

## UNIT 2

# LETTER TO GOD



## UNIT 2 - LETTER TO GOD

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### GOALS

- Learners read picture stories, illustrated stories and poems.
- Learners read headlines and brief news reports in newspapers and on TV.
- Learners read aloud and engage in shared reading or stories, poems from controlled high frequency texts, decodable texts and create easy to read teacher made texts suited to their grades.
- Learners read and develop concept maps and story outlines in paired groups and individually.
- Learners develop stills or short drama based on what is read and describe it in the class.
- Learners write different discourses based on what is read.
- Writes own sentences, personal reactions, story reports and paragraphs/ discourses applying the conventions of writing.
- Writes a personal letter appropriate to the context, following a particular format.
- Identifies describing words and uses them before head words.
- Undertakes simple project on words related to farming.

**Activity 1 - Wind and Clouds****10 minutes****Aim:** Energise the learners.**Language focus:** Follow simple instructions while engaging in a game.

Learners stand in a circle. Teacher blows the wind with proper action. Learners move freely like clouds in the given space. When teacher stops blowing the wind, learners stand in a 'freeze', position. Teacher continues with speed variation. Learners respond accordingly.

**Teacher Talk**

Please form a circle.

You are the clouds.

I am going to blow the wind.

When the wind blows, move like clouds.

Faster... faster....

Now freeze. (Let them freeze their actions). Teacher continues.

Slow down, slowly, freeze

**Assessment :** Observe the level of enjoyment generated in each learner.**Feedback:** Appreciate their actions without any hindrance on the flow of the game.

## Activity 2 - Choral Singing

80 minutes

**Aim:** Enable the learners to present a poem/song chorally.

**Language Focus:** Listen, comprehend and identify words/sentences of a song.

Add more lines and sing them chorally.

**TLM:** Audio of the poem, charts, sketch pens

Plays the audio of the poem - 'White sheep White sheep' by Christina Rossetti

[https://youtu.be/BC5\\_KOG39Dg](https://youtu.be/BC5_KOG39Dg)

Let the learners write the words/lines from the poem that they memorise.

Asks them to take Page No. 37 in their Coursebook and compare their writing with the lines given in it.

Let the learners sing the poem in groups.

Teacher interacts with the learners.

What do you see here?

What is the girl in the picture doing?

Who is the poet talking to?

Who does the poet call 'white sheep'?

Do you ever find any other shapes like this?

Which are they?

(Elicit answers...cats, elephants, etc.)

Add more lines to the poem. Let the learners write individually and then sit in groups.

Distributes charts and sketch pens. Let each group write the lines they have added on the chart. Let them give a tune for the song.

Choral singing by each group.

**Assessment :** Teacher invites comments from other groups after each presentation.

Use the following prompts for eliciting their assessment of what each group has presented.

What did you find interesting in their presentation?

What about the lines added? Are they similar to the lines you wrote?

What do you want to say about the rhythm and tune they followed?

Let the learners refine the lines they have added.

Expected writing in learners' notebook – Lines added both individual and group.

Evidences of learning in the classroom – Chart paper containing the prompts for assessing the added lines

Things that are added to the portfolio – Refined individual version of added lines.

**Activity 3 - Say the Name****20 minutes**

**Aim:** Say the names of familiar vegetables, fruits, flowers and animals.

**Language focus:** Make the learners respond according to the instructions.

Teacher asks the learners to stand in two lines facing each other. Each group shall select a name and a leader. Teacher places a box on the table containing 4 paper lots (vegetables, fruits, flowers, animals).

Let the leaders come forward, take a lot and read it aloud. The group members are given chance one by one to say the names of items as mentioned in the lot (one minute for one group). Each response gets a point. Leaders get one more chance to take the lots and the game continues.

**Teacher Talk**

Form two lines of equal numbers.

Select a leader and give a name for each group.

Here is a box with 4 paper lots.

Leaders come forward take a lot and read it aloud.

The group members may say the names of items one by one related to the topic they get. (If they get vegetable, let them say the names of vegetables.)

Each group will get one minute to say the words.

You get one point for one response.

Each group gets their turn.

