

## UNIT 1 – RAIN OF LOVE

### Learning outcomes:

- Understand simple questions that begin with 'what', 'who', 'why', etc.
- Use English confidently during classroom interactions.
- Read and enjoy stories and understand the elements of a story.
- Write dialogues based on a situation.
- Develop a script based on a picture or a story they have read.
- Identify appropriate expressions from dialogues.
- Read, enjoy and appreciate poems.
- Identify the features and usage of present continuous tense and simple past tense.
- Develop interest in collecting the names of ancestors.
- Write short messages.
- Enjoy and appreciate films.
- Undertake simple projects



ACTIVITY	ASSESSMENT
<p><b>Introductory interaction</b></p> <p>Teacher elicits answers to the following questions.</p> <ol style="list-style-type: none"><li>1. How many members are there in your family?</li><li>2. Who are they?</li><li>3. What do you know about your Grandfather, Grandmother, great grandfather, great grandmother etc.?</li><li>4. Do you know their names?</li></ol> <p>Here is a family tree. Write their names and complete the family tree. You can seek the help of</p>	

your parents if needed.

### **Picture reading**

Teacher asks the learners to go through the picture given in page 10 of CB.

Do you have a family photo at your home? This is Raja's family. Raja is a boy of your age.

Can you guess who the members in his family are?

Who does Raja like the most in his family?

Elicits responses.

### **Process Reading**

#### **Individual reading**

Let the learners read the text 'My Home' and find out the details of Raja's family. Asks them read individual. Asks them to put a question mark against the sentences they do not understand and an exclamation mark against the sentences they liked most.

Addressing slow pace learners - Teacher sits with slow pace learners and interact with them to elicit the main ideas of the passage.

e.g.

- Who are the members in Raja's family?
- Who was tall and strong in the family?
- Who was kind and gentle in the family?
- Who was very young and clever in the family?

- Who are Raja's friends at home?

Elicit the answers and write them on the chart.

### **Collaborative reading**

Asks the learners to sit in groups. The low proficient learners are sent to different groups. Let the learners ask the ideas they didn't understand to the group members.

Asks group to note down the doubts yet to be clarified.

Asks the group members to share the ideas they liked the most.

Group presentation.

Each group presents the ideas they got from the passage in the whole class. Groups take turns and ask the ideas they didn't understand to other groups.

Teacher intervenes if the groups fail to clarify the doubts.

Loud reading by the teacher.

Teacher reads the passage aloud with proper speed, gestures, voice modulation etc.

As an additional work, teacher asks the children to write a description about the picture given in TB page 12.

## **Making a Shower**

### Individual reading

Let the learners read the text “Making a Shower and find out the events. Let them read individually. Asks them to put a question mark against the sentences they do not understand and an exclamation mark against the sentences they liked the most.

### Addressing slow pace learners.

Teacher sits with slow pace learners and interacts with them to elicit the main ideas of the passage.

Eg.:

- What was grandfather doing under the sandalwood tree?
- What was the reaction of the grandfather when he was soaked in the shower?
- Where did Raja hide himself?
- Why did Raja select the loft in the cowshed as his hiding place?
- Where was grandfather sitting and saying his prayers?

### Collaborative reading

Asks the learners to sit in groups. The low proficient learners are sent to different groups. Let the learners asks the ideas they didn't

understand to the group members.

Asks group to note down the doubts yet to be clarified.

Asks the group members to share the ideas they liked the most.

Group presentation.

Each group presents the ideas they got from the passage in the whole class. Groups take turns and ask the ideas they didn't understand to other groups.

Teacher intervenes if the groups fail to clarify the doubts.

Loud reading by the teacher.

Teacher reads the passage aloud with proper speed, gestures, voice modulation etc.

## **The News Spreads**

Individual reading

Let the learners read the text "The News Spreads" and find out the events. Let them read individually. Asks them to put a question mark against the sentences they do not understand and an exclamation mark against the sentences they liked the most.

