

TEACHING MANUAL (CLASS-V)**Module No.: 1**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 1
Expected Time : 3 Periods
Theme : Dreams & Thoughts
Learning Objectives : Learners will be able to interpret and analyse the picture and quotation.
: Learners will be able to differentiate the pictures.
: Learners will be able to share their travel experience.
TLM : Titular picture (printed or digital), Video of old & new vehicles, video of travel experience.
Discourses ► Picture description
► Picture reading (Page No. 36)
Date : From.....To.....

PROCESS	RESPONSE
Informal Interaction & Rapport Making Teacher Talk <ul style="list-style-type: none">► What is the picture about?► What is the girl doing ?► Is she alone?► Who is she waiting for?	

- ▶ What do you feel about the picture ?

Teacher writes the responses on bb Random presentation

Teacher describes the picture.

Video presentation

Life is story of the owner of KFC (Sanders)

Teacher Talk

- ▶ Do you have any dream like Sanders?
- ▶ What do you want to become?
- ▶ Let the teacher introduces the quotes of Dr. APJ Abdul Kalam
- ▶ Is the girl in the picture dreaming ?
- ▶ What may she think?

Thoughts - Writing

- ▶ Children write the thoughts of the girl
- ▶ Individual Attempt
- ▶ Random Presentation
- ▶ Group Refinement
- ▶ Presentation
- ▶ Editing
- ▶ Teacher's Version

Doorway Activity

- ▶ Presents the picture from page no. 36, Asks them to look at it carefully.
- ▶ Encourages them to interpret the difference between the two pictures of trains.

Teacher Talk

- ? Are these trains different in any way?
- ? How are they different?

Video Presentation

Teacher shows the video of vintage modern vehicles.

- ▶ Oral description of the picture. (Let them talk about the difference between two pictures of the train).
- ? Have you ever travelled by train?
- ? What was your experience during your train journey?
- ? Teacher shares her own train travelling experience
- ? Let the children narrate their own experiences.

Follow up activity

- ▶ Draw the picture of your favourite vehicle and write some sentences about it.

TEACHING MANUAL (CLASS-V)**Module No.: 2**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 2
Expected Time : 5 Periods
Theme : Imagination / Dream
Learning Objectives : Learner will be able to analyse and interpret the picture.
TLM : Pictures, TB, Drawing

PROCESS	ASSESSMENT
<p>Teacher asks following questions</p> <ul style="list-style-type: none">▶ What was the thoughts of APJ?▶ Who can travel in train?▶ Have you ever travelled in the train along with animals?▶ Which toy do you like most? (learner responds) <p>Now teacher asks the learners to imagine that they are travelling in a train with lots of toys and asks them to draw their imaginary train.</p> <p>Asks them to present individually.</p> <p>Teacher appreciate the learners to observe the picture on TB page no. 37</p> <p>Process Reading:</p>	

Silent Reading :

Teacher asks the learners to read silently the passage given in page no. 31 & 38.

While reading, let them underline the difficult words.

Colloborative Reading:

Teacher ask the learners to sit in groups and share their ideas and clarify their doubts.

Teacher encourage the students to refer to the glossary.

Scaffolded Reading:

Teacher asks some scaffolding questions related to the passage for indepth reading.

- ▶ Is the little train happy?
- ▶ What was there in her cars?
- ▶ Were there animals ? Who are they?
- ▶ Was that train contains any eatables?

Reading by the teacher

Teacher reads aloud the passage in the form of story telling or narration by using gestures, voice modulation etc.

Reading by the students

Teacher calls out one or two students to read about the passage.

Reciprocal Reading

Teacher arrange the students in groups of four and gives each persons role.

- ▶ Predictor: Will read the text aloud and predict the story.
- ▶ Clarifier: Will note down the difficult words.
- ▶ Questioner: Make questions related to the passage.

► Summariser: High lights the key ideas of the story.

