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# Teacher Training Module: English Learning Cycle Five

## Teaching of Writing

Sindh Technical Assistance –  
Development through  
Enhanced Education Programme  
(STA-DEEP)



THE AGA KHAN UNIVERSITY



## Introduction and Rationale of the Training

### **Dear Teachers!**

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

### **Our vision**

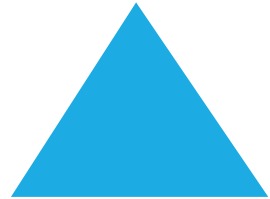
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

### **Our Teaching Philosophy**

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

### **Supporting You**

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

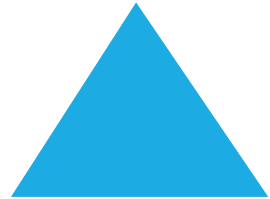


## Acknowledgement

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## Teaching of Writing

**Learning Objectives:** By the end of the session, the teachers will be able to:



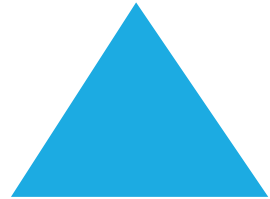
Comprehend and apply writing strategies in developing writing skills







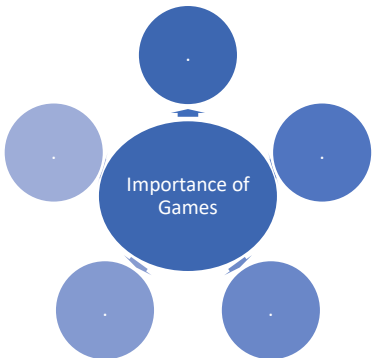
Demonstrate the use of writing strategies through practical approach









Identify the needs of students in writing skills

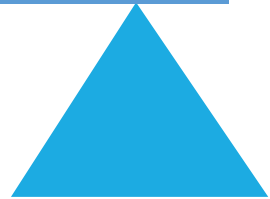





## Session Plan

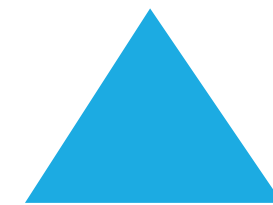
Time	Objective	Activities	Materials/resources
 5 mins	<b>Recitation</b> 	<b>Activity:1</b> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of the today's session.	
 15 mins	<b>Warm-up</b> 	<b>Activity-2</b> 1. Make the graph below on the writing board.  2. Ask teachers to share their opinion about the importance of games. 3. Write their responses in blank circles one by one. 4. Ask teachers, "what do we call this graph in writing skill?"	Blank Page, Marker, Board

 <p>20 mins</p>	<p><b>Develop Understanding about Writing Techniques</b></p> 	<p><b>Activity-3</b></p> <ol style="list-style-type: none"> <li>1. Make suitable groups</li> <li>2. Ask them to study Handout 1 and note down the key points to share with others (10 minutes)</li> <li>3. Invite one group to explain their points about brain storming and ask others to add where needed.</li> <li>4. Continue this process with Handout 2: Listing and Handout 3: Mind map.</li> <li>5. Summarize by asking the importance of these three pre writing techniques.</li> </ol>	<p>Marker, Board, Handout 1, Handout 2, Handout 3.</p>
 <p>20 mins</p>	<p><b>Find Pre-writing Strategies from Textbooks</b></p>	<p><b>Activity-4</b></p> <ol style="list-style-type: none"> <li>1. Ask teachers to work in same groups and list some pre-writing strategies from the textbooks provided to them (10 minutes) as given page-14, grade-3 textbook and page 20 grade-7 textbook.</li> <li>2. Invite them to share their list.</li> <li>3. Summarize that textbooks contain pre-writing activities to help students become good writers.</li> </ol>	<p>Page-14, Grade-3 Textbook and Page 20 Grade-7 Textbook, Textbooks-1-8</p>
 <p>30 mins</p>	<p><b>Construct and Practice Paragraph</b></p>	<p><b>Activity-5</b></p> <ol style="list-style-type: none"> <li>1. Ask the teachers to work in same groups and read paragraph writing on textbooks; Page-25 Grade-3 &amp; page-15 grade-8.</li> </ol>	<p>Textbook- Page-25 Grade-3, page-15 grade-8 textbook</p>



