



**GOVERNMENT OF PUDUCHERRY  
DIRECTORATE OF SCHOOL EDUCATION  
SAMAGRA SHIKSHA  
PUDUCHERRY**

# **REMEDIAL TEACHING FOR SLOW LEARNERS**



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## LIST OF CORE COMMITTEE MEMBERS

1.	Mr. Mohinder Pal, SPD, Samagra Shiksha	Chairperson
2.	Mr. S. Pugazhendi, ADPC, Samagra Shiksha	Member
3.	Mr. V. George Fernandez, State Coordinator, Samagra Shiksha	Member
4.	Mr. A. Baskar, Lecturer (English), Indira Gandhi GHSS, Indira Nagra, Puducherry	Member
5.	Mr. A. Anandan, TGT, Kamban GHSS, Nettapakkam	Member
6.	Mrs. M. Johnce Hilaire, BRTE, BRC, Nonakuppam	Member
7.	Mrs. K. Adirai, PST, GPS, Kurusukuppam	Member
8.	Mr. S. Simon Peeter Paul, PST GPS, Mangalam	Member
9.	Mrs. V. Vidya, PST, GPS, Sendanatham	Member
10.	Mrs. S. Indra Priyadharshini, PST GPS, KT Kuppam	Member



## **SLOW LEARNERS**

### **Definition**

A Slow Learner is a child of below average intelligence whose thinking skills and scholastic performance have developed significantly more slowly than the pace of his or her age.

"Slow Learners are the Learners whose learning pace is slower than their peers".

- Slow Learners are neither rare nor unique
- One who cannot learn at an average rate from the instruction resources, texts, workbooks and learning materials designed for the majority of the students (less than the Average Rate)

### **Characteristics of Slow Learners:**

1. The IQ of Slow Learner is between 80 and 90 (as per Stern and Terman).
2. Low educational attainment than what he/she is capable of.
3. Deficiency in basic skills (reading, writing, analytical ability).
4. Short span of attention and easily distracted by other things.
5. Weak/poor memory.
6. Poor self esteem (Low expectations of themselves) & lack of self confidence.
7. Takes more time to learn and can't keep pace with the rest of the class (in one or more subjects).
8. Difficulty in understanding /following several steps in a task.
9. Prone to immature interpersonal relationships (Prefer company of younger children).
10. May show immature language patterns.
11. Difficulty in connecting and transferring the information learnt in one situation to other.
12. They may not show consistent performance.
13. May not attend the class regularly.
14. May show proficiency with particular task (Hands-on activities, sports, co-curricular, etc.) other than subject areas.
15. May have poor reasoning skills.

## Identification of the Slow Learners

Early diagnosis of Slow Learner is necessary at the early stage. Teachers can identify Slow Learner through the following techniques.

1. Observation
2. Scholastic Tests
3. Case Study

### 1. Observation

Continuous Observation may be done by the teacher by watching the Child's behavior directly or indirectly. A child's behavior is not only observed in the class room but outside also. Observation may be done under simple as well as controllable conditions. The teacher should analyze and interpret the information he/she gets from his/her observation.

### Check list for screening the Slow Learners

Sl. No	Behaviours	Yes	No
1.	Functions at ability but significantly below grade level		
2.	Perform poorly in examinations or tests		
3.	Difficulty in understanding simple skills, eg. Taking turns in performing a particular project or task		
4.	Engages frequently in impulsive actions, aggressive reaction, abusive expression		
5.	Finds it hard to solve mathematical problems		
6.	Reading and Comprehension is poor		
7.	Thinking and reasoning capacity is poor		
8.	Has poor memory and short attention span		
9.	Faces difficulty maintain friendships		
10.	Has low self esteem		
11.	Faces problem with time management		
12.	Faces difficulty in transferring concepts from one task to another		
13.	Always needs assistance to learn & complete assignments		
14.	Likes talking to people but cannot start a conversation		



To screen the children for Slow Learners, teachers can use the above tool/checklist. Before using the check list on a child, teacher has to make sure that symptoms must be persistent for 5 to 6 months in functioning and it causes significant impairment. If a teacher finds "Yes" to more than 5 behaviours of a child, then the child **may be considered as a Slow Learner**. However, he/she cannot be tagged as a Slow Learner.

## **2. Scholastic Tests**

These tests can throw light on areas like Arithmetic, Reading, Spelling, Composition, Writing, Language and Comprehension. General and specific problems of children are identified by the teacher through scholastic tests and causes of anomalies can also be evaluated properly. Assessment of Children's performance in specific subject is to be based on the cumulative record.

## **3. Case Study**

Case Study is a process of studying and recording the history of a child, his/her family, early life and home environment over a period of time. It enables the teacher to study the learning difficulties, adjustment problems and behavioral problems of the child.

### **Role of a teacher to handle Slow Learners:**

- Be patient with Slow Learners
- Show special attention and care
- Praise and raise them
- Allow the children to have own seating choice during peer teaching
- Encourage them to explore their interest areas
- Motivate them to ask questions
- Create an environment for the children to reduce distraction
- Select the concepts that are very short and simple
- Provide immediate positive feedback
- Desired outcomes must be known
- Use repetition and drill practice
- Oral practice is more beneficial at initial stage
- Organize peer teaching
- Stimulation of all senses
- Use ICT and other available resources
- Maintain cordial relationship with parents
- Conduct remedial classes



**Some of the suggested strategies for Primary / Upper Primary Students:**

- Peer Grouping
- Ring Strategy
  - Slow learners – 5 to 7 in a ring.
  - One Group Leader – above average student (Tutor)
  - One Guide (Teacher)
- One to one teaching ( Teacher - Student)
- Pair Grouping (Above Average Student - Slow Learner)
- Usage of reading corner books & activity cards for vocabulary skills
- Print Rich Posters shall be used for teaching Slow Learners
- Science corners may also be utilized
- Effective usage of ICT
- Six thinking hats technique for EVS/social science  
([https://en.wikipedia.org/wiki/Six\\_Thinking\\_Hats](https://en.wikipedia.org/wiki/Six_Thinking_Hats) )
- Tutoring
- Language Laboratory

