TEACHER TEXT
ENGLISH

STANDARD I

GOVERNMENT OF KERALA

DEPARTMENT OF EDUCATION

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FOREWORD

Dear teachers

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

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

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

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

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

Wish you all the best.

Prof. K A Hashim
Director
SCERT, Kerala

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Highlights of the Reader and the Teacher Text

• The English Reader is developed on the basis of the principles of constructivism.

• Cognitive interactionist approach is followed which conceives language both as a social construct and as an individual construct.

• Various skills of language are integrated and scope for constructing different discourses is inbuilt in the Reader.

• The Reader contains children's literature by renowned writers from across the world.

• Performance based activities like choreography, enactment of skit, role-play etc. can be given for presentation either in the class or on stage.

• The transactional process of the learning material explores the possibilities of ICT as a tool for language learning.

• The Reader contains pages for assessment. 'I Can' is for the self-assessment of the learner and 'My Learners' is for the teachers' assessment of the learners.

• A comprehensive Teacher Textbook which gives details on the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Reader.

• The activities suggested in the Teacher Textbook are suggestive and not prescriptive. Teachers are free to adopt and modify the suggested activities to suit the level of the learners in the classroom within the constructivist paradigm.

• Ample opportunities are provided in the Reader for the learners to analyse and practise the elements of language.

Chapter 1
Kerala School Curriculum 2013

General Approach

1.1. Preface

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

Though children from all sections of society have been brought to schools, the greatest challenge that the field of education, in Kerala, faces is how to provide quality education to all. On the basis of the National Education Policy (1986), infrastructure development and teacher training programmes were widely carried out. Along with this, there were attempts to make the curriculum child-centered, activity-based and process-oriented, thereby making it contemporary. This led to the realization that knowledge has to be constructed in classrooms. Thus, activities have been initiated that posit the child at the centre of the educational process.

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

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

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

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

1.2 The significance of curriculum revision

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

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

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

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

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

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

(b) The overall development of the child.

(c) The gradual upgradation of the knowledge, ability and expertise of the child.

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

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

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

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

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

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

Academic Authority

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

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

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

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

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

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

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

(f) Taking up researches and studies on the policies, programmes, curriculum and the teaching objectives and commissioning it.

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

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

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

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

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

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

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

6. It gives importance to ensuring the learning achievements of the learners, along with free and universal education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.3 Curriculum Approach

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

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

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

Learning that is based on constructivism forms the foundation of the curriculum. The peculiarity of this perspective is that it constructs knowledge in a natural manner by creating learning activities, considering the acquired knowledge and conceptual background of the learner.

Learning experiences

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

Learning atmosphere

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

Learning process

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

1.4 Learning Outcomes

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

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

The characteristics of learning outcomes can be consolidated as follows:

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

• Learning outcomes are observable and measurable.

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

1.5 Learning Resources

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

• Library

• Lab (Maths, Sciences)

• Learning Aids

• Display Board

• Computer Lab

• Multimedia Devices

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

• Assembly

• Bala sabha

• Clubs

• Group discussion

• Seminar/Symposium

• Study tour

• Voluntary organisations like: SPC, NSS, NCC, Scouts and Guides, etc.

1.6 Inclusive Education

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

Who are those in need of special attention, learning assistance and protection?
(a) Children of those who are socially and economically marginalized

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

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

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

(b) Children who face physical and mental challenges

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

The following have to be considered during curriculum transaction to facilitate the learning of these children.

• The planning of learning activities considering their learning needs and aptitudes.

• Adaptation in lesson plan to facilitate participation in learning activities.

• Implementation of a multisensory approach considering the difference in learning pace and learning style.

• Planning and implementation of remedial practices and enrichment practices that are need-based, for each learner.

• Execution of different flexible assessment strategies.

• Ensuring the assistance of resource teachers and other experts.

• Ensuring the support of parents with regard to the child's learning and protection.

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

1.7 Scope of Information and Communication Technology

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

Need

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

Suitability

ICT possibilities that kindle various levels of creativity and intelligence of

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

Authenticity

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

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

1.8 Areas to develop values, attitudes and commitments

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

Democratic Sense

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

Constitutional Values

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

Secular Attitude

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

Tolerance

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

Creative Thinking

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

Respect for one's cultural heritage

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

Equality

It is essential to ensure equality in the learning activities.

Leadership Quality

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

Life Skill Education

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

Civic Sense

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

Human Rights

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

Child Rights

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

Protection of Nature and Natural Resources and Environmental Hygiene

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

Peace Education

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

Legal Literacy

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

Awareness of Cybercrimes

The misuse of ICT and related criminal activities are on the rise. Awareness should be created among children to make them stay away from such activities. A clear idea should be given

to them on the proper use of internet, e-mail and social networking.

Media Literacy

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

Perspective on Consistent Development

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

Adolescent Education

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

Consumer Culture-Negative Effects

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

A negative attitude towards drugs and intoxicants

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

Gender Justice

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

Frugality

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

Road Safety

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

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

1.9 Right Based Education

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

making legislation was implemented in 2009. The three facets of Right-based Education are Participation, Provision and Protection.

What does the child think about his/her rights?

Participation

• My opinion is sought for when decision concerning me/children are taken.

• My interests are given importance while taking decisions.

• I get opportunities to participate in learning activities, realizing my abilities and shortcomings.

• I can go through a learning process that helps me to nurture my abilities and overcome my shortcomings.

• My opinions are valued.

• Along with my friends, I get ample opportunity to participate in classroom activities.

• I get opportunities to showcase my talents.

Provision

• I get the service of teachers who have the required educational qualification. They also update their knowledge regularly.

• I get learning experiences in the prescribed time.

• I get a classroom atmosphere that

helps to nurture my physical and mental development.

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

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

Protection

• I do not experience any kind of discrimination at school.

• I am not ignored in any way.

• I am not tortured either physically or mentally.

• I can interact with my teachers fearlessly.

• Though a child, everyone approves of my privacy.

• I am sure that I will be secure both at home and school.

1.10 Mentoring

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

knowledge. In fact, school becomes 'second home' for the child. Love, consideration, security, appreciation and recognition are expected by learners. A teacher can know more about his/her learner's individual traits through the following activities.

- Home visits

- Communication with parents

- Continuous observation of the learner

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

Through mentoring:

- the teacher and the student enjoys proper learning experiences.

- the knowledge area of the teacher and student widen.

- the bond between the student and the school is strengthened.

- personality development and learning developments are ensured.

- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.

- the participation of learner in arts, sports and health awareness studies can be evaluated.

- Mentoring has to be manifested as a process which caters to personality development and interest in learning.

It should also help in continuous evaluation. The class may be divided into small groups and the class teacher can be given the responsibility of evaluating the progress of each group.

Teaching Manual

- Every teacher should be able to plan creative methods with a view to achieving learning outcomes. Teacher must be able to customize the activities given in the textbook to the level of the learners in the class. He/she has to include sufficient number of activities in the plan so that target learning outcomes are achieved. The process column of the teaching manual should contain strategies that incorporate learning activities and evaluation. The assessment column should contain the record of information obtained through continuous evaluation.

- It would be better to present the teaching manual which contains the planning of a week in the School Resource Group (SRG) or in the concerned Subject Council. Teachers are expected to prepare a reflection note based on the assessment column and the same can be subjected for detailed discussion in the Subject Council or SRG. The future planning of the teacher should be based on this record. The format of teaching manual is given below.

Teaching Manual

Name of the lesson:

Date:

Expected time:

Theme:

Learning Outcomes:

Ideas:

Skills:

Language Elements:

Discourses:

Values, Attitudes:

Learning Aids:

Expected Product:

Activity Page	Assessment

Signature of the HM   Signature of the teacher

Reflection Notes

My Findings/Realisations

(Based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

•

•

•

•

Why reflection notes?

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

Chapter 2
On Approach And Methodology

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

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

Perspective on Language and Language Teaching

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

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

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

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

Contextualisation

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

Learner-Centeredness

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

Learning-focused Interaction

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

Integration

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

Process Orientation

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

Spiral Progression

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

Facilitating Assessment for Learning

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

The Kerala Context

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

Overview of the Current Status

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

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

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

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

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

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

Dealing with differently-abled children

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

Chapter 3
Basic Premises on Which the New Textbooks Are Developed

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

a. Texts as Children's Literature

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

b. Pictures as Texts

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

c. Interaction Questions

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

• To read the pictures

• To elicit the text

• To connect the texts with the learners' own experiences

• To predict what is going to happen next

• To prompt critical thinking in learners

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

d. Theatre Games

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

e. Language Activities

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

Teachers may first assign the language activities as individual tasks and give clear instructions to carry them out. Then the activities can be assigned in pairs or groups. Working and playing in small groups promote interaction, togetherness and team spirit among learners.

f. Grammar in Context

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

g. Need Based Vocabulary Development

The new textbooks provide opportunities for learners to develop their vocabulary in a need based manner. Developing concept maps and word webs of related words have been included in the textbooks. Instead of teaching vocabulary items directly,

activities for finding out related words are given in a learner centred fashion. Moreover a page towards the end of the Reader titled 'My Word List' will help the learners to write down new words and get familiarised with them.

h. Simple Language Projects

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

i. ICT Integration

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

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

j. Assessment

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

Chapter 4
Specific Areas of Second Language Pedagogy

Code Switching

At the time, when the child is exposed to a new language, use of mother tongue will help to make the entry smooth.

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

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

So we have to use mother tongue and should be done judiciously in order to facilitate language acquisition. Instead of mixing words, sentences or group of sentences in mother tongue are used in such a way that a thought is generated in the minds of the children. In other words, children can predict the next possible sentence or expression. That sentence or expression is given in English.

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

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

Choreography

What is choreography?

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

Choreography as a discourse

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

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

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

Teacher Talk

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

Therefore, teacher talk does not mean this.

At several stages of the classroom process, the teacher has to interact with the learners.

Let's have a glance at these:

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

Each instance of interaction serves a specific objective. At the same time all instances of interaction serve some common objectives too. The teacher

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

What are the features of teacher talk?

Teacher talk includes the questions that the teacher poses in the classroom, the discussions that are initiated on specific themes and also the instructions they give to the learners at various points. The teachers should clearly know the objectives of each instance of interaction. They should also take care of the level of the learners while interacting with them. For instance, in Class 1, they may have to use the mother tongue also in a code-switching mode. In higher classes they may use slightly complex structures too. The general features of teacher talk are:

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

the teacher but a dialogue between the teacher and the learners

- contains various discourse markers (such as well, precisely, as a matter of fact, etc.) wherever these elements are contextually apt
- contains linguistic elements such as tags, short responses, etc.
- addresses higher order thinking skills

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

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

1. What are the common objectives of interaction at these stages?

2. Are there any specific objectives for each instance of interaction? If so, what are they?

3. How can the quality of interaction be improved?

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

Common Objectives of Interaction
- Sharing of ideas

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

Specific Objectives

Interactions related to trigger
• Eliciting the learners' assumptions on the theme at hand
• Eliciting learners' perceptions on what has been observed
• Leading the learners to the theme / issue

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

Interactions leading to individual reading
• Instilling in learners an urge to read
• Helping learners predict what they are going to read

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

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

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

Interaction related to compiling big books
• Addressing the heterogeneity of the class
• Providing slots for the creativity of learners

• Checking the learners' affinity to the target language

What the teacher has to do to build up a dialogue with the learners. This can be done with the help of the following strategies:

• Using tags (positive, negative)
• Reporting

• Using discourse markers (expressing attitude, politeness etc.)

• Agreeing or disagreeing

• Seeking agreement or disagreement
• Stating one's own opinion

• Using short responses

• Building up on a certain response

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

What are the various levels of teacher talk?

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

The following strategies can be utilised:

1. What do you think the picture/ clipping/photograph is about?

2. What ideas do you get from watching this picture/clipping/photograph?

3. You have watched the clipping. You must have formed some ideas about it. Why don't you share them with your friends?

4. What does the picture tell you?

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

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

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

Of course these questions cannot be asked in Classes 1 and 2. At the same time learners in these classes will have their own perceptions about the picture and these must be known.

One way to tide over the problem is to establish the details of the picture by eliciting them one after the other using very simple expressions. This can be followed by a question that elicits what the learners think about the picture. Another way is to ask questions using the code-switching strategy. Alternatively, the whole question can be formulated in the mother tongue.

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

How can teacher talk be made comprehensible?

What the teacher says must be

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

1. Break longer expressions into smaller ones

Consider the following story:

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

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

• There is a dog.

• He holds a bone in his mouth.

• There is a bridge.

• There is a stream flowing under the bridge.

• The dog is crossing the bridge.

• He sees his own reflection in the water.

• The dog thinks that there is another dog with a bone double the size

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

2. Include images in the story

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

3. Use familiar words wherever possible

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

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

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

• Ask learners to write in their mother tongue as many words they know related to each of these so that they get a word web or spider graph of each theme.

• The teacher can contribute to the word webs by writing each word in English.

• Each of these word webs can be consolidated and displayed before the whole class.

• If the learners cannot write themselves, they can say the ideas and the teacher can develop the word web for the whole class.

• Activate these words by using them both as nouns (naming words) and verbs (action words).

4. Use proper voice modulation

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

5. Use optimum gestures

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

Teaching Vocabulary

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

How to enrich Vocabulary

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

2. Need for the expansion of vocabulary in a systematic way through concept mapping.

Activating stock words

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

Concept mapping

Concept mapping is an activity that will help to have an idea of the stock words of the learner, which can be fruitfully

made use of in classroom interaction. Learners are asked to make exhaustive lists of words related to themes such as bus, cricket, school, hospital and so on. The steps for conducting this activity are given below:

• Learners sit in small groups and write down in mother tongue as many words as possible related to the theme assigned to each group (for example, cricket). Each group will be working on a single theme.

• Each group will present its concept map before the whole class. When a concept map is presented others can contribute more words to it.

• All the concept maps are displayed in Our Reading Corner (ORC), a space provided in the classroom for the display of products emerging from the groups.

• At a later point the facilitator can check whether learners can write at least some of the words in English.

• The facilitator can write some of the words in English as and when it is needed as part of transacting the curriculum.

• The words that have appeared in the concept map can be used for classroom interaction.

Concept mapping is an ongoing process. At various points of interaction new concept maps on various themes (animals, colours, kinship…) will be emerge.

Using 'loan words' for classroom interaction

Once the stock words of learners are identified a strategy for activating these words for communication. What is meant by activating 'loan words?

Note that almost all the stock words in English that are in the repertoire of the learners are used as nouns. There is no sentence without a verb in it because the nucleus of a sentence is the verb. Can these stock words be used as verbs?

Here are a few words. Can there be classified as nouns and verbs?

A: bat, bag, chart, pen, lock, paint, brush, door, table, chair, fan, bell, plate, spoon, mug, bucket, brake, button (Add a few more words to the list). Note that these words belong to the group of 'loan words.

B: sleep, dream, stand, wash, run, walk, read, drive, ride, cough, pinch, kick, jump (Add a few more words to the list).

There are eight parts of speech in English. This means English words can be categorized into eight groups. Where can words like 'yes' and 'no' be accommodated?

Suppose a learner in Class I something like the following:

'Gopal, button your shirt.' Will the child understand the instruction?

A strict categorization of words into nouns and verbs will not work. There are several hundreds of nouns that can be used as verbs. Similarly, there are hundreds of verbs that can serve as nouns. If the noun like 'fan' and is used

as a verb as in 'Fan me, please!' the learners will be able to make sense of the expression. When ideas are expressed using familiar words, the resistance of English on account of its vocabulary can be minimised. Moreover, learners will also start using them. This is what is meant by activating stock words.

A few sentences are given below:

Who will bell the cat?

Plate biscuits, please!

Lock the door.

Press the lock

Key the lock.

Shall we chart this?

Radha, colour the car.

Reading

What is reading? It is as follows:

• decoding the text

• giving meaning to symbols, pictures and letters

• meaning making

• a process of getting the message of the written text

• comprehending the text involving the cognitive domain

• something that leads to insightful learning and thinking

How can learners be made to read and write?

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

To shed more light on this, let us consider a 10-month old child who can successfully identify the labels like 'Thumbs up', 'Coco-cola', 'Lux', 'Five Star', 'Tiger Biscuit', and so on. How does the child do this? How does he/she successfully read without any knowledge of the alphabet or the letters?

This kind of reading is sometimes referred to as 'Organic Reading'. The child identifies the labels of things with which it has an organic affinity. It identifies the labels such as 'Coca-cola', 'Tiger Biscuit' as a whole unit. The whole word is something like a picture, a graph.

Can't this wonderful ability of the child be capitalised to induce it to reading and writing?

Graphic Reading and Writing

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

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

• Let pupils collect wrappers of soap cakes, tooth paste, chocolates and so on.

• They can sit in small groups talk about their collection:

Do you like this?

Yes I do/I don't.

Which soap do you like?

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

Organic Reading

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

• They can identify a number of words as units.

• Some of them can identify various English letters.

• Some of them can write a few letters of the alphabet.

• They have noticed that English letters sound differently when they appear in different words.

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

• Since learners are anxious to write their names in English, the teachers can write their names on slips and ask them to pin the name slips on their clothes. The teachers can pin their name slips on their clothing.

• In the evening. they are asked to keep the name slips in a box. Next morning, they have to take their slips back and pin them on their clothes.

• Later, each child can take a friend's slip and hand it over to him/her.

• Learners can mark their attendance against the names displayed on a chart.

Organic Writing

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

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

Why does the conventionalist insist on copy writing?

• Writing is a skill and as such, it can be developed and refined through constant practice.

• The ascenders and descenders of English letters demand a four line copy book.

• There are four types of letters for the English alphabet.

• Learners need practice in writing these various types of letters.

• Notice that none of these arguments can hold water for various reasons.

• There is no guarantee that the so-called good handwriting that is achieved through laborious practice will last forever.

• There are ascenders and descenders in the writing system of most languages.

• It is against the basic principles of child psychology that all children should imitate a certain model of handwriting. A person's handwriting is a personal possession just as his or her voice is. It is a futile attempt to imitate a standard norm of handwriting.

• We know that copy writing is

- mechanical

- done out of compulsion

- not helpful for catering to language skills

- not creative

- time-consuming

- not monitored closely

- boring

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

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

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

• The teacher's writings

• Captions on wrappers and packets of commercial products

• Sign boards on the road side

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

A number of meaningful writing tasks can be thought of.

• Labelling things in the classroom

• Making picture cards with labels on them

• Preparing 'Happy Birthday' cards

• Marking attendance on a chart

Evolving Text

The reading text given in the Reader may be difficult for the learner, if read individually. So it is very much necessary to make the learners get familiarized with the ideas in the text. The text given in each page is the part

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

Process of Evolving Text

While developing the evolving text, the teacher has to megaphone the elicited ideas and write it on the chart considering each word as a unit. Teacher should say the words aloud and write them word by word. This will enable the learners to identify the formation of graphs, pronunciations and also associate meanings. When one text is evolved through interaction questions, it should be written then and there. After the whole text is evolved, the teacher has to read the entire text aloud with proper voice modulation, pause, stress and pronunciation. Give the learners a chance to listen. Then teacher has to read each idea/sentence aloud and learner can read after the teacher. After this, the learner can be given a chance to read the text aloud individually.

Chapter 5
Assessment Approach

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

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

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

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

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

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

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

Continuous and Comprehensive Evaluation (CCE)

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

Method of Grading

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

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

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

CCE Areas

1. Cognitive domain

2. Social/Emotional domains

Let us examine each domain in detail.

Assessment related to development in cognitive domain

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

1. Continuous Evaluation

2. Term Evaluation

Continuous Evaluation (CE)

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

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

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

Three types of assessment are suggested in this context.

• **Assessment of learning process**

• **Portfolio Assessment**

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

Let's look at these in detail.

Assessment of learning process

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

1. Involvement/Participation in activities (willingness to take up an activity, excellence in individual activities, intervention in groups, sharing of ideas…)

2. Concept formation

3. Acquisition of skills

4. Performance/Presentation

5. Documentation/Planning

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

Processing the Poem/Song

'One day the three butterflies....'

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

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

Interaction Questions:

• To whom did the butterflies go first?

• What did the sunflower reply?

• Did the butterflies accept the offer? Why?

• To whom did they go next?

• Did they get shelter there? Why?

• The butterflies are in the garden. Did they meet anyone else in the garden?

• What do you see there, other than flowers?

• Did they meet any birds there?

• Can you say the name of some birds?

Leads the learners Activity-3 given on Page 41.

Asks interaction questions based on the first picture.

• Look, which bird did the butterflies meet first?

• Will the peacock help them?

• What will the peacock say?

Leads the learners to the lines.

Process:

• Teacher recites/ sings the lines two or three times.

• Let the learners sing after the teacher.

• Let the learners get familiarised with the lines.

• Let the learners sit in groups/ pairs and try to sing/ recite in tune /rhythm.

Interaction questions to process the lines:

• How many lines are there in the song/ poem?

• Look at the first line. How does the peacock call the butterflies?

• What does the peacock say to the butterflies?

• Why does the butterfly go with it?

• Will it dance with the butterflies?

• What is the last line of the poem?

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

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

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

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

Interaction questions to process the lines:

• Which bird is this?

• What is it doing?

• How will it call the butterflies?

• What will it say to them?

• What else will it say them?

• Will the sparrow ask the butterflies to fly with it?

Let the learners write the lines individually.

Random presentation

Self Assessment

> I can construct/add lines to the poem based on the rhythm.
>
> I can substitute apt word/s.
>
> I can sing the song/poem with proper rhythm and actions.

Peer/Group Assessment

> The added/constructed lines are apt and related to the theme.
>
> Sing the poem or rhyme in the proper rhythm with apt actions and movements.
>
> Follow the structural and rhythmic pattern of the given lines.
>
> The written products are legible and have proper spacing and punctuation.

Let them share the lines in groups.

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

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

Let the groups construct one stanza (of 4 lines)

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

Let the groups present.

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

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

Participation in the activity

Did the learner participate in the activity?

Did the learner try to complete the work individually?

Did the learner indulge in the group activities?

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

Concept formation

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

Skills

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

Performance/Presentation

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

Documentation/Preparation

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

• Has the learner made relevant recordings while going through the activity?

• Are the entries comprehensible for others?

• Were the recordings systematically done?

• Did the learner do the work/writing individually?

• Did the learner improvise in the group after discussion in the class?

• Were the learners able to create/write without making errors?

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

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

• Take a look at the minute process of a learning activity in language (the process of preparing a description)

• The learners prepare the description of a garden.

Stages of learning process

• Based on the experience gathered (direct experience, visual) and knowledge that is acquired, the learner attempts individual writing.

• Presents in the group. Improvises by making necessary additions/deletions.

• Presentation by the groups.

• A discussion in class on the content, structure and appropriateness of language

• Familiarizes the quality indicators of the description

• Prepares a description after improvisation

What happens when this is subjected to editing?

What would be the stages of editing?

• Individual writing

• Presentation in groups - Discussion

• Preparation of group products (after discussion, each group prepares a product)

• Presentation of the description made in groups

• Presentation of teacher's version

• A product that remains at the average level is taken into consideration and appropriate questions are asked (concept level, sentence structure, word, letter, symbol)

• The learners improve their pieces of writing on the basis of discussions.

