

ENGLISH TEACHING MANUAL

STD 4

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Seed of Truth

	Learning Outcome	Activity	Resources	Ideas, Understanding, Values	Products	Description.	Time (in Minutes)
1	<p>The learner will be able to read and comprehend the story</p> <p>Use simple English for answering interaction questions</p>	Picture interaction - Entry Activity	TB, digital picture on page 9&10	Honesty, Develop interest in gardening, Get awareness about the trees and plants around us, Reading,	Oral responses, picture, Comprehension, Project report	<p>Project</p> <ul style="list-style-type: none"> *collecting maximum data *classification of data and interpretation *presentation of data *writing a note using variety of sentences. 	45
2	<p>Develop discourses like conversation, thoughts, notice etc...</p> <p>Use simple English</p>	Description — Honesty shop.	digital images of page 19 and 20	Using concept maps discourses like thoughts/description can be processed	description	<p>>Using suitable attributes. >Using variety of sentence forms.</p> <p>>Sequencing of</p>	45

	for answering interaction questions			easily		ideas/events.	
3	Read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom' etc. in meaningful contexts The learner will be able to read and comprehend the story	Read and comprehend, Notice	Digital version of pictures in page 11, 12, 13, 14, 15 and 16 of TB Sentence cards Sample notices	Love towards nature Protect plants	Written answers to comprehension questions. Arranged sentence cards	Self , Peer and Mentor assessment of Oral responses, drawing	130
4	Develop discourses like conversation, thoughts, notice etc...	Thoughts	Pictures of pages 27, 11, 13 IT based displays of notice in HB 65 Thought page 66 (HB)	writes ones thoughts showing empathy to the character	Thoughts of Pngala	Pictures of pages 27, 11, 13 IT based display of Thought page 66 (HB)	45
5	Complete word ladder with familiar	1.Let us make	TB, Digital images of	Vocabulary enrichment,	Circled words in	Word ladder	90

	<p>words</p> <p>The learner will be able to read and comprehend</p>	<p>words</p> <p>,2.Word s from a word</p> <p>,3.Dicti onary</p> <p>4.Word ladder</p>	<p>pictures on</p> <p>pagenumbers 11,12,13,14,15,16 ,17 Words strips, chart, Dictionary</p>	<p>Makes different words from a single word, Arranges the words in a dictionary, Read with comprehensio n,</p>	<p>the TB, Alphabet book, Dictionary, Word ladder,</p>	<p>Assessment self,peer and teacher using the following indicators.</p> <ul style="list-style-type: none"> • Vocabulary, • Number of words , • speed, • Arrangement of words, 	
6	<p>Read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom' etc. in meaningful contexts</p>	<p>read and compre hend</p>	<p>Text book.digital images of pictures</p>	<p>love towards nature</p>	<p>Description</p>	<p>Features of description</p>	45
7	<p>Sequence the events of a story</p> <p>The learner will be</p>	<p>sequenc ing events</p>	<p>Digital display of sentences given in page 24 of text book</p>	<p>Arranges the pictures in sequential order</p>	<p>Activity 5 page no 24, completed work sheet</p>	<p>Sequential arrangement of pictures</p>	90

	able to read and comprehend the story				'I can' page no 30	Activity 5 page no 24,, completed work sheet 'I can' page no 30	
8	<p>The learner will be able to read and comprehend the story</p> <p>Use simple English for answering interaction questions</p>	Read and comprehend	<p>Digital images of page no.11 of T.B</p> <p>Different types of notices.</p> <p>Audio clips of proclamations</p>	Identifying the features of a notice.	Notice	<p>Preparation of notice</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Teacher's evaluation</p> <p>>Attractive layout</p> <p>>Includes details of the content.</p> <p>>Use of well framed sentences to convey the message.</p>	90
9	<p>Develop discourses like conversation, thoughts, notice etc...</p> <p>The learner will be able to read and comprehend the story</p>	Read and comprehend, Notice	<p>Digital version of pictures in page 11, 12, 13, 14, 15 and 16 of TB</p> <p>Sentence cards</p> <p>Sample notices</p>	<p>Love towards nature</p> <p>Protect plants</p>	<p>Written answers to comprehension questions.</p> <p>Arranged sentence cards</p>	<p>Self , Peer and Mentor assessment of</p> <p>Oral responses, drawing</p>	130

10	<p>Answer simple questions begin with 'wh' like 'who', 'what', 'where'. .</p> <p>Use simple English for answering interaction questions</p>	Answering questions with 'Wh'	Sentence Cards, flash cards ICT Tools	Answering 'Wh' questions	<p>Questions containing question words 'Wh'</p> <p>project in page 28 of Text book</p>	Learners can frame questions using 'Who', 'What', 'Where' etc.	40
11	Match pictures with action words by drawing lines	matching cards	digital picture cards and word cards showing the steps of cultivation	steps of cultivation. Arranging events in sequence	completed worksheet activity page 25	Sequential arrangement of events	45
12	Identify contracted forms of 'do not', 'did not', 'let us' etc.	contracted forms and expanded forms	Digital display of contracted forms and expanded forms. TB, worksheet	Contracted forms	Work sheet	<p>Use of contracted forms.</p> <p>Work sheet</p>	50
13	<p>Identify rhyming words in a poem.</p> <p>Read and</p>	poem, choreography	ICT of poem 'Oats, peas, beans and barley' Textbook, Masks	Cultivation Things needed for the growth of a seed	List of seeds Word web-seed	word web Listening Arrangement of activities in the proper order. Activity	90

	appreciate a poem		of vegetables .worksheet for developing the script for choreography;cra yons,chart paper.	Things needed for the growth of a seed Recites the poem with intonation and pause. Enjoyment Cultivation Choreograph the poem	Recitation Match the following Performanc echoreogra phy	6 page 25 Actions according to the lines Choreography	
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Entry activity

Learning Outcome

- Answer simple questions begin with 'wh' like 'who', 'what', 'where'.
- The learner will be able to read and comprehend the story
- Use simple English for answering interaction questions

Ideas, Understanding, Values

Protection of plants.

Importance of cultivation

Resources

ACTIVITY	RESPONSE
<p>Teacher displays picture on page 9 using digital source and asks the children the following questions.</p> <ul style="list-style-type: none">• What do you see in this picture?• What happened to these trees?• What will happen if all trees are lost?• Who is responsible for this? <p>Elicits free responses. Teacher concludes that</p>	

Human beings exploit the gifts of nature.

This action hurts nature very much.

Teacher asks the learners "How can we make the earth more green?"

- What are the things we can do to make the earth more beautiful?
- Where do we start with?

Elicits responses

Teacher concludes the discussion saying that

"we can plant more trees and protect the plants."

- How can we make the picture more beautiful?

Now let's make the picture in our text green by drawing branches, twigs and leaves.

Then colour the picture.

Now, in this unit we are going to read a story of a king who loved plants and trees.

Teacher displays the picture on page 10 of the text book and asks the learners the following interaction questions?

- What do you see in this picture?
- Where is the king Standing?
- What about the king's garden? Is it beautiful?
- Can you name the plants in the kings garden?

Elicits responses.

- Lists down the names of plants and trees.

Teacher displays pictures of plants(fruits, vegetables, flowers,medicinal plants and trees)using I C T

Ask the learners to identify(Teacher may purposefully include a variety of 'wh' questions like

Which are the fruits ?

Which are the flowering plants?

Which are the vegetables?

Learners write the names of these plants in their note book .

There are fruits,vegetables,flowering plants and medicinal plants in your list.

Categorise them accordingly,.	
Learners complete the project given on page 28 of text book.	

Assessment

Project

- *collecting maximum data
- *classification of data and interpretation
- *presentation of data
- *writing a note using variety of sentences.

Reference

Extended Activities

Collects pictures of fruit trees,vegetables,flowering plants, medicinal plants and makes album using them.

Description

Learning Outcome

- Answer simple questions begin with 'wh' like 'who', 'what', 'where'.
- The learner will be able to read and comprehend the story
- Use simple English for answering interaction questions

Ideas, Understanding, Values

Things needed for a seed to sprout

Resources

ACTIVITY	RESPONSE
Teacher introduces the song 'seeds' given on page 19 of text book. Plays the audio of the song and ask the learners to sing and enjoy along with audio. interaction Which words sounds alike? List them down in the space provided on page 20 of the text book. Teacher asks the learners What are the things needed for a seed to grow?	

Elicits responses and complete the word web given in page 20 of text book.

Teacher shows the picture given on page 26 of T.B asks the following interaction questions

- What do you see in this picture?
- What is pingala doing?
- What are the birds doing?
- Where is the cat?

Elicit responses and ask the learners to complete the activity on page 26 (Activity 7) in the text book

Assessment

description

Self,peer,Teacherassessment

.order of events.

.grammatical correctness.

.use of variety of sentences.

.use of describing words

Reference

Extended Activities

collecting pictures of seeds ,plants and garden

Read and comprehend

Learning Outcome

- Develop discourses like conversation, thoughts, notice etc...
- Read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom' etc. in meaningful contexts

Ideas, Understanding, Values

Love of Nature

Protect plants

Resources

ACTIVITY	RESPONSE
Step I. Teacher displays the picture on page 11 of TB Interaction What will the king do to find his successor ?	

Elicits free responses.

Teacher displays the passage on page 11 using ICT.

Learners read and find the idea of the king.

Process of reading

Learners read the passage individually.

Underline the words which are new/unfamiliar.

Sit in groups.

Seek for the meaning of new/unfamiliar words.

Ensuring comprehension through group discussion.

The groups exchange the ideas they gathered.

Read aloud the passage as teacher present a narrative Teacher's tone and actions should enable comprehension.

Use minimum hand and body movements.

You may use the questions given at the end of the unit to ensure comprehension.

Let the learners respond freely.

Accept all their answers, megaphone them in English if needed and lead them to the next passage.

Step II.

Teacher consolidates the idea of the king using ICT as

<p>'The King will distribute seeds to all children and the child who grows the biggest, healthiest plant will become the prince or the princess'</p> <p>Step III.</p> <p>The king directs his ministers to prepare a proclamation about his decision.</p> <p>Teacher asks 'Can you predict what will be the proclamation?</p> <p>Can you help the ministers to prepare a notice showing the king's decision.</p> <p>Collecting Responses.</p> <p>Reading and comprehending the passage</p>	
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Assessment

Self , Peer and teacher assessment of answers

- * relevance to the context
- * Correct sentences
- * Variety of sentences

Reference

Extended Activities

Teacher shows the pictures on page 25 ask the learners to explore the pictures to find the concept and arrange the activities in order

Notice

Learning Outcome

- Develop discourses like conversation, thoughts, notice etc...

Ideas, Understanding, Values

Identifying features of notice

Resources

ACTIVITY	RESPONSE
<p>Mentor displays the picture on page 11 of TB ask the learners what will the king do to find his successor ?</p> <p>Collecting free responses. Mentor displays the passage on page 11 using ICT. Learners re requested to read and find the idea of the king.</p> <p>Step II.</p> <p>Mentor consolidates the idea of the king using ICT as</p> <p>'The King will distribute seeds to all children and the child who grows the biggest, healthiest plant will become the princes or princess'</p> <p>Step III.</p> <p>Mentor asks 'Can you predict what will be the proclamation</p>	

<p>Mentor interacts with the learners based pros given in page 11 of TB.</p> <p>- How do you think the king would have informed his decision to the people ?</p> <p>Collecting responses</p> <p>- Can he order the ministers to prepare a notice ?</p> <p>Let us help the ministers to draft a notice.</p> <p>Mentor shows some notices using ICT</p> <p>Ask about the general features of the notice</p> <p>- What are the general features of a notice ?</p> <p>For ensuring the affection of the learners to the features mentor can ask.</p> <p>Does the notice bears a little ?</p> <p>What the little represents ?</p> <p>Does the notice bears the date of declaration ?</p> <p>Does it bear a place ? Does it address anyone ?</p> <p>Does it contains a brief description about the event ?</p> <p>Does the notice contain the name of the authorities ?</p> <p>Mentor can collect response and concludes that</p>	
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A notice generally bears a little showing the event.
Date and place who is the notice addressed to brief description containing the details like what, when, where etc.

The venue the event take place and the name of the authority/publisher.

Ask the learners to draft a notice.

Individual writing

Random presentation

- Is there anything more to be added ?

- Have you mentioned the place ?

Sit in groups and share their ideas. Group presentation

Peer group assessment by the mentor.

Mentor present a version (can use ICT for showing the model NOTICE).

Ask them to sit in groups and share their ideas.

Try to ensure that all the learners in a group are actively engaged and writing down their ideas.

You interact with each group to support them to do the work.

e.g.:

Amal, Can you say whom the notice is addressed to?

Neha., what message did you convey?

Mirsa, show me your book. Ah! You have written beautifully.

Group presentation.

Peer group assessment by using the indicators already written.

Assessment by the mentor.

Presentation of mentor's version.

NOTICE

Palace of

Gandhara

DD/MM/YYYY

SELECTION TEST

Dear people,

His Highness King Vidhyadhara has decided to conduct a test for finding out the Crown Prince or Princess.

Smart and intelligent children aged between 8 and 14 can participate in the test.

Those who are interested must reach the palace at the prescribed time.

Venue; Palace Auditorium, Kingdom of Gandhata

Date: dd/mm/yyyy

Time: 10.00 a.m.

Sd/-

Chief Minister

Edit one or two group products with the help of learners.

Areas of Editing

Thematic: Errors related to the theme.

- For this mentor can ask.
- Do you want to change or add anything to your writing ?
- Check whether your thoughts have an order.

Correct it.

Syntactic:

Mentor asks the learners to check their writing (sentence by sentence, word by word)

- Is there any words missing/excess add/avoid them.

Morphological

Mentor asks the learner to check the aptness of each word in the passage.

Spelling and Punctuation

Mentor helps to check the correctness of spellings and punctuation used in the writing process

The other products are also exchanged and edited likewise. Ask the learners to refine the product and keep it in their portfolio.	
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Assessment

Preparation of notice
Self evaluation
Peer evaluation

Mentors evaluation

>Attractive layout
>Includes details of the content.
>Use of well framed sentences to convey the message.

Reference

Extended Activities

Collects different types of notices and compres the variety of sentence forms.

Writing thoughts(Discourse-Diary)

Learning Outcome

- Develop discourses like conversation, thoughts, notice etc...

Ideas, Understanding, Values

Discourse-thought.

Resources

ACTIVITY	RESPONSE
<p>Teacher interacts with the learners using the picture given on page 13 of the text book.</p> <p>Interaction</p> <ul style="list-style-type: none"> • Who all are seen in the picture? • What are they doing? • What is Pingala doing ? • Why does Pingala sit in his house? • Is he happy? • Will Pingala go to the palace? <p>Free responses</p> <div data-bbox="190 1106 1417 1350" style="border: 1px solid black; padding: 5px;"> <p>What can I do ?</p> <p>children have lovely plants.</p> <p>My seed did not sprout.</p> </div> <p>Picture page 13</p>	

Ask the learners to write individually.

PROCESS OF WRITING.

Individual writing

Random presentation.

Compare your writing with your peers.

- Questions for discussion.
- Is there anything more .to be added?
- Have you included all the possible thoughts of Pingala?

Learners sit in groups and share their ideas.

Try to ensure that all the learners in a group are actively engaged and writing down their ideas. You interact with each group to support them to do the work, e.g.:

Can you say what will be Pingala thinking of?

What would you think if you were in Pingala's situation?

Show me your book. Ah! You have written beautifully.

Group presentation.

Peer group assessment by using the indicators already written.

Assessment by the teacher

Presentation of teacher's version.

Edit one or two group products with the help of learners.

-Refinement of group work

Refinement of individual work.

Learners to sit in group and share the ideas/thoughts they wrote and compare it with the writings of the peers.

Modify the writing based on the discussion on the presentation of groups.

Teacher shows the teacher's version given on page 66 of HB

All are going to the palace with beautiful plants.

They all are very happy. How could they grow such beautiful plants? I also tried my level best. But it was of no use. I'm an unlucky fellow. I wish I could go to the palace. But how can I face the king without a plant?

What will I do now? Who will help me?

Editing process

Thematic : For this mentor can ask.

Do you want to change or add anything to your writing ?

Check whether you have put the thoughts in an an order.

Correct it.

<p>Syntactic:</p> <p>Teacher asks the learners to check their writing (sentence by sentence, word by word)</p> <p>Is there any words missing/excess. Add the missing words/Remove the excess words.</p> <p>Morphological</p> <p>Teacher asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Teacher helps to check the spelling and punctuation used in the writing</p> <p>The learners edit their products and write the correct version.</p>	
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Assessment

Teacher shows the picture on page 10 of TB and gives the following narration

The king did not have children. As he grew older many thoughts came to his mind.

Can you write the thoughts of the king.

Writing the thoughts individually.

Peer assessment.

Teachers assessment

Indicators

.personal feelings.

.empathy to character.

Using variety of sentence forms.

.Sequencing of ideas/sentences

Reference

Extended Activities

The learners can develop the thoughts of Pingala when the king declares him as the crown prince.

Words from words

Learning Outcome

- Read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom' etc. in meaningful contexts

Ideas, Understanding, Values

Words formation using the letters of a new word

Resources

ACTIVITY	RESPONSE
<p>Stage I</p> <p>Teacher displays the following sentence using digital source</p> <p>To find a <u>successor</u> the king thought of an idea</p> <p>Pingala was <u>disappointed</u> to see his seed</p> <p>The king was <u>fond of</u> gardening</p> <p>I will <u>distribute</u> some seeds to all children.</p> <p>Teacher asks the learners to find the meaning of the words underlined using a dictionary.</p> <p>Stage II</p> <p>Teacher directs the learners to find and list down the words which are unfamiliar to them during the process of reading .</p>	

<p>Stage III</p> <p>Help the learners to find the meanings using a dictionary. Teacher can provide new sentence with the unfamiliar words and familiarise the words and their meanings in various contexts.</p> <p>Stage IV</p> <p>Learners are requested to make new words using the letters of the word disappointment Successor ICT Slot distribute (The letters of the words are displayed (anagramarama) and child can form new words using the letters)</p> <p>Stage V</p> <p>Learners are directed to complete the activity given on page 23 of text book</p>	
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Assessment

My words (page 29)

Individual writing

Assessment

Peer assessment

Mentor's assessment.

*Apt meaning of new words.

*Forming maximum new words.

*Using words in sentences.

Reference

Extended Activities

Mentor give new words like proclamation, ignore and courtyard and asks the learners to make as many words as they can using the letters of the words given

Word ladder

Learning Outcome.

- Complete word ladder with familiar words

Ideas, Understanding, Values

Words formation using the letters of a word

Resources

ACTIVITY	RESPONSE
<p>Stage I</p> <p>Mentor displays the following sentence using digital source</p> <p>To find a <u>successor</u> the king thought of an idea</p> <p>Pingala was <u>disappointed</u> to see his seed</p> <p>The king was <u>fond of</u> gardening</p> <p>I will <u>distribute</u> some seeds to all children.</p> <p>asks the learners to find the meaning of the words underlined using a dictionary.</p>	

<p>Stage II</p> <p>Mentor directs the learners to find the words which are unfamiliar to them when each pros reading and comprehension done and list down those words.</p> <p>Stage III</p> <p>Help the learners to find the meanings using a dictionary. Mentor can provide new sentence containing the unfamiliar words and familiarise the words and their meanings in various contexts.</p> <p>Stage IV</p> <p>Learners are requested to make new words using the letters of the word</p> <p>disappointment</p> <p>Successor ICT Slot</p> <p>distribute</p> <p>(The letters of the words are displayed (anagramarama) and child can form new words using the letters)</p> <p>Stage V</p>	
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<p>Learners are directed to complete the activity given in page 23 of TB(activity4)</p> <p>Mentor let the learners to complete My words and I CAN in page 29 and 30 of text book</p>	
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Assessment

My words (page 29)

Individual writing

Assessment

Peer assessment

Mentor assessment.

.meaningful

.number of words

letters used

Extended Activities

Reference

entor give new words like proclamation, ignore and courtyard and asks the learners to make as many

words as they can using the letters of the words given

Description

Learning Outcome

- Develop discourses like conversation, thoughts, notice etc...
- Use simple English for answering interaction questions

Ideas, Understanding, Values

Comprehension

protection of nature

steps of cultivation

Resources

ACTIVITY	RESPONSE
Teacher displays the picture on page 14 of the T.B and ask the learners What do you see in this picture ? Will Pingala go to the palace ? Will he go back home disappointed ?	

Asks the learners to read the firstpart of the story and consolidates the interacted questions with the sentence.

Teacher concludes the discussion.

Pingala went to the palace following the advice of his father

Teacher introduces the picture given on page 15 of T.B. Displays the passage using ICT

Teacher asks the learners to read the passage to find the answers of the following comprehension questions

Why was the king unhappy ?

What did the children carry in their hands ?

Why were they so happy ?

What did the king expect from the children ?

Teacher consolidates the responses

The king expected an honest response from the children.The children thought that they would be selected by the king.

Teacher asks the learners to read the passage given on page 15 of T.B. Teacher displays the pictures on page 16 & 17 of the text

book and answers the following questions.

What will the king ask to Pingala ?

-Does the king punish Pingala ?

Why did Pingala hold his head down

Why did the king smile ?

Elicit responses from the learners

Teacher consolidates the responses

The king find his successor in Pingala

Teacher asks the children to check whether their responses are correct by reading the passage.

Teacher introduces the picture on page 18 of TB. Asks the following interaction questions

- Why did Pingala seem happy ?

- Why did the other children feel ashamed ?

- Who will become the crown prince of Gandhara ?

Let the learners read the passage and answers the questions.

Assessment

Teacher can assess the comprehension of the story by asking the question given at the end of page 18 of TB.

- The king gave roasted seeds to the children. Yet they came up with flowery plants. How did they grow the plants ?

Teacher collects the responses of the learners. (Activity cross word ICM on page 30 of TB)

Concludes the discussion by showing a sentence card.

'The other children changed the seed / bought new plants

(Activity 5 Page 24 TB)

Assessment

Answering questions

Discussion points - How does king find his successor ?

Does he conduct a contest ?

Self,peer and teacher assessment

Sequential arrangement of events

Grammatical correctness

Reference

Extended Activities

Teacher shows the pictures on page 25 and asks the learners to explore the pictures to find the concept and arrange the activities in order..

Description-Honesty shop.

Learning Outcome

- Develop discourses like conversation, thoughts, notice etc...
- Use simple English for answering interaction questions

Ideas, Understanding, Values

HONESTY IS THE BEST POLICY

Resources

ACTIVITY	RESPONSE
Mentor sets on Honesty shop in the class room or plays on video of honesty shop. Ask the following questions	

- Can we run a shop without a shop keeper ?

