

UNIT STRUCTURE

Teaching How to Relate Ideas and Events to Personal Experiences

CLASS – V

Unit Overview	Rationale	Unit Outcomes				Methodology Support					Additional Reading		
		Learning Outcomes	Learning Gaps to be addressed	Related Lessons	Unit Objectives	Introduction	Case Study 1	Activity 1	Case Study 2	Activity 2		Summary	Suggested Questions
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p>LO 5.10 : The learner takes dictation for different purposes such as lists , paragraphs, dialogues etc.</p> <p>LO 5.13 : The learner writes paragraphs in English, from verbal, visual clues with appropriate punctuation marks and linkers.</p>	<p>Sub Area i. practise the mechanics of writing</p> <p>Sub Area ii. compose short and simple sentences In English</p>	<p>Unit 3 My Shadow Robinson Crusoe Discovers a Footprint</p> <p>Unit 4 Crying My Elder Brother</p> <p>Unit 5 The Lazy Frog Rip Van Winkle</p>	<p>In this unit you will read ways of helping learners to:</p> <p>⇒ practise the mechanics of writing</p> <p>⇒ compose short and simple sentences In English</p>	What this unit will teach you	Mechanics of writing	Paragraph writing	Composing short and simple sentences	Practising short and simple sentences	What you learnt in this unit	<p>Sample Question : Q. The words in the sentences are jumbled. Write them in order</p> <p>A. alone was not Robinson an island on. B. was island the inhabited.</p>	<p>⇒ Approaches to process writing” http://www.eachingenglis.org.uk/articles/approachesprocesswriting</p>

Overview

When students come to Class V, they have learnt English for four years. By this time, they are expected to have developed the basic vocabulary and grammar needed to communicate with others in English. They are expected to be able to take part in a conversation in English, read and understand their lessons and other simple texts in English, and also write in English for different purposes. The ability to write includes knowing the mechanics of writing (how to write in cursive hand, use punctuation and space correctly) and write short and simple sentences on their own, and through dictation. Students are also expected to compose a variety of simple texts. The skill of writing cannot be acquired suddenly or within a short time. It has to be developed gradually.

Writing thus involves skills like

- Writing legibly
- Writing at a reasonable speed
- Using correct spelling
- Using capital letters and punctuation marks
- Using appropriate vocabulary and sentence structures, and
- organizing ideas coherently, i.e. clearly.

In reality, many students, especially in schools where English is not the medium of instruction, struggle to write. Some of the reasons for this may include lack of practice and lack of opportunity to use English for speaking, reading and writing. For many students, the teacher and the classroom are the only sources of English. It is important for us, as teachers, to give them adequate language support, both in the class and outside.

The unit will explore some techniques and strategies that you can use in your classroom so that students can develop their writing skills.

Rationale

The recent Gunotsav 2017 and NAS 2017 results have shown that students of Class V lack basic writing skills. They are unable to take dictation and compose a text appropriately. Many children have not yet mastered the mechanics of writing and cannot write a short and simple sentence on their own. The analysis of the Gunotsav results has marked these as 'grey areas', which need to be addressed urgently. As teachers, we will have to find ways of removing these problems by designing appropriate classroom activities to help them to practise writing. We should be aware of difficulties students face in the process of writing and how to teach them to produce coherent, accurate and meaningful texts.

Introduction

One of the most common problems with our Class V students' writing is their continuing lack of familiarity with the shapes and sizes of English letters, space between words and lines, and the use of appropriate punctuation. Many do not know the use of capital letters or even full stops.

What can be done to help our students follow the mechanics of writing appropriately?

Another common problem is that our students cannot compose English sentences confidently or correctly. They are unable to put their ideas together in simple, grammatical sentences.

How can they be taught to write fluently?

These are problems that we will try to discuss in this unit. We will read a few case studies of other teachers who have faced similar problems, and some activities that you can use in your own classroom to develop your students' basic writing skills.

