

**TEACHER TEXT**  
**KERALA READER ENGLISH**  
**Standard III English (Draft)**

**Unit 1.**

**TENDER TOUCH**

**Learning Objectives.**

listens to instructions and engages in activities  
reads and comprehends appropriate stories and other discourses.  
enjoys a poem /rhyme /song by listening/ reciting/ reading and writing.  
constructs short descriptions based on a given context.  
narrates a story /event orally or in written form.  
writes conversations, thoughts and descriptions relevant to the contexts.

**CONCEPT**

This unit explores core human values like empathy, compassion, and the importance of family and friendship

**UNIT 1**  
**TENDER TOUCH**

**DISCOURSES**

Conversation  
Rhyme  
Diary  
Description  
Puzzle  
Story

**Language Elements**

Personal pronouns like he, she, they  
Action words  
Adjectives  
Rhyming words like frown, down  
Hold, gold

**TLM/ICT**

Picture /slides  
Video  
Audio

**Teaching Learning Process**

**ASSESSMENT**

No (1)	Theme (2)	Sub themes (3)	Genres (4)	Learning objectives (5)			Language elements (6)	Discourses (7)	Inter disciplinary possibility (8)	Activity/ ICT (9)	Assessment /Learning evidences (10)	Time (11)
				Concept/ theme based	Skill based	Attitude based						
1	Humanity	Family relationships, Social bondage, Civic sense, Friendship/Peer relationship.	Story , Poem	Identifies different types of social relationships (e.g. friends, family, neighbours, classmates) Examines the qualities that make a good friend and practices which one identifies and follows social norms and rules in different social settings (classroom, playground, family gatherings, etc.).	uses appropriate verbal and nonverbal communication skills to express their feelings to their friends and family members.	Demonstrates kindness and empathy towards peers. Develops an understanding of the importance of respecting others in social relationships. Shows gratitude towards others in social relationships and practices expressing gratitude.	Action words, Personal pronouns, Adjectives, Nouns, Rhyming words, Vocabulary.	Conversation, Rhyme, Oral narrative, Diary, Recipe, Description, Puzzle.	Games, Paper craft work, Picture drawing, Colouring .	Video , Audio text , Audio of the poem, Digitasks.	Conversation, Rhyme, Oral narrative, Diary, Recipe, Description, Puzzle, Story, T hought.	40 hours

## **Introduction**

'Tender Touch' is the first unit of third standard English, which focuses on language acquisition and generation of various discourses in a conducive classroom atmosphere. This unit explores core human values like empathy, compassion, and the importance of family and friendship by narrating a touching story of an innocent girl. In this story, we can see how kindness and compassion can make a big difference in someone's life. So let's remember to lend a helping hand and spread love.

### **Theme: Humanity**

**Sub-themes:** Family relationships, Social bonding, Empathy, Friendship

### **Language elements**

- Action words
- Personal pronouns
- Adjectives
- Nouns
- Rhyming words
- Vocabulary

### **Discourses :**

- Conversation
- Rhyme
- Thought
- Description
- Puzzle
- Story

## **IDP**

Art Work and Physical Education integrated activities are included along with language. The themes of the unit such as family relationships, social bonding, empathy, friendship, etc., fall under the umbrella of social science.

## Learning Resources

Video clips showing deeds of kindness, cutouts, the audio text of the story, kitchen utensils, mascots, audio of the poem etc.

## Learning Objectives

The learner

- listens to instructions and act accordingly.
- interacts with a visual using one's own language.
- enjoys a poem /rhyme /song-by listening/ reciting/ reading and writing.
- narrates a story /event orally or in written form.
- rearranges events to frame a meaningful story after reading.
- constructs short descriptions based on a given context.
- reads and comprehends appropriate stories and other discourses.
- writes conversations, thoughts and descriptions relevant to the contexts.
- takes part in role play and drama.
- strengthens vocabulary and uses new words in meaningful contexts.
- answers puzzles and develops one's own puzzles.

## Values and Attitudes

Empathy, love, share and care mentality

## Sequencing of Activities

### Snatching the ball

**LO: Listens to the instruction and engages in activities accordingly.**

Let the learners play the game following the instructions of the teacher.

"Hi, children. Let's play a game.

Here are two balls. What are the colours?"

The teacher groups them based on the colour of the balls.

Make sure that there are an equal number of members in each group.

Now stand in two lines facing each other

Here are two balls at one end of the line placed in two small circles.

(Add a pictorial representation)

Listen to the whistle.

Pick the ball when the whistle blows. Place it on the other side of the row inside the circle and stand near the last kid.

Continue the game until the last child gets a chance.

The group which finishes first is the winner.

Learning evidence: Active participation of all the children in the game.

### **Video show**

**LO: The learner comments on the visuals and speaks about them.**

The teacher plays the video of children helping others while playing.

How did the children help each other?

The teacher interacts with the children based on the video shown.

Assessment -Speaking rubrics

Using the rubrics, the teacher assesses the speaking ability of each child in the class.

Learning Evidence: Involvement of the children in the discussion.

Consolidating Assessment Rubrics: It is found that most of the teachers feel difficulty in consolidating the assessment data of the rubrics of the learners in the class. You are provided with two samples in the annexure for consolidating the rubrics. You can convert the data into rating scale too. The first sample is for consolidating the assessment data of all the learners in the class. In the second model, separate sheets of rubrics are used for each learner which can be handed over to the parents adding the comments of the teacher. The rubrics are in English so that it may be difficult for some of the parents to make out. Don't forget to ensure that your comments

regarding the qualitative evidences of the learners' achievements are conveyable to all parents.

No	Name of student	Communication				Vocabulary				Engagement in interaction			
		Excellent	Good	Satisfactory	Need improvement	Excellent	Good	Satisfactory	Need improvement	Excellent	Good	Satisfactory	Need Improvement
		Able to express ideas in proper sentence structures	Able to express ideas well but makes minor mistakes	Able to express ideas but I makes mistakes in sentence structures and tenses	Has difficulty in expressing ideas. Speaks in one or two words or in mother tongue	Uses proper vocabulary to communicate	Good, appropriate vocabulary	Uses basic/limited/Inadequate vocabulary	Uses mother tongue	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.	Fails to ask and answer short questions.
1													
2													
3													
4													

## **Titular page**

**LO: The learners interact with pictures and express their views in the spoken form.**

The teacher asks the children to look at the picture given on page number 7 of the TB.

