

Annexure 4

TEACHING MANUAL

Class: 3 ENGLISH

Time: 120 minutes

Unit 1 Tender Touch

Theme: Humanity

Sub themes: Family relationships, Social bonding, Empathy, Friendship

Learning Objectives

The learner

- reads and comprehends the story
- develops ability to express thoughts and feelings of a character using simple and short sentences.

Discourses

- Thought

Teaching learning materials

- Paper strips, Textbook, Teacher Text

Process	Assessment
<p>Introductory interaction:</p> <ul style="list-style-type: none"> Hello Children, How are you? <p>.....</p> <p>.....</p> <p>Interaction:</p> <ul style="list-style-type: none"> Sasha saw somebody at the window. Who could that be? <p>The teacher elicits responses.</p> <p>She leads the learners to the passage 'A Girl at the Window'</p> <p>Reading Process Time:40 minutes</p> <p>Individual Reading</p> <p>Let them read individually.</p> <p>While reading, they can put a tick(✓) mark next to what they understand, an (X) mark next to what they don't understand, and an exclamation (!) mark next to what they liked the most.</p> <p>Collaborative reading</p> <p>Asks the learners to sit in groups.</p> <p>Ensures low proficient learners in different groups.</p> <p>Asks each member to say the idea he/she got from the passage.</p> <p>Let the learners share the ideas they didn't understand.</p> <p>If one group doesn't understand the meaning of a sentence/ word, they can ask the other groups about it.</p> <p>Encourages them to use World of Words (glossary) /dictionary.</p> <p>Asks groups to note down the doubts yet to be</p>	<p>Teacher assesses the involvement of the learners' in interaction.</p>

clarified. They may seek help from the teacher.

Loud Reading by the teacher

Teacher reads out the passage loudly respecting all the prosodic features.

Scaffolded reading

The teacher asks sufficient extrapolative questions to boost higher-order thinking.

- What did Sasha try to give the girl?
- Did she accept it?
- Why didn't the girl take the *unniyappam*?
- What would you do if you were Sasha ?
- Why did the girl run away?
- Where did the girl go?
- 'Sasha followed the girl with her eyes'. What does it mean?

Enacting the scene

Time:40 minutes

Today, we are going to act out a scene from our story.

Who are the characters?

Yes. Sasha, Naveen and the girl.

Who will take up the roles?

- The teacher forms 4 or 5 groups.
- The group leader assigns the roles to team members.
- The teacher fixes events through discussion with the learners:
- One event may be blown up and performed by children under the teacher's guidance.

Events:

- Naveen looks outside and sees the girl.
- Sasha offers the snack to the girl.
- The girl runs away.
- Sasha watches the girl. She feels sad.

Instructs the groups to fix scenes, actions and dialogues.

The teacher may encourage the children to use props and costumes.

The groups enact the scene

The teacher leads the learners to Activity-4 given in the TB.

Displays the picture given on page No.22

Interaction

- Look at this picture.
- Who is this?
- Yes. You are right. This is Sasha.
- What is she doing?
- She is thinking.
- Sasha offered an *unniyappam* to the girl. But the girl ran away without accepting it. What could be Sasha's feelings?

Elicits responses.

Thoughts of Sasha Time:40 minutes

Let the children scribble the thoughts of Sasha in their notebooks.

- Individual writing

- Random presentation
- Refinement in groups
 - Children sit in groups.
 - share their responses.
 - Groups write 'Sasha's thoughts'
 - They present their products.
- The teacher edits one of the group products.
- Presentation of the Teachers' version

Teacher's version

I can't forget this day. Naveen and myself. I saw a girl outside. Why did she come here? Where does she live? She looks poor. Her dress is torn. Her hair is messy. Didn't she go to school today? I offered her *unniyappam*. But she didn't accept it. Poor girl! I feel sad for her. I want to help her. I will make her smile.

Assessment:

- How did you begin?
- Did you begin with Sasha's self talk?
- Could you include all the events?

(They saw a girl outside/ the girl didn't take *unniyappam*/ she ran away/ Sasha became sad)

- To what extent you were able to reflect her feelings?

(I am sad/ I am depressed)

Addressing slow pace learners

The teacher ensures that no child is excluded from the process.

- The teacher may make a concept map on the black board and write the elicited

answers.

- The teacher supplies the following strips.
Let the children find out the remaining part of that sentence and assemble it.
Then, they may write it in their note book.
- Why didn't she
- Her dress is
- I feel ____ for her.
- I want to ____ her
- Take unniyappam?
- torn
- sad
- help

Student's Reflections:

- Which activities do I remember now?
- Which activity/ activities did I enjoy greatly? Why?
- How did I help others today?
- Did I feel any difficulty today in comprehending the instructions?
- How can I solve the issues, if any?

Teacher's Reflections:

- To what extent my students