

TEACHER TEXT ENGLISH

STANDARD III



**GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION
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Standard III

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FOREWORD

Dear teachers

The Teacher Text for teachers of English of Standard III is here to open up maximum avenues for you to discover the possibilities in English teaching. As teachers, our responsibility is to help our learners make the best of their opportunities to learn English and nurture 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, to make each session of language learning productive for the learners. This book also provides you an idea on the 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. Steps for processing prompted or guided activities, specimens of teacher talk etc. are provided in this text.

We hope the Teacher Text will serve as an effective guideline for your efforts to transact the content areas. It would also be helpful while you prepare your 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 III.

Wish you all the best.

Prof. K A Hashim
Director
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Highlights of the Reader and the Teacher Text

- The English Reader is developed on the basis of the principles of constructivism.
- Cognitive interactionist approach is followed which conceives language both as a social construct and as an individual construct.
- Various skills of language are integrated and scope for constructing different discourses is inbuilt in the Reader.
- The Reader contains children's literature by renowned writers from across the world.
- Performance based activities like choreography, enactment of skit, role-play etc. can be given for presentation either in the class or on stage.
- The transactional process of the learning material explores the possibilities of ICT as a tool for language learning.
- 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.
- A comprehensive Teacher Textbook which gives details on the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Reader.
- 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.
- 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

Kerala is a state that has become a model for the rest of India in terms of the general quality of life. The spread of general education and excellence in the field of public health are the factors behind this achievement .

Though children from all sections of society have been brought to schools, the greatest challenge that the field of education, in Kerala, faces is how to provide quality education to all. 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 The significance of curriculum revision

Several innovative ideas were presented in the field of education during the last five 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 upgradation 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 teachers the freedom 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, understand it, interact with it 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 that is based on constructivism forms the foundation of the curriculum. The peculiarity of this perspective is that it constructs knowledge in a natural manner by creating learning activities, considering the acquired knowledge and conceptual background of the learner.

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) Children of those 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.

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) Children who face physical and mental challenges

Children 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 of these children.

- 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

These are many methods for information transfer. Among these, ICT is the most useful medium. Children are aware of the technicalities of ICT. This knowledge can be utilized for classroom activities which helps in making learning effortless and enjoyable.

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

Children 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, Vidyarangam, 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

The global spread of English over the last fifty years is remarkable and unprecedented 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

Whenever a language textbook is revised, there is the need to 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

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 choreographer 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
- 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?

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.



Chapter 5

Editing

The discourses constructed by the learners may have certain errors in them. These errors are to be eliminated through editing. Editing has to be done as a systematic process in the classroom. There should be no forceful intervention on the part of the teacher. The process of editing has to be designed in such a way that the felt need of the learners for correction is addressed. It has to be done at various levels and through various steps in a sequential fashion as detailed below.

There are various levels of editing such as thematic, syntactic, morphological and the editing of spelling and punctuation. The following process is suggested for editing.

1. Thematic editing

This helps the learners to introspect on what they had worked out by comparing their products with that of their peers/ teacher. The teacher may prompt their introspection and elicit the missing points. The learners incorporate these ideas also in their write-ups.

2. Syntactic editing

The teacher edits only one of the group products. To begin with, the errors related to sentence structure are considered. There are three possible kinds of syntactic errors.

- Excess words (e.g. This is a Mini.)
- Missing words (e.g. The book is the table.)
- Wrong word order (e.g. The boy apples ate.)

The teacher identifies the sentence with a wrong word order and poses the following question: There is a problem with the word order of this sentence. What changes would you like to make?

- In the case of a missing word, the teacher underlines the part of the sentence where the word is missing and says, "There is a word missing here. Can you supply the missing word?"
- If it is a case of using an excess word, the question will be: "There is an excess word used here. Can you identify it?"

After asking these questions, the teacher may wait for some time. Most probably, some learners may come out with their suggestions. If there is no response from the learners, it is better to keep the issue aside for the time being.

Suggesting corrections and giving explanations on grammaticality is not advisable because these will contribute to learning language facts consciously and will not facilitate language acquisition, which is a non-conscious process. While dealing with syntactic editing, other categories of errors are not to be entertained.

3. Morphological editing

After addressing the syntactic errors, the teacher focuses on errors related to morphology. There is a wide range of errors under this category.

i. Wrong tense form

There are two tenses in English: the present and the past. The learner may confuse between the two and use the present tense in the place of the past tense and vice versa. For example, consider the sentence, 'The boy sleeps yesterday'. The teacher has to underline the verb which is not in the proper form and say, 'This word is not in the proper form in this sentence. Do you want to change it?' If there is no response from the learners, the teacher can suggest the correct version, 'Do you want to say, the boy slept yesterday or the boy sleeps yesterday?'

ii. Aspectual errors

There are two aspects in English.

The Perfective (e.g. The boy has eaten a whole chicken.)

The Progressive (e.g. The boy is eating.)

If there are aspectual errors (e.g. the boy has eat, the boy is ate, etc.), the teacher may underline the wrongly represented words, and invite suggestions for refining the sentence. In this case also, the teacher can suggest the correct expressions, if necessary.

iii. The Passive

The learners may make errors with regard to passive constructions (e.g. The chicken eaten by the boy). The teacher has to invite suggestions for refining the expression.

If the learners fail to come out with their suggestions, the correct expression is to be supplied.

iv. Agreement

There are three kinds of agreement: Agreement in terms of Person, Number and Gender.

I has a pen. (Person agreement violated.)

The boys is playing. (Number agreement is violated.)

John loves herself. (Gender agreement violated.)

In these cases also, the teacher has to sensitize the learners on the correct expression.

v. Affixes: There are prefixes and suffixes. Together these are called affixes.

Wrong prefix: e.g. Jisha was worried about her inability to swim. (inability)

Wrong suffix/ no suffix: e.g. We want to learn English quick. (quickly)

The teacher was shocked at his lazyity. (laziness)

The TV is a good form of entertainness. (entertainment)

In all these cases, the teacher has to supply the correct versions. Care must be taken to avoid explicit teaching of

grammatical points. Also, grammatical terminology (e.g. noun, verb, past tense, etc.) is to be avoided.

4. Spelling and Punctuation

Punctuation errors may be addressed by negotiating with the learners. In the case of spelling errors, it is better to tell the learners to check the spelling. They may seek the help of others, or even consult a dictionary.

After editing one of the group products, the teacher can assign the remaining group products for editing by the learners themselves. They can do this in small groups.



Chapter 6

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.

Grade Point Percentage	Grade
75 - 100	A
60 - 74	B
45 - 59	C
33 - 44	D
33 and below	E

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 to 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 points of 20 can be awarded when 5 indicators are considered. Points can be converted into grade using the Ready Reckoner given below.

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

Each indicator has to be awarded a point 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, points 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.) ensure 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

Billu, the Dog

Theme : Friendship

Learning outcomes:

The learner

- Identifies the birds, animals and other objects around us.
- Reads and comprehends simple picture stories.
- Uses the prepositions in different meaningful contexts

Ideas/Concepts :

- Need to protect and care for our fellow creatures

Skills :

- Developing language skills such as Listening, Speaking, Reading and Writing
- Developing life skills such as empathy towards fellow being.
- Developing performance skills

Language elements:

- Preposition 'with'

Values/Attitudes

- Develop qualities such as love, kindness, faithfulness and compassion for all creatures

Learning aids:

- Sand tray, cut-outs of dog, hut, farmer, farmer's wife.

Expected product :

Sentences constructed by the learners (Activity 4)

Process

Activity

Entry Activity

Introductory Interaction

- Do you have pets?
- Can you name them?

Process

Elicits responses and write them on the BB.

Chinnu- Cat

Chippu-Dog

Binny-Parrot

.....

Places the /cut-out of a hut in a sand tray.

Interacts /with the learners, places the figures of a dog, a farmer and the farmer's wife in front of the house.

Introduces the central character Billu.

Discussion

How does Billu help the farmer?

Expected Answers:

- Protects the house
- Barks at strangers
- Follows the farmer wherever he goes
- Guards the house at night
-
- Do you think Billu is a faithful dog?

Billu is a faithful dog. He is always loyal to his master. He obeys his master.

- Do you want to know the story of Billu?

Assessment

Evidences of Process Assessment

- Out of the 30 learners, 15 responded, 7 of them responded partially and 8 were not able to respond.

- Vimal said that he has two pets. A kitty named 'Chinnu' and 'Binny', a parrot.

- Greeshma Raj said that her beloved dog met with an accident recently.

Sand tray Activity

- All the learners got engaged in the activity

- Special focus was given to slow pace learners and CWSN.

- Babu, even though a slow learner, could locate the dog in the sand tray.

- When asked to place the figures in the sand tray, 28 of the students were able to comprehend instructions correctly and act accordingly.

Discussion

Learners' Responses:

- Most of the learners (24/30) could comprehend the question though they were not able to respond in English.

- Fasil said: 'A dog protects the house'. It was outstanding.

Instructs the learners to look at Page No. 7 of the Reader and ask them to identify Billu in the picture.

- What happens when a dog becomes old?

Elicits responses and write it on the BB.

Expected Answers:

- Will lose all its teeth
- Will not be able to walk and run
- Will not be able to bark at strangers
- Will not be able to chase away the insects and flies sitting on its body

Reading

Shares the ideas in groups

One or two members of each group may read out the passage to others.

Discusses the difficulty in peer group .

Refers the dictionary or glossary.

Teacher's interaction with the learners.

Loud reading by the teacher.

Interaction

- Can Billu help the farmer ? Why ?

Exhibits picture on Page 8

- Who are there in the picture ?
- What are they doing ?
- Do you think the dog is asleep or listening to the conversation?

• Only two students were able to comprehend and answer the question 'Do you think Billu is a faithful dog?'

• When the question was repeated in Malayalam.

28 students came up with their answers.

Picture reading activity

• All the learners were able to identify Billu in the picture.

• 70 % learners responded to the question in Malayalam.

• Wrote the elicited ideas on BB and asked the learners to read . 50% of the learners could read.

Reading Activity

• Instructed the learners to sit in groups and read the passage. It was noted that 13 students were not able to read the passage. When asked to read the words they were familiar with, 11 of them came up with answers such as 'Dog', and 'Billu'. The remaining two were able to locate Billu in the passage.

• Most of the learners read the word 'faithful' and 'almost' with the help of the teacher.

Picture reading activity

• All the learners responded to the interaction questions positively.

• Arun said that some animals are missing in that picture! He said

Read out the following dialogue.

“I will throw Billu out tomorrow. He is of no use to us”.

- Who said this ?
- To whom ?
- What is the farmer saying ?
- What is his wife’s reply ?
- Can you read it aloud ?
- Will the farmer agree with his wife ?
- What will be his response?

Let the learners read the dialogues individually.

Role playing by the learners.

Interaction

- Do you think the farmer is cruel? Why?
- If you were the farmer, would you throw Billu out? Why?
- What will Billu do now?

Elicits responses.

Reads the passage given on Page 9.

Interaction

- Why did Billu go to the woods?
- Who was his friend?
- What did he say to his friend?

Let the learners read the text given on Page 9 and find out the answers.

Discussion

- If Billu approached you, what advice would you give him?

that those animals will be there at the back of the house.

- Most of the learners came forward to participate in the role play.
- All learners expressed empathy towards Billu.

Asks the learners to look at the picture given on Page 10.

Interaction

- Who are there in the picture?
- What are they saying?
- What is Billu's problem?

Elicit responses.

Pose the following question.

- What do you think will be the fox's idea?

Learners scribble their answer individually in their notebooks.

Activity-4

Process

- Make sentence strips as given on Page 51 and ask the learners to match the strips to make meaningful sentences based on the pictures given on Page 22 of the Reader.
- Let the learners write the sentences in their notebooks.
- Encourage the learners to make different combinations.
- Let the learners write the sentences on a chart paper.

Activity-4

Visual Evidence of Portfolio

- Out of 30 students, 22 wrote the sentences correctly in their notebook. All the others completed this task with some spelling and syntactic errors.
- 10 students came up with different combinations.
- The answers were written on a chart paper and this helped the weak learners to rectify their errors.

Reflection Notes

My findings

- If ample opportunities are provided and proper attention is given, even slow learners could perform better in a classroom.
- Some learners have high potential and they think out of the box.
- Illustrations given in the Reader are attractive and children really enjoy it.
- Since the language load in the passage is minimised, children express more interest in the reading activity.

Realisations

- The trigger I used was effective and could generate interest in the learners.
- Some of the questions were not suitable to the level of learners.
- The first unit is suitable for the learners in class 3.
- Activities such as Sand Tray help the learners to comprehend the idea easily.

Follow-up activities and remedial measures.

- I have to create more opportunities for English speaking in the classroom.
- I have to use comprehensible and optimal English at this stage.
- A word star/ concept map of pet animals may be displayed on a chart to familiarise the vocabulary.

