

Session IV - We're Readers

Time: 2 hours

Activity 1 - That's it!

10 minutes

Aim : Work together as a team.

Language focus : Become 'It' - an animal, bird or an object from the story.

Teacher asks the whole group to stand in a line and teacher stands at its front. He/She starts walking and asks the students following him/her to mime what he/she does. He/She calls out, "Walk like an elephant" and walks like it. All students walking behind him/her mime and walk accordingly. Then he/she calls out "Fly like a bird" and mimes. Similarly, "Walk on a hot sandy beach" too. Then the teacher invites all students to stand inside a circle and move according to what she calls out. Teacher uses the following for this.

- Eat hot porotta.
- Stand on a football.
- Shampoo your hair.

In between these instructions, teacher points to a well-performing student and calls out, "Look at Valsa. Do like her." Encourage the reluctant students by highlighting their efforts to mime the instruction too. Continue with the 5-7 actions/characters from the story. Samples are given below.

- Walk like Sheebu, the sheep.
- Fly like the firefly.
- Search for the lost bell.
- Cry like Sheebu.
- Sheebu swinging happily on a swing.

Activity 2- I'm the Reader

20 minutes

Aim : Engage in reading and enjoy reading.

Language focus : Reading aloud, responding to a question on what is read and re-telling the story.

TLM : Book - Sheebu - the Sheep

Distributes the book (**Sheebu-the Sheep**) to the students. Asks questions about the story while they read, focusing on questions that begin with who, what, when, where and why. For example, Who is the main character of the story? or Why did the character do that?

- Can you read a sentence/ section/?
- Do you enjoy this story?
- Who are the characters in your book?
- Tell me what is happening in the story right now.
- What happened in the beginning, the middle, the end?
- Retell what you have read so far.

Teacher can use different reading strategies like chain reading, echo reading, reading aloud, pair group reading etc

Teacher reads out the story to the students with appropriate volume, pace and expression.

At the end of the story, ask the students what their answers are.

Assessment : Are the children able to read, comprehend and respond ?

Rubrics for Reading

Can you tell precisely how good readers your students are? What is the current level of your students ability to read? Read the rubrics and record the level of each student. You can also assess where majority of them are now. The analysis of this information will help you to provide reading support to each student. Use this rubrics in the next activities of this session too and put tick marks indicating the current level of each student in reading.

Area of Reading	Area of Concern	Needs support & experiences	Good	Very good
Make predictions before reading	The students are able to name the pictures and make vague or unjustified predictions as they move on.	The students are able to name the pictures and settings but not sure about the accuracy of their predictions.	The students are able to tell what's happening and make meaningful predictions based on the theme identified.	The students are able to makes insightful predictions about the theme, the characters and the settings using their prior knowledge.

Comprehending a book/ story through reading - Interpret vocabulary	The students are able to get an idea of the content of simpler material and short simple descriptions, especially if there is visual support and high frequency everyday words/ phrases.	Attempts to decode unfamiliar words in text, but does not independently interpret meaning.	Decodes unfamiliar words but is not always able to interpret meaning from context.	Has a broad active reading vocabulary and interprets meanings of unfamiliar words.
Comprehending a book/ story through reading- Identify theme or message	Identifies theme or message with guidance.	The students are able to tell the theme, characters and major events of short, simple texts on familiar matters which consist of high frequency words/ phrases.	Restates understanding of theme or message and identifies supporting details.	Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence.
Comprehending a book/ story through reading- Read and Visualise	They are able to name a visualisation based on what they read.	They are able to visualise the characters and events through guidance and group's support.	They are able to re-tell what they have read and visualise the main characters and events through drawing and through pictures and performances	They can visualise in detail what they read.
Comprehending a book/ story through reading – Read aloud and perform	The students are able to read aloud words/ sentence fragments which are known to them and act out simple action words/ sentences.	The students are able to read aloud high frequency words and sentences aloud and act them out meaningfully.	The students are able to read aloud texts appropriate to their level with minimum pause, pace and with expression.	The students are able to read aloud in meaningful chunks with appropriate pause, pace, fluency and with expression.