		<ol style="list-style-type: none"> <li>2. Ask them to write a paragraph on a chart with the help of examples on their favourite topic and display the chart on the wall.</li> <li>3. Invite groups to rate the paragraph on the wall by making stars on each chart.</li> <li>4. Chart receiving more stars will be winner.</li> </ol>	
 <p>25 mins</p>	<p><b>Comprehend and Practice Guided Paragraph</b></p> 	<p><b>Activity-6</b></p> <ol style="list-style-type: none"> <li>1. Make pairs</li> <li>2. Ask them to study and complete a writing exercise on page-45, grade-5 textbook and note down their response to the following questions;             <ol style="list-style-type: none"> <li>a. What is this type of writing exercise called?</li> <li>b. How should teachers do these types of exercises in the class?</li> <li>c. Did you find similar exercises in the given textbook? Please make a list</li> </ol> </li> <li>3. Invite pairs to share their responses one by one. Explain and clarify where needed.</li> <li>4. Ask a volunteer to summarize the activity.</li> </ol> <div style="border: 1px solid black; background-color: #00AEEF; color: white; padding: 5px; margin-top: 10px;"> <p><b>Expected Answers:</b>            Question 1: Guided Paragraph            Question 2: This kind of paragraphs are usually taught on the board as sample by a teacher and then students work in pair or groups to</p> </div>	<p>Marker, Board, Duster, Page-45, Grade-5 Textbook, Grades-1-8 Textbooks.</p>

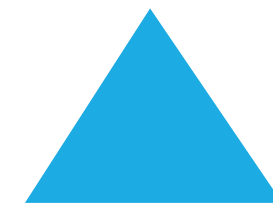


 <p>25 mins</p>	<p><b>Comprehend and Practice Controlled Paragraph</b></p> 	<p><b>Activity-7</b></p> <ol style="list-style-type: none"> <li>1. Ask teachers to work in same pairs and repeat the same process as was done in previous</li> <li>2. Ask half the pairs to study and complete a writing exercise on page- page-43, grade-2 and other half pairs to work on page-10, grade-5 textbooks. Tell them to note down their response to the following questions;             <ol style="list-style-type: none"> <li>a. What are the advantages of writing controlled paragraph?</li> <li>b. Did you find similar exercises in the given textbook? Please make list</li> </ol> </li> <li>3. Invite pairs to share their responses one by one. Explain and clarify where needed.</li> <li>4. Ask a volunteer to summarize the activity.</li> </ol> <div data-bbox="763 850 1778 1045" style="background-color: #00a0e3; color: white; padding: 5px;"> <p><b>Expected Answers:</b>            Question 1: It focuses on establishing grammatical patterns, sentence structure, punctuation and word order. Controlled writing exercises can help students learn how to express themselves effectively in</p> </div>	<p>Marker, Board, Duster, Page-43, Grade-2 Textbook. Page-10, Grade-5 Textbook, Grades-1-8 Textbooks.</p>
 <p>30 mins</p>	<p><b>Article Writing</b></p>	<p><b>Activity-8</b></p> <ol style="list-style-type: none"> <li>1. Make suitable groups</li> <li>2. Ask them to study writing strategy on Page-145 Grade-8 Textbook by using any pre-writing strategy that we studied today in a previous activity (Handout 1)</li> </ol>	<p>Chart, Marker, Board, Duster, Page-145 Grade-8 Textbook</p>





		<ol style="list-style-type: none"> <li>3. Ask them to write an article for their school magazine on chart paper and paste it on the wall.             <ol style="list-style-type: none"> <li>a. Provide a title.</li> <li>b. Describe your views in favour of your topic etc.</li> </ol> </li> <li>4. Invite groups to rate the paragraph on the wall by making stars on each chart.</li> <li>5. Chart receiving more stars will be winner.</li> </ol>	
 <p>10 mins</p>	<p><b>Feedback/Closure</b></p>	<p><b>Activity-9</b> Conclude the session by asking the following questions.</p> <ul style="list-style-type: none"> <li>• How was your today's learning?</li> <li>• Which issues have been addressed that you faced during your teaching of English language?</li> </ul>	<p>Marker, board, duster</p>