- What is the name of the shop ?

- How can we buy things ?

Who collects the money ?

- Is there any connection with the name the shop and the nature of the shop ?

Individual writing

Random presentation

Sharing in groups

Group presentation

Teachers version

Editing process of editing

Refinement

writing final version to portfolio,

Assessment

Ask the learners to write the description of the kings garden.

Individual writing

Peer evaluation

Mentors assessment

.Relevant to the content

.Ideas are arranged in proper sequence.

.Variety of sentence used

Reference

Extended Activities

Learners can write the description of the picture on page 15 of TB

Sequencing the events

Learning Outcome

- Answer simple questions begin with 'wh' like 'who', 'what', 'where'.
- Sequence the events of a story
- The learner will be able to read and comprehend the story
- Use simple English for answering interaction questions

Ideas, Understanding, Values

arranging events in a story sequentially

Resources

Activity	Response
<p>Mentor displays the the sentences given in page 24 of text book using digital source.let the learners read the sentence individually.Mentor ask to give numbers in the order they occur . divide the learners to three groups and provide paper sentence cards and each group stand in the order of the events.Let the other group check the correctness of their arrangement and mentor declares the group that complete the task first as the winner.</p> <p>Let the learners arrange the sentence in proper order to their note book/space provided inthe text book</p>	

Assessment

sequence of the events

Self,peer and group assessment

Reference

Extended Activities

Let the groups make their own sentence cards and give tose cards to the other groups formaking them in order

Conversation

Resources

Ideas, Understanding, Values

Developing conversation

ACTIVITY	RESPONSE
<p>Teacher displays the picture given on page 18 of the text book using I C T.</p> <p>Interacts with the learners using the following questions.</p> <ul style="list-style-type: none">• What do you see in this picture?• What is the king doing?• Why did Pingala feel happy? <p>Free response.</p> <p>Teacher concludes that</p> <p>Pingala won the test given by the king.</p> <p>Mentor asks to the learners that</p> <p>How did Pingala's father come to know that his son has been selected as the</p>	

crown prince.

The king send a messenger to Pingala's father.

Pingala,s father was standing infront of his house.

He saw king's messenger riding towards him."My god what happened to my son?"

He thought."You are wanted in the palace" one of the messengers said.

Mentor asks the learners to complete the conversation between the messenger and pingala's father

Developing conversation

Teacher draws the attention of the learners to the activity on page 23 of TB

How did Pingala's father come to know that his son had won the test ?

Teacher introduces the passage given in text book. Pingala's father was standing the king's messengers ridingtowards him. My God! What happened to my son ?, messengers said 'You are wanted in the palace'.

Complete the conversation between the messenger and Pingala's father

Messenger : You are wanted in the palace

Pingala's father :

Teacher encourage the learners to develop the conversation

Individual writing

Random presentation

Sharing in group

- Group presentation

presentation of teacher's version.

Messenger : You are wanted in the palace.

Pingala's father : Who? What for?

Messenger : It is regarding your son.

Pingala's father : Has he done anything wrong?

Messenger : No. He is wise and honest Your son is selected as
the Prince.

Pingala's father : Is it true? I can't believe it.

Messenger : Certainly. You are very lucky.

Pingala's father : Thank God! Long live King Vidyadhara!

Editing

Process of editing.

Thematic : For this mentor can ask.

<p>Do you want to change or add anything to your writing ?</p> <p>Check whether your thoughts have an order.</p> <p>Correct it.</p> <p>Syntactic:</p> <p>Teacher asks the learners to check their writing (sentence by sentence, word by word)</p> <p>Is there any words missing/excess? Add/remove them.</p> <p>Morphological</p> <p>Teacher asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Teacher helps to check the correctness of spellings and punctuation used in the passage.</p> <p>Refinement</p> <p>Role play the conversation</p> <p>Assessment of Role play</p>	
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Assessment

Mentor gives a slot to develop a conversation between king and Pingala about the efforts he had taken to grow a plant.

Self assessment

Peer assessment

Mentors assessment

proper initiation and conclusion

Writes exchanges relevant to the context

Use of appropriate language elements(question words, tags etc)

Use of well framed simple sentences.

Reference

Extended Activities

Collects the dialogues in the story and presents the dialogues as role play.

Matching cards

Learning Outcome

- Answer simple questions begin with 'wh' like 'who', 'what', 'where'.
- Match pictures with action words by drawing lines
- Sequence the events of a story
- Use simple English for answering interaction questions

Ideas, Understanding, Values

Identifying and arranging the stages of cultivation in order.

Resources

ACTIVITY	RESPONSE
Teacher display digital,picture cards of images given in page 25(activity6) of text book.Interact with the learners using the following questions What do you see in this picture? What are the persons doing? Can you say which of these activities come first? Can you name the stages of cultivation? Collects responses and concludes the discussion	

<p>.These are steps of cultivation</p> <p>.The persons in the pictures are doing various actions for farming.</p> <p>.For any cultivation digging/preparation of the soil comes first</p> <p>Teacher asks the learners</p> <p>What did Pingala do to make the seed sprout?</p> <p>Let the learners read the passage once again and finds the steps adopted by Pingala</p> <p>respond freely.</p> <p>Teacher ask the learners to make the events given in the display in proper order</p>	
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Assessment

arranging steps of cultivation in proper sequence

Reference

Extended Activities

collects pictures related to cultivation of various crops and makes an album.

Answering questions with 'Wh'

Learning Outcome

- Answer simple questions begin with 'wh' like 'who', 'what', 'where'.

Ideas, Understanding, Values

Framing of 'Wh' questions

Resources

ACTIVITY	RESPONSE
<p>Mentor can project the interaction question in written form using ICT</p> <p>Mentor can ask about the kings garden using 'Wh' questions like</p> <ul style="list-style-type: none">- <u>Which</u> are the fruit trees in kings garden ?- <u>What</u> are the names of the vegetables that may be found in the garden ?- <u>Which</u> are the flowering plants in kings garden ?- <u>Which</u> are the medicinal plants in kings garden ? <p>Collecting responses</p> <p>Shows the project given in page 28 of TB and let the learners write the</p>	

names of given items in the space provided.	
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Assessment

Children can frame 'Wh' questions

Reference

Extended Activities

Collecting pictures of fruits, vegetables, flowers, and medicinal plants and make a Picture Album

Contracted and expanded forms

Ideas, Understanding, Values

Use of contracted forms and expanded forms

Resources

Activity	Response
<p>Teacher displays the passage given on page 14 of TB. Display the sentence using ICT</p> <p>'why don't you go to the king with the empty pot' ?</p> <p>Ask the learners to identify the sentence from the text. Teacher points out the use of 'don't' in the sentence.</p> <p>Then displays more sentences that use don't, didn't, let's etc.</p>	

Eg:- They didn't go to the party.They didnot go to the party.

- We aren't there at that time. We are not there that time.

- Do not waste food. Don't waste food

Give a worksheet to use the contracted and expanded form Using an ICT tool.

provide the contracted forms and expanded forms in boxes.

Learners select the words from the box and can drop in a sentence. If it is correct a congratulating message will be displayed.

Ask the learners to write those sentences for which they got a congratulation message to their note book.

Assessment

Work sheet

1. Do not tell lie

..... tell lie.

2. Let us go to school

..... go to school

3. You allowed to enter there.

You aren't allowed to enter there.

4. He go to school yesterday.

He didn't go to school yesterday.

5. I've seen that film.

..... seen that film.

Teacher assess the learners based on their responses in the worksheet

References

Extended Activities

The learners identify and collect more contracted forms from the stories they read.

Paper Boats

	Learning Outcome	Activity	Resources	Ideas, Understanding, Values	Products	Assessment	Time
1	-Read and understand words like 'horrible' 'pout', lump, splash, pounce, naughty etc. Understands and responds to simple questions	<i>Entry activity</i>	paper, crayons ,picture on page. 37 TextBook, origami(video) Digital display of sentences.	Friendship. Empathy to others.	"completed worksheet pg 36 Picture dictionary Dictionary Alphabet book Filled worksheets"	Answer to comprehension questions	90
2	-Read and understand words like 'horrible' 'pout', lump, splash, pounce, naughty etc. Do the activities in the text book as directed	Read and comprehend	digital images of pictures given in page 38,39,41 and 42	Friendship, empathy towards others.	Answers to the comprehension questions.	Comprehension of the reading passage.	180
3	Write a short description on one's own family	Description - Family	I C T of the word web. Friendship,Empat	Friendship, Empathy to others	Description - Family	Description. Self,peer and mentors evaluation using	90

	Understands and responds to simple Writing - description) questions Family.		hy to others.			Describing places objects, persons related to the context. Using suitable attributes. Using variety of sentence forms. Sequencing of ideas/events	
4	Write the experience of Journey in simple English Ideas, Understanding, Values Personal experiences.	Travelogue writing	"ICT – Dora the Explorer .TB Page no]47 Activity 3 ICT	Personal experiences	Description of a journey travelogue	Writing - description	90
5	Do the activities in the text book as directed Understands and responds to simple questions Undertake language project Activity	Language	Digital images of the pictures given in page 53 of text book. E-version of sentence cards containing words used to denote different ways of looking at a thing or a person.	Words to denote different ways to looking at a thing	Project report	Performance Project report	90
6	Asks questions using 'Why should'	'Why should'	Sentences starting with	Use of 'Why should'	Completed	Writing sentences using 'why should'.	90

	Do the activities in the text book as directed Activity		'why should 'Text Book page no 49. Activity – 6"	Products	exercise using ' Why should'	changing the sentence using 'why should'	
7	Do the activities in the text book as directed Express the thought and feeling in simple language Understands and responds to simple questions	Thoughts, Diary	T B (pg 45,48)	Empathy towards others	Concept map. Diary	Thoughts. Diary	90
8	Do the activities in the text book as directed Express the thought and feeling in simple language Understands and responds to simple questions	Thoughts	E- version of concept map. E_version of thoughts.	Friend ship Empathy towards others. Writing thoughts.	Writing thoughts.	Self,peer and mentors evaluation using the following indicators. .Expressing ones own ideas or feelings relevant to the context. .Using apt expressions. .Using variety of sentences. .sequencing of ideas/events.	90
9	Identify the theme of the poem and	Poem recitation	E version of the poem "Paper	Appreciation of poem	Evolving text and	Comprehension of the ideas of poem.	90

	appreciate it Do the activities in the text book as directed Understands and responds to simple questions		boats "by Rabindranat Tagore.		extended vocabulary		
10	Do the activities in the text book as directed Understands and responds to simple questions	Singles and groups.	Digital images of pictures of animals ,birds,things which can transact singular and plural form	Singular form and plural form	List of singular words and plural words.	Ability of the learners to use singular and plural form of nouns wherever necessary.	45

Entry activity

Learning Outcome

Read and understand words like 'horrible' 'pout', lump, splash, pounce, naughty etc.

Understands and responds to simple questions

Ideas, Understanding, Values

Friendship and empathy to others.

ACTIVITY	RESPONSE
Mentor brings a beautiful coloured paper boat to the class room. But not shown to the learners. Mentor asks that can you guess what is in my hand? You can find it if you follow my instructions. Mentor gives the following	

instructions. Open your TB at page 36. colours the columns with capital letters in blue colour the columns with small letters in brown.

What do you find here?

-Collecting responses.

The shows the coloured boats to learners.

The learners will say 'A Boat' Mentor shows the video of making an origami boat. Ask the learners to follow the process and completes a paper boat.

പ്രവർത്തനഘട്ടം 3

Mentor ask to colour their boat. Can you name the boat?

Say something about your boat.

Collecting responses form learners.

പ്രവർത്തനഘട്ടം 4

It is a boat – It is beautiful

Let's read the story of a paper boat. Mentor shows the picture given in page number 37 and asks what do you see in the picture?

Collecting the responses.

പ്രവർത്തനഘട്ടം 5

Frame the following sentence

A girl is launching paper boats in a stream.

Displays the sentence using digital source.

Mentor asks the following questions.

Can you find the name of that girl by reading the passage on page 37.

shows the sentences in page 37 using digital source.

"Down the stream"

പ്രവർത്തനഘട്ടം 7

The learners are requested to read the passage and find the name of the

<p>girl.</p> <p>Then the sentence are shown one by one.</p> <p>പ്രവർത്തനഘട്ടം 8</p> <p>Reading.</p> <p>Let the learners read the passage individually.</p> <p>Underline the words which are new/unfamiliar.</p> <p>Let them sit in groups.</p> <p>The groups can exchange the idea they gathered.</p> <p>Read aloud the passage as mentor present a narrative.</p> <p>Mentor's tone and actions should enable comprehension.</p> <p>Use minimum hand and body movements.</p> <p>You may use the questions given at the end of the unit to ensure comprehension.</p> <p>Let the learners respond freely.</p> <p>Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.</p> <p>പ്രവർത്തനഘട്ടം 9</p> <p>Mentor ask to underline the words that are not familiar to them and give their meanings with the help of pictures and new situations.</p>	
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Assessment

Answer to comprehension questions at the end of the page 37

Reference

Extended Activities

Mentor asks the learners to predict the next event.

(What would be the horrible thing?)

Oral response.

read and comprehend Ideas, Understanding, Values

Friendship and empathy to others

Read and comprehend

Learning Outcome

- -Read and understand words like 'horrible' 'pout', lump, splash, pounce, naughty etc.
- Do the activities in the text book as directed
- Understands and responds to simple questions

Ideas, Understanding, Values

Friendship and empathy to others.

Resources

Activity	Response
Down the Stream (Page 37) Introduce Anna using the picture.Using I C T. Mentor asks the following interaction questions. What do you see in this picture? Who is that? Can you find the name of the girl? What is she doing? Ask the learners to read the text " Down the Stream" Process-Reading Individual reading. Sharing ideas in groups. Ask questions to ensure comprehension. Present the story as if you present a narrative at optimum speed.	

Pause only when needed.
 Use minimum gestures.
 You may also use the questions for interaction.
 The question
 "What could be the horrible thing?
 may be given for an open discussion. Let the learners express their opinions.
 Acknowledge their answers, megaphone them in English if needed, and lead
 them to the next passage 'An Angry Girl' on Page 38.
 An Angry Girl (Page 38)
 Use the picture for interaction.
 Questions for interaction:
 What is the boy doing?
 Why do you think the girl is worried?
 Process Reading
 Let the learners read the passage individually.
 Groups can share the idea they have gathered.
 Read the passage aloud as if you present a narrative.
 Your tone and actions should enhance comprehension.
 Frame more questions if needed.
 A Solution (Page 39)
 Questions for Interaction
 The boy pounced on Anna's boat and turned it upside down. What will Anna
 do now?
 Invite their attention to the picture on Page 39.
 Where is Anna now?
 Who is sitting in the chair?
 Is that her mother?

What would Anna tell her?

Then, lead the learners to the passage, 'A Solution' on Page 39.

Process Reading

Individual reading

Sharing in groups

Use the interaction questions given in Page 40. If necessary, you can frame more questions.

Questions for Interaction

Who are there in the picture?

What is the aunt doing?

Process Reading

After processing the first three passages lead the learners to Activity 5,

Activity 5 (Page 48)

Let the learners fill in the blanks themselves.

Peer assessment. Hints:

Hints

Her

She

Her

It

He

They

Her

Lead the learners to Activity 4 on Page 48.

Activity 4 - The Boy's Diary

Ask the learners to read the instructions given in the text.

Hold a discussion based on the thoughts of the boy.

<p>Questions for Interaction</p> <p>What did the boy do to Anna's boat?</p> <p>What was his feeling when he got a boat from Anna? Will he be happy?</p> <p>Do you think he will feel sorry for his earlier deed?</p> <p>Individual writing.</p> <p>Provide the following hints:</p> <p>Include the feelings of the writer.</p> <p>Include missing events.</p> <p>Include feelings and reflections.</p> <p>Edit the language of the diary.</p> <p>Group writing</p> <p>Let the groups present their work.</p> <p>Random presentation.</p> <p>Group writing.</p> <p>Mentor's assessment.</p> <p>Present the mentor's version.(I C T)</p> <p>Sample Diary</p> <p style="text-align: right;">Date :</p> <p style="text-align: right;">Day:</p> <p>I saw a girl floating a paper boat.</p> <p>I pounced upon it and destroyed it.</p> <p>The girl stared at me and ran away.</p> <p>To my Surprise, the girl came back and gave me a couple of paper boats.</p> <p>I felt guilty.I asked to my self ' Why did I destroy her boat?'</p> <p>Both of us donnot know how to break the silence any how</p> <p>We floated our boats down the stream.</p>	
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<p>Her boat got stuck and I got a chance to help her. Thank God! I got a good friend today. Mentor let the learners compare their group products and make necessary changes. Edit all the group products. Editing process Thematic : For this mentor can ask. A True Friendship (Page 42)</p> <p>Do you want to change or add anything to your writing ? Check whether your diary have an order. Correct it. Syntactic: Mentor asks the learners to check their writing (sentence by sentence, word by word) Is there any words missing/excess add/avoid them. Morphological Mentor asks the learner to check the aptness of each word in the passage. Spelling and Punctuation Mentor helps to check the correctness of spellings and punctuation used in the writing process Supply more diary pieces suitable to the learners of Std. IV. Mentor display the picture given in page 42 of text book using I C T and let the learners read the passage</p>	
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Assessment

Comprehension

Reference

Extended Activities

Let the learners write the completed activity 5 to their note book.

Read and comprehend good guidance.

Learning Outcome

- -Read and understand words like 'horrible' 'pout', lump, splash, pounce, naughty etc.
- Do the activities in the text book as directed
- Understands and responds to simple questions

Ideas, Understanding, Values

Friendship and empathy towards others

Resources

Activity	Response
<p>Activity Steps</p> <p>Mentor displays the e- version of the pros-Good Guidance (Page 41)</p> <p>Draw the learners' attention to the text.</p> <p>Questions for Interaction</p> <p>Did Anna give the boat to the boy?</p> <p>Did the boy accept the paper boat?</p> <p>What would be his feelings at that time?</p> <p>Mentor elicits responses from the learners and concludes that Anna hesistantly returns to the stream and give two not so good boats to the boy. The boy accepted Ana's gift and stood their quietly</p> <p>Process Reading</p> <p>Let the learners read silently.</p> <p>Marking new and unfamiliar words.</p>	

<p>Group sharing.</p> <p>Ask questions to ensure comprehension.</p> <p>E.g.o What happened to Anna's boat?</p> <p>Did the boy destroy the boat the second time?</p> <p>Why didn't the boy destroy the boat?</p> <p>Free responses</p> <p>Mentor concludes that Anna gave two boats to the boy.</p> <p>They launched their boats and Anna's boat got stuck ina heap of mud and the boy rescued the boat.</p> <p>They look each other and smiled and became friends.</p> <p>Now, generate a discussion on how true friendship can develop through sharing.</p> <p>In the lesson 'Paper Boats', we saw how true friendship developed through a paper boat.</p> <p>Now, we can read a poem about a boy who floats a paper boat down the stream hoping that someone, somewhere may find them and know who he is.</p>	
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Assessment

Comprehension of the reading passage.

Reference

Extended Activities

Let the learners add another event to Anna and the boys friendship.

The family tree

Learning Outcome

- Write a short description on one's own family
- Do the activities in the text book as directed
- Understands and responds to simple questions

Ideas, Understanding, Values

Friendship, Empathy towards others

Resources

ACTIVITY	RESPONSE
<p>Description - Family</p> <p>Mentor ask the learners about their family. Collecting the responses. Help the learners to complete the family tree. Write it in their T.B page number 50.</p> <p>Mentor asks the learners to present it randomly.</p> <p>Then request the learners to say about their family using the informations gathered.</p> <p>Mentor consolidates the sentence and help the other learners to speak about their family.</p> <p>Learners need special attention can say the names their father and mother.</p> <p>Mentor request the learners to write their ideas.</p> <p>Self assessment.</p> <p>Random presentation</p> <p>Assessment in groups (Refinement) presentation.</p>	

<p>Mentor present a flexible version given in HB page 78.</p> <p>I am</p> <p>I belong to a big/small family.</p> <p>My grandfather is and grand mother</p> <p>My father is</p> <p>He is a</p> <p>My mothers name is Mrs.</p> <p>She is a-----</p> <p>I have brother/s and sisters.</p> <p>They are,</p> <p>we love each other.</p> <p>We live happily.</p> <p>The learners refine their products.</p> <p>Mentor ask the learners to write their refined products to their TB and ask them to find the difference between the structures of various families.</p>	
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Assessment

Description.

Self,peer and mentors evaluation using

>Describing places objects,persons related to the context.

>Using suitable attributes.

>Using variety of sentence forms.

>Sequencing of ideas/events.

Reference

Extended Activities

Mentor collects the description of each groups and make big book

Travelogue writing

Learning Outcome

- Do the activities in the text book as directed
- Understands and responds to simple questions
- Write the experience of Journey in simple English

Ideas, Understanding, Values

Travelogue writing

Resources

ACTIVITY	RESPONSE
<p>Are you familiar with this programme? How Dora explains her journey? Can you say/write some thing about a journey that you conducted? Elicites responses Mentor introduce the activity given in page 47 (activity 3) of T.B using ICT and explains listen children. This is how Anna's paper boat describes its experience. 'Anna's paper boat sailed through several places and saw many things.' Read how Anna's paper boat describes its experiences. I am a paper boat. Anna's Aunt made me. One day Anna pushed me into a stream. I sailed along the stream.</p>	

<p>I saw many things. Flowering plants danced on the shore. A frog pounced on me. Thank God! I was not overturned. Then shows the sentence one by one. Learners are requested to read those sentences and make sure that each learners has comprehended the description before entering to the task. Mentor help the learners to develop a concept map using the following questions. Mentor let the learners go through activity 3 in page number 47. The journey of Anna's boat is described in a few sentences. Draw the attention of the learners to the description. Make sure that every learner has comprehended the description before you proceed to the task. Use the questions given in the Reader. Ie: Have you had any such experiences while travelling? Write about it. Keep in mind the following questions when you write. Where did you go? When did you go? Who were with you? What did you see on the way? What food did you have? Which sight did you like the most?</p>	
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<p>How did you go - by bus or by train?</p> <p>How was the trip?</p> <p>These questions will enable the learners to develop a concept map.</p> <p>Mentor can use the outline concept map given in the following lines using ICT.</p> <p>Concept Map - Key words</p> <p>Calicut - 6 a.m. - start - Wednesday</p> <p>20th April - me - father - mother - 1 brother</p> <p>Tirur - 8 a.m. - reach</p> <p>Thunchan paramb - 9.15 am</p> <p>Had breakfast at the railway canteen</p> <p>Bought tickets</p> <p>The train was late</p> <p>Saw ezhuthani</p> <p>Visited the library</p> <p>The essential content of the map may</p> <p>Starting place</p> <p>Time of departure</p> <p>Date</p> <p>People participated</p> <p>Remarkable events</p> <p>Mode of travel</p> <p>vehicles used</p> <p>wayside scene</p> <p>.....</p> <p>Destination</p>	
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Date Time of arrival Events Develop the concept map into a description. Process of writing. You may select the map of a slow pace learner and develop it as a whole class activity. Assess individual work. Mentor asks the learners to present their travelling experience randomly. Then asks them to refine in groups and present the group product. Presentation edited mentors version using ICT. editing process – Thematic, syntactic, editing . Making the experiences final and writing them on to their notebook or to portfolio.	
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Assessment

- Travelogue- description.
- Description.
- Self,peer and mentors evaluation using
 - >Describing places objects,persons related to the context.
 - >Using suitable attributes.
 - >Using variety of sentence forms.
 - >Sequencing of ideas/events.

