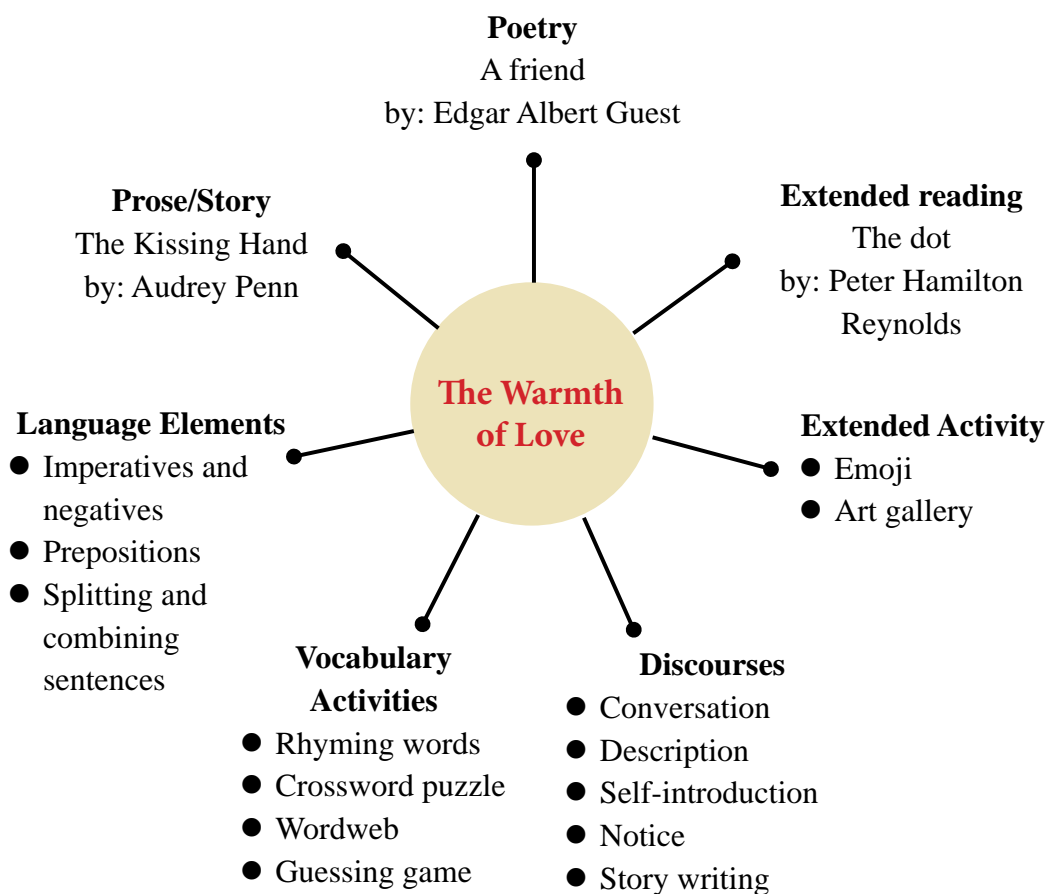


# UNIT 1

## The Warmth of Love

### UNIT AT A GLANCE



# UNIT GRID

Theme: Love and care

Sub themes : Parental love, Friendship, Love and encouragement

Genres: Story/Poem/P`icture story

Time: 40 periods

		Learning objectives		Language elements	Discourses	Activity/ ICT	Assessment / Learning evidence
		Skill based	Attitude based				
Concept/ theme based	Understands the importance of love and care in interpersonal relationships	Listens to descriptions and reads and constructs them	Develops love and compassion	Preposition in, on, with, from, to Split and combine the sentences using 'and' Gets familiarised with imperatives and negatives (do/don't) Uses 'does'/'doesn't' for stating preferences	Self-introduction  Conversation  Description  Notice  Story writing	Analyses the pictures/ cartoons/video Listens to and reads stories / poems Engages in language games/ charades/role play/simulation (video) Constructs simple description and dialogues Engages in language/ theatre activity and roleplay	Portfolio assessment of written discourses Performance assessment on roleplay, self-introduction, conversation, etc.  Peer assessment
	Explores the impact of love and care on mental health and wellbeing	Listens to, reads, and analyses stories and responds to interactive questions Reads, recites, and appreciates simple poems Constructs dialogues having four or five exchanges Reads and writes simple description on scenic details Participates in group discussion and collaborative reading	Understands the value of trust and support  Learns the values of sharing and cooperation				
Concept/ theme based	Develops good relationships with friends, family, and environment						
	Recognises one's potential and encourages others						

## Introduction

The unit ‘The Warmth of Love’ extols the power and comfort of love. The basic lessons of love and care should be learned at home. There must be a suitable environment at home. The stream of love flows out to friends and to the society at large. The theme love and care and activities included in the unit have relevance in the primary English textbook.

