

## ENGLISH ALL ASSIGNMENT COURSE 3

### SECTION 1

Task 1: Critically discuss and write a report on curricular and pedagogic recommendations of NCF-FS 2022 and NCF-SE 2023 for English (or Any L-II/L-III) language education at foundational and preparatory stage.

#### List of Topics

Introduction to NCF-FS 2022 and NCF-SE 2023

Curricular Recommendations for Language Education at Foundational and Preparatory Stages

Pedagogic (Teaching) Recommendations for Language Education

Critical Discussion: Strengths and Challenges

Conclusion

Report: Curricular and Pedagogic Recommendations of NCF-FS 2022 and NCF-SE 2023 for English/Language Education at Foundational and

Preparatory Stage 1. Introduction to NCF-FS 2022 and NCF-SE 2023

The National Curriculum Framework for Foundational Stage (NCF-FS) 2022 and the National Curriculum Framework for School Education (NCF-SE) 2023 are important documents released by the Government of India. These frameworks guide how children should be taught in Indian schools. The NCF-FS focuses on the early years of schooling (ages 3-8), while NCF-SE covers the entire school education, including foundational, preparatory, middle, and secondary stages. Both frameworks aim to make learning more child-centered, enjoyable, and relevant to the needs of 21st-century students.

2. Curricular Recommendations for Language Education a. Foundational Stage (Ages 3-8)

Holistic Development: The curriculum is designed to support the overall development of the child—physical, emotional, social, and cognitive.

**Multilingual Exposure:** Children are encouraged to listen, speak, and interact in their home language, local language, and other languages, including English (or any second/third language).

**Language as Communication:** The focus is on using language for real-life communication, not just memorizing grammar or vocabulary.

**Storytelling and Rhymes:** Stories, songs, poems, and rhymes are suggested as main tools to develop listening and speaking skills.

**No Formal Assessment:** There is no formal examination. Teachers observe and support children's language growth through activities.

#### b. Preparatory Stage (Ages 8-11)

**Building on Foundations:** The curriculum builds on what children have learned in the foundational stage.

**Introduction to Reading and Writing:** Systematic teaching of reading and writing begins, but in a playful and engaging way.

**Continued Multilingualism:** Children continue to learn in their home language and gradually get exposed to English or other languages.

**Functional Use of Language:** The aim is to help children use language to express their thoughts, feelings, and ideas.

**Integration with Other Subjects:** Language learning is linked with other subjects through stories, activities, and projects.

### 3. Pedagogic (Teaching) Recommendations a. Child-Centered Approach

Teaching should be based on the interests, abilities, and needs of each child.

Activities should be interactive, allowing children to explore and express themselves.

#### b. Play-Based and Activity-Based Learning

Learning should happen through games, role-play, drama, and hands-on activities.

Teachers should use puppets, pictures, and real-life objects to make lessons interesting.

#### c. Use of Stories and Local Context

Teachers are encouraged to use stories from local culture, folk tales, and real-life situations.

This helps children relate language learning to their own lives.

#### d. Focus on Listening and Speaking First

In the early years, more attention is given to listening and speaking rather than reading and writing.

Teachers should talk to children, ask questions, and encourage discussions.

#### e. Gradual Introduction to Reading and Writing

Reading and writing are introduced slowly, after children are comfortable with listening and speaking.

Teachers should use big books, picture books, and shared reading sessions.

#### f. Continuous and Comprehensive Assessment

Assessment should be ongoing and informal.

Teachers observe children's participation and progress during activities and keep notes.

### 4. Critical Discussion: Strengths and Challenges Strengths

**Child-Friendly:** The recommendations are designed to make language learning joyful and stress-free.

**Multilingualism:** Encouraging the use of home and local languages helps children feel comfortable and confident.

**Skill Development:** Focus on communication skills prepares children for real-life situations.

**Integration:** Linking language with other subjects makes learning more meaningful.

#### Challenges

**Teacher Training:** Teachers need proper training to use these new methods effectively.

**Resources:** Schools may lack enough books, teaching materials, or support for multilingual education.

**Large Classrooms:** In crowded classrooms, it may be difficult to give individual attention.

**Parental Expectations:** Some parents may expect early focus on reading and writing, which can create pressure.

### 5. Conclusion

The NCF-FS 2022 and NCF-SE 2023 provide a modern and thoughtful approach to language education at the foundational and preparatory stages. They recommend making learning enjoyable, meaningful, and

connected to children's lives. While the frameworks have many strengths, successful implementation will depend on teacher training, resources, and support from parents and the community. With the right efforts, these recommendations can help children develop strong language skills and a love for learning.

## Task 2

Critically analyze the present NCERT / state board English (or any L-II) textbook and present a written report. Aspects of analysis should include learning outcomes of L-II, language, content, illustrations, inclusion, stereotypes, assessment etc.