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

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

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

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

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

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

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

(1) Details of the Teaching Manual

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

(i) Learning outcomes

(ii) Ideas/Concepts

(iii) Abilities

(iv) Values/Attitudes

(v) Learning Materials

(vi) Expected products

(vii Time

(viii) Process page containing Activities and Assessment page containing details of Assessment

(ix) Reflection notes based on the details of Assessment Page

(2) Details of subject-related notebooks

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

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

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

Portfolio Assessment

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

• Notebook

• Other written products (individual write-ups, modified write-ups)

• Other evidences of learning (pictures, collections, learning aids)

• Indicators developed by the learners to assess learning

• Creative writing

• Worksheets etc. can be included in the portfolio.

The following indicators can be used for portfolio assessment.

• Clarity of ideas

• Internalisation of concepts

• Appropriate design

• Perfection

• Originality

Method of calculation of grades for the learning process and portfolio

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

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

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

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

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

Unit Assessment

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

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

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

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

Method of calculating CE

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

Term Evaluation (TE)

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

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

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

Assessment of Cognitive Domain - Terminal Consolidation

(1) Classes 1 to 4

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

(2) Classes 5 to 8

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

Assessment of Social/Emotional aspects

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

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

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

Assessment - Annual Consolidation
(1) Classes 1 to 4

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

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

(2) Classes 5 to 8

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

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

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

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

Sample Teaching Manual
Unit 4
The Fat cat

Theme : Love towards pets, peaceful co-existence

Specific Theme : Warmth of human relations, beauty of folktales

Learning Outcomes:

The learner

- comprehends and enjoys the story on love towards pets

- follows instructions and acts accordingly

- listens to simple songs on pets

- describes pictures orally

- gets familiarized on how worrds are pronounced differently when a single consonant is changed

Ideas :

Skills :

Language elements:

Uses adjectives (big, small, white, black etc.) of size and colour uses prepositions (in, on)

Discourses :

Story, riddles, description, song/poem, role play (performance)

Values and attitudes : Be empathetic to fellow beings

Learning aids:

Big picture

cut-out or picture of rat, cat, mat, bat and Emy

chart paper, sketch-pen

Product: Evolving text

Activities: Language games, drawing and colouring

Process	**Assessment**
## Activity 1	Can talk about their pets based on name, colour and size
Entry activity - Discussion based on pets	Able to comprehend the instructions and suggestions given
Drawing, and colouring the pictures of the learners pets	
Giving names to their pets.	Able to express their ideas of their pet through drawing
Teacher learner interaction based on questions given in Teacher Text	(Outstanding responses should be noted along with the name of the learners)
Talking about their pets based on the drawings (Random)	
Exchanging the drawings with their friends (pair activity)	Slot for self assessment and peer assessment
Collecting pictures, compiling in to a big book and exhibiting on ORC.	
## Activity 2	
Familiarising charactrs (Emy, fat cat and rat) with the help of big canvas	Respones to the interaction questions (Who is....?, What is....? based on characters and their relationships)
Places the big canvas or a chart paper on the wall	
Fixes the picture/cut-outs of characters (Emy, fat, cat and then rat)	Able to identify the characters
Colouring the picture according to the instructions given in Teacher Text.	Able to say the relationship
	Follows the instructions properly
Familiarising the characters through proper interaction given in the Teacher Text.	
## Activity 3	
Eliciting responses based on the big canvas and the interation questions given in the Teacher Text.	Responds to interaction questions based on the big canvas can identify the characters and their colour, size and names
Develops evolving text.	
Megaphones and writes the evolving text on the chart paper.	

Leads the learners to read the evolving text graphically (loud reading).

> Emy has two pets.
> A rat and a cat.
> The cat is brown and fact.
> The rat is white and thin.

Follows the reading process of the evolving text given in Page 36 of the Teacher Text (TT) Part A chapter 4.

To the Reader

Leads the learners to Page 52.

Ask interaction questions given in the Reader and process the picture.

Presents the narrative given in the Reader.

Asks the learners to compare and identify the ideas of the text with that of the given text.

Asks the learners to read the text in the Reader individually.

Let the learners sit in small groups and share their ideas.

Learners read the ideas aloud.

Activity 4

Preparation of sentence/words strips.

Writes the given text on a seperate chart paper and gives chance to read the text on the chart.

can identify graph and read the evolving text (ET)

Can locate the specific words/ phrases in the evolving text.

(number or percentage of the learnes who can involve in the activites should also be mentioned

E.g. fully, partially and not at all participated

Can identify and locate the evolved ideas in the given text individually

Can identify new ideas if any individually

Can identify the ideas with the help of the teacher or friends

Able to read the whole text individually

Able to read some of the ideas individually

Able to read the given text with the help of friends or the teacher

Able to share ones own ideas with others

Able to read the text with proper pronunciation and pause

Cuts the text into sentence strips, then each sentence strip to word strips.

Distributes the strips to groups in such a way that one group gets the word strips of one meaningful sentence.

Can identify and read the words in isolation

The groups arrange the word strips to form the sentence meaningfully as gievn in the text.

Can arrange the words in correct order to form a meaningful sentence.

Each group pastes their sentences on a chart as given in the text.

Can arrange the sentence/ideas to form a meaningful text.

Signature of the H.M   Signature of the class teacher

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

My findings

- Regarding teacher's self assessment (Teacher's performance in the class)
- Regarding the transactional procedure (process/strategies)
- Regarding the relevance of activies

    (1) aptness-to convey the ideas,

    (2) difficulty level,

    (3) Nature - Interesting, participatory

- Regarding the learners based on assesment page (out standing responses can be included)

- Regarding the achivement of expected learning outcomes in quatitative to manner (in numbers/percentage) fully-partially-not at all

My realization

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

Follow up activities and remedial measures
(done/given at the time of transaction)

• How I gave feedback to my learners (suggestions and positive qualitative feed-backs)

• How I addressed low profficient/gifted learners (re-designing the existing ac-tivities or designing new activites suitable for them.)

• How I changed or adapted the strategies.

• How I modified activities to make them more participatory

• How I simplified my language for better communication with the learners

Visual evidences of learning in this module

     1. Big book of pets

     2. Evolving Text

     3. Sentence strips pasted on chart by the learners

Subject-wise Consolidated Format for recording CE and TE for each term (F_1) – Class 1 to 4

Term : 1/2/3
Class :
Division :

F_1

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

Subject-wise Consolidated Format for recording CE and TE for each term (F_2) - Class 5 to 8

Term   :   1/2/3
Subject :   Class :   Division :

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

Yearly Consolidation Format (F_3) – Classes 1 to 4

Class :   Division

Year :

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

Yearly Consolidation Format (F₃) - Classes 5 to 8

Class :

Division

Year:

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

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UNIT 1

TWO ANTS

Theme: Friendship

Sub Theme: Develop the quality of helping others

Learning Outcomes:

The learner

• Comprehends and enjoys a simple story about friendship.

• Follows instructions and acts accordingly.

• Comprehends songs and sings rhythmically with actions.

• Describes pictures/objects orally using appropriate colour, size and shape.

• Counts numbers up to 5.

• Speaks about characters in the story.

• Gets familiarized with words like 'ant', 'big', 'small', 'happy', 'sad', 'up', 'down' 'see-saw', 'park' 'swing', 'play' etc.

• Differentiates size and position of objects.

• Identifies and responds to questions with 'what', 'who', and 'when'.

Input Discourses:

• Story

• Song/Rhyme

• Dialogue

• Description

Language elements:

• Questions with 'what', 'who' and 'where'.

• Imperative constructions like, 'come here', 'sit down', 'draw a line' etc.

• Naming words like 'ant', 'home', 'see-saw' etc.

• Expressions for seeking request and expressing gratitude like 'please', 'thank you' etc.

Activities:

   • Sand tray activity

   • Language games

   • Drawing and colouring

   • Big picture

   • Jigsaw picture

- Clay modelling
- Community drawing
- Choreography

Materials:

- Artificial clay of different colours
- Jigsaw puzzles of ants
- Sand tray
- Chart paper
- Tiny models of trees, huts, houses, see-saw and swing.

Use of ICT:

- Presentation of the song ' The Ants go Marching' using ICT.
- Interactive activities for colouring and drawing.

Introduction:

This unit consists of a story and a poem. The story deals with the importance of building good friendship with others and it also stresses the need to develop a helping attitude in children. The transaction of this unit is mainly envisioned through oral presentation and picture reading. Care must be given to provide opportunities to the learners to listen to the target language, engage in graphic reading and writing. At the end of the unit, a separate page titled 'I Know' is given for self-assessment of the learner. The page titled 'My Learners' provides scope for the teacher to assess the progress of his/her learners on the basis of the expected outcomes in each unit.

Support for CWSN learners

Special care should be taken for CWSN learners. The teacher should make them participate in activities like jigsaw, sand tray, games, drawing and colouring as far as possible. The teacher may dramatise the actions of ants using paper craft models of ants.

Entry activity:

How will you begin the unit?

During the try-out phase of the unit a teacher made use of the following strategies to introduce the unit. The classroom process and the teacher talk have been documented for you. Go through it and critically analyse its strength and weakness.

Unit Frame

Unit 1 : Two Ants   Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Friendship • Develop the quality of h e l p i n g others	• Story • Song/Rhyme • Dialogue • Description	• Questions with 'what', 'who' and 'where'. • I m p e r a t i v e constructions like, 'come here', 'sit down', 'draw a line' etc. • Naming words like 'ant', 'home', 'see-saw' etc. • Expressions for seeking request and expressing gratitude like 'please', 'thank you' etc.	• Comprehends and enjoys a simple story about friendship. • Follows instructions and acts accordingly. • Comprehends songs and sings rhythmically with actions. • Describes pictures/objects orally using appropriate colour, size and shape. • Counts up to 5. • Speaks about characters in the story. • Gets familiarized with words like 'ant', 'big', 'small', 'happy', 'sad', 'up', 'down' 'see-saw', 'park' 'swing', 'play' etc. • Differentiates size and position of objects. • Identifies and responds to questions with 'what', 'who', and 'when'.

Process	Teacher Talk
• Teacher draws a circle on the chart.	Look here.
	What am I drawing?
	'What is it'?
	'Yes, it is a circle'.
• Helps the learners to stand in a circle.	'Please stand in a circle'.
• Asks them to think about a bird or animal they are familiar with.	'Now, all of you think of an animal or a bird'.
• Asks them to enact or act it before the class but not to say their names aloud.	'Don't say its name aloud'.
• Asks other students to identify the bird or animal enacted.	'Act like it before your friends'. (Teacher uses mother tongue if the instruction is not understood by the learners. She also mimes an elephant.)
	'Can all of you say what it is'?
	'Very good. It is an elephant.'
	Now, Rahul, can you mime a bird or an animal?
	'Oh nice!'
• Leads the learners to a game of the jigsaw puzzle	(The tecaher asks everyone to mime and when one mimes, others are asked to guess and say what it is. She also gives encouraging comments like: 'very good', 'excellent', 'fine', 'super' etc.
• Teacher distributes four jigsaw puzzles of an ant.	'You like to play games, don't you?'
• Asks the learners to make an ant in pairs.	'Here is an interesting game.'
• Eight children in four pairs are engaged in joining the parts of the picture to form an ant.	'Let's see who will do it first.'
• Others watch how their friends work	

• When one pair has completed the puzzle, teacher asks the other pairs who are watching, to do the same.

• Asks pairs to exhibit the solved jigsaw on the table/floor.

Teacher says 'Ant' and writes it on the chart.

Have you got it?

What did you get?

Please show it to me.

Please place it on the table.

What is it?

Yes it is an 'Ant'.

> *A jigsaw picture of an ant is given at the end of this unit.*

Here is another entry activity

• Distributes clay of different colours and matchsticks/metal wires to the groups (four members each).

• Asks them to make an animal or a bird they like.

• Interacts with the learners while the activity is in progress.

• Gives suggestions and compliments.

• At the same time the teacher also makes clay models of two ants (one big and small).

• Asks the learners to exhibit their models on the table and asks others to say what it is.

• Places a sand tray on the table.

• Places the model of ants he/she has made on the tray.

• Asks the pupils to identify what it is.

• Interacts with the learners and elicits the word 'Ant' and writes it on the chart.

What are these?

Yes, clay/matchsticks/metal wires.

What can you make with them?

Yes, you can make many things like rats, cats, dogs, birds, house, butterfly, tree etc.

What are you going to make?

Oh, it is very nice!

Very good.

Come on, fix a tail for you cat.

Fix the ears of your rabbit.

Place your model here.

What is this?

How is it?

Look at these. Do you see this? Can you say its name?

Do you think these activities are effective?
Can you do them effectively in your class?
Which one do you think is better? Why?

Do you have better options to introduce this unit?

After the entry activity what will you do?

What about asking the children to do **Activity 6 on Page 23** of the Reader.

• Exhibits two moulded shapes of ants with clay on sand tray/pictures of two ants - on the big picture or a chart (one small and one big ant).	What do you see? How many ants do you see?
• Writes the elicited responses on the chart.	

> **Evolving text**
> Ants
> Two ants

• Reads the evolved text on the chart.	Look here.
• Makes the children read the evolved text.	What is this?
• Asks the children to identify words like, 'ants', 'two' etc.	Show me the word 'two'. Where is the word 'ants'?
• Asks the children to read individually.	

Teacher introduces **Activity 3 on Page 21 of the Reader** (counting the ants)

• Teacher draws small circles (one to five numbers) and writes the numbers 1-5 both in digits and in words on the BB by interacting with the learners. Asks the learners to read aloud along with the teacher.	
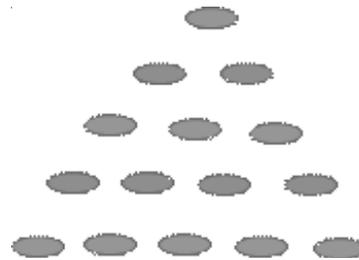
• Teacher places the clay models of two small houses on the sand tray. Or teacher draws/pastes pictures of two small houses on the big picture.	Whose homes are these? Where are the ants now? Are they inside their homes?
• Points to the picture and asks certain questions.	Don't you want to know more about the ants?
• Places the ants before the houses.	

Introduces Page 7 of the Reader.

Asks the interaction questions given in the Reader to process the picture.

Look at the picture.
What can you see in the picture?
Can you see two ants?
What are they doing?
Yes, they are shaking hands.
So are they friends?
Yes, the two ants are friends.

Elicits free responses and add them to the evolving text.

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Ants
Two ants
They are friends.
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Points to each part of the picture and asks questions based on them.

Elicits free responses.

Megephones them in English and develops the evolving text.

Look at the sky in the picture.

What do you see there?

When will we see the sun?

Yes, during the day. So it is day.

Where are the ants now?

We have seen the ants' home in the big picture.

Are they inside their homes now.

No, they are outside.

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It is morning.
The ants are out of their homes.
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Follows the process of reading the evolved text.

Teacher presents the text/ narrative in the page with proper voice modulation.

Let the learners identify familiar words in the text.

Let them compare them with the evolved text.

Follows the process of graphic reading of the text.

Listen to me.

Can you read it now?

Please underline or show what you can read.

Lead the learners to the next part of the story.

You may make use of sand tray or big picture.

• Pointing to the models/pictures teacher asks simple questions.

'Look at the ants. Are they of the same size?'

• Writes the evolved text on the chart.

> One ant is big.
> The other ant is small.

• Leads the learners to the text with the help of interaction questions.

Let's name the ants.
What will you call the small ant?
What will you call the big ant?
I have two name cards with me.
Look, can you read the names?

• Shows the two name cards and help the learners to read the names.

• Asks the learners to paste/fix the name cards suitably near the big and small ants.

Who can place them suitably near the small and big ants?

(Places two name cards on the big picture Ben, Sen)
• Elicits the sentences 'The big ant is Ben,' and 'The small ant is Sen'.

Who is Ben?
Who is Sen?

• Writes them on the evolving text.

> Ben.
> Sen.
> The big ant is Ben.
> The small ant is Sen.

Follows the process of reading the evolved text.

Look at the picture.

• Leads the learners to Page 8 of the Reader.
Processing the picture.

Look at Ben and Sen.

Where do the two ants go?

Yes, the two ants go out.

Asks interaction questions to process the text effectively.
Elicit responses and write them on the evolving text.

Why do they go out?

Are they going to play?

> Ben and Sen go out to play.

Follow the process of reading the evolved text.	Listen to me.
The teacher may present the text in the Reader.	
Follows the process of graphic reading of the text.	Now, can you read it yourself?
Let the learners compare the ideas with that of the evolved text.	

Now, the learners are familiar with the two ants - Ben and Sen.
They have also learned the words 'big' and 'small'.
They can read words like 'big', 'small', 'Ben' and 'Sen' graphically.

• Elicits free responses to the interaction questions given in the Reader to predict the next event.	Where will Ben and Sen go out to play?
	Will they go to the playground?
	Will they go to the garden?
	Or will they go to a park?
• Asks interaction questions related to 'park' to get the concept of it.	Children, have you seen a park?
	What are the things we see in a park?
	What play things are there in a park?
	I'm going to draw a park.
• Draws pictures of a swing and a see-saw and slide on the big picture or makes models of them using clay and match sticks and fixes them on the sand tray.	Say what it is (pointing to the see-saw and swing).
	What is this?
• Elicits the names of the play items.	
• Pastes or fixes the names of the play items in the big picture/sand tray.	Have you ever played on it?
	Which one do you like the most?
• Lets the learners share their experiences.	
• Leads the learners to Page 9 of the Reader.	Where do Ben and Sen go?
• Asks interaction questions given in the text to process the picture and text.	What do they see in the park?

• Develops the evolving text through interaction questions.

> Ben and Sen go to a park.
> Ben and Sen see a swing.
> Ben and Sen see a see-saw.

Follows the process of reading the evolved text.

• Asks the interaction questions given in the Reader on Page 9 to process the text.

What do Ben and Sen do now?

Elicits the responses to develop the evolving text.

> Ben and Sen sit on the swing.

Follows the process of reading the evolved text.

• Asks the learners to enact the movement of the swing.

Can you show how the swing moves?

• Teacher may present the text.

How does it move?

• Let the learners read it graphically.

Yes, it moves back and forth.

• Let them compare the ideas in the text with that of the evolving text.

• Follows the process of graphic reading of the text.

Read and locate the words 'park', 'swing', 'Ben', 'Sen' and 'ants'.

Activity - **Community drawing**

Theme: Park

We have seen Ben and Sen playing in the park.

• Places a blank chart on the wall.

Let's draw the picture of a park on this chart.

• Asks a few questions to let the learners recall the items in the park.

What are the things you see in a park?

• Elicits the names of the play items in the park.

In which play things in the park will you play?

• Distributes crayons and colour pencils to each learner.

Here are a few crayons and colour pencils.

• Lets every learner draw an item each they have seen in the park.

• Provides support and guidance for them to draw.

• Ensures participation of every learner.

• Interacts with the learners while the process is in progress.

• Lets the learners say what they have drawn.

• Megaphones the ideas 'big', 'small' and writes under each item.

• Lets the learners talk about the park they have drawn.

• Lets each learner say one idea about the park.

• Exhibits the picture.

You can take anyone of the colours you like.

Let's draw it together.

All of you should draw at least one item in the chart.

What will you draw?

Ha, it is very nice.

What are you drawing?

Oh, it is very small. Shall we draw it bigger?

Is it a plant?

Please draw a flower on the plant.

Processing of Page 10 of the Reader

Asks interaction questions based on the picture of the park.

Where are Ben and Sen now?

Yes, they are on the swing.

How does the swing move?

Yes, it moves back and forth.

What else do they see in the park?

Yes, they see a see-saw.

Asks interaction questions to process the picture.

Look at the ants.

What are they doing?

Yes, they are sitting on the see-saw.

Elicits responses and develops the evolving text.

Where does Ben sit?

Who sits on the other side?

> The ants sit on the see-saw.
>
> Ben sits on oneside.
>
> Sen sits on the other side.

Demonstrates the movement of the see-saw with the help of learners.	How does a see-saw move?
	Can you show it?
Writes the elicited responses on the evolving text.	Yes. The see-saw moves up and down.

<table>
<tr><td colspan="2" align="center">The see-saw moves up and down.</td></tr>
</table>

Follows the process of reading the evolved text.	
The teacher may present the text in the Reader.	
Follows the process of graphical reading of the text.	
• Lets the learners compare the ideas in the Reader with that of the evolving text.	

Leads the learners to Page 11 of the Reader.	Who goes up first?
	Who comes down first?
Processes the picture using interaction questions.	How do the ants play on the see-saw?
Elicits responses to develop the evolving text.	

Sen goes up.
Ben goes down.
The ants go up and down.

Follows the process of reading the evolved text.	Do you like to play on a see-saw?
Teacher may present the text in the Reader.	
Follows the process of graphic reading.	Are the ants happy now?
Asks interaction questions to share their experiences.	
Asks interaction questions given in the Reader to predict the next event.	

Using the sand tray, demonstrates the movement of see-saw and the ants.	Ben and Sen are playing in the park. They sit on the see-saw.
Sen going up. Ben going down.	Are they happy now?
Ants going up and down.	Yes, they are very happy.
	Look, what are the ants doing?
	Yes, the ants are going up and down.

Interacts with the learners while demonstrating.	Ben and Sen are very happy to play on the see-saw.
	But you know what happened suddenly?
Leads the learners to Page 12 of the Reader.	What do you see in the picture?
Asks interaction questions to process the picture.	What happens to the ants?
	Look at Sen.
	Where is Sen now?
Elicits responses to develop the evolving text.	What happened to Ben?

> Sen goes up in the sky.
> Ben goes down to the ground.

Follow the process of reading the evolved text.	
Now the learners can identify the ideas/words like 'sit', 'fall', 'up and down', 'back and forth' etc.	
Leads the learners to read the text given in Page 12 graphically.	
Asks interaction questions given in the text to share their experience.	What will happen to Sen?

Leads the learners to Page 13.	Look at Sen, the small ant.
Lets them go through the pictures given.	Where does Sen fall?
Asks interaction questions to elicit ideas.	Look at Ben, the big ant.
Lets the learners share their ideas.	Where does Ben fall?
Develops the evolving text.	

> Sen falls on the leaf of a tree.
> Ben falls on the grass.

Follows the process of reading the evolved text.	Look at Ben's face.
	Is it happy now?
Asks interaction questions related to the picture to elicit more ideas.	Who is Ben looking at?

Let the learners try to read the text given in the Reader graphically.

• Exhibits the community picture of the park/big picture of park/the park arranged in sand tray.

What happened to Ben?

What happened to Sen?

Where will you place Ben now?

Where will you place Sen now?

• Draws a tree in the picture.

• Asks the learners to draw the positions of Ben and Sen.

Let the learners place Sen on one of the leaves of the tree.

• Place Ben on the ground.

Leads the learners to Page 14.

Processing the picture.

Look at Sen.

Is Sen happy?

What is he doing?

Yes, he is crying.

Look at Ben.

Elicits ideas and develops the evolving text.

Is he crying?

Is he sad?

Sen is sad.
Ben is sad.
Sen is crying.
Ben is crying.

Follows the process of reading the evolved text.

Gives chance to read aloud.

Asks more interaction questions related to the picture, to elicit ideas.

Where does Sen look?

Where does Ben look?

Develops the evolving text.

Sen looks down.
Ben looks up.

Follows the process of reading the evolved text.

Asks more interaction questions to elicit ideas.	Who does Sen look at? Who does Ben look at? Where is Sen sitting? Yes, its on a leaf. Look, there are many leaves around. *(Pointing to the leaf next to the one in which Sen was sitting)* Can you see anything on the leaf?
Megaphones the ideas in English.	
Develops the evolving text.	What is it?

A dewdrop is on the leaf.