Activity 3- Body Designing

10 minutes

Aim : Use their body to develop an idea or design an idea.

Language focus : Listen, comprehend and work as a team.

The teacher divides the children into 4 or 5 groups. The teacher challenges the groups, “Can you make a circle with any of your body parts?” Let them respond. Exhibits a picture of a similar activity done by some other students. Teacher asks, “Can you design a circle like this within 10 seconds? Which group can do that? Ready... START.”

Teacher gives feedback to the groups highlighting their timing, group work and beauty of their work. It is followed by the tasks given below.

- Design a circle using your legs.
- Can you form a circle using your heads?
- Can you build up a circle using your hands?
- Make a flower including all of you.
- Show me a boat by each group.
- Design a tree.

Activity 4 - Planning the Play

30 minutes

Aim : Get the meaning of the context, events and characters.

Language focus : Narrate or retell a story.

TLMs : Masks of sheep and firefly, model of a bell

Divides the whole class into two equal groups. Tells them that they are going to play the story. He/She asks the groups :

- Who will be Jugnu, the firefly?
- How many friends Jugnu has? Who will be Jugnu’s friends?
- What about the sheep? I want three of them.
- Who will play Sheebu, the sheep?

In each group let them assign the characters. Let them practice the story by engaging in conversation between the characters. Teacher may go to each group and ask questions about the role, the dialogue that the characters say, the property that can be used etc.

When they are ready, teacher invites the two groups to come forward and stand as audience. Teacher starts narrating the play and students enact and engage in speech as the story unfolds. After this modelling teacher asks,

- Did you enjoy the play?
- What did you find difficult to do?
- What about Sheebu? Is she alright?
- Jugnu flew well. Didn't you hear it's song?

Teacher tells the students that they have to present the story in the groups. Let them plan the play in groups. Let them select one among (from each group) as a narrator. Give time and support for practicing it.

Assessment

Can they identify the characters, fix the events for the play from the story? Are they able to find out the dialogues appropriate for each character?

Activity 4- Presenting the Play

40 minutes

Aim : Present a text orally along with a performance.

Language focus : Retell the narrative/text with appropriate volume, pause, fluency and with expression.

Invites a group to come forward and presents the play. After the presentation, let them sit on the play area and the other groups will assess their performance.

Assessment : After each presentation, conduct assessment using the following reflective question-prompts. After the performance, teacher stands at the centre of the play area with students around him/her and elicits their feedback by using the following questions. (Asks each group).

- Tell me about your performance. What were you doing? Who were you pretending to be?
- Does the movement and face expressions match your character?
- Tell me about your group's performance. Was the sound/speech loud, clear and fluent?
- Did you make use of body movements and eye contact?
- Did you make any changes in the story? If yes, why?
- What about your group's team work, did everyone participate in the play?
- If you are going to do the same again, what improvements will you make?

Continue with other groups too but this time the students may ask the assessment questions used by the teacher. Congratulate the efforts of the groups.

Students' Reflection

10 minutes

- Which activities were new to you?
- Which activities did you enjoy greatly? Why?
- Enacting the story-was it difficult or easy for you? What was the difficulty you faced?
- Did you like or didn't like the suggestions given by other groups about your play? Why?
- Can you talk to your friends in English while working in a group? Will you make a try tomorrow?
- How did you help others today?
- Did you feel any difficulties today? How can we solve them, if any?

Teacher's Reflection

10 minutes

1. What signs of improvement in learning and using English did I see in my students today?
2. Were the students excited and having enjoyment today? If not why? What can I do to change this?
3. How did the reading process help my students to read the story and perform it as a play?
4. Did any change happen to the students who were a bit reluctant to participate? Why did it happen?
5. My reading of the story while the students enacted - was it in tune with their support needs and the events in the story? How shall I improve my reading to the students?
6. From today's experiences, how can I inspire, engage and motivate children to learn and use English?

Session V - We're the Writers

Time: 2 hours

Activity 1 - Show Me and Tell

5 minutes

Aim : Name the objects nearby.