Hi, children, look at the picture.

How many children do you see in the picture?

What are they doing?

Why is the boy crying?

What is his friend doing?

Have you ever got injured?

Who consoles you, when you are hurt?

Elicits the answers by giving maximum opportunities to the learners.

The teacher reads out the quote by Mother Teresa and comments on the heading 'Tender Touch.'

Encourages children to collect more information about Mother Teresa.

Quotes have immense potential. They sharpen our thoughts and purify our vision. They could also motivate learners to collect similar quotes.

- Assessment: Teacher assesses the speaking ability of the children using the indicators in the rubric.
- Learning evidence: Involvement of the children in the discussion.

## **Curtain Raiser**

**LO: The learner expresses his / her views on humanity.**

The teacher interacts.

Children, look at the pictures.

What do you see in the first picture?

Are the birds afraid of the girl?

How do you know?

Now let us look at the second picture.

How many children are there?

What are they doing?

Which picture do you like the most? Why?

Compare the activities of the children in the pictures.

Which of these is an act of kindness?

Interaction between the children and the teacher .Teacher concludes the discussion.

"Little deeds of kindness make us happy"

Assessment: By analyzing the responses from the children, teacher can assess the humanitarian values of the children.

Learning evidence: Active participation of all the children

### **Dumb Charades**

**LO: The learner listens/reads instructions and acts accordingly.**

The teacher keeps a box containing some paper strips on the table.

The following sentences are written on each strip. (One sentence on each strip)

Helping an old man to cross the road

Caring and feeding one's younger sister or brother.

Kicking a friend from behind.

Watering the plants in the school garden.

Plucking flowers from the garden.



Throwing a stone at a bird flying in the sky.

The teacher divides the children into five-member groups.

One member from each group comes to the dais takes one strip from the box and acts accordingly.

Other group members have to identify the action and they have to say what it is.

If the group gets the right answer, both groups will get 5 points each.

The teacher lists the activities on the blackboard and asks them to divide them into acts of kindness and hatred. (Dos and don'ts)

Assessment: Groups assess the performances of other groups and give feedback.

Learning evidence: Miming and appreciation by the children.

### **Reading- Micro processing -A Sunny Morning**

**LO: The learner reads the story silently and comprehends events in the story.**

The teacher shows the cut-out of a girl and her mother and interacts with the learners.

Do you know this girl?

Can you guess her name?

Do you know her mother?

Eliciting answers from the children

"This is Sasha. This is her mother.

Here is a story about Sasha.

Look at the picture in the textbook."

Who is sleeping on the bed?

What time of the day is it?

Who is waking her up?

Do you want to know more about Sasha?

Individual silent reading.

Underline the unfamiliar words while reading.

Children sit in four-member groups.

One member from each group reads out for the others in the group.

Refer to the glossary and identify the meanings of unknown words.

The teacher triggers some reading questions and interacts with children to ensure better comprehension.

The teacher enacts the role of Sasha's mother and the children take the role of Sasha.

The teacher and children enact the roleplay using the dialogues in the textbook (A Sunny Morning) using the cutouts used earlier.

**Teacher Version**

The teacher reads out the passage with proper voice modulation, gestures, facial expressions, tonal variations, and pauses.

### **Scaffolded Reading**

The teacher helps the children, who are not confident enough in reading.

Encourages children to help their friends through collaboration.

The teacher makes maximum interaction and gives space for children to share the expressions.

Who wakes you up in the morning?

How do you complete your routine in the morning?

The teacher asks the children to fill in the speech bubble in the TB.

Assessment :Teacher assesses the reading comprehension ability of the children using rubric.

Learning evidence: Independent silent reading skills of the children.

## RUBRICS FOR READING COMPREHENSION

Areas	Need Improvement	Good	Excellent
Main Idea	Fails to identify the main idea.	Identifies main idea but cannot identify supporting details.	Identifies main idea as well as supporting details.
Context	Cannot identify contextual references to interpret meaning.	Identifies minimal contextual references to interpret meaning.	Identifies most contextual references to interpret meaning.
Sequence	Cannot identify keywords or sequential textual passages.	Has trouble with the reorganization of the sequential elements.	Able to reorganize the elements into a sequential order.
Inference	Cannot conclude inferred messages.	Identifies limited inferred messages.	Can identify when messages are Inferred.
Predictions & use of prior knowledge.	Can't make predictions.	Makes predictions but not logical and meaningful.	Makes predictions on the content and events using prior knowledge.

### Eliciting free responses

**LO: The learner develops confidence in expressing his/her ideas in the spoken form.**

Why did Sasha rush to the kitchen?

What will Sasha see in the kitchen?

The teacher asks the questions to a maximum number of children and elicits a maximum number of relevant responses.

The teacher evolves a text using the responses of the children and writes on a chart paper.

The teacher asks relevant questions deliberately to make the learners comprehend the text- Sasha's Favorite Snack (page 10).

Here are the questions and possible responses.

The teacher elicits answers based on the following questions and evolves a text.

Who is there in the kitchen?

Sasha's father is in the kitchen.

What is he doing there?

He is preparing Sasha's favourite snack.

What is Sasha asking her mother?

*Amma*, shall I take some of it to school?

Let the children write the question in the speech bubble ( Page10).

### **Micro processing- Reading- Sasha's Favorite Snack**

**LO: The learner can read and comprehend simple passages.**

- Individual silent reading
- Collaborative reading in smaller groups and presentations of ideas generated through reading
- The teacher reads the passage with all prosodic features.
- She pauses wherever there is a dialogue.
- When the teacher stops all children read the dialogue loudly with proper voice modulation and emotion.
- The teacher continues the same process upto the end of the passage.

### **Wrong! Wrong! Teacher!**

- The teacher reads the passage loudly.
- The teacher deliberately makes some mistakes in reading.
- Children are sitting in small groups. The group which identifies the mistake first should call out Wrong! Wrong! They will get five points.
- The teacher continues the game by giving chances to children.