**The following strategies may be followed for Secondary and Higher Secondary Students:**

- Peer Grouping
- Ring Strategy
- One to one teaching
- Pair Grouping
- Conduct of subject-wise special class
- Framing of subject-wise timetable
- Language practice may be provided for reading and writing by using innovative methods listed in the suggestive activities of this booklet
- Preparation of teaching, learning and testing materials
- E-content like e-pathasala, Diksha, NROER, PHET, Geogebra, Robocompass, Khanacademy, etc. may be used

**Guidelines for the conduct of remedial teaching:**

- The Head of the Institution shall nominate mentor teacher/s for handling Slow Learners.
- The Head of the Institution shall organise Special Classes particular for Slow Learners for one hour before / after school hours. This remedial classroom shall not be treated as regular classes.
- Shall identify the Slow Learners with the help of class teachers.
- Shall meet out the expenditure as per the per child cost break up (given in the Annexure).
- The Head of the Institution shall extend full support to the mentor teachers for the remedial teaching of Slow Learners.
- The Head of the Institution shall monitor during the remedial teaching.
- The Head of the Institution shall prepare time table for remedial classes. For secondary and higher secondary classes subject wise time table may be prepared.
- The suggested strategies listed above shall be followed for improving the academic of Slow Learners. However, strategy may be developed by the mentor teacher as per the needs of the individual child.
- The mentor teacher shall maintain records for the performance of Slow Learners.
- Weightage for awards shall be recommended for successful mentor teachers.
- A mentor teacher shall be the tutor for maximum of 15 students.
- Remedial teaching can be encouraged during the absence of the teacher in regular class timetable.
- Bills, Vouchers, Cash book, Bank Passbook, Separate Attendance Register, Performance Register, Stock Register and documents relates to activities of Slow Learners shall be maintained properly by the Head of Institution and the same may be presented to the Inspecting Officers or officials from State Project Office, Samagra Shiksha during visits.



## PER CHILD COST EXPENDITURE

S.No	Break-up	Amount
1	Learning Materials for Reading	150
2	Learning Materials for Writing	100
3	Learning Materials For Arithmetic	125
4	Evaluation – Daily/Weekly Test	50
5	Rewards - Prizes	50
<b>Total</b>		<b>475</b>

### **Indicative list of materials for Reading:**

Supplementary books, Picture story books, Flash cards, word cards, materials required for activities enclosed in the booklet.

Reading materials can be purchased from Book fair, NCERT, National Book Trust (NBT) and Children Book Trust (CBT).

### **Indicative list of materials for Writing:**

Worksheets, color pencils, sketch, crayons, colour chalk piece, charts, pen, pencil, water colour and materials required for activities enclosed in the booklet.

Writing materials can be purchased from Stationery shops

### **Indicative list of materials for Arithmetic:**

Counting beads, Maths puzzles, Blocks, glues, Board games, origami paper, Graph sheet (2D & 3D), chart paper, Tower of Hanoi, Integer tables, Multiplication Tables, Card board, Scissor, Angle measuring scale, Decimal paper strips and materials required for activities enclosed in the booklet.

The materials can be purchased from Stationery shops.

## **Suggested Activities for Reading:**

### **1. Catch the alphabet**



Write any 5 alphabet on the cards and paste at the backside of the child. The teacher shows the letter in the card and reads the alphabet aloud and gives the whistle. The children have to find the child with that letter and catch him by pronouncing the letter continuously. It helps the children to identify the alphabet easily.

### **2. Collect the same**



The alphabets are written on the pebbles. The children have to find and group the same alphabets.

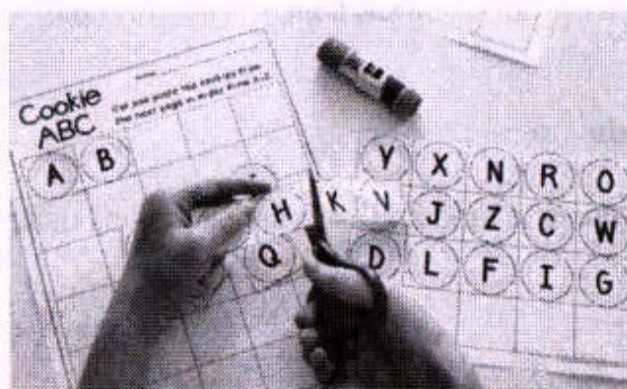


### 3. Match the Alphabet / Word

The children will be given an alphabet card each. They have to find and match their pair of the same alphabet cards.

Further, the game can be continued to form two or three letter words and so on. It helps the children to identify the alphabet and also to learn words easily.

### 4. Cut and paste



### 5. Sight word challenge

Level 1: the  
the, the, the, the, the

Level 2: the, to  
the, to, the, to, to, the, the, to, to, the  
the, to, to, the, the, to, to, the, to, the  
the, to, the, to, to, the, the, to, to, the

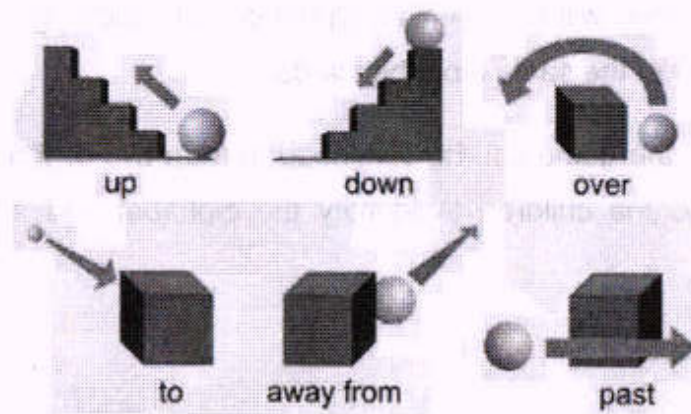
Level 3: the, to, and  
the, to, and, and, to, the, and, the, to, to  
to, to, the, and, the, to, and, and, to, the  
the, to, and, and, to, the, and, the, to, to

