meaningful units of expression.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Read aloud for accurate reproduction of sounds of letters and words.
- Use reading readiness strategies; recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression.
- Read aloud for accurate reproduction of sounds of letters and words.
- Read silently for comprehension.

Yellow

- Predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Use pre-reading strategies to predict a story by looking at picture(s) in the text.
- Use pre-reading strategies to predict a story by looking at picture(s) in the text.
- Interpret factual information, new processes and procedures, personal, school, and public related information applying reading comprehension and thinking strategies.
- Predict some words that might occur in a text by looking at a picture/title.
- Predict the content of a text from topic, pictures titles and headings etc., by using prior knowledge.
- Identify factual information applying reading comprehension and thinking strategies.
- Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Orange

Recognize briefly story elements;

- tell when and where the story is set
- describe the characters in a story
- Retell a story in a few simple sentences.
- Students read and analyse literary text to seek information, ideas, and enjoyment and to relate their own experiences to those of common humanity as depicted in Literature.
- Identify names and characters.
- Respond orally in yes or no and their likes or dislikes about the story/characters.

Recognize and describe briefly story elements:

- tell when and where the story is set
- describe the characters in a story
- express preferences about them.
- Retell a story briefly and sequentially.
- Recall stories and nursery rhymes, express personal reactions to characters and events in them.
- Identify names and characters.
- Respond orally and in writing, in a sentence, their likes or dislikes about the story/characters.
- Describe basic elements of stories and simple poems and express personal preference giving reasons.
- Find out the characters in a story and give brief general comments about them.
- Retell a story in a few simple sentences.

Purple

- Create a short poem using the rhyming words on a given topic.
- Recognize and use with correct spelling, naming, action and describing words, rhymes, common phrases and formulaic expressions from immediate surroundings.
- Articulate and identify simple rhyming words in text.
- Create a short poem using the suggested rhyming words.
- Build vocabulary through simple affixes, compound words, converting parts of speech, classify words into different categories; and use with correct spelling, vocabulary from the textbooks, extended environment and media.
- Recognize and generate rhyming strings in writing.
- Students enhance their vocabulary for meaningful and effective communication.
- Articulate and use simple rhyming words in writing.

White

- Identify describing words as adjectives.
- Use adjectives of quantity, quality, size, shape and colour.
- Use some describing words showing quality, size and colour e.g. soft, big, yellow.
- Classify and use adjectives of quantity, quality, size, shape, colour and origin.
- Articulate, identify and use degrees of regular adjectives.
- Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.
- Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.
- Classify adjectives of quantity, quality, size, shape, colour and origin.
- Recognise and use adjectives of origin.
- Articulate, identify and use degrees of regular adjectives.
- Identify and match some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white.
- Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.

Brown

TYPES OF SENTENCES

- Identify and practice making sentences to show instructions, commands, requests and strong feelings.
- Use and respond to simple, commands and questions verbally and non-verbally.

TYPES OF SENTENCES

- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Recognize and use simple sentence structure and appropriate sentence types to write
- meaningful paragraphs.

TYPES OF SENTENCES

- Identify and use simple sentences that show instructions, commands and requests.

TYPES OF SENTENCES

- Identify and practice making simple sentences to show instructions, commands, requests and strong feelings.
- Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.

TYPES OF SENTENCES

- Recognize, physically/orally respond to and use simple sentences showing request and command in a school scenario.

Pink

Write a guided paragraph using ideas gathered and organized through various strategies.

Analyse a simple paragraph to recognize that:

1. a paragraph comprises a group of sentences that develop a single main idea.
2. the main idea of a paragraph is given in the topic sentence.
3. other sentences in the paragraph support the topic.
 - Fill in the missing information to complete a simple paragraph.
 - Students produce academic, transactional and creative writing that is fluent, accurate, focused and purposeful and shows an insight into the writing process.
 - Write a guided paragraph using ideas gathered and organized through various strategies.

Recognize that:

1. a simple paragraph comprises a group of sentences that develop a single main idea.
2. the main idea of a paragraph is given in the topic sentence.
3. other sentences in the paragraph support the topic.
 - Write words and sentences using writing techniques.
 - Fill in missing information to complete a simple paragraph.
 - Write and analyze meaningful and effective sentences and paragraphs using different writing techniques.
 - Fill in missing information to complete simple sentences.

Peach

- Identify and use word order, spelling and punctuation.

Revise written work for:

1. correct spelling and punctuation
2. pronoun antecedent agreement
3. subject-verb agreement
4. tenses.
 - Revise written work for layout, legibility and vocabulary.
 - Identify and revise written work for spelling and punctuation.
 - Revise written work for layout, legibility, and punctuation.
 - Revise and edit word order, spelling and punctuation.
 - Revise and edit written work for spelling and punctuation.

Revise written work for:

1. correct spelling and punctuation
2. pronoun antecedent agreement
3. subject-verb agreement
4. tenses.
 - Revise written work for layout, legibility and vocabulary.
 - Students produce academic, transactional and creative writing that is fluent, accurate, focused and purposeful and shows an insight into the writing process.

Annexure 3

Questions Cards for Textbook Deep Dive

Group 1

Reading (Comprehension Text, Pre-Reading, While Reading, Post-Reading, and Reading Comprehension)

- What kind of strategies are in the Pre, While and Post Reading section? Is there a variety?
- To familiarize the students with new words in the text, are there some activities at the Pre Reading Stage?
- Is there any other sub section in the unit that has a vocabulary exercise based on the text?
- What kinds of exercise are in “Reading Comprehension” section under B) Reading and Critical thinking? Are they all connected to the text?
- Are all the exercises related to the text are provided immediately after the text for students and teachers to follow a sequence?
- Is the text integrated with other skills?
Are there exercise in the Grammar or Writing where the text is utilized?
- Are the activities arranged in easy to difficult sequence across the units?
- What can you do to have proper sequence of activities related to the text?
- How can you add more interesting activities?
- How can you utilize the text to connect with other skills in the book?

Group 2

Learning the Sound

- What concepts or topics are covered in this section?
- Are the concepts (vowels, short and long vowels, consonant blends, digraphs like *ch* and *sh*, etc.) arranged in a logical sequence across the units? How can the sequence be improved?
- Do the concepts build on each other effectively throughout the units?
- Is there enough practice provided for students to fully grasp these phonics concepts? If not, how can additional practice be integrated?
- How can you enhance this section by connecting sound exercises to reading, speaking, or writing activities in other parts of the book?
- What challenges do teachers typically face when teaching this section?
- What challenges do students commonly encounter in this section?
- What strategies can be implemented to make this section more engaging and supportive for students who struggle with phonics and sound recognition?

Group 3
Learning to Speak

- What is the main aim of this section, and what types of activities or topics are presented?
- Are the activities organized in a logical sequence across the book? How can this sequence be improved for better learning outcomes?
- Are there activities that seem disconnected from this section or that might belong to other sections in the unit? If so, what can be done with these irrelevant activities?
- Are the activities integrated with real-life contexts and engaging for students? How can these activities be made more relevant and interesting?
- Are there connections between the activities and other sections of the textbook? If not, how can better integration be achieved?
- What challenges do teachers face when implementing these activities in the classroom?
- What difficulties do students encounter with the tasks provided?
- What strategies can be used to enhance this section, making the activities more engaging and contextually relevant for students?

Group 4
Vocabulary Building

- What is the main aim of this section, and what types of activities or topics are presented?
- Are the activities organized in a logical sequence across the book?
- How can this sequence be improved for better learning outcomes?
- Are there activities that should logically be part of other sections, or are there any topics that seem disconnected from this section?
- If so, what can be done with these irrelevant activities?
- Are there connections between the activities and other sections of the textbook?
- If not, how can better integration be achieved?
- Are the topics on a single page too varied (e.g., synonyms, antonyms, homophones) to cover effectively in one unit?
- If so, how can the content be adjusted or streamlined?
- Is there sufficient variety and practice time allocated for each topic? If not, how can additional practice be integrated?
- What strategies can be implemented to enhance vocabulary development in this section to better support writing and reading comprehension?

Group 5
Learning to Spell

- What is the main aim of the "Learning to Spell" section, and what types of activities or topics are included?
- Are the activities presented in a logical sequence, progressing from easy to difficult? How can this sequence be improved to enhance learning outcomes?
- Are specific spelling rules provided in this section? If not, what problems might occur if students only memorize words without understanding the underlying rules?
- Are all exercises suitable for this section, or should some be moved to different sections? If so, how should these activities be reassigned?
- Are the activities connected to other sections of the textbook? If not, how can better integration be achieved?
- Is there sufficient variety and practice time allocated for each spelling topic? If not, how can additional practice be incorporated?
- What strategies can be used to enhance spelling instruction and support students' overall writing and reading comprehension development?

Group 6
Grammar

- What is the main aim of the "Grammar" section, and what topics and concepts does it cover?
- How many concepts are presented on each page? Is it effective to include multiple concepts on one page, or would it be better to focus on fewer concepts at a time?
- Are these concepts organized in a logical sequence across the units? How can this sequence be improved to enhance learning outcomes?
- What terminologies are used for grammar topics (e.g., "naming words" vs. "nouns," "action words" vs. "verbs")? Are the terms used consistently across units? How might inconsistencies affect students' understanding, and what can be done to simplify and standardize the terminology?
- Is there sufficient practice time allocated for each grammar topic? If not, how can additional practice be integrated effectively?
- Is there a variety of exercises provided to reinforce grammar concepts? If not, what additional types of exercises could be included to provide more effective reinforcement?
- What problems do you and your students encounter with this section, and what strategies can be used to overcome these challenges?

Group 7
Learning to Write

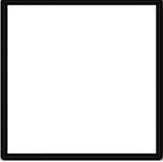
- What kind of activities are included in the "Learning to Write" section? What is the main aim of this section?
- Are the activities organized in a logical sequence or from easy to difficult throughout the book? How can this sequence be improved for better learning outcomes?
- Is there sufficient practice time allocated for each type of writing activity? If not, how can more practice be integrated into the section?
- Are there strategies for self-assessment or peer assessment in the writing activities? If not, how can these be incorporated?
- Are the writing activities connected with other sections of the textbook (e.g., reading, grammar, vocabulary)? If not, how can better integration be achieved?
- What challenges do you and your students face with the writing tasks provided? How can these challenges be addressed?

Group 8
Creative Writing

- What types of activities are included in the "Creative Writing" section, and what is the primary aim of this section?
- Are the activities organized in a logical sequence or from easy to difficult throughout the book? How can this sequence be improved to enhance learning outcomes?
- Is there adequate practice time allocated for each creative writing activity? If not, how can more practice be incorporated?
- Is there a variety of creative writing activities provided, and are they engaging for students? If not, what additional types of activities could be included to enhance interest and creativity?
- Are there opportunities for students to organize ideas before starting their creative writing tasks? If not, how can these opportunities be introduced?
- Are there strategies for self-assessment or peer assessment included in the creative writing activities? If not, how can these be added to support student development?
- Are the creative writing activities connected with other sections of the textbook (e.g., reading, grammar, vocabulary)? If not, how can better integration be achieved?
- What challenges do you and your students face with the creative writing tasks provided? How can these challenges be addressed?

Post Assessment

Navigating the Core Resources: English Curriculum and Textbook

	<p>1</p> <p>What issues did you find in reading section, and how will you resolve them?</p>	<p>2</p> <p>What challenges did you see in the Grammar section and how will you overcome?</p>	
<p>8</p> <p>What are the competencies in the curriculum? Why are they important for English language teaching?</p>			<p>3</p> <p>What are Student Learning Outcomes and why are they important?</p>
<p>7</p> <p>How will you deal with exercises that are not connected/linked to a section?</p>	<p>What are Standards and Benchmarks in the curriculum?</p>	<p>What challenges are there in the Learning to Speak section, and how will you fix?</p>	<p>4</p> <p>What are the essential steps to prepare for the Learning Sounds Section?</p>
	<p>9</p>	<p>5</p>	

ANNEXURES

Unit 2

Annexure 1

Pre-Assessment

- 1. I start my Grammar class by announcing the topic I will be covering.**
A. Always B. Mostly C. Occasionally D. Rarely
- 2. After teaching a concept, I give exercises from the textbook. it with other skills in the lesson, such as writing.**
A. Always B. Mostly C. Occasionally D. Rarely
- 3. My students enjoy Grammar exercises in the textbook. (such as true/false, fill in the blanks, and matching)**
A. Always B. Mostly C. Occasionally D. Rarely
- 4. After teaching a concept I check students' understanding through a test**
A. Always B. Mostly C. Occasionally D. Rarely
- 5. Although my students perform well on grammar tests, they struggle to apply the concepts in other skills, such as reading and writing.**
A. Always B. Mostly C. Occasionally D. Rarely
- 6. I use a variety of tools, such as pictures, songs, videos, and stories, to explain a concept.**
A. Always B. Mostly C. Occasionally D. Rarely
- 7. My students often forget a grammar rule or concept, requiring me to re-teach it.**
A. Always B. Mostly C. Occasionally D. Rarely
- 8. I include games in my lessons to provide students with additional practice of concepts.**
A. Always B. Mostly C. Occasionally D. Rarely
- 9. I refer to online resources, grammar books, and videos to refresh my understanding of grammar concepts.**
A. Always B. Mostly C. Occasionally D. Rarely
- 10. A Grammar lesson usually follows the 3P model of teaching. The model stands for:**
A. Presentation, Practice, and Production B. Preparation, Presentation, and Practice
C. Planning, Pre-Assessment, and Presentation D. Planning, Presenting, and Playing

Annexure 2A

Overview of the 3P Model: The 3P Model of Teaching Grammar is a widely used instructional framework designed to guide the teaching of grammar in a structured and effective way. The model consists of three stages: Presentation, Practice, and Production. Each stage has its specific aim and involves different teaching strategies to ensure that learners grasp, apply, and internalize grammatical concepts. The Presentation Stage introduces new concepts with explanations and examples. The Practice Stage reinforces understanding through exercises, and the Production Stage focuses on applying grammar in practical contexts. This model can be adapted to focus on real-life language use, making grammar instruction more engaging and relevant for learners.

Engaging Grammar Teaching Strategies: The first stage of the 3P Model emphasizes employing diverse and engaging methods to introduce grammar concepts. By incorporating various presentation techniques such as visual aids, songs, stories, pictures, and real-life objects, this stage caters to different learning styles. It makes grammar lessons more interactive and interesting, especially for primary level students.

Effective Textbook Utilization in the Practice Stage: In the second stage of the 3P Model, Practice, the focus is on reinforcing grammar concepts through controlled exercises such as fill-in-the-blank tasks, matching exercises, and sentence construction drills. These activities help students apply and consolidate their knowledge, ensuring they practice grammar in a structured manner and effectively internalize the concepts. This stage offers ample opportunities to utilize textbook-based exercises, providing relief for teachers by minimizing the need to design entirely new activities.

Integration of Skills: In the Production Stage, students are required to apply grammar through oral and written open-ended tasks, such as creating dialogues, writing stories, or participating in role-plays. This stage integrates grammar with other language skills, including listening, speaking, and writing. By applying grammar concepts in meaningful and practical contexts, students enhance their ability to use grammar effectively and improve long-term retention.

Real-Life Application: The Production stage requires students to move beyond textbook exercises and engage in free activities such as role-plays, interviews, and games. This stage emphasizes practical application, helping students understand how grammar is used in real-life contexts. By connecting grammar instruction to these real-world scenarios, students gain valuable experience that reinforces their understanding and application of grammar rules. This approach builds students' confidence, reduces their fear of making mistakes, and enhances their ability to use grammar creatively and effectively in various situations.

Formative Assessment: The 3P Model supports continuous assessment throughout the Practice and Production stages, rather than relying solely on term and unit tests. This ongoing assessment enables teachers to monitor student progress in real-time, providing immediate feedback and making instructional adjustments as needed. By integrating formative assessment into these stages, teachers can more effectively support and enhance student learning throughout each lesson, ensuring that instructional strategies are responsive to students' needs and promoting more effective learning outcomes.

Annexure 2B

What is a 3 P model?

The 3P Model of Teaching Grammar is a widely used instructional framework designed to guide the teaching of grammar in a structured and effective way. The model consists of three stages: Presentation, Practice, and Production. Each stage has its specific aim and involves different teaching strategies to ensure that learners grasp, apply, and internalize grammatical concepts. This model can be adapted to focus on real-life language use, making grammar instruction more engaging and relevant for learners.

Presentation Stage

The goal of the Presentation stage is to introduce the new grammar point to students in a clear and comprehensible manner. This stage focuses on ensuring that students understand the form, meaning, and use of the grammar point within a meaningful context. Teaching strategies include:

Contextualization: Introduce the grammar point within a story, dialogue, or real-life situation, helping students see its practical application.

Explanation: Use examples from the context to explain the grammatical rule, highlighting its structure and usage.

Visual Aids: Incorporate visual elements like charts, timelines, or diagrams to illustrate the grammar point.

Songs and Rhymes: Use songs, rhymes, or chants that incorporate the target grammar, making the presentation more engaging and memorable, especially for younger learners.

Short Texts: Share short stories or dialogues to highlight a topic used in a context such as adjectives or past simple tense. Engage students to actively identify and predict the rules or function of the selected topic by asking questions.

Authentic Materials: Utilize materials like magazine articles or social media posts where the grammar is used naturally.

Annexure 2C

Presentation Stage Using a Song (10-minute Lesson Plan)

Topic: Introduction to Verbs (Action Words) for Primary Level

Objective: By the end of the lesson, students will be able to identify and use verbs in simple sentences.

Start with the Song (2 minutes)

Without announcing the topic, play the well-known song "If You're Happy and You Know It." As the song plays, encourage students to follow the actions (clapping, stomping, etc.).

Lyrics:

If you're happy and you know it, clap your hands (clap, clap).

If you're happy and you know it, clap your hands (clap, clap).

If you're happy and you know it, then your face will surely show it,

If you're happy and you know it, clap your hands (clap, clap).

If you're happy and you know it, stomp your feet (stomp, stomp).

If you're happy and you know it, stomp your feet (stomp, stomp).

If you're happy and you know it, then your face will surely show it,

If you're happy and you know it, stomp your feet (stomp, stomp).

If you're happy and you know it, shout hooray (hooray)!

If you're happy and you know it, shout hooray (hooray)!

If you're happy and you know it, then your face will surely show it,

If you're happy and you know it, shout hooray (hooray)!

Discussion After the Song (2 minutes)

After the song, ask the students: "What actions did we just do in the song?"

Let them respond with words like "clap," "stomp," "shout."

Write the action words on the board as they say them (e.g., clap, stomp, shout).

Introduction of Verbs (2 minutes)

After writing the words, introduce the concept of verbs.

Point to the words on the board and say: "These words—clap, stomp, and shout—are called verbs. Verbs are action words, and they tell us what we do."

