

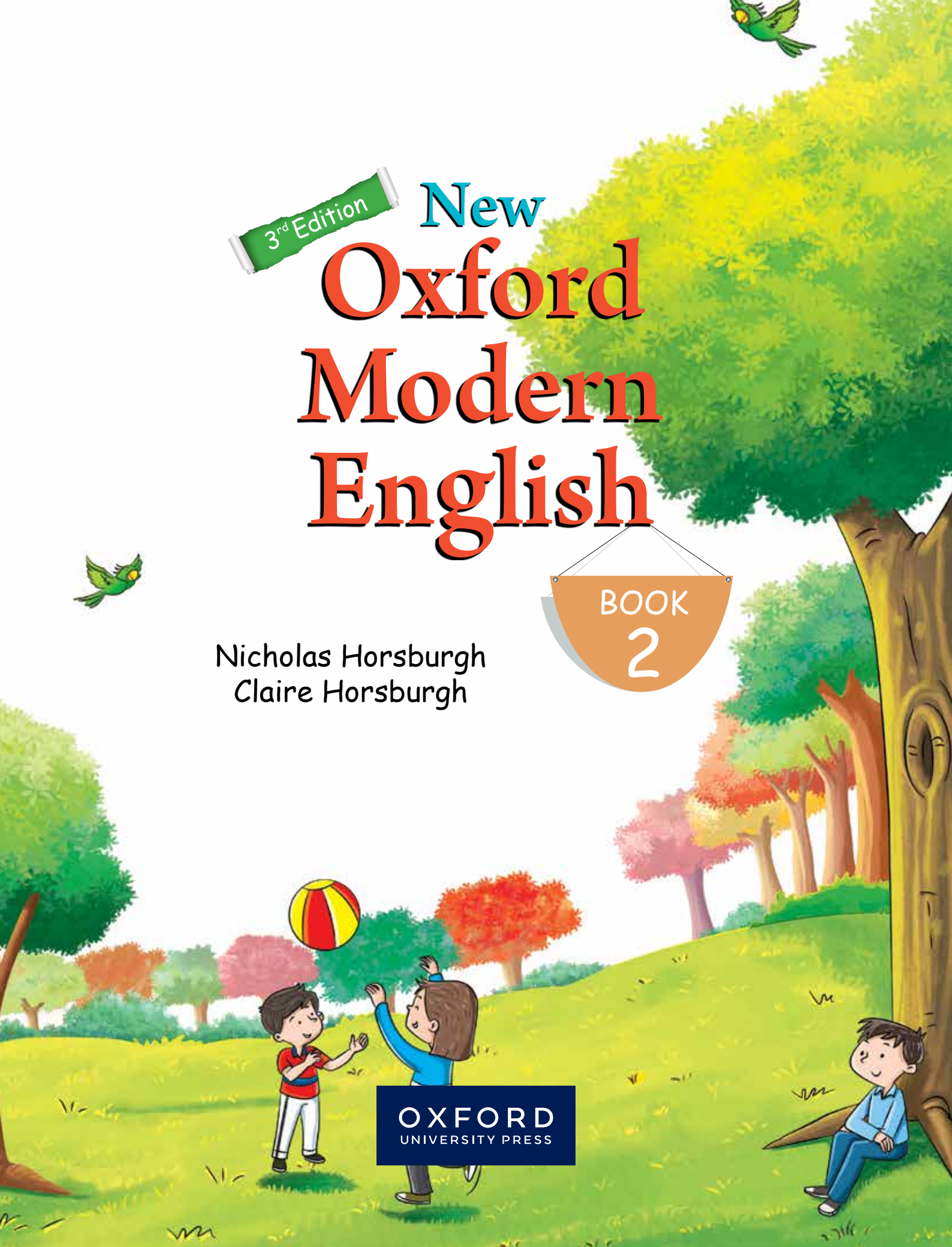
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2

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# Guidance for Teachers

These are some additional helpful tips and recommendations for teachers to cover the course efficiently and effectively.

## **Before starting a text**

A pre-reading activity is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

## **Reading**

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

## **Shadow reading**

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.

### **Chunk reading**

Instead of asking learners to read a whole text all together, for Classes 1–4, each text should be divided into reading chunks that can be better managed by learners. Each text has been divided into two/three reading chunks for the students to understand with ease. Use a focusing question/statement before each reading chunk. Ask one/two link questions when students have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

### **Comprehension of poems**

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the

poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the students to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.