### **Activity 3- TB page 22**

**LO: Children can express their ideas in the spoken form.**

The teacher asks questions given in the textbook.

What does your mother do at home?

What does your father do at home?

Do you help your parents? How?

The teacher interacts with the children.

Gives maximum opportunities to children to speak on the topic.

The teacher uses the picture given in the textbook to generate ideas.

Assessment: Peer assessment by the children in pairs using the indicators in the rubric (speaking).

Learning evidence: Students participation in the discussion.

### **Activity 12 -TB Page 28**

**LO: The children develop their vocabulary related to household items.**

"Children, please look at the picture."

What do you see in the picture?

What are the things used by the orchestra team?

Let the children identify the names and ensure to write it in the space provided in the textbook.

The teacher has to help the children identify the materials.

Children perform a kitchen orchestra using any suitable English song.

Learning evidence: Strengthening the vocabulary of the children.

### **Activity 13 - TB page 29**

Children are asked to classify the given items in three different columns.

Let the children sit in groups and classify the items into three categories.

Learning evidence: Strengthening the vocabulary of the children.

### **Reading- Micro processing**

#### **The Guest**

The teacher leads the children to the passage, The Guest.

What would be the surprise?

The teacher shows an object covered with paper.

Can you guess what is in my hand?

Children ask a maximum number of Yes/No questions.

The teacher gives the answers.

"Children let us find out the object. Please read the text."

- Individual silent reading.

Did you get the answer?

Yes it is *unniyappam*

- The teacher uncovers the object and shows it to the children.
- The teacher uses the 'Chain Reading' strategy.
- One child reads the first sentence. The second child reads the second sentence.
- The process continues upto the end of the passage.
- The teacher reads out the passage with all prosodic features.
- Children interact with the picture and express their ideas orally.
- Learning evidence: Independent silent reading skills of the children.

Sasha shared *unniyappam* with her friends.

What do you share with your friends?

#### **Activity 14 -TB page 29**

Let the children answer the questions orally.

Let them share their own experience.

Then each child writes of one's own sentence in the space provided in the textbook.

Let the children say the maximum number of sentences related to the picture.

Sasha saw somebody at the window.

Who could that be?

What is the person doing there?

Why did she come?

Can you guess her appearance?

Elicits responses from the children. Sometimes the children's answers may be in their mother tongue. The teacher has to megaphone the answers into English.

The teacher writes all the answers on the BB or a chart and evolves a text.

### **Reading micro processing**

#### **A Girl at the Window**

Were your guesses right?

Let's read and find out.

Children read the passage silently.

Learning evidence: Independent silent reading skills of the children.

### **Supply the phrase**

The teacher starts reading the first part of the first sentence and stops at a particular point. Children read the rest of the sentence loudly.

e.g. Naveen looked at..... children complete it.

The teacher continues reading in the same way upto the end of the passage.

### **Interaction Questions -TB**

Why didn't the girl accept the unniyappam?

Then, why did she come?

Can you guess?

Do you think she is ready to sit in the class?

Interaction between the teacher and children using the above questions. Then the teacher leads the children to the Activity number 4 in the textbook.

## **Writing- Micro processing**

### **Activity 4.**

Write Sasha's thoughts- TB page 22

Based on the answers to the above questions from the children the teacher prepares a concept map on a chart paper.

She seems to be of my age. Why didn't she go to school today?

Her dresses are torn. She may belong to a poor family. I will meet her in the evening. I will talk to her in the evening.

They can also attempt the thought orally.

Individual writing.

Random presentation.

The teacher can select some children to present their work. Others can check if the sentences need editing. Changes can be pointed out by the teacher.

Group refinement.

Children sit in four-member groups.

Share the individual writing in groups.

Care may be taken to include every child in this discussion and include every child's contribution to the product.

All the groups present their products.

The teacher leads a discussion to assess the group presentation.

### **Teacher's version**

Thoughts of Sasha

Why didn't the girl take the unniyappam? Did I say something wrong? Was she not hungry? Then why did she come here? She looks like a poor girl. Her dress is torn. Why is her hair shabby? Didn't her mother comb her hair? Why isn't she at school now? I wonder where she lives! Poor girl! I feel sorry for her.



Assessment: Teacher assesses the individual port folios (Sasha's thought) using the indicators evolved in the class through negotiation.

Learning Evidence: Sasha's thought evolved in the class.

### **Writing- Micro processing Activity 9 -TB Page 26 Description**

#### **LO: Describe a picture using simple English**

What do you see in the picture?

Can you identify the characters in the picture?

What is the mother doing there?

Why is she cooking outside the house?

What about the girl's house?

Who is there in the cradle?

Interacts with the children and generates a mind map on the blackboard.

3 or 4 students present the description orally.

Now, write a description of the picture individually.

Let 4-5 children present the description randomly.

Children sit in smaller groups and refine the description in the groups.

Let them write the description on a chart paper.

Each group comes to the dais and presents their description.

Other group members comment on the product and the presentation based on the indicators (Rubrics - writing).

## RUBRICS FOR ASSESSING DESCRIPTION

Areas	Excellent	Good	Satisfactory	Need improvement
<b>Ideas</b>	Clear ideas are well-supported with vivid details.	Ideas are well-supported with details.	Ideas are not well-developed More details are needed.	Ideas are unclear No details.
<b>Organization</b>	Logical organization.	Some lapses in organization.	Poor organization.	No clear organization Difficult to follow.
<b>Fluency</b>	Uses complete sentences.	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.

The teacher presents her version on a chart paper.

### **Teacher's version**

The poor girl and her mother are living in a shack. They are living near the forest. Her mother is cooking food near a tree. Their pet dog is standing beside her. A cat is lying near its mother. The baby is sleeping in the cradle. The cradle is hanging on a tree nearby. The hungry girl is waiting for food. The pet dog is also waiting for food.

### **Task 18 Editing**

The teacher exhibits all the group products and the teacher's version on the wall. Let the children to find out the best group product based on the indicators in rubric (writing).

She lets the children compare the group products with the teacher's version.

