

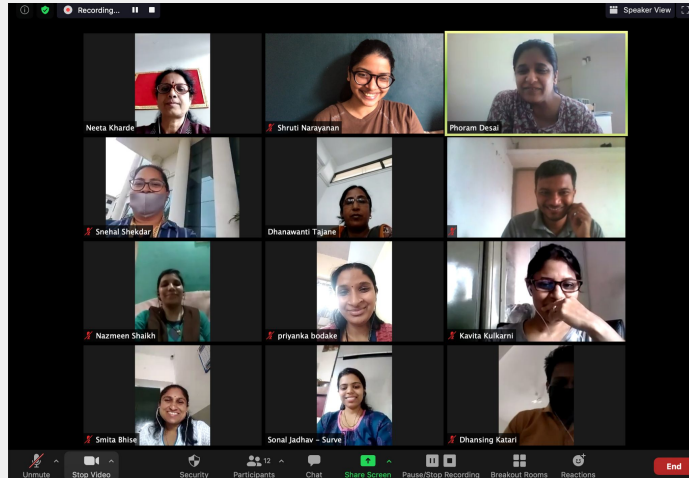


TEACH. BY DESIGN

Amrutvahini's Nido International School,
Maharashtra

TEACH. BY DESIGN

CIE CENTER
PREPAREDNESS



SUBJECTS – English I Maths I Science

TRAINING DURATION –

8 Months | 25 Training Days | 20 Coaching Days | 185 Training Hours

TRAINING ELEMENTS –

Workshops

- Orientation to technology
- CIE
- Website
- Syllabus
- Books
- Paper setting and assessment system
- Teaching Methodology

Planning [Year I Month I Week I Session planning]

