



**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 1**

Entry activity

- ◆ Teacher can start drawing a picture part by part.
- ◆ The aim is to interact with children.
- ◆ Keep on talking.
- ◆ Ask questions, acknowledge answers and carry over the answer/response to fellow students.
- ◆ Encourage children to come up with new ideas.
- ◆ Ask children to do the same activity with their friends at free time.

Module I**The Mouse Finds a Pencil****Individual Reading**

- ◆ Encourage children to read the paragraph themselves.
- ◆ If necessary, the steps such as reading in groups, etc can be followed.
- ◆ Interact with children using the questions given in the text book.
- ◆ You can create more questions to make children speak in English.

Activities Linked

1. Drawing a mouse and colouring it page 12
2. Making a mouse with cotton and glue (home assignment) page 12.

Note

1. Drawing a mouse or colouring a mouse should eventually lead to language generation (English) So teacher has to tune interaction to cater language input and output.
2. Ask the parents to prepare a video clip as the learner makes a mouse. Let the parent encourage children to give running commentary in English when they screen these video clips.

Language focus

- ◆ Narrating an event

- ◆ Uses simple events to describe an action in progress.
- ◆ Uses dramatic tones to present a dialogue.

Visual evidences

- ◆ Dialogues are underlined
- ◆ Has drawn a picture of a mouse on page no12
- ◆ Video clip of making a mouse with cotton and glue.

Module II**Is that cheese?**

- ◆ Encourage children to identify the dialogues in the passage. Let them underline/ enlighten the dialogues.
- ◆ Ask them to find out sentences/phrases which are not the part of a dialogue.
- ◆ Form three membered groups. Assign roles (Mouse, Pencil, and the narrator.) Let the groups present the passage as a radio drama.

Activities Linked

- ◆ Describing a mouse page 13
- ◆ Draw learners' attention to the questions given on page 13.
- ◆ Let them find out/write answers for the questions through discussion in groups.
- ◆ Encourage them to expand the answers to full sentences.
- ◆ Let them do this work individually.
- ◆ Later let one or two present their sentences.
- ◆ Let them refine the sentences in groups.
- ◆ Let the groups present their work and exhibit the description written on chart papers.
- ◆ Present teachers version.
- ◆ Edit group products.
- ◆ Let groups copy down the edited version on to their notebooks.

Teacher Version

- ◆ *A mouse is a small animal.*
- ◆ *It has a long tail.*
- ◆ *It has hair on its body.*
- ◆ *Its lips are long.*
- ◆ *It has red eyes and pink ears. Its teeth are sharp.*
- ◆ *A mouse lives in a hole.*

Language focus.

- ◆ Describes an object using adjectives.
- ◆ Understands word order through editing.
- ◆ Uses possessives (has)
- ◆ Uses simple present to denote habitual actions.

Visual Evidences

- ◆ Has filled in page 13.
- ◆ Charts are exhibited in the class.
- ◆ Note book has two versions of description.
-One individual and second is the edited version.

Module III

It is Cheese now.

- ◆ Let the children read the passage themselves.
- ◆ You can read aloud random sentences and have the children find those sentences in the passage.
- ◆ This activity will help improve their reading speed.
- ◆ Please ask interaction questions given. Try to add more questions other than comprehension questions.

Game

“Opposite Action Game”

Objective:

Teach the children the opposites of “short” and “happy” through fun actions.

Materials Needed:

- A small object like a stick, ribbon, or string (for the “short” part of the game)
- Music or a way to make sounds (optional)

Step-by-Step Instructions:

1. Introduction (5 minutes):

- Begin by explaining that some words have opposites. For example, the opposite of short is long and the opposite of happy is sad. Use simple language and gestures to demonstrate these words.

2. Game Part 1 – “Short and Long” (10 minutes):

- Give each child a piece of string or ribbon.
- Say, “Show me a short ribbon!” and have the children hold up the ribbon bunched up to make it appear short.
- Then say, “Now, show me a long ribbon!” and let them stretch it out.
- Repeat this a few times, switching quickly between short and long so they get the idea.

3. Game Part 2 – “Happy and Sad Faces” (10 minutes):

- Tell the children to make a happy face. You can even play music and ask them to dance around happily.
- Then, suddenly say, “Now, show me a sad face,” and they should sit down quietly with a pretend sad face.
- Keep switching between happy and sad faces, using actions like dancing for happy and sitting quietly for sad.

4. Mix It Up (5 minutes):

- To make it more fun, mix the two parts of the game! Say, “Show me a short ribbon and a happy face,” or “Show me a long ribbon and a sad face.”
- The kids will love the combination and it helps them think quickly.

End with a Happy Parade:

- ◆ Finish the game by playing happy music and letting the kids march around with their “long” ribbons and happy faces!

Activities Linked**1. Page 16 (opposites)**

- After the game, let children attempt the activity.

Language Focus

- Uses opposites of words appropriately.
- Actively participates in a game obeying instruction given in English.

Visual Evidences

- Has done activity on page 16 (opposites)

Module IV**The Clever Pencil & Help, Help.**

- ◆ Process reading passage as done earlier.
- ◆ Encourage children to draw a cat part by part as the pencil did.

Activities Linked

- ◆ Pages 14, 15, 16 and first part of 21.
- ◆ Give simple instructions to do the activities.
- ◆ For familiarizing plurals and singulars you can use the following game.
- ◆ “Plural Treasure Hunt”

Objective:

Help children learn and practice the plurals of simple words through a fun treasure hunt activity.

Materials Needed:

- Flashcards or cut-out pictures of the items: pens, pencils, mice (mouse), boys, girls, mangoes, etc.
- A toy box or a small basket (for the “treasures”)
- Sticky notes with singular and plural forms of the words written on them (e.g., pen, pens).

Step-by-Step Instructions:**1. Introduction (5 minutes):**

Explain to the children that when we have more than one of something, we call it plural. For

example, one pen becomes pens when we have more than one. Use real objects like a pen and a few pens to demonstrate this.

2. Game Setup (5 minutes):

- Hide the flashcards or pictures of the items (pens, pencils, mice, boys, girls, mangoes) around the classroom. These will be the “treasures” the kids need to find.
- On each flashcard or picture, write the plural form of the word (e.g., pens or mangoes).

3. Game Part 1 – Treasure Hunt (10 minutes):

- Tell the children they are going on a treasure hunt to find items. As they find the pictures or flashcards, they need to say the plural of the word out loud.
- For example, if they find the picture of a pen, they say, “I found pens,” emphasizing the plural form.
- When they find a flashcard of mouse, guide them to say “mice” as the plural form.

4. Game Part 2 – Sorting and Matching (10 minutes):

- After they collect the treasure, have them gather around. Spread out the sticky notes with singular and plural forms (e.g., pen / pens, boy / boys, mouse / mice).
- Let each child pick a picture from their treasure and match it with the correct plural form sticky note.
- For example, if they pick a flashcard of boys, they need to find the sticky note that says “boys.”

5. Game Part 3 – Plural Practice Round (5 minutes):

- Now, say the singular form of each word (e.g., pen, boy, mango), and have the children shout the plural form in response (e.g., pens, boys, mangoes).
- Use the irregular plural (mouse to mice) to keep them thinking.

6. Ending Celebration (5 minutes):

- End the game with a short celebration. Give each child a “plural badge” (which could be a simple sticker) for completing the plural treasure hunt!

Extra Tip:

- To make it more interactive, you can have them use the plural form in simple sentences like “I have two pens” or “There are three boys.” This helps reinforce both the plural and basic sentence structure.
 - This game keeps the children moving, thinking, and learning the plurals of the words in a fun and memorable way!
- ◆ After this you can lead children to activity given in the first part of page 21.
 - ◆ Follow the process of writing.

Language Focus

- Distinguishes plurals and singulars.
- Get familiarized with punctuation marks.
- Understand the use of have and has
- ◆ Evidences of Transaction
- ◆ Pages 14,15,& 16 and first part of 21 are done.

Module V

Act and Guess page 17

- ◆ Let children go through the text and complete it.
- ◆ Give teacher version

Writing a Diary (Page 18)

- ◆ The activity ‘tell to your friend is in fact formulating a primitive structure of a diary’.
- ◆ Children can refer to the story and pick out sentences from it.
- ◆ The first part is in the perspective of the pencil.
- ◆ The second part is in the view of the mouse.
- ◆ Let children write the two parts simultaneously in two columns.
- ◆ Do not supply sentences directly.

- ◆ A sample is given

Pencil to its friends	Mouse to its friends
A mouse found me. It tried to eat me I wanted to draw a picture. First, I drew a circle. The mouse asked “Is it cheese?” . . . Continue	Mouse to its friends I found a pencil. I tried to eat it. The pencil wanted to draw a picture The pencil drew a circle “Is it cheese?” I asked. . . . Continue.

Language Focus

- ◆ Describes an event with action verbs.
- ◆ Describes an event in first person and in second person.
- ◆ Uses appropriate form of verbs to suit first person perspective and second person perspective.

Evidences

- ◆ Page 17 and 18 are done.

Module 6

Page 20 (changing tense)

Vowels page 23

- ◆ Lead children to page number 20.
- ◆ Let them read it individually and do the work.
- ◆ Help them through interaction.

Module 7

Cheese a tasty delight

- ◆ Let children go through the reading material given on page 21.
- ◆ Assess their ability to comprehend without any help.

Module 8

He and She

Process the poem

- ◆ Random presentation
- ◆ Form groups
- ◆ Let them find out a tune for the song.

- ◆ Let the groups present.
- ◆ Encourage the groups to present the poem as an action song.
- ◆ Process
- ◆ Comprehend the meaning
- ◆ Trace out actions
- ◆ Assign roles
- ◆ Rehearse and perform

Language Focus

- Read and comprehend a poem
- Find actions from the poem
- Give tune

Evidence

- Video clips of the action song.

Module 9

Drama. (page 22)

- ◆ Form 5 groups.
- ◆ Assign each passage of the story to separate groups.
- ◆ Let the groups mark the dialogues and narrative part.
- ◆ Let the groups present the drama.
- ◆ Take video of the presentations.

Language Focus

- ◆ Acquires the skill of formulating a script.
- ◆ Uses different language forms.
- ◆ Appreciates and assess presentations.

Evidence

- ◆ Video clips.

INTRODUCTION

This unit tells the story of a monkey who runs a service center in the forest. The story is divided into simple passages. In each passage, different animals call the monkey for different purposes.

ENTRY LEVEL ACTIVITY

- ◆ The monkey receives orders via phone. To introduce an interesting activity, students will make a toy phone using matchboxes and thread.
- ◆ Please remember that our aim is to encourage our learners to speak English. To achieve this goal, you must interact with them in English.
- ◆ I hope you will remember how we will elevate our interaction to the level of dialoguing. For this, you need to ask questions, acknowledge answers, pass the answers to fellow learners, appreciate them, and continue the chain.

Making a Toy Phone

- ◆ **Materials Needed:**
 1. Two matchboxes
 2. A long cotton thread
 3. Two buttons (used buttons will work)
 4. A pin to poke the boxes
- ◆ **Directions:**
 1. Pop out the inner trays of the matchboxes.
 2. Make a hole in the center of each tray.
 3. Pass the thread through the holes.
 4. Tie the ends of the thread to the buttons.
 5. Your toy phone is ready!

The same tray can be used as both the mouthpiece and the earphone. When one person uses it as the mouthpiece, the other can listen by using the tray at the other end as the earphone.

Processing the Reading Passages

- ◆ You have gone through 4 units so far. You must have acquired the skills to process a text

(reading passage). If you need any clarification regarding the steps to be followed, please refer to the TRM of the previous units.

- ◆ Follow the same process for all reading passages. There are 10 passages in the story.
- ◆ Please do not forget to use interaction questions to lead children beyond the reading passages.
- ◆ Action Song Presentation for “Ting-a-ling, Ting-a-ling” (Pages 38–39)
- ◆ Objective: To make the poem fun and engaging through actions and group participation.

1. Preparation:

- Read the poem aloud with the children to familiarize them with its rhythm and tune.
- Identify keywords or actions that can be mimicked

2. Formation of Groups:

- Divide the class into small groups. Each group will take one stanza or a few lines of the poem.

3. Adding Actions:

- Guide children to brainstorm simple and clear actions that match the poem’s words.
- For example, if the poem mentions a bell, they can pretend to ring an imaginary bell.

4. Practice:

- Allow groups to rehearse their parts with actions.
- Offer feedback to enhance coordination and expressiveness.

5. Performance:

- Let each group present their segment of the poem with actions.
- Combine all performances into a seamless presentation of the entire poem.

Conversation Activity from Page 43

- ◆ Objective: To help children construct and present a simple dialogue.

◆ **Steps to Follow:**

1. Interaction:

- ◆ Begin with an engaging Q&A session. Guide children with the following prompts:
 - What do you want to write? (A conversation)
 - Who is conversing? (The shopkeeper and you)
 - What do you want to buy? (Chocolates, for example)
 - What will you ask? (Elicit possible sentences, e.g., “Chocolates, please.”)
 - What will the shopkeeper reply? (E.g., “How many do you want?”)
- ◆ Write acceptable answers on the blackboard to give them a framework.

2. Individual Writing:

- ◆ Ask children to independently write a short conversation based on the interaction.

3. Presentations:

- ◆ Invite one or two students to present their dialogue.
- ◆ Use these as examples to encourage others.

4. Group Refinement:

- ◆ Organize the class into small groups to discuss and improve their conversations collectively.

5. Group Presentations:

- ◆ Let each group present their refined conversation.

6. Teacher’s Version:

- ◆ Present your version of the conversation for comparison:

Me: Hi, chocolates, please.

Shopkeeper: How much do you want?

Me: Just one piece.

Shopkeeper: Here it is.

Me: How much?

Shopkeeper: Ten rupees.

Me: Here it is.

Shopkeeper: Thank you.

Me: Welcome.

7. Editing:

- ◆ Encourage students to refine their conversations further, incorporating new vocabulary or better sentence structures.

Naming the Service Centre (Second Activity on Page 43)

1. Introduction:

- ◆ Guide the children to the second activity on page 43, where they will find their own names for shops or service centers.

2. Discussion:

- ◆ Encourage students to think creatively and suggest unique names.
- ◆ Facilitate a negotiation process where they share their ideas and refine them based on group input.

3. Eliciting Details:

- ◆ Ask questions to help children think of meaningful or fun names:
 - What does the shop sell or what services does it provide?
 - Who might visit this shop?
 - How can the name make the shop stand out?

4. Visual Aid:

- ◆ Show photos of shop nameboards to inspire ideas and help students visualize their own creations.

5. Continuation:

- ◆ Let children build on the naming activity by adding details, such as:
 - Designing a logo.
 - Creating a slogan for the shop.
 - Writing a short description of the shop or service center.

Activities on Page 44: Placing Orders

- ◆ **Objective:** To engage children in creative role-play and writing activities based on placing orders.
- ◆ **Steps to Conduct the Activity:**

Step 1: Interaction

- ◆ Start by interacting with the children to draw their attention to how animals might place orders (as described in the textbook).
- ◆ Ask open-ended questions to stimulate their imagination:
 - What do you think animals might order if they could talk?
 - How would they place their orders?

Step 2: Role-Playing the Scenario

- ◆ Let children role-play the situation using the dialogues provided in their textbooks.
- ◆ Assign roles to make it more engaging (e.g., one child as the animal and another as the shopkeeper).

Step 3: Encouraging Independent Thinking

- ◆ Encourage students to think creatively about placing orders. Prompt them with questions such as:
 - What would you order if you were an animal?
 - How would you describe what you want?

Writing and Refining Process:**1. Individual Writing:**

- Ask children to individually write their own version of an order being placed by an animal.

2. Presentation:

- Invite one or two students to present their written dialogues to the class.

3. Group Refinement:

- Organize the class into small groups to refine and improve their dialogues collaboratively.

4. Group Presentations:

- Have each group present their refined versions to the class.

5. Teacher's Version:

- Present a model version of a dialogue for comparison and inspiration.

6. Editing:

- Guide the class to edit and enhance their dialogues further, focusing on vocabulary,

sentence structure, and creativity.

7. Role-Playing:

- Finally, let students act out their dialogues, bringing the scenario to life through role-play.
- Arranging the Goods in the Cupboard (Pages 44 and 45)

Steps to Conduct the Activity**Step 1: Assign the Task**

- ◆ Begin by interacting with the children to explain the activity and assign tasks.

Step 2: Writing Object Names

- ◆ Ask the children to write down the names of the objects (pictures) on page 45.

Step 3: Segregating Items

- ◆ Guide them to categorize the objects into three columns:
 1. Food Items
 2. Dress
 3. Toys

Step 4: Familiarizing Phrases

- ◆ Use the picture of the shelf on page 44 to introduce these phrases:
 - On top of the shelf
 - In the middle of the shelf
 - At the bottom of the shelf

Step 5: Arranging the Items

- ◆ Draw their attention to the directions on page 45:
 - Arrange the food items on top of the shelf.
 - Arrange the dress in the middle of the shelf.
 - Arrange the toys at the bottom of the shelf.

Step 6: Writing in Columns

- ◆ Encourage children to write the names of the objects in the appropriate columns provided on page 44.

Step 7: Completing the Sentences

- ◆ Using the table they created, guide the children to complete the sentences on page 45.

Step 8: Teacher’s Version

- ◆ Present a model version of the completed table and sentences for comparison and guidance.

Activity on Page 46: Drawing and Talking About a Chimpanzee

- ◆ **Objective**
- ◆ To encourage creativity and interaction while children draw and learn about chimpanzees.

Steps to Conduct the Activity

Step 1: Drawing the Picture

- ◆ Encourage children to draw their own picture of a chimpanzee.
- ◆ Interact with them while they draw by asking questions, such as:
 - What does your chimpanzee look like?
 - What is your chimpanzee doing?
 - What is your chimpanzee wearing?

Step 2: Bringing and Pasting a Picture

- ◆ Ask children to bring a picture of a chimpanzee from home or find one in a book or magazine.
- ◆ Help them paste it on the display board.

Step 3: Talking About the Chimpanzee

- ◆ Encourage children to talk about their chimpanzee.
- ◆ Guide them with prompts like:
 - What is the name of your chimpanzee?
 - What does it do?
 - Why do you like it?

Teacher’s Version

Present the following model as an example:

My Chimpanzee

My chimpanzee is Mr. Chimpu.

He is tall and strong.

He wears a blue shirt and yellow pants.

He is reading a book.

I like my chimpanzee, and he likes me too.

Radio Drama Activity - Page 48

- ◆ **Steps to Conduct the Activity**

Step 1: Story Review

- ◆ Have children read through the entire story again.
- ◆ Instruct them to:
 - Mark all the dialogues and other relevant sentences.
 - Identify the number of characters in each passage.

Step 2: Group Formation

- ◆ Form groups of three members.

Step 3: Assign Roles and Passages

- ◆ Assign one passage to each group (skip the poem part).
- ◆ Allocate roles within each group:
 - Two characters to read dialogues.
 - One narrator to handle the narrative part.
- ◆ Ensure dialogues and narration are distributed appropriately.

Step 4: Practice and Rehearsal

- ◆ Allow groups to work on their passages and rehearse their presentations.
- ◆ Guide them on voice modulation to make the drama engaging.

Step 5: Presentation

- ◆ Have each group present their assigned passage one by one in sequence.

What is the cost ? Page 48

- ◆ Let the learners prepare a price list.
- ◆ You can prepare a three column chart for this

Item	Quantity	Price

Activities from Page 49

- ◆ **Activity 1: Listing Commodities and Placing Orders**

Step 1:

- ◆ Ask children to make a list of commodities they commonly use or see.
- ◆ Let them assign prices to these items as they wish.

Step 2:

- ◆ Guide them to use this list to place an order for the donkey (as described in the activity).
- ◆ Help them calculate the total cost of the items ordered.

Note: This activity integrates English and mathematics, aligning with the New Education Policy guidelines.

- ◆ **Activity 2: Digital Assignment**

- ◆ Making a Crane:
 - Instruct children to create a crane using cotton and twigs at home.
 - Ask them to video record the process.
 - Let them post their videos in the class group.
 - Encourage them to narrate the steps in English while making the crane to practice spoken language.

- ◆ **Activity 3: Scribbling Thoughts**

- ◆ Discussion on Mobile Phones:
 - Initiate a discussion on the uses of mobile phones.
 - Encourage children to share instances when a mobile phone has been helpful to them (e.g., calling for help, finding information, or learning online).
 - Like –to call for an ambulance, call a doctor, call police, place order for food, Etc.
 - Also ask them to site instances when phone becomes a nuisance.
 - Like- rings at prayer time, study time, someone using a mobile phone while in a discussion, Etc.
 - What will happen if we live in a phone free land?
- ◆ Follow the steps for writing as detailed in previous units.

Fun With Grammar & Odd one out.**page 50**

- ◆ Encourage them to do the activity themselves.
- ◆ Correct them if needed.

Language focus

1. Familiarizes with plural and singular subject verb agreement.
2. Use of can to get something.
3. Use of specific phrases to make a purchase.
4. Writes conversation.
5. Familiarizes with the prosodic features of language.

Game: “Phone Order Adventure”

- ◆ **Objective:**

- ◆ The goal of the game is to practice making simple phone orders, such as ordering food, toys, or supplies, using clear and polite language.

- ◆ **Materials Needed:**

- ◆ Toy phones or any objects that can represent phones (like cardboard phones or just a pretend phone).
- ◆ A list of items to order (e.g., pizza, toy, books, fruits, etc.).
- ◆ A “menu” with pictures and simple names of items that children can order from.

- ◆ **How to Play:**

1. **Setting the Scene:**

- ◆ Set up the classroom as if it were a store or restaurant. You can have different “stations” (like a food station, toy store station, etc.) or use a simple menu with pictures and names of items.

2. **Role-play Setup:**

- ◆ One child acts as the “storekeeper” (receiving the order over the phone), and the other children act as customers placing the order.
- ◆ The storekeeper stands at one end of the room, and the customers can “call” by picking up a toy phone or using a pretend phone.

3. Placing the Order:

- ◆ The customer picks an item from the menu and practices ordering it. Example dialogue:
 - Customer: “Hello! I would like to order a pizza, please.”
 - Storekeeper: “Sure! What kind of pizza would you like?”
 - Customer: “I want a cheese pizza, please.”
 - Storekeeper: “Great! Your order will be ready in 10 minutes.”
 - Then, they can switch roles.

4. Interactive Practice:

- ◆ Encourage children to use polite phrases like “Please,” “Thank you,” and “Can I have...” as they practice their ordering.
- ◆ After each order, other students can give feedback or help with the conversation, practicing both speaking and listening.

5. Variation:

- ◆ If you want to make it more dynamic, you can have some children play the role of delivery people, and others as the customers placing their orders.

Learning Outcomes:

- ◆ Children will learn how to introduce themselves and speak clearly on the phone.
- ◆ They will practice polite phrases like “Can I have...,” “Please,” “Thank you,” and “Goodbye.”
- ◆ They will get familiar with the process of making simple orders over the phone, like ordering food or toys.
- ◆ This activity makes learning interactive and fun while practicing communication skills in a real-world context.

Confidential Tips on making a conversation.

Note: These tips will help you develop better teachers version.

Objective:

- ◆ Help students practice a simple and polite

conversation when buying chocolates from a shopkeeper.

Steps: 1. Introduction to the Scenario:

- ◆ Explain to the children that they will pretend to go to a shop to buy chocolates.
- ◆ Discuss the setting: they are at a chocolate shop and they want to buy some chocolates.

2. Introduce Key Vocabulary and Phrases:

- ◆ Teach the children essential words and phrases they will need for the conversation. Focus on:
 - Greetings: “Hello!” or “Good morning!”
 - Asking for what they want: “I want to buy chocolates.”
 - Polite phrases: “Please,” “Thank you,” “How much is it?”
 - Saying goodbye: “Thank you! Goodbye!”

3. Demonstration:

- ◆ Role-play a simple conversation between the shopkeeper and the customer (teacher or a student can play as the shopkeeper):
 - Shopkeeper: “Hello! How can I help you today?”
 - Customer (student): “Hi! I want to buy chocolates, please.”
 - Shopkeeper: “Sure! We have many types of chocolates. What kind would you like?”
 - Customer (student): “I want a milk chocolate, please.”
 - Shopkeeper: “That will be \$2. Here you go.”
 - Customer (student): “Thank you! Goodbye!”
 - Shopkeeper: “Thank you! Have a nice day!”

4. Guided Practice:

- ◆ Have students pair up and practice the dialogue in pairs, taking turns being the shopkeeper and the customer.
- ◆ Remind them to use polite language: “Please,” “Thank you,” “How much is it?” etc.

5. Use Visual Aids:

- ◆ Show pictures of different types of chocolates, or set up a pretend shop with chocolate items (real or toy chocolates) and a simple “menu” with prices.
- ◆ This helps children associate the vocabulary with the objects they’re buying.

6. Role Play in Groups:

- ◆ Set up a pretend chocolate shop in the classroom, and let each student take turns being the customer and the shopkeeper.
- ◆ Encourage them to ask questions like “How much is it?” and respond using simple sentences.

7. Encourage Real-Life Practice:

- ◆ Give the children scenarios where they could use these skills outside the classroom, such as in a real store with their parents.
- ◆ They can practice ordering chocolates or other simple items using the language they’ve learned.

8. Praise and Feedback:

- ◆ After the role-playing, praise children for using polite and clear language.
- ◆ Provide gentle feedback to help them improve their pronunciation, grammar, or expressions.

Key Phrases for the Conversation:

◆ Customer:

- “Hello!”
- “I want to buy chocolates, please.”
- “How much is it?”
- “I want [type of chocolate], please.”
- “Thank you!”
- “Goodbye!”

◆ Shopkeeper:

- “Hello! How can I help you?”
- “We have [types of chocolates].”
- “That will be [price].”
- “Here you go!”
- “Thank you! Have a nice day!”

Learning Outcomes:

- Children will practice using simple English to ask for and purchase items.
- They will learn polite conversation skills and use them in a real-world context (buying something from a shop).
- They will gain confidence in speaking English in social situations.
- ◆ This approach ensures that Grade 1 children learn conversational skills in an engaging, interactive way while practicing essential phrases and vocabulary.

Introduction

- ◆ This is a simple story which tells you how to spend your free time to achieve greater things in life.
- ◆ Note Hope you will process reading and writing as described in the previous units. Anyhow this TRM will help you to draw Lesson plans in tune with constructive paradigm.

Module 1

Mamma, I'm Getting Bored!

1. Entry Level Activity

- Let Children draw an elephant and colour it.
- Keep on encouraging them while they work on it.
- Sample
- Hi, Faisal, You are drawing the body first, aren't you, fine!
- I think Gita is drawing the legs, am I right Gita?
- You have done a wonderful work Fida, congrats!

2. Reading Passage

- Lead children to the reading passage "Mamma, I'm Getting Bored!"
- Always give children the first chance to read it out.
- Let the pairs present the dialogues in it as a role play (mother elephant and baby elephant.)
- You will have to clarify the meaning of the coinage "Thinking hard". Try to convey the meaning without translation.
- Read aloud the passage with gestures, facial expression tone and pitch variation.
- Record their reading and post the clip in class whats app group.

Activities Linked to the passage.

1. Activities on page 68.

◆ Directions.

- Use the interaction questions given on TB page no 55
- Let your learners do the activities themselves.
- Allow them to check their work in groups
- Let one or two present their work.
- Present your version
- Ask them to write the refined version on the concerned TB page or on a fresh page in their note book.

2. You may lead them to the activities on page 70.

Module 2

(Passages Looking for Shelter, A Fine Umbrella and A wonderful nose.)

- ◆ Proceed as done earlier. (Processing reading)
- ◆ Use the interaction question given on page 56.
- ◆ Interact with the children. Let them come forward with their own ideas.

Activities Linked to the passages.

- ◆ Activities given at the end of the story can be done when you find a slot.
- ◆ Anyhow it is better to lead your learners to the activity on pages 69, 71 and 72 after the passage 'A fine umbrella.'
- ◆ Before you proceed to page 72, draw their attention to the last sentence of the passage (page 59.)
- ◆ Ask-
 - The elephant baby is sad now. Can you find some jobs for him?
 - Then lead to page 72.
 - Follow the steps for writing as detailed earlier.

- ◆ Additional Activities.
 - Draw the learners' attention to the title 'A wonderful nose'. (page 58.)
 - Why the elephant's nose is wonderful?

Elicit answers like

- 'It is long'
- 'It is strong'
- It can hold things'
- 'It can hold water'
- 'It can spray water'
- ◆ Encourage children to find more usages like 'wonderful nose'.
- ◆ **Example**
 - The elephant has a wonderful nose.
 - The peacock has a wonderful tail.
 - The rainbow has wonderful colours.

Module 3

The sleepless night.

- Follow the steps detailed earlier to process reading.
- Let them read the note on fireflies on page 78
- Lead a discussion based on it.

Activity Linked to the passage

- Writing a lullaby.
- Sing the first stanza
- Encourage children to write more lines.
- Follow the steps for writing.

Teacher's Version.

*Sleep baby sleep
You are mom's pet*

*Sleep baby sleep
You are my little child*

*Sleep baby sleep
You are my everything*

*Sleep baby sleep
You are dad's pet*

*Sleep baby sleep
You are smart and cute.*

Module 4

Fire, Fire.

- ◆ Process the reading passage as dealt with earlier.
- ◆ You can proceed to the next three passages(Who can read this(page 64), A drenched letter(page 65)and The forest officer(page 66). in a serial order.
- ◆ Use the interaction question on page 63 and the incomplete letter on page 65 before you proceed to the writing task on page 74

King's Letter

- ◆ Let children compose a letter of their own. The letter given on page 65 and the passage 'The forest Officer(page 66) can be an input for this.
- ◆ Please encourage them to compose a new letter using the data on page 65.
- ◆ Follow the process for writing as usual.

Teacher's Version

*Dear Baby elephant,
You did a great Job. You saved our forest.
I appoint you as the forest fire officer.
Congratulations.*

*Lovingly Yours,
The King Lion.*

Dear Diary (page 73.)

You can follow the process outlined below to make children write the baby elephant's Diary.

Interaction

- ◆ Develop a concept map through interaction.
- ◆ Ask the following questions and write the answers then and there on the BB or chart.
 - Who is writing the diary?
 - What are the main events of the day?
 - Who did he shelter from rain?
 - What happened then?
 - What did he do then?

- What happened at night?

- ◆ Accept, acknowledge, modify and write learners' answers on a separate chart to form a primitive diary entry.
- ◆ Negotiate with learners and add more reflections on the events and emotions associated with.

Teacher's Version

- ◆ *Today it rained. Animals asked for shelter.*
- ◆ *I sheltered them under my ears. It was funny!.*
- ◆ *Then I watered plants. At night I slept. Suddenly I saw fire in the forest. I ran to the river. I brought water.*
- ◆ *I sprayed water with my trunk. Thank God I put off the fire.*

Module 5

Poem 'Elephants'.

- ◆ Encourage children to give tune to the poem and present it.
- ◆ You can discuss and elicit the meaning of the poem.
- ◆ Let children present it as an action song.
- ◆ You can make them listen to the song. (Different versions are available on You tube)

Module 6

You can do the rest of activities one by one following the method already dealt with.



**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 2**

Introduction.

“The Little Elephant” is an interesting folk tale about a little elephant who frequently asks disturbing questions. He was punched by a hippo, other elephants, and a python for such questions. Long ago, elephants had no trunks at all. This is the story of how the small nose of a little elephant became a long trunk.

One day, the little elephant had a doubt: What does a crocodile eat for dinner? Other elephants punched him for asking such a question. He then approached the colocolo bird and a python with the same question, but both dismissed him for asking silly questions. Finally, he reached the Limpopo River. He saw what looked like a log moving in the river; actually, it was a crocodile. The little elephant asked the crocodile the same question. The crocodile caught him by his small nose and began to tug it. As the crocodile pulled, the nose grew longer and longer. The python came to help the little elephant, pulling on the nose with greater strength. The crocodile eventually released the nose, but by then it had become long. At first, the little elephant disliked his long trunk, but it later proved useful to him.

The story illustrates that if the questions of the young are not addressed by their elders (even if they seem meaningless), it can lead to danger.

Components of the chapter.

- Story
- Poem
- Conversation
- Puzzle
- Riddles
- Poster
- Framing questions
- Description
- Thoughts
- Word game
- Matching

- Making elephant’s mask
- Fun with sounds
- Good food habits
- Recipe writing
- Game
- Glossary

Materials needed

- Chart paper
- Card board
- Markers or paints
- Scissors
- Glue
- String or elastic
- Instructional Time:25

Module 1- 4 Periods

This module aims to help the learners to frame questions.

Objectives.

- Engage students with the story.
- Encourage oral responses to questions.
- Facilitate reading and enjoyment of the story.
- Identify the parts of an elephant.
- Understand the characters in the story.
- Frame meaningful questions.
- Enable learners to engage in craft activities.
- Prepare a poster to find out missing Baby elephant.

Entry Activity

- Teacher displays the picture of an elephant given on page number 7

Interaction

- Children, what do you see in the picture?
- Do you like elephants?
- Why do you like them?

- Have you noticed their nose?
- How is it different from our nose?
- What do we call it?
- ◆ Teacher elicits responses.
 - Teacher helps the learners to understand that the nose of the elephants is called trunks.
 - Teacher shows different parts of an elephant prepared on cardboard or paper and asks the children to identify them.
 - Learners identify the body parts.
 - Learners write them in their notebooks.

Let's Make an Elephant mask.

Objectives.

- Listens and understands the simple directions of the teacher and acts accordingly.
- Improves their ability in craft activities.
- Enhances motor skills development, such as cutting, gluing, and colouring.
- Fosters creativity and self-expression.
- Supports socio-emotional learning.

Teacher: OK, children. We have listed the body parts of an elephant. How would it be if we made an elephant mask and wore it? Don't you like the idea?

- The teacher leads the children to the activity of making an elephant mask, as outlined on page 34 of the text book. (Proper directions should be given the day before to ensure the needed materials are prepared.)
- The teacher shows a cut-out of the elephant's head with a trunk made from cardboard to the children.

Teacher: Dear children, let's make an elephant mask today! Everyone, take the cardboard, pencil, and scissors. First, let's draw the shape of the elephant's head with the trunk on the cardboard. Those who can't draw can trace it using the model I provide. (The teacher helps children trace it.)

- (Note: A cardboard sheet of A3 size can be used vertically for cutting out the elephant head.)

Teacher: OK, let's paste paper on the cardboard cut-out in the same shape.

- Now, draw the features of the elephant's face on the paper, such as the eyes, ears, and trunk.
- Draw some wrinkle mark on the face to make it seem original.
- Cut out two eye holes and a hole for the mouth.
- Colour the mask with crayons, markers or paints.
- Attach a string or elastic to the back of the mask so that it can be worn.
- Now the mask is ready.
- Play a rhythmic poem related to elephants and let the children dance to music.
- Conduct an exhibition of elephant mask in the class

◆ Interaction

- OK children.
- Pls look at the picture of elephants given on page no:8 of the TB.
- How do they differ from present-day elephants?
- Yes. They have no trunks.
- How do they look?
- Do you like them? Why?
- Let's read the story of a little elephant who always asks questions.
- (Follow the reading process as mentioned in earlier units.)

Interaction

- Why didn't the giraffe respond to little elephant's question?
- Why did the little elephant ask questions?
- What was the hippo's response?
- Do you ask questions to your friends and parents?
- How do they respond?
- How do you feel if you don't get any response?
- ◆ Teacher asks questions one by one and elicit responses and megaphone them in the class.
- ◆ Appreciate the learners who came with answers.

- ◆ *Teacher says:*
- ◆ *The little elephant asked questions to a giraffe and a hippo.*
- ◆ *What was their reply?*
- ◆ *Nobody replied, did they?*
- ◆ *Do you want to ask such questions?*
- ◆ *OK. Let's do it.*

- All of you prepare one question each and paste them on the chart in the classroom.
- (Teacher should fix charts on the wall of the classroom for the children to paste their questions.)
- Teacher should go through all the questions and tries to answer them on the same day or next day.
- All questions may not be answered. Help the learners understand why some questions are unanswered.
- Teacher draws the learners, attention to the question words used in each question.

Interaction

- ◆ The little elephant has the habit of asking mischievous questions.
- ◆ He got a punch from the hippo for the same.
 - Who will he approach next?
 - What will he ask?
 - What will happen then?
 - Will he get punched again?

OK, dears let's go to the passage "When the question went wrong" on page number 10. Follow the reading process as done in earlier units.

Interaction

- What did the little elephant ask other elephants?
- What was their response?
- Why did the elephants shout and rush at the elephant calf?
- How would you feel if you were in the place of the elephant calf?
- What would you like to eat for dinner?

- ◆ Elicit responses from the learners and write

them on the board.

- ◆ Let them write down in their TB.
- ◆ When the elephants stopped punching him, the little elephant ran away to the Colocolo bird.
- ◆ His parents and the herd searched him everywhere.
- ◆ But he was not found.
- ◆ His mother was very worried.
- ◆ She decided to prepare a poster to find him.
- ◆ Before leading the learners to the passage, the teacher will elicit the essential elements of poster through discussion.
- ◆ Teacher shows a poster of the same theme in the class and interacts with the learners about the content and layout.

Interaction.

- What will be the heading of the poster?
- Shouldn't we draw the picture of the little elephant?
- What are the other details to be included?
- Shouldn't we include details like name, age, size, and shape?
- Shouldn't we mention his special nature? What is it?
- What will be the last details to be added?
- Teacher poses the questions one by one and elicits responses.
- ◆ Write them on the board.

OK, children. Let's go to "Missing" on page 28 of the text book.

Go through the given poster and fill it up with necessary details.

Follow the steps

- Individual attempt
- Random presentation.
- Grouping and refinement in groups.
- Group's presentation.
- Presentation of teacher's version.
- Editing.

Teacher's Version.

Missing
(picture of little elephant)
Name: Baby.

Age: Two years
Size and shape: Fat and short.
Last seen: (date)
Habits: Frequently asking questions to everybody.
Those who find him, please call me.
Mother Elephant.
Phone:12234543
“My dear son, please come home. The entire herd is waiting for you. All your questions will be answered”

Evidences of Successful Transactions.

- ◆ **Text Book.**
 - Completed Poster on page28
- ◆ **Note Book.**
 - Framed questions.
 - Written responses
- ◆ **Classroom**
 - Elephant masks
 - Classroom observations
- ◆ Active participation in discussions, framing of questions and mask making.

Module 2
Processing time: 4 periods.

Objectives

- Read and enjoy the story parts.
- Respond to the questions orally.
- Prepare a recipe for making fruit salad.
- Identify good food habits.
- Develop writing skills.

Interaction.

Good morning, children. How are you?

Our little elephant ran away from the herd to meet the Colocolo bird.

Can he meet the bird?

What will he ask the bird?

What will the reply be? Can you imagine?

Will the little elephant be pecked by the Colocolo bird?

Don't you want to know the rest of the story?

Turn on “The Journey to the Limpopo” on page 11 of TB.

Follow the reading process.

- ◆ While Reading Interaction.
 - What question did the baby elephant ask the bird?
 - What was the bird’s reply?
 - Where did the baby elephant go next?
 - What did he carry?
 - Who did he meet at the river?
 - What present did the python give the calf?
- ◆ Teacher asks the questions one by one and elicits responses from the learners.
- ◆ Teacher appreciates the learners.
- ◆ **Questions for in- depth reading.**
 - “What a stupid question”, said the python about the little elephant’s question. Do you think the reply is correct? Why?
 - The elephant calf ate the melons while walking and threw the peels on the ground Do you agree with this type of behaviour? Why?
- ◆ Teacher poses the question and asks learners to go through the text again to answer those questions.
- ◆ Let the learners respond orally and write the answers in their notebooks.

Interaction.

Okay, children.

The little elephant ate melons and threw the peels on the ground.

You said that his action was not fair.

What will happen if we throw banana peels on the road?

Somebody will slip and fall, won't they?

Is it a good habit?

Certainly not! Do you agree with me?

Similarly, we need to follow some food habits.

Let's go to page 39 of the TB, “Good Food Habits.”

“Given below are some food habits. Put a tick mark next to good habits and a cross mark next to bad habits.”

- ◆ Let the learners read the habits one by one and mark their symbols.



- ◆ If any confusion arises, teacher clarifies it through discussion.
- ◆ Don't forget to congratulate those who have completed it on time.

Interaction

Teacher shows the picture of "Fruit salad" either in projector or pasted on a chart paper.

- What is this?
- Do you like it?
- Is it tasty and sweet?
- Has your mother made it at home?
- What are the ingredients used?
- Name the fruits you prefer to make fruit salad.
- What else will you add in it to make it sweet and tasty?
- ◆ Ok. Let's go to page 38 of TB and make a short note on making fruit salad.
- ◆ What fruits will you use for making fruit salad?
- ◆ Let the learners say aloud and teacher list them on the board.
- ◆ Promote them to use mango, jackfruit and other locally available fruits too.
 - What will you do first?
 - Won't you wash the fruits?
 - What will you do next?
 - Won't you cut in to bite sized pieces?
 - What will you add in it for sweetness?
 - Won't you mix it well?
 - What will you use to mix it? A bowl and a spoon?
- ◆ Prompt the learners to respond and write them in their notebook.
- ◆ Let them list the ingredients first and then the process.
 - Individual writing
 - Random presentation.
 - Grouping and refinement in groups.
 - Group presentation.
 - Teacher's version.
 - Editing.
- ◆ Teacher can prepare a fruit salad in the class with the help of the parents.
- ◆ The ingredients for making it should be brought by the learners.

- ◆ Their active participation must be made sure.
- ◆ Serve it to children and make them happy.

Teacher's Version.

◆ Fruit Salad Recipe.

◆ Ingredients.

- Banana
- Apple
- Grapes
- Mango
- Jack fruit
- Orange
- Water melon
- Pineapple
(Take any five or six types of fruits.)
- Honey - one table spoon
- Lemon juice – one table spoon
(if needed)

Instructions

- Wash your hands first.
- Choose the fruits you like.
- Wash the fruits thoroughly.
- Cut the fruits in to bite sized pieces.
- Put them in a bowl.
- Add a little honey and lemon juice to make it sweeter and tastier.
- Mix everything well.
- Serve the fruit salad.

Evidences of successful transaction.

- Marked good habits and bad habits.
- Recipe of fruit salad.
- Oral responses.
- Participation in discussion
- Written answers.
- Fruit salad making, distribution (live) and its video.

Module 3

Transaction Time: 3 periods.

Objectives

- Read and enjoy the story part.
- Respond orally to the questions.
- Read the story, understand the events and

fill the speech bubbles.

- Encourage learners to imagine possible dialogues.

Interaction

- ◆ The python also gave a punch to our little elephant. What will he do next?
 - Where will he go now?
 - Who will he meet there?
 - Don't you want to know about it?
 - Let's go to page 12 of TB, "The moving log".
- ◆ Follow the process of reading.
 - He saw a log on the river. What will it be?
 - Why did his father, mother, uncle and the python punch him?
 - Have you ever been beaten by somebody? If so, why?
 - The log began to move. What will happen next?
- ◆ Ask the questions one by one and elicit responses from the learners.
 - Tell them to write them in their notebook.
 - Ok children.
 - What was that moving log?
 - Yes, it was a crocodile.
 - What will happen now?
 - Let's read the passage "The Crocodile's Trick" on page 14.
- ◆ Follow the reading process.
- ◆ **Interaction while reading**
 - Why did the crocodile give a wink to the elephant calf?
 - "The little elephant was terribly glad.", why?
 - What trick did the crocodile play?
 - What happened in the end?
- ◆ Elicit responses from children.
 - Okay, children.
 - The little elephant talked to many animals before he was caught on the nose by the crocodile.

Who were they?

What question did he ask each one?

What was their reply?

Let's go through the passages once again

and fill the speech bubbles on page 21 and 22.

Responses of each character is not given in the TB.

Have the learners imagine and write their responses.

Individual attempt.

Random presentation.

Teacher assesses each learner's work and compliments them.

◆ Possible dialogues

Little elephant: Uncle, why do you have spots on your skin?

Giraffe: Are you mad?

Little elephant: Why your eyes are so red?

Hippo: Go away baby. I have no time to answer you.

Little elephant: What do you eat for dinner?

Crocodile: Come a bit closer. I will tell you it in your ear.

Little elephant: What does a crocodile eat for dinner?