The teacher interacts with the children and chooses one group product for editing.

The teacher uses the following questions and edits the group product through interaction.

What is the first sentence?

Do you need to change this sentence?

Is this correct?

Do you need any changes in the word order?

Are there any words missing?

Are there any additional words?

What about the spelling of that word?

What about this word? Is it correct?

Do you need any changes in this word form?

Do you need any changes at the beginning?

The teacher interacts with the children and edits the group product sentence by sentence.

The teacher sensitizes the children about the mistakes.

The teacher circles the sentences and words with errors and substitutes the right ones just above the original sentences and words.

The teacher assigns the other group products to other groups for editing.

Learning evidence: 'Sasha's Thought' prepared by the children

### **Reading –Micro processing -The Girl Comes Again**

Individual silent reading

The teacher and the children sing the song together.

Children are divided into two groups.

One group reads one line, and the other group echo reads the same line.

Reading in small groups, sharing doubts, sharing ideas and referring to the glossary.

The teacher reads the passage with prosodic features.

### **Reading- Micro processing**

#### **A Lullaby**

Children read the passage individually.

Random loud reading

Sitting in smaller groups and sharing their ideas related to the new vocabulary items.

Teacher version

Let the children complete the speech bubble by reading the text.

### **Eliciting Free Responses**

Who was singing? Can you guess?

What might have been the song?

Can you sing such a song?

The children sing the song together.

Let them choreograph the song and present it .

The other groups assess the choreography and comment on the performance.

The teacher concludes the discussion by giving feedback.

### **Reading- Micro processing**

#### **The Guest**

Individual reading by the children.

The teacher introduces a combined reading activity.

The teacher calls out the roll numbers.

The first person has to read the first sentence. The second one has to echo and read the same sentence using the same tone and gesture. The teacher calls out the next number and continues the process. This process continues upto the end of the passage.

## **Scaffolded Reading**

The teacher reads the passage with voice modulation, tonal variation, facial expression and optimum gestures

### **The Gift**

The teacher arranges some gift items on the table.

The gift items are covered with a paper or cloth piece. e.g. pen, bag, book, chocolates etc.

One by one the whole class comes to the table and sees the gift items displayed on the table just for a few seconds.

Then children memorize the names of objects and write them in the notebook.

The one who writes the maximum number of objects will be the winner of the game.

Then the teacher leads a guessing game.

The teacher says:

"One among the objects on the table was the gift given by Sasha to the girl.

You can ask five Yes/No questions to get the name of the gift.

e.g. Is it made of wood?

One by one, the children ask questions and identify the name of the object.

Appreciates the children who ask questions.

## **Reading-Micro processing**

### **The Gift**

Children read the passage individually.

Che, Che reading.

The teacher reads the passage sentence by sentence loudly but omits selected unfamiliar words. The children have to identify the omitted words and say the words loudly. The teacher reads out the whole passage using this strategy.

## **Conversation – Micro processing**

### **Activity 5 page 23**

The teacher initiates the conversation between Sasha and the teacher, processing the conversation orally by giving each expression.

The teacher elicits each expression from the children through discussion.

The expressions in the mother tongue may be megaphoned in English.

The teacher may scribble the expressions on the BB.

Individual writing by the children.

Group refinement.

Role-playing by each group.

Presentation of Teacher's version.

Editing (Process given in the previous task).

Assessment: Teacher collects the individually written conversations of the children and uses them for portfolio assessment.

Learning evidence: Portfolios (Conversation).

### **Activity 6, page 24**

Let the children complete the chat between the teacher and the headmaster, sitting in groups.

The process of writing may be followed.

Learning evidence: Chat - Written by the students.

### **Reading-Micro processing**

#### **The Smile**

The teacher discusses the English assembly process in the school with the children and fixes the components.

The teacher assigns duties to all basic groups in the class.

Prayer, pledge, news reading, book review, diary reading, the thought of the day, etc. These assignments should be given to the basic groups.

## **Reading-Micro processing**

### **Tears of Joy**

The teacher lets the children read the passage individually and makes them conduct a challenging reading activity in the class.

The children are divided into five groups. Each group practices silent reading in the group and one member from each group gets ready for the loud reading challenge. After a rehearsal, one member comes forward and reads the passage loudly. The second group identifies the mistakes committed while reading. The next chance is given to the second group. They should not make the mistakes already committed by the first group. The third group assesses the second group while they read and identify the mistakes. In this way, all the groups get a chance to read the passage loudly. The teacher has to give feedback to all groups towards the end. She has to award points to the group's performance.

The teacher can present a teacher's version of reading.

Learning evidence: Independent loud reading skills of the children using the rubric.

## RUBRIC FOR LOUD READING

Assessment : This is the first activity for assessing students’ current level in reading aloud. Observe and find out how many of them can and what support do they need further.

Level-1	Level-2	Level-3	Level-4
<p>Reads primarily letter by letter and occasionally word by word. Occasional two word or three word units may occur, but these are infrequent and / or they do not make meaningful chunks. Could locate the persons and places in a text.</p>	<p>Reads primarily word by word. Reads occasionally in two word or three word units. Word grouping do not give meaning to the listener. Could identify and read from the text the persons, places and major events in a context.</p>	<p>Reads primarily in three or four word (meaningful chunks) Word groupings may seem awkward and unrelated to the larger context of the sentence or text. Little or no expression is present. Could identify and read from the text the persons, places and major events in a text.</p>	<p>Reads primarily in large, meaningful phrase groups. Although some regressions, repetitions and deviations from text may be present; these do not appear to detract from the overall structure of the story. Some or most of the story is read with proper expression. Could identify and tell from the text the persons, places and major events in a text.</p>

### Activity 7 –page number 25

The teacher makes the children do activity number -7 given in the textbook.

Children read the pictures individually.

The teacher promotes a discussion on the various pictures given in the text.

Let the children put a tick mark against the pictures that reflect the acts of kindness.

If they are not able to complete the activity individually, let them sit in small groups and do it in collaboration.



### **Activity 8- page number 25**

Children read and sequence the events meaningfully.

Rearrange and write the events in the space given in the textbook.