Reference

Extended Activities

Ask the learners to read classic tavelogues like the Sindbad,Gulliver in Lillyput

Why should

Learning Outcome

- Asks questions using 'Why should'
- Do the activities in the text book as directed

Resources

Ideas, Understanding, Values

Use of why should

ACTIVITY	RESPONSE
<p>പ്രവർത്തനം 1-</p> <p>Mentor display the following sentence using ICT 'I will make a few (paper boats) for him as well" and asks you find this sentence from your T.B 9 .Give the learners chance to find the sentence from the passage</p> <p>പ്രവർത്തനം 2</p> <p>Mentor again asks Who said it? What was the reply she got when this was said? Collecting response and concludes that Arundhathi Aunt said it. She got a sentence starting with 'why should' as reply that is "But why should you make boats for him?"</p> <p>പ്രവർത്തനം 3</p> <p>Mentor emphasis the use of why should in the sentence. Then</p>	

<p>again 5-6 situations that may use why should and ask the learners to notice how and when this structure is used</p> <p>പ്രവർത്തനഘട്ടം 4</p> <p>Mentor directs the learners to take down those sentence and to find more examples from their T.B. and make a collection to their portfolio.</p> <p>പ്രവർത്തനഘട്ടം 5</p> <p>Mentor give oral exercise for using the form 'why should' for example.</p> <p>I will give you a gift? Why should you give me a prize? Manu will come with you?</p> <p>Why should Manu come with me. Etc.</p> <p>പ്രവർത്തനഘട്ടം 6</p> <p>Mentor introduces the activity given in page 49 TB. This can give with the help of ICT or with worksheet and after completing it learners are requested to write them to their not book.</p>	
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Assessment

Ability of the learners to use 'why should'

Reference

Extended Activities

Search in the text for sentences which use "why should"

Ways of looking- project.

Learning Outcome

- Do the activities in the text book as directed
- Understands and responds to simple questions
- Undertake language projec

Ideas, Understanding, Values

Different words for looking

Resources

ACTIVITY	RESPONSE
<p>പ്രവർത്തനഘട്ടം 1-</p> <p>Mentor displays the pictures give in page 53 of TB using ICT asks the following interaction questions.</p> <p>What do you see in the pictures</p> <p>What is the boy doing?</p> <p>Elicites responses and concludes that</p> <p>The boy is <u>peeping</u> through the window.</p> <p>mentor displays pictures one by one and ask questions like</p> <p>What is the girl doing?</p> <p>The girl is <u>staring</u> at the boy.</p> <p>പ്രവർത്തനഘട്ടം 2</p> <p>collecting as many response as possible consolidate the response and displays each sentence using digital source.</p> <p>Mentor points the words <u>peeping, watching, staring, looking, viewing, gazing, listening</u> using digital source.</p> <p>Concludes that different words can be used to denote different</p>	

<p>ways of looking at a thing or a person.</p> <p>Mentor displays Video of different situations that uses different words denoting different ways of looking at things/person/situations.</p> <p>Displays apt digital sentence cards that uses the words in another sentences.</p> <p>പ്രവർത്തനഘട്ടം 3</p> <p>Mentor displays a set of words given in the text on page 54.</p> <p>A game using ICT can be used to find use of words that denote different ways of looking.</p> <p>പ്രവർത്തനഘട്ടം 4</p> <p>Mentor shows the table using ICT the learners can click on the words in the table. If it is a correct words in the table.</p> <p>If it is a correct word (that can be used instead of look) the picture and 3 sentence using that word will be displayed.</p> <p>പ്രവർത്തനഘട്ടം 5</p> <p>The learners are requested to find all the words that can be used to denote different ways of looking at a thing using this strategy.</p> <p>The learners should write the sentence on their note book.</p> <p>Word web completion given in page 54 of text book.</p> <p>പ്രവർത്തനഘട്ടം 6</p> <p>The learners are assigned to find the sentence from previous units and write on their notebook as the part of this project and complete the space in T.B.</p> <p>പ്രവർത്തനഘട്ടം 7</p> <p>Mentor directs the learners to present the collection of</p>	
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<p>sentence and supplementary pictures paste them on a chart for each group and display in class.</p> <p>പ്രവർത്തനം 8</p> <p>The learners read the sentence from the charts aloud and use them in new situations as a part of role play.</p>	
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Assessment

Apt words for different ways of looking

Extended Activities

1. Mentor distribute worksheet with pictures which provide different ways of looking and ask the learners to write apt sentence for them. 2. Collects sentences from the text book which contain different words for 'look' and adds them to their portfolio.

A day with Anna.

Learning Outcome

- Do the activities in the text book as directed
- Express the thought and feeling in simple language
- Understands and responds to simple questions

Ideas, Understanding, Values

Friendship, empathy to others

Resources

ACTIVITY	RESPONSE
<p>Mentor projects the passage given in page 51 T.B using ICT. Each sentence displayed one after the other. Then asks questions.</p> <p>who are the characters in the passage?</p> <p>Let the learners find the characters and write them on the space provided.</p>	

which are the things mentioned in the passage?
 Let the backward students can find it from each sentence.
 Mentor collects the response of the learners and consolidates the response to the columns provided in the text.
 The characters are Anna, Vrinda, Arun, Aunt Arundathi.
 The objects are paper boats, fishing net, bottle, book, shirt, hook, house.
 Mentor introduce the action words through simple questions like
 Why did Anna go to her friends?
 Where Anna and friends go?
 What did Arun do?
 What did Anna do?
 Mentor shows the sentence that are answers and direct the learners write the action words in the space provided.
 Mentor directs the learners to the name of the animals and birds in the passage and write in the space provided.
 Using ICT the mentor can provide a new passage and using the same strategy (above mentioned) make the learners to answers simple questions and complete worksheets given.

Assessment

Self,peer and mentors evaluation using the following indicators.

- .Expressing ones own ideas or feelings relevant to the context.
- .Using apt expressions.
- .Using variety of sentences.
- .sequencing of ideas/events.

Reference

Extended Activities

Completed worksheet are filed to portfolio and the characters, action words and objects listed are taken to

their note books.

Thoughts

Learning Outcome

- Do the activities in the text book as directed
- Express the thought and feeling in simple language
- Understands and responds to simple questions

Ideas, Understanding, Values

Writing thoughts.

Resources

ACTIVITY	RESPONSE
<p>Writing Thoughts</p> <p>Mentor shows the pictures given in page 48 of TB asks the following questions.</p> <ul style="list-style-type: none">• Who is that?• what is he doing?• Collects response.• Mentor requests the learners to read the passage given in T.B <p>Reading process.</p> <p>Let the learners read the passage individually.</p>	

Underline the words which are new/unfamiliar.

Let them sit in groups.

The groups can exchange the idea they gathered.

Read aloud the passage as mentor present a narrative.

Mentor's tone and actions should enable comprehension.

Use minimum hand and body movements.

You may use the questions given at the end of the unit to ensure comprehension.

Let the learners respond freely.

Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.

Mentor can create a concept map of the events that happend on the day using the following questions.

- Does the boy feel guilty about his behaviours towards Anna?
- What did the boy do to Anna's boat?
- What was his feeling when he get a boat from Anna?

Mentors writes the replies in the form of a concept map.

Mentor asks the learners to write the thoughts of the boy and his feelings using the ideas evolved in the concept map.

- Individual writing that includes the feeling of the writer
- Includes missing events.
- Includes feelings and reflections.

- Hold a discussion based on the thoughts of the boy.
- Refinement in groups.

What would be his feelings at that time?

Lead the learners to Activity 4 on Page 48.

Activity 4 - The Boy's Diary

Ask the learners to read the instructions given in the text.

Individual writing

Include feelings and reflections.

Edit the language of the diary.

Group writing

Let the groups present their work.

Random presentation.

Group writing.

Edit all the group products.

Supply more diary pieces suitable to the learners of Std. IV.

- Editing.
- Process of editing.
- let the groups present their work.

Mentor provides his/her version for help the learners to do the editing process.

Mentor can use digital display of the following .

<p>I saw a girl floating a paper boat.</p> <p>I pounced upon it and destroyed it.</p> <p>The girl stared at me and ran away.</p> <p>To my surprise, the girl came back and gave me a couple of paper boats.</p> <p>I felt guilty, why did i destroy her boat?</p> <p>We floated our boats down the stream.</p> <p>Her boat got stuck and I got a chance to help her.</p> <p>Thank God I got a good friend today.</p> <p>Mentor assign the learners to write the diary of Anna that day</p>	
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Assessment

Self,peer and mentors evaluation using the following indicators.

.Expressing ones own ideas or feelings relevant to the context.

Using apt expressions.

Using variety of sentences.

sequencing of ideas/events.

Reference

Extended Activities

Writing thoughts of Anna.

POEM

Learning Outcome

- Identify the theme of the poem and appreciate it
- Do the activities in the text book as directed
- Understands and responds to simple questions

Ideas, Understanding, Values

Friendship.

Appreciation of the poem

Resources

ACTIVITY	RESPONSE
<p>Activity Steps</p> <p>Mentor shows the video of the poem 'The paper boats' and shown the first seven lines the learners to read the poem.</p> <p>Mentor checks the comprehension of the learners by asking.</p> <ul style="list-style-type: none">-who is the speakers in this poem?-what did he write on the boat?-why did he write his name?-who floats the paper boats to the stream?-what does the by hope when he floats the boats collecting responses.	

<p>Mentor ask the learners to sit in groups and share their ideas.</p> <p>Groups share their views.</p> <p>Mentor intervene effectively and modify the views of the learners.</p> <p>Mentor projects the outline of first seven lines using digital presentation. (Displaying page 75 HB consolidation)</p> <p>Mentor displays the remaining lines of the poem and asks the following interaction questions.</p> <p>-Who sends the clouds race with the boats?</p> <p>-Why do the boy fills the boat with Shuili Flowers?</p> <p>Mentor again break out a discussion for comprehension the ideas of the poem and finally concludes the comprehension by showing the outline given in page 16 of H.B</p>	
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Assessment

Appreciation of the poem

Reference

Extended Activities

Mentor asks the learners to read the poem 4-5 times and as on evaluation activity I given TB Page 45 of TB given. Digital version can be given as a game and those who successfully complete can add it to portfolio.

Making Big book.

Plural form

Learning Outcome

- Do the activities in the text book as directed
- Understands and responds to simple questions

Ideas, Understanding, Values

Singular form and plural form

Resources

Digital images of pictures of animals ,birds,things which can transact singlar and plural form.

ACTIVITY	RESPONSE
<p>Mentor shows the pictures of the following objects using ICT. Tree, birds, animal, child, flowers, eye, butterfly, bench, story etc. The learners are requested to say the displayed pictures in sentence eg. This is a tree. That is a bird and so on. The mentor increases the number of tree in the pictures and ask the learners now can we say if a tree. Mentor uses the word trees. Then displays the sentence. These are trees. That are birds and so on. The learners are requested to note the difference that come in the word tree when the numbers changes from one to many. Mentor shows all the words and these plural forms using the same technique. Ask the learners to find which letter/ letters are added to make the plural form. Shows the chart in page 52 of TB</p>	

<p>using ICT.</p> <p>Mentor again shows more words with the help of pictures and ask the learners to find the plural form of the words and check in sentences.</p> <p>Mentor give a worksheet for using the single and plural in sentences. (worksheet) Assess the learners capability to make plural form by adding letters/ changing letters. If necessary the previous activity can be repeated with a set of new words.</p> <p>Mentor introduces the actively given in page 55 of the TB in the form of a digital game. The learners can drag words from the pictures and drop them in the space provided. If it is correct the sentence should appears in the line. Or otherwise shows an error message. (other wise the actively given in page 80 of HB can be used)</p> <p>Mentor direct the students to write down the formed sentence in space provided for writing in page 55 of TB.</p>	
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Assessment

Apt use of plural forms.

Reference

Extended Activities

Provides worksheet for using plurals.

Language of Birds

	Learning Outcome	Activity	Resources	Ideas, Understanding, Values	Products	Assessment	Time
1	Engage in origami works following the step by step instructions. Identify the names of different birds	Entry activity.	paper strip, string ,crayons, Pictures of birds	Love for nature, Empathy towards fellow beings Living in harmony with others.	Coloured paper birds Description(No tebook) Bird album	Description written by pupils(teacher and peer assessment) Art and work experience is to be assessed for making the bird.	40
2	Identify the names of different birds	Know the birds	Images of common birds(ICT) Video "Bird plaradise"	Love for nature, Empathy towards fellow beings Living in harmony with others	Picture album of birds	Picture Album	40
3	Identify adjectives such as foggy, sunny, snowy, rainy, cloudy etc	Weather song----- Adjectives	Weather song (Video – you tube) Video clips on different climatic conditions	Love for nature, Empathy towards fellow beings Living in harmony with	Singing the song with proper rhythm and tune completion of worksheets Performance	Use of Adjectives.	120

			Worksheets with pictures of different weather	others.	as suggested in the text book /T.T		
	Identify the rhyming words – in a poem , write simple poems on similar themes and with the same rhyming scheme. Use the structures 'I wish, I could....' to express the desire to fulfill a wish. Write simple poems on similar themes and with the same rhyme scheme.	Rhyming words	Audio, video clip of the song 'If I could Fly' by Kerry Miller Johnson . Worksheets with rhyming words . Text book	Love for nature, Empathy towards fellow beings Living in harmony with others.	Rhyming words. Poem with added lines Worksheets	Poem Worksheets	80
	Answer simple riddles and make similar riddles Identify the rhyming words – in a poem , write simple poems on similar themes and	riddles	Riddle chart ICT enabled Riddle	Love for nature, Empathy towards fellow beings Living in harmony	1-Collection of the famous riddles 2- Riddles made by students	Riddles Riddle preparation individual writing peer assessment. Mentors evaluation using following indicators	40

	with the same rhyming scheme. Write simple poems on similar themes and with the same rhyme scheme					Describing the features of animal / bird (clues) sentence pattern conveying the them in precise words	
	Construct dialogues appropriate to the contexts. Describe a picture. Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.	Reading passage --- comprehension	Digital Images of all pictures in Text book. E-version of the pros in the text. chart paper ,marker, Worksheets	Love for nature, Empathy towards fellow beings Living in harmony with others.	Oral responses , completed work sheets. Loud reading by students	Reading ability, worksheets, Response to simple questions - -- comprehension. Use of new words and enrichment of vocabulary.	180
	Construct dialogues appropriate to the contexts. Express his /her own feelings in	Writing conversation and role play	Conversation written by learners Role play.	Love for nature, Empathy towards fellow beings Living in	Conversation written by learners Role play.	. Conversation Participation /performance in the role play	40

	writing			harmony with others			
	Describe a picture. Express his /her own feelings in writing Prepare posters suitable to the theme	Preparing poster.	TB Sample posters	Love for nature, Empathy towards fellow beings Living in harmony with others.	Posters prepared by the students	Assessment of student product using the indicators of Poster	40
	Describe a picture. Use language items 'some' and 'all' in appropriate context	Using 'all' or 'some', situational.	Digital images of body parts of a bird Work sheets - 'all' or 'some' Images of TB page 80	Love for nature, Empathy towards fellow beings Living in harmony with others.	Completed worksheets .	Worksheets-Use of 'all' or 'some' appropriate to the context(Self/Peer/Teacher Assessment)	40
	Undertake simple projects	Project work (Describing words)	My words Digital sentence/word cards TextBook,Chart, Dictionary	Love for nature, Empathy towards fellow beings Living in harmony with others.	12a -Chart of describing words. Note book (Portfolio) 12b -List of similar words prefixed with 'dis' Sentences	Describing words.	120

					written on note book. Portfolio		
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1. Origami 2.My bird

Learning Outcome: Engage in origami works following the step by step instructions.
Identify the names of different birds



Reference

Resources

How to make a bird using paper

Ideas, Understanding, Values

Description ,Love for nature, Empathy towards fellow beings, Living in harmony with others

Activity	Response
<p>Entry Activity 1-Origami</p> <p>Teacher invites learner's attention and says .</p> <p>Today I am going to give you a gift.</p> <p>Do you know what it is?</p> <p>Elicit responses</p> <p>Teacher takes a strip of paper to make an origami bird.</p> <p>Teacher distributes paper to all and gives the instructions given in the text book one by one.</p> <p>Teacher plays the video origami bird and let the learners follow the instructions and make their bird as they listen to the video.</p> <p>Making of paper bird by all pupils.</p> <p>Interaction</p> <p>Can you identify /name the bird?</p> <p>Can you tell the names of some other birds?</p>	

<p>Elicit responses</p> <p>Teacher writes the names of the birds told by the pupil on the black board)</p> <p>Interaction</p> <p>Which bird do you like the most?Why?</p> <p>Elicit responses.</p> <p>Teacher asks the learners to Colour the paper bird.</p> <p>Hang them using a string and decorate the classroom.</p> <p>My Bird</p> <p>Teacher distributes the picture of a bird to each learner.</p> <p>Asks the learners to paste the picture .</p> <p>Writes the name of the bird.</p> <p>Teacher displays page number 79 using I C T.</p> <p>Let the learners identify body parts of a bird.</p> <p>Teacher asks the learners to name the body parts of their bird.</p> <p>Interactes with the learners using the following questions</p> <p>What is the colour of the bird?</p> <p>What is the colour of its beak?</p> <p>How many legs does it have?</p> <p>How does it fly?</p> <p>What do the birds eat?</p> <p>Elicit responses</p> <p>Teacher ask them to prepare a concept map.</p> <p>Writes the description of the bird.</p> <p>process of writing.</p> <p>Individual writing</p> <p>Random presentation.</p> <p>interaction</p>	
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Questions for interaction

Is there anything more to be added?

Have you consider all special featuers of the bird?

Ask them to sit in groups and share their ideas.

refinement of the description in group.

Presentation by groups.

Display the following description using I C T.

Peacock

My favourite bird is peacock.

It's colour is blue and green.

It has a crown on its head.

It has beautiful feathers.

let the learners make necessary changes in their description.

Teacher ask the learners to collect the pictures of birds and paste them in their note book .

Assessment

Artistic skill can be assessed while making the bird.

Description written by pupils.

Self,peer and teacher's assesment

Reference

Extended Activities

Picture album (Birds)

Know the birds

Learning Outcome: Identify the names of different birds

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Resources

ACTIVITY	RESPONSE
<p>Teacher shows pictures of some birds familiar to the children using ICT</p> <p>Asks the children to say about the birds they see.</p> <p>Ask the learners to write down the names of birds they know.</p> <ul style="list-style-type: none">• What are the other birds you have seen? <p>Elicit responses.</p> <p>Displays pictures of birds and their names using I C T.</p> <p>Magic with Letters of the Alphabet</p> <p>You may present the activity in the following manner.</p> <p>Look , can you identity this letter?</p> <p>let's draw some birds using these letters.</p> <p>Teacher presents the video of drawing pictures of birds using letters of English alphabet using I C T.</p>	

<p>Let the learners listen to the video and follow the instruction of the teacher and draw birds.</p> <p>Let them identify the birds and write their names under each picture..</p> <p>Encourage them to draw different pictures using different letters. (drawing and colouring pictures using letters.)</p> <p>Teacher ask the learners to collect the pictures of birds, their drawings and paste them in their note book.</p>	
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Assessment

Names of birds.

Art education.

Self,peer and teacher's assessment

.Follows the instructions properly.

.Perfection in drawing.

colouring.

.Identifying birds from pictures and writes their names.

Reference

Extended Activities

Making of picture album of birds.

Introducing the character -Bird.

Learning Outcome: Engage in origami works following the step by step instructions.
Identify the names of different birds



Resources

Sound of Birds

Ideas, Understanding, Values

Love towards nature

Activity	Response
<p>Mentor enters to the class with a box. (containing a toy bird) Display the box on the table interact with the learners. Today I bought a surprise for you. Can you guess what is it? Collect free response. OK listen I will give you some clues. Find what it is? From the clues. It is an object you like to play with it. It is not plaything like football, cricket bat. Can you guess? If some student say Toy. Mentor can say 'Good'. It is a toy. Can you guess which is that toy? It is a toy of a living being? It can fly. Now can you say?</p>	

<p>Eliciting response concludes the discussion by opening the box and saying aloud.</p> <p>A Bird</p> <p>Yes! It is the toy of a bird</p> <p>Let's make a bird</p> <p>Mentor display the origami of making a bird.I C T</p> <p>Distribute paper strips to learners ask the learners to follow the instructions and make their bird.</p> <p>Shall we colour it?</p> <p>Mentor asks the learners to write the name of the birds and write their name on the bottom of their birds.</p> <p>Learners are requested to tie the birds using a string and decorate the class</p> <p>Can you find which bird is beautiful?</p> <p>Whose bird it is?</p> <p>Let's congratulate him.</p> <p>Do you know the names of birds.</p> <p>Eliciting responses.</p> <p>Mentor displays the pictures of birds and their names using ICT.</p> <p>III</p> <p>Mentor asks</p> <p>which bird you like most?</p> <p>Random presentation.</p> <p>I like cuckoo bird (because it sings beautiful)</p> <p>Do you like Cuckoo bird ? Why?</p> <p>Have you heard the sound of a bird at night that is similar to the sound of cuckoo?</p> <p>Mentor plays the sound of nightingale using ICT.</p>	
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Can you identify which bird it is ?
 If Mentor give clues
 Listen and answers the following questions
 Then you will get the name of the bird
 Birds lay their eggs in ----- --est.
 Parrot is a----- B---rd.
 Cuckoo bird can beautifuly sin--
 All birds have Feat--ers
 Birds sit on --rees.
 can fly b--rds
 Cranes have a long n--ck
 birds lay..... e--gs
 Peacock is a bird be--utifu--
 fly high up in sky --agle
 Let the learners complete the blanks and find the hidden name .
 Mentor asks can you say -what is the name of the bird.
 Concludes that **Nightingale**
 Mentor display the above question using ICT and ask the learners
 to find the answer
 Mentor megaphone the answer nightingale
 displays the pictures of nightingale
 now here is a story of nightingales
 Mentor ask the learners to draw pictures of nightingale following
 the steps.(page 91 of H.B) displays using ICT.
 colour it and keep the pictures in their portfolio.

