

Primary Teacher's Handbook
on
New English Textbooks of classes I to V

2013



State Council of Educational Research & Training
A.P, Hyderabad.

Handbook Development Committee Members - Primary

Mrs. A.Venkataramanamma, SGT, PS. SN Colony RC PuramMedak

Mrs. Neeraja, SGT, GPS, Police lane, Amberpet, Hyderabad.

Mr. M. Chakradhar, SA, ZPhs, MudakapallyNizamabad.

Mr. B. Ashok Reddy, SA, ZPHS.Masaipet,Nalgonda.

Mrs. Indira, PGT, SCERT, AP Hyderabad.

Mr. Suryaprakash, SA, ZPHS. Yalamanchali, Visakhapatnam.

Mr. k. Ramesh Rao, SA, GHS. Huzurabad, karimnagar.

Mr. G G S Nageswar Rao, Lecturer, DIET, Vijayanagaram.

Coordinator

Dr. P. Jani Reddy, Lecturer, DIET Vikarabad, Rangareddy Dist.

Academic Support & Editing

Dr. K N Anandan, ELT Expert and Linguist, kerala.

Advisors

Dr. N. Upender Reddy, Professor & Head C&T Dept. SCERT, A.P., Hyderabad.

Sri G. Gopal Reddy, Director SCERT, A.P., Hyderabad.

Chief Advisor

Smt V.Usha Rani IAS, State Project Director, Rajiv Vidya Mission (SSA)

Andhra Pradesh, Hyderabad.

Foreword

The SCERT, A.P., Hyderabad has undertaken the curricular revision and new textbooks have been developed. A single English textbook has been designed for both the English medium and non-English medium students for classes 1 to 10 in school education. Accordingly textbooks were developed for classes 1, 2, 3, 6 and 7 for the academic year 20012-13. In the second phase of the revision the remaining classes 4, 5, 8 and 9 have been developed for the academic year 2013-14.

The new textbooks are developed on the basis of the guiding principles of NCF 2005, RTE 2009 and SCF 2011. English textbooks are prepared based on the themes suggested by NCF. The new textbooks have been developed on constructivist paradigm where learner constructs the language by linking the classroom experience with the real life experience of outside the classroom. In order to ensure the holistic treatment of language certain discourses are identified for Primary and Upper Primary level classes with specific features or indicators. The entire classroom process is aimed at achieving the targeted discourses. A detailed transactional process has been suggested to achieve the discourses targeted in each class.

This module contains the classroom transactional process for all classes, the identified discourses in each reading slot/segment, a detailed discourse process for oral and written discourses, classroom theatre, teacher development and CCE based model question papers. In addition to this a special package to bridging the gap is also included for acquiring the minimum competencies among the children in developing discourses like description, conversation and narrative or story before starting the transaction of units.

I hope this module would certainly help the teachers to follow the transactional process in achieving the academic standards in all classes among all children. The SCERT AP Hyderabad appreciates the efforts of the members of the textbook development committee in developing this handbook for the benefit of the teachers.

Director

SCERT, A.P, Hyderabad.

Primary Teacher's Handbook

CONTENTS

Chapter	Details of the chapter	Page Number
I	Introduction	1-16
II	Bridging the Gap	17-27
III	Unit wise Transaction of Classes I-V	28-96
	Class I	28-37
	Class II	38-46
	Class III	47-64
	Class IV	65-80
	Class V	81-96
IV	Identification of Class wise and Unit wise Discourses	97-120
V	Processing of other Discourse	121-127
VI	CCE Model Question Papers	128-163
	Appendices	164-219
	Appendix-I : Syllabus Grid	164-170
	Appendix-II : Discourse Features	171-175
	Appendix-III : Classroom Theatre	176-180
	Appendix-IV : Reading material for teachers	181-187
	Appendix-V : ELT Terms	188-195
	Appendix-VI : Framing Questions	196-198
	Appendix-VII : Class-I narratives	199-219

CHAPTER-I

Introduction

1.1. Background

As you know SCERT has entered the second phase of curriculum revision with the production of new textbooks for the classes 4, 5, 8 and 9. Recall that a teacher support material was given to all teachers handling English in classes 1,2,3,6 and 7 during last year when the revised textbooks were introduced in these classes across the state. Wherever teachers followed the classroom processes suggested as per the transaction module, children were able to achieve the targeted academic standards. On the contrary, in those classes where teaching of English took place in the conventional way, no significant achievement could be discerned; at the most, learners ended up with learning questions and answers given in the textbook.

Though the present handbook is prepared in the context of the introduction of new textbooks in classes 4, 5, 8 and 9, it is to be used as supplementary to the handbook given to you in the previous year. Please follow the classroom process suggested in the handbook as it addresses several classroom issues (low proficient learners, lack of confidence in using English for the part of teachers and learners, single teacher classrooms, etc.). It is extremely important to bear in mind that the aim of classroom transaction is to help the learners achieve academic standards, and not to teach the whole text book.

What has been stated above is likely to disturb teachers who haven't really understood the pedagogic implication of working for achieving academic standards. This will not be possible unless teachers develop thorough understanding about the academic standards and the process for achieving them. The following points are worth remembering:

- Instead of focusing on comprehension questions and their answers, we have to go for meaningful interaction with the learners which will make them think and articulate their ideas

- There is no space for rote-learning; the focus is on using language contextually and meaningfully
- We want the learners to evolve as independent users of the target language.

1.2. The organisation of the handbook

The present module is organised as follows:

1. Introduction

In this chapter in addition to brief introduction the details of the transactional process has been given in Telugu.

2. Bridging the gap

This chapter suggests a few activities that are to be carried out before we actually enter the textbook. The focus of this chapter is to help teachers understand the pedagogy of picture interaction which eventually will lead to the construction of basic discourses such as descriptions, conversations, and narratives. A three- tier classroom process has been conceived for helping the learners in all classes to construct each of these discourses in the whole class, in groups and also individually. Once the learners gain confidence in speaking and writing creatively and spontaneously, most barriers between the TB and the learner can be removed.

3. Unit wise transaction of classes I to V

This chapter contains a detailed account of the various components of the TB to be transacted and the process for doing each of these – one unit in each class has been worked out thoroughly.

4. Identification of class wise unit wise discourses

Since the reading passages given in the textbook belong to different genre of discourses, Chapter 4 deals with reading passages in the remaining units (i.e., units 2 to 8). This implies the following:

- Segmenting the reading passages in the remaining units
- Identifying the discourses that can be generated after transacting each segment of readings.

5. Processing of other discourses

The process for constructing the other discourses that are not covered in the preceding chapters will be discussed in this chapter.

6. CCE Model Question Papers

Chapter 6 deals with some aspects of CCE. This include the features of discourses to be targeted at a certain stage and also specimen question papers.

Appendices

These include the following:

1. Syllabus grid for classes 1 to 5.
2. Class-wise discourse features.
3. Classroom Theatre.
4. Reading material for teachers.
5. A glossary of commonly used ELT terms.
6. Framing questions for various instances of interaction.
7. Unit wise narratives for class I.

It is expected that the present module will be highly useful for the teachers. Please bear in that unless we put in concerted efforts for our own development continuously, we will not be able to meet the challenges that are before us.

1వ తరగతి పాఠ్యపుస్తక బోధనా విధానం

డియర్ టీచర్,

2012-13లో ఒకటవ తరగతిలో ఇంగ్లీష్ నూతన పాఠ్యపుస్తకాన్ని ప్రవేశపెట్టబడిన సంగతి మీకు తెలుసు. నవీన బోధనాభ్యసన పద్ధతులను సరించి రాయబడిన పుస్తకం అది. దీనిని తరగతి గదిలో, సమర్థవంతంగా ఉపయోగించడానికి నిర్ధారిత సోపానాలు గల బోధనా ప్రక్రియ సూచించబడింది. ఈ ప్రక్రియలోని సోపానాలను అనుసరించినట్లయితే, విద్యార్థులు ఆ తరగతికి తగిన విద్యా ప్రమాణాలను సాధించడానికి అవకాశం ఉంటుంది. విద్యాహక్కు చట్టం ప్రకారం పాఠ్యపుస్తకాలు కానీ, బోధనాభ్యసన ప్రక్రియలు గానీ, విద్యార్థి కేంద్రీకృతమై ఉండాలి. తరగతి గదిలో స్నేహపూరిత వాతావరణం ఉండాలి. ప్రతి విద్యార్థి/విద్యార్థిని అభ్యసనకు సమాన అవకాశాలు ఉండాలి. ఎవరినీ చిన్నచూపు చూడడం, కించపరచడం చేయకూడదు.

బోధకులుగా కాక సౌకర్యకర్త (facilitator) గా ఉండాలి. ఆ తరగతికి నిర్దేశించబడిన విద్యా ప్రమాణాలను సాధించే విధంగా విద్యార్థులను ప్రశంసిస్తూ, ప్రోత్సహించాలి.

ఒకటవ తరగతికి నిర్దేశించబడిన ఆంగ్ల భాషా ప్రమాణాలు కింద చర్చించబడ్డాయి. దానికంటే ముందు మనం ఒక విషయాన్ని సుస్పష్టం చేసుకోవాలి. అదేమిటంటే ఒకటవ తరగతి విద్యార్థులను ఆంగ్ల భాషలోనే మాట్లాడాలని చెప్పడం లేదు. మాతృభాషలో మాట్లాడుతూ పిల్లలను మాట్లాడనిస్తూనే, నూతన బోధనా ప్రక్రియను ఉపయోగిస్తూ వారికి ఆంగ్ల భాషను పరిచయం చేయాలి. వీలయిన ప్రతిసారీ వారి పదజాలాన్ని, భాషను సమృద్ధిపరిచే ప్రయత్నం చేయాలి.

ఈ ప్రయత్నం విద్యార్థులకు కానీ ఎటువంటి భారం కాకూడదు. కష్టంగా కాక ఇష్టంగా చేయాలంటే వారి మనసును హత్తుకునే రీతిలో ఈ ప్రయత్నం ఉండాలి. విద్యార్థులకు చాలా ఇష్టమైనవి కథలు. ఇంకా ఇష్టమైనవి తమ వయసు పిల్లలు చేసే పనులు మొదలైనవి. ఈ లక్షణాలను దృష్టిలో ఉంచుకొని NCF-2005 కొన్ని ఇతివృత్తాలను సూచించింది. ఇదే మాదిరి SCF-2011లో కూడా పుస్తకాలలో ఇతివృత్తాలు ఎలా ఉండాలి అనే అంశాన్ని కూడా పొందుపరచడమైనది. వీటిలోంచి కొన్ని ఇతివృత్తాలను తీసుకొని మన ఒకటవ తరగతి ఆంగ్ల పాఠ్యపుస్తకంలో ఒక కథగా అల్లడం జరిగింది. మొదటి యూనిట్లో పరిచయమైన పాత్రలే చివరి వరకు ఉండడం వలన పిల్లలకు ఆ పాత్రలు పరిచితమవుతాయి. అమ్మ, బిట్టూ లాంటి పాత్రలను వారిలో ఒకరిగా గుర్తిస్తారు.

ఈ పాత్రలు పాల్గొనే సన్నివేశాలు వారి నిత్య జీవితంలో అనుభవమే కావున పిల్లలు ఆ పాత్రల గురించి మాట్లాడడానికి ఆసక్తి చూపుతారు. పిల్లల్లోని ఈ ఆసక్తిని ప్రోత్సహిస్తూ, పెంపొందిస్తూ దాన్ని మనం ఆంగ్ల భాషాభివృద్ధికి అవకాశంగా వాడుకోవాలి. ఇటువంటి అవకాశాలను పుష్కలంగా కలిగించేదే మన నూతన పాఠ్యపుస్తకం.

ఒకటవ తరగతి పుస్తకం - అందులోని అంశాలు

ఒకటవ తరగతి పాఠ్యపుస్తకం, ఆకర్షణీయమైన రంగుల బొమ్మలతో ఉంది, ప్రతి పేజీ పైభాగంలో పేజీ నెంబరు అంకెలలో మరియు పదాలలో ఉంది. ప్రతి పేజీలోనూ బొమ్మలున్నాయి. పాఠాల అమరిక విషయానికొస్తే అవి 7 యూనిట్లుగా అమరి ఉన్నాయి.

ప్రతి యూనిట్కు ఒక ఇతివృత్తం ఉంది 1. కుటుంబం, 2. ప్రయాణం, 3. పాఠశాల, 4. స్నేహం,

5. అలవాట్లు, 6. పర్యావరణం, 7. ఆరోగ్యం-వినోదం ఇలా పిల్లలకు తెలిసిన, వారికి అనుభవంలోకి వచ్చే విషయాలనే ఇతివృత్తంగా పెట్టడం జరిగింది. అన్నింటిలో ముఖ్యపాత్రధారి అమ్మ. ఈ ఇతివృత్తాలను అంతర్లీనంగా పిల్లల జీవితంలో జరిగే సంఘటనలే ఉంటాయి కనుక వారు ఆ పాత్రలతో, సన్నివేశాలతో, సంఘటనలతో, ఇతివృత్తాలతో మొత్తం కథతో చాలా త్వరగా సంబంధం ఏర్పరుచుకుంటారు. ఆ విధంగా తరగతి గదిలో బోధనాభ్యసన ప్రక్రియలో చురుకుగా పాల్గొంటారు.

ఇక, బోధనాభ్యసన ప్రక్రియ ప్రత్యేకత ఏమిటంటే దీనిలోని సోపానాలే. ఈ సోపానాలను అనుసరించడానికి వీలుగా ప్రతి యూనిట్‌ను తొమ్మిది విభాగాలు చేయడం జరిగింది. అవి:

1. Face sheet
2. Big picture
3. Pages with dialogues
4. Sing the song and add lines
5. Drawing and description
6. Concept mapping
7. Read my name and drawing
8. Sing and dance
9. Read and copy

వివిధ విభాగాల బోధనా విధానం

ఈ విభాగాలను ఎలా చేపట్టాలో తెలుసుకొనే ముందు, టీచర్లందరూ గమనించాల్సిన విషయం ఏమిటంటే, ఈ పుస్తకంలో ప్రతి పేజీ పిల్లలతో మాట్లాడే, పిల్లల్ని మాట్లాడించే అవకాశం కల్పిస్తుంది. ఈ అవకాశాన్ని పూర్తిగా వినియోగించుకోవాలి. బొమ్మలకు, ఇతివృత్తానికి సంబంధించిన ప్రశ్నలు అడగడం ద్వారా పిల్లలకు, వినడం అర్థవంతంగా స్పందించడం నేర్పినవారమవుతాం. ప్రతి విభాగంలో కొన్ని ప్రశ్నలు ఇవ్వడం జరిగింది. ఈ ప్రశ్నలు కేవలం టీచర్లకు ఉపకరించడానికే కానీ, ఇవే ప్రశ్నలు అడగాలని కానీ, ఇన్నే ప్రశ్నలు ఉండాలని కానీ నియమం లేదు. ఇలా ప్రశ్నించడం ద్వారా పిల్లల్లో సంభాషణా సామర్థ్యాన్ని, ఆంగ్ల భాషాపద ప్రయోగాన్ని ప్రోత్సహించిన వారమవుతాం. ఇంకో ముఖ్య విషయం ఏమిటంటే కేవలం మౌఖికంగానే కాకుండా, చదవడం, రాయడం కూడా భాషా నైపుణ్యాలు కనుక వాటిని పరిచయం చేసి, క్రమంగా మెరుగుపరిచేందుకు మన సోపానాలు తోడ్పడతాయి. అది ఎలాగో కింద ఇవ్వబడిన 'విభాగాలు సోపానాలు' (తరగతి గది ప్రక్రియను సోపానాలుగా విడగొట్టి సులభతరం చేయబడింది) పిల్లలకు బడికి రావడానికి ముందే కొన్ని ఆంగ్ల పదాలు తెలిసి ఉంటాయి. వాటిని తరగతి గదిలో వాడేలాగే ప్రోత్సహించాలి. వారికి తెలియని వాటిని మాతృభాషలో చెప్పమనండి, వాటిని మీరు ఇంగ్లీషులో చెప్పండి.

పాఠంలోని ఏ విభాగాన్ని బోధించేటప్పుడైనా పిల్లలచేత మాట్లాడింపజేయాలనే విషయం తప్పనిసరి అని టీచర్లు గుర్తించాలి. పిల్లలకు వారికి తెలిసిన భాషలో మాట్లాడేందుకు పూర్తి స్వేచ్ఛనివ్వాలి. వారు చెప్పిన వాటిని ఒప్పుకోండి, మెచ్చుకోండి, ఇంకా వైవిధ్యంగా చెప్పేలా ప్రోత్సహించండి.

పిల్లల స్పందనలను టీచరు ఇంగ్లీషులో చార్టుపైన రాయాలి. ఒక్కొక్క అక్షరం స్పష్టంగా రాస్తూ పదాన్ని మొత్తంగా పలకాలి పిల్లలచేత పలికించాలి. సరైన ఉచ్చారణ పిల్లలకు తెలిపేవిధంగా కలిపి వాక్యంగా రాయాలి. పిల్లలు పదాలను వాక్యాలను గుర్తించగలగాలి.

భాష నేర్చుకునే క్రమంలో మొదటిది మరియు చాలా ముఖ్యమైనది వినడం. అందుచేత పిల్లలతో వీలైనంత ఎక్కువగా ఆంగ్లంలో మాట్లాడాలి. దీని వలన పిల్లలు భాషను విని తద్వారా దానిని తగిన సందర్భాలలో అర్థవంతంగా ఉపయోగిస్తారు. ఎంత ఎక్కువగా వారీ భాషను వింటే అంత త్వరగా దాన్ని వాడడానికి ఉత్సాహం చూపిస్తారు.

మనం తెలుగులో ఏవిధంగానైతే వాక్య పద్ధతి ద్వారా చెబుతున్నామో అదేవిధంగా ఇంగ్లీషులో కూడా వాక్య పద్ధతిలోనే చెప్పాలి. అంటే పిల్లలకు ఆంగ్ల అక్షరాలన్నింటిని ముందుగానే నేర్పించనవసరం లేదు. ప్రతి యూనిట్లో 4 అక్షరాలను (Capital and Small) పిల్లలు తమంతట తామే గుర్తించేలాగా highlight చేయడం జరిగింది. ప్రతి పేజీలో కేవలం బొమ్మను చూపిస్తూ మాట్లాడించడమే కాకుండా చిన్న కథనాన్ని (narrative ను) చెప్పాల్సి ఉంటుంది. మనం ముందుగానే చెప్పుకున్నట్లు పుస్తకమంతా ఒకే కథ అవే పాత్రలు. ఈ పాత్రల నిత్య జీవితంలో జరిగే వివిధ సంఘటనల సమాహారమే ఈ పుస్తక విషయం. కనుక ప్రతి పేజీలో ఉన్న సంఘటనకు సంబంధించి narrative ను చెప్పి పిల్లల చేత మాట్లాడింపజేయాలి. పిల్లల స్పందనలను చార్టుపైన ఇంగ్లీషులో రాయాలి. తరగతిలో పిల్లలు చూడడానికి, చదవడానికి వీలుగా పెట్టాలి. ఆ చార్టును పిల్లలు ఎన్నోసార్లు చూడడం, చదవడం వలన పరోక్ష అభ్యసనం జరుగుతుంది.

టీచర్ చార్టు మీద రాసే వాటిని పిల్లల చేత చదివించాలి, రాయించాలి. అక్షరాలు తెలియకపోయినా పిల్లలు పదాలను, వాక్యాలను చదవగలుగుతారు, దీన్నే మనం గ్రాఫిక్ రీడింగ్ (Graphic reading) అంటున్నాం. నిరక్షరాస్యులు కూడా సినిమా పేర్లు, సబ్బలు, బిస్కెట్లు మొదలైన పేర్లు చదవడానికి శాస్త్రీయ కారణం కూడా ఇదే, దాని అర్థం తెలియకుండా కేవలం పదాలను గుర్తించి చదవడం గ్రాఫిక్ రీడింగ్, అలాగే అర్థం తెలియకుండా కేవలం పదాలను రాయడం గ్రాఫిక్ రైటింగ్ (Graphic writing). మనం పిల్లల్లో అభివృద్ధిపరచాల్సిన Organic reading, Organic writing సాధించడానికి ఇది మొదటి అడుగు. Graphic reading, writing ద్వారా పరిచయమైన పదాలను పిల్లలు గుర్తించుకుంటారు. కొంత సమయం గడిచాక వాటిని వాడుతున్న సందర్భాలను తెలుసుకుంటారు. తరవాత వాటిని అర్థవంతంగా ఉపయోగించగలుగుతారు. పరిచయమైన పదాలతో నిత్యజీవిత విషయాలకు సంబంధించిన అర్థవంతమైన ప్రయోగమే Organic reading and Organic writing.

బోధనాభ్యసన ప్రక్రియ - సోపానాలు:

పాఠ్యపుస్తకంలోని ప్రతి యూనిట్లో అభ్యాసాల పేజీలు మినహా మిగతా పేజీలలో ప్రతి పేజీకి పిల్లలతో Interact కావడానికి వీలుగా ఒక చిన్న Narrativeను ఈ కరదీపికలోని అనుబంధం7లో ఇవ్వడం జరిగింది. ఆయా పేజీలలోని పాఠ్యాంశాన్ని బోధించే సమయంలో మీరు తప్పనిసరిగా సంబంధిత Narrativeను చదివి, అవగాహన చేసుకొని పిల్లలతో Interact కావాలి. ప్రతి యూనిట్ను తొమ్మిది విభాగాలుగా విభజించినట్లు మనకు తెలుసు. ఆ విభాగాల యొక్క బోధనా లక్ష్యాలు మరియు సోపానాలు మనమిప్పుడు తెలుసుకుందాం.

1) Face Sheet

లక్ష్యాలు

- తరగతి గదిలో మాట్లాడని పిల్లలను/ మాట్లాడేందుకు ప్రోత్సహించడం.
- సృజనాత్మకంగా ఆలోచించడాన్ని ప్రోత్సహించడం.

- జట్టులో చురుకుగా పాల్గొనేలా ప్రోత్సహించడం.
 - వారి ఆలోచనలు అందరితో పంచుకునేలా చేయడం.
 - బొమ్మను చూసి, దాని గురించి మాట్లాడేలా చేయడం.
 - వారి నిత్యజీవిత అనుభవాన్ని సందర్భానికి తగినట్లుగా అన్వయించేలా చేయడం.

బోధనా విధానం లేదా పద్ధతి (Transaction process)

- పిల్లలతో చక్కగా మాట్లాడాలి.
- పుస్తకంలో కావలసిన పేజీ నెంబరు తీయించాలి.
- అందులో ఉన్న బొమ్మలోని ప్రతి అంశాన్ని గురించి వివరంగా చర్చించాలి.
- పిల్లలు మాతృభాషలో చెప్పినవి ఇంగ్లీషులో చెప్పాలి.
- ఆ పదాలను నల్లబల్ల/ చార్టుపై రాయాలి.
- ఇలా మాట్లాడిస్తూనే వారిని జట్టుగా ఏర్పరచి బొమ్మకు రంగులు వేయించాలి.

2) Big picture

లక్ష్యాలు:

- తెలిసిన వస్తువులను గుర్తించి వాటి పేర్లు చెబుతారు.
- పాత్రలను గుర్తించి బొమ్మలతో కలిపి చూస్తారు.
- గ్రాఫిక్ రీడింగ్ చేయడానికి ప్రయత్నం చేస్తారు.
- బొమ్మను గమనించి జరగబోయే సంఘటనను ఊహిస్తారు.
- పాత్రలను, వాటి పనులను వాటి సంభాషణలను ఊహించి చెబుతారు.

బోధనా విధానం లేదా పద్ధతులు (Transaction process)

- పిల్లలతో మాట్లాడాలి, మాట్లాడించాలి.
- పిల్లలచే పేజీ నెంబరు తీయించాలి.
- Big picture రెండు పక్క పక్క పేజీలలో ఉండే బొమ్మ బొమ్మను చూపిస్తూ దాని గురించి మాట్లాడించండి.
- వస్తువులను, పాత్రలను గుర్తించడంలో సాయం చేయండి.
- Face sheet లో ఉన్న పాత్రలతో సంబంధం ఏర్పరచడం.
- Narrative వినిపించడం (text లో ఏ పేజీకి ఏ narrative చెప్పాలో appendixలో ఇవ్వడం జరిగింది. ఏ పాఠంలో narrative చెప్పినా కింద ఇవ్వబడిన పద్ధతిలో చెప్పాలి).

Narrative బోధనా విధానం

Narrative లక్ష్యాలు:

- Narrative ను శ్రద్ధగా విని దానిపై స్పందిస్తారు.
- జరగబోయే సంఘటనను ఊహిస్తారు.
- పాత్రలతో పరిచితులవుతారు.
- ముఖ్య పాత్రల గురించి మాట్లాడతారు.

Narrive చెప్పే పద్ధతి

- పిల్లల్ని 'U' ఆకారంలో కూర్చోబెట్టాలి.
- Narrative ను మరీ నెమ్మదిగా, మరీ వేగంగా కాకుండా ఓ మోస్తరు వేగంతో చదవాలి.
- Narrative title ను చెప్పకండి.
- Narrative చెప్పేటప్పుడు కంఠ స్వరంలో తగిన మార్పులు తేవాలి.
- మాతృభాషలో అనువాదం చేయవద్దు. Code switching పద్ధతిని ఉపయోగించాలి.
- Narrative చూడకుండా చెబితే మంచిది. లేదా చూసికూడా చదవవచ్చు.
- Narrative చదివిన తరవాత పిల్లల్ని ప్రశ్నించి జవాబులు రాబట్టాలి.
- ఇలా మాట్లాడించిన తరవాత title ను ప్రకటించాలి.

ఇప్పుడు పిల్లల చేత reading చేయించాలి.

పిల్లలచే చదివించే పద్ధతి:

- పుస్తకంలోని పేజీలను పిల్లలకు కన్పించేటట్లు చూపి బొమ్మలకు సంబంధించిన పేర్లను చెప్పమనాలి. దానికి సంబంధించిన పదాన్ని గుర్తించేటట్లు చేయాలి.
- ప్రశ్నలద్వారా పిల్లల సమాదానాలను బోర్డు / చార్టుపై రాయాలి.
- పదాలు / వాక్యాలు రాసిన చార్టులను ప్రదర్శించాలి.
- ఒక్కొక్కరి చేత చదివించాలి (ప్రశ్నలు వేస్తూ, జవాబులు రాబడుతూ, పదాలను గుర్తింపజేస్తూ)
- పిల్లలను జట్లుగా విభజించాలి.
- జట్టులో ఒక్కొక్కరు ఒక్కో పదం మాత్రమే చదవాలి.
- ఒక విద్యార్థి చదువుతున్నప్పుడు మిగిలిన పిల్లలు ఆ పదం ఎక్కడుందో గుర్తించి underline చేస్తారు.
- కొన్ని పదాలు కొంతమందికి వస్తాయి. కొందరికి రావు. రానివాళ్లు దాన్ని తెలుసుకుంటారు.
- జట్టులో ఏ ఒక్కరికీ కూడా రానట్లయితే వేరే జట్టు నుండి సహాయం తీసుకోవచ్చు.
- ఆ తరవాత టీచర్ చదవాలి. టీచర్ చదివేటప్పుడు దానిలోని భావాలను పలికిస్తూ, కంఠంలో హెచ్చు తగ్గులను సరైన విధంగా ఉపయోగిస్తూ, ఆగాల్సిన చోట ఆగుతూ, చాలా స్పష్టంగా సరైన ఉచ్చారణతో చదవాలి. ఇది పిల్లలకు వారు చేసే తప్పులు తెలుసుకోవడానికి ఒక మోడల్ గా ఉపయోగపడాలి.
- రీడింగ్ చివరి అంకం పిల్లల చేత బిగ్గరగా చదివించడం (loud reading)

Steps ఒకసారి మళ్లీ చూద్దాం.

- A) Interaction
- B) Display the chart / text
- C) Individual reading
- D) Collaborative (group) reading
- E) Loud reading by the teacher
- F) Loud reading by students (randomly)

3) Pages with Dialogues

లక్ష్యాలు:

- ముఖ్య పాత్రలు గురించి మాట్లాడతారు.
- వారి చేసే పనులను, వారు చేసే సంభాషణలను ఊహిస్తారు.
- పరిచయమైన పదాలను గుర్తిస్తారు.
- కొత్త పదాలను తెలుసుకుంటారు.

బోధించే విధానం (Transaction Process):

- క్రితం జరిగిన వాటి గురించి మాట్లాడాలి, పిల్లల్ని స్వేచ్ఛగా మాట్లాడనివ్వాలి.
- పుస్తకంలోని పేజీ నెంబరు తీయించాలి.
- పిల్లల దృష్టిని ఆ పేజీ నెంబరులో గల బొమ్మవైపు మళ్లీలా చేయాలి.
- బొమ్మ గురించి స్వేచ్ఛగా మాట్లాడించాలి.
- వారు చెప్పిన జవాబులను ఒప్పుకోవాలి. ఖండించవద్దు.
- ఆ పేజీకి సంబంధించిన Narrative ను వినిపించాలి.
(మనం ఇంతకుమునుపు Narrative ను చెప్పుకున్న పద్ధతే ఇక్కడ కూడా ఉపయోగించాలి.)
- Narrative పై ప్రశ్నలడగాలి.
- వారి జవాబులను చార్టుపై రాయాలి.
- ఆ తరవాత వారిచే పదాలను, వాక్యాలను చదివించాలి. (చదివించడానికి ముందు చెప్పుకున్న పద్ధతినే అనుసరించాలి)

Role - play

లక్ష్యాలు:

- పాత్రలను గుర్తించి, వారి సంభాషణలను చెబుతారు.
- Dialogue ను print లో graphic reading చేస్తారు.

బోధనా విధానం:

- ప్రశ్నించాలి, జవాబులు రాబట్టాలి. చార్టుపై రాయాలి.
- జట్లుగా విభజించి, డైలాగ్‌ను చెప్పించాలి. Role play చేయించాలి. Role play చేసేందుకు ముందుకు వచ్చేలా ప్రోత్సహించాలి. వీలైనన్ని ఎక్కువసార్లు role play చేయించాలి. ఇలా చేయడం వలన పిల్లలు భాష వైపు ఆకర్షితులవుతారు.
- చార్టుపై dialogue రాయాలి. పిల్లలచే చదివించాలి.
- చార్టుపై ఉన్న పదాలను పుస్తకంలో గుర్తింపజేయాలి.
- వారిచే నోటుబుక్‌లో రాయించాలి.

4) Sing the song and Add lines

లక్ష్యాలు:

- పిల్లలు పాటలోని రిథమ్ కు ఆకర్షితులవుతారు.
- సరైన action తో rhyme ను పాడతారు.
- పాఠానికి సంబంధించిన పదాలను గుర్తిస్తారు.
- Rhyme/ Song లోని పద్యతీసనుసరించి సొంతంగా ఇంకొన్ని వాక్యాలను జత చేయగలుగుతారు.

బోధనా విధానం (Transaction Process)

- అప్పటి వరకు జరిగిన కథ గురించి మాట్లాడాలి.
- Rhyme ఉన్న పేజీ తీయించాలి.
- పేజీలో ఉన్న బొమ్మ గురించి మాట్లాడించాలి.
- పేజీకి సంబంధించిన narrative చెప్పాలి.
- పిల్లలను స్వేచ్ఛగా స్పందించనివ్వాలి.
- పిల్లలను వృత్తాకారంలో నిల్చేబెట్టాలి.
- టీచరు rhyme ను action తో రెండుసార్లు పాడాలి.
- పిల్లలను గమనించమని చెప్పాలి.
- మూడోసారి టీచరు పాడిన తరవాత పిల్లలచే పాడించాలి (నాలుగోసారి కూడా)
- ఆ తరవాత ఇంకో రెండుసార్లు పిల్లలు టీచరు కలిసి పాడాలి.
- Rhyme ను రాసిన చార్టును ప్రదర్శించాలి.
- ఒక్కో line స్పష్టంగా పాడుతూ pointer తో చూపించాలి.
- Rhyme లోని పదాలను గుర్తింపజేయాలి (ప్రశ్నలు అడగడం ద్వారా)
- గుర్తించిన పదాలను circle గాని underline కానీ చేయించాలి.
- పిల్లలు కొత్త lines add చేసేలా ప్రోత్సహించాలి.
- ఇచ్చిన rhyme లో ఉన్న pattern/ structure నే అనుసరించమనాలి.
- ముందు ఒక్కొక్కరిని అడగాలి.
- తరవాత జట్టు కృత్యంగా ఇవ్వాలి.
- అందరికంటే బాగా చెప్పిన జట్టు lines ను చార్టుపై రాయాలి.
- జట్టును lines పాడేలా ప్రోత్సహించాలి.

5) Drawing and Description

- పిల్లల్ని మాట్లాడించాలి.
- వారి చేత పుస్తకంలో వేయించాల్సిన బొమ్మను మీరు నల్లబల్లపై వేయాలి.
- బొమ్మ మొత్తం ఒకేసారి వేసి వారిని కాపీ చేయమనకూడదు.
- బొమ్మను అర్థవంతమైన భాగాలుగా విడదీసి వేస్తూ, ఇదేమిటి? ఇంకేం వెయ్యవచ్చు? వంటి ప్రశ్నలు

వేస్తూ బొమ్మను పూర్తి చేయాలి.

- తరవాత పిల్లలను వేయమనాలి.
- పిల్లలు బొమ్మ వేస్తున్నప్పుడు వారితో మాట్లాడుతూ ఇంకా బాగా వేసేలా ప్రోత్సహించాలి.
- బొమ్మగీసిన తరవాత దానికి సంబంధించిన అంశాలను మాట్లాడించండి. వాటిని ఇంగ్లీషులో బోర్డుపై రాయండి.

Concept Mapping

లక్ష్యాలు:

- విద్యార్థులు, పిల్లలూ తెలిసిన పదాలను ఉపయోగిస్తారు.
- ఒక ఇతివృత్తానికి సంబంధించిన పదజాలాన్ని అభివృద్ధి చేసుకుంటారు.

బోధనా విధానం (Transaction Process)

- ఒక చార్టును వేలాడదీయాలి.
- మధ్యలో ఒక వృత్తాన్ని గీయాలి.
- దాంట్లో ఇతివృత్తం రాయాలి. ఉదా: My family, school, habits etc.
- ఆ ఇతివృత్తానికి సంబంధించిన పదాలను పిల్లలు చెప్పేలాగా ప్రశ్నలు వేస్తూ జవాబులు రాబట్టాలి.
- ఈవిధంగా పిల్లలు చెప్పిన పదాలను వృత్తం చుట్టూ రాయాలి.
- పుస్తకంలో సంబంధిత పేజీ తీయించి వారిచేత రాయించాలి.
- ఆ పదాలను వారు పుస్తకంలో చూసి రాయవచ్చు.
- జట్టుగా కూర్చోబెట్టి చార్టులు ఇవ్వాలి. ఆ చార్టులపై concept mapping చేయించాలి.
- జట్టు కృత్యాన్ని ప్రదర్శింపజేయాలి.
- జట్టు ప్రదర్శన తరవాత పిల్లలచే మాట్లాడింపజేయాలి.
- వారు రాసిన పదాలు, రాయని పదాలు, ఇతర జట్టు రాసినవి, రాయనివి గుర్తింపజేయాలి.
- అదనపు పదాలు పిల్లలు చెబితే ముందుగా వేలాడదీసిన చార్టుపై ఆ పదాలను రాయాలి.

