



ENGLISH

TEACHERS' TRAINING MODULE

FOR ELEMENTARY SCHOOL TEACHERS (GRADE 6-7-8)



Quaid-e-Azam Academy for Educational Development (QAED), Punjab

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This module is developed under Transformation in Access, Learning, Equity and Education Management (TALEEM) programme implemented through the financial and technical support of Global Partnership in Education (GPE) and UNICEF. The training module is prepared for the professional development of teachers from middle schools established by School Education Department (SED) under Afternoon School Programme (ASP). QAED will also use these modules for the professional development of all middle school teachers in the province.

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ABBREVIATIONS

ASP	Afternoon School Programme
AEOs	Assistant Education officers
DEOs	District Education officers
Dy. DEOs	Deputy District Education officers
ESPIG	Education Sector Programme Implementation Grant
ESTs	Elementary School Teachers
GPE	Global Partnership for Education
LTs	Lead Trainers
MTs	Master Trainers
OOSC	Out of School Children
PCK	Pedagogical Content Knowledge
PEC	Punjab Examination Commission
PEIMA	Punjab Education Initiative Management Authority
PMIU	Programme Monitoring and Implementation Unit
QAED	Quaid-e-Azam Academy for Educational Development
SED	School Education Department
SLOs	Student learning outcomes
SNC	Single National Curriculum
SS	Subject Specialist
SSS	Sr. Subject Specialist
TNA	Training Need Assessment
TALEEM	Transformation in Access, Learning, Equity and Education Management
TA	Technical Assistance
UNICEF	United Nations Children Fund

PREFACE

Quaid-e-Azam Academy for Educational Development (QAED) is rendering its meritorious services in the field of teacher training from almost last 60 years. Since its inception, it is positively contributing to the professional development of teachers to achieve the quality of education in the province. The mandate of QAED is to conduct induction, continuous professional development, in-service, and promotion linked mandatory training of teachers and education managers. QAED also facilitate other departments and provinces in their training needs. This include Higher Education, Divisional Public School Lahore, Thal Public School, Punjab Daanish Schools, Punjab Education Initiative Management Authority (PEIMA), Staff of schools run under Mines and Mineral Department, and Education Department of AJK and GB.

The province of Punjab is facing serious challenges with respect to supply side of education particularly at the middle school level. The fewer middle schools result in higher post primary dropouts and increased number of OOSC in the age group of 10-14 years old. To address this challenge, SED has launched a new cost-efficient and innovative approach of afternoon schools in remote areas. The evidence, from the Afternoon School Programme (ASP), validates the approach and attest the enrolment gains especially for girls.

Considering the need for post primary education, the priorities of the Education Sector Plan (ESP), SED in collaboration of Global Partnership in Education (GPE) and UNICEF has established 1000 afternoon schools in 14 districts of Punjab through Transformation in Access, Learning, Equity and Education Management (TALEEM) Programme. These 14 districts are selected because there is huge disparity between primary and middle schools, not a single ASP school available in these districts and share similar socio-economic status, urban centers with underdeveloped rural and remote areas, and mainly concentrated in the northern areas of the province.

The primary school teachers of morning classes teach the students of elementary classes in the second shift. These teachers need support in content and pedagogical skills. QAED has developed training modules primarily based on the content of middle level grade 6-8 identified by the teachers from Afternoon School Programme through Training Need Assessment (TNA) as difficult to teach. The training modules covers the difficult areas of Science, English and Mathematics. QAED has designed training modules using Pedagogical Content Knowledge (PCK) approach in a way that it would not only strengthen their content knowledge but will also polish their pedagogical skills to teach these contents.

These training modules developed will not only benefit 1000 middle school teachers in 14 districts, but it will be rollout for all the ASP teachers and other regular middle school teachers in the province, thereby leading to increased learning levels of the children.

QAED acknowledges and appreciates the commendable inputs of all the developers, reviewers and material development team of QAED in development of this training module. QAED also acknowledge the GPE and UNICEF team in providing technical support in finalizing the training modules and also training of teachers. I sincerely believe that this manual will provide necessary skills and knowledge to the teaches which will help to improve the learning outcomes of the children.

Sarah Rashid
Director General QAED

Introduction to the Modules

The Afternoon School Program aims to provide equitable educational opportunities to children in areas where access to schools remains a challenge along with low retention and high drop-out rates. The program is designed to 'upgrade' the existing primary or middle schools to middle or high school level respectively, thereby allowing the students to transition into higher grades within the same premises and existing infrastructure. This provides easy access to the students and results in an increase in retention.

Keeping in mind the intensive need of the programme as well as to improve the quality of teaching and learning in ASP a comprehensive subject-based training modules have been designed for teachers to enhance their content knowledge on difficult SLOs. This six-days subject based training course, 2 days for each subject, is planned to be delivered through face to face training. In addition, lesson plans are also prepared for further understanding of the teachers which are part of the training material.

This training modules have been specially designed to provide with all the tools and materials necessary to effectively train master trainers and middle school teachers. It consists of two main parts: first part consists of SLOs based training session plans including teaching and learning activities and assessments for learning; and second part lesson plans for the same subjects are provided for further clarity and understanding.

Instructions for Trainers

Following are some of the instructions for trainers:

1. Read each session plan carefully before delivering the training, review all the Handouts, Worksheets, and Video resources according to the designed activities.
2. Practice the session plans and prepare all the required materials/handouts / charts.
3. Ensure the availability of all the required teaching and learning material like whiteboard/ blackboard, marker, charts and required material of the activities mentioned.
4. Ask trainee teachers to bring Textbooks of Mathematics, Science and English from grade 6 to 8 to be used during the training course.
5. Make sure seating arrangement of the training room is made according to the session plans and supportive for adults teaching.
6. Reach the venue at least 30 minutes before the start of the session.

It is hoped that this manual will be helpful and useful for the trainers and trainee teachers.


Wish you good luck

Training Schedule

Day	Subject	08:30am to 09:00am	09:00am to 10:30am	10:30am to 11:00am	11:00am to 12:30pm	12:30pm to 01:30pm	01:30pm to 03:00pm	03:00pm to 04:30pm
1	English	Registration	Oral Communication Skills	Tea Break	Reading Strategies and Reading Comprehension	Lunch & Prayer Break	Vocabulary Building	Modal Verbs
2		Previous Day Report	Adverbs and Conjunctions		Pre-writing Strategies		Story Writing	Proofreading and Editing
3	Maths	Registration	Rational Numbers & Decimal Number		Laws of Integers		Rate, Ratio & Percentage	Financial Arithmetic
4		Previous Day Report	Algebraic Expression		Perimeter, Area and Volume		Measurement of Distance, Speed and Time	Practical Geometry
5	Science	Registration	Human Nervous System		Digestive System		Human Respiratory and Circulatory System	Solar System
6		Previous Day Report	Biotechnology		Cellular Organization		Balanced Diet	Application of Technology

ENGLISH

Grade 6 - 8 Session Plan 1: Oral Communication

 Time: 90 Minutes

STUDENT LEARNING OUTCOMES


At the end of this session, the participants will be able to:

1. demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse
2. express preferences and opinions openly
3. engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
4. speak confidently using complex vocabulary and longer sentences to fulfil different purposes
5. develop conversation for clarity and engage a listener
6. adapt speech, non-verbal gesture, and movement to meet an increasing range of situations

MATERIALS

- Chart papers and coloured markers
- Paper tape/ thumb pins, paper slips/ sticky notes
- A4 sheets
- Multimedia (if available)
- PPT Slides
- Speakers for the videos
- English Textbooks Grades 6-8

Opening:

 10 minutes

1. Ask one of the participants to recite a few verses of the Holy Quran.
2. Ask everyone to stand in a circle.
3. Hold a paper ball in your hand.
4. Introduce yourself by telling your name, your interest/ hobby.

