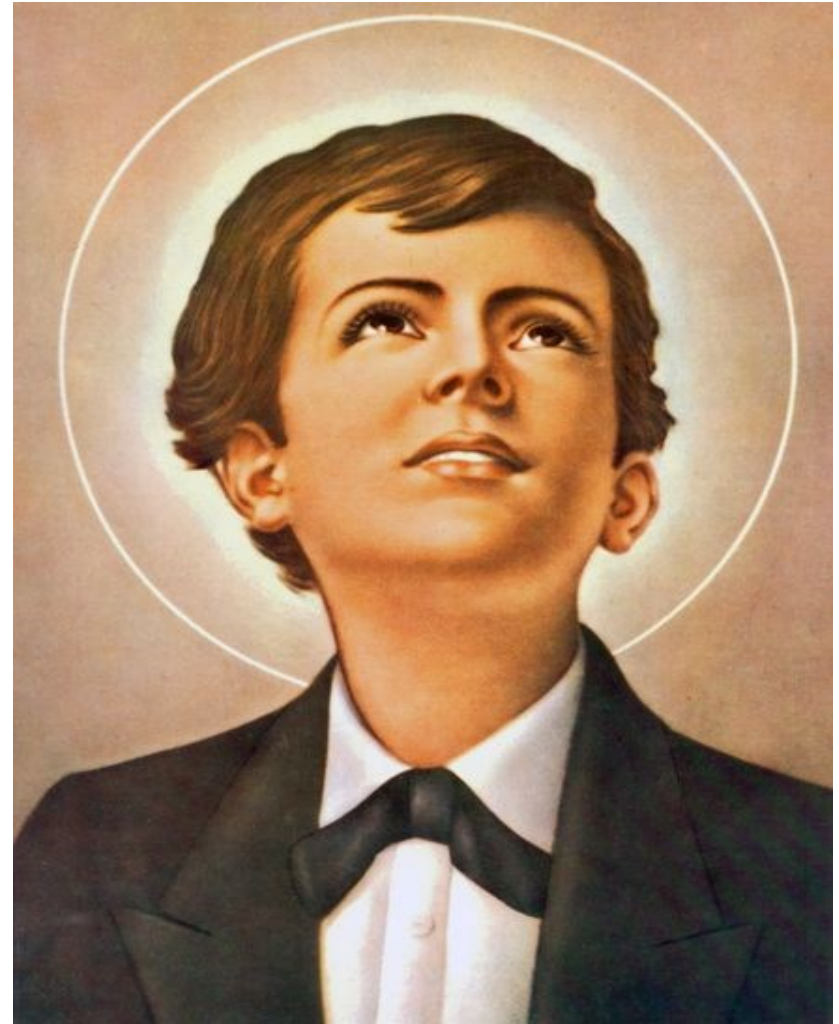




HOLY CROSS CATHOLIC PARISH
KAKUMA REFUGEE CAMP –DIOCESE OF LODWAR

SAVIO CLUB

TEACHERS' TRAINING MANUAL



PREPARED BY: Petronilla Ng'endo

TEACHERS' TRAINING MANUAL

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BONUS SECTION

Different fun teaching activities

Numbers 1- 20

Hints play game involving numbers. Count the children giving them each a number- Let them write down the numbers you give them. Give 1-10 and repeat again until all children have numbers. Then call out different numbers randomly and have the students who have those numbers write the numbers both in numbers and in words on the black board. You can tell those for example with number 12 to exchange with those with number 1 and have them repeat the exercise of writing down the numbers both in words and number song in numbers. Do the exercise many times. You can also use the missing number exercise. Sing the number song.

Months of the year

Look for a calendar

Teach months of the year in order

Point out different activities happening in different times of the year for example Christmas in December. Birthdays etc.

Write down flash cards with different months of the year to use it creatively for the lesson.

Sing ‘Months’ march song (get everyone stand to attention like soldiers then follow the steps in gestures each march to represent a month then everybody stop: ready march).

Have the children practice in writing too.

Morning routines

First teach the morning routines verbs.