Ask students what other actions they can do and list their responses, reinforcing what verbs are.

Interactive Sentences (3 minutes)

Use each verb from the board (from the song and those provided by students) to make simple sentences.

Ask students to create their own sentences using the verbs.

Annexure 2D

Presentation Stage Using a Picture (10-minute Lesson Plan)

Topic: Introduction to Adjectives for Primary Level

Objective: By the end of the lesson, students will be able to identify and use adjectives to describe nouns.

Display the Picture (3 minutes)

Choose a colorful and engaging picture, such as a beach scene featuring a sun, sand, waves, and people playing. Display the picture prominently for the students to see. You may also select a picture in the textbook for the same purpose.

Discussion After Showing the Picture (2 minutes)

Ask the students, “What do you see in this picture?”

Encourage them to describe what they see. Prompt them to provide descriptive words (e.g., “big waves,” “yellow sun,” “soft sand”) and write these words on the board.

Introduction of Adjectives (2 minutes)

After listing the descriptive words, ask the students, “What are these words describing? What information are they giving us about the picture?”

Guide them to recognize that these words provide details about the nouns in the picture. Once they grasp this, say: “These words are called adjectives. They describe nouns and help us understand more about them.”

Interactive Sentences (3 minutes)

Ask students to look around the classroom or into their bags and describe objects they see.

Write their responses on the board, underlining the adjectives.

For example, if a student says, “I have a red pencil,” write it down and underline “red.”

Afterwards, ask, “What are these words describing?” to reinforce the concept of adjectives.

Annexure 2D

Presentation Stage Using Realia (10-minute Lesson Plan)

Topic: Introduction to Prepositions for Primary Level

Objective: By the end of the lesson, students will be able to identify and use prepositions to describe the position of objects.

1. Introduce the Realia (3 minutes)

Gather a few items like a toy car, a box, and a ball. Place them around the classroom (e.g., on a desk, under a chair, next to a wall) so students can see their positions.

2. Discussion After Introducing the Realia (2 minutes)

Ask the students, “Where is the car?” Encourage them to describe its location using prepositions. For example, they might say, “The car is on the desk.” Write their responses on the board

3. Introduction of Prepositions (2 minutes)

After listing the students’ responses, point to the prepositions used (e.g., on, under, next to) and ask, “What words did we use to describe where the car is?”

Explain: “These words are called prepositions. They show us where something is located. For example:

- ‘On’ means something is resting on top of another object.
- ‘Under’ means something is below another object.
- ‘Next to’ means something is beside another object.
- ‘In’ means something is inside a space or container.

For example, if I say, ‘The car is in the garage,’ it means the car is inside the garage.

To clarify the difference:

- ‘On’ is about the surface (like the car on the road).
- ‘In’ is about being inside something (like the car in the garage).

Prepositions help us understand the position of things. Can anyone think of other prepositions we use?”

4. Interactive Practice (3 minutes)

Have students look around the classroom and describe the location of different objects using prepositions.

For example, a student might say, “The ball is under the table.” Write their responses on the board, highlighting the prepositions used.

Conclude by asking, “What are these words describing?”

Annexure 2E

Practice Stage

The aim of the Practice stage is to allow students to practice the new grammar point in a controlled environment, helping them reinforce their understanding and gain confidence before moving on to more communicative tasks. During this phase, learners engage in exercises designed to help them use the grammar structure correctly.

Role of the Teacher:

Providing clear instructions for each exercise.

Monitoring students' progress and offering support as needed.

Giving immediate feedback on students' responses.

Ensuring that all students are actively participating and understanding the material.

Example Exercises at the Practice Stage:

Fill-in-the-Blank Sentences:

Provide sentences where students must fill in the blanks with the correct prepositions. For example:

The cat is _____ the table. (on, under, next to)

The book is _____ my backpack. (in, on)

Multiple Choice Questions:

Create multiple-choice questions that require students to select the correct preposition. For example:

The dog is _____ the porch.

A) in

B) on

C) under

Sentence Rewriting:

Ask students to rewrite sentences using different prepositions. For example:

Change "The cat is on the chair" to "The cat is under the chair."

Matching Exercise:

Provide a list of prepositions and a list of pictures or sentences. Students match the correct preposition to the corresponding picture or sentence. For example:

Match "above" with a picture of a bird flying over a tree.

Annexure 3

Drills: Drilling is a technique where students memorize and practice language structures by repeating them. It is effective for learning new vocabulary or grammar points and is used after introducing new language items. Drills are usually conducted chorally (with the whole class repeating) and then individually. Examples include:

The Repetition Drill: The teacher provides a sentence for the students to repeat.

Teacher: "I like cooking."

Students: "I like cooking."

Teacher: "I like playing."

Students: "I like playing."

The Substitution Drill: The teacher changes keywords or prompts, and students respond with the new structure.

Teacher: "I like cooking."

Students: "I like cooking."

Teacher: "She likes cooking."

Students: "She likes cooking."

The Question and Answer Drill: The teacher asks questions, and students practice answering them quickly. This drill helps students with question patterns and responses.

Teacher: "Does he like pizza? Yes?"

Students: "Yes, he does."

Teacher: "No?"

Students: "No, he does not."

Annexure 2F

Production Stage

Aim:

The aim of the production stage is to enable students to use the new grammar point more freely and creatively in real-life contexts. This stage encourages learners to produce language independently, applying their knowledge in various activities that require them to communicate effectively.

Role of the Teacher:

In the production stage, the teacher's role includes:

Facilitating activities and ensuring a supportive environment.

Encouraging students to express their ideas and opinions without fear of making mistakes.

Observing and providing feedback on students' performance.

Asking follow-up questions to deepen discussions and encourage critical thinking.

Activities Performed:

Role Play:

Students engage in role-playing scenarios that require them to use the target grammar point. For example, if the focus is on prepositions, students might act out a scene in a café where they have to describe where items are placed. One student might say, "The menu is on the table," while another responds, "The sugar is next to the coffee."

Discussion:

Organize small group discussions where students can express their opinions or share experiences related to a specific topic. For instance, if the lesson covers adverbs of frequency, students could discuss how often they engage in different activities (e.g., "I always play soccer on weekends"). This allows them to practice using adverbs in context.

Surveys:

Students create and conduct surveys among their classmates to gather information on a topic. For example, they might ask questions like, "How often do you read books?" and compile responses to report back to the class. This activity encourages them to formulate questions and utilize the target grammar in a meaningful way.

By participating in these activities, students not only solidify their understanding of the grammar point but also develop their communication skills and confidence in using the language in authentic situations.

Annexure 2G

Production Stage

Aim:

The aim of the production stage is to enable students to use the new grammar point more freely and creatively in real-life contexts. This stage encourages learners to produce language independently, applying their knowledge in various activities that require them to communicate effectively.

Role of the Teacher:

In the production stage, the teacher's role includes:

Facilitating activities and ensuring a supportive environment.

Encouraging students to express their ideas and opinions without fear of making mistakes.

Observing and providing feedback on students' performance.

Asking follow-up questions to deepen discussions and encourage critical thinking.

Activities Performed:

Information Gap:

In this activity, students work in pairs with different information that they need to share to complete a task. For example, one student might have a list of places in a city, while the other has a list of activities. They must ask questions to find out which activities can be done at each place, using targeted grammar structures throughout.

Board Games:

Students can play board games designed to incorporate the target grammar. For instance, a game could involve moving pieces based on correctly answering questions that require the use of a specific tense. If a student answers, "What do you do on weekends?" they might say, "I go hiking," reinforcing their understanding of the present simple.

Card Games:

In a card game, each card could have a different sentence or question related to the grammar point. For example, in a game focusing on adjectives, students draw cards and must describe the item or person on the card using appropriate adjectives. This encourages them to use descriptive language in a fun and engaging way.

By participating in these activities, students not only solidify their understanding of the grammar point but also develop their communication skills and confidence in using the language in authentic situations.

Annexure 2H

Production Stage

Aim:

The aim of the production stage is to enable students to use the new grammar point more freely and creatively in real-life contexts. This stage encourages learners to produce language independently, applying their knowledge in various activities that require them to communicate effectively.

Role of the Teacher:

In the production stage, the teacher's role includes:

Facilitating activities and ensuring a supportive environment.

Encouraging students to express their ideas and opinions without fear of making mistakes.

Observing and providing feedback on students' performance.

Asking follow-up questions to deepen discussions and encourage critical thinking.

Activities Performed:

Tic-Tac-Toe:

Setup: Create a tic-tac-toe grid on paper or a board. Each square contains a grammar prompt related to the lesson, such as "Use the past tense to describe what you did yesterday" or "Make a sentence with a preposition."

How to Play: Students take turns choosing a square. They must correctly answer the prompt to place their mark (X or O) in that square. For example, if a student chooses a square that says "Describe a vacation using past tense," they might say, "I visited the beach last summer." If they answer correctly, they can mark their spot. The first to get three in a row wins.

Spinner Activities:

Setup: Create a spinner divided into sections, each labeled with a grammar prompt, such as "Create a question using the future tense," "Describe your favorite food with adjectives," or "Make a sentence with a conjunction."

How to Play: Students take turns spinning the spinner. Whatever section the spinner lands on, the student must complete the task. For instance, if it lands on "Create a question using the future tense," they might say, "Will you go to the party next week?" This activity encourages spontaneous use of the grammar concepts in a fun way.

Annexure 3

Bingo:

Setup: Create bingo cards with various grammar terms or sentence structures in each square (e.g., "verb," "adjective," "make a question"). Prepare a set of definitions or examples to call out.

How to Play: As the teacher calls out a definition (e.g., "An action word"), students look for the corresponding term on their bingo cards and mark it. For example, if the teacher says "An action word," students will mark "verb." The first student to mark a line (horizontally, vertically, or diagonally) shouts "Bingo!" and can share their answers for a quick review.

Hopscotch:

Setup: Draw a hopscotch grid on the ground or use tape to create a grid indoors. Each square can contain a grammar prompt or vocabulary word.

How to Play: Students take turns tossing a small object (like a stone) onto a square. They must then hop to that square and correctly answer the prompt to proceed. For instance, if they land on a square that says "Use an adjective to describe your best friend," they might say, "My best friend is funny." This combines physical activity with learning.

Chalk and Board Games:

Setup: Use chalk or markers on a board to create games like "Hangman" or "Pictionary" with grammar terms or concepts.

How to Play: For Hangman, choose a grammar term (like "preposition") and have students guess letters until they figure it out. In Pictionary, students draw a grammar concept (like "verb") while others guess what it is. This encourages creativity and reinforces understanding of the terms in an enjoyable way.

Annexure 3

Station 1 : Activities Role Plays, Discussions Surveys
Role Play A

1) At the Reception:

Patient: I want to see a doctor.

Medical receptionist: Do you have an appointment?

Patient: Yes, I have an appointment at 3 o'clock.

Patient: No, I would like to make an appointment to see Dr. Brown.

Medical receptionist: Do you have private medical insurance?

Medical receptionist: Is it urgent?

Medical receptionist: Please take a seat.

Medical receptionist: The doctor is ready to see you now.

2) Seeing the doctor:

Doctor: How can I help you? / What is the problem?

Patient: I have got a temperature/sore throat/headache etc.

Patient: I have got a pain in my back/chest etc.

Patient: I am asthmatic/diabetic/epileptic etc.

Patient: I am in a lot of pain./I have been feeling sick.

Patient: I have got diarrhoea.

Patient: I have got a lump/swollen ankle, leg etc.

Patient: I need another inhaler/some more insulin/some medicine etc.

Doctor: How long have you been feeling like this?

Doctor: Are you on any sort of medication?

Doctor: Do you have any allergies?

Patient: I am allergic to antibiotics.

Patient: I need a sick note.

Annexure 3

**Station 1 : Activities Role Plays, Discussions Surveys
Role Play B**

3) Being examined:

Doctor: Can I have a look?

Doctor: Where does it hurt?

Doctor: Does it hurt when I press here?

Doctor: I am going to take your blood pressure/temperature/pulse.

Doctor: Could you roll up your sleeve?

Doctor: Your blood pressure is quite low/normal/high very high.

Doctor: Your temperature is normal/a little high/very high.

Doctor: Open your mouth, please.

Doctor: Cough, please.

4) Treatment and advice:

Doctor: You need a few stiches.

Doctor: I am going to give you an injection.

Doctor: Your leg/arm etc. is broken. We need to put it in a plaster.

Doctor: We need to take an urine sample/a blood sample.

Doctor: You need to have a blood test.

Doctor: I am going to prescribe you some antibiotics/ a syrup for your cough/a cream for your rash etc.

Doctor: Take two of these pills three times a day.

Doctor: Take this prescription to the chemist.

Doctor: You should stop smoking/cut down on your drinking/take a rest/lose some weight etc.

Doctor: I want to send you for an X-ray.

Doctor: I want you to see a specialist.

Annexure 3

Station 1 : Activities Role Plays, Discussions Surveys
Role Play C

TALKING ABOUT PREFERENCES

LIKES AND DISLIKES



FAVORITES



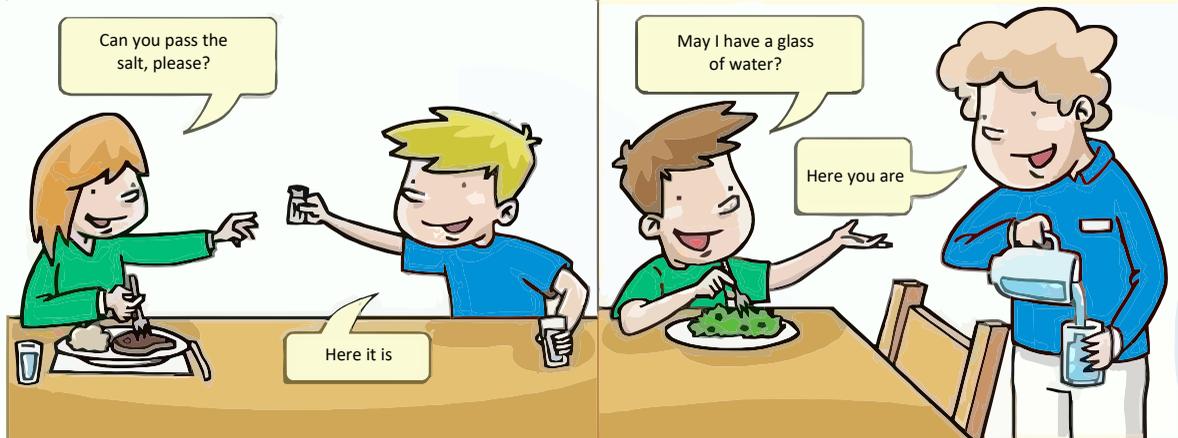
PREFERENCES



Annexure 3

Station 1 : Activities Role Plays, Discussions Surveys
Role Play D

AT THE RESTAURANTS
PASSING SOMETHING TO SOMEONE



OFFERING SOMETHING



ASKING FOR SPECIFIC INFORMATION



Neighbor A

You're next door neighbor (B) is having a wild party, music is so loud that other neighbors have called you to ask him/her to turn it down.

You try to be calmed and very respectful, and explain that you have to get up early to go on a trip. Even if your neighbor says no, you have to convince him/her in anyway.

Neighbor B

You just graduated, so you invited ALL your friends from college to your empty house and got a famous DJ for the party. There is plenty of delicious food and drinks. You are having a GREAT time dancing and singing, so when your neighbor A knocks on the door to ask you to turn the volume down, there is NO way he/ she will ruin your party.

Neighbor C

Your neighbor's garden is a mess. They're never home, so they never clean it, it has trash, leaves, and dog's poop. It stinks so bad you can smell it in your backyard. Tell your neighbor that she has to clean it or you will report her to the authorities. Be very angry and aggressive, because she is famous for her rudeness.

Neighbor D

The crazy neighbor next door is complaining about the smell of your garden. You have 4 dogs and 6 cats, and 2 children, so it's almost impossible to keep it clean. Explain to him/her very serious and calmed that if she wants you to clean the garden, HE/SHE should help you do it.

Neighbor E

Your neighbor in the apartment upstairs, keeps the TV on all the time, and he/she is always shouting at her two babies, who cry all night. You can sometimes hear things breaking, like a fight. Talk to your neighbor and politely suggest that he/she takes therapy, or you will take some action.

Neighbor F

The neighbor downstairs is complaining about the noise you and your babies make. Of course, he/she is single and has no children. Also, he/she threatens you with "taking some action". Tell your neighbor to mind his/her own business and back off.

Neighbor G

You live in Miami, and your neighbor keeps two anacondas and an alligator as a pet in their garden. Sometimes, the snake gets in your house and chases your chickens and cats, talk to your neighbor about putting the snakes in a cage before they eat any of your dogs. Threaten to call the police or animal rescue team.

Neighbor H

The old man/ lady next door wants you to put your anacondas in a cage. He/she insists they could eat her chickens or cats. Explain to your neighbor that this is impossible since your snakes are vegetarian. Offer to buy her a new cat if the snakes eat any of her pets, and don't accept any threats from her.

Survey A

Look What we can do!

Class Survey

1. Pick a card, and read the action or skill written on it.
2. Talk to every group member Ask the given question using a full sentence, as shown in the example:
Can you _____ (draw, read, etc.)?
3. For each group member, mark a **tick (✓)** for "Yes" and a **cross (X)** for "No" in the corresponding column.

Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
<p>Draw</p> 						

4. Take turns. Answer your classmate's questions with a full sentence.
For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Look What we can do!

Class Survey

1. Pick a card, and read the action or skill written on it.
2. Talk to every group member Ask the given question using a full sentence, as shown in the example:
Can you _____ (draw, read, etc.)?
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Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
<p>Read</p> 						

4. Take turns. Answer your classmate's questions with a full sentence.
For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Look What we can do!

Class Survey

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Can you _____ (draw, read, etc.)?
3. For each group member, mark a **tick (✓)** for "Yes" and a **cross (X)** for "No" in the corresponding column.

Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
<p>Bake</p> 						

4. Take turns. Answer your classmate's questions with a full sentence.
For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Look What we can do!

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3. For each group member, mark a **tick (✓)** for "Yes" and a **cross (X)** for "No" in the corresponding column.

Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
 <p>Sew</p>						

4. Take turns. Answer your classmate's questions with a full sentence.
For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Look What we can do!

Class Survey

1. Pick a card, and read the action or skill written on it.
2. Talk to every group member Ask the given question using a full sentence, as shown in the example:
Can you _____ (draw, read, etc.)?
3. For each group member, mark a **tick (✓)** for "Yes" and a **cross (X)** for "No" in the corresponding column.

Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
<p>Drive</p> 						

4. Take turns. Answer your classmate's questions with a full sentence.
For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Look What we can do!