Addressing slow pace learners.

Teacher sits with slow pace learners and interacts with them to elicit the main ideas of the passage.

Eg.:

- After hearing the missing news who came first to Raja's home?
- Where might the people have searched for Raja?
- What prevented Raja from coming out?

Collaborative reading

Asks the learners to sit in groups. The low proficient learners are sent to different groups. Let the learners ask the ideas they didn't understand to the group members.

Asks group to note down the doubts yet to be clarified.

Asks the group members to share the ideas they liked the most.

Group presentation.

Each group presents the ideas they got from the passage in the whole class. Groups take turns and ask the ideas they didn't understand to other groups.

Teacher intervenes if the groups fail to clarify the doubts.

Loud reading by the teacher.

Teacher reads the passage aloud with proper speed, gestures, voice modulation etc. Reads in such a way that punctuation marks like full stop, comma, question mark, exclamation mark etc are sensed by the learners.

Loud reading by the learners.

Teacher makes two or three learners read the passage aloud.

Teacher asks the pupils to write the profile of the author, Shankar.



**Kesavan Sankara Pillai** (1902-1989), known as **Shankar**, was an Indian cartoonist and writer. He is considered as the father of Indian cartoons. He is particularly noted for his political cartoons. He is most remembered for establishing Children's Book Trust in 1957 and Shankar's International Dolls Museum in 1965. Shankar won many awards like Padma Sree (1956), Padma Bhooshan (1966) and Padma Vibhooshan (1976). His work *Life with Grandfather* is a fiction, published in 1953.

Activity 1.

Concept mapping helps the learners to assess whether they have comprehended the story well. Asks the learners to go through the concept map of Raja's family. Let them complete the other two concept maps, let them prepare a short description based on their

maps.

Asks the learners to include the details of their family members and explain each member's peculiarities and asks them to write a description.

#### Activity 2.

This activity is meant for developing a script for enhancement. Teacher goes through all the three steps: (1) dialogue writing, (2) fixing the events of the story and (3) developing the events into scenes of a script.

#### Activity 3.

Let the learners observe the given pictures and asks them identify the action in each picture and elicit answers to the questions and complete the sentences.

#### Activity 4.

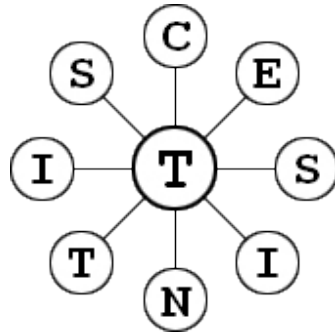
Teacher begin like this: "the next day Raja narrated the incidents to his classmates. Let's see how Raja narrated it"

Asks them to go through the given narration and asks them to complete the narration making use of the words given in the brackets.

Teacher gave the following brain tracker as an additional work as home assignment.

Using the Brain Tracker grid below, how many words can you find? Each word must contain the central **T** and no letter can be used twice,

however, the letters do not have to be connected. Proper nouns are not allowed, however, plurals are. There is at least one nine letter word.



Answers:

All words: cent, cents, cist, cists, cite, cites, cities, iciest, incite, incites, insect, insects, inset, insets, insist, it, its, nest, nests, net, nets, nicest, nit, nits, scent, scents, SCIENTIST, sect, sects, seniti, sent, , set, sets, sett, sit, site, sites, sits, snit, snits, stein, steins, stet, stets, sties, stint, stints, ten, tens, tent, tents, test, testis, tests, tic, tics, tie, ties, tin, tine, tines, tiniest, tins, tint, tints. (66 words)

ACTIVITY	ASSESSMENT
<p><b>Poem : The Little Boy and The Old Man</b></p> <p><b>Individual Reading</b>  Teacher asks the learners read the poem silently. Then asks them to find out the meaning of the unfamiliar words from the glossary.  Asks them interpret the poem in their own way.  Helps them by asking proper interaction questions.</p> <ol style="list-style-type: none"> <li>1. What is the first thing the boy tells the grandfather?</li> <li>2. What was the Grandfather's reply?</li> </ol> <p><b>Loud Reading</b>  Teacher reads the poem aloud once or twice. Let the learners sit in groups. Teacher ask one or two learners from each group to read the poem aloud.</p> <p><b>Let's revisit the poem</b>  Review questions will help in better comprehension and appreciation of the poem. The questions may be given to groups.  Teacher asks them to discuss the answers.</p> <p>Learners write answers individually.  Refining in groups.  Presentation</p>	

Frame more questions if needed.

