

**TEACHERS RESOURCE
MANUAL**

**ENGLISH
Grade 1**

Introduction

This unit focuses on family bonding and love for fellow beings.

Components:

1. A simple story of a tiger cub searching for its mother.
2. A short poem.
3. Game.
4. Theatre activity.
5. Activities for discourse production.
6. Language activities.

Materials needed:

- ◆ Chart paper.
- ◆ Marker.
- ◆ Cutouts of a tiger cub.
- ◆ Masks of a tiger cub, tiger, elephant, zebra, monkey, and giraffe.
- ◆ Display board.

Note: Dear teacher, please review the entire unit before you begin.

Let's begin.**Module 1**

This module aims to instill the idea of family love and the sense of belonging in the hearts of the children through creative activities and discussions. Interact with children asking about their family. You can use the following set of interaction questions or you can frame your own questions.

Sample Interaction

- ◆ Good morning, children! How are you today?
- ◆ I hope you are all doing well.

- ◆ What did you have for breakfast today? I had dosa and chutney. Amal, what did you have? Oh, delicious! Amal says he had puttu and curry. Anita, what did you have?
- ◆ Who made your breakfast, Jinu?
(Elicit answers such as dad, mom, grandma, etc.)
- ◆ Who is at home? Let's see a picture.
- ◆ Show/display the cover page of the unit and interact based on the picture.
- ◆ Elicit the characters, objects, and actions.
- ◆ Characters: Father, Mother, Grandmother, Grandfather, brother, and sister.
- ◆ Objects: Birds, butterflies.
- ◆ Actions: Watering plants, gardening, etc.
(Write the elicited words on the BB. (Your style of writing should be a model for children))
- ◆ Speak aloud the words as you scribble them. Lead children to the next page. (Display if possible)
- ◆ Have the children describe the family in their own words. You can use appropriate questions to elicit sentences.

Example:

- ◆ This is a family tree, isn't it?
- ◆ Who can you see there?
- ◆ You can see Grandpa, Grandma,....
- ◆ Now ask children to fill in the data given on the page with a pencil. They can rewrite using the correct spelling later. Help them if they find any difficulty in writing the names of their family members.

Home Assignment (Page 6):

They can affix their own photographs in the spaces provided. Ask them to draw their own family tree and affix photos on it at home. The next day they can speak about their family, looking at the family tree they have developed. Record their performance using your mobile phone. The teacher may also present her own family tree and exhibit it in the class. When you present, try to use sentence

varieties and structural varieties.

The following can be a sample for the teacher's presentation:

Dear students, Let me introduce my family to you. This is my beloved mother, Nafeesa. She is a teacher. The man with a hat is my husband, Mr. Haris. He is a farmer. Here you can find my father, Mr. Abdu. He is a driver. Meet my children, Baby and Fida. They are students. We are 6, including me.

The following will be the products of the first module. Remember that these are the evidences of the successful transaction of this module.

1. Student photographs affixed on page 6.
2. Filled-in data on page 6.
3. Family tree on page 7.
4. Audio/Video record of oral descriptions done by children.
5. Your (Teacher's) family tree on the display board.

(Note: You can upload the selected audio clips to the site/YouTube channel/class WhatsApp group, as the case may be.)

Language Focus/LOs:

- ◆ Follows instructions and acts accordingly.
- ◆ Describes a picture orally.
- ◆ Describes a picture.
- ◆ Introducing a person, describing a person, stating relationships, talk about possessions using have and has.

Module 2

(Expected transaction time: 4 periods)

Affix a chart paper on the display board. Affix the picture of a tiger cub on the chart paper.

Begin interaction.

Can you name the animal?
Faris says it's a tiger.

Gita, do you agree?

Okay, Gita agrees with Faris.

Any other opinion?

I doubt, is it a Tiger?

Or is it a baby tiger?

It's a tiger cub, Isn't it?

You agree, don't you?

We call babies of a tiger, cubs.

A tiger cub. (Write on BB – A tiger cub.)

This is a tiger cub. (Expand it 'This is a tiger cub.)

Where is it sitting?

Draw bushes and trees around the tiger.

Can't you guess?

(Continue drawing more trees)

Is it in the school?

Is it on a road? Where is it?

Naturally children may come up with the word 'jungle' or 'forest'. Appreciate them and write below the cub.

The tiger cub is sitting in the forest. (Say aloud as you write)

Where is its family?

Where is its mother?

It must be searching for its mother.

Let's help him.

Interaction based on page 8

- ◆ Display page 8 of the TB.
 - Can't you see the cub in this picture?
 - Who else is there?
 - Yes, a monkey.
 - Where is the monkey?
 - On the branch, isn't it?
 - Is he sitting on the branch?
 - No, the monkey is swinging from the branch.
- ◆ What are the differences between the monkey and the tiger cub?

Developing descriptions

- ◆ Affix two fresh charts on the display board. One is for the monkey and the other for the cub.
 - Monkey has a tail. (Write in monkey's chart)
 - Has the cub a tail?
 - Yes! The cub has a tail. (Write in cub's chart)
 - Draw attention to the stripes on the cub's

body.

What are these?

- ◆ Children may come up with words like ‘lines’. Accept their answer and say we call it ‘stripes’.
Has the monkey stripes on its body?
Oh no, the monkey has no stripes.
But the tiger cub has stripes.
(Write in respective charts)
The monkey can swing on his tail.
Can the cub swing like that?
The monkey can swing.
The cub cannot swing
(Write in respective charts)
- ◆ Ask children to copy down the description onto their notebooks.
What is the tiger cub asking the monkey?
What is its reply?
You can go through the page and gather more ideas.

Steps for Reading

1. Let children read the passage individually.
2. Let them share the ideas with their peers.
3. Have them underline the dialogues with a pencil.

Let two or three learners read aloud the passage. You can also present the passage with all prosodic features, such as tone and pitch variation, voice modulation, etc.

Game:

Prepare chits containing words monkey and tiger cub separately. Keep the chits in a box. Prepare flashcards for words - chuff, screech, stripe, and swing. Allow children to take one chit from the box. Everybody should have one chit with them. When you flash a word, children with related chits would show their chits. For example, if you flash ‘screech’, children having chits with ‘monkey’ should come forward, show out the chits, and speak out the word. As you repeat, increase the speed of flashing cards gradually. Children showing wrong chits are out. At the next stage, you only need to say the word, and the children also need to say ‘monkey’ or ‘Tiger cub’ as the case may be.

Lead children to the following activities:

1. Animal hunt (page 16): Encourage children to find out the word ‘monkey’.
2. Riddle for monkey (page 17): Let children find the riddle suitable for a monkey. You can give some clues if needed.
3. Guess who (page 18): Let them guess the word. Give applause to those who find it out.

Evolving story chart:

- ◆ Develop a chart containing the events of the story in negotiation with children. You can write the first sentence like this:
A tiger cub searches for its mother.
Ask: Who did he meet?
(Elicit answers and add to the chart.)
What does the cub ask the monkey?
(Elicit and write.)
What does the monkey say?
(Add to the chart.)
- ◆ Ask children to copy this page onto their notebooks. Give a headline like ‘Cub’s story’. Take care that they keep this page exclusively for this purpose.

Teaching Learning Evidences of Module 2:

1. Chart (evolving description) monkey and cub.
2. The dialogues in the text have been underlined.
3. Animal hunt page 16; the word ‘monkey’ is traced out.
4. Riddle for the monkey has been identified.
5. They have guessed the word correctly.
6. Audio/video record of students reading aloud the text.
7. Evolving story chart.

Language Focus Module 2:

- ◆ Describing an animal using adjectives.
- ◆ Differentiating one animal from another familiarizes some words peculiar to animals.
- ◆ Body parts of animals (tail).
- ◆ Identifies sounds of animals (monkey screeches).

Module 3

(Expected transaction time: 3 periods)

Interaction:

- ◆ Our tiger cub is still in search of its mother.
Who did he meet so far?
That's right, he met a monkey, didn't he?
Who will he meet next? Let's see.
- ◆ Display the next page.
- ◆ Interact using the picture given in the textbook.
- ◆ Let them read the text individually and share ideas with peers.
- ◆ Make two or three read aloud the text.
- ◆ Record their reading using your mobile phone.
- ◆ Read aloud the text with all prosodic features.
- ◆ Let them underline the dialogues using a pencil.
- ◆ Ask them to find a partner and say the dialogues.
- ◆ If possible, you can record their dialogue presentation too.

Interaction

The monkey said 'I have no stripes on my body.'

The zebra has stripes.

What difference does the zebra point out?

You are right, he says 'I have hooves and you have paws'.

Describing a Zebra

- ◆ So, can't we write about the zebra?
Affix a chart and start writing about the zebra. Encourage children to write it themselves in their notebooks. Later, you can write on the chart taking sentences from their notebooks.

HOOVES AND PAWS

- ◆ Can you name some animals with hooves? Elicit answers and write on BB. And animals with paws? (you can use a picture chart of animals).

Developing a rhyme:

- ◆ Write the following lines on a chart. Sing it

with children.

A cow has hooves

And a lion has paws

A sheep has hooves

And a cat has paws.

- ◆ Encourage children to add more lines.

Steps

1. Let them try individually first.
2. Let two or three present their version.
3. Form groups.
4. Supply chart paper to groups. They can add more lines sitting in the groups.
5. Let them write all the lines on the chart paper.
6. Let the groups present their song, exhibiting their chart.
7. Instruct them to write their names on the chart.
8. Display all the charts in the class.
9. Exhibit the chart of the song you have prepared. Let them copy the song onto their notebooks.

Making a Big Book:

When you get free time, give back the already prepared charts to children and ask them to add pictures and designs to make it attractive. Staple the charts together, add a cover page designed by you, to form a big book. If possible, shoot a making video of the big book and upload the same to relevant digital platforms.

Evolving Story:

Hope you remember the story chart. Encourage children to add the next event to the story chart. You can help them with appropriate questions.

Towards Activities:

Lead children to the following activities.

- ◆ Page 17: There is a song on this page. Sing the song and let children sing after you. Draw their attention to the pairs of animals and their sounds given. Ask them to change the first line of the song using appropriate pairs. Let them copy the entire song onto their notebooks.
- ◆ Page 16: Animal Hunt. Find out Zebra.
- ◆ Page 17: Find out the riddle for the Zebra.

Teaching Learning Evidences of Module 3:

1. Chart (evolving description) Zebra.
2. The dialogues in the text have been underlined.
3. Children have added lines to the song.
4. They have copied the song onto their notebooks.
5. Animal hunt page 16; the word 'Zebra' is traced out.
6. Riddle for Zebra has been identified.
7. Audio/video record of students reading aloud the text.
8. Evolving story chart has been developed.
9. A big book has been developed.

Language Focus:

Describing an animal/object using simple adjectives like tall, short, etc. Identifying animals with hooves and Paws.

Module 4

(Expected transaction time: 3 periods)

Interaction:

“Hi, children! How are you all?
 Is your family doing well?
 What happened to our tiger cub?
 It was alone, wasn't it?
 What did he do to find his mom?
 He met the monkey.
 What did he ask the monkey?
 Do you remember?
 Yes, he asked “Are you my mummy?”
 Was it his mummy?
 What difference did the monkey point out?
 You have stripes, I have no stripes. The monkey screeched.
 What will the cub do now?
 See page number 10.
 Who do you see there?
 What animal is that?
 What is the cub asking the Giraffe?
 Read the text.

Steps for Reading:

1. Individual reading
2. Sharing the ideas in groups

3. Underlining the dialogue parts with a pencil.
4. Two or three loud readings by children
5. Model reading by the teacher
6. Interaction based on the text: What difference does the giraffe point out?

Describing the Giraffe:

- ◆ Place a chart as before and begin to write sentences on it about the giraffe. You can begin like:

Giraffe is a tall animal.

Interact to elicit more sentences on the giraffe.

Has it stripes? (elicit and write)

Has it a tail? (elicit and write)

How is the tail?

Long or short? (elicit and write)

How is its neck? (elicit and write)

What does it eat? (elicit and write)

Does it screech?

Does it roar?

- ◆ Find the word from the text. (elicit and write)

Activities:

Lead children to activities on the following pages.

- ◆ Page 16: Encourage children to find out the word 'giraffe'
- ◆ Page 17: Let them identify the riddle about the giraffe.

Evolving story chart:

- ◆ We have already started evolving a text. A tiger cub searches for its mother. Now you can ask more questions based on the events of the story.
- ◆ Ask: who did he meet next? (Elicit answers and add to the chart.)
- ◆ What does the cub ask the giraffe? (Elicit and write.)
- ◆ What does the giraffe say? (Add to the chart)
- ◆ Ask children to copy this page onto their notebooks.

Teaching Learning Evidences of Module 3:

1. Chart (evolving description) Giraffe.
2. The dialogues in the text have been underlined.

3. Animal hunt page 16; the word 'giraffe' is traced out.
4. Riddle for giraffe has been identified.
5. Audio/video record of students reading aloud the text.
6. Evolving story chart.

Language Focus:

Describing an animal/object using simple adjectives like tall, short, etc.

Module 5

(Expected transaction time: 4 periods)

Interaction:

“The tiger cub met Encourage children to recall. Appreciate them.

That’s fine! It met a monkey, then a zebra, and then a giraffe.

Turn to the next page.

Display the next page.

As done earlier, interact using the picture on the page.

Frame proper questions.

Appreciate their answers and lead them to the text.

- ◆ Always stick to the steps like:
 1. Individual reading
 2. Reading in pairs and sharing the ideas
 3. Loud reading
 4. Teacher’s reading with proper stress, intonation, tone, and pitch variation, etc.

Interaction:

What difference did the elephant point out?

The monkey said ‘I have no stripes.’

The zebra said ‘I have hooves’.

The Giraffe said ‘I have no roar like yours’.

What did the elephant say?

If needed, they can revisit the text. Elicit and write.

Developing a Description:

As done for the monkey, giraffe, zebra, etc., we can develop a description for the elephant in

negotiation with the learners. Use a separate chart. Deliberately include questions to elicit the following ideas:

- ◆ Elephant is big.
- ◆ Elephant has big ears.
- ◆ It has a trunk.
- ◆ It is black.
- ◆ It has no stripes on its body.
- ◆ It has a trunk.
- ◆ Its tail is short.
- ◆ It has no hooves.
- ◆ It has no whiskers.
- ◆ It trumpets.

Can’t you draw attractive pictures on the charts?

Let children draw pictures.

Animals with Whiskers:

Supply pictures of different animals. Let children find out who has whiskers.

Evolving Story:

Encourage children to add events to the evolving story chart.

Reading beyond Lines:

Interact with children to elicit the traits of the cub’s mother.

What are they?

How can the cub know that?

Monkey said ‘I have no stripes.’

So the cub’s mother has stripes.

Write on a separate chart. (elicit and write)

My Mother:

My mother has stripes.

She has no hooves.

She has paws.

She has whiskers.

She doesn’t screech.

She doesn’t grunt.

She doesn’t trumpet.

She roars.

Activities:

Lead children to:

- ◆ Page 16: Animal Hunt. Identify ‘elephant’
- ◆ Page 17: Riddle. Identify riddle for elephant
- ◆ Page 20: Wordle. Encourage them to find the pairs through proper interaction.

Teaching and Learning Evidences for Module 5:

1. Evolving story chart has been attended.
2. Description for elephant is done.
3. A new chart ‘My mother has appeared.’
4. Students have copied relevant pages onto their notebooks.
5. Animal hunt.
6. Riddle.
7. Wordle has been solved.

Language Focus:

- ◆ Has/have
- ◆ Description using have/has
- ◆ Use of She and he”

Module 6

(Expected transaction time: 4 periods)

Interaction:

“As done earlier, interact with children. Good morning children! Hope you can say more about the cub now? Can’t you? Abi, say one sentence. Okay, good. And Gilna, can’t you add something? Continue. Turn to the next page/display the next page. Develop an interaction based on the picture. Encourage children to read the text. Please repeat the steps already drawn for reading. Like:

1. Individual attempt
2. Sharing ideas in groups
3. Underline the dialogues

Developing a description:

We have already developed descriptions for:

- ◆ Tiger cub
- ◆ Monkey
- ◆ Zebra
- ◆ Giraffe
- ◆ Elephant

Now we have to develop a description about the Tiger. The description about the tiger cub is already there. Encourage children to make a description about the tiger in comparison with the description about the cub. Better you lead children to page no 16. Let them do the activity first. After that let them write the description.

Follow the steps:

1. Individual attempt
2. Random presentation
3. Refining in groups
4. Group’s presentation
5. Presentation of teacher’s version
6. Editing.

Lead children to do activities on:

- ◆ Page no 15: Reach the cub to its mother
- ◆ Page 15: Read the other way “Where is my mummy?”

Evolving story:

Encourage children to add more events to the story page.

Role play/skit:

- ◆ Page 18.
- ◆ Make 6 membered groups.
- ◆ Assign roles to enact the story.
- ◆ Assign dialogues already underlined.
- ◆ Encourage them to use appropriate tone and pitch variation and actions.
- ◆ Let them rehearse.
- ◆ Let the groups present the drama.

Videograph the presentation.

- ◆ Assess the presentation.
- ◆ Self-reading Material: Let children go through pages 18 and 19. Assess whether they can read with comprehension. List the slow-paced learners.

Evidences For Teaching and Learning Module 6:

1. Description of tiger (in notebook and on

- display chart.)
- 2. Textbook pages properly filled in
- 3. Evolving text story
- 4. Recording of drama presentation
- 5. Editing charts.

Assessment

All the activities given are slots for assessment. You can select some for summative (last module) And some for formative assessments.

Assessment for Learning (AfL):

1. Individual reading and sharing ideas in groups: This allows the teacher to observe individual reading skills and comprehension levels. By facilitating group discussions, the teacher can assess students’ ability to articulate their thoughts and engage in peer learning.
2. Underlining dialogues during reading: This encourages active engagement with the text and helps the teacher assess students’ ability to identify and understand dialogue in a story.
3. Encouraging children to recall and contribute to discussions: By prompting students to recall previous lessons or events in the story, the teacher can gauge their retention and understanding.
4. Performing activities such as animal hunts and riddles: These activities provide formative assessment opportunities as students demonstrate their understanding of vocabulary and concepts in a fun and engaging way.
5. Rehearsing and presenting a role play or skit: This allows the teacher to assess students’ comprehension of the story and their ability to express themselves through acting, speaking, and interpreting dialogue.

Assessment as Learning (AtL):

1. Developing descriptions for various animals: This activity engages students in actively constructing knowledge and understanding through discussion and reflection. By comparing and contrasting different animals, students deepen their comprehension and develop descriptive language skills.

2. Completing activities in the workbook: Working through activities in the workbook allows students to apply what they have learned independently, providing opportunities for self-assessment and reflection on their own understanding.
3. Adding events to the evolving story chart: Students contribute to building a cohesive narrative based on their understanding of the story, demonstrating their comprehension and engagement with the text.

Assessment of Learning (OfL):

1. Recording drama presentations: The teacher can assess students’ performance skills, understanding of character roles, and ability to convey the story’s events through acting and dialogue.
2. Reviewing self-reading material: By assessing students’ comprehension of text independently, the teacher can evaluate their overall understanding and retention of key concepts.
3. Assessing completed charts and worksheets: Reviewing completed charts and worksheets provides insight into students’ mastery of content and their ability to apply learned concepts to various tasks.

Categorizing the activities in this way, teachers can effectively plan and implement assessments that support student learning and provide valuable feedback on progress and achievement.

1. Individual Reading and Group Discussion Observation Form (AfL)

Student Name	Individual Reading (Yes/No)	Comprehension Level (Low/Medium/High)	Contribution in Group Discussion (Active/Passive)
[Student 1]	[Yes/No]	[Low/Medium/High]	[Active/Passive]
[Student 2]	[Yes/No]	[Low/Medium/High]	[Active/Passive]
[Student 3]	[Yes/No]	[Low/Medium/High]	[Active/Passive]



2. Vocabulary Activity Assessment Form (AfL)

Activity	Objective	Student Name	Correct Answers (out of Total)
Animal Hunt	Identify animals with hooves	[Student 1]	[x / 5]
Riddle	Solve riddle for giraffe	[Student 2]	[x / 3]
Wordle	Find pairs through interaction	[Student 3]	[x / 6]

3. Role Play/Skit Performance Evaluation Form (OfL)

Group Name	Role Play/Skit	Acting Skills (1-5)	Dialogue Delivery (1-5)
[Group 1]	[Title of Skit]	[]	[]
[Group 2]	[Title of Skit]	[]	[]
[Group 3]	[Title of Skit]	[]	[]

4. Self-Reflection Form (AtL)

Student Name	Activity Completed	Level of Understanding (Low/Medium/High)	Areas for Improvement
[Student 1]	[Workbook Activity]	[Low/Medium/High]	[List areas]
[Student 2]	[Story Chart]	[Low/Medium/High]	[List areas]
[Student 3]	[Self-Reading]	[Low/Medium/High]	[List areas]

Introduction:

Unit 2 of the Grade 1 textbook revolves around a delightful story titled “Mothy and Ishan.” The story emphasizes qualities like obedience, friendship, and patience while introducing students to various animals and their behaviors. This unit also includes a beautiful poem by William Blake and a range of interactive activities to engage and educate young learners.

Learning Objectives

- ◆ To understand the concept of obedience and loyalty.
- ◆ To introduce students to various animals and their characteristics.
- ◆ To promote vocabulary development and comprehension skills.
- ◆ To encourage creativity and critical thinking through activities.

Before You Begin:

- ◆ Before starting the unit, gather the following materials:
 - The textbook for each student.
 - Drawing materials for activity pages.
 - A display board for showcasing students’ artwork.
 - A computer or tablet with internet access for QR code activities.
 - Any pet-related props or visual aids to enhance understanding.

Creating a cat

- ◆ **Create a Cat with Paper:** Allow students to exercise their creativity by making paper cats. This hands-on activity encourages fine motor skills and imagination.
- ◆ **Name Your Cat:** Have students name their paper cats. This activity can be extended to real or imaginary pets, stimulating their imagination.
- ◆ **Stick the Cat on the Display Board:** Let students

showcase their paper cats on the display board, enhancing their sense of ownership and pride in their work.

- ◆ Interact with children giving them directions while they work on the task.
- ◆ They display their cat on the display board/ space provided in the class.
- ◆ Let them speak about the cat they have made.
- ◆ Appreciate and support their presentation.
- ◆ Remember, our aim is to make children speak spontaneously.
- ◆ Do not forget to video graph their work and presentation.

Module 1**Components of this module are**

- ◆ The passage ‘Mothy, the cat’
- ◆ Activities associated to this passage.
- ◆ Interact based on the picture. Draw attention to the cat. Eg.
 - What does it do?
 - Where is it?
- ◆ Process reading as done earlier.
- ◆ Always allow children to read first. Be sure to present the passage with proper voice modulation and optimum facial expression and gestures.

Developing an event chart.

- ◆ Since we are telling a story part by part, after reading task is completed, develop a chart in negotiation with the learners.

- ◆ This chart can essentially contain
- ◆ The information on characters, and the events taking place.
- ◆ This passage introduces mothy, the cat.
- ◆ The word ‘obedient’ may not be comprehended by all learners but at the end of the story they will catch the meaning.
- ◆ Anyway, we can write the following on the chart.

Chart1.

- Mothy is a cat.
- She is sleeping.
- She is sleeping in front of the gate.

My Pet

- Discussion and Interaction:
- ◆ Talk about Your Pet: Start a classroom discussion about pets. Encourage students to share stories about their pets. Discuss questions such as “Does your pet like you?” and “Is your pet obedient?” This will help the student to relate the story to their own experiences.
- ◆ Interact using the questions given on TB.
- ◆ Learners can talk about their pets.
- ◆ Teacher can also talk about her pets.

Language Focus Module 1

- ◆ Using past tense to narrate a story.
- ◆ Talking about a pet/animal.
- ◆ Identifying and listing the characters and events of a story.

- ◆ Evidences of successful transaction.
 1. Event chart
 2. Videos of learner’s presentation.

Module 2

- ◆ This module includes the passage ‘Ishan is going out’ and activities related to that passage.
- ◆ Follow the process for reading.
- ◆ Ask interaction question given on the page.
- ◆ Let them guess the answer from the picture.
- ◆ Draw their attention to the cricket bat.
- ◆ Encourage them to do the activity ‘Where is

Ishan going?’ on page no 41

- ◆ Let children speak out their views and tell how they guessed their answers.
- ◆ For the first picture, we can guess that he is going to swim.
- ◆ Let them make a guess seeing the things in his hand.
- ◆ Comprehension and Critical Thinking:

Note to the teacher

- ◆ You can compile activities and passages to form modules. How ever certain key activities like processing the poem, Diary, etc. are addressed here with.
- ◆ After the story part is completed, discuss the key elements of the plot with students. Encourage them to think critically about why Ishan didn’t allow Mothy to follow him.
- ◆ Discuss the house sparrow’s appearance and behavior, asking students to describe their encounters with sparrows.
- ◆ Ask students how they can tell when it’s going to rain, connecting this to Mothy’s experience in the story.

Interactive Storytelling:

Use pictures from the book to retell the story together as a class, encouraging students to take turns and describe different parts of the story.

Processing the Poem:

“The Sun Descending in the West” by William Blake

- ◆ Introduction to the Poem:
 - Begin by introducing the poem to the children in an engaging way. You could say: “We are going to read a beautiful poem today. It’s called ‘The Sun Descending in the West’ by a famous poet named William Blake. Read and find out what the poem is about.
 - Let children read the poem themselves. Later you can go as deep as charted out in the following process.

Reading aloud the Poem:

◆ First Reading:

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

◆ Second Reading:

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

Discussing the Poem:

◆ Understanding the Lines:

- **Line 1:** “The sun descending in the west,”
- Explain: “The sun is going down, which means it is getting late and the day is ending.”
- Ask: “Have you seen the sun setting in the evening?”
- **Line 2:** “The evening star does shine;”
- Explain: “When the sun sets, the first star of the evening appears in the sky.”
- Ask: “Do you see stars in the sky at night?”
- **Line 3:** “The birds are silent in their nest,”
- Explain: “The birds stop singing and go to their nests to sleep.”
- Ask: “Where do you think the birds sleep at night?”
- **Line 4:** “And I must seek for mine.”
- Explain: “Just like the birds, it’s time for us to go to our homes and get ready to sleep.”
- Ask: “What do you do before going to bed?”

◆ Visualizing the Poem:

- **Picture Drawing:** Ask the children to draw a picture of the sunset, including the evening star, birds in their nests, and themselves going home.
- Encourage them to use their imagination and colors to depict what the poem describes.

◆ Role Play:

- **Acting Out the Poem:** Divide the children into small groups and assign roles: the sun, the evening star, birds, and children going home.
- Let them act out the poem while you read it aloud again. This helps them connect physically and emotionally with the poem’s imagery.

Activity Pages:

◆ Matching Game:

- Create a worksheet where children match words from the poem with pictures (e.g., sun, star, bird, nest, home).

◆ Vocabulary Building:

- Introduce simple vocabulary from the poem such as “sun,” “star,” “nest,” “home.” Use flashcards with pictures and words to reinforce their understanding.

Discussion and Reflection:

◆ Feelings and Emotions:

- Ask the children how they feel when they see the sunset.
- Encourage them to share stories about watching the sunset with their families.

◆ Connecting to Personal Experience:

- Relate the poem to their bedtime routine. Ask questions like, “What do you do before you go to sleep? Do you read a story or sing a lullaby?”

◆ Conclusion:

- Summarize the main points of the poem: The poem talks about the end of the day, the sun setting, the first star shining, birds going to sleep, and us getting ready to go to our homes and rest.
- Reinforce the idea that the poem helps us appreciate the beauty of the evening and the importance of rest.

Final Activity:◆ **Poem Recitation:**

- Have the children recite the poem together as a class, using gestures and expressions to make it fun and engaging. Record their recitation to show them later, which will help to build their confidence and interest in poetry.
- ◆ By breaking down the poem into manageable parts and using interactive and visual methods, you can make “The Sun Descending in the West” an enjoyable and educational experience for Grade 1 students.
- ◆ Read the poem to the students, emphasizing the connection between the story and the poem. Discuss the imagery and emotions evoked by the poem.

Activity Pages:

- ◆ Engage students in activity pages that focus on creativity, observation, and language development. These include drawing, matching, and vocabulary-building exercises.

Discussion and Reflection:

- ◆ Discuss Ishan’s and Mothy’s feelings when they reunite and head home. Encourage students to predict what Ishan and Mothy might talk about on their way home.

Additional Activities:

- ◆ Encourage students to share their own pet stories or experiences with ‘waiting for someone’.
- ◆ Play the “Touch and Say” game where students identify body parts on a cat’s picture.
- ◆ Have students act out the scene with masks of the house sparrow, dogs, mouse, and cat to reinforce comprehension.
- ◆ Explore the theme of pets by sharing videos of pets and their owners, or by inviting a pet owner to speak to the class.

Conclusion:

- ◆ This unit is designed to foster an understanding of obedience, friendship, and patience through a charming story and engaging activities. It encourages students to connect the story with their own experiences and emotions. Through discussions, activities, and creative expression, students develop essential language and critical thinking skills while deepening their appreciation for pets and the virtues they embody.

Classroom Outline for Preparing the Diary of a Character for Grade One Learners◆ **Objective**

- To help Grade 1 students understand character perspectives, practice writing skills, and develop creativity by preparing a diary entry for a character from the story “Mothy and Ishan.”

Introduction (10 minutes)◆ **Greeting and Warm-Up:**

- Greet the students and ask them how they are feeling that day.
- Briefly review the story of “Mothy and Ishan” to refresh their memories.

◆ **Objective Explanation:**

- Explain that today they will be writing a diary entry as if they are one of the characters from the story.
- Tell them that a diary is a personal record where people write about their day and how they feel.

Step-by-Step Process**Step 1: Character Selection and Discussion (15 minutes)**◆ **Character Review:**

- Discuss the main characters: Mothy and Ishan.
- Ask questions to help students recall details

about each character.

- **Example:** “What do we know about Mothy?” “What kind of things does Ishan like to do?”

◆ **Character Selection:**

- Let each student choose whether they want to write as Mothy or Ishan.
- Ensure that a balanced number of students choose each character.

Step 2: Brainstorming Ideas (15 minutes)

◆ **Group Discussion:**

- Divide the class into two groups based on their character choice.
- Each group discusses what their character might write about in their diary.
- Example prompts:
 - “What did Mothy do today?”
 - “How did Ishan feel when he went out?”

◆ **Idea Listing:**

- Write ideas on the board as students share them.
- Encourage them to think about the character’s feelings, actions, and thoughts.

Step 3: Vocabulary and Sentence Structure (10 minutes)

◆ **Key Vocabulary:**

- Review key vocabulary words from the story that they might want to use in their diary entries.
- Write these words on the board.

◆ **Simple Sentences:**

- Show examples of simple sentences they can use.
- Example: “Today, I went to the park.” “I felt happy.”

Step 4: Writing the Diary Entry

(20 minutes)

◆ **Diary Entry Format:**

- Explain the format of a diary entry:
 - Date at the top.
 - A greeting (e.g., “Dear Diary,”).
 - Writing about their day in 3-4 sentences.
 - A closing remark (e.g., “Goodnight” or “See you tomorrow.”).

◆ **Writing Time:**

- Hand out writing paper and pencils.
- Allow students to write their diary entries based on the ideas discussed.
- Walk around the classroom, offering help and encouragement.

Step 5: Sharing and Feedback (15 minutes)

◆ **Sharing:**

- Invite a few students to read their diary entries aloud to the class.
- Encourage positive feedback from peers.

◆ **Teacher Feedback:**

- Provide individual feedback to each student, highlighting their good work and suggesting one area for improvement.

Conclusion (5 minutes)

◆ **Recap:**

- Summarize the activity and praise the students for their hard work.
- Remind them of the importance of understanding characters’ perspectives and practicing writing.

◆ **Closing:**

- End the class with a fun activity like a song or a game related to the story.

Materials Needed

- Story “Mothy and Ishan”
- Writing paper
- Pencils
- Board and markers

- Picture cards (optional, for vocabulary review)

Tips for Success

- Keep the atmosphere positive and encouraging to boost students' confidence in writing.
 - Use visual aids and examples to make the concept of a diary entry clear.
 - Ensure that each student gets a chance to share and receive feedback.
- ◆ By following this outline, Grade 1 students will be able to creatively express themselves through the diary entries of the characters, enhancing their understanding of the story and developing their writing skills.
 - ◆ **Language Mileage of Choreographing a Song Considering Second Language Acquisition**
 - Choreographing a song such as “Ding Dong Bell, Pussy’s in the Well” offers numerous opportunities to enhance language skills, especially for second language learners. Here are the key language benefits (language mileage) that students can gain from this activity:

Vocabulary Development

- ◆ **Nouns:**
 - Objects: bell, well, cat, mice, barn
 - People: Johnny, Tommy
- ◆ **Verbs:**
 - Actions: ring, put, pull, drown, kill
 - Adjectives:
 - Descriptive: naughty, poor
- ◆ **Prepositions:**
 - Spatial relationships: in, out, down, up
- ◆ **Interjections:**
 - Expressive: ding dong

Pronunciation and Phonetics

- ◆ **Rhyming Words:**
 - Practice the rhymes in the song to improve pronunciation and phonetic awareness.
 - Examples: bell-well, in-green, out-Stout
- ◆ **Sound Patterns:**
 - Repetition of sounds helps with clarity and fluency.
 - Emphasize the “ng” sound in “ding dong” and “ring.”

Sentence Structure

- ◆ **Simple Sentences:**
 - The song uses simple, clear sentences that are easy for beginners to understand and mimic.
 - Examples: “Pussy’s in the well.” “Who put her in?”
- ◆ **Question Forms:**
 - Understanding and forming questions.
 - Example: “Who put her in?”

Grammar and Syntax

- ◆ **Past Tense:**
 - Verbs in the song help practice past tense forms.
 - Examples: put, pulled, killed
- ◆ **Subject-Verb Agreement:**
 - Clear subject-verb pairs in sentences.
 - Example: “Johnny put her in.”

Listening Skills

- ◆ **Comprehension:**
 - Following the lyrics and understanding the sequence of events.
 - Enhances auditory processing skills.
- ◆ **Repetition:**
 - Listening to the song multiple times reinforces comprehension and memory.
 - Helps in recognizing and understanding repeated phrases.

Speaking Skills

- ◆ **Choral Speaking:**
 - Singing together encourages pronunciation practice and fluency.
 - Builds confidence in speaking a new language.
- ◆ **Expressive Language:**
 - Using facial expressions and body language while singing helps to convey meaning.
 - Encourages expressive use of language.

Cognitive Skills

- ◆ **Memory:**
 - Memorizing the lyrics improves short-term and long-term memory.
 - Reinforces language retention.
- ◆ **Sequencing:**
 - Understanding the sequence of events in the song.
 - Helps with logical thinking and narrative skills.

Social and Emotional Learning

- ◆ **Collaboration:**
 - Working together to create and perform the choreography.
 - Encourages teamwork and social interaction in the target language.
- ◆ **Confidence Building:**
 - Performing in front of others helps to build self-confidence in using the new language.
 - Reduces anxiety related to speaking in a second language.

Cultural Awareness

- ◆ **Cultural Context:**
 - Understanding the cultural context of traditional nursery rhymes.
 - Appreciates linguistic and cultural diversity.

Multi-Sensory Learning

- ◆ **Kinesthetic Learning:**

- Combining movement with language learning.
- Enhances retention and understanding through physical activity.

- ◆ **Visual Learning:**

- Using visual cues and gestures to reinforce language concepts.
- Helps learners who benefit from visual aids.

- ◆ By incorporating these language elements into the choreography of a song, students can gain a comprehensive and engaging language learning experience that caters to various learning styles and language acquisition stages.

- ◆ Not only this. Teacher is making the children do some actions. So is there not a possibility of listening to second language with a purpose?

- ◆ Absolutely! When a teacher incorporates actions into choreographing a song like “Ding Dong Bell, Pussy’s in the Well,” it significantly enhances the language learning experience by providing purposeful listening opportunities. Here’s a detailed list of how choreographing the song can enhance second language acquisition through purposeful listening:

Purposeful Listening

- ◆ **Following Instructions:**

- Students must listen carefully to the teacher’s instructions to perform the correct actions.
- This promotes active listening and comprehension in the second language.
- Example: “Raise your hand when you hear ‘Ding Dong Bell’.”

- ◆ **Listening for Specific Information:**

- Students listen to identify specific words or phrases in the song.
- Enhances their ability to pick out key information from spoken language.
- Example: “When you hear ‘Pussy’s in the

well,' point downwards.”

- ◆ **Listening for Rhythm and Intonation:**
 - Students develop an ear for the natural rhythm and intonation patterns of the second language.
 - Helps in understanding the musicality and flow of the language.
 - Example: Emphasizing the rising intonation in questions like “Who put her in?”
- ◆ **Listening for Actions:**
 - Associating specific actions with particular words or phrases in the song.
 - Reinforces vocabulary and comprehension through physical movement.
 - Example: “Pretend to pull a rope when you hear ‘pulled her out’.”

Enhancing Second Language Acquisition

- ◆ **Contextual Learning:**
 - Provides context for new vocabulary and phrases through actions.
 - Helps students understand and remember words better.
 - Example: Mimicking a bell ringing motion helps remember the word “bell.”
- ◆ **Multi-Sensory Engagement:**
 - Combines auditory input (listening to the song) with kinesthetic learning (performing actions).
 - Appeals to various learning styles and strengthens language retention.
 - Example: Singing the line and simultaneously acting out the pulling motion.
- ◆ **Reinforcement Through Repetition:**
 - Repeated listening and performing of the song reinforce language structures and vocabulary.
 - Encourages memorization and fluency.
 - Example: Repeating the song and actions several times solidifies understanding.

- ◆ **Interactive Learning:**
 - Promotes interaction between the teacher and students, and among students themselves.
 - Encourages the use of the second language in a social context.
 - Example: Students give each other feedback on their actions in the target language.
- ◆ **Improving Comprehension Skills:**
 - Focuses on understanding the meaning behind the words, not just the words themselves.
 - Enhances overall listening comprehension.
 - Example: Discussing the meaning of “naughty” and why Johnny’s action was naughty.
 - Classroom Process Outline

Introduction (10 minutes)

- ◆ **Warm-Up and Introduction:**
 - Brief warm-up with simple movements.
 - Introduce the song and explain the activity.

Step-by-Step Process

Step 1: Learn the Song (10 minutes)

- ◆ **Listening and Singing:**
 - Play the song and sing along with the students.
 - Focus on clear pronunciation and rhythm.
- ◆ **Action Association:**
 - Teach the students the actions associated with specific lyrics.

Step 2: Practice the Actions (20 minutes)

- ◆ **Demonstrate Actions:**
 - Show the actions for key lyrics (e.g., ringing bell motion, pointing down for the well).
- ◆ **Group Practice:**
 - Practice each action with the corresponding lyric.

- Ensure students are listening carefully to perform the correct action.

Step 3: Combine Singing and Actions (20 minutes)

◆ Choreographed Song:

- Combine singing and actions, performing the song as a group.
- Focus on synchronizing movements with the lyrics.

◆ Repetition and Refinement:

- Repeat the performance several times.
- Provide feedback and refine actions.

Performance Preparation (15 minutes)

◆ Rehearsal:

- Conduct a few run-throughs of the entire song with choreography.

◆ Feedback and Encouragement:

- Give positive feedback and encourage students.

Final Performance (15 minutes)

◆ Perform for an Audience:

- Students perform the choreographed song.

◆ Reflection and Feedback:

- Discuss how the activity helped with understanding the song and language.

Conclusion (5 minutes)

◆ Recap:

- Summarize the activity and its language benefits.

◆ Closing Activity:

- End with a fun cooldown activity.

- ◆ By listening with a purpose, such as following instructions and associating actions with words, students are more engaged and better able to internalize the second language. This approach not only makes learning enjoyable

but also reinforces language acquisition in a meaningful and memorable way.

- ◆ Classroom Process for Addressing Grammar and Vocabulary in Grade 1 Unit 2: “Mothy and Ishan”

- ◆ Dear teacher you need not do all the activities listed below. Keep this document as a resource material. Use them judiciously.

◆

- ◆ This classroom process is designed to help Grade 1 students grasp various language elements and grammar points introduced in the unit “Mothy and Ishan.” Each lesson is crafted to be engaging and interactive, ensuring young learners develop their language skills in a fun and meaningful way.

Module 1: Vocabulary Development

◆ Nouns:

- Activity: Vocabulary Picture Cards
- Materials Needed: Picture cards with images of a cat, paper, gate, wind, bird, etc.
- Process:
 1. Show each picture card to the students.
 2. Say the noun aloud and ask the students to repeat after you.
 3. Ask students to match the picture cards with the correct noun written on a separate card.
 4. Use the nouns in simple sentences: “The cat is on the gate.”

◆ Verbs:

- Activity: Action Charades
- Materials Needed: Action word cards (make, stick, lie, blow, etc.)
- Process:
 1. Divide the class into small groups.
 2. One student from each group picks an action card and acts out the verb without speaking.
 3. The other students guess the verb and then use it in a sentence: “She is making a paper cat.”

◆ **Adjectives:**

- Activity: Describe and Draw
- Materials Needed: Drawing paper and crayons.
- Process:
 1. Introduce adjectives by describing objects around the classroom (e.g., a cool breeze, a dark room).
 2. Ask students to draw a picture of a scene (e.g., a playground) and include elements that match the adjectives provided.
 3. Discuss their drawings and use adjectives to describe the scenes: “The playground is cool and dark.”

◆ **Adverbs:**

- Activity: Adverb Relay
- Materials Needed: Adverb cards (soon, almost).
- Process:
 1. Create a relay race where students must act out an action verb followed by an adverb.
 2. Example: “Run (action) soon (adverb).”
 3. Discuss how the adverb changes the action.

◆ **Prepositions:**

- Activity: Preposition Treasure Hunt
- Materials Needed: Small objects to hide around the classroom.
- Process:
 1. Hide objects around the classroom.
 2. Provide clues using prepositions: “The toy is under the table,” “The book is next to the window.”
 3. Have students find and retrieve the objects based on the prepositional clues.

◆ **Interjections:**

- Activity: Emotion Faces
- Materials Needed: Face masks or emojis showing different emotions.

● Process:

1. Show different emotion masks or emojis.
2. Teach interjections that match the emotions: “Meow” (happy), “Oh” (surprised).
3. Use the interjections in sentences: “Meow! The cat is happy.”

Module 2: Pronouns and Possessive

Pronouns

◆ **Personal Pronouns:**

- Activity: Pronoun Swap
- Materials Needed: Story sentences on cards.
- Process:
 1. Read a sentence from the story: “Ishan is going out.”
 2. Ask students to swap the noun with a pronoun: “He is going out.”
 3. Practice with various sentences to reinforce understanding.

◆ **Possessive Pronouns:**

- Activity: Possessive Pairs
- Materials Needed: Object cards and pronoun cards.
- Process:
 1. Show an object card (e.g., “cat”) and a pronoun card (e.g., “her”).
 2. Ask students to create a sentence using the possessive pronoun: “Her cat is cute.”
 3. Repeat with different objects and pronouns.

Module 3: Tense and Verb Forms

- Present and Past Tense:
- Activity: Time Travel
- Materials Needed: Story flashcards with present and past tense verbs.
- Process:
 1. Show a flashcard with a present tense verb: “Ishan walks.”
 2. Ask students to convert it to past tense: “Ishan walked.”

- Practice with different verbs and reinforce with sentences from the story.

Module 4: Sentence Structure

◆ Declarative, Interrogative, and Imperative Sentences:

- Activity: Sentence Sorting
- Materials Needed: Sentence strips.
- Process:
 - Prepare strips with different types of sentences: declarative (“Mothy is a cat”), interrogative (“Where is Ishan going?”), imperative (“Stick the cat on the display board”).
 - Ask students to sort the strips into the correct categories.
 - Discuss the differences between each type of sentence.

Module 5: Conjunctions, Question Words, and Articles

◆ Conjunctions:

- Activity: Connecting Words
- Materials Needed: Sentence cards missing conjunctions.
- Process:
 - Provide sentence cards missing the conjunction “and” or “as.”
 - Students fill in the blanks with the correct conjunction: “Ishan and Mothy are friends.”

◆ Question Words:

- Activity: Question Quest
- Materials Needed: Question word cards (who, what, why, where, how).
- Process:
 - Show a picture from the story and ask students to create questions using the question words.
 - Example: “Who is in the picture?” “What is Ishan holding?”

◆ Articles:

- Activity: Article Hunt
- Materials Needed: Story sentences with

missing articles.

● Process:

- Provide sentences with missing articles “a” and “an.”
- Students fill in the blanks: “Ishan saw a cat and an apple.”

Module 6: Direct and Reported Speech

◆ Direct Speech:

- Activity: Quotation Marks
- Materials Needed: Story sentences with direct speech.
- Process:
 - Show sentences with direct speech from the story: “Ishan said, ‘Sit here!’”
 - Explain the use of quotation marks.
 - Ask students to practice writing their own sentences with direct speech.

◆ Reported Speech:

- Activity: Reporting Practice
- Materials Needed: Story sentences.
- Process:
 - Provide sentences with direct speech and ask students to convert them to reported speech: “Ishan said that he would come back soon.”
 - Practice with different sentences to reinforce understanding.

Module 7: Possessive Forms and Comparatives

◆ Possessive Forms:

- Activity: Possessive Puzzles
- Materials Needed: Puzzle pieces with nouns and possessive forms.
- Process:
 - Match the noun with the possessive form: “Ishan’s Mothy,” “Mothy’s whiskers.”
 - Create sentences using the matched pairs.

◆ Comparatives:

- Activity: Comparing Cats
- Materials Needed: Pictures of different

cats.

- Process:
 1. Compare the cats using adjectives: “This cat is obedient,” “That cat is more obedient.”
 2. Discuss why one cat might be more obedient than the other.

Module 8: Singular and Plural Pronouns, Articles, Demonstratives, Prefixes, Suffixes, and Word Order

◆ Singular and Plural Pronouns:

- Activity: Pronoun Sorting
- Materials Needed: Singular and plural pronoun cards.
- Process:
 1. Sort the pronouns into singular and plural categories.
 2. Create sentences using the sorted pronouns.

◆ 2. Articles and Demonstratives:

- Activity: Article and Demonstrative Match
- Materials Needed: Object cards and article/demonstrative cards.

- Process:
 1. Match the objects with the correct article or demonstrative: “a cat,” “these cats.”
 2. Use in sentences: “This is a cat,” “These are cats.”