Level 4: the, to, and, he  
the, to, and, he, he, and, to, the, and, he  
he, and, the, to, and, he, he, and, to, the  
the, to, and, he, he, and, to, the, and, he

Level 5: the, to, and, he, a  
the, to, and, he, a, a, he, and, to, a  
a, to, and, he, a, a, he, and, to, the  
the, to, and, he, a, a, he, and, to, a

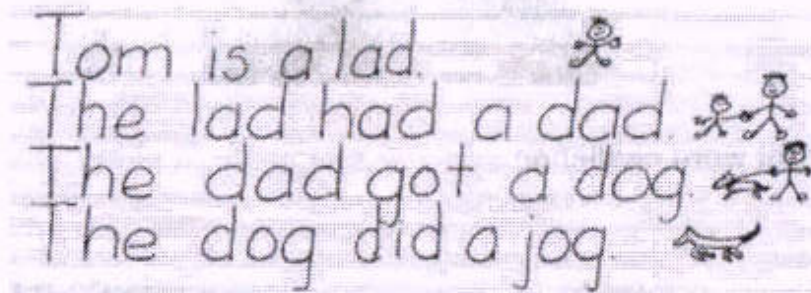
Sight words are the words which are used often in the textbooks. Eg: is, was, it, he, she, there, about, know, therefore, what etc. These words can be practiced with the help of the cards prepared by the teacher by fixing the levels. The words introduced already are shuffled with new words and may be practiced to acquire the reading speed. Each level one new word will be introduced. Students after completing one level will be moved to the next level and so on.

## 6. Vocabulary building through pictures



## 7. Rhyming words

Encourage the students to read and write simple poems using rhyming words.



## 8. Reading the text from the available materials like boxes, wrappers, bottles, cans, packing materials, etc.





## 9. Find known words

Circle the known words in pamphlets/Newspaper / Magazine and read them aloud.



## 10. Story books

Encourage the children to read story books from the Reading Corner and Library.



## 11. Syllabification of words

It helps the children to read the words by dividing into two or more syllables.

bub/ble	han/dle
cir/cle	hum/ble
jun/gle	tram/ple

## 12. Depicting action words and sentences through stick figures



## 13. Vocabulary box:

Vocabulary box contains new words written by the children on a small piece of paper.

Whenever a child comes across a new word, he/she has to write it on a small piece of paper and drop it into the vocabulary box. The children have to read those words once in a week. The children can read the vocabulary to their parents.



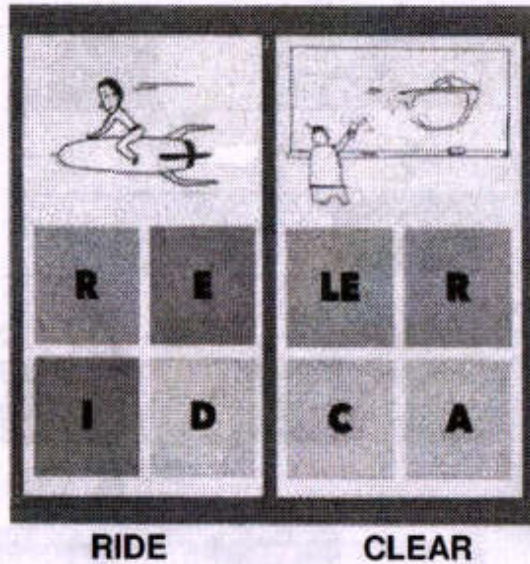
## 14. Board game

This game can be played using dice. The rules of the game can be customized as per the need. Teachers can create / download similar board games.



### 15. Guess the word

The student has to guess the word using the letters given in the picture. The teacher can prepare such activities.

