

Teacher Training Manual for Master Trainers – English

Class 5



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: LEP principles, book and chapter structure, and Class 5 content		
9:00 – 9:45 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>
9:45 – 11:30am	Approach to LEP for Class 5 <ul style="list-style-type: none"> Approach to teaching English Explain "Note for Teachers – How to Use the Teachers Manual" Review the Common Elements of the chapter structure Read out loud the Class 5 English table of contents 	<ul style="list-style-type: none"> Competency map Video <Chapter Structure>
11:30am – 12:30pm	Unit 1 Chapter 1: Diwali is here! <ul style="list-style-type: none"> Introduce the unit Take teachers through the pre-assessment, chapter and demonstrate the activities (Objectives, Activities 1 to 3) 	<ul style="list-style-type: none"> Video <Pre-assessment> Video <Lesson Planning> Video <Poem_People with Special Jobs>
12:30 – 1:15pm	Unit 1 Chapter 2: Gugga Naumi <ul style="list-style-type: none"> Introduce the unit Take teachers through the chapter and demonstrate the activities (Activity 1 to 3, and Let's Know) 	<ul style="list-style-type: none"> Video <Demo by trainer_Health> Video <Approach to LEP English Content Why a Peacock has Beautiful Feathers> Video <Example_Student Post-Assessments>
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 	<ul style="list-style-type: none"> Presentation <LEP English Teacher

	Assessment Tracker in the back of the book	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

9:00 – 9:15am

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.

9:15 – 9:45am

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

<u>Traditional teaching</u>		<u>LEP</u>
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!

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

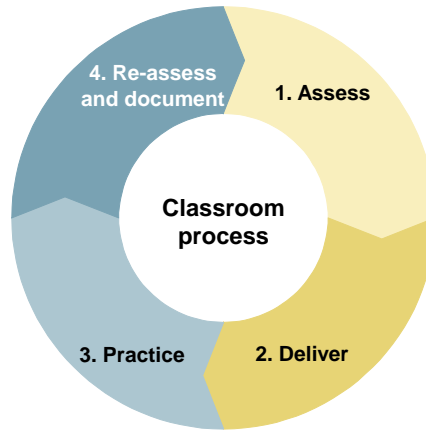
- Questions in the manual test the application of the concept rather than rote learning and relate to the environment of the child to ensure that the child understands the topic in the true sense.

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.

These principles translate into the following classroom process for LEP

- Reassess students at the end of every 2-3 chapters and record whether they've understood the chapters competencies in the 'Assessment tracker' given at the end of the LEP books
- Multi-level teaching – activities and worksheets adaptable for different levels of students (not applicable for class 1 and 2) to practice and move up from where they are



- Assess students on competencies of the previous two grades to identify their learning levels at the start of the teaching-learning process (not applicable for Class 1 and 2)
- Activity-based learning to make learning interesting and engaging
- Several group-based activities / peer learning
- *Disproportionate attention by teacher on significantly behind students*

"...need for alternative types of materials to be made available to teachers... with a variety of exercises and activities at different levels for different groups " – NCF 2005

English MT training Day 1.pptx

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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.

9:45 – 11:30am

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 5 manual.



Play the video <Chapter Structure>

11:30-12:30pm: Unit 1 Chapter 1

Introduce Pre-assessment and Unit 1, Chapter 1 to teachers: Diwali is here!

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, 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.

Activity 1, 2 and 3

- Demonstrate Activity 1-3 to teachers.
- 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.
- For Activity 1, focus on local and national festivals which are known to students. The theme of the Unit is 'unity in diversity'. This could be covered in class by discussing how we celebrate many festivals from different religions with equal enthusiasm.
- Students should be encouraged to express themselves, no matter even in their mother tongue. Rephrase their answers in English.
- For Activity 2, students could look at the picture and talk about their experiences during Diwali in their mother tongue and English. Then introduce the poem.
- Focus on both loud and silent reading of the poem. Do not translate the poem line by line.
- Read the poem with appropriate gestures and voice modulation.
- For Activity 3, focus on understanding of the poem. Teachers should be encouraged to add more sentences and questions on the poem to ensure that students have understood the poem and the words in the poem. This will help with vocabulary building.
- Students can answer in their mother tongue. Rephrase their answers in English.
- At the end of each activity, discuss how the activity relates to the objectives given at the start of the chapter.



Play the video <Lesson Planning>



Play the video <Poem_People with Special Jobs>. Though this poem is not covered in Class 5, it is a good example of how to read with correct pronunciation, intonation and gestures.

Activity 4 and 5

- You can assign these activities to a group of teachers (3-4 teachers). They can prepare them on charts and present it after lunch.
- For Level 1 students, give practice in identifying letters first and then in identifying the words.
- For Level 2 students, help them locate the festivals only if the festival is not known

to them.

- For activity 5, teachers may need to explain some words in the mother tongue before students can sort them based on festivals.

12:30 – 1:15pm: Unit 1 Chapter 2

Introduce Chapter 2: Gugga Naumi

Objectives, Activity 1-3

- Cover the objectives given at the start of the chapter.
- Cover Activity 1-3 with teachers. Detailed instructions have been provided in the manual to conduct these activities.
- Use Activity 1 as a warm up activity to talk about Gugga Naumi.
- Next, read the text provided on Gugga Naumi loudly. Read with appropriate voice modulation and pauses. Ask teachers to repeat after you to demonstrate how they must make students repeat after them.
- You can ask 1-2 teachers to describe the festival using English and their mother tongue.
- Conduct Activity 3 to demonstrate how teachers can ask questions to check for comprehension of the text.

Let's Know

- 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.



Play the video <Demo by trainer_Health>. This is an example of how to conduct warm up activities using picture clues before starting the lesson.



Play the video <Approach to LEP English Content Why a Peacock has Beautiful Feathers>. Though this is a text, it is a good example of how to read with correct pronunciation and intonation.



Play the video <Example_Student Post-Assessments>

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

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.