◆ Prefixes and Suffixes:

- Activity: Word Building
- Materials Needed: Root words and prefix/suffix cards.
- Process:
 1. Add prefixes and suffixes to root words to form new words: “obedient,” “naughty.”
 2. Use in sentences to show meaning.

◆ Word Order:

- Activity: Sentence Building
- Materials Needed: Word cards.
- Process:
 1. Arrange the word cards to form sentences: “Ishan stepped out,” “Mothy shook her head.”
 2. Discuss the importance of word order in making sense.

Introduction:

The theme of this unit is about discovering friendship and fun in unexpected places. It highlights imagination, teamwork, and the joy of playing together. Janna's adventure with a magical snowman shows how curiosity and creativity can lead to wonderful experiences and new friendships.

Components of the Unit:

- Story
 - Poem
 - Conversation
 - Role-play
 - Language activities
 - Diary writing
 - Description
 - Game
 - Craft activity
 - Glossary
- ◆ Time required: 22 periods

Module 1

(Expected transaction time: 1 period)

Objectives:

1. Encourage students to observe and describe a picture.
2. Develop creativity by writing names on placards.
3. Foster collaboration and help-seeking behaviors among peers.
4. Engage in a drawing activity to interpret descriptions.

Entry Activity

- ◆ Dear children,
- ◆ Let's explore page No. 52 together!
- ◆ What catches your eye in the picture?
- ◆ How many children can you spot?
- ◆ Imagine yourself and your friends in that scene!

- ◆ Now, it's time to get creative. Write your name on one placard.
- ◆ Alright, write down your friends' names on the other placards.
- ◆ Feeling stuck? Don't worry! You can ask your friends to help complete the list.
- ◆ And guess what? The first ones to finish will be rewarded with a prize!
- ◆ Activity: Smile please! (Page No.73)
- ◆ Let the children draw a boy based on the descriptions given.

Module 2

(Expected transaction time: 1 period)

Objectives:

1. Enhance vocabulary by identifying and naming objects in a picture.
2. Introduce characters Janna and Mia to the students.
3. Improve reading comprehension through individual reading of the story.
4. Develop vocabulary by matching words with their correct definitions.

Activity: Let's Name Them (Activity 1)

- ◆ The teacher displays the picture from the first page of the story (Page 53).
- ◆ Asks students to observe the picture carefully.
- ◆ Encourages students to name the objects they see in the picture.
- ◆ Have students write the names of the objects in the provided space.

Teacher Talk:

- Did you look at the picture carefully?
 - What do you see?
 - Raise your hand if you can name something in the picture.
 - Good job, Sam! You saw a room.
 - Can you write ‘room’ in your notebook?
 - What else do we see?
 - Can someone tell me what this is? (pointing to an object)
 - Excellent! Yes, it’s a television.
 - Write ‘television’ in your notebook.
- ◆ Teacher elicits words such as pillow, clock, flower vase, book, table, dog etc.
 - ◆ She introduces the characters Janna and Mia.
 - ◆ She shows an ice cube covered with a piece of cloth.
 - ◆ Let the children touch and identify the object.
 - ◆ She elicits the word ‘ice’ and writes it on the BB.
 - ◆ She shows some pictures of winter scenes. Asks the children what they know about winter and snow.
 - ◆ She writes the words ‘winter’ and ‘snow’ on the BB.

Story: Janna and Mia.

- The teacher asks the children to read the story part individually.
- ◆ She follows the process of Reading.

Interaction:

1. Where did Janna live?
2. What is the name of Janna’s pet dog?
3. What were Janna and Mia doing?
4. What happened then?

Activity:

Word Match-Up (page No.66)

Instructions:

1. Provide the word match-up activity with words and definitions.
2. Guide students to match the words with their correct definitions.

Teacher Talk:

- We have some words here and their meanings. Can you match them correctly?
 - Who can tell me what ‘Janna’ means?
 - Yes, ‘the girl’.
 - Match the rest of the words with their meanings.
- ◆ The teacher invites the attention of the learners to the activity ‘Winter, winter’ given on page No.70.
 - ◆ Allow them do the activity.

Evidence of Learning:

- Written a list of objects found in the picture. (Notebook)
- Correctly matched words and definitions. (Text book- Page 66)
- Completed activity(Textbook- Page No.70)

Module 3

(Expected transaction time:3 periods)

Objectives:

1. Develop comprehension skills through reading and discussing the story.
2. Engage students in singing and understanding a poem about a snowman.
3. Identify descriptive words and apply them in context.
4. Encourage creative thinking by adding lines to a poem.
5. Foster artistic skills through a craft activity (making a snowman).

Interaction:

- What did Janna see? Can you guess?
- ◆ The teacher leads the children to the passage ‘A white figure’.
- ◆ Follows the process of Reading.

Interactions:

1. What did Janna see when she looked out the window?
2. Who was the white figure?
3. Who followed Janna outside?

4. What was the white figure doing to the house?
5. What did Janna ask the white figure?
6. Who was the white figure?
7. Where did the white figure run?
8. What would you do if you saw a strange figure outside your window?
9. Why did the Snowman run into the woods?

Activity:

- ◆ The teacher instructs the learners to read the poem, 'Let's Sing a Song', given in page No. 63

 1. She Familiarises the song 'Snowman'.
 2. Sings along with the children.

Teacher Talk:

- Who loves singing? We have a fun song about the Snowman today!
- Let's sing together. Repeat after me: 'Snowman, Snowman, round and white...'
- Great job, everyone! Let's sing it one more time, louder this time!

Activity:

- Snowman in words (page 63)

Instructions:

1. Read the poem aloud to the students.
2. Discuss the describing words in the poem.
3. Provide a table with descriptive words and ask students to select the ones that describe the snowman.

Teacher Talk:

- Let's read the poem together and find words that describe the snowman.
- What words can we use to describe the snowman? Look at the table.
- Is the snowman 'round and black' or 'round and white'? Circle the correct words.

Evidence of Learning:

- Correct descriptive words.(Text book)

Activity:

- ◆ Let's add lines (Page No.63)
- ◆ Let the learners add lines keeping the theme, rhythm and structure.
 1. The teacher reads the lines "Ice on cars, Ice on jeeps."
 2. Encourages students to think of more lines in a similar pattern.
 3. Have students write their new lines in the space provided.

Teacher Talk:

- We have two lines here: 'Ice on cars, Ice on jeeps.'
- Can you think of other things we see in winter? How can we add to the poem?
- Write your new lines in the space provided. Let's share some of your lines with the class.
- Write your new lines in your notebook. What about 'Ice on trees and ice on roofs?'
- Think of other things that can have ice on them.
- Let them write their own lines in the spaces.
- Help children with ideas and spelling.
- Share some of the children's lines with the class.

Activity: Making of Snowman (Page No.68)

Interaction:

- Hello, little artists!
- Today, we're going to have lots of fun making our very own snowman!
- But wait, since it's not snowing outside, we'll use some special materials to create our snowy friend.
- Here's what you'll need:

Materials:

- Cotton balls or cotton batting
- Empty plastic bottle (like a water bottle)
- Construction paper or felt
- Glue
- Markers or crayons

- Buttons, beads, or stickers for decoration (optional)
- ◆ Now, let's get started! Follow these simple steps to make your snowman:
 1. Prepare the Base: Take your empty plastic bottle and remove any labels. This will be the body of our snowman.
 2. Cover with Cotton: Use glue to stick cotton balls or cotton batting all around the bottle. This will make our snowman look fluffy and white, just like real snow!
 3. Decorate: Use construction paper or felt to make a hat, scarf, and other accessories for your snowman. You can also draw a face on the top of the bottle using markers or crayons.
 4. Add Details: Get creative! Use buttons, beads, or stickers to add eyes, a mouth, and buttons to your snowman's body.
 5. Share Your Creation: Once your snowman is complete, take a photo of it using your mobile camera. Show your teacher how you made it and all the fun details you added!
 - Remember, there's no right or wrong way to make a snowman. Use your imagination and have fun creating your own unique frosty friend!

Activity: Shape Snowman (Page No. 70)

- ◆ Let the children draw the picture of Snowman by referring page No.54.
- ◆ Now, let them find the missing pieces of snowman's picture.
- ◆ Encourage them to tell about it.

Evidence of Learning:

- ◆ Video clip of the performance.
- ◆ Teacher may observe student engagement and participation and write on the assessment page of the Teaching manual.
- ◆ Textbook: Snowman in words.
- ◆ Notebook: Completed rhyme.
- ◆ Checklist for participation and engagement.

Module 4

(Expected transaction time: 2 periods)

Objectives:

1. Improve reading comprehension through interaction and discussion about the passage.
 2. Develop physical coordination and imagination through ice skating craft and pretend play.
 3. Enhance vocabulary through a word search activity.
- ◆ Leads the learners to the passage 'Catch me if you can'
 - ◆ Follows the process of Reading

Interaction:

1. What did Snowman say to Janna?
 2. What did Snowman do after he spoke to Janna?
 3. What was special about the pond?
 4. How did Janna move towards Snowman?
 5. Do you think Janna will catch Snowman?
 6. What would you do if you were in Janna's place?
 7. How would you feel if you were skating on a frozen pond?
- ◆ The teacher shows a video of ice skating to familiarize the word 'skating'.
 - How skating is different from walking or running?
 - ◆ Ice Skates Craft: The children make simple ice skates using cardboard and string, then let them wear them over their shoes and slide around on smooth surfaces.

Activity:

- ◆ Word search (Page No.67)
- ◆ Let the children find out hidden words such as Snowman, Frost, Pond, Frozen, Jump etc.
- ◆ The teacher asks the learners to colour the stars according to their performance. (Self assessment activity)
- ◆ Other activities suggested:

1. Pond Jump Game: Create a pretend pond using a blue blanket or paper, and let the children jump over it, encouraging physical activity.
2. Skate Dance: Have a fun dance session where children pretend to skate around the room, improving coordination and imagination.

Evidence of Learning:

- Video clip of the performance.
- Teacher may observe student engagement and participation and write on the assessment page of the Teaching manual.
- ◆ Textbook: Word search activity (page No.67)
- ◆ Notebook: Answers of Word search activity.

Module 5

(Expected transaction time: 2 periods)

Objectives:

1. Develop reading comprehension by discussing the passage.
 2. Encourage problem-solving and critical thinking through identifying errors in a picture.
 3. Promote teamwork and coordination through a sledge ride and other physical activities.
 4. Foster creativity through drawing and role-playing activities.
- ◆ Leads the learners to the passage ‘Snowman Jumps Over the Hill’
 - ◆ Follows the process of Reading
 1. What did Snowman do?
 2. What did Snowman say to Janna?
 3. What did Janna use to catch Snowman?
 4. What did Janna use to go towards Snowman?
 5. Why did the Snowman say, “You can’t jump over the hill”?
 6. Do you think Janna will catch Snowman?
 7. If you were Janna, how would you have tried to catch the Snowman?
 8. What do you think Snowman will do next?

Activity:

- ◆ The teacher invites the attention of the learners to the picture given on page No.69. Let them spot two things wrong with that picture.

◆ Other activities suggested:

1. Sledge Ride: Use a large cardboard box or laundry basket as a pretend sledge for children to sit in and pull each other, fostering teamwork and coordination.
2. Story Role Play: Let children act out the story using simple props, helping them understand the narrative and express themselves.
3. Hill Drawing: Give children paper and crayons to draw a hill and a snowman, promoting artistic skills.
4. Catch Me Game: Play a game of tag where one child is the Snowman and others try to catch them, improving social interaction and physical fitness.

Module 6

(Expected transaction time: 2 periods)

Objectives:

1. Improve reading comprehension by discussing the passage.
 2. Develop letter recognition and spelling skills through a missing letters activity.
 3. Encourage creativity and motor skills through rainy day activities and craft making.
 4. Foster social interaction through role-playing and games.
- ◆ Prompts the learners to read the passage, “It was fun.”

Teacher Talk:

1. What did Snowman throw at Janna?
2. What did Janna do ?
3. How many snowballs did Janna throw?
4. Have you ever seen a snowball?
5. If so, have you ever played with snowballs?
6. If you have played with snowballs, how did you feel?
7. What would you do if someone threw a snowball at you?

Activity:

- ◆ Find out the missing letters and pick from the basket.
 - Explains to the children that they will find missing letters in sentences.

- Shows the basket with letters.
- Reads the first sentence: “Janna ran outside and saw a whi_e figure.”
- ◆ The teacher asks which letter is missing. Let a child pick the letter (t) from the basket.
- ◆ The activity continues.
- ◆ Let the children read the completed sentences together.
- ◆ The teacher asks the learners to colour the stars according to their performance. (Self assessment activity)

Activity: Games in the Rain (Page No.73)

Activity 1: Paper Boats

- Materials: Sheets of paper, crayons/ markers, scissors, water basin
- Help kids decorate paper and fold into boats.
- Float boats in water and watch them sail.

Activity 2: Rainy Day Sing-Along

- Materials: Rainy day songs or nursery rhymes
- Sing and move to rainy day songs.
- Use scarves or ribbons as rain props.

Conclusion

- Rainy days are for fun indoors.
- These activities encourage creativity and motor skills.
- Enjoy the rainy day!
- ◆ Other activities suggested:

1.My Snowman Friend

- Pair students and have them ask each other questions to create a profile of their snowman friend, including name, favorite activities, etc.
- ◆ Presentation
 - Students present their partner’s snowman profile.

2.Building a Snowman

- The teacher may provide materials like

- white cotton balls, colored paper, glue, and markers to build a snowman on paper.
- Interact with children while they craft their snowmen.

Sample interaction:

- Lina, what materials are you using for the snowman’s body?
- Can you tell me the name of this shape?
- That’s great! Lina used a circle for the body.
- Alex, what do you want to add to your snowman?
- Lina, what color will you give the snowman’s hat?
- Wow, your snowman looks wonderful. Well done! Do you need more time?

3.Colouring Activity

- Let the children color the Snowman’s accessories (hat, scarf, buttons).
- Encourage them to write the name of the accessory and its color in their notebook.

4.Let’s play

- Let the children enact as Janna and Snowman. Let them create paper snow balls and have a safe snowball fight in the classroom.

Evidence of Learning:

- ◆ Text book: Completed activity (page No.67)
- ◆ Notebook: Completed activity (page No.67)
- ◆ Profiles of snowman friends.
- ◆ Notes on snowman accessories and their colours.
- ◆ Video Clip: Demonstrations of physical activities.
- ◆ Portfolio: Finished craft pieces of snowman.
- ◆ Self assessment activity- Colouring stars.

Module 7

(Expected transaction time: 1 period)

Objectives:

1. Enhance comprehension skills through

reading and discussing the passage.

2. Develop categorization skills through warm and cold sorting activity.

- ◆ Leads the learners to the passage ‘Let’s be friends’
- ◆ Follows the process of Reading

Interaction:

1. What did Janna ask Snowman?
2. What did Snowman ask Janna not to do in front of him?
3. Did Janna agree with it? Why?
4. Why did Snowman not want Janna to talk about anything warm?
5. What did Janna and Snowman play on?

Activities suggested.

- ◆ Warm and Cold Sorting: Have children sort pictures or objects into warm and cold categories, reinforcing Snowman’s request.

Module 8

(Expected transaction time: 2 periods)

Objectives:

1. Improve reading comprehension by discussing the passage.
2. Develop narrative skills by helping Janna write her diary entry.
3. Encourage creativity through dew drop art.
4. Promote emotional expression through feelings discussion.

- ◆ Leads the learners to the passage ‘On the tip of a leaf’
- ◆ Follows the process of Reading

 1. What game were Janna and Snowman playing in the woods?
 2. What did Janna see on the tip of a leaf?
 3. Have you ever seen a dew drop? How did it make you feel?
 4. What did Janna say when she saw the dew drop?
 5. What happened to the Snowman?
 6. Why did the Snowman vanish?

7. Why did Janna become sad?
8. What do you think Janna will do next?

- ◆ The teacher shows a time-lapse video of snow melting. Discusses what happens to snow and ice when it gets warmer.

Activity: Help Janna (Page No.64)

Instructions:

1. Discuss the scenario where Janna feels sad because the Snowman disappeared.
2. Read the beginning of Janna’s diary entry: ‘I saw Snowman.’
3. Encourage students to add more lines to Janna’s diary.

Teacher Talk:

- Janna is sad because the Snowman disappeared. What do you think she feels?
- Let’s help Janna write her diary. What can we add after ‘I saw Snowman’?
- Write a few more lines in your notebook. What did Janna do? How did she feel?

Evidence of Learning:

- Diary entry.(Note book)

Other activities

1. Dew Drop Art: Use blue paint or glitter glue to make dew drops on paper leaves, promoting creativity.
2. Feelings Discussion: Talk about different feelings and why Janna might have felt sad, helping kids express their emotions.

Module 9

(Expected transaction time: 1 period)

Objectives:

1. Enhance reading comprehension by discussing the passage.
 2. Develop understanding of seasons and time changes through interaction and activity.
- ◆ Leads the learners to the passage ‘Whisper in the wind’

- ◆ Follows the process of Reading
 1. What did Janna hear in the wind?
 2. What did the whisper say?
 3. Who do you think whispered in the wind?
 4. Why did the whisper mention “next winter”?
 5. How did Janna feel after hearing the whisper?
 6. Do you love to meet Snowman again?
 7. What would you say to Snowman if you met him again?

Activity: If winter comes, shall spring be far behind?

- ◆ The teacher talks about the different seasons and what happens in each one, helping kids understand the concept of time and change.

Interaction:

- Hello, little learners!
- Today, we’re going to explore different seasons and what makes each one special.
- Look at the pictures and let’s talk about the seasons together!
- ◆ Let the children complete the activity given on page no.69
- ◆ The teacher shows the picture of Winter:
 - In winter, it snows. The weather is cold.
 - She displays the picture of Spring:
 - In spring, flowers grow. The weather is warm.

Module 10

(Expected transaction time: 1 period)

Objectives:

1. Develop comprehension skills by sequencing events from the story.
 2. Encourage descriptive writing by creating sentences based on pictures.
- ◆ The teacher shows Picture 1(Page No. 62) and says “Janna lives in a house in the woods.”
 - What’s happening in the second picture? Yes, Janna and Mia are watching television.”
 - She shows other pictures one by one and elicits the following sentences.
 - Janna sees the Snowman

- They are playing on the ice.
- Snowman disappears and Janna becomes sad.
- ◆ Let the children write all the five sentences in their text book and notebook.

Evidence of Learning:

- Text book: Completed activity (page No.62)
- Notebook: Completed activity (page No.62)

Module 11

(Expected transaction time: 2 periods)

Objectives:

1. Foster creative writing and dialogue skills by imagining a conversation between Janna and Snowman.
 2. Promote collaborative learning through group refinement and role-playing activities.
- ◆ What did they say? (Page No.64)

Interaction:

- Hello, little friends! We’re going to imagine a conversation between Janna and Snowman.
- ◆ Next winter, Snowman came again.
- ◆ He visited Janna. Janna felt extremely happy.
- ◆ Let’s think about what they might say to each other.
- ◆ Who do you think will start speaking, Snowman or Janna?
- ◆ Snowman: Hello Janna!
 - What would be Janna’s reply?
- ◆ Elicits responses such as
 - Hi Snowman!
 - I’m so happy to see you!
 - I’ve missed you so much!
 - Hi Snowman! I have so much to tell you!
 - What will they talk about?
- ◆ Elicits responses.

(They might talk about their favourite winter activities, Snowman might tell Janna about the places he visited while he was away. Janna might share stories about what she did during the year and show him her new toys)

- ◆ Let them write the conversation in their note books.
- ◆ Follow the steps.
 - Individual writing by the learners.
 - Group refinement
 - Role-playing by each group
 - Presentation of Teacher's version
 - Editing.

Teacher's version

Snowman: Hello Janna! How are you?

Janna: Hi Snowman! I'm happy! I missed you.

Snowman: I missed you too! What did you do this year?

Janna: I played with my friends and got a new toy.

Snowman: That sounds fun! Do you want to play in the snow? Janna: Yes! Let's make a snowman together!

Snowman: Great idea! We can also have a snowball fight

Evidence of Learning:

- Text book: Completed activity –What did they say? (page No.64)
- Notebook: Conversation

Module 12

(Expected transaction time: 1 period)

Objectives:

1. Foster creativity and descriptive writing by drawing characters and writing about them.
 2. Enhance presentation skills through sharing drawings and sentences with the class.
- ◆ Draw and Describe (Page No.66)

Instructions:

1. Ask students to draw the characters from the story.
2. Encourage them to write one sentence about each character.

Teacher Talk:

- “Who are the characters in our story? Let's draw Janna and the Snowman.”
- “What can you tell me about Janna? Write a sentence under your drawing.”
- “Let's share our drawings and sentences with the class.”

Evidence of Learning:

- Drawings of the characters with descriptive sentences. (Text book and Notebook)
- Teacher can review for creativity and accuracy and record it in the Teaching Manual.

Module 13

(Expected transaction time: 1 period)

Objectives:

1. Improve vocabulary by matching words with their correct definitions.
 2. Develop comprehension of vocabulary through guided matching activity.
- ◆ Word Match-Up (page No.66)

Instructions:

- Provide the word match-up activity with words and definitions.
- Guide students to match the words with their correct definitions.

Teacher Talk:

- We have some words here and their meanings. Can you match them correctly?
- Who can tell me what 'Janna' means? Yes, 'the girl'.
- Match the rest of the words with their meanings. Great job!

Evidence of Learning:

- Correctly matched words and definitions.
- Teacher can assess understanding of vocabulary.

Module 14

(Expected transaction time: 1 period)

Objectives:

1. Enhance vocabulary and problem-solving skills through a crossword puzzle.
2. Develop understanding of clues and answers through guided solving of the puzzle.
3. Word Puzzle (Page No.65)

Instructions:

1. Provide the crossword puzzle with clues.
2. Guide students to solve the crossword by filling in the correct words.

Teacher Talk:

- Let's solve this crossword puzzle together. What's the answer to the first clue?
- Janna lived in a...? That's right, a house. Write 'house' in the spaces.
- Who can solve the next clue? Great job, everyone!

Evidence of Learning:

- Completed crossword puzzle with correct answers.
- Teacher can assess problem-solving skills and vocabulary knowledge.

Module 15

(Expected transaction time: 1 period)

Objectives:

1. Develop critical thinking by identifying the odd one out in a story.
 2. Enhance comprehension and vocabulary through guided activities and interactions.
 3. Promote creative writing and problem-solving skills through fill-in-the-blank and path-finding activities.
- ◆ Odd one out (Page No. 68)

Interaction:

- Hello little learners! Today, we're going to

play a fun game called "Odd One Out."

- We have a story about Janna and her snowy adventure with her friend Snowman.
- Let's read the story together and find out which part doesn't belong!
- Once upon a time, Janna and Snowman were playing in the snow. Mia caught Snowman and hugged him tight. Janna glided on a sledge with Snowman by her side, laughing all the way. They had so much fun playing together!
- But wait, something seems different in our story. Can you find out which part doesn't fit?
 1. Mia caught Snowman.
 2. Janna glides on a sledge.
 3. Janna and Snowman played together.
 4. A big lion came.
 5. Janna liked Snowman.
- Hmm... which sentence doesn't belong with our snowy adventure?
- That's right! Number 4 doesn't fit because lions don't usually join snow fun. Great job!
- Now you know the odd one out.

Activity:

- ◆ On a walk with Snowman (Page 68)
 - Hello, little ones!
 - Today, we're going on a walk with Janna and her friend Snowman.
 - Let's see what fun things Snowman did on their adventure!
- ◆ Janna met Snowman, and together they had a snowy stroll. But it seems like some parts of our story are missing! Can you help fill in the blanks with the right actions for Snowman?
 1. Snowman _____ into the pond. (jumped, threw, covered, ran)
 2. Snowman _____ into the woods. (jumped, threw, covered, ran)
 3. Snowman _____ the house with ice. (jumped, threw, covered, ran)
 4. Snowman _____ a snowball at Janna. (jumped, threw, covered, ran)

- Let's think about what Snowman might have done during their walk.
- What do you think?
- That's right! Snowman might have jumped into the pond, ran into the woods, covered the house with ice, and threw a snowball at Janna for some snowy fun!

Activity: Help Janna catch Snowman (Page 71)

- ◆ Let the children help Janna to find the right path.

Activity: Self –Reading Text (Page No.72)

- ◆ Let the children read the story individually.
- ◆ Teacher talk:
- ◆ Hello, learners!
- ◆ In our story, we first meet a happy Snowman standing tall in the snow.
- ◆ As the story continues, we see some kids looking at the Snowman with delight.

- ◆ Now, the kids decide to make the Snowman their friend .
- ◆ But, the sun starts to shine brightly in the sky, and the Snowman begins to melt away.
- ◆ Look at the faces of the children in the next picture.
- ◆ They're sad because their friend is melting before their eyes.
- ◆ In the final picture, all that's left is a puddle of water where the Snowman once stood.
- ◆ This story teaches us about the beauty of friendship and the changing seasons.

Assessment strategies (General):

- Observations during discussions, activities and role-plays.
- Checklist for participation and engagement.
- Anecdotal notes on individual student progress.
- Review of creative writing and drawing activities.
- Evaluation of completed puzzles and word searches.



**TEACHERS RESOURCE
MANUAL**

**English
Grade 2**

Introduction

The theme of this unit is finding beauty and happiness within oneself, even when feeling different from others. It highlights empathy, kindness and the joy of friendship and inclusion. Diya's transformation (supported by her teacher and friends) shows how understanding and a little magic, can turn sadness into joy.

◆ Components of the Unit:

- Story
- Poem
- Conversation
- Role-play
- Language activities
- Game
- Colouring activity
- Origami
- Glossary

Dear teacher, please go through the entire unit before you begin.

Module 1

(Expected transaction time: 2 periods)

Entry Activity-1

- ◆ Let children colour the garments given (Page 7).
- ◆ The teacher may show a picture collage of various garments (dresses, pants, shirts, etc.) to spark the creativity of the learners.
- ◆ Interact with children while they colour.
- ◆ Sample.
 - Ani, what all garments do you see in the picture?
 - Name any two of them.
 - That's fine! Ani says pants and shirt.
 - Sitara what do you want to say?
 - Ani, what colour will you give to the shirt?
 - Hi, your picture is very nice.
 - Well done. Keep going.
 - Do you want more time?
 - Shall I help you?
 - I think all of you have completed it. Haven't you?
 - Wow. You have done a wonderful job.
- ◆ Continue in the same pattern.
- ◆ Let the children write the name of the garment

and its colour in their notebook.

- ◆ This unit will begin at the start of the academic year. All the children will be in their new uniforms. The entry activity given in the TB will of course suit that occasion.
- ◆ Interact while children work with the picture. Appreciate every child, give suggestions and directions. Your interaction at this stage is need based and will provide a rich language input. Try to include 'tags' and variety of sentence types in your interactions deliberately. You may also use phatic elements like 'well, that's good, nice! etc' to make your interaction lively. Acknowledge their answers and pass their responses to their fellow students. Seek their opinions too

Entry Activity-2:

The Colour Game.

- ◆ The teacher gives newspaper, poster colours (primary colours-yellow, red and blue) and Maida paste. (Mix Maida with hot water and mix well to make the paste).
- ◆ Displays a video clip on colour mixing.
- ◆ Demonstrates how to paint pictures using

Maida paste and colours.

- ◆ Learners engage in colour mixing and painting.

Evidence of Learning:

1. **Notebook:** Notes on different garments and their colours
2. **Textbook:** Page 7 with the completed coloring activity.
3. **Portfolio:**
 - Finished art pieces, from the color mixing activity using Maida paste and primary colors.
 - Photographs of the students' colored garments from Entry Activity 1.
4. **Video Clip:**
 - Recordings of the students engaging in the color mixing and painting process.

Module 2

(Expected transaction time: 2 periods)

- ◆ This module intends to instill the following ideas.
 1. It's a reopening day of the school.
 2. Names of colours
 3. Names of objects.
 4. Different types of garments.

Interaction

- Do you see a banner in the picture?
- ◆ Acknowledge their answers.
 - Have you seen such banners in our school?
 - When was it?
 - Can you guess what is written on it?
 - Why a welcome board?
 - Who are welcomed?
 - What day it would be?
 - You are right, it must be the first day of school
 - I mean re opening day. Isn't it?
- ◆ The teacher asks the learners to read the passage 'Butterflies'. She may follow the process of reading.
- ◆ Teachers need not process all the passages in the same way. She may employ various

strategies to ensure comprehension by the learners.

Process of Reading

Individual Reading

- ◆ Children read silently. While reading let them underline the words they couldn't understand.

Collaborative reading

- ◆ Children sit in groups and take turns sharing their ideas. (I liked these sentences / I couldn't understand this / I understood these sentences / I need to seek the meaning of the sentence)
- ◆ Sharing ideas with other groups (If one group doesn't understand the meaning of a sentence or sentence, they can ask the other groups about it.)
- ◆ Children can use a dictionary/glossary.
- ◆ Children can seek help from the teacher.

Scaffold reading

- ◆ The teacher asks sufficient extrapolative questions to promote higher-order thinking.
- ◆ Ask questions that will help students read beyond the text and between the lines.
 - Analytical questions
 - Inferential questions
 - Reflective questions
 - Probing questions
- ◆ The teacher can ask questions that will help students read beyond the text and between the lines.

Loud reading by the children

- Model reading by the teacher.

Model reading

- ◆ How can we improve our reading skill?
- ◆ The teacher may read the passage with
 - Proper stress
 - Intonation

- Proper gestures
- Proper facial expression
- Audibility
- Moderate speed
- Emphasising emotions
- ◆ After completing the reading activity, interact with the children. One question is given in the text book and you are free to frame more.
 - Who are the butterflies?
 - Why are the children excited?
 - How do you feel when you are back to school after vacation?
 - What colours do you see in the picture?
 - Have the children make a list of objects with the same color in the table on page 17 (Blue Balloons and Blackberries).
 - Lead the learners to do the activity, “Classroom Garden,” given on page 16. Follow the instructions and form four groups.
 - The teacher may give out sweets like gems and organize the groups according to the color of the sweets.
 - Let the groups sit together and plan their steps.
 - The teacher plays music. The children dance according to the music.
 - The teacher may introduce new steps.

Evidence of Learning:

- ◆ **Notebook:** Lists of objects with the same color.
- ◆ **Textbook:** Completed activities on page 17.
- ◆ **Video Clip:** Recording of the dance(Classroom garden)

Module 3

(Expected transaction time: 3 periods)

Objectives:

- ◆ Encourages kids to stay active through exercises like jumping jacks, hopping, skipping, crawling, and stretching.
- ◆ Promotes learning classmates’ names and encourages students to work in pairs.
- ◆ Develops social skills by asking and answering questions to create profiles of their friends.

- ◆ Provides opportunities for students to present their partner’s profile and share interesting facts learned.

Passage 2 Colour of Paradise.

- ◆ Follows the process of Reading.
- ◆ After that the teacher may pose the following questions.
 - Who do you see in the picture?
 - Can you twirl like Neha?
- ◆ Let the children try. If needed, the teacher may demonstrate.
- ◆ The teacher may ask the children to do the following actions too.
 1. **Jumping Jacks:** Have them jump with arms and legs going out and in rhythmically.
 2. **Hopping on One Foot:** Ask them to hop on one foot and then switch to the other.
 3. **Skipping:** Encourage them to skip around an open space.
 4. **Crawling:** Set up an obstacle course and have them crawl under and around objects..
 5. **Wiggling Fingers and Toes:** Encourage them to wiggle their fingers and toes as an exercise.
 6. **Stretching:** Teach them some simple stretches for flexibility and relaxation.
- ◆ This type of actions are great for helping kids stay active and entertained.
 - Ashik’s belt sparkled in the sunlight. What are the other things that sparkle?
- ◆ After eliciting the answers, the teacher may write the names of some objects on the BB. Ask the children to find out the things that sparkle. (book, box, glass, star, desk, eyes, bench, necklace)

Interaction:

- ◆ Neha, Ashik, Aleena and Adheena are some of the students in the class.
- ◆ Do you know the names of your classmates?
- ◆ Write them down. If you don’t know a name, you can ask your classmates and complete the list. Those who finish first will receive a prize.
- ◆ The teacher engages the children with the following activities.

My friend (Page 18)

- ◆ Instruct students to ask each other questions (using who and what) to gather information about their animal friend from the game, creating a profile that includes name, family members, likes and dislikes.

Let's prepare a profile (Page 19)

- ◆ Have students present their friend's profile in pairs.
 - Begin by explaining the activity to the students. Let them know they will be creating a profile of a friend using the provided format.
 - Emphasize the importance of asking questions respectfully and listening carefully to their friend's responses.
 - Pair students with a partner in the class. Ensure that each student is paired with someone they feel comfortable working with.
 - If necessary, make adjustments to pairings to accommodate any special needs or requests.
 - Give students sufficient time to interview their partner and gather the information needed for the profile.
 - Circulate around the room to monitor conversations, providing guidance and support as needed.
 - Encourage students to ask follow-up questions to gain a deeper understanding of their friend's likes, dislikes and family background.
 - After gathering the information, students may organize their notes and complete the profile using the provided format.
 - Once profiles are complete, instruct students to present their friend's profile to their partner.
 - Ask students to share interesting or surprising facts they discovered about their partner's friend.
- ◆ By following these steps, you can guide students through the process of creating a friend's profile and presenting it in pairs,

promoting respectful communication and understanding among the class.

Evidence of Learning:

- ◆ **Notebook:** Names of classmates, profiles of friends.
- ◆ **Textbook:** Completed activity- page 19
- ◆ **Video Clip:** Demonstrations of jumping jacks, hopping, skipping, and other exercises.

Module 4

(Expected transaction time: 1 period)

Objectives:

- ◆ Students analyze Diya's feelings and how Miss Fida Nezzin comforts her.
- ◆ Students share their personal experiences.
- ◆ Through paired role-play, students practice expressing emotions, enhancing their communication and empathy skills.
- ◆ During the role-play, students will have the opportunity to be creative with costumes and props.

Passage 3 Meet Diya.

- ◆ Follows the process of reading.

Interaction:

- ◆ Diya is not happy. What happened to her?
- ◆ Why did Miss. Fida Nezzin pat on Diya's cheeks?
- ◆ Have you faced such a situation? Who consoled you then? How?
- ◆ Is the colour of the dress a big problem? What do you think?

Role play

- ◆ Let the learners work in pairs. One acts as the teacher, the other as the student. The student shares a problem, and the teacher comforts them.
 - The teacher encourages students to get creative with their costumes and props.
 - Facilitates a discussion about the emotions and actions portrayed in the scene.

Evidence of Learning:

- ◆ Video Clip: Role-play performances.

Module 5**(Expected transaction time: 1 period)****Objectives:**

- ◆ Students analyze the reasons for Diya's sadness.
- ◆ Students evaluate the teacher's methods for consoling Diya.
- ◆ In the "Open and Close" game, students practice active listening and responding quickly to the teacher's instructions.
- ◆ Students participate in a question-and-answer session with the teacher to practice asking relevant and thoughtful questions.

Passage 4: Teacher tries to console Diya.

- ◆ Follows the process of reading.

Interaction:

- ◆ Why is Diya sad?
- ◆ The teacher tries to console Diya. What would the teacher do to solve the problem?

Game: Open and Close

- ◆ When the teacher says 'Close', the children should cover their faces with their palms. When the teacher says 'Open', they should remove their palms from their faces.
- ◆ After this activity, the teacher may invite the attention of the learners to the activity given on page No.22 (My Teacher)
- ◆ Let the children ask the teacher questions and collect information.

Evidence of Learning:

- ◆ Textbook: My teacher-Page 22.
- ◆ Video Clip: video clip of "Open and Close" game

Module 6**(Expected transaction time: 1 period)****Objectives:**

- ◆ Students observe and describe the shapes and colors of the bubbles, strengthening their observational and descriptive skills.
- ◆ To encourage problem-solving and experimentation, students explore why bubbles come in different sizes and brainstorm ways to make them bigger.
- ◆ The Bubble Game provides a fun and interactive way for students to apply their observations and learning through hands-on play.

Passage 5: Nezzrin's Magic

- ◆ Follows the process of reading.

Interaction:

1. What's the shape of the bubble?
2. What colors do you see on the bubbles?
3. What happens when the bubbles touch the ground?
4. Why do you think the bubbles are different sizes?
5. How can we make the bubbles bigger?
6. What happens when you touch a bubble?
7. How do the bubbles make you feel?

Bubble Game

- ◆ Allow the children to create and play with bubbles. Offer praise to those who produce large bubbles.

Evidence of Learning:

- ◆ Video Clip: Bubble game activity.

Module 7**(Expected transaction time: 2 periods)****Objectives:**

- ◆ Students make predictions about what might happen next in the story, encouraging critical thinking and imagination.
- ◆ Through the activities, students practice describing clothing and colors, reinforcing their ability to articulate observations and enhance their descriptive writing.

- ◆ By coloring and naming garments, students engage in creative expression while reinforcing their understanding of colors and clothing.
- ◆ Students will practice using present and past tense in sentences while comparing pictures, improving their grammatical understanding and ability to observe and describe changes.

Passage-6 A Rainbow –Kissed Frock

Interaction:

1. Why did Diya’s face bloom?
2. What colors did Diya see?
3. What will happen next?

Colour and Name (Page 19)

- ◆ Asks the students to observe the picture provided and identify all the garments shown in the image.
- ◆ Asks the students to fill out the table provided.
- ◆ This can help reinforce their understanding of color combinations and garment names. It can also be a fun and creative way to engage with the topic of clothing and colours.

Description (Page 20)

1. Shows the picture of Gilna and ask the learners to imagine what she might be wearing.
2. Asks the students to colour Gilna’s garments. They can use their creativity and imagination to choose different colors for her shirt, skirt, socks and shoes, etc.
3. Asks the students to complete the passage by filling in the blanks. (Remember to let them write as Gilna would write.)
4. Once students have completed the colouring and the description, have them share their work with the class.
5. Invite each student to read their description aloud while showing their colored picture of Gilna.
6. Provide positive feedback on the students’ coloring and descriptions.
7. Close the activity by summarizing what they have learned about describing colours and clothing.

8. Encourage students to continue practicing descriptive writing and creativity.
- ◆ This activity combines art and language skills, allowing students to be creative while practicing their descriptive abilities.

Sort and Score (Page 32)

- ◆ Guide the students to compare the two pictures. Prompt them to notice how Diya’s frock has changed in color between the two images.
- ◆ After observing the differences, ask the students to complete the sentences provided using “is” or “was.” This exercise helps students practice their grammar skills, specifically the use of the present and past tense.
- ◆ Provide an example sentence to help guide students:
 - Diya’s frock was white.
 - Diya’s frock is colorful now.

Compare the Pictures (Page 32)

- ◆ Read each sentence aloud with the students. Make sure they understand the context of each sentence and the changes being described (e.g., from a small hut to a big house).

Evidence of Learning:

- ◆ **Textbook:** Completed activities on pages 19, 20 and 32.
- ◆ **Notebook:** Profile of my friend, Study the calendar

Module 8

(Expected transaction time: 2 periods)

Objectives:

- ◆ Students discuss what made the classroom full of joy and laughter.
- ◆ Students share their opinions on Miss Fida Nezrin, considering her character and actions throughout the passage and discussing whether they like her and why.
- ◆ In the activity “Diya’s Day at School,” students match sentences to pictures, practicing their ability to connect visual and textual

information.

Passage 7: The Celebration

- ◆ What do you think made the classroom full of joy and laughter?
- ◆ Why did Diya's friends surround her?
- ◆ We have seen Miss Fida Nezzin, Diya's Teacher. Do you like Miss Fida Nezzin? Why?
- ◆ Why did the teacher cry?

Activity: Diya's Day at School (Page 27)

- ◆ The teacher instructs to look at each picture and read the sentences carefully.
- ◆ Let the learners match each sentence to the picture that best represents it.

Evidence of Learning:

- ◆ Textbook: Completion of "Diya's Day at School" activity on page 27.

Module 9

(Expected transaction time: 2 periods)

Objectives:

- ◆ Students engage in an imaginative conversation between Diya and her mother, taking turns playing each role, to explore Diya's day at school and her happiness.
- ◆ Through the dialogue, students practice active listening, responding to prompts and maintaining a conversation, enhancing their communication skills.
- ◆ Through individual writing and group refinement of the conversation, students practice constructing dialogues and improving their writing with peer feedback.
- ◆ Students will participate in an origami activity, creating colorful garments or butterfly-themed crafts to express their creativity and connect with the theme of the story.

Activity: Mum, Sweet Mum (Page 23)

- ◆ This is an imaginative conversation activity that allows students to explore a dialogue between Diya and her mother. Students will

take turns playing the role of Diya and her mother.

- ◆ Diya has just come home from school and her mother notices she looks very happy. The conversation will revolve around Diya's day at school.
- ◆ The teacher may pose the questions given in the text book to channelize the thought of the learners. She may elicit the answers.
- ◆ Who will begin the conversation?
 - Diya will begin the conversation by greeting her mother.
- ◆ What would Diya's mother notice first?
 - Diya's mother will notice that Diya looks very happy.
- ◆ Will she ask about it?
 - Yes, Diya's mother will ask Diya why she is so happy.
- ◆ What are the main events that happened at school?
 - Diya's plain white dress was changed to a colourful one.
- ◆ Is Diya happy?
 - Yes, Diya is very happy.
- ◆ Why is she so happy?
 - The bubbles landed on Diya's dress and changed it.

Instruct the students to use the conversation prompt as a starting point and to continue the dialogue.

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

Teacher's Version

Diya :Hi, Mom!

Mother :How are you, my child? You look so happy today.

Diya :Oh, Mom! I had such a fun day at school!

Mother :Really? What happened?

Diya :My teacher was blowing colorful bubbles in class. When the bubbles landed on my plain white dress, they changed its color! Now my dress is so beautiful!

Mother :That’s amazing!
 Diya :Yes, it was so magical! I never expected the bubbles to change my dress like that.
 Mother :I’m glad you had such a wonderful day.

Activity: Origami (page 25)

- ◆ Asks learners to create a garment out of paper by following the instructions provided in the textbook (Designing a Frock –page 26)
 - Provides materials for students to create their own colorful garments or butterfly-themed crafts.
 - Encourages students to express their creativity and imagination through art and craft activities related to the theme of the story.
 - Let them decorate their creations and display them on the wall.

Evidence of Learning:

- ◆ **Notebook:** Written dialogues between Diya and her mother.
- ◆ **Textbook:** Completed activity on page 23.
- ◆ **Display:** Group products, Teacher’s version, Edited discourse and origami crafts

Module 10

(Expected transaction time: 2 periods)

Objectives:

- ◆ To engage students in a fun and interactive activity to learn about the colors of the rainbow and work together in groups.
- ◆ Appreciate the joy of wearing clothes and understand poems.
- ◆ Recognize colors and create simple rhymes.
- ◆ Identify rhyming words and create new rhymes.

Rainbow Rhyme (page 21)

Materials:

- ◆ Color strips (red, orange, yellow, green, blue, indigo, violet) for each student or each group
- ◆ Printed lyrics of the Rainbow song for the teacher

Classroom procedure:

- ◆ Divides the class into groups of 7 students each.
- ◆ Assigns a color strip to each student in a group so that each group has all seven colors of the rainbow.
- ◆ Begins the activity by singing the Rainbow song. Students should listen carefully to the song and be prepared to display their assigned color strip according to the lines of the song.
- ◆ As the teacher sings each line of the song, students should hold up their color strips in the order mentioned in the song.
- ◆ When the teacher reaches the last stanza of the song, instruct students to quickly form their Rainbow groups. Students should gather with others who have the same color strip as their group.
- ◆ Once students have formed their Rainbow groups, the teacher can praise them for their teamwork and briefly discuss the order of the rainbow colors and any connections they noticed during the activity.
- ◆ By engaging in this activity, students will reinforce their understanding of the rainbow colors and improve their ability to work in groups. Have fun singing and learning together!

Dresses- Song (Page 16)

- ◆ Play and sing the song “Dresses” together as a class, encouraging participation and movement.
- ◆ Begin by introducing the poem to the students. Explain that the poem is about the joy and happiness that wearing different dresses can bring.
- ◆ Read the Poem Aloud: Read the poem aloud to the class so students can hear how it sounds. Pay attention to the rhythm and rhyme of the poem as you read.
- ◆ **Discuss the Poem:** Engage students in a discussion about the poem. Ask questions such as:
 - What are the different types of dresses mentioned in the poem?
 - How do the dresses make the speaker feel?

- Can you think of a time when a special outfit made you feel happy?
- ◆ **Group Recitation:** Have the students recite the poem together as a group. Encourage them to add expression and emotion to their recitation to bring the poem to life.

Rhyme and Rhythm (Page 17)

Dancing Vegetables

- ◆ Show the picture of different colored vegetables dancing.
- ◆ Asks the students to list objects with the same colour (e.g., Red: tomato, chilli; Yellow: banana, lemon). This activity reinforces color recognition and classification skills.
- ◆ Recites simple rhyme like “Red red tomato, I like tomato.” Encourage students to participate by completing the rhyme or creating their own simple rhymes.

My Rhyme (Page 24)

- ◆ Reads the poem and points out the rhyming words at the end of each line. Emphasize “view”, “blue” and “play” and explain how the words sound similar at the end.
- ◆ Encourage the learners to create new lines using the rhyming words. e.g
 - The grass is green and the roses are red.
 - The apples are red and the grapes are purple.

Evidence of Learning:

- ◆ Video clip of the performances

Module 11

(Expected transaction time: 2 periods)

Objectives:

Classroom Garden (Page 16):

- ◆ Students work together to create a scene depicting a garden.
- ◆ Students use their imagination to act out butterflies, plants and flowers..

Find Your Animal Friend- Game (Page 18):

- ◆ Students move around the classroom pretending to be animals.
- ◆ Students pay attention to the teacher’s signal to freeze.
- ◆ Students interact with classmates to find their animal friend.

Unscramble the words (Page 26):

- ◆ Improve problem-solving skills: Students unscramble words based on hints.
- ◆ Develop critical thinking: Students analyze the hints to determine the correct order of letters.
- ◆ Practice vocabulary: Students encounter and unscramble new words.

Add the letters (page 28):

- ◆ Introduce vowels: Students learn about the concept of vowels (a, e, i, o, u).
- ◆ Reinforce word recognition: Students identify missing vowels to complete words.
- ◆ Enhance reading comprehension: Students use context clues and pictures to understand sentences.

Classroom Garden (Page 16)

- ◆ • Divide the class into four groups and have them act out a scene depicting a garden with butterflies, plants, and flowers. This activity encourages teamwork, creativity, and movement.

