

Welcome to all Teachers

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Classroom Displays

- 1. Alphabet Chart**
- 2. Names of the children (chart)**
- 3. Rhymes on charts (4 to 8) including alphabet rhyme (Dancing time – Class II, Page No. 7)**
- 4. Vegetables & Fruits**
- 5. Plants, animals and birds**
- 6. Travel and transport**
- 7. Charts (Elicited responses of children (words and Sentences))**
- 8. Theme related concept maps**

Time Management (40 Minutes)

❖ Teacher – Pupil interaction	- 5 Mts
❖ Rhyme Time	- 5 Mts
❖ Daywise process transaction	- 30 Mts
- Pre-reading	
- Reading	
- Writing	

Suggested Pictures for Interaction (Classes II to V)

S. No	Concept	Textbook	Page Nos	Concept Mapping
1)	Animal and Birds (At the Zoo)	Class II	4 & 5	Animals and Birds around us
2)	Family	Class I	2 & 3	My Family
3)	Travel & Transport	Class I	20 & 21	Vehicles around us
4)	Occupations	Class III	16	I want to become ---

Contd....

S. No	Concept	Textbook	Page Nos	Concept Mapping
5)	Places around us	Class I	26 & 27	Market
6)	Food	Class IV	1	I like to eat . . .
7)	School	Class I	36 & 37	Things in our school
8)	Games	Class II	75	Games I know

Day-wise Classroom Process

Day – I	Picture – based interaction
	Interaction for eliciting words and writing relevant responses on a chart - Reading - Writing
Day – II	Picture – based interaction
	Elicit relevant responses to frame sentences & write them on the chart. - Reading - Writing

Contd...

Day – III	Picture – based interaction
	Elicit responses to frame few more sentences. Make groups. Let the children write & present. - Present teacher's version
Day – IV	Concept Mapping (Suggested Themes)
	Theme based concept mapping whole class activity. - Reading - Writing

Transactional Process

- Display the picture before the class
- Ask a variety of questions one by one and elicit answers
- Give freedom to the learners to express themselves in mother tongue
- Megaphone the learners' ideas in English
- Build up on the responses (dialoguing)
- Write the relevant responses on the BB/chart- write the words in the margin and the sentences on the larger space

Contd...

- **While writing say aloud holistically what you are writing (not letters)**
- **Read the words and sentences written on the chart /BB**
- **Ask a few children to read (give propriety to low –proficient learners)**
- **Let children write the words and sentences in their notebooks from the BB In classes 2 to 5 this will turn out as a description of the trigger picture (what they see in the picture and what the people are seen doing)**

