

2

FESTIVE FUN



UNIT GRID

Unit 2 : Festive Fun

Theme: Celebrations **Sub themes:** Generosity, beauty and aesthetics, festivity and entertainment . cycle of growth, water conservation, plastic pollution, responsible citizenship

Genres: Story , Poem **Time** : 30 periods

		Learning Objectives		Language elements	Discourses	Activity/ICT	Assessment/ Learning evidence	
		Concept / theme based	Skill based					Attitude based
		<ul style="list-style-type: none"> •Different types of celebrations and festivals. •Ill-effects of pollution 	<ul style="list-style-type: none"> •Listens to simple instructions and acts accordingly. •Listens to simple stories related to festivals. •Recites and enjoys simple rhymes and add more lines to a given rhyme. •Writes short description about festivals. 	<ul style="list-style-type: none"> •Conservation of nature 	<ul style="list-style-type: none"> •Describing words such as 'some', 'many', 'beautiful', 'delicious', past forms of verbs. (eg: appear-appeared). •Collective nouns, personal pronouns (He, She, It) •Action words (Swim, run, grind etc) •Vocabulary (gleaming, claws, dump etc) 	<ul style="list-style-type: none"> •Descriptions •Story •Poem •Rhyme •Songs •Greeting cards •Conversation •Recipe •Project 	<ul style="list-style-type: none"> •Video clip of a celebration •Pictures of different sea creatures •Audio text of the story •Posters •Placards 	<ul style="list-style-type: none"> •Conversation •Performance •Portfolio •Speech bubbles •Greeting card •Description •Adding lines •Creative writing

Introduction

The unit includes a story of the birthday celebration of Princess Julia, a mermaid, in her sea palace and a poem titled 'Water' by Kate Coombs which describes the importance of conserving water resources. It also helps the children to explore the world of fantasy and imagination.

The central theme of the story is the importance of protecting the ocean and its inhabitants from pollution. The story highlights the consequences of pollution and the need to work together to prevent pollution. The central theme of the poem is to preserve precious water highlighting its sources and uses, scarcity.

Learning Objectives

The learner:

- gains an understanding of different types of celebrations and festivals.
- listens to simple instructions in English and acts accordingly.
- listens to simple stories related to festivals.
- shares experiences about celebrations.
- reads simple stories related to festivals.
- writes a recipe and prepares a dish following the steps.
- makes the video presentation of a cookery show.
- understands the ill effects of pollution.
- recites and enjoys simple poems and adds more lines to a given rhyme.
- writes short descriptions about festivals.

IDP :Art :(drawing and colouring the mermaid), WE-paper craft (paper fish)

Titular Page

Time :45 minutes

Learning Objective : The learner gets familiarised with different types of festivals.

The teacher shows the picture in TB page 37 and interacts with the learners.

- Who is there in the picture?
- What are they doing?
- What is the picture about?

Elicits responses

The picture is of a birthday celebration

- Look, all are happy.
- They are enjoying the birthday party.
- We celebrate festivals.
- People are happy at the time of festivals.

The teacher invites the attention of the learners to the quote given in the TB.

Quote

Time :45 minutes

The quote is that of Rabindranath Tagore.

It means that you are destined to be a part of all the good things in life, like having friends, learning new things and enjoying special moments with your family. Also, your life is blessed with happiness and good luck.

Here are some sample quotes related to festivals -

“Life is a festival only to the wise” : Emerson (chart)

“For the wise man, every day is a festival” : Plutarch (chart)

Assessment : Speaking Rubrics (use the rubric given in Unit 1)

Learning Evidence : Collection of quotes (notebook)

Curtain raiser

Time : 45 minutes

Picture interaction

- Who are there in the picture?
- What is kept on the table?
- What do you see on the cake?
- What is the grandfather telling his granddaughter?

Let the learners fill the speech bubble individually.

Random presentation

They are encouraged to prepare a greeting card using those responses (home assignment).

