

Teaching Manual-1

Primary Details

Name of student teacher: Merlin Lekha Pius

Name of school : Govt. High school Penumpazhur
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Subject : English

Class : V

Unit : 1. The Warmth of love

Time : 45 minute

Date :

Theme : Love and care

Sub-theme : Love and encouragement

Learning outcome : Understands the importance of love and care.

Values and attitudes : Develops love and compassion

Skill : Analyse the picture and write description.

TLM : chart → profile of Robert Frost

ICT Video → Love and affection

Process

- Teacher enters the class with a rapport section.
- Do you heard about the word love?
- Students replied Yes/No.
- Who are the persons you love most?
- students replied
Mother, father, pets, friends
- Would you like to watch the video?
- Teacher present a video based on love and affection.
- All the students watch the video attentively.
- Teacher ask some questions related to this video.
 - * Did you like this video.
 - * What did you understand from this video?
- Teacher give chance to one or two childrens to share the things that they have understand from that video.
- Teacher appreciates the students.
- Have you heard about the famous poet Robert Frost?
- Teacher present a chart about Robert Frost.

Evaluation

Robert Frost (1874-1963)

- Born: March 26 1874
- Place: San Francisco, California (US)
- Famous American poet
- Works: The Road not Taken
- Passed away: Jan 29, 1963

• There is a quote in your textbook from Robert Frost, let us read.

"Earth is the right place for love."

- What is the meaning of this quotation?
- Do you agree with this words?

Teacher Version

The quote is from the poem 'Birches'. Earth is the right place for love and hence the right place to live in. There is no other better place than the Earth.

- Then, teacher asks the children to observe the picture (Pg. No: 7)
- Teacher arrange the students into four groups.

- Teacher asks the children to discuss what they see in the picture as a group and write in the notebook.

- Teacher gives some time for discussion.

- Presenting children's writing from group.

- Teacher appreciate and gave scaffolding.

- Teacher version write on B.B.

- > The picture shows a park.

- > A bird's nest is seen in a tree.

- > A mother's affection for ~~three~~ baby birds are seen in the picture.

- > Father, mother and son are sitting under the tree shelter with love.

- > Some childrens are playing near the playground.

- > In this picture we can see a good relationships with friends, family and environment.

- Teacher allows one or two children to read the teacher version.

- Teacher concludes the session by giving follow up activity.

Follow up Activity

Draw a picture related to family love.

Reflection Note

Teaching Manual - 2

Primary details

Name of teacher student : Merlin Lekha Pius

Name of School : Govt. High School
Perumpazhuthoor.

Class : V

Subject : English

Unit : Kissing Hand

Time : 45 mint

Date :

Learning outcome : The learners will be able to interpret and analyse the cartoons and interact based on them.

Theme : Understands the importance of love and care in interpersonal relationships.

Sub-theme : Love and encouragement

Values & attitudes : Develops love and compassion

Skill : Analysing the cartoons and developing writing skill.

TLM : Chart (based on Questions)

Process

Assessment

• Teacher enters the class by evaluating yesterday's follow up activity.

• How was your vacation?

• Teacher recounts the holiday experiences with one or two children.

• Teacher asks the students ^{whether} Everyone liked to come back ~~to~~ school after vacation.?

• Childrens respond Yes/No

• Teacher asked the students to observe and analyse the picture on page No: 8.

• Teacher gives little time to children for thinking.

• Teacher asked the students what can you understand from this picture?

• Students responding

* There are 2 pictures

* First pictures shows a mother and child seeming to be happy

* Second picture shows a mother trying to calms down

{ her crying child. }

- Teacher noted down the responses in black board.

Teacher version on B.B

This pictures focuses on the different attitudes of the children towards the first day at school.

Activity: 1

- Teacher divides the students into groups.
- Teacher asks the student to find out the answers for the Questions in page No: 8, and write down the answers in notebook.
- Teacher gives little time for discussing the answers.
- Teacher gives opportunities for students to present the answers in front of the class.
- Teacher provides opportunities for Peer assessment.
- Teacher gives necessary support (Scaffolding) to backward childrens
- Teacher present the teachers version on the chart.

{ The first boy is happy and }

ready to go to school.

* Yes, he is happy now.

* He likes to go to school very much and also he want to play with friends.

* He is crying because, he doesn't like to go to school. He want to spent time with his mother.

* Mother soothes the child.

• childrens note down the teachers version in notebook.

* Teacher give chance to one/two ~~of~~ students to read the teachers version in front of the class.

Activity: 2

• After that teacher present her experience on the first day at school with proper voice modulation, stress and intonation.

• Then teacher allows the childrens to share their experience of first day at school.

• Teacher encourages children for sharing their experience.

• Teacher concludes the session by giving a follow up activity.

Follow up Activity

Brief your first day experience at school?

[In maximum 30 words].

Reflection Note

Teaching Manual - 3

Primary details

Name of Student teacher : Merlin

Name of School : Govt. High School perumpazhuthoor

Class : V

subject : English

Unit : The Kissing Hand

Time : 45 min

Date :

Theme : Love and care

Sub-theme : Parental Love

Learning outcome : The learners will be able to read and comprehend the story quickly and easily.

Values & Attitudes : Understand the value of trust and support.

Skills : listen to read and analyses the stories and responds to interactive questions.

TLM : chart (questions)

Process

Assessment

- Teachers enters the class by evaluating yesterday's follow up activity.
- Hey, children Are you happy to come to school. Do you miss your home when you are at school?
- Who among you wanted to open the school as soon as possible?
- Who hesitated to come to school
- Why did you hesitate?
- Students response

- Students replied Yes/No
- To study at home with family
- To play from home
- To play with toys at home

- Then the teacher enters the lesson

The Kissing Hand

- Teacher asks the children to look at the picture on page No: 9
- Then teacher asks some interaction questions.

- ? What do you understand from this picture?
- ? Do you know these animals?
- ? Is it a mother and its baby?
- ? Who are the characters in the picture?

{What are they doing?}

- Students responding
- Then, teacher asks the children to read the passage silently.
- Teacher asks them to put a Question mark against the sentence they do not understand and underline the new and unfamiliar words from the passage.

Activity : 1

- Teacher ask the students to sit in the groups and ask them to answer the questions
- Teacher present some questions on chart.

- > What does chester Raccoon?
- > Where does the chester Raccoon sit and cry?
- > who is chester raccoon talking to?
- > chester doesn't want to go to school. Why?

- Teacher give some time for group discussion.
- Teacher give chances to the groups for presenting their answers.
- Teacher allows students for peer assessment.

- Teacher assess and appreciate the best one and motivate others.
- Teacher gives necessary scaffolding to backward childrens.
- Teacher present teacher Version on black board.

Teacher Version

- > Chester Raccoon is crying.
- > Chester Raccoon is sitting at the edge of the forest.
- > He doesn't like to go to school.
- > Chester Raccoon is talking to his mother.
- > Because, he want to stay home with his mother, play with his friends, play with toys, to read books, swing on his swing.

- Childrens notedown the teachers version in notebook.
- Teacher concludes the session.

Follow up Activity

If you were in Chester's place what would you do?