

Draft



Class -4
UNIT-2 PAPER BOATS

UNIT-2

PAPER BOATS

Major Goals of the Unit

- (1) Learners engage/participate in communicative contexts such as responding to questions, instructions, directions and express thoughts and feelings.
- (2) Ask questions using 'why should'.
- (3) Identify the theme of the poem and appreciate it.
- (4) Add more lines to a poem in the given pattern.
- (5) Write experience of a journey in simple English.
- (6) Write short description about one's own family.

Performance Expectations

- (1) Learners participate in games and activities as per the directions by the teacher.
- (2) Learners read the given text and write simple discourses.
- (3) Learners engage in choral singing.

SESSION - 1

Let's Sing and Act

Time: 2 hours

Activity 1 - Whacko

20 minutes

- Aim** : To energize the students.
- Language focus** : Act according to the instructions.
- TLM** : Newspaper roll.

Make the learners sit/ stand in a circle. Choose a student to be the 'hitter'. The hitter stands in the centre. Give him a rolled newspaper for hitting. Call out the name of a student in the circle. The hitter can identify the person and can hit him with a newspaper roll. To avoid hitting, the student in the circle can immediately call out the name of another student. If he/she fails to call out another student's name he/she gets the hit and becomes the hitter. Continue the game.

- *Please stand in a circle.*
- *We are going to play a game. Are you ready?*
- *I need one to help me. Who is ready for that?*

Hand over the paper roll.

- *Look, he is the hitter.*
- *Listen, I will call out a name. (eg;Riju). Then this hitter will come and hit you.*
- *How will you escape the hit? You(here, Riju) can call another student's name. Then the hitter will go and hit him/her.*
- *If you fail to call another name,you will get a hit with this paper roll. Then you will be the hitter.*

Do a trial if needed.

Assessment

Teacher assesses the students' skill of listening and responding.

To the teacher

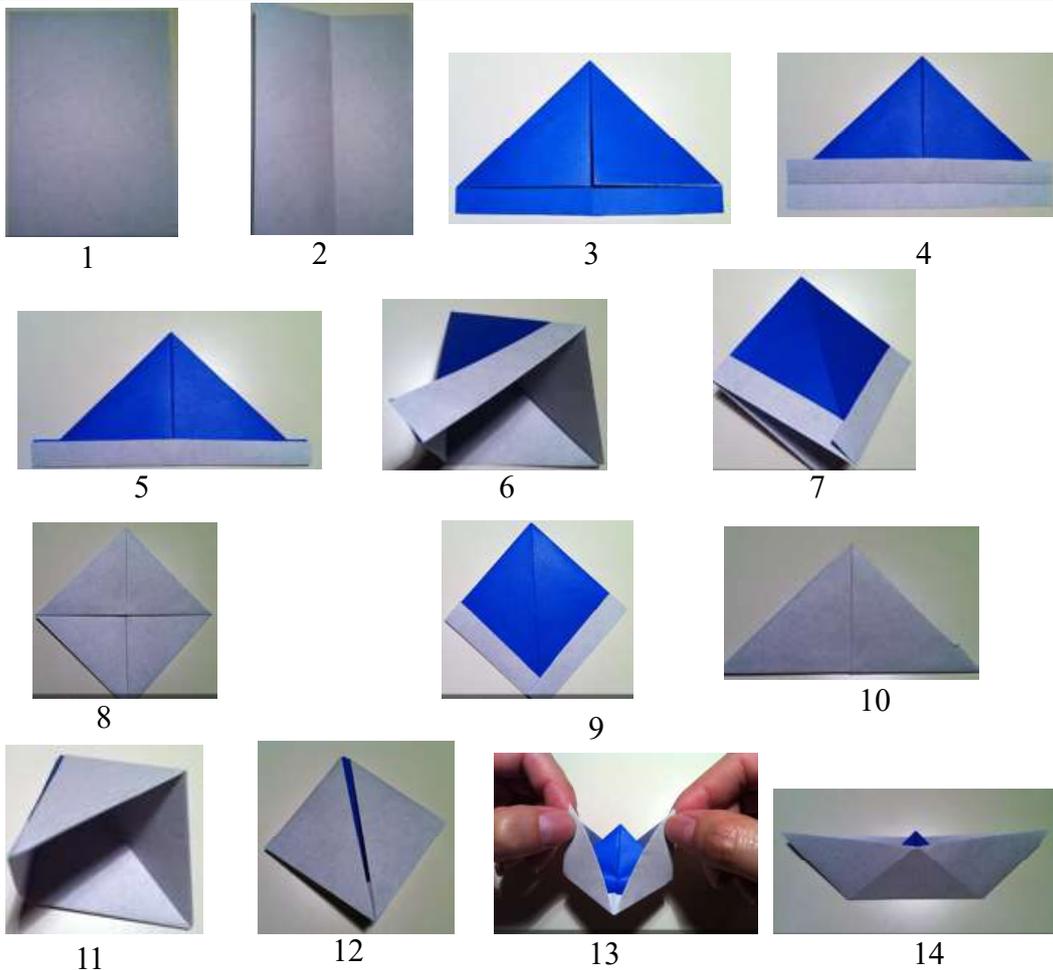
Teacher can make use of this strategy later for vocabulary development.(Eg: Let the learners call out a name along with a word in the passage).The learner should feel the activity quite naturally and they should enjoy it. Please don't try to impose language load through this activity.

