

UNIT STRUCTURE
Teaching Writing with Appropriate Punctuation
CLASS – IV

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>What this unit is about</p> <p>Gunotsav / NAS performance</p>													
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p>LO 4.11 : The learner writes/type dictation of short paragraphs(7-8 sentences)</p> <p>LO 4.13 : The learner uses punctuation marks appropriately in writing, such as question marks (?); comma (,); full stop(.) and capital letters.</p>	<p>Sub Area i. plan activities to enable students to take down a passage for dictation correctly</p> <p>Sub Area ii. help children punctuate short passages of seven to eight sentences.</p>	<p>Unit-3 Run! Nasruddin's Aim</p> <p>Unit-4 Why? Alice in Wonderland</p> <p>Unit - 5 Don't be Afraid of the Dark Helen Keller</p>	<p>In this unit you will read ways of helping learners to:</p> <p>⇒ plan activities to enable students to take down a passage for dictation correctly</p> <p>⇒ help children punctuate short passages of seven to eight sentences.</p>	<p>What this unit will teach you</p>	<p>Spelling</p>	<p>Writing words from letters</p>	<p>Punctuation</p>	<p>Learning about space between words</p>	<p>What you learnt in this unit</p>	<p>Sample Question : Q. Write two sentences on your favourite game</p>	<p>⇒ www.tess-india.edu.in</p> <p>⇒ Mechanics of writing</p> <p>⇒ Dictation is a valuable exercise</p>

Overview

This unit deals with the learning gaps in the writing skill identified in Gunotsav and National Assessment Survey (NAS) evaluation, and related to LO 411 and LO 413. These LOs have been recognized as the grey areas where children were found lacking in the necessary English skills. This block hopes to help teachers meet these gaps and enable children to overcome their weaknesses. As primary English teachers our first step towards helping students learn writing skills in English is to teach them the mechanics of writing. It is therefore important to frame strategies, exercises and activities that will help learners to develop good writing skills.

Rationale

The recent data derived from the assessments of Gunotsav phase III clearly show that a majority of children of Class IV are unable to identify words spoken by the teacher. As a result they make a lot of spelling mistakes.

Children also fail to insert punctuation marks accurately where required. They do not know where to use capital letters, question marks, commas and full stops.

In order to help learners of Class IV to master the expected level of writing skills, we need to analyze their problem areas and plan activities accordingly to help them practice and improve their writing in English.

Introduction

One of the most common problems we face in our English classes is making our children write answers to questions from the text with proper spacing, punctuation marks and without making spelling mistakes.

Are your students motivated to write?



Very often, we hear teachers say, "My students have learnt the English letters but have not been able to differentiate their sounds. They make a lot of spelling mistakes, cannot follow the punctuation marks and do not know how to put space between words. What can I do to help them learn to write properly?"

One thing we know about language skills is that reading skills precede writing skills. Unless students are able to read with comprehension, they cannot write correctly.

In the previous units which deal with reading aloud activities, you have read about ways of helping students link sounds with letters and also pronounce words with consonant clusters or silent letters. Their vocabulary can also be enriched in the process.

In this unit we will discuss some strategies and activities which will enable you to help children develop their writing skill. The unit will show you ways of helping students learn appropriate punctuation and spelling, and also the importance of space between words. The unit will also discuss how giving students reading practice can improve their ability to write.

Unit Objectives

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

- ★ plan activities to enable students to take down a passage for dictation correctly
- ★ help children punctuate short passages of seven to eight sentences.

Case Study I : Spelling

Rita Kalita is a teacher in a local primary school in Guwahati. Here she shares her experience of helping students of Class IV to take down a dictation with a minimum number of spelling mistakes.

Let's read what Rita says:

Most of my students in Class IV made a lot of spelling mistakes when I gave them dictation from the lessons in their English textbook. When I checked their notebooks, I found that most students misspell words with sounds that are not available in their home language.

Making them listen attentively and enabling them to identify the sounds in words was my main concern. I felt I should also try to improve my pronunciation so that I could become a good example for my students. So I decided to practice my own pronunciation and also help my students utter the sounds correctly.

My mobile phone with internet data connection came very handy and became a very useful device through which I could check the pronunciation of words from the free online English dictionary. It also allowed the children to listen to the correct pronunciation of words.

Earlier, when I dictated words like "chatting" and "shoot" from the lesson "Nasruddin's Aim" in Unit 3, most of my students would write "satting" or "sating" and "soot" or "sut". So I decided to use a pre-dictation activity for their listening practice. I prepared a drilling activity with words beginning with the sound "ch". I made my students say these by repeating what they heard on my phone:

chair	chalk	child	chin	cheek
chips	chew	choose	chat	chick

I prepared a similar drilling activity with the "sh" sound, and made them practice saying the following sounds:

shoe	shop	shut	ship	shine
shirt	shoulder	shoot	short	shell

Repeated practice with these words, shown on the blackboard and on flashcards, finally helped the students to utter the words correctly. They were also able to recognize the sounds when I uttered them in other words.

