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Foreword

Dear teachers

The Teacher Text for teachers of English of Standard IV is here to open up maximum avenues for you to discover the potentials 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 IV.

Wish you all the best.

Dr S Raveendran Nair  
Director  
SCERT, Kerala
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Highlights of the Reader and the Teacher Text

- Constructivism is the basic principle on which the English Reader is developed.
- The cognitive-interactionist approach which conceives language both as a social construct and individual construct is followed.
- The Reader is designed in such a way that various skills of language are integrated and scope for constructing different discourses is ensured.
- The Reader contains children's literature by renowned writers from across the world.
- Performance based activities like choreography, enactment of skit, role-play etc. are 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 Text which gives details on the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Reader.
- The process of the activities suggested in the Teacher Text 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
The quality of life in the state of Kerala is noteworthy and commendable. The spread of general education and excellence in the field of public health are the major factors behind this achievement. In spite of this, the field of education, in Kerala, faces the challenge how quality education can be provided to all the learners who come from different sections of the society. On the basis of the National Education Policy (1986), infrastructure development and teacher training programmes were widely carried out. Along with this, there were attempts to make the curriculum child-centered, activity-based and process-oriented, thereby making it contemporary. This led to the realization that knowledge has to be constructed in classrooms. Thus, activities have been initiated that posit the child at the centre of the educational process.

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

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

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

1.2 Relevance of Kerala School Curriculum 2013

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

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

Right to Education Act – 2009
Section – 29 (Chapter 5)
The Curriculum and the Assessment Process

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

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

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

(b) The overall development of the child.

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

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

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

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

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

(h) Continuous and comprehensive assessment of the knowledge acquired by the child and how he/she applies it.
**Children's Right to Free and Compulsory Education - Kerala Rules and Provisions 2011**

**Academic Authority**
1. SCERT will be the authority with respect to Provision 29.
2. When the academic authority notified in Sub-Rule 1 prepares the curriculum and the evaluation procedure it should not affect the specifications from (a) to (f) of Sub-section-2 of Provision 29 of this Act.
   - (a) Designing syllabus, textbooks and learning materials that are relevant and suitable to the age to develop basic life skills.
   - (b) Fix the minimum learning objective for each subject from Class I to VIII and develop the indicators of excellence for the learners, along with forming the norms of responsibilities for teachers.
   - (c) Developing in-service teacher training materials as part of teaching-learning objectives.
   - (d) Designing pre-service and in-service training for teachers to provide education to children with disabilities, as per the specifications in the People with Disabilities Act (1995) equal opportunities, protection of rights and total participation.
   - (e) Preparing guidelines to carry out continuous and comprehensive evaluation.
   - (f) Taking up researches and studies on the policies, programmes, curriculum and the teaching objectives and commissioning it.

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

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

1. Curriculum that is child-centered, process-related, activity oriented and value based.
2. Lays stress on the learning outcomes at the cognitive, process, attitudinal and value domains.
3. Curriculum that is based on the philosophical foundation of constructivism.
4. Gives freedom for the teachers to employ logical and variegated learning strategies during the transaction process.
5. The flexibility to carry out various teaching/learning strategies realizing the learning outcomes, nature of content and the different levels of the learners. It considers discovery learning, concept attainment method, deductive thinking, meta-thinking, cooperative thinking, collaborative thinking, developing reflective thinking and giving individual and group opportunities.
6. It gives importance to ensure 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.
21. Contemporary, as it is designed to make the learners achieve the latest learning skills.
22. Suitable to mould a generation that internalises human values.
23. Suitable to an education that provides equity and equality.
We envision a Curriculum that aims at the harmony of the head, heart and hand to make learning natural, with stress on the comprehensive, cognitive, mental and action-oriented development.
Therefore, the curriculum approach and its theoretical and practical foundation are envisioned as follows:
1.3 Curriculum Approach
A child is born with natural abilities to learn from its surroundings. The formal education that the child gets from school should open up possibilities to look at the world from a new perspective, to understand, interact and evaluate it.

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

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

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

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

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

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

1.4 Learning Outcomes
Knowledge, abilities, attitudes and values are formed in a child through the learning activities related to different subjects. Some of these are achieved in a short period while others are not. The changes that are effected in a child can be fixed early. While designing the
curriculum, the focus should be on the learning outcomes which are the various objectives that are expected to be transacted by the learner at different stages of school education. Through a series of learning activities in each unit, the learning outcomes evolve and become the learning outcomes of a particular class towards the end of the academic year. These become the specific outcomes of the education period. The speciality of learning outcomes is that they are observable and measurable. The knowledge, skills, values and attitudes can be assessed through the analysis of each unit, class and stage. The learning outcome of all learners should be ensured through the effective transaction of the curriculum.

The characteristics of learning outcomes can be consolidated as follows:

• Learning outcomes are the knowledge, skills, attitudes and values that are acquired through subject-related learning.

• Learning outcomes are observable and measurable.

• Learning outcomes can be achieved in a short term as well as in a long term.

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

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

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

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

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

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

(a) Learners who are socially and economically marginalized

Those who face extreme poverty, tribal people, girl children, those belonging to
the scheduled caste and scheduled tribes, immigrants, those who do not have a permanent settlement and those who undergo discrimination of various kinds deserve special attention, assistance and protection.

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

(b) Learners who face physical and mental challenges

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

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

- The planning of learning activities considering their learning needs and aptitudes.
- Adaptation in lesson plan to facilitate participation in learning activities.
- Implementation of a multisensory approach considering the difference in learning pace and learning style.
- Planning and implementation of remedial practices and enrichment practices that are need-based, for each learner.
- Execution of different flexible assessment strategies.
- Ensuring the assistance of resource teachers and other experts.
- Ensuring the support of parents with regard to the child’s learning and protection.

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

1.7 Scope of Information and Communication Technology

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

Need

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

Suitability

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

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

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

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

Democratic Sense
While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to form a democratic approach through a democratic class and other democratic platforms.

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

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

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

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

Respect for one’s cultural heritage
One of the aims that the curriculum envisions is to create a respectful attitude for one’s cultural heritage and history.
Equality
It is essential to ensure equality in the learning activities.

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

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

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

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

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

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

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

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

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

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

Perspective on Consistent Development

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

Adolescent Education

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

Consumer Culture-Negative Effects

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

A negative attitude towards drugs and intoxicants

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

Gender Justice

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

Frugality

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

Road Safety

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

In the natural transaction of the curriculum, learning experiences in these areas should be included. Activities of various clubs, SPC, NCC, Scouts & Guides, JRC, 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:

<table>
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<th>Activity Page</th>
<th>Assessment</th>
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Signature of the HM  Signature of the teacher
Reflection Notes

My Findings/Realisations

(Based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

•
•
•
•
•

Why reflection notes?
The reflection note is to be prepared only after the completion of all the learning activities which are done for the specific learning outcomes. These reflection notes shall be presented in the weekly assembling of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the CE.
Chapter 2
On Approach And Methodology

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

The demand for English emerges from many factors, as recognised in the position paper on the Teaching of English produced by the National Council of Educational Research and Training (NCERT) in connection with the National Curriculum Framework 2005: ‘English in India today, is a symbol of people’s aspirations for quality in education and fuller participation in national and international life. English is the language that empowers our people in the present context’. The language has so strong a data base on the internet that it is widely used in social media to connect people of different nationalities. As the language of trade and commerce, higher education and science, English enjoys a status which no other language has.

Perspective on Language and Language Teaching

Language is a means of communication. It is a system with its own rules and conventions. It enables us to make sense of our identity and the larger world around us. Language learning involves cognitive and affective engagement. Language use is guided by our awareness of the purpose, audience, context and culture in which it is used. The traditional view of the mother tongue causing a negative impact on second language acquisition is totally abandoned by linguists and pedagogues.
across the globe. Bilingual or even multilingual learners are seen as rich resources for learning a second language. Constructivism and learner centred approach are the basic premises on which a language curriculum is designed. In the initial stages of language learning, the focus has to be on literacy skills. Literacy is the ability to read and use written and visual information and to communicate appropriately in a variety of social and academic contexts. It involves the integration of speaking, listening, viewing, creating, reading, writing and critical thinking in the use and production of both texts and new communication technologies. Literacy includes the cultural knowledge which enables a speaker, reader, writer or viewer to recognise and use language appropriate to different social situations. Print awareness is to be acquired at this level.

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

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

**Contextualisation**

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

**Learner-Centeredness**

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

**Learning-focused Interaction**

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

**Integration**

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

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

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

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

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**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 Textbook is Developed

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

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

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

c. Questions for Interaction
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 choreograph communicates to its viewers. In order to give precise directions to the artists the choreographers will have to make use of communication skills.

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

Teacher Talk
Language is primarily speech. This implies that if the learners have to acquire English they should get input in the form of language that is spoken. This listening input cannot be substituted by the input learners get from reading. So what is meant by ‘teacher talk?’ All teachers talk to their learners. We are all aware of this. In fact, sometimes teachers even talk too much. Language pedagogues say that the teacher’s over-talk is characteristic of any teacher-centered classroom. Therefore, teacher talk does not mean this. At several stages of the classroom process, the teacher has to interact with the learners.
Let’s have a glance at these:

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

Each instance of interaction serves a specific objective. At the same time all instances of interaction serve some common objectives too. The teacher should know why they have to interact with the learners at a certain point and how it is to be done. All these instances of interaction can be put under the umbrella term ‘teacher talk’.

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

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

The general features of teacher talk are:

- error free language with grammatically correct sentences
- comprehensible to all learners
- audible to the whole class
- dynamic, positive, pleasant and learner friendly
- free from expressions which find fault with the learners
- optimal speed of articulation
- articulatory features (such as pause, stress, tone, and tempo) to be maintained
- not a one-sided talk from the part of the teacher but a dialogue between the teacher and the learners
- contains various discourse markers (such as well, precisely, as a matter of fact, etc.) wherever these elements are contextually apt.
- contains linguistic elements such as tags, short responses, etc.
- addresses higher order thinking skills.
How to make ‘teacher talk’ a rich listening input for the learner?

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

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

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

**Common Objectives of Interaction**

- Sharing of ideas
- Sharing of ideas
- Giving rich, authentic listening input
- Embedding functional aspects of language in authentic contexts.
- Maintaining rapport with the learners.
- For engaging in a dialogue with the learners.

**Specific Objectives**

**Interactions related to trigger**

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

**Interactions at narrative gaps**

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

**Interactions leading to individual reading**

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

**Interaction during collaborative reading**

- Ensuring that ideas are shared as per the instructions given to the learners.
- Assessing the progress of group work.
- Extending optimal support to those who need it.
• Ensuring cooperation in team work
• Addressing learning issues of children progressing at a slower pace

Interactions related to scaffolded reading (posing analytical questions)
• Registering multiple perspectives on the theme
• Identifying point of view of the writer as well as the learners
• Instilling value systems
• Building up tolerance

Interaction related to editing
• Sensitizing the learners on various kinds of errors
• Checking the learners’ intuitions on grammaticality
• Building up confidence in using language

Interaction related to compiling Big books
• Addressing the heterogeneity of the class
• Providing slots for the creativity of learners
• Checking the learners’ affinity to the target language

What the teacher has to do to build up a dialogue with the learners. This can be done with the help of the following strategies:
• Using tags (positive, negative)
• Reporting
• Using discourse markers (expressing attitude, politeness etc.)
• Agreeing or disagreeing
• Seeking agreement or disagreement
• Stating one’s own opinion
• Using short responses
• Building up on a certain response

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

What are the various levels of teacher talk?