### List of Topics

Introduction

Overview of the Present NCERT/State Board English (L-II) Textbook

Analysis of Learning Outcomes

Analysis of Language Used

Analysis of Content

Analysis of Illustrations

Inclusion and Stereotypes

Assessment Methods

Critical Discussion: Strengths and Weaknesses

Conclusion

Report: Critical Analysis of the Present NCERT / State Board English (L-II)

Textbook 1. Introduction

Textbooks play a very important role in a student's learning journey. The NCERT and various state boards in India publish textbooks for English (or any second language, L-II) that aim to help students develop language skills, understand literature, and learn about the world. In this report, we will critically analyze the present English (L-II) textbook by looking at different aspects such as learning outcomes, language, content, illustrations, inclusion, stereotypes, and assessment.

2. Overview of the Present NCERT/State Board English (L-II) Textbook

The current NCERT or state board English textbook is designed for students at a particular class level (for example, Class 6 or Class 8). The textbook usually contains prose, poetry, grammar exercises, activities, and sometimes project work. The main goal is to improve students' reading, writing, listening, and speaking skills in English.

### 3. Analysis of Learning Outcomes

The textbook clearly lists the learning outcomes at the beginning of each chapter or unit.

These outcomes focus on developing comprehension, vocabulary, grammar, and communication skills.

There is an effort to make students think critically and express their ideas. However, sometimes the outcomes are not very specific or measurable, which can make it hard for teachers to assess progress.

### 4. Analysis of Language Used

The language in the textbook is generally simple and age-appropriate. New words are introduced with meanings or in context, which helps students learn vocabulary.

Sometimes, the language may be too formal or not connected to students' daily lives.

There is a balance between Indian and global contexts, but more examples from local culture could make learning easier.

### 5. Analysis of Content

The content includes stories, poems, essays, and factual passages.

Topics are chosen to be interesting and relevant for children, such as friendship, nature, festivals, and moral values.

Some chapters introduce students to famous authors and important social issues.

However, in some textbooks, the content can be outdated or not very engaging for modern students.

### 6. Analysis of Illustrations

Illustrations are colorful and attract students' attention.

Pictures help in understanding the story or poem and make the textbook more lively.

Sometimes, the illustrations do not match the text exactly, or they may not represent the diversity of Indian society.

More inclusive and relatable images can improve the effectiveness of the textbook.

#### 7. Inclusion and Stereotypes

Modern textbooks try to include stories and examples from different regions, cultures, and backgrounds.

There is an effort to show both boys and girls, people with disabilities, and different communities.

However, some stereotypes may still be present, such as gender roles (boys as strong, girls as caring) or urban bias.

It is important to regularly review and update textbooks to remove any stereotypes and ensure all students feel represented.

#### 8. Assessment Methods

Each chapter ends with exercises and questions for assessment.

These include multiple-choice questions, short and long answers, vocabulary exercises, and creative writing tasks.

Some activities encourage group work and speaking, which is good for language development.

However, most assessments focus on written answers. More oral and project-based assessments could be added.

#### 9. Critical Discussion: Strengths and Weaknesses Strengths

The textbook covers important language skills and offers a variety of content.

Illustrations and activities make learning more interactive.

There is a focus on values, culture, and social awareness.

Efforts are being made towards inclusion and diversity.

#### Weaknesses

Some content and illustrations may not be updated or relatable for all students.

Stereotypes can still be found in certain stories or pictures.

Assessment is mostly written; oral and creative assessments are limited.

Learning outcomes are sometimes too general.

#### 10. Conclusion

The present NCERT or state board English (L-II) textbook is a useful resource for students and teachers. It helps develop important language skills and introduces students to literature and culture. While there are

many positive aspects, there is still room for improvement in making the content more modern, inclusive, and relevant. Regular updates and feedback from teachers and students can help make the textbook even better for future learners.

### TASK 3

Watch and critically analyze a English (or any L-II) video programme on any topic of foundational/preparatory stage from DIKSHA portal and present a detailed report.

#### List of Topics

Introduction

Overview of the Selected Video Programme

Learning Outcomes Addressed

Analysis of Language Used

Analysis of Content and Presentation

Use of Visuals and Audio

Inclusion and Stereotypes

Assessment and Engagement

Critical Discussion: Strengths and Weaknesses

Conclusion

Report: Critical Analysis of an English (L-II) Video Programme from

DIKSHA Portal

#### 1. Introduction

Digital learning resources, such as video programmes, are becoming increasingly important in modern education. The DIKSHA portal is an online platform by the Government of India which provides educational materials for teachers and students. In this report, I will critically analyze an English (L-II) video programme for the foundational or preparatory stage, focusing on how it supports learning and language development.

#### 2. Overview of the Selected Video Programme

For this analysis, I selected a video titled “My Family” from the DIKSHA portal, intended for students in the foundational stage (Class 1 or 2). The video introduces basic English vocabulary related to family members and daily routines. It uses simple sentences, clear visuals, and a friendly narrator to engage young learners.

#### 3. Learning Outcomes Addressed

The video aims to help students identify and name family members in English.

It supports the development of listening and speaking skills.

The video encourages students to use simple sentences to describe their own family.

