

# TEACHERS' HANDBOOK CUM TRAINING MODULE

(Based on the Learning Outcomes of Foundational and  
Preparatory grades)

*Subject: English*

**Prepared by-**

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# FOREWORD

The Learning Outcome-based Teachers' Handbook and Training Module in English for Foundational and Preparatory Grades has been prepared in accordance with the weak domains and learning outcomes identified through Gunotsav 2024. The teachers' handbook cum training module will serve a dual purpose:

As a training module, it will equip teachers with strategies for effective instruction. By emphasizing on learning outcomes, the handbook cum module ensures that it is directly linked to what students should achieve. It will help teachers prioritise content and activities to ensure measurable knowledge and skill development. The handbook cum module will provide teachers with practical guidance for designing lessons and utilizing teaching strategies aligned with specific L.O. The handbook cum module will also equip teachers with assessment tools, checklist and rubrics to measure students' progress towards the L.O. This will ensure adjustment in teaching methods and provide valuable feedback to students.

As a handbook, it will also create a sustainable resource for teachers. It will serve as a comprehensive reference for them providing support in their day-to-day classes. It will promote consistency in teachers' instructional aspect, ensuring all educators are uniformly working towards attaining the learning outcome for the students. The handbook will act as a valuable tool for the teachers' individual reflection alongwith professional growth.

The handbook has been prepared keeping it aligned with the prescribed textbooks. Five domains of language teaching has been incorporated, namely, Phonological awareness, Decoding and Oral fluency, Reading comprehension, Writing, Grammar and Vocabulary.

The concepts related to the domain has been explained and exemplar activities have been cited to achieve the learning outcome related to the domain.

Exemplar transaction plan alongwith a checklist to refer to, while planning for classroom transaction has also been provided in the handbook.

At the end of each domain, there is an exemplar assessment items with reference to the learning outcome and assessment rubric to keep record of the progress of students.

The L.O based Teachers' Handbook cum Training Module in English aims to bridge the gap between theory and practice, equipping teachers to work on the low performing L.O of Gunotsav, for a better performance of the students in the upcoming years.

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Phonological Awareness, Decoding and Oral Reading Fluency**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Phonological Awareness, Decoding and Oral Reading Fluency**

**Time- 1 hour**

The objective of the session is to make the participants aware of the concepts related to 'phonological awareness', 'word drilling', 'Oral reading fluency'.

The RP may start the session by doing a warm up activity on ear training by asking the participants to close their eyes and pay attention to the sounds that they can hear in their surroundings. Then, the RP may make a few sounds like whistling, clapping, knocking at door etc. Then the RP can ask the participants to share their experience. The RP can show picture of a clock, a telephone, a bell, a guitar, a bird, a snake, etc. and ask the participants to make the sounds of each object. The RP can do the activities to ensure that the participants are able to get a general idea about phonological awareness.

The RP will then clarify the concepts using the contents from this handbook. The RP may use discussion method to engage to participants, their opinions and summarised using the contents from the handbook. (Page no. 10, 11,12, 13,14)

**Interval: 15 minutes**

**Session 2 : Designing activities for Phonological Awareness, Decoding and Oral Reading Fluency**

**Time- 1 hour**

The objectives of the session is to enable the participants to develop/design L.O based activities for the children on recognizing initial, middle and end sounds, word drilling etc.

The RP will showcase a few activities from the handbook and ask the participants to analyse those activities and will seek their views on appropriacy of the activities.

The RP will then discuss certain aspects that should be kept in mind while designing activities on the mentioned areas.

The RP will then divide the participants into groups and allot them topics for designing such activities will then be presented by the groups. (Page no. 15, 16)

**Interval: 45 minutes**

**Session 3 : Developing Transactional plan on Phonological awareness, Decoding and Oral Reading Fluency**

**Time- 1 hour**

The objectives of the session is to enable participants to develop transactional plan on phonological awareness, decoding and oral reading fluency.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. (Page no. 17)

**Interval: 15 minutes**

**Session 4 : Designing assessment items on Phonological Awareness, Decoding and Oral Reading Fluency**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on phonological awareness, decoding and oral reading fluency.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on phonological awareness, decoding and oral reading fluency. (Page no. 18, 19, 20, 21)

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Reading Comprehension**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of Reading Comprehension.

The RP will initiate the discussion in the following head.

1. What is reading?
2. How do we read?
3. the process of reading
4. skills involve in reading/purpose of reading
5. levels of reading

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 23, 24, 25, 26)

**Interval: 15 minutes**

**Session 2 : Designing activities for Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students reading comprehension.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 27, 28, 29)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan on Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for reading comprehension.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 30, 31)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Reading Comprehension**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on reading comprehension.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on reading comprehension.

( Page no. 32, 33, 34, 35)



## Note to the Resource Person

**Duration: 5 hours**

**Domain: Writing**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Writing**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of writing.

The RP will initiate the discussion in the following head.

1. What is writing?
2. the mechanics of writing

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 37)

**Interval: 15 minutes**

**Session 2 : Designing activities for writing**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students writing skills.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 38, 39, 40, 41, 42)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Writing**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for writing.

The RP will showcase the transactional plan included in the teachers' handbook cum module.

The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 43, 44)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Writing**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on writing.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on writing.

( Page no. 44, 45)

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Vocabulary**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of vocabulary.

The RP will initiate the discussion in the following head.

1. the concept of vocabulary
2. selection and gradation of English vocabulary

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 47)

**Interval: 15 minutes**

**Session 2 : Designing activities for Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students vocabulary.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 48, 49, 50)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for teaching vocabulary.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no.51, 52)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Vocabulary**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on vocabulary

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on vocabulary. ( Page no. 53, 54, 55, 56)

**Domain: Grammar**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of grammar.

The RP will initiate the discussion in the following head.

1. What is grammar?
2. Techniques of teaching grammar
3. Methods of teaching grammar

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 58, 59)

**Interval: 15 minutes**

**Session 2 : Designing activities for Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students grammatical competence.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 60, 61, 62)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for teaching grammar.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 63, 64)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Grammar**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on grammar.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on grammar. ( Page no. 65, 66)





## DOMAIN : PHONOLOGICAL AWARENESS, DECODING AND ORAL READING FLUENCY

- ❖ **In this unit, teachers will be able to :**
  - understand the concepts related to English phonology, decoding, word drilling, oral reading fluency
  - design activities for recognising initial, middle and end sound, word drilling and English phonology
  - plan for transacting phonemic awareness in classroom
  - assess students' rhyming ability, ability to recognise final sound and reading fluency.

## Phonological awareness

Phonological awareness is the ability to hear, recognize, and play with the sounds in spoken language. It is the foundational skill that supports reading acquisition. Students who master this skill become proficient readers; those who do not may struggle with reading. Therefore, it is essential for the teachers to understand the importance of phonological awareness and how to teach it effectively.

The most important phonological skill is phonemic awareness, the awareness of the individual sounds in words and the ability to manipulate the sounds. Phonemes are distinct speech sounds that can change the meaning of words when they are substituted, added, or removed. For example, in the word “cat,” changing the 'c' sound to 'b' would result in the word "bat".

**Phonological awareness is a group of skills that include a child's ability to:**

- Identify words that rhyme, for example: bat cat hat
- Recognize alliteration (words with the same beginning sound), for example:  
Bold big brown bear
- Identify the syllables in a word count. For example: the number of syllables in a word, can/dle = 2 syllables  
ex-er-cise = 3 syllables
- Sentence segmentation  
I / see / the / dog = 4 words
- Phonemic Awareness Level  
/m/ /oo/ /n/ moon = 3 phonemes  
Phonemic awareness is the most advanced skill of phonological awareness.
- Onset & Rime Level  
Onset = map  
Rime = ap

## Decoding

To understand the world around us and to open up new avenues of learning we must develop the skill of reading. The first step of reading is decoding. It is one of the most important and critical aspects of learning to read. Decoding is the ability to use sound-symbol relationships to read words. Decoding in reading is the process of translating printed words into speech.

### **There are different skills involved in word decoding:**

- ◆ Alphabet knowledge is the first building block of literacy in the English language. Once students know individual letters and the sounds of letters, they can move on to more advanced concepts.
- ◆ Phonemic and phonological skills help students with word decoding since these skills give children the ability to recognize how different sounds make up words.
- ◆ Learning to sound out and blend letters and phonemes prepares children for independent reading

### ***How to develop decoding:***

Decoding strategies are essential for teaching early readers how to read. Phonics should be used early by using decodable text. Introducing phonics early by using decodable texts, teaching high-frequency words (words that appear frequently in written language) is an essential decoding strategy for early readers. These words cannot be sounded out using phonics skills, and children must memorize them. Start with simple high-frequency words such as “the” and “and” and gradually introduce more complex words, practising word families (groups of words that have the same ending sound and spelling pattern) is an effective decoding strategy for early readers. By recognizing the spelling pattern, children can read words

that they have not encountered before. Word families also help children develop their spelling skills, using multi-sensory techniques it involves engaging multiple senses when teaching decoding skills. For example, a child can learn the letter “a” by seeing it, saying its sound, and tracing it with their finger. Multi-sensory techniques are effective for teaching children with different learning styles and providing ample practice opportunities. These are some of the best decoding reading strategies for early readers. For example: CVC words can be grouped together based on their ending-vc blend. This makes the Word Family. These words can be practiced one Family at a time. Start with vowel ‘a’ and then do all the families for the vowel ‘a’. Vowel ‘a’ has word families such as -ad, -ag, -am, -an, ap, -at etc. Likewise we have different word families for different Vowels. Then you can move onto the next vowel. In this way, you can practice one word family at a time.

### **Word drilling:**

Before going through the word cards make sure that your learners know the letter and each sound. Depending on the level of the learner make the word cards. Use VC, CVC, CVCE, and DIGRAPH at the beginning.

Have the learners read the shown word, then change only one letter at a time to practice reading the next word. The goal for learners is to be able to read the new word automatically without the need to re-decode the entire new word. However it may not happen automatically for many learners and they may need to practice decoding the entire word. Once it is done, the word can be changed.