Activity 2 -Row Your Boat

50 minutes

- Aim** : Learners engage in origami activities according to the instructions.
- Language focus** : Listen to the instructions and do accordingly.
- Materials Needed** : A4 size paper, crayons, audio of song, charts.

Distribute A4 size paper to all children. Demonstrate how to make a paper boat.



Demonstrate and give the following directions:

- *Please fold the sheet through the centre.*
- *Fold the corners in.*
- *Fold the bottom edge up towards the triangles. Repeat with the second flap.*
- *Pull outwards the middle and push both points together and press, you will get a square.*
- *Fold bottom point upwards so you have a triangle. Turn over and repeat.*
- *Now open and pull points outwards and squash down to form the bottom of the boat.*
- *Colour your boats.*
- *Write your name on it.*

Divide the children into 4 groups.

- Can you make a boat using your body?
- How do you row a boat?
- Do you remember any song?
- Let's sing a song together.

<https://www.youtube.com/watch?v=SumWtHOOvy0>

Ask them listen to the song, write lines on the chart and sing the song together.

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream.

Sing the song 'Row, row, row your boat' with proper action. Let the children sing along with the teacher holding their own paper boats.

Let the groups paste their paper boats on a chart.

Assessment

- Assess the ability to understand the directions of the teacher.
- Assess the skill of making paper boats and observe the skill of singing the song.

Activity 3 - Collective Picture Drawing

30 minutes

Aim : To draw part of a picture without any kind of inhibition and to speak without anxiety.

Language focus : Describe a picture.

TLM : Charts, double side sticker, marker pens/crayons, cut outs of Anna and the fat boy.

Fix a chart on the blackboard and place sufficient number of marker pens on the table. Draw a stream in the centre of the chart and invite one learner to draw any other image in the chart. Invite other learners too one by one to draw further images.

Let them draw meadows, flowers, plant, trees etc...

Invite one among them to describe the picture to others. Teacher can ask relevant questions to facilitate the description of the picture.

Pin a 3-dimensional model of Anna and the boy on it and invite more learners to add further images according to the instructions.

- *Who are they?*
- *Why are they here?*

Assessment

How do the learners describe the picture? Are they using words/ fragments of sentences or full sentences?

Students' Reflection

1. Which activities do I remember now?
2. Which activity did I enjoy much? Why?
3. What are the things I was able to understand and do?
4. Did I feel any difficulties today?
5. How can I overcome them?

