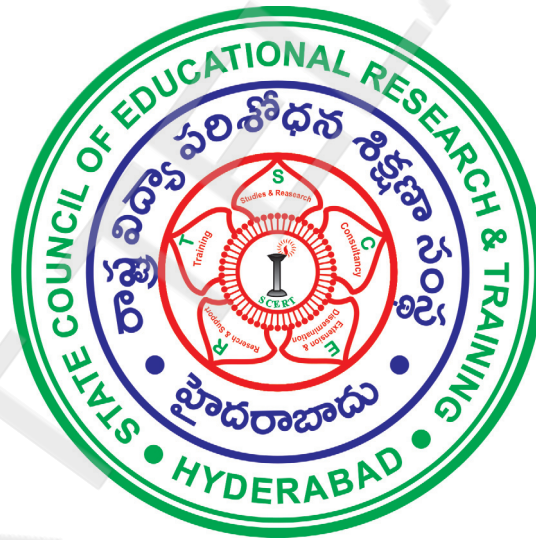


# **SAMAGRA SHIKSHA**

**5-Day State Level Training Programme  
for Primary School Teachers**

**2018-19**

**ENGLISH LANGUAGE  
ENRICHMENT MATERIAL**



**STATE COUNCIL OF EDUCATIONAL RESEARCH TRAINING,  
HYDERABAD, TELANGANA**

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## **PREFACE**

The SCERT has initiated Curriculum Framework in 2011. Accordingly, syllabus and textbooks have been revised to cater to the present needs of students. Subsequently, various in-service teacher training programmes have been organized to empower the teachers to meet the expectations of the society. These training programmes have indeed enriched the teaching competencies of teachers by providing them with valid inputs in various academic domains. Teacher handbooks, comprising of various activities have been designed and distributed to the teachers in the State.

The National Achievement Survey-2017 has reflected upon the gaps in teaching-learning process. It has thrown light on certain learning gaps, which have resulted average performance by the learners in some of the Learning Outcomes. It has necessitated this training programme with special emphasis on those language outcomes.

In this context, English Language Enrichment material in has been designed so as to meet the needs of the Primary school English teachers as well as the students in the State. We hope this training material will enable the teachers to take up classroom process effectively. Finally, we appreciate the remarkable efforts undertaken by the SRG members in producing this English language enrichment material.

Happy teaching and learning.

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## 1. NAS 2017 (NATIONAL ACHIEVEMENT SURVEY)

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NCERT has been conducting the National Achievement Survey (NAS) since 2001. It has successfully conducted four cycles in Classes 3, 5 and 8 and the 2nd cycle for Class 10 on learning outcomes developed by NCERT.

The major objective of conducting National Achievement Survey is to have a system level reflection of its effectiveness on accurate assessment of the learning outcomes at different stages of education. This can provide important insights as to whether the inputs made into the elementary education system had helped in improving the educational health of the nation.

### **NAS analysis will facilitate :**

- Evidence based planning for ensuring quality in education. As concentrated efforts are being made by the government for bringing in the quality aspects in education, one of the major challenges is to develop competency based learning in the classrooms. This shift in focus needs to be brought about by enabling a competency based learning situation in the classrooms.
- The pedagogical inputs for improving the learning outcome in the districts will also be facilitated by training the State Level Master Trainers (SLMTs), and the District Level Master Trainers (DLMTs). The understanding and implementation of the competency based learning in the classrooms will be supported by the SLMTs, DLMTs
- This entire exercise, which is a child friendly support, is envisaged to bring about a quality improvement in the learning process at the classroom level.

The reports generated through the web application after the conduct of the National Achievement Survey, 2017 is available in the website <http://nasslo.ncert.gov.in/>.

State level report is available in the website <http://www.ncert.nic.in/programmes/NAS/pdf/state/Telangana.pdf>

## **NAS-2017 - Areas of Assessment - Performance of the State**

### **Learning Outcome Class 8**

Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading.

Average Performance - 53 %

### **Learning Outcome Class 5**

Reads and comprehends independently storybooks, news items/ headlines, advertisements etc.

Average Performance -56%

Reads text with comprehension, locates details and sequence of events.

Average Performance - 57%



## 2. CURRICULAR EXPECTATIONS Vs LEARNING OUTCOMES

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### Introduction :

In a cross-cultural and multi-lingual society like India, a language that can act as a common link has its own importance and therefore, English has a unique position and function in our curriculum.

Normally, in the case of mother tongue, a child listens and understands ideas and concepts through experiences. But in English, the child listens to the language and then translates it into his / her mother language understands the concept, thinks in his mother tongue and later expresses by translating it to English through speaking and writing. Isn't it very complex?

English curriculum is concerned not just with language learning but with learning through language. Language learning progresses naturally with exposure to and use of language in meaningful contexts. The learner needs to notice and use language in and outside the classroom in order to become a proficient user of language. English language is taught and learnt as a second language in varied contexts and resources for teaching-learning comes in the form of proficiency of the English language teacher, materials (textbooks and other supplementary materials), and English language environment in the school and so on. Language learning is meaningful when it is connected with the immediate environment of children. One of the problematic issues at this point is the relation between three concepts of standards.

- 1) The standards set through educational policy i.e. the curriculum.
- 2) The standards set by teachers when work for a particular class and
- 3) The standards set to be attained by pupils on a given set of test items.

We call these as "expected learning outcomes", planned learning outcomes and realized outcomes respectively and discuss their relationship to curriculum policy making, setting standards feeds directly into both teachers planning and pupil attainment and thereby helps to raise standards in both.

Curricular Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work in the subject or short course specification. Our text books are designed with a broader goal in its curricular expectations and specific objectives through learning outcomes. The activities/ tasks in the textbook and the tasks carried out by the teacher need to take into consideration the real life experiences of learners.

English language learning outcomes are intended to be achieved by every child so as to enable them to be proficient users of language.

Broadly, the goals of language learning which could be achieved include:

- Attainment of basic proficiency in language for effective communication
- Development of language for knowledge acquisition

The following questions help both the students and teachers to understand the relation to the curriculum goals and in terms of effective teaching practices.

- What am I doing?
- How am I doing?
- What next?

## **What are curricular Expectations?**

Curricular Expectations refer to the knowledge, skills, attitudes and values set forth as achievements learners are required to meet in order to successfully complete a specific course or program. Curricular expectations describe what you hope your students will learn.

## **Why curricular expectations are important in teaching learning process?**

Curriculum is to be given essential role to enable quality learning and in articulating and supporting education that is relevant to the holistic development. To have quality learning, quality curriculum is very important.

It is the curriculum that provides the structure for the provision of quality learning especially where their classrooms are under - resourced and their students lacking the prior frame works with in which to situate their learning. It is the curriculum that articulates both the competencies necessary for life long learning and the competencies needed for holistic development.

## **Why it is important for teachers to set expectations?**

Students must understand what they are expected to learn before they can take responsibility of their own learning. Many a times we find in our classrooms, students have incorrect conceptions of what they are learning? Why they are learning it? And what quality work looks like. Learning expectations enables the students to better understand what teachers expect them to know, understand or be able to do as well as what constitutes a proficient performance. This allows students to support each other and take responsibility of their own learning. It also helps the students to evaluate learning against shared expectations and make adjustments to the learning, if necessary.

## **Curricular Expectations of language learning are:-**

- Acquire LSRW and thinking skills in an integrated manner.
- Develop interpersonal communication skills.
- Attain basic proficiency (oral & written)
- Interpret and understand instructions.
- Develop reference skill (printed & electronic media)
- Acquire a varied range of vocabulary and understand the complexity of sentence structure (reading & writing)
- Express an awareness of social and environmental issues.
- Read and interpret the texts in different contexts (verbal & pictorial)
- Breaking barriers between English and other subjects.
- Express ideas creatively.
- Evolve learners as independent users of language
- How to address curricular expectations?

## What are learning outcomes?

Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course or program and help students understand why that knowledge and those skills will be useful to them. Learning outcomes describe what your students actually learnt.

The learning outcomes will offer commentary and insights that support differentiation. These learning outcomes being focused on in first year will not have been 'completed' at the end of that year but will continue to support the student's language development up to the end of the learning processes.

While all outcomes should be considered when planning by the teachers, the final assessment must be based on the expected learning outcomes of the students. Language is not only about reading or writing, it is more than that- it is about how we communicate, it is about social practices and relationships, about knowledge, language and culture.

## Why learning outcomes are important?

Learning outcomes enable the teacher to understand how far they have reached the curricular expectations and how to facilitate student learning, better. They give feed back to the teacher.

What skills are students learning?

Are the students able to acquire the desired skills?

Are those the skills the teacher wants them to learn?

Are those the skills the teacher is teaching them?

Learning outcomes help the teacher to know the existing learning levels of children and how to better facilitate student learning.

## How learning outcomes need to be?

Learning outcomes need to be specific, measurable, realistic and time - framed.

**Specific:** - The learning outcomes should be well defined and clear. It states exactly what will be accomplished.

**Measurable:** - The learning outcomes should provide a target so that the teacher can determine when the target has been reached, by how much it had exceeded or by how much it has fallen short.

**Realistic:** - Learning outcomes should be reasonable to attain. They should not be impossible to attain.

**Time framed:** - a learning outcome should include a specific date by which it is expected be complete.

## Activity : Identification of class wise learning outcomes from Class I to V

As per the recommendations of RTE, NCF and NAS, the focus of the school education system has shifted from increasing access to ensuring quality learning.

Language curriculum broadly has 3 domains.

- Language, knowledge and comprehension.
- Attitude, values (sensitize the children to their environment)
- Dimensions (skills)

Attitudes and motivation of children and teachers play an important role in all learning processes, including language learning. When the teacher is positively inclined towards children of diverse needs, linguistic, ethnic and socio-cultural back grounds; children will also tend to get positively motivated and involved in the teaching learning process. Teacher can also make use of multilingualism as a tool to teach English language.

- RTE recommended developing class-wise Learning Outcomes.
- NCF reiterates learning is not linear and that it takes place in a continuum.

### **How to realize Learning outcomes?**

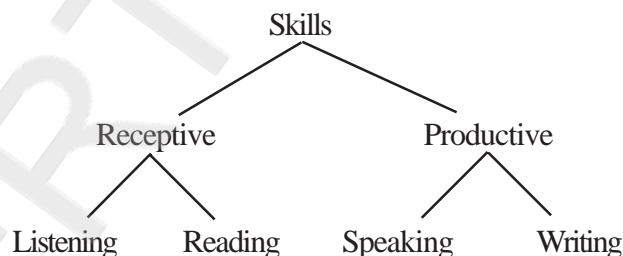
Learning outcomes are realized by pedagogical process. They depend on the pedagogical approaches teachers use in their respective classroom.

### **What are the different pedagogical approaches?**

- Appropriate use of whole class, group work and pair work.
- Meaningful incorporation of teaching and learning materials in addition to text books.
- Teacher's proficiency.
- Varied activities related to a lesson.
- Field trips etc.

Dimensions/skills.

We have receptive and productive skill in language learning. Listening and reading are receptive skills, whereas speaking and writing are productive skills. The objective is to develop these skills in a holistic manner.



The knowledge, dimension and values are necessary to achieve the curricular expectations and should be listed clearly. This will allow the desired learning indicators of the children to be described for the development of expected competencies. Curricular expectations are long term goals and need to be acquired over a period of time.

### **Learning Outcomes - Pedagogical strategies**

- Acquire the ability to listen and respond orally and in writing/Lip reads where necessary.
- Speak about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences.
- Recite poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.)
- Understand the central idea and locate details in the text (familiar and unfamiliar).
- Use his/her critical/thinking faculty to read between the lines and go beyond the text.
- Comprehend and uses the form and functions of grammar in context.
- write coherently and with a sense of audience (formal and informal)
- write simple messages, invitations, short paragraphs, letter (formal and informal), applications, personal diary, dialogue from story and story from a dialogue/conversation in English and in Braille
- Engage in creative writing e.g. composition of poems, jokes, short stories, etc.
- develop sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality

**Activity :** prepare pedagogical strategies on learning outcomes for each class and present from class I to V on learning outcomes.

### 3. ROLE OF LANGUAGE - CONCEPT FORMATION

---

*Language shapes the child's personality including perceptions, abilities, attitudes, interests and values.*

*-Krishna Kumar*

Here are three different classrooms where the teacher wants to teach about "apple" Let's read this.