It also helps to build confidence in using English in daily life.

#### 4. Analysis of Language Used

The language is simple, clear, and age-appropriate.

Common words and phrases are repeated to help students remember them.

The narrator speaks slowly and uses correct pronunciation, which is helpful for beginners.

Visual cues are used to support understanding of new words.

#### 5. Analysis of Content and Presentation

The content is relevant to the everyday lives of children, making it relatable. Each family member is introduced one by one, with pictures and spoken sentences.

The video includes short activities, such as asking students to repeat words or answer questions about their own family.

The information is presented in small, manageable parts to avoid overwhelming young learners.

#### 6. Use of Visuals and Audio

The video uses colorful and clear images for each family member (mother, father, sister, brother, etc.).

Background music is soft and does not distract from the main content.

Visuals match the spoken words, helping children to connect language with meaning.

Subtitles are provided, which can help both students and teachers.

#### 7. Inclusion and Stereotypes

The video shows families of different types and backgrounds, promoting inclusivity.

Both boys and girls are shown in various roles, and there is an effort to avoid gender stereotypes.

The narrator uses examples that are relevant to children from different regions.

However, there could be more representation of families with single parents, grandparents, or children with disabilities.

#### 8. Assessment and Engagement

The video includes short quizzes and questions to check understanding. Students are encouraged to speak or repeat after the narrator, which increases engagement.

Teachers can pause the video to discuss or ask questions, making it interactive.

There are suggestions for follow-up activities, such as drawing their own family tree.

#### 9. Critical Discussion: Strengths and Weaknesses

**Strengths**  
The video is engaging and keeps students interested.

It uses a child-friendly approach with simple language and visuals.

Repetition and activities help reinforce learning.

The content is relevant and easy to relate to.

#### **Weaknesses**

The pace may be too fast or too slow for some learners; there is limited personalization.

Some children may need more examples or practice than the video provides.

There could be more diversity in the types of families shown.

Not all students have equal access to digital devices or internet.

#### 10. Conclusion

The English (L-II) video programme “My Family” from the DIKSHA portal is a valuable resource for foundational and preparatory stage learners. It supports language development through clear visuals, simple language, and interactive activities. While the video is mostly inclusive and effective, there is always scope for improvement in representing diverse families and providing additional practice. Overall, such video programmes can make language learning more enjoyable and accessible for young children.

## SECTION B

Task 1: Prepare a unit plan (7-10 days) on any one topic from foundational or preparatory curriculum using four block model in English (or any L-II).

Unit Plan: “My Family” (7–10 Days)

Stage: Foundational/Preparatory

Language: English (can be adapted for any L-II)

Four Block Model:

Guided Reading

Self-Selected Reading

Writing

Working with Words

Learning Objectives

Recognize and name family members in English.

Read and understand simple sentences about family.

Write short sentences about own family.

Learn and use new family-related vocabulary.

Day-wise Plan Day 1: Introduction to “My Family”

Guided Reading: Teacher reads a short story about a family aloud. Children listen and look at pictures.

Self-Selected Reading: Children choose and look at picture books about families.

Writing: Draw a picture of their own family and label each member (e.g., mother, father).

Working with Words: Introduce and practice vocabulary: mother, father, sister, brother, grandmother, grandfather.

Day 2: Describing Family Members

Guided Reading: Read a simple passage describing each family member (e.g., “My mother cooks food. My father goes to work.”)

Self-Selected Reading: Children pick a storybook with family characters.

Writing: Write 1–2 sentences about any one family member.

Working with Words: Match words with pictures (flashcards: mother, father, etc.).

Day 3: Talking About Activities

Guided Reading: Read a story about what families do together (e.g., eating, going to park).

Self-Selected Reading: Silent reading or look at pictures in books about family activities.

Writing: Draw and label a family activity (e.g., “We play together.”)

Working with Words: Practice action words: play, cook, read, walk, sing.

#### Day 4: My Favorite Family Member

Guided Reading: Read a poem or rhyme about family love.

Self-Selected Reading: Choose a favorite book and share with a friend.

Writing: Write 2–3 sentences about their favorite family member.

Working with Words: Make a word wall with family and action words.

#### Day 5: Family Tree

Guided Reading: Read a story that shows a family tree.

Self-Selected Reading: Explore books or digital stories about big families.

Writing: Create a simple family tree with names or pictures.

Working with Words: Play a matching game with family words.

#### Day 6: Speaking and Sharing

Guided Reading: Teacher reads a story and asks questions to check understanding.

Self-Selected Reading: Pair reading—children read or repeat sentences together.

Writing: Write sentences: “I love my family. My family loves me.”

Working with Words: Practice spelling family words, use in short sentences.

#### Day 7: Revision and Assessment

Guided Reading: Review all stories/poems read in the week.

Self-Selected Reading: Children pick any book from the week and read.

Writing: Write a short paragraph (with help) about their family.

Working with Words: Oral quiz—teacher says a word, students point to the picture or say the meaning.