5. Throw the ball participants.
6. Ask the one who catches the ball to say his/her name and interest/hobby.
7. Then throw the ball to another person and continue until everyone has introduced themselves.
8. Share the topics of the sessions.

Activity 1:**10 minutes**

- Oral Communication Skills
- Reading Strategies & Reading Comprehension
- Vocabulary Building
- Modal Verbs
- Adverbs and Its Kinds & Conjunctions / Transitional Devices
- Pre-writing Strategies & Paragraph Writing
- Story Writing
- Proofreading and Editing of Written Work

1. Distribute the sticky notes / strips of blank papers to each participant.
2. Ask the participants to choose any one of the given topics and answer the following question:
 - Why do you find this topic difficult to teach?
3. Ask participants to write answer on the given sticky note/ strip of a paper.
4. Ask them to come and stick the sticky notes on a display chart /board.
5. Make the participants select the topic which they find difficult.
6. Take participants' responses randomly and see which topics are considered difficult by the majority of participants.

Activity 2:**15 minutes**

Chinese Whisper/ The Telephone Game is a fun and interactive activity that helps highlight the importance of clear communication and active listening.

How to play: Players stand in a line and whisper a message from one person to the next until it gets to the end of the line. The last person in the line repeats the message.

Rules: The message can only be whispered once and not purposefully misconstrued along the way.

1. Ask the participants to arrange themselves in a circle or two straight lines, depending on the size of the group.
2. Explain the rules of the games to them.
 - Whisper a simple message to the first person in the group. It could be a short phrase or a sentence. Make sure it is clear and easily understandable.
 - Each participant should continue whispering the message to the next person until it reaches the last person in the group. Participants should avoid repeating or clarifying the message.
 - Ask the last person to say the message out loud to the entire group.

3. Ask the group to reflect on the differences between the original message and the final message.
4. Discuss the challenges of effective communication and the importance of listening carefully and conveying messages accurately.
5. Ask them to reflect on the following questions as well:
6. How much do you depend on effective communication skills to convey your thoughts?
7. What happens if you cannot communicate your message clearly?
8. Conclude the activity by sharing the importance of attentive listening and good communication skills.

Activity 3:**15 minutes****"Continuum Line" or "Spectrum Line" Activity:**

In this activity, participants physically place themselves on a line or spectrum to demonstrate their understanding or opinion on a particular topic.

1. Ask the participants to recall what are verbal and non-verbal communication skills.
2. Take a few random responses and clarify misconception if any.
3. Instruct the whole class to stand in a straight line.
4. Explain the rules of the game.
 - Take an example of verbal communication from the table given below.
 - Ask participants to listen to the given example attentively, decide to express their opinion through gestures whether the example is of verbal or nonverbal communication.
 - If they feel that the example is of verbal communication, then they will move to the right side of the line.
 - If they feel that the example is of non-verbal communication, then they will move to the left side of the line.
 - If they are not sure, they should keep on standing in their place.
 - After each example, instruct them to come back to their initial position.
5. Model at least one example before starting the game.

Verbal Communication Examples	Non -Verbal Communication Examples
speech	facial expressions
pictograph	physical appearance
audio -visual communication	gestures
role play	movements
asking for directions on the street	eye contact
ordering food at a restaurant	siren
email	symbols

Activity 4:**10 minutes**

1. Ask participants to discuss and exchange their thoughts and opinions on any one of the following topics:
 - Intake of junk food increases on Eid.
 - How can we avoid junk food?
 - The most important skill of a language (listening, speaking, reading, writing)
 - The most important source of communication: mobile phone
2. Now ask the participants to form groups according to their choice of topic.
3. Ask each group to appoint a moderator in their group.
4. Ask them to discuss and debate in favour or against the topic.
5. Ask them to use the following prompts in their conversation:
 - I think...
 - In my opinion, ...
 - I agree ...
 - I disagree ...
6. To consolidate, ask a few volunteers to share their arguments with the whole class.

Activity 5:**10 minutes**

1. Write the word "Breakfast" on the board.
2. Say the food items which you like for breakfast.
3. Tell the participants that sometimes we like more than one thing or prefer a thing to other.
4. To express a preference, we use the following expression:
5. I prefer playing cricket to playing Ludo.
6. Then encourage participants to share their choices for breakfast by taking turns.
7. Tell the participants that everyone may have their own preference for breakfast.
8. Write the responses on the board.
9. Encourage the participants to share their preference of food for breakfast.
10. To make the activity more interesting, ask the participants to give a reason for their preference, for example, I prefer drinking milk to tea because milk provides us energy, calcium, etc.
11. Involve most of / all participants in the activity.

Activity 6:**15 minutes**

1. Divide participants in pairs and distribute an A4 sheet per pair.
2. Inform that one of the pair will read the instructions given on grade 8 textbook pg.109 to their partner and the other one will follow their instructions.
3. After the activity, distribute the checklist to each participant.
4. Ask each participant to do self-assessment of their own oral communication skills using the checklist.

Checklist for Oral Communication	
●	voice was loud and clear
●	used simple language
●	gave clear instructions
●	did not give too much information at one time
●	paused after each instruction
●	asked question for understanding

CONCLUSION / SUM UP/ WRAP UP:**05 Minutes**

1. Ask the participants to think how this session will help them in their own classroom scenarios.
2. Ask any two or three volunteers to share their ideas with the whole class.

Grade – 6, 7,
8**Session Plan 2: Reading Strategies
and Reading Comprehension****Time: 90 Minutes****STUDENT LEARNING OUTCOMES****At the end of this session, the participants will be able to:**

1. predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues
2. guess the meaning of the words and phrases in the text
3. read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: personal recounts
4. respond to a text with, e.g., reasons, simple judgement, personal interpretation
5. ask and answer simple and higher-order questions to guide/assess reading

MATERIALS

- Chart papers and markers
- Paper tape/ thumb pins
- Small basket/shoe box
- Paper slips/ sticky notes
- A4 blank sheets
- Multimedia
- PPT slides
- Speakers for the videos
- PCTB English Textbooks Grades 6 - 8

Opening:**03 minutes**

1. Share the topics and learning outcomes of the session.

Activity 1:**10 minutes**

1. Divide the participants in pairs and ask them to discuss the following questions:
 - How do you teach a reading lesson in our own classrooms?
 - What difficulties do you face while teaching a reading lesson?
 - Which teaching strategies for 'reading' work best for you in the class?
2. Ask few volunteers to share their feedback with the whole class.

Activity 2:**20 minutes**

1. Divide class into three groups and distribute chart papers and markers.
2. Allocate one of the following stages to each group:

Pre-reading, While-reading and Post reading
3. Allocate Group 1: grade 6 textbook pg. 48-49.
4. Allocate Group 2: grade 7 textbook pg. 119-120.

5. Allocate Group 3: grade 8 textbook pg. 78-79.
6. Now ask them to first list activities which can be used in their specific stage.
7. Plan and present an activity while answering the following questions:
 - What would you do?
 - How would you do it?
8. What resources (if any) would you need to prepare it?
9. After all the presentations, ask the participants to share their learning.
10. Elicit from them about the usefulness of stage-wise lesson division to facilitate reading and comprehension.
11. Consolidate the three stages of the reading lessons by showing the PPT slide.