#### **Case 1**

It's a primary classroom. The teacher entered the class. After the greeting, the teacher started writing the word "apple" on the board saying, 'draw a circle and then give a small tail to it. "Say 'apple', say 'apple', say 'apple'. Now you have seen me writing 'apple', you write it on your slate in the same way." The teacher moves around to facilitate the children and holds their hand to write 'apple'.

#### **Case 2**

The teacher makes the children look at a picture on the chart and says, 'apple' drills it for several times and writes it on the board and say, 'apple'. Then writes on each slate/book as 'apple' and ask them to write the same. At this point the teacher may facilitate by holding the hand of the child and make the child write 2 to 3 times and then ask them to write on the book till they learn to write.

#### **Case 3**

The teacher comes to the class with an 'apple' and starts a conversation with the students asking if they had seen an 'apple'. At this point the teacher may also use their mother tongue to converse with the students. As they start speaking the teacher slowly skips into the concept. The teacher also uses a chart showing a picture of 'an apple' and tries to talk about its colour, shape and its use with a short story to introduce the fruit 'apple'. Later, she may show the letter 'a' on the alphabet chart. Now the teacher repeats the word and asks the students to write.

**In the above cases, which process do you think will help the child better in concept formation about 'apple'? Why?**

#### **What is a concept?**

Concepts are mental categories for objects, events and ideas that have a common set of features. A child forms concepts by interacting with her/his immediate environment. Concept formation in children happens based on their previous experiences and when they try to make meaning out of their experiences. It is the key for understanding. Understanding means construction of a concept and its expression in real life situations. Social and cultural interactions are the only possible source of concept formation. The process of concept formation has three important stages; perception, abstraction and generalization.

#### **Perception:**

Experiences or learning in any form is the starting point for the formation of a concept. Our perceptions or imaginary experiences, formal or informal learning; provide opportunities in forming mental images of the objects, persons or events.

## **Abstraction:**

The mind analyses the perceived images and synthesizes what is common to all, neglecting what is particular. This process of observing similarities and commonness is named as abstraction.

## **Generalization:**

After making such observation in the form of abstraction for a number of times the child is able to generalize or form a general idea about the common properties of some objects or events. On account of this generalization, he /she will develop a concept about these things or events.

## **Types of concept formation:**

### **Direct experience:**

It is the first type of concept formation, in which the learner develops concept through direct experience with particular objects/ persons/events. It's developed from the early childhood stage onwards. For example, the concepts about bag, books, chair etc.

### **Indirect experience:**

Here the learner develops concept through pictures, photos and reading descriptions, hearing from others etc.

For example:- the concept about kangaroo.

### **Faulty experience:**

The concepts or the general ideas we have about the objects, person or events are not always adequate and accurate. Children have so many concepts that are quite erroneous and inadequate. For example, they are afraid of policeman, darkness or ghosts. Faulty concepts should not be allowed to form in children.

## **Process of concept formation:**

For example, if the child perceives a green apple for the first time and is told that it is an apple, he tries to form an idea about it. In the beginning, the idea is very particular in nature. Later, when he sees a red apple, he does not at once call it an apple. He makes an enquiry and tries to compare the particular mental image from the idea of previously perceived image of apple with the image he/she has at present and comes to a conclusion by perceiving that apples are red and green. In this way, he compares and contrasts the similarities or dissimilarities of his mental images related to all perceived apples. In spite of the differences in colour, appearance etc., apples have many common properties or characteristics.

Further, when the child comes across another fruit, s/he relates it with the fruit he knows already and builds a new concept in continuation with his old experiences.

Having said about concepts, let us now see how language plays a vital role in the formation of concepts.

A child uses a language to understand the world around him. Language is crucial for the child in his learning experience. It helps the child to explore the world around him/her, interact with it and form concepts. A child's journey from naming an object to talking about it is very complex.

The child makes a mental representation of the objects, processes, relationships around him/her. When a child expresses his/her ideas, elders around him/her try to correct him/ her (If at all he/she goes wrong). This is not a simple process as it seems to be. But language facilitates this process and the complexity of the process is decreased gradually.

Language is the most important medium for understanding. The child uses language to acquire new ideas and to build his/her concepts. For example: Concepts about all kinds of social and family relationships, concepts related to household works, festivals, objects, places and persons etc. language is an integral part of understanding. It develops with the development of understanding. They are interdependent. The existence of one is impossible without the other.

At the primary education level, development of language and development of understanding are two inseparable complementary aspects of the cognitive developments of the child.

### **How to provide opportunities for practicing concept formation skills:**

Stress on children can be lowered to a great extent if

- Concepts are developed by teachers by activating prior concepts and giving hands on experience.
- Considering each new word as a new concept, teachers can teach the meaning, usage of these words in proper contexts.
- Develop needed materials.
- Provide consistent opportunities for practice.
- Make certain that the activities are fun.

### **Activity 1 (group)**

**Give each group some slips with words written on it and then instruct them to categorize the words and name the categories with proper headings.**

**Whichever group completes the task first is the winner.**

### **Activity 2 (individual)**

**Write the names of four vegetables (chilly, lady's finger, bitter gourd, beans). Without revealing the name of the vegetable, write the description in such a way that the audiences can guess what the vegetable could be.**

Trusting the creative energies of children, they should be given opportunities for engaging with the real world as well as play with the language in real life contexts.

A child uses a language to understand the world around her/him. Higher the ability to use a language for detailed description of concepts and explaining phenomenon, deeper will be the understanding.



## 4. LISTENING & SPEAKING STRATEGIES

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### Introduction :

There is no debate in agreeing that 'listening and speaking' is the key to learn any language. The innate power of animals, birds and human beings to listen to sounds and interpret the sound as a form of communication has been exploited by human beings to create a sound system and evolve it into a language. While acquiring mother tongue, the 'listening & speaking' aspects of the language are taken care of quite naturally and involuntarily.

But, in the case of learning a second language, the learner needs to be exposed to 'listening & speaking' activities in the form of rich input providing ample opportunities for the learner to listen and respond.

### 1) Listening & Speaking Strategies:

- a) **Singing rhymes/songs :** Rhymes are not only the favourite of students but also the teachers who deal with pre-primary and primary classes. However, instead of dealing with rhymes as a mechanical activity in a segregated manner, they can be taken up creating an authentic situation as a part of teaching learning process.

**Ex 1:-** If a teacher is fond of singing the popular rhyme,

'Chubby Cheeks Dimple Chin

Rosy Lips, Teeth Within'

Instead of just singing the rhyme for the heck of it, he/she can make use of it while talking about or telling a story about a girl who follows 'Good Habits' like brushing teeth, talking bath twice a day, combing hair etc.

**Ex 2: -** 'Jack and Jill, went up the Hill

To fetch a pail of water'

This rhyme can be sung as a song while talking about the adventures of a character in a story.

Likewise, creating a situation or a story and incorporating the popular rhymes into them quite naturally will serve as a rich input for listening and speaking which can be further extended to 'adding lines' activity that can be taken up in the later stages of early literacy period.

**Activity 1: List some popular rhymes and songs you know and then create a proper context or a story to incorporate those rhymes/songs.**

**Activity 2: List the songs/rhymes mentioned in classes 1 & 2 textbooks and identify the context for those songs. Give tunes to the songs.**

## 2) Telling stories:

It is universally accepted that telling stories is the most effective method in any language acquisition process. Story is an entirety by its own and has the capacity to take every literary form into its bosom. Not only children love listening and telling stories, even teachers/facilitators enjoy telling stories as it is one of the productive ways in language teaching-learning process.

- a) Telling stories replete with gestures
- b) Telling stories using picture cards
- c) Telling stories using the themes that are in the experiential orbit of the child
- d) Telling stories in which birds and animals behave like human beings using personification technique

**Activity 3: Create picture cards and tell a simple story using proper gestures, personification technique using animals and birds as characters.**

**Activity 4: Create picture cards related to the important events to tell the stories given in classes 1 & 2 textbooks.**

## 3) Teacher Talk:

Telling stories and singing rhymes/songs in the target language (here it is English) is a popular strategy we use during 'Early Listening & Speaking' phase. But, we tend to forget that though it looks mundane, the 'Teacher Talk' is as much essential as telling stories or singing rhymes in a pre-primary or primary classroom.

- 1) The teacher/facilitator can talk about anything and everything.
- 2) There is no particular syllabus to dictate what to talk and what not to talk.
- 3) The facilitator/teacher might have a focus area for that day to take up a particular concept, but, he/she needs to take care of 'Teacher Talk' as an essential thing that is mandatory.
- 4) Teacher talk must be associated with suitable body language, especially, gestures and voice modulation to help the learners make sense of the new language and develop a liking for it.

**Activity 5 : List out the various components that a 'Teacher Talk' must contain and include examples in the form of sentences.**

**Ex: -**

1) **Component :** Greetings: Good Morning, Children! How are you, today?

2) **Component :** Weather - Today, it is Sunny.

It may rain.

3) **Component :** Food - What did you eat today?

**Note :** Don't forget to give ample opportunities for the learners to respond and talk freely, initially in their mother tongue and witness the transition towards using simple sentences in English.

#### **4) Audio-Visual Material:**

There is a popular notion that audio-visual material can replace a facilitator and serve as an excellent resource for language learning. However, one must remember that it is an aid... not a resource that can act by its own evaluating the learner's performance and make changes accordingly.

*Using audio-visual material judiciously by not substituting the role of a facilitator/teacher for an aid, will give results that can further enhance in creating an 'English Environment' in the classroom.*

**Activity 6: List out the audio-visual material that can be used to give ample exposure for the child to listen and respond. Also, explain how the material will help the child develop an interest to listen and respond in English.**

## 5. PICTURE INTERACTION FOR LANGUAGE ENRICHMENT

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'A picture can speak thousand words' is one of the popular sayings that is quite true and one has to agree that a potential picture can engage a child and facilitate his/her learning.

A new language is like a puzzle for the beginners. A picture acts as an anchor not allowing the ship to roam away by the puzzling waters. Picture interaction at early stages helps the child to

- 1) Develop vocabulary needed for basic communication in the target language. Using variety of pictures replete with different themes and concepts will help the learner to acquire the vocabulary in the most natural and involuntary method without putting stress on learning new words concentrating on spelling rather than on 'sense'.

**Activity 1: Suggest pictures and the interactive questions needed for developing concept-based vocabulary through picture-based interactions. Use the pictures given in English textbooks (classes 1-5).**

- 2) Get enough time and opportunities to listen and learn proper pronunciation through imitating in the early stages and by grasping the sense in the later stages. That's why our early pronunciation habits cease to go away until and unless we make a conscious effort.

**Activity 2: What steps need to be followed to ensure that picture interaction gives enough exposure to the child to listen, pronounce and respond during the process? Illustrate with pictures taken from English Textbooks.**

- 3) LSRW: A picture isn't targeted at developing vocabulary alone. It can be used for various purposes depending on the focus area, i.e., listening, speaking, reading and writing. A picture interaction can facilitate all the four language skills in an integrated manner. Observe that the picture given in the English textbooks have the potential to serve the above-mentioned purpose.

**Activity 3: Take any picture from classes I & II textbooks and write the strategy how a facilitator can use it for developing listening, speaking, reading and writing in an integrated manner.**

- 4) Form good habits of language learning in the later stages. It looks like; a picture interaction's main focus is on listening & speaking in the early stages. True to a certain extent. However, the focus gradually will shift to reading and writing as well which in turn helps in forming good habits of reading and writing.

**What are those good habits in language learning?**

- a) Zeal to learn the language
- b) Facilitate oneself to find an opportunity to learn
- c) Appreciate the language
- d) Help in the transitional phase from imitating to forming one's own language style.