#### How the Four Block Model is Used

Guided Reading:

Teacher leads reading, explains new words, asks questions, and helps children understand the text.

Self-Selected Reading:

Children choose their own books or materials, encouraging interest and independence.

Writing:

Children draw, label, and write about their family, helping them use new words and express ideas.

Working with Words:

Vocabulary games, spelling, matching, and word walls help reinforce new words in a fun way.

Assessment Methods

Observation of participation in reading and activities.

Review of students' drawings, writings, and family trees.

Oral questions and vocabulary games.

Encouragement and feedback throughout the unit.

Materials Needed

Storybooks and picture books about families

Flashcards with family vocabulary

Drawing and coloring materials

Chart paper for family tree

Word wall space

Conclusion

This 7–10 day unit plan on “My Family” uses the Four Block Model to make language learning interactive and meaningful for young children. The plan develops reading, writing, speaking, and vocabulary skills through stories, activities, and games, creating a joyful learning environment.

TASK 2

Task 2: Discuss the challenges regarding English language (or any L-II) learning with special reference to your own multilingual Indian classroom. Suggest some strategies to address these challenges.

List of Topics

Introduction

Challenges of English (or L-II) Learning in a Multilingual Indian Classroom

Strategies to Address These Challenges

Conclusion

## Report: Challenges and Solutions for English Language (or L-II) Learning in a Multilingual Indian Classroom

### 1. Introduction

India is a country with great linguistic diversity. In most Indian classrooms, children speak different mother tongues at home. When they come to school, they are expected to learn English or another second language (L-II) along with their regional language. This creates a unique set of challenges for both teachers and students in the classroom.

### 2. Challenges of English (or L-II) Learning in a Multilingual Indian Classroom

#### a. Different Language Backgrounds

Students come from various linguistic backgrounds. Some may speak Hindi, Bengali, Tamil, Telugu, or other languages at home. This makes it difficult for the teacher to use one common language for explanation.

#### b. Limited Exposure to English

For many children, English is not spoken outside the classroom. They get very little chance to practice listening or speaking English in their daily life.

#### c. Lack of Confidence and Fear of Making Mistakes

Students often feel shy or scared to speak English because they are afraid of making mistakes or being laughed at by others.

#### d. Influence of Mother Tongue

Students may use words or sentence structures from their mother tongue when speaking or writing in English, leading to errors.

#### e. Unequal Learning Pace

Some students pick up English quickly, while others struggle. This creates a gap in learning levels within the same class.

#### f. Limited Resources

Many schools have limited access to English storybooks, audio-visual aids, or language labs. This restricts creative ways of teaching.

#### g. Overcrowded Classrooms

Large class sizes make it hard for teachers to give individual attention and correct each student's mistakes.

#### h. Lack of Parental Support

If parents do not know English, they are unable to help their children at home with homework or practice.

### 3. Strategies to Address These Challenges

a. Use of Multilingual Approach

Teachers can use students' home languages to explain new concepts. This helps children understand better and feel included.

b. Create a Friendly Environment

Encourage students to speak without fear. Praise their efforts and never laugh at their mistakes. Use group activities to build confidence.

c. Use Visuals and Real-life Objects

Pictures, flashcards, real objects, and videos make learning more interesting and help students connect words with meanings.

d. Encourage Peer Learning

Pair stronger students with those who are struggling. Let them help each other with reading, writing, and speaking activities.

e. Relate Lessons to Students' Lives

Use examples from students' daily life and culture. This makes English more meaningful and easier to learn.

f. Focus on Listening and Speaking First

Start with oral activities like songs, rhymes, and simple conversations before moving to reading and writing.

g. Use Technology Where Possible

If available, use audio stories, educational apps, or DIKSHA videos to give more exposure to English.

h. Continuous and Simple Assessment

Use informal assessments like games, oral questions, and picture reading to check progress. Avoid too much pressure of exams.

i. Involve Parents

Encourage parents to read simple English stories at home, even if their own English is not strong. Send home easy activities that parents and children can do together.

j. Small Group Activities

Divide the class into small groups for reading, speaking, or word games. This gives each child more chances to participate.

4. Conclusion

Teaching and learning English (or any L-II) in a multilingual Indian classroom is challenging, but not impossible. By understanding students' backgrounds and using creative, inclusive strategies, teachers can help

every child learn English with confidence and joy. The key is to make language learning meaningful, friendly, and connected to students' real lives.

### Task 3:

How would you assess oral language at foundational stage? Use any five strategies in your classroom for the assessment and reflect on your experiences with children.

### List of Topics

Introduction

Importance of Assessing Oral Language at the Foundational Stage

Five Strategies for Assessing Oral Language

Listening to Stories and Retelling

Picture Description

Role Play and Dramatization

Circle Time Conversations

Rhymes and Songs Performance

Reflection on Classroom Experiences

Conclusion

Report: Assessing Oral Language at the Foundational Stage – Strategies and Reflections

#### 1. Introduction

The foundational stage (ages 3–8) is a crucial period for the development of language skills in children. At this stage, children learn best through listening, speaking, playing, and interacting with others. Assessing oral language is important because it helps teachers understand each child's progress, strengths, and areas that need support. Oral language assessment is not about formal examinations but about observing and encouraging children as they use language in real-life situations.