The teacher may present the text as a narrative.	Locate the words 'up', 'down', 'leaf', 'crying' and 'sad'
Lets the learners read the text graphically and compare the narrative with the evolved text.	
Lets the learners identify and locate familiar words.	
Asks interaction questions to predict the next event.	

Leads the learners to Page 15 of the Reader.	Look at the picture.
Asks interaction questions to process the picture.	What is our Sen doing?
	Who is Sen talking to?
	Look at the dewdrop.
	It is smiling at Sen.
	Do you think the dewdrop can help Sen?
Elicits responses (expected responses- *Don't worry, I will help you*). Teacher meghaphones responses in English.	What will it say to Sen?
The teacher presents the text as narrative.	
Follows the process of graphic reading.	
Asks interaction questions given in the text to ensure comprehension.	

Now, the learners are familiar with the ideas/words like 'come', 'jump', 'help', 'leaf' etc.

Learners know how to use apt expressions to seek help and to console others.

What will you say when someone is sad?

How will you console him/her?

How will you offer help to someone?

Interact with the learners to lead them to the next page (Page 16).

• Asks questions to predict the next event.

Dewdrop is ready to help Sen.

It asks Sen to jump on to the yellow leaf.

Will Sen jump on to the leaf?

What will the dewdrop do then?

Will Sen reach down safely?

• Brings a yellow leaf and an ant to the class.

Demonstrates how the dewdrop helped the ant.

See, here is a leaf.

Here is an ant too.

Oh! It is Sen.

Who will help me hold the leaf?

Good, please come.

Hold it.

Hold it over your head.

• Keeps the ant on the leaf.
• Places a drop of water on it.
• Asks one of the learners to drop the leaf down.
• Asks them to watch how it comes down.
• Asks interaction questions to develop the evolving text.

Now, Sen jumps to the leaf.
The dewdrop also jumps.
Now, let's see how our Sen and dewdrop come down.

What does Sen do?
What does the dewdrop do?
What happened to the leaf?
What happens to Sen?

> Sen jumps on to the yellow leaf.
> Dewdrop jumps on to the yellow leaf.
> Sen and dewdrop jump on to the yellow leaf.
> The leaf comes down.
> Sen comes down.

Follows the process of reading the evolved text.

The teacher narrates the text on Page 16 of the Reader.

Lets the learners read the text graphically.

Lets them identify and locate familiar ideas/words.

Asks interaction questions given in the text to predict the next event.

Locate the words 'yellow' 'leaf', 'dewdrops' and 'jump down'.

Leads the learners to Page 17 of the Reader.

Pictures interaction to process the text.

Look at the picture.

Where is Sen now?

Is Sen happy?

How do you know that?

Look at Ben.

What is Ben doing?

Is Ben asking something to Sen?

Elicits responses.

Expected responses.

(How are you/Are you okay?)

(I am fine./I am okay./Yes, I am.)

Megaphones the responses in English.

Develops the evolving text.

What does Ben ask Sen?

What does Sen say?

> Ben sees Sen.
> 'Are you okay?' asks Ben.
> 'Yes I am,' says Sen.

Follows the process of reading the evolved text.

The teacher presents the narrative.

Learners read the text graphically and compare the ideas with the evolved text.

Asks interaction questions given in the text to elicit free responses.

The teacher may introduce the **Activity 3** (Identifying the word 'Ant') given on Page 21 of the Reader.

Gives clear instructions about the activity.

You may attempt one as an example.

Takes the first word 'GIANT'

Hides the letters 'G' and 'I' of the word.

Asks them to read the remaining part.

Can you read this word?

I'm going to hide two letters.

Now can you read this word?

Yes it is 'Ant'.

Like this, can you pick the word 'Ant'/ 'Ants' from these words?

Underline the word 'ant'.

Teacher may introduce the **Activity 4** (matching the word with picture) given on Page 21 of the Reader.

• Gives clear instructions about the activity.

• Lets the children identify the pictures given.

• Asks the learners to relate the text with the pictures.

• Lets the learners read out the words aloud.

• Asks them to draw lines to match the picture with the corresponding names.

Can you identify the pictures?

What is this? (pointing to each picture)

Can you read their names?

Now, draw a line each from the picture to their name.

Leads the learners to Page 18.

Interacts with the learners about the feelings of Ben and Sen.

Elicits responses to develop the evolving text.

Sen reaches near Ben.

How will Sen feel now?

Is Sen happy?

What about Ben?

Is Ben happy too?

What will Ben and Sen do now?

> Sen is happy.
> Ben is happy.
> Sen and Ben are happy now.
> Sen and Ben sing and dance.

Follows the process of reading the evolved text.

Let the learners try to read the text graphically.

The teacher can present the text.

Asks interaction questions given in the Reader to lead them to the song.

The song

ANTS GO MARCHING

• Plays the video of the song.

• Let the learners watch the clipping two or three times.

• Lets the learners sing the song along with the music.

• Lets the learners get familiarised with the rhythm and pattern of the song.

• Asks interaction questions given on Page 19 to process the first stanza of the song.

• Plays the song again.

Shall we watch the Ant's song?

Do you like the song?

Don't you want to watch it again?

Don't you want to sing it together?

Shall we all clap with the rhythm?

How many ants are there?

Why do they march downwards?

What does the little ant do?

Activity 1: Adding lines to the song

The teacher sings two stanzas given in the Reader with proper rhythm two or three times.

Lets the learners sing along.

Asks the learners to sing the next stanza by changing the number of ants in the first two lines.

Come on let us sing the first stanza together.

Do you want to sing it again?

How many ants are there in the first stanza?

Now, let's sing the second stanza.

How many ants are there in the second stanza?

	Shall we add one more stanza to the song?
	How many ants will be there in the third stanza?
Lets the learners continue the process till the number of ants become five.	
	Shall we clap with the rhythm of the song?
Writes the lines on a separate chart.	
	How many ants will be there in the fourth stanza?
	How many ants are there in the fifth stanza?

Activity 5 (Page 22)

• Reads out the different names given in the text.

• Asks the learners to identify the names beginning with the same letters.

• Lets the learners encircle the first letters of the names with a colour pencil.

• Lets the learners copy them down in the different boxes given in the text.

• Asks the learners to identify the names of their friend's beginning with these two letters.

Do you know anyone with any of these names?

Look how these words begin.

Can you identify the first letter?

Draw a circle around the first letter of the names.

Can read out the names which starts with the letter 'A'.

Who will read out the names which starts with the letter 'B'?

Can you say the names of your friends beginning with the letter 'A'?

Can you say the names of your friends beginning with the letter 'B'?

Activity 7 Page 23

Drawing, colouring and naming the ant and describing it orally.

Provides colour pencils/crayons to each learner.

Gives proper suggestions/instructions while the process is in progress.

Makes use of the interaction questions given in the text to develop a description.

Asks the learners to talk about the ants they have drawn.

Are you going to draw a big ant or a small ant?

Come and take the crayons you like.

You can colour your ant with your favourite colour.

Then, name your ant.

e.g. Abin come here.
Show your ant.
What is its name?
Oh! its a nice name.
Is it big or small?
What colour is your ant? Oh! its beautiful.
Look at its face.
Is it happy or sad?

Expected description *(My ant is Mitto. It is a small ant. It is blue in colour. Mittu is happy.)*

Lets all learners show their drawings before the class and talk about their ant.

Encourages the learners by giving complements.

Lets the learners sit in pairs and exchange their drawings/note books.

Lets them go through it and share their ideas about their ants (talk to each other about their ant).

Oh! It is very nice. Your ant is very cute/beautiful.

Who will come next?

Yes, that's good.

Now, you can sit with your friend. Show your drawing and talk about your ants.

I Know – Learner Assessment

The learner assessment can be done with the help of an activity – Colouring the tree

• Leads all the learners to Page 24

• Provides colour pencils/crayons to each learner.

• Asks them to colour the different parts of the tree-trunk, flowers and leaves.

Do you like the story of Ben and Sen?

Then colour the trunk of the tree. (pointing to the trunk).

How was the ant's song? Did you enjoy it?

Colour the flower of the tree. (pointing to the flower).

Look at the leaves of the tree. (pointing to the leaves).
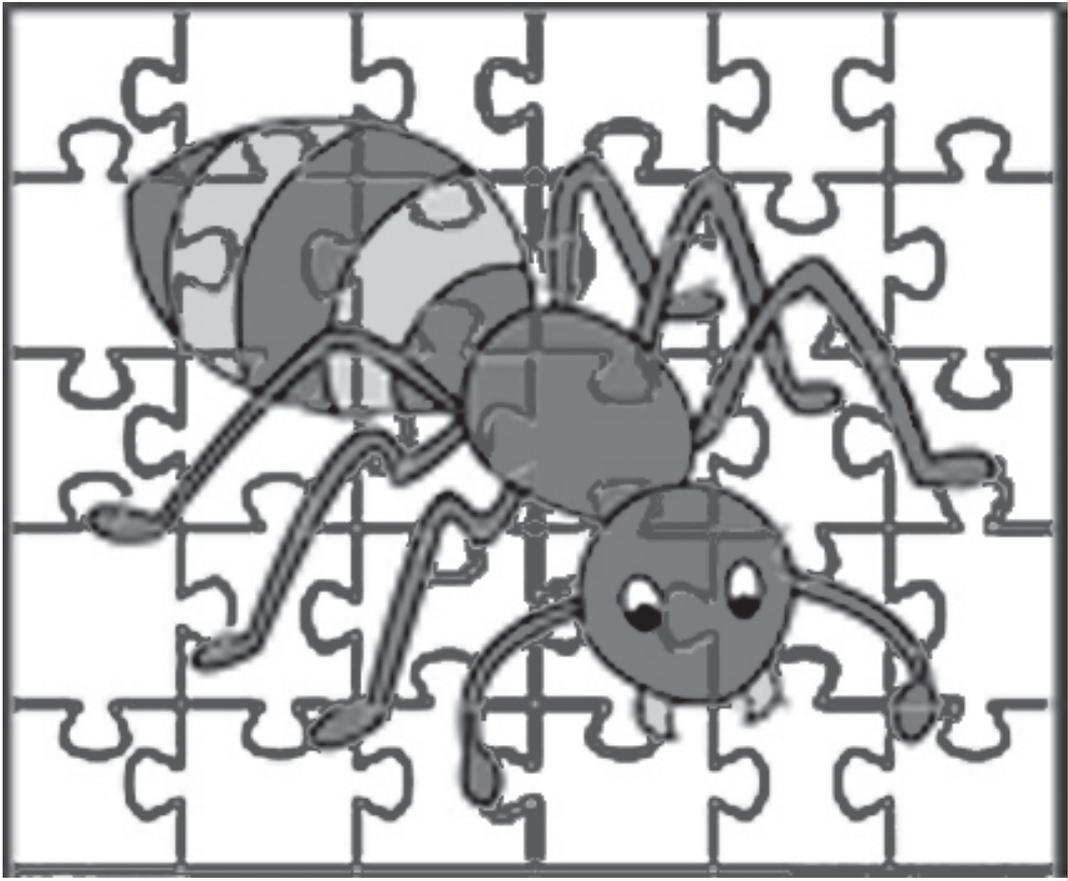
Some words are written on it.

Can you read them?

Read them aloud one by one and colour it.

Now, see how beautiful your tree is.

My Learner - Teacher Assessment (Page 25)

In the given table on the left side you can see the columns in which the expected learning outcomes are listed. You have to assess them on a three point rating scale - 'fully', 'partially' and 'to some extent'.

UNIT 2

ME TOO

Theme: Self respect and knowing about oneself.

Sub theme: The drawbacks of imitating blindly

Input discourses: Story, Poem, Dialogue and Description

Learning outcomes

The learner:

- Identifies the context, character and mood.
- Comprehends and enjoys simple stories.
- Understands one's own abilities and disabilities.
- Enjoys the rhythm and music of the song/poem.
- Counts numbers up to 10.
- Identifies the names of different birds and their young ones.
- Identifies and reads ideas/words like hen, duckling, chick, swim, butterfly, worm, egg, etc.

Language elements

- Identifies and responds to question words like 'Why' & 'Where'.
- Identifies and uses words to denote possession *(e.g. I have).*

Activities

- Theatre game
- Concept Map
- Language game
- Drawing /colouring pictures

Materials

- Bamboo Sticks
- Chart papers, colour pencils
- Pictures of cat, dog, eagle, duck, horse, snake etc.

ICT

- **V**ideo of the song 'Old Mac Donald had a Farm'.

Unit Frame

Unit 2: Me Too

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Importance of self-concept and self-respect • The drawback of blindfold imitation	• Story • Poem • Dialogue • Description • Theatre game • Concept Map • Language game • Drawing /colouring pictures	• Identifies and responds to question words like 'Why' & 'Where'. • Identifies and uses words to denote possession (Eg. I have).	• Identifies the context, character and their mood. • Comprehends and enjoys simple story. • Understands one's own abilities and disabilities. • Enjoys the rhythm and music of the song/poem. • Counts numbers up to 10. • Identifies the names of different birds and their young ones. • Identifies and reads ideas/ words like hen, duckling, chick, swim, butterfly, worm, egg, etc.

Support for CWSN learners

Ensure the participation of CWSN learners in various other activities like theatre games, language games, drawing, colouring etc. by giving appropriate and adequate support.

Introduction

'Me Too' is the story of a chick and a duckling. It deals with the idea of knowing oneself and having self respect. It also highlights the drawbacks of blindfold imitation. The unit consists of a story and a poem. It also helps to learn about birds and animals around us.

Entry Activity

This unit can be introduced in different ways.

Here is a sample.

Process	Teacher Talk
• Elicits the names of birds and animals we see around us.	Can you say the names of your favourite birds or animals?
	Very good. All of you have named them...
	I will write them on the BB.
• The teacher meghaphones and writes them on the BB.	Now, we can make an animal group and a bird group.
• Divides the class into two – an animal and a bird group.	Animal group, please form a line.
	Bird group, you too form a line.
• Lets the two groups stand facing each other.	Fine… now, stand facing one another.
• Makes two teams (Team A & B).	Now listen to me... This is 'A' team (animal group) and you are 'B' team (bird group). We are going to play a game.
• Writes the names of the teams on a chart/BB in two coloums.	A member from your (A) team should make the sound of an animal or a bird. The other team (B) members should identify what bird or animal it is.

• Lets the teams think and decide what sound they should make and select a member to produce/mimic the sound.

• Lets the teams mimic the sound.

• Lets the other teams say their names.

• Teacher writes the points/scores on BB or on the chart.

• Repeats the process.

• Helps the teams to make the sounds of different birds and animals.

• Congratulates the winning team. Gives good feedbacks to both the teams.

• Facililates CWSN children to participate in the game too.

Are you ready? Shall we start?

The team which answers correctly will get a point.

For each wrong answer, the other team will get a point.

Now, B team can make the sound and A team will say what it is.

Ok start.

• Plays the video of the song 'Old Mac Donald had a Farm'.

• Interacts with learners and prepares a concept map on Farm animals and birds.

Shall we watch a song?

Look, here is a song. Watch it and listen to the lines.

You have listened to the song about Old Mac Donald's farm.
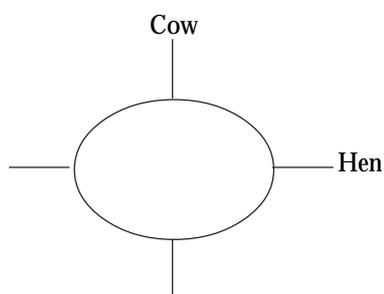
You have seen the farm too.

Now, can you name the animals in the farm?

Name the animals in the farm.

Were there any birds in the farm? What were they?

Concept Map of Farm Animals and Birds

Cow

Hen

Leads the learners to Page 28 of the Reader.	• Please open/(go to) Page 28 in the Reader.
	• What do you see in the picture?
• Elicits responses.	
• Lets the learners colour the numbered columns to find out the hidden hen.	• Look, some boxes have numbers.
	• Shall we colour the boxes?
• Elicits responses and writes on a chart to develop the evolving text.	What did you find out? Can you name it?

Evolving text
A hen

• Asks interaction questions and elicits responses.	Do you have hens at home?
	Do you like hens?

Leads to Page 29 of the Reader.	Take Page 29.
	What do you see there?
	What is the hen doing?
Asks the learners to colour the hen.	Do you want to colour the hen?
Gives the learners crayons/colour pencils of different colours.	
Lets the learners do the task individually.	Shall we colour the hen?
The teacher may interact with them while the colouring is in progress.	You can give any colour you like.
	What colour will you give the head?
	What colour is the beak?
	Which colour will you give to the eyes?
	Oh! your hen is very nice.

Elicits responses and writes them on the chart to complete the evolving text.	How many eggs are there?

> A hen
>
> Two eggs

Asks interaction questions given in the text.	Now, I will show you something.
Elicits responses.	You have to say what is inside it?

Activity

Places a basket upside down on the table.	What is this?
(The cut-outs/models of a chick and duckling should be kept under the basket.)	Can anybody say what is inside the basket?
The teacher opens the basket partially. She takes out the cut-out of the duckling dramatically with a sound, 'Quack, Quack'.	Yes, The hen and two eggs are inside this basket.
	Look, somebody is coming out. Do you hear its sound?
	Do you want to see who is coming out of the eggs?
	Can you guess?
	Look, now can you say what it is?
The teacher places it on the sand-tray.	
Elicits responses.	
Megaphones them in English.	
Develops an evolving text.	

> A duckling

Follows the process of reading the evolved text.	Have you seen this before?
Leads to Page 30 of the Reader.	
Asks interaction questions.	Look at the picture.
Elicits free responses.	Who came out?
Presents the text on Page 30.	What is the duckling doing?

Follows the process of reading.

(Lets the learners try to identify the words duckling, and egg).

Lets the learners try to read the text with the help of the teacher.

Asks interaction questions.

Elicits responses.

Teacher writes on the chart. 'I am out.'

Look at its face. Is it happy?

What did the duckling say?

A duckling
'I am out', he said.

Follows the process of reading the evolved text.

Lets the learners compare the ideas in the text with the evolved text.

The teacher may present the text.

Asks interaction questions given in the text to predict the next event.

Teacher shakes the basket again as if someone is shaking it from within.

Asks interaction questions.

Produces a 'kee', 'kee' sound.

Then takes out the cut-out/model of a chick dramatically.

Places it near the duckling on the sand tray.

Elicits responses and writes them on the chart and develops the evolving text.

Don't you want to know what happened to the other egg?

Who will come out of the other egg?

Can you guess who is going to come out now?

Do you hear any sound? Can you guess any sound?

See, what is this? Have you seen this? Can you say what it is?

A chick came out.

Follows the process of reading the evolved text.

Leads them to Page 31 of the Reader.

Asks interaction questions.

Lets the learners say the responses in their mother tongue.

Megaphones them in English.

Asks the learners to find out what the chick said.

Adds the response 'Me too' on the previously evolved text.

Look at the picture. Who came out now?

What is the chick doing?

Look, it is saying something to the duckling?

What will the chick say?

> A chick came out.
> 'Me too', the chick said.

Follows the process of reading the evolved text.

Lets the learners read the text in the Reader graphically and compare the ideas with the evolved text.

Then the teacher may present the text.

Can you identify the word 'chick' in the second line?

Activity 4 of Page 47 of the Reader can be done at this point.

Asks the given questions in the Reader and allows learners to say about the birds or animals they have at home.

Reads out the instructions clearly.

Asks them to draw the young one of any animal or bird they have seen.

Distributes colour pencils/crayons to the learners.

Interacts with the learners while they draw the picture.

Interaction questions while the drawing is in progress.

Which young one are you going to draw?

Is it a bird or an animal?

Where is its tail?

Gives them compliments and encourages them.

Lets them write about the young ones of the animal or the bird they have drawn in the space provided in the Reader.

Developing a Concept Map based on this activity.

The teacher shows the pictures drawn by the learners.

Talks about the picture. (Elicits its name, asks them to identify the mother, appreciates the learner who has drawn the picture.)

Writes the names of the young ones on the BB while eliciting responses from the learners. Pastes corresponding pictures against their names.

Like this the learners may be familiarised with the young ones of other animals too. (chick, duckling, kitten, pup, calf, lamb, kid)

Where is its beak?

Where are the ears?

What is its colour?

Does it have a name? What is it?

Your kitten/pup/… is cute.

Lead the learners to the picture on Page 32 of the Reader.

Asks interaction questions based on the picture.

Elicits responses.

Expected responses.

(Where are you going?
Please wait. I am also coming with you.
Please take me with you.)

Look at the picture.

Who is walking ahead?

Why does the duckling walk ahead?

Who came out first from the egg?

What is the chick doing?

Is the chick saying/asking anything to the duckling?

What will the chick ask the duckling?

Writes the elicited responses on a chart.

Leads them to Page 33.

The teacher presents the first line of the text on Page 33.

Leads the learners' attention to the earlier elicited responses on the chart.

The teacher reads out the elicited responses one by one.

Lets the learners select the possible initiation from it and fill the speech bubble of the chick on Page 32.

Writes the dialogue of the chick and the duckling on the chart as the evolved text.

Look what the duckling says, 'I am going for a walk'.

Can you guess the question asked by the chick now?

> 'Where are you going?'
>
> 'I am going for a walk', said the duckling.

Follows the process of reading the evolved text.

Lets the learners fill up the speech bubble of the chick.

Learners may compare the idea in the real text with that of the evolved text.

Elicits 'Me too' from the learners.

Lets the learners add 'Me too' in the previously evolved text.

Asks interaction questions given in the text to predict the next event.

Expected responses *(to the playground, to the garden).*

The chick also wanted to go with the duckling.

What did the chick say then?

Children, the duckling says that it is going for a walk. The chick also wants to go with the duckling.

Can you say where they are going to?

Leads to Page 34 of the Reader.

Picture reading.

Elicits responses.

Teacher megaphones the responses in English.

Writes the elicited responses as evolving text.

Look at the picture.

Who are there in the picture?

Look at the chick and duckling.

Where are they now?

What is the duckling doing?

Is the duckling looking for something?

Is it searching for food?

Where will it get food from?

Under the soil?

How will it get food?

Won't it dig the soil?

So, what is the duckling doing?

What does the duckling say?

| I am digging a hole. |

Now, lets the learners read the text in Page 34.

Lets them compare the ideas of the text with the evolved text.

Elicits free responses.

The teacher writes the elicited responses on the chart.

The teacher shows the chart of previous evolved texts.

Draws attention to the chick's responses.

The teacher adds 'Me Too' in the evolving text.

What is the chick doing?

Will it dig a hole?

What will the chick say then?

Will it say the same thing?

| 'Me too', said the chick. |

Follows the process of reading.

Asks interaction questions given in the text to predict the next event.

Leads to Page 35 of the Reader.

Picture reading.

Asks interaction questions that help the learner to read the picture.

Writes the elicited idea, 'A worm' as the evolving text.

Look, what did they get?

How many worms can you see in the picture?

Who found the worm first? The chick or the duckling?

What will the duckling say?

> A worm

Adds 'Me too' in the evolving text.

What will the chick say then?

> 'Me too', said the chick.

The teacher can present the text in Page 35 as narrative.

Follows the process of reading the text.

Lets the learners identify the words and read them. *(a worm, duckling Me too, chick)*

Asks interaction questions given in the text to predict the next event.

Elicits responses.

What will the chick and duckling do now?

Will they catch anything else?

Leads to Page 36.

Asks interaction questions to read the picture.

Elicits responses.

Develops the evolving text.

Look at the chick and duckling.

What did they catch?

How many butterflies are there?

Can you say who caught it first ?

What did the duckling say?

> 'A butterfly', said the duckling.

