



Chapter 3: Words Together

Suggested Time Schedule: 50 Sessions/Classes

'a' and 'an'

- Recapitulate vowel sounds.
- Proceed on using 'a' and 'an' with different words.
- Take a picture dictionary and teach students how 'a' and 'an' are used.
- Take the content and activities from the textbook.
- You can do more activities with children to make them understand the use of 'a' and 'an'.
- Ask students to read aloud sight words.

Jack and Jill

- Introduce 'and' as a joining word, preferably through activity.
- Draw concept of 'and' from the mother tongue of students' if needed.
- Let the students observe different things in the classroom and ask them to speak word combinations using 'and'.
- Let the students read aloud sight words.
- Help students memorise these words and keep a check on their pronunciation.

This and These; That and Those

- Teach students to use pronouns 'this', 'these', 'that' and 'those'.
- Help them to use pronouns using the objects in the classroom.
- Let the students read aloud sight words. If they mispronounce



some word, pronounce the word correctly and ask them to do the same.

In, On, Under

- With the help of examples make students understand the concept of 'in', 'on' and 'under'
- Let students get involved in activities so that they understand how to use 'in', 'on' and 'under'
- Make use of charts and videos to clear the concept.
- You can also use things in the classroom as teaching aids.
- Ask students to read aloud the sight words.

I – My; You – Your; He – His; She – Her; They – Their

- Use students' mother tongue if needed to convey the meaning of the personal pronouns.
- Encourage students to say something about themselves even if they say in their mother tongue.
- Link their introductions to personal pronouns.
- Ask them individually to read aloud the text and sight words.
- Ask them to say introductions of their friends.

What

- Engage in a conversation with students.
- Ask them to talk to one another in English using 'what'.
- They should be able to understand that 'what' is used to ask questions.
- Ask short questions and encourage students to answer in English.
- Ask them to read aloud the text and sight words.





- Ensure that they are able to write the alphabets in the upper and the lower case.
- Maintain a record of Star Track in your diary also.
- Do ample activities with children.
- Award them certificates of achievements for listening, speaking, reading and writing.

Improving Listening Skills

Repeating the Tale

If your students tend to drift off every time you start talking, involve them in the listening process by having them retell a story you read out. Play a retelling game to gauge how well your students are actually listening to what you say. Read your students a short book or tell them a story of your own. Instruct them to retell the story. Create a scale for different aspects of listening such as receiving, attending, understanding, responding and remembering. Set a point goal and give a student a certificate of achievement for reaching the listening objective. Try a variation of this game and make students compete with one another and keep a record of those students who can retell the story in detail and earn the maximum points.

Listening to the Model

Modelling appropriate listening skills can help elementary level students to better understand what they should do to communicate well with others. Play a listening game in which you model both positive and negative communication behaviours, inviting your students to pick out which is which. Engage them in a conversation, and go back and forth between active listening and inattentiveness. Have a student ring a bell when he notices that you are listening well while he speaks. Have them raise their hands when you are unmindful. Give them a point or a star for everything that they get right.



Pick and Choose

Active listening requires that your student picks up on everything you say to him and how you are saying it. Help your student to improve how he listens by playing a pick-and-choose game. Cut out pictures of scenes or common actions — such as a child playing football — or create your own images. Say two sentences that possibly could describe the image — with one correct statement and the other incorrect. Have the child repeat the correct sentence. Put the pictures that he gets right in one pile to show him just how well he can listen. Play this game with two or more students, having them compete to see who gets more pictures.

Take a Twist on Telephone

Play the telephone game — where one student starts with a word, phrase or sentence and tells the next, and so on to see if the words can make it through a circle of children without changing. Split the group of students into two teams. Start off each group with the same phrase. Reveal the beginning and ending phrases when the game concludes to see which team got the closest. The team that is on the mark gets one point. Continue till time allows.

Developing Speaking Skills

Speaking is the most challenging skill to develop. For non-native speakers it is even more challenging. Students with very low proficiency level of English and lack of self-confidence tend to show certain characteristics such as: shaking while speaking, sweating, keeping silent for long periods of time, sitting when they cannot continue and others even cry because it is hard for them to say a word.





Your new student needs English to function at an interpersonal level with you and the rest of the class. The following areas cover some of the English language items that will be most useful and might put you in mind of other equally common expressions to add under the various headings.

An important thing for the teacher to note is that an atmosphere has to be created in which the students feel encouraged to speak. This depends on the condition in which the particular teacher is teaching. He has to localise the strategy to build atmosphere. By localising is meant seeing the immediate situation and background of the class and the students respectively – their age, family background, temperament, etc. The teacher can begin by the following method:

Personal information

My name is; I come from; I'm ... years old.

Greetings

Hello! How are you? Hi! Good morning/afternoon/evening.

Fine thanks. Very well. Good.

Farewells

Good-bye! Bye! See you later. Good night.

Requesting

Can I/May I ...? Yes you can./No, you can't. Where's the...?

When ...?

Apologising

Sorry. I'm sorry. That's Ok/All right. Don't worry.

Agreeing and disagreeing

Yes, I do. No, I don't. Do you ...? That's right. That's wrong.

Likes and dislikes

Do you like ...? Yes I do. No I don't. Very... Not much.