Assessment

learners are requested to write some sentences about their bird (Name and one or two specialities)

Reference

Extended Activities

Collect pictures of birds and paste them in their growing Album.

Read and comprehend

Learning Outcome: Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.

Resources



Ideas, Understanding, Values

Love towards nature.

Activity	Response
Teacher displays the pictures on page 60 of TB using ICT. Interaction What time of the day is it? What was the name of the boy? Why is the boy looking out? Free responses. Teacher asks the learners to read the passage in page 60 and 61 and find the answers to the above questions. -Individual reading -The learners sit in groups and share their ideas one by one. - Share the ideas with other groups to comprehend the passage.	

<p>Teacher asks the following interaction questions to ensure reading.</p> <p>What is the name of the boy?</p> <p>Where did he live?</p> <p>Who was his master?</p> <p>Who sings for him?</p> <p>What was his wish?</p> <p>Free responses</p> <p>Teacher concludes the discussion by saying that.</p> <p>He is a boy named Ivan.</p> <p>He lived in Russia.</p> <p>His master was a rich merchant.</p> <p>The Master was a cruel man.</p> <p>A nightingale used to sing for him and its song soothe him.</p> <p>II</p> <p>Teacher says One day the merchant called Ivan and asked him to go to the forest.</p> <p>Why did the merchant send him to the forest?</p> <p>Teacher lead the learners to read the passage.</p> <p>Process of reading.</p> <p>Mentor display the pictures in TB</p> <p>Interaction</p> <p>Where is Ivan Now?</p> <p>What is he doing?</p> <p>How did he save the little birds?</p> <p>(Free Responses)</p> <p>Teacher reads the passage with proper stress & intonation – Gestures</p> <p>- facial expression - Audibility - moderate speed.</p>	
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<p>Teacher gives conclusion that</p> <p>The Merchant sent Ivan to the forest to fetch firewood .</p> <p>Ivan saw some small birds on a large tree.</p> <p>Ivan covered the little birds with his clothes.</p> <p>III</p> <p>Teacher displays the pictures in page 81 of TB</p> <p>Ask the following interaction questions</p> <p>What do you see in the pictures?</p> <p>Where does the boy stand?</p> <p>What about the climate?</p> <p>Mentor ask the learners to read the passage given along with the activity and write a description about the pictures.</p> <p>IV Assessment (Description)</p> <p>Individual writing</p> <p>Sharing in Groups – Peer assessment</p> <p>Group Presentation</p> <p>Teacher Version</p> <p>(Activity 7)</p> <p>It is raining.</p> <p>The sky is cloudy.</p> <p>The trees are swaying in the breeze.</p> <p>Leaves are falling down from the trees.</p> <p>Ivan is standing under a big tree.</p> <p>He is fully wet.</p> <p>There is a nest on the small tree.</p> <p>The little birds are sitting in the nest.</p> <p>A squirrel is sitting on the branch of the big tree.</p>	
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<p>Editing – following process of editing.</p> <p>Editing process</p> <p>Thematic : For this Teacher can ask.</p> <p>Do you want to change or add anything to your writing ?</p> <p>Check whether your thoughts have an order.</p> <p>Correct it.</p> <p>Syntactic:</p> <p>Teacher asks the learners to check their writing (sentence by sentence, word by word)</p> <p>Is there any words missing/excess? add/remove them.</p> <p>Morphological</p> <p>Mentor asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Mentor helps to check the spelling and punctuation used in the writing</p> <p>Final refinement of individual description</p>	
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Assessment

Description.

Self,peer and mentors evaluation using

>Describing places objects,persons related to the context.

>Using suitable attributes.

>Using variety of sentence forms.

>Sequencing of ideas/events.

Reference

Extended Activities

Teacher plays the another song using ICT given in HB Page 86

Ask the learners to sing the song

Show actions and enjoys it as an action song.

Read and comprehend--The teaching bird.

Learning Outcome: Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Activity	Response
<p>Mentor displays the pictures given in page 62 of TB using ICT and ask the following interaction questions.</p> <p>What do you see in the pictures?</p> <p>Who are there in the picture?</p> <p>Where does the boy sit?</p> <p>What are they doing?</p> <p>What are they talking about?</p> <p>What happened there?</p> <p>Ivan is surprised Why?</p> <p>Let the learners read the passage following the process of reading</p> <p>Mentor elicits the text and concludes that</p> <p>(Ivan is sitting on the branch of a tree.</p> <p>He is talking to the mother bird.</p>	

Ivan is surprised to see a talking bird.
The bird agree to teach Ivan the language of birds)
Mentor displays the pictures given on page 64 of T.B using ICT ask the following interaction questions.
-Can you identify the characters?
-What did Ivan do at night?
-What are they talking about?
Mentor lead the learners to read the passage and find answers to the above questions.
Process of reading.
Let the learners read the passage individually.
Underline the words which are new/unfamiliar.
Let them sit in groups.
The groups can exchange the idea they gathered.
Read aloud the passage as mentor present a narrative.
Mentor's tone and actions should enable comprehension.
Use minimum hand and body movements.
You may use the questions given at the end of the unit to ensure comprehension.
Let the learners respond freely.
Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.
Mentor concludes the discussion that
That night the nightingale sing its song and Ivan spoke to the bird in its language. The bird told Ivan a secret. Then the merchant called him.
Mentor asks

<p>What could be the secret told by the nightingale?</p> <p>Free response</p> <p>Let the learners read the passage A strange prediction following the process of reading</p> <p>Let the learners find the answers to the question what would-be the secret?</p> <p>Mentor concludes that</p> <p>The nightingale told Ivan that he would become a thing and the merchant become his servant.</p> <p>What will the merchant do?</p> <p>Mentor narrates that Ivan and the nightingale become close friends.</p> <p>On a day remembered his friend. He began to sing a song.</p> <p>Mentor plays the song using ICT</p> <p>I have a little friend.</p> <p>She is a lovely nightingale.</p> <p>Her beak is blue and wings are green</p> <p>She can sing so sweet.</p> <p>Let the learners listen to the song,sing along with it and add more lines to the poem.</p>	
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Assessment

Mentor asks the learners to write along about your pet/favourite animal or bird in the given pattern .

Self,peer and mentors evaluation using

>Describing birds and their features.

>Using suitable attributes.

>Using variety of sentence forms.

Reference

Extended Activities

Collects and listens songs about animals and birds

Reading- the secret, strange prediction.

Learning Outcome: Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.

Resources

Ideas, Understanding, Values

Love for nature.

Empathy towards fellow beings.

Living in harmony with others.

Activity	Response
<p>Reading the passage (The secret – TB page 64)</p> <p>Mentor displays the picture given in page 64 using I C T</p> <p>Picture interaction</p> <p>Who is near Ivan?</p> <p>What are they doing?</p> <p>Mentor leads the learner to read the passage.</p> <p>Process reading.</p> <p>Let the learners read the passage individually.</p> <p>Underline the words which are new/unfamiliar.</p> <p>Let them sit in groups.</p> <p>The groups can exchange the idea they gathered.</p> <p>Read aloud the passage as mentor present a narrative.</p> <p>Mentor's tone and actions should enable comprehension.</p> <p>Use minimum hand and body movements.</p> <p>You may use the questions given at the end of the unit to ensure</p>	

<p>comprehension.</p> <p>Let the learners respond freely.</p> <p>Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.</p> <p>Did you ever talk to any animals?</p> <p>Did any animal talk to you?</p> <p>Mentor let the learners recollect of the language they used to talk with the pets.</p> <p>Concludes that</p> <p>We talk to our pet animals in our language,our pet animals may listen to our talk;</p> <p>they may convey their feelings through their sounds;</p> <p>but never they talk to us in our language.</p> <p>Helping them guess the story of Ivan.</p> <p>Reading comprehension</p> <p>Finding their guess – whether true or false.</p> <p>Relating the title with reading text</p> <p>Reading process.</p> <p>Finding out the characters in the story.</p> <p>Describing their features</p> <p>Finding out difficult words and guessing their meaning.</p> <p>Group interaction. Seeking for the meaning of new words.</p> <p>Refering the dictionary.</p> <p>Mentor"s introduction of the new words through new sentences and situations.</p> <p>Developing the dictionary.</p> <p>Re-telling the story in their own words.</p>	
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Assessment

Reading and comprehension.

Answers to comprehension questions.

Worksheets

Reference**Extended Activities**

Enrichment of vocabulary using new words.

writing answers to comprehension questions at the end of each reading passage.

Reading -message from cranes.

Learning Outcome: Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.

Resources**Ideas, Understanding, Values**

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Activity	Response
Step I Mentor shows the pictures on page 67 of TB ask the following interaction questions. Who are they? What happened to Ivans boat? What did the sailors do?	

Ask the learners to free responses

Mentor concludes that

A ship came that way, the crew on the ship saw Ivan and felt pity for him.

They took him to the ship

.What did Ivan see in the sky?

Step II

Mentor let the learners read the passage following the process of reading and ask the following interaction questions.

What was the message Ivan got from the cranes?

What did Ivan say to the Sailors?

Free responses

Mentor concludes that Ivan saw some cranes flying in the sky and they were predicting a storm.

Ivan conveys the message from the cranes to the captain of the ship.

But the captain did not believe his words.

Ask the comprehension questions-

Why didn't the captain listen to Ivan's word?

Will the storm break out?

Why?

Free responses

Mentor concludes that The captain had several years experience in the sea.

He cannot see any changes in the sea.

A storm will break out soon.

Birds can predict changes in atmosphere better than humans

.How does the storm affect the ships?

Step III

<p>Mentor asks the learners to read the passage given in page 68 and ask the learners.</p> <p>Eliciting responses.</p> <p>Mentor concludes that</p> <p>-With in a short time, a storm breakout huge waves rose up to the sky. The storm destroys many ships</p> <p>IV</p> <p>Mentor shows the pictures in page 69 of TB and ask the learners the following interaction questions?</p> <p>What do you see in the pictures?</p> <p>Why the crows came to the palace?</p> <p>What are people talking about?</p> <p>Eliciting responses</p> <p>Mentor ask the learners to read the passage in 69 to 70 following the process of reading and check whether their answers are correct or not ?</p> <p>How will Ivan get rid of the crows?</p> <p>What will the crows say to Ivan?</p> <p>Free responses</p> <p>Mentor concludes the discussion by saying that</p> <p>the crows came to the palace to complaint to the king that they are being homeless because the people are cutting trees.</p> <p>Ivan will inform it to the king and he will find a solution.</p> <p>V</p> <p>The king ordered his ministers to give a proclamation to stop cutting down the trees.</p> <p>The ministers prepared posters of the proclamation and delivered it at various parts of the country.</p>	
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<p>Mentor asks the learners</p> <p>What will the ministers write in the notice?</p> <p>Can you help the ministers to prepare a proclamation eliciting responses</p> <p>Mentor concludes the discussion by saying that the ministers will prepare posters containing messages like</p> <ul style="list-style-type: none"> -save trees save nature -protect trees protect nature -stop cutting trees/ do not cut trees -preserve forest preserve earth. <p>Tress and plants are home for animals and birds protect them.</p> <p>Mentor asks how the ministers propose the proclamation?</p> <p>Free responses</p> <p>Mentor concludes that</p> <p>The king orders the people of this country that those who want to cut trees should take permission from the king showing the cause.</p> <p>Mentor continues the narration that after the kings death Ivan his ministers to prepare posters to make people aware of the importance of preserving nature especially trees.</p> <p>How will his ministers prepare the posters?</p> <p>What are the messages that can be included in the posters?</p> <p>Do you want to make your posters attractive ? How?</p> <p>Will Ivan use the strategy of the old kind to make posters?</p> <p>Collect free responses</p> <p>Mentor concludes that</p> <p>Ivan follows the strategies and messages of previous king and he orders his ministers to make beautiful posters</p>	
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Mentor asks the learners to design posters following the instruction given in activity page 76 of TB	
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Assessment

Notice.

Self,peer and mentor's evaluation using the following indicators.

.Layout

.precision

.creativity

.use of variety of sentences.

Reference**Extended Activities**

Collect posters related to prevention of deforestation and protection of living beings.

Reading - A new servant

Learning Outcome: Recognize words such as merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

ACTIVITY	RESPONSE
<p>Mentor shows the pictures on page 71 and interact with the learners</p> <ul style="list-style-type: none">-What do you see in the pictures?-can you guess who is the old man?-Did Ivan recognize his master? <p>Collect responses freely</p> <p>Let the learners read the passage following the process of reading.</p> <p>Mentor ask the learners to list down the unfamiliar words in every reading passage.</p> <p>Find the meaning of those words by discussion in groups.</p> <p>using a dictionary.</p> <p>Mentor can provide those words used in other meaningful contexts.</p> <p>Enrich their personal dictionary using the new words.</p> <p>III</p> <p>Mentor concludes the discussion by saying that An old man (Ivan's master) visit king Ivan and ask for a job.</p> <p>Ivan and the merchant did not recognize each other.</p> <p>IV</p> <p>Mentor shows the pictures on page 72 and ask</p>	

<p>-what do you see in this pictures?</p> <p>-what would be their talk?</p> <p>Free responses</p> <p>Mentor concludes that</p> <p>the nightingale visited king Ivan they shared their experiences during the period of separation.</p> <p>Mentor asks the learners to read the passage following the steps of reading</p> <p>Ask the learners to find out how the night is described</p> <p>Let the learners find the describing words.</p> <p>Free responses.</p> <p>Mentor concludes</p> <p>A full moon was rising.</p> <p>Little stars were blinking/ to greet the moon.</p> <p>A soft wind carried the fragrance wild glowers in to the room.</p> <p>From distant skies Ivan heard the song of nightingale.</p> <p>From the nightingale Ivan know that his servant is his old master. How did Ivan react.</p> <p>The old man knock at king Ivan's door and your majesty supper is ready.</p> <p>Mentor collect responses from the learners and let them write in their port folio.</p>	
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Assessment

Writing conversation

Let the learners complete activity 1.

Self,peer and mentors evaluation based on proper initiation and conclusion.

Theme -exchanges relevant to the context

Use of appropriate language elements.
Use of well framed simple sentences.

Identify the rhyming words

Learning Outcomes: Identify the rhyming words – in a poem , write simple poems on similar themes and with the same rhyming scheme

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others

Activity	Response
<p>Mentor plays the song 'If I could fly. Using ICT, play the song two or three times and let the learners listen to the song and sing along with the mentor/ video</p> <p>. Mentor plays the first stanza of the poem and ask the learners to identify the wishes of the child and reproduce the words, phrases or lines.</p> <p>Mentor displays one line / word/ phrase eg: fly so high / give the sun a kiss using ICT and ask the learners to identify those words or lines from the poem (from their T.B)</p> <p>Mentor plays the song again and again to elicit all the words and phrases in the poem.</p> <p>Then mentor again ask to find out all the rhyming words and list them down to their note book.</p> <p>The remaining lines of the poem also processed using the same strategy.</p>	

For ensuring comprehension of the poem the mentor interact with the learners using the following questions.

-The child in the poem speaks about her wishes. What are her wishes?

Collects the responses from the children

Mentor concludes that

the Child in the poem wish to fly so high up in the sky.

she wish float with the clouds and give the sun a kiss.

The child wish to ride on rainbows.

The child wish to reach the moon and fly around the stars.

Mentor ask the learners to write about the wishes of the child in the space provided in page 74 of T.B

Mentor introduces the use of I wish I could using the following examples by collecting responses from the learners about their wishes and listing them down

Eg.

I wish I could fly I will defeat all the birds that were in the sky.

I wish I could swim like a fish

I will dive to the depth of the sea.

I wish I could fly and aeroplane

I will joint all over the world'

Mentor can all their wishes and make a set of sentences using 'I wish I could display those sentences using ICT and ask the learners to complete the activity eg. as a worksheet.

Identify the rhyming words.

Worksheets with rhyming words related to the picture page no. 77

Mentor asks the learner to circle the words with same sound. They read it aloud in chorus, pair etc.

<p>Poem processing. (Audio video clip of “If I could fly”) Follow the procedures of processing a poem Identify her (character in the poem) wishes and complete the activity given in page no:74. Mentor request the learners to list down the wish of the child. Individual attempt. Group discussion. Add more lines Identify general nature of the signing of the song given in page 82 of TB They read aloud and identify similar lines and complete the task on page 82. They present their lines in the class</p>	
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Assessment

- Poem
- Worksheets
- Formation of correct sentences
- Usage of 'I wish I could' to express wishes
- Following sentence pattern.

Reference

Extended Activities

- Ask the learners to list down the use of 'I wish could' from the chapter 'The language of birds and from other chapters and write them to portfolio

Weather Song

Learning Outcome

- Identify adjectives such as foggy, sunny, snowy, rainy, cloudy etc

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

ACTIVITY	RESPONSE
<p>Mentor interact with the learners</p> <ul style="list-style-type: none">• How is the weather today? <p>Elicit responses and writes on Board.</p> <p>Video presentation of weather song .</p> <p>Mentor presents the weather song written on a chart.</p> <p>Singing the song together by the mentor and the learners.</p> <p>Presentation of video clips on different climatic conditions</p> <p>Watching video clips on different weather and describe them after listening</p> <p>Distribute worksheets with pictures of different weather among pupils.</p> <ul style="list-style-type: none">• They identify the correct adjectives relating to the picture in the	

<p>video clips.</p> <p>Matching the pictures with the adjectives in page 77 of TB (Activity 4)</p> <p>Theatre activity</p>	
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Assessment

Rhythm of the song

Work sheets

Reference

Extended Activities

Collects words (adjectives) related to weather conditions and adds to their portfolio.

Weather song.

Learning Outcome

- Identify adjectives such as foggy, sunny, snowy, rainy, cloudy etc

Resource

Ideas, Understanding, Values

Love of nature. Empathy towards fellow beings .

Living in harmony with others.

ACTIVITY	RESPONSE
<p>Mentor plays the weather song given in page 86 of HB using ICT and display the words in they rhyme using digital source.</p> <p>Ask the learners to sing along with the rhyme and enjoy the words in the weather song.</p> <p>You may sing the following song, Weather Song as an extended activity to familiarise the learners with different weather conditions.</p> <p>You can use the video version of the song in the YouTube.</p> <p>Weather Song</p> <p>The sun comes up up up</p> <p>Up up up (3) , .</p>	

The rain comes down, down, down
 down, down, down(3)
 How's the weather?
 How's the weather?
 It's sunny, sunny, sunny, sunny
 How's the weather?
 How's the weather?
 It's cloudy, cloudy, cloudy, cloudy
 And the sun comes up up up
 Up up up (3)
 And the rain comes down, down, down.
 down, down, down(3)
 How's die weather?
 How's die weather? ":
 It's rainy, rainy, rainy, rainy
 How's the weather?
 How's the weather?
 It's snowy, snowy, snowy, snowy
 And the sun comes up up up
 Up up up (3)
 And the rain comes down, down, down
 down, down, down (3)
 How's the weather?
 How's the weather?

Lead a discussion on change in weather conditions and familiarise the

terms such as 'snowy', 'rainy', 'sunny', 'windy', etc.

You may also attempt a theatre activity using the song.

Theatre Activity

Assign a boy or girl to pose the question: 'How's the weather?'

A small group (3 or 4 members) is assigned to answer the question (It's sunny,' it's rainy1 etc...)

All others are instructed to walk freely in the classroom. When the group say 'It's sunny1 the learners are supposed to enact as if they are under the hot sun. When the teacher says 'Stop the action and walk1, they have to continue walking. Let the learners walk until they get further instruction from the group. When the group say 'it's rainy' the learners will enact so and the activity goes on. You need not give specific instruction for each action. Let the learners act in their own way.

At this stage you can lead the learner to Activity 4 (Page 77).

Sample Story

Amal was walking to his house. He was alone. On the way he saw a kitten. It was lying under a tree. It was shivering. He felt pity towards the cat. He took

it and patted on its body. Then the sky became cloudy. It began to rain.

Amal kept the kitten under his umbrella. When he reached home, his mother :-was watching TV. She congratulated Amal for his noble work.

Mentor pauses the rhyme when it sounds sunny/cloudy/shiny/snowy and display the corresponding pictures that represent those weather conditions.

The learners are requested to associate those words to the pictures that represent those climate conditions.

Mentor introduce activity 4 given in page 77 of T.B using ICT.

Let the learners draw the pictures in chart papers and stand in two groups.

When mentor says a word(eg. Sunny) the students raise the picture that represent the weather condition 'sunny'.

The group who got more cards correctly that represent each weather condition will be the winner.

The learners are requested to read the passage given in page 78 of T.B (using ICT)

The learners are requested to replace those pictures representing weather condition by the corresponding words.

Mentor displays the following story using ICT

It was a (rainy -picture) morning.

Arun went out of his house.

His mother warned him Arun don't go out it is (raining- picture).

Arum stood on the Varanda.

He saw the(clouds- picture) moving away and the (sun_picture) is shining.

He called out mother It is (sunny- picture) outside shall I go.

Mother replied 'Ok come fast and collect the newspaper'. 'Yes mother' he

<p>called and ran out.</p> <p>He walk through the village road and it was(picture- foggy).</p> <p>Learners are requested to read this story replacing the pictures with their corresponding words.</p> <p>Mentor assign the learners to write a story their own using pictures for words where ever necessary.</p>	
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Assessment

Individual writing peer assessment mentor assessment using the following indicators

- * proper arrangement of sentences.
- *Use of pictures instead of words
- *Attractive layout and presentation

Reference

Extended Activities

Ask the learners to collect stories that use some pictures to convey an idea or a word and paste them in their portfolio.

Construct dialogues

Learning Outcomes: **Construct dialogues** appropriate to the contexts.