Then I put up the following sentences on the blackboard:

1. The child chewed the chips happily.
2. The shopkeeper sold shoes and shirts.

When I heard my students read the sentences correctly, I understood that they had overcome the challenge of pronouncing the "ch" and "sh" sounds to some extent.

My next step was to help the students to break words into their syllables, so that they could write bi-syllabic (two syllables) and polysyllabic (more than two syllables) words.

More words from the same lesson were - "chatting", "immediately", "defending", "triumphantly".

Breaking the words into their syllables was my focus. I wrote the words on the blackboard-

chat+ting	=	chatting
im+me+di+ate+ly	=	immediately
de+fen+ding	=	defending
tri+um+phant+ly	=	triumphantly

Constant practice in this manner helped to minimize students' spelling mistakes.

Let's stop and think

Q. Do you think Rita Kalita's method of helping her students write correct spellings, can be applied in your classroom too? Why or why not?

Q. Identifying letters and their sounds help children to spell correctly. What other ways do you think will help learners in doing so?

Activity I : Writing words from letters

Here is an activity that you can try out with your own students. Arrange your students in pairs. Draw a box on the blackboard and fill it with a few letters and consonant clusters.

e	bl	o	sh	u
ch	m	a	r	s
t	st	b	o	n
i	a	e	k	d
p	fr	c	l	f

Now, ask your students to write as many words from the letters provided in the box. Tell them that they may use the letters several times to form as many words. After they finish, make them spell and read out the words. If they are unable to pronounce the words correctly, read them aloud yourself and make the whole class practice repeating them. Then, ask each pair of students (or a bench) make

simple sentences with the words. Make them read their sentences aloud in the class.

Let's stop and think

- Q. How many words were your students able to write?
- Q. Were your students able to spell each word correctly?
- Q. What techniques do you use to help children write words? With correct spelling? How do you help the weaker students?

Case study 2 : Punctuation

Let's read the experience of Wazed Ali, a primary school teacher of Puthimari:

Children in my class often make mistakes in punctuation, not only while reading aloud, but also when they write answers to questions from the text. They use commas and full stops in the wrong places, because of which the meaning of their sentences changes. Sometimes they do not use punctuation at all.

To help students understand the importance of correct punctuation, I planned an activity called 'dehydrated sentences'. I put up the following words on the blackboard and asked the students to write a complete sentence from the jumbled words.

1. from/boy/went/the/home/school
2. we/car/travel/by/auto/bus/and

Most children wrote the sentences without capital letters, commas and full stops. Then I wrote the complete, grammatical first sentence on the blackboard, like this:

The boy went home from school.

and asked them to tell me what was different in their sentence and mine.

This gave me an opportunity to show them that we must begin a sentence with a capital letter and always end it with a full stop.

In the second sentence there were names of three vehicles mentioned. So I wrote these sentences

- We travel by autorickshaw, bus and car.
- We travel by bus, car and autorickshaw.
- We travel by autorickshaw, bus and car.
- We travel by car, autorickshaw and bus.

and explained to the students that no matter which vehicle we name first, we use a comma between the first two words, and an 'and' between the second and third words (car, autorickshaw and bus) to indicate they are all a list of things.

Next, I wrote a short paragraph of four long sentences on the blackboard, without any punctuation:

one day a man went to the market he bought a box a bat a ball and a pen from the market his bag became heavy do you know what he did then

I called some of the students to come to the blackboard one by one and insert one punctuation mark where necessary. Most of them made mistakes, while their classmates corrected them, either correctly or incorrectly.

After a lot of fun and laughter, together my students and I managed to punctuate all the sentences correctly:

One day a man went to the market. He bought a box, a bat, a ball and a pen from the market. His bag became very heavy. Do you know what he did then?

By trying to make sense of the story, and by helping each other, my students began to realize the role of punctuation marks in making sentences meaningful. I was very happy with their performance, and found it easier to teach them writing skills after this.

Let's stop and think

- ⇒ Do you think Wazed Ali's approach in teaching punctuation is effective?
- ⇒ What other ways can be used to teach your students punctuation?

Activity 2 : Learning about space between words

One of the important aspects of punctuation is space between words. Very often, it is seen that lower primary children are unable to understand the concept of space when they write English sentences. Lack of practice and lack of adequate writing opportunities may be reasons behind this problem.

In this activity, you will read about ways of helping students learn about spacing between words. For this activity, you can follow these steps:

Tell students that they will play a word game, and put up these pairs of words on the blackboard. Ask them which word is a correct English word:

classroom classten

Help them understand, through this example, that although there are a few English words that are written together, such as 'classroom', but most English words cannot be written like that. 'Class Ten' has two words, not one, and they are written with a pause in between.