Three stages of reading lesson:

- **Pre-Reading Stage:** Pre-reading activities are activities that help students think about what they know about a topic and predict what they will read or hear. The purpose of pre-reading activities is to establish a purpose for reading, improve vocabulary so students can complete the reading task successfully, predict what they are going and establish what they know about a topic.
- **While-Reading Stage:** While-Reading Activities are defined as activities that help students to focus on aspects of the text and to understand it better.
- **Post-Reading Stage:** Post reading activities help students understand text further, by critically analyzing what they have read.

(Adapted from: <https://englishpost.org/stages-teaching-reading>)

Activity 3:



25 minutes

1. Divide the participants into four different groups, one for each section of the text taken from grade 7 textbook pg.104-108 (Handout - 1)
2. Explain that each group will be responsible for reading one section of the text and will jot down main points of the text in the form of a mind map.
3. Also ask them to predict the topic.
4. Give them time to work in their groups to read and discuss their section of the text.
5. When all the groups have completed the task, divide the class into new groups.
6. There should be one participant from each of the original groups in the newly formed groups.
7. Now each group represents the entire version of the reading text.
8. Each member of the group shares the important points of their text which they originally discussed in their previous groups.
9. Then, ask them to prepare a pictorial representation of the information they have gathered to be presented in front of the whole class mentioning the predicted topic on their charts.
10. Ask them to display their charts.
11. To consolidate, ask the participants to go around for gallery walk and read all of them.

Activity 4:**25 minutes**

1. Arrange the participants into 6 groups.
2. Distribute Handout - 2 “Reading Comprehension Strategies Reference Chart” (<https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/9SixComprehension.pdf>)
3. Ask each group to read and discuss the shared document.
4. Inform them that they will pick up a Comprehension strategy from a box/ small basket having different Comprehension strategies written on the sticky notes/ slips of paper.
5. Now ask them to choose any Comprehension passage from their Textbooks and apply the chosen strategy.
6. Ask them to share their reflection about the chosen strategy using a spokesperson:
 - Brief explanation of the strategy
 - How was it used?
 - How using the strategy helped them in understanding the text?
 - Why is it helpful/necessary for comprehension?
 - What have I experienced? /How useful this strategy will be in my own context.

CONCLUSION / SUM UP/ WRAP UP:

 07 Minutes

Roses, buds, and thorns is a quick and simple team exercise that can be performed at the start of a group meeting. The idea is to evaluate a project, team task, or even your day by having each team member come up with a Rose (positive highlight), Thorn (struggle or challenge), and Bud (opportunity for improvement).

Rose	Thorn	Bud
A highlight, a success or something positive that happened	A challenge you experienced, or something you can use more support with.	New ideas or something you are looking forward to knowing to knowing or understanding more
<ul style="list-style-type: none"> • What was the highlight today? • How have you been successful? 	<ul style="list-style-type: none"> • Identify causes of difficulty. • What made it hard to be successful 	<ul style="list-style-type: none"> • What are you looking forward to? • Describe opportunities for learning that excite you

1. Ask participants to read the description of rose/ thorn /bud reflections on the slide.
2. Ask them to think of one example of a rose, thorn, and bud from today's session on a coloured sticky note.
3. The trainer shares their own rose, bud, and thorn, and then goes around the room asking participants to share their rose, bud, or thorn or reflect on the activity itself.
4. Ask a few volunteers to share their reflection with the whole class.

Handout -1 Jigsaw Reading Text**Text 1**

The costumes of Punjab are an indication of the bright and vibrant culture and lifestyle of the people. Punjab is well known for the use of phulkari (embroidery) in its costumes. In most villages of Punjab, men wear pagri (turban), *dhoti/lacha* (a silken lungi like dress), *kurta* (long shirt), *khussas* (kind of shoes). Women wear *ghararas* (wide legged pants), or *chooridar pajamas* (pleated trousers) or colourful *shalwar kameezes*, *parandas* (ribbons worn in the hair), *choli/duppatas* (short sleeved blouse/scarf), *khussas*, *kola puri chappals* (kind of shoes) or *tillay walay* shoes. In urban areas of Punjab, men and women follow the latest trends and fashion.

Generally, they wear different styles of *shalwar kameez* and pants /shirts.

Text 2

People of Sindh are more inclined towards an agriculturally based lifestyle. The fertile Indus Plains provide a valuable source of income for local people who practise farming on these lands. Inland fishing is also practised along the Indus River in Upper Sind providing further opportunities for local people. An itinerant lifestyle is commonly seen in the desertic regions of Thal. *Pallo Machi* (fish), *Palli* (leafy green), *Bhee* (lotus root), *phulka* (wheat-based flat-bread) and rice accompanied by two dishes, one gravy and one dry with curd or pickle are the traditional dishes of Sindhi people.

Text 3

Pathans are very famous for their poetry. They are very passionate and patriotic which is obvious from their poetry. Some of the famous poets include Amir Kror Srui, Khushal Khan Khattak, Rahman Baba and many others. Some of the most famous dishes include *tikkah* (slice of meat), *suji ka halwa* (semolina pudding), *kehwa* (green or black tea), *chapali kabab* (a type of kebab of oval shape), *kabali palao* (dish of rice and meat), special long *naans* (long flat bread). Some Pashtuns participate in buzkashi, which was a sport introduced in the region during the Mughal era.

Text 4

Though Balochistan is an area of barren lands, deserts and mountains, the Baloch culture is full of traditions, arts, and crafts. Balochi embroidery is one of their most popular craft. Balochistan is also known for its tribes and festivals. Another distinct feature of Baloch culture is their storytelling tradition. Poets and story tellers are highly respected in their culture. People belonging to Baloch tribes speak the Balochi language. Turban is the common headwear of Baloch men and a wide loose *shalwar* along with knee-long shirts. Females dress consist of a shirt with a big pocket and embroidery with embedded round mirror work in front. A big

dupatta /chaddar is taken to cover the head and shoulders.

Handout - Reading Comprehension Strategies Reference Chart

Reading Comprehension Strategies
<p style="text-align: center;">Make Connections</p> <p>What connections do I make as I read?</p> <p>Good readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other books, articles, movies, songs, or pieces of writing • Events, people or issues <p>Tips:</p> <ul style="list-style-type: none"> • That remind me of... • This made me think of... • I read another book that... • This is different from... • I remember when...
<p style="text-align: center;">Visualize</p> <p>Good readers create pictures in their mind while they read.</p> <p>While reading, note places where you get a clear picture in your mind that helps you understand the text:</p> <ul style="list-style-type: none"> • I can picture... • I can see the... • I can visualize... • The movie in my head shows... <p>Use your senses to correct the characters, events, and ideas to clarify the picture in your head.</p> <ul style="list-style-type: none"> • I can taste/hear/smell the... • I can feel the...
<p style="text-align: center;">Ask Questions</p> <p>Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.</p> <p>Ask questions of the author, yourself, and the text:</p> <ul style="list-style-type: none"> • What is the author trying to say? • What is the message of this piece? • Do I know something about this topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What prediction do I have about this reading?

Infer

How do I read between the lines?

When the answers are “right there,” good readers draw conclusions based on background knowledge and clues in the text.

Ask yourself:

- I wonder why...
- I wonder how...
- I wonder if...

Find information from the text that might be clues to the answers and use these with your background knowledge or possible answers.

Determine Importance

What’s the big idea?

So what?

Good readers look for things that help them identify big ideas and why they are important.