Brushing teeth, washing face, brush hair, get dressed, eat breakfast, brush teeth, put on shoes, and go to school.

Practise morning routine verbs.

Play a game where you do a gesture and children say what you are doing. Write different gestures on flash cards for different actions. Teach children how write different verbs e.g. brushing teeth, i.e. ones taught above.

Drawing exercise of different actions.

Sing a song “when I wake up in the morning ... I wash my face, I brush my teeth,”

POSITIVE GUIDANCE GUIDELINES

1. Recognize and praise any positive behaviour.
2. When talking with the child if possible, get down to the child's level by stooping or sitting on a low chair so that you can maintain eye contact with the child. This way the child will not feel intimidated by you and hence he can open up more easily.
3. Let the children know that you like them and you only dislike their negative actions.
4. Encourage good behaviour instead of focusing on the negative behaviour
5. Teach the child positive ways of coping with frustrations.
6. Redirect the child to another more appropriate activity when need be
7. Correct children's mistake without embarrassing them.
8. Help the children to identify stressors and teach them ways of coping.
9. Recognize instances of bullying and care for the children involved (both bullies and those being bullied)

EXAMPLES OF QUICK STRESS RELIEVERS FOR CHILDREN

- ◆ Let the children draw their feelings then tear the paper into small pieces. And as they get up to throw the papers away, explain to them that they are also throwing away the negative feelings.
- ◆ Deep breathing exercise where the children breathe in through the nose then breathe out through the mouth slowly as if they are blowing a candle. Ensure their stomach is moving in an up and down motion as they do this.

FACTORS THAT CAUSE STRESS IN CHILDREN AT SCHOOL

⇒ **Family problems**

For example, a child feeling unloved, abandoned, parent's conflicts, sibling rivalry, parents separation or divorce, lack of parental support and guidance among others.

⇒ **Drug and substance abuse**

⇒ **School related problems** - such as children feeling that their teachers don't like them or understand them, they don't listen to them, pay attention to them, bullying problems among the peers, not having friends etc.

⇒ **Peer pressure** for e.g. not having enough resources to fit into a peer group or being forced to do things they are not comfortable with within the peer group.

⇒ **Environment** – for example, an environment marked with armed conflicts leading to insecurity, harsh environmental conditions leading to food and water scarcity, poverty leading to a lack of basic needs can leave a child feeling stressed.

CHAPTER 1

TEACHING METHODOLOGIES

What is CBC?

It is Competency Based Curriculum which was designed by KICD- Kenya Institute of Curriculum Development and launched by Ministry of Education in 2017. It emphasizes on **developing skills and knowledge** and **applying these in real life situations**

7 core competencies of CBC

At the end of every learning period, the learner should have achieved

- ⇒ Communication and collaboration
- ⇒ Critical thinking and Problem solving
- ⇒ Imagination and creativity
- ⇒ Citizenship
- ⇒ Learning to learn
- ⇒ Self efficacy
- ⇒ Digital literacy

CBC life values

At the end of every learning period, the learner should have been moulded to have the following values

- **Love, Responsibility, Respect, Unity, Peace, Patriotism, Integrity**

Levels of CBC

Early years Education

Middle school Education

Senior school

Pre- primary (2 years) – years 4 and 5 ; it was referred to as ECD in the old curriculum. Now it has two levels- pp1 and pp2

Lower primary (3 Years) – grade 1, 2, 3 for years 6,7 and 8 respectively

Upper primary (3 Years) – grade 4,5,6 for years 9, 10, 11 respectively

Lower secondary (3 years) – grade 7,8,9 for years 12,13,14 respectively.

Senior Secondary (3 years) – grade 10,11 and 12 for years 15,16,17 yrs. respectively.