Subject-wise Consolidated Format for recording CE and TE for each term (F₁) - Class 1 to 4

Term : 1/2/3

Class :

Division :

F₁

No.	Name of the Student	Term	Malayalam			Arabic/Sanskrit			English			Mathematics			EVS			Art Education			Work Experience			Health & Physical Education					Re marks				
			1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2		3	4	5	
1		I	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	Process	Portfolio	Unit Assessment	TE Grade	CE Grade	TE Grade	
2		I																															
3		I																															
4		I																															
5		I																															
6		I																															
7		I																															

Subject-wise Consolidated Format for recording CE and TE for each term (F₁) - Class 5 to 8

Term : 1/2/3

Subject :

Class :

Division :

No.	Name of the Student	CE Items			CE Grade	TE Grade	Remarks
		Process	Portfolio	Unit Assessment			

Yearly Consolidation Format (F₃) - Classes 1 to 4

Class :

Year :

Division

F₃

No.	Name of the Student	Term	Malayalam	English	Arabic/Skt	EVS	Maths	Art Education	Work Experience & Phy Edn	Health	Socio - Emotional Skill
		I									
		II									
		III									

Yearly Consolidation Format (F₃) - Classes 5 to 8

Class : _____ **Division**

Year : _____

No	Name of the Student	Urdu		First Lang		Mal		Eng		Hindi		Science		Social Studies		Maths		Art Edn		Work Exp		Health & Phy Edn		Socio- Emotion Skill			
		CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE		

Unit 1

Billu, the Dog

Theme: Friendship

Sub theme: Caring and loving for fellow creatures

Learning Outcomes:

The learner

- Identifies the birds, animals and other objects around us
- Reads and comprehends simple picture stories
- Rearranges jumbled pictures in proper sequence
- Adds new events to the story
- Reads, comprehends and enjoys poems
- Adds more exchanges to the conversation suited to the context
- Writes the names of the young ones of animals
- Identifies the names of the homes of different animals
- Uses the preposition, 'with' in different meaningful contexts
- Identifies and uses contracted forms like 'don't, won't, let's' etc.
- Undertakes simple project work

- Collects pictures of pets and classifies them as per instructions

Input Discourses

- Picture story
- Song
- Dialogue

Language Elements

- Preposition 'with'
- Contracted forms like don't, won't, let's etc.
- Use of words like 'sleep, pat, serve, shade, frighten, scare etc.' in meaningful contexts
- Imperatives

Activities/Discourses

- Conversation
- Story
- Song – Adding lines
- Concept map of animals and their young ones
- Matching animals and their homes
- Completing sentences using the preposition 'with'

Unit Frame

Unit 1- Billu the Dog

Time: 20 Periods

Concept/Skill	Discourses/ Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Friendship• Care and love for fellow creatures	<ul style="list-style-type: none">• Conversation• Story• Song – Addin lines• Concept map of animals and their young ones• Matching animals and their homes• C o m p l e t i n g sentences using the preposition 'with'• C r o s s w o r d puzzle• C o m p l e t i n g sentences using contracted forms• Project work• Tracing words from a puzzle	<ul style="list-style-type: none">• Preposition 'with'• Contracted forms like don't, won't, let's etc.• Use of words like 'sleep, pat, serve, shade, frighten, scare etc.' in meaningful contexts• Imperatives	<ul style="list-style-type: none">• Identifies the birds, animals and other objects around us.• Reads and comprehends simple picture stories.• Rearranges jumbled pictures in proper sequence.• Adds new events to the story.• Reads, comprehends and enjoys poems.• Adds more exchanges to the conversation suitable to the context.• Writes the names of the young one of animals.• Identifies the names of the homes of different animals.• Uses the preposition 'with' in different meaningful contexts.• Identifies and use contracted forms like 'don't, won't, let's' etc.• Undertakes simple project work.• Collects pictures of pets and classify them as per instructions.

- Crossword puzzle
- Completing sentences using contracted forms
- Project work
- Finding words in a puzzle

Materials Needed

- Flash cards
- Pictures
- Chart paper

Use of ICT

- Presentation of songs, videos, pictures etc.

Introduction:

'Billu, the Dog' is a picture story which focuses on the need of protecting and caring for our fellow creatures. It tells us about the necessity of mutual faithfulness that should exist between men and animals. Human beings seek the help of fellow creatures for their needs and discard or even kill them when they are no longer capable of any more help. We have to realise that our fellow creatures also have equal right to live on this earth as we have. The learners are expected to develop qualities such as love, kindness, faithfulness and compassion for all creatures. Pupils are also expected to construct meaningful sentences using the preposition 'with' in appropriate contexts and identify and use the contracted forms like don't, won't, let's etc.

Entry Activity

When this unit was tried out in a classroom of 30 students, certain observations were made. Some of them are of great importance as far as the transaction of this story is concerned.

One of the observations was that learners lacked awareness about the relationship that existed between the dog and the farmer. An empathetic attitude did not develop in the learners towards Billu when its master decides to throw it away. The aim of this activity is to put the learners in possession of all the information necessary for the proper understanding of the story. This may help you to generate in the learners, the idea of how Billu, the dog had served the farmer and how faithful it had been to him since it was a pup. The following are some of the strategies adopted by a couple of teachers to sensitise the learner.

Teacher 1:

- The teacher showed the picture of a young farmer walking through a country road carrying his tools. He saw a tired pup lying on the way side.
- The teacher asked a few questions related to the picture.
- The teacher narrated how kind the farmer was and how he had taken the pup to his home.
- The teacher showed the picture of the farmer feeding the pup at his home.

- The teacher interacted with the children about the picture and continued to stress the deep love that developed between the farmer and the pup which he named Billu.
- The teacher showed a few more pictures of the dog following the farmer wherever he went, guarding the house at night, and helping the farmer.
- With the help of these pictures the teacher narrated how faithful the dog remained to its master until it became old.

Teacher 2

- The teacher placed the picture/ figures of a dog, a farmer, farmer's wife and a house in a sand tray.
- The teacher narrated the above events with the help of these toys.

Reading (Page 7)

This activity aims at familiarising the learners with the present condition of Billu. (the dog which has been faithful to its master since it was a pup.)

Strategy

- Show the picture on Page 7. (It may also be drawn on a chart.)
- Ask the interaction questions given on Page 7 of the Reader. If necessary, ask a few more relevant questions about the picture like:
 - Can you find Billu in the picture?
 - Is it a pup or an old dog?
 - What happens when a dog becomes old?

- Elicit responses.
- Write the responses on the BB and read them aloud. These responses should be consolidated in such a way that the learners are initiated to the reading of the text.
- Let the learners read the text.

As our classrooms are inclusive in nature, there may be learners who need special attention, and who are slow in learning, in comparison to the others in class. The interaction questions given in the Reader may not be sufficient to sensitise such learners to the pictures and ideas in the text. To ensure adequate comprehension of slow learners, the teacher may have to ask some specific questions appropriate to their level. A few examples are given below:

- *Can you show me Billu, the dog in this picture?*
 - *Can you show me the farmer's house?*
- If necessary, a judicious use of the mother tongue may be considered for such learners.

Process: Reading

- Individual reading by the pupils
- Sharing the ideas in groups
- One or two members of each group may read out the passage to the others

- Discussing the difficulties with peers
- Teacher's interaction with the groups
- Teacher's reading aloud.

Extending optimum support to those who can't read.

- The teacher may visit each group and identify those who can't read.
- You may interact with them as follows. Let the learners reply either in English, Malayalam or in both.
 - Did you read the whole passage?
 - Which are the sentences or words or even letters that you can read?
 - Which word or character do you like in the passage?
 - Can you locate it in the passage?
 - What is that character doing/ saying?
 - What will he do next?
- When they come up with answers you may write them in order on the BB.
- You may ask the learners to draw the pictures of these events and make them say something about the pictures.
- When they respond you may megaphone what they say and write them in their notebooks. Let them

identify certain words and sentences you have written in their notebooks.

You need not insist on the learners reading all the passages given in the CB. You may narrate some passages with proper stress and intonation with a view to providing them with more listening experiences.

Reading (Page 8)

Interact with the learners about the picture using questions like:

- Who are there in the picture?
- What are they doing?
- Do you think the dog is asleep or listening to the conversation?

Elicit responses.

The layout of the page might make the learners read the wife's dialogue first. But, do make sure that the learners read the farmer's words, '***I will throw Billu out tomorrow. He is of no use.***' Now, you may ask some questions like:

- What is the farmer saying?
- What is his wife's reply?
- Can you read it aloud?
- Will the farmer agree with his wife?
- What will be his reply?

Process Reading

Highlight the farmer's arguments for throwing the dog out and ask the questions given in the text to generate a discussion among the learners.

Activity-2 given on Page 20 of the Reader can be attempted at this stage.

Reading (Page 9)

In addition to encouraging the learner to read this part of the story, the text also aims at making learners give suggestions for solving problems based on their own life experiences.

Strategy

1. You might read the passage aloud **'Billu heard what the farmer said. He was frightened. In the evening he went to the woods'**.
2. You might also ask the following questions.

Why did Billu go to the woods?

Who is his friend?

What did he say to his friend?

- Let the learners read the text and identify the answers.
- You may generate a discussion in the class using the questions given on Page 9.

Reading (Page 10)

This activity aims at making the learners predict the fox's idea based on their understanding of the events in the story.

Strategy

You may ask the following questions:

- Who are there in the picture?
- What are they saying?

- What is Billu's problem?
- What will be the fox's idea? Can you guess and write it?

You may ask the learners to write their ideas in their notebooks.

Activity 4 (Page 22)

This activity aims at familiarising the learner with use of the preposition, 'with'.

This activity aims at making the learners construct meaningful sentences using the preposition 'with' in different contexts.

Materials needed

Strips of chart papers with parts of sentences written on it as given in the Reader .

Strategy

- Make strips of chart papers
- Write the sentences given in the Reader on them as shown below.

The farmer

went to the field

with his wife.

Billu is

going home

with the farmer.

Anu is

going to school

with her father.

Rafeek is

dancing

with his friend.

Jessy is

sleeping

with her mother.

- Shuffle the strips and supply them to groups
- Let the learners match the strips to make meaningful sentences based on the pictures.
- The learners may be encouraged to make different combinations like: 'Rafeek is going to school with his friend'.

Reading (Page 11)

Strategy

To sensitise the learners about the change in the setting, you may find the following questions useful:

- Where is the farmer now?
- What is he doing?
- Who are there with him?
- What is the dog doing?
-
-

Let the learners discuss and share in groups what they understood.

Reading (Page 12)

Strategy

Interact with the learners about the picture.

Discussion Questions:

- What do you see in the picture?
- What is the fox doing?
- What is the farmer doing?
- What is the mother shouting?
- What is Billu doing?

You may read the text on Page 12 aloud.

Let the learners read the speech in the bubbles.

Ask questions given on the same page to make the learners predict the next text.

Reading (Page 13)

Strategy

Invite the learners' attention to the picture on Page 13.

Discussion questions:

- What is Billu doing?
- What happened to the fox?
- What will the fox do?
- Can Billu save the baby?

Let the learners have a discussion based on the questions given in the textbook.

Let the learners read the text and find out the answer.

Reading (Page 14)

Strategy

Let the learners read picture and the dialogues in the picture.

Discussion Questions:

- Did you notice any change in the father's attitude towards Billu?
- How did the farmer's attitude to Billu change?
- Pick out the farmer's words that show the change in his attitude.
- What did the farmer's wife say?
- Who is the real friend in the story?

Reading (Pages 15, 16)

Strategy

Interact with the learners about the picture.

Discussion Questions:

- Where are the farmer, his wife and Billu now?
- What is Billu doing?
- What is the farmer doing?
- What is he saying?
- How does Billu feel now?
- Who is the real hero of the story? Why?

You might read the text on Page 15 and 16 aloud.

Picture Sequencing and Narrating the Story (Page 17)

The aim of this activity is to make the learners identify and sequence the given pictures in a logical order. It also stimulates the learner's imagination to narrate the rest of the story in their own words.

Materials

Pictures on Page 17 of the Reader. They can also be presented on a chart.

Strategy

Let the learners speak about each picture.

Discussion Questions:

- How did the fox help Billu?
- What would Billu do in return?
- Do you think the farmer knew about Billu's friendship with the fox?

Ask them to sequence the pictures and write it as a story.

Sample story 1

The farmer was happy. He built a kennel for Billu. He gave Billu delicious food every day. One day Billu thought, 'The fox helped me a lot. It is because of him that I am alive today, in my new kennel. It is because of him that I eat my favourite food. I didn't thank him. I must meet him and say how happy I'm.'

The next day he went to the forest and met the fox. Billu invited him to his new kennel. When the fox came, Billu shared his supper with him. When the farmer came out of his house, he saw the fox. When Billu saw the farmer, he told the fox in a low voice to escape and barked at him. The fox ran away.

Sample Story 2

Picture 1: The farmer was happy. He built a kennel for Billu. He gave good and tasty food to Billu every day.

Picture 2: Billu was also very happy. He thought, 'The fox has helped me. I must help him too.' Billu went to the forest and met the fox. He thanked the fox and invited him to his new home.

Picture 3: One night the fox came to see Billu. Billu was having his food. Billu shared his food with the fox. The farmer saw this. 'Run, run.' Billu said to the fox.

Picture 4: 'The fox is my friend. How can I say this to my master?' Billu thought.

Song: Little Pup, Little Pup

'Little Pup, Little Pup' is a simple song about animals. It is in the form of questions and answers. The song presents what different animals and birds can do and what sounds they make. The song is highly rhythmic and follows a regular rhyme scheme.

Strategy

Interact with the learners. You may use the following questions:

- a. What animals were there in the farmer's house?
- b. How did the animals help the farmer?
- c.

Sing the song two or three times rhythmically.

Let the learners sing after the teacher.

Exhibit the song on a chart with alternate lines blank.

Sing again and let the children identify the lines given on the chart.

Ask the learners to identify the words and lines missing on the chart.

Complete the song and sing it again.

You may ask simple questions to ensure their comprehension.

Let the learners identify the lines that tell about the sounds of animals and underline them.

Let them complete the table on Page 19 of the Reader.

Activity 1 (Page 20)

The aim of this activity is to make the learners write simple conversations suitable to contexts they are familiar with. It also enhances the learner's imagination.

Strategy

- Initiate them into the conversation by reading the first exchange of Billu.
- You may scaffold learners with appropriate questions.
- Let them write it individually.
- Let them refine it in pairs.
- Let each pair role-play their conversation.
- Editing by the teacher.

Activity 2 (Page 20)

This activity aims at familiarising learners with certain animals and their young ones.

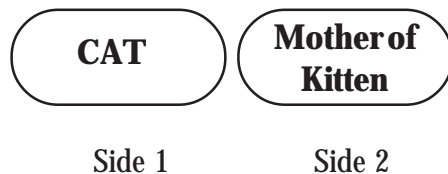
Materials Needed

Separate cards containing names of animals and their young ones. On one

card, you may write name of the animal (say 'CAT') on one side and ('Mother of kitten') on the other side. In the next card you may write the name of the young one of that animal (kitten).

Given below is a model.

CARD 1



CARD 2



You may prepare cards of this sort for all animals and their young ones given in the activity.

