

# Teacher Training Manual for Master Trainers – English

## Class 3



SCERT Haryana, Gurgaon

**This manual includes:**

1. Schedule for teacher training
2. Detailed guide on how to deliver the training including key points for discussion in each session

**To enable you to deliver the training well, we have provided the following supplementary materials:**

**3. Presentation**

We have sent you a presentation with the slides that have been referenced in this teacher training manual. We have also provided guidance on the key points to be emphasized when walking through this presentation in the training.

**4. Videos**

We have provided you with short video clips on a few English topics covered during MT training. We have suggested what videos to play when covering certain topics.

These videos are available on the SCERT website on the LEP page from where they can be downloaded.

**5. Teaching-Learning Materials (TLMs)**

Basic TLMs will be made available to you at the training venue such as pencils, sharpeners, erasers, etc. by your respective Block Officers.

### **Some tips to ensure high quality training**

1. **Know the objective of training** – "Every teacher should understand the objectives, structure, content and teaching methodology of the Learning Enhancement Programme (LEP)"
2. **Prepare well** – familiarize yourself with the LEP books and training content / materials before the trainings
3. **Make the training participative** and interactive so that no one feels left out
4. **Listen to participants**, but if they deviate from the topic of discussion then bring the discussion back on track.
5. **Demonstrate positive body language**, eye contact, high energy levels and enthusiasm. Modulate your voice.
6. **Ask questions** and get participants to come up in front of everyone and demonstrate what they've learnt to check whether they truly understand the topic.

### **Checklist for training day**

1. **Arrive early.** Give yourself time to check last-minute arrangements and get yourself mentally geared up for the session.
2. **Check seating arrangements.** Make sure the set-up is ideal for the training style you want to use and have some extra chairs for any last-minute trainees.
3. **Check training materials.** Check all the materials required before the training to make sure you have all the training materials that you need – presentation, videos, training manual, TLMs, etc.
4. **Check audiovisual hardware.** Check whether the computer, projector and audio systems are running smoothly.

## I. Teacher training schedule

| Time   | Topic/ objective of session  | Support material   |
|--|--|--|
| <b>Overview of Training: Importance &amp; Approach to Teaching LEP</b> |  |  |
| 9:00 – 9:30 am   | <b>Introduction: Attendance</b> <ul style="list-style-type: none"> <li>Attendance</li> <li>BEEO Address – opening address on the objective and importance of LEP</li> </ul>  | <ul style="list-style-type: none"> <li>Presentation &lt;LEP English Teacher Training.ppt&gt;</li> <li>Video &lt;LEP Principles&gt;</li> </ul>                              |
| 9:30 – 10:30am   | <b>Approach to LEP for Class 3</b> <ul style="list-style-type: none"> <li>Explain "Note for Teachers – How to Use the Teachers Manual"</li> <li>Review the Common Elements and use <b>Objectives</b> and <b>Let's Begin</b> to demonstrate how they support learning</li> </ul> Read out loud the Class 3 English table of contents and explain the importance of focusing on and developing reading skills in Class 3 | <ul style="list-style-type: none"> <li>Competency map</li> <li>Video &lt;Chapter Structure&gt;</li> </ul>  |
| <b>Introduction to Class 3: Content &amp; Instruction</b>              |  |  |
| 10:30 – 11:15am  | <b>Unit 1 Chapter 1: People with Special Jobs</b> <ul style="list-style-type: none"> <li>Introduce the unit</li> </ul> Take teachers through the pre-assessment and chapter, and demonstrate the activities (Objectives, Time Allocation, Activity 1 and 3)  | <ul style="list-style-type: none"> <li>Video &lt;Pre-assessment&gt;</li> <li>Video &lt;Lesson Planning&gt;</li> <li>Video &lt;Poem_People with Special Jobs&gt;</li> </ul> |
| 11:15 – 12:00pm  | <b>Unit 1 Chapter 2: Super Jobs</b> <ul style="list-style-type: none"> <li>Introduce the unit</li> </ul> Take teachers through the chapter and demonstrate the activities (Activity 1, and 4)  |  |
| 12:00 – 12:45pm  | <b>Unit 2 Chapter 1: Travel</b> <ul style="list-style-type: none"> <li>Introduce the unit</li> </ul> Take teachers through the chapter and demonstrate the activities (Let's Begin, Activity 2)  |  |