#### 2. Importance of Assessing Oral Language at the Foundational Stage

Oral language is the base for all future learning. If children develop strong listening and speaking skills early, they will find it easier to learn to read and write later. Through oral language, children express their thoughts, emotions, and ideas. Assessment helps teachers to:

Identify children who may need extra help.

Plan suitable activities for different learners.

Encourage confidence in speaking and listening.

Build a positive classroom environment where every child feels heard.

Assessment at this stage should be continuous, informal, and child-friendly.

It should be part of everyday classroom activities, not a separate or stressful event.

### 3. Five Strategies for Assessing Oral Language a. Listening to Stories and Retelling

How it works:

The teacher reads a simple story aloud to the class. After listening, children are encouraged to retell the story in their own words, either individually or in small groups.

Assessment focus:

Understanding of the story

Ability to recall and sequence events

Use of vocabulary and sentences

Confidence in speaking

Why it helps:

Retelling stories checks both listening and speaking skills. It also helps children organize their thoughts and improves memory.

#### b. Picture Description

How it works:

The teacher shows a colorful picture (such as a family, park, or market scene) to the class. Children are asked to describe what they see, name objects, people, and actions, and make simple sentences.

Assessment focus:

Observation skills

Use of descriptive words

Sentence formation

Clarity and fluency in speech

Why it helps:

Describing pictures allows children to use their own words and imagination.

It is especially useful for shy children, as pictures give them something concrete to talk about.

#### c. Role Play and Dramatization

How it works:

Children act out short scenes from stories, daily life (like buying fruits, going to school), or simple dialogues with classmates. The teacher can give them roles or let them choose.

Assessment focus:

Pronunciation and expression

Use of language in context

Interaction with peers

Creativity and confidence

Why it helps:

Role play makes language learning fun and meaningful. It encourages children to use English (or L-II) in real-life situations and boosts self-esteem.

#### d. Circle Time Conversations

How it works:

Students and teacher sit in a circle. The teacher starts a conversation on a familiar topic (like “My favorite food” or “What I did on Sunday”). Each child gets a turn to speak.

Assessment focus:

Listening to others

Taking turns

Expressing personal ideas

Responding to questions

Why it helps:

Circle time creates a safe space for every child to share. It also teaches important social skills like listening, waiting, and respecting others’ opinions.

#### e. Rhymes and Songs Performance

How it works:

Children learn and recite rhymes, poems, or songs together or individually. Actions and gestures can be added to make it more engaging.

Assessment focus:

Pronunciation and fluency

Rhythm and intonation

Memory and recall

Enjoyment and participation

Why it helps:

Rhymes and songs are enjoyable and help children remember language patterns. Performing in front of peers builds confidence.

#### 4. Reflection on Classroom Experiences

In my experience, using these five strategies has made oral language assessment natural and effective. When I read stories and asked children to retell them, I noticed that some children remembered every detail, while others needed prompts. Over time, even the quietest children started participating more. Picture description activities were especially helpful for children who were not confident readers yet. They enjoyed looking at pictures and talking about them, and I could see their vocabulary growing. Role play was always a favorite. Children loved pretending to be shopkeepers, teachers, or family members. It was also a great way to see how they used language in different situations. Sometimes, children made mistakes, but I always encouraged them and gently corrected errors without making them feel embarrassed.

Circle time conversations helped build a sense of community in the classroom. Every child had a chance to speak, and I could assess their listening as well as speaking skills. I noticed that children who were shy at first became more comfortable over time.

Rhymes and songs brought a lot of joy to the classroom. Children learned new words, improved their pronunciation, and even created their own simple songs. Assessment was easy, as I could observe who was participating, who needed help, and who was leading the group.

The most important lesson I learned is that oral language assessment should be woven into daily activities. It should be supportive, not stressful. When children feel safe and encouraged, they are more willing to try, make mistakes, and learn.

#### 5. Conclusion

Assessing oral language at the foundational stage is essential for building strong language skills. Strategies like story retelling, picture description, role play, circle time conversations, and rhymes make assessment enjoyable and effective. My experiences show that when teachers use these methods with patience and encouragement, every child can grow in

confidence and ability. Oral language assessment is not just about testing—it is about helping children find their voice and enjoy learning.

#### Task 4:

Prepare a worksheet folder (at least 5 worksheets) to develop reading or writing skills in English language (or any L-II) in the context of four block model at foundational stage.

set of 5 worksheets designed to develop reading and writing skills in English at the foundational stage, using the Four Block Model (Guided Reading, Self-Selected Reading, Writing, Working with Words). These worksheets are simple, colorful, and suitable for young learners.

Worksheet Folder: Developing Reading & Writing Skills (Foundational Stage, English) Worksheet 1: Guided Reading – Read and Match  
Instructions:

Look at the pictures. Read the sentences. Draw a line to match each sentence to the correct picture.

