



TEACHING MANUAL

UNIT/MODULE: Unit II/Still We Rise-Cinderella

Introduction: It is based on a very famous fairy tale about a beautiful girl. The Reading passage “Cinderella” is taken from the little glass slipper in 1697 by a French writer Charles Perrault.

Concept : Marginalization of women and women empowerment

Learning outcomes : Interact in English in various situations. Analyze a news paper report. Read and appreciate a story.

Materials : Story book of Cinderella, Video clipping

Expected time : 5 Months

Activities : Entry Activity, Reading passage

Worksheet : Thoughts TB Page 50

Reading Materials : Malala’s Speech

Teaching Learning

Materials : Chart, Pictures, Video clipping

Creativity forum : Prepare a skit (Cinderella)

Day celebration : Parents the skit in the class

CPTA : Displays the story in the class PTA

Introduction

We come across marginalization of certain groups. Classes and races, which make people belong in them in secure. Empowerment of such sections is essential so as to ensure their up fitment and well being. It encourages people to gain the skills and the knowledge that will allow them to overcome obstacles in life. It helps them evolve and establish in the society. Through hard work, positive behavior, education, creating safe space and mobility, one can empower oneself in every sphere of life. The Unit highlights the need to empower women in their work place and community.

Concept

Marginalization of women and women empowerment

Learning outcome

- Interact in English in various situations
- Analyze a news paper report
- Read and appreciate a story
- Read and appreciate a poem
- Read a passage and do the activities related to it.
- Write the thoughts of a character

- Develop a skit
- Prepare an announcement
- Prepare an invitation card

Entry Activity

Teachers draw the attention of the learners to the newspaper report given in the TB page 40. Now all of you read the news paper report.

- Then teacher asks the following questions.
- What is the news report about?
- What is the reason for the girl's death?
- What would you do, if such thing happened in your locality
- Have you ever come across such incidents in your life

The teacher elicits response from the given questions.

- Death of a 10 year old girl
- Torture by step-mother
- Fight for rights/Help them
- Teacher can either cite or elicit similar incidents

Activity 1

Teacher enters the reader Cinderella by asking the given questions in the text book page 41 and elicits response from the learners.

The teacher may introduce the story in the following manner.

Once there lived a rich man with his wife and beautiful daughter. One day his wife fell sick. She felt she was going to die, so she called her only daughter near and said, "Dear child, I think, I have to part with you. Be good and pious, God will always be with you and will help you, saying this she died. The girl felt very sad and lonely.

Do you know what happened then? To add to her grief, her father soon married a proud and unkind woman having two daughters. Can you imagine the character of the women?

Activity: The Cinder Girl

Process: Reading

Individual reading:

Learners read the passage silently (Page 41 TB)

Ask them to find out the meaning of the unfamiliar words from the glossary/dictionary

The learners can put a question mark (?) against the difficult words and sentences.

They can put an exclamation mark (!) against the interesting ones.

Collaborative reading

Let the learners sit in groups to share their ideas and clarify their doubts. They can share their answers with the other groups for clarifying doubts.

The teacher asks the learners to form groups and discuss their answers and present them in the class. (Possible answers given in teacher text Page 75)

Process

Interaction

- We have read about a beautiful girl
- What is her name?
- Who are the other characters?
- Don't you want to know more about her
- Let us read the passage
- The magic beings TB Page 43 to 44

Individual reading

- Teacher asks the children to read the passage silently. Teacher directs them to put exclamation mark to the ideas they liked most.
- Pupils find out meaning of unfamiliar words from the glossary

Collaborative Reading

- Children clear their doubts in the groups. Teacher goes to each group to clear the doubts.

Scaffold reading

- White reading questions given in Page No 43, 44
- Will she attend the party?
- What will happen next?
- Loud reading by the teacher

Interaction

- Do not you remembers Cinderella ?
- Where is she now?
- Do you like her step mother?
- The step mother did not allow her to attend the ball.
- What will be her feelings?
- Teacher elicits response

Task

- Write the thoughts of Cinderella

Individual Writing

- Teacher draws their attention to the picture given in page No: 50 of the TB
- Will she think about her mother?
- What will she think about her step mother?
- Won't she think about dancing with the prince?
- Random Presentation.

Grouping: Refinement in group

Group presentation

Teacher's version

- Addressing SPL (Slow pace Learning)
- Teacher asks some questions
- related to the picture given in page No.44, Such as
- Who is sitting?
- Who is standing beside her?
- What did she say?
- The response, write them in his notebook. Help him to read it. Finally ask him to locate it in the TB. This can be done at the time of Individual reading.

UNIT/MODULE: UNIT 2/Still we Rise-Women Work

Theme: Marginalization of women and women and women empowerment

Sub theme: Rights of women

Values/Attitudes: Aware of the rights of women and respect women hood

Input discourse

Poem Women work

Learning outcome: Read and appreciate the poem.

Entry Activity: A clipping from “Verutheyalla Bharya” Movie

TLM : SB, TB, CPS

Outcome discourse, Choreography

Process: My interaction with my children. Children do you like to watch a video clipping? Let us watch . Teacher shows the clipping what are the different kinds of outstanding response?

Entry activity

Teachers sings the poem two or three times with rhythm, stress and intonation

Teacher asks the questions based on the theme of the poem.

What are the events?

Individual reading by the learner’s. Random presentation (Singing) Sharing Ideas (Exchanging ideas)

Teacher displays questions and children find the answers. Each group sings the poem.

Poem choreography or dramatization