## Oral reading fluency

Fluency is a key skill to become a good reader because it ultimately helps students strengthen their reading comprehension skills later. It is the ability to read out loud accurately, at a good pace – neither too slow nor too fast and with prosody(expression). An integral component of fluency is the ability to identify letters, letter patterns, and isolated words accurately and quickly. When an individual can read quickly and without making too many errors, he/she is called a ‘fluent reader’. A fluent reader can read smoothly at a good pace. He/she can easily read in chunks using proper reading fluency. Fluency is a combination of the ability to read with accuracy, speed, and proper expression and intonation in their voice when reading aloud.

Reading fluency skills:

- (i) *Accuracy* : It is the fundamental principle of fluent reading. In order to master reading fluency, the reader must be accurate in reading text. By accuracy, it means that the reader must be able to identify specific words accurately.
- (ii) *Speed/Rate* : It refers to the speed at which student can read the text, maintain a time limit. Often, it is believed that fast reading is better reading, but this is a misconception. Fast reading may not mean accurate reading at all times. Fast readers may still be reading inaccurately and inappropriately. It may not be regarded same as the fluent reading.
- (iii) *Expression*: It is an important part of being able to read orally. It includes components such as tone, pitch, emphasis, volume, and rhythm. Expression also signifies the reader’s ability to group words together into correct phrases.



## ***Why is it important?***

Reading fluency is important because it develops comprehension and motivates readers. The early phases of reading fluency help learners to develop their oral language skills, as well as phonemic awareness. This phase helps the learners to become familiar with more words, which then helps to master significant number of words in future. A student's ability to master reading fluency often depends on being able to identify a significant number of words by sight alone. Since words are not referred to as sight words until the student learns to read them correctly, minimal reading practices and inaccurate practices have shown to slow a student's development of reading fluency.

Fluent reading is a foundation for good reading comprehension. Fluent readers do not have to concentrate on decoding words, they can focus their attention on the meaning of the text. They can make connections between the ideas in the text and their background knowledge.

Reading fluency also affects a child's motivation to read. Children typically do not enjoy activities that are difficult. When a child reading is not fluent, they often don't enjoy reading. Then they are less inclined to practice reading, which may further contribute to a decline in their reading skills. Learning to read fluently helps children become better prepared for the higher classes.

## **How to improve Reading fluency skills?**

Following are a few strategies to improve Reading fluency skills –

- Reading by the teacher with speed, accuracy and expression
- Practice sight words so that they can remember automatically
- Repeated reading – record, evaluate, and repeat
- Practice choral reading together
- Make use of variety of age – appropriate books and materials
- Create a stress – free environment

## Let's design activities

### 1. Recognizes initial, middle and end sound:

- The teacher will read the following paragraph and ask the students to listen carefully and raise their hands when they hear a rhyming word.

This is Bappi. He is very happy. His father bought him a cat, which is sitting on a mat. It is his pet and his name is Jet. One day Bappi gave him a toy to play. But Jet was very angry as he was hungry. Bappi brought some milk for him in a pot but the milk was hot. Then Bappi brought a dish and gave some fish. Jet jumped to the plate, fell down, bumped his head and broke his leg. Bappi called a doctor and the doctor said "No more jumping and playing with his cat." Then Jet thought of having some milk but he found many ants crawling on the pot. He felt sad and went to bed with his broken leg.

For example : cat-mat, pet-jet, pot-hot, dish-fish. "The teacher will repeat reading and ask the students to identify.

- The teacher will write a word on the blackboard, then break the word into individual sounds. Eg. mat = /m/ /a/ /t/ . Then he/she will ask the participants to identify the initial, medial, and final sound of the words. The teacher will write more words by using VC, CVC, CVCC pattern to ensure learners have enough opportunity for practice.

### 2. Word drilling:

- Depending upon the learning level of the learners, the teacher will make the word cards by using VC, CVC, CVCC at the beginning.
- The teachers will help the learners read the word of the card, then change only one letter at a time to practice reading the next word. The goal is to enable the learners to read the new word without requiring to re-decode the entire new word.

However, it may not happen naturally for many learners and they may need to practice decoding the entire word. Once it is done the word can be changed.

For example:

Read the following words:

1.	Hot	Cub	Pin
2.	Milk	Rock	Salt
3.	Grab	Thin	Clap
4.	Bread	Dream	Train
5.	Glip	Chog	Prot

## Assessment Rubric:




Parameters	Level 1	Level 2	Level 3
Reads all words	Able to read only a few words with the help of teacher	Able to read the words but needs help of teacher	Able to read all words independently without support from teacher

### 3. Phonological awareness:

- The teacher will read the following sentences aloud to the students. Then, he/she will ask them repeat the entire sentence and act out the action word at the end. It will be a whole class activity.

1. Lump rhymes with <b>jump!</b>	5. Bun rhymes with <b>run!</b>
2. Chance rhymes with <b>dance!</b>	6. King rhymes with <b>sing!</b>
3. Talk rhymes with <b>walk!</b>	7. Hip rhymes with <b>skip!</b>
4. Fit rhymes with <b>sit!</b>	8. Ply rhymes with <b>fly!</b>

- Blending the initial sounds of different words:

 B	 A	 T
<b>BAT</b>		

- The teacher will point to each picture and ask the students to say the initial sound. Then he/she writes the letter that represents that particular sound under each picture. Then the sounds are repeated to blend them into a word.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for developing phonological awareness, decoding and oral reading fluency of the students in English at the foundational and preparatory grades.

**Grade: Class 2**

**Topic: Phonemic awareness**

**Objective:**

- (i) To develop an awareness and practice the sounds of English
- (ii) Identifying the beginning sound in words.

**Specific objective:**

- (i) Students will be able to recognize the beginning sound/letter 't' in the words.
- (ii) Students will be able to make words with the beginning sound 't'.
- (iii) Students will be able to identify the letter 't' at the beginning of a word.

**TLM: Blackboard, Flashcard**

**Process:**

- The teacher will show some objects which names start with the sound "t". For example: table, tree, tomato, etc. and asks the children the names of the objects.
- Then the teacher will ask them to say the initial sound of the words. After that, she/he will ask the children if there is anyone in the class whose name starts with the same sound.
- The teacher will say some more words starting with the sound 't'. For example: teapot, toothbrush, teacher, towel, turnip, etc. Then ask the students to say the names of some objects starting with the sound 't'.
- To check their understanding, the teacher will say the following words, hat, dog, bird, toe, net, ten, big etc. and ask the children to say 'yes' for the 't' sound and 'no' for the other sounds.
- Using a flash card the teacher will show the letter 't' to the children and at the same time he/she will write the letter and say the letter aloud.
- The teacher will write a few letters randomly on the blackboard such as, a,g,n,k,t,s,p and write 1,2,3,4,5,6,7 below each letter respectively. She/he will ask children to say the number below the letter 't'.
- The teacher will ask the children to search for the letter 't' in different contexts inside and outside the classroom
- The teacher will write some CVC words on the blackboard (such as cup, mat, bat, toy, tap etc.) and randomly ask a few students to find and circle the letter 't' on the blackboard.



## Let's develop test items for assessment

### Exemplar test items:

#### i) to assess the learners' rhyming ability

To conduct this activity, the teacher will need picture cards of a bat, a cat, a fan, a man, a tub, a cub etc. The teacher will show the cards one at a time and let the students identify the object in picture cards.

The teacher will share two picture cards at the same time. He/she will say the words a loud and ask the students say the words a loud. He/she will ask the students to stand up if the words rhyme, or sit down if they don't. He/she will continue this activity by combining different cards.

**Assessment Rubric: The teacher is supposed to assess 10 pairs of words.**

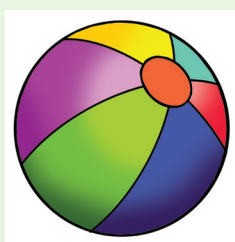
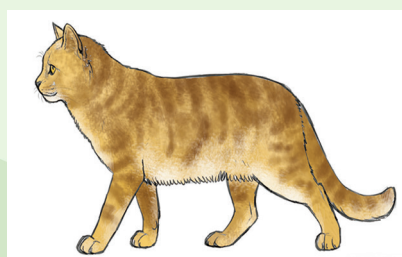
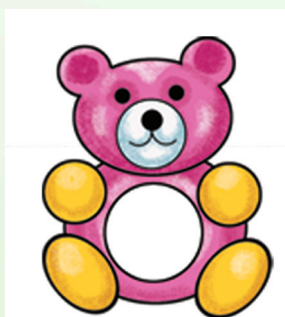
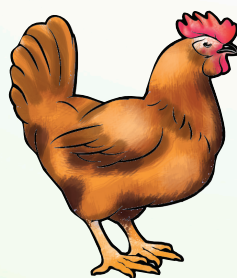
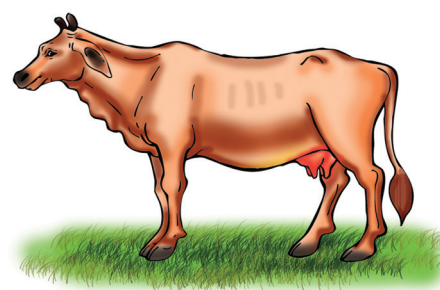
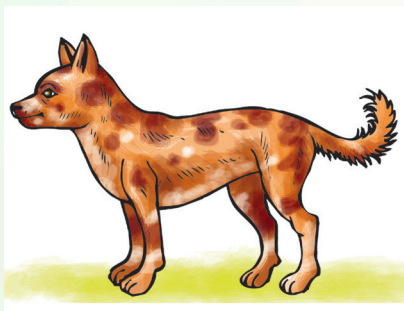
Parameters	Level 1	Level 2	Level 3
Identification of the rhyming words	Able to identify a few words with the help of teacher.	Able to identify the rhyming words but need teachers help.	Able to identify all rhyming words without support from teachers.

#### ii) to assess the final 't' sound

To conduct this activity, the teacher will need picture cards of a dog, an ant, a cow, a bat, a hen, a hat etc. The teacher will show the cards one at a time and let the students identify and say the name of the objects that the picture card represents.