This is my mother.

I have a red ball.

The dog is running.

I see a big tree.

(Pictures: mother, ball, running dog, tree)

Worksheet 2: Self-Selected Reading – My Favorite Picture Book  
Instructions:

Choose your favorite picture book from the classroom library.

a) Draw a picture of your favorite part of the story.

b) Write 1-2 sentences about it.

Example:

"I like the cat. The cat is funny."

Worksheet 3: Writing – My Family

Instructions:

a) Draw your family.

b) Write the names of your family members under the picture.

c) Try to write one sentence about your family.

Example:

"This is my family. I love my family."

#### Worksheet 4: Working with Words – Word Wall

Instructions:

Look at the words in the box. Cut and paste (or write) them under the correct picture.

Words: mother, father, sister, brother, dog, cat

(Pictures: mother, father, sister, brother, dog, cat)

#### Worksheet 5: Guided Reading & Writing – Fill in the Blanks

Instructions:

Read the sentences. Fill in the blanks with the correct word from the box.

Words: apple, school, sun, book

I go to \_\_\_\_\_ every day.

The \_\_\_\_\_ is yellow and bright.

I eat an \_\_\_\_\_ at lunch.

I read a \_\_\_\_\_ with my teacher.

Teacher's Note:

Use these worksheets as part of daily lessons.

Encourage children to speak about their drawings and sentences.

Praise all efforts and help with spelling or ideas as needed.

Worksheets can be collected in a folder as a portfolio of each child's progress.

If you want these worksheets in a printable format or need more for a particular skill (reading or writing), let me know!

#### Task 5:

Analyze written work (notebook & worksheets) of children of your class and observe the patterns of the errors in English Language (or any L-II) and present a report detailing the types of errors, possible causes for them and suggestive activities/approaches to address them

#### List of Topics

Introduction

Types of Errors Observed in Children's Written Work

## Possible Causes for These Errors

## Suggested Activities and Approaches to Address Errors

## Conclusion

## Report: Analysis of Children's Written Work – Error Patterns, Causes, and Solutions

### 1. Introduction

Analyzing children's written work, such as notebooks and worksheets, is an important part of teaching and learning English (or any L-II) at the foundational stage. By carefully observing the types of errors students make, teachers can understand their learning needs and plan better activities. This report presents common error patterns found in children's writing, possible reasons for these mistakes, and practical ways to help students improve.

### 2. Types of Errors Observed in Children's Written Work

After reviewing the notebooks and worksheets of children in my class, I noticed the following common types of errors:

#### a. Spelling Errors

Example: "frend" instead of "friend", "sisterr" instead of "sister".

#### b. Capitalization and Punctuation Errors

Example: missing capital letters at the start of sentences, no full stops, "i" instead of "I".

#### c. Word Order Errors

Example: "Dog black is" instead of "The dog is black", "My like I school".

#### d. Grammar Errors

Example: wrong use of verb forms ("He go to school" instead of "He goes to school"), missing articles ("I have cat" instead of "I have a cat").

#### e. Omission of Words

Example: "She playing" instead of "She is playing".

#### f. Use of Mother Tongue Words

Example: Mixing Hindi or other local words in English sentences ("My papa is doctor").

#### g. Handwriting and Letter Formation Issues

Example: Letters not formed correctly, words joined together, or unclear writing.

### 3. Possible Causes for These Errors

#### a. Influence of Mother Tongue

Children often think in their home language and translate directly into English, leading to word order and grammar errors.

b. Limited Exposure to English

Many students do not use English at home or outside school, so they have little practice.

c. Lack of Understanding of Grammar Rules

Young children may not yet understand the rules for verb forms, articles, and sentence structure.

d. Memorization Without Understanding

Some children memorize sentences or spellings without understanding their meaning or usage.

e. Inadequate Practice

Not enough reading or writing practice leads to spelling and handwriting errors.

f. Carelessness or Rushing

Sometimes, errors happen because children rush through their work or do not check their writing.

g. Lack of Confidence

Children may be afraid of making mistakes, so they write less or avoid trying new words and sentences.

4. Suggested Activities and Approaches to Address Errors

a. Spelling Games and Word Walls

Use spelling games, flashcards, and create a word wall in the classroom with commonly used words.

Practice spelling through fun activities like “spell and clap” or “spelling bees”.

b. Daily Reading Practice

Read simple storybooks and sentences together every day.

Encourage children to point out capital letters, full stops, and correct word order while reading.

c. Sentence Building Activities

Give children word cards to arrange into correct sentences.

Practice making and saying sentences aloud before writing them.

d. Focused Grammar Practice

Use short, simple exercises for verb forms, articles, and prepositions.

Play games like “find the mistake” in sentences on the board.

e. Dictation and Listening Activities

Regular dictation of words and short sentences helps with spelling and listening skills.

Listen to short English stories or rhymes and write down new words.

f. Encourage Self-Checking and Peer Review

Teach children to check their own work for capital letters, full stops, and spelling before submitting.