Unit Objectives

In this unit you will read ways of helping learners to:

- practise the mechanics of writing
- compose short and simple sentences in English

Case study 1 : Gajen Deka teaches the mechanics of writing

Mr. Gajen Deka is a primary school teacher at Nalbari district. He teaches English in Class V. Let's read what he says about his students:

Most of the learners of my class are first generation learners. Although they have learnt English for four years, they cannot write English words or sentences properly. The shape and size of the letters of the words are not uniform, they do not know how to maintain space between words and sentences etc. Some children even do not know how to begin a sentence using the capital letter and end with a full stop. I was worried about them, as they would not be able to write answers to the comprehension questions in their lessons, or write anything else on their own. I discussed this problem with my colleagues, and they suggested some strategies to me. I tried out a few of these in my class. –

I prepared a set of sentences on a sheet of paper from one of their English lessons, with a few mistakes in every sentence. One or two mistakes related to the shapes of letters (e.g. writing 'l' without touching the top line, so that it looked like 'i', as in the word 'belt' which looked like 'beit'). Some others related to punctuation (e.g. writing a sentence like 'Every night I like reading storybooks in english' - without appropriate capital letters or a full stop). Another set of sentences had mistakes in word space (e.g. a sentence like 'After having medicines, she became allright.' And 'The yellow bird was drinking water from the tap.')

Then I gave a copy of the sheet to every bench, and asked the students to rewrite the sentences correctly in their notebooks. Then we discussed the mistakes, and I took this opportunity to help them understand the importance of following such writing rules and punctuation. The students enjoyed the exercise, especially because I made the mistakes sound very funny when I read out the wrong sentences. After that, I made all the students copy down one short paragraph from the lesson, and exchange notebooks for correction. I encouraged the students to notice and correct any mistakes related to letter shapes and sizes, punctuation and pause.

This activity helped them become more careful with their writing and they began making fewer mistakes.

Let's stop and think

- How did Gajen Deka prepare for his lesson?
- Do you think that this kind of exercise will improve your students' writing skills?
- How did Mr. Deka evaluate his learners' performance?
- Why were the students unable to write the simplest and the shortest sentence in English before the activity was carried out by Mrs. Lily Ahmed ?
- Can you think of and design more such activities to help your students to learn how to compose short and simple sentence in English ?

Activity 1 : Paragraph writing: practising the mechanics of writing

Here is an activity that will help your students practise writing English sentences with focus on the mechanics of writing. For this activity, students will have to rewrite a short passage by correcting mistakes in it. You can take a passage out of their lessons or use a passage from some storybook. Remember to take a passage that students will enjoy reading and writing.

Begin the activity by announcing that you will read an interesting passage, and they should listen to you carefully. Then read the passage aloud, making appropriate pauses and intonation whenever there are punctuation marks. Now tell them that they will have to read the passage aloud themselves, but before doing that, they will have to correct the mistakes in the passage.

You can use photocopied sheets of paper to distribute the passage, or simply write the passage on the board. The passage you write should have several mistakes on punctuation, space, and the shapes and sizes of letters. Their job would be to rewrite the passage correctly in their notebooks, and then read it aloud.

This activity will give them practice in the mechanics of writing, and also make them realize the importance of this while reading for understanding. To assess their writing, you can rewrite the passage correctly on the blackboard or show them the correct passage in their books, and make them correct each other's answers. This is called *peer-correction*, and it is a very useful technique to make students realize their own mistakes. However, you should also check the notebooks later to see if the children have been able to correct their classmate's notebooks without making any mistakes.

Here is a passage that you can use for this activity.

"Oliver was a nine-year old boy. He lived with other homeless boys in an Orphanage. He was as pale and thin as were the other boys living there. This was because they had to work hard but were never given enough to eat. The owner of the orphanage , Mr. Bumble was a cruel man and ill- treated the boys."

Let's Stop and think

- Will your students enjoy the activity? How much time did they need to complete it?
- Why should you read the passage with proper pauses and intonation? Are you confident you can read the passage well or would you need to practise it first?
- What are the advantages of making students listen to English passages?

Case Study 2 : Composing short and simple sentences

Lily Ahmed is a teacher of a primary school. Her school is in a remote area. She teaches English in Class V. Her students do not get a chance to read anything in English outside their school. Their English is very poor, and they find it difficult to write answers to the questions in their lessons. But Lily never gives up trying to improve her students' reading and writing skills.