**Activity 4 - Picture Interaction****20 minutes**

**Aim:** Read the picture and guess where, what, who and when of the picture.

**Language focus:** Extract the meaning by observing the picture and make predictions through simple answers or responses.

Let the learners take Page No. 38 and observe the picture (Interact with the learners. If possible, project the picture using LCD)

Ask them to read the passage (Page 38) individually.

**Teacher Talk**

- 1) Who do you see in the picture?
- 2) What is he looking at?
- 3) What is he doing now?
- 4) Is he happy or not? What may be the reason?

Elicit responses.

**Activity 5 - I am the Reader****30 minutes**

**Aim:** Engage in reading and enjoy reading.

**Language Focus:** Reading aloud, responding to a question on what is read and retelling the story by getting the meaning.

Ask them to read the passage given on Page 38.

Ask questions about the story while they read, focusing on questions beginning with who, what, when, where and why.

**Teacher Talk**

Read out the section/sentence.

Are you enjoying this story?

Retell what you have read so far?

Tell me what is happening in the story right now?

Who is the main character in the story?

Now, tell me, is he happy or not? Why?

Teacher reads out the passage with appropriate pace and expression.

Teacher can assess the reading comprehension of learners using the rubrics.

## READING COMPREHENSION - RUBRICS

	Need improvement	Fair	Good
<b>Main Idea</b>	Misidentifies main idea, or fails to identify the main idea	Identifies main idea but cannot identify supporting details	Identifies main idea as well as supporting details
<b>Facts/ opinions</b>	Cannot identify any facts or a limited number of facts.  Confuses facts and opinions	Identifies only a minimal number of facts and/or identifies nonfactual elements	Identifies most and/or all facts, with no confusion with opinions.
<b>Context</b>	Cannot identify contextual references to interpret meaning	Identifies minimal contextual references to interpret meaning	Identifies most contextual references to interpret meaning
<b>Sequence</b>	Cannot identify keywords or sequential textual passages	Identifies sequential elements of messages but has trouble with the reorganization of the sequential elements	Exhibits ability to identify sequential elements as well as the ability to reorganize the elements into a sequential order
<b>Inference</b>	Cannot conclude inferred messages and/or misconcludes inferred messages	Identifies limited inferred messages, or recognizes but misinterprets the inference	Can identify when messages are inferred and can conclude accurate meaning
<b>Conclusion</b>	Cannot identify or summarize conclusion.	Can identify most conclusions.	Can identify conclusion
<b>Predictions &amp; use of prior knowledge</b>	Can only identify the context. Can't make predictions.	Makes predictions but not logical and meaningful.	Makes predictions on the content and events using prior knowledge.

## Activity 6 - Let's Enjoy Reading

20 minutes

**Aim:** Ensure comprehension**Language Focus:** Read and understand the story and responding to the questions using appropriate language forms.**TLM:** Chart paper including questions

Chart the questions on the Page No. 38. Let them sit in 4 groups.

Ask them to read the passage in groups, share the ideas and find out the answer.

Ask the first group to address the first question. Let them present their version. Other groups can supplement to it. Teacher can conclude the discussion. Likewise, the other groups can present their answers.

Evidences of learning in the classroom - Chart paper including questions

## Activity 7 - Read the Picture

30 minutes

**Aim:** Read the picture, listen to the interaction questions and guess.**Language Focus:** Extract meaning by reading pictures and make predictions through simple answers or responses.**TLM:** Images of destruction of crops due to hailstorm.

<https://goo.gl/images/6449nA>

<https://goo.gl/images/TS08BZ>

Please take Page No. 39. Compare the picture with the picture in Page 38.

What differences can you see?

Is Lencho happy now? What may be the reason?

Elicits responses.

Reads the passage aloud with proper prosodic features.

("He looked..... on the trees.")

Do you see any change in Lencho's face? What may be the reason?

Elicit responses.

Is Lencho happy now? Why?



Shows the images 'destruction of crops due to hailstorm', on screen for more clarity.

Learners read the rest of the passage individually.

Let the learners respond freely.

Teacher concludes the talk.