Look at text features for clues:

- Titles and headings
- Bold print
- Pictures and captions
- Graphs and charts
- Chapter objectives and questions

Tips:

- The big idea is...
- Most important information is...
- So far I have learned...
- The author is saying...
- The idea is similar to...

Synthesizes

How do I use what I've read to create my own ideas?

Good readers combine new information from the reading with existing knowledge in order to form new ideas or interpretations.


Synthesis is creating a single understanding from a variety of sources.

Tips:

- Compare and contrast what I'm reading with what I already know or other sources of information.
- Think of new ways to use this information.
- Can connections I make across the stacks help me to create new generalization on new perspectives.

Grade – 6, 7,
8

Session Plan 3: Vocabulary Building

 Time: 90 Minutes

STUDENT LEARNING OUTCOMES

At the end of this session, the participants will be able to:

1. comprehend the role of compound words in vocabulary building and make compound words
2. use common roots (e.g., cycle, form, ped) and affixes (e.g. anti, inter, intra, post, able, less, tion) to construct multisyllabic words
3. use common grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
4. use thesaurus / dictionary to locate synonyms/antonyms according to the context and use in sentences

MATERIALS

- PCTB English Textbooks Grades 6 – 8
- Chart papers, and permanent markers
- Board
- Paper tape/ Thumb pins
- PPT slides
- Small basket/shoebox
- Coloured sticky notes/strips of paper
- Worksheet

Opening:

03 minutes

1. Share the topics and learning outcomes of the session.

Activity 1:

15 minutes

Slap the board is an energetic vocabulary activity which involves participants/students running to and hitting the board.

1. Write the ending part of the following compound words on the board/PPT slide/ Chart Paper.

snowflake	backbite	copyright	armchair
flashlight	eyewitness	seesaw	shipwreck

2. Divide the participants into two teams.
3. Instruct the teams to make two rows facing the board.
4. Nominate a score keeper.
5. Give demonstration of “Slap the Board” activity.
6. Say the beginning part of a compound word.
7. Ask the participants standing in the front to slap the correct ending part of the word.

8. Ask the rest of the participants to follow the same pattern.
9. Say the beginning words with intervals.
10. Ask the team members to take turns.
11. Give 1 point to the team member who slaps the right word first.
12. Give feedback towards the end and appreciate the teams.

Activity 2:**12 minutes**

1. Divide the participants in groups.
2. Write the word “rain” on the board.
3. Ask them to use the root word “rain” and make as many new words as they can in two minutes e.g., “raindrop”.
4. Take responses one by one from the participants and write them on the board.
5. Ask them to think about the usefulness of ‘Brainstorming’ technique to generate ideas in a limited time.
6. Ask them to discuss and come up with the definition of the newly made words.
7. To consolidate, take random responses.

Expected answer:

A compound word is made of two words. Each word has its own meaning but when we put them together, they give a new single meaning. (Taken from grade 6 textbook pg. 5.)

Activity 3:**25 minutes**

Inform the participants that this activity is divided into two rounds.

Round 1:

1. Write the following prefixes and suffixes on the board.
 - Prefixes: super-, anti-, pre-
 - Suffixes: -ment, -ness, -able
2. Ask the participants to work in pairs.
3. Give A-4 sheets to each pair.
4. Instruct that they will make at least three words using each prefix and suffix.
5. Ask few pairs to share their responses.

Round 2:

1. Distribute the worksheet (attached at the end of the session) to each pair.
2. Tell them to read the sentences carefully and fill in the blanks with suitable words using the prefix or suffix given against each sentence.
3. Ask 4-5 pairs to share their responses.
4. Teacher to take random responses and clarify any misconceptions.
5. To consolidate, ask the participants to reflect on their experience and share with the whole class.

Activity 4:**30 minutes**

1. Divide the participants into trios.
2. Draw the following table on the board.

Words	Synonyms	Antonyms
interesting		
quiet		
accomplished		
gain		

3. Ask the participants to draw the above table on papers.
4. Tell them to use the dictionary or thesaurus (online/offline) and spend ten minutes to locate 3 synonyms and antonyms of each word.
5. Now ask the trio to pair up with another trio.
6. In groups, write a paragraph using the any two words and their synonyms and antonyms from the previous activity.
7. Ask the group leaders to share their paragraphs with the whole class.

CONCLUSION / SUM UP/ WRAP UP:

 05 Minutes

1. Distribute sticky notes in the class.
2. Tell them to write at least three take-away from the session.
3. Take 2-3 responses to conclude the session.

Worksheet**Prefixes And Suffixes As Contextual Clues**

Complete the following sentences using the prefix or suffix given in the bracket.

1. He is a lucky person in showbiz. He became a _____ overnight. (super-)
2. Students get ready for the next challenge. Run around the track in a/an _____ direction. (anti-)
3. My daughter is going to _____ for the first-time next week. (pre-)
4. I was looking for a job for many days. Finally, I saw a/an _____ in a newspaper. (-ment)
5. He is an experienced story writer. I couldn't find any _____ in his story. (-ness)
6. I think he is a good manager as he is _____ of managing so many different tasks at once. (able)


WORKSHEET (Solution)**PREFIXES AND SUFFIXES AS CONTEXTUAL CLUES**

Complete the following sentences using the prefix or suffix given in the bracket.

1. He is a lucky person in showbiz. He became a **superstar** overnight. (super-)
2. Students get ready for the next challenge. Run around the track in a/an **anti-clockwise** direction. (anti-)
3. My daughter is going to **preschool** for the first-time next week. (pre-)
4. I was looking for a job for many days. Finally, I saw a/an **advertisement** in a newspaper. (-ment)
5. He is an experienced story writer. I couldn't find any **weakness** in his story. (-ness)
6. I think he is a good manager as he is **capable** of managing so many different tasks at once. (able)

Grade – 6, 7,
8

Session Plan 4: Model Verbs

 Time: 90 Minutes

STUDENT LEARNING OUTCOMES

At the end of this session, the participants will be able to:

1. recognise and demonstrate function and use of modal verbs can /cannot, may / may not, and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations, requests, prohibitions, doubt, obligation, etc. in affirmative, negative, and interrogative sentences
2. recognise and demonstrate function and use of would, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences
3. use modals correctly in speech and writing to create an effect and impact on the reader

MATERIALS

- PCTB English Textbooks Grades 6-8
- Chart papers, and permanent markers
- Writing board
- Paper tape/ Thumb pins
- PPT slides
- Small basket/shoebox
- Coloured sticky notes/strips of paper
- Handout
- Worksheet

Opening:

03 minutes

2. Share the topics and learning outcomes of the session with the participants.

Activity 1:

10 minutes

K-W-L is known as an instructional reading strategy and is often used to guide learners through a topic using a graphic organizer or three columns. Learners begin by brainstorming everything they know about a given topic, which is recorded under the 'K' column. Learners then generate a list of questions or concerns about what they want to know about the topic, which is recorded under the 'W' column. During or after reading, instruction, or lesson learners answer the questions that are in the 'W' column. This new information that they learn is recorded in the 'L' column.

1. Paste a KWL chart on the board/wall or draw a "K-W-L" table on the board.

K	W	L
(What you already know)	(What you want to know or learn)	(What you learned)

--	--	--

- Write an example on the table to clarify the concept.
- Distribute coloured sticky notes/ strips of paper.
- Tell the participants to work in pairs, discuss and write what they know about modal verbs and what they want to know on the chits.
- Ask them to paste it in the relevant columns.
- Instruct them to leave the third column as it will be filled at the end of the activity.
- Ask a few pairs to share their work with the whole class.