Language focus : Identify the objects and say their names loudly.

Spread the students in the play area. Tell them that they should touch and say aloud the names of objects that the teacher says. Teacher tells the name of objects visible in the hall and in the reach of students. Let the students rush towards it, touch/show it and name it loudly.

Activity 2 - Collective Picture Drawing

20 minutes

Aim : Draw without inhibition and to speak without anxiety.

Language focus : Describing a picture.

Teacher spreads a chart paper on the board and draws a tree on one corner. She invites a student to draw any other image on the chart with sketch pens. She gives chances to some more students to draw images. Teacher fixes a 3 D image of a mouse in the picture. The rest of the students continue drawing images. Asks them to describe the picture. Random presentation.

Activity 3 - Class Library

10 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 (Books selected must be more than the number of students in the class)

The students are seated in chairs in a circle. The teacher spreads some books in different areas of the class. When the teacher blows the whistle students run and take a book. Teacher asks the students to show their books and read aloud the title of his/her book. The teacher writes the title on the chart. The teacher asks the students to pass the book to the student sitting on her/his right. The student who gets the book tells the name of characters in it. The teacher writes the characters corresponding to the title already written on the chart. Again passes the book. The student who gets the book next tells about the pictures, layout and graphics in the book. Then teacher asks them to pass the book continuously for one minute. Teacher blows the whistle and students stop passing the books. Let the students comment on the book he/she has to his/her friend.

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

Feedback : Those 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 4 - Once upon a Time..

25 minutes

Aim : Develop a storybook on their own.

Language focus : Recreate a story heard and design it into a book with words and graphics.

TLM : Storybooks equal to the number of students, A4 sheets, crayons

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

- Children, shall we make our own books? 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 a mouse, a rabbit and a cat. Listen to the story first.”

Teacher narrates the story of ‘The Greedy Mouse’ to the students.

The Greedy Mouse

Once there was a mouse. He was a greedy mouse. One day he saw a basket full of rice. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of rice. He felt full and was very happy.

Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked, "Why are you crying, my friend?"

The mouse explained, "I made a small hole and came into the basket to eat the rice. Now I am not able to get out through that hole."

The rabbit said, "It is because you ate too much. Wait till your belly shrinks." The rabbit laughed and went away.

The mouse fell asleep in the basket. The next morning his belly had shrunk. But he wanted to eat some more rice. He forgot all about getting out of the basket. So he ate the rice and his belly was really big again.

After eating, the mouse remembered that he had to escape. But obviously, he could not. So he thought, "Oh! Now I will go out tomorrow."

The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid and ate the mouse.

Teacher asks them the following questions to provide support for developing the book.

1. Who is the main character? Who are the others?
2. Was he big or small? How did he get big?
3. When he became big what happened to him?
4. Did he obey the rabbit? Then what happened?
5. What happened to him at last?

The teacher distributes a sheet of paper to each learner and asks them to draw the pictures of the three characters (the mouse, the rabbit, the cat)

Teacher also asks them to display and the pictures drawn. The teacher may model the presentation by presenting her own book to the students (only images at this stage).

Students are divided into groups and asks them to draw the pictures of the events of the story. Let each group draw the pictures in a sequence. Ask each group to present their group's story and invite others to provide their assessment and suggestions.

- Assessment** : Are they able to recreate the story by sequencing the events correctly? What progress did you see in the students' ability to listen and comprehend the story? Refer the rubrics.
- Feedback** : Use the interaction to provide good samples of story lines, good sentence patterns, illustrations and story titles.

Activity 5 - Events from the Story

10 minutes

- Aim** : Listen to other's perspectives/thoughts.
- Language focus** : Imagine and think based on a clue, such as a word or a sentence.

Place all students, group-wise in a circle. Asks one group to say a sentence or an event in the story. The student to his/her right then says another event, and so on. Let them think collaboratively and develop the story further.

