

UNIT STRUCTURE

Teaching Writing

CLASS – II

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>													Teaching resources, links & ideas
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<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. developing good handwriting in cursive for writing in cursive freely.</p> <p>Sub Area:ii. writing in cursive and also making words/ short sentences using two, three letters/words.</p>	<p>Lesson 3 Traffic Lights</p> <p>Lesson 4 Keep Healthy</p>	<p>In this unit you will read ways of helping learners :</p> <p>a) develop good handwriting in cursive so that they can write in cursive freely.</p> <p>b) write in cursive and also to make words/short sentences using two, three letters/ words.</p>	<p>What this unit will teach you</p>	Cursive Writing	Cursive Writing through everyday objects	Making words	Practising Cursive Writing on Chart Paper	<p>What you learnt in this unit</p>	<p>Sample Questions :</p> <p>Q 1. Write the English alphabet in capital letters in cursive.</p> <p>Q 2. Find out the correct word from the following: i) mngao ii) mngao iii) mngao iv)mangu</p>	<p>⇒Graves, D. (2003) Writing: Teachers and Children at Work.</p> <p>⇒Portsmouth: Heinemann Smith, F. (1994) Writing and the Writer.</p> <p>⇒Cursive Writing Applications in Android Smart Phones.</p>

Overview

This unit discusses strategies and activities that you can use in the classroom to improve early writing of children. There are also two case studies of early grade teachers of English who have faced problems of poor writing skills of children, and have tried to find ways of encouraging the students to practise their writing skills. The case studies and activities will give you some ideas that you can use in the classroom with your own children. They will try to address the problems of poor handwriting and also discuss the importance of teaching young children to write sentences with space between words.

Rationale

As you are aware, Gunotsav 2017 tried to assess the language skills of students of all classes. The performance of the students was analyzed, and the results identified reading abilities at Class II level as a 'grey' area, i.e. an area where students performed very poorly. The habit of writing has to be developed in children early so that they are able to master the mechanics of writing, i.e., writing consonant letters in the correct height between lines, forming words from letters, using space between words, and so on. The Learning Outcomes (LOs) identified for Class II also emphasise the importance of teaching students to write in a legible hand:

This unit will assist you to meet remedy of these gaps by involving your children in writing activities that will enable them to improve their cursive handwriting and also to write words on their own in cursive writing.

Introduction

Have you ever faced problems in teaching students to write cursive letters and words correctly? Many teachers also struggle to teach their students to connect words in sentences using correct punctuation and space. In Classes I and II, children are very young, and may not have enough control over their hands, wrists and fingers. To help them learn to write better, it is important to make the learning joyful and interesting, using all the resources available in and around the classroom. Children also bring a lot of interesting ideas and knowledge into the classroom. If teachers can put in a little effort, they can make children learn with fun. In this way, the learning objectives specified for each class will also be fulfilled more easily.

Unit Objectives

In this unit you will read ways of helping learners :

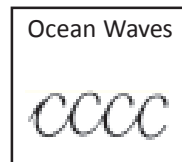
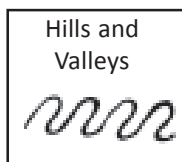
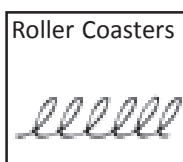
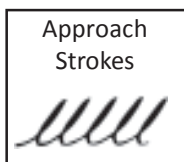
- develop good handwriting in cursive so that they can write in cursive freely.
- write in cursive and also to make words/short sentences using two, three letters/words.

Read what Rahul Das, an elementary school teacher, did when he found his students unable to write properly.

Case Study I : Cursive writing

Rahul Das is an elementary teacher in Katakia L.P. School in Nalbari. He teaches English in Class II. Here he shares his experience of teaching children to write in cursive.

Most of my students make mistakes while writing letters of the alphabet in cursive writing. They find it difficult to join letters in a word, and they often forget that letters like 'l', 't' or 'y' have to be stretched above or below the middle line. To help them practise writing letters correctly, I played a game with them. I prepared cards with simple drawings of figures that looked like letters, such as a snake (for 'm', 'n', 'u', 'w'), a full moon ('o'), a half moon ('c', 'e'), a cat's tail ('y', 'j') etc., with the letter in dotted lines next to each picture:



Then I asked each child to pick up a card according to what animal/figure they liked (I made several copies of the same pictures), and complete the letters in the dotted lines. They enjoyed the activity because I also allowed them to colour the pictures. Then I made them take out their notebooks and copy the letter down. I also made the children exchange each other's pictures and copy down the letters in the picture in their notebooks.