- What do we sing at the time of a birthday celebration?
- Do you like to celebrate your birthday in your class? Why?
- How will you celebrate your birthday in your class?

Elicit responses such as ‘donate a book to the class library/donate a potted plant’,

etc.

Enjoy singing the given song.

Encourage the learners to sing the song at the time of the birthday celebration of their friends, substituting the name of the birthday boy/girl replacing 'you'. (Celebrate the birthday of all your friends in the class).

Entry Activity

Time : 45 minutes

The teacher asks the learners to examine the picture on page 39 and asks some questions

- What do you see in the picture?
- How many fishes can you identify? Can you tell their names?

The teacher writes the names on the board.

The Sea(Game)

Time : 45 minutes

The teacher gives the learners paper lots with pictures and names of marine animal and asks to sit in a circle. When the teacher says the name of a particular marine creature, those who got that lot should interchange their seats. The teacher removes one chair while they are changing the seat. The one who doesn't get the chair will be 'out'. The teacher continues the game, saying different names. When the teacher says, 'the sea' everyone should change their seat. The game ends when one seat remains. The one who gets that seat will be declared the winner.

Reading – Microprocessing

The Sea Palace

Time : 60 minutes

Learning Objective: The learner listens to simple stories and reads about celebrations.

Pre- reading interaction

Look at the picture.

- What do you see in the picture?
- Where are the fishes going?

The teacher elicits responses to each question.

- What is the gold fish thinking?

Let the learners fill the thought bubble individually

Random presentation.

Let the learners respond freely.

“Ok, let’s find out.”

Read the first passage (individual silent reading)

Underline the difficult words.

Let the learners find out the meaning of those words through peer interaction or by referring ‘World of Words.’

(Float, deep....)

The teacher facilitates the comprehension process.

- * The teacher poses the same question again.

- * Elicits random responses

- * Collaborative reading

Let the learners sit in groups.

The teacher asks the questions one by one and encourages them to find out the answer.

- What was the goldfish doing?
- What was the starfish doing?
- Who were dancing?
- What did the goldfish see in the deep sea?
- Who were his friends?
- Loud reading by the teacher
- Random loud reading by the learners

The teacher ensures comprehension by asking the following questions.

- How is the palace decorated?
- Whose palace is this?
-

Assessment - Answers using simple sentences.

Learning Evidence

Relevant answers to the above questions

Activity 10 (Individual activity)

Time : 45 minutes

Learning Objective : The learner follows simple instructions and makes a paper fish.

The teacher leads them to Activity 10 (page 52).

Gives each learner a sheet of colour paper.

The teacher instructs the making of a paper fish through step by step demonstration.

Let them listen to each step, and do accordingly.

The teacher repeats as and when needed.

Assessment- Comprehension and reflection of the process. Perfection of the product.

Learning Evidence : Origami- Paper fish made by the learners

The Mermaid

Time : 60 minutes

Learning Objective : The learner reads and comprehends stories.

The teacher invites the attention of the learners to Activity 8.

- Who is there in the picture?
- Can you find out by joining the numbers from 1 to 19? Who is it?
- Let's colour and beautify the picture.

The teacher makes the learners get familiarised in the word 'mermaid' through interaction.

- Have you seen pictures of mermaids before?
- Where have you seen them?

Elicits free responses.

The teacher writes the responses on the board and makes the children read.

Assessment : Individual reading skills

Learning Evidence - Recorded audio clip of reading

Now, let us see who were there in the palace.

Reading – Microprocessing

The teacher asks the learners to read the passage.

Follow the steps of the reading process.

Chain reading can be opted here.

The learners read each sentence of the passage one by one until the passage is completed.

Comprehension reading in groups.

Guessing the meaning of new words.

Referring glossary or a dictionary (To strengthen the process of reading, interact with suitable questions at each step.)

The teacher asks questions to make sure the learners comprehended the passage.

