

# **TEACHER TEXT ENGLISH**

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**STANDARD II**



**GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION  
2015**

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## Teacher Text English

Standard II

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## **FOREWORD**

*Dear teachers*

*The curriculum revision process has been initiated in Kerala since 2013. This Teacher Text is a resource book for teachers of English of Standard II. As teachers, our goal is to help our learners make the maximum possible academic gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. One of the greatest tools available to us in this pursuit is the Reader, prepared for this specific purpose. We hope that the Reader will be highly useful for the learners and the teachers.*

*The goal of the Teacher Text is to empower teachers in the use of the Reader, through an effective and efficient procedure for facilitating learning. We begin this book providing certain elements in general viz. Approach in General, Approach to English language, Specific Aspects in the Reader, Strategies of Editing and Assessment and Skills and Strategies. Basic instructional procedures are presented and illustrated with examples representing each content area and level.*

*We hope the teachers will be much empowered during their involvement in the teaching/ learning process of each content area and in developing lesson plans. We focus on establishing an environment that supports both teachers and learners.*

*As the process, strategies and techniques are only suggestive no teacher is bound to follow this text as such. You are free to modify, adopt or even search for new and better strategies that suit your learners. Creative suggestions for improvement are always welcome.*

*Hope this Teacher Text will be a useful material in transacting the English Reader for Standard II.*

*Wish you all the best.*

**Dr S Raveendran Nair**  
**Director**  
**SCERT, Kerala**

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## Highlights of the Reader and the Teacher Text

- o Constructivism is the basic principle on which the English Reader is developed.
- o The cognitive-interactionist approach which conceives language both as a social construct and individual construct is followed.
- o The Reader is designed in such a way that various skills of language are integrated and scope for constructing different discourses is ensured.
- o The Reader contains children's literature by renowned writers from across the world.
- o Performance based activities like choreography, enactment of skit, role-play etc. are given for presentation either in the class or on stage.
- o The transactional process of the learning material explores the possibilities of ICT as a tool for language learning.
- o The Reader contains pages for assessment. 'I Can' is for the self-assessment of the learner and 'My Learners' is for the teachers' assessment of the learners.
- o A comprehensive Teacher Textbook which gives details on the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Reader.
- o The activities suggested in the Teacher Textbook are suggestive and not prescriptive. Teachers are free to adopt and modify the suggested activities to suit the level of the learners in the classroom within the constructivist paradigm.
- o Ample opportunities are provided in the Reader for the learners to analyse and practise the elements of language.

# Chapter 1

## Kerala School Curriculum 2013

### General Approach

#### 1.1. Preface

The quality of life in the state of Kerala is noteworthy and commendable. The spread of general education and excellence in the field of public health are the major factors behind this achievement. In spite of this, the field of education, in Kerala, faces the challenge how quality education can be provided to all the learners who come from different sections of the society. On the basis of the National Education Policy (1986), infrastructure development and teacher training programmes were widely carried out. Along with this, there were attempts to make the curriculum child-centered, activity-based and process-oriented, thereby making it contemporary. This led to the realization that knowledge has to be constructed in classrooms. Thus, activities have been initiated that posit the child at the centre of the educational process.

Changes occur every minute in all fields of life. The latest findings and practical experiences in pedagogy and educational psychology have enabled the development of learning materials and the transaction of learning experiences in a better way. These are aimed at the overall improvement of learners.

‘It must be ensured that children who have different socio-economic backgrounds and different physical, psychological and cognitive abilities can learn and achieve success at school. To overcome the limitations that develop from differences in gender, caste, language and physical disabilities, policies and projects will not alone serve; instead, there is a need to select and design suitable teaching methods and learning objectives right from childhood.’ (NCF 2005, p-27).

Thus, as pointed out by NCF, the perspective should be to adopt minute as well as scientific strategies to

provide the desired learning outcome to children from all sections of society. This can be achieved only if curriculum revisions are carried out periodically and the system is always kept active. The existing curriculum is revised on the basis of this vision by imbibing the experiences, findings and research of those who constantly intervene in the field of education. The scientific approach of proceeding from what is good to what is better is adopted here.

### **1.2 Relevance of Kerala School Curriculum 2013**

The field of education has witnessed the introduction of several innovative ideas during the last many years. With the implementation of the Right to Education Act in the year 2009, quality education has eventually become the right of the child. The curriculum for schools has to be raised to an international educational standard to implement such a right-based comprehensive school development vision. International standard does not refer to the standard set by any particular country. It is the sum-total of the knowledge and experiences that have to be gathered by a child in any part of the world, after a particular stage of education. This shows that there is the need to provide internationally accepted teaching-learning models to the children in Kerala.

During curriculum revision, it is essential to consider the rules concerning curriculum and assessment in the Right to Education Act.

## **Right to Education Act – 2009**

### **Section – 29 (Chapter 5)**

#### **The Curriculum and the Assessment Process**

1) The curriculum and the assessment process for primary education have to be stated through an academic authority authorized by the respective government through a notice.

2) The following have to be taken into consideration while stating the curriculum and assessment process according to Sub section (1) of the academic authority.

(a) Suitability to the stated values of the Constitution.

(b) The overall development of the child.

(c) The gradual up-gradation of the knowledge, ability and expertise of the child.

(d) The complete development of physical and mental abilities.

(e) Learning in a method that is child-friendly and child-centered through activities, findings and exploration.

(f) The medium of instruction has to be the mother tongue of the learner, to the extent of practicality.

(g) To free the child from fear, mental stress and anxiety and to help the child to express his/her ideas freely.

(h) Continuous and comprehensive assessment of the knowledge acquired by the child and how he/she applies it.

**CHILDREN'S RIGHT TO FREE AND  
COMPULSORY EDUCATION - KERALA  
RULES AND PROVISIONS 2011**

**Academic Authority**

1. SCERT will be the authority with respect to Provision 29.

2. When the academic authority notified in Sub-Rule 1 prepares the curriculum and the evaluation procedure it should not affect the specifications from (a) to (f) of Sub-section-2 of Provision 29 of this Act.

(a) Designing syllabus, textbooks and learning materials that are relevant and suitable to the age to develop basic life skills.

(b) Fix the minimum learning objective for each subject from Class I to VIII and develop the indicators of excellence for the learners, along with forming the norms of responsibilities for teachers.

(c) Developing in-service teacher training materials as part of teaching-learning objectives.

(d) Designing pre-service and in-service training for teachers to provide education to children with disabilities, as per the specifications in the People with Disabilities Act (1995) equal opportunities, protection of rights and total participation.

(e) Preparing guidelines to carry out continuous and comprehensive evaluation.

(f) Taking up researches and studies on the policies, programmes, curriculum

and the teaching objectives and commissioning it.

In the light of the Right to Education continuous and comprehensive evaluation has become a constitutional responsibility. The curriculum has to be revised to ensure this. Curriculum revision must be viewed from this perspective.

Let us examine the characteristics of the Kerala School Curriculum (2013).

1. Curriculum that is child-centered, process-related, activity oriented and value based.

2. Lays stress on the learning outcomes at the cognitive, process, attitudinal and value domains.

3. Curriculum that is based on the philosophical foundation of constructivism.

4. Gives freedom for the teachers to employ logical and variegated learning strategies during the transaction process.

5. The flexibility to carry out various teaching/learning strategies realizing the learning outcomes, nature of content and the different levels of the learners. It considers discovery learning, concept attainment method, deductive thinking, meta-thinking, co-operative thinking, collaborative thinking, developing reflective thinking and giving individual and group opportunities.

6. It gives importance to ensuring the



learning achievements of the learners, along with free and universal education.

7. A curriculum that considers education comprehensively from the pre-primary level to the higher secondary level.

8. Prepares textbooks for each class according to the Kerala State syllabus and curriculum and integrating the subject content at the national level.

9. For the first and second classes, three textbooks, for the mother tongue (integrating environmental studies), Mathematics and English - are prepared, similar to the national curriculum.

10. English medium textbooks are prepared from class I to IV.

11. Gives importance to Malayalam which is a classical language and the mother tongue of the people of Kerala.

12. It suggests that a unified curriculum should be designed for pre-primary education and be made a part of formal education.

13. Instead of treating Information and Communication Technology (ICT) as a separate subject, it should be used as an effective medium for transacting various subjects.

14. Along with designing various innovative learning strategies for children with special educational needs, different evaluation activities are designed and employed.

15. Continuous and Comprehensive Evaluation (CCE), that is based on learning outcomes, is ensured.

16. Health and Physical Education, Art Education and Work Education are considered as compulsory subjects.

17. At the higher secondary level, textbooks that are contemporary are prepared.

18. In the light of the Right to Education Act (RTE), right-based education is stressed upon.

19. Opportunities are made available to each teacher to rise to the level of a mentor providing care and security inside the school campus and the classroom.

20. Lays stress on the Code of Professional Ethics for School Teachers.

21. Contemporary, as it is designed to make the learners achieve the latest learning skills.

22. Suitable to mould a generation that internalises human values.

23. Suitable to an education that provides equity and equality.

We envision a Curriculum that aims at the harmony of the head, heart and hand to make learning natural, with stress on the comprehensive, cognitive, mental and action-oriented development.

Therefore, the curriculum approach and its theoretical and practical foundation are envisioned as follows:

### 1.3 Curriculum Approach

A child is born with natural abilities to learn from its surroundings. The formal education that the child gets from school should open up possibilities to look at the world from a new perspective, to understand, interact and evaluate it.

Learning takes place by confronting problematic situations and through problem-solving. What should be the approach to curriculum transaction?

- Activity-based
- Process-related
- Ensuring learning
- Suitable to achieve learning objectives
- Environment-based
- Considering areas of development
- Suitable to the nature of the learner
- Integrating learning and evaluation

Learning based on constructivism forms the foundation of the curriculum. The distinctiveness of this perspective is that it conceives knowledge as something constructed in a natural way through learning activities in which the already acquired knowledge and the conceptual background of the learner are well considered.

#### Learning experiences

It is understood that the acquired knowledge, abilities and inclinations of learners from various backgrounds are different. It is important to accept this variety and create learning experiences, considering individual differences and multiple intelligence.

#### Learning atmosphere

The classroom must be organized in such a way as to make the learners participate in the learning activities. This must be done by taking the interest and development of the learners into consideration.

#### Learning process

- Learners relate their previous knowledge to the knowledge that they construct.
- Knowledge construction has to be internalized at the individual and community levels.
- The differential needs of the learners can be met by flexibly selecting and adapting learning activities.
- Learning outcome is ensured when proper learning experience is provided.
- Learning and evaluation should go hand in hand.
- Learning outcome can be achieved only if the needs of the learners, appropriate content and teaching methods are meticulously applied.
- Learning process should aim at the all-round development of the learner.

### 1.4 Learning Outcomes

Knowledge, abilities, attitudes and values are formed in a child through the learning activities related to different subjects. Some of these are achieved in a short period while others are not. The changes that are effected in a child can be fixed early. While designing the

curriculum, the focus should be on the learning outcomes which are the various objectives that are expected to be transacted by the learner at different stages of school education. Through a series of learning activities in each unit, the learning outcomes evolve and become the learning outcomes of a particular class towards the end of the academic year. These become the specific outcomes of the education period. The speciality of learning outcomes is that they are observable and measurable. The knowledge, skills, values and attitudes can be assessed through the analysis of each unit, class and stage. The learning outcome of all learners should be ensured through the effective transaction of the curriculum.

The characteristics of learning outcomes can be consolidated as follows:

- Learning outcomes are the knowledge, skills, attitudes and values that are acquired through subject-related learning.
- Learning outcomes are observable and measurable.
- Learning outcomes can be achieved in a short term as well as in a long term.

### **1.5 Learning Resources**

Learning resources are essential for the effective transaction of the curriculum. For the successful completion of the learning activities, the following learning resources should be properly utilised.

- Library
- Lab (Maths, Sciences)
- Learning Aids
- Display Board
- Computer Lab
- Multimedia Devices

Besides, there are several platforms in schools where the hidden talents of the learners can be showcased. Some are given below.

- Assembly
- Bala sabha
- Clubs
- Group discussion
- Seminar/Symposium
- Study tour
- Voluntary organisations like: SPC, NSS, NCC, Scouts and Guides, etc.

### **1.6 Inclusive Education**

In the classroom, an atmosphere that is congenial to all learners must be created. There are two categories of learners who require more help and consideration. This ensures Equitable Quality Education.

**Who are those in need of special attention, learning assistance and protection?**

**(a) Learners who are socially and economically marginalized**

Those who face extreme poverty, tribal people, girl children, those belonging to

the scheduled caste and scheduled tribes, immigrants, those who do not have a permanent settlement and those who undergo discrimination of various kinds deserve special attention, assistance and protection.

The limitations and differences of these learners should be identified, accepted and respected. Through the combined effort of all teachers, the problems faced by these learners can be solved.

### **(b) Learners who face physical and mental challenges**

Learners who face physical and mental challenges and those who experience learning difficulties have Special Educational Needs. The issues include hearing impairment, eye-sight disorders, limitations of cognition, loco-motor disabilities, learning disability, autism, cerebral palsy, multiple disabilities, lack of emotional equilibrium and attention disorders.

The following have to be considered during curriculum transaction to facilitate the learning for these learners.

- The planning of learning activities considering their learning needs and aptitudes.
- Adaptation in lesson plan to facilitate participation in learning activities.
- Implementation of a multisensory approach considering the difference in learning pace and learning style.
- Planning and implementation of remedial practices and enrichment practices that are need-based, for each

learner.

- Execution of different flexible assessment strategies.
- Ensuring the assistance of resource teachers and other experts.
- Ensuring the support of parents with regard to the child's learning and protection.

Along with these, Gifted Children who need special consideration are also to be taken care of. Thus the school activities and infrastructure have to be scientifically organized to facilitate inclusive education.

### **1.7 Scope of Information and Communication Technology**

Information and Communication Technologies have recently gained groundswell of interest. It is a significant research area for many scholars around the globe. Their nature has highly changed the face of education over the last few decades.

#### **Need**

Suitable ICT materials related to curriculum transaction have to be included. The possibilities of ICT can be used to overcome the limitations of the textbook. Teachers have to equip themselves to choose the areas where ICT can be used to provide an effective learning experience.

#### **Suitability**

ICT possibilities that kindle various levels of creativity and intelligence of

the child have to be considered. With the help of ICT, the curiosity of the learner should be ignited. Children who have disabilities of the sensory organs will find it more useful. This is also helpful in providing learning experiences according to different learning styles.

### **Authenticity**

The authenticity of learning materials has to be ensured. Information gathered from the websites of various departments, educational websites, portals, blogs and social network can be used after verifying their authenticity. The practicability of ICT materials used in classrooms also has to be ensured.

These materials and the software that are used for their presentation have to be made easily available. ICT possibilities should suit the age and mental state of the child.

## **1.8 Areas to develop values, attitudes and commitments**

Areas such as awareness of humanitarian values and constitutional values, attitude that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

### **Democratic Sense**

While choosing the content for different subjects, the perspectives on democracy have to be considered. In

the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to form a democratic approach through a democratic class and other democratic platforms.

### **Constitutional Values**

The values and objectives that are upheld by our constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

### **Secular Attitude**

Subject areas that help in developing a secular attitude have to be included.

### **Tolerance**

The curriculum should aim at including even those who tend to have a secessionist attitude.

### **Creative Thinking**

There is a need to develop creative thinking and the urge for discovery among the learners. There should be possibilities for creative enquiries in the content areas and learning strategies of the curriculum. Multiple intelligence should also be considered.

### **Respect for one's cultural heritage**

One of the aims that the curriculum envisions is to create a respectful attitude for one's cultural heritage and history.

### **Equality**

It is essential to ensure equality in the learning activities.

### **Leadership Quality**

There is a need to design learning strategies that would help in moulding leaders who can face the challenges of this millennium. In the classroom, opportunities must be created to develop leadership skills among children.

### **Life Skill Education**

Life skills such as self-awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision making, problem-solving, emotional equilibrium and managing stress have to be developed in learners. These life skills help the learner to face life with self-confidence.

### **Civic Sense**

Just as the state is expected to fulfil certain duties to the citizens, the citizens are also expected to perform certain duties towards their fellow men. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

### **Human Rights**

Human rights have to be given importance in the curriculum. They refer to the right of individuals to live with dignity.

### **Child Rights**

It is our duty to protect all the rights of children.

### **Protection of Nature and Natural Resources and Environmental Hygiene**

Learners should be made aware of the basic concepts on nature and its conservation from primary classes onwards. It is necessary to make them aware of the fact that cleanliness of one's surroundings is as important as personal hygiene. Environment conservation is equally important, since any change in the equilibrium of nature and natural resources may have far-reaching effects.

### **Peace Education**

The basis of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values such as peace and harmony.

### **Legal Literacy**

Citizens of a democratic country must possess awareness of law. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics, etc. can be organized to create awareness of Law.

### **Awareness of Cybercrimes**

The misuse of ICT and related criminal activities are on the rise. Awareness should be created among children to make them stay away from such activities. A clear idea should be given to them on the proper use of internet, e-mail and social networking.

### **Media Literacy**

Media has great importance in our society. The visual media has tremendous influence on children. So the curriculum should include areas which give importance to media literacy.

### **Perspective on Consistent Development**

The curriculum must reflect ideas on how environment and development can go hand in hand. It should also present perspectives on consistent development and create a comprehensive awareness on environment.

### **Adolescent Education**

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers.

### **Consumer Culture-Negative Effects**

Facts concerning the negative aspects of consumer culture have to be included in the curriculum. Our rights as consumers and consumer laws should be included in the curriculum.

### **A negative attitude towards drugs and intoxicants**

Children should be made to realise that alcohol, intoxicants and tobacco are injurious to health. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, for example, can be included in the content areas.

### **Gender Justice**

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

### **Frugality**

From the primary classes itself, children should learn the basics of frugality. Activities that help in making this practical can also be organized.

### **Road Safety**

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop an awareness that the road is a public place and that everybody has the right to use it.

In the natural transaction of the curriculum, learning experiences in these areas should be included. Activities of various clubs, SPC, NCC, Scouts & Guides, JRC, Vidyaramam, Kalasahithyavedi, Gandhidarsan etc. can be platforms to develop values, attitudes and commitment.

### **1.9 Right Based Education**

The UNESCO has taken an initiative to decide the rights of children and implement them globally. As a result of this, legislation has been made to protect the rights of children in many countries. In India, RTE, an epoch-making legislation was implemented in

2009. The three facets of Right-based Education are Participation, Provision and Protection.

### **What does the child think about his/her rights?**

#### **Participation**

- My opinion is sought for when decision concerning me/children are taken.
- My interests are given importance while taking decisions.
- I get opportunities to participate in learning activities, realizing my abilities and shortcomings.
- I can go through a learning process that helps me to nurture my abilities and overcome my shortcomings.
- My opinions are valued.
- Along with my friends, I get ample opportunity to participate in classroom activities.
- I get opportunities to showcase my talents.

#### **Provision**

- I get the service of teachers who have the required educational qualification. They also update their knowledge regularly.
- I get learning experiences in the prescribed time.
- I get a classroom atmosphere that helps to nurture my physical and mental development.

- My teachers are able to prepare learning aids that are helpful in learning activities.

- I get devices and opportunities for art and physical education.

#### **Protection**

- I do not experience any kind of discrimination at school.
- I am not ignored in any way.
- I am not tortured either physically or mentally.
- I can interact with my teachers fearlessly.
- Though a child, everyone approves of my privacy.
- I am sure that I will be secure both at home and school.

### **1.10 Mentoring**

RTE considers the 'teacher' as a 'mentor'. At the outset of the comprehensive school development project, mentoring has much relevance and importance. Certain guidelines are essential for the achievement of the learning outcomes. There have been considerable changes in the teacher - learner relationship which is the prime factor in the educational scenario. The teacher is not considered as the sole 'supplier' of knowledge but as the facilitator who unifies varied environments for the learner to acquire knowledge. In fact, school becomes 'second home' for the child. Love,



consideration, security, appreciation and recognition are expected by learners. A teacher can know more about his/her learner's individual traits through the following activities.

- Home visits
- Communication with parents
- Continuous observation of the learner

Thus, teachers play the role of co-guardian. Learners get proper guidance, advice, scaffolding and chances for improvement through mentoring.

Through mentoring:

- the teacher and the student enjoys proper learning experiences.
- the knowledge area of the teacher and student widen.
- the bond between the student and the school is strengthened.
- personality development and learning developments are ensured.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of learner in arts, sports and health awareness studies can be evaluated.
- Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous

evaluation. The class may be divided into small groups and the class teacher can be given the responsibility of evaluating the progress of each group.

### **Teaching Manual**

- Every teacher should be able to plan creative methods with a view to achieving learning outcomes. Teacher must be able to customize the activities given in the textbook to the level of the learners in the class. He/she has to include sufficient number of activities in the plan so that target learning outcomes are achieved. The process column of the teaching manual should contain strategies that incorporate learning activities and evaluation. The assessment column should contain the record of information obtained through continuous evaluation.
- It would be better to present the teaching manual which contains the planning of a week in the School Resource Group (SRG) or in the concerned Subject Council. Teachers are expected to prepare a reflection note based on the assessment column and the same can be subjected for detailed discussion in the Subject Council or SRG. The future planning of the teacher should be based on this record. The format of teaching manual is given below.

## Teaching Manual

Name of the lesson:

Date:

Expected time:

Theme:

Learning Outcomes:

Ideas:

Skills:

Language Elements:

Discourses:

Values, Attitudes:

Learning Aids:

Expected Product:

| Activity Page | Assessment |
|---------------|------------|
|               |            |

Signature of the HM

Signature of the teacher

Reflection Notes

**My Findings/Realisations**

(Based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

- 
- 
- 
- 

**Why reflection notes?**

The reflection note is to be prepared only after the completion of all the learning activities which are done for the specific learning outcomes. These reflection notes shall be presented in the weekly assembling of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the CE.



## Chapter 2

# On Approach And Methodology

There has been a remarkable and unprecedented dispersion of English language over the past fifty years in several ways—by the increasing number of users of the language, by its depth of penetration into societies and by its range of functions. In India, English is not our language of being or identity. It has come to be the language of doing, the language of academics and the language of recognition. In the current Indian context, on the one hand there is an increasing demand for English which is associated with progress and development, while on the other, the language is also perceived as a destroyer of native or indigenous languages. This warrants a politically correct approach in the teaching and learning of English.

The demand for English emerges from many factors, as recognised in the position paper on the Teaching of English produced by the National Council of Educational Research and Training (NCERT) in connection with the National Curriculum Framework 2005: 'English in India today, is a

symbol of people's aspirations for quality in education and fuller participation in national and international life. English is the language that empowers our people in the present context'. The language has so strong a data base on the internet that it is widely used in social media to connect people of different nationalities. As the language of trade and commerce, higher education and science, English enjoys a status which no other language has.

### **Perspective on Language and Language Teaching**

Language is a means of communication. It is a system with its own rules and conventions. It enables us to make sense of our identity and the larger world around us. Language learning involves cognitive and affective engagement. Language use is guided by our awareness of the purpose, audience, context and culture in which it is used. The traditional view of the mother tongue causing a negative impact on second language acquisition is totally abandoned by linguists and pedagogues

across the globe. Bilingual or even multilingual learners are seen as rich resources for learning a second language. Constructivism and learner centred approach are the basic premises on which a language curriculum is designed. In the initial stages of language learning, the focus has to be on literacy skills. Literacy is the ability to read and use written and visual information and to communicate appropriately in a variety of social and academic contexts. It involves the integration of speaking, listening, viewing, creating, reading, writing and critical thinking in the use and production of both texts and new communication technologies. Literacy includes the cultural knowledge which enables a speaker, reader, writer or viewer to recognise and use language appropriate to different social situations. Print awareness is to be acquired at this level.

The thrust on literacy at the primary level is gradually replaced with writing and with any other required literacy skills at the secondary and higher secondary level. By the end of secondary and higher secondary education, learners will be able to listen, read, understand, appreciate and view critically and accurately a wide range of literary and informational/functional texts from print and non-print sources. They should also be able to speak, write and present English that is grammatical, fluent, mutually intelligible and appropriate for different

purposes, audiences, contexts and cultures.

To achieve the aim of effective language use, teachers may be guided by the following principles:

### **Contextualisation**

The learning materials and activities given to students should be of authentic and meaningful contexts. For example, lessons will be planned around a theme, or a type of text to help students use suitable language skills, grammatical items/structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture.

### **Learner-Centeredness**

Learners are at the centre of the teaching-learning process. A teacher is expected to act as a critical friend who provides necessary scaffolding at crucial stages of the learning process.

### **Learning-focused Interaction**

The focus of classroom interaction is to help the learners attain knowledge, skills and values and the achievement of expected learning outcomes. The teacher has to actively engage the students by encouraging participation in learning, motivating them by boosting their confidence in the use of language, and by promoting collaboration among learners from different socio-cultural backgrounds.

### **Integration**

The areas of language learning such as

receptive skills, the productive skills, language elements and vocabulary are introduced in an integrated way together with the use of relevant print and non-print resources, so as to provide multiple perspectives and meaningful connections.

### **Process Orientation**

The development of language skills and knowledge about the language can be attained by directing the learners through carefully planned processes of knowledge construction. The teacher will model and scaffold such processes for learners, while guiding them to put together their final spoken, written and/or multimodal products.

### **Spiral Progression**

Skills, language elements, structures, vocabulary and various types of texts will be introduced, revised and revisited at increasing levels of difficulty and sophistication. This will allow learners to progress from the basic level to higher levels of language use.

### **Facilitating Assessment for Learning**

Assessment for learning is the approach to ensure learning at every stage of the learning process. Identifying learners' needs, abilities and interests, observing learning gaps, monitoring learning and providing timely and useful feedback, for improving learning and self-assessment will result in facilitating assessment for learning.

### **The Kerala Context**

The people of Kerala are keen to learn the language and hence English has its strong grip in the entire social fabric of Kerala. The language has its legacy in all walks of social and cultural life. Its influence is evident in education, politics, religion, trade and commerce, literacy, health and so on. The influence of missionaries and their contributions in the realms of literacy education, art and science have left a lasting impact in the social life of Keralites. For them, English is not just an elitist language, it is the language of employment and opportunities as well. The demand of the public for English compelled the authorities to introduce English from Class 1 onwards in the schools of Kerala. The mushrooming of private English medium schools in every nook and corner of Kerala is a clear indication of the aspiration of the people of the state to make their children learn the language. The ubiquitous institutions offering crash courses for developing spoken English is another phenomenon seen in Kerala. In spite of all these, English remains to be something intractable for most of the Keralites.

### **Overview of the Current Status**

There have been positive changes in the profile of English classrooms in Kerala since the introduction of the revised curriculum and textbooks in 2007, based on the Kerala Curriculum Framework. The confidence level of learners in using English has gone up

considerably. The children across the State have started producing their own writing in English in the form of stories, poems and other language discourses. By and large the general proficiency of teachers has also improved (Impact Study, RIESI, Bangalore, 2011). However, a large number of learners are found struggling to use English for real life purposes, even after a fairly long period of language learning. The continuous study of English for years hasn't enabled the learners to use the language in their speech and writing effectively. A satisfactory proficiency in English is still a distant dream to most learners.

Learners are able to read and comprehend English and construct different types of discourses targeted in the curriculum to a certain extent. But most of them lack the competency to produce oral and written texts that are coherent and grammatically acceptable. It has been noticed that the linguistic and conceptual growth which the learners should attain in constructing language discourses across different stages is not discernible, as envisioned. The gap between the required and the existing levels of language proficiency of the learners needs to be bridged. English requires intensive and distinctive focus in the process of its teaching and learning. Learners should get optimum meaningful exposure to English.

The existing approach treats language at the discourse level, which means that language is not viewed as a set of disconnected sentences but as a set of linguistic discourses such as stories, songs, conversations, diary entries, descriptions, narratives, slogans, etc. But most of the teachers, especially at the primary level, find it difficult to evaluate the quality of language produced by their learners. The editing process by which the learners need to be scaffolded to refine their language is proved to be another challenge for most of the teachers. This results in learners not getting the expected quality of language and learning outcomes.

The textbooks also present language discourses as inputs and the learners are expected to produce different language discourses in meaningful contexts. The reading and writing tasks are not purely individual. Learners have to work in collaboration in small peer groups and present whatever they have understood after reading a text, and they are also expected to present the written products they develop. There is also a slot for self-assessment by the learner which is done with the help of a set of self-assessment questions based on the most important features of the task at hand. The mechanical repetition of constructing language discourses without taking care of the quality of languages, which should be reflected in them, has adversely affected the organic and vibrant nature of language learning experience.