Then, the teacher will show one picture at a time and ask the students to raise their hands if the word ends with 't' sound. He/she will continue this till the last card is used. The teacher may use different cards and objects to assess other sounds.



### iii) to assess reading fluency

The teacher will ask each student to read the following passage. While reading, the teacher will observe the pace and pause, speed level and fluency level of the learners. The teacher will observe the number of words students read per minute.

"Horses are fast animals. Horses have four feet, two eyes, one nose, two ears and a long tail. They have long and strong legs. They gallop and run fast. They love to eat grass and hay. They carry people and goods on their back. Horses are found in many colors-white, red, brown, black and grey."

1. Total no. of words attempted read -  $\frac{\quad}{56}$

2. Total no. of words read correctly -  $\frac{\quad}{\quad}$

#### Note :

For eg. One child attempted to read 18 words, then record at point no.1 will be  $\frac{18}{56}$

and out of 18 words he/she could read only 5 words correctly, then record at point no.2 will be  $\frac{5}{56}$

**In terms of expression, accuracy, smoothness and place, teachers may keep the following criteria in mind.**

Criteria	Level I	Level II	Level III
<b>Expression:</b> Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the passage.	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in some parts of the text, but the reader does not always sound like they are talking to a friend.	Reads with varied volume and expression. Reading sounds natural.
<b>Accuracy</b> Reads with good phrasing; adhering to punctuation, stress and intonation.	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b> Reads smoothly with some breaks, but self corrects the difficult words and/ or sentence structures.	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self corrects the difficult words and/or sentence structures.
<b>Pace</b> Reads at an appropriate conversational pace throughout the reading.	Reads slowly and laboriously.	Reads at an appropriate rate throughout the reading.	Reads at an appropriate conversational pace throughout the reading.



## DOMAIN : READING COMPREHENSION

❖ **In this unit, teachers will be able to :**

- understand the concepts related to reading comprehension
- know different levels of reading comprehension
- know the skills involved in reading comprehension
- design activities for reading comprehension
- plan for transacting reading comprehension in classroom
- assess students' reading comprehension ability

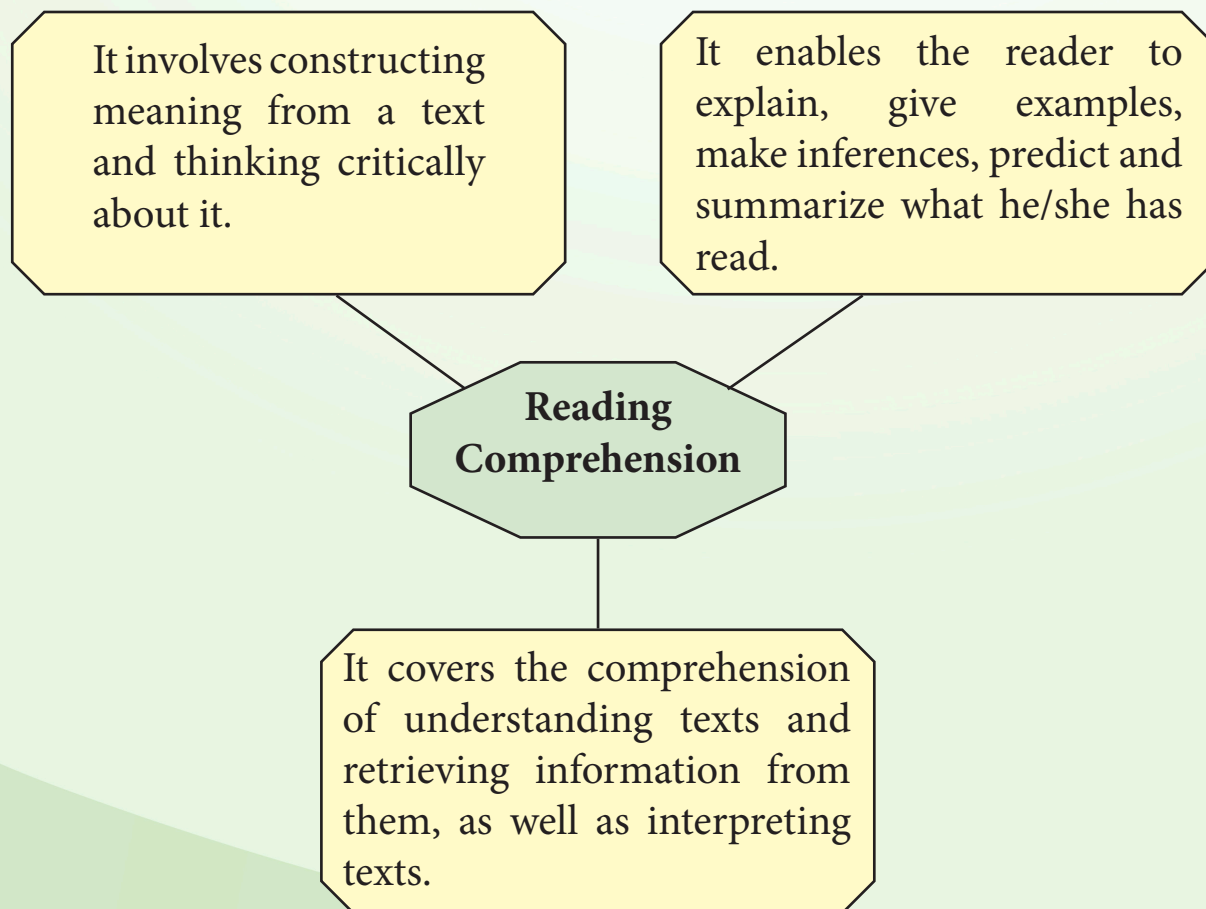
Reading is a cognitive process of decoding symbols/letters to determine a text's meaning. The letters are the text itself and the process of decoding requires that the reader quickly match a letter or combination of letters to its corresponding sound. These words then provide meaning to the reader.

Reading is an active process. The reader must have a base knowledge of the letters that create the language, as well as the vocabulary of that language and grammar for proper understanding.

**Reading involves word recognition, comprehension, fluency and motivation.**

**Let's find out what we do in reading-**

- First, we identify the word/words in print (e.g. word recognition)
- Second, construct an understanding from them (e.g. comprehension)
- Third, coordinate identifying words and make meaning so that reading is automatic and accurate. (e.g. fluency)



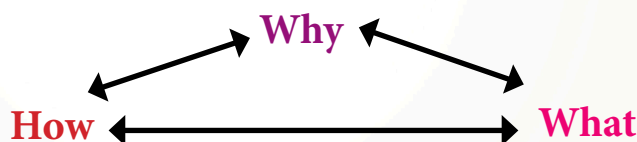


## Let's understand Reading Comprehension

Before discussing reading comprehension, it would be worthwhile to understand:  
Why a person reads or purpose of reading.

How a person reads or Method which is related to the purpose of reading.

What a person reads or Materials which is in turn related to the purpose and method.



The following table shows the interrelationship between the three:

WHY	HOW	WHAT
To get the gist	Skim	Newspapers, magazines, Articles, etc.
To get a particular bit of information	Scan	Telephone directory, examinations results, television or train schedule, lottery results, etc.
To understand completely what the writer is saying, and to evaluate a text.	In-depth reading	Research papers, professional articles, and journals, etc.

Some specialists make a distinction between scanning for a particular bit of information and reading for central idea. The latter, they argue, requires a more detailed reading than scanning. Since all of us need to acquire all three types of reading sub-skills, our techniques should aim at teaching our children different types of reading.

### Reference

Nagaraj, G. (1996). *English language teaching approaches methods techniques*. Orient Longman.

## Three levels of Reading Comprehension

### ★ **Literal Comprehension:**

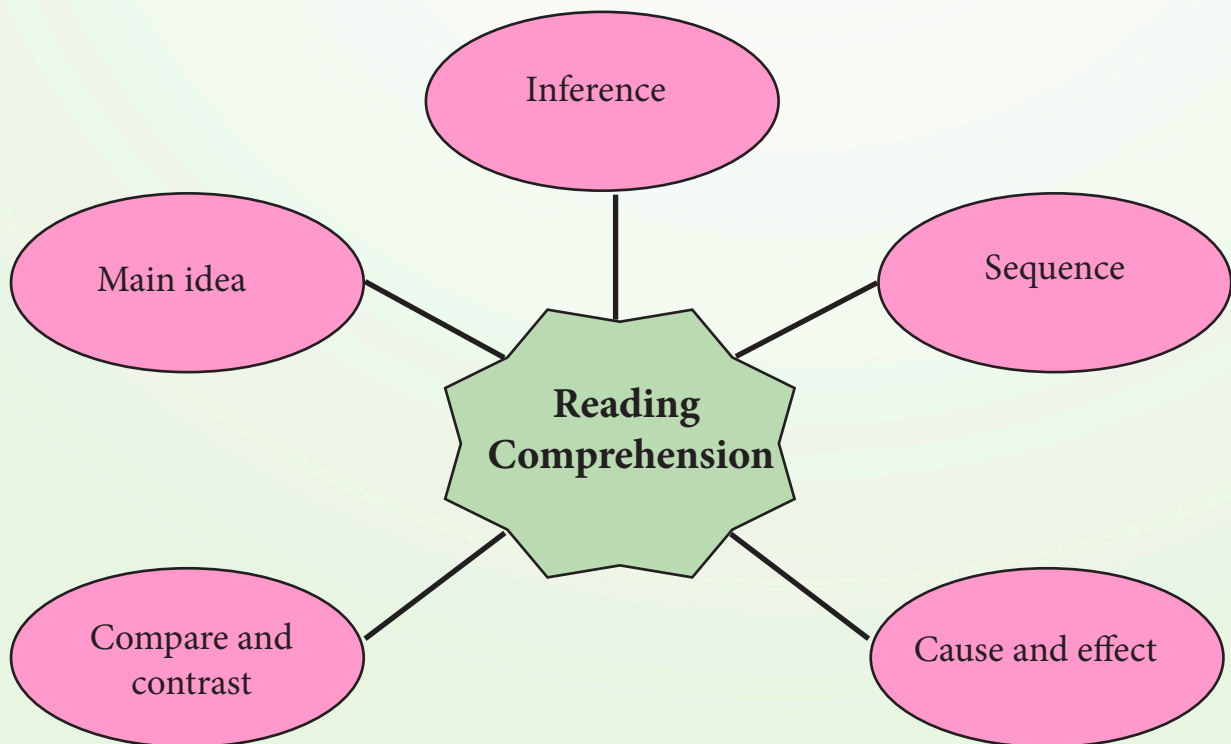
It refers to the understanding a list, including facts, ideas, vocabulary, events, stated information, etc

### ★ **Inferential Comprehension:**

It refers to the child's ability to understand the meaning that is not explicitly stated in the text they have read.