Activity 2:**3 minutes**

- Divide the participants into 5 groups.
- Give each group Handout- **Modal Verbs**, charts and markers (Information of the handout is taken from grade 6 textbook pg.74-75).
- Ask them to first read and discuss the given information about Modal verbs.
- Ask them to pick two chits / sticky notes from a box/small basket having different Modal verbs written on the sticky note / slips of paper.
- Tell them to make a 2-minute presentation on the charts on the topic "The function and use of modal verbs".
- They may add more information / activity using the internet to make the presentation comprehensive.
- Ask each group to present their work.
- To consolidate, ask the participants to reflect on the following questions and share their response within their group:
 - Can a modal verb stand-alone without the main verb?
 - Which modal verb is used for possibility?
 - Which strategy works best in teaching Modal verbs?

Further Reading and Practice:

- <https://www.sjsu.edu/writingcenter/docs/handouts/Modal%20Verbs.pdf>
- https://www.youtube.com/watch?v=NrvA4eCqQ_M

Activity 3:**10 minutes**

- Ask the participants to make pairs.
- Distribute **Worksheet - Modal Verbs** (attached at the end of the session) to each pair.
- Ask them to discuss and fill in the blanks with suitable modal verbs.
- Ask them to exchange their worksheets with the pair sitting next to them.
- After they have checked each other's work. Share the solution for self-correction.
- To consolidate, ask a few volunteers to share additional sentences using the same modal verbs.

Activity 4:**10 minutes**

- Instruct the participants to work in pairs.
- Tell them to stand up in two rows facing each other.
- Give them the following instructions about the activity.

- Ask at least three questions from your partner using modal verbs e.g. (Can I borrow your pen please?)
 - Make the partner answer the questions.
 - Take turns.
4. Ask them to share their reflection about the chosen strategy relating with the SLOs.

Activity 5:**15 minutes**

1. Ask the participants to make a trio.
2. Ask them to discuss and write an interesting/funny situation using at least three of the given modal verbs.

would, must, could, might, can't, shall, need to

3. Tell the participants to share their situation or plan a role play based on the situation.
4. Ask them to share their reflection about the chosen strategy.
 - How using the strategy helped them in understanding the concept?
 - How useful this strategy would be in my own context?

CONCLUSION / SUM UP/ WRAP UP:**05 Minutes**

1. Conclude the session by completing the KWL activity / chart.
2. Ask the participants to reflect on the following questions:
 - What was the most important thing you learnt today?
 - What question is still there in your mind?
3. Take random responses and encourage the participants to answer the second question of their peers.

Handout: Modal Verbs

Modal Verb	Type	Explanation
Can, cannot/can't, could	Ability/inability	It shows whether the subject can do something or not. Example <ul style="list-style-type: none"> • She can speak three languages. • The boy cannot play the guitar.
May/may not	Permission	If you want to ask permission to do something. Example: <ul style="list-style-type: none"> • May I leave early today? • Students may not wear jeans.
Might	Possibility	When are we not sure about something in the present or future. Example: <ul style="list-style-type: none"> • It might rain today. • He might come and visit us next year.
Would, will, can	Request	If you want to ask someone else to do something. Example: <ul style="list-style-type: none"> • Will you turn that music down? • Can I borrow your pen please?
Should	Suggestion/advice	If you want to recommend something to someone without giving an order. Example: <ul style="list-style-type: none"> • You should not try the biryani. • That guy should wear neat and clean clothes.
Must, Need to	Obligation	It expresses a necessary action, such as an obligation, duty, or requirement. Example: <ul style="list-style-type: none"> • We must wait for our boss to arrive before we start the meeting. • You don't need to come if you don't want to.
Would, will	Invitation, offer	To offer to do things for people or to invite them to do something. <ul style="list-style-type: none"> • Would you like to play golf this Friday? • Will you come to my party tonight?
Mustn't, Can't	Prohibition	It is used to show something that is strictly prohibited (not allowed) Example: <ul style="list-style-type: none"> • You can't drive in this country unless you are above eighteen. • You mustn't use your mobile in class.
		We use 'ought to' to say what the right thing to do is.

Ought to	Right thing to do	Example: <ul style="list-style-type: none"> • They ought to apologize. • Such things ought not to be allowed.
Dare	Bravery, persuade	<p>We use, 'dare' to say that someone is brave enough to do something. We also use 'dare' to persuade somebody to do something dangerous and difficult.</p> Example: <ul style="list-style-type: none"> • She said it as loudly as she dared. • So jump, I dare you.

Worksheet: Modal Verbs

Complete the following sentences by choosing the correct modal verb.

1. My father _____ drink tea daily at night. (would / dare)
2. You _____ to buy a big bag. (could / need)
3. I _____ row the boat. (could / can)
4. She said that he _____ wait for her. (may / might)
5. We _____ go there tomorrow. (need / shall)
6. You _____ stay long there. (need not / shall)
7. You _____ brush your teeth daily. (might / must)
8. He _____ quit smoking. (ought to / dare)
9. He did not _____ call me. (dare to / shall).
10. _____ I come in the class? (can / may)

WORKSHEET -MODAL VERBS (Solution)


Complete the following sentences by choosing the correct modal verb.

1. My father **would** drink tea daily at night. (would / dare)
2. You **need** to buy a big bag. (could / need)
3. I **can** row the boat. (could/can)
4. She said that he **might** wait for her. (may / might)
5. We **shall** go there tomorrow. (need / shall)
6. You **need not** stay long there. (need not / shall)
7. You **must** brush your teeth daily. (might / must)
8. He **ought to** quit smoking. (ought to / dare)
9. He did not **dare to** call me. (dare to / shall).
10. **May** I come in the class? (can / may)

- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause
- identify the difference between coordination and subordination conjunctions and their use in sentences i.e., compound and complex
- examine and interpret the use of conjunctions and transitional devices in speech and writing to create an effect

**Grade – 6, 7,
8**

**Session Plan 5: Adverbs and
Conjunctions**

 **Time: 90 Minutes**

STUDENT LEARNING OUTCOMES


At the end of this session, the participants will be able to:

- use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing

MATERIALS


- PCTB English Textbooks Grades 6-8
- Chart papers and markers
- Paper tape/ thumb pins
- Small basket/shoe box
- Paper slips/ sticky notes
- Multimedia
- PPT slides
- Speakers for the videos
- Notepads/ papers

Opening:

 **03 minutes**

- Share the topics and learning outcomes of the session with the participants.

Activity 1:

 **10 minutes**

- Divide the class into three groups.
- Distribute $\frac{1}{4}$ chart paper and markers to the groups.
- Allocate one of the following parts of speech to each group:
verb, adjective and adverb
- Ask them to discuss how adverbs add more information to these parts of speech: verb, adjective and adverb.
- Ask them to discuss and write a definition with examples about the given topic.
- Tell the groups to share their input with the whole class.
- To consolidate, use the three partial definitions to form definition of adverb on the board.

“A word that adds more information to a **verb, an adjective or another adverb** is called **adverb**.”

Activity 2:**15 minutes**

1. Divide the participants into small groups.
2. Provide each group with a set of adverbs written on separate slips of paper or index cards.
3. Ensure that each group has a variety of adverbs.
4. Explain that they will be playing a game of charades, but instead of acting out a word, they will act out an adverb.
5. Make each group take turns selecting an adverb from their set and act it out without using any spoken words or props.
6. Ask the other groups to observe and try to guess the adverb being portrayed.
7. The group that correctly guesses the adverb earns a point, and the next group takes a turn.
8. Continue until all the adverbs have been acted out or for a predetermined number of rounds.