Teachers' Reflection

1. How well did I use my teacher talks?
2. Were they comprehensible? How can I improve it?
3. Is there any need to change my strategies in the class?
4. Based on the reflective answers given by my learners, what changes should I make in the activities?

Expected writings in student's notebooks : The song Row, row, row....

Evidences of learning in the classroom : Chart containing paper boats prepared by the learners, chart containing the poem, chart of collective picture drawing

Things that go to the portfolio:

SESSION - 2 Narrative Action

Time: 2 hours

Activity 4 - Story Time (Down the stream, Angry Girl)

40 minutes

Aim : To read the story, comprehend and interact with the picture

Language focus : The learners find out the main idea by listening to the story.

TLM : Modified version of collective picture.

Start the interaction from the picture the students have drawn collectively.

Repeat the questions asked at the end of the previous session.

- *Who are they?*
- *Why are they here?*

Elicit answers.

Now show a modified version of collective picture drawn earlier. The idea of muddy water should be clear in the picture. (with added images and colour). The position of the girl and the fat boy should be as seen on page 38 of the text.)

- *Look at the picture, Who is this?*
- *Do you know her name?*
- *What is in her hand?*
- *What is she doing?*

Pastes the picture of a fat boy.

- *Who is that?*
- *Let's see. What will happen now?*

Let them open the textbook and read the passage (page No.37&38) individually.

- *Is she happy?*
- (pointing to the picture in the text) *How is the water in the picture?*

But the passage says about it differently. What does the passage say about the water?

What idea have you got from the sentence, 'Anna stared at the boy'?

Lead them to groups for collaborative reading.

Teacher reads the passage with proper pace, rhythm and voice modulation.

- *What could be the horrible thing?*
- *What will happen there? Can you guess?*
- *Write it in your notebook.*
- *Share the idea in the group.*

Random presentation.

Loud reading by the learners.

Assessment

Could the students answer the comprehension questions asked by the teacher?

Are they able to read the passage with proper pause and voice modulation?

Activity 5 - True side and False side

15 minutes

Aim : Enhance comprehension by engaging the learners in simple games.

Language focus : Listen to the statements, comprehend and act accordingly.

The teacher draws a line at the centre to divide the classroom into two sides: one is the true side and other is the false side. Asks the children to stand at the centre. Reads out a statement related to the passage they have read. Those who think the statement is true can move to the 'True side' and others can move to the 'False' side. Those who chose the wrong side are eliminated.

Teacher repeats the game with the next statement.

Assessment

How do the learners describe the picture? Are they using the words/ fragments of sentences or full sentences?

Activity 6 - Let's talk (An angry girl, A solution)

30 minutes

Aim : Engage in reading the passage and supply the words.

Language focus : Read and comprehend the passage.

- *The fat boy destroyed Anna's boats. What will she do now?*
- *What will you do, if you were Anna?*

Elicits responses.

- *Look at the picture in Page 39.*
- *Who is sitting near Anna?*
- *Is that her mother?*

- *Why is Anna here?*
- *What would Anna tell her?*
- *What would be the aunt's reply?*

Lead the learners to read the passage.

Individual reading pages 39 & 40.

How does the aunt solve Anna's problem?

What do you understand from the word 'pout'?

Reading in groups and presenting their ideas in the whole class.

Activity 7- Echo reading

15 minutes

Aim : Understand the articulatory features of language

Language focus : Reading with proper pace, tone and expression.

TLM : Course book

Teacher reads the passage (pages 39 & 40) and asks the learners to read after her. Encourage them to read aloud.

Assessment

Teacher assesses the ability of the learners to read aloud with the help of the rubrics.

