

## TEACHING MANUAL

Std: 2

Unit-3: In the lap of nature

Issue : Issues of marginalised

Sub issues : Children need the love and care of grant parents.

Objectives : Students are able to,

- Concentrate in listening and comprehend narratives.
- Read simple sentences
- Interact confidently in interaction

Materials: Interactive DVD, Charts, SB, CB

<i>Processes</i>	<i>Assessment</i>
<b>Day-1 (45mts)</b>	<b>Day-1</b>
<p><b>Interaction</b></p> <p>How many members are there in your family? Who are they?  <i>Elicit responses. Let the pupils say in mother-tongue. (Amma, Achan, Aniyam...). Teacher may megaphone them in English.</i></p> <p>Don't you have grandparents at home?</p> <p>Whom do you love the most? Why?</p> <p><i>Give them enough time for free interaction.</i></p> <p>Today, let's listen to the story of a boy who loves his grandmother very much. His name starts with the letter 'M'.            Can you guess and say the name?  <i>Teacher writes all the names in a chart.</i></p> <p>His name is Manu. Manu is of your age. He is a smart boy. Do you want to see him? Here he is.</p> <p><b>Entry video</b></p> <p><i>Teacher introduces Manu by playing the Entry video and then continues the interaction.</i></p> <p><b>Interaction</b></p> <p>Teacher elicits responses from students to assess their ability to read and comprehend visual texts.</p> <ul style="list-style-type: none"> <li>• What is the name of the boy?</li> <li>• What was the boy doing?</li> </ul>	<p>Am I able to relate the character with my students, family experiences?</p> <p>Did integrating writing (names) with interaction help them to read familiar names?</p> <p>Did my practice of listening to the interaction in the DVD improve my interaction ?</p> <p>How many students can comprehend the visual text and get the message of it?</p>



- Who was with him?
- Where are they?
- What does he love?

See this. Then listen and read.

### Reading

*Presents the first visual (Reading, Page 30)*



*and writes 'Manu is a smart boy' in the chart. Then goes to the next visual, presents and writes, 'He loves flowers, butterflies and birds.'*

One morning ...(pause)

### Narrative

*Teacher presents the narrative*



*(Listening, Page 30)*

One morning,.... Manu began to cry aloud.

### Interaction

*Teacher interacts with students.*

Manu likes to take bath in the pond. Where do you take bath?

*Elicits responses (at home, in the pond, in the canal, in the river...)*

Have you ever bathed in a pond? *Elicits response.*

Now, let's have a look at the picture of pond.

### Process

*Draws the attention of the children to the picture on Page 31 in their CB and asks,*

Do you see anything in the pond?

What are the things that you see in a pond?

*(megaphone in English)*

Okay, we can see fish in the pond. You draw one fish in the pond. Page 31 of CB. What are the other things that we can see? We can see..... (frogs, tortoise, plants, stones, water snake...) in the pond.

*Children draw the things in the picture provided. Go around*

Do they comprehend the meaning of sentences?

Are my children able to link the written sentences with their sounds?

To what extent are they able to comprehend the narrative?

Are they able to distinguish Manu and his grandmother through their speech?

Are my students interested to interact with me on the narrative that they heard? How can I improve their interest in listening to a text?

and give them necessary support.

- Grouping (according to number of things in the pond.)
- Sharing the ideas and refining the picture and completing the concept map in group Page 31 in CB.
- Group presentation
- Evolving Teacher version (Teacher may draw the word web in a chart according to the pupil's suggestion.)

*My reflection on Day-1 activities*

## Day-2

### Interaction

Do you remember the story of Manu? Where is Manu now? Do you want to know? Listen to this.

### Narrative

Manu is now going to the pond..... Manu said. (Listening, Page 32)



### Interaction

Why does Manu go to school early?

Can you guess? Let's listen to this.

### Narrative

Teacher presents the narrative (Page 32, Listening, Narration-2) , from “Today we have...” to 'Walked to the pond.'



### Interaction

Teacher elicits their responses using the following questions.

- What is he looking for in the water?
- Will he see the red fish?
- Would he catch fish?

### Reading



Do all children engage in drawing the worksheet?

Do they like to work in groups?

Do they follow the procedure to present their ideas in the group?

Did they agree to refine their worksheets based on others' suggestions?

How can I improve group work in my class?

## Day-2

Do they remember the story? Did my teaching help them to visualise the story?

Are all children able to concentrate on listening to the narrative?

Are my children confident to guess and tell? How can I improve their confidence?

Are my students able to concentrate on listening to the narrative?

*Teacher presents the visuals ( Page 32, Reading) one by one, pausing each one so that every one gets enough exposure to connect the visual and the text. Then he/she asks them to find the text in their CB.*

Can you find this in your Course Book? Find and show it to me.

### **Process**

*Picture Interaction and Reading process using the CB.*

- Where is Manu?
- Where's is grandma?
- What is Manu doing?
- Manu is looking for the red fish. Can you say what he is thinking?
- Where did Manu look for the Red fish?

*Ask these questions one by one to channelise their thoughts.*

*Children may respond in their mother tongue. You can put them into English and megaphone them.*

*Write the elicited response on a chart or BB. Now, ask the pupils to read the text.*

### **Process-Reading**

- Individual reading
- Loud reading
- Sharing ideas in groups
- Help by asking some questions
- Reading by the teacher

*My reflections on Day-2 activities*

To what extent are children able to read on their own?

What are the questions I asked to give help children read? Are they effective?

Do they like to work in groups?

Do they follow the procedure to present their ideas in the group?

Did they agree to refine their worksheets based on others' suggestions?

How can I improve group work in my class?

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