Follows the process of reading the evolved text.	
Let the learners read the text graphically.	
Leads to Page 37 of the Reader.	What is the chick doing?
Asks interaction questions based on the picture.	Will it say anything? What will it say?
	What is the chick doing?
	The chick is saying something to the duckling. What does it say?
Elicits responses and let the learners write them on the chick's dialogue bubble.	
See how many of them are able to write 'Me too'.	
Allows others to graphically copy 'Me too' from the chart.	
Asks interaction questions to predict the next part of the story.	
Leads to Page 38.	Look at the picture.
Picture interaction.	Where are they now?
	What does the duckling want to do ?
Elicits the response and develops the evolving text.	What will the duckling say then?

'I want to swim', said the duckling.

Follows the process of reading the evolving text.	
Let the learners read individually the text given in the Reader.	Look at the chick.
	Does it want to swim?
Add 'Me too' to the evolved text.	What will it say then?

'I want to swim', said the duckling.
'Me too', said the chick.

Follows the process of reading the evolved text.	
Leads to Page 39. Picture interaction.	Look at the duckling What is it doing? Yes, it is swimming. What will the duckling say then ?
Elicits responses and develops the evolving text.	

'I am swimming', said the duckling.

Follows the process of reading the evolved text. Lets the learners read the text given in the Reader. Asks interaction question given in the text and predicts the next event. Lets the learners share their experiences.	Where is the chick now? What is it doing? Will the chick go with the duckling? Can a chick swim? Do you swim? How many of you can swim?
Leads to Page 40 of the Reader. Picture interaction. Elicits responses, 'Me too'. Follows the process of reading the text in the Reader. Asks interaction questions to predict the next event.	What is the chick doing? Yes, the chick jumps into the water. Will it say anything while jumping into the water? What will it say? Won't it say the same thing as before? What will happen now? Will the chick swim?
Leads to Page 41 of the Reader. Picture interaction.	Where is the chick now? Is it swimming? Look at it's face. Is it happy? Is it afraid? Is it crying for help? What will it say then?

Elicits responses and develops the evolving text.

'Help, help'.

Follows the process of reading the text.

Asks interaction questions given in the text to predict the next event.

What is the duckling doing?

Will the duckling save the chick?

How will it save the chick?

What will the duckling do?

Leads to Page 42 of the Reader.

Picture interaction

Asks interaction questions to process the text.

Elicits responses and develops the evolving text on the chart.

Look at the chick.

What is it's condition now?

What did the duckling do?

The duckling pulled the chick out.

Follows the process of reading the evolved text.

Let the learners read the text in the Reader.

Asks interaction questions in the textbook to predict the next event.

Leads to Page 43 of the Reader.

Picture interaction.

Lets the learners try to read the text and identify what the duckling says.

Elicits responses and writes them on the chart.

Look at the picture. What is the condition of the chick?

Read and find out what the duckling says.

The chick says something to the duckling.

Does the chick want to go with the duckling now?

Will it go for a swim again?

Will the chick say, 'Me too'?

What will it say then?

(Expected responses : No, I will not come./ I don't want to swim./I will stay here./Ok bye.)

Let the learners write a suitable response on the speech bubble of the chick.

Did you like the story of the duckling?

Asks interaction questions given in the text to elicit the ideas of the learners.

Processing the poem (Five Little Ducks) Page 44 - 45

Now, shall we listen to/watch the song of the ducklings and the mother duck.

Plays the song 'Five Little Ducks' using multimedia. Plays the song two or three times to familiarize the lines.

Listen to the song first.

Did you get the lines?

The teacher sings the song, stanza by stanza. Learners sing after the teacher.

Shall we sing it together?

How many little ducks went out on the first day?

Asks some interaction questions based on each stanza to analyze the song.

How many of them came back on the first day?

What did the mother duck do to call the little ducks?

How many of the little ducks came back on the last day?

Lets them sing the song in chorus.

When all the little ducks were gone, what did the mother duck do?

Enacting the song

Materials needed: Masks of five ducklings and mask of a mother duck.

Process

Group the learners into four or five groups (Six members in one group).

Distribute the masks to one group.

Fixing the characters

Lets five of them be the little ducks.

One child can wear the mask of the mother duck.

Fixing the location

Now lets the learners (the mother duck and the ducklings) act as if they are swimming in the river like ducks.

Fixing the actions

Lets the learners enact like the mother duck leading the ducklings in the river at first.

Later, the ducklings swim ahead and mother duck swims behind them.

Like this, teacher helps the groups to do the choreography stanza by stanza for the song.

Plays the song and the group performs the choreography.

Some of the learners can be singers.

(If we need any properties like trees, rock etc. for the song, learners can mime them too.)

Lets all the other groups also attempt the choreography for the song.

Look, you are the mother duck and these are the little ducks. How many little ducks are there?

Where did the ducklings and the mother duck go one day?

They went for a swim in a river.

Now, you have to act like swimming.

Can you show me how the ducks swim in water?

How many little ducks came back on the first day?

So only four of you should come back. One should hide some where.

Like this you have to act according to the song.

What will the mother duck do to call the little ones?

So you should make the sound 'quack quack' when one little duck is missing.

In each stanza one little duck goes missing.

Will there be any ducklings left on the sixth day?

What should the mother duck do?

Yes, when the mother duck quacks all the five little ducks come back and join the mother.

Activity 1 (Page 46)

Lets the learners try to read the sentences given.

Asks them to underline the words they can read.

Lets them share their ideas in groups.

(The learners are supposed to identify and read at least the words – ants, my, bag, chick, duckling, playing etc.)

Then the teacher may read out the sentences if needed.

Activity 2 (Page 46)

Lets the learners identify the pictures.

Lets them say their names.

Asks them to write it in the space provided.

Peer assessment can be done here.

Activity 3 (Page 46)

Developing a concept map on birds.

Asks interaction questions based on the birds around.

Lets the learners try to say the names of the birds they are familiar with.

Lets them try to write it in the space provided.

The teacher exhibits the pictures of different birds.

Lets the learners identify the familiar ones from it.

Lets them say the names in the mother tongue.

The teacher can megaphone the names in English.

The teacher develops a concept map on a chart in negotiation with the learners.

Pastes the corresponding pictures against the names.

Lets the learners complete the word web in their textbooks.

Activity 4 (Page 47)

Already done in the beginning.

Activity 5 (Page 48)

Adding lines to the song.

First four lines are given there 'What a hen can do'.

Asks the learners what all things a hen can do.

Elicits free responses and writes them on a chart.

- **can walk**
- **can run**
- **can say 'cluck, cluck'**
- **can lay eggs**
- **can eat worms**

The teacher sings the first stanza. Learners sing after the teacher.

Similarly, the second stanza is about what a cat can do.

Elicits what a cat can do.

- **Cats can walk.**
- **Cats can jump.**
- **Cats can drink milk.**
- **Cats can eat fish.**
- **Cats can chase rats.**
- **Cats can mew.**

Then the teacher sings the first line of the song and helps them to develop the remaining lines using the lines written on the chart.

The third stanza is about what ' I can do'.

The teacher asks the learners what they can do.

Lets each learner say at least one thing they can do.

Make sure that the learners are not copying from others.

Asks the learners to sit in groups.

Provides them with sheets of paper.

Lets the groups construct their own lines for ' what I can do'.

The teacher should interact with the groups while the activity is in progress.

The teacher can help the groups to construct lines by asking apt interaction questions.

When the learners say or sing the lines, teacher can write the lines on their charts.

Lets the groups try to sing the lines with proper rhythm.

Lets each group come and present their song.

Exhibits the charts on ORC.

Presents a teacher version.

Sample

I can sing and I can dance

I can jump and I can run

I can read and I can write

I can smile and I can cry

Self Assesment - **I Know (Page 50)**

1. This activity is given in the form of a picture story. The pictures are not given in the proper order. Let the learners read the picture first. Then ask the learners,

'Which happened first?', 'Which happened after that?', 'Which happened next?', 'Which happened in the end?' etc. to help them to order the pictures as in the story. Let them put numbers according to the order of occurance in the given boxes.

2. This activity is given to help learners identify the words they have come across in this unit. Read the instructions clearly to the learners. Let them put tick mark in the correct boxes. Let them read the words by themselves.

Teacher Assessment - **My Learners (Page 51)**

In the given table on the left side you can see ten columns. In each column the expected outcomes are listed. You have to asses them on a three point rating scale- - fully - partially - to some extent.

THE FAT CAT

Theme: Love towards pets, peaceful co-existence.

Sub theme: Importance of giving love and care to fellow beings and pets.

Learning Outcomes

The learner:

• Comprehends and enjoys a story on love towards pets.

• Follows instructions and acts accordingly.

• Listens to the simple songs on pets.

• Describes pictures orally.

• Gets familiarized on how words are pronounced differently when a single consonant is changed.

Language elements

• Uses adjectives (big, small, white, black etc.) while talking about an animal/bird/person etc.

• Uses prepositions ('in', and 'on')

Activities

• Language games.

• Drawing and colouring.

Materials

• Cut-outs or pictures of rat, cat etc.

• Big picture.

Use of ICT

Presentation of the song.

Introduction

The main part of this unit is a story of a girl and her pets. The song 'Kitty Cat, Kitty Cat' is also included in this unit.

Entry activity

Teacher begins the unit with a discussion on pets.

Unit Frame

Unit 3: The Fat Cat

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Love towards pets • Importance of giving love and care to fellow beings.	• Story • Poem • Dialogue • Language game • Drawing /colouring pictures	• Comprehends and enjoys a story on love towards pets. • Uses adjectives like big, small white, black etc. while talking about or describing an animal / bird/ person, etc. • Uses prepositions ('in', and, 'on')	• Comprehends and enjoys a story on love towards pets. • Follows instructions and acts accordingly. • Listens to the song 'kitty cat, kitty cat'. • Describes pictures orally. • Gets familiarized how words are pronounced differently when a single consonant is changed

Process	Teacher Talk
Asks the learners to draw the pictures of their pets.	Do you have pets?
	Tell me what it is.
Walks around the class and interacts with learners.	Is it a dog or a cat?
	Does anyone have a parrot?
Helps the learners to write their pets name near the pictures they have drawn.	Can you draw your pets?
	You can use colour pens also.
	Varun, your pet is a parrot, isn't it?
	What colour is it?
	You are right. It is green.
	What is your pet's name?
	Really, it is a nice name.
	Don't you want to write your pet's name?
	I shall help you.
	Can't you write your pet's name?
Collects all the pictures and exhibits them on the ORC (Our Reading Corner)	Give me the pictures.
	We shall paste them in Our Reading Corner.
	Who will help me?
	Where is the glue?
	Ani, could you please get the glue bottle?
Places a big canvas or a chart paper.	Look at this pcture.
Places (pins) the picture of Emy (the girl) at the centre of the chart.	Who is this?
	Do you know this girl?
	What's her name?
Learners give free reponses.	This is Emy.
	Emy has two pets.
	Can you guess who they are?
Pins the picture of thin rat near Emy.	Yes, A cat.
Elicits free responses.	Can you guess who the other pet is?
Pins the cut-out of a fat cat on the other side of Emy.	Yes, A rat.

Shows sketch pens of different colours.
Lets a learner come forward and colour the cat.

Points to the rat and asks.
Lets the learners respond.

Points at Emy and asks.
Learners will say 'Emy'.
The teacher megaphones the response.
Accepts the answer, congratulates them and pins a strip 'Emy' near her picture.
Elicits responses and prepares the evolving text.

What's the colour of the cat?
Anu can you take the brown colour?
Yes, it is brown.
What is the colour of the cat?
It's colour is brown.
What colour is the rat?
Yes, the rat is white.

Who is this?
This is Emy.
You are right.
How many pets does Emy have?

Emy has two pets.

Asks pointing to the cat.
Pins a strip 'cat' near the cat.
Accepts the answer and pins 'brown' before the strip 'cat'.
Conveys the idea 'fat' through action.
The teacher meghaphones once again an adds to the evolved text.
Interacts and pins the strips 'rat' and 'white' on appropriate places.
Learners will be able to read the strips graphically.

What is this?
What colour is the cat?
That's fine! The cat is brown.
Look at the cat.
How is it?
Is it thin or fat?
Yes, the cat is fat.

The cat is brown and fat.

Points at the rat and asks.
The teacher conveys the idea 'thin' through action.
Elicits responses.
Meghaphones them and adds to evolving text.

Who is this?
What colour is the rat?
The rat is white.
Is the rat thin or fat?

The rat is white and thin.

The evolving text will become-

> Emy has two pets.
> A rat and a cat.
> The cat is brown and fat.
> The rat is white and thin.

Follows the process of reading the evolved text.

Leads to Page 52 of the Reader. The ideas have already been transacted.

Asks the interaction questions given in the Reader to process the picture.

Presents the text.

Draws the attention of the learners to the big picture/chart.

Learners may be able to read some idea/ words. Let them compare the chart with the text.

Let the learners read the given text in the Reader (Page 52) and teacher writes them on to a separate chart(for doing the activity).

Writes the letters giving due importance to formation of letters. Reads aloud the words while writing.

Lets learners come forward and read the text.

Then cuts each of the sentences into 4 or 5 pieces so that there will be one word on each piece.

Shuffles the pieces. Distributes the strips in four groups. Each group should get the words of one sentence. Lets each group arrange their words and form the sentences in the text.

Let each group paste their sentences on the chart in the right order

Processing **Page 53 of the Reader**

Before moving to the next page, once again draws the learners' attention to the chart/Big picture.

Can you show who 'Emy' is?

Can you show the word 'Emy'?

Who can show me the word 'cat' and 'rat'?

Here are some strips. Can you arrange them in order?

Emy	has	two	pets.
A rat	and	a	cat.
The	cat	is	brown	and	fat.
The	rat	is	white	and	thin

Elicits answers.

Draws a mat on the Big picture.

Learners may come up with their answers in Malayalam.

Megaphones them in English.

Places the rat on the mat.

Elicits responses and develops the evolving text.

What is this?
This is a mat.

Where does the rat sit?

The rat sits on the mat.

Introduces the vat and make the cat lie in it. Elicits responses and adds to the evolving text.

Where does the cat lie?

The cat lies in the vat.

Removes Emy's picture and moves it across the chart saying.

Elicits free responces and adds to evolving text.

Look at Emy. She is going somewhere.
Where does she go?

Emy goes to market.

And removes Emy from the chart.

While developing the evolving text write each sentence taking the word as a unit.

Lets the learners see how the letters and words are formed. Leave enough space between words and sentences.

Says aloud the words while writing. The evolved text will be like this

The rat sits on the mat.

The cat lies in the vat.

Emy goes to market.

Follows the process of reading the evolved text.

Leads the learners to Page 53 of the Reader.

Lets the learners read out the sentences.

Lets them compare the text with the evolved text.

The teacher presents the text.

Draws attention to the Big picture.

Look at the Big picture.

Emy is not there. The rat sits on the mat and the cat lies in the vat.

Asks interaction questions.

Where is Emy?

Okay, she has gone to the market.

Where is the rat?

On the mat.

Where is the cat?

In the vat.

Processing Page 54

In this page, two actions are given for the learners to attempt.

> *The cat jumps on to the mat.*
> *The rat moves back.*

Shows the first two actions using the pictures and through proper interactions.

Presents it in the following way.

Points to the cat and asks.

What is this?

Yes, the fat cat.

What does it do?

The fat cat jumps.

Makes the cat jump to the mat.

Where does it jump on to?

It jumps on to the mat.

Elicits responses and develops evolving text.

The fat cat jumps on to the mat.

Moves the rat backwards and says.

Elicits responses and adds to the evolving text.

What does the rat do?

The rat moves back.

The rat moves back.

Elicits responses and adds to the evolving text.

What does the rat say?

Go away.

Who says go away?

The rat says.

> 'Go away' says the rat.

Processing Page 55

Pastes the cat on the mat.

Asks interaction questions and elicits responses

Where is the fat cat now?

You are right.

It is on the mat.

Whose mat it is?

It's the rat's mat.

The fat cat is lying on the rat's mat.

Will the rat like this?

No, it will not.

What will it say to the cat?

Won't it say 'it's my mat'?

Develops the evolving text.

> 'It is my mat,' the rat says.

What will the cat say then?

Lets the learners respond in the mother tongue. Megaphones them in English.

.

> 'So what?', asks the cat.

Adds to the evolving text.

What will the rat say then?

Won't it say 'go away'?

How will the rat say that?

Elicits responses and adds to the evolving text.

> 'Get off', says the rat.

Will the cat go away?

No, It will not.

What will the cat say then?

Elicits responses and adds to the evolving text.

> No, I wont, says the fat cat.

The evolved text will be like this.

> 'It is my mat', the rat says.
>
> 'So what?' asks the cat.
>
> 'Get off', says the rat.
>
> 'No, I won't', says the fat cat.

Follows the process of reading the evolving text.

Leads the learners to Page 55 of the Reader.

Learners compare the text in the Reader with the evolved text.

Lets them read the familiar sentences individually.

Share the ideas in groups.

The tecaher presents the text as a narrative.

Lets the learners identify the new idea (The rat is going to get its friend, the bat).

Asks interaction questions given in the text to predict the next event.

Role play the dialogues on Page 55.

Who will help the rat?

Will it call it's friends?

Who is the rats friend?

Let's see.

Do you find any common words?

Put a circle around the words you can read.

Who can show me the word 'bat'?

Who can show 'Get off,' says the rat?

Can't you show 'No, I won't, says the fat cat.'

Who will take the role of the fat cat?

Yes, you can.

Who will act as the thin rat?

That's good. Are you ready?

Shall we start?

What is the first dialogue?

Who says 'this is my mat? The cat or the rat?

What will the cat say in reply?

Good.

Processing Page 56

Draws attention to the big picture.

Removes the rat from the chart.

Introduces the picture of rat and bat walking together.

Places them on the chart/Big picture.

Look at the picture.

The rat is going to call his friend.

See who is with the rat?

You are right. It is the bat.

What does the bat say?

Whose mat is it?

Yes, it's the rat's mat.

Elicits responses and develops the evolving text.

Does the bat say this?

| This is the rat's mat, says the bat. |

What does the cat say then?

What did it say earlier?

Adds to the evolving text.

| 'So what?', asks the fat cat. |

What does the bat say then?.

Will it ask the cat to get off?

Adds to the evolving text.

| 'Get off', says the bat. |

What does the cat say?

Elicits responses and adds to the evolving text.

No, I won't, says the fat cat.

| 'No, I won't', says the fat cat. |

What does the bat do then?

Does it take the help from it's friend?

Let's see.

Leads the learners to Page 56 of the Reader.

Lets the learners compare the text with the chart.

Reads aloud the words and sentences they identify. The t   eacher presents the text as a narrative. Asks interaction questions to elicit new ideas.

Who is the bat's friend?

Lets the learners identify that the rat and bad are going to get their hat. Hat is their friend.

Leads the learners to a game.

Game

Writes the words cat, rat, fat, mat, vat, and bat on separate strips.

Keeps the strips in a box.

Divides the learners into two groups.

Lets one member of a group come forward and take one strip from the box.

If he/she can read the word, gives one point to the group.

Dear let's play a game.

We need two groups.

One is the 'cat group' and the other is 'rat group'.

Look, I have written some words in a strip and kept in this box. Any one of you can come and take a strip from the box.

If you can read the word on the strip, your group will get one point.

Shall we begin the game.

Who is coming first?

Which is your group?

Okay, take one strip.

Read aloud the word.

Is she correct?

Can't we give one point to her group?

Give her a clap.

Processing Page 57

Removes the bat and rat from the Big picture.

Introduces the hat.

Places the picture of a hat along with the rat and bat on the chart.

Lets the learners guess what the hat says.

Now, let's come back to the story.

Look, the fat cat. It is lying on the mat.

Who is this?

Whose friend is this?

You are right. It is the bat's friend.

What does the hat say?

Can you guess?

'This is the rat's mat', says the hat.

Draws attention to chart prepared for the previous page 56

Lets the learners compare and find similar sentences.

Writes the identified sentences on a chart.(First three sentences)

Writes the sentence on the chart.

What does the cat say now?

> 'This is the rat's mat', says the hat.
>
> 'So what?' the fat cat asks.
>
> 'Get off', says the hat.

Leads the learners to Page 57 of the Reader.

Asks learners to read the familiar ideas from the text individually.

Shares their ideas in pairs/groups.

The teacher presents the text as a narrative.

Elicits new ideas through interaction questions.

Will the cat move away from the mat?

What will the cat say then?

'No rat, bat or hat can move me off the mat. I'll lie on the mat,' says the cat.

What does the hat, the bat and the rat say then?

'Let's see', says the hat, the bat and the rat.

Facilitates reading.

Processing Page 58

Removes the rat, the bat and the hat from the chart.

The rat, bat and the hat went away.

What is their idea?

Will they bring another friend of theirs?

Places the cut-out of the rat, the bat and the hat on the chart.

The rat, the bat and the hat came back.

> The rat, the bat and the hat came back.

Writes on the chart.

Shows the picture/cut-out of the dish.

Elicits answers and accepts the correct one.

What do they have with them?

What is this?

Is it a plate?

Is it a mug?

Writes on the chart.

Megaphones and writes on the evolving text.

Oh no, try another.
A dish.
They came back with a dish.

> They came back with a dish.

Elicits responses and adds to the evolving text.

Lets the learners to read Page 58 of the Reader.

Shares the idea in groups.

The teacher presents the text.

Follows the process of reading.

Leads the learners to a game.

Can you say what is in the dish?
Where is the cat now?
What does the cat think?
What is in the dish? The cat wonders.

Game

The main characters of the story (Emy, cat, rat, bat and hat) are written on the BB. Let the learners form groups on the basis of this.

Allots places for the groups to sit.

Gives packets containing pictures and corresponding words.

(fat cat, thin rat, bat, hat, dish)

Learners open the packets and find out what is inside.

Groups match the words and the pictures.

Sees which group comes first.

Lets play a game.

We want five member groups.

You can find some pictures and words.

Match them.

Ok this group has matched all the words.

Give them a big clap.

Processing Page 59

Removes the rat, the bat and the hat from the chart.

Places the dish on the chart.

What is this?
Yes, it is a dish.
What is in the dish?
The dish is closed. Can the cat see what is inside?

Elicits responses and develops the evolving text.

How will the cat know what is inside?
Shows action of sniffing.
What does the cat think?

> Mmm... Fish... the smell of fish....

Does the cat like fish?
Will it go and take the fish?
What does the cat think about it?

Elicits the responses and develops the evolving text.

> Shall I go and take the fish?

Will it stay there?
Cats like fish.
What will it think now?

Elicits the responses and develops the evolving text.

> I must get the fish, thinks the cat.

Leads the learners to Page 59 of the Reader.

Asks the learners to compare Page number 59 of the Reader with that of the text on the chart.

Reads the whole text once again as if you present the story.

Follows the process of reading.

Processing page 60

Places Emy on the chart.

Where was Emy?
She went to the market.

Elicits responses and develops the evolving text.

> Look, Emy comes into the room.

Leads the learners to the picture on Page 60.

Picture interaction.

What do you see in the picture?
What does Emy do?

Elicits responses and develops the evolving text.

| She opens the dish. |

What do you see in Emy's hand?

Is the fish fat ?

Yes, it is a fat fish.

What does the cat say when it sees the fat fish?

Encourages them to guess what is happening.

Elicits responses and adds to the evolving text.

| 'A fat fish,' says the fat cat. |

What does the cat do?

Elicits responses and adds to the evolving text.

| The fat cat jumps out of the mat. |

What does the rat do?

Yes, the rat looks at the mat.

What does the rat say then?