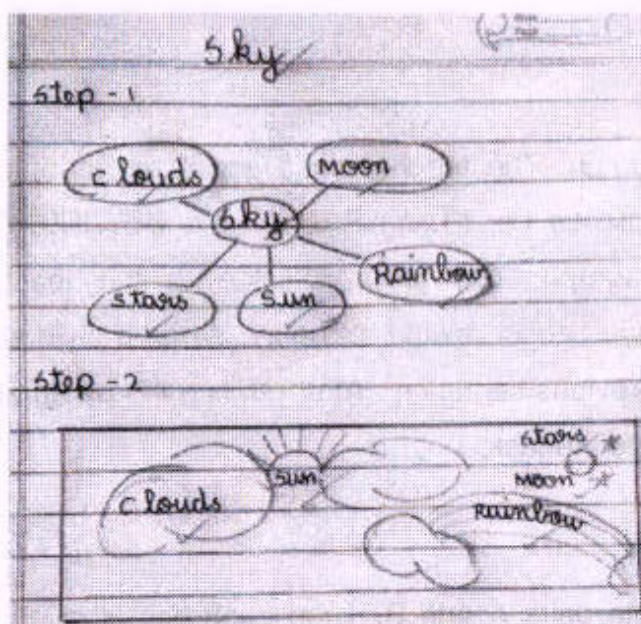




## Suggested Activities for Writing:

### 1. Word Mapping

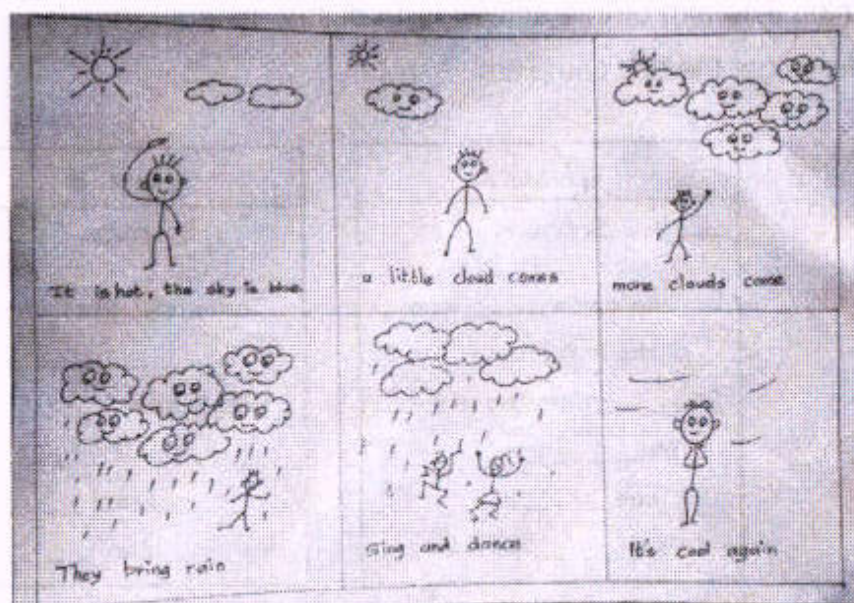
The teacher has to say one word to the children (eg. sports). The children have to write the related words (Cricket, hockey, football, etc) to the word said by the teacher. Later, the children can be encouraged to write sentences using those words.



- step - 3**
1. The sun is so powerful.
  2. The stars are shining.
  3. moon gives light.
  4. The clouds are like cotton.
  5. The rainbow is colourful.

### 2. Story board

Storyboard is a sequence of drawings which depicts the story with dialogues. The children may be encouraged to draw images in sequence with dialogues.



### 3. Walking dictation

Prepare several copies of the dictation text and fix it on the board. Pair the students. Ask the first student in each pair to sit outside the classroom with pen and paper. The other student must run and memorise the first part of the text, and then run back to tell their pair sitting outside the classroom. The students sitting outside has to write the words said by their pair.

### 4. Machine dictation

Prepare a short paragraph. The teacher shall act as a Robot who understands only three commands i.e. PLAY, PAUSE and REWIND. The Robot reads the short paragraph. The children listen to the teacher. Whenever required he/she says pause, rewind and play. When a child says rewind, the Robot reads the previous sentence. After reading the paragraph, all the children have to complete the task.

### 5. One to one dictation

Students are divided into pairs A and B. Then each pair is given an incomplete passage. The words missing in pair A's passage are given in the pair B's passage. The same way, pair B missing words are given in pair A's passage. When the pair A reads his/her passage, pair B will fill the blanks in his/her passage. Likewise, when pair B reads the passage, pair A will fill the blanks. The aim of this activity is to dictate their information to each other in order to get the text complete.

Speaker A:
SOLITUDE
There now, ____ where
the first crumb
____ from the table
You ____ no
one ____ it
As it ____ the floor.

Speaker B:
SOLITUDE
There now, from where
____
Falls from ____
____ think ____
____ hears ____
As ____ hits ____.



## 6. Substitution table


I	He	am	eating	chocolate	ice cream
She			cooking	bamboo curry	avial music
You	It	is	playing	in a car	on the road a song
We			listening	movie	hockey in a bicycle
They		are	travelling	film	a rhyme television
(Name of the person)			singing		
			walking		
			watching		

EX: 1. She is playing hockey.  
2. They are eating bamboo curry.

## 7. Description Table

This type of structure can be framed in order to make the students to write passage

*Describing An Animal*



This is \_\_\_\_\_ animal's name \_\_\_\_\_

It is a \_\_\_\_\_ domestic / wild animal \_\_\_\_\_

It is \_\_\_\_\_ small \_\_\_\_\_ big \_\_\_\_\_ tall \_\_\_\_\_ short \_\_\_\_\_ beautiful \_\_\_\_\_ long \_\_\_\_\_

It has \_\_\_\_\_ small \_\_\_\_\_ big \_\_\_\_\_ tall \_\_\_\_\_ short \_\_\_\_\_ beautiful \_\_\_\_\_ colorful \_\_\_\_\_

Eyes \_\_\_\_\_ ears \_\_\_\_\_ nose \_\_\_\_\_ teeth \_\_\_\_\_ legs \_\_\_\_\_ tail \_\_\_\_\_

Wings \_\_\_\_\_ feathers \_\_\_\_\_ horns \_\_\_\_\_ hoofs \_\_\_\_\_ tusks \_\_\_\_\_ scent \_\_\_\_\_

It lives in \_\_\_\_\_ forest \_\_\_\_\_ home \_\_\_\_\_ water \_\_\_\_\_ land \_\_\_\_\_ trees \_\_\_\_\_

## 8. Picture Composition

Make the students to write simple sentences using the pictures.



## 9. Cinquain poem

Cinquain (SIN-cain): a poem consisting of five lines arranged in a special way.

Line 1: Write any one word (Topic)

Line 2: Write any two words that describe the topic

Line 3: Write any three action words related to the topic

Line 4: Write a phrase that captures feeling about the topic

Line 5: Write a word that explains the topic

Balloons

Red, Blue

flying, bouncing, jumping

playing with the balloon

















Happy

Balloon, balloon, balloon  
Red balloon, blue balloon  
bouncing, jumping and flying balloon  
Playing with balloon  
I am happy.







## 10. Rebus story

Rebus story is representation of words by pictures of objects that resemble the intended word. This helps the students develop reading ability using pictures.

### Welcome Spring - a Rebus Story

When  begins, nature wakes from its  rest. The  melts the snow and warms the .  pop out of the  and bloom from the .  sprout new . The  in the .  is filled with  and the  of the . Welcome !

Key:

 sun	 soil	 winter
 rain	 trees	 flowers
 birds	 nest	 leaves
		 songs



## **Suggested Activities for Arithmetic:**

### **1. Following the path**

Draw number / arrange chalk pieces on the floor as given below. The student has to move the ball according to the shape of the number.