### **This unit focuses on different aspects stated in KCF 2023.**

#### **Social Justice**

The story ‘The Kissing Hand’ highlights the importance of empathy and understanding in building strong relationships, which is essential for promoting social justice. The story shows how Chester can overcome his fear by understanding his mother’s perspective, promoting a sense of social justice.

#### **Sustainable Development**

‘The Dot’ by Peter Reynolds emphasises the importance of creativity and self-expression in sustainable development. The story encourages children to explore their own unique talents and abilities, which is essential for sustainable development.

#### **Knowledge Construction**

The genres (The Kissing Hand, A Friend, and The Dot) promote knowledge construction by encouraging children to think creatively and explore their own ideas. The genres also show how children can learn from their experiences and build upon their knowledge. Most of the activities are designed, based on the constructive approach. Children will get a chance to construct language through social interaction.

#### **Holistic Personal Development**

The genres promote holistic personal development by encouraging children to develop their emotional intelligence, self-awareness, and self-confidence. ‘The Kissing Hand’ shows how Chester can overcome his fear by understanding his emotions, while ‘A Friend’ highlights the importance of empathy and kindness in building strong relationships. ‘The Dot’ focuses on the support of a teacher in shaping good personality of a student.

#### **National Consciousness and Responsible Citizenship**

‘The Dot’ by Peter Reynolds promotes national consciousness and responsible citizenship by encouraging children to explore their unique talents and abilities. The story shows how children can contribute to, their communities and society through their creative expression. ‘The Kissing Hand’ shows the responsibility of the mother and child towards each other.

### **Inclusive Education**

The three genres promote inclusive education by highlighting the importance of empathy, kindness, and understanding in building strong relationships. The genres show how children from different backgrounds and experiences can come together to learn from each other. It also highlights the support of friends in the inclusion of all into the main stream.

### **Constitutional Values and Democratic Values**

The stories promote constitutional values and democratic values by encouraging children to respect individual differences and promote social justice. ‘The Kissing Hand’ shows how Chester can overcome his fear by understanding his mother’s perspective, while ‘A Friend’ highlights the importance of empathy and kindness in building strong relationships.

### **Historical and Cultural Awareness**

‘The Dot’ by Peter Reynolds promotes historical and cultural awareness by highlighting the importance of creativity and self-expression in different cultures. The story encourages children to explore their unique talents and abilities, which is essential for understanding different cultures.

### **IT Enabled Learning**

All the genres can be transacted through IT assisted techniques using audio, video and digital text. Teachers can create and use QR code for the reference.

### **Vocational Training and Self-Reliance**

‘The Dot’ by Peter Reynolds promotes vocational training and self-reliance by encouraging children to explore their own unique talents and abilities. The story shows how children can develop their skills and talents through creative expression.

### **Coping with Crises and Achieving Resilience**

‘The Kissing Hand’ shows how Chester can overcome his fear by understanding his emotions, promoting resilience. ‘A Friend’ highlights the importance of empathy and kindness in building strong relationships, which is essential for coping with crises.

### **Develop Critical Thinking**

The three genres promote critical thinking by encouraging children to think creatively and explore their ideas. The stories show how children can develop their critical thinking skills through creative expression. The doorway activity and scaffolding questions are also thought-provoking, motivating the children to analyse the language through critical thinking.

## Titular page

**LO: The learners will be able to interpret and analyse the picture and the quotation.**

Let the learners read the picture. Teacher asks some questions.

- What is the picture about?
- What are the children doing?
- What is the mother bird doing?
- Is there a family in the picture? Who are they?
- What are they doing?
- What do you feel?

Elicits responses. Then teacher writes the responses on BB. Let one or two children describe the picture. After random presentation the teacher describes the picture using their responses.