Once again teacher asks the learners to read the lesson silently and asks them to complete the activity 2 on page no. 46

Teacher's Version

Things to eat and drink	Things to play with
<ul style="list-style-type: none">● Big round Oranges● Fat, red apples● Long, Yellow bananas● Fresh, Cold Milk● Lollipops	<ul style="list-style-type: none">● Giraffe with long neck● Teddy bears with no neck● Baby Elephant● Dolls with blue eyes and yellow hair● Toy trucks● Airplanes● Boats● Picture books● Games● Drums

Presentation of the students:

Follow-up:

The little train was taking all there good things to the otherside of the mountain. So write the thoughts of the little train.

TEACHING MANUAL (CLASS-V)**Module No.: 3**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 3
Expected Time : 2 Periods
Theme/Sub Theme : Travel Experiences
Learning Objectives : The learners will be able observe and interpret the video shown.
: The learners will be able to recollect their experiences.
TLM - ICT : (Goods train & Passenger train)
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Introductory interaction to create rapport with the students.</p> <p>Hello dears... can 10 of you come forward, let's play a game.</p> <p>(learners are acting like a train with sounds...)</p> <p>Teacher Talk...</p> <ul style="list-style-type: none">▶ What have you seen now?▶ Have you ever travelled in a train?▶ Is there anybody who has not ever seen a train? <p>Let's watch a video..</p> <p>Can anybody share your travel experiences in a train?</p>	

PROCESS	ASSESSMENT
<p>Teacher elicits the responses</p> <p>Activity - 1</p> <p>Teachers shows the pictures of a Passenger train and a Goods train</p> <p>Teacher Talk</p> <p>Can you list out the differences between the two trains?</p> <p>Activity - 2</p> <p>Reading and discussing the passage of page no. 37 & 38.</p> <p>Reading process</p> <ul style="list-style-type: none"> ● Silent reading ● Lound reading <p>Reading by the teacher</p> <p>Teacher Talk</p> <ul style="list-style-type: none"> ● Which type of train is mentioned in the passage? ● Can you mention the names of the things in the little train? <p>Teacher writes the names of the things listed by the student on the BB</p> <p>Activity - 3</p> <p>Teacher divides the students in 3 groups</p> <p>Teacher provides lotts with the type of item to be listed.</p> <p>(drink, eat, play)</p> <p>Group Activity</p> <p>Group Presentation</p>	

PROCESS			ASSESSMENT
Teacher Presentation			
Things drink	Things to eat	Things to play	
Cold Milk	Big round oranges fat red apples	Giraffes with long neck Teddy bears with no neck	
Follow up Activity Teacher asks the learners to find out the things usually a Goods train carries.			

TEACHING MANUAL (CLASS-V)**Module No.: 4**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 4
Expected Time : 2 Periods
Theme/Sub Theme : Dream
Learning Objectives : The learners will be able to read and understand the given passage.
: The learners will be able to imagine and write down the thoughts of the little train.
TLM : TB, Animated video of the little train.
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Entry Activity</p> <p>Teacher shows a short video of a toy train after showing the textual trigger picture. Teacher generate a description based on picture and video.</p> <p>Teacher Talk</p> <ul style="list-style-type: none">▶ Is the toy train in the picture happy or sad?▶ Why if is sad?▶ What are the animal toys carried by the train?	

Leads to the process reading.

Teacher ask students - Why the toy train is sad? - lets see what happened to the toy train?

Individual Silent Reading

Reading page 39-40

Teacher asks the learners to go through the text. Asks the learners to mark the difficult words.

Word study : Puffing, Clown, mountain, carry.

Collaborative Reading

Learners are asked to sit in groups and share ideas. New words are discussed in groups with the help of glossary.

Scaffold Reading

Asks questions based on the paragraph

- What happened to the train.
- Does anybody helped the toy train? Who are they?
- Who came through the another truck?
- What will happened to the girls and boys if the toy train won't reach the mountain?
- Did the new engine helped the toy train? Why?

Answers are elicited and discussion is initiated.

