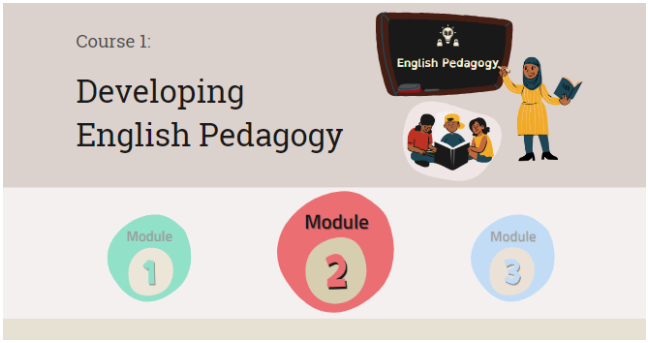
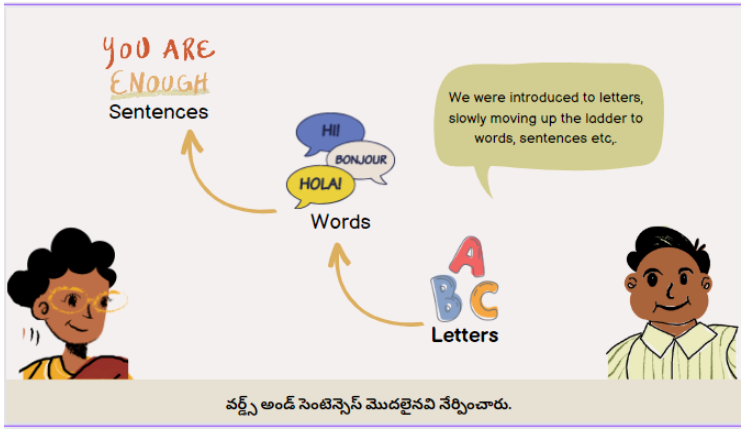
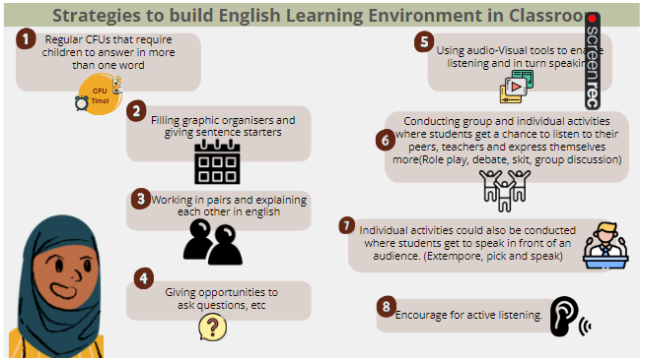
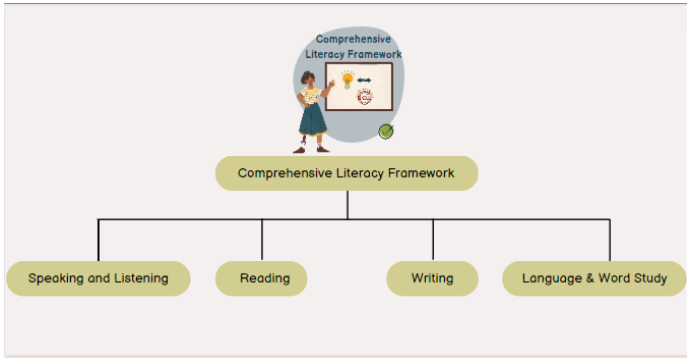
Session plan for Peer Learning communities on English Pedagogy course