### To the teacher (Oral description)

The picture shows a beautiful park with a happy family in the centre. The father, mother and child are sitting on a bench. They are happy and smiling. The park is surrounded by tall green plants and beautiful flowers. A big tree stands tall in the background, providing shade and shelter. Some children are playing on the ground, laughing and having fun. Toys, swings and slides can be seen. A mother bird is perched on a nearby branch, talking to her baby birds. The birds are chirping and flapping their wings, adding to the lively atmosphere. The park is filled with the sweet scent of blooming flowers and the gentle rustling of leaves. The sun is shining down, casting a warm glow over the scene. The family on the bench is enjoying each other's company, taking in the sights and sounds of the park. Some children are seen playing on the ground. The mother bird is devoted to her babies, keeping them safe and happy. The overall atmosphere is peaceful and serene, with a sense of joy and contentment. The picture is very beautiful, capturing the beauty of nature and the happiness of being together. The ambience represents love and care.

## Quotation

Let all the learners read the quotation silently.

Let one or two children read the quotation aloud.

The teacher may ask the following questions.

- What is the idea conveyed by the quotation?
- Do you agree with this?
- Can you find any other meaning for the quotation?

Let them share their ideas. Generates discussion and elicits free responses. Teacher gives chance for random presentation.

### To the teacher

The quote is from the poem, 'Birches' by Robert Frost, the American poet. Birch swinging is an enjoyable pastime. In times of our distress, we resort to some pastime or the other to forget our worries. Whatever pastime we indulge in, we should get back to this Earth. We will have to face the realities of the Earth. Earth is the right place for love and hence the right place to live in. There is no other better place than the Earth.

## The Doorway

**LO: The learners will be able to interpret and analyse the cartoons and interact based on them.**

- It is the entry activity to the unit. It focuses on the different attitudes of the children towards the first day to school.
- Interacts with the learners based on the trigger picture.
  - \* What is the first boy doing?
  - \* Is he happy?
  - \* What is the reason?
  - \* What about the second boy?
  - \* What is his mother doing?
  - \*

- Asks well framed questions in addition to what has been given in TB
- Learners may respond either in English or in their mother tongue.
- Megaphones the children's responses in English.
- Elicits and accepts the divergent responses from the learners.
- Elicits relevant responses (words and sentences) and writes on the BB/ chart.
- Asks the learners to read the words and sentences from the BB / chart.
- After eliciting free responses, teacher presents her/his experience on the first day at school with proper voice modulation, stress and intonation.
- Let the children share the experience of their first day at school.

## Lesson 1

### The Kissing Hand (Prose)

#### About the story

The story 'The Kissing Hand' tells the warmth of relationship that exists between a mother and a son. The token of a loving kiss on the palm leaves an unforgettable impression. The kid takes it seriously and he gives it back. A loving touch or a caring pat proves to be an unforgettable gesture of love. It cements human relationship.

#### Reading Process

**LO: - The learners will be able to read and comprehend the story quickly and easily.**

#### Reading Preparation

Before the learners start reading, the teacher may present the introductory part given.

Attempt teacher talk using the picture in the first part of the reading text.

Focus on the first picture and ask some interaction questions

## Class V

- Who are the characters in the picture?
- What are they doing?
- 
- 

### While reading

We follow different strategies to process reading. The common steps are given below.

#### Individual silent reading

- Let the learners read the passage silently.
- Let them put a question mark against the words or sentences they do not understand and an exclamation mark against the sentences they like the most.
- Depending on the level of the learners, if you want to present the first part of the story, you can perform it with proper voice modulation, facial expression, gestures, etc.

#### Addressing CWSN/less proficient learners

Before heading to the next reading passage, ensure that each learner has got the main ideas of the current passage.

Let the less proficient learners identify the central idea of the passage.

Elicit the following ideas through interaction

For example,

‘Chester raccoon doesn’t like to go to school. He likes staying at home.’

Stamp the characters, especially Chester raccoon and his mother.

#### Collaborative reading

- Let the learners sit in groups, share their ideas and clarify their doubts.
- Groups may also consult other groups for clarifying doubts.
- Encourage them to refer to the glossary.
- Clarify their doubts judiciously.



### Scaffolded reading

- Scaffolded questions to support reading are given on each page of the textbook.
- Teacher can modify or frame more questions to ensure better comprehension
- Teachers are free to adopt strategies that suit their learners.
- The main objectives of scaffolding questions are:
  - \* to help learners read between the lines and beyond the lines.
  - \* to lead the learners to an analytical reading of the text.
  - \* to help to check and ensure comprehension.
  - \* to link the next passage.