Activity 6 - We're Authors

10 minutes

- Aim** : Know the elements of a book.
- Language focus** : Develop and write language forms suitable to a context/event.
- TLM** : Crayons

Teacher asks each group. "What is the title of your book? Draw a cover for the book. Write your names too."

Teacher asks them questions regarding the first picture. "What's happening there? Is there anyone speaking? Who is speaking to whom? So what will you write under the first picture?" Similarly, the remaining pictures are to be used and each group write sentences under each picture.

- 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? What progress did you see in students' ability to write? Refer the rubrics.
- Feedback** : Pick out good samples from students' books and highlight those sentences.

Activity 7- Presentation of the Book and Book Review

30 minutes

Aim : Present a book and write a simple book review.

Language focus : Format and language forms to present a book and to write a book review.

TLM : Crayons, A4 Sheet Paper

Teacher invites each group to present their book before the class. Encourages others to give positive feedback on the book, their group effort and the presentation. Each member in the group should say a sentence about their book during the presentation (title, author, characters, events, design and layout). A big clap is given to each group. This is followed by exchanging the books written by the groups. Let them start preparing a review of the book.

Exhibits the front cover of the book (Any book written by the teacher or a group of students) and shows questions one by one. Interact with the students using each question and elicit varied responses to it.

1. What is the name of the book?
2. Who is (are) the main character(s)?
3. Where does the story take place?
4. What happened in the story?
5. What did you like about the story?
6. What did you dislike about the story?
7. What was your favourite part in the story?
8. What did you think after you finished the story?
9. Would you recommend this story to friends?
10. What about the title of the story? Is it interesting? Why?

Distributes a sheet of paper to each student and asks him/her to write the answer to these questions in a paper in form of a Book Review. Asks them, “How will you begin the Book review?” The teacher goes to each student and elicits it out so that they can start writing on their own. Teacher can supply good starters for the students too. Teacher reads her own review of a book written by the students, when the students are struck in their task of writing the review.

Assessment : Are they able to reflect on their reading and write a small book review? Let them write the book review as a continuous text.

Feedback: Read some samples from the book review written by students. Tell them what you liked in it along with very few suggestions for changes.

Students' Reflection

10 minutes

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 level of progress and success they have achieved during the sessions. Ask your students to tell their views about these 5 sessions.

Teacher's Reflection

1. What signs of improvement in writing English did I see 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 to 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 sessions?
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 use?
8. Did any change happen in my beliefs and understandings about how students develop their proficiency in English? If yes, which are they?
9. How am I going to use my understanding about my students' abilities, the progress they made and their challenges while handling the first unit?

Demonstration Workshop for Parents on 'Hello English'

(After 'Know Your Student' programme)

Class: 4

Date:

Time: 2 hours

Introduction

A strong bonding between teachers, students, parents and the community at large is the need of the hour to improve learning of English in classrooms. This calls for a shift from parental involvement to parent engagement in learning. What is needed to equip parents in this regard is to provide them first-hand experience of how their children learn English in the class. They have to know the present level of proficiency of their children.

This workshop provides a common platform for the parents to take up the role of partners in the learning of their children. So this is an introductory demonstration workshop for parents conducted by the teacher/s of English.

Aim of the programme: Build stronger relationships among teachers, students, parents and the wider community for improving students' learning and use of English.

Objectives of the Demonstration Workshop

- Make the parents aware of how their children learn English.
- Share with the parents the current level of abilities and interests of their children.
- Provide parents first-hand experience by actively engaging them in learning English.

Share with the parents the progress and success of their children in English using portfolios and other learning evidences.

Activities for the Demonstration Workshop

Activity-1: I know your Child

Teacher invites the parents to sit in a circle. Teacher joins them. Teacher asks:

- Tell me the name of your child.
- Please say 2-3 sentences to describe your child.

Invites a parent to present her/his child. Then teacher acknowledges her familiarity with the child with a positive remark. Then she asks the next parent, "What about your child?" and proceeds. (This is valuable information for the teacher. It will give an insight to the teacher how the parent looks at his/her the child, her/his aspirations about the child, how much time he/she spends with the child, etc. So teacher can make a note of it in her Teacher Journal)

Activity-2: Words we use at Home

- Teacher invites the parents to sit in a circle in chairs.
- Teacher joins the parents.