### ★ **Evaluation Comprehension:**

It requires a deeper understanding of the text that involves analysing an event, language and the stage of presentation.



- Reading comprehension is the ability to read a text and understand its meaning.
- It depends upon two independent abilities-word reading and language comprehension.
- Reading comprehension focuses on actively engaging the student cognitively with the text so they have a better chance of retaining the information.

## Some skills involved in Reading Comprehension :

**Visualizing:** It allows the reader to create mental images of the text they are reading

**Predicting:** It is a comprehension strategy that is used by the readers to come across an unfamiliar word. Here, the readers use their prior knowledge and context clues to make a guess.

**Questioning:** It allows readers to make prediction about what will happen next. This helps the reader to engage themselves actively in the reading process.

**Inferencing:** It allows readers to draw conclusions based on the information they have received from the text. It involves going beyond the literal meaning of the text to understand what is not explicitly stated in the text.

**Summarizing:** It is an important comprehension skill, as it allows the readers to identify the key points in a text and understand its overall meaning.

Picture reading can be used to develop reading comprehension skill in young learners.

## Let's design activities on reading comprehension

**Grade: Class V**

**Learning Outcome:** reads text with comprehension, locates details and sequence of events

**Sub LO:** reads text with comprehension and sequences events

**TLM:** Textbook and Blackboard

### Process-

- The teacher reads out the conversation between the two birds, given in Beginners' English-V, page 34.
- The teacher selects a few students randomly to read aloud the conversation between the two birds. The rest of the students will listen attentively.
- The teacher will guide all the students to understand the conversation between the two birds.
- The teacher will write the following statements on the blackboard:
  - a) People don't eat beetles. They don't have wings either.
  - b) The robin and the jay thought people were funny to be like that.
  - c) One day, the robin and the jay were sitting and talking in the garden.
  - d) They were talking about people, and that they don't have feathers.
- The teacher will ask the students to read the statements and arrange them in sequence to make the summary of the poem.
- Next, the teacher asks the students to write the statements in sequence in their notebooks.

**Grade : Class IV**

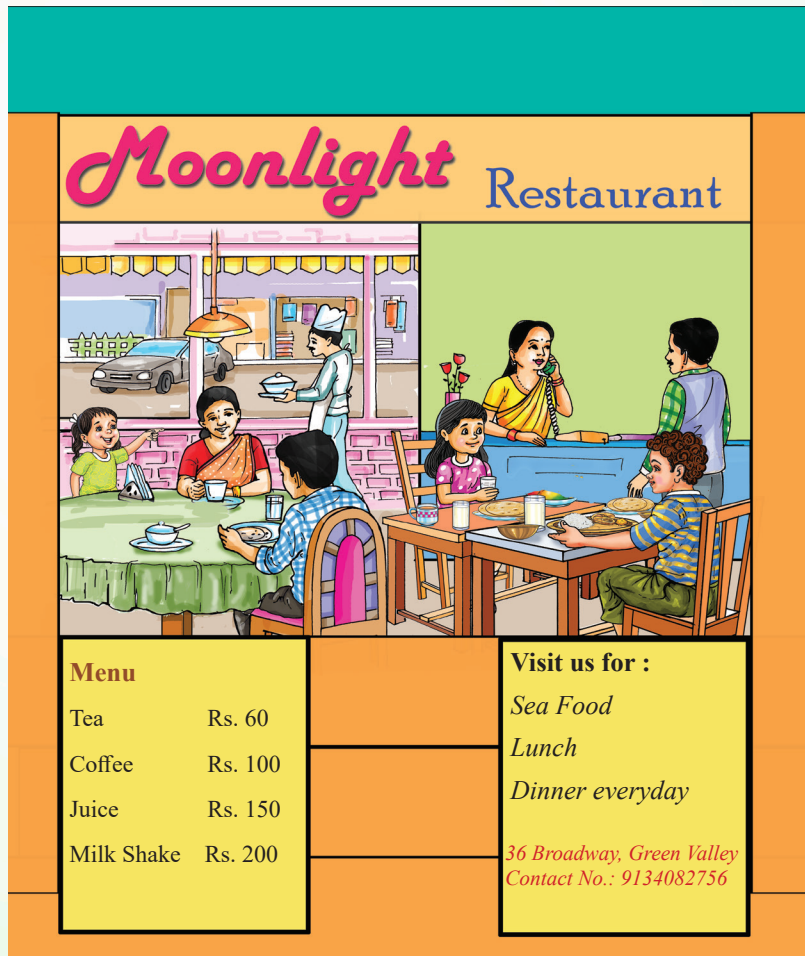
**Learning Outcome:** reads printed script on the classroom walls, notice board, in posters and in advertisements

**Sub LO:** reads advertisements and locates details

**TLM:** Picture of an advertisement

## Process-

- The teacher will show the picture of an advertisement :



- The teacher will ask the students to observe the advertisement attentively and read the details.
- In a plenary the teacher asks the following questions and the students will respond verbally:

Q. What is the picture about?

- a) a hospital
- b) a shop
- c) a dining hall
- d) a restaurant

Q. What is the price of the following items?

- a) milkshake
- b) coffee
- c) juice
- d) tea



Q. What is the name of the restaurant?

Q. Where is the restaurant?

Q. Does the restaurant serve dinner every day?

- For further practice the teacher will refer to Beginners' English-IV, page no. 27, Activity No.6

### **Grade : Class III**

**Learning Outcome:** reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English

**Sub LO:** reads small text in English with comprehension and identifies main idea, details

**TLM:** Textbook

### **Process-**

- The teacher will divide the class into 3 groups and ask the students to refer to the texts given in page 59(Activity 12), page 63 (Activity 2) and page 72(Activity 16) in Beginners' English-III. He/she will assign one text to each group.
- The students will read the texts aloud, one group at a time.
- The teacher will frame questions based on identifying the main idea and locating details from each of the texts and write them on the blackboard.
- The student will try to comprehend the text with the help of the teacher. They will discuss the answers in their groups and one student from each group will note it down in the notebook.
- The teacher will declare the group which completes the task first, correctly as the winner of the activity.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for developing learners' skills in reading comprehension.

**Grade : Class 5**

**Topic: Reading comprehension**

**Lesson: The Joy of Helping**

In pre-reading tasks/activities for learning, the teacher does the following activities-

- The teacher will ask some questions related to the story in order to test their knowledge and also to develop curiosity and motivation to read—e.g.: Did you ever help anyone around you? Isn't it nice to help anyone in trouble? When someone helps you, how do you feel? etc.
- The teacher will then ask the learners to concentrate on the pictures to guess what the story is about. (It will increase the students' curiosity to read the lesson).
- The teacher may then do a model reading of the text with proper pronunciation, stress and intonation.

In while-reading tasks/activities for learning, the teacher does the following activities-

- The teacher may divide the class into pairs or groups of 4 and make them read by taking turn. The teacher will support the students by moving around and facilitating them to decode the text with proper understanding and comprehension. He/she helps them in reading as and when they ask for the meaning of words, pronunciation, grammar, usage, etc.
- The teacher need not directly provide them with the answers but adopt strategies in which students are asked to use the dictionary and find out meaning with the help of the words around the given word etc.
- To test the comprehension or understanding of the text the teacher may stop the learners after they have completed reading three or four paragraphs and asks questions.

In post-reading tasks/activities for learning, the teacher does the following activities-

The teacher may direct or ask the students in groups or pairs, to answer questions meant for the post reading session. This is advisable first to do orally in groups and then the students may be asked to write in groups or individually.

Here, the teacher may also supply or provide questions moving beyond the text.

**Note to the teacher:** This is an exemplar transaction plan; teacher can design a transactional plan based on the exemplar provided.

### Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Clear Learning Objectives.			
2.	Proper instructions to teacher's activity and student activity. Testing prior knowledge (Warm up).			
4.	Introduction to the text with the help of questions conversation/visual clues (Pre Reading).			
5.	Engaging the learners to read the text and help them to comprehend by adopting effective strategies (While Reading).			
6.	Continuous assessment.			
7.	Arrive at a closure (Post Reading).			
8.	Oral activity before and after reading.			
9.	Joyful and child centered.			

## Let's develop test items for assessing reading comprehension

### Exemplar test items

**Grade : Class V**

**Learning Outcome:** Locate the detail, Interpret/Infer meaning

**Read the following passage and answer the questions.**

#### **The Busy Bees**

It was 6 o'clock in the morning. Ruhi rushed to the window of her bedroom. She was excited to watch a honey comb on a tree branch just outside her window. In one of her EVS classes, her teacher spoke about the life cycle of a honeybee. She imagined that the honeybees wake up in their beautiful honeycomb home. They stretch their tiny wings and buzz out to the colourful flowers in the garden. They fly from flower to flower, sipping their sweet nectar. Ruhi had heard from her grandmother that the nectar is food for the busy bees, and they collect it in a basket on their leg. She said to herself, "I wish I too could fly from one colourful flower to another and collect nectar!"

1. What is the food for honeybees?
  - a. trees
  - b. basket
  - c. nectar
  - d. branch
2. Why was Ruhi excited to watch the honeycomb?
  - a. because her teacher spoke about the lifecycle of a honeybee
  - b. because it was 6 o'clock in the morning
  - c. because honeybees fly from flower to flower
  - d. because she wished to fly like the honeybees



## **Grade : Class IV**

**Learning Outcome:** Locate the detail, Interpret/Infer meaning

**Read the following passage and answer the questions.**

### **A Helping Hand**

Neha and Shabana were best friends. They always went to school together. One day they were running late for school. On their way, they saw a blind woman trying to cross the road. She was very old. Shabana told Neha that they should help the woman. But Neha told that they were getting late for school and someone else would help her. Shabana did not listen to Neha. She went forward to help the blind woman. She held the hand of the woman and helped her to cross the road. When they reached school, Mr. Shiladitya Bora, the class teacher, asked them why they were late. Neha told him everything. The teacher praised Shabana for her act. Next day, Mrs. Suranjana Das, the principal praised Shabana and gifted her a book in the morning assembly. Thus, she spread a message amongst the students to be always kind and helpful.

