

UNIT STRUCTURE

Teaching Writing Skills

CLASS – II

Unit Over-view	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
Overview of the language skill What the Gunotsav assessment shows us	<p>LO 2.05: The learner draws/writes a few words/short sentence in response to poems and stories</p> <p>LO 2.12: The learner composes and writes simple short sentences with space between words.</p>	<p>Sub Area: i. write simple short sentences in English.</p> <p>Sub Area: ii. write simple short sentences in English with capital letters, full stop and space between words.</p>	<p>Unit 5 A Pleasant Surprise.</p> <p>Unit 6 Village Life.</p>	<p>In this unit you will read ways of helping learners to:</p> <p>⇒ write simple short sentences in English.</p> <p>⇒ write simple short sentences in English with capital letters, full stop and space between words.</p>	What this unit will teach you	Writing short simple sentences	Game to teach writing short simple sentences.	Teaching space between words.	Space between words in a sentence.	What you learnt in this unit	<p>Sample Question:</p> <p>1. Write the following sentence leaving space in between the words: a) Mangoi ssweet.</p>	<ul style="list-style-type: none"> ● Class II English Textbook ● TESS INDIA OERS ● English Grammar books ● Youtube videos on sentence making.

Overview

This block discusses strategies and activities that you can use in the classroom to improve early writing of children. There are two activities and two case studies dealing with poor writing skills of children and they are designed to encourage students to practise their writing skills in a productive way. The activities and case studies will give you ideas that you can use in the classroom with your students. They will try to address the issue of sentence making and how you can help your students to write sentences with capital letters, full stops and space between words.

Rationale

In our previous OER, we discussed how your students can master the mechanics of writing i.e. writing consonant letters in their correct height between lines, forming words from letters. The learning outcomes spelt out for Class II also emphasize the importance of the writing skill, as shown below:

LO 2.05 - The learner draws/writes a few words/short sentences in response to poems and stories.

LO 2.12 - The learner composes and writes simple short sentences with space between words.

This unit will help you remedy some of these gaps by showing you how to involve your

children in writing activities. They will learn how to write short simple sentences with capital letters, full stops and space between words. You can employ the strategies given here to improve your children's ability to write sentences.

Introduction

My students can read three letter words like cat, dog, rat, etc. But they find it difficult to write simple short sentences. What can I do to help my students to write simple three, four word sentences with capital letters, full stops and proper space between words?



One of the most common problems in our English classrooms is that our students are poor in writing. Writing is a productive skill of language learning and needs to be monitored and practised well. Our students can make and read three/four letter words but they struggle to make short simple sentences with space between words. We will try to address these issues through our activities and case studies.

Unit Objectives

In this unit, you will read ways of helping learners to–

- i) compose and write simple short sentences.
- ii) use capital letters, full stops and space between words.

Case Study 1: Rajshri Saikia's class on guided writing

Rajshri Saikia is an English teacher in Ghograpar L.P. School, Nalbari. Here she shares her experience of teaching Class II students to write short, simple sentences in English. The detail of her class in her own words follows:

"I taught my children how to make two and three letter words. They could more or less make new words by using cutouts of letters on chart paper. They could arrange letters like b,o,y to find the word 'boy' or c,a,t to find the word 'cat'. I was satisfied with their progress and wanted to take it to the next level - the sentence. So I did the following activities with my students.

I took a sheet of white chart and pasted it on the blackboard with cello tape. I kept some small word cards and picture cards in coloured chart ready to paste on the white chart while doing the activity.

I kept these things ready and showed the students a picture card of a cat and asked them to say the name of the animal in the picture card. Students replied, "It is a cat". I wrote 'cat' just below the space of the picture of the cat in the picture card. I asked my students how many cats they could see in the picture. When they replied that they could see one cat, I wrote 'a cat' in a word card and just pasted it below the picture card. Next I asked them whether the cat was big or small. They had different answers, so I picked the word 'big' and wrote 'a big cat' in a word card and pasted it just below the word card 'a cat' on the white chart. I wrote 'This is' in a word card and placed it just before the word card 'a big cat'. I told them that I had used a capital 'T' since it was in the beginning of the sentence. Now the whole thing would read like this -'This is a big cat.' This is what the chart looked like:



A cat

A big cat

This is	a big cat
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This is a big cat.

I also put a full stop at the end of the sentence 'This is a big cat.' and told them we always have to put a full stop at the end of a sentence. This activity ensured that my learners would learn the need for space between words, full stops and use of capital letters.