Class Survey

1. Pick a card, and read the action or skill written on it.
2. Talk to every group member Ask the given question using a full sentence, as shown in the example:
Can you _____ (draw, read, etc.)?
3. For each group member, mark a **tick (✓)** for "Yes" and a **cross (X)** for "No" in the corresponding column.

Can you...?	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6
<p>Play</p> 						

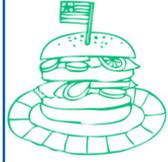
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For example: *Yes, I can swim or No, I can't swim.*
5. At the end, count the **ticks (✓)** and **crosses (X)** and create a sentence to show the survey result.
For example: *In my group, ___ of us can _____ (draw, read, etc.).*

Survey B

Class Survey

My name is _____

Ask your classmates some questions and write their answers

		Student 1	Student 2	Student 3	Student 4
	What's your name?				
	Where do you live?				
	What's your telephone number?				
	What's your favorite food?				
	What's your favorite drink?				
	What's your favorite sport?				
	What's your favorite TV show?				
	What's your favorite movie?				

Discussion B

<p>Personal Information</p> <ul style="list-style-type: none"> Name Surname Country Nationality Age Date and place of birth Home address Occupation Appearance Likes-dislikes 	<p>Family</p> <ul style="list-style-type: none"> Family members Father, his name, occupation Mother, her name and occupation Sister, her name, age Brother, his name, age Grandparents, their names, occupations The place of living 	<p>Home</p> <ul style="list-style-type: none"> The place you live in Your home address Your house/flat number The number of rooms The place where your family spends time together Your favorite room Things in your room The territory around your house
<p>My City</p> <ul style="list-style-type: none"> Your city's name The city's main street The main buildings: <ul style="list-style-type: none"> -city administration -squares and parks -places of entertainment (theatre, cinemas, clubs, disco clubs, shops) monuments -schools 	<p>School</p> <ul style="list-style-type: none"> Your school name The school location Your school size (small, large) The school building The number of classrooms The number of students School subjects Your favorite subject Your favorite activity at school 	<p>Friends</p> <ul style="list-style-type: none"> Number of friends in your school/in your street Your best friend His/her name, surname, age, occupation His/her home address His/her appearance He/she is good at He/she likes He/she dislikes
<p>Sports</p> <ul style="list-style-type: none"> Different kinds of sports Sports clubs and sports centers Keep fit Train (regularly-seldom)in the gym Take part in the competitions Favorite sport Favorite sportsman 	<p>Hobbies</p> <ul style="list-style-type: none"> A lot of hobbies (painting, reading, collecting, doing things, gardening, photography, etc.) Choose a hobby Find a lot of information about it Spend a lot of time Speak about your hobby (hobbies) to your friends 	<p>Pets</p> <ul style="list-style-type: none"> Different pets (birds, cats, fish, dogs, snakes, bugs, hamsters) Your (your friend's) pet at home Its name Its age Its habits Its food The place where it lives
<p>Books</p> <ul style="list-style-type: none"> Kinds of books Your choice of books (by cover, by contents, of famous writers, according to the ads) Your favorite book The last book you read The author of the book The book was published The main characters 	<p>Seasons and weather</p> <p>Four seasons</p> <ul style="list-style-type: none"> The best season The worst season Different weather (sunny, cloudy, windy, rainy, snowy) The best weather The worst weather The weather in your region 	<p>Future</p> <ul style="list-style-type: none"> Think about the future plans Read about jobs Find information in the Internet Speak to the parents about the jobs Work in spare time Discuss jobs with friends Make a choice

CONVERSATION CARDS

What are your favourite things to do over the weekend ?

What is the best vacation you have ever taken ?

What is your favourite part of the school day ?
Why ?

What fictional character would you like to be ?
Why ?

What is the best day of the week ?
Why ?

Name three things that make you feel happy.

What is your favorite food and why ?

What would you do with 1 000 euros ?

Tell 3 things you like to do with your pet (or the pet you would like to have).

Spot the difference

Teacher's Instructions

Before the Game

1. Preparation:

- o This activity consists of two pages: one for Student A and one for Student B.
- o Print enough copies for the class, ensuring half of the students receive Student A's page and the other half receive Student B's page.
- o **Tip:** If possible, print Student A's page on one color and Student B's page on a different color to make them easy to distinguish.

During the Game

1. Vocabulary Support:

- o Before the students begin, introduce and explain the key vocabulary:
 - *Similar* (things that are almost the same)
 - *Difference* (things that are not the same)

2. Activity Instructions:

- o Divide the class into pairs, ensuring that each pair has one Student A and one Student B.
- o Distribute the game cards for Student A and Student B. Check that all students have the correct cards.
- o Use examples from the cards to explain how they will ask questions. Remind them that they must not show their card to their partner.
- o Set a time limit and challenge the pairs to find as many differences as possible within that time.

3. Key Reminder:

- o Ensure that students ask questions to identify differences instead of simply describing their pictures.

Sample Differences (Answer Key):

- Clock: 10:50 / 11:10
- Table: round / square
- Number of people: three at the table / two at the table
- Activity: eating / talking
- Chairs: four chairs around the table / three chairs
- Wall art: two pictures / one picture
- TV: on / off
- Time of day: daytime / nighttime
- Stereo: in room / no stereo system
- Windows: one window / two windows

Spot the difference

Students' Instructions Cards

Spot the difference

Student A

1. You will work in pairs.
2. You and your partner have pictures that look almost the same, but there are 10 differences.
3. Ask each other questions to find the differences, but don't show your picture to your partner.

Example Questions:

"Is there a TV in your picture?"

"Yes, there is." "Is the TV on?"

"No, it's off."

4. You can ask more questions like this to find all the differences! Focus on people and the things in the room to discover more details.

Spot the difference

Student B

1. You will work in pairs.
2. You and your partner have pictures that look almost the same, but there are 10 differences.
3. Ask each other questions to find the differences, but don't show your picture to your partner.

Example Questions:

Is there a clock in your picture?"

"Yes, there is."

"What time is it on the clock?"

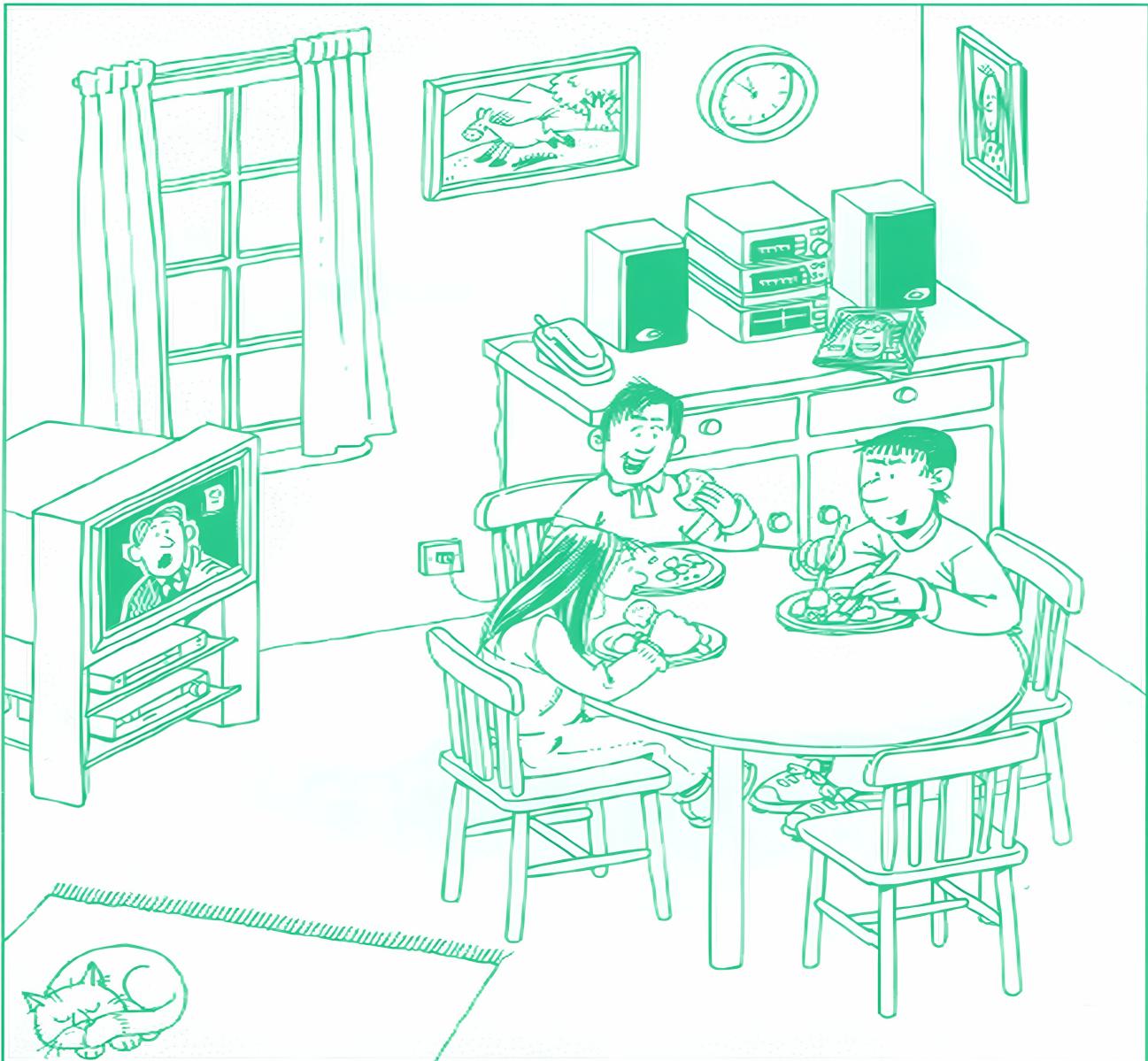
"It's 10:50."

4. You can ask more questions like this to find all the differences! Focus on people and the things in the room to discover more details.

Spot the difference

Student A

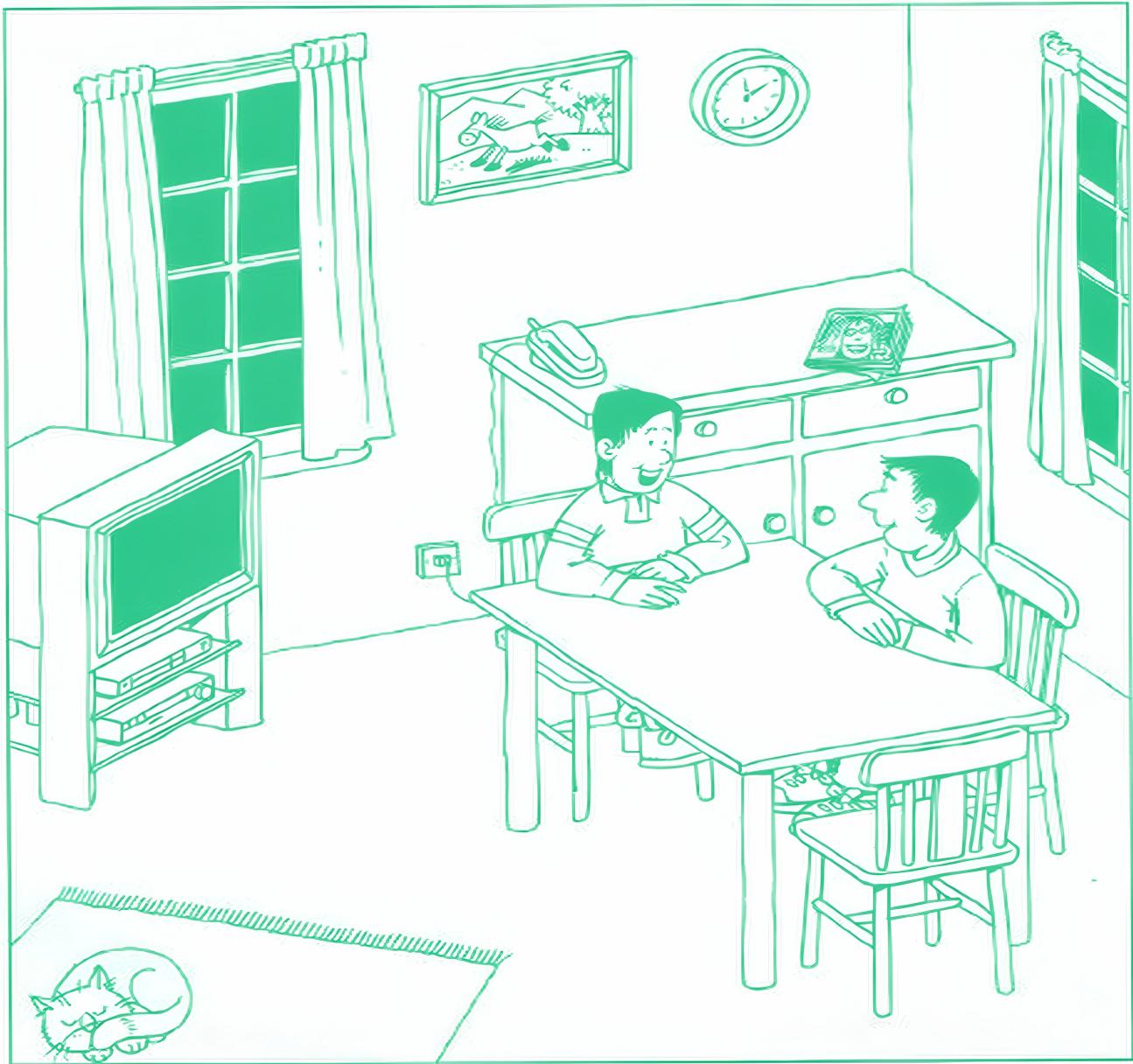
Game Card



Spot the difference

Student B

Game Card



Information Gap B

Student A

Complete the questions below with the question words in the box.

What	When	Where	Why	Who	Which
What kind	What time	How much	How many	How often	What

- _____ is your birthday?
- _____ do you exercise?
- _____ do you live?
- _____ of music do you like?
- _____ brothers and sisters do you have?
- _____ are you going to do tomorrow?
- _____ do you usually go to bed?
- _____ do you live with?
- _____ are you learning English?
- _____ did you do yesterday?
- _____ do you prefer, ice cream or cake?
- _____ coffee do you drink a day?



Now, take it in turns to ask the questions to your partner. Note down your partner's answers and ask 'Wh' follow-up questions to gain more information.

Student B

Complete the questions below with the question words in the box.

What	When	Where	Why	Who	Which
What kind	What time	How much	How many	How often	What

- _____ did you start learning English?
- _____ do you go to the beach?
- _____ do you want to live in the future?
- _____ of food do you like?
- _____ pets do you have?
- _____ are you going to do tonight?
- _____ do you usually wake up?
- _____ is your best friend?
- _____ do you like or dislike learning English?
- _____ did you do last night?
- _____ do you prefer, tea or coffee?
- _____ fruit do you eat a day?



Now, take it in turns to ask the questions to your partner. Note down your partner's answers and ask 'Wh' follow-up questions to gain more information.

Station 3 Activities

Card Games

Card A

Noun cards

TV show This TV show is so	jacket This jacket is so	bag This bag is so	doll This doll is so	Wild card This is so
lesson This lesson is so	cake This cake is so	apple This apple is so	airplane This airplane is so	Wild card This is so
frog This frog is so	hamster This hamster is so	hat This hat is so	book This book is so	Wild card This is so
movie This movie is so	comic This comic is so	game This game is so	bear This bear is so	Wild card This is so



Station 3 Activities

Card Games

Card A

Adjective cards	
<p>boring</p> <p>This is such a boring</p>	<p>Wild card</p> <p>This is such a</p>
<p>sweet</p> <p>This is such a sweet</p>	<p>funny</p> <p>This is such a funny</p>
<p>delicious</p> <p>This is such a delicious</p>	<p>big</p> <p>This is such a big</p>
<p>cheap</p> <p>This is such a cheap</p>	<p>ugly</p> <p>This is such an ugly</p>
<p>beautiful</p> <p>This is such a beautiful</p>	<p>cool</p> <p>This is such a cool</p>
<p>soft</p> <p>This is such a soft</p>	<p>exciting</p> <p>This is such an exciting</p>
<p>strange</p> <p>This is such a strange</p>	<p>pretty</p> <p>This is such a pretty</p>
<p>small</p> <p>This is such a small</p>	<p>interesting</p> <p>This is such an interesting</p>
<p>expensive</p> <p>This is such an expensive</p>	<p>Wild card</p> <p>This is such a</p>



Station 3 Activities

Card Games

Card B

CAN-CAN'T

Speaking cards

HOBBY

- Can you solve a jigsaw puzzle?
- Can you knit socks?
- Can you play a musical instrument?

SCHOOL

- Can you count backwards from 100?
- Can you write essays in English?
- Can you remember poems easily?

NATURE

- Can you do the gardening?
- Can you catch fish?
- Can you plant a tree?

SHOPPING

- Can you use a credit card?
- Can you buy things online?
- Can you shop for 6 hours?

HOUSEWORK

- Can you wash windows?
- Can you fix a broken chair?
- Can you change a light bulb?

SPORT

- Can you run a marathon?
- Can you do a cartwheel?
- Can you jump 1000 times?

BODY

- Can you write with both hands?
- Can you snap your fingers?
- Can you do the splits?

COMPUTERS

- Can you download apps on your phone?
- Can you program a simple game?
- Can you make video clips?

TALENTS

- Can you draw portraits?
- Can you sing well?
- Can you juggle?

FOOD

- Can you drink 3 liters of water every day?
- Can you eat 2 pizzas for breakfast?
- Can you make cakes?

Station 3 Activities

Card Games

Card C

<p>You are playing tennis.</p> 	<p>You are playing the piano.</p> 
<p>You are sleeping on the sofa.</p> 	<p>You are eating a banana.</p> 
<p>You are singing in the bath.</p> 	<p>You are washing your hands.</p> 
<p>You are watching television in the living room.</p> 	<p>You are making a cake.</p> 
<p>You are dancing.</p> 	<p>You are doing your homework.</p> 
<p>You are washing a car.</p> 	<p>You are cleaning the board.</p> 
<p>You are playing football.</p> 	<p>You are reading an English book.</p> 
<p>You are riding a bicycle.</p> 	<p>You are opening a window.</p> 
<p>You are writing a long letter.</p> 	<p>You are eating a spaghetti.</p> 
<p>You are catching a ball.</p> 	<p>You are listening to music in your bedroom.</p> 

Station 3 Activities

Card Games

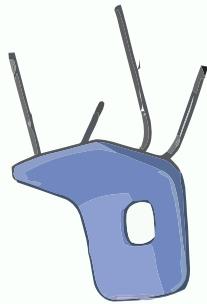
Card D

Fold the card in the middle so the answer is on the back

What am I?