It is an undisputed fact that language should be treated as a meaningful whole. A learner who undergoes a particular curriculum process or tasks in textbooks needs also to be aware of the conventions of speaking and writing a language. He/She has to be exposed to listening and reading of different texts. Knowledge about language elements will work as a conscious monitor once the acquisition stage is completed. At each level teachers have to ensure that learners acquire the concepts, skills and attitudes envisioned for a particular level. The academic standards/learning outcomes may be stated clearly and care should be taken to ensure that learners achieve those outcomes before they proceed to the next level.

### **Dealing with differently-abled children**

Differently abled children are part of the general classroom and are not to be treated like other children. The primary thing that can be done is 'knowing the learner' with the help of the resource teacher available in the school. A teacher must know the type of challenge the learner has. The help of the resource teachers can be sought for the designing of new language activities or adapting the existing language activities in the textbooks. It has to be ensured that the classroom environment is safe, and the differently-abled children are not discriminated against by classmates or teachers.



## Chapter 3

# Basic Premises on which the New Textbooks are Developed

Every textbook should take certain fundamental positions on language and language pedagogy. Preparing textbooks is not a process like compiling an anthology of the best poems or prose texts. It is totally different in design, structure and intention. If so, what are the basic premises on which the new textbooks are developed?

### a. Texts as Children's Literature

The new textbooks give great importance to children's literature. Authentic pieces of children's literature, adapted versions of well-known stories and stories developed by textbook writers are included. These stories and songs/poems that can be sung in chorus are the main texts. Based on their reading, learners are asked to engage in certain language activities so as to apply their knowledge of English. The meaning-making process of the texts given has to be done in such a way that every learner gets a chance to listen, speak, read and write in the target language.

### b. Pictures as Texts

The illustrations used in the textbooks are treated as texts. Hence they also need to be processed in the class. The multi-coloured pictures will generate interest in the students and will also help them form mental pictures of the characters described in the stories and poems. Teachers are expected to use these pictures for meaningful interaction with the learners. Reading comprehension can also be tested using these pictures.

### c. Interaction Questions

Almost on every page of the textbook, questions for interaction with learners are given. These questions mainly serve five purposes.

- To read the pictures
- To elicit the text
- To connect the texts with the learners' own experiences
- To predict what is going to happen next
- To prompt critical thinking in learners

Teachers are expected to ask more interaction questions for meaningful communication with the learners. These questions can also help the teacher assess his/her learner continuously.

#### **d. Theatre Games**

Theatre games are an effective method for language acquisition. They help to trigger the imagination of the learners and make learning a pleasurable experience. The new textbooks provide ample scope for teachers to use theatre games in the English classroom. For example, in Class 1, teachers can ask the learners to stand in two lines and produce the sound of birds/animals, following the instruction of the teacher. If a different sound is produced from the groups standing in a line or if they fail to produce the correct sound, they are not given points and the group which scores 5 points first becomes the winner.

#### **e. Language Activities**

The new textbooks provide enough space for language activities and games. There are many slots in the textbooks for the learners to analyse the language used in them and to apply the knowledge of the language in a new context.

Teachers may first assign the language activities as individual tasks and give clear instructions to carry them out. Then the activities can be assigned in pairs or groups. Working and playing in

small groups promote interaction, togetherness and team spirit among learners.

#### **f. Grammar in Context**

The knowledge of grammar is essential for the learners when they write in English. The existing textbooks solely relied on the editing of discourses for giving grammar inputs to the learners. But many teachers find it difficult to theorise on the errors made by their learners and to address these errors in the course of their classroom transactions. So the new textbooks address grammar in a way in which the teachers and the learners can understand the usage of language elements in meaningful contexts. Grammar, here, is analysed in a given context through which learners generalise certain features of the targeted language element. Then they apply their knowledge of grammar in newer contexts. The explicit teaching of rules of grammar has been totally done away with.

#### **g. Need Based Vocabulary Development**

The new textbooks provide opportunities for learners to develop their vocabulary in a need based manner. Developing concept maps and word webs of related words have been included in the textbooks. Instead of teaching vocabulary items directly, activities for finding out related words are given in a learner-centred fashion.

Moreover a page towards the end of the Reader titled 'My Word List' will help the learners to write down new words and get familiarised with them.

#### **h. Simple Language Projects**

Simple language projects that can be undertaken by young learners are given in the textbooks. It is hoped that undertaking such projects with the guidance of teachers will boost learners' confidence in using language. Learners are expected to classify and analyse the data they have collected and write brief reports on them.

#### **i. ICT Integration**

It is always a challenging task for the teacher to capture the attention of young learners and to initiate them into a second language. They are exposed to the world of high quality digital audio-visual materials and teaching them using only the 'chalk and talk' method may not be fruitful. So every teacher must think about using effective audio-visual texts in their classrooms. Internet has a rich repertoire of such good materials. The new textbooks provide scope for integrating Information Communication Technology in teaching of English.

Videos and audios of the texts given in the textbooks are freely available on the internet. Links to certain websites are given along with the units in this book. Teachers can make use of the sites for getting more information and collecting audio-visual materials to make the classroom transaction more interesting. Moreover they are expected to find out more useful spaces in the internet to enrich the classroom experience.

#### **j. Assessment**

Learner assessment is a continuous process and an integral part of learning. Teachers must assess the learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, associating pictures with the text, language activities and theatre games give teachers ample opportunity for assessing the learners. Apart from these, the textbooks contain two separate pages titled 'I Can' and 'My Learners' for assessment purpose alone. The first one is for the self-assessment of the learner, wherein the learner makes his own assessment on what he imbibed from the classroom activities. The second is for the teachers' assessment of the learners wherein the teachers can assess themselves and also the learners.

## Chapter 4

# Specific Areas of Second Language Pedagogy

### Code Switching

When a child is exposed to a new language, use of mother tongue will help him to make his entry smooth.

Most often we may use mother tongue to translate. But will the translation help in language acquisition? In translation, no chance is given to activate the learner's innate language system, which is vital to switch over to the structure essential of any foreign language. Translation will not help acquiring the structure peculiar to a particular language.

Replacing some words of a sentence or a passage in mother tongue with English words will also not help to imbibe the structure of the target language - English - as the expression usually follows the structure of mother tongue.

So we have to use mother tongue and should be done judiciously in order to facilitate language acquisition. Instead of mixing words, sentences or group of sentences in mother tongue are used in such a way that a thought is generated

in the minds of the children. In other words, children can predict the next possible sentence or expression. That sentence or expression is given in English.

Here, the sentences of both languages are specific to them. They do not mix words or sentences, yet they make a sense when put together technically we can call this strategy as code switching.

Code switching is quite natural when two persons who know only their mother tongue, which are different, meet for a purpose.

### Choreography

#### What is choreography?

Choreography means the design and arrangement of a ballet or other staged dance, or the sequence of steps and movements in dance. Obviously, this is a performing art. Sometimes there will be a single performer. The choreography that is presented in contemporary cinema and theatre involves a team of artists.

### **Choreography as a discourse**

A natural question arises: What has choreography to do with language? If there is a song, the choreographer can compose movements and perform the dance. Language comes in when the choreographer wants someone else to perform the choreography that he or she has composed.

How will the choreographers get their ideas across to others? They can give oral instructions to the performers. In addition to this, they can demonstrate each movement. How do they do this? They identify the theme of the song and set movements in order to bring out these. In this sense a good choreograph communicates to its viewers. In order to give precise directions to the artists the choreographers will have to make use of communication skills.

If a script for the choreography is developed very good written discourse can be produced.

### **Teacher Talk**

Language is primarily speech. This implies that if the learners have to acquire English they should get input in the form of language that is spoken. This listening input cannot be substituted by the input learners get from reading. So what is meant by 'teacher talk?' All teachers talk to their learners. We are all aware of this. In fact, sometimes teachers even talk too much. Language pedagogues say that the teacher's over-talk is characteristic of any teacher-centered classroom.

Therefore, teacher talk does not mean this. At several stages of the classroom process, the teacher has to interact with the learners.

Let's have a glance at these:

- Initial interaction
- Interaction based on the entry activity
- Interaction leading to individual reading of the texts
- Interaction at various stages of collaborative reading
- Interaction related to asking analytical questions
- Interaction related to the processing of a poem
- Interaction leading to individual writing of the discourse
- Interaction related to the individual presentation of the discourse
- Interaction while the discourses are being refined in groups
- Interaction related to presentation of the group product
- Interaction prior to the presentation of the teacher's version
- Interaction related to editing
- Interaction related to the language activities
- Incidental interaction that might take place at any time

Each instance of interaction serves a specific objective. At the same time all instances of interaction serve some

common objectives too. The teacher should know why they have to interact with the learners at a certain point and how it is to be done. All these instances of interaction can be put under the umbrella term 'teacher talk'.

### **What are the features of teacher talk?**

Teacher talk includes the questions that the teacher poses in the classroom, the discussions that are initiated on specific themes and also the instructions they give to the learners at various points. The teachers should clearly know the objectives of each instance of interaction. They should also take care of the level of the learners while interacting with them. The general features of teacher talk are:

- error free language with grammatically correct sentences
- comprehensible to all learners
- audible to the whole class
- dynamic, positive, pleasant and learner friendly
- free from expressions which find fault with the learners
- optimal speed of articulation
- articulatory features (such as pause, stress, tone, and tempo) to be maintained
- not a one-sided talk from the part of the teacher but a dialogue between the teacher and the learners
- contains various discourse markers (such as well, precisely, as a matter of

fact, etc.) wherever these elements are contextually apt.

- contains linguistic elements such as tags, short responses, etc.
- addresses higher order thinking skills.

### **How to make 'teacher talk' a rich listening input for the learner?**

The interaction of the teacher with the learners at various stages of the classroom transaction is a rich input source for the learners. A few questions in this context are:

1. What are the common objectives of interaction at these stages?
2. Are there any specific objectives for each instance of interaction? If so, what are they?
3. How can the quality of interaction be improved?

Obviously, the teacher cannot use the same kind of questions for each interaction. They depend crucially upon the purpose for which the interaction is carried out. It is fairly easy to see that each of these instances of interaction has some specific objective. At the same time, all of them have some common objectives.

### **Common Objectives of Interaction**

- Sharing of ideas
- Sharing of ideas
- Giving rich, authentic listening input
- Embedding functional aspects of language in authentic contexts

- Maintaining rapport with the learners
- For engaging in a dialogue with the learners

#### **Specific Objectives**

##### **Interactions related to trigger**

- Eliciting the learners' assumptions on the theme at hand
- Eliciting learners' perceptions on what has been observed
- Leading the learners to the theme / issue

##### **Interactions at narrative gaps**

- Triggering divergent thinking
- Eliciting learners' perceptions on the theme
- Making predictions on what might follow
- Eliciting learners' reflections on what he/she has listened to
- Checking whether the characters have been emotionally registered
- Analyzing the situation critically

##### **Interactions leading to individual reading**

- Instilling in learners an urge to read
- Helping learners predict what they are going to read

##### **Interaction during collaborative reading**

- Ensuring that ideas are shared as per

the instructions given to the learners.

- Assessing the progress of group work
- Extending optimal support to those who need it
- Ensuring cooperation in team work
- Addressing learning issues of children progressing at a slower pace

##### **Interactions related to scaffolded reading (posing analytical questions)**

- Registering multiple perspectives on the theme
- Identifying point of view of the writer as well as the learners
- Instilling value systems
- Building up tolerance

##### **Interaction related to editing**

- Sensitizing the learners on various kinds of errors
- Checking the learners' intuitions on grammaticality
- Building up confidence in using language

##### **Interaction related to compiling Big books**

- Addressing the heterogeneity of the class
- Providing slots for the creativity of learners
- Checking the learners' affinity to the target language

What the teacher has to do to build up

a dialogue with the learners. This can be done with the help of the following strategies:

- Using tags (positive, negative)
- Reporting
- Using discourse markers (expressing attitude, politeness etc.)
- Agreeing or disagreeing
- Seeking agreement or disagreement
- Stating one's own opinion
- Using short responses
- Building up on a certain response

Most importantly, the classroom language the teacher uses for interacting with the learners will have to suit the level of the learners.

### **What are the various levels of teacher talk?**

Each instance of teacher talk serves a specific purpose. For example, one of the specific objectives of the teacher talk, related to the trigger, is to elicit the learners' perception of what they have seen. This holds good for all levels of learners.

The following strategies can be utilised:

1. What do you think the picture/clipping/photograph is about?
2. What ideas do you get from watching this picture/clipping/photograph?
3. You have watched the clipping. You must have formed some ideas about it. Why don't you share them with your friends?

4. What does the picture tell you?

5. The picture tells us something, doesn't it? What is that?

6. I was wondering whether someone could tell the whole class what the picture is about.

All the strategies given above are suitable for interacting with the learners based on the trigger. But all these are not at the same linguistic level.

What really matters is whether the perception of the individual learners are addressed by evoking higher-order thinking skills.

### **How can teacher talk be made comprehensible?**

What the teacher says must be comprehensible to the learners. There is no point in repeating something with the pretension that repetition will enhance comprehension. How can comprehension be ensured? The following strategies may be useful:

#### **1. Break longer expressions into smaller ones**

Consider the following story:

A dog, crossing a bridge over a stream with a bone in his mouth, saw his own reflection in the water and thought that there was another dog, with a bone, double his own in size. He immediately let go of his own, and fiercely attacked the other dog to get the bigger bone from him. He thus lost both the bones which he grabbed at in the water,



because it was a reflection; and his own, because the stream swept it away.

There are several sentences in the story which contain more than one idea. The first sentence, for example, contains ideas such as the following:

- There is a dog.
- He holds a bone in his mouth.
- There is a bridge.
- There is a stream flowing under the bridge.
- The dog is crossing the bridge.
- He sees his own reflection in the water.
- The dog thinks that there is another dog with a bone double the size

It will be better to split long sentences into shorter sentences.

## **2. Include images in the story**

It is not enough that the long sentences are split into small ones. Ensure that images are instilled in the mind of the learner.

## **3. Use familiar words wherever possible**

There are several English words (the so-called 'loan words') in the learners' repertoire of words. They may use these words in their day to day communication without realizing that they are English words.

In some classes, the teacher can work out a concept mapping activity to get an

idea about the words that learners know. How can this be done? The following process may be taken as a model.

- List down as many themes such as school, class, kitchen, road, vehicles, etc. while negotiating in the class.
- Ask learners to write in their mother tongue as many words they know related to each of these so that they get a word web or spider graph of each theme.
- The teacher can contribute to the word webs by writing each word in English.
- Each of these word webs can be consolidated and displayed before the whole class.
- If the learners cannot write themselves, they can say the ideas and the teacher can develop the word web for the whole class.
- Activate these words by using them both as nouns (naming words) and verbs (action words).

## **4. Use proper voice modulation**

Articulatory features such as pauses, stress, pitch and tone contribute to effective oral communication. Spoken language will be comprehended in a better way if appropriate articulatory features are used.

## **5. Use optimum gestures**

This is also an important component

that contributes to better comprehension. While presenting the narratives, teacher have to use appropriate gestures. At the same time, they should take care that they are not over-acting. Gestures are to be optimized in terms of eye-hand coordination, postures and facial expressions.

### **Teaching Vocabulary**

New vocabulary is needed for the enrichment of thought or language. The problem to be addressed is how and how much vocabulary should be introduced in each class. Practicing teachers know that the vocabulary used in the textbooks are selected and graded. Is it good to impose vocabulary on the learners ignoring their psychological or emotional needs? What strategies can be used to expand vocabulary among the learners, based on their needs? It is high time certain new strategies were devised for enriching vocabulary among the learners with an element of emotional empathy.

### **How to enrich Vocabulary**

1. Activate the English words that the learners already have in their repertoire of vocabulary though they may not be aware that these are English words. These items are conventionally labelled as 'loan words'. Such words can be used while interacting with the learners.
2. Need for the expansion of vocabulary in a systematic way through

concept mapping.

### **Activating stock words**

English has contributed a number of words to most Indian languages. Today, most people in India use a number of English words in their day-to-day life even without knowing that they are English words (e.g. book, bag, bat, ball, school, class, teacher etc.). In order to activate these words, they must be identified and a strategy found for activating them.

### **Reading**

What is reading? It is as follows:

- decoding the text
- giving meaning to symbols, pictures and letters
- meaning making
- a process of getting the message of the written text
- comprehending the text involving the cognitive domain
- something that leads to insightful learning and thinking

### **How can learners be made to read and write?**

Now, a question may arise as to what is real reading and writing? How and what should the learners read and write in discourse-oriented pedagogy?

### **Graphic Reading and Writing**

Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically.

Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e. without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

Let us work out a strategy for leading our Class I learners to graphic reading and writing.

- Let pupils collect wrappers of soap cakes, tooth paste, chocolates and so on.
- They can sit in small groups talk about their collection:

Do you like this?

Yes I do/I don't.

Which soap do you like?

- Let them prepare a concept map by pasting the wrappers of soap cakes.

### **Organic Reading**

From what has been discussed above, it is clear that the alphabet is not taught independently. Learners develop phonemic consciousness through systematic spiralling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various

levels with regard to skills of reading and writing.

Several activities can be used before learners actually enter a reading passage. These activities have been designed for facilitating meaningful reading/writing.

### **Organic Writing**

Everyone would like to possess a good handwriting. But how to achieve this is the issue.

The conventionalist solution to this is quite straightforward. Learners are expected to improve their handwriting through constant practice. Conventional teacher training programmes have always insisted on the need to teach handwriting for which a supposedly effective methodology has been devised.

### **Why does the conventionalist insist on copy writing?**

- Writing is a skill and as such, it can be developed and refined through constant practice.
- The ascenders and descenders of English letters demand a four line copy book.
- There are four types of letters for the English alphabet.
- Learners need practice in writing these various types of letters.
- Notice that none of these arguments can hold water for various reasons.
- There is no guarantee that the so-

called good handwriting that is achieved through laborious practice will last forever.

- There are ascenders and descenders in the writing system of most languages.
- It is against the basic principles of child psychology that all children should imitate a certain model of handwriting. A person's handwriting is a personal possession just as his or her voice is. It is a futile attempt to imitate a standard norm of handwriting.
- We know that copy writing is
  - mechanical
  - done out of compulsion
  - not helpful for catering to language skills
  - not creative
  - time-consuming
  - not monitored closely
  - boring

Suppose learners undertake writing tasks on their own. In such instances, they will certainly try to improve their handwriting. How can this urge be instilled in them? The only way to do this is to involve them in need-based writing tasks, which are meaningful.

All that has to be done is to give those writing tasks that will psychologically appeal to them since they know that by doing them, they are addressing their own needs.

For this, they must have opportunities to see good handwriting. What are the sources for these?

- The teacher's writings
- Sign boards on the road side

As facilitators, teachers have to help learners familiarize themselves with these things.

### **Evolving Text**

The reading text given in the Reader may be difficult for the learner, if read individually. So it is necessary to make the learners get familiarised with the ideas in the text. The text given in each page is the part of the whole story narrated in the unit. These texts are supported with pictures. So a picture interaction will help the learners get the ideas easily. Instead of mere interaction, the ideas elicited through interaction questions can be charted out and made into an evolving text. This evolving text will lead the learners to the real text in the Reader. Thus the evolving text acts as a supporting text to promote reading. This can be bridging text between the picture and the given text. So it is very useful to develop an evolving text by eliciting the main ideas from the picture. But care should be taken that the evolving text should not have any new idea other than the real text given. It is not necessary to write down all the elicited ideas but only the ideas that lead to the real text. Once an evolving text is developed, a clear reading process should be followed.

### **Process of Evolving Text**

While developing the evolving text, the teacher has to megaphone the elicited ideas and write it on the chart considering each word as a unit. Teacher should say the words aloud and write them word by word. This will enable the learners to identify the formation of graphs, pronunciations and also associate meanings. When one text is evolved through interaction

questions, it should be written then and there. After the whole text is evolved, the teacher has to read the entire text aloud with proper voice modulation, pause, stress and pronunciation. Give the learners a chance to listen. Then teacher has to read each idea/sentence aloud and learner can read after the teacher. After this, the learner can be given a chance to read the text aloud individually.



## Chapter 5

# Assessment Approach

Learning is a natural and continuous process in learners. Learning experiences should be based on specific objectives and learning outcomes to make learning effective. Teachers should be aware of the skills and concepts that the learner should acquire. Learning activities related to each unit should be planned in such a way that it produces the desired learning outcomes. The activities that are presented should be related to real life situations.

How far are the skills and concepts that are acquired sufficient to acquire learning outcomes? Who among the learners are yet to acquire the learning outcomes? What follow-up activities are to be provided? How can they be provided? These should be the concerns of teachers while they think about evaluation.

The process of analysing what the learner has acquired after the transaction of a unit is called Assessment of Learning. The level and excellence of the learner after learning the content area in a unit is assessed. This is one level of assessment.

But more importance should be given to an assessment that ensures learning. There can be different types of interventions by teachers or peers during the learning process, to make it more effective. This assessment that takes place along with learning and the feedback that is provided, form another level of assessment. This can be termed as **Assessment for Learning**. This has to be carried out continuously to facilitate learning and has to be incorporated with learning activities.

Along with this, there is a process of correction that involves a critical self analysis of the concepts and awareness gathered through learning and by internalising the changes. This can be considered as self-assessment. Thus, learning takes place through self assessment. This can be termed Assessment as Learning.

To make learning more effective stress has to be laid upon Assessment for Learning and Assessment as Learning. Therefore, we must adopt an approach that gives importance to an assessment process that makes learning more effective.

When we adopt a learning approach that ensures learning outcomes, we should adopt a suitable assessment approach to it. Therefore, we should adopt an 'Outcome focused Assessment Approach'. Active participation of the learner can be ensured if the learning activity is based on the learning outcomes. Critical thinking, rational thinking, reflection of learning, inter-related knowledge etc. are the characteristics of learning which are focused on learning outcomes.

### **Continuous and Comprehensive Evaluation (CCE)**

Kerala School Curriculum has adopted an assessment method that is continuous and comprehensive. Learning is an incessant process that takes place in the learner. Therefore, the process of evaluation that examines the amount of skills and concepts acquired, should also be continuous. By comprehensive evaluation we mean the assessment of the cognitive, social and emotional domains of the learner.

### **Method of Grading**

The method of grading is used for evaluating continuous and comprehensive assessment. At primary level, the five-point grading pattern is used. The grade point percentage and grade in five-point grading is given below.

| <b>Grade Point Percentage</b> | <b>Grade</b> |
|-------------------------------|--------------|
| <b>75 - 100</b>               | <b>A</b>     |
| <b>60 - 74</b>                | <b>B</b>     |
| <b>45 - 59</b>                | <b>C</b>     |
| <b>33 - 44</b>                | <b>D</b>     |
| <b>33 and below</b>           | <b>E</b>     |

Two areas can be considered to ensure the continuity and comprehensiveness of the evaluation process.

### **CCE Areas**

1. Cognitive domain
2. Social/Emotional domains

Let us examine each domain in detail.

### **Assessment related to development in cognitive domain**

All subjects learned by the learner can be included in the cognitive domain. This area may include languages, science subjects (Basic Sciences, Mathematics, Social Sciences), Art Education, Work Education and Health and Physical Education. The desirable learning outcomes of each subject have to be delineated and assessed whether they have been achieved. Two types of evaluation are suggested here.

1. Continuous Evaluation
2. Term Evaluation

### **Continuous Evaluation (CE)**

In the primary level a variety of skills have to be acquired through language

learning. The diverse content area includes concepts, facts, facets of knowledge and creative writing. It is difficult to fix the language skills by avoiding these elements. The skills such as internalizing facts by listening and reading, expressing one's ideas by speaking and writing and creative writing can be developed as part of language learning. Therefore, language learning cannot be categorised as a mode for developing minimal skills or gathering information.

In classes I and II, activities related to subjects such as Languages (Malayalam, English, other languages), Environmental Studies and Mathematics are arranged based on certain themes. These themes can be fixed as the content area for these classes. As the learners are at the primary stage of development of oral and written skills, listening, speaking, recognising the characteristics of spellings, reading with good pronunciation, good writing and gradation and progress in writing can be considered as the primary levels of language skills.

Three types of assessment are suggested in this context.

- **Assessment of learning process**
- **Portfolio Assessment**
- **Unit-level Assessment** (Assessment of the overall learning outcomes of each unit)

Let's look at these in detail.

### **Assessment of learning process**

As a part of the learning process, the teacher plans various activities to make the learners acquire the desired skills. There should be an effort from the part of the teachers to make an assessment of the learners based on their participation in the activity, excellence in either performance or presentation, the aptitude to prepare write-ups/notes as part of the process and the extent to which the learners have acquired the skills. Therefore, we can use the following indicators to assess the learner during the learning process.

- 1. Involvement/Participation in activities** (willingness to take up an activity, excellence in individual activities, intervention in groups, sharing of ideas...)
- 2. Concept formation**
- 3. Acquisition of skills**
- 4. Performance/Presentation**
- 5. Documentation/Planning**

Assessment of the process should be based on certain indicators. For example, when the indicator 'Participation in activities' is assessed, learners should be categorised as excellent, good, average and those who need improvement. This has to be recorded in the Assessment part in the Teaching Manual. All learners have to be assessed and recorded with reference to each indicator in every term.



### **Processing the Poem/Song**

‘One day the three butterflies...’

Teacher narrates the story of the three butterflies and leads the learners to the poem ‘Seeking Shelter’ and ‘A Request’.

The teacher interacts with the learners regarding the help offered by different flowers.

#### **Interaction Questions:**

- To whom did the butterflies go first?
- What did the sunflower reply?
- Did the butterflies accept the offer? Why?
- To whom did they go next?
- Did they get shelter there? Why?
- The butterflies are in the garden. Did they meet anyone else in the garden?
- What do you see there, other than flowers?
- Did they meet any birds there?
- Can you say the name of some birds?

Leads the learners Activity-3 given on Page 41.

Asks interaction questions based on the first picture.

- Look, which bird did the butterflies meet first?
- Will the peacock help them?
- What will the peacock say?

Leads the learners to the lines.

### **Process:**

- Teacher recites/ sings the lines two or three times.
- Let the learners sing after the teacher.
- Let the learners get familiarised with the lines.
- Let the learners sit in groups/ pairs and try to sing/ recite in tune /rhythm.

#### **Interaction questions to process the lines:**

- How many lines are there in the song/ poem?
- Look at the first line. How does the peacock call the butterflies?
- What does the peacock say to the butterflies?
- Why does the butterfly go with it?
- Will it dance with the butterflies?
- What is the last line of the poem?

After asking each interaction questions, teacher writes the processed line on the chart.

Teacher recites the lines written on the chart with proper rhythm.

Gives learners chance to recite the poem individually and in chorus.

Lead the learners to the next picture on the same page.

#### **Interaction questions to process the lines:**

- Which bird is this?

- What is it doing?
- How will it call the butterflies?
- What will it say to them?
- What else will it say them?
- Will the sparrow ask the butterflies to fly with it?

Let the learners write the lines individually.

Random presentation

### **Self Assessment**

I can construct/add lines to the poem based on the rhythm.

I can substitute apt word/s.

I can sing the song/poem with proper rhythm and actions.

### **Peer/Group Assessment**

The added/constructed lines are apt and related to the theme.

Sing the poem or rhyme in the proper rhythm with apt actions and movements.

Follow the structural and rhythmic pattern of the given lines.

The written products are legible and have proper spacing and punctuation.

Let them share the lines in groups.

Now, teacher can supply the groups with pictures of different birds.

Let the groups construct lines based on

the names of birds. (Parrot, dove, crow, mynah, koel)

Let the groups construct one stanza (of 4 lines)

Teacher interacts with the groups when they do the activity. Write the lines on the chart.

Let the groups present.

You may consolidate all the group's products into a Big Book.

Let us examine how the excellence of the learner in this learning process can be assessed using various indicators.

Participation in the activity

Did the learner participate in the activity?

Did the learner try to complete the work individually?

Did the learner indulge in the group activities?

The interest of the learner in learning activities, participation in group activities, the method by which knowledge is constructed through various language learning devices such as library, assignment completion etc. have to be considered here.

### **Concept formation**

The teacher has to make an assessment of the level of the learner in terms of concept formation of the content, the structure and form of the discourse, quality indicators and linguistic excellence.