After that, put up a few other pairs of words on the blackboard without space between the words, such as

goodboy sametime theyare iscoming myfriends

and ask them to read the words aloud.

Draw their attention to the fact that these words are incorrect because they do not have a space between them. To demonstrate that we pause after reading every word, pronounce the pairs of words incorrectly once, and then correctly, so that the students notice where you pause. Remind them that when we write sentences, we show these pauses by putting a space between two words.

Now put the words on the blackboard in sentences and make them practise reading them correctly, with pauses:

Rahul is a good boy. He comes to school at the same time every day.
My friends like Rahul very much. They are very kind to him.
This evening Rahul is coming to my house.

Ask them to write down the sentences in their notebook. Remind them to use space between each word, and remember to check whether they are writing correctly by going around the class while they are writing.

This activity will help them understand why it is important to use space between words when they write in English.

Let's stop and think

- ★ Can you plan another activity to teach students to put a space between words when we write?
- ★ How do you think you can help your students to use commas, full stops and question marks correctly?

Unit Summary

This unit has focused on how you can help students to improve their writing skills. When students are able to use punctuation correctly, they will be able to express their ideas in a better way.

Resources:

1. www.tess-india.edu.in
2. www.maketaketeach.com
3. <https://dictionary.cambridge.org/pronunciation/english/honest>

Additional reading

Mechanics of writing include:

- ★ knowing how to make strokes with proper hand movement.
- ★ knowing how to make letters of the right shape and size
- ★ knowing how to have the right spacing between (i) letters (ii) words (iii) lines.
- ★ knowing how to use capital letters and marks of punctuation correctly.

Dictation is a valuable exercise. Its advantages are as follows:

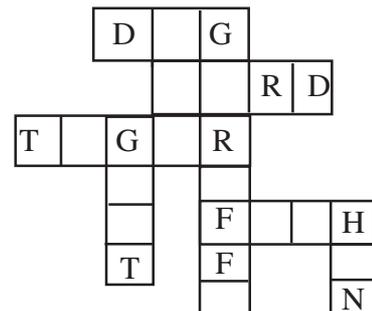
- It improves the aural comprehension (listening ability) of students as they have to listen carefully to write what is said.

- ★ It trains students to reproduce words and sentences correctly, and in good handwriting.
- ★ It improves the students' ability to spell words correctly.
- ★ It improves students' writing speed.
- ★ It provides practise in the correct and appropriate use of punctuation.

Suggested Questions

Q.1) Complete the crossword with the help of clues from the textbook:

- a) I am a pet, I wag my tail.
- b) I have a long neck.
- c) We can fly in the sky.
- d) I am a striped wild animal.
- e) I live on a farm with my kids.
- f) I cannot live without water.
- g) I give you eggs.



Q. 2) Find one word from the story "Alice in Wonderland":

- a) to walk fast h_____
- b) happy d_____
- c) at once q_____
- d) move fast sc_____
- e) to think w_____
- f) to be seen nowhere d_____
- g) to want to know more c_____

Q. 3) Meanings of some words are given below. Write one word for each meaning:

- a) talking informally c _____
- b) shooting with bow and arrow a _____
- c) protecting from attack d _____
- d) happily and proudly tr _____

Q. 4) Use commas in the following sentences:

- a) I planted marigold roses pansy and dahlias in my garden.
- b) I woke up early ate breakfast got dressed and went out.
- c) This is an old brown wooden table.
- d) He works neatly silently and quickly.
- e) As it began to rain we went indoors.

Q. 5) There are some words hidden in the word grid here. Find the words and write it down. (You may take help from the lesson "Alice in Wonderland")

H	P	B	C	D	L	E	F	I	K
G	O	A	F	L	O	W	E	R	L
W	P	W	H	I	S	K	E	R	S
Y	P	I	L	E	T	E	J	O	M
R	E	S	T	U	V	Y	Q	N	P
X	D	I	S	A	P	P	E	A	R
R	A	B	B	I	T	Z	K	P	N
A	B	M	V	Q	S	O	L	M	T

Q. 6) Write two sentences on your favourite game.

- a)
-
- b)
-

Q. 7) Alice follows the strange rabbit because she wants to know a number of things. Rearrange the words to make questions that Alice has in her mind.

- a) talk rabbit a how can
.....
- b) going he is where
.....
- c) read he can time the
.....
- d) hurry is in a why he
.....

Q. 8) Put comma, full stops and question marks where necessary.

- a) Cricket is an outdoor game we play it with a bat and a ball there are eleven players in the game do you like cricket

Q. 9) Spellings of the following words are jumbled. Arrange them right and make sentences of your own:

wokn _____

wism _____

dael _____

blarme _____

llihs _____

Q. 10) Write a paragraph about Alice. You may use the words in the box as clues.

Clues

rabbit

followed

bluecoat

small door

golden key

door

garden

waistcoat