RUBRICS - READING ALOUD

| | Need improvement | Satisfactory | Good | Excellent |
|---------------------|--|---|--|---|
| Phrasing | Reads primarily word by word. | Reads primarily in two word phrases with some three or four word groupings. | Reads primarily in three or four word phrase groups. | Reads primarily in large, meaningful phrase groups. |
| Expression & volume | Reads in a quiet voice as if to get words out. The reading does not sound natural. | Reads in a quiet flat voice. | Reads with volume and sometimes with expression. | Reads with varied volume and expression matching the interpretation of the passage. |
| Pacing | Reads slowly and laboriously. | Reads moderately slowly. | Reads fast and slow throughout reading. | Reads at a conversational pace throughout the reading. |

Activity 8 - Puppet Show

35 minutes

Aim : Comprehend the theme of the passage through the puppet action.

Language focus : Students comprehend the story part and present the main idea.

TLM : Puppets of Arundhati and Anna.

The teacher shows the puppets (finger puppets, glove puppets or cut outs) of Arundhati and Anna. Forms groups of five children. Assigns them the puppet play. Let one student be the narrator, one the aunt and one Anna. Other two students can play with the puppets.

Let them present puppet show.(The conversation between Anna and Arundhati)

Draft

Assessment

Could the learners respond to the dialogues through proper movements?

To the teacher

Let the teacher talk more comprehensibly so as to enable the slow pace learners to complete the task.

| | |
|---|---|
| Expected writings in student's notebooks | : Conversation between Anna and Arundhati. |
| Evidences of Learning in the classroom | : Chart containing the modified version of collective picture drawing, puppets of Anna and fat boy. |
| Things that go to the portfolio | : |

SESSION - 3

Time: 2 hours

Activity 9 - Read and arrange. (Good Guidance)

40 minutes

| | |
|-----------------------|--|
| Aim | : To read and comprehend the passage. |
| Language focus | : Solving a jigsaw puzzle, reading with fluency. |
| TLM | : Jigsaw puzzle (Boat)-5 sets |

Divide the children into 5 groups. Distribute pieces of a jigsaw puzzle (boat). Ask them to solve it and paste on a card.

- *What have you got?*
- *Have you got a boat?*
- *Will Arundhati make boats for Anna?*
- *Let's see.*

Bring the attention of the learners to the picture in page 40. Interact with the picture. Now group the learners and hand over the following strips to the groups.

1. She gave all boats to Anna.
2. Anna started walking hesitantly towards the stream.
3. He looked at her curiously.
4. "Here you are".
5. He did not know what to say.

Let the learners read the passage and identify the sentences in the strips from the passage and arrange them in proper sequence.

Presentation of the sequenced sentences by the groups.

Some ideas are missing between these sentences. Find them out

Collaborative reading in groups identifying the missing ideas and presentation.

Activity 10 - True Friendship

30 minutes

Aim : Familiarise the techniques and activities for vocabulary development.

Language focus : Read a word or a phrase as a new vocabulary item.

Materials needed : Paper strips containing words, phrases and sentences from the text.

1. Make two groups counting by one and two.
2. Ask them to stand face to face about one-meter apart.
3. Teacher prepares paper strips containing words, phrases and sentences (eg: stream, go and have fun, pounced, hand over, arm chair, muddy water etc.) from unit 2.
4. Place the paper strips in a box at the end of a row.#

5. Ask one from the group 1 to take a lot from the box and hand it over to another student in the next group. That student acts out to show the meaning of the word without speaking. Limit the time for acting also.
6. Group 1 has to guess the word, phrase or sentence written on the strip from the acting.
7. In the next round, group 2 takes the strip and hands over to group 1 for acting. Continue the game.

Assessment

Are they able to get the meaning of words and phrases?

To the teacher

Use simple instructions

Activity 11 - Charades

30 minutes

Aim : To read and comprehend the passage.

Language focus : Read and comprehend the passage.

Interaction based on the picture on page 42.

Where is Anna now?

Will they become friends?

Do you get any idea from the title and picture?

Elicits responses and leads them to individual reading.

Can you identify the sentence that shows that they became friends?

Pick out an example that shows the fat boys friendship to Anna?

Collaborative reading.