## **Skills**

The development of the learner in areas such as listening, speaking, reading, writing and creativity are assessed and given feedback. Here, the performance of the learner in various areas of the discourse, language elements and communication has to be considered.

## **Performance/Presentation**

There are various modes for the expression of ideas. Some modes of linguistic expression are as important as writing skills (recitation, singing, acting, sketching, speaking). Here, the teacher should consider pronunciation and clarity of the learner.

## **Documentation/Preparation**

The teacher has to carry out assessment, considering the following points:

- Has the learner made relevant recordings while going through the activity?
- Are the entries comprehensible for others?
- Were the recordings systematically done?
- Did the learner do the work/writing individually?
- Did the learner improvise in the group after discussion in the class?
- Were the learners able to create/write without making errors?

**Teacher has to assess the learning process at the end of a term in the above-said areas by envisioning the comprehensive development and grade it.**

All these indicators are important in the language learning process. The teacher can assess the performance of the learner in all the learning processes that ensure the specific learning objectives in various units of each term. Teacher can make entries in the 'Response Page' of the Teaching Manual.

- Take a look at the minute process of a learning activity in language (the process of preparing a description)
- The learners prepare the description of a garden.

## **Stages of learning process**

- Based on the experience gathered (direct experience, visual) and knowledge that is acquired, the learner attempts individual writing.
- Presents in the group. Improvises by making necessary additions/deletions.
- Presentation by the groups.
- A discussion in class on the content, structure and appropriateness of language
- Familiarizes the quality indicators of the description
- Prepares a description after improvisation

What happens when this is subjected to editing?

What would be the stages of editing?

- Individual writing
- Presentation in groups - Discussion
- Preparation of group products (after discussion, each group prepares a product)
- Presentation of the description made in groups
- Presentation of teacher's version
- A product that remains at the average level is taken into consideration and appropriate questions are asked (concept level, sentence structure, word, letter, symbol)
- The learners improve their pieces of writing on the basis of discussions.

Let us examine how this activity can be assessed using various indicators.

- **Participation** - participation of the learner throughout the activity
- **Concept formation** - the concepts to be considered in the description of the garden, the structure of the description, understanding the quality of the indicators
- **Skills** - Skills acquired in speaking, reading and writing

- **Performance** - Individual writing, presentation in groups and presentation of groups

- **Documentation** - Teacher can assess and record this activity in the Teaching Manual, considering individual writing and improvisation in groups.

Teacher can make use of (i) Teaching Manual and (ii) the learners' notebooks while recording the assessment of the learning process at the end of a term.

### (1) Details of the Teaching Manual

A Teaching Manual has to be prepared by the teacher to plan learning activities at the micro-level and to make continuous evaluation scientific. The following factors can be included in the Teaching Manual.

- (i) Learning outcomes
- (ii) Ideas/Concepts
- (iii) Abilities
- (iv) Values/Attitudes
- (v) Learning Materials
- (vi) Expected products
- (vii) Time
- (viii) Process page containing Activities and Assessment page containing details of Assessment
- (ix) Reflection notes based on the details of Assessment Page

## **(2) Details of subject-related notebooks**

The notebook of the learner is an important document that has to be used for assessment of the cognitive domain. Notebooks are helpful in completing various learning activities according to the learning process. Creativity, thought process and linguistic skills of the learner are reflected in the notebook. Different strategies that are employed for the transaction of the content area, preparations that are done for their completion and interventions that are made at the various stages of activities should be recorded in the notebook. The details of the products that are formed as part of the activities should also be there in the notebook.

Teacher should provide suggestions and scaffolding after assessing the learning outcomes, within the stipulated time. Towards the end of a unit, the notebook should be transformed into a document for assessing whether the learner has attained the required learning outcomes prescribed in the unit.

The contents of the notebook should have clarity of ideas and possess references that suit the concepts and the context. It should also reflect original thoughts of the learner. The content should be presented properly. Notebooks should have continuity and comprehensiveness.

## **Portfolio Assessment**

All the products of the learning activities have to be included in the portfolio and assessed. The portfolio performs the duty of giving feedback on learning to the learner, his/her parent and the teacher. This enhances learning.

- Notebook
- Other written products (individual write-ups, modified write-ups)
- Other evidences of learning (pictures, collections, learning aids)
- Indicators developed by the learners to assess learning
- Creative writing
- Worksheets etc. can be included in the portfolio.

The following indicators can be used for portfolio assessment.

- Clarity of ideas
- Internalisation of concepts
- Appropriate design
- Perfection
- Originality

## **Method of calculation of grades for the learning process and portfolio**

Grades have to be calculated at the end of each term. Let us examine its methodology. Each indicator in the Assessment of learning and Portfolio assessment can be rated as Excellent/ Good/Average/Need Improvement

and be awarded a scoring pattern of 4/3/2/1 respectively. If the scoring pattern of 4/3/2/1 is followed for each indicator a maximum score of 20 can be awarded when 5 indicators are considered. Score can be converted into grade using the Ready Reckoner given below.

| Score   | Grade |
|---------|-------|
| 15 - 20 | A     |
| 12 - 14 | B     |
| 9 - 11  | C     |
| 7 - 8   | D     |
| Below 7 | E     |

Each indicator has to be awarded a score and converted to respective grades by considering the learning process and portfolio in each term comprehensively.

The teacher can make use of the response part in the teaching manual and the learners' notebook while the assessment of the learning process is recorded in the format, towards the end of the term.

#### Unit Assessment

In a unit, activities for various learning outcomes are distributed, in an inter-related manner. This is comprehensive in nature. While assessing a unit this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book examination, preparation of questions, identifying the indicators

and the assessment of writing, can be considered for unit assessment. Rating scale and checklist, that help in finding out how much the learner has achieved in that particular unit, can also be made use of. unit assessment should take place along with learning.

For unit assessment, scores have to be awarded on the basis of indicators and converted to grades. These have to be recorded in the prescribed format. As there is more than one unit assessment in a term, the average of assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators that suit the tool that is used for assessment.

For Art Education, Work Education and Health and Physical Education, assessment has to be done at the process, portfolio and unit levels in order to award grades.

#### Method of calculating CE

After calculating the grade for the learning process, portfolio and unit assessment each grade - A/ B/C/D/E has to be given points 5/4/3/2/1 respectively. The average of the total grade points becomes the CE grade. Imagine that a learner gets A, B, B grades for the learning process, portfolio and unit level assessment in English. Then, the total point that he/she gets is  $5+4+4 = 13$ . Average =  $13/3 = 4.33$ . Therefore the grade that is awarded is B.

### **Term Evaluation (TE)**

At the primary level, Term Evaluation of the units that were considered in the term has to be carried out by considering areas such as discourse forms, language elements, language skills etc. based on the learning outcomes. A variety of model questions can be included by stressing upon content areas and abilities. For science subjects, term evaluation has to be done by considering the content areas of the units in a particular term. For this, questions that are suitable to assess ideas and abilities to stress learning outcomes can be prepared.

Weightage has to be given to each unit/conceptual area and various mental processes (imbibing knowledge/concept attainment, the application of ideas and concepts, interpretation and conclusion, creativity etc.) while preparing the blueprint ensuring the inclusion of a variety of questions. Indicators that suit the questions have to be developed and assessment has to be done based on these indicators.

The Terminal Evaluation of Art Education, Work Education and Health and Physical Education is carried out as Performance Assessment. The models for these are given towards the end of this unit. Art Education, Work Education and Health and Physical Education shall also be given grades.

### **Assessment of Cognitive Domain - Terminal Consolidation**

#### **(1) Classes 1 to 4**

From Class 1 to 4, CE and TE for each subject have to be envisioned separately and recorded at the end of each term. The F1 format can be used for this. F1 format is given at the end of this unit. CE and TE are recorded as grades in this format. There is provision for recording the CE and TE grades of a learner for all the three terms. The recording of the grades in such a way in a single format helps the teacher to understand the gradation in the progress of the learners and identify the ones who are under/low achievers.

#### **(2) Classes 5 to 8**

From Class 5 to 8, CE and TE for each subject have to be envisioned separately and recorded at the end of each term. For this F2 format can be used. F2 format is also given at the end of this unit.

### **Assessment of Social/Emotional aspects**

Assessment in the Social/Emotional aspects are as important as assessment in the cognitive domain. The skills that have to be considered are 'Learning to Know', 'Learning to Do', 'Learning Together' and 'Learning to be'. The following skills have to be assessed in connection with the socio-emotional domain.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem-solving
7. Decision-making
8. Critical thinking
9. Creative thinking
10. Self-awareness

Teachers who handle subjects in the cognitive domain have to conduct the assessment in these areas. This assessment has to be done as a part of the Assessment of Process of each subject. Here assessment in connection with values and attitudes also need to be done along with the assessment of processing ability. The qualitative aspects of the excellence of the learner in the socio-emotional domain have to be assessed and recorded. The positive skills of each learner have to be encouraged.

#### **Assessment - Annual Consolidation (1) Classes 1 to 4**

F3 format can be used to consolidate annually, the CE and TE grades of the learners from class 1 to 4. In this format the CE and TE of the learner for each subject can be recorded. While considering the CE grades that are recorded in each term, the best grade in all the three terms will be considered for the annual overall grade of the learner. This can be recorded separately in the F3 format and mark a circle around it.

In the case of TE grades, the grade that the learner gets in the third term should be taken into consideration. The best of skills acquired in the socio-emotional domain have to be recorded in the prescribed column. The skills that have not been acquired need not be recorded as 'No skill acquisition'.

#### **(2) Classes 5 to 8**

For classes from 5 to 8, the CE and TE recorded by teachers of the respective subjects (using F2 format) can be consolidated in F4 format. The subject-wise CE and TE of each learner will be recorded in this format. While considering the CE grades given in each term, the best CE of the learner will be considered the annual overall grade. This can be marked with a circle in the F4 format to indicate that this is the overall grade.

While considering TE, the grade that the learner gets in the third term has to be considered.

The best of skills that are acquired in the socio-emotional domain of each learner have to be recorded in the prescribed column. The skills that have not at all been acquired need not be recorded as 'No skill acquisition'.

Thus, we can take steps to ensure the learning outcomes of the learner by assessing the excellence of the learner in the cognitive and socio-emotional domains. It is essential to take co-operative efforts to make assessment continuous and comprehensive. Through cluster level interactions among teachers, the process of assessment can be made more effective.



# Sample Teaching Manual

## Unit 1

### Bruno the Puppy

**Theme :** Friendship

**Specific Theme :** Love for Pets

**Learning Outcomes:**

The learner will be able to:

- comprehend and enjoy simple stories & sing songs
- construct or add two or three exchanges to conversations
- write thoughts related to the context
- describe objects and persons using appropriate vocabulary
- prepare concept maps of vegetables and park
- engage in theatre games and language games following instructions

**Language elements:**

- Let's for suggestion
- Giving compliments
- Give and seek directions

**Teaching-learning materials**

- Chart papers and sketch pens of 5 different colours
- Small cardboard boxes (one box contains 5 vegetable picture cards)

Vegetable picture cards (According to the number of learners.)

e.g. If the number of students in the class is 25, 5 cards each on any five vegetables)

- Sentence cards
- Flow chart

**Values and attitudes :** Be empathetic to pets

**Product:** Evolving text

## Process

## Assessment

### Introductory interaction

Do you remember any game you have played in the English classroom last year?

Teacher assesses the learner's involvement in interaction.

Have you enjoyed the game?

Responded in well framed sentences.

Then, shall we play a game now?

Children, Just one condition, all of you should join the game.

Responded in words/phrases.

Are you ready? Here we go.

### Entry activity - Vegetable Hunt

Gives instructions for the game

Stand in a line. Now, turn the other side and close your eyes.

The teacher hides the cardboard boxes which contains the vegetable cards at different places in the classroom.

Teacher asks the learners to turn and open their eyes.

Could follow the instructions

Now, the game begins.

Some boxes containing vegetable cards are kept in our classroom. You have to search and find out where they are.

The teacher may invite 5 learners to the corner of the classroom.

See, 5 of you have to walk in the same direction.

Ok, start walking to the right.....walk slowly....

Listen and do as per the directions.

Walk around .Walk towards the door and look behind it.

After they find the box, let them take one card each.

Could follow and act accordingly.

Continue the game with other 5 learners until all the learners have got at least one vegetable card.

Group the learners based on the vegetables they got.

Could identify different vegetables.

Exhibit chart papers of different colours with the name of each vegetable on them.

Let the learners read the names on the chart and identify the vegetable they have got.

Could read the names of the vegetables.

Let them paste on the charts and write their names.

Able to write their names in English

### **Page8 -Picture Interaction**

Ask questions related to the location, settings and characters given in the Reader and TT.

Could identify the characters, actions, their mood and location.

What is the colour of the puppy?

Is it the boy's puppy?

What are they doing?

What is the boy asking the pup to do?

Will the pup catch the ball?

Predict logically

### **Processing the Text**

Ask the learners to read the text individually  
(Individual silent reading)

Teacher fixes the core ideas of the reading text.

(Bruno, go and fetch the ball, he came back with the ball.

He wagged his tail. Well done Bruno!  
You are my friend. Sachin hugged Bruno.)

Let the learners say aloud the words what they can read in the text.

Give one more chance to read the text and ask to read out the words they can.

Teacher chart the words. (go, ball, puppy, tail ,you, his,.....etc.)

Now, ask specific questions to elicit core ideas.

e.g. Look, Sachin is throwing the ball to Bruno.

Will he ask anything to Bruno?

What will he ask Bruno to do?

Elicit responses, megaphones them and write them on chart. (as given in TT)

(Bruno, go and fetch the ball)

Did Bruno bring the ball back?

Which sentence says this

(He came back with the ball)

What Bruno did then?

Chart the responses. (He wagged his tail)

What did Sachin do then?

How did Sachin encouraged the pup?

What did he say to Bruno? (Well done Bruno)

What else did he tell Bruno?

Could comprehend ideas from individual reading.

Able to identify the familiar words.

Guess the idea from the gestures.

Locates the idea and reads it out.

Identifies and locates the core ideas by re-reading the text.

Elicits and charts the responses. (Bruno, you are my friend.)

What did Sachin do next?

How did he show his love towards his pup?

Elicits and charts the responses. (Sachin hugged Bruno)

### **Processing reading**

Pupils read the chart with core ideas. (individual silent reading)

Random loud reading.

Teacher reads aloud what is written on the chart.

Let the learners locate these core ideas in the Reader.

Learners sit in groups and read the text in the reader and share ideas in the groups.

Teacher presents/reads out the reading text with proper pronunciation, voice modulation, rhythm and pause.

Random individual loud reading by the learners.

### **Activities for strengthening and assessing reading and writing**

1) Teacher makes 6 sentence strips with the core Ideas.

Cut them into word strips and

Place them on a tray.

Group the learners into five.

Each groups come forward, take the word strips.

Groups form a line holding the words as

Could read the chart.

Could locate the ideas.

Needs support.

Identify and reads out the words.

Arranges the words into meaningful and make a meaningful sentence.

the sentence they made.

They read it out.

(Follows the process given in TT.)

Complete all the group presentations.

2) Teacher presents a discourse (rhyme/ description)

Presents the rhyme given in TT .

Sings individually and in chorus using proper actions.

3) Developing a flow chart

Teacher asks the learners about the

Present location of Bruno and start developing the flow chart as in the TT.

### **Activity 1 (Page19)**

#### **Processing the activity**

##### **Pre-activity talk**

Ask the interaction questions given in TT for the first picture/context.

Elicit responses and write them on the chart.

For the other contexts too ask questions and elicit ideas.

Where does Sachin want to go?

What will he say to Bruno then?

In the next picture Sachin is pointing to a place.

Which is that place?

How will he say that to Bruno?

In the third picture Sachin has some other place in his mind.

Can you identify the place?

How will he ask Bruno about going there?

Needs support to arranges the words

Identifies the vocabulary in new context and sings the rhyme.

Reads the picture.

Identifies the location.

Predict and say the answers.

Does the task individually.

After eliciting the ideas, ask the learners to do the task individually in their Reader.

Ask questions given at the end of Page 8 to have a discussion on pets.

Do you have pets?

Is it an animal/bird?

Actively participates in discussion.

How many pets do you have?

What is it/are they?

What is/are the name of your pet/pets?

Responds in well-framed sentences.

Where do you keep it/them?

Do you play with your pet/pets?

Signature of the H.M

Signature of the class teacher

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**Reflection Notes:** (Based on the evaluation of learning process/activities)

**My findings**

- Regarding teacher's self assessment (Teacher's performance in the class)
- Regarding the transactional procedure (process/strategies)
- Regarding the relevance of activities
  - (1) aptness-to convey the ideas,
  - (2) difficulty level,
  - (3) Nature - Interesting, participatory
- Regarding the learners based on the assesment page (outstanding responses)
- Regarding the achievement of expected learning outcomes in quatitative to manner (in numbers/percentage) fully-partially-not at all

**My realization**

- Regarding the process/stategy adopted in the class.
- Regarding the learning difficulties of learners.
- Regarding the individual differences.
- Regarding the transational methods and teacher's interaction with the learners.

### **Follow up activities and remedial measures**

(done/given at the time of transaction)

- How I gave feedback to my learners (suggestions and positive qualitative feedbacks)
- How I addressed low proficient/gifted learners (re-designing the existing activities or designing new activities suitable for them.)
- How I changed or adapted the strategies.
- How I modified activities to make them more participatory
- How I simplified my language for better communication with the learners

### **Visual evidences of learning in this module**

1. Big book of pets
2. Evolving Text
3. Sentence strips pasted on chart by the learners





## Unit 2

# Flying Kites

**Theme:** Empathy

**Sub themes:**

Friendship

Care and concern for fellow beings

**Learning Outcomes:**

The learner will be able to:

- comprehend and enjoy simple stories and poems.
- follows instructions to make a kite using paper and other materials.
- frame sentences using simple adjectives.
- use the conjunction 'and' in meaningful contexts.
- draw the picture of a bird and describe it using appropriate vocabulary.
- sequence the major events in a story.
- write simple conversations suited to the context.

**Input Discourses**

- Story
- Song
- Dialogues/Conversations
- Description

**Language Elements/ Vocabulary**

- Adjectives (colour, size, shape)
- Conjunction ('and')
- Vocabulary related to birds

**Activities/Discourses**

- Making a kite
- Identifying the colours in the rainbow
- Drawing, colouring and describing a bird
- Writing a conversation
- Connecting two words using the conjunction 'and'

**Materials**

- crayons/sketch pen
- playthings - kite, balloon, toy car, ball, bat etc.
- scissors
- colour papers, splinters, glue, thread
- chart paper, marker pen
- sentence strips, word cards etc.
- CDs of songs and activities

## Unit Frame

## Unit 2- Flying Kites

Time: 25 Periods

| Concept/Skill  | Discourses Activities  | Language Elements   | Learning Outcomes   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Empathy</li> <li>• <b>Sub themes:</b><br/>Care and concern to fellow beings<br/>Friendship</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Song</li> <li>• Dialogues/<br/>Conversations</li> <li>• Description</li> <li>• Making a kite</li> <li>• Identifying the colours in the rainbow</li> <li>• Drawing, colouring and describing a bird.</li> <li>• Writing a conversation</li> <li>• Connecting two words using the conjunction 'and'</li> </ul> | <ul style="list-style-type: none"> <li>• Adjectives of colour, size, shape, etc.</li> <li>• Conjunction 'and'</li> <li>• Vocabulary related to birds</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehends and enjoys simple stories and poems.</li> <li>• Follows instructions to make a kite using paper and other materials.</li> <li>• Frame sentences using simple adjectives.</li> <li>• Uses the conjunction 'and' in meaningful contexts.</li> <li>• Draws the picture of a bird and describes it using appropriate vocabulary</li> <li>• Sequences the major events in a story.</li> <li>• Writes simple conversations suited to the context.</li> </ul> |

**Use of ICT**

- Audio of the song 'Colour Kites'
- Audio of the song 'Rainbow'

**Introduction:**

This unit consists of a story and a poem. The story is about the care and concern towards other living beings. The close bonding between a girl and a bird is highlighted in the story. The girl named Minu has many friends. She was fond of flying kites. But she does not have one for herself. Then the bird comes to her life. It is her empathy towards a little bird that changes all her worries. She becomes the star among her friends.

Opportunities for listening and interaction must be given to the learners. For each text the teacher may use different processes for promoting organic reading and writing. The separate page titled 'I know' given at the end of the unit is for the self-assessment of the learner. The page 'My Learner can' provides scope for the teacher to assess the progress of the learners on the basis of the expected learning outcomes in the unit.

**Support for CWSN Learners**

The teacher should ensure the participation of such learners in activities like kite making, drawing, colouring, matching the sentence strips and clue strips, finding the playthings etc.

**Entry Activity****Our plaything**

**Aim :** Identify the features of a plaything from the clue strips

**Materials :**

Some playthings like kites, balls, bats, skipping ropes, toys of vehicles, etc. along with clue strips, charts, glue.

**Process****Interaction**

All of you like to play, don't you? Can you name some playthings? Let the learners give the names of playthings that they like.

Today I will give you some playthings to play with.

**Step 1**

Divide the class into groups of four. Keep some playthings in a box. Each group can select a plaything from the box.

**Step 2**

You may make some clue strips for a 'kite' like the one given below.

|                      |
|----------------------|
| I am very colourful. |
|----------------------|

|                        |
|------------------------|
| I can fly in the wind. |
|------------------------|

|               |
|---------------|
| I have tails. |
|---------------|

Ask the groups to find out the suitable clues for their playthings from the clue strip box.

**Step 3**

You can distribute  $\frac{1}{4}$  th piece of a chart paper to each group.

Ask the groups to paste the clue strips about their plaything on it.

You may also ask them to write the name and draw the picture of the plaything on it.

Let all the groups exhibit the chart in the class.

Let the groups say something about their plaything using the clues.

**Activity****Making a Kite****Process****Interaction**

o Which one of the playthings do you like the most?

o Have you ever played with a kite?

o Do you know how to make a kite?

Let's make a kite

You can use the instructions given on Page 43 in the Reader.

**Activity 4**

You can ensure the participation of all learners by interacting with them using the instructions.

o Take the paper

o Pass the scissors.

o Bring the glue.

o Put some glue here.

o Take the splinter.

o Hand me the scissors, etc.

You can ask the learners to make a kite and bring it the next day.

**Poem - Process****Colour kites****Interaction**

o Do you want to listen to a song about kites?

You can enjoy the kite song in your Reader on Page 38.

o What do you see in the picture?

o What are the colours of the kites?

o Where are they flying?

o How do the kites move in the sky?

Now, you can play the CD / present the song on your own.

Let them make individual attempts.

You may play the audio CD once again. The learners are asked to read the lines of the song. Repeat the process, if necessary.

You can give opportunities for random group presentation.

**To the Unit**

Minu is a girl of seven years. She has many friends. Dinu, Riyaz, Maya are some of her friends. Usually they play together in the playground. Take a look at Page 30 of your Reader.

o What are the children playing with?

### Process - Page 30

#### Picture Reading

You can use the questions given in the text.

You can also frame questions related to the mood of the characters, the locations etc.

- o Where are the children playing?
- o Are they happy?
- o Which kite is flying high?

#### Reading the text

Let the learners read the text on their own.

You may chart the words/phrases/or sentences they can read (red, kite, fly, beautiful sky, etc.)

You may fix the core sentences of the unit.

In the first text the following sentences carry the core ideas.

- o What a beautiful kite!
- o It is flying so high.
- o Minu liked to fly kites.
- o Kites of different colours flew up in the sky.
- o One day I also will fly my kite.

Ask the groups to read again to get the core ideas.

Make sure that all the learners are able to read these sentences.

Elicit these sentences by asking simple and specific questions.

Ask simple questions to elicit these sentences as responses.

#### Interaction

Minu's friends are flying the kites. She sees the red kite flying high. What will she speak about it ?

Write all the responses of the learners on the BB.

The red kite.'

'The beautiful red kite.'

'The red kite is flying high.'

'The red kite is the first.' etc.

Ask the learners to locate what is given in the Reader.

Let the learners read out the sentences that describe the kite given in the Reader.

**'What a beautiful red kite!**

**It is flying so high!'**

You may write the core sentence on the chart.

Elicit the next core sentence by interacting as follows.

- o Does Minu wish to fly a kite?
- o Which sentence tells us that Minu wishes to fly a kite?

Let the learners find out the sentence from the Reader.

**Minu liked to fly the kite.**

Follows the same process for the next core idea.

### Interaction Questions

o Do all the kites look the same?

Elicit responses from the learners.

What are the different colours of the kites?

Elicit responses.

Yes, the kites are of different colours. Let the learners read the sentence aloud.

Then write it on the chart.

**Kites of different colours  
flew up in the sky.**

### Process continues

### Interaction

o Does Minu have a kite?

o Does she wish to have a kite?

o What did she say to herself?

Let the learners find out the sentences. You can write these sentences on the chart.

**One day I will also fly my kite.**

After listing all the core ideas, let the learners read aloud what is written on the chart.

Then let them find out the corresponding sentences from the Reader.

Let them share their ideas in groups.

Ensure that all the learners can read at least the core ideas.

Let the learners read the text aloud.

After all the learners have read aloud individually, you can give more activities to strengthen reading and writing.

You can ask the learners to find out the sentences which include the word 'kite' from the first page (Page 30).

Let the learners find out the sentences and read them out. Then let them write those sentences on a chart. Ask the learners to use different colours to write the word 'kite' in each sentence.

### Process - Page 31

Follow the same process as given in the first page, for processing the text.

### Picture reading

### Interaction

o Why did the children stop flying kites?

Elicit responses.

You can ask the questions given in the Reader.

After processing the text, the scene may be enacted in the classroom so as to strengthen the skills.

By interacting with the learners, you can fix the characters. Then select the learners as the characters like wind, Maya, Dinu, Riyaz (Minu's friends.)

Select one learner as Minu.

Then select another one to make the crying sound 'Kee-Kee'.

After fixing the characters let the learners find out their dialogues and actions from the Reader.

Let the learners enact the scene. Give chances to each group to enact the same.

### Page 32

#### Picture reading

- o Are Minu's friends there with her?
- o Where are they?
- o What did Minu find?

Elicit responses.

Now, you may ask the question given in the Reader.

After processing the text, you may use another process for enhancing reading and writing. You can draw/ paste pictures of Minu and the little bird on two sides of a chart.

Then make sentence cards or stripes, which are suited to each picture.

e.g. : It is shivering.

The wings are wet.

Took the bird in her hand.

Opened its little red beak.

Cute and soft.

Don't be afraid my dear.

Opened its little red beak.

Held it close to her chest.

Kee... kee... cried the little bird.

Then let the groups read out the sentence cards and paste the suitable cards below each picture.

e.g.

Picture of Minu

Took the bird in her hand.

Picture of Kitty

It is shivering.

### Page 33

#### Picture reading

You may ask more questions in addition to those given in the Reader like:

- o Where is Minu now?
- o What is in her hand?
- o Who is near her?

Follow the steps for processing the text.

#### Activity 2 (Page 41)

Conversation between Minu and her mother can be processed here.

#### Interaction

Mother sees the little bird in Minu's hand. What will mother ask Minu?

- o What will Minu's reply be?

Let the learners attempt the activity orally first. Then allow them to write it individually. Then follow the steps:

Random presentation.

Sharing in groups.

Presentation of group products.

Editing and refinement based on the teacher's version.

Ask the groups to role play the conversation (peer group activity).

#### Teacher's Version

Mother : Minu, what is in your hand?

Minu : Mother, it is a little bird.

Mother : Why did you bring it home?

Minu : Mother, it's so small.

Mother : Where did you get it from?

Minu : From the playground.

#### Page 34

After processing the text you can adopt another process to enhance organic reading.

You can write sentence cards based on the unit. Some words are to be changed in each sentence.

Let the learners find out the changes and correct it as in their text.

e.g. : Eat these **apples** my dear.

The little bird **took** the nuts from Minu's hand.

Oh, you **touch** me!

It is a **good** name.

The little bird looked at Minu **lovingly**.

My Kitty will be **better** soon.

#### Page 35

#### Picture reading

#### Additional questions

o What do you see in the picture?

o Is Minu happy?

o What is Kitty doing?

You can adopt another process for transacting this text.

#### Completing the sentences

Divide the class into two groups. Prepare incomplete sentence cards.

Ask the groups to take equal number of sentence cards. Allow one group to read the incomplete sentences. At the same time the other group has to complete the sentence. After this the second group will read the incomplete sentence and the first group has to complete it.

e. g. : ----- wings

The tail is -----

The bird sat on -----

It flew up again and -----

She ----- the bird lovingly.