I usually have four legs.

I am in your classroom.

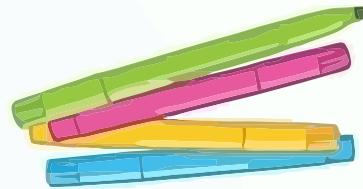


What am I?

I come in different colours.

I am used for colouring in & drawing.

I might stain your fingers.



What am I?

I am used at school.

I am used for measuring things.

I am used for drawing

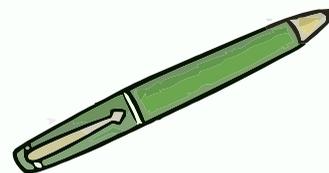


What am I?

I am used for writing.

I sometimes leak

If you make a mistake using me,
you have to cross it out.



Station 3 Activities

Card Games

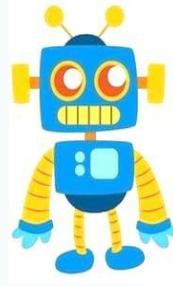
Card D

Fold the card in the middle so the answer is on the back

I am a soft toy.
I look like
A small bear



I am a toy
Made of metal
I can walk



I am a toy
I look like a
Baby girl.



Station 3 Activities

Card Games

Card E

Comparing Cards

Learning objective: To practise making comparative sentences.

Game objective: To play all of the cards in a student's hand.

Organization: Played in small groups of 3-5 students.

Preparation: Copy and cut a set of cards for each group.

Description of the game: Each small group of students mixes the cards together and distributes them equally to each student in the group. In turn, each student places a card from his/her hand and says a sentence comparing his/her card with the previous card. For example, if one player places elephant, another student can place car and say A car is faster than an elephant. Each adjective can only be used once within a group. So, once faster is used, it cannot be used again by anyone in the group. Play continues until there are no more cards left to play.

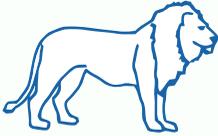
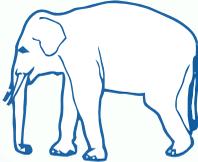
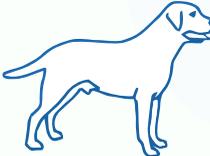
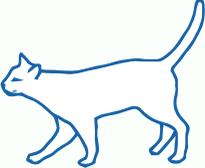
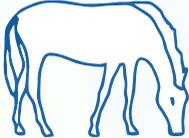
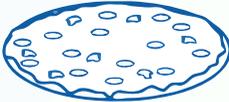
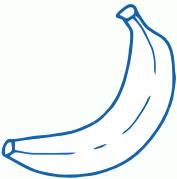
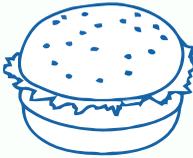
Rules:

1. Use the cards in your hand to make a comparative sentence. Compare your card with the card the student before you played.
2. One person in the group should write down the adjectives each player uses.
3. Each adjective can only be used once in a group. If someone else says faster than, then nobody else in the group may use faster.
4. If you cannot think of a sentence, you must pass your turn and not place a card.

Station 3 Activities

Card Games

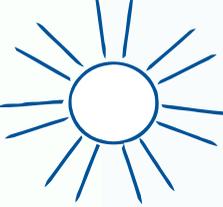
Card E

Lion 	Giraffe 	Elephant 	Dog 
Cat 	Horse 	Fly 	Bird 
Chicken 	Fish 	Ice-cream 	Pizza 
Banana 	Apple 	Hamburger 	Cake 
Car 	Bicycle 	Yacht 	Motorcycle 

Station 3 Activities

Card Games

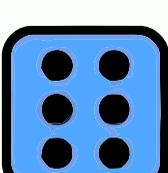
Card E

Aeroplane 	Train 	House 	Tent 
Flower 	Sun 	Tree 	Mountain 
Television 	Stereo 	Computer 	Mobile Phone 
Baby 	Grandmother 	Teacher 	Doctor 
Diamond Ring 	Hammer 	Book 	Doll 

Station 4 Activities

Board Games

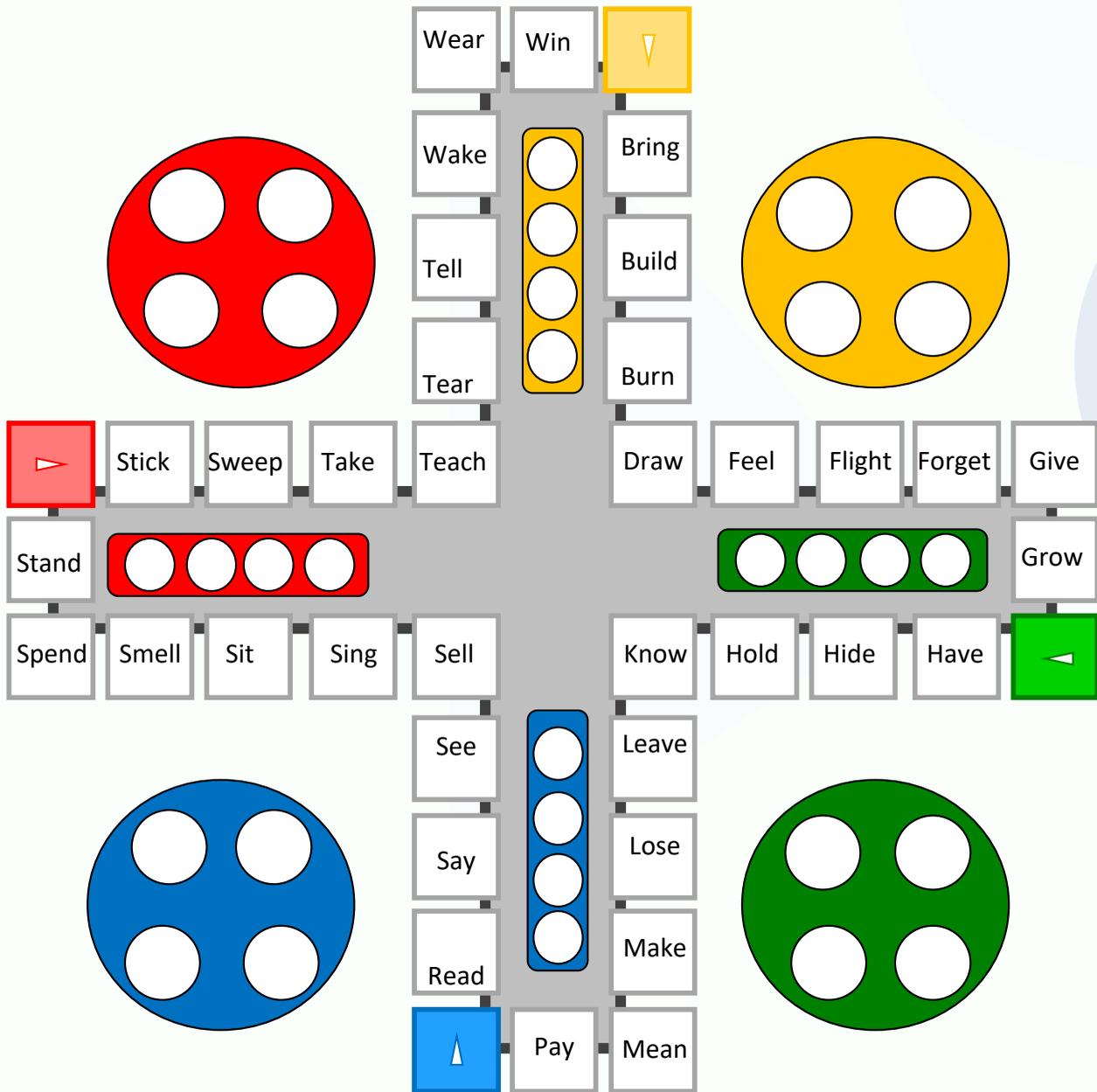
Board Game 1

	Find 5 things that are green.	List 10 things that can be found in a kitchen	Find 5 things that people can drink.
	Write down 5 things that are big.	Write down 8 things that can be found at a beach.	Find 6 things you can eat.
	List 10 different jobs	Name 10 things that you see around you.	Find 5 things that smell nice.
	List 8 things that you can see at a farm.	Name 5 body parts.	List 6 things that can be found in a forest.
	Find 5 things that start with letter S.	Name 8 sweets.	List 10 different places in a town.
	List 10 things that you can see in the classroom.	Find 5 things that are soft.	List 10 random words that pop up in your mind.

Station 4 Activities

Board Games

Board Game 2

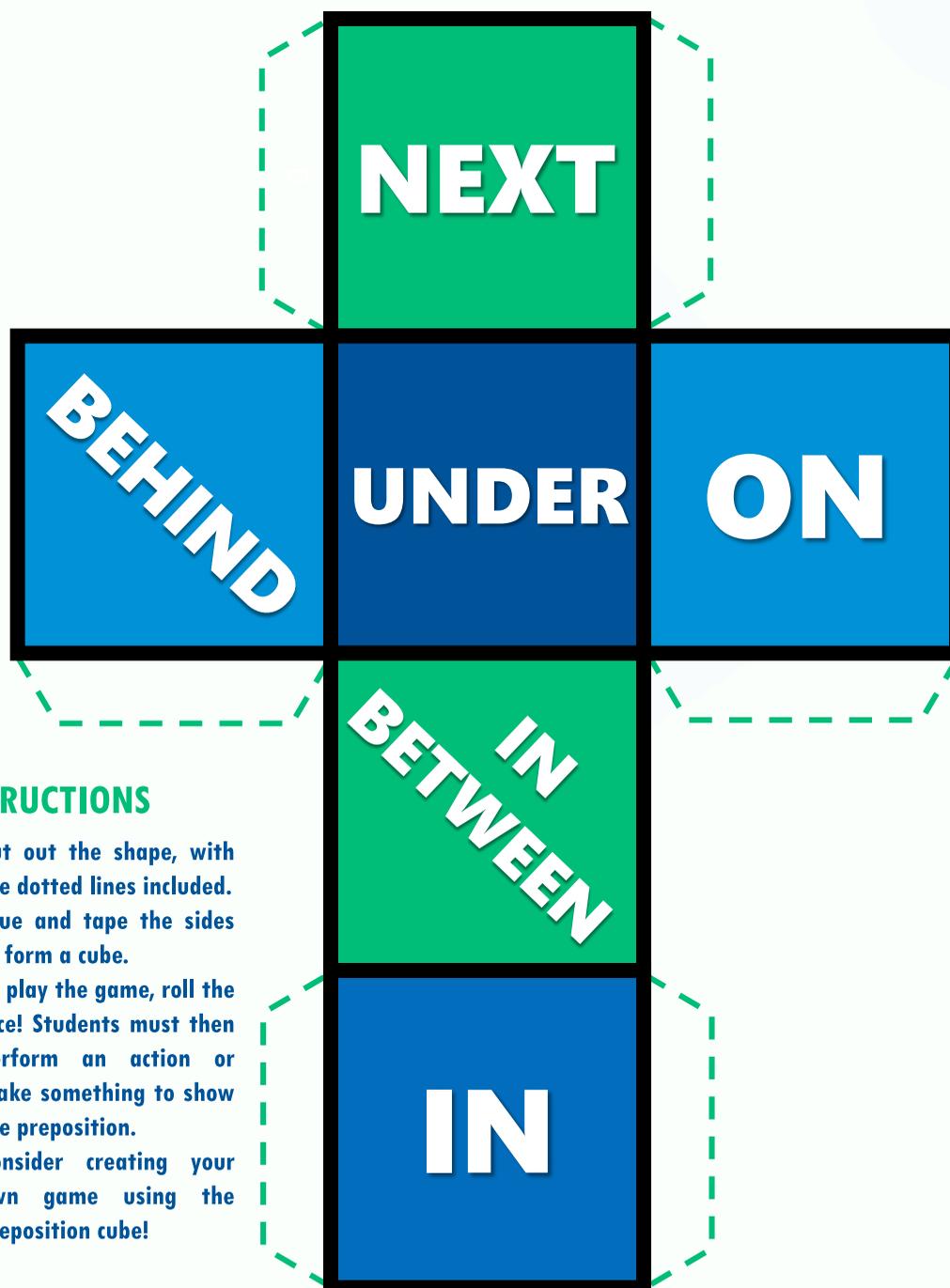


Station 4 Activities

Board Games

Board Game 3

Preposition Cube



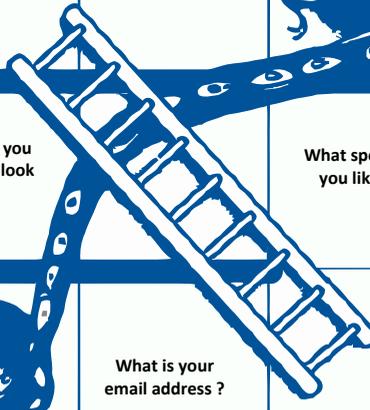
INSTRUCTIONS

- 1) Cut out the shape, with the dotted lines included.
- 2) Glue and tape the sides to form a cube.
- 3) To play the game, roll the dice! Students must then perform an action or make something to show the preposition.
- 4) Consider creating your own game using the preposition cube!

