

Background

Students of all ages seem to have a mind of their own when it comes to responding to any situation or performing any task. Delving into these minds to understand the way they think and to know the ideas they use to answer a question is an enriching experience. As teachers, most of us go back home thinking that our students have understood every concept that we teach them. It is only when we test them that we find that some concepts have not been understood as clearly as they should have been.

It is this desire to understand student thinking that prompted us to examine ASSET questions of the past rounds, in English, Maths and Science, examining the most common wrong answers to understand what could have made students select the options they did. We felt that it was not sufficient to just provide the causes or symptoms but also suggest possible antidotes or remedies for these learning gaps, which could help everyone concerned. That is how the teacher sheets came into existence. Through the teacher sheets in English, Maths and Science, we hope to create an ongoing programme involving a continuous interaction with the teachers of these subjects. Our hope is that these teacher sheets will influence classroom instruction, and will help in more “learning with understanding”. We also look forward to teachers sharing their feedback and ideas with us- this should help to create a community of teachers benefiting from sharing ideas with each other. We plan to incorporate the best ideas into future teacher sheets or related material.

How are Teacher Sheets Useful

Teacher sheets are designed to highlight the common misconceptions in Maths and Science and to identify problems in Reading Comprehension in English. Each teacher sheet takes us through the following:

- the very purpose of asking a question in ASSET,
- an analysis of the possible reasons for the variety of answer choices,
- an understanding of the gaps in student thinking and learning, and
- some remedial measures to handle these misconceptions

The teacher sheets planned across 10 months of the academic year, cover selected topics and concepts underlying the curriculum, that students find most challenging in terms of real understanding. They offer several opportunities for both teachers and students to focus on real understanding of the concepts of the respective subjects.

210 Teacher Sheets in the Year

- Classes 3-9
- English, Maths and Science
- 1 every month per class-subject combination
- For 10 months

Guidelines for usage

Some do's and don'ts for the Principal and Coordinator

Given below are a few guidelines on how to maintain the teacher sheets as and when the school receives them.

1. Refer to the letter on the Teacher Sheet sequence sent to the school and decide on roughly which teacher sheets will be used every month based on work planned in the annual plan/ monthly plan.
2. On receiving the packet of teacher sheets every month, the Principal could hand over the teacher sheets to the ASSET coordinator.. The ASSET coordinator could maintain a master file of the teacher sheets with her. Each file should be labelled with the name of the subject /class it is meant for. **Please note that each school will receive 2 sets of Teacher Sheets- 1 in colour and 1 B&W.** The purpose of providing B&W teacher sheets is so that clear photocopies can be made to distribute to teachers.
3. **After checking** that the teacher sheets have been received in a proper condition, the ASSET coordinator could then make sufficient copies for the teachers from the B&W set. Making a table like the one below to figure out how many copies of each teacher sheet needs to be made may be helpful this should be a one-time exercise, to be revised when teacher changes happen. (One is filled as an example)

Teacher's Name	Classes and Sections Handled	Subjects Handled	No of Teacher Sheet copies required	Total number of teacher sheet copies reqd.
XYZ	Class 3A	English	1	2
	Class 4A	Science	1	

4. In the fortnightly/monthly subject meetings, discuss the usefulness of the teacher sheets or any other feedback regarding the contents of the teacher sheets. At least 1 teacher should present her experience with 1 teacher sheet in a meeting once a month.
5. Share this feedback with EI through the sales personnel, who will typically visit you every 3 months or send an email to ts@ei-india.com. Please use the enclosed **Teacher Sheet Feedback Form** to share your feedback, as that will help us to respond to you faster and more effectively.

Important Points for Teachers

Here are some general guidelines on how to handle the teacher sheets in the class.

- Read the TS carefully and understand its contents.
- Go through the resources suggested as far as possible and carry relevant material to the class.
- In English, either the passage containing this question or similar passages with similar types of questions can be used. Decide on how much of time would be necessary to cover a teacher sheet in the class. It could be 1 or 2 periods. If allotting 2 periods, then a block period would be more advisable.
- Check whether the students have similar reasons for their choice of answers as mentioned in the teacher sheet. Our experience has shown students can have very different reasons for their choice of answers.

There are different ways in which the teacher sheets can be used. It is advisable to use one's judgment about the best way to use these in the class. However, there are 2 important principles you need to keep in mind:-

1. Have a fairly clear idea about how students are thinking about this concept/ their misunderstandings, by asking a few questions that test understanding (the same question could be used). This could be oral or written, but it is important to get an idea of how different children are thinking and not get the responses of just 3-4 children. This need not be a long exercise and can be done within 5- 15 min.
2. Allow children to explore and internalize the concept through discussions and application, and give definitions and rules only after they have internalized the concept fairly well. For example, once they learn what adjectives are through practice, one can share the definition of an adjective with them.