Find Your Animal Friend- Game (Page 18)

- ◆ Play a fun game where students walk around the classroom pretending to be different animals. When the teacher claps, students freeze and the person on their left becomes their animal friend. This activity encourages movement, listening skills and social interaction.

Unscramble the words (Page 26)

- ◆ Students need to unscramble each word based on the provided hint.
- ◆ Let them try to do it just reading the hints.
- ◆ The teacher poses the hints given in the course

book and elicits answers.

- GOWN, BUCKLES, TWINS, FROCK, ANGEL, BUBBLES.

Add the letters (page 28)

- ◆ Begin by introducing the concept of vowels: Explain that vowels are special letters in the alphabet that help to form words and sounds.
- ◆ The vowels are: a, e, i, o, u.
- ◆ Give examples of words that contain each vowel, such as “apple” (a), “egg” (e), “ice” (i), “orange” (o), “umbrella” (u).
- ◆ Ask students to fill in the missing vowels in each sentence to complete the words.
- ◆ Provide visual aids, such as pictures, to help students understand the sentences and the meaning of the words.
- ◆ After students complete the task, review the sentences.
- ◆ Give a chance for the learners to refine their work.

Evidence of Learning:

- ◆ **Notebook:** Unscrambled words and add the letters.
- ◆ **Textbook:** Completed activities on pages 26 and 28.
- ◆ **Video clip:** Documentation of the “Classroom Garden” and “Find Your Animal Friend” game. Module 12 (Expected transaction time: 2 periods)

Objectives:

- ◆ Develop vocabulary: Students learn and identify new objects found in a room.
- ◆ Practice reading: Students read and match written words to corresponding pictures of objects (Can be differentiated for slow-pace learners by writing words on the board).
- ◆ Enhance writing skills (Extension Activity): Students use learned vocabulary to write a short description.

Match the pictures with descriptions given (Page 29):

- ◆ Improve reading comprehension: Students read

descriptions and identify matching pictures.

- ◆ Refine critical thinking: Students analyze details in descriptions to choose the correct picture.

Words & Words (page 30):

- ◆ Introduce parts of speech: Students learn to differentiate between nouns (objects) and verbs (actions).
- ◆ Practice word classification: Students categorize words into nouns and verbs.
- ◆ Develop vocabulary understanding: Students analyze the meaning and function of words in context.

Diya’s Room (Page 28)

- ◆ Begins the activity by introducing the students to the picture of Diya’s room. There are many objects in her room that she uses every day.
- ◆ Writes the words on the board for slow-pace learners to help them during the activity.
- ◆ Once students have finished labeling the objects, reviews the labels as a class.
- ◆ As an extension activity, ask students to write a short description of Diya’s room using the vocabulary words they have learned.

Match the pictures with descriptions given (Page 29)

- ◆ Match the following pictures with the descriptions provided.
- ◆ The teacher Elicits the following points.
 1. Jim:
 - Has black hair.
 - Wearing a blue jumper.
 - Holding a book in his hand.
 2. Dili:
 - Wearing a pink dress.
 - Carrying a teddy in a red bag.
 3. Man Working in a Bank:
 - Has black hair.
 - Wears blazers.
 - Works in a bank.
 4. Nida:
 - Holding a bag.
 - Has a stethoscope.

- Is a doctor.

- ◆ Let the learners identify the person that matches and write the correct name next to each picture.

Words & Words (page 30)

- ◆ Provides each group of students with the set of words given in the course book.
- ◆ Asks them to read all the provided words carefully.
- ◆ Explains that some words represent objects (nouns) and others represent actions (verbs).
- ◆ Provides two baskets, one labeled “Big Basket” and the other labeled “Small Basket”.
- ◆ Instructs the students to separate the words into the two baskets:
- ◆ Words that are names of objects (nouns) should go in the “Big Basket”.
- ◆ Words that are about doing actions (verbs) should go in the “Small Basket”.
- ◆ Allow students time to complete the sorting and review their choices afterward.

Evidence of Learning:

- ◆ **Notebook:** Short description of Diya’s room, classified nouns and verbs, matched pictures with descriptions.
- ◆ **Textbook:** Completed pages 28, 29 and 30.
- ◆ **Video Clip:** Presentations of room descriptions.

Module 13

(Expected transaction time: 2 periods)

Objectives:

Activity Part 2: Writing Sentences (Page 30)

- ◆ **Develop sentence construction:** Students use nouns and verbs to form grammatically correct sentences.
- ◆ **Enhance creativity:** Students are encouraged to be creative in their sentence construction using the provided templates.
- ◆ **Promote oral communication:** Students share their sentences with the class, fostering discussion and peer learning.

Read your text once again. (Page 31)

- ◆ **Introduce punctuation:** Students learn about the importance of question marks (?) and exclamation marks (!) in writing.
- ◆ **Practice punctuation usage:** Students identify the correct punctuation mark based on sentence type (question or exclamation).
- ◆ **Reinforce understanding:** Students discuss how punctuation affects the meaning of a sentence.
- ◆ **Develop critical thinking:** Students analyze sentences to determine the appropriate punctuation mark.
- ◆ **Promote collaboration:** Students work in groups to refine their work and share their reasoning.

1. Activity Part 2: Writing Sentences

- ◆ Once the students have sorted the words, instruct them to try writing sentences using the words.
- ◆ Provide sentence templates for students to fill in using the words:
 - “I _____ the _____”
 - “You _____ the _____”
 - “We _____ a _____”
- ◆ Encourage students to be creative and have fun with their sentences.
- ◆ Allow students to share their sentences with the class to hear each other’s creative uses of the words.
- ◆ Provide feedback where needed as students work through the activity.
- ◆ Encourage students to discuss their sentence constructions and the types of words they used.

Read your text once again. (Page 31)

- ◆ Begin by explaining the importance of proper punctuation in writing, particularly question marks and exclamation marks.
- ◆ Provide examples of sentences using question marks and exclamation marks. Discuss how punctuation changes the meaning of a sentence.

1. Question Mark (?):

- ◆ The question mark is used at the end of a

sentence to indicate a direct question. Use this symbol when you want to ask for information or seek an answer.

2. Exclamation Mark (!)

- ◆ The exclamation mark is used at the end of a sentence to express strong emotion, surprise or emphasis. Use this symbol to convey excitement, anger or astonishment.

Examples:

- ◆ Question Mark (?):
 - Where is our class teacher?
 - Is it a working day tomorrow?
 - Are you going to the party ?
- ◆ Exclamation Mark (!):
 - This is incredible!
 - Watch out for the score!
 - Write examples on the board and ask students to identify which punctuation mark is appropriate for each sentence.
- ◆ Asks the learners to complete the activity given in page 31.
- ◆ Let them sit in groups and refine their work.
- ◆ Have each group share one or two sentences

and explain why they chose the punctuation they did.

- ◆ Discuss any differences in punctuation choices among the groups.
- ◆ Review students' answers and provide feedback.
- ◆ Asks the learners to find out sentences with question marks and exclamation marks from the course book.

Evidence of Learning:

- ◆ **Notebook:**
- ◆ Activities- Writing sentences, Read your text once again, What a sentence
- ◆ **Textbook:** Read your text once again, What a sentence(page 31) Writing sentences (page 30)

Assessment and Evaluation:

- ◆ Monitor students' participation and engagement throughout the lesson.
- ◆ Use informal assessments such as observations, discussions and student reflections to gauge their understanding of the story and its themes.
- ◆ Provide feedback and praise to encourage students' learning and growth.

Introduction:

- ◆ The story is based on the theme of social harmony. Learners will understand the importance of labour and develop empathy towards workers. They are expected to acquire language elements like pronouns and vocabulary related to animals.

Components:

1. A story of a cock and his friends.
2. Rhymes
3. Games.
4. Theatre activity.
5. Activities for discourse production.
6. Language activities.

Module 1 (1 period)

- ◆ This module aims to familiarise different types of fruits.

Sample Interaction

- Rise and shine, everyone! I hope you are fine.
- Shall we play a game?
- ◆ Teacher asks the learners to sit in a circle. She assigns roles of different fruits to each player. (Apple, banana, orange, pineapple, papaya). Have one person stand in the middle of the circle.
- ◆ When she/he calls out the name of one of the fruits, everyone who has that name must get out of their seats and find a different seat. They cannot change seats with a person directly next to them. The player in the middle will also try to take one of the seats.
- ◆ Whoever doesn't find a seat is now in the middle and will call out the next fruit.
- ◆ Instead of calling out one of the fruits, the person in the middle can call out 'fruit salad.'

In this case, everyone must find a new seat!

- ◆ The game continues.
- ◆ Now ask children to identify the fruits given on page 35.
- ◆ Let them write them in their notebook.
- ◆ The teacher prepares 18 picture cards of various fruits from the textbook. She then writes the names of each fruit on separate slips of paper and places them in a box. The teacher distributes one picture card to each student. The students have to identify the name of the fruit shown on their card and pick the corresponding slip with the fruit's name from the box.
- ◆ Now, have the students write down the names of 6 fruits each in the boxes provided.

Evidences of the successful transaction of this module:

- Notebook: Completed fruit list
- Textbook: Filled entries on page 35

Module 2 (1 period)

- ◆ Objective: To engage students in the story and introduce the main characters and their roles.
- ◆ Affix a chart paper on the display board. Paste the picture of a cock on the chart paper.
- ◆ The teacher may begin the interaction like this.
 - What do you see in the picture?
 - Can you name the bird?
- ◆ Elicits responses.
- ◆ Writes on the BB: A cock.
 - This is a cock.
- ◆ Teacher invites the attention of learners to page no.53. Let them connect the numbers and draw a cock.
 - What color might the cock's feathers be?
- ◆ Elicits responses.
- ◆ Colouring activity may be given as a home assignment.

- ◆ After introducing the main character of the story, the teacher may ask the learners some questions based on the picture given in page No.36
 - Where is the cock sitting?
 - What's it doing?
 - When does a rooster crow?
- ◆ (Let the children write their answer in page No.54)
- ◆ Lead them to the passage 'Cock-a-doodle-do'.
- ◆ Please follow the process of Reading.

Interaction:

- What sound does the rooster make?
- Do you crow like a cock? How would you crow?
- Does it crow only in the morning?
- Spot other instances when a cock crows out loudly.
- Why do you think the cock is so happy?
- Who are the cock's buddies? Can you name some animals that might be his friends?
- Do you think the cock is so happy? Why?
- What time of day do you think it is in the story? Why?
- ◆ The following will be the products of this module.
- ◆ Textbook
 - Filled entries on page 54
 - Colouring activity- page No. 53
- ◆ Language Focus/LOs:
 - Follows instructions and acts accordingly.
 - Describes a picture orally.

Module 3 (1 period)

Objectives:

- Students are able to identify a hen and chicks in a picture.
- Students are able to identify pronouns "we" and "they" used in the story.
- Let the learners read the passage 'The Hen Wonders!'
- Please follow the process of Reading

Interaction:

- Who is talking to the chicks in the story?

- Why do you think the chicks are hiding under the mommy hen?
- Who are they afraid of?
- How do the chicks feel in the story?
- Do you ever feel scared? What do you do when you feel scared?
- ◆ The teacher asks to identify chicken and chick from the picture.(page 55)
- ◆ Asks the children to collect suitable pictures and prepare an album of animals and their young ones.
- ◆ Now, the learners can complete the activity given in page 62.(Is it right)
- ◆ Let the children draw chicks and name them. (page 54)
- ◆ Teacher asks the children to fill in the blanks given in page No.66
- ◆ Through this activity teacher introduces pronouns such as 'we' and 'they'.

Familiarising the pronouns:

"Head, Shoulders, Knees & Toes":

- ◆ This familiar song is perfect for introducing "they."
- ◆ Sing it together, replacing "my" with "their" for body parts. For instance: "Head, shoulders, knees and toes, knees and toes / And they all say hello!" Touch the corresponding body parts as you sing, helping toddlers associate "they" with multiple people.

Evidences of the successful transaction of this module:

- ◆ Textbook
 - Filled entries on page Nos. 66
 - Filled entries in page No.62
 - Drawing and colouring activity on page No.54
- ◆ Album: Animals and their young ones.

Module 4 (1 period)

Objectives:

- ◆ Students are able to identify a cow and calf in a picture.
- ◆ Students are able to identify simple animal

sounds (e.g., moo, meow, woof).

- ◆ Direct learners to the passage 'The cow and the Goat.'
- ◆ Please follow the process of Reading

Interaction:

- What do you see in the picture?
- Do you have a cow at home?
- Where was the cow when she mooed?
- What was the goat doing with her kids?
- Which animal do you like the most, cow or goat?
- What all things does a cow eat?
- Do you know how to make animal sounds?
- What sound does a cow make?
- What sound does a dog make?
- What sound does a cat make?
- ◆ Elicits responses.
- ◆ Let the children draw the animals/birds in their notebook with speech bubbles showing their sounds (e.g., meow, moo, tweet)
- ◆ The teacher asks to identify cow and calf from the picture.(page 55)
- ◆ Have learners turn to 'Add more lines' activity given in page 63.

Evidences of the successful transaction of this module:

- ◆ Notebook: Completed drawings of animals/birds with speech bubbles containing their sounds.
- ◆ Textbook: Finished 'Add more lines' activity on page 63.

Module 5 (1 period)

Objectives:

- ◆ Students are able to identify a dog and puppy in a picture.
- ◆ Learners develop a description based on the inputs.
- ◆ Guide the learners to the passage 'The dog wakes up'.
- ◆ Please follow the process of Reading

Interaction:

- Why did the dog say so?
- When do we sleep?
- Does the dog sleep at night?
- What does the dog do at night?
- What sound does the dog make when it wakes up?
- Why is the dog angry with the cock?
- Have you ever been woken up suddenly? How did you feel?
- What might happen next after the dog barked angrily at the cock?
- ◆ The teacher asks to identify dog and puppy from the picture.(page 55)

Developing descriptions

- ◆ Affix a chart on the display board.
- ◆ The teacher writes a description about a dog on the BB. Let the children develop it.

The dog is a pet animal

It guards the farm.

It does not sleep at night.

It is a watch dog

- ◆ The teacher may ask questions to elicit the given sentences as answers.

The dog wags its tail when happy.

It loves to play in the park.

It chases squirrels.

It barks at the strangers.

It licks to show love.

It hides under the bed during thunderstorms.

Evidences of the successful transaction of this module:

- ◆ Notebook: Description
- ◆ Textbook: 'Add more lines' activity on page 63.

Module 6 (2 periods)

Objectives:

- ◆ Students are able to identify a pig, piglet, duck, and duckling in a picture.
- ◆ Students are able to participate in a group activity to create a conversation between a

mother duck and her duckling.

- ◆ Lead the learners to next passage- The Pigs Listen.
- ◆ Please follow the process of Reading

Interaction:

- How many pigs are there in the picture?
- How many piglets are there?
- What are the pigs listening?
- Why did the piglets try to hide?
- Who is making the sound ?
- ◆ The teacher asks to identify pig and piglet from the picture.(page 55)
- ◆ Let the learners read the passage ‘The Ducks Quack’
- ◆ Please follow the process of Reading

Interaction:

- Have you seen ducks and ducklings?
- Where are they going now?
- Why did the ducks get out of the pond?
- Where are the ducks and ducklings going?
- What does the duckling ask to mother duck?
- Write the conversation between the duck and the duckling.
- ◆ Follow the steps:
 1. Individual attempt
 2. Random presentation
 3. Refining in groups
 4. Group’s presentation
 5. Presentation of teacher’s version
 6. Editing.

Teacher version:

Duckling: Where are we going to?
Duck: We are going to the farm house.
Duckling: Why are we going?
Duck: Didn't you hear the cock's cry?
Duckling: Why did he cry?
Duck: I don't know. Let's find out.

- ◆ The teacher asks to identify duck and duckling from the picture. (page 55)
- ◆ Lead the learners to the game ‘Duck Walk’ (page 58)

Teacher Talk:

- Dear children, Today we’re going to turn into happy little ducks! Are you ready?
- Stand tall like a big strong tree!
- Now bend your knees like you’re sitting on a tiny chair. (Demonstrate a squat)
- Take small steps forward, one foot at a time. Keep your knees bent.
- Quack, quack, quack! Don’t forget to quack while you move!
- Let’s race! Make a finish line on the floor and see who can waddle like a duck (encourage taking turns).
- ◆ The teacher may make it even more fun by adding obstacles for them to waddle around! You can also challenge them to waddle backwards!

Evidences of the successful transaction of this module:

- Notebook: Conversation
- Textbook: Refined version of conversation on page 43.
- Charts prepared by each group (conversation)

Module 7 (3 periods)

Objectives:

- ◆ Students are able to describe a picture depicting farm animals (individually and collaboratively).
- ◆ Students are able to identify chores done around the house (e.g., sweeping, washing dishes).
- ◆ The teacher shows the picture given in page No.64.
- ◆ Asks the questions given in the text book.
- ◆ Let the children describe the picture.
- ◆ Follow the steps:
 1. Individual attempt
 2. Random presentation
 3. Refining in groups
 4. Group’s presentation
 5. Presentation of teacher’s version
 6. Editing.
- ◆ Teacher reads the passage ‘The Happy News’

with prosodic features.

Interaction:

- Who woke up the animals?
- Where did the animals go?
- What did the cock say?
- How did others react?
- ◆ Let the learners take page number 59 and fill the speech bubbles.
- ◆ Why do you think the animals were happy to hear the news?
 - Where is the master now?
 - Where has he gone?
 - What are some chores you like to do and some you don't like to do?
- ◆ The teacher invites the attention of the learners to the activity 'Works at Home' (page 60)
- ◆ Let them prepare a list of activities based on the pictures.
- ◆ Expected answers:
 - I sweep the floor
 - I wipe the floor
 - I water the plants.
 - I put on the bed sheet.
 - I fold the dress.
 - I wash my cloths.
 - I iron my dress.
 - I wash my dishes.
 - I clean the windows.
- ◆ Now, let them complete the task 'Yes, You Can Do This', given in page No. 61.
- ◆ What work does the master do in the farm?
- ◆ The teacher elicits responses and writes on the BB. (Milks the cow, bathes the pigs, cleans the kennel, feeds them)

Let the children read.

- *The master milks the cows*
- *He bathes the animals*
- *He collects eggs*
- *He feeds all the birds and the animals.*
- *He cleans the cowshed, kennel and piggery.*

Evidences of the successful transaction of this module:

- Notebook: Description
- List of activities (Works at home)
- Textbook: Speech bubbles (page 59)
- Yes, you can do it (page 61)

Module 8 (2 periods)

Objectives:

- ◆ Students are able to participate in a role-play activity using assigned characters from the story (cock, dog, goat, pig).
- ◆ Students are able to sequence the steps involved in preparing a fruit salad based on the story.
- ◆ The teacher assigns the roles of cock, dog, goat and pig to the children. Let them read the dialogues given in page No.46 and present a role play.
- ◆ Then the teacher sings the song given in that page rhythmically and the children sing along with her. She may also encourage the kids to dance according to the lines.
- ◆ Now, let them read the passage 'Getting Ready'.

Interaction:

- What did the cock do?
- Who cut the sugarcane?
- What did the cow do?
- What kind of fruits do you think the goat washed?
- Did all the animals wash the fruits together?
- How many bowls do you think the cock used?

Activity

- ◆ Making Fruit Salad (page No.58)
- ◆ The teacher asks the children whether they have enjoyed the taste of fruit salad.
 - How can we prepare fruit salad?
- ◆ She demonstrates:
 1. Wash your hands and the fruits.
 2. Peel the fruits (if necessary).
 3. Slice the fruits.
 4. Put the fruits into a bowl.

5. Add sugar or honey (optional).

6. Mix well.

- ◆ The fruit salad is ready!
- ◆ Let the children enjoy the delicious taste of fruit salad!
- ◆ Let them write the process in page No. 62 (Let's make a fruit Salad)

Evidences of the successful transaction of this module:

- Textbook: Let's make a Fruit Salad (page 62)

Module 9 (2 periods)

Objectives:

- Students are able to identify the contribution of different animals (hen, cow, duck) to the fruit salad based on the story.
- Students are able to predict the consequences of the cock's actions (getting honey).
- Teacher reads the passage 'The Taste Testers'

Interaction:

- Who made the fruit salad?
- What did the hen say would make it better?
- Who gave the milk for the fruit salad?
- Do you like milk in your fruit salad?
- What did the duck think was missing?
- Where did the cock fly to get something sweet?
- What will happen after the cock pecks the beehive?
- ◆ The teacher leads the children to the passage 'A bee hive'.
- ◆ Follow the process of reading.

Interaction:

- What did the cock see up high?
- What did the cock say he would get?
- What did the chicks ask?
- Will the cock bring the honey down?
- What will happen next?
- ◆ Let the children read the passage 'The last Lap'.

Interaction:

- What sound did the animals hear?
- Why did the animals run?
- Where did the animals run?
- Why did they run towards the pond ?
- ◆ The teacher shows the picture given in page no. 52

Interaction:

- What happened to the fruit salad?
- What did the poor chicks ask?

Module 10 (1 period)

Objectives:

- Students are able to participate in creating a conversation between characters about the situation with the bees (group activity).
- Students are able to participate in a game that reinforces vocabulary related to bees.

Activity:

- ◆ The uninvited Guest (PageNo.65)
The honey bees eat the fruit salad. All the other animals are sad.
What will they be telling each other ?
Cow : "Run.....Run for your life, friends."
Chicks :.....
Goat : I washed the fruits in vain.
Cow:
Cock: It was such a delicious fruit salad.
Duck :
- ◆ Some sample dialogues are given below:
 - Chicks: But the honey...
 - Cow: Forget the honey! The bees are after us!"
 - Duck: Maybe next time we can make some for them!

Game: The honeybees!

- ◆ Let's play a fun game like busy honey bees!

Interaction:

1. We'll have 6 honey bees stand in a circle.
2. All the honey bees raise their hands high, making a buzzing sound like "Buzz!"
3. The rest of your friends can run around the

- circle, either going inside or outside.
4. Let them sing the first stanza of the song 'Bees, bees, honey bees' (page No. 67) while they run.
 5. Remember, you can only run forward, not backward!
 6. When I say "Catch!", all the honey bees quickly put their hands down, closing the circle.
 7. Anyone caught inside the circle is out of the game.
 8. We keep playing until there's only player left.
 9. He/ She will be the winner!
- ◆ Children complete the poem given in page 67.

Evidences of the successful transaction of this module:

- ◆ Textbook:
 - Conversation (page 65)
 - Add more lines (page 67)
- ◆ Note book: Conversation
 - Add more lines (page 67)
- ◆ Charts presented by each group.

Module 11(2 periods)

Objectives:

- Students are able to listen and enjoy a poem about a farm.
- Students are able to participate in singing a song about a farm.
- Students are able to collaborate with classmates to organize a special lunch in the classroom.
- Students are able to write a report about their observations during a field trip to a farm (if applicable).

Activity - Enjoying the poem

Objectives:

- ◆ Read and enjoy simple poems
- ◆ Sensitizing the rhythm and tune of the poem
- ◆ Identifies the ideas/theme presented in the poem

Teacher Talk.

- ◆ Now, let's sing a song about a farm
- ◆ Process-
 - Teacher provides a chance for the learners to listen to the song 'Old Mac Donald'(page number 56)
 - Teacher sings the song two or three times
- ◆ The teacher sings the first stanza of the song and asks the learners to identify the lines.
 - Learners may write down the identified lines on the BB
 - The teacher may ask the learners to refer to the CB to identify the lines.
- ◆ To ensure comprehension of the poem, the teacher can ask some questions.
 - Who owned the farm?
 - What sound do the cows make?
 - What other animals are mentioned in the song?
 - What sound do the sheep make?
 - How many different animal sounds are used in the song? What are they?
- ◆ Children sing the song in chorus.

Activity

- Add lines to the Song (page No.57)
- ◆ Teacher asks them to replace the word 'Farm' with 'Shop' and 'animals'/'birds' with car/ jeep/bus etc.
- ◆ She instructs them to replace the sounds of animals with the honking of vehicles.

Let's have a special lunch!

- ◆ The teacher may initiate organizing a special lunch in the class.
- ◆ Children decide date.
- ◆ The teacher writes the list of side dishes on the BB after negotiating with the children.
- ◆ Each one is assigned to bring one item.
- ◆ They can bring tablecloths, napkins, or simple decorations from home to make a professional look.
- ◆ Encourage everyone to try a bit of everything and share their favorite foods with each other.

Field trip

- ◆ The teacher may organize a field trip to a nearby farm or a local farmer's house, allowing the children to describe and write about their observations.

Evidences of the successful transaction of this module:

- ◆ Textbook:
 - Add more lines (page 57)
- ◆ Note book:
 - Report of field trip

Introduction

“The Little Lost Duckling” is a charming tale about a duckling who strays from her mother to explore the world around her. Despite her mother’s warnings to stay close, the curious duckling is captivated by dragonflies, frogs, and fish, and soon finds herself lost and alone. Along her journey to find her mother, she encounters various animals, including a hedgehog, squirrel, rabbit, mouse, and finally a beaver who helps to reunite her with her mother. The story emphasizes the importance of listening to parental guidance and the safety of staying close to family. In the end, the little duckling learns her lesson and promises never to wander off again. The story is a delightful mix of adventure, self-discovery, and the comfort of returning to loved ones.

Components of the Chapter

- ◆ Story
- ◆ Poem
- ◆ Conversation
- ◆ Description
- ◆ Thought
- ◆ Role play
- ◆ Game
- ◆ Picture drawing
- ◆ Colouring
- ◆ Glossary

Materials Needed:

Chart paper
 Marker
 Paper strips
 Paper plates, markers, glue, and elastic bands to create masks for each character.
 Instructional Time: 20 Hours

Module: 1 (3 periods)

This module aims to enhance the logical intelligence of the learners.

Teacher displays the picture of a duck and a duckling given on page 69.

Sample Interaction

- ◆ Hi children, what do you see in the picture ?
- ◆ Where is the duck?
- ◆ Where is the duckling?
- ◆ What does the duckling want?
- ◆ Can you help the duckling?

The teacher asks the children to draw a path leading from the duckling to the duck

Objectives:

- ◆ Engage students in the story and introduce the main characters and their roles.
- ◆ Follows instructions and acts accordingly.
- ◆ Describes a picture orally.

The teacher shows the double spread picture given on page 70 & 71

The teacher may begin the interaction like this.

- ◆ What do you see in the picture?
- ◆ Can you name the bird?
- ◆ Where is the duck?
- ◆ What is she doing?

Elicits responses.

Leads them to the passage ‘Follow me, my babies!’
 Please follow the process of Reading

1. Who is leading the ducklings to the pond?
2. What did the mother duck tell her ducklings?
4. Why do you think the mother duck wanted her ducklings to stay close?

5. The mother duck said two things to the ducklings. What are they?
6. One duckling did not listen to her mother. Do you listen to your mother?
8. What did the little duckling want to do?

The teacher invites the attention of learners to the activity given in page No.82.

She may display the three sentences on different paper strips.

Let the children arrange them in the correct order.

Interaction:

- ◆ Children, who are the characters in this story?
- ◆ (Elicits responses and writes on the BB)
- ◆ How many ducklings are there?
- ◆ Who has dialogue in this scene?
- ◆ Write the dialogue in your text book.

(Activity : Role-play -Page No. 83)

The teacher makes 5 member groups.

Assigns roles to the children.

Assigns dialogue.

Encourages the children to use appropriate tone, pitch variation and actions.

Let them rehearse and present.

The teacher videographs the presentations.

Assessment (by the teacher and group members)

The teacher may give the activity 'Draw the duckling'(Page.82)as home assignment. Let them colour the picture

The following will be the products of this module.

Evidences of successful transaction:

- ◆ Textbook: Completed activity on page 69 (drawing a path from the duckling to the duck).
- ◆ Drawing and colouring activity on page 82.
- ◆ Notebook: Written responses describing the picture.
- ◆ Classroom observation: Active participation in the interaction, role-play rehearsals, and presentations.
- ◆ Video clips of role-plays.

Module: 2(3 periods)

Objectives:

- ◆ Enhance listening and comprehension skills.
- ◆ Connect with nature and observe creatures.

The teacher shows the picture and introduces dragonflies, frogs fish and kingfisher (Activity: Who are the characters of this part of the story? Page.84)

Let the learners read the passage 'Quack,quack' Please follow the process of Reading

Interaction:

1. What did the duckling want to chase?
2. Have you seen a dragonfly?
3. What were the frogs doing?
4. What did the duckling do in the water?
5. How did the fish feel when the duckling splashed?
6. What bird did the duckling see?
7. Why was the duckling amazed by the kingfisher?
8. What were the two flying things that the duckling saw?

The teacher asks the learners to fill up the blanks by selecting appropriate words from the brackets. (Activity: What did the little duckling do? Page 83)

Game:

Help the children make simple masks for each character. Let the children wear the masks and act out the parts of the story. Introduce the characters by saying, "Who has the duckling mask? Quack, quack! You are the little duckling who loves to chase dragonflies!"

Then she leads them to the following activities:

Imitating the characters (Page No.84)

Role play(Page No.85)

Find the characters(Page No.85)

Find out hidden words (Page No.86)

Evidences of successful transaction:

- ◆ Textbook: Completed activity on page 84

(identifying characters).

- ◆ Notebook: Written responses from interactions and blanks filled with appropriate words.
- ◆ Classroom observation: Participation in mask-making, imitating characters, role-plays, and games (finding characters and hidden words)

Module:3 (1period)

Objectives:

- ◆ Develop writing skills by composing dialogue.
- ◆ Enhance creativity through the construction of character interactions.
- ◆ Practice reading comprehension by analyzing the narrative.

The teacher presents the narrative given in page No.87 and asks the children to write the conversation between Duck and Fish.

Conversation (Page 87)

Follow the steps:

1. Individual attempt
2. Random presentation
3. Refining in groups
4. Group's presentation
5. Presentation of teacher's version
6. Editing.

Teacher's version:

Duck : Hello, fish!

Fish : Hello

Duck : Have you seen my baby?

Fish : Yes, she was looking for you

Duck : Where is she now?

Fish : I'm not sure. She was splashing around here.

Duck : I'm worried. What happened to her?

Fish : Don't worry. She is nearby.

Evidences of successful transaction:

- ◆ Textbook: Conversation written between Duck and Fish on page 87.
- ◆ Notebook: Individual and group-refined

conversations.

- ◆ Teacher's version

Module: 4 (3 periods)

What will the duckling do next?

(Elicits responses)

Let the learners read the passage 'Where am I?'

Please follow the process of Reading.

Interaction:

What did the little duckling do when she was tired of playing?

Have you seen birds fluffing out their feathers?

When do they do that?

Why do birds fluff out their feathers?

Activity: Let the children pretend to be little ducklings. They can "fluff out their feathers" by shaking their arms and bodies. Discuss why birds do this, like when they are drying off or feeling comfortable.

The teacher sings the Action Song given on page No.88 along with the children.

Interaction:

The sky grew dark. What does it mean?

Weather Observation:

Objective: Sensitise learners about weather changes.

Activity: Create a simple weather chart with pictures (sunny, cloudy, rainy, etc.). Discuss what it means when the sky grows dark. Let children point to the chart to show the weather.

Interaction:

What sounds did the little duckling hear?

Activity: Use a fan to create a gentle breeze and rustle some leaves or paper. Let the kids listen and feel the "wind" and "rustling leaves." Talk about how the duckling heard these sounds.

Let the learners **write about the duckling.**

What did she do?
 What did she hear?
 What did she see?
 (Page No.88)

Interaction:

How would the little duckling feel when she realized that she is alone?
 How would you feel if you were alone like the little duckling?
 The teacher leads the learners to the activity given in page No.90

Write the thoughts**Follow the steps:**

1. Individual attempt
2. Random presentation
3. Refining in groups
4. Group's presentation
5. Presentation of teacher's version
6. Editing.

Teacher's version:

Where is my mummy? I should have listened to her. The pond is so big. I miss my mummy. I feel scared. I want to go home. I need to find help. Will anyone help me? I hope mummy finds me soon. I promise to listen to her next time.

Evidences of successful transaction:

- ◆ Textbook: Written thoughts of the duckling.
- ◆ Weather chart activities on pages 88 and 90.
- ◆ Notebook: Individual and group-refined descriptions about the duckling.
- ◆ Thoughts of duckling
- ◆ Teacher's version

Module: 5 (2 periods)**Objectives:**

- ◆ Foster empathy by discussing characters' emotions and responses.
- ◆ Improve understanding of social interactions

and communication.

- ◆ Encourage students to express their feelings and relate them to the story.

Interaction:

What do you think the little duckling will do next?

Encourages the children to read the passage 'Have you seen my mummy?'

Interaction:

- ◆ What did the little duckling ask the hedgehog?
- ◆ Did the hedgehog reply to the duckling?
- ◆ What do you think the hedgehog was looking for?
- ◆ What would you do if you were the little duckling?
- ◆ Who else do you think the little duckling could ask for help?

The teacher leads the children to the next part of the story.

'Tell me please!'

Interaction Questions:

- ◆ Who did the duckling meet next?
- ◆ What did the duckling ask?
- ◆ Why didn't the squirrel answer the duckling?
- ◆ How do you think the duckling felt when the squirrel didn't answer?

Talk about how the duckling might feel when the squirrel doesn't answer. Use facial expression cards or mirrors to help kids express and recognize different emotions.

- ◆ Have you ever asked someone a question? if they didn't answer how did you feel?

Nut Collecting Game:

Activity: Scatter toy nuts or balls around the play area. Have one child play the role of the squirrel collecting nuts while others act as the little duckling asking about her mother.

Lead the children to the activity given in page

No.89

Match the animals with their food habits.

Activity: What is the duckling doing?(page No.95)

Objective:

To help kids understand and use the present continuous tense to describe ongoing actions.

Materials Needed:

- ◆ Pictures illustrating various actions (e.g., duckling chasing a rat, frogs hopping on lily pads)
- ◆ Flashcards or printed sentences with blanks
- ◆ Crayons, markers, and drawing paper
- ◆ A whiteboard and markers for group activities

Instructions:

- ◆ Show the picture of the duckling chasing a rat.
- ◆ Ask the children to describe what they see.
- ◆ Introduce the present continuous tense: “The little duckling is chasing a rat.”
- ◆ Explain that the present continuous tense describes actions happening right now.
- ◆ Provide a few examples using the present continuous tense: “The dog is running,” “The cat is sleeping.”
- ◆ Show another picture (e.g., frogs hopping on lily pads).
- ◆ Say the complete sentence: “The frogs are hopping on the lily pads.”
- ◆ Introduce the incomplete sentence: “Now, the frogs are _____ on the lily pads.”

Let the children complete the task given in page No.95

Assessment:

- ◆ Observe the children’s ability to describe pictures and complete sentences using the present continuous tense.

Evidences of successful transaction:

- ◆ Textbook: Activity on page 89 (matching animals with their food habits).

- ◆ Notebook: Written descriptions of actions using the present continuous tense on page 95.
- ◆ Classroom observation: Participation in Nut Collecting Game and interaction questions.

Module: 6 (2 periods)

Objectives:

- ◆ Develop role-playing skills to enhance understanding of narrative and dialogue.
- ◆ Practice verbal expression and use of tone and pitch in speech.
- ◆ Encourage teamwork and cooperation through group activities.

Interaction:

- ◆ What do you think the duckling will do next to find her mummy?

Let the children read the passage ‘Dear rabbit, help me please!’

Interaction:

- ◆ Who did the duckling meet next?
- ◆ What did the duckling say to the rabbit?
- ◆ Did the rabbit help her?
- ◆ What warning did the rabbit give to the little duckling?
- ◆ What do you think the duckling will do next after hearing the rabbit’s advice?

Activity:

Role play (Page 88)

Evidences of successful transaction:

- Textbook: Completed activity on page 88.
- Notebook: Written conversations and interactions with the rabbit.

Module: 7 (2 periods)

Objectives:

- ◆ Improve comprehension of character actions and motivations.
- ◆ Develop narrative skills by predicting story

progression.

- ◆ Foster critical thinking by discussing potential outcomes and character decisions.

Activity:

Reading the passage- A mouse

Follow the process of reading.

Interaction:

- ◆ Why did the duckling quack loudly?
- ◆ Who came there with a squeaky voice?
- ◆ What did the duckling ask the mouse?
- ◆ Did the mouse help the duckling?
- ◆ Why did the mouse run away?
- ◆ What can the duckling do next to find her mother?

Role-Play:

Activity: Act out the scene where the little duckling meets the mouse. Assign roles and have the children practice the dialogue, focusing on the mouse's squeaky voice and the duckling's request for help.

Activity:

Match the following.(page No.91)

The teacher asks the children to read the passage 'Beever, can you help me please?'

Interaction:

- ◆ Who helped the duckling?
- ◆ How did the beaver describe the mother duck?
- ◆ How did the duckling feel when she found her mother?
- ◆ What do you think the duckling learned from this adventure?

Let the children complete the activity given in page 92.

(What do you think the little duckling learned from her adventure?)

Evidences of successful transaction:

- ◆ Textbook: Activities on pages 91 and 92.
- ◆ Notebook: Written responses from interactions with the mouse and beaver.
- ◆ Performance of role-play

Module: 8 (2 periods)

Objectives:

- ◆ Write imaginative dialogues between characters.

Activity:

Write the conversation. (Page No. 93).

The duckling found its mother. Both became happy. Will the duckling tell her about the animals she met? What will the mother ask her? Imagine and write the dialogue between them.

Follow the steps:

1. Individual attempt.
2. Random presentation.
3. Refining in groups.
4. Group's presentation.
5. Presentation of teacher's version.
6. Editing,

Teacher's version:

Duckling : Mommy, I met so many animals.

Mother Duck : Really? Who did you meet?

Duckling : I saw a hedgehog. He was looking for worms.

Mother Duck : That sounds interesting! Who else?

Duckling : I met a squirrel. He was collecting nuts.

Mother Duck : Did you ask them for help?

Duckling : Yes, but they were busy.

Mother Duck : Oh dear! Did you meet anyone else?

Duckling : Yes, I met a rabbit. He told me to stay by the water.

- Mother Duck : That was good advice. Who else?
 Duckling : A mouse told me not to quack loudly.
 Mother Duck : What a day you had! Anyone else?
 Duckling : A beaver helped me find you!
 Mother Duck : I am glad the beaver helped. Always stay close to me, my little one.
 Duckling : I promise, Mummy. I will never wander off again.
 Mother Duck : I love you, my curious duckling.
 Duckling : I love you too, Mummy!

Activity:

Provide pictures of different animals and ask the children to match them with descriptions. Discuss how the beaver described the mother duck as a “nice brown duck.”

Lead the children to the activity given in page No. 92.

(Write about animals and birds)**Evidences of successful transaction:**

- Textbook: Written dialogue between the duckling and her mother on page 93.
- Notebook: Individual and group-refined dialogue writings.

Module: 9 (1 period)**Objectives:**

- Describe characters and their behaviors.

Activity:

Describe the character (Page No.94)

Describe the main character, the little duckling, and her behaviour/actions throughout the story.

Follow the steps:

1. Individual attempt.
2. Random presentation.
3. Refining in groups.
4. Group’s presentation.

5. Presentation of teacher’s version.
6. Editing.

Teacher’s version.

The little duckling is cute. She loves to explore. She splashes in the water. She chases dragonflies. She watches frogs hop. Sometimes, she forgets to stay close to her mummy. When she gets lost, she feels scared. She wants to find her mother. She learns to always stay close to her mummy.

Evidences of successful transaction:

- ◆ Textbook: Character descriptions of the little duckling on page 94.
- ◆ Notebook: Written descriptions of the main character and her actions throughout the story.

Module:10 Prepositions

(1 period) (Page No. 90)

Objective:

Students will learn and practice the use of prepositions in sentences through an engaging activity involving a story about a duckling.

Materials Needed:

- ◆ Whiteboard and markers
- ◆ Printed story about a duckling (included below)
- ◆ Preposition word cards (e.g., “after,” “for,” “to,” “in,” “on,” “under,” etc.)
- ◆ Blank spaces and duckling-themed worksheets for fill-in-the-blank activities

Activity :

- ◆ Begin by explaining what prepositions are: words that show the relationship between a noun (or pronoun) and other words in a sentence.
- ◆ Provide examples such as: in, on, at, for, to, with, etc.

Read the following short story to the class to set the context: “Once upon a time, there was a little duckling who lived in a beautiful pond. One day, the duckling was tired after playing and started looking for its mummy. The duckling wanted to see its mother and thought, ‘Maybe I should stay in the

water until she comes back.”

Write the following sentences on the board, leaving blanks for prepositions:

1. The duckling was tired ____ playing.
2. I’m looking ____ my mummy.
3. The duckling wanted ____ see its mother.
4. You should stay ____ the water.

Distribute preposition word cards to students and ask them to come up and place the correct preposition in each blank. Discuss each choice and why it fits.

Read the story and fill in the blanks with the correct prepositions:

1. The duckling was tired of playing.
2. I’m looking for my mummy.
3. The duckling wanted to see its mother.
4. You should stay in the water

Evidences of successful transaction:

Textbook: Filled blanks with correct prepositions on page 90.

Notebook: Sentences with appropriate prepositions based on the story.

Module:11 (1 period)

Let’s sing-Page No. 80

Objective:

Introduce kids to poetry through a simple poem about a duckling in a pond.

Materials Needed:

- ◆ The poem written on a chart.
- ◆ Pictures of ponds, ducklings, fish, frogs, sun, and moon
- ◆ Coloring sheets with images from the poem
- ◆ Crayons or markers

Activity :

1. Introduction:

- ◆ Show pictures of a pond, ducklings, fish, frogs, the sun, and the moon.

- ◆ Ask simple questions like, “What do you see?” and “What sounds do ducks make?”

Read the poem aloud with enthusiasm and gestures.

- ◆ Encourage kids to splash and dash with their hands when you say “splashes” and “dashes.”

Interaction:

- ◆ “What does the little duckling do in the pond?”
- ◆ “Who are the duckling’s friends?”
- ◆ “When do they say goodnight?”

Have the children act out the poem:

- ◆ Some can be ducklings, others can be fish or frogs.
- ◆ Use simple props like paper suns and moons.

Assessment:

- Observe the kids’ participation and enjoyment.

Evidences of successful transaction:

- ◆ Textbook: activities on page 80.
- ◆ Participation in poem reading and acting.
- ◆ Notebook: Written reflections or drawings related to the poem.

Module: 12(1 period)

Objective:

Introduce kids to counting, poetry, and movement with the poem “Four Little Ducks.”

Materials Needed:

- ◆ Poem written on a chart.
- ◆ Pictures of ducks and ponds
- ◆ Toy ducks or paper duck cutouts

Poem:

Four Little Ducks

- ◆ Show pictures of a mother duck and four little ducklings.
- ◆ Read the poem aloud with actions:
- ◆ Hold up fingers to show the number of ducks.
- ◆ Make quacking sounds together.

Interaction:

- ◆ “How many ducks went swimming?”
- ◆ “What did the mother duck say?”
- ◆ “How many ducks came back each time?”

Familiarise the children with simple dance steps to go with the poem.

Teacher Talk

- ◆ Hold up fingers to show the number of ducks.
- ◆ Pretend to swim with arms.
- ◆ Move hands far away for “over the pond and far away.”
- ◆ Quack hands like ducks for “quack, quack, quack, quack.”
- ◆ Show fewer fingers each time when some ducks don’t come back.
- ◆ Make a sad face for the sad mother duck.
- ◆ Cheer and show all fingers when all ducks come back.

Teacher Version:

Two little ducks went swimming one day,
Over the pond and far away.
Mother duck said, “Quack, quack, quack, quack,”

But only one little duck came back.

One little duck went swimming one day,
Over the pond and far away.

Mother duck said, “Quack, quack, quack, quack,”
But none of the little ducks came back.

Sad mother duck went swimming one day,
Over the pond and far away.

Mother duck said, “Quack, quack, quack, quack,”
And all of the four little ducks came back.

Assessment:

- Observe the kids’ participation and enjoyment.

Evidences of successful transaction:

- Participation in singing and acting out the poem “Four Little Ducks”.
- Observations of children’s engagement and enjoyment during the activity.



**TEACHERS RESOURCE
MANUAL**

**English
Grade 3**

GRADE - 3



1

THE HEN AND THE SLY FOX

Introduction

This unit presents a simple story of friendship, illustrating how a little hen taught a lesson to a sly fox with the help of her dog friend.

◆ Components of the Unit:

- Crossword puzzle
- Story

- Songs (both audio version and text)
- Activities

◆ Materials needed

- Picture of a farmhouse
- Chart
- Marker
- Cut-out of a little hen
- Sentence cards

- Pictures of animals and their houses
- Hardboards
- Crayons
- Finger caps
- Dialogue strips
- Pictures

The teacher shows the picture of a farmhouse from the textbook using ICT and initiates a discussion on farms and farm animals.

Module 1

◆ The teacher asks interactive questions:

- “What is shown in this picture?”
- “Who can you see in this picture?”
- “Do any of these animals live in your own home?”
- “Can you name any of these animals?”

◆ The teacher elicits responses and leads a discussion.

- Rayan, do you have any farm animals at home?
 - “A cow, very good.”
- How is the cow useful to you?
 - “Yes, it gives milk.”
- Aparna, do you have any farm animals at your house?
 - “A hen, very nice.” And what is the use of a hen?
 - “Yes, it gives eggs and meat.”

Puzzle solving:

◆ The teacher introduces the puzzle given in the textbook and guides the students:

- Let them identify the pictures of the farm animals.
- Have them read the names of the animals given in the puzzle too.
- Allow them to individually solve the crossword puzzle according to the numbers assigned to each animal.
- Present the solved puzzles randomly.
- Let them sit in groups to share their answers and edit.
- The teacher exhibits a ‘teacher version’ of the crossword puzzle.
- Allow the children to correct their answers if they made any mistakes.

Let’s make a farm house

(activity @pg 27)

- ◆ Teacher encourages the learners to make a toy farm house.

- ◆ Teacher leads a discussion on making a toy farm house.
- ◆ What all things do we need to make a toy farm house?
- ◆ Teacher asks them to prepare a list of things need to make a toy farm house.
- ◆ Individual Presentation
- ◆ Group sitting and modification of the list.
- ◆ Group presentation.
- ◆ Teacher consolidates the names of the things needed to make a farm house and writes it on a chart.
- ◆ Let the children copy down on to their notebook.
- ◆ Teacher divides the class into 2 or 3 groups and assigns to make a toy farm house at craft period using the materials they collected.
- ◆ Exhibits the farm houses at the exhibition corner.