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

The following strategies can be utilised:
1. What do you think the picture/clipping/photograph is about?
2. What ideas do you get from watching this picture/clipping/photograph?
3. You have watched the clipping. You must have formed some ideas about it. Why don’t you share them with your friends?
4. What does the picture tell you?
5. The picture tells us something, doesn’t it? What is that?
6. I was wondering whether someone could tell the whole class what the picture is about.
All the strategies given above are suitable for interacting with the learners based on the trigger. But all these are not at the same linguistic level.

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

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

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

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

Consider the following story:

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

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

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

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

2. **Include images in the story**

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

3. **Use familiar words wherever possible**

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

In some classes, the teacher can work out a concept mapping activity to get an idea about the words that learners know. How can this be done? The following process may be taken as a model.

- List down as many themes such as school, class, kitchen, road, vehicles,
etc. while negotiating in the class.

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

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

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

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

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

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

**Reading**
What is reading? It is as follows:

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

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

**Graphic Reading and Writing**
Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e. without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

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

- Let pupils collect wrappers of soap cakes, tooth paste, chocolates and so on.
- They can sit in small groups talk about their collection:
  - Do you like this?
  - Yes I do/I don’t.
  - Which soap do you like?
- Let them prepare a concept map by pasting the wrappers of soap cakes.

**Organic Reading**
From what has been discussed above, it is clear that the alphabet is not taught independently. Learners develop phonemic consciousness through systematic spiralling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various levels with regard to skills of reading and writing.

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

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

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

Why does the conventionalist insist on copy writing?

• Writing is a skill and as such, it can be developed and refined through constant practice.
• The ascenders and descenders of English letters demand a four line copy book.
• There are four types of letters for the English alphabet.
• Learners need practice in writing these various types of letters.
• Notice that none of these arguments can hold water for various reasons.
• There is no guarantee that the so-called good handwriting that is achieved through laborious practice will last forever.
• There are ascenders and descenders in the writing system of most languages.
• It is against the basic principles of child psychology that all children should imitate a certain model of handwriting. A person’s handwriting is a personal possession just as his or her voice is. It is a futile attempt to imitate a standard norm of handwriting.

• We know that copy writing is
  - mechanical
  - done out of compulsion
  - not helpful for catering to language skills
  - not creative
  - time-consuming
  - not monitored closely
  - boring

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

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

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

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

As facilitators, teachers have to help learners familiarize themselves with these things.
Chapter 5

Assessment Approach

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

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

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

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

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

To make learning more effective stress has to be laid upon Assessment for Learning and Assessment as Learning. Therefore, we must adopt an approach that gives importance to an assessment process that makes learning more effective.
When we adopt a learning approach that ensures learning outcomes, we should adopt a suitable assessment approach to it. Therefore, we should adopt an ‘Outcome focused Assessment Approach’. Active participation of the learner can be ensured if the learning activity is based on the learning outcomes. Critical thinking, rational thinking, reflection of learning, inter-related knowledge etc. are the characteristics of learning which are focused on learning outcomes.

**Continuous and Comprehensive Evaluation (CCE)**

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

**Method of Grading**

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

<table>
<thead>
<tr>
<th>Grade Point Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>75 - 100</td>
<td>A</td>
</tr>
<tr>
<td>60 - 74</td>
<td>B</td>
</tr>
<tr>
<td>45 - 59</td>
<td>C</td>
</tr>
<tr>
<td>33 - 44</td>
<td>D</td>
</tr>
<tr>
<td>33 and below</td>
<td>E</td>
</tr>
</tbody>
</table>

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

**CCE Areas**

1. Cognitive domain
2. Social/Emotional domains

Let us examine each domain in detail.

**Assessment related to development in cognitive domain**

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

1. Continuous Evaluation
2. Term Evaluation

**Continuous Evaluation (CE)**

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

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

Three types of assessment are suggested in this context.

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

Let’s look at these in detail.

### Assessment of learning process

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

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

Assessment of the process should be based on certain indicators. For example, when the indicator 'Participation in activities' is assessed, learners should be categorised as excellent, good, average and those who need improvement. This has to be recorded in the Assessment part in the Teaching Manual. All learners have to be assessed and recorded with reference to each indicator in every term.
Processing the Poem/Song
‘One day the three butterflies....’
Teacher narrates the story of the three butterflies and leads the learners to the poem ‘Seeking Shelter’ and ‘A Request’.

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

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

Leads the learners Activity-3 given on Page 41.
Asks interaction questions based on the first picture.
• Look, which bird did the butterflies meet first?
• Will the peacock help them?
• What will the peacock say?

Leads the learners to the lines.

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

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

After asking each interaction questions, teacher writes the processed line on the chart.
Teacher recites the lines written on the chart with proper rhythm.
Gives learners chance to recite the poem individually and in chorus.
Lead the learners to the next picture on the same page.

Interaction questions to process the lines:
• Which bird is this?
• What is it doing?
• How will it call the butterflies?
• What will it say to them?
• What else will it say them?
• Will the sparrow ask the butterflies to fly with it?

Let the learners write the lines individually.

Random presentation

**Self Assessment**

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

I can substitute apt word/s.

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

**Peer/Group Assessment**

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

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

Follow the structural and rhythmic pattern of the given lines.

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

Let them share the lines in groups.

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

Let the groups construct lines based on the names of birds. (Parrot, dove, crow, mynah, koel)

Let the groups construct one stanza (of 4 lines)

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

Let the groups present.

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

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

**Participation in the activity**

Did the learner participate in the activity?

Did the learner try to complete the work individually?

Did the learner indulge in the group activities?

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

**Concept formation**

The teacher has to make an assessment of the level of the learner in terms of concept formation of the content, the structure and form of the discourse, quality indicators and linguistic excellence.
Skills
The development of the learner in areas such as listening, speaking, reading, writing and creativity are assessed and given feedback. Here, the performance of the learner in various areas of the discourse, language elements and communication has to be considered.

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

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

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

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

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

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

Stages of learning process
• Based on the experience gathered (direct experience, visual) and knowledge that is acquired, the learner attempts individual writing.
• Presents in the group. Improvises by making necessary additions/deletions.
• Presentation by the groups.
• A discussion in class on the content, structure and appropriateness of language
• Familiarizes the quality indicators of the description
• Prepares a description after improvisation
What happens when this is subjected to editing?

What would be the stages of editing?

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

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

• **Participation** - participation of the learner throughout the activity

• **Concept formation** - the concepts to be considered in the description of the garden, the structure of the description, understanding the quality of the indicators

• **Skills** - Skills acquired in speaking, reading and writing

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

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

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

**I) Details of the Teaching Manual**

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

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

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

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

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

Portfolio Assessment

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

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

The following indicators can be used for portfolio assessment.

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

Method of calculation of grades for the learning process and portfolio

Grades have to be calculated at the end of each term. Let us examine its methodology. Each indicator in the Assessment of learning and Portfolio assessment can be rated as Excellent/Good/Average/Need Improvement.
and be awarded a scoring pattern of 4/3/2/1 respectively. If the scoring pattern of 4/3/2/1 is followed for each indicator a maximum score of 20 can be awarded when 5 indicators are considered. Score can be converted into grade using the Ready Reckoner given below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>15 - 20</td>
<td>A</td>
</tr>
<tr>
<td>12 - 14</td>
<td>B</td>
</tr>
<tr>
<td>9 - 11</td>
<td>C</td>
</tr>
<tr>
<td>7 - 8</td>
<td>D</td>
</tr>
<tr>
<td>Below 7</td>
<td>E</td>
</tr>
</tbody>
</table>

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

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

**Unit Assessment**

In a unit, activities for various learning outcomes are distributed, in an inter-related manner. This is comprehensive in nature. While assessing a unit this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book examination, preparation of questions, identifying the indicators and the assessment of writing, can be considered for unit assessment. Rating scale and checklist, that help in finding out how much the learner has achieved in that particular unit, can also be made use of. Unit assessment should take place along with learning.

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

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

**Method of calculating CE**

After calculating the grade for the learning process, portfolio and unit assessment each grade - A/ B/C/D/E has to be given points 5/4/3/2/1 respectively. The average of the total grade points becomes the CE grade. Imagine that a learner gets A, B, B grades for the learning process, portfolio and unit level assessment in English. Then, the total point that he/she gets is 5+4+4 = 13. Average = 13/3 = 4.33. Therefore the grade that is awarded is B.
Term Evaluation (TE)
At the primary level, Term Evaluation of the units that were considered in the term has to be carried out by considering areas such as discourse forms, language elements, language skills etc. based on the learning outcomes. A variety of model questions can be included by stressing upon content areas and abilities. For science subjects, term evaluation has to be done by considering the content areas of the units in a particular term. For this, questions that are suitable to assess ideas and abilities to stress learning outcomes can be prepared.

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

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

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

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

Assessment of Social/Emotional aspects
Assessment in the Social/Emotional aspects are as important as assessment in the cognitive domain. The skills that have to be considered are ‘Learning to Know’, ‘Learning to Do’, ‘Learning Together’ and ‘Learning to be’. The following skills have to be assessed in connection with the socio-emotional domain.
1. Communication skills  
2. Interpersonal skills  
3. Empathy  
4. Coping with emotions  
5. Coping with stress  
6. Problem-solving  
7. Decision-making  
8. Critical thinking  
9. Creative thinking  
10. Self-awareness

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

**Assessment - Annual Consolidation**

**(1) Classes 1 to 4**

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

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

**(2) Classes 5 to 8**

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

Theme: Honesty

Learning Outcomes:
The learner will be able to:
• Read and comprehend a story.
• Use simple English for answering questions.
• Answer simple questions starting with words like ‘who’ ‘what’ ‘where’ etc.
• Prepare notices

Ideas /Concepts
• Honesty
• Develop an attitude towards agriculture

Skills
• Listening, speaking, reading and writing
• Drawing and colouring skills

Language Elements
• Question words beginning with ‘Wh’.

Teaching-learning materials
• Variety of notices
• Teacher’s version

Values and attitudes: Truthfulness and positive thinking

Products
• Notices /posters
• Pictures
**Process**

**Entry activity**
- Greeting the learners
- What day is today?
- Which date is it?
- Can you show the day in this calendar?
- Exhibits a poster of environmental day.

**Interaction**
- What is the importance of this poster?
- In which day, do we celebrate Environmental day?
- Sangeetha says it is on June 5th.
- Do you agree?
- What should we do on this day?
- Planting trees
- Protecting trees
- Have you seen the picture in your text? (Page 9)
- Do you like a place like this?
- What happened to these trees?
- How can we make our earth more green?
- Planting trees
- Protecting plants
- Then what happened to these trees?
- Can you change the stumps into trees?
- What should you do for that?
- Anand says, ‘he will draw leaves.’