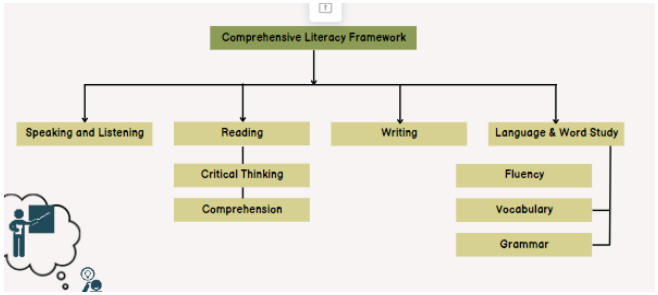
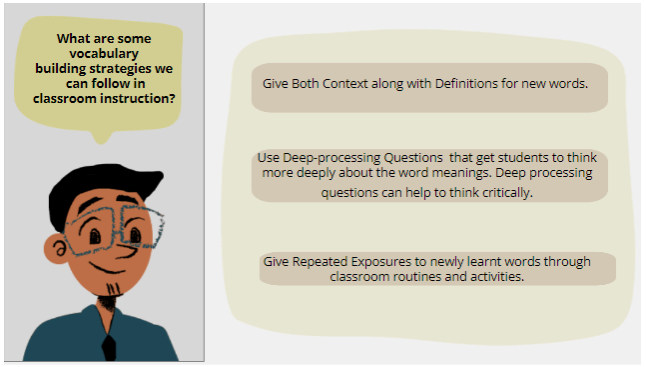
Course Name:	Developing English Pedagogy
PLC session number:	2
Module name & components/LOs included	Module 2 - **Components of English teaching and instructional strategies** *Name of the components* - C1- Speaking & Listening C2- Vocabulary C3-Reading Comprehension C4- Reading Fluency C5- Writing C6-Grammar C7-Critical Thinking
Estimated Time for session	45 minutes Introduction - 5 mins Recap- 20 mins Reflection activities - 15 mins Closing & Feedback- 5 mins

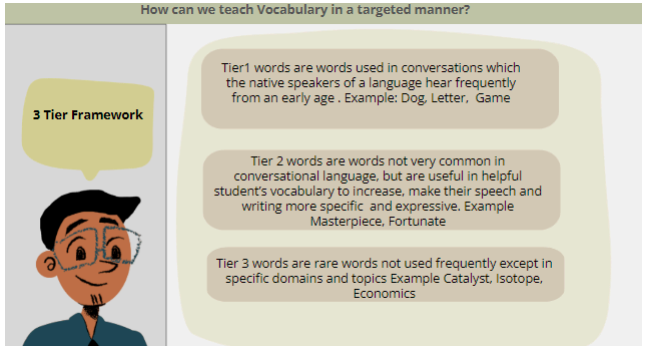
Section (Topic):	**Activities & Implementation procedure** *Notes for Facilitators- You can also find them* in the notes section in the ppt	**Presentation**
i) Energizers (2 mins)	**Activity 1** We will take 2 minutes to calm ourselves. Everyone shall close their eyes, be comfortable and concentrate on the sounds around them. Some examples can be -birds, fan, and traffic. *<The facilitator will announce the norms of the session.>* **Norms of the Session** 1) Teachers are encouraged to ask questions. There are no silly questions. Everyone should volunteer to participate in the discussion. 2) Please be clear and concise in your own communication. 3) Be respectful of other people's ideas, even if you	

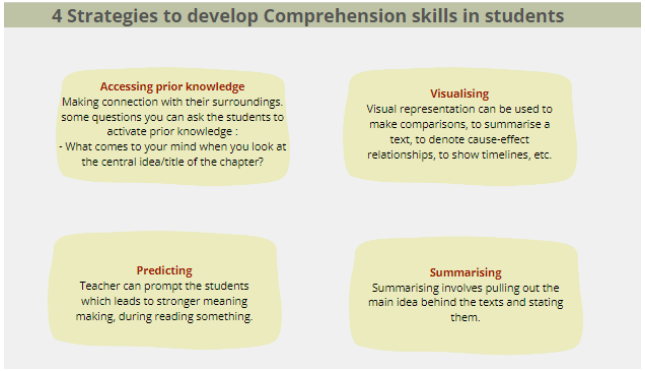
	disagree with them.	
ii) Recap of the module (20 minutes) **Component 1-3 min** **Component 2-5min** **Component 3-5min** **Component 4-5min** **CFU 1- 2 min** **Component 4-5min** **Component 5-7min** **Component 6-3min** **Component 7-7min** **CFU 2 - 2 min**	**Activity 2:** In today's session we will go through Module 2 of our Course- Developing English Pedagogy. *<The facilitator will announce the objectives of the day>* **Learning Objectives:** 1. Teachers will be able to explain the 'Comprehensive Literacy Framework' 2. Teachers will be able to state instructional strategies for the 7 components of English teaching- orality, reading comprehension, reading fluency, writing, grammar, and critical thinking. **Q Do you remember how we were introduced to languages in school?** *ETR (Expected Teacher's Response)* - We were introduced to letters, slowly moving up the ladder to words and sentences.	