Language focus

- ◆ Follow the instructions of the teacher and act accordingly.
- ◆ Use simple sentences to speak about farm animals.
- ◆ Solve language puzzles.
- ◆ Engages in craft works.

Evidences of successful transaction of module one

- ◆ Solved crossword puzzle
- ◆ Toy farm houses

MODULE 2

LITTLE HEN'S BLUEBELL BOUQUET

- ◆ Teacher begins the lesson by showing a cut out of a little hen and asking students what they know about hens.
- ◆ Teacher explains that she is going to introduce a new story called 'The little hen and the sly fox'. Asks the students what they think the story might be about.
- ◆ Elicit responses.
- ◆ Teacher thus leads the attention of the learners to the beautiful picture given in page 2 and 3.

- ◆ Interacts with the children based on the picture.
- ◆ Teacher must make the learners respond freely in simple English regarding the picture.
- ◆ Teacher can ask the following interactive questions.
 - What do you see in the picture?
 - What is the little hen doing?
 - Which colour flowers are there?
 - Which colour flower is she plucking?
 - Where is she standing? A hill or a meadow?
- ◆ Why is she collecting flowers?
 - (Elicit maximum response of learners. Let them discuss the detailed features of the picture)
- ◆ Teacher can write the responses on BB and read them aloud. It can be consolidated in such a way that the learners are initiated to the reading of the text.

Process of Reading

Step 1

- ◆ Let the learners read the passage individually. Let them underline the sentences they have understood with a tick mark and put a 'X' mark if they haven't understood.
- ◆ Let them circle the new words of the given passage.

Step 2

- ◆ Let them sit in groups and share their ideas they got after reading the passage. Here make them understand the meaning of those sentences where they marked 'X'.
- ◆ They can discuss the meaning of the new words from the context. If they didn't get the meaning of any words yet, encourages them to use a dictionary to find out the meaning.

Step 3

- ◆ One or two members of each group may read out the passage aloud.

Step 4

- ◆ Teacher reads the passage aloud to the class, using expressive voice with proper stress,

intonation and voice modulation so that they can sense the punctuation marks.

- ◆ After reading the story, discuss in the class the different story elements:

- **Character:** who is the main character in this passage? What is she doing?
- **Setting:** where does the story take place?
- **Plot:** why is she collecting flowers?

- ◆ Teacher can ask some interactive questions to elicit the story as an assessment of comprehension of the passage.

- What is the Little Hen doing?
- Why is she collecting flowers?
- From where is she collecting flowers?

- ◆ Elicit responses and teacher notes down it in a chart.

- The Little Hen is collecting flowers especially bluebells.
- She wants to make a bouquet.
- She is on the edge of woods.

- ◆ Teacher can make the learners to write it down in their notebook and initiate them beautify the page with appropriate pictures.

- ◆ After this, teacher must ask some questions to lead them beyond the text.

- Which sentence says that she is near the forest?
- Is it appropriate that she came alone to pick flowers near the forest?
- From which sentences do you get the idea that she is living in a farm?

- ◆ Elicit responses.

List of flowers

- ◆ Teacher asks them to list down some other flowers that can be used to make a bouquet.
- ◆ Lists it down on the note book.
- ◆ Presentation.
- ◆ Teacher consolidates in a chart. Students join the missing ones to their list.

Assignment

- ◆ Teacher can ask them to collect these flowers and make a beautiful bouquet/ collect pictures of the flowers as an assignment.

Language focus

1. Reads and comprehends a story.
2. Reads and understands words and phrases like bouquet, edge of woods
3. Understands and responds to simple questions in simple English.

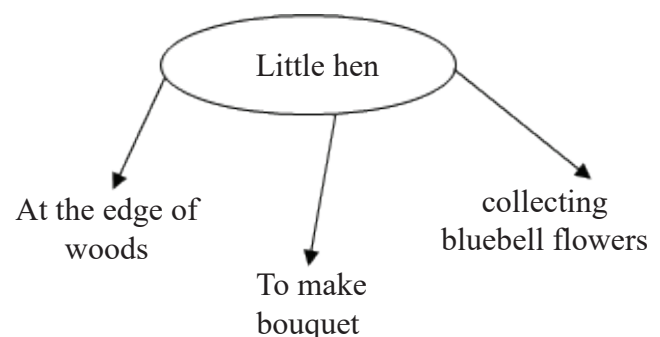
Evidences of successful transaction of module 2

- Elicited texts in the note book.
- List of flowers.

Module 3

MEETING THE SLY FOX

- ◆ Lead the children to a discussion on the last passage.
- ◆ Teacher can prepare a concept map in a chart for recapping the passage 'Little Hen's Bluebell Bouquet'.
- ◆ Teacher can ask interactive questions:
 - Do you remember the Little Hen?
 - Where was she? What was she doing?
 - Why was she collecting bluebell flowers?
- ◆ Elicit responses and fill the concept map



- ◆ After the discussion, teacher guides them to the next passage 'Meeting the Sly Fox'.
- ◆ Teacher dramatically says that someone was watching the Little Hen.
- ◆ Let them guess.
- ◆ Teacher gives the clue as "He was red and furry. He had a long bushy tail and shining

eyes. He was very cunning”.

- ◆ Elicit guesses.
- ◆ Teacher displays the picture of TB page No. 4 and 5 using ICT.
- ◆ Interact with the children based on the picture.
- ◆ Let them check whether their prediction was true or not.
- ◆ Thus, introduces the character of Fox.
- ◆ Teacher asks to observe the picture carefully.
- ◆ Teacher asks interactive questions based on the picture.
 - Who was there along with the Little Hen?
 - How does the fox look? Does he look innocent?
 - What about the expression of the Little Hen? Is she fearful?
- ◆ Elicit responses.

By arousing curiosity, teacher can lead the children to the passage.

Process for Reading

Step 1

- ◆ Ask children to read the text individually. Let them put a tick mark for the sentences they have understood. Likewise, they can put ‘X’ mark if they haven’t understood.
- ◆ Asks the learners to pick out the unfamiliar words from the passage.

Step 2

- ◆ Let the children discuss the idea they got among the group members and gather information on what they didn’t understand. Finally they fix the hard words common to all. Teacher provides chart paper and marker pens. Let them write the difficult words. Let all the groups to read the passage a second time. After the second reading, let them predict the meanings and write them below the unfamiliar word on the chart paper provided. When all groups finish the task, teacher leads a discussion and helps them to find out the actual meaning.
- ◆ Teacher may encourage the learners to use dictionary at this stage.

Step 3

- ◆ Let one or two students from different groups read aloud the passage.
- ◆ Record their reading.
- ◆ Teacher reads the passage and asks the learners to read aloud after her. (Echo reading)
- ◆ Teacher asks some comprehension questions at this stage and elicit the crux of the passage.
- ◆ Records it on a chart paper.
 - who was watching the Little Hen?
 - what are the physical features of the fox?
 - what was his name?
 - how did he flatter the Little Hen?
 - what did he want to know from the Little Hen?
- ◆ Elicit the responses and consolidates it in the chart.

The fox was watching the Little Hen in the dark wood.

- ◆ He was red and furry, with a long bushy tail and glinting black eyes.
- ◆ His name was Reginald.
- ◆ He flattered the Little Hen that her eyes are like bluebell flowers.
- ◆ He wanted to know all about the farm house and the other hens.
- ◆ Let the learners copy down these elicited texts in their notebook.
- ◆ Teacher can ask some more questions to lead them beyond the text.
 - Do you think that the fox is friendly?
 - What did he say to please the Little Hen?
 - Do you think the Little Hen believed his words and felt happy?
 - List down the physical and character features of the Fox from this passage.

Character Sketch of the Fox

- ◆ Asks to write down the physical and character features of the fox given in this passage individually.
- ◆ Group sharing and refining in groups. Each student must read what they had written in the group.
- ◆ Presentation of groups.

- ◆ Discussion and editing. Adding the missing points.
- ◆ Teacher can exhibit a teacher version also.

Character sketch of the Sly Fox

- He was red and furry.
- He had a long bushy tail and glinting black eyes.
- He was sly.
- He seemed cunning.
- He flattered others.
- ◆ Let them re write the write- up.
- ◆ They can draw the picture of the ‘Sly Fox’.
- ◆ Teacher leads the children to the activity ‘Talk with a Stranger’

Conversation writing

1. Teacher introduces the activity ‘Talk with a stranger’ given in page 23.
 - Conducts an open discussion on the given context.
 - Asks some interactive questions to stimulate their imagination on the dialogues of the fox and the hen. Asks to re- read the passage once more to complete the conversation, if they need.
 - Notes down the responses on the black board.
2. Let them write the possible dialogues between the fox and the Little Hen individually.
3. After that, make them sit in pair groups and refine their product.
 - At this stage, teacher must interact with each group.
 - Let them write their conversation in a chart paper and exhibits it in the class.
4. Presentation of each pair one as the Sly Fox and other as the Little Hen.
5. Teacher can exhibit a teacher version of the conversation.

Fox : Where are you from?
 Hen : a farm nearby.
 Fox: why are you here?
 Hen : to collect flowers to make a bouquet.
 Fox: what a beautiful bouquet of flowers you have. They match your eyes.

Hen: thank you. You are very kind.
 Fox: where are you from?
 Hen: a farm nearby.
 Fox: A farm! Very nice. I want to meet all the hens there.
 Hen: oh sure. I will introduce all of my friends.
 Fox: see you soon
 Hen: see you

6. Teacher and students together edits the products of each group through a common discussion.
- ◆ Let them copy it down in their note book.

Language focus

- ◆ Describe a picture
- ◆ The learners find out the main idea of the story by reading it.
- ◆ Read and comprehend the passage.
- ◆ Reading with proper pace, tone and expression.
- ◆ Act according to the instructions.

Evidences of successful transactions of module 3

- ◆ Elicited text of the passage.
- ◆ Write up on the character sketch of the sly fox.
- ◆ Unfamiliar words and their explanation.
- ◆ Completed conversation

Module 4

‘The Warning’

- ◆ Teacher starts the class by engaging them in a brief discussion about the previous classes.
- ◆ Teacher rewinds the story through a game.
- ◆ Teacher divides the class into 5 groups and each group is given a set of 4 sentence cards and a chart paper.
- ◆ The sentence cards include the events from the last 2 passages. They are asked to re arrange the sentences according to the story and paste it correctly in the chart.
- ◆ Those who correctly complete the task, will be the winner.
 - The sly fox wanted to know all about the farm and all the other hens.

- One day, Little Hen was picking Bluebells on the edge of the woods.
- The Sly Fox flattered the Little Hen by saying that her eyes are like flowers.
- The Little Hen wanted to make a bouquet with bluebell flowers.

- ◆ Teacher consolidates their products and leads their attention to the next passage ‘The Warning’.
- ◆ Reginald wanted to meet all the hens of the farm house of the Little Hen and she agreed with a positive response. What may have happened next?
- ◆ Teacher leads the attention of the students to the picture of page 6 and 7.
- ◆ Asks some interactive questions related to the picture to guess the context.
 - Where is the Little Hen now?
 - Who was there with the Little Hen?
 - What are the other animals that you can see in the picture?
 - What may be the little Hen saying to the sheep?
- ◆ After arousing the curiosity, let them read the given passage carefully.

Process for Reading

- ◆ Follow the step by step process already described for the previous passages.
- ◆ Teacher asks some comprehension questions and conducts a discussion emphasizing the different characters and their reactions to the fox’s presence.
 - How did the Little Hen feel about the Fox according to the story?
 - What did the sheep say about the fox?
 - What did the Sheep think of the Fox’s plan?
 - How did the Little Hen respond to the Sheep’s concern?
- ◆ Teacher elicits the responses and consolidates it in the chart.

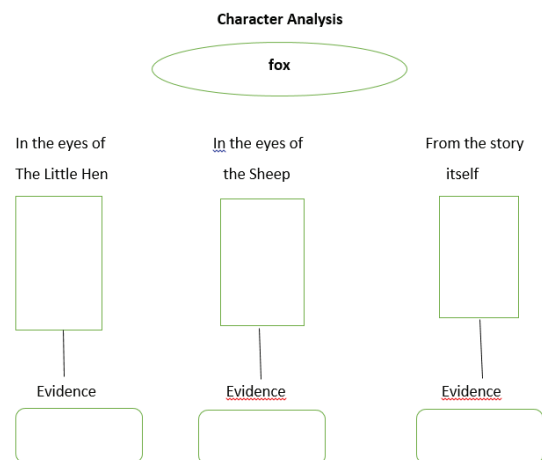
The Little Hen went back and told everyone about the Fox. The sheep warned the Little Hen and revealed

the intention of the fox to eat the hens of the farm. But the Little Hen didn’t agree.

- ◆ Students are asked to write the above elicited text in their notebook with beautiful pictures related to the context.

Character Analysis

- ◆ Introduce the concept of character analysis of the sly Fox with the help of a ‘graphic organizer’.
- ◆ Teacher exhibits the given ‘character analysis graphic organizer’ in a chart and asks to copy it in their note book.
- ◆ They are asked to fill in details about the character ‘Fox’ based on the story.



- ◆ After individual writing, let them sit in groups and share their writings and edit,
- ◆ Presentation of each group.
- ◆ Teacher can exhibit teacher version here.
- ◆ Leads a discussion in the perspectives of each group and consolidates in a chart.
- ◆ Teacher can asks some question related to the passage that make them think beyond the story.
 - Why was the sheep not happy at the Little Hen?
 - Do you agree with the sheep’s opinion of the Fox? Why or why not?
 - What do you think will happen next in the story?
- ◆ Elicit responses and conducts an open discussion.

- ◆ At this stage, teacher can introduce the activity given in the page 24 and 25.

We too have Homes (Activity page 28, 29)

- ◆ After a re- observation of the page 6 and 7, students are asked to observe the pictures given in the page 28.
- ◆ Teacher begins with a brief discussion about what farm animals are and why they are important.
- ◆ Let them identify each animal and say about them in their own language.
- ◆ Teacher can make use of flash cards of various farm animals too on the board.
- ◆ Teacher shows the flash cards of different farm animal houses and introduce the concept by discussing where these animals live. Explain the purpose of each shelter.
- ◆ Divide the students into small groups and provide each group with pictures of animals and houses.
- ◆ Allow them match the animals with their correct houses.
- ◆ Presentation.
- ◆ Let them individually solve the activity given in the page 29.
- ◆ Presentation.
- ◆ At the time of consolidation, teacher exhibits a chart in which picture of each animal and its house is correctly pasted. She writes ‘A cow lives in a cowshed’ under the picture of cow and cowshed.
- ◆ Likewise, students are asked to write corresponding sentences for each animal.
- ◆ Random presentation.
- ◆ Editing and makes corrections.
- ◆ Students are asked to write these sentences in their notebooks too. (The corresponding pictures can be given)

Language Focus

- ◆ Read and comprehend the passage
- ◆ Act according to instructions.
- ◆ The learners find out the main idea of the story after reading.
- ◆ Reading with proper pace, tone and expression.

- ◆ Follow the instructions and find out the pair logically.
- ◆ Find out the meaning of difficult words.
- ◆ Rearrange the main events of the story.
- ◆ Prepare a character sketch using graphic organizer.
- ◆ Engage in language games.

Evidences of successful transaction of Module 4

- ◆ Rearranged events of the story.
- ◆ Elicited text of the passage.
- ◆ Graphic organizer
- ◆ Character analysis of the Fox
- ◆ Matching pictures of farm animals and their houses.

Module 5

The Sly Fox is Hungry

- ◆ Teacher begins by asking if they have ever encountered a sly character, and if so, how they dealt with the situation.
- ◆ Pointing the last passages and the character analysis of the Fox they prepared, leads a discussion on the idea ‘sly’.
- ◆ Teacher distributes each group different pictures related to the various events of the story, they learned.
- ◆ Asks them to rearrange it in order and write a simple sentence related to each picture.
- ◆ Let them discuss and do accordingly.
- ◆ Presentation
- ◆ Editing if needed.
- ◆ Keep the products as a booklet of each group.
- ◆ Keep it in the reader’s corner up to the final work.
- ◆ After that leads the attention of the students to the current passage and asks to observe the picture.
- ◆ Teacher asks some interactive questions related to the picture.
 - What do you think might be the intention of the fox? Or What might be the intention of the fox as per the picture?
 - What might be the intention of the fox do you think from the picture?

- What may happen to the Little Hen?
- ◆ Teacher leads the attention of the students on the passage to find out what happened.

Process of Reading

- ◆ Follow the steps of reading as discussed earlier.
- ◆ Teacher can ask some comprehension questions related to the passage that makes them think beyond the text.
 - Why did the Little Hen do differently when she saw the Fox this time?
 - Why did the Little Hen hide in the undergrowth after seeing the Fox?
 - Sly Fox called Little Hen “feather-brained”. What do you think Little Hen felt when she heard this?
 - If you were Little Hen, what would you have done when you heard Sly Fox talking like this?
- ◆ Teacher consolidates the points and writes it on a chart as ‘Evolving Text’
 - The next day the Little Hen was more wary on seeing the Sly Fox.
 - She heard his self-talk.
 - He said that he was hungry. He called the Little Hen “feather-brained”.
 - She got angry and decided to teach him a lesson.
- ◆ Asks the learners to read the text and copy it into their notebooks.
- ◆ Teacher can thus conduct a discussion on the implications of Little Hen’s decision and Sly Fox’s intentions.
- ◆ Explore the character development.

Thought of the Sly Fox

- ◆ Teacher emphasizes on the picture of the fox’s thoughts given in the page.
- ◆ Asks the learners what would be the thoughts of the fox.
- ◆ Lead a discussion and let them write it individually.
- ◆ Form groups and share their products in group.
- ◆ After refinement in group, each group present their group product.

- ◆ Teacher also shows a teacher version of her own.

Thoughts of the Fox

I am so hungry. I haven’t had a proper meal in days.

I hope that foolish Little Hen will lead me to her hen house. Then I can get inside and eat all the hens.

- ◆ Teacher then leads the learners to the activity ‘Guess the Meaning’
- ◆ Let them read the activity.
- ◆ Based on the discussions held earlier, asks them to find out another word for ‘Feather-brained’ from the list.
- ◆ Let them write a sentence using the phrase ‘feather-brained’.
- ◆ Presentation.
- ◆ Editing if needed.
- ◆ Makes them to write their sentences in a chart exhibited in the class.

Language Focus

- Read and comprehend the passage
- Act according to instructions.
- The learners find out the main idea of the story after reading.
- Reading with proper pace, tone and expression.
- Follow the instructions and find out the pair logically.
- Find out the meaning of difficult words.
- Use variety of sentences in thought writing.
- Get familiar and use phrases in new contexts.
- Sequencing the pictures of a story correctly.

Evidences after the successful completion of the module

- ◆ completed activity ‘Guess the meaning’
- ◆ list of sentences with the phrase ‘feather-brained’.
- ◆ Thoughts of the fox.

- ◆ Evolving text in chart and notebook
- ◆ Pictures of the story sequenced correctly.

MODULE 6

THE REAL FRIEND

- ◆ Start the lesson by reviewing the previous part of the story where the Sly Fox expresses his hunger and intentions to eat the hens.
- ◆ Discuss the character traits of Little Hen and the Sly Fox based on their actions and words. Encourage the students to share their thoughts.
- ◆ Make them select any event/ incident/character of the story passage of last classes and picturize it. Let them give the picture a suitable caption too.
- ◆ Exhibit the pictures in the class.
- ◆ Leads the attention of the learners to the passage ‘The Real Friend’.
- ◆ Teacher asks interactive sentences related to the pictures given in page 10 and 11.
 - What might be the feeling of Little Hen when she shared the information with the sheep? What would be the nature of the conversation?
- ◆ Elicits responses and after a discussion leads their attention to the passage.

Process- Reading

- ◆ Follow the process of reading as described in the previous modules.
- ◆ Teacher asked comprehension questions related to the passage and thus evolves a text.
 - What did the Little Hen do after hearing the conversation of the Fox?
 - What do you think Little Hen feels when she heard “feather- brained”.
 - To whom she is sharing her feelings?
- ◆ Elicit responses and teacher consolidates it on the chart as Evolving Text.
 - The Little Hen rushed back to the farm.
 - She told the sheep what she had heard.
 - The Little Hen was sad.
 - She asked the dog to help her to trap

the Sly Fox.

- The dog agreed to help though it’s dangerous.

- ◆ Asks the students to copy it to notebook and picturize.

Conversation

- ◆ Teacher makes the students to sit in groups. Make them re- read the passage again.
- ◆ Let them prepare a conversation between the Little Hen, the sheep and the dog.
- ◆ Let them prepare the dialogues first for each character based on the evidences of the text.
- ◆ Presentation
- ◆ Refinement through a discussion.
- ◆ Teacher can introduce a teacher version.

Little Hen : dear sheep, you are right. The fox was crooked.

Sheep : I warned you. What happened?

Little Hen : His plan is to eat our hens. He called me “feather- brained”. I am going to set a trap for the foxy.

Sheep : it’s quite risky. How can you do that?

Little Hen : I need the help of dog friend. (Little Hen goes to Dog’s kennel)

Little Hen : Dear Dog, I have decided to set a trap for the fox, Will you help me?

Dog : it’s rather dangerous, but I will help you. Tell me your plan.

- ◆ Students can copy down this also into their notebook.

The plan

- ◆ “What would be the plan of the Little Hen?”
- ◆ Teacher poses some open- ended interactive questions.
- ◆ “If you are in the place of the Little Hen, how will you set up a trap for the fox?”
- ◆ Teacher asks to plot a trap group wise and present.
- ◆ Each group discusses and writes the plot for the trap.
- ◆ Presentation.
- ◆ Discussion and finding out which is the best

trap idea.

What an Idea!

- ◆ Let them complete the activity given in the page 26 followed by the above activity.
- ◆ Presentation

Select and write

- ◆ Teacher introduces the activity ‘select and write’ in page 24
- ◆ Asks to read the activity individually and complete.
- ◆ Random presentation
- ◆ If any doubts prevail, conducts a discussion by focussing on the particular context.

Language Focus

- ◆ Act according to the situations.
- ◆ Engage in reading the passage.
- ◆ Reading with proper pace, tone and intonation.
- ◆ Students comprehend the story part.
- ◆ Read a word or phrase as a new vocabulary item.
- ◆ Write simple conversations.
- ◆ Write simple write-ups.
- ◆ Picturize events of a story.
- ◆ Evidences after the completion of Module 6
- ◆ Picturization of an event of the story.
- ◆ Evolving text
- ◆ Conversation
- ◆ Completed activity ‘select and write’ and ‘What an Idea!’.

MODULE 7

THE ESCAPE

- ◆ Teacher conducts a discussion on the previous story parts. Asks the learners whether they have ever heard a story about a clever little animal like our hen and a tricky one like the Fox. If so give space to present the story in their own simple language.
- ◆ Teacher leads the learners to observe the picture depicted in the passage ‘The Escape’. Teacher asks some picture interaction questions.
 - Do you think the Little Hen’s plan flopped?

- What may happen to the little Hen?
- Do you think whether she is really ‘feather-brained’?
- ◆ Elicit responses and leads them to read the passage.

Process- Reading

- ◆ Follow the steps of reading.
- ◆ Conducts a discussion on the passage, especially on the sudden change in the character of the Sly Fox. They can add points to the graphic organizer of the character of the Fox.
- ◆ Teacher ask comprehension questions and consolidates the points as ‘Evolving Text’.
 - How did the Fox behave towards Little Hen this time?
 - How did the Little Hen convince the fox not to eat her?
 - What did the Little Hen do once the Fox let her go?
- ◆ Elicit responses and consolidates the points as Evolving Text.
 - Next day, Little Hen set off for the woods.
 - The Fox wasn’t friendly.
 - He pinned her to the ground with his paw.
 - He was going to eat the Little Hen.
 - But the Little Hen promised that she would leave the hen house open before him at night, if he let her go.
 - He agreed and the Little Hen rushed away.
 - Asks them to copy it down to their notebook.

Role play

- ◆ Let them sit in pairs and asks to present the passage as a role- play.
- ◆ First ask to write dialogues and prepare a conversation.
- ◆ Presentation and editing of the written work.
- ◆ Gives time to prepare for the role- play.
- ◆ They can make use of masks if needed.
- ◆ Role- play presentation.
- ◆ Teacher can shoot the enacting and post it in the classroom group.

Language Focus

- ◆ Act according to the situations.

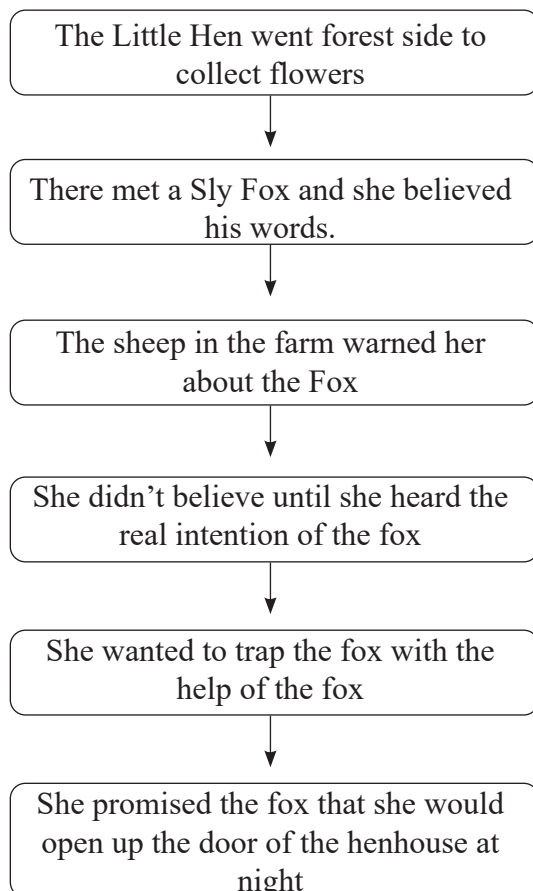
- ◆ Engage in reading the passage.
- ◆ Reading with proper pace, tone and intonation.
- ◆ Students comprehend the story part.
- ◆ Read a word or phrase as a new vocabulary item.
- ◆ Write simple conversations.
- ◆ Participates I role- plays

Evidences after the successful completion of the module 7

- ◆ Evolving text.
- ◆ Conversation between the Fox and the Little Hen.
- ◆ Role-play video

MODULE 8 THE OPEN HENHOUSE

- ◆ Teacher makes the learners discuss the story to get an overview of the incidents happened yet.
- ◆ Thus teacher draws a flow chart on the progression of the story.



- ◆ Thus teacher arouses curiosity in learners and leads them to observe the pictures of the passage.
- ◆ Teacher asks interactive questions related to the pictures.
 - What idea do you get from the picture about the plot of the Little Hen? Will it fail?
 - Would the fox catch the other hens?
 - Elicit responses and lead them to read the passage.

Reading- Process

- ◆ Follow the process of Reading as described earlier.
- ◆ Teacher can ask comprehension questions and consolidate the main points as Evolving Text.
 - How the fox enters into the farmyard. Which word denotes his entry?
 - Where was our little Hen?
 - The Little Hen is in danger? Who will save her?
- ◆ Elicit responses and teacher notes it on the chart as Evolving Text.
 - At night, the Fox crept into the farmyard.
 - He saw no sign of any dogs.
 - So he crept into the henhouse too.
 - But no hens are there.
 - He got angry at the Little Hen and got ready to catch her.

Feel of the word

- ◆ Teacher leads the attention of the students into the word 'crept' and discuss how the word creates the ambience of the entry of the Fox
- ◆ Let them enact the word in the context of the entry scene of the Fox.
- ◆ Teacher asks them to find out such special expressions.
- ◆ Presentation
- ◆ Rushed, fluttered away, slipped into
- ◆ Teacher forms four groups and gives each word to each group.
- ◆ Asks them to enact the word based on the context of the story.
- ◆ Presentation
- ◆ Teacher can shoot the video of the enacting.

Language Focus

- ◆ Act according to the situations.
- ◆ Engage in reading the passage.
- ◆ Reading with proper pace, tone and intonation.
- ◆ Students comprehend the story part.
- ◆ Read a word or phrase as a new vocabulary item.
- ◆ Enact a particular scene.

Evidences after the completion of Module8

- ◆ Flow chart of the situations of the story.
- ◆ Video of enacting.
- ◆ Evolving Text.

MODULE 9 THE TRAP

- ◆ Teacher initiates a discussion on the last passage and arouses curiosity on what happens next.
- ◆ Leads their attention on the pictures of the passage and asks picture interaction questions.
 - What was the plan of the Little Hen? Do you get any clue from the picture?
 - What would be the condition of the Fox then?
- ◆ Elicit responses
- ◆ By arousing curiosity, teacher leads the learners to read the passage.

- ◆ Process- Reading
- ◆ Follow the steps of reading as done in previous classes.
- ◆ Teacher then asks comprehension questions and conducts a discussion on the passage... clear the unknown factors.
 - Where the dog was hiding?
 - What was the real plot?
 - How was the dog attacking the Fox?

- ◆ Elicit responses and teacher consolidates.
- ◆ The dog was hiding in the straw.
- ◆ The Hen was actually on his head.
- ◆ The dog snarled, barked and growled at the Fox.
- ◆ He jumped at the Fox and the fox scrambled out of the henhouse terrified.

- ◆ Asks to copy down the evolving text to notebook.

Live commentary!!!

- ◆ Teacher divides the students into groups.
- ◆ Asks them to re- read the passage and discuss the situation in the story- the chasing of the fox by the dog.
- ◆ Asks to prepare a live commentary of the situation- the sudden attack of the dog and the flight of the Sly Fix in fear.
- ◆ Teacher can actively interact in groups to prepare the commentary.
- ◆ Presentation of the commentary.
- ◆ Discuss the factors that should be noticed while preparing a commentary.

Stretch the word

- ◆ This can introduce as a game too. Stand in a circle. First student should say single word. Next one add a meaningful word to it and make a phrase. Continue the game.
- ◆ Teacher introduce the activity ‘Stretch the Word’ of page 30 now.
- ◆ Asks to read the activity individually.
- ◆ Asks to select a word from the passage and expand it like the example.
- ◆ Presentation
- ◆ Editing if needed.
- ◆ Read the passage
- ◆ Teacher asks the learners to attempt the activity ‘read the passage’ in the page 24.
- ◆ Asks to re- read the passage and complete the activity. They can refer the points described while doing the commentary activity.
- ◆ Presentation
- ◆ Similar sentence
- ◆ This activity in page 24 also related to the particular passage.
- ◆ Individual attempt.
- ◆ Group forming and sharing in groups
- ◆ Presentation
- ◆ Discussion and editing.

Language focus

- ◆ Act according to the situations.
- ◆ Engage in reading the passage.
- ◆ Reading with proper pace, tone and intonation.
- ◆ Students comprehend the story part.
- ◆ Read a word or phrase as a new vocabulary item.
- ◆ Enact a particular scene.
- ◆ Prepare live commentary on a situation.

Evidences after the successful completion of the Module 9

- ◆ Completed activity ‘stretch the word’, ‘read the passage’ and ‘similar sentences’.
- ◆ Evolving Text.
- ◆ Commentary of the chasing of the fox by the dog.

MODULE 10 THE CHASE

- ◆ Teacher leads the attention of the learners to the final part of the story. Teacher can ask each group/ individual to recall the story in their own words.
- ◆ Makes the students to read the picture of the passage and respond to the interactive questions she posed.
 - What would be the fate of the fox?
 - Who would be the person at gate?
- ◆ Let them read the passage.

Process- Reading

- ◆ Follow the process of reading.
- ◆ Teacher can ask some open- ended questions that makes the imagination of the students beyond the text.
 - Do you like the story?
 - Who is the real hero in your opinion? Why?
 - Whether the fox would take revenge?
- ◆ Elicit responses.
- ◆ Teacher can evolve a text after asking some comprehension questions.

- The dog barked as loudly as he could.
- He chased the fox.

- The fox yipped in fear and ran away.
- The farmer woke up and saw the scene.
- He called the dog as ‘good dog’.

Fast Reader

- ◆ This activity of page 24 can be done in a game manner.
- ◆ Teacher makes the students to stand in a circle with their text book’s particular passage.
- ◆ Assign numbers to each student.
- ◆ While teacher calls upon a number, he/ she should read the passage as fast as he/ she can with proper reading features.
- ◆ Those who fail will be out of the game.
- ◆ Teacher can make use of a stop watch to record the time in the final round of reading and announces the winner.

Sing the following songs

- ◆ Teacher introduces the audio version of the given poems given in the page 25.
- ◆ After listening both, asks how many of them got the idea of the poems.
- ◆ Discussion
- ◆ After that asks the learners to read the poem individually.
- ◆ Sit in groups and share what they have understood and what not.
- ◆ After group discussion each group present which poem suits the story and why.

Who said this?

- ◆ This particular activity of page 27 can be introduced after a group game.
- ◆ Teacher makes the class into 2 groups.
- ◆ Teacher gives a set of pictures of the characters of the story to each group.
- ◆ Teacher keeps a set of dialogue strips with her.
- ◆ While she exhibit/ paste the dialogue strip on the chart, one member from each group should run to the chart with the correct picture and paste it under the dialogue.
- ◆ Those who first paste correctly, will be the winner.
- ◆ Thus continue the game with all dialogues.
- ◆ After that asks them do and complete the

activity of page 21 individually.

- ◆ Presentation.

Stand up, dress up. Show up

- ◆ Teacher divides the students to 4 groups.
- ◆ Asks them to re- read the passage ‘The chase’ once again.
- ◆ Let them design a script for a role- play of this passage and enact.
- ◆ Let them discuss on the plot, the characters, materials needed, setting etc...
- ◆ Teacher must support each group.
- ◆ After all discussion writes the dialogue and script.
- ◆ They can make masks for the characters.
- ◆ Presentation
- ◆ Editing
- ◆ Teacher gives time for practice.
- ◆ Enacting
- ◆ Teacher should take the video of each presentation
- ◆ Video presentation and discussion

Language focus

- ◆ Act according to the situations.
- ◆ Engage in reading the passage.
- ◆ Reading with proper pace, tone and intonation.
- ◆ Students comprehend the story part.

- ◆ Read a word or phrase as a new vocabulary item.
- ◆ Enact a particular scene.
- ◆ Writes script for a role- play.

Click the Camera

- ◆ This activity of page 30 is meant for a digital assignment. Teacher asks the students to shoot a video of a farm house and describe / retell the story in their own language and shoot/ sings the songs of the text and send it to the class Whatsapp group.

Puppet show

- ◆ Teacher introduces what a puppet show is.
- ◆ Shows videos of puppet shows.
- ◆ Along with the students, teacher make finger puppets of animals.
- ◆ Asks the groups to select a passage and present a puppet show.
- ◆ The steps done for presenting the role- play should be done here too.
- ◆ Presentation

- ◆ Teacher should motivate the children to read and enjoy the ‘Extended Reading’ by their own.

INTRODUCTION

This unit tells a story of a loyal dog Jimmy and his love and concern on his fellow beings as a watch dog

Components

Haiku poem

Story

Poems

Collage activity

Materials Needed:

- ◆ Old newspapers or magazines
- ◆ Glue sticks or liquid glue
- ◆ Scissors
- ◆ Markers or crayons
- ◆ Pictures or illustrations of various animal characters (e.g., dog, rooster, hen, eagle).
- ◆ Index cards or sticky notes.
- ◆ Picture cards of the story
- ◆ Word cards

MODULE 1

Haiku Analysis and Discussion

1. Begin by reading the haiku poem aloud to the class.
2. Engage students in a discussion about what they think the poem is about. Encourage them to share their interpretations.
3. Guide the discussion towards identifying the themes present in the haiku, such as loyalty, joy, wisdom and the relationship between humans and animals.
4. Break down the poem line by line, discussing the imagery and emotions evoked by each.

Writing Haiku Poems

1. Provide each student with a worksheet or notebook paper.

2. Encourage students to write their own haiku poems inspired by the theme of loyalty, joy, or wisdom, using the dog as a central image or metaphor.
3. After they have finished writing, allow students to share their haiku poems with the class. Encourage feedback and discussion.

Artistic Expression

1. Provide students with art supplies such as coloured pencils, markers, crayons, or water-colours.
2. Ask students to create a visual representation of the haiku poem. They can choose to illustrate a scene from the poem or create an abstract interpretation of the themes.
3. Encourage creativity and experimentation with different artistic styles and mediums.
4. Once students have completed their artwork, allow them to share and explain their creations with their classmates.

Collage creation

Gather the students and introduce the activity by explaining that they will be creating collages of cute dogs using scraps of newspaper. Show them examples of different types of dog collages to inspire their creativity.

Divide the students into small groups of 3-4 members each.

Assign each group a designated workspace to spread out their materials.

Encourage students to discuss and brainstorm

ideas for their collages within their groups. Prompt them to think about different dog expressions, and poses they can create using the newspaper scraps.

- ◆ Provide each group with a pile of old newspapers or magazines and the necessary crafting materials.
- ◆ Instruct students to tear or cut out newspaper scraps in shapes and sizes suitable for creating their dog collages.
- ◆ Encourage them to experiment with layering and arranging the newspaper scraps to form the body, head, ears, tail, and other features of their cute dogs.
- ◆ Remind students to use glue to secure the newspaper pieces onto a larger sheet of paper or cardboard as the base for their collages.
- ◆ Once the basic shapes of the dogs are assembled, students can use markers or crayons to add details such as eyes, noses, mouths, fur texture, and any other features they wish to include.
- ◆ Encourage students to pay attention to the expressions and personalities they want to convey through their dog collages.
- ◆ After completing their collages, allow each group to present their creations to the class.
- ◆ Encourage students to share the inspirations behind their designs and what they enjoyed most about the activity.
- ◆ Facilitate a brief discussion on the concept of loyalty in relation to dogs, linking the craft activity to the upcoming lesson.

Assignment

1. Asks to observe a friendly family pet dog, if possible.
2. Guide students in observing the dog's behaviour, paying attention to cues of loyalty, joy and wisdom.
3. Encourage students to take notes or sketch what they observe.
4. Facilitate a discussion afterward, allowing students to share their observations and insights into the dog's behaviour.

Language focus

- ◆ Introduce students to the art of haiku poetry.
- ◆ Explore themes of loyalty, joy, and wisdom through the lens of a dog's behaviour.
- ◆ Encourage creative thinking and expression through writing and artistic activities.
- ◆ Introduce students to the concept of collage as an art form.
- ◆ Stimulate creativity and imagination through hands-on crafting.

Evidences of successful transaction of Module 1

- ◆ Written haiku poems
- ◆ Artistic representation of haiku poems
- ◆ Collage work of dog

MODULE 2- THE GUARDS

Entry Activity: "Character Guess Who?"

- ◆ Before the lesson begins, gather pictures or illustrations of different animal characters relevant to the story "The Guards." Include characters like a rooster (Cocker), hen (Henny), watchdog (Jimmy), and eagle (mentioned in the story).
- ◆ Write the names of these characters on index cards or sticky notes.
- ◆ Teacher distribute one index card or sticky note to 4 groups without revealing the character name written on it.
- ◆ Instruct students to keep their assigned character a secret.
- ◆ Explain to the students that they will participate in a "Character Guess Who?" activity related to the story they will be reading.
- ◆ Encourage them to examine their assigned character and think about its traits, behaviours and role in stories.
- ◆ Allow students a few minutes to study their assigned character quietly and write the features.
- ◆ Then let them ask questions to guess each others' characters group wise.
- ◆ Students can only ask yes or no questions (e.g., "Does your character have feathers?" "Is your

- character known for being proud?”).
- ◆ Encourage students to use descriptive language and think critically about the characteristics of the animals.

Lead the attention of children to the pictures and asks interactive questions.

1. What do you see in the picture?
2. What may be the cock saying to his mistress? (Accept answers and let them read the passage to find out whether their assumption is right or wrong)

Process for reading

Follow the process of reading already described in the previous unit.

Teacher asks interactive questions related to the passage given in the textbook.

Elicit responses.

Teacher can write the elicited responses on the chart. Students are asked to copy it down to their notebook.

Role Play:

- ◆ Divide the class into groups of four.
- ◆ Assign roles of Cocker, Henny, Jimmy and a narrator.
- ◆ Let them convert the story into a skit. Allow to write the script in groups based on the conversations and thoughts in the story.
- ◆ Each group performs a short skit based on a scene from the story, focusing on character interactions.
- ◆ Teacher can shoot the skit.

Creative Writing:

- ◆ Ask students to imagine they are one of the characters from the story (Cocker, Henny, or Jimmy).
- ◆ Prompt them to write a diary entry or letter expressing their thoughts and feelings about the events that took place in the story.
- ◆ Presentation
- ◆ Encourage students to use descriptive language and consider the perspective of their chosen character.

Teacher can present her own version

DIARY OF HEN

2024 June 12

Thursday

That Jimmy dog thought he is the master of the house. He doesn't do his duty. He wanders here and there. It's my Cocker who watches and guards the hens and chicks. Even eagles are afraid of him. But nobody gives him importance in this house. I feel pity for my cocker.

Collaborative Storytelling:

- ◆ Divide the class into small groups.
- ◆ Provide each group with a different prompt related to the story (e.g., What happens next after Cocker leads the flock to the neighbours?).
- ◆ Instruct students to work together to create a continuation of the story.
- ◆ Groups can present their story extensions to the class, fostering creativity and collaboration.
- ◆ They can be asked to create a visual representation of a key scene from the story along with the presentation, such as Cocker leading the flock to the neighbours or Jimmy interacting with the other animals.

Flocks- Activity pg 54

- ◆ Present the expressions “flock of chicks” and “flock of sheep” to the students.
- ◆ Explain that “flock” is a word used to describe a group of birds, such as chickens or chicks and a group of sheep.
- ◆ Show pictures or illustrations of different animals in groups to visually represent the concept as given in the textbook page 50
- ◆ Create a matching game where students match pictures of animals with their corresponding collective nouns (e.g., a picture of chicks with “flock,” a picture of sheep with “flock”).
- ◆ Encourage students to work in pairs or small groups to discuss and match the pictures.
- ◆ Ask them to do the activity individually.
- ◆ Presentation

Language Focus

- ◆ Identify and understand new vocabulary words encountered in the story, such as “watchdog”, “roost”, “quarrel”, “ill luck”, “marvellous”, etc.
- ◆ Demonstrate understanding of the main events, characters and key details in the story.
- ◆ Make predictions, infer character motivations, and draw conclusions based on evidence from the text.
- ◆ Writes diary/ letter related to the context.
- ◆ Engage in classroom discussions about the story, expressing opinions, sharing interpretations and responding to peers’ ideas.
- ◆ Participate in group activities, such as role-plays or collaborative storytelling, to practice oral communication skills.

Evidences of successful transaction of Module 2

- Elicited text in notebook.
- Character drawing
- Role- play script
- Video of the role- play
- Diary or letter expressing the thoughts of any character
- Visual representation of the story scene

MODULE 3- Jimmy the roamer.

Village Soundscape:

Set up a soundscape of village noises, including animals, cooking sounds, and people chatting. Have students close their eyes and listen for a few moments, then ask them to share what they imagine based on the sounds they heard. This can help them visualize the setting of the story.

Then leads their attention into the pictures of the story.

Teacher can picture interactive questions.

- ◆ Who all are there in the picture?
- ◆ What might be the food given to Jimmy?
- ◆ What about the emotion of Jimmy from his facial expression?

Elicit responses.

After arousing curiosity in the learners, leads them to read the passage.

Process of reading

Follow the process already described for the previous passage.

Teacher can ask interactive questions.

- ◆ What was Jimmy doing before he came home?
- ◆ Describe Jimmy’s reaction when he smelled the chapati and stew.
- ◆ How does Jimmy communicate with the master when asked where he has been?
- ◆ How does Jimmy express gratitude toward the master’s wife?
- ◆ What inference can you make about Jimmy’s behaviour from the master’s comment about not getting anything last night?
- ◆ How does Jimmy physically react after eating?
- ◆ What do you think might happen next in the story based on this part?

Elicit responses.

Teacher notes the responses on the chart as evolving text.
Asks the learners to copy it down into their notebook.

Teacher can also introduce open-ended questions to make the students think beyond the text. The questions given in the textbook also can be used.

Chapati and Stew Tasting

Prepare small samples of chapati and stew for students to taste. As they sample the food, ask them to describe the flavours and textures they experience. This sensory experience can help them connect with the story’s setting and themes related to food.

Let them write individually first.

Share in group.

Presentation

Mime

Divide students into small groups and assign each

group a scene from the story (Jimmy wandering, came to backyard, smell the food, the master's response, Jimmy's reaction, the master's wife giving food, Jimmy's reactions after having food). Ask them to create a short mime depicting a scene involving their assigned situation.

Afterward, have each group perform their mime for the class and discuss what they think is happening in each scene.

Creative Writing - Jimmy's Adventure

- ◆ Ask students to imagine what adventures Jimmy might have had while roaming around the village.
- ◆ Have students write a short write-up from Jimmy's perspective, describing his experiences and encounters, during his time outside.
- ◆ Allow students to share their stories within the group, either through reading aloud or displaying them visually.
- ◆ Presentation in the class

This is how I do- Activity (54)

Let the students read the activity given in page 50. Let them individually complete the activity. Re-read the passage if needed.

Presentation

Let them add points if they missed out any points.

Menu card- Activity (pg 55)

- ◆ Divide students into small groups and assign each group a different animal (buffalo, dog, goat, cat etc...).
- ◆ Provide resources such as books or internet access for search on the typical diet and eating habits of each animal.
- ◆ Have each group create a menu card for their assigned animal, including a list of foods that the animal would typically eat.
- ◆ Encourage creativity in designing the menu cards, such as using pictures, drawings, into the design.
- ◆ After the menu cards are created, have each group present their menu to the class.
- ◆ Encourage students to explain why they chose

the specific foods for their animal and how they think the animal would prefer to eat them (raw, cooked, etc.).

- ◆ Allow time for questions and discussions after each presentation to further explore the differences in animal diets.

Now, let them complete the task in page 51 individually.

Presentation

We like combinations of food- Activity (pg 56)

Food Combination Matching Game:

- ◆ Create cards with pictures of various foods, including those listed in the activity such as chapati and stew, tea and banana fritter, etc.
- ◆ Divide the class into small groups and distribute the cards among them.
- ◆ Have each group match the food cards to create pairs of complementary food combinations.
- ◆ Encourage students to discuss why they think each pair of foods goes well together.
- ◆ Once all the groups have completed the matching, let them share and discuss their findings.