**Assessment**

**Evidences of process**

1. Free responses.
2. Picture completion (Product assessment)

Out of the 36 students 24 responded well. 5 of them responded partially and 7 were not able to respond.

Sangeetha said that June 5th is ‘Environmental Day’. Anu pointed to Rinu and said ‘It is his birthday.’
Teacher gives suitable instructions to complete the picture.
Appreciate/give suggestions and directions while the learners are doing the task.
Encourage everyone to complete the task.

**Assessment**

Provide chance to watch images to get the importance of cultivation using ICT facility.

Processing the picture Page 10.

- What do you see in the picture?
- Who is standing in the garden?
- Do you know his name?
- ………………………?

Elicit responses (free/fixed) and write them on BB.

- Assessment

**Interaction**

Why did King Vidyadhara standing in the garden?

- Let the learners read the passage individually.
- Let them share the ideas in group.

**3. Picture reading**

32 were able to say the words.
Instead of writing by me on B.B. I provided chances to the children. It was a better strategy.

**4 Reading**

19 were able to read without any help.
4 were able to read with partial
Lead the learners to deep reading by asking relevant questions.

Inter group sharing to clear doubts, referring dictionary etc.

Let the group present the ideas they got.

Assess individual performances.

- Assessment

Teacher reads the passage as if she presents a narrative.

**For low proficient learners**

Identify the difficult vocabulary, phrases, sentences, etc.

Ask some questions to elicit those words and phrases from the slow pace learners.

This is a story about the king. Who is the king?

Elicit the answers and write the answer on the BB/chart paper.

‘Vidhyadhara’ (Teacher has to pronounce every phoneme of the word while writing.)

Can you identify the name of the king from the text?

Go through the text and find the name of the kingdom.

‘Gandhara’ (While writing teacher purposefully leaves enough space in between ‘Vidhyadhara’ and ‘Gandhara’)

Who is Vidhyadhara? (By eliciting the idea teacher complete the full sentence.)

Vidhyadhara is the king of Gandhara.

- What does the king like most?
- Can you guess from the picture?
- Where is the king?

help of their friends (4/5 words were difficult to identify)

5 of the children couldn’t read the sentences completely.

8 were low proficient learners (Joemol, Sujith, Nandu, Althaf, Veena, Ruksanda, Krishna, Vinitha)

5. Slow proficiency learners

The strategy used to address the slow proficiency learners effective Jomol, although a CWSN, was able to identify the word Vidyadhara.

Althaf, Veena, Ruksanda, Krishna, Vinitha arranged the flash cards orderly to form meaningful sentences.

Sujith and Nandu identified the words and sentences.
• Vidhyadhara spent a lot of time in the garden, planting the finest plants. Why? What is the reason?

Yes he is fond of gardening.

(Elicit and write. If it is in the mother tongue, teacher can megaphone the idea and write it in English.

Did the king have any children? (Read the text and try to find out the answer).

The king did not have any children.

Then who will rule the kingdom after him?

Then teacher asks the learners to read the written sentences on the BB or the chart.

• Teacher gives the flash cards to the learners and asks them to form meaningful sentences using the words written on the flash cards.

• Instructs to point out particular words, sentences, etc.

• Ask interactive questions to find out whether they have read and comprehend the text or let them read the remaining story.

• Assessment of slow pace learners.

Interaction

How will the king find his successor?

Teacher asks the learners to read and find.

Processing ‘A Proclamation’.

Picture interaction.

Individual reading.

Asking the following scaffolding questions.

- What was the test decided by the king?
- Why did the king choose such a test?

• Lead the learners to do Activity 1 Page 22.
Ask the learners to read the instructions given in the TB.

**Discussion**

- How can we draft a notice?
- What are the features of a notice?
- ………………………………………?
- ………………………………………?

Distribute some notices in the groups and asks them to note down the features of a notice.

Group presentation.

While they say, teacher writes it on the BB/chart paper.

E.g.: Heading in bold letters ‘NOTICE’
Date and Place
Name of the person/persons
Whom the notice is addressing
What is the main idea/message needed to convey

…

Ask the learners to prepare the notice.

Individual writing
Random presentation.
Assessment.

**Interaction**

- Anything more to be added?
- Did you mention the place?
- ………………………………………?
- ………………………………………?

Ask them to sit in groups and share the ideas.

[Teacher should ensure that each and every one is participating in group writing. Teacher
should approach each group and intervene in their group work by interacting with them]

E.g.: o Amal, can you say whom the notice is addressing?

o Neha, what message do you want to convey?

o Mirsa, show me your book, Ah! You have written nicely.

Group presentation.

Peer group assessment by using the indicators which are already written.

Presentation of teacher version.

Editing.

Edit one or two group products with the help of learners.

The other products are also exchanged and edited likewise.

Ask the learners to prepare one refined copy and keep it in their portfolio.

Assessment

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**TEACHER'S VERSION**

NOTICE

Palace of Gandhara, 10.06.2015

Dear people,

His highness Lord Vidhyadhara has decided to conduct a test for finding out the crown prince or princess. Smart intelligent children aged between 8 and 14 can participate in the test. Those who are interested and competent are hereby informed/proclaimed to attend the test.

Venue: Palace auditorium, Gandhara kingdom

Date:

Time: (S/d)

Chief Minister

Signature of the H.M Signature of the class teacher
Reflection Notes: (Based on the evaluation of learning process/activities)

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

My Realization
• Regarding the process/strategy adopted in the class.
• Regarding the learning difficulties of learners.
• Regarding the individual differences.
• Regarding the transactional methods and teacher’s interaction with the learners.

Follow up activities and remedial measures
(done/given at the time of transaction)
• How I gave feedback to my learners (suggestions and positive qualitative feedbacks)
• How I addressed low proficient/gifted learners (re-designing the existing activities or designing new activities suitable for them.)
• How I changed or adapted the strategies.
• How I modified activities to make them more participatory
• How I simplified my language for better communication with the learners

Visual evidences of learning in this module
  1. Big book of products
  2. Evolving text
  3. Sentence strips pasted on chart by the learners
Subject-wise Consolidated Format for recording CE and TE for each term (F_1) - Class 1 to 4

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Student</th>
<th>Malayalam</th>
<th>Arabic*</th>
<th>Sanskrit</th>
<th>English</th>
<th>Mathematics</th>
<th>EVS</th>
<th>Art Education</th>
<th>Work Experience</th>
<th>Health &amp; Physical Education</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Subject-wise Consolidated Format for recording CE and TE for each term (F2) - Class 5 to 8

**Term**: 1/2/3  
**Subject**:  

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the Student</th>
<th>CE Items</th>
<th>CE Grade</th>
<th>TE Grade</th>
<th>Remarks</th>
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<td></td>
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<td>Unit Assessment</td>
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<table>
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<tr>
<th>No.</th>
<th>Name of the Student</th>
<th>Malayalam</th>
<th>English</th>
<th>Arabic/Skill</th>
<th>EVS</th>
<th>Maths</th>
<th>Art Education</th>
<th>Work Experience &amp; Phy Edu</th>
<th>Health</th>
<th>Socio - Emotional Skill</th>
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</tbody>
</table>
Unit 1

The Seed of Truth

Theme: Honesty

Sub theme: Importance of cultivation

Learning Outcomes:
The learner will be able to:
• read and comprehend a story.
• use simple English for answering interaction questions.
• answer simple questions beginning with ‘wh’ like ‘who’, ‘what’, ‘where’, etc.
• identify contracted forms of ‘do not’, ‘did not’, ‘let us’, etc.
• read and appreciate a poem.
• identify rhyming words in a poem.
• develop discourses like conversation, thoughts, notice, etc.
• sequence the events of a story.
• complete a word ladder with familiar words.
• match pictures with action words by drawing lines.
• undertake simple projects.

Input Discourses
• Conversation
• Picture description
• Thoughts
• Notice

Language Elements/Vocabulary
• Contracted forms of ‘do not’, ‘did not’, ‘let us’, etc.
• Use of prepositions such as ‘of’, ‘under’, etc.

Activities/Discourses
• Conversation
• Thoughts
• Notice
• Description
• Song-choreography
• Rearranging events in the correct order
## Unit Frame

### Unit 1- The Seed of Truth

<table>
<thead>
<tr>
<th>Concept/Theme</th>
<th>Discourses/ Activities</th>
<th>Language Elements</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Theme: Honesty  
• Sub theme: Importance of cultivation | • Conversation  
• Thoughts  
• Notice  
• Description  
• Poem - choreography  
• Rearranging the events in the correct order  
• Arranging the activities related to cultivation as per instructions  
• Filling the blanks with suitable words  
• Project work  
• Completing a word ladder  
• Word games | • Use of words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom', etc. in meaningful contexts  
• Contracted forms of 'do not', 'did not', 'let us', etc.  
• Use of prepositions such as 'of', 'under' etc. | • Read and comprehend a story.  
• Use simple English for answering interaction questions.  
• Answer simple questions beginning with 'wh' like 'who', 'what', 'where', etc.  
• Identify contracted forms of 'do not', 'did not', 'let us', etc.  
• Read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom', etc. in meaningful contexts.  
• Read and appreciate a poem.  
• Identify rhyming words in a poem.  
• Develop discourses like conversation, thoughts, notice, etc.  
• Sequence the events of a story. |
Teacher Text Std IV

- Arranging the activities related to cultivation as per the instructions
- Filling the blanks using suitable words
- Project work
- Completing the word ladder
- Word game

Materials Needed
- Pictures
- Flash cards
- Chart paper strips
- Sample answers (Teacher’s version)

Use of ICT
- Presentation of songs, videos, pictures, etc.

Introduction:
'The Seed of Truth' is an Indian folk tale which focuses on the values of honesty and truth. It also emphasises the importance of planting trees and urges to view cultivation/agriculture as part of our culture.

Entry Activity
June 5 is observed as the World Environment Day. Interact with the learners using the picture given on Page 9. Some questions are given in the Reader to help you interact with your learners and you are free to frame more questions. Interact with the learners while they work with the picture. Appreciate every learner, give suitable suggestions and directions. Your interaction at this stage is need-based and will provide a rich language input. Try to include variety of sentences in your interactions deliberately. Some examples are given below.

**Teacher talk**

Very good.
Can you draw some leaves also?
Wow! Your picture is very nice.
Well done. Go ahead with it.
Do you need more time to finish it?
Is it enough? What about the twigs?
May I help you?
I think all of you have completed it, haven't you?
You have done a wonderful job.
Look at your picture. When we began, there were no branches or leaves.
Now you have drawn the branches, leaves and flowers. You have also coloured it.
All the pictures that you have drawn are excellent!
You can also provide some Google images showing the importance of cultivation.

Lead the learners to the first part of the story 'The Seed of Truth'.

**Process - Reading**

**The Worry**

- Let the learners read the passage individually.

**Picture interaction**

What do you see in the picture?
Where is the king standing?
(You may form a subtext for slow pace learners.)

**How do you address slow pace learners?**

- Identify the difficult vocabulary, phrases, sentences, etc.
- Ask some questions to elicit the above.
  
  e.g. This is a story about a king. Who is the king?
- Elicit and write the answers on the BB/chart paper.

