

Planning lessons: Upper Primary English

English (with Hindi)

Teacher: Good afternoon, children!

Students: Good afternoon, ma'am!

Commentary:

In this upper primary class, a teacher has planned a lesson to help her students practise using English letters and words.

Before the lesson began, she hung a simple washing line of English letters across the back of the classroom.

Teacher: Today, we will play a game! Some alphabets are hanging, on that string.

तो हमें क्या करना है? This is a picture.

Students: Yes, ma'am.

Teacher: You see the objects in that picture?

Students: Yes, ma'am.

Commentary:

During her lesson planning, the teacher pinned up a picture from which her students will select objects to spell. It is important that the objects are of a suitable level of difficulty for the class.

Teacher: तो जो objects हैं, जो भी चीज़ें हैं, वो हमें पहचाननीं हैं। और उन्हीं के spelling के according, वहाँ से alphabets, हमें pick करने हैं। And उसके according, उस group को खड़ा होना है।

We will make a group of four. First row and third row will turn around. Yes.

Group 1, Group 2...

Commentary:

The teacher has planned to use groups so that her students can collaborate and help one another learn. Notice how she gives instructions in English to manage the transition to groupwork.

Teacher: Group 3, come here. And what is this?

Student: Fish.

Teacher: Very good! Now, go back and pick the letters. Very good!

Is it right?

Students: No, ma'am.

Teacher: Correct it. Come and correct it.

Now, is this right?

Students: Yes, ma'am.

Commentary:

As the students progress, the teacher can plan to introduce more challenging words for them to spell.

In the next lesson, the teacher has planned to give extra support to individual students with their English reading, while engaging the rest of the class in another activity. Planning a series of lessons requires a knowledge of your students, their prior learning and their progress.

Teacher: Other student will make a drawing, hmm? A drawing.

Draw करेंगे आप लोग, और drawing में आपको बनाना क्या है? You make your favourite fruit, OK?

Students: Yes, ma'am.

Teacher: Everybody knows 'favourite fruit'?

Students: Yes, ma'am.

Teacher: Tushar?

Student 1: I like apple.

Teacher: Very good!

And you will write two or three sentences. Two or three sentences on favourite fruit.

Commentary:

The teacher has given clear instructions to ensure the class works quietly as she calls students for individual reading support.

Teacher: Now, I call Vishnu. Yes, come here!

Sit here. Yes, please keep quiet, hmm?

Students: Yes, ma'am.

Student 2: You must have heard the man... name of A.P.J. Abdul Kalam?

Teacher: Slowly, slowly! Slowly, slowly!

Student 2: The former Pres... President of India. He was born on...

Commentary:

With large classes, it would not be possible for the teacher to support all her students with individual reading in any one lesson. But with careful planning, this can be achieved over time.

Teacher: In Tamil Nadu...

Student 2: He... be... belonged!

Teacher: Be... इसको break करके पढ़ो। Be... lo...nged.

Student 2: Be...lo...nged

Teacher: हॉ।

Student 2: To a poor family.

Teacher: Very good!

Commentary:

One-to-one support can help students overcome many common reading errors including pronunciation, punctuation mistakes, and letter confusion errors.

Student 3: A short... holiday gives us... dib...? dubel?

Teacher: Double!

Student 3: Double.

Teacher: Very good, double!

Student 3: Ene...

Teacher: E-N?

Student 3: Energy.

Teacher: Very good!

Student: In your.

Teacher: In? In?

Student 3: In our work!

Teacher: OK, बेटा। Excellent!

Commentary:

The teacher praises the reader and then checks how the rest of the class are doing with drawing and describing their favourite fruit.

Teacher: Have you finished your drawing?

Students: Yes, ma'am.

Teacher: Very good! और हरेक ने अपने अपने sentences लिख लिए?

Students: Yes, ma'am.

Teacher: Everybody...

Commentary:

At the end of the lesson, the teacher assesses the progress of the rest of the class to inform her future planning. How can you use assessments of student learning to inform your lesson planning?

Student 4: I like mango, yellow, yellow, lovely mango!

Teacher: OK, very good!