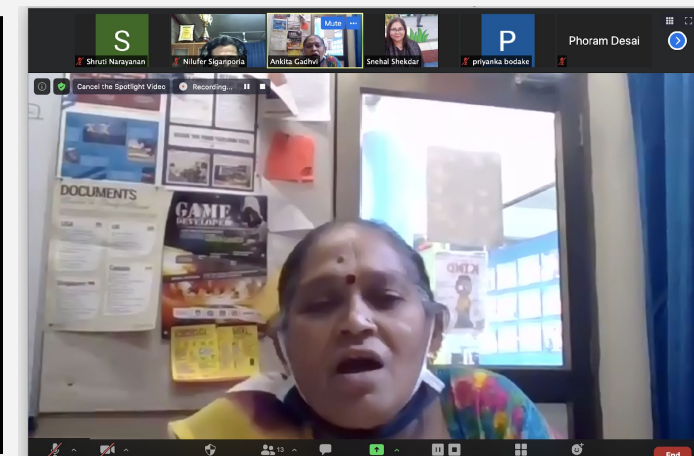
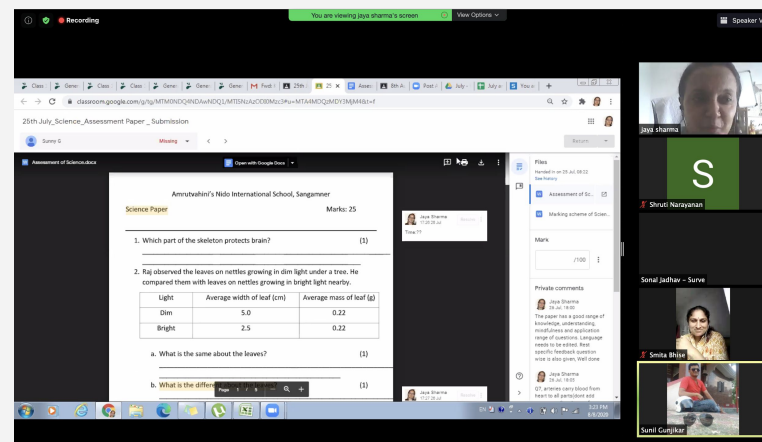
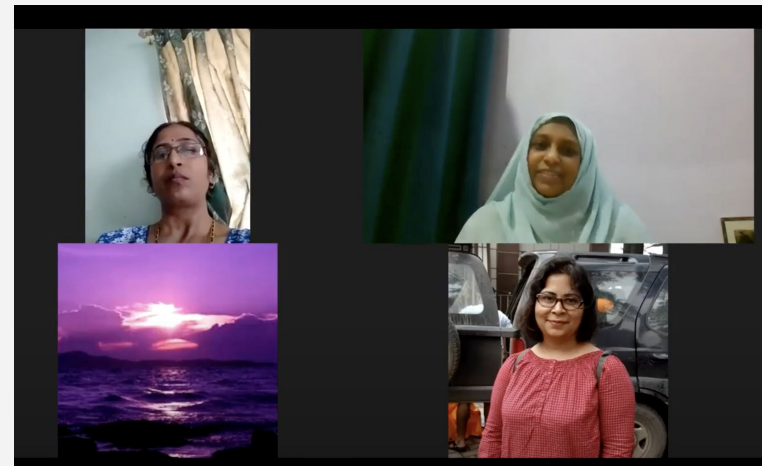
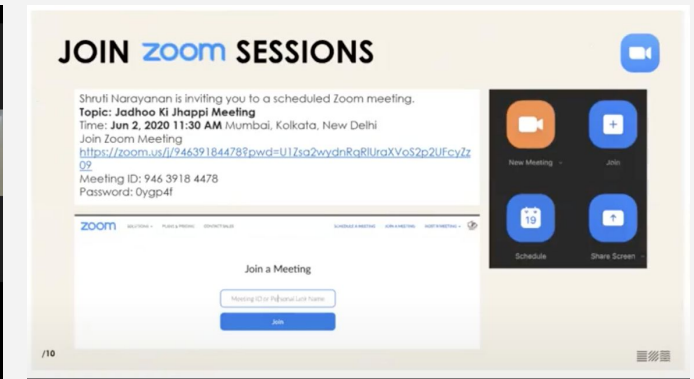
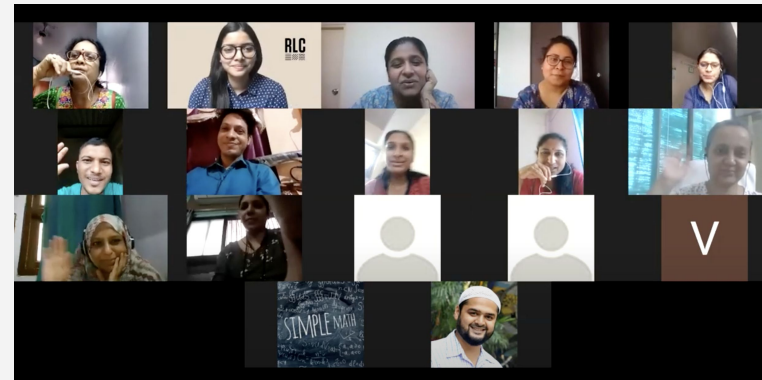
Classroom observations [at Riverside]

Dry Run

Classroom observation & feedback [at AVS – Nido]

Coaching Calls

1. **ORIENTATION** for AVS Team was to understand the participants, our users.
2. **TECHNOLOGY ORIENTATION** was conducted to orient the participants with the online tools for the training as well as classroom practice
3. **WORKSHOPS** were designed to introduce the processes and how they align to the systems approach.
4. **STAKEHOLDERS MEETING** were designed to help the AVS team understand from Riverside stakeholders about the CIE program and its protocol
5. **COACHING CALLS** were conducted to ensure the team was provided with support through strategies, support to implement the program and additional resources as required



BEFORE & AFTER TRAINING...



Sr. No.	Before Training	After Training
1	Technology	
a	We were only familiar with ZOOM Cloud meeting	We learnt Google Classroom , break out room in ZOOM , Apps related to Practicals :Physic Virtual Lab , Online games e.g. Hangman, Kahoot, Bamboozle.
b	We were struggling with technology	Became proficient
2	Mode of Teaching	
a	Offline	Could conduct Online sessions smoothly based on the strategies provided by RLC
3	Planning	
a	We used to begin the sessions only with physical energisers	Introduction of walk in slides helped us to bring in punctuality and enthusiasm among students. Steps of Online Sessions like appointing TA , Netiquettes (Online Session Protocols), Check in Slide helped for smooth functioning of online sessions
b	Had superficial planning concentrating the Textbook	Could consider the milestones of the students and the complexity of the content . And could see beyond the text (Books are not intelligent ; teachers are.)
c	It was just a breaking of the syllabus into months and working days	Making YAG with components like Aim , Grid, Months , understanding Goal, Logic , joining the Dots , number of Sessions and Assessments. We got familiar with types of YAG i.e. Bird Eye View and detailed YAG.
4	Curriculum	
a	Framework was not clear	Now it's Clear
5	Resources	
a	We were only familiar with CIE website.	But now we have started browsing it and using its uploaded resources Books , publications And Study materials (QP, Marking Scheme, Insert)