7) Read my name and Drawing

ముందు చెప్పిన పద్ధతినే అనుసరించాలి.

8) Sing and Dance

Sing the song పద్ధతినే అనుసరించాలి. ఇందులో extra lines add చేయనవసరం లేదు.

9) Read and Copy

పుస్తకంలో ఇచ్చిన/ highlight చేయబడిన అక్షరాలను గుర్తించి ఇవ్వబడిన బాక్సులో రాయించాలి.

2 నుండి 5వ తరగతుల పాఠ్యపుస్తక బోధనా విధానం

I. Trigger picture (Face sheet/ Theme picture)

- పిల్లల్ని picture ఉన్న పేజీ తీయమని చెప్పాలి.
- పిల్లలతో pictureలో ఉన్న బొమ్మగురించి మాట్లాడాలి.
- వారిని ప్రశ్నించాలి. స్వేచ్ఛగా జవాబులివ్వనివ్వాలి.
- వారు ఎక్కువ మాట్లాడేందుకు ప్రోత్సహించాలి.
- మాతృభాషలో వారు చెప్పేదానిని కాదనకూడదు.
- వారు చెప్పిన పదాలను ఇంగ్లీషులో చెప్పాలి.
- అవే పదాలను chart పై రాయాలి.
- ఆ పదాలను పిల్లలచేత రాయించాలి (Graphic writing)

గమనిక: 2, 3 తరగతులలో trigger picture, narrative based picture వేర్వేరుగా ఉన్నాయి. కాని 4, 5 తరగతులలో రెండింటికి కలిపి ఒకే picture ఇవ్వడం జరిగింది.

II. Interaction on narrative based picture

- ముందుగా narrative based picture ఉన్న పేజీ నంబరు తీయమనాలి.
- అందులో ఉన్న బొమ్మ గురించి మాట్లాడమని ప్రోత్సహించాలి.
- వారికి తెలిసిన భాషలో చెప్పమని, వారు చెప్పినదానిని ఇంగ్లీషులో చెప్పాలి.
- ఆ పదాలను చార్టుపై రాయాలి.

ఇప్పుడు textbook చివర ఇవ్వబడ్డ సంబంధిత narrative చెప్పాలి.

III. Listening and responding to the narrative

Narrative based picture కు సంబంధించిన narratives పాఠ్యపుస్తకంలో ఆఖరున Appendix-1 లో ఇవ్వబడ్డాయి. వీటి ఉద్దేశ్యం పిల్లలు వినడం, ప్రతిస్పందించడం కనుక పిల్లల్ని ఈ పేజీలను చూడమని చెప్పకూడదు. Narratives teacher సౌకర్యార్థం ఇవ్వబడ్డాయి కనుక వాటిని సరిగ్గా ఉపయోగించుకోవాలి. ఇవి మనం చదివి వినిపించడానికి మాత్రమే కాని పిల్లలు చదవడానికి కాదు.

- పిల్లల్ని 'U' ఆకారంలో కూర్చోబెట్టాలి.
- వారు narrative వినేవిధంగా సంసిద్ధుల్ని చేయాలి.
- Narrative based picture చూపుతూ ప్రశ్నలు వేయండి. పిల్లల సమాధానాలను చార్టుపై రాయండి.
- Narrativeలను చెప్పేటప్పుడు కంఠస్వరంలో తగిన మార్పులను తీసుకురాలి. ముఖకవళికలను మార్చాలి. మరీ తక్కువ వేగంగా కానీ మరీ ఎక్కువ వేగంగా కానీ చదవకూడదు. చదివేటప్పుడు స్పష్టతకు ప్రాధాన్యత ఇవ్వాలి. అర్థవంతంగా చదవాలి.
- Narrative లో ముఖ్యమైన మలుపు దగ్గర ఆగాలి.
- అంతవరకు వారేం విన్నారో అడిగి తెలుసుకోవాలి.

- ఆ తరవాత ఏం జరుగుతుందో ఊహించమనాలి.
- వారి జవాబులను ఖండించకూడదు.
- వైవిధ్యమైన జవాబులను ప్రోత్సహించాలి.
- ముఖ్యమైన జవాబులను చార్ట్ పై ఇంగ్లీషులో రాయాలి.
- పిల్లలచేత వారి నోటు బుక్కులలో రాయించాలి.

IV. Reading

పిల్లల సౌకర్యార్థం, ప్రతి రీడింగ్ టెక్స్టుని రెండు/ మూడు భాగాలుగా విభజించుకోవాలి. ఒక్కో భాగాన్ని చదివించేటప్పుడు ఈ పద్ధతిని అనుసరించాలి.

- 1) Individual Reading
- 2) Collaborative Reading
- 3) Scaffold Reading
- 4) Reading aloud a) Reading aloud by the teacher b) Reading aloud by the learners
- 5) Post Reading (Discourse construction)

1) Individual Reading

- పిల్లల్ని 'U' ఆకారంలో కూర్చోబెట్టాలి.
- Reading text ఉన్న పేజీని తీయమని చెప్పాలి.
- అంతకు ముందు వరకు జరిగిన సంఘటనల గురించి ప్రశ్నించాలి.
- పిల్లల్ని సరైన రీతిలో ఆలోచింపజేసేవిగా ఈ ప్రశ్నలుండాలి.
- పిల్లలు ఇచ్చిన జవాబులను టీచరు ఇంగ్లీషులో చెప్పాలి. చార్టుపై రాయాలి.
- పిల్లలను ఎవరికి వారే Passage లను చదవమని చెప్పాలి.
- చార్టుపై రాసిన పదాలు reading passage కలిపి చూడమని చెప్పాలి.
- ఎవరికైనా సహాయం అవసరమైతే ఈ క్రింది విధంగా చేయవచ్చు.
- చార్టుపై రాసిన పదాలను గుర్తించమని చెప్పాలి.
- అవసరమైతే మీరు ఒక sentence చదివి వినిపించాలి.
- మిగిలిన వాటిని చదవడానికి ప్రయత్నించేలా పిల్లలను ప్రోత్సహించాలి.

2) Collaborative Reading

- పిల్లల్ని జట్లుగా విభజించండి.
- వంతుల వారీగా వారేమి చదివి అర్థం చేసుకున్నారో చెప్పమనాలి. ఒక్కసారి ఒక్క వాక్యమే చెప్పాలి.
- ఒక విద్యార్థి వాక్యాన్ని చెబుతున్నప్పుడు, జట్టులోని మిగిలిన విద్యార్థులు, ఆ వాక్యాన్ని గుర్తించి పెన్సిల్ తో గీతగీయాలి.
- ఆ వాక్యాన్ని చదవాలి.
- ఏ జట్టులో ఏ వాక్యం చదవలేకపోతున్నారో చూడాలి.

- మిగిలిన జట్ల సాయంతో ఆ వాక్యాన్ని చదివించాలి.
- కొన్ని ప్రశ్నలు వేసి జవాబులు రాబట్టాలి. (సంబంధిత passage పై)
- ఇంతకు ముందు వాడిన చార్ట్‌నే వాడి దానిపై జవాబులు రాయాలి.

Reading passageకి సంబంధించి ప్రశ్నలువేసి జవాబులు రాబట్టాలి. ఈ ప్రశ్నలు passage సారాంశాన్ని పిల్లలకు స్పష్టపరిచేలా ఉండాలి.

3) Scaffolded Reading

Passageకి సంబంధించిన analytical, inferential ప్రశ్నలువేసి విద్యార్థుల అవగాహనను తెలుసుకోవాలి.

4) Reading Aloud

a) Reading by the teacher

సరైన వేగంతో స్పష్టంగా, స్వరంలో మార్పులు తెస్తూ, దృశ్యాన్ని కళ్ళకు కట్టేలా, సజీవంగా, పిల్లలకు ఇంకా బాగా అర్థమయ్యేలా చదవాలి.

b) Reading by the learner

ముందుగా విద్యార్థులకు ఈ కింది సూచనలు ఇవ్వండి.

1. ఇప్పుడు మీరు జట్టుగా కూర్చొని చదవాలి.
 2. ప్రతి ఒక్కరు ఒక్కో వాక్యాన్ని చదవాలి.
 3. మిగిలిన వారు శ్రద్ధగా విని, ఇంకా ఎలా చదివితే బాగుంటుందో చెప్పాలి.
 4. అలా మొత్తం passage చదవాలి.
- పై సూచనలు పాటిస్తూ జట్టు reading పూర్తిచేయించాలి.
 - ఏదైనా ఒక జట్టును తరగతి మొత్తానికి వినబడేలా చదవమని ఆహ్వానించాలి.
 - వారు చదివిన తరువాత మిగిలిన జట్ల నుండి సలహాలు, సూచనలు అడగాలి.
 - అందరికీ వినబడేలా చదవడం. అక్కడక్కడా ఆగడం. కంఠస్వరంలో మార్పులు మొదలగు reading సూచికల ప్రకారం పిల్లలు చదివేలా ప్రోత్సహించాలి.

5. Post Reading

Reading ప్రక్రియ పూర్తయిన తరువాత చేపట్టే కృత్యాలు post reading కిందికి వస్తాయి. ఈ కృత్యాలు oral గా కానీ written గా కానీ ఉండవచ్చు. వీటినే మనం discourse construction అంటాం.

మనం ప్రతి తరగతికి కొన్ని target discourses ఏర్పరచుకున్నాం. అంటే ఆ తరగతి అయిపోయే సరికి పిల్లలు ఆ discourses చేయగలగాలి. ఉదాహరణకి:

3వ తరగతి పిల్లలు ఈ కింది discourses చేయగలగాలి. (both oral గా మరియు written గా)

- Description (objects, persons, places and experiences)
- Conversations with atleast two exchanges related to their likes, dislikes, needs etc.
- Story/ narrative containing events and dialogues.

- Rhymes / songs
- Recipe
- Slogans
- Posters
- Messages

కావున తరగతి target discourses ని దృష్టిలో ఉంచుకుని పిల్లలచేత discourses చేయించాలి. Discourses రెండు విషయాలపై ఆధారపడి ఉంటాయి.

- picture based
- Post reading

Discourses రెండు రకాలుగా ఉంటాయి. 1. Oral 2. Written

ఉదాహరణకి description అనే discourse ని తీసుకుంటే అది picture ని చూసి కానీ passage చదివి కానీ చేయవచ్చు. అలాగే, conversation అనే discourse కూడా picture పై ఆధారపడి ఉండొచ్చు. లేదంటే reading passage పై ఆధారపడి ఉండొచ్చు. పై రెండింటినీ oral గా కానీ, written గా గానీ చేయవచ్చు. ఎలా చేసినా, దానికి ఒక పద్ధతినీ అనుసరించాల్సి ఉంది. ఆ పద్ధతినే మనమిప్పుడు వివరంగా చర్చిద్దాం.

ఏ discourse అయినా పిల్లలచేయ చేయించాలి అనుకున్నప్పుడు ముందుగా అది దేనిపై ఆధారపడిందో గుర్తుంచుకోవాలి. అంటే ఆ discourse based on picture లేక based on reading passage అన్నది తెలుసుకోవాలి. ఒక వేళ based on picture అయితే pictureని దృష్టిలో పెట్టుకుని కింది ప్రక్రియ చేయాలి. ఒక వేళ based on reading passage అయితే A passage ని దృష్టిలో ఉంచుకోవాలి.

పద్ధతి:

- పిల్లలతో మాట్లాడించాలి. (about picture or passage)
- పిల్లల్ని ప్రశ్నించి జవాబులు రాబట్టాలి.
- పిల్లల్ని స్వేచ్ఛగా ప్రతిస్పందించనివ్వాలి.
- పిల్లల జవాబులని చార్ట్పై రాయాలి.

పిల్లల్ని ప్రశ్నించేటప్పుడు మనం ఒక విషయాన్ని దృష్టిలో ఉంచుకోవాలి. అదేమిటంటే మనం పిల్లలచేత ఏ discourse చేయిస్తున్నామో అనేది. అది దృష్టిలో పెట్టుకొని ప్రశ్నలు అడగాలి. ఉదా:

1. పిల్లలచేత object description చేయించాలనుకుంటే, ఆ object size, shape గురించి, qualities గురించి ప్రశ్నలడగాలి. ఆ object దేనికి వాడతారో దాని ఇతర ఉపయోగాలు చెప్పమని అడగాలి.
2. పిల్లలచే conversation చేయించాలనుకుంటే passage/ picture ఉన్న వ్యక్తుల గురించి ప్రశ్నించాలి. ఏ సందర్భం, దేన్ని గురించి మాట్లాడుతున్నారు. ఏం మాట్లాడుతున్నారు లాంటి ప్రశ్నలు అడగాలి. సంభాషణ (conversation) వృద్ధి చెందడానికి అవసరమయిన ప్రశ్నలు అడగాలి.
3. పిల్లలతో narrative చేయించేటప్పుడు narrative లో జరిగిన, ప్రస్తుతం జరుగుతున్న, జరగబోయే సంఘటనలను ఊహించమని చెప్పాలి. ఏ సంఘటన తరువాత ఏం జరుగుతుందో ప్రశ్నించి రాబట్టాలి.

సృజనాత్మకంగా ఊహించడాన్ని ప్రోత్సహించాలి. narrative లో description కి, conversation కి వివిధ రకాలైన వాక్యాల ఉపయోగానికి అవకాశం ఉంటుంది. Questions, exclamatory sentences లాంటివి ఉపయోగిస్తారు. వివిధ రకాలైన language items ని వాడడానికి narrative ఒక సాధనంగా ఉపయోగపడుతుంది. కనుక భాషపై పట్టు వస్తుంది.

పై విధంగా ప్రశ్నించినప్పుడు పిల్లలు ఇచ్చే జవాబులను చార్ట్ పై రాయాలి. చార్ట్ పై రాసిన విషయాల సహాయంతో discourse రాయమని/ చెప్పమని చెప్పాలి.

- ప్రతి విద్యార్థి discourses ను చార్ట్ పై ఉన్న జవాబులు/ సూచనల సహాయంతో రాయాలి.
- తరువాత జట్టుగా ఏర్పడి వారు రాసిన దానిని సరిచూసుకోవాలి.
- జట్టు సభ్యులందరు కలిసి రాసిన దానిని జట్టుపనిగా ప్రదర్శించాలి.
- తరువాత టీచరు తను రాసిన దాన్ని చూపాలి. దాన్నే teacher's version అంటారు.
- పిల్లల్ని ప్రశ్నిస్తూ, పిల్లలు రాసిన ఒక జట్టు పనిని సరిచేయాలి. ఇలా చేయడాన్ని editing అంటారు. ఇప్పుడు editing ఎలా చేయాలో చూద్దాం.

Editing చేయు విధానం

ముందుగా Teacher version ను ప్రదర్శించాలి.

పిల్లలు తాము రాసిన దానిని ఈ కింది మూడు విషయాలలో సరిచూసుకునేలా ప్రశ్నించాలి.

1) Theme

అనుకున్న theme కి దగ్గరగా ఉందా లేదా, సంఘటనలు order లో arrange చేశారా లేదా లాంటివి సరిచూసుకునేలా ప్రశ్నలు ఉండాలి.

2) Sentence form

Sentence form ఎలా ఉంది. సరైన పదాలు, సరైన క్రమంలో వాడారా? ఏవైనా extra పదాలు వాడారా? ఏవైనా పదాలు miss అయ్యాయా?

3) Writing conventions (Capitalisation and Punctuation marks)

ఆ తరగతికి నిర్ధారించబడిన writing conventions ఉన్నాయా? లేదా? పేర్లకు మొదటి అక్షరం Capital. ఉందా? sentence తర్వాత సరైన punctuation mark పెట్టారా? (Question-?, Exclamatory-!) మొదలైనవి.

క్షుప్తంగా చెప్పాలంటే విద్యార్థి తాను రాసిన దానిలో సరైనది. సరిగా లేనిది గుర్తించి సరిగా లేనిదానిని, తనంతట తాను, జట్టుపని teacher version ఆధారంగా సరిచేసుకోవడమే Editing టీచర్ తప్పుల్ని ఎత్తిచూపటం వంటివి ఉండవు కనుక పిల్లలపై ఎటువంటి ఒత్తిడి ఉండదు. తాము చేసిన తప్పులను తామే గుర్తిస్తారు మరియు సరిచేసుకుంటారు. కనుక ఆ తప్పుల్ని మళ్ళీ చేయరు.

చివరిగా పిల్లలను వారు రాసిన దానిని సరిచేసుకోమని చెప్పాలి.

@@@

CHAPTER - II

Bridging the Gap



(Students of Govt. Primary school AP Lingottam, Narketpally Mandal of Nalgonda District displaying the English magazines they produced)

2.1. Introduction

As per the survey conducted during the month of March 2013, on classroom transaction process in English at Primary and U.P. level revealed the following facts:

- Majority of the teachers and children liked the text book, but they expressed their inability to transact the lessons because of the low proficiency of the children.
- The orientation on new textbooks and handbooks was not conducted effectively.
- Most of the teachers have not followed the classroom transactional process suggested in the handbook.
- Most of the teachers felt that they are not equipped to make their children ready to use the textbook.
- Most of the teachers are not familiar with the new pedagogy of teaching English.
- Most of the teachers felt that experiential mode of training and special strategies for low proficient learners are required.

Keeping in view the above facts, it has been decided to work with a special package to equip the children acquire essential competencies in English so that they can make use of the new textbook creatively; this will be especially helpful for the children from mother tongue medium. It may be noticed that the classroom processes and activities suggested in the special package has been tried out successfully in 42 Government Primary schools of Narkatpally Mandal, of Nalgonda district in a rural background with extremely challenging situations like the following:

- First generation learners
- Single teacher handling more than one division
- Lack of proper ambience at school in terms of classroom space, toilet facilities, etc.
- Teachers with relatively inadequate language apparatus
- Teachers with traditional belief system regarding the teaching of English

In spite of this non-conducive environment, teachers of Govt. primary schools were able to achieve the targeted academic standards. They produced nearly 3000 English magazines containing descriptions, conversations, rhymes and stories they had written individually. Also, they performed dramas, choreography, role-plays etc. before a crowded audience.

The special package (Bridging the Gap) has given fruitful results in Narketpally mandal of Nalgonda district. The SCERT AP has decided to adopt the same strategy across the state to achieve minimum competencies among the children before using the textbooks for classes II to V.

2.2. Objectives of the bridging activities

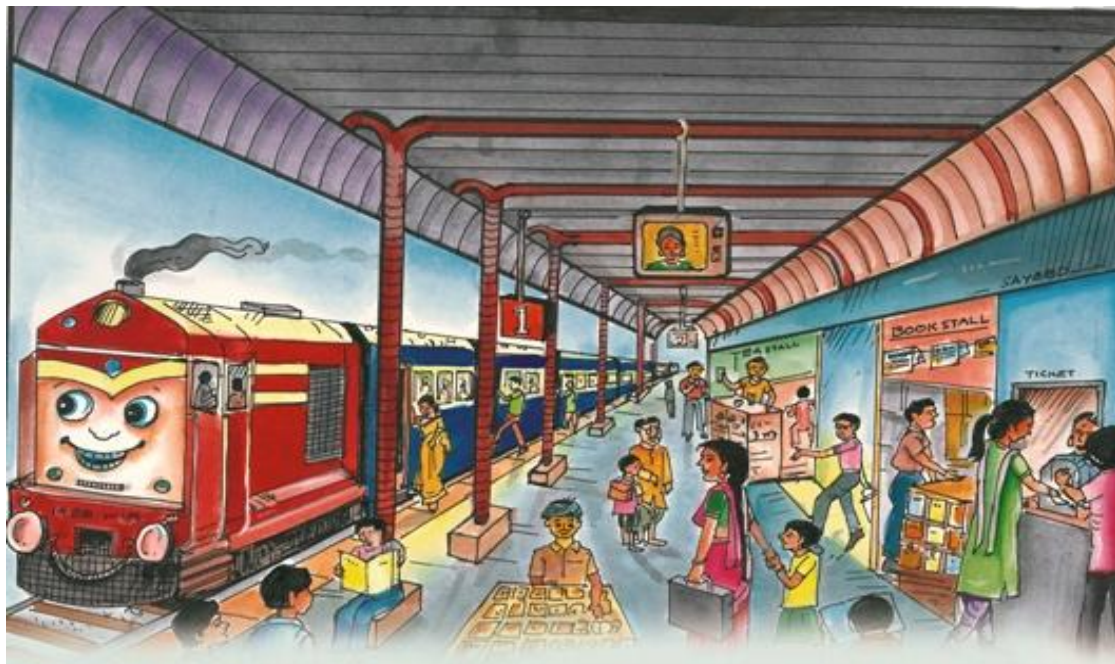
1. Creating an English environment by overcoming the inhibitions among the children.
2. To encourage the children to express their opinions, freely in their own English.
3. To achieve minimum academic standards as the children develop conversations, descriptions, story/ narrative orally and in written form which help them to use of the textbook effectively.

4. To develop classroom interaction based on pictures without using textual passages and other material
5. To build confidence among the teachers that every child can learn English, by virtue of this special package.

2.3. Strategies for bridging activities

- Select 3 different pictures with a lot of scope for interaction.
- Use one picture for the whole class activity, another picture for group activity and the third picture for individual activity. The three pictures should have scope for generating description, conversation and narrative/story.
- Use the pictures to develop the oral and written discourses at each stage -description, conversation and story / narrative.

2.3.1. Picture Interaction for producing a description in the whole class



Picture 1: The Railway Station

Put children in small groups (of three or four)

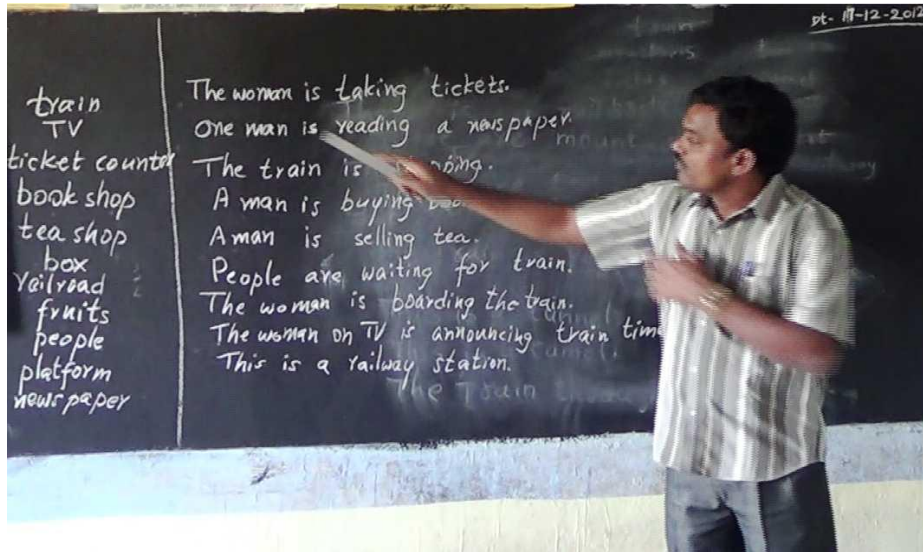
- *Draw a margin on the BB and ask questions to elicit the names of the things /people /animals they see in the picture (say, for example, the picture of the railway platform given in unit 1 of class 3). Each group can say one idea at a time. Try to involve all children in the process.*
- *Write the words in the margin using small letters*

- *Now go on asking questions to elicit the actions done by the people / animals, etc. depicted in the picture*

Eg. What is the woman doing? (the woman is buying tickets.).

1. What is the man at the teashop doing?
2. What are the people in the picture doing?
3. Where is the train?
4. What name will you give to this picture?

- *Please do not supply any ideas. You may ask supporting questions and can even interact with the learners using mother tongue. Give sufficient time to children and come out with their own ideas.*
- *Elicit eight to ten sentences in this manner in the whole class.*
- *All the sentences may be written down on the board / chart*
- *Call the groups to the front of the class and ask them to read the sentences. Each team may read only one sentence at a time. Involve all children in the reading process.*
- *When the reading is over Interact with them in the following manner:*
 1. These sentences are related to the picture. What is the picture about?
 2. What name do you want to give to this picture?
- *Elicit their ideas and write the title on top of the BB.*
 - o All these sentences are related to the picture (Here, for example, the railway station). This is a description. Which sentence should come first? What is the next sentence? Etc.,
- *Let them re-sequence the sentences giving a number to each sentence.*
- *Ask the children to write down all the sentences in their notebook without writing the number. They have to write down the title and the date.*



(Mr. Yadagiri, of PS Cheruvugattu, Narketpally mandal, Nalgonda Dist. in the process of constructing a whole class description)

2.3.2. Picture Interaction for producing a description in the groups



- Use any other picture in the book for interaction (for example, the picture of the village in class 3)
- Ask them to observe the picture carefully. A few questions may be asked to elicit certain words related to the names of things and the actions (if you think they may not know them) and write these words on BB.

- *Let them sit in groups and say similar sentences related to the things they see in it and the actions of the characters depicted in it.*
- *Let them write these sentences in the notebooks to get a description of the picture. This will be the second description they will be writing.*
- *While the groups are working you may move around and give them feedback by asking questions like the following: Are there any words missing in the sentence?*

1. Do you want to change the form of this word?
2. Do you want to write more sentences?
3. Did you give a title to your description?
4. Did you begin the sentences with Big letters?
5. Did you put a full stop at the end of the sentence?

- *You may supply them with specific vocabulary they may ask for*
- *Present the teacher's version*
- *Ask them to read the teacher's version and identify ideas which they have not written.*
- *Let each group rewrite their description including ideas from the teacher's version and from the other group products.*

2.3.3. Picture Interaction for producing a description - individual work (Pic. 3)

- *Let each child select any picture (either in the book or elsewhere) and write a description individually*
- *Ask them to refine their work with the help of suggestions from others-*
- *Give the following suggestions:*

You may sit in groups. Take turns and read out what you have written to others.

Make necessary changes in your writing with the help of others

- *Give feedback as suggested earlier*

Now there will be four descriptions in their notebooks

1. The description produced in the whole class
2. The one produced in the group
3. The refined version of the second description
4. The description written individually

2.3.4. Producing a description based on pictures drawn by the children

Whole class activity

- *Ask each child to say the name of any bird /animal / vehicles. Ask one of them to draw a picture it. Write all the words in the left margin of the blackboard.*
- *Elicit some action words also (such as playing, walking, etc.) You may use pictures of birds and animals in action to elicit these action words. Write these words in the right margin of the blackboard.*
- *Draw the picture of a bird (say, parrot) sitting on the branch of a tree.*
- *Interact with them in the following manner:*
 - Which bird is this?
 - What is its colour?
 - Where is it?
 - What is it doing?
- *Write down the answers in the middle space of the BB*
 - The Parrot
 - This is a parrot.
 - It is green.
 - The parrot is on the branch of a tree.
 - It is sitting on the branch.
- *Draw the picture of an animal (say, dog) under the tree.*
- *Ask questions to get a similar description of the dog.*

The Dog

This is a dog.

It is black.

The dog is under the tree.

It is barking at the parrot.

- *Ask them to draw the pictures and write the sentences in their notebook.*

2.3.5. Producing a description based on pictures drawn by the children

Group activity

- *Put them in groups and let each group select any two names.*
- *Let them think what these animals /birds are doing, draw pictures of these actions and write a few sentences in their notebooks.*
- *Let groups present their descriptions*
- *Present the 'Teacher's Version' and bring to their attention the points you have written. You may interact in the following manner:*

You have presented your descriptions. Here is mine (Present your version)

- What differences do you find between your descriptions and my description?
- What changes would you like to make in your writing?

2.3.6. Producing a description based on pictures drawn by the children

Individual activity

- *Let each child select any two birds / animals from the list draw their pictures and describe them.*
- *Let them take help from others if necessary.*

2.3.7. Interaction based on the picture for producing a conversation (Pic 1)

- *Show the same trigger picture and elicit the conversation between any two characters and write the exchange on the board.*

Eg. what is the woman saying to the man? (Woman: Ticket, please)

What is the man saying to the woman? (Man: where are you going?)

- *Display the format of conversation on the chart.*

Woman and Clerk

Woman: Ticket, please!

Clerk: where do you want to go?

Woman: To Hyderabad

Clerk: How many tickets?

Woman: Just one.

Clerk: Twenty rupees.

Woman: Here is the money.

Clerk: here is your ticket.

Woman: Thank you. Clerk:
you're welcome.

- *Ask them to observe the picture closely. Interact with them in the following manner:*

A few other pairs in the picture are also talking. Can you identify them?

- *Elicit the names and write them on the board:*

The woman and the boy

The man and the boy

The man and the book seller

The man and the tea seller Select any pair and write the conversation between the two persons in the pair.

- *Let the groups present their conversations*
- *Present the Teacher's version and edit the products*

2.3.8. Interaction based on the picture for producing a conversation- whole class activity (Pic drawn by the children)

- *Go back to the picture drawn in the class to generate a whole class conversation (e.g., parrot and bird)*

Interact in the following manner:

- What is the parrot asking the dog?
- What is the dog saying to the parrot?

Elicit two more exchanges in this manner

- *Let all children write down the conversation in their notebooks*

2.3.9. Producing a conversation- Group activity (Pic 2)

- *Put them in groups; let groups select any two characters from the picture 2*
- *Let them develop a conversation between the two characters.*
- *Ask them to look at how they developed conversation. Let each.*
- *Let groups present the conversation.*
- *Give feedback; elicit feedback from the other groups.*
- *Follow the process for teacher version, editing and refinement.*

2.3.10. Producing a conversation- Individual activity (Pic 3)

Let them select one event and characters from pic 3.

Follow the process for individual activity.

2.3.11. Producing a conversation- Individual activity based on the picture drawn by them.

- *Let each child look at the pictures of animal/bird they have drawn.*
- *Let them think what these animals /birds are saying and write the conversation in their notebooks individually. Insist on the format of conversation*
- *Ask a few of them to present what they have written*
- *Give necessary feedback*

Are there any missing words? Excess words? Is the word order OK? Do you need any change in the form of any word?

2.3.12. Developing Stories / Narratives

Follow the process for developing narrative in a) Whole class activity, b) Group activity c) Individual activity based on the pictures 1,2, 3 respectively.

- Use the same picture for the whole class activity to make them write a story or a narrative.
- Elicit the responses in sentences from children related to the context, event and sequencing of events.
- Elicit the intelligent predictions from children based on the picture.
- Ask children to think on what is happening in the picture, what would have happened before that and what would happen next.
- Write oral responses on the blackboard.
- Ask children to note down in their note books.
- Follow the steps and procedure as suggested earlier in description and conversation.

@@@

CHAPTER – III
Unit Transaction
CLASS – 1

Dear teacher,

By now you must have realized that there is a change in the approach to language in the sense that, our aim is to help the learners to acquire language non-consciously rather than learn some language elements like-vocabulary, structures and usages. So the learning outcomes have been stated in terms of discourses like, description, conversation, story and rhymes.

Please read once again the salient features of the class I Textbook. The following points are also may be noted.

- ❖ A story runs through the entire unit and also continues in all units. The story is woven around two central characters Ammu, a small girl and her pet squirrel, Bittu. There are also other characters like her family members, friends at school and her teacher.
- ❖ Each unit has a face sheet to colour. It serves as a warm-up to engage children in group activities that follow in each unit.
- ❖ There is a big picture in the beginning of each unit which serves as a trigger for sensitizing the learners on the theme on which the unit is based. This picture is meant for interacting with the learners about the ideas they get from the picture. The picture also contains a number of labelled objects. Children try to read those words graphically.
- ❖ A lot of space has been provided for listening and speaking (Narrative, Interaction, dialogues and role-plays) where children get opportunities to come out with their own ideas.
- ❖ The unit also contains slots for reading and writing though in the initial stages only graphic reading and writing are intended.
- ❖ There is a special focus on specific vocabulary items that are familiar to children in each unit.
- ❖ Space is also provided for singing rhymes and adding lines to them.

- ❖ Each unit contains space for drawing, colouring and naming various objects.

Please remember that this book is not meant for teaching the items given in the lesson but for facilitating language acquisition.

Processing the Face sheet

Objective:

- ❖ To encourage the learners who are reluctant to speak/ comment/suggest.
- ❖ To encourage them to think creatively.
- ❖ To encourage active participation in groups.
- ❖ To help them share their ideas freely in groups.

Process:

1. Ask children to open the book at page and show them the page number.

Interact with the learners in the following manner:

- Where is the page number?
 - Show me the page number.
 - Do you know this number?
 - What do you see on the page?
 - Do you like to colour the picture?
 - Which colour would you like to use?
2. Elicit free responses at random.
 3. Encourage the children who are reluctant to speak or comment.
 4. Divide the class into groups.
 5. Give crayons/ pencils to them.
 6. Ensure that each member has a crayon.
 7. While they are colouring the picture, move around the groups and continue interaction.
 - Umesh, which colour are you using?
 - Rani, which colour do you want?
 8. When colouring is over, let children share their crayons/ pencils with others.
 9. Let children select the best one from each group and display it in the class.
 10. Appreciate the work done by the students as follows.

- You have done it very well.
- It's beautiful.
- Do you want to make any changes?
- What other colours would you like to use next time when you colour?

Interact with children in their mother tongue using familiar words in English.

Ensure that the Face sheet is coloured by all the children.

Processing of the big picture

Objective:

- ❖ To sensitize the learners on the theme.
- ❖ To enable learners comprehend the narrative presented to them easily.
- ❖ To help them identify and name the familiar objects in English.
- ❖ To help them make initial efforts to read the pictures and associate them with the graph of the words through graphic reading.

Process:

- ❖ Show the big picture to the learners interacting with them in the following manner.
 - What is the page number?.
 - Can you read it?
 - Where is the page-2?

Help children identify the page number every time you ask them to open the book.

1. Help children identify the characters/ objects on the page.
 - Who are there in the picture?
 - What do you see in the picture?
 - Is there any animal/bird/fruit in the picture?
 - Where is it?

2. Link all the characters/ objects with the characters /objects on the face sheet/ the earlier pages.
3. Ask children the questions given at the bottom of the page.
4. Elicit free responses to each question.
5. Write the words on a chart as and when each word is elicited.
6. Write legibly on the chart allowing the children how you write.
7. Write the names of the other objects also on the chart.
8. Ask the children to look at the words in the big picture and associate them with the words written on the chart.
e.g. Can you show the word, 'Ammu' on the chart? Where is it in your textbook?
9. Please do not treat these words as words to be taught and learn

As you have noticed the face sheet (page 1) and the big picture (which is spread on pages 2 and 3) are meant for interaction. The story does not run through these pages. The story begins from page 4 only and runs through pages 5 and 7. The remaining pages in the Textbook are in fact activity pages. Regarding the transaction of the face sheet and the big picture follow the same process that has been suggested earlier for all the units. The pages that contain are to be given more importance.

How to deal with the story

The process of dealing with the story pages is as follows:

- *Show the story page and interact with the children for helping them identify the characters, the location and the actions of the characters.*
- *The responses are to be written on the BB (preferably on chart)*
- *Help children to read the words graphically. Avoid reading by letters; read the word as a whole. This is known as graphic reading.*
- *Narrate the story given in the HB (already given to you. The gist of the story is given on top of the page. While narrating use both mother tongue and English not by translating the English sentences but through code-mixing. This means the story is narrated in mother tongue and occasionally is switched over to*

English. We switch over to English only when the learners can comprehend the expression in English contextually.