Higher Education (at least 3 Years depending with the course) – for 18 yrs. +

Subjects for lower primary which is the target group for Savio club are;

- ◆ Literacy, Kiswahili, English, Indigenous language activities, Mathematical activities, Environmental activities, Hygiene and nutrition activities, Religious education , Movement and creative activities

TEACHING METHODOLOGY FOR SAVIO CLUB

Lesson Objectives for Savio Club

- ⇒ To improve reading skills
- ⇒ To improve writing skills both English and Kiswahili
- ⇒ To enhance numeracy skills
- ⇒ To enhance critical thinking and problem solving skills
- ⇒ To increase imagination and creativity through games, songs etc.
- ⇒ To enhance communication and collaboration through communal activities e.g. games, projects etc.
- ⇒ To enhance life values of – Honesty, Respect, Love, Unity, Responsibility, commitment, Forgiveness, creativity, among others by following the examples of St. Dominic Savio as their patron saint and St. John Bosco.

Modes of presentation

One can present a topic in many different ways. Bottom line is that they should be simple and easy to understand especially for young learners. The following modes of presentation can be used for Savio club children.

Lecture : it is addressing an audience. The trainer speaks while the students listen. For it to be effective, the presenter must be audible (loud enough to be heard) the presenter must be aware of the students at all times, and its important to use training aids during presentation.

Demonstration: This is where the student observes a presentation. it should follow the following sequence; (Verbal explanation→showing the item or skill → demonstrating the skill→ student questioning.

When demonstrating,- break the task into small pieces, Ensure all members see your demonstration, check if the equipment is working before the demo, Ensure there is enough time for the learners to practice the skill.

student practice: this should be done for every instruction given. Ensure supervision and during practice, give students positive feedback and show them where they could be going wrong. Positive feedback encourages them to learn the task.

Student reading: Learners should be encouraged to spend their own time reading. E.g. give exercises that requires them to read such as filling in missing words or letters. Its important to listen to their reading and correct them where necessary.

Group work: small groups are preferred especially for young learners. Ensure each learner participates and it is important to supervise all the groups while they are at work.

Role Plays: Allow learners to act out by using previous experiences and new knowledge acquired through the instructions given to them. Use a few props to avoid distraction and try to involve all learners in the act. In the end, discuss and give feedback about the role play correcting them where necessary and encouraging them for good work done.

Fig 2

make a graceful exit	use time out	set consequences
-Avoid confrontation	Children acting up should be told to sit in a corner and reflect on their behavior	loss or delay of a favored activity e.g. playing
remove the audience e.g. seek for the attention of the children who are paying attention to the disruptive child.	Require the repair or replacement of damaged goods from the student.	Interaction with the supervisor or head teacher
		Interaction with the parents of the student

Boredom

Use different teaching methods e.g. use songs, flash cards, stories, different children taking time to read a story etc. in between lessons to avoid long teaching sessions that will create boredom.

GUIDING CHILDREN TO OVERCOME TROUBLESOME BEHAVIOUR

When dealing with an angry child;

1. Stay calm, keep the voice low, squat down to the child's level and look directly into the child's eye.
2. Make it clear to the child that you care for him/her and that you are not rejecting him.
3. Remind the child the limits he/she has overstepped or the mistake he/she has done and suggest alternative activities he/she should have done or alternative language that should have been used.
4. Encourage them to express their feelings by showing your willingness to listen to them.
5. You can allow them to express themselves in different ways e.g. drawing pictures
6. Teach the child ways of coping with frustrations using different problem solving techniques.

CLASS MANAGEMENT STRATEGIES

DISCIPLINE

REASONS WHY PUPILS MISBEHAVE IN CLASS

- ◆ Attention e.g. attention of the teacher or classmates.
- ◆ Power- e.g. to boss others around
- ◆ Revenge for being hurt by their peers or teacher.
- ◆ To divert attention from poor performance e.g. reading problems
- ◆ Boredom
- ◆ Other personal problems like family problems or illness

CAUSE OF ACTION TO TAKE

1. ATTENTION SEEKING

When a learner is seeking attention, do the following; minimize attention to them, do the unexpected and make note of appropriate behavior. You can follow the example in fig 1

Minimize Attention	do the unexpected	note appropriate behavior
◆ Stand close by the pupil	Change the tone of your voice	Express thanks for those who are following
◆ Send a secret signal to the pupil	Stop and stare at them	Express gratitude for those attentive and quiet
◆ Mention the pupil's name in a sentence when giving examples.	-tell them to give another example	Thank them for doing it correctly

2. For Power and revenge

You can use the following strategies to neutralize the power and revenge in children.NB; competing with them only makes the situation worse.

