

s] mXphnZymഭ്യാസ വകുപ്പ് -കേരളം

A h-[ന്നാല അധ്യാ]] ch 0e\o -2016

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UP ENGLISH - 2016-17.

ISM MANAGEMENT AND VACATION TRAINING HIGHLIGHTS.

Concepts /Ideas/Agreements arrived in the Vacation training programme	Expected Changes/ Reflections
Learning English becomes interesting, easier and natural in an English rich class and school environment.	<ul style="list-style-type: none">• There is an abundance of books, reading materials and other publications connected with the theme and plot of the unit/lesson.• There are teacher-made and student made learning materials, worksheets, reading materials, posters etc. presented in the class.• While working in groups, the students try to interact in English connected with the task given by the teacher.• Teacher modulates (pace, pause, vocabulary) her instructions, commands, requests and interactions in English in tune with language proficiency of students.• Teacher encourages peer interaction and student-student interactions in English.• The day celebrations (connected with the authors of lessons in the

TBs, important /prominent writers, events etc.) are connected with students' activities in the classroom like presenting a book, introducing a person, thought of the day, News, debates, seminars etc. during normal class time or as a part of club activity.

- There are evidences of school notice board, posters of celebrations, instructions etc. written and exhibited in prominent places at school.
- English club and Assembly activities, and library activities are planned in detail in the school calendar.
- Selected activities and presentations from English club activities, theatre, class room etc. are displayed in the assembly/CPTA/other functions and their evidences can be seen in the calendar.
- Variety of Language games (vocabulary, sentence completion, prediction etc.) are employed in the class and students are appreciated.
- English News paper is available in the school and it is made use in Class.
- Students talk to parents in English about what they like /dislike in the class room activities

	<ul style="list-style-type: none"> • Students listen to programmes/news in English periodically (at least once in week) and they present in the newspaper as a report
<p>Students get regular feedback about their capacities in English- their strengths and their weaknesses in English through oral and written instructions, annotations and sample answers/discourses and improve their language proficiency.</p>	<p>Teacher examines learner products such as entries in the note book, assignments sheets etc. on regular basis.</p> <p>Teacher collects and categorizes evidences of students' learning connected with each unit of each student.</p> <p>Students get to know what they are able to do in terms of targeted Learning outcomes and what challenges they face.</p> <p>Students get various opportunities/resources to improving their learning as reflected in the learning evidence through teacher version, peer assessment, familiarization of authentic materials and suggestions.</p> <p>Use of editing for refining students' learning.</p> <p>Teacher encourages peer assessment and gives feed back to the learner</p> <p>Learning evidences connected with major learning outcomes are collected and displayed in the class room</p>

✓ Reading comprehension
(Decoding the text, giving meaning to the symbol, pictures and letters, Meaning making, Process of getting message of the text Insightful learning and thinking)

✓ Reading becomes purposeful and students are able to identify vocabulary items/language features etc.in a given text.

✓ Students understand various layers of comprehension and

✓ To promote purposeful reading, students are moved through various reading strategies like pre reading , while reading and post reading activities.

✓ **Pre - reading** actives are meant for setting a context/global understanding about the text

Set a purpose for reading (strategy: entry activity, sensitizing, appropriate questions etc.)

Preview of the text (What the title picture, captions, heading, other graphics)

Activate background knowledge : (Eliciting related ideas, contextualizing questions, personal questions)

Prediction : Discuss what might happen , how would end/what might happen next)

Skimming (Process through which getting main ideas and a general over view if the content) :

Global ideas are captured through it.

While reading.

Silent reading for personal comprehension Cross checking – re- reading-

<p>internalize the ideas</p> <ul style="list-style-type: none"> • Various reading material are developed for class room uses 	<p>Scanning (process through which locating specific fact or information) for specific answers-</p> <p>Confirm predictions –Relate with personal experiences /ideas</p> <p>Think (explicit and implicit information)</p> <p>Judge, imagine(analytical questions)</p> <p>Post reading</p> <p>Retell and summarize</p> <p>Through appropriate inputs students Take down notes, compare and contrast, Recognize cause and effect, draw conclusions form values and attitudes, Identify the main idea and supporting details,</p> <p>Students are encouraged do other discourses, library activities, choreography, skit, news shows Readers theatre etc.</p> <p>Reading between line, beyond lines, and reading with involvement and enjoyment</p> <p>(Teacher poses deeper analytical questions)</p> <p>Reading materials are developed by the teacher to promote generic reading.</p> <p>Suitable materials are identified from newspaper/local</p>
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	<p>events/incidents/stories etc. (simple reading materials suited for their level) Students are encouraged do library activities, choreography, skit etc. on the basis of the reading text. Evidences are to be collected /maintained in their note book.</p>
<p>Learner produces various written discourses.</p>	<p>General guidelines for developing writing in class room are as follows.</p> <ul style="list-style-type: none"> ✓ Generating ideas - brain storming, concept mapping etc. ✓ Sequencing of ideas ,Selecting appropriate discourses, words phrases, language elements ✓ Drafting – adding more ideas and lines ✓ Evaluating (self) Rewriting, ✓ Reviewing –peer assessment- group refining- ✓ Revisiting and editing- Thematic- syntactic- morphological – aspectual- punctuation ✓ Redrafting ✓ Teacher version ✓ Innovative strategies like news show, readers theatre etc. are widely

	employed to learner support.
<ul style="list-style-type: none"> • Appreciation of poems • Guiding them to synchronize /internalize poets thoughts and enjoy the mood of the poem 	<ul style="list-style-type: none"> ✓ Students read and enjoy poems using phonological features ✓ They collect details about the author and present in the class ✓ Students listen to the recitation and practice it ✓ Understand the central idea ✓ Students identify various poetic devices with the help of the teacher (alliteration, assonance, rhyming pattern, figures of speech imageries etc.) ✓ Teacher uses various strategies for introducing the poem <ul style="list-style-type: none"> ✓ Entry activity , teacher interaction ✓ Recitation (optional :using audio or video of the song)/silent reading sharing ideas, contextual guessing, adding lines, ✓ Asking suitable comprehension questions, appreciation questions etc. ✓ Adding lines keeping the rhythm, mood and structure grips
<ul style="list-style-type: none"> • Teacher integrates various learning enhancements like videos, cartoons , story 	<ul style="list-style-type: none"> ✓ The use of ICT is streamlined to suit the theme of the unit, LOs addressed and to the context. ✓ ICT content /Elements need to be appropriate and authentic. ✓ Optimum uses of ICT elements are encouraged in the most suitable

<p>board etc. in the English class</p> <ul style="list-style-type: none"> • Short video clippings, cartoons presentations etc. are used in the English class to promote language acquisition 	<p>slot rather than playing /presenting the ICT content altogether. (Play and pause)</p> <ul style="list-style-type: none"> ✓ ICT elements may be used for entry activity, developing thoughts, presenting new ideas/concept etc. ✓ Teacher may collect suitable ICT content from various repositories: TERMS, E-padasala, NROER (NCERT) Blogs, You tube Etc. ✓ Innovation in ICT use also may be encouraged- like e magazine, e-news paper, blogs of students etc.
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Try out areas.

English rich environment – Readers theatre, drama fest, English week/fest

Learning evidences – Input behavior of particular classes and bridging , portfolio- performance, peer assessment/ learner issues etc.

Reading/writing Development of reading cards/new items, Vocabulary development activities
Error analysis, material development, News show etc

ICT E magazines ,New Content development, blogs etc.

Other areas CPTA, SRG etc