Activity 3:**17 minutes**

1. Show this video (Link: <https://www.youtube.com/watch?v=p2mzj2w268Q>) to the class and ask them to watch the video attentively.
2. Instruct them to take short notes of any important information shown in the video on a note pad.
3. Make the class work in groups and ask them to share their learning.
4. Give a chart paper and coloured markers to each group.
5. Ask each group to read and discuss shared information about Adverbs and their kinds.
6. Make them pick up a kind of adverb from a box/ small basket having kinds of adverbs written on the sticky notes/ slips of paper.
7. Tell them to prepare a 2-minute presentation on the charts on their assigned topic.
8. Ask them to add more information/ or an activity to make the presentation comprehensive.
9. Ask each group to present their work.
10. After group presentations, display the adverbs and their kinds in the sentences written on the chart paper/board/PPT slide.
11. Ask the whole class to read and identify the adverb and its kinds.
12. Encourage them to take turns.

- Ahmad, you can stay **outside**. (Adverb of place)
- Come **here**. (Adverb of place)
- The sun is shining **brightly**. (Adverb of manner)
- The old man is walking **slowly**. (Adverb of manner)
- Sana arrived **late**. (Adverb of time)
- It rained **heavily last night**. (Adverb of manner , Adverb of time)
- Please put the cups **there**. (Adverb of place)
- The principal **seriously** considered my suggestion. (Adverb of manner)

13. To consolidate, ask few volunteers to recap the definitions of adverbs and their kinds.

Activity 4:**15 minutes**

1. Divide the participants into 5 groups.
2. Give each group **Handout-Types of Conjunctions**, (Information taken from **Grade 6 textbook pg. 97-98**).
3. Ask them to first read and discuss the given information about Types of conjunctions.
4. Explain how conjunctions and transitional devices are used to create effects and enhance the flow of speech and writing.
5. Generate discussion on the concepts of coordination and subordination conjunctions, explaining their roles in sentence structure and the differences between compound and complex sentences.
6. Encourage participants to use examples of coordination conjunctions (**e.g., "and," "but," "or"**) and subordination conjunctions (**e.g., "because," "although," "if"**).

For Trainer and Participants Reading:

- [Sentence Types and Functions.pdf \(sjsu.edu\)](http://www.sjsu.edu/~llynn/sentence_types_and_functions.pdf)
- <https://www.mvcc.edu/learning-commons/pdf/transitional-devices-words-and-phrases.pdf>
- https://owl.purdue.edu/owl/general_writing/mechanics/transitions_and_transitional_devices/transitional_devices.html
- <http://facultyweb.ivcc.edu/rrambo/eng1001/transitions.html>
- https://www.youtube.com/watch?v=fgeIRVE_WUk

Activity 5:**25 minutes**

1. Divide the participants into small groups.
2. Distribute index cards or slips of paper to each group.
3. Instruct each group to write down a combination of independent clauses and dependent clauses, leaving space between them.
4. Ask each group to mix up their cards and then exchange them with another group.
5. Now, instruct the groups to sort the received set of mixed-up clauses into two categories: compound sentences (coordinated clauses) and complex sentences (subordinated clauses).
6. Encourage them to use their understanding of coordination and subordination conjunctions to identify the appropriate category for each clause.
7. Once the sorting is complete, bring the groups together for a class discussion.
8. Ask each group to share a few examples from their sorted sets and identify the conjunctions used in each sentence.
9. Encourage participants to create their own sentences or short paragraphs using conjunctions and transitional devices.
10. Instruct them to focus on creating specific effects, such as emphasizing contrast, showing cause and effect, or establishing a smooth flow of ideas.

CONCLUSION / SUM UP/ WRAP UP:**05 Minutes**

1. Ask the participants to think how this session will help them in their own classroom scenarios.
2. Ask any two or three volunteers to share their ideas with the whole class.

Handout-Types of Conjunctions

There are two types of Conjunctions.

1. Coordinating Conjunctions:



Note: Coordination conjunctions are used when we emphasize both clauses equally. In other words, they join two independent clauses.

2. Subordinating Conjunctions:

This type of conjunctions includes words like:

Because, if, although, since, until & while

And these conjunctions are used to introduce a dependent clause.

Note: Subordination conjunctions join an independent clause to dependent clause.

Compound Sentences

A compound sentence is a sentence that connects two independent clauses.

These clauses are joined together by coordinating conjunctions: for, and, nor, but, or, yet, so.

Structure of Compound Sentence

Independent clause + comma + coordinating conjunction + independent clause

Examples:

- I went shopping, and I bought a pair of socks.
- An ostrich cannot fly, but it can run very fast.
- It was raining, so I took an umbrella.

Complex Sentences

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinating conjunction: although, after, while, whenever, unless, etc.

Structure of Compound Sentence

Independent clause + subordinating conjunction + dependent clause

or

subordinating conjunction + dependent clause + n dependent clause

Note: A dependent clause cannot stand by itself. It depends on an independent clause to help it complete a sentence. But an independent clause is a sentence that can stand by itself.

Examples:

- When he won the prize, everyone cheered.
- Although Arif was running late, he seemed relaxed.

**Grade – 6, 7,
8**

**Session Plan 6: Pre-writing strategies
and Paragraph writing**



Time: 90 Minutes

STUDENT LEARNING OUTCOMES

At the end of this session, the participants will be able to:

1. identify purpose and define characteristics of pre-writing
2. identify various prewriting strategies, including free writing, listing, questioning, clustering and dialogue
3. write multiple paragraphs on a single topic, using correct capitalization, punctuation and spelling, by using prewriting strategies, brainstorming, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback and developing a final draft

MATERIALS

- PCTB English Textbooks Grades 6-8
- Chart papers and markers
- Paper tape/ thumb pins
- Small basket/shoe box
- Paper slips/ sticky notes
- A4 blank sheets
- Multimedia
- PPT Slides
- Speakers for the videos

Opening:



03 minutes


1. Share the topics and learning outcomes of the session with the participants.

Activity 1:

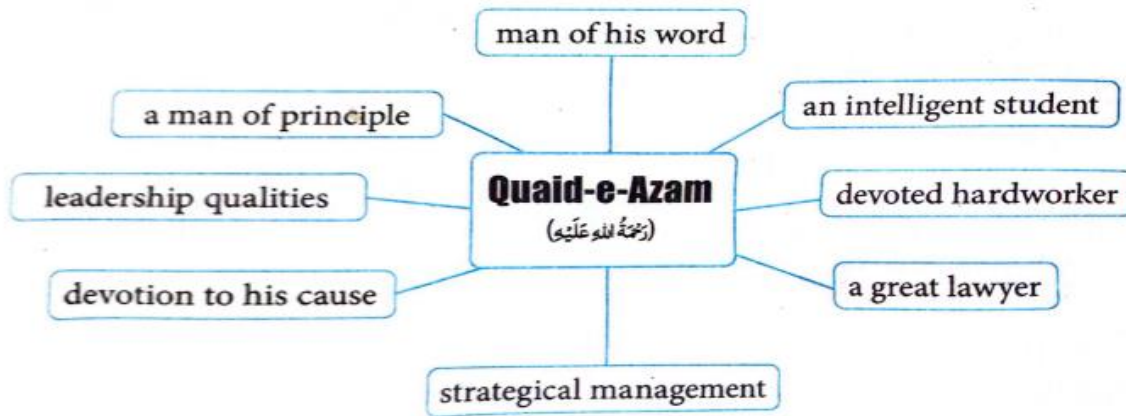


17 minutes


1. Show a video (Link: <https://www.youtube.com/watch?v=XEq-srRW2Xg>) to the class and ask them to watch and listen attentively and make notes. (Keep the downloaded video with you in order to avoid any issue.)
2. Ask the participants to work in pairs and to share their understanding of pre-writing and its purpose.
3. Encourage them to think about why pre-writing is necessary before starting the actual writing process.
4. Write down their responses on a board or chart paper.
5. Generate a discussion on the following questions:
 - What are pre-writing strategies?
 - Why do you think pre-writing activities are important?
6. To consolidate, ask a 1-2 volunteers to recap the main points of the discussions.
7. Explain what the prewriting strategies are in detail using the **Handout- Pre-writing Strategies**.