- ◆ make a graceful exit—this means taking control of the situation in a respectable manner to avoid competition with the learner.
- ◆ Use time out for the learner who is misbehaving— this means getting the child out of the context in which they are misbehaving e.g. it could mean removing him/her from a group, making him sit somewhere and reflect on his behavior etc.
- ◆ Setting consequences— this means taking an action against bad behavior e.g you can suggest involvement of parents - check example in fig 2

Games: Each game presented to learners should have the following features in order for it to be a learning experience; a) **Title** b) **Aim- the purpose** c) **List of requirements** d) **Procedure** e) **Analysis- after playing, you explain how the game relates to real life** f) **conclusion – explain in summary form the lesson learnt and this should relate to your aim.** E.g. pg. 123. The games should be simple

REF; value education and leadership through games R.Wirth s.j.

Videos/films: first preview to see its relevance and if it is still up to date and suitable for them

Brain storming and critical thinking : plan sessions which encourage the learners to brainstorm . For example, show them pictures in a story and let them explain what is happening in the story. Spelling sessions are also good to help them think. You can also let them draw pictures and let them explain to other learners the story behind their drawings. All these activities sharpen the learners cognitive abilities.

Stories : Stories are a powerful way of teaching because they give the learner visual pictures which helps in the development of their imagination. Stories should be short and simple.

PREPARING LESSON PLANS

Ref; Basic training for Trainers 3rd Edition by Gary Kroehnert

When preparing for lessons, it is important for you to identify 3 areas;

- ⇒ what the learner **must know**- this must be included in the lesson plan and spend considerable time on this area.
- ⇒ What the learner **should know**- this is important for clear understanding of the subject matter.
- ⇒ What the learner **could know**- this is not a must.
- ⇒ Look at the learning priorities to be able to identify what the learner must learn and should learn and could learn. **E.g. when writing small r-** it is a must to know the direction letter r faces, the learner should know that letter r can be written in different formats and you could train the learner how the other types of r are written. E.g. *ɾ* But be careful with this part because it may confuse the learner. So you don't need to teach this part in detail to young learners. You can just show as you move.

Lesson plans have two parts

Session plan cover sheet

Session/lesson plan

1. Session plan cover sheet

It has the following parts

Title, Written by, date, Objectives, Session time, Number of participants, Equipment, Potential faults, method/mode of presentation. See e.g. 1 below

NB; when writing objectives, you can use the formula below

Example 1

Title:	How to plant and care for trees
Written by:	Petronilla Ng'endo
Date:	26/09/2020
Objectives:	at the end of the session, participants will know how to To plant trees How to care for trees Importance of trees
Session time:	1 hour
Number of participants	60
Aids/Equipment	nursery trees, water, can, panga
Potential Faults –	children not paying attention
Mode of presentation:	Demonstration, practical, lecture, group work

2. Lesson Plan

Draw a table like the one illustrated in e.g. 2 and divide it into 5 sections

Please think through carefully when planning for a lesson.

Example 2.

Timing	Content (what to be taught)	Training technique/style of presentation	Learners/ Trainee Activity	Aids Required
10 mins	-Introduction (what are trees and how do we take care of them)	-lecture	-brainstorm how trees are grown	-pictures, nursery trees, panga, can
15 mins	-How to plant trees	- demonstration, student practice	- observation and practice tree planting	- nursery trees, water, can, panga,
15 mins	-care for trees	- lecture, demonstration, student practice	-observation and practice to - water trees - weed	- water, can, panga
20 mins-	- discussing uses of trees	-discussion	-draw different trees and equipment used for caring	-pens, papers, coloured pencils

