

Session 4 - Story Smart

Time: 2 hours

Activity 1 - Energy Number

20 minutes

Aim : Speak without any inhibition, fear or anxiety.

Language focus : Give a series of instructions in an activity.

Teacher asks students to call out numbers 1, 2 alternatively and form two equal groups.

- Asks them to stand in two lines facing each other.
- Tells them to shake hands with the friend standing opposite to him/her.
- When I say 1; say 'Hi' to your friend by raising your hand.
- When I say 2; sit on your knees and get up.
- When I say 3; jump up and down.
- When I say 4; turn around.

After familiarising the sequence, teacher conducts a trial of the activity. Then increases the pace of saying numbers. Then mixes the numbers.

Asks students, "Who will become the teacher now?" Invites a student to conduct the game. Gives chances to one member from each group. Let the group select the student to conduct the game.

Assessment : Teacher uses the following prompts to assess the performance of children.

- Are students willingly coming forward to take up the role?
- Do they remember the steps for conducting the game without any fear or anxiety of going wrong?
- Do they conduct the activity by looking at the faces of their classmates or at the face of the teacher? What does it mean?
- How do they handle the role of a teacher? With ease and copying the teacher or with difficulty?

To the Teacher : Shall we give more opportunities for students to conduct activities and games like this?

Activity 2 - Do you Remember the Story?

30 minutes

Aim : Recalling the main events of the story.

Language focus : The students recollect and tell the main events of the story.

Teacher assembles the students using the song ‘Hush, Hush...’ and makes them sit around her. Teacher asks them, “Do you remember the little bird? What about the cat? What happened there? Tell me.”

Encourages the students to retell the story. Teacher listens closely to them, provides feedback like, “You remember that, Great/Wow, that one/You remember the dog..”

Teacher tells them, “Let me tell the story again. Listen to the story.” Teacher tells the story and during the course of the story, encourages students to join her with responses, dialogues and actions.

After the story, teacher asks, “Show me some of the things that happened in the story.” Invites a few students to show any of the events that happened in the story. Can we expect from the students perfect sequencing of major events and detailed actions at this stage?

Assessment : Do they remember the main characters and the place of action of the story?

Can they recollect some of the events form the story?

To the Teacher : The assessment prompts given after aim to assess what students could comprehend from a single opportunity of listening to a story. It also helps the teacher to use the story again and to understand to what extent they have visualised the story.

Activity 3 - Like the Bird, Like the Cat

30 minutes

Aim : Comprehend the question ‘How does..’

Language focus : Comprehend the question and respond to it.

Teacher forms groups with 5 members each using animal names. (Eg: cat/dog/elephant/frog, etc.) (They are asked to stay at different places/corners in the room)

She asks to a group (eg: bird group), “How does a bird move? Show me. Yes, it flies.”

She repeats it and encourages all other groups to copy the tone of the question and ask the question to the bird group.

Then the members of the Bird group mimes the movement of a bird (walking a few steps and then flying), walks to the centre of the play area and answers, “Like this, Like this.” They move backward, then other groups repeats the question to the same group and repeats the actions.

Then to the next group and so on. Teacher helps the students capture the tone and rhythm of the question-answer interaction through modelling.

Then as in choral singing, let the children repeat the song, move and sing the lines with actions and movements.

Finally teacher gathers all the students inside the circle in the play area and says the following. The children mime the action and move about in the play area.

“You’re all birds, fly, fly.”

“You’re all cats, walk, walk”

You’re all dogs, jump, jump”

You’re all elephants, run, run”

Assessment : Participates willingly in the interaction.

To the Teacher : Co-ordinates speaking with miming and with verbal response.

Activity 4 - TPR of the Story

30 minutes

Aim : Enact the story through Total Physical Response.

Language focus : Listen to the teacher, visualise the action and present it through actions, movements and dialogues.