'Vidyadhara' (Pronounce every syllable of the word while writing.)
  
  o Can you identify the name of the king from the text?
  
  o Go through the text and find the name of the kingdom.

**Note:** 'Gandhara' (While writing, purposefully leave enough space in between 'Vidyadhara' and 'Gandhara')

o Who is Vidyadhara? (By eliciting the idea, the teacher writes down the answer in full sentence.)

'Vidyadhara was the king of Gandhara.'

The teacher asks more questions to help the learners to comprehend.

  o What does the king like the most?
  
  o Can you guess it from the picture?
  
  o Where is the king?
  
  o Vidyadhara spend a lot of time in the garden, planting the finest plants. Why?
Elicit and write. e.g. ‘Yes, he is fond of gardening.

If the responses are in the mother tongue, you may megaphone the idea in English and write them.

Did the king have any children? (Let the learners read the text and find out the answer.)

The king did not have any children.

Then who will rule the kingdom after him?

• Now, ask the learners to read the sentences written on the B.B/ chart paper.
• Give flash cards to the learners and ask them to form meaningful sentences using the words written on the flash cards.
• You may instruct the learners to point out particular words, sentences, etc.
• Ask interactive questions to find out whether they have read and comprehended the text. Lead the learners to read the next part of the story. You may use the questions given below.

Questions

o What was the hobby of the king?

o The king did not have any children. What will happen to his kingdom?

o Who will rule the kingdom after him?

o How will the king find his successor?

A Proclamation

Ask the learners to read the text ‘A Proclamation’ on Page 11.

(You may repeat the same strategy to form a subtext for the slow pace learners.)

Process-Reading

• Individual reading

• Group reading.

Learners share ideas, refer to the dictionary, discuss in groups.

Questions for discussion

o What was the test devised by the king?

o Why did the king choose such a test to find his successor?

o How do you think the King would have informed his decision to the people?

o ..............................................

o ..............................................

Teacher’s reading.

Lead the learners to do Activity 1 on Page 22.

You may ask the learners to read the instructions given in the Reader.

Questions for discussion

o How can we draft a notice?

o What are the features of a notice?

o ................................................?

o ................................................?
You may distribute some sample notices in the groups and ask them to note down the features of a notice.

- Group presentation.

While they respond, you may write their ideas on the BB/chart paper, as given below.

  e.g.: Heading in bold letters ‘NOTICE’
  - Date and Place
  - Name of the person/persons who draft the notice
  - Who is the notice addressed to?
  - What is the main idea/message to be conveyed?

(All the above points can be used as indicators for assessment.)

Ask the learners to draft the notice.

**Process:**
- Individual writing
- Random presentation.

**Questions for discussion**
- Is there anything more to be added?
- Have you mentioned the place?
- Ask them to sit in groups and share their ideas.
- Try to ensure that all the learners in a group are actively engaged and writing down their ideas. You may interact with each group to support them to do the work.

  e.g.:
  - Amal, Can you say whom the notice is addressed to?
  - Neha, what message did you convey?
  - Mirsa, show me your book. Ah! You have written beautifully.
- Group presentation.
- Peer group assessment by using the indicators already written.
- Assessment by the teacher.
- Presentation of teacher’s version.
- Edit one or two group products with the help of learners.

**Areas of Editing**
- Thematic
- Syntactic (word order, excess/missing words)
- Morphological (errors related to the word)
- Spelling and punctuation

- The other products are also exchanged and edited likewise.
- Ask the learners to refine the product and keep it in their portfolio.
Teacher's Version

NOTICE

Palace of Gandhara,

SELECTION TEST

22.6.2015

Dear people,

His Highness King Vidhyadhara has decided to conduct a test for finding out the Crown Prince or Princess. Smart and intelligent children aged between 8 and 14 can participate in the test. Those who are interested must reach the palace at the prescribed time.

Venue: Palace Auditorium, Kingdom of Gandhara

Date: 14.03.2015

Time: 10.00 a.m.

Sd/-

Chief Minister

Seed of Hope (Page 12)

You may lead the learners to the story.

Process - Reading

• Picture interaction.
• Individual reading.
• You may form subtexts for slow pace learners.
• Sharing the ideas in groups.

Questions for discussion

• Will all the children be coming to the palace?
• What will their feelings be?
• _______________?
• You may ask scaffolding questions to elicit more ideas.

o What was the attitude of the children while they stood in the line?

o How did Pingala treat the seed?

o ___________________________?

o ___________________________?

The Disappointment (Page 13)

Interactive questions are asked to find out if the learners have understood the previous passage and to motivate them to read the text 'The Disappointment'.

Process - Reading

• You may ask questions on the picture:
  o Who all are seen in the picture?
  o What are they doing?
  o Do you think Pingala is a lazy boy?
  o Is he happy or disappointed?
  o What will he be thinking of?

• Elicit responses.
• You can also ask the questions given in the Reader to generate a discussion on the feelings of Pingala.

• Activity 2 and 4 given on Page 22 and 23 can also be attempted at this stage.

Activity 2 - Thoughts of Pingala

This activity aims at giving the learners opportunities to generate language in order to write down the thoughts of Pingala. You may use the picture and the interaction questions on Page 13.

Process writing

• Individual writing.
• Random presentation.
• Group writing and presentation.
• Teacher’s version.
• Editing
• Refine the product.

Sample Answer

All are going to the palace with beautiful plants. How happy they are! How could they grow such lovely plants? I also tried my level best. But it was of no use. I’m an unlucky fellow. I wish I could go to the palace. But how can I face the king without a plant? What will I do now? Who will help me? I dreamed of becoming a prince. That dream is now lost.

Activity 4

This activity is intended to help the learner form maximum words from a given word. Encourage the learners to make maximum meaningful words from the word 'disappointment'.

Materials needed

Strips of chart papers with the letter/letters written on them.

Process:

• Write the word ‘disappointment’ on BB.
• Let the learners say a few words starting with the letter ‘d’.
  e.g.: do, dance, deer etc.
  
  do (2 letters)
  dance (5 letters)
  deer (4 letters)
• Let the learners continue to write.
  
  • Random presentation.
• Ask them to sit in groups.
• Distribute strips of chart papers, with the letters of the word ‘disappointment’ written on them to each group.
• Ask them to make maximum meaningful words in 10 minutes. The team which gets the highest number of words will be the winner. You are free to adopt any other strategy to introduce this activity.

To the Palace (Page 14)

To encourage the learners to read this part of the story, you can hold a discussion for instilling in the minds of the learners, the warmth of parental love and care.

• You may read the passage aloud.
• Ask the following questions.

  o What kind of a boy was Pingala?
  o What do you think about Pingala's father?
o Was he angry with Pingala?
o Do you like Pingala and his father?
o Why did the other children laugh at Pingala?
o Why did Pingala ignore them?

**Lovely Flowers (Page 15)**

**Questions for discussion**
o Was the king happy to see the children?
o What did the children carry in their hands?
o Why were they so happy?

You can process the reading passages 'Empty Pot' (Page 16) and 'A Smile' (Page 17) as shown above.

**The Prince (Page 18)**

The main focus of this passage is on the value of honesty.

You may ask the following questions.
o Why did Pingala seem happy?
o Why were the other children ashamed?
o Who will become the Crown Prince of Gandhara?

Activity 3 and 5 given on Pages 23 and 24 can be attempted at this stage.

**Activity 3**

This activity is intended to enable the learners to write dialogues in their own language. You may generate a discussion on Pingala's behaviour and his father's attitude towards him. Also, discuss the intention of the king as he gave the roasted seeds to the children. Interact with the learners and frame suitable questions to get appropriate dialogues.

**Process - Conversation**

- Individual writing
- Random presentation
- Sharing in group
- Group presentation
- Teacher's version
- Editing
- Refinement
- Roleplay the conversation
- Assessment

**Sample Conversation**

**Messenger** : You are wanted in the palace.

**Pingala's father** : Who? For what?

**Messenger** : It is regarding your son.

**Pingala's father** : Has he done anything wrong?

**Messenger** : No. He is wise and honest. Your son is selected as the Prince.

**Pingala's father** : Is it true? I can’t believe it.

**Messenger** : Certainly. You are very lucky.

**Pingala's father** : Thank God! Long live King Vidyadhara!
Activity 5
Instruct the learners to revisit the story and rearrange the events in the correct order.

Hints:
1. Vidyadhara was the King of Gandhara.
2. He was very old and had no children.
3. He decided to conduct a test for finding his successor.
4. The King distributed seeds to the children.
5. Pingala also got a seed.
6. Pingala sowed the seeds but it did not sprout.
7. Pingala was unhappy but he went to the palace.
8. The King said that he gave roasted seeds to everybody.
9. Pingala became the Prince.

Poem: Seeds (Page 19)
'Seeds' is a simple poem on sowing a seed. The poem clearly presents the different stages of the germination of a seed. You can correlate the themes in the poem with EVS. You may also make use of ICT facilities to transact the poem in a better way. Try to inculcate in the learners a positive attitude towards agriculture. The song is highly rhythmic and follows a regular rhyme scheme.

Process - Poem
Interact with the learners. You may use the following questions:
- Can you name some seeds?
- Do you grow vegetables at home?
- What do you grow?
- Have you ever sown a seed?
- What are the factors necessary for a seed to grow?

Recite the poem two or three times rhythmically. You may make use of the audio version of the poem. Let the learners listen to it and then sing after you. Write the lines of the song on a chart/BB/or project it on the screen with dashes/blanks to fill words. Sing the song again and let the learners identify the lines and fill in the words properly. You may ask simple questions to ensure the comprehension. Let the learners identify the words and lines connected with the growing of a seed. Let them complete the task given on Page 20 and the 'Activity 6' given on Page 25.

Song: Oats, Peas, Beans and Barley (Page 21)
The poem 'Oats, Peas, Beans and Barley' is aimed at providing opportunities for the learners to enact it on the stage.

Choreography
Choreography can be effectively used as a pedagogic tool in language classes. The teacher can act as a facilitator providing linguistic experiences to the learners.

Choreographing songs and poems can motivate learners to a great extent. You can make use of the learners’ natural interest in dancing and singing.
### Process - Choreography

- Read the poem two or three times.
- Play the audio version of the poem two or three times. Let them listen to the audio clearly.
- Identify the theme of the poem.
- Once the theme is identified we can select a few actions that will help develop the theme. Now, work out the details of the actions that are suggested below. For this we have to see how a particular action can be linked to the ideas contained in the selected stanza. Life situations related to the theme may be selected by each group. A few questions will be helpful in this context.
  - Who are the characters?
  - What are these characters doing? (Action)
  - Which action comes first? (Sequencing the events or actions)
  - Where is the location?

Let the learners develop the script for choreography in their group. You may provide required help. The script will have the following components.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Instances from life situations that manifest the theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td></td>
</tr>
</tbody>
</table>

- Let each group work on the script written by them.
- Refine the script in groups.
- Rehearsals
- Performance
- Assessment

### Activity 7 (Page 26)

This activity is intended to help the learners use the given words in new contexts. This can be done individually.

