Planning lessons: Lower Primary Language and Literacy

English (with Hindi)

Commentary:

Here a primary teacher is planning a storytelling session with very young students. His aim is to make the lesson interactive so that his students can express their ideas.

Teacher interview:

My students are in their first year and I am planning to tell them a story and ask them some questions from that story.

I have a chart, and on that chart I will draw the main scenes of the story.

I have a second chart that looks even better, and I will also hang this on the blackboard so students can see it clearly from a distance.

That way, they can understand the story and this will help them to answer my questions.

My plan is to note down on my register all my questions in advance. So it will help me to sequence the questions well during the lesson.

Commentary:

In planning the lesson, the teacher practices telling the story so he can hone his skills at making it more engaging for his students.

Teacher interview:

Without a plan, it is easy to skip things in the lesson. So by having a plan, it helps me to cover more of the things I want to cover in class.

Teacher: अच्छा बेटा, आज हम लोग, तुम लोगों को एक कहानी सुनाएंगे।

Commentary:

The teacher tells his students a story about a thirsty crow searching for water.

Teacher: गर्मी के मौसम में, एक कौवा बहुत थका हारा, बेचारा, इधर-उधर कांव-कांव कांव-कांव कर रहा था; क्योंकि वह... प्यासा था।

Commentary:

After completing the story, the teacher asks his students to imagine how it might end differently. This encourages them to use language while being imaginative.

Teacher: तो उसको पानी मिल गया। आजकल का अगर कौवा होता, या हम लोगों में से – जैसे कोई एक कौवा होता तो क्या करता? कहाँ पानी पीने जाता? कहाँ जाता बेटा?

Student 1: नल पर।

Teacher: हाँ, है न? वंदना ने बताया - कहाँ जाता?

Students: नल पर।

Teacher: नल पर पानी पीने जाता। अच्छा, नल पर पानी पीते हुए - कितने लोगों ने - कौवे को देखा है?

Students: हमने देखा है सर।

Teacher: बहुत अच्छे, वैरी गुड। बहुत अच्छे, शाबाश, ठीक है।

Student 1: टोटी नहीं खोल पाएगा तो कैसे पानी पिएगा?

Commentary:

Notice how the teacher's questioning prompts student talk.

Teacher: तो पानी कैसे पिएगा? इधर, अब्दुल्लाह, बोलो बेटा।

Student 2: अगर कौवा पानी नहीं पिएगा, या न... कोई चीज़ खायेगा, तो मर जाएगा।

Teacher: हाँ, अगर कोई चीज़ खायेगा नहीं, पानी भी नहीं मिलेगा तो?

Student 2 : मर जाएगा।

Teacher: मर जाएगा। ठीक। आरिफ बोलेंगे।

Student 3: अगर मछली को पानी न मिले, तो मछली सूख के मर जाएगी।

Teacher: हाँ, मछली सूख के?

Student 3: मर जाएगी।

Teacher: मर जाएगी, अगर पानी उसको नहीं मिलेगा, तो वह?

Student 3: मर जाएगी।

Student 4: अगर कौवा उड़ के नहीं पात है, तो उ... चल के चल के... उस को बिल्ली नहीं खा लेगी? उड़ नहीं पाते हैं...

Teacher: अच्छा, अगर उड़ नहीं पायेगा तो उसको?

Student 4: उसको बिल्ली...

Teacher: बिल्ली खा लेगी।

Student 4: हाँ।

Teacher: हमने बताया था कि आजकल अगर कौवा प्यासा होगा तो वह कहाँ जायेगा पानी पीने? कहाँ जायेगा?

Students: नल पर। नल पर।

Teacher: कहाँ जाएगा?

Students: नल पर।

Teacher: नल पर जायेगा। और उसकी टोंटी पर, टोंटी पर उसके - बैठेगा जाके। और फिर क्या करेगा?

Students: पानी पिएगा।

Commentary:

Notice how the teacher listens to and builds on the students' responses as he questions them, to develop their thinking.

Teacher interview:

I wanted the students to speak and to engage with me.

My planning helped me achieve this, and without a plan the lesson would not have been as good and my students could easily have become distracted from the subject. I can further develop these ideas and engage the students even more by planning and performing activities when I teach.

Commentary:

Planning includes anticipating the questions you will ask – but, like this teacher, you need to keep the plan flexible and respond to students' ideas. Try this in your lessons.