*A potential picture encourages the learners to develop the interest in reading texts and later cultivate the habit of reading books.*

*A potential picture also encourages the learners to express his/her ideas in the form of writing and if they are encouraged further or self-motivated, the learners may become writers with good expression skills.*

**Activity 4: Discuss and write how a picture can help in the transitional phase from imitating to forming one's own style.**

- a) **Take a picture of your choice.**
- b) **How do you interact with the picture?**
- c) **How does the child interact with the picture?**
- d) **How does the child imitate the facilitator?**
- e) **What other external factors influence the child with regard to the picture?**
- f) **How does the picture help the child in the transitional phase, i.e., from imitating to forming one's own style?**

## 6. IMPORTANCE OF TELLING STORIES

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### Introduction :

Story telling can be considered as a teaching tool in which spontaneous production of language takes place. It is one of the crucial ways to develop language skills among children. Story telling is a creative process. Stories help people understand the nature of their own experiences and others as well. The magic of stories can take us to any place or time. It is a way of exploring things. Story telling also involves usage of language gestures to reveal the elements and images of a story, while encouraging the listeners' imagination.

### What are stories? What is the purpose of stories?

Stories are tales that are made up for entertainment or retelling of something that occurred or a piece of fiction. We all love stories regardless our age. There are a number of reasons why stories have been told over thousands of years, and in different formats and styles story telling has been around since the dawn of man on the earth stories entertain, inform, and make us laugh and make us cry too. Stories communicate emotion and meaning that motivate people to act.

- Did you tell a story, recently? If yes, give its details?
- Why should teachers take up stories in the classroom?
- What are the features of a good story?
- What are the qualities of a good story telling? How is it beneficial?
- What do children learn from stories?

### Activity 1

#### Read the following story :

Once, two mice entered a dairy. As they were looking for something to eat, they slipped and fell into a large drum full of milk. They did not know how to swim and soon they started drowning.

Both of them started struggling to stay afloat. One of the mice said, "Friend, I think we are going to drown. No one can help us now. I wish God would send someone to help us!".

The other mouse calmly said, "Do not be afraid my friend, we must not lose heart, we must keep trying". But a few minutes later, the first mouse gave up hope. He did not try and so he drowned. The other mouse saw his friend drowning in the milk and felt very sorry.

But, he kept moving his legs trying to keep afloat. Soon this had a churning effect and a thick layer of creamy fat was formed on the milk's surface. With great effort, the mouse climbed the creamy layer and jumped out to safety. The mouse realized that God helps those who help themselves.

#### Task : Group Work

The participants/children are divided into groups of 6 each. The RP will make six chits with numbers 1 to 6. Each group has to pick up one of the chits and do the activity as displayed on the chart/board.

Number	Speak About
1	Main Theme
2	Characters
3	Setting
4	Dialogues
5	Beginning of the Story, Middle Part, End of the Story
6	Questions on the story

The purpose of this activity is to make the learner understand the importance of various features of a story and how they become crucial in developing a story. We normally begin a story having a certain theme in our minds and then choose characters and the setting of the story. A story has a beginning, middle part and an ending with dialogues embedded to enhance the sequences.

### **What are the qualities of a good story and storyteller?**

The most important quality of a good story is the ability to take readers somewhere else and make them glad they went. The qualities of a story could be as follows.

- A story should reflect personal relating direct observation.
- Conveyed naturally through dialogue and description.
- There should be an uninterrupted flow.
- The characters in the story should gain our sympathy. The establishment of characters is more important.
- A story should be entertaining and give scope for imagination and should provide space to the listener to personalize.
- A story should evoke passion and joy.

### **Qualities of a good story teller:**

- Listen, engage and interact with audiences.
- Empower others.
- Generous in spirit.
- Are human, vulnerable, and truthful and trust worthy.
- Make sure there is a point to the story they're telling.
- Are strategic in their storytelling.
- Infuse leadership communications.
- Immerse audience in the story.
- Tell personal stories.

- Create suspense.
- Bring characters to life.
- Build up to a STAR moment (something they'll always remember)
- End with a positive take away.

### **How to engage children in stories? How is it beneficial?**

- The stories children hear shape their view of the world. As most of them live in a limited environment, stories can make their world expand through talking about different people, places, problems and possible solutions.
- Children who listen to read stories often are more empathetic.
- The benefits children get from stories hugely increased, when they were asked questions about the story.
- Children relate stories to themselves, so tell them such stories.
- Stories help to sharpen children's memory, use their imagination.
- Selection of stories should be such that they have clear story lines, age appropriate themes or topics rhythmic language, interesting vocabulary.

### **Children learn a lot through stories beginning from simple sentences and grammar to more complicated concepts of reasoning.**

- Stories are one of the most important factors to influence children's moral and ethical behaviour.
- Make story time a consistent part of your routine or try to fit it best in your schedule.
- Stories extend the understanding of vocabulary and content.
- Storytelling can encourage development of emotions and feelings among children.
- Children maintain in touch with cultural roots.
- Enhances listening skills.

### **Story vs. Narrative**

Most of us can't differentiate between a story and a narrative and hence, use the terms as synonyms. In the previous session, we talked about point of view stories which are told in different perspectives. Point of view describes from which character's perspective the story is told. Telling the same story from the various points of view of the participating characters creates different narratives.

The manner in which you recount the sequence of events and what those experiences meant to you is called a narrative.



## Activity

### Read the following:

There was a thirsty crow. It searched for water everywhere and saw a pot with a little water in it. As the water was at the bottom of the pot, the crow dropped pebbles into it. The pebbles went down and the water came up. The crow drank the water and flew away.

**Moral:** 1. Where there is a will, there is a way. 2. Necessity is the mother of invention.

- How is this story?
- Do you think it is interesting? Why?
- Can you make the story more interesting? How?

### Read the following:

Once, there was a clever crow in a thick forest. One day, it was very thirsty, so thirsty that it wanted to drink water, desperately. It looked here and there, but couldn't find water, anywhere. Then, the crow flew and flew in search of water. It flew over the trees and the hillocks. Alas! It couldn't find any water. Tired, the crow sat on a big tree, panting for water. By chance, it looked down. To its utter amazement, the crow saw a pot with water. However, there was only a little water at the bottom of the pot.

The clever thought, "The water is at the bottom. I can't drink it. Lemme think." An idea struck the crow and its face lit up in excitement. Immediately, the crow flew down the tree, picked up a pebble and dropped it into the water pot. One by one, the crow kept dropping the pebbles, slowly and carefully not to break the pot. Finally, the water came up. "Ooh la la!"

The clever crow dipped its beak into the pot and slowly drank the water. As the water passed through its throat, the crow started enjoying the feel of the water. Finally, after quenching its thirst, the contented crow flew away, happily, humming a beautiful song.

- 1) What difference did you observe between the two texts?
- 2) Which one is more effective? Why?

- **The Facilitator presents the narrative 'The Thirsty Crow'. (Demo)**

Or

- **Let's watch this video 'The Thirsty Crow'**

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

- What other features we need to keep in mind while presenting a story in the form of a narrative?
- How do those features help in effective story telling process?

**Activity:** Each group will be given a popular short story. Develop the stories further into narratives and present them in the class.

**Group 1:-**The Fox and the Sour Grapes.

**Group 2:-**The Hare and the Tortoise.

**Group 3:-** The Little Red Hen

**Group 4:-** The Lion and the Mouse

**Group 5:-** Three Little Rabbits

Sit in groups and write the stories in the form of narratives. Don't forget to write the moral. Rehearse with your group members how to present the narrative.

We have seen the basic difference between a story and a narrative. The way we tell a story by adding our own perspective with clear images will make us an effective story teller. Now that you have written your narratives and rehearsed them, we'll go for the presentations in the next session, tomorrow.

**Activity:**

- The first group will display its day work written on a chart and give opportunity for the other groups to read the group product.
- Then, one of the members from the group presents the narrative.
- The other groups will fill in the assessment table allotting marks for each feature of the presentation.

Sl. No.	Feature of the narrative	1-5 marks
1.	Language Used	
2.	Expressions	
3.	Body Language	
4.	Intonation (Voice)	
5.	Using the space available in the class	

- Reflections from the other groups.
- Repeat the process till all the groups complete their presentations.

Besides using effective language; the body language, expressions and the intonation of a story teller play a key role while presenting a narrative. The confidence grows day by day when we start converting our stories into rich narratives and practice presenting them in our classrooms.

## 7. RHYMES AND SONGS

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### What is a Rhyme or a Song?

Rhyme is a popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs. In a rhyme in English, the vowel sounds in the stressed syllables are matching, while the preceding consonant sound does not match. The consonants after the stressed syllables must match as well. For example, the words "gaining" and "straining" rhyme words in English because they start with different consonant sounds, but the first stressed vowel is identical, as is the rest of the word.

### Our English Textbooks & Rhymes

There is no mention of the traditional rhymes in our textbook as many of them are out of Indian context...

**Example 1 :** Rain Rain Go Away!  
Come Again Another Day!

We did away with the rhymes of this kind because India being a tropical country we can't afford to say, 'Rain Rain Go Away'. Though indirectly, the concept of rain at early the stages of education must not lead them towards forming wrong images.

**Example 2 :** London Bridge is Falling Down  
Falling Down! Falling Down!

Again 'London Bridge' is out of Indian context and it's out of the child's experiential orbit during the early literacy stages.

**Example 3:** Jhonny Jhonny! Yes Papa!  
Eating Sugar? No Papa!

There are multiple issues with this rhyme that encourages the child to form wrong habits namely telling lies and making fun of elders.

That's why there are theme-based songs and poems in our English Textbooks. However, we know the rhythmic value of rhymes that create an attractive environment and hence, we tend to use rhymes during the early literacy period. But, we need to understand that these rhymes need to be transacted using a suitable context. In the 'Listening & Speaking' session we've discussed how to create a context and use the traditional rhymes. (Refer this module for - 'Early Literacy, Listening & Speaking' unit.

After embedding a traditional rhyme in a context, we need to take care of certain things. What are they?

### **1) Play with sound:**

Before you sing with children, play "sounding games." Sing a note, or make a sound and invite children to match it. Once you are all comfortable with making all kinds of sounds, you can move on to songs.

### **2) Play with rhythm and rhyme:**

If you are just getting comfortable with singing with children, you can try saying a song in a rhythmic way. Clap as you say the song.

### **3) Start with the whole song:**

Children learn songs best when they hear the entire song from beginning to end, several times. Don't break down the song into phrases to teach it. This is confusing to children. Just sing it and don't worry if they can't sing along. They are listening and will join in when they're ready.

### **4) Use your hands:**

The finger and hand motions that are used to illustrate a song fascinate children. Often, children who are uncomfortable with singing are willing to go through the motions of the song with you.

### **5) Sing throughout the day:**

Use songs throughout the day to get children's attention, give directions, or to even "narrate" something children are doing.

### **6) Use familiar tunes:**

If you know "Row, Row, Row, Your Boat," "Farmer in the Dell," and "Old MacDonald," you have an entire collection of songs at your beck and call. The trick is to use familiar tunes to create new ones. Just change a word or two as in "The Dog Went out the Window" instead of "The Bear Went Over the Mountain."

### **7) Have Fun!**

It's important to be light and playful with songs. Don't make fun of your own voice or focus on your mistake with a lyric.

## Why do kids need nursery rhymes?

Nursery rhymes, little poems and songs have been around for centuries. Despite all the changes the world has seen in last 500 years, nursery rhymes are here to stay.

- 1) Nursery rhymes are the perfect first stories.
- 2) Nursery rhymes can boost early language development.
- 3) Knowing nursery rhymes can build social skills and promote a sense of community.
- 4) Loving nursery rhymes opens the door to love of all books.
- 5) Kids who know nursery rhymes are equipped to be better readers.
- 6) Listening to nursery rhymes builds vocabulary.
- 7) Love for nursery rhymes opens the door to creativity.
- 8) Nursery rhymes connect us to the past.
- 9) Singing nursery rhymes can improve fine motor skills and coordination.
- 10) Nursery rhymes are just plain fun.

### Some YouTube links of the Rhymes and songs:

Old Mc Donald

<https://youtu.be/kGqlw15myr4>

The Green Grass

<https://youtu.be/3fezrez7YvQ>

Five Little Monkeys Jumping on the Bed

[https://youtu.be/w1A0J\\_Tp0IY](https://youtu.be/w1A0J_Tp0IY)

Five little ducks went out one day

[https://youtu.be/xbXiRyr\\_JVk](https://youtu.be/xbXiRyr_JVk)

One song but 156 words

<https://youtu.be/9nDkUBViqNA>

BINGO

<https://youtu.be/c2RpM2tFfng>

Daddy Finger Daddy finger

[https://youtu.be/V\\_2GpdifQUk](https://youtu.be/V_2GpdifQUk)

Answer my son ... What is this dear?

