

Module 2: Question Words and Sight Words

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

<https://www.youtube.com/embed/dXZusxwURRY?si=8bvmgsF1yoX60JUO>

https://www.youtube.com/embed/8ax_ISiYSAU?si=iPHHKQueRCBTCi8D

https://www.youtube.com/embed/Ja-gbF0w0mA?si=w_0jv2nH9UD3Pw5G

Class 1: Question Words

Objectives:

- To familiarize students with commonly used words in sentences and questions.
- To help students strengthen their fluency and comprehension in spoken English.

How do I go about it?

- **Starter (5 min):** Create a story chain. The facilitator can start by saying a sentence as the beginning of the story. Students can think and be creative here and add to the sentences. If needed, the facilitator can ask students what their favorite part of the story was and what they did not like.
- **Topic of Discussion (40 min):** (Recap included here) The facilitator can ask the students if they can recall the previous class where we discussed words with a 'wh' sound. The facilitator can take a half piece of chart sheet and write down the question words

(what, where, when, who, why) with different colors. Then she/he can take each word and explain the meaning and give an example by using it in a question. The facilitator can then ask the students if they could try making some questions with these words. The facilitator in this class can mainly focus on meaning making and use of the question words.

- **Activity (10 min):** This is a small story. After reading this to the students the facilitator can ask the students if they can try making questions.
 - **For example:** What is the boy's name?
 - **Story:** Ram is a 5-year-old boy. He loves to eat apples. His mother gets him an apple every day. Ram likes to share his apple with his family and friends. One day he takes his apple and gave it to his friend Sam.
 - What would you like to know about your friend? Think of 3 questions that you would like to ask your friends and let's all share it in class one by one.

Note for teachers: Use of as many colors could be a one of a good way to gain the attention of students.

Plenary (2 min):

- What did you find difficult in this class?
- Did question words help understand better?
- Did the activity help to understand the concept?

Question for takeaway reflection (3 min):

- Imagine you are at a vegetable shop. Could you make a list of 4-5 questions you would be asking the vendor when you are buying a vegetable.

What materials do I need?

- Chart paper
- Sketch pens

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Sight Words

Objectives: Familiarizing students with common words in English.

How do I go about it?

- **Starter:** Breathing exercise: Imagine you are in a huge forest, can you hear the different wild animals making noises and playing with family. Can you share what you are thinking?
- **Discussion:**
 - **List of Sight words:** That, this, it, those, these, then, there, on, in, or, is, the, a, up, down, are.
 - The facilitator can explain the concept by asking the students some questions. And ask how will someone answer a question. We use a sentence. And in sentence formation we use certain words which commonly appear in a sentence.
 - The facilitator can show these words using word cards written with colors. While showing these words facilitator can explain by using the words in a sentence with its meaning.
 - Here the facilitator can show a video story by muting the audio. And ask the children if they could describe the picture in a full sentence.

- **Activity:** The facilitator can play the role of being a customer in a supermarket. Students can become the sales person one by one. The facilitator can show pictures of certain items available in a supermarket and ask the children questions.
 - **For example:**
 - What is this?
 - This is a packet of chips.
- **Plenary:**
 - Did you understand the difference between that, this and those, these?
 - Did you understand the meaning of each sight word?
- **Question for takeaway reflection:**
 - Can you make 2-3 sentences using the following sight words?
 - That
 - This
 - Those
 - These

What materials do I need?

- White cards
- Sketch pens

Resources:

- Video of the story. [\(Link?\)](#)

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 3: Use of Sight Words and Question Words

Objectives: Recap of sight and question words for better understanding.

How do I go about it?

- **Starter (5 min):** Playing a song or rhyme and freeze.
- **Discussion (20 min):** Facilitator can now take each question word and ask questions to students. Students can try answering in full sentences with sight words. Facilitator can show real life objects for the discussion.
- **Activity (25 min):**
 - Picture description: Facilitator can divide the children into 3-4 groups. Ask them to have a discussion between themselves and come up with questions and answers using the question words and sight words of their choice.
 - The facilitator can give a small passage. Ask the students to make two columns. Point out the question words and sight words in the following story. Write them in the correct column.

Note for teachers: In this module meaning making should be focused throughout.

Plenary (5 min):

- Any sight or question word that the student did not understand?

Question for takeaway reflection (5 min):

- Take any single object from your surroundings. Describe the object in 5-6 sentences using sight words.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Revision #7

Created 3 August 2025 17:47:18 by WeLiveAdmin

Updated 18 October 2025 00:15:43 by Nisha