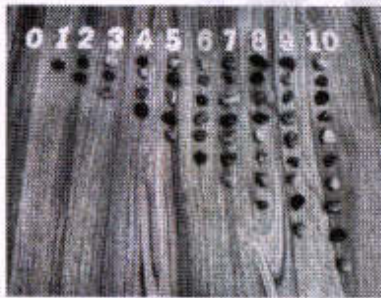
### **2. Jump on numbers**

Draw number line on the ground and make the students to jump according to number uttered by the teacher.



### 3. Count and arrange

Pebbles, seeds, leaves, marbles, etc may be used to count the numbers. The students may be encouraged to arrange the numbers as given in the below pictures.



### 4. Fill in the cup

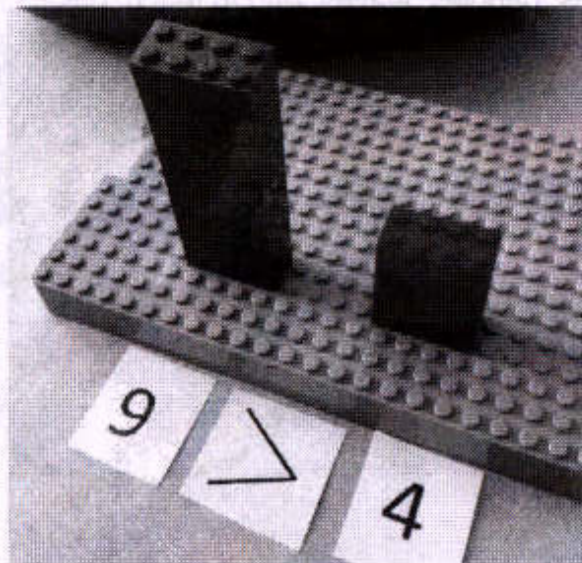
Write the numbers on the paper cup. The children can fill with sand/water with the help of the spoon according to the numbers mentioned in the cup.





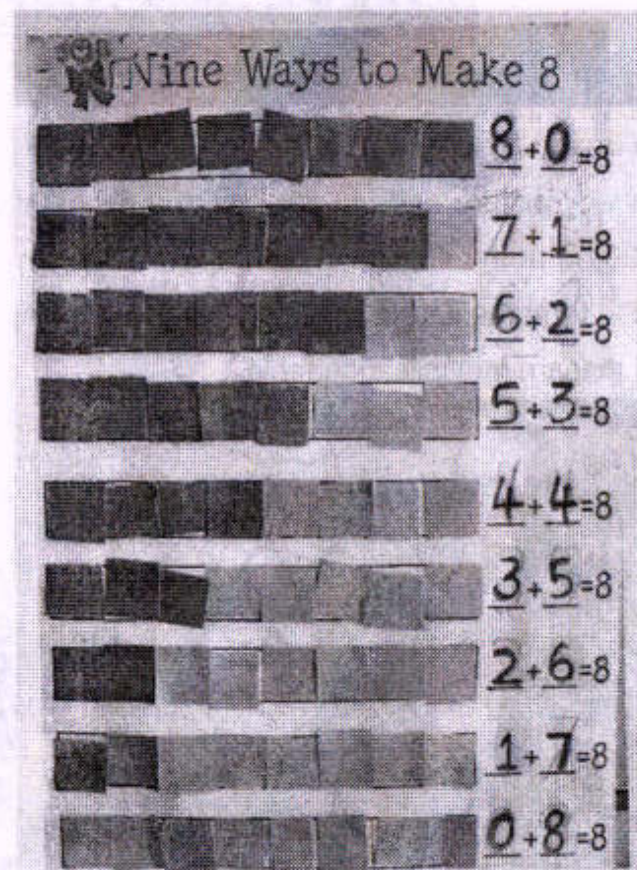
## 5. Find bigger and smaller one

Real objects can be used to teach greater and smaller numbers.



## 6. Decomposing a number

Colour papers can be cut into square pieces. It can be used to decompose a number by adding two different combination of numbers.



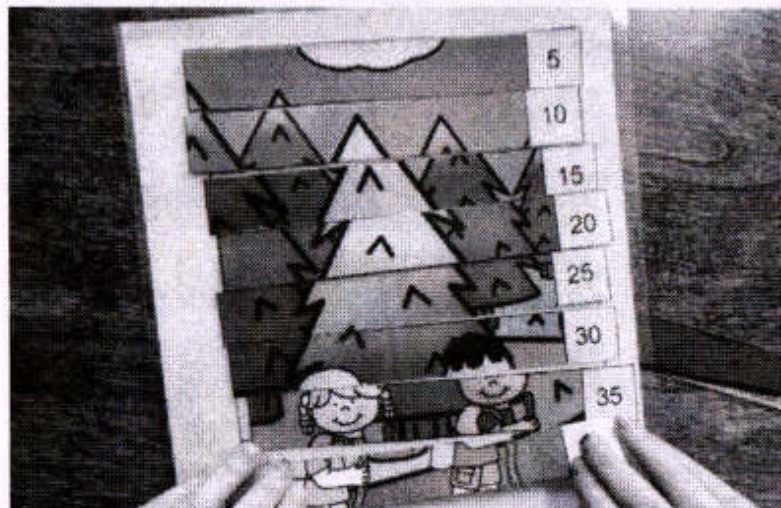
## 7. Math puzzle

Make any shapes like circle, square, etc. and use available materials (ball, stones, pebbles, leaves. etc) to teach basic operations through puzzles.



## 8. Form the image by count

Draw any picture and cut the picture horizontally. Write the multiples (5, 10, 15, 20 ...) at the corner of each strip. Then, shuffle the strips and ask the children to form the image with the help of the multiples. This activity helps the children to learn multiplication table.