Strategy

- Let the learners pick any one of the cards from the table keeping their eyes closed.
- When all the cards have been picked up, let the learners make zig-zag movements.
- When you clap once, let them move around reading the cards to find out their pairs.
- When you clap twice, let them stand with their pairs.
- You may help those learners who cannot find their pairs by giving clues.
- Let the members of the pair read out their cards.

Clues:

dog	:	puppy
cat	:	kitten
cow	:	calf
lion	:	cub
pig	:	piglet
elephant	:	calf
duck	:	duckling
horse	:	colt
sheep	:	lamb
hen	:	chicken
tiger	:	cub

Activity 3 (Page 21)

This activity aims at familiarising the learner with certain animals and their homes.

Materials needed

Separate cards containing the pictures of animals and the homes of the animals with names written on them.

Strategy

- Make five flash cards and write words related to animal houses like: kennel, sty, coop, shed and stable
- Make small chits of paper and write the names of the animals on them.
- If there are 30 students make 30 paper chits and write 'dog' on 6 chits, 'pig' on another 6 and so on.
- Shuffle the chits and let each learner take a chit.
- Hold a flash card, 'COOP' and sing the lines 'Come, come hens. Come to the coop'.
- Learners who have the chits with

'hen' written on it run to the teacher and form a group.

- Then the teacher sings: 'We are hens. Coop is our home'.
- Let the learners sing after the teacher.
- Repeat the same for other animals.

Clues:

- Dog : Kennel
- Pig : Sty
- Hen : Coop
- Cow : Shed
- Horse : Stable

Activity 5 (Page 23)

This activity aims at familiarising the learners with crossword puzzles, identifying the names of the animals from the given clues

Materials needed

Crossword puzzle given in the Reader.

Strategy

- You might conduct a quiz using the seven clues given in the Reader as questions.
- After the quiz let the learners complete the crossword puzzle.

Clues:

- | Across | Down |
|---------------|-------------|
| 1) Elephant | 3) Duck |
| 2) Lion | 5) Hen |
| 3) Deer | 6) Horse |
| 4) Camel | |

Activity 6 (Page 24)

This activity aims at familiarising the learners with use of the contracted forms.

Materials needed

Strips of chart paper with parts of sentences on it.

Strategy

- Make strips of chart paper.
- Write the contracted forms and expanded forms on separate strips.
- Distribute them among the learners.
- Ask the learners to match them.

Project (Page 25)

Projects give opportunities to learners to work with language. This engagement with language makes them internalise the meanings of words and structures. It also promotes collaborative ways of language learning as learners in groups work together to do an activity or a task for some period of time.

Materials needed

Table given in the Reader.

Strategy

- Let the learners walk around the classroom and ask one another what pets they have at home.
- Help them to consolidate and complete the table on Page 25 of the Reader.
- When they have completed the table help them to write a short

description individually about their friend's pets.

- Let them present their findings.

Activity- My words (Page 26)

This individual activity is intended to assess the progress in learning of each child. The words and ideas are already familiar to the learners. They are instructed to use them in other meaningful contexts. The teacher can review his/her instructional procedure in the light of this assessment task.

Activity - I can (Page 27)

This is a self-assessment task for the learners. Let them read the sentences given and fill in the boxes. When all the letters of the yellow circles are written together in the space provided the learners get the word 'Billu'. If they get

the word 'Billu' all the words they have written in the boxes may be correct. Learners may do the activity on their own.

Activity-My learners (Page 28)

This activity is meant for the teacher's assessment of the learners. The core components of the lesson are listed out and teacher may assess the position of each learner and consolidate it in the appropriate columns. Based on the outcome of the learners, the teacher may take remedial measures. The group synergy and the power of peer groups can also be utilised by the teacher to uplift the slow learners. Though some activities are mentioned in the Teacher Text to address slow learners, more activities can be carried out by the teacher as and when required.

Unit 2

Three Butterflies

Theme: Friendship

Sub Theme: Strength of Unity

Learning Outcomes

The learner

- Reads words such as butterfly, garden, search, difficult etc.
- Names flowers lily, sunflower, rose, shoe-flower etc.
- Uses simple English while answering interaction questions
- Understands simple questions like 'Why did the butterflies stop playing? Will anyone help the butterflies?'
- Identifies rhyming words from the poem
- Uses the modal auxiliary 'can' to show ability in meaningful contexts
- Writes short descriptions about themselves and their families
- Adds lines to a poem following a set pattern

Input Discourses

- Story
- Poem

- Description

- Pictures

Language elements

Use of modal auxiliary 'can'

Activities

- Picture completion by joining dots
- Identifying rhyming words
- Adding lines to a poem following a set pattern
- Completing the word web
- Completing the word chain
- Writing about oneself and others
- Project work
- Selecting suitable words and completing the passage
- Self-assessment

Materials needed

Sheets of white paper, small sticks, rice water/lemon, cotton, tincture iodine.

Use of ICT

- Presentation of songs, videos, pictures etc.

Unit Frame

Unit 2: Three Butterflies

Time: 20 Periods

Concept/Skill	Discourses/ Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Strength of Unity• Friendship	<ul style="list-style-type: none">• Story• Poem• Description• Pictures• Completion of picture joining dots• Identifying rhyming words• Adding lines to a poem following a set pattern• Completing word web• Completing word chain• Writing about one self and others• Project work• Selecting suitable words and completing the passage	<ul style="list-style-type: none">• Use of modal auxiliary 'can'	<ul style="list-style-type: none">• Reads words such as butterfly, garden, search, difficult.• Names flowers like lily, sunflower, rose, shoe-flower etc.• Uses simple English while answering interaction questions.• Understands simple questions like 'Why did the butterflies stop playing? Will anyone help the butterflies?'• Identifies rhyming words from the poem.• Uses the modal auxiliary 'can' to show ability in meaningful contexts.• Writes short descriptions about one's friends.• Adds lines to a poem following a set pattern.

Introduction

This unit consists of a story and a poem. The story 'Three Butterflies' is written by Van Antwerp. It is a story of true friendship. It reveals the strength of unity among three butterflies. The learners are expected to develop sincere friendships in their lives. They're also expected to use the auxiliary 'can' to express ability in appropriate contexts and ask simple questions using 'why, what and will' through different discourses and other learning activities. The poem in the unit 'Butterfly Butterfly' is by Adryan Bates.

Entry Activities

Two entry activities are given below. You may select the one that suits your classroom or may develop one of your own.

1 Guessing game

Aim: Identify the object from the clues given.

Materials needed: Picture of a butterfly, paper cover.

Strategy

- Give the clues and let the learners identify the object.
- Given below are a few questions that can be used for interaction

Here is a picture in my hand. Can you guess what it is?

- I shall give you some clues.
- It is a living thing.

- It is a ten letter word.
- The first part of the word is a milk product.
- Can you say now? Do you want more clues?
- It likes honey.
- You can see it in gardens.
- It can fly.
- Do you want to know what it is?
- Open your text book and join the dots on Page 33.

2 Hide and Seek

- Divide the class into groups of five. Give each group a jigsaw of a garden.

Note: The garden in the jigsaw should not contain the picture of a butterfly. Let the groups arrange the pieces in proper order within a limited time.

Discussion

- What is this picture about?
- Is somebody missing in the picture?
- Do you know who it is?
- Join the dots on Page 33 of your textbook and find out who it is.
- Can you name some of the insects you can find in this place?
- Which insect flies from flower to flower sucking honey?

Happy Friends Page 34

Interact with the learners using the pictures in the text. Use the questions given on the pages for discussion. You may find the following questions useful for eliciting responses from the learners:

- What do you see in the picture?
- How many butterflies are there in the picture?
- What are their colours?
- Are they happy?

Strategy

- Let the learners read the text individually.
- Divide them into groups.
- Let them read the text in groups.
- Let them share what they have understood and what they have not.
- Ask some learners to read it aloud.
- You may also read the text with proper voice modulation.
- Follow this process for reading the remaining texts in the unit.

Poem: Butterfly, Butterfly

Strategy

- Recite the poem two or three times.
- Write the lines on the BB/on a chart.
- Recite it again. Let the learners sing after the teacher.
- Teacher can make use of the interaction questions given on Page

39 to make the learner understand the poem.

- Let them sing and enjoy the poem individually.
- One or two groups can even choreograph and present it before the class.

Activity 1 (Page 40)

Aim: To read, comprehend and enjoy the poem

Materials needed/required: picture of the flower on Page 40

Mode: Individual/Group

Strategy

The following interaction questions may be helpful to process these activities:

- Can you find the lines which are repeated?
- Underline the words ending with the same sound.

Let the learners complete Activity-1 on Page 40.

Hints

- sky
- high
- thigh
- die
- fly

Activity 2 (Page 40)

Aim: To read, comprehend and enjoy the poem.

Materials needed:

Picture of a butterfly (Page 40)

Mode: Individual/Group

Strategy

- Ask the learners to find out what the butterfly does in the poem.
- Let the learners identify the lines from the poem.
- Let them complete the activity using the phrases from the poem.

Hints

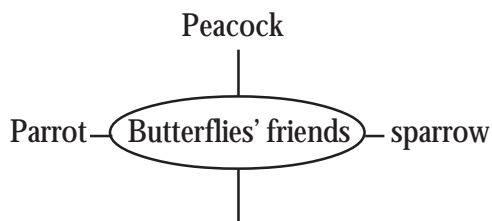
- hands on my thigh
- fly in the sky
- gracefully dies
- motionlessly lies

Activity 3 (Page 41)

Aim: To identify the rhyme pattern and writing lines in the same pattern.

Strategy

- You may make a word web of the butterfly’s flying friends in the garden.



- Invite the learners’ attention to the lines given on the page

The peacock said:

Butterflies, butterflies

Come with me

We can play, we can dance

We can stay together.

- You may sing the lines 2 or 3 times.
- Let the learners sing the lines after you.
- You may sing along with the learners too.
- You may interact with them using the picture of a sparrow given on Page 41.
- What would the sparrow tell the butterflies?
- Teacher may elicit responses and list them on the BB.
- You may also make use of the words in the box given below.

sing, fly, live, sit, jump, hop,
speak, dream, sleep.

Hints:

The sparrow said:

Butterflies, butterflies

Come with me

We can fly, we can speak

We can sleep together.

- Let the learners add more lines to the poem.
- Let them sing together and enjoy the poem.
- Let the learners write the lines in their notebooks also.

Activity 4&5 (Page 42-43)

Aim: To complete the word web,

adding more lines to the poem and using the auxiliary verb 'can' in meaningful contexts.

Materials needed: Whistle

Mode: Individual/Group

Strategy

You may try the fifth activity first. As you blow the whistle for the first time, ask the children to form a circle. They should have their notebooks and pencils with them. Let the children move in the circle. While the children are moving in the circle the teacher blows the whistle and says, 'Four'. This time they've to form groups with just four members. Let the learners write the names of the group members in their notebooks. For the next whistle let the children move in the same circle. While they are moving, the teacher blows the whistle and says 'two'. This time they've to form two member groups. Ask them to write their partners' name in their notebooks. Now ask the learner to note down their abilities in their notebooks.

E.g. I can.....

Ask each partner in a pair to exchange notebooks.

Ask some pairs to take their turns to come forward and present what they and their partner can/can't do.

Now, let them complete Activity 5 & 4A in their Reader.

Activity 4B

The learner can make use of the action

words used in Activity 4A. Let them add more lines to the poem and enjoy the poem.

Ask the learners to write the lines in their notebooks also.

Activity 6 (Page 44)

Word-chain.

Aim: To find words to complete the word chain

Mode: Group work

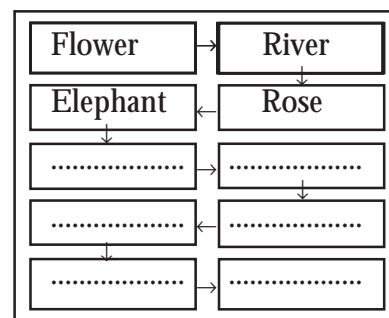
Strategy

Ask the learners to complete the activity in groups.

Hints

1. butterfly
2. yellow
3. water
4. read
5. dog
6. girl
7. leaf
8. flower

You may give another activity of the same pattern. One is given below.



Activity 7 (Page 44)

Aim: Using simple English to introduce oneself

Materials needed: Chart

Mode: Individual/Group.

Strategy

Ask the learners to read the self introduction of the yellow butterfly. Ask them to write about themselves. You may help them with the clues given below.

You may write these clues on a chart.

Name, Age,
Father, Mother,
Brothers, Sister
School, Class Teacher, Headmaster
Favourite game, food,
colour, vehicle etc.

Hints

I'm.....

My father is.....

My favourite game is.....and so on.
Ask learners to come forward and speak about themselves. Then they may try writing these in their notebooks.

Project work (Page 45)

Aim: To construct short descriptions of animals/birds

Materials needed: Pictures of creatures.

Mode: Individual

Strategy

The learners are asked to collect pictures of creatures in and around their house. They may interact with elders, parents, teachers etc. for collecting information regarding the things they've got at hand. Let them engage in free writing using the information they've collected. Ask them to write the description in their notebooks.

My Words (Page 46)

Aim: To enable the learners to use the given words in the given context

Mode: Group

Strategy

- Let the learners look at the picture and identify the objects in the picture
- You may ask a few questions to associate the words given in the box with the objects in the picture
- Ask the learners to complete the passage

Hints

1. pebbles
2. gracefully
3. motionlessly
4. sucking
5. petals
6. chasing
7. cloudy
8. wings
9. shelter

I can (Page 47,48)

Hints

1. The yellow and red butterflies
2. The three butterflies
3. The sunflower
4. The lilly

1. The sun was *pleased*.....
2. The butterflies *looked*.....
3. The three butterflies got *wet*.....
4. The three butterflies *played*.....

Additional Activities

After processing the passage ‘The Rain’, you may introduce the following activity:

(1) Grouping the words.

Aim: To establish connections and to classify the words.

Materials needed: Words written on a chart

Mode: Individual

Strategy

- Prepare the given table on a chart.
- Ask the learners to complete the chart using the words given in the box given below.

TIME
Afternoon
.....
.....
.....