- What did the jellyfish bring?
- What was the whale's gift?
- Who brought fragrant flowers?
- What was there on the table?

Loud reading by the teacher

Assessment: The teacher assesses the reading comprehension ability using the rubric of reading(refer Unit 1)

Now the teacher asks:

- Can you name the fishes who attended the party?

The teacher leads the learners to Activity 1.

Activity 1

Time : 45 minutes

Learning Objective: The learner identifies various creatures in the sea and finds their names (individual activity).

- Look at page 46; you can see Julia's friends. Can you write their names?

Assessment : Assess the learners based on the number of creatures they identify.

The teacher can encourage the children to make a picture album with the names of different creatures of the sea. They can either draw or stick pictures and present it in the class.

Learning Evidence – Picture album

Among the guests, there was a small goldfish. Do you remember him?

Activity 8

Time : 60 minutes

Learning Objective: The learner writes a simple conversation with meaningful exchanges.

The gold fish went to Princess Julia and started talking to her. What would be the possible conversation between Julia and the goldfish?

- Individual writing
- Random presentation
- Refining in groups
- Group presentation
- Teacher's version
- Editing

Assessment : Individual writing

Learning Evidence : Conversation

Teacher's Version

Mermaid: Hi dear! How are you?

Goldfish: Good morning, Princess Julia. You look so cute.

Mermaid: Thank you. Come inside, the party is about to start.

Goldfish: How are we going to start?

Mermaid: Let's sing and dance. Then we will have something special. There's a big surprise.

Goldfish: Oh!... Please switch on the music, I'm ready to dance.

After their conversation, Princess Julia invited all her friends to the party.

- How will the party be?
- What do you think?

Elicits responses

Let's find

Reading – Microprocessing

Time : 60 minutes

Interaction

- Look at the picture.
- Is the fish happy?
- What are they doing?
- What did the fish give to the mermaid?
- What may be its talk?
- Write your response in the speech bubble.
- Role play the situation in pairs.

The Birthday Party

Learning Objective : The learner understands different types of festivals by reading about them and shares their experience about the same. Writes short descriptions about festivals.

Echo reading can be used here as a strategy. (The teacher reads out a sentence and the learners repeat it.)

Reading for comprehension and finding the meanings of new words can be done in the usual way.

After that, the teacher can ask questions like-

- Who cut the cake?
- What was Princess Julia wearing on her head?
- What did they decide?

Loud reading by the teacher

Random loud reading

Here, the teacher asks the children to guess what will happen next?

The teacher asks some questions like-

- Have you ever participated in a celebration?

Share your experience- (Individual writing as home assignment)

Teacher's version

There was a festival in my village last week. The temple was decorated with serial lights and festoons. There were 'chendamelam', 'kavadiyattam', 'thalappoli' etc. There was an elephant with 'nettippattam' in the procession. There were balloon men, ice cream sellers, and toy shops in the festival ground. I bought toys, sweets and bangles. I like going to festivals.

The teacher gives everyone a chance to share their experience and write the relevant ones on the board.

Assessment : ability to write descriptions

Learning Evidence : entry of the description in the notebook

Activity 6

Time : 60 minutes

Learning Objective : understands how to describe past events

The teacher invites the attention of the learners to Activity 6 on page 49.

Asks them to read the instructions and examples and complete the activity in the same way.

Assessment : Sentences written in the given format

Learning Evidence : Entry in the notebook

The Feast

Time : 60 minutes

Learning Objective : Reads and comprehends the story

The teacher introduces the passage by reminding them what had happened in the previous passage.

So, Princess Julia and her friends started singing and dancing.

Do you think the party will end soon?

What would they do in the party after singing and dancing?

Leads the discussion to the feast.

After that, the teacher asks some questions like:

What items will usually be there in a birthday party?

Which dish do you like the most?

Do you know to prepare any of these items?

Elicits and writes responses

There were many dishes in the palace for the party.