- *Ask comprehension questions to ensure that they have got the story thread.*
- *Evolve the events depicted on the page on the big canvas using cut outs of objects and characters*
- *Label the objects and the characters*
- *Interact in the following manner:*
- *Who are the people you see in this picture?*
- *(elicit one after the other)*
- *Elicit major events (e.g. the squirrel is coming down. Doggy is running towards the squirrel. Ammu is shouting at the dog.). The other characters are not important at this stage.*
- *Elicit the dialogues of the characters (e.g. Ammu and the dog) independently and stick the label containing these dialogues on the big canvas picture*
- *Ask children to read the words and sentences from the big canvas.*
- *Invite three children to role-play the actions and dialogues of the characters (e.g. Ammu, Doggy and the squirrel; use masks which will be interesting for the children).*



(Mrs. Madhavi of PS Cheruvugattu, Narkatpally Mandal in the process of evolving the big canvas picture)

Note: The activity pages can wait. Focus on the story pages. The transaction of these essentially involves narratives, interaction, writing on the BB and reading (graphically), evolving the big canvas picture, and role-playing. These will be enough to put the learners on the track of acquisition. We can take up the activity pages eventually. Otherwise, there is a problem of process conflict in the sense that a non-conscious process of acquiring the language will be in conflict with the conscious process of learning language facts such as letters, spelling, discrete words and sentences.

Process of presenting the Narrative

The narratives have some sort of emotional touch and suspense to create an urge in learners to speak about it. The main characters in the narrative are of the age group of class-I children who think, speak and behave just as our learners. The same story continues throughout the textbook just like a daily serial. This enables the learners to own the characters as if they were the members of their family. Children love to have pets at home. Now our Bittu, the squirrel becomes their pet too.

A. Objective:

- To sensitize the learners further on the theme.
- To expose learners to a variety of language forms.
- To give them rich listening input.
- To help them make predictions on the events that might happen.
- To help them acquire English language through code-switching strategy at initial stages.
- To encourage them to respond in English though in broken sentences.
- To create slots that help children do various activities like graphic reading/writing; drawing and describing; interacting with the teacher and friends; role- playing; singing and adding lines.

B. Process:

1. Before narrating the story, draw the attention of children to the characters/ events on the page concerned.

Like,

- Do you know who this girl is?
 - How many members are there in her family?
 - Shall we listen to the story of this girl?
2. Elicit free responses at random and start narrating the story as suggested in the textbook.
 3. Ask question given at the bottom the page.
 4. Elicit responses and write them on a chart. Encourage independent responses.
 5. Ask the learners to identify the words on the page.
 6. Let them sit in groups and associate the words written on the chart with the pictures and the words in the textbook.

After the transaction of each page , see that the vocabulary items and the dialogues on each page are written on a chart and displayed for the learners to identify and associate.

Example:

<u>Words</u> Tap; Grandfather Butterfly Ammu
<u>Dialogues</u> Ammu: Doggy, stop. Doggy: Bow, wow

Note: The children may respond in their mother tongue. You can put them in English on the chart.

Processing of a Rhyme

Objective :

- To create interest in English language.
- To help learners sing the lines in the way they like.

- To make the learners think creatively and add new lines to the rhyme.
- To encourage active participation of the learners in groups.

Process :

- Sing the rhyme with rhythm two or three times.
- Let the learners join you.
- Ask them to identify each line after listening to each of them.
- Write the lines on a chart.
- Ask children to add more lines. (You can give them hints)

The process of adding line:

- Make use of the same structure of the lines of the rhyme. Write the newly elicited lines on the chart.
- Let children try adding lines individually.
- Put them in groups. Sit with groups and elicit more lines.
- Let the members of the group help each other in identifying the words in the rhyme.
- Let each member in each group say at least one line.
- Ask the groups to present the best lines they composed in their groups.
- Ask the groups to present their stanzas.
- Encourage the groups to sing their lines aloud.
- When groups are singing lines write them on the chart.
- Exhibit the rhyme composed by each group on a chart.
- Interact with the groups by asking questions given at the bottom of the page.

Our Reading Corner

Objective:

- To encourage children self expression.
- To encourage them for self- learning.

Process:

- Write the lines evolved on a chart using sketch pens.
- Display them in the class at ORC.

Concept mapping:

Objective:

- To encourage learners to say as many words as they know related to the theme.
- To improve their vocabulary in English.

Process:

- Write the theme on the blackboard.
- Ask each one to say one word related to the theme.
- Allow them to say in their mother tongue.
- Let them draw the pictures of these words individually.
- Develop a concept map on the theme by eliciting the names of those pictures.
- Say and write them in English on the blackboard.
- Make them sit in groups, discuss and say the words again.
- Write words as they say on the blackboard in English.
- Ask them to identify the words written on the blackboard. (graphic reading)
- Let them present their work.
- These words help the learners in adding lines to the rhyme.

Graphic Reading

Objective:

To help children recognize words holistically.

Process:

- *Let children read the pictures first.*
- *Ask them to locate the pictures you have asked to.*
- *Help them read the graph of the word given under each picture.*
- *Write the words and sentences as and when children express their ideas.*
- *Get them identify those words.*
- *Then you may read the words aloud for them.*

Drawing and Description

Objective:

- To encourage children to express their ideas.
- To make learning more interesting.

Process :

- *Let children draw the pictures individually. Interact with them in the following manner.*

What is the colour of Ammu's dress in your picture?

Wow, you know many fruits. Do you know their names?

- *Let children sit in groups and compare their pictures and also colour them sharing the ideas with the other members of their group.*
- *Display the pictures.*

Role-play

Objective:

- To develop fluency in speaking.
- To encourage children to participate actively.

Process:

- *Stop the narrative where there scope for building up conversation.*
- *Let children guess the exchanges between the two characters.*
- *Give chance to two or three children to present their ideas. They may do this in their mother tongue.*
- *Interact in the following manner.*

What do they say?

What will Ammu say to Bittu?

What will Bittu say to Ammu?

When you want to know the name of someone, how will you ask?

- *Elicit a few responses.*
- *Write the dialogues in English on a chart as follows.*

Ammu: what is your name?

Bittu: My name is Bittu. What's your name?

Ammu: My name is Ammu.

- *Then help them play the roles.*
- *Call two children to the front.*
- *Introduce them as Ammu and Bittu.*
- *You may give masks of Ammu and Bittu.*
- *Let them role-play the dialogues of Ammu and Bittu.*

@@@@

CLASS – 2

Unit – 1 : Where are you Sweety?

I. Picture based interaction (Page – 14)



- *Look at the picture on page 14*
 1. What do you see in the picture?
 2. Why is the kitten running?
 3. Why are the boy and the girl running after the kitten?
 4. Who is the boy in the picture?
 5. Can they catch the kitten?
 - Elicit responses and write the keywords on a chart.

II. Present the following narrative

- Sweety is a small kitten. She is Abhi's pet. Abhi and his sister Meena play with Sweety every day. One day they were playing hide and seek in the garden. Sweety was also playing with them.
- Suddenly sweety heard, 'bow-wow-wow'. Sweety started running. Abhi and Meena saw Sweety running.

- 'Stop Sweety!' they shouted. But Sweety did not stop. She ran fast into the house. Abhi and Meena also went into the house. But they did not find Sweety.
- *Interaction*
 - 1) Why did Sweety run into the house?
 - 2) What will Abhi and Meena do now?
 - 3) Who will they ask about Sweety?
 - 4) Where do you think they can find Sweety?

Elicit responses and write key words on a chart.



Look at the picture on page – 15

- 1) What do you see in the picture?
- 2) Who is the old man?
- 3) What is Abhi asking the old man?
- 4) What is the old man saying?
- 5) Who is the woman in the picture?
- 6) What is Meena asking the woman?
- 7) What is the woman saying?

Elicit responses and write key words on a chart. Abhi asks grandfather – Did you see kitten? – No, Meena asks mother – Kitten – No

Continue the narrative

Abhi went to his grandfather. Abhi asked him, "Grandpa, did you see Sweety?"

Grandfather said, "No Abhi".

Meena went to her mother. Meena asked her, "Amma, did you see Sweety?"

Her mother said, "No Meena".

So Abhi and Meena started looking for Sweety.

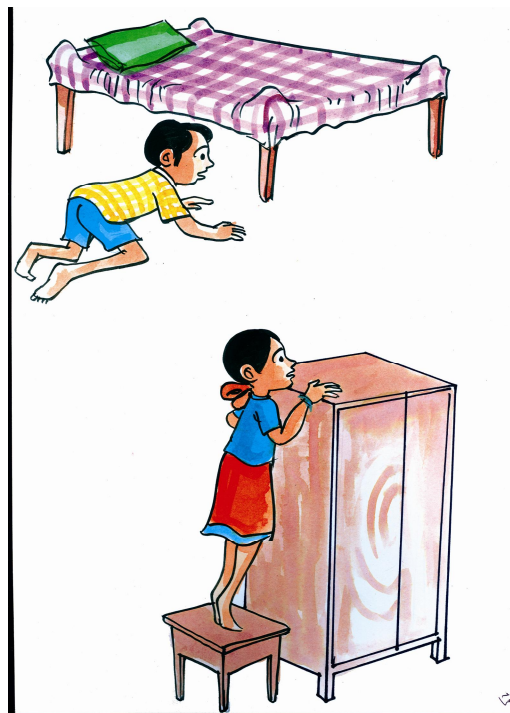
Interaction

- 1) Where will Abhi and Meena look for Sweety in their house?
- 2) What are the places Sweety might go to? Elicit responses and write key words on a chart.

III Reading text

- Where are you, Sweety?

Look at the picture on page 16



- 1) Where is Meena looking for the kitten?
- 2) Where is Abhi looking for Sweety?

Look at the picture on page 17



- 3) Where are Abhi and Meena?
- 4) Where is Sweety?
- 5) What are Abhi and Meena saying to Sweety?
- 6) Can Sweety come down the tree?

Elicit responses and write the key words on a chart.

Meena looks – on the cupboard – Abhi looks – Under the cot – in the garden – on the tree-top of the tree – poor Sweety

Slot – 1

i) Individual Reading (Page 16, 17)

- Ask the children to read the text on page 16 and 17.
 - Abhi and Meena are looking for the kitten, Sweety
- Meena says, "Poor Sweety! She can't come down".
- Let them read individually
 - Give them the following instructions
 - Put a question mark against the lines you are not able to understand.
 - Underline the lines you were able to read and understand.
 - Go round the class and monitor their reading process
 - Invite their attention to the chart that was generated.

ii) Collaborate reading

- Put children in small groups and give them the following instructions
 - Each member take turn and tell others one idea from the text.
 - Read the sentence that contains the idea.
 - Let others locate the sentence and read it.
 - Share with others what you were able to read and understand.
 - Now tell your group members the words or sentences you were not able to understand.
 - Collectively guess the idea.
 - If you don't get the meaning, you can ask your teacher.

iii) Scaffold reading

- Ask a few analytical questions
 - Sweety is on the top of the tree. How will Abhi and Meena help her to come down?
 - Do you have a pet? What is it? What is its name?
 - If your pet runs away from you, what will you do?

iv) Reading aloud

- Read the text on page 16 and 17 aloud, but slow in pace and with proper voice modulation.
- Ask the children to sit in groups.
- Ask them to take turns and read loud one sentence each from the text.

IV Post reading (writing a picture description)

i) Whole class interaction

- Look at the picture on page 17
- What do you see in the picture?
- Where are Abhi and Meena?
- Where is Sweety?
- What are Abhi and Meena doing?

Elicit responses and write keywords / phrases on a chart.

ii) Group work

- Put children in small groups
- Children! Sit in small groups and write about the picture on page 17

- Discuss and write the first line about the picture.
- Share your ideas.
- Then write the next line about the picture.
- Add more ideas and write them.
- Finally write the picture description on a chart.

iii) Group presentation

- Let the groups present their work one by one.

iv) Teacher's version

- You may present your version

The Garden

This is a garden. Abhi and Meena are looking for Sweety. Sweety is on the top of the tree. Abhi and Meena are asking Sweety to come down the tree.

v) Editing

- 1) Check theme
- 2) Check sentence grammar
- 3) Check writing conventions

vi) Give feedback

Continue the narrative

Abhi and Meena felt sad. Sweety can't come down the tree. She is a very small kitten.

Meena asked Abhi, "What shall we do now?" Abhi Said, "Let's go to father and ask help". Meena nodded and said, "Yes, Let's go".

Reading slot – 2

i) Individual reading

- Read the text on page 17.
- 'Abhi and Meena run to their father, Mohan
- " Thank you, daddy."
- Follow the process suggested earlier

ii) *Collaborate reading*

- Follow the process suggested earlier.

iii) *Scaffold reading*

- Ask a few analytical questions
 1. Abhi and Meena took their father's help. Whose help do you take when you need help?
 2. Abhi and Meena got back Sweety. How are they feeling now?

iv) *Reading aloud*

- Follow the process suggested earlier.

Post reading : Writing a conversation

i) *Whole class interaction*

- Children look at the 2nd picture on page 17.
- Abhi and Meena got back Sweety. They are very happy.
- What are they talking now?
- What is Abhi saying?
- What is Meena saying?

Elicit responses and write the key words on a chart.

ii) *Group work*

- Put children in small groups and ask them to write the conversation between Abhi and Meena.
 - What will Abhi say?
 - What will Meena say?
 - What will Abhi say next?
 - Share your ideas and write the conversation in your notebooks.
 - Write the conversation in the following manner.
 - Abhi :
 - Meena :
 - Abhi :

iii) *Group presentation*

- Let all the groups present their conversation one by one.

iv) Teacher's version

- You may present your version. Here is a specimen. You may use it as it is or replace it with your version.
- Abhi : Sweety! How are you?
- Meena : Look, she is fine
- Abhi : Yes, she is OK
- Meena : Let's take her inside the house
- Abhi : OK, let's go

v) Editing

- Follow the process suggested

vi) Feedback

- Give feedback on children's work.

V Transact the textual exercises on pages 18 to 23. Follow the process suggested

- Whole class interaction
- Elicit responses and write keywords / phrases on a chart.
- Put children in small groups
- Let the children read the exercise in group and discuss
- Let them share their ideas in their groups
- Let groups present their answers one by one
- Let other groups reflect and suggest changes
- You (teacher) consolidate the group work.

VI Sing, dance and add lines

- My Little Sweety

i) Picture based interaction (page 24)

- Look at the pictures on page 24.
- Who do you see in the picture?
- What is the kitten's name?
- What is Sweety doing?
- Elicit responses and write the key words

Present the narrative

Abhi and Meena look Sweety into the house. They were very happy. Sweety was happy too. Little Sweety jumped from Meena's hand. Sweety jumped up and down. Sweety jumped here and there. Abhi and Meena laughed and started singing.

My little Sweety

White little Sweety

Jumping here, jumping there

Jumping here and there

- Sing the above four lines
- Let the children sing with you
- Let them sit in groups and add lines to the song
- Give them hints asking a few questions.
 - Sweety is white
 - What other colours of kittens do you know?
 - Sweety is jumping
 - What do you like your kitten to do?
 - Elicit responses and write hints such as black, brown, grey – playing, dancing, running.
- Let groups write the lines on a chart and present them.
- Let groups sing the song with their lines.

@@@@

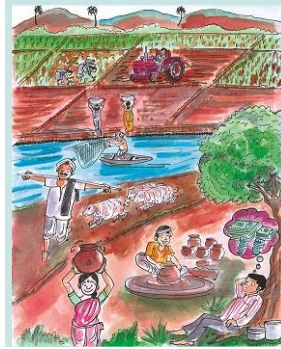
CLASS – 3

UNIT – 2: The Little Red Hen

Picture based Interaction.

(Face sheet on page 16)

Children please look at the picture on page 16



- *Ask the following questions and elicit responses.*
- *Write the responses on a chart.*
 1. What do you see in the picture?
 2. What are the different people doing in the picture?
 3. Who are the people who seem to be happy in the picture? Why?
 4. What is the location of the picture? How can you say?
 5. What is the man under the tree doing?
 6. What is the difference between the man under the tree and the other people in the picture?

Picture based Interaction

- Look at the picture on page 17



Look at the picture and ask the questions related to the picture.

1. What do you see in the picture?
 2. What time of the day is it?
 3. Who are sleeping in the picture?
 4. Who woke up early in the morning?
 5. Name the animals which are looking lazy in the picture?
 6. How is the hen? (colour and size)
 7. What is the hen doing?
 8. What is the difference between the hen and the three friends?
- *Encourage the children to tell the story. You may interact with them in the following manner.*

Present the following Narrative.

Once upon a time there was a little red hen. One day it was standing in front of her house. The weather was very pleasant. The little red hen thought "How bore it is living alone?" Then it saw a pig, a cat and a duck sitting under a tree with sad faces. The little red hen went to them and asked them "Why are you sitting here?"

The pig grunted "We don't have a house, so we are living under trees." "Why can't you come to my house and live with me" asked the hen. The pig, cat and the duck jumped happily and agreed. They all started living together. The little red hen was different from the friends.

The little red hen woke up early every morning. The pig always got up late. But he wanted his meals to be kept ready on the table. "Hey, you there...." He called the hen. "Get my meal ready," grunted the pig.

Interaction

- ❖ What would the hen do now?
- ❖ *Elicit free responses and continue the narration.*

Continue the Narrative

"Ok, dear! I will get your meals ready" said the hen. The hen prepared the meals for the pig.

The duck always made the place dirty. "My dear little hen, Will you clean up my place?"

quacked the duck.

"Yes, my dear! I will do that for you", said the hen.

The cat was always sleeping and never kept its bed tidy. "Dear friend, will you make my bed tidy?" purred the cat.

"Why not, I'll do it for you."

After some days, the hen thought, "These fellows are always lazy. I must do something."

One day while going to the market, the little red hen found a grain of wheat.

Interaction

How were the three friends?

What are the sounds made by a pig, a cat and a duck?

What would the little red hen do with the grain of wheat?

Elicit responses and write the key words on a chart

Cat purrs---duck quacks---- pig grunts---Little red hen plants the grain

A. Reading segment -1

Picture based interaction

Look at the picture on page 18.



Ask the following questions and elicit responses. You may write selective responses on a chart.

1. What do you see in the picture?
2. What is the little red hen asking her friends?

3. What would the pig say to the hen?
 4. What would the duck say to the hen?
 5. What would the cat say?
- *Elicit and write the relevant responses on a chart.*

Individual Reading

Ask the children to read the story given on page-18

Go round the class and monitor their reading process.

- *Give the following instructions:*

After individual reading you may ask a few questions.

1. What is the first event in the passage?
2. What happened first, what next, what is the last event?
3. The little red hen, the pig, the duck and the cat are saying something. Whose is the first dialogue? What is it?
4. What is the next dialogue? Who said it?
5. Put the question mark against the lines that contains words you do not understand.

Write the responses on a chart.

Collaborative Reading:

- *Put the children in small groups and give them the following instructions.*
- Take turns and tell you friends you ideas regarding the following.
 1. Whose story is this?
 2. What is the first event narrated in the story?
 3. What is the next event?
 4. What is the last event?
 5. What is the first dialogue and who said it?
 6. Whose is the next dialogue and who said it?
 7. Whose is the last dialogue and who said it?
 8. What are the words, sentences that you did not understand?
- *Display the glossary chart related to the reading text.*

Scaffold reading

Ask a few analytical questions

1. What is the use of planting a grain of wheat?

2. Whom do you think will plant the grain of wheat? How can you say?

Reading aloud

- *Read the text on page 18 aloud slowly, with proper voice modulation.*
- *Ask the children to sit in groups.*
- *Ask them to take turn and read aloud one sentence each from the text.*
- *When one member is reading others can give suggestions to improve the skill of loud reading.*
- *Give feedback on loud reading.*
- *Make a note of how many of them are able to read aloud intelligibly.*

Post reading:

Description of thoughts

Whole class Interaction

The duck, pig and the cat did not help the hen to plant the grain of wheat.

What would be the hen thinking now?

1. What did the little red hen ask her friends?
2. What did they say?
3. What would the little red hen think about her friends?
4. What would the little red hen do?
5. Write the thoughts of the little red hen?

Elicit responses and writer key words on a chart

i. Individual writing

- *Ask the students to write individually in their note books.*
- *If they don't get a word, let them write the equivalent word in their mother tongue in English letters.*

ii. Presentation by a few children.

- *Let a few children present their individual work*

iii. Group work

- *Put the children in small groups.*
 - *Ask them to share their ideas with others in the group.*
1. Read the beginning of the description (All the children in a group, read one by one)
 2. Share ideas you have written

3. Select the best ideas you have written and write in your note books
 4. Write the description on a chart
- iv. Group presentation:
- *Ask the groups to present their versions*
- v. Teacher's version:
- *You may present your versions*

The little red hen's thoughts
I will grow this grain of wheat into a plant. I like my friends very much. I am worried because they are lazy. I want to make them good. They never help me in the work, they never do their own work. It's not good for them. I must change them.

- vi. Editing:

Edit one group work following the process.

A. Check the theme

B. Check the sentence grammar

1) Whether there are any words missing.

2) Any sentence with wrong word order.

3) Any sentence with excess word.

4) Any changes are needed in the word forms used (Ex: tense, plurals etc)

C. Check writing conventions:

Capitalization and punctuation

- vii. Rewrite individual work based the feedback.

Ask the children to refine their individual work written in their note books

Continue the narrative

The little red hen felt very sad. The cat, duck and the pig did not do any work. They did not help the little red hen plant the grain of seed. Now let us see what will the little red hen do.

A. Reading segment-2

Picture based interaction (page 19)



Look at the pictures on page-19

1. What do you see in the first picture?
2. Who planted the grains?
3. What is the little red hen is doing?
4. What do you see in the second picture?
5. What would be the little red hen saying to her friends in the second picture?
6. What would be the reply of the pig, the cat, and the duck to the little red hen?
7. Who do you think would cut the wheat plant?

Elicit responses and write the key words on a chart

Little red hen---plant---full of wheat---who will cut-----not I---hen cut the stock of wheat

Individual Reading.

Read the story given on page 19 of your text book

(So, the little red hen planted the grain.....took out all the grains of wheat)

Ask the children to read the passage on page 19.

Go round the class and monitor their reading process.

Give the following instructions

- Take a pencil and number the happenings narrated in the story what happened first, what next etc. What is the last event?
- Put a question mark in the margin against the lines that contains words you do not understand.
- *After Individual reading you may ask a few questions*
 1. What did the little red hen do with the grain of wheat?
 2. What happened next?
 3. What did the little red hen ask her friends?
 4. What was their answer?
 5. What did the hen do then?

Collaborative Reading

- *Put the children in small groups and give them the instructions given below.*
- Take turns and tell your friends your ideas regarding the following.
 1. What is the first event narrated in this part of the story?
 2. What is the next event?
 3. What is the second event?
 4. What is the last event?
 5. What is the first dialogue? Who said it?
 6. Whose is the next dialogue and who said it?
 7. What is the last dialogue and what is it?
 8. What are the words, sentences that you did not understand?

Display the glossary chart related to the reading text.

Scaffold reading

Ask a few analytical questions

1. What are the feelings of the little red hen, when it looked at the plant, with full of wheat?
2. Why did the little red hen ask the help of her friends to cut the wheat plant?
3. Do you think the little red hen was happy about her friends' answers? If not why?

Reading aloud

- Read the text aloud on page 19 with proper voice modulation.
So the little red hen cut the stalk and took out all the grains of wheat.
- Find out how many of them volunteer to read aloud.
- Let them sit in groups take turn and read the text aloud.
- Give feedback.

Post reading

Conversation

- *Ask the children to look at the 2nd picture given on page 19.*
 1. What did the hen ask her friends?
 2. What is the reply of the little red hen's friends; the pig, the cat and the duck?
 3. What did the little red hen think after her friends reply?

i) Individual writing:

- *Ask the children to write the conversation between the little red hen and her friends the pig, the cat and the duck.*
- Write the conversation in the following manner

The hen: _____

The pig: _____

The cat: _____

The duck: _____

The hen : _____

ii) Presentation by a few children

- *Let a few children present their individual work*

iii) Group work:

iv) Put the children in small groups.

v) Ask them to share their ideas with others in groups.

- Read the beginning of the conversation
- Decide how to say the idea and write in the note book
- Take turns to respond to the beginning

- Select the best response
- Continue the process till you complete the conversation and write in your note book
- Write the whole conversation on a chart

vi) Group presentation:

- *Ask the groups to present their conversations as a roll play*
- *Display the group products on the wall*

vii) Teacher's version

- You may present your version
- ❖ *The little red hen: Oh my wheat plant grown bigger, now it's time to cut it.*
- ❖ *The pig: Really it grew very big.*
- ❖ *The little red hen: Who will help me to cut the stalk*
- ❖ *The cat: "Not I"*
- ❖ *The duck: "Not I"*
- ❖ *The little red hen: I know my friends are very lazy, they never help me.*

viii) Editing:

- Follow the process suggested earlier

ix) Rewrite individual work based on the feedback.

- *Ask the children to refine their individual work written in their note books*

Continue the narrative

The pig, the duck and the cat did not help the little red hen. So the little red hen cut the stock and took out all the grains of the wheat. Then she thought, "the wheat has to be ground into flour. I have to take this wheat to the mill." But before that the little red hen wanted to ask her friends for help.

Picture based Interaction (page 20)



Look at the picture on page 20

1. Where is the hen in the picture?
 2. Who do you think is the monkey?
 3. Why do you think, the little red hen came to that place?
 4. What did the miller do?
 5. What will the little red hen ask her friends?
 6. What would be their reply?
- *Elicit responses and write the key words on a chart.*

Hen in the mill--- miller monkey---- ground into flour----bread

A Reading segment -3

Individual reading

Read the story given on page 20 of your text book.

- *Give the following instructions:*
 1. Take a pencil and number the happenings narrated in the story
 2. What happened first, what next etc. What is the last event? Put a question mark in the margin against the lines that contained words you do not understand.
- *After the individual reading you may ask a few questions.*
 3. The little red hen asked her friends to do something what was it?
 4. Whose is the second dialogue?
 5. What is the next dialogue?
 6. What did the hen do?

Collaborative Reading:

- *Put children in small groups and give them the following instructions*
- Take turns and tell your friends your ideas regarding the following
 1. What is the first event narrated in this part of the story?
 2. What is the next event?
 3. What is the last event?
 4. What is the first dialogue and who said it?
 5. What is the next dialogue and who said it?

6. What is the last dialogue?
7. What are the words, sentences that you did not understand?
 - *Display the glossary chart related to the reading text.*

Scaffold reading

Ask a few analytical questions

1. The little red hen was not happy with her friends. How can you say?
2. How would the little red hen teach her friends a lesson?

Reading aloud

- *Follow the process suggested earlier*

Continue the Narrative

The hen planted the grain, cut the grain, got it ground into flour and made the bread. The pig, the duck and the cat did not help her. So she called them to teach a lesson. She put the bread on a plate. The pig, the duck, and the cat stood round the plate.

Picture based interaction (page 21)



Look at the picture on page 21

1. What do you see in the picture?
2. How are the cat, the duck and the pig looking at the bread?
3. What will the hen ask her friends?
4. What would be their reply?
5. What would the hen do now?
 - *Elicit responses and write the key words on a chart*

Mouth watering---who will eat the bread---I will ----no---hen eats the bread

A Reading segment - 4

Read the story from your textbook, on page 21

Individual reading

Follow the process suggested earlier

Collaborative reading:

Follow the process suggested earlier

Scaffold reading

Ask a few analytical questions

1. What is the difference between the answers given by the pig, the cat and the duck earlier and now?
2. Why the hen did not shared her bread with her friends?
3. The three friends felt sorry. Do you think they would really stop being lazy?
4. What would you do if you were the hen?

Reading aloud

- *Follow the process suggested earlier*

Post reading

Role play

Role play

Whole class interaction

Children! You know the story of 'The little red hen'

1. Who are the characters in this story?
2. Where did the story take place?
3. How many events are there in the story? What are they?
4. Did all the events take place in the same place?

- *Elicit responses and write key words on a chart in the following manner.*

Scene	Characters	Places of action	Events
Scene-1	The pig, the duck, the cat, the hen	Outside the hen's house	The little red hen found a grain of wheat

Scene 2	The pig, the duck, the cat, the hen	Outside the hen's house	The little red hen cut the wheat
Scene 3	The hen and the miller monkey	At the mill	The miller ground the wheat in to flour
Scene 4	The pig, the duck, the cat, the hen	Inside the hen's house	The little red hen made the bread

5. What are the characters talking in each scene?

6. Write the dialogues for these characters in each scene.

Ask the children to sit in groups.

Ask the children to write the dialogues for the characters in each scene.

7. Discuss with your group members while writing the dialogues.

You may assign one scene for each group.

- Let groups plan the drama by allotting characters to each member of the group.
- You sit in groups and plan the role play.
- You know the characters, dialogues, and details of the scene.

Let the children practice the dialogues

Let them present their role play in groups.

Elicit reflections of the team members on their performance.

Elicit feedback from other groups.

Give your feedback using the following questions.

- Do you cover all the events?
- Are the dialogues sufficient?
- Do you want to add more dialogues?
- Do you want to change any dialogues?
- Was whole class able to hear your dialogues?

- Did you say dialogues with emotions like joy, sadness, anger etc?
- Interact with the whole class to give the feedback on their performance.

Textual Exercises.

Process suggested transacting the textual exercises after the main reading text.

- ❖ Whole class interaction
- ❖ Elicit responses and write on key words on a chart.
- ❖ Put children in small groups
- ❖ Let the children read the exercises in group and discuss.
- ❖ Let them share their ideas in their groups.
- ❖ Let groups present their answers one by one.
- ❖ Let other groups reflect and suggest changes.
- ❖ You (teacher) consolidate the group work

Transaction of a poem

Good morning Mrs. Hen.

Picture based interaction (page 27)



- Look at the picture on page 27
 1. What do you see in the picture?
 2. How many chicks does the hen have?
 3. What are their colours?
 4. What is the woman saying with the hen?
 5. How would you greet someone in the morning?

Elicit responses and write key expressions such as

woman___hen and chicks___red, yellow, brown___good morning Mrs. Hen.

- Sing the song one or two times
- Let the children sing the songs after you
- Put the children in groups
- *Ask them to sing the song /poem looking at the text.*

Interaction based on the text

1. How did the woman greet the hen?
2. How did the woman address the hen?
3. What did the woman ask the hen?
4. How many chickens did the hen have?
5. What are their colours?
6. What did the hen think about her chickens?
 - *Let the children sit in groups and add lines to the poem.*
 - *Give them hints asking a few questions*
 1. Mrs. Hen has ten chickens
 2. How many chickens do you want?
 3. What would you like to be their colours?

Elicit responses and write key expressions such as

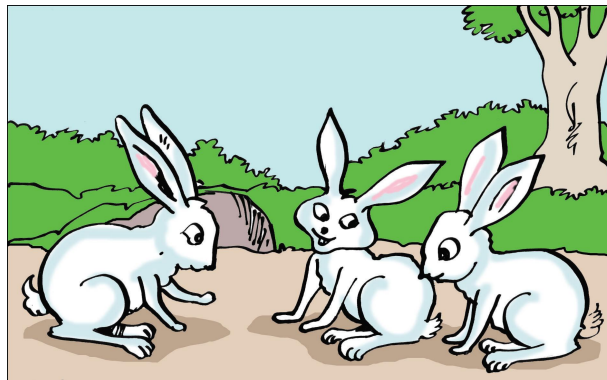
Mrs.Hen--- chickens---- seven, eight, nine, -----two of them pink----three of them blue---- three of white—

- *Let groups write the lines on a chart and present them.*
- *Let groups sing the song with added their lines.*

Story time

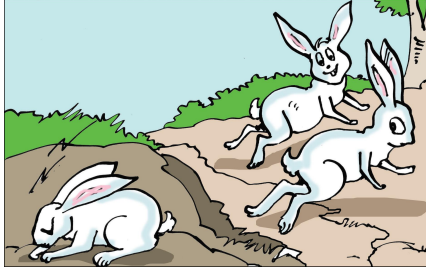
The lazy Rabbit

Picture based interaction: (page 29,30)



Look at the pictures on page 29

1. What do you see in the picture?
2. Where are the rabbits? Where do they live?
3. What are the two rabbits doing?
4. Why do you think one of the rabbits is sleeping?



- Look at the pictures on page 30
 1. What are the two rabbits doing?
 2. What happened to the lazy rabbit?

Individual reading.

Read the story on page 29,30.

Follow the process suggested earlier.

Scaffold reading:

Ask a few analytical questions

Post reading:

Role play

Whole class interaction

Children! You know the story of 'The Lazy Rabbit'

1. Who are the characters in this story?
2. Where did the story take place?
3. How many events are there in the story? What are they?
4. Did all the events take place in the same place?

Elicit responses and write key words on a chart in the following manner.

Scene	Characters	Places of action	Events
Scene-1	Rabbit A, Rabbit B, Rabbit C	In front of the burrow	The three rabbits talking
Scene 2	Rabbit A, Rabbit B, Rabbit C	In front of the burrow	Two rabbits running and a rabbit sleeping
Scene 3	Rabbit B, Rabbit C	In the field	Two rabbits found carrots
Scene 4	Rabbit A, Rabbit B, Rabbit C	In front of the burrow	Two rabbits eating carrots and a rabbit looking sad

5. What are the characters talking in each scene?

6. Write the dialogues for these characters in each scene.

Ask the children to sit in groups.

Ask the children to write the dialogues for the characters in each scene.

7. Discuss with your group members while writing the dialogues.

You may assign one scene for each group.

Let groups plan the drama by allotting characters to each member of the group.

Let the children practice the dialogues

Let them present their role play in groups.

Elicit reflections of the team members on their performance.

Elicit feedback from other groups.

Give your feedback using the following questions.

- Do you cover all the events?
- Are the dialogues sufficient?
- Do you want to add more dialogues?
- Do you want to change any dialogues?
- Was whole class able to hear your dialogues?
- Did you say dialogues with emotions like joy, sadness, anger etc?

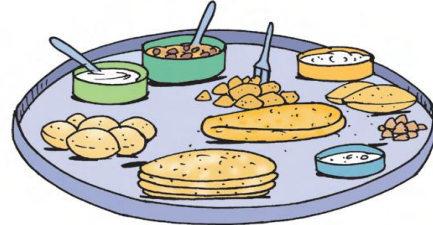
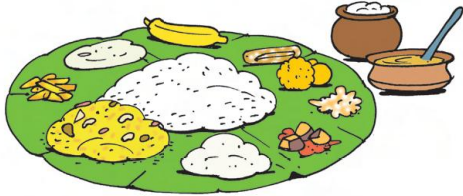
Interact with the whole class to give the feedback on their performance.

@@@

CLASS – 4

Unit – 1 - The Pancake

Picture based Interaction



Children look at the picture on page 1.

- 1) What do you see in the picture?
- 2) What differences do you notice between the two pictures?
- 3) Which of these food items do you commonly find in your area?
- 4) Which food item/items do you like the most? Why?
- 5) Who prepares them for you?
 - *Elicit responses and write them on a chart.*
 - *Continue interaction*

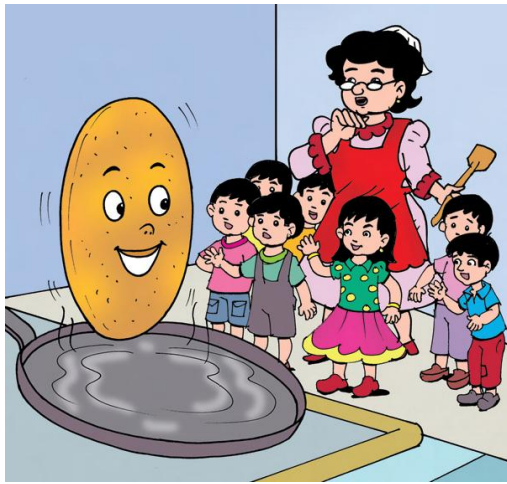
Suppose you get food on a plate. Can you call it your food? Why?