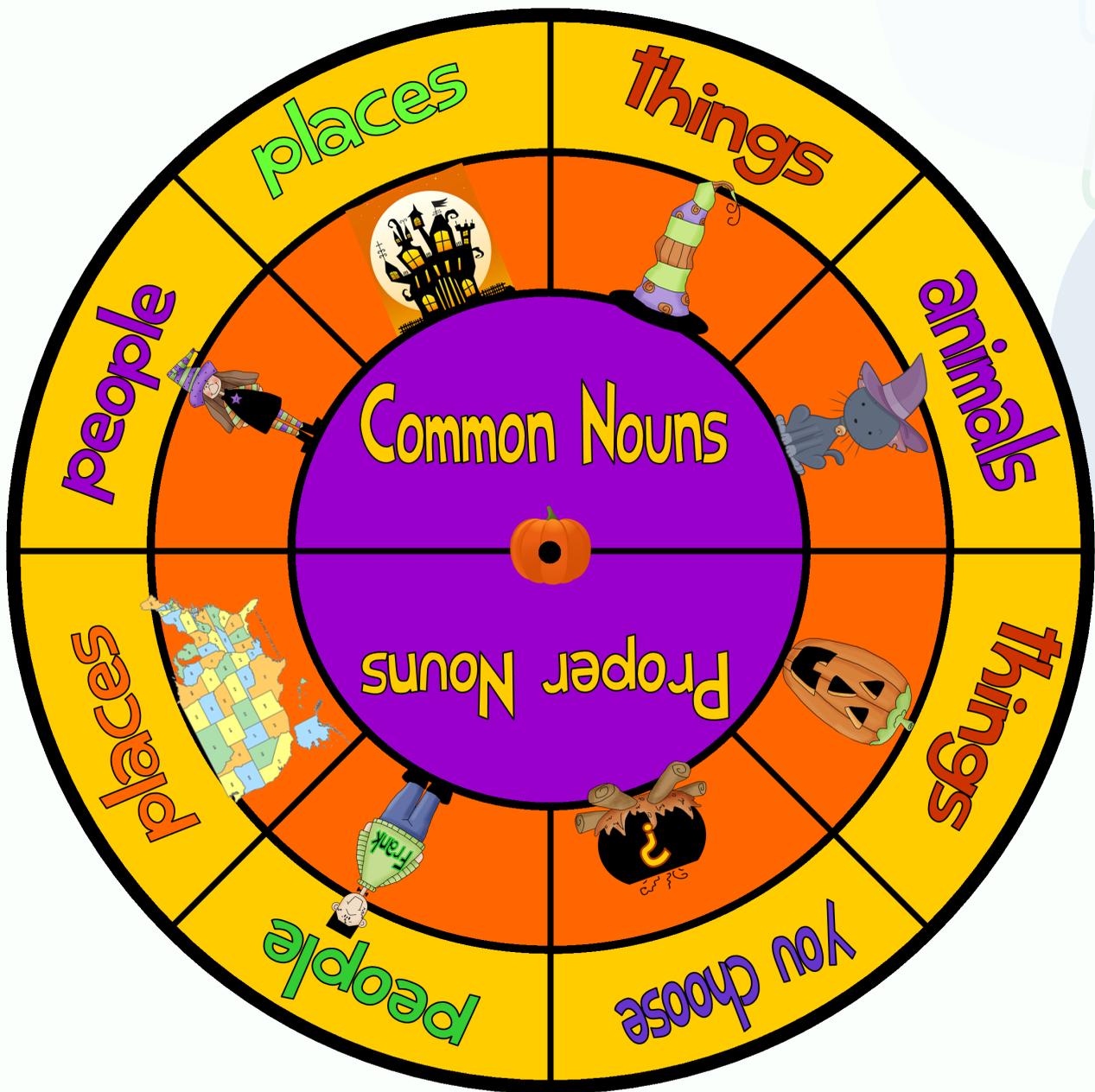
Station 4 Activities

Board Games

Board Game 4

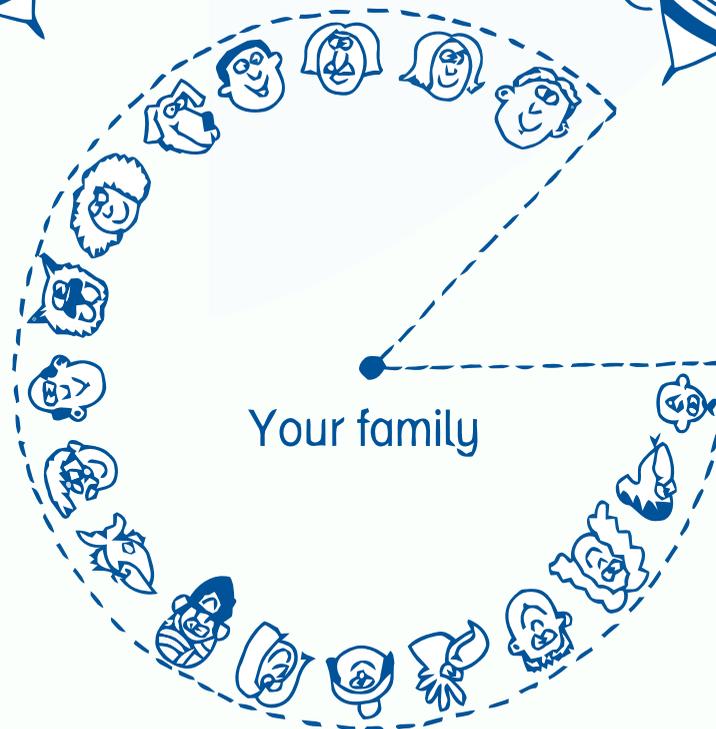
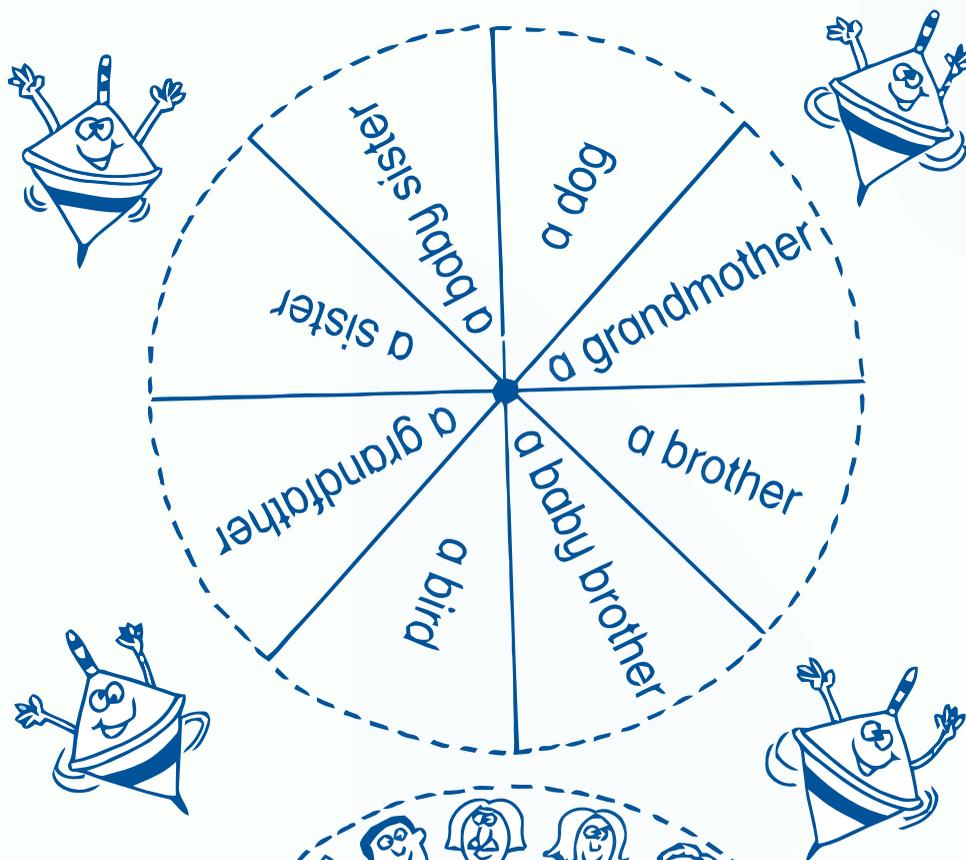
FINISH	Introduce a classmate		What do you do in your free time?	When is your birthday?
Talk about your	Talk about your	What time is it?	What's your favorite	Introduce yourself.
	How do you spell	Say the alphabet	What sports are popular in your country?	
What is your name?	What country do you want to		What do you like to do when it	What do you like to do on
What's your telephone	What's Sport do you like to play?	What's your home address?	Describe your best friend	Talk about your job/ hobbies.
Where are you from?		What was the weather like	Count to 20	
What do you do?		What does you best friend look	What sport do you like to	
START	What kind of music you like?		What is your email address ?	

Station 5 Activities
Low Cost



Station 5 Activities

Low Cost



Station 5 Activities

Low Cost

TIC TAC TOE

PAST S. BECOME	PAST C. THINK	PRESENT S. SPEND
FUTURE S. TAKE	PRESENT C. FEED	GOING TO GO
PRESENT P. LEAVE	GOING TO HOLD	PAST C. SWEEP

FUTURE S. ACHIEVE	PAST S. BEC	GOING TO SHAKE
PAST C. FIGHT	PRESENT S. BELIEVE	PRESENT P. BE
PRESENT C. LAUGH	PRESENT P. LOSE	GOING TO STEAL

PRESENT P. TRY	PAST S. CAN	PRESENT S. FORBID
PAST C. BITE	PRESENT S. HANG	PRESENT C. TURN
FUTURE S. CUT	GOING TO RING	PAST S. THROW

GOING TO SPREAD	FUTURE S. TELL	PRESENT P. DO
PRESENT C. SHINE	PAST S. BRING	FUTURE S. GO
PAST C. BURN	PRESENT P. CATCH	PRESENT S. TEACH

PAST C. TELL	PRESENT C. LIE	PRESENT P. BREAK
FUTURE S. PREPARE	PRESENT S. SEEM	GOING TO GET
GOING TO SELL	PRESENT C. COMPLAIN	PAST S. HIDE

PRESENT P. COMPLETE	PRESENT C. WAIT	FUTURE S. IMPROVE
PAST C. SLEEP	GOING TO PRACTISE	PAST S. PLAN
PAST C. SKI	PRESENT S. BE	PAST C. SHAKE

ANNEXURES

Unit 3

Annexure 1

- Learning to read is a 'natural' process that will happen on its own.
- Reading is a passive activity since we spend most of our time silently reading Texts.
- When we read, our eyes are constantly moving from letter to letter.
- To understand a text, we must know the meaning of every word.
- Children will eventually learn to read if given enough time.
- It's difficult for students to guess what a new story will be about before they start reading.
- Making connections to personal experiences doesn't necessarily help students understand a story better.

Annexure 2

Flash Cards for Bitesize Bingo

Vocabulary

Vocabulary refers to a student's understanding of word meanings, including prefixes, suffixes, synonyms, and antonyms. It includes recognition of sight words and the use of strategies to infer meanings of unfamiliar words, such as context clues and word analysis. A strong vocabulary is essential for reading comprehension, allowing students to engage more effectively with texts.

Phonics

Phonics is a method of teaching reading that emphasizes the relationship between letters and sounds. It involves recognizing the sounds that individual letters and combinations of letters make (phonemes) and using this knowledge to decode words. For example, the letter 's' produces the /s/ sound, while adding 'h' changes it to /sh/. This foundational skill allows students to decode unfamiliar words, even without understanding their meanings, making it essential for early reading development.

Annexure 2

Flash Cards for Bitesize Bingo

Post Reading

Post-reading activities occur after students have completed the text. This phase includes discussions, reflections, and summarization activities that encourage critical thinking about what was read. Teachers may ask students to share their thoughts, make connections to their lives, or analyze themes and characters. These activities reinforce comprehension and help students solidify their understanding of the text, promoting retention and application of knowledge.

Comprehension

Comprehension is the ability to understand, interpret, and analyze what is read. It begins with a student's ability to respond to text-based questions, but it requires the conscious use of various comprehension strategies to truly grasp the material. Great readers connect the text to their own lives, relate it to their prior knowledge, and engage deeply with the story. They visualize characters, hear dialogue in their heads, and imagine details that extend beyond the page.

While Reading

While reading strategies focus on monitoring comprehension as students engage with the text. During this phase, readers may ask questions, visualize content, and summarize sections to reinforce understanding. Teachers encourage students to take notes or highlight key points, helping them stay actively involved. These techniques enable students to track their understanding and adjust their reading approach as needed, fostering a deeper connection with the material.

Annexure 2

Flash Cards for Bitesize Bingo

Pre Reading

Pre-reading involves activities that prepare students for reading a text. This phase includes discussing prior knowledge, predicting content, and setting purposes for reading. Teachers may introduce key vocabulary, activate background knowledge, and encourage students to make predictions about the text. These strategies help students engage with the material and establish a context for understanding, making it easier to connect with the content as they read.

Echo Reading

Echo reading is a technique in which the teacher reads a sentence or phrase aloud, and students then repeat it after the teacher, mimicking the same tone, pace, and expression. This method allows students to practice pronunciation and fluency in a structured way. Unlike simultaneous reading, where everyone reads together, in echo reading, students respond after the teacher has finished reading each segment. This reinforces their understanding of phrasing and expression, contributing to improved reading confidence and comprehension.

Reading Aloud

Reading aloud is the practice of a teacher or adult reading a text to an audience, typically a group of students. This method models fluent reading and introduces students to new vocabulary and concepts. During the session, the teacher may pause to ask questions, encourage predictions, and discuss themes. Reading aloud engages students' imaginations and helps them visualize the story, fostering a deeper connection to the material. It also promotes listening skills and sets the stage for discussion and comprehension activities afterward.

Annexure 2

Flash Cards for Bitesize Bingo

Buddy Reading

Buddy reading involves pairs of students reading a text together, taking turns to read aloud. One student reads while the other listens, offering support and feedback on pronunciation, expression, and comprehension. This collaborative approach promotes peer learning and encourages students to discuss the text. Teachers can pair students of different reading levels to foster support and confidence. Buddy reading not only builds fluency but also enhances social interaction and critical thinking skills as students engage with each other about the text.

Annexure 3

Bitesize Bingo

Phonics	Vocabulary	Reading Aloud
Buddy Reading	Pre-Reading	Comprehension
Post-Reading	Echo Reading	While-Reading

Annexure 3
Bitesize Bingo

Phonics	Vocabulary	Reading Aloud
Buddy Reading	Pre-Reading	Comprehension
Post-Reading	Echo Reading	While-Reading

Annexure 4

4A

Sight Words

Sight words, also known as high-frequency words, are words that students are taught to recognize instantly by sight, without applying phonics rules. These words appear frequently in texts but often do not follow regular phonetic patterns. Because they can't be easily decoded using phonics, students memorize them through the "look-and-say" method, rather than being introduced to them with a phonics rule or pattern. Examples include words like "the," "and," "is," "was," and "you."

Sight words are fundamental to building reading fluency. When students can quickly recognize these words, it frees up mental energy to focus on comprehension rather than decoding. They are introduced progressively, with grade-wise lists available to guide instruction. Recognizing sight words allows students to read smoothly and confidently, supporting their overall reading development.

Strategies to Teach Sight Words

1. Flashcards

Flashcards are an effective, low-cost way to help students memorize sight words. Teachers or students can create flashcards from paper or cardboard. Use them for quick daily practice, where students are asked to quickly identify the sight word shown.

Example Activity: Use flashcards for a quick round of "Sight Word Speed Round," where students try to identify as many sight words as possible in one minute.

2. Word Walls

A word wall is a visual display of sight words that helps reinforce recognition. It is inexpensive and easy to set up using a bulletin board or a classroom wall. New words are added weekly, giving students constant visual exposure to high-frequency words.

Example Activity: Encourage students to refer to the word wall during reading or writing activities, helping them associate sight words with their use in context.

3. Games

Low-cost games can make sight word learning fun. A simple game like bingo or a memory match using homemade cards keeps students engaged while reinforcing word recognition.

Example Activity: Create a "Sight Word Hopscotch" outside or in the classroom, where students hop onto a square with a sight word and say the word aloud.

Annexure 4

4. Reading Practice

Contextual reading practice helps students see sight words within sentences. Teachers can prepare simple reading passages or use storybooks with a high occurrence of sight words.

Example Activity: Use repetitive sentences such as “I can see the cat. I can see the dog.” to help students spot and recognize sight words in context.

5. Sight Word Puzzles

Create simple puzzles using paper, where students match a sight word with its meaning, picture, or a sentence. This hands-on activity is a fun, low-cost way to reinforce learning.

Example Activity: Cut out words and pictures from old magazines and newspapers, then have students match them to their corresponding sight word.

6. Sight Word Relay Race

In this physical activity, place sight word cards at one end of the room or outside. Students take turns running to pick a card, then run back to say the word aloud. This adds an active component to learning.

Example Activity: Form teams and have students race against each other, with the goal of reading the sight word aloud correctly to earn points for their team.

7. Sight Word with Realia

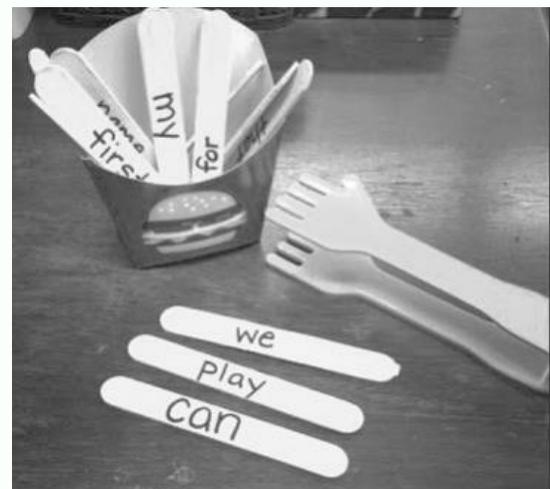
In this engaging activity, write sight words on paper cups, plates, or soft balls. Students take turns tossing or passing the object around the room. When they catch or pick up the object, they must read the word aloud and use it in a sentence. This introduces a physical element to the learning process while keeping students attentive and involved.

Example Activity: Use ice cream sticks with sight words written on them. Students randomly pick a stick, read the word aloud, and form a sentence using that word. Alternatively,

Sight word tic-tac-toe

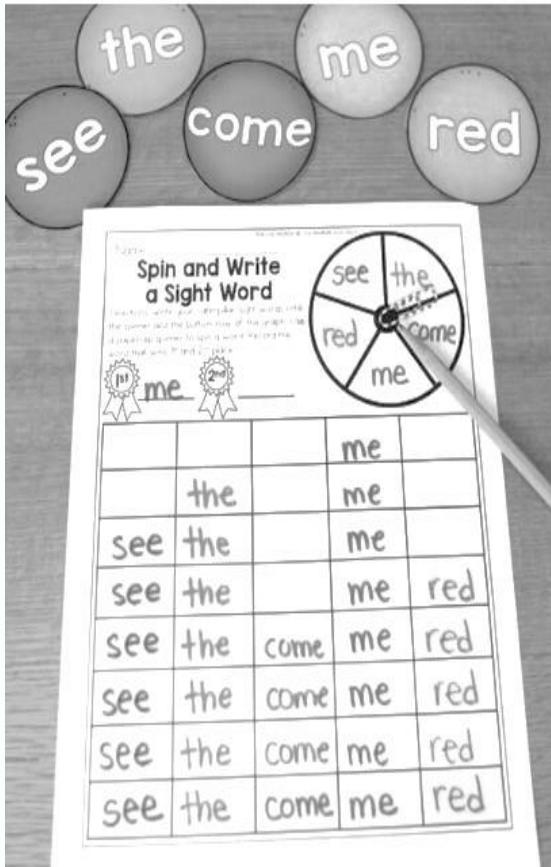
Write each player's word in a box below. Then take turns playing tic-tac-toe with the words. The first player to get three in a line wins!

Player 1	Player 2
word	word



Annexure 4

for paper plate rotation, write sight words on plates and have students pass them in a circle. When the music stops, the student holding the plate reads the word aloud.



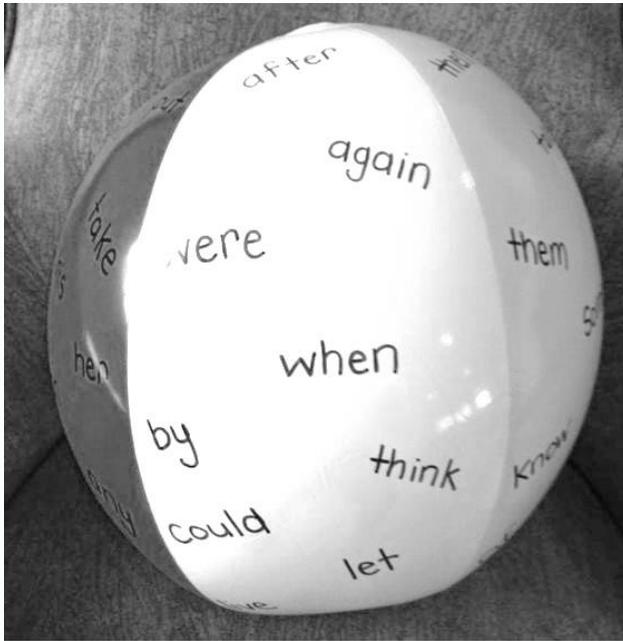
SIGHT WORD



BINGO

Can	Who	Is	To	The
Said	She	Was	In	At
Of	As	free 	What	He
Has	It	On	How	Up
With	Had	His	Look	We

Annexure 4



4B

Reading Aloud

Reading aloud is a powerful instructional approach where the teacher reads a text to the students. This method emphasizes modeling fluent reading, comprehension, and engagement with the text. By listening to the teacher, students enhance their understanding of vocabulary, expression, and narrative structure, benefiting from the teacher’s expertise and guidance. The target of a reading aloud session varies based on the needs of the students, allowing teachers to focus on different aspects of reading depending on their observations of student performance.

Structure

Start:

- The teacher selects an appropriate book or passage and introduces it, discussing its themes or key elements to pique student interest.
- The teacher explains the purpose of the reading session, highlighting specific objectives (e.g., understanding character motivations, identifying story elements, or focusing on punctuation).

Annexure 4

During Reading:

- The teacher reads aloud, using expressive intonation and appropriate pacing to model fluent reading. They may pause to ask questions, highlight key points, or clarify vocabulary, encouraging student engagement.
- Students listen attentively, absorbing the content and context. They may follow along in their own copies or simply enjoy the storytelling experience.

After Reading:

- The session concludes with a discussion about the text. The teacher encourages students to reflect on what they heard, share their thoughts, and ask questions.
- This interaction reinforces comprehension and allows students to connect with the material on a deeper level.

Role of the Teacher:

- o The teacher models fluent reading, demonstrates effective reading strategies, and guides discussions to deepen comprehension and engagement.
- o The teacher can also focus on specific aspects based on student needs:
 - **Focusing on Punctuation:** If students struggle with punctuation, the teacher emphasizes reading with attention to punctuation marks, modeling how to adjust voice and pauses accordingly.
 - **Improving Expressiveness:** If students read in a monotone, the teacher targets expressiveness, modeling tone, pitch, and volume to convey emotions and actions in the text.

Role of the Students:

Students listen actively as the teacher reads aloud, absorbing the narrative and paying attention to the modeled expression and pacing. They participate in discussions, reflecting on their understanding and sharing insights.

4C

Shared Reading

Shared reading is a collaborative approach where the **teacher and students read** a text **together**. This method emphasizes comprehension, fluency, and the modeling of effective reading strategies, benefiting students by enhancing their understanding and engagement with the text. The teacher takes an active role in guiding the session, allowing for differentiation based on student needs.

Structure:

- o **Start:**
 - The teacher selects an appropriate text and introduces it, discussing its themes or main ideas.

Annexure 4

- The teacher explains the purpose of the reading session, setting clear objectives (e.g., understanding a specific concept or improving fluency).
- **During Reading:**
 - The teacher begins reading aloud and may stop at intervals to ask questions or clarify vocabulary, encouraging student participation.
 - Students follow along, either reading silently or aloud with the teacher. The teacher might invite students to read specific parts or echo phrases to reinforce learning.
- **After Reading:**
 - The session concludes with a discussion about the text. The teacher encourages students to reflect on what they learned, ask questions, and summarize key points.
 - This approach allows for differentiation, as the teacher can adjust the level of support based on student needs.