Activity 2

Time : 60 minutes

Learning Objective : The learner identifies vegetables and fruits and sorts them accordingly.

Julia's friends wanted to make a vegetable salad. They went to the storeroom to collect vegetables. They saw many fruits and vegetables there. First, they decided to sort them and arrange.

Can you help them do it? Go to page 46 and do Activity 2.

Sort the fruits and vegetables and write in the columns. (Let the learners attempt individually and refine in groups.)

An example is given.

Assessment: Columns filled up correctly

Learning Evidence - Entry made in the textbook

Activity 3

Time : 60 minutes

Learning Objective: The learner writes the preparation of a fruit salad.

After sorting the fruits and vegetables, they started making a vegetable salad. You can see the recipe on page 47.

The teacher asks the learners some questions like:

What vegetables can we use in a salad?

What other items can be added in the salad?

Julia's friends prepared the vegetable salad.

Can you help them prepare a **fruit salad** in the same way?

Write your answer.

Individual writing

Refining in groups

Teacher's version

Editing

Assessment

The process of making a salad- Sequence of sentences in the recipe

The correctness of ingredients

Learning Evidence: Recipe

The Feast

Time: 60 minutes

Now, let us see what other items were there in the feast.

Leading them to the passage 'The Feast'.

Reading - Microprocessing

Continue the reading process with any of the reading strategies such as 'Readers Theatre'. Divide the learners into six member groups. Let the group members stand in a line. Let the first one step forward and read the first two sentences loudly with expression and let the others continue in the same way. The teacher should monitor the process.

The teacher asks some questions to describe the picture.

Who all are there in the picture?

Why do you think the fishes are happy?

Why did the jellyfish sip the last drop of juice?

Who loved the chocolate?

Why did the starfish lick the plate?

Here, the learners can complete the speech bubble appropriately.

Individual writing Slow learners can seek help from others.

Assessment: correctness of the expression

Learning Evidence: completed speech bubble

Activity 12

Time: 45 minutes

Learning Objective : The learner identifies describing words in English.

The teacher repeats the sentence "So yummy! So delicious!"

See page 49. Similarly, let's complete the box using suitable expressions. (Individual writing)

Assessment : The expressions used in the description

Learning Evidence : List of describing words

A Threat

Time:60

Now, the teacher reads the question after the passage and elicits the learners' responses.

Leading them to the passage 'A Threat'

Reading- Microprocessing

Here, the teacher can do the reading strategy 'Wrong ..Wrong Reading'.The teacher reads out the passage aloud, making some mistakes deliberately. Children should carefully check the passage and should say "Wrong Wrong." Let the children do the process at random after the teacher's reading, till the end of the passage.

The teacher interacts with questions like -

Why did the fish become angry?

What did the shark say, grinding his teeth?

Who is the biggest animal in the world?

Where did the blue whale and the shark go?

Now look at the picture,

Who are there in the picture?

What are the men doing?

What is the man saying?

Fill the speech bubble.

Assessment -Assess reading using the indicators in the rubric

Learning evidence - Completed speech bubble

Lead the learners to the passage 'Forgiveness 'by asking

- * What would the blue whale do?

Picture reading

Forgiveness

Time:60 minutes

Let the teacher ask some questions about the picture and lead them to the passage.

Reading Microprocessing

The teacher can use the reading strategy 'Missing Word Reading.' The teacher reads the passage aloud by skipping some words. The learners should find out

the words that are missing and say them aloud, instantly. Learners can repeat the same process.

The teacher can use one more reading strategy here. This reading is 'Zip Zap reading.' The teacher makes the learners stand in a circle with the TB. She reads the first sentence from the text, clap once saying 'Zip' and points a learner in the circle. The child has to read the second sentence and say 'Zap'. This process can be continued until the end of the passage.

The teacher can ask comprehension questions like-

- Why did the whale and the shark go near the boat?
- Why were the men in the boat trembling?
- What did Princess Julia warn the men?