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

ACTIVITY	RESPONSE
<p>Activity 1 – Writing conversation and role play</p> <p>step 1-Picture Interaction: What do you see in the picture? What are they doing? Interaction What are the features of a conversation ? Elicits responses Proper beginning and ending Sufficient number of exchanges Relevant to the context.</p> <p>Step 2– Leads the children to the activity 1 Page no: 75 of text book</p> <p>Step 3 – Writing process.</p> <p>Step 4 – Presentation of teacher version</p> <p>Step 5 – Role play the conversation with proper gestures, actions and voice modulation</p> <p>Step 6 – Appreciates the best and presents in Balasabha and in class PTA</p>	

Assessment

Conversation

Participation in the role play

Reference

Extended Activities

retelling the story in the form of radio drama

Preparing Poster

Learning Outcomes: Prepare posters suitable to the theme

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Activity	Response
<p>Activity 1 – Preparing poster. Leads the children to the activity 2 TB Page no: 76</p> <p>Interaction Why did Ivan order to stop cutting tree? How are trees useful? Why should we protect trees? What can we do to protect trees? How can we make others aware of this? Mentor reminds the learners about the order of the king The king ordered his ministers to give a proclamation to stop cutting down the trees. The ministers proposed posters and proclamation and delivered it at various parts of the country. Teacher asks the learners -What will the ministers write in the notice? -can you help the ministers to prepare a proclamation eliciting responses</p>	

Teacher concludes the discussion by saying that the ministers will prepares posters containing messages like

-save trees, save nature

-protect trees, protect nature

-stop cutting trees/ do not cut trees

-preserve forest, preserve earth.

Tress and plants are home for animals and birds, protect them.

Teacher asks how the ministers propose the proclamation?

Free responses

Teacher concludes that

The king orders the people of his country that those who want to cut trees should take permission from the king showing the cause.

Teacher continues the narration that after the kings death Ivan asked his ministers to prepare posters to make people aware of the importance of preserving nature especially trees.

How will his ministers prepare the posters?

What are the messages that can includes in the posters

Do you want to make your posters attractive ? How?

Elicit free responses

Teacher concludes that

Ivan follows the strategies and messages of previous king and he orders his ministers to make beautiful posters

Teacher asks the learners to design posters following the instruction given in activity page 76 of TB

Elicits responses

Discussion on the scope of posters, placards,notice,rally etc.

Teacher distributes some models of posters

Interaction What are the features of a good poster? Elicits responses and mentor notes down the points using I CT (Title, Message ,Layout, Picture etc. to be mentioned) Presentation of the teacher's version	
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Assessment

Poster.
self,peer and teacher's assessment
Layout
precise
creativity
use of variety of sentences.

Reference

Extended Activities

collects different types of notices and posters about prevention of deforestation and preserving nature and living beings.

Thoughts of Ivan

Learning Outcomes: Express his /her own feelings in writing Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Activity	Response
<p>Mentor shows the pictures on page 66 using I CT to the learners and asks the following interaction questions.</p> <ul style="list-style-type: none">-Who are there in the pictures?-What is the merchant doing?-What would happen to Ivan? <p>Let the learners read the passage following the process of reading answers the questions.</p> <p>Mentor conclude the discussion saying that the merchant made Ivan drowsy, laid him on a bat and pushed the boat into the open sea.</p> <p>Mentor says that Ivan opened in his eyes. He could see only the vast sea. What would be his thought ?</p> <p>for creating a concept map mentor asks</p> <p>Where is Ivan now?</p> <p>What is his mood?</p> <p>Is he happy/sad/worried?</p> <p>What does he see?</p> <p>Who will save him?</p> <p>Will he seek help from somebody?</p>	

<p>Who will you call when you are in danger? Won't he think about escaping from the danger? What could be his plan of escape? Follow the process of writing. Individual writing Assessment Random presentation Group refinement Presentation Mentor's version • Editing. Process of editing. Collect response and mark in the concept map Alone in the sea Nobody near me Who will help me I am danger Mentor ask the learners to complete the activity 3</p>	
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Assessment

Thoughts

Self,peer and mentors evaluation using the following indicators.

.Expressing ones own ideas or feelings relevant to the context.

.Using apt expressions.

.Using variety of sentences.

.sequencing of ideas/events.

Reference

Extended Activities

Look for news that are related to abandoned children from news paper and present them.

Using 'all' or 'some', situational.

Learning Outcomes: Use language items 'some' and 'all' in appropriate context. .

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, living in harmony with others.

Activity	Response
<p>Steps</p> <p>Using 'all' or 'some', situational.</p> <p>Activity 5</p> <p>Identify the different parts of the bird</p> <p>Mentor displays the pictures of a bird given in page 79 of TB</p> <p>Ask the learners to identify the various body parts of the bird using an ICT slot game.</p> <p>[The names of various parts of the bird are given in a box. Learners can drag and drop the part to the picture and a congratulate message should be shown It it is correct and otherwise another chance for trying.]</p> <p>Mentor provide worksheet given in page 79 of TB and ask the learners to colour the picture of the bird as directed in the text.</p>	

<p>Collect all the pictures and make a big book using it. Learners can draw pictures of other birds.</p> <p>Mentor introduce the activity given in page of T.B and introduce the usage of 'all' and 'some'. Learners are requested to complete the activity following the example given in the page.</p> <p>Mentor displays some pictures and sentence that use 'All' and 'some' in various contexts.</p> <p>Eg. 'All cows have four legs' (picture)</p> <p>'Some' cows have white colour'</p> <p>'All birds have wings</p> <p>'Some birds cannot fly. (picture)</p> <p>'All children are humans</p> <p>Some humans are children's. Etc.</p> <p>Mentor asks few more comprehension questions.</p> <p>Do all the birds swim?</p> <p>stress 'some' and 'all')</p> <p>Do all the birds have same type of feet?</p> <p>Elicits responses</p> <p>Leads the children to the Activity 5 on TB page 79.</p> <p>Interaction</p> <p>What are the body parts of a bird?</p> <p>Do all birds look alike?</p> <p>Elicits responses</p> <p>Individual work</p> <p>Assessment</p>	
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Assessment

Worksheets-Use of 'all' or 'some' appropriate to the context(Self/Peer/Teacher Assessment)

Reference

Extended Activities

Find sentences from the text book which uses all/some

Picture Description

Learning Outcomes: Describe a picture.

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Activity	Response
Leads the learners to the picture given on Page no: 81 of TB Mentor says One day the merchant called Ivan and asked him to go to the forest. Why did the merchant send him to the forest? Mentor ask him to read the passage. Following the process of reading. Mentor display the pictures in TB Interaction What do you see in the picture? Who is there in the picture? How is the climate?	

<p>Preparing concept map of a rainy day. asks the following interaction questions? Where is Ivan Now? What is he doing? How did he save the little birds? Free Response Mentor reads the passage with proper stress & intonation – Gestures * facial expression * Audibility * moderate speed. Mentor gives conclusion that The Merchant sent Ivan to the forest to fetch firewood – Ivan saw some small birds on a large tree. Ivan covered the little birds with his clothes. Mentor display the pictures in page 81 of TB ask the following interaction questions -What do you see in the pictures? -Where does the boy stand? What about the climate? Mentor ask the learners to read the passage given along with the activity and write a description about the pictures. (Evaluation (Description) Self,peer and mentors evaluation using >Describing places objects,persons related to the context. Individual writing. Learners describe the picture in their own words. Writing process Presentation of sample description Sharing in Groups – Peer evaluation Group Presentation</p>	
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<p>Mentor Version using I C T</p> <p>It is raining. The sky is cloudy. The trees are swaying in the breeze. Leaves are falling down from the trees. Ivan is standing under a big tree. He is fully wet. There is a nest on the small free. The little birds are sitting in the nest. A squirrel is sitting on the branch of the big tree.</p> <p>Editing – following process of editing.</p> <p>Thematic : For this mentor can ask. Do you want to change or add anything to your writing ? Check whether your thoughts have an order. Correct it.</p> <p>Syntactic: Mentor asks the learners to check their writing (sentence by sentence, word by word) Is there any words missing/excess add/avoid them.</p> <p>Morphological Mentor asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation Mentor helps to check the correctness of spellings and punctuation used in the writing process</p> <p>final writing to portfolio.</p>	
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Assessment

Description

Self,peer and mentors evaluation using

- >Describing places objects,persons related to the context.
- >Using suitable attributes.
- >Using variety of sentence forms.
- >Sequencing of ideas/events.

Reference

Extended Activities

Let the learners draw and colour the picture. A full moon was rising. Little stars were blinking to greet the moon. A soft wind carried the fragrance of wild flowers in to the room.

Riddles

Learning Outcomes: Answer simple riddles and make similar riddles

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, Living in harmony with others.

Making riddles using features of living beings.

Activity	Response
<p>Activity : 1 Making riddles</p> <p>Mentor exhibits a chart/ICT containing a riddle on any bird.</p> <p>For example</p> <p>Who am I?</p> <p>I am black in colour</p> <p>I clean your surroundings</p> <p>My sound is not sweet.</p> <p>Collecting responses.</p> <p>Ask the children to make similar riddles</p> <p>Leads the children to T B Activity 10 page number 83.</p> <p>Activity 10</p> <p>Mentor divides the learners to four groups and provide them strips containing riddles related to birds.</p> <p>The group that answers more riddles correctly will be the winner.</p> <p>Ask the learners to write the answers of the riddle in the given space.</p> <p>Mentor directs the groups to make riddle about animals and birds and ask those riddles to the other groups.</p> <p>Mentor edits the groups riddles and ask the learners write those</p>	

riddles to their note book. Individual writing Refinement in groups Group presentation	
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Assessment

Riddle preparation
individual writing peer assessment.
Mentors evaluation using following indicators
Describing the features of animal / bird (clues)
sentence pattern.
conveying the them in precise words.

Reference

Extended Activities

Collects riddles about animals and birds.

Project

Undertake simple projects

Resources

Ideas, Understanding, Values

Love for nature, Empathy towards fellow beings, living in harmony with others.

Activity	Response
<p>Activity 1 – Project work (Describing words)</p> <p>Interaction</p> <ul style="list-style-type: none">• Do you like songs?• Who can sing a song for me? <p>(Gives opportunities to one or two pupils to sing.</p> <p>Teacher uses magical words like good,beautiful,fantastic,sweet etc. deliberately to appreciate the pupils.)</p> <ul style="list-style-type: none">• What do we say if we like something? Elicits responses and writes on the board.• What are the other describing words you know? Elicits responses	

Step 1 – Leads the children to the TB page No: 84

(Project work)

Step 2 – Revisit the story and list out describing words.

Step 3 – Preparing a chart of describing words given in the reader.(Big Book)

Step 4 – Pupils make sentences of their own using these describing words.(Portfolio)

Activity 2– My words (TB page 85)

Step 1 - Interaction

- Have you noticed any word starting with 'dis' in the unit?

Elicits responses

Asks children to revisit the textbook and find out words prefixed with 'dis'.

Elicits responses and writes on the board.

Teacher takes one word(eg:disappear) and asks the children to find out the meaning of the word with the help of a dictionary.

- If we separate 'dis' from the word,then what is the change in meaning?

Children refer the dictionary,and find out the meaning.

Gives more examples for better comprehension.

(Teacher explains that when 'dis' is added to a word, it gives an

opposite meaning.)

Step 2 – Leads the children to the TB page No: 85

Interaction

- How many words like this you can find out from this unit?

(Children find out words prefixed with 'dis')

Step 3– Asks them to find out similar words prefixed with 'dis' giving an

opposite meaning to the root word.

Interaction

- How will you find this type of words?
- Will the dictionary be useful?

Step 4– Children refer the dictionary and complete the diagram with suitable words.

Step 5- List out as many words as possible prefixed with dis and write it on a chart(Big book)

Step 6– Asks pupils to write sentences of their own using the words and complete the word diagram (TB page 85)

Teacher reads the example and writes it on the board.

Pupils write their own sentences.(Writing process)

Assessment

Pupils writing work can be assessed(Peer/self/teacher assessment)

Written works can be assessed

Reference

Extended Activities

prepares a glossary

Project

Resources

Ideas, Understanding, Values

Love of nature.Empathy towards fellow beings .

Living in harmony with others

Activity	Response
Mentor display some sentence like Ivan was a <u>bright</u> and <u>brave</u> boy. Ivan's master was a <u>cruel</u> merchant. The birds sing <u>beautifully</u> . The lion roared <u>loudly</u> . Ask the learners what is special about these underlined words?	

Collect response

Mentor conclude that these are describing words

ask the learners to find out more describing words from the sentence given in T.B and write them in the space provided in page 84

Mentor displays new sentence using ICT those use this words in other meaningful contexts and let the learners write those sentence in their note book.

Evaluation

Mentor give a worksheet for using the words in situation and assess them using the following indications

Worksheet

1. The children went to the park (happily / Sadly/ beautifully)
2. Peacock is a bird (Sharp, Cruel, Lovely)
3. The edges of the stone hurt him (Soft, sharp, Brave)
4. He is a boy (Naughty, Lowly, Earnestly)
5. The horns of vehicles sounds (Sweet, Loudly, Bravely)

Evalute the work sheet using

conveycorrect usage of describing words

follows grammatical order the them correctly

continuation process

Mentor displays the diagram given in page 85 of TB. And ask them to complete the word web

Dis

mentor displays list of words starting with 'dis' and ask them write those words to their note book.

disable	disagree	disadvantage	disallow	disappear
disarrange	disapprove	disbelieve	discomfort	discontented
disembark	disentangle	disinfect	disinformation	disinterest
disinterred	dislike	dislocate	dislodge	disloyal
disobedient	disobey	disorder	disorganized	displaced
dispossess	disqualified	disregard	disrespect	dissatisfied
dissimilar	distasteful	distrust	disunited	disused

Mentor distribute sentence cards that contain the events of the story to the learners given in page 86 of TB

Adds three more sentence cards that contain three titles Ivan works as a servant.

Ivan learn the language of birds and Ivan becomes the king.

Those who got these sentence cards will be the leaders of three groups and the others read the sentence cards they got and findout to which groups they belong.

Mentor and pears help the slow learners to find their group

s. After finding the groups the learners are requested to stand in a line following the order of events in the story.

Mentor calls the other groups to check whether the order is correct or not.

The group that form the correct order will be the winners. (AN ICT based gave can be developed for this activity if possible)

The learners are requested write down the correct order to the space provided in the text book.	
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Assessment

Sequencing of events.

Self,peer and mentors assessment

correct sequence of events

Reference

Extended Activities

List of words starting with 'dis'

The Lost Child.

	Learning Outcome	Activity	Resources	Ideas, Understanding, Values	Products	Assessment	Time
	<p>Do activities in the text book according to the instructions</p> <p>Shows progress while leaning English</p> <p>Understand and respond to simple questions.</p>	Entry Activity	papers, crayons , digital pictures of festivals, worksheets video of festivals, word web, jigsaw of festival	<p>social bonds</p> <p>Family ties.</p> <p>Bond between parents and children</p>	<p>Coloured picture of balloons ,Word web ,completed pictures and word 'festival'</p>	Identifying the word'festival'	90
	<p>Do activities in the text book according to the instructions</p> <p>Read and understand words such as 'fascinate", 'hawk', 'murmur', garland', 'bitterly', 'sob' etc</p>	Read and comprehend- The summer fair.	digital images of pictures given in the text book page number 98(the summer fair),99 (a sweet seller),100(colours far away),and101 (cries unheard)	Family ties	comprehension o reading passage and answers to given questions	comprehension	120

Shows progress while leaning English							
Understand and respond to simple questions.							
Read and understand words such as 'fascinate', 'hawk', 'murmur', 'garland', 'bitterly', 'sob' etc Understand and respond to simple questions. Express thoughts and feelings in simple language. Shows progress while leaning English	Read and comprehend - A sob.	Digital images of pictures given in page number 102,103 & 104	Family ties. Social bondings.	Listed new words. Answers to comprehension questions.	Comprehension of the reading passage. Use of new words in sentences.		130
Do activities in the text book according to the instructions Identify the theme of the poem and the rhyming words. Shows progress while leaning English	poem	Text Book , Audio of the poem ' The little boy lost' E version of the poem,rhyming words.	Family ties. Bond between parents and children	Added lines to the poem, Poem with different rhythm,rhyming words.	Add more lines, rhyming words		120

	Understand and respond to simple questions.						
	<p>Make sentences using prepositions like 'in', 'on', 'between', 'under', 'above', 'over', 'at', etc.</p> <p>Shows progress while leaning English</p> <p>Understand and respond to simple questions.</p>	Festival spot-prepositions	<p>Use of prepositions.pictures,paper,pencil,crayons</p> <p>Presentation of e-text page No.111</p>	<p>Family ties.</p> <p>Bond between parents and children</p>	completed worksheets	<p>Completed worksheets4</p> <p>Use of suitable prepositions in meaningful contexts</p>	80
	<p>Do activities in the text book according to the instructions</p> <p>Shows progress while leaning English</p> <p>Understand and respond to simple questions.</p> <p>Use singular and plural forms of the words contextually</p>	Let's do it	<p>Worksheet ,</p> <p>Pictures of flowers, birds, animals, etc.</p> <p>TB page no: 112.</p>	<p>Family ties.</p> <p>Bond between parents and children</p>	completed worksheets	<p>. worksheet.</p> <p>Self,peer,Mentor,s assessment</p> <p>.correct use of the language elements.</p>	120
	Do activities in the text	Preparin	scrolling news	Family ties.	scrolling	self,peer and mentor's	80

<p>book according to the instructions</p> <p>Prepare scrolling news from the clues given .</p> <p>Shows progress while leaning English</p> <p>Understand and respond to simple questions.</p>	g scrolling news		Bond between parents and children	news	assessment using .conveying the idea .brevity	
<p>Do activities in the text book according to the instructions</p> <p>Prepare a profile from the details given.</p> <p>Shows progress while leaning English</p> <p>Understand and respond to simple questions.</p>	My favourite- Profile writing	<p>paper crown,chart paper, crayons, worksheet</p> <p>whistle</p> <p>digitl display of various profiles</p> <p>profile-hints (ICT)</p>	<p>Family ties.</p> <p>Bond between parents and children</p>	self introduction by students- Profiles	<p>1. Reading</p> <p>2. Participation in the language game</p> <p>3. Self introduction-profile</p>	120
<p>Do activities in the text book according to the instructions</p>	Audio Clip of an	<ul style="list-style-type: none"> Family ties. Bond 	Announcements	Announcement	Participation in group work.	40

Shows progress while leaning English	announ cement	between parents and children			Proper sentences to express the idea.	
Understand and respond to simple questions.					presentation of the announcement	
Do activities in the text book according to the instructions	Convers ation - Role play	Text book, E - version of conversation	Family ties. Bond between parents and children	Conversa tion written by students. Role play	Conversation Expressess ideas and feelings relevant to the context. Proper sequencing of exchanges Uses well formed expressions Role play Active participation	40
Shows progress while leaning English						
Understand and respond to simple questions.						
. Do activities in the text book according to the instructions	Festival calende r	Calender,Digital images of various fairs/festivals(includ ing local festivals)	Family ties. Bond between parents and children	Festival Calendar	festival calender :project	120
Shows progress while leaning English	greeting cards	Chart paper etc		Greeting cards	greeting cards	
Understand and respond to simple questions.					Preparing an album	
Undertake language projects actively						

<p>Do activities in the text book according to the instructions</p> <p>Express thoughts and feelings in simple language.</p> <p>Understand and respond to simple questions.</p>	Writing thoughts	<p>E version of concept map for generating thoughts,Text book</p> <p>Mentors Version(Thoughts)</p>	<p>Family ties.</p> <p>Bond between parents and children</p>	Thoughts prepared by students	<p>Thoughts</p> <p>self,peer and mentors assessment using the following indicators</p> <p>Reflects personal feelings</p> <p>Variety in sentence forms</p> <p>. Thoughts</p> <p>self,peer and mentors assessment using the following indicators</p> <p>Reflects personal feelings</p> <p>Variety in sentence forms.</p> <p>Use of apt expressions.</p>	40
Identify the simple present and simple past forms of	My words	E -version of sentences with	sentences constructe	Family ties.	Sentences constructed by students can be assessed.	40

	<p>regulars verbs.</p> <p>Shows progress while leaning English</p>		underlined regular verbs	<p>d by students.co</p> <p>llection of words that ends in '-'</p>	<p>Bond between parents and children</p> <p>ed' and past forms of words that ends without '-ed'</p>	<p>self,peer and mentors evaluation of</p> <p>.correct past forms of regular verbs</p>	
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Jigzaw Game

Learning Outcome

Read and understand words such as 'fascinate", 'hawk', 'murmur', garland', 'bitterly', 'sob' etc

Ideas, Understanding, Values

Social bonds

Family ties-Bond between parents and children

Resources

ACTIVITY	RESPONSE
<p>Entry activity</p> <p>Teacher displays some pictures of various festivals using I C T and asks the following interaction questions</p> <p>_What do you see in these pictures?</p> <p>free responses.Mentor says</p> <p>"okay if you are not able to say let's go for a puzzle"</p> <p>_Do you like puzzles?</p> <p>_Shall we play a game?</p> <p>Groups the learners.</p> <p>Teacher distributes jigsaw of festivals in groups and asks them to guess what it is ?</p>	

Re-arrange the cards and find out the picture and words in it.
Ask the learners to complete the task within 5 minutes.

Elicit responses.

Group presentation.

Can you identify the word now?

Teacher display the activity given in page 97 of Text book and interacts with the learners using the following questions.

- What do you see in the picture?
- How many string are there?
- Is there any balloon without letter?

Teacher **concludes there are some balloons with letters and some balloons without any letter.**

Elicits responses.(Ballons ,strings , boxes,leeters)

There is a word hidden in the balloons.

Shall we find it?

Mentor appreciates the learners who completes it.

The threads from the balloons are directed towards the boxes.

Write the letters in the balloons to the corresponding boxes.(Mentor using drag and drop method does the activity in digital board)

Spell the word in the boxes and read aloud.

"FESTIVAL"

_How many of you got the correct word?

Those who got the word can colour the balloons.

Video of a festival/ fair (1 minute)

Interaction

Have you ever been to a festival fair ?

Which are the shops that you can see in a fair?

Elicit responses.

Presentation of video (1mnt)

_What are the things you see in the festival ground?

Preparation of word web

>Individual attempt.

>Discussion in groups.

Teacher prepares a word web including the things in the festival using the ideas elicited by the learners.

>making the word web

Presentation of the word web by the learners

Presentation of the mentor's version, using ICT.

Assessment

Response to simple questions.

- Assessment reading

Reference

Extended Activities

Read and comprehend

Learning Outcome

- Do activities in the text book according to the instructions
- Read and understand words such as 'fascinate', 'hawk', 'murmur', 'garland', 'bitterly', 'sob' etc
- Shows progress while learning English
- Understand and respond to simple questions.

Ideas, Understanding, Values

Family ties, social relationship

Resources

ACTIVITY	RESPONSE
<p>Mentor shows the picture in text book page No.98 using I C T and asks the following interaction questions.</p> <ul style="list-style-type: none">• What do you see in the picture ?	

- How many people are there?
- Is there a boy?
- Who are there with the boy?
- What is the boy pointing to?
- Is there any animal in the picture?

Free responses.