- Teacher passes a ball to the person sitting at her right.
- Pass the ball quickly, without dropping it.
- Passing the ball continues till it reaches back in the hands of the teacher.

Teacher says: This is a ball. All of us use a number of English words in our daily life. Now pass the ball by saying an English word that we use instead of Malayalam words. [E.g: fan, light, pen, book, pencil, desk, photo, switch, table, spoon, plate, mug, cup, fridge, gas-stove, pressure cooker, apple, orange, cucumber, tomato, carrot, etc.]

Conversation prompts

Start prompting slowly. Give time for parents to think and respond. Teacher talks to each one in English, shifting her attention gradually from parent to parent. He/She code-switches her talk to Malayalam/ Kannada/Tamil only if it is absolutely necessary. (Don't underestimate any parent!)

Do you remember any particular word uttered by your child when he/she was in class 3 or 4? What is it?

Which are the English words that you say to your child?

Will they see any such words at home? Where do they see it? When?

Teacher consolidates the activity "Your house is a wonderful place for learning English."

Activity-3: What your Child did...?

Teacher says "Shall we go for a walk? Come with me".

Teacher goes for a walk in the classroom along with the parents to see things exhibited in the classroom, without saying anything. Asks them to take a look at the things exhibited there. (The products are exhibited at different places in the classroom and these products are used and developed in the class as part of 'Know Your Student' programme).

Ask the parents to take a product they like. Let them show the product to the whole group along with a gesture (like lifting a trophy, displaying it like a notice, etc.). Then they pass the product from one to the other.

Products exhibited in the classroom include the following:

Pictures drawn/ coloured by students (Fruits).

Adding lines

Masks

Descriptions

Sequencing the story

Video clip of dramatization(Done in class)

Collaborative picture

Story book - Greedy mouse....

Books developed by students, if any

Conversation prompts

Teacher asks:

Why are these products kept here?

What did your child do with these?

How are these products prepared?

Teacher tells them. These are the products used or prepared in the Hello English classroom during the last ten days. Did your child tell anything about what they did here? What's it?

Elicit responses. If any parent wants to speak about it, allow him/her 2-3 minutes for sharing what their child said to them at home.

How did these learning evidences develop in the class? Introduce them 1-2 activities done in 'Know Your Student' programme.

Activity-4: Listen, Draw and Write

Teacher passes the pictures drawn by the children during the activity 'Listen, Draw and Write' in Session-3: Word Smart. Passes in such a way that each parent finally gets his/her child's picture.

Teacher asks, "How did they draw these pictures? What did they learn from it? Let's see."

Teacher exhibits the chart containing the instructions used for the activity. Reads the first one and asks the parents to show the picture drawn by the child. Teacher familiarises the remaining pictures too in the same manner.

Conversation prompts:

How did you find out your child's picture?

Tell me, what did your child learn from this?

Did he/she tell you about this activity?

Activity-5: Matching Card wins the Game

Teacher adapts the activity using the reading cards used for 'Matching Card wins the Game' (Session-3: We're Readers). Conducts the activity along with parents.

Conversation prompts:

Your children played this game in the class. What did they learn from this game?

If you want to play this game at home, which words will you use? Tell me. (Teacher writes them in a chart. Later on, she copies the words in a sheet of paper and distributes it to each parent.)

How does playing a game like this at home benefit your child?

Activity-6: From Picture to the Text

Teacher tells them: "These words are selected from a story book your children read along with me. Guess and tell the story, please." Let them guess. Teacher again asks: "Do you want to know how your child read this?"

She demonstrates reading of the story book using the activity 'Story Prediction' (Session-3: The joy of Reading). In the next round, teacher encourages them to supply missing words while she reads.

Conversation prompts:

Did your father or mother ever read a book with you? What's it?

Did you read a book with your child? What's it?