### Reading by the teacher

- Read the passage aloud in the form of storytelling or narration by using gestures, voice modulation, etc.
- Read with minimum speed.
- Read in such a way that punctuations like full stop, comma, question mark, exclamation mark, etc. are sensed by the learners.

### Reading by the students

- Let one or two learners from each group read the passage aloud.
- Others may get a chance while processing other passages.

**Now we can get familiarised with another innovative strategy for reading with better comprehension.**

### Reciprocal Reading

Reciprocal reading is a co-operative learning strategy that aims to improve learners reading comprehension skills. A group of learners take turns acting as the teacher in guiding the comprehension of a text. It typically involves four main strategies or activities:

- **Predicting:** Learners make predictions about what they think will happen in the story based on prior knowledge and information from the text.
- **Clarifying:** Learners ask for clarification about parts of the text that are confusing to them. This can involve finding unclear vocabulary, concepts or statements.
- **Questioning:** Learners generate questions about the content of the text. These questions can be about specific details, main ideas, or inferences.

- **Summarising:** Learners summarise the main ideas of the text in their own words. This helps reinforce understanding and identifying key information.

### The process of reciprocal reading

- Shows a video or plays an audio of the text. If it is not available, the teacher can perform the text in the form of narration.
- Asks some interactive questions based on the presentation.
- Let the learners respond to the teacher.
- Divide the learners as groups of four.
- Distribute the reading text to each member of the group, identifying each person's unique role: predictor, clarifier, questioner and summariser.
- Make the children read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them prepare for their role in the discussion better.
- The Predictor will read the text aloud inside the group and can offer predictions about what the author will tell next. He/She will be the leader of the group who coordinates the reading strategy. He/She should also find the characters from the text.
- The Clarifier will note down the difficult words, concepts and confusing parts and find out the meaning by referring to the glossary or a dictionary. He will also note the interesting sentences and expressions.
- The Questioner prepares questions and answers from the passage.
- At the given stopping point, the Summariser will highlight the key ideas up to this point in the reading.
- After the individual work of each person, it should be presented in groups.
- Then the teacher gives a chance to all predictors to present the predictions, clarifiers to present the difficult words /phrases and the sentences that were noted.
- Each questioner will pose at least one question to the other groups.
- The summarisers brief the text in their own words.
- The roles in the group can be switched. Learners repeat the process using their new roles.

- Throughout the process, the teacher's role is to guide and nurture the learners' ability to use the four strategies successfully within the small group. The teacher's role is lessened as learners develop skills.

### Rubrics for continuous assessment

#### READING COMPREHENSION

	<b>Need improvement</b>	<b>Fair</b>	<b>Good</b>
<b>Main Idea</b>	Does not identify the main idea, or fails to identify the main idea	Identifies the main idea but cannot identify supporting details	Identifies the main idea as well as supporting details
<b>Facts/ Opinions</b>	Cannot identify any facts or a limited number of facts. Gets confused between facts and opinions	Identifies only a minimal number of facts and/or identifies that are not factual 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 reorganisation of the sequential elements	Exhibits the ability to identify sequential elements as well as the ability to reorganise the elements in a sequential order
<b>Inference</b>	Cannot conclude inferred messages and/or makes a wrong conclusion of inferred messages	Identifies limited inferred messages, or recognises but misinterprets the inference	Can identify when messages are inferred and can conclude accurate meaning
<b>Conclusion</b>	Cannot identify or summarise 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 1 Guessing game

**LO: The learners will be able to guess and understand the meaning of the words by making good use of the context.**

- After processing the unit, teacher may do the first activity.
- Teacher divides the class into 2 teams and writes words or phrases on paper slips, folds them up and places them in containers. e.g.: Nuzzle, scamper, scary, swing, tiny, wipe, wrap, etc.
- One member from the first group comes, unfolds the paper slip and reads the word silently.
- He/She must act out what is written on the slip (without speaking).
- Let the second group guess the word from the gestures.
- If their guess is correct, they will get one point.
- If they fail to guess, the first group will get the point.
- This game continues.
- Teacher should ensure the participation of all children and make them enjoy the game.
- Teacher can use the charade to identify the events, concepts and characters.

### To the Teacher





Charade is a game in which players guess a word or a phrase from a written clue or clues that are enacted given for each syllable and for the whole item.

## Activity 2 Emoji

**LO: - The learners will be able to comprehend the sentences and feelings of characters' and express using emojis.**

- Teacher reads the statements given in column A and asks the children to match the sentences with suitable emojis.