Activity 2:
 **10 minutes**

1. Tell the participants to open grade 7 textbook pg. 40 and look at the example of the given mind map.
2. Write the helping vocabulary / grammar on the board to facilitate the class.
3. Draw the mind map on the board and ask any volunteer to come forward and complete it while taking responses from the class.



4. Ask them to think about the usefulness of this pre-writing technique to generate ideas in a limited time and emphasize that at the same time it supports slow learners to have more ideas before writing.

Activity 3:
 **15 minutes**

1. Divide the class into pairs.
2. Distribute blank white A4 sheets to them.
3. After explaining the task give them 5 minutes to discuss and write complete instructions for any one of the following topics:
 - recipe for cooking lentils (daal)
 - menu for an Iftaar party
 - planning for a birthday party
 - going on a family trip
 - celebrating Independence Day in the school
 - attending a parent teacher meeting in the school
4. Once they complete the task, ask 2/3 volunteer pairs to share their written instructions with the whole class.
5. To sum up, generate a whole class discussion about:
 - Which process did they follow to write instructions?
 - Was there any brainstorming done before writing?
 - Did they rewrite any instructions or change their planning?

Activity 4:
 15 minutes

1. In groups, ask participants to read the narrative paragraph given on **Grade 6 textbook pg. 25.**

**Writing Skill**

Read the following narrative paragraph.

It was the month of August and white and green buntings and flags were seen everywhere. Students were excited in schools and were preparing for Independence Day celebrations. I was very excited when I returned home from our schools. I shared with my mother that I had taken part


in a speech competition which was going to be held on 14th August in my school. It was my first speech ever. Several other schools were also invited to take part in our Independence Day activities.

I asked my mother for help in writing the speech. My mother took me to visit my grandfather who was a retired army officer and had experienced many battles for our country. My grandfather shared very useful information with me. I was really impressed with the stories he shared. After that, he told me how to write my speech in my own words. I promised my grandfather to be a good patriot and I wrote an amazing speech for which I also won a prize. That day, I promised myself to fight for my country when needed.

**LEARN IT!**

Exclamation mark (!) is used with the sentences which shows some strong emotions or feelings. For example, Wow! The kitten is so cute. OUCH! Its hurting me.

2. Ask them to discuss and verbally answer the questions given under the heading “**Planning**” on **Grade 6 textbook pg. 25 -26.**
3. What is the topic of the narrative?
4. Who are the characters in the paragraph?
5. What is the setting of the paragraph? (when/where)
6. Who is the main Protagonist?
7. What is the main idea/ event/ and problem of the story?
8. To consolidate, ask a few volunteers to provide answers to each question by taking turns.
9. Explain the process of writing using Handout- **Process of Writing.**

Activity 5:
 25 minutes

1. Arrange the participants in groups.
2. Ask them to pick up a topic from a box/ small basket having different topics written on the sticky notes / slips of paper.
3. List of Suggested topics for the activity:
 - Eid ul Fitr
 - Mobile Phone
 - My Dream
 - Making Our Roads Safer
 - A Good Citizen
 - Shopping
 - A Lost Guitar
 - Making Rice

4. Ask participants to discuss the topic allocated within the group and then start writing a short paragraph.
5. Once they have written and finalized their paragraphs, ask them to exchange their paragraphs with the other groups for refinement and more ideas.
6. Ask a volunteer group to read their paragraphs after making the suggested changes.
7. To consolidate the concept, reinforcing the rules of paragraph writing given below:

- **The topic sentence** is the first sentence in a paragraph. It introduces the main idea of the paragraph.
- It summarizes the **main idea** of the paragraph and indicates to the reader what the paragraph will be about.
- The **supporting sentences** come after the topic sentence, making up the main body of a paragraph. They give details to develop and support the main idea of the paragraph.
- After writing the draft of the paragraph, check spelling and grammar. Make sure that each sentence makes sense.

CONCLUSION / SUM UP/ WRAP UP:**05 Minutes**

1. Distribute sticky notes in the class.
2. Tell them to write at least three take-away from the session.
3. Take 2-3 responses to conclude the session.

Handout - Pre-writing Strategies

Pre-writing strategies are brainstorming, mind mapping, listing, clustering, free writing and asking the six journalists' questions.

Brainstorming:

Brainstorming is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge.

Mind Map:

A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words and looking for connections between them, you can map knowledge in a way that will help you to better understand and retain information.

Listing:

Making a rough list of all the ideas and vocabulary before writing the final draft.

Clustering:

Clustering is to find the relationships between ideas. Put the main idea in the center of a page. Circle or underline it. As you think of other ideas, link the new ideas to the central circle with lines. As you think of ideas that relate to the new ideas, add to those in the same way.

Free Writing:

A process of generating a lot of information by writing non-stop. It allows us to focus on a specific topic, writing quickly without editing any ideas, grammar, or spelling.

Six journalists' Questions:

These questions are asked before writing on any topic, the teacher can use these questions to explore the topic before writing.

5 W's and 1 H: Who? What? Where? When? Why? How?

Handout- Process of Writing

Planning

Think about the following questions before writing:

- What is the topic of the narrative?
- Who are the characters in the paragraph?
- What is the setting of the paragraph? (when/where)
- Who is the main Protagonist?
- What is the main idea/ event/ and problem of the story?

Drafting


- Write the heading on top of the page.
- Organize the events in the right order.
- Use simple past tense in narrative writing.
- Use appropriate vocabulary to show the characters' feelings.

Reviewing

- Keep in mind the following points when reviewing your draft: -
- The writing must contain all features (e.g., heading, characters, setting, key details, main idea and ending)
- Proofread the final draft to check for any errors and make necessary corrections.

Grade – 6, 7, 8

Session Plan 7: Story Writing

 Time: 90 Minutes**STUDENT LEARNING OUTCOMES****At the end of this session, the participants will be able to:**

1. analyse how particular elements of a story
2. write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequence

MATERIALS

- PCTB English Textbooks Grades 6-8
- Chart papers and markers
- Paper tape/ thumb pins
- Paper slips/ sticky notes
- A4 blank sheets
- Multimedia
- PPT Slides
- Speakers for the videos
- Handout

Opening:**05 minutes**

1. Ask any volunteer to verbally recap the main learning points of the previous session.
2. Share the topics and learning outcomes of the session with the participants.

Activity 1:**20 minutes**

1. Divide class into trios.
2. Ask them to recall famous any famous story and make the following on given A4 sheets.
3. Make them fill in the relevant details under each heading without mentioning the title of the story.
4. Ask the trio to swap their story web with others and try to guess the title of the story.
5. To consolidate, ask them to reflect on how the story web helped them in identifying the story title.

i. Think of a story of your own and fill in the following story web.