Minu, Kitty can fly now -----  
----- mother said.

#### Activity 1 (Page 39)

#### Interaction

Kitty has grown up into a big, colourful bird. Now she looks like a rainbow.



o Have you ever seen a rainbow?

You can see the picture of a rainbow in your Reader.

o Do you want to hear the rainbow song?

Now you may play the song or present the song on your own.

Let the learners sing the song along with the teacher/CD.

Let the learners present the poem in groups or individually.

Then you may interact with the learners using the questions.

o Can you name the colours of the rainbow?

Let the learners name the colours. Then present the activity on Page 39.

o Name the colours of the rainbow.

After writing the missing letters of the colours, you can ask the learners to use violet colour pen to write the letter 'V', red colour pen to write 'R' and so on.

You can ask the learners to fill the boxes with the same colour.

Let the learners colour the bird given on Page 40.

You can suggest the learners to use the colours of the rainbow.

Let the learners describe the bird too.

### Interaction

o What is the colour of the beak? Is it yellow?

o Then how will you say that?

Elicit responses.

You can write the responses on a chart.

e.g. The bird has a yellow beak.

o What is the colour of its eyes?

o Is it red?

Elicit responses and write on the chart.

e.g. It has red eyes.

You can ask the following questions and help them to describe the bird.

o What colour will you give to its neck?

o Is its tail long?

o Is it of different colours?

o Doesn't your bird look beautiful?

o Do you like the bird?

Let the learners write the description individually at first, then give chances for

- Sharing in groups.

- Writing in groups.

- Presentation of teacher's version.

- Editing and refinement.

At the time of individual writing you can help the low proficient learners by asking scaffolding questions. You may also help them by giving simple instructions for writing. During group sharing give preference to the low proficient learners to present their ideas.

**Page 36****Additional questions for picture reading**

- o What do you see in the picture?
- o What is Kitty doing?

Process the text as done before.

You may attempt another process here.

**Clue word cards**

You need to give only the clue words of each sentence. The learners will identify the sentences from their Reader which includes the clue words. The groups which identify the correct sentence get a point. You can mark the points of each group on the BB.

**Clue Words**

- e.g. :
- close friends
  - tossed her
  - flew up under a tree
  - flew down
  - close to her
  - let's go

**Page 37****Additional questions for picture reading**

- o What do you see in the picture?
- o What are the children doing?

**Process**

Another activity to strengthen the comprehension of the learners can be attempted here. Two sets of cards are to be made for this activity.

Dialogues of characters are written on

the first set. The names of characters are written on the second set.

Let the learners read the dialogue cards. Then they have to find out who said it. The activity can be done either in groups or randomly.

My kite is flying high.

Riyaz

My yellow one is higher.

Maya

Look, there is another one flying above all our kites.

Dinu

It has a colourful tail.

Minu

Whose kite is that?

It's not a kite.  
It's a bird.

**Activity 3 (Page 42)****Interaction**

Minu and Kitty returned home from the playground. Mother gave them some food to eat.

Let's see what they are discussing.

Process the first picture.

Let the learners observe the picture. Ask them to note down the names of fruits seen in the picture.

Process the second picture.

Minu's friends wish to see Kitty once again. They visit Minu's house. Minu's mother gave fruits to them also.

- o Which fruits will they choose?

You can help them to choose.

Each one may take only two fruits. Write the names of the fruits they have selected.

Let the learners write the names of the fruits using 'and' in the space provided on Page 42 of the Reader.

You may also ask the learners questions like:

o You have to choose two fruits. Which fruits will you select for yourself/your friend/mother?

Give maximum opportunities for the learners to use the conjunction 'and' in this context in a natural way.

#### Processing the project Page 44

You can show the pictures of different birds in the classroom.

Allow the learners to identify the birds and their features.

Let them collect the pictures of birds and paste them in their collection book.

Let the learners tell the names of birds they like the most.

Let them draw the pictures of the birds they like the most.

Then ask them to describe the bird. Follow the steps of writing a description. Ensure the participation of low proficient learners.

For details, you may refer to the process of Activity 1.

#### Activity for Assessment

After processing the whole unit, you may proceed to an activity for assessment.

##### Who said to whom?

You may display two charts in front of the class, one with dialogues of the characters in the story and the other with 'Who said to whom?'

##### Chart 1

- One day I will fly my kite.
- Don't be afraid my dear.
- Why did you bring it home?
- Mother, let me keep it here.
- Fly... Kitty fly....
- Minu...! Is it yours?  
Yes, it is mine.

##### Chart 2

Minu said to the little bird.  
Minu said to herself.  
Minu said to her mother.  
Mother said to Minu.  
Friends said to Minu.  
Minu said to her friends.

You may either distribute a printed table or make the learners draw the same in their notebooks.

| Dialogues | Who said to whom |
|-----------|------------------|
|           |                  |
|           |                  |
|           |                  |

Now, ask the learners to complete the table suitably.

You may make the activity more dynamic by using paper strips, flash cards, etc. instead of charts and tables.

**I Know (Page 45)**

This activity is designed for the learners to assess themselves. This provides evidences of the learners' pace of learning. The teacher can help them by giving necessary directions to do the activity on their own. Suitable and meaningful interaction with the learners is expected. You may ask the learners to look at the pictures given in the Reader. Then ask them to read the

sentences given in the box. Allow them to relate the sentences with the pictures and write the sentence below the corresponding picture.

**My Learner can (Page 46)**

This page provides us with evidences of learning acquisition. You will be able to record what the learner has acquired at the end of the unit. This will in turn help the teacher give necessary feedback to the learners and their parents. The two pages 'I Know' and 'My Learner can' will help you modify the teaching - learning strategies and design remedial programs for individual learners.

## Unit 1

### Bruno, the Puppy

**Theme:** Friendship

**Sub theme:** Love for pets

**Learning Outcomes:**

The learner will be able to:

- write the thoughts related to the context.
- add two or three exchanges to the given conversation.
- comprehend and enjoy simple stories and songs.
- describe vegetables using appropriate names and words.
- prepare concept maps of a park and vegetables.
- follow instructions and engage in theatre games and language games.
- engage in role play /enact conversations.

**Input Discourses**

- Story
- Song
- Dialogue/Conversation
- Description
- Thought

**Language Elements/ Vocabulary**

- ‘let’s’ for suggestion.
- use present progressive in appropriate contexts
- give and seek directions.
- use vocabulary related to ‘park’, ‘vegetable shop’, ‘street’ etc.
- ask questions using ‘have’, ‘did’, ‘where’, etc.
- use adjectives of shape, size and taste.
- use prepositions ‘in’, ‘on’, and ‘under’ meaningfully.
- frame plural forms of nouns and use them in appropriate contexts.

**Activities/Discourses**

- drawing vegetables, colouring and describing places and things
- identifying vegetables based on the given clues (Guess Game)
- concept maps on vegetables and park
- answering and making riddles on vegetables
- giving directions to reach a place

## Unit Frame

Unit 1- Bruno, the Puppy

Time: 25 Periods

| Concept/Skill   | Discourses /Activities  | Language Elements  | Learning Outcomes   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Friendship</li> <li>• <b>Sub theme:</b><br/>Love for pets</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Song</li> <li>• Conversation</li> <li>• Thought</li> <li>• Description</li> <li>• Role play</li> <li>• Concept maps</li> <li>• Flow chart</li> <li>• Drawing vegetables and describing them</li> <li>• Describing places and things</li> <li>• Identifying vegetables</li> <li>• Riddles on vegetables</li> <li>• Giving directions to reach a place</li> <li>• Reading card activities</li> <li>• Sequencing events of the story</li> <li>• Project on vegetables</li> <li>• Vegetable printing</li> </ul> | <ul style="list-style-type: none"> <li>• 'Let's' for suggestion</li> <li>• Present progressive tense</li> <li>• Giving and seeking directions</li> <li>• Vocabulary related to 'vegetables', 'park', 'street', etc.</li> <li>• Question words</li> <li>• 'have', 'did', 'where', etc.</li> <li>• Adjectives of shape, size &amp; taste</li> <li>• Prepositions 'in', 'on', 'under', etc.</li> <li>• Plural forms of nouns</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehends and enjoys simple stories and songs.</li> <li>• Able to add two or three exchanges to a conversation.</li> <li>• Describes objects or people using appropriate vocabulary.</li> <li>• Prepares concept maps on a park and vegetables.</li> <li>• Engages in theatre games and language games following instructions.</li> <li>• Predicts and writes thoughts related to the contexts.</li> </ul> |

The teacher may also attempt activities like:

vegetable printing, making models of vegetables, etc.

### Materials

- artificial clay of different colours
- vegetable picture cards (picture of vegetable on one side and name of the vegetable on the other)
- sentence strips, chart papers, sketch pens/crayons, etc.
- CDs of songs and activities

### Use of ICT

- Audio song 'My Puppy'
- Interactive CD of Std I (Song of Days and Vegetables: Unit 4 - The King Lion)

### Introduction:

This unit consists of a story and a poem. The story deals with the importance of loving one's fellow beings and pets. The transaction of this unit is mainly envisioned to be done through oral presentation and picture reading. Care must be taken to provide opportunities to the learners to listen and read the target language and to engage them in organic reading and writing. 'I Know' given at the end of the unit is for self-assessment of the learner. The page 'My Learner can' provides scope for the teacher to assess the progress of the learner on the basis of the expected learning outcomes in each unit.

### Support for CWSN learners

The teacher should ensure the active participation of the learners in activities like model making, theatre games, drawing, colouring, matching pictures and vocabulary activities. Simple reading cards, sentence cards and language games will also be helpful for them. Support in reading must be provided at the time of individual reading (before group sharing). Make sure that these learners share their ideas in the groups. Individual care should be given at the time of writing too.

### Process: Entry activity

#### Vegetable Hunt

- Prepare vegetable picture cards equal to the number of learners in the class. If there are 30 learners make 5 cards each of any six vegetables. (e.g. onion, brinjal, cabbage, carrot, pumpkin)
- Shuffle the cards and place five cards in a box.
- Prepare boxes in this manner and hide them somewhere in the classroom.
- You may invite 5 learners to a corner of the classroom. They may search and find out the hidden box based on your instructions. (e.g. go straight, turn left, go near the window, look behind the door, etc.)
- After they find the box, let them take one card each.
- Repeat the same process with another five learners.

• Let the learners sit in groups based on the cards they had got.

### Step 2

The teacher fixes five chart papers with the names of different vegetables written on it. Learners paste their vegetable cards on the corresponding charts and then write their names.

eg:-Pumpkin

Aditya



### Processing the text (Page 8)

#### Picture reading

You can use the questions given in the page itself.

You may even simplify the questions according to the level of the learners.

You can also frame questions related to the mood of the characters, the settings, location, etc.

- o What is the colour of the puppy?
- o Is it the boy's puppy?
- o Is the boy happy?
- o Do they enjoy playing together?
- o What is the boy asking the pup to do?
- o Can the dog catch the ball?

#### Process reading

Let the learners read the text given on their own. (Individual silent reading)

You may chart the words/phrases/or sentences they are able to read. ( go, ball, puppy, friend, tail, Bruno...)

Ask the learners to read again to get more ideas.

You can elicit the ideas they have comprehended.

Learners sit in groups to share the ideas they have gathered.

The teacher fixes the sentences which carry the main ideas of the text.

For e.g. The following sentences carry the core ideas of the passage:

Bruno, go and fetch the ball!

He came back with the ball.

He wagged his tail.

Well done Bruno! You are my best friend.

Sachin hugged Bruno.

Make sure that all the learners are able to read these sentences.

Elicit their responses by asking specific questions.

e.g. Sachin is throwing the ball. Will he say something to Bruno?

What will he say?

Bruno, go and.... (write on the chart)

Write all the responses of the learners on BB/chart.

For eg:-

get the ball



catch the ball

take the ball

bring the ball.... etc.

Ask the learners to locate the sentence in the Reader which means this.

o What is written there?

Write the word 'fetch' on the chart paper.

**Bruno, go and fetch the ball.**

Similarly, elicit the next core sentence.

o Did Bruno catch the ball?

o Which sentence says that he got the ball?

Let the learners refer to the Reader and find out.

Let them read the sentence aloud.

Then the teacher writes the sentence on the chart.

**He came back with the ball.**

Ask relevant questions to elicit the next core idea.

o What did Bruno do then?

o Did he jump?

o What did he do?

Let the learners read out the answer and the teacher may write it on the chart.

**He wagged his tail.**

Follow the same process for the next core idea.

o Is Sachin happy now?

o What will he say to Bruno?

Elicit all the possible responses and write them on the chart/BB.

Good!

Very good!

Nice!

Good puppy!

Very good Bruno...! etc.

Is it the same that Sachin said?

Asks the pupils to read the text and locate the answer.

Chart the answer.

**Well done Bruno!**

Continue the process.

e.g. Did he say only this much to his puppy?

Isn't Bruno his friend?

Yes, Bruno is Sachin's friend.

Then, how will he say this to Bruno?

Chart the answer.

**You are my friend.**

Continue the process.

o Do you know what Sachin did next?

o How will he show his love towards his pet?

- o Did he shake hands with Bruno?
- o Then what did he do?

Ask the learners to locate the answer.

Give a chance to read the answer aloud.

Chart the answer.

Sachin hugged Bruno.

Now the teacher can ask the pupils to read the chart containing the core ideas.

The teacher may also read out the ideas.

Let the pupils locate the sentences carrying these ideas in their Reader.

Let the pupils share their ideas in groups.

(Make sure that all learners identify and read at least these core sentences.)

Now the teacher may read out the text with proper pronunciation, voice modulation, pause and rhythm.

Also give chances for the learners to read the text aloud (Individual loud reading).

After the individual loud reading by the learners some activities like the one

given below can be done to strengthen reading and writing.

### Process

Make sentence cards/strips on core ideas.

Cut the sentence strips to word strips.

Arrange the word strips inside a tray in a visible manner.

Group the learners into four or five.

Let the groups come forward and make at least one meaningful sentence using these word strips.

Let the members of the group stand in a line and hold the word strips to form the sentence.

Now the teacher can present a short discourse (description/rhyme) using the vocabulary and expressions made familiar in this reading text.

Bruno Bruno, let's play

Bruno Bruno, go and fetch the ball

Bruno Bruno, wag your tail

Well done Bruno! You are my friend!

|        |      |           |        |           |       |      |    |
|--------|------|-----------|--------|-----------|-------|------|----|
| Sachin | tail | came back | hugged | play      |       |      |    |
| Bruno  | and  | wagged    | friend | Well done | let's |      |    |
| fetch  | my   | his       | the    | with      | you   | ball | go |

Recite the rhyme with proper actions.

Ask the learners to sing aloud.

Let them sing individually or in chorus.

As this is the story of Bruno's journey and experiences at different places, the teacher can start developing a flow chart.

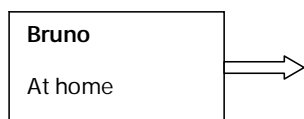
### Process

The teacher asks, 'Where is Bruno now?'

The learners may come up with the response 'Bruno is at Sachin's home' /at home/in Sachin's house etc.

You may start drawing a flow chart. This flow chart may be developed as Bruno goes to different locations.

Flow chart:



### Activity 1 (Page 19)

Present the activity as given on the page.

#### Pre-activity talk

Questions related to each picture may be asked.

e.g. Look at the picture. Where does Sachin want to go with his friend Bruno?

Let the learners say the names of the places.

Now, ask what Sachin might say in each context.

e.g. Okay, Sachin wants to go to the pond. Then what will he say?

'Let's go to the pond.' You may write the response on the chart.

You may elicit one or two answers and then give chances for the learners to write the rest on their own.

Back to Page 8

Now, the questions given at the end of Page 8 can be discussed.

While discussing, more chances should be given to the learners to respond in the target language.

Responses in the mother tongue may be megaphoned in English.

The same process can be followed for processing the questions on each page.

### Page 9

Follows the same process for processing the text. (as done on Page 8)

**Activity 5 (Page 23)** - Conversation between father and Sachin may be processed here.

Ask the interaction questions given to channelise the learners' thoughts.

### Process

First let the learners attempt the task orally. Then ask them to write the conversation individually in the space provided in the text. Encourage 3 or 4 random presentations. Let the learners sit in groups and share their ideas. Ask them to refine the product in their

group. Let the groups present them. Now, the teacher can exhibit an error free version of the conversation, including the ideas presented by the learners. Chances may be given to the groups to refine their products based on the teacher's version. Let the groups role-play their conversation.

### Teacher's version

Sachin : Father, Bruno ran out.  
 Father : Was the gate open?  
 Sachin : Yes, please come with me father. Let's go and look for him.  
 Father : Okay. Don't worry. Come, let's go.

### Page 10

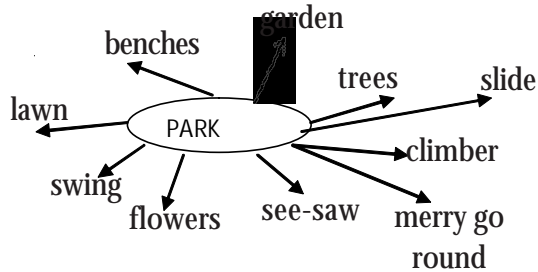
After processing the text on this page, develop a conversation between Sachin and the woman by interacting with the learners. A role-play can be performed based on this conversation between Sachin and the woman. Each group may be given a chance to present the role-play.

### Conversation for the Role-play

Sachin : Did you see my puppy?  
 Woman : Yes, I saw one running to the park.  
 Sachin : Where is the park?  
 Woman : It's not far from here. Go straight. It's near the bus stand.

### Page 11

Here a concept map on the theme 'PARK' may be developed (as in TT Std 1 Unit 1).



An oral description based on the picture can be attempted before processing the text.

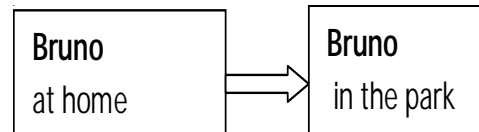
Ask apt interaction questions to elicit their ideas.

A big park. Many trees and flowers are there.

There are many slides and swings. There are benches to sit.

Children are playing in the park.

Don't forget to add the next location in the flow chart.



### Page 12

After processing the text, chances may be given to the learners to role play the dialogue as mentioned earlier (as in Page 10).

### Page 13

Interaction questions related to the

types of balloons they see in the page/ they have seen earlier may be included.

- o Look at the picture.
- o Have you seen such balloons?
- o Where have you seen them?
- o Have you seen a balloon man?
- o Do all the balloons look the same?
- o Yes, they are different in colour and shape.
- o Can you say the names of these balloons?

Elicit the names of the different types of balloons.

e.g. apple balloon, snake balloon, monkey balloon, bird balloon....

Write these names on a chart.

### Page 14

After processing the reading activities, role-play of the conversation between Sachin and the balloon man can be done.

The flow chart may be developed asking the present location of Bruno.



### Page 15

Before going to the text on this page a game on vegetables can be attempted.

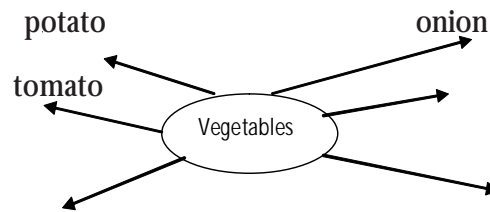
Game

### Process

The teacher asks the learners 'Where is Bruno now?' Elicit responses.

Then the teacher writes, 'At the vegetable shop' on a chart as the learners respond.

Develops a concept map on vegetables.

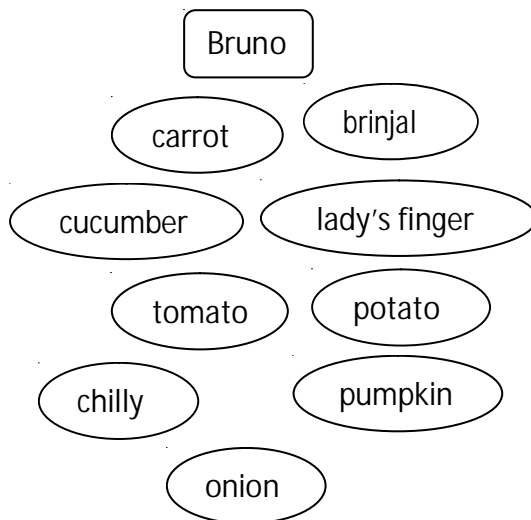


Here the teacher can play the Interactive CD for Std 1 (Days and Vegetable Song - Unit 4 - King Lion)

Let the learners sing and enjoy.

Then the teacher can lead them to the game.

Some circles are drawn on the floor. The names of vegetables are written in the circles. A square is drawn as shown here for Bruno.



Tell the learners that these are the vegetable baskets. Let one learner assume the role of Bruno. Let him stand in the square.

Let others give instructions to Bruno to jump on to different vegetable baskets.

The teacher can begin like this.

o Now, Bruno is in the vegetable shop.

o You can ask Bruno to jump onto any vegetable you like.

o Bruno has to read and identify the vegetable and jump onto that circle.

e.g. Bruno, jump onto the tomatoes (And Bruno has to act accordingly).

Now, let the learners give more instructions to Bruno (to jump onto different vegetables).

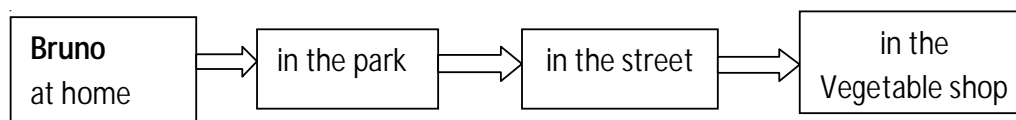
Chances may be given to the maximum number of learners to take the role of Bruno.

Encourage the learners to repeat the instructions with the names of different vegetables.

### Back to the text (Page 15)

Interaction, processing the core ideas and reading the text can be processed as detailed earlier.

Develop the flow chart as earlier with Bruno's present location.



**Activity 7 (Page 25)** - Riddles may be presented here.

Present the activity as given in the text. Let them solve the riddles.

The teacher can extend the activity by asking the learners to construct/say or make a riddle on their own on any other vegetable/the vegetables they like. This will give them more input to do the next part of the activity. Now move on to drawing and describing the vegetables.

### Page 16

After processing the text on the page, the following activity can be presented for enhancing reading.

### Additional Activity

Matching cards (Dialogues and Speakers)

He messed up my shop.

He beat my Bruno.

It burst one of my balloons.

Hey, naughty dog, get off from here.

Teacher can prepare dialogue cards like this. Give each group a set of these 4 cards. The teacher has to prepare 4 sets of these 4 cards i.e. in total 16 cards. Learners have to identify the speaker.

Let the groups read the text and find out the speaker. Let them write the dialogue and its speaker in their notebooks.

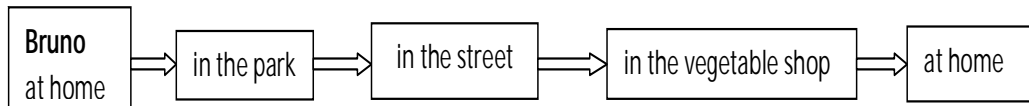
**Page 17**

Process the text fixing the core ideas, as done earlier.

**Activity 6 (Page 24)** - Thoughts of Sachin can be presented.

Don't forget to complete the flow chart after interacting with the learners

Here, there is scope for interaction related to the flow chart.



You can ask about what Bruno did at each location.

- o What did Bruno see there?
- o Who did he meet there?
- o What did he do there?

o Was he happy there?

**Process reading** (considering the whole unit)

**Matching cards**

1)Speakers and their dialogues

Two sets of cards are to be made for this purpose.

- Dialogues of characters are written on one set of cards.
- The name of the characters are written on the second set of cards.

• Learners can be asked to read the card and identify the same sentence in their Reader.

• Learners find out who said this.

2) Let them make the cards.

Character and their actions

Is it a white puppy with black spots?

It's getting late.

You are so dirty! Come, Let's have a wash.

He messed up my shop.

Go straight; it's near the bus stand.

I saw your pup in front of the vegetable shop.

Woman

Boy

Balloon man

Vegetable seller

Father

Sachin

Actions of persons/characters are written on one set of cards. Names of the person/character who did it are written on the second set of cards.

Learners have to read the cards, refer the text and match the cards.

|                            |                     |                        |
|----------------------------|---------------------|------------------------|
| ran to the vegetable shop  | rolled on the grass | hugged Bruno           |
| shouted and raised a stick | started crying      | pointed to the shop    |
|                            | Bruno               | Father                 |
|                            | Sachin              | Boy                    |
|                            |                     | patted on the shoulder |
|                            |                     | Vegetable seller       |

- Encourage the learners to recite/sing individually.

### Post reciting activities

- Ask some questions to ensure comprehension.

### Processing the poem

#### My Puppy (Page 18)

#### Process

Ask some interaction questions related to the picture.

- o What do you see in the picture?
- o What is the girl doing?
- o Where are they sitting?
- o What do you think the girl will say about her puppy?
- You may play the song/present the song on your own. (2 or 3 times)
- Let the learners sing along with you/CD two or three times to become familiar with the words and the rhythm.
- Let the groups present in random.

- o Where does the dog live?
- o What does the dog do when the girl pets him?
- o How does the pup ask for more petting?
- o Is the pup only a special friend to the girl?

Processing of the other activities in the text.

#### Activity 2 (Page 20)

Present the activity as given in the text.

Let the learners look at the pictures.

Ask appropriate questions related to the picture.

- o Where is Bruno now?
- o What is Sachin doing?



o What about Bruno?

Let them identify and say the actions of Sachin and Bruno.

You may elicit two pairs of actions including the example given in the text.

Let the learners do the rest on their own.

Then let them share in groups.

Let the groups present their answers.

You can support the learners whenever it is needed.

### Activity 3 (Page 21)

Directing Sachin to reach different places.

Introduce the activity as given in the Reader.

Ask interaction questions related to the pictures.

Elicit responses for each question.

o Where does Sachin want to go in the first picture?

o Where is he standing now?

Imagine that Sachin met you there and asked for help.

o How will you direct him?

o First, where should he go from the place he is standing?

(Elicits responses.)

o Straight, right or left?

o So, how will you say this to him?

o Then, where should he turn to?

o To the left or right?

o Now where will he reach?

o How will you say this to Sachin?

In this way you can elicit responses and write them on a chart.

Let the learners sit in groups and process the next one.

You may interact with the groups while they are working.

The third one can be given for individual attempt.

### Activity 4 (Page 22)

Introduce the activity as given in the text.

Ask appropriate questions to channelise the learner's thoughts.

Elicit the responses and chart them.

o What do you see in the first picture?

o Where is the carrot?

o Look at the second picture. What do you see in the basket?

o What do you see in the next picture?

o Yes, a boy is on a swing.

o Where is the boy?

o Yes, the boy is on a swing.

Elicit more responses in the same manner.

Let the groups do the rest.

You may interact with the groups while their work is in progress.

Groups may present their products.

Additional activity -

### **Describing a Vegetable**

#### **1) Sentence cards/sentence strips**

Prepare two or three strips containing short descriptions of vegetables.

Shuffle the strips. Let the learners pick up a strip and read it aloud. Let them identify the vegetable from the description. Ask them to paste the descriptions on one chart. Let the learners read out the descriptions. Now, the learners can write down the descriptions in their notebooks. This activity can be done either individually or in groups.

#### **2) Identifying and sequencing the events of the story**

a) Making meaningful sentences from word cards.

The main events of the story are written as sentence cards (five or six events).

Each sentence card is cut into word strips and given to each group.

The groups have to arrange or sequence the word cards to make meaningful sentences/events.

Let the groups read out the sentence they have constructed.

Interact with the learners and make them paste the sentences on a chart.

b) Sequencing the events of the story.

Now each group is given a chance to read out the entire events.

Let them decide which event should come i.e. first, next and so on....

Let the groups read out the events in the same order as they happen in the story.

Let each group paste their events in the order on a chart paper displayed in the class.

Now, let the groups read the entire events.

After familiarising the graphics and the pronunciation of words, let them write the events of the story in their notebooks.

#### **Processing the Project (Page 26)**

Revisit the concept map of vegetables.

Let them read aloud the names of vegetables.

You may paste a chart in the class. Elicit the names of more vegetables.

Paste pictures of vegetables like chilly, pumpkin, tomato, potato, bitter gourd, cabbage, lady's finger, carrot, brinjal, ash gourd, etc.

Draw tables and columns as in the Reader.

Write the titles by interacting with the learners.