Listen to the song.

'Your food is not your food
In your plate,
Until you hold it.
In your hand.
Your food is not your food.
In your hand.
Until you put it
In your mouth
Until you swallow it.

1. When would the food belong to you?
2. List the stages through which the food passes before it becomes yours.

Picture based interaction



Look at the picture on page 2.

1. What do you see in the picture?
2. What do you think is on the frying pan?
3. Who do you think the woman is?
4. Why do they look surprised?

Now show the supplementary picture and continue interaction

Supplementary picture 1

The same children are playing in the courtyard. The mother is standing at the door of the house. Two children are pointing to the mother.

Interaction

You can see the same people in the picture. What are they doing?

Why are two children pointing towards the mother?

Listen to the story.

The children were playing. Their mother was watching them playing.

'I will like to eat a pancake,' said one child.

'I too,' said the girl.'

'We will ask mother to fry a pancake for us," said the boy.

'I'm also hungry," said another boy.

'I like pancakes. I like the way our Mother fries them" said the fourth child.

'I like to see the pancake while sizzling, browning and bubbling," said the fifth child.

'Will Mother fry a pancake for us?' asked the sixth child. 'I want a sweet – milk pancake.'

'Why not? We will ask her pleasingly.'

'I will call her Mother dear," said the first child.

'I will add 'darling Mother," said the second child.

'I will call her, 'darling good Mother," said the third child.

'I will say, 'darling, good, nice Mother," said the fourth one.

"I will call her 'darling, good, pretty, nice Mother," said the fifth child.

'I will add 'darling, pretty, good, nice, clever Mother," said the sixth child.

"Ok I will say, 'darling, pretty, good, nice, clever, sweet Mother," said the seventh one.

"Ok. Ok, Let's ask our mother to make pancake."

Interaction:

1. Will their mother cook pancake for the children? Why do you think so?

Role-play

What will be the possible conversation between the mother and the children?

- *Ask children to sit in groups and plan the conversation*
- *Let groups present their conversation.*
- *Give feedback.*

A. READING SEGMENT -1

Individual Reading

Let's read to find out what happened next. You can read about it from your text book. Open your book at page 2. Read from 'Once upon a time ... to

'Then pancake rolled out of the door.'

- *Give the following instructions for reading. You may write the questions on the BB.*
 1. Who are the characters?
 2. What are the main events (happenings) in this part of the story?
 3. What is the most surprising event?
 4. What is the most interesting dialogue? Who said it to whom?
 5. Can you describe how the pancake was being cooked?
- *Go round the class & monitor their reading process.*

After individual reading you may ask a few questions.

1. What was the Mother frying?
2. What were the children waiting for?
3. How did the first child ask for the pancake?
4. How did the second child ask to please their Mother?
5. What did the third child say?

Collaborative reading

- *Put the children in small groups to share their reading experience about characters events settings and dialogues.*
- *Give them the following instructions.*
- Take turns and tell your friends your answers to the questions given on the BB.
- *Display the glossary chart related to the reading text in addition to the glossary given in the text book*

Scaffold reading:

You may ask a few analytical questions.

- 1) The picture shows the children. Do you think all of them are the woman's children? Why?
- 2) The children tried to please their mother using the words dear, darling, pretty, nice etc. How would you try to please your mother?
- 3) The pancake rolled away. What will the mother and children do now?

Reading aloud:

Read the text on page 2 aloud, slowly with proper voice modulation.

- *Ask the children to sit in group.*
- *Ask them to take turns and read aloud one sentence each from the text.*
- *When one member is reading others can give suggestions.*
- *Ask a few students to read the text aloud.*

Post reading: (Description of thoughts)

The pancake rolled out. What would be the mother thinking? Write the mother's thoughts in your notebook.

i. Individual writing:

- *Ask the students to write individually in their notebooks.*

- *If they don't get a word, let them write an equivalent word in mother tongue in English letters.*
- *let a few children present their work individually*

ii. Group work:

- *Put the children in small groups. Ask them to share their ideas with others in the group. Give the following instructions for sharing.*
1. Take turn and read the beginning of the description.
 2. Select the best idea and write in your notebook.
 3. Share more ideas.
 4. Write the description on a chart.
 - *Ask the groups to present their version*
 - *Present the teacher's version*

The Mother's Thoughts

My God! What will I do now? I had cooked a pancake for my hungry children. The pancake would be very sweet and delicious. The children were waiting for the pancake. But the pancake rolled away by itself from the pan. I must run after it and catch it before it goes too far.

iii. Editing:

- *Edit one group products following the process*
- a) *Check the theme.*
 - b) *Check the sentence grammar.*
 - i) *Whether there are any words missing*
 - ii) *Any sentences with wrong word order*
 - iii) *Any sentences with excess words.*
 - iv) *Any changes are needed in the word forms used (e.g. tense, plurals etc.)*
 - c) *Check writing conventions like Capitalization and Punctuation.*
 - *Ask the groups to refine their individual work based on the feedback given to them.*

Picture based Interaction:

Look at the picture given on page 2.

1. What do you see in the picture?
2. Have you ever seen a pancake rolling like this?
3. What is the Mother doing?
4. What would the Mother say while chasing the pancake?

- *You may write the responses on a chart*

A. Reading segment -2

- Let us read to find out what happened. Read the text given on page 2 and 3.
- 'Oh, pancake! Stop, pancake! Cried the woman ... I shall roll away from you, too, many – panny.'
- *Follow the processes such as individual reading, collaborative reading as suggested earlier. You may ask the following analytical questions after collaborative reading.*
 - 1) Why do you think the pancake rolled out of the door?
 - 2) The pancake met a man. What would happen now?
- *Go for reading aloud by the teacher followed by the children.*

Post Reading: Role-play

- *Ask children to identify the main events in the second part of the story.*
- *Let them identify the characters and dialogues.*
- *Let them sit in groups and plan the role-play of the events and dialogues.*
- *Give feedback and also elicit feedback from the other groups.*

Reading Segment -3

'Then the pancake rolled on and on until it met a hen' ... 'Wait a minute. I will eat you up.'

- *Follow the processes. The analytical questions for this part of reading are given below:*
 1. Why did the pancake roll away from the hen and the goose?
 2. What happened to the woman and the children?

Post Reading (writing a conversation)

Interaction

- The pan cake rolled away. The mother was tired running after it. She returned home without the pancake. The children came near her.

- Now what will the children ask their mother?
- What will she say to the children?
- Write the conversation between the mother and children.
 - *Ask children to write individually.*
 - *Let them sit in groups and refine their work.*
 - *Let groups present the conversation*
 - *Present the teacher's version*

Teacher's version:

- *Children: Mother, where is the pancake?*
- *Mother: I am sorry children. I couldn't catch it?*
- *1Children: But why?*
- *Mother: It rolled away from me.*
- *Children: Mother, we are hungry. What will we do now?*
- *Mother: Don't worry. I'll bake another one for you?*
- *Children: will it be sweet?*
- *Mother: Yes, sweet and delicious.*
- *Children: Thank you, mother.*
- *Edit one of the group products*
- *Let the groups rewrite their conversation based on the feedback.*

A. Reading Segment - 4

- Transact the remaining part of the story. Follow all the processes.
- *Ask a few analytical questions.*
 1. Why couldn't the pancake roll away from the pig?
 2. Only the pig ate the pancake. Why didn't the man, the hen and the duck try to eat it?

Post Reading

1. Ask children to sit in groups and enact the whole story as a drama.
2. The following questions may be asked:
3. What are the main events in the story?
4. Where do these events take place?
5. Who are the characters?
6. What are their actions?

7. What are their dialogues?

- *Let groups present the drama. They may use masks.*
- *Give feedback to each group after the presentation*
 1. Did you enact all the sequences of events?
 2. Did you present all the dialogues? Did you add any dialogues of your own?
 3. Were the actions and movements of the character OK?
 4. What changes would you make if you present it again?

Note:

For activities related to vocabulary and grammar, ask children to do the task individually. Then they can sit in groups and share their ideas. You may give feedback to the whole class when the group work is completed.

Exercise – II on page 10 (Writing a story based on pictures)

Process:

Look at the pictures given on page 10.

- 1) Who are the characters in the story?
 - 2) What is the story about?
 - 3) What do you see in the first picture?
 - 4) What do you see in the second picture?
 - 5) What do you see in the third picture?
 - 6) What do you see in the fourth picture?
 - 7) What do you see in the fifth picture?
- *Elicit responses and write the characters and series of actions on a chart*

Series of actions:

- 1) Two cats found a piece of bread.
 - 2) They started fighting for the bread.
 - 3) A monkey came there.
 - 4) The monkey weighed the piece of bread
 - 5) The monkey ate the bread bit by bit.
 - 6) Finally the monkey finished the bread.
 - 7) The cats became sad.
- *Tell the students these are the events happening in the story.*

- *Take each event and ask the following questions*
 - 1) Who are the characters in the first event?
 - 2) What are they doing?
 - 3) What are they saying or thinking?
- *Elicit responses and write their ideas on a chart.*

Group Work:

- *Ask the children to sit in groups and write dialogues for each event. You may give the following instructions:*
 1. Read the series of events.
 2. Write the dialogues for each event.
 3. Discuss and share your ideas.
 4. Write the story of two cats in your notebook each event followed by dialogues.
 5. Discuss the beginning sentence of the story.
 6. What would be the last sentence of the story?
 7. Write the story on a chart.

Group Presentation:

- *Let the groups present the story one by one.*
- *Let the other groups comment on the presentations*
- *You may give feedback asking the following questions.*
 - 1) Did you cover all the events?
 - 2) Are the dialogues sufficient?
 - 3) Do you want to change any dialogue?
 - 4) Do you want to add dialogue?
 - 5) Do you want to make any changes to the ending of the story?

Editing:

Follow the process of editing suggested earlier.

Teacher's version:

One day, two cats found a piece of bread. They both wanted to eat the bread. They started fighting for the bread. "The bread is mine."

"No, the bread is mine." A monkey came there. It asked, "Why are you fighting?"

The cats said, 'this bread is mine.'

The monkey said, "Don't worry. I will make this into two halves." The monkey made two pieces and weighed the bread. One piece was a little bit more. It ate the bread bit by bit. Finally the monkey finished the bread.

'I am sorry,' said the monkey and ran away. The two cats became very sad.

B – Reading

Lollipop Lady (Poem)

Process:

Picture based Interaction

- 1) What do you see in the picture?
 - 2) Where are the children going?
 - 3) What is the traffic woman doing?
 - 4) Where is the traffic woman?
 - 5) What will the children ask the traffic woman?
 - 6) What is she holding in her hand? How is it?
- Write the key expressions on a chart
 - Traffic – trucks – cars, little children, middle of the street – magic stick – lollipop lady
 - *Sing the song 2 or 3 times.*
 - *Let the children sing after you.*
 - *Ask the children to sit in groups and sing together looking at the text.*

Interaction based on the text:

- 1) What does the child call the traffic woman?
- 2) What does she do standing on a busy street?
- 3) Why will the children be late?
- 4) What do the children want the Lollipop Lady to do?

Transact the comprehension exercises I and II on page 12.

Follow the process suggested earlier.

C Reading

The Monkeys Go Fasting

Picture based Interaction.

- 1) What do you see in the first picture?
 - 2) What do you see in the second picture?
 - 3) Who do you think is the monkey who is standing?
 - 4) What are they talking about?
 - 5) Can you guess the story from these two pictures? What happened first? What happened after that? How did it end?
 - 6) Why do you think they kept bunches of bananas with them?
 - 7) Why have the monkeys put the bananas in their mouth?
- *Elicit responses and write key words and expressions on the BB.*
 - *Follow all the processes of reading.*
 - *Ask a few analytical questions.*
- 1) Why do you think the monkeys decided to go on a fast?
 - 2) Why did the monkeys like the chief's wife's idea?
 - 3) Why did one youngster suggest peeling one banana and keeping it ready to eat?
 - 4) Why did the monkey chief accept the suggestions at every step of fasting?
 - 5) Why did the father monkey accept the little monkey's suggestions?
 - 6) What would you do when you decide to go on a fast?

Project Work:

Interaction:

- 1) Children what are the food items you regularly eat?
 - 2) What are the food items you get packed in wrappers?
 - 3) Write the list of food items you get in wrappers.
- *Put the children in small groups. Ask them to collect wrappers of food items and bring them the next day.*
 - *The next day they can complete the table related to Project work given on page 15.*
 - *Let each group draw the table on a chart and fill it up with the information it has collected and shared.*

- They can exhibit the charts on the wall of your classroom.
- Interact with the groups in the following manner:
 - 1) What are the items you collected?
 - 2) Which items does your group like to eat the most?
 - 3) What is the costliest item in the table your group has prepared?
 - 4) What is the cheapest item in the table?
 - 5) Why is it important to look at the expiry date of an item?
 - 6) What would you do if you bought an item whose date had been expired?
- *Let them write the report based on the points discussed.*
- *Let the groups present what they have written before other groups.*
- *Invite reflections from the other groups on the presentation.*
- *Give feedback on the project work.*

Process of generating drama/ role – play.

Objectives:

Children you know the story of 'A miller, his son and his donkey.'

Do all events take place in the same place?

Look at the text book and find out the places where the actions are taking place.

Elicit and write down the place names

Places of action (scene).

1. On the way to market.
2. On the way to market.
3. On the way to market.
4. Near the market place.
5. At the river bank.

Who are the characters in these places?

Elicit and write down the names on the chart against each place.

Places of action (scene) – characters.

1. On the way to market - miller, son, donkey, a group of girls.
2. On the way to market - miller, son, donkey, an old man.
3. On the way to market - miller, son, donkey, a gang of young fellows.
4. Near the market place - miller, son, donkey, a townsman.

5. At the river bank - miller, son, donkey, a crowd.
- These characters are doing some actions and also talking.
 - You may sit in small groups. Go through the text book and picture. See what they are doing.
 - Write the dialogues for each action taking place in the story.
 - Discuss with all your group members while writing the dialogues of the characters.
 - (You (teacher) may assign one action for each group)
 - *Let groups plan the drama by allotting character to each member of the group.*
 - *Let them practice the dialogues.*
 - *Let them present their drama in groups.*
 - *Elicit reflections of the team members on their performance.*
 - *Elicit feedback from other groups.*
 - Give your feedback using the following questions.
 1. Did you cover all the events?
 2. Are the dialogues sufficient?
 3. Do you want to add more dialogues?
 4. Do you want to change any dialogues?
 5. Was the whole class able to hear your dialogues.
 6. Did you say dialogues with emotions like joy, sadness, anger etc?

Process of performing choreography

Lollipop Lady- Poem.

Process:

1. Sing the poem three or four times to register the tune and rhythm.

- 1) What is the theme of the song?
 - a) Read the first 5 lines of the song.
 - b) What do they talk about?
 - Lollipop Lady
 - Lollipop Lady,
 - Wave your magic stick
 - And make the traffic

- Stop a while.
- *Elicit responses and identify the theme of the above lines.*

These lines talk about the role of a traffic woman.

2) a) Read the next four lines.

b) What do they talk about?

'So we can cross the street.

Trucks and cars

Rushing past

Have no time for little feet.'

- *Elicit responses and identify the theme of the above lines.*

(These lines talk about the traffic and little children)

- *Read the next four lines.*

b) What do they talk about?

'They hate to wait

Especially when late

But we'll be late too

Except for you.'

- *Elicit responses and identify the theme of the above lines.*

(These lines talk about the children crossing roads.)

- *Read the next 5 lines.*

c) What do they talk about?

- 'So Lollipop lady,
- Lollipop lady
- In the middle of the street
- Wave your magic stick
- And make the traffic
- Give way to the little feet.'

- *Elicit responses and identify the theme of the above lines.*

- (These lines talk about the plea of children to the traffic woman / lollipop lady.)

II. What are the actions involved?

1. A traffic woman controlling traffic
2. Different vehicles moving on the road
3. Children trying to cross the road.
4. Children waiting for the traffic to give way to them.
5. Children plea to the lollipop lady.

III. Who are the characters?

1. Traffic woman
2. School children

IV. What is the location

On a busy road full of trucks and cars rushing past

V. How can we communicate to the audience about the location?

The chorus team can set the setting of the choreography.

VI. Decide the sequence of the actions for the chorus.

VII. Decide the actions of the central characters

- a. Traffic woman controlling traffic
- b. School children unable to cross the road
- c. School children waiting
- d. School children's plea to the Lollipop lady
- e. While the chorus team is singing the song, the characters do the actions.

VIII. Perform the choreography

Process for diary writing:

Interaction:

Children you have read the story 'Honesty' of Unit 7.

- 1) Who is the main character in the story?
- 2) Chinna gave back the twenty rupee to the fruit seller.
What are his feelings at this point?
- 3) How is his mood? (sad/happy/angry/ disappointed etc)
- 4) Chinna wants to write his feelings in his diary.
What events will he write?
- 5) What feelings would he express?

Individual writing:

Write the diary entry individually in your notebook.

Ask a few questions on the features of a diary

- Did you write personal feelings of Chinna?
- Are the events in his diary routine?
- Have you used variety of sentences?

Group Work:

Let the children sit in groups and share their work in groups on the above questions asked. Write Group Work on a chart

Group Presentation:

Ask children to present in groups.

- Ask groups to reflect on their group works.

Feedback:

Conduct a session to give feedback.

- What changes will you like to make to your diary entry if you write it again?
- Check if you have written all the events.
- Are the events routine?
- Are the feelings properly expressed?
- Did you use proper pronouns wherever necessary?
- Give qualitative feedback.

@@@@

CLASS – 5

UNIT -1 : Let's Be Friends

Initial interaction:

- Ask the following questions and interact with the children
 - 1) Who do you play with?
 - 2) What things do your friends do?
 - 3) Who is your close friend(s)?Why?
 - 4) Is there anyone that you don't like to be your friend? Why?
- Elicit free responses from your children.
- Let them express their ideas in mother tongue.
- Write the keywords, relevant expressions in English on a chart and megaphone them.

The following are the expected keywords/ expressions from children.

*brother, sister, friends,
play, sing songs, dance, jump.....*

*He kicks me
He throws stones at me
He teases me
He pinches me*

- The above responses can be used as a subtext that will help the child read the main text.
- Note: Whenever you interact with your children, the ideas/ expressions elicited should be written on a chart. This can be used as additional reading material and this will also help them reading the text without hindrance .When children exposed to these charts every day which will help them to widen their knowledge to the world of English.

Processing of a narrative:

Note: The narrative is given at the end of the textbook. While processing the narrative it has to be elaborated in different slots and responses should be elicited and same may be written on the chart.

- Let's listen to a story of a naughty boy.
- Make children sit in 'U' shape and draw their attention towards the narrative
- Don't translate or explain the narrative in M.T.
- Present the narrative pausing at appropriate places using facial expressions, gestures.....

Ding..... Ding.....

The school bell rang

After the break time children have entered the class.

Suddenly class V children heard a scream 'ouch!'

Hey Raghu! What happened?

Raghu's eyes were brimming with tears

Why are you crying? The boys and girls surrounded Raghu.

Hari pinched me,

Why?

'I don't know'

Ah! Ah! Ah! Hari entered the class laughing.

Interaction:

- 1) Why is Raghu crying?
 - 2) How do you feel if somebody pinches you?
 - 3) What do you say about Hari?
- Elicit responses and write on the chart you may get the following responses.

*Hari pinched him
I feel hurt
Hari is a naughty boy*

Narrative continues:

Oh! He is really bad.

'I hate him,' said Swapna rubbing her nose.

'I too hate him, he always pinches and pushes,' said one of the girls.

'I'll never sit beside him', said Rahul.

'I hate the sight of him'.

'The thought of playing with him irritates,' said the other boys.

As the children were talking, the teacher entered the class.

The children went back to their seats.

'What happened, Raghu? Why are you crying?' asked the teacher.

Interaction:

- Ask the following questions and elicit free responses.
 - 1) What did Swapna say about Hari?
 - 2) What do you think children would tell the teacher?
 - You may expect the following response. Write them on the chart.

*Oh! he is really bad.
I hate him
Hari pinched Raghu.*

Picture based interaction: (Whole class)

- ❖ Let the children sit in groups
- ❖ Show the picture on page no.1 and ask the following questions.
- ❖ Where are the children?
- ❖ What is Hari doing?
- ❖ Why are some children standing outside the room?
- ❖ What is there in Hari's hand?
- ❖ What do Hari's classmates think about him?
- ❖ Suppose you were in Raghu's place would you allow that?
- ❖ Do you accept Hari as your friend?
- ❖ Elicit free responses and write them on the chart. The possible subtext may be like this.

Hari, the naughty boy

The children are in the school

Hari is pinching Raghu

There is a pin in Hari's hand

Some children stood outside the class, fearing Hari.

Hari is a naughty boy

No, I don't allow.

I don't accept Hari as my friend.

Picture based interaction: (Whole class)

- Show the picture on page no.2 and ask the following questions.
 - 1) Who do you think is the boy standing at the door? How do you say?
 - 2) Why are the children running away from the boy?
 - 3) Why is the boy holding a pin in his hand?
- Elicit responses and write on the chart.
- The possible subtext may go like this

Children's fear

Hari, with a pin in his hand, is standing at the door.

He teases his classmates by pinching them and pricking them and pricking them with pin.

Children are running away from Hari.

They fear Hari a lot.

Reading Segment 1

Processing of Reading:

- ❖ Ask children to read the first two paragraphs of the text. 'Let's be friends'.
- ❖ Invite their attention to the chart that was generated.
- ❖ Ask the following questions.
- ❖ How do Hari tease the boys and girls?

Collaborative Reading:

Let the children share their reading experience.

Let them identify the characters, events, dialogues, settings and anticipate further events

Let them share what they understand and what they didn't understand.

- ❖ Ask children to sit in groups and share their reading experience.
- ❖ Let them share the ideas one by one.
- ❖ You may ask the following questions.
- ❖ What kind of a boy was Hari?
- ❖ What did Hari love to do?
- ❖ How did Hari tease the boys and girls?
- ❖ Why didn't the children like to tell their teacher about Hari?

Loud Reading:

Read the text aloud with proper stress, intonation, voice modulation.

Ask a few students to read the text aloud.

Post reading

Discourse task- Written Description (Group task)

Ask the children to sit in groups and look at the picture on page 2 and write what is going on? Give a suitable title to it.

- Move around the groups and pose some questions to channelize their thoughts.
- Ex:
 - 1) Who is standing at the door?
 - 2) What is he showing? What will he do with it?
 - 3) Who do you think the other boy is?
 - 4) Why are the other children running away?
 - 5) Where does he like to go?
- Ensure that every group come up with 3 or 4 sentences .
- Ask the children to give a title to their description.
- Let the groups present their versions
- Give feedback for one group product by using the following questions.

1) Do you go with this sentence or do you want to add, change, delete any word/ spelling/ word order.

- Edit the group product by negotiating with the children
- Present the teacher's version

Teacher's version

Naughty Hari

It is class V. Hari is standing at the door. He is showing a pin to his classmates. He likes to prick his classmates. Raghu wants to go inside the class. The other children are feared and started running away.

- Ask the children to rewrite based on the feedback they received and teacher's version.
- Make a big book with the edited & refined group products.

Continue the Narrative:

Reading Segment – 2:

Note: This narrative aimed at bridging the slot I with slot II

This is the continuation of the narrative given in the beginning.

The teacher has to create/ generate his/her narrative to bridge the slots which help the children to read further.

Raghu, why are you crying?' Teacher asked again.

Nothing madam, said Raghu

Then the headmaster entered the class

'Good morning sir'

Yes, very good morning.

Here is an announcement for you.

All children kept quiet.

"There will be a picnic on Sunday.

Raise your hands who are interested to come."

"Many children raised their hands."

The headmaster said, "madam, give me the list of your class"

"O.K. Sir"

The headmaster went to another class.

"Where will we go madam?" asked Raghu.

"Where do you like to go?" asked Usha madam.

Some children shouted

"Araku valley"

Oh! Araku valley! It is far from here.

Again children shouted.

To beach, madam.

O.K. Let's suggest our headmaster to take you to the seaside

Interaction:

- 1) Why did Raghu say 'nothing, madam!'?
- 2) Why do children like to go to picnic?
- 3) Have you ever gone to picnic? Where?
- 4) Who do you like to go for a picnic with?

Individual reading

Ask the children to read the passage from.

'It so happened that.....He took out his lunch and looked at it.'

Follow the process of reading suggested earlier.

Collaborative Reading:

You may use the following questions

- 2) Where is the event taking place?
 - 3) What characters are involved?
 - 4) What is going on?
- Display the glossary on a chart

Loud Reading:

Read the passage aloud following all the prosodic features.

Interaction:

- 1) Why did nobody want to sit beside Hari?
 - 2) Why was Hari angry?
 - 3) What might be there in Hari's lunch box?
- Elicit responses and write them on a chart.
 - Let a few children read the text aloud.

Discourse task - picture based description

- Ask the children to look at the picture given on page no. 3
- Interact with the children by asking the following questions
 - 1) Where are the children going? How?
 - 2) How are the children?
 - 3) A boy sat alone. Who is he? Why?
 - 4) Is Hari happy or sad?
- Let the children describe the picture individually.
- Let them write in their notebooks.
- Present your version and ask them to refine their versions.

Teacher's version

Children are going for a picnic in a train. They are happy. Hari sat alone. Because nobody is interested to sit beside him. Hari is sad.

Continue the Narrative:

All children are playing
But Hari is not playing
He sat alone near a rock
Nobody is playing with him.
He opened his lunch box.
Hey Swapna! Look Hari.
He sat alone.
Shall we go there, asked Pavani.
'Oh! no! He is a naughty boy'.
He always pinches and pricks.
I hate him.
Then they heard a shout.
Children! All of you come! Lunch time.
Usha teacher shouted.

Interaction:

- 1) Will the children share their lunch with Hari?
 - 2) How does Hari feel?
 - 3) What would children bring for their lunch?
- Elicit responses and write on a chart.

Picture based interaction:

- Ask children to look at the picture given on page no.4
- Interact with the children by asking the following questions.
- 1) What do you see in the picture?
 - 2) Why is Hari crying in pain?
 - 3) What will Hari do now?
- Elicit free responses from the children. Let the children say in M.T. Write the answers in English and megaphone.

Ex:

Hari, eggs, bread, lunch box, rocks, crabs, lobsters.

Crab pinched Hari

He will run away from there.

Reading Segment - 3

Individual Reading:

- Let the children read the text "Wow! It's a good lunch the little boy yelled."
- Follow the process given earlier.

Collaborative Reading:

- Follow the process given earlier.

Discourse task: conversion

- Ask the children to look at the picture on page no.2
- Let them develop a conversation
- You may ask the following questions.
- 1) What will Hari say?
 - 2) What will Raghu say?

3) What do other boys and girls say?

- Elicit responses and write them on a chart
- It may go like this

Hari: Stop! Where do you go?

Raghu: Inside the classroom

Hari: Oh! Look at this!

Raghu: Pin, what do you do now!

Hari: Prick anybody who enters the class.

Boys and girls: Oh! Let's not go to the class, Hari will prick. Run! Run!

Reading Segment – 4

Individual Reading:

- Let the children read the text .

'Ah, here is my good cousin, I shall not pinch or prick anyone anymore.'

- Follow the process suggested earlier.

Collaborative Reading:

Follow the process suggested earlier

- ❖ You may ask the following questions.

- 1) What characters do you observe?
- 2) What did lobsters say to Hari?
- 3) How did Hari feel?
- 4) What did Hari decide at last?

Loud Reading:

Follow the process suggested earlier.

Narrative continues:

Hari is very sad.

He is hungry, but not interested to eat anything.

Hari reaches home in the evening.

His father asked "How is the picnic?"

He didn't say anything.

"Come for dinner" his mother

Hari finished his dinner and went to bed.

But he couldn't sleep

His thoughts are filled with sitting alone in the train, being alone in the picnic, pinching by crabs.....

He decided one thing that night.

Write the thoughts of Hari in the box given in page 11 of TB.

Narrative continues:

Next morning Hari woke up early. He wanted to talk to Raghu. He reached school early waited at the school gate for Raghu to come. Raghu came after sometime.

Complete conversation that took place between Hari and Raghu given on page.12.

- Ask the children to write the conversation individually in their textbook.
- Move round the class. Ask probing questions to channelize their thoughts.
- Let the children sit in groups and do the task in groups by sharing their ideas.
- Edit one group product.
- Display your version and ask the groups to refine their group and individual versions.

Teacher's version

Hari: Please, Raghu don't go away.

Raghu: I don't want to talk to you.

Hari: Why?

Raghu: You are a naughty boy.

Hari: Sorry

Raghu: You always pinch & prick us.

Hari: Sorry, I shall not pinch and prick anyone anymore

Raghu: Promise.

Hari: Sure.

Raghu: O.K Hari. We're friends now

Hari: Thank you. Raghu

- Ask them to sit in pairs. Assign the roles of Hari and Raghu.
- Let the pairs plan and prepare to perform their roles.

- Ask any 2 or 3 pairs to perform the role – play.

B: Reading Poem

Interaction:

- 1) How many children do you see?
- 2) What are they doing?

Individual reading:

- Ask the children to read the poem on page no. 13.
- Elicit the main theme of each stanza of the poem.

Ask specific questions:

- 1) What does the first stanza tell?
- 2) What do the best of friends do when you feel down?
- 3) How do the best of friends can change a frown into a smile?
- 4) What emotions does it contain – anger, pain, hope etc.

Collaborative Reading:

- Let the children sit in groups and share their reading experience.
- Let them share one stanza at a time.
- Continue sharing till you complete all the ideas.

Scaffolded Reading:

- 1) Ask the following questions.
- 2) What do you mean by the best of friends?
- 3) When do you feel down? Why?
- 4) What do the best of friends do when you are in trouble?
- 5) How do you say your friends take care of you?
- 6) How do you love your friends?
- 7) What does the poet encouraging?

Loud Reading:

- Read the poem aloud with proper pauses, stress, tone, rhyme and rhythm.
- Ask the group to read loudly
- After the loud reading by a group give feedback by interact with them.

The line 'The best of friends' appears in all the stanzas.

- 1) What do you say about this?
- 2) What things do the best of friends do?

3) Do you support the poet on friendship?

Post Reading:

➤ Ask children to do the following tasks in their notebooks.

Task-I:

Who is your best friend? Why is he/she your best friend?

Task-II:

Narrate an incident when either you helped a friend or got help.

C. Reading:

Reading Segment – 1

Interaction:

- Show the picture on page no. 15
- Interact with the children by asking the following questions.
 - 1) Where is the boy?
 - 2) What is he writing?
 - 3) How is the sky?
 - 4) What time is it?

Presenting the narrative:

Hari came from the picnic in the evening.

He is very hungry.

Mummy! Mummy!

Give something to eat quickly

Why are you so hurry, Hari.

First go and take you bath.

I'll arrange dinner for you.

Where is Suma?

Oh! your sister has gone to her friend's house.

She is always go to friend's house.

But don't want to go.

O.K, O.K, go take bath first.

Hari took his bath and completed his dinner.

Before he go to bed, he remembered the essay competition on the next day.

He took a paper, pen and started jotting down the points.....

Interaction:

- 1) Why is Hari hungry?
- 2) What do you say about Hari and his sister Suma regarding friendship?

Individual Reading:

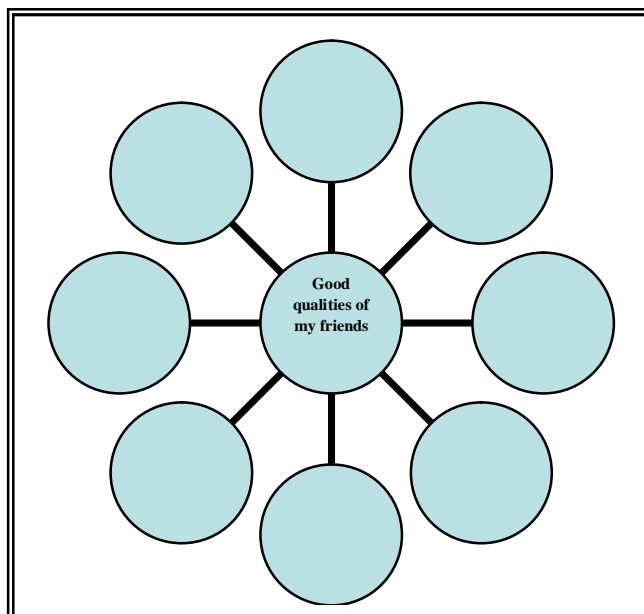
- Ask the children to read the essay 'True Friendship' in page no.15
- Friendship binds..... each other for long.

Interaction: (Questions for generating possible subtext.)

1. Why do you share your feelings more with? Why?
2. What qualities do you like in your friends?
3. Do you think friendship is purposeful? Why?
4. Who is a true friend?
5. What do you want to share with a true friend?

Collaborative Reading:

- Ask the children to sit in groups and read the essay 'True Friendship' first two poems.
- Let them share their reading experience.
- Develop a concept map.



- Draw a circle in the middle of a chart and write 'Good qualities of my friend' in it
- Elicit responses and write on the chart.

Group Task:

- Ask the children to sit in groups.
- Ask them to list the qualities in the table given on page no. 17.
- Let the group present and other group share

Reading Segment – 2

Interaction:

- 1) Who do you think is a true friend?
- 2) How do you keep away from false friends?
- 3) Elicit responses and write them on a chart.
- 4) Display glossary.

Individual Reading:

- Ask the child to read individually from we must guard.....
 - I'm special and there is no one.....
- Ask the following questions.
 - 1) Why should we guard against our false friends?
 - 2) Why are some friends called summer friends?
 - 3) How do you know that you have found a true friend?
- Elicit responses and write on the chart

Collaborative Reading:

- Let the children sit in groups and share their reading experience.
- Move around the groups and elicit the main ideas.

Loud Reading:

- Follow the process suggested earlier.

Discourse task – writing a Paragraph (Group)

- Ask the children to develop a paragraph on true friendship

Presentation by one group:

- Ask a group present their version
- Let the other groups share their ideas.
- Edit the group product negotiating with the other groups
- Display your version
- Ask the groups to refine their versions from the teacher's version
- Now ask the children to write individually in their textbooks.

Textual Exercises.

Process suggested transacting the textual exercises after the main reading text.

- ❖ Whole class interaction
- ❖ Elicit responses and write on key words on a chart.
- ❖ Put children in small groups
- ❖ Let the children read the exercises in group and discuss.
- ❖ Let them share their ideas in their groups.
- ❖ Let groups present their answers one by one.
- ❖ Let other groups reflect and suggest changes.
- ❖ You (teacher) consolidate the group work

Writing I on page no.10 (Whole class)

- Ask the children to read the instruction given under writing I on page no.1
- Ask the children read the notice.
- Ask them the following questions.
 - 1) How are the sentences in the notice?
 - 2) Why notices are displayed?
 - 3) What is the size of the letters used in a notice?
- Discuss with the class and arrive at the features of a notice such as
 - 1) In notices instruction are given.
 - 2) Open sentences are used in notices.
 - 3) Notices are to be read not to invite the troubles.