|                |  |   |
|----------------|--|---|
| 12:45 – 1:15pm | <b>Unit 2 Chapter 2: Transportation</b> <ul style="list-style-type: none"> <li>Introduce the unit</li> <li>Take teachers through the chapter and demonstrate the activities (Activity 2, 3)</li> </ul>                       | <ul style="list-style-type: none"> <li>Video &lt;Example_Student Post-Assessments&gt;</li> </ul>        |
| 1:15 – 2pm     | Lunch  |   |
| 2:00 – 3:30pm  | <ul style="list-style-type: none"> <li><b>Teacher Group Presentations –</b> Demonstration of curriculum and pedagogical strategies by teacher groups</li> </ul>  |   |
| 3:30 – 4pm     | <b>Common Element: Assessment Tracker</b> <ul style="list-style-type: none"> <li>Explain how teachers should use the <i>Assessment Tracker</i> in the back of the book</li> </ul>  | <ul style="list-style-type: none"> <li>Presentation &lt;LEP English Teacher Training.ppt&gt;</li> </ul> |
| 4:00- 4:30pm   | <b>Feedback Forms and Q&amp;A</b> <ul style="list-style-type: none"> <li>Ask teachers for feedback to improve training</li> <li>Distribute and collect forms</li> <li>Answer any questions that teachers may have</li> </ul> | <ul style="list-style-type: none"> <li>Feedback Forms</li> </ul>  |

## **II. Detailed training manual**

Introduction and overview of the LEP, its content structure and teaching methodology;  
Introduction to English Class 3

**9:00 – 9:30am**

### **Introduction: Attendance**

- BEEOs should ensure that attendance is taken before training begins. An excel template and an online form have been shared via email. In the template, fill detailed attendance by individual names. In the short online form, provide numbers of people trained. These forms have been shared via email.

### **Opening address by BEEO on objectives and importance of LEP**

- BEEOs should start the training and provide updates on the LEP programme.
- Emphasize that teachers must spend disproportionate amount of time with students who are behind their grade level. If teachers continue to encourage and focus on students who always answer in class, the purpose of LEP is defeated.
- BEEOs should then introduce the master trainers and then also do a round of introductions with the participants.
- Review the principles of LEP as well as the LEP classroom process. The slides have been provided for assistance.



Play the video <LEP Principles> and show the slide below from the presentation <LEP English Teacher Training.ppt>

### The Principles behind the LEP

## The manuals are based on six key principles

| Traditional teaching          |   | LEP                                   |
|-------------------------------|---|---------------------------------------|
| Syllabus-focused              | ➔ | Competency-focused                    |
| Teacher-centric               | ➔ | Learner-centric                       |
| Instructional                 | ➔ | Activity-based / participative        |
| Rote learning                 | ➔ | Conceptual understanding              |
| One-size-fits-all / standard  | ➔ | Multi-level / differentiated teaching |
| One-time / rigid examinations | ➔ | Continuous assessment                 |

**LEP teaching methods should ideally be applied in the rest of the school day as well!**

English MT training Day 1.pptx 14

**Elaborate on the points mentioned in the above slide:**

1. **Competency-focused**

- The learning objectives / competencies addressed in the chapter (i.e. what is it that we expect students will know at the end of the chapter) have been clearly articulated at the start of each chapter

2. **Learner-centric**

- The content in the manuals relates to the child's environment and previous knowledge. E.g. chapters are based on games, animals, home, family and myself – topics that a child can easily relate to and is familiar with.