Let the children sit in mixed small groups and make them do it in collaboration.

Assessment: Teachers can use this activity for Portfolio assessment to assess the individual reading comprehension ability of each child.

### **Activity 10-page number 27**

The learners read the events given, identify the correct emojis and write the corresponding letters in the columns.

If any of the learners could not complete the activity individually, let them sit in player groups and complete the task.

### **Activity 11-page 28**

The learners complete the crossword puzzle sitting in three-member groups.

Learning evidence: The filled up cross word puzzle.

### **Processing the Poem**

#### **Let's Be Friends**

The teacher plays the audio of the poem twice or thrice.

Learners listen to it.

Let them write the words they identified in their notebook.

Plays the audio once again with the lyrics written on a chart.

Let the children check and add the missing phrases.

Finds a tune to the poem in groups.

Groups present the poem in the class.

Assesses the stress, speed and rhythm

Create an interaction based on the picture.

What does the picture indicate?

What game are they playing?

Discuss the question at the end of the poem.

What are the games you play with your friends?

Elicit answers from the children.

### **Activity 1**

#### **Identify Rhyming words**

LO: Identifies the rhyming words.

The words frown and down end with the same sound.

Find out the pair of words that have the same ending sounds.

Colour the balloons that have the same rhyming sound.

### **Activity 2**

**LO: Write more lines to a given poem using given clues.**

Children read the poem 'My Friend'.

The teacher writes the following phrases on the BB

butterfly - fluttering in the garden

peacock - dancing in the woods

Let the children look at the clues in the box

Children match the words and their descriptions on BB. Let them write rhymes similar to the above rhyme using the clues.

Learning evidence : The rhymes created by children.

#### **Read and Rejoice (Extended reading)**

The teacher asks the following questions to stimulate the children's mind.

- Who is the boy sitting on the veranda?

- Is he sad? Why?
- Where is he now? Let us read the story to find out.

The children read the story individually. Then, the students should be grouped into four-member teams to share their ideas. They will collaboratively read the story for better comprehension.

Each group will present the events as still photos. After each presentation, the teacher will interact with the other groups and allow them to assess the performance of the presenters, assigning points to each group accordingly.

After all the group presentations, one member from each group will retell the story in their own words.

Assessment: Teacher assesses the independent reading skills of the children while they narrate the story.

### **Activity 15 –page number 32 Recast**

The teacher provides an opportunity for all learners to examine the pictures and write the story in their own words in their notebooks.

To accommodate slow-paced learners, teacher may ask questions given in the textbook and elicit responses. Teacher may write them on the blackboard. Additional questions such as 'What happened next?' can be posed to connect with the following picture.

They may sit in group and refine their work.

Let the children write the refined story individually in the provided space.

Let them draw any one of the events related to the story.

Learning evidence: The story narrated by the children.

### **Activity 16-page 34 Creative Space**

The teacher triggers the learner's thoughts by asking some questions based on the pictures given in the book.

Teacher asks maximum number of open ended questions to generate a discussion.

- Where is the girl going with the fruits?
- Which are the animals in the picture story? What are they doing?
- Finally the girl got a lot of mangoes. What will she do with the mangoes?

The teacher asks more questions for channelising their thoughts and elicits responses.

If needed teacher may write the responses on the BB

After that let the children write the story individually in the given space.

Random loud reading

Then let them refine the story in groups.

Presentation of the story by each groups through various strategies like TPR, stills of major events, miming, skit etc. )

(This can also be performed in class PTA and Padanolsavam )

The teacher presents her version of the story.

Learning evidence: The story presentation using different modes .

### **Teacher's Version**

Once there lived a girl in a small village near a forest. Her name was Meena. She had two goats, Bittu and Mittu. One day Meena went to her friend, carrying a basket full of fruits to gift her. She had to cross the forest to reach her friend's house. There were many animals in the forest.

The animals saw Meena walking with the basket and decided to take the fruits from Meena's basket. First, the elephant took the orange. Then the monkey took the banana. Next, the giraffe took the pineapple. All the other animals took the fruits one by one. At last, the parrot took the plum and the basket was empty.

Mittu was watching all this. He felt pity for Meena. When Meena reached near a mango tree, Mittu ran and shook the mango tree with his horns, causing many mangoes to fall into Meena's basket. When Meena reached her friend's house, she kept her basket down. She was surprised to see a basket full of mangoes. She gifted the sweet mangoes to her friend, and they both were happy.

### **Activity 17**

#### **Page 36 Digitask**

Let the learners complete the tasks with the help of their parents.

Assessment : The digital evidence prepared by students.

Learning evidence : Digital products shared by the children.

**TEACHER TEXT**  
**KERALA READER ENGLISH**  
**Standard III English (Draft)**

**Unit 1.**

**TENDER TOUCH**

**Learning Objectives.**

listens to instructions and engages in activities  
reads and comprehends appropriate stories and other discourses.  
enjoys a poem /rhyme /song by listening/ reciting/ reading and writing.  
constructs short descriptions based on a given context.  
narrates a story /event orally or in written form.  
writes conversations, thoughts and descriptions relevant to the contexts.

**CONCEPT**

This unit explores core human values like empathy, compassion, and the importance of family and friendship

**UNIT 1**  
**TENDER TOUCH**

**DISCOURSES**

Conversation  
Rhyme  
Diary  
Description  
Puzzle  
Story

**Language Elements**

Personal pronouns like he, she, they  
Action words  
Adjectives  
Rhyming words like frown, down  
Hold, gold