Activity 13- Recast

Time: 60 minutes

The teacher interacts-

- You have read the story of Princess Julia and her friends.
- Now, go to 56.
- What do you see?
- Observe each picture carefully.
- Answer each question.
- Then, narrate the story in your words.

Assessment - The story prepared by the learners (portfolio)

Learning Evidence – Narration of the story

Activity 4

Time: 45 minutes

Learning Objective -The learner understands and writes the names of fruits and vegetables.

The goldfish and his friends decided to make a vegetable salad.

They went to the fruit and vegetable shop. They were surprised to see different fruits and vegetables. Most of them didn't know the names of these vegetables and fruits.

- Can you help them find out the names of vegetables and fruits?
- Write them in the blanks given on page 48.

Assessment- identifying maximum numbers of vegetables and fruits and writing in the prescribed columns

Learning Evidence – Completed table on page 48

Activity 7

Time: 30 minutes

Learning Objective - The vocabulary of the learner is strengthened and is used in appropriate context.

A group of fish is called 'a school of fish'.

A group of bananas is called 'a bunch of bananas'.

A group of dogs is called 'a pack of dogs'.

- Now, complete the Activity 7 on page 49 using the words given in the box.

Assessment - Writes appropriate collective nouns

Learning Evidence - Collection of collective nouns

Poem – Water

Time – 60 minutes

Learning Objective : The learner listens to simple poems, recites and enjoys them.

The teacher plays the audio of the poem 'Water'. Let the children identify the lines by listening.

Individual silent reading

Underlines the new words in the poem sitting in groups.

Guesses the meaning by referring the glossary or a dictionary.

Finds suitable tunes in groups

Presentation

After that, the teacher leads the learners to Activity 11.

Time: 60 minutes

Now, read the poem in page 53.

Add more lines to the poem.

Individual writing

Random presentation

Refinement in groups

Group presentation

Presentation of teacher's version

Editing (follow the process of editing in Unit 1)

Assessment : Individual, involvement in group process

Learning Evidence : poem written by the learner

Design a poster

Time – 45 minutes

Learning Objective : The learner prepares posters based on the topic.

In the poem you have read -

Water can dry up.

- What can be the reasons for drying up?

Elicits free responses

List them on the board.

- Now, go to page 49 Activity 9.

Look at the poster.

- Can you make such posters?

The teacher can encourage them to prepare posters on the concept 'Save Water'.

Design a poster in your notebook.

Group refinement of individual products.

Group presentation

Presentation of Teacher's Version

Display the posters in the school campus. For example, near water taps, the toilet, school ground etc.

Assessment : content (pollution) clarity, relevance of picture, catchy phrases and precision

Learning Evidence: Posters

Read and Rejoice

Time: 60 minutes

We have read the story of Princess Julia and her friends.

Now, read 'The Hungry Caterpillar' on page 54.

The teacher asks some questions to make sure whether they have comprehended the passage.

For example

Who was there on the leaf?

Who came out of the egg?

What did the caterpillar eat on Monday?

How many pears did it eat on Tuesday?

What is a cocoon?

The teacher encourages the slow learners to read small independent words from the story.

Assessment : Reads the story fluently, with proper stress and intonation.

Learning Evidence : Recorded audio of the story read by the children

Creative Space(Activity 14): Children examine the pictures and tell the story.

Time : 60 minutes

Story telling and writing

TPR (Total Physical Response):

A narrator narrates the written story and the other members of the group act according to the narration without any dialogue.

Learning Evidence : Stories for the magazine

TPR performance

Digitask (Activity 15)

Learning Objective : The learners listen to audio diaries of different occasions and prepare their own audio diary.

Video clip - Record a video clip of a celebration at your home or locality with your commentary. Seek help from parents and elders. Send the videos to the class group.

Audio diary - The learners might have celebrated Onam at school. Let them make an audio diary and send it to the class group.