**Lesson 4**

|  |  |
| --- | --- |
| Subject | Teaching methodology of Myanmarsar |
| Domain | 4. How to support students’ learning |
| Topic | Teaching methodology for developing reading skill |
| Objective | At the end of the lesson 4-7, learners will be able to practice teaching poems on reading strand |
| Teaching method | Demonstration, group discussion, microteaching, reflection |
| Teaching learning materials | Students’ reference, Grade 1 textbook, Grade 1 teacher’s guide  CD for Grade 1 poem |
| Time allocation | 50 min |

Teaching learning process

| **Teaching learning activities** | **Time**  **Allocated (min)** | **Teaching learning**  **Materials** |
| --- | --- | --- |
| **Introduction**   * Asking the following questions: * How did you learn the poems in you primary school life? * Do you like learning and reading poems? Why? * Teacher should accept the students’ response from the positive point of view. | 5 |  |
| **Activity (1)**   * Teacher ask students to talk in pair about “What kind of poem do you like?” * Teacher ask to whole class about “Why do you think poem is important for children?” * Teacher ask students to read the handout “What is Poem?” * Teacher summarizes the importance of poem. | 15 | Handout |
| **Activity (2)**   * Demonstrating the poem by teacher. (Grade 1 unit 10-A Tha Pyay Thee Kauk – period 1) (included in Grade 1 teacher’s guide of Myanmarsar) * The following points are important in conducting demonstration (poem). * Before the demonstration, teacher needs to understand clearly what kinds of methods to be used according to the handout “How to teach Poem” except “paraphrasing” and demonstrate to students. * Give feedback to the students’ response from the positive point of view. * While the children are reading the poem individually or in group, let them read in gesture freely. * Teacher ask students to read handout “How to teach Poem” and what methods were used during the demonstration. | 25 | Grade 1 TG & TB |
| **Conclusion**  Summarizing the lesson as follow.  ====================  Reciting poem has several methods and the students will practice these methods in coming lessons. | 5 |  |

**Lecture note: lesson 4**

**< Before the lesson >**

Teacher needs to prepare student’s handout and lesson plans so that teacher can distribute as soon as the lesson start. Teacher also needs to clearly understand the objectives of this lesson and of each activities. Teacher should practice the demonstration in advanced. Teacher should clearly understand the lesson that will be used in Microteaching.

**<Introduction>**

* Teacher ask the students some questions those are relative with the lesson. Students answer individually.

**<Activity 1> explaining how to do pair work and individual work**

**Objectives of this activity**

* To understand the important of poem and teaching steps of poem

**Key points for facilitation**

* Teacher will get only 10 min for this activity. So, it is important to manage time carefully. While asking two questions before reading handout, teacher can ask only two or three students and accept any answers.

**<Activity 2> Demonstration**

**Objectives of this activity**

* To know how to do the micro teaching (by observing the teacher demonstration)

**Key points for facilitation**

* Teacher is to perform as a primary teacher and all students are to participate as G 1 children. Teacher has to read the important points for demonstration written in the lesson plan.
* Demonstration time is limited to about 15minutes ( and 10 minutes for discussion), thus teacher should only focus on main activity and should not use time for introduction and summary etc.
* Students observe carefully. All students act as children to receive lesson. Teacher explains some points in handout such as paraphrasing are not use in lower grade.

**<Conclusion>**

* There are many method in reciting the poem. The students can practice these methods in coming higher classes.

**Lesson 5**

|  |  |
| --- | --- |
| Subject | Teaching methodology of Myanmarsar |
| Domain | 4. How to support students’ learning |
| Topic | Teaching methodology for developing reading skill |
| Objective | At the end of the lesson 4-7, learners will be able to practice teaching poems on reading strand |
| Teaching method | Demonstration, group discussion, microteaching, reflection |
| Teaching learning materials | Students’ reference, Grade 1 textbook, Grade 1 teacher’s guide  CD for Grade 1 poem |
| Time allocation | 50 min |