**TLM/ICT**

Picture /slides  
Video  
Audio

**Teaching Learning Process**

**ASSESSMENT**

No (1)	Theme (2)	Sub themes (3)	Genres (4)	Learning objectives (5)			Language elements (6)	Discourses (7)	Inter disciplinary possibility (8)	Activity/ ICT (9)	Assessment /Learning evidences (10)	Time (11)
				Concept/ theme based	Skill based	Attitude based						
1	Humanity	Family relationships, Social bondage, Civic sense, Friendship/Peer relationship.	Story , Poem	Identifies different types of social relationships (e.g. friends, family, neighbours, classmates) Examines the qualities that make a good friend and practices which one identifies and follows social norms and rules in different social settings (classroom, playground, family gatherings, etc.).	uses appropriate verbal and nonverbal communication skills to express their feelings to their friends and family members.	Demonstrates kindness and empathy towards peers. Develops an understanding of the importance of respecting others in social relationships. Shows gratitude towards others in social relationships and practices expressing gratitude.	Action words, Personal pronouns, Adjectives, Nouns, Rhyming words, Vocabulary.	Conversation, Rhyme, Oral narrative, Diary, Recipe, Description, Puzzle.	Games, Paper craft work, Picture drawing, Colouring .	Video , Audio text , Audio of the poem, Digitasks.	Conversation, Rhyme, Oral narrative, Diary, Recipe, Description, Puzzle, Story, T hought.	40 hours

## **Introduction**

'Tender Touch' is the first unit of third standard English, which focuses on language acquisition and generation of various discourses in a conducive classroom atmosphere. This unit explores core human values like empathy, compassion, and the importance of family and friendship by narrating a touching story of an innocent girl. In this story, we can see how kindness and compassion can make a big difference in someone's life. So let's remember to lend a helping hand and spread love.

### **Theme: Humanity**

**Sub-themes:** Family relationships, Social bonding, Empathy, Friendship

### **Language elements**

- Action words
- Personal pronouns
- Adjectives
- Nouns
- Rhyming words
- Vocabulary

### **Discourses :**

- Conversation
- Rhyme
- Thought
- Description
- Puzzle
- Story

## **IDP**

Art Work and Physical Education integrated activities are included along with language. The themes of the unit such as family relationships, social bonding, empathy, friendship, etc., fall under the umbrella of social science.



## Learning Resources

Video clips showing deeds of kindness, cutouts, the audio text of the story, kitchen utensils, mascots, audio of the poem etc.

## Learning Objectives

The learner

- listens to instructions and act accordingly.
- interacts with a visual using one's own language.
- enjoys a poem /rhyme /song-by listening/ reciting/ reading and writing.
- narrates a story /event orally or in written form.
- rearranges events to frame a meaningful story after reading.
- constructs short descriptions based on a given context.
- reads and comprehends appropriate stories and other discourses.
- writes conversations, thoughts and descriptions relevant to the contexts.
- takes part in role play and drama.
- strengthens vocabulary and uses new words in meaningful contexts.
- answers puzzles and develops one's own puzzles.

## Values and Attitudes

Empathy, love, share and care mentality

## Sequencing of Activities

### Snatching the ball

**LO: Listens to the instruction and engages in activities accordingly.**

Let the learners play the game following the instructions of the teacher.

"Hi, children. Let's play a game.

Here are two balls. What are the colours?"

The teacher groups them based on the colour of the balls.

Make sure that there are an equal number of members in each group.

Now stand in two lines facing each other

Here are two balls at one end of the line placed in two small circles.

(Add a pictorial representation)

Listen to the whistle.

Pick the ball when the whistle blows. Place it on the other side of the row inside the circle and stand near the last kid.

Continue the game until the last child gets a chance.

The group which finishes first is the winner.

Learning evidence: Active participation of all the children in the game.

### **Video show**

**LO: The learner comments on the visuals and speaks about them.**

The teacher plays the video of children helping others while playing.

How did the children help each other?

The teacher interacts with the children based on the video shown.

Assessment -Speaking rubrics

Using the rubrics, the teacher assesses the speaking ability of each child in the class.

Learning Evidence: Involvement of the children in the discussion.

Consolidating Assessment Rubrics: It is found that most of the teachers feel difficulty in consolidating the assessment data of the rubrics of the learners in the class. You are provided with two samples in the annexure for consolidating the rubrics. You can convert the data into rating scale too. The first sample is for consolidating the assessment data of all the learners in the class. In the second model, separate sheets of rubrics are used for each learner which can be handed over to the parents adding the comments of the teacher. The rubrics are in English so that it may be difficult for some of the parents to make out. Don't forget to ensure that your comments

regarding the qualitative evidences of the learners' achievements are conveyable to all parents.

No	Name of student	Communication				Vocabulary				Engagement in interaction			
		Excellent	Good	Satisfactory	Need improvement	Excellent	Good	Satisfactory	Need improvement	Excellent	Good	Satisfactory	Need Improvement
		Able to express ideas in proper sentence structures	Able to express ideas well but makes minor mistakes	Able to express ideas but I makes mistakes in sentence structures and tenses	Has difficulty in expressing ideas. Speaks in one or two words or in mother tongue	Uses proper vocabulary to communicate	Good, appropriate vocabulary	Uses basic/limited/Inadequate vocabulary	Uses mother tongue	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.	Fails to ask and answer short questions.
1													
2													
3													
4													

## **Titular page**

**LO: The learners interact with pictures and express their views in the spoken form.**

The teacher asks the children to look at the picture given on page number 7 of the TB.

Hi, children, look at the picture.

How many children do you see in the picture?

What are they doing?

Why is the boy crying?

What is his friend doing?

Have you ever got injured?

Who consoles you, when you are hurt?

Elicits the answers by giving maximum opportunities to the learners.

The teacher reads out the quote by Mother Teresa and comments on the heading 'Tender Touch.'

Encourages children to collect more information about Mother Teresa.

Quotes have immense potential. They sharpen our thoughts and purify our vision. They could also motivate learners to collect similar quotes.

- Assessment: Teacher assesses the speaking ability of the children using the indicators in the rubric.
- Learning evidence: Involvement of the children in the discussion.

## **Curtain Raiser**

**LO: The learner expresses his / her views on humanity.**

The teacher interacts.

Children, look at the pictures.

What do you see in the first picture?

Are the birds afraid of the girl?

How do you know?

Now let us look at the second picture.

How many children are there?

What are they doing?

Which picture do you like the most? Why?

Compare the activities of the children in the pictures.

Which of these is an act of kindness?

Interaction between the children and the teacher .Teacher concludes the discussion.

"Little deeds of kindness make us happy"

Assessment: By analyzing the responses from the children, teacher can assess the humanitarian values of the children.