Elephants: Run away with your foolish question.

Little elephant: What does a crocodile eat for dinner?

Colocolo Bird: Go to the river Limpopo. There you will find out everything.

Little elephant: Python, what does a crocodile eat for dinner?

Python: What a stupid question?

Evidences of successful transactions.

- ◆ Oral and written responses.
- ◆ Filled up speech bubbles with imaginary dialogues

Module 4

Processing Time 5 periods.

Objectives.

- ◆ Read and enjoy the story part.
- ◆ Understand and apply the expression "longer and longer"
- ◆ Describe a picture using static and dynamic action words.

- ◆ Sequentially arrange events and their pictures

Interaction

Dear children,

The crocodile caught the little elephant by its nose.

What will happen then?

Will the crocodile eat the baby elephant?

Who will save him?

If you want to know what happened to him, go to page 15, “The little Elephant’s Nose”.

Follow the process of reading.

While Reading Questions.

Who came to save the elephant calf?

What happened to his nose?

How did the nose grow long?

What did the crocodile do in the end?

Do you think the elephant calf is foolish?

Why or why not?

Have you ever done anything foolish in your life? Explain.

- ◆ Interaction leading to discourse construction.
- ◆ The tug between the little elephant, the crocodile and the python is pictured on page 37 of the TB. Observe the picture carefully, and write a description.
 - What do you see in the picture?
 - Where does it happen?
 - Who are the characters?
 - What is the crocodile doing?
 - What is the elephant calf doing?
 - What is the python doing?
 - What else can you see in the picture?
- ◆ Ask the questions one by one and elicit responses.
 - Individual writing
 - Random presentation
 - Refinement in groups
 - Group presentation
 - Teacher’s version
 - Editing
 - Teacher’s version

Description.

This picture depicts a beautiful scene. There is a green hill near the river, and the sky is blue. The incident happens on the bank of the river. A baby elephant, a crocodile, and a python can be seen in the picture. The crocodile is attacking the baby elephant, tugging at its nose. The baby elephant is fighting back and is frantic. The python is wrapping around the elephant calf’s nose. The python tugs back and releases the baby elephant. Lush green grass and round rocks are visible in the picture.

Interaction

Okay, children.

*Let’s go to page 24 of TB and do the activity”
Longer and longer”*

The elephant’s nose grew longer and longer.

*Do you know the meaning of the word-
longer?*

It means “Extended”

What action word is used here?

Yes, it is “grew.”

It means” developed.”

*Read the sentences given on page 24 and fill
in the blanks.*

*The word “grew” can be used in all
sentences.*

Individual work.

Random presentation.

Interaction

- ◆ Observe the pictures and sentences given on page 27. The pictures are in jumbled order. You need to arrange them in proper sequence and give a title for each picture. You are free to select suitable sentences from those given in box.

Teacher Talk

- First, observe the pictures carefully.
- Arrange them in proper sequence based on the order in which the events took place.
- Read the sentences given in the boxes and find out to which pictures they are related.
- Write the selected sentences below the

- relevant pictures.
- Individual attempt.
- Random presentation.

Order of Events

- ◆ The baby elephant comes across a crocodile.
- ◆ The crocodile tricks the baby elephant and catches his nose.
- ◆ The baby elephant’s nose gets longer.
- ◆ A two -coloured python helps him.
- ◆ The baby elephant escapes.

Evidences

- Oral and written responses.
- Picture description.
- Completed activity using longer and longer.
- Sequentially arranged pictures and titles.

Module 5

Transaction Time: 4 periods

Objectives

- Read and enjoy the story part.
- Respond to the questions both orally and in writing.
- Identify the characters, feelings and assign suitable emojis.
- Solve the puzzles.
- Classify and list wild and domestic animals.

Interaction

Good morning, everyone!

How are you?

What has happened to the nose of our baby elephant now?

Does he like his long nose?

Will he show his long nose to others?

Okay. Let’s go to page 16 of TB, “ Trouble with Long nose”, and find out his response.

Follow the reading process.

- What did the little elephant do with his long nose?
- Why did he want his long nose to be short again?
- What did the python say to him?
- Elicit responses.

- Let them record their responses in their notebook.

Interaction

- The little elephant felt sad when all others punched and scolded him. But he felt happy when the python saved him.
- Different situations faced by our little elephant are presented on page 25 of the TB.
- Read the sentences and fill in the blanks with suitable words and draw matching emojis.
- Individual attempt.
- Random Presentation.

Possible answers

1. Sad
2. Happy
3. Frantic
4. Relieved

Interaction

- Do you like animals?
- Which animal do you like most?
- What about domestic animals? Do you like them?
- How many of you have pets?
- How many of you like wild animals?
- Our little elephant is splashing water.
- Let’s go to “Word Splash” on page33 of TB.
- The names of many animals are coming out along with water.
- Those words are listed in a box below the picture.
- Read those words and place them in the appropriate basket provided.
- Individual task
- Random presentation.

Interaction.

- We have listed both wild and domestic animals together.
- OK. Let’s solve a puzzle about wild animals.

- Turn to page 23, “The Animal World” and solve puzzles given.
- There are two puzzles across and three puzzles down.

◆ **Hints**

- The first one across has 9 letters
- The second one across has 6 letters.
- The first one down has 8 letters.
- The second one down has 4 letters
- The third one down has 6 letters.
- Individual attempt.
- Random presentation
- Teacher will ensure that each learner has completed the work.

Evidence of learning

1. Completed sentences and emojis drawn
2. Completed puzzles about wild animals.
3. Written responses.
4. Classified list of wild and domestic animals.

Module 6

Transaction time 4 periods

Objectives

1. Read and enjoy the story part.
2. Write the thoughts of the baby elephant.
3. Identify the qualifying words.
4. Respond both orally and in writing.

Interaction

Hai everyone!

Our little elephant has a long nose now.

What do you think he will do with it?

Where do you think he will go now?

Do you think he is happy?

What will other elephants say to him?

Let's read the passage “The Gift of Nose” on page 17.

- ◆ How did the long nose help the baby elephant?
- ◆ What might be the other elephants thinking?
- ◆ What would you do if you had a long nose?
- ◆ Elicits responses.
- ◆ Asks them to write in note book.

◆ **Interaction Leading to Discourse**

- After reaching home, the little elephant looked at his long nose.
- He felt very proud to have such a wonderful nose.
- He remembered everything that happened on that day.
- What do you think his thoughts would be?
- Was it an eventful day for him?
- What makes it eventful?
- What do you think he will write about his father, mother and uncle?
- What will he think about the Python?
- What about the cruel crocodile?
- Will he mention about his trunk and its uses?

Process

- ◆ Teacher will pose the above needy questions one by one and elicit responses from the learners.
 - Individual writing
 - Random presentation
 - Refinement in group
 - Group presentation
 - Teacher’s version
 - Editing

Teacher’s Version.

! Today was an eventful day in my life. I got a long nose, and I am very happy now! I can wave away flies with my long nose, and I can spray water too. It's really fun!

But I wonder why Father, Mother, and Uncle punched me. What mistake did I make? I only asked one question. Was it wrong? I don't know.

The crocodile was very tricky; he wanted to eat me. He tugged at my nose, and it became long. I'm grateful to the Python, who saved me from the crocodile!

I will never go to that river again. Thank God for everything!,

Interaction

- ◆ Dear children.

- ◆ The little elephant can do many things with its long nose.
- ◆ What can you do with your hands, legs and teeth?
- ◆ Let's go to page 32 and fill the speech bubbles.
- ◆ The little elephant can pluck the fruits with its long nose.
 - What can you do with your powerful hand?
 - What can you do with your long legs?
 - What can you do with your strong teeth?
- Individual writing.
- Random presentation.
- Group refinement
- Group presentation
- Teacher's version

Possible Responses

1. I can throw the ball high/ help my friend/lift my bag easily.
2. I can run speedily/ jump very long/ hop very fast.
3. I can bite fruits easily/ chew food well/ smile beautifully.

Evidences of Learning

- Written thoughts of the baby elephant.
- Completed speech bubbles
- Written responses.

Module 7

Transaction Time 3 periods.

Objectives.

- Read and appreciates simple poems.
- Understands its rhythm and rhyming words.
- Enjoys a funny poem on elephant and collect similar poems.

Interaction

Good morning, everyone!

Elephants are wonderful creatures, Aren't they?

Here is a beautiful poem about elephants.

Let's go to page 19 of TB, "Marvellous World of Elephants".

All of you read the poem and find out what is the poem about.

◆ Reading aloud

- Read the poem aloud to the class with clear enunciation and expressive intonation to capture their attention. Use gestures to depict the emotion evoked by the poem.

◆ Second reading

- Read the poem again and this time, encourage the children to join in by repeating after you, line by line. This helps them to get familiar with words and rhythm of the poem.
- Discussing the poem
- Understanding the lines.

◆ Line 1-4: Elephants are lovely.

- with trunk so large and tail so short.
- Elephants are marvellous,
- With ears so wide and eyes so small.

◆ Explain

- Elephants are beautiful animals. They have a large trunk but a short tail. They are fantastic animals with large ears but their eyes are small.
- The two describing words used here are "lovely and marvellous."

◆ Ask

- Haven't you seen the elephants? What attracted you the most?

◆ Line 5-9

- In rivers, they splash and play,
- On the land, they roll in mud,
- Spraying water around.
- I wonder how they walk,
- On pillar-like legs.

◆ Explain

- They like to play by splashing water in river and on land they like roll in mud.
- Why they are doing so?
- They want to adjust the body temperature.

Am I right?

- Their legs are like pillars.
- Watching the elephants moving on legs like pillars is really a wonderful sight.

◆ **Ask**

- What are their legs compared to?

◆ **Line 10-15**

- Elephants are amazing creatures,
- With big trunks and mighty features.
- They play in water, roll in mud,
- Their legs strong, covered in mud.
- In the world of elephants so grand,
- They're wondrous sight across the land.

◆ **Explain**

- The ideas about elephants given earlier is repeated.
- They are the most wonderful creatures on the earth.

◆ **Ask**

- Ask children to find out the qualifying words used to describe the elephants. (Lovely, marvellous, large, short, wide, small, amazing, big, mighty, wonderful)
- What are the rhyming words used in the poem? (creatures- features, grand-land)
- Make the learners small groups of five.
- Let them recite the poem in the class.
- Teacher takes the learners to page 20 of TB, to the funny poem "An elephant fell in my bath last night"
- Explains the humour in the poem.
- Asks them to collect similar poems.
- Three funny poems are given here.

The Dancing Elephant

- There once was an elephant named Lou,
- Who danced in bright shades of blue.
- He wiggled and spun,
- Having so much fun,
- With moves that were silly, it's true!

The Elephant's Snack

- An elephant wanted a tasty treat,
- So he opened his big backpack to eat.
- He found some hay,
- And shouted, "Hooray!
- I'll share with my friends—what a feast!"

The Elephant's Hat

- An elephant found a tall, funny hat,
- He wore it with pride—how about that?
- But when it blew away,
- He yelled, "No way!
- I guess I'll just stick with my trunk—flat!"

◆ **OK children**

- Let's go to page 34.
- Observe the picture and find out how many elephants are there?
- Let the learners count and write the number.

Module 8

Transaction time 1 period

Interaction

- Go to page 35 of TB.
- Pictures of some animals and their baby animals are given.
- Draw lines to match the baby animals with their parents.
- Write the matched animals and their baby's name in the note book.
- OK children
- Let's go to page 26.
- Riddles about some animals are given there.
- They are not in order.
- Read each riddle and find out the animal to which that riddle is related to.
- Write the name of animal in the blanks given.

Module 9

Transaction time 1 period.

Interaction.

Teacher says

"What does a crocodile eat for dinner?"

What do you think about this question?

Is it funny?



Yes, it looks funny,

We can read some more funny questions in page 29 of TB.

- Let's read them.
- Where does the sun go?
- Does sun go anywhere? Surely not. The sun is not going anywhere.

- So, the question looks funny.
- Read other questions too and frame four funny questions.
- ◆ You can refer to the clues given if necessary.
- ◆ Let the learners make questions and write them in their notebook.

Introduction

The story is about a Mouse who found an old rubber shoe. He traded it with a Mole for a burrow. Mole, in turn, exchanged it with the Hedgehog for apples. Hedgehog then bartered the shoe with Squirrel for a pine cone and cracked nuts. Squirrel creatively turned the shoe into a bathtub for her baby. Eventually, Mouse, Mole, and Hedgehog, realizing they had been selfish and came back asking for the shoe. However, kind-hearted Squirrel offered to share the bathtub with everyone. Touched by her generosity, they apologized and decided to live together in harmony. Sharing and kindness bring happiness, but being selfish can make us feel unhappy. Sharing with others can build stronger relationships and mutual joy.

Components of the Unit:

- Story
 - Poem
 - Conversation
 - Thoughts
 - Language activities
 - Riddles
 - Description
 - Craft activity
 - Glossary
- ◆ **Time required: 26 periods**

Module 1

- ◆ **(Expected Transaction Time: 3 periods)**

Entry Activity

- ◆ **Objectives:**
- ◆ Listen and understand the simple directions of the teacher and act accordingly.
- ◆ Enhance motor skills development like cutting, gluing, and colouring.
- ◆ Experiment with different patterns and materials to achieve the desired shape.
- ◆ Learn to fold and attach cardboard pieces

neatly.

- ◆ Decorate the shoe creatively using colors, patterns, or accessories.

Interaction:

- Hi kids! Let's make a paper shoe!
 - We need thick paper, scissors, glue, and a pencil.
 - Are you ready?
 - Pick a shoe design.
 - Carefully cut out the design.
 - Bend the paper to make a shoe shape.
 - Fold the paper on the lines.
 - Glue the edges together.
 - Now, decorate your paper shoe!
- ◆ The teacher organises an exhibition of paper shoes.

Activity: Rhyme Time

- ◆ **Objectives:**
- Read and appreciate simple poems.
- Understand the rhythm and rhyming words.
- Introduce learners to the concept of shoes, shapes, colors, and fun activities related to wearing shoes.

Activity: Show and Tell

- ◆ The teacher brings different types of shoes (boots, leather shoes, high heel shoes, canvas shoes, garden shoes etc.).
 - ◆ Shows each shoe and describes it in simple words.
- “This is a red shoe.”
“This shoe has laces.”
- ◆ Encourages learners to point at their shoes and describe them.

Interaction:

- ◆ Good morning, everyone!
- ◆ Here is a beautiful poem about shoes.
- ◆ Let's go to Page 54 of TB, 'Shoe Store'.

- ◆ All of you read the poem and find out what is the poem about.
- ◆ The teacher recites the poem rhythmically, with accompanying actions.
- ◆ Points to shoes when saying “shoes.”
- ◆ Smiles for “made me grin.”
- ◆ Pretends to tie laces or fasten Velcro.
- ◆ Then recites one line at a time.
- ◆ Asks the children to repeat after the teacher.

Interaction:

- Where did you go to see shoes?
- Have you ever visited a shoe store?
- Are all the shoes alike?
- What all shapes of shoes did you find?
- How did the bright colors make you feel?
- What happened when you tried on the shoes?
- What types of shoes are easy to wear?
- What special pair did you find?
- What will you do in your new shoes?
- How will you feel in your new shoes?
- ◆ The teacher leads the learners to the activity given on Page 55.

Activity: The Shoe Rack

Interaction:

- OK children.
- Please look at the picture of shoes given on Page 55 of the TB.
- There are 5 types of shoes.
- Read the signboard and place the shoes accordingly.

Activity: Shoe Hunt

Objective:

- Encourage observation skills
- Develop motor skills
- Foster teamwork and cooperation

Materials:

- A pair of shoes

Procedure:

- ◆ 1. Hide the Shoes: The teacher hides a pair of shoes in a visible but challenging location

within the classroom.

- ◆ 2. Give Clues: The teacher provides verbal clues to guide the children, such as:
 - “Let’s find the lost shoes!”
 - “It’s under the table.”
 - “Look near the door.”
 - “It’s behind the curtain.”
- ◆ 3. Search and Find: Children search for the shoes, following the clues.
- ◆ 4. Winner’s Reward: The first child or team to find the shoes is rewarded with praise and encouragement.

Evidence of successful completion of the module:

- ◆ Successfully creating and decorating a paper shoe.
- ◆ Active participation in “Show and Tell,” describing shoes.
- ◆ Active participation in games.
- ◆ Reciting the poem with rhythm and actions, identifying rhyming words.
- ◆ Accurate placement of shoes in the shoe rack activity.

Module 2

(Expected Transaction Time: 5 periods)

The Rubber Shoe: It’s my shoe

Objectives:

- Facilitate reading and enjoyment of the story.
- Differentiate between wanted and unwanted objects.
- Improve problem-solving skills through puzzles.
- Write simple conversations based on the story.
- Understand the concept of bartering.

- ◆ Micro processing the passage (Follows the reading process as mentioned in earlier units.)
- ◆ Now, let’s read a story about shoes

Gist of the Story:

- ◆ Mouse found an old rubber shoe.

- ◆ She didn't need it.
- ◆ Mole saw the shoe.
- ◆ "Will you give it to me," she asked.
- ◆ "I will give it if you dig me a burrow," Mouse replied.
- ◆ Mole dug a big burrow.
- ◆ Mouse got a new home.
- ◆ Mole took the rubber shoe.

Interaction:

- ◆ Mouse says, "It's my shoe". Is it true?
 - ◆ Whose shoe is that?
 - ◆ Name some shoes other than rubber shoes.
 - ◆ Have you ever shared something with a friend?
 - ◆ Would you give something you don't need to someone else? What would you give?
 - ◆ What do you think Mole will do with the rubber shoe now?
- ◆ **Teacher asks questions one by one and elicits responses and megaphone them in the class.**
- ◆ Appreciates the learners who answer.

Activity: Wanted and Unwanted

- ◆ The teacher brings some objects to the class room.
- ◆ Asks the children to list unwanted things among them.
- ◆ Children list them.
- ◆ The teacher leads them to Activity- Wanted and Unwanted.
- ◆ Let them complete the columns given on Page 56.

Activity: Puzzle (Page 64)

- ◆ **Lead the Mole to the rubber shoe.**
- ◆ Let's help the mole find the rubber shoe
- ◆ Look at the maze. The mole needs to go through the maze to reach the shoe
- ◆ Take your pencil and start from the mole
- ◆ Follow the path carefully. Don't go the wrong way
- ◆ Draw a line from the mole to the shoe
- ◆ The mole is getting closer to the shoe!
- ◆ Did you reach the shoe?
- ◆ Great job! Congratulations!

Conversation:

- ◆ Let the learners write the conversation between Mouse and Mole.
- ◆ Prepare a likely conversation between the Mole and Mouse (Page 61)
- ◆ Follow the steps
 - Individual attempt
 - Random presentation.
 - Grouping and refinement in groups.
 - Group's presentation.
 - Presentation of the teacher version.
 - Editing.

Teacher's Version.

Mole: Is it your rubber shoe?

Mouse: Yes, it's mine!

Mole: Will you give it to me?

Mouse: If you dig me a good wide burrow, I will.

Mole: here's your new home. I am taking the rubber shoe.

Exchange Game

- ◆ The teacher groups the children and gives them different things.
- ◆ Each child will exchange things to the children in the other group.
- ◆ Let them say aloud the following dialogue while exchanging things:
- ◆ If you give me a pencil, I will give you a pen.
- ◆ The game continues until every child gets a chance.
- ◆ Then the teacher leads them to the activity given on Page 62. (If you please!)

Activity: Digger and More

- ◆ The teacher asks the learners to complete the activity Digger and More (Page 62)

Interaction:

- ◆ Let's have some fun! I will say a sentence, and you need to fill in the blank with the right word.
- ◆ What do we call someone who likes to splash in the water?

- ◆ If someone likes to hop like a bunny, what do we call them?
- ◆ If someone moves on their hands and knees, what do we call them?
- ◆ If someone cracks nuts or seeds, what do we call them?
- ◆ Can you think of the right word for each one?
- ◆ Please complete the sentences given on Page 62.

Evidence of successful transaction:

- ◆ Responses to story-related questions showing comprehension.
- ◆ Completion of the “Wanted and Unwanted” activity with relevant examples.
- ◆ Successfully navigating the maze puzzle.
- ◆ Group presentations of conversations between Mouse and Mole.

Module 3

(Expected Transaction Time: 3 periods)

Objectives:

- Analyze characters’ actions and motives in the story.
- Develop an understanding of groups and collective nouns.
- Identify odd words in a list based on context.
- ◆ Micro processing the passage: Bring me a Dozen of Apples

Gist of the Story:

- ◆ Mole dragged the rubber shoe.
- ◆ Hedgehog saw it and wanted the shoe.
- ◆ Mole said, “Bring me a dozen apples, and you can have it.”
- ◆ Hedgehog brought the apples on her quills.
- ◆ Mole gave the rubber shoe to Hedgehog.

Interaction:

- ◆ Who is the new owner of the rubber shoe?
- ◆ What would you do if you had a dozen apples?
- ◆ What else could Mole have asked for instead of apples?
- ◆ OK, dears let’s go to activity given on Page 65.

Activity: Power of Groups

- ◆ Let’s learn about groups today
- ◆ A group is when we keep things together
- ◆ Look at these sticks. When they stay together, we call it a bundle. Say it, bundle of sticks
- ◆ See these flowers. When they stay together, we call it a bouquet. Say it, bouquet of flowers
- ◆ Look at these bananas hanging together. We call it a bunch.
- ◆ Here are two shoes. Two shoes make a pair.
- ◆ See these animals staying together. We call it a herd.
- ◆ Look at these eggs in a nest. We call it a clutch.
- ◆ Can you find something that looks like a group?
- ◆ Groups make things stay together

Game: Group Naming Challenge

Objective: Introduce collective nouns playfully.

- ◆ Setup: Prepare images or toys in groups (e.g., bouquet of flowers, bunch of bananas, herd of animals).

Instructions:

- ◆ Show one group and say, “What do we call this?”
- ◆ Help them learn terms like “pair of shoes” or “bunch of bananas.”

Activity: Odd one out.

- ◆ Some words are given in the list. Most words indicate affirmation, except ‘rarely,’ which means ‘not often.’

Interaction

- ◆ Let’s find the odd one given on Page 66.
- ◆ We have learned the word ‘Certainly’.
- ◆ Listen to these words: certainly, rarely, surely, of course, definitely
- ◆ Most of these words mean yes or sure.
- ◆ Rarely means not often. It is different
- ◆ Rarely is the odd one.



Evidence of successful transaction:

- ◆ Thoughtful responses to questions about character motives and actions.
- ◆ Correct identification of groups (e.g., bouquet, herd).
- ◆ Successfully finding the odd word in the activity.

Module 4**(Expected Transaction Time: 2 periods)****Objectives:**

- Predict story outcomes and explore problem-solving ideas.
- Match animals to their hiding places to develop observation skills.
- ◆ Micro processing the passage: What Shall I do with this Old Shoe?

Gist of the Story:

- ◆ Hedgehog got the rubber shoe.
- ◆ She didn't know what to do with it.
- ◆ She thought of leaving it on the ground.
- ◆ Just then, Squirrel came hopping by.

Interaction:

- ◆ What would you do if you had something you didn't need?
- ◆ Will the hedgehog exchange the shoe with the squirrel?
- ◆ What will she ask in return?
- ◆ Now let's go to Page 58.

Activity: Woodland Friends' Hide and Seek**Interaction:**

- ◆ Let's learn where animals like to hide
- ◆ Look at the hedgehog. Do you know where it hides? (It hides in bushy shrubs.)
- ◆ See the mole. Do you know where it hides? (It hides in an underground burrow.)
- ◆ Look at the squirrel. Do you know where it hides? (It hides in a tree hollow.)
- ◆ See the monkey. Do you know where it hides? (It hides in a tree.)
- ◆ Now let's match the animals to their hiding

places

- ◆ Draw a line from the hedgehog to bushy shrubs
- ◆ Draw a line from the mole to the underground burrow
- ◆ Draw a line from the squirrel to the tree hollow
- ◆ Draw a line from the monkey to the tree
- ◆ Great job. You know where they hide now

Evidence of successful transaction:

- ◆ Creative answers during interaction about Hedgehog and the shoe.
- ◆ Correctly matching animals to hiding places in the activity.

Module 5**(Expected Transaction Time: 3 periods)****Objectives:**

- Understand character motivations and decisions in the story.
- Enhance word-building skills through unscrambling activities.
- Learn sequencing through story events.
- ◆ Micro processing the passage: Is this yours?

Gist of the Story:

- ◆ Now the shoe is with the hedgehog.
- ◆ Squirrel wanted the shoe.
- ◆ "Bring me a pine cone. I shall give it," the hedgehog said.

Interaction:

- ◆ What did Hedgehog ask Squirrel to bring in exchange for the shoe?
- ◆ Micro processing the remaining part of the passage: Is this yours? (Page 49)

Gist of the Story:

- ◆ Squirrel brought a big pine cone.
- ◆ Hedgehog said, "Crack the nuts, and you can have the shoe."
- ◆ Squirrel cracked the nuts quickly.
- ◆ Hedgehog went to the bushes to eat the nuts.
 - Who is the new owner of the shoe?
 - Why did Hedgehog ask the Squirrel to crack the nuts?

- What do you think Hedgehog will do with all the nuts?
- What will Squirrel do with the rubber shoe?

Activity: Is it Ok? (Page 61)

- ◆ Let the learners do the task individually.
- ◆ Provide sufficient time for them to find out the answers themselves.

Interaction:

- ◆ Let's play with some scrambled words
- ◆ I will show you some mixed-up letters
- ◆ Your job is to unscramble them and make a word
- ◆ First one: rerbpu. Can you guess the word?
- ◆ Yes, it's rubber
- ◆ Next: tnnlue. What word can we make?
- ◆ It's tunnel
- ◆ Now: srrquiel. What word is this?
- ◆ It's squirrel
- ◆ Next: soeh. What word can we make?
- ◆ It's shoe
- ◆ Last one: wburro. What word is this?
- ◆ It's burrow

Game: Scrambled Words Race

Objective

- ◆ Enhance word-building skills in a playful way.

How to Play:

- ◆ Write scrambled letters on the board
- ◆ Ask children to unscramble the letters and say the correct word out loud.
- ◆ You can turn it into a race where children take turns unscrambling the words as quickly as they can.
- ◆ Micro processing the passage: The Shoe becomes...

Gist of the Story:

- ◆ Squirrel put leaves in the shoe holes.
- ◆ She filled the shoe with water.
 - Why did Squirrel put leaves into the rubber shoe?
 - What is the Squirrel's plan?

- How did Squirrel turn the old rubber shoe into a bathtub?
- Have you ever used something old to do something new, like Squirrel did?

Activity: Find the Partners (Page 60)

- ◆ Let's complete these sentences
- ◆ Look at the words in the box: squeaks, snuffles and chatters
- ◆ The hedgehog _____. What do you think?
- ◆ If needed, you may refer the story.
- ◆ Yes, the hedgehog snuffles
- ◆ The squirrel _____. What do you think?
- ◆ Yes, the squirrel chatters
- ◆ The mouse _____. What do you think?
- ◆ Yes, the mouse squeaks

Activity: Animal Sound Game

- ◆ The teacher may familiarize the children with the sound words of other creatures.
- ◆ She may divide the children into two groups.
- ◆ One group makes animal sounds and lets the other group identify them.
 - Bark-Dog
 - Meow-Cat
 - Roar- Lion/Tiger
 - Moo-Cow
 - Chirp-Bird
 - Hiss-Snake
 - Growl-Bear/Wolf
 - Buzz-Bee
 - Cow-Crow
 - Cluck-Chicken

Evidence of successful transaction:

- Active participation in discussions about character actions.
- Accurate unscrambling of words related to the story.
- Matching sound words to suitable animals.

Module 6

(Expected Transaction Time: 1 period)

Objectives:

- Recognize how creative thinking can solve problems.
- Develop empathy and understanding of joy through storytelling.
- ◆ Micro processing the passage- A Bathtub

Gist of the Story:

- ◆ Squirrel put Baby Squirrel in the new bathtub.
- ◆ She gave him a bath.
- ◆ Baby Squirrel was happy.
- ◆ He kicked and splashed water everywhere.

Interaction:

- ◆ Why did Baby Squirrel squeal with delight?
- ◆ Do you enjoy a bath in a tub?
- ◆ Have you ever splashed water while taking a bath?

Evidence of Successful transaction:

- ◆ Responses reflecting understanding of Squirrel's creativity and Baby Squirrel's joy.

Module 7**(Expected Transaction Time: 3 periods)****Objectives:**

- Explore themes of selfishness and sharing.
- Enhance descriptive writing through picture interpretation.
- Add lines to the song as per instructions.
- ◆ Micro processing the passage: It's Mine, It's Mine!

Gist of the Story:

- ◆ Mouse ran to the Squirrel.
- ◆ "Give me my rubber shoe," said Mouse.
- ◆ Squirrel said, "You can have my new burrow."
- ◆ Mole came next.
- ◆ "Give me my rubber shoe," said Mole.
- ◆ Squirrel said, "I'll give you a dozen apples."
- ◆ Hedgehog came out.
- ◆ "Give me my rubber shoe," said Hedgehog.
- ◆ Squirrel said, "I'll give you a pile of pine nuts."
 - Do you think they are doing a right thing?
 - What made them ask for the shoe?

- What will Squirrel do now?

Activity: Describe the Picture (Page 53)**Interaction:**

- Look at this picture!
- There are some animals standing around something.
- What do you think they are doing?
- Can you guess what they are all looking at?
- What do you think they are going to do next?

Follow the steps

- Individual attempt
- Random presentation.
- Grouping and refinement in groups.
- Group's presentation.
- Presentation of the teacher's version.
- Editing.

Teacher's Version.

- ◆ A green shoe is in the middle of the picture.
- ◆ It is not just a shoe. It is a bathtub!
- ◆ The squirrel, mouse, mole, and hedgehog are standing around the bathtub.
- ◆ The Baby Squirrel is playing with water.
- ◆ He is splashing water in the bathtub.
- ◆ The animals are very happy.
- ◆ Activity: Let's add more! (Page 67)
- ◆ The rubber shoe sings a song.
- ◆ Add more lines to it.

Interaction:

- Look at this rubber shoe. Can you see it?
- Let's listen to its story.
- ◆ I am a rubber shoe. My first owner was a mouse.
- ◆ The mouse gave me to the Mole.
- ◆ Mole gave me to someone else. Who do you think it was?
- ◆ Then what happened?
- ◆ I am not a rubber shoe now. I have become a bathtub!
- Now, add more lines to the song given on Page 67.

Activity: Blending Letters (Page 66)

- ◆ Let's play with words!
- ◆ Look at the words in the boxes.
- ◆ We need to find words that have the letter 'L' as the second letter.
- ◆ Try and pick out those words!

Evidence of Successful Transaction:

- Thoughtful answers to questions about characters' motives.
- Detailed descriptions in the "Describe the Picture" activity.
- Lines added to the song as per the specific instructions provided.

Module 8**(Expected Transaction Time: 6 periods)****Objectives:**

- Understand the moral value of sharing and kindness.
- Summarize and sequence the story's events accurately.
- Reflect on lessons learned from the story.
- ◆ Micro processing the passage: Noble Squirrel

Gist of the Story:

- ◆ Squirrel listened to everyone.
- ◆ She said, "I will share my rubber shoe. You can all bathe your children here."
- ◆ Mouse, Mole, and Hedgehog felt guilty.
- ◆ "Sorry, Squirrel. We were selfish," they said.
- ◆ Squirrel said, "It's okay. Let's live together and love each other."
- ◆ They lived happily ever after.

Interaction:

- ◆ Has anyone asked you to give back something you bought from them?
- ◆ Why did Mouse, Mole, and Hedgehog say sorry to Squirrel?
- ◆ Why were they so ashamed of themselves?
- ◆ Do you expect a reward for helping others?

Discussion:

- ◆ Think about any unused item in your home. How can you make it useful?
- ◆ The teacher asks the children to write about it. Let them draw pictures too.

Consolidation:

- ◆ Here are some creative suggestions to transform unused items into fun and useful creations:
- ◆ **From Cardboard:**
 - Miniature Worlds: Turn cardboard boxes into dollhouses, castles, or playhouses. Decorate with paint, markers, and recycled materials like fabric scraps and buttons.
 - Puzzles: Cut up old cardboard boxes into puzzle pieces and draw fun designs on them.
 - Masks: Create animal masks or superhero masks using cardboard, paint, and elastic bands

From Plastic Bottles:

- Bird Feeders: Cut holes in plastic bottles and fill them with birdseed. Hang them outside for feathered friends to enjoy.
- Planters: Cut the top off plastic bottles and fill them with soil and plants to create mini gardens.

From Old Clothes:

- Puppet Theater: Create a puppet theater using an old sheet or blanket and dress up stuffed animals or dolls as puppets.
- Fabric Collage: Cut up old clothes into shapes and glue them onto a piece of cardboard to create colorful collages.
- Soft Toys: Stuff old clothes with fabric scraps or newspaper to create soft toys.

From Old Newspapers and Magazines:

- Paper Mache: Create bowls, masks, or sculptures using strips of newspaper dipped in glue.
- Collages: Cut out pictures from magazines and newspapers to create colorful collage

- Origami: Fold paper into animals, flowers, or other shapes.

Additional Tips:

- Encourage kids to use their imagination and creativity to come up with their own ideas.
- Provide a variety of materials and tools for kids to experiment with.
- Work on projects together to make it a fun and bonding experience.
- Recycle and reuse as much as possible to reduce waste.
- ◆ By repurposing unused items, you can not only save money but also teach kids valuable lessons about sustainability and creativity.
- ◆ The teacher may conduct a one-day workshop for making things.
- ◆ She may also conduct an exhibition of these works.

Activity: First, Then, and Last! (Page 57)

- ◆ Let’s put the story events in the correct order!
- ◆ I will give you some events from the story.
- ◆ The first event is: “Mouse finds an old rubber shoe.”
- ◆ The last event is: “Squirrel generously offers to share the shoe.”
- ◆ Now, look at all the events and think about what happens first, next, and last.
- ◆ Take a moment to think about it.
- ◆ Write all 8 events in your notebook in the right order.

Activity: Let’s make the world better (Page 57)

- ◆ Dear children, let’s talk about good and bad qualities
- ◆ Let’s look at the words carefully.
- ◆ Helpfulness, care, selfishness, greed, honesty, sharing, gratitude, kindness, forgiveness, obedience, cruelty, arrogance, and punctuality
- ◆ What do you think is a good quality?
- ◆ What do you think is a bad quality?
- ◆ Take your time and think about each word.

- ◆ Helpfulness means helping others
- ◆ Care means taking care of others
- ◆ Selfishness means not sharing with others
- ◆ Greed means wanting too much
- ◆ Honesty means telling the truth
- ◆ Sharing means giving to others
- ◆ Gratitude means saying thank you
- ◆ Kindness means being nice to others
- ◆ Forgiveness means saying sorry and moving on
- ◆ Obedience means listening to adults
- ◆ Cruelty means hurting others
- ◆ Arrogance means thinking you are better than others
- ◆ Punctuality means being on time
- ◆ Look at the words and decide which ones are good and which ones are bad.
- ◆ Now, let’s put the words in the right box. Good qualities go in the “Good” box, and bad qualities go in the “Bad” box.
- ◆ Now that we know the good and bad qualities, it’s time to think.
- ◆ Which qualities do we want to have?
- ◆ We should try to follow the good qualities like kindness, honesty, and helpfulness.
- ◆ Let’s all decide to be kind and helpful every day!
- ◆ Great job, everyone! Keep practicing good qualities!

Activity: Who to Whom? (Page 63)

- ◆ Let’s read some dialogues!
- ◆ In the story, we have some characters talking to each other.
- ◆ You need to write down ‘who said the words and to whom they said them’.
- ◆ Look at the dialogues carefully.
- ◆ Can you remember who said that in the story?
- ◆ If needed, you may refer to the story.
- ◆ Write the answers in the suitable boxes.

Activity: Riddles, riddles (Page 59)

Interaction

- ◆ Let’s solve the riddles!
- ◆ First one: I have spikes on my body.
- ◆ I eat bugs and worms.

- ◆ I dig holes in the ground.
- ◆ Who am I?
- ◆ Next one: I am small and blind.
- ◆ I come out at night.
- ◆ I live underground and eat insects.
- ◆ Who am I?
- ◆ Last one: I am small and furry.
- ◆ I have a bushy tail and big eyes.
- ◆ I climb trees, eat nuts, and keep food for winter.
- ◆ Who am I?

Activity: Conversation (Page 68)

The Partners Meet.

- ◆ Let's imagine the shoe and its missing partner!
- ◆ The shoe is for the right leg. One day, its partner comes to visit.
- ◆ What do you think they will say to each other?
- ◆ Let's write their conversation!
- ◆ You can make them talk about how happy they are to meet again.
- ◆ What else do you think they would say?

Follow the steps

- Individual attempt
- Random presentation.
- Grouping and refinement in groups.
- Group's presentation.
- Presentation of the teacher version.
- Editing.

Teacher's Version.

Shoe 1: Hi! I missed you!

Shoe 2: I missed you too!

Shoe 1: Where were you?

Shoe 2: I was here!

Shoe 1: I'm happy you came back!

Shoe 2: Me too! Now we can walk together!

Interaction:

- The conversation between Mole and Mouse are given on Page 68.
- Now write the conversation between Hedgehog and Mole in the same way.

Teacher's Version

Hedgehog: Is this your rubber shoe?

Mole: Yes, it's mine!

Hedgehog: Can you give it to me?

Mole: Yes, it's yours.

Hedgehog: It was yours. But now it's mine.

- ◆ Write the conversation between Squirrel and Hedgehog

Teacher's Version baby

Squirrel: Is this your rubber shoe?

Hedgehog: Yes, it's mine.

Squirrel: Can you give it to me?

Hedgehog: Yes, it's yours.

Squirrel: It was yours. But now it's mine.

Activity: Poem

◆ Sock and Shoe (Page 70)

- ◆ Let the learners enjoy the poem.
- ◆ Then the teacher may pose the following questions and elicit answers.
 - What does the sock say to the shoe? (Hi dear shoe, in you I find my seat)
 - How does the sock feel with the shoe? (The sock feels happy and says our pairing is right)
 - What does the shoe say to the sock? (Greetings, trusty sock, let's enjoy the ride)
 - How do the sock and shoe work together? (They work as a team, keeping each other safe and comfortable)
 - What do you think would happen if they weren't together? (The sock might feel lonely, and the shoe might not feel complete)
 - Can you think of other pairs that work together like the sock and shoe? (Mittens and hands, a pencil and paper, or a lid and a jar)
 - Have the children repeat the lines after you, mimicking your actions and expressions.
 - Encourage them to come up with their own versions of pairs (e.g., "Lock and key," "Pencil and paper").

Evidence of Successful Transaction:

- ◆ Responses indicating an understanding of the importance of sharing.
- ◆ Successfully ordering story events in the “First, Then, and Last” activity.
- ◆ Participation in discussions about living in harmony and making the world better.
- ◆ Completed conversations

Activity: Story Role Play**Objective: Enhance bodily kinesthetic intelligence of the learners**

- ◆ Setup: Provide simple costumes or props for Mouse, Mole, Hedgehog, and Squirrel.
- ◆ Instructions:

- ◆ Assign roles to children and let them act out The Rubber Shoe story.
- ◆ Encourage them to use lines from the story, like “It’s my shoe!” or “I’ll trade it for a burrow!”

Who Said What? (Dialogue Game)

- ◆ **Objective: Help children understand dialogue and relationships between characters.**
- ◆ **How to Play:**
 - Read a dialogue from the story (e.g., “Squirrel: Is this your rubber shoe?”).
 - Ask children to identify who said the words and to whom.
 - Use different voices for each character to make it more engaging.

Introduction

The story 'The Little Sparrow' tells about Poodik, a curious baby sparrow who lives in a cozy nest atop a bath-house window. Poodik is eager to explore the world outside, but he is warned by his mother and father about the dangers, especially the lurking cat. One day, a strong wind causes him to lose his balance and fall to the ground.

When he lands, he encounters the hungry cat, which frightens him. In that moment of danger, Poodik musters his courage and learns to fly while trying to escape. With the help of his brave mother, they both manage to return safely to their nest.

The story teaches us to listen to our parents' advice and reminds us that love and courage can help us overcome challenges.

Components of the Unit:

- Story
 - Poem
 - Conversation
 - Thoughts
 - Language activities
 - Journal writing
 - Description
 - Poster
 - Craft activity
 - Glossary
- ◆ **Time required: 22 periods**

Module 1

(Expected transaction time: 1 period)

Entry Activity

- ◆ **Objectives:**
- Familiarize learners with different bird species by identifying and matching pictures of birds.
 - Identify and describe the sparrow's characteristics.
 - Engage learners in a hands-on activity (making a paper bird) to create interest

in the character Poodik and develop fine motor skills.

Interaction

- Hi, everyone! Today, we're going to learn about birds.
 - Let's look at some bird pictures! Do you know any of their names?
 - Look at each picture carefully, and let's see if we can match the name with each bird!"
- ◆ The teacher displays the pictures of birds given on page 97.
- ◆ Let the learners match the pictures with the names of the birds. She encourages the learners to refer illustrated dictionary/internet to identify the birds.
- ◆ Then she invites the attention of the learners to the picture given on page 75. She introduces the word 'Sparrow' and writes it on the BB.

Activity:2 Making a Nest

- ◆ **Activity Overview:**
- ◆ In this entry activity, children will make their own paper bird to introduce them to the story and spark their interest. This will help them feel connected to the story and its characters.
- ◆ **Objective:**
- ◆ Engage children in a hands-on craft activity to create a paper bird, which will set the stage for the 'Little Sparrow' story.

Interaction

- Hello, kids!
- Today, we're going to make a sparrow!
- Here's what you'll need.
- Paper (colored paper works well for variety)
- Scissors (teacher assistance may be needed for younger children)
- Glue (for attaching feathers, beak, and eyes)

- Feathers (if available, or paper cutouts)
- Markers or crayons (for decorating and adding details)

Instructions:

1. Prepare the Bird Shape

- ◆ Have pre-drawn bird shapes on paper or guide the children in drawing a simple outline of a bird.
- ◆ Assist children as they carefully cut out the bird shape. (For younger children, you may want to cut out shapes beforehand.)

2. Decorate the Bird

- ◆ Encourage children to decorate their bird by adding a beak, eyes, and feathers.
- ◆ Use markers or crayons to add colorful details and bring each bird to life.
- ◆ Ask them to think about the little sparrow they will soon learn about and imagine how their bird might look.

3. Display the Birds

- ◆ Once completed, display the paper birds in the classroom to create a cozy “nest” atmosphere, which builds excitement for the story of ‘The Little Sparrow.’

Evidence of Learning:

- Correctly matched bird pictures with names (Textbook)
- Active participation in the paper bird craft, as seen in completed and creatively decorated bird shapes (Classroom)
- Recognition of the word “sparrow” and its association with Poodik’s character.

Additional Activity:

- ◆ Bird Hopscotch: Create a simple hopscotch with bird footprints. Each square can have a bird name or picture. Children hop along, naming the birds as they go, reinforcing identification and movement skills.

Module 2

(Expected transaction time: 1 period)

◆ Objectives:

- Learn new vocabulary words such as “sparrow,” “nest,” “cotton,” “moss,” and “window,” and uses them in sentences.
- Engage in craft work
- Develop comprehension skills through reading and discussing the story.
- ◆ The teacher leads the children to the passage ‘Poodik’.
- ◆ Follows the Reading process described in earlier units.

Interaction:

- ◆ Why is Poodik’s nest soft?
- ◆ How does Poodik feel sitting in the window?
- ◆ If you were a baby bird, what would you like to look at outside?
- ◆ What do birds use to make their nests?
- ◆ Where do birds find things for their nests?

Activity: Let’s make a Nest.

◆ Interaction:

- Today, we are going to make a nest!
- First, let’s find some twigs, leaves, and grass.
- Can you help me look for small twigs? We want them to be just the right size!
- Next, let’s find soft leaves. They will help make our nest comfy.
- And we need some grass too!
- Now, we can start building our nest! Where should we put it? In a tree or on the windowsill?
- What should we name our nest? How about ‘Poodik’s Cozy Home’ or ‘The Soft Nest’?
- Let’s make a happy and safe place for our little bird friends!
- ◆ The teacher shows real bird nests or pictures of them.
 - Can you find out which bird lives in each nest?
- ◆ An exhibition of bird nests may be conducted in the class.