### Activity 8 - Chain Reading

60 minutes

**Aim:** Read and comprehend a text.

**Language focus:** Read and comprehend the meaning of new words from the context.

**TLM-** Coursebook

Learners sit in a circle. Teacher gives numbers to all learners. Asks the class to open the Coursebook and go to Page No. 39. Then the teacher calls out a number. He/She should read aloud the first sentence of the text 'A Night of Sorrow'. Then the teacher calls out another number. The learner who has that number reads out the second sentence of the line loudly. The game continues in the same way. Teacher can assess the level of the learners in terms of their loud reading.

**READING ALOUD - Rubrics**

Assess the involvement of the learners in reading with the help of rubrics.

	<b>Need improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Phrasing</b>	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.
<b>Expression &amp; volume</b>	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.
<b>Pacing</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

**Activity 9 - Run towards the Truth**

15 minutes

**Aim:** Engage the learners in games**Language focus:** Listen to the teacher input, understand it and act accordingly.

Ask the learners to stand in the middle of the class.

There are two walls on the right and left side of the class. The right wall is 'True wall' and the left one is 'False wall'. When teacher reads a statement from the story, if it is true, all the learners have to run towards the true wall. If it is a wrong statement, they can move towards the false wall. Those who move in the wrong direction with regard to the sentence read, will be out from the game.

Teacher may read statements related to the passages, 'The Pleasure of Rain' & 'A Night of Sorrow' (e.g. Lencho was a farmer/ Lencho was waiting for a hailstorm/ Lencho was so sad when it rained first.)

**Assessment: (Self-assessment by the teacher) :**

- i) How far they have comprehended the story?
- ii) How far they could follow my instructions?

**Activity 10 - Newspaper Report**

75 minutes

**Aim:** Prepares a newspaper report**Language focus:** Learners identify and internalise the salient features of a news report.**TLM:** Newspaper cuttings, chart

Distributes newspaper/newspaper cuttings among groups.

Select a news from the newspaper you have got.

What is the heading of the news?

(Ask each group to read it aloud.)

What is the event?

Where did it happen?

When did it happen?

Who were involved?

How did it happen?

Elicit answers from each group.

Exhibits a chart containing the words -What, Where, When, Where, Which and How.

## Hot seat

A hailstorm destroyed the crops in Lencho's village

You are going to report it. How will you do that?

The headline is given for you. What all questions will you ask? Let them sit in groups and develop maximum number of questions for the interview.

Teacher sits as Lencho in the Hot seat.

Let one member from each group act as reporters and ask questions.

What is your name?

Where did it happen?

What is your job?

What happened?

When did it happen?

How did it happen?

What are the details of the event?

Lead the learners to write the news report individually

Random presentation.

Refinement in groups. Exhibition of the news report on charts.

**Assessment:** Assess the news report according to the features (Rubrics: News Report)

Expected writing in learners' notebook: Individual writing of the news report.

Evidences of learning in the classroom: Group products of the news reports are exhibited on the wall.

Portfolio: Refined individual news reports.

## NEWS REPORT – RUBRICS

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Need Improvement</b>
<b>Headline</b>	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a headline that does not describe the content.	Article is missing headline.
<b>Who, What, When, Where &amp; How</b>	Article adequately addresses the 5 W's (who, what, when, where and how)	The article does not have one of the 5 W's addressed.	The article does not address any 2 of the 5 W's.	The article fails to address any 3 or more of the 5 W's.
<b>Supporting Details</b>	The details in the article are clear and supportive to the topic.	The details in the article are clear but need to be developed more. Some details may not suit the topic.	Most details in the article are clear. Article does not focus on the topic.	The details article are neither clear nor related to the topic.
<b>Spelling and Grammar</b>	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.
<b>Writing conventions</b>	Follows capitalization, correct punctuation spelling and spacing.	Follows capitalization, punctuation but minor errors in spelling, and spacing.	Follows capitalization, errors in punctuation, spelling & spacing	Poor punctuation, spelling errors and poor spacing

## Activity 11 - Charades

15 minutes

**Aim:** Familiarise various activities of farming.

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

**TLM:** Lots with names of activities related with farming.

Teacher divides the class into two groups. One of the learners from the first group takes a lot (Activities of farming - sowing seed, ploughing, reaping, weeding, manuring, watering) from the box and passes it to anyone in the second group. She/He acts out the word without speaking. The members of the first group have to guess the name of that activity. A member from the second group takes a lot and gives it to anyone in the first group. Thus the game continues. The groups can discuss and fix the actions before the performance.