Role of the Teacher:

The teacher models fluent reading, demonstrates effective reading strategies, and guides discussions to deepen comprehension.

Role of the Students: Students actively participate by following along and reading parts of the text with the teacher. They engage in discussions, share thoughts, and reflect on their understanding.

4D

Choral Reading

Choral reading involves the **entire class** reading a text **aloud together**, creating a unified voice. This approach focuses on building fluency, expression, and confidence in reading. By participating in choral reading, students improve their reading skills in a supportive environment, gaining confidence as they read collectively with their peers.

Structure:

- **Start:**
 - The teacher selects a suitable text that is appropriate for group reading and introduces it, setting expectations for participation.
- **During Reading:**
 - The teacher models expression and pacing by reading a passage first, then cues the students to read in unison.
 - Students read together as a whole class, matching their voices and pacing with the teacher's, which fosters a sense of community and collaboration while reinforcing their reading skills.

Annexure 4

o After Reading:

- After reading, the teacher may lead a brief discussion to review the text and assess fluency and expression.
- This collective experience reinforces the skills practiced during reading and emphasizes the importance of teamwork, contributing to students' overall confidence.

Role of the Teacher: The teacher leads the reading, setting the pace and tone while encouraging participation and providing feedback on the group's fluency and expression.

Role of the Students: Students read aloud in unison, focusing on matching their voices to the teacher and each other. This shared experience not only builds their reading skills but also fosters a sense of belonging and boosts their confidence in reading aloud.

4E

Buddy Reading

Buddy reading or Partner Reading is an interactive approach where two students work together to read a text, often pairing students of different reading levels. This method encourages collaboration, peer support, and enhances reading fluency and comprehension. By taking turns, students gain confidence in their reading abilities and receive immediate feedback from their peers, fostering a supportive learning environment that caters to diverse learning needs.

Structure:

Start:

The teacher selects an appropriate text and explains the buddy reading process, carefully pairing students of different reading levels to maximize support. Pairs are rotated to allow students to collaborate with different peers throughout the session.

The teacher sets clear objectives for the session, such as improving fluency, practicing pronunciation, or enhancing comprehension.

During Reading:

The teacher circulates the room, monitoring the pairs as they read. They offer guidance and support as needed, ensuring that students are engaged and on task.

Students take turns reading aloud to each other. One student reads a section while the other listens attentively, providing support and encouragement.

While one student reads, the listening student may jot down notes or questions about the text, helping them stay engaged and focused.

Annexure 4

After the first student finishes their reading, they switch roles, allowing both students to practice reading aloud and reinforce their understanding of the text.

Providing Feedback: During or after their turns, students offer each other feedback on aspects such as pronunciation, use of punctuation, expression, and overall fluency. This peer-to-peer interaction encourages collaboration and enhances learning.

After Reading:

The session concludes with a group discussion or reflection activity where students share what they learned and any challenges they faced during reading.

The teacher may guide this discussion to reinforce key concepts and encourage students to express their thoughts and feelings about the text.

Role of the Teacher:

The teacher facilitates the buddy reading process, pairing students with different reading levels to ensure that each student receives appropriate support and rotating pairs to foster collaboration with various classmates.

They model effective reading strategies and set clear expectations for feedback, emphasizing the importance of constructive criticism.

During the reading session, the teacher circulates, monitors student performance, provides assistance, offers appreciation for effort and progress, and ensures that students are engaged and on task.

Role of the Students:

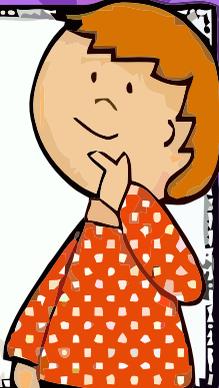
Students engage in reading aloud to each other, taking turns and actively listening to their buddy. They provide feedback on pronunciation, expression, and fluency, fostering a supportive environment.

They reflect on their reading experience during the discussion, sharing insights and discussing any challenges encountered, which enhances their comprehension and collaboration skills.

Annexure 4

Assessment Ideas for Buddy Reading

I CAN
ASK MY
BOOK
BUDDY
QUESTIONS.

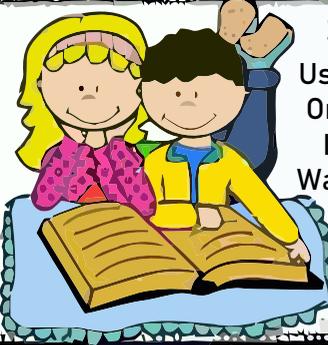
A cartoon illustration of a girl with short brown hair, wearing a red dress with white polka dots. She has her hand to her chin in a thinking pose.

What is
Your
book
about?

A cartoon illustration of two children sitting together and reading books. The boy on the left has blonde hair and is wearing a green shirt and blue pants. The girl on the right has brown hair and is wearing a pink shirt and a patterned skirt.

The
Book
Is about..

What
strategy
did you
use?

A cartoon illustration of two children sitting on a blue mat and reading a large open book. The girl on the left has blonde hair and is wearing a pink shirt. The boy on the right has dark hair and is wearing a yellow shirt.

I
Used
One
It
Was..

Did you
mark
anything
in
your book
today?

A cartoon illustration of two children sitting together and reading books. The girl on the left has dark skin and is wearing a pink shirt and a patterned skirt. The boy on the right has dark hair and is wearing a purple shirt and red pants.

Yes i
Want
To
show
you

What did
you learn
from
it?

A cartoon illustration of two children sitting together and reading books. The boy on the left has blonde hair and is wearing a purple and blue patterned shirt. The girl on the right has brown hair and is wearing a green and white patterned shirt.

I
found
out
that

Annexure 5A

Make PREDICTIONS

How do readers make predictions?

Good readers make predictions by thinking about what will happen next in a text.



I predict that...

- Readers use text evidence, or clues from the story, in order to make predictions.
- Before reading, predictions can be made about what the story will be about.
- During reading, readers constantly stop to make predictions about what will happen next with characters and events in the story.
- After reading, they can see if their predictions were correct, or adjust (change) their predictions.

THINKING STEMS:



Based on clues from the story...

- I think _____ will happen...
- I can predict that...because...
- Next, I think the characters will...
- Since _____ happened, I think...

Annexure 5B

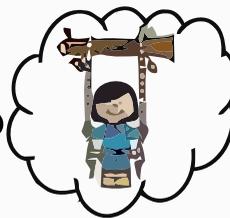
Make CONNECTIONS

How do readers make connections?

Good readers make connections by using what they already know to connect a text to their life experiences, another text, or the world.

Text to Self:

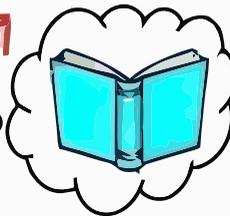
This reminds me of when I...



Connecting the story to your life & experiences

Text to Text:

This reminds me of a book I read...



Connecting the story to another book

Text to World:

I heard about this on the news when...



Connecting the story to the real world



Annexure 5C

Ask QUESTIONS

How do readers ask questions?

Good readers ask questions to themselves before, during, and after reading in order to make sense of what they are reading.



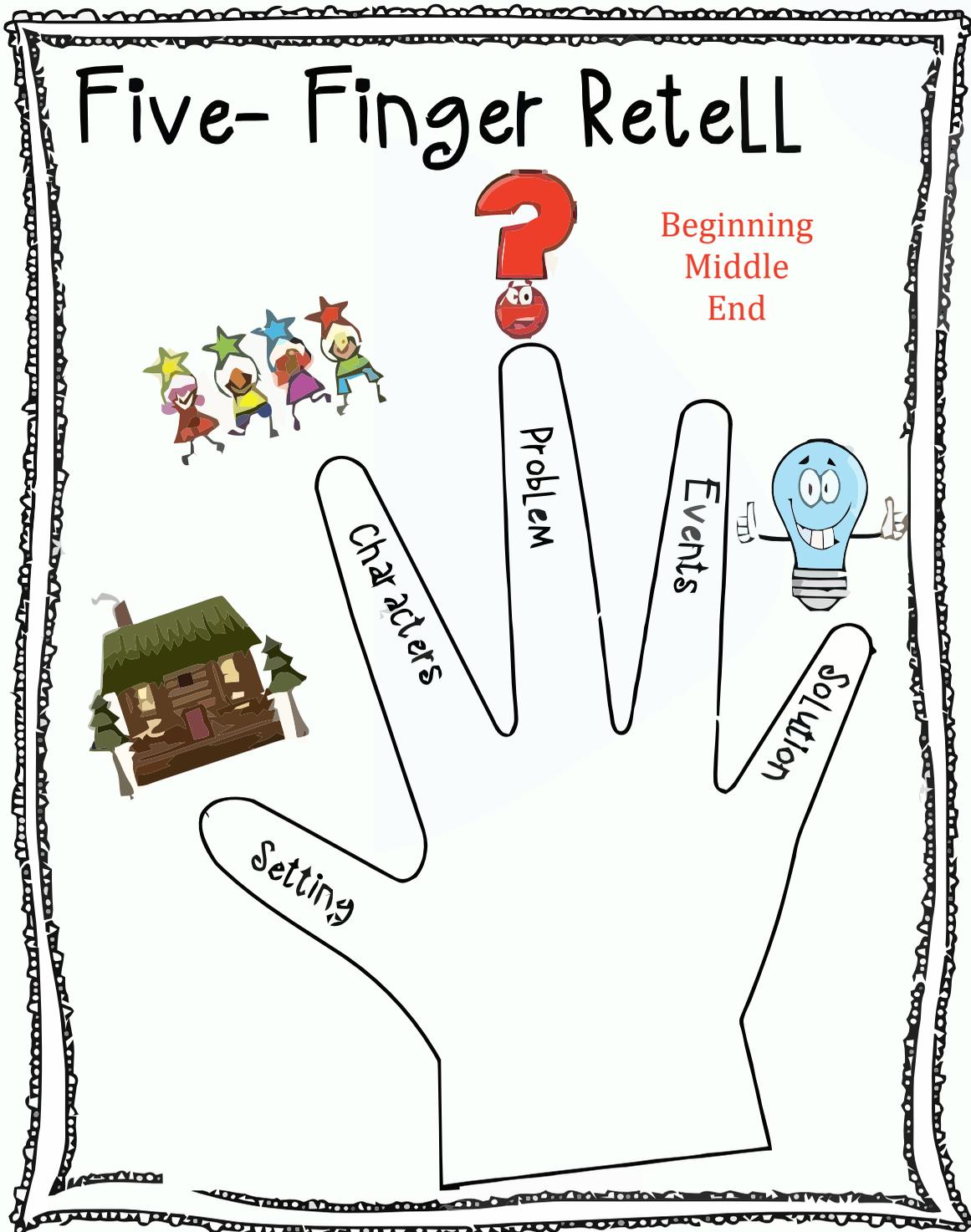
- Asking questions allows for active reading and interacting with the text.
- It gives readers a purpose for reading.
- It helps readers to make predictions as they are reading.
- Asking questions can help readers to clarify any difficult vocabulary words or confusing parts of a text.



EXAMPLES:

- What do I think will happen next?
- How is the character changing?
- What is the author's purpose?
- Where is the setting?

Annexure 5D



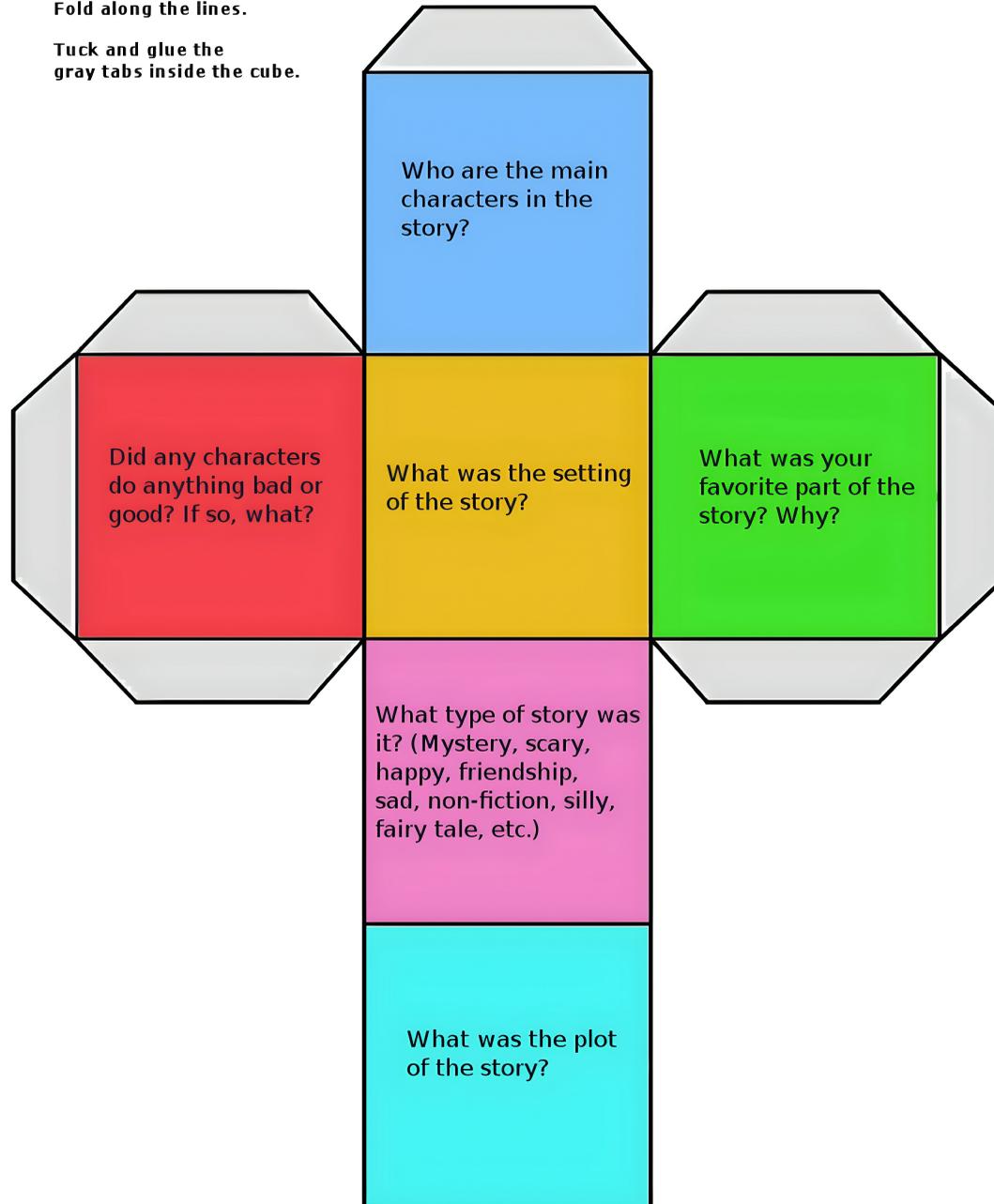
Annexure 5E

Reading comprehension story cube

Cut out the shape.

Fold along the lines.

Tuck and glue the gray tabs inside the cube.



Annexure 6A

Date: _____

READ-ALoud RUBRIC

Instruction: Use this rubric to assess students' performances at the various points (rehearsals, dress rehearsals, performance).

NAME	3= excellent		2= good		1= needs improvement	
	Uses a loud voice	Articulates words clearly	Reads with expression	Reads with fluency	Makes sure the script doesn't cover his/her face	Uses appropriate gestures and motions
1						
2						
3						
4						
5						

	READING RUBRIC			Student Score
	3	2	1	
Fluency	Reads with good rate and intonation.	Reads with good rate and intonation about half of the time.	Reading is choppy and does not flow	
Decoding	Sounds out unknown words successfully	Attempts to sound out unknown words.	Does not attempt to sound out unknown words.	
Comprehension	Answers 4-5 comprehension questions correctly.	Answers 2-3 comprehension questions correctly.	Answers 1-0 comprehension questions correctly.	

Annexure 6A

_____ 'S FLUENCY REFLECTION

TITLE: _____




Listen to your recording and grade your fluency using this rubric.

1st Reading How long did it take you? _____ Date _____

I read with EXPRESSION . (Not like a robot.)		✓	😊	★
I read in PHRASES . (Pausing at punctuation marks.)		✓	😊	★
My RATE was just right. (Not too fast, not too slow.)		✓	😊	★
I read the words ACCURATELY .	✓	✓	😊	★

I will work on _____.

Listen to your recording and grade your fluency using this rubric.

2nd Reading How long did it take you? _____ Date _____

I read with EXPRESSION . (Not like a robot.)		✓	😊	★
I read in PHRASES . (Pausing at punctuation marks.)		✓	😊	★
My RATE was just right. (Not too fast, not too slow.)		✓	😊	★
I read the words ACCURATELY .	✓	✓	😊	★

I will work on _____.

Annexure 6B

Sample Assessment

Shared Reading Checklist

- **Before Reading:**

I have chosen a text with my teacher.

I understand the purpose of our reading session.

- **During Reading:**

I am following along with the text.

I am listening attentively to my teacher and classmates.

I am raising my hand to ask questions or share my thoughts.

I am using new vocabulary when discussing the text.

- **After Reading:**

I participated in the group discussion.

I shared my thoughts about the story and the characters.

I reflected on what I learned from the text.

- **General:**

I was respectful to my classmates and teacher during the session.

I was focused and on task throughout the reading session.

Annexure 6C
Sample Assessment
Choral Reading Assessment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Fluency	Reads in a smooth and expressive manner, maintaining appropriate pace.	Reads with some fluency, but may have minor hesitations.	Inconsistent fluency; frequent pauses disrupt flow.	Struggles to maintain fluency; very choppy reading.
Expression	Uses appropriate tone, pitch, and volume; conveys emotion effectively.	Some expression used; tone and volume are generally appropriate.	Limited expression; reading is mostly monotone.	No expression used; reading lacks emotion and variation.
Collaboration	Students work seamlessly together, adjusting to each other's pace and volume.	Generally collaborates well; some adjustments made to pace and volume.	Limited collaboration; students often read at different paces.	No collaboration; students do not adjust to each other.
Understanding	Demonstrates deep understanding of the text through expression and engagement.	Shows a general understanding of the text; some engagement evident.	Limited understanding; struggles to convey meaning.	Little to no understanding of the text; no engagement.

Choral Reading Checklist

- Before Reading:**
 - Understand the text we will be reading together.
 - We have practiced reading together as a group.
- During Reading:**
 - I am reading at the same pace as my classmates.
 - I am using appropriate volume and tone while reading.
 - I am listening to my classmates and adjusting my reading if needed.
- After Reading:**
 - We discussed how well we read together.
 - I reflected on what I liked about our choral reading experience.
- General:**
 - I was respectful to my classmates during the reading session.
 - I stayed focused and engaged throughout the choral reading.