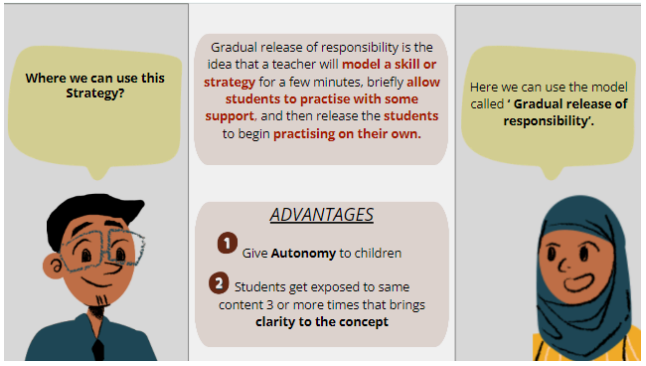
	There are generally two approaches to learning any language - 1) **the Phonics approach** (teaching letters, sounds, and spelling) 2) **the Whole language approach** (teachers support language learning by providing students with a print-rich environment and giving them a lot of reading and writing opportunities.) Apart from these two there is a new framework which is widely in use, called the **Comprehensive Literacy Framework.** The Comprehensive Literacy Framework talks about teaching literacy within the classroom which gives opportunities to teach and focus on each foundation of literacy. *<The facilitator will ask what are the different components covered in the course >* Based on this framework we will be looking at these components -	 Refer to Module 2 Intro

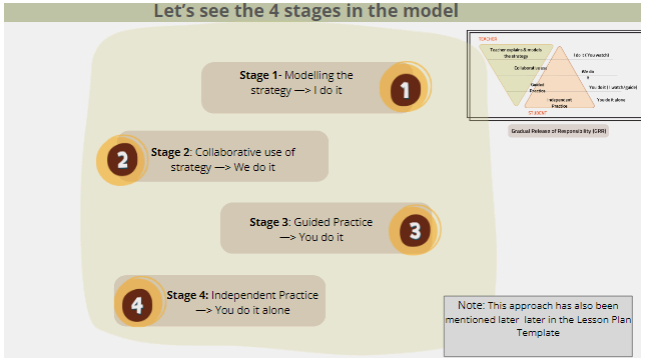
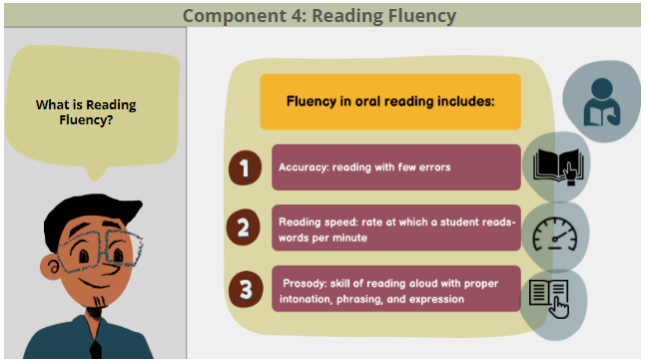
	1. *Speaking and Listening* 2. *Vocabulary* 3. *Reading Comprehension* 4. *Reading Fluency* 5. *Writing* 6. *Grammar* 7. *Critical Thinking* **Component 1: Speaking and Listening (3 minutes)** The two fundamental aspects of learning languages are Speaking & Listening. *<The facilitator will ask some of the ways in which speaking & listening can be improved>* Let's look at some of the ways through which the teacher can build an English speaking environment in the classroom 1. Regularly posing questions that require children to answer in more than one word and giving opportunities to ask questions	 

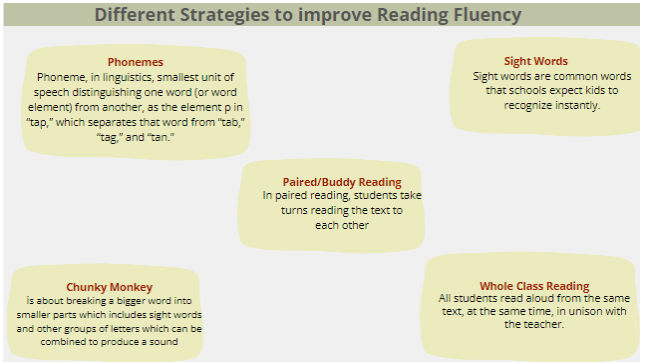
	2. Filling graphic organisers and giving sentence starters 3. Working in pairs and explaining each other in english 4. Using audio-Visual tools to enable listening and in turn speaking 5. Conducting group and individual activities where students get a chance to listen to their peers, teachers and express themselves more(Role play, debate, skit, group discussion). Individual activities could also be conducted where students get to speak in front of an audience.(Extempore, pick and speak) **Component 2: Vocabulary (5 minutes)** *<The facilitator will ask and then share about the vocabulary strategies>* ● What are some vocabulary building strategies we can follow in classroom instruction?	 