Interactive Food Pairing Chart:

- ◆ Create a large chart or poster board with columns labelled with different types of foods (e.g., bread, desserts, beverages, etc.).
- ◆ Provide students with sticky notes or small cards featuring pictures or names of various foods.
- ◆ Instruct students to place the food cards under the appropriate columns to create combinations of foods that they think go well together.
- ◆ Encourage students to collaborate and discuss their choices as they fill out the chart.
- ◆ After completing the chart, lead a class discussion to review the different food pairings and the reasoning behind them.

Now, let them complete the activity given in the page 52.

Presentation

Game- Running a Restaurant(activity pg 57)

1. Begin by showing students the picture of a restaurant layout with various roles such as cashier, waiters, customers, cleaning staff and tea maker.
2. Discuss with students the different roles and responsibilities within a restaurant. Ask questions to elicit their prior knowledge and understanding.
3. Divide the class into small groups and explain that each group will be responsible for planning and presenting a restaurant operation.
4. Assign roles within each group, such as cashier, waiters, kitchen staff, customers, etc. Encourage students to think about what dishes they would serve, how the restaurant would be arranged and what uniforms they would wear.
5. Provide time for each group to prepare and plan their restaurant operation. Encourage creativity and collaboration among group members.
6. Once the planning phase is complete, have each group present their restaurant plan to the class. Encourage students to use oral communication skills to explain their roles and responsibilities, as well as their restaurant concept.
7. After each presentation, facilitate a brief discussion where students can ask questions and provide feedback to their classmates.

Follow Jimmy- (activity pg 58)

1. Divide the class into two groups and provide each group with one of the pictures depicting Jimmy's actions (licking its lips, wagging tail, stretching, lying on the floor, sleeping, licking the plate, standing in between the legs of the master).
2. Ask each group to study their assigned picture and plan how they can effectively portray Jimmy's actions and emotions.
3. Give the groups some time to practice their "Jimmy acts."
4. Once prepared, have each group perform their interpretation of Jimmy's actions for the rest of the class.

5. After each performance, the other group should identify the action and write it in a sentence on the board.
6. If they write correctly, they get a point.
7. Continue the activity with the other group.
8. Teacher consolidates the writings of each group.

After this game, let them re- read the passage 'Jimmy, the Roamer' and complete the activity.
Presentation

LANGUAGE FOCUS:

- ◆ Find out main events of the story.
- ◆ Read aloud the story with all the prosodic features.
- ◆ Follow the instructions and do the activities accordingly.
- ◆ Actively participates in language games
- ◆ Prepare menu cards.
- ◆ Write creative writings in simple English.
- ◆ Reads and comprehend the theme of the story
- ◆ Answer to interactive questions asked by the teacher freely.

Evidences of successful transaction of Module 4

- ◆ Writing of evolving text in notebook.
- ◆ Completed activities of page 50, 51, 52 and 53
- ◆ Creative writing on Jimmy's Adventure
- ◆ Menu cards of foods
- ◆ Combinations of foods
- ◆ Video of game- Running the restaurant

MODULE 4- Sambar and Surprises!**Story Sequencing:**

Provide students with a set of cards or pictures representing key moments of the story studied in the last class. Ask them to work individually or in pairs to arrange the cards in the correct sequence. This activity reinforces comprehension and sequencing skills.

Thus teacher leads the attention of the learners to the current passage.

Let them observe the pictures and asks interactive

questions related to the picture.

- ◆ What all vegetables are there in the kitchen?
- ◆ What dish do you think they are preparing?
- ◆ What about the facial expression of Jimmy?
Whether the dish will be his favourite one?

By arousing curiosity in the learners, teacher makes them to read the passage in 36 and 37.

Process- Reading

Follow the steps of reading as discussed earlier.

Teacher can ask comprehension questions to evolve a text and can prepare a big picture of this passage.

Developing a big picture based on the passage will give a better understanding and comprehension even to the slow pace learners.

Process for developing a big picture:

Affix a chart on the display board.

Teacher asks interactive questions.

- ◆ Where does the story take place?
 - Yes, in the kitchen.

Teacher pastes the picture of the kitchen in the chart.

- ◆ Who came with vegetables?
 - Yes, husband.
- ◆ What dish did the husband suggest for lunch?
 - Very good, Sambar.
- ◆ How did Jimmy react when he heard about making sambar?
 - He was not interested in Sambar.
- ◆ What interrupted Jimmy's attempt to sleep?
 - A Fly interrupted his sleep.
- ◆ Why did Jimmy open both his eyes when he heard about frying fish?
 - He likes fish fry very much.
- ◆ What dish did the husband suggest for the brother's visit?
 - Husband suggested to prepare chicken biriyani.

Teacher can paste picture cut outs of each character and answer strips in the chart as a big picture.

Dramatization Activity:

Organize a role-playing activity where students

act out key scenes from the story. Let them take on the roles of the characters and use their creativity to improvise dialogues and actions. This will help them deepen their understanding of the story and develop empathy towards the characters.

Let them prepare script.

Give time for preparation

Presentation

Vocabulary Matching:

Create a set of flashcards with vocabulary words from the story (e.g., sambar, surprises, master, wife, vegetables). On the other set of cards, write brief descriptions or definitions of each word.

Distribute the cards to students and have them match the words with their corresponding meanings in pairs or small groups.

Food Collage:

Provide students with magazines, newspapers, or printed images of various dishes, including chicken biryani, ice cream, fish fry, payasam, and others. Ask them to create a collage using the images to showcase their favourite dishes. Encourage creativity in arranging and decorating the collage.

Yummy Dishes- Activity (pg 59)

Let the students read the activity and do it individually.

Presentation

Use Me (activity pg 60)

- ◆ Teacher asks learners to create a list of simple positive statements using “is”, “will”, and “shall” (e.g., “The sun is shining”, “I will go to the park”, “She shall finish her homework”).
- ◆ Asks students to work individually or in pairs to identify the negative form of each statement. For example, “The sun is not shining”, “I will not go to the park”, “She shall not finish her homework”.

Teacher asks to read the passage ‘Sambar and Surprises’ once again.

Asks to read the activity and complete individually.

Presentation

Language focus

- ◆ Act according to instructions.
- ◆ The learners find out the main idea by reading the story.
- ◆ Reading with proper pace, tone and expression.
- ◆ Students comprehend the story part and present the main idea through role- play.
- ◆ Read a word and match it with its meaning.
- ◆ Prepare a collage on food items

Evidences of successful transaction of Module 4

- ◆ Completed activity in pg 55
- ◆ Collage using food images.
- ◆ Video of the role- play.
- ◆ Vocabulary matching pair card
- ◆ Big picture of the story part.

MODULE 5- A Cruel Plan**Recap Relay:**

Teacher divides the class into teams and set up a relay race.

Asks each group to prepare a series of questions related to the previous day's lesson.

Each group get a chance to ask question to the next group.

If they can answer correctly, they get a point. Otherwise, passes the question.

This activity not only reinforces learning but also encourages teamwork and healthy competition.

Then teacher leads the attention of learners to the story in page 38.

Make them observe the pictures.

Teacher can ask picture interactive questions.

- ◆ What do you see in the first picture?
- ◆ What do you think they might be talking about?
- ◆ Look at the thought bubble above the man's head. What do you think he is thinking about?
- ◆ Why do you think he's thinking about killing the rooster?
- ◆ What is happening in the second picture?
- ◆

- ◆ How do you think the man feels about killing the rooster?
- ◆ Now, let's look at the picture of the dog outside the room. How does the dog look?
- ◆ Why do you think the dog looks sad?
- ◆ What do you think the dog overheard?
- ◆ Look at the thought bubbles above the dog's head. What do you see?
- ◆ Why do you think the dog is imagining a happy rooster, hen, and family?
- ◆ What do you think the dog wishes for?

Thus by arousing curiosity in the readers, teacher leads the attention of the learners to the passage.

Reading- Process

Follow the steps of reading described earlier.

Teacher can ask comprehension questions related to the passage and evolves responses. Teacher writes the responses in a chart as elicited text. Students are asked to write the elicited text in their notebook.

- ◆ Who said, "We have Cocker with us"?
- ◆ What did the master's wife suggest doing with Cocker?
- ◆ How did Jimmy feel about the idea of killing Cocker?
- ◆ What did Jimmy decide to do after hearing about the plan to kill Cocker?
- ◆ What was Jimmy's reaction when he saw Cocker at the neighbour's place?
- ◆ Do you think it's okay to harm or kill pets? Why or why not?

Story Sequencing Game:

- ◆ Prepare picture cards with key events from the story passage written on them.
- ◆ Divide the class into small groups and distribute the cards.
- ◆ Ask each group to arrange the cards in the correct sequence to retell the story.
- ◆ Let them write at least one sentence related to the pictures.
- ◆ Presentation of each group.
- ◆ Encourage discussion and reasoning behind

their sequencing choices.

Reader's Theatre:

- ◆ Divide the story into parts corresponding to different scenes.
- ◆ Form groups.
- ◆ Assign roles to students and have them perform a reader's theatre adaptation of the story.
- ◆ They can be introduced reader's theatre models first.
- ◆ Encourage students to prepare dialogues first and practice.
- ◆ Presentation
- ◆ Discussion on the features of the 'Reader's theatre' activity presented by each group.

Character Puppet Show:

- ◆ Provide materials for creating simple puppets (e.g., paper bags, craft sticks, felt, markers).
- ◆ In small groups, have students create puppets representing the characters from the story.
- ◆ Encourage students to write a script and perform a puppet show retelling the story.
- ◆ Presentation

Language Focus

- ◆ Prepare dialogues for the role-play/ puppetry/ Reader's theatre.
- ◆ Actively participates in puppetry and Reader's theatre.
- ◆ Sequence the story by scenes.
- ◆ Listens to the instructions and act accordingly.
- ◆ Respond in simple sentences to the questions.
- ◆ Reading with proper stress, pace and volume etc...
- ◆ Read and comprehend the passage.

Evidences for the successful completion of the passage

- ◆ Puppets and video of puppet show
- ◆ Video of reader's theatre.
- ◆ Arranged story cards with sentences.
- ◆ Evolving text in notebook.

MODULE 6- A Warning

Teacher brushes up the last class through the following activity.

Concept Charades:

Write down key concepts from the previous lesson on separate cards. Divide the class into two groups: actors and guessers. The actors acts out the concepts while the guessers try to identify them. This activity reinforces vocabulary and understanding of the passage.

Thus teacher leads the attention of the learners to the picture of the passage 'A warning'. Asks to observe the pictures. Teacher asks interactive questions related to the pictures to arouse curiosity in learners.

- ◆ What do you see in this picture?
- ◆ What do you think the rooster is doing on top of the cattle shed?
- ◆ How does the dog look? Why do you think the dog looks sad?.....
- ◆ What might the dog be thinking as it looks at the rooster?
- ◆ Why do you think the eagle is in the sky?

Then teacher can make them to read the passage individually.

Reading- Process

Follow the steps of reading discussed earlier.

This is the Cruel Plan (Activity pg 56& 57)

Teacher makes the learners to recollect the incidents in the passage 'Warning' and conducts a discussion.

Asks them what may be the conversation between Jimmy and the Cocker when Jimmy approached the Cocker to inform the plan of their master.

Conversation:

- ◆ Divide the class into pairs and asks to write a conversation between Jimmy and The Cocker based on the passage.

- ◆ Encourage students to act out the dialogue and actions of the characters, paying attention to their emotions and motivations.
- ◆ Presentation
- ◆ After each presentation, facilitate a discussion about the characters' choices and the consequences of their actions.

Teacher also can present a teacher version of the conversation.

- Jimmy : "Cocker, I was looking for you every where!"
- Cocker : "What for?"
- Jimmy : "Some guests are coming tomorrow".
- Cocker : "So what? Let them come, we too can enjoy good food".
- Jimmy : "Exactly, but you won't be there to enjoy the special food".
- Cocker : "What? I am always at home, you are the roamer".
- Jimmy : "But my dear, the master is planning to kill you and make biryani with your meat".
- Cocker : "Haha, you are really a fool, Jimmy. My master loves me very much. He feeds me with good grain. They will not even think about killing me. I am damn sure".
- Jimmy : "But I heard them say that. Believe me please. Cocker, it's better if you escape from this place."
- "Cocker : "Why? Oh! If I run away, you can eat my chicks! Clever idea!"

Teacher asks to complete the activity.

What was the Secret? (Activity pg 61)

Teacher asks to read the activity and complete the conversation as done earlier.

Presentation

Group sharing and modification

Group presentation

Complete the textbook activity

Teacher can ask interactive comprehension questions related to the story.

Elicit responses.

Teacher can consolidate the responses in a chart and make an evolving text.

Writing thoughts:

Provide instructions on writing thoughts related to the story, such as:

- ◆ Imagine you are Jimmy. Write a journal entry expressing your thoughts and feelings about what happened with Cocker.
- ◆ Individual writing
- ◆ Form groups and share in group
- ◆ Group editing and presentation

Teacher can present a teacher version of the thought.

Language Focus:

- ◆ The learners find out the main idea of the story by reading it.
- ◆ Respond to the instructions of the teacher.
- ◆ Identify the features of thought writing and write thoughts.

Evidences after the completion of module 6

- ◆ Evolving text in chart and notebook
- ◆ Thoughts of Jimmy
- ◆ Conversation between Jimmy and Cocker

MODULE 7- A Sleepless Night

Teacher introduces a flow chart related to the story including the step by step progression of the story as discussed in the previous unit.

Thus teacher can lead the attention of the students to the picture of page 42 and 43.

Let them observe the pictures as a continuation of the story.

Teacher can ask interactive questions related to the picture and lead them to the passage.

- ◆ What time of day do you think it is in this picture?
- ◆ Do you know what a coop is used for?
- ◆ How does the dog look? Why do you think the dog looks sad?
- ◆ What animals do you see inside the coop?

Elicit responses.

Make the learners read the passage.

Reading- Process

Follow the process of reading as discussed earlier. Teacher can ask comprehension questions related to the passage and elicit evolving text as done earlier.

- ◆ Why did Jimmy frequently go near the coop?
- ◆ Describe Cocker's state during the night.
- ◆ How does Jimmy feel about Cocker? Why?
- ◆ Describe the weather during the night.
- ◆ What did Jimmy hear in the darkness?

Character Traits Chart:

Create a chart with the names of the characters from the story (Jimmy, Cocker, Henny). Have students brainstorm and write down character traits or personality characteristics for each character based on their actions and dialogue in the story. Encourage them to provide evidence from the text to support their choices.

Group sharing and editing

Presentation and discussion

Language Focus

- ◆ Read and comprehend the theme of the story
- ◆ Listen to the instructions and act accordingly.
- ◆ Respond in simple sentences to the questions.
- ◆ Reading with proper stress, pace and volume etc...
- ◆ Prepare character analysis based on the events and dialogues.

Evidences after the successful completion of the story

- ◆ Evolving text in the notebook
- ◆ Character analysis

MODULE 8- WHISPERS OF A PALE MOON (POEM)

Discussion about Pets:

Begin by engaging the students in a discussion about pets. Ask them questions like:

- ◆ Do you have any pets? What are their names?
- ◆ How do you think pets feel when they're

separated from their owners?

- ◆ What do pets do when they're worried or scared?

Elicit responses and conducts a discussion.

Visualizing:

Show the students pictures of a pale moon, a dog sitting alone and a cloudy night sky. Encourage them to describe what they see and how they feel about it. This will help them create mental images and connect with the poem's themes.

Thus teacher can lead the attention of the learners into the poem.

Introduction to the Poem (10 minutes):

- ◆ Display the title of the poem, "Whispers of a Pale Moon," and ask students to predict what the poem might be about based on the title.
- ◆ Show visual aids of a pale moon, a dog sitting alone and a cloudy night sky to help set the mood.
- ◆ Briefly discuss any unfamiliar words in the poem and provide simple definitions.

Reading and Analysis :

- ◆ Distribute copies of the poem to each student.
- ◆ Read the poem aloud as a class, emphasizing tone and expression.
- ◆ Have students read the poem silently to themselves.
- ◆ Break the poem into sections, discussing the meaning of each stanza and encouraging students to share their thoughts and interpretations.
- ◆ Ask guiding questions such as:
 - ◆ What do you think the dog is feeling in the poem?
 - ◆ How does the poet describe the night sky?
 - ◆ What do you think the "whispers of a pale moon" symbolize?

Creative Expression:

- ◆ Divide the class into small groups and assign each group a stanza from the poem.
- ◆ Encourage students to create illustrations or drawings based on their assigned stanza.

- ◆ After completing their illustrations, have each group present their work to the class, explaining their interpretation of the stanza.

Write- up

Encourage students to write a short paragraph about their favourite part of the poem and why they liked it.

Presentation

Paint with words(Activity pg 62)

Teacher makes the learners re- read the poem in groups and share the ideas.

Teacher shows picture cards of different expressions in the poem and let them identify the expressions from the poem.(In the dark of night, Under the pale moon, The clouds start to gather etc...)Presentation

Let them do the activity ‘paint with words’ individually and complete the activity.

presentation

GO WITH THE FLOW(Activity pg 62)

- ◆ Play the audio recording of the poem “Whispers of a Pale Moon.”
- ◆ Ask students to listen attentively to the poem.
- ◆ After the audio ends, facilitate a discussion about the emotions and imagery portrayed in the poem.
- ◆ Encourage students to share their interpretations and reflections on the poem.

Choreography (20 minutes):

1. Divide the students into small groups.
2. Assign each group a section of the poem to focus on for choreographing a dance.
3. Provide guidance and suggestions for movement vocabulary and techniques that can convey the emotions and imagery of their assigned section.
4. Allow time for groups to collaborate and choreograph their dances.
5. Circulate among the groups to offer support and feedback as needed.

Language Focus

- ◆ Listen, comprehend and identify words/ sentences in a poem
 - ◆ Create illustrations based on the poem.
 - ◆ Write short reflections on their favourite part of the poem.
 - ◆ Read and comprehend the idea depicted in the poem,
- Evidences after the successful completion of the poem
- ◆ Creative illustrations on the poem
 - ◆ Write- up on favourite part of the poem

MODULE 9- THE VANISHED COCK

Begin by asking students if they have ever heard a rooster crow.

Show pictures of chickens and briefly discuss their characteristics and habits.

Introduce the title of the story, “The Vanished Cock,” and ask students what they think might happen in the story.

Teacher can ask picture interactive questions related to the passage.

Elicit responses.

By arousing curiosity, lead them to read the passage.

Reading- Process

Follow the steps of reading discussed earlier

Teacher can ask comprehension questions such as:

- ◆ What woke Jimmy up in the morning?
- ◆ Why was Henny afraid of Jimmy?
- ◆ Where did Jimmy find Cocker’s quills?

Elicit responses and consolidates the main idea in the chart as an evolving text.

Discussion:

Present students with a problem related to the story, such as “How can Jimmy ensure the safety of the chicks without Cocker?” Divide them into groups and encourage them to brainstorm solutions.

They can then present their ideas to the class and discuss the advantages and disadvantages of each.

Craft Activity:

Provide materials such as coloured paper, feathers, googly eyes and glue, and ask students to create their own chickens or other farm animals from the story. They can then display their creations around the classroom or in a designated “story corner.”

Trace her thoughts (Activity pg 63)

Teacher conducts a discussion on the passage ‘the vanished cock’.

Discuss the feelings of each character after the disappearance of the Cocker-Jimmy, Hen, chicks etc...

Ask to read the activity and complete the activity in simple language.

Presentation.

Language focus:

- ◆ Introducing and reinforcing new vocabulary words from the story such as “vanished”, “quills”, “drooped”, “honking”, “cocker”, “coop”, “yard”, “raindrops”, etc.
- ◆ Engaging students in discussions about the story, encouraging them to express their opinions, share their interpretations, and ask questions.
- ◆ Practicing speaking fluency through role-playing activities, presentations, and group discussions.
- ◆ Engages in craft works and acts according to instructions.

Evidences after the successful transaction of the story

- ◆ Evolving text
- ◆ Toy Chickens and farm animals

MODULE 10- A HEART

Teacher forms the children groups.

Each group is assigned to read each story passage

up to ‘The vanished cock’

Each group is asked to draw a picture related to their story.

Display in art corner.

After this entry activity, teacher can lead the attention of the learners to the pictures of the next story passage ‘A Heart breaking meal’.

Asks interactive questions to arouse curiosity.

- ◆ What do you notice in this picture? Describe what you see happening.
- ◆ Why do you think the dog looks sad? What clues from the picture help you make this inference?
- ◆ What do you think the master is feeling or thinking as he offers the chicken biriyani to the dog?
- ◆ What lesson do you think this picture teaches us about kindness and empathy towards animals?

Thus teacher makes them to read the passage individually.

Process- Reading

Follow the process of reading as discussed earlier. Teacher asks interactive questions to check the comprehension of the passage.

- ◆ What did the master pour onto Jimmy’s plate?
- ◆ How did Jimmy react to the food on his plate?
- ◆ Why do you think Jimmy did not eat the chicken biryani?
- ◆ How do you think the master feels about Jimmy’s refusal to eat?
- ◆ How would you feel if you were Jimmy in this situation?
- ◆ What do you think will happen next in the story?

Elicit responses and teacher consolidates it in the chart as evolving text.

Students are asked to copy it down in their notebook.

Word Association:

- Write the word “empathy” on the board and ask students to brainstorm words or phrases that come to mind when they hear this word.

Discuss the importance of understanding others' feelings and how it relates to the story they are about to hear.

Story Sequencing:

- ◆ Arrange the students in pairs.
- ◆ Provide students with pictures or cards depicting key events from the story (e.g., guests leaving, master offering biryani, Jimmy's reaction).
- ◆ Ask students to work in pairs to arrange the pictures in the correct sequence to retell the story.
- ◆ Presentation of story.

Jimmy, the Hero (Activity pg 65)

Teacher gives chance to draw Jimmy and colour in the space given.

Form groups.

Each group is asked to portrait the character of Jimmy regarding the scenes and dialogues of the story.

Presentation

Conducts a discussion and consolidates the character traits.

Complete the activity.

Language Focus

- ◆ Read and comprehend the passage.
- ◆ Read the passage with proper stress, pace, intonation etc...
- ◆ Responds to questions in simple English.
- ◆ Listen the instructions and act accordingly.
- ◆ Sequence the picture cards of the story.

Evidences after the successful completion of the story

- ◆ Evolving text in notebook
- ◆ Sequenced picture cards

MODULE 11- POEM (STRAY DOG)

Picture Walk:

- ◆ Display an illustration or picture of a stray dog wandering the streets.
- ◆ Ask students to observe the picture and make

predictions about what the poem might be about.

Brainstorming Session:

- ◆ Lead a discussion about stray animals and their lives.
- ◆ Prompt students to share what they know or think about stray dogs, including where they might live, how they survive and the challenges they face.
- ◆ Teacher consolidates the points in a chart.

Creative Writing- diary:

- ◆ Ask students to imagine that they are the stray dog in the poem and write a diary entry describing a day in their life.
- ◆ Encourage them to use descriptive language to convey the dog's thoughts, feelings, and experiences.
- ◆ Individual presentation
- ◆ Group sharing and modification
- ◆ Group presentation

Language Focus

- ◆ The learners find out the main idea of the poem.
- ◆ Express the ideas of the poem.
- ◆ Writes diary thoughts creatively.
- ◆ Actively participates in discussions.

Evidences after the successful completion of the story

- ◆ Diary
- ◆ Write up on stray dog

Choose your pic (Activity pg 59)

Ask the students to observe the activity carefully and complete it according to the instructions.

Presentation

Detect a Lie (Activity pg 64)

Ask the learners to read the entire story. Form two groups.

One group say a sentence from the story, the other group should say whether it is true or false.

Give points if it is correct.

Continue the game.
Then teacher asks to read the activity and complete the activity.

Who am I? (Activity pg 66)

Teacher introduces the given activity in a game mode.
Let them read the activity and find out the correct word from each set of letters given in the chicks.
Those who get the word correctly, should run and write the word on the board like a 'board race'.
After the game, complete the textbook with correct answers.

Story board creation (Activity pg 71)

Teacher introduces the activity. Let them observe each picture and sequence it in the right order of the story.
Presentation.
Give chances to retell the story based on the pictures as a story board.

My story of Jimmy and Cocker (Activity pg67)

This activity is meant for a digital assignment.
Give the learners a chance to retell the story in their own style and language.
They can make use of the help of evolving texts or previous activity story board if needed.
Let them shoot the video of their story narration and post it in the class whatsapp group.
The features of a narration should be discussed in the class before the narration.

The best scene (Activity pg 68)

Teacher forms 7 groups, each group is assigned to read each story passage from the story.
Let them re- read the particular passage and share the ideas in the group.
Each group is asked to present the context, characters and main idea of the passage before the class. Thus, if any one miss out any point they can refill it.
After the detailed discussion, teacher introduc-

es the activity of page 69 and ask them to draw their favourite scene and label the characters and objects of that scene individually.

Presentation

Help the worms (Activity pg 69)

Teacher can introduce this activity also as a game.
Form groups and each group is given a set of word cards given in the activity worms.
They are asked to re- arrange the worms and make a meaningful sentence.
Those who arrange it first, will be the winner.
Presentation.

After that, let them complete the activity by their own.

Wipe the tears (Activity pg 70)

Form groups. Let them read the activity and conduct a discussion.
Discuss the climax scene.
Let them individually change the climax by their own.
Share in the groups.
Let them discuss and select the best ending scene written by them.
Presentation
Let them complete the activity in page 70.

Rhyme Time (Activiypg 72)

Let them read the poem 'The Watchdog' individually.
Sit in groups and share the ideas they got after reading the poem.
Presentation and discussion.
Teacher recites the poem or play audio version of the poem.
Let them listen carefully.
Introduce the activity.
Each group is asked to find out rhyming words of the given words in the textbook activity.
Presentation
Complete the activity page.

Rhyme Relay (Activity pg 73)

This activity is a game for students.

Teacher can give instructions given in the textbook.

Let them play the game with rhyming words.

Teacher can edit and correct if mistakes come out.

Consolidates all the rhyming words they have found find out.

Create your own verse (Activity pg 73)

Teacher exhibits the picture of a watchdog described in the rhyme. Let the students observe the picture. They can also watch the pictures given in the textbook.

Let them write a single line on the appearance of the watchdog individually.

Make them sit in groups and present their line in the group.

Let them combine all the lines of the group members and make a poem of their own.

Presentation

Copy it into their notebook.

In between the lines (Activity pg 74)

Teacher exhibits a chart in which the lines given in the activity are written.

Let them read the lines and discuss the idea.

Make them do the activity accordingly.

Presentation.

Give them chance to justify why they insert that lines into that particular scene of the story.

Proverbs are wise saying (Activity pg 74)

Teacher introduce the activity and the proverb given in the textbook.

Discuss the proverb with examples.

Let them read the given proverbs and give them chance to explore the meaning.

Teacher can site some example sentences for the proverbs.

Let them guess the meaning.

Conducts a discussion and complete the activity.

INTRODUCTION

This story is about two toy friends, who were excluded for their malfunctions. This story shows us the importance of care and love of for our things or belongings.

Components

- Puzzle
- Story
- Poem

Materials Needed:

- ◆ Puzzle card
- ◆ Toys(duck, bear)
- ◆ Pictures of toy animals
- ◆ Toy duck and bear (or paper cut-outs), props for a toy shop
- ◆ Writing paper, pencils, crayons
- ◆ Pictures of a clean toy duck and bear, and pictures of dusty, sad versions of the same toys.
- ◆ A soft cloth, some dust (e.g., flour or chalk powder), and a small toy.
- ◆ Emotion cards with faces showing different feelings (happy, sad, hopeful, etc.)
- ◆ Old toys or objects, cleaning supplies, and decorating materials (stickers, ribbons)
- ◆ Writing paper, pencils
- ◆ Drawing paper, coloured pencils, crayons
- ◆ Magazines, scissors, glue, large poster board
- ◆ Vocabulary cards
- ◆ Sentence cards for story sequencing of module 10

MODULE 1-Entry activity (puzzle card)

- ◆ Begin by displaying the puzzle card with the names of toys listed.
- ◆ Discuss the importance of paying attention to details and using visual cues to solve puzzles.
- ◆ Briefly introduce each toy to ensure all students are familiar with them.
- ◆ Explain the task: Students need to circle the

names of toys that match the small drawings in the puzzle card.

- ◆ Presentation
- ◆ For students who finish early or as an extension activity for advanced learners, provide additional puzzle cards with more complex arrangements of toys.
- ◆ Encourage creativity by allowing students to create their own puzzle cards with different themes or categories.

Interaction:

- Do you like toys?
 - Which toys do you like to play with?
 - Can you say the names of these toys?
 - Very good. Take page number 77. There are pictures of some toys. There is a puzzle card including letters. You have to circle the names of those toys given in the page.
- Presentation

Language focus

- ◆ Follow the instructions of the teacher and act accordingly.
- ◆ Solve language puzzles.
- ◆ Evidences of successful transaction of module one
- ◆ Solved puzzle card of toys

MODULE 2- TOY FRIENDS (page 74)

- ◆ Begin by showing the students the toy duck and bear.
- ◆ Play the sound clips of the duck's quack and the bear's growl.

- ◆ Ask the students to identify which sound belongs to which toy.
- ◆ Hand out the cards with images of different toys and animals.
- ◆ Play various sound clips and have students match the sounds to the correct cards.
- ◆ Introduce the unit as a story of toys through picture interaction of page 78, locate the main characters.
- ◆ Explain that in today's story, the duck and the bear have mixed-up sounds.

Teacher can ask the following picture interactive questions.

- What are the toys you see in the picture?
- What are the emotions of each toy?
- Where are our main characters?
- Where is the position of the toy bear and the toy duck? Why?
- "Our duck and bear are in a sad mood. What will be the reason?"
- ◆ "The answer is in your textbook page 78. Read and find it out."
- ◆ Elicit maximum response of learners. Teacher can write the responses on BB and read them aloud. It can be consolidated in such a way that the learners are initiated to the reading of the text.

PROCESS READING

Follow the detailed process of reading as we discussed in the previous units.

After reading the story, discuss in the class the different story elements.

Teacher can ask some interactive questions to elicit the story as an assessment of comprehension of the passage.

- Who are the main characters in the story?
- Where to they live?
- What happened to their sounds?
- Why are they put in the top shelf?
- ◆ Elicit responses and teacher notes it down in a chart.

Once upon a time, there was a duck and a little bear. They lived in a toy shop. The duck had a bear's growl. The bear had a duck's quack! The shopkeeper tried to repair them. But she couldn't. So she put them on the top shelf.

- ◆ Teacher can make the learners to write it down in their notebook and initiate them beautify the page with appropriate pictures.
- ◆ Pause after paragraph to ask predictive questions to think beyond the textbook:
 - ◆ "What do you think will happen next?"
 - ◆ "Why do you think the shopkeeper couldn't repair them?"
- ◆ Teacher can ask the questions given in the textbook page 78 also.

Role-play:

- ◆ Divide students into pairs and assign roles of the duck, bear, and shopkeeper.
- ◆ Have them act out the story, focusing on the mixed-up sounds and the shopkeeper's reaction.
- ◆ Encourage them to create their own dialogues based on the story.

Writing a new ending

- ◆ Ask students to write a new ending for the story.
- ◆ Encourage them to think about what could happen next: "What if the shopkeeper found a way to fix the toys?" or "What if the duck and bear liked their new sounds?"
- ◆ Have students share their endings with the class and illustrate their new story parts.
- ◆ Presentation.

Activity 2- spill the colours

Ask the learners to complete the drawing and colour the picture given in the page 96.

Activity 11- What's my sound?

Play the audio of different animals and birds given in the textbook page 102. Let them identify the sound and then write it in the corresponding space

given in the textbook.

Language focus

1. Reads and comprehends a story.
2. Understands and responds to simple questions in simple English.
3. Enjoy performing role-plays.
4. Identify the sounds of different toys.
5. Rewrite the story they have read by adding a new ending.

Evidences of successful transaction of module 2

- Elicited texts in the note book and the chart
- Rewritten story.
- Dialogues of the role- play

Module 3- THE DUSTY TOYS (page 79)

- ◆ Show students the clean toy pictures first and ask how they think these toys feel.
- ◆ Show the dusty, sad toy pictures next and ask how these toys might feel now.
- ◆ Use the small toy and lightly dust it with flour or chalk powder while discussing how time affects things that are left alone.
- ◆ Ask students to share their thoughts on why the toys might be feeling sad.

Process reading

Follow the process of reading as discussed earlier.

After reading teacher can ask comprehension questions to elicit the text.

A whole year!
Nobody bought them. They got dustier and dustier.
“Nobody will buy us”, said the bear.
“You are right,” supported the duck.
They were sad.

- ◆ Read the story aloud, emphasizing the passage of time and the growing sadness of the toys.
- ◆ Pause after key points to ask reflective questions:

- ◆ “How would you feel if you were the bear?”
- ◆ “Why do you think the toys are getting dustier?”
- ◆ Encourage students to express the feelings of the duck and bear through facial expressions or simple actions.
 - Discuss the main events and the emotions of the characters.
 - Ask comprehension questions:
 - “Why did the bear think nobody would buy them?”
 - “How did the duck support the bear’s feelings?”

EMOTION CARDS

- ◆ Assign students roles of the duck, bear and a shopkeeper.
- ◆ Have them act out the story, using the emotion cards to show how the characters feel.
- ◆ Discuss how the characters’ feelings change throughout the story.

DUSTING OFF AND GIVING NEW LIFE

- ◆ Provide students with dusty or old toys.
- ◆ Have them clean and decorate the toys, imagining they are giving them new life.
- ◆ Discuss how it feels to take care of something and make it look nice again.

DIARY ENTRY

- ◆ Ask students to write a diary entry from the perspective of the duck or bear, describing how they feel after three months of not being bought.
- ◆ Encourage them to use descriptive words to express the emotions of the toys.
- ◆ Share some of the entries with the class to discuss the different perspectives.

Activity 3- Speaking out the Feelings

Ask the learners to write a conversation between the bear and the duck discussing their feelings when nobody bought them for a year.

Presentation
Group sharing

Presentation

Complete the activity in page 97.

Activity 4- how do we appear?

Let them describe the appearances of the bear and the duck unsold for a year. Complete the activity in page 97

Presentation

Language focus

- ◆ Read and comprehend a story.
- ◆ Understands and respond to simple questions in simple English.
- ◆ Write diary entries.
- ◆ Read with proper speed, stress and intonation.

Module 4- THE RAYS OF HOPE (page 80)

TOY SHOP

- ◆ Set up a small area of the classroom as a toy shop with the toys on a shelf.
- ◆ Assign students roles: shopkeeper, customers.
- ◆ Have the students act out a short scenario where customers enter the shop to look at toys.
- ◆ Encourage the class to pay attention to the interactions and the toys chosen.
- ◆ Conclude the role play by explaining that today's story involves a similar scene.
- ◆ Discuss what a toy shop is and what kinds of toys students like to see there.
- ◆ Show pictures of the story characters and ask students to guess their roles in the story based on the pictures of page 80.
- ◆ Ask picture interactive questions to elicit responses and enter the text.

Process reading

Follow the steps of reading as discussed earlier.

- ◆ Discuss the main events and characters' emotions.
- ◆ Ask comprehension questions:
 - ◆ "Why did the grandma want to buy a gift?"
 - ◆ "How did the shopkeeper react to the request?"
 - ◆ "What was special about the bear and the duck?"

Elicit responses and note it down on the chart.

Learners can copy it to their notebook.

DRAWING AND DESCRIBING

- ◆ Ask students to draw the scene where the girl sees the bear and the duck on the shelf.
- ◆ Have them write a few sentences describing the toys and the girl's reaction.
- ◆ Display the drawings in the classroom and discuss the different perspectives.

TOY SHOP COLLAGE

- ◆ Have students cut out pictures of toys from magazines and create a collage of a toy shop.
- ◆ Encourage them to include their favourite toys and the bear and duck from the story.
- ◆ Discuss how different toys can make people happy and why the little girl chose the bear and the duck.

Activity 5- Toys, Toys and Toys

Introduce the activity in page no. 98 and ask to list out the toys individually.

Presentation

Activity 6- My Favourite Birthday Gift

Let them talk about their birthday and their favourite birthday gift.

Activity 7- My Toys

Let them read the poem given in the page 99 individually. Share the ideas in group. Presentation and discussion on the theme.

Let them complete the activity.

Language focus

- The learners find out the main idea of the story by reading it.
- Read and comprehend the passage.
- Reading with proper pace, tone and expression.
- Act according to the instructions.
- Describe things using appropriate describing words.
- Participates in drawing and colouring

- related to the story.
- Engage in collage like activities.

Evidences of successful transactions of module 4

- Elicited text of the passage.
- Collage of toy shop
- Drawing
- Description

MODULE 5- RAYS OF HOPE (continue...page no. 81)

Reading the text of page 81

- ◆ Individual reading of the particular page as a continuation of the last page.
- ◆ Process reading.
- ◆ Elicit text and write it on the chart.

Character Description:

- ◆ Discuss the characters in the story, focusing on the bear and the duck. Ask students to describe the bear and the duck based on the story's descriptions.
- ◆ Write descriptive words on the board (e.g., fluffy, brown, big smile, yellow, playful expression).

Vocabulary Activity:

- ◆ Use word cards with key vocabulary from the story (e.g., bear, duck, shopkeeper, cheerful, excited).
- ◆ Conduct a matching activity where students match the words with pictures or definitions.

Lead a class discussion with questions such as:

- “Why do you think the little girl was excited to see the bear and the duck?”
- “What other toys might the shopkeeper have in the store?”
- “How do you think the shopkeeper felt when the girl was happy?”

Activity 8- Wear your Masks

Make the students 5 member groups. Read the activity in page 100. Let them construct a conversation between the child, mother,

grandmother and the shop keeper.

Presentation and editing

Supply masks

Let them act it out.

Activity 25- Act Out

Divide the students in groups. Let them prepare script of the passage ‘The Rays of Hope’ and act it out as a role- play.

Language focus

- ◆ The learners find out the main idea of the story by reading it.
- ◆ Read and comprehend the passage.
- ◆ Reading with proper pace, tone and expression.
- ◆ Act according to the instructions.
- ◆ Describe things using appropriate describing words.
- ◆ Match acquired vocabulary with their definitions.
- ◆ Evidences of successful transactions of module 5
- ◆ Elicited text of the passage.
- ◆ Description

MODULE 6- JOY OF HOPE (page no. 82, 83)

- ◆ Picture interaction
- ◆ Teacher asks interactive questions related to the picture.
- ◆ Elicit responses

Process reading

- ◆ -follow the process of reading as described earlier.

Ask comprehension questions to elicit the text.

1. Who said, “At last our day has come!”?
2. What did the bear say about the girl?
3. To whom did the shopkeeper hand over the toys?
4. What did the little girl do after receiving the toys?
5. How did the little girl’s eyes look when she received the toys?

Teacher can write the responses in the chart and display it as an elicited text.

Character Dialogue:

- ◆ Discuss the dialogue between the duck and the bear. Write their lines on the board and ask students how they think each character feels.
- ◆ Have students practice reading the lines with appropriate emotions and expressions.

Role-Playing:

- ◆ Divide the class into small groups and assign roles (duck, bear, girl, mother, grandmother, shop keeper).
- ◆ Provide props if available and ask students to act out the scene, focusing on expressing the characters' emotions and dialogue.

Drawing and Writing:

- ◆ Ask students to draw a scene from the story, focusing on the moment the girl receives the toys.
- ◆ Have them write a few sentences describing their drawing, using vocabulary from the lesson.

Activity 13- Wish You a Happy Birthday

Introduce the activity in page 103. Divide in groups. Let them discuss and list out what are the things needed for preparing a birthday card.

Making of the card.

Presentation in the creative corner.

Language focus

- ◆ The learners find out the main idea of the story by reading it.
- ◆ Read and comprehend the passage.
- ◆ Reading with proper pace, tone and expression.
- ◆ Act according to the instructions.
- ◆ Engage in drawing and colouring.
- ◆ Write simple sentences related to a picture.

Evidences of successful transactions of module 6

- ◆ Elicited text
- ◆ Drawing and it's description

MODULE 7- The Bear and Duck's Journey page 84, 85)

Start the lesson by reviewing the previous part of the story.

Sound Matching Game:

Play audio recordings of different animal sounds. Show pictures of animals and ask students to match the sound to the correct animal. Discuss what sounds each animal typically makes.

Predict the Story:

Show students the pictures of the characters of the particular page (duck, bear, girl, shop keeper). Ask them to predict what might happen in a story involving these characters.

Elicit responses.

Process reading

Follow the steps of reading as described earlier.

- ◆ Teacher reads the story part aloud with expression, emphasizing the sounds and emotions of the characters. Ask students to listen carefully.

Choral Reading:

Read the story part together as a class. Encourage students to mimic the sounds and expressions.

Character Feelings Chart:

Create a chart with the names of the characters. After reading, ask students to describe how each character feels and why. Write their responses on the chart.

Creative Writing:

Ask students to write a short paragraph about what they think will happen next in the story. Encourage them to be creative and think of new toys the shopkeeper might get for the girl.

Hold a class discussion about the story. Ask questions like:

- ◆ Why do you think the girl was disappointed?
- ◆ How would you feel if your toys made the

- wrong sounds?
- ◆ What new toys would you like to have if you were the girl?
- ◆ What will be the feelings of the bear and the duck when the shopkeeper scolded them?
- ◆ Where did the bear and the duck go?

Elicit responses.

Activity 10- When Eyes Talk

Ask to observe the picture and complete the activity individually given in the page 101.

Activity 12- Sharing the Sorrow

Introduce the activity in page 102. Discuss on the feelings of the characters and the possible talks between them.

Individual writing

Share in groups and editing.

Presentation of group product and editing

Let them complete the textbook.

Activity 13- Take the Roles

Make groups. Let them role- play the conversation they made for activity 12. Teacher can shoot their performance.

Language focus

- ◆ To encourage critical thinking and personal connection.
- ◆ To practice writing skills and extend the story.
- ◆ To identify and discuss characters' emotions.
- ◆ To build reading fluency and confidence.
- ◆ To spark curiosity and make predictions.

Evidences of successful transactions of module 7

- ◆ Short write up of the upcoming story.
- ◆ Character feelings written chart

MODULE 8- THE VILLAGE DOCTOR (PAGE 86, 87)

Warm-Up Discussion:

- ◆ Ask students if they have ever visited a doctor and how the doctor's clinic was.
- ◆ Encourage students to share their experiences

and describe the cleanliness and organization of the clinic.

- ◆ Introduce the concept of different types of doctors, including village doctors, who may have different settings and methods.

Teacher can make use of ICT for showing pictures.

Visual Stimulus:

- ◆ Show pictures of different doctor's clinics (clean and organized vs. messy and disorganized).
- ◆ Ask students to observe and discuss the differences in the pictures.
- ◆ They can note down the differences in groups.

Prediction Activity:

- ◆ Present the title of the story passage: "Visit to the Village Doctor."
- ◆ Ask students to predict what might happen in the story and what kind of doctor the village doctor might be.

Process reading

Thus lead their attention to the textbook.

Picture interaction.

Let them read the text to find out whether their predictions are right or wrong.

Follow the steps of reading as discussed earlier.

Ask comprehension questions to ensure students understand the passage:

- ◆ Why did the bear and duck decide to visit the village doctor?
- ◆ What did the duck hear about the village doctor?
- ◆ How did the bear feel about visiting the village doctor?
- ◆ Describe the condition of the village doctor's house.

Setting Description:

- ◆ Have students draw a picture of the village doctor's house based on the descriptions in the passage and describe it.
- ◆ Encourage them to include details like the messy room, the medicinal plants, and the dirty kitchen.

Medicinal Plant Collage:

- ◆ Bring pictures of different medicinal plants.
- ◆ Let students create a collage using these pictures and label each plant with its name and use.

Clean-Up Campaign:

- ◆ Discuss the importance of cleanliness and organization.
- ◆ Organize a classroom clean-up campaign where students help to tidy up their classroom.
- ◆ Relate this activity to the messy house of the village doctor and how they can improve it.

Teacher can ask reflection questions to think freely and respond.

- ◆ What did you learn from the story about visiting a doctor?
- ◆ How did the descriptions in the story help you visualize the village doctor's house?
- ◆ What would you do if you were in the bear's or duck's place?

Activity 15- Tell me the truth!

Let the students re-read the passage and complete the true/ false activity given in the page 104.

Activity 16- Reflect Yourself

Let them read the activity in page 105. Discuss on the topic. Let them write their opinion and present it before the class.

Activity 17- How do we differ?

Introduce the activity in page 105. Make them observe the pictures. Spot the differences and let them write it in the space given.

Language focus

- ◆ To engage students and set the context for the story.
- ◆ To develop reading comprehension
- ◆ Encourage creative thinking.
- ◆ Participate in drawing and colouring related to the story.

Evidences of successful transactions of module 8

- ◆ Elicited text chart
- ◆ Medicinal plant collage

- ◆ Picture of doctor's clinic
- ◆ Description of the clinic

MODULE 9- TOGETHER THEY WORK (PAGE 88)

Warm-Up Discussion:

- ◆ Start with a discussion about household chores. Ask students what chores they do at home and how they feel about them.
- ◆ Discuss the importance of teamwork and helping each other with chores.

Describe the chores:

- ◆ Show pictures of various household chores (sweeping, mopping, washing dishes, laundry).
- ◆ Ask students to identify the chores and describe how they are done.

Prediction Activity:

- ◆ Present the title of the story passage: "Together they work."
- ◆ Ask students to predict what might happen in the story and how the characters might work together to clean the house.
- ◆ Lead their attention to the page and interact with the pictures.

Process reading

Read after picture interaction

Follow the process of reading as discussed earlier.

Sequence of Events:

- ◆ Have students list the chores in the order they were done in the story.
- ◆ Discuss why it's important to have a plan and work together when doing chores.

Role-Play:

- ◆ Organize a role-play activity where students act out the scene of the bear and duck cleaning the house.
- ◆ Assign roles (bear, duck) and encourage students to use expressive dialogue and actions.

Cleaning Tips Poster:

- ◆ Ask students to create a poster with cleaning

tips.

- ◆ They can include tips on how to properly sweep, mop, wash dishes, and do laundry.

Activity 18- What and Who?

Introduce the activity given in page 106. Let them individually complete the activity.

Language focus

- ◆ The learners find out the main idea of the story by reading it.
- ◆ Read and comprehend the passage.
- ◆ Reading with proper pace, tone and expression.
- ◆ Act according to the instructions.
- ◆ Describe household chores
- ◆ Enjoy performing role-plays
- ◆ Prepare posters

Evidences of successful transactions of module 9

- ◆ Poster of cleaning tips
- ◆ List of chores

MODULE 10- HARD WORK LEADS TO SUCCESS (PAGE 89)

Teacher leads the attention of the learners to the picture on page 89.