- This activity can be done individually.
- Then generates a discussion about the feeling of Chester raccoon.
- Makes the learners get familiarised in the different emojis.
- After completing the activity, they have to find the feelings of Ms Raccoon and let them draw suitable emojis.

Chester's feelings	Emoji
When he gets new friends	
Fear of new students and teachers	
When the mother compels him to go to school	
When he gets mother's kiss	

### To the Teacher

Emojis are small digital images or icons used to express emotions and feelings. They serve as a visual representation of human emotions, living beings or objects.

### Activity 4 Sequencing the events

**LO: - The learners will be able to sequence the events of a story and thereby write them in a paragraph using the linkers.**

The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. It also enables retelling, which in turn enables summarising. It not only promotes self-monitoring but also re-reading. It can be done as an individual work.

- You may ask the learners to rewrite the story given in a jumbled maner.
- Assistance can be provided wherever necessary.

## Class V

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- You may supply the linkers.
- After they have arranged the events in a sequential order, let them write a simple story individually.
- Individual presentation can be done in the class.
- Teacher also presents the story using the events given.

### Activity 5 Conversation

**LO: - The learners will be able to write the dialogue and role-play it.**

- While processing the conversation, give a chance for all the learners to write individually.
- You may either channelise the learners as given below or adopt your own strategy.
  - \* Chester Raccoon doesn't want to go to school. He says "Ma... I don't want to go to school."
  - \* Then what will his mother say?
  - \* Will she agree with Chester?
  - \* How will their conversation go on?
  - \* How will they conclude their talk?
  - \*
  - \*
- Elicits responses and develops exchanges orally in the whole class.
- Let all the learners write the conversation individually.
- Let some of the students present their write up (random presentation)
- Help the slow learners by scaffolding.
- Divide the students into heterogeneous groups. Interact with them and facilitate the sharing of their ideas in groups.
- The first chance may be given to the slow paced learners to share the

conversation in groups.

- The learners may be directed to focus on the initiation of the conversation. Ask them to take the best initiation, refine it and write on the next page of their notebook.
- Ensure the participation of all the learners at every step.
- Let each group write their conversation on the chart paper.
- Let the group present their product. Other groups assess their product based on the indicators. This could ensure the attention of all the learners and they will be pointing each and every merit.
- After group presentation, teacher presents his/her version considering the level of the learners. Discourse markers and a variety of expressions should be used in the teacher's version.
- After all group presentation and teacher's presentation, editing should be done.
  - \* Choose one of the group products, preferably the best one for editing.
  - \* Begin with thematic editing by interacting with the children.
  - \* Start with the sentence level editing such as missing words, excess words and wrong word order.
  - \* Do the word level editing next and then proceed the editing of punctuations.
  - \* The other products may be given to the groups for editing.
- Compile the group products and teacher's version as 'Big Book' and exhibit it in the class.

### Sample Conversation

Chester : I don't want to go to school, Mom. I want to stay home with you.

Mother : What's wrong, Chester? Why don't you want to go to school?

Chester : I don't want to leave my friends and toys behind. I just want to stay home.

Mother : I understand, but sometimes we have to do things we don't want to do. Even if they seem scary at first.

Chester : But what about my favorite swing? I love playing on it.

Mother : You'll have new swings to play at school, and you'll make new friends to play with.

Chester : But I don't want to make new friends. I like my old friends.

Mother : I will show a secret. A very old secret.

Chester : Secret? What secret?

Mother : Ah, yes! The Kissing Hand is a special secret that I learned from my mother. It's something that will make your nights at school feel as cozy as your days at home.

Chester : What is it? How does it work?

Mother : I'll show you! (gives Chester a gentle kiss on the hand) Like this!

Chester : That's nice, Mom. I like it!

Mother : Me too, sweetie! Now, are you ready to go to school?

Chester : Okay... I'll try.

Mother : That's all anyone can do, Chester! You'll be just fine.

Chester : Thanks, Mom. You're really nice.

Mother : Aw, thank you, dear! I'm proud of you for being brave.

Chester : Okay, Mom. Let's go!



## Activity 6 Description

**LO: - Write descriptions about the scenic details of events and places.**

### Whole class Interaction

- What is the name of the school?
- Which rooms do you see?
- Who is sitting on the chair?
- What are the other things you see?