Annexure 6D

Sample Assessment

Simple Questions for Buddy Reading

1. **Comprehension Questions:**
 - What is this story about?
 - Who are the main characters?
 - What is your favorite part of the story? Why?
 - What do you think will happen next?
2. **Vocabulary Questions:**
 - What does this word mean? Can you find it in the text?
 - Can you think of another word that means the same thing?
 - What are some words we can use to describe the character?
3. **Personal Connections:**
 - Does this story remind you of something that happened to you?
 - Have you ever felt like one of the characters? How?
 - If you were in this story, what would you do?
4. **Prediction Questions:**
 - What do you think will happen at the end of the story?
 - Why do you think the character did that?
 - How do you think the story will change?
5. **General Discussion:**
 - What did you like best about the story?
 - Is there anything you didn't understand?
 - What do you think the lesson of the story is?

Buddy Reading checklist

- I am taking turns reading aloud.
- I am listening attentively when my buddy is reading.
- I am asking questions about the text to help us understand better.
- We have discussed what we learned from the text.
- We shared our thoughts about the characters and events.
- We reflected on any challenges we faced while reading.
- We are being respectful and supportive of each other.
- We are using quiet voices so we can hear each other.
- We are staying focused and on task during our reading session.

ANNEXURES

Unit 4

Annexure 1

Envelope 1- Sample 1

Read.



table
 my table
my big table
This is my big table.

Read.



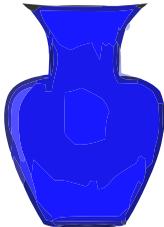
tree
 my tree
my big tree
This is my big tree.

Read.



umbrella
 my umbrella
my big umbrella
This is my big umbrella.

Read.



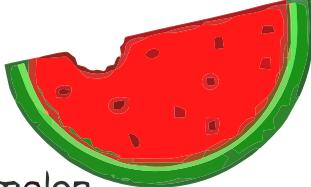
vase
 my vase
my big vase
This is my big vase.

Read.



van
 my van
my big van
This is my big van.

Read.



watermelon
 my watermelon
my big watermelon
This is my big watermelon.

Sample 2

Basic Sentence Structures

I love the

I see a

I see the

I saw the

I like the

I liked the

I like my

This is my

This is a

Look at my

Look at the

Here is an

Here is the

Here is a

It is a

I am a



Sample 3

we

sentences



We are ready.



We are young.



We like the story.



We know the numbers.



We want to go to school.



We want to win.

Sample 4

that sentences



That is a puzzle.



That is your camera.



That is my answer.



That is her homework.



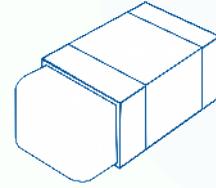
I know that place.



That is fine, of course.

Name : _____

I have



an eraser



A pencil



a sharpener



a glue



a notebook

Name : _____

She can



eat.



Rake.



Recycle



Walk



Read

Envelope 2

Sample 1

Name _____

A-MAZE-ING SENTENCES



The	bat	is	a
cat	rat	fat	ham
sat	on	is	a
pan	a	mat	fan

The cat sat on a mat.



The	van	is	a
rat	had	jam	tag
sad	on	a	hat
tap	nap	can	pat

The rat had on a hat.

© Miss Graffe

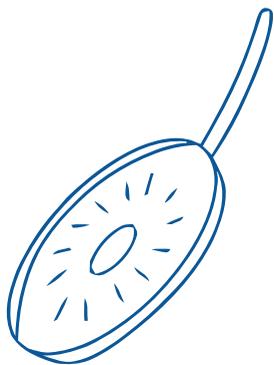
Envelope 2

Sample 1

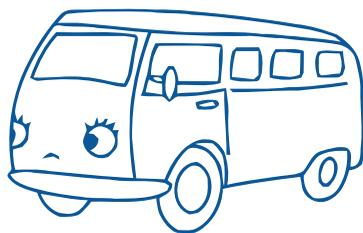
Name: _____

A-MAZE-ING SENTENCES

Find the sentences in the mazes, then write the sentences in the lines. Start with a star. Check your grammar.



☆	l	look	pin	lip
	see	a	bin	dip
	saw	pan	win	red
	make	fig	fin	fed



Dan	has	dig	cop
mid	a	jig	cub
gig	red	van	cut
win	rig	cob	dab

Envelope 2

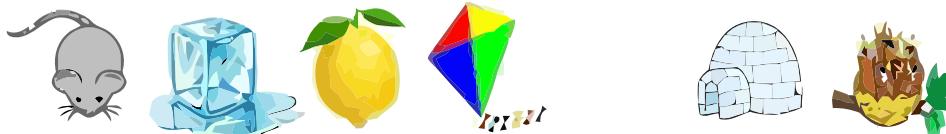
Sample 2

Secret Sentences

Write the beginning letter of each picture to discover the secret sentence.



--	--	--	--	--	--	--



--	--	--	--	--	--



--	--	--



--	--	--	--	--	--	--

Write the secret sentence

--	--	--	--	--	--	--	--	--	--

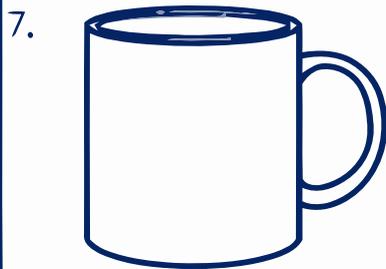
Envelope 3

Sample 1

Arrange the words and phrases and write sentences.



Mr. Lim is	a nap.	taking
------------	--------	--------



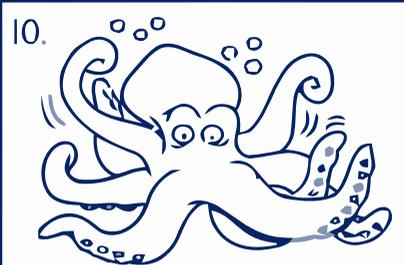
mug	The	is red.
-----	-----	---------



The teacher	angry.	is
-------------	--------	----



buys	a pot.	My mother
------	--------	-----------



an	This is	octopus.
----	---------	----------

Envelope 3

Sample 2

Unscramble and write the the sentence in correct order.

1. see I cap. a red



2. boy The takes nap. a



3. you Did see the map.



4. A sits baby the on lap.



5. The claps. girl



Envelope 4

Sample 2

Stretching a sentence

You can add lots more detail into a sentence just by using the 5 'w' questions...

Who? My crazy cat.

What? My crazy cat is running around.

When? All day long, my crazy cat is running around.

Where? All day long, my crazy cat is running around my bedroom.

Why? All day long, my crazy cat is running around my bedroom because she wants me to let her outside.

Envelope 5

Sample 1

EXPANDING SENTENCES

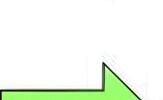


Meghan read a book.

THIS SENTENCE IS MISSING IMPORTANT INFORMATION THAT PREVENTS THE READER FROM FULLY VISUALIZING THE SCENE.

Expand this sentence by adding adjectives or details that provide additional information.



-  **ADJECTIVE** → Meghan read a **fantasy** book.
-  **WHERE** → Meghan read a fantasy book **by the fireplace**.
-  **WHEN** → **Last night**, Meghan read a fantasy book by the fireplace.
-  **HOW** → Last night, Meghan **curled up with her favorite chair** and read a fantasy book by the fireplace.
-  **WHY** → Last night, **since a blizzard was raging outside**, Meghan curled up in her favorite chair and read a fantasy book by the fireplace.

Envelope 5

Sample 2

COMBINING SENTENCES



It is boring to read a series of sentences with the same structure. Here are a few ways you can combine them:

Compound subjects	<i>Amber is my cousin. Kaleb is also my cousin.</i> Amber and Kaleb are my cousins.
Compound predicates	<i>Dad washed the car. Then, he polished the car.</i> Dad washed and polished the car.
Write a compound sentence.	<i>I wanted to buy you a card. I didn't have enough money with me.</i> I wanted to buy you a card, but I didn't have enough money with me.
Write a complex sentence.	<i>The boy didn't understand her directions. The boy didn't speak English.</i> The boy didn't understand her directions because he didn't speak English.
Use an appositive.	<i>Ali's mom is a nurse. Ali's mom works the night shift.</i> Ali's mom, a nurse, works the night shift.
Reduce one sentence to a phrase.	<i>The baby was scared by the blaring music. The baby began to cry.</i> The baby, scared by the blaring music, began to cry.

Envelope 6

Sample 4

Make a sentence!

On _____,	I _____	_____	_____	_____
Monday.	Always	Workout	At	The gym
Tuesday.	Usually	Watch TV	With	My friends
Wednes	Often	Read a book	In	McDonald's
day.	Sometimes.	Play games	for	My friends
Thursday.	Seldom	Cook dinner		The kitchen
Friday.	Rarely	Was dishes		My roommate
Saturday.	Never	Eat breakfast		My family
Sunday.		Study for class		Lunch
		Get together		The park
		Wake up		Starbucks
		Go for a jog		7am
		Have a coffee		The bathroom
		Make my bed		The bedroom
		Brush my teeth		The living room
		Shave		At noon
		Do my make up		My wife
		Get dressed		My husband
				home

Envelope 6

Sample 4

Writing Checklist

-  Sentences start with a capital letter?
-  Finger spaces between words?
-  Sentence have ending punctuation's?
-  Re-read writing

does it make sense

5 Star Writing

-  Each sentence starts with a capital letter.
-  Each sentence has a punctuation mark.
-  My words have finger space between them.
-  I used neat handwriting.
-  My sentences make sense.

Annexure 2

Poem Parade
Poem Pattern 1

Cinquain Poem

A cinquain poem consists of 5 lines arranged in a special way. The first line is the topic of the poem and each line describes it.



Line 1: 1 noun

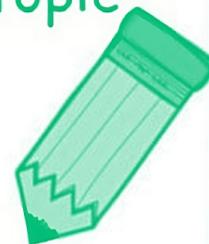
Line 2: 2 adjectives

Line 3: 3 -ing action words

Line 4: 4 word phrase or feeling

Line 5: 1 synonym for your topic

Teacher
Kind, Smart
Working, Helping, Writing
She loves to read
Mrs. Sutton



Annexure 2

Poem Parade
Poem Pattern 2

Diamante Poem

This is a 7 line poem about opposites. The words form the shape of a diamond.

Line 1: 1 noun

Line 2: 2 adjectives for line 1

Line 3: 3 -ing action words for line 1

Line 4: 2 nouns about line 1, 2 nouns about line 7

Line 5: 3 -ing action words for line 7

Line 6: 2 adjectives for line 7

Line 7: 1 noun that is the opposite of line 1

Cat

Fluffy, Quick

Crouching, Purring, Sleeping

Meow, Tuna, Bark, Bone

Running, Licking, Jumping

Friendly, Lovable

Dog



Annexure 2

Poem Parade
Poem Pattern 3

ACROSTIC POEM

An acrostic poem is when a word or person's name is written vertically down the side of a page.

These letters are used to begin each line of the poem. The acrostic, which usually does not rhyme, is written to describe the chosen word or person.

JOANNA

J Joyful
O One of a kind
A A great friend
N Nice
N Neat
A Amazing

SLED

S So fast
L Love it
E Exciting
D Down the hill

Annexure 2

**Poem Parade
Poem Pattern 3**

Acrostic Poem

CANDY

Crunchy chewy

Awesome

Nice and sweet

Delightful and delicious

Yummy treat

SPRING

Sunny days

Plants awakening

Raindrops on the roof

Interesting clouds

New flowers

Gray skies

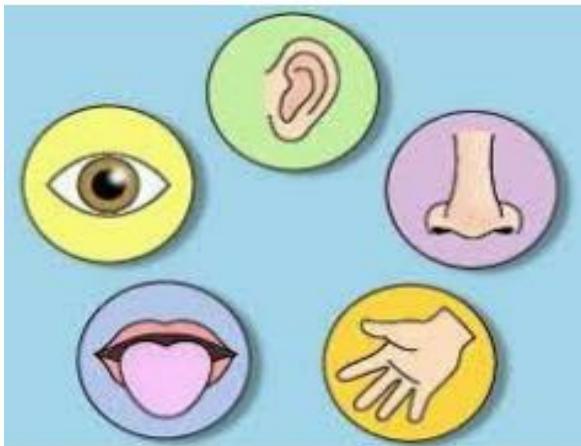
Annexure 2
Poem Pattern 4

5 Senses Poem

A 5 senses poem describes something using each of the 5 senses. They are usually about favorite foods.

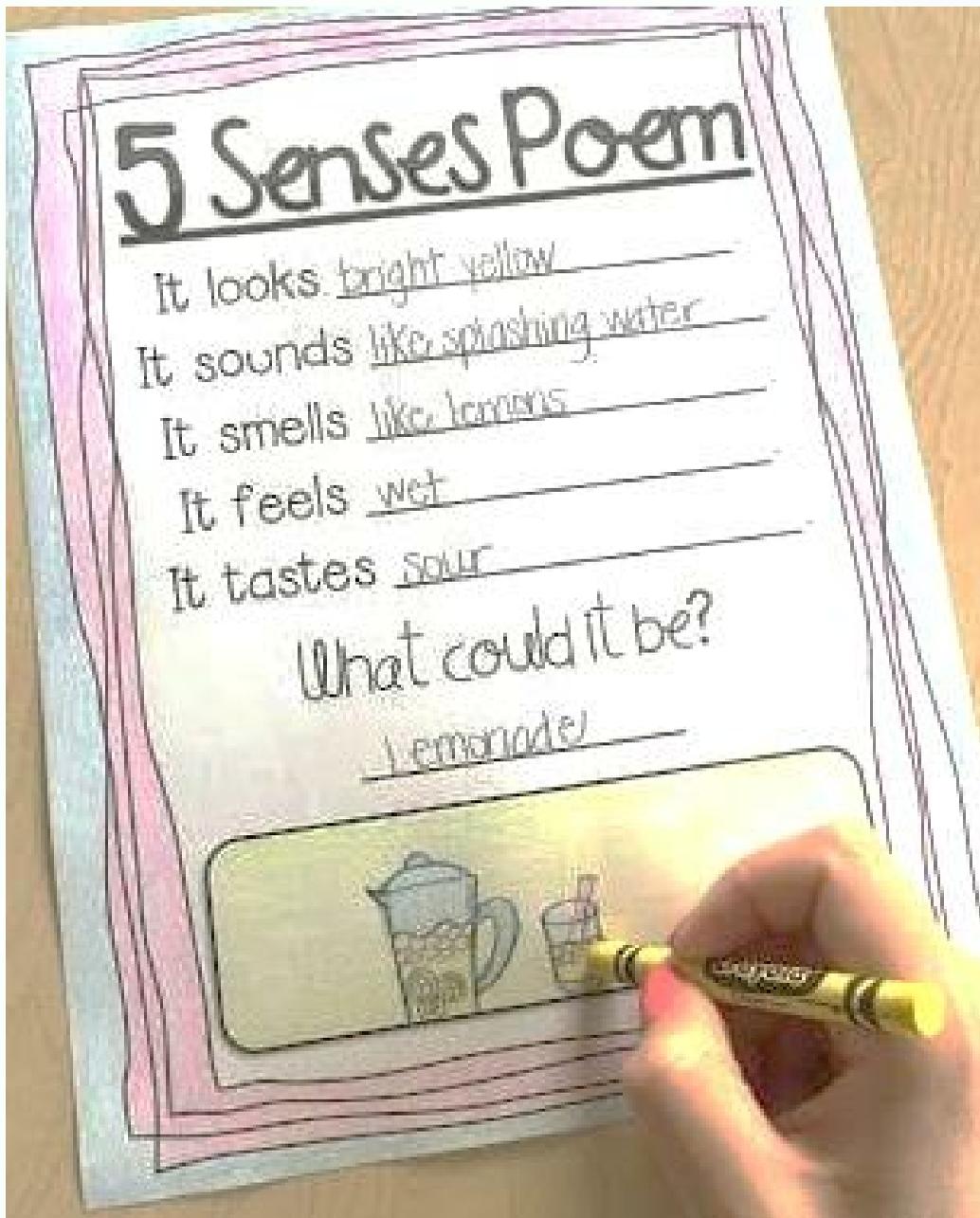
Popcorn

- Smells buttery
- Sounds crunchy
- Looks bumpy
- Feels warm
- Tastes salty



Annexure 3

Poem Parade
Poem Pattern 4



Paragraph Puzzle

P1

Vegetables and fruits are an important part of a healthy diet.

First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. In addition, they give you the carbohydrates you need for energy.

Fruits and vegetables have lots of fiber to help your digestive system work properly.

Finally, many scientists believe that the nutrients in fruits and vegetables can help fight diseases.

If you eat a diet rich in fruits and vegetables, you'll be on the road to better health.

P2

Regular exercise is essential for maintaining good health.

Exercise helps control weight, reduce the risk of chronic diseases, and improve mental health.

Physical activities like walking, running, and swimming increase cardiovascular fitness.

Moreover, regular exercise releases endorphins, which are natural mood lifters.

Additionally, it helps improve sleep quality and boosts energy levels.

Therefore, incorporating regular exercise into your daily routine is vital for a healthy and balanced life.

Annexure 4

4A Paragraph Structure Exercises

Topic Sentence

Q. Choose the best topic sentence for each group of supporting sentences

1. _____ . I enjoy summer sports like swimming and soccer. The weather is warm and sunny, so I can play outside almost every day. I also like to help water the plants in my garden. Sadly, summer goes by too quickly.

- a) I like to garden in summer.
- b) Summer is my favorite time of year.
- c) Summer is too short.

2. _____ . We need money to fix old roads and build new ones. We also need money to pay teachers and for services like picking up trash. Finally, more money is needed to help people who are poor. It's clear that the city will have problems if we don't raise taxes soon.

- a) We should raise city taxes.
- b) City taxes are too high.
- c) City taxes pay for new roads.

3. _____ . I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

- a) Skiing is expensive.
- b) Skiing is my favourite sport.
- c) Skiing is dangerous.

4B Paragraph Structure Exercises

Supporting Statements

Read each topic sentence. Then put an “X” beside items in the following list that you think would make a good supporting detail for that topic sentence. (There may be more than three.)

A) Some people think tsunamis are the worst type of natural disaster that can hit a region.