Elicits responses and adds to the evolving text.

| 'My mat, I'll get it back,' says the rat. |

What does the rat do now?

Elicits responses and adds to the evolving text.

| The rat jumps onto the mat. |

Elicits responses and adds to the evolving text.

| Emy takes the fish out of the dish. |

The evolved text will be the same text as on Page 60 of the Reader.

Follows the process of reading the evolved text.

Lets the learners read the text on Page 60 individually. The teacher presents the text as narrative.

Enacting The Actions

Forms three member groups.

Who will act as the cat?

Lets them take roles and enact the actions given on the page.

Good. What are your actions?

Jump at the fish. Ok.

Who will take the role of the rat?

What is your action?

Jumps to the mat. Ok.

Who is going to act as Emy?

Sequences the actions.

What are your actions?

Emy, you have two actions.

First, you open the dish.

Then the cat jumps at the dish.

What does the rat do then?

It jumps to the mat, doesn't it?

Secondly, you take the fish out of the dish.

Appreciate their actions.

Okay, now let's enjoy the performance.

Processing Page 61.

Lead the learners to Page 61.

Asks interaction questions to process the picture.

Where is the cat now?

Look at the cat. Is it happy?

Elicits responses and adds to the evolving text.

No it is not happy. It is sad.

The fat cat is sad.

What is in the rat's hands?

You are right. It is the dish.

The fish is in the dish.

Does the rat say anything?

Does it give the fish to the cat?

What does it say?

Elicits responses and adds to the evolving text.

'Friend, look, this is for you. A fat fish.
Eat this fat fish,'says the white rat.

Look at the cat. What does the cat do?

Does it look at the rat?

Elicits responses and adds to the evolving text.

The fat cat turns his face away.

The evolved text is as same as the text on Page 61 of the Reader.

Follows the process of reading the evolved text.

Leads the learners to read the text individually.

The teacher presents the text as a narrative.

What will happen next?

Leads the learners to the picture on Page 62 of the Reader.

Look, who sits on the mat?

Who else are there on the mat?

Where is the fat cat now?

What does the fat cat do?

What does Emy do?

Is the cat happy now?

What about the rat?

Elicits responses and develops the evolving text.

The rat is on the mat. The bat and the hat also sit on the mat. The cat eats the fat fish. Emy pats the fat cat. The cat is happy. The rat is also happy.

Follows the process the reading the evolved text.

Presents the text on Page 62 as a narrative.

Lets the learners compare the ideas of the evolved text with the text on Page 62.

Asks interaction questions.

The rat got it's mat back.

How does this happen?

Emy said something to the cat.

Lets the learners read and find out the sentences/or show the sentences.

The teacher can read it aloud.

Song: Kitty Cat Kitty Cat (Page 63)

The song 'Kitty Cat Kitty Cat' is given. Sing it with the learners. You can find out a video/audio version from the internet.

Activity 1 (Page 64)

Replacing pictures with apt words

Rationale/Aim: To check their ability to identify objects

To check their ability to write familiar words.

Materials needed: Chart paper, lively pictures, marker pen

Strategy: Sings the song and make a pause at target words. The teacher reads out the parts given. Lets the learners respond with apt words.

Lets the learners complete the lines.

e.*g Little Emy buys a ——. (fish)*

Lets them write the words in the slots given. Continues this process for the first four lines. For the fifth and sixth lines, lets the learners themselves read and find out the answers.

Then the cat agreed and agreed to give the mat back to the rat.

Can you read and find out what Emy said to the cat?

I will sing a song.

Some words are missing.

Listen carefully and find out the missing words.

Tips for low proficient learners
Sings the song. When you reach the target words do not utter the word but move your lips. Let the learners guess what the word is. Sing line after line slowly. Supply sentences in which words are replaced with pictures. Let the learners read them aloud.
e.g • *A fat* ....,   • A cat in a ....   • A big ....

Activity 2 (Page 64)

Name: Who am I?

Aim : Checks listening comprehension

Materials Needed: Chart paper, markers.

Strategy: Reads aloud the riddle rhythmically with possible gestures and expressions.

Gives time to make a guess.

If nobody comes out, gives more clues.

If they could guess, lets them try writing the word in the space given.

Two shining eyes,

One furry tail,

I eat fish,

I drink milk.

Can you make a guess?

Additional Activity

Interacts with the learners on the features of a fish (body parts, habits, dwelling, abilities etc.) Through negotiation make a riddle about fish. Encourage the learners to make a riddle about fish.

Tips for low proficient learners:

Supplies letters and ask them to assemble the words.

Activity 3 (Page 65)

Describing a picture

Rationale/Aim: Checks ability to describe pictures using right action words and position words.

Materials needed: Chart, marker pens

Strategy: Lets the learners read the pictures and express their ideas. Support with necessary interaction questions. Draws their attention to the text given. Lets the learners fill in the gaps orally. Asks them to write

What is this?

What is the rat doing?

Where is it sleeping?

Look at the first picture.

Who is this?

appropriate words. Low proficient learners can find out the spelling from previous pages.

Where is he lying?

Is he lying on a mat?

Look at the second picture.

Who is this?

What colour is the rat?

What is the white rat doing?

You are right.

Activity 4 (Page 66)

Name: Words which do not go with the group

Rationale/Aim: Finding out the similiarity of sounds in the given words.

Materials needed: Reader

Strategy:

A set of words are given. Checks how many of the learners are able to read them and find out the odd ones, without any help.

If the majority find it difficult, reads aloud the words and asks them to identify the words on the basis of the sounds..

Activity 5 (Page 66)

Name Healthy Habits

Rationale/aim: To inculcate good habits and speak about one's own habits

Materials Needed: Reader

Strategy:

Leads a discussion about good habits. Questions like the following will help you.

Helps the learners to read the sentences given. You can also make them mime

When do you get up in the morning?

Do you take a bath?

When do you brush your teeth?

Before food or after food?

Invite learners' attention to the picture.

the actions when you command or while showing captions written on strips.

Brush your teeth

Sleep

Wake up

Take bath

Eat breakfast

Go to the school

Go to toilet

Lets the learners also take your role and give commands. Lets the whole class act according to the commands.

On a later stage, shows the captions without reading.

Now, leads them to the activity.

Lets them number the sentences in order.

Now, lets them talk about their habits to their friends.

Self-Assessment Activity 1 Page 67

Aim To test learning outcomes

Materials needed: Reader

Strategy

Finds out who can talk about the pictures.

Helps them by asking apt interaction questions.

Interacts on the basis of the given picture focusing upon the objects and their positions.

Lets the learners colour the flower-plots based on the responses they have made.

Care should be taken that the learners

Look at this strip. Can you read this?

You are right.

Can you show the action when I read the caption?

Now, who will give the commands?

Ok, that's good.

Now, the whole class can act accordingly.

Look at this. Can you read them?

Can you arrange them in the right order?

Look at the first picture.

Where is the cat doing?

You are right. It is sitting on the mat.

(Like this draw attention to every picture using 'What' 'Where' etc.)

are reflecting their ability to do the task.

Self-Assessment Activity 2 Page 68
Aim: To identify the objects and their names.
Materials needed: Reader

Strategy

Asks interaction questions to identify the objects.

Lets the learners write the names of objects in the yellow circle against each picture.

Lets them read out the words.

Asks the learners to pick out the first letters of the words and writes them in the red circle. (The letters in the red circle will form a word.)

Asks the learners to read the word in the red circle. Checks how many learners can identify the word.

Look at the picture. Can you name them?

Yes, that's good.

Can you write these names in the yellow circle.

How many of you have written the names?

Can you say the first letter of each word?

Now, write that first letter in the red circle.

Start from 'C' and read the word.

You will get the name of the animal in the centre.

THREE KITTENS

Theme: Fantasy and humour.

Sub theme: Fun and curiosity in life

Learning Outcomes:

The learner:

• Comprehends and enjoys a simple story on creatures around us.

• Follows instructions and acts accordingly.

• Comprehends songs and sings with actions and rhythm

• Gets the concept of colours.

• Identifies the creatures and their young ones around us by their names in English.

• Describes pictures using appropriate vocabulary.

• Speaks about objects/things on the basis of colour and size.

• Describes an action using appropriate action words.

• Responds meaningfully to initiations in a dialogue/ conversation

• Makes simple suggestions.

Input discourses :

• Story

• Song/Rhyme

• Thought

• Description

• Dialogue

Language Elements

• The question words like what, who, and where.

• Words like let's, shall we, etc. for expressing suggestions.

• Imperatives like 'don't make a noise', 'catch it' etc.

• Pronouns like 'I', 'you', 'we' etc.

• Describing a scene.

• Words like in, on, into etc. to denote position.

• Adjectives to describe the colour and size of an object or thing.

• Singular and plural nouns.

Activities:

- Mask game
- Language games
- Drawing and colouring
- Developing big picture through speech bubbles.
- Jigsaw picture/puzzle
- Choreography
- Concept maps of colours & young ones of animals
- Riddles and puzzles

Materials:

- Masks
- Jigsaw of kittens
- Chart paper
- Cut-outs of speech bubble (20 Nos)

Use of ICT

- Presentation of the song 'Kittens'.
- Interactive activities for colouring and drawing.

Introduction

This unit consists of a story and a poem. The story deals with the importance of having fun and curiosity in life. It also focuses on the beings around us and their way of life. The activities included in this unit are intended to facilitate the acquisition of linguistic competencies like describing a thing or scene and to construct dialogues in meaningful contexts. It also focuses on the use of prepositions meaningfully. Transaction of this unit is mainly through oral communication and picture reading. It gives ample opportunity for listening, graphic reading and graphic writing. The page titled 'I know' is intended for self-assessment of the learner. Likewise the teacher assessment is made possible by the page 'My Learner'. The expected learning outcomes of this unit can be assured using these assessment pages.

Entry Activity

There are different ways to begin this unit.

1. Mask game

Unit Frame

Unit 4: Three Kittens

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• fantasy and humour- • fun and curiosity in life	• Story • Song/rhyme • Thought • Description • Dialogue	• The question words like what, who, and where. • Words like let's, shall we, etc. for expressing suggestions. • Imperatives like don't make noise, catch it, etc. • Pronouns like I, you, we etc. • Describing words to describe a scene.	• Comprehends and enjoys a simple story on creatures around us. • Follows instructions and acts accordingly. • Comprehends songs and sings with actions and rhythm. • Gets the concept of colours. • Identifies the creatures and their young ones around us by their names in English. • Describes pictures using appro-priate vocabulary. • Speaks about objects/things on the basis of colour and size. • Describes an action using appropriate action words. • Responses meaningfully to initiations in a dialogue/ conversation. • Makes simple suggestions.

Process

Brings the masks of a cat and a kitten.

Introduces the masks of the cat and the kitten to the learners.

Making the mask

Provides chart paper, colour pencils, scissors, glue and thread to each learner.

Asks the learners to make similar masks and give different colours to them.

Teacher talk

While introducing the masks

I have two masks with me.

Look at this one.

Who is this? A cat.

It is for me.

Here is yours.

Can you say who this is?

Yes, it is a kitten.

How is it?

Do you want to wear the mask?

Who wants to wear this mask?

But.... Oh, I have only one!

Shall we make masks for all of us?

Then all of us can wear them.

While making the mask

Look, place the mask on the chart paper like this.

Draw the face of an animal on the mask.

Cut the shape using scissors/blade.

Now, draw two eyes.

You can now cut the eyes.

Mark the nose at the centre.

Draw mouth just below the nose.

You may cut the mouth and nose.

Draw ears above the eyes.

Cut the ears.

Now, your mask is ready, isn't it?

Shall we colour the masks now?

What colour would you give to the eyes?

Red colour is good for the lips isn't it?

Now, make two holes on either side like this.

Shall we tie the thread through the holes?

Look, do it like this.

Yes, it is good.

Mask game

- Shows how to wear the mask.
- Demonstrates how to play the game.

During the mask game

Shall we begin the game?

Look this is the mask of a cat.

Shall I wear it?

Who am I now?

Yes, I am a cat.

What's my colour?

I am a grey cat.

Can you say where am I standing now?

Yes, near the table.

So, ' I am a cat, I am a grey cat standing near the table.'

- Tells them to wear the masks.
- Asks the learners to say who they are. (eg: I am a kitten, red kitten).
- Asks the learners to stand in a circle.
- Calls a learner to demonstrate the game.

Now, all of you please wear your masks.

Good. Who are you now?

Yes, you are kittens.

(Teacher invites a learner wearing a brown kitten mask).

Who are you?

What's your colour?

• Helps him to take a position and to say about it.

Yes, you are a kitten, you are a brown kitten.

Now, you can go and take position somewhere in the class. (ask other children)

Where is he now?.

Yes, he is sitting under the table. (to the whole class)

Now, can you say who he is and where he is?

All of you can take positions in the class.

• Asks each learner with the mask of a kitten to take a position in the class.

You have to say who you are and where you are.

• Lets the learner say about them in rhythm.

e.g. *I'm a black kitten sitting on the bench.*

I'm a green kitten standing at the door.

• Lets all the learners sing about the colour of mask, action and position.

• Calls three learners with the masks of black, brown and white.

• Introduces the unit 'Three Kittens' by pasting the three masks on the Big picture.

Come here.

Stick the mask in the Big picture. (to the whole class)

• Writes 'Three kittens' on BB/ chart.

Can you say who they are?

• Sticks other masks on the classroom wall.

Yes, three kittens.

Now, all of you give me your masks.

• Prepares cut-outs of dialogue bubbles in advance for the three kittens (20 numbers).

Let us stick them on the classroom wall.

There is another way to enter into this unit. Jigsaw puzzles of three kittens will help you. The process for jigsaw puzzle activity is dealt with in detail in Unit 1.

Materials needed: Three jigsaw pictures of kittens (Black, brown and white).

Process:

Distributes the jigsaw to three groups. Lets them solve it and complete the picture. Pastes the three jigsaw pictures on the Big picture. Then asks interaction questions based on the picture. Thus we can enter into the unit.

Let's continue like this.

Pastes the picture of a grey cat on the Big picture/Pastes the mask of a grey big cat on the Big picture.

Asks interaction questions about the three kittens (Pointing to the pasted masks/pictures of the kittens on the Big picture).

Asks interaction questions to develop the evolving text.

Who is this? (Pointing to each kitten)

How many kittens are there?

What colour is the kitten? (Pointing to each kitten)

Who is this big cat?

What colour is the mother cat?

Evolved text
Three kittens
Black kitten
White kitten
Brown kitten
Mother cat
Grey mother cat

Processes the reading of the evolved text.

Leads to Page 70 of the Reader by telling a short narrative given here .

"So, shall we listen to the story of 'Three Kittens'? Listen, I will tell you".

Narrative

Once there lived a mother cat and three kittens, in a small house. One was black, one white and the other brown. The mother cat was grey in colour. The three kittens were very smart. They were naughty too. They played with everything they got.

One day the kittens were sitting with their mother. They saw a cute, small thing, with a long tail. It started to run here and there... What's that! The kittens looked at each other.

Do you want to know what the kittens saw? Can you guess what it was?

Processes the picture on Page 70 of the Reader.

Asks interaction questions to process the text in the Reader.

The teacher asks the interaction questions pointing to the picture of each kitten on the big picture.

Elicits responses and develops the evolving text.

What is the mother cat doing?

What did the kitten see?

What is the colour of the rat?

What will the kitten say?

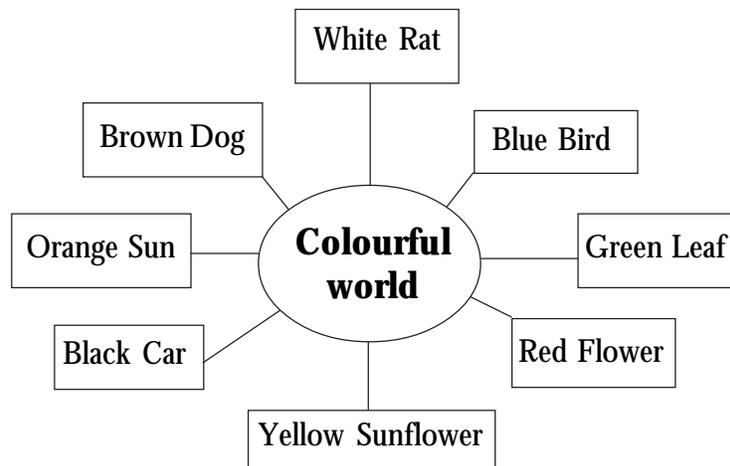Will the kittens wake her up?

What did the white kitten say?

The mother cat is sleeping.
A grey rat.
'Come, let's catch it', the kiitens said.

Follows the processes of reading the evolved text.

The teacher presents the text as narrative.

Lets the learners read the text. You may elicit new ideas by asking interaction questions.

Writes the elicited responses in the cut outs of speech bubbles and pastes them against each kitten.

What did the black kitten say?

What did the brown kitten say?

Come, let's catch it.

Shhh.... don't make a noise. Mom is sleeping.

Let's follow it.
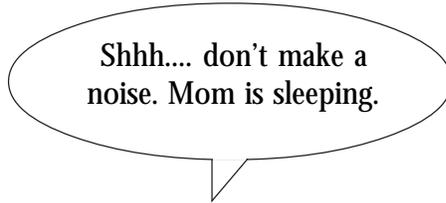
Developing concept map of colours.

The teacher pastes pictures of leaves of plants like Rose, Sunflower etc. on a chart. The pictures of Elephant, Kingfisher, Crane may also be pasted. Now, let the learners identify the pictures. Ask interaction questions to elicit the colours of each one.

```
                    White Rat
   Brown Dog                    Blue Bird

Orange Sun      Colourful       Green Leaf
                  world
     Black Car                Red Flower

            Yellow Sunflower
```

When the learners identify and say the colours, write them against the corresponding pictures.

Asks interaction questions given in the Reader to predict the next event.

Where will the rat go?

Will the kittens run after the rat?

Will they catch the rat?

Leads the learners to Page 71.

Picture interaction.

Elicits and megaphones the responses.

Look at the picture.

What do you see in the picture?

Can you tell me where the rat is?

Develops the evolving text.

What are the kittens doing?

Will the kittens say anything?

What will the kittens say?

Will they talk about the drum?

Do they know what is in the drum?

> The rat is on the drum.
>
> 'What will we do now?'
>
> 'What is inside the drum?'
>
> 'Shall we jump into the drum?' The kittens asked.

Follows the process of reading the evolved text.

Leads to Page 71 of the Reader. Presents the text on the page as a narrative with proper stress and voice modulation.

Lets the learners identify the ideas/ sentences and compare them with the evolved text.

Lets the learners find out the responses of each kitten.

Writes 'The rat is on the drum', What will we do now?', 'What is in the drum?' in different speech bubbles.

Pastes them against each kitten.

Writes 'Shall we jump into the drum.' in a big speech bubble.

eg:

Now, the rat is on the drum.

The kittens are looking at it, aren't they?

Who says that the rat is on the drum?

What did the white kitten ask?

What did the kittens say together?

Paste it above the kittens' speech bubbles as it is said by the three kittens together.

The rat is on the drum. What will we do?

Shall we jump into the drum.

What is in the drum?

Asks interaction questions given in the Reader to predict the next event of the story.

Elicits free responses and prepare a word web of what is in the drum.

Pastes a picture of drum on a chart. Ask interaction questions to predict what is in the drum. Writes the elicited responses on the chart to form the word web.

Have you seen a drum?

What is it used for?

What do we store in a drum?

Leads to Page 72 of the Reader.

Picture reading.

Asks interaction questions to elicit ideas.

Writes the elicited ideas on the chart.

Develops the evolving text.
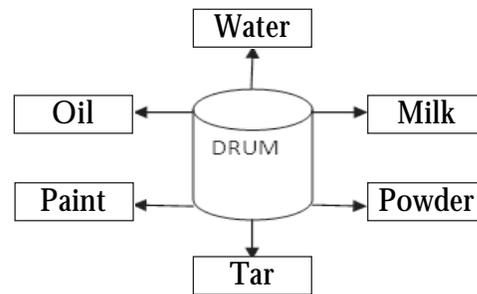
Look at the kittens. Where are they now?

What did the rat do?

What is the colour of the kittens now?

How did they become white?

Now, can you say what is inside the drum?

> The three kittens are inside the drum.
> The three kittens are white now.
> The rat ran away.

Follows the process of reading the evolved text.

What will the kitten say now?

What will be in the drum?

Will the kittens jump into the drum?

Will they catch the rat?

Leads the learners to the text given on Page 72 of the Reader.

Presents the text as a narrative.

Follows the process of reading.
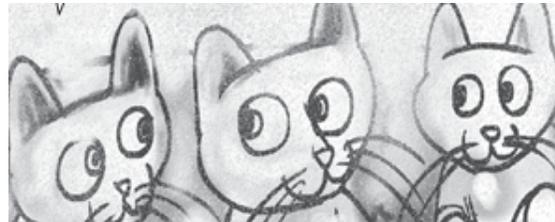
Can you say which kitten is white now?

Which one is brown?

Asks interaction questions to develop speech bubbles.

Lets the learners identify the responses of different kittens.

Writes the elicited responses on the speech bubbles.

Fixes the speech bubbles against kittens.

Which is the black kitten?

What did the first kitten say?

What did the second kitten say?

What did the third kitten say?

Are they happy now?

Look, you are white.

You too.

We all are white.

Activity - Word game

Asks the question to lead to the game.

Presents the game in the class.

Lets the learners guess and identify the word.

Writes the word 'frog' on the chart.

Leads to the text on Page 73 of the Reader.

Asks interaction questions to develop the evolved text.

The rat has gone. Do you want to know what the kittens see then?

Let's play a game.

I have four letters in my name. My first letter is in **fish**, not in **dish**.

My second letter in **rat** not in **mat**.

My third letter is in **dog** not in **dig**.

My last letter is in **bag** not in **bat**.

Tell me who am I?

Who are there in the picture?

What did the kittens see?

What is the colour of the frog?

What will the kittens say?

> **The kittens saw a frog.**
> **A green frog.**
> **'Catch it', the kittens said.**

Follows the process of reading the evolved text.

Teacher presents the text as a narrative.

Let the learners read the text and compare the ideas with the evolved text.

What did the first kitten say about the frog?

Asks interaction questions to elicit the responses of kittens.

What did the second kitten say?

What did the third kitten say about the frog?

Develops the speech bubble of the kittens.

The three kitten together said two dialogues. What are they?

It's hopping away.

It's green.

Look a frog, catch it.

It's big too.
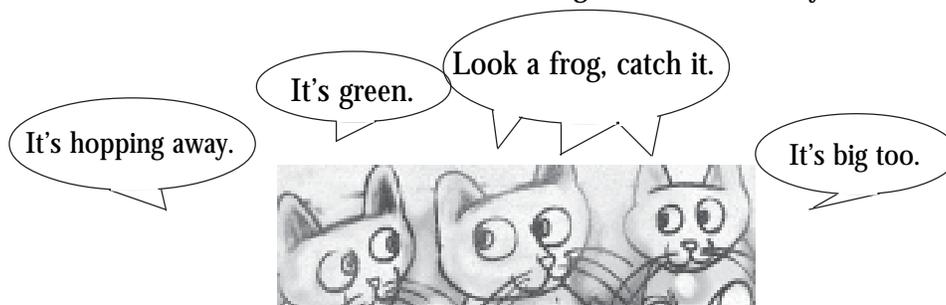
Asks interaction questions to lead to the next text on Page 74.

Picture interaction to process the text.

Follows the process of reading.

Lets the learners try to read the text individually.

The teacher may present it as a narrative.