Let the learners look at the picture and identify the different things. You may also ask a few questions to associate the words given in the box with the things and objects in the picture.

**Hints:**

(beautiful, of, flying, watering, big, birds, under, branch)

### Activity 8 (Page 27)

This activity aims at making the learners attempt a description. It can be done individually.

**Process**

- Conduct a discussion based on the picture given on Page 27.
- You can make use of the questions on the same page.
- Let two or three learners talk something about the picture. (It is better to arrange an ‘Honesty Shop’ in your school while dealing with this lesson. Let them write the description individually.)
Sample Description

Honesty Shop

This is the picture of an honesty shop. The name of the shop gives an idea about it. There is no shop owner or salesman. There are books, balls, bats and many other things in the shop. The price of each item is written on the product. A box to put the cash is kept in the honesty shop. We can take the things we need and put the money in the box. In the picture, we can see two boys. One is selecting things and the other is putting money into the cash box. It is a wonderful shop.

Project Work

Projects give opportunities to the learners to work with language. This engagement with language makes them internalise the meaning of words and usage of structures. It also promotes a collaborative way of language learning, as learners work together in groups.

Process

• Interact with the learners about the plants around us.
• Arrange a nature walk to identify the plants.

Teacher Text Std IV

• Let the learners note down the details they have gathered.
• Compile the collected information.
• Refer books to find out more information about the plants.
• Let the learners fill up the format given on Page 28.
• Let the learners write the descriptions in the space provided.
• Let them present their findings.

My Words (Page 29)

The Word Ladder

This activity is intended to be done individually to assess the progress of each learner. The learners are instructed to use the words and ideas which they are already familiar with in other meaningful contexts.

Hints

Honesty, year, rain, nest, trees, seed.

Activity: I can (Page 30)

This is a self-assessment task for the learners. Let them read the sentences given and fill in the boxes. When all the letters inside the blue circles are written in the space provided, the learners get the word ‘Honesty’.

If they get the word ‘Honesty’, all the words they have written in the boxes will be correct. The main intention of this activity is to highlight the significance of honesty.
Unit 2

Paper Boats

Theme: Friendship
Sub theme: Empathy towards others

Learning Outcomes:
The learner will be able to:
• identify the theme of the poem and appreciate it.
• ask questions using 'why should'.
• write the experience of a journey in simple English.
• write short description about one's own family.
• understand and respond to simple questions.
• undertake language projects actively.
• do activities in the text as directed.
• express thoughts and feelings in simple language.

Input Discourses
• Story
• Poem
• Travel experience
• Description

Language Elements/Vocabulary
• Use of ‘Why should’
• Use of nouns, pronouns and action words
• Constructing sentences using ‘into’

Activities/Discourses
• Drawing and painting
• Story
• Poem
• Completing word web
• Thoughts/Diary Entry
• Rearranging sentences
• Matching pictures with words
• Supplying missing words
• Description
• Project work
• Word ladder
## Unit Frame

**Unit 2- Paper Boats**

**Concept/Theme**
- **Theme:** Friendship
- **Sub theme:** Empathy towards others

**Discourses/Activities**
- Drawing and painting
- Story
- Poem
- Completing word web
- Thoughts
- Conversation
- Kangaroo words
- Rearranging sentences
- Matching pictures with words
- Supplying missing word
- Description
- Project work
- Word ladder

**Language Elements**
- Use of 'why should'
- Use of nouns, pronouns and action words
- Constructing sentences using 'into'

**Learning Outcomes**
- Identify the theme of the poem and appreciate it.
- Ask questions using ‘Why should’.
- Write the experience of a journey in simple English.
- Write a short description about one's own family.
- Understand and respond to simple questions
- Undertake language projects actively.
- Do activities in the text as directed.
- Express thoughts and feelings in simple language.
Introduction:
‘Paper Boats’ is a short story written by Anil Ekbote which depicts the story of a boy and a girl, who became good friends. Every individual has virtue deep rooted in their minds and it is the duty of the grown-ups to inculcate human values like love, sharing mentality, etc. in the learners.

Entry Activity (Page 36)
• Ask the learners to read the instructions.
• Interact with them while they colour the paper boat.
• Use the interaction questions given in the text.
• Lead the learners to the story.

Down the Stream (Page 37)
• Introduce Anna using the picture.
• Ask the learners to read the text ‘Down the Stream’

Process-Reading
• Individual reading.
• Sharing ideas in groups.

An Angry Girl (Page 38)
• Use the picture for interaction.

Questions for interaction:
o What is the boy doing?
o Why do you think the girl is worried?

Process Reading
• Let the learners read the passage individually.
• Groups can share the idea they have gathered.
• Read the passage aloud as if you present a narrative.
• Your tone and actions should enhance comprehension.
• Frame more questions if needed.
### English

<table>
<thead>
<tr>
<th>A Solution (Page 39)</th>
<th>Teacher Text Std IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for Interaction</strong></td>
<td>4. It 5. He 6. They</td>
</tr>
<tr>
<td>The boy pounced on Anna’s boat and turned it upside down. What will Anna do now?</td>
<td>7. Her</td>
</tr>
<tr>
<td>• Invite their attention to the picture on Page 39.</td>
<td><strong>Good Guidance (Page 41)</strong></td>
</tr>
<tr>
<td>o Where is Anna now?</td>
<td>• Draw the learners’ attention to the text.</td>
</tr>
<tr>
<td>o Who is sitting in the chair?</td>
<td><strong>Questions for Interaction</strong></td>
</tr>
<tr>
<td>o Is that her mother?</td>
<td>o Did Anna give the boat to the boy?</td>
</tr>
<tr>
<td>o What would Anna tell her?</td>
<td>o Did the boy accept the paper boat?</td>
</tr>
<tr>
<td>Then, lead the learners to the passage, ‘A Solution’ on Page 39.</td>
<td>o What would be his feelings at that time?</td>
</tr>
</tbody>
</table>

### Process Reading

- Individual reading
- Sharing in groups

Use the interaction questions given in Page 40. If necessary, you can frame more questions.

| **Questions for Interaction** |  |
| o Who are there in the picture? |  |
| o What is the aunt doing? |  |

### Activity 5 (Page 48)

- Let the learners fill in the blanks themselves.
- Peer assessment.

| **Hints:** |  |
| 1. Her | 2. She | 3. Her |  |

- Individual writing.

Provide the following hints:

- Include the feelings of the writer.
- Include missing events.
- Include feelings and reflections.
- Edit the language of the diary.
- Group writing
- Let the groups present their work.
**English**

- Random presentation.
- Group writing.
- Teacher assessment.
- Present the teacher version.
- Edit all the group products.
- Supply more diary pieces suitable to the learners of Std. IV.

**Sample Diary**

I saw a girl floating a paper boat. I pounced upon it and destroyed it. The girl stared at me and ran away. To my surprise, the girl came back and gave me a couple of paper boats. I felt guilty. Why did I destroy her boat? We floated our boats down the stream. Her boat got stuck and I got a chance to help her. Thank God! I got a good friend today.

_A True Friendship (Page 42)_

**Process Reading**

- Teacher reads the passage with proper stress and intonation.
- Let the learners read silently.
- Group sharing.
- Ask questions to ensure comprehension.

E.g. o What happened to Anna’s boat?
 o Did the boy destroy the boat the second time?
 o Why didn’t the boy destroy the boat?

Now, generate a discussion on how true friendship can develop through sharing. In the lesson ‘Paper Boats’, we saw how true friendship developed through a paper boat. Now, we can read a poem about a boy who floats a paper boat down the stream hoping that someone, somewhere may find them and know who he is.

**Poem: Paper Boat**

_Rabindranath Tagore (Page 43)_

You may read the first seven lines of the poem with proper stress and rhythm.

Let the learners read the poem.

Interact with the learners to know how far they have comprehended the poem.

**Questions for Discussion**

- o Who is the speaker of the poem?
- o What did he write on the boat?
- o Why did he write his name?
- Let them sit in groups and share their ideas.
- Groups can exchange their views.
- You can intervene effectively and modify the views of the learners.

Outline of the first seven lines.

1. A boy floats paper boats every day down the stream.
2. He writes his name and the name of his village on the paper boat.
3. He hopes that someone in some strange land will find his name.
Proceed to the remaining lines of the poem.
Follow the process as given in the above section.

Outline of the next seven lines:

- The boy loads the boat with shiuli flowers.
- The flowers blossom at dawn.
- The boy hopes that the flowers will reach the land at night.
- The boy sees little clouds getting ready to sail.
- He wonders which friend of his is sending these clouds to compete with his boats.
- The boy is proud that his boat is ready to compete even with the clouds sailing in the sky.
- At night the boy dreams that his paper boat floats under the midnight stars.
- The fairies of sleep sail in his boats and they load the boats with the baskets of dreams.
- The little boy thinks that his boat will carry dreams for the whole world, even the fairies will make them their yacht.

Discuss the questions given after the poem.

Activity 1

- Encourage the learners to do this activity with minimum support.
- Self-assessment
- Peer Assessment

Hints:
1. I float my paper boat in the stream.
2. I hope that someone will see my paper boats.
3. I bury my face in my arm.
4. I write my name on the paper boat.

Activity 2

Like Activity 1, this activity can also be used as an item for assessment.

- Self-assessment
- Let them sit in groups and refine.
- Encourage the learners to make similar puzzles.

Hints:
1. big
2. good
3. dawn
4. night
5. happy

Activity 3

The journey of Anna's boat is described in a few sentences.

- Draw the attention of the learners to the description.
- Make sure that every learner has comprehended the description before you proceed to the task.
- Use the questions given in the Reader. These questions will enable the learners to develop a concept map.
**Concept Map - Key words**

- Calicut - 6 a.m. - start - Wednesday - 20th April - me - father - mother - 1 brother
- Tirur - 8 a.m. - reach
- Thunchan paramb - 9.15 am
- Had breakfast at the railway canteen
- Bought tickets
- The train was late
- Saw ezhuthani
- Visited the library

- Develop a concept map through discussion.
- The essential content of the map may be:

  ♦ **Starting place**
  a. Time of departure
  b. Date
  c. People participated
  d. Remarkable events
  ♦ **Mode of travel**
  a. vehicles used
  b. wayside scenes
  c. ____________
  ♦ **Destination**
  a. Date
  b. Time of arrival
  c. Events
  d. ____________
  e. ____________

- Develop the concept map into a description.
- You may select the map of a slow pace learner and develop it as a whole class activity.
- Assess individual work.

**Activity 6 (Page 49)**

This activity is intended to familiarise the learners with questions beginning with ‘Why should…’.

**Process**

- Interact with the learners.
- Give enough oral practice for the use of ‘Why should’.
- Let the learners present one or two exchanges.
- Let them write individually.
- Assess the learner’s work.

**Hints:**

1. Why should you make two boats for him?
2. Why should you grab the boat?
3. Why should you take the boat from the stream?

**Activity 7 (Page 50)**

This activity intends to help the learners to write a paragraph about the family.

