

UNIT STRUCTURE
Teaching Writing Skill
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	Suggested Questions
Overview of the language skill (writing) What the Gunotsav assessment shows us.		LO 2.12: The learner composes and writes simple short sentences with space between words.	1. (sub-area) Sequencing and ordering 2. (sub-area) Activating prior knowledge before a writing task begins	Lessons: As per Academic calendar	In this unit you will read ways of helping learners to : 1. compose 2-3 sentences on their own 2. write in sequence	What this unit will teach you	Activating prior knowledge of the subject before a writing task	Scaffolding by giving model writing	Using story to teach sequencing and ordering	Using questions to write about oneself	What you learnt in this unit	Write about yourself by filling up the gaps.	Class II English Textbook * TESS INDIA OERS * English Grammar books * Youtube videos on sentence making

Overview

This unit discusses strategies and activities that you can use in the classroom to teach the composition skill of writing. There are two activities and two case studies on guided writing. The students are provided with the necessary vocabulary and sentence structures to complete a writing task. The topics chosen are familiar to them or are related to them. There are some suggestions on assessment of writing at the elementary stage of education.

Rationale

In our previous OER, we discussed how your students can write simple sentences with capital letters, full stops and space between words. The learning outcomes spelt out for Class II emphasize the importance of the writing skill as shown below:

LO 2.12 : The learner composes and writes simple short sentences with space between words. This unit will help you remedy some of the gaps found in development of writing skill by showing you how to involve your children in writing activities. You can employ the strategies given here to enable your children to write sentences on their own about common events.

Introduction:

My students are now able to copy short texts in legible handwriting to a certain extent. But copying something is not writing. I want them to write about some common events on their own (at least 2-3 sentences). The problem is the children don't have enough vocabulary, sentence structures to complete any writing task. Moreover, they don't know how to present their ideas i.e. what they should write first, then, next, etc. Another concern that I have regarding my students' writing is how I should assess their writing.



One of the common problems in our English classrooms is that our students are poor in the skill of writing. They cannot even write 2-3 sentences on their own about any simple event. Teaching writing at the elementary stage is very challenging. Besides struggling to master the mechanics of writing the children are also required to compose and write on their own. As the children have got the exposure to English only a year or two ago, they have limited vocabulary and sentence structures. Moreover, there is not enough practice in the higher order skills like ordering and sequencing in writing. 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 :

1. compose 2-3 sentences on their own
2. write in sequence

Case Study 1 : Rita Deka activates childrens' prior knowledge of the subject before a writing task.

Rita Deka is an English teacher who teaches English to Class II students. She noticed that her students went blank whenever she asked them to write about any event and they didn't write anything. Let's read how she solved this problem:



I was very disturbed when I noticed that my students couldn't even write a single sentence about any topic. A few students only wrote the name of the topic in their notebook. I asked them why they weren't writing. Some of them said (in their home language) that they didn't know anything about the topic. Their answer compelled me to reflect on my teaching. I realized that I gave familiar topics to write about, but I didn't give ample support to the students before they started writing. This is necessary to activate their prior knowledge of the subject and provide necessary vocabulary, structures, etc. required to complete the task.

In my next writing class, I decided to get my children to write a few lines about Christmas. Instead of asking them to write about Christmas straight away, I asked them a few questions about festivals to activate their prior knowledge about it. Some of the questions were -

- ★ Which festival do you like the most?
- ★ Can you name a few festivals?

- ★ What do you do during a festival?
- ★ Do you visit your friends/relatives during the festival?
- ★ Do you wish them? What do you say?

I encouraged them to use English while answering the questions but I allowed them to use their home language if they liked. After the oral interaction I hung a word grid drawn on a chart paper on the displayboard. I prepared the grid beforehand. I told them that hidden in the grid are words related to Christmas. I asked them to find the words and write them in their notebook. One was done for them. Clues were given in the form of pictures.



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





After they finished doing this, I wrote the following sentence on the blackboard and asked them to add 2-3 sentences about Christmas.

People celebrate Christmas on 25th December.

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When I checked their writing, I tried to find out whether they were able to think about the subject and write about it. I didn't correct each and every mistake that they made. Instead I looked for patterns in their mistakes and tried to find out the learning gaps leading to their mistakes. Then I tried to address those learning gaps in my next classes.

My students now enjoy writing as they have something to talk about the topic. They are motivated as they are now able to write on their own. Moreover, they don't find too many red marks in their notebook which increases their motivation to write.

Let's stop and think

- ★ We talk of integration of the language skills. Besides writing, what other language skills will be developed through this writing activity and how?
- ★ What remedial measures did Rita Deka take and for what purposes?

Activity1 : Scaffolding by giving model writing

This activity will show you how you can teach writing by providing model writing. For this activity you will need a picture of a pet animal.

- ★ Take a picture of a dog to the class.
- ★ Hang it on the display board.
- ★ Write the following sentences under the picture.