Sr. No.	Before Training	After Training
6	Assessment and Evaluation	
a	We were inexperienced for the formation of Checkpoint according to the cambridge assessment and evaluation pattern	Got the thorough information and guidelines of CIE Checkpoints.
b	We were not familiar with the online assessment tools.	Got familiar with Quizlet, Padlet, Bookwidget , Google Slides , Practice Worksheets
7	Teaching Methodology	
a	More focus was on content	Due to introduction to 5 E s (Empathy , Ethics , Excellence , Elevation , Evolution) we could imbibe the strong Character through content
8	Feedback	
		Introduced Post survey forms for each Online Training Sessions Introduced structured format for the feedback on observations of online Sessions (Inform, repair and prepare)
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YEAR AT GLANCE

Before Training



YEAR AT A GLANCE OF GR. 6 - 2019 – 2020

Subject - ENGLISH



APRIL (Call of the wild) <ul style="list-style-type: none"> L – Read aloud (Mowgli finds his family), friendly fauna (poem) S – Role, play, raising an issue. R – Reading comprehension (RTC) class read W – Formal letter writing, preparing a slideshow G – Rigor of verbs, uses, transitive and intra transitive verbs, idioms. Pre – assessment test (20 + 10) 	MAY SUMMER VACATIONS (1 ST MAY TO 7 TH JUNE)	JUNE (Nature) <ul style="list-style-type: none"> L – Listening specific information, The selfish Giant, Daffodils S – Group discussion, role - play R – Read aloud, reading comprehension (RTC), Class read W – Notice writing, Exercises, informal letter writing. G – Kinds of nouns, simile and metaphor Checkpoint (40 marks)
JULY (Nature and conservation) <ul style="list-style-type: none"> L – Listening audios information, The cherry tree (story), The tree (poem) S – Select the topic and speak, Debate (RTC) R – Reading comprehension, Read aloud (A clean India), Class read W – Paragraph writing, exercises G – Phrasal verbs, Simple tenses, Continuous tenses Worksheet on grammar topic 	AUGUST (Science and Technology) <ul style="list-style-type: none"> L – Listening for details, Mangalyaan – India's pride and joy. S – Sharing the recent news R – Timeline of events (RTC), Reading comprehension, Class read W – If I were an Astronaut, D.J writing, Newspaper writing, Diary writing G – Modals, Perfect tenses, Synonyms Checkpoint (40 marks) 	SEPTEMBER (Entertainment) <ul style="list-style-type: none"> L – Walt Disney – The complete entertainer (Biography), Timeline of an event S – Sharing opinions (RTC) R – Loud reading, Reading information, Class read W – Writing a biography, Prefixes and suffixes. G – Conjunctions, co - ordinating, subordinating Movie time

OCTOBER (Entertainment) <ul style="list-style-type: none"> L – Behind the scenes (poem), Recite the poem S – Group discussion R – Reading comprehension, Class read (RTC) W – Speech writing, report writing G – Mid term checkpoint 	NOVEMBER (Sports) <ul style="list-style-type: none"> L – Listening for information, Legends in sports S – Sharing experiences or opinions, Choose your sports (poem) R – Read aloud, Reading comprehension, Class read W – Diary entry, RTC exercises G – Types of sentences, Rigor to formal letter 	DECEMBER (Travel and adventure) <ul style="list-style-type: none"> L – Completing summary (RTC), Listening directions S – Sharing and providing information R – Read aloud (Around the world in eighty days....), The joy of travel, Class read W – Planning on itinerary, describing a trip G – Phrases , Clauses Checkpoint (40 marks)
JANUARY (AIR and MEDHA) <ul style="list-style-type: none"> L – Listening audios and videos S – JAM, Grammar topics, sharing opinions R – The awakening (play), Class read W – Poster making G – Direct and indirect speech, active and passive voice, Rigor of parts of speech Worksheet on grammar 	FEBRUARY <ul style="list-style-type: none"> L – Listening information and audios / videos S – Sharing opinions / views on RTC R – Read aloud, My cloud, Reading comprehension W – Descriptive essay writing, precise writing G – Rigor of grammar topics 	MARCH <ul style="list-style-type: none"> Rigor Worksheets Zero period Final checkpoints

YEAR AT GLANCE

After Training



Subject - ENGLISH

Understanding goal - Language as a means to acquire basic language skills (LSRW) in order to have effective communication and linguistic competency in various life situations.