Teachers Local Reading

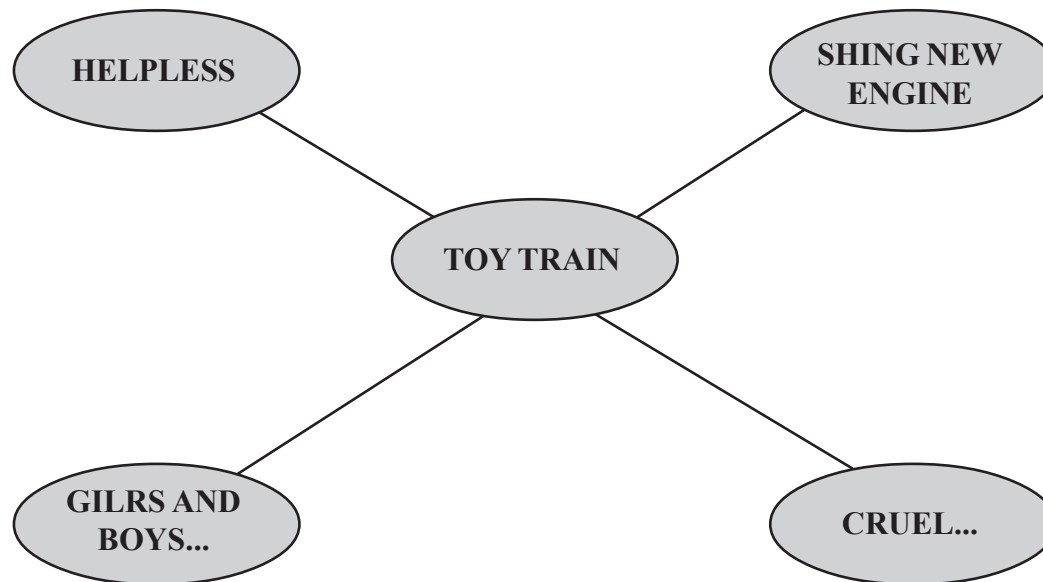
Teacher read text with voice modulation and gestures.

Reciprocal Reading

Divides the students into groups and the process is going on.

Activities

Teacher explain the activity through some questions. Is the toy train happy or sad?
Can you write the ghoughts of our little helpless train:



Teacher gives the above hints and ask them to add more to it. To develop it as a paragraph.

Feed back and follow up.

TEACHING MANUAL (CLASS-V)**Module No.: 5**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 5
Expected Time : 2 Periods
Theme/Sub Theme : Dream and hope
Learning Objectives : Learners will be able to read understand the given passage
: Learners will be able to develop a conversation between the two trains.
TLM : TB, Animated video
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Entry Activity</p> <p>Teacher shows a short video of train.</p> <p>Teacher Talk</p> <ul style="list-style-type: none">▶ Have your ever helped anyone?▶ If your friend needs a help will you help them?▶ If there is nonone to help you what will be your feelings?▶ Leads to the process reading <p>Process Reading</p> <ul style="list-style-type: none">▶ Lets see what happened to the train	

Individual silent reading

Teacher asks the students to underline the difficult words.

Collaborative Reading

Learners asked to read the text in groups.

Scaffold Reading

Asks questions based on the paragraph

- How was the train which came next?
- What was the train carrying?
- Discussion

Teachers Loud Reading

Teacher reads the text

Reciprocal Reading

Devides the student into groups.

Activities

Teacher devides the class into two groups. One group as the toy train and the other as strong train.

Asks them to communicate each other. Ask them to write conversation between the toy train and strong train.

- Individual writing-share their ideas
- Group writing
- Group presentation

Editing

Teacher edits the conversation and writes the refered version on the blackboard

TEACHING MANUAL (CLASS-V)**Module No.: 6**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 6
Expected Time : 2 Periods
Theme/Sub Theme : Dream
Learning Objectives : Silent reading and prepare word pyramid
TLM : Chart
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Ask questions about the previous pages</p> <ul style="list-style-type: none">● Why didn't help the big strong engine to the little train <p>Process reading</p> <p>Before reading</p> <ul style="list-style-type: none">● Before learners start reading teacher presents the introductory part, while reading <p>Individual silent reading</p> <ul style="list-style-type: none">● Read page 42 & 43● Let the learners read the passage silently	