<https://youtu.be/U368pmjQUV4>

## 8. CLASSROOM THEATRE

**Classroom Theatre** is a pedagogic aspect of teaching learning process in a classroom where rich experiences are provided to the learner ensuring 100% participation of the child. Converting a story into a play, evolving choreography for a given poem/song and role-playing the conversations that evolved in the classroom transactions play an important role in bringing theatre to the classroom. Instead of discussing the theoretical aspects of 'Theatre', let's straight away see the actual process of bringing the theatre into our classrooms.

Process of converting a story into a play/skit/drama

- Transact the text (story) with the help of the suggested method in the classroom, i.e.
  - 1) Picture interaction/trigger
  - 2) Individual reading
  - 3) Collaborative Reading
  - 4) Scaffold Reading

Before converting the story into a play....

- Read the story again.
- Identify the characters in the story.
- Identify the location or the setting.
- Identify the main events.
- Add dialogues to the characters.
- Let the children plan and rehearse.
- Facilitate the Performance.

Give Positive Feedback.

Sl.No.	Components	Scene 1	Scene 2	Scene 3	Scene 4
1	Characters				
2	Location				
3	Settings required/properties				
4	Description of the event				
5	Dialogues				
6	Additional Notes				

**Activity: Select a story from Primary English Textbooks, fill in the above table, plan, rehearse and enact it. (Each group must choose a separate story.)**

### **Choreography :**

When we talk about poems/songs, we are quite familiar how they are converted into mechanical action songs. Though children seem to be enjoying the mechanical action, it's because of the rhythm. To transact a poem for providing rich language experience, a facilitator must evolve the action following a process that will exploit the child's imagination and trigger his emotional capabilities.

### **Process of evolving choreography in the classroom :**

- Transact the poem using the suggested method.
  - Interaction based on the picture
  - Singing the poem 3-4 times followed by children singing after the teacher.
  - Sit in groups and interaction based on the text.
  - Giving tune to the poem
- Read the poem stanza-wise
- Identify stanza wise themes
- Identify the characters
- Decide the actions for every stanza
- Decide the location for the actions
- Decide the chorus (setting and properties)
- Sequence the actions
- Form a singing team & set the music for the poem
- Plan
- Rehearse
- Perform choreography

<https://youtu.be/HwcDYK5Cs-E>

Sl.No.	Components	Scene 1	Scene 2	Scene 3	Scene 4
1	Theme				
2	characters				
3	Location				
4	Chorus & Setting				
5	Actions				

**Activity: Select a poem from Primary English Textbooks. Fill in the above table, plan, rehearse and perform choreography. Each group must choose a separate poem.**

## Role Play :

In a traditional classroom, role-play is just like enacting a conversation that is already given. However, the process of evolving a conversation in the classroom is an effective way of giving ample opportunities for the child to talk and express him/herself.

### Process of Role-Play :

- Interaction based on a picture or context from the given text.
- What is happening?
  - a. Who are the characters? Name them.
  - b. Who will speak first?
  - c. Who will speak next?
  - d. What would the first character say?
  - e. What would be the response of the second character?
- Elicit responses, write the key expressions on a chart/BB and then, give the skeleton/frame for writing a conversation.
- Writing a conversation individually
- Sitting in groups and evolving group products (conversation).
- Group performances. Here comes the actual role-play. Students will role-play the conversations they had written sitting in groups. Every group product will be different and hence, children will get to perform variety of products.

Sl. No	Components	1st exchange	2nd exchange	3rd exchange
1	Characters			
2	Context			
3	1st Character			
4	2nd Character			
5	Dialogues			

**Activity: Select a picture or a context from the texts of Primary English Textbooks. Write the process of evolving a conversation and then, role play it.**



## 9. MULTIPLE STRATEGIES FOR READING

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### Reading involves: -

- a) Identification of letters and their corresponding sounds.
- b) Syntax - sentence construction
- c) Semantics - meaning

Though we know that listening, speaking, reading and writing can't be segregated and taken up one after the other, it would be suggested that reading and writing to be taken up only after the children are able to comprehend and talk using at least a few simple sentences in English. Without transacting proper pre-literacy activities meant for early listening and early speaking, it becomes quite a task for a facilitator to take up early literacy activities for reading and writing. We must also understand that listening and speaking activities implicitly give an exposure to reading and writing, as well. So, the kids aren't entirely novice to reading and writing.

Watch these videos that reflect our classroom scenarios with regard to 'Reading' skill.

Case 1: <https://www.youtube.com/watch?v=DPrq7mbXBLo>

Case 2: [https://www.youtube.com/watch?v=Fr3Ofq\\_UdvI&t=2s](https://www.youtube.com/watch?v=Fr3Ofq_UdvI&t=2s)

Case 3: <https://www.youtube.com/watch?v=9d49R4LCelc&t=16s>

**These kids belong to class 6 who completed primary education in our schools. Watch the videos and discuss.**

### Reading Strategies for Early Literacy:

#### 1) Create an English Corner in the classroom

- a) Picture cards with known words.
- b) Picture cards with a story.
- c) Picture cards with a story on each card and sentences under the picture.
- d) Posters replete with pictures.
- e) Simple story books.
- f) Authentic materials

Ex: - wrappers, magazine covers, greeting cards etc

- g) Instructions/ classroom commands with match stick drawings.

- h) Match stick diagrams showing actions & emotions.

**Activity 1: Form a group of at least 5-6 members and create an English Corner by picture cards, preparing posters, match stick diagrams, short & simple stories etc.**

## 2) Drawing Pictures

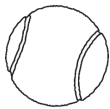
It's a known thing that there are many English words that had percolated into our mother tongue. In fact, we have almost forgotten the mother tongue equivalent for some English words that we use in our daily life.

Ex: - table, bus, car, ball, fan, can, dance, house, pen, pencil, book etc.

- 1) Write a known word on the blackboard. Any word that our children use instead of the word's equivalent in the mother tongue. Ask the children to read the word.

Ex: - ball

- 2) Now, ask the children to guess the word while you are drawing the picture on the blackboard.



a ball

- 3) Once again, ask the children to read the word connecting it to the picture.
- 4) We can use the same strategy to make the children read simple sentences that come in the reading text given in their English textbooks.

**Activity 2: Prepare a list of known English words that had percolated into our mother tongue and used quite regularly. Draw pictures of those words and display them. You can devise your own strategy to use these known words to transact new words.**

## 3) Read a short story everyday in the classroom

- a) Repeat the same story for a week. You can select a known story.
- b) Display the story (preferably only one or two pages with pictures) on the wall and read the story again using a pointer or the index finger passing under the line while reading.
- c) Keep the story book in the reading corner under the heading 'Story of the day'.
- d) Make sure that you have 'Read' period when the children can try reading the story sitting in groups or else however they prefer to read.

**Activity: Create at least 5, 2-minute stories with suitable pictures and display them.**

## **Early Literacy & Reading the action words:**

### **4) Using match stick diagrams**

Draw a match stick diagram and then, let them guess the action. Then, write the word below it and read it out aloud. Keep the matchstick diagram in the reading corner and facilitate the children to read the word/sentence related to the matchstick diagram.

**Activity: List down the action words related to our day-to-day activities at home, at school and in the playground.**

### **5) Miming an action and asking the children to guess the action**

Then, write the word/sentence and read it aloud.

You can ask the children to read the word/sentence aloud.

### **6) Miming a simple dialogue (with one exchange)**

(Take the help of another facilitator or a senior student)

Ask the children to guess what you might be talking.

Write down the first sentence of the dialogue. Read it out aloud while writing.

Next, ask the children to guess the second sentence of the exchange.

Write it on the blackboard clearly and neatly. Read it aloud using proper pronunciation.

You can ask the children to read the sentences taking turns.

**Activity: Devise as many miming activities as possible that can be used in English classroom (pre-primary & primary stages).**

### **7) Using Audio-Visual Aids**

- Show a picture with a sentence written under it preferably from the textbook. Read the sentence clearly into the voice recorder of your phone. Then play the recorded voice.
- Now, show another picture with a simple sentence written under it. Encourage at least one kid to read the sentence into the voice recorder. Play the voice.
- Other children in the class will soon follow as reading into the mike and listening to their own voice will be like a play for them, not a task.

8) Using Picture Prompts with instructions in the classroom to show their daily activities and rules to be followed in the classroom.



- a) Keep changing the picture prompts regularly, i.e., once in a week or a month.
- b) The facilitator may even collect the passport size photograph of the students.

Paste them on a card. (Maintain individual card for every student).

Initially, write only the name of the child & other details can be added from time to time.

Encourage them to read their name and also other details of their card.

(The facilitator can begin pasting his/her own passport size photograph and writing the details and read them out.)

- c) Teacher can also use date/climate/weather cards with picture prompts

Date - \_\_\_\_\_  
Day - Monday  
How is the day? - Sunny (picture)

**Activity: Prepare various (at least five) picture prompts that can be used in the English classroom.**

A facilitator must understand that visual aids like pictures and audio-visual aids play an important role in forming proper reading habits in the early stages. So, developing an English corner with lot of pictures, story books, posters, drawings etc will enrich the student's experience and provide opportunities for the children to develop taste for reading.

The facilitator must take up reading activities regularly in the classroom and serve as a model for the child to follow his/her teacher though non-consciously. The facilitator's reading habits will motivate the child to cultivate his/her own interest for reading.

## 10. ART OF QUESTIONING FOR COMPREHENSIBLE LEARNING

*"The art of questioning lies in knowing which questions to ask when."*

- Anonymous

For every interaction and activity that happens in a classroom, the facilitator (teacher) needs to ask some questions to elicit responses from the students or guide them to do an activity or proceed further. So, the questioning skills play an important role in sharpening the skills of a teacher as a facilitator and guide.

### Why do we need to ask questions?

- 1) For comprehension
- 2) For interaction based on a picture, story or any written text
- 3) Interaction based on a listening text
- 4) Problem Solving activities
- 5) Improve the child's thinking abilities
- 6) To develop scientific approach in the students
- 7) To guide the child during self-learning activities.

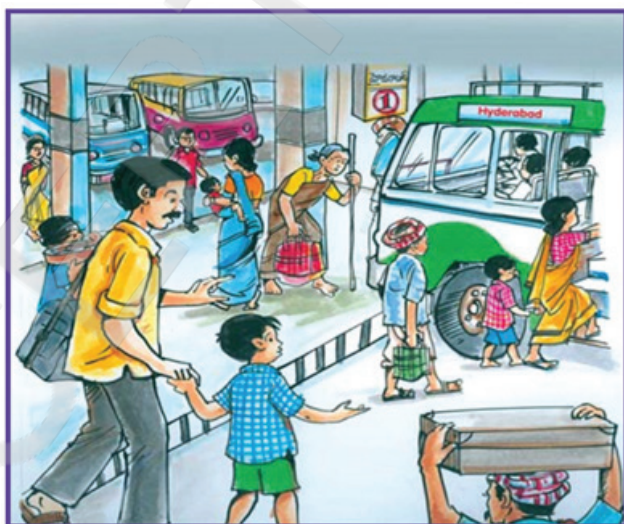
### How to Develop Questioning Skills for Picture Based Interactions:

Needless to even mention that picture based interactions are one of the most productive ways in a classroom scenario. These interactions sustain the child's interest in teaching and learning process. Pictures are readily available in our English Textbooks and also the textbooks of other subjects. Hence, collecting and selecting pictures isn't a big task for the facilitators.

### Preparing Questions:

- a) **Select a picture.**

Look at the picture taken from class 2 textbook.



b) **Before attempting to ask questions straightaway by asking random questions, let's first see what we want our children to actually talk after looking at the picture. Let's write down.**

- "This is a bus stand.
- There are buses standing in the bus stand.
- We see men, women and children in the picture.
- They are passengers.
- The woman in a yellow sari is boarding a bus.
- The porter is carrying luggage on his head.
- The boy in the blue shirt is Siddu.
- The man holding Siddu's hand is his father.
- Siddu and his father came to the bus stand to board a bus.
- They are going to Hyderabad.
- They are going to Hyderabad to visit Siddu uncle's house.

c) **Let's prepare questions for the above sentences.**

- "This is a bus stand.  
Q. What is this?
- There are buses standing in the bus stand.  
Q. What are standing in the bus stand?  
Q. What do you see in the bus stand?
- We see men, women and children in the picture.