3. **Activity-based**

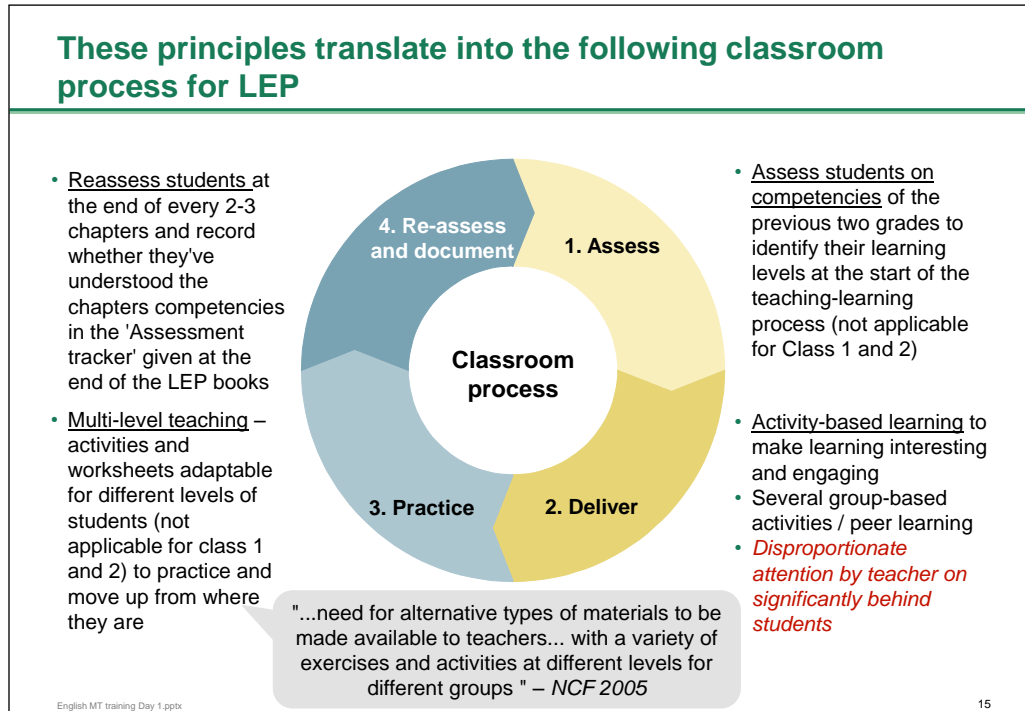
- The books include a lot of hands-on activities through which students can learn the concepts to make learning interesting and engaging
- Several group-based activities are also included.

4. **Conceptual understanding**

- Questions in the manual test the application of the concept rather than rote learning and relate to the environment of the child to ensure that the child understands the topic in the true sense.

## 5. Continuous assessment

- To track student progress, assessments have been given at regular intervals
- There is a competency tracker at the end of the book where the teacher is required to record whether students have acquired the competencies taught in the manual or not.



### **LEP Principles and Classroom Process: Key points to be emphasized:**

1. **Assess** – Test a student's knowledge of competencies that are taught in each chapter.
2. **Deliver** – Students must be taught from their level of understanding. The teacher teaches a concept using activities and teaching aids and this helps to understand what students know and at which level.
3. **Practice** – Students engage with activities and worksheets that ensure practice of new skills.
4. **Re-assess** – After delivering the competency, the teacher should assess the students to check for understanding using the exercises given in this section