The students enjoyed the activity a lot, and kept asking for more. So I told them to look at their picture books at home, or their favourite TV programmes and draw some pictures for me. I was very surprised when they brought back many nice drawings. I used their pictures to make them practise more cursive letters. By the end of the year, their handwriting had improved a great deal, and my Headmistress was very happy to see their progress. She even asked other teachers to follow my example!

Let's stop and think

- Do you like what Rahul Das did to teach cursive writing?
- Should Rahul Das engage children more in activities so that they get enough practice of cursive writing?
- Rahul Das's decision to teach cursive writing took him a lot of effort because he had to

prepare picture cards. Do you think he got a reward for such hard work? Have you ever made such interesting activities? How did you feel when you saw your students enjoying the activities and beginning to learn faster?

Activity I : Cursive writing through everyday objects

You can encourage your students to scribble freely on paper with pencil so that their hand movement becomes smooth. Children should be encouraged to write on any surface they find comfortable with. They can write on sand with their hand or a stick. They can write or draw structures on the ground with a stick. They can use chalk to write on floor or blackboard or paint on paper or any other surface.

In this activity, you will read about developing your students' cursive writing skills in an interesting way. As preparation, ask your students to bring to class (from home) a handful of seeds (masur dal, jeera, dhania, methi, peas etc.). Make each child put the seeds on the surface of their desks. Tell them they will all play a game. Using the seeds, they will have to form the letter you announce. The child who makes the letter first gets one point. One by one, announce the names of letters which involve longer strokes ('l', 'g', 'h', 'y', 'b' etc.), and check whether all the children are being able to make the strokes correctly.

Once you are satisfied students are learning the strokes freehand, you can carry the activity outside. Find a piece of ground without any grass, and in turns, make the children write simple words in cursive hand on the ground with a stick. Make sure the words are simple, but which require writing letters across four lines, such as 'boy', 'girl', 'comb', 'talk', 'fish', 'ball' etc. this will give the children practise in hand and finger control.

As homework, make the students write the same words in their notebooks. This will give them practise in writing with on paper, and help them make sentences later.

Let's stop and think

- a) Do you think this activity will help learners in writing?
- b) In what ways can you make this activity more interesting?
- c) Will children find this activity fruitful? Why? Why not?

Now read about another teacher who has been trying to improve his students' writing skills.

Case study 2 : Making words

Rubul Hussain is an elementary English teacher in Uporhali L.P. School, Mirza. He teaches English in Class II. Here he tells us what he has done in a class to make learners learn how to make words. Let's hear what he has to say.

Most of my students find it difficult to write letters and words in cursive hand. They can identify and recognise objects or things but can't write the names of these things on paper. To help them practise writing words in cursive hand, in correct spelling, I designed the following activity.

First, using carbon sheet to make twenty copies, I wrote a list of four and five letter words like ball, bird, comb, duck, eagle, table, desk, fish, hair, hand etc. in a column on the left side of a sheet of paper. In another column on the right side, I wrote the same words, but in dotted lines.

Then I distributed the twenty sheets among my forty students so that there was one sheet for each pair of students. I told them we were going to play a game. I would show them an object (or a picture of it), and they would have to copy down the word on the sheet of paper by forming the word over the dots. The pair of students would do this in turns, i.e. one child would write one word at a time, until all the words on the sheet were complete. The children enjoyed the writing activity very much, and asked for more words.

Since I did not have any more sheets, I told them we would change the rules of the game. This time I would show them a picture of the object, and they would have to write the words in their notebook. The children made many spelling mistakes, but I wrote the correct spelling of all the words on the blackboard and asked them to correct their mistakes. I also went around the class to check if they had formed the letters correctly, i.e., if the 'l' was stretched to the top line, and the tail of the 'g' was

written on the bottom line, etc.

This way they enjoyed themselves and also learnt both handwriting and spelling.

Let's stop and think

- a) Do you agree with Rubul Hussain that copying words on dotted lines is a good way to practise writing?
- b) What can Rubul do if he does not have carbon sheets for copying, or enough paper? What would you do in his place?
- c) Do you think Rubul Hussain was able to create a sense of interest amongst his children through his class?