Evidence of Learning:

- Completion of the nest craft using twigs, leaves, and other items (Classroom)
- Contributions to group discussions about nest materials, demonstrating comprehension of the story's setting.

Additional Activity:

- ◆ Nest Texture Hunt: Give children small bags and invite them to collect soft materials (cotton balls, small pieces of fabric, etc.) from around the classroom or outside to create their own 'nest'.



Module 3

(Expected transaction time: 1 period)

- ◆ Little Wings
- ◆ Follows the process of Reading.

Objectives:

- Explore Poodik's feelings of eagerness and curiosity about the outside world.
- Build reading comprehension by discussing Poodik's actions and environment.
- Encourage observational skills and imaginative thinking by drawing what Poodik might see outside his nest.

Interaction:

- Poodik is looking out from his nest!
- Why did Poodik always peep out?
- What do you think he sees?

- Let's draw what Poodik might see outside!
- ◆ (The teacher encourages the children to draw the scene.)
 - Have you seen a new born bird?
 - What are the differences between a grown-up bird and a little bird?
- ◆ Elicits responses and writes them on the BB/Chart

A grown-up bird is big, and a little bird is small.

A grown-up bird has strong wings, but a little bird has tiny wings.

A grown-up bird can fly far, but a little bird stays close to its nest.

A grown-up bird makes sounds, and a little bird chirps softly.

- ◆ Poodik says "It's ch-err-ibly dark down there!"
- ◆ What does he mean by 'ch-err-ibly'?

When Poodik says "ch-err-ibly," he means it's very, very dark down there! He's saying it in a funny way.

- ◆ After processing the passage, the teacher leads the learners to Activity-3
- ◆ The teacher displays the pictures given on Page 53.
- ◆ Asks learners to observe the picture carefully.
- ◆ Encourages students to read the sentence and put a tick mark below the correct picture.

Interaction:

- Did you look at the picture carefully?
- What do you see in the first picture?
- What do you see in the second picture?
- What do you see in the third picture?
- Which picture is related to the little sparrow?
- Excellent! Yes, the first picture.

Evidence of Learning:

- Correct responses to questions about Poodik's actions and environment, showing comprehension of the passage.
- Drawings that depict what Poodik might see outside the nest, illustrating imaginative and visual skills (Portfolio)
- Accurate selection of pictures based on

observational prompts.

Additional Activity:

- ◆ Window View Imagination: Set up a 'nest' (pillows or soft rugs) by the classroom window. Encourage children to sit and look out as if they were Poodik, then describe what they see or imagine seeing. This activity encourages imaginative thinking and descriptive language.

Module 4

(Expected transaction time: 2 periods)

Passage: The Chef

- ◆ **Objectives:**
 - Strengthen reading comprehension and character analysis by exploring the roles of Mother and Father Sparrow.
 - Expand vocabulary by identifying different food items that birds eat.
 - Develop categorization skills through food matching, connecting items with appropriate bird diets.
- ◆ The teacher asks the children to read the story part individually.
- ◆ Follows the process of Reading.

Interaction:

- How does Mother Sparrow feel when Father Sparrow calls himself the 'chef'?
- Why does Mother Sparrow warn Poodik not to fall out of the nest?
- Why was the mother bird afraid?
- What would happen if Poodik fell out?
- What do you think the father sparrow means by 'gobble you up'?
- What do birds eat?
- Make a list of food items for Poodik.

The teacher may elicit the following items:

Insects (like worms, caterpillars, and ants)

Seeds

Berries

Fruits (like small pieces of apple or berries)

Grains (like rice or oats)

Soft leaves.

Flower petals

Activity-4

◆ Interaction:

- Who is in picture 1 ? It is big and strong. It likes to hunt animals.
- Yes, it's the lion! The lion is hunting a buffalo.
- What does the elephant eat from the tree?
- Right, leaves! The elephant is eating leaves.
- The crane is by the water. What does it catch there?
- Yes. Fish! The crane is catching a fish.
- Who's the little bird that eats bugs?
- Yes, the sparrow! The sparrow is eating insects.
- Who loves to hold a mango with its little hands?
- The squirrel! The squirrel is holding a mango.
- ◆ Let the learners look at the pictures given on page 89 and complete the sentences.

Activity-5

Interaction:

- Alright, everyone, let's look at each picture together!
- Each picture shows a grown-up giving advice to keep a child safe.
- In the first picture, we see a child climbing the stairs with his father watching.
- What might the father say to keep his child safe?
- Let's look in our instruction box to find the right words.
- In the next picture, a child is crossing the road with his father.
- What would the father say to help the child stay close and safe from cars?
- Now, we see a child near the sea with his father.
- What could the father say to make sure the child stays close and safe?
- In this picture, a child is crossing a bridge with his father watching.

- What would the father say to keep the child from falling?
 - In the last picture, a child is playing with crackers, and the father is nearby.
 - What advice would the father give to keep the child safe?
 - Look carefully, think about the advice in each box, and let's find the best words for each picture together!
- ◆ Let the learners look at the pictures and write the correct instructions.

Activity-6

- ◆ The teacher guides learners to identify the Chef and other professionals from the pictures on page 91.
- ◆ A discussion about each picture follows.

Interaction:

- Let's look at the pictures.
- Can we guess what job they do? Let's find out together
- Look at this person in the blue coat. What do you think she does?
- Yes, a nurse!
- This person has a coat and a stethoscope. She helps us when we are sick. Who is she?
- Great job! You're right, she's a doctor.
- Here is someone who wears a big white hat and loves cooking. What's his job?
- Yes, a chef
- This person has colorful paints and is making a big picture. Who could that be?
- Yes, an artist!
- This person wears a suit and holds a file. Who is he?
- Yes. He's a lawyer!

Evidence of Learning:

- ◆ Verbal descriptions or written responses about characters (Mother, Father, and Poodik), demonstrating character understanding.
- ◆ Correctly matched food items to birds, reflecting an understanding of the sparrow's diet (Text book)
- ◆ Categorization of food items, showing

comprehension of new vocabulary related to bird diet (Notebook)

Additional Activity:

- ◆ Feeding Poodik Game: Make a small 'Poodik' bird cutout with an open mouth and give children paper food cutouts (like berries, seeds, etc.). Have them 'feed' Poodik by naming each food item before placing it in his 'mouth', reinforcing vocabulary for foods birds eat.

Module 5

(Expected transaction time: 1 period)

Passage: The Wind

◆ Objectives:

- Enhance understanding of natural forces like wind and its effects on surroundings.
- Foster descriptive writing skills by prompting learners to write about the 'Naughty Wind'.
- Build critical thinking by discussing sensory cues (how to know the wind is blowing).

- ◆ Follows the process of Reading.

Interaction:

- Why does Poodik want the trees to stop moving?
- What does Mother Sparrow say about the wind?
- Who is correct? Mother or Poodik?
- Can you see the wind?
- How do you know that the wind is blowing?
- What will happen when the wind blows?

Teacher leads the learners to the Activity-7 The Naughty wind (Description)

◆ Interaction:

- Look at the picture given on page 92.
- What do you see in the picture?
- What does the wind do?
- Yes, it makes kites fly high.
- It blows leaves.
- It makes the trees sway.

- It makes the water move.
- Is the wind strong?
- Now, let's write about this 'Naughty Wind!'

Follow the steps.

- Individual writing by the learners.
- Group refinement
- Presentation of Teacher's version
- Editing.

Teacher's version

What a naughty wind!

It blows leaves.

It makes kites fly high.

It makes trees sway.

Windmills spin because of wind.

Wind makes water move.

Wind is strong!

Evidence of Learning:

- Written descriptions of the 'Naughty Wind' displaying creativity and descriptive vocabulary (Textbook and Notebook)
- Answers to questions about wind effects, indicating a clear understanding of natural forces.

Additional Activity:

- ◆ Wind Dance: Use scarves or tissue paper to let children feel the "wind" by blowing gently on them or encouraging them to wave their scarves like the wind. They can move their scarves like leaves or pretend to be little birds flapping and flying in the breeze. It helps children understand movement and strengthens motor skills.

Module 6

(Expected transaction time: 1 period)

Passage: The Wingless Creature

◆ **Objectives:**

- Inspire imaginative thinking by discussing the difference between birds and humans.
- Develop early writing skills by having

learners write sentences imagining they have wings.

- Encourage teamwork and creativity through a collaborative wall magazine.

- ◆ Follows the process of Reading.

Interaction:

- What does Poodik think that might have happened to the man's wings?
- What does Mother Sparrow say about why men don't have wings?
- Alright, everyone! Let's use our imagination!
- What would you do if you had wings like a bird?
- Would you fly high in the sky? Or maybe visit your friends?
- Think about it for a moment.
- Now, you can write down what you would do with your wings.
- We will put your ideas together on the wall to make a big flying story!

Leads the learners to Activity -8 (Page 93)

- ◆ Let them write their own sentences.
- ◆ If needed, they may refer the pictures and text given on page 93.
- ◆ The teacher may collect all the responses and make a wall magazine with relevant pictures.

Evidence of Learning:

- Written sentences about having wings, demonstrating imaginative thinking and writing skills (Textbook and Wall magazine)
- Active participation in discussions about birds and humans, showing comprehension of differences in species.

Additional Activity:

- ◆ Who Has Wings? Sorting Game: Create a matching activity where children sort pictures of animals or objects into two groups – "Has Wings" and "No Wings." This activity encourages them to differentiate between winged and non-winged creatures and think

critically.

Module 7

(Expected transaction time: 1 period)

Passage: Poodik the singer

◆ Objectives:

- Promote empathy and perspective-taking by discussing Poodik's feelings.
- Strengthen comprehension through picture-based questions, encouraging students to observe.
- Develop writing skills by having students write answers in their notebooks.

◆ Follows the process of Reading.

Interaction

- What might happen if a little bird stands too close to the edge?
 - Have you ever tried to do something by yourself like Poodik?
 - How do you think Poodik felt after he fell?
 - What would you say to Poodik?
- ◆ The teacher leads the learners to the pictures given on page 83 and poses the questions given there.
- ◆ Let the learners write the answers in their notebook.
- ◆ The teacher writes the correct answers on the BB and asks the learners to refine their answers, if needed.

Poodik is in the nest.

Poodik fell out of the nest.

Now, Poodik is on the ground.

Evidence of Learning:

- Written answers to the comprehension questions, showing understanding of Poodik's emotions and situation (Notebook)
- Verbal contributions in discussion, demonstrating empathy and understanding of character perspectives.

Additional Activity:

◆ Edge Balance Game: Set up a low balance

beam and encourage children to walk along it while singing like Poodik. This activity helps build their balance and coordination. Always ensure the children's safety as they play.

Module 8

(Expected transaction time: 1 period)

Passage: The Ginger Cat

◆ Objectives:

- Develop awareness of safety and protective instincts in the animal kingdom.
- Reinforce language development by matching animal sounds with animals.

◆ Follows the process of Reading.

Interaction

- A big one with green eyes-who was that?
- Why did Mother Sparrow go down after Poodik?
- Who saved Little Poodik?
- What did the cat say to Poodik?
- Where did Mother Sparrow tell Poodik to go?
- If you were Poodik, what would you do?

Activity-10

Animal Sound Guessing Game

◆ How to Play:

1. Gather the Children: Have all the children sit in a circle or a comfortable space.
2. Choose an Animal: The teacher picks an animal but keeps it a secret.
3. Make the Sound: The teacher makes the sound of that animal (like a moo for a cow or a quack for a duck) without saying the animal's name.
4. Guessing Time: The toddlers take turns guessing which animal makes that sound. Encourage them to shout out their answers!
5. Confirm the Answer: When a child guesses correctly, celebrate with claps and cheers! You can also let them take a turn making an animal sound for others to guess.
6. Repeat: Keep playing by choosing different animals and letting more children have a turn!

◆ Tips:

- ◆ Use animal flashcards or pictures to show the animals after they're guessed.
- ◆ You can include actions, like pretending to walk like the animal, for extra fun!
- ◆ This game helps with listening skills and animal recognition while being lots of fun!

Interaction:

- Roar! What animal do you think makes this loud sound?
- Think of a strong animal!
- Chirp, chirp! What kind of animal makes this sweet sound?
- Look for the colorful ones!
- Mew, mew! Who do you think makes this sound?
- Think of a small, furry friend!
- Bark, bark! Which animal do you think says this?
- It often guards our homes!
- Squeak, squeak! What little animal makes this tiny sound?
- Think of someone small and quick!
- ◆ Now, let the learners match the animal sound to the correct animal. (Page 95)

Evidence of Learning:

- Accurate matching of animal sounds with animals, indicating knowledge of animal sounds and associations.
- Matching of animal sounds to the suitable animals (Textbook)

Additional Activity:

Hide and Seek:

- ◆ One child acts as the cat, while the others pretend to be birds, hiding from the cat.
- ◆ This fun activity teaches children about safe hiding spots, strategy, and playing together as a group.

Module 9

(Expected transaction time: 1 period)

Passage: The Lost Tail

◆ Objectives:

- Support comprehension and retention by discussing Poodik's journey back to the nest.
- Enhance categorization skills and develop logical intelligence by selecting a suitable tail from various choices.
- ◆ Follows the process of Reading.

Interaction

- How did the little sparrow manage to reach the window sill?
- Who came to the window after Poodik?
- What did Mother Sparrow do when she got to Poodik?
- What happened to Poodik's mother?
- What was the cat doing with the feathers?
- Is it possible to learn everything at once?

Activity-11

- Alright, everyone! We have a story about a mother sparrow who lost her tail.
- Look at these five tails given on page 95. We need to find the right one for her!
- Look at the first tail. What color is it? Does it look like a sparrow's tail?
- Now check the second tail. Is it suitable?
- See the third tail. Whose tail is this?
- Look at the fourth tail. Does it look like a sparrow's tail?
- Finally, check the fifth tail. Does it fit mother sparrow?
- Let's find the best tail for her! Raise your hand when you know the answer!
- If needed, you may refer the pictures of the sparrow given on previous pages.
- ◆ Let the learners pick out the suitable tail from the boxes.

Evidence of Learning:

- ◆ Correctly chosen 'tail' from multiple options, showing understanding of story details (Textbook)
- ◆ Responses to questions about Poodik's journey, indicating engagement with the story's events.

Additional Activity:

- ◆ Feather Finding Game: Have children bring

different feathers to class. The teacher displays them, and the children try to match each feather to the bird it belongs to. This engaging activity encourages observation skills, coordination, and teamwork.

Module 10

(Expected transaction time: 1 period)

Objectives:

- Encourage self-reflection and understanding of story theme.
- Develop writing skills

Activity-19 Thoughts

Objectives:

- ◆ Enable the children to express their feelings and thoughts.

Language focus:

- ◆ Expresses one's own feelings in simple language.
- ◆ Teacher asks the learners to read the passage once again

◆ What will be Poodik's thought?

- What happened to Poodik?
- Who was waiting below when Poodik fell?
- How did Poodik feel when he saw the cat?
- What did Mother do to help Poodik?
- How did Mother look when she protected Poodik?
- What did Poodik do after Mother told him to fly?
- Where did Poodik end up after he flew?
- What happened to Mother's tail?
- How does Poodik feel now with Mother?
- What did Poodik learn from this experience?

◆ Elicits responses from the children.

- ◆ Let them do the task individually.
- ◆ Random presentation.
- ◆ Let them sit in groups and refine it.
- ◆ Teacher divides the whole class into 5-member groups.
- ◆ Group refinement.

- ◆ Presentation by the groups

◆ Presentation of the Teacher's version.

I fell down from the nest.

A big cat was there.

I was so scared!

But Mother came after me.

She saved me from the cat.

She looked very brave!

I jumped up and flew high!

Now I am on the window ledge.

Mother lost her tail.

But she is happy.

The cat is sad now.

I feel safe with Mother.

I learned to be brave too!

Everything is okay now!

Evidence of Learning:

- Thoughts (Textbook and notebook)
- Participation in group discussions, demonstrating the ability to express ideas.

Module 11

(Expected transaction time: 1 period)

Objectives:

- Develop sequencing skills by arranging story events in chronological order.
- Foster creative thinking and conversational skills by completing imagined dialogues between Poodik and his mother.

Activity-17

- ◆ The major events of the story are given. Let the learners arrange them in the proper sequence.

Interaction:

- Look at the story events on page 101.
- Your task is to figure out the order of the events.
- The first event is provided for you.
- Now, find the next event.
- What happened after that?
- The last event is also given.
- Let's review them together to check if

we're correct.

- Great job, everyone!

Activity-18 Conversation

Objectives:

- Foster creative writing and dialogue skills by imagining a conversation.
- Promote collaborative learning through group refinement and role-playing activities.

Interaction:

- Alright, everyone! Today, we will imagine a conversation between Mother Sparrow and Poodik.
- What do you think they would say to each other?
- Think about Poodik's feelings. Is he happy or scared?
- Think about Mother Sparrow. What would she tell Poodik?
- Now, write the conversation in your notebook.
- ◆ What would be the conversation between the mother and Poodik?
- ◆ Let the learners complete the conversation given on page 102 individually.
- ◆ **Random presentation.**
- ◆ Now, let's work in groups. Each group will create their own conversation!
- ◆ After that, you can act it out as Mother and Poodik!
- ◆ This will be fun and help us work together. Let's get started!
- ◆ Group presentation

Role play

Presentation of the Teacher's version.

Poodik: Mother, I fell down!

Mother Sparrow: I know, Poodik! But you were very brave!

Poodik: The big cat scared me!

Mother Sparrow: I saw the cat. I wanted to keep you safe.

Poodik: I want to be brave like you, Mother!

Mother Sparrow: You can be! We will practice together.

Poodik: Can we fly now?

Mother Sparrow: Sure! But take care

Evidence of Learning:

- Correct arrangement of story events in sequence, showing comprehension of plot order (Textbook)
- Completed dialogue-writing activity, displaying an understanding of character interactions and conversation flow (Textbook and Notebook)
- Active participation in role-playing activities, showing understanding of conversational dynamics.

Module-12

Activity-1 Rhyme Time

Objectives:

- Introduce poetic structure and rhythm by reading and adding lines to the poem 'One Little Sparrow'.
- Encourage creative expression by having learners create their own stanzas that fit the theme and rhyme.
- ◆ The teacher instructs the learners to read the poem, 'One little sparrow', given on page 86.

Let's add lines (Page No.87)

Objectives:

- Encourage creative thinking by adding lines to a poem.
- ◆ Let the learners add lines keeping the theme, rhythm and structure.
 - The teacher reads the lines "One little sparrow....."
 - Encourages students to think of more lines in a similar pattern.
 - Have children observe the pictures and write their new lines in the space provided.

Interaction:

- We have three stanzas here
- Can you think of other stanzas?

- Refer the picture and write your new lines in the space provided.
- Write your new lines in your notebook.
- The teacher shares some of the children's lines with the class.

Evidence of Learning:

- ◆ Written lines that match the poem's theme and structure, demonstrating understanding of rhythm and rhyme. (Textbook and Notebook)
- ◆ Verbal sharing of poetic lines, indicating confidence in creative expression.

Module 13

(Expected transaction time: 1 period)

Activity-20 Poster

◆ Objectives:

- Promote environmental awareness and empathy for birds through a poster on bird protection.
- Develop artistic and fine motor skills through poster design.

Interaction:

- Alright, everyone! Today, we will make a poster about protecting birds!
- Birds are our friends, and they need our help.
- Let's think of ways to keep them safe.
- Don't throw trash outside.
- Feed them with birdseed.
- Be quiet so we don't scare them.
- Plant flowers and trees for them.
- Now, use your imagination! Draw birds, write messages!
- When you finish, we can show our posters and share how to help birds.
- Let's have fun!
- ◆ Let the children create a poster on protecting birds.

Activity-9

Objective:

- Build language skills by classifying words into naming words and describing words.

- ◆ Now, we are going to play a fun game with words!
- ◆ We have two types of words: Naming words and Describing words.
- ◆ Naming words are the names of people, animals, places, or things. For example, 'cat' is a naming word.
- ◆ Describing words tell us more about the naming words. For example, 'beautiful', 'brave', and 'brown' are describing words.
- ◆ Now, I will give you some words, and you will put them into the right groups.
- ◆ Let's find the naming words and the describing words!
- ◆ Let the learners classify the words into naming words and describing words.

Evidence of Learning:

- ◆ Completed posters advocating bird protection, showing an understanding of the importance of environmental conservation. (Textbook and portfolio)
- ◆ Verbal explanations of poster messages, demonstrating awareness of empathy for birds.
- ◆ Correct classification of Naming words and describing words (Textbook)

Additional Activity:

- ◆ I am a Bird Protector: Provide children with circle cutouts, crayons, and stickers to create their "Bird Protector" badges. They can wear these badges and practice saying, "I am a bird protector!" This reinforces the theme of caring for nature and builds a sense of responsibility.

Module 14

(Expected transaction time: 1 period)

◆ Objective:

- Develop attention to sentence structure by identifying and removing extra words.

Activity-12

- Okay, everyone! Let's find extra words in sentences.
- I will read a sentence, and I want you to

listen carefully.

- When I say the extra word, you will cross it out!
 - For example, in the sentence ‘Once upon a time, there lived a baby sparrow once.
 - Which is the extra word?
 - Yes, the extra word is ‘once.’
 - You will cross out ‘once’ because it is not needed.
 - Are you ready? Start finding those extra words in other sentences!
- ◆ The teacher instructs the learners to identify extra word in each sentence. Let them cross out it.

Activity-14

Objective:

- ◆ Recognize the difference between present and past tense verbs in sentences.

Intertaction:

- ◆ Dear children, we’re learning how action words change when we talk about things that happened before.
- ◆ For example, listen to this sentence: ‘The little sparrow see... saw... a man walking down the path.’
- ◆ The word ‘see’ changes to ‘saw’ when we talk about something that already happened.
- ◆ Let’s look at more sentences and find the past words!
- ◆ Are you ready? Let’s get started!
- ◆ The teacher asks the learners to read the sentences and choose the right words. (page 96)

Evidence of Learning:

- ◆ Successful identification and removal of extra words in sentences, showing attention to sentence structure (Textbook)
- ◆ Selecting the correct past tense verbs in a sentence (Textbook)

Additional Activity:

- ◆ Story Word Bingo: Prepare Bingo cards with

simple words related to the story, such as ‘bird,’ ‘fly,’ and ‘nest.’ As you read the story or talk about ‘Poodik’, the children can place the matching word card on their desk. This interactive activity helps reinforce vocabulary.

Module 15

(Expected transaction time: 1 period)

Objectives:

- Cultivate observation and journaling skills by introducing learners to a bird-watching journal.
- Look at a bird-watcher’s outfit and talk about them

Activity-15

- ◆ The teacher asks the learners identify the costume of the Little Bird watcher.

Interaction:

- Look at the picture of the boy photographing a bird.
- Let’s check out what he’s wearing.
- What do you see on his head? Yes, a hat!
- Now, what is he carrying to look closely at the bird?
- That’s right, a pair of binoculars!
- Can you find what’s on his back? It’s his backpack!
- Look down at his feet. Do you see his shoes?
- And look at his camera. This is a special one with a long lens to take pictures from far off distances.
- Let’s talk about each item he has, and describe his clothing. Are you ready?
- Now, describe the boy.

The little Bird Watcher

The boy is wearing a hat.

He has a dark pant and a shirt with many pockets.

He wears beautiful shoes on his feet.

He carries a backpack for his things.

He holds a camera to take bird pictures.

He also has binoculars to look at birds.

Activity-16

- ◆ The learner familiarises with the format of a ‘Bird watching Journal’.
- ◆ The teacher encourages the learners to write a Bird Watching Journal regularly.

Interaction:

- ◆ Alright. We’re going to learn about a Bird Watching Journal!
- ◆ A bird-watching journal helps us keep notes about birds we see.
- ◆ Each time we see a bird, we can write about it here!
- ◆ Here’s what we’ll write in our journal:
- ◆ The date and time we saw the bird.
- ◆ The place and the weather of that day.
- ◆ The name of the bird .
- ◆ Where it was—its habitat (like a tree or pond).
- ◆ The colors we saw on the bird.
- ◆ The size of the bird.
- ◆ What the bird was doing—its actions (like flying or eating).
- ◆ Let’s try to observe birds and write in our journals regularly. This will be a fun way to learn about birds and remember what we saw!

Evidence of Learning:

- ◆ Entries in the bird-watching journal, demonstrating observation skills and descriptive abilities. (Bird-watching Journal)
- ◆ Proper identification of bird-watching attire in pictures, showing understanding of outdoor observational needs.
- ◆ Verbal sharing of bird observations, indicating curiosity and engagement with nature exploration.

Additional Activity:

- ◆ **Bird-Watching Journey:**
- ◆ Take a trip to the nearest bird sanctuary. Children can observe different birds in their natural habitat and make notes or drawings in their bird-watching journals. They can also collect paper cuttings about birds and share

interesting bird news.



Asian openbill shuts out other migrants

Population of species in Tirunavaya has doubled over a year, shows study

ABDUL LATHEEF NAHA
MALAPPURAM

The trees in the wetlands of Tirunavaya are chock-a-block with nesting colonies of migrant birds that arrive from different parts of the country. The Asian openbill stork, the predominant species at Tirunavaya, has conquered most of the tree canopies in such a way as to drive away other migrant species.

A study conducted among the Asian openbill at Tirunavaya shows that the population of the species doubled over a year, kicking out species like Black-headed ibis, Oriental darter, Black-crowned night heron, Little cormorant, and Purple heron.

The wetlands at Pallar, Tirunavaya, spread over 25 hectares, where lots is commercially cultivated, are a safe breeding ground for several migrant birds. The presence of trees such as screwpine and Pride of India or Poomaruthu, with



Monopoly is on: A nesting colony of Asian openbill in the wetlands of Pallar, Tirunavaya, in Malappuram.

little access for people, has enticed the migrant birds to Pallar.

However, the felling of the trees as well as a sudden increase in the population of the Asian openbill has begun to pose a threat to other migrant birds.

Srinila Mahesh, who observed the migratory birds at Tirunavaya as part of her doctoral study on Asian openbill's breeding ecology, said it was strange to find the Asian openbills

invading nests of Black-headed ibis at Pallar. "Black-headed ibis and Oriental darter are two near-threatened bird species in these wetlands. But the Asian openbill appears to colonise the entire trees here," said Ms. Srinila.

Local birdwatcher and teacher Salman Karimbanakkal said that he observed a sharp fall in the presence of other species after the invasion of the Asian openbill.

"We used to observe several species, including Oriental darter and Black-headed ibis. But they are missing now apparently because of the Asian openbill dominance and the depletion of trees," said Mr. Salman.

They said planting trees like Poomaruthu would help strengthen the wetland ecology and the breeding ecology of hundreds of migrant birds.

No dearth of food
Most migrants found at Pallar are piscivorous, and there is no dearth of food for them in the wetlands. The breeding season for several of the species, including the Asian openbill, begins soon after the monsoon.

The migrants at Pallar had faced the threat of hunting and poaching until a few years ago. The presence of a watcher posted by the Forest department now ensures their safety.

Thirunavaya a second home for migratory birds

CHRONICLE
DECCAN CHRONICLE, LINA SAIJI
Published Jan 12, 2017, 7:19 AM IST
Updated Jan 12, 2017, 7:15 AM IST

The ornate black stork of the openbill, a species that has become a household name in the region, has found a safe haven in the wetlands of Tirunavaya. The bird, which is a common sight in the area, has been observed nesting in large numbers in the trees of the wetlands. The presence of the bird has attracted many birdwatchers and nature enthusiasts to the area. The bird is known for its unique appearance, with a long, straight bill and a black body. It is a migratory species that breeds in the wetlands of Tirunavaya and then migrates to other parts of the country during the winter months. The bird is also known for its nesting habits, as it builds its nests in the trees of the wetlands. The presence of the bird has become a major attraction for tourists and birdwatchers alike. The bird is also a symbol of the rich biodiversity of the wetlands of Tirunavaya.

Asian Openbill Stork spotted at Thirunavaya
photo: M. Sadiq

GRADE - 2





**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 3**

GRADE - 3



Introduction

- This unit focuses on the importance of honesty and respecting others' belongings.

Components

- Story
- Poem
- Activities

Materials needed

- Paper, markers, crayons
- Large beach ball (or inflatable ball), small objects (beanbags, balls of scrap paper)
- Colour paper, markers, crayons
- Chart paper, markers
- Emoji pictures
- Paper strips
- Speaker

MODULE 1

ENTRY ACTIVITY (PG 5)

- ◆ Begin with a class discussion about borrowing and sharing.
- ◆ Ask students for examples of when it's okay to borrow something and the importance of always asking permission.
- ◆ Next, introduce the concept of "missing" items.
- ◆ Briefly discuss the difference between something being misplaced and something being deliberately taken without permission.
- ◆ Briefly introduce a scenario (without revealing it's about stealing) where a student's favourite toy goes missing from the classroom.
- ◆ Have students brainstorm a list of possible reasons why the toy might be missing (e.g., misplaced, accidentally taken by another student).
- ◆ Explain that they will be reading a short passage that explores the concept of someone taking something that doesn't belong to them.
- ◆ Now, have students observe the picture in the page 5 that explicitly mentions stealing.

- ◆ After picture reading, facilitate a class discussion using the following questions (provided in the prompt) as a guide:
- ◆ Have you ever had your things stolen? (Focus on empathy and understanding)
- ◆ What do you do when someone steals your things? (Discuss appropriate ways to handle the situation)
- ◆ Why do you think people steal? (Explore different reasons like needing something, not understanding ownership)
- ◆ Do you think stealing is right or wrong? (Discuss the importance of honesty and respecting other people's belongings)

The Importance of Honesty

- After the discussion, emphasize the importance of honesty and returning borrowed items.
- Have students design a poster titled "Honesty is the Best Policy."
- They can draw pictures or write words that represent the value of honesty and the consequences of stealing (e.g., a sad face, a handshake symbolizing returning something).

Language focus

- Participate in a respectful classroom discussion about a sensitive topic.
- Create a visually engaging poster that promotes honesty.

Evidences of successful transaction of module

- Poster

MODULE 1

Near the Collective Farm (PG 6)

- ◆ Entry Activity: "Fair Share" Game
- ◆ Divide the class into two teams and have them

- stand on opposite sides of the room.
- ◆ Place the large ball in the centre of the room.
- ◆ Scatter the small objects around the playing area.
- ◆ Explain that the object of the game is to work together as a team to collect as many small objects as possible within a time limit.
- ◆ The catch is that students can only push the large ball to reach the objects, not pick them up directly.
- ◆ Encourage cooperation and communication within each team.
- ◆ After the time limit, count the number of objects collected by each team.
- ◆ Discuss the importance of teamwork and playing fair.

Reading Activity: The Temptation

- ◆ Briefly remind students about the concept of rules and following them.
- ◆ Explain that they will be reading a story about two boys who face a tempting situation.
- ◆ Picture reading and interaction.
- ◆ Have students read the passage about Pavlik and Kotka taking cucumbers from the collective farm.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask students to pay attention to the details that describe the boys' actions and the watchman's reaction (e.g., taking cucumbers without permission, running away after the whistle blows).

The Watchman's Report

- ◆ Discuss the concept of honesty and respecting the property of others, especially in a collective setting like a farm.
- ◆ Explain that the watchman has a responsibility to report what he saw.
- ◆ Have students design a report to his master or to police about the incident "The Watchman's Report" (3-4 panels).
- ◆ In the report, they can depict the following:
- ◆ (Pavlik and Kotka taking cucumbers.

- ◆ The watchman blowing his whistle.
- ◆ The watchman talking to other watchmen at the guard post.)
- ◆ Individual writing.
- ◆ Group sharing and refinement.
- ◆ Presentation
- ◆ Teacher version presentation
- ◆ Editing

Teacher version

(Report of Incident: Unauthorized Access and Removal of Produce

Date: [Insert Date]

Time: [Insert Time]

Reporting Officer: [Watchman's Name]

Location: Collective Farm Perimeter (Near Fence)

Incident:

I observed two young boys, later identified as Pavlik and Kotka, climbing over the collective farm fence. They proceeded to enter the field and remove cucumbers from the plants, filling their pockets with the produce.

Upon noticing their actions, I blew my whistle to alert them and deter their activity. However, they disregarded the warning and fled the scene.)

ACTIVITY

Write it this way (pg 21)

- ◆ Let the students read the activity, the sentences given and the final single sentence using 'but'.
- ◆ Discuss the use of 'but' to connect two opposite meaning sentences.
- ◆ Provide students with sentence starters that end before the contrasting idea (e.g., "I woke up early today, but..." or "It was a sunny day, but...").
- ◆ Have students use their imaginations to complete the sentences using the word "but" to introduce unexpected or surprising ideas.
- ◆ Presentation.

ACTIVITY**Hook the Correct Fish (pg 21)**

- ◆ Read the activity.
- ◆ Let them fill the blank space with suitable words from the text.
- ◆ Re-read the passage if needed.

Language focus

- Understand the use of the language structure 'but'.
 - Familiarize and write Reporting.
 - Read and understand the given story.
 - Act according to the instructions of the teacher.
 - Actively participate in games.
- ◆ **Evidences of successful transaction of module**
- Completed textbook activities
 - Report

MODULE 2**Cunning Pavlik (pg 7)****Entry Activity: "Oops! I Broke Something"**

- ◆ Begin with a class discussion about accidents and taking responsibility for our actions.
- ◆ Briefly describe a scenario where a student accidentally breaks a toy or prized possession (theirs or someone else's).
- ◆ Ask students what the student who broke the item should do. Discuss the importance of honesty and apologizing for mistakes.

Reading Activity

- ◆ Briefly remind students about Pavlik taking cucumbers without permission and giving them to Kotka.
- ◆ Have students read the passage about Kotka arriving home with the cucumbers and his mother's reaction.

Process reading

Follow the steps of reading as discussed earlier.

The Consequences of Dishonesty

- ◆ Divide a piece of colour paper in half for each student.
- ◆ On one side, have students write a short note from Kotka's perspective, depicting his initial excitement about bringing home the cucumbers.
- ◆ On the other side, have them write from the mother's perspective, representing her anger and disappointment.
- ◆ Encourage students to use emotions and expressions to portray the contrasting emotions in each scene.
- ◆ Ask students to pay attention to the details that describe Kotka's and his mother's emotions (e.g., Kotka excited, mother's burning eyes).
- ◆ Group refinement and presentation.

Kotka's Dilemma (Thoughts)

- ◆ On a chart paper, create a list titled "Kotka's Thoughts"
- ◆ Have students brainstorm what Kotka might be thinking or feeling now that his mother is angry.
- ◆ Encourage them to use words like "confused," "scared," or "sorry" and discuss why honesty would have been the better choice.
- ◆ You can also explore what Kotka could do now to address the situation, focusing on apologizing and taking responsibility for his actions.
- ◆ Let them write the thoughts of Kotka.
- ◆ Group sharing and refinement.
- ◆ Presentation
- ◆ Teacher version and editing

Teacher Version

Maybe I shouldn't have taken so many cucumbers.

Mom looks really mad. I wonder why?

I was just trying to help by bringing home food.

But we didn't get permission from the farm.

I wish I had told Mom the truth earlier.

Now she's disappointed in me.

What can I do to fix this?

Language focus

- Engage in writing ‘thoughts’.
- Write small write-ups on the feelings/emotions of characters.
- Read and understand the story.

Evidences of successful transaction of module

- Write-ups
- Thought

MODULE 3

Kotka in Trouble (pg 8)

Entry activity- The Consequence Chain

- ◆ Begin by discussing the concept of consequences, explaining that our actions can have positive or negative results.
- ◆ Briefly introduce the situation where Kotka took cucumbers without permission
- ◆ On a chart paper, start a chain titled “Consequences of Taking Cucumber”
- ◆ Have students take turns calling out potential consequences of Kotka’s actions (e.g., getting caught, disappointing his mother, having to return the cucumbers).
- ◆ As students add consequences to the chain, discuss how they are linked to the initial action of taking something without permission.
- ◆ After brainstorming the consequences, explain that they will be reading about what happens to Kotka in the story.

Reading Activity:

- ◆ Briefly remind students about Kotka taking cucumbers from the collective farm.
- ◆ Have students read the passage about Kotka’s conversation with his mother, focusing on her questions and his justifications.

Process reading

- ◆ Follow the steps of reading as discussed earlier
- ◆ Discuss how Kotka’s actions resulted in him being in trouble.

ACTIVITY- Because...(pg 23)

- ◆ Read the first two sentences of the text part: “Because... Pavlik did not take the cucumbers. He did not want to be in trouble.”
- ◆ Explain that the first sentence is missing a reason, which “because” will introduce.
- ◆ Read the complete sentence with “because” connecting Pavlik’s action (not taking cucumbers) to his reason (not wanting to be in trouble).
- ◆ Discuss how “because” helps us understand why Pavlik made that choice.
- ◆ Provide students with sentence starters that lack a reason (e.g., “I went outside today, because...” or “I finished my homework quickly, because...”).
- ◆ Have students use their imaginations to complete the sentences using “because” to introduce a reason or explanation for their actions.
- ◆ Encourage students to share their completed sentences with the class, celebrating the variety of reasons “because” can help us express.

ACTIVITY

Combine using ‘because’ (pg 21)

- ◆ On a chart paper, write the two sentences from the text part: “Kotka did not want to go back to the farm. He was afraid of the watchman.”
- ◆ Guide students to combine these sentences using “because” to show the connection between Kotka’s fear and his reluctance to return to the farm.

Presentation

- ◆ Provide additional pairs of simple sentences and have students practice combining them with “because” to explain the reasons behind actions or events.

Language focus

- Read and understand the story.
- Familiarize and use the language element ‘because’ in proper context.

Evidences of successful transaction of module

- Sentence chart
- Completed activities of textbook

MODULE 4

I'll Throw Them Away! (pg 9)

Entry Activity

- ◆ Briefly discuss the concept of mistakes and how everyone makes them sometimes.
- ◆ Ask students what they could do to fix their mistake if they accidentally broke something (e.g., apologize, try to repair it).
- ◆ Encourage students to share their ideas and emphasize the importance of taking responsibility for our actions.

Reading Activity:

- ◆ Briefly remind students about Kotka taking the cucumbers without permission and getting caught by his mother.
- ◆ Have students read the passage about Kotka's conversation with his mother, focusing on his resistance to returning the cucumbers.
- ◆ Process reading
- ◆ Follow the steps of reading as discussed earlier.
- ◆ Discuss Kotka's suggestion of throwing away the cucumbers and why his mother disagrees.

Tableau

- ◆ Let the students sit in groups.
- ◆ Each group has to perform the scenes of the story as stills. The main scenes are:
 1. Kotka's initial excitement about having the cucumbers (before the conversation with his mother).
 2. Kotka walking back to the farm to return the cucumbers (after his mother's instructions).
 - Encourage students to express facial emotions to show the difference between Kotka's initial excitement and his regret and understanding of his mistake.

Language focus

- Actively participate in discussions.
- Read and understand the story.
- Participate in tableau.

Evidences of successful transaction of module

- Tableau presentation video

MODULE 5

The Old Man Has a Gun (pg 10)

Entry Activity: "The Feelings Game"

- ◆ Briefly discuss different emotions people might experience, like happiness, sadness, fear, or anger.
- ◆ Show emojis with different emotions and have students act them out for the class to guess.
- ◆ Explain that stories can make characters feel different emotions. Today, they will be reading about a character who might be feeling scared.

Reading Activity

- ◆ Briefly remind students about Kotka taking the cucumbers and his mother insisting he return them.
- ◆ Have students read the passage about Kotka's fear of the old watchman and his mother's explanation about responsibility.

Process reading

- ◆ Follow the steps of reading.
 - Discuss why Kotka is scared of the watchman and how his actions might have consequences for someone else.

Debate:

- ◆ Divide the students into two groups. One group speaks from Kotka's perspective, depicting the scary old watchman with a gun (based on Kotka's belief).
- ◆ The other half, speaks from the watchman's perspective, showing him doing his job of looking after the farm (without a gun).
- ◆ Encourage students to use contrasting points and details to highlight the difference between

Kotka's fear and the possible reality of the situation.

Extension Activity: A Letter of Apology

- ◆ Have students imagine they are Kotka and need to apologize, not only to their mother but also to the watchman.
- ◆ Encourage them to write a short letter to the watchman, apologizing for taking the cucumbers and explaining their fear (without making excuses).
- ◆ In their letters, students can acknowledge the watchman's hard work and responsibility for protecting the farm.
- ◆ Individual writing
- ◆ Share in groups.
- ◆ Presentation
- ◆ Teacher version presentation
- ◆ Editing

Teacher version

Dear Watchman,

I am sorry that I took the cucumbers from your farm without asking. I know it was wrong and I shouldn't have done it.

I was scared when my mom said you might have a gun, but I understand now that you were just taking care of the farm. I'm sorry if I caused you any trouble.

I promise I won't take anything that doesn't belong to me again.

Sincerely,

Kotka

Language focus

- Read and understand the story.
- Engage in debate and express opinion.
- Engage in writing letters.
- Engage in acting freely.
- Act according to the instructions of the teacher.

Evidences of successful transaction of module

- Apology letter

MODULE 6

It's Dark Outside (pg 11)

Entry activity

- ◆ Group learners in pairs. Let them experience a blind walk like in the darkness. One student from the pair group should close his/ her eyes. The other should lead the blind one. Both of them should never talk while walking. The palms of the first one must be put on the palms of the other. The second one should lead the first one around the class. If there is a step, the second one should rise his/her palm. Likewise, they walk using such clues.

Reading activity (pg 11)

- ◆ Briefly remind students about Kotka taking the cucumbers without permission.
- ◆ Have students read the passage about Kotka's fear of the dark and his mother's response.
- ◆ Process reading
- ◆ Follow the steps of reading as discussed earlier.
- ◆ Discuss Kotka's fear and how it might be affecting him.

Thoughts of Kotka

- ◆ Let them look at the picture given in the textbook and re read the passage.
- ◆ Let them individually write the thoughts of Kotka while he walks to the farm through the darkness.
- ◆ Share in groups.
- ◆ Refinement and group presentation
- ◆ Teacher version presentation
- ◆ Editing

Teacher version

Mom could have just come with me. I hate the dark! It's not fair, making me go back alone. Maybe if I run... no, that's a bad idea. What if I trip and the old man with the gun finds me? Ugh, Mom said he had a gun! Maybe I can just leave them by the fence and sneak away? But Mom will know...

Introduce the interactive questions given in the page after the story part.

Discuss and find out the sentences in which mother shows her anger.

Song for Kotka

- ◆ Let the students sit in groups.
- ◆ Encourage them to write four or six lines of song for motivating Kotka while walking in the darkness and to overcome his fear.
- ◆ Presentation

Language focus

- Read and understand the story.
- Engage in classroom game like activities
- Engage in writing thoughts.
- Write simple songs related to a theme.

Evidences of successful transaction of module

- Thoughts
- Songs

MODULE 7

Behind the Door (pg 24)

Entry activity

- ◆ Briefly discuss different emotions people might experience, like happiness, sadness, anger, or frustration.
- ◆ Divide the students into groups.
- ◆ Distribute emoji pictures or flashcards with different emotions.
- ◆ Encourage them to plot a situation related to the emoji they got.
- ◆ Enact the situation before the class.

Reading activity (pg 24)

- ◆ Briefly remind students about Kotka taking the cucumbers and his mother's harsh response.
- ◆ Let the students read the passage about Kotka's mother closing the door and sobbing.

Thought of Mother

- ◆ The night was really dark. Kotka has to walk a long way to the farm.
- ◆ Mother started sobbing behind the door. She was very thoughtful about Kotka.

- What would be her thoughts at that time?
- Let the students write individually.
- Share and modify in groups.
- Presentation of the group product.
- Editing
- Teacher version presentation

Language focus

- Read and understand the story.
- Engage in writing thoughts.
- Engage in writing situations creatively.

Evidences of successful transaction of module

- Write up of situations
- Thoughts of mother

MODULE 8

I'll Throw Them into the Ditch (pg 12)

Entry activity- WORRY JAR

- ◆ Introduce a jar/ box to the class. The name of the jar, 'worry Jar' must be written clearly on the jar.
- ◆ Let them remind the worries of Kotka. Ask them to write their own worries in a paper piece and put it in the worry jar.
- ◆ Let them develop a feel that all their worries are taken away from them and they are worry free from then on.
- ◆ Let them ask the new worries of Kotka in the text part and let them read the text.