- o What can we say about this vegetable?
- o Yes, It's 'name', then what else can we say?
- o Yes, it's 'colour' too.
- o What can we write in the next column?

o Yes, some vegetables are sweet, some are sour and some others are hot.

o So, can we write 'taste' in this column?

o Are all the vegetables of the same size?

o So, can't we write 'size' in the next column?

o How do you feel when you touch them?

o Yes, some may be hard and some soft.

o So, shall we write 'hard/soft' in this column?

Now, you may fill the tables for two vegetables by eliciting responses from the learners.

Lead the learners to the text.

Now, ask the learners to paste more pictures and fill the table (as home assignment).

### **Discussion (Vegetable Garden at home)**

Based on the questions given at the end of the page, let the learners talk about the vegetables they grow at home.

You can talk about the vegetable garden at his/her home/school.

You may show newspaper cuttings about the dangers of using poisonous pesticides on the vegetables that we buy from shops.

The learners can be sensitised on the benefits of a vegetable garden at home.

You can even distribute some seeds to the children to grow a vegetable garden in their homes.

### **Vegetable Printing Activity**

You may bring different vegetables, knife, 4 square pieces of cloths and 4 colours of fabric paint to the class.

#### **Pre-activity talk**

o Don't you like to draw pictures and colour them?

o Do you know that we can print/make pictures using vegetables too?

o Have you ever tried that?

o Shall we try it now?

Group the learners into 4 (with 4 or 5 members).

Distribute a piece of cloth to each group.

Give some vegetables to each group (a piece of lady's finger, 1/2 onion, 1/2 potatoes, round pieces of bitter gourd and cucumber, lengthwise cut beans).

- Four different colours of fabric paint are to be given to each group (red, green, yellow, brown).

- Give simple and clear instructions to the whole class for doing vegetable printing.

- You may demonstrate it while giving instructions.

- Let the groups follow the instructions and do it.

- You can monitor the groups and give specific instructions to the groups, if necessary.
- Make sure that all the learners get chances to do the activity.
- After the task, let each group show their vegetable printing to the whole class.
- Products may be exhibited in ORC.

### **I Know (Page 27)**

This page is purely designed for the learners to assess themselves. This is one of the evidences for the child's pace of learning. As this is the first unit, the teacher can help them by giving necessary directions to do the activity on their own. Suitable and meaningful interaction with the learners is expected.

Point at the first picture and ask:

- o What do you see here?
- o Where is Bruno now?

(Elicit responses.)

Writes 'Bruno is on the road'.

Then what is he thinking now? (Elicit responses)

Write all responses on the chart. Select the best one.

In this manner, let the pupils identify the location, character and the thoughts in each picture.

### **My learner can (Page 28)**

This page stands as one more evidence of learning. The teacher gets the opportunity to record what the learner has acquired at the end of the unit. This will in turn help the teacher to give necessary feedback to the learners and their parents. The two pages 'I know' and 'My learner can' will help the teacher modify the teaching-learning strategies and design remedial programs for individual learners.

### **Process Reading**

In lower classes, the learners should get rich exposure and experience in the target language (i.e. English). So, more chances for listening, reading and speaking should be provided. Once the learners acquire an interest and love for the language, it will be sustained forever. As the rhythm, tone and pronunciation of the language is different from their mother tongue, the teacher's role in providing the best input is very important.

Different processes that can be adopted for strengthening reading (especially for slow learners).

#### a) Reading together

It's a process where the teacher and learners read together. While reading

together the learners gain confidence which also promote their reading skills.

b) Echo reading

Echo reading is a process for developing expressive, fluent reading. During an echo reading exercise, the teacher reads a line/sentence or phrase of the text aloud while tracking the print /graph for the learners to see. After a line of the text has been read aloud, the learners imitate or echo the teacher. When the learner begins to read with more expression and fluency, it suggests that the learner can read on his/her own. First person narratives can be very effectively used for echo reading.

This reading strategy allows children acquire proper phrasing and expression and develops their vocabulary. This guided strategy instills confidence in learners and is aimed to develop greater reading proficiencies. This will foster fluency for struggling readers/and low achievers too.

c) Choral reading

This helps the learners to become more fluent and confident readers. Here the learner is asked to read along with the teacher. The teacher begins reading in a voice that is slightly louder and faster than the learner. As the learner becomes more comfortable with reading the text, the teacher lowers his/her voice and slows the reading pace. If the learner slows down, the teacher raises voice and speed again.

d) Paired reading

This technique allows a teacher to vary the amount of support provided to a learner while reading aloud together. The teacher explains to the learner that sometimes they may read together - **duet reading** - and sometimes the learner will read alone **solo reading**. They agree on two signals, the child can use to switch back and forth from solo to duet reading. When the child gives the teacher the duet signal, the teacher will read along. When the child is ready for solo reading, he/she gives the solo signal and the teacher can stop reading.

## Unit 3

# The Mother Tree

**Theme:** Harmony of Nature

**Sub theme:** Love and care for fellow beings

**Learning Outcomes:**

The learner will be able to:

- identify natural objects such as tree, fire, wind, cloud, rain etc. which appear as characters.
- identify the names of trees and plants in his/her surroundings.
- write the thoughts and feelings of characters.
- read and comprehend simple stories and poems.
- read and enjoy simple graphic stories.
- write a conversation between the characters in a story.
- describe things and situations in oral and written forms.
- undertake simple project work to make an album of leaves.
- make puppets using available materials (hand puppet, finger puppet)

**Input Discourses**

- Story
- Song
- Description
- Conversation

**Language Elements/Vocabulary**

- Prepositions like 'in', 'on', 'of', etc.
- Present progressive form of the verbs (crawling, jumping, blowing, burning, coming, running, moving, happening, etc.)
- Adjective forms like: 'bigger and bigger', 'larger and larger', 'higher and higher', 'taller and taller', 'deeper and deeper' etc.
- Vocabulary related to nature, fire, wind, cloud, rain, etc.
- Asking questions beginning with 'What', 'How', 'Where', etc.

**Activities/Discourses**

- Select suitable events from the text and match with pictures.
- Fill up crossword puzzle (Fruits)
- Draw the pictures of animals or creatures that lives on trees and describe them.

## Unit Frame

## Unit 3 - The Mother Tree

Time: 30 Periods

| Concept/Skill  | Discourses Activities  | Language Elements   | Learning Outcomes  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Harmony of Nature</li> <li>• <b>Sub theme:</b><br/>Love and care for fellow beings</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Song</li> <li>• Description</li> <li>• Conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Prepositions like 'in', 'on', 'of'</li> <li>• Present progressive form of verbs (crawling, jumping, blowing, burning, coming, running, moving, happening)</li> <li>• Adjectives like: 'bigger and bigger', 'larger and larger', 'higher and higher', 'taller and taller', 'deeper and deeper' etc.</li> <li>• Vocabulary related to nature, fire, wind, cloud, rain.</li> <li>• Asking questions using ('What', 'How', 'Where')</li> </ul> | <ul style="list-style-type: none"> <li>• Identify natural objects such as tree, fire, wind, cloud, rain, etc. which appear as characters.</li> <li>• Identify the names of trees and plants in his/her surroundings.</li> <li>• Write the thoughts and feelings of characters.</li> <li>• Read and comprehend simple stories and poems.</li> <li>• Read and enjoy simple graphic stories.</li> <li>• Write a conversation between the characters in a story.</li> <li>• Describe things and situations in oral and written forms.</li> <li>• Undertake simple project work to make an album of leaves.</li> <li>• Make puppets using available materials (hand puppet, finger puppet)</li> </ul> |

- Read the thoughts of the eagle and complete the sentences.
- Complete the sentences based on the picture.
- Write the thoughts of little birds.
- Complete the conversation between two characters.
- Reading the picture story titled 'Baby Bird'.

### Materials

- Chart paper
- Crayon
- Picture
- Black sketch pen
- Finger cap
- Fevicol
- Scissors
- Small rubber bands
- Sequins (red)

### Use of ICT

- Audio of songs, videos, pictures, etc.
- Use of Interactive DVD of Std I

### Introduction

'The Mother Tree' is a story which focuses on the need for protecting and loving our fellow beings. The story tells us about the close relationship between a neem tree and a family of birds. The story is rich with new images and ideas.

The learners are expected to develop

qualities such as love, empathy, kindness, faithfulness, etc. for all fellow beings.

### Support for CWSN learners

Special care should be given for CWSN learners. The teacher should make them participate in activities such as colouring, drawing and puppetry.

### Entry Activity

You may draw the picture of a tree step by step. At each step you may interact with the learners giving them enough scope for prediction. You may interact with them as given below.

#### Step 1

I am going to draw a picture.

Can you guess what this is?

o What am I drawing?

Elicit responses.

Let the learners predict.

#### Step 2

I have drawn two more lines. So, there are four lines. Can you guess what the picture will be?

Elicit responses.

#### Step 3

Now, I have drawn two more lines.

What am I drawing?

Elicit responses.

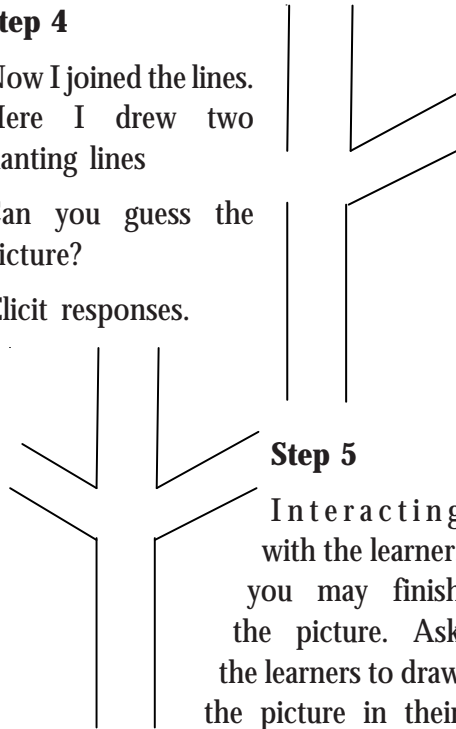


**Step 4**

Now I joined the lines.  
Here I drew two  
slanting lines

Can you guess the  
picture?

Elicit responses.

**Step 5**

Interacting  
with the learner,  
you may finish  
the picture. Ask  
the learners to draw  
the picture in their  
books and colour it.

**Step 6**

**The Mother Tree**

**The Mother Tree****Processing Big Picture**

You should prepare cut outs of a neem tree, birds, nest with three little birds in it, the sun and a landscape.

You may ask the following questions to develop the big picture.

- o Where shall we place the tree?
- o Where do we fix the 'nest'? Can we place the little birds in the nest?
- o Where do we place the sun?
- o What else can we place?
- o Where will we fix the landscape or hills?

Learners develop a big picture with your help.

Interact with the learners about the big picture.

**Questions for Interaction**

- o What do you see in the picture?

Which tree is this?

- o What are the birds doing?
- o What time of the day is it?
- o Where, do you think, the mother bird is?

Elicit responses from the learners and write them on the BB.

While doing so, you may read the sentences aloud.

### Reading the Text (Page 48)

Let the learners read the text individually

While reading ask the learners to write the words in their notebook which they could read and put a dash (-----) for the words that they cannot read.

For example, a learner cannot read the word 'neem', 'wonderful', 'greeted', etc. may write the passage on Page 48.

Good morning ----- birds! The --  
----- tree ----- the -----.  
What a ----- morning! Look out.  
The ----- tree -----  
-----The birds ---  
----- out of ----- The  
sun -----.

Let the learners read the text in pairs. Ask them to read and fill the blanks with the words that they can read at this stage.

You may visit each group and help the learners use more words and complete the blanks.

Let two pairs sit together and complete more blanks.

### Teacher's reading

You may read the text with proper pronunciation, intonation, stress and voice modulation.

Interact with the learners again:

- o What is the name of the tree?
- o What birds are there?
- o What did the little birds do?
- o Which words tell us that it is morning?

Let the learners go through the passage in the Reader once again and respond to the questions.

Learners read aloud.

### Text 2 (Page 49)

#### Interaction

- o What do you see in the picture?
- o Who is talking to the tree?
- o Where are the little birds?

Let the learners follow the process of reading.

After reading, supply two sets of sentence cards to the learners.

Set 1. Names/pictures of characters (little birds, mother bird, neem tree.)

Set 2. Dialogues of characters.

Let the learners read the names of characters/identify the pictures and place them on a big canvas in different places.

Interact with the learners and make them paste the dialogues below each character

I am hungry me too .

Picture of mother sparrow

I'm going to fetch some fruits... Neem tree, Neem tree... my children are alone. I may be late. Please take care of my children.

Picture of neem tree

Oh sure, I'll take care of them.

Ask the learners to enact the scene by reading the dialogues.

### Page 50 Interaction

- o Where is the mother sparrow now?
- o Why did she come there?
- o What does she see there?
- o Does she see any fruits there?
- o Are there any other birds?
- o Do you see butterflies there?

You may ask these questions and lead the learners to read the given text on Page 50.

After reading, interact with the learners using the following questions.

o Do you like the place? Why do you like it?

o Is there any place like this near your school/home? Describe that place.

To encourage the learners, you may ask the following questions.

- o How is the place? Is it beautiful?
- o What do you see there?
- o Are there any butterflies/birds?
- o Which birds are there? Are there any trees? etc.

Write the responses on the BB. Distribute sentence strips to the learners. For example, there are many trees, many butterflies, small butterflies, many birds, etc. Let the learners read the sentence strips and write a description in their notebook. Now, the learners to Activity 2 of the Reader.

### Activity 2 Interaction

When the Mother sparrow reached the valley, she saw many trees, beautiful birds and butterflies.

Can you name the fruits she saw there?

Let the learners respond.

You may write the word 'cherry' on the BB.

What all fruits have you eaten?

The learners may come up with the names of fruits like 'mango', 'grapes', 'orange', 'banana', 'plum' etc. List them on the BB. Now, ask the learners to find out the names of the fruits hidden

in the magic square. Encourage them to draw the pictures of fruits and colour them. If necessary, you may show them the picture of a plum.

### Describing fruits

Interact with the learners as follows:

You have drawn and coloured many fruits. Which fruit do you like the most? Write the name.

e.g. I like orange the most.

o What is its colour?

It is yellow/orange in colour.

o What is its shape?

It is round in shape.

o What is its taste?

It is sweet/sour.

o Is it soft or hard?

Soft.

When the learners come up with these responses. Write them on the BB.

Lead them to describe other fruits too.

### Page 51

#### Interaction

o Who are there in the picture?

o What are they doing?

o What is there in Mother sparrow's beak?

Elicit responses.

Follow the process of reading.

After individual and group reading distribute sentence strips to the learners (in 2 to 3 groups).

Yum Yum she swallowed the cherry.

How sweet it is?

Let me take some cherries for my children.

Full of red ripe cherries.

Let the learners read the sentence strips. You may ask the following questions and make the learners read out their answers from the strips.

o Which strip tells you that the cherries are red in colour?

o Which strip tells you that the mother bird took some cherries for its children?

o Which strip tells you about the taste of the cherries?

o Which strip tells you that the Mother sparrow ate the cherry?

### Page 52

Mother sparrow saw clouds of smoke.

o What are the birds and animals doing?

Distribute the following paper strips to the learners.

Looked around

Flying away

Running here and there.

Moving around the sky.

Let the learners sit in pairs. Ask them to read the sentence strips.

One strip for two learners.

Let the learners identify the sentences in the Reader. Let them read aloud.

Then you may ask the following questions.

- o Who looked around?
- o Who are flying away with fear?
- o Who are running here and there?
- o Who is moving in the sky?

Elicit responses from the pairs. Give points to the pairs.

After completing the process, let the learners do the activity on Page 64.

#### Activity 4

Ask some questions based on the picture given in the text.

- o Who are there in the picture?
- o What are the elephants doing?
- o Look at the parrots. What are they doing?
- o Where are the monkeys? What are they doing?
- o Is there a rabbit in the picture? Where is it? What is it doing?
- o Can you see an eagle in the picture?

Elicit responses.

There is no eagle in the picture. But this is the scene the eagle happen to see. Then what will be its thoughts?

Elicit the answers and write them on the BB.

Let them complete the sentences given in the text.

After that ask them to read the thoughts of the eagle.

You may prepare some word strips which may help in reading.

Bigger and bigger

Higher and higher

Eating up

Louder and louder

Let them sit in pairs and read the strips. Identify the sentences.

Ask them to read the whole sentences.

#### Picture interaction (Page 53)

- o What is the Mother sparrow doing?
- o Is she crying? Is she thinking about her children?
- o What is she thinking? What will she do then?

Let the learners read the text.

Ask them to identify the sentence which means 'the children are in danger'.

You may write the sentences on the BB. Once again, help the learners to read after you.

Loud reading.

#### Page 54

You may ask the following questions for interaction.

- o Where is the fire now?
- o What is it doing?
- o What is the neem tree doing?
- o What will he think about the little birds?

Elicit the responses and write them on the BB.

e.g. a. The fire will eat up the trees.

b. Poor little birds, the fire will eat up the little birds etc.

Ask them to identify the sentences from the Reader.

After reading, distribute sentence strips to the groups.

e.g. a. It is so hot. I am burning.

b. Poor little birds. How can I save them?

c. Oh fire! take me, leave the little ones.

d. Sorry, I can't stop burning.

Ask the learners to categorise, the dialogues into two heads.

1. The Neem tree

2. The fire

Let the groups role play the scene.

### Page 55

Process the text, as done earlier.

After processing the text, let the learners role play the scene.

You may use the sentence strips for presenting the dialogue of the Neem tree and the wind.

Distribute the sentence strips to the groups and ask the groups to decide who is going to present the dialogue.

After the role-play ask the following questions.

o Where will the wind go?

Elicit the responses and let the learners go through Page 67 and complete the conversation between the wind and the cloud.

### Page 56

Process the text by eliciting the core ideas as done before.

The following questions may help you to elicit the core ideas.

o Who did the neem tree talk to?

o Will the clouds be able to help the neem tree?

o What will the neem tree request the clouds?

After processing the text, give chances for loud reading.

You may ask the learners to read the text loudly.

Here, you can adopt any strategy to make the learners read the text aloud.

### Page 57

You may ask some questions for eliciting the feelings of the neem tree.

e.g. Look at the picture.

o What do you see in the picture?

o How will the neem tree feel when the rain touches it with its cool fingers?

o What do the rain drops look like?

o Do you think it is a heavy rain? Why?

o Have you ever walked in the rain?

o How did you feel? Were you happy?

By asking such questions you may elicit the feelings of the learners and also reinforce some vocabulary related to the text.

Write the words/sentences on the BB.  
e.g. breeze, touched, pouring, raindrops, etc. Ask the learners to find out the sentences which contain these words / sentences.

Follow the process of reading as done before.

### Page 58

After processing the text, you may distribute paper strips which contain the dialogues of the Mother sparrow, the neem tree and the cloud.

Ask the learners to role play the dialogues.

After reading the entire passage, you may ask the following questions given in the Reader.

- o Did you like the story?
- o Who do you like the most? Why?

e.g. I liked the neem tree.

It helped the little sparrows.

It gave shelter to the birds.

It was loving and caring.

Ask the learners to write why they like the character of their choice.

Help them prepare concept maps on their own.

Let them share their ideas in pairs.

Enrich their ideas.

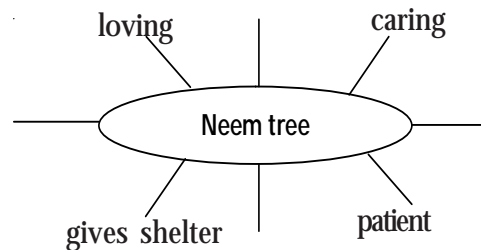
Let them write about the character they like most.

Now, you can do the activity given on Page 60. Let the learners revisit the whole story once again.

You may distribute the strips which contain the core ideas to the groups.

Each group should read out the sentences they have got.

Interact with the learners and ask them to paste the sentence on a chart paper in the correct order.



You may help the learners to write sentences with the help of a concept map.

### Poem - Trees (Page 59)

#### Process

Picture reading:

Interact with the learners as follows:

- o What do you see in the picture?
- o Which tree is this?
- o Is it a big tree or a small tree?
- o Are there any other big trees around us? Can you name them?

Write the elicited names on the BB or paste the paper strips on the big canvas along with the pictures of trees.

o Do you want to hear a song about trees?

Now, you may play the song/present the song on your own.

Let the learners sing along with you/ CD two or three times.

Familiarise the poem.

Let the learners present the song in chorus.

Encourage the learners to sing the song individually.

### Post reading activities

Ask some questions to ensure comprehension.

e.g. Are there any trees around you?

o What are they?

o Which are the tall ones and short ones?

You may write the answers on the BB.

### Processing other activities in the Reader

#### Activity 3 (Page 63)

Present the activity as given in the text.

Let the learners look at the picture.

Ask questions based on the picture.

e.g. Who all are there on the tree?

o Where are they? (on the leaf, branch, etc.)

o Where is the nest?

o Where is the worm?

Elicit the responses and write them on the BB.

Let the learners complete the yellow box.

Then ask the following questions.

e.g. Which are the animals/birds/creatures that live on the trees?

o Where do they live?

Elicit responses and ask them to draw the picture of a bird/animal/creature on the branch/ leaf/trunk of the tree. After drawing, ask them to complete the remaining boxes.

Paste the pictures of different types of trees on the big canvas.

### Project Page 68

Revisit the big canvas.

Let them read aloud the names of different types of plants.

You may elicit names of more trees and plants.

You may paste a chart in the class.

Show some leaves to the learners (the leaves of trees/plants given on Page 68).

Paste the leaves on the chart paper.

Elicit the names and write them on the chart paper.

Let the learners do the project given on Page 68.

Assign the learners to collect leaves of different plants/trees and paste in their



notebook and write their names.

Categorise the leaves according to their uses (medicinal, flowering plants, trees etc.).

### Activity 5 (Page 65)

Let the learners look at the picture.

- o What do you see in the picture?
- o Which place is this?
- o Where is the neem tree?
- o Which are the birds?
- o Are they the same little sparrows?

Let them go through the text.

After completing each sentence, make use of the corresponding pictures and sensitise the learners on the changes that happened in the forest.

### Activity 6 (Page 66)

#### Thoughts of the little birds

Let the learners look at the picture.

Ask questions:

- e.g. o Who are there in the nest?
- o Are they alone?
- o Where is the mother bird?
- o What may be the time?
- o If there is a fire, what will they do?
- o Will they think about their mother?
- o Will they think about themselves?

Process the thoughts one by one.

Encourage the learners to write individually.

Let them sit in small groups.

Ensure that the learners are sharing their ideas in the groups.

Let them write their versions in the given chart paper.

Give chances for the learners to present their version.

After the group presentation, present the teacher's version. Based on the teacher's version, you may edit the group products.

#### Teacher's Version

Mother is not here.

We are in danger.

Who will help us?

The fire will eat us up.

### Activity 7 (Page 67)

#### Process

Lead the learners to the reading passage on Page 55 of the Reader. Ask the learners to read the passage.

Interact with them as follows:

- o Why did the wind blow away?
- o Whom would the wind bring?
- o What would the wind say to the clouds?

Elicit responses and write them on the BB.

Wind: Oh friends, please come with me. (BB)

o What would the clouds ask the wind?

Learners may come up with different answers. Megaphone the answers and write them on the BB.

Cloud: Where do you want me to come? (BB)

o What would be the wind's reply?

Wind: To the forest/Near the neem tree. (BB)

o Wouldn't the cloud be curious? What would it ask?

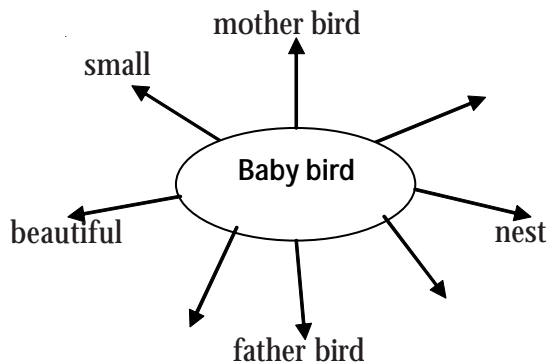
Cloud: What happened there? (BB)

Continue the process and elicit a few more meaningful exchanges appropriate to the context.

Let the learners role play it.

### How to approach and process the story 'The Baby Bird'

Let the learners read the title. Let them guess the story.



If necessary, prepare a concept map using the words elicited from the pupils.

Prepare a narrative of the story to present in the class using the words in the concept map to help the learners understand the story of the baby bird.

You may use the given narrative or you can prepare another one based on the theme.

### Narrative

'Look dear, cluster of dark clouds, it will rain soon,' father bird said.

'Oh let's go fast. Our little one is alone in the nest. He will be afraid,' mother bird said and flew in hurry.

Suddenly the wind blew strongly. The branches of the trees swayed. The rain started pouring down.

'Oh dear I can't fly,

Let's rest here.' The father bird sat on a tree.

'But our little one is alone in the nest, he'll be afraid... we should reach there soon,' the mother bird said and flew away. But how? The rain become stronger and stronger. The father bird looked at the rain.

After presenting the narrative ask the following questions.

e.g. Where is the little bird now?

What will happen to the little bird?

Is it safe in the nest? etc.

Now, let the learners go through the picture story and guess the story. Elicit their ideas. Write them on BB. Ensure that the vocabulary will help the learners to read the story.

### **Processing the story**

Independent silent reading.

Sharing the ideas in pairs.

Reading in groups and sharing ideas.

Each group retells/presents the story before the class.

Presentation by the teacher.

Enacting the story by the groups.

### **I Know - Page 71**

This page is meant for the learners' self-assessment. You can help them by giving necessary directions through interaction.

Before introducing this page, you may have a discussion about the characters of the story and their dialogues.

Then introduce the page.

Let them go through the pictures. Ask them to complete the character's names first. Then, according to the names, let them draw the pictures of the characters.

Give time to read the given responses.

Write the responses on paper strips and distribute among the groups.

Ask the groups to identify the speaker of each dialogue.

Let the learners fill in the blank spaces by writing the appropriate dialogues.

### **My learner can - Page 72**

This page gives you an opportunity to record what the learners have acquired by the time they have completed the entire unit.

This will help you to give necessary feedback to the learners and their parents. It will help you to modify the teaching-learning processes.

## Unit 4

# Jungle Fight

**Theme:** Fantasy and Adventure

**Sub theme:** Harmony among human beings and animals

**Learning Outcomes:**

The learner will be able to:

- identify the context, character and mood.
- read and enjoy simple adventure stories.
- identify the sounds made by different animals.
- use simple English while answering interaction questions.
- write sentences on a given theme.
- write short descriptions about animals.
- arrange words in the alphabetical order.
- undertake simple projects on animals.
- recite/sing songs or poems with proper rhythm and actions.

**Input Discourses**

- Story
- Poem
- Dialogue

- Description
- Announcement

**Language Elements/Vocabulary**

- use of 'but'.
- use of action words in relevant contexts.
- use of describing words to describe animals.

**Activities/Discourses**

- Concept map
- Theatre games
- Mask making
- Solving puzzles
- Role play
- Enacting a scene
- Joining sentence cards
- Describing animals
- Arranging words
- Language games
- Project work

## Unit Frame

## Unit 4- Jungle Fight

Time: 25 Periods

| Concept/Skill  | Discourses Activities  | Language Elements  | Learning Outcomes  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Fantasy and Adventure</li> <li>• <b>Sub theme:</b><br/>Harmony among human being and animals</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Poem</li> <li>• Dialogue</li> <li>• Description</li> <li>• Announcement</li> </ul> | <ul style="list-style-type: none"> <li>• Use 'but' while speaking/writing about the qualities of characters.</li> <li>• Understand the action words and use them in relevant contexts.</li> <li>• Using appropriate describing words to describe animals.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies the context, character and mood.</li> <li>• Reads and enjoys simple adventure stories.</li> <li>• Identifies the sounds made by different animals.</li> <li>• Uses simple English for answering interaction questions.</li> <li>• Writes sentences on a given theme.</li> <li>• Writes short descriptions about animals.</li> <li>• Arranges words in the alphabetical order.</li> <li>• Undertakes simple projects on animals.</li> <li>• Recites/sings songs or poems with proper rhythm and actions.</li> </ul> |

**Materials Needed**

- crayons/sketch pen
- stamp, ink
- chart paper, markers
- scissors
- pictures of animals
- gum
- Audio/Video CDs of songs

**Use of ICT**

- Video of the song 'Animal Sounds'

**Introduction:**

'The Jungle Fight' is an interesting adventurous story which opens up the world of wild life to the learners. The story establishes that strength and size are not the essential qualities to become successful in life. Instead one's intelligence and skills may be more helpful in winning over those who are strong and large in size. One day the king's messenger comes to the forest with a view to selecting an animal to be his pet. The problem arises when all the animals set out for the post. Then the messenger insists that the animals can fight with one another and the winner will be the king's pet. The strength of the story lies in the fact that a small cat gets selected from the jungle where there were huge and strong animals like elephant, lion, bull, etc.

