

Teaching Manual

Standard: 1

Unit 5: The Unity

Issue : Lack of knowledge of human resource development

Sub issue:

- unable to understand the diversity in nature
- unable to identify the need of other's help for survival
- unable to identify the importance of unity

Objectives: Students'

- Comprehend the listening texts and interactive questions
- Read graphically simple sentences
- Engage in role -play confidently using simple sentences

Process	Responses
<p>Day 1</p> <p>Interaction</p> <p>Have you seen a tortoise? Where have you seen it? What difference does it have with other animals? ആമക്ക് എന്തെങ്ങിലും പ്രത്യേകതയുണ്ടോ? Elicit responses. നമുക്കിന്ന് ബുദ്ധിമാനായ ഒരു ആമയുടെ കഥ കേൾക്കാം. See this.</p> <p>Entry Video</p> <p>Teacher displays the entry video with an instruction, 'See this.' .</p> <p>Narrative</p> <p>Teacher presents the first narrative using the DVD. (Listening, Page 31)</p> <p>Interaction</p> <p>Nettan ആരെയാണ് കണ്ടത്? Elicits responses. Let's see.'</p> <p>Process-Picture interaction</p> <p>Teacher presents the first visual in the DVD (Reading, Page 31) and asks, What do you see in this picture? Who is this? <i>Yes, this is Nettu, the tortoise.</i></p>	<p>Did it arouse their curiosity? Are the students able to relate the visuals in the entry video with their experiences?</p> <p>Can they recognise the characters?</p> <p>Is the narrative comprehensible to the children?</p>

Who is the other one?

Is this a tortoise?

No, this is not a tortoise.

Then who is this?

Ah, this is a frog. This is Ottan.

Then ask them to show Nettu and Ottan in their CB.

Congratulate them. Ask, 'What does Ottan ask?'

Elicit responses. They may say in their mother-tongue and complete the remaining process as given in the SB.

What does Ottan ask?

Teacher megaphones the elicited responses in English. Teacher writes the text 'Nettu, What are you doing?' on a chart.

'What is Nettu's reply?' Elicits responses and process the text.

- Where is Nettu tortoise?
- What is he doing?
- Is he sad or happy?

'Yes, Nettu is sad. He says something. What is he saying?'

Elicits responses. Teacher writes the text 'Oh, Ottan, I am sad' on the chart.

Teacher shows the second visual and then leads to

reading text in Page 31, DVD.

Then read the chart once again.

Role-play

Role play the dialogue. Use the second visual

in the DVD (page 31) to provide enough support to students to engage in role-play.

My reflections on Day-1 activities

Am I inviting maximum possible responses from my children?

Do they recognise and read the text graphically?

Can they perform role-play with ease? How did the use of DVD contributed to it?

How did the use of DVD assets contribute to the listening, speaking and reading abilities of challenged students (if any) in my class?



Day 2

Entry video

Teacher uses the entry video to remember students the story, characters and the major events. Ask the students to tell names of the two characters.



Reading

Teacher shows the second visual and then leads to reading text in Page 31, DVD to remember them what they read yesterday. Asks them to read the chart developed the day before.



Interaction (Page 75 of SB)

Teacher continues with the interactive questions and elicits replies from students.

'Nettu was sad.'

- What did Ottan say?
- Why did Ottan come there? Listen to the story, please.'

Narrative

Teacher uses DVD for the presentation of narrative. (Listening, Page 32, First narration)



Interaction (SB, Page 75)

എന്തായിരിക്കും Ottan frog പറഞ്ഞിട്ടുണ്ടാകുക?

Elicits responses.

Let's see.

Narrative

Teacher uses DVD for the presentation of narration. (Listening, Page 32, Second narration)



'കളത്തിലെ വെള്ളം ഇപ്പോൾ ... Nettu, are you coming with me....?'

Ottan ഉറക്കെ ചോദിച്ചു.

Interaction

What will Nettu say to Ottan?

Elicits responses.

Process



Day 2

Do they remember the characters and major events of the story?

Did the role play help them to read the text graphically?
Can they show the name of the characters in the text?

Did I give opportunities for every one to present their responses to questions?

Is it possible for my students to distinguish the characters (of the story) through listening to the narrative?

Did they capture the emotion of Ottan frog?

Develop the process by showing the second visual (Page 31, Reading) and ask,

- What do you see in the picture?
- What is Ottan saying?

Elicits responses.

Write the text “I am going. Are you coming with me?” on a chart paper.

Ottan നെട്ടു ആമയെ വിളിക്കുകയാണ്, കൂടെപ്പോകാൻ.

- Will Nettu go with Ottan?
- What will Nettu say?

Elicits responses. Write all responses on a chart. Then ask, What did Ottan say?

Reading

Present the third visual in Page 31,

Reading (text generation) and write it in the chart too.

Role play

Ask the children to role play the dialogue. Use the last two visuals in the DVD (page 31,

Reading) to provide enough support to students to engage in role-play.

My reflections on Day-2 activities



Is it possible for them to understand Nettu's thoughts? Why?

Am I giving opportunity for all to see and read their responses? Am I providing scope for reading texts from charts and from the Screen/Desktop? Does it increase or decrease their interest to read? Why?

How did my integrated Teaching Manual help students to perform role play confidently?