Process Reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Read the story part aloud to the students, asking questions to check comprehension.
- ◆ Introduce new words (e.g. ditch, glancing, sobbing) and ask students to use context clues to define them.
- ◆ Divide students into pairs to read the text together, taking turns and discussing any questions or thoughts that arise.
- ◆ Ask open-ended questions about the story, encouraging students to think critically.

Sequencing Activity:

- ◆ Cut out sentences from the text and write it in sentence strips. Ask students to put them in order.
- ◆ Let them do in groups and present.

Readers' Theatre:

- ◆ Divide the class into three member groups: Narrator, Kotka, and Inner Voice (thoughts of Kotka). The narrator reads the passage aloud, while students playing Kotka and Inner Voice read their parts expressively, highlighting Kotka's internal struggle.
- ◆ Let them practice the story part and present it as a readers' theatre before the class.
- ◆ Peer evaluation of each group.

Language focus

- ◆ Read and understand the story.
- ◆ Act according to the instructions of the teacher.
- ◆ Engage in Reader's theatre like activities.
- ◆ Evidences of successful transaction of module

Script of Readers' theatre

- ◆ Worry cards.

MODULE 9

At The Watchman's Hut (pg 13)

Entry Activity - "Fearless or Frightened":

- ◆ Create a sorting chart with two columns, "Fearless" and "Frightened".
- ◆ Write different situations (e.g. meeting a new friend, trying a new food, walking alone in the dark) on slips of paper.
- ◆ Ask students to sort them into the appropriate columns.
- ◆ Lead a discussion on fear and bravery.

Reading activity

- ◆ Lead the attention of the learners to the feelings of Kotka and what happened to him in the story.
- ◆ Let them read the story part of page 13.
- ◆ Process the steps of reading as discussed earlier.

- ◆ Ask open-ended questions about the story, encouraging students to think critically about Kotka's emotions and actions.

Map Drawing Activity:

The Watchman's Hut

- ◆ Briefly remind students of the story and the character's journey.
- ◆ Discuss basic map elements like title, symbols.
- ◆ Teacher can draw a simple example of a map on the board to illustrate these concepts.
- ◆ Distribute drawing paper and materials in groups.
- ◆ On the top, have them write the title "Journey to the Watchman's Hut."
- ◆ On the bottom, they will draw the map.
- ◆ Encourage them to include the following elements:
 - ◆ Draw a small cluster of houses representing the village.
 - ◆ Draw a large open space beside the village to represent the field.
 - ◆ A smaller rectangle within the field can represent the vegetable plot.
 - ◆ Watchman's Hut: Draw a small square or rectangle at the edge of the field, away from the village.
 - ◆ Students can draw a line from the edge of the village, across the field, to the watchman's hut. This represents the escape route.
- ◆ Presentation of group products.
- ◆ Teacher can present a teacher version also.
- ◆ Discussion on the features of the map.

Language focus

- Read and understand the story.
- Act according to the instructions of the teacher.
- Engage in simple games.
- Participate in drawing maps.

Evidences of successful transaction of module

- Fearless and frightened chart
- Village map

MODULE 10**Run Away! (pg 14)****Entry Activity****Freeze Dance” with Feelings “**

- ◆ Play upbeat music. Students dance and move around freely.
- ◆ When the music stops, call out a feeling (e.g., scared, happy, angry).
- ◆ Students freeze in a position that represents that feeling.
- ◆ Discuss what physical sensations and expressions are associated with each feeling.

Reading activity

- ◆ Develop a curiosity among the students on what might have happened between the watchman and Kotka when he reached the watchman’s hut.
- ◆ Lead them to read the particular story part to find out what happened.

Process reading

- ◆ Follow the steps of reading as discussed earlier.

Conversation

- ◆ Let the students write the conversation between Kotka and the watchman based on the TB page 14.
- ◆ Write individually.
- ◆ Let the students sit in groups.
- ◆ Group sharing and refinement
- ◆ Presentation of group product.

Language focus

- ◆ Read and understand the story.
- ◆ Engage in simple games.
- ◆ Engage in writing conversation.

Evidences of successful transaction of module

- ◆ Conversation

MODULE 11- Yes....No.... (pg 15)**Entry Activity: “Truth or Dare?” Game**

- ◆ Play a modified version of “Truth or Dare.”
- ◆ Prepare a set of “Truth or Dare” cards with fun tasks (e.g. “Hop on one foot” or “Tell a truth about yourself”). Students draw a card and choose to either answer a truth question or perform a dare task, promoting honesty and courage.
- ◆ Instead of dares, when a student chooses “dare,” they have to share a situation where they made a mistake or told a lie.
- ◆ Encourage them to talk about how they felt afterwards and what they learned from the experience.
- ◆ Discuss the importance of honesty and taking responsibility for our actions.

Reading Activity

- ◆ Lead the attention of the learners to the story part given in page 15.
- ◆ Let them read the passage.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask open-ended questions about the story, focusing on Kotka’s emotions and the watchman’s response.

Role- play

- ◆ Let them sit in groups and prepare a script for role- play. The situation is the meeting of the watchman and Kotka returning cucumbers.
- ◆ The conversation they prepared can be used here.
- ◆ Let them fix the characters of the role- play including narrator.
- ◆ Let them practice.
- ◆ Presentation of the role- play.
- ◆ Teacher can shoot the video of the role- play.

Language focus

- ◆ Read and understand the story.
- ◆ Actively participate in language games.
- ◆ Engage in writing scripts for the role- play.
- ◆ Participate in role- plays.

Evidences of successful transaction of module

- ◆ Video of the role- play

MODULE 12- Good Night, Grandad (pg 16), Kotka, the Good Boy (pg 17)

Entry Activity- Appreciation Circle:

- ◆ Gather students in a circle and ask each to share something they appreciate about the person on their right.
- ◆ Let them speak in simple sentences on the good habits, character features of their friends.
- ◆ Reading activity
- ◆ After a discussion on appreciating others on their good deeds, lead them to read the story part given in page 16 of textbook.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
 - Ask open-ended questions about the story, focusing on the watchman's response and Kotka's feelings.
 - Gift of Kindness- Appreciation cards:
 - Provide materials for students to create a small appreciation card for Kotka appreciating his efforts to admit mistakes and for his apologizing words to the watchman.

Story Tableau:

- ◆ Divide the class into small groups. Assign each group the final scene of the story (Kotka and thw watchman talking).
- ◆ Students can create a living picture (tableau) that freezes this scene in time, focusing on the characters' body language and facial expressions. Other groups can guess what the scene is about.
- ◆ Teacher can take the photo of stills.

Language focus

- ◆ Read and understand the story.

- ◆ Speak freely in simple English.
- ◆ Prepare appreciation cards.
- ◆ Actively participate in tableaux.

Evidences of successful transaction of module

- ◆ Appreciation cards
- ◆ Photographs of tableau stills.

ACTIVITY- Dear Diary...(pg 18)

- Introduce the activity in the class.
- Let them write the diary entry individually.
- Group sharing and modification
- Presentation of group product.
- Editing
- Presentation of teacher version.

ACTIVITY- Stop There, Pavlik (pg 19)

- ◆ Let them read the activity.
- ◆ Conduct a discussion on Kotka's state of mind that time and Pavlik's behaviour.
- ◆ Let them write the conversation individually.
- ◆ Group sharing and modification
- ◆ Group presentation.
- ◆ Editing

ACTIVITY- Story Time! (pg 20)

- ◆ Conducts a discussion on the end part of the story.
- ◆ We know Kotka feels relieved and grateful after his talk with the watchman. But what happens when he reaches home? His mother is waiting... Will she be angry? Understanding?
- ◆ Let them write the story individually.
- ◆ Random presentation
- ◆ Group sharing and modification
- ◆ Presentation
- ◆ Editing

ACTIVITY- Say it this way (pg 21)

- ◆ Let the students introduce the activity and the given example for contracted forms.
- ◆ Let them sit in groups and find out more contracted forms and their actual forms from the story.

- ◆ Presentation

ACTIVITY

- ◆ Read the sentences and write whether they have already happened or are happening now (pg 25)
- ◆ Read the given sentences one by one. Let them identify whether it has already happened or are happening now.
- ◆ Write it in a chart of 2 columns.
- ◆ Divide the class into 2 groups.
- ◆ One group finds out more sentences in which the action has happened already.
- ◆ The other group is asked to write sentences happening now.
- ◆ Presentation
- ◆ Let them fill the two columns of the chart.

ACTIVITY-

- ◆ Read the sentences and rewrite them in the present tense as if they are happening right now (pg 26)
- ◆ Introduce the activity.
- ◆ Let them rewrite the sentences as said.
- ◆ Presentation
- ◆ Practice it by a game.
- ◆ Divide the class into 2 groups.
- ◆ One group says a sentence in past tense.
- ◆ The other group has to convert it into present tense.
- ◆ Give points for correct answers.
- ◆ Continue the game with both teams.

ACTIVITY

- There are some errors in the given sentences. Correct them.
- ◆ Let them individually read the sentences and correct it.
- ◆ Presentation.

MODULE 14

POEM, Values Shine like Gold (pg 27)

- ◆ Read the poem expressively, emphasizing the rhythm and rhyme.
- ◆ Ask students what they think the poem is about.

- ◆ Ask questions like:
 - What does it mean to “take things that are not yours”?
 - Why are good values compared to “gold”?
 - What are some ways we can “share and care” for others’ things?
- ◆ Process the poem as we have done earlier.
- ◆ Students recite the poem together, reinforcing the message of honesty and respect.

ACTIVITY

- ◆ Find reasons from the story and write them in the columns below (pg 28)
- ◆ Let them re- read the story and find out the perspectives of mother and Kotka.
- ◆ Conduct a simple debate.
- ◆ Complete the table

ACTIVITY

- ◆ Learn Some Homonyms! (pg 29)
- ◆ Introduce the concept of homonyms.
- ◆ Let them go through each examples.
- ◆ Help them to find out some more homonyms.
- ◆ Presentation.

ACTIVITY

- ◆ Digital Assignment (pg 30)
- ◆ Let them be given a chance to retell the story in their own language and shoot it and post in the class whatsapp group.

ACTIVITY

- ◆ Let’s Act! (pg 30, 31)
- ◆ Divide the class into 4 groups.
- ◆ Let them read the activity.
- ◆ Each group selects one situation from the table and complete their elements of story acting, the characters, actions, location etc...
- ◆ Presentation of each group.

ACTIVITY

- ◆ Fun with Grammar (pg 31)
- ◆ This activity is intended for evaluation.
- ◆ Let them individually re- write the sentences.
- ◆ Presentation.

Introduction

- ◆ This story is a fantasy and a magical world journey of two children.

Components

- Story
- Poem
- Activities
- Song

Materials needed

- Flashcards with images related to the story: a loose tooth, a dentist, a fairy, and a child playing.
- Chart, markers, paper strips, speaker, bell, anklet, crayons, cotton balls, stick, colour papers, glue, glitter powder

MODULE 1- ENTRY ACTIVITY**(Find the path pg 33)**

- ◆ Greets the students and indulges in casual talks about their teeth.
- ◆ Ask whether they had lost their teeth and how many?
- ◆ Greet the students and tell them that today's lesson will start with a fun challenge.
- ◆ Introduce the puzzle "Help Tooth Fairy get to the tooth" as a "find out the way" activity.
- ◆ Allow students to work on the puzzle individually.
- ◆ Presentation.

Language focus

- ◆ Engage students in a fun and interactive way that stimulates their problem-solving skills.

Evidences of successful transaction of module

- Completed puzzle

MODULE 2**The Loose Tooth (pg 34, 35)****Entry activity**

- ◆ Begin by asking students if they have ever had a loose tooth.
- ◆ Encourage them to share their experiences or stories they've heard about losing a tooth.
- ◆ Introduce the concept of the Tooth Fairy, asking if they've heard of it before and what they know about it.
- ◆ Show flashcards with images related to the story: a loose tooth, a dentist, a fairy, and a child playing.
- ◆ Ask students to guess what the story might be about based on the images.

Reading activity- The Loose Tooth

- ◆ Lead the attention of the learners to the story part in page 34.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - "Why do you think Pinky told Tinu to be careful with his loose tooth?"
 - "What do you think happens when the Tooth Fairy collects the tooth?"
- ◆ Write the elicited responses in a chart and make them read as a reading material.

Tooth Fairy Tales:

- ◆ Ask students to imagine they are the Tooth Fairy and write a short story about their adventures.

- ◆ Share in groups and modification.
- ◆ Presentation of group product.
- ◆ Teacher version.
- ◆ Editing.

Meet the guest: Interview

- ◆ Invite a guest speaker (e.g., a dentist) to talk to the class about oral hygiene and tooth care.
- ◆ Let them prepare questions to ask to the guest.
- ◆ Group sharing and editing.
- ◆ Sort and edit the questions.

Language focus:

- Read and understand the story and its characters.
- Act according to the instructions of the teacher.
- Actively and creatively engage in writing simple short stories.
- Prepare questions to ask in an interview.

Evidences of successful transaction of module

- Story
- Interview questions

MODULE 3

Waiting for the Tooth Fairy (pg 36)

Entry Activity- Classroom Setup: Fairy Tale Atmosphere

- ◆ Play soft, magical background music to create a fairy-tale atmosphere. Make the students close their eyes and listen to the music.
- ◆ Describe the appearance of a tooth fairy in a mystical way.
- ◆ Ask students to close their eyes and imagine what the Tooth Fairy looks like.
- ◆ Encourage them to describe her appearance, what she carries, and how she might sound.
- ◆ Discuss their ideas briefly, fostering a sense of curiosity and excitement about the story.
- ◆ Display images of tooth fairies, stars, and children sleeping on the board or walls using power point to create a fairy tale atmosphere.

Reading activity - Waiting for the Tooth Fairy (pg 36)

- ◆ Lead the attention of the learners to the pictures of the story part.
- ◆ Ask interactive questions to process the pictures.
- ◆ Make them read the story part of pg 36.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask comprehensive questions.

Role-Play: The Night of Waiting

- ◆ Divide them into groups.
- ◆ Assign the roles of Tinu, Pinky, and the Tooth Fairy.
- ◆ Have them act out the story, focusing on the excitement and eventual sleepiness of the characters.
- ◆ Let them prepare the script of the role-play.
- ◆ Allow students to improvise what might happen if they did see the Tooth Fairy, adding a creative twist to the role-play.
- ◆ Presentation.
- ◆ Shoot the presentation and post it in the class group.

Language Game: Tooth Fairy's Quiz

Let the students prepare a small quiz related to the story with questions like:

- “What did Pinky find under her pillow after the Tooth Fairy visited?”
- “Why did Tinu want to stay awake?”
- ◆ Divide the class into teams and let them answer the quiz questions. The team with the most correct answers wins a small reward, like a sticker.

ACTIVITY- Edit, please! (pg 49)

- ◆ Let them individually complete the activity.
- ◆ If needed, let them go through the story and re-read.

Language focus

- ◆ Read and comprehend the story part.

- ◆ Actively participate in language games.
- ◆ Actively participate in role- play.
- ◆ Prepare questions based on a learned passage and participate in quiz.

Evidences of successful transaction of module

- Video of role- play
- Questions for the quiz
- Completed Activity

MODULE 4

Tooth Fairy Appears! (pg 37)

Entry activity

- ◆ Begin with a short rhyme or song about teeth.
- ◆ Let them make movements according to the song as a TPR activity.

Mystery Box: What's in the Fairy's Box?

- ◆ Prepare a small box with a bell or a tiny bell or anklet inside.
- ◆ Shake the box lightly, making a tinkling sound, and ask students to guess what could be inside.
- ◆ Introduce the idea that this sound is similar to what Tinu heard when the Tooth Fairy appeared.

Reading activity (pg 37)

- ◆ Lead the attention of the learners to page 37 and let them observe the picture.
- ◆ Picture interaction.
- ◆ Make them read the story part.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask comprehensive questions.
- ◆ **Comprehension Questions:**
 - Who woke Tinu up?
 - Where did Tinu see the tooth fairy?
 - What did the tooth fairy say about Tinu's tooth?
 - What did Tinu ask the tooth fairy?
- ◆ **Elicit responses and write it on a chart as an**

elicited chart.

- ◆ Let them read the chart as discussed earlier.
- ◆ **Describing the Fairy:**
 - Ask students to draw the picture of Tooth Fairy.
 - Exhibition of the pictures.
 - Let them describe her using adjectives (e.g., sparkling, tiny, magical).
 - Individual writing.
 - Presentation
 - Teacher can present a teacher version of the description too.
 - Editing.

Debate: Dream or Reality? :

- Lead a class discussion on whether they think Tinu really saw the Tooth Fairy or if he was dreaming.
- Divide them into two groups.
- Encourage students to share their opinions and support their ideas with reasons.
- Teacher can act as a moderator of the debate.
- Let each student to speak anything about the topic freely.

Creative Writing: A Visit to the Tooth Fairy's Home:

- ◆ Ask students to imagine what the Tooth Fairy's home in the clouds might look like.
- ◆ Make them write a short paragraph describing the home, using the descriptive words they generated earlier.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation
- ◆ Teacher version
- ◆ Editing.

ACTIVITY- Unbox your craft tools. (pg 49)

- ◆ Supply the materials needed to make the magic wand.
- ◆ Let them sit in groups and make the magic wand by reading the instructions and observing

the pictures.

- ◆ Presentation

Language focus

- Read and comprehend simple stories.
- Listen and enjoy simple songs.
- Actively engage in TPR activities
- Participate in debates and express opinions.
- Actively engage in creative writing like writing description.
- Stimulating imagination and draws.
- Evidences of successful transaction of module
- Drawing of Fairy
- Description of Tooth Fairy
- Creative writing on Tooth Fairy's home.
- Completed Activity

MODULE 5

Ride Up into the Sky (pg 38)

Entry activity - Wishful Thinking:

- ◆ Give the students a magic wand.
- ◆ Ask them what would they do with it?
- ◆ Let them individually talk about their wish.
- ◆ Encourage students to share their thoughts, leading them to predict what might happen in the story.

Language Game: Fairy's Magic Words:

- ◆ Introduce a list of words from the story (e.g., wand, doves, sky, velvet).
- ◆ Play a quick word association game where students say the first word that comes to mind when they hear each magical word.
- ◆ Play the game as a relay.

Reading activity- pg 38

- ◆ Lead the focus of the learners to the pictures of page 38.
- ◆ Ask interactive questions and make them curious to read the story part.

Process reading

- ◆ Follow the steps of reading discussed earlier.
- ◆ Ask comprehension questions and elicit

responses. Write it on a chart.

- What did the Tooth Fairy say after Tinu gave her the tooth?
- How did Pinky and Tinu become small?
- What did the Tooth Fairy use to make the doves appear?
- What did Tinu say to Pinky?

Creative Drawing: My Ride to Cloudland:

- ◆ Give students paper and crayons and ask them to draw their version of the ride to Cloudland, including the doves and the pink dawn sky.
- ◆ Ask them to label the parts of their drawing with descriptive words they have learned.

Journey to Cloudland- travelogue writing

- ◆ Lead a discussion on what they think Cloudland might look like and what would be the scenes in the cloud land.
- ◆ Let them write an imaginary travelogue of Cloudland.
- ◆ Share in group and modification
- ◆ Presentation of group product.
- ◆ Teacher version
- ◆ Editing

ACTIVITY- Wave your magic wand (pg 45)

- ◆ Let the learners read the activity and list out the things they want.
- ◆ Presentation
- ◆ Let them describe one of those items they listed.
- ◆ Presentation

ACTIVITY- Colour the scene (pg 47)

- ◆ Let the learners read the activity and draw the picture according to the instructions.
- ◆ Exhibit the pictures.

ACTIVITY-Abacadabra... (pg 50)

- ◆ Let the learners watch videos of performing magic.

- ◆ Teacher also can perform a sample.
- ◆ Ask the learners to practice a magic from home and perform a magic show in the class on the next day. They can wear the costume of a magician too.

ACTIVITY- Digital assignment (pg 59)

- ◆ Encourage them to perform a magic show at home and shoot it.
- ◆ Make them share it in the class whatsapp group as a digital assignment.

Language focus

- Read and comprehend simple stories.
- Act according to the instructions of the teacher.
- Participate in creative writing like travelogue.
- Draw creatively to express ideas.
- Share thoughts orally.
- Participate in language games.

Evidences of successful transaction of module

- Travelogue
- Drawing of Cloudland
- Completed TB activity

MODULE 6- A Strange Land (pg 39)

Entry activity- Imaginative

Visualization: Cotton Wool Hills

- ◆ Begin by asking students to close their eyes and imagine a land high up in the clouds.
- ◆ Describe the scene: “Imagine hills as soft as cotton wool, a palace surrounded by the strangest plants, and a boat with rainbow sails moving among the clouds.”
- ◆ Teacher can play a soft music.
- ◆ After a minute of visualization, ask students to describe what they have imagined.
- ◆ Let everyone speak.

Community drawing

- ◆ Paste a chart paper on the wall.
- ◆ Let each one draw something related to the Cloudland based on the description of the teacher and the students in the entry activity.

Reading Activity- A Strange Land (pg 39)

- ◆ Let the learners observe the pictures given in page 39 and ask interactive questions to arouse curiosity in them about the story.
- ◆ Thus make them read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask comprehension questions.
- ◆ Elicit responses and write it on a chart.

Comprehension Questions:

- What did Pinky and Tinu see when they arrived in Cloudland?
- What grew on the strange plants?
- What did the Tooth Fairy tell Pinky and Tinu about the stars?
- What did Pinky and Tinu think about the Tooth Fairy’s explanation?

Thoughts

- ◆ The Tooth fairy told “Children’s baby teeth are ‘star seeds’.
- ◆ “Are you telling a lie?” Pinky asked.
- ◆ What would be the thoughts of Pinky at that time after hearing the explanations of Tooth fairy about star seeds?
- ◆ Let them individually write the ‘thoughts of Pinky’.
- ◆ Group sharing and modification.
- ◆ Teacher version
- ◆ Editing of the group product.

Role-Playing: Planting Star Seeds:

- ◆ Divide the class into small groups, assigning roles such as the Tooth Fairy, Tinu, Pinky, and magical creatures.
- ◆ Encourage them act out the scene where the

Tooth Fairy explains how star seeds work and demonstrates planting a star seed.

- ◆ Use props like shiny paper stars and pretend to plant them in a “cloud garden” made of cotton balls.
- ◆ Shoot the role-play.

ACTIVITY- Word Art (pg 48)

- ◆ Let them observe the picture and individually describe the picture.
- ◆ Group sharing and modification
- ◆ Presentation
- ◆ Editing if needed.

Language focus

- Act according to the instructions of the teacher.
- Read and understand the story.
- Participate in writing thoughts.
- Engage in acting role- plays and prepare scripts
- Participate in community drawing based on the theme.
- Share experiences and thoughts freely.

Evidences of successful transaction of module

- Community drawing
- Thought
- Video of role- play
- Completed TB activity

MODULE 7

But, Why My Tooth? (pg 40)

- ◆ Entry activity- Advertisement
- ◆ Let the students watch advertisements of tooth paste using ICT.
- ◆ Discuss the various features of an advertisement- its content, visual features etc...
- ◆ Divide them into 4 or 6 groups.
- ◆ Ask them to prepare an advertisement for a tooth paste.
- ◆ They can give a name and add dialogues, music and materials too.
- ◆ Presentation.

Reading Activity- But, Why My Tooth? (pg 40)

- ◆ Make them observe the pictures given in the textbook page 40.
- ◆ Ask interactive questions based on the pictures.
- ◆ Thus lead their attention to the story part and let them read the story.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask the following comprehension questions and elicit responses.
 - Why did Tinu want to know why his tooth was important?
 - What did the Tooth Fairy say about Tinu’s teeth?
 - What kind of stars do children’s teeth become?
 - What exciting thing happened as they were talking?
- ◆ Write the elicited responses in a chart as an evolving text and make them read.

Story Chain:

- ◆ Make the students sit in a circle and start telling a story related to the magical world of teeth and stars.
- ◆ First student say a beginning sentence of the story.
- ◆ Each student adds a sentence to continue the story.

Thought writing: A Star’s Journey

- ◆ Ask students to write a short write up about the journey of a golden star from the sky to its new place after being replaced by Tinu’s tooth.
- ◆ Encourage them to think about what the star might see and experience on its way to the sky.
- ◆ Individual writing.
- ◆ Group sharing and modification
- ◆ Presentation
- ◆ Teacher version
- ◆ Editing

Activity - Healthy Teeth (pg 44)

- ◆ Introduce the activity given in the page 44.
- ◆ Let them complete the activity individually.
- ◆ Random presentation and discussion.
- ◆ Add more relevant points after discussion.

Language focus

- Read and understand the story.
- Act according to the instructions of the teacher.
- Engage in thought writing
- Engage in creative thinking and storytelling through interactive activities.
- Actively participate in making advertisements.

Evidences of successful transaction of module

- Thought
- Advertisement
- Completed TB Activity

MODULE 8- Planting a Star (pg 41)

Entry Activity- Fairy’s Instructions:

- ◆ Make the students to sit in pair groups.
- ◆ Let them prepare a set of instructions related to planting a tooth in the sky (e.g., “Hold the tooth gently” or “dig a hole”).
- ◆ One Student give instructions and the other one act accordingly.

Reading activity- Planting a Star (pg 41)

- ◆ Let them observe the pictures of the page 41
- ◆ Picture interaction
- ◆ Lead them to the story part and make them read.

Process of reading

- ◆ Follow the steps of reading as discussed earlier and ask comprehension questions.
 - What did the Tooth Fairy suggest they do with Tinu’s tooth?
 - How did they travel to the place where the old star had been?
 - What did Tinu ask the Tooth Fairy?
 - Who witnessed the planting of the tooth?

- ◆ Elicit responses and write it in a chart.

Sequencing the Journey:

- ◆ Provide students with picture cards that depict different parts of the story (e.g., the silver boat, the full moon, Tinu planting the tooth).
- ◆ In groups, let them arrange the cards in the correct sequence according to the story.
- ◆ Discuss the correct sequence and how the order of events creates the story’s flow.
- ◆ Write one or two sentences under each picture cards based on the story.
- ◆ Presentation.

Creative Drawing: My Sky Garden:

- ◆ Provide students with paper and coloured pencils.
- ◆ Ask them to draw their own version of a “Sky Garden” where stars and teeth are planted.
- ◆ Encourage them to add details like the silver boat, the full moon, and their own special stars.
- ◆ Display their drawings in the classroom.

Language focus

- Act according to the instructions of the teacher.
- Read and comprehend the story.
- Engage in drawing creatively to express ideas.
- Sequence the pictures from the story.
- Engage in theatrical activities.

Evidences of successful transaction of module

- Sequenced pictures with sentences.
- Drawing

MODULE 9

My Own Golden Star (pg 42)

Entry activity- Stellar Search:

- ◆ Show pictures of the night sky using ICT and ask students to find constellations or stars. Discuss the wonder of the universe. Let them watch and enjoy the sky.

Reading activity- My Own Golden Star (pg 42)

- ◆ Let the learners observe the pictures given in the page 42 of textbook.
- ◆ Ask interactive questions related to the pictures.
- ◆ Thus lead them to the story and encourage them to read.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Ask comprehension questions and elicit responses.
 - Where did Tinu and Pinky find themselves after the Tooth Fairy waved her wand?
 - What did Tinu and Pinky do that night?
 - What did Tinu see in the sky?
 - What did Tinu and Pinky have now?

True or False:

- ◆ Prepare a set of statements related to the story (e.g., “Tinu and Pinky met the Tooth Fairy” or “They planted a tooth in the sky”).
- ◆ Divide them into groups and each group is given a set of such sentence cards.
- ◆ Students discuss and decide if each statement is true or false.
- ◆ Presentation.

Creative Writing- My Unbelievable Tale:

- ◆ Ask students to write a short story about an unbelievable adventure they might have had, whether real or imagined.
- ◆ Encourage them to include details that make the story feel magical, just like Tinu and Pinky’s adventure.
- ◆ Allow them to illustrate their stories.
- ◆ Exhibit their story book with a beautiful cover page.

Language focus

- Read and understand the story.
- Stimulate imagination and storytelling skill.

- Act according to the instructions of the teacher.

Evidences of successful transaction of module

- Story book

MODULE 10-

In the Land Of Dreams (poem pg 43)

Visual Imagination:

- ◆ Ask students to close their eyes and imagine a land where stars twinkle and a fairy flies at night.
- ◆ Teacher recites the poem or let them hear the audio of the poem.
- ◆ After a moment, ask them to open their eyes and share what they have pictured.
- ◆ This prepares them to connect with the imagery in the poem.

Listen and Imagine:

- ◆ Read the poem aloud to the class with expression, emphasizing the rhyming words and the rhythm.
- ◆ Ask students to listen carefully and imagine the scenes described in the poem.

Discussion:

- ◆ Ask students what they think the poem is about and how it made them feel.
- ◆ **Discuss the main ideas:**
 - The Tooth Fairy’s special job.
 - The excitement of losing a tooth and finding something magical in its place.

Language focus

- Read and enjoy poems

Evidences of successful transaction of module

ACTIVITY- Opposites, please (pg 46)

- ◆ Let the learners read the activity.
- ◆ Sit in groups and find out the opposites from the textbook.

- ◆ Presentation

ACTIVITY- Make it more! (pg 46)

- ◆ Read the activity.
- ◆ Discuss on the given sentences.
- ◆ Sit in groups and complete the sentences with more describing words.
- ◆ Presentation

ACTIVITY-Where is my Pair? (pg 50)

- ◆ Introduce the activity.
- ◆ Let them do it individually.
- ◆ Presentation

ACTIVITY- Fun reading (pg 51)

- ◆ Divide the class into 2 teams.
- ◆ Write the given words in 2 set of paper strips and distribute each set to both teams.
- ◆ Ask to re- read the story and find out rhyming words to that words from the story. Ask to write the rhyming word on the back side of the corresponding word strip. The team who completes first with correct words will be the winner.
- ◆ Let them complete the textbook activity page 51.

Activity-

Names, names and names (pg 51)

- ◆ Introduce the activity given in page 51.
- ◆ Conduct a discussion on ‘naming words’.
- ◆ Let them complete the activity individually.
- ◆ Group sharing and modification.
- ◆ Group presentation.
- ◆ Textbook completion.

ACTIVITY-What a Wonderful Journey! (pg 52)

- ◆ Lead the attention to activity of conversation writing.
- ◆ Let them read and complete the activity individually.
- ◆ Group sharing and modification.
- ◆ Group presentation
- ◆ Teacher version presentation

- ◆ Editing

ACTIVITY- More lines (pg 53)

- ◆ Introduce the song given in the page 53.
- ◆ Process the song as we discussed earlier.
- ◆ Let them add more lines to the song individually first.
- ◆ Group sharing and modification.
- ◆ Presentation
- ◆ Teacher can present her own added lines.
- ◆ Editing.

ACTIVITY-Yes or No (PG 54)

- ◆ Introduce the activity given in page 54.
- ◆ Let them read the sentences and find out whether it is true or false statement.
- ◆ Ask to re- read the story if needed.
- ◆ Complete the activity.
- ◆ Presentation.

ACTIVITY-

CONNECTING BLOCK (pg 54)

- ◆ Let them go through the activity.
- ◆ Discuss on how to connect words from the table.
- ◆ Find out some examples.
- ◆ Complete the activity individually.
- ◆ Group sharing and modification.
- ◆ Each group present the sentences written on a chart.

ACTIVITY- STAND IN QUEUE (pg 54)

- ◆ Present the activity just like the previous activity of sentence making.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation

ACTIVITY- CATCH ME IF YOU CAN (pg 55)

- ◆ Conduct this activity as a game.
- ◆ Introduce the activity.
- ◆ Set a time and ask them to find out and circle maximum meaningful words from the puzzle box.

- ◆ Presentation.
- ◆ The one with maximum meaningful words will be the winner.

ACTIVITY- NAME STICKER (pg 56)

- ◆ Introduce the activity and let them individually complete the activity.
- ◆ Presentation.

ACTIVITY- COLOUR PALETTE (pg 56)

- ◆ Introduce the activity.
- ◆ Let them individually classify the words in the petals based on name of persons, things and places.
- ◆ After group sharing and modification, let them colour the petals according to the instructions.
- ◆ Presentation

ACTIVITY- STORYBOARD (pg 57)

- ◆ Divide the students into 4 or 5 groups.
- ◆ Let them convert the story into a role- play.
- ◆ Make them to write the script first.
- ◆ Teacher's continuous support is necessary at this stage.
- ◆ Encourage them to add more events and characters in the script.
- ◆ Give proper time for practice.
- ◆ Let them present the role- play.
- ◆ Teacher should shoot the video of the role- play.

ACTIVITY- STORY THREAD (pg 58)

- ◆ Divide the students into 5 groups.
- ◆ Distribute a set of sentence cards in which the given events of the story are written.
- ◆ Let them rearrange the sentence cards in the correct order of the story and paste it on a chart.
- ◆ Group presentation
- ◆ The first group who rearranges the events correctly will be the winner.

- ◆ Complete the activity in the textbook.

ACTIVITY- WHAT AM I? (pg 59)

- ◆ Introduce the riddles given in the activity.
- ◆ Complete the activity individually and present.
- ◆ Encourage them to sit in groups and make more riddles like these related to the words of this story.
- ◆ Conduct a riddle quiz.

ACTIVITY- DIARY (pg 60)

- ◆ Introduce the activity.
- ◆ Let the learners write the diary individually.
- ◆ Group sharing and modification.
- ◆ Presentation
- ◆ Teacher version presentation
- ◆ Editing

ACTIVITY- Fun with Grammar (pg 60)

- ◆ Teacher can conduct this activity as a quiz model.
- ◆ Divide the learners into groups.
- ◆ Each group is given 3 pluck cards in which 3 words are written as 'yesterday', 'today', and 'tomorrow'.
- ◆ When teacher calls out a sentence given in this activity, they have to raise the correct time word pluck card related to the sentence.
- ◆ First shown team will get 10 points.
- ◆ Continue the game with other sentences too.
- ◆ Completion of textbook activity.

ACTIVITY- Fun with Sounds (pg 60)

- ◆ Introduce the concept of syllables by citing examples from the words of the story.
- ◆ Encourage them to find out the number of syllables given by the teacher as example.
- ◆ Let them complete the activity individually.
- ◆ Group sharing and modification.
- ◆ Presentation

Introduction

- ◆ The story emphasizes the value of perseverance and labour. It shows how the brothers, initially lazy, learn the importance of hard work by cultivating a vineyard and ultimately realize that the real treasure their father left them was the lesson that success comes through dedication and effort.
- ◆ Components
- ◆ Story
- ◆ Poem

- ◆ **Materials needed**
 - Picture of a storyteller (for entry activity).
 - Map of Europe
 - Chart, marker, crayons
 - Pictures of a well-kept garden and an overgrown garden.
 - Scissors, glue, coloured papers
 - Treasure hunt gift
 - Emoji stickers
 - Different objects for blind fold treasure hunt activity
 - Paper box
 - Puzzle map
 - Word cards

MODULE 1-

ENTRY ACTIVITY (PG 62)

- ◆ Show the class a picture of a grandmother telling stories to children given in the textbook page 62.
- ◆ Lead the attention of the learners to the picture.
- ◆ Ask interactive questions based on the picture.
 - “What do you see in this picture?”
 - “What might the woman be telling the children?”
 - “Does your grandma or grandpa tell you stories?”
 - “Do you remember any such stories?”
 - “Can you share a short folk tale or a story

your grandparents have told you?”

- ◆ Encourage children to participate in a short discussion about the stories they’ve heard from their elders.
- ◆ Let them narrate a folk tale they have known before the class.
- ◆ Let them read the provided text about Moldova.
- ◆ Ask the students to point out Moldova on a map.

Language focus

- Understand the concept of folk tales.
- Engage in storytelling and creative writing based on personal experiences.

Evidences of successful transaction of module

- Map highlighting Moldova

MODULE 1- Lazy Sons (PG 64)

Entry Activity- Help or Not?” (Game)

- ◆ Create a quick game where you give students different situations and they respond with either “Help!” (if they would help) or “Not!” (if they wouldn’t help).
 - “Your mother is cleaning the house, and she asks for your help. Would you help or not?”
 - “Your friend is carrying a heavy bag, and he/she struggling. Help or not?”
 - “Your father is working hard in the garden, and you are sitting under a tree. Help or not?”
 - “You are playing, but your brother is doing homework. Help or not?”
- ◆ Encourage responses, and after each one, ask students why they would choose to help or not.

Reading activity- Lazy Sons

- ◆ Lead their attention to the pictures of textbook page 64.

- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why was Ivan so hardworking?
 - How did his sons spend their time?
 - Do you think the sons were being fair to their father? Why or why not?

Debate:

- ◆ Conduct a debate between the sons and their father, discussing the importance of work and responsibility.
- ◆ Let them point out their key points first.
- ◆ Teacher can act out as a moderator and note their points in a chart.

Role Play:

- ◆ Select students to act out a short scene between Ivan and his sons, focusing on the sons learning the importance of hard work. Let them prepare the script first and act out.
- ◆ Textbook activity- Solve the Puzzle (page 76)
- ◆ Introduce the activity and conduct a discussion on the age of the given characters.
- ◆ Let them individually complete the activity.
- ◆ Group sharing and editing
- ◆ Group presentation
- ◆ Editing
- ◆ Give more examples on ‘degrees of comparison’.

Textbook Activity

Thoughts of Ivan (pg 80)

- ◆ Introduce the activity.
- ◆ Let them write the thoughts individually.
- ◆ Presentation
- ◆ Editing

Language focus

- Learn character traits through a simple

story.

- Read and understand the passage given.
- Actively participate in debate and role- play
- Familiarize and understand degrees of comparison

Evidences of successful transaction of module

- Debate key points chart
- Script of the role- play
- Completed textbook activities

MODULE 2

Nettles and Thistles (PG 65)

Entry Activity-”Weeds in the Garden” (Picture Discussion)

- ◆ Show students a picture of a beautiful, well-maintained garden and then a picture of a neglected, overgrown garden with weeds, nettles, and thistles.
- ◆ Ask picture interactive questions.
 - “What do you see in these two pictures?”
 - “Which garden looks nicer? Why?”
 - “What happens when no one takes care of a garden?”
 - “What do you think will happen if we let things go without attention?”

Elicit responses.

- ◆ Encourage students to share examples of when they helped take care of something at home (e.g., a plant, pet, or a task).

Reading Activity

Nettles and Thistles (PG 65)

- ◆ Lead the attention of the learners to the story part in page 65.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.

- ◆ Ask comprehension questions and encourage discussion.
 - “How do you think the father feels when he sees the garden overgrown?”
 - “Why do you think the sons don’t want to help their father?”
 - “What do you think will happen if the sons keep ignoring the work?”

Imaginary write up

- “Imagine you are one of the sons, and you finally realize how bad things have become with nettles and thistles growing everywhere. Write about what you would do to fix the garden and help your father.”
- ◆ Guide students to think about the steps they would take to restore the garden and make their father happy again.
- ◆ Encourage them to use their imagination to describe how they would remove the weeds and take care of the house.

Story Writing:

- ◆ Ask students to write a story about a person who is responsible and takes care of others.
- ◆ Provide sentence starters or vocabulary words to support their writing.

Language focus

- Develop listening, comprehension, and creative writing skills.
- Engage in creative writing like imaginary write up and story.
- Read and understand the story.
- Respond freely on assigned topics.

Evidences of successful transaction of module

- Write up
- Story

MODULE 3- The Last Advice (PG 66)

Treasure Hunt Game – Entry Activity

- ◆ Prepare 4-5 simple clues that lead to different locations around the classroom or school. Each

clue should relate to a place the students are familiar with (e.g., their desk, a bookshelf, the board).

- ◆ Prepare a “treasure” for the students to find at the end. It can be a small prize (e.g., stickers, bookmarks) or a simple reward like a “Treasure of Knowledge” certificate.
- ◆ Hide this treasure in the final location where the last clue will lead them.
- ◆ Hide each clue in the correct location. For example, the first clue should be placed on or near the teacher’s desk to start the game.
- ◆ The final clue should lead to the treasure’s hiding spot.
- ◆ Tell the students that they must follow the clues one by one, and each clue will lead them closer to the treasure.
- ◆ Once the students find the treasure, gather them together to celebrate their success!

Reading Activity

The Last Advice (PG 66)

- ◆ **Connect the game to the story:**
 - “Just like you had to follow clues and work hard to find your treasure, the sons in our story must also figure out how to find the treasure their father left behind.”
- ◆ Lead the attention of the learners to the story part in page 66.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.
- ◆ Process reading
- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - “How do you think the sons felt when their father said he was leaving them?”
 - “What would you do if you were in the sons’ position and needed to find the pot of gold?”
 - Why did the sons cry when their father spoke to them?”
 - “What did the father tell them about the

treasure?”

- “Do you think the pot of gold was important, or was there something more important the father wanted them to understand?”

Creative Writing Task: “My Parent’s Best Advice”

- ◆ Ask students to write a short paragraph about the best piece of advice their parents or grandparents have ever given them.
 - Eg:- “My mother once told me...”, “My grandfather’s advice was...”, “The best advice I got was...”
- ◆ Design the Hidden Treasure Map
- ◆ Provide each student with paper and colouring materials.
- ◆ Tell them to imagine that the father left a treasure map for his sons. Draw the map, showing where the pot of gold might be hidden around the house or garden.
- ◆ Let them include a house, garden, rivers, or trees.
- ◆ Clues or symbols on the map that represent where the gold might be hidden (e.g., an ‘X’ to mark the spot, arrows, mysterious objects).
- ◆ After individual drawing, let them sit in groups and modify their maps and make a group product
- ◆ Each group can present their treasure maps to the class, explaining why they chose certain hiding spots.
- ◆ Teacher can exhibit a teacher version of the map.

Advice Tree: “Family Advice Tree”

- ◆ Give each student a leaf-shaped cut out made from coloured paper.
- ◆ Ask them to write down one piece of advice they’ve received from a parent, grandparent, or elder that they found helpful.
- ◆ Once all the leaves are filled, stick them onto a large paper tree drawn on the chart.
- ◆ The “Advice Tree” can be left in the classroom as a reminder of the importance of listening to advice.

Textbook Activity- Letter to a Friend (pg 73)

- ◆ Introduce the given activity and conduct a discussion on the situation.
- ◆ Let them individually write a letter.
- ◆ Group modification and presentation
- ◆ Editing
- ◆ Teacher version presentation.

Language focus

- Develop listening, comprehension, and creative writing skills.
- Read and understand the story
- Engage in creative writings like letter writing.
- Actively participate in language games according to the instructions.
- Engage in art works interestingly.
- Prepare map including the features of a map.

Evidences of successful transaction of module

- Treasure hunt
- Write up of advice
- Map
- Advice tree
- Completed textbook activity

MODULE 4

Deeper and Deeper (PG 67)

Entry Activity: Mystery Box Challenge

- ◆ Show the students the closed box and say, “There’s something hidden inside this box. Can anyone guess what it could be?”
- ◆ Choose a few students to come up, one at a time, and blindfold them.
- ◆ Let them reach into the box and feel one item.
- ◆ Ask each student to describe the object they felt and make a guess about what kind of treasure it is.
- ◆ After a few guesses, open the box and reveal the items inside.
- ◆ Give points for the winners who made correct

predictions.

Reading Activity- Deeper and Deeper (PG 67)

- ◆ Lead their attention into the story by saying that today’s story is about three brothers who also went on a treasure hunt—but the treasure they were looking for wasn’t so easy to find.
- ◆ Lead the attention of the learners to the story part in page 67.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - “Why do you think the brothers couldn’t find the treasure at first?”
 - “What do you think the youngest brother means when he says, ‘Let us dig deeper?’”
 - “Do you think the brothers will find the treasure if they keep digging?”

Character Emotions Chart

- ◆ Exhibit a chart on the wall with two columns:
- ◆ Character (Father, Eldest Brother, Middle Brother, Youngest Brother)
- ◆ Ask the class how each character felt at different points in the story. For example:
 - “How did the father feel before giving his advice?”
 - “How did the brothers feel when they were digging and couldn’t find the treasure?”
- ◆ Let the students fill in the chart with emotions for each character.
- ◆ Conduct a discussion about how people feel when searching for something valuable.
- ◆ Use emoji stickers also to express their feelings.