MOOD
Happy
.....
.....
.....

CLIMATE
Snowy
.....
.....
.....
.....

afternoon, happy, rainy,
sad, midnight, morning,
noon, cloudy, sunny,
evening, angry, snowy

2 Hidden words

Aim: To find maximum meaningful words from a given word.

Materials needed: letter cards

Mode: Individual

Strategy

Distribute letter cards to the learners.
Ask them to make maximum meaningful words from the word listed on the BB.
Each letter of the word carries 10 points.

E.g. If you give them the word ‘**BUTTERFLY**’ you will get the following words from it.

but, butter, fly, buy, by,
bet, utter, tub, fry,
let, tube, true,

3 My word

Aim: To recall the words they've come across in this unit.

Materials needed: letter cards, word cards.

Mode: Group

Strategy

Prepare enough sets of letter cards in advance. Divide the class into two.

Make them stand facing the other group at a distance of 1 metre. The teacher may stand in the middle. Distribute the set of letter cards among the groups.

Teacher shows a word card (Teacher can prepare the new words from the lesson in advance.) Each group has to form the same word holding letter cards in their hands. The group who finishes the word first will get ten points. Continue the activity with the other words also. List all the words they've made in their notebooks too.

Extension of this Activity

Teacher can make them form word lines without showing the words also.

He/She may only say the word. After completing this game the learner can attempt the activity given on Page 46. Please do consider the slow proficient learners by extending your helping hand in times of need.

4 Titles in My Text

Aim: To find apt titles

Materials needed: split words

Mode: Individual

happy, rain, friends, shelter
seeking, the, love, true
request, butterfly, a

Process:

Write the above words on the board / chart.

Ask the learners to sort out the words, identify the titles and write them in their notebooks.

Titles in my text

- Happy Friends
-
-
-
-
-

5 Developing writing skills

The teacher can assign this activity after colouring the butterfly on Page 33. This activity is meant for developing writing skills.

Let the learners look around the class and note down the things in the given column.

Step 1

Things in the classroom

- Blackboard
- Bag
- .
- Colour pencils
- Duster
- Chalk
- .
- .

Step 2

Random presentation

Step 3

Describing the things the learners like.

There is a blackboard in the class.

It is on the wall.

It is black in colour

.....

.....

I have a bag.

It is blue in colour.

It has three pockets.

.....

.....



Unit 3

Mowgli

Theme: Adventure

Sub Theme: Harmony between human beings and animals

Learning Outcomes

The learner

- Constructs dialogues appropriate to the context
- Adds lines to the poem
- Reads and writes the names of different fruits
- Associates animals with their cries
- Describes pictures
- Makes simple riddles
- Gives instructions meaningfully
- Writes signboards suited to the context
- Identifies imperative sentences and acts accordingly
- Undertakes simple project work
- Collects pictures and classifies them as per the instruction given
- Prepares glossary and places words

alphabetically

Input Discourses

- Story
- Poem
- Picture glossary
- Dialogue
- Pictures

Language Elements

- Imperatives
- Simple present and present continuous tense
- Interrogatives
- Words like 'grow', 'cubs', 'deep', 'foremost', 'streams', 'waterfalls', 'caught', 'dangerous' etc.

Activities

- Sentence completion
- Identifying different fruits
- Writing descriptions
- Making masks
- Role play

Unit Frame

Unit 3: Mowgli

Time: 20 Periods

Concept/Skill	Discourses /Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Adventure• Harmony among human beings and animals	<ul style="list-style-type: none">• Story• Poem• Picture glossary• Dialogue• Picture• Sentences completion• Identifying different fruits• Writing description• Making masks• Role play• Matching• Making signboards• Giving instructions	<ul style="list-style-type: none">• Imperatives• Simple present and present continuous tense• Interrogatives• Words like 'grow, cubs, deep, foremost, steams, waterfalls, caught, dangerous etc.	<ul style="list-style-type: none">• Constructs dialogues appropriate to the context.• Adds lines to the poem.• Reads and writes the names of different fruits.• Associates different animals with their cries.• Describes pictures.• Makes simple riddles.• Gives instructions meaningfully.• Writes sign boards as per the context.• Identifies imperative sentences and act accordingly.• Undertakes simple project work.• Collects pictures and classifies them as per instruction.

- Matching descriptions appropriately
- Making signboards
- Giving instructions

Materials

- Pictures
- Card board
- Chart papers
- Glue
- Colours
- Signboards

Use of ICT

- Videos on Mowgli
- Audio clips of the cries of different animals

Introduction

Mowgli is a fictional character and the hero of Rudyard Kipling's 'The Jungle Book' stories. The story focuses on living in harmony with other creatures in the world. Learners are expected to develop love for nature and empathy towards other living things.

Entry Activity

Given below is a way a teacher introduces the character Bhageera, the panther in the story, before the class.

- Teacher holds the picture of a panther in her hand but does not show it to the learners and interacts:

Teacher: I have a picture with me.

It is an animal. Can you guess its name?

Who can say which animal it is?

Learners come up with answers like monkey, dog, cow etc.

Teacher: No, it is not. I shall give you a clue. It lives in the forest.

Learners: Monkey?

Teacher: Sorry dear, try again. OK, then I shall show you all its tail. Can you say now what it is?

Learners: Lion!

Teacher: No!

Teacher shows the picture.

Learners: (in Malayalam) Puli...

Teacher: Well, I shall tell its name. It's a Panther! It's black in colour.

Teacher writes 'Panther' on the BB

Teacher: Now, look at Page 50 of your Reader. Can you locate a panther in the picture?

Activity - Picture Reading

This activity aims at eliciting the learners' perceptions of the theme and setting of the story, inspiring the learners to read the story and developing an ability in the learners to make predictions on what may happen next.

Strategy

Show the first picture on Page 50 and interact with the learners.

- What do you see in the picture?

- What is in the basket?
- What is the name of the panther?
- How did the baby come there?

Elicit responses.

Then invite the learners' attention to the second picture and interact.

- What does the panther do?
- What else can you see in the picture?
- What do you think Bhageera is telling the wolf?

Show the third picture on the page and interact.

- Who are peeping into the basket?
- Will they attack the baby?

After eliciting the responses of the learners, you may narrate the story presented through the pictures on Page 50 of the Reader.

Bhageera, the panther was walking along a riverbank in the forest. He saw a broken boat in the river. There was a basket in the boat. Bhageera held the basket between his teeth and placed it on the rock nearby.

"There will be something to eat in the basket," Bhageera thought. He went near the boat.

'Oh! A baby!' He was surprised to see a baby in the basket. It was a small one. It was sleeping

'What shall I do? Can I take the baby home? How will I feed it? Who will give the baby milk?'

Bhageera was confused.

'Anyway I cannot leave the baby alone in the forest. Other animals will kill it'.

An idea flashed through his mind.

"There is a mother wolf in the forest. She has three cubs. The wolf can feed the baby. Let me take it to the wolf." He said to himself.

Bhageera carried the baby to the wolf. The wolf saw Bhageera coming towards her with a basket.

'Bhageera, what's in the basket?' the wolf asked.

'It's a baby. It's for you. It is hungry. Can you feed it?' Bhageera asked.

'Oh! Let me try.' said the mother wolf. The cubs surrounded the basket to see the baby.

Lead the learners' attention to the last question on the page, 'What will happen to the baby?'

Let the learners respond.

Ask the learners to read the passage 'A Surprise' on Page 51 of the Reader.

Follow the process of reading

Project: Preparing a glossary of the wild and the domestic animals (Page 66 of the Reader)

This activity encourages the learners to undertake simple project work. It enhances the ability to classify pictures of animals and birds according to the given instructions and to prepare a glossary in alphabetic order

Materials needed

Chart containing the pictures of pet animals.

Strategy

You may ask the learners to say the names of the pet animals they know.

They may be encouraged to write it in their notebooks.

A concept map of pet animals can be displayed on the chart.

Lead the learners to do the project work given on Page 66 of the Reader.

Let the learners complete the project as an individual assignment.

Picture reading

Teacher exhibits the picture on Page 51 of the Reader and asks the following interaction questions:

What are the cubs doing?

How do they express their love?

Learners may come up with answers like: licking, rubbing body, producing sounds, etc. You may add answers like: wagging tails, following the master, etc. if necessary.

Reading ‘The Jungle Sights’

Follow the process of reading

Activity 2 (Page 58)

Activity 2 given on Page 58 of the Reader can be done here.

This activity is aimed at developing the ability to read and write the names of different fruits and to prepare a glossary of fruits in the alphabetic order.

Strategy

- Let the learners write in their notebooks the names of the fruits they

know.

- Ask the learners to complete the exercise given on Page 58.
- Let them prepare a glossary of fruits in their notebooks.
- Let them refer to the Page 66 for help.

Reading ‘A Threat’

You may ask the learners to read the passage ‘A Threat’ on their own or you may read it aloud to them. You may ask a few questions to ensure their comprehension.

Strategy

Lead the learners to the question ‘What could be the sound?’ given at the end of Page 53.

Invite free responses.

Through their responses, lead them to the passage ‘Kaa, the Snake’.

Reading: Kaa, the Snake

Follow the process of reading

Interaction by the teacher

- What will happen next?

Lead the learners to **Activity 3** on Page 59. Ask them to study the picture and complete the activity.

This activity enables the learners to develop the ability to describe events based on pictures.

Strategy

A description is a picture drawn with words. Let the learners identify the

characters in the picture and describe what they are doing. They may also add scenic details. Some hints are given in the Reader to help the slow learners. If necessary, teacher can pose the following questions to help the learners who need help.

- Who are there in the picture?
- What are they doing?
- Will Kaa bite Mowgli?
- Will anyone help Mowgli?
- What will Kaa say to Mowgli?
- What will Mowgli say to Kaa?

Reading ‘The Fight’

Follow the process of reading

Writing a conversation (Page 56)

This activity enables the learners to write conversation relevant to the context and role play them.

Strategy

- In the first round each member should read out what he/she has written down as Mowgli’s reply.
- If any one of the learners has not written down anything, you can ask him/her to respond orally, even in the mother tongue. You may megaphone his/her response in English.
- After all the members of the team have read out the conversation, the best idea can be selected as the beginning.
- Develop more such exchanges.

- Let each group write their product on a chart for presentation.
- Ask the learners to role-play the conversation.

Poem: Nobody’s Friend

To enable the learners to read and enjoy a simple poem, appreciate the rhythm and tune of the same and identify the theme presented in it.

Strategy

- Let the learners listen to the whole poem ‘**Nobody’s Friend**’ two or three times with the help of ICT.
- Let the learners listen only to the first stanza of the poem.
- You may ask the following questions to elicit the lines of the poem.
 - * How does the poem begin?
 - * Can anyone identify any line or word in the poem?
- If the learners fail to identify a line or a word, play to them the first line of the poem only.
- You may write the elicited words or line on the BB.
- You may continue the same process for the other lines in the poem also.
- Let the learners recite the poem in chorus reading it out from the Reader.

For slow learners

- You may write the poem on a chart. Cut it into words and ask the learners to assemble it into lines as given in the Reader.
- Let the learners find out the words and lines which are repeated.

Discussion

- How many children are there in the poem?
- Among them, who do you like the most? Why?
- Do you share your things with your friends?

Ask the learners to prepare a list of things they like the most.

You may also ask the learners to add lines to the poem.

Ask the learners to complete Activity 1 on Page 58.

Activity 4 (Page 60)

This activity aims at developing the ability to comprehend simple instructions in English. It also enhances the artistic skill of the learners.

Materials needed

Pieces of cardboard, white paper, glue, colour pencils/pens, strings

Strategy

Ask learners to read the instructions given in the Reader and follow them step by step.

You may also give additional instructions if necessary.

Funny Moments

Encourage the learners to wear the mask and introduce themselves as follows:

Grr...Grr...	Hoo...Hooo...
I am a tiger.	I am a fox
I can run fast.	I am very clever
I can jump high!	I can howl
The forest is my home	I live in the forest

Activity 5 (Page 61)

This activity enables the learners to identify the words for the cries of some animals.

Materials needed

Two sets of flash cards, one set with the names of some animals and the other set with words for the cries of the animals.

Strategy

- Divide the class into two groups.
- Supply the first group with flash cards containing the names of animals and the second group with the words for their cries.
- Let a member of the animal group come forward and say, for example, 'I am a lion'.
- Then the member of the other group who has got the word 'roar' comes forward saying the word aloud and the group together 'roars'.

The same activity can be done in the following way also.

- Prepare slips in which the words for cries of animals are written.
- Put them in a box.
- Let the learners come one by one and pick up a slip each.
- When a learner makes the sound in the slip he has got, let other learners identify the animal.

(Fox-howls, Lion-roars, Donkey-brays, Elephant-trumpets, Monkey-chatters)

Activity 6 (Page 62)

This activity enables the learners to observe and find specific features of animals and to write their simple profiles. It also makes them use adjectives appropriate to the context.

Strategy

- Let the learners match the description of the animals with the pictures given by drawing lines.
- Encourage them to add more details about the animals in the appropriate columns in the Reader.
- Random presentation.
- Group refinement.
- Provide a sheet of paper each to the learners and ask them to draw the picture of the animal they like the most and write a description about it.
- This can be pasted on the wall magazine/charts.

Activity 7- Riddle Corner (Page 63)

This activity enables the learners to observe the specific features of animals and to express them using appropriate language. It also enhances their proficiency in using adjectives. This activity is an extension of the previous one.

Strategy

- Let the learners try to make riddles individually.
- They can refine the product in groups and present, it before the

class.

- You may present the 'Teachers' version' of the riddles too.
- Provide additional sheets of papers to each learner to draw and describe their new pictures.
- Let each learner compile the A4 sheets and add it on to his/her own portfolio.

Activity 8 (Page 64)

This activity enables the learners to identify the signboards and place them in right places using the visual clues given in the Reader. Learners will also be sensitised to the language used on such signboards.

Strategy

Ask the learners to identify the places given as pictures on the page.

Let the learners write the signboards in the spaces provided.

This can be an individual work or a group work.

Extension of this Activity (Placing sign boards in the school premises)

Objectives

- To give them chances to display the signboards developed by them as part of the language learning activity.