Punishment

- ⇒ When correcting bad behaviour, the emphasis should be on learning and not revenge.
- ⇒ Punishment should be the last resort. We should be kind and use good judgment in employing judgment and NEVER USE FORCE.
- ⇒ Not all instances require punishment. E.g for some children, giving them a stern look will work more than a punishment. Therefore we should be able to have a good judgment to know what form of reproach to use to one child and not use it on another child because they are different. NB; CANNING IS NOT ALLOWED OR HARSH PUNISHMENTS like kneeling down. e.g of light punishments to be given are; child not being able to receive a reward for bad behaviour, collecting papers, doing light cleaning, watering plants e.t.c

However avoid the following:

- Exposing the offender to **public shaming** except in very rare cases that us when you want others to learn from it especially if it is very serious but it should be done gently – Punishment and corrections should be done privately, in the absence of companions.
- **Beating** a child or making them kneel in painful positions.
- **Abusing** the child who has misbehaved e.g. calling them stupid or a fool
- Using **humiliating or abusive gestures** like making faces to a child who has misbehaved.

NB: The pupils should know the rules and punishments, so that no one can make the excuse that he did not know what was commanded or forbidden

Style used when being with the young in preventive system

1. To be an assistant and not a supervisor; this means you
be there – this is demanding but very effective in the preventive system.
be aware – of what is going on around them
care
2. Be vigilant by being actively present – this means being both physically and mentally present.
3. Accompaniment- means walking alongside them and being involved in their activities like games.

3. Loving kindness – kindness is key and children respond to kindness and patience.

Avoid yelling at children but instead talk to them with kindness

Kindness creates a good environment for educators to listen and to be heard by children.

How to correct a child using the Preventive system

1. **Never correct in public** but in private, apart from others. Only in cases of preventing a serious scandal public corrections or punishments could be used. E.g. when two are fighting and seriously hurting each other in the presence of other children.

2. **Never punish a child harshly at the moment of his fault** – instead, do it gently at that moment then later, take him aside and talk about what happened, then bring him to a good sense of self reflection and then tell him the consequences of his behaviour.

3. **Love but do not reward the misbehaved-** deny special privileges and hold back gently some regular gestures of affection e.g. smile NB; Do not exaggerate or do it out of anger or revenge

4. **Withdraw some mark of affection.** Sometimes, to obtain the amendment of our pupils it is enough to withdraw those marks of confidence and friendliness usually shown them.

5. **Wait until the child is calm.** Never correct a child while he is still in temper. A correction given at that time would only serve to make things worse. Give him time to reflect, to enter into himself – he will realize that he is wrong.

6. **Pick the best moment to correct the child-** don't act out of anger. Wait until you are in control of yourself

7. **Appeal to reason and responsibility.** Let the one you correct understand that you act out of duty and according to reason. Try to make him realize his fault and that it deserves punishment. Then mitigate it. In this way he will willingly accept it.

8. **Use a third party.** If your first effort at correction proves unsuccessful, find out if there is someone else who has gained the confidence of the child. If so, let that person try correcting him. In the meantime, you should pray that some good may result from his attempt.

9. **Be optimistic.** One last thing: when once you have gained the boy's heart, do not be content with merely inspiring him with the hope of forgiveness, but assure him that by his good conduct in the future he will make up for past failings.

10. **Sweeten correction with comfort.** Correction at times brings about anxiety and fear. A word of comfort can easily offset this. A person who forgets and helps the culprit to forget is a true educator

11. In the process of correcting bad behaviours, the educator must **make sure that the youth is aware that he/she is still loved for who he/she is**, even though the behaviour exhibited is unacceptable.

12. No matter how disturbing the behaviour is and how disruptive it is- the educator must correct the child by stressing that the **behaviour was bad—but not that the kid is bad**

READING SKILLS

Skills in reading enable learners to *benefit from educational activities, and to participate fully in the social and economic activities* in which they take part in and in order to *progress and succeed* in all other subject.. The reading program is aimed to teach children how to read, write, speak and listen. With these four skills, the children can be able to achieve the above objectives.