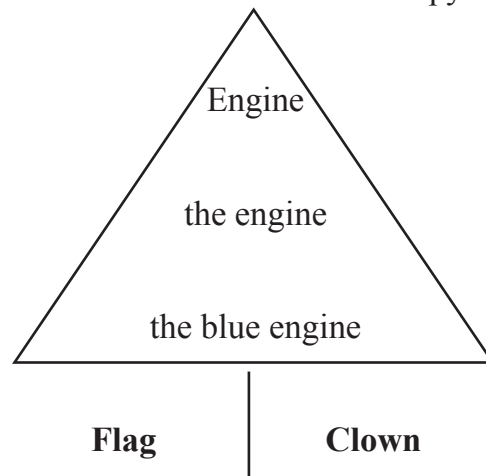
- Let them put a question mark against the words or sentences they do not understand and an exclamation mark against the sentences they like the most.

Activity - 1

Read the following sentences from the story 4 note one word underlined

“The little Blue Engine was a happy engine. She saw the clown waving his red flag and stopped at once.

Look at the word pyramid and make more such word pyramids



Follow up activity

Find more word pyramids

Collaborative reading

- Let the learners sit in groups
- Share their ideas and clarify their doubts
- Groups may also consult other groups for clarifying doubts
- Encourages them to refer to the glossary
- Clarify their doubts judiciously

Scaffolded reading

Asks some scaffolding questions for indepth reading

- What happened to the blue engine.
- What would happen if the little blue engine did not help the little train?

Reading by the teacher

- Teacher reads aloud the passage in the form of storytelling or narration by using gestures, voice, modulation etc.
- Reads with minimum speed
- Reads in such a way that punctuations like full stop, comma, question mark, exclamation mark etc. are sensed by the learners.

Reading by the students

- Let one or two students from each group, read the passage aloud.
- Others may get chance while processing other passages.

TEACHING MANUAL (CLASS-V)**Module No.: 7**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : The Little Engine That Could
Module Number : 7
Expected Time : 6 Periods
Theme/Sub Theme : Helping hand
Learning Objectives : The learners will be able to interpret and analyse the picture and the quotation.
: The learners will be able to interpret and analyse the questions and write the answers.
TLM : Text book
: ICT video of tracking trains, news paper cuttings, role play of little train and blue engine.
: Titular picture (Printed or digital)
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Informal interaction and Rapport</p> <ul style="list-style-type: none">▶ Did the little blue engine help the little train and the toys?▶ How does the little blue engine differ from other engines? <p>Reading process</p> <p>Individual Reading</p> <p>Interaction questions</p> <ul style="list-style-type: none">● Did the little boy engine climb up the mountain?	

- “I think I can I think I can” Who said this?
- How did the blue engine climb up the mountain?
- Why did the dolls and toys start smiling and clapping?
- Sing the yellow by the blue engine?

Teacher and the students sing the yellow sang by the blue engine

I think I can I think I can I think I can

Climb up the mountain (3 times)

How did the dolls and animals express their happiness?

Hurray Hurray

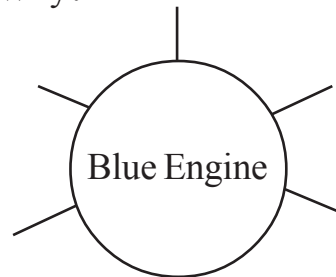
What did the little blue engine say when she puffed down the mountain?

I thought I could I thought I could I thought I could puffed down the mountain.

Which character in the story do you like most? Why?

Teacher make a discussion with interaction

- Why you like blue engine most?
- Children says their thoughts
- Teacher scribble it on the B.B.



Activity - 6 (Page No. 49)

In the story the little blue engine says I think I can...

► Ask the children if they can do what they see in the picture?

Eg. Can you Swim? Yes I can

Teacher practice the activity orally in the class.

Then asks to write in the note book

Teacher start to a discussion. Finds the events of the story.

- Little train come with Toys.
- The little train can't climb up the mountain.
- Blue engine come
- Blue engine climb up the mountain

Asks the children to write the conversation / dialogues.

Sit in groups and modify the dialogues -> Role play presentation

Watch the presentation of each group and comment on it.

Reciprocal reading process

Teacher makes proper preparation for it.