Group Work:

- Ask the children to sit in groups.
- Prepare notice given in page no.11
- Let one group present their version
- Consolidate by negotiating with the other groups.
- Present your version.
- Let the groups edit their notebooks.

@@@

CHAPTER – 4

Unit wise slots wise identification of discourses

CLASS – II

Unit – 1 : AT THE ZOO

A – Reading –At school

Slot	Reading Text	Possible Discourse
Slot - 1 Page-3	<i>The van was moving. "Stop!Stop! Saleemunclle, please stop!" shouted Abhi. "Stop!.....coming" shouted the children in the van.</i>	<i>Description :feelings of Abhi</i> Abhi failed to catch the van. Think and say what the feelings of Abhi are.
Slot – 2 Page 3,	<i>Saleem the van driver stopped the van.Abhi got into the van.</i>	<i>Conversation</i> Abhi got into the van .Write the possible conversation between Abhi and his friends.
Slot – 3 Page -3	<i>Lo! The van was going to the zoo."Pom..., Pom..,Pom..,"</i>	<i>Guess and say</i> Abhi and his friends are now going to zoo.Say about their feelings.

B. Reading – At the zoo (Picture reading)

Picture page 4	Abhi and his classmates are now at the zoo.	<i>Picture description</i> Transact the exercise given on page6 Describe the picture given.
-------------------	---	---

C. Reading – Sing, dance and add lines

Slot – 1 Page – 12	The monkeys are jumping Just like this, just like this. The peacocks....this	<i>Add more lines to the song</i> <i>Complete the lines given on page no12.</i>
Slot – 2 page no 12	The elephants arethis	<i>Add more lines to the song</i> Add your own lines the song. With new birds and animals.

Unit – 2

A Reading –WHERE ARE YOU SWEETY?

Slot – 1 <i>Page 14</i>	Picture reading. Four characters are picture. Observe the picture.	<i>Conversation</i> Write the possible conversation between the old man and the boy, The woman and the girl.
----------------------------	--	---

B. Reading – Where are you, Sweety?

Slot-1 page 17	Abhi and Meena are looking for the kitten,Sweety. Meena is looking on the cupboard.	<u><i>Guess and say.</i></u> <i>Where is the cat, sweety is now?</i>
Slot – 2 page17	Now they are looking for sweety in the garden. Suddenly they hear ,"Mew mew." Meena looks..... Meena says,".....come down".	<i>Conversation:</i> Write the conversation between Meena and Abhi when they saw Sweety on the tree.
Slot – 3 page-17	Abhi and Meena run..... Abhi requests his father.... "Ok,..Ok...Don't worry,"..... Sweety runs to Abhi.... Abhi and Meenasay,"Thankyou,daddy."	<i>Oral – Role Play</i> Ask the children to role-play. Abhi,Meena,Mohan,Sweety are the characters.

C– Reading, My little Sweety (Poem)

<i>Full poem page-24</i>	My little Sweety Jumping here and there.	Add lines to the song: Complete the song given on page no24
--------------------------	---	--

Unit – 3 A Reading: A VISIT TO UNCLE'S HOUSE

Slot – 1 <i>Page 26</i>	Picture based Interaction Three children are in the picture.	Description of the picture Say what did the children are talking.
----------------------------	---	--

Unit 3 B READING A VISIT TO UNCLE'S HOUSE.

Slot – 1 <i>Page-27</i>	Siddu is happy. He is.....his father. He is.....house. Now, they..... The bus stops. Siddu is sad.	Description: Siddu and their father are in the bus stand. Describe what you can see in the bus stand.
Slot – 2 <i>Page – 28&29</i>	People come..... They see a jeep..... But it..... Siddu looks sad.	Conversation Siddu was disappointed when the jeep does not start. He and his father stand on the roadside. Now write the possible conversation between Siddu and his father.
Slot – 3 <i>Page 29&30</i>	They see a bus.....It moves. Soon Siddu.....and autos. They walk.....uncle is at he door. Siddu lookedplay with them.	Description: Siddu and his father traveled in cart, in bus to reach his uncle's house .You describe which vehicle do you like to travel and why?

C . UNIT 3 READING ALL DAY LONG (POEM)

Full poem <i>Page 86</i>	The wheels on the bus go round..... The engine on the train....., chuk all day along.	Add lines to the poem: Complete the poem given on page no35
-----------------------------	---	--

Unit – 4 : A Reading, MY VILLAGE FAIR

Slot – 1 <i>Page 39,</i>	Look at the picture and observe it	Description The picture is about a village fair .Now you write a brief description about the fair you visited.
-----------------------------	------------------------------------	---

Unit 4: B Reading : MY VILLAGE FAIR

Slot – 1 <i>Page 39&40,</i>	Abhi and his grandfather..... Abhi:I want a toy car. Grandpa:Alright,Take one of them.	Conversation Abhi wants a balloon, he went to the balloon seller to buy the balloon .Now you write the conversation between Abhi and baloon seller.
<i>Slot -2</i> Page - 41&42	Now, they.....in the shop. There is.....the rat. Sweety....runs away. Abhi catches Sweety.	Description Sweety did funny things in the toy shop say what are the feelings of Abhi when he chasing sweety.
Slot-3 43&44	Now they see ice-cream The see a merry-go-round. Suddenly Abhi see a..... Sweety,Abhi.....	Conversation Write the possible conversation between Chinna and Kamala

Unit-5 SNOOPY COMES TO THESCHOOL

C -Reading – Come little children

Slot - 1 <i>Page-61</i>	Come little children..... This is the place to sing and dance	Adding lines: Complete the lines given on page no 61
----------------------------	--	---

UNIT 6 Rain...Rain... A. Reading –

Slot-1 page 64	A boy watching the rain from window	<i>Description:</i> Say how do you spend your time on a rainy day.
-------------------	-------------------------------------	---

B. Reading –

Slot – 1 <i>Page- 65&66</i>	It's raining. Abhi and Siddu are floating..... They are happy.	Conversation : Abhi ,Siddu and other children are playing in the rain .Write the possible conversation between them.
------------------------------------	--	---

Slot – 2 <i>page no</i> 67	Meena is standing..... Meena wants to play. Meena is turning..... She is happy.	Conversation: Transact the conversation given on page no 71.
----------------------------------	--	---

C Reading. Rain on the green grass....

Slot – 1 <i>Page 73</i> Full poem	Rain on the green..... Rain on everything. But not upon me.	Adding lines: Complete the lines given on page no 73
--	---	---

UNIT 7 A- Reading – HERE IS YOUR COIN.

Slot-1 page 75	Picture reading: Many games are given in the picture. Observe them	Description: From the given picture pick one of the game you like and write about it.
-------------------	---	--

UNIT 7 B –Reading, HERE IS YOUR COIN

Slot – 1 Page 76&77	Abhi, Meena and Siddu are..... Siddu bowled to.... Abhi hit the ball. Teja did not..... He picked.....the ground	Description: Write the names of the cricket team members from your class and what areas they will play ,like Bowler ,Batsman etc.
Slot – 2 page- 77&78	Abhi, Siddu, Meena and Rahim ran to Teja. conversation took place between them	Oral – Role Play Ask the children to role-play. Abhi ,Siddu, ,Meena, Teja, Manu are the characters.

Unit – 7 C Reading, HERE IS YOUR COIN. HERE WE PLAY(POEM)

<i>Full poem</i> <i>page-86</i>	Here we play..... Every day evening,.....	Add lines to the song: Complete the song given on page no 86
------------------------------------	--	---

Unit 8 A-Reading MY WISH

Slot 1 – <i>Page 88</i> <i>Full poem</i>	Picture reading; The picture is about a boy's dream observe it.	Description of the picture: The boy is dreaming. Describe a dream you got.
--	--	---

Unit 8 B Reading MY WISH

Slot – 1 <i>Page-90</i>	Once there..... One day they found a magic lamp. Each one had.....to ask for.	Conversation : Write the conversation between genie and elephant, crocodile ,giraffe.
----------------------------	---	--

Slot – 2 <i>Page 91&92</i>	The genie of the lamp..... The genie once again granted.....wishes. Giraffe got.....neck.	Description: In the story elephant, crocodile, giraffe are having their own wishes. Now you write about your wish.
-----------------------------------	---	--

Unit 8 C . Reading IF GENIE APPEAR..... (POEM)

Full poem <i>Page 96</i>	Little Abhi, To see many wonderful things.	Add lines to the poem: Complete the poem given on page no 97
-----------------------------	---	---

Unit – 9 : A Reading, WHAT'S MY NAME?

Slot – 1 <i>Page 98</i>	Look at the picture and observe it	Description: In the picture the fly met the flower . Write the possible conversation between flower and fly.
----------------------------	------------------------------------	--

Unit 9 :B -Reading, WHAT'S MY NAME?.

Slot – 1 <i>Page 100</i>	The fly went to an old woman. The fly went to her son. "I am very..... Go and ask the barber," said the potter.	Description: Old woman's son is a potter. Write about your father's profession.
-----------------------------	---	--

Slot -2 Page - 101	The fly went to the barber..... The fly went to the tailor..... The fly went to the cobbler...	Description: No one said the name of the fly. Describe the feelings of the fly. Orally or written.
Slot- 3 101	She was slowly flying..... Children are playing.... He saw the fly "Hello fly....?" It jumped and danced again.	Oral -Role Play: Characters are : old woman, potter ,barber, tailor, cobbler, children, Siddu and the fly.

Unit 9 C - Reading, WHAT'S MY NAME

Slot- 1 Page-107 Full poem	There is a cobbler..... And a bang ,and a bang.....	Add lines: Add lines to the given poem.
-------------------------------------	--	--

UNIT - 10: A. Reading, TOGETHER WE PULL

Slot - 1 Page 111	The boy is eating his favorite dish in the picture.	Description: Write the description about your favorite dish.
-------------------------	---	---

UNIT 10 B. Reading, TOGETHER WE PULL

Slot - 1 Page 112	Appu wanted.....pulled the carrots out. But one carrot... Then he called Meena.	Description of thoughts: Appu was not able to pull the carrot. Now you say how you will take out the carrot if you are in Appu's place.
Slot - 2 Page 113	"Meena, please....out" Meena pulled Appu and..... They pulled and pulled,..... Could not pull the carrot out.	Description: Transact the writing about two vegetables which are pulled from the soil given on page no121

UNIT 10 C. Reading, TOGETHER WE PULL SING AND ENJOY.

Slot - 1 Page 123 Full poem	Tomatoes and carrots Strong and smart.	Add lines: Complete the song given on page no123.
-----------------------------------	--	--

CLASS- 3

Unit : 2 THE LITTLE RED HEN		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1. One day the little red hen... all the grains of wheat. 2. "Who will take the wheat... to teach them a lesson." 3. "Who is going to eat... the pig the duck and the cat."	Conversation between the red hen and its friends on 'what to do with the wheat grains?'. Write a recipe to prepare chapathis/rotis
VI. Story time	Full story	Conversation between the lazy rabbit and the other two rabbits (the lazy rabbit saying sorry and asking for carrots.)
Unit : 3 A PHONE CALL		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1. After a few days ... Beach! Hills!! Museum!!! 2. They went in and... and went to grandma's place.	(ORAL) Description of any place visited by you.
VI. Story time	Full story	Continue the Conversation between Suresh and Manoj
Unit : 4 THE MOUSE AND THE PENCIL		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1. The pencil saw a little mouse... under the first one 2. "Is that an apple?... real cat! Help!"	Continue the Conversation between the Mouse and the pencil. Draw a picture of a cat and describe it.

VI. Story time	Full story	Conversation between the lion and the rabbit.(the lion thanking the mouse for saving its life.
UNIT : 5 DEEPAVALI		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.Deepavali is the... like this festival very much. 2.Mohan’s grandfather brought... shall I burst the crackers now?" 3.She said, "Not now,... celebrated Deepavali happily.	Write about any festival you have celebrated recently. Continue the conversation between Mohan and his Grandma about bursting the crackers. Prepare a poster on 'Care to be taken while bursting crackers'
VI. Story time	Full story	Write a message to greet your friends on a festival like Ramzan.
Unit : 6 TREE, THE DEVINE BLISS		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.One day Mother Nature ... men cutting the trees with an axe. 2.The Angel cried ... able to live in future." 3.The old man held ... said the old man.	Describe the picture of 'man cutting the tree' given on page 75 of the text book. Continue the Conversation between Mother Nature and the old man. Write an Oath/message/slogan calling to protect trees.
VI. Story time	Full story	Add lines to the song describing what happened to the seed later.
Unit : 7 SWAMY AND THE MAGIC BEANS		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.Swamy woke up in the morning ... Swamy heard a voice "fee, fi, fo, fun."	Describe the castle (picture given on page 88 of the text book.)

	2.Swamy was frightened ... giant woke up and shouted, "fee, fi, fo, fun." 3.Swamy ran and started ... lived happily ever after.	Complete the story in your words. Swamy wanted to conduct a magic show to exhibit his magic hen and flute. Prepare a poster for the magic show.
VI. Story time	Full story	Write the description of the outside world as seen by the little plant.
Unit : 8 MARY AND THE THREE BEARS		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.Mary was very hungry ... three bears entered the house. 2."someone has been eating my porridge ... and ran out of the house.	Conversation between the three bears when they find the changes in their house. At last Mary reached her own house. Describe Mary's house. You may use the picture given on page no. 107 of the text book.
VI. Story time	1.There lived three sheep ... and knocked the door. 2.But the clever sheep ... out of the house and never returned.	Conversation between the jackal and the sheep at the door. Describe the thoughts of the jackal repenting for the things happened at the sheep's house.
Unit : 9 THE ANIMAL SCHOOL		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.All the animals wanted ... burrowing were not taught in the school. 2.The duck was excellent ... never go against Nature.	Conversation between the cat and its friend, crow about the rejection of cat's admission into the Animal School. Narrate the experience of any animal / bird at the Animal School.

VI. Story time	Full story	Describe the events in the picture of the horse and the pigeon given on page 124 of the text book.
Unit : 10 BIRBAL OUTWITS THE CHEAT		
Text type	Slot from – to	Possible discourses after the slot
III. Read the story	1.This is a scene from ... "Hmmm..Not paid for the water?" (till the end of page 129) 2."My trusted minister, ... Ha.. Ha..Ha.. !!! (till the end of the story on page no.131)	Conversation between Akbar and Birbal about Bajrang's problem. Conversation between Akbar and Birbal making fun of Bajgang and Akbar praising Birbal.
VI. Story time	Full story	Narrate any story you know.(Include dialogues and descriptions where ever necessary.(Group Work)

NOTE: Adding lines to the Rhyme / Song is the common and the most suitable discourse after transacting the Rhyme /Song given under the section – IV.A (Listen and Recite the Poem).

CLASS – 4

Unit – 2, A – Reading – The Miller, His Son and His Donkey

	<i>Slots</i>	<i>Possible Discourse</i>
Slot - 1 <i>Page-18</i>	'One day a miller and his son The least you can do is get down and let your father rest his old bones.	<i>Description of thoughts</i> The old man shouts at the boy and asks him to get down the donkey. What would be the boy thinking now? Write his thoughts.
Slot - 2 <i>Page 18, 19</i>	'Red with shame, the boy..... so the miller lifts his son up, and the two of them ride along.	<i>Conversation</i> The miller and his son are riding along on the donkey. Write the possible conversation between them.
Slot - 3 <i>Page - 19</i>	'However before they reach It falls off the pole into the river.	<i>Generating a play / drama (Oral)</i> Transact the oral skills given on page – 27

B. Reading – The Little Boy and The Old Man

Full poem	The little boy and the old man	-
-----------	--------------------------------	---

C. Reading – A Man of His Word

Slot - 1 <i>Page - 31, 32</i>	'Long long ago in Greece I will die in his place if he doesn't return'.	<i>Feelings of Pythias</i> Damon offered to die in place of Pythias. What would Pythias be feeling now? Write his feelings.
Slot - 2 <i>Page 32</i>	'The king agreed You are free to go home now'.	<i>Conversation</i> The king set Pythias free. Write the possible conversation between Pythias and the king.

Unit – 3, A Reading – The Boy and the Catapult

Slot - 1 <i>Page 36</i>	The oddest fellow in my class He noticed that near the ventilator there was a myna's nest.	<i>Conversation</i> Write the possible conversation between Bodhraj and Bheesham
----------------------------	--	---

Slot – 2 Page 36,37	“The myna’s little ones are up there The birds’ frightened cries filled the air’	<i>Picture description</i> Describe the picture given on page – 37
Slot – 3 Page 37,38	“The kite has been coming here every day I followed”.	<i>Guess and write the story</i> Bodhraj and Bhisham ran towards the door. Now guess and write the remaining story.
Slot – 4 Page 38, 39	“Let’s get out of here We fed the myna’s young and spent time watching them”.	<i>Conversation</i> Transact the writing exercise given on page – 43
B. Reading – Hurt No Living Things		
Full poem	Hurt no living thing	<i>Writing a song</i> Write a similar song talking about different living things.
C. Reading – Saving Birds		
Slot – 1	Scene – 1	<i>Oral – Role play</i> Ask the children to plan and role-play scene – 1
Slot – 2	Scene – 2	<i>Oral – Role Play</i> Ask the children to plan and role-play scene – 2
Unit – 4 : A – Reading, The Unlucky Face		
Slot – 1 Page – 50, 51	‘There lived a merchant called Hirachand The royal doctor was called for’.	<i>Description of thoughts</i> <i>Transact the exercise on page – 57</i> What in your opinion would Akbar be thinking at that time? Write his thoughts.
Slot – 2 Page – 51	The doctor told Akbar to rest and not to eat Hirachand was immediately dragged off to the prison.	<i>Picture description:</i> Transact the oral skills exercise given on page – 54. Describe the picture given.

Slot – 3 Page – 51, 52	Poor Hirachand waited aloud and begged if he wanted anything as his last wish.	<i>Conversation:</i> Write the possible conversation between the executioner and Hirachand.
Slot – 4 Page – 52	I would like to see emperor sent Hirachand away with the gifts.	<i>Conversation:</i> Transact the writing exercise on page-57 Write the conversation between Hirachand and Mani

B. Reading, Superstitions

Full poem	Superstitions page – 59	<i>Writing a song:</i> Write a similar song mentioning some superstitions
-----------	-------------------------	---

C. Reading – Superstitions Around the World

Slot – 1 Page – 61	It is very interesting an open window somewhere	<i>Description:</i> Describe an incident of superstitions you faced / you know
Slot – 2 Page – 62	Generally people say Now can you say what is lucky and what is unlucky?	<i>Write opinion:</i> Write your opinion on what is lucky and what is unlucky.

Unit – 5 : A Reading, Fudi’s Desert Journey – I

Slot – 1 Page 64		<i>Description of feelings:</i> When somebody presents you something, how would you feel? Write your feelings.
Slot – 2 Page – 65		
Slot – 3 Page – 66		<i>Conversation:</i> Fudi wanted to go on the old camel. But his mother was worried. Write the possible conversation between Fudi and his mother.

B. Reading, Fudi’s Desert Journey – I

Slot – 1 Page 69		<i>Description of thoughts:</i> Write the thoughts of Fudi while he was sinking into the quick sand
Slot – 2 Page – 70		<i>Describe the desert:</i> Fudi was travelling in a desert. Describe the desert.

Slot – 3 Page – 71		<i>Diary writing:</i> Write the diary entry of Fudi's journey.
C. Reading, Travelling Travelling		
Full poem Page – 76	Travelling Travelling	<i>Add lines to the song</i>

Unit – 6 : A. Reading, The Colorless Tiger

Slot – 1 Page 80 (para 1)	Once upon a time just drip down off his skin!	<i>Picture description:</i> Describe the picture given on page 80.
Slot – 2 Page 80, 81	He entered the tiger's cage The result was truly beautiful.	<i>Conversation:</i> What did Van cough whisper? What did the tiger say? Write the possible conversation between them.
Slot – 3 Page 81	Everyone who was watching said, "I would never again lose my colour"	<i>Description of thoughts:</i> The tiger was very happy. Write the thoughts of the tiger.
B. Reading, his Last Message		
Full poem Page 86	His Last Message	Describe what would happen if the forests die.
C. Reading, The Lion King		
Slot – 1 Page 87 (2 paras)		<i>Picture description:</i> Describe the picture of forest given on page 87
Slot – 2 Page 88 (2 paras)	'We had enough food to eat respected our freedom'.	<i>Write a poem / song on how animals and birds enjoyed in the forest.</i>

Slot – 3 Page 88, 89	'But now everything has changed Think well! Find a solution to this problem'.	<i>Oral – Role play:</i> Generate a role play between a man and animals in a forest.
----------------------------	---	--

Unit – 7 : A Reading, Ekalavya

Slot – 1 Page 92, 93	Dronacharya was the royal teacher You can go back.	<i>Description of feelings:</i> Dronacharya rejected Ekalavya. How would Ekalavya feel? Describe his feelings.
Slot – 2 Page – 93	Ekalavya was disheartened seven arrows came on after the other.	<i>Conversation:</i> The princes saw the seven arrows shot into a dog's mouth. Write the conversation between the princes.
Slot – 3 Page 93, 94	The princess were surprised. "..... I made a clay image of you and practised shooting arrows," answered Ekalavya	<i>Feelings description</i> Ekalavya made a clay image of Dronacharya. Knowing this, how will Dronacharya feel? Write his feelings.
Slot – 4 Page 94, 95	Dronacharya was excited and felt proud and placed at his guru's feet.	<i>Conversation:</i> Transact writing exercise – 2 on page 98

B. Reading, Our Lips and Ears

Full poem Page 100	Our Lips and Ears	-
--------------------------	-------------------	---

C. Reading, Honesty

Slot – 1 Page 102 (1,2 paras)	While coming back from the school, Chinna laid his head on the table.	<i>Conversation:</i> Write the possible conversation between Chinna and Kamala
--	---	--

Slot - 2 Page 102 (3,4 paras)		<i>Description of thoughts:</i> What would Chinna be thinking now? Write his thoughts
Slot - 3 Page 103 (full)		<i>Conversation:</i> Between Kamala and Chinna
Slot - 4 Page 104 (full)		<i>Diary entry of Chinna</i>

Unit - 8: A. Reading, My letters, My Memories

Slot - 1 Page 108, 109	Mr.Narayana Rao's house is full It's for a good friend of mine	<i>Picture description;</i> Describe the picture given on page 108
Slot - 2 Page 109	"See, grandpa you have to the boy ran after her and brought it back".	<i>Conversation:</i> Write the possible conversation between Koushik and the grandfather.
Slot - 3 Page 109, 110	Mr.Rao took it into his hands and said, twisting up his moustache.	<i>Description of thoughts :</i> Write the thoughts of Koushik about his grandfather.
Slot - 4 Page 110, 111	The family travelled back to Letters are real treasure of our memories.	<i>Writing a letter:</i> Transact the writing exercise – III on page 116.

C. Reading, The Blind Boy

Slot - 1 Page 118	"A blind boy sat on the The boy recognized his footsteps and asked him".	<i>Conversation:</i> Conversation between the blind boy and the man.
Slot - 2 Page 119	"Were you the one who second message was more effective".	<i>Writing a message:</i> Write an effective message to be displayed in a park / bus-stop etc.

CLASS – 5

Unit – 2 : A. Reading – Karate Kitten

	Slots	Possible Discourse
Slot-1	When Rohit wasthe shop owner	Description: Janaki wanted to have a pet. She went to a pet shop. She explained her problem to the shop owner. How would she be explained the problem?
Slot-2	The youngleft for their home.	Description: Janaki paid for the Kitten. Rohit and his mother took the Kitten and came back home. While coming Rohit thought so many things. Write his thoughts.
Slot-3	When they reached Rohit burst into laughter.	Adding lines to the song: Add some more lines to the song, ' Karate Kitten jumps here and there.'

B. Reading – Our Kittens

Full poem	Our Kittens	Description: Write about a kitten that you have seen.
-----------	-------------	--

C. Reading – Kari, the Elephant

Slot-1	Kari, the elephantsaplings for Kari.	Description: Write a small paragraph about Kari.
Slot-2	One day I wasthe best friend I ever had.	Picture description: Look at the picture given on page ---- and write about it.

Unit – 3 : A. Reading – Together We Live

	Slots	Possible Discourse
Slot-1	In Siripuramwill fall sick.	Description: If there is no water in our surroundings, what will happen? Imagine and write your feelings. Present your version in the class.
Slot-2	The people of Siripuramthe doors remained shut.	Description: Town people did not welcome Siripuram villagers. What will villagers do now? Guess and write. Present your version in the class.
Slot-3	Gopanna thoughtwe will return to our village soon.	Conversation: The town head accepted Siripuram villagers to stay in the town. Write the possible conversation between the town head and the village head.

B. Reading – We Shall Overcome

Full song	We Shall Overcome	choreography: Choreograph the song.
-----------	-------------------	-------------------------------------

C. Reading – The Three Little Rabbits

Slot-1	Scene-1	Role play: Ask children to plan and role play.
Slot-2	Scene-2	Role play: Ask children to plan and role play.
Slot-3	Scene-3	Role play: Ask children to plan and role play.
Slot-4	Scene-4	Role play: Ask children to plan and role play.
Slot-5	Scene-5	Role play: Ask children to plan and role play.

Unit – 4 : A. Reading – A Big Surprise

	Slots	Possible Discourse
Slot-1	Lalitha, a ten year oldgrew in the plant.	Picture Description: Describe the picture given on page -----.
Slot-2	One day Lalithaand were shocked.	Conversation: Write the possible conversation between Lalitha and Kavitha. Role play it in the class.
Slot-3	The large beautiful laughed heartily.	Conversation: Write the possible conversation between the judge and Lalitha. Role play it in the class.

B. Reading – Five Friendly Farmers

Full poem	Five Friendly Farmers	Picture Description: Look at the pictures given on page---and ----and write about the five friendly farmers.
--------------	-----------------------	--

C. Reading – Our School Garden

Full text	It's a primarysaplings for Kari.	Role play: Ask children to plan and role play.
-----------	--	---

Unit – 5 : A. Reading – The Food We Eat

	Slots	Possible Discourse
Slot-1	Food is vitalor unhealthy.	Description: 1. Which food items do you think healthy? Write about them. 2. Which food items do you think unhealthy? Write about them.
Slot-2	We buy most ofa scary .	Description: Dr. Aruna told them a scary fact. What is that scary fact? Guess and write.
Slot-3	What do you see in	Watch T.V and write an advertisement

 in their food habits.	for food. Present the advertisement in the class.
--	--------------------------------------	---

B. Reading – Junk Food – Junk Food – Go Away

Full poem	Junk Food-Junk Food-Go Away	Description: Write a similar song on healthy food,' Healthy food-Healthy food-Come again....
-----------	-----------------------------	--

C. Reading – The Colourful Sweets

Slot-1	Once King Krishna Deva RayaTanali Ramakrishna forcefully.	Write the remaining story: The guards brought Tenali Ramakrishna forcefully to the royal court. Now guess and write the remaining story. Present your version in the class.
Slot-2	Thus he was broughtan intelligent plan.	Conversation: Write the possible conversation between Tenali Ramakrishna and Krishna Deva Raya. Plan and role play in the class.

Unit – 6: A. Reading – The Witty Nasruddin

	Slots	Possible Discourse
Slot-1	A poor traveler was walkingthe man doing this.	Description: The inn keeper got angry when he saw the man doing this. What would he do then? Guess and write the remaining story. Present it in the class.
Slot-2	He took hold	Conversation: Write the possible conversation between

continue his journey.	The inn keeper and Nasruddin. Plan and role play in the class.
--	----------------------------	--

B. Reading – There was an old woman

Full poem	There was an old woman	<ol style="list-style-type: none"> 1. Sing the song in the class. 2. Look at the picture and write a small story. Present it in the class.
-----------	------------------------	--

C. Reading – The Clever Jackal

Slot-1 1 to 6	O! Farmer, pleasewe'll ask him.	Role play: Plan and role play in the class..
Slot-2 7 to12	O! Jackal, see thisThank you, my friend.	Role play: Plan and role play in the class.

Unit – 7: A. Reading – I Was Bad at Cricket

	Slots	Possible Discourse
Slot-1	Everybody at Bojyanaik Thandaand worse.	Picture Description: Look at the picture given on page ----- and describe it.
Slot-2	In the home, Jangu I shouldn't miss.	Conversation: Write possible conversation and role play it in the class.
Slot-3	" Ha!" I screamed the Indian cricket team.	Complete the letter given and present it in the class.

B. Reading – Our Legacy

Full poem	Our Legacy	Picture Description: Look at the pictures given and write about the game and present your version in the class.
-----------	------------	---

C. Reading – A Flying Game

Slot-1	Pongal holidays are going onIt's a part of the game.	Description: Write possible conversation between Mohan and Anil. Role play it in the class.
Slot-2	After some time mockingly said Anil.	Picture description: Look at the picture given there and write about it.
Slot-3	Next, Raju cut threeon Sankranti day.	Description: Write a small paragraph describing the process of making a kite and present your version in the class.

Unit – 8: A. Reading – Will Power

	Slots	Possible Discourse
Slot-1	Exactly three hundredan early death for him	Description: Write a small paragraph about Hawking's childhood and present it in the class.
Slot-2	He went back tohave also been given.	Description: Write a small paragraph about Hawking's scientific reputation and present it in the class.
Slot-3 page	He was awarded medals Dikran Tahta.	Description: 'Hawking's life is an example that disability need not prevent one from reaching great heights,' – Describe it

B. Reading – Keep your Spirits High

Full poem	Keep your Spirits High	Picture Description: Look at the picture given and write a small paragraph. Present your version in the class.
-----------	------------------------	--

C. Reading

Slot-1	Thomas Alva Edison	Description: Write about Thomas Alva Edison and present your version in the class.
Slot-2	Glenn Cunningham	Description: Write about Glenn Cunningham and present your version in the class.
Slot-3	Louis Braille	Description: Write about Louis Braille and present your version in the class.

CHAPTER – 5

Processing of the other Discourse

Story writing

- Fix the location
- Fix the events
- Take the first event and blow it up based on the questions that follow:
 - What is the event?
 - Where is it taking place?
 - Who are the characters?
What are they saying or thinking
- Assign the remaining events to the groups
- Let each group work on a single event based on the same questions
- Presentation by groups
- Preliminary editing for ensuring continuity
- You may read the story aloud with voice modulation and proper gestures
- Link the other discourses in the unit in a similar manner by extending the narrative further

Editing:

As stated earlier the written work done by the learners may have errors in it.

These are to be edited systematically. This is done as follows:

Select one of the group products for editing in negotiation with the whole class.

- Take up thematic editing (checking whether the theme of the discourse as demanded by the context has emerged in the discourse).
- Go for discourse editing (for ensuring linkage between the different pieces, proper sequencing, using proper pronouns, etc.).
- Go for syntactic editing (sensitizing the learners on the cases of sentences with wrong word order, missing words and excess words)
- Go for morphological editing (sensitizing the learners on the cases of morphological errors such as those related to tense, aspects, agreement, inflections and so on).
- Go for editing punctuation errors

- Lead the learners to undertake the editing of spelling errors with the help of the text book or the dictionary, or by seeking the help of others (including the teacher).

Classroom Processes

- The facilitator interacts with the learners based on their earlier experience
- The facilitator presents the narrative / generates a discussion on the issue with the support of appropriate trigger (TLT)
- Narrative gaps are created for eliciting free responses
- The facilitator introduces the reading material
- Interaction related to the content of the text (allowing children to make intelligent predictions on what they are going to read)
 - learners read individually
 - collaborative reading in small groups
 - scaffolded reading
- Assigning the discourse task
 - constructing discourses individually
 - random presentation by a few individuals
 - sharing in groups
 - presentation by the groups
 - presentation of the facilitator's version
- Editing for error treatment
- Editing one of the group products negotiating with the whole class
 - thematic editing
 - syntactic editing
 - morphological editing
 - editing of punctuations and spelling
- The remaining group products are assigned to groups for editing
- The edited versions are put together to make the big book

Drama

There are several discourses that can be constructed from the reading experience of this part of the story. But we cannot process all of them for obvious reasons. However, from the experience of role-playing we can help them construct a drama which is a natural growth of the discourse role-play.

Process

How do we process a drama? Just like the role-play the drama also needs a theme. In addition it needs a plot. So let us begin with these.

Interaction

You have identified a theme in this part of the story. What is that?

- *Elicit expressions such as*
 - The result of poisoning minds,
 - How friends become enemies, etc.

There are a few sequences of events that happened. Shall we identify them?

- *Elicit the sequence of events by asking questions such as*
 - How did the animals live in the forest in the beginning?
 - What happened then?
 - What did the jackal do?
 - What did the animals and birds do?
 - What happened then, etc?
- *Write the sequence of events on a chart as and when they are elicited*

We may get something like the following:

animals lived happily – the jackal came – poisoned the minds of animals and birds – they suspected one another – small animals walked alone – jackal killed them – the moon cried.

- Interact with the learners
 - We can develop a drama on this sequence of events. How will we do it?
 - What do we need to enact a drama?
- Elicit points such as
 - Space for enacting the drama
 - Actors to take role of characters (animals, birds, jackal)
 - Dialogues
 - Actions
- Now you may give the following instructions
 1. Decide the characters (e.g. elephant, tiger, rabbit, squirrel, jackal, moon, peacock, mynah)
 2. Decide who will enact these roles (all of you should have roles)

3. Plan the dialogues
4. Plan the scenes, sequence of actions and dialogues
5. Go for rehearsal
6. Perform the drama

- Invite one group to perform the drama

The feedback on the drama performance

- Follow the process of giving feedback as has been suggested for role-play

Note: Recall the indicators to role-play. What are the additional ones required?

- *Conduct a session for giving feedback in the following manner:*
 - What modifications will you make in the drama if you have to act it again?
 - What are the points that come to your mind?
- Generate indicators for assessing drama performance with the help of some questions:
 1. Are all events included?
 2. Are there sufficient dialogues?
 3. Do you want any changes in the dialogues?
 4. Was the whole class able to hear your dialogues?
 5. Did you say dialogues with emotions like joy, anger, sorrows, hate, surprise, doubt, fear, etc.?
 6. Do you think your face and actions revealed these emotions?
 7. Were the actors standing in the same positions throughout the performance?
 8. Were all the actors on the stage from the beginning to end?
 9. What did you do to help the audience identify the characters?
 10. Did all members of your group take part in the drama?

Note: The questions given above are related to components such as theme (1), dialogue (2), language used (3), audibility (4), articulation features such as stress, tone and pitch (5), facial expressions and gestures (6), movement (7), enter and exit (8), using props (9), and team work (10). The technical terms can be used later. First they should understand what each of these means. Write these points on the same chart containing roles and themes

- Invite reflections from the performers first – what they think are the refinement areas.

- Invite suggestions from the others based on the indicators.
- Give positive and qualitative feedback which will make them think and go to the next higher level of learning.

Construction of the script of choreography

It is better to go for some discourse tasks after completing the transaction of reading a poem. Since these are two poems, there is a lot of scope for asking the pupils to write an analytical essay based on the two poems. Remember, the more opportunities we provide for the learners to produce language, the more will be their growth in language proficiency. This cannot be substituted by several tasks related to language elements that are assigned to them.