## Activity 12 - Pleasure of Farming

45 minutes

**Aim:** Undertake simple projects on words related to farming.

**Language focus:** Describe actions/steps related to a theme/situation.

**TLM:** Paper strips containing words related to farming. Chart containing the word-web (Page-65), documentary on farming.

<https://youtu.be/qHIKRn ye 3Cs>

**Stage I**

- Paste paper strips containing the words: crops, tools, work and season at the four corners of the room. Let the learners take lots containing the words related to the pasted words.
- Ask them to move to the corresponding corners.
- Help them to be in the right corner if needed.
- Exhibit the charts.
- Invite each group to fill the chart.

**Stage II**

- Show a documentary on farming.
- Conduct a discussion related to the documentary.
- Lead the learners to write about the farming activities in groups, using the words given in the word web.

**Assessment:** How far they could identify the words and be in the right corner?  
How many of them needed help?  
Assess the description of each group with the help of rubrics.

**Feedback:** Identifies learners with challenges and provides help for such learners.

## WRITING DESCRIPTION

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Need Improvement</b>
<b>Ideas</b>	Clear ideas are well-supported with interesting and vivid details.	Ideas are well-supported with details.	Ideas are not well-developed. More details are needed.	Ideas are unclear. Few details are given.
<b>Organization</b>	Logical organization	Some lapses in organization	Poor organization	No clear organization. Difficult to follow
<b>Word Choice</b>	Precise, vivid and interesting word choices	Wordings could be more specific	Wordings are sometimes repetitive	Very limited word choices
<b>Sensory Perceptions</b>	Paragraph includes details that appeal to the senses (taste, touch, sound, sight, smell).	Includes a few details that appeal to one or two senses.	Includes limited details that appeal to the senses.	No details that appeal to the senses.
<b>Sentence Fluency</b>	Uses complete sentences, maintains variety.	Uses complete sentences, but not much variety.	Simple sentence structure is used repeatedly.	Frequent use of sentence fragments or run-on sentences.
<b>Writing Conventions-</b>	Correct capitalization, correct spelling & correct punctuation.	Mostly correct spelling, punctuation and capitalization.	Some errors in punctuation, spelling and capitalization.	Frequent errors in spelling, capitalization and punctuation.

**Activity 13 - At the Post Office**

30 minutes

**Aim:** Read, comprehend and share a story.**Language Focus:** Read the story and share the comprehended ideas.

Understand the story and express their ideas based on a story.

**Interaction**

Lencho lost all his crops. He was very sad.

There was no one to help him. He didn't know what to do. The whole night, he was thinking about his single hope - 'God'. At last he decided to do one thing. Do you know what it was?

What will Lencho do? Elicit random responses.

**Pair Reading**

- Let them sit in pairs: Ask them to read and share the ideas, 'At the Post Office'.
- Help them to read, if necessary.

Expected writing in learners' notebook: Write about farming activities in groups.

Evidences of learning in the classroom: Charts with pasted paper strips containing the names of crops, tools, work and seasons.

**Activity 14 - Story Theatre**

40 minutes

**Aim:** Read, comprehend and enjoy the story.**Language Focus:** Read the story and find out the answers.**TLM:** Paper strips containing questions.

Let them sit in pairs.

Let them read and share the ideas of the passage in pairs.

Exhibit the chart containing questions 8 to 13 (Page No. 40 & 41) and ask them to find out the answers.

Ask all the groups to answer the 14<sup>th</sup> question.

Elicit answers.

The teacher can ask:

- What are the main events in the story?
- What is the first event?



Elicit responses.

Teacher writes the first event in negotiation with the learners. Likewise teacher can elicit major events of the story. Let them write the events in their notebook.