Strategy

- Lead the learners to a discussion on signboards that are to be placed on the school campus.

- Let the learners develop the signboards in groups.
- Place the signboards in the campus.
- Some of the signboards that can be generated after discussion are given below.

Save water
Keep silence
Queue Up
Use me
Do Not pluck flowers.
Don't put waste here.
Wash your hands with soap.
Keep your slippers here
Don't waste food
.....
.....

Extended Activity

Given below is a teacher talk on a game. Read it and identify the game.

Children, shall we play a game?
It is better to go out and play the game.
We have to create a junction and a traffic island.
We need some traffic policemen/police women.
Okay! Who will be the policeman/police woman?
What is the work of the traffic police?

What board will he/she carry?
Right! When he/she shows the 'Stop' board, all vehicles should stop.
You have to obey the instructions.
If you do not obey you will be caught by the police.
Where will the other policeman/woman stand?
Okay. They will be standing by the sub junctions.
They will change their positions after some time.
Each policeman/policewoman will be carrying one sign board in his/her hand.
You can see instructions like: 'No Entry', 'Turn Right', 'Turn Left', 'Go slow', etc. in the signboards in their hands.
If you don't obey the instructions, the policeman/policewoman will catch you.
Those who violate the instructions will be out of the game.
Can we mark the road and the junctions?
How can we do it?
We need some vehicles too.
Alright! Who will be vehicles?
Okay! All others will be vehicles.
Shall we play the game?

Okay children. Shall we stop the game?
Now, how many vehicles are left?
Good! They are good drivers.
They have obeyed the traffic rules.
Shall we congratulate them?

Activity 9 (Page 65)

Find the way

The activity familiarises the learners with common instructions.

Strategy

Ask the learners to follow the instructions and draw a line in the right path that leads to the place where Mowgli is.

This activity can be modified to a level where the learners are expected to use instructions more effectively by blanking the numbers given in the picture. The picture is given at the end of this unit. Photocopy the picture and distribute it to groups. Ask them to read the instructions given and write the corresponding numbers in the blanks.

Bonus Activity -Treasure Hunt

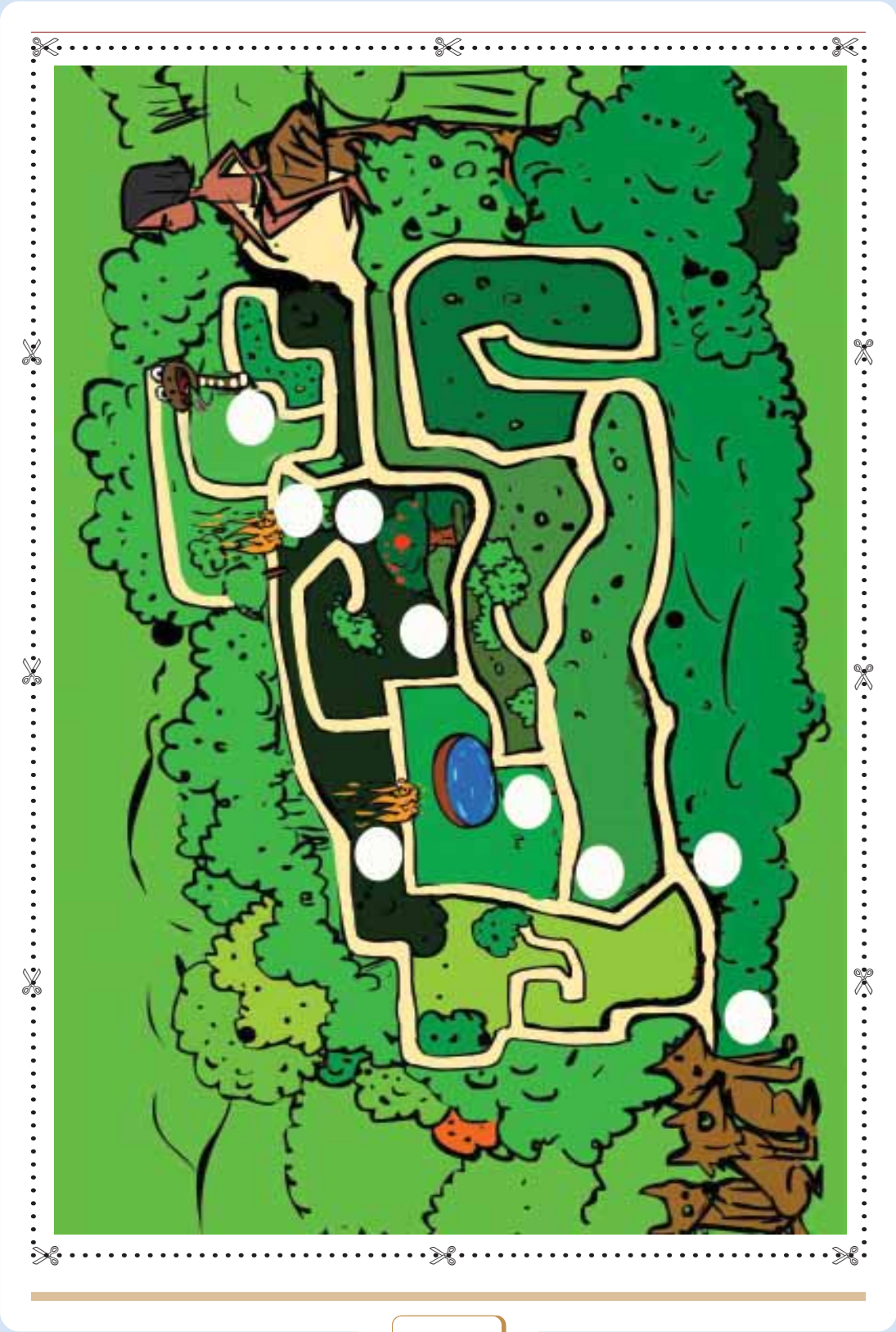
This activity enables the learners to develop the ability to comprehend instructions and act accordingly.

Strategy

- You may hide a treasure (a sweet) somewhere in the classroom.
- Ask the learners to guess where it is.
- You may give clues such as ‘under the bench?’, ‘Near the blackboard?’ etc...
- You may also give some clues about the location.
- Award the treasure to the learner who guesses the exact location.

Activity - I can

This is a self-assessment task for the learners. Let them connect the sentences with suitable pictures by drawing lines. They have to put tick mark in the boxes if they get the right combination. Based on the tick marks they have got, each learner may be instructed to join the dots of a particular picture and colour it. This activity will help the teacher to know how many of the learners have comprehended the story well.



Unit 4

The Magic Ring

Theme: Kindness

Sub Theme: Helping others

Learning outcomes:

The learner

- Identifies the words such as dig, gasp, sweep, sight, regular, disappear etc.
- Understands simple questions starting with 'where', 'why', 'how' etc.
- Matches pictures with appropriate lines of a poem
- Develops a word web based on places visited
- Describes actions shown in a picture
- Describe a place
- Arranges words in alphabetical order
- Undertakes simple project work

Input Discourses:

- Story
- Poem
- Pictures
- Narrative

Language Elements:

- Use of 'if clause', use of simple present tense

Activities:

- Writing conversation
- Writing sentences beginning with 'If'
- Completing word web
- Describing places
- Describing persons and their activities
- Classifying food items
- Project
- Self-assessment

Materials:

Chart paper, Sketch pen, Crayons, Letter cards, Pictures

Use of ICT:

- Presentation of songs, videos, pictures etc.

Introduction

'The Magic Ring' is an interesting story which takes the readers to a world of fantasy where many impossible things are made possible. It also focuses on the need of showing kindness to our fellow

Unit Frame

Unit 4: The Magic Ring

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Kindness• Helping others	<ul style="list-style-type: none">• Story• Poem• Pictures• Narrative• Writing conversation• Writing sentences beginning with 'if'• Completing word web• Describing places• Describing persons and their activities• Classifying food items• Project	<ul style="list-style-type: none">• Use of 'if clause', use of simple present tense	<ul style="list-style-type: none">• Identifies the words such as dig, gasp, sweep, sight, regular, disappear etc.• Understands simple questions starting with 'where', 'why', 'how' etc.• Matches pictures with appropriate lines of a poem• Develops a word web based on places visited• Describes actions shown in a picture• Describes a place• Arranges words in alphabetical order• Undertake simple project work

creatures. The learners are expected to develop kindness, willingness to help love and affection for all creatures. The Unit also provide the learners ample opportunity for using simple present tense and the verb 'have' to express possession. They're also expected to construct meaningful sentences using 'if' in appropriate contexts. The discourses the learners are supposed to construct here are conversation and description.

Entry activity:

1. COMMUNITY PICTURE

Aim: This activity is meant for sensitising the learners to the setting of the story. It also familiarises words related to life on the beach by drawing a picture of the same, where many learners contribute their concepts and ideas in drawing.

Materials:

Chart paper, Sketch pens, Crayons

Mode: Group

Process

- Interact with the learners about drawing pictures
- Draw a part of a boat on a chart paper or on the blackboard
- Ask each learner develop the picture
- Whenever the learners deviate from the theme you may interfere and lead them to the theme by drawing connected pictures

- Use ample interaction so as to lead them to complete the pictures and describe the pictures simultaneously
- After completing the picture invite the learners' attention to the picture on Page 70 of the Reader
- Interact with the learners and establish that the boy's name is Abin.

Reading Passages:

- Ask the learners to read the passages silently
- Follow the process of reading
- Interact with the learners using the questions given at the end of each passage
- You need not insist on learners reading all the passages given in the Reader.
- You may read some passages aloud with proper stress and intonation with a view to providing them listening experiences.

How can we help those who can't read?

Process

Teacher visits each group and identifies those who can't read.

- Did you read the whole passage?
- Which are the sentences or words or even letters that you can read?

- Which word or character do you like in the passage?

(Learners can reply either in English, Malayalam or in both.)

- Can you locate it in the passage?
- What is that character doing/saying?
- What will he do next?

Likewise, teacher can elicit more events and write them in order in the learner's notebook.

- Can you draw pictures of these events?
- Can you say something about the pictures?
- Teacher megaphones and the learners write them in their notebook.
- Let me read it for you, shall I?
- Now, can you read it? Please try.
- Some of these words are there in the passage. Can you locate them?
- Now you know so many words.
- Can you write them like this?

Teacher helps them to write the words in a word star or word web.

Activity 1: Writing a Dialogue

- Divide the learners into pairs
- Ask the pairs to complete the conversation on their own
- Presentation

- You could give your version to them
- This can be done through an activity
- Prepare your version of the conversation. Cut them into strips with one exchange in one strip. Shuffle the strips and give them to groups. Let the groups sequence the strips into a meaningful conversation.

POEM

A Magic Wand

Aim: Read, comprehend and enjoy the poem.

Process the poem as given in Unit 2 of this text on Page 59.

Activity 2:

Constructing sentences using

'If' clause

Aim: This activity is aimed at giving the learners opportunity for expressing imaginary desires. The primary focus of this activity is on **meaning** rather than **form**. When we try to teach the form,

we may end up introducing the three types of conditional sentences which may result in complications for learners at this level. Hence, care should be taken to confine our focus on the meaning.

Process:

Ask children about their wishes and the reasons.

Eg. What do you want to become?

The learner may come up with varied responses like 'I want to become a bird.'

You may ask why?

The learner may respond like, 'I can fly.' You can combine the learner's wish and reason and megaphone sentences as follows:

'If you were a bird, you could fly'

You may write the sentence on the blackboard too.

Continue the same process with other learners and write down these sentences on the blackboard. You may make the learners these sentences aloud after you. After this, invite the attention of the learners to activity 2 on Page 85.

Ask the learners to write sentences based on the pictures given in the bubbles.

Hints:

1. If I got a magic ring, I would ask for an ice cream/ a mobile phone etc.
2. If I got a magic ring, I would ask for a motor bike
3. If I got a magic ring, I would fly an aeroplane
4. If I got a magic ring, I would travel on an elephant's back/ would buy an elephant.

Activity 3 & 4: Places I visited

Aim: Activity 3 & 4 are interlinked in such a way that the former serves as a

trigger to the latter. Activity 3 demands the learners to write the names of the places they have visited. Activity 4 aims at writing description of places the learners are familiar with.

Process

- Ask the learner to fill in the bubbles in Activity 3.
- Lead the learners to Activity 4 and let them write the name of their favourite place in the space provided
- Interact with the learners about the details of the places and make them write in the bubbles given
- Let the learners describe the place in a few sentences

ACTIVITY 5

The Beach

Aim: Describing persons and things in simple words, phrases and sentences.

Mode: Individual

Process:

Discussion

- Can you name the boys and girls you see in this picture?
- What dress do they wear?
- What are the colours of their dress?
- Can you identify the models they're making with sand?

Ask the learners to describe any of the three pictures in the space provided or in their notebook.

ACTIVITY 6

Grocery, fruits and vegetables

Aim: Identifying, classifying and arranging the list of food items.

Materials needed: 20 word cards with the names of the food items given on page 89 of CB and their corresponding real objects.

Mode:

Individual/pair/group (according to the strength of the class)

Process:

- Place the food items on the table.
- Distribute the word cards among the learners.
- Let the learners read the card they got and pick up the corresponding food item from the table when you clap/blow the whistle.
- Ask the learners to group themselves into three as fruits, vegetables and grocery.
- You might direct the learners to form the fruit group first and the vegetable group second. Then the third group may be automatically formed.
- Name the groups as Fruit, Vegetable and Grocery.
- Then you may ask each group to read out aloud the names of the food items they contain.

- Let them do the activity given on Page 89 of the Reader.

PROJECT WORK

Aim: Collect, classify and consolidate different types of jobs. Identify the number of persons engaged in different types of jobs. Prepare a brief description.

Duration: 2 days

Mode: Individual/group

Process:

Interact with the learners about their neighbours, their jobs, age, institutions they work in etc..

Lead them to the questions given on Page 90 of the Reader.

Let them discuss.

Let them collect data and complete the table given on page 90 of the Reader.