9:30 – 10:30am

Approach to English

- Master Trainers should begin by explaining the competency map to all teachers. The competency map provides the progression of competencies across classes. These are the competencies covered in the LEP manuals. For example, in Classes 1 and 2, students are expected to answer in yes and no. However, Class 3 onwards, students should be encouraged to use short sentences to give answers. Discuss the competencies listed under Class 5 in the competency map.
- Master Trainers should then emphasize how to build listening, speaking, reading and writing skills in students.
  - **In Classes 1-2**, the emphasis is on **oral-aural activities**, hence, most activities in the manuals cover **spoken activities** such as greetings, introduction of self and family, poems etc. Teachers must **encourage students to talk**, even if they do so in their mother tongue or produce single word answers. Teachers could supply English words to students to make them familiar with English equivalents of the words they know in their mother tongue. For example, if the child is describing her home, the child may say ' मेरा घर', the teacher should encourage the child and provide the English equivalent – 'My house'. Teachers can also rely on gestures to explain the meaning of some words. There is also an emphasis on **pre-writing activities** in these classes to help develop motor skills in students.
  - **In Class 3**, this emphasis shifts to **building reading skills**, with the help of pictures and word clues. Teachers are encouraged to **use as many different inputs** as they can use. Worksheets, stories and poems are available in the LEP manual for this purpose. They can also bring newspapers, children magazines etc to engage students. Teachers must encourage students to build on their listening and speaking skills as well. This can be done through reading stories out aloud, repeated reading, choral reading, story retelling and skits in the classroom. Students can also be asked to talk to their peers on topics that interest them. Teachers can also use the classroom environment to develop reading skills. Students can be encouraged to read charts and notices that are displayed on classroom walls. Listening, speaking and reading skills will also help develop the child's vocabulary and writing skills.
  - **In Classes 4 -5**, teachers must help students **advance their reading skills and start building on writing skills**. Students could start with writing short sentences and gradually progress to short paragraphs with a few sentences. This can be encouraged by asking students to describe their favourite game, place, cartoon character, narrate his or her experiences etc, make posters on topics that are of interest to students. Teachers must also attempt to gradually wean students off of their mother tongue by helping them with sentence structures and words in



English wherever students need help. Mother tongue can be used for explaining texts and providing background or context for text rather than translating word for word.

- Next, Master Trainers should review the "Note for Teachers – How to Use the Teachers Manual" and introduce the Common Elements.
- Review the book and chapter structure with teachers, which is similar to the one in the Math and Hindi manuals. The key elements have been described below:
  - Pre-assessment: Assessment tool at the start of the manual to gauge how much a student knows and has retained from the previous class.
  - Objectives: The learning objectives of the chapter are given at the start of each chapter.
  - Suggested time allocation: Suggested time split for each element of the chapter.
  - Teaching Learning Materials required for the class.
  - Let's Begin: Teaching-learning process, comprising worksheets and activities.
  - Let's Know: Assessment tool at the end of the unit to find out whether students have understood the unit's competencies or not.
  - Assessment Tracker: This is a tracker to help teachers keep track of the progress made by each student in key competencies of each unit.
- Lastly, the Master Trainers should read out the Table of Contents for the Class 3 manual.



Play the video <Chapter Structure>

**10:30 – 11:15am**

**Unit 1 Chapter 1: People with Special Jobs (LEP Teacher Manual: Page 3-8)**

**Pre-assessment**

- Demonstrate how teachers should conduct pre-assessment in the class with students.
- On the basis of this assessment, teachers should identify two sets of students – those at level 1 which will require more attention from teachers and those at level 2, who are comfortable with concepts of previous two classes.
- Through the different activities and worksheets provided in the manual, teachers will need to engage the two levels of students separately and involve them in peer learning.
- Teachers should be careful not to label students as this can negatively impact their confidence and learning ability.



Play the video <Preassessment>

**Objectives**

- Next, introduce the unit. Cover the objectives of the chapter and explain how

these objectives are covered with the help of different activities in the chapter.

- These objectives are meant to guide teachers on what to focus on while teaching a given chapter.
  - These are not to be taught to students.
- Review **Suggested Time Allocation** and ask teachers to plan how much time to spend on the activities.
- Demonstrate **Let's Begin: Activity 1**. You can assume a classroom setting and ask teachers to pretend to be students while you assume the role of a teacher. Clear instructions have been provided in the manual to conduct each activity.
- Ask students what they see on their way to school. Teachers should first speak in the mother tongue and then in English to help all learners build English comprehension. Show the students the picture from the lesson (page 4) and write on the blackboard, the names of the things they call out in the picture. Tell the names of people with special jobs: milk man, shopkeeper, vegetable seller
- Tell students to read the vocabulary words (people with special jobs) with you as you write them on the board. Ask students what people with special jobs do. Encourage students to answer in simple sentences:  
This man is a \_\_\_\_\_.  
He gives us milk to drink.  
She is a \_\_\_\_\_.  
She sells vegetables like \_\_\_\_\_ and \_\_\_\_\_.
- Ask students to come to the board and read 1 or 2 words from the Activity.
- Demonstrate **Activity 3**. Teachers should use correct pronunciation, gestures and rhyming when reading the poem from the board. Ask students to listen to the poem first. Then ask them to repeat each line as you read it with actions. Finally, ask student volunteers to come to the board and read the poem with you. Encourage them to read some of the words independently.
- Ask students to think about who helps them when they are sick, who teaches them, where they get their food from. Help them answer questions about the poem "People with Special Jobs".
- Extension: Pass out blank sheets of paper. Tell students that they should draw a person with a special job and write the name of the job on the paper (Teacher, Police, etc.)
- Extension: Have the class sit in a circle and students share their pictures with a line or two about the person with a special job and what he or she does.