PREPARING CHILDREN TO READ

When preparing children to read; it is important to put into consideration the following ;

- ⇒ Practice Shared reading (each learner to read a small part) and reading aloud
- ⇒ Parents need to be taught how to participate in impacting literacy in their children. E.g. assisting in homework practical activities.
- ⇒ Children learn various skills and values from experience. E.g. through practically reading texts.
- ⇒ Impact Positive Attitude and values of the child towards reading. (explain how important it is for the child to learn how to read) that way they will be eager to learn.

ROLE OF THE TEACHER

- ◆ To observe and respond to the academic needs of the child. E.g. correcting wrong pronunciations
- ◆ To motivate the students to have a desire to read e.g. by encouraging them and giving them positive feedback.

NB; When developing reading activities the teacher should use examples and tools that the students can relate to, and also examples which touch on their interests so that they feel part of the process and in this way, they will be willing to participate. Students should feel valued, respected and supported by their teachers. E.g. when teaching about balanced diet, explain using foods they know first, then include other universal foods which they don't necessarily know but they should know.

STAGES OF READING DEVELOPMENT

1. PRE-READING STAGE

This can be like a preparation stage; it is done before beginning to read. At this stage;

- Teach the student to recognize spaces between words, punctuation marks.
- Explain and teach them how to read from left to right as the correct way of reading.

- Teach them to focus on instruction. (teach learners how to read and understand instruction given) e.g. **When narrating stories: reading stories with lots of expression may confuse the children. in order to capture their attention , the teacher asks questions about what is going on in the story as the reading goes along, to make sure that they understand the meaning of the story.**

During pre-reading, the teacher can also **use pictures**. E.g. show a picture from the book they are about to read and the explain what is happening in the picture. You can also let the children try to explain what they think is happening in the pictures shown. This trains them to have an understanding of what the story is about as they read.

For their personal exercises, the teacher can Let children draw their own pictures and share with others what it is about.

2. BEGINNING READING

Check whether the learner can recognize letters of the alphabet but not to memorize them (so that they can learn word sounds and spellings comfortably). Start with what is familiar first.

E.g. you can use charts or write on the blackboard the letters and ensure they know how to pronounce using phonics (Sounds)

3. DEVELOPING READING FLUENCY

At this stage while the Pupil is reading, the teacher should identify words the student cannot pronounce and teach them how to pronounce correctly. Make the learners read simple stories and let them feel comfortable learning new concepts by encouraging them.

e.g. of activity- let a student read what the other student has written.

4. INCREASED READING

Motivate children to read for enjoyment and to understand what has been written. Do it often at every chance while teaching and give them exercises that require reading. However, start with simple exercises so that they can grasp the basics before giving them more advanced reading material.

E.g. of an exercise; Give them assignments to write about their family and have them read out loud for other students in class or in their small groups.

READING APPROACH

You can use the following approaches to enhance reading .

- ◆ Make up sentences using words in flash cards.
- ◆ Pupils to make sentences with the key words they have learnt
- ◆ Help them to spell and pronounce the words.

Nb; practice this as many times as possible

Ref; lecture notes tangaza college

PREVENTIVE SYSTEM OF EDUCATION

What is preventive system

It is geared towards helping the pupils to obey not from fear or compulsion, but persuade. In this system there is no use of force. To learn how to command them, we must first **learn to obey**; and to make ourselves feared, **we must first make ourselves loved**. (this is an advice given by st. John Bosco about the preventive system)

How to make yourselves loved

- ⇒ **Act like a caring father** - You will obtain anything from your children if they realize that you are seeking their own good.
- ⇒ **Always be gentle**
- ⇒ **Allow for the thoughtlessness of youth, and be alert for hidden motives** - Boys often commit faults through knowingly, At other times there are hidden motives for their misbehaviour. Try and find out the reason for their mistakes
- ⇒ **Speak kindly** - A kind word or a glance does more to encourage a child than a severe scolding, which only sadden them and make them more withdrawn.
- ⇒ **Give timely advice** – this shows them that you care and in turn they respond with a desire to act accordingly.
- ⇒ **Correct often** - If they fall into the same faults repeatedly, warn them in more serious terms.. Show them how concerned you are to save them from trouble and how little they repay your kindness toward them. This makes them reflect on their behaviour and want to change for the better.