Activity 12 - Chain Reading

20 minutes

- Aim** : Read and comprehend the passage.
- Language focus** : Understand the articulatory features of oral reading and read meaningfully.
- TLM** : Course book

Students sit in a circle. Teacher gives numbers to all students and asks the class to open the Course book to page number 42. Teacher calls out a number. He or she should start reading till the teacher calls out another number. Then the other student who has that number reads the next part. Likewise, game continues. Teacher can assess the level of learners in terms of their loud reading.

Assess the reading using the Rubrics.

RUBRICS - READING ALOUD

| | Need improvement | Satisfactory | Good | Excellent |
|---------------------|--|---|--|---|
| Phrasing | Reads primarily word by word. | Reads primarily in two word phrases with some three or four word groupings. | Reads primarily in three or four word phrase groups. | Reads primarily in large, meaningful phrase groups. |
| Expression & volume | Reads in a quiet voice as if to get words out. The reading does not sound natural. | Reads in a quiet flat voice. | Reads with volume and sometimes with expression. | Reads with varied volume and expression matching the interpretation of the passage. |
| Pacing | Reads slowly and laboriously. | Reads moderately slowly. | Reads fast and slow throughout reading. | Reads at a conversational pace throughout the reading. |

Students' Reflection

- Which are the activities new to me?
- Did I read and comprehend the passage?
- Did I feel any difficulty today in doing the activities?
- Did I get help from group members?

Teachers' Reflection

1. What were my strengths during the sessions today?
2. Did I consider all the children in my class?
3. What are the challenges I faced in handling the sessions?
4. Did I provide good support and feedback to my learners?

Expected writings in student's note books : Sequenced sentences from the story.

Evidences of Learning in the classroom : Sentence strips, Word strips.

Things that go to the portfolio :

SESSION - 4

Time: 2 hours

Activity 13 - Pick and Pair

40 minutes

Aim : Identifies the antonyms.**Language focus** : Follows the instructions and find out the pair logically. Identifies words opposite in meaning.**TLM** : Word cards.

Let the children sit in a circle. Place some word cards in the middle of the circle.
e.g: Anna, small, boy, fat, good habit, bad habit, day, night, angry, happy, stream, water, aunt, muddy, stream etc.

Students should come to the centre and collect a card when the word PICK is said and go back to their places.

- *Have you got a card?*
- *Can you read the word in it?*
- *Now, when I say PAIR, you should find out your pair and stand near him holding his hand.*

Let each pair come to the centre and read their words aloud.

Make a sentence using the words. (Help the children if needed).

The words should be listed in a chart/BB.

Some words in the list are opposite in meaning. What are they?

Let the children identify and write in pair groups.

Lead them to Activity-2 of the TB (page 46).

Activity 14 - Processing the Poem

45 minutes

- Aim** : Comprehend the main idea of the poem.
Language focus : Identify and express ideas in the poem.
TLM : Audio clip of the poem, paperstrips, chart paper

Teacher plays the audio of the poem. Paper boat (www.dietpalakkad.org)

Let the learners close their eyes and listen to it.

Encourage them to draw an image from the poem on a sheet of paper.

Let them paste the pictures on a chart.

Ask the learners to read the poem individually.

Interaction

- *Who is the speaker of the poem?*
- *Who floats the paper boats down the stream?*
- *What did the boy do before launching the paper boat?*
- *What does the boy hope when he floats the boats?*
- *What are the child's dreams about the paper boats?*

Learners sit in groups and share their ideas.

Let the groups list the events in the poem on paper strips and paste them on a chart.

- A boy floats paper boats down the stream.
- He writes his name on it.
- He hopes that someone in some strange land will get it.
- The boy loads Shiuli flowers in it.
- The boy hopes that these flowers will reach the land at night safely.
- The boy sees little clouds getting ready to sail.
- The boy is proud that his boat is ready to race with the clouds.
- The boy dreams that his paper boat floats under the midnight stars.
- The boy dreams that the fairies of sleep sail in his boats.
- The fairies load the boats with the baskets of dreams.