**Support for CWSN**

The teacher must ensure the participation of CWSN learners in various activities like theatre games, language games, enacting scenes,

colouring etc. by giving them appropriate and adequate support.

**Entry Activity**

The picture of a jungle and paper strips in which names of animals are written are the materials necessary in this context. The paper strips should be equal to the number of learners in the class. You may write the names of animals viz. lion, bear, giraffe, elephant, horse, cat, dog, etc. on the strips.

Chart papers of ¼th size and stamp size pictures of the above animals are also to be collected.

**Process**

You may show the picture of a jungle and interact as follows:

What do you see in this picture?

Haven't you heard stories about jungle?

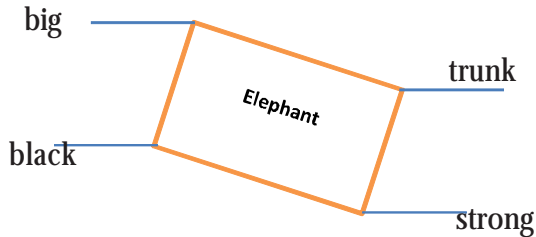
What do you see in a jungle?

Name some animals that we see in a jungle.

Elicit the names of the animals and write them on the BB.

Ask the learners to take one paper strip each from the box. Let the learners group themselves on the basis of the strip they have got. Supply a piece of chart paper to each group and ask them to stamp the image of the animal their group has got. Let them develop a word

web based on the picture. You may help the groups by giving necessary instructions.



Let the groups imitating the action and sound of the animal.

Using the word web, let the groups introduce themselves as follows:

e.g. We are elephants.

We live in the jungle.

We are the biggest animals on land.

We have long trunks.

We are black in colour.

We are strong.

When all the groups have performed, you can interact with the learners connecting the activity to the story.

### Processing the Text

#### Picture Reading (Page No. 81)

Make use of the questions given in the Reader. The teacher can also ask other simple questions according to the level of the learners. Ask questions for identifying the characters, settings, location etc.

o Who is standing in front of the animals?

o Which instrument is he using?

o What are the animals doing?

The man is beating the drum, isn't he? He is announcing something. What will be the man's announcement? (Free responses). Do you want to know what the announcement is? Ask the learners to read and find out the announcement.

### Process Reading

First of all, let the learners read the text by themselves.

Ask the learners to circle the words or sentences which they can read and put boxes around the words or sentences they can't read. Let the learners to sit in groups and clear their doubts.

You may interact with the class in the following manner.

'Dum... Dum...' is the sound of a drum. Can you locate the word in your text? OK. Read the sentence silently. Now, ask any one group to read the sentence aloud. If they make a mistake, the other group will get the chance.

**The drummer was beating the drum.**

Write the sentence on the chart while the group presents it.

Let the learners listen.

The drummer wants to say something to the animals. So he beats the drum aloud.

What does he say?

Ask the learners to locate the sentence and ask any group to read the sentence aloud.

**‘The king wants a pet. Who is ready to come with me?’**

Write the sentence on the chart while the group is presenting. If any group makes a mistake, the chance will be passed to other groups.

o Some animals got ready to go with him. Which are the animals?

Let the learners respond.

o What did the elephant say?

Can you locate the sentence in your text? Give chances for all to locate the sentence.

Ask one group to present.

**I’m ready.**

Write it on the chart.

Interact with the learners.

‘The elephant got ready to go with the drummer. Not only the elephant but the horse also got ready to go with him.’

How does the horse respond? Ask the learners to locate the sentence. Ask one group to read aloud.

**‘No, no. I shall come with you’, said the horse.**

Write it on the chart.

Not only the horse and the elephant but all other animals also wanted to go with the drummer.

o What is the response of the other animals?

Ask the learners to read aloud the sentence from the Reader.

**‘I’m ready. I’m ready...’**

Write it on the chart. Cut these sentences and make sentence cards. Ask the learners to enact the situation. Learners can use masks also. Ask the learners to stand in a circle with the masks they have made. Give sentence card to the learners to enact the scene.

**The king wants a pet. Who is ready to come with me?**

Give this sentence card to the learner who is acting as the drummer. Like this, the elephant, the horse and all other animals are given their cards (10 member groups) and the situation is enacted. While one group is performing the others have to evaluate it with the indicators given below.

#### **Indicators - Enacting the scene**

- Dialogue presentation
- Facial expression
- Audibility
- Co-ordination

You may ask the learners, ‘Which animal will the drummer choose?’ [Allow them to predict the answer.]

After processing the passage in the Reader go to Activity 1 on Page 92.



**Process****Activity 1****Interaction:**

The drummer announced the king's wish. You remember it, don't you?

Ok, what was the announcement?

Elicit free responses.

You know all animals were there. Each one wanted to go with the drummer.

All animals began to talk about themselves. Let's try to find out who they are.

**Puzzle**

Exhibit a chart on which the crossword puzzle is drawn. Write the answers to hints 1 and 2 vertically down. Write the others from left to right. The hints will lead you to the answer. Ask the learners to read the first hint under 'Down'.

I like honey. I walk on two legs.

The word has four letters, hasn't it?

Can you say which animal it is?

Let them say the name of the animal. If they can't answer, ask more questions:

Is it a monkey?

Is it a bear?

Write the name of the animal in the column.

Ask them to do other columns like this and solve the puzzle.

Let them do it individually first. Then allow them to sit in group and share their products.

Let the groups present their work.

The teacher can solve the puzzle on the chart at the end.

Show the picture of a tiger. Interact with the learners.

o Which is this animal?

Yes. This is a tiger.

o Have you ever seen a tiger?

o What does the tiger look like?

o Is it strong or weak?

o What does it like to eat?

If you are a tiger, what will you say about yourself.

Let the learners do it individually. Then ask them to sit in groups and share their ideas.

Let the groups present their products.

While one group is presenting, the others can evaluate with proper indicators for assessment. The teacher can also evaluate the learners.

Here, you can proceed to Activity 2 on Page 93 of the Reader.

**Activity 2**

Interact with the learners as follows:

o What happened when the drummer came to the forest?

o Did all animals gather around the drummer?

o Which were the animals?

Write the names of the animals on a chart while the learners are responding.

e.g. giraffe, cat, zebra, tiger, elephant, lion, fox, bear, horse, bull

Interact with the learners.

Look at the first letter of each word. Which is the first letter of the word giraffe? Yes 'g'. What is it in 'cat'? Yes 'c'. Like this elicit every first letter of each word. Which letter comes first in the English alphabet? 'A' comes first.

Is there any word starting with 'A'? No here are no words with 'a'.

Then which letters comes after 'a'?

Is there a word starting with 'b'?

How many words are there starting with 'b'?

Yes two words.

Which are they? 'Bear and bull'.

Look, both the words start with 'b'.

Which letter comes after 'b' in the word 'bear'?

Yes 'e' comes after 'b'.

Which letter comes after b in the word 'bull'?

Yes 'u' comes after 'b'.

Which letter comes first - 'e' or 'u' in the English alphabet?

Let the learners respond freely.

It is 'e' that comes first.

So, write the word 'bear' first and then write 'bull'.

Which letter comes after 'b' in English alphabets? Yes 'c'.

Is there a word starting with 'c'?

Which is that?

Yes 'cat'. Then write 'cat' after 'bull'.

bear, bull, cat,

Similarly, let them write the names of all the animals in the alphabetical order.

Group presentation

While one group is presenting the others can evaluate using the indicators for assessment.

### Interaction (Page No. 81)

All animals are eager to go with the drummer. Which animal will the drummer choose? (Give them chances to predict.)

o How will the messenger select the king's pet?

o Do you want to know how he selected the pet?

Ok, let's see.

Ask the learners to look at the picture on Page 81.

o Which animals are standing face to face?

o Why do they stand like this?

o What is going on?

o Who will win? Don't you want to know? Listen.

Narrate the following to the learners: The lion and the elephant got ready to fight with each other. Then the drummer suggested a condition for fighting.

o What will be the condition?

Ask the learners to read the first paragraph on page no 81 to find out the condition.

Ask the learners to read by themselves. Let the learners to underline the words or sentence they do not understand.

Let the learners sit in group and clear their doubts and share their ideas.

Group presentation. Each group presents the idea they have understood and clear their doubts by asking other groups.

Let the learners listen to the following:

The drummer came to the forest to select a pet for the king, didn't he?

He wanted the animals to show their strength, didn't he?

Interact with the learners.

Were the animals ready to fight? Two animals came forward. Who were they? Look at the picture also.

You may write the sentence on the chart/BB while the learners respond.

**The elephant and lion came forward.**

### Interaction

The drummer asked the animals to show their strength. How will the drummer say that? Let the learners respond. Allow them to say either in mother tongue or in English. If they respond in Malayalam, megaphone their sentences in English and write them on the BB.

e.g. Show your strength.

Show who is stronger.

You have to fight and prove your strength.

Ask the learner to find out the sentence from the Reader which has the same meaning.

Read it aloud.

Write it on the chart while the learners are responding. Let them read it again.

**You have to prove yourselves.**

Let the learners listen. 'The drummer put forward a condition'. What was the condition?

Show a sentence card and say 'Look this is the condition put forward by the drummer. Can you read this?'

**Don't let your back touch the ground.**

Ask the learners.

'Is this the same sentence in your Reader?' Ask them to read the text and find out. Let them read the sentence aloud.

Write this sentence on the chart. Let them read it again.

Let the learners listen.

'The drummer put forward a condition for fighting. Then he asked the permission of the animals to start the competition. How will he say that?'

Elicit responses.

**Can we begin?  
May we begin?  
Will you ready to start?  
Could we start?  
Should we start?  
If you don't mind, can we start?**

Write all these on a chart. Ask the learners to find out the sentence from the Reader. Let them read aloud the sentence.

**OK. Shall we start?**

Write this on the chart while the learners are responding. Let them read after you.

Interact with the learners.

- o Will the elephant come to fight?
- o 'What is the sound made by the elephant?'
- o 'Can you locate the sentence which says that the elephant made a sound? Underline the sentence in your Reader.

**'I'll be the winner', the elephant trumpeted.**

Write it on the chart and ask the learners to read after you.

Ask the learners:

- o What's the sound made by a lion?
- o The lion says something. What does he say?
- o Can you find out the sentence in the Reader? Read aloud.

**No one can beat me. The lion roared and jumped on to the elephant.**

Write this on the chart.

- o Who won the fight?
- o How do you know that? Find out from the story.

Read the sentence and find out the winner.

**The elephant fell flat on the ground.**

Write the sentence on the BB while one group is presenting.

'The lion defeated the elephant.

- o Who will come next?

Let's see.

Ask the learners to go to **Page 82**.

**Additional questions for picture interaction**

- o Who do you see in the picture?
- o Who is stronger? Why?
- o Are they happy?
- o Who will win?

Ask the learners to read the passage to find out the winner.

Let the learners read the passage by themselves. Follow the process of reading.

The teacher exhibits a chart on which the entire text on the page is written.

Interact with the learners as follows: 'Tiger is very confident. He thinks he is stronger than the lion. So he came forward and he began to say something to the lion.' Ask each group to locate what the tiger said from the Reader.

The teacher asks one group to come forward and locate the sentence on the chart with a sketch pen and read it aloud. If the group locates and reads correctly they will get a point. If all the groups fail, the teacher can mark the sentence.

**You may beat the elephant but you can't beat me.**

Interact with the learners.

- o How will we look at a person when we are angry?
- o Will we look at him with a smiling face? No, we will look at him angrily or sharply.
- o Can you find out such a sentence from your Reader?

Ask all learners to locate the sentence in the Reader. Then ask one group to come forward and mark it on the chart and read it aloud. If they locate and

read it correctly their group will get a point.

**The lion looked at the tiger sharply.**

Interact with the learners by saying that the lion was very angry and he said that the tiger could never beat him.

- o Who is the king of the forest?
- o How will he announce?

Find out the sentence in your Reader and read it aloud.

Write on the chart.

**I am the king of the forest. Nobody can beat me.**

Let the learners listen. The lion roared and tried to beat the tiger. Will the tiger fall down? What will he do?

- o Can you locate the sentence which tells you about it?

Ask one group to locate the sentence on the chart.

**But the tricky tiger slid away.**

Interact with the learners. 'The tiger was very tricky. So he slid away and bit the lion's leg. What is the word used instead of 'bit'? Ask the learners to find out the word in their Reader. Ask one group to locate the sentence on the chart.

**He grabbed the lion's leg.**

Like this the whole text on this page can be processed. Read the whole chart. Let the learners listen.

**Additional activity for enhancing reading**

Exhibit a chart with the following table.

|            |          |                 |
|------------|----------|-----------------|
| The big    | tiger    | looked sharply. |
| The Tricky | lion     | slid away.      |
| The king   | elephant | fell down.      |

Interact with the learners.

Look, here are three columns. What is written in the first column? Yes the words 'The big', 'The Tricky' and 'The king'.

o What are there in the second column?

Yes, 'tiger', 'lion' and 'elephant'.

o What is written in the third column?

Yes, 'looked sharply', 'slid away' and 'fell down'.

All of you are familiar with these words, aren't you? We have read sentences with these. Now, select suitable words and make sentences you have already read.

e.g: Look at the word 'The tricky'. Who is tricky here? Yes. The tiger is tricky. What did the tricky tiger do?

Yes, he slid away.

o How will we make the sentence?

Write it on the BB.

**The tricky tiger slid away.**

Similarly, write the other sentences.

Ask the learners to present their sentences.

Ask the learners:

o Which animal will come next?

[ Free responses]

Look at the picture on Page 83.

**Additional questions for picture interaction:**

o Which animals are there in the picture?

o Who are watching the scene?

o Will the tiger win again?

Ask the learners to read the text in order to find out the winner. Let the learners read individually. Ask them to mark the words or sentences they cannot understand. Allow them to share their ideas in the group. The teacher gives a word card to each group.

next

blackies

pulled

balance

upside  
down

Exhibit a plain chart and ask a group to come in front of the class and show the word card they have got. Then paste it on the chart and read it. All groups have to locate the sentence with the word. Keep some sentence cards in a box on the table. After this the group that makes the presentation can ask any other group to come and select the sentence with the word from the box on the table. If they make a mistake, chances will be given to the next group.

next

**Who is the next?**

Repeat the process for other words too.

Interact with the learners.

o Name the animals that have come for the fight.

- o Who will come next?
- o Who will win the fight?
- o Who defeated the tiger?
- o Will the bear be the winner?
- o Will somebody come forward?
- o Who will it be?

Look at **Page 84**.

### Additional questions for interaction

You can see the giraffe and the bear. They are discussing something.

- o What are they discussing?
- o Are they in a friendly mood?
- o What are they going to do?
- o How will they fight?
- o What will the giraffe do?
- o What will the bear do?
- o Who will be the winner?
- o Do you want to know what actually happened?

Follow the process of reading.

Interact with the learners.

The giraffe came ready to fight with the bear. If you were the giraffe, what would you say?

Let the learners respond.

- o Come on, I'm ready to fight with you.
- o Look here, can you fight with me?
- o I'm ready, who is going to fight with me?

Write these expressions on the BB. Ask the learner:

- o 'Is this the same sentence the giraffe said? Look into your text. Underline it. Say it aloud.'

Write the sentence on the chart in the form of a conversation while the learners read it aloud.

**Giraffe: Now, it's my turn blacky!**

Interact with the learners.

'Giraffe called the bear blacky.'

- o What will the bear call the giraffe?
- o What is the specialty of the giraffe?

Yes, it is very tall.

- o What's its colour?

So what would the bear call him?

Write the responses of the learners on the BB.

- o Tally giraffe
- o Brown giraffe

Look at the text and find out what the bear called him.

Yes, he called him Brownny joker, didn't he?

Locate the sentence in your Reader.

Read aloud.

**Bear: Oh, Brownny joker, look down here upon me. Your height will not make you win.**

Write it on the chart.

Ask the learners to find out the next dialogue said by the giraffe. Ask them to read it aloud. Write it on the chart while they are responding.

**Giraffe: I will show you what I can do.**

- o What will the giraffe do then?
- o Will he push the bear?
- o Will he hit the bear?
- o No, then what will he do?

Ask the learners to find out the sentence and read it aloud.

**The giraffe kicked the bear away.**

Write it on the BB.

- o Is the giraffe happy now?
- o How will he express his happiness?
- o If you are very happy, what will you do?

(Run, laugh, jump etc.) Find out the sentence which shows that the giraffe is happy.

**The giraffe gritted its teeth.**

Write it on the BB.

Read the passage with proper intonation, stress and voice modulation.

### **Additional activity for enhancing reading.**

Ask the learners to role play - The giraffe and the bear.

The chart exhibited will help them.

### **Interaction**

- o Who lost the fight?
- o Why did the giraffe grit its teeth?
- o Who will come next?

Ask the learners to go to **Page 85**.

- o What will the bull do?
- o Will the giraffe resist the attack of the bull?
- o Who will win?

Exhibit a chart as given below.

**'Come, fight with me.'**  
**'Are you challenging me?'**  
**'I'm the tallest.'**  
**The giraffe stepped forward.**  
**'Thud!'**  
**The giraffe fell down.**

Ask the learners to read these individually.

Interact with them.

'Here are some sentences. Some of them are dialogues.

- o Who said these dialogues?'

Ask the learners to guess the answers.

Ask one or two to present. Then ask them to read the text and find out who said these?

Some sentences are missing. Find out the missing ones and write them in the correct places.

Let them do it individually.

Then ask the learners to sit in groups and share their ideas and clear their doubts.



Ask the learners to look at the first one and read it.

'Come, fight with me.' Who said this? Ask one group to say the answer. 'Yes the bull said this. Is there any sentence missing? Which one is that?'

**The bull shook his head and jumped.**

Write the sentence on the chart while the group is presenting.

If one group cannot answer, chance can be passed to the next group.

Look at the next sentence.

What is that?

Read aloud.

**Are you challenging me?**

Who said this? Ask the next group to present.

Yes, the giraffe said this.

Is there any missing sentence? Look at your text and read.

**The giraffe asked angrily.**

Write the sentence on the chart while the group is presenting. In this way, the whole text on this page can be processed.

Present the text with proper voice modulation, intonation and facial expression.

Then interact with the learners by saying,

The bull butted his horns on the giraffe. Can you name other animals with horns?

o Can you name an animal with one horn? (Rhinoceros)

o Have you ever seen horned animals before?

o What will you do if one comes at you?

o If you fall down, what will you do?

o Will you cry?

o What did the giraffe do, when he fell down?

o Locate the sentence from the text and read it aloud.

**He howled with pain.**

Ask the learners:

o Will anybody challenge the bull?

Go to **Page 86**.

### **Additional question for picture interaction**

Look at the bull. What is it doing?

o What is the horse doing?

o Will the horse say anything to the bull?

o What will the bull reply?

o Don't you want to know what happened?

Ask the learners to read the text by themselves.

Exhibit a chart as shown below. Let them find out the dialogues of the bull and the horse. Write them in the respective circles. The sentences containing the word 'bull' should be

| Bull  | Horse   |
|---|---|
| <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">Come on.<br/>Who is the<br/>next<br/>fighter?<br/><br/>.....</p> </div> <p style="margin-top: 10px;"><u>The bull bellowed</u><br/>.....</p> <p>.....</p> | <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">.....<br/>.....<br/>.....<br/>.....</p> </div> <p style="margin-top: 10px;">.....</p> <p>.....</p> |
| Bull and Horse  |   |
| <p>.....</p> <p>.....</p>   |   |

written on the lines in the bull box and the sentence with the word 'horse' should be written on the lines in the horse box.

Let the learners find out sentences with both the words 'bull' and 'horse' and write in the bull and the horse columns.

Ask the learners to read the text.

Ask them what the first sentence is.

- o Come on... who is next?
- o Who said this? 'Yes, the bull said this.'
- o Write the sentence in the bull circle.
- o What sound does the bull make?

Yes, it bellows.

There is a sentence with the word 'bellowed'. Find out.

**The bull bellowed.**

Write it in the line in the bull box.

Can you find a sentence in which both the bull and the horse are there? Read it aloud. Write it in the bull and horse box.

**The bull and the horse stood face to face.**

Ask the learners to read the passage and fill the columns suitably. Let them do the work individually. Then let them sit in groups, share their ideas and clear their doubts. Ask each group to present.

You can finally fill the columns on the chart she has exhibited. (see overleaf)

Write two sentences on the BB.

- o 'Meow', the cat mewed.
- o 'Bow', the dog barked.

Look at these sentences. Read them.

The cat always mews.

The dog always barks.

Can you find out similar sentences in your Reader?

Read them aloud.

**The bull bellowed.  
The horse neighed.**

## Teacher's version

| Bull  | Horse   |
|---|---|
| <p>Come on who is the next fighter?</p> <p>'Ah...'</p>  | <p>I am here to fight with you</p> <p>'Thud.'</p>         |
| <p>The bull bellowed.</p> <p>The bull fell down.</p>  | <p>The horse neighed.</p> <p>The horse stepped aside.</p> |
| <p>The bull and horse stood face to face.<br/>The bull rushed to the horse.<br/>The horse kicked the bull on his belly.</p> |   |

Write the sentences on the BB too.

Let the learners read all these sentences.

Write the following sentence on the BB.

**The child kicked the ball.**

Look at this sentence. Read it. Can you kick a ball?

Find a sentence in your Reader with the word 'kicked'.

o What happened to the bull?

**The horse kicked the bull on his belly.**

Yes, the bull fell down.

- o Who is the winner now?
- o Will anybody come to fight with the horse?
- o Do you want to know who came to fight with the horse?

Go to Page 87 of your Reader. Interact with the learners by asking the questions given above the picture.

### Additional questions for picture interaction

- o Who are there in the picture?
- o What's the horse doing?
- o Why is it looking behind?
- o Where is the fox?
- o What is he saying?
- o Do you want to know why the horse is turning back?

Read the text given on Page 87.

Follow the process of reading.

### Narration

The horse defeated the bull. He kicked the bull and the bull fell down.

Ask them: Is the horse happy now?

Does it express its joy?

If you were the horse what would you say?

- 'I have won... I have won.'
- I'm the winner.
- Ha.. ha... I defeated the bull.
- Nobody can defeat me.
- This is my victory.

Write all the expressions on the BB.

Which sentence is used in your text?

Locate the sentence in your text.

Ask all the learners to underline the sentence.

Ask any one group to read aloud.

**'Hurray... Hurray... I won... I won', neighed the horse.**

Write the sentence on the chart while the group is presenting.

Read the sentence aloud. Ask the learners to read along with you.

Interact with the learners.

Look at the picture. Who is near the horse?

Yes, the fox is near the horse.

What is he saying?

Let the learners find out the sentence from the Reader.

Underline the sentence. Say it aloud.

**'Not yet my dear', the fox jumped into the fighting ground.**

Write the sentence on the chart. Ask them:

o What would the horse do?

o Did he say anything?

No, he looked at the fox.

There is another word for 'looked at'.

Can you find out the word?

Yes, 'stared'

Locate the sentence with the word.

**The horse stared at him.**

Write it on the chart. Look at the picture. The horse is looking back. The fox said something to the horse. What might it be?

Can you find it from the Reader? Read it aloud.

**'Hey look there's something behind you,' the fox said cunningly.**

Write it on the chart.

o Did the horse believe the fox?

o How can you say that?

o Pick out a sentence which shows this.

**At once the horse turned and looked back.**

While the horse turned and looked back, the fox did something.

What did he do? Can you find out the sentence? Read aloud.

**Crunch... The fox bit the horse's neck.**

o What happened to the horse?

o Did he defeat the fox?

- o How do you know that?
- o Which sentence tells you about that?

Read it aloud.

**The horse fell down.**

How does the fox express his joy? Read the sentence.

**Ha... ha... I am the final winner, laughed the fox.**

### **Additional activity for enhancing reading**

Select the following sentences.

- 'Hurray... Hurray... I won...I won', neighed the horse.
- 'Not yet my dear', the fox jumped in to the fighting ground.
- 'Hey look there's something behind you', the fox said cunningly.
- 'Crunch...' The fox bit the horse's neck.
- 'Ha... ha..., I am the final winner', laughed the fox.

Make sentence cards. Cut each one into two parts. Put them in a box on the table. Form 5 or 6 groups. Ask the learners to join the sentences correctly, while the teacher says one or two words from the sentence. Give chance to one group at a time.

e.g. When the teacher says 'neighed the horse' the learners have to join the two sentence cards.

**'Hurray.... Hurray... I won ...I won', neighed the horse.**

If one group cannot do, the chance should be passed to another. Then call the next group to say the word aloud. Let all learners find the sentences from the Reader. One group can come forward and join the sentence cards from the box by looking at the Reader and pieces of the sentence cards. All sentences selected can be processed in this method. The teacher may read the sentences on the chart. Let the learners listen to your reading.

Interact with the learners.

- o Who will fight with the fox? Let the learners guess and say.

Go to **Page 88** in the Reader.

Interact with the learners by asking questions about the picture given on Page 88.

Look at the animals.

### **Additional questions for picture interaction**

- o Are they laughing?
- o Why are they laughing?
- o Will the cat defeat the fox?
- o What will the cat say to the fox?
- o What will his reply be?

Read the given text to find out what has happened actually.

Let the learners read individually.

Follow the process of reading.

Ask the learners to look at the picture again.

'Look, the cat is coming forward to

fight with the fox. What will it say to the fox?

Elicit responses and write them on the chart.

e.g.

- 'Oh fox, I am ready to fight with you.'
- 'I am here to fight with you.'
- 'Can you fight with me?'
- 'Will you give me a chance?'

Ask the learners to find out which one is given in the Reader. Ask them to read it aloud. Ask a group to come forward and underline the sentence on the chart using a marker.

Give them a chance to read the sentence aloud. Other groups have to repeat after them.

Write the sentence on the BB and ask them to read it.

- The cat came forward.

Ask the learners to find out the sentence from the Reader with the same meaning. Write the sentence below the first one.

**The cat came forward.**  
**The cat stepped forward.**

Let them read both. Interact with the learners by saying:

'A cat is a small animal, isn't it? So, what would be the reactions of other animals?'

'Will they laugh at the cat?'

Let them respond. Write the sentence given below on the BB.

**All of them laughed at the cat.**

Is it the same sentence given in your Reader?

Ask the learners to locate the sentence in their Reader. Let them read it aloud.

**Yeh! Ha...ha...! Everybody  
laughed at the cat.**

Write it on the chart.

Interact with the learners by asking

- o Will the fox say something?
- o What will he say?
- o Will he laugh at the cat?

Look at the text and find what the fox said. Read it aloud.

**I can throw you up like a feather.**

Write it on the chart. Let the learners read it again.

- o Did the fox do what he had said?
- o Did he throw the cat? Check your text and find out.

**The fox threw the cat into the air.**

Read all sentences written on the chart with proper intonation, voice modulation and expression.

Let the learners listen. Then ask the learners the questions given below the passage on Page 88.

- o Who will win? The fox or the cat.

Let's listen. Ask the learners to go to

Page 89 in their Reader and look at the picture. Interact with the learners using the questions given above the picture.

The teacher may use these questions also:

- o What are the animals doing?
- o What will happen to the cat?

Follow the process of reading.

Prepare sentence cards using the sentences in the Reader and cut each of them into two or three parts. Show a plain chart and say, 'Look this is a plain chart. Now I'm going to paste a part of the sentence card on it.'

**The cat landed.**

Ask the learners to read it. Interact with them. 'Look, this is the first part of a sentence in your text. Locate the sentence in your text. Don't read it aloud.' Then ask one group to come forward and select the other part of the sentence card from the box on the table. Ask them to paste it on the chart.

The cat landed

on his paws.

Ask the whole class to read it aloud. If one group makes a mistake, the chance can be given to the other. Select another piece of a sentence card. Let the learners read it aloud. Paste it on the chart.

**got angry**

Interact with the learners. 'This is the last part of a sentence in your text. Find out the complete sentence and underline it. Don't read it aloud.' Then

call another group to select the first part from the box and paste it on the chart.

