

Teacher Training Manual for Master Trainers – English

Class 1



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
Overview of Training: Importance & Approach to Teaching LEP		
9:00 – 9:30 am	Introduction: Attendance <ul style="list-style-type: none"> Attendance BEEO Address – opening address on the objective and importance of LEP 	<ul style="list-style-type: none"> Presentation <LEP English Teacher Training.ppt> Video <LEP Principles>
9:30 – 10:30am	Approach to LEP for Class 1 <ul style="list-style-type: none"> Explain "Note for Teachers – How to Use the Teachers Manual" Review the Common Elements and use Objectives and Let's Begin to demonstrate how they support learning Read out loud the Class 1 English table of contents and explain the importance of focusing on and developing speaking and listening skills in Class 1	<ul style="list-style-type: none"> Competency map Video <Chapter Structure>
Introduction to Class 1: Content & Instruction		
10:30 – 11:30am	Unit 1 Chapter 1: I'm a Little Girl <ul style="list-style-type: none"> Introduce the unit Take teachers through the chapter and demonstrate the activities (Objectives, Time Allocation, Activity 1 and 2)	<ul style="list-style-type: none"> Video <Lesson Planning> Video <Poem_People with Special Jobs>
11:30 – 12:30pm	Unit 1 Chapter 2: Me and My Friend <ul style="list-style-type: none"> Introduce the unit Take teachers through the chapter and demonstrate the activities (Activity 1, and Let's Know)	<ul style="list-style-type: none"> Video <Demo by Master Trainers_Myself> Video <Example_Student Post-Assessments>
12:30 – 1:15pm	Unit 2 Chapter 1: Myself <ul style="list-style-type: none"> Introduce the unit Take teachers through the chapter and demonstrate the activities (Let's Begin, Activity 3)	
1:15 – 2pm	Lunch	

2:00 – 3:30pm	Teacher Demo Session <ul style="list-style-type: none"> Ask teachers to prepare a few activities and demonstrate them in front of the group 	
3:30 – 4pm	Common Element: Assessment Tracker <ul style="list-style-type: none"> Explain how teachers should use the Assessment Tracker in the back of the book 	<ul style="list-style-type: none"> Presentation <LEP English Teacher Training.ppt>
4:00- 4:30pm	Feedback Forms and Q&A <ul style="list-style-type: none"> Ask teachers for feedback to improve training Distribute and collect forms Answer any questions that teachers may have 	<ul style="list-style-type: none"> Feedback Forms

II. Detailed training manual

Introduction and overview of the LEP, its content structure and teaching methodology;
Introduction to English Class 1

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 much 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

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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.