Teacher asks the learners to do activity 1 given in the Textbook (page 45)

Process writing.

Assessment

Could the learners grasp the theme of the poem?
Could they list out the events in the poem?

To the teacher

Consider the slow learners and megaphone their responses in English.

Activity 15 - Read and Enact

30 minutes

Aim : Comprehend the idea and enact.

Language focus : identify sentences and perform.

Teacher prepares some paper strips.

She calls the learners one by one.

Asks them to read the strip and act accordingly.

- I float my paper boat in the stream.
- I load shiuli flowers in my paper boat.
- I write my name on the paper boat.
- I bury my face in my arm.
- I dream that the paper boat floats under the midnight stars.

Assessment

Could they read the paper strips given by the teacher?

To the teacher

Use comprehensible teacher talk.

Students' Reflection

- Could I read out the passage and comprehend the main idea.
- Could I read the poem and appreciate it?
- Could I find the opposites of the given words?
- Did I get help from group members?

Teachers' Reflection

1. Could I finish all the activities within the stipulated time?
2. How well did I communicate with my students?
3. What are the challenges I faced in handling the sessions?
4. Did I provide good support and feedback to my learners?

Expected writings in student's note books : Sequenced sentences in the note book, Events of the poem in the proper order

Evidences of Learning in the classroom : Word cards, sentence strips, opposite words, Chart containing the picture drawn by the learners, Chart containing the events of the poem.

Things that go to the portfolio :

SESSION - 5

Time: 2 hours

Activity 16 - Choreography

60 minutes

- Aim** : Comprehend the idea and enact.
- Language focus** : Comprehend the poem and visualize.
- TLM** : Audio track of the poem (A paper boat), properties.

- *Children, now we are going to perform the poem.*
- *Who will be there on the stage first?(A boy)*
- *What will be in his hand? (A paper boat)*
- *What will he do? (He will float the paper boats down the stream)*
- *Can anyone show this action?*
- *What did the boy do before launching the paper boat? (He wrote his name and the name of his village on it.)*
- *What else he would do? (He will pluck flowers and fill the boats with them)*

Teacher divides the class into 2 or 3 groups according to the strength of the class and asks them to prepare for choreography.

- *Who will act as the boy?*
- *What things he would do?(make boats, write name, fill it with flowers)*
- *Who are ready to become boats?*
- *How will you act like a boat?How do the boats move?*
- *Which are the places that the boat travels to? (garden, forest, village)*
- *Make the boats move.*
- *How can you form a garden on stage?(elicit ideas and assign roles)*
- *Let children form a garden. Let the boats travel to the garden.*
- *Can't we form a forest? Who will act as animals and trees?(assign roles)*

- *As in the case of garden, let the boats move through the forest.*
- *What all things will there be in a village? (elicit ideas to form a village and assign roles.)*
- *Let the boats move through the stream in the village.*
- *How can we express the night time on the stage? (elicit ideas)*
- *Who will act as fairies? What will they do? Elicit ideas and let them perform*
- *Assign singers and perform the song.*

Performance by the groups.

Assessment

Can the children respond to the comprehension questions?
Are they able to choreograph the poem?

To the teacher

Encourage those learners who are reluctant to do the activity.

Activity 17 - We are floating

60 minutes

Aim : To familiarise the features of travelogue.
Language focus : Making a description on travelling experience.
TLM : Chart paper, pictures.

Places chart paper containing pictures on it (picture of a village, garden, frog) at different corners of the classroom.

Makes the children stand in a circle and asks them to imagine themselves as a paper boat floating in the stream.

Let the children do the action of floating. Teacher may model it.

When the teacher says 'FLOAT' let the children move towards the first picture.

When the teacher says 'STAY', let the children freeze. When they freeze ask the following questions.