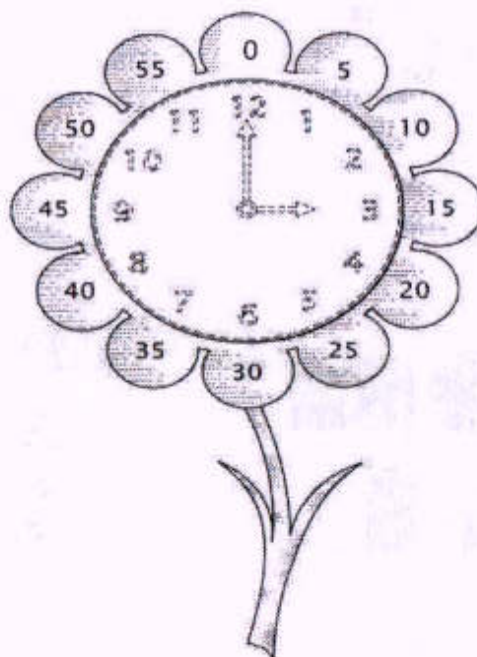
### 9. Tables Band (Multiplication)

Make multiplication table band using colour paper. Tie it on the hands of the children. This activity makes them to memorise the tables quickly.



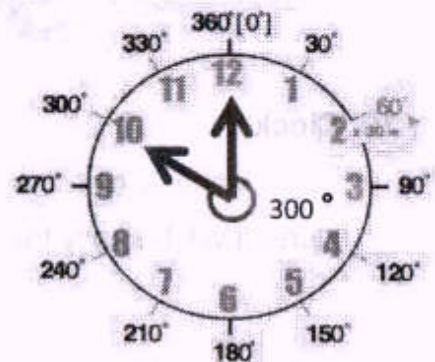
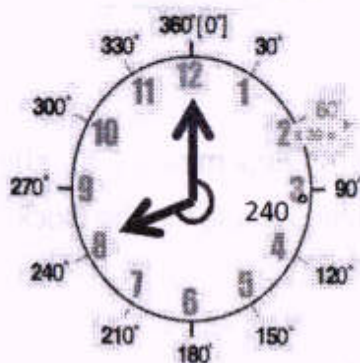
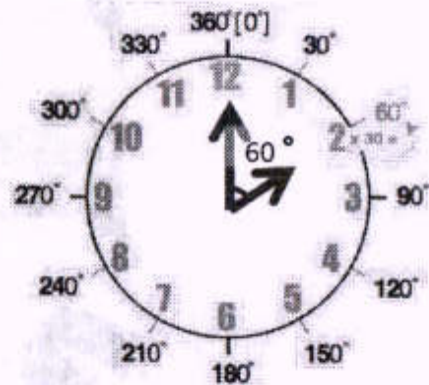
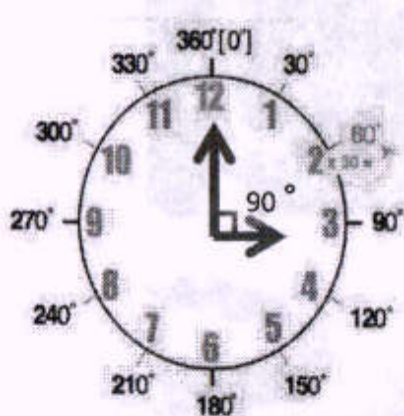
### 10. Clock

Make a clock which shows both hour and minutes as shown in the figure. It will be easy for the children to find the minutes in the clock.

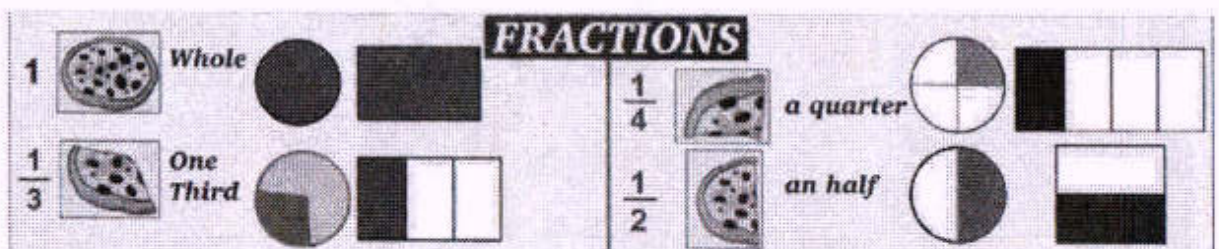


## 11. Clock with angles

Draw a clock on the cardboard. Make a hole at the centre of the clock. Draw a minute hand at 12. Fix the hour hand which is movable. Rotate the hour hand in **clockwise direction**. Using the clock, the children can be taught to measure the angle.



## 12. Fraction Blocks

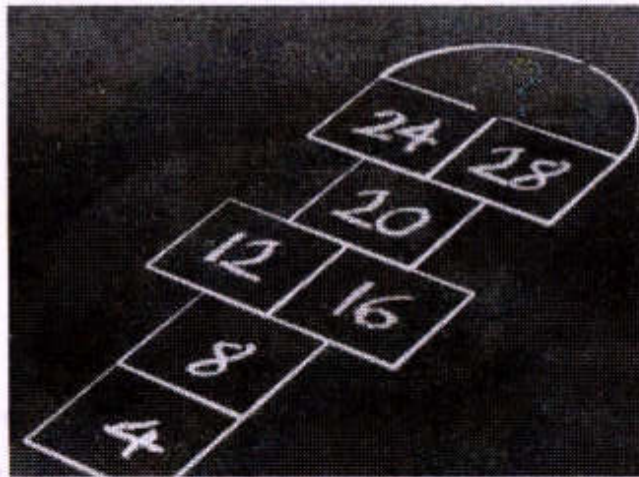




## Math Games

### 1. Hopscotch

It's a great way to move and learn multiplication table. The multiples of 4 are written in the boxes on the floor. The child has to hop sequentially into the boxes (4, 8, 12,...). Similarly, multiples of various numbers can be practiced.



### 2. Body Clock

Draw a big clock on the ground. The child can form himself / herself as hour and minute hands. When the teacher says the time, the child uses his/her body to show the time.



### 3. Math Racers

Place a pile of small balls/ pebbles in the ground. The teacher shall give mental arithmetic problems. The child who brings the correct number of pebbles for the given problem is the winner of the race.