Teacher invites all the children to the play area. Teacher plays the music and asks students to move to the rhythm of the music. After 2-3 minutes, teacher stops music and calls out ‘Freeze’ and students stand where they are without moving. Again plays the music and when their movement gathers speed, teacher calls out ‘Freeze’ again. Repeats this 3-4 times.

In the next round, teacher tells them, “We’re going to enact the story. You all are birds, cats and dogs. Listen to the story and show me what happens.” Teacher narrates the story and students enact the story through TPR. (teacher tells the story loudly including dialogues and students enact the events).

In the next round, teacher asks them to say what they speak too. Let them echo the dialogue after the teacher.

Assessment : Use the rubrics given below to assess the abilities of children to comprehend a story using TPR technique.

To the Teacher : Based on your assessment what kind of support does each group of students need?

RUBRICS FOR LISTENING

<i>Area of listening to story</i>	<i>Raises</i>	<i>Needs support & experiences</i>	Good	Better
Comprehending a story through listening	The students can answer facts such as the names of the characters and the setting of the story.	The students are able to tell/show the main events of the story.	The students are able to show the features of main characters and main actions that happened in the story.	The students are able to show the main actions of the story, the features of characters, their dialogue, and characterization to a viewer/listener.

Students' Reflections

10 minutes

Assemble the students around you and interact with them using the prompts given. Use the prompts to develop your reflective journal for the day.

- What did we do on the first today? What did you find interesting about it?
- Can you do the activity on your own at home? With whom will you play the game?
- What did you like the most, listening to the story or enacting the story? Why?
- What did you find difficult while enacting the story? Speaking what the bird said or acting what happened?
- Can you re-tell the story? Try it.

Teachers' Reflection

1. At what stage of language acquisition are my students? (See the main features of each stage)
 - Stage-1* : Pre-production stage: Can identify the characters in the story and name them.
 - Stage-2* : Early production: Answer simple questions in the story with yes/no responses.
 - Stage-3* : Speech emergence: Tries to give explanation or tries to answer the questions on their own.
 - Stage-4* : Intermediate fluency: Answers open-ended questions based on the story.
 - Stage-5* : Advanced fluency: Re-tell the story.
2. What shall I do to help the students re-tell the story?
3. What stories shall I use in the next session or in my class?
4. Are there any story books that I can use for this purpose?

Session 5 - Write Smart

Time: 2 hours

Activity 1 - Let us Sing and Dance

30 minutes

Aim : Sing a song together and act.

Language focus : Listen to the song and sing along with others as a whole.

Teacher plays a piece of music with a good rhythm. After 1-2 minutes the teacher starts playing its rhythm by snapping the fingers. Then with the hands and feet. By this time, the students also join the teacher. He/She plays the music again and all of them together play the rhythm. When the teacher is sure that all students have tuned to the rhythm of music, he/she slowly introduces each line of the song given below with the modelling of movements/ actions needed for each line.

*Clap your hands, clap your hands
Listen to the music and clap your hands.
Stamp your feet, stamp your feet,
Listen to the music and stamp your feet.
Turn around, turn around,
Listen to the music and turn around.
Jump up high, jump up high,
Listen to the music and jump up high.
Clap your hands, clap your hands,
Listen to the music and clap your hands.*

In the next round, the teacher again sings the song and helps the students who have any difficulty or inhibition to sing and move according to the song.

Finally, teacher sings the song at a faster pace and all sing along they play the rhythm and enjoy the music with appropriate movements and actions. He/She distributes each stanza to different groups and conducts choral singing too.

Teacher writes the lines in a chart and exhibits in the class. (Shall we ask the children to point out any word from it?)

Assessment : Observe and identify who can participate in this activity. What improvement did they make in taking up their turns? In addition to this, can they catch the rhythm along with song?