<p style="text-align: center;">Character</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Setting</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">In the beginning</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Conflict</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">In the middle</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Solution</p> <hr/> <hr/> <hr/>

Activity 2:



25 minutes

1. Show a video (Link: <https://www.youtube.com/watch?v=R1ahI0K22Hs>) to the class.
2. Ask them to watch and listen attentively and be ready for a whole class discussion on the following questions:
 - What are story writing techniques?
 - What is a plot of the story?
 - What is the importance of characters and setting?
 - What are a few grammar techniques explained in the video?
 - Why are dialogues important?
 - How can we choose the title of a story?

Activity 3:



20 minutes

1. Divide the class in groups and distribute PCTB English Textbooks Grades 6-8.
2. Give each group an A4 sheet.
3. Instruct them to follow the instructions given below.
 - Group 1 to open grade 6 textbook pg. 15
 - Group 2 to open grade 6 textbook pg. 57
 - Group 3 to open grade 7 textbook pg. 19
 - Group 3 to open grade 7 textbook pg.104
 - Group 4 to open grade 8 textbook pg. 4
 - Group 5 to open grade 8 textbook pg.68
4. After the groups have seen the allocated illustration, ask them to have a group discussion first and then write a short story having characters, a sequence, plot, and an interesting beginning and ending.
5. Ask any volunteer group to read the story they have written after showing their illustration.
6. Ask them to read the Handout- Main Elements of a Story.

7. Take their feedback.
8. Conclude the activity by clarifying confusions if any.

Activity 4:**15 minutes**

1. Divide the participants in pairs and provide A4 sheets to them.
2. Tell them to write their own real-life story (50/60) words.
3. Once they have written, ask them to exchange their stories and revisit it by checking:
 - Is the opening sentence interesting?
 - Are the characters well-portrayed?
 - Are there any dialogues in the story?
 - Do the events of the story follow a sequence or not?
 - Is there an appropriate ending?
4. Tell them to refine their stories as per their partner's input.
5. Once they completed the stories, take and keep them for the next session.

CONCLUSION / SUM UP/ WRAP UP:**05 Minutes**

1. Conclude the session by asking any two volunteers to make a concept map of the session's main learning points on the board.

Handout - Main Elements of a Story

Plot is the story itself. A good plot captures attention and makes the reader of the story continue reading. This describes the sequence of events in the story in proper order. In simple words we can say that plot is the beginning, middle and end of a story.

Characters

Every story has characters. The characters can be adults, children, or even animals. In some stories, objects with human traits and voices are characters, e.g., like the teacup in Beauty and The Beast.

The Setting is where the story takes place. It may take place in a familiar city or another country, in the character's home, at a school or any place that fits the characters and the plot.

Conflict is another term that is related to plot. Every story has a conflict. This is the issue or problem faced by the characters. It may be a problem they need to solve.

Solution is of the problem/issue resolved in the story.

**Grade – 6, 7,
8**

**Session Plan 8: Proofreading and
Editing**



Time: 90 Minutes

STUDENT LEARNING OUTCOMES

At the end of this session, the participants will be able to:

1. apply editing and proofreading skills to a range of different texts and contexts
2. recognise and rectify faulty punctuation in a given text and own work

MATERIALS

- PCTB English Textbooks Grades 6-8
- Chart papers and markers
- Paper tape/ thumb pins
- Paper slips/ sticky notes (2 colours)
- A4 blank sheets
- Multimedia
- PPT slides
- Handout

Opening:



03 minutes

1. Share the topics and learning outcomes of the session with the participants.

Activity 1:



20 minutes

1. Make five groups.
2. Give each group the story/ paragraph the participants developed in the previous session.
3. Ask them to proofread it and write on a chart the difficulties they face while proofreading.
4. Ask them to keep in mind the students while writing difficulties of proofreading.
5. Paste these charts on different parts of the wall.
6. To consolidate, ask the participants to go around for gallery walk and read all of them.
7. Ask them to add points if they think more can be added to others' chart.

Activity 2:




15 minutes


1. Ask the participants to work in the same groups.
2. Ask them to read and discuss the Handout: "Editing and Proofreading Checklist".
3. Ask them to share their reflection on the following question:
 - Which point of the handout do you always follow?
 - Which point do you forget sometimes?
 - How would you apply all points given in the checklist?
4. Ask each group to discuss and share with the whole class.

Activity 3: **17 minutes**

1. Divide the class into groups.
2. Ask them to create criteria for editing your work.
3. Give them 5-7 minutes to do it
4. Once they have created their editing criteria ask the groups to exchange with another group and present it.
5. When all groups complete their presentation ask them to finalize their criteria by adding points they missed earlier.

Activity 4: **10 minutes**

1. Ask the participants to work in the same groups and proofread and edit the same work which they did in Activity 1.
2. Ask them to note down on sticky notes what difference they have found while proofreading with criteria and without criteria.
3. Ask a few volunteers to share their reflection with the whole class.

Activity 5: **15 minutes**

1. Ask the participants to work in pairs.
2. Ask each pair to open grade 7 textbook pg.117.
3. Ask them to first proofread the passage, then rewrite it.
4. Ask them to swap their proofread and rewritten passage with any other group.
5. Make them notice the improvement in proofreading and editing after following the criteria.

Edit and proofread the paragraph below. Then rewrite the paragraph after corrections.

This is about Wajid. is a new students in my English. There many classes at the english language centre. he generally enjoys life in the city. he has a good opinion of the university. He does not like his dormitory though. He is 18 years old. He is from a small town in the north. He studying business administration, English and accounting. In this free time, he plays football.

**CONCLUSION / SUM UP/ WRAP UP:** **10 Minutes**

2. To conclude the session, ask the participants to reflect on the following questions:
 - Three new things they found out
 - Two interesting things they found out
 - One question they still have
3. Get 2 -3 participants to read out their reflection to the whole class and give feedback on these.

Handout: Editing and Proofreading Checklist

Capitalization	Punctuation
<ul style="list-style-type: none"> ● Every sentence is beginning with a capital letter ● Proper nouns start with capital letters ● Pronoun 'I' is written with capital letter 	<ul style="list-style-type: none"> ● Every sentence ends with a punctuation mark ● Commas are properly used to set off listed items ● For a saying or quote, the quotation marks are placed correctly ● Colon and semicolon have been used correctly
Spelling	
<ul style="list-style-type: none"> ● Spelling of words have been checked ● Commonly misspelled words are checked for correct spelling/ correction 	

Proofreading and Editing Checklist

Sr #	Statements	Yes	No
1.	All the proper nouns are capitalized.		
2.	There are no unnecessary capital letters.		
3.	Quotation marks and apostrophes are used appropriately.		
4.	Semicolons and hyphens have been used correctly.		
5.	Punctuation marks have been used correctly.		
6.	Unnecessary words have been removed to improve the word choice.		
7.	Repetitive phrases have been removed.		
8.	Sentences do not continuously switch between past and present tense.		
9.	There are no spelling errors or typos.		
10.	There are no sentence fragments rather write complete sentences are written.		
11.	Subject-verb agreement and tenses has been checked.		
12.	The content makes sense and is easy to follow.		
13.	Each paragraph has been fully developed.		
14.	Long sentences have not been used.		
15.	Quotes are properly cited.		
16.	Illustrations and diagrams are clear and relevant to the content.		
17.	Tables are properly formatted and labeled.		