1. Who helped the blind woman to cross the road?
  - a. Mrs. Suranjana Das
  - b. Mr. Shiladitya Bora
  - c. Shabana
  - d. Neha
  
2. “She spread a message amongst the students to be always kind and helpful.”  
Who does the word 'she' refer to here?
  - a. Neha
  - b. Mr. Shiladitya Bora
  - c. Mrs. Suranjana Das
  - d. Shabana

**Grade : Class III**

**Learning Outcome:** Locate the detail, Interpret/Infer meaning

**Read the following passage and answer the questions**

### **Fruits**

Fruits grow on trees and are very tasty and healthy. Some of the commonly found fruits are apple, banana, mango, orange, guava, papaya etc. Some apples are green and some are red in colour. Bananas are rich in vitamins. Ripe bananas are yellow in colour. Mango is another healthy fruit. It is called the 'king of fruits'. Another juicy and tasty fruit is papaya. It is very useful for our health.

1. Which fruit is called the 'king of fruits'?
  - a. banana
  - b. papaya
  - c. mango
  - d. apple
  
2. "It is very useful for our health." What does the word 'it' refer to here?
  - a. banana
  - b. apple
  - c. mango
  - d. papaya

Teachers will go through the given rubrics for keeping record of the progress of learners' skills in reading comprehension at the foundational and preparatory grades.

Parameter	Level I	Level II	Level III
♦ Able to read the picture and say what is going to happen in the text	♦ Able to read the picture partially. ♦ Cannot assume and say what is going to happen in the text.	♦ Able to read the picture. ♦ Can assume and say partially what is going to happen in the text.	♦ Able to read the picture. ♦ Can assume and say what is going to happen in the text.
♦ Able to connect between the assumed text and the reading text	♦ Unable to connect between the assumed text and the reading text.	♦ Partially able to connect between the assumed text and the reading text.	♦ Able to connect between the assumed text and the reading text.
♦ Able to read and comprehend the text	♦ Unable to read the text and comprehend the text.	♦ Able to read the text but cannot comprehend.	♦ Able to read the text and comprehend the text.
♦ Able to summarize and retell	♦ Unable to summarize and retell.	♦ Cannot summarize but can partially retell.	♦ Able to summarize and can retell.
♦ Able to analyse and infer meaning	♦ Unable to analyse and infer meaning.	♦ Able to analyse and infer meaning to some extent.	♦ Able to analyse and infer meaning.
♦ Able to give answers to the questions based on in and around the text	♦ Unable to give answers to the questions based on in and around the text.	♦ Able to answer the questions partially based on in and around the text.	♦ Able to answer questions based on in and around the text.
♦ Able to relate the text with their life	♦ Unable to relate the text with their life.	♦ Able to relate the text with their life with help.	♦ Able to relate the text with their life.



## DOMAIN : WRITING

- ❖ **In this unit, teachers will be able to :**
  - understand the concepts of writing at primary level
  - design activities for developing writing skill of students at foundational and preparatory grades
  - plan for transaction of writing in classroom
  - develop test items and assessment rubric for students on writing skill.



Writing is a medium of communication. It is the act of putting down signs and symbols on paper to represent the sounds that we speak. The written word is more permanent, tangible and visible. Writing makes the record permanent and is done with a purpose. Writing involves a number of subskills ranging from mechanical abilities like forming the letters of the alphabet correctly to think and plan mentally what to say and how best can say it be presented in the form of writing.

### **Developing writing skill :**

According to NCFSE 2023, “Writing activities require persistent, deliberate and methodical practice in the classroom for any significant growth or improvement. Writing activities that are limited to copying a given text, copying answers to questions and reproducing what is memorized do not help with the actual development of writing skills.”

### **Teaching writing :**

According to NCFSE 2023, “Writing can be taught effectively through purposive speaking first. Teachers should then expose students to different samples of writing forms and styles. They should teach students planning, drafting, and finally writing a piece based on audience and purpose. Teachers should also model good writing for them. Teachers’ feedback on draft plans is formative in developing a good piece of writing. They should help students progress from writing with their guidance to writing independently.”

### **Mechanics of writing :**

- Use of accurate /proper strokes while writing letters with proper hand movement
- Make letters of the right shape and size
- Make the right spacing between letters, words and lines
- Use capital letters and marks of punctuation correctly
- Write fluently and distinguish between the running and the print script.
- Use appropriate spellings

## Let's design activities on teaching writing

**Grade : Class 3**

**Learning Outcome:** writes sentences on English using verbal or visual clues

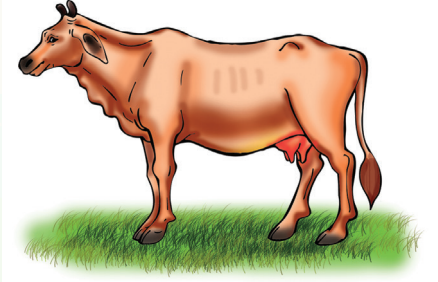
**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. He/she will arrange the classroom to conduct the activity in a disciplined way. The children will be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Flashcards, Blackboard

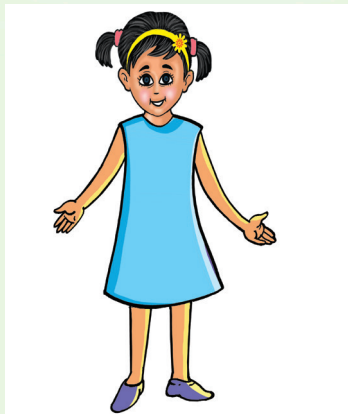
### Activity 1

#### Process :

- The teacher will show two pictures



- She/he will ask them to say the name of the object(s) in the pictures.
- After getting oral responses, the teacher will ask the students to draw the object in their notebooks and write the name.
- The teacher will then write two sentences on the blackboard "There is a cow." (Showing the first picture) and "There are two cows" (showing the second picture)
- The teacher will show two more pictures



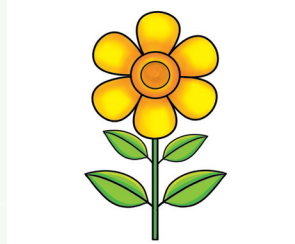
- He/she will write, "There is a girl." and "There are two girls."

## Activity 2

### Process :

The teacher divides the class into four groups and each group is provided with two picture cards having one incomplete sentence each. The teacher will ask them to observe the picture and complete the sentence.

#### Group 1:



There is a \_\_\_\_\_.

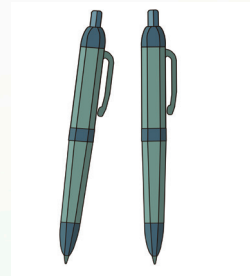


There \_\_\_\_\_ two flowers .

#### Group 2:

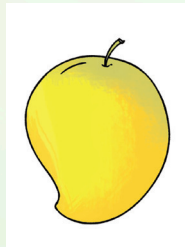


There is a \_\_\_\_\_.

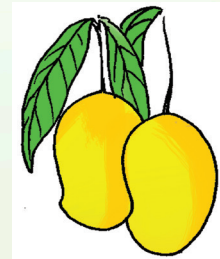


There \_\_\_\_\_ two pens.

#### Group 3:

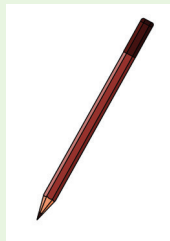


There is a \_\_\_\_\_.



There \_\_\_\_\_ two mangoes.

#### Group 4:



There is a \_\_\_\_\_.



There \_\_\_\_\_ two pencils.

➤ The teacher will ask the groups to read out the sentences that they have written.

## Grade : Class 4

**Learning Outcome:** The learner presents orally and in writing the highlights of a given text/ a short speech/ narration/ video, film, pictures, photographs, etc.

**Sub LO:** presents orally and in writing the highlights of a given picture.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Two picture cards, Blackboard

### Process :

- The teacher will show a picture and ask the students what they see in the picture.



- The teacher will write the following sentences on the blackboard showing the picture
  1. This is a girl.
  2. The girl is playing football.



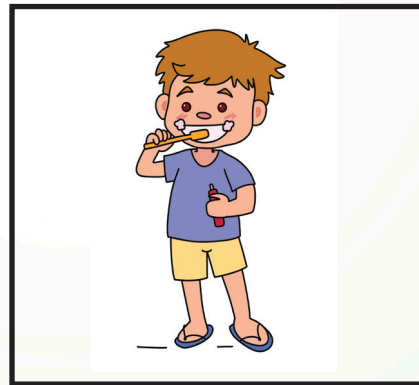
- Then the teacher will divide the class in four groups and provide each group with a picture along with two jumbled sentences. The teacher will then ask them to observe the picture carefully and rearrange the words in the sentences and write meaningful sentences.

**Group 1:**



1. is meena she
2. writing is she

**Group 2:**



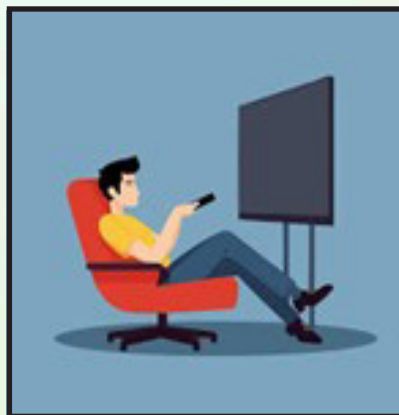
1. is ajay he
2. brushing is he

**Group 3:**



1. manoj is he
2. drinking he is water

**Group 4:**



1. ramen he is
2. watching he TV is

- The teacher will ask the students to read out the sentences that they have written.