Learning evidence: Active participation of all the children

### **Dumb Charades**

**LO: The learner listens/reads instructions and acts accordingly.**

The teacher keeps a box containing some paper strips on the table.

The following sentences are written on each strip. (One sentence on each strip)

Helping an old man to cross the road

Caring and feeding one's younger sister or brother.

Kicking a friend from behind.

Watering the plants in the school garden.

Plucking flowers from the garden.

Throwing a stone at a bird flying in the sky.

The teacher divides the children into five-member groups.

One member from each group comes to the dais takes one strip from the box and acts accordingly.

Other group members have to identify the action and they have to say what it is.

If the group gets the right answer, both groups will get 5 points each.

The teacher lists the activities on the blackboard and asks them to divide them into acts of kindness and hatred. (Dos and don'ts)

Assessment: Groups assess the performances of other groups and give feedback.

Learning evidence: Miming and appreciation by the children.

### **Reading- Micro processing -A Sunny Morning**

**LO: The learner reads the story silently and comprehends events in the story.**

The teacher shows the cut-out of a girl and her mother and interacts with the learners.

Do you know this girl?

Can you guess her name?

Do you know her mother?

Eliciting answers from the children

"This is Sasha. This is her mother.

Here is a story about Sasha.

Look at the picture in the textbook."

Who is sleeping on the bed?

What time of the day is it?

Who is waking her up?

Do you want to know more about Sasha?

Individual silent reading.

Underline the unfamiliar words while reading.

Children sit in four-member groups.

One member from each group reads out for the others in the group.

Refer to the glossary and identify the meanings of unknown words.

The teacher triggers some reading questions and interacts with children to ensure better comprehension.

The teacher enacts the role of Sasha's mother and the children take the role of Sasha.

The teacher and children enact the roleplay using the dialogues in the textbook (A Sunny Morning) using the cutouts used earlier.

**Teacher Version**

The teacher reads out the passage with proper voice modulation, gestures, facial expressions, tonal variations, and pauses.

### **Scaffolded Reading**

The teacher helps the children, who are not confident enough in reading.

Encourages children to help their friends through collaboration.

The teacher makes maximum interaction and gives space for children to share the expressions.

Who wakes you up in the morning?

How do you complete your routine in the morning?

The teacher asks the children to fill in the speech bubble in the TB.

Assessment :Teacher assesses the reading comprehension ability of the children using rubric.

Learning evidence: Independent silent reading skills of the children.

## RUBRICS FOR READING COMPREHENSION

Areas	Need Improvement	Good	Excellent
Main Idea	Fails to identify the main idea.	Identifies main idea but cannot identify supporting details.	Identifies main idea as well as supporting details.
Context	Cannot identify contextual references to interpret meaning.	Identifies minimal contextual references to interpret meaning.	Identifies most contextual references to interpret meaning.
Sequence	Cannot identify keywords or sequential textual passages.	Has trouble with the reorganization of the sequential elements.	Able to reorganize the elements into a sequential order.
Inference	Cannot conclude inferred messages.	Identifies limited inferred messages.	Can identify when messages are Inferred.
Predictions & use of prior knowledge.	Can't make predictions.	Makes predictions but not logical and meaningful.	Makes predictions on the content and events using prior knowledge.

### Eliciting free responses

**LO: The learner develops confidence in expressing his/her ideas in the spoken form.**

Why did Sasha rush to the kitchen?

What will Sasha see in the kitchen?

The teacher asks the questions to a maximum number of children and elicits a maximum number of relevant responses.

The teacher evolves a text using the responses of the children and writes on a chart paper.

The teacher asks relevant questions deliberately to make the learners comprehend the text- Sasha's Favorite Snack (page 10).

Here are the questions and possible responses.

The teacher elicits answers based on the following questions and evolves a text.



Who is there in the kitchen?

Sasha's father is in the kitchen.

What is he doing there?

He is preparing Sasha's favourite snack.

What is Sasha asking her mother?

*Amma*, shall I take some of it to school?

Let the children write the question in the speech bubble ( Page10).

### **Micro processing- Reading- Sasha's Favorite Snack**

**LO: The learner can read and comprehend simple passages.**

- Individual silent reading
- Collaborative reading in smaller groups and presentations of ideas generated through reading
- The teacher reads the passage with all prosodic features.
- She pauses wherever there is a dialogue.
- When the teacher stops all children read the dialogue loudly with proper voice modulation and emotion.
- The teacher continues the same process upto the end of the passage.

### **Wrong! Wrong! Teacher!**

- The teacher reads the passage loudly.
- The teacher deliberately makes some mistakes in reading.
- Children are sitting in small groups. The group which identifies the mistake first should call out Wrong! Wrong! They will get five points.
- The teacher continues the game by giving chances to children.

### **Activity 3- TB page 22**

**LO: Children can express their ideas in the spoken form.**

The teacher asks questions given in the textbook.

What does your mother do at home?

What does your father do at home?

Do you help your parents? How?

The teacher interacts with the children.

Gives maximum opportunities to children to speak on the topic.

The teacher uses the picture given in the textbook to generate ideas.

Assessment: Peer assessment by the children in pairs using the indicators in the rubric (speaking).

Learning evidence: Students participation in the discussion.

### **Activity 12 -TB Page 28**

**LO: The children develop their vocabulary related to household items.**

"Children, please look at the picture."

What do you see in the picture?

What are the things used by the orchestra team?

Let the children identify the names and ensure to write it in the space provided in the textbook.

The teacher has to help the children identify the materials.

Children perform a kitchen orchestra using any suitable English song.

Learning evidence: Strengthening the vocabulary of the children.

### **Activity 13 - TB page 29**

Children are asked to classify the given items in three different columns.

Let the children sit in groups and classify the items into three categories.

Learning evidence: Strengthening the vocabulary of the children.

### **Reading- Micro processing**

#### **The Guest**

The teacher leads the children to the passage, The Guest.

What would be the surprise?

The teacher shows an object covered with paper.

Can you guess what is in my hand?

Children ask a maximum number of Yes/No questions.

The teacher gives the answers.

"Children let us find out the object. Please read the text."

- Individual silent reading.

Did you get the answer?