### **Activity 1**

Teacher says that, the little boy in the poem feels the warmth of a 'wrinkled old hand'. Here the 'wrinkled old hand' describes old age. Teacher asks the learners to add a few more words to describe old age.

e.g. grey hair  
poor eyesight  
trembling hands  
strained body movements  
sleeplessness  
loss of appetite

### **Activity 2**

Teacher asks the learners to sit in groups and rewrite each line of the poem in the form of a conversation.

Little boy : Sometimes I drop my spoon.  
Old man : I do that too.  
Little boy : I wet my pants.  
Old Man : I too do that.  
Little boy : I often cry.  
Old man : I also do that.  
Little boy : Grown-ups don't pay attention to me.  
Old man : I can understand you.

## **Making A Mango Pickle**

Teacher introduces the extended reading part 'Making a Mango Pickle'. Let the learners respond to the following questions:

Do you have a brother or a sister?

Do you share things with them?

Here is the story of Apu and Durga taken from the novel 'Song of the Road' originally written in Bengali by Bibhuthi Bhushan Bandhopadhyaya as 'Pather Panchali'.

### **Individual Reading**

Asks the learners read the passage silently. Teacher asks them to find out the meaning of the unfamiliar words from the glossary/ dictionary.

### **Collaborative Reading**

Directs the learners sit in groups to share their ideas and clarify their doubts. They can share their ideas with other groups as well. Teacher clarifies their doubts judiciously.

### **Let's revisit the story**

Review questions will help in better comprehension and interpretation of the story. The questions may be given to groups.

Group presentation

Editing

Refining

Frame more questions if needed

### Activity 1

Teacher asks the learner to read the given dialogue and identify the speaker.

Answers:

a. Durga b. Apu c. Durga d. Mother e. Apu

### Activity 2

Teacher ask the learners to find out and match the expressions with the given dialogue. 'Where did you get them from, Didi?'

express happiness and not anxiety.

a. 'You stand by the back door and keep a look out.'-Anxiety

b. 'Where did you get them from, Didi?'-Happiness

c. 'But Ma will give it to me if I bring down the oil pot from the shelf'- Fear

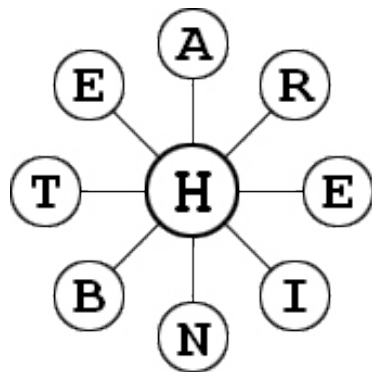
d. 'Where is that monkey gone?'- Anger

e. 'They are right upon the shelf. I can't even reach it.' – sadness

Teacher gives the following brain tracker as an additional work as home assignment.

Using the Brain Tracker grid below, how many words can you find? Each word must contain the central **H** and no letter can be used twice, however, the letters do not have

to be connected. Proper nouns are not allowed, however, plurals are. There is at least one nine letter word.



Answer:

Common words: bath, bathe, beneath, berth, birth, breath, breathe, earth, earthen, either, ether, habit, hair, hairnet, hare, hat, hate, he, hear, heart, heat, heater, heir, hen, her, herb, here, hernia, hi, HIBERNATE, hint, hire, hit, neither, nether, reheat, than, the, thee, their, then, there, thin, three. (44 words)