Lead them to the questions given below the table given on Page 90 of the CB.

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

You may write it in the form of a simple description.

Let the learners write a description about one of their neighbours.

Let the learners go around the class and collect data to complete the table given on Page 91 of the Reader.

Now, you may ask questions similar to the following and elicit responses from

one of the learners.

- What are the different types of jobs you have got in your table?
- What are the jobs that men are more interested in?
- Which is the job most preferred by women?
-
-

You may write the responses elicited on the BB in the form of a simple description.

Let the learners write a description based on the table.

MY WORDS (Page no 92)

Name: Who am I?

Aim: Read and comprehend the ideas given in the text.

Materials: Riddles (Page 92)

Mode: Individual

PROCESS

Read the riddles individually and fill in the boxes.

Self-Assessment

Aim:Self-assessment of the learner.

Materials:

Assessment tools (Page 93 & 94)

Mode:Individual.

Process

Sequence the events.

Hints:

If the first columns filled by the learners are correct the boxes below will be

S	U	C	C	E	S	S
---	---	---	---	---	---	---

If the second columns filled by the learners are correct the boxes below will be

W	I	N	N	E	R
---	---	---	---	---	---

Unit 5

The Clay Hut

Theme: Unity

Sub Theme: Accommodating everyone

Learning Outcomes:

The learner

- Identifies words such as '*swing sway, empty, meadow, scurry, hop*' etc.
- Understands simple questions beginning with 'where', 'why', 'how', 'how many' etc.
- Reads and enjoys poems
- Writes dialogues in a given context
- Describes pictures
- Supplies suitable headlines to news items
- Introduces people using 'this' and 'that'
- Prepares address tags
- Undertakes simple project works

Input Discourses

- Story
- Poem

- Advertisement
- News report
- News feature
- Cartoon
- Address tag

Language Elements

- Introducing people using 'this' and 'that'
- Using 'this' to denote a closer object
- Using 'that' to denote a distant object

Activities

- Writing conversations
- Vocabulary - Listing of household items, furniture and sanitary items
- Making a dish and listing its ingredients
- Preparing address tags
- Selecting appropriate titles for the news item

Unit Frame

Unit 5: The Clay Hut

Time: 20 Periods

Concept/Skill	Discourses /Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Unity• Accommodating everyone	<ul style="list-style-type: none">• Story• Poem• Advertisement• News report• News feature• Cartoon• Address tag• Writing conversation• Vocabulary-Listing of house hold items, furniture and sanitary items.• Making of dish and listing its ingredients• Preparing address tags• Selecting appropriate titles for the news item.	<ul style="list-style-type: none">• Introducing people using 'this' and 'that'• Using 'this' to denote a proximate object• Using 'that' to denote a distant object	<ul style="list-style-type: none">• Identifies the words such as swing, sway, empty, meadow, scurry, hop etc.• Understands simple questions with where, why, how, how many etc.• Reads and enjoys poems• Writes dialogues in a given context.• Describes pictures.• Supplies suitable headlines to news items.• Introduces people using 'this' and 'that'.• Prepares address tags.• Undertakes simple project work given.

Materials needed/required

- Charts, Markers

ICT

- Digital versions of the story 'The Clay Hut' and the poem 'The House that Jack Built' are available on the internet.

Introduction

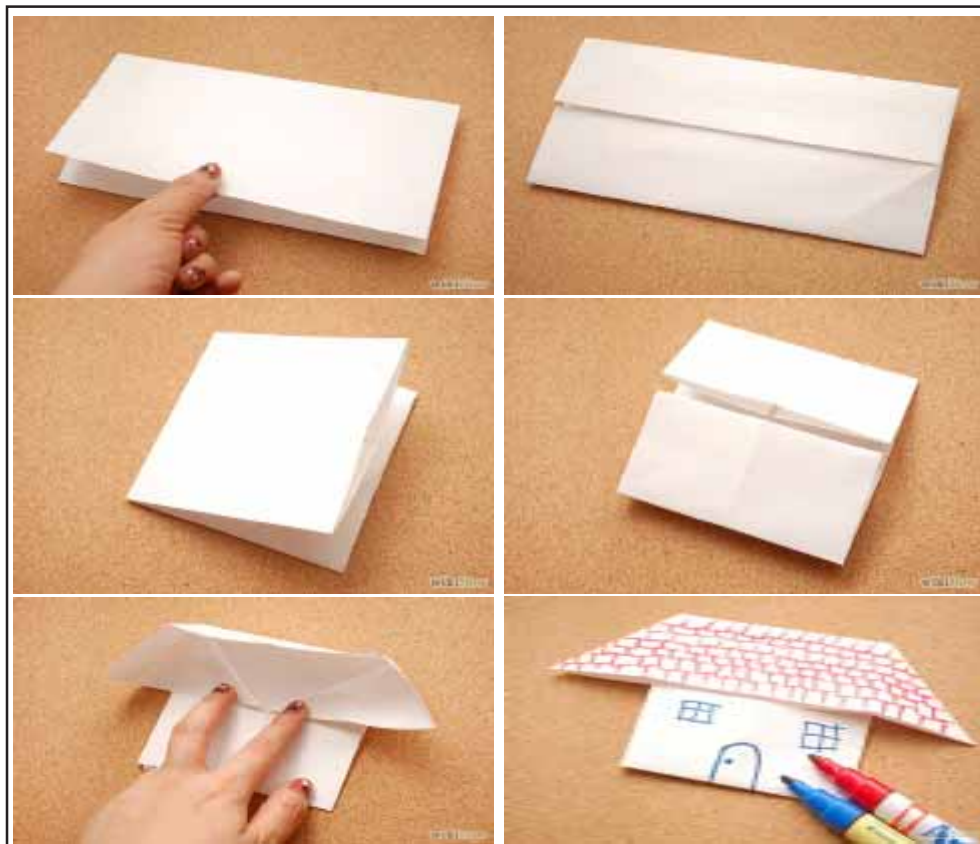
The Clay Hut is a Russian folk tale. The story which is set in the background of a thick green meadow, deals with the theme of unity, love and friendship. In today's world we often tend to forget people beyond the walls of our homes and mostly think only of ourselves. In the story, The Clay Hut, a clay pot

accommodates a number of creatures ranging from fox to frog and rat to rabbit. The clay pot serves as a metaphor for harmony and sharing which are the essence of social life. It is this unity which provides the inmates of The Clay Hut strength to confront problems.

Entry Activity

Origami: Making a Paper House

- Let the learners make paper houses.
- You may also make one along with them.
- Give enough assistance and instructions.



- Let the learners colour them and name their houses.
- Let them paste the houses on a chart and describe them.

Discussion

- Who would you like to invite to your new home?
- How many people will you let into your home?
- Will you let only your relatives into your home?
- Will you let any animals in?

Activity - Picture Reading

Process

Show the picture of the clay pot on Page 103 and interact with the learners.

- What do you see in the picture?
- What is it made of?

Activity- Reading

Process all the reading passages in the unit carefully. Follow the process of reading. If necessary you may ask additional questions like:

- What is your opinion about the cart man?
- What will happen if the clay pots fall down?

You may use different strategies like mind mapping, picture reading, concept mapping etc. for different passages. All such activities should be aimed at enhancing the reading skill of the learners. Make maximum use of the

pictures given on each page. Interact with the learners about the pictures and passages and ensure the comprehension of all learners in the class.

Poem

Process

- Let the learners listen to the song 'The House That Jack Built' two or three times with the help of ICT.
- Let the learners listen only to the first stanza of the poem.
- You may ask the following questions to elicit the lines of the song:
 - * How does the song begin?
 - * Can anyone identify any line or word in the song?
- If the learners fail to identify lines or words, let them listen only to the first line of the song.
- You may write the elicited words or line on the B.B.
- You may continue the same process for the other lines in the song also.
- Let the learners sing the song in chorus by reading it from the Reader.

Interaction

In order to ensure comprehension of the poem, you may ask a few questions like:

- Where was the malt kept?
- How are the cat and cow connected in the poem?

- Who are the two human beings referred to in the poem?

Four pictures are given in the Reader. You may present these pictures on a chart and ask the learners to write down lines associated with them.

Activity-1 Conversation

Process

Let the learners complete the conversation given on Page 114 of the Reader.

You may provide specific instructions to the groups.

- In the first round each member should read out what he/she has written down as the Bear's response.
- If any one of the learners has not written down anything, you can ask him/her to respond orally. This can be even in the mother tongue. You may megaphone it in English.
- After all the members of the team have read out the conversation, the best idea can be selected as the beginning.

(Children may come up with responses such as: 'Thank you', 'Are you angry with me', 'Sorry for the trouble' etc.)

Normally learners can build the second exchange based on the first exchange. Here, sometimes the learners may find it difficult to continue with the conversation. You may interact with the learners so as to enable them to complete the conversation. A sample teacher talk is given below:

Children, there are many inmates in the

clay hut. Among them, who will talk first?

The Mouse?

The Fox?

The Rabbit? Okay. You can decide who will participate in the conversation.

What could be the bear's response?

Will the inmates question the bear about what he did to the clay hut?

Will the bear feel any regret and ask the inmates to forgive him?

Will the inmates forgive him? What would they say?

- Let the groups discuss and write the conversation.
- Write each group's product on a chart for presentation.
- Let the children decide who are to role-play the conversation before the whole class.
- After the role-play, the whole class may choose the best presentation among the lot.

Activity-2 (Page 115)

Objectives

- To familiarise the learners with the names of different rooms in a house and the various objects that are used to furnish those spaces.
- To develop spatial intelligence and logical thinking of the learners.
- To develop the ability to comprehend simple instructions in English.

Process:

- Teacher may ask the learners to place the things/items in appropriate rooms using a pencil.
- Random presentation by the learners.
- Let the learners place additional things in each room (Space is given on Page 116).
- They may be given the opportunity to present it before the whole class too.
- After completing this activity, the teacher may ask the learners to prepare a picture glossary of household items, furniture and sanitary fittings.

Hints:**Kitchen:** Mixer, Gas stove**Dining Hall:** Washbasin, Chairs**Toilet:** Water closet, soap box**Reading Room:** Book shelf, Newspaper**Hall:** Sofa, Television**Bedroom:** Cot, Pillow**Activity- 3 Conversation (Page 116)**

This activity is an extension of Activity-1. As the learners are familiar with similar contexts given in the Reader, they can easily write the conversation on their own. Let them discuss in groups and perfect their conversation according to the context.

Activity- 4 Making a Dish (Page 117)

The learners are asked to prepare some dishes. Please encourage them to write down the ingredients of each dish. They may be asked to refer the dictionary to find out the appropriate English words. Let them copy it on a sheet of paper. They may also draw appropriate pictures if they wish to do so. All the recipes can be compiled to make a Big Book.

Some of the dishes and ingredients are given below:

VEGETABLE SALAD**Ingredients:**

Cucumber, carrot, onion, lemon

LIME JUICE**Ingredients:**

Water, sugar, lemon

TEA**Ingredients:**

Tea powder, water, sugar, milk

Activity-5 Preparing Address Tags

This activity is intended to develop power of reasoning as well as the sense of humour in the learners. This will also enable them to be familiar with the format of the address tags.

Process

- Discuss the essential details of a postal address.

- Teacher presents the former address of Buzz-Fuzz, the fly.
- Let the children imagine and write the addresses of the other five friends. Some samples are given below.
- Crunch-Munch, the Mouse
Attic Nivas,
John's Bunglow. P.O
- Hop-Stop, the Frog
Jumping field 2nd avenue
Crom-crom Street
Pond Bank. P.O
- Fleet-Feet, the Rabbit
House No. CBX 325
Burrow Villa
Carrot Gardens. P.O
- Howly-Prowly the Wolf
Bush No. 22
Hunters Street. P.O
- Fluffy-Huffy, the Fox
Cunning lane
Behind co-co-Apartments
Kuttikkadu. P.O

Assignment

Let the children write their postal address on a slip and paste it on a chart. If they do not know their exact postal address, let them collect it from home and come with that the next day. Let them write it on a post card and send it.

Activity-6 Jungle Times (Page 120)

Objectives

- To enhance reading comprehension of the learners.
- To develop the ability to write appropriate titles for news items.
- To develop the skill of presenting different news items.
- To write brief descriptions.

Process

Giving titles to the news report

- Let the children read the newspaper individually. After that the teacher can ask them to select titles and to place them in the appropriate spaces. The teacher may also explain the format of a newspaper by showing an original one. A newspaper will consist of different news reports, advertisements, cartoons etc. Besides these, there will be separate pages for local news, national news and international news, sports news, editorial etc.

Additional Activities

1. Performing News shows

- Divide the learners into groups. Let each group present a TV News show based on the 'Jungle Times'. They have to select a newsreader from their group. They may also include advertisements during the News show. They can also add more news items if they wish to do so. Sufficient time may be given for planning the show.

2. Lost and Found

- Let the learners prepare some advertisements related to their school and paste it on the notice board. They may do some advertisements under the title **Missing, Lost, Found** etc.... This activity will help to develop in the learners ability to describe an object and a person. Teacher may insist that the learners identify the features like its size, shape, colour, what it is made of etc... to describe an object. While describing a person height, weight, accessories such as spectacle, watch, bangles, chappal etc. may also be mentioned.

Activity-7 Introducing People (Page 121)

Objectives

- To enable the learners to use 'this' and 'that' to introduce a person.
- To enable the learners to introduce himself / herself.

Process

Teacher introduces herself as, 'I am Bindu' (She writes that sentence on the BB).

Teacher holds the hand of a student and introduces him before the class.

'This is Raju, my friend'. (Writes on the BB).

She points out to a student sitting on the last bench and says:

'That is Rahna, my friend'.

(Writes on the BB).

Teacher asks the learners to form a circle. A ball is to be passed along the circle. Let the learners pass the ball and play. When the teacher says 'Stop', they should stop the game and the boy/girl with the ball may say this:

I am.....

This is....., my friend.

That is....., my friend.

- Teacher can continue the game till the children get familiarised with the structure.
- Teacher may insist on the learners completing the task given on Page 121.