Pillars of preventive system of Education

1. Reason- this is about mental attitudes and reaction to situations.

Use of reason indicates that the educator would never ask a young person to do anything he/she would not be willing to do.

- ◆ It means being non-judgmental,
- ◆ being reasonable both in words and deeds
- ◆ not being influenced by personal prejudices
- ◆ means to encourage, counsel and assist in the personal growth of the children.

2. Religion – religion and life go together. In religion, the educator should **teach children the following**;

- ◆ To always be cheerful and joyful, To do their duties well “do ordinary things in an extra ordinary way”, tell them that Jesus is their friend and teach them about Jesus and how he is loving, Mary is our mother who helps us, To be kind, o serve others

2. TEACH PHONICS

- ⇒ This is to teach the sound that each letter makes, how to identify those sounds, and how to write what they pronounce. (translating the sound to written letters is the main objective.
- ⇒ Teach them to identify those sounds and write from A-Z e.g. **(aaahh)- a**
- ⇒ Then teach them how to form sounds words using sounds and write it down. E. g k... aaahh... t... to write CAT
- ⇒ Teach them compound sounds; (letters that change sounds when they are combined together) e.g. sh , ch

3. FORMING OF WORDS

- ◆ Using those sounds and letters to form words. Refer to the example above
- ◆ Teach them the difference between **consonants** and **vowels** within words and practice writing them both in small and capital letters.
- ◆ Teach basic principles of using vowels and consonants in a word

4. UNDERSTAND SENTENCE STRUCTURE

- ⇒ Teach them what a **noun** is and where it goes in a sentence. (noun is a person, place, name or idea)
- ⇒ Teach them to identify **verbs** (these are action words) and explain where verbs go in a sentence.
- ⇒ Identify **objectives** (they describe other words)
- ⇒ Teach about **punctuation**
- ⇒ Teach how to use **tenses** properly.

METHODS OF TEACHING READING FLUENCY

1. USING LITERATURE – (written books) e. g story books

from **short stories to maps**; use short stories that are familiar to the student's Environment.

2. Using plays

Children can transform the story read to them into a play so as to train their imagination and understanding.

3. Reading aloud

Each student should read a few lines alone and pass the book over to the next student.

This way, the teacher will be able to identify students with reading difficulties and help all to be on the same level.

To build listening skills

Build pronunciation and ability to use expression.

4. Pre-reading activity

The teacher familiarizes students with what is in the story. E.g. story about a trip to the mountain- teacher can ask who has visited a mountain, and what a mountain is, what is found in mountain etc.