**Process**

Ask the interaction questions given in the Reader. Elicit responses and write them down on the BB.
Mother, uncle, aunt, younger brother, younger sister, elder brother, elder sister, grandfather, grand mother

- Let the learners complete the format given on Page 50.
- Random presentation
- Let 2 or 3 learners speak about their family.
- Write it on the BB/chart
- Let all the learners try writing the paragraph in the space provided.
- Self assessment.
- Random presentation.
- Refinement in groups.
- Editing.
- Presentation of the teacher's version.

Sample Description

I am Sachin. I belong to a big family. My grandfather is Mr Gopinathan and grandmother is Mrs Sumathi. My father is Mr Suresh. My mother's name is Mrs Sudha. I have a brother and a sister. They are Sarath and Jyothi. We all love each other. Ours is a happy family.

- You might use the following questions for interaction:
  - Can you identify some animal names from the paragraph?
  - Who is the leading character in this paragraph?
  - Who are the other characters?
  - What did Arun do?
  - What are the other action words in this passage?

- Elicit maximum responses.
- Give chances to all learners.
- Note down the responses on the chart or BB.
- Let each learner try filling the format.
- Random presentation.
- Assessment.

(Activity 8 is given overleaf - Page 79)

Activity 9 (Page 52)

This activity is intended to enable the learners to find the singular and plural forms of the nouns.

Process

- Write down the given sentences on the BB or chart
- Let the learners read and identify the singular and plural nouns without mentioning the technical terms.
- Draw a boat on the BB/chart and ask 'What is this?' and write 'A boat' on the BB.
Hints for Activity 8

<table>
<thead>
<tr>
<th>Name of object</th>
<th>Action words</th>
<th>Characters</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper boat</td>
<td>went</td>
<td>Anna</td>
<td>redfish</td>
</tr>
<tr>
<td>fishing net</td>
<td>made</td>
<td>Vrinda</td>
<td>frog</td>
</tr>
<tr>
<td>hook</td>
<td>walked</td>
<td>Arun</td>
<td>crab</td>
</tr>
<tr>
<td>shirt</td>
<td>jumped</td>
<td>Aunt Arundhati</td>
<td>tortoise</td>
</tr>
<tr>
<td>house</td>
<td>put</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dived</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>started</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ran</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Draw more boats on the BB and ask 'What are these?' and write 'Some boats' on the BB.
• Let the learners identify the difference.
• Give more examples.
• Let the learners do the activity individually.
• Assessment.

Project (Page 53)

Process
Let the learners study the pictures given on Page 53.

Questions for Interaction

o What do you see in the picture?

o What is the boy in the second picture doing? (peeping through the window)

o What is the boy in the first picture doing? (watching TV)

o What is the girl in the third picture doing? (staring at the boy)

o What is the girl in the fourth picture doing? (Gazing ........)

• Write ‘peeping, watching, staring and gazing’ on the BB by eliciting the words from the learners.
• Discussion on words used to denote different ways of looking.
• Invite the learner's attention to the table on Page 54.
• Let them complete the task.

My Words
Learners recall the words they have come across in the unit.

Materials
Flash cards with the words, ‘Anna, dived, jumped, got, into, the house, the water, the stream' written on them according to the number of groups.
**English**

**Process**
- Form 8 member groups.
- Distribute a set of flash cards to each group (ensure that each learner gets a card.)
- Give sufficient time to make sentences. Let them come forward with meaningful sentences. Each learner should come with his word and stand in an order to form a meaningful sentence. One sentence should be presented by each group.
- While a group presents, let a member of the group write the sentence in the space provided for their group on the BB.

---

**Teacher Text Std IV**

- Give chance to the next group. Continue the activity, till maximum sentences are generated.
- Create a competitive atmosphere in the class.
- It is better to avoid repetition of sentences.
- Ensure the participation of all learners.

**I Can (Page 56)**
- The aim of this activity is self-assessment of the learner.
- Let them revisit the story and complete the task.
Unit 3

The Language of Birds

Theme: Love for nature
Sub theme:
Empathy towards fellow beings
Living in harmony with others

Learning Outcomes
The learner will be able to:
• recognise words such as 'merchant', 'servant', 'nightingale', 'soothe', 'fetch', 'firewood', 'lightning', 'thunderstorm', 'pity', 'predict', 'anchor', 'relieve', 'disappear', 'disaster', etc.
• identify the names of different birds.
• identify adjectives such as 'foggy', 'sunny', 'snowy', 'rainy', 'cloudy' etc.
• identify rhyming words in a poem.
• write simple poems on similar themes and with the same rhyme scheme.
• construct dialogues appropriate to the contexts.
• prepare posters suitable to the theme.
• describe a picture.
• answer simple riddles.
• express his/her own feelings in writing.

• use language items 'some' and 'all' in appropriate context.
• undertake simple projects.
• engage in origami works following the step by step instructions.
• use the structure 'I wish I could' to express the desire to fulfill a wish.

Input Discourses
• Story
• Poem
• Description

Language Elements/Vocabulary
• Use of 'I wish I could'
• Use of describing words
• Use of 'all/some'

Activities/Discourses
• Conversation
• Adding lines to the poem.
• Vocabulary development
• Description
• Thoughts
### Unit Frame

**Unit 3 - The Language of Birds**

**Time: 25 Periods**

<table>
<thead>
<tr>
<th>Concept/Theme</th>
<th>Discourses/ Activities</th>
<th>Language Elements</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme: Love for nature</td>
<td>Conversation, Adding lines to the poem, Vocabulary development, Description, Thoughts, Riddles, Poster, Project Work, Origami</td>
<td>Use of 'I wish I could', Use of 'all/some', Use of describing words</td>
<td>Read and comprehend simple texts in English.</td>
</tr>
<tr>
<td>Sub-themes: Empathy towards fellow beings Living in harmony with others</td>
<td></td>
<td></td>
<td>Construct dialogues appropriate to the context.</td>
</tr>
</tbody>
</table>

- Identify rhyming words in a poem and add lines to it considering the theme, rhythm and structure.
- Identify new words and find out their meanings.
- Read and write the names of different birds and their body parts.
- Associate different birds with their features
- Describe the picture in his/her own words.
- Express his/her own feelings in writing.
- Answer simple riddles and make similar riddles
- Design posters suitable to the theme.
- Use of 'I wish I could', and all/some in meaningful contexts.
- Use describing words such as 'foggy', 'sunny', 'snowy', 'rainy', 'cloudy', etc.
- Undertake simple project work given.
- Engage in origami works by following instructions.
Riddles
Poster
Project Work
Origami

**Materials**
- Pictures of birds
- White paper
- Chart paper

**Use of ICT**
- Presentation of songs, videos, pictures, etc.

**Introduction:**
'The Language of Birds' is the adapted version of a popular Russian folk tale. The story focuses on living in harmony with other creatures. Learners are expected to develop love for nature and empathy towards other living creatures. It focuses on preserving trees and warns against deforestation.

**Entry Activity (Page 59)**
This activity intends to establish rapport with the learners and draw the learners’ attention to the theme of the story.

---

**My Favourite Bird**

My favourite bird is parrot.
It is green in colour.
It has a red curved beak.
It can speak.
It eats fruits and nuts.

---

**Process**
- Give a strip of paper to each learner.
- Let them make a bird following the instructions given in the Reader. Let them colour the bird. You may ask the learners to hang the birds using a string and decorate the classroom.

**Questions for Interaction**
- Do you like birds?
- Which bird do you like the most? Why?

Elicit answers.

**Additional entry activities**
You may ask the learners to write the name of their favourite bird in their notebook. Later, let them paste the picture of the bird and write a brief description in their own words.

Assess the individual work. Ask the learners to collect pictures of birds and paste them in their notebooks and label them.
Through this activity, you may introduce the bird ‘Nightingale’ to the learners.

**Magic with Letters of the Alphabet**

You may present the activity in the following manner.

Look children, can you identify this letter?

![B]

Ok...Its 'I'.

Now, can you read this?

![I]

Well, now it's a 'P'

Now, again the letter has been changed. Which letter is it now?

Good. It's a 'B' now.

Children, now I am going to perform a magic with the letter 'B'

You draw a tail, an eye and finally a beak to make the picture of a parrot. Give chances for the learners to guess the name of the bird at each stage.

Likewise the other pictures may also be processed.
Let the learners identify the bird and write its name on the BB. Encourage them to draw different pictures using different letters. (See Appendix at the end of this unit)

**A Soothing Song (Page 60)**

You may ask the learners to take a look at the picture.

**Questions for Interaction**

- What time of the day is it?
- Why do you think he is looking out?

Now, ask the learners to read the passage, 'A Soothing Song' on page 60.

Follow the process of reading.

**Process-Reading**

- Individual reading
- Group reading

- The learners sit in groups and share their ideas one by one using the indicators given below.

  (I liked these sentences/ I could not understand this/ I could understand these sentences/ I have to seek the meaning of the sentence)

- Sharing the ideas with other groups (if one group does not understand the meaning of a sentence or sentences, they can ask the other groups about it).
- The learners can use dictionary/the glossary.

**Support for Slow Pace Learners**

- Interaction based on the picture.
- Make predictions on what is going to be read.
- You may help the weaker ones to create a sub-text about the passage.

1. Mark important sentences, which is essential for further reading.
2. Ask specific questions to get these sentences as answers- or even the idea of these sentences can be elicited.

  e.g.

  - Ivan was a servant boy.
  - His master was a merchant.
  - He was a cruel man.

The above sentences give the gist of the reading passage 'A Soothing Song'. In order to get these sentences as answers, you may ask the following questions.

- Who was Ivan?
- Who was his master?
- What kind of a man was he?
- You can megaphone their ideas and write them in their notebook. Learners associate them with the text.

- Which sentences or words can you read?
- Which character do you like in the passage? (Give options such as Ivan, master, etc… if needed.)
- What is Ivan doing?
**Reading beyond the Text**
You may ask questions which will help them to read beyond the text.

For e.g: What is your opinion about the rich merchant?

- What could be the meaning of the nightingale’s song?

Loud reading by the children.
Model reading by the teacher.

**How can we improve the reading?**
- Mark the points where you pause.
- Mark words that are stressed.
- Identify places where there is a change in the tone.

**Little Birdies (Page 62)**
You may read this part of the text aloud as a 'listening text'
Let the learners listen to you when you read the passage.

When you read, consider the following aspects of reading aloud:
- Proper stress
- Intonation
- Gestures
- Facial expression
- Audibility
- Moderate speed.

You may ask the following questions to help the learners comprehend the text.
- Why did the merchant send Ivan to the forest?
- Why did Ivan pity the small birds?
- Do you think what Ivan did is right? If so, why?

Elicit responses.
You may discuss the questions given at the end of the text.

**Extended Activity (Post reading)**
You may sing the following song, *Weather Song* as an extended activity to familiarise the learners with different weather conditions. You can use the video version of the song in the YouTube.

---

**Weather Song**
The sun comes up up up
Up up up (3)
The rain comes down, down, down
down, down, down(3)
How's the weather?
How's the weather?
It's sunny, sunny, sunny, sunny
How's the weather?
How's the weather?
It's cloudy, cloudy, cloudy, cloudy
And the sun comes up up up
Up up up (3)
And the rain comes down, down, down
down, down, down(3)
How's the weather?
How's the weather?
It's rainy, rainy, rainy, rainy
How's the weather?
How's the weather?
It's snowy, snowy, snowy, snowy
And the sun comes up up up
Up up up (3)
And the rain comes down, down, down down, down, down (3)
How's the weather?
How's the weather?

