

TEACHING MANUAL- module 1

Preliminary details

- Unit: The warmth of love
- Lesson: The kissing hand
- Theme: Love and care
- Sub theme: parental love
- Time:
- Date: from to

Learning objectives

- The learners will be able to interpret and analyse the picture and quotation given.
- The learners will be able to interpret and analyse the cartoons and interact based on them.
- The learners will be able to read and comprehend the story quickly and easily.

Teaching and learning materials

- Magnified picture of titular page
- Video of the first experience
- Reading text (first three paragraphs)

Process	Assessment
<p><u>Processing titular picture</u></p> <p>Let the learners look at the picture. Teacher asks some questions</p> <ul style="list-style-type: none">▪ What do you see in the picture?▪ Can you say something about the picture?▪ What do you feel about it?▪ What are the boys doing?▪ What is the father doing?▪ What is the mother bird doing?▪▪ Elicits responses.▪ Then writes the responses on BB.▪ Encourages the children to say at least one word related to the picture.▪ Writes the responses on BB	

- Let the children say some sentences related to the picture.
- Asks them to describe the picture orally.
- After children's oral description, Teacher describes the picture using the responses from the children.
- Asks them to draw some pictures related to the theme.

Quotation

- Let the learners read the quotation in the titular page.
- Let one or two students read the quotation aloud
- The teacher may ask the following questions.

What is the idea conveyed by the quotation?

Do you agree with this?

Can you find any other meaning for the quotation?

- Let them share their ideas.
- Generates discussion and elicit free responses.
- Teacher gives chance for random presentation.

Discussion points

- The quote is from the poem, 'Birches' by Robert Frost, the American poet.
- Birch swinging is an enjoyable pastime.
- In times of our distress, we take resort to some or other pastime to forget our worries.
- Whatever pastime we indulge in, we should get back to this Earth.
- We will have to face the realities of the Earth.

- Earth is the right place for love and hence the right place to live in.
- There is no other better place than the Earth.

The door way

It is the entry activity to the unit. It focuses on the different attitudes of the children towards the first day at school.

- Interacts with the learners based on the trigger picture.
 - What is the first boy doing?
 - Is he happy?
 - What is the reason?
 - What about the second boy?
 - What is his mother doing?
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- Asks well framed questions in addition to what has been given in TB
- Learners may respond either in English or in their mother tongue.
- Megaphones the children's responses in English.
- Elicits and accept the divergent responses from the learners.
- Elicits relevant responses (words and sentences) and write on the BB/chart.
- Asks the learners to read the words and sentences from the BB / chart.

- After eliciting free responses, teacher presents her/his experience on the first day at school with proper voice modulation, stress and intonation.
- Let the children share their experience of first day at school.

Process reading

Before reading

- Before learners start reading, teacher presents the introductory part given.
- Attempt teacher talk using the picture in the first part of the reading text.
- Focus on the first picture and asks some interaction questions
 - Do you know these animals?
 - Is it a mother and its baby?
 - Who are the characters in the picture?
 - What are they doing?
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While reading

Individual silent reading

- Let the learners read the passage silently.
- Let them put a question mark against the words or sentences they do not understand and an exclamation mark against the sentences they like the most.

Collaborative reading

- Let the learners sit in groups, share their ideas and clarify their doubts.

- Groups may also consult other groups for clarifying doubts.
- Encourages them to refer to the glossary
- Clarify their doubts judiciously

Scaffolded reading

- Asks some scaffolding questions for in-depth reading
 - Chester doesn't want to go to school. Why?
 - If you were in Chester's place, what would you do?
 - Chester's mother told him the old secret. What may be the secret?

Reading by the teacher

- Teacher reads aloud the passage in the form of storytelling or narration by using gestures, voice modulation, etc.
- Reads with minimum speed.
- Reads in such a way that punctuations like full stop, comma, question mark, exclamation mark, etc. are sensed by the learners.

Reading by the students

- Let one or two students from each group read the passage aloud.
- Others may get chance while processing other passages.

RECIPROCAL READING

- ✓ Put students in groups of four.
- ✓ Distribute the reading text to each member of the group identifying each person's unique role: predictor, clarifier, questioner and summarizer.
- ✓ Make students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
- ✓ The *Predictor* will read the text in group and can offer predictions about what the author will tell next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
- ✓ The *Clarifier* will note down the difficult words, concepts and confusing parts and find out the meaning by referring to glossary or dictionary.
- ✓ The *Questioner* will then pose questions about the selection:
 - Unclear parts
 - Puzzling information
 - Connections to other concepts already learned
- ✓ At the given stopping point, the *Summarizer* will highlight the key ideas up to this point in the reading.
- ✓ The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their

new roles. This continues until the entire selection is read.