### 4. Ball games

Make the children to sit in a circle. The teacher has to say first two pattern of numbers.

Eg:

Even – 2,4,6....

Odd – 1, 3, 5 .....

Prime – 2, 3, 5, 7....

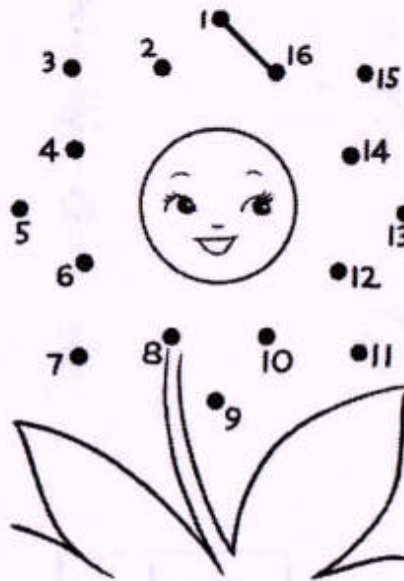
The first child shall say the first number of the pattern and throw the ball to any child. The child who catches the ball shall say the second number of the pattern and throw it to other child. If the child says the wrong number of the pattern then he/she is out of the game. The game continues till the last one gets out.





Some of the suggested other activities for Slow Learners:

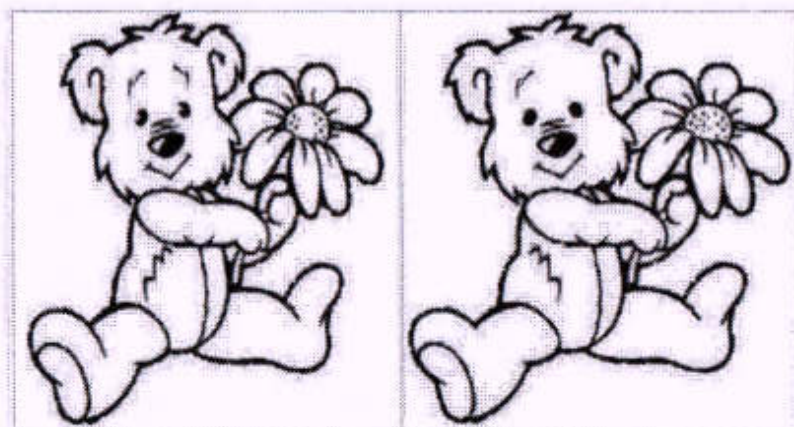
1. Connecting the dots



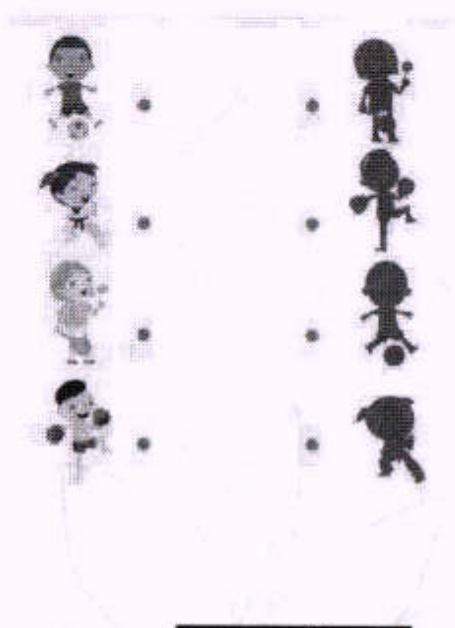
2. Tongue twisters

Six silly sheep still asleep  
She sells seashells by the seashore  
The big fat cat sat on the rat

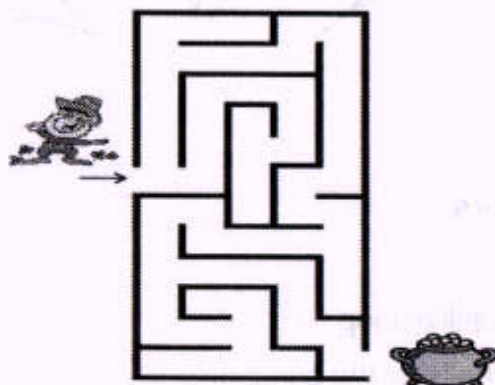
3. Spotting the difference



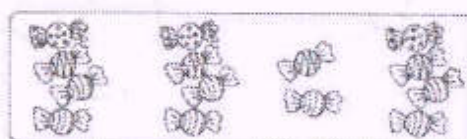
#### 4. Connecting the shadow



#### 5. Solving maze



#### 6. Odd man out



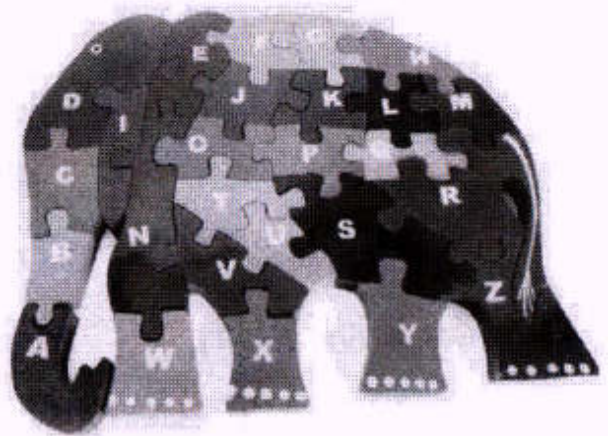


## 7. Continuing a pattern (shapes, pictures, colours, numbers)

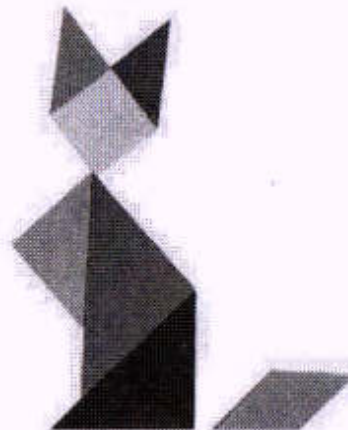
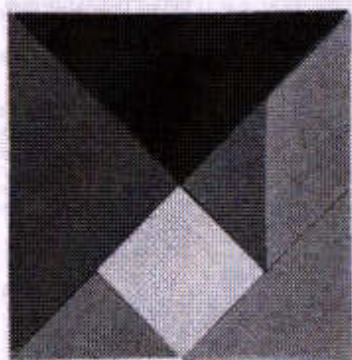
Look at the pattern in each row. Circle the picture that continues the pattern.  
Color the pictures.