How does reading this kind of books help your children? How does it benefit you as a parent?

Listen to a parent like you, who read books to her children. Listen to me. (Teacher reads.)

"Listen to my sweetest memory as a mother. On my coming home from work in the evening, I will be greeted by my two young children. After a quick hug, we would sit on the floor. I would read at least one picture book to them before I did anything else that evening. It was a fun way to relax with my family. I didn't realize that reading to them would benefit their cognitive development or contribute to paternal bonding. We shared books because it was a fun way to reconnect. Now I realised that each child's affinity for reading is unique and needs to be patiently nourished. It is very easy to undermine a child's love of stories. I realised from my experiences as a mother how reading these kinds of books helped my children start reading on their own. It influenced their writing too."

- So what shall we do together to encourage our children's interest to read books?

Shares with the parents some of the books selected for the class. Let them see the books.

(Place the items given below in a box while laying out.)

Reading with children helps them:

- build comprehension (understanding of language).
- acquire new vocabulary.
- understand how print is used to communicate ideas.
- how to hold a book and turn the pages one at a time.
- practice reading on their own
- acquire the new word, its spelling and the word's different forms
- learn the writing conventions like paragraphing, word space, punctuation, etc.

Activity-7: We're Writers

Presents a book developed by a group during the 'Session-5: We're Writers'. Distributes it among the parents. Presents other books also without telling them that these books were developed by the students.

Conversation prompts:

Can you tell me who made these books?

Can you tell me how they made these books? (Shares the story and the process used)

Why did I write these sentences for them? Why couldn't they write it too?

What did they learn through this?

Teacher tells them that reading pictures, making predictions about them, telling the story and making their own story books is one of the main components of learning English in the class.

Activity-7: Picture Walk

Teacher shows/exhibits the parents the first page of the story from the Coursebook (The Seed of Truth) and reads the title. Teacher asks the parents, "What do you see in the picture?" Let them respond and finally ask them to tell the story. If they can't teacher shows the pictures again and conducts a chain-story telling activity.

Conversation prompts:

How will you tell the story to your child?

Will you sit him/her sit on your lap with the book in your hands?

Let your child tell you about the pictures. Then jointly develop the story, picture by picture.

How many times will you tell the story to your child?

Activity-8: CPTA after the First Unit

- What do you expect your child to do in the next unit?

Teacher shares some activities and learning evidences with them (learner performances and products) of the first unit.

Activity-9: Me and my Child

Teacher asks the parents,

- What all things can you do with your child during this month?
- Can you make an album of 10-15 pictures of fruits, vegetables, animals and titles of stories read along with your child? Paste 2-3 pictures/wrappers/cut outs in a sheet of paper along with your child (Shows a sample page done by the teacher). Every day, make a sheet for the album. Bring it to the next CPTA. Then I'll show you what your child did in the class too.
- Read the story 'The Seed of Truth' with the child.
- Prepare a spider web /concept map of the word 'garden'. (Activity-Happy Garden, Sad King)
- Can you read this story to your kid for 3-4 days next week? Then let him/her read it you too.

Here is the story. (Teacher distributes a copy of the story given below.) Then ask your child to illustrate the story in 4-5 sheets of paper. Let the child dictate or write a few sentences about each picture.

The Smart Little Bird

There was a little bird. She was sitting on a tree. A big cat came to the tree. He saw the little bird and wanted to eat her.

"I'll have the bird for my breakfast," thought the cat.

"Good morning, Miss Bird," said the cat sweetly.

"Good morning, Mr Cat," answered the bird.

"Did you hear the good news?" asked the cat.

"What news?" said the bird.

The cat answered with a smile: "Very good news, my little bird! All animals are good friends now! We are friends: all cats, dogs and birds. Come to me! I want to speak to you, my friend!"

But the little bird was very smart. She said:

"Of course, you are my friend. But I see a lot of dogs from my tree. They are on their way to this tree."

"Oh, dogs! I must go home!" said the cat.

"The dogs are our friends, too," said the bird.

"I think they haven't heard the news," answered the cat and ran home.