Activity-8 Clay pot to clay hut (Page 122)

Objective

- To enable the learners to construct simple sentences based on the pictures.

Process

Seven pictures are given on Page 122. Four pictures have been explained in simple sentences. Let the children describe the remaining pictures.

Teacher may write the answers on the BB after eliciting the correct answers.

- *Then a rabbit came.*
A roof appeared on top of the clay hut.
- *A fox arrived soon.*
A beautiful garden appeared around the clay hut.
- *After that, a wolf came.*
A fence appeared around the clay hut.

Let the learners gather all the sentences into a paragraph in their notebooks under the title *Clay pot to Clay hut*.

Activity - Project Work (Page 123)

Objectives

- To develop the skill to undertake simple language projects.
- To write picture descriptions.

Process

STAGE 1

- Let the learners list the different types of houses.

OR

- Let the learners describe the houses they see around the school.
- Let them find out which type of house is more common.
- Sitting in groups - sharing and consolidating.

STAGE 2

Let the learners collect pictures of the houses, paste them in their note books and write a brief description about each of them.

This is a thatched house.
It is a small house.
The roof is made of coconut leaves.
The wall is white in colour.
There are.....windows and doors.
The house has

Activity - My Words (Page 123)

This activity is aimed at developing the vocabulary of the learners.

Process

Let the learners re-arrange the letters and make meaningful words. This can be assigned as individual work.

Hints:

dya : day
otp : top, opt, pot
frgo : frog
xof : fox
cyal : clay
ewmdao : meadow
eeqseuz : squeeze
edsrtoy : destroy
dwoenr : wonder

Activity- I CAN (Page 124)

This is a self-assessment activity. Let the learners read the sentences carefully and draw the corresponding things on the picture. Teacher can assess the status of each child by observing them during this activity.

Activity- MY LEARNERS (Page 125)

This activity is for teacher's assessment of the learners.

Additional Activity

THE THREE LITTLE PIGS

Objectives

- To improve the listening skill of the learners.

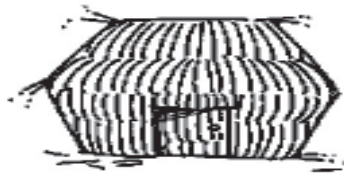
- Enable the learners to associate pictures with the text.

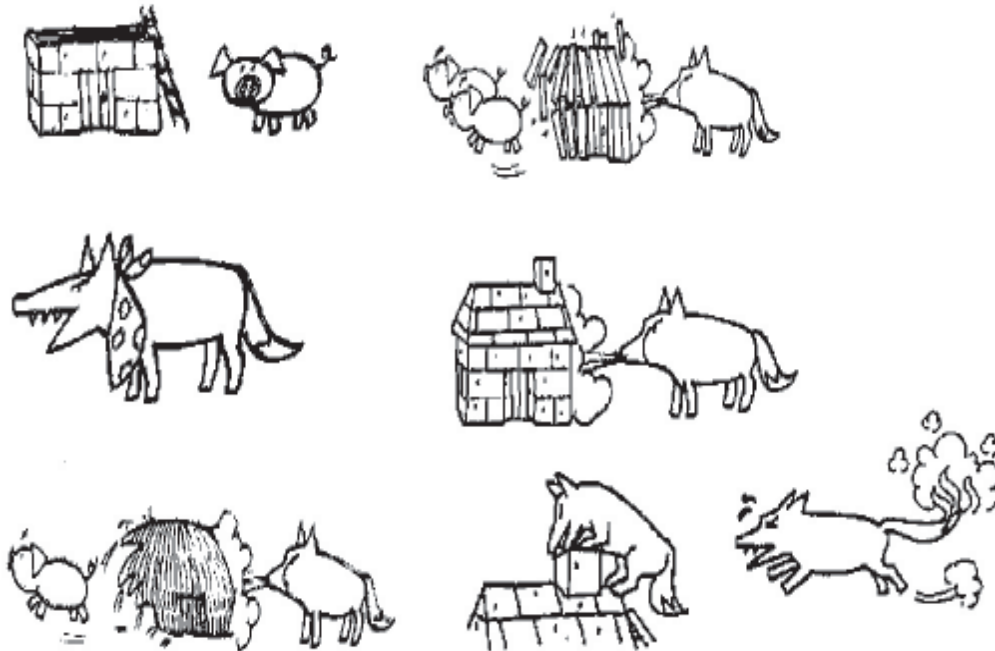
Process

Teacher may present the story using suitable pictures and with proper gestures and voice modulation.

- This is the story of ‘The Three Little Pigs and the Big Bad Wolf’.
- The first pig built a house of straw (shows a picture of a straw house and a pig).
- The second pig built a house wood (show a picture of a house made of wood).
- The third one built a house of bricks. (show....a picture of brick house).

- One day The Big Bad wolf was hungry.
- He blew down the first pig’s house. The little pig ran to his brother’s house.
- The wolf was very angry. He blew down the second pig’s house too. The two pigs ran to their brother’s house.
- The wolf was angry and terribly hungry too. He went to the third pig’s house. He blew and blew, but the house didn’t fall down.
- He climbed on to the roof and jumped down the chimney.
- He fell down into the fire! Ouch! He





climbed up the chimney and ran away very fast.

- The three little pigs lived happily ever after.

Teacher may ask the learners to associate the following pictures with

the text.

- After presenting the story, the teacher may ask questions regarding the houses that the pigs built.
- Teacher elicits responses and writes them on the BB.

Unit 6

Who Did Aleena's Homework?

Theme: Self Realisation

Sub Theme: Realising one's own capabilities, dignity of doing domestic work

Learning Outcomes

The learner

- Reads, comprehends and enjoys simple stories and poems
- Uses describing words
- Understands simple questions beginning with 'what', 'can', 'when' etc...
- Responds to commands and requests
- Answers in English during classroom interactions
- Expresses likes and dislikes
- Writes down thoughts related to the contexts given
- Identifies words related to classrooms
- Undertakes simple project works

Input Discourses

- Story

- Poem
- Letter
- Description

Language Elements

- Use of imperatives (for giving instructions)
- Use of the present tense form of verbs to describe something/ someone
- Use of the auxiliary 'can' to express ability
- Use of the past tense form of verbs to describe an action/happening in the past

Activities

- Identifying rhyming words
- Writing thoughts of characters- according to specific contexts
- Preparing descriptions
- Describing a routine activity
- Finding out smaller words hidden within larger words.
- Giving suggestions

Unit Frame

Unit 6: Who Did Aleena's Homework?

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none"> • Self-Realisation • unveiling the power within, dignity of doing domestic work 	<ul style="list-style-type: none"> • Story • Poem • Letter • Description • Identifying words rhyming • Writing thoughts • Preparing descriptions • Describing a routine • Finding out smaller words hidden in larger words. • Giving suggestions • Project work • Preparing narrative 	<ul style="list-style-type: none"> • Use of imperatives (giving instructions) • Use of the present form of verbs to describe something/ someone. • Use of the auxiliary 'can' to express ability. • Use of the past form of verbs to describe a routine in past. 	<ul style="list-style-type: none"> • Reads, comprehends and enjoys simple stories and poem. • Uses describing words. • Understands simple questions starting with 'what', 'can', 'when' etc. • Responds to commands and requests. • Answers in English during classroom interaction. • Expresses likes and dislikes • Writes down thoughts related to the contexts. • Identifies the words related to the classroom. • Undertakes simple project work.

- Preparing narratives
- Project work

Materials needed:

- Flash cards
- Pictures
- Chart paper

Use of ICT

- Presentation of poems, videos, pictures etc.

Introduction

The story **‘Who did Aleena’s Homework’** is an interesting one which deals with the theme of self-reliance. It focuses on the need of realising the capabilities hidden in every individual. In the story, a girl named Aleena who is labelled by everyone, even by herself, as lazy, realises the abilities hidden in her with the help of an elf. It is the elf who acts as a catalyst in Aleena’s development into an ideal girl. Instead of doing the work assigned to it by Aleena, the elf brings in situations for making her do the work all by herself. The poem **‘Pet Shopping’** written by Kenn Nesbitt takes learner to a world of animals and fish. The poem addresses the learners’ interest in fostering affinity towards pets. It helps the learners to familiarise themselves with many animals and fish that are alien to them.

Entry Activity

- Lead the learners to the picture on Page 126. Interact with the learners by asking the questions given in the text.
- Let them complete the table given below.

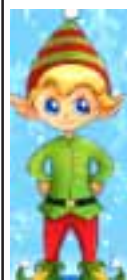
- You may also make use of the following questions for your interaction:

Why don’t you like examinations?

What makes homework boring?

Reading Passages

- Ask the learners to read the passages silently
- Follow the process of reading
- Interact with the learners using the questions given at the end of each passage
- You may read some passages aloud with proper stress and intonation with a view to providing learners with adequate listening experiences too.



Elf

An elf is a supernatural creature often seen in folk tales, typically represented as a small, delicate, mysterious figure in human form with pointed ears, magical powers and a variable nature.

Poem: Pet Shopping

Objectives

- To enable the learners to read and enjoy a simple poem
- To make the learners able to appreciate the rhythm and tune of the poem and to identify the rhyming words and the theme

Process

- The teacher recites the poem
- Let the learners recite along with teacher without looking at the lines in the Reader
- Let them identify the lines
- Write the identified lines on the BB
- Recite it again
- You may write a stanza on the BB leaving one or two lines blank
- Ask the learners to read out the missing lines from the reader
- Sensitise them to the rhythm and pattern of the lines
- The activity given on Page 135 can be used while transacting the poem

Kenn Nesbitt is an American poet writing for children. He was named 'Children's Poet Laureate' by the Poetry Foundation on June 11, 2013. He writes humorous poetry for children. His famous works include *'My Hippo Has the Hiccups'* and *'Revenge of the Lunch Ladies'*.

Rhyming words

Write a pair of rhyming words on the BB.

Interact with the learners about the sounds with which the words end.

Ask the learners to list all the words with which each line of the poem ends.

Let the learners pair the words that end in similar sounds.

Ask the learners to fill in the boxes on Page 135 of the Reader.

Note: The key words given in this activity are not taken from the poem. The learners are supposed to identify the sound with which the words end and find words from the poem that rhyme with those given.

Activity 1 (Page 136)

This activity aims at triggering the learners imagination so as to write the thoughts of the character given in the question.

- You may scaffold the learners with appropriate questions.
- Let them write the thoughts individually.
- Let them refine it in groups.
- Let each group make a presentation of the write-up.

Activity 2 (Page 136)

This activity will enable the learners to memorise the important dialogues in the story and identify the characters who utter the same.

Strategy

Ask the learners to read the dialogues given in bubbles.

Let the learners revisit the part of the story where the dialogue occurs.

Let them identify the speaker and fill in the blank.

Hints:

- a) Teacher
- b) Elf
- c) Aleena
- d) Elf

Activity 3 (Page 137)

The aim of this activity is to enable the learners to write simple descriptions of their favourite games. The activity intends to develop reference skills in the learners.

Strategy

- Ask the learners to read the description of the game of football given in the Reader.
- Interact with the learners using the questions given in the Reader.
- Elicit responses and write a simple description of a game on the BB
- Let the learners write a description of their favourite games individually

Activity 4 (Page 138)

This activity will equip learners with the ability to describe their routine activities/tasks in simple sentences.

Strategy

- Interact with the learners about the things Aleena did to get appreciation.
- Let them read the sentences given in Activity 4, Page 138.
- Ask them about what they do at home as a part of their studies.
- Elicit responses and write them on the BB.
- You may use the first person while listing the responses. (I, me, my) (e.g: I get up early in the morning and do my home work.)

- Let the learners write in their notebooks, what they usually do at home.

Activity 5 (Page 138)

By doing this activity the learners will be able to describe their pets. This activity provides learners with opportunities to classify animals as pets and others, identify their colour, shape, size, characteristics etc...

Strategy

- Let the learners classify the animals and birds in the picture as pets and others.
- Ask the learners to find out their features like colour, size etc.
- Elicit the responses and write them on the BB.
- Let the learners describe the animals and birds in the picture in their own sentences.

Activity 6 (Page 139)

This activity aims at developing the vocabulary of the learners.

Materials needed

Sets of letter cards

Flannel board to stick the letter cards

Strategy

- Arrange the letter cards one by one to form the word 'BUTTER'.
- Form the word 'FLY' below it.
- Interact with learners about the meaning of each word.

- Place the word 'FLY' as such after the word 'BUTTER' to form the word 'BUTTERFLY'.
- Interact with the learners about the word newly formed.
- Sensitise them to the idea that there may be smaller words hidden within larger words.
- Let the learners read the words given in the activity and find out the hidden words.
- You may arrange the words given in the activity on the flannel board, using the letter cards.
- Let the learners rearrange these words to form as many smaller words as possible.

This activity has immense possibilities for using ICT. You may type the larger words in a word processor and let the learners change the font colour of certain letters highlighting smaller words in it.

Activity 7 (Page 139)

The aim of this activity is to enable learners to use simple present tense to describe good qualities.

Strategy

- You may interact with the learners about the good qualities they possess. You may use interaction questions like:

Who cleans your room every day?

Do you help your mother in the kitchen?

Do you water the plants in the garden at home?

Who arranges your room?

.....

- Elicit the responses and write them on the BB.

E.g. Arjun cleans his room everyday.
 Adarsh helps his mother in the kitchen.

- Let the learners describe on their own the good qualities they see in their friends.

Activity 8 (Page 140)

This activity is to enable the learners to prepare a set of instructions.

Strategy

- You may give instructions to the learners to rearrange the classroom.
- Write each instruction on the BB.
- Let some of the learners give instructions to the others to make the classroom more comfortable.
- Lead the learners to the picture given on Page 140
- Interact with the learners about the things they see in the picture. You may ask questions like:

What are the things you see in the picture?

Where can you place these things in the room?

- Ask the learners to write their suggestions to arrange the room properly in the space provided.

Project (Page 141)

The project helps the learners to become aware of their duties and responsibilities in their daily life. It also familiarises language elements such as the use of 'can', 'can't' and 'yes or no' and also questions beginning with 'can'.