Q. Who do you see in the picture?

- They are passengers.

Q. What do you call the people who travel in a bus?

(Do we get the answer exactly the way we have written the sentence? Do you want to change the sentence or the question? Decide. Many times, we need to rephrase the questions to elicit the response we want for proceeding further.)

- The boy in the blue shirt is Siddu.

Q. Who is the boy in the blue shirt?

Q. What is the name of the boy in the blue shirt?

**Note:** Here the response would be 'Siddu' but when written down in the form of a sentence, the sentence may change.

The boy in the blue shirt is Siddu.

The name of the boy in the blue shirt is Siddu.

*Did you observe that a part of the sentence is already there in the question we have asked? So, when we write down what we want in the form of a sentence, paragraph, story etc, we'll be clearer on what to ask and how to frame a question in most of the cases.*

**Activity 1: Select any picture from English Textbooks and write a paragraph based on the picture. Break the paragraph into sentences and then frame questions accordingly. You can ask a question in different ways and substitute with more questions if needed.**

### **How to Develop Questioning Skills for Text Based Interactions:**

Besides the picture based interactions, the primary teacher needs to transact the given text. Interactive questions are crucial for making the child to understand the text and hence, the teacher/facilitator must read the entire text and plan for transacting the connected thematic vocabulary & grammar exercises, projects etc. well in advance.

#### **Process:**

- a) **Select a text to transact in the classroom.**

**Below is the beginning of a story taken from class 3 textbook.**

#### **I Like It This Way**

It was growing dark. Sita's mother came home from farm. There were books everywhere. There were toys everywhere. There were clothes everywhere. What a mess!

Mother: Sita! Let's clean up the room dear.

Sita: Yes Amma.

Sita folded her clothes and looked at mother.

Mother: Keep them in the shelf.

Sita: As you say Amma.

- b) **Picture Interaction followed by (i) Individual Reading and (ii) Group Work.**

- c) **Asking various types of questions based on the text.**

- i. Factual questions
- ii. Analytical questions
- iii. Localizing and personalizing questions
- iv. Open ended questions

**d) Think:**

After reading a part of a story, what would be the first question you would like to ask?

- i. Title of the story - I Like it This Way**
- ii. Characters in the story (main characters and sub characters) - Sita and the Mother**
- iii. Main events in the story (in order of their occurrence)**

Mother comes from farm.

She looks at the mess in the room.

She tells Sita to clean up the room.

Sita starts cleaning up her room.

**iv. Predicting (remaining part of the story)**

**v. Personification (attributing human nature to animals, birds & things).**

Sita and the Mother are human beings. How can we use personification here? Is it necessary?

Can we impart human nature to the things lying down as a mess and ask a question?

(Remember, 'The Rat and the Pencil' story?)

**vi. Personalizing questions**

Make the child to imagine being in a similar situation and get the child's response.

**vii. Analytical questions:** Let the child interpret the given information in the story and react to it in the form of an opinion.

(Frame questions (six categories mentioned under 'Think') based on the text given above.)

**Activity 2: Take any text from English Textbooks and prepare different type of questions (Closed and Open-ended questions).**

We understand that we can't use general questions for every interaction. We need to develop the skill of framing questions based on the purpose. So, questioning is an art by itself. When a teacher understands the importance of asking questions, he/she asks questions to discover what the pupil knows not to discover what the pupil doesn't know.

*"Most teachers waste their time by asking questions which are intended to discover what a pupil does not know. Whereas, the true art of questioning has for its purpose to discover what the pupil knows or is capable of knowing."*

*Albert Einstein*



### Activity 3:

#### Read the following passage.

While coming back from the school, Chinna went to Chacha's shop. He wanted to buy some bells for his puppy. Chacha showed him some beautiful tinkling bells. Chinna liked them a lot. He put his hand in his pocket and said, "Oh, where is the money which was given by grandfather, yesterday?" He was shocked. His money was missing. He searched all the pockets but did not find his money. Feeling sad, he gave the bells back to Chacha and started walking home.

#### I. Individual work:

Frame as many questions as possible based on the above passage.

#### II. Individual work:

Here are a few sentences related to the above passage. Read the sentences and frame questions as directed.

- 1) The name of the boy is Chinna. (what)
- 2) Chinna went to Chahcha's shop to buy tinkling bells. (why)
- 3) Chinna gave back the tinkling bells as he found his money was missing. (how come)
- 4) Chinna went to Chahcha's shop. (which)
- 5) Chinna was coming back from school. (where)
- 6) Chinna asked Chacha to show the tinkling bells. (whom)
- 7) Chinna went to Chacha's shop while coming from school. (when)
- 8) Grandfather gave the money to Chinna. (who)
- 9) Chinna is an eight-year old boy. (how)

### Activity 4:

#### Read the following passage.

Sita is writing a letter to her friend Radha. Sita and Radha have been friends since their childhood. They used to go to the same school and study in the same class. They always played together. Sita used to share her lunch with Radha and Radha used to help Sita to complete her homework.

#### III. Group Work : Let's read this sentence taken from the above passage.

- Sita is writing a letter to her friend Radha.

Observe the underlined words/phrases before framing the questions? The sentence is the same but the words underlined are different. Will the questioning differ? How?

**Frame questions for the given sentences keeping in mind the underlined word/phrase.**

- 1) Sita is writing a letter to her friend Radha.
  - 2) Sita is writing a letter to her friend Radha.
  - 3) Sita is writing a letter to her friend Radha.
  - 4) Sita is writing a letter to her friend Radha.
- Sita and Radha have been friends since their childhood.
    - 1) Sita and Radha have been friends since their childhood.
    - 2) Sita and Radha have been friends since their childhood.
    - 3) Sita and Radha have been friends since their childhood.
  - They used to go to the same school and study in the same class.
    - 1) They used to go to the same school and study in the same class.
    - 2) They used to go to the same school and study in the same class.
    - 3) They used to go to the same school and study in the same class.
    - 4) They used to go to the same school and study in the same class.
    - 5) They used to go to the same school and study in the same class.

Asking focused clinical questions (not talking about 'clinical' in medicine) can help direct your search to more relevant and precise answers. Sometimes, while we are questions we need to focus on a specific piece of information.

While doing the group work, we chose only one sentence. But, we could frame multiple questions depending upon the focus (written form) / stress (spoken form). Don't you agree that questioning is an art, indeed?

*"Good teaching is more a giving of right questions than giving of right answers."*

*-Jasef Albers*

Watch this video:

<https://www.youtube.com/watch?v=uCVd8n-WTOs&t=1s>

The teacher is busy with her work and didn't pay attention to what the students are telling her. The boy has the habit of telling from the beginning when interrupted. Absent-mindedly, the teacher is asking questions based on only the part of the sentence she might have heard amidst her busy work. The sentence is the same but the questions are different.

- Azad : Teacher! Teacher!
- Teacher : **What** Azad!
- Azad : Hema stole my red **pen** from my bag, which was given by my great grand pa on my birthday.
- Teacher : Okay. **Who** stole your pen?
- Azad : **Hema** stole my red pen from my bag, which was given by my great grand pa on my birthday.
- Teacher : **Which** pen?
- Azad : Hema stole my **red pen** from my bag, which was given by my great grand pa on my birthday.
- Teacher : **Who** gave the pen?
- Azad : Hema stole my red pen from my bag, which was given by my **great grand pa** on my birthday.
- Teacher : **When** did your great grandfather give?
- Azad : Hema stole my red pen from my bag, which was given by my great grand pa **on my birthday**.
- Teacher : Hmm...
- Azad : You stole my pen, **didn't you?**
- Hema : You are telling lies, **aren't you?**
- Azad : **Is** it your pen?
- Hema : Yes, it's mine. It was a gift given by Rama teacher, **wasn't it?**
- Teacher : Thank you (taking the pen)! Right now I need it badly.

### Using questioning skills in our daily life activities

We keep meeting different persons in our daily life. Some are interesting and some we may never like to meet again. It's all about the choices we make. Will our questioning skill help us?

Your friend introduced you to a guy in a meeting. Frame at least 25 questions to know about him.

The questions we frame help us to know not only the basic information about the person like his name, profession, his likes and dislikes but also his/her attitude, whether the person is a social person or a private person, behavior towards his fellow-beings.

Questioning skills indeed improve our inter-personal relationships.

S.No	Questions
1	What's your name?
2	What's your father name?
3	What's your father?
4	What's your mother's name?
5	What's your mother?
6	Where do you live?
7	Where were you born?
8	When is your birthday?
9	How many siblings do you have?
10	Tell me about your siblings.
11	Who do you like the most in your family?
12	Are you married?
13	What's your qualification?
14	What is your job? What do you do?
15	How do you go to your working place?
16	How much do you earn?
17	How do you spend your leisure time? What are your hobbies?
18	Do you love children?
19	Do you like pets?
20	Why do you like/dislike pets?
21	Are you a vegetarian or a non-vegetarian?
22	Which sport do you like? Why?
23	What's your favourite colour?
24	What's your take on life as a whole?
25	What's your aim/goal?

## 11. ENHANCING WRITING WITH PICTURES AND READING CONTEXTS

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### Introduction :

By now, it's an accepted thing that while transacting listening, speaking and reading activities in the classroom scenario, the child will get ample exposure to writing, as well. But, the letters of the alphabet are the abstract symbols for the child. Especially, in English there is no one-to-one correspondence between the letters of the alphabet and the sounds they represent.

So, when and how should the facilitator begin the writing activities?

### When?

We have already come to an understanding that listening, speaking, reading and writing can be taught simultaneously though the focus area may be different.

Ex: - While taking up listening activities, the focus area is listening but the child will get chances for speaking and exposure to reading and writing, as well.

In the same manner, while taking up writing activities, the focus area will be writing but the child listens, speaks and reads, as well.

That implies, writing activities will be taken up simultaneously in an integrated manner along with the other three language skills.

### How?

In the traditional method, the teacher used to make the child learn the letters of the alphabet and then proceed to teach words followed by sentences. However, it was proved to be a failure method and now, we are talking about introducing writing as a part of the learning experience in which the child arrives at a point when he/she wants to express something in writing using the symbols.

### Strategies for enhancing writing with pictures:

#### 1) Giving ample practice to hands and fingers:

- a) Play dough activities provide ample opportunities to give proper exercise to hold things and using the fingers the right way to hold the pencil while writing.

Prepare/buy play dough or provide clay to the children and allow them to create things.

Watch this video to make cost effective play dough for activities in classes 1 & 2.

<https://www.youtube.com/watch?v=nLEWVYTxNYQ&t=202s>

- b) Cutting out geometric figures using scissors.
- c) Handling objects with care. Giving simple project works so that children will get opportunities to handle objects with care.

## 2) Drawing:

Give immense freedom to the child to draw lines, curves and pictures so that his/her fingers get ample practice to learn and write the script using the symbols (letters of English alphabet).

- Let the children use fingers, a stick or a charcoal and draw on the ground in the mud.
- Let the child use chalk piece and draw on the blackboard.
- Finally, allow them to use a pencil and draw on a paper.

## 3) After initial practice using lines and curves, let's see how we can introduce 'writing' in class 1.

In class 1, the first unit is 'Ammu and Family'. This strategy can be used with any independent text, even.

We can encourage the child to draw a match stick diagram of Ammu and then ask the child to write down the word 'Ammu' graphically.



**Ammu**

We can also draw the diagram of a squirrel using curves and write the name 'Bittu'. Encourage the child to draw the picture of a squirrel and then let them graphically write the word 'Bittu'.



**Bittu**

Match stick diagrams are easy to draw and the facilitator can have a pool of match stick pictures to use them whenever necessary. The facilitator must go through the English textbook and choose the words that can be represented in the form of match stick diagrams or else diagrams with curved lines.

