

# Teacher Training Manual for Master Trainers – English

## Class 2



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 2</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 2 English table of contents and explain the importance of focusing on and developing speaking and listening skills in Class 2	<ul style="list-style-type: none"> <li>Competency map</li> <li>Video &lt;Chapter Structure&gt;</li> </ul>
<b>Introduction to Class 2: Content &amp; Instruction</b>		
10:30 – 11:30am	<b>Unit 1 Chapter 1: Home Sweet Home</b> <ul style="list-style-type: none"> <li>Introduce the unit</li> </ul> Take teachers through the chapter and demonstrate the activities (Objectives, Time Allocation, Activity 1 and 2)	<ul style="list-style-type: none"> <li>Video &lt;Lesson Planning&gt;</li> <li>Video &lt;Poem_People with Special Jobs&gt;</li> <li>Video &lt;Demo by Master Trainers_Myself&gt;</li> </ul>
11:30am – 12:30pm	<b>Unit 1 Chapter 2: Me and My Family</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)	<ul style="list-style-type: none"> <li>Video &lt;Approach to LEP English Content Why a Peacock has Beautiful Feathers&gt;</li> <li>Video &lt;Example_Student Post-Assessments&gt;</li> </ul>
12:30 – 1:15pm	<b>Unit 2 Chapter 1: Let Us Play Holi</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)	

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 <b>Assessment Tracker</b> 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 2

**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.
- Talk about 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

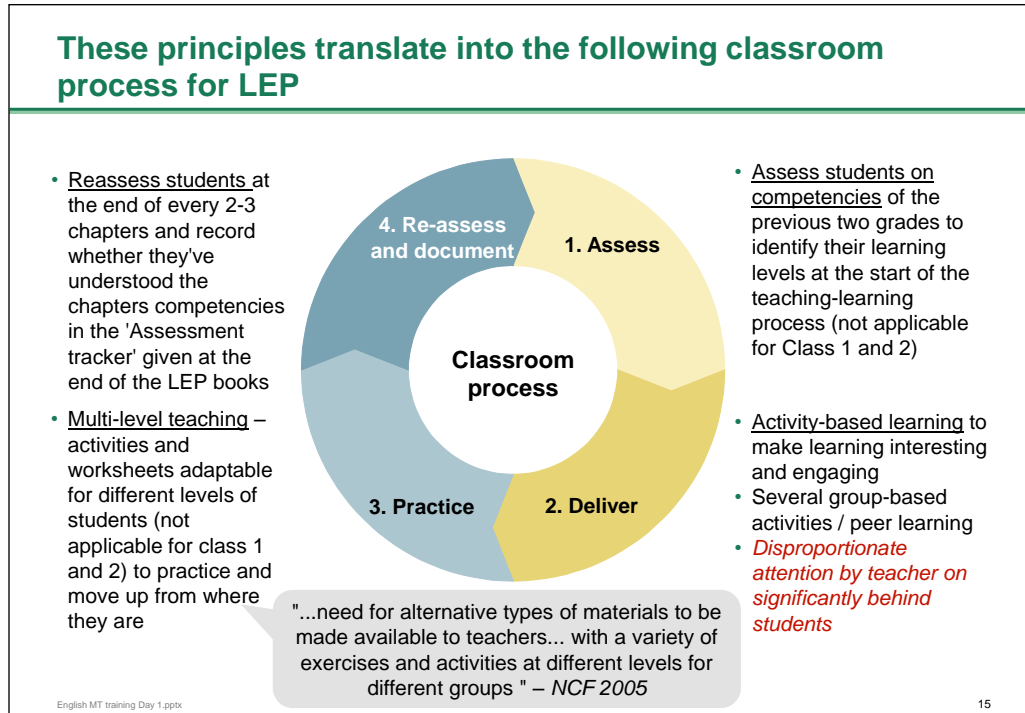
- The books include a lot of hands-on activities through which students can learn the concepts to make learning interesting and engaging
- Several group-based activities are also included.

#### 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 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 – 11:30am**

**Unit 1 Chapter 1: Home Sweet Home (LEP Teacher Manual: Page 1-6)**

- 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 **Activity 1** 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.
- Ask them to sit in a circle as you ask them the questions from the lesson.
- First speak in mother tongue and then English to help all students build English comprehension.
- Tell them to remember to LISTEN well and SPEAK carefully.
- Encourage students to talk about themselves using the following sentence structure:

- My family is \_\_\_\_\_.

-I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.

-My family likes to \_\_\_\_\_.

- Ask students simple "yes" / "no" questions about their families. Model to students how to answer these questions: "Does you live with your family?" "Yes"; "Do you have a brother?" "No", etc.
- Demonstrate **Activity 2**. 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.
- Extension: Pass out blank sheets of paper. Tell students that a "home" is any place that you live with your family. Ask students to draw a picture of their home. Remind them to draw themselves in their home.
- Extension: Have the class sit in a circle and students share their pictures with a line or two about their home. Teacher should model the activity first.



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.



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

**11:30 – 12:30pm**

**Unit 1 Chapter 2: Me and My Family (LEP Teacher Manual: Page 7-13)**

- Introduce the unit. Explain what "Me and My Family" Chapter is about. Teachers should remind students they drew their home in the last lesson and talked about their families. Now they will learn more about families.
- Demonstrate **Activity 1**. Read out loud the lines of the text on family. Have students repeat the text, line by line, as you read. Remember to explain the text, line by line, in mother tongue as well as English for all students.
- Ask students the questions based on the text. As students answer, write their answer on the board.
- Tell students that families are made of family members who come together to form a family. A person's mother, father, brother and sister are their family members.
- Extension: Ask students to sit in pairs and take turns talking about their family

members. Ask each pair to introduce the other's family members to the whole class.

- Demonstrate **Activity 4**. Read out the directions and model the action as you read the phrase: Clap your hands! Touch your nose! Close your eyes!
- Ask students to listen carefully and say each phrase with you. Then have the class stand up as you say the phrase out loud as a group while doing the action.
- Lastly, demonstrate how to use '**Let's Know**' at the end of the unit to determine if students have understood the competencies taught in the unit.
  - Ask teachers to repeat a few activities with students who have not understood some competencies.



Play the video <Approach to LEP English Content Why a Peacock has Beautiful Feathers>. Though this is a story, it can be used to demonstrate how to read the text with appropriate intonation and pronunciation.



Play the video <Example\_Student Post-Assessments>

**12:30 – 1:15pm**

**Unit 2 Chapter 1: Let Us Play Holi (LEP Teacher Manual: Page 14-18)**

- 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**. Have the class sit in a circle and talk about the holidays they celebrate and which is their favourite holiday. When they finish, each student must ask another student what holiday they like to celebrate. Before you begin, teachers should model talking about the holiday they celebrate and asking another student what and how they celebrate.
- Extension: Write the names of holidays in big letters on the board. Ask students to think of vocabulary words that are part of each holiday. For example, next to "Holi", write "colour", "sweets" and "playing". Ask the class to help you think of words to go with each holiday. Close the activity by reading each of the words in English as well as in the mother tongue. Ask students to go home and ask their family, parents and grandparents which holiday is their favourite.

**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 2 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 3
  - Unit 1, Chapter 2: Activities 2,3, Let's Know
  - Unit 2, Chapter 1: Objectives, Activity 1, 2, 4

## 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.

<b>Assessment Tracker for Class 4</b>							
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	Uses simple action words(verbs)
	Sample row	✘	✔	✔			

**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.