Objectives

- Produce an essay suitable for a given context.
- Choreograph the poem

Process

1. Sing the song three or four times to register the tune and rhythm
2. Identify the theme of the song (stanza wise)
3. Convert the themes into incidents from real life incidents
 - determination by loading power on the limbs (say a sorrowful incident that can cause pain for earth (mining)
 - dumping garbage, plastic and other things that will not decay (heaviness)
 - showing posture
4. What are the actions involved in these?
5. Who are the characters involved?
6. Where does the incident happen (Location) ?

We need the central characters and a chorus team to create the location

Actions:

- The chorus set the setting
- The characters in action
- The action of earth – sorrows, heaviness, determination
- The actions related to mining
- Actions related to throwing wastage
- Sing the poem and do the actions
- Writing the script

Personal letter

Process

The facilitator should create a context in the classroom, if the context doesn't arise naturally.

- Distribute the copy of the letter on page no.112 of class V textbook, written to Jangu by his brother Somla.
- Let the children observe the features of the letter.
- Let them observe how the letter has started, its progress, and its end.
- Allow one or two students talk about their observations.
- Ask them to sit in groups and share their observations. The facilitator may ask the following questions.
- Who is the letter addressed to?
- Who is the sender?
- When is the letter written? (Here the date is not mentioned. A discussion may be initiated in the class about the importance of mentioning the date. Arrive at an understanding of mentioning of the date.)
- From where has the letter been written? (Here the place of the letter is not mentioned. Initiate a discussion on the importance of mentioning the place of the letter and arrive at an understanding.)
- How does the letter begin? (Dear friend, Dear Jangu etc.)
- How does the letter end? (Yours lovingly, With love, etc.)
- Is the sender initiating a letter or responding to one?
- Which part of the letter tells you about this?
- What is the theme of the letter? (The optimistic view of the young cricketer)
- How does the letter conclude?
- What other details do you find in the body of the letter?
- Let them draw the picture of a personal letter.
- Ask them whether they want to make some changes in the letter displayed in the class.
- Initiate a discussion on the reply letter to Somla from Jangu.
- The facilitator may ask the following questions.
 1. How do Jangu feel after reading the letter?
 2. What does Jangu think about his brother?

3. Will he allow Somla again to play cricket with him?

- Let them sit in groups and attempt the reply letter from Jangu to Somla. given on page no.118.
- Ask one group to present the letter before the class. Edit the group product by negotiating with the other groups.
- The facilitator can then present his/her version of the targeted letter.

Notice/Poster

- Presentation of the narrative for making the context of the narrative/poster explicit.
- Present the notice given on page no.101 of class V text book.
- Let the children observe the features of the notice.
- Let children write individually.
- Allow a few of them to present their work.
- Let them sit in groups and share their ideas.
- Let groups present their work.
- Ask the class to select the best notice/poster (Let them decide which one is to be selected. The facilitator need not give any suggestions at this point.)
- Initiate a discussion on how the features of the notice/poster be understand. A few questions will be helpful.

Who is the notice for?

Who has put up the notice?

Separate the 'Do's and the 'Don'ts'

Do we need long sentences?

How about including some pictures in it?

How can we make the notice a capturing one?

- Let groups examine specimens of notices/posters on various themes. Let them find out the features of posters- Attractive, precise, capturing layout, size of the letters, message, etc.
- Divide the class into small groups. Assign them to write a notice for giving instructions to be followed during the Mid-Day Meals.
- Ask one group to present the notice before the class. Edit the group product by negotiating with the other groups. The facilitator can then present his/her version of the targeted notice.

@@@

CHAPTER – 6

SUMMATIVE MODEL TEST PAPER

CLASS : I

Subject: English

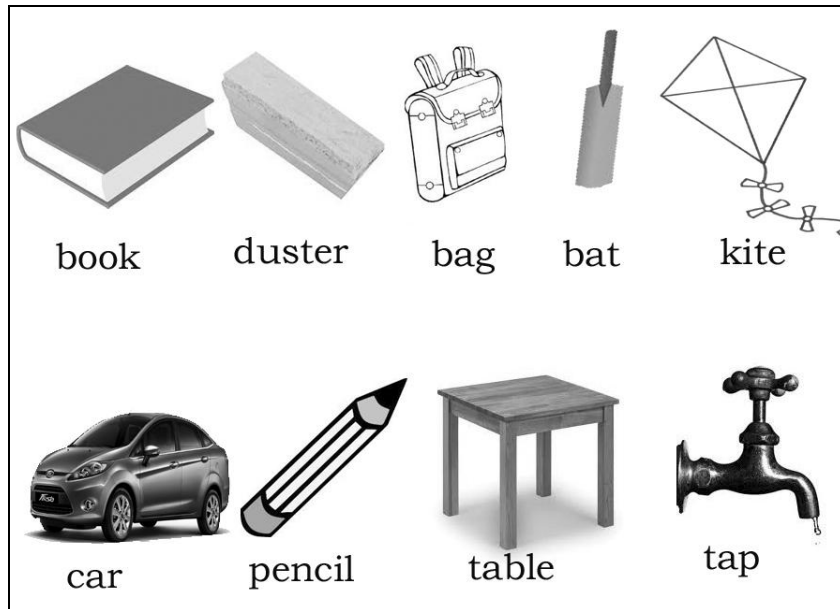
Marks : 40

Teacher reads

Ammu and Bittu were in Ammu's class. Bittu liked Ammu's class. There were many things in the class.

TASK – 1

Look at the picture (box) and write the names of things used in a classroom (5m).



1.
2.
3.
4.
5.

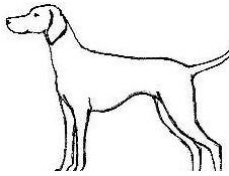
Continue reading

Ammu's teacher showed a chart of pictures. She asked the children to name them. Here are some pictures from the chart.

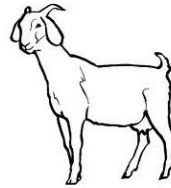
TASK - 2

Write the names of the pictures given below (5m)

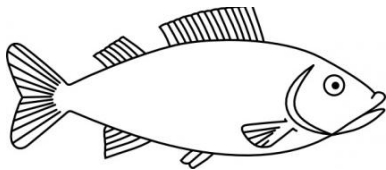
(A)



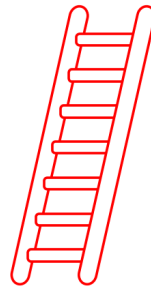
(c)(D)



(B)



(D)



(E)



Continue reading

Then, the teacher asked the students to talk about themselves (and their likes and dislikes). Ammu spoke about herself.

TASK - 3

Put full-stops and capital letters wherever necessary.

(10m)

My name is ammu

i am six years old

I like my school

Bittu is my pet

We play everyday

Continue reading

The teacher was very happy. She gave Ammu the picture of a beautiful doll. It was dressed nicely. What things, do you think, are used in dressing.

TASK - 4

Choose the word related to the 'word dressing.' Write them in the balloons (5m)

comb

bench

powder

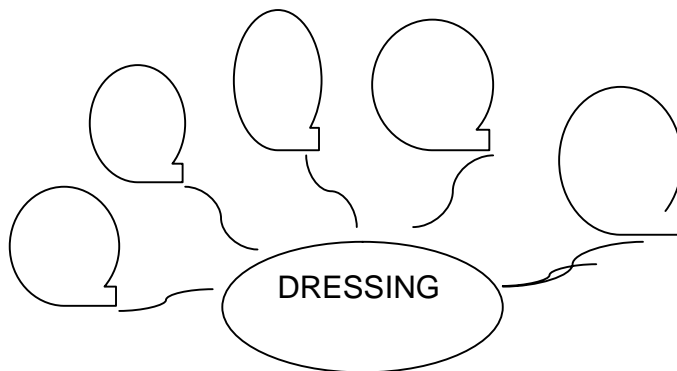
bank

cream

tie

bell

frock



Continue reading

Ammu's teacher gave children some letter cards. She asked children to match the capital letter with small letter.

TASK - 5

Match the cards.

(5m)

A

q

D

n

R

a

N

r

Q

d

TASK - 6

Write the following words under the correct heading

(5m)

cycle

auto

tomato

potato

jeep

brinjal

car

carrot

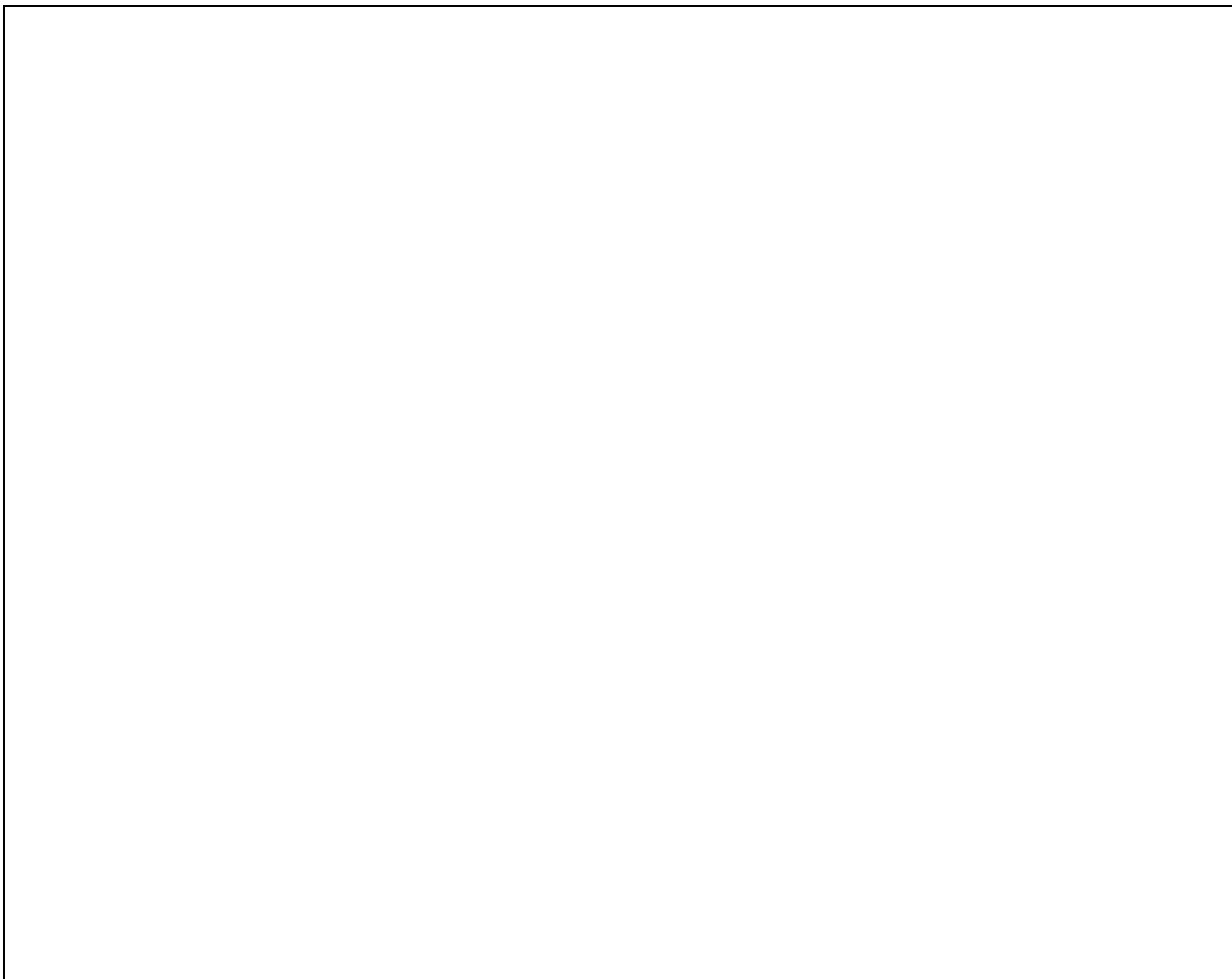
Vehicles	Vegetables
1.	1.
2.	2.
3.	3.
4.	4.

Continue reading

Ammu's teacher gave each student a sheet of paper. She asked them to draw the picture of a fruit they like. Will you draw too?

TASK - 7

Draw the picture of a fruit you like, colour it and name it. (5m)



Class I Summative Test Model Paper

Guidelines for the preparation of the question paper

Class I children should be assessed in the following areas as per the mode and weightage of marks mentioned against them. (Summative paper should be of 50 marks).

Areas to be assessed	Mode	Weightage	Marks
1. Listening and Speaking	Oral	10%	10
2. Reading Comprehension	Oral +Written	30%	15
3. Conventions of writing	Written	10%	05
4. Vocabulary	Oral + Written	30%	15
5. Creative expression	(i) Oral	10%	05
	(ii) Written	10%	05
		100%	50 M

Summative Question paper do not have the items that are to be assessed orally (Listening and speaking and oral part of creative expression). Teacher should assess the child in the above areas, as per the convenience and accordingly grades should be awarded.

As far as the written part is considered, for each area of assessment, some test items/ tasks are suggested. Each task shall be of 5 marks. One task might fall into more than one area of assessment. Teachers can use them under the heading convenient to them. Teachers are also at liberty to modify and to add any task to the existing list. Teachers should see that each task should contain 5 questions of 1 mark each or 1 question of 5 marks or 2 questions of 2 ½ marks. Each task and the areas related to them should be as follows:

Task	Area of assessment
1, 2	Reading Comprehension
3	Conventions of writing
4,5,6	Vocabulary
7	Creative expression

A question paper should be prepared basing on the model paper and the instructions given above.

Guidelines for assessment and valuation

Note: The teacher should read the narrative / instructions to the whole class. This reading does not come under the help by the teacher. The Teacher should read out each task and ensure all children complete the task.

If the child completes the task correctly (writes correctly) without any specific help from the teacher the child must be given full marks, Otherwise the number of marks may be reduced.

Test Items for Class I & II

1. Listening and Speaking (Oral) - Classroom interactions on
 - (i) The face sheet
 - (ii) Responding to the class room instructions.
 - (iii) Narratives / Stories
 - (iv) Any picture reading in the transaction

2. Creative Expression (Oral) - The discourses like
 - (i) Add lines to the song
 - (ii) Self introduction
 - (iii) Introducing others

- (iv) Likes and dislikes (about oneself or others)
 - (v) Conversation (with one or two exchanges)
3. Reading Comprehension (written)
- 3-4 sentences - narrative
 - Picture reading
- (i) Naming the given pictures
 - (ii) Identification/Grouping/Classification of words from the given group of words
 - (iii) Fill in the blanks with correct letters of the word/ words.
 - (iv) Odd man out.
 - (v) Match the picture to the word
 - (vi) Match one word with other word
 - (vii) Choose the correct one.
4. Conventions of Writing (written)
- - (i) Order of the alphabet
 - (ii) Jumbled letters in a word (for the given picture)
 - (iii) Missing letters (for the given picture)/words
 - (iv) Spelling error in the given words (for the given picture)
 - (v) Capitalisation
 - (vi) Full stop (punctuation)
5. Vocabulary (written)
- - (i) Concept map
 - (a) (auto; jeep; car; bus).

- (b) Vehicles
 - (without the helping words)
 - (without the helping picture)
 - (ii) Fill in the blanks
 - (iii) Word building with the help of the pictures
6. Creative Expression (written discourse)
- (i) Simple descriptions in one or two sentences
 - (ii) Simple conversations with one or two exchanges

The question paper should be made as per the above instructions.

SUMMATIVE MODEL TEST PAPER

CLASS : II

SUBJECT : ENGLISH

MARKS : 40

Read the following

The fly went to the fisherman.

The fisherman was selling fish.

The fly asked him, "What's my name?"

"I am busy. Go and ask the goldsmith," said the fisherman.

The fly was very sad.

TASK-1

Answer the following.

5m

1. Why did the fly go to the fisherman?

2. What did the fisherman say to the fly?

Continue reading.

The fly went to the goldsmith.

The fly asked him, "What's my name?"

"I am busy. Go away," said the goldsmith.

The fly was very sad.

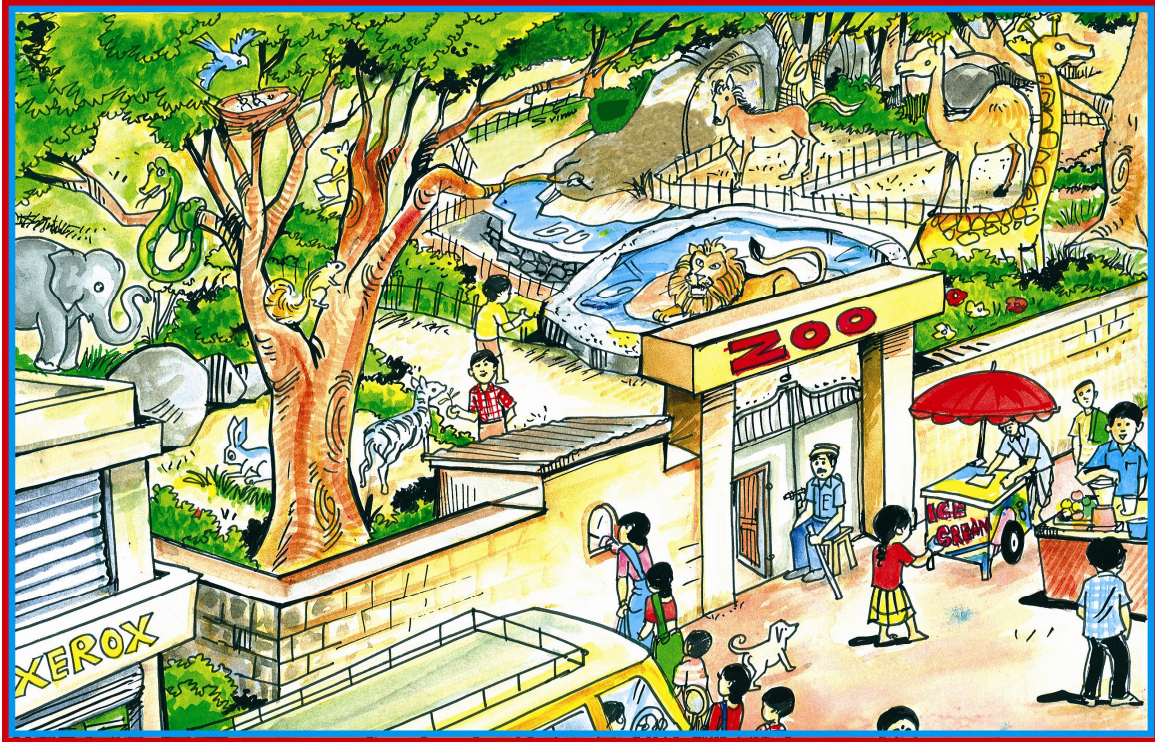
It went to the park.

The fly saw many things there.

TASK - 2

10 m

Look at the following picture of the park. Write at least '10' names of the things you see.



Continue reading

The fly saw Snoopy playing in the park.

The fly asked what its name was.

TASK - 3

1 m

Write the conversation between the fly and Snoopy.

The fly : _____

Snoopy: _____

Continue reading

Meena, Sweety, Snoopy and the fly are very happy. They are singing and dancing.

Meena : Little fly! Little fly !

Can you fly in the sky ?

The fly : Yes Meena! Yes Meena!

I can fly in the sky.

TASK - 4

4m

Add more lines to the song.

The fly: _____! _____!
_____?

Sweety: _____! _____!
_____?

Meena:: _____! _____!
_____?

Snoopy: _____! _____!
_____?

Continue reading

The fly was very sad.

Meena was playing in the park.

The fly went to her.

They asked, "Hello Meena, how are you?"

Meena said, "fine, thank you, fly."

The fly jumped in joy.

"Fly! Oh my God! It's my! Thank you, meena."

TASK – 5

1. Some words are misspelt in the story. Find them. (1m)

2. Some words need capitals. Write them. (1m)

3. Some words are missing in the 4th and 7th sentences in the story. Find them (1m)

4. Rewrite the story (2m)

Continue reading

The fly was coming back.

The fly saw the market on the way.

The fly went there

There are many flowers, fruits and vegetables in the market

TASK – 6 15m

Write at least 5 names of flowers, fruits and vegetables.

Animals	Fruits	Vegetables

Class – II

Process of awarding marks

Task-1 (Reading Comprehension – 5 marks)

Each question carries 2 ½ marks. If child writes 1 & 2 sentences correctly using paper word without mistakes and with less help from the teacher, award 2 ½ marks.

Task-2 (Reading Comprehension – 10 marks)

Each name with correct spelling carries 1 mark.

Task-3 (Creative .Expression. – 1mark)

Each exchange carries 1 mark. If child writes the relevant dialogue with correct word award 1 mark.

Task-4 (Creative .Expression - Written. – 4 marks)

Each added line to the song carries 1 mark. If the child writes the line with correct word without mistakes award 1 mark.

Task-5 (Conventions of Writing)

- Each word carries ½ mark. If child writes the word with correct spelling award the mark.
- Each word carries ½ mark. If child writes the word with capitalisation award the mark.
- Each missing word carries ½ mark. If child writes the word correctly award the mark.
- If the child re-writes the story properly after correctly the misspelt words, capitalisation and missing words award 2 marks.

Task-6 (Vocabulary)

Each name carries 1 mark. If child writes the name without any mistake and without help from the teacher award 1 mark.

General guidelines for preparation Summative Test items for Classes 3 to 5

A) Oral

a) Listening & Speaking :

- Pupils' responses to the questions during the TLP. These may be in words / phrases / sentences
- Pupils' ability to question during TLP
- Pupils' ability to use formulaic expressions during the interactions with teachers and peer group.
- Pupils' responses during picture interactions, presentation of narratives, storytelling, reading process, interaction.

b) Oral discourses (6a)

- Pupils responses to the discourses targeted specific to that particular class.
- Conversations with minimum of 3-4 exchanges
- Describing a picture or a situation/incident in about 3-5 sentences
- Adding lines to the given poem / rhyme.
- Sequencing of events of a story / narrative
- Predictions

B) Written Test

I. Reading Comprehension:

- Pupils responses to the different kinds of questions based on the reading passage, conversation, poems, paragraph, story, narrative or descriptions, posters, messages, notices, advertisements, letters.
- By using the above tests the teacher may plan for the different test times as given below:
- Different kinds of questions (inferential, analytical, global, personal, local, etc.)
- Sequencing
- Classify
- Prediction
- Fill in a table based on the reading text
- Objective type questions. (true/false, fill in the blanks, choose the correct answer, matching, completion of the sentences, one word substitution, etc.)

II. Conventions of writing.

- a) Under this any reading text may be given as per their level. This reading text has some underlined parts where certain punctuation marks, capitalization, spelling, have been omitted.
- b) Children have to make necessary corrections and rewrite the reading text.

III. Vocabulary.

- (i) Grouping words, concept maps, word classification, odd man out, word games, puzzles.
- (ii) Prefixes, Suffixes.
- (iii) Words related to different areas.

- (iv) Forming new words by deleting or adding letters.
- (v) Synonyms & Antonyms.
- (vi) Singulars – Plurals ; he words – she words
- (vii) Identifying nouns, adjectives, verbs, etc.

Note : All the above activities should be based on a narrative / story / conversation, etc.

IV. Grammar :

(1) Editing

- (a) A meaningful paragraph / passage of about 5 sentences with some grammar mistakes in it.
 - (b) Children have to make necessary corrections in the underlined parts (mistakes) for the given paragraph / passage.
- (2) Framing questions based on a paragraph / passage / conversation, etc., (wh' questions & Yes / No questions).

V. Creative Expressions : (Written discourses)

- i) Reading text to be given in the form of a narrative / story / description / dialogues / poem / passage, etc.

The text can be an extension of a story in the text book or a new one with a related theme.
- ii) The gaps in the reading text shall give scope for writing a discourse targeted in that particular class (description, conversation, letter, diary, notice, etc.).

SUMMATIVE MODEL TEST PAPER

Class: III

Marks – 40

Subject - English

Name of the student:

Roll No:

Read the following conversation:

- Mr. Bat : The tea is good
Mr. Book : Yes it is
Mr. Bat : You know children like me very much
Mr. Book : They like me even more
Mr. Bat : I think children like playing
Mr. Book : But children enjoy reading too
Mr. Bat : Playing gives them joy and health too.
Mr. Book : Reading also is joyful and helps to learn.

Task- I (5 Marks)

I. Answer the following questions:

1) Who are talking in the above conversation?

A. -----

2) What are they talking about ?

A.-----

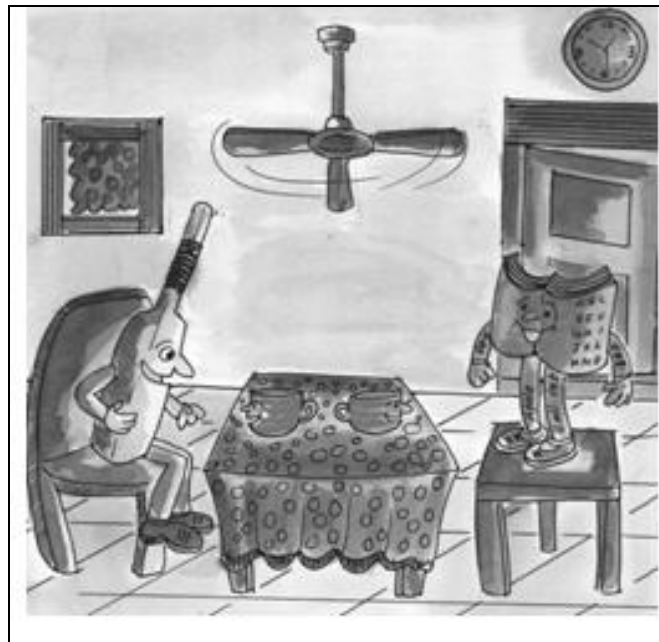
3) Which character do you like? Why?

A. -----

4. Read the following sentences. Arrange them in correct order.

- a) Children like both the bat and the book
- b) The bat and the book were having tea
- c) The book said that children liked it more
- d) The bat thought that children liked it.

Now look at the Picture of the bat and the book



Task - 2 : (5 Marks)

Describe the above picture in about 5 sentences, in a paragraph.

Read the following narrative:

While the bat and the book were talking they heard a cry . "Help , help "
They saw a rat running away and a pencil laughing at the rat . The book walked towards the pencil and asked why it was laughing. The pencil told how it frightened the rat.

Task- 3: (10 Marks)

What could be the possible conversation between the book and the pencil write it below.

The book : -----

The pencil : -----

The book : -----

The pencil : -----

The book : Why did you draw a cat ?

The pencil : -----

Continue reading the narrative :

Meanwhile the bat joined the book and the pencil . They started talking and laughing. Suddenly they became quiet . They saw Chintu coming into the room. He walked straight to them.

Chintu put the pencil in the box . And then he put away the book in his school bag.

Task- 4: (5 marks)

What other things would Chintu's bag have? Write them below.

- | | |
|----------|-----------|
| 1. ----- | 6 ----- |
| 2. ----- | 7. ----- |
| 3. ----- | 8. ----- |
| 4. ----- | 9. ----- |
| 5. ----- | 10. ----- |

Continue the narrative:

Chintu took out his homework book. He read the poem given in his notebook.

I have a book
To read and write
I have a pencil
To write and draw

Task – 5 : (5 marks)

Add a few more lines to the above poem

Task – 6:

(2 x 5 = 10 marks)

a) Read the following passage. Observe the underlined parts . Make necessary corrections and rewrite the passage.

One day the little (1) red hen found a grain of wheat . Who will plant this grain of wheat (2)

" Not I , " quacked the duck ? (3)

" Not I , (4) grunted the pig .

" Not I , Purred the cat (5)

b) Read the following passage . Complete the paragraph with the help of the words given below.

(under, on, over, through, along)

The train goes ----- forests. It also goes ----- rivers and passes -----
- bridges. It also goes ----- mountains. It cannot run ----- roads.

Class : 3 - Process of awarding marks

Task – 1 (Reading Comprehension – 5 marks)

First three questions carry 1 mark each, If the child writes 1 of 2 sentences correctly using proper word order, given 1 mark each. 4th question carries 2 marks . If the child was able to arrange them in correct orders give 2 marks

Task- 2 (Description – 5 marks) If the child describes the picture with relevant to the context, proper word order, without missing important words and correct word forms, give 5 marks

Task- 3 (Conversation – 10 marks)

If the child writes all dialogues with relevance to the context, proper word order without missing important words and correct forms, (give 2 marks for each in initiation) give 10 marks

Task- 4 : (Vocabulary - 5 marks)

Each word with correct spelling carries ½ mark

Task – 5 : (Adding lines – 5 marks)

If the child adds lines with relevant to the context of the rhyme / poem given, give 5 marks (give 1 mark for each line)

Task – 6 : (Conventions of writing & grammar - 10 marks)

a) Each correction carries 1 mark

b) Each correct answer in the blank carries 1 mark

Note: marks for tasks 2,3,5 together carry 20 marks these marks are to be awarded under creative expression.

SUMMATIVE MODEL TEST PAPER

Class : IV

Marks:40

Subject: English

Name of the student:

Roll No:

Read the following narrative:

A cart stopped in the middle of the main street . A man got out of the cart and made an announcement.

“Brothers and Sisters! Good news! Great offer! Buy any two things and get one free. Don't miss this Sunday's market. You can not only buy things but also sell. That Sunday, a miller and his son went to the market along with their donkey.

Task – 1

Answer the following :

(5 M)

1. What was the announcement about ?

A. -----

2. Why do you think the miller and his son took their donkey to the market?

A. -----

Continue reading the narrative

The miller's son looked around. He saw many shops selling different kinds of items.

Task – 2 :

(5 M)

What could be the items/things the miller's son had seen in the market?

List them below

Sl.No	Items
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Continue reading the narrative:

The miller and his son took their donkey to the place where animals are sold and bought. There were many animals and people selling them. The place was full of noise.



Task – 3 : (10 M)

Look at the picture given above. Describe the animals in the market given in the picture.

Continue reading the narrative:-

After selling their donkey, they went to a cloth shop. The miller wanted to buy some towels . While the miller went inside the shop, his son read the sign board saying ' Buy One and Get One Free '

Task – 4 :

(5 M)

Write the possible conversation between the miller and the shopkeeper.

Shopkeeper : -----

Miller : -----

Shopkeeper : -----

Miller : -----

Shop Keeper : We have an offer . Buy one and get one free

Miller : -----

Shopkeeper : Thank you , sir

The miller bought some towels from the shop. They also bought things they needed and went back home.

Read the following narrative:

After school, Raju and his friends started to the play ground. On the way when they were passing along a garden, something hit Raju's foot. He fell down head over heels. His friends pulled up . They wondered what it was that hit Raju. It was a signboard which lay on the ground.

Task 5 : (5M)

Prepare a notice related to Do's and Don'ts in the park.



Raju and his friends picked up the board and fixed it . It read:

Do not pluck flowers : Enjoy their beauty

Task - 6 : (10 M)

Read the following passage. Observe the underlined parts. Make corrections and rewrite the passage.

The pancake rolled along the pig for a while ?

But when they had went little further, they came to a brook. The pig jump right into the water and began to swim across.

" What about me ? what about me" cried the pancake.

Oh,

Just sit my snout , " said the pig . So the pancake sit on the pig's snout.

the pig tossed the pancake into up the air and - ouf , ouf , ouf - the pig swallowed the pancake.

Class - 4 : Process of awarding marks

Task : 1_ (Reading comprehension – 5 marks)

Each question carries 2 ½ marks . If the child writes 2 or 3 sentences correctly using proper word order without missing important words, give 2 ½ marks.

Task – 2 (Vocabulary - 5 marks)

Each word with correct spelling carries ½ mark

Task – 3 (Description - 10 marks)

If the child writes the description with relevance to the context, proper word order without missing important words and correct word forms, give 10 marks (not less than 5 sentences)

Task – 4 (Conversation - 5 marks)

If the child writes all dialogues with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks (each initiation carries 1 mark)

Task – 5 (Notice - 5 marks)

V. The child has to prepare two notices . Each notice carries 2 ½ marks. If the child writes a notice with relevance to the context, give 2 ½ marks for each notice.

Task – 6 (Conventions of writing and grammar. 5 marks each (10 marks)

VI. Each correction carries 1 mark

Note:- Marks for tasks 3,4 and 5 are to be awarded under creative expression.

SUMMATIVE MODEL TEST PAPER

Class: V

Marks – 40

Subject: English

Name of the Student:

Roll Number:

Read the following narrative

It's 6 O' clock in the evening. It was getting dark, slowly. Rangayya hasn't turned up. Usually he comes home by 5 O' clock. But today he has not come yet. Kamala, his wife, was waiting for him. "Today is my birthday. I told him to come home early. It's 6.30 now. He has not come. What happened to him?" said Kamala to herself.

TASK-1

Answer the following

(5 Marks)

1. What made Kamala worry?

(2 ½ marks)

2. What would be the reason for Rangayya's late coming?

(2 ½ marks)

Continue reading the narrative

It's 7 O' clock in the night. Till now Rangayya hasn't turned up. The moon was shining in the sky. Kamala was waiting for him under the neem tree. It is a big tree. It is in the courtyard.

At last, Rangayya came home by 8 O' clock.

TASK-2

Complete the following conversation between Rangayya and Kamala (5 Marks)

Kamala: _____

Rangayya: I went to buy a gift for you.

Kamala: _____

Rangayya: _____

Kamala: _____

Rangayya: _____

TASK-3

What would be the gift? Guess and write at least 10 related words (5 Marks)

Continue reading the Narrative

Kamala opened the box. She found a beautiful gold ring. She felt very happy. She took the ring out. It slipped from her hands.

'Oh, dear! I dropped it,' she cried.

'Don't cry. Let's look for it,' said Rangayya. Both started looking for it, but it was dark under the tree.

'Kamala, let's go away from the shade of tree. Outside there is moonlight. We'll look for our ring there,' said Rangayya.

Both went into moonlight and began looking for the ring. Just then Rangayya's friend Gopal came along.

'What's the matter?' he asked.

We've lost our gold ring.

Where did you lose it?

'There under the tree,' said Kamala sadly.

'You've lost your ring there but you are looking for it here! How foolish you are'

'Ah, I know,' said Rangayya, 'but it is dark under the tree. We shall never find it there. Here is moonlight and we see more clearly.'

'You fool, go and get a torch light and look for the ring there where you dropped it,' said Gopal laughingly.

TASK-4

(5 Marks)

Continue the story. Decide the events and dialogues. The first event and dialogue is given for you.

Rangayya brought a torchlight.

'Kamala, come we will look for the ring,' said Rangayya.

They were very happy.

Task 5

(10 Marks)

Think about a gift that you would like to give to your friend on his / her birthday. Draw its picture and describe it.

Task 6

(10 Marks)

Read the following passage. Look at the underlined parts. Some words are missing and the word forms used are not correct. There are also errors in some word order and punctuation. Rewrite the passage making necessary corrections.

One day a Raju looked into a well. The water the bottom was like Mirror. He saw moon in the water. He think that the moon fell into the well. He ran home and braughta hook and a rope.

'Where are you going,' his wife asked.

He didnt say anything. He reached the well.

He tied the hook at the end of the rope. He wanted the hook to hold the moon and pull it up. He dropped slowly the hook into the well. But it was caught underneath a stone. Raju pulled and pulled. At last the rope was cut. Raju fell on his back. he saw the moon the sky.