Look at the picture.
Look at the three kittens.
Are they white now?

Lets the learners identify the responses of each kitten.

What is their colour now?

Develops speech bubble of each kitten.

What is the frog doing?

What are the kittens doing?

Can you guess, what is in the can?

How did the kittens become black?

What did the first kitten say?

What did the second kitten say?

What did the third kitten say?

Activity for knowing the story how the white kittens turned into black ones.

Presents the events of the story on a chart.

Lets the learners sequence the events and narrate the story.

The teacher may read the events to the learners.

Sequencing can be done by giving numbers to the sentences.

The kittens also jumped into the can.	☐
The frog hopped away.	☐
The frog jumped into the can.	☐
The kittens turned black.	☐

Presents the narrative given here to lead the learners to Page 75.

The three white kittens are black now.

Do you know how they became black?

We know that the kittens were chasing the frog.

What did the frog do when they chased it?

Look at the events given in the chart.

They are not in the correct order.

Read them and say which event happened first.

Say which comes after that.

Then, you will know how the kittens became black.

Then what did the kittens do ?

Listen to the narrative.

Narrative

The three kittens became sad. First they chased a rat. But it ran away. Then they saw a frog. The kittens tried to catch it. The frog hopped away. Poor kittens! They ran after the frog. They reached a pond.

Do you want to know who they saw there?

I won't tell you.

Shall I give you some clues?

You have to find out who it is.

Activity - Guess game

Gives clues one after the other.

After each clue give a chance for them to think.

Writes the guesses of the learners on the BB till one of them gives the right answer.

Clues for the game

It has wings, but can't fly.

It has tail, but not an animal.

It has no legs, but can move.

It cannot walk, but can swim.

Leads the learner to Page75.

Picture interaction.

Elicits responses to develop the evolving text.

What do you see in the picture?

What did the kittens do?

What did they see in the pond?

What is the colour of the fish?

Who else do you see in the pond?

Who is sitting on the leaf?

What is the rat doing?

> The three kittens saw a red fish.
> The kittens jumped into the pond.

The teacher presents the text as narrative.

Follows the process of reading.

Learners compare the ideas with that of the evolved text.

Asks the learners to identify what each kitten said.

Asks interaction question given in the text to predict the next event of the story given on Page 76.

Leads to Page 76 of the Reader.

Picture interaction.

Asks interaction questions to process the text.

Lets the teacher present the text.

Follows the process of reading.

Lets the learners find out what the kitten say?

Develops the speech bubbles of kittens.

Develops speech bubbles for the kittens and pastes it on the Big picture.

Look at the picture.

Where are our kittens now?

What are they doing?

Can the kittens swim?

Look at the frog.

What happened to it?

What does the rat say?

Is the rat happy now?

Did the kittens get the red fish?

What did the kittens say?

We lost the grey rat.
We lost the green frog.
We lost the red fish too.
But we had a nice bath.

- Asks the interaction questions given in the Reader.
- Asks the learners to share their experience.
- Asks the interaction questions to predict the next event of the story.

Will the kitten come out of the pond?

Will they get back their colours?

Will the mother cat look for the kittens?

Will the kittens go back to the mother cat?

Leads to Page 77 of the Reader.

Picture interaction.

Elicits the text

Presents the text as a narrative.

Follows the process of reading.

Identifies the responses of each kitten.

Develops the speech bubbles.

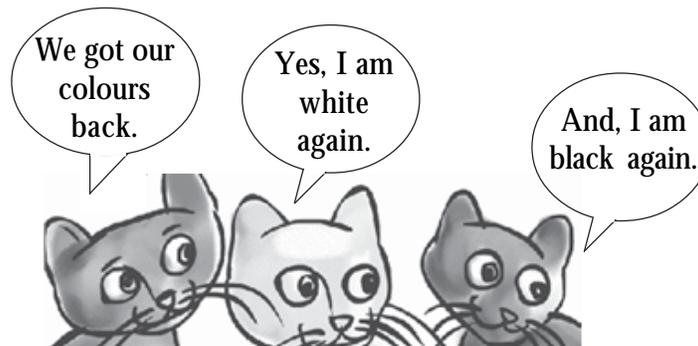Lets the learners place them against the kittens.

Where are the kittens now?

Are all of them black now?

How did they get back their original colours?

Are the kittens happy now?

After reading, asks questions to identify the responses of the each kitten.

We got our colours back.

Yes, I am white again.

And, I am black again.

Processing of the rhyme – KITTENS.

Informal interaction based on the colours,size and habits of the kittens.

Presents or sings the poem with proper rhythm.

Now, presents it with proper actions.

Lets the learners sing with you.

Lets them sing in groups.

Provide chances for individual presentation.

Attempt choreographing the rhyme using masks.

Do you like cats?

Do you have a cat at home?

Does it have kittens?

What are their colours?

Do you like them?

Aren't they cute and smart?

Do all kittens look alike?

What do the kittens eat and drink?

Activity 1- Colouring and describing (Page 79 of the Reader)

Aim:

To get the concept of colour

To describe a scene using nouns and adjectives

Materials needed

Textbook, colour pencils/crayons

Process:

Reads out the instruction.

Lets the learners identify the colours.

Asks to colour the picture individually.

Asks interaction questions.

Lets the learners describe orally the picture they have coloured.

Asks the learners to complete the given description 'My picture' individually.

Random presentation of the description prepared.

Lets the learners be in groups to share what they have written.

Provides the groups with chart paperS each.

Develops a description by negotiating with the groups.

Follows the process of reading.

Interaction questions for Activity 1

What colour would you give for the fish?

What will be the colour of the frog?

Which colour would you give for the bird?

What will be the colour of the tree?

What colour would you give for water?

Activity 2- Matching pictures with action (Page 80)

Aim:

Describes action and uses the position words

Familiarising action words

Materials needed: Reader

Asks interaction questions based on each picture.

Asks about number, action and position.

Lets the learners read the sentence strips given.

The teacher reads the sentence strips aloud in the class.

Asks the learner to match the sentence strip with the corresponding pictures.

Individual presentations.

Interaction questions for Activity 2

How many kittens are there?

What do they do?

Can you say how many birds there are?

What do the birds do?

Look at the frog. Where does it sit?

What does the duck do?

Did you see the cat? What does it do?

Activity 3 - Giving instructions (Page 81)

Aim:

Familiarising imperative sentences

To listen to instructions and act accordingly

Lets the learners identify the actions in the picture given.

Lets the learners read the instruction first and then the corresponding action.

The teacher asks interaction questions based on the actions.

Lets the learners predict the instructions for other actions shown.

Lets the learners write the instructions in the given space.

Interaction question for Activity 3

What is the girl asking the boy to do?

What is the boy doing?

Look at the girl on the cycle. What will the boy ask her to do?

Who is inside the car?

What does the girl ask the driver?

What does the girl have with her?

What will the boy ask her to do?

Look at the boy. He is throwing the ball. What will the girl say?

Self – assessment activities

Activity - 1 (Page 82)

Aim:

1.To assess whether the learner can identify the characters they have come across in the story.

2.To feel empathy towards the characters of the story they have learned.
Asks the learners to identify the characters in the given picture.

Lets the learners write the names of the characters in the given space (my friends).

Reads the instruction aloud to the whole class.

Look at the picture.

They are the friends you have met in the story 'Three Kittens'.

How many of them do you know?

Can you say their names?

Activity 2 (Page 83)

Aim:

1.To assess whether the learner can identify the events of story in the order of occurrence.

2.To retell the events of the story in the right order.

Presents the context given in the text.

Initiates a discussion to recall the events with the help of the given picture.

Invites individual random oral presentation.

The teacher reads the given events and asks the learners to fill the missing part.

Lets the learners say it orally and note them in the space provided.

Asks the learners to colour the kitten after each successful completion of the blanks.

What did the kittens see first?

What did the rat do?

What did the kittens see next?

Where did the kittens jump to catch the frog?

What did the kittens see in the pond?

What did the kittens do to catch the fish?

What did the kittens say when they came out of the pond?

Teacher assessment (Page 84)

This is to assess whether the learners have achieved the intended learning outcomes given in the beginning of the unit. You may fill in the assessment table given on Page 84 of the Reader.

For the Teacher:-

After finishing the unit, the whole story may be enacted before the class based on the filled-up speech bubbles.

UNIT 5

THE BABY ELEPHANT

Theme: Need of having self-esteem and confidence.

Sub theme: Realizing one's strengths and weaknesses.

Input discourses

• Dialogues

• Story

• Thoughts

• Song

• Description.

Learning outcomes

The learner:

• Develops an idea on the importance of friendship.

• Understands that everyone has merits of his/her own.

• Comprehends simple stories and poems.

• Develops ideas regarding size, shape and uses them suitably.

• Develops vocabulary related to body parts of animals.

• Describes an action using appropriate verbs.

• Responds meaningfully in the targeted language.

Language elements:

• Identifies and comprehends question words.

• Talks about locations.

• Describes abilities using 'can'.

• Describes actions.

• Describes things using qualifiers.

Activities:

• Big picture

• Language games

• Riddles

• Action songs

Materials:

Big picture, cut-outs for the Big picture, sentence strips etc.

ICT

• Presentation of 'Elephant song'

• Word games using ICT

• Spelling games using ICT

Unit Frame

Unit 5: The Baby Elephant   Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Need of having self-esteem and confidence. • Realizing one's strength and weaknesses.	• Dialogues • Story • Though • Song • Description • Big picture • Language games • Riddles • Action songs	• Identifies and c o m p r e h e n d s question words • Talks about locations. • Describes abilities using 'can' • Describing actions • Describing things using qualifiers	• Develops idea about the importance of friendship. • Understands that everyone has merits of their own. • Comprehends simple stories and poems. • Develops ideas regarding size, shape and uses them suitably. • Develops vocabulary related to body parts of animals. • Describes an action using appropriate verbs. • Responds meaning fully in the targeted language.

Process	Teacher talk
Introductory activity	
Game: Passing the ball.	
Materials needed: Small ball shaped ice cream container, white papers in which pictures of an animal or a bird is drawn. The teacher should wrap the ball with the papers having pictures one over another.	
Makes the learners stand in a circle. Asks the learners to pass the ball gently when the starting whistle is heard.	Come on, let us stand in a circle. What is this? Yes, it is a ball. Start passing the ball when I blow the whistle.
They should stop passing the ball at the next whistle.	When I blow the next whistle stop passing the ball .
When the passing is stopped, the learner who holds it can open the outer most wrapper.	Who has the ball now? Open the outer wrapper. You see a picture here, don't you? Don't say its name.
He should say something in English about the bird/animal on the paper without saying its name. (eg. It is big/it is an animal/ it is black etc.).	Talk about its features. Is it a bird or an animal, is it big or small? What is its colour? Others should say which bird or animal it is.
Others should identify the animal from the description.	
Slow learners can even imitate the sound or action of the animal on the paper.	
The game is repeated.	
Making a Big Picture of a forest:	
Materials : Cut-outs of trees (without leaves), cut-outs of wild animals and birds, cut-out of the baby elephant	Where does a lion/tiger live? Have you ever gone to a forest? What animals do you find in a forest?

given on the Reader (the baby elephant looking down at something,) cut-outs of leaves/original leaves, cut-outs of small plants, cut-out of a pond etc. Labels of animals (both wild & domestic).

Lets the learners name the animals in the forest.

Makes ready the labels for animals.

Fixes cut-outs of animals and birds (makes sure that the characters described in the unit are there among the cut-outs)

Fixes labels on the cut-outs.

Asks the learners to fix labels near the cut-outs. The teacher can help them at this time.

Interacts with the learners to elicit this idea of the elephant.

Elicits responses.

Lets the learners draw the picture of an elephant in their notebooks.

Fixes the cut-out of the pond at the proper place.

Asks proper interaction questions to elicit the next text.

Interacts for getting the idea of image (reflection).

Elicits the reading text.

Asks appropriate questions to elicit the sentences in the Reader as answers and writes them on the chart.

I have some cut-outs of trees. Can you fix them?

Where will you fix the trees?

Aren't there any leaves?

Fix them.

Are there small plants?

What animals will you find in the forest?

Now, the teacher takes the cut-outs of the animals you see in the forest and fixes them on the big picture.

Which animal do you like the most? Why?

Can you draw the picture of an elephant?

The teacher can interact with the learners while the drawing is in progress.

The teacher can ask questions based on the body parts of the elephant.

What is the baby elephant looking at?

The baby elephant is looking into the water.

What will it see in the water?

It will see its image in the water. He will be surprised to see his image. It may be the first time that it sees its image.

It cannot believe it. What will it ask itself?

Is it me?

How does an elephant look like?
It's very cute, isn't it?
Will the elephant like its image in water?
But the baby elephant doesn't like its image. What will be the reason?

Elicits responses

Elicits responses like 'it is so fat', 'it is so big' etc.

The teacher asks more about the baby elephant and elicits the next text.

What will the elephant think of the baby elephant?

I'm so big. **I'm so fat.**

The baby elephant is so big and fat.
It is not beautiful to look at.
It looks funny.
What will the baby elephant think? I look .... (elicits the answer and writes)

I look so funny.

The baby elephant noticed its nose.
It was surprised to see such a long nose.
What will it say about its nose?

What a long nose!

It sees its big ears too. What will it say about its ears?

Two big ears!

The baby elephant is very sad.

The baby elephant thinks;

'The parrot is very beautiful. It has nice green feathers. It has many friends. Everybody likes it. But I'm not good looking.'

What will the baby elephant think now?

Will any one like me?

Follows the process of reading the evolved text.

Reading by the teacher.

Reading by the learners after the teacher.

Identifies sentences and words from the text.

Presents the text in the Reader on Page 91 as a narrative.

Compares the evolved text on the chart with that of the Reader.

Elicits responses and write them on the chart.

(Eg: Don't worry, You are nice, You are good looking etc.)

Lets them read all the sentences and write their own responses in the notebooks.

Elicits responses

Asks interaction questions to share the learner's ideas.

Asks interaction questions for eliciting the previous ideas related to the story.

To the picture in the Reader Page 92

Asks questions based on the picture in the Reader.

Elicits the text on Page 92.

The baby elephant is very sad. It thinks it does not look nice.

How will you console the elephant? What will you say to the elephant?

Where do you see your image?

Have you looked at mirrors?

What do you like in your image?

Is the baby elephant happy with its figure?

Does he think that others will like him?

Will his friends know about his sadness?

What will his friends do?

Look at the elephant's face. Is it happy?

Why is it sad?

What are the other animals in the picture?

What are they saying to the baby elephant?

The elephant thinks that its ears are not nice.

How will the monkey console it?

What will the monkey say?

Who said this?

Develops an evolving text based on the questions and writes them on the chart.

> 'Your ears are lovely. You look so sweet', said the monkey.

The baby elephant is very sad because it is fat. But you see, the baby elephant is very smart, isn't it?

What will the giraffe say to make the elephant happy?

> 'You're fat, but you're smart', said the giraffe.

The baby elephant thinks that its long nose is not attractive.

What will the zebra say?

> 'Your long nose is so attractive', said the zebra.

Follows the processes of reading.

Presents the text on Page 92 of the Reader as a narrative.

Elicits responses.

Can you make the baby elephant happy?

What will you say to make him happy?

Initial interaction with the learners for reminding the previous ideas.

Processes the text.

Interaction based on the picture in the Reader Page 93.

Who else consoles the baby elephant?

Is the baby elephant happy then?

Who are there in the picture?

Where is the baby elephant?

'You have two big ears. But see, they are very useful', said the parrot.

How are the ears useful for the baby elephant?

Elicits responses. Writes them on the chart.

What will the parrot say about the elephant's ears?

Your ears are big. You can fan yourself.

Asks more interaction questions to elicit ideas.

'You have a trunk', said the squirrel. What can the elephant do with its trunk?

See, the monkey, the giraffe, the parrot…They are the baby elephant's friends. Who are the other friends?

What will the owl say to the baby elephant about the friends?

How will the owl say that they love the baby elephant?

Will the tiger say anything about the baby elephant's strength?

What will it say?

Elicits responses.

Follows the process of reading.

Presents the text on Page 93 of the Reader as a narrative.

Game - Finding my friend

The teacher prepares some lots.

Writes the names of the learners in each lot.

Puts the lots in a small basket.

Lets the learners pick one lot each.

Look, I have written the names of your friends in the lots.

Asks the learners to find out their friends by reading the name in the lot.

Take one lot from the basket.

The name chart in the classroom will help the slow learners.

Open the lot and read the name.

Lets the learners introduce their friends.

Then introduce the friend you have got.

eg. This is my friend.

Her name is Alisha.

The teacher should be a part of the game and she should begin by introducing her friend.

Hello friends, "This is my friend. Her name is Shamna".

Lets all the learners introduce their friends.

Later the teacher can write the sentence on the chart.

E.g: This is my friend. His / her name is ………………. | Look, you can write like this.

Lets the learners write graphically in their notebooks.

Introductory interaction

Interaction based on the picture on Page 94 in the Reader .

Develops the same context in the Big Picture through interaction.

Asks questions on the location, characters, mood of the characters etc.

Elicits answers.

Where is the baby elephant, now?

What is he doing?

Are there any friends with him?

Is he happy/sad. Why?

Why is the baby elephant crying?

Does he want to be an elephant?

What is the baby elephant thinking now?

What will he do then?

> I don't look good.
> I don't want to be an elephant.
> He begins to cry.

The teacher can write their responses on the chart.

After that the teacher can show the chart containing the text in the Reader and follow the processes of reading.

Presents the text in the Reader as a narrative.

Asks interaction questions to predict the next text.

To the Big Picture.

Introduce the fairy in the Big picture and fix it, labeling it *'Fairy'.*

The baby elephant is crying.

Why is the baby elephant crying?

Will anybody help it?

How will you help the baby elephant?

Where is the fairy?

The fairy looks down.

What does the fairy see there?

A baby elephant.

Is he happy?

How does he look?

He looks sad.

The fairy sees the baby elephant.

What is the baby elephant doing?

The fairy sees the baby elephant crying.

What will the fairy think now?

What will the fairy do now?

Alas! the baby elephant is crying.

She decided to make him happy.

What will she say?

"……………………………………………"

I will make him happy.

Elicits the answer and write.

Processing reading.

Presents the text in Reader Page 95 as a narrative.

Discussion on the big picture of the previous page.

Where is the fairy here?

What does she see below?

Where is the baby elephant?

Introducing the picture in the present page 95.

What does the fairy do?

Where is she now?

What she is going to do?

These ideas can either be elicited or narrated by the teacher.

Re-fixes the fairy in the Big Picture in front of the elephant based on the Page 96.

Interaction based on the Big Picture.

Look, here is a fairy.

What does the fairy call the baby elephant?

The elephant looks around. It sees the fairy.

What will the elephant ask the fairy?

What reply will the fairy give?

> Dear friend, the fairy called the baby elephant.
> Who are you?
> Baby elephant asked.
> I am a fairy.

Elicits the all their answers and write them on the BB.

Follows the process of reading.

Lets them go through the Reader on Page 96 to see if their answers are there on the Page.

The teacher can present the text as a narrative.

Asks interaction questions

The fairy offers to help the baby elephant.

What will the baby elephant ask her?

Will the fairy turn the baby elephant into a bird?

Is this the baby elephant?

Is it big now? What happened to it?

Elicits responses.

Introduces the picture on Page 98 of the Reader.

Asks interaction questions based on the picture.

What happened to its ears?

What happened to its long trunk?

What are the other changes?

> The baby elephant became smaller and smaller.
> The big ears turned into small wings.
> The trunk became a small beak.

Represent the responses graphically (Learners can draw the picture including the changes that happened to the baby elephant.)

Asks interaction questions.

Elicits responses.

The baby elephant has turned into a bird.

Asks interaction questions

Interaction based on the Reader on Page 99

Writes responses on the chart.

(Asks supplementary questions if needed. *E.g. What will the bird think of its size?/what will it think about its appearance?*)

What is the baby elephant thinking now?

Is a bird better than an elephant?

What do you think?

The baby elephant is a bird now.
What will the bird do?
Look at the bird. What is it doing?
Is it happy?
What is the bird thinking now?

> I am small.
> I can fly.
> I am happy now.

Shows the chart containing the text and follows the processes of the reading.

These are your ideas.

Let's see what the bird actually thinks.

The teacher can narrate the text as required.

Asks interaction questions given in the text to predict the next event.

Interaction based on the picture in the Reader on Page 100.

Where is the little bird flying?

Elicits the answer and writes the word 'eagle' on the chart.

Which is the big bird?

Goes to the previous page.

Asks interaction questions.

What was the little bird doing?

> The little bird was flying in the sky.

What happened then?

> An eagle comes to attack the little bird.

It is a big bird.

What will the little bird think now?

Elicits responses and writes them on the chart.

> I am in trouble.

Follows the process of graphic reading.	
The teacher can narrate the reading text as required.	
Asks the interaction question given in the text to predict the next event.	What will the little bird do now?
Elicits responses.	
Interaction based on the picture.	Look at the picture?
	Who are there in the picture?
	What is the little bird going to do?
	What does the little bird see in the bush?
	Is it afraid? What will the bird think now?
Elicits responses.	
Narrates the text in the Reader on Page 101 properly.	
Asks interaction questions to elicit more ideas.	Is it safe to become a little bird. Why?
	Will the little bird want to change its form?
	What does the little bird want to become?
Elicits responses.	
Asks interation questions given in the text to predict the next event.	
Goes to the next page.	
Interact with the learners based on the picture.	What does the little bird want to become?
Elicits responses.	Look at the picture. Who comes to help the little bird?
	Will the fairy change the little bird? What happens to the little bird now?

The little bird becomes a big lion.

	How did the little bird become a lion?
	Can you say what changes happened to the bird?

What happened to the birds' feathers?

What happened to its feet?

What happened to its beak?

| The feathers turned into fur. |
| The beak changed into a big mouth. |

Narrates the text in the Reader given on Page 102.

Asks interaction questions

Is the lion happy now?

Why is it happy?

What will the lion do now/say now? .

Elicits all the responses.

Writes the children's responses on the BB/ on their paper strips.

E.g: I am strong now./ I am a big lion./ I am the king. etc.

Follows the process of reading.

Lets the learners write their own responses in their notebooks from the BB.

Asks interaction questions to predict the next event.

Will the lion go to its friends?

Introduces Page 103 in the Reader.

Asks interaction questions based on the picture.

Look at the picture.

The baby elephant has become a lion.

Where will it go now?

Look at the other animals. What are they?

Yes, they are the baby elephant's friends.

Will the friends recognise the baby elephant?

See, the baby elephant is a lion now. What will the monkey, the giraffe and the parrot do when they see the lion?

What are they doing?
Will they play together now?
Why are they not coming near the lion?
Is he happy now?

> The animals started running away.
> They are afriad of the lion.
> They became frightened.

Elicits their responses. Writes the relevant lines on the chart/BB.

Reads the sentence. Asks them to identify their ideas.

Reads the text with the help of the chart.

Follows reading processes.

Who said this sentence?/Whose idea is it?

Let's see what actually happened.

Presents the text on Page103 of the Reader as a narrative.

Interaction to the Big Picture.

Interacts with the learners based on the Big Picture.

Replaces the cut-out of the baby elephant with the cut-out of the lion.

The cut-out of the fairy is already there.

Proceeds with interaction.

The baby elephant does not want to be a lion.

Who does he call?

What does he ask the fairy?

Elicits the reply.

> I don't want to be a lion.

Places this sentence strip on the Big picture.

Asks the learners to scribble their ideas.

What will the fairy say?