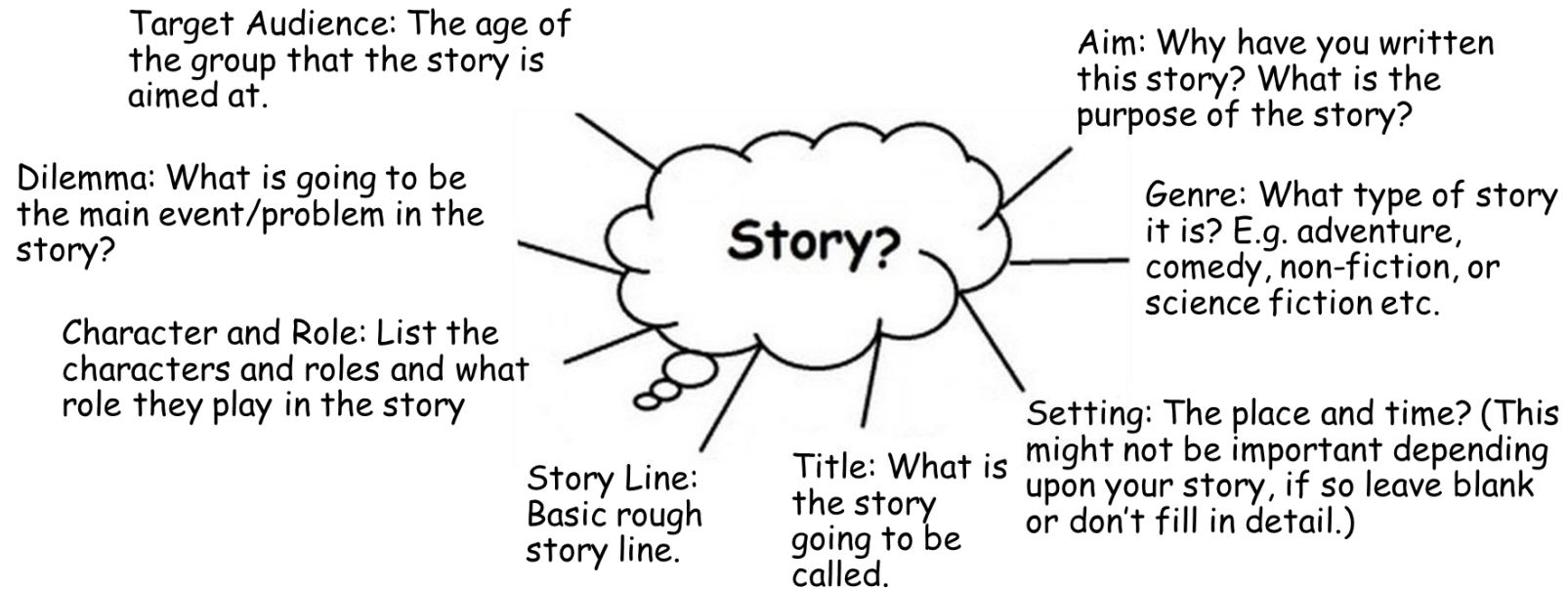


## Handout 1

### PRE-WRITING TECHNIQUE

#### BRAINSTORMING

Brainstorming is a technique where you record every idea that comes to mind that relates back to the topic.



## Handout 2

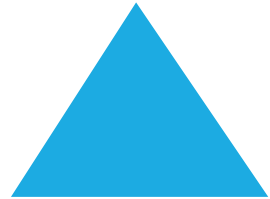
### **LISTING**

Making a list can help you develop ideas for writing once you have a particular focus. If you want to take a stand on a subject, you might list the top ten reasons why you're taking that particular stand. Or, once you have a focused topic, you might list the different aspects of that topic.

Example:

Ways to live a greener life:

- Use natural cleaning products without propellants
- Walk or bicycle to places nearby
- Use recycled products
- Take public transportation
- Recycle cans and bottles
- Use non-life-threatening traps instead of chemical squirrel repellents



## Handout 3

**MINDMAP**

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.