Pair children to check each other’s work and give positive feedback.

g. Use of Multilingual Support

Allow some use of home language to explain new concepts, but gradually encourage more use of English.

Translate difficult words together and make a bilingual word list.

h. Handwriting Practice

Provide lined worksheets for letter formation.

Practice writing letters and words slowly, focusing on neatness.

i. Build Confidence Through Praise

Praise all efforts and celebrate small improvements.

Create a safe environment where mistakes are seen as a part of learning.

5. Conclusion

By carefully analyzing children’s written work, teachers can spot common patterns of errors and understand their causes. Most mistakes at the foundational stage are a natural part of learning a new language. With regular practice, fun activities, and lots of encouragement, children can improve their reading and writing skills in English (or any L-II). The key is patient guidance and making learning enjoyable for every child.

Task 6:

Prepare effective and useful and low-cost/no-cost learning material to develop language skills in English language (or any L-II) for one of the foundational or preparatory classes. Also, use it in the classroom and to analyze your experiences.

## List of Topics

### Introduction

### Selection of Class and Language Skills

### Preparation of Low-Cost/No-Cost Learning Material

### How the Material Was Used in the Classroom

### Analysis and Reflection on Classroom Experience

### Conclusion

## Report: Creating and Using Low-Cost/No-Cost Learning Material to Develop English Language Skills at the Foundational Stage

### 1. Introduction

Learning materials are very important for young children to develop language skills. For many schools and teachers, it is not always possible to buy expensive books or kits. However, effective learning can happen with simple, low-cost or no-cost materials made from things easily available at home or in the environment. This report describes how I prepared and used such materials in my foundational class and what I observed.

### 2. Selection of Class and Language Skills

I chose to work with Class 1 students (foundational stage) to develop basic English language skills—listening, speaking, reading, and writing. The focus was on vocabulary building, simple sentence formation, and developing confidence in using English.

### 3. Preparation of Low-Cost/No-Cost Learning Material

I prepared the following materials using waste and easily available resources:

#### a. Picture Flashcards

Made from old cardboard boxes and magazines/newspapers.

Cut small rectangles and pasted pictures of common objects (apple, dog, ball, tree, etc.).

Wrote the English word below each picture.

#### b. Word Cards

Used leftover chart paper, cut into strips.

Wrote simple English words (cat, sun, run, book, etc.) with a marker.

#### c. Story Stones

Collected small, smooth stones from the playground.

Drew or pasted small pictures on them (boy, girl, house, flower, etc.).

Used them for story-making and vocabulary games.

d. Alphabet Cards

Used old greeting cards and cut them into squares.

Wrote one letter of the English alphabet on each card.

Decorated with colored pencils.

e. Puppet Dolls

Made simple finger puppets using old socks, cloth pieces, and buttons.

Used them for role-play and storytelling.

f. Word Wall

Made a word wall in the classroom using a piece of cloth or chart paper.

Added new words every week with the help of students.

4. How the Material Was Used in the Classroom a. Picture Flashcards

Used in “show and tell” activities.

Children picked a card, named the object, and made a simple sentence (“This is an apple”).

b. Word Cards

Played matching games: children matched word cards to the correct picture cards.

Used for arranging words to make simple sentences.

c. Story Stones

Children picked 2–3 stones and created their own short stories using the pictures.

Encouraged speaking and creative thinking.

d. Alphabet Cards

Used for letter recognition and phonics games.

Children arranged cards to spell simple words.

e. Puppet Dolls

Used in pairs or small groups for role-play (“Hello, what is your name?”).

Helped shy children participate in speaking activities.

f. Word Wall

Referred to during reading and writing tasks.

Children loved adding their own words and drawings.

5. Analysis and Reflection on Classroom Experience

a. Engagement and Participation

Children were very interested in the activities because the materials were colorful, hands-on, and made by them or with their help. Even shy children wanted to try the games.

#### b. Language Development

Vocabulary: Children learned new words quickly and remembered them better.

Speaking: Puppet role-plays and story stones encouraged even quiet students to speak.

Reading: Matching word cards to pictures helped with word recognition.

Writing: Alphabet cards and the word wall gave children confidence to write new words.

#### c. Inclusivity

All children could participate, regardless of their home background, because the materials were simple and did not require any cost.

#### d. Creativity

The use of story stones and puppet dolls sparked imagination. Children made up their own stories and dialogues.

#### e. Challenges

Some materials (like story stones) took extra time to prepare.

A few children needed help handling small cards or stones.

Keeping the materials organized was a little difficult at first, but assigning helpers solved the problem.

#### f. Teacher's Learning

I realized that learning materials do not have to be expensive to be effective. Involving children in making and using the materials made them more interested and responsible. The classroom environment became more joyful and interactive.

#### 6. Conclusion

Low-cost or no-cost learning materials can be very effective for developing English language skills at the foundational stage. With a little creativity and effort, teachers can make useful resources from things available at home or school. Such materials make learning fun, inclusive, and meaningful for all children. My experience showed that children learn best when they are actively involved and when learning is made practical and enjoyable.