	a. Give Both **Context along with Definitions** for new words. b. Use **Deep-processing Questions** that get students to think more critically about the word meanings. c. Give **Repeated Exposures** to newly learnt words through classroom routines and activities. Let us look at a framework that will help us teach vocabulary in a targeted manner d. Tier 1 words are words used in conversations which the native speakers of a language hear frequently from a young age. Example of Tier 1: Dog, happy, game, listen e. Tier 2 words are not very common in conversational language, but they are very useful in helping students increase their vocabulary, and make their speech and writing more specific and expressive. Examples of Tier 2:	

	f. Tier 3 words are rare words, not used frequently, except in specific domains and topics. Examples of Tier 3 words: Economics, Isotope, Catalyst For a child whose native language is Telugu, like our context, it is suggested to start teaching vocabulary by choosing words from Tier-1 and slowly come to Tier 2 depending on their progress. **Component 3 : Reading Comprehension (5 min)** *<The facilitator will ask some of the strategies that can be used to develop Reading comprehension>* **Four** strategies through which we can support children in developing their comprehension skills. 1.**Accessing prior knowledge** (Making connection with their surroundings. some questions you can ask the students to activate prior knowledge :	

	- What comes to your mind when you look at the central idea/title of the chapter?) 2.**Visualising** (Visual representation can be used to make comparisons, to summarise a text, to denote cause-effect relationships, to show timelines, etc.) 3.**Predicting** 4.**Summarising** (Asking students to summarise bypulling out the main idea behind the texts) Another strategy that can help students comprehension is **' Gradual release of responsibility'.** You may recall this model from the lesson plan template which is given to you. Gradual release of responsibility is the idea that a teacher will model a skill or strategy for a few minutes, briefly allow students to practise with some support, and then release the students to begin practising on their own. It not only gives autonomy to children but also student get exposed to	

	the same content three or more times that helps to clear the concept Let's see the 4 stages in the model - 1. **Stage 1**- Modelling the strategy —> I do it 2. **Stage 2**: Collaborative use of strategy —> We do it 3. **Stage 3**: Guided Practice —> You do it 4. **Stage 4:** Independent Practice —> You do it alone **Component 4: Reading Fluency (5 mins)** *<The facilitator will ask some of the strategies that can be used to develop Reading fluency>* What constitutes reading fluency? 1. **Accuracy**: reading with few errors. 2. **Reading speed:** the rate at which a student reads. i.e words per minute. 3. **Prosody**: the skill of reading aloud with proper intonation, phrasing and expression.	 

	What are the 5 different strategies to improve reading fluency? 1. Phonemes (Phoneme, in linguistics, smallest unit of speech distinguishing one word (or word element) from another, as the element p in “tap,” which separates that word from “tab,” “tag,” and “tan.”) 2. Sight words (Sight words are common words that schools expect kids to recognize instantly.) 3. Chunky Monkey :is about breaking a bigger word into smaller parts which includes sight words and other groups of letters which can be combined to produce a sound. 4. Whole Class Reading : All students read aloud from the same text, at the same time, in unison with the teacher. 5. Paired/Buddy Reading - In paired reading, students take turns reading the text to each other *<The facilitator will explain the answer after posing this>*	

	CFU 1: Which among the following options showcases Reading Fluently? (Raise your hand to give the answer) a) Reading extremely fast b) Reading extremely slow with high accuracy c) Monotone or flat reading d) Identifying words accurately, reading at a conversational pace, using appropriate expressions. Explanation- d. Identifying words accurately, reading at a conversational pace, using appropriate expressions.	

	Component 5 : Writing **i) Different strategies to improve writing.**	

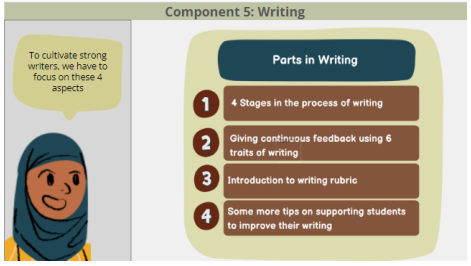
Breaking down the process of writing and focusing on each stage can help improve writing skills in students.