The fox

got angry.

Let other groups read it aloud.

Interact with the learners.

'The cat landed on his paws. The fox got angry.'

- o What will the fox do then?
- o Will he throw the cat again?
- o Will he say something?

Look at your text and find out what the fox has said. Underline the sentence. Ask one group to come forward and find out two parts of the sentence and paste it on the chart.

Here you

go up again

Ask others to read it aloud.

Select a piece of another sentence card and paste it on the chart.

**He caught the cat.**

Interact with the learners. 'This is the middle part of a sentence in your text.

Find out the first and the last. Ask one group to come forward and select the parts from the box. Paste them on the chart.

Once again

he caught the cat

and threw him up.

Ask the learners to read it aloud.

Interact with the learners.

- o What will happen to the cat?

o Will he fall down?

Look, here is a piece of sentence card.  
Read it and find out the sentence from the passage.

**Again the cat**

Ask one group to come forward and choose the other part from the box and paste it on the chart.

**Again the cat** | **landed on his four legs**

Ask the learners to read it aloud.

The rest of the passage can also be processed in the same manner.

Ask the questions given below the text.

- o Will the fox do anything else?
- o What will he do?

Lead them to **Page 90**.

Interact with the learners using the picture given on the page.

You may ask some more questions for picture interaction.

- o Why is the fox jumping?
- o Will he land on his four legs?
- o What will the cat do?
- o Who will be the winner?

Let the learners listen.

'The fox threw the cat several times.  
But he landed on his four legs.

- o Will the cat say something to the fox?
- o What will he say?
- o Don't you want to know?

Ask them to read the text on their own.  
Let them sit in groups and share their ideas and clear their doubts.

Let the learners listen to you.

'Look at the picture, the fox is jumping like the cat.'

o Why is he doing like this?

Yes, the cat might have challenged him.

If you were in the cat's place, how would you challenge the fox?

Elicit responses and write them on the BB.

- o If you are strong, can you jump like me?
- o Try to jump like me.
- o Can you do what I have done?
- o Can you land on your feet after jumping?

Ask the learners to find out how the cat challenged the fox from the text.

Let the learners read it aloud. Write the sentence on the chart.

Interact with the learners.

What was the fox's reply?

Did he agree? Find out from the Reader.  
Read it aloud.

**Why not?**

Interact with the learners.

The fox agreed to take the challenge.  
He jumped into the air.

- o What happened actually?



o Did he fall down?

o Did he land on his feet?

Find out from the Reader.

Locate the sentence which tells you about this.

Read it aloud.

**'Thud', the fox fell down.**

Write it on the chart. Let them read it again.

Interact with the learners.

Do you remember the condition said by the drummer?

o What was it?

Elicit responses.

e.g. Your back shouldn't touch the ground.

'But what happened to the fox?

o Did his back touch the ground?

Look at your text. Find out the sentence. Read it aloud.

**His back touched the ground.**

Interact with the learners using the following questions.

o What was the reaction of the cat?

o Will it become happy?

o What sound will it produce?

o How does it express its joy?

o If you were the cat, what would you say?

Elicit responses.

Write them on the BB.

o Wow! I have won!

o I'm the winner... I'm the winner!

o Hurray... I have won!

Can you find out the sentence from your Reader with the same meaning?

Read it aloud.

**'Hurray...' the cat jumped with joy.**

Ask the learners:

o Who all are watching the fight?

o What will the drummer do?

o Has he found the winner?

The drummer selected the cat as the winner. He announced it.

o What would he say?

Look at the Reader and find out what the drummer announced.

**'Dum... Dum... Dum.... The cat is the winner,' the drummer announced.**

Write it on the chart.

o What was the reaction of other animals?

o Did they clap their hands?

o Find out from your text.

Read the sentence.

**Hearing this, everybody clapped.**

Write it on the chart.

Read all the sentences written on the chart. Let the learners read after you.

Ask the questions given below the text.

**Processing the poem 'Animal Sounds' on Page 91.**

Eliciting the lines.

- Play the song 'Animal Sounds' several times using multimedia.
- Write the identified lines/phrases/words.
- Substitute the words which are hard to identify.
- Thus write the whole poem on the chart.

'Shall we sing together?' Sing the song stanza by stanza.

Let the learners sing along with you.

Ask some interaction questions based on each stanza to analyse the song.

- o What is the sound made by the cow?
- o What is the sound made by the dog?
- o What will the cat say?
- o What do all animals say?

Like this the teacher can ensure interaction based on each stanza.

**Choreographing the Song**

**Materials required:** Masks of animals (viz. cows, dogs, ducks, pigs, donkeys, horses, rhinos, lion, dove, crow, chicken, mice, snake, monkey, sheep, frog, wolves, etc.)

**Process**

Group the learners according to the strength of the class.

Assign the characters.

Some of the learners may be assigned as chorus to build a house and jungle.

Let the learners enact the roles of cows, dogs, pigs, donkey, etc.

Play the song and let the learners act along with it.

Encourage the learners to sing.

After presentation by one group, let the other groups comment on it.

**Activity 3 Page 93**

Exhibit a chart on which the pictures of some animals are pasted as in the Reader.

Interact with the learners.

|                                     |                             |
|-------------------------------------|-----------------------------|
| growl, laugh, trumpet, howl, bellow |                             |
| Pictures                            |                             |
| Lion                                | I am a lion.<br>I can roar. |
| Elephant                            |                             |
| Bear                                |                             |

Look at the first picture.

Which animal is this? Yes the lion.

How will it say that it is a lion?

Yes, I am a lion.

Write the sentence on the side of the picture. What is the sound made by the lion? Does it growl? Does it neigh? Then what does it do?

Yes, it roars. Then write on the chart.

**I can roar.**

Look at the next picture which animal is that. Yes, an elephant. How does it say that it is an elephant?

**I am an elephant.**

Write the sentence on the side of the picture. What sound does an elephant make? You may choose the word from those given above. Yes, trumpet. Then how does the elephant say that?

**I can trumpet.**

Let the learners write the rest in a similar manner.

First let them write it individually. Then ask them to sit in groups and share their ideas. Then let the groups present it. Write the rest of the sentences on the chart after group presentation.

#### **Activity 4 Page 94**

Ask the learners to look at the pictures given on **Page 94**.

o Which animals are seen in the picture?

Yes, the lion and the elephant

o What's the lion doing?

Look at the first word in the box.

Is it throwing? No.

Is it biting?

Is it hitting? Yes, it is hitting.

So, let's write.

**The lion is hitting the elephant.**

Write on the BB.

Now, look at the next picture.

o Who do you see in the picture?

Yes, a lion and a tiger.

o What is the tiger doing?

o Is it throwing?

o Is it biting?

o Yes, it is biting the lion's leg. How can we write it?

Similarly, do the rest. First allow them to write it individually. Then let them sit in groups and share their ideas. Then ask the groups to present. After the group presentation, the teacher can write all the sentences on the chart and exhibit it in the class.

#### **Activity 5 Page 95**

Interact with the learners as follows:

o Do you remember who the final winner is?

'Yes, the cat became the winner.'

o Where will the drummer take him?

Yes, to the palace. The king is very happy with his new pet, the cat. He wanted to know how the cat became the winner. The king asked the cat about the fight. The cat began to explain.

Ask the learners:

o Who were the first animals to come for the fight?

Yes, the elephant and the lion.

o Can you say who is big in size?

Yes, the elephant is big.

Write the sentence on the chart.

**The elephant is big.**

Then ask, 'Who fought with the elephant?'

Yes. The lion fought with the elephant.

Did the lion beat the elephant?

Yes, the lion beat him.

Write the sentence on the chart.

**The lion beat him.**

Let the learners listen.

**The elephant was big but the lion beat him.**

Say this sentence aloud and write it on the chart. Read the sentence aloud. Let the learners read after you.

Ask the learners: Was the lion strong?

Yes, the lion was strong.

Write the sentence on the chart.

**The lion was strong.**

Ask the learners:

o Who beat the lion?

Yes, the tiger beat the lion.

Write on the chart.

**The tiger beat him.**

Look,

**The lion was strong but the tiger beat him.**

Say this sentence aloud. Write it on the BB. Let the learners listen.

o Who came to fight with the tiger?

Yes, the bear.

Was the tiger brave?

Yes, the tiger was brave.

Write on the chart.

**The tiger was brave.**

Did the bear beat the tiger?

Yes, the bear beat him.

Write on the chart.

**The tiger was brave but the bear beat him.**

Similarly, ask the learners to recollect who fought with whom and to write the sentence correctly. Let the learners write individually. Let them sit in groups and share their ideas.

Give each group a chance to present their products.

Write the sentences on the chart after group presentation.

### Project

Bring some pictures of the wild and domestic animals to the class. Interact with the learners. 'Look, here are the pictures of some animals. Show one picture and ask. Which animal is this?

e.g. cat

Okay. This is a cat.

Where do we see it?

In our surroundings.

Exhibit the pictures of a wild animal and ask:

o Which is this animal?

e.g. Lion

o Can we see it in our surroundings?

No, it's a wild animal.

It lives in the forest.

But the cat is a domestic animal.

We keep it in our house.

We keep cat as our pet also.

Exhibit a chart.

Look, now I am drawing two columns here. The first column is for domestic animals and the second for wild animals.

| Domestic animals | Wild animals |
|------------------|--------------|
|                  |              |

The cat is a domestic animal. So I am pasting its picture here in the first column. Write 

|     |
|-----|
| cat |
|-----|

 near it.

| Domestic animals | Wild animals |
|------------------|--------------|
| cat              |              |

Show the picture of a lion and ask.

Is it a domestic animal?

Is it a wild animal?

Then where can I paste it? Ok, in the second column.

| Domestic animals | Wild animals |
|------------------|--------------|
| cat              | lion         |

Now, the learners may collect pictures of the domestic and wild animals and paste them in their notebook. Classify the animals as wild and domestic.

Ask the learners.

o Which animal do you like the best?

Ask three or four learners.

Let them speak about their favourite animal.

e.g. I like the cat very much.

Take a chart paper and exhibit it in front of the class and say, 'Look, now I'm going to write a few sentences about the animal I like the most.

| CAT                            |
|--------------------------------|
| I like the cat.                |
| It mews and the rats run away. |
| Cat can see in dim light.      |
| Cat drinks milk.               |
| It likes fish.                 |
| Cat always land on four legs.  |

Read this aloud. Let the learners read after you. Ask the learners to write about their favourite animal.

Ask them to do this also as part of the above project work. Give them time to finish their project work. Ask them to present it before the class.

### Reading Corner

#### Picture Story (Page 97)

#### Helping Hand

You can write the heading 'Helping Hand' on the BB.

Interact with the leaners.

Look, today we are going to read a picture story 'Helping Hand'.

Can you guess what it is?

Is it a poem?

Is it a story?

Is it a drama?

It may be a poem, a story or a drama.

## English

- o What is it about?
- o Is it about someone helping others?
- o Who may be the helper?
- o What is the help he is doing?
- o Do you want to know?

Go to **Page 97** in your Reader.

It is a picture story.

Look at the first picture given there.

- o Who are there on the ground?
- o How many rabbits are there?
- o What are they doing?
- o Look at their expressions?
- o Are they happy?
- o What song are they singing?

Look at the bubble.

- o Who is behind the bush?
- o Does he see the rabbits?
- o What is he thinking?
- o Is he happy?
- o Will he catch the rabbits?

Let them read the text below the first picture.

Ask them to sit in groups and share their ideas and clear their doubts.

Look at the next picture.

- o What is the tiger doing?
- o Can the rabbits see him?
- o What are they saying?
- o Can they escape from the tiger?

## Teacher Text Std II

Let the learners read the text given below the second picture.

Let them sit in groups and share their ideas.

Look at the third picture.

- o Who is in the river?
- o What is the elephant doing?
- o Does he stretch his trunk?
- o What is he saying to the rabbits?
- o What are the rabbits doing?
- o How do the rabbits cross the river?
- o From where do they get on the back of the elephant?
- o How do they get down?
- o Where is the tiger?
- o What is he saying?

o Can the tiger cross the river?

o Will the tiger attack the elephant?

Read the text given below the third picture.

Ask the learners to read the text individually. Then ask them to sit in groups and share their ideas and clear their doubts.

Look at the fourth picture.

- o Where are the rabbits?
- o What's the elephant doing?
- o What's he saying to the tiger?
- o Can the tiger do anything?
- o Will he beat the elephant?

Read the text given below the fourth picture.

Let the learners read it individually.

Ask them to sit in groups and share their ideas.

Look at the fifth picture.

- o What is the tiger saying?
- o What is the elephant doing?

Look at the rabbits.

- o Are they happy?
- o What are they saying to the elephant?
- o What happened to the tiger?

Let the learners read the passage given below the fifth picture by themselves.

Ask them to sit in groups and share their ideas and clear their doubts.

The teacher may read the whole story with proper intonation, voice modulation and expression. Let the learners listen.

Ask the learners.

- o Who acted as a helping hand for the rabbits?
- o Have you ever helped anybody?
- o When was it? Can you tell us about it.

**I Know (Page 99)**

Did you like the story 'The Jungle Fight'?

All animals in the jungle wanted to go with the drummer. Many of them participated in the jungle fight. Write the names of the animals who participated in the box given on Page 99.

Ask the learners, 'Don't you know the events of the story? There are some sentences in a box. You can see pictures below it. Look at the pictures and write suitable sentences in the box given below the picture. Look at the first picture. Who are seen in the picture?

Drummer and animals. Which sentence suits the picture? Look at the above box. The drummer announced the message. It has been written below the first picture. Like this do the rest.'

**My learner can**

This is for teacher assessment. In the given table on the left side you can see ten columns. In each column the expected outcomes are listed. You have to assess your learners on a three point rating scale, fully-partially-to some extent.

## Unit 5

# Who is our Neighbour?

**Theme:** Human relations

**Sub theme:** Loving others and being loved, sharing, innocence of children

**Learning Outcomes:**

The learner will be able to:

- predict events by rational observation.
- introduce himself/herself and others.
- describe events and pictures using appropriate vocabulary.
- describe one's possessions.
- identify and describe the position of objects and persons.
- use correct forms of action words.
- talk about actions in progress using present continuous tense.
- use appropriate language to express opinions, give suggestions, engage in arguments, discussions, etc.
- describe in simple sentences how to play games.

**Input Discourses**

- Story
- Poem
- Dialogue

- Description

- Discussion

**Language Elements/Vocabulary**

- introduce oneself and others using personal pronouns e.g. I am, He/She is/They are
- express possibility using 'may be, will be, must be' etc.
- expressing one's possessions using 'have, my, his, their....'
- talk about actions in progress using 'present continuous form of verbs'
- express ability using 'can' e.g. I can, We can
- express suggestions using 'let's, shall,' etc.
- expressing opinions using tags e.g. can't we? don't we?)

**Activities/Discourses**

- matching tables e.g. rooms of a house, furniture etc. with their uses
- developing a conversation/constructing dialogues
- describing a picture



## Unit Frame

### Unit 5- Who is Our Neighbour?

Time: 25 Periods

| Concept/Skill  | Discourses Activities   | Language Elements  | Learning Outcomes  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Human relations</li> <li>• <b>Sub theme:</b><br/>Loving others and being loved<br/>Sharing Innocence of children</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Poem</li> <li>• Dialogue</li> <li>• Description</li> <li>• Role play</li> <li>• Choreography/Enacting a song</li> <li>• Concept mapping</li> <li>• Theatre games</li> <li>• Language games</li> <li>• Predicting from clues</li> <li>• Sentence cards</li> <li>• Matching tables</li> <li>• Introducing oneself and others</li> <li>• Sequencing the events in the story</li> <li>• Project</li> <li>• Collecting pictures of different games and</li> <li>• Classification of games</li> <li>• Oral description of games</li> <li>• Word puzzle</li> </ul> | <ul style="list-style-type: none"> <li>• Personal pronouns (I am, he is/she is, They are etc. for introducing oneself and others)</li> <li>• Expressing possibility using 'may be', 'will be' and 'must be'</li> <li>• Expressing possessions using have, my, his, their, etc.</li> <li>• Present continuous form of verbs</li> <li>• Using 'can' for ability</li> <li>• Expressing suggestions using let's and shall we</li> <li>• Expressing opinions using tags (can't we, don't we)</li> </ul> | <ul style="list-style-type: none"> <li>• Predicts events by rational observation.</li> <li>• Introduces oneself and others.</li> <li>• Describes events and pictures using appropriate vocabulary.</li> <li>• Expresses one's possessions.</li> <li>• Identifies the position of objects and persons.</li> <li>• Uses correct forms of action words.</li> <li>• Talks about actions happening at present using present continuous tense.</li> <li>• Expresses opinions, suggestions and engages in argument and discussions etc. using appropriate language.</li> <li>• Identifies the names of different games.</li> <li>• Identifies the value of gender equality .</li> </ul> |

- collecting pictures of different games
- classifying games as indoor and outdoor.
- describing/talking about a game including the details like where it is played, the materials used, the number of players, the basic rules and the words related to games, etc.
- solving a word puzzle

#### **Materials Needed**

- Pictures related to family.
- Audio and video of the song "Girls and Boys come out to play"
- Pictures of furniture and rooms in houses.

#### **Use of ICT**

- Audio and video CDs

#### **Introduction:**

This unit 'Who is Our Neighbour?' consists of a story and a poem with five activities, one project and a story in the reading corner for self-reading.

The story deals with the importance of values namely love, care and sharing. This will help learners to become aware that living for others will also give pleasure. And that we can also spread happiness in the entire world with our selfless actions. For the transaction of this unit, pictures and activities related to the context can be used. Interactions related to play items/toys and games will give more exposure in the target language and help us to inculcate the value of gender equality among the learners.

#### **Entry activity**

#### **Predicting from the clues**

**Materials needed:** The picture of a house as it is seen from outside. (The sit-out/verandah of a house, with these details: a rocking chair, a pair of gent's shoes, a dog's belt, a walking stick, a pair of spectacles, a handbag, a tennis bat, a wrist watch, etc.)

- You may show the picture to the whole class.
- Divide the class into two groups.
- Give a copy of the same picture to both groups.
- The groups discuss and predict the members of that family.

While the group activity is on, you may interact with the groups.

e.g. Can you name the things you see here?

o Can you guess who use/uses these things?

o Ok, Can you now say who are living in this house?

o Who are the members of this family?

- The groups are given ten minutes to discuss.
- Each group presents its predictions.
- Chances are given to justify their predictions.
- The group which predicts the maximum number of items with justification will win.

Now, you may lead the learners to the passage in the Reader.

### Page 102

#### Picture interaction for processing the text

e.g. Look, here is a boy and a girl in the picture.

- o Can you guess who they are?
- o Can you say who is younger, the boy or the girl?
- o They are looking at something, aren't they?
- o What are they looking at?

See, the boy is saying something to the girl, isn't he?

- o Can you guess what he is saying?

Follows the process of reading the text.

You may ask some questions to ensure comprehension.

e.g. Which expression says that a new neighbour is coming?

Let the learners read, guess and say the answers to the questions.

You may tell the learner that 'the next door' and 'neighbour's are one and the same.

After the entire process of reading, you may write a sentence on the BB for the learners to read.

**Sam, Lizzy's brother saw a lorry in front of their next door.**

### Page 103

Processes reading as done before.

Asks additional questions to ensure comprehension.

- e.g. Why is Sam so happy?
- o What did Lizzy say to Sam?
  - o Will there be a girl or a boy next door?

### Page 104

#### Additional comprehension questions

e.g. Why are Sam and Lizzy happy on seeing the bicycle?

After the process of reading, you can give a sentence for reading.

**Girls and boys ride bicycles.**

### Page 105

Additional comprehension questions.

e.g. Lizzy and Sam are talking about two play things, aren't they?

- o Which are those playthings?
- o Can you locate where the play things are in the picture?

#### Additional activity for ensuring reading and comprehension

Some statements related to the text are exhibited on the chart and the learners are asked to find out the true and false statements.

- 1) Sam and Lizzy are standing outside their house.

- 2) A cricket bat is lying under the tree.
- 3) A girl is tying a swing.
- 4) No one is riding the bicycle.

- Each group (with 4 members) works on it for ten minutes.

- Encourage the groups to present. (While presenting, let each group member read an idea and comment on it. If the idea is wrong, encourage them to correct the idea in the group.)

(Before going to the questions at the end of the page, it is good to have a short discussion on the games they would like to play and consolidate that all games can be played by both boys and girls.)

### Page 106

#### Picture interaction

- o Look at Sam and Lizzy, where are they now?
- o Why did they go to the terrace?
- o What is Sam doing?
- o Why is Sam jumping?
- o What new play things did they see in their neighbour's yard?

After processing the passage and reading, a sentence can be given for reading to identify the vocabulary they have come across in the new context.

**Lizzy and Sam saw a football and a toy car in their neighbours' house.  
The children are happy.**

Activity 3 (Page115) can be attempted here.

Introduces the activity as given in the Reader.

#### Processing Conversation

- Before asking the learners to attempt the task individually, interact with them and elicit necessary ideas.

- Encourage them to respond to the exchanges orally.

- Ask appropriate questions to channelise their thoughts.

eg:-What did they see there?

- o What will Sam tell Lizzy at first? (You can ask the learners to recall the earlier situations)

- o What will Lizzy say then?

- o Do you play with a teddy bear?

- o Who will be happier to see the teddy bear toy?

- o If Sam is happier, what will he say?

- o If Lizzy is happier, what will she say?

- o Will Sam and Lizzy agree with each other?

- o Who would like to play with it? Sam or Lizzy?

- o What would he/she say then?

- Now, the learners may go for an individual attempt.

- After individual presentations in random, let them work in groups. (You can interact with the groups while the group work is in progress.)

- Let a member in the group present their product.
- Let the groups role play the conversation.
- You may present the teacher's version.
- Let the groups refine their group products.
- Exhibits the products in ORC.

### Teacher's version

#### Conversation between Lizzy and Sam

Sam: Hey, look there, a teddy bear.

Lizzy: Now I'm sure that there is a girl in that house.

Sam: Why? We both play with a teddy bear, don't we?

Lizzy: Yes, you are right. Anyway it is so happy that we are getting new friends.

### Page 107

Interact with learners about the picture. Picture interaction using the questions given in the Reader.

After the process of reading you can ask some questions to ensure comprehension.

- e.g. o Where is a skipping rope?
- o Why is Lizzy so happy?
- o Is Sam happy? Which sentence tells us that?
- o Do you play with a skipping rope?

**Activity 4 (Page116)** can be attempted here.

Introduces the activity as given in the Reader.

Interact with the whole class based on the first picture.

- o What is seen in the first picture?
- o Where is it?

Elicit responses.

Write the response on the chart.

Ask the learners to read it.

In the same way a whole class interaction based on the second picture too can be done.

- o What do you see in the picture?

Yes, a tree and a toy car.

- o Where is the toy car?

Elicit responses.

- You can write the sentence on the chart

Let the learners read it.

- They may write the sentence in their Reader.
- Ask questions based on the other pictures too.

- o What do you see in the next picture?

Let them identify and say the names of objects.

You may write the names of the two things they say in each picture. (football, door, cricket bat, box, bicycle, gate, skipping rope...)

Now, ask them to write where the football is, where the cycle is, where the cricket bat is and where the skipping rope is.

- The learners attempt the task individually.
- They may sit in pair groups, share and refine their task.
- The pair groups present their answers.
- You may write the answers on a chart.

### Page 108

#### Additional questions for picture interaction

- o Where are the children sitting?
- o Are they in their bedroom?
- o What are they doing?
- o Can you guess what Sam is saying to his sister?
- o Are they eager to know about their neighbours?
- o What will they do then?

Let the learners read the passage in the Reader.

After completing the process of reading, some questions based on the passage can be asked to ensure comprehension.

- o What is Sam's plan?
- o Are they going to their neighbour's house that day itself?
- o What is Lizzy's suggestion?

**Activity 1 (Page 113)** can be attempted here.

Interact with the learners as follows:

You have seen Sam and Lizzy studying in their study room.

- o Where do you sit and study at your home?
- o Do you think that there is a study room in every house?
- o Do all the houses have the same number of rooms?
- o Which are the rooms that most of the houses have?

Elicit responses.

Now, introduce the activity as given in the Reader.

Let the learners do it as an individual task. First ask them to identify the rooms and write their names. Then they may match the rooms with their uses.

Let the learners sit in pairs and refine the task.

Let each pair present it.

You may exhibit the completed table on the BB or chart.

### Page 109

Lead the learners to the text using the questions given in the Reader.

Follows the process of reading.

#### Additional activity based on reading

Arrange the events as in the story.

**The gate was open.  
Sam dragged Lizzy to their neighbour's house.  
Sam pointed to the yard.  
Sam and Lizzy walked in.  
They reached the gate.**

Let the learners do the task in groups.

Encourage the group to revisit the text to get the correct order of the events.

Let the groups present the events.

You may present the teacher's version after all the groups have presented.

Now, lead the learners to the next text by eliciting responses for the questions given at the end of the Page 109.

Give the learners maximum chances to speak about the expected scene inside the yard of their neighbour's house.

### Page 110

Additional interaction questions.

- o What are the other children doing there?
- o What are they playing with?
- o Who is playing with the toy car?
- o What is the boy doing?
- o Are Sam and Lizzy happy?
- o Will they join the children?

Lead the learners to the passage.

Follows the process of reading.

Some post-reading questions can be asked to ensure comprehension.

- o Who were the children they saw in that house?
- o What did the children call out?

So, who lives in that house?

You have seen Sam introducing himself to the aunt and the uncle.

- o How did Sam introduce himself?

Here an activity for introducing themselves can be given to introduce them.

### Additional Activity (Introducing self and others)

First you can introduce yourself. Then, you may invite any one learner and introduce himself/herself.

e.g. Hi friends, I am Neena and he is Rafi.

### Process

**Divide the learners into pairs.**

**Let them practice introducing oneself and the other in pairs.**

**Ask the learners to form new pairs.**

**Let each pair come forward and each member of the pair introduce himself/herself.**

### Page 111

Lead the learners to the passage using the questions given in the Reader.

Follow the process of reading.

Ask some questions to ensure comprehension.

- o What did Uncle Tom and Aunt Betty tell the children?
- o What was the name of the house?
- o Do you know what the name 'Children's Paradise' means?
- o Why did Uncle Tom and Aunt Betty say, 'This is your home,' 'all these toys are for you.'?

**Page 112 (Let's sing aloud)****Song****Pre-song talk**

o Our Sam and Lizzy are happy now. All the children are happy.

o What will we do when we are happy?

Yes, sometimes we'll sing and sometimes we even dance.

o Do you want to listen to the song the children sang?

**Processing the song**

- Play the song two or three times so that the learners get familiarised with the lines.

Interact with learners as follows:

o What are the children doing?

o Where are they playing?

o What time of the day is it?

o What are they singing about?

o Are the children happy?

o What did they ask to take with them?

o How are they coming?

If the learners fail to answer the questions, you may play the song a few more times.

- Lead the learners to the lines in the text

- Plays the song again.

- Along with the song, let the learners go through the lines in their Reader.

- The whole class sings along with the audio with the Reader open.

- Each group may come forward and sing the song.

- An open discussion regarding the characters, location, time, and the events in the song, can be done.

**Choreography****Planning & Presentation**

- You may divide the learners into two groups of eight or ten members.

- Interact with the groups

o What do you need to enact this song?

o Who will take the roles of the boys and girls in the song?

o Where is it happening?

o What properties do you need to create the location?

o Do you need singers?

o What actions and movements will you do for each stanza?

a) Analyze the poem stanza-wise through the following interaction.

o What are the children saying in the first stanza?

o What time of the day is it?

o What do they ask the boys and girls to do?

o How will you show it through actions?

Like this, the other two stanzas may be analysed.

b) Helps the groups to fix the location, characters, movements and actions by



negotiating with the learners.

Now, let the groups fix the actors and singers.

Let them fix the movements/actions for each stanza.

Fix the properties too.

- Let them rehearse the choreography.
- You may help them to refine it.
- Presentation by the groups.

### Activity 2 (Page114)

Interact with the learners as follows:

We are in our classroom now.

Look, what are the furniture/items that we have in our classroom?

(To sit, to keep our books, to write on etc. We use different things. What are they?)

Elicit responses.

Yes, bench, desk, chair, table, cupboard, almirah, blackboard etc.

(Writes on a chart-'Furniture in our Classroom'.)

Let the learners read it out. Let them write in their notebooks too.