Reading process

Individual reading

- underline the new words or difficult words
- group reading and seeking the meaning of new words through group discussion and presentation
- scaffold reading
- model reading by the mentor
- student's loud reading

Mentor concludes that

A boy is in a summer fair with his parents.

here are a lot of peoples,many shops,and animals like oxen,horses etc.

The boy is pointing to a toy shop.

- What are the things that attracted the boy ?
- What did the boy ask for?
- If you were there what would you have asked for?
- Will the parents buy toy for him?
- Why did the boy's father look at him red-eyed?

Elicit responses

Mentor let the learner's read the passage once again.
and **concludes that**

'The boy is fascinated by seeing the toys and he pleads for a toy.

The boy's father denied his wish looking at him red-eyed'.

mentor shows the picture on page 99of text book using I C T and leads the learners to the next reading passage 'A sweet seller'.
mentor ineracs with the learners using the interaction questions

- What do you see in the picture?
- To which shop the boy pointing to?
- Which are the sweets in the shop?

Elicit responses.

Mentor ask the learners to read the passage following the process of reading as earlier.

mentor interacts

- Why did the boy's mouth water?
- Why didn't he ask for laddoo?
- What is your favourite sweet?

Free response.

Making a list of favourite food items.

Individual writing and random presentation.

- Why didn't the boy wait for an answer?

Mentor concludes that

'The boy is looking at sweet shop with eager.

Laddoo is his favourite sweet.

But he knows his father very well so the boy did not ask for laddoo'

Mentor leads the children to the next reading passage 'Colours Far Away' – through showing the picture (TB page no.100) using ICT.

Interacts with the learners using the following interaction questions.

- Who is the boy looking at?
- What are the colours of the balloons?

Elicit responses and mentor writes the colours on the board.

Mentor displays various colours using I C T and let the learners identify and write spelling of various colours in their note book.

Mentor again asks

- Which is the shop behind the boy?

Reading process as in the previous part.

Mentor concludes that

'The boy wants to buy all the balloons and garland of jasmine

but he know his parents well.

He did not ask for any thing and he walks on.'

mentor asks comprehension questions.

- Will the balloon man give him balloons?
- What are the other things you see in a festival fair?
- Why did the boy think that his parents will never buy him balloons?
- What did the child murmur?

Leads the children to the next passage 'Cries Unheard' TB Page no: 101

shows the picture using ICT(TB page No: 101)

Picture Interaction using the following interaction questions.

- What do you see in the picture?
- What is the boy doing?
- Have you ever ride on a giant wheel?
- Did you enjoy it ?
- How do people react when they ride in a giant wheel?

Elicit responses.

Follow the Process of Reading as earlier.

Mentor consolidates 'The boy heard a roaring sound of laughter of the persons enjoying the ride on the giant wheel.

The boy wish to enjoy the ride on the giant wheel earnestly.'

Mentor asks

- What was the sound the child heard?
- Did he request anything to his parents?
- Did he get any reply?
- What happened to them?

mentor leads the learners to activity 3 (writing thoughts).

Assessment

Comprehension of the reading passage.

Self, peer, and mentor's assessment using

Active participation in the process of reading and comprehension.

correct response to the interaction questions.

Reference
Extended Activities

Writing the concept map of thought's of the boy

Comprehension 'A sob,A helping hand.

Learning Outcome

- Read and understand words such as 'fascinate", 'hawk', 'murmur', garland', 'bitterly, 'sob' etc
- Understand and respond to simple questions.
- Express thoughts and feelings in simple language.
- Shows progress while leaning English

Ideas, Understanding, Values

Family ties

Resources

ACTIVITY	RESPONSE
<p>Activity Steps</p> <p>Mentor shows the picture given on TB page no: 102 using ICT/TB and leads the learners to the next passage 'A Sob' Picture Interaction.</p> <ul style="list-style-type: none">• What do you see in the picture?• What is the boy doing?	

Elicit responses.

Reading process.

- Let the learners read the passage individually.
- Underline the words which are new/unfamiliar.
- Let them sit in groups.
- The groups can exchange the idea they gathered.
- Read aloud the passage as mentor present a narrative.
- Mentor's tone and actions should enable comprehension.
- Use minimum hand and body movements.
- You may use the questions given at the end of the unit to ensure comprehension.

Mentor asks comprehension questions.

- Would he find his parents there?
 - What did he do then?
 - If you were the child, what would you do?
 - Would anybody help him?
-
- Let the learners respond freely.
 - Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.

Mentor concludes that the boy ran through the ground father....., mother.....

Leads the learners to the next passage 'A Helping hand' on TB Page

no:103and 104 using ICT/TB

Picture Interaction

- Is the happy?
- Where is the boy?
- What is the boy doing?

Now mentor asks the learners to turn the page and look at the picture given in Pg. 104

Mentor interacts with the the learners using the folllowing interaction questions.

_Who is with the boy?

Free response.

Mentor concludes that a man among the crowd saw the boy and tried to console him.

- Did the boy stop crying?
- What is the man doing?
- Did the man's words console the child?
- What were his offers?
- How did the child respond to the man's offers?
- Why did the child refuse the man's offers?
- What did the child want?
- Where did the man take the child to?

Free response.

Mentor concludes that 'a man from the crowd tried to cosole the child he offered many things but the child simply wants to meet his parents.

Mentor asks the learners to find the new/unfamiliar words from the reading passage and let the learners

to arrange the letters in the correct order to familiarize the new words.

{Shows coloured letters of words in jumbled order. Using ICT (e – resource)

Each word in particular colour.

Children have to arrange letters and make meaningful words.

eg: NTEFCASIA

F A S C I N A T E

If they arrange letters in correct order a green light with a TICK mark appears{I C T game}

Mentor asks the learners to find the meaning of new words through peer discussion and using a

dictionary.Mentor also provides these words used in new sentences.

Eg:The toy fascinates the child.

He is a hawker selling old books.

The only sound was the soft murmer of the computers,and the steady tick of the clock.

The girl wears a beautiful garland of rose.

The liitle girl wish to climb on the swing earnestly.

Mentor help the learners to list down the meanings of the words and answer the comprehension questions.

<p>What happened to the boy?</p> <p>Will the boy find his parents?</p> <p>How will he find?</p> <p>The learners are free to predict the rest of the story</p> <p>_Individual attempt</p> <p>_Group refinement.</p> <p>Random presentation</p> <p>Mentor's conclusion The man took the boy to the announcing counter and made an announcement for seeking the attention of his parents.</p> <p>Let the learners answer the comprehension questions given at the end of each reading passage.</p>	
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Assessment

Comprehension of the reading passage.
 Answers to comprehension questions based on the pros.

writes meaningful sentences using the new words.
 the learner can understand the intimacy between family members.

Reference

Extended Activities

Preparing announcement given at the announcement counter.

Makes sentences using new words.

Poem-The little boy lost

Learning Outcome

- Do activities in the text book according to the instructions
- Identify the theme of the poem and the rhyming words.
- Shows progress while leaning English
- Understand and respond to simple questions

Ideas, Understanding, Values

Family ties,adding more lines

Resources

ACTIVITY	RESPONSE
processing the poem Mentor recalls the story the lost child.Shares an experience of lost and found. Asks to the learners Have you ever been lost by your parents? What may be your feelings when we lose someone or something? Elicit responses. Presentation of the audio with verses. Interaction Now, we have a poem – a song of a little boy – let's listen.	

Presentation of the audio with verses using I C T. Let the learners listens to the audio two or three times

Mentor Interacts.

- Who is the child talking to ?
- What is the child asking to his father?

Elicit responses.

Learners read the poem individually. Interaction with the students.

- What is the time in the poem?
- Why did the child weep?

Sings the song rhythmically by groups. Appreciate the best.

Find the rhyming words.

Mentor presents four lines of the poem using ICT

Listens to the poem once aga

in. Interaction.

- Did you notice some words which sound alike?
- What are those words?

Elicit responses

<p>Mentor display words using I C T suggested by learners.</p> <p>What is the speciality of these words?.</p> <p>Interaction.</p> <p>Mentor concludes that these are rhyming words.</p> <p>Mentor presents four lines of the poem using ICT Listens to the poem once again.</p> <p>Interaction.</p> <p>Did you notice any words which sound alike?</p> <p>What are those words? Elicit responses</p> <p>Mentor displays the rhyming words using I C T suggested by the children .</p> <p>Concludes that rhyming words help to increase the beauty of the poem.</p> <p>Mentor directs the learners to read the poem</p> <p>Find out all the rhyming words from the poem (TB page no. 106)</p> <p>Reads the poem and identify the rhyming words.</p> <p>Mentor displays the lines given in page 106 and displays the box given in page 106 and asks them to make a rhyme using the lines</p>	
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<p>Add more lines to the poem (TB page 106)</p> <p>Step 1. Learners read the poem given</p> <p>Step 2. Choose appropriate words from the the box.</p> <p>Step 3. Add more lines to the poem.</p> <p>Presentation in groups.</p> <p>Editing.</p> <p>Process of editing.</p> <p>Thematic : For this mentor can ask.</p> <p>Do you want to change or add anything to your writing ?</p> <p>Check whether your thoughts have an order.</p> <p>Correct it.</p> <p>Syntactic:</p> <p>Mentor asks the learners to check their writing (sentence by sentence, word by word)</p>	
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<p>Is there any words missing/excess add/avoid them.</p> <p>Morphological</p> <p>Mentor asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Mentor helps to check the correctness of spellings and punctuation used in the writing process</p> <p>Preparation of bigbook.</p>	
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Assessment

Rhyme

self,peer and mentor's evaluation bsaed on

.Keep regular pattern and rhythem.

.Relevant to the context.

.Uses apt vocabulary.

.Adequate number of lines.

Reference

Extended Activities

Making of big book using the developed poems.. Making a collection of rhymes showing family bonds.

Usage of Prepositions

Learning Outcome

- Make sentences using prepositions like 'in', 'on', 'between', 'under', 'above', 'over', 'at', etc.
- Shows progress while leaning English
- Understand and respond to simple questions

Ideas, Understanding, Values

Family ties

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
<p>Mentor distributes white papers to all learners and directs the learner to follow the instruction.</p> <p>Mentor displays the ICT version of the picture and interacts</p> <p>* What do you see in the picture?</p> <p>* What is there around the house?</p> <p>* Is there anybody on the tree?</p> <p>* Where is the mother?</p>	

* What do you see under the tree?

Draw the picture of a house.

Draw a fence around the house.

A tree near the house.

A bird sits on a branch.

Mother sits in a chair.

There is a hole under the tree.

Some ants are marching into the hole.

A ball is in a basket near the house. (I C T slot game)

Treasure Hunt (Prepositions used to mention the position of something) .

mentor divides the learners into groups.

Mentor keeps some clues in different places in the class room.Say the learners that a treasure is hidden in the class.Listen carefully to my instructions and find the treasure.

Mentor Gives the first clue to the children. The first clue leads the children to the next clue, the second one to the third and so on. Game continues till the treasure is found. (clues – on the table,under the chair, between the desks etc.)

Mentor display the activity 6 festival spot and interacts with the picture and ask to complete the work sheet.

Mentor can make use of the following interaction questions

_What do you see in the picture?

_Where is the tea shop ?

_Where is the big mango tree?

_Where is the old man sitting?

_Where is the well?

_Where are the birds sitting?

Elicit responses.

and complete the activity and write the answer in the given space.

Mentor gives a work sheet using ICT pictures and interacts

* Where is the cat?

* Where is the pen?

* Is the pen under the table?

A cat is _____ the table.(picture)

An aeroplane is flying _____ in the sky.

A pen is ____ the table.

My book is_____ the bag.

The baby is _____ her parents.	
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Assessment

Worksheets

.Using the correct preposition.

Reference

Extended Activities

Find sentences from sources other than reader which make use of prepositions.

Use of singular and plural forms

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while leaning English
- Understand and respond to simple questions.
- Use singular and plural forms of the words contextually

Ideas, Understanding, Values

- Family ties.
- Bond between parents and children

Resources

ACTIVITY	RESPONSE
Guess the plural – word game. (Additional activity) Mentor shows some images of flowers using I C T one by one and Interacts with the learners Do you like flowers ? Which flower do you like the most ? Elicits responses.	

shows the picture of a flower using ICT

Interaction

What is this ?

This is a flower.

Mentor shows the picture of flowers and says that

There are some flowers.

Mentor continues the process using picture of different birds/animals/things.

Feast in the jungle. Additional (Additional activity- Total physical Response)

Mentor divide the learners into different groups giving the names of different animals and birds (crows, lions, peacocks, parrots, tigers)

Directs them to act according to the instructions (Total physical Response)

When mentor says a “peacock is dancing”, one from the peacock group comes forward and dances. When she says some peacocks are dancing, all the group members dance. In the same manner, “A lion is

<p>roaring” – one child acts. “Some lions are roaring” – the group members roar. The process is continues and declare the group which score maximum ponts as the winners.</p> <p>Mentor display the picture given in page-----of text book(activityfor usinga/some).Reads the examples given.</p> <p>Finds the difference between the pictures.Completes the sentences using 'a' or 'some'</p> <p>Let's do it (work sheet – 'a' or 'some') (Additional Activity)</p> <p>Mentor distributes the worksheet to the learners and gives instructions to complete it.</p> <p>Let the learners complete the worksheet using 'a' or 'some'</p>	
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Assessment

Worksheets.

self,peerand mentors evaluation using the following indicators.

.correct usage of a/an/some in situations.

.formation of sentences using a,an/some.

Reference

Extended Activities

Find sentences from course book which use a, an/ some and lists them to their note book

A/an --- some (singular -plural)

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while learning English
- Understand and respond to simple questions.
- Use singular and plural forms of the words contextually

Resources

Ideas, Understanding, Values

Use singular and plural forms of words contextually.

ACTIVITY	RESPONSE
Mentor displays single and group pictures of the following.	
Asks them what do you see there.	
Boy	
Girl	
Apple	
Woman	

<p>Man Toy</p> <p>Mentor displays the above word cards using I C T. The learners are given a model for how to read it. For example- This is an eagle. These are some eagles. The learners are requested to read the displayed pictures in the same manner. Mentor asks the learners that what change do you find in the words when it became a group? Free response. Mentor concludes that changes will happen in the word when a single object becomes a group. Mentor displays picture of more objects (single and group) Asks the learners to follow the previous strategy and read those pictures. Divide the class into four groups and conduct this activity as a game. The learners are requested to complete the activity in page number 112 of the text book and ask them to complete it. Individual writing. Group refinement. Mentor's interaction with following questions. What is the woman doing? What are the children doing?</p>	<p>Men Toys</p>
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<p>Evaluation.</p> <p>Work sheet</p> <p>{Picture of the following objects are given in boxes. Desk,pen, baby,butterfly,orange,book,bag. Their groups.}</p> <p>Ask the learners to name the pictures and write sentences using a/an for singles and some for groups.</p>	
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Assessment

Correct use of singular and plural form.

Reference

Extended Activities

Scrolling news

Learning Outcome

- Do activities in the text book according to the instructions
- Prepare scrolling news from the clues given .
- Shows progress while leaning English
- Understand and respond to simple questions.

Ideas, Understanding, Values

- Family ties.
- Bond between parents and children

Resources

ACTIVITY	RESPONSE
<p>Mentor projects the picture of the lonely boy using I C T and asks the following interaction questions.</p> <p>-Where is the boy now?</p> <p>_What happened to him ?</p> <p>Elicits responses</p> <p>_Will his parents be happy ?</p> <p>_What will they do now ?</p>	

_Where will they go ?

_Won't they give a complaint to police ?

_How will they prepare a complaint?

Mentor concludes the discussion saying that the boy is separated from his parents and parents will file complaint to the police.

mentor leads the children to read the complaint given in TB pg no. 110.
Process reading.

Mentor Interacts with the learners

_What is the name of the boy?

_How old is he?

_What was he wearing at the time of missing?

_What are his identification marks?

Using these information mentor creates a concept map of the missing boy Riyo in a chart.

Interaction

_How will the police find the child ?

_Do they give a scrolling news in Television about the missing boy?

_Have you ever seen such a news in T V?

Elicits responses.

Preparation of scrolling news

_What are the things to be considered to prepare a scrolling news?

Elicit responses

mentor shows some samples of scrolling news using ICT.

_Shall we prepare a scrolling news for the T V to find Riyo?

mentor asks about the details that to be included in the scrolling news.

_Who is missing?

_What about his age?

_What about his dress?

_Any other identification mark?

mentor draws the attention of the children to the concept map prepared earlier.

<p>Individual writing</p> <p>group refinement</p> <p>Presentation by groups.</p> <p>select the best one from groups</p> <p>Mentor's version.</p> <p>Sample News</p> <p>A boy named Riyo went missing from the Devanand fair ground-</p> <p>He was wearing a blue shirt, yellow shorts and white cap.</p> <p>He is 140 cm tall and has a scar on the right side of his forehead.</p> <p>Editing following the process of the editing.</p> <p>Thematic : For this mentor can ask.</p> <p>Do you want to change or add anything to your writing ?</p> <p>Check whether your thoughts have an order.</p> <p>Correct it.</p> <p>Syntactic:</p>	
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<p>Mentor asks the learners to check their writing (sentence by sentence, word by word)</p> <p>Is there any words missing/excess add/avoid them.</p> <p>Morphological</p> <p>Mentor asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Mentor helps to check the correctness of spellings and punctuation used in the writing process</p>	
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Assessment

Scrolling news prepared by students.

Self, peer and Mentor's assessment using the following indicators

.Use of apt sentences.

.Brevity

Reference

Extended Activities

Listens to scroling news in various I C T.and write any one or two of them in their port folio.

ollect plural form of words and enrich their dictionary. Scrolling news

Preparing profile

Learning Outcome

- Do activities in the text book according to the instructions
- Prepare a profile from the details given.
- Shows progress while leaning English
- Understand and respond to simple questions.

Ideas, Understanding, Values

Family ties

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
Mentor displays the picture given in page 99 of text book and asks the following interaction questions? __What do you see in this picture? __Which shop the boy is pointing to? Elicites responses.	

Mentor display the E-version of the text 'A sweet seller' asks the learners to read the passage following the process of reading.

Mentor's interaction

_Can you name some sweets?

_Have you ever visited such festival places?

_What all things do you wanted to buy from a festival spot?

_The boy in the story likes laddoo very much,does he?

_Which is your favourite sweet?

_Which is your favourite colour?

Elicits responses.

List the favourite items individually. Classify them as food, dress,colour etc.

Crown the King – language game.

Children stand in a circle.

Mentor Keeps a crown at the centre.

<p>He/she Keeps the crown in hand and says “My name is</p> <p>Children repeat the activity one by one exchanging the crown .</p> <p>Keeps the crown at the centre.</p> <p>One has to put the crown on her head and say I am others have to say you are pointing figures at the first person.</p> <p>Mentor divides the children into four – five member groups</p> <p>First person should say one sentence about himself/herself wearing the crown.</p> <p>Crown is exchanged to the second person. The second one says two sentences,the third one three sentences and so on.</p> <p>Mentor can provide clues to the learners.(Activity 1)</p> <p>I am-----</p> <p>I am ---- years old.</p> <p>I am studying in class ---</p> <p>My father is Mr.-----</p> <p>My mother is.....</p> <p>My hobbies are.....</p> <p>I like</p>	
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<p>Mentor let the learners to note down the favourites of their friends in each groups and make a profile of their group members.</p> <p>Each group presents.</p> <p>Mentor request the learners to complete the activity given on page no: 107 in the text book</p>	
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Assessment

Written work can be assessed using indicators.

Reference

Extended Activities

Collects the profiles of their friends and make a profile album

Announcement

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while learning English
- Understand and respond to simple questions.

Ideas, Understanding, Values

Family ties.

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
<p>Activity Steps</p> <p>The missing child's parent gave a compliant to the police.</p> <p>Mentor Interactes to the learners using the following questions</p> <ul style="list-style-type: none">• What will they do next?• Will they go to the festival spot again?	

- How can they search the child in a crowd?
- Is there anybody to help him?
- Who will you approach if you miss anything or anyone in a crowd?

Mentor elicits responses and concludes that

The parents seek about the information counter/announcing point and make an announcement

The learners read the instructions given on page no: 110 on T B.

Learners read the text book

prepare an announcement.

Mentor presents audio of an announcement man missing (Audio clipping of an announcement I C T slot)

Mentor can ask the following interaction questions

_What are the details included in the announcement?

_Does the announcement give any clue to the gender?

_Does the announcement give an idea about the age ?

_Does the announcement give any clue to the dress?

collects responses.

Mentor concludes the discussion saying that' A man missing announcement contains ideas about the gender/age/dress of the missing person'

individual writing.

Discussion and refinement in groups.

Learners present announcement.

Presentation of mentors version using I C T.

An Announcement!

A boy named Riyo from Devanad Nagar Is missing. His parents are waiting near the balloon man.

OR

Your attention please! A boy named Riyo from Devanand Nagar is waiting for his parents in front of the committee office.

editing of the group product.

Process of editing.

Individual editing -filing to portfolio.	
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Assessment

Self ,peer and mentors assessment

Participation in the group activity.

Use of well formed expressions.

Expressess ideas apt to the context,

Conveys the issue

Presentation of the announcement using sound modulation.

Reference

Extended Activities

Learners are requested to listen to various announcement in medias related to man missing

Conversation

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while leaning English
- Understand and respond to simple questions.

Ideas, Understanding, Values

Family ties

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
<p>Activity Steps</p> <p>Mentor display the pictures given in page 104 and 108 of text book using I C T.</p> <p>Interacts with the learners</p> <p>_Who will be the man carrying the child?</p> <p>_Does he help him?</p>	

<p>_how?</p> <p>Elicites responses</p> <p>Let the learners the pros 'The helping hand'</p> <p>Reading process</p> <p>Interaction</p> <p>_What do you mean by a helping hand?</p> <p>_Who tried to help the boy ?</p> <p>_Where did the man take the child to ?</p> <p>_Why did the child refuse the man's offers?</p> <p>Mentor elicits responses and concludes that</p> <p>A man in the crowd heard his cry. He lifted him up in his arms.</p> <p>_'Why are you crying little boy?' The man asked.</p> <p>_What would be the reply of the child?</p> <p>Mentor asks the learners to complete the coversation between the man and the boy</p>	
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<p>Writing process of conversation</p> <p>Individual work</p> <p>Random presentation</p> <p>Group refinement</p> <p>Self assessment by children</p> <p>Presentation by groups</p> <p>Presentation of mentor's version using ICT.</p> <p>Sample Conversation</p> <p>The Man : Who are you?</p> <p>.The Child : I want to see my mother, I want to see my father.</p> <p>The Man : Would you like a rainbo coloured balloon?</p> <p>The Child : I want my mother, I want my father</p> <p>The Man : Would you like a jasmine garland?</p> <p>The Child : No, I want my mother, I want my father.</p> <p>The Man : What sweets would you like?</p> <p>The Child : I want my mother, I want my father.</p> <p>Let the learners select one conversation from their writing compares it with the displayed mentos version.</p>	
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Process of editing. Refinement. Role play Learners are divided into pairs. Each pair presents the role play Video recording by the mentor . Evaluation -refinement	
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Assessment

Conversation

Expressess ideas and feelings relevant to the context.