### **Comprehension questions**

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

Classroom procedure (group and pair work)

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. Pronunciation

# Sample Lesson Plan

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## Careful Hans

<b>Week</b>	6	<b>Duration</b>	60 min
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Understand and use compound words on their own</li><li>• Design question words on their own</li><li>• Use prepositions</li><li>• Answer challenges on their own</li><li>• Comprehend text post reading</li><li>• Write answers to comprehension questions</li><li>• Work on their composition skills</li><li>• Use articles</li><li>• Order sentences</li><li>• Talk about their likes and dislikes when it comes to a story</li></ul>
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<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<b>Day 1:</b> 00/00/00  05 min	<b>Settling time:</b> Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Shadow Reading:</b></p> <p>For young students, read aloud each sentence of the text slowly. Ask the students to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence. Show action wherever possible to accompany your reading aloud. Read a text aloud at least twice. Then, ask the students to read aloud. Help them with reading where necessary.</p> <p>All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p>
10 min	<p><b>Write the following questions on the board and along with the class try to find out the answers as you read the chapter for the first time.</b></p> <ol style="list-style-type: none"> <li>1. Who is the central character of the story?</li> <li>2. Who asked Hans to take the things?</li> <li>3. Who was Hans visiting?</li> <li>4. Was Hans an intelligent fellow or a forgetful person?</li> <li>5. Which objects did Hans lose while taking them to his grandmother?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p>	



Date and Time	Content and teacher activity	Formative assessment
	<p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
<p><b>10 min</b></p>	<p><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Hans is the central character of the story.</li> <li>2. Hans was asked by his mother.</li> <li>3. Hans was visiting his grandmother.</li> <li>4. Hans was a forgetful person.</li> <li>5. Hans lost a needle, a spoon, a dog, meat, and butter.</li> <li>6. Mulla Do Piyaza’s son was smarter than him.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>Comparison:</b></p> <p>Make a T-Chart on a board. Ask the students to compare Hans and his mother / grandmother and note how they are different from each other. Give them clues such as their intelligence or lack there of, etc. Write all the possible answers that they give.</p> <table border="1" data-bbox="312 810 1201 1274"> <thead> <tr> <th data-bbox="312 810 758 882">Hans</th> <th data-bbox="762 810 1201 882">Mother / Grandmother</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 888 758 1274"></td> <td data-bbox="762 888 1201 1274"></td> </tr> </tbody> </table> <p><b>HOMEWORK:</b></p> <p>Have you ever done a silly thing? How did it go?</p>	Hans	Mother / Grandmother			<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Hans	Mother / Grandmother					

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00</p> <p>20 min</p>	<p><b>Class Work: Comprehension</b> Attempt Exercise A in class.</p> <p><b>Challenge Question:</b> Have a small discussion on ‘Challenge Question’.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>
<p>20 min</p>	<p><b>Class Work: Working with words:</b> It is not necessary to give the meanings of all the unknown words to the students because getting the message/meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘enjoyed’.</li> </ul> <p>Attempt Exercise B 1, 2.</p>	<p>Verbal Response Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment												
<p><b>Day 3:</b> 00/00/00</p> <p>15 min</p>	<p><b>Activity: Compound words</b></p> <p><b>Additional helpful resource:</b></p> <p><b>Match the words to make compound words.</b></p> <table border="1" data-bbox="312 472 1197 907"> <thead> <tr> <th data-bbox="312 472 754 547">Column A</th> <th data-bbox="758 472 1197 547">Column B</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 551 754 621">fire</td> <td data-bbox="758 551 1197 621">board</td> </tr> <tr> <td data-bbox="312 625 754 696">black</td> <td data-bbox="758 625 1197 696">smith</td> </tr> <tr> <td data-bbox="312 700 754 770">key</td> <td data-bbox="758 700 1197 770">port</td> </tr> <tr> <td data-bbox="312 774 754 845">air</td> <td data-bbox="758 774 1197 845">hopper</td> </tr> <tr> <td data-bbox="312 849 754 907">grass</td> <td data-bbox="758 849 1197 907">work</td> </tr> </tbody> </table> <p><b>Classwork: Learning about language</b></p> <p>Attempt Ex: C 1, 2, 3, 4. Provide assistance when required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p>Attempt Ex: C 5. Practise compound words.</p>	Column A	Column B	fire	board	black	smith	key	port	air	hopper	grass	work	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
Column A	Column B													
fire	board													
black	smith													
key	port													
air	hopper													
grass	work													
<p>10 min</p>	<p><b>Workbook Exercise:</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p>												

Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> 00/00/00  15 min	<p><b>Activity: Listening and Speaking skills</b></p> <p>Provide students with different pictures and ask them to explain what they see using the describing words. Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
15 min	<p><b>Class Work: Listening and speaking</b></p> <p>Attempt Ex: D 1, 2, 3</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<b>Day 5:</b> 00/00/00  20 min	<p><b>Class Work: Composition</b></p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Feedback:</b></p> <p>Give feedback if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills

Date and Time	Content and teacher activity	Formative assessment
05 min	<p><b>Plenary:</b> Ask the students the following questions:</p> <p><b>Pictionary:</b> Draw a simple picture of the word but do not say it. Ask your friend to try and guess what you intended to draw.</p>	Brainstorm Verbal Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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