Teacher can use pictures in book or draw to show example of what is in the story

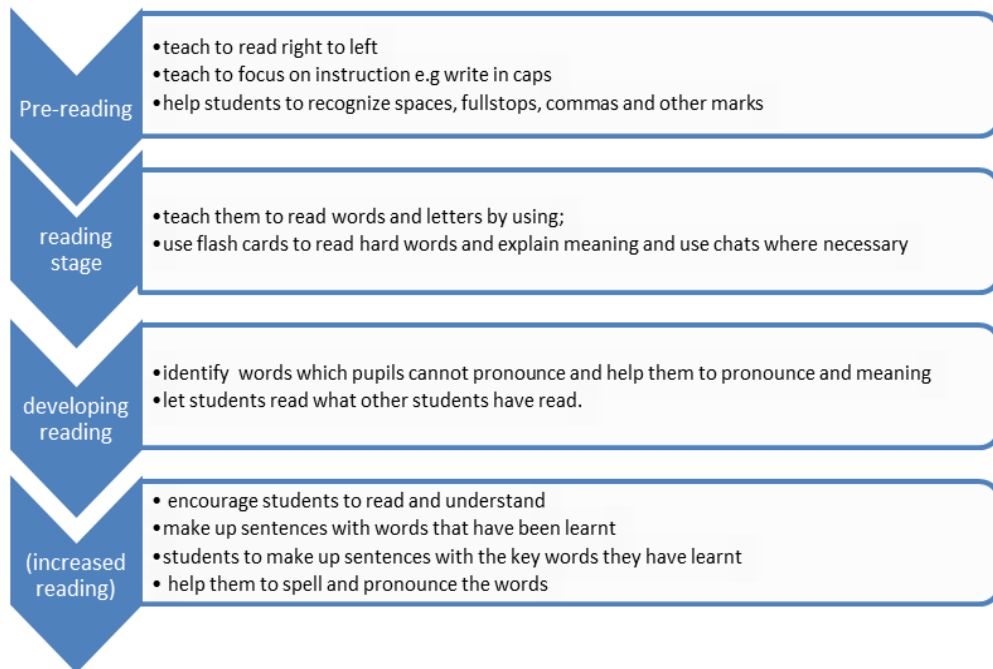
5. Post reading activity

Ask questions in relation to the story that has been read to see if the students have understood the story. This sharpens the listening skills and the ability for them to understand written literature.

NB; THE TEACHER SHOULD FIRST READ THE WHOLE STORY THEN PASS ON THE BOOK TO THE PUPILS FOR THEM TO READ SMALL PARTS. This way they will get the whole story when first read because it may be difficult to understand when it's read in bits since some have pronunciation problems.

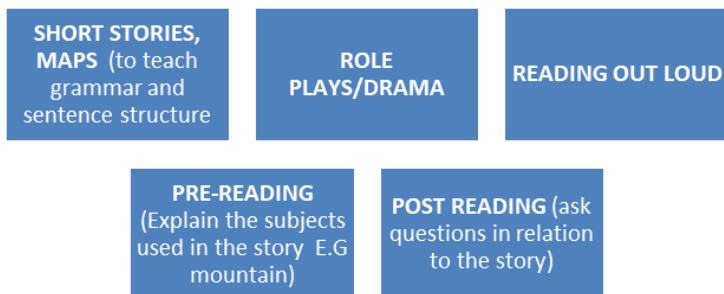
SUMMARY

READING STAGES



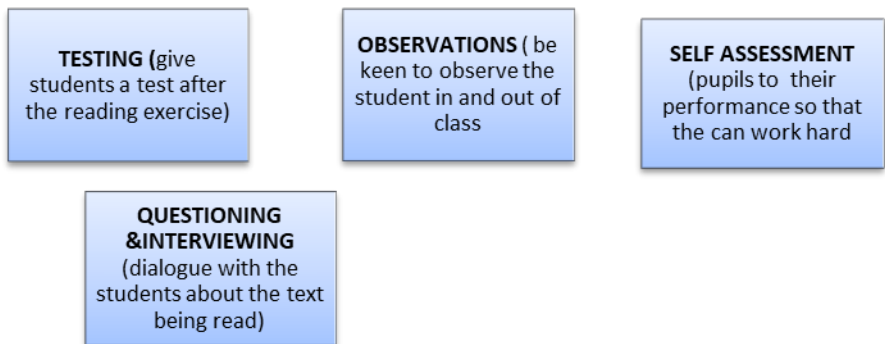
TEACHING READING FLUENCY

METHODS TO USE ARE:



READING ASSESSMENT

This is how one should test if the child has known how to read. In order to measure a student's strengths and weaknesses. Use the following ways to do it



WRITING SKILLS

Objectives

- ◆ Teach students how to correctly write each letter on a book
- ◆ Teach how to write words with correct spelling and correct sentence structure
- ◆ Teach good and readable hand writing
- ◆ Teach students how to listen and write on their books

BASIC SKILLS

1. TEACH LETTERS

- ⇒ Teach what a letter is, what each letter **is called** and how it **sounds**.
- ⇒ How to differentiate **different shapes** of the letters and how to differentiate the letters which look similar.
- ⇒ **Capital letters** and **lower case** letters and when to use them.
- ⇒ **Direction** of the letters and how to properly place them after each other.
- ⇒ **Spacing**- how to place spaces between letters, words, sentences and paragraphs.
- ⇒ Practice how to write letters putting all the above points into consideration. Differentiate small and capital letters and let them practice writing them