Let them talk about the characters, actions of the character & situations of each event.

Let them fix the characters.

Ask them to perform the story as story theatre.

Elicit responses.

Who will act as Lencho?

Then what about the postmaster?

Now, you can read the story and plan about your actions, movements, expressions, etc.

Teacher starts to narrate the story. Let all pairs perform at a time while listening to the narration.

**Assessment:** Involvement in group activities - How far they have comprehended?

**Feedback:** Teacher can give positive feedback to encourage the learners.

### Activity 15 - Read and Rearrange

20 minutes

**Aim:** Read and comprehend a given text individually and in pair.

**Language focus:** Rearrange the events of a story.

**TLM:** Chart containing the events in jumbled order.

What was his reaction when he got the reply?

Was he happy?

Let's see...

Lead the learners to read the text individually. ('God Replies' -Page No. 42, 43)

Let them sit in pairs.

Exhibits the chart.

1. He became angry by seeing 70 pesos.
2. Lencho went to the post office.
3. The postmaster opened the letter and started reading.
4. Lencho posted the letter.
5. Lencho asked for a paper and ink at the counter.
6. Postman gave a letter to Lencho.
7. Lencho wrote a letter to God.

Let each pair read the chart and sequence them in the right order.

Expected writings in learner's notebook: Main events from the story, sequenced events of the story.

Evidences of learning in the classroom: Chart containing the events in a jumbled order.

### Activity 16 - Retelling the Story

30 minutes

**Aim:** Read and re-tell the story

**Language focus:** Learners comprehend, enjoy the story and re-tell it in their own words.

Let them sit in groups, and read the story.

Let them divide the story part within their group and prepare for retelling it.

Each group presents the story as chain story telling.

One member tells one sentence, the other member continues with the second sentence and the story continues.

#### SPEAKING - Rubrics

Areas	Need improvement	Satisfactory	Good	Excellent
<b>Comprehension &amp; grammar</b>	Has difficulty in expressing ideas. Speaks in one or two words or in mother tongue.	Able to express ideas but makes mistakes in sentence structures and tenses.	Able to express ideas well but makes minor mistakes.	Able to express ideas in proper sentence structures.
<b>Vocabulary</b>	Uses mother tongue.	Uses basic/limited  / Inadequate vocabulary.	Good, appropriate vocabulary.	Uses proper vocabulary to communicate in most social and academic contexts.
<b>Fluency</b>	Uses one-word/two-word utterances/ silence.	Uses simple sentences.  Uses phrases and "chunks".	Uses fluent connected speech, occasionally disrupted by search for correct form of expression.	Uses fluent connected speech.

### Activity 17 - Linking Words

30 minutes

**Aim:** Engage in language games

**Language Focus:** Enhance vocabulary

**TLM:** Chart

Let the learners stand in a circle.

Let anyone say a word related to Lencho's story they have read.

Let the next learner say another word from the story beginning with the last letter of the previous word. (e.g:- field - downpour - rain.....). Learner can seek the help of Coursebook, if necessary.

Those who repeat the word or take too much time to say the word will be made to stand in a circle inside the outer circle. When the outer circle is finished, let the inner circle continue the game.

List out the words on a chart while the learners are engaged in the game.

We have got a large number of words from the story.

**Assessment:** How far the learners could say the words from the story?

### Activity 18 - Write a Letter

60 minutes

**Aim:** Writes a personal letter appropriate to the context, keeping the format.

**Language focus:** Write a letter

**TLM:** Chart containing the elements of letter

Discussion points:

Why did Lencho think that the post office employees are a bunch of crooks?

What would be the postmaster's feeling when he read Lencho's second letter?

Elicit responses.

Lead them to letter writing given on Page No. 44

**Interaction**

The Postmaster writes a reply to Lencho's second letter. Imagine and write down the possible letter.

Exhibit the chart.

# Draft

Salutation

(Body)

Place

Date

Conclusion

(Lovingly, sincerely, etc.)

- How will the postmaster begin the letter?
- Who will he address?
- What is the content of the letter?
- What will he tell to Lencho?
- Will he tell Lencho, how he got the money?
- Will the postmaster be angry with Lencho?