JULY (Sessions 26) R - Reading to boost the fun. W - Writing to shape the ideas. S - <u>Speaking</u> to share formally. L - Listening to improve vocabulary.	AUGUST(Sessions 20) R - Reading for fun in short suspense and horror stories, folk and fairy tales to make choices for reading. W - Writing new vocabulary using dictionaries, also a short summary writing for the read stories. S - Sharing the ideas and opinions for the read stories. L - Listening the loud reading for correct pronunciation of the new vocabulary.	SEPTEMBER(Sessions 25) R - Exploring the 'fiction' as one of the strong genres of expression. Reading excerpts. W - Summary writing, imaginative writing for exploring the ways of generating, <u>organising</u> and shaping. S and L - Describe the purpose and tone used by the <u>author</u> / poet.
OCTOBER (sessions 25) R - Introduction to class read. (Genre - Fiction) W - <u>Informal</u> and formal letter writing, paragraph writing. S and L - Narrate the scene, imagine and discuss the plot and settings.	NOVEMBER(sessions 11) R - Revision on all the things done. W - Dairy writing. Describing the character and voice in the fiction writing. S and L - Making the use of new vocabulary to share their interest as an audience.	DECEMBER (sessions 25) R - Reading comprehension - to understand the informational texts. W - Exploring writing styles to understand literary, rhetorical and grammatical features. News report and preparing a slide. Image, simile, <u>metaphar</u> , alliteration. S and L - Group discussions, making perceptive responses and showing awareness of a speaker's aim.



+ JANUARY(sessions 24)	FEBRUARY(sessions 23)	MARCH(sessions 25)
<p>R - Exploring explicit and implicit meaning of the text - collate and summarizing ideas. (Class read)</p> <p>W - <u>Describing</u> a trip or planning an itinerary- How the choice of sentences and variety of sentence simple, complex etc.</p> <p>S and L - Group assignments for role play, dramatization, skit to be formed on a given topic, story or scene for showing insight into texts and issue of the poet / author.</p>	<p>R - Introduction to a <u>non fiction</u> through an excerpts of Walt Disney to differentiate between fiction and <u>non fiction</u>.</p> <p>W - Summary writing for biographical passage, speech writing, report writing to understand formal, informal language, <u>organised</u> and structured text etc.</p> <p>S and L - Debate, sharing an experience, providing information to understand different point of views.</p>	<p>R - A fable and biography to compare and contrast between fiction and <u>non fiction</u>, elements used in the genres, evaluate purpose, theme, ideas and texts.</p> <p>Preparation for the final checkpoints.</p> <p>W - Making a poster, write a biographical passage to explore the use of complex sentence structure and fluency to writing a text.</p> <p>S and L - To understand the features of the <u>genras</u>, different purpose and varied language with dialects and special vocabulary through discussion.</p>



DAILY SESSION PLAN

SUB: English



NETIQUETTES

Establishing Online protocols



Create a free Gmail account which is mandatory requirement for the learning program



Use a User friendly device. If you have tablet use that, otherwise you can use laptop or computer .



The three main apps that will be used by us are Zoom, Google Classroom, Microsoft Teams.



Don't panic –internet may be an issue at times which is again not in our control, stay patient.



Quieter place-always choose a quieter place where you can focus without any distraction.



Take Breaks in between the work-It will energize you & get your focus back to work

TIPS

Teacher's Assistant

Beginning of the session

- Attendance
- Cold call
- Submission
- Appreciation



AGENDA

for the session

1. Hook
2. Introduction of the topic
3. Discussion
4. Guided inquiry
5. Performance of understanding
6. Learning outcomes/Takeaways
7. Closing the Loop
8. B.A



SESSION

Video (**Short story- Jack and Luis**)

It has a moral – you can do if you decide to do it.

The little Jack and his best friend.

You need to believe in yourself.