Feedback : Individual support, modelling by the teacher

Activity 2 - Class Library

20 minutes

- Aim** : Familiarising different types/genre of books .
- Language focus** : Select, read the illustrations and predict the content of the books.
- TLM** : Collection of books in English from the class and school library (The books collected should be more than the number of students in the class)

The students are seated in the chairs in a circle. The teacher places some books in different areas of the class. When the teacher blows the whistle, students run and take a book. Teacher asks students to show their book. Then each student shows and tries to read and tell the title of his/her book. If he/she can't, the teacher helps and writes the title on the chart. The teacher asks the students to pass the book to the student sitting on her/his right. Encourages each one to read the title of the book and find out at least 1-2 characters from the book.

Assessment : What progress did you notice in the speaking abilities of your students? Is there any improvement in students who are reluctant to speak in the class?

To the Teacher : The reluctant speakers may need more encouragement and language input to speak on their own. Let's use the next activity of story telling to facilitate this support to them.

Activity 3 - Once Upon a Time...

30 minutes

- Aim** : Develop a story book on their own.
- Language focus** : Recreate a story heard and design it into a book with words and graphics.
- Materials** : Story books equal to the number of students, A4 sheets, crayons

The teacher interacts with the students using the following open ended questions.

- Sstudents, let's make our own book. Which book are you going to write?
- Is it a story, a poem, a conversation or a description?
- Who will be the characters in the book?

“Let us write a book about the little bird, the cat and the dog.”

Then the teacher distributes one sheet of paper to each learner and asks them to draw the pictures of the three characters (the little bird, a big cat, a hungry dog). Teacher also asks students to display and present their picture.

Students are divided into groups and draws the pictures of the events of the story. Let each group draw the pictures in a sequence.

Assessment : Are they able to recreate a story by sequencing the events correctly?

What progress could you see in students' ability to comprehend the story? Refer the rubric too.

Feedback : Use the interaction to provide good samples of story lines, good sentence patterns, illustrations and story titles.

Activity 4 - We're Authors

30 minutes

Aim : Know the elements of a book.

Language focus : Develop and write language forms suited to a context/event.

Materials : Crayons

Asks each group to present their group's story to the teacher orally, picture by picture/page by page. Teacher helps them write the story text/sentences in each page.

Gives a fresh sheet of paper and asks them to give a title to their book. He/She gives it to each group and asks them to draw a picture for the cover. Staples each group's book and asks them to present it before others.

Assessment : Are they able to recreate a story? Are they familiar with the contents and features of a book? How did the activity 'My Book' help them to design a book?

Feedback : Pick out good samples from students' books and highlight those sentences.

Activity 5 - Presentation of the Book

35 minutes

Aim : Knows how to present a book.

Language focus : Use the format and language forms to present a book.

Materials : Crayons

Teacher invites each group to come to the front stage and present their book. Encourage others to give good feedback on the book, their group effort and the presentation. Each member in the group says a sentence about their book during the presentation. Title, author, characters, events, design and layout. Give a big clap to each group.

Assessment : Are they confident to present their book before the audience?

To the teacher : Read some samples from the books and invite suggestions for changes.

This is the final workshop of 'Know Your Students' programme. Share with the students their interests and strengths in learning and using English. Tell them about the success achieved by them during the workshops. Ask your students to tell their views about these 5 sessions/workshops.

Teachers' Reflection

1. What signs of improvement in listening and speaking abilities could I observe in my students today?
2. From today's experiences, how can I inspire, engage and motivate children to learn and use English?
3. Are the strategies used in these five workshops effective for my students for developing their language skill in English?
4. What critical skills, attitudes and understandings am I able to develop in my students through these five workshops?
5. What kind of students' work demonstrated to me their progress? Could I provide good support and feedback to them?
6. As a teacher, what are my strengths in teaching English?
7. What should I do for improving my capacities for teaching English to my children? What resources shall I make use of?
8. Did any change happen in my beliefs and understandings about how students develop language proficiency in English? If yes, which are they?
9. How am I going to use my understanding of my students' abilities, the progress they made and their challenges while handling the first unit?