Let's read what she has to say:

My students come from very poor backgrounds. There is no use of English in their villages that they can read and practise. The classroom is the only place where they can learn English, so I try my best to teach them.

Although my students are in Class V, they cannot write answers in English. Even when I dictate answers, they confuse letters and forget to use punctuation and space correctly. They also make a lot of spelling mistakes. To help them, I make them do activities like jumbled words and sentences.

After I finish reading a paragraph from their lesson, I take a sentence from the lesson and write it on the blackboard, after jumbling the words. For example, after reading the first few lines of the lesson **Flying Together** (Lesson 2, **Marigold**)

Deep in a forest stood a very tall tree. Its leafy branches spread out like strong arms.

I take the first sentence and write it like this on the blackboard:

very tree tall a Deep forest in a stood

Then I ask them to write the sentence correctly in their notebooks. After they finish, I draw four lines on the blackboard. Then I call one student to the blackboard and ask her/him to rewrite the sentence correctly on the board. After that I discuss some of the mechanics of writing, such as

- (i) The word that starts a sentence should always be written with a capital letter (e.g. 'Deep')
- (ii) Why we need a full stop at the end
- (iii) We write words like 'a' before a naming word like 'forest'
- (iv) The lines where the letters of their words should touch, e.g. that the top of letters like 'l' or 't' or 'h' should touch the top most line
- (v) The 'tail' of letters like 'f' or 'y' or 'p' should touch the last line.
The letter 'i', when it is written alone, should always be written in capital 'I'

I go around the class checking the students' notebooks and correct their mistakes where necessary. Then I make them do a similar exercise (rewriting jumbled words of a sentence) with a few more sentences from the lesson. After that, I make them read the section again, and ask a few questions on it, such as 'Where did the tall tree stand?' and make them write down the answer.

In this way, I take them slowly from sentence writing to answer writing.

Let's stop and think

- As you can see, Lily Ahmed makes her students practise sentence writing before writing answers. Is that a better way to help students write correctly than dictating answers?
- Activities like these take some time in the beginning. Do you think it is good to spend some extra time at the beginning of the session giving students writing practice?
- Have you tried out something similar in your own class? What preparations did you have to make?

Activity 2 : Practising short and simple sentences

As you know, our students find it difficult to construct English sentences on their own, without learning by heart. One guided writing activity called 'parallel paragraph' can be very helpful in teaching students how to construct sentences on their own. Here is how we can carry on the activity:

Start the class by having a discussion about a person from the school, such as a student from another class, or the school peon, or someone else who they know well. Elicit (e.g. bring out by asking) from them things about the person, such as his/her age, what s/he does (e.g. 'He is a student of Class VI'), how many family members s/he has etc. Make a paragraph on the blackboard using the information, like this one:

Gopi is a **tall** boy. He is **twelve** years old. He studies in Class VII. His father is a **teacher**. His mother is a **doctor**. He has **two sisters**. He loves to play **football**. He lives in **Nambari** village."

Now, ask your students to read the whole paragraph carefully. After they have finished reading, underline some of the important words in the paragraph, and tell them to read the underlined words.

- Have a discussion on what information the underlined words supply, such as age, height, parents' professions, hobbies, place of residence. Tell them that this is the kind of information we write when we compose a paragraph about people.
- Now, tell them to try writing a similar paragraph about someone else they know. To do that, they should replace the underlined words with the words related to that person.
- As homework, ask them to write a similar paragraph about themselves. Remind them that they will have to replace the pronouns 'He', 'his' with 'I' and 'my'. Also elicit words that they want to use, but do not know the English words or their spellings very well. These could be words like 'housewife' or 'shopkeeper' to describe their parents' professions, or 'cricket' and 'badminton' to describe their hobbies. Remind them also to start each sentence with a capital letter and end with a full stop, write words with 'arms' or 'tails' (*l, t, g, y, p* etc.) correctly and use space between words.
- Why were students asked to read the underlined words after reading the whole paragraph?
Can you think of other ways in which you can help children compose short paragraphs?
If you practise this activity in your class, what problems could arise? How will you solve them?