We must be decisive (capable enough to take our decisions)

□

Setting of the story (**Jack and Luis**)- the village

□ *Characters*- Jack , Luis , old grandfather and villagers.

□ *Structure*- it has a proper structure- beginning , middle and end.

□ *Language*-It has a reader friendly and easy language.

□ *Moral*- is applicable to the story.

These are all the key elements/features of a short story a fictional writing.
Exaggeration is made to create an atmosphere and make things impressive
and more convincing.

SESSION

Settings- the place of the story in which it is shown situated.

Characterization- the personality traits , behavior and physical appearance.

Plot structure- rising actions, climax and falling actions (Beginning , Middle, Twist and End)

Language- which language is used, first person, second person, third person narration, style of the writer, dialect is used, vocabulary and effect of writer used in it, gives a clear idea of the story. It helps the reader to get involved in the story.

‘Polly helps a friend’- part 1 – (Beginning of the story)

- The day is wonderful and Polly went to the park with her mother .
- Wonderful word give an effect for the day..
- The second para. the writer tried to describe Polly’s physical appearance and her relationship with her mother.
- She got *a shivery joy* by seeing the slide. (over excited)
- Polly’s mother happened to meet her friend Carol and Polly was very happy to see that.
- Brisk jaunt- a small journey.

SESSION

Poems that tell a story..

1. Narrative poems.

- It has all same key elements of the a story.
- Plot, characters, settings and language.
- It has got the same structure like Ballads.
- Some poems are epic poems – very long.
- Long poetry is called as Epic Poems.
- It tells us about the common men.
- Adventures.
- This form of poetry basically meant for the fun and enjoyment.

SESSION

Poems that tell a story..

1. 'Albert and the Lion'

- Inquisitive- curious , innocent
- Cautionary tale- tells us about the carefulness..
- Setting- seaside/ocean
- Characters- Mr. and Mrs. Ramsbottom , son Albert
- They visited to a zoo.
- Wallace- the lion..
- Lions are ferocious and wild.
- The lion ate up the boy Albert.
- The zoo keeper offered the money to the parents as a compensation of this act.
- The parents complained to the police.
- Magistrate gave the advice of having few more kids.
- Mother got upset on it.

SESSION

Poems that tell a story..

1. **‘The Owl and the Pussycat’**

- Boat- note
- Guitar- are
- Spoon-moon
- Married- tarried
- Money-honey
- Will-hill
- Mince- quince

The Dragon rock..(Reading for Pleasure)
Reading and speaking activity..

Objective- to take a pause, recall and revisit the content taught in the month of Dec. to Jan.

**ZERO
PERIOD
DECEMBER TO JANUARY**



ZERO PERIOD

DECEMBER TO JANUARY

LISTENING SKILLS

- The stories, extracts and the folk tales
- The ballads, Narrative poem, recitation
- Speaking and listening activities
- Read aloud , videos
- Group discussions.
- Debates

SPEAKING SKILLS

- Orals, summary recordings
- Recordings ballads, read aloud and record
- Discussing exercises
- Group discussion (videos)
- Debate
- Activities
- Bamboozle

READING SKILLS

- Jump in read
- Read aloud and record
- Exercise
- Folk tales and short stories
- Extracts

WRITING SKILLS

- Exercises from the extracts
- Key features for fictional writing
- Key elements for folk tales and short stories.
- Summary writing
- Note making
- Dairy writing
- Venn diagram
- Imaginary writing
- Writing task
- Poems (ballads and short stories)
- Workbook exercise.
- B.A.
- Tips to write a short story.

ZERO PERIOD

DECEMBER TO JANUARY

GRAMMAR

- Punctuations
- Apostrophes , commas, full stops
- Inverted commas
- Direct Speech
- Parts of speech
- Paragraph solving
- Workbook exercises
- Similes and metaphors

LANGUAGES OF LEARNING

- Group discussions
- Activities
- Videos
- Venn diagram
- PPTs
- Games
- BA and writing activities.

WRITING TASK

Tips for planning your short story.

- Setting/place
- Story has to be small and should end up with a happy note.
- Plot elements/structure- start, middle and end.
- There should be more than two characters.
- Language has to be proper/appropriate
- Characters..(main character)
- Village- S
- Dragon rock-C (third person narration)
- People-C
- Water scarcity-Problem/plot
- Dragon will help-Twist/climax
- But for a long time it never got alive- climax
- One day dragon got alive and helped the people- solution/
happy ending of the story..