Lead a discussion on change in weather conditions and familiarise the terms such as ‘snowy’, ‘rainy’, ‘sunny’, ‘windy’, etc. You may also attempt a theatre activity using the song.

**Theatre Activity**

Assign a boy or girl to pose the question: 'How's the weather?'

A small group (3 or 4 members) is assigned to answer the question (‘It's sunny’, ‘it’s rainy’ etc…)

All others are instructed to walk freely in the classroom. When the group say 'It's sunny' the learners are supposed to enact as if they are under the hot sun. When the teacher says 'Stop the action and walk', they have to continue walking. Let the learners walk until they get further instruction from the group. When the group say 'it's rainy' the learners will enact so and the activity goes on. You need not give specific instruction for each action. Let the learners act in their own way.

At this stage you can lead the learner to Activity 4 (Page 77).

**Sample Story**

Amal was walking to his house. He was alone. On the way he saw a kitten. It was lying under a tree. It was shivering. He felt pity towards the cat. He took it and patted on its body. Then the sky became cloudy. It began to rain. Amal kept the kitten under his umbrella. When he reached home, his mother was watching TV. She congratulated Amal for his noble work.

**The Teaching Bird (Page 63)**

**Process-Reading**

Individual reading

Sharing the ideas in groups

You can discuss with the learners using the questions given at the end of it.

After reading develop the passage into a conversation.

**The Secret (Page 64)**

Follow the process of reading.

**Questions for Discussion**

- What was Ivan’s story?

This could be done in the form of a chain story.

Discuss the questions given at the end of the passage.

**Activity 9 (Page 82)**

You may draw the attention of the learners to the friendship between Ivan and Nightingale. Then, you can ask the learners to compile a poem following the pattern and rhythm.

**A Strange Prediction (Page 65)**

Follow the process of reading.
Into the Deep Sea (Page 66)
Follow the process of reading. After reading the passage 'Into the Deep Sea', you may ask the learners to write the thoughts of Ivan (Activity 3).

Activity 3 (Page 76)
You may discuss the questions given below before attempting the activity.
- Where is Ivan now?
- What is his mood? Is he happy/sad/worried?
- What does he see?
- Will he seek help from somebody?
- Who will you call when you are in danger?
- Won't he think about escaping from the danger?
- What could be his plan of escape?

Follow the process of writing
- Individual writing
- Assessment
- Random presentation
- Group refinement
- Presentation
- Teacher's version
- Editing

Thoughts of Ivan
Oh, my God! I can only see huge waves. Where am I? How did I reach here? Who put me here in the sea? Am I going to die? Who will save me? Nobody is here to hear my cries. Oh God! Please help me. Save this poor boy's life.

Message from the Cranes (Page 67)
Follow the process of reading.

Give opportunities to the learners to develop a word web using words related to 'sea'.

The Storm (Page 68)
Follow the process of reading.

Noisy Birds (Page 69)
Follow the process of reading.

- Let them sit in pairs and enact the dialogue between the king and Ivan in the form of role play.

Homeless Birds (Page 70)

Process-Reading
After reading the passage, 'Homeless Birds', teacher may ask the learners to design a poster to highlight the need for protecting trees (Activity 2 - Page 76).

A New Servant (Page 71)

Process-Reading
Individual reading.

Group reading.

The Nightingale is Back (Page 72)

Questions for Discussion
- The night is described in detail. Which sentence do you like the most?
- They spoke for a long time. What would be their talk?
- You may now lead the learners to the Activity 1.

Activity 1 - Writing Conversation (Page 75)
While processing the conversation, you have to keep the following things in mind.
Before writing the conversation generate a discussion based on the features of conversation and write it on the BB.

- Proper beginning and ending.
- Sufficient number of exchanges.
- Relevant to the context.

**Process**

- Individual attempt
- Random presentation
- Assessment
- Group sharing
- Group refinement
- Presentation by the group
- Editing (You can instruct the learners to use the indicators evolved earlier.)
- Role play the conversation with proper gestures, actions and voice modulation.

Elicit and evolve the indicators given above for assessment.

**Sample Conversation**

Ivan : Do you remember me?
Old Man: Your Majesty! You are our King.
Ivan : Yes. But I am your old servant, Ivan.
Old Man: Oh! Sorry, Your Majesty. Please forgive me for my mistakes.
Ivan : It's alright. What the nightingale said has come true.

**Poem: If I could Fly**

**Process**

- Let the learners listen to the song 'If I could Fly' with the help of ICT.
- Play the song two or three times.
- Play the first stanza/line of the song and ask the learners to identify and reproduce the words, phrases or lines.
- Write the words/phrase/line on a chart.
- Play the song again and try to elicit all the words.
- Ask the learners to refer to the Reader to identify the lines.

In order to ensure comprehension of the poem, you may ask questions related to it. A few questions are given below:

- The child in the poem speaks about her wishes. What are her wishes?
- Like the child, you may also have many wishes. What are your wishes?

At this stage, teacher can invite the attention of the learners to Activity 8 given in the Reader.

- You may introduce the use of 'I wish I could' For example: I wish I could fly so high.
- Some of the learners may be asked to write their dreams/wishes on the BB by using 'I wish I could'.
- Let them complete the task.
- Then, ask them to do the Activity 7 on Page 81.

**Activity 7 Description (Page 81)**

Draw the attention of the learners to the picture.
Let the learners write a brief description based on the picture.
Pay attention to editing.

**Sample Description**

It is raining. The sky is clouded. The trees are swaying in the breeze. Leaves are falling down from the trees. Ivan is standing under a big tree. He is fully wet. There is a nest on the small tree. The little birds are sitting in the nest. A squirrel is sitting on the branch of the big tree.

**Activity- 5 Identifying the parts of the bird (Page 79)**

This activity enables the learners to understand specific features of birds. 
Asks the learners to colour the bird as per the instructions given.

**Activity 6 - Using ‘all or some’ (Page 80)**

This activity is the continuation of the earlier activity. Let the child frame a few sentences using ‘all/some’, taking into consideration the features of some birds.

**Activity 10 - Riddle (Page 83)**

This activity is the continuation of Activity 5 and 6. It would enable the learners to recall specific features of birds and to use describing words in the right context.

- Let the children try to make riddles individually.

- Assessment.
- They can refine the work in groups and present it.

You may provide sheets of paper to each learner to draw and describe birds.
The product can be kept in the portfolio.

**Project (Page 84)**

Chart containing describing words given in the Reader is exhibited.
- You may ask the learners to revisit the story. Instruct the learners to fill the table suitably.

**Activity- My Words (Page 85)**

This is an individual activity. It is to assess the progress in learning of each learner. Now they are instructed to find out similar words prefixed with ‘dis’ giving an opposite meaning to the root word. They can refer to the dictionary if required. Let them prepare a word bank.

**Word Bank**

dislike, disability, disadvantage, disagree, disallow, disapprove, disbelieve, discharge, discolor, discourage

**I Can (Page 86/87)**

This is a self-assessment activity. Let the learner read the sentences carefully and classify them under three categories as given. You can assess the progress of each learner by observing this activity.
Sparrow

Swan

Ostrich

Peacock

Chick

Woodpecker
Unit 5

The Elves and the Shoemaker

Theme: Helping others

Sub themes:
Poverty, Relationship, Gratitude,
Hard work

Learning Outcomes:
The learner will be able to:
• read and understand words like ‘recommend’, ‘scatter’, ‘pound’, ‘snip’, etc.
• read and enjoy the given poem.
• write short descriptions about various occupations.
• write simple stage directions.
• understand and respond to simple questions.
• undertake language projects actively.
• do the activities in the Reader as instructed.
• express ideas in simple language.
• use prepositions in meaningful contexts.
• identify and use contracted forms like–we’ll, there’re, let’s etc.

Input Discourses
• One act play
• Poem
• Short story

Language Elements/ Vocabulary
• Use of simple present to write stage directions
• Use of prepositions
• Asking questions
• Use of contracted forms

Activities/Discourses
• Writing stage directions
• Preparing advertisements
• Writing conversations
• Writing descriptions
• Undertaking projects

Materials Needed
• Papers
• Chart papers/Marker pens
• Pictures
• Calendar
• Advertisement
### Unit Frame

**Unit 5- The Elves and the Shoemaker**

**Time:** 25 Periods

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th>Discourses/Activities</th>
<th>Language Elements</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **Theme:** Helping Others  
**Sub themes:** Poverty, Relationship, Gratitude, Hard work | • Story  
• Writing stage directions  
• Preparing advertisements  
• Writing conversations  
• Writing descriptions  
• Undertaking projects | • Use of simple present to write stage directions  
• Use of prepositions  
• Asking questions  
• Use of contracted forms | • Read and understand words like ‘recommend’, ‘scatter’, ‘pound’, ‘snip’, etc.  
• Read and enjoy the given poem.  
• Write short descriptions about various occupations.  
• Write simple stage directions.  
• Understand and respond to simple questions.  
• Undertake language projects actively.  
• Do activities in the Reader as instructed.  
• Express ideas in simple language.  
• Use prepositions in meaningful contexts.  
• Identify and use contracted forms like, we'll, there're, let's etc. |
Use of ICT

- Presentation of the song
- Videos
- Pictures

Introduction:
Poverty, in one way or the other, has been a part of everybody's life. People always need shoes, but you can't make them when you're cold, hungry and down to your last piece of leather! What will the shoemakers do? In the dead of night, help arrives unexpectedly when the elves creep into the workshop…

Entry Activity (Page 119)
The entry activity given in the Reader is aimed at leading the learners to the theme of the unit: Helping others.

Process-Reading
- Invite the learners' attention to the pictures. The children in the pictures are engaged in various household activities like washing dishes, helping brothers or sisters in their studies etc.
- Interact with the learners using the questions given in the Reader.
- You may ask additional questions if necessary to sensitise the learners on the theme.
- Make the interaction dynamic by asking short questions acknowledging their answers, seeking opinions and modifying the learners' responses in the target language.
- Make sure that you are using varied sentence patterns.

Colour the Picture
- Let the learners colour the picture. While they colour, as done earlier, you may ask short questions, give suggestions and appreciate what they do in order to ensure a rich language input.

THE ELVES AND THE SHOEMAKER

Scene I
The Elves and the Shoemaker is a one act play. As our learners may not be familiar with the setting and structure of the stage, it is necessary to introduce these concepts to the learners before they read the play.

Familiarising the Stage and the Settings
The first part of Scene I, introduces the setting and arrangement of properties on the stage. There is a narrator in the play who gives an introduction to the characters and events which is of great importance for proper understanding of the play.