Thought Writing: Inside the Brothers’ Mind

- ◆ Let the students individually write the thoughts of each character based on the character emotion chart.
- ◆ Divide the class into three groups: Eldest Brother, Middle Brother, and Youngest Brother. Each group will focus on one of the brothers.
- ◆ Let them share their ideas in the group to prepare the group product.
- ◆ Ask students to write a few sentences imagining what their assigned brother might have been thinking at different points in the story, for example:
 - When they started digging.
 - When they couldn’t find the treasure.
 - When they decided to dig deeper.
- ◆ Each group present their imagined thoughts with the class.
- ◆ Teacher version presentation

Language focus

- Read and understand the story.
- Follow the instructions of the teacher and act accordingly.
- Actively participate in language games.
- Speak freely and confidently describing things in simple English.
- Analyse the characters of the story
- Engage in writing thoughts of the characters.

Evidences of successful transaction of module

- Character emotion chart
- Thoughts

MODULE 5

The Hidden Treasure (PG 68)

Entry Activity- Hot and Cold Game

- ◆ A small object (such as a toy coin or stone) that represents the hidden treasure.
- ◆ Hide the object somewhere in the classroom or outside while the students have their eyes closed.
- ◆ Let the students try to find the hidden object, while teacher gives clues by saying “hot” (if they are close) or “cold” (if they are far away).

- ◆ The one who finds out the ‘hidden treasure’, will be the winner.
- ◆ Continue the game 4 or 5 times.

Reading Activity

The Hidden Treasure (PG 68)

- ◆ Lead their attention into the story by saying that just like in this game, the brothers in our story were looking for treasure. Let’s read what happens next. Lead the attention of the learners to the story part in page 68.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What do you think the eldest brother was feeling when he heard the spade hit something?
 - Do you think it will be a treasure or something else?

Act It Out: Digging for Gold

- ◆ Divide the students into groups.
- ◆ Assign different students to play the roles of the three brothers.
- ◆ Let them prepare a script for the role- play first and practice.
- ◆ Ask them to act out the moment when the eldest brother hits the stone, thinking it’s the pot of gold. Let them show their excitement, their teamwork, and finally, their disappointment.
- ◆ After the role-play, ask the watching students how they think the brothers felt when they found the stone instead of gold.

Design a Poster: The Hidden Treasure

- ◆ Make the students sit in groups.
- ◆ Ask them to design a poster that represents the story. They can include the brothers, the stone,

and their treasure hunt.

- ◆ The poster should include a title and a short message that summarizes the lesson from the story (e.g., “Hard work leads to discovery!”).
- ◆ Display the posters around the room as a visual reminder of the story’s theme.

Language focus

- Read and understand the story.
- Actively participate in games.
- Listen and act accordingly to the instructions of the teacher.
- Actively participate in role- play.
- Prepare scripts for a skit or role- play.
- Engage in art works like poster making.

Evidences of successful transaction of module

- Script of the role- play
- Poster

MODULE 6- Dig, Dig and Dig (PG 69)

Entry Activity- Treasure Map Puzzle

- ◆ Take a large treasure map (hand-drawn or printed) showing different locations like a house, garden, and forest.
- ◆ Hidden somewhere on the map is an “X” marking the treasure.
- ◆ Cut the map into 6–8 puzzle pieces.
- ◆ Divide the puzzle pieces and distribute them among different groups.
- ◆ Let the students work together to complete the map.
- ◆ Those who resolve the puzzle will be announced as the winners.

Reading Activity-

Dig, Dig and Dig (PG 69)

- ◆ Let students discuss their ideas, then introduce the story with enthusiasm.
- ◆ Let’s read what happens next. Lead the attention of the learners to the story part in page 69.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the

pictures.

- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - “What shall we do with this stone?”. Why are the brothers feeling disappointed here?
 - “Why do you think they kept digging even when they didn’t find the gold?”

Interview the Brothers

- ◆ Divide the class into pairs. One student will play the role of a journalist, and the other will play the role of one of the brothers.
- ◆ The ‘journalist’ will interview the ‘brother’ about their digging experience.
- ◆ Example questions:
 - “How did you feel when you hit the stone?”
 - “What did you think you would find?”
 - “Why did you keep digging even though you were tired?”
- ◆ Let each pair prepare questions and practice the interview.
- ◆ Presentation of each pair.

The Hidden Treasure Poem

- ◆ Ask students to write a short poem about digging for treasure.
- ◆ Encourage them to use words that describe the excitement, hard work, and disappointment that the brothers felt.
- ◆ Individual writing and presentation
- ◆ Editing

Teacher version

We dug and we dug, deep in the ground,

Hoping for treasure, gold to be found.

But instead of riches, what did we see?

A stone in the dirt, where the gold should be!

- ◆ Let them prepare a class poem magazine compiling all the poems.

Language focus

- Participate in solving puzzles with a sense of togetherness.
- Engage in language games according to the instructions of the teacher.
- Read and understand the story.
- Actively participate in creative activities like poem writing and interview.
- Prepare suitable questions for interview.

Evidences of successful transaction of module

- Solved puzzle
- Interview questions
- Poems and poem magazine

MODULE 7- A Wise Decision (PG 70)

Entry Activity - Planting Grape Vines and Other Plants

- ◆ Bring small pots and distribute them among the students in groups. Give each group seeds or small seedlings of grapevines or other plants like tomatoes or herbs.
- ◆ Guide the students through the planting process. Ask them to fill their pots with soil and plant the seeds or seedlings. While they plant, explain that in the story, the brothers also planted grapevines as a way to make use of their land.
- ◆ Once everyone has finished planting, encourage students to take care of their plants and watch them grow over the next weeks.

Reading Activity

A Wise Decision (PG 70)

- ◆ Let students discuss their ideas, then introduce the story with enthusiasm.
- ◆ Let’s read what happens next. Lead the attention of the learners to the story part in page 70.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why do you think the middle brother suggested planting grapevines?
 - Do you think it's a good decision? Why or why not?
- ◆ Describing the Brothers' Vineyard in the Future
- ◆ Ask students to imagine what the brothers' vineyard will look like after several years of careful tending, when it has become a thriving, beautiful place.
- ◆ Individual writing
- ◆ Sharing in groups
- ◆ Presentation
- ◆ Teacher version presentation.

Years later, the vineyard was a sea of green, with grapevines stretching as far as the eye could see. The sweet smell of ripe grapes filled the air, and the brothers walked proudly through the rows, knowing they had turned their father's land into something wonderful.

Language focus

- Read and understand the story.
- Actively participate in creative activities like describing something.
- Follow the steps of planting

Evidences of successful transaction of module

- Description
- Planted seed/ seedling

MODULE 8

Harvest of Hard Work (PG71)

Entry Activity- Word Vine (Vocabulary Building Game)

- ◆ Write several words related to the story (e.g., grapevine, soil, harvest, treasure, labour, profit, farmer and spade) on individual cards.
- ◆ Start by placing one card down on a desk, for example, 'grapevine'.

- ◆ The next student must take another card and say a word that relates to or connects to the first word. For example, 'grapevine → soil'.
- ◆ Continue this until all the cards are connected in a word vine.
- ◆ After the vine is complete, the students can explain the connections between the words.

Reading Activity- Harvest of Hard Work (PG71)

- ◆ Let students discuss their ideas, then introduce the story with enthusiasm.
- ◆ Let's read what happens next. Lead the attention of the learners to the story part in page 71.
- ◆ Let them observe the pictures.
- ◆ Ask interactive questions related to the pictures.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - "What did the brothers realize after their hard work?"
 - "Why did they call it a 'hidden treasure'?"

Design Your Own Farm

- ◆ Ask the students to imagine they are creating their own farm, similar to the vineyard in the story.
- ◆ They have to draw their farm, choosing which crops or animals they want to take care of.
- ◆ Once the drawing is complete, students will write a short description about what they grow or raise on their farm, why they chose it, and how they will care for it.
- ◆ Sit in groups and modify.
- ◆ Group presentation.

Harvest Diary Writing

- ◆ Students are asked to write a one-day entry in the 'diary' of one of the brothers. The diary

entry will describe a day in their life as they worked hard in the vineyard.

- ◆ Individual writing.
- ◆ Group modification and presentation.

Presentation of teacher version.

Today, we worked in the vineyard from morning till night. We watered the vines and saw the grapes starting to grow. I am feeling tired but happy because I know all our hard work will give us a big harvest soon.

The Grapevine Growth Chart

- ◆ Students will work in pairs to create a “Grapevine Growth Chart” where they draw and label the different stages of a grapevine’s growth. They can then describe each stage in writing.
- ◆ Start with planting the seed, watering, vine growth, budding, flowering, and finally harvesting.
- ◆ Students will write a few sentences describing what the brothers did during each stage to take care of the vines.
- ◆ Presentation

Textbook Activity - Felicitations (pg 72)

- ◆ Ask students if they have seen any notices before at school or at home.
- ◆ Conducts a discussion on it.
- ◆ Show them a few examples of notices such as:
 - A school event notice (sports day, annual day).
 - A community event (festivals, meetings).
 - A school holiday notice.
- ◆ Let them understand the components of a Notice.
- ◆ Explain the key elements of a notice like heading, date, event description etc...
- ◆ Individual writing.
- ◆ Divide the class into groups of 4-5 students.
- ◆ Let them sit in groups.
- ◆ Each group will modify the notice for the felicitation event based on the story.
- ◆ They will decide the details (e.g., who delivers

the welcome speech, who chairs the event, etc.).

- ◆ Each group will present their notice to the class.
- ◆ Discuss as a class what they included, if they missed any details, and how the notice can be improved.

Textbook Activity- Dad’s Friend (pg 74)

- ◆ Begin with a discussion on getting and giving compliments, especially on the words and expressions we use.
- ◆ Let a few students share their experiences of either receiving or giving compliments.
- ◆ Introduce the Writing Activity.
- ◆ Individual writing
- ◆ Group modification and presentation.

Textbook Activity- Words with a ‘hood’ (pg 75)

- ◆ Introduce the activity.
- ◆ Let them complete it individually.
- ◆ Presentation
- ◆ Notes it on the chart exhibited.

Textbook Activity- Add to Your Stock (pg 75)

- ◆ Introduce the activity.
- ◆ Make the students sit in groups.
- ◆ Let them select a word from the story and find out its synonyms.
- ◆ They can make use of a dictionary.
- ◆ Write the synonyms in a chart and present it before the class.

Textbook Activity- Find the Opposites!(pg 77)

- ◆ Divide the class into 2 groups.
- ◆ Let them find out maximum words from the story those have opposites.
- ◆ Conduct a match of asking opposites between the 2 teams.
- ◆ Those who get the maximum points will be the winner.
- ◆ Introduce the activity in page 77.

- ◆ Let them complete it individually.
- ◆ Presentation.
- ◆ Textbook Activity- Break the Stone (pg 77)
- ◆ Introduce the activity as a game.
- ◆ Make them sit in groups.
- ◆ Introduce the activity.
- ◆ Let them make maximum meaningful words from the given word in a prescribed time.
- ◆ Presentation
- ◆ Those who get maximum meaningful words will be the winner.

Textbook Activity

Now and Then (pg 78)

- ◆ Introduce the activity.
- ◆ Let them complete the activity individually.
- ◆ Presentation
- ◆ Give more examples for using such past and present forms of verb.

Textbook Activity-The Farmer's House (pg 79)

- ◆ Introduce the activity.
- ◆ Let them read the details and draw the picture.
- ◆ Give them a chance to write about their picture.
- ◆ Presentation of picture and description.
- ◆ Editing.

Textbook Activity

Oh, Dear Dad! (pg 80)

- ◆ Introduce the activity.
- ◆ Let them complete it individually.
- ◆ Group sharing and modification
- ◆ Presentation

Textbook Activity

Rhyme and Chime (pg 82)

- ◆ Let the students read the poem given in page 81 individually.
- ◆ Sit in groups and share the theme of the poem.
- ◆ Let them complete the activity in groups by re-reading the poem.
- ◆ Presentation of rhyming words.
- ◆ Let them make sentences using the rhyming words.

- ◆ Presentation

Textbook Activity- Write how farmers help mankind (pg 82)

- ◆ Conduct a discussion on how farmers help mankind.
- ◆ Let them prepare a word web on the topic.
- ◆ Make them sit in groups and prepare a write-up on the topic with the help of the points of the word web.
- ◆ Presentation
- ◆ Editing

Textbook Activity- Visit a Farm (pg 82)

- ◆ Introduce the activity and conducts a discussion.
- ◆ Make them 4 or 5 groups.
- ◆ Arrange a field trip to visit a farm nearby.
- ◆ Let them prepare interview questions to ask the farmer while they visit the farm.
- ◆ After collecting the details from the farmer, let them prepare a calendar for farming.
- ◆ Exhibit the calendar in the class.

Textbook Activity

Digital Assignment (pg 82)

- ◆ Let them shoot their garden and post it in the class whatsapp group.

Textbook Activity

Fun with Grammar (pg 83)

- ◆ Let them individually read the activity and complete.
- ◆ Presentation
- ◆ Give more examples to use pronouns correctly.

Textbook Activity- Let's talk about the future. (pg 83)

- ◆ Introduce the activity.
- ◆ Complete the activity individually and present before the class.
- ◆ Sit in groups and modification.
- ◆ Group presentation.
- ◆ Editing

Textbook Activity-

Fun with Sounds (pg 83)

- ◆ Introduce the activity given in page 83.
- ◆ Let them read each word loudly.
- ◆ Let them spot the differences while pronouncing each word by adding the letter 'e'.
- ◆ Let them find out more such examples and present.

Language focus

- Read and understand the story given.
- Actively participate in vocabulary related language games.
- Actively participate in drawing.
- Describe things.

- Engage in creative writings like diary writing, compliment writing.
- Understand the steps of preparing a time line chart in cultivation.
- Prepare notices.
- Familiarize past and present forms of verb.

Evidences of successful transaction of module

- Word cards
- Description
- Drawing of farm
- Diary entry
- Time line chart
- Completed textbook activities



**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 4**

GRADE - 4



Introduction

This unit explores the deep bond between humans and animals, highlighting the emotional connection we often share with our pets. Through the story of Blacky and the poem My Dear Pet, students will understand the themes of loyalty, companionship, and kindness. The lessons invite children to appreciate the unspoken language of trust and love that exists between humans and their animal friends.

- Components
- Story
- Poem

Materials needed

- Vehicle pictures
- Sentence cards (purpose of vehicles)
- Pictures of animals used for riding
- Charts, markers, crayons
- Masks of farm animals
- Riddle cards
- Pictures of parts of vehicles
- Pictures of animals and their homes
- Emotion pictures
- Sentence cards of different situations of the story.

MODULE 1- ENTRY ACTIVITY (pg 6)

- ◆ Vehicle Match-Up Game
- ◆ Let the students sit in groups.
- ◆ Each group is provided with a set of pictures of various vehicles along with short written situations describing a problem
 - (e.g., someone is stuck in traffic, someone needs to cross the river, a house is on fire, etc.)
- ◆ Each group needs to match the appropriate vehicle to the problem and explain how that vehicle would solve the situation.
- ◆ Presentation
- ◆ Paste the pictures and their purpose in a chart.

- ◆ Lead their attention to page number 6. Let them identify the vehicles and recall their purposes.

Language focus

- Identify different types of vehicles and their purposes.

Evidences of successful transaction of module

- Vehicle and purpose chart

MODULE 2- Blacky (pg 7)

Entry Activity- Guess the Ride

- ◆ Show pictures of different types of animals used for riding (horses, camels, donkeys).
- ◆ Ask the students, “Which animal would you like to ride and why?”
- ◆ Encourage them to describe how they would feel riding it and what adventure they’d go on.
- ◆ Let them share their experience if they had a ride on horse before.

Reading activity- Blacky

- ◆ Lead their attention to the pictures of textbook page 7.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Who is Haris, and what is he doing with Blacky?
 - How does Haris feel about his horse? What words tell you this?
 - What does Blacky do when Haris is ready to ride?
 - What might Haris and Blacky be thinking

when they start their ride?

Visualize the scene

- ◆ After reading about Haris mounting the horse and starting the ride, pause and ask the students to close their eyes and picture Blacky galloping through the meadow with the breeze in his mane.
- ◆ Invite a few students to describe what they see in their imagination.

Animal thoughts

- ◆ Based on the line, “The animals in the farm watched Blacky galloping through the meadow” ask the students to imagine what the animals might be thinking about Blacky and Haris.
- ◆ Individual writing
- ◆ Group sharing and presentation
- ◆ Editing

TEXTBOOK ACTIVITY- DESCRIBE YOUR MENTAL PICTURE (PG 23)

- ◆ Let the students describe the scene they have done orally earlier.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Group presentation.

Language focus

- Enhance comprehension through visualization and creative thinking.
- Engage in writing thoughts
- Read and understand the story
- Speak freely in simple English about a scene

Evidences of successful transaction of module

- Thoughts of animals
- Completed textbook activity

MODULE 3- A Discussion (pg 8, 9)

Entry Activity- Who Am I?

- ◆ Ask riddles on farm animals as a group activity game.
- ◆ Ask riddles that describe an animal based on its sound and characteristics.
- ◆ Each group must guess which animal it is.
- ◆ For example: I say “moo” and give you milk. Who am I?
- ◆ Once students guess, they can make the animal’s sound together.
- ◆ Give points for correct responses.
- ◆ Let each group make more riddles on farm animals and continue the game.

Reading activity- A Discussion (pg 8, 9)

- ◆ Lead their attention to the pictures of textbook page 8& 9.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why does the donkey think Blacky is lucky?
 - What does the ox feel about how the master treats him and the donkey?
 - Why does the pig make a joke about Blacky?
 - How does the dog defend Blacky? What makes him proud of Blacky?

Debate: Is Blacky Really Lucky?

- ◆ Conduct a class debate where one side argues that Blacky is lucky and the other side argues that the other animals also deserve equal attention from the master.
- ◆ Let the students use evidence from the story to support their arguments.
- ◆ Teacher acts as a moderator and note down the points presented by the learners in a chart.

Animal Complaints- Role Play

- ◆ Split the students into small groups.
- ◆ Encourage each group to role-play a ‘complaint

meeting' between the farm animals (excluding Blacky).

- ◆ Let them write the feelings of the donkey, ox, pig, and dog and their discussion on how they feel about their roles on the farm and what they want the master to do differently.
- ◆ Let them prepare the script first and practice.
- ◆ Presentation.
- ◆ They can use masks of animals if needed.

Textbook activity- And... (pg 26)

- ◆ Introduce the activity.
- ◆ Let them familiarize the use of 'and'.
- ◆ Make them complete the activity individually.
- ◆ Presentation
- ◆ Give more examples.

Textbook Activity

ind us, please (pg 32)

- ◆ Let them individually solve the puzzle.
- ◆ Presentation

Textbook Activity- Match (pg 34)

- ◆ Introduce the activity.
- ◆ Let them read the sentences and discuss.
- ◆ Let them complete the activity individually.
- ◆ Presentation

Language focus

- Read and understand the story.
- Actively participate in language games like riddles.
- Engage in preparation of riddles.
- Actively participate in debates and share the opinions freely.
- Engage in role- plays and writes the scripts for the role- play.

Evidences of successful transaction of module

- Riddles
- Script of the role- play
- Chart of debate points
- Completed textbook activity

MODULE 4- The New Guest (pg 10,11)

Entry Activity- Guess the Vehicle

- ◆ Show the students partial pictures of different vehicles like car, van, tractor etc...and ask them to guess the vehicle.
- ◆ After each guess, reveal a little more of the image until the students correctly identify it.

Reading activity

The New Guest (pg 10, 11)

- ◆ Lead their attention to the pictures of textbook page 10, 11.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What were the animals' first thoughts when they saw the strange vehicle?
 - Why did the ox think the vehicle could plough the field?
 - Why did the dog joke that Haris would sell the ox?
 - What made the animals afraid when the tractor honked?

Who Said What? - Dialogue

Identification

- ◆ After reading, show some important dialogues from the story on the chart.
 - e.g., "It has big wheels!", "Maybe to a butcher!", "Welcome our new member!"
- ◆ Ask students to identify which animal or character said each line and why.
- ◆ Presentation
- ◆ Note it in the chart of dialogues.

Welcome to the Farm

- ◆ Let them prepare a welcome banner to welcome the tractor.
- ◆ Sit in groups.
- ◆ Supply chart and other colouring materials.

- ◆ Exhibit the welcome banner.

Textbook Activity- Donkey's Thoughts (pg 25)

- ◆ Introduce the activity.
- ◆ Let them write the thoughts of the donkey individually.
- ◆ Group sharing and modification.
- ◆ Presentation

Textbook Activity In my opinion (pg 25)

- ◆ Introduce the activity.
- ◆ Let them write their opinion individually.
- ◆ Presentation
- ◆ Editing

Language focus

- Read and understand the story.
- Build curiosity about different vehicles
- Identify dialogues of the characters of the story.
- Engage in art works like banner making.

Evidences of successful transaction of module

- Dialogue chart
- Welcome banner
- Completed activities

MODULE 5

Blacky comes back (pg 12, 13)

Entry Activity- Feelings on the Farm- Role-Play

- ◆ Divide the class into groups.
- ◆ Each group is asked to act as a different farm animal (e.g., the donkey, dog, pig).
- ◆ Ask them to act out how they might feel seeing Blacky come back late at night.
- ◆ What would they say to Blacky? How would they welcome him?
- ◆ Let them prepare the thoughts and dialogues.
- ◆ Presentation

Reading activity- Blacky comes back (pg 12, 13)

- ◆ Lead their attention to the pictures of textbook page 12, 13.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What did the animals think had happened to Blacky?
 - Why was Blacky so tired when he returned?
 - How did the animals react when they saw Blacky?
 - What might Haris have done with Blacky that made him so exhausted?

Blacky's Story- Creative Story writing

- ◆ After reading, ask students to imagine what Blacky told the animals about his day.
- ◆ Encourage them to write a short story about Blacky's adventures before he came back.
 - Where did Haris take him? What made him so tired?
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation
- ◆ Editing
- ◆ Teacher version presentation.

Blacky's Interview

- ◆ Create an imaginary interview session in the class.
- ◆ One student acts as Blacky and the others as the farm animals.
- ◆ The farm animals interview Blacky about his day, asking questions like, "Where did you go?" "What did you see?" "Why are you so tired?"
- ◆ Conducts the activity in groups.
- ◆ Let them first prepare the questions to ask.
- ◆ Then role- play the interview.

Textbook Activity- What happened to Blacky (pg 24)

- ◆ Introduce the activity in the textbook.
- ◆ Let them re read the passage ‘Blacky comes back’.
- ◆ Let them individually complete the activity.
- ◆ Presentation

Language focus

- Encourage creative writing and allow students to extend the story
- Read and understand the story.
- Engage in story writing.
- Familiarize the act of preparing questions for an interview and participate in an interview.
- Actively participates in dialogue preparation and thought writing.

Evidences of successful transaction of module

- Story
- Interview questions
- Thoughts and dialogues
- Completed textbook activity

MODULE 6

Blacky loses his Stable (pg 14, 15)

Entry Activity- “Guess the House” (Animal Homes)

- ◆ Let the students sit in groups.
- ◆ Distribute pictures of different animals (cow, dog, bird, etc.) and their homes (barn, kennel, nest, etc.) to each group.
- ◆ Ask students to match the animals to their homes and paste it in a chart.
- ◆ Presentation

Reading activity- Blacky loses his Stable (pg 14, 15)

- ◆ Lead their attention to the pictures of textbook page 14, 15.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why do you think the workers are taking Blacky out of the stable?
 - How does Blacky feel when the children run to the tractor instead of him?
 - Why do you think Haris’s family prefers the tractor over Blacky now?
 - How do you think Blacky feels when the worker says, “This is no more your house”?
 - Why do you think Blacky remembers the trips with the family?
 - What does Blacky think about the tractor replacing him?

Thoughts of Blacky

Focus on Blacky’s emotions throughout the story. Ask students to write how Blacky feels at different moments, like when he is tied to the tree, when the children ignore him, and when he watches the tractor leave.

- ◆ Let them prepare the thoughts of Blacky individually.
- ◆ Group sharing and modification.
- ◆ Group presentation
- ◆ Editing
- ◆ Teacher Version presentation

Textbook Activity

Good old days (pg 26)

- ◆ Complete the activity by writing the thoughts of Blacky that had been written in the previous activity.

What Would Blacky Say? – Dialogue writing

- ◆ Ask students to imagine Blacky could talk.
- ◆ Let them write a short dialogue where Blacky expresses his feelings about losing his stable to the tractor.
 - What would he say to the workers?
 - What would he say to Haris or the children?

- ◆ Individual writing
- ◆ Group sharing and modification
- ◆ Presentation
- ◆ Editing
- ◆ Teacher Version presentation

Textbook Activity- The Ox and the Donkey (pg 27)

- ◆ Introduce the activity.
- ◆ Let them complete the conversation individually.
- ◆ Group sharing and modification
- ◆ Presentation

Language focus

- Read and understand the story.
- Identify animals and their homes.
- Actively participate in creative writing activities like thought writing and dialogue writing.

Evidences of successful transaction of module

- Animal pictures and their homes
- Thought of Blacky
- Dialogues of Blacky
- Completed textbook activities

MODULE 7- Hopeless Moments (pg 16)

Entry Activity- Emotion Matching Game

- ◆ Show the students different cards representing emotions and ask them to guess which emotions fit the situations described in the story.
 - For example, ask, “How do you think Blacky felt when he was left in the rain?” After identifying the emotion, students can match it with the correct card.

Reading activity

Hopeless Moments (pg 16)

- ◆ Lead their attention to the pictures of textbook page 16.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - How do you think Blacky felt when he was tied up and left in the rain?
 - Why didn't Haris or the workers hear Blacky whinnying?
 - What would you have done if you saw Blacky tied up and getting wet?
 - What do you think about Haris's behavior towards Blacky?
 - Why didn't anyone come back for Blacky in the rain?
 - If you were Haris, how would you have treated Blacky differently?

A Day in Blacky's life- Diary Writing

- ◆ Ask students to write a diary entry as if they were Blacky on this rainy day.
- ◆ What did he see, feel, and think while he was tied up in the storm?
- ◆ How did he feel when Haris and his family ignored him?
- ◆ Individual writing
- ◆ Group sharing and modification.
- ◆ Group presentation
- ◆ Editing
- ◆ Teacher Version presentation

Textbook Activity

Look at me please...(pg 27)

- ◆ Introduce the activity.
- ◆ Let them write down the reasons individually.
- ◆ Group sharing and modification.
- ◆ Group presentation.
- ◆ Textbook Activity- Ox and Blacky (pg 28)
- ◆ Introduce the activity.
- ◆ Let them complete the conversation individually.
- ◆ Group sharing and modification.
- ◆ Presentation

Language focus

- Identify the emotions of the characters of the story and connect it with the situations.
- Read and understand the story.
- Actively participate in diary writing.

Evidences of successful transaction of module

- Matching emotion cards with situations.
- Diary
- Completed textbook activities

MODULE 8

Blacky, the Unlucky (pg 17)

Entry Activity- Picturize the stormy night

- ◆ Play the sounds of a storm in the classroom. Ask students to close their eyes and imagine they are animals on a farm during the storm.
- ◆ What does the farm look like?
- ◆ Let them draw the scene of sad Blacky in rainy night with thunder, lightning and storm.
- ◆ Exhibition of the pictures.

Reading activity- Blacky, the Unlucky (pg 17)

- ◆ Lead their attention to the pictures of textbook page 17.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why was Blacky tied outside during the storm?
 - How did Blacky react when the tree branch fell?
 - What might happen to Blacky if no one helps him?
 - Can the other animals help Blacky? How could they try?
- ◆ What Would You Do? - Rescue write- up

- ◆ Divide students into groups.
- ◆ Each group discusses what they would do if they were one of the farm animals.
- ◆ Let them discuss a rescue plan and write it as a short write- up.
- ◆ Presentation
- ◆ Editing
- ◆ Teacher Version presentation

Comic Strip: Blacky's Stormy Night

- ◆ Ask students to create a comic strip that illustrates the key moments from the story.
- ◆ They can include Blacky's experience in the storm, the branch falling, and how he felt throughout the night.
- ◆ The comic strip should have thought bubbles or speech to show Blacky's emotions and thoughts.
- ◆ Presentation of the comic strip.
- ◆ Editing
- ◆ Teacher Version presentation

Textbook Activity- I remember (pg 33)

- ◆ Read the given passage.
- ◆ Encourage them to complete the activity individually.
- ◆ Presentation

Language focus

- Engage in art activities like drawing.
- Read and understand the story.
- Actively participate in making comic strips.
- Engage in creative writing like write- up writing.

Evidences of successful transaction of module

- Drawing
- Write- up
- Comic strip

MODULE 9

Nature's Revenge (pg 18, 19)

- ◆ Entry Activity- Nature Walk
- ◆ Make the students sit in groups.

- ◆ Let them go for a nature walk in the school itself.
- ◆ After the observation of nature, let them sit together and write a creative article on what they have seen in Nature while walking or what special thing they have noticed in the nature.
- ◆ Presentation

Reading activity

Nature's Revenge (pg 18)

- ◆ Lead their attention to the pictures of textbook.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did Haris think the tractor could help him clear the path?
 - What caused the tractor to get stuck in the mud?
 - How do you think the animals felt when they saw Haris struggling?

Nature's Revenge Poster Campaign

- ◆ Students design posters to 'warn' others about the dangers of ignoring nature's power.
- ◆ They create a campaign as if they are advocates for respecting nature and preventing future incidents like Haris's.
- ◆ Encourage them to use creative slogans, illustrations, and powerful messages, such as "Don't Underestimate the Mud" or "Work with Nature, Not Against It."
- ◆ Presentation of posters.

Tractor Advertisement

- ◆ Students are asked to create an advertisement for the tractor, highlighting its strengths.
- ◆ They could use persuasive language to encourage people to buy a tractor. This can be done as a written ad or visual.
- ◆ Individual preparation

- ◆ Group sharing and modification.
- ◆ Group presentation
- ◆ Teacher Version presentation

Textbook Activity

Nature's Revenge (pg 31)

Introduce the activity.

- ◆ Let them individually complete the activity.
- ◆ Group sharing and modification.
- ◆ Presentation

Textbook Activity

Add more lines (pg 33)

- ◆ Make the students add more lines to the song given, individually.
- ◆ Presentation

Textbook Activity- Try Hard (pg 35)

- ◆ Introduce the activity.
- ◆ Conduct a discussion.
- ◆ Let them complete the activity.
- ◆ Presentation

Language focus

- Engage in writing creative articles.
- Read and understand the story.
- Actively participate in preparation of poster design and advertisement.

Evidences of successful transaction of module

- Write- up
- Poster
- Advertisement

MODULE 10- Real Friend (pg 20, 21)

- ◆ Entry Activity- Whispering Challenge: Encouraging Words
- ◆ Arrange students in a circle.
- ◆ Whisper an encouraging phrase like "You are strong, keep going!" to one student, who must then whisper it to the next person.
- ◆ Continue until it reaches the last person, who repeats the phrase aloud.
- ◆ Discuss how encouragement boosts confidence.

Reading activity

Real Friend (pg 20, 21)

- ◆ Lead their attention to the pictures of textbook.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - “Why do you think Haris suddenly got the idea to ask Blacky for help?”
 - “How do you think Blacky felt when Haris tied him to the tractor?”
 - “Why did Blacky have tears in his eyes while pulling the tractor?”

Drawing Activity:

- ◆ Encourage students to draw a picture of Blacky pulling the tractor with Haris and his family watching.
- ◆ Under the picture, they are asked to write a caption suitable to the picture.
- ◆ Exhibition of the pictures.

Diary of Apology:

- ◆ Let the students write thoughts of Haris on that night, feeling apology for leaving Blacky out in the rain and not caring for him properly.
- ◆ Individual writing.
- ◆ Group sharing and presentation.
- ◆ Group presentation
- ◆ Editing

Loyalty and Friendship Wall:

- ◆ Create a ‘Friendship and Loyalty’ board where students can pin up small notes or drawings about what they think makes a good friend, inspired by Blacky’s actions.
- ◆ Each student of the class is given chance to write or draw and pin.

Language focus

- Read and understand the story.

- Engage in simple language games.
- Act according to the instructions of the teacher.
- Actively participate in drawing and caption writing.
- Participate in thought writing.
- Engage in writing or drawing small friendship quotes.

Evidences of successful transaction of module

- Drawing
- Thoughts of Haris
- Friendship wall

MODULE 11

Poem- My Dear Pet (pg 22)

Entry Activity- Memory Connection:

- ◆ Begin the class by asking students to recall the main events from the story of Blacky.
- ◆ Encourage them to focus on the bond between Haris and Blacky, guiding them to reflect on how Blacky was more than just a workhorse.
- ◆ This helps them understand the theme of the poem.
- ◆ Let students briefly describe their own pets or a pet they wish they had.
- ◆ Ask questions like, “What would you name your pet?” or “How do you imagine spending time with it?”
- ◆ Encourage them speak freely.

Reading Process

- ◆ Read the poem aloud to the class with proper stress, intonation and expression.
- ◆ Students take turns reading each stanza, paying attention to the tone and mood of the poem.
- ◆ Ask comprehension questions related to the poem.

Choreography:

- ◆ Divide the students into groups and assign each group one stanza.
- ◆ Let them create a short performance or movement that conveys the emotions of that

stanza.

- ◆ Once each group has practiced, they can present their stanza to the class, blending movement with the recitation.
- ◆ Shoot the video of the presentation.

Illustrating the Poem:

- ◆ Encourage the students to draw their interpretation of one scene from the poem—perhaps the horse in the barn or galloping through a meadow.
- ◆ They can then present their drawings and explain how it connects to the emotions in the poem.

Language focus

- Understand the poem and familiarize the poetic features.
- Engage in oral presentation of something in simple English.
- Engage in choreographing the poem.
- Illustrate the poem in their own free style.

Evidences of successful transaction of module

- Choreography video
- Illustration of the poem

ACTIVITY

Getting Ready for a Ride (pg 23)

- ◆ Make the students sit in groups.
- ◆ Introduce the activity.
- ◆ Let them re read the story and find out maximum words related to a horse.
- ◆ Presentation
- ◆ Note down the words in a chart.

Textbook Activity- Set Us Right (pg 29)

- ◆ Introduce the activity.
- ◆ Let them rearrange the sentences as in the story individually.
- ◆ Ask them to go through the story if needed.
- ◆ Group sharing and modification.
- ◆ Let them write it in a chart.
- ◆ Group presentation.

Textbook Activity- Body Parts (pg 30)

- ◆ Let them observe the picture.
- ◆ Make them re read the story and find out the body parts of a horse.
- ◆ Complete the activity.
- ◆ Presentation

Textbook Activity- Regular and Irregular (pg 31, 32)

- ◆ Conduct a discussion on regular and irregular verbs with examples.
- ◆ Let them read the passage and complete the activity individually.
- ◆ Group sharing and modification.
- ◆ Presentation
- ◆ Encourage them to find out more irregular verbs from the passage and write.
- ◆ Presentation
- ◆ Note it down in the chart.

Textbook activity

Tongue Twister (pg 35)

- ◆ Encourage them to say the tongue twister as fast as possible.
- ◆ Let them collect more tongue twisters and enjoy.
- ◆ Textbook Activity- Fun with Grammar (pg 35)
- ◆ Let them complete the activity individually.
- ◆ Random presentation.
- ◆ Discussion and editing.

Introduction

The story is about two young brothers, Shurik and Kolya, who have a playful sibling rivalry that leads to a series of humorous misadventures. Their grandparents, especially Grandpa, encourage their creativity with humor, sometimes turning Shurik's antics into teachable moments.

- Components
- Story

Materials needed

- Enlarged picture given in the entry page.
- Sound clips
- A4 paper, glue, markers, crayons, chart
- Flashcards with images of fishing tools (like a fishing rod, hook, worms, etc.) and their names.
- Sounds (recorded) of tools like a hammer, nails, and sawing.
- Sticks, glue, shoe
- Picture of shoes
- A large, clear glass or plastic container for the aquarium
- Coloured gravel or small stones
- Small decorative plants (real or plastic aquarium plants)
- Toy fish or laminated fish cut outs
- Miniature decorative items (like tiny bridges or rocks)

MODULE 1

ENTRY ACTIVITY (pg 37)

Show the picture of a child with grandparent given in the textbook.

- ◆ Ask picture interactive questions:
 - What does this picture tell you?
 - What do you think is happening in the picture?
- ◆ Encourage students to guess and share their ideas about the scene.

- ◆ Initiate a discussion by asking about their grandparents, their love towards them, whether they live together or not etc...
- ◆ Let children share personal experiences with their grandparents.
- ◆ Encourage them to draw or describe a special memory they have had with their grandparents.

Language focus

- Engage in creative activities like drawing and creative writing.
- Express their personal feelings orally in simple English without fear.

Evidences of successful transaction of module

- Drawing / Write up

MODULE 2- Grandpa's House (pg 38)

Entry Activity- Holiday Reflection

- ◆ Begin by asking students about their holidays:
 - How do you spend your holidays?
 - Do you visit your grandparents during holidays?
 - What activities do you enjoy when visiting them?
- ◆ Let the students share their experiences and build a connection with the theme of the story.
- ◆ Encourage them to say if they were at their grandparent's house, what places would they explore?
- ◆ Free responses.

Sensory Exploration

- ◆ Play sound clips (like the creak of an old door, wind in the attic, footsteps in a yard).
- ◆ Ask students to close their eyes and imagine themselves in grandparents' house.
- ◆ Play the sounds and let them describe what they imagine when they hear those sounds.

- ◆ Let them speak freely.

Reading activity

Grandpa's House (pg 38)

- ◆ Lead their attention to the pictures of textbook page 38.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Who are the main characters in the story?
 - Where did Kolya and Shurik spend their summer?
 - What items did Kolya and Shurik find while exploring Grandpa's house?
 - How does Kolya feel about his little brother, Shurik?
 - Why do you think Kolya says "I don't care" when Shurik doesn't obey him?

Create a Memory Box

- ◆ Ask the students to create a memory box with 3 favourite objects like Kolya and Shurik have. Let them draw three objects they would place in their box (from either real experiences or things they imagine finding at their grandparent's house).
- ◆ Let each student presents their box to the class, explaining why they chose these items.
- ◆ Write Your Own Exploration Story
- ◆ Ask students to write a short story titled, 'A Day at Grandpa's House,' imagining what they would find or experience. They can invent objects or special places in Grandpa's home.
- ◆ Let students share their stories in small groups.
- ◆ Modifications
- ◆ Compile the stories as a small booklet of memories in groups.
- ◆ Let them give a suitable title for their booklet
- ◆ Presentation of each groups booklet.

Language focus

- Speak freely about their personal feelings and real life experiences.
- Read and understand the story.
- Engage actively in creative drawing.
- Participate in writing small stories and familiarize to make a booklet.

Evidences of successful transaction of module

- Drawing
- Booklet of stories

MODULE 3- A Fight (pg 39)

Tug of War Game

- ◆ Set up a fun game of Tug of War with a soft rope or piece of cloth.
- ◆ Divide the class into two teams, and let them pull either side.
- ◆ After the game, discuss how it feels when both sides want the same thing and how it relates to the fight over the fishing rod in the story.

Reading activity- - A Fight (pg 39)

- ◆ Lead their attention to the pictures of textbook page 39.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Who saw the fishing rod first, Kolya or Shurik?
 - What did Kolya shout when he saw the fishing rod?
 - What happened when Kolya yanked the fishing rod hard?
 - How did Kolya and Shurik feel during their fight?
 - Do you think they could have avoided the fight? How?

Fishing Rod Craft

- ◆ Provide materials like sticks, string, and paper to create a simple fishing rod.
- ◆ Give instructions slowly and clearly.
- ◆ **Create the Rod:**
 - Stick: Use a small stick (about 10-12 inches long) or any substitute like a straw or pencil.
 - String: Cut a piece of string about 12-18 inches long, depending on how long you want the fishing line to be.
- ◆ **Attach the String to the Rod:**
 - Tie one end of the string securely to one end of the stick.
 - If you're using a pencil or straw, tape the string to the end to hold it in place.
- ◆ Let them make a fishing rod in groups.
- ◆ Let them act out fishing using the fishing rod they made.

Language focus

- Engage in games.
- Act according to the instructions of the teacher.
- Read and understand the story.
- Listen and understand the instructions given by the teacher.
- Engage in craft activities.

Evidences of successful transaction of module

- Fishing rod

MODULE 4- Fire in the Yard (pg 40)

Entry Activity Show and Tell- My Favorite Toy

- ◆ Ask students to bring their favourite toy.
- ◆ Let each child explain why it's special to them.
- ◆ Imagination Exercise - What Would You Do with a Shoe?
- ◆ Ask students to think creatively about an old shoe:
- ◆ What would they do with a shoe if playing with it?
- ◆ Let them share their ideas, and build guesses

for how Shurik imagines playing with the shoe in the story.

Reading activity

Fire in the Yard (pg 40)

- ◆ Lead their attention to the pictures of textbook page 40.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did Shurik want to play with matches?
 - How did Grandma react when Shurik asked for matches?
 - What did Shurik end up doing with the shoe and the door handle?
 - Why is it dangerous to play with matches?
 - How did Kolya feel about his fishing rod?

Role-Playing dialogue

- ◆ Divide the students into pairs.
- ◆ Let them write the conversation between Grandma and Shruik based on the story part.
- ◆ One student plays the role of Shurik, and the other plays Grandma.
- ◆ They act out the dialogue when Shurik asks for matches, and how Grandma explain the dangers.
- ◆ Presentation

Safety Poster Creation

- ◆ Encourage students to make a safety poster regarding the danger of playing with fire
- ◆ In groups, let students create safety posters to display in the classroom, featuring slogans like:
 - 'Never Play with Matches!'
 - 'Fire is for Adults Only!'

Exhibition of posters.

Textbook Activity

Dos and Don'ts (pg 55)

- ◆ Read the activity.
- ◆ Sit in groups and discuss the 'don't commands'.
- ◆ List out the situations.
- ◆ Presentation

Language focus

- Describe orally about a favourite toy.
- Read and understand the story.
- Actively participate in role-play.
- Engage in writing conversation.
- Engage in creative activities like poster writing.

Evidences of successful transaction of module

- Conversation
- Poster
- Completed textbook activity

MODULE 5

A Magic spell on Fishes (pg 41)

Entry Activity- Mystery Spell Writing

- ◆ Before the story begins, tell students they are going to learn about a magic spell.
- ◆ Write a few fun, nonsensical words (like Abracadabra, Hocus Pocus) on the board and ask students to come up with their own made-up magic words.

Fishing Gear Matching Game

- ◆ Flashcards with images of fishing tools (like a fishing rod, hook, worms, etc.) and their names are spread around the classroom.
- ◆ Let them collect one card.
- ◆ Ask students to walk around and find the matching pairs (image with word). When they find a pair, they come to the front of the room and explain what the item is used for in fishing.

Reading activity- A Magic spell on Fishes (pg 41)

- ◆ Lead their attention to the pictures of textbook

page 41.

- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What did Kolya do to prepare for fishing?
 - What did Shurik say to try and stop Kolya from catching fish?
 - Why didn't Kolya react to Shurik's shouting?
 - What did Shurik do with his shoe at the pond?
 - Why do you think Shurik wanted to disturb his brother's fishing?

Diary Entry- Fishing Story

- ◆ Ask students to pretend they are Kolya. Write a diary entry about the day at the pond, including how they felt about Shurik disturbing them and what they thought about the 'magic spell'.
- ◆ Encourage students to use descriptive language to describe the scene and their feelings.
- ◆ Group sharing and modification.
- ◆ Group presentation.
- ◆ Editing.

Language focus

- Engage in language games interestingly.
- Read and understand the story.
- Actively participate in writing diary entry.
- Engage in writing small expressions like magic spells.

Evidences of successful transaction of module

- Magic spells
- Diary entry

MODULE 6

You won't catch anything (pg 42)

Entry Activity- Sibling Rivalry Skit

- ◆ Divide the class into pairs.
- ◆ Ask them to act out a simple scene where one sibling is trying to concentrate on something (like drawing or reading) and the other sibling keeps distracting them.
- ◆ Let them prepare a script with dialogues.
- ◆ Presentation after practice.