WRITING TASK

Tips for planning your short story.

- Decide the main content of the story.
- Start, middle, conflict, solution and end.
- Characters/ struggles / problems of the characters.
- Decide a central figure (main character/heroic)
- First person narration- 'I'.....
- Second person narration- You.....
- Third person narration- 'He, she, they'.....
- Decide the setting and keep it constant.....
- The main part of the story will focus on the main conflict of the character.
- Be careful about the theme...
- Make it short...
- It should be interesting and convincing to the reader.

WRITING TASK

Learning outcome

- How to write a short story.
- Tips to write a story impressively..

CTL

- Learned how to write a short story with the easy way

BA

- Write a short story on the points provided by the teacher.

SESSION

Once upon a time , there lived a hare and a tortoise. Once **they** decided to have a race. **They** started it and the hare ran so fast. **He** reached to a mountain and below it **he** found so tired. So **he** took a nap. Meanwhile the tortoise continued the race without stopping anywhere and reached the mountain top. **He** won the race.

Third person narration (he ,she, it, they)

First person narration (I, me ,mine , myself)

Commas-

- ☐ To separate the group of words.
- ☐ To indicate beginning of a passage of direct speech.
- ☐ To break up the sentence into smaller parts to help make the meaning clearer for the reader.

SESSION

Learning outcomes

- Learned the features and characteristics of the short stories.
- How to write as short story using the tips.
- How to use commas.
- How to write a story impressively.
- What is the first, second, third person narration.
- How to make a sequence into a story.
- How to make our story more lively and entertaining to the reader.

Closing The Loop

- We conclude the chapter.
- Some students are not active in the discussion.
- The grammar part was understood.

Leaders Feedback

- After attaining the training program from Riverside school, I could **percolate this knowledge among my colleagues**, through Demo sessions I could actually reach out to them, for how a session is to be planned.
- A **crystal clear idea** of framing YAG, MAG and WAG.
- How to frame **Cambridge Primary Checkpoint with the marking scheme** was something that really helped us to go ahead with the same pattern and conduct our checkpoints accordingly, which I feel will surely prepare our students for the upcoming Board exams.
- In the initial years, the training was given to Neeta and Smita, now **our team has flourished**, where the cohorts English, Mathematics, and Science have 3 people each who received this training.
- So I feel, we two the roots of Amrutvahini has strongly laid the foundation and the branches (other trainees) have also become a strong, efficient support and are distributing the fruits of their knowledge acquired, to the rest of the team members.

Reflection Science Cohort

What changed and impacted my practice?

Impact :

RLC training has **shifted me from teacher to facilitator** and made me understand the minute things of teaching learning processes, which made big difference in positive way. Also I got to learn many strategies and tools which will help me and my students to sustain with CIE.

Changes :

This training made me confident to shift from offline teaching to online teaching and now I have become **techno friendly**.

- *By Sunil Gunjekar Sir*
(Science Cohort)

Reflection

English Cohort

What changed and impacted my practice?

Impact :

- RLC training has helped me to widen my concept of **planning the content beyond the textbooks**.
- Improved my **communication skills** within the classroom.
- Increased optimism towards the teaching profession.
- I have got a very crystal clear ideas for **assessment and evaluation process**.
- Got introduced with **various teaching methodologies** along with few interesting tricks, energizers and stress busters for making our class more energetic and lively.

Changes :

- I could consider the various cognitive and behavioral aspects of the adolescent students while planning the sessions and delivering it.
- I could set the realistic objectives for teaching the language English.
- I could connect with the students on personal level and can resolve their difficulties and struggles which they face in day to day learnings.

– *Kavita Kulkarni*
(English Cohort)

Reflection

Math Cohort

What changed and impacted my practice?

Impact

- Before RLC training I was using traditional method of teaching and now it has changed.
- Session planning elements got clear and understood how to correlate it with actual practice.
- I started using different **online learning tools** to make my session effective.
- I started using **walk in slides** before starting my sessions.

Changes

- I made changes in YAG, MAG and WAG.
- I got to know how to mention **objective and understanding goals** in our YAG, MAG, and WAG.
- I got **aware about Cambridge Checkpoint paper** and now I started making question paper based on Cambridge Checkpoint Pattern.

*By- Priyanka Bodake
(Mathematics Cohort)*



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