Writes the ideas for them on their paper strips. Or asks them to read their ideas from their scribbling and write them on the chart.

Reads out all their ideas to the whole class.

Now, let the learners write down their own ideas in their notebooks.

E.g. Be happy, I will help you, I will change you etc.

Shows the pictures on the previous page and that on the present page.

Asks interaction questions.

Look at the lion.

Is any of his friends with him?

Does he have any friends now?

Look at the lion's face. Is he happy now?

Who appeared before the lion?

| The fairy. |

We know the lion is very sad now.

What will the fairy ask the lion?

| Have you any new wish? |
| What is your wish? |

What will the lion complain to the fairy?

| I have no friends. |
| I want a lot of friends. |

Elicits the answers and processes them.

Will the lion want to change again?

What will the lion ask the fairy?

What will be his wish? Why?

Write down your ideas.

I want ....

Lets the learners write their ideas. Asks them to read what they have written.

The teacher can write their ideas on the chart and follow the reading process.

Later allows them to write down their own ideas in their note books.

The teacher can present the text as a narrative.

Asks interaction questions. Elicits responses. Asks them to write down their ideas. Refers to the sentences they wrote based on the previous text.	What does the lion want to become? Did the fairy help the lion?
Leads the learners to Page 105 of the Reader. Picture reading.	These are your ideas. Let's see what actually happened. Look at the picture on Page 105 Who are there in the picture?
Elicits responses Presents the text on Page 105 of the Reader as a narrative. Asks interaction questions given in the text to elicit more ideas and to predict the next event.	What happened to the lion? Will the elephant be happy now? What will he do now? Will his friends come back to him?
Leads the learners to Page 106 of the Reader. Replaces the cut outs in the Big Picture as the interaction proceeds. Asks interaction questions	Look at the picture Where is the baby elephant now? Did he get back his friends? What are they doing? What will his friends say to/ask him? Will they play together? Are the friends happy now? How will the baby elephant feel now?
Elicits responses and writes them on the chart. Reads the text using the chart. Reading after the teacher. Identifying ideas. Asks interaction questions based on the picture to check comprehension.	Some of the baby elephant's friends are missing in the picture. Who are they? Can you tell their names? Take the right cut-outs and add them to the Big Picture?
Lets them select the cut outs, placed on the table and fix them in the big picture.	

Draws blank speech bubbles against each character in the Big Picture and asks the learners what they said.

The teacher may present the text as a narrative.

Asks interaction questions and elicits the dialogue of each character.

Read and find out what the tiger said?

The giraffe also asked something to the baby elephant.

What did it ask?

Who said 'We realy missed you dear'?

What did the owl say?

The dialogues of each character should be prepared and written on paper strips.

Places the paper strips on the table.

Lets the learners find out and say the dialogue from the text and compare it with what is written on the paper strips.

Asks the learners to select the paper strips containing these ideas and place them in the speech bubbles.

After filling all the speech bubbles in the Big Picture, follows the process of reading.

Asks interaction queastions based on the story.

Elicits responses.

The baby elephant is very happy now. He got back his friends. Then he heard the fairy's voice. Can you say what she said?

Elephant song

Asks interaction questions.

Interacts on the features of the elephant keeping in mind the ideas contained in the lines.

Sings the song with proper rhythm.

Asks the learners to sing after you.

Writes the lines of the song on a chart.

Process :

Show the chart containing the lines.

How many eyes does the elephant have?

Are the eyes big?

How are the ears?

………………………………………

………………………………………

Sings together.

Lets them identify the lines.

Gives changes for the leraners to sing in chorus.

Sing and Dance

Divides the learners into groups.

Makes a singing group and a dancing group.

When the singing group sings each line of the song, one learner from the dancing group may come forward, enact the line and go back.

The teacher can help the learners in enacting the idea.

When the next line is sung, asks the next learner to come up with his/her action.

Continues this process till the song ends.

If there are not enough learners in a group makes the learner show more than one action.

A same group can be allowed to sing and dance, if possible.

Use proper teacher talk to interact with the learners for giving instructions clearly.

Activity - **1 (Page 108)**

Aim:

To associate the animals with their food.

To understand vocabulary related to food items.

Materials needed: Reader

Introduces the page to the learners.

Narrates the text to familiarise the context.

Gives instructions clearly.

Look at the names of the animals given on the left side.

They are our baby elephant's friends.

Lets the learners identfy the pictures and relate the names given in the box below.

Lets the learners write the names of the food item in the corresponding boxes.

Asks the learners to match the animal with the picture of their food.

Asks them to sit in groups and share their ideas.

Presentation by the groups.

Asks the learners to fill up the sentences in the next page. (Page 109 of the Reader)

Group sharing.

Presentation.

Editing by the teacher.

Can you read out their names?
That's good.
Look at the pictures given on the right side.
These are the food items for these friends.
Can you identify and name these food items?
Can you match the animals with their favourite food?

Now, you know the favourite food item of each animal?

Can you complete the sentences given here?

Activity - **2**

Picture description(Page 110)

Aim:

To use the words learnt in new situations and contexts.

To facilitate writing competency.

Materials: Reader

Let the learners read the picture given in each sentence.

Asks the learners to fill up the blanks using the names of the picture in each sentence.

Lets them complete the description individually.

Sharing in groups.

Editing by the teacher.

Read the first sentence given.
When you read the sentence, read the name of the picture given.
e.g. Take the first sentence
What is the picture given there?
Yes, an elephant. So can you read.
Yes, an elephant is a big animal.
Like this you can read and write each line.

Activity - 3 (Page 111)
Aim:
To express abilities using language.
To use language in new contexts.
Materials : Reader, box, picture slips, whistle etc.
Learners are asked to sit in a circle.
Pictures of animals and birds are kept in a box.
The box is passed from learner to learner. When the teacher blows a whistle, they stop passing and the learner takes up a picture and speaks about what the animal or bird does.
Asks proper interaction questions to elicit the qualities and abilities of the animal or bird.
Don't allow them to tell the name of the animal/bird.
Lets the other learners say the name of the animal.
The game is continued.
Goes to the activity Page in the Reader 110.
Asks learners to identify the characters.
Presents the action given in the speech bubble of the tiger by modulating the voice.
Asks the learners look at the other animals ask what each one will say about what they can do.

Look at the zebra. What can a zebra do?

What will it say about what it can do?

What will the bird say about what it can do?

Look at the snake. Can you say what a snake can do?

Let the learners try to fill the speech bubbles of the animals.
Sharing in groups
Group level presentation
Editing by the teacher.

The giraffe also says about what it can do. What does it say?

Activity - 4 (Page 112)
Aim:
To assess the spelling.
Materials: Reader
Introduces the page.
Asks them to identify each word
Reads out the instructions clearly.
Interacts with the learners meaningfully.
Lets them try to read the correct words.
They can write in the boxes individually.
Group level sharing
Presentation.
Editing.

I know - Learner assessment (Page 114)
Here we do the learner assessment with an activity - riddles.
Aim: To identify the characters in the story from their qualities and abilities.
To introduce riddles in English.
To coin new riddles in the given manner.
To develop logical thinking.
Process:
Teacher can present the first **'Who am I'** given in the text.
Asks the children to identify the animal or bird from the given riddle.
Lets them writes the answers individually.
Like this, they may read the other riddles and find out the answers.

If needed, the teacher can present the riddles.

Asks proper interaction questions to elicit the qualities and abilities of the lion.

Asks them to coin a riddle with these elicited qualities and abilities of the lion.

Individual writting.

Group sharing.

Presentation.

Process :

I Know - **Learner assessment (Page 115)**

Rearranging the events of the story.

Aim :

To sequence the events of a story by identifing the order of occurence.

Material needed: Reader

Process

Gives paper strips containing sentences in the activity on Page 114 of the Reader, to each group.

Asks them to arrange them in the order of occurance.

Lets the group arrange the events.

Teacher can interact with the groups while the activity is in progress.

Asks them to present them before the whole class.

After that lets them read the sentences in the Reader.

Lets them put the numbers in the boxes given, based on their order of occurence.

My learner - **Teacher Assessment (Page 116)**

In the given table on the left side you can see ten columns. In each column the expected outcomes are listed. You have to assess them on a three point rating scale, fully- partially -to some extent.

UNIT 6

MY DREAM BICYCLE

Theme: Family and family relationships.

Sub Theme: Care and concern that children get in the family.

Input elements:

- Narratives/Stories
- Conversations
- Songs
- Descriptions

Learning outcomes

The learner:

- Understands the relevance of family bondage and the care each member gives to others.
- Develops understanding about the parts of vehicles and days in a week.
- Develops ideas about family relationships.
- Plans and perfoms choreography of songs.
- Develops vocabulary about family members, parts of vehicles and days in a week.
- Writes simple descriptions and conversations.

Language elements:

- Uses and responds to simple questions in English.
- Identifies the words used for giving directions.
- Uses appropriate words for describing objects and persons.

Activities:

- Drawing and Colouring
- Adding lines
- Choreography
- Theatre games
- Concept mapping etc.

Materials calendar, crayons, marker pens, chart papers, card strips, photos etc.

Use of ICT Presentation of song, drawing, colouring, and labelling.

Introduction This unit consists of a story and a poem. The story deals with the importance of care and concern in a family. It also deals with the bond of love among family members. The activities included in this unit will

Unit Frame

Unit 6: My Dream Bicycle

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Family and f a m i l y relationships. • Care and concern children get in family.	• Narratives/story • Conversations • Songs • Descriptions • Drawing and colouring • Choreography • Theatre games • Concept mapping	• Comprehends and responds to simple questions. • Comprehends and react to directions. • Develops vocabulary about family members, parts of vehicles and days in a week. • Writes simple descriptions and conversations.	• Understands the relevance of family bondage and the care each member gives to others. • Develops understanding about the parts of vehicles like bicycle and days in a week. • Develops idea about family relationships. • Choreographys the songs.

help the learners to understand family relationships and form concept maps on days of week, members of the family and parts of vehicles. The activities also provide ample opportunities for constructing discourses like description and conversation. The activities suggested here cater to vocabulary development and lead to organic reading and writing.

Process	Teacher Talk
Entry Activity	
Interaction on birthday gift.	When is your birthday?
	Who reminds you about it?
	What do you do on your birthday?
	Do you get birthday gifts?
Elicits responses.	What do you want on your next birthday?
Draws the picture of the birthday gift.	Draw it.
Provides a piece of chart paper to each learner.	What are you going to draw.?
Interacts with the learners while the drawing is in progress.	Oh! a watch?/a doll?/a cricket bat?/an umbrella?/a toy? Can you draw it?
	That's good/your picture is very nice.
	Now you can colour it.
Colours the picture.	Which colour do you want?
Provides crayons and colour pencils.	Here are the crayons. Come and take the one you need.
Random presentation.	Abin, Can you say what you drew?
Developing a concept map of 'Our Birthday Gifts' by interacting with the learners.	What is your gift?
The teacher also can draw a gift- a bicycle- and exhibit it along with the learners drawings.	Look! this is the birthday gift. I got when I was a child like you. What is this?
Writes one or two sentences about the bicycle by interacting with the learners.	What is its colour?
e.g: This is my birthday gift. It is a bicycle. It is blue. I like to ride the bicycle.	Do you have a bicycle?
	Do you like to ride a bicycle?
Read the sentences aloud.	Can you write like this about your gift?

Asks the learners to write one or two sentences about the dream gift they have drawn.

Lets them write the sentences on the chart below the picture.

Presentation of the description by the learners.

The pictures are compiled to form a Big Book, and exhibited in ORC.

Leads to the Reader.

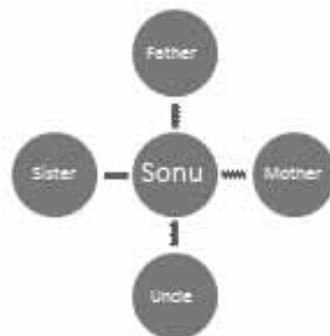Interacts with the picture on Page 116 in the Reader.

Elicits responses.

Writes them on the chart/BB.

Asks them to find out the key word/ sentence from the text. Lets them to read it.

Interaction on Sonu's bicycle.

What is this boy doing?

What is he drawing?

Well, these are your answers. Let's see.

It is in the Reader. Read and find out.

What colour does he want to give his bicycle?

Do you know the name of this boy?

See, Sonu has completed his dream gift. What will he do after completing the picture?

Will he show his picture to anyone?

Do you like drawing?

After drawing a picture, what will you do?

Who do you show your drawings to?

Fine. Who will Sonu show his picture to?

Elicits the answers and writes the words as a word web in the form below.

Narrates the text in the Reader, Page 117.

Asks interaction questions given in the text and elicits responses.

Goes to the picture on Page 118.

Picture interaction

Asks interaction questions to elicit ideas.

Look at the picture. Sonu is showing the picture to somebody. Who is Sonu showing the picture to?

Is it so? How do you know?

What did Sonu's father ask him?

Can you find it out from the Reader?

Can you read it?

Helps the learners if needed. Writes the sentences on the BB and reads.

You need a bicycle, right?

Asks them to read the idea from the text and writes it on the BB.

What is Sonu's reply?

Come and write it on the BB.

I need a bicycle like this.

Lets the learners read the sentences.

Narrates the text in the Reader to the learners.

Asks interaction questions given in the Reader related to birthday.

Asks interaction questions.

What does Sonu demand for his birthday?

Is that just a bicycle we see?

Yes, Sonu says that it is a different bicycle.

Can you say what is special about that bicycle?

Can you draw a special bicycle?

Allows the learners to draw their dream bicycle.

Interacts with the learners while they draw their dream bicycle.

Allows the learners to present the picture at random.

What is special about your bicycle?

Lets the learners talk about their dream bicycle.

Can you tell?

Now, let's see Sonu's special bicycle.

Don't you want to see Sonu's dream bicycle?

Shows the picture of Sonu's bicycle as shown in Page 123 of the Reader.	What is special about Sonu's bicycle?
Elicits responses	Will Sonu's father buy him such a bicycle? Why?
	Let's see, listen to me.
Narrates the text given in Page 119 of the Reader.	
Asks interaction questions given in the text to predict the next event.	Where does Sonu go?
	Do you have a grandfather?
	Do you have a grandmother?
Elicits responses and writes the words on the BB.	Who are the other members of your family?

Activity

Developing a Family Tree

This can be done in two ways.

Asks the learners to collect the photographs of their family members.

<div align="center">or</div>

Asks them to draw the pictures of their family members.

To lead the learners to this activity the teacher can bring the photos of her family members and tell the learners about them.	These are the members of my family.
	I have ....
The teacher can paste the photos on a chart and write sentences about them.	

Eg. This is Thomas. He is my father.

Reads the sentences.

Asks the learner to paste the photos/ pictures they drew on their note book.	You have pasted/drawn the members of your family.
Lets the learners write about their family members.	Can you write their names?

Random presentation.

Now you may write about your family members.

Now, process **Activity No.5** in the Reader, Page 129 (fill in the blanks)

Suggested activity

Classroom Photo Book

Makes photo copies of photos of family members collected from learners.

Cuts them out and glues them on card sheets of equal size in the fashion of a family tree.

Asks the learners to do this by themselves.

Collects all the cards, staple them together/spiral bind them to form an album.

Leads to Page 120.

Asks interaction questions based on the picture.

Reading from the picture

This is me

My name is......

This is my father.

His name is..........

This is

Her na

This is my brother

His name is ....

This is my sister

Her name is............

This i

....
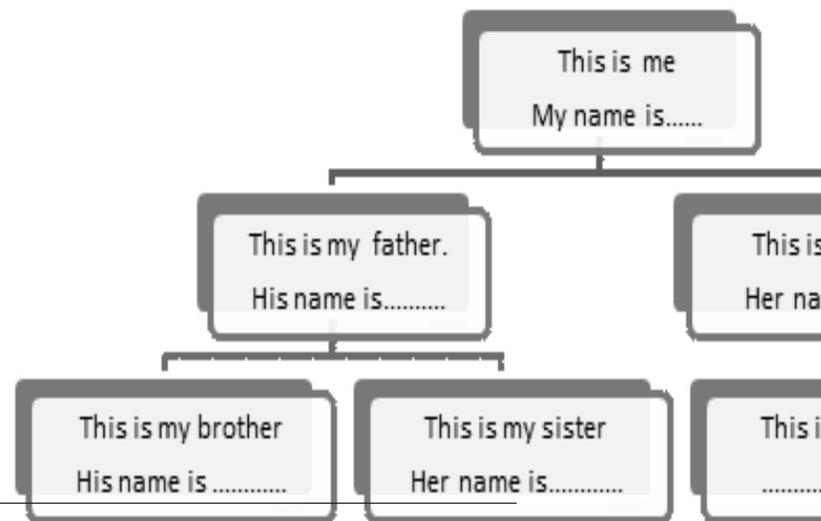
Look at the picture. Who are these?

What is grandfather doing?

Elicits responses.	Why has Sonu gone to his grand father?
	Let us see what actually happened.
Narrates the passage in the Reader Page 120.	
Learners read the passage.	
Processes it by asking suitable questions.	Is it possible to make such a bicycle?
	Do you like the grandfather in this story? Why?
Asks interaction question to predict the next event.	
	Sonu needs a special bicycle, doesn't he?
Asks interaction questions to get the concept of the special bicycle that Sonu is going to buy.	Can he buy such a bicycle?
	What did his grandfather say?
	What things are needed to make a bicycle?
	What are the parts of a bicycle?
Elicits points and write on BB as a **word web.**	
Reading the words.	
Now, process Activity 2 of the Reader, Page 126.	
Identifying the parts of the bicycle.	Look at the bicycle.
Writing the words individually in the boxes.	Can you name the parts of the bicycle.
Peer assessment.	Look at the words given there. Can you write the words in the right boxes.
Asks interaction questions based on the picture on the Reader, Page 1210.	Look at the picture.
	Where are Sonu and his grandfather now?
	What shop is that?
	Why are they in the shop?
	What parts will they buy?
Elicits responses and writes them on the BB.	Will they get all the parts for Sonu's bicycle?
	Are your answers correct? Are you sure?
	Now, see the passage here.

Leads the learners to the text.	The correct answer is there.
Individual reading	
Elicits responses at random.	
The teacher presents the text in the Reader, Page 121 as a narrative.	Can you name the parts of the bicycle they bought from the shop?
Lets learners read after the teacher.	
Asks interaction question given in the text to predict the next event.	
Asks interaction questions to channelise the learners' thoughts.	Can grandfather make Sonu's dream bicycle?
	When will the cycle be ready?
	What is Sonu's grandfather doing?
Elicits responses.	What is Sonu doing?
Picture reading.	Look at Sonu's face.
	How will he feel now?
	You know that Sonu wants the bicycle before his birthday. When is Sonu's birthday?
Lets the learners read the text on Page 122 of the Reader and find out the answer.	It is given in your text. Can you read it and find out?
Elicits responses	
You may help the learners by giving clues like *It is in the fourth line*.	
Narrates the text given in the Reader Page 122.	
	Sonu wants his bicycle by Wednesday.
Asks interaction questions given in the text to predict the next event.	What did grandpa reply?
	How will Sonu celebrate his birthday?
	Will there be a feast?
Elicits responses.	Will he cut a birthday cake?
	Will he invite his friends?
	Will there be a birthday song?
Leads to Page 123.	What can you see in the picture?
Picture reading.	Where is our Sonu? Can you show him in the picture?

Elicits responses and writes them on BB.

Elicits their responses.

Writes them on the BB.

Now let's see what they have asked.

The teacher presents the text on Page123 of the Reader as a narrative.

Lets the learners try to read the text after the teacher.

Asks interacting questions based on the narrative.

Elicits responses

Asks interaction questions given in the text to share the learners experiences and feelings.

Activity 3 (Page 127)

Processing Activity 3 in the Reader.

The instruction given for the activity should be clearly read out.

Who are the other children? They are Sonu's friends, aren't they?

What are they doing?

Why are they standing around the cycle?

That cycle is really wonderful.

They are surprised, aren't they?

What are they asking Sonu?

What will Sonu say?

What will the friends ask next?

Sonu's friends told the grandfather that the bicycle looked fantastic.

What did grandfather reply?

On which day is Sonu and his friends going for a ride?

How many members are their in Sonu's family?

Where is Sonu?

What is he doing?

Look at grandfather. He is very busy. What is he doing?

	Who is the other man sitting on the ground?
	What is he doing?
Asks questions to identify the characters in the picture.	Look at the lady standing near the plant. Who is she?
Elicits answers to the questions and write them on the BB.	What is she doing?
Lets the learners fill in the boxes individually.	
Peer assessment can be done.	

Activity 4 (Page 128)	We have Sonu's family in the picture.
Processing the song, 'Family'.	Who are there in Sonu's family?
Asks interaction questions based on Sonu's family to lead them to the song	Sonu is very happy with his family, isn't he?
	Are you happy with your family?
Shall we sing a song now? It is a song about Sonu's family.	
Sings the song/plays the audio of the song.	
Lets the learners sing after the teacher.	
Writes the lines on the BB.	
Sings the song using the text on the BB.	
Asks the children to identify words/ lines from the BB.	

Choreography of the song	Shall we enact this song?
Divides the learners into groups. Selects a chorus for singing from each group.	We want a singer. Who will be the singer?
	Who is acting the role of Sonu?
Fixes the main character.	Well, where will we see Sonu's family members?
Fixes the location of action.	In the house, right?
	We need a house. Who will form a house?

	Well, Smitha and Naveen can form the house.
	Form a house using two/three pupils by standing face to face with their hands up and holding them.
	Where are the father, mother and the sister?
Fixing other characters. Selecting the actors.	Who will act as father and mother? And who will be the sister?
	We see the father and mother when the door is opened, don't we?
	Make a door. Who will form the door?
Fixing the properties.	Are they simply standing? Or are they doing something?
Fixes actions.	What is the father doing? What is the mother doing? And the sister? Now Sonu is out, isn't he?
	When will he enter the room?
Prioritises the actions.	Who are the other characters?
	Where are the grandfather and grandmother?
	What are they doing?
	Are they happy?
	Well what is the grandfather doing?
Fixes the actions of other characters.	
Fixes the actions of characters by asking apt interaction questions.	
Let the learners rehearse the perfomance.	Shall we start? Let's do a rehearsal.
	How will we start? We shall start with the song, right?

Now form the house.

Where is Sonu? Start the action.

Who opens the door?

Who are there in the room?

Father, mother and sister.

Where are the grandfather and grandmother?

......………………………..

......………………………..

Performance in groups

Now, allow the groups to perform.

Assessing the performance.

Let the learners assess their performance.

Which group performed well?

Why do you say that they are better?

Allow them to cite their reasons.

How will you make your performance better?

Activity 6 (Page 130)

Objective : To write the days of the week.

 Providing recurrences for the words for days.

Materials :   Calendar, card strips, consolidation tables etc.

Asks interaction questions

When was Sonu's birthday?

When did Sonu plan to go for a ride?

Elicits responses

The teacher can use the calendar in the class for doing this activity.

Eg: Shows the calendar and asks: what day is today?

Yes, Sonu's birthday was on Wednesday.

Sonu planned the ride on Friday.

Can you say, what day is today?

How many days are left for Friday?

Megaphones in English if they respond in Malayalam.

Checks the other days too while counting the days left for Friday.

Introduces the activity.

Explains the task.

Lets the learners check the calendar first to get an idea of the dates and days.

Asks interaction questions.

Asks the learners to fill in the days corresponding to the dates given with the help of the calendar in the Reader.

Consolidates the points by negotiating with the whole class.

Processes, to read the names of the days.