Activity 2 : Practising Cursive Writing on Chart Paper

Once children are able to write freely, they are ready for real writing. Their hand movements are free now, they are well aware of strokes and slanting and they can connect letters effortlessly in cursive writing. To make your children practise the alphabet in cursive, and also form words and sentences easily, try this activity.

Cut out letters in cursive on chart paper (or ordinary paper) to form a word, and distribute each group of letters to every bench. Tell the students to make a word from the letter, and quietly write the word down in their notebooks. After all the benches have finished the activity, make one child from each bench come and write their word on the blackboard. Remember to first make four lines on the blackboard (at the bottom of the board, so that children can write easily).

After the children have practised writing words on the board, give them practise in writing sentences using the words and with correct punctuation (capital letters and full stops) and space. This time, put words in a jumbled order (like ball play I to) on the board and ask students to write a correct sentence from the words (I like to play ball.) on the board itself. Draw their attention to capital letters to start the sentence, full stop to end the sentence, and space between words.

Then tell them to do the activity in their notebooks. Write a set of words for a sentence on the blackboard and ask them to form a sentence with it. After they have written each sentence, move around the class to check their notebooks. End the activity after practising a few sentences like this. Remember to make the students say each word aloud after they have written them down, both on the blackboard and their notebooks. This will help them practise their pronunciation and make them follow you better when you give dictation.

Let's stop and think



- a. Do you think this activity will help students develop writing in early grades?
- b. What can you do to make it even better?
- c. Do you think this activity will encourage children to think?

Unit Summary

In this unit you learnt some simple ways of making your students practise their writing skills in interesting and useful ways. You may need some preparation before you try out the activities and the ones done in the case studies by other teachers, but you will need to make this effort only a few times. Once your students get enough practice, you can make them practise with words and sentences from their lessons themselves. The important thing to remember here is that if learning can be made fun, children learn more easily.

Suggested Questions

Cursive writing:

- 1) Write the English alphabet in capital letters in cursive.
- 2) Write the English alphabet in small letters in cursive.
- 3) Which of the following is a cursive letter?
i) A ii) D iii) V iv) 
- 4) Which of the following small letters is in cursive?
i) a ii) b iii)  iv) p

5) Match the capital letters with the small letters?



6) Match the capital letters (print) with the small letters (print).

D	d
A	g
G	p
P	a

7) Find out the wrong combination from the following? Why is it wrong?

i) *A-a* ii) *B-b* iii) *D-d* iv) *H-h*

8) Look at your classroom. Write names of three things in cursive that come to your mind by looking at your classroom.

9) What do you find easier to write in - cursive or print? Why?

10) Cursive writing helps you to write in a free flowing manner....True/False.

Words/sentences:

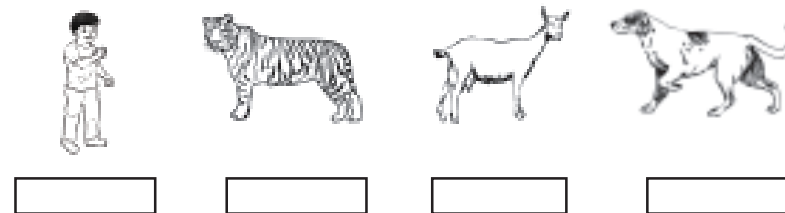
1) How do you come to school? Write the names of the vehicles in the boxes below:



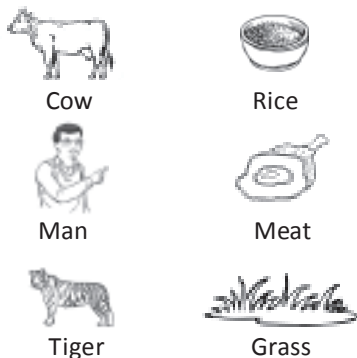
2) Find out the correct word from the following:

i) mango ii) mngao iii) mengo iv) mangu

3) Look at the pictures below and write the names of them:



4) Match the following:



5) When you think of your classroom what are the things that come to your mind? Write three or four of them? For example -table.

6) Copy and write the following sentence three times below:

We love our school.

.....
.....
.....
.....

7) Find out the wrong sentence from the following:

- i) I go to school.
- ii) I love my mother.
- iii) Rina a girl is.
- iv) Milk is white.

8) Look at the pictures and write their names correctly in the box:



tac



omatot



sero



nabana

9) Write a sentence each for the following words:

milk:

school:

teacher:

football:

10) Write two lines about yourself:

.....
.....
.....
.....