- *Dear paper boats, where are you now?*
- *What do you see there?*

Now when the teacher says FLOAT children move to the second picture like a boat. Teacher says 'STAY, they freeze before the picture (garden).

It continues till they complete all the pictures.

Children may sit in a circle with their eyes closed.

Teacher reads the experiences of paper boat given in the text.

(Page No.47, Activity 3, I am a paper boat)

Teacher interacts with children

- *What happened to the paper boat?*
- *Where did it go?*
- *What did it see?*
- *Do you have any travelling experience?*

Elicits responses.

- Now using the questions from textbook (page No.47) teacher asks the children to share their experiences while travelling. Writes the questions on a chart and elicits responses. Let children write the responses on a paper to get a travel experience.
- Presentation at random. Presentation of teacher version.
- Feedback by the teacher.

Students' Reflection

1. Could I prepare a travel writing properly?
2. How easily could I complete work sheet?
3. Did I help my group members? Did I get help from them?

Teachers' Reflection

How did I help slow pace learners in completing the travel experience?

- Expected writings in student's note books** : Travelling experience of learners.
- Evidences of Learning in the classroom** : Question prompts for travel writing, Teacher version.
- Things that go to the portfolio** : Video of the choreography done by learners/ travel writing.

SESSION - 6

Time: 2 hours

Activity 18 - Walk in Pair

20 minutes

- Aim** : To comprehend the story.
- Language focus** : Act according to the instructions.

Arrange the students in a circle. The teacher then gives instructions

- All of you walk freely when I say walk.
- When I say stop you should stop and form a pair with a friend. That is your true friend.
- When I say 'walk again', you should walk with your friend.
- When I say 'stop', you should go to your place with your true friend.

Activity 19 - Word Factory

40 minutes

Aim : Construct words from a table. Identify nouns and verbs.

Language focus : Familiarise nouns & verbs.

Divide the participants into 6 member group.

Ask one group to donate their names. Write them in a table as follows.

| | | | | | | |
|---|---|---|---|---|---|---|
| A | N | I | T | H | A | |
| S | U | D | H | E | E | R |
| N | I | S | A | N | T | H |
| A | N | S | H | A | D | |
| H | A | N | S | I | N | A |
| S | H | A | B | A | R | I |

Ask the groups to write down maximum words using these letters.

When the facilitator says TIME, the groups must stop writing.

The group with more words wins the game.

Each group reads out their words. List them on a chart.

Ask them to divide them into name words and action words (words denoting name and words noting activities).

Process activity 8 (page 51) of the course book.

- *Please read the passage given.*
- *Can you identify names of animals?*
- *Who are the characters?*
- *What are they doing?*
- *Please try to fill the format given in the textbook.*

Let them share their list in groups and refine. Teacher consolidates the activity through group presentation and listing on chart.

Assessment

What is the current level of your student's ability to listen and respond to the instruction given by the teacher?

How far they were able to identify the words from the letter table?

To the teacher

Give enough time for students to come up with their list of words. Encourage them to use a dictionary.

Activity 20 - Let's write

60 minutes

Aim : Express personal feelings and emotion of characters.

Language focus : Write reflections using variety of sentences.

Identify the features of a diary.

TLM : Paper strips of feelings of the girl in the story (Anna), chart papers, gum.

Asks the learners to stand in a circle.

Let them make the facial expression of different emotions such as happy, sad, angry, shy etc.

At first let them make only the facial expressions.

Repeat it with related voice and expression. (eg: Laugh, cry, etc.)

Now the teacher divides the class into 2 groups.

Distributes the paper strips to each group.

Asks the learners to sequence the strips according to the order of events in the text.

Let them paste the paper strips on a chart in the order and read them.

The group which completes the task first will be the winner.

Let the learners identify it as the diary entry of Anna.

Sentences for paper strips

1. Today I became very sad.
2. I was playing with my paper boat.
3. A fat boy overturned my boat.
4. I became angry and ran home.
5. My aunt consoled me.
6. Aunt made new boats for me.