Ask them to write the letter individually.

Random presentation

Group sharing and refinement.

Presentation by groups.

- Assessment:** 1) Whether they have used the format of a letter?  
2) Whether the idea is conveyed properly?

Expected writings in learner's notebook: Letter written individually: Letter refined in groups.

Evidences of learning in the classroom: Chart containing words selected from the text.

Things that go to the portfolio: Individually refined letter.

## Activity 19 - The School Post Office

60 minutes

**Aim:** Identify different occupations.

**Language Focus:** Learners identify words associated with different institutions and establishments.

**TLM:** Cardboard box, marker pen, name boards, glue, piece of chart paper/postal cards, video clipping/slides, showing the working of a post office.

<https://youtu.be/rpWPPH8YCoo>

Visit a Post office/project the pictures of a post office with its different counters.

Ask the learners to identify different employees (Postmaster, postmen, postal assistants, etc.)

Set up a post office in the classroom with counters and name boards.

Give numbers to each bench as a street and each child is a house.

Assign roles of postmaster, postmen, postal assistants, etc. and assign different streets and houses (benches and children).

Distribute pieces of chart paper/postal cards.

Ask them to write a letter to their dearest friend in the classroom.

Let them write the address overleaf (Misha, 2nd row, 5 A)

Let them put it in the post box.

Ask the postmaster and postal assistant to sort the letter and seal the letters at particular time intervals.

Let the postmen distribute the letters.

### Teacher Talk

Dear learners, let's watch a video/some slides on the screen. Could you identify the place?

Who all are the employees here?

Now, let's set up a post office here.

Now, let's number each row. Who will be the postmaster now? Ok...

Good!

Who will be the Postman? And the postal assistant?

Postman, you can take charge of some rows for distributing letters.

Each row can be considered as a street and each learner can be considered as a house.

OK. Now, each employee takes their place.

Now I am distributing some cards among others. You can write letters to your friends in this class. Those who have finished, can write the address like this, Misha. P.U, 2nd row, 5 A.

See, you need not write a long letter. A few lines are enough.

OK, now you may post it.

The Postmaster and postal assistants can collect and sort them at an interval of 5 minutes and 10 minutes.

Now, Postman, it is your turn. Distribute the letters among the addresses.

Very good. Now, I think you have read the letters you got.

**Assessment:** Assess the involvement in group activity.  
Assess the letter writing skill of the learners.

## Activity 20 - Birthday Letter

30 minutes

**Aim:** Listen, read and comprehend a given text.

**Language Focus:** Learners listen, read and understand a given text.

Learners, today you have got letters from your friends.

Have you ever got letters before?

Who writes letters to you?

Elicit responses.

Now, there is a letter written by a father to his daughter, when he was in prison.

Do you know the name of that father?

He is Jawaharlal Nehru - our Chachaji.

What do you know about him?

Elicit answers or supplement through discussion if needed.

Here we have some statements related to Nehru's 'Birthday Letter'

Let's read the letter and find out whether the statements are true or false.

Read the letter with proper prosodic features.

Pause wherever necessary and interact with the learners.

Ask them to read the passage several times at home.

Expected writing in learner's notebook: Letter written individually.

Evidences of learning in the classroom: Setting up of post office using needed properties.

Things that go to the portfolio. Letter refined individually.

**Activity 21 - Where is the Word?**

30 minutes

**Aim:** Read and comprehend a given text and engage in activities related to it.

**Language Focus:** Analyse the text and comprehend the idea.

Let them sit in groups and open 'Birthday Letter'.

Tell a word aloud from the passage. (e.g. 'sermon')

Let anyone from the group find out the word from the text and read the corresponding sentence aloud.

Tell another word. Let the groups find out the sentence and one among them can read it aloud.

Continue the game.

Tell them that, those who got a chance will not get a second one, but they can help others in their group.

Ask them to attempt the activities given on Page No. 48 and 49.

**Assessment:** How many of them could read the text?

How far could they do the activities correctly without the help of the teacher?