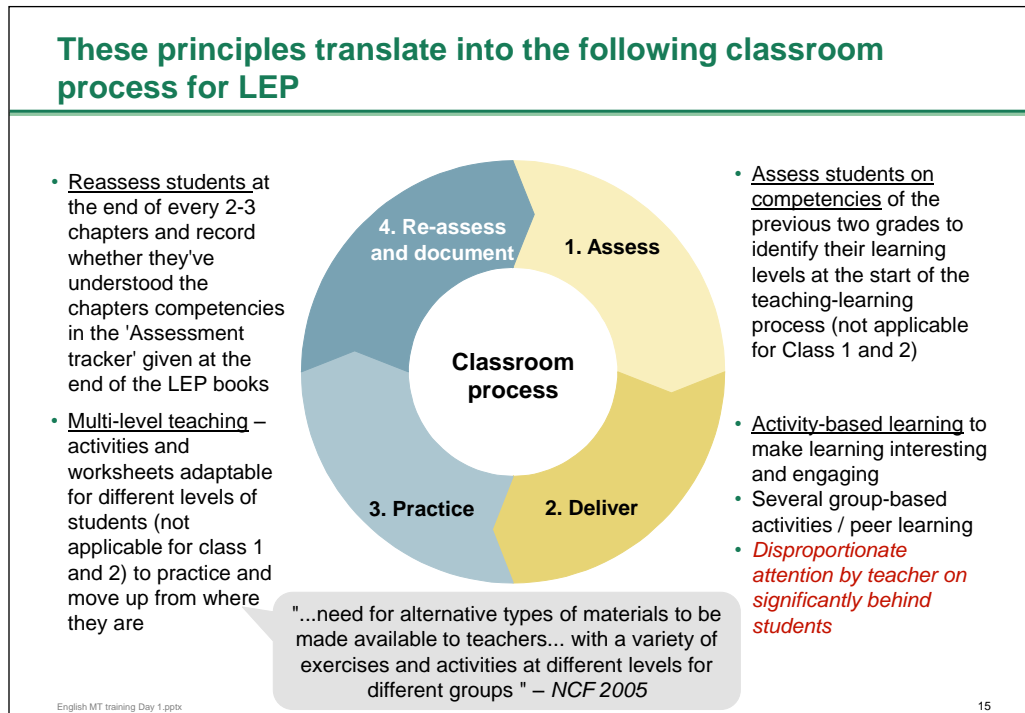
4. Conceptual understanding

- 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 1 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:
 - 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 1 manual.



Play the video <Chapter Structure>

10:30 – 11:30am

Unit 1 Chapter 1: I'm a Little Girl (LEP Teacher Manual: Page 1-4)

- Introduce the unit. Have teachers read out loud and review the **Objectives**.
- Explain how these objectives are covered with the help of different activities in the manual.
- 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.
- Next, review **Suggested Time Allocation** and ask teachers to plan how much time to spend on the activity.
- Introduce the unit by asking "What is a poem?", "What is a song?" Remind teachers that before introducing the poem or song, they should point out that poems rhyme and are recited with gestures and actions.
- Then begin the lesson by reading the poem from the board with correct pronunciation, rhythm and gestures. Read the poem once out loud and then a second time with the whole group / class.
- Write ALL the answers on the board.
- Demonstrate **Activity 2**. Teachers should ask students to sit in a circle and tell them how to introduce themselves. Explain how the circle and ball game works.

- They should tell students to remember to LISTEN well and SPEAK carefully.
- Encourage students to talk about themselves using the following sentence structure:
 - Hello, I am _____.
 - Hello, my name is _____.



Play the video <Lesson Planning>



Play the video <Poem_People with Special Jobs>. Though this poem is not covered in Class 1, it is a good example of how to read with correct pronunciation, intonation and gestures.

11:30 – 12:30pm

Unit 1 Chapter 2: Me and My Friend (LEP Teacher Manual: Page 5-12)

- Introduce the unit. Explain what "Me and My Friend" Chapter is about.
- Demonstrate **Activity 1**. Read out loud the lines of the conversation. Teachers should make students repeat the lines at least 2 times as a whole group.
- Ask students to pair up and practice the lines with each other.
- Demonstrate **Let's Know**. Now that students know how to introduce themselves, teachers can ask them to pair up and talk about themselves using the following sentence structure:
 - I am _____.
 - I am a boy/girl.
 - I am _____ years old.
 - I like to _____.
 - I do not like to _____.
- After the activity, teachers should ask students to remember what other students said and introduce others, using the following sentence structure:
 - Her name is _____.
 - She is _____ years old.
 - She likes to _____.
- Remind students that LISTENING carefully is important when you are meeting new friends and learning about them.
- Encourage ALL students, including ones who are speaking a few English words mixed with mother tongue.



Play the video <Demo by Master Trainers_Myself> You can show this video as a demo of how to conduct various activities in groups.



Play the video <Example_Student Post-Assessments>

12:30 – 1:15pm

Unit 2 Chapter 1: Myself (LEP Teacher Manual: Page 13-18)

- Introduce the unit by asking students: What does "myself" mean?
- Read and review **Let's Begin**. Explain to teachers that ALL students should be encouraged to speak English along with mother tongue. Encourage teachers to translate back and forth between English and mother tongue to get students started.
- Demonstrate **Activity 3**. Draw a house on the board. Introduce the people in the house. Show and tell the names of the objects in each room.
- Have students draw their own houses on a blank sheet of paper.
- Ask students to show and tell the objects and people inside their house.
- Ask students to write the first letter of any object inside their house on the back of their sheet such as "Apple", "Dog" or "Mother". Model this with 1 or 2 students.
- Close the lesson by reviewing **Activity 3** and reminding students to talk about their house with their families when they go home.

1:15 – 2:00pm Lunch Break

2:00 – 3:30pm: Teacher demo session

- 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: Extension Activity
 - Unit 1, Chapter 2: Activities 2, 3
 - Unit 2, Chapter 1: Activity 1, 2

3:30-4pm: CLOSING

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/ 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
	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

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

A: The department understands that this 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: s. 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.