Reading activity- You won't catch anything (pg 42)

- ◆ Lead their attention to the pictures of textbook page 42.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did Kolya shout at Shurik?
 - What did Shurik say after tossing his shoe into the pond?
 - How did Shurik's shoe behave after he threw it into the pond?
 - Why didn't Kolya catch Shurik?
 - What do you think Kolya might do next?

Comic strip-What Happens Next?

- ◆ Ask students to imagine what Kolya will do next. Will he go back to fishing or try to catch Shurik? Will he think of another way to teach Shurik a lesson?
- ◆ Free responses.
- ◆ Let them draw a comic strip showing what happens after the story ends in groups.
- ◆ Encourage students to be creative and come up with their own unique endings.
- ◆ Presentation of comic strips.

Textbook Activity

Fill up the Form (pg 63)

- ◆ Introduce the admission form.
- ◆ Let them individually complete the form by reading it.

- ◆ Presentation

Textbook Activity

Fun with Grammar (pg 63)

- ◆ Introduce the activity.
- ◆ Let them read and complete the sentences with has or have.
- ◆ Presentation

Language focus

- Engage in creative activities like comic strip making.
- Actively participate in role plays
- Read and understand the story.

Evidences of successful transaction of module

- Comic strip
- Conversation

MODULE 7- Waiting for Fish (pg 43)

Entry Activity- Pond Exploration

- ◆ If possible, take students outside to observe a pond or natural body of water.
- ◆ Ask students to observe and reflect on what they see in the water (fish, plants, etc.). If not possible to go outside, show a video or pictures of ponds and fishing.
- ◆ Let them observe the pond and encourage them to prepare a creative work regarding their pond experience.
- ◆ It may be a poem, story, description etc...
- ◆ Presentation

Reading activity

Waiting for Fish (pg 43)

- ◆ Lead their attention to the pictures of textbook page 43.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage

discussion.

- Do you think the spell really stopped the fish from biting?
- How do you think the boy feels after waiting so long?
- What might happen next if he keeps trying?

Fishy Poetry

- ◆ Challenge students to write a short poem about fishing or waiting for something similar to how Kolya waited for a fish.
- ◆ The poem could be serious or funny, with students using rhymes to express frustration or patience.
- ◆ Example starter lines:
 - “I cast my line into the pond so blue,
 - Hoping for fish, but none came through!”
- ◆ Individual writing.
- ◆ Share in groups and modification.
- ◆ Group presentation.
- ◆ Editing if needed,
- ◆ Teacher’s Version presentation.

Fishy Facts and Fiction” – Science and Storytelling

- ◆ After reading the story, tie it into a mini science lesson on fish.
- ◆ Introduce interesting facts about fish and their habitats.
- ◆ Then, let students invent their own ‘fish tales’ or stories where fish act in funny or magical ways, just like in the story with the help of ICT.
- ◆ Presentation

Pond Life- Community drawing

- ◆ Create a large mural as a class, with each student drawing and contributing something related to the pond.
- ◆ Some can draw fish, others can draw plants, and some can draw the brothers fishing. Add details from the story, like Shurik’s shoe floating in the water.
- ◆ Exhibition of the drawing.
- ◆ Let them describe the picture they have drawn.
- ◆ Group sharing and modification.
- ◆ Group presentation.

Language focus

- Engage in nature walk and participate in creative write ups.
- Engage in projects on fishes.
- Read and comprehend the story.
- Actively participate in writing poetry.
- Actively participate in community drawing.
- Engage in writing description

Evidences of successful transaction of module

- Pond visit write- up
- Poem
- Fish related information write up
- Drawing
- Description

MODULE 8

Where is your Catch? (pg 44, 45)

Entry Activity- Guess the Tool

- ◆ Before introducing the story, present students with sounds (recorded or imitated) of tools like a hammer, nails, and sawing.
- ◆ Ask them to guess what activity might be happening.
- ◆ Encourage imaginative answers (e.g., building, fixing something, or mischief-making).

Reading activity- Where is your Catch? (pg 44,45)

- ◆ Lead their attention to the pictures of textbook page 44 and 45.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why do you think Shurik grinned when he saw his brother?
 - What does Shurik mean when he says ‘Now there’ll be two handles’?
 - How would you feel if someone nailed a

shoe to your gate?

Shoe Art – Creative Craft

- ◆ Make the students sit in groups.
- ◆ Provide students with paper cutouts of shoes.
- ◆ Encourage them to decorate the shoe with patterns, colours, or even objects like Shurik might have done.
- ◆ Let them display their decorated ‘shoes’ on a class gate picture exhibited on the bulletin board.
- ◆ Shurik’s Next Idea- Creative Writing
- ◆ Ask students to imagine what Shurik might do next after nailing his shoe to the gate.
- ◆ Let them write a short paragraph describing his next creative or mischievous idea.
- ◆ Encourage funny and creative ideas.

Textbook Activity- A Little Chat (pg 62)

- Introduce the conversation activity.
- Let them complete the conversation.
- Group sharing and modification
- Presentation

Language focus

- Actively participate in classroom games.
- Act according to the instructions of the teacher.
- Read and understand the story.
- Engage in creative craft ideas like installation.
- Engage in writing creative write- ups.

Evidences of successful transaction of module

- Shoe art
- Write- up
- Completed textbook activity

MODULE 9

Grandpa arrives (pg 46, 47)

Entry Activity- Mystery Object (Guessing Game)

- ◆ Present students with a shoe and ask them to imagine strange or funny ways it could be used

besides wearing it.

- ◆ Encourage creative answers (e.g., flowerpot, toy, storage box).
- ◆ Then, introduce the question: “What if someone nailed this to a gate?” Let students share their guesses about what could happen next.
- ◆ Free responses.

Reading activity

Grandpa arrives (pg 46, 47)

- ◆ Lead their attention to the pictures of textbook page 46 and 47.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - How did Grandpa react when he saw the second handle on the gate?
 - Why do you think Shurik was scared when Grandpa arrived?
 - What did Grandpa think the shoe was for? Was his guess serious or playful?
 - Why did Shurik blush and get nervous when Grandpa asked about the shoe?

Role Play

- ◆ Make students sit in groups.
- ◆ Assign them to act out the different characters in the story (Shurik, his brother, and Grandpa).
- ◆ Let them enact Shurik’s nervousness and Grandpa’s playful admiration of the shoe as a ‘mailbox’.
- ◆ Encourage them to write the script of the role-play first.
- ◆ Provide time for practice.
- ◆ Group presentation.

Fix the Gate Hands- Craft work

- ◆ Divide the students into 4 or 5 groups.
- ◆ Provide students with small craft sticks, glue, and paper to build a miniature gate.

- ◆ Let them attach ‘extra handles’ or strange objects (like mini shoes) to the gate, then explain what each addition could be used for (e.g., a handle for animals, a shoe as a bird feeder).
- ◆ Group presentation of their installation.
- ◆ Explanation of the group and review by other groups.

Language focus

- Engage in guessing games and respond freely.
- Read and understand the story.
- Actively participate in role- play and script writing.
- Engage in craft works.

Evidences of successful transaction of module

- Script of the role- play
- Craft work

MODULE 10

At the Dining Table (pg 48)

Entry Activity- Role-Play (Funny Inventions)

- ◆ Divide the class into pairs.
- ◆ Let them have a nature walk.
- ◆ Each pair chooses an object and comes up with a ‘funny invention’, explaining how they could use it for something different (e.g., a cup as a hat).
- ◆ They then present their ideas to the class.

Reading activity- At the Dining Table (pg 48)

- ◆ Lead their attention to the pictures of textbook page 48.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage

discussion.

- Why does Grandpa keep praising Shurik during lunch?
- Why do you think Shurik’s idea surprised his grandparents?
- What would Kolya think about Grandpa and Grandma’s reactions?

Illustrate the Scene- Art & Caption

Writing

- ◆ Ask students to draw the family at the dining table.
- ◆ Capture the moment of Grandpa’s admiration for Shurik’s ‘mailbox’.
- ◆ They can add speech bubbles for each character, showing what each might be thinking or saying.
- ◆ Individual preparation.
- ◆ Group sharing and modification.
- ◆ Group presentation.

Grandpa’s Secret Diary

- ◆ Encourage students write a secret diary entry from Grandpa’s point of view, where he reflects on Shurik’s antics.
- ◆ Conduct a discussion on what does Grandpa really think of Shurik’s idea to nail the shoe to the gate?
- ◆ Does he find it amusing, frustrating, or a combination of both?
- ◆ Encourage students to write with Grandpa’s thoughts individually first.
- ◆ Group sharing and modification.
- ◆ Presentation

Language focus

- Engage in nature walk and say something about they have explored.
- Read and understand the story.
- Actively participate in activities like drawing the scene from the story and give a caption.
- Engage in writing diary entries.

Evidences of successful transaction of module

- • Drawing
- • Diary entry

MODULE 11- Make your Grandpa Happy (pg 49)

Entry Activity- Fishing Tales

- ◆ Introduce the activity of chain story telling.
- ◆ Share a story starter like “Once, when I went fishing...” and ask each student to add a sentence to create an imaginative fishing story together.
- ◆ Encourage funny or surprising additions.
- ◆ Let them continue the story telling.

Reading activity- Make your Grandpa Happy (pg 49)

- ◆ Lead their attention to the pictures of textbook page 49.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why didn't Kolya catch any fish in the pond?
 - Where did Grandpa suggest Kolya should fish, and why?
 - How do you think Kolya felt about his fishing experience? Why?

Dear Grandpa- Letter Writing

- ◆ Students write a short letter as Kolya, thanking Grandpa for his fishing advice and sharing how he feels about trying to catch fish at the river.
- ◆ Encourage students to use descriptive words for the river scene.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Group presentation.
- ◆ Editing if needed.
- ◆ Teacher's Version presentation.

My Own Outdoor Adventure – Story Writing

- ◆ Encourage students to write a short story about an adventure they'd like to have outdoors like Kolya's fishing trip.
- ◆ They can describe what they'd do, where they'd go, and who might help them, like a grandparent or friend.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation

Language focus

- Actively participate in story telling activity.
- Narrate stories in their own words.
- Read and comprehend the story.
- Engage in letter writing.
- Engage in creative activities like story writing.

Evidences of successful transaction of module

- Letter
- Story

MODULE 12

Let's go for Fishing (pg 50, 51)

Entry Activity- Set up a classroom

Aquarium

- ◆ Encourage the students make an aquarium in the class.
- ◆ Let students add gravel or small stones to the bottom of the aquarium to create a riverbed.
- ◆ Add some small decorative plants and any other miniature decorations, explaining that fish need places to feel safe.
- ◆ Fill the container with water, and if you're using real fish, add the water conditioner and carefully introduce them to their new home.
- ◆ If not, place laminated fish or toy fish into the water, explaining that these are the types of fish Kolya and Shurik might catch.

Reading activity

Let's go for Fishing (pg 50, 51)

- ◆ Lead their attention to the pictures of textbook page 50 and 51.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What did Kolya bring with him to fish at the river?
 - How does Shurik try to 'cast a spell' on the fish?
 - What does Shurik say the fish they caught is?
 - Who holds the jar of fish on the way home, and why is it important to him?

Fish Identification Art Activity

- ◆ Discuss the types of fish Kolya and Shurik caught: perch, gudgeon, and ruff.
- ◆ Have students draw or paint one of these fish or some of the fishes of their place and write a short description based on what they learned, including colours, patterns, and possible habitats.
- ◆ Group sharing and modification after individual attempt.
- ◆ Group presentation.

Create Your Fish Jar- Art Activity

- ◆ Encourage students create their own "fish jar" using a clear plastic cup, blue water, and small paper fish they can draw and cut out.
- ◆ They can label the fish and take it home as a memory of the lesson.
- ◆ They can decorate the jar with pebbles and tiny plants.

Textbook Activity

Let's Describe (pg 54)

- ◆ Let them observe the picture given.

- ◆ Encourage them to describe the picture given.
- ◆ Group sharing and modification.
- ◆ Presentation

Textbook Activity- Paper Fish (pg 55)

- ◆ Encourage them to make origami fish by following the step by step instruction of the teacher.
- ◆ Exhibition of origami fish.
- ◆ Let them write the steps of making the fish individually.
- ◆ Group sharing and modification.
- ◆ Presentation.

Textbook Activity

Complete the Song (pg 59)

- ◆ Let them read the song.
- ◆ Encourage them to add more lines to the song.
- ◆ Sit in groups and modification
- ◆ Group presentation

Language focus

- Engage in creative art activities like fish jar making and aquarium.
- Engage in drawing activities.
- Participate in writing description.
- Read and understand the story.
- Act according to the instructions of the teacher.

Evidences of successful transaction of module

- Fish jar
- Drawing
- Description
- Aquarium
- Completed textbook Activities

MODULE 13- Who Believes in Magic Spells (pg 52)

Entry Activity- Imagination Vs Reality

- ◆ Sit in a circle.
- ◆ Encourage students to say things imaginary or magical things like talking animals, flying houses etc...

- ◆ Note down the responses in a chart.
- ◆ In the next round, they are asked to say the reality version of what they have said earlier.

Reading activity- Who Believes in Magic Spells (pg 52)

- ◆ Lead their attention to the pictures of textbook page 52.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why was Shurik proud of the mailbox?
 - What did Grandma do when Shurik mentioned believing in magic?
 - Why do you think Shurik stopped believing in magic by the end?
 - How does Grandma feel about Shurik's belief in magic, and why does she laugh?
 - Who do you think is more creative, Shurik or Kolya, and why?
 - Why do people sometimes believe in magical things, and other times they don't?

Sequence the story

- ◆ Make the students sit in groups.
- ◆ Distribute sentence strips in which the main events of the story are written.
- ◆ Provide a chart too.
- ◆ Let them sequence the story events as in the story and paste it in the chart.
- ◆ Those who finish first correctly will be the winners.

Magic Show

- ◆ Encourage the students to learn a simple magic trick from home and present it in the class.
- ◆ They can make use of magic stick, hat and shawl for a professional touch and magic spells.

Language focus

- Actively participate in language games.
- Act according to the instructions of the teacher.
- Express the ideas in simple English.
- Read and understand the story.
- Sequence the story meaningfully.
- Engage in creative activities like presenting a magic show.

Evidences of successful transaction of module

- Imagination chart
- Story sequencing chart

Textbook Activity

it's time to play (pg 53)

- ◆ Introduce the activity.
- ◆ Let them individually fill up the details first. Then ask them to describe the game based on the details written.
- ◆ Presentation
- ◆ Group modification and presentation.

Textbook Activity- Whose Words are these? (pg 56)

- ◆ Introduce the activity.
- ◆ Let them read the activity individually and complete the task.
- ◆ Random presentation.
- ◆ Checking whether correct or not.

Textbook Activity- Unscramble (pg 56)

- ◆ Introduce the activity.
- ◆ Let them complete the activity.
- ◆ Presentation

Textbook Activity- Stretch out the words (pg 57)

- ◆ Introduce the activity.
- ◆ Let them re- read the story and complete the activity individually.
- ◆ Group sharing and editing.
- ◆ Presentation

Textbook Activity- Let's learn Tenses (pg 58)

- ◆ Introduce the activity.
- ◆ Let them read the words and complete the activity.
- ◆ Presentation

Textbook Activity- Puzzle Time (pg 58)

- ◆ Introduce the puzzle.
- ◆ Encourage them find out maximum meaningful words from the puzzle box.
- ◆ Presentation

Textbook Activity- Odd one out (pg 60)

- ◆ Let them complete the activity
- ◆ Presentation

Textbook Activity- The love of Grandparents (pg 60)

- ◆ Introduce the activity.
- ◆ Let them write about the incidents that shows the love of their grandparents.
- ◆ Presentation

Textbook Activity- Punctuate the following (pg 61)

- ◆ Read the sentences.
- ◆ Let them punctuate the sentences individually.
- ◆ Group sharing and editing
- ◆ Presentation

Textbook Activity- Words inside a Word (pg 61)

- ◆ Introduce the activity.
- ◆ Let them make maximum words from the word 'mailbox'.
- ◆ Presentation
- ◆ Make them sit in groups.
- ◆ Give other such words to each group.
- ◆ Let them make maximum words from the word given.
- ◆ Presentation

Textbook Activity- Send a letter (pg 64, 65)

- ◆ Let the students read the letter given and familiarize the format and style of writing.
- ◆ Then encourage them to write a letter to grandpa as shown in the activity.
- ◆ Individual writing.
- ◆ Group sharing and modification
- ◆ Group presentation.

Textbook Activity- Kolya's Diary (pg 66)

- ◆ Introduce the activity.
- ◆ Let them write the diary individually.
- ◆ Group sharing and modification.
- ◆ Presentation

Textbook Activity- Grandpa (pg 67)

- ◆ Let them write about their grandparents, their love and affection, the memories and good times with them.
- ◆ Presentation.
- ◆ Editing

Introduction

The story ‘Three Jolly Hunters’ follows the humorous adventures of three playful friends who roam through the forest pretending to be hunters. Armed with rifles, they march with purpose, but they’re not interested in harming any animals; instead, they find joy in their friendship, laughter, and the thrill of their make-believe adventures.

- ◆ Components
- ◆ Story
- ◆ Poem

Materials needed

- Chart, marker, crayons,
- Green cloth
- Audio clip of forest sounds
- Sentence cards
- Idiom strips
- Cards or images of different animals, including wolves, bears, squirrels, rabbits, etc.
- A cap, a jacket, and other similar items.
- Printed images

MODULE 1- ENTRY ACTIVITY- FIND THE ANIMALS (pg 69)

- ◆ Begin the class by asking, “Have any of you ever visited a forest?”
- ◆ What kinds of animals do you think live there?”
- ◆ Allow a few students to share their ideas.
- ◆ Introduce the textbook picture and encourage them to complete the task.
- ◆ After the colouring activity, tell the class that forests are full of mysteries, and they often inspire many stories.
- ◆ Let’s read together about a forest adventure!
- ◆ Lead them to the story of Three Jolly Hunters.

Language focus

- Actively participate in puzzle solving.

Evidences of successful transaction of module

- Solved puzzle

MODULE 2

On the Green Grass (pg 70)

Entry Activity- Word Web: Hunter

- ◆ Write ‘Hunter’ in the centre of the chart and draw a web around it.
- ◆ Ask students to find out words associated with hunters, such as animals, adventure, forest, etc.
- ◆ Free response of children.
- ◆ Note down the words in the chart.

Reading activity

On the Green Grass (pg 70)

- ◆ Lead their attention to the pictures of textbook page 70.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Can you remember the names of the hunters?
 - Why do you think they went to the forest? What might they be looking for?
 - Did they end up hunting any animals?

Role Play: Re-enacting the Resting Scene

- ◆ Divide students into groups of three.
- ◆ Assign each a role as Uncle Vanya, Uncle Fedya and Uncle Kuzma. Ask them to sit on the ‘green grass’ (a green cloth laid on the floor) and pretend to tell stories of adventures of their own.

- ◆ Presentation

Language focus

- Act according to the instructions of the teacher.
- Get familiarized with words related to 'hunter'.
- Read and understand the story.
- Engage in role-play.
- Express one's own ideas orally in their own words.

Evidences of successful transaction of module

- Word web 'hunter'

MODULE 3- A real Biggun (pg 71)

Entry Activity-Forest Sounds

- ◆ Play audio clips of forest sounds (birds chirping, rustling leaves, animal growls) to create a forest atmosphere.
- ◆ Ask students to imagine that they are in the forest and hear these sounds.
- ◆ What might they feel or think if they suddenly saw a wild animal?
- ◆ Stimulate sensory imagination and set an immersive tone for the story.

Reading activity- A real Biggun (pg 71)

- ◆ Lead their attention to the pictures of textbook page 71.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Where is Uncle Vanya now? Is he safe?
 - What do you think Vanya felt when he saw the wolf?
 - Have you seen animals, like cats, climb up trees when scared?

Drawing 'The Real Biggun'

- ◆ Let students draw what they imagine Vanya's wolf looked like.
- ◆ Encourage them to make it as "big" and "scary" as they think Vanya saw it.
- ◆ Individual drawing.
- ◆ Presentation

Idioms and Expressions Matching

- ◆ Prepare a matching game with idioms/expressions on one set of cards (e.g., 'real biggun', 'took to my heels') and their meanings on another.
- ◆ Make the students sit in groups.
- ◆ Let them match each idiom to its meaning.
- ◆ Introduce students to more fun, idiomatic language and help them understand their meanings in context like this.

Language focus

- Act according to the instructions of the teacher.
- Read and understand the story.
- Engage in drawing activities related to the context of the story.
- Get familiarized with the idioms and expressions.

Evidences of successful transaction of module

- Drawing
- Idiom- meaning matched set

MODULE 4

A Night on the Tree Top (pg 72, 73)

Entry Activity- Animal Sounds

Guessing Game

- Play various animal sounds one by one and ask students to guess which animal it is.
- Ask them what would they do if they heard this sound while alone in a forest?
- Free response.

Reading activity

A Night on the Tree Top (pg 72, 73)

- ◆ Lead their attention to the pictures of textbook page 72 and 73.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What was Vanya thinking when he saw the first wolf arrive? What would you think if you were him?
 - Why do you think more and more wolves came to the tree? How would you feel if you were surrounded?
 - Do you think Vanya can escape? What might he need to do to stay safe?

Group Discussion: Escape Strategies

- ◆ Let the students sit in groups.
- ◆ In groups, let students find out how Vanya might escape.
- ◆ Each group presents one idea (e.g., waiting for morning, throwing something to distract the wolves, climbing higher).
- ◆ Note it down in the chart.

Textbook Activity- Pen your thoughts (pg 85)

- ◆ Introduce the activity.
- ◆ Let them write the thoughts of Uncle Vanya individually.
- ◆ Group sharing and modification.
- ◆ Presentation.

Language focus

- Understand the sound clips of animals and find out the animals.
- Read and understand the story.
- Engage in writing small write- ups

Evidences of successful transaction of module

- Write- ups of escaping strategies.
- Completed textbook activity

MODULE 5- The Saviour (pg 74, 75)

Entry Activity-Wolf or Bear? Guessing Game

- ◆ Show students different animal cards one by one, including wolves, bears, squirrels, rabbits, etc..
- ◆ Ask them if they were Uncle Vanya or Uncle Fedya, what would they do if they met this animal in the forest?
- ◆ Let students discuss ways to escape each animal and imagine what might happen if they encountered a whole pack of wolves or a bear.

Reading activity

The Saviour (pg 74, 75)

- ◆ Lead their attention to the pictures of textbook page 74 and 75.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.
- ◆ Process reading
- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - What was the cracking sound Vanya heard? (The snow caving in, not his bones.)
 - What happened to the wolves? (The bear drove them away.)
 - Why do you think Uncle Vanya is telling a lie? (His trousers don't show any damage.)
 - What might have happened if the bear saw Vanya?

Truth or Exaggeration? Debate

- ◆ Divide the class into two teams.
- ◆ One side defends Vanya and Fedya's stories as truth, while the other side argues they're exaggerated.
- ◆ Students take turns presenting arguments based on clues from the text, such as the torn trousers or Fedya's wild escape.
- ◆ Note down the arguments of both groups in a

chart.

Freeze Frame: Act and Guess

- ◆ Divide the class into 2 groups.
- ◆ Call one group to the front and ask them to act out a part of the story without words with actions (e.g., Vanya falling into the den or Fedya throwing his clothes to distract the bear).
- ◆ The other group guesses which part they're acting.
- ◆ Get points if they are correct.
- ◆ Continue the game with other group.

Textbook Activity

Time to chat (page 84)

- ◆ Introduce the activity.
- ◆ Let them complete the conversation individually.
- ◆ Group sharing and modification.
- ◆ Group product presentation.

Language focus

- Act according to the instructions of the teacher.
- Actively participate in language games.
- Read and understand the story.
- Engage in debate.
- Actively participate in theatre activities like miming.

Evidences of successful transaction of module

- Debate points
- Completed textbook activity

MODULE 6

Uncle Fedya's Story (page 76)

- ◆ Entry Activity- Forest Adventure - Story Starter
- ◆ Begin the class with a suspenseful storytelling activity.
- ◆ Let them stand in a circle.
- ◆ Say, "Imagine you're walking in a quiet forest..." to the first student.
- ◆ Allow students to continue the story by adding

next sentence without deviating from the context.

- ◆ Then reveal that the story is about Uncle Fedya, who encountered a bear in the forest

Reading activity

Uncle Fedya's Story (pg 76)

- ◆ Lead their attention to the pictures of textbook page 76.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did Uncle Fedya go into the forest without his gun?
 - What do you think Uncle Fedya was feeling when he saw the bear?
 - Why did he throw his cap at the bear?
 - What do you predict the bear will do with the cap?

Story Retelling with Props

- ◆ Divide students into small groups.
- ◆ Give each group the items like a cap, a jacket, and other similar items.
- ◆ Let them act out the story of Uncle Fedya, with each student taking turns playing different parts.
- ◆ Encourage them to add funny twists to their version.

Bear Dialogue Writing

- ◆ Ask students to imagine the bear could talk.
- ◆ What might the bear say when Uncle Fedya throws his cap, then his jacket, and so on?
- ◆ Encourage students write a short dialogue between the bear and Uncle Fedya.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Group presentation
- ◆ Comic Strip Creation

- ◆ Encourage students create a comic strip illustrating Uncle Fedya's encounter with the bear.
- ◆ Each frame should depict a part of the story, including Uncle Fedya's expressions and the bear's reactions.
- ◆ Let them sit in groups and make the comic strip.
- ◆ Presentation

Language focus

- Engage in story making as a continuation of a part of the story orally.
- Read and understand the story.
- Engage in story retelling activity.
- Actively participate in dialogue writing and comic strip creation.

Evidences of successful transaction of module

- Dialogue
- Comic strip

MODULE 7- The Wild Run! (pg 77)

Entry Activity- Secret 'Bear Stalk' Game

- ◆ Let one student act as the 'bear' and walk quietly around the classroom, while the others keep their backs turned in two lines.
- ◆ When the bear gets close, students 'throw' an imaginary item to distract it and turn around.
- ◆ If they turn too late, the 'bear' can tap them on the shoulder, signalling they were 'caught'.

Reading activity- The Wild Run! (pg 77)

- ◆ Lead their attention to the pictures of textbook page 77.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.

- Was the bear satisfied with Uncle Fedya's belongings?
- After Uncle Fedya crossed the river, he heard a cracking sound. What was it?
- How might Uncle Fedya feel about being seen in his underwear?

Draw the 'Wild Run'

- ◆ Ask students to illustrate their favourite part of the chase, whether it's Uncle Fedya throwing his jacket, the bear sniffing the cap, or the bear falling into the water with a splash.
- ◆ Give them time to draw the scene.
- ◆ Let them be given a chance to write a sentence of their own about the scene they have drawn.
- ◆ Exhibition of pictures.

Write a Letter to Uncle Fedya

- ◆ Encourage students write a short letter to Uncle Fedya giving him 'advice' on what else he could have done to escape the bear or what they would do in his shoes.
- ◆ Students can be as imaginative as they want.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Group presentation.

Language focus

- Engage in creative activities like letter writing
- Actively participate in drawing a scene activity and describe the scene.
- Read and understand the story.
- Engage in classroom games.
- Act according to the instructions of the teacher.

Evidences of successful transaction of module

- Drawing and description
- Letter

MODULE 8- Among the Bushes (pg 78)

Entry Activity- Lost Key Mystery Game

- ◆ Begin by staging a simple 'lost key scenario' in

the classroom.

- ◆ Tell the students that a key is ‘lost somewhere in the classroom’. Let them search around the room for it in pairs or small groups.
- ◆ Those who find out the key first, will be the winner.

Reading activity-- Among the Bushes (pg 78)

- ◆ Lead their attention to the pictures of textbook page 78.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Uncle Fedya searched for the key everywhere. Did he get it? Why not?
 - Uncle Fedya tried to enter the house in many ways. Did he succeed? Why?
 - If you happen to see somebody getting into a house by breaking a window, what will you do?

What’s Behind the Door? - Write- up

- ◆ Ask students to imagine and write about what would happen if Uncle Fedya finally opened the door to his house.
- ◆ Would something unexpected be waiting inside, like a surprise party, a hidden treasure, or a funny twist?
- ◆ Encourage them to be as creative as possible.
- ◆ Individual writing
- ◆ Group sharing and modification.
- ◆ Presentation

Design a ‘Missing Key’ Poster

- ◆ Let students make a ‘Missing Key’ poster for Uncle Fedya.
- ◆ They can draw what they imagine the key looks like, add a short description, and create a ‘reward’ for finding it.

- ◆ Let them sit in groups and design the poster.
- ◆ Exhibition of posters.
- ◆ Teacher version

Language focus

- Engage in games according to the instructions given by the teacher.
- Read and understand the story.
- Actively engage in poster making.
- Participate in creative writing as a write- up

Evidences of successful transaction of module

- Poster
- Write- up

MODULE 9- A thief, a thief (pg 79)

Entry Activity- Thief or Not? Guessing Game

- ◆ Prepare ‘character cards’ with descriptions of actions that may seem suspicious (e.g., climbing through a window, sneaking behind a wall).
- ◆ Divide the class into two groups.
- ◆ Let students take turns drawing a card and acting out the scenario. The other group will guess if the character is a ‘thief’ or ‘not a thief.’
- ◆ Continue the game with both the groups.

Reading activity- A thief, a thief (pg 79)

- Lead their attention to the pictures of textbook page 79.
- Ask picture interactive questions.
- Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did the people mistake Uncle Fedya for a thief?
 - What does Uncle Fedya mean when he says, ‘It’s my own house’?
 - Why do you think the policeman asked

Uncle Fedya for his identity papers?

- ◆ Create an ‘Identity Card’ for Uncle Fedya (Textbook Activity pg 96)
- ◆ Encourage students to design a mock identity card for Uncle Fedya.
- ◆ They can fill it with his name, address, and maybe a humorous photo (they can draw him).
- ◆ Ask them to include a ‘fun fact’ that could convince a policeman that Uncle Fedya really lives in the house.
- ◆ Let them sit in groups and prepare the identity card.
- ◆ Presentation of the group product.

Textbook Activity- How do we recognize people (pg 96)

- ◆ Introduce the activity.
- ◆ Conduct a discussion on how we recognize the people.
- ◆ Let them complete the activity individually.
- ◆ Presentation

Thought Writing Activity: ‘If I Were Uncle Fedya’

- ◆ Let students write a thought piece imagining what they would do if they were Uncle Fedya in that situation.
- ◆ How would they convince the townspeople and the policeman that they weren’t a thief?
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation of group product.

Textbook Activity- “Hello, the police speaking” (pg 97)

- ◆ Introduce the activity.
- ◆ Let them complete the conversation individually.
- ◆ Group sharing and modification
- ◆ Presentation

Textbook Activity- Digital Assignment (pg 97)

- ◆ Introduce the assignment.
- ◆ Let them perform the activity and share it in

the class whatsapp group.

- ◆ Let them draw a picture of any scene they like from the story too and share.

Language focus

- Engage in creative writing like thought writing.
- Participate in identity card making.
- Read and understand the story.
- Actively participate in language games.

Evidences of successful transaction of module

- Thought
- Identity card

MODULE 10

Neighbour’s Help (pg 80, 81)

Entry Activity- Character Charades

- ◆ Write the names of characters (like Uncle Fedya, Aunt Dasha, and the Policeman) on slips of paper.
- ◆ Students pick a slip and act out their character while others guess who they are.
- ◆ Give each student a prop (a hat for Uncle Fedya, a badge for the Policeman, a scarf for Aunt Dasha) to make it fun.

Reading activity- Neighbour’s Help (pg 80, 81)

- ◆ Lead their attention to the pictures of textbook page 80 and 81.
- ◆ Ask picture interactive questions.
- ◆ Lead them to read the story individually.

Process reading

- ◆ Follow the steps of reading discussed as earlier.
- ◆ Follow the different strategies of reading.
- ◆ Ask comprehension questions and encourage discussion.
 - Why did Uncle Fedya tell the policeman that the bear ate his identity papers?
 - Who helped Uncle Fedya when no one else would listen?
 - What did Uncle Fedya do the next day after

- his adventure?
- If Aunt Dasha hadn't come out, what might have happened to Uncle Fedya?
- Why do you think Uncle Fedya decided to buy new clothes after this event?

Role-Play the Scene

- ◆ Make the students sit in groups.
- ◆ Let them role-play the scene where Uncle Fedya tries to explain himself to the policeman and then Aunt Dasha comes to help.
- ◆ One student plays Uncle Fedya, another the policeman, and a third Aunt Dasha. Other students can act as the onlookers who doubt Uncle Fedya.
- ◆ Let them prepare a script of the role-play first in groups.
- ◆ Then give time for practice.
- ◆ Presentation of each group.
- ◆ Peer assessment.

'Good Deed' Certificates

- ◆ Encourage students to design and decorate 'Good Deed' certificates.
- ◆ Each student can present their certificate to someone in class or at home who they believe has done a "good deed" recently, much like Aunt Dasha's kind act.
- ◆ Individual preparation.
- ◆ Presentation
- ◆ Teacher Version presentation.

Textbook Activity- Complete the story (pg 88)

- ◆ Introduce the activity.
- ◆ Let them complete the story individually.
- ◆ Group sharing and modification.
- ◆ Group presentation.

Textbook Activity- Time to chat (pg 89)

- ◆ Introduce the activity.
- ◆ Individually complete the conversation.
- ◆ Group sharing and modification.
- ◆ Presentation

Language focus

- Actively participate in language games according to the instructions of the teacher.
- Read and understand the story.
- Actively participate in theatre activities.
- Engage in making 'good deed' certificate.

Evidences of successful transaction of module

- Script for the role-play
- Good deed certificate
- Completed textbook activities

MODULE 11- Three Jolly Hunters (poem pg 82)

Entry Activity- Forest Adventure

Mapping

- ◆ Begin the class by showing a picture of a forest or nature reserve.
- ◆ Ask students to imagine they are on an adventure in the forest.

What would they see? Hear? Smell?

- ◆ Let them create a simple map of the forest and label the places they might explore (e.g., "The Big Oak Tree," "The River," "The Rocky Path").
- ◆ Presentation

Reading activity

- ◆ Read the poem aloud with a lively tone, emphasizing the playful aspects. Encourage students to join.
- ◆ After the initial read-through, ask students to find their own tune or rhythm for the poem and perform it with their style.

Create a New Stanza for the Poem

- ◆ Ask the students to add a few lines to the poem, keeping in mind the theme of harmless, humorous boasting.
- ◆ For example, they could add something like, "I rode a unicorn across the sky," or "I caught a fish the size of a car!"
- ◆ Students can share their new stanzas with the

class.

- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Group presentation.
- ◆ Teacher Version presentation

Rhyme Time Challenge

- ◆ Conduct a 'rhyme challenge' where students come up with their own funny rhyming words from the poem.
- ◆ Individual writing.
- ◆ Group sharing and modification.
- ◆ Presentation.

Find Your Own Tune for the Poem

- ◆ Divide the class into small groups
- ◆ . Ask each group to choose a tune or melody (like a nursery rhyme, a popular song, or a simple rhythm) and sing the poem to the chosen tune.
- ◆ They can make their own music with claps, foot taps.
- ◆ Presentation of songs.

Illustrate the Poem

- ◆ Ask students to draw a scene from the poem, such as the three hunters marching through the forest, or the hunters boasting about their imaginary catches.
- ◆ Encourage them to add details like animals, trees, and the hunters' expressions.
- ◆ Individual drawing.
- ◆ Exhibition of the drawing.

Language focus

- Engage in preparing a map based on the clues given.
- Read and understand the theme of the poem.
- Add more lines to the poem.
- Find out the rhyming words in a poem.
- Participate in giving tune to a poem.
- Participate in the illustration of a poem.

Evidences of successful transaction of

module

- New stanza of the poem
- Illustration of the poem
- Rhyming words list

Textbook Activity

Chasers and hidiers (pg 83)

- ◆ Introduce the wordle given.
- ◆ Let them complete the activity individually.
- ◆ Random presentation.
- ◆ Group sharing.
- ◆ Group product presentation.

Textbook Activity

Lucky Escape (pg 85)

- ◆ Introduce the activity.
- ◆ Let them write their experience individually.
- ◆ Presentation

Textbook Activity

Complete the song (pg 86)

- ◆ Introduce the activity.
- ◆ Let them complete the song individually with the clues given.
- ◆ Group sharing and modification.
- ◆ Group presentation

Textbook Activity- Four seasons (pg 87)

- ◆ Introduce the activity.
- ◆ Conduct a discussion on seasons.
- ◆ Let them complete the activity individually.
- ◆ Presentation

Textbook Activity

Favourite story (pg 87)

- ◆ Introduce the activity.
- ◆ Let them find out their favourite story.
- ◆ Let them write why they like that particular story.

Textbook Activity

Fun with phrases (pg 90)

- ◆ Introduce the activity.
- ◆ Complete the activity individually.

- ◆ Presentation
- ◆ Note it down in a chart.
- ◆ Editing if needed.

Textbook Activity **crossword puzzle (pg91)**

- ◆ Introduce the crossword puzzle.
- ◆ Let them complete the activity individually.
- ◆ Presentation

Textbook Activity **Find the right order (pg 92)**

- ◆ Introduce the activity.
- ◆ Let them individually complete the activity.
- ◆ Group sharing and modification.
- ◆ Presentation

Textbook Activity- Shall we make puzzles? (pg 92)

- ◆ Introduce the activity.
- ◆ Let them prepare more puzzles as given.
- ◆ Sit in groups and modify.
- ◆ Conduct puzzle game between groups used by the puzzles they have made.

Textbook Activity **One to many (pg 93)**

- ◆ Introduce the activity.
- ◆ Complete the activity individually.
- ◆ Presentation

Textbook Activity- Opposites with prefix (pg 93)

- ◆ Introduce the activity.
- ◆ Let them complete the activity individually.
- ◆ Group sharing and modification
- ◆ Group presentation

Textbook Activity **Name the groups (pg 94)**

- ◆ Introduce the activity.
- ◆ Complete the activity individually first and then in groups.
- ◆ Presentation
- ◆ Give more examples.

Textbook Activity **Edit the following (pg 95)**

- ◆ Introduce the activity.
- ◆ Let them edit the passage individually.
- ◆ Group sharing and modification
- ◆ Presentation

Textbook Activity **Fun with grammar (pg 98)**

- ◆ Introduce the activity.
- ◆ Let them complete the sentence using question tags.
- ◆ Presentation
- ◆ Editing after discussion

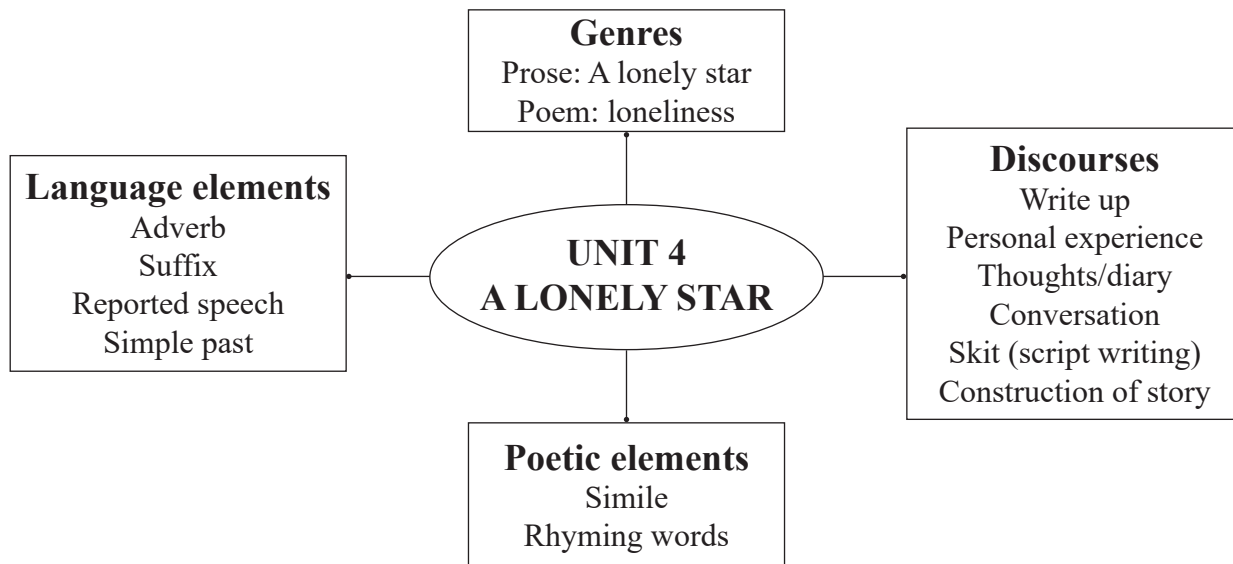


**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 5**

GRADE - 5





Theme and sub themes

The main theme of the story revolves around **hope** and the spirit of Christmas. It emphasizes the significance of joy, togetherness, and the warmth that comes from simple acts of kindness and love during the festive season.

Sub-themes

1. The Value of Every Individual: The little star, despite feeling overlooked and unwanted, ultimately finds a purpose, highlighting that every individual has worth, even if it's not immediately recognized.
2. The Power of Kindness and Generosity: Amelia's desire to bring brightness and joy to her sick child, despite her own struggles, underscores the themes of love and selflessness. It illustrates how acts of kindness, no matter how small, can have a profound impact.
3. Community and Togetherness: The narrative showcases a sense of community as people come together to celebrate Christmas, while also depicting the loneliness of those who are less fortunate, like Amelia and Kevin.
4. Resilience in Adversity: Both the stars and

Amelia exhibit resilience in the face of challenging situations—whether it's the cold and unpurchased star, or Amelia's determination to care for her sick son.

Learning objectives

◆ The learner

- Listens to, reads and appreciates simple stories.
- Reads simple passages with comprehension and responds to interactive questions.
- Engages in craft works and writes their steps.
- Speaks and writes about Santa clause in simple English and narrates one's own experience.
- Collects pictures of sleds and prepares short notes based on them.
- Describes the climate conditions in different countries orally and in written mode.
- Writes thoughts of characters.
- Writes simple conversation suitable to the contexts and role play it.
- Reads, writes and enacts simple skit/drama based on a specific theme.

- Writes one’s own personal experiences.
- Prepares a story by filling the gap and finds alternate ending.
- Engages in language games.

MODULE 1 (2 periods)

Entry activity (Exploring Constellations)

◆ Teacher asks some interaction questions

- Have you heard of constellations?
- What constellations did you find the most interesting, why?
- Can anyone share a story or myth related to one of the constellations you’ve observed?

◆ Tr introduces constellation

- Begin with a brief explanation of what constellations are—patterns of stars that have been identified and named by different cultures throughout history.
- Discuss how constellations have been used for navigation and storytelling.
- Provide students with star charts or an app that shows visible constellations for their location.
- Explain how to recognize the patterns of stars that make up constellations.
- Let them write at least five constellations.

◆ To the teacher

◆ Five Constellations to Observe:

- Orion: One of the most recognizable constellations, featuring three stars in a row that form Orion’s Belt.
- Ursa Major: Contains the famous Big Dipper asterism, which is useful for navigation.
- Cassiopeia: Known for its distinctive W shape, representing the queen in Greek mythology.
- Scorpius: Easily recognizable in the summer months, this constellation resembles a scorpion.
- Taurus: Depicted as a bull, containing the bright star Aldebaran and the Pleiades star cluster.

- Introduces the reading passage (page 6 Asher’s shop)
- ◆ Follow the process of reading
- ◆ Asks interaction questions and elicits free responses.
 - Have you ever visited a shop selling stars?
 - Do you have such shops in your town?
 - What else can be seen there on other festival season?

Additional questions

- ◆ What is your favourite decoration that you see during the holiday season?
- ◆ If you were Asher, what would you hope to hear from customers when they see your star decorations?
- ◆ If you could create your own special star to hang up, what colours and designs would you choose?

Activity: FINDING THE LOCATION

- ◆ The story happens in Astana. Where is its location in Kazakhstan? Find out using a map.
- ◆ Provide world map or google map to find the location and conducts a discussion.

MODULE 2 (THE NORTH WIND COMES) 4 periods

Pre-Reading Activities:

- ◆ Create a list of statements related to the themes of the passage (e.g., “Stars can talk,” “The wind is friendly,” “Decorations are important for celebrations”). Ask students to agree or disagree and discuss their thoughts.
- ◆ Introduce key vocabulary words from the passage, such as “mighty,” “patted,” “chorus,” and “opined.” Use visual aids or definitions to explain these words.
- ◆ Discuss Christmas traditions and decorations. Ask students to share what they know about how different cultures celebrate Christmas.