Unit Summary

In this unit we discussed a number of classroom techniques that we can use to help our students to develop their writing ability. In all these techniques, there are opportunities for students to develop not just writing skills, but also their reading, listening and speaking skills. To motivate your students, you can display the written work in your classroom. Remember to put up everybody's compositions, not just the best one, to encourage slow learners. You can display a different set of compositions each day, until everyone's work has been put up. This will be very motivating for your students. You can help your students to compose their own answers to comprehension

questions using the same strategies as paragraph composition. Help them notice the important words by underlining them, and then teach them to use these in their answers. You can thus use different strategies to manage the written work of your students and use their mistakes as opportunities for them to learn.

Additional Reading

- * Approaches to process writing” <http://www.teachingenglish.org.uk/articles/approachesprocesswriting>

Suggested Questions

Q1. Rearrange the following words:

- A. ATCAKED
- B. LLOD
- C. ESOR

Q2. Write the following sentences (Dictation)

- A. I am Rana.
- B. I am a boy.
- C. I read in class 5.
- D. I love my friends.

Q3. The words in the sentences are jumbled. Write them in order

- A. alone was not Robinson an island on.
- B. was island the inhabited.

Q4. Fill in the blanks using one of the words given in the brackets.

- A. Where is the child _____ parents have come to school? (who/whose/which)
- B. I know the street _____ he lives on (whose/that/which)

Q5. The words in the sentences are jumbled here. Rearrange them to make meaningful sentences.

- A. Renu good is a girl.
- B. untidy room his always is.
- C. uncle his advises him clean to it.

Q6. Punctuate the following sentences using capital letters, full stops (.), commas (,) question marks (?), apostrophe (') exclamation mark(!) where necessary.

dear moon,

i am sending you a photograph of my newest pet frisky is a bulldog and a very playful puppy by next summer he should be old enough to go with us on our long walks i m sure you are looking forward to seeing him i know you will like him

warm regards

montu

Q7. Arrange the following jumbled sentences into a paragraph.

- a. The other two were still asleep.
- b. After half an hour he saw a young deer standing near the road.
- c. After an hour John got up.
- d. He got down from his bicycle and tried to shoot it, but the deer saw him and it ran away.
- e. He did not like to wake them and so he quietly took his gun and went along the road on his bicycle.

Q8. Change the following paragraph into present tense.

Mr. Das was a teacher. He used to teach in a primary school. He taught Science. His students were also good in Mathematics.

Q9. Choose five things from the box and write them in order.

[pack school bag put away school bag have lunch read a story book chat with a brother sleep for a while wash up do the homework watch TV go to play change out school uniform]

First, I _____

Then, I _____

Next, I _____

After that, I _____

Finally, I _____

Q10. List as many summer activities as you can.

a.

b.

c.

d.

Q11. Complete the following sentences using the correct form of "teach" and "learn".

[learn learns learned teach teaches have learned]

1. Will you _____ me chess?

2. Mrs. Sharma _____ class 6.

3. I have _____ a game.

4. I _____ how to cycle when i was just 4 years ol.

Q 12. Write the names of food items that is made in your home.

1. For a feast/ festival.....

2. When you are unwell.....

3. Every day.....

Q13. Discuss in pairs and write what you would do if a dog chases you.

Q14. Use the joining words given below and join the sentences in column A and B

or and so but because

A

B

1. I can sing well

i forgot to post it

2. She wore a rain coat

it was raining.

3. We may go to Shimla

he was late to school

4. I wrote the letter

he may go to Shillong

5. He missed the school bus

i can't dance at all.

Q15. Write about the people you like, a game you play, hobby, a habit you have. You may use the following clues.

I love

I like.....

I don't mind.....

I don't like.....

I hate.....

Q16 Write a notice about library committee or football match.

Q17. Write five things you do at home to make your home look neat and clean

1.

2.

3.

4.

5.

Q18. Write a short paragraph on how you can be a good friend.