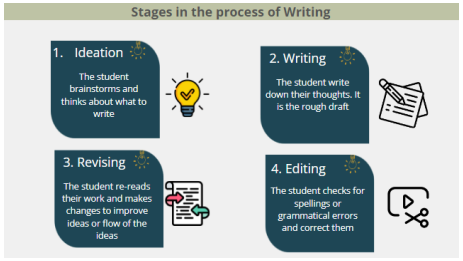
Let's look at the 4 stages in the process of writing-

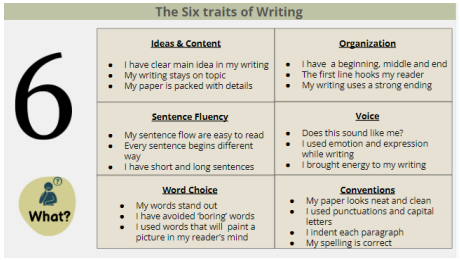
1. **Ideating**: This is the brainstorming stage where you come up with ideas for your writing.
2. **Writing**: This is where you write down your ideas in a rough draft.
3. **Revising**: This is where you make changes to your writing to improve it.
4. **Editing**: This is where you proofread your writing for errors in grammar, spelling, and punctuation.

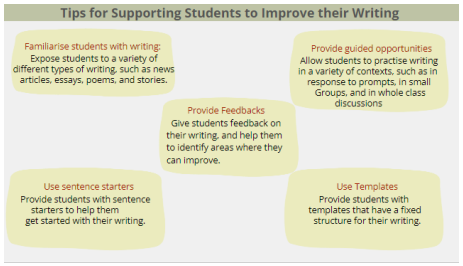
Now that we have learnt about the stages of writing, lets look at these 6 traits of writing that will help make the writing more meaningful :

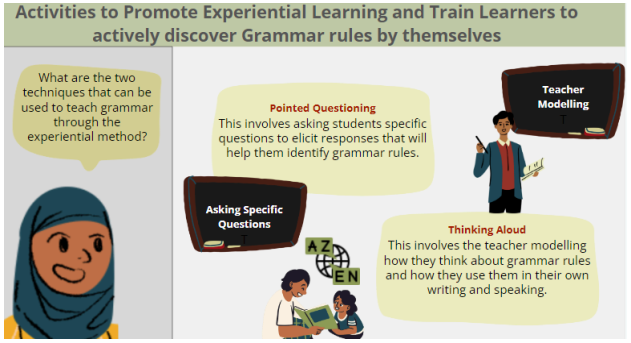
1. **Ideas and content:** This refers to the quality of the ideas in your writing and how well they are supported.
2. **Organisation**: This refers to the structure of your writing and how well it flows.
3. **Voice**: This refers to the personality of your writing and how it engages the reader.