**Activity 22 - I Wrote Myself a Letter**

30 minutes

**Aim:** Read and enjoy poem.

**Language focus:** Listen, comprehend and identify words/lines from the poem and reciting it.

Teacher asks the learners to read the poem individually. (CB Page No. 50). Makes the learners sit in groups. (Group reading) Teacher asks them to sit in circles (group wise circle).

Each group takes turn and says words from the poem without using the textbook. Teacher writes the words on a chart. The group which tells maximum words will be the winner.

**Teacher Talk**

Read the poem individually.

Now sit in groups and read again.

Sit in circle in your groups and close your Coursebook.

Each group calls out a word from the poem (in groups each learner calls out a word when his/her turn comes).

Each group will get ten seconds for one turn.

The group which tells maximum words will be the winner.

**Activity 23 - Word Pyramid****30 minutes**

**Aim:** Engage in language games

**Language focus:** Identify and use describing words.

Let them read the sentences given on Page No. 52 of the Coursebook.

Teacher says 'Let's see the sentences about these pictures.

Can you find anything special in it?'

Do you see any shape in the arrangements of the words?

Elicit responses.

Teacher says, 'It is the shape of a pyramid. Certain words are added to a single word. These words tell us more about the number, size and colour of the object.'

Divide the learners to groups of 4 members. Each group is assigned to present the pyramid of cats, bag, flowers and boy. Groups present the word pyramid. Each member in the group shares the lines and presents the lines one by one.

Teacher gives new themes to each group for preparing word pyramid such as sky, home, tree, etc.

Let each group develop a word pyramid based on the theme given to them.

Let them exhibit and present.

Let them complete the table and rewrite the story given in Page 53.

Expected writing in learners' notebook: Pyramid developed by groups.

Evidences of learning in the classroom: Pyramid developed by groups.



**Activity 24 - People in the Town**

15 minutes

**Aim:** Read and comprehend the poem.**Language Focus:** Read, comprehend and identify words/sentences from the poem.

Asks the learners to read, 'People in my town', Coursebook Page No. 54.

What different occupations are mentioned in the song? Make a list of them.

What do you want to be when you grow up?

Elicits responses.

Let them stand in a circle. One of the learners come to the center and enacts their favourite profession. Others guess the profession. Let them continue the game.

Asks the learners to do Activity 5 on Page No. 56.

**Activity 25 - I am...**

15 minutes

**Aim:** Read and comprehend pictures and sentences.**Language Focus:** Enable the learners construct sentences using 'because'.

Let the learners construct sentences using 'because' with the help of pictures and the hints given in the boxes.

Let all members sit in a circle. One learner can come forward and engage in one action. (eating, riding, running, etc.) And the other member comes forward and asks, 'What are you doing here?' The actor can respond to it. [E.g: I am eating, I am jumping, etc.]

Then the stranger will ask one more question. 'Why are you doing this?' The actor has to respond like "I am sitting here because I want to see my friend." Then, the person who comes to ask questions can engage in other action. Then another stranger will come there and ask the same questions. (What are you doing here? Why are you doing this?) Let them complete Activity 8, given in the Coursebook Page No. 60.

## Activity 26 - Let's Compare

10 minutes

**Aim:** Engage in games and listen to the instructions.

**Language focus:** Comprehend and use appropriate language forms for comparing and contrasting.

Teacher divides the class into two groups. Let the learners listen to the instructions and do accordingly.

We need two groups of equal number of members in them.

The teacher says them to stand in the order of their height. Let the shortest one stand in the front and the tallest at the back.

Let them arrange themselves. The group which finishes first will be declared as the winner.

Teacher can interact with the groups.

Who is the shortest boy in your group?

Who is the tallest girl in your group?

Then teacher can call out two learners from the group. Let them stand together.

We can see two learners here.

Who is the taller one?

Who is the elder one? (Teacher can ask their year of birth)

Elicit responses.

Let the learners do the activities given on Page No. 58 of the Coursebook.

**Assessment:** How many of them could identify and use the language forms of comparisons?

Evidences of learning in the classroom: CB page 56 of each learner.

Task done by the learners in their Coursebook, Page No.57, 58, 59, 60, 61, 62, 63.