Teacher can play rhyme or song featuring days of the week.

Activity -**My menu**

Asks the children to record what they eat in the morning for breakfast.

Makes a table on card strips as given below and distribute among the pupils.

Lets them record their menu on the strips.

See, today is January 10.
What day is today? Tuesday, isn't it?

Reads out the given instructions clearly.

Which day is January 4th?
Look at the date 16th. Is it Friday?
Which day is January 24th?

....
....
....
....

NAME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

After a week the teacher can consolidate the menu in groups in tables as shown below:

NAME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Beena							
Arun							
Laila							
Peter							
Kavitha							
Julie							
Anil							

These tables can be pasted on a chart by each group and exhibited in the class.

Poem: Traffic light (Page 124)

Interaction for familiarizing the learners with traffic lights.

Leads to the picture in the Reader Page 123.

Elicits responses and writes them on the BB.

Sonu and his friends went for a ride on his bicycle.

Where did they reach?

They reached a junction.

What did they see there?

This is what Sonu and his friends saw.

Have you seen this?

Can you name it?

There are some lights at the junction.

How many colours are there in the lights of a traffic signal?

One is red, one is yellow and there is green too.

Recites / sings the song/you can play the song on ICT.

Follows the entire process of singing the song.

Asks the learners to identify the lines and words.

What do you do when we see the red light?

Have you seen a yellow traffic light? What is it for?

What happens when the green light appears?

Here is a song on traffic lights.

Shall we sing it together?

Activity 1 (Page 125)

Objectives : For familiarizing the learners with the words for the days of the week.

For reading the events of the story and sequencing them.

For filling the missing words

Materials: Chart, CB

Elicits the major events in the story through interaction questions.

Shows the table given in the CB on a chart. Read out the table.

Elicits some words as examples.(Don't write them)

Lets the learners write the missing words in the table given in their CB.

Follows peer assessment by exchanging the text books.

Read out the instructions given in the text book clearly.

When was Sonu's birthday?

On what dates did Sonu and friends plan a ride?

....

....

Activity 7 (Page 131)

Asks interaction questions based on the poem 'I ride my little bicycle'.

Lets the learners read the poem individually.

Lets the learners sing after the teacher.

Elicits the lines one by one and write them on the BB.

Children, have you enjoyed the poem?

What will you do when you see a red/ yellow/green traffic light?

Asks the learners to identify words/
lines from the BB.

Helps the learners to choreograph the
lines.

Self-assessment activity - **I Know
(Page132)**

Find me on the bicycle

- Lets the learners try to read
  each sentence given in the page.

- Lets them identify the day.

- Lets them identify the parts of
  the cycle and write the answer
  on the right part.

- If they find it difficult to read
  the instructions the teacher may
  read them out to the children.
- Lets them do the writting
  individually.

My learner - **Teacher Assessment (Page 133)**

In the given table, on the left side you can see ten columns. In each column the
expected outcomes are listed. You have to asses them on a three point rating scale,
fully- partially -to some extent.

ZAIRA'S DAY OUT

Theme: Helping nature and empathy towards fellow beings

Sub Themes: Value of friendship in life, Empathy towards differently abled individuals in society

Learning Outcomes

The learner:

- Comprehends and enjoys a simple story on love and friendship
- Enjoys and comprehends traditional songs and poems and sings with actions and rhythm
- Prepares concept maps on family relations and birds
- Describes a person or an object using proper words
- Speaks about objects/things on the basis of colour and size
- Describes an action using appropriate action words
- Writes similar lines based on a theme
- Responds meaningfully to initiations in a dialogue/ conversation.
- Uses appropriate discourse markers and expressions.

Input Discourses

- Story/Narrative
- Song/Rhyme
- Thought
- Description
- Dialogue

Language elements

- Identifies and uses the 'Wh' question words.
- Makes suggestions using words like let's, shall we, etc.
- Uses appropriate pronouns like he, she, I, we, you. etc. in meaningful contexts.
- Uses appropriate possessive pronouns like my, your, his, her, etc. in meaningful contexts.
- Uses proper describing words to describe a scene.
- Uses words like near, from, on, in etc. to denote position, meaningfully.
- Uses apt adjectives to describe a person or an object.
- Identifies singular and plural nouns.

Unit Frame

Unit 7: Zaira's Day Out

Time: 20 Periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
• Helping nature and empathy towards fellow beings • Value of friendship in life Empathy towards differently abled individuals in the society	• Narratives/story • Conversations • Songs • Descriptions • Drawing and colouring • Choreography • Theatre games • Concept mapping	• Identifies and uses the 'Wh' question words. • Makes suggestions using words like let's, shall we, etc. • Uses appropriate pronouns like he, she, I, we you. etc. in meaningful contexts. • Uses appropriate possessive pronouns like my, your, his, her, etc. in meaningful contexts. • Uses proper describing words to describe a scene. • Uses words like near, from, on, in etc.	• Comprehends and enjoys a simple story on love and friendship. • Enjoys and comprehends traditional songs and poems and sings with actions and rhythm. • Prepares concept maps on family relations and birds. • Describes a person or an object using proper adjectives. • Speaks about objects/things on the basis of colour and size. • Describes an action using appropriate action words. • Writes similar lines based on a theme. • Responds meaningfully to initiations in a dialogue/ conversation. • Uses appropriate discourse markers and expressions.

- Uses sentences in meaningful contexts.
- Uses expressions like please, could you please, etc. for making polite requests.

Activities:
- Drawing and Colouring
- Description
- Narration
- Language games
- Adding lines to the song
- Choreography
- Concept maps
- Riddles and puzzles

Materials:
- Chart paper
- Pictures
- Sketch pens
- Crayons
- A4 Size paper

Use of ICT:
- Video clipping of the poem 'Row, Row, Row your Boat'.
- Interactive activities for colouring and drawing.

Introduction

This story highlights the importance of human values like love and consideration for others, how to live in harmony etc. It also focuses on the warmth of family relations. It also upholds the duty of every individual to give support, love and care to the differently abled people in our society. The activities included in this unit are intended to facilitate the acquisition of linguistic competencies. Transaction of this unit is mainly through narrative input, classroom communication and picture interaction. This unit provides ample opportunity for listening, reading, writing, speaking and performance. The page titled 'I Know' is intended for self-assessment of the learner. Teacher assessment is made possible by assessing how far the learner can perform the attributes given in the page titled 'My Learner'. The expected outcomes of this unit can be measured using these assessment pages.

Entry activity

There are different ways to begin this unit. One way is given here.

Process	Teacher Talk
Informal interaction on birds around us.	We all like birds, don't we?
	Can you say the names of some of the
Elicits the names of birds.	birds we see around?
Megaphones in English	Which bird do you like the most?
	Oh, parrot, dove, kingfisher, peacock
Pastes a chart on the wall.	etc.
	So, shall we draw a bird now?
	I'll draw the bird on this chart, okay?
	It's very easy to draw. You watch first,

Asks interation on questions at each step

The teacher places her palm on the chart spreading the fingers out.
Takes the trace of the palm using a pencil or blue/brown sketch pen.

On the thumb draws the beak using a yellow sketch pen.
Then draws an eye on the thumb using a black sketch pen.
Draws two legs using a brown sketch pen.
Draws three small circles/ovals on all fingers using a green sketch pen.

Draws two half circles on all these ovals using blue colour.

At the centre of the palm, a design is drawn using blue, green and brown colours.

The crown of the peacock is drawn on the top of the thumb.

The oval designs of the fingers are decorated with small straight lines.

Now, the teacher draws the location i.e. a ground by drawing a line parallel to the legs.

and then you can draw it yourself. Shall we start? You shall watch it carefully and tell me which bird I'm drawing. Can you guess which bird it is?

Look how I place my palm on the chart. I am going to draw my palm.

How is it?
Look I am going to draw the beak of the bird.
It's very simple, just two lines like this. This is the eye of the bird.
Now can you guess the bird?
OK, look I am going to draw the two legs here.
Shall we decorate the feathers?
Look these fingers are the feathers.
I am going to draw green ovals on them.
Then two half circles with blue colour. How is it?
Do you get any idea of the bird?
Now I am going to make a design on its body.
Isn't it beautiful?
Now, you can say what bird it is.
What more is needed?
Yes, a crown on its head.
Let's make it using brown and blue colours.
Shall we decorate the feathers now?

See, with just some small straight lines we can make it.
What colour is the peacock?
Shall we colour the peacock blue?
Look how the peacock looks.
Is it ready?
This is the palm peacock.
Can you say where the peacock is now?

|	
Some plants and flowers on it will make the picture more beautiful.	We can draw a ground with just a single line like this.
	We can draw some plants and flowers on it to make the picture beautiful.
The teacher provides A4 size papers to learners so that they can draw pictures themselves.	Now are all of you ready to draw your peacocks?
	I will give you a paper and colour pencils.
	You can draw your own peacocks.
Interacts meaningfully and gives instructions while the drawing activity is in progress. Appreciates the learners and gives them good comments and feedbacks.	If you feel any difficulty just tell me. I will help you. So shall we start?
Interaction leading to the text	Now all of you have drawn peacocks. Do you love to see a peacock? We are going to listen to a story of a girl who wished to see a peacock.
Leads the learners to Page 134 of the Reader	Can you read the title of this unit?
Picture reading.	Look at the picture.
Asks interaction questions.	What is the girl doing?
Elicits free responses.	Do you know her name?
To the interaction question given in the text 'Why is Zaira waiting for her brother? You may develop a concept map.	Yes, she is Zaira.
	Look at the wall clock.
	What time is it?
	Look, Zaira is also looking at the clock.
	What is she thinking about?
	Is she waiting for any one?
	Why is she waiting for her brother?

wants to go out   wants to play

Zaira

wants to get presents   wants to hear stories
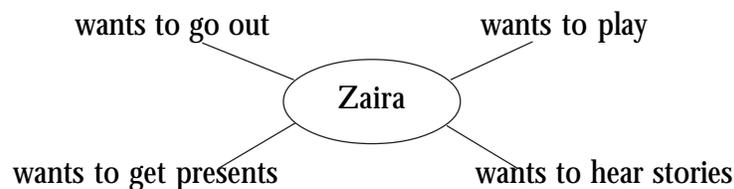
Lets the learners read the text given in the Reader.

Follows the process of reading the text.

Asks interaction questions given in the text to predict the next event.

Leads to Page 135.	Look at the picture.
Picture interaction.	Who is standing in front of Zaira?
Elicits free responses.	What is Zaira doing?
	Can you say who told her to close her eyes?
	Why did Yusuf ask Zaira to close her eyes?
	Look, Yusuf is hiding something behind him. What is that?
Follows the process of reading the text in the Reader.	Will Zaira be happy to get the gift?
	Let's see.

Leads to Page 136 of the Reader.	What did Yusuf do with the peacock quill?
Develops an evolving text through interaction.	What did Zaira do when she got the quill?
Writes the evolved text on a chart.	Look, Zaira moved her fingers over the quill.
Follows the process of reading the evolved text.	What would she say when she touches the quill?
	What would Zaira ask Yusuf about the quill?

Evolved text

Yusuf placed the peacock quill on Zaira's lap.

Zaira opened her eyes.

She touched the quill softly.

'How beautiful!.'

'Where did you get the quill from?' Zaira asked Yusuf.

Lets the learners read the text in the Reader.

Lets the learners compare the ideas of the text with that of the evolved text.

Lets the learners share the new ideas they got from the text.

The teacher presents the text as narrative.

Follows the process of reading the text. Lets the learners identify and read out familiar words and sentences. e.g. peacock's quill, Zaira, Yusuf, river, I, You.

Activity 1- Describing a peacock

Exhibits the picture of a peacock on a chart drawn by the teacher (The palm peacock, drawn as part of the entry activity).

Lets the learners take the pictures of the peacocks they have drawn.

Interacts with the learners regarding the bodyparts, colours, size etc....

Lets the learners talk about their peacocks based on these aspects.

Lets them complete the description given in the text choosing the right options.

Asks interaction questions given on Page 136 of the Reader to predict the next event of the story.

Leads the learners to Page 137 of the Reader.

Picture interaction.

Elicits responses and develops evolving text.

Where did Yusuf get the quill from? Do you want to know?

It is given in the Reader.

You can read the text and find out.

Additional interaction questions

Where did Yusuf get the peacock quill from?

What will Zaira think now?

Have you ever seen a peacock?

Look Zaira is thinking about the peacocks.

What would she ask her brother?

Will Yusuf take her to the river side.

What will Yusuf's reply be?

Follows the process of reading the evolved text.

Lets the learners read the text given on Page 137.

Lets them compare the text with that of the evolving text.

Asks interaction question given on page 135 to predict the next event.

Is Zaira happy now?

Do you think her mother will let her go out?

Leads the learners to Page 138 of the Reader.

Picture reading.

Asks interaction questions to elicit learner's responses.

Elicits free responses to develop an evolving text.

Yusuf promised Zaira to take her to the river side, didn't he?

Do you think Zaira can walk by herself?

Will Yusuf ask his mother's permission? What will he ask her?

What will be his mother's reply?

Will Zaira ask her mother for permission?

What will she ask?

Zaira can't walk.

'Mother, shall I take her to the river side?' Yusuf asked.

'No you can't' Mother said.

'Please Mother, let me go,' Zaira said.

Follows the process of reading the evolved text.

Let's see whether their mother, gives the permission or not. Listen to me.

Presents the text in the Reader as a narrative.

Lets the learners compare the ideas in the narrative with the evolved text.

Lets the learners share the new ideas they got from the narrative.

Lets the learners identify and read out familiar words and sentences. e.g. mother, friends, help, please, bed, Yusuf, Zaira, take, etc.

Follows the process of reading the text.

Asks interaction questions given in the text to predict the next event of the story.

Additional interaction questions

How will Yusuf take Zaira to the river side?

Children, Yusuf wants to take Zaira to the river side.

What will he do now? Will anyone help him? Listen to me.

Presents the narrative given here to lead the learners to Page 139.

> ### Narrative
>
> *'I will take Zaira to the river side. She will be very happy to see the peacocks,' Yusuf thought.*
>
> *'But how can I? Let me ask my friends. I'm sure Unni and Viji will help me.' Yusuf ran to Unni's house.*
>
> *'Don't worry Yusuf, I'll ask my Doctor Uncle. He will help us.' Unni told him holding his hand.*

Picture reading.

Asks interaction questions to elicit ideas to develop evolving text.

Look at the picture. Can you say who came there?

What do Unni and Viji bring?

Who gave the walker to Unni?

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Can Zaira walk using the walker?

What will Yusuf say to his friends?

Unni and Viji brought a walker for Zaira.
Unni's Doctor Uncle gave it to them.
Now Zaira can walk using the walker.
'Thank you friends,' Yusuf said.

Follows the process of reading the evolved text.

Presents the text in the Reader as a narrative.

Lets the learners compare the ideas in the narrative with the evolved text.

Lets the learners share the new ideas they got from the narrative.

Follows the process of reading the text. Lets them identify familiar words/ideas and reads it aloud.

Do you think Zaira can go to see the peacocks now?

Asks interaction questions given in text to predict the next event.

Leads to Page 140.

Picture reading.

Asks interaction questions to elicit the text.

Look at the picture. Where are the children now?

Who is holding the walker?

How do the children help Zaira to walk?

Who is walking on Zaira's right side?

Who is walking on Zaira's left side?

Develops the evolving text.

What is Zaira doing?

Is Zaira happy now?

The children are walking on the road.
Zaira is holding the walker.
Yusuf, Unni and Viji are helping Zaira to walk.
Yusuf is walking on Zaira's right side.
Unni and Viji are on the left side.
Zaira is very happy now.

See, Zaira is walking herself. She is very happy. She is going out for the first time. She is enjoying the sights around

What all things will she see?

Asks the interaction questions given in the text to predict the next event.

Leads to the next text on Page 141.

Picture reading.

Asks interaction questions to develop the concept map.

What are the beautiful sights Zaira saw on the way?

Asks about the trees, birds, flowers, butterflies, fields and Sun etc....

Asks about their movements and actions also.

flying birds   swaying trees

singing birds   shining sun

Zaira saw

smiling flowers

dancing butterflies   flowing river   green fields

Lets the learners read the concept map.

Presents the text as a narrative.

Lets the children compare the ideas in the narrative with the concept map.

Interaction question

Lets the learners share the new ideas they got from the narrative.

Did they reach the river side?

What did Zaira ask Yusuf?

Follows the process of reading the text.

Lets them identify familiar words/ideas and read those aloud.

Asks the interaction question given in the Reader to predict next event.

Leads the learners to Page 142.

Asks interaction questions.
Elicits responses and develops the evolving text.

Look at the picture.
Where are the children now?
What are the children looking for?
Who is standing under the tree?
Did Zaira see any peacocks?
What did she ask them?

The learners reach the river side.

They are looking for the peacock.

Zaira is standing under the tree.

There were no peacocks.

'Can I see a peacock?' Zaira asked.

Presents the text as a narrative.

Lets the learners compare the ideas in the narrative with the evolved text.

Lets the learners share the new ideas they got from the narrative.

Follows the process of reading the text. Lets them identify familiar words/ideas and read them aloud.

Asks the interaction question given in the text to predict the next event.

Additional interaction questions
What did they hear?
Whose cry was it?
What did Zaira ask Yusuf?

Activity 4 Completing the table on Page 152 of the Reader

Generates a discussion on the cries of familiar birds.

The children heard the cry of the peacock.

Do you know, the peacock's cry is called 'screaming'.

Now, let us talk about the cries of other birds.

Shows the pictures of the birds given in the table.

Asks the learners to identify the birds and make their sounds.

Writes the name of the bird against each picture. Asks the learners to mime the sound of the bird.

Relates the sound with that of the names given in brackets.

Lets the learners complete the table in the activity page.

Before leading to Page 141 the teacher can present the narrative given here.

We know that Zaira is not at all happy now. She couldn't see the peacock.

What will she think now?

What will the others do now?

Listen to me.

Presents the given narrative.

> **Narrative**
>
> *'I am unlucky. There are no peacocks here', Zaira began to cry.*
>
> *'Hey, don't worry, there are peacocks on the other side of the river. We'll go there,' Viji said.*
>
> *'But how can we?' Unni asked.*
>
> *'Hey! Look there'. Yusuf said loudly pointing to the river.*

Asks interaction questions based on this narrative.

Elicits responses.

Why did Zaira say she was unlucky?

Leads the learners to the picture.

What did Yusuf see?

Picture reading

Can Zaira see the peacocks?

Asks interaction questions to process the text.

The children are on the riverbank, aren't they?

What do they think?

Elicits the responses and megaphone them to the whole class.	What do they see in the river?
	Will the boatman help the children to cross the river?
Lets the learners read the text given in the Reader.	
Presents the text as narrative.	
Follows the process of reading the text.	Who was the boatman?
	Will the boatman be ready to help them?
Asks the interaction questions given in the text to predict and reflect on what comes next.	How did he help the children?
Leads to Page 143. Asks interaction questions based on the picture.	Zaira, Yusuf, Unni and Viji are now in Uncle Wilson's boat.
	Will they be happy now?
	Will they enjoy the trip?
	Let's see.
Follows the process of reading.	What did Wilson Uncle ask?
Asks interaction questions given in the Readern to reflect on it.	What did the children do?
	Don't you want to hear the song?
Plays the video of the song- 'Row row row your boat.'	
Leads to the song on Page 143 of the Reader.	
Processes the song.	
Plays the song.	
Lets the learners watch the clipping two or three times.	
Learners sing the song along with the Music.	
Lets the learners get familiarised with the rhythm and pattern of the song.	Look at the second stanza.
	What sound will you make when you see a little mouse?
Asks the interaction questions given.	Let's move on to the third stanza.
	If you see a crocodile what will you do?
	Read the third stanza
	If you see a peacock what will you do?

Plays the song again.

Lets the learners read each stanza and respond to the interaction questions.

Lets the learners sing the song in a chorus.

Lets the learners sing the song individually.

Plans and perfoms the choreography of the song.

Follows the process of choreography.

Lets all the groups be given a chance to perform the choreography.

Through negotiation with the learners teacher can help them fix characters, locations and actions for the song.

Activity 2: Adding lines to the song on Page 150 of the Reader

The teacher writes the lines on the chart/BB.

The whole class sing the lines together.

Lets the learners sing the first stanza of the poem, 'Row row row your boat'.

Leads them to the second song 'Drive drive drive your car.'

Generates a discussion on how the words are changed in accordance with the vehicle mentioned.

Elicits the lines for the 'bicycle' by asking suitable interaction questions.

Writes the lines on a chart/BB.

Lets the learners sing the lines together.

Generates a discussion how the words can be changed for the 'horse'.

Lets the learners work in groups to make lines for 'horse'

Lets each group present their lines.

We row the boat and we drive a car.

What will be the first line the cycle song?

Is it drive or ride?

Where do you ride a bicycle?

Where do you ride a horse?

Asks interaction questions to process the text.

What will the children do when the boat reaches the other side of the river?

Will any one help Zaira get out of the boat?

What will Zaira ask others?

Will they see the peacocks there?

Elicits free response from the learners.

Megaphones the ideas/responses.

Leads the learners to read the text.

Follows the process of reading.

Asks the interaction questions given in the text to predict the next event.

Before moving to the next page the teacher presents the narrative given here.

Narrative

'Yusuf, come let's search for the peacocks.' Unni ran towards the tall grass.

'Unni.., listen, the cry of peacocks! Viji pointed towards the trees.

Yes, you are right. Yusuf and Unni walked ahead. Viji and Zaira followed them. All of them were eager to see the peacocks.

Will they see the peacocks there?

Asks interaction questions

How many peacocks will they see?

Will the peacocks dance?

Leads the learners to the story part on page 145.

How will Zaira feel when she sees the peacocks dancing?

What are the children doing?

Asks interaction questions

What did they see there?

How many peacocks did they see?

The teacher presents the text as a narrative.

What were the peacocks doing?

Follows the process of reading.

Leads the learners to Page 146 of the Reader.
Picture interaction.
Elicits responses.

What do you see in the picture.
Isn't it beautiful?
How would Zaira feel when she sees the peacock dancing?
Will Zaira be happy now?

Lets the learners read the text given in the reader.
Lets them share the new ideas they got.
The teacher presents the text as a narrative.
Follows the process of reading.
Asks interaction questions.

How did the peacocks dance?
Why did Yusuf tell Zaira, 'the peacocks are dancing for you'?

Did you enjoy the story?
Which character did you like the most? Why?

Activity 3 - **Word puzzle on Page 151 of the Reader**
Reads the instructions given along with the activity.
Reads the clues aloud in the class.
Lets the learners identify the birds/words.
Asks them to fill in the respective tables individually.
Lets them sit in groups to share and refine the activity.
Lets each group present their solved puzzle before the class.

Activity 4 - **Extended rhyme on Page 153 of the Reader**
A rhyme 'Boys and Girls' is given on Page 153 of the Reader.
It is only for singing and enacting.
Follow the process of singing the song.

Self Assessment Activity
I Know – Learner assessment.
Here we do the learner assessment with an activity –sequencing the events of the story-
Reads out the events one after the other. Let the learners listen and put the number in the given box according to the order of occurrence.

Did you like the story of Zaira?
I am going to read out some major events of the story. See, They are not in the correct order. Number the boxes in the order of happening as first, second, third, fourth and fifth. Please listen carefully when I read out the events. Then you can put numbers in the given boxes.

My Learner - **Teacher Assessment**
In the given table on the left side you can see ten columns. In each column the expected outcomes are listed. You have to asses them on a three point rating scale, fully- partially –to some extent.