This is my pet. It's a dog. His name is Tom. My dog is fat.

- ★ Ask the students if they have pet animals or some favourite toys.
- ★ Ask them to write a few sentences about their pet animals or their favourite toys.
- ★ Tell them that they can make sentences like the ones you wrote.

Let's stop and think

- ★ Why is the picture of a pet animal chosen for this task?
- ★ How does using children's home experiences increase their motivation to write?

Case Study 2 : Using story to teach sequencing and ordering

Bijoy Kalita teaches English in Class II in Milanpur L.P. School in Jorhat District. He was asked to teach ordering and sequencing to his students. Let's read how he did it:

When we talk about writing we understand that we need to put our ideas logically in order. But to teach it to class II students was very challenging for me. After reading a few articles on teaching writing, I found out that stories provide good contexts to make students understand what logical ordering is.

So, I gave the students some texts to read. We know that good writing can be developed through reading, as we learn to recognise words and structures, and the organization of ideas and follow this style in our writing. I created some simple texts using the words which they had already learnt in the previous lessons. I wrote the stories on chart papers and displayed them. I asked them to read the stories and I gave activities focusing on sequencing and ordering. One such story that I created is given below :

Once upon a time there was a fruit seller. His name was Ramen. He was a very kind man. One day he was selling fruits near a school. A small boy came to him. He said to Ramen, "Will you please give me a guava? I want to eat it. But I don't have money to give you." Ramen felt sorry for the boy. He gave two guavas to him. The boy was happy. He thanked Ramen and ate the guavas.

To check whether they had understood the story or not I gave an activity where they were required to number the activities as they happened in the story. I wrote the following sentences on the blackboard.

The boy thanked Ramen.

Ramen gave two guavas to the boy.

A boy asked Ramen for a guava.

Ramen was selling guavas.

I asked the whole class to number the sentences as they happened in the story. Then I wrote the numbers in the boxes. After that I asked them to copy the sentences in the correct order in their notebook.

I found this pre-writing activity very helpful in teaching writing, as it helped students understand the necessity of sequencing. When students get enough practice in sequencing and ordering, they learn to write using a logical order.

Let's stop and think

- * What purposes did the reading activity serve?

Activity 2: Using questions to write about oneself

This activity will show you how to make your students write a few sentences about themselves. For this activity, you will need the blackboard, chalk and some sentence cards :

- * Prepare some cards and write the following questions on them like the following:

1. **What is your name?**
2. **Where do you live?**
3. **In which class do you teach?**
4. **What is the name of your school?**

- * Write only one question on one card.
- * Divide the class into four groups.
- * Tell the students that they will help you write about yourself by asking you a few questions.
- * Distribute the cards among the groups.
- * Ask the group who has got question number 1 to read out the question.
- * Answer the question orally and write the answer on the blackboard.
- * Continue this questioning and answering till the last question is asked.
- * Now read out what you have written on the board.
- * Tell them that with the help of questions you have written a paragraph about yourself.

Now tell them that they will practise writing about themselves through a few questions. Then ask the following questions one at a time –

1. **What is your name?**
2. **Where do you live?**
3. **What class are you in?**
4. **What is the name of your school?**

- * Ask them to write the answers individually in their notebook.
- * Tell the students that they can write sentences like the ones you wrote on the blackboard.
- * Help them to substitute the words 'teacher' with 'student' and 'teach' with 'read'.

In this activity the students are provided with a model paragraph. You can use this activity to describe people, animals, pictures, etc.

Let's stop and think

- * Do you think this activity is interesting for your students?
- * What is the level of the students' involvement?

Unit Summary :

In this unit we discussed some ways of helping the learners compose and write 2-3 sentences on their own. We discussed why we need to activate their prior knowledge of the subject before writing about it, provide necessary vocabulary and sentence structures. We also talked about why reading is necessary to develop writing. Students' written work should be monitored. While

assessing their work we should remember to focus only on what we want them to improve through that particular task. Give them enough practice in writing so that they become confident to write more.

Resources available :

- ⇒ Beginners' English-II (English Textbook for Class II)
- ⇒ TESS INDIA OERS
- ⇒ English Grammar books
- ⇒ Youtube videos on sentence making.

Suggested Questions :

1. Write about yourself by filling up the gaps.

My name is

I am a,

I am in

The name of my school is

2. Write a few sentences about the picture using the words in the box.

tree beautiful green big leaves flowers



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2. Write a few sentences about your last summer vacation by answering the following questions:

- a. When did your last summer vacation start?
- b. Which places did you visit during the summer vacation?
- c. What else did you do besides study?
- d. When did it end?

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4. The story of a dog is written below. The sentences are in jumbled order.
Rewrite the story in the correct order ---

He saw his reflection in the water.

The bone fell in the stream.

The dog barked.

He left the place sadly.

There was a dog.

He was crossing a stream.

One day he found a bone.

5. Write a few sentences about the picture.



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