☆ □ ☆ □ ☆ □	<input type="checkbox"/> ☆ <input type="checkbox"/> □
○ △ ○ △ ○ △	<input type="checkbox"/> △ <input type="checkbox"/> ○
↑ ↓ ↑ ↓ ↑ ↓	<input type="checkbox"/> ↑ <input type="checkbox"/> ←

## 8. Jigsaw puzzles



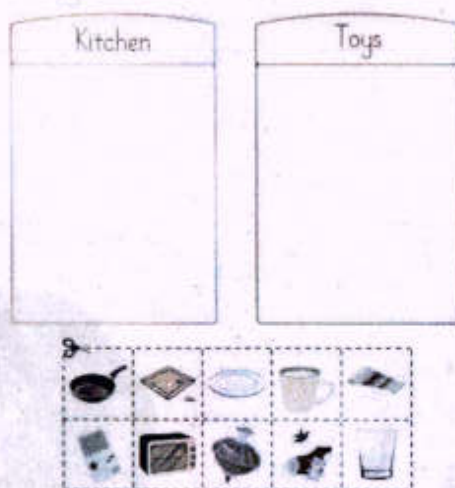
## 9. Tangram



## 10. Riddles and puzzles





## 11. Grouping



## 12. Continuing a story

Molly the  had a .

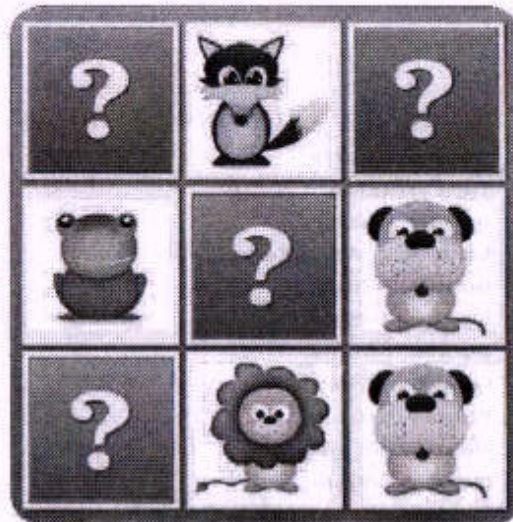
She liked to drive it very far.

The  was small and M  was tall,  
but she didn't seem to mind at all.





### 13. Memory game



### 14. Building blocks



### 15. Colouring activities in spelling practice



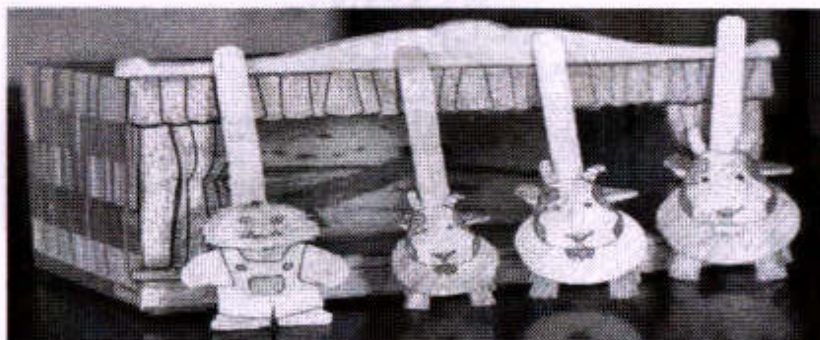
## 16. Action songs

### "Bubble, Bubble"

Bubble, bubble,  
Turn around.  
Bubble, bubble,  
Land on the ground.  
Bubble, bubble,  
Float up high.  
Bubble, bubble,  
Float towards the sky.  
Bubble, bubble,  
Float down low.  
Bubble, bubble,  
Land on my toe.  
Bubble, bubble,  
Stop, stop, stop!  
Bubble, bubble,  
Now go POP!



## 17. Puppet show



## 18. Role play



The suggested activities listed above shall be followed for improving the 3Rs (Reading, Writing & Arithmetic). The teacher can create their innovative and cost effective activities to improve the academics of Slow Learners.



## EVALUATION

### Pre Test/Daily Test/Weekly Test/Post Test

A Pre Test shall be conducted to the identified Slow Learners before imparting Remedial Teaching. The Mentor teacher/s shall conduct Daily/weekly test for Slow Learners based on special coaching given to Slow Learners. At the end of the academic year, a post test may be conducted to assess the Slow Learner performances. The assessment test shall be prepared and corrected by the Mentor teacher. The Head of Institution shall submit marks of Pre Test and Post Test to their respective Block Resource Centres, Samagra Shiksha.

### Impact study of the Programme "Remedial Teaching for Slow Learners"

An impact study of the Programme "Remedial Teaching for Slow Learners" is to be carried by State Project Office, Samagra Shiksha, Puducherry. In this regard, the Heads of Institutions are requested to submit the scores of Formative and Summative Assessment of Slow Learners in Quarterly, Half Yearly and Annual Examination. The proforma for submission of the performances is detailed below for perusal.

**Name & Place of the School :**

**UDISE Code :**

**Name of the Mentor Teacher :**

Sl. No.	Name of the student	Class & Sec	Quarterly		Half-yearly		Annual	
			F	S	F	S	F	S
1.								
2.								
3.								

*Note: F- Formative Score (40), S- Summative Score (60)*

**Signature of the Head of Institution**