Elicit responses and writes key words on a chart

ABC School? / **Head master / table/ office room/chair/ dustbin/ teachers, etc.**

- Ask the learners to write individually in their note books.
- Let a few children present their individual work.
- Divide the children as small groups.
- Ask them to share their ideas with the others in the group.
- Read the beginning of the description (All the children in a group, read one by one).
- Let them share the ideas they have written.
- Select the best ideas they have written and let them write in their note books.
- Write the description on a chart by groups.
- Group presentation ask the groups to present their versions.
- Teacher's version • You may present your version.
- Edit one group work by the following the process.

Check the theme

Check the sentence grammar –

- Whether there are any words missing.
- Any sentence with a wrong word order.

## Class V

- Any sentence with excess words.
- Any changes are needed in the word forms used (e.g.: tense, plurals, etc.)

Check writing conventions: Capitalisation and punctuation

### Sample Description

This is the office room of a school. The name of the school is ABC school. The headmaster is welcoming Chester Raccoon and his mother. A teacher is standing near the headmaster. Some teachers are sitting in the staff room. There is a fan in the room. A clock and a calendar also can be seen. There is a beautiful carpet on the floor. An empty dustbin is also seen near the table of the headmaster. Chester and his mother are eagerly waiting to take admission.

## Activity 7 Self Introduction

**LO: - Children will be able to introduce themselves to the class.**

- Let the children read the self-introduction of Chester Raccoon (input discourse)
- Interact with them about the essential information included in self-introduction
- Name, place, father, mother, hobbies, etc.
- Let them play a game.
- When the teacher blows a whistle, the children should walk. When the second whistle blows, children should stop and form a pair.
- Ask the pairs some questions and note down the details. Let them introduce themselves.
- After introducing each other, within the pair introduce your friend to the whole class.
- Let the children write about themselves.
- Let them present randomly.

## Activity 8 Imperatives and Negatives

**LO: - Children will be able to read imperative sentences and use them in appropriate context.**

- Teacher uses some commands in different classroom situations e.g.:- come here .... don't go there ,don't tell lies, etc.
- Let them read the notice given in the textbook (input discourse).
- Let them internalise the meaning and present it in the whole class.
- Then give the context in the textbook and let them write individually.
- Random presentation
- Teacher gives the idea of imperatives (commands and requests).
- Children are divided into small groups.
- Give different classroom contexts.
- Let them prepare the dos and don'ts based on the context.
- Group presentation
- Editing

## Activity 9 & 10 Preposition

**LO:- The learners will be able to use simple prepositions.**

- Teacher writes the sentences given in TB page 21 (activity 9) on the BB.
- Let the children read the sentences and asks them to note the words underlined.
- Conducts a discussion on the words and their functions.
- Let them pick out similar sentences with prepositions from the text.

### *Answers*

from  
in  
under  
with  
to

Then, let them read the conversation (Activity 10) individually and write the suitable preposition.

### To the Teacher

Preposition is a word or group of words that is used with a noun, pronoun, or noun phrase to show direction, location, or time, or to introduce an object. Prepositions are connector words. These connectors customarily tie a noun to an idea.

Simple prepositions are followed by a noun, pronoun, or noun phrase (object of the preposition) to indicate the relationship between the object and other elements in the sentence. They establish connections of location, time, direction, possession, manner, and more.

e.g.: with, to, in, on, under, etc.

### Activity 11 Editing

**LO: - Children will be able to find the errors and edit simple passages.**

- Follow the editing process.
- Draw their attention to the words underlined.
- Generate a discussion on the errors.
- Ask them interactive questions.
- Edit the syntactic, morphological and punctuational errors with the contribution of children.

### Answer

I went **to** a store to buy some fruits. I saw a big orange **in** the shelf and decided to buy it. I met my friend **in** that store. My friend invited me to go **to** the park and I went **with** her. We sat **on** the bench and ate the orange together. I threw the orange peel **into** the garbage.

## Activity 12 Split the sentences

**LO: - Children will be able to split and combine the sentences using ‘and’**

- This activity demands the learners to revisit the passage to find the compound sentences with ‘and’
- Please note that all the sentences with ‘and’ may not be compound.
- Do the examples given in TB and let them do the first part of the exercise page 23 of the TB on their own.
- Provide more examples from other contexts for a better understanding of the structure.
- Ask the learners to pick out other sentences with ‘and’ and let them split.
- Initiate a discussion on the different use of ‘and’.
- Let the children split the sentences given in the second part of the exercise individually.