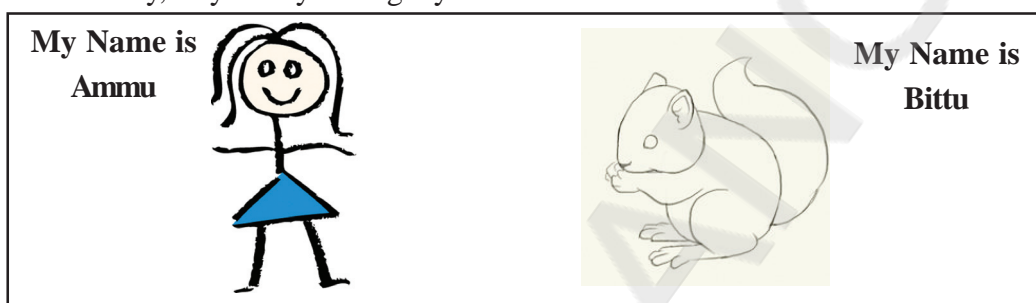
- a) The facilitator can extend the activity and write the names of the children one by one on a chart (referring to the child and pronouncing his/her name while writing) and display it in the English corner.

- b) Encourage the child to identify his/her name and write his/her name in his notebook. Don't worry trying to teach the spelling of the names. Gradually, the child gets used to the symbols (letters of the alphabet) and the sounds they represent. Understand that the child takes time to realize the association of sounds and letters and like adults, he/she doesn't worry about one-to-one correspondence.
- c) Whenever a child draws a picture or makes an origami animal/bird/thing, encourage them to write his/her name on the drawing sheet or on the origami art piece. This will give immense satisfaction to the child.

#### 4) Provide a writing model to help the children understand the dynamics of writing.

In the initial stages children may write only words.

But, the teacher must provide a model and hence, make sure to write simple sentences on the blackboard daily, very slowly and legibly.



Display the sentence in the above pattern using a picture and a dialogue bubble (preferably on a hand-made bulletin board or a thermocol board).

#### 5) Creating Writing Pockets:

Provide writing pockets (group wise) in the English Reading Corner.

Whenever a child writes a word, let the child put the word in the pocket and when the group is able to fill the pocket, there will be a sense of accomplishment and the children in the group will get self-motivated to contribute something to the writing pocket.

#### Points to Remember

- 1) The above mentioned strategies work only when writing is taken up as an integrated activity along with listening, speaking and reading during the classroom transaction process. The facilitator's must make sure to focus on writing to see that the child learns non-consciously the association between sounds and the letters they represent, graphically.
- 2) The child's freedom of expression can't be tampered with. Learning a language and associating the sounds as a form of expression is an innate ability and we can't speed up or slow down the process for the sake of a teacher's academic goals. Each child takes her/his own time till she/he reaches the point when he knows how to read and write graphically and then slowly pave the path to actual reading and writing.

**ACTIVITY:** Taking one unit from classes 1 or 2 textbooks, mention the strategies that would help in enhancing early writing while transacting a unit or after transacting a unit.

## 12. KEY STRATEGY FOR CREATIVE WRITING

### Creative Expressions for classes 1 & 2

#### Oral:

- Add lines to the song
- Self introduction
- Introducing others
- Likes and dislikes (about oneself or others)
- Conversation (with one or two exchanges)

#### Written:

- Simple descriptions in one or two sentences
- Simple conversations with one or two exchanges

### Creative Expressions for Classes 3, 4 & 5

Conversation	Story
Picture Description, Description of Feelings	Description of Thoughts, Adding Lines to a poem
Recipe	Notice
Poster	Letter
Debate	Speech

### Using questioning skills for evolving discourses in the CLP:

To evolve a creative expression either in an oral form or in a written form, the facilitator needs to ask targeted questions that would help the child to express herself/himself. Here, the questioning skill is the key that helps the child's expression.

Look at the picture given.





Let's use our questioning skills for the classroom processes.

We must frame questions depending on the purpose for what we want to use the picture.

### Activity 1

- Group 1** : Frame questions to enable the students write a description on this picture.
- Group 2** : Frame questions to enable the students write a story on this picture.
- Group 3** : Frame questions to enable the students write a conversation based on this picture.
- Group 4** : Frame questions to enable the students prepare a recipe based on this picture.
- Group 5** : Frame questions to enable the students prepare a poster on 'Homemade Food'.
- Group 6** : Frame questions to enable the child to add lines (orally or in written) to a given poem on food (Class 5 – Junk Food Junk Food).

### Group Presentations & Reflections

The set of questions we use for general interaction will not be sufficient to make the learner write a conversation or a story or prepare a poster. We need a separate set of questions depending on the purpose of interaction. As a teacher, we must be well-acquainted with not only the question forms but also framing questions depending upon the purpose of interaction.

### Asking Questions Based on a Picture for evolving Discourses

What are the things we need to keep in mind whenever there is a picture given for interacting with the students?

Here is a picture taken from class-4 English Textbook.

These are the probable questions we generally ask for a general interaction.



1. What things do you see in the picture?
2. Who do you see in the picture?
3. What is the mother doing?
4. What are the children doing?
5. How is the pancake?
6. What would the mother do now?

<https://www.youtube.com/watch?v=FFnDALLtkUo&t=9s>

- Will the above questions be enough if you want to use the same picture to link it to the theme of the unit? Let's see.
- What's the theme of the unit related to the picture?
  - Theme: Food & Culture
  - Concept: Personification of the pancake
- What must be our focus?
  - Pancake.
- Look at these questions.
  1. Look at the pancake? How is it?
  2. What is special about the pancake?
  3. Do you think this pancake can see, talk, hear and do things like us?
  4. If the pancake can behave like us. What will it do?
  5. The mother is frying the pancake. What would happen now?
  6. Does your father know how to make a pancake?

The above questions will help the children to connect directly with the story to be transacted in the class.

If you have to use the same picture to make the child write a paragraph describing the picture, are you going to ask the same questions?

Look at the picture again.

A paragraph describing a picture must have:

- 1) A proper beginning
- 2) Information/detail about the picture
- 3) Conclusion
  1. Who do you see in the picture?
  2. Where are the mother and the children?
  3. What is happening in the picture?
  4. What is the mother doing?
  5. What are the children doing?
  6. How is the pancake?
  7. What is your opinion on the picture?

If we want our child to write a story based on the picture given, what questions we need to ask? Don't we need to ask a different set of questions?

A story has:

- 1) A beginning
- 2) A middle part
- 3) A conclusion

So, before beginning the interaction, a teacher must keep in mind that the picture given will help to write the middle part of the story.

How do we begin?

- General interaction on the picture.
- Talking about the characters in the picture.
- Naming the characters.
- Talking about the happenings in the picture.
- Guessing what would happen next.

**I. Questions related to the picture for writing the middle part of the story.**

1. Who are the characters you see in the picture?
2. What is happening in the picture?
3. What is mother saying?
4. What are children saying?

**II. Questions we need to ask to write the beginning of the story?**

1. What would have happened before?
2. Why was the mother frying the pancake?

**III. Questions we need to ask to write the end part of a story?**

1. What would happen now?
2. What would the mother do?
3. What would the children do?
4. What would the mother say?
5. What would the children say?

Using the same picture, we want to make our children write a conversation. What questions would you ask?

How do we begin?

A conversation contains the following

- a) Characters
- b) Dialogues
- c) Expressions

Let's see the questions given below:

1. Who are the characters you see in the picture?
2. Who would speak first? (mother/children)
3. What would the 1st character (mother/child) say?
4. What would the 2nd character (mother/child) say?
5. What would the 1st character say, now?
6. What would be the 2nd character's response?

<https://www.youtube.com/watch?v=tfAOfHMknBg&t=14s>

We understand that we can't use general questions for every interaction. We need to develop the skill to frame questions based on the purpose, i.e., whether the picture is intended for writing a description or a story or else a conversation etc.

## 13. GRAMMAR

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### Introduction :

Imagine you are sitting in a railway station. Someone suddenly appears in front of you and says, 'ticket'. How would you respond? There is no doubt you will not be able to respond, immediately. Although we have learnt language by babbling certain sounds initially within family when we are babies and later on with the rapid acquisition of words and sentences we have learnt using language in words and later in sentences, we are confused when others communicate with us in words. There must be a lot of questions in your mind if a person communicates with a word like 'ticket'. A lot of questions stream our mind.

What ticket?

Which ticket?

What is he talking about? Etc.

This says that just a word can't convey the purpose of communication at all times. There is a necessity to add some more meaning to the word 'ticket'. If the person says, "Ticket, please", this may convey a message to a certain extent like the person is asking for a ticket. But again, there is confusion whether he is requesting you to give him a ticket/ to show your ticket. To make sure the real intension this phrase should be used in a sentence like, 'Can you show me your ticket?'. This helps us to confirm that the person want to see your ticket. This says that not always just a word but more than a word need to be used and that too in a proper order to convey the meaning of our idea.

What do we call this?

Yes, it's Grammar. Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact, no language has rules. If we use the word "rules", it means that somebody created the rules first and then spoke the language, like a new game. This contradicts our previous discussion. But, languages did not evolve like that. Languages started by people making sounds which evolved into words, phrases and sentences. No spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. It is believed that if the child's first language is used by the teacher only then the child will be able to learn English properly. It's not true. Actually speaking, it hampers the exposure of the child towards vocabulary or grammar of the target language. Children learn English more quickly and easily when they are immersed in the language environment in the classroom.

This can happen mainly through stories.

Learning Grammar in a deductive approach is practiced in our traditional classrooms with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is

presented and the learner engages with it through the study and manipulation of examples. It gets straight to the point, and can therefore be time-saving. Many rules - especially rules of form - can be more simply and quickly explained than elicited from examples. But this helps the child only to rote learn the rule and find the rule with those particular examples only. This may not help the child to be a good user of language because the language when used is not only done with certain rule at certain situation. In one context we may speak using all the tenses and with many other implications of the grammar. Then how can we address this problem? Can we do it through stories?

How stories help in language learning?

Teaching Grammar through stories will help the children learn language better because this helps the children to immerse themselves in the process of language learning non-consciously and get emotionally charged? This will help in rich input and fruitful production of language.

Let us look at this example.

Once there lived a cobbler who had no money to feed his children, even. He had nowhere to turn up for help. Losing all the hope, he took a rope and went into the forest to hang himself. Just when he was fastening the rope to the branch of a tree, someone tapped him on the shoulder. The cobbler turned and saw a stranger.

"What are you up to?" the stranger asked when the cobbler glanced at the stranger's feet, he saw that he had hoofs. He knew at once that he was talking to a devil, not a man. But he was not afraid, and said, "I am going to make a snare for the devils." The devil was taken back for a moment. "I can see that you have recognized me," he said at last. "Spare the devils and I'll give you whatever you want." The cobbler demanded a sack of gold coins. The devil agreed to it and disappeared.

Just then a heavy sack of gold coins fell on the ground. The cobbler dragged it away into the bushes. He thought that he would fetch a donkey and then take the sack home.

- Task-1 : Read the story and underline the naming words:
- Task-2 : Try to add one describing word for each naming word and rewrite the story.
- Task-3 : Now add '-s' or '-es' or '-ies' to the naming words, write and read.
- Task 4 : List out the action words in the above story and add a describing word for each action word and rewrite the story.
- Task 5 : Add '-ing' to all the action words, read and discuss.

## 14. EDITING

### Introduction :

When children come up with their own writing works, we normally observe there are several vocabulary, grammar, punctuation and spelling issues that need to be addressed. The suggested process of editing might turn helpful to the facilitator to address the above issues. Let's see the steps involved.

### 1. Discourse Level Editing

- **Thematic Editing :** Ask appropriate questions to make sure that the children understood the theme.
- **Discourse features**

### 2. Syntactic Editing (Sentence level editing) - word order, using excess words or missing words

- **Word order :** Ex. The boy banana ate.  
Ask the question - Do you want to change the word order?
- **Excess words :** The boys are ate banana.  
Ask the question- What is the extra word that is to be removed from the sentence?
- **Missing word :**  
The boys banana.  
One word is missing in sentence, what is it?  
What do you do with the banana?

### 3. Morphological Editing Aspects:

- **Children commit errors in three areas- progressive, perfective and passive.**  
The boys is playing. (Is it 'is' or 'are'?)  
Which sentence makes sense- The boys are playing? Or the boys is playing?  
The story was write by a boy.
- **Error in PNG (Person, Number and Gender)**
- **Subject and verb agreement in person, number and gender.**  
I is not hungry.  
The boys is playing football.  
She smiled at himself.  
Ask them to give other forms of the word so that they identify their mistakes and correct them.