Process
- Let the learners read the stage directions given in italics in the beginning of the play and find out the materials/objects used on the stage.
- Let them list the tools, furniture, etc.
• If possible, develop a diagram of the stage on the floor through interactions.
• Draw a square on the floor and mark the front and back of the stage.
• You may also mark the left and right sides on the diagram.
• Be sure to provide maximum input in the target language itself.
• You may also draw the stage on a chart paper as follows and hang it on the wall.
• Interact with the learners and let them mark the positions of table, chair and cupboard on the chart.
• Let the learners read the paragraph again and verify whether the positions are correct or not.
• During the process, you can use the following instructions:
  o Yes, there's a cupboard behind the table.
  o There are two hammers on the table etc.
• Now, let the learners read what the narrator says.
• The main ideas of narration can be the following:
  o The narrator has a story to tell.
  o The story is about a shoemaker and his wife.
  o They were very poor.
  o At last they had leather only for one pair of shoes.
• Interact with the learners through simple questions and elicit these ideas.
• You may write their ideas on the BB as they say them.
• Let the learners read the remaining part of Scene I individually.
• Let them share the ideas in groups.
• Supply each group with paper strips containing questions/directions for e.g.
  o Why does Mr. Boot ask for money?
  o Why can't the shoemaker make more shoes?
• Ask them to underline the sentence which means, 'Sir, we need more time to pay the rent.'

o Does the owner give more time?

o Why does the shoemaker say, 'Sir you have no heart'?

o Which line or lines tells/tell you that Mr. Boot is angry?

• You may read the whole dialogue with proper tone and voice modulation.

• Let each group present the whole scene including the narrator's part as Reader's Theatre.

Readers' Theatre
Readers' Theatre is a dramatic presentation of a written work in a script form. Readers read the script aloud and the reading parts are divided among the readers. No memorization, costumes, or special lighting is needed. Presentations can easily be done in the classroom itself. Scripts are held by the readers. The focus is on reading the text with expressive voice and gestures. Once you start Readers' Theatre in your classroom you and your learners will love it!

After scene I, you may lead the learners to the first part of the Activity 3 (Page 135). The process of this activity is given on Page 110.

Discuss the questions given at the end of Page 121.

Hints:

1. As the question is an open-ended one, the learners may come up with different answers. The possible hints may be: The shoemaker is basically poor. They do not have money to buy leather to make more shoes.

2. Let the learners respond freely. They may come up with 'Yes' or 'No' as answer. Ask them to justify their answers.

Scene II (Page 122)
In this scene also the narrator appears and tells the audience about some strange things.

• Ask the learners to read the part individually.

• Let them sit in groups and share the ideas they gathered from individual reading.

• You may read the narration aloud.

• The meaning of expression like 'tip-toeing' can be conveyed through actions.

Song of the Elves (Page 122)
The elves in the play sing a song as they sew the shoes.

• Ask the learners to read the song and find a rhythm and tune to the song. It can be sung in the tune of ‘Old McDonauld had a farm’.

• Let them sing the song.

• Since the song is about shoe making, you can make it an action song.

Discuss the questions given on Page 122.
Hints for questions on Page 122

1. Let the learners respond freely. You may conclude as follows: The shoemakers were in need of help. It is a good thing to help those who are in need.

2. Let the learners respond freely. The elves are small imaginary creatures with pointed ears. They are believed to have magical powers. We cannot precisely say where they come from. Learners might come up with varied answers. You may accept their answers.

Now, write a description of the elf (Page 122).

Make use of the questions for interaction given at the end of the page and give the description of an elf.

**Scene III (Page 123)**

You may divide Scene III into two or three meaningful units for convenience.
- Follow the process of reading for each section.
- Read the dialogues aloud.
- Let the learners enact the scene.
- Select the learners through interaction.

*Example:

o Priya, who will act as the shoemaker? What's your opinion?

*o Priya says Siril can be the shoemaker. Siril are you ready?

o Ok, good. Now we need two elves.

**Adding details to the play**

The play contains enough stage directions. But when the play is used as a tool for generating language, we have to provide maximum opportunities for the learners to use their own language in meaningful contexts. Adding details to the script provide the learners an opportunity for this. Given below is an attempt at how this can be done in a language classroom.

- Ask the learners to figure out the different places through which the characters enter the stage. You may use the following questions to interact with the learners.

* o Who are the characters to enter the stage next?

* o Do they enter from the right side of the stage? Nikila what do you say?

* o Where are the shoes kept; in the shelf, or on the floor?

- Please read the text and find out.

* o Who is walking in the front; the shoemaker or his wife?

* o What are their actions?

- Let groups add more actions to the play.

The following is an example of how the stage directions at the beginning of Scene III on Page 123 can be developed through the above-said strategy.
When the stage is lit, light falls on a pair of shining smart brown shoes kept on the table. The shoemaker and his wife enter from the left side of the stage. The shoemaker's wife enters first. The shoemaker follows her. He sees the shoes. His eyes widen as he sees the shoes. He takes them in his hands and exclaims.

Shoemaker: Wow! It's a miracle.

You may divide the scene into smaller sections and assign them to different groups. Or you may make all the groups present the same.

**The Elves’ Song (Page 124)**

Now, lead the learners to the elves’ song. Three more lines have been added to the song in this scene.

- Let the learners sing the song aloud and enjoy it.
- Write the song on a paper and cut it into strips.
- Give the strips to the groups. Let the learners reassemble the strips.
- Assessment.
- Learners compare the products with the song given in the Reader.

Discuss the questions given at the end of Page 124.

**Hints for Questions on Page 124**

1. The shoes were very pretty. They felt really comfortable wearing them. They were rich. They felt sympathy towards the shoemaker.

2. Let the learners predict the answer. Ask the learners to justify their arguments.

**Scene IV (Page 125)**

Make the learners enact/role play the scene.

**Process**

- Reading
- Group reading
- Scaffolded reading
- Adding scenic details
- Select actors and fix their roles
- Form a judging panel
- Enact the play in groups
- Let judges opine
- Assessment by the teacher

**Developing a flow chart**

You can develop a flow chart based on the story of the Elves and the Shoemaker.

Develop the flow chart as you proceed from scene to scene.

**Sample Flow Chart**

**Scene I**

- The shoemaker becomes poor.
- The shop owner demands rent.
- The shoemaker is not able to pay the rent.

**Scene II**

- Elves come and help the shoemaker.

**Scene III**

- Customers come and buy shoes.
- Shoemaker gets money.
Discuss the questions given at the end of Page 126.

Both the questions on this page are open-ended questions. They encourage the learners' prediction. Let the learners respond freely.

**Scene V (Page 127)**

Follow the process as suggested for the earlier scenes. You may sub-divide the scenes into sub scenes.

Discuss the questions given at the end of Page 130.

**Hints for questions:**

1. It was the help of the elves that had made the shoemaker rich. He feared that if the elves stopped coming, he would become poor again. He had become greedy.

2. The shoemaker's wife told the shoemaker that greedy people could never become happy. Then the shoemaker realized that he should be thankful to the elves.

**Let's talk (Page 131)**

This activity enables the learners to write a conversation in a given context. At the beginning of the play, Mr. Boot comes to the shoemaker and tells him to pay the rent in two weeks. But, he is not seen to have come back. Construction of this conversation will complete the doubt that might exist in the minds of the learners about Mr. Boot. Hence, while processing the conversation, interaction should be done in such a way that it solves all doubts that may exist in the learners' mind about the reappearance of Mr. Boot.

To do the activity, the learners must keep the following ideas in mind:

- The shop owner had come earlier.
- He had asked for rent.
- The shoemaker was not able to pay the rent.
- The shoemaker's wife asked for more time to pay the rent.
- He allowed two weeks' time.
- The elves helped the shoemaker and he became rich.

- Draw the attention of the learners to the flow chart you have developed earlier.
- Complete the flow chart with the help of the learners.
- Let the learners write the conversation individually.
- Refining in groups.
- Every learner should read his product aloud.
- Add important points.
- Edit sentences that contain thematic and grammatical errors.
- Ask the members to read their opening sentences.
- Let the group select the best opening sentence.
### English

The teacher should make deliberate attempt at making the group select the opening sentences of the slow pace learners in the group. If such a learner has not come up with anything, ask him/her to say his/her idea. If the learner responds in Malayalam, translate it for the learner or ask other members to translate the learner's idea into English.

- Ask every member of the group to respond to the selected sentence.
- Repeat the process of selecting the best response.
- Continue the process for developing further exchange.
- Let the groups present /role play the conversation.
- Present teacher version.
- Assessment.
- Edit the group presentation.

### Sample Answer

**Shoemaker:** Welcome sir! Please be seated.

**Mr. Boot:** Thank you. Wow! You've changed a lot. There're a lot of shoes around here. The shop looks all new. How did you manage?

**Shoemaker:** It's luck and hard work, Sir. The rent is ready, sir.

**Mr. Boot:** Hmm... That's great. I can't believe it. All happened in two weeks' time!

### Teacher Text Std IV

Shoemaker: That's correct. There are people, Sir, who helped us when we were in need. Here's your rent.

Mr. Boot: Thank you. It's a pleasure. Wish you good luck.

**Poem: Work While You Work (Page 132)**

- Draw the attention of the learners to the picture given on Page 132 of the Reader.
- Interact with the learners using the questions given in the Reader.
- Consolidate the answers/views and lead learners to the poem 'Work While You Work'.

**Process**

- Tune and sing the song once or twice.
- Let the learners sing after you. (Make use of the audio text.)
- You may ask the questions given below the poem.
- Consolidate their views.
- Let the learners copy the poem on a sheet of paper. Cut it into strips. Let the learners assemble them again without looking at the poem in the Reader.
- Let the learner cross-check with the poem in the Reader.

Discuss the questions given on Page 132.

All the questions on this page are open ended-questions. They encourage the learners' prediction. Let the learners respond freely.

- Assessment.
1. Do the works sincerely. / Do not do many things at a time. / Do one thing at a time.
2. Things half-done are not done right.
3. We should concentrate on what we do and be sincere to it.

**Activity 1 (Page 133)**

a) This activity will offer no resistance.

b) A Bag of Oranges

- Make the learners go through the story.
- Let them underline the dialogue part in it.
- Lead the learners' attention to the first sentence in the story part, 'The Bag of Oranges'.
- Let them compare how the first sentence has changed in the play under the title, 'A Village Road' on Page 134.
- Let the group discuss the stage directions to be given before/after every dialogue.
- Let them write the directions.
- Assessment.
- Exhibit the group's products.
- Exhibit your version of the stage directions.
- Edit the group's product.
- Let the learners enact the skit.

**Hints:**

**A Village Road**

(An old woman enters with a paper bag. The bag is full of oranges. She stumbles over the stone and falls down. The oranges scatter on the stage. A boy comes running.)

Boy: Are you okay?

Woman: I'm alright, child. But my oranges!

(The boy helps the woman get up.)

Boy: Don't worry. I shall pick them up for you.

(The boy picks the oranges and puts them into her bag. He hands the bag over to her. The woman takes an orange from the bag and gives it to the boy, smiling. The boy takes the oranges. A smile spreads on his face.)

**Activity 3 (Page 135)**

Let the learners revisit the play and do the activity.

- Assessment.

**Activity 4** is done during the transaction of the one act play.

**Activity 5 (Page 138)**

**Preparing Advertisement**

- Bring cut outs of some sample advertisements of various products appeared in the newspapers or magazines.
- Make the learners go through the advertisements.