Interact with learners as follows:

We have different types of furniture at home, don't we?

o Can you write the names of the furniture in your home?

(Let the learners write in their notebooks.)

#### Furniture

| <u>In our classroom</u> | <u>At home</u> |
|-------------------------|----------------|
| Bench                   | Chair          |
| Chair                   | Table          |
| Table                   | Stove          |
| Desk                    | Cot            |
| Cupboard                | Almirah        |

Random individual presentations.

You may present it on a chart.

Let the learners read out the chart and take it down in their notebooks.

Now, you may introduce the activity as given in the reader.

Let the learners do the task (a) individually.

Let them discuss in group, refine and present.

### Activity 5 (Page117) Description

#### Pre -activity talk & processing the description

We have seen Sam and Lizzy in their neighbour's house. They saw a wonderful scene there.

Look at the picture.

Lead the learners to the picture.

• Asks some questions related to each play thing and also about the children playing there.

o Who is on the swing?

o Who is playing football?

o Who all are playing with the toy car?

o What are the children doing inside the house?

o What is Uncle Tom and Aunt Betty doing?

Elicit responses.

- Ask the learners to describe the scene individually in their own words.

- Random presentation.

- Let them sit in groups to share the ideas and refine their products.

(Distribute half a sheet of chart paper and sketch pens to each group.)

- You may interact with the group and provide necessary support.

- Presentation of group products.

- After all the groups have presented, you may present the teacher's version. (including the core ideas of the learner's group products.)

- Let the groups refine the products based on the teacher's version.

- Exhibit the products in ORC.

### Teacher's Version

#### Description

A boy and a girl are playing chess. A boy is on a swing. Another boy is driving a toy car with a girl. A boy and a girl are skipping. The girls are playing football. A boy is riding a bicycle with a girl sitting behind him. Aunt Betty and Uncle Tom are giving juice to the children.

### Project (Page 118)

#### Pre-Project discussion

We play different games. What are the games that we play at school and at home?

Elicit responses (write on the BB/chart)

We have seen children playing games in this unit too.

o Don't you play games in computer/mobile phones?

o Can you name some of those games?

Elicit responses.

(Write on the BB/chart) (It's better to paste the corresponding pictures of the games.)

o Do we play all these games in the playgrounds?

o Which are the games we play outside /in playgrounds?

Elicit responses.

o Do you know what name we give to games that we play outside or in the playgrounds?

You may write 'Outdoor Games' on the chart/BB.

Write the names of outdoor games under it.

o Which are the games we play inside the rooms?

Elicit responses.

Write 'Indoor Games' on the chart and write the names of indoor games under the title.

**Games**

| <b>Outdoor games</b> | <b>Indoor games</b> |
|----------------------|---------------------|
| Football             | Chess               |
| Cricket              | Caroms              |
| Badminton            | Snake and ladder    |
| Tennis               | Ludo                |
| Hockey               |                     |
| Kabbadi              |                     |

Now, lead the learners to the project (individually).

Give two or three days to finish the project.

You may monitor and assess the progress of their task.

Give necessary support and feedback to them.

Let them collect and paste the pictures of games in their notebooks.

Fill in the columns in the Reader.

Individual presentation of the project.

After the presentation of the project, ask the learners to write three or four sentences about any two games they like.

**Process of writing short write-ups on games**

- Individual writing.
- Random presentation.
- Sitting in pair groups and sharing ideas.
- Random pair presentations.

- Individual refinement/adding ideas based on the presentations.

- Presentation of teacher's version on any two games.

- Refinement based on teacher's version.

**Teacher's version****Tennis**

Tennis is an outdoor game. It can be played by two players or two teams with two members each. We need rackets and a tennis ball to play the game.

**Carom Board**

Carrom is an indoor game. It's a board game. Two or four players can play the game. We need a carrom board and coins to play the game.

**Story in the Reading Corner (Page 119)****The Squirrel Crosses The River**

Follow the process given in Unit Three.

Interact with the learners as follows:

You may present this with proper voice modulations, tone, stress and meaningful pauses.

There was a beautiful river in the forest.

The water was cool and clear like a mirror.

Many fish lived in it.

They swam joyfully.

Many trees and bushes grew on the banks of the river.

Two friends lived on the banks.

- o Can you guess who they are?
- o Do you want to read the story of the two friends? How did they enjoy their life?

Lead the learners to the story.

**I Know (Page 121)****Interaction**

We have enjoyed the story 'Who is our Neighbours'.

Now, you know the characters, and different playthings, don't you?

You also know the main events of the story.

This crossword puzzle is based on the story.

You have to solve it all by yourself.

The clues given there will help you.

The first three should be written horizontally. (i.e. from left to right)

The next four (4, 5, 6 and 7) vertically. (i.e. from top to bottom)

Now, let the learners do the task individually.

You can use this page for the CCA.

**My Learner can (Page 122)**

After completing the entire classroom process, you may fill this page.

This page tells us how far our learners have achieved the expected learning outcomes.

This will help you improve and plan better strategies for effective classroom transaction.

This will also help you plan remedial teaching.

## Unit 6

### The First Flight

**Theme:** Uniqueness of each creature

**Sub theme:** Realising and developing one's strength

**Learning Outcomes:**

The learner will be able to:

- comprehend and enjoy simple stories and poems and respond to the questions.
- express ability and inability using 'can' and 'can't'.
- enjoy riddles and construct riddles identifying the qualities of objects/beings.
- use 'a', 'some', and 'many' to denote quantity.
- construct and present simple conversations/dialogues suited to contexts.
- enjoy performing mime and theatre games.
- follow simple instructions and do paper crafts.
- identify the rhythm and idea of the poem and choreograph it.

**Input Discourses**

- Story

- Poem
- Dialogue
- Description
- Discussion
- Riddles\Puzzles

**Language Elements/Vocabulary**

- express ability and inability using 'can' and 'can't'.
- use of 'a' to denote the number 'one'.
- use 'some' to denote the quantity of something.
- use 'many' to indicate more number of things.
- questions beginning with 'who' to ask about a person/persons.

**Activities/Discourses**

- Language Game-The Blind man's Buff
- associating the sentence strips
- enacting the scenes
- miming the characters
- paper craft - Mouse making
- choreography

## Unit Frame

### Unit 5- Who is Our Neighbour?

Time: 25 Periods

| Concept/Skill  | Discourses Activities   | Language Elements   | Learning Outcomes   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Theme:</b><br/>Uniqueness of individuals</li> <li>• <b>Sub theme:</b><br/>Realising and developing one's strength</li> </ul> | <ul style="list-style-type: none"> <li>• Story</li> <li>• Poem</li> <li>• Dialogue</li> <li>• Description</li> <li>• Discussion</li> <li>• Riddles\Puzzles</li> </ul> | <ul style="list-style-type: none"> <li>• express ability and inability using 'can' and 'can't'.</li> <li>• use of 'a' to refer to only one item/person.</li> <li>• use 'some' to denote the quantity of something.</li> <li>• use 'many' to indicate more number of things.</li> <li>• use the question word 'who' meaningfully to ask the identity of a person.</li> </ul> | <ul style="list-style-type: none"> <li>• comprehend and enjoy simple stories and poems.</li> <li>• express ability and inability using 'can' and 'can't'.</li> <li>• enjoy riddles and construct riddles identifying the qualities of objects/beings.</li> <li>• use 'a', 'some', and 'many' to denote quantity.</li> <li>• construct and present simple conversations/dialogues suited to contexts.</li> <li>• enjoy performing mime and theatre games.</li> <li>• follow simple instructions and do paper craft.</li> <li>• identify the rhythm and idea of the poem and choreograph it.</li> </ul> |

- solving puzzles
- 'I know' self-assessment
- picture story for self-reading.
- finding the matching pairs.

### Materials Needed

- Paper strips, cut outs of tools, a scarf, masks of animals, paper caps, charts etc.

### Introduction:

'The First Flight' is the story of Rouly, an owlet which realises its uniqueness. Though shocked at first by the differences it possesses, the owlet learns to look at them as its speciality and sets out to live a happy life.

The story tells us about the need for realising our strengths and weaknesses and how this realisation can be helpful in overcoming challenges and preparing oneself for a better life. It also enables us to look at our fellow beings as creatures with unique qualities and respect their existence and individuality.

This unit consists also consists of a poem, and a picture story for self-reading.

### Entry Activity

#### Process

#### Step 1 - Interaction

- o Do you remember the story 'The Flying Kite'?
- o What is the name of the bird in it?

Yes, it is Kitty.

- o There are many other birds in our surroundings. Can you name some of them?

Elicit the names and write them on BB.

For e.g. crow, mynah, sparrow, peacock, hen, duck etc.

- o Can you make their sounds?

### Step-2 Game - The Blind Man's Buff

Select a learner to act as a blind man. One of the learners has to make the sound of a bird. The 'blind man' should touch the member who makes the sound.

Repeat the game with the learner touched by the 'blind man'. They can make the sound of any bird they like. While the game is going on you may ask:

- o What all birds' sounds can you make? You can ask them to list down the names.
- o How do you catch the one who makes the sound?
- o Do you remember the story given in the Reading Corner in 'The Baby Bird' (Unit 3).

- o Have you seen baby birds?

Today we are going to listen to the story of a baby bird in the forest.

### Additional questions for picture interaction [Page 124]

- o How many owls are there in the picture?

- o How many of them sit on the branch?
- o Are they big or small?
- o How many are there in the nest?
- o Why are they sitting inside it?
- o Can you guess the relationship between these owls?

### Processing the text

Allow the learners to read the passage individually.

Then let them share their ideas in small groups.

You may ask the learners to say the words they can read and understand. Write them on the BB.

Teacher may ask questions to elicit the responses.

e.g. Who lives on the tree?

Can the baby owls fly?

Why can't the baby owls fly?

(They are very small. They are babies, etc.)

Which sentence tells you that the babies can't fly? Write their responses on chart.

Allow them to identify the sentence from the text and read it aloud.

Now, you may read the text with proper voice modulation.

An owl family lived on the tree.

The babies were very young. They couldn't fly.

### Picture interaction (Page 125)

Lead the learners to Page 125.

### Additional questions

- o Do you like this picture?

Look at the picture.

- o What do you see there – the sun or the moon?

The moon.

- o When do we see the moon, at night or at day?

At night

- o Look, how many owls are there? There are five owls.

- o What are the three owls doing?

The three owls are flying.

- o Do you know that owls can fly at night?

Yes/No

You may write the responses of the learners on the BB.

Three owls are flying. Are they all big?

Which are the baby owls? How do we know them?

You may write:

**One big owl and two owlets are flying.**

Look, two of the owls are on the branch

- o Do you want to know why they are not flying? Listen.



**Pre-reading Narrative**

It became dark.

The moon was bright in the sky.

Father owl and mother owl woke up.

They felt hungry.

They got ready to go out in search of food.

Father owl looked at the little owls and said...

**Interaction**

What will the father owl say?

Let the learners guess and respond.

Ask the learners to read the passage and find it out.

**Process Reading**

Follow the process of reading. After sharing in groups, let them locate the sentences in their Reader. Ask them to read them aloud.

You may write them on the BB/chart.

**Father owl: Children, get ready.**

**The moon has come up.**

**Today is your first day out.**

Why did the father say '... our first day out?' Elicit responses.

Yes, the picture shows that it is night.

Then why did the father owl say, '...our first day out'?

Channelise the thoughts by asking the following questions.

o Look at their wings.

o Are their wings big/small?

o Did the baby owls fly earlier?

o Are the baby owls going out for the first time?

**Additional activity for enhancing reading**

You may exhibit a chart with this conversation. Read the conversation.

Father owl: It's night. Let's fly.

Two owlets: Ok, father we are ready.

Mother owl: What happened my dear Rouly!

Rouly :.....

o Do you know what Rouly's reply was?

Ask the learners to complete the conversation with the help of the Reader. Let them do it individually first. Then ask them to share in groups. Let each group role play this.

**Page 126**

You may interact with the learners using the questions given in the Reader.

Elicit the responses of the learners and write the responses on a chart. Let them read it aloud:

- ◆ Rouly is alone.
- ◆ She can't fly.
- ◆ Rouly can't see anything.
- ◆ She couldn't go out with her sisters.

Rouly is very sad. She can't see anything. Who will say, 'Don't worry' to Rouly?

Ask the learners to read the passage on Page 126 to find out, who said 'don't worry' to Rouly.

### Process reading

Follow the reading process mentioned earlier

During individual reading, you may help the differently-abled learners by asking them to compare/identify the sentences /phrases written on the chart with those given in the Reader.

Let the learners sit in groups and share their ideas. You may exhibit some sentence strips. Ask the learners to find the lines that convey the same idea from the passage. Each group can come forward, take a strip, find the sentence from the Reader and read it aloud. Others groups can comment/assess the presentation.

|   |
|---|
| Rouly can only hear the sounds.                 |
| Mother will go and collect some food for Rouly. |
| Owls can see at night.                          |
| Rouly was the only one on the branch.           |

For e.g. Rouly can only hear the sounds – I can only hear your voice.

You can also motivate the groups to enact the scene. Each group comes and presents the scene. A discussion can be done based on what new idea they have got while enacting the scene.

### Activity 1 (Page 138)

#### Interaction

Let the learners observe the picture.

- o What is special about this picture?
- o How many boxes are given here?

Let them read the instructions in pair groups.

Let the learners explain what they have to do.

You can read the instructions. Give chances to explain it again.

Let them fill in the boxes.

Interact with the differently-abled learners. Familiarise them, with the letters given in the picture.

You can exhibit the puzzle on a chart. Ask them to read the first riddle from the chart.

How many columns are there for the first riddle? Yes, five columns. Which animal is afraid of cats? Remember its first letter is "M".

You may do the first one. Let the learners complete the task. After completing the task, the learners can share it. Ensure the participation of all. Each group can present one each. Fill in the puzzle on the chart. Give chances to compare and assess.

### Back to Page 127

#### Picture Interaction

What do you see in the picture?

Rouly is sitting inside the nest. Is she sleeping?

What are the other four owls doing?

Elicit the responses and write them on the BB.

Rouly's father, mother and sisters are sleeping. Rouly is thinking.

Children,

Rouly is sad. She can't go out.

What could she be thinking now?

Let them predict.

### Process reading

Lead them to individual reading.

Follow the process of reading.

### Additional activity for ensuring comprehension

You may give some sentence strips to associate the ideas with the text.

Supply them in groups. Ask each group to exhibit one of their strips. Let the other groups read it aloud.

Rouly got food, she ate it.

It is morning.

Then each groups has to find out/locate the sentences having the same meaning/idea from the Reader.

|                             |
|-----------------------------|
| Rouly got food, she ate it. |
|-----------------------------|

|                |
|----------------|
| It is morning. |
|----------------|

|                              |
|------------------------------|
| All the others are sleeping. |
|------------------------------|

|                            |
|----------------------------|
| Sunlight fell in the nest. |
|----------------------------|

For example: It is morning -The day broke.

Let the groups present the activity. Give chances for other groups to comment or share their ideas.

### Additional Activity

Ask the learners to find out what Rouly is thinking?

Let the learners find it out from the Reader.

Let them do it individually first and then share in groups.

Give chances for each group to present it.

### Page 128

### Picture interaction

Look at the picture.

- o Who is this?
- o Where is she?
- o Is she happy now?

You may ask these questions, elicit responses and write them on a chart.

This is Rouly.

She is sitting on the branch.

She is very happy.

Look at her eyes.

What is she doing with her eyes?

Look at her wings. What is she trying to do?

Is she saying something?

What is she saying?

Let the learners guess and say.

**Process reading**

Follow the process of reading.

- o What did she say?
- o Why did she blink her eyes? Can you find out the reason from the Reader?

Let the learners read it aloud.

**Wow! What a bright light!**  
**Rouly blinked her eyes.**

Write it on the BB.

‘Rouly is so happy’? She can see many things.

Which sentence shows this?

You may elicit and write.

I can see everything the green trees, yellow trees, white clouds and the blue sky.

**Additional Activity****Matching the pair**

You may write the following words on a chart and exhibit it to the learners.

|       |             |
|-------|-------------|
| blue  | hills       |
| brown | butterflies |
| green | sky         |
| red   | trees       |

You may add more words to the list. Let the learners write the matching pairs individually.

Random individual presentation.

Let them sit in groups and share.

Ensure the participation of all learners.

**Picture Interaction (Page 129)**

You may use the questions given in the Reader. You may write the elicited responses on the BB.

**Possible responses**

For e.g. Where is Rouly now?

Rouly is flying in the sky.

Rouly was happy. She could see in daylight. So she flew up.

Rouly was flying. She was up in the sky. She moved in the air like an aeroplane. Then she looked down.

Look at the picture.

Now, Rouly can see many things.

You may ask, ‘What is Rouly watching?’

Elicit responses. You may list them on the BB.

(brown hills, big trees, small plants, many flowers, stones, river, blue sky, etc.)

**Process reading**

Provide necessary help to the differently abled learners to locate the words listed on the chart, during individual reading.

Rouly can fly well like her mother, father and sisters.

She thinks she is okay now. Which sentence shows this?

I’m perfectly alright. Rouly flew up.

Write on the BB.

Which sentence shows that there was a cool wind?

A cool breeze kissed her wings

### Additional Activity

Draw Rouly. How is her face now?

You may exhibit a chart with the following columns.

|       |       |       |            |
|-------|-------|-------|------------|
|       |       |       | the hills  |
| Rouly | flies | above | the sky    |
|       |       | in    | the trees  |
|       |       |       | the rivers |

Ask the learners to write about Rouly. The columns will help them to write. Let them make sentences using the words given in the columns. They may refer the Reader too.

### Page 130

#### Additional questions

Who is standing near Rouly?

Are they friends?

Why do you say 'Yes'/'No'?

Look at Rouly's face. Is she angry?

What is the mouse doing?

Elicits the responses and write them on the BB/chart.

A mouse is standing near Rouly.

Rouly is angry.

The mouse is speaking to Rouly.

What are they talking? Can you guess?

Let the learners predict before they read the text.

### Processing reading

Follow the process of reading.

Now, you can ensure the learners comprehension in the following way.

'Rouly is flying up in the sky. She was very small and young. She feels tired.

She wants food.'

What does she say? What does she do?

Let the learners find out the answer from the Reader.

'Oh! I am hungry,' Rouly looked down.

Write it on the BB. Read it aloud. Let the learners read after the teacher.

'Rouly saw a mouse. But the mouse thought it was an eagle.'

Can you find out the word that is used instead of 'eagle' in the Reader?

Can you locate the sentences with that word?

Teacher can write the elicited response on the BB/chart.

**Hey, Hawk Please don't eat me!**

**Hawk? I'm not a Hawk.**

Do hawks eat mice?

Which sentence shows mice are afraid of hawks?

**Hey, hawk, please don't eat me.**

**The mouse cried aloud.**

### Additional activity for enhancing reading

Develop the conversation on a chart interacting with the learners.

Rouly : Oh..I'm hungry.  
 Mouse : Hey Hawk, .....  
 Rouly : Hawk! I'm not a Hawk,  
 .....  
 Mouse : Owlet! In day light? Ha.  
 Ha.ha .....  
 Rouly : I can only fly in daylight.  
 Mouse : I don't believe it.

**Process**

You may read the prepared dialogue aloud.

Then ask the learners to complete the dialogue.

Let them read the text in the Reader and locate the dialogues.

Follow the process of writing.

First let them attempt individually.

Then share in groups and refine.

Groups may present the conversation.

You may lead the learners to role play the conversation in groups.

Two of the learners from the groups may enact the roles of Rouly and the mouse.

Other two learners may present the dialogue as voice over. (In accordance with their action)

After all the presentations, let them discuss the features of the presentations.

**Picture Interaction (Page 131)**

Look at the picture.

What is Rouly doing?

Where is the mouse running to?

Elicit and write the responses.

**Rouly is chasing the mouse. The mouse is running fast.**

Now, you may present a narrative before the learners.

'Rouly said that she is an owl.

But the mouse didn't believe it.

It began to laugh. Then Rouly got angry.

The mouse laughed again and again.'

Then, what will Rouly say to the mouse?

What will be the answer of the mouse?

Lead the learners to the Reader.

**Process reading**

Follow the process of reading.

**Activity for ensuring reading and comprehension**

**I will give you some tasty food.  
I will give you nice food.**

You may exhibit the strips like these and ask:

o Who said these?

Let the learners find out from their Reader.

Let them read it aloud.

Write it on the BB.

Process the whole text like this.

After that you can ask some questions as follows.

Why did the mouse say that he would give Rouly some tasty food?

Can you guess the food items the mouse will give Rouly?

Why did Rouly wait outside the hole?

The mouse said, 'You are a special owlet.' Why?

Elicit the responses.

### Picture interaction (Page 132)

o What is the mouse doing? [free responses]

o What food items do you see in the tray?

You may write down the responses. (banana, pea nut, cashew nut.....)

o Are they tasty?

o Which of the food items will Rouly eat?

Lead the learners to the Reader.

Follow the process of reading.

Ask the learners to read the text individually first.

You may ask the learners to say the names of the food items they like the most.

Through proper interaction you can elicit the names of some food items like this: halwa, chocolate, jelly, jackfruit, almond, peanut, cashew nut, rice balls (ari unda/avilosunda), spinach, banana, etc.

Write these on the BB.

Exhibit the chart with two columns as follows.

| Sticky | Hard |
|--------|------|
|        |      |
|        |      |
|        |      |
|        |      |
|        |      |

Let the learners read the names of the food items. You may interact as follows.

o What is the first food item?

o Is it sticky or hard?

You may elicit one or two responses.

Then, let the learners classify the rest individually.

Let two or three of the learners present.

Then you can consolidate the answers on a chart.

Let them draw the picture of the food item they like the most and then colour it.

They may write about it.

Paste these on a chart and exhibit in the ORC.

Now, you may lead the learners to Activity 2.

### Activity 2 (Page 139)

#### Interaction

o What did Rouly eat? Rouly liked the food. Aren't they friends now?

Lead the learners to Page 139.

#### Picture Interaction

o What do you see here?

o Can you name this room?

o Isn't it a store room?

The mouse is keeping many food items in his store room.

You may ask the learners to say the things that are seen in a store room.

You may list them on the BB. (Many bottles, some sacks, a plate, a spoon, a glass, a bowl, etc.)

Let the learners read the instructions given in the Reader.

Then you may read it aloud.

Ask the learners to look at the picture.

You may ask: Look at the potatoes. Is there only one potato?

One or many?

You may write it on the chart.

You may write and say: Many potatoes

Pointing to the carrot in the picture, you can ask, look at the picture. How many carrots are there?

Possible answers: One carrot

You may write and say: a carrot

You can ask: How many glasses are there?

Let the learners work in pairs.

Random presentation, assessment by the teacher.

You can consolidate the points on the BB like this:

some almonds , many potatoes ,a glass, some sugar, some egg, a cashew nut.

### Picture interaction (Page 133)

o What do you see in the picture?

o Look at Rouly. Isn't she tired?

o What is the mouse doing?

o What happened to Rouly?

Lead the learners to the Reader.

You may use the given questions for interaction.

### Process reading (Page 133)

Follow the process of reading.

### Additional activity for enhancing reading

Let the learners find the sentences having similar ideas.

You may exhibit some sentence cards.

Don't go anywhere.

The sun is very hot.

I will come back now.

It's noon.

The mouse went fast.

I am not well.

Let the learners identify the sentences carrying the same idea from the Reader individually and then share them in pairs.

Let the pairs present.

### Picture interaction (Page 134)

### Additional questions

o Where is Rouly now?



o What happened to her?

### Process reading

Rouly is so tired .She opened her eyes. She saw the mouse coming. She said something.

o What does she say?

Elicit free responses.

Ask the learners to read the text to find out the same.

Follow the process of reading

### Additional activity for enhancing reading

1) You may exhibit a chart with the following sentences.

**The mouse came back with a hat and sunglass to help Rouly.**

Let the learners read it aloud.

Let them find out the sentences with the words 'Sun glass and hat' in the Reader.

2) Role playing the scene

The conversation between Rouly and the mouse may be given to role play the scene.

Rouly : Hi friend, what is in your hand?

Mouse : These are for you.

Rouly : For me. What for?

Mouse : These will help you to stay cool.

Rouly : Thank you my friend, I'm ok now.

Let all the groups attempt the role play.

Now, the learners may be lead to Activity 3

### Activity 3 ( Page 140)

#### Interaction

You may exhibit the picture of Rouly flying .

o What is Rouly going to do? Yes, she is going to fly.

o How will Rouly say that she is able to fly?

Elicit responses. Write on the BB.

**I can fly.**

Then show the picture of the mouse and ask, 'Who is this?...Can the mouse fly?'

No it can't. How will the mouse say that it is not able to fly?

Elicit responses and write on the BB.

**I can't fly.**

You may read it aloud. Let the learners read after the teacher.

Then ask them to complete the task individually.

You may interact with the learners while they attempt individually. Then you may ask them to share and refine in groups.

#### Picture interaction (Page 135)

You may use the questions given in the Reader on Page 135 for interaction.

**Narration**

Rouly's family was worried about her.

Rouly is not yet back.

Suddenly they saw a bird flying towards the tree wearing a sun glass and a hat.

o What will the parents say to her?

Elicit free responses. Now, lead the learners to read the passage.

**Process Reading**

Follow the process of reading.

Ask some questions to channelize their thoughts and ensure reading and comprehension.

o When did Rouly come back?

o Is it in the morning or evening?

o How do you know that?

Let the learners locate the answer.

**The sun was setting.**

Write it on the BB.

Interact with the learners.

Rouly's family thought that it was a strange bird.

o How do you know that?

o Which sentence gives you that idea?

Let the learners locate the sentence and read it aloud.

**A bird with a hat and glasses.**

**Picture Reading (Page 136)**

You may ask the questions given below.

**Interaction**

o Who is sitting near Rouly?

o What are they doing?

When Rouly reached the nest the father asked, 'Who are you?'

o What will Rouly reply then?

Ask the learners to guess and say.

Let the learners read the passage, in order to find out whether their predictions are right.

**Process Reading**

Follow the process of reading.

**Additional Activity to enhance Reading and Comprehension**

You may develop a conversation interacting with the learners.

You can ask proper interaction questions like, What did the father owl ask first? What was Rouly's reply? What else did the father ask? What did Rouly say happily? etc.

Father owl : Who are you?

Rouly : It's me your Rouly.

Father owl : Where were you dear?

Rouly : I went out. I can see everything in day light.

Father owl : From where did you get the glasses and hat?

Rouly : I got a new friend, a mouse. He gave me these.

Father owl : Oh dear! You're so special.

Let the learners enact the scene in groups.

Let two learners enact the roles and two of them present/voice over the dialogue.

Ensure the participation of all groups.

#### Activity 4 Page 141

##### Picture Interaction

You may ask the learners, 'When was Rouly happy?'

You may invite the attention of the learners to the pictures of Rouly given on Page 141. Let them revisit the unit to find out Rouly's feelings at different situations/occasions.

For e.g. Look at Page 130.

What feeling of Rouly is expressed in this picture?

Why did she become angry?

Let the learners get familiarized with the first activity given in the page.

Then assign them the task in pairs.

After completing the task, let them exchange their books and do pair assessment.

After the presentation teacher may consolidate it in a chart.

#### Processing the poem (Page 139)

##### Picture interaction

##### Teacher's talk

Look at the picture. What do you see there?

o Isn't it a picture of a beautiful meadow?

o What do you see in the meadow?

Possible responses:

Big trees, green grass, small stones, many flowers, a rabbit, a deer, a sparrow, some butterflies, brown hills blue sky, beautiful bushes...

You can tell them that they are going to listen to a song about the owls that live in that meadow.

You may present the poem. Let them listen to it two/three times. Then, ask them to sing along with the teacher/video.

You may exhibit the poem on a chart. Let the learners get familiarized with the lines.

Learners may sing it in chorus and individually.

Learners can choreograph it in small groups.

**I Know****Interaction (Page143)**

Here are certain events from Rouly's story.

Let the learners read the events individually. Lead them to the task and familiarise them with the tick and cross mark. After completing the task ask them to present individually. You may write the sentences on the BB and put the tick or cross mark appropriately. Let the learners assess themselves. (self-assessment)

Ask the learners to underline the sentences which are false. Let them change the false sentences into true ones. For example: 'Rouly cannot fly' is a false sentence. Elicit responses to change it into a true statement. Scaffold them to do properly.

Edits... Rouly can fly... and write on the BB

Let the learners edit the false sentences individually.

**My learner can**

This part of the unit is to check achievements of each learner.