Picture interaction

- ◆ What happens to the bear while cleaning?
- ◆ What would he say?
- ◆ What will be the reaction of the duck? Why?

Leads the readers to read the text.

Process reading.

Follow the steps of reading as discussed earlier.

Ask comprehension questions to elicit the text

- ◆ What happened when the bear stepped on the floor of the kitchen?
- ◆ What sound did the bear make when he fell?
- ◆ What was the duck's reaction to the bear's noise?
- ◆ What did the bear start doing after he swallowed his cry?
- ◆ How did the house look after the bear and the duck cleaned it?
- ◆ What did the duck do after the house was cleaned?

- ◆ Where did the duck and the bear go after making a cup of tea?

Write the responses in a chart and keep it as an evolving text chart for further reading.

Story Sequencing:

Make students groups.

Provide students with pictures or sentences from the story part. Ask them to arrange the pictures or sentences in the correct order.

Activity 19- Be choosy

Let them read the activity in page 106 and find out the answer from the given options.

Activity 20- What is Missing?

Introduce the activity in page 107. Re- read the passage 'hard work leads to success' and complete the sentences.

Presentation

Language focus

1. Reads and comprehends a story.
2. Act according to the situations.
3. Engage in reading the passage.
4. Reading with proper pace, tone and intonation
5. Rearrange the story in proper sequence.

Evidences of successful transactions of module 10
-Elicited chart

Sequenced story

Module 11- THE REWARD (PAGE 90, 91)

Picture interaction of page 90,

Ask interactive questions

Elicit the responses and write it on the chart.

Process reading

Follow the process of reading as discussed earlier.

Conversation writing

Let them write the conversation between the quack, the bear and the doctor.

Sit in groups and share the product.

Group presentation.

Activity 21- Who is hiding?

Introduce the activity in page 108 and let them complete it and present.

Activity 22- Recipe time

Teacher conducts a discussion on the story part of making tea. Ask them how to make a tea. Can show videos of tea making.

Let them complete the activity in the page 108.

Language focus

1. Reads and comprehend a story.
2. Act according to the situations.
3. Engage in reading the passage.
4. Reading with proper pace, tone and intonation.
5. Construct and present simple conversations/ dialogues suited to contexts.

Evidences of successful transactions of module 11

- Elicited text
- Conversation

Module 11- THE SECOND VISIT (PAGE 92, 93)

Character Recall:

Show flashcards of the duck, the bear and the shopkeeper. Ask students to recall what happened in the previous part of the story and describe each character.

Predict the Story:

Ask students what they think might happen to the duck and the bear when they return to the toy shop. Discuss their predictions.

Ask them to check whether their predictions are right or not.

Let them read the text.

Process reading

Follow the process of reading as discussed earlier. Teacher can ask interactive questions

1. The girl comes back to the shop to see the duck and the bear, what may be the reason?
2. Why did the shopkeeper say ‘the bear still quacks and the duck growls?’ What might be

his response when he hears their original sound?

Thoughts

Discuss how the duck and the bear might feel being called lazy and useless by the shopkeeper. Ask students to express their thoughts.

Activity 26- What did they think?

Introduce the activity in page 110. Individually write the thoughts in the given space.

Language focus

1. Reads and comprehends a story.
2. Engage in reading the passage.
3. Reading with proper pace, tone and intonation.
4. Write the thoughts and feelings of characters.

Evidences of successful transactions of module 11

- ◆ Thoughts

Module 12- THE MAGIC (PAGE NO. 94, 95)

Invite the attention of the learners to the pictures of page 94 and 95.

Ask interactive question related to the pictures.

Elicit the responses and mark it in the chart.

Lead them to read the text.

Process reading

Follow the process of reading as discussed earlier.

Activity 1- where is the twin sound

Form 3 groups. Teacher form three groups. Give a set of word cards including the given words in the bracket.

Teacher exhibit three words ‘duck’, ‘top’, ‘bear’ on board.

Ask them to find out the rhyming words for the exhibited words from the cards. Those who complete first will be the winner.

Complete the activity in the textbook page 96.

Activity 9- Connect the Lines(pg 100)

Exhibit the left-sided words on the BB and ask them to find out their meaning from the dictionary in groups.

Presentation

Complete the activity in page 100,

**Activity 14- Advertise Please
(digital assignment)**

Shows the students different types of advertisements in print, audio and video form. Conduct a discussion on the features of the advertisement.

Introduce the activity in page 104

(Let them prepare the advertisement individually and post it in the class whatsapp group.)

Activity 23- We are the same

Introduce the activity in page 109. Let them individually find out the answer and put a star for the correct answer.

Activity 27- My sentences

Read the activity in the page 110. Conduct a discussion on the meaning of the given words. Let them make new sentences. Presentation.

Activity 28- Story time

Give chance to retell the story in their own words.

Activity 29- Dreaming of the Future

Conducts a discussion on the thoughts of the Bear and the Duck on the way back to the girl's home.

Introduce the activity.

Let them complete it individually and present.

Activity 30- Ask Yourself

Let them speak about their opinion of the story.

Their favourite character, scene all should be in the opinion.

Activity 31- What comes first?

Introduce the activity in page 112.

Let them rearrange the pictures and write one or two sentences for each picture.

It is a self- assessment activity.

Activity 32- The Lost doll (poem)

This poem is for extended reading.

Let them read the poem individually and in groups

Share the ideas.



**TEACHERS RESOURCE
MANUAL**

**English
Grade 4**

GRADE - 4

1

The Porcupine And The Magic Wand

Introduction

This unit tells us a fable.
Children will love to hear such fables.

◆ Components of the Unit:

- A fable
- Poem

- Note on porcupines(for reading)
- Language activities
- Slots for digital assignments

- ◆ Note: Dear teacher, The unit is sub divided into modules.
- ◆ One module will essentially contain a reading task, writing task, and specific interaction slots. Certain modules may deal only with the language and other activities.
- ◆ Please go through the entire unit given in the text book before you transact it.

Module 1

Entry activity

- ◆ Draw attention to the picture given on page number 6 of TB(TEXT BOOK)
- ◆ The following is a sample of interaction you need make at this point. You are free to use this or frame your own questions.

Good Morning children.

How are you?

Aji has a new shoes today, hasn't he?

That's fine!

Without wasting our precious time, let's open our new textbook.

Please take page 6.

Who do you see there?

Any idea?

Yes! It's the picture of a magician.

How do you know it is a magician?

What is in his hand?

What do you call it?

Nima says it is a magic wand.

Gita, do you agree?

Good!

Gita agrees with Nima.

Tinu, what do you say?

Is it a magic wand?

That's fine!

I will give you two minutes.

You can share what you know about magicians.

The time starts now.

- ◆ Let children share what they know about magicians.

The time is over, now who is going to talk ?

Fine! Welcome Najim on to the dias.

He will say about magicians.

Supplement as he speaks.

Video graph their presentation.

Invite one or two children and appreciate their presentations.

- ◆ Now we can proceed to page 7 of your book.
- ◆ Display the page on the big screen.
- ◆ Interact with children based on the picture on page 7.
- ◆ Encourage children to read the text themselves.

Reading process

- ◆ Reading process may have the following steps

1. Individual reading

- At this step learners are supposed to do the

following

- Try to read and comprehend without anybody's help
- Mark difficult words/sentences with a pencil.
- Mark sentences which they liked the most.

2. Reading and sharing in groups

- Form 4 or 5 membered groups.
- Let the individuals seek help from fellow members to clarify their doubts (the marked sentences/words)
- Share the sentences they like and why they liked it.
- Let one from each group read aloud the passage for the whole class. (give chances to all, when you proceed from passage to passage)

3. Sharing with other groups

- The groups pass their doubts, if any, to other groups and seek clarification from them.

4. Reading aloud by the teacher

- Teacher has to read aloud the passage. He must follow the prosodic features such as tone and pitch variation.
- Note after this, almost all doubts must have eliminated.
- If not, ask them to refer to glossary or a dictionary.

5. Reading in between and beyond lines

- Encourage children to read in between and beyond the lines of the passage.
- For this you can use interaction questions given in the TB itself, after every passage.
- Any how you have to add more questions for better understanding.

6. Reflective and inferential questions serve different purposes in communication and critical thinking.

Reflective Questions:

- ◆ Reflective questions focus on introspection and self-awareness. They encourage individuals to think deeply about their thoughts, feelings and experiences.
- ◆ These questions often start with phrases like “How do you feel about...?” or “What was your reaction when...?”
- ◆ Reflective questions help individuals explore their own perspectives, motivations, and emotions.
- ◆ They are commonly used in counseling, therapy, coaching, and self-improvement contexts.

Inferential Questions:

- ◆ Inferential questions are aimed at drawing conclusions or making predictions based on available information or evidence.
- ◆ These questions require critical thinking and analysis to make logical deductions or interpretations.
- ◆ Inferential questions often start with phrases like “What do you think will happen if...?”

Relevance of reflective and Inferential questions in a language class.

- ◆ In a language class, asking both reflective and inferential questions serves several purposes, enhancing students' language learning experience:
- ◆ **Promoting Critical Thinking:** Both types of questions encourage students to engage critically with the text. Reflective questions prompt students to reflect on their personal responses to the text, while inferential questions challenge them to analyze the text deeply, make connections and draw conclusions.
- ◆ **Encouraging Language Proficiency:** Reflective questions help students express their thoughts and feelings in the target language, fostering language proficiency and fluency. Inferential questions require students to comprehend and interpret the text, reinforcing reading comprehension skills.

- ◆ **Facilitating Discussion:** By asking reflective questions, students can share their interpretations, experiences and cultural perspectives related to the text, promoting discussion and peer interaction. Inferential questions stimulate collaborative learning as students work together to analyze and draw conclusions from the text.
- ◆ **Building Empathy and Cultural Awareness:** Reflective questions encourage students to consider diverse perspectives and empathize with characters' experiences, fostering cultural awareness and sensitivity.
- ◆ **Inferential questions:** encourage students to analyze cultural nuances and contextual factors within the text, deepening their understanding of the cultural context.
- ◆ **Supporting Personal Growth:** Reflective questions promote self-awareness and personal growth by encouraging students to reflect on how the text resonates with their own lives, values and beliefs.
 - Inferential questions challenge students to think critically and problem-solve, fostering intellectual growth and confidence in their language abilities.

Towards writing

- ◆ Invite learners' attention to the picture of porcupine given on page number 7.
- ◆ Ask the following questions.
 - Look at the porcupine.
 - What makes it different from other animals?
 - How will it defend itself?
 - Lets read some riddles on page 31
 - Lead children to page 31 (riddles)
- ◆ Read aloud the riddle about the porcupine.
 - What does the porcupine say?
 - I am furry
 - With sharp quills.I raise my quills
 - To defend myself.
- ◆ Now read the other riddle given.
 - Who is the speaker?
 - What does it say about itself?

- Can you make a riddle about a parrot?
- How will you begin?

- ◆ Encourage children to make riddles.
- ◆ Any writing activity can be supported with forming concept webs.
- ◆ Be sure to form concept webs in negotiation with learners

Concept webs

For cat

- ◆ The following can be the points.
 - Small
 - Mews
 - Has fur
 - Long tail

For a parrot

- Green
- Red beaks
- Flies high
- Can talk
- ◆ Develop more concept maps and display them.

Steps to be adopted for writing activities.

1. Individual attempt

- ◆ Encourage children write their own riddles based on the concept maps already formed.

2. Random presentation

- ◆ Let two or three children present the riddle, even if it is in the crude form.
- ◆ Appreciate their work and group children.

3. Refining in groups

- ◆ Let participants share what they have written.
- ◆ They can suggest modifications
- ◆ Select the best lines(not the entire riddle)
- ◆ And form a group product.

4. Supply chart paper and marker pens

- ◆ Encourage the groups to write their riddle on

to the chart paper.

5. Presentation of Teacher's version.

- ◆ Prepare a riddle for parrot/cat/dog and exhibit it.

Sample 1

Mew, mew, mew
I have four legs
My tail is long
I catch mice.

Sample 2

I am green
My beak is red
I speak like you.

6. Editing

- ◆ Edit group products in negotiation with the learners.

Steps Suggested

1. Fix sentence boundaries

- ◆ Learners may not have used full stop, coma, question mark, etc.

2. Thematic editing

- ◆ Read the whole of the note and eliminate 'out of the box' sentences (that are not related to the theme)

3. Syntactic editing

- ◆ Learners may have written certain sentences like the following.
 - 'Table on book' (mother tongue interference)
 - 'I road on walk'
- ◆ Ask the following questions
 - Do you want to change the word order?

4. Morphological editing

- ◆ Look at the following sentences
 - He go to park
 - They walks straight
 - We run yesterday

- ◆ Here the errors are confined to a word.
- ◆ Encircle the word and ask the following questions
 - Do you want to change the form of the word?

5. Spelling

- ◆ Ask children to refer the text book or a dictionary to eliminate
- ◆ spelling errors.

Evidences of successful transaction of Module 1

1. Video of learners' presentation.
2. They have marked difficult words on the text
3. Charts of riddles
4. Editing charts.

Module 2

Note: The fable progresses. This module is woven around the passage 'the magic wand'.

Language focus

- ◆ Past tense to narrate a story/fable.
- ◆ Use of 'can'
- ◆ Encourage children to read the passage. The reading process will pass the steps described in module 1.
- ◆ Ask interaction questions given and frame new questions to make them read beyond lines.
- ◆ Let children make guesses on probabilities of the story.

Activity pages

- ◆ Hold your pen and ask "What is this?"
Naturally children will come up with the answer 'pen'
Then change your gesture and act like shooting.
Repeat with different objects.

CAN YOU?

- ◆ Give a set of commands and let children follow the commands.
 - Touch your head.
 - Touch your nose
 - Touch your friend
 - Touch me
 - Touch the fan.
- ◆ Note: At this moment children will have a feeling -
“ I can’t”.
Readily then say,
“You can’t touch the ceiling.”
- ◆ Sing the following rhyme as an action song.
 - I can touch my nose
 - I can touch my pen
- ◆ Ask children to add more lines.
- ◆ Write them on the chart.

Encourage children to do the activities given on page 20

Evidences of successful transaction of Module 2

1. Students have underlined difficult words on the page.
2. They have added lines to the rhyme(chart)
3. They have done page number 20 of TB.

Module 3

- ◆ This module includes the passage -‘My Magic Wand will Save you.’ And activities connected to this passage.

Interaction

- ◆ Begin your interaction drawing attention to the happenings described in the last paragraph.
- ◆ The following can be a sample.
 - Greet children.
 - Let’s go back to our porcupine.
- ◆ Elicit the events and write them on a chart.
- ◆ The porcupine was walking in the woods.
 - When was he walking?
 - Yes, in the mornig.

(write: The porcupine was walking in the morning.)

What did he see on the path?

Do you remember Nida?

Yes ! He saw a stick.

(Write: He saw a stick.)

Did he take the stick?

(Write: He took the stick.)

Did you notice any design on the stick?

You said it, there was a horse head on one end.

(Write: There was a figure of a horse head on one end.)

What did happen then?

Did the Porcupine hear anything?

(Write: He heard a cry.)

What did he do then?

As you said, he ran towards the crying sound.

(Write: He ran.)

Who was crying?

What will the porcupine do?

Read the next para.

Process reading

- ◆ Follow the steps drawn out in module 1.
- ◆ Be sure to read aloud the passage at the end of reading process.

Towards the Activities

- ◆ Encourage the learners to do the activities given on page 24.

Follow these steps for writing.

1. Individual attempt
 2. Refining in groups
 3. Presentation by the groups
 4. Presenting Teacher’s version
 5. Editing if needed.
- ◆ Class room drama based on the passage.
 - ◆ Ask children to enact the happening of the passage and the previous passage.

1. Interact with children to

- Group children
- Assign roles like director, actors, musicians, etc

- Plan the actions.

2. Let groups present their own versions.
3. Video graph their performance.
4. Appreciate them. Giva applaud to the best performers.

Language focus

1. Contracted forms.
2. Uses 'Will' to denote an action of possibility.
3. Uses appropriate structures to predict a future event.

Evidences of Successful Transaction of Module 3.

- ◆ Text book page 24 is done.
- ◆ They have marked difficult words/sentences on the TB
- ◆ An evolving event chart is being developed.
- ◆ Video graph of class room drama.

Module 4

- ◆ This module includes the passage 'Laughter sneezing and more' and activities connected.

Interaction

- ◆ Interact and add more events to the event chart as done earlier.
- ◆ You can elicit the following.
 - It was a rabbit crying for help.
 - The porcupine stretched the stick.
 - He saved the rabbit.
- ◆ Lead the learners the learners to the new passage, 'Laughter sneezing and more'.

Process reading.

1. Individual
2. Reading aloud by one or two learners
3. Sharing in groups
4. Reading aloud by the teacher.

Interaction

- ◆ Interact to draw their attention to the comic

content of the passage.

Also ask the interaction questions on page no 11. Make children speak about their personal experiences.

Developing Vocabulary

- ◆ Draw attention to words like, wink, wobble, bulge, shiver, utter and relieve.
- ◆ They must have guessed the meanings of these words at the end of the reading session.
- ◆ Ask them to do activity on page 25 and 26.
- ◆ If needed make pairs and clarify their doubts.

Readers' Theatre.

- ◆ Group children.
- ◆ Let the groups present the entire passage as if they are presenting a radio drama.
- ◆ Don't forget to record their presentation.
- ◆ For this,
 - Let them go through the passage once again
 - Mark dialogues
 - Mark the sentences for the narrator.
 - They can think about giving sound effects too, to make the presentation vibrant.
- ◆ Set a judgement panel and judge the presentations.
- ◆ The following can be a rating scale for judgement.
 1. Is the presentation audible Yes/No/some what
 2. Could you distinguish the characters? Yes/ No/rarely
 3. Was the narration, ok? Yes/No/ sometimes.
 4. Was the sound effects good? Yes/No/ sometimes.
- ◆ Let the judges present their findings based on the rating scale.
- ◆ Please also record their presentation.

Language focus

1. Vocabulary development.
2. Ability to use tone and pitch variation
3. Acquires skill to read for others.

Evidences of Successful Transaction of Module 4

- ◆ Activity pages 24&25 are done
- ◆ Learners have marked the text book for difficult words, dialogues, etc.
- ◆ The evolving event chart has now more events on it.
- ◆ Video/Audio clip of Readers' Theatre.

Module 5

- ◆ Module 5 includes the passages, 'Rescue Mission in the Forest', 'Operation success'
- ◆ And connected activities.

Evolving event chart.

- ◆ As done earlier, interact to elicit and write more events from the previous chart
- ◆ On to the chart kept.
- ◆ Please be sure to elicit ideas and write.
- ◆ Ask probing questions and lead children to the passage- 'Rescue Mission in the Forest'

Process reading.

1. Individual
2. Reading aloud by one or two learners
3. Sharing in groups
4. Reading aloud by the teacher.

Reading in between the lines

- ◆ Lead children to a deeper level of reading.
- ◆ Ask the following questions
 - The porcupine gave a stone and said" try with this."
 - Why did he do so? Why didn't Jocky place the bird?
 - What would have happened if Jocky placed the birdie in her hand?
 - Why did Jocky say "You are really funny?"

Class room theatre (See Page 29 of TB)

- ◆ Ask children to make a drama based on the passage.
- ◆ Plan your interaction well in advance.
- ◆ You have to transact the following ideas

through interaction-

- There will be dialogues in the drama.
 - There is a location (place where action takes place)
 - Settings (what the audience see when the curtain rises and as the show progresses)
 - Sound effects adds to enjoyment.
- ◆ The steps may be as follows.
 - Individual attempt to convert the passage into a drama.
 - Random presentation
 - Refining the script in groups
 - Rehearsing
 - Presentation
 - Judgement of presentation using a rating scale.(help children prepare the rating scale. Next time let them do it themselves.)

Language focus of Theatre

- ◆ Variety of structures and sentences find natural slots in interaction.
- ◆ Active listening and speaking are ensured.
- ◆ Learns tone, pitch and voice modulations.
- ◆ Vocabulary development (encourage to use words like scrunch) Eg;
Jocky: Why do you scrunch your nose?
Rabby: I was thinking!
Jocky: Think twice! (laughs)

Discussion (hidden grammar elements in the activity)

- ◆ List out the differences between normal sentences and dialogues as you see in the passage.
- ◆ How did you change it when you converted into a drama script? (draw attention to inverted coma, etc.)
- ◆ Present the teacher's version (written on a chart)
- ◆ Teacher's version (drama script.)

Curtain rises

Rabby and Jocky stand under a tree.
There is a birdie on the floor.
Jocky walks to and fro.

Jocky : I have an idea, lean against the tree.
 Rabby stands leaning against the tree.
 Jocky places the birdie on one end of the stick.
 He climbs on the rabbit's shoulder.
 Stretches the stick towards the nest.

- ◆ List out the differences between normal sentences and dialogues you see in the passage.
- ◆ How did you change it when you converted into a drama script?
- ◆ Draw attention to the change of tense.
- ◆ Draw attention to the words which changed. (stood-stand, placed – place, climbed-climbs, stretched-stretch)

Note: See how it differs from conventional exercises for changing the tense of sentences.

- ◆ You can also draw attention to the form of words like 'place' to 'places' (Carefully places)
 - 'Jocky and Rabby stand under a tree'
 - 'Rabby stands leaning against the tree.'
- ◆ Elicit logical reasons. (singular and plural subjects)
- ◆ You can go for editing of the script in the next module.
- ◆ Please do not forget to add to the evolving event chart

Language Focus

- ◆ Simple present and past tense
- ◆ Subject verb agreement
- ◆ Converting past continuous to simple present (dramatic present)

Evidences of successful transaction of Module 5

- ◆ Activities on page 29 is done.
- ◆ Teacher's version of the beginning script for drama

- ◆ Scripts of drama in notebooks
- ◆ Video clips of presentation of drama.

Module 6

- ◆ This module contains the passage 'Confronting the wolf' and related activities.
- ◆ Repeat the processes listed for reading and writing.
- ◆ This time they will have more ideas to convert a passage/story into a script for drama.
- ◆ So we can go for editing (error treatment)
- ◆ Let the children (groups) write the script on a chart supplied and exhibit the same in the class.

Step 1

Fix sentence varieties (coma, full stop, etc)

- ◆ Read aloud the script with pitch and tone variation.

Syntactic editing

- ◆ Check for sentences where the word order has to be modified.
- ◆ Underline them.
- ◆ Ask "do you want to change the word order?"
- ◆ Accept suggestions if okay.
- ◆ Ask 'Are there any excess words?'
- ◆ Are there any missing words?
- ◆ Delete or add words if needed.

Morphological Editing

- ◆ Learners may have committed the following common mistakes confined to words-like
- ◆ Run for ran
- ◆ Or runs for run
- ◆ Keaped for kept
- ◆ Is for are or are for is
- ◆ In for on, etc.
- ◆ Encircle the word and ask for changes.
- ◆ If nobody comes out with the exact word, supply it and correct on the chart.

Spelling

- ◆ Ask them to correct the spelling errors referring to a dictionary or comparing with the text book.

- ◆ Editing acts as a powerful grammar activity. Pls do not skip it.

Evidences

- ◆ Difficult words/sentences on TB are marked.

Module 7

- ◆ This unit comprises the passage ‘See you dear friend’ and activities related to this passage.

Interaction

- ◆ Draw attention to the happenings of the last passage and add events to the evolving event chart.
- ◆ Lead children to the next passage (See you dear friend)

Process reading as done earlier.

Activities

- ◆ Encourage children to do the activities given on page 23 and 27.
- ◆ Be sure to follow the process for writing.

Editing

- ◆ Please be patient to edit their works.

Teacher’s version

- ◆ Teacher’s version acts as an additional language input. Be sure to prepare one well in advance.

Evidences of successful transaction of Module 7

- Activities on page 23, 27 are done.
- Teacher’s version is exhibited.
- Event chart has expanded.

Module 8

- ◆ This module deals with the poem ‘All things bright and beautiful’.
- ◆ You may follow the following steps.
- ◆ Let children read the poem individually.
- ◆ Let one or two children present the poem in their own way.
- ◆ Group the learners
- ◆ Let the groups find suitable tunes to sing the

poem.

- ◆ Ask them to find out the meaning of the poem.
- ◆ Groups present the poem.

Interact with children to bring about

1. The meaning.
2. The theme.
3. Write the theme on the BB.

Choreographing the poem.

- ◆ Choreographing is visualizing the poem. This activity gives ample chances for you to interact. The learners will listen to you with a purpose. We can follow the following steps.

Analyzing the theme.

- ◆ They may have understood the theme of the poem. Let them go deeper.

Listing the events

- ◆ Interact to elicit events related to the theme.
- ◆ The events can be from the poem or they can imagine new events related to the theme of the poem.
- ◆ You can elicit events and write them on a chart paper.

Characters involved

- ◆ Select one event as a sample. Elicit and write the characters involved in the event.

Elicit actions

- ◆ Elicit and write the actions of the characters.

Sequencing the actions

- ◆ Sequence the actions

Eliciting the location

- ◆ Fix the location in negotiation with the learners.

Assigning roles

- ◆ Assign roles to act as characters, back ground setters and singers.

Rehearse the selected event

- ◆ Rehearse the selected events.
- ◆ Fix entry point and time of characters. Negotiate and fix the stage settings. The following questions will help.
 1. What do you see when the curtain rises?
 2. When does the song begin?
 3. How will you set the stage?
 4. Who enters on to the stage first? What are his actions?

5. Who is coming next?
6. At what line of the song does a character appear?

Divide the rest of events to groups. Let them plan, rehearse and present their choreograph.

Module 9

- ◆ You can go for the rest of the activities in the text book.

Content of this Unit

Introduction

This unit tells a story of a child and her doll who love to play imaginary/make believe game.

Components

1. A story
2. A short poem
3. Game
4. Theatre activity
5. Activities for discourse production
6. Language activities.

Materials needed

Chart paper

Marker

Sheets of paper.

Display board.

Note: Dear teacher please go through the entire unit before you begin.

Module 1

(Expected time: one period)

Entry activity

Initiate a discussion on seasons.

- ◆ What season is it now? Sunny or rainy?
- ◆ Which one do you like?
- ◆ Why? Can you state some reasons for your opinion?

Elicit and write on BB. Make one or two students speak about seasons-mainly on sunny weather and rainy weather.

Interaction Sample

- ◆ Diya, which one you like?
- ◆ Good, children, Diya says she likes rainy season.
- ◆ Jenna, What's your opinion?

- ◆ Oh! She is not agreeing with Diya.
- ◆ Jenna likes Sunny days! Don't you Jenna? Yes she does.
- ◆ Jenna, can you say why?
- ◆ Oh My! She says, she cannot play in rain. So she loves sunny weather.
- ◆ Well, lets see what others want to say.
- ◆ (Continue using tense and structural varieties)

Make them Debate.

Form two groups. One group shall write peculiarities of sunny weather and reasons why they love it. The other group shall write about rainy weather. Let the groups be divided further into smaller sub groups. The groups gather more ideas through discussions. Each sub group shall present their ideas taking turns.

You can note the main points on separate chart papers for rainy weather and sunny weather, affixed on display board.

Let children copy down on to their note book.

They can draw a picture of their choice of seasons on page no. 29 of TB.

Language focus.

1. Follow the instructions of the teacher and act accordingly.
2. Use simple sentences to say about likes and dislikes.
3. Say one's own opinion and agree or disagree with others' views.

Evidences of successful transaction of module 1

1. There is a picture drawn by the student on TB page no. 37.
2. Charts developed on seasons.
3. Children have scribbled their likes and dislikes on their note book.

Module 2 Dad Cooks Dinner

Module 3 The Best Games

Lead children to a discussion on the last passage and guide them to the passage on page no.31. Interact with children based on the picture. You can use the following questions or you can form your own questions rather than comprehension questions.

1. What do you see in the picture?
2. What is the girl doing?
3. Who is sitting beside her?
4. Do you observe any peculiarity of the doll?
5. How are its eyes? Have a close watch and say.
6. What are their names?
7. What season is it? Read the passage please. (Accept answers, acknowledge, transfer to other children for their opinion.)

Process for Reading

Step 1

Ask children to read the passage themselves individually. Let them tick the sentences they have understood. Likewise, they can put an 'X' mark if they haven't understood.

Ask them to underline the words which are new to them.

Step 2

Let children share the ideas they got, to their peers. At this stage they can gather information about sentences they have marked X from the peers. Encourage them to guess the meaning.

They can seek meaning of the underlined words from the peers.

If still doubts pertain, encourage them use a dictionary and guess the meaning.

Step 3

Let one or two students from different groups read aloud the passage.

Record their performance with your handy camera.

Step 4

Read aloud the passage with proper intonation, stress, voice modulation, etc.

Read it in a way that the listeners sense the punctuation marks.

Use intonations (rising, falling and plane) properly.

After this step we can ask some questions to lead them beyond the text.

Eg.

There is a sentence how Tara got that name for her.

Can you trace it out?

Search for a sentence which gives us the idea that Tara speaks only to Ruby?

List down the sentences which bring out the depth of relationship between Tara and Ruby.

Do you have a doll?

Do you play with it?

What games do you play with your doll?

Writing about a doll/toy

- ◆ Let them write about their doll. Develop a concept map.
- ◆ You can include the following through negotiations.
- ◆ What doll is it?
- ◆ Name of the doll or toy.
- ◆ When did you get it,
- ◆ Who presented it to you,
- ◆ Colour , size, etc.
- ◆ Games you play with the doll/toy.
- ◆ Where do you keep it?
- ◆ Whom does it sleep with?

Let children scribble a description.

Steps

1. Individual attempt Encourage children to scribble about their doll/toy individually.
2. Random presentation. Let two or three present what they have written.
3. Refine in groups. Make children sit in four or five membered groups. In groups each child

should read aloud what she/he have written. Let the group suggest modifications if any. Let them check the errors in negotiation with peers of the group.

4. Presentation of teacher's version. Teacher has to prepare his own description and present it before the class. The following can be a sample of teacher's version

My doll is Nithara.
She has blue eyes and red cheeks.
She has golden hair.
She has tiny black shoes.
She has two frocks.
Sometimes I put nail polish on her nails and lipstick on her lips.
I tie her hair with a blue ribbon.
My mother presented Nithara to me on my tenth birthday!
I play with her when I get time.
I play chess with her!
At night, she sleeps with me.
Nithara is the most beautiful doll in the world.
I love my doll.

5. Let them rewrite the description on to a new sheet of paper supplied by the teacher individually.
6. They can draw the picture of their doll/toy on it. Let them prepare a manual combining individual sheets. Ask the groups to make an attractive cover page for their book.
7. Publishing the manual. Arrange a ceremony in your class. Discuss with children and decide the guests (HM/Principal). Ensure that students also get a chance to speak in this ceremony.

Preparing a Notice for releasing the manual.

Lead a discussion and chart out a notice. Let them think on the following areas.

- ◆ Name for the programme
- ◆ Welcome speech (speaker)
- ◆ Presidential address (who)

- ◆ Inaugural speech (who)
- ◆ Felicitations (who)
- ◆ Vote of thanks (who)

Developing a story chart.

Affix a fresh chart on the display board. Elicit and write the events of the story.

Activities

Make children to the first activity on page no. 47 and activity on page no. 42.

Language focus - Module 3

Read and comprehend a story.

Find out the meaning of idioms.

Describe an object using adjectives.

Describe an action to make a paper boat.

Describe a past event.

Evidences of successful transaction of module 3

1. Marking on relevant text book page.
2. Description of a doll on the note book.
3. Manual.
4. Notice for releasing the manual.
5. Activity on page no.39 & 42 are done.
6. Story chart.

Module 4

Sailing in a paper boat

Interaction

- ◆ "Ruby made a paper boat and dropped it into the puddle. Ruby and Tara close their eyes and began to imagine their adventure."
- ◆ What will happen next?
- ◆ Lead them to page no.40./ Display the page
- ◆ Draw attention to the picture.
- ◆ Who are sailing on the paper boat?
- ◆ Do you notice any change in their dress?
- ◆ Where are they going?

Process for Reading

- ◆ Follow the process already described for the previous passage.
- ◆ Interact to bring about that Ruby and Tara are on an imaginary trip

Do you think Ruby and Tara are really sailing in the paper boat?
Spot the line from the passage to support your answer.

Sensory Perceptions

- ◆ Make children re read the passage to find out
- ◆ Sensory perceptions (you need not use the term)

What they see	
What they hear	
What they smell	
What they sense	
Do they taste any thing?	

Naturally children will spot the smell of earth. Here you can substitute the word petrichor. If sensory any of the sensory perceptions is missing in the passage, let them try adding it. Sample: Rain drops fell on Ruby’s face. She tasted the rain drops.

Story chart

Add events to the story chart.

Readers theatre

Ask children identify the dialogues in the passage and also let them identify the narration part.

Look at the following passage taken from the TB

When they opened their eyes, Ruby and Tara found themselves on the paper boat. It was not a tiny boat anymore. It was big enough for Ruby and Tara. The puddle had become a river. The boat was floating on the river. The two friends were dressed in raincoats to keep themselves dry from the rain. “Captain Ruby! Where are we headed?” Tara shouted in excitement. “We are going in search of water lilies, Tara!” Ruby was also excited. “Hurray! Sailing towards the water lilies!”

- ◆ Instead you can ask the following questions.
- ◆ ‘What did Ruby and Tara hear’
- ◆ ‘What did they see’
- ◆ Do they get any smell?
- ◆ ‘What they sense’, heat, cold etc?
- ◆ Better they can prepare a chart on a page in their notebook.

Audibility Uses tone

The boat was pushed ahead by the currents of the water. The rain had turned into a drizzle. Frogs croaked in the distance. The smell of the earth wafted through the breeze. A colourful fish was swimming past the paper boat. “Hello little fish!” Ruby said. “We are going in search of the water lilies. Could you please tell us if we are in the right direction?” “Yes, you are,” said the fish. “Continue sailing straight. You can find the water lilies once you are past the rainbow bridge.” Ruby and Tara thanked the little fish. The fish wished them luck and went on its way.

- ◆ The portions marked red are dialogues. All other sentences/portions are for narrators. Assign roles to children for Ruby, Tara, the fish and the narrator. Since the reading portions are larger, there can be more than one narrator.
- ◆ Let them present the passage as a radio drama.
- ◆ Different groups can present the same passage.
- ◆ Record their performance using your mobile phone.
- ◆ Select the best performance.

Criteria for selection

You can use the following rating scale for selection

	Audibility	Uses tone and pitch variation	Controls volume	Pronunciation	Stress and intonation	Character specific rendering
Marks out of	30	30	10	10	10	10
Performance No. 1						
2						
3						
4						
5						

Go this way

- ◆ Draw attention to the dialogue between Ruby and the fish. The fish is giving directions.
- ◆ Ask children to give directions to reach the school office from their class.
- ◆ Encourage them to make more guidance to reach different location in and out of the school premises.
- ◆ If needed, they can draw a map and fix the directions.

Game

- ◆ Make pairs. Blindfold one among the pair. The other one should guide the blindfolded to reach the teacher's table without touching anything else in the class.
- ◆ Sample: Go straight, turn to left, stop, etc.
- ◆ Record their performances.
- ◆ Activities
- ◆ Lead children to activities on page no.47.

Language focus

- ◆ Find out synonyms and antonyms of words.
- ◆ Find out main events of the story.
- ◆ Read aloud a story with all prosodic features.
- ◆ Use simple commands to play a game.
- ◆ Use simple commands to give directions
- ◆ Practice mode of dialogue presentation.
- ◆ Can read beyond lines.
- ◆ Coin one word for an expression.

Evidences of successful transaction of module 4

Story chart.

- ◆ Audio/video record of readers theatre and the game.
- ◆ Second activity on page no.47 is done.
- ◆ Selection chart for reader's theatre.
- ◆ Chart of sensory perceptions on their notebook.

Module 5 Colours dazzle

Interaction

Interact with children based on the previous events of the story.

Sample

Have a look at our story chart.
What is the first event of the story?
What is the last event?

Interact based on the picture.
Please try to include structural varieties.

Sample

- ◆ Have you noticed the colour of water lilies?
- ◆ Yes, you have! You can see purplewaterlilies here. Can't you?
- ◆ Do you find a rainbow?
- ◆ How many colours has it?

Process reading

Follow the steps.

Interaction.

- ◆ Invite attention to the sentence “It can be a surprise gift for mother.”
- ◆ Ask
- ◆ Do you present something to your mom/dad?
- ◆ Do you get presents?
- ◆ What was it?

Developing a big picture.

- ◆ Developing big pictures based on passages will give better understanding and comprehension even to the slow pace learners.
- ◆ Here is a sample. Try it for other passages too.
- ◆ If you do so, you will get a pig picture for each passage. Later(at the completion of the unit)
- ◆ You can compile the charts (big pictures to form a big book)
- ◆ Process for developing a pig picture.
- ◆ Affix a chart on the display board.
- ◆ Prepare cut outs of Ruby, Tara, paper boat, water lilies, and arced strips of VIBGYOR.

Begin interaction

Affix a white chart paper on the display board.

What is this?

Affix half a sheet of blue chart paper below the center line of the white chart.

Fix one water lily on the blue chart.

Now, can you guess what this is?
 Now what flowers are there in the river?
 Water Lilies, right?
 Let’s fix water lilies.

Fix water lilies one by one
 Keep on talking while you fix them.
 Write
 Water lilies are dancing around.

Then you can fix the rainbow bridge in the same way.

Write:

• We can see the rain bow bridge.
 Place the paper boat on the chart. Do not stick it.
 Where is the paper boat?
 Now the children will guess answers.
 Accept the answers and modify them if needed.

Nice guess! The paper boat is in the river.

Write this sentence on a separate chart paper.

Who are sailing in the boat?

Wait for the answer and fix Ruby in the boat.

See who is this?
 You are right. This is ruby?
 Is there anybody with Ruby?

Fix Tara on the boat.

- ◆ Who is this?
- ◆ Yes! This is Tara who has stars sewn in place of eyes.
- ◆ Now you know who are sailing in the boat. Don’t you?
- ◆ You are right.
- ◆ Ruby and Tara are sailing in the boat. (write on the chart)

Move the paper boat across the blue chart. This will give a movie effect.

Move the paper boat towards the rainbow and say:

See Ruby and Tara are reaching the rain bow bridge.

When you reach the rainbow, say:

They have reached the rainbow bridge.

Activity

Lead children to the third activity on page no. 47, second activity on page 40 and first, second and third activity on page no.48

Riddle (page no 47)

Story chart

- ◆ Ask children to add more events to the story chart.
- ◆ Let them do it individually in their note book.
- ◆ You can collect best sentences from them and post it on the chart.
- ◆ Language focus
- ◆ Read and comprehend a story
- ◆ Find out synonyms and antonyms of words.
- ◆ Describe personal experience.
- ◆ Identify seasonal flowers and describe them.
- ◆ Evidences of successful transaction of module 5

Story chart.

- ◆ The third activity on page no. 47, second activity on page 48 and first, second and third activity on page no.49 are done.
- ◆ Album of seasonal flowers.
- ◆ Portfolio

Module 6 Swim to the shore

Interaction

- ◆ Interact with children based on the previous events of the story.
- ◆ Interact based on the picture.

Process reading

- ◆ Follow the steps.
- ◆ Ask children to develop a big page based on the passage.
- ◆ (Refer to the previous module.
- ◆ What kind of interaction will you make for it?)
- ◆ Let the groups work for it.

Invite to the last portion of the passage ‘Knock. Knock. Knock’

Encourage children to guess the relevance of that.

Story Chart

Add events to the story chart.

Game

- ◆ Form two groups.
- ◆ Let the groups prepare some words (verbs preferably).
- ◆ Insist them to write words and their opposites.
- ◆ Let them write the words on Flash cards.

Sample:

- ◆ Go
- ◆ Come
- ◆ Sit
- ◆ Stand
- ◆ Open
- ◆ Shut

Let the groups take turn and show the flash cards to others.

The other group should show actions opposite the words shown.

Activity

Interact and invite attention to the dress of Ruby and Tara.

Lead to activity ‘Life Jackets’ on page no. 48. Words with the opposite meaning (page 48) And or But (page 49)

Language Focus

Find out main events of the story

Guess the opposites of words.

Identify words describing sensory perceptions.

Evidences of successful transaction of module 6

Story chart

Activity ‘Life Jackets’ on page no. 48. is done.

Module 7

Mother is home

Interaction

- ◆ Interact with children based on the previous events of the story.
- ◆ Interact based on the picture.

Process reading

Follow the steps.

- ◆ There are two phases of happening in this passage.
- ◆ One is real. The other is imaginary.
- ◆ Ensure that children catches the difference.
- ◆ The expression, ‘knock.knock.knock.’ awakens Ruby from imaginary world to real.

Story Chart

- ◆ Add events to the story.
- ◆ Let the students add on their note book.
- ◆ Select and post the events on to the chart kept.

Activities

Lead children to the rest of activities given.

These two activities are writing activities.

Develop a concept map through negotiation for each of them, when you assign the task.

1. Adventures on a rainy day (page 49)

The concept map for this may include the following points.

- ◆ What we want to write?
- ◆ Yes, about adventure.
- ◆ When was it?
- ◆ Where were you then?
- ◆ Who were with you?
- ◆ What did you do?
- ◆ What did you say?
- ◆ Where you soaked in rain?

2. Dear Granny (Page 50)

Concept map

- ◆ What will Ruby write about?
- ◆ List the exciting events

- ◆ Sensory perceptions
- ◆ How shall she begin?
- ◆ How will she end her words?

In both cases the following can be the general steps to follow.

1. Individual attempt
2. Two or three presentations
3. Refining in groups.
4. Presentation by the groups
5. Presentation of teacher version
6. Editing.

Teacher version of Rainy day adventure.

You can use the following or you can develop a better one.

My adventure on a rainy day.

- ◆ It was in last July.
- ◆ It was raining heavily.
- ◆ I and my friend Gilu went out to play in rain.
- ◆ We went to nearby paddy field.
- ◆ We saw trees and plants sway in wind.
- ◆ The field was filled with rainwater.
- ◆ We jumped and swam in water.
- ◆ Hurray! I shouted.
- ◆ Hurray! My friend also shouted.
- ◆ We were really happy.

Teacher Version: Letter to Granny.

Beloved Granny,

Today I have many things to write to you.

It was raining in the evening.

Me and Tara made a paper boat and played A make-believe game.

The puddle in the garden turned to be a river!

We sailed in the paper boat.

We saw waterlilies granny!

It was really fantastic.

We enjoyed the petrichor.

Then we reached near a rainbow bridge.

We collected purple waterlilies.

Suddenly it started raining again.

Our boat sank.

Some how we swam to the shore.

We forgot to take waterlilies.

But Granny, when we reached home, mother gave me waterlilies!
What a surprise it was!

Hope you are okay and fine.
Convey my love to Grandpa.
Kisses
Your Ruby and Tara.

Story Chart

Add events to the story chart.

Language Focus

Write description using action verb.
Write letter (form of a letter, salutation, ending, etc.)
Identify the phases of a story.
Evidences of successful transaction of module 7

1. Letter
2. Description
3. Describing an adventure.
4. Story chart on note book and on chart.

Module 8

This module mainly focuses on the following activities.

Indoor games (page 51)
Alternative endings (page 52)
Digital assignment (page 51)
Give appropriate instructions to complete the task.
Please remember that these are writing activities and we have to follow these steps.

1. Individual attempt
2. Random presentation
3. Refining in groups
4. Presentation by groups
5. Presentation by teacher
6. Editing.

(please refer to passage on editing given in the introductory pages of this book)

Language Focus.

Understand word order
Practices writing a letter.
Use action verb for description

Evidences of successful transaction of module 8

Letter on their notebooks
Editing charts
Refined version of letter
Teachers version

Module 9

This module mainly focuses on the following activities.

(Please remember that these are writing activities and we have to follow the steps already listed out.)

Conversation (page 52)
Theatre (page 53)
Editor’s table (page 54)
Add punctuation marks (page 55)

Intra disciplinary Activity

Measure the rain(page 52)
This activity is included as per NCF norms.
Though this activity is related to Science, language aims also can be addressed.
We can prepare charts and tables through negotiations in English.

Language Focus

Write conversation based on the context of the story.
Use appropriate punctuation marks.
Identify correct word order and use them in sentences.

Evidences of successful transaction of module 9
Editing charts
Conversation
Activities done.

Module 10

Poem “The Gift of Beauty”
Sing the song aloud. Let children sing after you.
Let them underline rhyming words.
Later they can add similar words in columns

Introduction

The theme of this unit is friendship and empathy towards fellow creatures. It is a rare friendship story of a girl and a blue robin bird and how they mutually shows sincere love, affection and empathy.

Components

Story
Poem
Quotes

Materials needed

Chart, marker, paper strips of friendship quotes
Construction paper, markers, crayons, scissors, glue
Highlighters
Construction paper cut into bird shapes
Pictures of various animals (including birds) cut out of magazines or printed, construction paper, markers
Sticky notes
Cardboard boxes, construction paper, markers, crayons, scissors, and glue (optional: cotton balls, twigs, leaves)
Play dough in different colours, small plastic animals (different species okay)
Construction paper, markers, crayons, scissors, glue
Hat
Speaker
Pictures (cut from magazines or printed) of various objects, emotions, and experiences (e.g., birthday cake, laughter, a family photo, a sad face), chart paper, markers
Audio recordings or pictures of various bird songs (common in your region)
World map

MODULE 1- ENTRY ACTIVITY**Activity 1: The Mystery Message!**

(Before class, write a friendship quote like “A friend is someone who makes you laugh even when you don’t want to.” And the other friendship quotes given in the textbook page 57 on a chart paper in puzzle pieces. Make the students groups. Distribute each set one by one.)

“Alright, detectives! Look closely at the paper strips. We have a scrambled message hidden there. Can you work together in groups to put the pieces together and reveal the secret message about friendship?”

Exhibited the corrected quotes in the chart.

Let them go through they quotes in textbook and conducts a discussion on meaning.

Let each group note down what the feel and understand while they read the quote.

Presentation

Language focus

- ◆ Identify famous quotes about friendship.
- ◆ Work effectively in pairs to solve a puzzle.
- ◆ Identify the main idea or message conveyed in a quote.

Evidences of successful transaction of module 1

- ◆ Unscrambled quotes
- ◆ Explanations of quotes

MODULE 2- SAIRA IS DIFFERENT (PG58)

A Feathered Friend

- ◆ Before class, write down different clues related to Saira’s ability (e.g., “I can understand chirps,” “I talk to birds”). Write one clue on each bird-shaped paper.
- ◆ Hide the bird papers around the classroom (on desks, under chairs, taped to walls).
- ◆ Divide students into small groups and have them search for the “feathered messages.”
- ◆ Once all the messages are found, have each group join the papers and make the bird. Let them discuss what the clues might mean.