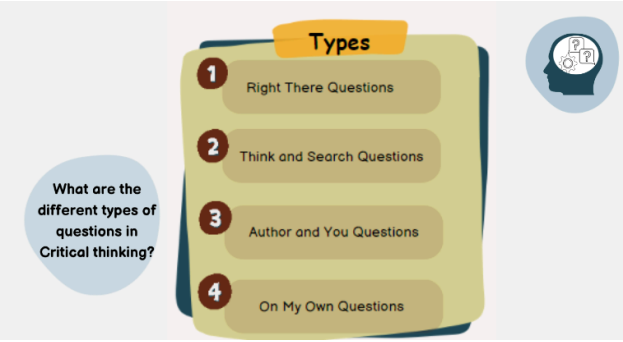


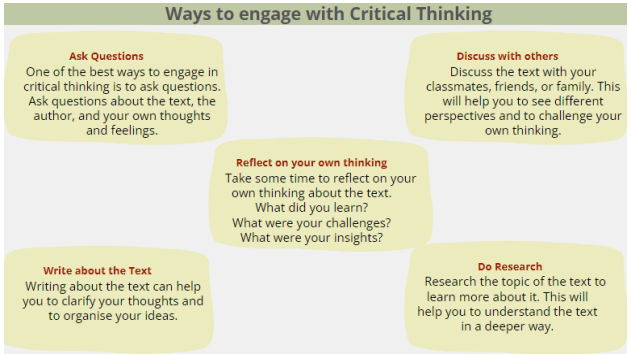


	4. **Word choice:** This refers to the words you use in your writing and how effectively they communicate your ideas. 5. **Sentence fluency:** This refers to the smoothness and rhythm of your writing. 6. **Conventions**: This refers to the grammar, spelling, and punctuation in your writing. *<The facilitator will ask the following questions>* **Question**: What are some tips for supporting students in the classroom to improve their writing? Answer: Here are some tips for supporting students in the classroom to improve their writing: ● **Familiarise students with writing**: - Expose students to a variety of different types of writing, such as news articles, essays, poems, and stories. ● **Provide guided opportunities:** - Allow students to practise writing in a variety of contexts, such as in response to prompts, in small groups, and in whole class discussions.	

	• **Use sentence starters:**- Provide students with sentence starters to help them get started with their writing. • **Use templates:** Provide students with templates that have a fixed structure for their writing. • **Provide feedback:** - Give students feedback on their writing, and help them to identify areas where they can improve. **CFU** Match the stages of writing with their purpose:(You can raise your hand to give the answer) Column A: a. Writing b. Revising c. Editing d. Ideating Column B: a. Brainstorm and think about what to write. b. Create a "rough draft" c. Make changes to improve ideas or flow of the ideas.	

	d. Correct spelling or grammatical mistakes Ans: a. Writing: b. Create a "rough draft". b. Revising: c. Make changes to improve ideas or the flow of ideas. c. Editing : d. Correct spelling or grammatical mistakes d. Ideating: a. Brainstorm and think about what to write. **<u>Component 6 - Grammar</u>** Let's discuss some techniques that can be used to teach grammar through the experiential method ● **Pointed questioning:** This involves asking students specific questions to elicit responses that will help them identify grammar rules. ● **Thinking aloud:** This involves the teacher modeling how they think about grammar rules and how they use them in their own writing and speaking. **Component 7 - Critical Thinking**	

	This brings us to the last component of this module. Critical thinking is a process of questioning, analysing, interpreting, evaluating, and making judgments about what you read, hear, say, or write. It is an essential skill for students, as it allows them to clarify their thinking and arrive at informed decisions or judgments. Let's look at **4 types of questions in Critical Thinking of students?** • **Right there (RT) questions**: These questions are the ones that are straightforward from the text. They ask about the who, what, where, when, and why of the text. • **Think and search (T&S) questions:** These questions make you think and search within the given text. They ask you to make inferences, draw conclusions, and identify the author's purpose. • **Author and you (A&Y) questions:** These questions make you think and take a guess	

	or a stand by yourself. They ask you to relate the text to your own experiences and opinions. • **On my own (OMO) questions:** These questions connect you with your life and connect the story with real life. They ask you to apply what you have learned from the text to your own life. *<The facilitator will ask the following question>* **Question:** What are some ways to engage with Critical thinking? • Ask questions- Ask questions about the text, the author, and your own thoughts and feelings. • Provide opportunities to students to discuss the text with their classmates, friends, or family which will help them to see different perspectives and to challenge their thinking. • Providing writing opportunities -Writing about the text can help students to clarify and organise their thoughts and ideas. • Encourage students to research the topic taught in class to learn more about it.	

	• Push students to reflect on their own thinking: What did you learn? What were your challenges? What were your insights?	
iii) Sharing highlights, learnings, and challenges in classroom application / Application of the above strategies (15 minutes)	**Activity 3: Group work** Ask teachers to make smaller groups. Ask them to discuss and list down as many strategies that they can use in their classroom/subject for each of the 7 components. Along with the strategies, note down examples from their chapters where they can use it.	

	<Display the slide which lists down all the summary of all the strategies across the components> *<Facilitator to invite one person from each subject -group to share >*	
iv) Summarising & Next steps (5 mins minutes)	**Activity 4** **Closing activity:** The facilitator will ask the group the biggest takeaway/learning from the session. Q. What is your biggest learning of the session? Thank you for coming and engaging with us. Hope you learn and share some great things from the session. Hope to see you soon in the next session. *<Teachers will fill out the feedback form>* https://docs.google.com/forms/d/1n-fcvX6hFQO6V9uSGRQBz-Vq9ufpx3flbgqg-y8S_2k/edit	