Proper sequencing of exchanges.

Uses well formed expressions.

Reference

Extended Activities

presentation of refined role plays in balasabha/class P T A Preparation of Festival Calendar.

Festival calendar

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while learning English
- Understand and respond to simple questions.
- Undertake language projects actively

Ideas, Understanding, Values

Social bondings and family ties.

Concept of festivals.

Resources

ACTIVITY	RESPONSE
<p>Festival calendar preparation.</p> <p>Interaction, Mentor interacts with the learners using the following interaction questions.</p> <ul style="list-style-type: none">• Have you ever been to a festival ?• Name some of the festivals you have visited ?	

Elicit responses.

[Onam,Ramzan,Christmas,Sivarathri,Vishu,Deepavali,Uroos,Independance day,Gandhi jayanthi, New year,Local festivals of temples/churches/Mosques]

_When do we celebrate festivals?

Mentor displays images of various festivals and fairs using I C T.

Divides the learners into groups.

Mentor gives the worksheet on page number 113 to all.

Provide calenders to the groups.

Individual attempt.

Sharing in groups.

Let the learners include local festivals also.

Refinement in groups.

Writing the final project in the note book/worksheet.

Mentor displays the sample festival calendar using ICT.

Learners compare their product with mentor's version and make necessary changes if needed.	
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Assessment

Festival Calendar.

self,peer and mentors evaluation based on the following features

.Lists out festivals appropriately

.Includes local festivals

.Correct day and date

Reference

Extended Activities

collects calenders related to festivals

greeting cards

Learning Outcome

- Do activities in the text book according to the instructions
- Shows progress while leaning English
- Understand and respond to simple questions.
- Undertake language projects actively

Ideas, Understanding, Values

family bonds

greetings

Resources

ACTIVITY	RESPONSE
Mentor interacts with the learners using the following questions __Did you ever get a greeeting card from anybody? __How do you greet your dear ones at the time of festivals? __Have you sent greeting cards? Elicits responses.	

<p>Mentor shows some greeting cards using ICT</p> <p>Mentor interacts with the learners using the following questions</p> <p>* What are the features of a greeting cards that you see?</p> <p>free response (shaps,pictures,wordings,etc)</p> <ul style="list-style-type: none"> • Can you prepare a greeting card? <p>Mentor concludes that greeting cards are attractive,conveys a greeting.</p> <p>Mentor give chartpaper,crayons,etc to all learners.</p> <p>Elicits responses</p> <p>Making greeting cards – individually.</p> <p>Groups the laerners.</p> <p>Refinement in groups.</p> <p>selecting the best one in each group.</p> <p>Displays in the class room.</p> <p>presentation</p>	
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Assessment

greeting cards

Art education and work experience

self ,peer and mentors assessment using the following indicators

.lay out

.convey the ocassion correctly

.pictures

Reference

Extended Activities

collects various greeting cards and displays in the classroom.

Thoughts

Learning Outcome

- Do activities in the text book according to the instructions
- Express thoughts and feelings in simple language.
- Understand and respond to simple questions

Ideas, Understanding, Values

Family ties.

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
<p>Activity Steps</p> <p>Mentor display the picture given in page 101 using I C T and Interacts using the following interaction questions</p> <p>_What do you see in the picture?</p> <p>Elicites responses.</p> <p>Mentor concludes that</p>	

The boy is fascinated by seeing a giant wheel and wanted to ride on it earnestly.

Mentor asks to the learners that

- Do you ever ride on a giant wheel?

free responses.

- Did the boy's father allow him to ride on the giant wheel?
- Could he find his parents there?
- What happened to them?
- What will the boy do now ?
- Who is there with the boy ?

Elicits responses.

Mentor concludes

The boy will think how he can meet his parents.

mentor presents the activity 3 on TB page 109 using ICT.

Interaction

- What is the mood of the boy ?

- Is he sad/or happy ?

If you were the boy what will you think?

Concept mapping

I C t slot

- Did the boy think about his father?

Individual writing.

Random presentation

Sharing in group

Self assessment by pupils.

Presentation of mentor's version using ICT

mentor's version

Oh! father, mother, where are you?

How can I go home without you?'

<p>How will I find my way back?</p> <p>Will you come and get me?</p> <p>I don't want balloon and sweets..!</p> <p>just want to see my father and mother!</p> <p>Editing</p> <p>process of editng</p> <p>products to port folio.</p>	
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Assessment

Thoughts

self,peer and mentor's evaluation using the following indicators.

.Reflects personal feelings.

.Variety in sentence forms.

.Uses apt expressions.

Reference

Extended Activities

Predicting the next event of the story

Use of simple present and simple past

Learning Outcome

- Identify the simple present and simple past forms of regular verbs.
- Shows progress while learning English

Ideas, Understanding, Values

Family ties

Bond between parents and children.

Resources

ACTIVITY	RESPONSE
My words Mentor interacts with the learners _Have you read the story The Lost Child? _Do you remember the first sentence ?	

Elicits free responses

Teacher shows some sentences using ICT with underlined regular verbs.

It was a summer fair

Learners see the underlined words.

_What is peculiarity of these underlined words ?

Now listen carefully.

Mentor concludes that

They shows past action.

read the story once again.

List out the words showing past actions from the story.

Let the learners construct their own sentences using these words.

Preparing word chart/word corner by adding maximum words from other reading materials/stories.

Mentor displays the following chart using I C T

Words ending with -ed	Words ending without -ed	
walked	Rode	
Fascinated	Came	
stopped	Ran	
pleaded	stood	
looked	began	
yelled	knew	
called	said	
coloured	heard	
decorated	took	
stared	told	
murmured	sold	
wanted	built	
Let the learners read the text and find more words and add them to the list		

Assessment

Sentences constructed by students.

Reference

Extended Activities

Learners are requested to find more words that end in '-ed' and past forms words ending without '-ed'

The Elves and the Shoemaker

	Learning Outcome	Activity	Resources	Ideas, Understanding, Values	Products	Assessment	Time
1	Write simple stage directions Do activities in the reader as instructed.	Entry activity, read, comprehend enact one act play.	Text book, Digital images of pictures on pages 119, 122, 123, 124, 125 & 127 of text book	One act play	Completed conversations, role plays, one act play, readers theatre.	Learners ability to perform one act play	450
2	Read and understand words like 'recommend', 'scatter', 'pound', 'snip' etc	My words	Version new words and phrase in the text book	Hard work, helping others.	List of new words, their meanings, sentences using new words	Meaning of new words	45
3	Read and enjoy the given poem. Understand and respond to simple questions.	Poem and choreography	Digital presentation of the poem 'work while you work' by M.A Stodart. Video of choreography. Digital display of conclusion of	hard work, helping others. With the help of choreography appreciation of	script, choreography	Developing scripts for choreography.	90

			discussions and comprehensions.	the poem become more interesting and deep.			
4	. Understand and respond to simple questions. . Express ideas in simple language	Making advertisements	Digital images of advertisement of various products	Preparation of advertisement	Advertisement	self,peer and mentor's assessment using the following indicators. *Attractive layout *brevity *specification of features of the product *Pictures.	90
5	Undertakes language projects actively	Project work - occupations	Survey format and questionnaire	Hard work. Undertakes projects. Details of various occupations in	Completed project. Description about various occupations.	project Description.	90

				the society			
6	Write simple stage directions Express ideas in simple language	Bag of oranges	Digital of the activity bag of oranges and the worksheet in page 134.	Use of simple present to write stage directions	Stage directions and skit.	Use of simple present to write stage directions	90
7	Understand and respond to simple questions. Do activities in the reader as instructed.	The shop	Items for setting a stationary shop	Asking questions	completed worksheet Activity 8	Asking questions Self,peer and metor's assessment using the following indicators >word order >grammatical correctness >use of simple English	90
8	Use prepositions in meaningful contexts. . Do activities in	Shoemaker's room	I T based game for using prepositions. Digital images of the pictures given in text book.(page 139,140)	prepositions	Sentences using prepositions,compled worksheets	Sentences using prepositions,compled worksheets of	90

	the reader as instructed. .				of activity 6&7	activity 6&7	
9	use contracted forms like, we'll, there're, let's etc. .	long and short - contracted forms.	Text book, work sheet (activity8) ICT tool for using contracted forms.	Use of contracted forms	List of contracted forms and expanded forms. Completed worksheets .	Use of contracted forms.	45
10	Understand and respond to simple questions. . Express ideas in simple language	Let's talk	E- version of the activity given in the text book page 131	Writing conversations	Conversations	Discourse conversation	90

Entry activity

Learning Outcome

Read and understand words like 'recommend', 'scatter', 'pound', snip' etc

Ideas, Understanding, Values

Helping others

Resources

Activity	Response
<p>Teacher divides the learners into two groups and distributes the pictures given in T.B to the groups. Each picture should contain an action. Two groups are provided with a set of pictures containing different actions. Teacher gives the following instructions.</p> <p>___Each group is provided with a set of pictures containing an action. Learners should not show their cards to the other groups.</p> <p>___ Each group discusses how to transact the picture with the help of an action. Selects one member to perform an action. Every member in the group should perform an action. (mentor must ensure the number of pictures enough for every learner.)</p> <p>___When I say 'START' any one from a group show an action related to the picture that he got and the other group should say what they are doing in 30 seconds. If they can identify what they are doing, they will get a point. The next chance is for the other group. Teacher declares the group that has more points as the winner.</p>	

Teacher can ask interaction questions like: -Are they jumping? -How can we show an action to this picture? Teacher/peers can help slow pace learners to make and guess actions	
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Assessment

Reader's theatre technique can be used to assess the learners.

Reference

Extended Activities

Collects pictures related to actions and make an album using these pictures.

New words

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', 'snip' etc
- Understand and respond to simple questions.
- Do activities in the reader as instructed.
- Express ideas in simple language.

Resources

Ideas, Understanding, Values

vocabulary enrichment

Activity	Response
<p>My words.</p> <p>Mentor display the picture on page 143 of text book using I C T. ask the learners to identify the names of articles from the word web,and give a colour to each word.</p> <p>(I C T Tool)</p> <p>After finding the list of tools of the cobbler learners are requested to go through the play once again and find the new words,list them in their note book.</p> <p>Discuss in the peer groups and tries to understand the meaning of new words.If the peer group cannot find the meaning they can seek the help</p>	

<p>of other groups and can make use of the dictionary.</p> <p>Mentor also can provide sentences that use the words in other situations, from those situations the learners can easily find the meaning of new words.</p> <p>Mentor displays the sentences that convey the dialogue of some characters given in activity 'I can' using I C T. and let the learners to find the character and the related dialogue. Ask the learners to write the name of the character and dialogue in the given space.</p> <p>Evaluation :</p> <p>Worksheet.</p> <p>Mentor gives the following worksheet</p> <p>Find who said the following dialogues how?</p> <ol style="list-style-type: none"> 1. She told him that these are lovely shoes dear. 2.Wife told him that we must give him agift. 3.He said' this will be our final visit and this is our final shoe. 	
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Assessment

Use of newwords

Reference

Extended Activities

Developing dictionary using the new words conversation

Stage setting scene 1

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', 'snip' etc
- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language

Ideas, Understanding, Values

helping others, prepositions.

Resources

Activity	Response
<p>stage setting scene 1</p> <p>Activity Steps</p> <p>Mentor asks the learners</p> <ul style="list-style-type: none">• Do you remember Aleena?(The character in standard 3)• Who help Aleena to do the home work?• eliciting responses	

Mentor concludes 'An ELF'

Mentor asks the learners to read the stage directions in the beginning and find out the materials/objects used on the stage.

Mentor asks the following interaction questions

Who are the characters?

- What is their occupation?
- What are they doing?
- Why are they sad?
- What are the things displayed on the stage?
- Can you list down the tools, furniture and clothes of the characters?

Eliciting responses

Mentor concludes

A shoemaker and his wife in shabby clothes; their tools like chisel, needle, pieces of leather, hammer and tain were scattered on a table. The shoemaker and his wife are sad.

Mentor let the learners to find out the materials needed for setting the stage scene I

Mentor request the learners to read the page 120 and find the events in the

first scene.

Mentor asks the learners

- What was the condition of the shoemaker?
- why did they reach in such a stage?

Free response

Mentor concludes that

The shoe maker and his wife are very very poor and each day they became poorer and poorer, because their house is at the edge of wood. customers rarely visit their shop. At last there was leather for only one pair of shoes.

Mentor display the setting of a stage using I C T

Picture of stage

Mentor asks the learners the following questions to ensure learners participation in stage setting and positions of various objects in the stage.

- Where we can put the table?
- Where we can put the chair?
- Where should the characters stand?
- From where each character enters and exits?

Eliciting responses

Mentor concludes that

<p>The stage should visible fully to the viewers</p> <p>The items displayed in the stage should be mentioned in the stage direction itself.</p> <p>The stage directions should specify about the entry and exist of each of the characters.</p> <p>Mentor request the learners to read the picture carefully and find whether their findings are correct or not</p> <p>Mentor can give the exact position of each object on the stage</p> <p>--There is a cupboard behind the table</p> <p>--There are two hammers on the table</p> <p>Mentor asks the learners to complete the activity 6</p>	
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Assessment

Let the learners complete the worksheet in page 139 of T.B using digital tool.

.Using the correct prepositions.

Reference

Extended Activities

Write stage direction for the entry and exit of narrator

apt sentences

Use of corecct linguistic elements

Read and comprehend scene I

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', 'snip' etc
- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language

Ideas, Understanding, Values

Helping others

Resources

Activity	Response
<p>read and comprehend scene I</p> <p>Mentor displays the picture given in page 120 of text book.</p> <p>Ask the learners the following interaction questions.</p> <ul style="list-style-type: none">• What do you see in this picture?• Who are the characters?• What are they doing?	

Free responses.

Mentor let the learners to read the page 120 of T.B

English Process Reading

Let the learners read the passage individually.

Underline the words which are new/unfamiliar.

Let them sit in groups.

The groups can exchange the idea they gathered.

Read aloud the passage as mentor present a narrative.

Mentor's tone and actions should enable comprehension.

Use minimum hand and body movements.

Let the learners respond freely.

Accept all their answers, megaphone them in English if needed and lead them to the next reading passage.

Mentor concludes that a "shoemakers room is seen.The shoemaker is working with his tools.His wife is standing beside him.

Now you completed reading now can you say

- What is the narrator saying?
- What is the story about?
- What is the condition of the shoemakers family?

Eliciting responses.

Mentor display the pros on page120 (scenel)of T.B.using I CT

- Is the shoe makers family a rich one?
- What is left in the house at last?

Collects responses

Mentor consolidates that

The narrator has a story to tell.The story is about a shoe maker and his wife.They are very poor. At last they had leather only for one pair of shoes.

Mentor ask the learners to read the remaining part of scenel(The ineteraction between shoemaker and his wife.

Let the learners share their ideas in groups.

Mentor asks

- Why does Mr.Boot asks for money?
- Why can't the shoemaker make more shoes?

Collecting free responses

- why does the shoemaker asks more time?
- Does the owner give more time?
- Why does the shoemaker say 'sir you have no heart?

- Which line tell you that Mr.Boot is angry?

Mentor ask to read the passage and find the answers to the questions.
Mentor can read the whole dialogue with proper tone and voice modulation.
Let each group present the whole scene including the narrators part as readers theatre.

Mentor ask the learner to make script of scene I

Each of the group members select their character and present the dialogue of each character(shoe maker ,his wife and Thomas Boot)with proper tone and voice modulation.

Assessment

complete the first part of activity 3(matching dialogues)

Individual writing

Peer evaluation

Mentors assessment

.match the correct character to their dialogue

Reference

Extended Activities

Let the learners predict the next event of the story orally

read and comprehend - the elves

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', snip' etc
- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language

Resources

Ideas, Understanding, Values

helping others.

Activity	Response
<p>Activity Steps</p> <p>Mentor ask the learners to read the passage given in scene 3 and find out what the narrator says.</p> <p>The learners read the narration by the narrator and try to answer narrators question “who were the people tip-toeing to their workshop?”</p> <ul style="list-style-type: none">• Can you say who are they?• what will they do? <p>Eliciting responses.</p>	

<p>Mentor concludes that Two elves enter to the shoemakers shop. Mentor asks to the learners that</p> <ul style="list-style-type: none"> • What are the elves doing? • What made the elves help the shoemaker? • Where do you think the elves came from? <p>Collecting responses Ask the learners to read the pros given in scene III Individual reading Let the learners sit in groups and share the ideas they got through individual reading. Mentor concludes the discussion by saying The shoemaker's family were in need of help. It is a good thing to help who were in need.</p> <p>Mentor read the narration aloud, with proper tone and voice modulation. Ask the learners to identify the words which are unfamiliar to them try to find their meanings with the help of a dictionary and mentor explains the meaning of those words with the help of pictures, actions and usage through new sentences. Mentor shows the video of the elves song</p>	
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Ask the learners to sing along with the video and show the actions.

Let the groups present those actions.

Mentor asks the learners to observe the picture on page 124(using I CT)

Ask the learners to describe the features of an elf.

Mentor can ask interaction questions

- How does an elf look like?

Mentor concludes

Showing the following description using I CT

ELF

Elves are small imaginary creatures with pointed ears.

They are belived to have magical powers.

we cannot precisely say where they come from.

Usually they are not vsible to humans.Some of them help humans.

Mentor asks thelearner,s to read the passage once again and find the new words ,underline them at the time of individual reading,discuss in groups for their meaning,refer to the dictionary and seek the help of the mentor for finding the meaning of new words.write them in their note book.

Assessment

Describe how the elves work in the shoemakers shop.
Individual writing
Peer assessment
Mentors evaluation comprehension of the reading passage.

Reference

Extended Activities

Draw an elf, colour it then give a name to the elf and file them to portfolio

role play

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', 'snip' etc
- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language.

Ideas, Understanding, Values

helping others.

Resources

Activity	Response
Mentor asks the learners to read the passage given in scene III. Process of reading Directs them to make a READERS THEATRE following the given	

interactions.

Readers' theatre

Readers' Theatre is a dramatic presentation of a written work in a script form. Readers read the script aloud and the reading parts are divided among the readers. No memorization, costumes, or special lighting is needed. Presentations can easily be done in the classroom itself. Scripts are held by the readers. The focus is on reacting the text with expressive voice and gestures

- What surprises shoemaker and his wife?
- What are the directions that can given to each characters?
- How we can give directions for stage setting?
- Who are the characters in stage when light is on?

Free responses

Mentor:The shoemaker and his wife enters the stage.

_What was their mood?

Response

Mentor:The shoemaker and hiswife are surprised to see a pair of beautiful shoes.

Mentor asks the learners that

- What happens next?

Response

Two customers enters the shop

Mentor asks

- “can you say what the customer asks to the shopkeeper?”
- “What will the shopkeeper say?”

Let the the learners read the scene following the process of reading and theatre the scene.

Mentor asks –‘who enters next?’

- what is the narrator saying?
- Does the elves make the leather to shoes?

Free responses.Let the learners read the passage and check whether ther answers are correct or not?

Mentor plays the elves song .

Video-THE ELVES SONG

Let the learner sing along with the video and enjoy the rhyme by showing actions along with the video.

Let the learners make their script for role playing scene III.

The learner's follow the process of writing and mentor edits the script of

the learner's keeping the pros given in text as the actual version.	
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Steps of editing

Assessment

Ability of the learners to prepare a skit based on their own script.

Individual writing

Peer assessment.

Mentors assesment.

>clarity of the stage setting directions

>continuity of events

>linguistic parameters of the script

Reference

Extended Activities

Role play.

Read,comprehend and writing stage directions..

Learning Outcome

- Read and understand words like 'recommend', 'scatter', 'pound', snip' etc
- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language.

Ideas, Understanding, Values

Helping others.

Resources

Activity	Response
<p>Mentor shows the picture on scene IV and interacts with the learners using the following interaction questions</p> <ul style="list-style-type: none">• What will the shoemaker do?• Did the elves come again?• Can the shoemaker find who is making shoes for them?• What is their plan?• What gift will they give to the elves?	

<p>Free response</p> <p>Mentor let the learners read the passage in scene IV and ask the learners to check whether their answers are correct or not.</p> <p>Mentor concludes that 'The shoe maker sold the shoes straight away and he bought more leather with the money they got .The elves came at night and each day they got new shoes.</p> <p>The shoemaker wants to find who is doing all this and give them a gift.'</p> <p>Learners are requested to perform scene IV using readers theatre following the procedure given for the previous scenes.</p> <p>group work and presentation editing using the directions given in the text and presenting the role play.</p>	
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Assessment

Let the learner comprehend the following questions

Will the elves make shoes for ever?

What will the shoe maker do if the elves stop coming?

Self,peer and mentor's assessment of the comprehension of ideas.

Reference

Extended Activities

Let the learners predict the plan of shoe maker for finding the makers of shoes.

One act play

Learning Outcome

- write simple stage directions
- Do activities in the reader as instructed.
- Express ideas in simple language

Ideas, Understanding, Values

helping others.

With the help o stage directions,script and costumes a reders theatre can be changed to a one act play.

Resources

Activity	Response
<p>Mentor shows the picture on page 125 of T.B and interacts using the following questions.</p> <p>_Where did the shoe maker and his wife hide?</p> <p>_When did the elves came?</p> <p>_What did they saw?</p> <p>_Did the elves see shoe maker and his wife?</p> <p>_What did the elves do?</p> <p>Free response</p> <p>Mentor asks the learners to find the answers to these questions by reading the passage following the process of reading.</p> <p>Mentor concludes the discussion saying that</p>	

<p>The shoemaker and his wife hide in a cupboard.</p> <p>The elves enter to the shop at four 'o'clock.</p> <p>They work very fast.</p> <p>The elves didnt seeshoemaker and his wife.</p> <p>Mentor asks the learners to develop readers theatre for this scene adopting the same strategy for the previous scenes.</p> <p>Mentor helps the learners to make the scripts fine by adding scenic details to their script.</p> <p>Then asks them to list down the costumes for each of the characters and other articles on the stage for each of the scene.</p> <p>Mentor again let the learners to read all the scenes once again and help them to arrange their readers theatre scripts to the form of a one act play.</p> <p>For helping the learners to develop a one act play mentor can use the following interaction questions</p> <ul style="list-style-type: none"> _What are the costume of the shoemaker for the first three scenes? _Do we need any change in their costume for the rest of the scenes? _how the elves look like? _what about the costume of Mr.Boot/customers? <p>Mentor concludes the discussion by saying that</p> <p>The shoe maker and his wife were in old clothes during the first three</p>	
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scenes.