## Grade : Class 5

**Learning Outcome:** writes sentences in English from verbal, visual clues with appropriate punctuation marks

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. He will manage the classroom to conduct the activity in a disciplined way. The children will be given ample opportunity to use their previous knowledge of vocabulary.

### Process :

- The teacher will read out Dr. Adity Goswami's speech as given in Beginners' English-V, page 79 and ask the students to look at the particular passage in the textbook.

Respected Principal, staff and students,

I must thank the Principal of the school for inviting me to speak to you on such an important topic. Students! Do you know what a drug is? You must have seen shop signs with the word 'Drug Store'. A drug store is another word for a pharmacy. So 'drug' means 'medicine'. Doctors prescribe drugs for us to buy from a drug store.

- The teacher will then draw the students' attention to the punctuation marks and will explain about the usage of full stop, comma, question mark, exclamation mark and inverted comma.
- The teacher will ask to rewrite the following paragraph using proper punctuation marks:

Students let me introduce you with dr. adity goswami she is here to tell you about the importance of cleanliness dr. adity goswami asked the students how do you feel if your surrounding is dirty the students said that they don't feel good

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for developing writing skill of the students in English at the foundational and preparatory grades.

**Grade :** Class 3

**Topic:** Writing sentences

**Lesson:** Little Raindrops

**Learning Outcome:** Writes 5/6 sentences in English on personal experiences/events using verbal or visual clues.

The teacher will introduce the topic by showing the picture of a rainy day given in Beginners' English-III, page 62 and ask the following questions:

- a) How many children do you see in the picture?
- b) What more do you see in the picture?

The teacher will ask the students to sit in pairs and talk with each other about what they do on a rainy day.

After that, she/he will write a few sentences on the blackboard such as-

1. I make paper boats.
2. He makes paper boats.
3. I jump in water.
4. She jumps in water

The teacher will ask the students to observe the sentences written on the blackboard and then to write similar sentences about their experiences using I, he or she.

Then the teacher will ask them again to talk in pairs about what they do every day and then to write their daily activities in the same format as above.

The teacher will ask the students to read out the sentences that they have written and will make corrections wherever necessary.

**Note to the teacher:** This is an exemplar transaction plan; teacher can design a transactional plan based on the exemplar provided.

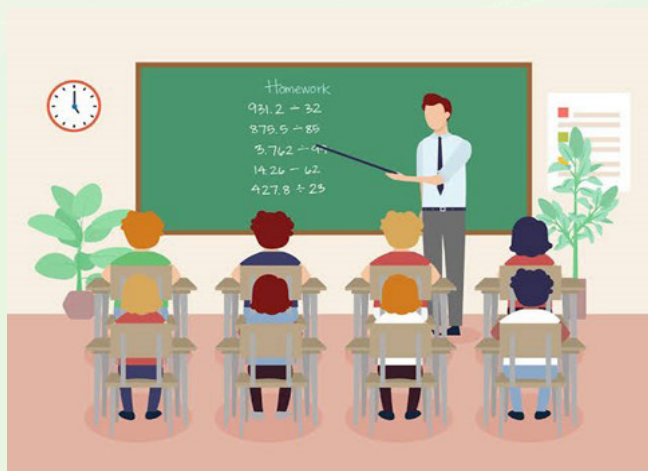
## Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Accurate mention of LO's/Sub-LO's			
2.	Proper column for teaching point, teacher's activity, student activity, and TLM			
3.	Introduction to writing sentences through visual clues			
4.	Introduction to writing through questions			
5.	Oral activity before and after writing			
6.	Checking correctness of the sentences			
7.	Checking the appropriateness of the sentence according to given context			
8.	Continuous assessment			
9.	Joyful and child centred activities			

## Let's develop test items for Assessing writing skills

### Exemplar test items:

**L.O:** writes and presents orally and in writing the highlights of a given picture.



**Q.** Look at the picture and frame three sentences on it.



Teachers will go through the given rubrics for keeping record of the progress of students regarding their writing proficiency at the foundational and preparatory grades.

Parameters	Beginner	Progressive	Proficient
Capitalization	Frequently makes errors in capitalization.	Generally makes correct capitalization, with few errors.	Consistently uses correct capitalization
Punctuation	Frequently makes errors in punctuation. Incorrect or missing punctuation marks affects readability.	Generally uses correct punctuation without much hindering the understanding of the text.	Consistently uses correct punctuation marks, enhancing the clarity and flow of the writing.
Spelling	Frequently makes spelling errors, making the sentences difficult to read and understand.	Generally spells words correctly, with occasional errors.	Consistently uses correct spelling.
Grammar	Frequently makes grammatical errors, hindering to understand the sentences.	Shows good command of grammar, with some errors.	Demonstrates strong command of grammar



## DOMAIN : VOCABULARY

❖ **In this unit, teachers will be able to :**

- know about teaching vocabulary
- design activities for developing vocabulary of the students.
- plan lesson for enhancing vocabulary of the students in the classroom
- assess students vocabulary like synonym, antonym etc.

Vocabulary refers to the set of words known and used by an individual or a group. It is crucial for effective communication, comprehension, and expression. A person's vocabulary consists of those words which can be recalled immediately and used most of the time and in different forms. Teacher or a parent can devise strategies to guide learners in the right direction to improve their vocabulary to have better communication skills. Teaching of vocabulary is important because it is in words that concepts and ideas are expressed. Without the use of meaningful words, no communication is possible.

### **Developing vocabulary :**

According to NCFSE 2023, "Learning new words and their uses must be integrated with other language skills and should be part of daily instruction. Some useful strategies for developing vocabulary are helping students predict the contextual meaning of words, engaging them in word games and word-building activities, teaching them to use a dictionary extensively, and encouraging them to use new words they acquire in speech and writing. Students can also develop their range of vocabulary by engaging with books from the library."

### **Teaching Vocabulary :**

- Different methods are to be employed at different stages of proficiency and at each stage an attempt should be made to facilitate the learning process on the part of the students.
- The teaching of active vocabulary should be done by going through two distinct steps, i.e. Presentation and Practice
- Students should be encouraged to keep a vocabulary note-book and note down meaning of difficult words.

### **Selection and gradation of English vocabulary for teaching :**

- Usefulness
- Structural value
- Frequency of occurrence
- Teachability
- Universality
- Simplicity
- Different word games can be incorporated to develop and retain the interest of learners.

## Let's design activities on teaching vocabulary

**Grade : Class: 3**

**Learning Outcome:** Identifies opposites like 'day/night', 'close/open' and such others.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM – Blackboard**

### Activity 1

#### Process-

- The teacher makes a division on the blackboard into 3 parts with a chalk and writes the following :

Synonym	Word	Antonym
Boiling	Hot Over Man Hard Near Stop	Cold

- The teacher helps the students to look at the middle word and fit in a synonym and antonym of it. After completion, the teacher asks the students to read them aloud in the order of, first the word then its antonym, at last the synonym.
- The teacher can use gestures and facial expressions to help students understand the meaning of opposites.

**Activity 2:** All the students will write down the word and its antonym in their notebooks

**TLM – 3 set of 6 Flash cards**

#### Process-

- The teacher divides the class into three groups and each group is provided with 6 flashcards. The students must match the correct pair of antonyms. Group 1 will say aloud one word. Group 2, 3, 4 will listen attentively and, they'll raise their hand if they have any flashcard that is an antonym of the word. The teacher will ask the group to say the antonym word.

**Set 1 :**

Start	Easy	Under	Hard	Above	Finish
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**Set 2:**

On	Clean	Low	Dirty	Off	High
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**Set 3:**

Awake	Close	Sad	Open	Asleep	Happy
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**Grade : Class 4**

**Learning Outcome:** The learner uses dictionary to find out spelling and meaning.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Stopwatch, Dictionary

**Process-**

- The teacher divides the class into four groups and each group is provided with a dictionary. The teacher sets a timer and observes which team can find the most synonyms for a given word using the dictionary.
- The teacher repeats the activity in next class, and asks students to find the most antonyms for a given word using the dictionary.

Synonym of – Danger, Fake, Tidy, Hear  
Synonym of – Sad, Near, Entry, Right

The teacher must encourage students to explore the dictionary beyond the activities. The teachers can adapt activities based on the difficulty level of the lesson and students' proficiency.



## Grade : Class 5

**Learning Outcome:** Uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like ‘inside/outside’, ‘light/dark’ from clues in context.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Blackboard

### Process-

➤ The students will read the sentences and rewrite them using the opposite/ antonym of the word given in bracket. The teacher provides sentences with blanks for each target word, ensuring context clues are present. Here are a few sample-

i. The team members felt very \_\_\_\_\_ to have helped the people in distress. (sad)

ii. My grandma’s \_\_\_\_\_ collection of books filled the entire room. (small)

iii. Neeta and Geeta rushed to school as they were getting \_\_\_\_\_. (early)

iv. She stepped \_\_\_\_\_ to get some fresh air. (inside)

➤ After this, the teacher may ask the students to say aloud synonyms of the underlined words.

**Note to the teachers:** He/she will act as a facilitator while conducting the activities and students will be active participants in the learning process. Teacher will effectively manage the activity-based classroom. The activities are exemplar in nature, teacher can innovate the activities keeping in view the ability of learners as well as feasibility and availability of resources.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for enhancing vocabulary (synonym/antonym) of the students in English at the lower primary level.

**Grade : Class 3**

**Topic: Antonyms**

**Lesson: Poem of Opposites**

**Learning Outcome:** identifies opposites like 'day/night', 'close/open' and such others.

The teacher will introduce the poem by showing gestures of happy—sad, sleep—wake, give—take and ask the following questions:

- a) What is my mood? (gesture of being sad)
- b) How am I feeling now? (gesture of smiling)

Teacher will ask few more questions relating to antonym pairs

- c) What actions are these? (pretending to sleep and wake up)
- d) What actions are these? (gesture of giving and taking)
- e) Satisfied with the students' answers, the teacher will write the answers on the blackboard as-
  - i) Happy – sad
  - ii) Sleep – wake
  - iii) Give – take

Teacher will then state that, the words on the blackboard are pair of antonyms .

j) After this the teacher will begin the day's lesson. The teacher will ask the students to open their book, Beginners' English-III, page 83.