Task 7:

Write a detailed report on how you have used Jaadui Pitara / e-Jaadui Pitara/ ICT resource to develop language skills in English language (or any L-II) and link with the learning outcomes for L-II.

### Report: Using Jaadui Pitara / e-Jaadui Pitara / ICT Resource to Develop Language Skills and Link with L-II Learning Outcomes

1. Introduction  
In today's classrooms, making language learning enjoyable and effective is very important, especially for young children at the foundational stage. The Government of India and NCERT have introduced innovative resources like Jaadui Pitara, e-Jaadui Pitara, and various ICT (Information and Communication Technology) tools to help teachers and students. This report explains how I used these resources in my class to develop English language skills and how these activities are connected to the learning outcomes for L-II (second language).

#### 2. What is Jaadui Pitara / e-Jaadui Pitara / ICT Resource?

Jaadui Pitara is a special "magic box" designed for foundational stage children (ages 3–8 years). It contains a variety of learning materials such as story cards, picture books, puppets, puzzles, games, and flashcards. These materials are colourful, attractive, and easy to use for teachers and students.

e-Jaadui Pitara is the digital version of Jaadui Pitara. It is available online or on tablets and includes digital stories, animated rhymes, interactive games, and audio-visual content.

ICT resources include computers, tablets, smartphones, educational apps, and online portals like DIKSHA, which offer digital lessons, videos, quizzes, and more.

#### 3. Selection of Resource and Learning Outcomes

For my Class 1 English (L-II) lessons, I used both physical Jaadui Pitara (story cards, puppets, picture books) and e-Jaadui Pitara (digital stories and rhymes on a tablet). My main focus was to develop these language skills:

Listening and understanding simple English stories and instructions

Speaking simple sentences and expressing ideas

Reading familiar words, sentences, and short stories

Writing simple words and sentences

These are directly linked to the learning outcomes for L-II at the foundational stage, such as:

Understanding and responding to oral instructions

Expressing self using short sentences

Reading and recognizing words and sentences

Writing words and sentences about self and surroundings

#### 4. How I Used the Resource to Develop Language Skills a. Listening Skills

I played audio stories and rhymes from e-Jaadui Pitara on a tablet.

Children listened to stories like “My Family” and “The Red Ball” and then answered simple questions. I also used puppets from the magic box to enact stories while children listened and watched. This helped them focus, understand pronunciation, and improve their listening skills.

#### b. Speaking Skills

Using story cards and puppets, I organized role play activities. Children acted as different characters and spoke simple dialogues in English, such as “Hello, I am a cat” or “This is my father.” After listening to rhymes, students repeated new words and phrases. Picture books were used for “show and tell”—each child described a picture in their own words.

#### c. Reading Skills

I distributed picture books and flashcards from Jaadui Pitara. Children matched word cards to pictures and read aloud simple sentences. On the tablet, digital games allowed children to click on words and hear their pronunciation. This helped in word recognition and reading fluency.

#### d. Writing Skills

After story sessions, I asked children to draw their favourite character from the story and write one or two sentences about it. We did simple word and sentence puzzles, where children arranged jumbled words to make correct sentences. Sometimes, children wrote new words from the story on the board or in their notebooks.

#### 5. Linking Activities with Learning Outcomes

Listening to stories and rhymes improved children’s understanding of spoken English and their ability to follow instructions.

Role play and puppet shows helped children speak confidently, form sentences, and use correct pronunciation.

Reading picture books and matching words supported reading skills, word recognition, and comprehension.

Writing activities (like drawing and writing about a character) developed the ability to express ideas in writing and understand sentence structure.

Digital games and interactive activities made learning fun and encouraged repeated practice.

All these activities are directly connected to the foundational learning outcomes for L-II, like listening and responding, speaking clearly, reading familiar words, and writing simple sentences.

## 6. Reflections and Observations

**High Engagement:** Children were excited to use the colourful story cards, puppets, and digital games. Even shy students wanted to participate.

**Improved Skills:** Regular use of Jaadui Pitara materials improved vocabulary, pronunciation, and confidence in speaking and writing.

**Inclusivity:** The variety of materials (audio, visual, tactile) helped all types of learners, including those who learn better by seeing or doing.

**Challenges:** Sometimes, technical issues like charging the tablet occurred, and not all children had access to digital resources at home. However, group activities in class helped overcome this problem.

**Teacher's Learning:** I learned that by combining physical and digital resources, lessons became more lively, interactive, and effective.

## 7. Conclusion

Jaadui Pitara, e-Jaadui Pitara, and ICT resources are powerful tools for developing English (or any L-II) language skills at the foundational stage.

These resources make learning joyful, interactive, and meaningful. By linking classroom activities with learning outcomes, teachers can ensure that every child progresses in listening, speaking, reading, and writing. My experience shows that with creativity and the right resources, every classroom can become a magical place for language learning.