Ask them to read the textbook page 53 to find out the specialities of Saira.

Process reading

Follow the steps of reading as discussed earlier.

Saira’s Secret

Explain that they will be reading about a girl named Saira who has a special ability.

- ◆ Have students read the passage about Saira’s ability to talk to birds.
- ◆ Assign each student group a different colour highlighter.
- ◆ Ask students to highlight different things while reading:
 - Yellow: Descriptions of Saira
 - Blue: Descriptions of the birds
 - Green: Actions involving Saira and birds
 - Presentation

Bird Buddies

- ◆ Have students imagine they have a bird friend like Saira.
- ◆ Each student will create a drawing of their imaginary bird friend on construction paper.
- ◆ Below the drawing, students write a short story about how their ability to talk to birds helps them and their feathered friend.
- ◆ They can cut out their bird and story and glue them together to create a “Bird Buddy” portrait.

- ◆ As a class, display the Bird Buddies and have students share their stories with each other.

ACTIVITY 2- MY PROMISE (PG 70)

Make students read the activity individually. Write a short write-up on good things they would do for birds and animals if they could talk to birds and animals like Saira.

Presentation

Language focus

- ◆ Act according to the instructions of the teacher.
- ◆ Read and comprehend a story.
- ◆ Able to write small write-ups creatively.
- ◆ Write simple stories.

Evidences of successful transaction of module 2

- ◆ Completed bird and message in it.
- ◆ Stories
- ◆ Write-ups

MODULE 3- THE BLUE ROBIN (PG 59)

Entry Activity: Wildlife Rescue!

Show students the pictures of animals. Ask them to discuss which animals might need human help if they were injured.

Divide the class into small groups and have them brainstorm ways humans can help injured animals.

On a piece of construction paper, each group creates a “Wildlife Rescue” poster. They can draw pictures and write down ideas for helping injured animals.

Have each group present their posters to the class and discuss the importance of kindness towards animals.

Reading Activity: Saira’s Compassion

Explain that they will be reading about a girl named Saira who encounters an animal in need.

Have students read the passage about Saira finding the injured blue robin.

Ask students to use sticky notes to mark down the following while reading:

- ◆ Yellow: Words that describe Saira’s actions towards the bird
- ◆ Blue: Words that describe the bird’s condition
- ◆ Pink: Words that show Saira’s feelings

After reading, have students discuss what they marked and how it helps them understand Saira’s character and her actions.

Process reading

Follow the steps of reading as discussed.

Building a Sanctuary

Explain that Saira will need to create a safe and comfortable space for the injured bird to recover.

Have students use the cardboard boxes to create a model of a “bird sanctuary” for the blue robin.

Students can decorate the sanctuary with construction paper, markers, and other materials.

Encourage them to include details that would make the sanctuary comfortable for a bird, like a soft lining (cotton balls), perches (twigs), and access to “food” (leaves).

If using glue, adult supervision is recommended.

As a class, display the bird sanctuaries and have students explain the design choices they made.

These activities will engage students in brainstorming solutions, analyzing character traits, and using their creativity to design a safe haven for an injured animal.

ACTIVITY 7- DESCRIBING WORDS (PG 73)

Read the activity in the textbook. Observe the picture and the sentences given.

Discussion on describing words and examples.

Individual writing.

Presentation

Editing

ACTIVITY 8- SOOTHING THE BIRD (PG 73)

Let them re- read the passage.

Individual writing with the help of the textbook.

Group sharing and editing

Class presentation.

Language focus

- ◆ Read and understand the story.
 - ◆ Act according to the instructions of the teacher.
 - ◆ Engage in craft works with the instructions of teacher.
 - ◆ Make posters on particular themes
- Evidences of successful transaction of module 3
- ◆ Posters
 - ◆ Model of bird sanctuary
 - ◆ Completed activities of 7 and 8.

MODULE 4- LET’S FLY (PG 60)

Entry Activity: The Healing Game

Divide students into pairs and give each pair some play dough and a small animal.

Explain that they will be pretending to be veterinarians caring for injured animals.

Students use the play dough to create casts, bandages, or slings for their injured animals.

Encourage them to discuss what kind of care different animals might need depending on their injury.

After a few minutes, have students share their creations with the class and explain the “treatment” they provided.

Reading Activity: The Road to Recovery

Briefly remind students about Saira finding the injured blue robin.

Explain that they will be reading about Saira helping the blue robin recover.

Have students read the passage about Saira caring for the bird and its first attempt to fly.

Process reading

Follow the process of reading

As a class, create a timeline on chart paper to map out the events in the story so far.

Students can suggest key events (e.g., Saira finds the bird, Saira builds a sanctuary) and write them on the timeline with corresponding dates (made-up dates are fine).

Discuss the details from the passage and place them on the timeline in the correct order.

Encouragement Cards:

Provide each student with a few index cards and markers.

Ask them to create “Encouragement Cards” with positive messages for the blue robin.

Encourage them to use the ideas from the class discussion and write messages like “You’re getting stronger every day!” or “Don’t give up, you can fly!”

Students can decorate their cards with drawings or positive symbols.

ACTIVITY 9- LIST THE THINGS SAIRA DID TO ENCOURAGE THE BLUE ROBIN (PG 73)

Let them read the activity.

Re- read the passage if need.

Individual writing

Presentation.

ACTIVITY 10- WRITE THE ADAPTATIONS FOR A BIRD FLYING (PG 68)

Read the activity.

Teacher can show video of birds flying

Complete the activity individually

Presentation

ACTIVITY 11- WRITE THE MAIN EVENTS OF THE PASSAGE, ‘LET’S FLY’ (PG 74)

Read the activity.

Re- reading of the particular passage.

Individual writing and presentation

ACTIVITY 12- WRITE ONE WORD FOR THE FOLLOWING FROM THE PASSAGE, ‘LET’S FLY’

Read the activity

Find out the meaning through discussion

Individual writing and presentation

Language focus

- ◆ Read and understand the story
- ◆ Act out according to the instructions of the teacher.
- ◆ Introduce to motivational messages and start writing the same.
- ◆ Engage in games and follow the instructions of the teacher and recreate real life situations.

Evidences of successful transaction of module 4

- ◆ Completed activities
- ◆ Encouragement cards
- ◆ Play dough creations

MODULE 5- FRIENDSHIP BLOOMS

(61)

Entry Activity: Animal Buddies

Ask students to think about a pet they have or an animal they would like to be friends with.

Have each student create a drawing of themselves and their animal friend on construction paper.

Encourage them to depict what they would do together if they were friends with this animal.

Students can cut out their drawings and glue them together to create a picture of their “Animal Buddy.”

As a class, display the pictures and have students share their creations and explain why they would be good friends with their chosen animal.

Reading Activity: Friendship Flourishes

Briefly remind students about Saira caring for the injured blue robin.

Explain that they will be reading about how Saira’s care leads to a special friendship.

Have students read the passage about Saira and Oliver developing a friendship.

Process reading

Follow the process of reading.

Ask students to pay attention to details that show how their friendship grows (e.g., spending time together, sharing secrets, naming the bird).

After reading, have a class discussion about the details that depict the friendship and how Saira and Oliver interact.

The Language of Friendship

Ask students to brainstorm different ways friends communicate with each other (e.g., talking, playing together, and sharing secrets).

Create a class chart titled “The Language of Friendship” and list the students’ ideas.

Discuss the passage again and ask students to identify specific examples from the story of how Saira and Oliver communicate their friendship (e.g., spending time together, Saira naming the bird, Oliver mimicking her name).

Add these examples to the chart under the appropriate category.

This activity helps students recognize that friendship isn’t just about words, but also about actions and nonverbal communication.

Extension Activity: Friendship Song

Have students work in small groups to create a short song or chant about friendship.

Encourage them to use the ideas from the “Language of Friendship” chart for inspiration.

Students can perform their songs for the class, celebrating the joys of friendship.

ACTIVITY 13- WHO IS YOUR BEST FRIEND. SAY 4 OR 5 SENTENCES ABOUT YOUR BEST FRIEND (PG 74)

Read the activity.

Individual writing and presentation

Language focus

- ◆ Read and understand the story.
- ◆ Write simple songs on friendship
- ◆ Engage in drawings

Evidences of successful transaction of module 5

- ◆ Completed textbook activities
- ◆ Friendship songs
- ◆ Friendship evidence chart

MODULE 6- TO THE FOREST WITH OLIVER (62)

Entry Activity: Experiencing Freedom:

Divide the class into pairs.

Have one student in each pair be blindfolded (representing the bird) while the other student acts as a guide (representing Saira).

If not using blindfolds, have the “bird” students close their eyes.

The “guide” students will gently lead their “birds” around the classroom, making sure to avoid obstacles and describing the environment (e.g., “There’s a desk in front of you,” “Turn left and walk a few steps”).

After a short time, switch roles.

Reading Activity: The Bittersweet Goodbye

Briefly remind students about Saira and Oliver’s friendship.

Explain that they will be reading about a turning point in their relationship.

Have students read the passage about Oliver regaining his strength and eventually leaving the cage.

Process reading

Follow the steps of reading

Ask students to pay attention to details that show Saira’s emotions and how she feels about Oliver’s decision (e.g., calling out to him, sadness when he doesn’t return).

Mixed Emotions / thoughts of Saira

Divide a piece of construction paper in half for each student.

On one side, have students draw a picture of Saira's face when Oliver first flies out the window.

On the other side, have them draw a picture of Saira's face when Oliver flies away in the forest.

Encourage them to use colours and expressions to depict the different emotions Saira might be feeling (e.g., happy/sad, worried/hopeful). Let them write the thought of Saira on both sides of the paper depending the situation.

Students can share their drawings and thoughts with a partner and discuss the emotions Saira might be experiencing.

Presentation

ACTIVITY 14- STORY IN MY WORDS (PG 75)

Let them read the activity.

Read the questions and conduct a discussion.

Let them develop the story part individually and present

Group sharing and refinement

Presentation

ACTIVITY 15- SAIRA'S THOUGHTS (PG 76)

Based on the post reading activity, encourage them to write the thoughts of Saira elaborately.

Presentation

Language focus

- ◆ Read and comprehend the idea of the story.
- ◆ Act according to the instructions of the teacher.
- ◆ Engage in writing 'thoughts'.

Evidences of successful transaction of module 6

- ◆ Completed textbook activities
- ◆ Drawing and thoughts

MODULE 7- LONELY SAIRA (PG 63)

Entry Activity: Farewell Stories

Ask students to think about a time they had to say goodbye to someone or something special (e.g., a pet moving away, a friend leaving school).

On a piece of paper, have students write a small diary entry that depicts their chosen farewell story.

Encourage them to include details that show the emotions they experienced during this event.

Have students share their diary entry with a partner and discuss their goodbyes.

Reading Activity: Saira's Sadness

Briefly remind students about Saira's friendship with Oliver and how he eventually flew away.

Explain that they will be reading about how Saira feels after Oliver leaves.

Have students read the passage about Saira's loneliness and longing for Oliver's return.

Process reading

Follow the steps of reading.

Ask students to pay attention to details that show Saira's emotions (e.g., crying, waiting every morning, searching for him in the sky).

A Letter to Oliver

Explain that even though Oliver is gone, Saira might still want to communicate her feelings.

Have students write a letter from Saira's perspective to Oliver.

Encourage them to use the details from the story to express Saira's emotions and memories of their friendship.

Students can also ask questions in the letter, wondering where Oliver might be and hoping he is happy.

After writing their letters, students can choose to share them with the class or keep them private.

Teacher can exhibit some model letters.

ACTIVITY 16- THE LOST BIRD (CHOREOGRAPHY, PG 77)

Let them read the poem individually

Share the ideas in groups

Discussion on further clarification

Let them sit in groups and think about the movements and choreography.

Throughout the song, students can add their own creative movements to interpret the lyrics.

For the chorus, consider having students take turns stepping into the centre of the circle to perform a solo movement that expresses their sadness.

This can be a simple gesture or a short improvised dance.

Encourage students to use different facial expressions to convey the emotions in the song.

Performance

(follow the steps of choreography)

Teacher should shoot the performance

Language focus

- ◆ Engage in writing diary entries
- ◆ Engage in letter writing
- ◆ Choreograph a song/ poem

Evidences of successful transaction of module 7

- ◆ Diary
- ◆ Letter
- ◆ Completed textbook activity
- ◆ Video of choreography of the poem

MODULE 8- A SURPRISE (PG 64)

Entry Activity: Family Reunion Charades

Divide the class into small groups.

On separate paper strips, write down different family roles (e.g., mother, father, son, daughter, and sibling).

Fold the papers and place them in a hat (or other container).

Each group picks a card and has to act out the chosen family role without speaking.

Other groups can guess the role being portrayed.

Reading Activity: A Happy Surprise

Briefly remind students about Saira being sad after Oliver flew away.

Explain that they will be reading about an unexpected turn of events.

Have students read the passage about Oliver's return with his family.

Process reading

Follow the steps of reading.

Ask students to pay attention to details that show how Saira feels upon seeing Oliver again (e.g., surprised, emotional, happy).

Welcome Back Banner

Explain that Saira might want to welcome Oliver and his family back in a special way.

Have students design a "Welcome Back" banner to celebrate Oliver's return.

They can use bright colours, drawings of birds, and messages of welcome.

Encourage them to be creative and express their ideas of how to celebrate a reunion.

Display the banners around the classroom or outside the window (if safe and appropriate) to create a welcoming atmosphere.

ACTIVITY 18- BIRDING (PG 78)

Read the activity and the questions

Discuss the answers

Let them write a write up based on the answers.

Presentation

Language focus

- ◆ Read and comprehend the meaning of the story.
- ◆ Engage in craft works like welcome banner making
- ◆ Engage in theatrical activities like mime.

Evidences of successful transaction of module 8

- ◆ Completed textbook activities
- ◆ Welcome banner

MODULE 9- THE SPRING (PG 65)

Entry Activity: Sounds of spring

Close students' eyes and ask them to imagine a

beautiful spring day.

What sounds do they hear? (Birds chirping, wind rustling leaves, insects buzzing)

Teacher can play a short soundscape of a spring environment and have students identify the different sounds they hear.

Reading Activity: Oliver’s Song

Briefly remind students about Saira and Oliver’s reunion and Oliver’s departure.

Explain that they will be reading about Oliver’s adventures after leaving Saira.

Have students read the passage about Oliver singing the song Saira taught him in the spring.

Process reading

Follow the steps of reading

Ask students to pay attention to the details that describe the effect of Oliver’s song on the animals around him (e.g., woodpeckers stopping, squirrels forgetting about nuts).

The Magic of Music

Discuss the power of music with the class. How can music make us feel different emotions? How can it affect the way we behave?

Explain that Oliver’s song had a powerful impact on the animals in the story.

Have students design a poster titled “The Magic of Music.”

They can draw pictures or write words that represent the different emotions music can evoke (e.g., happiness, sadness, peace) and how music can bring people (or animals!) together.

Students can also depict a scene from the story where the animals are listening to Oliver’s song.

ACTIVITY 20- SEASONS (PG 81)

Read the activity

Let’s discuss various seasons in our place.

Prepare the activity calendar in groups

Presentation

ACTIVITY 21- HERE COMES THE RAIN (PG 82)

Read the activity.

Discuss the poetic expressions in the description
Individual writing on the rainy season.

Presentation

Language focus

- ◆ Read and comprehend the story
- ◆ Listens to sounds and identify
- ◆ Engage in making posters
- ◆ Picturization of the story.

Language Evidences of successful transaction of module 9

- ◆ Completed textbook activities
- ◆ Poster
- ◆ Drawing

MODULE 10- THE MUSIC OF MEMORY (PG 66)

Entry Activity: Memory Makers

Show students the pictures one at a time. Ask them to share what memories each picture evokes.

Discuss how certain things can trigger memories, both happy and sad.

On a piece of chart paper, create a list titled “Memory Makers” and write down the different things students mentioned that can bring back memories.

Reading Activity: A Familiar Tune

Briefly remind students about Oliver singing the song Saira taught him.

Explain that they will be reading about how Oliver’s song has an unexpected impact on someone else.

Have students read the passage about the woman by the river who recognizes the song Oliver sings.

Process reading

Follow the steps of reading.

Ask students to pay attention to the details that describe the woman’s emotional reaction (e.g.,

tears, choking back sobs).

A Song for Every Feeling

Play short excerpts of music with different moods (e.g., happy, sad, peaceful, energetic).

After each excerpt, have students discuss the emotions the music evoked in them.

As a class, brainstorm a list of different emotions or feelings.

On chart paper, create a matching activity where students can connect each emotion to a type of song that typically expresses that feeling (e.g., happy - pop music, sad - ballad, peaceful - classical music).

Discuss how music can be a powerful tool for expressing and understanding emotions.

ACTIVITY 3- HE AND SHE (PG 71)

Read the activity

Individual completion

Presentation

ACTIVITY 22- TOGETHER WE GO (PG 83)

Read the activity

Complete it by reading the textbook

Presentation

ACTIVITY 23- PAINT AN EMOTION (PG 83)

Read the activity given

Re- read the passage

Individually complete the activity

Presentation

ACTIVITY 24- TELL US THE STORY (PG 84)

Let them write the story in their own words

Presentation

Editing

Language focus

- ◆ Engage in small write ups like memories
- ◆ Engage in discussions

Evidences of successful transaction of module 10

- ◆ Memory makers chart
- ◆ Match making chart
- ◆ Completed activities of textbook.

MODULE 11- THE SONG OF THE SPRING (PG 67,68)

Entry Activity: Bird Song Identification

Play short recordings of different bird songs or show pictures of birds with descriptions of their calls.

Have students try to identify the birds based on the sounds they hear (or the visuals).

Discuss the different ways birds communicate with each other through singing and calling.

Reading Activity: The Power of Song

Briefly remind students about Oliver leaving Saira and then singing the song she taught him in another village.

Explain that they will be reading about a special event that unfolds because of Oliver's song.

Have students read the passage about the gathering of birds and the woman who arrives at Saira's door.

Process reading

Follow the steps of reading.

Ask students to pay attention to details that describe the scene (e.g., many birds singing together, Oliver leading the song).

A Global Symphony

Briefly discuss the concept of different bird species existing around the world, each with their own unique songs.

Show students a world map and point out different continents where various bird species are found.

Brainstorm a list of different bird sounds or songs from around the world (based on prior knowledge or research).

ACTIVITY 25- SPINNING A TALE (PG 85)

Read the activity

Complete the activity individually

Sit in groups and refine

Write the script in groups and present the role-play

ACTIVITY 26- BIRD SOUNDS (PG 86)

Complete the activity after a discussion

Let them use internet for reference

Language focus

- ◆ Engage in simple projects
- ◆ Identify the sound of birds

Evidences of successful transaction of module 11

- ◆ Completed textbook activities

MODULE 12- FOR YOU DEAR (SONG, PG 69)

Read the poem “You Dear” aloud to the students in a gentle and soothing voice.

After reading, have a class discussion about the poem’s mood and the emotions it conveys (e.g., sadness, loneliness, comfort, hope).

Ask students to identify specific words or phrases that helped create these emotions (e.g., “sad song,” “heartfelt cries,” “peaceful place”).

Creating a Lullaby

The poem mentions a lullaby sung for comfort.

As a class, brainstorm a list of words and phrases that create a sense of peace and comfort (e.g., soft, gentle, warm, dreams).

On chart paper, begin writing a collaborative lullaby using the brainstormed words and phrases.

Students can take turns adding lines or verses, creating a short poem that offers comfort and hope.

ACTIVITY 27- WORD POWER (PG 86)

Individually complete the activity and present

ACTIVITY 1- (PG 70)

Let them read the activity

Individual completion

Share in groups

Refinement

ACTIVITY 4- WRITE ABOUT A FAMILIAR BIRD (PG 72)

Complete the activity individually

ACTIVITY 5- BIRDS CAFÉ (PG 72)

Share the ideas in the class

Then complete the activity

ACTIVITY 6- FEATHER COLLECTION (PG 72)

Encourage the children to collect feathers and keep an album

Activity 17- BIRDING (PG 78)

Discuss the activity.

Share the videos in groups

ACTIVITY 19- COLOUR THE PICTURE (PG 80)

Let them colour the picture

ACTIVITY 28- NET THE BIRDS (PG 87)

Solve the puzzle individually and present.

ACTIVITY 29- PUNCTUATION (PG 87)

Let them introduce the punctuation marks.

Cite examples from the unit.

Complete the activity individually

Presentation

ACTIVITY 30-ARRANGE THE SCATTERED BIRDS (PG 88)

Individual attempt

Share in pairs

Peer assessment

Language focus

- ◆ Listen to poems
- ◆ Read and understand the theme of the poems
- ◆ Adding lines to poems/ songs

Evidences of successful transaction of module 12

- ◆ Poem
- ◆ Completed textbook activities

General Note on Processing a letter

Step 1: Introduce the Activity

1. Explain the Purpose:
 - Explain to the children that they will be writing a letter from one character in a story to another character. This will help them understand the characters better and think about their feelings and actions.

Step 2: Understanding the Characters

1. Discuss the Characters:
 - Have a class discussion about the main characters in the story. Talk about their personalities, feelings, and actions.
 - Ask questions like, “What is [Character A] like?” and “How does [Character B] feel about [Event X] in the story?”
2. Character Role-Play:
 - Engage students in a role-playing activity where they act out scenes from the story. This will help them get into the mindset of the characters.

Step 3: Brainstorming

1. Identify the Purpose of the Letter:
 - Discuss why one character might want to write to another. What might they want to

say? This could be an apology, a thank-you note, or a question.

- ◆ 2. Create a Brainstorming Chart:
 - On the board, create a chart with the characters’ names and potential reasons they might have for writing a letter. For example, if Character A wants to thank Character B for a kind act, note that down.

Step 4: Planning the Letter

1. Letter Structure:
 - Teach the basic structure of a letter: greeting, body, closing, and signature. Use simple examples on the board.
2. Drafting the Letter:
 - Provide a worksheet that guides students through the letter-writing process. Include sections for the greeting, main message, and closing.
3. Sentence Starters:
 - Offer sentence starters to help students begin their letters. For example, “Dear [Character], I am writing to you because...”

Step 5: Writing the Letter

1. First Draft:
 - Have students write a first draft of their letter. Encourage them to use the brainstorming ideas and sentence starters.
2. Peer Review:
 - Pair students up to read each other’s letters and give positive feedback. They can check for clear ideas and friendly language.

Step 6: Revising and Editing

1. Revising:
 - Ask students to revise their letters based on the feedback they received. They should focus on making their message clear and adding more details if necessary. This work can be done in groups.
2. Editing:

- ◆ Teacher has to edit the group products.

Step 7: Final Copy

1. Writing the Final Letter:
 - Have students write their final draft on a clean sheet of paper or a decorated letter template. Encourage neat handwriting.
2. Sharing the Letters:
 - Allow students to share their letters with the class. This can be done in small groups or as a whole class activity.

Step 8: Reflection

1. Discuss the Experience:

- Have a class discussion about what they learned from writing the letter. Ask questions like, “How did it feel to write as [Character A]?” and “What did you learn about [Character B]?”
2. Display the Letters:
 - Create a bulletin board display of the letters so that students can read each other’s work.

By following these steps, forth graders will engage in a fun and educational activity that enhances their understanding of story characters while practicing their writing skills.



**TEACHERS RESOURCE
MANUAL**

**English
Grade 5**

Note to the Teacher

- ◆ Textbooks for grades one to four focus on learning the language.
- ◆ Now, regarding the textbook for grade five, students are supposed to continue learning the language and start learning about the language. We have to focus on language elements such as vocabulary and grammar. The textbook and the handbooks for grade five are designed to achieve this goal.

Module 1

- ◆ This module includes the following
 1. Entry Activity
 2. The passage 'Ready for the weekend'
 3. And activities connected to this passage.

Teaching Learning Material

- Chart paper
- Marker pens
- ◆ Note: Be sure to read the entire unit before you begin.
- ◆ Dear Teacher, let's begin this unit with a game.
 - GAME Let children stand in a circle. When you say 'football', they have to sit. When you say 'Cricket', they have to turn right. When you say 'Basketball', they have to turn left. When you say 'Kho-Kho', they have to turn around. And when you say 'Badminton', they raise their hands up. Children who act differently are out of the game. The one who does the actions correctly will win.
 - Interaction Do you like sports and games? What games do you play? Who is your favorite sports star? In which sport are they famous? Who are India's famous athletes? Write the name of your favorite sports star and the event on a piece of paper. Stick the piece on the chart paper.
- ◆ Talking about them naturally, many children might have written the names of the same

sportsman. Let them form a group. Let them discuss achievements, strengths, and events that added fame to their favorite one. Let two or three representatives of the groups present a note of appreciation before the class.

Interaction before entering the reading passage:

- ◆ Interact with children based on the picture given.
- ◆ Try to make them guess the events. The following can be a model:
 - What do you see in the picture?
 - What is the sports event?
 - How do you relate the name of the story 'The Real Athlete' with the picture?
 - Can you guess the story?

Reading Process

- ◆ Processing the reading passage - Ready for the weekend
- ◆ Please follow these steps:
 - Let children read silently and underline the difficult/new words.
 - Let them put a tick mark with a pencil against the sentences that they have fully grasped the meaning of.
 - The teacher can ask one or two comprehension questions for better understanding.
 1. Who are the characters in the passage?
 2. Do you know what the track events in

a sports meet are?

- Group the children, taking care to include slow-paced learners, average, and above-average children in all groups.
- Let them share the difficult areas already underlined.
- Ensure everybody's participation.
- Visit each group and ensure everybody is progressing.
- Let the groups present the ideas they could gather from their reading.
- Write the main ideas in simpler sentences on the blackboard in negotiation with the learners.
- If the teacher feels that certain ideas are not received properly, they can support and supplement. For this, the teacher can read aloud the passage with proper intonation, stress, voice modulation, pitch and tone variation, facial expressions, and gestures.
- If the hard areas prevail, encourage them to use a glossary or dictionary.

Interaction after completing the passage

- ◆ Ask certain questions which will lead to the next event of the story.
- ◆ You can ask inferential (leading to conclusions based on the read part)
- ◆ and reflective (relating the incident to one's personal experiences) questions too.
- ◆ For example: Azhar's cycle chain broke unexpectedly. Let children reflect on this incident. Azhar will be late to reach home because of this. So, what will be the reactions of his parents?

Interaction

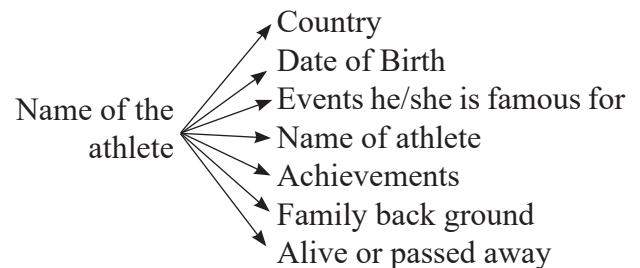
- ◆ Begin to interact with children based on the theme athletics.
- ◆ You can weave around your talk on events and stars of athletics, remarkable achievements, etc.
- ◆ Ask them to write the names of their favourite athletes or sports stars on a bit of paper and stick them on a chart provided.
- ◆ Initiate an interaction on how they became

their favourites

- ◆ Encourage three or four students tell about their stars.

Activity I

- ◆ My Star - Lead children to the activity 'MY STAR' after you have processed the first passage. Let them take it as a home assignment.
- ◆ Interaction to assign a writing task.
- ◆ We had discussed about sports stars and athletes. Now they can write about their favourite sports star/Athlete;
- ◆ Once again have them remember their favourites.
- ◆ Lead them to the activity 1 given on page 23 of textbook.
- ◆ Let them write on the space given.
- ◆ You can develop a concept map for this.
- ◆ The following is a sample. You can develop a better one through negotiation.



- ◆ Follow these steps.
 - Let children add more to this map.
 - Let them write individually about their athlete
 - Let two or three present their work
 - Group children
 - Let them refine their work in the groups
 - Presentation by the groups
 - Presentation of teacher's version
 - Editing.

Note : Be sure to videograph the presentations (Individual and group). Post these videos in class WhatsApp group.

Activity 2

- ◆ Lead children to Azhar's page given on page 24.

- ◆ Tell them that they can add information on Azhar, the hero of the story after they have done passage 1. (Information given in passage 1) They can add more to this page as they proceed through the passages and activities.

Language focus Module 1

- ◆ Writes about a person using adjectives and adverbs.
- ◆ Refers to relevant pages to gather information.
- ◆ Prepares a profile of a well-known person.

Evidences of Successful transaction of Module 1.

1. The display board has names of many athletes on it.
2. They have marked x mark against difficult words
3. Have underlined the sentences they like.
4. Have done page no 23 and 24
5. Group products are displayed
6. Teacher’s version is presented.
7. Editing of group products is done.

Module 2

- ◆ This module includes
 - The passage ‘Home sweet home’
 - Activities connected to this passage.
- ◆ Interact and develop a chart based on the events of the first paragraph.
- ◆ Ask the learners to go through the first paragraph and point out events
- ◆ Negotiate and elicit sentences which can form a story.

Sample Interaction questions

- ◆ What was the event going on in the school ground?
 - (Acknowledge, appreciate and transfer the answer to the fellow learners for their opinion)
- ◆ Write on the chart.
 - Who won the race?
 - Who appreciated him?
 - What did the teacher tell him?

- Who has a cycle?
- What happened to the bicycle?
- What did they do then?

Sample

- Azhar won in trials
- His friends congratulated him.
- His physical education teacher reminded him of the main events.
- Azhar and his friend Ajay returned home.
- The cycle chain broke.
- They left the cycle at the repair shop and walked home.

Towards the Next Passage

- ◆ As done earlier, process reading.
- ◆ Follow the steps dealt with earlier.
- ◆ Ask the interaction questions given on the page.
- ◆ Lead them to the activities related.

Activity on Page 25.

- ◆ Draw attention to the coinage
- ◆ “Azhar was a fan of grandma’s snacks. But he liked her omelets the most.”
- ◆ One more example is given on the page.
- ◆ Encourage the learners to write more sentences.
 - Individual attempt
 - Refining in groups
 - Presentation by the groups
 - Presentation of teacher’s version

Be Healthy

- ◆ Lead a discussion on healthy drinks. Discussion points:
 - Familiar drinks
 - Various drinks
 - Introduce new drinks (e.g., Smoothie)
 - Healthy drinks
 - Ingredients (what makes drinks healthy and unhealthy)
 - Preparation method (recipe)

- ◆ And on a convenient day, you can prepare health drinks. Make it a fest. Make posters for the fest. At the fest, let them explain the method of preparation of their drinks. Let children bring ingredients and prepare drinks of their choice. All the recipes can be compiled to form a journal on health drinks.

Activity 7:

- ◆ Prepare an advertisement poster for their drink - Can also be linked with the fest. Note: Features of Advertisements.
- ◆ The following features are to be noted:
 - Use emotional language
 - Brevity
 - Apt pictures
 - Creativity
 - Appropriate layout
 - Persuasive language
 - Variety
 - Merits highlighted
- ◆ Familiarize advertisements in newspapers. Interact and elicit features of an advertisement. Let children select an attractive name for their product. Let them select the font and style. Select layout. Avoid long sentences. Let them decide the important words to be highlighted. Select colors. Decide on pictures to be added. Find a caption. Support children by asking apt questions when needed. Let them exhibit their advertisements at the fest.
- ◆ Follow these steps.
 - Develop a concept map
 - Let children add more to this map.
 - Let them write individually about the healthy drinks.
 - Let two or three present their work
 - Group children
 - Let them refine their work in the groups
 - Presentation by the groups
 - Presentation of teacher's version
 - Editing.

Activity II on page 26

- ◆ You can make this a competition between groups.
- ◆ Encourage children to present their advertisements before the class.

Add on to Azhar's page

- ◆ Encourage children to add more information on to Azhar's page.
- ◆ Like , who is at home, who tells stories to Azhar, what stories are they, who makes snacks for Azhar, etc.

Developing a chart.

- ◆ Hope you remember how we developed a story event chart for module one.
- ◆ You can prepare one for module 2 also. (You can add to the previous chart if there is space.)

Azhar reached home.

Grandma was waiting for him. She served him snacks.

Module 3

- ◆ This Module comprises of the passage 'A courier' and activities related.

Interaction

- ◆ Lead children to traceback the happening of the previous passages.
- ◆ Elicit and develop a chart (add to existing chart)
- ◆ Probing questions.
- ◆ Azhar and Ajay left the bicycle at the repair shop.
- ◆ Will Ajay bring the cycle back?
- ◆ You can see a courier boy in the picture.
- ◆ What might be he bringing?

Follow the steps dealt with earlier to process reading.

Reading beyond and in between the lines.

- ◆ Lead children to read beyond and in between

the lines.

- ◆ Draw their attention to the line “Grandmother’s eyes welled up”
- ◆ Elicit answers to the following questions.
 - Why was grandmother crying?
 - Is she sad?
 - Site instances when your eyes welled up even though you were not sad.
 - Azhar was sure about the contents of the box. Why was he sure?

Activities

No. 9 Unboxing Video- commentary.

- ◆ Children may be familiar with unboxing videos.
- ◆ Group children.
 - They can enact the scene.
 - Let them enact as Azhar, Ajay, and grandmother.
 - Let one or two groups present.
 - Video graph the presentations.
 - Appreciate their presentation.
 - After the presentation, have them write the commentary. Be sure to follow the steps like
 - Individual attempt, refining in groups, etc.
 - Edit the group products after presentation of Teacher’s version.
- ◆ Building up a story from clues.
- ◆ Let children guess a story from the clues given.
- ◆ I) is about Azhar’s mother.

MODULE 4

PASSAGE: Umma’s Gift

- ◆ Activities related to this passage

Activity 8: Unboxing

- ◆ Interaction to carry out the activity:
 - Have you seen any unboxing videos?
 - What attracted you the most?
- ◆ Sensitize children to the language used in such situations. For example, the use of the dramatic present. Let children write individually.
- ◆ Let a few of them present it (make sure that everyone gets a chance in due course).

- ◆ Make groups. Let them refine in groups.
- ◆ Ensure that the following happens in groups:
 - Every child reads out their product in the group.
 - The group selects the best beginning.
 - The second sentence should be selected from another child’s work.
 - And the process continues until a new product emerges from each group.
 - Each group writes their product on a chart and exhibits it in class.
 - The teacher should also write his/her version on a chart paper neatly and present it in class.
 - Allow children to go through all products and compare other products with theirs.

Error treatment

- ◆ The group products have to be edited.

Editing process:

- ◆ Select a product to edit (it is always preferable to select the product with maximum errors).
- ◆ Fix sentence boundaries (punctuation marks).
- ◆ Edit word order – if there are any errors related to word order, edit them first.
- ◆ Edit morphological errors next (errors confined to a word. For example, tense forms. A child may write ‘goed’ instead of ‘went’, ‘was’ instead of ‘is’, and vice versa).
- ◆ Spelling errors.

Activity 9:

Where’s Azhar’s Mother?

- ◆ In the story given in the textbook, there’s no description of Azhar’s parents. This activity intends to fill that gap. Some clues are given. Learners can develop a story using these clues. The teacher should observe the process of writing the discourse while developing the story (individual attempt, random presentation, refining in groups, group presentation, presentation of the teacher’s version, and finally editing).

Activity 10:**Add more to Azhar's page.**

- ◆ Let children add the new information to Azhar's page.
- ◆ **PASSAGE: On the Day of the Race**

Process the reading passages as done earlier.

- ◆ Let children add to Azhar's page.

Module 5**On the day of the race****Azhar's Thoughts**

- ◆ Develop a concept web (Where is Azhar? What is the issue faced by Azhar? What would be his feelings?). The teacher should observe the process of writing the discourse while developing the thoughts (individual attempt, random presentation, refining in groups, group presentation, presentation of the teacher's version, and finally editing).
- ◆ **PASSAGE: The Competition Begins Process the passage as done earlier.**
- ◆ School Arts Day A concept web can be developed here also based on the following points.
 1. What is the event
 2. What are the items?
 3. Who are the contestants?
 4. Who is inaugurating the event?

Announcements

- ◆ Encourage children to make some announcements.
- ◆ Later they can write them down.
- ◆ Do not skip the steps outlined earlier to generate a discourse.
- ◆ Process the reading passages as done earlier.
- ◆ Let children add to Azhar's page.

You can process the reading materials for Module 6 'My Dear Grandmother to The Golden glow (Module 11) in the same way.

- ◆ Please do remember to add on Azhar's page.
- ◆ As detailed for module 1&2, you are supposed to develop event charts for every passage.

Module 12**Foreign Lands**

- ◆ Let children the read (recite) poem themselves.
- ◆ You can ask them to find a tune to recite the poem.
- ◆ Allow one or two children recite it.
- ◆ Make groups and ask them to find a tune.
- ◆ Invite the groups to present their version.
- ◆ Teacher can also sing the poem for them.

Identifying the theme.

- ◆ Encourage children to identify the theme of the poem
- ◆ Let them also find out how the poem is related to Azhar.

Rhyming words.

- ◆ Invite their attention to rhyming words.
- ◆ The learners can write more rhyming words.
- ◆ Comprehending the rhyme.
- ◆ Invite attention to the following lines
 - Dimpling river
 - The sky's blue looking glass. (What is compared to a looking glass?)
 - What does the poet mean by "people tramping into town?"
 - Discuss the image 'grown up river'
 - Do they want to change the picture given on the page?
 - What all changes do they need?

Module 13

- ◆ This module includes the rest of the activities in the unit.
 - **News report and interview.**
- ◆ Write the questions and possible answers.
- ◆ Follow the steps for discourse generation, like
 - Developing a concept map
 - Individual writing
 - Refining in the groups

- Groups presentation
- Present teacher's version

◆ **Present the following teacher's version in the absence of better ones.**

Reporter : Good evening.

Grandmother : Good evening.

Reporter : I'm Xavier from Sports TV I have come to interview you. Please share a few words about your grandson Azhar.

Grandmother : I'm very proud of him. He is a very hardworking boy.

Reporter : Does he practice daily?

Grandmother : Definitely.

Reporter : I came to know of your ill health on the day of the competition, yet he won!

Grandmother : Yes, yes, I was ill. He had run to the medical shop for my medicines, poor boy. But he made it. I'm so proud of him.

Reporter : Thank you, Grandma, for

your support given to Azhar.

Edit the Report

- ◆ Let children read the news report.
- ◆ Ask them to underline errors in it.
- ◆ Negotiate and correct the errors.

Azhar's day

- ◆ Let children do the activity themselves.
- ◆ Follow the process for writing.
 - **Nouns and Adjectives.**
- ◆ Let them go through the poem once again and find out the nouns and adjectives.

Azhar's Victory Stand.

- ◆ This activity is given for vocabulary development.
- ◆ Ask children to create such puzzles using new words.
- ◆ Make this a competition between groups.

Note to teacher.

- ◆ Please do not skip the steps described.

Note to the teacher.

- ◆ Please go through the entire unit before you begin.
- ◆ The entire unit is in the form of a drama.
- ◆ For unit 1 we processed each passage and activities linked to it as one module.
- ◆ For this unit, as it is a drama, there are scenes instead of passages.
- ◆ So, we consider each scene and activities associated to it as one module.
- ◆ However, you have freedom to rearrange the components of a module as per your convenience of doing activities given in TB.

Module One**Scene 1.**

Interact with children to familiarize discourse, the drama.

- ◆ Have you ever watched a drama?
- ◆ Can you share your experience of watching it?
- ◆ There will be characters and dialogues in a drama, won't be there?
- ◆ Was there a story in it?
- ◆ How do we know the story? We understand the story through dialogues and actions of characters, don't we?
- ◆ What else will be there?
- ◆ There will be music, sound effects and stage settings for a drama.
- ◆ Will anyone other than the characters appear on stage?
- ◆ Are you sure? Go through the first scene and share your findings.

Ask them to read the script(Scene1)

Advise them to mark the sentences/portions that they do not comprehend.

Let one or two learners read the script.

Let them sit in groups and clarify the doubts.

You can read aloud the portion with proper voice modulation.

Interact using the questions given after scene1.

They might have noticed the presence of a narrator (person other than the characters)

If not you can bring attention to that with proper questions.

Readers' theatre.

Readers' theatre aims to present the script as an audio drama.

Divide the scene into small portions and entrust different groups to present them. No actions are needed while presenting the audio drama.

Brief notes.

Encourage children to make brief notes on the events of the first scene.

You can ask the following questions in the absence of better ones created by you.

- ◆ Who appears on the stage first? (Elicit and write)
- ◆ Which character appears next?
- ◆ What is the grievance of this character?
- ◆ Proceed

The narrator appears
Says about the drama.
Then appears a donkey.
He is seeking help from someone.
Then comes a dog.
Both are abandoned animals.
Both of them claim that they can sing.

The tense of a drama script.

Let children go through the action verbs of the script.

Let them list out the same.

Help them if needed.

They can segregate these words into different columns.

After completing this work you can give heads to these columns

Like simple present, simple past, etc.

They can find that the description of actions are given in simple present (Dramatic present)

E.g.: Donkey hears the sound of barking, Donkey lies down,

But in dialogues different tense varieties are used.

We need to sensitize children to the importance of using proper form of tense.

Changing the form of tense.

Draw their attention to sentences that denote actions. Ask them how they would write about the action after it is complete.

For example:

Present tense: The donkey enters.

Past tense: The donkey entered.

Changing the tense

Ask them to identify the changes made to the word to change the tense (enter - entered).

Let them find out more words (earlier they have listed them) and change the form.

You can proceed to the rest of the drama in the same manner.

POEM AGELESS BONDS

Have children read the poem themselves.

You can ask them to find a tune to recite the poem.

Allow one or two children to recite it.

Make groups and ask them to find a tune.

Invite the groups to present their version.

Teacher can also recite the poem for them.

Identifying the theme.

Encourage children to identify the theme of the poem

Let them also find out how the poem is related to the drama.

Rhyming words.

Invite their attention to rhyming words.

The learners can write more rhyming words.

Comprehending the rhyme.

Invite attention to the following lines

Their fur, like moonlit silver

Lead a discussion on how such comparisons add beauty to the poem.

Each wrinkle and scar, a tale in disguise.

How are wrinkles formed? (sign of aging)

Scars can be sign of toil.

Let them understand the meaning of the coinage 'a tale in disguise'.

The wrinkles and scars are the signs of years long hard work.

Rhyming words

Invite attention to rhyming words.

Encourage them to write similar words.

Interaction Questions

Use interaction questions given after the rhyme for discussion.

Lead children to activities on page 54.

Working Gallery

Conversation between the master and the donkey.

Draw attention to the first scene.

Suppose the Donkey and its master met in a forest.

What will be the likely conversation between the donkey and the master.

Interaction to generate conversation.

Read carefully the scene and find out what the donkey is afraid of.

Note down what the donkey says about his master.

Won't the donkey raise his anxieties again?

What will be the master's reply?

Who is beginning the conversation?

Debate

Conducting a debate with grade v children can be a fun and educational experience, but it requires careful planning and consideration of their developmental level. Here are the steps and prerequisites to ensure a successful debate for young learners:

Prerequisites

Understanding of Basic Debate Structure:

Simplify the debate format. Introduce the concept of taking turns to speak and listening to others.

Topic : Given in TB

Preparation:

Provide basic background information on the topic.

Help them understand key points for both sides of the argument.

Support Materials:

Use visual aids like pictures, charts, or storybooks to illustrate points.

Create simple cue cards with key phrases or points for each child.

Parental Involvement:

Inform parents about the activity and encourage them to discuss the topic at home.

Ask parents to help children practice their speaking

parts.

Steps to Conduct the Debate

Introduction:

Explain what a debate is and its purpose.

Describe the roles: speakers, audience, and moderator.

Role Assignment:

Assign roles to the children (speakers for both sides and a moderator if possible).

Make sure each child knows their role and what they need to do.

Guided Preparation:

Have a session where you help the children prepare their points.

Encourage them to think of reasons for their arguments and practice speaking.

Setting the Rules:

Set simple rules: take turns speaking, listen when others are talking, and be respectful.

Keep speeches short (1-2 minutes per child).

Conducting the Debate:

Start with the moderator (if you have one) introducing the topic and rules.

Allow each side to present their arguments.

Have a short rebuttal round where each side can respond to the other.

Summarize the points discussed.

Encouraging Participation:

Encourage audience members (other students) to ask questions or give their opinion.

Praise all participants for their effort and participation.

Reflection:

After the debate, have a reflection session where children can share what they have learned and how

they felt about the experience.

Provide positive feedback and encourage them to think about different perspectives.

Tips for Success

Keep It Fun and Light-hearted: Ensure the atmosphere is supportive and enjoyable.

Be Patient: Understand that young children might need more guidance and reassurance.

Celebrate Effort: Focus on participation and effort rather than winning or losing.

Model Behavior: Demonstrate good debating behavior and respect for different opinions.

By following these steps and prerequisites, you can create a positive and educational debate experience for grade 5 children, helping them develop critical thinking, speaking, and listening skills in a supportive environment.

Aneonyms and Synonyms.

Lead children to the activity given in textbook.

Be sure to follow the steps already detailed for writing activities.

Words of Appreciation

Plan your teacher talk well in advance to address this activity.

Ask children to find out words of appreciation and discouragement from the drama.

Look out notice.

Step-by-Step Guide

1. Introduction to a Lookout Notice:

- Explain what a lookout notice is in simple terms. Use examples they can relate to, like looking for a lost pet or a missing toy.
- Show them a sample lookout notice (with pictures) and discuss the key elements.

2. Choose a Topic:

- Select a relatable and simple topic, such as a missing stuffed animal, a lost pet, or a missing book.

- Ensure the topic is something that excites and engages them.

3. Discuss the Key Elements:

- **Heading:** “Lookout Notice”
- **Description:** Describe what is missing (name, appearance, special features).
- **Last Seen:** Where and when it was last seen.
- **Contact Information:** Who to contact if found (a pretend name and number/email).
- **Picture:** Draw or paste a picture of the missing item.

4. Brainstorming Session:

- Gather the students and brainstorm the information needed for the lookout notice. Use a whiteboard or chart paper to jot down ideas.
- Ask them questions like, “What does the missing item look like?” “Where was it last seen?” and “Who should they contact?”