Now let the learners do the activity given in the text, page No.48(Activity4).
Process writing. (Individual writing, refinement in groups, presentation and teacher version)

Assessment

Are they able to read the strips and arrange it properly?
How far were they able to identify the features of a diary?

To the teacher

The teacher can support slow learners by asking relevant questions so as to enable them to make diary entry of Fat boy. If needed, she may prepare paper strips and ask them to re arrange it properly. The teacher may present the following as teacher version.

Today I got a new friend, Anna. She was launching a paper boat in the stream. I overturned her boat. She became angry and ran home. But she made new boats and gave to me. We became good friends.

Activity 21- Baa, Mew, Bow

35 minutes

Aim : To familiarise different pronouns.
Language focus : Use pronouns in appropriate situation.
TLM : Paper strips.

Teacher divides the class into 5 member groups (Try to accommodate boys and girls in each group)

A box is kept at the centre. The following paper strips are kept in the box. Repeat Mew.

- Mew
- Baa
- Bow
- Mew

First group may come forward and take slips from the box.

The one who doesn't get the paper strip may close his/her eyes.

Other four opens the paper strips and identifies the names of animals.

Now when the teacher says 'SOUND' learners with paper strips may make the sound of the corresponding animals together.

The teacher asks the following questions to the learner who has closed the eyes.

- *Who made the sound of the cat?*
- *Who made the sound of goat?*
- *Who made the sound of dog?*

The learner is expected to hold or touch the child/ children who made the corresponding sound. Lets him/her identify the child by the touch/ hold. The teacher asks questions like the following:

Who is that? Is he Biju? No, he is not Biju, he is Aneesh.

Sorry dear, she is not Smitha, she is Kavya.

.....

One point is given for each correct answer. Teacher may provide 5 chances for each group so that all members will get a chance to listen and identify the animal sound. If the learner says "Rahana made the sound of the goat" or just "Rahana", teacher may admit it and say, "Yes, you are right. She made the sound of the goat"

Continue the game with other groups using the same paper strips.

Now teacher may ask the learners to do activity No. 5 (TB page 47).

Activity 22- My Family

45 minutes

Aim : To visualise a specific situation and write about ones own family.

Language focus : 1. Tells about their family orally and in written form.
2. Listen to the instructions and act accordingly.

Divide the learners into 4 groups. Give them the following instructions.

- Make a home with your body
- Where is the mother? Show me.
- What is she doing? Mime it.
- Where is the father?
- Mime what he is doing. Show me the son and the daughter. Who will become the grandmother?
- What about the grandfather?
- Are there any other members?

Go to each group and ask each member to tell about their actions.

Lead them to Activity-7 of the coursebook (Page No.50).

Let the learners share the family tree with friends. Ask two or three learners to speak about their friends' family.

Assessment

How far each child was able to listen and respond to the instructions given?
To what extent were they able to develop leadership quality and willingness to work along with their friends?

To the teacher

Encourage those students who are reluctant to undertake the activity.

Activity 23 - Step Letter

30 minutes

Aim : To encourage deriving meaning

Language focus : Reads and identifies words suitable to the context.

TLM : Worksheet.

Teacher divides the class into 5 member groups.
Distributes the worksheets provided to each group.
Each group is asked to make a two letter word including the letter 'I'.
Starting from the top of the worksheet, move down each step adding letters to get meaningful words. They may refer the textbook if needed.

Students' Reflection

1. Could I make the diary entry properly?
2. How easily could I complete the worksheet?
3. Did I help my group members? Did I get help from them?

Teachers' Reflection

1. How did I help slow pace learners in completing the diary entry?
2. Did I introduce pronouns in a natural context?

Expected writings in student's notebooks : Diary entry of Anna and the boy, Evidences of learners attempt to complete the work sheet, Family tree & paragraph about family.

Evidences of Learning in the classroom : Teacher's version of the boy's diary on a chart.

Worksheet

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