Then they can wear new clothes.

The elves can wear funny clothes.

The elves also have horns and pointed ears.

Mr.Boot wears suit.

customers also are well dressed.

A readers theatre can be changed to a one play by adding articles costumes and stage settings.

Mentor shows the main events of the play using digital sentence cards (flow chart for one act play)as follows.

SCENE I

The shoemaker become poor

The shop owner demands rent.

The shoemaker is not able to pay the rent.

SCENE II

The elves came and help the shoe maker

SCENE III

Customers come and buy shoes.

Shoemaker gets money.

SCENE IV

<p>Shoemaker decides to find the makers of the shoes They want to give him a gift. SCENE V The shopkeeper find out the elves. The elves enjoys the dinner by the shoemaker The shoemaker wants make the elves as his slaves. Wife's advice Farewell of elves.</p> <p>Mentor asks the learners to select actors and fix their roles. Rehersal. Enact the play in groups. Recording of their presentation. Viewing their own presentation. Making changes for improvement Final presentation</p>	
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Assessment

Individual/group performance.
Stage directions.

Individual,peer,Mentor's evaluation of the script using the following indicators.

.carity

.brevity

.easiness for exicution.

Reference

Extended Activities

Activity 1 (conversation) T.B page121(old)

Mentor Mr.Boot come again?

Free response

Conclusion

Two weeks later Mr. Boot visit the shop again.But by that time the shoemaker become a successful shoe merchant

Write the conversation between Mr. Boot and shoe maker.

Let's sing

Learning Outcome

Read and enjoy the given poem

Ideas, Understanding, Values

Hardwork

With the help of choreography appreciation of the poem become more interesting and deep.

Resources

Activity	Response
<p>Activity Steps</p> <p>Poem: Work While You Work (Page 132)</p> <p>Mentor displays the picture in page 132 using I C T</p> <p>Draw the attention of the learners to the picture given on Page 132 of the Reader.</p> <p>Interact with the learners using the following questions</p> <p>How does the speaker in the poem ask us to work?</p> <p>What does the speaker in the poem say about things half done?</p> <p>What idea do you get from the first stanza of the poem?</p> <p>Consolidate the answers/views and lead learners to the poem 'Work While You Work.</p> <p>Mentor concludes the discussion that concentrate in your works,complete them .</p> <p>Process</p>	

<p>mentor plays the audio of the song. Tune and sing the song once or twice. Let the learners sing after you. You may ask the questions once again given below the poem. Consolidate their views. Let the learners copy the poem on a sheet of paper. Cut it into strips. Let the learners assemble them again without looking at the poem in the Reader. Let the learner cross-check with the poem In the Reader. Let the learners respond freely. Mentor asks the learners to add actions to the poem sing the poem with actions Mentor concludes the discussion Do the works sincerely./ Do not do many things at a time. / Do one thing at a time. Things half-done are not done right. We should concentrate on what we do and be sincere to it. Let the learners prepare the script for choreography considering the following</p> <p>Conveying the theme sequencing of events performance characters and let the learners present the elves song as choreography.</p>	
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Assessment

Choreography
Self peer and mentors assessment
Conveying the theme
sequencing of events
performance
characters

Reference

Extended Activities

collects songs related to work and add them to port folio

Advertisement.

Learning Outcome

- Read and enjoy the given poem.
- Understand and respond to simple questions.
- Do activities in the reader as instructed.
- Express ideas in simple language.

Ideas, Understanding, Values

Preparation of advertisement

Resources

Activity	Response
<p>The shoemaker become rich and they decided to make an advertisement of their product. Mentor request the learners to help the shoemaker to prepare an advertisement.</p> <p>Preparation of advertisement</p> <p>Mentor displays sample advertisements of various products appeared in the newspapers/ magazines/visual media using I C T</p> <p>Make the learners go through the advertisements.</p> <p>Through interaction, make the learners identify the features of the advertisement. Mentor ask the following questions for interaction</p> <ul style="list-style-type: none">• What is the name of the product?	

- What is it made of?
- How the product is addressed in the advertisement?
- Do you want to use different colours?
- Where do you get this product?
- What changes will you make in the font size and shape of letters?

Mentor concludes that advertisements are attractive, precise, and contains pictures/words showing the speciality of the product, where we can access these products. (details of the distributor) and address of the publisher.

Lead the learners to the creation of a new advertisement for the shoemaker's product. For helping the learners mentor can ask __What should be the name of the product? __Where do we get this product?

collects responses

The learners write individually

Refine in groups.

Group presentation.

Presentation of mentor's version.

Editing

process of editing.

<p>Thematic : For this mentor can ask.</p> <p>Do you want to change or add anything to your writing ?</p> <p>Check whether your thoughts have an order.</p> <p>Correct it.</p> <p>Syntactic:</p> <p>Mentor asks the learners to check their writing (sentence by sentence, word by word)</p> <p>Is there any words missing/excess add/avoid them.</p> <p>Morphological</p> <p>Mentor asks the learner to check the aptness of each word in the passage.</p> <p>Spelling and Punctuation</p> <p>Mentor helps to check the correctness of spellings and punctuation used in the writing process</p> <p>Making of big book</p>	
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Assessment

self,peer and mentor's assessment using the following indicators.

- *Attractive lay out

- *brevity

- *specification of features of the poroduct

- *Pictures.

Reference

Extended Activities

Collects various types of advertisements.Preparing their own advertisements about any of their favourite items.

Write short descriptions about various occupations

Project

Learning Outcome;

Undertakes language projects actively

Ideas, Understanding, Values

Details of various occupations in the society.

Resources

Activity	Response
<p>Mentor gives the rhyme "cobbler cobbler ment my shoe-----"using I C T.</p> <p>Ask the larners sing along with it.Mentor asks the following interaction questions</p> <ul style="list-style-type: none">• Which job is addressed in this song?• Can you ind the other name used for one who makes a shoe? <p>collecting responses.</p> <p>Mentor gives conclusion as One who makes shoes is also known as cobbler.</p> <p>In this unit the main characters do work as cobblers for earning their daily bread.</p>	

Mentor asks the learners about the other jobs that are familiar to them. Ask the learners about their parents' jobs like

- can you say what is your father/mother?

elicits responses

Mentor concludes that there are different kinds of jobs that people do to make a living.

Let's conduct a survey.

Mentor can help the learners to develop a survey format of their own by asking the following questions

- Do our format need the names of people?
- Does it need the names of occupation?
- Do you want to know where they work?
- How long they work each day?
- How much income they got from their work?

collects responses and consolidate the data to notebook.

Individual writing

Random presentation.

Questions for discussion

<p>Is there anything more to be added? Have you consider all areas of the discourse? Ask them to sit in groups and share their ideas. Try to ensure that all the learners in a group are actively engaged and writing down their ideas.</p> <p>You interact with each group to support them to do the work.</p> <p>Group presentation. Peer group assessment by using the indicators already written. Assessment by the mentor. Presentation of mentor's version. Edit one or two group products with the help of learners.</p> <p>How can we represent all these datas in a survey format? elicit responses Mentor display the survey form in the text book using I C T tool. Printed survey formats can be given for collecting data . Let the learners collect datas from their neighbours and writes the datas to their format and then to the space given in the text book. Mentor give a clue to the learners how the data can be gathered from others.</p> <p>Using a questionnaire datas can easily be collecetd. mentor can provide sample questions like</p>	
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- What is your name?
- What is your work?
- Where do you work?
- How long you work a day?

Let the learners make change in the questionnaire developed by them and completes the survey format.

slow pace learners and cwsn can say the names of their neighbours and their occupation.

If they can write mentor can help them write their ideas.

Assessment

Project- description of occupations.

Self,peer and mentor's evaluation considering

- .Use of proper words
- .presentation of ideas.
- .developing questionnaire.

Reference

Extended Activities

write a short description about the jobs using the information they gathered.

The shop

Learning Outcome

Understand and respond to simple questions

Ideas, Understanding, Values

Asking questions

Resources

Activity	Response
<p>Activity Steps</p> <p>Mentor sets a stationary shop in the class room. Assign each group to buy and sell things from the shop. The groups can select their own shopkeeper and customers. Mentor directs the learners to enquire about the price /size/category of the articles that displayed in the shop.</p> <p>For example</p> <ul style="list-style-type: none">• how much is that bag?• can I have a look at that camera?• What size are those shoes?	

<p>The learner who act as the shopkeeper should answer these questions using simple English.</p> <p>let the learners repeat the activity changing shop keepers and customers.</p> <p>Mentor requests the other groups to evaluate the performance of their peers.</p> <p>Refinement of questions and answers through examples and megaphoning of mentor.</p> <p>Mentor ditribute worksheets cotaining the activity given in page141 of text book(activity 8)</p> <p>Let the learners read the instuctions given in the course book and complete the activity.</p> <p>(An I T based work sheet-slot)</p> <p>Let the learners write in their course book.</p>	
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Assessment

Mentor changes the items in the shop and the game is repeated.

Self,peer and metor's assessment using the following indicators

- >word order
- >grammatical correctness
- >use of simple English

Reference

Extended Activities

Identify and collect questions and answers from real life situations and list them down to their port folio.

Shoe maker's room (prepositions)

Learning Outcome

- Use prepositions in meaningful contexts.
- Understand and respond to simple questions.
- Do activities in the reader as instructed.
- Express ideas in simple language.

Ideas, Understanding, Values

Prepositions.

Activity	response
<p>Teacher displays the pictures given on pages 139 and 140 of the text book using I C T and asks the following questions.</p> <ul style="list-style-type: none">• What do you see in these pictures?• Can you name these tools?• Where is the knife?• Where is the table?• Where is the cat?	

Elicits responses.
Teacher consolidates the answers and let the learners write the answers in the given space.
Let the learners fill in the blanks on their own.
Let them refine their answers in groups.
Present the teacher's version.
(ICT game slot for ensuring the use of prepositions.)
You can encourage the learners to add more objects to the pictures and write about their positions.

Teacher again displays the pictures given in the text on page 140
Ask the learners about the positions of objects given in the displayed pictures and complete the work sheet in the text book(activity7).

Individual writing.

Group refinement.

Presentation of Teacher's version using I C T

Hints:teacher's version

- There is a knife on the table.
- There are two hammers on the table.
- There's a flower pot in the corner of the room.
- There's a cat under the stool.
- There's a kitten under the table.

- There's a pair of shoes in the shelf.
- There's a picture on the wall.
- There's a clock on the wall.
- There're a few books in the shelf.
- There's a chisel on the table.

Checking and refinement.

Group and individual.

Completes the work sheet.

Teacher again displays the pictures given in the text on page 140.

Ask the learners about the positions of objects in the pictures given and complete the work sheet in the text book(activity7).

Individual writing.

Group refinement.

Presentation of teacher's version

Hints:Teacher's version

There is a clock on the table in the bedroom.

There is a phone on the stool in the living room.

There is a picture on the wall in the bedroom.

There is a flower vase on the teapoy in the living room.

PREPOSITIONS

List of English prepositions with their meanings and illustrative sentences.

There are over 100 prepositions in English and using them correctly can be difficult, especially for learners.

Although most prepositions are single words such as 'at', 'on', 'to', 'from', some pairs and groups of words operate like single prepositions, for example 'up to', 'out of' 'in front of' etc.

Below is a list of commonly-used propositions with their meaning and a sentence showing how they are used.

Preposition	Meaning	Example
above	higher than, or over	The sun is above the clouds.
across	from one side to the other	It's dangerous to run across the road.
after	- following something - later than	- The boy ran after the ball. - I'll phone you after lunch.
against	- in opposition to - in contact with	- Stealing is against the law. - The sofa is against the wall.
along	from one end to the other	They are walking along the street.
among	surrounded by	Peter was among the spectators.
around	- in a circle - near, approximately	- He walked around the table. - It costs around 50 euros.
before	- earlier than - in front of	- The day before yesterday. - He bowed before the king.

behind	at the back of	Passengers sit behind the driver.	
below	lower than	His shorts are below his knees.	
beneath	under	The pen was beneath the books.	
beside	next to	The bank is beside the cinema.	
between	in the space separating two things	Mary sat between Tom and Jane.	
by	- near, at the side of - not later than	- The restaurant is by the river. - The boss wants the report by Friday.	
close to	near	The school is close to the church.	
down	from higher to lower	She pulled down the blind.	
for	what is intended	I bought this book for you.	
from	where something starts or originates	The wind is blowing from the north.	
in	at a point within an area	The pen is in the drawer.	
in front of	directly before	The child ran out in front of the bus.	
inside	on the inner part of	The bird is inside the cage.	
into	enter a closed space	He went into the shop.	
near	close to	The school is near the church.	
next to	beside	The bank is next to the cinema.	
off	down or away from	He fell off the horse.	

on	in a position touching a surface	The plate is on the table.	
onto	move to a position on a surface	The cat jumped onto the roof of the car.	
opposite	facing, on the other side	Eva sat opposite Tom at the table.	
out of	- move from a closed space - without	- He got out of the taxi. - She's out of work.	
outside	- opposite of inside - on the outer side	The garden is outside the house.	
over	- above/across - on the surface of	- The plane flew over the Atlantic. - She put a sheet over the furniture.	
past	beyond	She drove past the supermarket.	
round	in a circular movement	The earth moves round the sun.	
through	from one side to the other	The Seine flows through Paris.	
throughout	in every part of	The virus spread throughout the country.	
to	in the direct of; towards	On the way to the station.	
towards	in the direction of	The child ran towards her father.	
under	beneath, below	Water flows under the bridge.	
underneath	beneath	There was dust underneath the	

<p>up towards or in a higher position rug. She walked up the stairs.</p>	
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Assessment

Teacher gives pictures of classroom,kitchen,play ground and market to four groups and asks them to write the positions(at least 5 sentences) of various articles in the picture.

Evaluation:

Self,peer and teacher's assessment

Use of prepositions.

Apt use of prepositions in sentences.

Reference

Extended Activities

Find sentences from the text book which denotes the position of objects.

long and short

Learning Outcome

- Do activities in the reader as instructed.
- Express ideas in simple language.
- Identify and use contracted forms like, we'll, there're, let's etc.

- Understand and respond to simple questions.

Ideas, Understanding, Values

Use of contracted forms.

Resources

Activity	Response
<p>Mentor displays the following sentences using I CT</p> <p><u>"we'll</u> pay you in a month's time"</p> <p><u>"that's</u> not my way"</p> <p><u>"I'm</u> here not to sit</p> <p><u>"They're</u> size ten sir."</p> <p><u>"It's</u> a miracle.</p> <p>Mentor request the learners to find the sentences from their text book. For easy targeting mentor can give clues like it is from ___ scene. (Or divide the learners to groups and do the same as a game).</p> <p>Mentor ask to the learners that can you identify any speciality related to the underlined words?</p> <p>collects free responses.</p> <p>Mentor concludes that 'all these are part of conversations and the underlined words are contracted forms'.</p> <p>Mentor give chance to learner groups to say the expanded form .</p> <p>Mentor can give examples.</p> <p>"I'm here not to sit"--I am here not to sit.</p> <p>"I can't come with you"--I cannot come with you</p>	

Mentor ask the leaners to complete the work sheet given in page 137 (activity4)

Individual writing.

Group discussion.

Mentor's consolidation.Contractd forms are only used in conversations.

Mentor displays a list showing contracted forms and their expanded forms learners are requested make a list of them.

FOR MENTOR (If necessary, only include the relevant word) USE I C T

1. to be (am, are, is)

Affirmative Negative

Long form Contractd form Long form Contractd form

I am	---	I am not	I'm not
you are	---	you are not	you're not
you aren't			
he is	---	he is not	he's not
he isn't			
she is	---	she is not	she's not
she isn't			
it is	---	it is not	it's not
it isn't			
we are	---	we are not	we're not

we aren't

you are ---

you are not you're not

you aren't

they are ---

they are not they're not

they aren't

2. to be (was, were)

Pronoun	Affirmative		Negative	
	Long form	Contracted form	Long form	Contracted form
I, he, she, it	I was	---	I was not	I wasn't
we, you, they	we were	---	we were not	you weren't

3. have (got)

Pronoun	Affirmative		Negative	
	Long form	Contracted form	Long form	Contracted form
I, we, you, they	I have got	I've got	we have not got	we've not got
we haven't got				
he, she, it	she has got	she's got	she has not got	she's not got

she hasn't

got

4. had (got)

Pronoun	Affirmative	Negative		
	Long form	Contracted form	Long form	Contracted form
I, he, she, it, we, you, they	I had got	I'd got	we had not got	we'd not got
we hadn't got				

5. do

Pronoun	Affirmative		Negative	
	Long form	Contracted form	Long form	Contracted form
I, we, you, they	I do	---	we do not	we don't
he, she, it	she does	---	she does not	she doesn't

6. did

Pronoun	Affirmative	Negative
	Long form	Contracted form
I, he, she, it, we, you, they	we did	we did not

7. Models (can, could, must, might, will, would, shall, should, ought to)

Affirmative Negative

Long form Contracted form Long form Contracted form

can	-	cannot	can't
could	-	could not	couldn't
must	-	must not	mustn't
might	-	might not	--
need	-	need not	needn't
will	'll	will not	won't
would	'd	would not	wouldn't
shall	-	shall not	shan't
should	'd	should not	shouldn't
ought to	-	ought not to	oughtn't to

Assessment

Use contracted forms in conversations

work sheet.

- Let's go home ___ ----- go home.
- ----- coming ___ I am coming.
- ----- here ___ we are here

- I can't say it
 - ----- planning for a trip
- ___ I ----- say it.
___ We're planning for a trip.

Reference

Extended Activities

List down the contracted forms used in the play find their expanded forms and make a list in port folio.

Bag of oranges -stage directions.

Learning Outcome

- write simple stage directions
- Understand and respond to simple questions.
- Do activities in the reader as instructed.
- Express ideas in simple language

Resources

Ideas, Understanding, Values

Use of simple present to write stage directions.

Activity	Response
Mentor display the picture in page 134 of text book using I CT. .A Bag of Oranges Make the learners go through the story.	

process of reading. Mentor can ensure the comprehension of the learners by asking the following interaction questions. _'Who are the characters in the story?

- What happened to the old woman?
- Do the boy help the old woman?How?
- Does the old woman give him any gift?

Eliciting responses and concludes the boy heiped the old woman.

Let them underline the dialogue part in it.

Lead the learners' attention to the first sentence in the story part, 'The Bag of Oranges'.

Let them compare how the first sentence has changed in the play under the title, 'A Village Road' on Page 134.

Let the group discuss the stage directions to be given before/after every dialogue.

Let them write the directions.

Individual attempt. Mentor ensures the involvement of the learners through interaction questions like

- How we can write the entry of the old woman?
- What about the boy's entry?
- How we can write a direction for the help given by the boy to the old

woman?

collect responses and megaphone the ideas elicited by the groups.

Refinement in groups.

Assessment.

Exhibit the group's products.

Exhibit your version of the stage directions.

Mentor's version I C T

A Village Road

(An old woman enters with a paper bag. The bag is full of oranges. She stumbles over the stone and falls down - The oranges scatter on the stage. A boy comes-running.

Boy : Are you okay?

Woman : I'm alright, child. But my oranges!

(The boy helps the woman get up.)

Boy : Don't worry. I shall pick them up for you.

(The boy picks the oranges and puts them into her bag. He hands the bag over to her. The woman takes an orange from the bag and gives it to the boy, smiling. The boy takes the oranges. A smile spreads on his face.

Edit the group's product.

process of editing.

Let the learners enact the skit.

Note for mentor's: Stage directions are generally written in simple present tense.

Assessment

Stage directions

Individual attempt.

Group assessment.

Mentor's assessment.

.language element(use of simple present tense)

.Clarity of directions.

.Brevity.

Reference

Extended Activities

Activity 3

Conversation

Learning Outcome

- Do activities in the reader as instructed.
- Express ideas in simple language

Ideas, Understanding, Values

Hard work..

Resources

Activity	response
<p>This activity enables the learners to write a conversation in a given context</p> <p>. At the beginning of the play, Mr. Boot comes to the shoemaker and tells him to pay the rent in two weeks.</p> <p>But, he is not seen to have come back.</p> <p>Construction of this conversation will complete the doubt that might exist in the minds of the learners about Mr. Boot.</p> <p>Hence, while processing the conversation, interaction should be done in such a way that it solves all doubts that may exist in the learners' mind about the reappearance of Mr. Boot.</p> <p>To do the activity, the learners must keep the following ideas in mind: The shop owner had come earlier.</p>	

<p>At that time He had asked for rent. The shoemaker was not able to pay the rent. The shoemaker's wife asked for more time to pay the rent. He allowed two weeks' time. The elves helped the shoemaker and he became rich. Draw the attention of the learners to the flow chart you have developed earlier.</p> <p>Complete the flow chart with the help of the learners.</p> <p>Presentation of the flow chart using ICT. Let the learners write the conversation individually. Refining in groups. Every learner should read his product aloud. Add important points. Edit sentences that contain thematic and grammatical errors. Ask the members to read their opening sentences. Let the group select the best opening sentence.</p> <p>The mentor should make deliberate attempt at making the group select the Opening sentences of the slow pace learners in the group.</p> <p>If such a learner has not come up with anything, ask him/her to say his/her idea.</p> <p>If the learner responds in Malayalam, translate it for the learner or ask other</p>	
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members to translate the learner's idea. into English.

Ask every member of the group to respond to the selected sentence.

Repeat the process of selecting the best response.

Continue the process for developing further exchange.

Let the groups present /role play the conversation.

Sample Answer

Shoemaker : Welcome sir Please be seated.

Mr, Boot : Thank you.

Wow! You've changed a tot.

There're a lot of shoes around here.

The shop looks all new.

How did you manage?

Shoemaker : It's luck and hard work, Sir. The rent is ready, sir.

Mr. Boot : Hmm... That's great. I can't believe it. All happened in two weeks' rime.

Shoemaker : That's correct. There are people, Sir, who helped us when we were in need. Here's your rent.

Mr. Boot : Thank you. It's a pleasure. Wish you. good luck.

Mentor request the learners to compare their writing with mentor's version and make necesary corrections.

Assessment

Conversation

Self,peer and mentors evaluation based on
proper initiation and conclusion.

Theme -exchanges relevant to the context

Use of appropriate language elements.

Use of well framed simple sentences.

Reference

Extended Activities

The first customer recommended the shoemaker to all his friends.

write the conversation between customer1 and his friends..