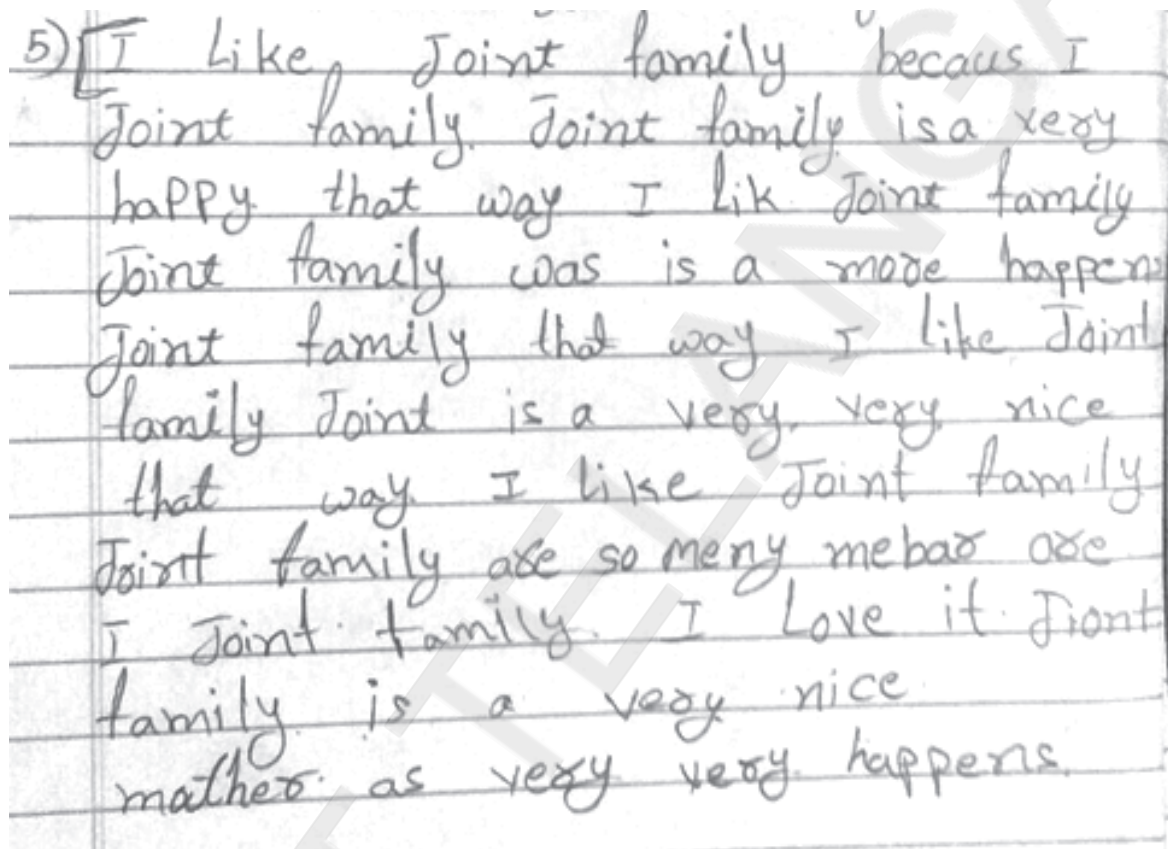
- Errors in affixes(Prefixes and suffixes)

Ex: unproper for improper - for this ask them to check with dictionary.

#### 4. Editing related to Conventions/ Punctuations Spelling

Experiencing words prior to reading texts will not permanently address vocabulary and grammar difficulties for students. Teaching vocabulary and grammar along with rich reading input is believed to be the key and then take up the detailed process of editing to address the issues in the students' writing products.

**Activity: Read the following manuscript. What did you observe? Suggest the editing process to address the various grammar and vocabulary issues in the description written by a group.**



**Are there any issues with regard to word order?**

**Are there any words missing?**

**What are the extra words that need to be deleted?**

**Do you want to change any word form? (tense, gender, singular-plural, PNG agreement etc.)**

**Did you find any spelling mistakes?**

**How do you want to address the punctuation errors?**

YouTube link for detailed process of editing:

<https://www.youtube.com/channel/UCoCeStPkgFESrTI7ywepxA>



## 15. FORMATIVE ASSESSMENT

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Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through individual responses, pair discussions and group discussions. Assessment operates at the individual level, in pairs and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning.

- It is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required.
- It is an ongoing process and is an integral part of the learning process.
- It has to take care of developing all the innate potential of the learners to the fullest extent.

At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching/ learning are used. The questions in the examination paper shall not be used based on using the information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what they have learnt. So ‘mugging up’ by the student will not be any use for them.

NCF-2005, SCF-2011 and RTE-2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners.

### Types of Assessment

1. Formative assessment
2. Summative Assessment

A truly professional teacher needs to be patient, innovative and assess his/her pupils’ progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

### Guidelines for Formative Assessment

The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year.

Formative assessment can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child’s nature, instead notices the inherent potential of the child as a learner in the context of his/her nature.

### Formative Assessment Tools

Formative assessment is done based on four tools that cover all the academic standards.

1. Class observations
2. Children’s written works
3. Project Works
4. Slip tests

## **I. Classroom observations**

### **(A) What is to be considered?**

- a. Children's responses during (Children's oral performance)
  - Classroom interactions while processing the trigger picture, listening input and reading
  - Activities and group works
  - Concept mapping
  - Discussions during post reading activities (individual writing & Collaborative writing work)
- b. Children's performance while presenting the targeted oral discourses.
- c. Children's feedback on others' group work.

### **(B) How to award marks**

- Criteria for awarding marks-level specific academic standards wise (listening and responding) and discourse wise indicators.
- Teacher should observe the children performance regularly and make a note in their plans and use them while awarding the marks.

### **(C) Evidences-Teacher plans**

## **II. Written works - Written discourses and textual exercises**

### **(A) What to consider?**

- Individual works written after post reading interaction.
- Group works written during post reading activities.
- Refined discourses and assignment given related to extrapolative and analytical questions which demand children's own responses.

### **(B) How to award marks?**

- Consider the common discourse indicators like proper sequencing, relativeness to the theme given, variety of sentences etc. and using proper lay out.
- Consider academic standards like conventions of writing, grammar, vocabulary etc. in the discourses written

### **(C) Evidences - Children's notebooks and textbooks.**

## **III. Projects**

Projects encourage participation, promote learner independence and can involve different skills. They allow learner's creativeness and provide opportunities for learners to explore learning through experiences.

Project topics should be within the learners' experiential orbit.

**(A) What is to be considered (Classes 3, 4 and 5)**

Project works done by children.

**Steps to be followed to assign the project work**

1. Taking up project topic within the learners' experiential orbit which is suggested in the textbook.
2. Brainstorming session in the classroom (whole class activity)  
Ex: Reading wrappers of food items (class 4)
  1. What food items do you like to eat?
  2. What food items come packed in wrappers?
  3. Have you ever read a wrapper? If yes, what things did you read?
  4. What information is written on wrappers?
  5. How do you know the price of a packed item?
  6. How do you know whether the food item is fresh or not?
  7. Did you notice the ingredients that are commonly used in packed food items? What are they?
3. Dividing the children into groups and assigning work to individuals and leader of the group.
  - a. Collect wrappers
  - b. Give the wrappers to the leader in the group
  - c. Study the table given in the textbook (page no....)
4. Next day, let the children sit in groups and read the wrappers in groups.
5. Let them ponder upon one idea each like (1) name of the item (2) ingredients (3) price etc.
6. Next class, teacher moves around and helps the children to fill in the table with the details given on the wrappers.
7. Interpretation of data:  
Whole class interaction to help children interpret the details read on the wrappers.
  1. What is the importance of manufacture date on a wrapper?
  2. Why must we read the expiry date before buying an item?
  3. Why is it important to make a note of ingredients on the wrapper?
8. Report writing in groups
9. Presentation
10. Feedback by teacher

**Note:** Projects in class I and II should relate to - draw picture and write the names (graphic writing); collect some wrappers and read graphically.

### **(B) How to award marks?**

Oral performance (answering, reading, explanation, presenting the report) – 5 marks related to project.

#### a. Individual Performance

1. During brainstorming
2. Sharing individual's ideas in groups
3. Data collected by the individual and shared in groups
4. How the individual has maintained the project in written form in notebooks

#### b. Group Work

1. Data collection
2. Data organisation
3. Data interpretation
4. Writing a report
5. Presentation

### **(C) Evidences**

- Reports of the children

**Note:** Teacher should give three or more additional projects in addition to the one given in the textbook during the Formative Assessment period and ask the children to choose among them. The teacher should ensure that every suggested project is chosen by equal number of students.

## **IV. Slip Tests**

- Slip test should be conducted without giving any prior notice to the children.
- It should reflect the summative paper (targeting the discourses taken up in the classroom in order to prepare the child for SA paper).
- It should cover two Academic Standards (other than Listening & Speaking)

### **(A) What to consider?**

- Children's performance in the slip test.

### **(B) How to award marks?**

- As per the slip test question paper by taking into consideration of the indicators.

### **(C) Evidences**

- Slip test papers of children (scripts).



## Sensitization on Child Sexual Abuse through

### ‘QUESTIONS AND ANSWERS’



#### *Child Protection and Role of Schools*

#### **1.1. Why should schools have a Child Protection Plan?**

It is important to understand that the whole ecosystem of child rights and child protection is becoming progressively more comprehensive and more child centric and everybody who is dealing with children is in the ambit of child protection requirements.

*School is the only place apart from home, where the child is considered to be safe and happy. Hence every school should have a Child Protection Plan.*

#### **1.2. Constitutional and Legal Provisions**

Article 21 of the Constitution of India which protects the Right to Life and Dignity includes the Right to Education for children up to 14 years of age.

**Corporal Punishment is a violation of RTE:** The Right to Education Act of 2009 clearly states that education has to be free from fear and discrimination.

Children cannot learn effectively if their peace of mind is disturbed by lurking fears and adverse situations. The safety of children and realization of the Right to Education, their wellbeing and holistic development is closely linked.

Corporal Punishment interferes with a child's Right to Education because fear of punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.

#### **1.3. Institutional Commitments on Child Rights**

Article 19 of the UNCRC: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.. The UNCRC also states that it is the right of children to be protected from all forms of abuse and neglect.

*Making sure children are safe and protected is a critical part of their education because 12 of their formative years are spent in school. Everyone who comes into contact with children and their families has a role to play in safeguarding children.*

#### 1.4. Provisions of RTE Act 2009 on Academic Responsibilities and Child Rights.

Section 29 of the RTE Act, 2009 stipulates that : The academic authority, while laying down the curriculum and the evaluation procedure under subsection (1), shall take into consideration the following, namely:—

- ◆ Conformity with the values enshrined in the Constitution;
- ◆ All round development of the child;
- ◆ Building up child’s knowledge, potentiality and talent;
- ◆ Development of physical and mental abilities to the fullest extent;
- ◆ Learning through activities, discovery and exploration in a child friendly and child-centered manner;
- ◆ Medium of instructions shall, as far as practicable, be in child’s mother tongue;
- ◆ Making the child free of fear, trauma and anxiety and helping the child to express views freely;
- ◆ Comprehensive and continuous evaluation of child’s understanding of knowledge and his or her ability to apply the same.

*Implicit in these clauses is the need for the child to be free of fear and any ill treatment and a school ethos which is rooted in promoting all round safety and well-being of children.*

#### 2. What is child sexual abuse as per the Protection of Children from Sexual Offences Act (POCSO Act, 2012)?

Child sexual abuse is the involvement of a child in any sexual activity that:

- ◆ The child does not understand;
- ◆ The child is unable to give informed consent to;
- ◆ The child is not developmentally prepared for and cannot give consent to and
- ◆ Violates the laws or social norms of society.