\*\* The students might ask the teacher difference between Antonym and Opposites. The teacher will then explain that both are similar in meaning.

After this the teacher will divide the class into 3 groups and conduct a language game –

The students in three groups will be asked to note down 5 antonym pair from page 83 of the textbook. Then write at least two simple sentences with any 3 pairs of antonym.

The teacher will declare the group which completes the task first with correct sentence structure as the winner.

**Example:** Antonym pair –  
hot-cold

**Sentence 1:** I like to drink cold milk in summer

**Sentence 2:** The weather today is very hot.

Further, teacher can play a game like "Teacher says touch something\_\_\_\_\_". The blank will be filled with antonym pairs from the text. The teacher can play, "Teacher says..." with one group at a time, to maintain discipline.

**Note to the teacher** – This is an exemplar transaction plan. Through various other innovative strategies and TLMs different vocabulary (synonym/antonym) elements

can be transacted. The class should be interactive, students must actively engage in the learning process. It is to be noted that following steps must be adhered while designing a transaction plan:

- i. Introduction to vocabulary (synonym/antonym) in context
- ii. Citing examples
- iii. Elaborate through activity

**Note to the teacher :** This is an exemplar transactional plan; teacher can design a transactional plan based on the exemplar provided.

### Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Accurate mention of L.Os/ sub-L.Os			
2.	Proper column for teacher's activity, students' activity and TLM			
3.	Introduction to vocabulary (synonyms/antonyms) in context through sentences from the text			
4.	State clearly what the students will learn (objective must focus on the identification, understanding and application of synonym and antonym)			
5.	Cite examples of synonyms and antonyms for common words			
6.	Variety of instructional strategies used to reinforce synonym and antonym of words (e.g. games, songs, stories, role-play)			
7.	If the strategies are appealing and engaging for young learners			
8.	If there are opportunity for students of all abilities to participate, by scaffold and support provided for students who need extra help.			
9.	Continuous assessment			
10.	Joyful and child centred activities			

## Let's develop test items for assessing vocabulary (synonyms /antonyms)

### Exemplar test items

L.O. Uses synonyms such as 'big/large', 'shut/close' and antonyms like 'inside/outside', 'light/dark' from clues in context

A. Match the word in column A with its synonym in column B on the right

A	B
big	close
push	bright
shut	pull
light	large

(Opposite to check for understanding of instruction)

B. Complete the sentences with a synonym of the underlined word given in the box.

swiftly, dull, slow, bright, glad, large

- She was happy for the good news and \_\_\_\_\_ that she could share it with her family.
- He is a lazy boy and completes all the task in a \_\_\_\_\_ manner.
- The rabbit hopped quickly and \_\_\_\_\_.
- The flowers in the garden were colourful and \_\_\_\_\_.
- The bear's paw prints in the snow were big, indicating its \_\_\_\_\_ size.

C. Match the word in column A with its antonym in column B.

A	B
Inside	Big
Open	Light
Dark	Outside
Small	Shut

D. Rewrite the sentences with an antonym of the underlined word given in the box.

night, slow, sad, dark, outside, dull

- i. We can't wait to play inside because the door is closed.
- ii. It's too bright to see in the room. Please turn on the light.
- iii. She felt happy when she lost the tournament.
- iv. The fast snail made its way across the garden path.
- v. As the sun set, the stars begin to twinkle in the day sky.



## Activity 6:

Teachers will go through the given rubrics for keeping record of the progress of students regarding their proficiency in vocabulary (synonym/antonym)

Indicator/ Criteria	Level I	Level II	level III
1. Use of vocabulary and synonym/antonym	The student is able to use vocabulary and synonym/antonym in simple sentences.	The student is able to use more than two-third vocabulary and synonym/antonym correctly in successive sentences.	The student is able to write all the sentence/paragraph with one or two minor errors or confusion.
2. Sentence structure	The student can write an error free simple sentence using vocabulary and (synonym/antonym).	The student can write a simple sentence followed by a complex sentence by using appropriate vocabulary and synonym/antonym.	The student uses a variety of sentence structure and can write paragraphs by using appropriate vocabulary and synonym/antonym.
3. Spelling	The student spells less than 10 words wrong or spells words wrong due to confusion in phonics.	The student has minimum or less than 5 words that don not impede meaning and are otherwise unnoticeable.	The student uses new vocabulary (synonym/antonym) words and spells them correctly. The spelling is consistently correct and error free throughout.
4. Punctuation	The student uses full stop to end a sentence and capital letter to start a sentence. The student also uses question mark to show an interrogative sentence.	The student uses comma to split up larger sentence, uses quotation mark to show quotations.	The student has no punctuation error and uses punctuation such as colons, semi colons to present lists and complex ideas.

**Note to the teacher:** The above rubric gives a general idea about assessment of vocabulary (synonym/antonym) items. This rubric can be modified as per the situation and ability of learners.

Teachers can design LO based test items for assessing vocabulary(synonym/antonym) as following:

Level 1	Level 2	Level 3
Can match antonym but not synonym	Can match both synonym and antonym, but can only complete sentences with most appropriate antonym but not synonym	Can match word with both its synonym and antonym also can complete sentences with most appropriate antonym and synonym

LO	Test/Observation	Level	Remark
Uses synonyms and antonyms accurately from clues in context	Test	Level 1/2/3	Level 1: Need support and guidance Level 2: Need more practice and guidance Level 3: Good should practice to continue



## DOMAIN : GRAMMAR

❖ **In this unit, teachers will be able to :**

- understand techniques of teaching grammar
- know about methods of teaching grammar
- design activities for teaching grammar elements
- plan for transacting grammar elements in classroom
- assess students' use of the language in terms of accuracy and appropriateness while writing or speaking

Grammar refers to the rules of use of a language. It provides the rules for the speaker or writer to organise structures of a language into meaningful sentences. It helps one to understand if a sentence is correct. For example, 'This is pen' is incorrect and 'This is a pen' is correct. When we use a correct sentence in a language we know the rules of the language. In most cases, we know the rules in the language unconsciously. We apply these rules even without active realization.

- According to Penny Ur, "Grammar is the way words are put together to make correct sentences."
- "Grammar is a systematic description of a language as found in a sample of speech or writing." - David Crystal

## **Techniques of Teaching Grammar:**

- New structures and language items are to be presented by giving correct attention to both form and meaning. The presentation must include language items, both in oral and written practice.
- Forms become meaningful and understandable to learners when they are put in a situation or in a context. Providing a language item in a context makes the item meaningful and interesting to the learner. Context may often be presented through a situation.
- The teaching of grammar should be integrated with that of the textbook. The students must be able to deal with grammatical elements of the lessons in a textbook. The grammatical elements should be a part of the lesson.
- Inductive teaching involves presenting examples of language first followed by rules operating along these examples. In deductive teaching rules are presented first. Inductive method should be encouraged to teach grammar.
- The teaching of grammar should be seen as means to an end and not as an end itself. This means grammar teaching must be looked as a process not as a product. What matters is the process in which students learn English grammar in a systematic manner.

# Methods of Teaching Grammar:

## Deductive Method

The deductive method derives from deductive reasoning where the concept goes from general to specific. Rules, patterns, principles are presented first, then moves to the examples. Deductive method is also known as rule-driven teaching. The most favourable method for this deductive teaching is Grammar Translation Method where the grammar instruction is commonly initiated by an explanation (basically in learners' mother tongue) about the grammar rules. This is followed by practice activities involving translation to/from the target language. This practice involves only reading and writing, and little attention to speaking and pronunciation.

## Inductive Method

- \* An inductive method starts with some examples from which a rule is inferred. In grammar teaching, teacher presents the examples at the beginning, then generalize rules from the given samples. Inductive method is often correlated with Direct Method and Natural Approach in English teaching.
- \* According to Thornbury: "The rules of the language are supposedly acquired out of the experience of the understanding and repeating examples which have been systematically graded for difficulty and put into a clear context."

## Teaching Grammar in Context

- \* The teaching of grammar should be integrated with that of the textbook. Students must be able to deal with the grammatical elements of the lesson in a textbook, specially the one that has been focused.
- \* In order to make pupils understand the meaning of a grammatical element, it is necessary to present it through a situation or a meaningful context. Only then, understanding of grammar becomes meaningful.
- \* Language learning becomes interesting and meaningful only when the items are practised in context.
- \* The context/situation provides scope for extended usage of grammar.
- \* The use of mother tongue is minimised.
- \* Grammar is not an isolated part of a language. Teachers can use the lessons in their textbooks to help students understand how English language is structured and how the language is actually used in speech and writing.



## Let's design activities on teaching grammar

**Grade :** Class III

**Learning Outcome:** Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class

**Sub-LO:** Use of number (adding -s)

**TLM:** Blackboard

### Activity 1: Fun with 'Number'

#### Process-

- The teacher welcomes the class and calls upon 6 students to start the activity. He/she gives one item to each student. Two of them get one pencil each, the next two gets a pen each and the last two gets a book each.
- The teacher then asks them to show and tell what they are holding to the rest of the class.
- The students respond by saying that they have a pen, a pencil and a book.
- Now, the teacher asks each student holding similar items to pair up.
- The teacher explains that when we increase the number of things from one to two or more, the spellings of the words also change.
- The teacher writes the following on the blackboard and states that by adding -s to a word one becomes many:
  - pen – pens
  - pencil – pencils
  - book – books
- The teacher further explains that the words pen, pencil, book is in the singular form and the words pens, pencils and books are in the plural form.
- Next, the teacher points to a few objects/things in the classroom like 'bag', 'chair', 'table' and 'chart' and asks all the students to write down the names of the objects/things in their notebooks.
- The teacher then asks the 6 students to change the form of the word from singular to plural by adding -s at the end of the words.

**Note to the teacher:** He/she will point to/show only those objects/things that takes its plural form by adding -s to the word.