Introduce Reading the Passage

- ◆ Read the passage aloud to the class with expression, modeling appropriate pacing and

intonation. You may choose to invite a few students to join in for the dialogue parts (e.g., “Hi, stars!” etc.).

- ◆ Paired Reading: Divide students into pairs and have them take turns reading sections of the passage to each other. This will enhance their fluency and comprehension through collaborative reading.

During Reading

◆ Stop and Discuss:

- Pause at key moments to ask questions about the text. For example:

“Why do you think the wind talks to the stars?”

“What does the little star mean when it says it will be the first to be sold?”

- Encourage students to visualize the scene as they read. They can sketch a picture of the shop, the stars, and the wind to enhance comprehension and creativity.

◆ Post reading questions

- Ask the following questions to check for understanding:

“What does the wind say to the stars?”

“How do the stars feel about being sold?”

“What plans do the stars have for Christmas?”

Art Project (Activity 1 Making Star)

- ◆ Try making a paper star and name it. Write how you made it, with the help of pictures.
- ◆ Process- Making a Paper Star
- ◆ Materials Needed
 - Coloured paper (construction paper works well)
 - Scissors
 - Pencil
 - Ruler
 - Glue or tape
 - Glitter or decorative items (optional)
 - String or ribbon (optional for hanging)

Steps to Make a Paper Star

1. Choose Your Paper:

- Select the colour of construction paper

you want to use for your star. You can use multiple colours for a more vibrant star.

2. Draw a Star Template

- ◆ Using a pencil and ruler, draw a star shape on the paper. A simple five-point star works well. Here’s how:
 - ◆ Start by drawing a five-point star with each point being about 5 inches long.
 - ◆ Alternatively, you can trace around a star-shaped object if you have one.

3. Cut Out the Star:

- ◆ Carefully cut along the lines of the star with scissors. Make sure to go slowly to get a clean cut.

4. Decorate Your Star

- ◆ Use markers, crayons, glitter, stickers, or any other materials to decorate your star. You can add sparkles, patterns, or even write your name on it.

5. Add a String

- ◆ If you want to hang your star, cut a piece of string or ribbon about 6 inches long. Tape or glue one end to the back of your star.

6. Name Your Star

- ◆ Come up with a fun name for your star. Write the name on the back or on a tag that you can attach with string.

7. Display Your Star

- ◆ You can display your star on a wall, hang it from the ceiling, or give it to someone as a gift.

◆ After completing these steps, students can document their process:

- Take Pictures: Encourage students to take pictures of each step: choosing the paper, drawing the star, cutting, decorating, etc.
- Create a Presentation: Using a presentation tool (like PowerPoint, Google Slides, or a physical poster), students can arrange their pictures in order and write captions for

each step.

- ◆ Example Captions
 1. “I chose a blue star and drew it on coloured paper.”
 2. “I cut out my star shape carefully.”
 3. “I decorated my star with glitter and stickers.”
 4. “I named my star ‘Shiny Blue.’”
- ◆ Then encourage students to write about how to make a paper star individually

TEACHER’S VERSION

- ◆ Making a paper star is a fun and easy project! First, choose a piece of coloured paper, like blue or yellow. Then, draw a five-point star shape on the paper using a pencil. After that, carefully cut out the star with scissors, making sure to follow the lines. Next, decorate the star with markers, glitter, or stickers to make it special. If you want a 3D star, you can cut out several stars and glue them together in the center. Once you’re happy with your decorations, you can attach a piece of string to the top of the star for hanging. Don’t forget to name your star! Finally, display your beautiful star on a wall or hang it from the ceiling to show it off. Enjoy your creative masterpiece!

MODULE 3 (SANTA HAS STARTED)

5 periods

Reading Process

1. Preview the Passage

- ◆ Read the title, “SANTA HAS STARTED,” and predict what the passage might be about.
- ◆ Scan the Text: Quickly skim through the passage to see how many paragraphs are there and identify any pictures or illustrations.

2. Read Aloud

- ◆ Take Turns: Read the passage aloud with a partner or in a small group. This will help you hear the story and understand it better.
- ◆ Voice Expression: Use different voices for different characters (like the stars and the wind) to make the reading more engaging.

3. Annotate the Text:

- ◆ Highlight Key Ideas: As you read, highlight or underline important details such as major events or character emotions.
- ◆ Write Notes: In the margins, jot down notes about your thoughts, questions, or surprises you have while reading.

4. Discuss the Text

- ◆ Group Discussion: After reading, discuss the passage with your classmates. Ask questions like:
 - Why do you think the stars felt cold?
 - What do you think about Santa’s sled moving through the clouds?
 - How do the stars react to the news from the wind?

5. Summarize the Story:

- ◆ Write a Summary: Write a few sentences that summarize what happened in the passage. Focus on the main events: the stars feeling cold, the wind delivering news about Christmas, and its departure to spread the news.

Activity 2

- ◆ The northern wind had no time to talk about Santa. Can you tell the stars about Santa?
- ◆ Have you heard stories about Santa Claus? Could you write a few sentences about Santa?
- ◆ Process of writing
- ◆ Individual attempt
- ◆ Random presentation
- ◆ Sharing in groups
- ◆ Group refinement
- ◆ Group presentation
- ◆ Presentation of teacher’s version
- ◆ Editing

Teacher’s version

- ◆ Santa Claus is a jolly figure known for spreading holiday cheer and magic during Christmas time. He is often depicted as a plump man with a long white beard, dressed in a bright red suit with white fur trim. According to legend, Santa lives at the North Pole with a group of cheerful

elves who help him make toys for children all over the world. On Christmas Eve, he travels in a sleigh pulled by reindeer, delivering gifts to those who have been nice throughout the year. Children leave out cookies and milk for him as a gesture of thanks, and sometimes even carrots for the reindeer. His laughter, famously known as “Ho! Ho! Ho!”, is a sound many people look forward to hearing during the holiday season. The spirit of Santa Claus embodies generosity, joy, and the importance of giving to others. His stories remind us all of the magic that can be found in kindness and goodwill. In various cultures, Santa is known by different names, but his message of love and celebration remains the same.

- ◆ Certainly! To create an engaging conversation between the little star and the northern wind, we can structure it using a simple conversational model. This structure will also help students practice dialogue in a fun and imaginative way.

Activity: conversation

◆ Identify Characters

Little Star: Curious and excited about Christmas.

Northern Wind: Mysterious and vibrant, carries news but is busy.

◆ Establish Goals:

- The Little Star wants to learn more about Santa and Christmas.
- The Northern Wind wants to share the news but is on a mission.

◆ Incorporate Emotions:

- The Little Star feels excitement and eagerness.
- The Northern Wind expresses a duty to spread the news but has limited time.

◆ Guidelines for Students:

- Use expressive voices to convey emotions.
- Pay attention to timing in the conversation, indicating when one character is speaking or listening.

Teacher’s Version of the Conversation

Little Star: (trembling slightly) Hi, dear Wind! Why do you come here? Do you have news that will warm us up?

Northern Wind: (with a strong, swirling voice) Yes, Little Star! I bring exciting news! Christmas is nearly here!

Little Star: (eyes sparkling) Christmas! Oh, that sounds wonderful! What about Santa? Did you see him?

Northern Wind: (swirls playfully) Indeed, I saw Santa’s sled moving across the clouds up above. His journey is starting soon!

Little Star: (leaning closer) Oh please, dear Wind! Can you tell us more about Santa? Like what gifts he brings to the children?

Northern Wind: (in a rushing tone) I’m sorry, Little Star! I wish I could share more, but I must carry this news to the whole world! (starts to move away)

MODULE 4 (A SAD HAPPENING) 3 periods

Pre-Reading Activities

- ◆ Discuss with students what they know about Christmas, stars, and decorations. Why are stars significant during this holiday?
- ◆ Ask students to predict what the story might be about based on the title and the first few lines.

Reading the Passage

- ◆ First Reading: Read the passage aloud to the class. Encourage students to listen carefully and visualize the scenes being described.
- ◆ Second Reading: Have the students read the passage quietly to themselves, either independently or in pairs. This helps with comprehension and allows them to absorb the details at their own pace.

Post-Reading Activities

- ◆ **Comprehension Questions:** ask the following questions to check the comprehension and elicit responses.
 - What will happen to the star?

- will it be carried by the wind?
- will it be covered by the snow?

◆ 2. Discussion:

- ◆ Discuss the emotions of the little star. How do you think it felt when it saw all its friends being sold?
- ◆ Talk about the theme of the passage. What message do you think the author is trying to convey?

◆ 3. Activity (the thoughts of little star)

◆ Step 1: Setting the Stage

- ◆ Contextualization: Begin by revisiting the passage about the little star. Discuss its emotions and situation. Focus on what it means to feel alone or overlooked.
- ◆ Brainstorming: In small groups, students can brainstorm ideas about what the little star might be thinking. Questions to consider:
 - How does the star feel about being left behind?
 - What memories does it have of being bright and beautiful?
 - What wishes or hopes does it have for the future?
 - How does it feel about the other stars?

◆ Step 2: Individual Writing

- ◆ Personal Reflection: Each student writes a short piece, using the outline created by the class. Encourage them to:
 - Use descriptive language to express emotions.
 - Incorporate similes or metaphors to enhance their writing.
 - Write in the first-person perspective (e.g., “I feel...” or “I wish...”).

◆ Step 3: Collaborative Writing

- ◆ Group Discussion: Each group can share their ideas about the star’s thoughts. Encourage students to listen to different perspectives and build on each other’s ideas.
- ◆ Outline Creation: As a class, create a collective outline for the thoughts of the little star. This

may include:

- Introduction: The star’s initial thoughts when it realized it was left behind.
- Body: Various thoughts and feelings about being unnoticed (sadness, longing, hope).
- Conclusion: A final thought or wish that expresses what it desires most.
- Time for Writing: Allow sufficient time for students to draft their thoughts. Remind them that their pieces can be unique but should stay true to the little star’s voice.

◆ Step 4: Peer Review

- Pair Sharing: Have students pair up to share their written pieces with each other. Encourage them to provide positive feedback and suggestions for improvement.
- Class Discussion: After peer reviews, hold a whole-class discussion about what they learned from reading each other’s thoughts. What common feelings did they notice?

◆ Step 5: Revise and Edit

- Revising: Give students time to revise their writing based on the feedback they received. Encourage them to focus on clarity, strong imagery, and emotional expression.
- Editing: Teach students about basic editing marks and have them check for grammar, punctuation, and spelling errors. You can also conduct mini-lessons on specific writing techniques as needed.
- Teacher’s version: present teacher’s version to compare children’s products with your product.

◆ Step 6: Publishing big book.

- Sharing and Displaying: Create a class book titled “Thoughts of the Little Star” where each student’s writing piece is included. Alternatively, have students create a bulletin board display showcasing their work with accompanying illustrations.
- Presentation: Optionally, allow students to present their writing to the class or organize a small reading event where they share

their star's thoughts with parents or other classes.

◆ Step 7: Reflection

- Self-Assessment: Encourage students to reflect on what they learned about writing from this activity. What did they enjoy? What challenges did they face?

Teacher's version

- ◆ I am the little star who wishes to shine bright. Every day, I watch bigger stars being chosen by people. I feel lonely and scared in this cold shop. I dream of being near a cozy house, where I can bring joy. I want the warmth of a lamp inside me. I imagine being hung up high, sparkling for everyone to see. I hope someone will find me soon. I think about how nice it would be to light up a family's home. Sometimes, I worry about my fate if no one buys me. I just want to spread light and happiness to others.

MODULE 5 (THE POOR LITTLE STAR) 4 periods

The process of reading

1. Pre-Reading Activities

- ◆ Activate Prior Knowledge: Start by asking students like what they know about stars or Christmas.
- ◆ Introduce Vocabulary: Discuss key terms from the reading (e.g., "swayed," "isolation," "joy"). Use visuals or actions to help them understand.
- ◆ Set a Purpose for Reading: Explain what students should look for while reading. For example, they might focus on the feelings of the little star.

2. During Reading

- ◆ Read Aloud: Teacher reads the text aloud, modeling fluency and expression, or use a shared reading approach where the class reads together.
- ◆ Think-Pair-Share: Pause periodically and ask students to think about a specific question related to the text. Then, have them discuss

their thoughts with a partner.

- Text Annotation: Encourage students to underline or highlight important phrases or sentences that express the little star's emotions.

3. Post-Reading Activities

- Group Discussion: Facilitate a whole-class discussion where students share their thoughts about the little star's experience. Ask guiding questions like, "How do you think the star feels? Why do you think Asher decided to keep it?"
- Role-Play: Have students act out the scene where the little star is left alone. This helps them empathize with the character.

◆ COLD COUNTRIES

- ◆ Have you ever been to cold places as described in this passage? Or have you read about such climate conditions? Write about it
- ◆ Individual attempt
- ◆ Random presentation

◆ SEASONS

- ◆ Which season is mentioned in the passage?
- ◆ What are the changes brought by different seasons?
- ◆ Make a table as follows
- ◆ Spring
- ◆ Summer
- ◆ Autumn
- ◆ Winter
- ◆ Individual writing
- ◆ Random presentation
- ◆ Grouping and group writing
- ◆ Group editing and refinement
- ◆ Group presentation
- ◆ Editing
- ◆ Presentation of teacher's version

The season mentioned in the passage is Winter.

Season	Changes
Spring	Flowers bloom, trees grow new leaves, animals come out of hibernation, and temperatures warm up
Summer	Days are longer and hotter, many outdoor activities, plants are in full bloom, and fruits ripen.
Autumn	Leaves change color and fall, temperatures cool down, crops are harvested, and animals prepare for winter.
Winter	Weather gets cold, snow may fall, trees may lose leaves, and many animals hibernate or migrate.

4. Assessment

- Informal Assessment: Monitor class discussions and students' participation.
- Written Work: Review the creative writing pieces or drawings for understanding of the character's emotions and the ability to connect with the text.

Activity: writing personal experience

◆ Process of Writing Personal Experience

1. Relate to the Character:

- Encourage students to reflect on the feeling of loneliness, similar to the little star's experience.

2. Identify a Personal Experience:

- Think of a specific moment or event when they felt lonely. This could be during an event, a day at school, or even at home.

3. Use a Structure:

- A simple story structure may help:
- Introduction: Set the scene for when the loneliness was felt.
- Details of the Experience: Describe what happened and how it made them feel.
- Conclusion: Reflect on how they coped with loneliness or what they learned.

4. Use Descriptive Language:

- Encourage students to use descriptive words to express their feelings and the atmosphere of the moment.

5. Make Connections:

- Relate their experience back to the feelings of the little star at the end of their writing.

6. Individual writing

7. Teacher's Version of Personal Experience

Title: The Day I Felt Alone

One rainy afternoon during recess at school, I found myself sitting alone on a bench. Everyone else was playing games and laughing with their friends. I remember looking at them and feeling as if I was on the outside of a cheerful bubble.

The sky was gray, and the raindrops kept falling softly on my shoulders. I watched as my classmates played tag, their joyful shouts and laughter echoing around me. I wished I could join them, but I felt invisible, like the little star waiting alone in the shop. I thought about how nice it would be to have someone come and invite me to play, but no one seemed to notice I was there. It made my heart feel heavy, just like the little star felt when all of its friends had left.

After a while, I decided to get up and walk around. I saw my friend Sarah sitting by herself on the swings. I approached her, and we started talking! I was so relieved to have connected with someone. That day taught me that even in moments of loneliness, reaching out can help. Just like the little star, I realized that sometimes we just need to let others know we're there and want to sparkle with them.

MODULE 6 (ONE LITTLE HOUSE)

6 periods

1. Preview the Passage:

- Look at the title and any illustrations if present.
- Read the first few lines to get a sense of the overall theme and setting.

2. Read for Understanding:

- Read the passage slowly and carefully. Pay attention to the details about the characters (Amelia and Kevin) and their situation.
- Note the emotions expressed in the text, such as sorrow, helplessness, and longing.

3. Identify Key Elements:

- Characters: Identify who is in the passage (Amelia and Kevin).
- Setting: Note the setting (a small, dark house during winter).
- Conflict: Understand the main issue (Kevin's illness and his desire for a star).

4. Visualize the Scene:

- Picture the setting in your mind. Imagine the dimly lit room, the sick boy, and his mother's worried expression.
- Consider how the decorations and the outside scene are in contrast with their situation.

5. Reflect on Emotions:

- Think about how Amelia and Kevin feel. Consider Amelia's sadness and Kevin's longing for a star.
- Connect their emotions to any experiences you may have had.

6. Make Inferences:

- Reflect on why the house is dark and how Kevin's illness affects both characters.
- Understand Amelia's struggle: the physical signs of her hard life (wrinkled skin, visible veins) suggest her sacrifices for Kevin.

7. Ask Questions:

- Why does Kevin want a star so badly?
- Why did the boy not say anything?
- What does the candle's dim light symbolize in their lives?
- How does Amelia's reaction to Kevin's wish reflect their relationship?
- Why was the mother silent when the boy wanted a star?

8. Summarize:

- After reading, summarize the passage in your own words. Include the main events and emotions conveyed.
- Identify what you think the passage conveys about hope and hardship.

Activity: Amelia's thoughts**Step 1: Contextual Understanding**

- Read and Analyze: First, read the passage carefully and analyze it. Focus on parts that describe Amelia's feelings, thoughts, and actions.
- Identify Key Moments: Highlight the moment when Kevin expresses his desire for a star and Amelia's subsequent emotional response.

Step 2: Character Empathy

- Empathy Building: Ask students to put themselves in Amelia's position:
- What might she be feeling as a mother watching her sick child?
- How might her past experiences shape her thoughts in this moment?

Step 3: Discussion Prompts

- Open-Ended Questions: Facilitate a discussion with questions such as:
- What do you think Amelia is thinking when she wipes the tear off Kevin's face?
- How do her physical signs reflect her emotional state?
- What emotions might she be experiencing as she looks out into the snow-covered darkness?

Step 4: Character Journals

- Writing Exercise: Have students write a journal entry from Amelia's perspective. Prompt them with:
- "What thoughts run through your mind as you sit beside Kevin? How do you feel about being unable to give him what he wants?"
-

Step 5: Share and Reflect

- Group Sharing: Allow students to share their journal entries in small groups or with the class to foster empathy and understanding.

Step 6: Editing: take one of the products and edit (morphological /syntactical and spelling errors by negotiating with the students)

Step 7: Presentation of Teacher’s Version

Amelia’s Thoughts:

As I sit beside Kevin’s bed, my heart feels heavy. I see the fever burning on his cheeks and the pain in his eyes, and I can feel his deep longing for a simple star. I wish I could change our situation and give him that joy, but instead, darkness surrounds us in our little house, while festive decorations bring happiness to others. I feel helpless and question if I’m failing as a mother for not being able to provide what he desires. My years of hard work seem in vain, and all I want is to see him smile and feel better. Each tear I shed reminds me of our struggles, and although I try to be strong for him, I can’t help but wonder how long it will take to bring happiness back into our lives.

Activity : Drama

1. Divide the Passage Into Scenes

- Scene 1: The decorated village and the little dark house.
- Scene 2: Inside Amelia’s home.
- Scene 3: The conversation between Amelia and Kevin.

2. Create Character Roles

- Amelia: Mother, caring and loving.
- Kevin: Son, sick and yearning for a star.
- Narrator: Provides context and transitions between scenes.

3. Add Dialogue and Actions

- Incorporate dialogue to enhance the feelings and expression of each character.
- Prepare simple script

4. Practise and Perform

- Rehearse the dialogue with the students, encouraging them to express emotion and understand their characters.
- Perform the drama for an audience, highlighting the themes of love, hope, and longing.

5. Reflect and Discuss

- ◆ After the performance, hold a discussion with the students about the themes and emotions portrayed in the drama. Ask questions like:
 - How did Amelia feel watching her son suffer?
 - What does the star symbolize for Kevin?
 - How does love shine through difficult times?

Sample Script

Narrator: (enters the stage) In a village filled with shining stars and decorations, one little house sank into darkness.

(Scene 1)

Narrator:(gestures towards the audience) Look at the joy outside the homes where stars sparkle. But, inside this house, Amelia and her son Kevin are facing a different kind of struggle.

(Scene 2)

(Amelia sits on a stool next to Kevin’s bed, watching him sleep uneasily. The room is dimly lit by a small candle.)

Kevin: (groans softly, opens his tired eyes) Ma...

Amelia: (leans towards him, concerned) Yes, my dear? How are you feeling?

Kevin: (with a weak voice) I want a star so bad...

(Amelia’s lips tremble as she holds his forehead.)

Amelia: (tearfully) Oh, my sweet boy... (a tear falls onto Kevin’s cheek)

Kevin: (wipes his cheek with his fingers) You don’t have to cry, Ma.

Amelia: (looking out the window) It’s so dark outside... and the snow is covering

everything.

*(Kevin reaches out from under the blanket and takes her hand tightly.)***

Kevin: I know, Ma. I can feel your sorrow.

Amelia: (squeezes his hand back) I wish I could give you everything you want, Kevin.

(Scene 3)

Kevin: (with a faint smile) Just knowing you're here makes me feel better.

Amelia: (smiling through tears) I promise we will find a way to make this better.

Narrator: (steps forward) And so, in the heart of winter, love shone brighter than any star, even in the darkest of times.

Activity : creating the mood

In the excerpt, the sentences “It was feeble and failed to cast any shadow” and “It was partially covered with snow and darkness” help create a sad and heavy mood for the characters.

1. It was feeble and failed to cast any shadow.: This sentence describes the candle’s light. Since the light is weak and doesn’t create shadows, it makes the room feel dark and gloomy, just like the situation Amelia and Kevin are in. It shows that there isn’t much brightness or hope in their lives right now.
2. It was partially covered with snow and darkness.: This sentence talks about how the window is blocked by snow and darkness, which adds to the feeling of being trapped and alone in their house. The snow and darkness symbolize the struggles and sadness they are facing, making the reader feel compassion for them.

Some More Examples of Sentences That Affect Mood:

1. The wind howled outside, rattling the windows.

- Effect: This creates a sense of fear or worry. It makes the characters feel like they are in a dangerous or scary situation.

2. The cheerful laughter of children echoed in

the distance.

- Effect: This helps create a contrast between the joy of others and the sadness Amelia and Kevin feel. It highlights their loneliness.

3. The sky was a dark gray, and the trees stood bare and lifeless.

- Effect: This description creates a cold and lonely mood, reflecting the feelings of emptiness and despair.

4. The soft glow of the moonlight filled the room with a gentle light.

- Effect: This creates a calming and peaceful mood, making the characters feel safe and cozy despite the troubles around them.

MODULE 7 (CHRISTMAS MORNING) 4 periods

Follow the process of reading

Activity: bridge the gap

- ◆ How did the little star reach the boy’s house? Do you feel a gap in this story? What it could be?

Process for Analyzing the Story

1. Understanding the Context:

- Read through the provided excerpt carefully to understand the setting, characters, and feelings conveyed.

2. Identify Key Plot Points:

- The little star was left unsold and felt lonely.
- The boy and his mother were sleeping as carol parties were singing and the wind was blowing.

3. Postulate Possible Events:

- Consider how the star could have arrived at the boy’s house. This may involve imaginative thinking about the events that transpired after the star was not sold in Asher’s shop.

4. Identify Gaps:

- Think about what information is missing in the text that would clarify how the star got there. This might include details about:
- Santa’s or the Wind’s role in delivering the star to the boy.
- An explanation of how the star felt about

being in a new place.

5. Suggest Additions:

- Propose ways to fill in the narrative gaps. This could include:
- A transition showing how the little star was magically transported from the shop to the boy's home.
- A description of the journey the star takes or the interactions it has along the way.

Teacher's Version of Analysis

◆ How Did the Little Star Reach the Boy's House?

- The little star, feeling lonely and sad, probably wished to find a place where it could shine brightly and bring joy. As the night turned darker and Christmas celebrations filled the air, the northern wind, sensing the star's longing, could have gently carried it from Asher's shop to the boy's home. Perhaps the Wind thought that the little star, though small, could add a sparkle to the boy's Christmas morning and fill the home with warmth.

◆ Do You Feel a Gap in This Story? What Could It Be?

- Yes, there is a gap in the story regarding how the little star, which was unsold and feeling unloved, magically appeared in front of the boy's house. We do not know how the star transitioned from being alone in the shop to being hung in a home.

◆ What Could Fill This Gap?

- To fill this gap, we could add a brief passage that describes:
- The Journey: Describe how the northern wind took pity on the little star and decided to carry it to a place where it could shine again. The star might have traveled through the night sky, filling the air with soft twinkles.
- Magical Moment: Maybe while the star was being transported, it sparkled brightly, catching the attention of Santa or another magical creature who decided to help that lonely star find a good home.

- Connection with the Boy: We could mention how the boy, in his sleep, dreamed of the little star and wished to have it as a symbol of hope for Christmas, which could explain its arrival at his house.

Activity: gently and silently

◆ In the story, words like "gently" and "silently" describe how the actions are done, adding more feelings and images to the scenes. Here are some words from the story that also describe how actions are performed:

- Shivered - This describes how the spokes of the stars move because they are cold.
- Trembled - This describes how Amelia's lips moved when she was sad.
- Whispering - It describes how the little star spoke softly about its wish.
- Patted - It describes how the wind touched the stars lightly.
- Fell - The little star "fell" down, showing a gentle dropping motion.
- Covered - The snow and leaves "covered" the little star, meaning they wrapped around it softly.
- Swayed - This describes how the little star moved back and forth gently.
- Groaned - This describes how Kevin made a sound that showed his pain or desire.
- Trickled - This describes how the tear moved slowly down Amelia's face.

Activity: TRACE THE LITTLE STAR

◆ Activity Process: Writing the Little Star's Story from Pictures

◆ Preparation

- Gather the pictures that illustrate the story about the little star. Ensure that each picture captures a key moment or theme from the narrative.

◆ Introduce the Activity

- Explain to the students that they will be creating a story based on the images provided. They will write one or two sentences for each picture that describe what is happening in the scene and how it

relates to the little star’s journey.

- ◆ Analyze Each Picture
 - Go through each picture with the students. Encourage them to observe details such as facial expressions, actions, colors, and surroundings. Ask guiding questions, such as:
 - What do you see happening in this picture?
 - How do the characters feel?
 - How does this relate to the little star’s story?

Brainstorming

- ◆ Allow students to brainstorm ideas for each picture. They can work individually or in pairs. Encourage them to think about how the little star interacts with the other elements in the pictures.

Drafting Sentences

- ◆ After discussing and brainstorming, have each student write one or two sentences for each picture. They should aim to:
 - Capture the essence of what is happening in the image.
 - Relate it back to the little star’s journey and feelings.

Sharing

- ◆ Once the students have written their sentences, have them share their responses with the class. This can be done in small groups or as a whole class discussion. Encourage students to explain their thought process and how they connected the pictures to the story.

Display

- ◆ If possible, display the pictures and sentences on a bulletin board or in a digital format (like a slideshow). This allows students to see how various interpretations can emerge from the images.

Reflection

- ◆ After the activity, have a class reflection. Ask students what they learned about storytelling through images and how each element contributes to understanding a character’s journey. They can share their thoughts on how

their perspective of the story changed based on the visual representations.

MODULE 8 (POEM)

About the poem

The poem “Loneliness” talks about feeling lonely and how it can make us sad when we have no one to share our days with. It describes loneliness as wrapping around us like fading flowers. However, the poem also offers hope, showing that by reaching out to others and making connections, we can find joy and reduce our loneliness. When we laugh and share stories with friends, the feeling of being alone starts to disappear. The poem encourages us to embrace friendship and togetherness, reminding us that by being with others, we can turn loneliness into happiness and enjoy life side by side.

Processing the poem

- ◆ **Introduction to Poetry**
 - Begin the lesson by discussing what poetry is and how it differs from prose. Emphasize elements such as rhythm, rhyme, and imagery.
- ◆ **Read the Poem Aloud**
 - Read the poem aloud with expressive intonation. Encourage students to listen for the mood and emotions conveyed in the rhythmic flow of the lines.
- ◆ **Initial Reaction**
 - After the reading, invite students to share their initial thoughts and feelings about the poem. Ask questions like:
 - What images stood out to you?
 - How did the poem make you feel?
- ◆ **Analyze the Poem**
 - Go through the poem line by line, discussing key concepts, imagery, and vocabulary. Ask students to identify any unfamiliar words and discuss their meanings.
 - Theme Exploration: Talk about the main themes of the poem, such as loneliness, connection, and friendship.
- ◆ **Personal Connections**
 - Encourage students to think about their own experiences with loneliness or friendship.

They can share stories or feelings related to the themes of the poem.

◆ **Group Reading:**

- Organize students into small groups to practice reading the poem together. They can take turns reading different stanzas and even act out the emotions described in the poem.

Activity (comprehension questions)

- ◆ Let the children re read the poem and find out the answers.
- ◆ Familiarize them with simile and metaphor.

**MODULE 9 (POST TEXT
ACTIVITIES)**

Activity (Reported speech)

- ◆ Explain the fundamental rules of reporting statements.
- ◆ Let the students do the exercise given in the text.
- ◆ Give additional exercises from the text or outside the text.
- ◆ You can use work sheets.

Activity (Use sentences in your own)

- ◆ Let the students find out the words from the text and guess their meaning.
- ◆ Ask them to write the concerned sentences from the text.
- ◆ Let them construct new sentences individually.

Activity (Misplaced words)

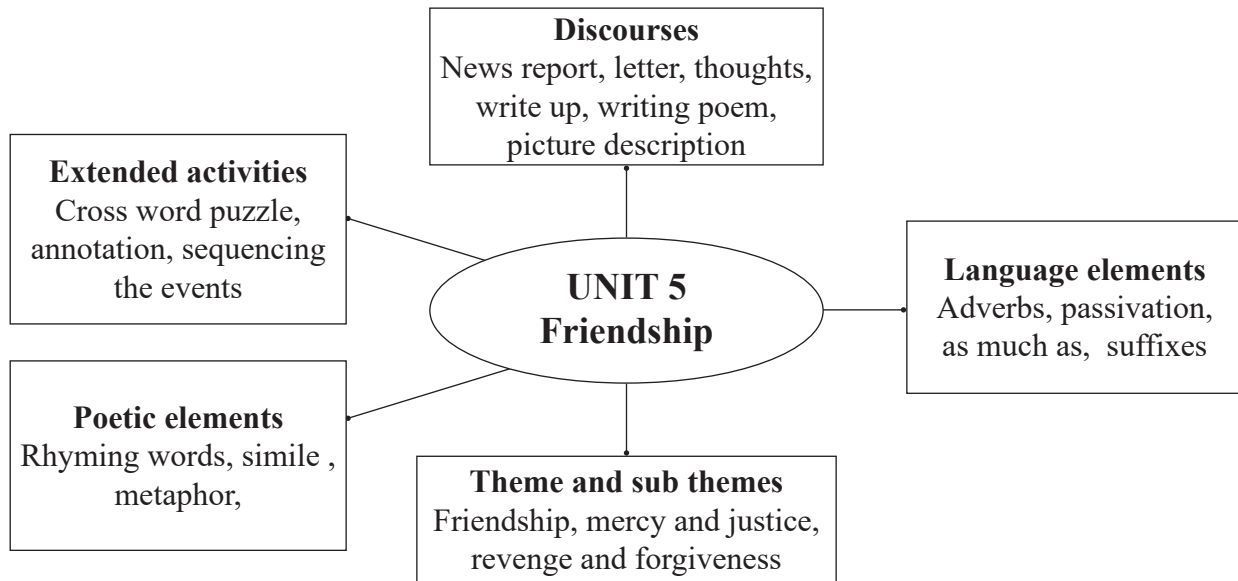
- ◆ Let the students do the activity individually.
- ◆ Check the sentence structure.
- ◆ Give them SVO pattern.
- ◆ Give more similar sentences.

Activity (Fun with Grammar)

- ◆ Let the children find suffixes from the story.
- ◆ Let them complete the task individually.
- ◆ Let them find more suffixes and prefixes,

Activity (sequencing the events)

- ◆ Let the students re read the passage
- ◆ Ask them to write the events in chronological order
- ◆ Show the teacher's version at the end.



Learning objectives

◆ The learner

- Understands different definitions of friendship and identifies key characteristics that define a true friendship.
- Analyses various literary works and examples in media that showcase the complexities and dynamics of friendship.
- Identifies the main themes and ideas presented in a play, demonstrating understanding through discussions or written reflections.
- Demonstrates understanding of the text by performing selected scenes, focusing on tone, expression, and body language.
- Identifies and explores central themes in selected poems, providing textual evidence to support their interpretations.
- Compares and contrasts two or more poems, discussing their themes, styles, and use of literary devices.
- Reads the drama script and finds out the main events.
- Draws picture and describes it in a few sentences orally and in written form.
- Listens to and reads newspaper reports and constructs similar news report based on the contexts from the text.
- Writes personal letters acting as the character in the text.
- Writes the thoughts of the character.
- Engages in linguistic activities focussing on adjectives, suffixes and passivation.
- Constructs a few lines based on the theme 'friendship.'

MODULE 1

Reading Process for Scene I

◆ Pre-Reading Activities

- Introduce students to the drama, discussing its themes, characters, and context. Explain that they will be focusing on the dynamics of friendship and the socio-economic landscape of Venice.
- Engage students in a discussion about Shakespeare and his works. Ask if they are familiar with the themes of love, friendship, and conflict in literature.

Individual Silent Reading

- Students read Scene I silently, allowing them to engage with the text at their own pace.
- After reading, students write down the difficult words and phrases.

Collaborative Reading

- Students form small groups to discuss their reflections. Each group can share their thoughts about Antonio and Bassanio's friendship and what it reveals about their characters.
- Students can take on the roles of Antonio and Bassanio, discussing their situation from their characters' perspectives within their groups.

Scaffolded Reading

- In small groups, the teacher assists students in understanding complex passages, asking guiding questions such as, "What does Bassanio's request reveal about his character?" or "How does Antonio respond to his friend's plight?"
- Provide students with graphic organizers to map out the relationship between Bassanio and Antonio, helping them visualize their dynamics and motivations.

Reading Aloud by the Teacher

- The teacher reads Scene I aloud, providing expression and clarity, highlighting emotional cues in characters' dialogues. The teacher should pause occasionally to explain unfamiliar terms or provide context.
- After reading, the teacher can pose questions about the characters' motivations and relationships, prompting students to think critically about the text.

Reading Aloud by One or Two Students

- Peer Reading: Invite pairs or volunteers to read selected parts of the scene aloud to the class. This can help reinforce comprehension and allow students to

practice expressive reading.

- After the peer reading, facilitate a discussion about the choices made in interpretation and expression. Encourage classmates to provide constructive feedback.

Activity 1 (page 44)

- ◆ What are the main events of the scene? It can be like
 - Antonio and Bassanio meet at the sea shore.
 - Bassanio talks about his needs.
 - Antonio agrees to pay money.
 - Process of this Activity
1. Read the Scene Together: First, the students read the scene aloud as a class to understand what happens.
 2. Talk About What They Read: After reading, the students discuss the important moments in the story as a group.
 3. Write Down the Main Events: Each student writes down the main events in simple sentences.
 4. Share Their Ideas: Students can pair up and share their sentences with a partner or the class to hear different perspectives.
 5. Draw a Picture: Some students can draw a picture of their favourite moment from the scene to help remember it better.

Teacher's version

◆ Main Events of Scene I

1. Antonio and Bassanio Meet
2. Bassanio Looks Sad
3. Bassanio Needs Money
4. Antonio Offers Help:
5. Bassanio Asks for Three Thousand Ducats
6. Antonio Is Out of Money
7. Antonio Promises to Help
8. Bassanio Thanks Antonio

Activity 2 (page 50) as much as

- ◆ Process of Teaching "As Much As"
- ◆ Introduction to the Phrase
 - Definition: Explain to students that "as much as" is used to compare quantities or

amounts. It means “the same amount” or “up to that amount.”

- Example: Write the example sentence on the board: “I can lend you as much money as you want.”

◆ **Contextual Understanding**

- Discuss the Example: Ask students what they think the sentence means. Explain that it means you can give someone any amount of money they want, without limits.
- Real-Life Application: Discuss times when they might ask someone for “as much as” something, such as snacks, help with homework, or time to play.

◆ **Lesson Activity: Fill in the Blanks**

- Create Sentences: Provide students with sentences that have a blank where “as much as” should go. For example:

“I can eat _____ I want.”

“You can borrow _____ your heart desires.”

- Fill-in-the-Blank Practice: Have students work individually or in pairs to fill in the blanks with “as much as.”

1. I have enough pens. Take what you want.

Ans; I have enough pens, so take as much as you want.

2. She has enough toffees with her. She can offer you any number of them.

.....

3. I have enough toffees in my pouch. I can offer you any number.

.....

Module 2

Scene 2 (Shylock’s house. Shylock and Bassanio are talking.)

- ◆ Follow the process of reading
- ◆ Activity (passivation)
- ◆ Process
- ◆ Introduction to Active and Passive Voice
 - Start by explaining that in an active voice sentence, the subject performs the action. Use the first example:

Example: “I will pay you the money.”

- Explain that in a passive voice sentence, the

subject receives the action. Use the second example:

Example: “You will be paid the money.”

Identifying the Structure

- Active Voice Structure: Subject + Verb + Object
- Passive Voice Structure: Subject + will +be + Past Participle + (by + Agent)

Transforming Active to Passive

- ◆ Guided Practice: Take the active sentence and show how to change it to passive.
 1. Identify the object of the active sentence
 2. Make the object of the active sentence the subject of the passive sentence.
 3. Change the verb to a passive form (by using the appropriate tense of “to be” + the past participle of the verb).
 4. Optionally, add the agent at the end (who is performing the action).
 - Example Transformation:
 - Active: “I will pay you the money.”
 - Passive: “You will be paid the money (by me).”
- ◆ Let the children do the textual exercise individually. (Page 50-51)
 - The state of Venice will seize your lands. (active)
 - Your lands will be seized by the state of Venice. (passive)
 - I will cut off your flesh. (active)
 - Your flesh will be cut off (passive)
 - I will pluck the flowers. (active)
 - The flowers will be plucked by me. (passive)
 - We will arrange a dinner for you. (active)
 - A dinner will be arranged for you. (passive)

Group Activity

- ◆ Divide the students into small groups and give them a list of sentences. Let them work together to convert them into the passive voice. Each group can share their sentences with the class.

Module 3

- ◆ Scene 3 Process reading



Module 4

Scene 4 process reading

Activity (news report) process

- ◆ Antonio's ships were wrecked in the sea. Make this incident a news report. (page 47)

1. Introduction to News Reports

- ◆ Discuss what a news report is and its purpose: to inform the audience about events.
- ◆ Introduce the elements of a news report:
 - **Headline:** A catchy title summarizing the news.
 - **Byline:** The name of the reporter.
 - **Lead Paragraph:** The most important information (who, what, when, where, why).
 - **Body:** Additional details, quotes, and context.
 - **Conclusion:** Wraps up the story or offers further details on what happens next.

2. Read the Scenario

- ◆ Read the provided extract where Antonio's ships are wrecked. Discuss the main points:
 - Who is involved? (Antonio, Bassanio, Shylock)
 - What happened? (Shipwreck)
 - Why is it significant? (Antonio owes money.)

3. Brainstorming Session

- ◆ **Group Discussion:** Have students brainstorm ideas regarding the shipwreck. They can discuss:
 - What could have caused the shipwreck?
 - What is the impact on Antonio and his friends?
 - How do Bassanio and Portia respond?

4. Creating an Outline

- ◆ **Guided Outlining:** Based on their brainstorming session, guide students to create an outline for their news report.
 - **Headline**
 - **Byline**
 - **Lead paragraph** (summarize the incident)
 - **Body** (details about the shipwreck, repercussions, and quotes if applicable)
 - **Conclusion**

5. Drafting the News Report

- ◆ Allow students time to write their news report using the outline they have created. Remind them to:

- Write in the third person.
- Use clear and concise sentences.
- Maintain a formal tone typical of news articles.

6. Peer Review and Editing

- ◆ Have students pair up to read each other's reports and provide constructive feedback using questions like:
 - Is the headline compelling?
 - Does the lead paragraph address the key details?
 - Are there enough details in the body?
- ◆ **Editing:** Encourage students to edit their reports based on the feedback they receive.

7. Final Presentation

- ◆ Organize a session where students can present their news reports to the class. This could be done through:
 - Reading aloud their reports.
 - Creating a mock news segment where they report the news.

◆ Teacher's version

Headline: Terrible Shipwreck Strikes Antonio's Fleet!

Byline : Written by [Student's Name]

Lead Paragraph : In an unfortunate turn of events, merchant Antonio has suffered a catastrophic loss as all of his ships have been wrecked at sea. This incident has raised concerns for his financial security and well-being.

Body : Eyewitnesses report that the fleet faced a violent storm while at sea, leading to the destruction of all vessels. Antonio, known for his kindness and loyalty, now faces significant financial challenges as he is unable to repay a loan to the moneylender Shylock.

Bassanio, Antonio's dear friend, is racing to assist him, hoping to secure a large sum of money to cover the debts. "I must do everything I can for my dear friend," Bassanio stated before leaving for Venice.

Conclusion : As the situation unfolds, the community is left to wonder how Antonio will recover from this disaster and if he will survive the relentless demands from Shylock.

Activity (letter writing-process)

Page 48

- ◆ Antonio wrote a letter to Bassanio. Same time he wrote a letter to Shylock too. Imagine what he writes. Write the letter.

1. Introduction to Letter Writing

- ◆ Explain the Purpose: Discuss the importance of letters in communication, especially in historical contexts such as in “The Merchant of Venice.”
- ◆ Introduce the elements of a letter:

Heading: Date and address (optional for this activity)

Salutation: Greeting (e.g., “Dear [Name]”)

Body: Main message

Closing: Sign-off (e.g., “Sincerely,” “Best regards”)

Signature: The writer’s name

2. Contextual Understanding

- ◆ Review the Characters: Briefly describe Antonio, Bassanio, and Shylock, discussing their relationships and the situations they are in.
- ◆ Context for Letters: Discuss why Antonio might write letters to both his friend Bassanio and his enemy Shylock. Explore Antonio’s feelings about debt and friendship.

3. Brainstorming Ideas

- ◆ Group Discussion: Have students brainstorm what Antonio might write to both Bassanio and Shylock. Encourage them to think about:
 - What specific concerns would Antonio have in each letter?
 - How might his tone be different depending on whom he is writing to?

4. Create an Outline

- ◆ Guided Outline Creation: Guide students to create an outline for each letter focusing on what they want to say. The outline can include bullet points for key ideas they want to express

in each letter.

5. Writing the Letters

- ◆ Letter Composition**: Allow students to write their letters based on the outlines they have created. Remind them to maintain appropriate tones:
 - To Bassanio: Supportive and friendly.
 - To Shylock: Respectful but concerned.
- ◆ Encourage Creativity: Allow students to add their personal flair, such as how they think Antonio would really express his thoughts.

6. Peer Review and Editing

- ◆ Pair Work: Have students exchange letters with a partner to give and receive feedback on content and clarity.
- ◆ Editing: Encourage students to revise their letters based on the feedback they receive.
- ◆ Organize a time when students can read their letters aloud to the class or display them on a bulletin board. This allows for appreciation of different writing styles.
- ◆ Present your version.
 - **Letter to Bassanio**

[Date]

[Location]

Dear Bassanio,

I hope this letter finds you well. I write to you with a heavy heart, as I fear for my current situation. My ships have been wrecked at sea, and the loss I bear is both great and troubling. I regret to inform you that I no longer have the means to repay the loan to Shylock, nor can I support myself.

You must know that it pains me deeply to trouble you with my burdens. Your friendship means the world to me, and I hope you can understand the predicament I find myself in—it is dire, indeed. Please take care of yourself and do not worry about me too much. I am hoping for a miracle.

With warm regards and my deepest affection,

Antonio

- Letter to Shylock:

[Date]

[Location]

Dear Shylock,

I write to you concerning the loan of three thousand ducats. As you may be aware, my ships have encountered a terrible fate, being completely wrecked at sea. I find myself unable to repay you at this moment, which brings me great distress.

I sincerely ask for your understanding and mercy in this matter. Perhaps we could discuss a possible extension or arrangement, as I do not wish for our agreement to end in conflict. I value our business relationship and wish to navigate this difficult time with respect and dignity.