Play the video <Lesson Planning>



Play the video <Poem\_People with Special Jobs>. Though this poem is not covered in Class 2, it is a good example of how to read with correct pronunciation, intonation and gestures.

**11:15 – 12:00pm**

**Unit 1 Chapter 2: Super Jobs (LEP Teacher Manual: Page 9-17)**

- Introduce the unit. Remind students that in the last lesson they learned about people with special jobs. In this unit, they will learn more about people with super jobs.
- Demonstrate **Activity 1**. Write the names of different jobs on the board: teacher, police, milk man, waiter, shopkeeper, etc.
- Ask the students what job you are acting out. Act out different jobs and ask them: "Am I a shopkeeper?", "Am I a teacher?", etc. Students should first answer in "yes"/"no". Then ask them to name which super job you are acting out.
- Extension: Ask students to sit in pairs and take turns talking about which super job they want to do when they grow up. Ask students to introduce the job that the other student wants to do when he/she grows up.
- Demonstrate **Activity 4**. Write the names of the super jobs on the board and show students the pictures given in the lesson (page 13). Ask the students to read with you as you say the word. Explain in both mother tongue and English the super job.
- Ask students to read with you all of the super jobs listed on the board.

**12:00 – 12:45pm**

**Unit 2 Chapter 1: Travel (LEP Teacher Manual: Page 18-22)**

- Introduce the unit by asking students "How do you go to school?"
- Read and review **Let's Begin: Activity 1**. Write the lesson on the board: "How do you go to your school / the market / your home"? Teachers should ask students to volunteer answers. They should encourage students to answer in both mother tongue and English.
- Teachers should help students read the sentences and complete the blanks to form complete sentences.
- Teachers should write all answers on the board and have the whole class read the vocabulary words at the end of the lesson.
- Demonstrate **Activity 2**. Teachers can show the picture to the students (page 20) from the manual, draw and label on the board pictures of a car, bus, train, plane, auto, van, or bring cut outs of the same to class.
- Extension: Hand out blank sheets of paper and ask students to draw a picture of how they come to school. Next, ask students to write a sentence about how they come to school. To close this lesson, have 4 or 5 students come to the front of the class and "show and tell" their picture and sentence. Write down transportation words on the

board as students are sharing and read them out loud with the whole class: auto, van, road, traffic, fast, slow, bus stop, etc.

**12:45-1:15pm**

**Unit 2 Chapter 2: Transportation (LEP Teacher Manual: Page 23-33)**

- Introduce **Let's Know: Means of Transportation** (page 32). Discuss how to you use 'Let's Know' at the end of the Unit to track whether students have learnt the competencies covered in the chapters of a particular unit.
- Teachers should pay more attention to students who have not learnt these competencies and repeat a few activities with them.
- Ask the class the questions in the lesson. Write their answers on the board and read as a whole class to close the lesson.
- Extension: Ask students the following "Wh" questions:
  - What does travel mean? / What does transportation mean?
  - What are ways to travel on the water?
  - Why do we go on a train?
  - Where does a bus take you?
  - Which way do you go to the market?
- Extension: Pass out blank sheets of paper and ask students to draw one mode of transportation and write the word on the paper. Use 3 walls of the classroom and assign each one as land, air and water. Ask students to take their picture of transportation and stand next to the correct wall. Students with pictures of cars, bicycles, trains should stand next to the "land" wall and students with pictures of boats and ships should stand next to the "water" wall, etc. Ask 4 or 5 students to "show and tell" their pictures and words.
- These extension activities demonstrate how teachers can add to the activities provided in the manuals. They should be encouraged to innovate and adapt the activities provided.