Teaching learning process

| **Teaching learning activities** | **Time**  **Allocated (min)** | **Teaching learning**  **Materials** |
| --- | --- | --- |
| **Introduction**   * Teacher ask EC students to read the poem of “Tha Pyay Thee Kauk” with gesture. * Teacher ask how students feel about the poem. * Teacher explain that   + EC students should know or expect how children will feel or think when they learn poem.   + So teacher should study and analyze poem before the lesson and think about how to teach it for children. | 5 |  |
| **Activity (1)**   * Form group of 5-6 students. * Each group is assigned to read the poem in textbook Grade 1 unit 10-A Tha Pyay Thee Kauk. * Each group analyses the poem and discusses how to teach the poem. The discussion should be considered the following points.   + Who are the main characters?   + What kids of ideas in the poem? What was recognized?   + What can be imagine from the poem?   + Any analogy is used?   + Whose point of view is this poem? (personal phrase)   + How is the rhyme and rhythms?   + How is manner of talking?   + How do children read poem with enjoyment?   + According to the above analysis, how do you teach this poem?   + etc | 20 | Handout |
| **Activity (2)**   * Group Presentation of Activity (1)   + About 5 groups make presentation (about 3 minutes each)   + Other groups add the points which are not presented yet. | 20 | Grade 1 TG & TB |
| **Conclusion**   * Summarizing the lesson as follows.   + When teaching children, it is not necessary to teach all the analyzed points, but it is important for teachers to know it for herself to teach.   + When teacher teach other poems, they should analyze and study the poem in advance. | 5 |  |

**Lecture note: Lesson 5**

**< Before the lesson >**

* Before the lesson, teacher need to answer the questions for activity 1, consider expected answers and how to give feedback on students’ unexpected or irrelevance answers.

**<Introduction>**

* Asking those questions is to make EC students feel as primary students and know how primary students feel on learning that poem. Moreover, make them realize that “as a primary teacher, knowing the students’ feeling is not enough. Primary teachers must have analyzing skill on teaching learning materials”.

**<Activity 1> Group analysis of poem**

**Objectives of this activity**

* This activity is to realize the importance of understanding about the teaching learning material and to get the analyzing skill.

**Key points for facilitation**

* Questions are arranged from easy to difficult. Teacher can ask question by question or can give all questions and let them discuss and fill up within the group.
* Sample answer of the discussion points (Students can give their ideas freely). This sample answer is not to show the students but teacher can give hints while monitoring the group work.

|  |  |  |
| --- | --- | --- |
|  | Point of analysis | Example |
| 1 | Who are the main characters? | Two Children ( Friends or brothers) |
| 2 | What kids of ideas in the poem? What was recognized? | It is fun for kids when it is rain. They play in rain without fears. One kid fears but both of them go for playing. |
| 3 | What can be imagine from the poem? | Children want to sing this poem at rainy days. |
| 4 | Any analogy is used? | Black leech is analogy for difficulty in life. |
| 5 | Whose point of view is this poem? (personal phrase) | It can be read by various readers Children (Poem for playing)/ Adult (like political analogy) |
| 6 | How is the rhyme and rhythms? | High tone and low tone are rhythmically allotted. Rhyme is also applied (“aye” sounds at the end of paragraphs). There are link between sentences by sentence. |
| 7 | How is manner of talking? | It applies 4-3-1 structure of poem. It can be read like poem and also song. |
| 8 | How do children read poem with enjoyment? | Gesture of picking up poem |
| 9 | According to the above analysis, how do you teach this poem? | I will teach this poem by asking question such as “xxxxx”, and teach about …………. |

* To teaching with enjoyment for poem is important for lower primary, but other things such as paraphrasing are to be taught.

**<Activity 2> Group presentation**

**Objectives of this activity**

* To share their idea and opinion to the class based on the result of analyzing the poem.

**Key points for facilitation**

* There will be more than 5 or 6 groups in the class but, according to the time constraints, make only about 5 groups present and others fill up any missing points or different ideas.

**<Conclusion>**

* There are many method in reciting the poem. The students can practice these methods in coming higher classes.