**Class: IV**

**Learning Outcome:** Uses nouns, verbs, adjectives and prepositions in speech and writing.

**Sub LO:** Use of nouns

**TLM:** Blackboard

## **Activity 2: People and Things!**

### **Process-**

- Teacher writes five sentences on the blackboard. The sentences are as follows:
  - a. Rima is reading a book.
  - b. The teacher is writing on the blackboard.
  - c. Robi is wearing a blue shirt.
  - d. Gita is playing football.
  - e. Abdul is drawing a picture.
- The teacher asks a few students to volunteer to come to the blackboard. He/she asks them to read the given sentences and circle the naming words in each sentence.
- The teacher then asks all the students to make two columns in their notebooks in the following manner:

People

Things

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- The teacher helps the students to identify the naming words and write the words in the respective columns.
- Next, the teacher asks the students to choose two naming words - one from 'people' column and another from 'things' column and make two sentences with them. The teacher helps the students to write grammatically correct sentences.

**Class: V**

**Learning Outcome:** identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs

**Sub LO:** Identifies simple present verbs

**TLM:** Chart

### **Activity 3: Action time process**

#### **Process-**

- The teacher divides the class into two groups. The teacher then reads aloud from a chart-the early morning routine of Samir Baruah, a student of class V of Loonpuria L.P School.
- The teacher asks the students to focus on the action words used in the following sentences:

Samir wakes up early in the morning.  
He brushes his teeth.  
After that Samir takes bath.  
Then he eats breakfast.  
Next, Samir wears his uniform.  
And then goes to school in a bus.
- The teacher writes the sentences from Samir's routine on 6 different chits of paper and makes two sets of the same. He/she divides the class into two groups and distributes the two sets in a jumbled manner to each group.
- The students arrange the chits in the correct sequence of events.
- The teacher then asks the students to circle the action words in present time.
- Next, the teacher asks all the students to take their own seats and write down the action words in their notebooks, which they found during the activity.

#### **Note to the teacher:**

- \* He/she will act as a facilitator while conducting the activities in class and students will be active participants in the learning process.
- \* The teacher participant will effectively manage the activity-based classrooms.
- \* The activities are exemplar in nature; teachers can bring innovations in the activities keeping in view the feasibility and availability of resources.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for enhancing grammatical competence of the students in English at the lower primary level.

**Grade: Class III**

**Topic: Use of Nouns**

**Lesson: Ten Little Fingers**

**Learning Outcome:** Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class

The teacher will point to different objects present in the classroom and ask the following questions:

- What do you call this? (pointing to the blackboard)
- What is the name of this object? (Holding up the duster)

The teacher will ask a few more questions relating to names -

- What is your name? (addressing to a student in the classroom)
- Where do you live?

Now, the teacher will show two pictures of animals (cat and dog) and ask the students to name them.

Satisfied with the answers the teacher will begin the day's lesson and state that they will learn more about English names of different things/objects

The teacher will give a few more examples. The teacher will write them on the blackboard. The examples are as follows:

cat	apple	rose	pen	Rima
dog	mango	lotus	table	Arun

Students will listen attentively and write down the names of the animals, fruits, flowers, things/objects and persons in their notebooks.

The teacher will then draw a chart on the blackboard and ask students to write the names in the respective columns –

Person	Animal	Fruit/Flower	Thing/Object

Teacher will then divide the class into three groups and conduct a language game "Hunt the Naming Words!", to find out naming words from the poem "Ten Little Fingers".

Teacher will declare the group which finds maximum number of naming words in a minute as the winner.

**Note to the teacher :** The above is an exemplar transaction plan. Different grammatical elements can be transacted through various other techniques using TLMs. The class should be interactive and students must be actively engaged in the learning process. It is to be noted that the following steps must be followed while designing a transaction plan:

1. Introduction to grammar in context
2. Citing examples
3. Connecting the examples to rules
4. Elaborating through activity
5. The plan should consist of three stages: pre, while and post

### Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Specify LO's/sub-LO's			
2.	Column for teacher's activity, students' activity and TLM			
3.	Introduce the lesson through activity			
4.	Specify the objectives. Share with the students			
5.	Cite examples			
6.	Follow inductive method to teach grammar at L.P level			
7.	Design activities to practice the grammar item			
8.	Continuous assessment			
9.	Engaging activities			



## Let's develop test items for assessing grammatical competence

In order to develop test items for assessing grammatical competence, the items must be based on the learning outcomes of the concerned class.

Here are some exemplar test items for assessing grammatical competence at the lower primary level:

### 1. Read the following passage and answer the following questions:

It is raining heavily. Raju, Preeti and Milan are at Mrinal's house. They are inside the house. They are making paper boats. They are waiting for the rain to stop. They will then sail paper boats in the rain water.

#### a. Find out the names of people and write the words in the space given below:

\_\_\_\_\_

#### b. Find out the names of things/objects and write the words in the space given below:

\_\_\_\_\_

### 2. Read this paragraph written by Pooja. It describes what she saw one evening:

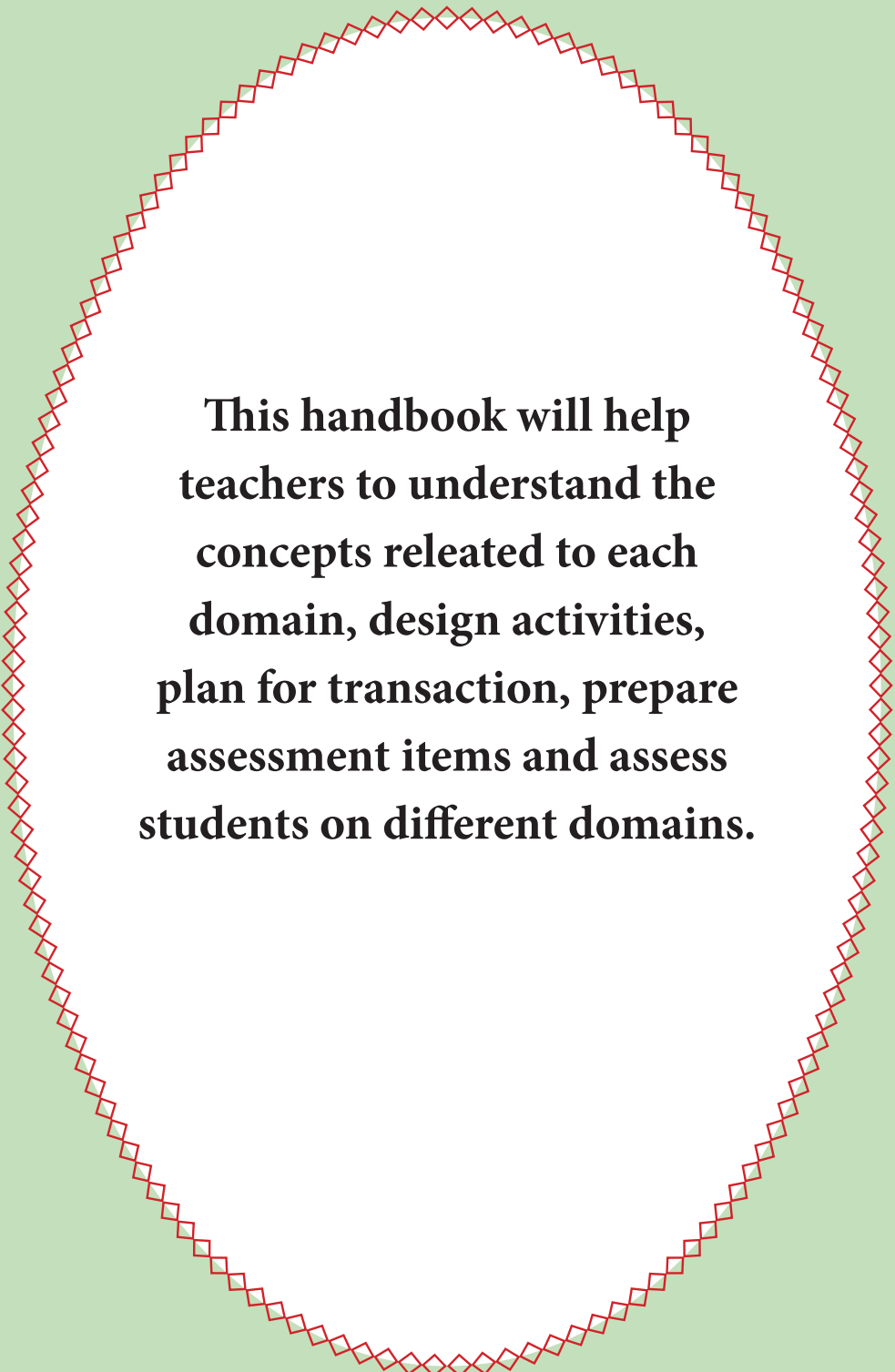
One evening I was looking at the sky. It was seven o'clock in the evening. The moon was shining brightly. It looked like a bright lamp in the sky. I saw some stars too. Suddenly a shooting star flashed by.

#### Find out the describing words in the paragraph and write them down

The teacher will refer to activity no.6 of the lesson 'Oh, Look at the Moon' from Beginners' English-IV and ask students to write two sentences using describing words. The teacher will choose any one of the given pictures.

Teachers will go through the given rubrics for keeping record of the progress of students regarding their competency in Grammar.

Indicator/ Criteria	Level I	Level II	Level III
Sentence Structure	All sentences are well constructed with varied structures.	Most of the sentences are well constructed and there is some varied sentence structures.	Most sentences lack proper construction. There are frequent fragmented sentences
Punctuation	Proper use of commas, semi-colons and end of sentence punctuation. No error in capitalization.	Occasional errors in the use of commas, semi-colons and end of sentence punctuation. Few errors in capitalization.	Repeated errors in the use of commas, semi-colons and end of sentence punctuation. Repeated errors in capitalization.
Spelling	Correct spelling, even in difficult words.	Spelling is usually correct especially on common words.	Frequent spelling errors significantly impairs/weakens readability.
Sentence parts	Parallelism in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions.	Occasional errors in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions.	Errors in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions that distract and confuse in understanding.



**This handbook will help  
teachers to understand the  
concepts related to each  
domain, design activities,  
plan for transaction, prepare  
assessment items and assess  
students on different domains.**