Strategy

- Let the learners read the activities given in the box.
- Interact with the learners using the questions given below.
- Let them fill in the columns given below.
- Let them sit in groups and share their findings.
- Ask the learners to write their findings in the space provided.

My Words

- Ask the learners to read the sentences given on Page 142.

- Let them analyse the underlined words in each sentence.
- Ask them to find out the meanings of the underlined words from the box given below.
- Let the learners write the number of the sentences in respective boxes.

Hints:

- | | |
|-----------------------|----|
| a) shouted loudly | 2 |
| b) hit with foot | 6 |
| c) touched gently | 7 |
| d) dislike very much | 1 |
| e) happy | 8 |
| f) impolite | 9 |
| g) with folds on skin | 5 |
| h) got surprised | 4 |
| i) small piece | 10 |
| j) took roughly | 3 |

I Can

Aim: Self-assessment of the learner.

Lead the learners to the self-assessment activity given on Page 143. Let them analyse the picture and find out what happens at different stages.

Unit 7

The Bird

Theme: Love towards nature and fellow beings

Sub Theme: Kindness to fellow beings

Learning outcomes:

The learner

- Identifies the words such as receive, interesting, scatter, breath, trap, backyard, scared of, wild canary, nightingale, forgotten, frightened, hurt, spread, gasping, lying, stiff, steal, grieve, breast etc.
- Uses the conjunction 'but' in meaningful contexts
- Prepares birthday cards
- Observes different birds and describe them
- Prepares posters and placards against cruelty towards animals and birds
- Sequences the major events of a story
- Makes words with the vowels 'ea'
- Reads and understands the given stories and poems
- Undertake simple projects

Materials:

Letter cards, picture of birds, crayons, flash cards, chart paper, sketch pen etc.

Introduction

Leo Tolstoy's short story, '**The Bird**' tells us how certain human deeds, though not deliberate, may result in causing pain and loss of life to animals and birds. In the story the innocent curiosity of the boy, Sero towards birds results in the sad death of a wild canary. When the bird gets wounded he could only helplessly stare at its last heavy breathing. The poem, 'Birds' which is thematically coherent to the story also focuses on a child's concern of the pain that a mother bird might have at the loss of its young ones. The unit with its focus on tenderness also provides opportunity for language and vocabulary activities. The learners are also expected to construct meaningful sentences using 'let' and 'but' in appropriate contexts and also construct different discourses.

Unit Frame

Unit 7: The Bird

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Love towards the nature and fellow beings.• Kindness towards the fellow being	<ul style="list-style-type: none">• Story• Poem• Description• Identifying rhyming words• Making words related to the given pictures• Identifying the pictures• Describing the picture orally• Describing birds	<ul style="list-style-type: none">• Use of 'but' and 'let'	<ul style="list-style-type: none">• Identifies the words such as receive, interesting, scatter, breath, trap, backyard, scared of, wild canary, nightingale, forgotten, frightened, hurt, spread, gasping, lying, stiff, steal, grieve, breast etc.• Uses the conjunction 'but' in meaningful contexts• Prepare birthday cards• Observes different birds and describing them• Prepares posters and placards against cruelty towards animals and birds• Sequences the major events of a story• Makes words with the vowels 'e' 'a'• Reads and understands the given stories and poems• Undertakes simple projects

Entry activity: Picture reading (Page 145 of the Reader II volume)

Mode: Individual

Process:

You may use the picture given on Page 145. Use the interaction questions given below the picture.

Discussion

- What do you see in the picture?
- What is hanging on the ceiling?
- What function is going on there?
- Have you got any gift on such occasions?
- What was that gift?

Process the reading passages **THE GIFT, THE TRAP, HEART BEATS, A WARNING, THE FALLEN BIRD** and **THE SLEEPLESS NIGHT**.

(After processing the passage “THE GIFT” you may do the Activity 1&1A

Poem:

BIRDS

Aim: Enjoying the poem by sensitising the learners to rhythm and rhyming pattern.

Materials needed: Picture

Mode: Group/Individual

Process:

Refer to lesson 1 for processing the poem.

ACTIVITY 1

Preparing a birthday card.

Aim: Familiarising the learners with the

particular language used in preparing birthday messages and preparing birthday cards.

Materials: cards, sketch pen, crayons, glue etc.

Mode: Individual/Group

Process:

Discussion

- Have you ever seen or received a birthday card?
- What messages do we find on them?
- Ask the learners to say the words/phrases/sentences they have read on a birthday card and write them on the BB
- Ask the learners to prepare birthday cards
- Distribute a few birthday cards to the learners for their reference

Hints

- HAPPY BIRTH DAY TO YOU.....
- MANY MANY HAPPY RETURNS OF THE DAY....
- HEARTY WISHES ON YOUR BIRTHDAY
- TODAY YOU ARE 8, WISHING YOU GOOD YEARS AHEAD

PROJECT (Page 157)

BIRDS AROUND ME

Aim: Observing the birds and identifying their colours. Associate the pictures of birds with their names.

Materials: Pictures and flash cards.

Mode: Individual/Group

Process:

Discussion:

- Can you name the birds that you see in your locality?
- What are the birds you know?
- Are they of the same colour?

Ask the learners to complete the table given on Page 157 of the course book.

This activity can be treated as the entry to the project work given in page no 61.

ACTIVITY 2 (Page 154)

Aim: Preparing posters and placards using appropriate language.

Materials: Pictures, chart papers, crayons and sketch pens

Mode: Individual/group

Posters

Process:

Show the pictures given in Page 154.

Discussion:

- What do the birds and the animals in these pictures do?
- Who makes them work like this?
- Is it right to use animals for these purposes?
- What do you think?
- What can we do against this practise of teasing animals?

- How do you react?

Ask the learners to prepare a poster against treating animals cruelly.

If the learners are not familiar with the features of a poster, you may display a few posters for the learners. The poster can be in Malayalam or English.

You may use the following questions for discussion:

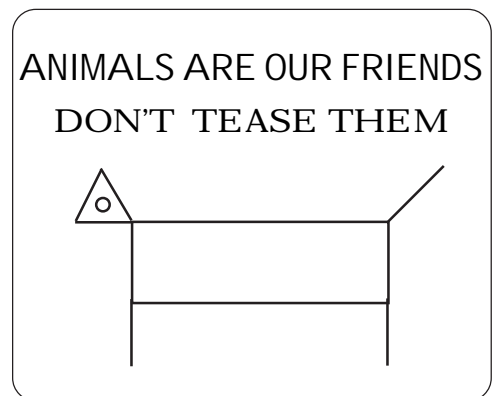
- What is this poster about?
- Does it have a headline?
- Is the headline a full sentence?
- What details can you find in the poster?
- Do you think we need pictures in a poster?
- What makes a poster attractive?

Ask the learners to say aloud the words and expressions that they might use on their posters

You may write them on the BB

Let them modify the poster they have prepared.

Hints



Placards**Process:**

Ask the learners to prepare placards against treating animals cruelly.

If the learners are not familiar with the features of a placard, you may display a few placards for the learners. The placards can be in Malayalam or English.

Hints:

ANIMALS ARE OUR FRIENDS
BE KIND TO THEM

ANIMALS ALSO HAVE A
RIGHT TO LIVE

LIVE AND LET OTHERS LIVE

DON'T CAGE THE BIRDS

ACTIVITY 3 (Page 155)

Sequencing the events of the story

Aim: Read and comprehend the story

Materials needed: Strips of paper with the events written on them

Mode: Individual/Group

Process:

- Prepare the events in chart paper strips
- Divide the class into groups

- Distribute each group with a set of strips
- Let the learners read the story again if necessary and sequence the events properly
- Let the groups present the events
- Ask the learners to write the sequenced events in their note book

Hints

- Sero received a trap as a birthday gift.
- He set the trap in the backyard and a bird was trapped in it.
- Mother asked him to let the bird go.
- He gave the bird some food.
- He kept the bird in a cage.
- After cleaning the cage, he forgot to close it.
- The bird flew around the room, hit against the window and fell.
- Next day the bird was found dead.

ACTIVITY 4 (Page 155)**Fill in the Blanks**

Materials needed: Pictures given in Page 155.

Mode: Individual/pair

Process:

You may simulate one or two situations in the class room as given below.

Place a flower/object at a height that a learner cannot reach.

Invite a learner and tell him/her to take it.

When the learner fails you may interact as follows:

“Veena wants to take the flower. But it is placed very high.”

You may also write the sentences on the BB.

Ask the learners to fill the blanks using the sentences. They may write the sentences in their note book also.

Hints:

The T-shirt is very beautiful. But it is very short.

The boy likes to ride the bicycle. But it is very big.

The girl wants to pluck flowers. But they are very high.

The boy is trying to lift the sack. But it is very heavy.

PROJECT (Page 157)

Aim:

The Learner

- Undertakes a field observation regarding the birds around us.
- Collects the features of the birds.
- Describes the birds in simple language including all the features of the birds.

Materials needed: Format, pictures and reference books.

Mode: Individual/group

Process:

- Assign the learners to observe as many birds as possible and fill in the

table on Page 157 of the Reader

- Interact with learners as follows:
- Name a bird that you have seen.
- What is the colour of its feathers?
- What colour is its beak?
- Where do you usually see it?
- At what time do you see it?
- When the learners come up with their answers you may write the evolving text on the BB as follows.

The parrot is a bird with green feathers.

Its beak is red in colour.

It has red/yellow legs.

We can see it in the fields.

It is seen during day time.

- Let the learners write their own description of each bird they have listed in the table.
- Let them collect pictures(if available) of each bird and paste them along with their description.

MY WORDS (Page 158)

Aim: Constructing maximum words using a specific combination.

Materials needed: Cardboard, chart paper, pin, sketch pen and gum.

Mode: individual/group

Process:

- Take a card board.
- Cut a big circle from it.
- Paste chart paper on it.

- Equally divide the circle into 16 parts.
- Draw lines through the partition.
- Write the letter or letter combination in the space available(see Page 62 for the letters).
- Cut a small card board circle.
- Glue a sheet on it.
- Write the letter combination “ea” on it.
- Pin the small circle at the centre of the big circle.
- Each circle can be moved round to make maximum words.

Hints:

Breath, breach, bread, breast, head, heal, head, heavy, heap, hear, spread, cheap, cheer, cheek, deal, dead, deep, dear, lean, lead, leap, least, leak, leach, near, knead, deep, pear, peach, peal, steal, steer, steak, reach, read, real, speak, clean, clear.

Self Assessment (I Can)

The learner may go through the lesson again and find out the appropriate responses of the mother of Sero from the lesson.

Mother’s responses

Hints:

It’s not a good plaything.
 I think it’s a nightingale. Just see how its heart beats.
 See,how you have forgotten your bird!
 Let it go.
 Sero, shut the cage or the bird will fly out and hurt itself.

Teacher Assessment (My Learners) (Page 160)

You may assess the learners while completing each activity, putting appropriate marks against the columns given in the Reader.

Additional Activity

Making a recipe for a Birthday feast.
Aim: Use simple English contextually for making the recipe.

Materials needed: Pictures, flash cards.

Mode: Individual/Group

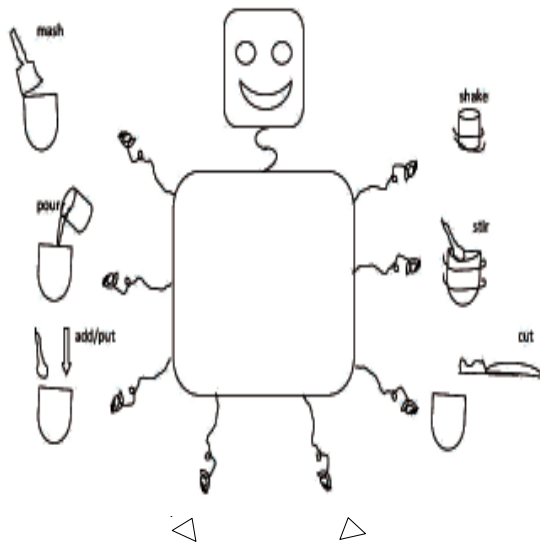
Process:

Discussion

- Ask the learners to share their cooking experience.
- Ask them choose a recipe from the list given below.

Lime juice
Banana milk shake
Chocolate milk shake
Tender coconut juice
Payasam
Fruit salad

- Ask the learners to make the list of ingredients.
- Sharing and adding.
- Showing the picture. (You may draw the following picture in advance and exhibit in the class.)
- Make a list of utensils they needed.
- Providing the instructions for recipe in a jumbled order on cards.
- Learners sequence them in right order and write them in their note book.



Lime
Water
Sugar/salt

Bananas
Milk
Sugar
Ice cream

Chocolate powder

Ice cream
Milk
Apples
Sugar

Tender coconut
scrapes
Coconut water
Sugar
Cardamom
powder

Milk
Dry grapes
Sugar
cashew
Vermicelli
Ghee

Apple
Grapes
Plantain
Cherry
Pine apple
Ice-cream

BANANA MILK

Take a banana
Cut it into pieces.
Put it in a mixi.
Add some milk.
Add enough sugar.
Add some ice-cream.
Mix it well.
Serve it well.

LEMON JUICE

Take a cup
Pour some pure water into it.
Cut a lemon into 2pieces.
Squeeze the lemon into the cup.
Add some sugar/salt
Stir it well.

CHOCOLATE MILK SHAKE

Take some ice-cream.
Add some milk.
Take an apple.
Cut it in to pieces.
Take some chocolate powder.
Put all these into a mixie.
Add some sugar.
Mix it well.

TENDER COCONUT JUICE

Take a tender coconut.
Scrape the coconut.
Take coconut water in a glass.
Put it in a mixie.
Add some sugar.
Mix it well.

PAYASAM

Take some milk.
Put the vermicelli in
to the milk.
Cook it. Add enough sugar.
Add some cashew.
Add some dry grapes.
Add some ghee.
Stir it well.

FRUIT SALAD

Take some ice-cream.
Take apples, plantain,
pineapple, grapes
and cherry.
Cut into small pieces.
Put the fruits into the
ice-cream.

After processing the passage "HEART BEATS" You may do the Activity 2