Then I divided the class into four groups and asked the children to repeat the exercise with other words like tiger, bat, pencil, ball, etc. I supplied them picture and word cards to write and paste on. I also told them they could use 'That is' in place of 'This is' in the word cards.

Then I summarised what we had learnt by repeating that a sentence

- is a group of words that make complete sense.(This is a big cat.)
- begins with a capital letter and ends with a full stop. (This is a big cat.)
- has gaps between two words.

This activity helped my learners to write simple short sentences. I also used substitution tables to give them more practice in sentence making.

These	are	books
Those		cars
		birds

Let's stop and think

- ★ Do you think Rajshri Saikia used a good plan to teach her children the rules of making a sentence?
- ★ What could she have done to engage her children more in the class?
- ★ Would your students find the task interesting? Why do you think so?

Activity 1: Game to teach writing short simple sentences

This activity will show you how to make your students write two or three short simple sentences. For this activity you will need four boxes/cartons and some word cards.

- ★ Collect four cardboard cartons.
- ★ Keep the cartons on your table.
- ★ Name the boxes 1, 2, 3, 4.

- ★ Make the following word cards out of chart paper.(Four cards each with the words 'This', 'That', 'is' and 'a', and one card each with the words 'cat', 'book', 'tiger' and 'pen')
- ★ Now put the four word cards with 'This' and 'That' in the first box.
- ★ Put the four word card with 'is' in the second box.
- ★ Put the four word card with 'a' in the third box.
- ★ Put the word card 'cat', 'book', 'tiger' and 'pen' in the fourth box.

Ask four students to come and pick four words from those boxes. Make sure that one student picks up only one word card from each box. Now ask your four students to stand in a line according to their number of boxes and display their word cards. The word cards will look like this - 'This is a tiger.' Make a space between each child to help them understand the concept of space between words.

Now ask your students to read out what they can see. You can help them if they find it difficult to read. After they read out each sentence, write the sentence on the blackboard.

Depending on the time, you can ask different groups of students to do this task. Once all possible sentences are on the blackboard, ask the whole class to write the sentences in their notebooks. Make sure that your students maintain the lengths of the letters, leave space between words, begin the sentence with a capital letter and end it with a full stop.

Let's stop and think

- ★ Do you think this activity will help you teach your students how to write short simple sentences?
- ★ How can you make this activity even more interesting for your students? Do any innovative ideas come to your mind?
- ★ Do you think this activity will motivate your students to learn how to write a sentence?

Case Study 2 : Teaching SPACE between words

Dhiren Das teaches English in Class II. He noticed that many of his students wrote sentences without leaving space between words. Let's read what he says about how he solved this problem:

I noticed something very interesting in my students' writing. Most of the students don't leave space between words. I didn't understand why it was happening. I talked to my colleagues about it. I surfed the internet on my mobile phone. I came to know that one of the major reasons why learners make this mistake is that they don't identify the pauses between words when they listen to sentences. When they learn to write, they do not realise that the pauses between words are represented through space between words.

I realized that I needed to draw their attention to it by letting them observe what happens when we don't put space between words. The textbook helped me to do this. I took a particular lesson and read out a sentence from a paragraph, and wrote the sentence on the blackboard without any space. Then I asked the students to find the sentence in the paragraph, and come and rewrite it correctly on the blackboard under my sentence, with space between words. Students took turns with the activity, with their friends helping them. I did this activity quite regularly, and found that it helped the students to frame sentences correctly in their notebooks.

Suggested Questions

- Write the following sentence leaving space in between the words:
 - Mangoissweet.
- Begin the sentence with a capital letter and end it with a full stop:
 - that is a cat
- Write a sentence using the following words. Use a capital letter to begin the sentence and end it with a full stop:
 - lion is this a
- Rewrite the following sentence by putting the words in the correct order:
 - is big This a balloon
- Which of the following is not a sentence? Put a cross(×) in the box :
 - Thisisaball
 - Thatismallball
- Where do we use a full stop in a sentence?
 - at the beginning of a sentence.
 - in the middle of a sentence.
 - at the end of a sentence.
- Look at the picture and write a sentence about it:
 - 
- Which one of the following is correct for the picture :
 - There are two trees. 
 - Therearetwotrees
- Which of the following sentences is written correctly?
 - This is my school
 - This is my school.
 - this is my school.
- Put a slash after each word and rewrite the sentence leaving space between the words:
 - Thisisabigtiger.