Play the video <Example\_Student Post-Assessments>

**1:15 – 2:00pm Lunch Break**

**2:00-3:30: Teacher Group Presentations**

- Post-lunch, teachers will participate in Group Presentations which focus on Class 3 curriculum and instruction.

- Assign activities to teachers from Unit 1 and 2 to prepare and present. Give 15-20 minutes to teachers to prepare these activities in groups.
- Group presentations will be followed by a review of each group's activities. Teachers will be asked how to improve upon each of the lessons demonstrated by each group and share classroom strategies with each other.
- A few activities have been listed which can be given to teachers to prepare:
  - Unit 1, Chapter 1: Objectives, Activity 2
  - Unit 1, Chapter 2: Activities 2,3, Let's Know
  - Unit 2, Chapter 1: Activity 3

**3:30 – 4:00pm**

**Common Element: Assessment Tracker**

- Explain how teachers should use the common element of Assessment Tracker to assess their students, check for understanding, measure objectives and competencies for each unit and chapter
- The assessment tracker is a simple tool to monitor and assess student learning at the end of each unit.
- You can show the slide from the presentation <LEP English Teacher Training.ppt> to demonstrate how to fill the tracker.

| Assessment Tracker for Class 4 |   |  |  |                                   |  |  |                                 |
|--------------------------------|---|--|--|-----------------------------------|--|--|---------------------------------|
| S. No.                         | Learning Objectives/<br>Names of students | Pre-assessment                         |  |                                   | Unit 1   |  |                                 |
|                                |   | Responds to simple questions in Yes/No | Speaks names of the months of the year | Takes dictation of familiar words | Recites simple poems with actions and gestures | Responds to simple questions in Yes / No or in short sentences | Uses simple action words(verbs) |
|                                | Sample row                                |  |  |                                   |  |  |                                 |
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**4:00 – 4:30pm**

**Feedback Forms and Q&A**

Teachers are invited to give feedback to improve training and processes. BEEOs should circulate feedback forms to all participants. The online form has been provided to you.

- ✓ Explain to teachers that good feedback helps to improve training and processes.
- ✓ Distribute and collect Feedback Forms

## **Questions & Answers**

Ask teachers if they have any questions on the LEP structure and objectives, its content or pedagogy. We have provided answers to some questions that can potentially be asked by teachers:

***Q:** How do I raise the level of my students if they don't attend school regularly?*

**A:** The department understands that this is a major issue, especially in some districts. However, we should focus on those students who attend school regularly and at least raise their learning levels. Seeing the improvement in learning levels and the engaging activities done in classroom, many of those who are not coming to school will also start coming.

***Q:** We don't have teaching learning materials in school nor do we have funding for it. How do I execute the activities given in the manuals?*

**A:** Activities are such that they can be executed with objects in the classroom or immediate surroundings. Or you might have to create some basic TLMs such as writing a poem on a chart paper or making some flash cards.

***Q:** If students are not getting individual workbooks / worksheets, how do I execute them in the classroom?*

**A:** Worksheets have been designed such that they can be executed orally, on the blackboard or be copied by students in their notebooks. In case of more complex worksheets (such as join the dots, color the pictures, etc.), you could refer to the class' regular textbooks / workbooks for similar worksheets. Instructions have been provided in the manuals for this.

***Q:** I teach 2 classes. In which class should I implement the LEP?*

**A:** Use the manual for the lower class. For example, if you teach class 1 and 2, use the class 1 LEP manual during the LEP hour. This will help reinforce concepts for the higher class as well.

***Q:** If I implement the LEP in the first hour of the day, how will I complete the regular syllabus? Will the LEP help my students perform well on the class-level competencies?*

**A:** The objective of LEP is to ensure that students learn. If the students haven't understood topics from previous classes then they will not understand what is being taught in the regular classroom. So one hour in the morning has been dedicated to bring all children at par with the classroom requirement to make a child's day meaningful.

The objective of the department is to eventually ensure that all primary school students acquire key competencies in language and math. This would help them perform well on class-level competencies also.