Asking for help

Excuse me. Can you ...? Do you understand?

I don't understand.

Politeness

Pardon. Please. Thank you. Thanks. That's all right/OK. Excuse me.

It is important, however, to get some form of communication going even if it is in mother tongue. Do not be worried if it is non-verbal. However, encourage them to speak in English. The important thing is that you and your students are communicating. To get the message across, both you and your student can use gestures, pictures, miming, illustrations, sketches, etc.

Value and accept all attempts by your students to communicate. Respond to the content of the communication, not the form.

By responding in this way you will:

- provide positive and encouraging feedback and correction, and value your students' attempts to communicate;
- pay attention to the meaning of the communication and not the form, so you will be responding genuinely to what your students are saying.

In any communicative interaction your students will need thinking time to comprehend and then formulate a response.

You, as a teacher, will need to:

- be patient
- use repetition
- use praise
- build self-esteem
- focus on communicating.





Improving Reading Skills

Developed reading skills allow students to get the most from their education. Teachers at the primary level should focus on helping students to develop a strong foundation, while teachers in the higher grades reinforce the foundation by showing how reading is necessary in the real world.

Reading skills are among the most fundamental and vital learning skills. These skills need to be cultivated in children in the early years of their learning. Without the appropriate reading skills, children will never be able to understand their lessons effectively. This leads to their lack of confidence and decreased desire to continue with the lessons. Parents and teachers should make sure that they set to work on the child's reading skills from the early years and not just teach them how to read but also help them develop fluency in reading. They should try to identify the reading problems of their child early and take action as soon as possible so that their child never lags behind but is always able to catch up with his/her classmates. Problems not addressed early can affect a child into adult life and timely help will give him the best opportunity to be successful.

There are many ways teachers can help students develop core reading skills. Here are five ways you can help students build a solid reading foundation.

Using Various Reading Material

Be creative by teaching reading through different formats. Books, magazines, audio books, CDs and other recorded reading can give students multiple ways to connect with the material. Have students practise reading along with an audio book. They will gain experience seeing the words on the printed page while hearing them on the recording.



Other technologies, such as text-to-speech software, can refocus a reading exercise into one where students can pay attention to the sentence structure and words without getting discouraged by their own comprehension.

Relate Reading to Other Areas of the Student's Life

Have the students read selected material, then discuss it in relation to other books, movies, news items or TV shows. Have the students make the comparisons like what they would have liked about each topic or how they would have changed a format to better match the topic. Being able to connect what has been read to something else in their lives helps students think abstractly about the material.

Read to Each Other

Reading to your students will make them excited about the stories and allow them to learn the text that they are not able to read on their own. Also, encourage them to read to you so that you can assess their reading skills and correct them wherever they go wrong. You must set time for reading with your students regularly so that their practice of reading is maintained.

Repeated Reading

Re-reading material repeatedly is an instructional tool that can improve your students' reading abilities. It will also help them read fluently and enhance their speed of reading. You can initiate this process by reading out passages at first and then encourage them to repeat. It leads to accurate reading, improved comprehension, self-correction and improvement in re-telling stories.

Your role as a teacher cannot end with a simple reading assignment. You must help your students ingrain a passion for reading.





Writing

Writing is an important skill of English language. It is an advanced skill which needs a lot of practice. The prescribed workbook for Class I gradually introduces children to writing and, therefore, follows a linear progression. It includes pre-writing activities such as scribbling, colouring and drawing.

Writing makes children understand that letters can be combined into words and these carry meanings. Teachers can make their own writing programme and link it with the experiences, observations and imaginations of children.

By the end of Class I, children should be able to write simple words and sentences. To achieve the desired goal constant monitoring by teachers and parents is important. Teachers can record the writing progress of children in Star Track and their diaries. This will help them improve the learners writing.

Tracing

The teacher can help students trace letters. The teacher will do it first. Then he will ask the students to come up and trace the same letter. The teacher will observe the tracing of the letter and help correct any error in tracing. It can also be done on the workbook or white sheet with the help of a tracing paper. The teacher is suggested to take up tracing in the first lesson. The prescribed workbook contains basic writing exercises for the learners.

Teaching to Write Letters (For Example The Letter *F*)

The goal of this section is for the students to be able to identify words that begin with the letter *F*, to make the sound of the letter *F* and to the letters *F* and *f*.



Introduction

- Display the images of things that begin with *F* so that all of your students can see them. Possible images could include: flag, frog, fish, fan, football, flower, fire.
- Go through the items one-by-one, having your students say the name of each item aloud.
- Ask students what all the pictures have in common. After a few students answer, tell them that they are going to learn about the letter *F*.

Explicit Instruction/Teacher Modelling

- Challenge your class to think of more words that begin with the /f/ sound. Write all of the correct answers on the whiteboard/blackboard.
- Instruct your class to practise tracing the letters *F* and *f* with their fingers on their palms.
- Ask your students some comprehension questions. For instance: What letter does the word *frog* begin with? What sound does the letter *F* make?
- You can facilitate students to learn write other letters too.

Differentiation

Encourage advanced students to make CVC words that begin with the letter *F* using their play dough. Challenge these students to go on a “letter *F* hunt” around the classroom, finding things that begin with the letter *F*.