- Steps:
- 1) Formation of small groups
 - 2) Assignment of roles. (1) Predictor, Clarifier, Questioner, Summarizer.
 - 3) Reading the text
 - 4) Engaging in dialogue
 - 5) Rotating the roles.

Teacher facilitates the process, providing guidance and support.

After the session students reflect on what's was their experience.

TEACHING MANUAL (CLASS-V)**Module No.: 8**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : Rain in Summer
Module Number : 8
Expected Time : 5 Periods
Theme/Sub Theme : Rain
Learning Objectives : The learners will be able to read and enjoy the poem
: The learners will be able to give different tunes to the poem
: The learners can identify the nouns and adjectives from the poem.
TLM : ICT -> Video of rain
Charts - > Nouns and Adjectives
Audio clips of the poem
Date : From.....To.....

PROCESS	ASSESSMENT
Informal interaction ? Do you like Rain ? ? Have you ever played in rain? ? Are you ready to enjoy the rain? ► Teacher takes students outside the class and ask them to keep their hands in the rain from varandah	

- ▶ Entering into the classroom.
- ▶ Interactive questions
- ? Have you enjoyed the rain?

Interaction

- ▶ What do you see in the vide?
- ▶ What is the child doing?

Teacher Talk

- ▶ Now, let's enjoy a poem

Individual reading

- ▶ While reading they can underline the difficult words.
- ▶ Draw the attention of the learners to the repeated words and phrases.
- ▶ Let the learners find the meaning of the difficult words and the theme.
- ▶ Let them interpret the poem in their own way.
- ▶ Interaction questions
- ? What is the poem about?
- ? Where does the rain falls?
- ▶ Grouping the students into groups of 5 members.
- ▶ Let them sit in groups and share ideas of the poem.
- ▶ Group presentation, Class discussion.
- ▶ Let the group recite poem by giving suitable tunes.
- ▶ Teacher plays the audio of the poem or teacher can recite the poem.

Activity

- ▶ Students individually find out the describing words of the poem.
- ▶ Random presentation
- ▶ Language game
- ▶ Teacher provides some adjectives in a box and nouns in other box
- ▶ Each group can find out the adjectives suitable for the nouns.
- ▶ The group who finds more pairs will be the winner.
- ▶ The teacher writes the pairs presented by the groups in a chart.
- ▶ Follow up process

Find out more nouns and adjectives.

TEACHING MANUAL (CLASS-V)**Module No.: 9**

Name of the Teacher :
Name of the Unit : **THE WINGS OF DREAMS**
Name of the Lesson : Rain in Summer (Poem)
Module Number : 9
Expected Time : 3 Periods
Theme/Sub Theme : Rain
Learning Objectives : The learner will be able to describe rain
: The learner will be able to analyse the picture
: The learners are able to draw the riddle with answers.
: The learners are able to make more riddles
TLM : ICT, (Video of rain)
: Marker or coloured pencils
Date : From.....To.....

PROCESS	ASSESSMENT
Informal interaction and rapport <ul style="list-style-type: none">▶ Do you like rainy days?▶ What do you like to do in the rain?▶ What sound does the rain make on umbrellas?▶ Do you like hot sunny days or cold rainy days?▶ Can we watch a video of rain fall?	

The doorway activity

- ▶ Present video
 - Encourage the learners to think about what they see in the video
- ▶ Initial Questions
 - Ask questions about what they see in the video
 - What is the girl doing?
 - Is she happy?
 - What season do you see here?
 - What are the other things you see in the video
- ▶ Reading and sharing
 - Teacher divides the students into four groups
 - The learners are asked to read the poem and find out the words which sound similar

Eg:- heat-street, roofs-hoofs
- ▶ The teacher writes a riddle (about rain) on the BB. and shows the picture of rain and leads the students to the answer.
- ▶ The teacher gives another riddle and asks the students to draw the answer.

Teacher's Oral description

- Teacher asks the students to tell some riddles. After the students' responses teacher explains how to make riddles.

Extended Activity

- Teacher asks the students to make more riddles and draw their answers.
- After the students have made riddles teacher edits the riddles.