_____ The huge wave of water does damage twice, when first coming in, and then going out again.

_____ Their main weapon is the high wind that accompanies them.

_____ They may assault an area already devastated by a coastal earthquake.

_____ The shaking occurs when a fault in deep rock layers slips or gives way.

_____ They can lift an entire house and twirl it around in the air.

_____ The massive weight of water can sweep away protective barriers as well as buildings

B. Moving to a new place or city can make people feel sad and worried.

_____ Moving to a new place can be fun and exciting.

_____ People often feel like they don't belong anywhere.

_____ Broken things can be replaced with new ones.

_____ Losing things you know can make you nervous, even if you don't notice it.

_____ Without knowing about local help, people can feel lost.

_____ It is hard work to pack and move everything across the country.

4C Paragraph Structure Exercises

Concluding Sentences

Choose the correct concluding sentence for each paragraph:

- 1.) Having a puppy requires time and patience. A puppy has lots of energy and needs to be walked and played with every day, often more than once a day. He needs to learn to use the bathroom outside, not inside. This training requires a lot of patience. He also needs to learn basic commands like sit and stay.
 - a) Having a puppy is a lot of work, but it can be very rewarding.
 - b) Puppies are so cute, everyone should have one.
 - c) A puppy can easily learn new tricks if given enough food.

- 2.) I choose color to reflect my mood. If I am happy, I wear yellow. When I am grouchy, I wear red. Blue reflects when I am sad, and pink shows when I am excited.
 - a) I don't like wearing dark colors.
 - b) Colors help me express how I feel without using words.
 - c) Some colors are just prettier than others.

- 3.) There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community.
 - a) That's why I enjoy wearing my school uniform every day.
 - b) Some students don't like wearing uniforms, but I don't mind.
 - c) Wearing a uniform is fun because everyone looks the same.

Topic Sentence

I have learned many facts about owls.

Juicy Detail I

First, most owls are nocturnal which means they hunt at night.

Juicy Detail -2

Next, owls cannot move their eyes in the socket so they must turn their entire head.

Juicy Detail -3

Finally, the smallest owl is the Elf Owl which is 6 inches long and has a wingspan of 15 inches.

Conclusion

Owls are very interesting birds.

Paragraph Writing Checklist

Make a check in the box when you have completed the step.

- 1. Pick a subject for your paragraph.
- 2. Learn about the subject.
- 3. Think about what the main idea of the paragraph will be.
- 4. Write a topic sentence about the main idea.
- 5. Add details to your paragraph.

Does each detail support the main idea?

- 6. Read your paragraph.

How can you make it better?

Does it make sense?

- 7. Proofread your paragraph.

(You may want to ask a friend to proofread it also.)

Spelling corrected _____

First word indented _____

End punctuation for sentences correct _____

Content accurate _____

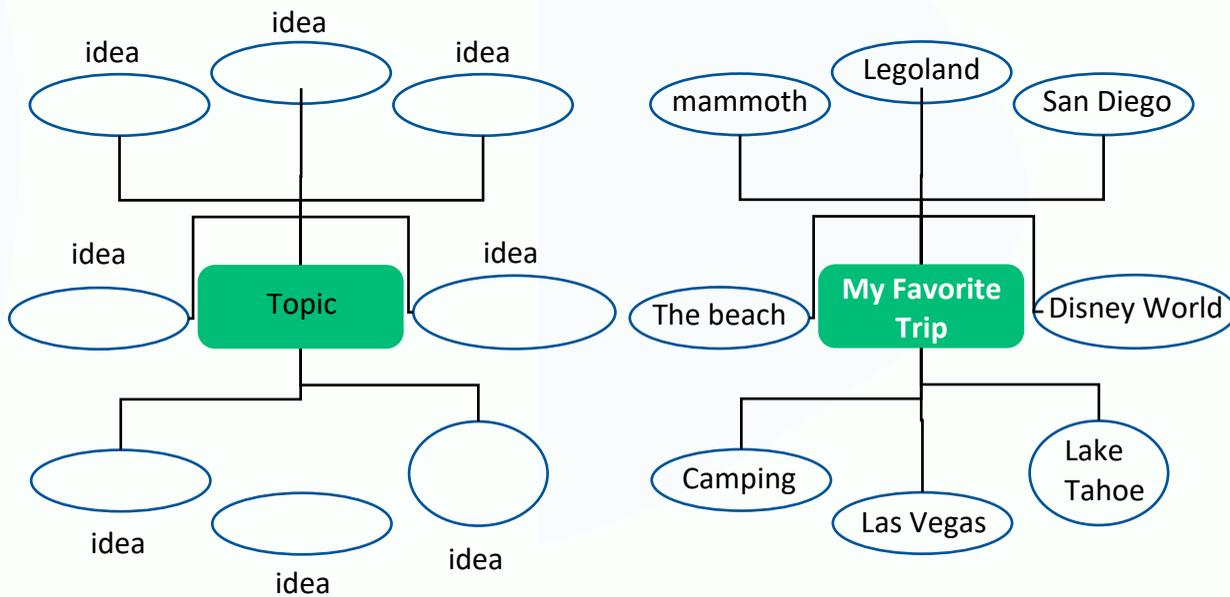
- 8. Prepare your final copy.

Annexure 5

Prewriting is a stage and technique that can help generate and organize ideas before you put pen to paper. It involves brainstorming, outlining, and planning your content, with the goal of clarifying your thoughts and improving the overall quality of your writing. It's a valuable part of your writing process that can help you become a more productive, efficient, and creative writer. Following are some techniques you can use to generate ideas for a topic:

3. Brainstorming

Brainstorming is a process where you quickly verbalize or write all of your thoughts as they occur to you. Though you can brainstorm without writing your thoughts down, keeping a record makes it easier to keep track of them. This process is usually very informal, and it often helps writers find a theme or topic on which to focus their paper. If you use this technique, remember that this strategy is about generating many ideas instead of focusing on high-quality ideas.



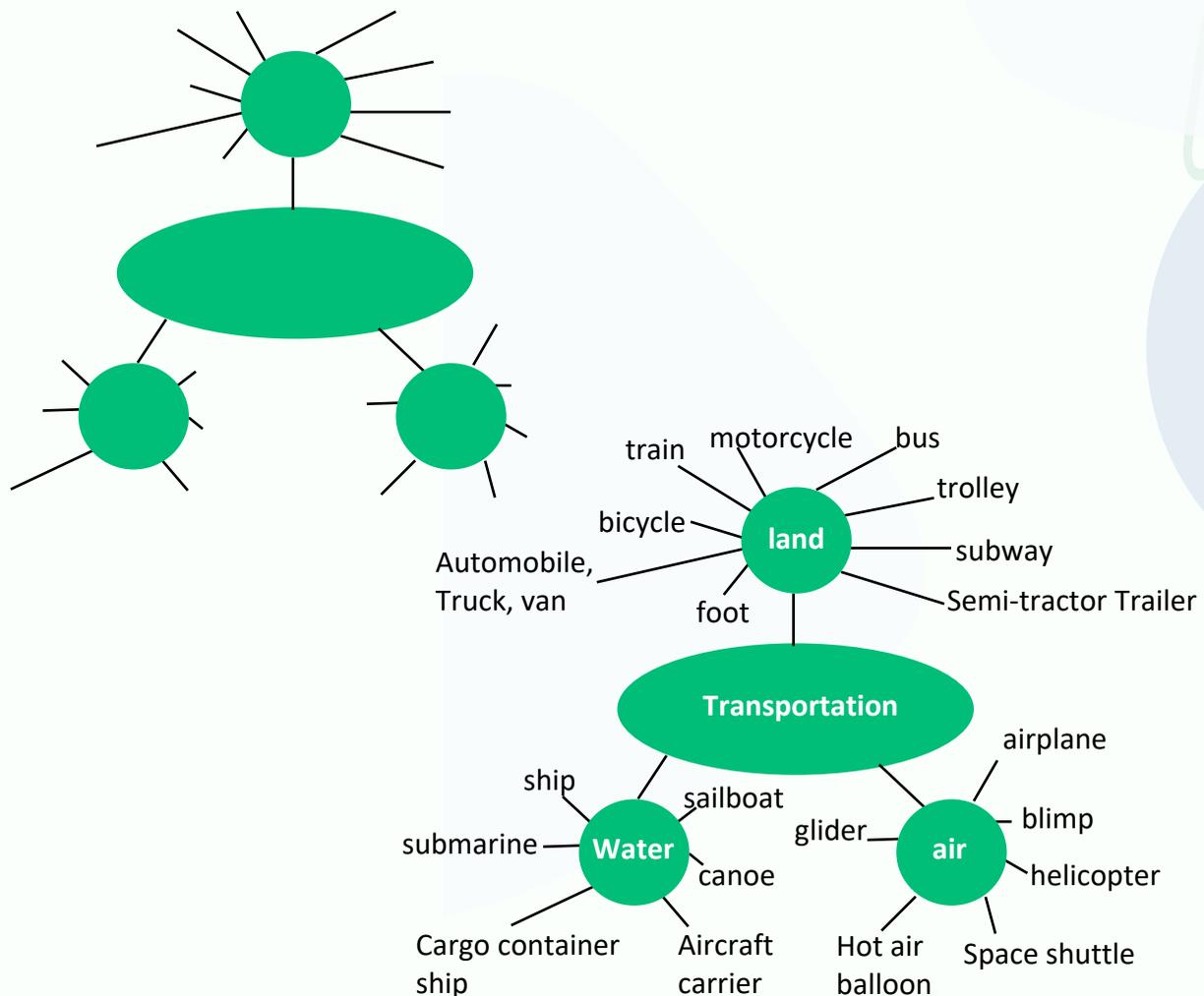
2. Clustering

Clustering, also known as **mind mapping** or idea mapping, is a prewriting technique that focuses on the relationships between topics and ideas. When your mind map is complete, it often looks like a web. Mapping things out can help you understand the relationships between ideas and determine which areas have the most potential for your paper. You can then look for clusters of subtopics that you want to develop and use them as key points for your paper. Follow these steps to use the clustering technique:

1. Write the topic in the center of a piece of paper, then underline or circle it.

Unit 04 | Techniques for Developing Writing Skills

2. Brainstorm ideas and write them on the same piece of paper surrounding the main topic.
3. Draw a line between each new idea and the central topic to show their connection.
4. As you have thoughts or ideas that relate to your subtopics, write them down and show the connections in the same way.



3. Listing

When using the listing strategy, you write a list of as many ideas or terms associated with your topic as possible. This strategy is useful if you're writing about a broad topic because it helps you create precise subtopics. Instead of editing during this process, write as many thoughts into a list as you can. Once you have a list of ideas, search for related terms, place them into related categories, and create a label for each group. These groups help simplify your topic and supply ideas for further development.

Mass Media

Magazines

Newspapers

Broadcasting

Radio

Television

DVD

Gaming/video games

Internet

Cell phones

Smartphones

Text messages

Tiny cameras

GPS

FOOD

DELICIOUS

HEALTHY

HAMBURGERS

DIET

CALORIES

FAT

PIZZA

NOODLES

COOKING

Annexure 6

Process Approach



THE WRITING PROCESS

STAGE	DEFINITION	TIPS FOR THE WRITER
 Prewriting	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none">★ Think about what you want to say.★ Talk about your ideas with a friend to find a main idea.★ Use a list or web to organize your ideas.
 Drafting	Create a rough copy of your writing.	<ul style="list-style-type: none">★ Write your ideas in order.★ Read your work out loud and note places where you stumble.★ Ask a friend for his or her feedback.
 Revising	Improve your writing.	<ul style="list-style-type: none">★ Try out different beginnings and endings.★ Use quotes or add dialogue.★ Include descriptive words.★ Add detail to develop important parts.
 Editing	Proofread your work.	<ul style="list-style-type: none">★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.★ Reread to see if each sentence makes sense.★ Ask a friend to proofread your work.
 Publishing	Create a clean final copy.	<ul style="list-style-type: none">★ Type your writing or copy it neatly onto new paper.★ Think of an interesting title.★ Share your writing.

The Writing Process Step 1:

Brainstorming



When you brainstorm you get all of your ideas about a future writing project down on paper. This helps you determine which direction you want to take your writing.

You can brainstorm in a variety of ways.

You can make a list.	You can make a web.
<p>When you make a list you generate a variety of ideas you might like to write about. You can always revisit your list when you need a new idea for writing.</p> <p>EXAMPLE:</p> <p>My Future Writing Ideas:</p> <ul style="list-style-type: none"> • My summer vacation to the beach • Running my first 5K • The first day in my new school • All about Great Danes • How to decorate cupcakes 	<p>You can use a web to help you brainstorm specific details about a story or a topic you plan on writing about. A web can help you get EVERYTHING you know down on paper before you begin writing.</p> <p>EXAMPLE:</p> <div style="text-align: center;"> <pre> graph TD A((Great Dane)) --- B[Great pets] A --- C[Very large in size] A --- D[Very loyal and friendly] A --- E[Has a short lifespan] </pre> </div>

The Writing Process Step 2:

Drafting



When you draft your writing, you are expanding your ideas into complete sentences. It is the first time you are going through and writing out your ideas with your final version in mind.

Keep the following in mind when you are drafting:

- ❖ **Use your brainstorming notes**
You want to make sure that you are following your plan for your writing. You spent time brainstorming your writing piece, so be sure to use your notes.
- ❖ **Expand your ideas into sentences**
When you are writing a draft you are only writing in complete sentences. Make sure each sentence you write has a complete thought.
- ❖ **Write paragraphs with 3-5 sentences**
When you are drafting, you will create paragraphs around the same event or idea. Be sure to include enough details to get 3-5 sentences.
- ❖ **Skip Lines**
It is helpful to skip lines while you draft. This will make revising and editing so much easier.
- ❖ **Reread your draft frequently**
You want to reread your draft while you are writing. This will help you make sure you are getting the right ideas on the paper.

The Writing Process Step 3:

Revising



When you revise, you want to refine your writing. You want to make sure you are clearly communicating your ideas to your reader. To help you revise, think **ARMS!**

<p>A Add</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Add sentences to clarify meaning <input type="checkbox"/> Add words that are more descriptive <input type="checkbox"/> Add figurative language to make your writing interesting to the reader
<p>R Remove</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Remove sentences that aren't necessary <input type="checkbox"/> Remove incomplete sentences <input type="checkbox"/> Remove words that are boring or redundant
<p>M Move</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Move sentences that don't belong <input type="checkbox"/> Move adjectives so they describe nouns and adverbs so they describe verbs
<p>S Substitute</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Trade exciting words for boring words <input type="checkbox"/> Use a thesaurus to find synonyms for over used words

The Writing Process Step 4:

Editing



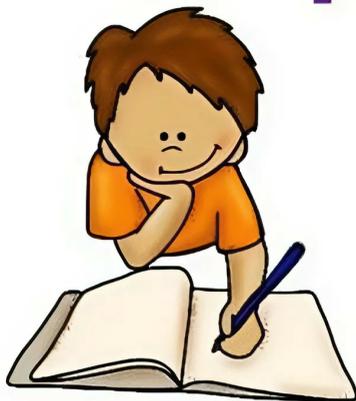
When you edit, you want to clean up your writing. You want to read through it carefully. Your goal is to find and fix any mistakes before you publish. To help you edit, think

CUPS!

<p>C Capitalization</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The first letter of every sentence is capitalized <input type="checkbox"/> Proper nouns are capitalized <input type="checkbox"/> Dates are capitalized <input type="checkbox"/> Titles are capitalized
<p>U Usage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Subject verb agreement is correct <input type="checkbox"/> Plurals are used correctly <input type="checkbox"/> All adverbs describe verbs <input type="checkbox"/> All adjectives describe nouns
<p>P Punctuation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> End punctuation is correct (periods, question marks, exclamation points) <input type="checkbox"/> Quotation marks are properly used for all thoughts and dialogue <input type="checkbox"/> Commas are used appropriately
<p>S Spelling</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check through all words closely <input type="checkbox"/> Try your hardest to find any errors <input type="checkbox"/> Use a dictionary, the word wall or have a buddy check words you aren't certain are spelled correctly

The Writing Process Step 5:

Publishing



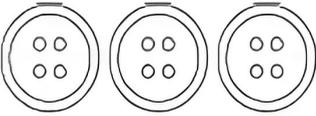
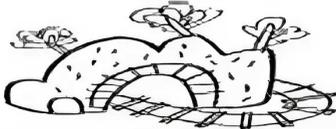
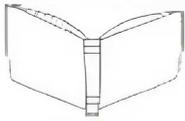
When you publish, you are writing your piece for the final time. Your goal is to create a perfect piece of writing. To help you publish, think **FLASH!**

<p>F Format</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You should have 3-5 paragraphs: <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <input type="checkbox"/> 1-3 Body Paragraphs <input type="checkbox"/> Conclusion
<p>L Looks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Include illustrations or a title page that are appealing to look at
<p>A Accuracy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately copy your revised and edited draft to your final copy
<p>S Spacing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure there is even spacing between all your words <input type="checkbox"/> Create an even margin on both sides
<p>H Handwriting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use your neatest handwriting <input type="checkbox"/> Make sure your letters are appropriate sizes and shapes

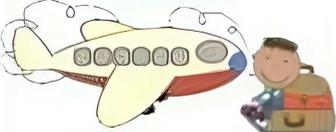
Name _____



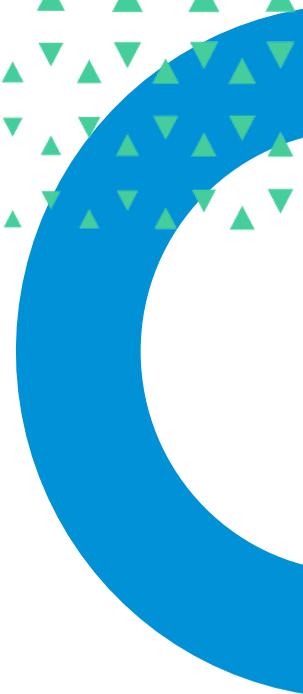
My Writing Editing Checklist

 <p>write</p>	I wrote using my best handwriting and used spaces.	
	I used capital letters at the beginning of each sentence	
	I wrote complete sentences.	
<p>. ? !</p>	I used a punctuation mark at the end of each sentence.	
	My piece has a beginning, middle, and end.	
	I stayed on topic.	
	I tried my best when spelling my words..	
	I did my very best and am ready to publish!	

Writer's Eye Checklist

<p>I see capital letters.</p>  <p>We can swim.</p>	<p>I see punctuation.</p>  <p>Can you play?</p>	<p>I see finger spaces.</p>  <p>You are nice.</p>
<p>I see lowercase letters.</p>  <p>I went on an airplane.</p>	<p>I see neat writing.</p>  <p>I like school.</p>	<p>I see details.</p>  <p>The truck is big and red.</p>
<p>I see words spelled correctly from the word wall.</p>  <p>I have a dog.</p>	<p>I see sentences in order.</p>  <p>I went camping with my dad.</p>	<p>I see a beginning, middle, and end.</p> <p>First, _____</p> <p>Next, _____</p> <p>Last, _____</p>

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