Child sexual abuse occurs when a child is used by an adult or an older or more knowledgeable child for sexual pleasure. It can be physical, verbal or emotional. This may include:

- ◆ Sexual touching of any part of the body, clothed or unclothed;
- ◆ Penetrative sex, including penetration of the mouth;
- ◆ Encouraging a child to engage in sexual activity, including masturbation;
- ◆ Intentionally engaging in sexual activity in front of a child;
- ◆ Showing children pornography, or using children to create pornography;
- ◆ The adult showing his or her private parts to the child (exhibitionism);
- ◆ Encouraging a child to engage in prostitution.
- ◆ Engaging in sexual talk with a child

**3. A Teacher may feel that:**

- A) My responsibility is education not child protection.**
- B) Child abuse is not an issue in my school.**
- C) Why should I know about CSA and related Acts and Rules?**

**Educators/Teachers have a legally mandated responsibility for reporting suspected abuse or concerns of risk or ill treatment and also to keep their classrooms free of fear, trauma and anxiety.**

Risk and harm, feared or experienced by a child is as much a barrier to learning as going hungry or being in poor health. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools and their staff form part of the wider safeguarding system for children working complementarily with social workers, police, persons of legal and health services, both to promote the welfare of children and protect them from harm.

If school personnel have concerns that children with whom they have contact may have been abused or neglected, or are being abused or neglected, or are at risk of abuse or neglect, the matter is advised to be reported without delay to the designated authority.

*Section 21(1) of the POCSO Act, 2012 requires mandatory reporting of cases of child sexual abuse to the law enforcement authorities, and applies to everyone including parents, doctors and school personnel. Failure to report a suspicion of child abuse is an offence under the Act. The legislation makes it clear that the reporting obligation exists whether the information was acquired through the discharge of professional duties or within a confidential relationship.*

**4. It is a worry to me that I will become involved in complicated procedures and hassles if I report a concern. Is it true?**

You will not be alone in dealing with disclosure. Your role as a teacher is to report the matter to the competent authority if you have a suspicion or concern that a child has been harmed or may be harmed.

In case of disclosure you have to follow the reporting regulations set out in your school.

Usually these are as follows :

- ◆ Listen to the child, reassure them that it is a good step to disclose and that they are going to be safe.
- ◆ Do not promise confidentiality but respectfully explain that it is necessary for safety and will be only to those who need to know.
- ◆ Report to the designated person or school head in your school, the helpline or police.
- ◆ Keep a record of all conversations and actions taken. Do not delay.
- ◆ Do not investigate. Your role is to hand over to professionals whose work is to safeguard children.

## **5. How can I create a safe environment in my school as the School Head / Teacher?**

### **5.1. The basic minimum requirement is as follows:**

- ◆ Ensure that a child protection plan or policy is in place which lays down a clear reporting and response mechanism.
- ◆ Designate one staff members lead Child Protection in charge and a deputy to fill in whenever required.
- ◆ Be aware of child protection laws and related guidelines and child protection referral agencies.
- ◆ Ensure that your students and parents are aware of safety rules and school policies. School Management Committee members must also be familiar with the above.
- ◆ Establish and promote a school culture where children feel safe, respected and listened to. Personal and emotional learning, behavior programs, anti-bullying awareness, participative activities and student forums will enhance the protective factors in student's personalities like self-confidence, resilience and trust.
- ◆ Arrange for sessions on Personal Safety for all students on a regular basis. Prevention and early reporting of sexual abuse is far better than detection.
- ◆ Infrastructural safety, hygienic and clean surroundings in midday meal spaces, classrooms, toilets and playgrounds is also part of school safety.

## **5.2. How to report the cases of Child Sexual Abuse?**

Procedure for reporting of cases, recording of statement of child, under POCSO Act

Who can report?

Any person (including the child) who has an apprehension that an offence under the POCSO Act is likely to be committed or has knowledge that an offence has been committed has a mandatory (does not apply to children) obligation to report the matter. An express obligation has also been vested upon media personnel, staffs of hotels, lodges, hospitals, clubs, studios, or photographic facilities, to report a case if they come across materials or objects that are sexually exploitative of children.

Failure to report is punishable with imprisonment of up to six months or fine or both. This penalty is, however, not applicable to a child.

### **5.3. Whom should the case be reported do?**

A case must be reported to the Special Juvenile Police Unit (SJPU) or the local police. The police or the SJPU must then record the report in writing, ascribe an entry number, read the report over to the informant for verification, and enter it in a book. A FIR must be registered and its copy must be handed to the informant free of charge.



#### 5.4. Language of the report :

If a case is reported by a child, it must be recorded verbatim and in simple language so that the child understands what is being recorded. If it is being recorded in a language that the child does not understand, a qualified translator or interpreter must be provided to the child.

#### 6. What are the amendments made to POCSO Act/Rules in 2018?

##### Amendments to POCSO Act 2012

- ◆ The ordinance proposes to amend Section 376 of Indian Penal Code. The amended provision proposes to increase the minimum sentence of rape from 7 to 10 years.
- ◆ The ordinance proposes to incorporate Section 376 (3) which provides that punishment for rape of girl below 16 years shall not be less than 20 years but may extend to imprisonment for life.
- ◆ The ordinance proposes to insert Section 376AB to provide that whoever commits rape of women below 12 years of age shall be punished with rigorous imprisonment for life and with fine or with death.
- ◆ The ordinance proposes to punish gang rape of woman below 16 years of age with rigorous imprisonment for life and with fine.

- ◆ The ordinance proposes to punish gang rape of woman below 12 years of age with rigorous imprisonment for life and with fine or with death.

*Every single minute matters,  
every single child matters, every  
single childhood matters.*

— Kailash Satyarthi

#### 7. Children's Body and Personal Safety

##### 7.1. Role of the Teachers

- ◆ Teachers should make sure that parents begin to teach their children about body safety between the ages of 3 and 5.
- ◆ Teach children proper names for all body parts, including names such as genitals, penis, vagina, and private parts.
- ◆ If the parent or educator is uncomfortable with the language or the words, encourage them to use colloquial words like susu place/potty place, especially when the child is young. As the child grows older, they can introduce proper words. However the colloquial words have to be clearly understood as referring to the genitals and do not convey a sense of shame or dirty – words like flower, parrot, shame-shame, chee-chee etc should not be used.
- ◆ Teach them that it is not okay for anyone to invade their privacy or boundaries.

- ◆ Explain that it is not okay for others to look at or touch their private parts. Explain that these parts are private and need to be kept private.
- ◆ Let your child know that saying “NO” is okay and the right thing to do.
- ◆ Do not force the child to give hugs or kisses to people they do not want to. Respect their right to tell “anyone” that they do not want to give them a kiss or a hug.
- ◆ Let the child know that he or she should tell the parents as soon as possible if anyone attempts to look at or touch their private parts. Assure them that you will listen to them, believe them and keep them protected.
- ◆ Reassure the child that most touch are okay touches, but that they can say “NO” and need to tell parents about any touches that are confusing or that scare them.

## 7.2. Teach children the three Body Safety Rules

### I follow Personal Body Safety Rules

**Rule 1** : Clothing rules—I keep my private parts covered in front of others. Though we don’t cover our mouth, it is private too.

**Rule 2** : Touching rules—I don’t touch my private parts in front of others.

**Rule 3** : Talking rules— I talk about private parts with Safe Adults. I ask questions and discuss concerns regarding these parts with them.

A Safe Person follows Personal Body Safety Rules for themselves and for others. I am a Safe Person. I follow these rules and I do not touch or talk or behave in an unsafe way with others.

### If someone breaks Personal Body Safety Rules, I can say

- ◆ ‘NO’ to that person.
- ◆ ‘GO’ away from that person as and when I can/ Go offline if it’s happening online/ on phone

‘TELL’ a safe adult about this person because he/she is doing something unsafe and has to be stopped.

*If I have a problem or a damage to my safety I can call 1098 for help.*



### 7.3. Impact / Indicators of Sexual Abuse

Children who have been, or are being, sexually abused may show identifiable physical or behavioural signs.

- ◆ Act out, displaying aggressive or disruptive behavior;
- ◆ Be destructive to self or others;
- ◆ Come to school too early or not want to leave school / home—indicating a possible fear of going school / home;
- ◆ Be a low achiever (to learn, children must convert aggressive energy into learning; children in conflict may not be able to do so);
- ◆ Be unable to form good peer relationships;
- ◆ Wear clothing that covers the body and that may be inappropriate in warmer months (be aware that this may be a cultural issue as well);
- ◆ Show regressive or less mature behavior;
- ◆ Dislike or shrink from physical contact—may not tolerate physical praise such as a pat on the back)
- ◆ Excessive crying
- ◆ An increase in irritability or temper tantrums

- ◆ Fears of a particular person or object
- ◆ Bedwetting or soiling of pants
- ◆ Unexplained pain, swelling, bleeding or irritation of the mouth, genital or anal area
- ◆ Sexually transmitted infections (sores, a discharge, frequent itching of the genitals)
- ◆ Unexplained difficulty in walking
- ◆ Increase in headaches or stomach ache

### 8. Jaago! Badlo!! Bolo!!!

The Departments of Police, School Education, Health & Medical, Women and Child Welfare have come together along with NGOs working in the sector and a year long campaign “**Jaago! Badlo!! Bolo!!!**” is launched in October, 2017.

Child Safety & Security is our concern.

Let schools be moulded into Learning Hubs where children lead a Happy and Secure Childhood.

*“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace.”*

— Kofi Annan

## Abbreviations

CCIs	Child Care Institutions	MLC	Medical Legal Care
CEDAW	The Convention on the Elimination of all forms of Discrimination Against Women	NCPCR	National Commission for Protection of Child Rights
CPCR	Commission for Protection of Child Rights	NFHS	National Family Health Survey
Cr. PC	Criminal Procedure Code	NGO	Non Government Organisation
CRIN	Child Rights Information Network	OP3CRC	Third Optional Protocol to the Convention on the Rights of the Child on a communications procedure
CWC	Child Welfare Committee	OPs	Optional Protocols
DCPU	District Child Protection Unit	POCSO	Protection of Children from Sexual Offences Act
DHR	Department of Health Research	PTSD	Post Traumatic Stress Disorder
FIR	First Information Report	SCPCR	State Commission for Protection of Child Rights
ICDS	Integrated Child Development Services Scheme	SJPU	Special Juvenile Police Unit
ICPS	Integrated Child Protection Scheme	UNCRC	United Nations Convention on the Rights of the Child
IO	Investigation Officer	UNICEF	United Nations International Children's Fund
IPC	Indian Penal Code		
JJ Act	Juvenile Justice (Care and Protection of Children) Act		



### **United Nations Convention on the Rights of the Child (UNCRC) in 1992 declared the following Child Rights :**

**Survival rights:** include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.

**Development rights:** include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

**Protection rights:** ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection

and rehabilitation for children who have suffered exploitation or abuse of any kind.

**Participation rights:** encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

# FEEDBACK SHEET

## 5-Day Orientation for Primary School Teachers

Instructor(s):SCERT-Telangana

**\*Required**

**1. Name \***

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**2. Where do you work? \***

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**3. E-Mail Id**

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**4. Mobile Number**

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**5. Coverage (breadth and depth) of the training topic was sufficient and appropriate.**

*Mark only one oval.*

1      2      3      4      5      6

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Strongly Disagree

Strongly Agree

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**6. What areas of training you wanted to be focussed on? What would you like to see less of?**

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**7. Describe one concept discussed in the training session that you intend to apply in your school.**

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**8. Would you like to attend such trainings again? Why or why not?**

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**9. Three most important activities or sessions.....**

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**10. Your suggestions to improve the training.....**

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# PRE-TEST

Name : \_\_\_\_\_

School : \_\_\_\_\_

District : \_\_\_\_\_

Mobile : \_\_\_\_\_

Mail ID : \_\_\_\_\_

- 1) What do you think about the problems during the early literacy period?
  
- 2) What are the pressing problems do you face while handling Classes I & II?
  
- 3) What listening and speaking activities do you take up in the classroom?
  
- 4) What reading activities do you take up for Classes I & II?
  
- 5) When do you take up writing for Classes I & II?
  
- 6) Rhymes or poems; Which one do you prefer? Why?
  
- 7) What kind of stories do you tell in primary classes?

- 8) Listening and Speaking Strategies....
- 9) How do you use the narrative suggested for Class I textbook?
- 10) Steps in transacting a unit of Classes I & II.
- 11) Write the processes for bridging activity (picture description).
- 12) Formative assessment tools are.....
- 13) Classroom theater means....
- 14) “Framing questions help us to comprehend the text.” Comment on it.
- 15) “Attending trainings help us to grow professionally.” Justify.