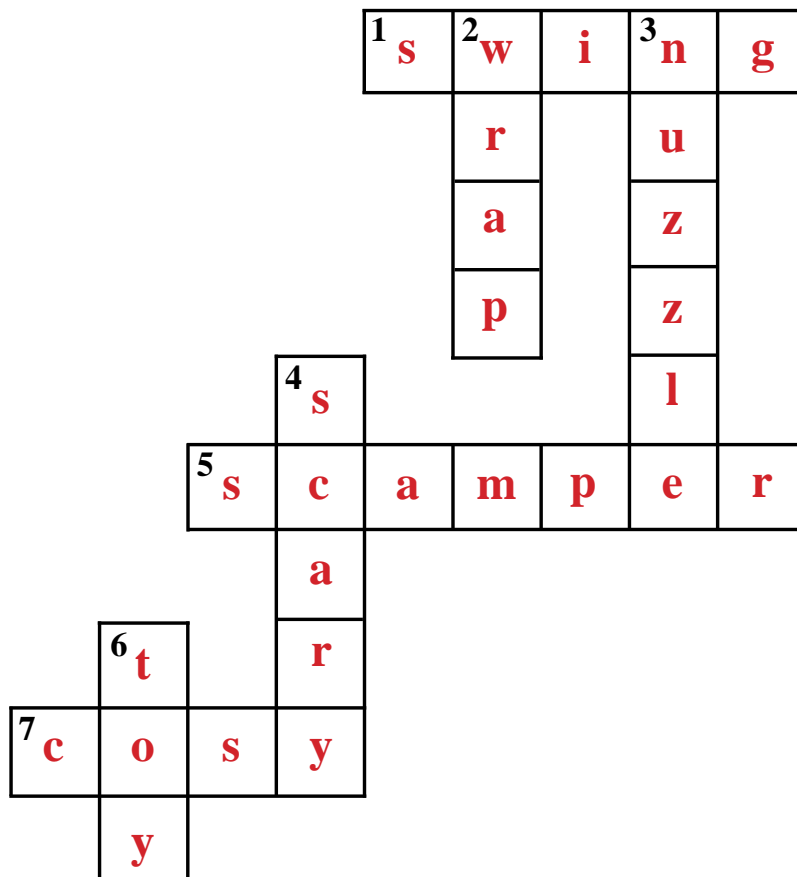
### Answers

1. A curious raccoon lived in the woods.
2. It liked to explore new places.
3. One day, it found a shiny object.
4. It decided to take it back to its cosy den.
5. It placed the object on a soft bed of leaves.
6. The raccoon stared at it with wonder.
7. The raccoon’s eyes sparkled.
8. The raccoon had discovered a beautiful toy.

## Activity 13 Crossword Puzzle

**LO: - Children will be able to enhance their reference skills.**

- Let the children read the clues (across and downwards).
- Go through the columns of the puzzle and find out the apt words.
- Decide the words across and downwards.
- Refine in groups.
- Help them to get a clear idea of the task.



## Meet the author

Audrey Penn is an American children's writer. She is best known for writing 'The Kissing Hand', a picture book featuring anthropomorphic raccoons. Audrey Penn was born in 1947, and grew up in Silver Spring Maryland however, she spent a lot of time in North Carolina. She was a great storyteller as a kid, and her teachers told her that she had a gift and encouraged her to write.



Audrey Penn's original career was not as a writer. She was a dancer. She served as a dance coach to the US Figure Skating team in preparation for the Pan American Games (1973) and the US Gymnastic Team's dance coach in both 1974 and 1975. In 1979, Audrey became very ill and was confined to her bed with juvenile rheumatoid arthritis that ended her dance career.

During this time she turned towards writing stories and children's books as a channel to express her artistic talents. Her most popular book is 'The Kissing Hand' (1993) that was inspired by a real-life occurrence and her daughter's separation anxiety in kindergarten.

In addition to her writing, Ms. Penn does an educational programme called 'The Writing Penn' across America to have kids help revise and shape her stories.

### To the Teacher

Teacher may give an assignment to collect more information about the author and write a short profile of the author as extended activity.

## Lesson 2

### A FRIEND (poem)

#### About the poem

This poem celebrates the unwavering bond of friendship, emphasising its comforting presence in times of both joy and hardships. The author depicts a friend as a constant source of support and encouragement, regardless of the individual's circumstances. This poem aligns with the author's other works on friendship, which explore similar themes of loyalty, understanding, and the profound impact of genuine human connection. It reflects the prevailing sentiment of the early 20<sup>th</sup> century, when community and interpersonal relationships were highly valued.