5. Drafting the Notice:

- Provide a template for the lookout notice with blank spaces for them to fill in the information.
- Guide them through filling out each section, ensuring they include all the key elements.
- Example template:

Lookout Notice

Missing: [Name of the item]

Description: [Color, size, special features]

Last Seen: [Location, date, time]

Contact: [Name, pretend phone number/email]

[Space for picture]

6. Adding Visuals:

- Have the children draw a picture of the missing item in the space provided or paste a printed picture if available.
- Encourage them to make their drawings as detailed as possible.

7. Writing the Notice:

- Assist the children in writing their descriptions using simple sentences.
- Encourage them to use descriptive words

they know, and provide new vocabulary as needed.

8. Review and Edit:

- Review each child’s lookout notice for completeness and accuracy.
- Offer gentle corrections and suggestions to improve their work.

9. Final Touches:

- Let the children decorate their lookout notices with borders or stickers to make them eye-catching.
- Ensure each notice is neat and readable.

10. Presentation and Sharing:

- Have each child present their lookout notice to the class.
- Display the notices on a bulletin board or a designated wall in the classroom.

Tips for Success

- ◆ Use Simple Language: Ensure that the instructions and vocabulary are age-appropriate.
- ◆ Visual Aids: Use plenty of visual aids and examples to help them understand the concept.
- ◆ Interactive Learning: Make the activity interactive by involving the children in discussions and brainstorming.
- ◆ Positive Reinforcement: Praise their efforts and creativity to boost their confidence.

Narrator’s Script

Classroom Procedure to Guide Grade 3 Children in Writing a Script

Objective: To guide Grade 5 students in collaboratively writing a script about a dog and a cat quarreling, with a narrator intervening, using interactive questions to facilitate understanding and creativity.

Materials Needed:

- ◆ Whiteboard and markers
- ◆ Chart paper and markers
- ◆ Writing paper and pencils
- ◆ Props for Dog, Cat and Narrator (optional)

Procedure

1. Introduction (10 minutes)

- Teacher: “Today, we are going to write our own play! It will be about a dog and a cat who have a misunderstanding, and a narrator who helps to solve it. Let’s start by talking about what happens when friends have a disagreement.”
- Interaction Question: “Can anyone share a time you had a disagreement with a friend? How did you solve it?”

2. Brainstorming (10 minutes)

- Teacher: “Let’s brainstorm ideas for our characters and story. What might the dog and cat disagree about?”
- Write ideas on the whiteboard.
- Interaction Question: “What kind of character should the dog be? And the cat? What role will the narrator play?”

3. Outlining the Story (10 minutes)

- Teacher: “Now, let’s outline our story. We need a beginning, middle, and end.”
- Beginning: Introduce the dog and cat, and the cause of their disagreement.
- Middle: Show the argument and how it escalates.
- End: The narrator steps in to help resolve the conflict.
- Interaction Question: “What should happen first in our story? What happens next? How will the narrator help them resolve their disagreement?”

4. Writing the Script: Scene 1 (10 minutes)

- Teacher: “Let’s start writing Scene 1. This scene will introduce our characters and the disagreement.”
- Write the script collaboratively on the board or chart paper, with students contributing ideas.
- Interaction Question: “What should the dog say when he thinks the cat took his toy? How should the cat respond?”

5. Writing the Script: Scene 2 (10 minutes)

- Teacher: “Now, we’ll write Scene 2. This scene shows the argument between the dog

and the cat.”

- Continue writing collaboratively, focusing on dialogue and actions.
- Interaction Question: “How can we show that the dog is getting more upset? What actions can the cat take to show she is confused or scared?”

6. Writing the Script: Scene 3 (10 minutes)

- Teacher: “Finally, let’s write Scene 3. This is where the narrator helps solve the problem.”
- Finish writing the script, including the narrator’s intervention and resolution.
- Interaction Question: “What should the narrator say to help the dog and the cat understand each other? How should the dog and the cat react?”

7. Revising and Finalizing the Script (10 minutes)

- Teacher: “Let’s read through our script together and see if there’s anything we have to change or add.”
- Read the script aloud, allowing students to suggest revisions.
- Interaction Question: “Is there anything that doesn’t make sense or could be clearer? How can we improve our script?”

8. Reflection and Wrap-Up (10 minutes)

- ◆ Teacher: “Great job, everyone! We’ve written our own play. What did we learn about solving disagreements?”
- ◆ Discuss the importance of communication and understanding in resolving conflicts.
- ◆ Interaction Question: “How can we use what we learned today in our own lives?”

Sample Script Outline

Scene 1: Introduction

- ◆ Dog enters, playing with a toy.
- ◆ Cat enters, curious about the toy.
- ◆ Dog: “Hey, that’s mine!”
- ◆ Cat: “I just wanted to see it!”

Scene 2: Quarrel

- ◆ Dog: “You always take my things!”
- ◆ Cat: “I didn’t take it! I was just looking!”
- ◆ Dog gets angry, chases Cat.
- ◆ Cat runs away, scared.

Scene 3: Resolution

- ◆ Narrator enters.
- ◆ Narrator: “What’s going on here?”
- ◆ Dog and Cat explain their sides.
- ◆ Narrator: “Dog, did you ask Cat why she had the toy? Cat, did you explain to Dog?”
- ◆ Dog and Cat talk it out.
- ◆ Dog: “I’m sorry, Cat. I should have asked.”
- ◆ Cat: “It’s okay, Dog. I should have told you.”
- ◆ They make up and play together.

Couple and more

Lead children to the activity.

Clues.

- ◆ Group of two: Couple or pair
- ◆ Group of three: Trio
- ◆ Group of four: Quartet
- ◆ Group of five: Quintet
- ◆ Group of six: Sextet
- ◆ Group of seven: Septet or septuplet
- ◆ Group of eight: Octet
- ◆ Group of nine: Nonet
- ◆ Group of ten: Decet or decuplet

Musical Group Challenge Game

Objective: The goal of the game is to have fun while learning about musical groups and their names, fostering teamwork and creativity.

Materials Needed:

- Index cards or pieces of paper
- Markers or pens
- Music playback device (optional)
- Timer or stopwatch

Setup:**1. Preparation:**

- Write different musical group names (e.g., duo, trio, quartet, etc.) on index cards.
- Prepare a list of simple songs or musical pieces that children can perform or mime.

2. Divide the Class:

- Split the class into smaller groups. Each group should consist of 2 to 10 children, corresponding to the musical group names written on the cards.
- Ensure each group has at least one group name card.

Rules of the Game:**1. Introduction:**

- Explain the different musical group names and their meanings.
- Introduce the challenge: Each group will have to perform or create a short musical performance based on their group name.

2. Activity:

- Distribute the group name cards to each group.
- Provide each group with a few minutes to decide on their performance. This could include singing, clapping, using classroom instruments, or even creating a rhythm with their bodies (e.g., stomping, clapping).
- Groups can choose a song from the prepared list or come up with their own simple tune.

3. Performance:

- Each group takes turns performing their piece in front of the class.
- Encourage creativity and collaboration within the group. The performance should highlight teamwork and understanding of the musical group name they represent.

4. Interaction:

- After each performance, ask the performers questions such as:
 - **How did you come up with your performance?**
 - **What was the most challenging part**

of working together?

- Did you learn anything new about working in a group?
- Engage the audience by asking them:
 - What did you enjoy about this performance?
 - Can you identify the musical group name based on the performance?

5. Scoring (Optional):

- If you wish to make it competitive, you can have a simple scoring system based on creativity, teamwork and performance quality.
- Alternatively, focus on positive feedback and encouragement rather than competition.

Wrap-Up:

- ◆ Discuss the different types of musical groups and how each group size can create unique sounds and harmonies.
- ◆ Highlight the importance of teamwork, listening to each other, and combining individual talents to create something beautiful together.

Extensions:

- ◆ You can extend this game by incorporating different genres of music, using actual musical instruments, or even inviting older students or local musicians to demonstrate and interact with the children.
- ◆ Create a class mural or chart showcasing the different musical groups and the performances.
- ◆ This game not only introduces children to musical concepts but also emphasizes the value of collaboration and creativity in a fun and engaging way.

IDIOMS**Classroom Procedure for Teaching Idioms**

Objective: Introduce children to the concept of idioms, helping them understand their meanings and usage in a fun and engaging way.

Materials Needed:

- ◆ Visual aids (flashcards or pictures)
- ◆ Chart paper and markers
- ◆ A list of common idioms appropriate for grade 5 (e.g., “It’s raining cats and dogs”, “Break the ice”, “Spill the beans”)
- ◆ Storybooks or short passages containing idioms
- ◆ Worksheet with idiom matching or fill-in-the-blank exercises

Procedure:

1. Introduction to Idioms (10 minutes)

- ◆ Greeting and Introduction:
 - Greet the students and briefly explain that they will be learning about something called “idioms” today.
 - Explain that idioms are special phrases that don’t always mean exactly what the words say but have a fun and different meaning.
- ◆ Activate Prior Knowledge:
 - Ask students if they have ever heard a phrase that sounded funny or didn’t make sense when taken literally.
 - Give an example: “Have you ever heard someone say ‘It’s raining cats and dogs?’”
 - Barking dogs seldom bite?
 - Who will bell the cat?

2. Explanation and Examples (15 minutes)

- ◆ Define Idioms:
 - Define an idiom in simple terms: “Idioms are phrases that mean something different from what the words say.”
 - Use a visual aid to show an idiom, such as “It’s raining cats and dogs” with a picture of a rainstorm with cats and dogs falling from the sky.
- ◆ Examples and Discussion:
 - Show a few more examples of idioms using flashcards or pictures.
 - Discuss each idiom’s literal meaning versus its actual meaning. For example:
 - “Break the ice” - literal (breaking ice) vs. actual (starting a conversation).
 - “Spill the beans” - literal (spilling

beans) vs. actual (revealing a secret).

3. Interactive Activity (20 minutes)

- ◆ Idiom Matching Game:
 - Prepare a set of cards with idioms and another set with their meanings.
 - Divide the class into small groups and distribute the cards.
 - Have the groups match the idioms with their meanings. Walk around to assist and guide them.
- ◆ Discussion:
 - Once the groups have matched the cards, discuss the answers as a class.
 - Ask students if they know any other idioms or if they have heard their parents or friends use idioms.

4. Story Time with Idioms (15 minutes)

- ◆ Read Aloud:
 - Choose a storybook or a short passage that includes idioms.
 - Read the story aloud to the class, emphasizing the idioms as you come across them.
- ◆ Identify Idioms:
 - After reading, ask students to identify the idioms in the story.
 - Discuss what each idiom means in the context of the story.

5. Creative Exercise (15 minutes)

- ◆ Idiom Drawing:
 - Give each student a piece of paper and ask them to pick an idiom.
 - Have them draw a picture representing the literal meaning of the idiom on one side and the actual meaning on the other side.
 - Allow them to share their drawings with the class and explain the idiom.

6. Wrap-Up and Review (10 minutes)

- ◆ Review:
 - Review the idioms learned during the lesson.
 - Ask a few students to use the idioms in a sentence.
- ◆ Closure:
 - Summarize the lesson and ask students

what their favorite idiom is and why.

- Encourage them to listen for idioms in everyday conversations and bring new ones to share in the next class.

In the dark, dark night.

Ask children to go through scenes 4, once again.

In scene 4 robbers are planning to rob the Mayor's house.

The animals heard the first robber saying that he had bribed the Mayor's coachman.

Learners can imagine the scene and describe it.

They can write it as a drama.

Interaction

Who are the characters?

At what time does the event take place?

Let children write individually.

Pair them.

They can present the scene after refining their individual work.

Teacher can also present the scene.

Teacher's version

Scene:

(The coachman, C, is standing next to the Mayor's carriage, inspecting the horses. The Robber, R, approaches cautiously, glancing around to make sure they are alone.)

R : (whispering) Evening, friend.

C : (startled) Who's there?

R : (stepping out of the shadows) Just a man with a proposition.

C : (suspicious) What do you want? If you're here to cause trouble, you'd best be on your way.

R : No trouble at all. In fact, I believe I can make your life a little easier.

C : (frowning) I don't need any help from the likes of you.

R : (smiling) Now, now. Let's not be hasty.

I know the Mayor doesn't pay you nearly enough for the work you do. Those long hours, the thankless tasks... (leans in) I've got something that can change all that.

C : (crossing his arms) And what might that be?

R : (pulls out a small, heavy pouch and shakes it) Gold. Enough to set you up for life. All you have to do is leave the back gate unlocked tonight.

C : (eyes widening) You're asking me to betray the Mayor?

R : (calmly) I'm asking you to think about your future. Your family's future. Do you really want to spend the rest of your days working yourself to the bone for a pittance?

C : (hesitant) But the Mayor has been good to me. I can't just...

R : (interrupting) Good? How good, really? Is he paying you what you're worth? Or is he just keeping you around because you're cheap labor? (steps closer) This is your chance to take control. One little favor, and you'll never have to worry about money again.

C : (conflicted) I don't know...

R : (placing the pouch in C's hand) Think about it. A better life for you and your loved ones. Just one night. One simple act. (turns to leave) I'll be back at midnight. The choice is yours.

C : (holding the pouch, deep in thought) Wait...

R : (stopping, looking back) Yes?

C : (with resolve) Midnight, you said?

R : (smiling) Midnight. Don't be late.

(R disappears into the shadows as C looks down at the pouch of gold, the weight of his decision heavy in his hands. The scene fades to black.)

End Scene

Scene Change.

The cat took the robbers for raccoons. What made it think so?

What might the costumes be?

Encourage children to describe the costumes of robbers.

Interaction

What all costumes will be there?

Elicit and write

Masks, clothing, hood, gloves, footwear, etc.

Let them describe each of these.

Follow the steps for writing.

Teacher's version

1. Masks:

- They wore black masks around their eyes, just like raccoons.

2. Clothing:

- They wore shirts with black and grey stripes to look like a raccoon's fur.

3. Hoods and Ears:

- Their hoods had pointy ears on top to look like raccoon ears.

4. Gloves:

- They wore black gloves to look like raccoon paws.

5. Footwear:

- They wore black boots with furry tops to look like raccoon legs.

Together, these costumes made the robbers look just like giant raccoons, especially to the cat!

News Report

Let them read the report individually.

Group them.

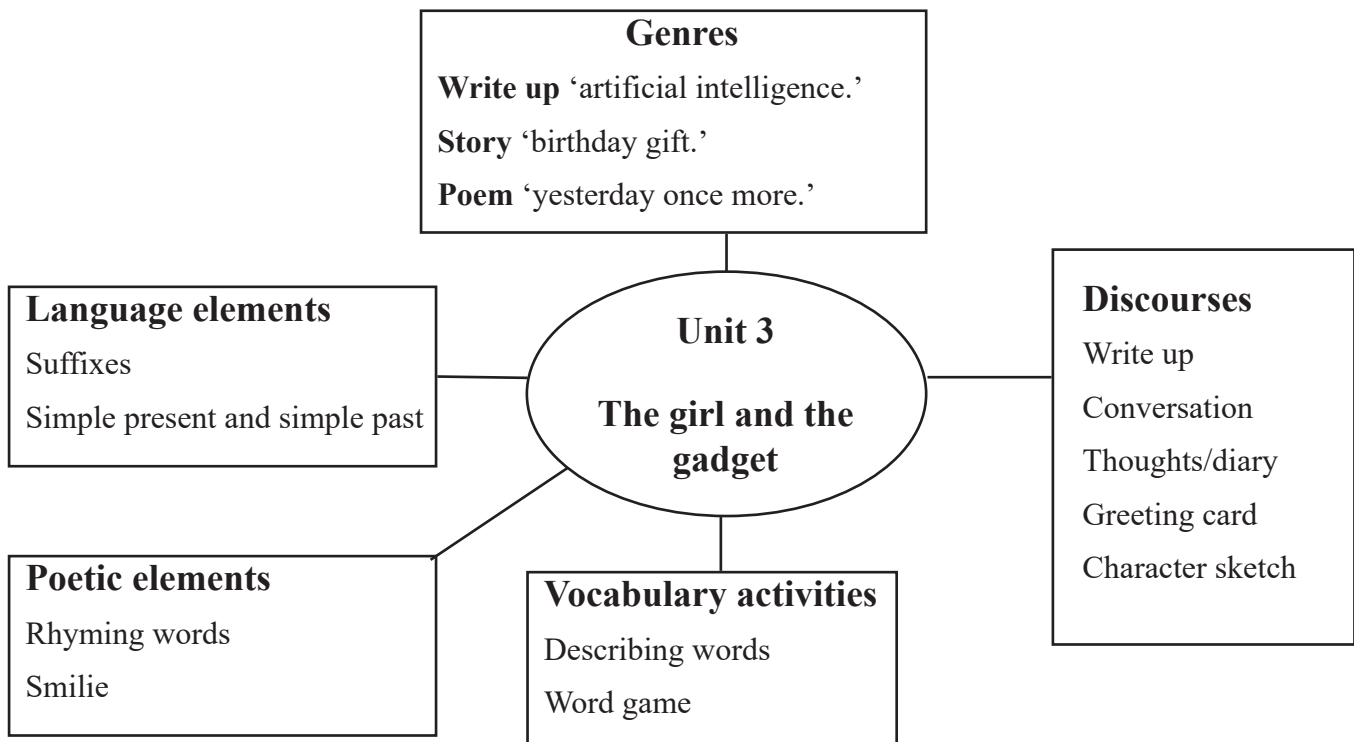
Follow the process for reading.

Simile and Metaphor.

Encourage children to read the page and make notes on simile and metaphor.

Adding Lines and free verse.

Encourage children to make their own poems.



INTRODUCTION

In this unit, we will explore the intersection of language and technology through social constructivism in the primary English classroom. We will examine how language is constructed and negotiated through interactions, and how this can shape our understanding of language learning and teaching.

In the first lesson, “The Girl and the Gadget,” we will delve into a story about a girl and her AI tablet, exploring the ways in which language is constructed and mediated through technology. This will be accompanied by a poem, “Yesterday Once More,” which reflects on the power of radio and its impact on our lives. Throughout the unit, we will engage in various activities that encourage students to think critically about language, technology, and their relationships.

In this unit, we draw on the principles of social constructivism, which emphasizes that knowledge is constructed through social interactions and shared experiences. Language is seen as a tool for constructing meaning and negotiating relationships, rather than simply a means of conveying information. By adopting a social constructivist approach, we aim to create a classroom environment that values collaboration, creativity, and critical thinking.

Lesson 1

The girl and the gadget

Summary of the story

Olivia is a 10-year-old girl who loves learning and playing with her friend Amina. She gets a special tablet that can help her learn and explore the world. Olivia is so excited that she starts spending all her time playing with the tablet and doesn't want to go to school or play with her friends.

Amina tries to get Olivia to come back to reality, but Olivia doesn't listen. She becomes addicted to the tablet and starts to forget about her friends and family. Her parents and teachers are worried about her.

One day, Olivia's teacher, Ms. Grace, visits her and tries to talk to her about going back to school. Olivia says that the tablet is her friend and understands her, but Ms. Grace asks if it will cry with her when she cries.

Olivia's friend Amina visits her and reminds her of the good times they had together, chasing butterflies and playing in the imagination. Olivia starts to feel guilty for pushing Amina away and apologizes.

Amina forgives Olivia and they sit together in the garden, holding hands and watching the sunset. They realize that true friendship is more important than anything else.

This story teaches us about the importance of balancing our love for technology with our real-life relationships.

MODULE 1

LO: To introduce the concept of AI and its applications in daily life by participating in language games.

To read the passage with better comprehension.

To interact based on the trigger (pictures/video)

Titular page and write up

Teacher shows video / a picture of AI robot and its activities. Then asks some interaction questions.

- ◆ What is the video/picture about?
- ◆ Are you seen robot before?
- ◆ Do you know AI robots?
- ◆ What are the uses of AI robots?

Elicits responses from the children. Then plays a team game.

Process (Game: Robot factory)

- ◆ Make the children some teams with 3-5 students in each team.
- ◆ Each team's challenge is to create a robot assembly line that produces something, with each person acting as a robot in the process.
- ◆ Give them 1-2 minutes to come up with their assembly line and assign roles. Adjust this based on your particular group, making sure they feel the pressure to come up with something quickly.
- ◆ Each robot can / should make a noise, but can't speak. The funnier the noise, the better!
- ◆ The other teams have to guess what they are producing. The first team to guess gets one point.
- ◆ Product Ideas:
 - A teddy bear
 - Car factory
 - Preparing food
 - A bicycle factory
- ◆ To start each round, one member of the guessing team activates the factory and it runs until the product is made. The robot team keeps cranking out products while the other teams shout out guesses.
- ◆ Switch teams until every team has gone once. Repeat if desired.

Reading the passage (page 68)

Let the children read the introductory part of the text individually.

Let them note down the uses of AI robots.

Conducts a simple discussion on robots by asking some scaffolding question.

- ◆ What is Artificial Intelligence (AI)?
- ◆ What can AI help us do?
- ◆ What can AI do with smart speakers?
- ◆ What can AI help robots do?
- ◆ Can AI learn from us?
- ◆ What is an example of something that AI can help with?

Picture interaction (page 69)

Teacher shows the magnified picture given in TB. Then asks some interaction questions.

- ◆ What do you see in the picture?
- ◆ What are the birds doing?
- ◆ What is the colour of flowers?

Elicits free responses. Then writes the responses (words/sentences) on BB. Let some children say about the picture (oral description). Then asks them to read the passage given in page 69. Explains the difficult words and concepts. After that, teacher describes the passage in his/her own words.

Doorway (page 70)

Let the children open the textbook and invite their attention to the picture given. Let them read the picture. Teacher asks some interaction questions.

- ◆ What do you see in the picture?
- ◆ Can the boy in the picture move his hands and legs freely? Why?
- ◆ What do you think he spends most of his time doing?
- ◆ Do such people get time to interact with the real world around them?
- ◆ Do you think that the virtual world of modern innovation like mobile phones and Artificial Intelligence can replace the world of real human interactions?
- ◆ Will it be as good as the real world? Will we be as comfortable as we are in the real world?
- ◆ Discuss with your friends and prepare a note on the differences between the virtual world and the real world.
- ◆ Gives time to respond to the questions. Generates some arguments for and against of using electronic gadgets. Teacher consolidates

the debate by giving certain ideas.

Consolidation points

While some people think that using electronic gadgets is a waste of time, others believe it's a fun and convenient way to stay connected with friends and family. On one hand, gadgets can be addictive and take away from important activities like reading, playing outside, and spending time with loved ones. On the other hand, gadgets can be very useful for learning new things, staying organized, and even helping with homework. For example, students can use apps to help them with math problems or research projects. However, some people worry that too much screen time can lead to eye strain, headaches, and decreased attention span. Additionally, relying too heavily on gadgets can make us lazy and less likely to develop important social skills. Ultimately, it's important for kids to find a balance between using electronic gadgets and other activities that are good for their minds and bodies.

MODULE 2

LO: Listens to and read the passage and responds to interaction question.

Prepare write ups based on one's experience.

Process reading (page 71-73)

Here, we introduce a new reading strategy (reciprocal reading)

- ◆ Shows the picture in page 71 and asks some interaction questions and elicits responses.
- ◆ Let each student read the passage silently.
- ◆ Divides the students into groups of four (only four members in a group).
- ◆ Assign roles for each of the four reciprocal reading strategies.
- ◆ For example, the first one is predictor, the second one is clarifier, the third one is questioner and the last one is summarizer.
- ◆ Instruct each member to do the assigned tasks.
- ◆ Member-1 predictor (read aloud, identifying characters/ make predictions/team leader)
- ◆ Member 2 clarifier (note down difficult words,

expressions/identify the expressions, phrases, sentences s/he likes most.

- ◆ Member 3 questioner (prepare questions and answers)
- ◆ Member 4 summarizer (explain the text based on the content/events.)
- ◆ Make sure that all the tasks are done simultaneously.
- ◆ Encourage them to share and discuss the text, ask questions, clarify doubts, and make predictions in groups concerned.
- ◆ Let the predictors read the text aloud and introduce the characters in the whole class.
- ◆ Let the clarifiers share the difficult words/expressions or things they liked.
- ◆ Let the questioners ask questions mutually expecting proper answers.
- ◆ Let the summarizers narrate the ideas in their own words.
- ◆ Then teacher asks some scaffolding questions given in TB.
- ◆ At last, she can read aloud the text with proper voice modulation, gestures and expressions.

Discourse (write up)

LO: Students will develop their writing skills by expressing their thoughts, feelings, and experiences in a clear and concise manner.

If you get an AI tablet, how will you use it? will you use it only for gaming and chatting? How will you make use of it? Discuss with your friends and write it.

Process

- ◆ Let the children write individually.
- ◆ Random presentation (let some children read their write up)
- ◆ Grouping and sharing.
- ◆ Refining in groups.
- ◆ Presentation by the groups.
- ◆ Presentation of teacher's version.
- ◆ Select one of the group products and edit with the involvement of the children.
- ◆ Compiling big book (all the group products and teacher version)

TEACHER'S VERSION

If I get an AI tablet, I will use it to learn new things. I will use it to read books and learn about different subjects like science and history. I will also use it to play educational games that will help me improve my skills. I will make sure to use it wisely and not just play games or chat with friends all day. I will also use it to watch educational videos and documentaries that will teach me about different cultures and places. My parents will also help me to set limits on my screen time so that I can have a balance between using my tablet and doing other activities. I will also use my tablet to communicate with my friends and family who live far away. I will make sure to be kind and respectful when using my tablet and not use it to hurt or offend others. My tablet will be a tool to help me learn and grow, and I will make sure to use it responsibly. By using my tablet wisely, I will be able to achieve my goals and make the most of this amazing technology.

Discourse: Greeting card

LO: Students will learn to design and create a visually appealing greeting card using various materials

On her birthday, Olivia's parents presented her a tablet with some unique AI tools. Think that Olivia

is one of your friends. Prepare a Birthday Card to gifter on her birthday.

- ◆ Teacher shows different types of greeting cards in the class.
- ◆ Conducts a brief discussion on the features of greeting card

- Lay out, brevity of language, illustration, slogans used.
- ◆ Let them prepare a card individually as home assignment.

MODULE 3

Process reading (page 74-76)

Discourse thoughts/ diary

Aminas heart sank as she realized that her best friend had missed the moment. The butterfly flew away, leaving behind a sense of loss

and missed connection. Amina's eyes, which were once bright, grew dim with sadness. She thought about her beloved friend. What would be her thoughts?

- ◆ Individual writing.
- ◆ Random presentation.
- ◆ Collaborative writing.
- ◆ Refining in groups
- ◆ Group presentation
- ◆ Presentation of teacher version
- ◆ Editing and compilation of big book.

TEACHER'S VERSION

“As I sat beside Olivia, watching her gaze at the AI tablet, I couldn't help but feel a pang of sadness. The butterfly's fleeting moment had been lost, and I realized that Olivia was gradually drifting away from us. Her eyes, once bright and full of wonder, were now dimmed by the glow of the screen. I thought about the countless times we had explored the meadow, chasing butterflies and making up stories together. How did it come to this? Why did she choose the artificial world over our real adventures? I felt a lump form in my throat as I remembered the way Olivia used to laugh and spin with me, her golden locks flying in the wind. Now, her fingers danced across the tablet's screen with a fervor that seemed to consume her. I wished she could see the beauty around us, the way the sun cast its golden glow on the grass, and the gentle rustling of the oak leaves. But most of all, I wished she could hear my heart beating with love and concern for her. I knew that if she only looked up, she would see me, her friend, standing beside her, waiting for her to come back to us.”

MODULE 3

Process reading (page 77-79)

Discourse: conversation

LO: Students will learn to write a conversational text, using informal language and tone.

One misty morning Ms. Grace made her way to Olivia's house. She tried to talk to Olivia, but her attempts were in vain. Ms. Grace walked out with a heavy heart. On the way back, she visited Amina too. They talked for a long time about Olivia. What would be the likely conversation between Amina and Ms. Grace?

Process

- ◆ Presents the situation in the whole class.
- ◆ Asks some interaction questions.
- ◆ Why did Ms. Grace visit Amina's house?
- ◆ What may be discussed by them?
- ◆ Elicits responses and generates the exchanges with the help of students.
- ◆ Let them attempt at least one exchange individually.
- ◆ Random presentation.
- ◆ Allow the children to sit in peer group and refine their dialogues.
- ◆ Invites the peer group to present the dialogue in the form of role play.

MODULE 4

Process reading (page 80-81)

Discourse: diary

LO: Students will develop reflective thinking skills by reflecting on their own experiences, thoughts, and feelings, and using these reflections to form their writing.

One day, Olivia had the realization that her friendship with Amina was stronger than any

digital world. It helped her to have a new vision that the world was a canvas of infinite possibilities. Her joy knew no bounds. That evening she jotted down her thoughts in her diary. What would be the likely diary entry?

Conducts discussion about the features of diary entry.

Date/time/day, First person perspective, self-reflection, etc.

Then follow the process of diary/ thoughts writing.

TEACHER'S VERSION

CONVERSATION BETWEEN AMINA AND MS. GRACE:

Amina : “Ms. Grace, I’ve been worried about Olivia. She’s been spending so much time on her AI tablet.”

Ms. Grace : “Yes, I’ve noticed that too. She’s been absent from school for days and doesn’t seem to care about her friends or family.”

Amina : “I used to be her best friend, but she’s been ignoring me. She only talks to her AI tablet now.”

Ms. Grace : “That’s not good. Children need human interaction to be happy and healthy. What do you think is causing her to behave this way?”

Amina : “I think it’s because she’s addicted to the AI tablet. She loves the games and chatting with strangers, but it’s not the same as having real friends like us.”

Ms. Grace : “That’s true. We need to find a way to help her see that there’s more to life than just an AI tablet. Do you have any ideas?”

Amina : “Maybe we can take her on a walk or do something fun together? Something that will remind her of how much fun we have when we’re together.”

Ms. Grace : “That’s a great idea, Amina. Let’s try to get her to come out and play with us. We can encourage her to put the tablet away and enjoy the world around her.”

Amina : “Yes, let’s do it! I’ll try to talk to her and see if she’ll come with us.”

Ms. Grace : “I’ll come with you too, Amina. We’ll work together to help Olivia see that there’s more to life than just an AI tablet.”

Post lesson activities

Activity 1 marking false statements. Let the children do this activity individually as home assignment.

Activity 2 (events and reasons.)

This activity is only meant for re reading the passage.

Let the children read the input given in TB (event and reasons)

Then present one event in the whole class.

Asks the children about the reasons for that event.

Writes on BB.

Directs the children to find out more events from the text.

Makes the class into two groups. One group should say one event and the other group should find out the reason.

Teacher can give score to the groups for their right answers.

Activity 3 (character sketch)

LO: Students will learn to use descriptive language to bring a character to life, including sensory details, emotions, and physical characteristics.

Process

- ◆ Let the children read the character sketch of Amina given in TB (input discourse)
- ◆ Introduce the concept: Start by explaining what a character sketch is - a detailed description of a character's traits, appearance, and personality.
- ◆ Select a character: Choose a character from story Olivia
- ◆ Brainstorming: Encourage students to brainstorm ideas about the character. Ask questions like "What does the character look

like?" "What are her likes and dislikes?" "What are her strengths and weaknesses?"

- ◆ Descriptive details: Encourage students to use descriptive language to bring the character to life. Have them think about the character's physical appearance, clothing, facial expressions, and gestures.
- ◆ Personality traits: Have students think about the character's personality traits. Are they kind, brave, funny, shy, curious? Encourage them to provide examples or reasons for these traits.
- ◆ Writing the sketch: Guide students in writing a paragraph that summarizes all the details about the character. Encourage them to start with an introduction, describe the character's appearance, personality, and traits, and end with a concluding sentence. Individual attempt is needed.
- ◆ Sharing and feedback: Have students share their character sketches with the class. Encourage classmates to provide positive feedback and ask questions about each other's characters.
- ◆ Teacher should present his/her version.
- ◆ Follow the editing process.

TEACHER'S VERSION Charactersketch of Olivia

Olivia is a 10-year-old girl who loves to learn and explore new things. She is very curious and always wants to know more about the world around her. She is very excited to get an AI tablet and loves to use it to learn new things and play games. At first, she uses the tablet all the time and doesn't want to stop, but she forgets about her friends and family. She becomes addicted to the tablet and doesn't want to go to school or play with her friends anymore. Olivia's parents are worried about her because she is spending too much time on the tablet and not enough time with them.

Activity 4 (collocative expressions)

- ◆ Teacher writes two expressions on BB.
- ◆ Asks them some questions
 - What difference do you notice between these two sentences?
 - Which sentence do you think is more effective?
- ◆ Conducts a simple discussion on the poetic aspects of the sentence.

- ◆ Let the students revisit the story to find more expressions from the story.
- ◆ Then encourage the children to fill the table by using apt expression.

Activity 6 (suffixes)

LO: children will be able to understand the concept of suffix

Write the examples given in TB on BB.

Invite the children's attention to the words and underline the suffixes.

Generates a discussion on suffixes.

Teacher can give more examples of suffixes and prefixes.

Then asks the children to find out more prefixes and suffixes from the story and write on the space provided in the table. (individual work)

To the teacher

What is a Prefix and a Suffix?

A prefix is a short morphological unit that is added to the beginning of a root word in order to alter its meaning and/or function. It can be just a single letter or two to five letters. The Oxford Learner's Dictionary defines a prefix as "a letter or group of letters added to the beginning of a word to change its meaning, such as un- in unhappy and pre- in preheat".

A suffix, on the other hand, is a short morphological unit that follows the root word. In other words, it is added to the end of the root word. A suffix can contain two to four letters. It is defined as "a letter or group of letters added to the end of a word to make another word, such as -ly in quickly or -ness in sadness", according to the Oxford Learner's Dictionary.

Spelling Rules to Be Followed When Adding a Prefix or a Suffix

The construction of new words from existing words in English always includes a change in their spellings. This is why there are spelling rules in English to help you easily remember and use them. Likewise, there are some basic spelling rules that you will have to apply when adding suffixes or prefixes.

When adding a prefix,

- ◆ You need not make any changes to the spelling of the base word; you can just write the prefix followed by the base word. For example, popular unpopular.
- ◆ In the case of prefixes such as 'non' and 'ex', you might have to add a hyphen in between the prefix and the root word. For example, non-

violence, ex-serviceman.

When adding a suffix,

- ◆ The spelling of the root word might/might not change.
- ◆ For all words that end with consonants other than 'y', you can simply add the suffix to the end of the root word. For example, truth truthful, quick quickly.
- ◆ For words ending with 'y', you will have to remove the 'y', add an 'i' and then add suffixes such as 'al' or 'ly'. For instance, try trial, happy happily.
- ◆ An exception to the above rule is in the case of monosyllabic words without vowels. For example, shy shyly, sly slyly.
- ◆ There are words to which 'ity' is added instead of 'ty'. This is for words that end with an 'e'. The 'e' is omitted and 'ity' is added. For example, sensitive sensitivity, creative creativity. This is also the case when the suffix 'al' is already added to the base word. For example, sentimental sentimentality, functional functionality.
- ◆ For most monosyllabic words and some disyllabic words ending in 'e', you will have to remove the 'e' and add suffixes such as 'able' and 'age'. For example, use usage, move movable, love lovable, adore adorable, relate relatable.
- ◆ There are some exceptions to the above rule. For instance, like likeable, manage manageable, recharge rechargeable.
- ◆ The same is the case with words that take the suffix 'ible'. For example, sense sensible, collapse collapsible.
- ◆ With suffixes such as 'tion' and 'sion', you will have to omit the last consonant and the silent 'e'. This is in the case of words ending in 'de' or 'te'. For example, divide division, fixate fixation, ignite ignition.
- ◆ When only the silent 'e' has to be omitted before adding 'tion, you will have to add an 'a' before the suffix 'tion'. This applies to words ending in 're' or 'se'. For instance, converse conversation, mechanise mechanisation,

admire admiration.

- ◆ When adding ‘er’ and ‘est’ to the adjective, it forms the comparative and superlative degrees of comparison. Some monosyllabic adjectives would require you to double the final consonant before adding the suffix. You can learn more about this by going through the article on degrees of comparison.
- ◆ For words ending with ‘y’, when adding suffixes like ‘ness’, you will have to change the ‘y’ into ‘i’ and then add ‘ness’. For example, happy happiness, lively liveliness. Words such as ‘dry’ and ‘shy’ do not follow the same pattern. For example, shyness, dryness.
- ◆ Sometimes, you will have to add ‘li’ and then ‘ness’ to the end of the root word. For instance, clean cleanliness, kind kindness/kindness.

Activity 7 (past and present)

LO: children will be able to recognise and use past and present construction with time reference .

Teacher writes the different sentences given in TB on BB.

Underlines the verb in each sentence.

Familiarises them the root form and past form.

Generates a discussion in the change of meaning when past form is used.

Asks the children to write the past forms of the verbs in their notebook.

Let them find out more action words and their past forms from the text.

Put the children into pair groups and asks them to read the sentences given in TB (page 88)

Let them categorise the present actions and past actions by discussing with the pair.

Activity 8 (describing words)

LO: children will be able to recognise and use adjectives/describing words that add to the beauty of the language.

Teacher makes the students into four groups. Each group is assigned different topics

Group 1

How did Olivia’s fascination with AI tools impact her relationship with her friend, Amina? Pick out

the sentences showing Amina’s sadness from the passage.

Group 2

Pick out the sentences showing nature’s beauty from the passage ‘on the wings of the butterfly.’

Group 3

Pick out the sentences showing nature’s beauty from the passage ‘butterflies together.’

Group 4

Pick out the peculiar descriptions that add to the beauty of the story.

After doing the group work, teacher invites the group for presentation. All the groups should write down the sentences.

Conducts a discussion on the describing words and how it adds to the beauty of the sentences.

Activity 9 (describing a person)

LO: To practice descriptive writing skills by using vivid and engaging language to describe a person.

Read the Following

“Amina looked at her friend. Her flowing golden locks gently waved in the breeze. Her eyes were sparkling with mischief”. How does the author sketch Olivia with words?

Try to draw your friend with words.

Process:

- ◆ Before the activity, provide students with a few examples of descriptive writing, such as the passage provided in the question.
- ◆ Discuss the importance of using sensory language to describe people, places, and things.
- ◆ Emphasize that descriptive writing is not just about listing physical characteristics, but also about capturing a person’s personality, emotions, and atmosphere.
- ◆ Read the passage aloud to the class and ask students to identify the descriptive words used to describe Amina.
- ◆ Discuss how these words help to create a vivid image of Amina in the reader’s mind.
- ◆ Ask a student to volunteer to be “sketched” by the teacher.

- ◆ The teacher will then use descriptive language to describe the student, using phrases like “Her bright brown eyes twinkled with excitement...” or “His messy brown hair stuck up in every direction...”
- ◆ Encourage the student to imagine themselves being described in this way.
- ◆ Provide each student with a piece of paper and ask them to think about their best friend or someone they know well.
- ◆ Ask them to write a descriptive paragraph about their friend, using sensory language to bring them to life.
- ◆ Encourage students to use their imagination and creativity, and remind them that it’s not just about listing physical characteristics.
- ◆ Allow students to share their paragraphs with a partner or in a small group.
- ◆ Encourage feedback and suggestions for improvement.
- ◆ Collect the written paragraphs and assess them based on the following criteria:
 - Use of descriptive language
 - Ability to capture a person’s personality, emotions, and atmosphere
 - Clarity and coherence of writing
- ◆ Ask students to create a visual representation of their friend, such as a drawing or collage, that reflects their descriptive paragraph.
- ◆ Encourage students to share their paragraphs with the class or create a class book of descriptive paragraphs.

POEM (Yesterday Once More)

LO: listen to, read and appreciate simple poems and understand the meaning and theme.

About the poem

The poem “Yesterday Once More” is a nostalgic reflection on the past, specifically the speaker’s youth and their favourite songs. The speaker reminisces about listening to the radio, singing along to their favourite songs, and feeling happy. They note that these songs have remained timeless and still evoke strong emotions, including nostalgia and even tears. The poem is a celebration of the power of music to evoke memories and

transport us back to a happier time. The speaker concludes that even though much has changed, the songs remain a source of comfort and joy, and they can still relive those happy moments through music.

Process of the presentation of poem.

- ◆ Introduce the poem by asking students if they have ever heard a song that made them feel nostalgic or brought back memories.
- ◆ Ask students to share their thoughts and experiences.
- ◆ Explain that the poem is about a person looking back on their past and remembering happy times.
- ◆ Discuss how music can evoke emotions and bring back memories.
- ◆ Read the poem aloud to the class, pausing at key points to allow students to reflect on the language and imagery.
- ◆ Encourage students to listen carefully and pay attention to the emotions and memories evoked by the poem.
- ◆ Pause at key points in the poem to ask students to reflect on their own experiences with music and memories.
- ◆ Ask questions like “Have you ever felt nostalgic when listening to music?” or “Do you have a favourite song that brings back memories?”
- ◆ Ask students to read the poem silently and find out the theme and attractive lines.
- ◆ Put them in groups and discuss what they thought about the poem.
- ◆ Encourage them to share their thoughts on how the poet uses language and imagery to evoke emotions and memories.
- ◆ Ask students to consider how the poem relates to their own experiences with music and memories.
- ◆ Ask students to analyse specific lines or stanzas from the poem, focusing on how the poet uses language to create a sense of nostalgia or longing.
- ◆ Encourage students to think about how the poet’s use of language contributes to the overall mood and tone of the poem.

- ◆ Ask students to think about how they can use language to evoke emotions and memories in their own writing.
- ◆ Encourage them to experiment with different techniques, such as using sensory language or creating vivid imagery.
- ◆ Let them be given chance to recite the poem/sing song (group recitation) by finding their own tune.
- ◆ Teacher plays audio of the poem.

CHOREOGRAPHY

LO: Students appreciate the poem and perform it in theatre mode such as choreography.

Asks the students some questions to generate discussion.

- ◆ Who are the major characters in the song?
- ◆ What are the major events in the song?
- ◆ How are the events sequenced in it?

Major Characters:

- ◆ The narrator (a person who reflects on his past and remembers his favourite songs)
- ◆ The radio (the medium that brings back the narrator's favourite songs)

Major Events:

1. The narrator listens to the radio and waits for their favourite songs
2. The narrator sings along to his favourite songs, feeling happy and nostalgic
3. The narrator reflects on the past and remembers how much he loved those songs
4. The narrator realizes that the songs have become a part of his memories and can evoke strong emotions (happiness and sadness)

Sequencing of Events:

1. Introduction (narrator talks about listening to the radio and waiting for his favourite songs)
2. The narrator sings along to his favourite songs and feels happy
3. The narrator reflects on the past and remembers how much he loved those songs
4. The narrator realizes that the songs have become a part of his memories and can evoke strong emotions
5. Conclusion (narrator concludes by saying that

it's "yesterday once more" and that all his best memories come back to him)

Choreography Process:

Introduction

- ◆ Ask students to stand up and face the front of the classroom.
- ◆ Play the song "Yesterday Once More" in the background.
- ◆ Ask students to close their eyes and imagine they are listening to their favourite songs on the radio.
- ◆ After 2 minutes, ask students to open their eyes and move around the classroom, as if they are searching for a radio.
- ◆ Encourage students to use their imagination and have fun!

Singing Along

- ◆ Play the song again, but this time with the lyrics displayed on the board or projected onto the screen.
- ◆ Ask students to join in and sing along to their favourite parts of the song.
- ◆ Encourage students to use gestures and facial expressions to convey their emotions.
- ◆ After 2 minutes, ask students to freeze in place, as if they are holding a special moment.

Reflection

- ◆ Ask students to sit down in a circle or in pairs.
- ◆ Play a few seconds of the song, then pause it.
- ◆ Ask students to reflect on their favourite songs from childhood .
- ◆ Encourage students to share their thoughts and memories with each other.

Emotional Response

- ◆ Play a few more seconds of the song, then pause it again.
- ◆ Ask students to imagine how they would feel if they heard one of their favourite songs from childhood.
- ◆ Encourage students to express their emotions through movement, facial expressions, or gestures.

- ◆ After 2 minutes, ask students to freeze in place again.

Conclusion

- ◆ Play the final part of the song again.
- ◆ Ask students to reflect on how they feel about their favourite songs from childhood.
- ◆ Encourage students to share their thoughts and memories with each other again.
- ◆ Conclude by asking students what they have learned about themselves and how music can evoke strong emotions.
- ◆ Let the groups enact the entire theme of the song with background music

Rhyming words (process)

LO: Students will understand the concept of poetic elements such as rhyming words.

- ◆ Before starting the activity, review the concept of rhyming words with the students. Explain that rhyming words are words that have the same ending sound.
- ◆ Use examples of simple rhyming words, such as “cat” and “hat”, to help students understand the concept.
- ◆ Read the poem “Yesterday Once More” aloud to the class, and ask students to listen carefully to the rhyming words.
- ◆ Stop at different points in the poem and ask students to identify any rhyming words they hear.
- ◆ Ask students to work in pairs or small groups to identify the rhyming words in the poem.
- ◆ Provide each group with a copy of the poem and a blank sheet of paper.
- ◆ Instruct them to read the poem again, and this time, to highlight or underline any rhyming words they find.
- ◆ Encourage students to use their knowledge of simple rhyming words to help them identify more complex rhyming words.
- ◆ Ask each group to share their findings with the class.
- ◆ Encourage students to explain why they think certain words rhyme, and what makes them rhyme.
- ◆ As a class, analyse the rhyming words and

discuss how they contribute to the overall structure and meaning of the poem.

ago/go (lines 3 and 4)
 well/sell (lines 5 and 6)
 sing’s/thing’s (lines 7 and 8)
 cry/by (lines 9 and 10)
 had/sad (lines 11 and 12)
 then/when (lines 13 and 14)
 me/be (lines 15 and 16)
 fine/design (lines 17 and 18)

Writing Similes

LO: Students will understand the concept of similes and write their own sentences using similes.

Process:

- ◆ Review the concept of similes with the students, using the example from the poem: “Just like a long-lost friend” (But they’re back again / Just like a long-lost friend / All the songs I loved so well).
- ◆ Explain that similes are used to compare two things using “like” or “as”.
- ◆ Provide students with a few examples of similes, such as:
 - Happiness is like sunshine.
 - Life is like a rollercoaster.
 - Her voice is as sweet as honey.
- ◆ Ask students to work in pairs or small groups to identify the similes and explain what they mean.
- ◆ Ask students to write their own sentences using similes.
- ◆ Encourage them to think about what they want to compare and what word they will use to make the comparison (e.g., “like” or “as”).
- ◆ Provide students with a prompt or a topic, such as:
 - Describe a memory that is like a warm hug.
 - Compare your favourite hobby to a magical experience.
- ◆ Ask students to share their sentences with the class.
- ◆ Encourage feedback and suggestions for improvement.