I await your prompt response and hope that we can come to an agreeable solution.

Sincerely,

Antonio

Activity (Portia's thoughts) Page 49

- ◆ Bassanio got Antonio's letter. He left for Venice to see his dearest friend. Portia sat alone in her room. Describe her thoughts.
- ◆ Process: Writing Portia's Thoughts

Introduction to Character Thoughts

- ◆ Discuss the importance of understanding a character's inner thoughts and feelings. Explain how this can reveal more about the character and advance the story.
- ◆ Introduce key aspects of writing thoughts:
 - Use of first-person perspective (using "I" statements).
 - Expressions of feelings and emotions.
 - Reflections on actions or situations.
 - Imagining what the character wishes or fears.

Contextual Understanding

- ◆ Briefly recap the events leading to Bassanio leaving for Venice and what Portia is feeling. Discuss her love for Bassanio and her concern for Antonio.
- ◆ Talk about who Portia is and how she may feel about Bassanio leaving, considering her intelligence and independence.

Brainstorming

- ◆ Group Discussion**: Have students brainstorm Portia's possible thoughts while sitting alone in her room. Encourage them to think about:
 - How does she feel about Bassanio going to help his friend?
 - Is she worried about Antonio?
 - What does she think about Bassanio's friendship with Antonio?

Create an Outline

- ◆ Guide students to create an outline for Portia's thoughts. They can jot down key points or emotions they want to express:
 - Initial feelings about Bassanio leaving.
 - Concerns for Antonio.
 - Hopes for the outcome of the situation.
 - Feelings of love for Bassanio.

Writing Portia's Thoughts

- ◆ Allow students to write Portia's thoughts based on their outlines. Remind them to use the first person and focus on her emotions.
- ◆ Let students express what they think Portia would say to herself in her mind, focusing on her love and concern.

Peer Review and Editing

- ◆ Have students exchange their written thoughts with a partner for feedback. They can check for clarity and expression of feelings.
- ◆ Encourage students to revise their writing based on the feedback they receive.
- ◆ Group writing

Group Presentation

- ◆ Organize a time when students can read their thoughts aloud or post them on a bulletin board. This sharing can deepen understanding of Portia as a character.
- ◆ Present teacher's version

Portia's thoughts

As I sit here alone in this silence, my heart feels heavy. My dear Bassanio, has rushed

off to Venice in haste, leaving me behind to ponder the safety of his friend Antonio. I worry for both of them—what if something goes wrong?

Antonio is like a brother to Bassanio; they share a bond that few can understand. And yet, he is in danger of losing everything to that cruel Shylock. Oh, how I wish I could be there to help!

Bassanio has always been brave, but he is not the only one who cares for Antonio. My love for him is deep, and I want to support him in his quest, yet here I am, confined by circumstances. Will he return to me safely? Even in my worry, I am proud of Bassanio's loyalty to his friend. It shows the kindness of his heart, the very reason I fell in love with him. But should I fear for our future? Will this friendship cost him everything, including his life?

I must be strong, not just for myself but for my beloved. Whatever trials they face, I will be here, waiting and hoping, wishing for the best and praying for Antonio's safety. My heart longs for them, and I cannot bear this uncertainty much longer.

Module 5

Scene 5 A Venetian court room.

Process reading

Activity (Draw and Describe) Page 46

- ◆ Draw the picture of a courtroom and describe it
- ◆ Process: Drawing a Courtroom and description
- ◆ Introduction to the Courtroom Setting
 - Begin by discussing the courtroom scene in “The Merchant of Venice.” Explain why this setting is significant in the story.
 - Talk about the elements typically found in a courtroom (e.g., judge’s bench, jury, witness stand, audience seating, defendant’s table).

Visual Imagery

- ◆ Ask students to imagine the courtroom setting as described in the play. Describe the key

components:

- The high bench where Portia, disguised as the lawyer, sits.
 - Shylock at his table, determined and serious.
 - Antonio, the defendant, looking sombre and worried.
 - Bassanio and Portia’s presence in the courtroom.
 - Any other character’s present, such as the duke or clerks.
- ◆ Mention architectural features they can include such as windows, columns, or banners.

Brainstorming Session

- ◆ Have a group discussion about what should be included in their drawings. Encourage students to think creatively about colours and styles.\
- ◆ Create a list on the board of elements students want to ensure they include in their drawings, such as:
 - A gavel - The scale of justice - Characters present and their expressions

Sketching Outlines

- ◆ Show students how to lightly sketch their courtroom layout. They can start by drawing basic shapes before adding details.
- ◆ Discuss where each character will be placed and how they want to portray the courtroom dynamics.
- ◆ Provide students with art supplies (coloured pencils, markers, crayons, etc.) to complete their drawings. Encourage them to add colours and textures to their scenes.
- ◆ Allow students to add their interpretations, such as decorative elements or imaginative features.

Peer Review and Sharing

- ◆ Gallery Walk: Once the drawings are complete, allow students to display their artwork. Organize a gallery walk where they can see each other’s work.
- ◆ Have students explain their drawings and the choices they made regarding elements and

- layout.
- ◆ Ask the students to describe the typical court room mentioned in the play.
- ◆ Presentation of description and editing
- ◆ Presentation of teacher’s version.

Description of court room

The courtroom scene in “The Merchant of Venice” is a place of tension and high stakes. The room is large and somewhat imposing, with tall wooden walls and high ceilings that echo with voices. At the front of the room sits the judge’s bench, elevated above the rest of the courtroom. On this bench, Portia, disguised as a young lawyer, commands the room with her presence, ready to deliver justice.

In front of her, the audience watches in anticipation—friends and foes alike filled with hope or apprehension. To one side sits Shylock, the moneylender, with a serious expression as he clutches his legal papers tightly. His face shows determination about claiming his pound of flesh from Antonio.

Antonio stands somewhat hunched at the defendant’s table, reflecting his deep concern and fear over his fate. Bassanio stands beside him, his face a mix of worry and courage, determined to help his friend. The duke, a figure of authority, sits nearby, listening closely to the arguments presented.

In the corners of the courtroom, witnesses and clerks are ready to assist, creating an atmosphere of urgency and suspense. The room is filled with soft murmurs, the occasional rustle of papers, and the seriousness of the impending verdict.

Activity Page 51

- ◆ Who said to whom?
- ◆ This activity can be done in groups.

Module 6 poem

About the poem

“A Time to Talk” by Robert Frost is a poem about the importance of taking time to connect with

friends. In the poem, when a friend rides by and calls out, the speaker doesn’t just shout back from where he is. Instead, he sets aside his work, like farming, to walk over and visit his friend by the stone wall. This shows that talking with friends is more valuable than finishing a job quickly. The poem teaches us that there are special moments for talking and connecting with those we care about, and it’s important to slow down and enjoy those times, even when we have tasks to do.

Activity

- ◆ How do you relate it to the theme of the drama?
- ◆ Let the children discuss the theme of the poem and drama
- ◆ Let them write individually
- ◆ Random presentation
- ◆ Consolidation by the teacher

Activity

- ◆ Find the words that have the suffix- ship like friendship
- ◆ Let the children do it individually looking at the table.

Module 7 (two poems)

Friends of Venice

- ◆ Process of reading the poem.

Introduce the Poem

- ◆ Context Setting: Share a brief introduction about “The Merchant of Venice” and introduce the characters Antonio and Bassanio. Discuss the idea of friendship in their story.
- ◆ Predictions: Ask students what they think themes of friendship might look like in a poem. Encourage them to share their thoughts.

Read the Poem Together

- ◆ Group Reading: Read the poem aloud as a class. Encourage students to listen to the rhythm and emotion of the words.
- ◆ Choral Reading: Have students read the poem together in unison to build confidence and emphasize expression.

Small Group Discussions

- ◆ Break into Groups: Divide the class into small groups. Assign each group to discuss specific lines or stanzas. They can talk about their interpretations, feelings, and any imagery they notice.
- ◆ Guiding Questions: Provide them with questions like:
 - What emotions do you think the speaker is feeling?
 - How does this poem relate to your own friendships?
 - What challenges do you think friends might face?

Collaborative Activity

- ◆ Friendship Chart: In their groups, students can create a friendship chart illustrating qualities of strong friendships they see in the poem and their lives. They can add drawings or keywords that represent these qualities.
- ◆ Role-Playing: Have students role-play scenarios either from the poem or their own lives where they had to support a friend. This helps connect the text to their personal experiences.

Class Discussion:

- ◆ Share Findings: Bring the class back together to share insights from their small group discussions and chart presentations.
- ◆ Connect Themes: Discuss how the themes of the poem relate to real-life and their own friendships, emphasizing the importance of support and loyalty.

Activity – Page 54

- ◆ Rhyming words
- ◆ Let the children find out the rhyming words from the poem and write in the text book.
- ◆ Finding the best line.
 - Give a chance to students to select the best line and substantiate their answers,

ACTIVITY

- ◆ You have read three poems on friendship in this unit. Which one do you like the most? Write your views.
- ◆ Let the children read the three poems and find out the specialities of each poem.
- ◆ Let them choose the best one and write the reasons for their selection.
- ◆ Present teacher’s version

Personal Reflection on Friendship

Poems

- ◆ Out of the three poems we’ve read about friendship — “A Time to Talk” by Robert Frost, “My Friend” by Emily Hearn, and “Friends of Venice” — I particularly like “My Friend” by Emily Hearn the most.
- ◆ Reasons for My Choice

Imagery and Metaphors

- ◆ I love how the poem uses vivid imagery and metaphors to describe friendship. Comparing a friend to “bark rounding a tree” makes me think about how friends provide support and protection, much like bark does for a tree. This creates a strong visual in my mind and highlights the important role friends play in our lives.

Emotional Connection

- ◆ The lines “He warms like / Sun on a winter day” and “He cools like / Water in the hot noon” beautifully convey the warmth and relief that true friends bring. These descriptions evoke feelings of comfort and companionship, making me reflect on how my own friends have been there for me in both happy and challenging times.

Simplicity and Clarity

- ◆ I appreciate the simplicity of the language used in “My Friend.” It doesn’t use complex words or ideas—just straightforward and heartfelt expressions that anyone can understand. This makes it relatable for me and emphasizes that

true friendship doesn't need to be complicated.

Joy of Friendship

- ◆ The poem radiates positivity and joy, with lines like "His voice is ready / As a spring bird." This captures the idea that friends bring happiness and readiness to our lives, just like the cheerful singing of birds in spring. It reminds me of joyful moments spent with friends, filled with laughter and lightness.

Conclusion

- ◆ In conclusion, "My Friend" resonates with me the most because of its imagery, emotional depth, and the joyful celebration of friendship. It beautifully captures the essence of what it means to have a friend who is always there to share life's moments. Reading this poem makes me grateful for my own friends and inspires me to cherish and nurture those important relationships in my life.

Activity

- ◆ Read the poem My Friend once again. What is a friend compared to?
- ◆ This activity can be done individually
- ◆ In the poem "My Friend" by Emily Hearn, a friend is compared to several elements that reflect the positive qualities of friendship. Here are the comparisons made in the poem
 1. Bark rounding a tree
 2. "Sun on a winter day"
 3. "Water in the hot noon"
 4. "A spring bird"
- ◆ Do these comparisons suit your friend? Write more such comparisons.
- ◆ Absolutely! The comparisons in Emily Hearn's

poem beautifully encapsulate the essence of friendship, and I can see how they resonate with my own experiences. Here are a few more comparisons that might suit my friends and capture different aspects of our relationships:

- A lighthouse guiding a ship
- A warm blanket on a chilly night
- A compass in uncharted territory
- A sturdy bridge over a raging river
- A garden filled with blooming flowers
- A steady anchor in a storm

Activity (Writing poem)

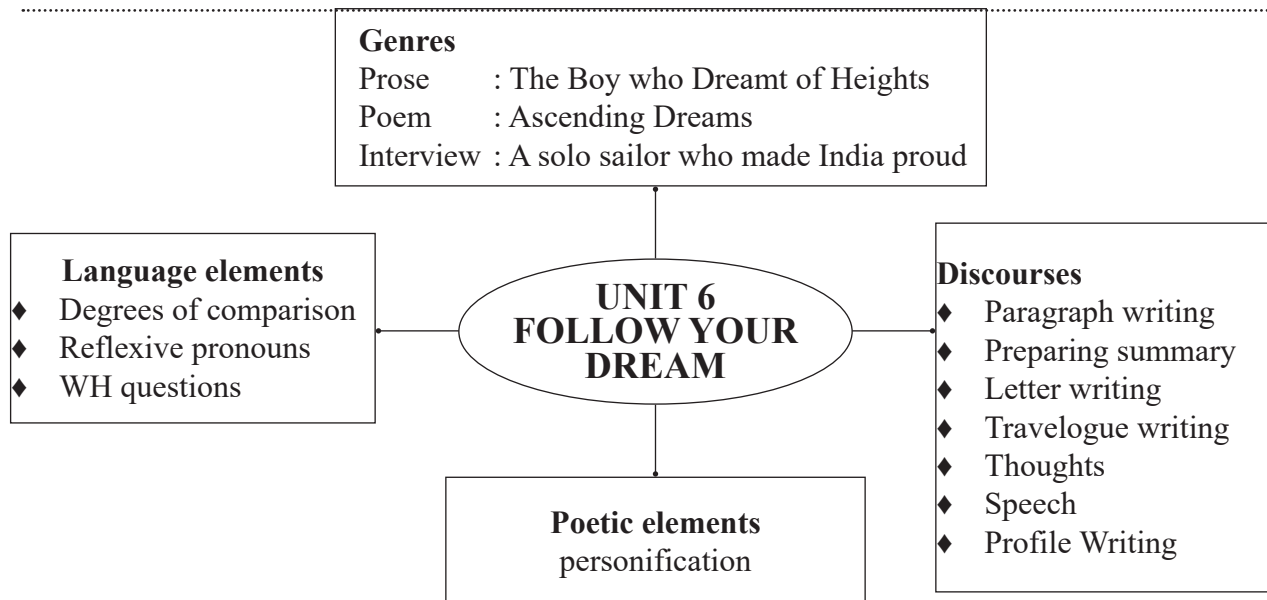
- ◆ Give the theme of the poem 'friendship'
- ◆ Let the children write some lines individually.
- ◆ Random presentation
- ◆ Grouping, sharing and refinement
- ◆ Group presentation
- ◆ Editing
- ◆ Presentation of teacher's version
- ◆ Compiling big book

A Friend Like You

In the garden where flowers grow,
A friend's a seed I've planted low.
With sunshine warm and gentle rain,
Together we dance through joy and pain.
When the clouds above are grey and dark,
A friend is like a bright, warm spark.
They light my way when I feel sad,
With laughter and smiles, they make me glad.
Like a kite that soars high in the sky,
A friend lifts me up and helps me fly.
With dreams we share and games we play,
Together we make the best of each day.

6

FOLLOW YOUR DREAM

**About the unit**

Welcome to this engaging unit focused on various literary genres, including prose, poetry, and interviews, all centered around the themes of adventure, dreams, teamwork, determination, and resilience. Throughout this unit, students will explore the story of “The Boy Who Dreamt of Heights,” a narrative about Edmund Hillary’s remarkable journey to conquer Mount Everest. This prose piece sets the stage for discussions around aspiration and personal growth.

In addition to prose, we will delve into the poem “Ascending Dreams.” This lyrical format allows students to experience the emotive power of language while contemplating their own ambitions and the challenges faced in pursuit of those dreams. Further enriching our exploration, we will also examine an interview titled “A Solo Sailor Who Made India Proud,” which provides real-world insights into the pursuit of adventure and the spirit of resilience embodied in individuals achieving extraordinary feats.

Theme and sub themes

- ♦ Adventure

- ♦ Pursuit of Dreams
- ♦ Determination and Resilience

Learning Objectives

- ♦ **The learner**
- ♦ Composes clear and concise paragraphs with a cohesive topic sentence, supporting details, and a concluding statement.
- ♦ Learns to condense information from longer texts into concise summaries while retaining the main ideas and essential details.
- ♦ Understands the structure and format of formal and informal letters and be is to communicate a message effectively through letter writing.
- ♦ Creates engaging travelogues that vividly recount their travel experiences while incorporating descriptive language and personal reflections.
- ♦ Learns to express the thoughts and opinions coherently, fostering self-expression and reflective thinking.
- ♦ Writes speeches that effectively communicate the message to an audience, utilizing rhetorical devices and persuasive language.
- ♦ Learns to create detailed profiles that

summarize individual or character attributes, experiences, and accomplishments, using engaging and informative language.

- ◆ Analyses texts to identify the use of comparative language and discuss its effect on meaning and tone.
- ◆ Creates original sentences and short paragraphs using reflexive pronouns accurately, demonstrating their understanding of self-reference.
- ◆ Conducts mock interviews, practising the art of questioning and active listening skills.
- ◆ Defines personification and identifies examples from the poem.
- ◆ Reads and develops skills for analysing the themes, structures, and literary devices used in prose and poetry.
- ◆ Engages in group discussions, sharing and reflecting on ideas while utilizing active listening techniques.
- ◆ Listens to various literary genres such as prose, poem and interviews and responds to interactive questions.
- ◆ **No. of periods : 30**

The Boy Who Dreamt of Heights

◆ About the story

In this lesson, we will explore the inspiring story of “The Boy Who Dreamt of Heights,” which follows the journey of a young boy named Edmund Hillary, who transforms his dreams of adventure into reality. The story captures the essence of determination, bravery, and the importance of teamwork through the extraordinary triumphs of Hillary and his sherpa guide, Tenzing Norgay, as they embark on their historic expedition to conquer Mount Everest.

Module 1 (3 periods)

Entry activity (The Rucksack)

- ◆ Shows two types of carry bags.
- ◆ Asks them some questions
 - What do you see in the picture?
 - Who do you see using these bags?
 - Why do people use trolley bags
- ◆ Elicits responses

- ◆ Generates a discussion
- ◆ Establishes the relationship between the trolley bags and long journey.

Reading text (The Call of the distant mountains)

- ◆ Follow the process of reading

Activity: “My Dream Adventure”

- ◆ Begin a discussion about dreams and goals. Ask students questions like:
 - What is a dream?
 - What dreams do you have for your future?
 - Why do you think it’s important to have dreams?
- ◆ Have students briefly summarize the first part of the story of Edmund Hillary.
- ◆ Provide students with a writing prompt. For example:
 - If you could go on any adventure, what would it be? Describe your dream adventure.
 - Who would you take with you on your adventure, and what challenges would you face?
- ◆ Give students time to write about their dream and what it means to them.
- ◆ Invite students to share their dream adventures with the class or in small groups. This will help build confidence in sharing their ideas and inspire others.

Activity: “My Journey to School”

- ◆ Begin by discussing the idea of daily routines.
 - How do you get to school?
 - Do you walk, ride bike, drive, or take the bus?
- ◆ Introduce the concept of noticing details along the way, both constant (things that are always there, like a certain tree or building) and varying (things that might change, like the weather or street decorations).
- ◆ As a class, brainstorm a list of sights that students might see on their way to school. Encourage them to think about:
 - Landmarks (like parks, schools, or stores)

- Nature (trees, flowers, animals)
- People (students, neighbors, friends)
- ◆ Write down their ideas on the board.
- ◆ If possible, take a short walk around the school or neighborhood. Ask students to pay attention to the sights, sounds, and any other sensory experiences they notice.
- ◆ Have students take notes on what they observe to later use in their writings.
- ◆ Prompt students to write about their journey to school using the sights they've observed. They can answer questions like:
 - What did you see on your way to school today?
 - Were there any interesting things or changes compared to other days?
 - How did these sights make you feel?
- ◆ Encourage them to use descriptive language to paint a vivid picture of their journey.
- ◆ Give students time to draft their writing. Encourage them to organize their work into sections: a description of their start points, sights along the way, and their arrival at school.
- ◆ Remind them to include both the constant sights and any changes they noticed that day.
- ◆ After writing, invite students to illustrate a scene or a few sights from their journey. They can use coloured pencils or markers to add creativity to their work.
- ◆ Have students share their writings and illustrations with the class or in small groups.
- ◆ Encourage them to listen to each other and discuss their journeys, sharing similarities and differences.

Module 2 (12 periods)

Reading texts (Air Becomes Thinner & On the Highest point in The World)

- ◆ Follow the reading process
- ◆ Individual silent reading
- ◆ Collaborative reading
- ◆ Scaffolded reading by using interactive questions
- ◆ Reading aloud by the teacher
- ◆ Reading aloud by the students (random)

Activity: “A View from the Peak”

- ◆ Start by discussing the idea of perspective. Ask students:
 - How does your view change when you look at something from a higher place versus ground level?
 - What sights do you see when you are walking to school versus what you might see from a mountain?
- ◆ brainstorm the sights they typically see on their way to school. List these on the board under a header like “Sights on the Ground.”
- ◆ Then, switch the conversation to what they might see from a very high place, such as a peak or mountaintop. List these as “Sights from the Peak.”
- ◆ Discuss differences in how things might appear from each perspective, such as size, distance, and arrangement.
- ◆ Ask students to close their eyes and imagine they are standing on a peak overlooking their school and the surrounding area.
- ◆ Prompt them with questions:
 - What would look different from up high?
 - How far could you see?
 - What colours and patterns do you notice?
 - Are there any buildings, trees, or roads that seem smaller from up there?
- ◆ Provide students with a writing prompt: “Imagine you are at the top of a mountain, looking down at your way to school. Describe what you see, and compare it with the sights you observe when you walk to school.”
- ◆ Encourage them to use descriptive language to create a vivid picture for the reader.
- ◆ Give students time to write their pieces. Encourage them to organize their writing into sections:
 - ◆ Introduction: Briefly explain where they are (on the peak) and what they are observing.
 - ◆ Body: Describe the ground view (sights on the way to school) and then the view from the peak (sights from above). Use vivid details and comparisons.
 - ◆ Conclusion: Share how this new perspective makes them feel or what insights they gain.

- ◆ After writing, invite students to illustrate a scene from their writing—either the view from the peak or a specific sight they observed on their journey to school.
- ◆ They can use coloured pencils or markers for creativity.
- ◆ Have students share their writings and illustrations with a partner, in small groups, or with the whole class.
- ◆ Encourage them to discuss the differences between the two perspectives and share their favourite parts of each other’s work.
- ◆ Conclude the activity by asking students to think about how perspective affects what we see. Discuss how changing their viewpoint can change their understanding of familiar places.

Activity: “Understanding Degrees of Comparison”

- ◆ Begin by explaining what adjectives are: words that describe nouns. Provide a few examples (e.g., “big,” “blue,” “happy”).
- ◆ Write the word “thin” on the board and ask students to describe the opposite of thin (e.g., “thick”). Discuss how “thin” describes something with less mass or density.
- ◆ Explain the three degrees of comparison using the example of “thin”:
 - Positive degree: thin
 - Comparative degree: thinner (used to compare two things)
 - Superlative degree: thinnest (used to compare three or more things)
- ◆ Distribute handouts with examples of other adjectives alongside their degrees of comparison. For instance:
 - tall / taller / tallest
 - fast / faster / fastest
 - bright / brighter / brightest
- ◆ As a class, go through a few examples together. Ask them to think of their own adjectives and use them in sentences to illustrate each degree.
- ◆ Divide students into small groups and give them a set of adjectives (cut out on cards) to sort into positive, comparative, and superlative categories.

- ◆ Ask them to come up with their own sentences using each degree of the adjectives. For example, if they have “long”, they should create:
 - Positive: “My pencil is long.”
 - Comparative: “My pencil is longer than my friend’s pencil.”
 - Superlative: “My pencil is the longest in the class.”
- ◆ Ask the students to fill the table given in the text page no: 64

Old	Older	oldest
High	Higher	Highest
Fat	Fatter	Fattest
Good	Better	Best
Bad	Worse	worst

- ◆ Ask students to write a short paragraph using the above table.
- ◆ Encourage them to use descriptive language and connect thoughts clearly using the adjectives appropriately.
- ◆ Have students share their paragraphs with a partner or in small groups. Encourage them to listen for the use of adjectives and to identify the degrees of comparison used.
- ◆ Provide feedback on their use of adjectives and suggest corrections or modifications where necessary, reinforcing the correct usage. (Editing)
- ◆ Shows teacher’s version

Teacher’s version

My grandma’s old cat named Whiskers is the oldest pet in our house. He is not as high as our neighbor’s dog, Max, who can jump higher than any other dog in the neighborhood. Whiskers might be fat, but he’s not the fattest cat I know; my friend has a cat that is fatter than Whiskers!

When we play outside, I try to be good at throwing the ball for Max, and he always brings it back better than most dogs I’ve seen. However, when it comes to playing

fetch, my little brother is worse at throwing the ball than I am. Still, we all have the best time together, and that makes our day the happiest of all!

Activity: “Reflexive Pronouns Fill-in-the-Blank”

Introduction to Reflexive Pronouns (10 minutes)

- ◆ Start by explaining what reflexive pronouns are and when to use them. Define each pronoun:
 - myself (used when the subject is “I”)
 - yourself (used when the subject is “you”)
 - herself (used when the subject is “she”)
 - himself (used when the subject is “he”)
 - itself (used when the subject is “it”)
 - ourselves (used when the subject is “we”)
 - themselves (used when the subject is “they”)
- ◆ Read the provided story to the students. Encourage them to pay attention to the context for the missing words. Ask students to listen carefully as you read and think about which reflexive pronoun would fit best in each blank.
- ◆ Distribute the handout with the fill-in-the-blank story.
- ◆ Instruct students to fill in the blanks with the correct reflexive pronouns based on the context provided in the story.
- ◆ Allow students to work individually or in pairs to encourage discussion about their choices.
- ◆ Go through the story together as a class after everyone has completed the activity.
- ◆ Ask students for their answers for each blank. Write the correct reflexive pronoun on the board.
- ◆ Discuss why each reflexive pronoun is appropriate in its context. Provide explanations to reinforce understanding.
- ◆ Encourage students to share any sentences they created using reflexive pronouns during their work.

Teacher’s Version

Nida was watering the plants in the garden. “Shall I help you?” asked her father. “No daddy, I’ll do it myself.”

“Fine! You should learn to do things yourself,” Father patted her. Nida’s little brother Jubin was also there. “Nida, I can clean the garden tools.”

“That’s good. Let’s do all the work ourselves,” Jubin started to clean the tools himself.

“Nida and Jubin, do you need my help?” Mother asked. “No, let them do it themselves, father said.

“How can she water all the plants?” Mother was doubtful. “Don’t worry, she will do it herself.”

Activity: Summary of the Text (50 Words)

1. Introduction

- ◆ Start with a brief discussion on what a summary is. Explain that a summary is a brief retelling of the main ideas of a text, using one’s own words.
- ◆ Ask students if they’ve ever had to summarize something before. Share examples.

2. Read the Text

- ◆ Read “The Boy Who Dreamt of Heights” aloud to the class.
- ◆ Encourage students to follow along, highlighting or noting key points as you read.

3. Discuss Main Ideas

- ◆ After reading, engage the class in a discussion about the story.
- ◆ Ask questions like:
 - Who is the main character?
 - What does he dream of doing?
 - What obstacles does he face?
 - How does he feel at the end?
 - Write down students’ responses on the whiteboard or a chart for visual reference.

4. Identify Key Points

- ◆ Explain that a good summary includes the main character, the main events, and the outcome or message.
- ◆ In pairs, have students identify 3-4 key points

from the story.

5. Draft the Summary

- ◆ Have students work individually to create a summary of the text. Encourage them to use their own words while incorporating the key points identified.
- ◆ Remind them to keep it concise, aiming for around 50 words.

6. Share and Reflect

- ◆ Invite students to share their summaries with in a group.
- ◆ Group presentation

7. Editing

- ◆ Take one of the group products and edit syntactic, morphologic and spelling errors.

8. Teacher's version

Present teacher's version to compare children with their products.

Summary of the Text (50 Words)

- ◆ Edmund Hillary, a small and shy boy, dreamed of climbing mountains. Years later, he and his friend Tenzing Norgay embarked on a challenging journey to Mount Everest. Despite hardships, their bravery and teamwork led them to the summit, where they celebrated their incredible achievement and breathtaking view.

Activity: Letter to Edmund Hillary

- ◆ **Introduce Letter Writing**
- ◆ Explain the format of a friendly letter. Highlight key components:
 - Greeting (e.g., "Dear Edmund Hillary")
 - An introductory paragraph stating the purpose of the letter
 - Body paragraphs expressing admiration and thoughts on his accomplishments
 - A closing statement
 - Signature (e.g., "Sincerely," followed by the student's name)

Brainstorm Ideas

- ◆ Have students brainstorm what they admire about Edmund Hillary. They can think about:
 - His bravery and determination.
 - The importance of teamwork with Tenzing Norgay.
 - The challenges they faced and how they overcame them.

Drafting the Letter

- ◆ Instruct students to write a draft of their letter using the friendly letter format. Encourage them to include personal reflections, thoughts on the impact of his journey, and how it inspires them.
- ◆ Group sharing and Review
- ◆ Have students exchange letters with a partner for peer feedback. They can check for clarity, spelling, and if the letter expresses genuine admiration.
- ◆ **Final Draft**
 - Students will refine their letters based on the feedback from the group and write a final draft.
 - Share Letters
 - If time permits, have volunteers share their letters with the class. This can foster a sense of community and showcase different perspectives.

Teacher's version

- ◆ Discuss what they learned from this writing process and the importance of expressing gratitude and admiration for others' achievements.

Teacher's Version of the Letter

Place,

Date.

Dear Edmund Hillary,

I hope this letter finds you well. I am writing to express my deepest admiration for your incredible accomplishments. Your journey to the top of Mount Everest is truly inspiring!

From a young age, I learned that you were a small and shy boy who loved to read about

mountains and adventures. It is amazing to think that you not only dreamed of climbing mountains but actually achieved that dream! Your courage and determination to face the challenges of such a daunting climb show that anything is possible with hard work and a brave heart.

I was particularly inspired by your teamwork with Tenzing Norgay. It's clear that your strong friendship and support for each other played a vital role in reaching the summit. You both faced many difficulties, like crossing deep crevasses and battling fierce winds, yet you encouraged one another and kept smiling.

Standing on the highest point in the world must have felt like a dream come true! Your achievement not only changed your life but also inspired countless others to follow their dreams and believe in themselves. I hope one day I can be as brave as you and tackle my own adventures.

Thank you for being a great role model and teaching us about bravery, teamwork, and perseverance. I wish you all the best in your future endeavours.

Sincerely,

[Your Name]

[Your Grade/Class]

Activity: Interviewing Kami Rita Sherpa

- ◆ Begin by reading the newspaper report about Kami Rita Sherpa aloud to the class. Discuss the main points, including his record-breaking ascent and his background in mountaineering.
- ◆ Explain to students that interviews are a way to gather information and insights from people about their experiences. Discuss the importance of asking open-ended questions that encourage detailed answers (e.g., questions that start with “how,” “why,” or “what”).
- ◆ Have students brainstorm what they would like to know about Kami Rita Sherpa. Consider areas such as:
 - His experiences climbing Mount Everest

- The challenges he has faced
- What motivates him to climb
- His advice for aspiring climbers
- How he trains for climbs
- ◆ In small groups, students can discuss their brainstormed ideas and collaborate to come up with a list of potential interview questions. Encourage them to think about a variety of topics, including personal experiences, challenges, and achievements.
- ◆ Each student will then write a list of 5–10 questions they would like to ask Kami Rita Sherpa. Remind them to use open-ended question formats to encourage detailed responses.
- ◆ Have students pair up and share their questions with a partner for feedback. They can discuss whether the questions are clear and engaging and offer suggestions for improvements.
- ◆ After receiving feedback, students will revise their questions for clarity and relevance. Each student should aim to finalize a list of well-crafted interview questions.

Teacher’s Version of Interview Questions

1. *What inspired you to start climbing and become a mountaineer?*
2. *Can you describe your emotions when you reached the summit of Mount Everest for the 27th time?*
3. *What are some of the biggest challenges you’ve faced while climbing Everest?*
4. *How do you prepare for such a difficult ascent? What kind of training do you do?*
5. *What keeps you motivated to continue climbing and breaking records?*
6. *Do you have a favourite memory from one of your Everest climbs? What was it?*
7. *How do you ensure the safety of yourself and your climbing team during expeditions?*
8. *What advice would you give to young climbers or adventurers who dream of climbing Everest someday?*

9. *What does it mean to you to hold the world record for the most summits of Mount Everest?*

10. *How do you think your experiences climbing in Nepal could inspire others to pursue their own challenges?*

Module 3 -Ascending dreams (poem)

5 periods

Process of Reading “Ascending Dreams”

- ◆ Context Setting: Introduce the theme of adventure, particularly in mountaineering. Discuss what students know about mountains and climbing. This activates prior knowledge and engages their interest.
- ◆ Reading aloud: Read the poem aloud with enthusiasm and expressiveness. Focus on voice modulation to highlight emotions and imagery. This helps students appreciate the rhythm and flow of the poem.
- ◆ Visualization Prompt: Encourage students to close their eyes and visualize the scenes depicted in the poem as you read.
- ◆ Group Discussion: Ask students what they felt or imagined while listening to the poem. Prompt questions like:
 - What images came to your mind?
 - How do you think the climbers feel?
 - What do you think the poem is about?
- ◆ Choral Reading: Have the class read the poem together. This collective engagement builds confidence and allows students to practise phrasing and rhythm.
- ◆ Small Group Reading: Divide students into small groups and assign each group a stanza to read and discuss. Each group can share their interpretations with the rest of the class afterward.
- ◆ Performing the Poem in the form of choreography

Activity: Identifying Personification

1. Introduction to Personification

- ◆ Define Personification: Begin the lesson by

explaining that personification is a literary device where human qualities are attributed to animals, inanimate objects, or abstract ideas. Provide a simple example, such as “The wind whispered through the trees.”

- ◆ Discuss Purpose: Explain to the students how personification helps readers connect emotionally to the imagery and ideas presented in a poem.

2. Read the Poem Together

- ◆ First Reading: Read “Ascending Dreams” aloud as a class to set the tone and context. Encourage students to listen for any phrases that stand out.
- ◆ Second Reading: Read the poem again, this time allowing students to follow along with their copies. Ask them to highlight or underline phrases that suggest human characteristics.

3. Identify Examples

- ◆ Group Work: Divide the students into small groups and assign them to work collaboratively to find examples of personification in the poem. Provide them with time to discuss and highlight any lines that convey this literary device.
- ◆ Guiding Questions: Encourage them to think about:
 - What objects or ideas in the poem seem to be given human traits?
 - How do these traits impact your understanding of the poem?

4. Class Discussion

- ◆ Share Findings: Have each group share their examples with the class. As they present, write the examples on the board or chart paper.

MODULE 4 (A SOLO SAILOR WHO MADE INDIA PROUD) 10 periods

Follow the reading process

- ◆ Activity -thoughts
- ◆ Context Setting: Begin by discussing who Abhilash Tomy is and summarize his achievements, specifically focusing on his solo

sailing around the world and the challenges he faced.

- ◆ Focus on Family: Talk about the importance of family support during tough challenges and how being apart can affect family members emotionally.
- ◆ Read the relevant portion of the interview aloud, particularly the answer to Question 7, where he expresses missing his children.
- ◆ Group Discussion: Ask students guiding questions:
 - How do you think his children felt while he was away?
 - What messages might have gone through their minds while he was out at sea?
 - How do you think they might have supported each other?
- ◆ Writing Task: Instruct students to imagine they are one of Abhilash Tomy's children. Ask them to write a short paragraph or letter expressing their thoughts and feelings while he was sailing.
- ◆ Encourage Details: Remind them to think about emotions (sadness, worry, pride), specific memories they might have of their father, and what they wished they could do with him.
- ◆ Sharing and Reflection: After writing, allow students to pair up or form small groups to share their writings. This promotes communication and helps students learn from each other's perspectives.
- ◆ Editing in the whole class

Presentation of teacher's version

Dear Dad.... I miss you so much every day! It's been a long time since we last saw you, and I wish we could be together again. Sometimes I sit by the window and look out at the sea, imagining you on your boat. I think about the stories you tell me about the waves and the adventures you have.

I hope you're safe and eating well. Mom says you are very brave for sailing all alone. I wish I could help you fix the boat or sail with you someday. I miss playing with you and laughing together. Every night, I look at

the stars and wish one of them is shining just for you.

Please come home soon! We are all waiting for you, and we have so many hugs to give you. I am so proud of you for being such an amazing sailor.

Love you lots.

- ◆ Creating a speech about Abhilash Tomy's achievement can be an inspiring activity for Grade 4 students. The speech-writing process will help students practise their public speaking and writing skills while learning about perseverance, bravery, and national pride. Here's a structured approach for teachers to conduct this activity, along with an example speech.

Activity: Speech Preparation

- ◆ Ask students to brainstorm key points they want to include in their speech. Possible points could be:
 - Introduction to Abhilash Tomy.
 - Details about the Golden Globe Race.
 - The challenges he faced.
 - His determination and what it means for India.
 - Why this achievement makes Indians proud.

Drafting the Speech

- ◆ Structure: Instruct students on how to structure their speech. A simple structure could be:
- ◆ Introduction: Introducing Abhilash and why his story is significant.
- ◆ Body: Sharing details about the race, the challenges faced, and his achievements.
- ◆ Conclusion: A closing statement that highlights the importance of perseverance and inspires others.
- ◆ Writing Time: Give students time to write their speeches based on their brainstormed ideas.
- ◆ Revising and Practising
- ◆ Peer Review: Allow students to pair up and read their drafts to each other for feedback. They can offer suggestions to improve clarity and impact.

- ◆ Practise Delivery: Provide time for students to practise their speeches in front of a mirror or with a partner. Encourage them to focus on voice modulation, expression, and maintaining eye contact.
- ◆ Presentation
- ◆ Delivery: Organize a presentation day where students can read their speeches to the class or a smaller audience. This could be done in a classroom setting or as a mini assembly.
- ◆ Encouragement: Encourage applauding for each speech and recognize everyone's efforts to make the experience positive.

Teacher's version

Good morning, everyone!

Today, I feel honoured to speak about a remarkable individual who has made our country proud—Abhilash Tomy. Abhilash is not just any sailor; he is a former Indian navy officer who completed the challenging Golden Globe Race in 2022.

The Golden Globe Race is no ordinary sailing competition. It is a solo, non-stop, round-the-world sailing race that tests a sailor's skills, stamina, and determination. Imagine sailing for 236 days all alone on the open sea, covering over 28,000 nautical miles! Abhilash not only participated in this gruelling race; he finished second overall and became the first Indian to complete it. This achievement is truly commendable!

Preparing for this race was no easy task. Participants had to rely solely on their skills and preparation, just like the sailors did in 1968. They could not use modern technology, and they had to load their boats with everything needed for the journey. Abhilash faced many challenges, including an accident that resulted in spine fractures during the original race, but his spirit did not break.

What makes this achievement even more inspiring is Abhilash's determination to overcome obstacles. His courage teaches us that no matter how tough a challenge

may seem, we can achieve great things if we believe in ourselves and work hard.

So, let's take a moment to celebrate Abhilash Tomy, an incredible sailor who has not just brought glory to India but has also inspired young dreamers like us! May we all carry a part of that spirit of adventure and courage in our hearts.

Thank you!

Activity: Thoughts of Abhilash Tomy

- ◆ Imagine yourself in the place of Abhilash Tomy and write your thoughts after being away from land and your relatives for a long period of time
- ◆ Follow the process of thoughts writing

Teacher's version

As I look out at the endless ocean stretching before me, I feel a mix of emotions. Being away from land for so long makes me miss my family and friends more than I can put into words. I think about my children and how much I wish I could hug them again, hear their laughter, and share stories over dinner. The waves crash against my boat, reminding me of the challenges I face every day, but they also bring me peace. I'm proud of what I'm doing, sailing alone around the world, but sometimes I feel lonely too. The beauty of the sea, with its stunning sunsets and playful dolphins, lifts my spirits, yet I can't help but long for the warmth of home and the smiles of my loved ones. This journey is teaching me about strength and determination, but I know that love is what truly keeps me going, reminding me that soon, I will be back on solid ground where I belong.

Activity: Profile writing

1. Introduction to Profiles

- ◆ Explain What a Profile is: Discuss with students that a profile is a short summary of a person that highlights their important achievements and background.
- ◆ Introduce Abhilash Tomy: Provide some

background about Abhilash, his notable achievements, and why he is an important figure.

2. Brainstorming Key Information

- ◆ Discuss Key Points to Include: Ask students to think about what makes Abhilash Tomy special. Key points might include:
 - His background (where he is from and education).
 - His career in the navy and sailing.
 - His major achievements (like the Golden Globe Race).
 - Why he is an inspiration to others.

3. Drafting the Profile

- ◆ Structure: Explain that a profile typically includes:
 - A brief introduction (name and main achievements).
 - Information about their background.
 - Noteworthy accomplishments and significance.
- ◆ Let them write individually

4. Revising and Sharing

- ◆ Peer Review: Encourage students to exchange their profiles with a partner and provide feedback.
- ◆ Sharing: Allow students to read their profiles aloud to the class or in small groups, highlighting the unique accomplishments of Abhilash Tomy.

Teacher's Version: Profile of Abhilash Tomy

Abhilash Tomy is a celebrated Indian sailor and former military officer known for his incredible achievement in solo sailing. Born in 1979 in Mumbai, he joined the Indian Navy, where he developed his passion for sailing. In 2022, Abhilash made history by becoming the first Indian to complete the gruelling Golden Globe Race, a challenge that requires sailing around the world solo and non-stop. Despite facing numerous

obstacles, including a spinal injury during the race, his determination and resilience led him to finish second overall. Abhilash Tomy's remarkable journey inspires many, showcasing the power of perseverance, courage, and the spirit of adventure, making him a true hero in the world of sailing.

Activity

- ◆ “My advice would be to take a small risk and then graduate to bigger ones, and never forget the importance of preparation.”
 - If you get a chance for a solo trip, where would you go and what would be your preparation for the trip?
- ◆ Individual work

Teacher's version

If I had the chance for a solo trip, I would choose to explore the beautiful landscapes of New Zealand. The stunning nature, diverse wildlife, and adventure-filled activities make it an exciting destination.

For my preparation, I would start by researching the best places to visit, like the breathtaking fjords of Milford Sound and the vibrant cities of Wellington and Queenstown. I'd create a rough itinerary, planning my travel routes and deciding what outdoor adventures, like hiking and kayaking, I want to try.

Next, I would make sure to book my accommodations in advance to ensure I have a safe place to stay. Packing would be crucial too; I would bring comfortable clothes, good hiking boots, a backpack, and essential gear like a map, a first-aid kit, and a reliable camera to capture all the incredible sights.

Finally, I would familiarize myself with local customs and safety tips, ensuring I'm prepared for any unexpected situations. This way, I could enjoy my solo adventure with confidence, knowing I'm ready for both the planned activities and any surprises along the way!

Activity

- ◆ Have you heard about any other adventurer? Make a note on him/ her.
- ◆ Individual work

Teacher's version

Kalpana Chawla: A Trailblazing Adventurer

Kalpana Chawla was an inspiring Indian-American astronaut and the first woman of Indian origin to travel to space. Born on March 17, 1962, in Karnal, Haryana, India, Kalpana showed a keen interest in flying and space from a young age. After completing her Bachelor's degree in Aeronautical Engineering from Punjab Engineering College, she moved to the United States for further studies, obtaining a Master's in Aerospace Engineering and a Ph.D. in the same field.

Kalpana joined NASA in 1994, quickly becoming a key member of the space program. She first flew on the Space Shuttle Columbia in 1997, where she contributed to various projects, including the construction of the

International Space Station. Her second and final mission in 2003 was also aboard Columbia, during which she completed 30 successful scientific experiments.

Tragically, Kalpana Chawla lost her life on February 1, 2003, when the Space Shuttle Columbia disintegrated upon re-entry into Earth's atmosphere. She is remembered not only for her groundbreaking achievements in space exploration but also as a symbol of courage and perseverance. Kalpana's journey continues to inspire countless individuals, especially women, to pursue their dreams in science, technology, engineering, and mathematics (STEM) fields. Her legacy serves as a reminder that with determination and hard work, one can overcome barriers and reach for the stars.

Activity -one word (individual work)

- ◆ Deep crack in a glacier : Crevasse
- ◆ A person who shows the way : Guide
- ◆ Nervous in front of other people : Anxious
- ◆ To overcome successfully : Surmount