#### Processing the poem

**LO: - The learners will be able read a poem and appreciate it.**

- Children read the poem once or twice individually.
- Draw the attention of the learners to the repeated words and phrases.
- Let the learners find the meaning of difficult words and the theme.
- Let them interpret the poem in their own way.
- They need not go into the deeper meaning of the poem.
- Help them by asking proper interaction questions.
  - \* What is the poem about?
  - \* Do you have a best friend?
- Let them sit in groups to share their ideas of the poem.
- Let the group recite poem (choral recitation).
- Teacher plays audio of the poem or recites.

#### Activity 1 Adjectives

**LO :- Children will be able to identify and use adjectives / nouns related to friendship.**

- After reading the poem, let the children do this activity individually.
- Introduce new words related to the qualities of good friend.  
e.g.: sharing, caring, kind, supportive, reliable, honest, emphathetic etc.



## Activity 2 Rhyming words

**LO: - Learners will be able to identify the rhyming words from the poem.**

- Teacher repeats the one or two rhyming words with proper pronunciation.
- Let them read poem again and find the rhyming words individually.
- Invite the students to present their findings.
- Teacher consolidates by writing them on a chart.

### Rhyming words

share	-	care	turn	-	concern
voice	-	choice	be	-	see
whim	-	him	tell	-	well
small	-	all	friend	-	end

## Activity 3 (Does / Doesn't)

**LO: - Learners will be able to understand the structure does/doesn't.**

- Divide the children into two member groups.
- Let the children ask the likes and dislikes of their partner in groups.
- Let them write the major likes and dislikes individually.
- Teacher focuses on the structure does/doesn't.

### Meet the Author

Edgar Albert Guest was a British-born U.S. writer whose poems were widely read during the first half of the 20<sup>th</sup> century. Guest's family relocated from Warwickshire, England to the United States in 1891, when Guest was 10 years old. In 1904 he began writing verse for the Free Press under the heading 'Chaff.' In 1916 Guest published 'A Heap O' Livin', a collection of verses that eventually sold more than 1,000,000 copies. That work was followed by 'Just Folks' (1918), 'Rhythms of Childhood' (1924), 'Life's Highway' (1933), and 'Living the Years' (1949).



## Lesson 3

### The Dot

Picture story for extended reading

#### Synopsis of the story

Vashti is convinced she can't draw, and sits with an empty piece of paper in front of her. Her teacher encourages her to make a mark, and Vashti stabs a dot into the paper. The teacher asks her to sign it, and the following week, Vashti is surprised to see her dot drawing hanging above her teacher's desk, beautifully framed. Vashti decides she can do better than a dot, and starts to explore her creativity, painting dots of different sizes and colours. She gradually reveals herself as a very prolific and imaginative artist. When a young boy admires her work and tells her that he can't draw, she gets him to make his own mark and sign it.

The simple line drawings convey the girl's emotions very effectively: at first we see a frustrated and angry child, who, as she becomes absorbed in creating and experimenting, seems happier and more at ease. A great choice for a child who is struggling with lack of confidence developing any skill.

#### Reading Process

- Individual silent reading
- Collaborative reading
  - \* Reading in groups
  - \* Find and share difficult words
  - \* Refer to the glossary
  - \* Discuss the incidents and concepts
- Scaffolded reading.
  - \* Teacher asks interaction questions
  - \* It should be reflective, inferential and analytical
- Reading by the teacher

## Picture story writing

**LO :- The learners will be able to generate a story by using pictures.**

- Teacher may use some interaction questions related to the picture story.
- Elicit free responses from the children.
- This activity is intended to make the learners write the story of their own using pictures given in the textbook.
- Let them write individually.
- After individual attempt, give them chance for sharing and refinement.

### Meet the author

Peter Hamilton Reynolds is a Canadian author and illustrator of children's books and is the founder of the educational media company FableVision.

Reynolds was born in 1961 in Canada with his identical twin brother, Paul, who collaborates as the author of several children's books (*Going Places*, *Full STEAM Ahead*), and also serves as CEO of the Reynolds educational media firm FableVision. He attended the Massachusetts College of Art and Fitchburg State College where he received the Communications Student of The Year Award in 1983, Alumni Recognition Award in 1999.