'Good,' he said, 'I have pulled the moon out of the well. It's now in the sky again'

Process of awarding marks – Class V

Task-1 (Reading Comprehension – 5 Marks)

Each question carries 2½ marks. If child writes 2 or 3 sentences correctly using proper word order without missing important words, give 2 ½ marks

Task-2 (Conversation – 5 Marks)

If child writes all dialogues with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks. (Each initiation and exchange carries 1 mark)

Task-3 (Vocabulary – 5 Marks)

Each word with correct spelling carries ½ mark.

Task-4 (Description – 5 Marks)

If child writes the story with relevance to the context, proper word order without missing important words and correct word forms, give 5 marks. (Not less than 5 sentences)

Task-5 (Picture description – 10 Marks)

If child draw the picture of a gift and describes it with relevance to the context, proper word order without missing important words and correct word forms, give 10 marks. (Drawing 2 marks description 8 marks (Not less than 4 sentences))

Task-6 (Conventions of writing and grammar – 5 Marks each)

Each correction carries 1 mark.

Note: 1. task 2; task 4; and task 5 together carry 20 marks. These marks are to be awarded for written discourses under Creative expression.

2. While awarding the grades for oral part, the classroom performance of the children may be considered, accordingly marks and grades to be allotted (5 marks for Listening and speaking and 5 marks for Oral discourses).

REPORT CARD

	Listening & Speaking (Oral)	Reading Comprehension	Conventions of Writing	Vocabulary	Grammar	Creative Expression		Total Grade
						Oral	Written	
Percentage								
Marks								

CLASSES - 1 & 2

Weightage Table (Academic Standard Wise) -Formative and Summative Tests

Academic Standards		FORMATIVE ASSESSMENT					SUMMATIVE ASSESSMENT				
		Weightage	Observation	Note books	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking		30%	15				15	10%	5		5
Reading Comprehension		20%	10				10	30%	10	5	15
Conventions of Writing								10%		5	5
Vocabulary		20%		5		5	10	30%	10	5	15
Grammar											
Creative Expression	(a) Oral	10%	5				5	10%	5		5
	(b) Written	20%		5		5	10	10%		5	5
Total		100%	30	10		10		100%	30	20	50

CLASSES - 3,4 & 5

Weightage Table (Academic Standard Wise) -Formative and Summative Tests

Academic Standards	FORMATIVE ASSESSMENT						SUMMATIVE ASSESSMENT			
	Weightage	Observation	Note books	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	5		5
Reading Comprehension	10%	5				5	10%		5	5
Conventions of Writing	10%		5			5	10%		5	5
Vocabulary	10%				5	5	10%		5	5
Grammar	10%				5	5	10%		5	5
Creative Expression	(a) Oral						10%	5		5
	(b) Written	30%		5		10	40%		20	20
Projects	20%			10		10				
Total	100%	10	10	10	20	50	100%	10	40	50

General Guidelines for Summative Assessment

Areas of Assessment for English have been categorized under 6 domains: These are;

1. Listening and Speaking.
 2. Reading Comprehension
 3. Conventions of Writing
 4. Vocabulary
 5. Grammar
 6. Creative Expressions (Discourses): (a) Oral (b) Written
1. In summative assessment 20% of marks are allotted for oral text and 80% of marks are allotted for written test. The summative Primary question paper should be prepared for 40 marks. Accordingly question paper for the written test is to be prepared and conducted.

2. Under Oral test 10% of marks are allotted for listening and speaking and remaining 10% of marks are allotted for oral discourses that are targeted in each class.
3. The weightage of marks for each domain is different in summative assessment. Accordingly the question paper should be prepared and grades are to be awarded.
4. The test items should not be in discrete components should be in a holistic way. Hence narrative is the best tool to assess the children performance in different domains of language. The narrative gap should be provided where children can think and write a discourse under each task.
5. Narrative should be continued and another task has to be given based on the narrative.
6. The narrative gap provides a chance for children to think differently on the basis of their experiences and present them in their own language. Hence each child presents their views differently.
7. While preparing the question paper the teacher should have a clear idea about the discourses targeted in each class. Refer the Teacher's handbook for class wise targeted discourses.
8. Conventions of writing and Grammar should be placed under the task of editing. 5 errors in each item should be given and accordingly marks should be awarded. Grades should be awarded in their respective headings or columns of conventions of writing and grammar.
9. The narratives should be taken either from the textbook with extending the events or from outside the textbook on the basis of the themes of the textbook.
10. Each task should carry 5 marks. If you want it in two parts, then it will be 2½ marks each, but you should award a single grade for each task. Under each

competence one or more tasks may be given, but the marks should be only in 5 multiples (i.e. either 5 or 10 marks).

11. The weightage given under the written discourses is 40%, which means 20 marks in classes 3 to 5 for primary classes. After valuation of the answer scripts all the marks under these written discourses should be added and a single grade is to be awarded.
12. While valuating the answer scripts the indicators for each discourse under each class should be kept in mind and accordingly marks are to be awarded.

Guidelines for Formative Assessment

Formative assessment is to be done basing on the four tools that cover all the language competencies (academic standards). These are:

(1) Observation (2) Notebooks, (3) Project work and (4) Slip tests.

Weightage for each tool is given in the table. Accordingly the teacher has to assess the performance of the learners during the term. This is not a single day activity; it is a cumulative account of what has happened on a day-wise manner.

@@@

APPENDIX - I

ENGLISH - SYLLABUS GRID FOR CLASS - I

Unit	Theme	Sub Themes/ Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Family	Family Relationships / love, respect and concern for others	Words related to kinship; demonstrative (this); possessive words - my, his, her	He-words; she-words	Graphic Writing	Description (using 'This is.....')
2	Travel	Awareness on transport / aesthetic sense	Words related to vehicles and places; demonstrative (that); prepositions - near, far	Using phrases like 'near the bank, near the school etc.) Framing questions with 'what is....?'; Answering questions with 'That is?'	Graphic Writing	Description; Conversation
3	Neighbourhood	School life / Democratic values	Words related to school, Parts of the body; Action words; Preposition - on	Preposition - phrases beginning with 'on'	Graphic Writing	Description; Conversation; Song
4	Friends	Friendship /Love, Cooperation	Words related to colour; action words; preposition - at	phrases beginning with 'at'; Expressing likes using the structure 'I like...'; Connecting words using 'and'	Graphic Writing	Description; Conversation; Song
5	Self	Daily routine / Self esteem	Words related to things we use and things we do;	Expressing possessions using 'have / has'	Graphic Writing	Description; Conversation; Song
6	Animal	Zoo /Appreciation, Love and care for animals	Words related to animals, birds, food items;	Recognising phrases beginning with attributive adjectives	Graphic Writing	Description; Conversation
7	Public Places	Health	Words related to fruits, vegetables; attributive adjectives - shape, colour, size, taste	Recognising phrases beginning with attributive adjectives; Using plural forms of nouns	Graphic Writing	Description; Conversation; Song

ENGLISH - SYLLABUS GRID FOR CLASS - II

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Animal world	Zoo / Positive attitude towards animals	Words related to zoo; Action verbs	Present Continuous Tense; declarative sentences;	Adding Lines to the Rhyme	Picture description
2	Domestic Animals	Pet animals / Caring for Pets	Words related to animals and baby animals; colours	Preposition - on	Description	Description
3	Travel and Transport	Travel Experience / cooperation, democratic values	Words related to vehicles and travel	Declarative Sentences	Adding Lines to the Rhyme	Description
4	Culture	Entertainment / Aesthetic values , Social values	Words related to village fair; 'wh' words	Form questions using 'wh' words; Use of phrases like 'walking like a tiger'.	Adding lines; Description; Conversation	Description
5	Neighbourhood	Learning at School / understanding about oneself and others	Words related to school and food items	Framing questions using 'can'.; Interrogatives	Description; adding lines; conversation	Conversation

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
6	Environment	Rain / Appreciation	Words related to rain; wh words; preposition-'on'	Frame structures using will	Conversation; Adding lines	Description and Conversation
7	Games	Games inside and outside school / Sporting Spirit, co-operation	Words related to games and sports; use of wh words	Interrogatives	Description; Adding lines; Conversation	Conversation
8	Self	Fantasy and Reality / Understanding about oneself, Aesthetic values	Words related to living things, body parts; Wh words	Expressing 'likes' using 'I would like to...';	Description; Conversation	Conversation
9	Professions	Importance of professions / Social values, respecting all work	Words related to occupations	Phrases like ' making pots, catching fish'	Description; conversation	Conversation
10	Unity	Unity is Strength/ Democratic values	Words related vegetables and fruits; many words from a word	Use the phrase 'such as'	Conversation	Conversation

ENGLISH - SYLLABUS GRID FOR CLASS - III

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Travel	Travel Experience / Aesthetic values, Co-operation	Words related to travel and train; Antonyms	Prepositions- through, under, along,	Conversation; Description; Adding Lines	Narrative and Conversation
2	Folklore	Cultivation / Dignity of Labour	Words related to plants	Punctuation - comma, full stop, question mark, exclamation	Description; Recipe; Adding Lines	Conversation; Description
3	Science and Technology	Importance of Communication / Social values	Words related to places; palindromes		Adding Lines to the Rhyme; Conversation	Description; Conversation
4	Humour	Entertainment / Appreciation	Words related to Drawing; Framing words from the given words;	Adjectives; Asking questions using the structures ' Is that....? / Are those....?' to get yes/no responses	Description; Adding lines to the Rhyme;	Description; Conversation
5	Festivals	Importance of festivals / aesthetic and social values	Words related to festivals; Synonyms	Imperatives	Notice; Conversation; Adding Lines to the Rhyme	Description; Conversation

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
6	Environment	Protection of trees / Love for nature	Words related to trees and their uses	Exclamatory sentences	Poster; Adding lines to the rhyme	Conversation
7	Culture	Fantasy, Entertainment / Aesthetic values	Words related to giant bodies on earth; Rhyming words	Imperatives	Paragraph; Adding Lines to the Rhyme	Description
8	Adventure	Fantasy, Entertainment	Words related to furniture	Use of ' too-to'	Description; conversation; Adding Lines to the Rhyme	Conversation
9	Neighbourhood	Fantasy/ appreciation of individual traits and abilities	Words related to school; synonyms; one word substitutes	Using expressions such as ' I like, I don't like'.	Description; Adding Lines to the Rhyme	Conversation
10	History and Culture	Entertainment / Honesty	Words related to kingdom; word building	Use of 'have' to express possession	Conversation; Adding Lines to the rhyme	Conversation

ENGLISH - SYLLABUS GRID FOR CLASS IV

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Folklore	Humour, Fantasy /Appreciation	Common Adjectives Antonyms Rhyming Words	Simple Past and Past Continuous Tenses	Conversation	Explaining a process
2	Public Life	Wisdom, friendship / Decision-making, Love and trust,	Building new words Collective nouns, Antonyms	Use of Exclamation	Description	Description
3	Nature	Saving bird life / Love and care for birds	Possessive Forms Common words related to hunt and birds	Agreement between subject and verb	Picture Description	Enacting of a Play
4	Society	Superstitions / Human values	Common words related to reasons for illness Synonyms, Compound words	Adverbs of Frequency	Preparing a Sign Board	Conversation
5	Travel	Adventure / Coping with adverse situations	Words related to desert and travelling Synonyms	Past and earlier past	Conversation	Narrating an incident
6	Bio-diversity	Conservation of animals and forest	Adjectives Using words contextually	Conjunction (and)	Conversation and paragraph	Description
7	Culture	Mythology / Honesty	Proper nouns and Common nouns Adjectives	Comparative Adjectives	Conversation	Conversation
8	Communication	Importance of letters / Human values	Making comparisons using 'as....as'; Vocabulary related to emotions	Expressing ability using 'can'	Writing a Letter	conversation

ENGLISH - SYLLABUS GRID FOR CLASS - V

Unit	Theme	Sub Themes/Values	LANGUAGE COMPETENCIES			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	School life	Picnic / Co-operation, Care for others	Words related to food	Types of sentences	Notice, Letter	Description
2	Animals	Relationship with man and animals / Kindness	Adjectives Action Verbs	Adverbial Connectives (when, as, if)	Description	Conversation
3	Neighbourhood	Unity and Cooperation / Social values	Suffixes Collocations	Noun Phrases, Types of Adjectives	Recipe	Conversation
4	Agriculture / Farming	Farming / Self sufficiency, Positive attitude towards farming	Words related to fruits, vegetables, pulses and tools	Primary Auxiliaries	Poster, Letter	Description
5	Health	Natural food and junk food / Positive attitude towards natural food	Food vocabulary Words in context Synonyms & Antonyms Common Abbreviations	Degrees of Comparison	Advertisement	Debate
6	Folklore	Humour / Social values	Homophones Same word in different parts of speech	Adverbial Connectives (because, since)	Conversation	Description
7	Games & Sports	Importance of games and sports /sporting spirit	Finding new words Same word in different parts of speech	Modal Auxiliaries	Letter	Quiz
8	Will power	Overcoming Disability / Self esteem and determination	Synonyms Singulars and Plurals	Gerunds	Preparing a Speech	Speech

Appendix - II

Class wise Discourse wise Features- Primary

By the end of the completion of class V, the learners are expected to produce a variety of oral and written discourses. The features of a certain discourse at a certain level are shown in the tables given below. The class wise and skill wise features of each discourse are marked with "X' which means this feature is to be considered at a given level.

Table 1: conversations

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains Initiation / response	x	x			x	x		X												
Has One or two meaningful exchanges					x	x	x					x				x				
Has three or four exchanges									x	x	x		x	x	x		x	x	x	x
Has proper sequence of exchanges											x									x
Sustains the conversation											x									x

Table 2: Description

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains two connected sentences describing objects /things / persons / places	x	x			x	x	x	X												
Uses attributes for description	x				x	x	x		x	x	x	x	x	x	x		x			x
Creates vivid images	x								x		x		x		x		x			x
Uses a variety of sentence forms									x		x		x		x		x			x
Uses proper sequence of ideas	x						x		x	x	x		x		x	x	x			x

Table 3 : Poems / Songs / Rhymes

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Rhymes / songs /poems with simple structural patterns	x	x			x	x	x													
Uses rhyme scheme	x				x		x		x	x	x	x	x	x	x	x		x	x	x
Poems / songs with emotions, reflections														x	x		x		x	

Table 4 : Narratives

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains at least one event and one exchange of dialogue	x				x	x				x										
Contains a sequence of events and dialogues									x		x		x	x	x		x	x		
Evokes sensory perceptions									x				x		x		x		x	
Contains images, setting and other details									x				x		x		x		x	
Uses characterization									x				x				x		x	
Evokes emotions													x		x		x		x	
Maintains coherence																			x	

Table 5 : Diary

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Diary containing events											x				x	x				
Contains personal reflections, thoughts and feelings																			x	x
Uses a variety of sentences															x				x	
Contains events other than routine events											x	x				x				x
Uses language appropriate to the mood															x				x	x

Table 6 : Letter

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Begins and ends the letter											x	x			x	x			x	x
Uses language appropriate to the context															x	x			x	x
Uses appropriate format, layout and conventions															x	x			x	x
Expresses ideas sequentially															x				x	x
Maintains coherence															x				x	

Table 7 : Messages

Discourse Features	I				II				III				IV				V					
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W		
Contains ideas relevant to the context															x	x					x	x
Maintains brevity															x	x					x	x
Uses conventions															x	x					x	x
Uses layout, format,																					x	x

Table 8 : Notices /Posters

Discourse Features	I				II				III				IV				V							
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W				
Notices for various occasions and purposes showing the context											x	x			x	x								
Notices containing, venue, date, time, salutation, invitation, programme,																							x	x
Writes notices for special purposes with persuasive language															x	x							x	x
Organisation and Layout											x				x								x	x

Table 9 : Slogans / Placards

Discourse Features	I				II				III				IV				V							
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W				
Slogans and placards for specific purposes											x	x			x	x							x	x
Maintains brevity																							x	
Maintains rhythm											x	x			x	x							x	x

Table 10 : Drama

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Dialogues	x	x			x	x			x	x			x	x		x	x	x	x	x
Dialogues revealing emotions & feelings																	x	x	x	x
Role-play		x			x	x			x	x			x	x						
Dramatisation																	x	x		

Table 11 : Write-up

Discourse /Text type Write-up	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Conveys the main idea and supporting details											x				x	x			x	
Organization of ideas											x				x				x	x
Uses appropriate cohesive devices											x				x				x	
Has coherence and flow											x				x				x	

Class-wise targeted discourses

Sl. No	Details of the Discourses	I	II	III	IV	V
1.	Conversations					
2.	Descriptions					
3.	Rhymes /songs /poems					
4.	Narratives					
5.	Diary					
6.	Letter					
7.	Notice/Slogans/Poster					
8.	Drama					
10.	Paragraph					
11.	Essay					
13.	Slogans					
14.	Speech					

@@@

Appendix- III

Classroom Theatre

Theatre as a pedagogic tool for facilitating the development of language proficiency. Most of the lessons in primary classes are stories. These will easily yield classroom theatre. The process of working out classroom theatre is given below:

1. Process

Elicit responses to questions like the following:

1. Where is the story taking place?
2. Who are the characters?
3. What are the events / actions narrated in the story?
4. What are the characters saying or thinking?

Let children sit in groups and plan the drama.

Ask one group to enact the drama.

Initiate a discussion on the drama

Did the actors include all the dialogues in the story?

Did they add any dialogues of their own?

Did the group act out all the events in the story?

Did they add any events?

Could the audience understand where the events were taking place?

All the groups have already planned the drama.

Do you want to make any changes in the plan before presenting the drama?

Let the groups to rework on the drama if necessary.

Ask one more group to act out the drama.

Initiate further discussion.

What are your observations on the present performance?

How many scenes will be required? Why?

Do you want to include some actions in the drama?

What are the slots where you can include them?

How will you state the mood of a character at a certain moment in the drama?

How can we improve the presentation?

Initiate a discussion on the indicators for the performance of the drama.

Consolidate the indicators on a flip chart.

Ask the remaining groups to present the drama.

Give positive feedback.

2. Why Theatre in English Class

The classroom theatres can yield much pedagogic mileage.

- It creates sustainable linguistic experience.
- It promotes collaboration and cooperation among the learners
- It caters to the development of multiple intelligences.
- It provides space for the spontaneous production of language.
- It paves way for deeper understanding of the lessons.
- It engages all children psychologically as well as emotionally.
- It makes the textbook come alive.
- It helps the learners read the text analytically and critically.

3. The Theoretical aspects of Narrative

The focus is not on transmitting information but transacting experience. We are addressing the inner language of the listeners which is generated through thinking.

Comprehension takes place by virtue of the context, familiar words, voice modulation, facial expressions and optimal gestures. The narrative allows a holistic treatment of second language. It accommodates different discourses; we can incorporate descriptions,

Conversations and rhymes. The focus is not on transmitting information but transacting experience. We are addressing the inner language of the listeners which is generated through thinking. Comprehension takes place by virtue of the context, familiar words, voice modulation, facial expressions and optimal gestures.

The narrative allows a holistic treatment of second language. It accommodates different discourses; we can incorporate descriptions, conversations

and rhymes into the text of a narrative. Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative as a discourse can accommodate all these types of sentences quite naturally. It incorporates all possible prosodic features such as stress, intonation, modulation. The "narrative gaps" created by the teacher can be filled in by the learners by constructing target discourses. Narratives capitalize on the emotive aspect of the language. This is of vital importance in the language class because experience is sustained in human minds as emotional gestalts. It can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

4. Textbook to the Theatre

For most teachers the sole objective of teaching English has been transmitting information contained in the textbook. However, the new textbooks demand that there is need to be a shift from transmitting information to transacting experience in such a way that from the given text multiple texts are generated by the learners. The theatrical components such as the narrative, choreography and drama help us materialize this shift. Most of the lessons in the textbooks of primary classes are stories. These can be easily transacted as dramas because both of these discourses have events and dialogues. In narratives events are presented either orally or in writing whereas in drama these events get translated into actions that can be performed. Once children get used to performing dramas based on the stories given in the textbook they can develop dramas from texts that are not stories. For this they have to identify the themes of the lessons. From these themes, plots can be developed which in turn can yield dramas. The transition from Textbook to Theatre will be a pleasant experience for the learners at all levels.

5. Working on Social Issues and Themes

Children can also develop plots based on social themes if they are given chance. These plots in turn yielded dramas.

The following steps are to be followed:

- 1) Identifying a social theme
- 2) Developing a plot that has a beginning, the middle and the end.

- 3) Deciding dramatic events
 - 4) Fixing the characters
 - 5) Deciding the scenes
 - 6) Developing the participants of the theatre workshop got hands on experience on dialogues and actions
 - 7) Deciding position and movement of characters
 - 8) Planning the drama without writing the script and performing it.
 - 9) Reflecting on the presentation both by the performers and the viewers.
- Dramas were worked out on themes such as marginalization and child labour.

6. Role-plays and Dramas

In classes 1 to 5 all stories are being performed as role-plays and dramas. This liberates the children from the lethargy of reading the text mechanically and reproducing the information given in it. They make sense of the text through collaborative reading and generate multiple texts from a given text through personalizing and localizing it. In the initial stages children are likely to reproduce the dialogues given in the text. By virtue of the feedback given to them they will be able to reflect on their own performance. This will eventually help them improve their performance in terms of delivering dialogues, showing facial expressions and actions and maintaining some of the theatrical conventions. The role-plays and dramas performed in the classrooms will provide ample opportunities for children to develop their communication skills.

7. Choreography, a Multifaceted Tool

Choreography is a performance art and it makes use of some theatrical components. It is a discourse that can communicate effectively to its views. As a pedagogic tool it can be used to facilitate the development of communication skills. Like the drama it caters to the development of multiple intelligences. Choreographing a poem implies deeper understanding of its theme.

The following process is used for choreographing the poem:

- 1) Identifying the theme/themes of the poem (stanza-wise)

- 2) Identifying instances from life that manifest the theme
- 3) Identify the characters and their actions
- 4) Deciding the location where the actions take place.
- 5) Deciding the actions of the chorus to create the setting
- 6) Sequencing the actions
- 7) Setting music to the poem
- 8) Singing the poem and synchronizing the movements and actions of the characters with the rhythm of the song.

The theme can be interpreted in multiple ways and each interpretation will yield a different choreography of the poem.

@@@

APPENDIX – IV

Reading Material for Teachers

Dear teacher,

A few passages are given below. Please read and reflect on them. You may share your reading experience with your fellow teachers and friends.

Challenges

“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be an instrument of inspiration or a tool of torture. I can humor or humiliate, heal or hurt. In all situations it is my response that decides whether crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

A. Letter written by a student.

Dear teacher

You once meant the world to me. Among all the people who were there to teach me something, I believe you were the one who had it all figure out. You enticed me with your love for the new, you lured me into a world of learning, but yet, I now feel I’ve failed to learn what you were trying to teach me. And I believe that I should apologize for not being able to learn things so well... or should I? I’ve been thinking it over, and my reasons for doubting my need to apologize go far beyond your need to constantly say that if I didn’t learn it, it’s because you haven’t done a good job.

Dear teacher, do you truly mean what you say when you publicly claim that your students failure are your own? Are you such an almighty being that no one can fail on their own accord and that your ability to teach or not is what makes it or breaks it in my education? Perhaps, if you really meant what you say, this would be true. I must confess I’m slightly disappointed in you, though. And I’ll now explain why.

You once believed you could teach me by being friends with me. You’ve probably read somewhere that affection makes a difference in learning. You’ve also probably

read, somewhere else, that laughter lubricates learning, and you tried to make your lessons funny. And then you may have heard from a friend that learning should be student-centred. How perfect was that, huh, dear teacher? All you had to do was come to class and chat with your students, let them discover new things on their own. This is probably something else you claim to have read – students ought to become autonomous learners.

To make things even better, you found arguments to support the use of things you so much enjoy using in your daily life in our lessons. You've read somewhere that I'm a digital native, and that technology would make learning a lot easier to me. You've enticed me to follow you through a path of discovery of things you were supposed to be teaching me, but that I'd eventually find out on my own by using the gadgets that are so common to those of my generation. To be fair with you, you could even mention the names of the people you've supposedly read, and even name theories.

How much longer do you think you could have gone? You've read somewhere that there are teachers using technology and whose students are succeeding, and you've also read somewhere else that there are teachers who simply talk to their students and they miraculously learn. Oh, dear teacher, you have as one of your favorite quotes the one that says that you're not preparing students – you're helping them become life-long learners. Isn't it a tad contradictory that you haven't been doing what you've been preaching?

You expect me to accept that mistakes are part of the learning process. However, you cannot conceive of having done me wrong in your attempts to educate me. Wouldn't it be much easier to help me if you took your own advice and said, just for a change, that you may not know exactly what you're doing? How much longer will you cling to book titles, halves of first chapters, headlines and superficial talks to base your principles? How much longer, dear teacher, till you start taking responsibility for the choices you've made for my education to your hands instead of blaming it on what others have been doing?

Isn't it time you started reading beyond the headline? Isn't it time you started accepting that there are people who know more than you and that you can learn from them? Is it that hard to keep an open mind to different thoughts and ideas? Why is it, then, that you keep asking me to keep mine open?

Dear teacher, how often have you said that grades don't represent learning, and yet it was the final yardstick against which you measured my success or failure? When will you stop paying lip service to what others say regarding education and start walking with your own feet? When will you be able to accept responsibility for what you have done in your classes because you believed that was best for me, not because a PhD somewhere said this is what had to be done? What if you yourself bought into the idea of being a life-long learner and were willing to truly lead me to discovering what I should discover? Instead, your option has been to say to me things you don't actually mean. You say one thing, but you do something else.

Dear teacher, it's time you stopped mentioning the names of John Dewey or Paulo Freire if all you know about what they've done is what someone else has told you. It's time you stopped using flashy gadgets and technology in class simply because you've been told I love that and this is how I learn best. I want to remember you for what I've learnt from you, not for the jokes you told me when you were supposed to have taught me something.

Dear teacher, you have no idea how much I'll idolize you for having taught me something. Please, understand that my education is not a popularity contest among all those who walk into my classroom to talk to me. This is serious stuff, and I may be just a bit too young to realize how serious a business it is. I depend on you to show me what I can do. You've often said you'd like to be responsible for my learning – I put myself in your hands. As much of a cliché this may be, I'm placing all my dreams and hopes for the future in your hands. Will you truly help me live up to my potential? Have you been constantly trying to improve for that to happen?

Dear teacher, all I ask of you is that you mean what you say. Don't take the soft way out by placing all the responsibility of my learning in my hands. Learn what learner centered education truly is before you say your lessons are learner centered. Learn how to effectively integrate technology into your teaching before you say that all those videos and Internet use are actually teaching. Criticise me! We only set high standards for those we believe to be able to get there. Don't settle for anything less than what I can do. You see, I believe all you say about my learning, so if you say I'm ready to move on to the next step, I will be happy to do so – I'll only be mature enough to realize I wasn't ready when it's too late. It's your call, my dearest teacher.

It's your call... are you going to face the challenge of educating me, or are you going to really leave me to my own fortune? Are you prepared to challenge me, to tell me I'm wrong, to tell me my work is not good enough, and to put up with my tantrum, or will you take the easy way out? If you choose the easy way out, if you're not prepared to mean your words and to act accordingly, please, step out of the way. The world is tough enough as it is. I most certainly don't need you holding me back. You say my failure is your failure, dear teacher. As long as you believe that success is the same thing as moving on to the next grade or level, you've failed me for sure. If you're going to treat me as a human being, you'd better understand sooner than later that education is a complex issue, and there's no way you're going to be able to help me without hard work from me and you. I'm in your hands, dear teacher, make sure you know what you're doing.

Yours faithfully,

A student"

B. INSPIRATIONAL POEM:

THIS SMALL CHILD, WHO IS FOLLOWING ME (WALKING BEHIND ME)

I want to walk very carefully

Because a small child is following me.

I cannot take the risk of losing my path

Because I am afraid that he can lose the path.

I cannot skip from his vision
As he is observing me, he wants to do
The same thing I do.
He wants to be like me
He wants to imitate me.
While walking I have to always remember that
That a small child is following me.
While walking (moving forward) I have to remember.
I have to face the ups and downs
And I have to prepare for the hurdles ahead?
This little child who is following me
I want to walk, but carefully, because this little child is following me.
I cannot take the risk to get lost because I am afraid that he will also get lost.
I cannot lose sight from him because he sees whatever I do and does the same.
He says he wants to be like me, that little child who's following me
While walking I must remember in the middle of heat of the sun and the coldness of
ice
I am made for the rains.

C. It can be difficult to improve your use of grammar. Why?

Many people, unfortunately, believe that by studying grammar out of books, your grammar can get better very quickly. Unfortunately, this is not the case. In fact, it can be very difficult to improve our use of grammar.

Some of the reasons for this difficulty are as follows:

- Grammar skills in a language develop over a long time, so even advanced learners of English continue to make small mistakes with the language.
- Just 'knowing' about a grammar point does not necessarily mean we will be able to use it very well. It takes more time than we think to put into practice what we have learned.
- It is possible to understand a grammar point very well, yet still make mistakes when we write or speak.

- Some grammar points are almost 'un-teachable' such as the use of articles. This is because their use can often depend on psychological perspectives rather than absolute truth.
- We often experience what is known as 'L1 interference'; we have in our mind patterns from our first language when we write and speak, and these can affect our accuracy.
- We do not always use a systematic checking system when we look over our writing, because we do not always know what our main grammar problems are.
- There are several theories of language learning that tell us that we have to be able to make mistakes in grammar before we can get better.

D. Here is a list of the 12 Most Important things that came out of the conversations with students:

1. Greet me each day

Wish me good morning, and send me off with a "see you tomorrow."

2. Smile

When you look at me, let me see happiness in your eyes.

3. Give me your attention

Sit and talk with me privately; even if only for a second.

4. Imagine with me

Help me dream of things I might be able to do; not just the things I need to do now.

5. Give me challenging content and assignments

Show me how to handle it. Teach me what to do.

6. Ask about me

Inquire about my weekend, the game I played, the places I go. It shows you care about my life.

7. Let me have time

Time to let things sink in Time to think. Time to reflect, process, and play.

8. Demand of me

Hold me accountable to high standards. Don't let me get away with what you know I am capable of doing better.

9. Notice Me

Leave special messages in my desk or locker. Just a quick not that says you notice something right.

10. Let me ask the questions

Even if they are off topic. It will show that I am thinking about new perspectives, curious, and willing to learn more. Let me have the chance to show what I am wondering about, not just what I know.

11. Engage me

I came to you in love with learning, keep me excited, keep me wanting more.

12. Trust me

Believe that I can do it. Allow me the chance. I promise to show you I can.

@@@

Appendix – V

ELT Terms

ELT terms are the words that are generally used when teaching the English language. They are words and phrases that you may come across in English Language Teaching.

Accuracy: The ability to produce grammatically accurate sentences; language is grammatically correct English with proper vocabulary

Achievement: Accomplishing the objectives of a chapter or a unit

Acquire: Learn a language unconsciously by using it.

Active: An energetic, agile and lively child

Active listening: A method where the student replicates what the facilitator is saying to reveal his/her understanding; this technique helps when a teacher is not too keen to openly correct a student's mistake

Activity: Something facilitators organize to simplify teaching or to help a child comprehend what is being taught

Approach: A unified but broadly based theoretical position about the nature of language and of language learning and teaching that forms the basis of methodology in the language classroom.

Aptitude: The ability, talent or capacity of a child at which he/she can learn a foreign language

Aural: Related to listening; the auditory or the acoustic skills of a child

Authentic: Genuine, reliable or dependable material taken from books and magazines for the betterment of the children

Bilingual: A person who knows and uses two languages equally well or with the same ease

Brainstorming: A group activity where students freely suggest, give or contribute their thoughts to a topic to create or produce ideas.

Chorus: Communicating or reciting collectively as a group

Chorus repetition: The entire class, as a group, replicating a sentence or an example given by the teacher

Classroom management: The organization of class activities by the facilitator like the setting up of the classroom, carrying out innovative ideas to teach in the class, class events, managing group activities, giving directions and supervision of pupils behaviour.

Cleft Sentence: A sentence which has been divided into two parts, each with its own verb, to emphasis a particular piece of information, e.g. It was Ramesh who did most of the work.

Collaborative Learning: Learning in groups, through "discussion, clarification of ideas, and evaluation of other's ideas. It is based on an age old adage that says "two heads are better than one". Students who demonstrated lower levels of achievement improved when working in diverse groups.

In collaborative learning where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life.

The idea of collaborative learning has a lot to do with *Lev Vygotsky's* idea of the "zone of proximal development". It considers what a student can do if aided by peers and adults

Collocation: The way in which words are used together regularly e.g. "do the dishes" and "do your homework", but "make the bed" and "don't make noise".

Communication: is the act of speaking, writing or giving information to someone and being understood by them; verbal skills or how a person talks to another individual

Communicative competence: The capability to converse or correspond successfully; the aim of learning a foreign language is to be able to speak or talk in it effectively

Communicative language teaching (CLT): An approach to foreign or second language learning which stresses that the objective of language learning is to speak or talk in it effectively or communicative competence.

Competence: One's underlying knowledge of a system, event or fact; the unobservable ability to perform language, but not to be confused with performance.

Constructivism: The integration of various paradigms with an emphasis on social interaction and the discovery, or construction, of meaning.

Context: The circumstances, connection or situation in which a thing is done; the reason why a certain topic or subject is done

Curriculum: The entire portion or the topics month wise that are to be taught during a full academic year

Dialogue: A conversation or exchange of sentences used to practice or rehearse speaking

Discourse: A language (either spoken or written) beyond the sentence level; relationships and rules that govern the connection and inter-relationship of sentences within communicative contexts.

Discourse analysis: The examination of the relationship between forms and functions of language beyond the sentence level.

Discourse marker: An expression that typically connects two segments of a discourse, but do not contribute to the meaning of either, e.g. adverbials (however), conjunctions (but), prepositional phrases (in fact).

Drilling: Repetition or monotonous repetitive teacher-controlled way of practicing where the pupil's just keep repeating what the teacher has said even without comprehending it e.g. children might be saying the letters of the alphabet in sequence without understanding them

Elision: The leaving out of a sound or sounds in speech, e.g. suppose (spose).

Ellipsis: Leaving out words or phrases from sentence where they are unnecessary, e.g. John went to the door and (he) opened it. (Nominal Ellipsis), I'll go, but he won't (go) (Verbal Ellipsis)

Embedding (embedded sentence): The occurrence of a sentence within another sentence, e.g. the news / he had got married / surprised his friends

Extensive reading: Reading widely or a lot; extensive reading is done to build up good reading habits and expanding knowledge of vocabulary, structure and style of a language

Facilitator: Facilitator is a teacher who tends to conduct a student-centred class and is less dominant with the pupils than in the conventional approach to teaching; in communicative classrooms, facilitators are inclined to work in partnership with students to build up their language skills; a facilitator may also take the task of adviser or trainer rather than a teacher.

Feedback: Reporting or giving information about a student to a parent or a teacher can test children to know what they have comprehended; feedback can be verbal or written

Fluent: Conversing or communicating in a foreign language with ease; talking in a very natural, free, native like and normal manner, not forcefully or artificially

Forms: (of language): The “bits and pieces” of language, such as morphemes, words, grammar rules, discourse rules, and other organisational elements of language.

Functions: (of language) The meaningful, interactive purposes within a social (pragmatic) context, that we accomplish with forms of language.

Genre: A typical of discourse that occurs in a particular setting that has distinctive recognizable patterns and norms of organisation and structure, and has particular and distinctive communicative function.

Gesture: A facial or body expression like a frown or smile that silently says something

Idiom: A phrase or a saying where the meaning of the expression is different from that of the individual words e.g. ‘He backed up his friend’s claim’ or ‘Please hear me out’.

Imagery: The pattern of related comparative aspects of language, particularly of images, in a literary work. Language which appeals to the five sense .E.g: Mother rocking the cradle. Here child senses with eyes and ears

Inductive Teaching: It is the most popular method of communicative language teaching; this is a student-centred teaching methodology where the pupils use the language extensively to find out the sentence structure and language rules through various examples –first examples then rules.

Integrated approach: A teaching methodology where all the subjects are inter linked with one another and are taught in synchronization with each other; teaching is done through a theme which is predominant in all the subjects; all the four skills, i.e., listening, speaking, reading and writing are taught in coordination and not cut off from each other

Intensive reading: When a child reads his/her text books slowly, where he/she is able to understand and grasp everything read.

Intrinsic Motivation: Learning due to an enjoyable of the process itself.

Jargon: Speech or writing used by a group of people who belong to a particular trade, profession or interest group, usually disliked by and incomprehensible to people outside the group.

Language acquisition device (LAD): An innate, metaphorical "mechanism" in young children's brains that predisposes them to acquire language (cf. Chomsky).

language skills: There are four language skills - listening, speaking, reading and writing; speaking and writing are productive skills where a child develops his/her creative ability; reading and listening are the receptive skills where a pupil builds his/her aural proficiency.

Meta language: Language used to analyse or describe a language.

Metaphor: A comparison between essentially unlike things, **Meter** The measured pattern of rhythmic accents in poems. Like the other is a metaphor. Examples are, Harry was a lion in the fight, the birth of laughter, stealing eyes, noisy looms and broken heart. Life is a dream. She is a tower of strength.

Method : A coherent, prescribed group of activities and techniques for language teaching, unified by a homogeneous set of principles or foundations; sometimes proclaimed to be suitable for all foreign language teaching contexts.

Motivation: An incentive, inspiration or encouragement given to children to learn something new; the desire to learn.

Multiple intelligence(s): A theory developed by Dr. Howard Gardner. He suggests that there are at least eight different types of intelligences or ways in which a child can learn; for ELT, linguistic, intelligence is the most vital, though other intelligences, like intra-personal intelligence and inter-personal intelligence, can also have an effect on the activities in the class.

Native speakers: Those people who speak their mother tongue, English is the native language of the people of UK

Objective: The main purpose, aim or the idea behind teaching a lesson to the pupils; the learning objective is based on the learning outcome from a lesson; objectives state particularly what the students will be able to do in a specified time period

Open-ended question: A question which can have various answers; a question like 'What did you eat for breakfast?' will have a different answer from each student; a question which has a very wide range of options

Oral: It is related to speaking or by word of mouth; the verbal ability of a child to communicate in a foreign language is of immense importance and should be developed.

Parallelism: I HATE cohesion, I HATE sentence structure, I HATE phonology, and what is more, I'm even starting to HATE Quiz let

Pedagogy: The art or science of being a teacher, teaching or educating little children; the function or work of a teacher; it is the art or the ability to teach; it is generally the plan or the approach a teacher takes or the style of instruction that is followed in the classroom; the interest of a child is developed only if the teaching style is creative; it is sometimes referred to as the correct use of teaching methodologies or strategies.

Performance: One's actual "doing" of language in the form of speaking and writing (production) and listening and reading (comprehension).

Portfolio: A purposeful collection of student work that exhibits the student or the students' efforts, progress or achievement in a given area.

Portfolio Assessment: The assessment based on the portfolio that consists of samples of work produced by students over a period of time may be called portfolio assessment.

Pragmatics: Study of the use of language in communication, particularly the relationship between sentences and the contexts and situation in which they are used, e.g. dependence on real world knowledge, understanding of speech acts, and influence of relationship.

Rapport: A calm association or connection between the facilitator and all the children of a class

Realia: Real items used as teaching aids to make learning interesting; these can be pictures from magazines or newspapers, objects, toys, real fruits or vegetables etc.,

Receptive language skills: Reading and listening are receptive language skills where a pupil builds his/her aural skills.

Redundancy: The degree to which a message contains more information that is needed, most languages have built-in redundancy, e.g. he looks sad (the's' is not needed for comprehension)

Rubric: Instructions which indicate what has to be done in a test or instructional activity.

Reinforcement: The support or revision practice which is given to the pupils after the completion of a lesson or chapter; this is done to make sure the children have understood what has been done in the class or taught to them

Role play: An activity where pupils enact plays, maybe from their text books; this innovative methodology helps children comprehend the language and develops an interest in the students to learn

Rote learning: Mugging up or memorization without understanding the meaning of the lesson studied.

Scaffolding: Support given to learners to enable them to perform tasks beyond their capacity.

Sight word approach: When a word is taught to a child as a whole and not through phonics or spellings; sight words can be put up in the class room and read daily, helping the children recognizing them as a word rather than mugging them up.

Stimulus: An incentive or inspiration given to a child to bring about a change for the better in him/her

Simile : A figure of speech involving a comparison between unlike things using like, as, or as though. Examples include as cool as a cucumber, as white as snow, life is just like an ice-cream, enjoy it before.

Social constructivism: A branch of constructivism that emphasizes the importance if social interaction and co-operative learning in constructing both cognitive and emotional images of reality

Student-centred: Student is the most important person in the classroom; here the students actively participate in the teaching or learning; under the supervision of the teacher, the students organize role play, debates, discussions etc to help each other learn a topic; facilitators can ask students to create or make teaching aids or material to facilitate teaching; the teacher is seen more as a facilitator or helper than the dominant figure in the classroom; in a student-centred class, the focus is on what the students are doing and saying.

Syllabus: The entire portion or the topics month wise that are to be taught during a full academic year

Thematic syllabus: A curriculum or syllabus which is based on themes; where all the subjects of the unit revolve around one idea

Vocabulary: The words, terminology or expressions which make the foundation of a language; these should be practiced well by the children till they become a habit or a routine for the children or till they are fluent with them; children should be at ease conversing in that particular language

Whole word approach or sight word approach: When a word is taught to a child as a whole and not through phonics or spellings; sight words can be put up in the class room and read daily, helping the children in recognizing them as a word rather than mugging them up

Whole language learning: Whole language integrates reading, writing, listening and speaking and defines the role of the teacher as one of facilitator and the role of the student as an active participant in a community of learners.

@@@

Appendix – VI

Framing Question

Question type and examples

Recalling –

Who, what, when, where, how _____?

Identifying Errors –

What is wrong with _____?

Comparing –

How is similar to/different from _____?

Inferring –

What might we infer from _____?

What conclusions might be drawn from _____?

Identifying Attributes and Components –

What are the characteristics/parts of _____?

Predicting –

What might happen if _____?

Classifying –

How might we organize into categories _____?

Elaborating –

What ideas/details can you add to _____?

Give an example of _____.

Ordering –

Arrange into sequence according to _____?

Summarizing –

Can you summarize _____?

Establishing Criteria –

What criteria would you use to judge/evaluate _____?

Identifying Relationships and Patterns –

Develop an outline/diagram/web of _____?

Identifying Main Ideas –

What is wrong with _____?

What conclusions might be drawn from _____?

Verifying –

What evidence supports _____?

How might we prove/confirm _____?

Representing –

In what other ways might we show/illustrate _____?

Question Stems to ask different types of comprehension questions.

Sample Question Stems

1. What happened after...?
2. How many...?
3. Who was it that...?
4. Can you name the...?
5. Describe what happened at
6. Who spoke to...?
7. Can you tell why...?
8. Find the meaning of...?
9. What is...?
10. Which is true or false...?
11. Can you write in your own words....?
12. Can you write a brief outline...?
13. What do you think could have happened next...?
14. Who do you think...?
15. What was the main idea...?
16. Who was the key character...?
17. Can you distinguish between...?
18. What differences exist between...?
19. Can you provide an example of what you mean...?
20. Can you provide a definition for...?
21. Do you know another instance where...?
22. Could this have happened in...?
23. Can you group by
24. What factors would you change if...?
25. Can you apply the method used to some experience of your own...?
26. What questions would you ask of...?
27. From the information given, can you develop a set of instructions about...?
28. Which events could have happened...?

29. I ... happened, what might the ending have been?
30. How was this similar to...?
31. What was the underlying theme of...?
32. What do you see as other possible outcomes?
33. Why did ... changes occur?
34. Can you compare your ... with that presented in...?
35. Can you explain what must have happened when...?
36. How is ... similar to...?
37. What are some of the problems of...?
38. Can you distinguish between...?
39. What were some of the motives behind...?
40. What was the turning point in the game?
41. What was the problem with...?
42. Can you design a ... to...?
43. Why not compose a song about...?
44. Can you see a possible solution to...?
45. If you had access to all resources how would you deal with...?
46. Why don't you devise your own way to deal with...?
47. What would happen if...?
48. How many ways can you...?
49. Can you create new and unusual uses for...?
50. Can you write a new recipe for a tasty dish?
51. Is there a better solution to...?
52. Judge the value of...
53. Can you defend your position about...?
54. Do you think ... is a good or a bad thing?
55. How would you have handled...?
56. What changes to would you recommend?
57. Do you believe?
58. Are you a ... person?
59. How would you feel if...?
60. How effective are...?

@@@

Appendix – VII

Class I Page wise Narrative

Unit-1: AMMU AND HER FAMILY

Ammu and Bittu

Narrative (Textbook Page 2 and 3)

Shall we listen to Ammu's story? But who is Ammu? Look at this picture. This is Ammu. She is a little girl like you. Then what could be her age? She is six years old. One day.

Ammu was sitting with her grandma in the verandah. Her grandmother was plaiting her hair. Doggy, her pet puppy was sitting near Ammu. Suddenly a baby squirrel came there. Ammu saw the baby squirrel.

Page 4

"A baby squirrel!" Ammu said in joy.

The baby squirrel looked frightened. It was in search of something. It had lost its way.

Doggy looked at the baby squirrel and barked, 'Bow ...vow'.

Doggy jumped at the squirrel. The squirrel ran toward the tree. Doggy ran after it.

Ammu ran after Doggy.

Doggy was about to catch it.

Ammu shouted, "Doggy, stop."

Page 5

Bittu speaks

Doggy left the squirrel climb the tree. The squirrel sat on the trunk of the tree.

Ammu ran to the squirrel.

Then something strange happened. Do you know what it was?

The squirrel said, "Thank you, dear."

Ammu was surprised. She said, "Wow, you are speaking!"

"Yes, I can speak."

"Aha!"

Ammu wanted to know its name. What would Ammu ask the squirrel?

"What's your name?"

Do you know what the squirrel said?

"My name is Bittu. What's your name?"

Ammu said, "My name is Ammu."

Page 6

Bittu stays with Ammu

Ammu took Bittu in her hands. She stroke its back and patted it gently on its back.

Ammu wanted to know more about Bittu.

"Where is your house?"

Bittu said, "It is very far from here?"

"Then how did you come here?"

"I saw some men putting guava fruits in the boxes. I crawled into a box to eat. Suddenly they closed the box. When the box was open again, I found myself here."

"Then how will you go back?" Ammu asked.

"I don't know."

Ammu felt sorry about the baby squirrel. "Poor Bittu! He is away from his home."

She wanted to keep the squirrel with her in her house.

"Will you stay with me?"

Bittu thought for a while. Anyhow I don't know where to go. I will stay with Ammu only.

"Yes," said Bittu. He wanted to know who else were there in Ammu's family.

So he asked, "Who are there in your family?"

Page 7

Sing the song

Narrative

Bittu has agreed to stay with Ammu. Ammu is happy now.

Ammu showed her family members to Bittu and started singing:

This is my grandmother sitting on a chair

Here is my grandfather sitting on a stool

This is my dear mother

Waiting for my father

This is my little brother

Sitting on her lap.

Page 8

Names of Ammu's family members

Bittu felt happy looking at Ammu's family. He wanted to know their names. So he asked Ammu "What are the names of your family members."

This is my grandfather

His name is Dharmaiah

This is my grandmother

Her name is Leelamma

Page 9

This is my father

His name is Gangadhar

This is my mother

Her name is Hemalatha.

This is my brother

His name is Chintu.

Page 10

The focus of this activity is to build up vocabulary related to family. Encourage the students to say the words related to family. Allow them to say the words in mother tongue. You can write them in English on chart paper and display it on the wall so that children can see them and get familiarised with the graphs.

Unit – 2: GOING TO SCHOOL

Page 20 and 21

Ammu and Bittu are in the bus

Ammu started playing with Bittu.

Ammu's mother called her, "Ammu, what are you doing there? Your school bus has come."

"OK, Amma."

In a moment Ammu was ready.

"Where are you going?" Bittu asked.

"To school."

Ammu took her bag.

"Take your lunch box," Amma said.

Ammu took her lunch box. She kept it in her school bag and got into the bus. She said 'bye' to her mother.

She looked for Bittu. He was not seen anywhere.

Page 22

She heard somebody calling her,

"Ammu, Ammu..."

Ammu knew whose voice it was. It was Bittu's voice. He was hiding in the bag.

"Bittu..." what are you doing in my bag?"

"I am coming with you."

"But where?"

"I don't know. I want to be with you," said Bittu.

"O.K. But don't go here and there."

Bittu sat silently in the bag. He heard a 'pee pee' sound from the road. He wanted to know what the sound was. He came out of the bag.

"What is that Ammu?" He asked Ammu pointing at a car. \

"That is car."

Page 23

Sing the song

Ammu's bus goes pom pom pom

Narrative

There were several other vehicles on the road. Bittu wanted to know the names of all the vehicles. Ammu started singing.

Here is the bus

It goes on the road

Here goes the bus

Pom, pom, pom,

Here is the car

It goes on the road

Here goes the car

Pee pee pee

Page 24

My vehicle

Draw the picture of a vehicle you like. Name it, colour it and sing about it.

Page 25

Vehicles

Say the names of the vehicles

Page 26

Places near Ammu's school

Narrative

The bus stopped near the school. All the children got down the bus. They walked towards the school. Ammu stopped at the gate and took Bittu out of the bag. She wanted to show Bittu her school.

"Bittu, look. That is our school".

"Oh! It's very big."

Bittu looked around. He wanted to know about the buildings and the vehicle near the school.

"Ammu, what is that near the school?"

Ammu looked at the post office near the school and said, "It is a post – office."

Page 27

Places

Say the names of the places

Page 28

Things far and near

Interaction

Ammu and Bittu are standing near the school gate. Bittu was looking at the vehicles on the road.

"I have told Bittu the names of vehicles. Does he remember those names?" Ammu thought. "I will ask him about the vehicles near the school."

"Bittu, what are the vehicles near the school?"

"The school bus and a car," Bittu said.

Ammu was surprised to hear this. "Bittu is a good student," she thought. I will ask him about the vehicles far from the school.

"What are the vehicles far from the school?"

"A jeep and an auto," said Bittu.

Page 29

Which is far, which is near

Page 30-31

Picture of vehicles

Group work

Let each child collect the pictures of any two vehicles and paste them in the space given in the textbook. Let them sit in groups and talk about the vehicles.

Page 32

Sing and dance

Sing the song of the letters two or three times so that children get its tune and rhythm.

Unit – 3: AMMU'S SCHOOL

Pages 36 and 37

Children at school

Ammu and Bittu are walking to the school. They are talking about the places near the school. Ammu says, "Hurry up, Bittu. We will be late to the school. Bittu started running. Ammu ran behind Bittu. Now they are at school gate.

Page 38

Ammu meets Eswar

Narrative

The school bell rang. Eswar, Ammu's friend saw Ammu standing near the gate. Why is she still standing at the gate. I will tell her to hurry up,' thought Eswar.

"Hi, Ammu! Hurry up! The bell is ringing.

Ammu looked at Eshwar and said, "Hello Eswar. I am coming."

Bittu saw Ammu talking to Eswar. "Who is this boy?" Bittu thought.

Page 39

Bittu in the class

Narrative

Ammu hurried to her class. She kept her bag on the desk. Then she started running towards the prayer ground. Bittu followed her. Ammu saw Bittu following her. She wanted to keep Bittu in the bag as she was going for the prayer. She took Bittu into her hands, patted it and said, "*Bittu, sit in the bag. I am going to the prayer ground.*"

"OK. Come fast," said Bittu.

Page 40

Ammu's classroom

Narrative

Ammu went to prayer leaving Bittu in the bag. Bittu was alone in the class. He sat in the bag silently for some time. Then he slowly peeped out of the bag. There was no one in the class. He came out from the bag. He looked around. He looked at the table, the chair, black board and the other things in the classroom.

He was seeing a class room for the first time.

"Oh! This is Ammu's class room."

Page 41

Let's catch the squirrel

Narrative

After the prayer the children rushed into the class. Bittu did not notice the children. He was looking at the picture charts. But Ganga saw him. She was surprised to see a squirrel in the class.

"Look, a squirrel in the class." she shouted. She wanted to catch it. "Let's catch it."

Eshwar knew that it was Ammu's squirrel. He had seen it in Ammu's hand. He said, "This is Ammu's squirrel."

Page 42

The squirrel in colours

Narrative

Bittu saw all the children standing around him. "He got scared. He looked for Ammu. Fatima saw Bittu moving towards Eswar. She said, "Eshwar, catch the squirrel."

"I'll try," said Eshwar.

Page 43

Bittu and the children

Narrative

Eshwar tried to catch Bittu. Bittu jumped on to a table. There were several bottles of colours on the table. The colours in the bottles spilled out. Bittu's body was covered with the colours.

Bittu jumped here and there in the class. The children screamed and shouted. Some of them ran after Bittu.

Page 44

Bittu, the painter

Narrative

Bittu saw the colours spilled out. He looked at the children. He was scared more. He wanted to run away by jumping on Hari's head. Hari screamed. Looking at the squirrel on his head he said, "The squirrel is sitting on my head."

Song

Here is the squirrel

Sitting on my head

Now my head is red in colour.

Ganga also sang

Here is the squirrel

Jumping on my knee

Now my knee is blue in colour

Page 45

Sing a song

Encourage children to add lines to the song by substituting words for the other parts of the body. The pictures will help them to generate ideas. You can help them by supplying the words required in English.

Page 46

Where is Bittu?

Narrative

Bittu was jumping on every one leaving some colour on them. Ammu entered the class not knowing what had happened. She looked for Bittu. She heard the children screaming, "Catch the squirrel". She saw Bittu sitting on Kamala's hands. Bittu saw Ammu.

"Hey Bittu. What are you doing? Come here," Ammu said to Bittu.

She watched Bittu jumping here and there. Bittu was on Ganga's knee. She screamed and pushed it away. Then it Bittu jumped onto Hari's head. Hari shouted and pushed it away. Then Bittu jumped onto Indu's nose. Indu was frightened. She screamed. Bittu also was frightened. He jumped onto John's shoulder and then to Kamala's back.

Page 47

Ammu catches Bittu.

Ammu asked Bittu to come back. But Bittu was scared. He was looking at the children.

Then Ammu said, "Bittu, don't get scared. They are all my friends."

Bittu was in half mind. He looked at the children again. They were all looking at him. He jumped onto the desk. Then he jumped onto a bench.

'They may not hurt me,' Bittu thought.

'Come Bittu, come to me," said Ammu again.

Page 48

Bittu is happy

Narrative

Bittu came running to Ammu – Ammu took him into her hands.

Bittu looked at Ammu.

"Please don't chase him," she said to her friends. "He is just like us. He is small. He is scared."

She patted the squirrel saying, "Don't get scared."

Bittu felt safe in the hands of Ammu.

Ammu saw their teacher coming to the class. Ammu did not know what to do with Bittu. She thought, "Where shall I keep Bittu now?"

Page 49 to 52

Activities

Unit 4: AMMU AND HER FRIENDS AT SCHOOL

Page 47

Colour the Picture

Pages 54 and 55

We are learning

Page 56

Here comes, our teacher

Ammu saw the teacher coming into the class. Ammu wanted to hide Bittu. But she was afraid. What will happen if Bittu comes out again from the bag?

But she had no other way left before her. She put Bittu back in the bag.

"Bittu don't come out again. Our teacher is coming," she said to Bittu.

Bittu looked at Ammu and whispered. "OK, I will sit in the bag."

Page 51

Teacher in the class

Narrative

The teacher entered the class. She went to the table to keep her books. She saw the colour bottles turned over and colours spilled out all over the table. She turned back to ask children what had happened. She saw colours on their clothes, faces, hands, legs, hair, neck and all over their body.

'They have played with the colours,' she thought.

"What is this? Go and wash yourselves."

Page 58

The colour I like

Narrative

The children came out of the class.

They walked towards the water tap. They look at each other. They looked funny with colours on their body.

John looked at his arm and said, "My arm is red. I like this colour." All the children started talking about the colours they liked.

Saleem said, "I like green colour."

Page 59

Colours

Page 60

Children at the water tap

Narrative

Now the children are at the water tap. They are washing the colour on their hands, legs and face. Fathima and Ganga are looking at each other. They talk about the colour they have on their body.

"Ganga, there is blue colour on your neck," said Fatima.

Ganga smiled and said, "I am washing my neck. Look, there is red colour on your leg,"

"I am washing my leg," said Fatima.

Page 61

Song at the water tap

Narrative

Eswar also was at the water tap. He liked the colour very much. But he had to wash it. Otherwise the teacher will not allow him to sit in the class.

'I have to wash my hands,' he thought. So he started washing his hands. While washing he watched the colour flowing out along with water. He liked it very much. And he started singing.

Wash wash

Wash your hands

This is the way I wash my hands, wash my hands
Hearing these others also stated singing.

Page 62

Adding lines

Page 63

Activity

Page 64

I am sorry

The teacher saw Ammu sitting alone in the class with fear. Teacher called Amuu near her. Ammu walked solely towards the teacher. Bittu peeped out of the bag thinking that the teacher would punish Ammu for bringing him into the class. Teacher saw Bittu with colours all over his body.

"Is it your squirrel?" the teacher asked.

"Yes teacher," Answered Ammu.

"You have brought a squirrel into the class. See what it has done."

Ammu felt sorry for what had happened.

'i am sorry teacher."

'Don't bring pets into the class."

Page 65

Draw your pet and talk about it.

The children are in the class room now. The teacher tells the children, 'You must not tease the animals.' They like us. We must treat them with love. Do you all have pets at home? Children say something about your pets.

Things we do at school

Page 67

Sing the song

The bell rings. All children come out. They are singing s song. We are at school

Page 68

Add lines to the song

Unit- 5: THINGS I DO

Page 71

Things I do. Colour the Picture

Page 74

Narrative

Ammu and Bittu are coming home from the school. Bittu is sitting on Ammu's shoulder. Ammu is telling Bittu, "I told you not to come out of the bag. See what happened".

"Sorry, Ammu," said Bittu. Suddenly he screamed. A big crow was trying to peck at Bittu.

"Ammu, help me. That crow will kill me," cried Bittu.

"Don't worry. I will drive it away," said Ammu.

Ammu drove the crow away.

The crow flew away.

Interaction

Where are Ammu and Bittu now?

What do you see in the picture?

Will the crow peck at Bittu?

How will Ammu drive the crow away?

Page 75

Ammu is back

The crow came back. Bittu was scared. He cried again, "Look, Ammu! The crow has come back.

Ammu picked up some pebbles and threw at the crow. The crow came towards Ammu . It was trying to peck at Ammu. This time Ammu too was scared.

She ran into the house.

But after some time it came back. Ammu ran toward home with Bittu.

Grandmother saw Ammu running into the house.

"What happened, Ammu," grandmother asked

Interaction

What will Ammu say?

Page 76

Ammu wakes up

The next day. Ammu woke up early in the morning. Ammu's family has planned to visit Zoo. Ammu looked at Bittu. He was still sleeping.

She goes to her mother and asks her" Mummy I want a new tooth brush for Bittu." Mother gave her a new tooth brush. She kept everything ready for brushing and came back to Bittu. Bittu is lazy. He was still sleeping. Ammu wanted to wake him up.

"Bittu, wake up. It's morning."

Page 77

Ammu teaches Bittu good habits

Bittu woke up rubbing his eyes.

"Ammu, I want to sleep," he said.

"No, Bittu," said Ammu. "Wake up. You have to learn many things."

"Learn? Learn what? I am hungry. I want to eat first," said Bittu.

"No. You must brush your teeth first and take bath. Then you can eat your food."

" But I don't know how to do these things," said Bittu.

"Get up. I'll teach you how to brush your teeth, take bath, eat food at the table and many more things," said Ammu.

Page 77

Ammu Teaches Bittu

Bittu got up rubbing his eyes. He walked slowly behind Ammu. Ammu took him into her hands. Bittu crawled on to her shoulder and started sleeping again. Ammu took Bittu's tooth brush and spread paste on it. She saw Bittu sleeping on her shoulder. Ammu remembered her mother singing for her. She started singing for Bittu.

Song – Brush your teeth brush your teeth

Make your teeth white

Take your bath, take your bath

Keep your body clean

Eat your food eat your food

Keep your body strong

Play your game play your game

Keep your body fit

Page 78

Add lines to the song

Page 79

Ammu has a bag

Bittu got up listening to Ammu's song. Ammu taught Bittu how to brush teeth, take bath, comb hair and eat at the dining table. Then she started putting her belongings in a bag. Bittu watched Ammu keeping all her things in the bag."

"I have a bag. I keep my things in my bag," Ammu said to Bittu.

He sat near her watching her curiously. He took her mirror and looked at his image in the mirror.

"Ammu has a bag to keep all these things," he thought. I too have a tooth brush, a comb, a mirror and many other things. Where should I keep them? I must ask Ammu for a bag." "I want a bag. Give me one,"

Pages 80

What you do everyday

Narrative

Ammu does many things at home. She wakes up early in the morning. Then she brushes her teeth and takes bath. She learns her lessons and play with her friends.

What are the other things she will be doing at home?

Page 81

Activity- Things I have

Page 83

Ammu gave Bittu a bag.

Bittu also has a bag now. He puts his things in the bag. He takes out his mirror and looks at his teeth. He shouts, "My teeth are bright now." Ammu took Bittu into one hand and his bag in the other. She started singing a song swinging Bittu in her hand.

Song – Little Bittu has a bag

Page 84

Add lines to the song

Page 85

Going to the zoo

Ammu took Bittu into her room.

"Bittu dear, I have something more for you," she said.

"What's that?" Bittu asked.

"Daddy has brought something for you," said Ammu. She took out a small shirt and a pair of trousers.

"Come, I'll put these clothes on you."

Bittu took the clothes in his hand and started running here and there dancing and shouting. Meanwhile Ammu got ready to go to the zoo.

She heard her daddy calling her.

"Ammu, are you ready?"

Ammu ran to her father to show him that she was ready with Bittu.

"Ammu, are you ready? Go and see what your mother is doing?"

"Yes, dad," Ammu said.

Page 86

Getting ready

Ammu went to her mother. Her mother and grandmother were packing their lunch and some snacks in boxes. Ammu's mother saw her.

"Ammu, are you ready?" she asked.

"Yes, mummy. Daddy is waiting for you."

Page 87

Where are we going?

Ammu's mother said smiling, "We are coming. Ask your dad to take lock and key."

Ammu ran back to her father. By then her father was ready with the lock and key.

They all came out of the house. Ammu's father locked the door and put the key in his pocket. Ammu's mother took the basket.

"Come, let's move." Bittu wanted to know where they were going.

"Ammu, where are we going?" he asked.

"We are going to the zoo," said Ammu.

Page 88

On the road

Ammu's family reached the road. They waited near the bus stop for an auto. After some time an auto came there. They got into the auto.

"Will you come us to the zoo," asked Ammu's father.

"Yes, sir," said the driver.

"What is the fare?"

"Fifty rupees only, sir!"

"OK, let's go."

They all got into the auto.

Page 89 - 90

Activities

Page 91

Unit 6: AT THE ZOO

Pages 92 and 93

Ammu's family at the zoo

After some time they reached the zoo.

"Please wait here," said Ammu's father to the auto driver. Then he went to the ticket counter to buy tickets. He took out money to buy the tickets.

"Will you give me tickets please," he said to the man at the counter. After taking the tickets they all walked into the zoo in a queue.

Page 94

What a long neck!

Bittu seems excited looking at the animals. Ammu's father takes them to the giraffe.

"Look at those animals, Ammu," Ammu said.

She looked at the animal. It was very tall. Ammu wants to know what the animal is. She asks her father "What is that tall animal, daddy?"

Bittu points to the long neck of the giraffe and says, "Ammu, look at the long neck. It is a giraffe"

Interaction

What is Bittu saying?

What are Ammu and her father talking about

Page 95

Bittu and Ammu with animals

Ammu and Bittu move around the Zoo looking at the animals. Ammu's family follows them. Bittu is telling Ammu about the animals.

Ammu sees a strange animal with lines (stripes) on its body. Ammu says "O it looks like a horse but it's not a horse", She wants to know what it is. She asks Bittu, "Do you know that animal, Bittu?" Bittu says "Yes, it is a Zebra. See the lines on its body."

Pages 96

Which animal is it?

Bittu shows Ammu other animals and talks about them. Ammu says to Bittu "you say you have seen all the animals' .Now let us play a game. I'll tell you some body parts of the animal; you have to tell the name of the animal". Bittu jumps and says, "Ok. I am ready. Come on start". Ammu remembers the big elephant with a long trunk. She says, "It is big. It has a trunk. What is it?" It is an elephant says Bittu.

Page 97 to 98

Activities

Page 101

Ammu's new friend

Ammu and Bittu are talking about some birds. Ammu is asking about some birds. Suddenly Bittu runs and climbs a tree. Ammu calls Bittu "Bittu where are you going". Bittu meets his friend on the tree. It is a monkey. Ammu sees Bittu talking to the monkey. She asks Bittu "Bittu, who is there with you? . Bittu introduces the monkey to Ammu .He says , "Ammu meet my friend. Mittu.".

Mittu greets Ammu, " Hi, Ammu, how are you?"

Ammu says, "Fine, Mittu. Thank you."

Page 102

Sharing food

.It is lunch time. Ammu's father calls every one for lunch. Ammu and her family are under the tree. They start eating. Mittu offers Ammu a fruit.

"Ammu take this fruit."

Mother gives Bittu some fruits. She wants to know what Mittu likes to eat. She asks Bittu "Bittu, what does your friend like to eat?" Bittu says "Mother give him an apple." Ammu's mother gives Mittu an apple. They all enjoy eating together.

Page 103

Activity

Page 104

Then Ammu asks her father "Daddy shall we play with the ball for some time," He says "ok, but be careful. Don't go here and there. play only here," Ammu takes her ball and calls Bittu, Mittu and Chintu to play. They play till evening. Ammu's father looks at the watch; it's five 'o' clock in the evening. He says, "Come let's go home."

Page 105

Goodbye

Ammu's family is now ready to go home. Ammu says "Good bye Mittu." But Bittu doesn't want to leave Mittu. He says "We will miss you Mittu". Mittu also feels sad. He says "Good bye, Mittu." Everyone says good bye to Mittu and leaves for home

Pages 106 to 108

Activities

Unit- 7: FRUITS AND VEGATABLES

Page 109

Narrative

The next day Ammu goes to the market with her mother. She takes Bittu along with her. It is a very big market. There are many shops of vegetables and fruits. The fruits are kept in big baskets and kept in front of the shop. Bittu is surprised to see so many fruits and vegetables at one place. He thought "We get all the fruits at one place here," He asks Ammu "Can we eat them". Ammu says, "No, we have to give them money and buy the fruits." Look mummy is buying fruits now. You can eat them at home". Bittu says "Ok Ammu". They all go home.

Page 112

I don't like it.

Ammu's mother calls Ammu and Bittu for Dinner. She has prepared bitter gourd curry. She gives Bittu some fresh fruits and asks Ammu to eat rice. Bittu hurriedly eats all the fruits. Then he observes that Ammu is not eating anything.

"What happened Ammu? Why are you not eating?"

It is bitter guard curry. Ammu doesn't like it .She says to Bittu "I don't like bitter guard".

Page 113

Food for health

Bittu is surprised to hear that Ammu does not like vegetables. Ammu's grandmother takes a morsel of rice into her hands. She feeds Ammu. She tells Ammu to open her mouth and says "Eat this, dear".

Bittu also says to Ammu, " eat, dear."

Grand mother tells ,"Ammu we must eat all the vegetables," But Ammu does not agree. She says "I don't like some of them .They are not tasty,"

Page 114

Role-play

Bittu is surprised because he likes all the fruits and vegetables. So he says to Ammu, "Different fruits have different taste."

'Yes," says grandmother. "You are right. Tell your friend to eat all fruits and vegetables."

Page 115

Ammu asks for a story

Ammu says she will eat but she wants her grandmother to tell a story. So she will tell her grandmother, grandma I'll eat. Tell us a story please". Grandmother agrees, she says, "I'll tell you a story about

Page 116

Bittu's song about fruits

Bittu likes fruits very much. He starts telling Ammu about the tastes of different fruits. Ammu is not interested. Then Bittu starts singing talking the colour, size and taste of each and every fruit.

Ammu also joins Bittu and sings about other fruits. Ammu eats the bitter gourd curry. Bittu feels happy. Bittu tells Ammu that she must eat all the fruits and vegetables.

Page 117

Activity –fruits and vegetables

Page 118

Adding lines to the song

STORT TIME

Princess Tomato's marriage

Grandmother tells the story of Princess Tomato.

@@@

Discourse Construction Process

After every reading experience a discourse is to be generated. Identify an appropriate discourse related to the given passage (as per academic standards). The process for discourse construction is level-specific as well as discourse-specific. Instructions are to be given for constructing discourse individually and refining it in groups; meanwhile teacher has to monitor the group work. Feedback is to be given to the learners while writing the discourse individually and also refining it in groups. Slots are to be provided for individual presentation as well as group presentation. Teacher has to present her version; finally editing should be taken up.

Interaction for helping the low-proficient learners

Ask the questions like; What are you going to write? How will you begin? What are the ideas that you want to write? If you don't know the spelling of a word, guess the spelling and write. How will you end the writing?

Feedback after individual presentation

Interact the students to give proper feedback; Did you include all the points? (for example, in a story, events and dialogues) Are there any words missing in the sentences you have written? Did you use proper word forms? Did you punctuate your writing properly? Did you check the spellings?

Monitor the sharing process

Enquire whether each one of them share their ideas with others? Did they come to an agreement on how to begin, what ideas are to be written? Did they check whether all ideas have been included? Did they check the word order, missing words and unnecessary words? Did they check the word forms? Did they use proper punctuations? Did they check the spellings? Did all of them write down the group product?

Editing Process

- Select one of the group products for editing in negotiation with the whole class.
- Go for discourse level editing (checking the theme, ensuring linkage between the different pieces, proper sequencing, using proper pronouns, etc.) by asking appropriate questions to sensitize on these features
- Go for syntactic editing (sensitizing the learners on the cases of sentences with wrong word order, missing words and excess words) through negotiation (on missing words, excess words, and word order)
- Go for morphological editing (sensitizing the learners on the cases of morphological errors such as those related to tense, aspects, agreement, inflections and so on) through negotiation (checking word forms in terms of Tense, prefix, suffix, agreement, etc.) without using grammatical terminology..
- Go for editing punctuation errors; Lead the learners to undertake the editing of spelling errors with the help of the text book or the dictionary, or by seeking the help of others (including the teacher).