Yes it is *unniyappam*

- The teacher uncovers the object and shows it to the children.
- The teacher uses the 'Chain Reading' strategy.
- One child reads the first sentence. The second child reads the second sentence.
- The process continues upto the end of the passage.
- The teacher reads out the passage with all prosodic features.
- Children interact with the picture and express their ideas orally.
- Learning evidence: Independent silent reading skills of the children.

Sasha shared *unniyappam* with her friends.

What do you share with your friends?

#### **Activity 14 -TB page 29**

Let the children answer the questions orally.

Let them share their own experience.

Then each child writes of one's own sentence in the space provided in the textbook.

Let the children say the maximum number of sentences related to the picture.

Sasha saw somebody at the window.

Who could that be?

What is the person doing there?

Why did she come?

Can you guess her appearance?

Elicits responses from the children. Sometimes the children's answers may be in their mother tongue. The teacher has to megaphone the answers into English.

The teacher writes all the answers on the BB or a chart and evolves a text.

### **Reading micro processing**

#### **A Girl at the Window**

Were your guesses right?

Let's read and find out.

Children read the passage silently.

Learning evidence: Independent silent reading skills of the children.

### **Supply the phrase**

The teacher starts reading the first part of the first sentence and stops at a particular point. Children read the rest of the sentence loudly.

e.g. Naveen looked at..... children complete it.

The teacher continues reading in the same way upto the end of the passage.

### **Interaction Questions -TB**

Why didn't the girl accept the unniyappam?

Then, why did she come?

Can you guess?

Do you think she is ready to sit in the class?

Interaction between the teacher and children using the above questions. Then the teacher leads the children to the Activity number 4 in the textbook.

## **Writing- Micro processing**

### **Activity 4.**

Write Sasha's thoughts- TB page 22

Based on the answers to the above questions from the children the teacher prepares a concept map on a chart paper.

She seems to be of my age. Why didn't she go to school today?

Her dresses are torn. She may belong to a poor family. I will meet her in the evening. I will talk to her in the evening.

They can also attempt the thought orally.

Individual writing.

Random presentation.

The teacher can select some children to present their work. Others can check if the sentences need editing. Changes can be pointed out by the teacher.

Group refinement.

Children sit in four-member groups.

Share the individual writing in groups.

Care may be taken to include every child in this discussion and include every child's contribution to the product.

All the groups present their products.

The teacher leads a discussion to assess the group presentation.

### **Teacher's version**

Thoughts of Sasha

Why didn't the girl take the unniyappam? Did I say something wrong? Was she not hungry? Then why did she come here? She looks like a poor girl. Her dress is torn. Why is her hair shabby? Didn't her mother comb her hair? Why isn't she at school now? I wonder where she lives! Poor girl! I feel sorry for her.

Assessment: Teacher assesses the individual port folios (Sasha's thought) using the indicators evolved in the class through negotiation.

Learning Evidence: Sasha's thought evolved in the class.

### **Writing- Micro processing Activity 9 -TB Page 26 Description**

#### **LO: Describe a picture using simple English**

What do you see in the picture?

Can you identify the characters in the picture?

What is the mother doing there?

Why is she cooking outside the house?

What about the girl's house?

Who is there in the cradle?

Interacts with the children and generates a mind map on the blackboard.

3 or 4 students present the description orally.

Now, write a description of the picture individually.

Let 4-5 children present the description randomly.

Children sit in smaller groups and refine the description in the groups.

Let them write the description on a chart paper.

Each group comes to the dais and presents their description.

Other group members comment on the product and the presentation based on the indicators (Rubrics - writing).

## RUBRICS FOR ASSESSING DESCRIPTION

Areas	Excellent	Good	Satisfactory	Need improvement
<b>Ideas</b>	Clear ideas are well-supported with vivid details.	Ideas are well-supported with details.	Ideas are not well-developed More details are needed.	Ideas are unclear No details.
<b>Organization</b>	Logical organization.	Some lapses in organization.	Poor organization.	No clear organization Difficult to follow.
<b>Fluency</b>	Uses complete sentences.	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.

The teacher presents her version on a chart paper.

### **Teacher's version**

The poor girl and her mother are living in a shack. They are living near the forest. Her mother is cooking food near a tree. Their pet dog is standing beside her. A cat is lying near its mother. The baby is sleeping in the cradle. The cradle is hanging on a tree nearby. The hungry girl is waiting for food. The pet dog is also waiting for food.

### **Task 18 Editing**

The teacher exhibits all the group products and the teacher's version on the wall. Let the children to find out the best group product based on the indicators in rubric (writing).

She lets the children compare the group products with the teacher's version.

The teacher interacts with the children and chooses one group product for editing.

The teacher uses the following questions and edits the group product through interaction.

What is the first sentence?

Do you need to change this sentence?

Is this correct?

Do you need any changes in the word order?

Are there any words missing?

Are there any additional words?

What about the spelling of that word?

What about this word? Is it correct?

Do you need any changes in this word form?

Do you need any changes at the beginning?

The teacher interacts with the children and edits the group product sentence by sentence.

The teacher sensitizes the children about the mistakes.

The teacher circles the sentences and words with errors and substitutes the right ones just above the original sentences and words.

The teacher assigns the other group products to other groups for editing.

Learning evidence: 'Sasha's Thought' prepared by the children

### **Reading –Micro processing -The Girl Comes Again**

Individual silent reading

The teacher and the children sing the song together.

Children are divided into two groups.

One group reads one line, and the other group echo reads the same line.

Reading in small groups, sharing doubts, sharing ideas and referring to the glossary.



The teacher reads the passage with prosodic features.

### **Reading- Micro processing**

#### **A Lullaby**

Children read the passage individually.

Random loud reading

Sitting in smaller groups and sharing their ideas related to the new vocabulary items.

Teacher version

Let the children complete the speech bubble by reading the text.

### **Eliciting Free Responses**

Who was singing? Can you guess?

What might have been the song?

Can you sing such a song?

The children sing the song together.

Let them choreograph the song and present it .

The other groups assess the choreography and comment on the performance.

The teacher concludes the discussion by giving feedback.

### **Reading- Micro processing**

#### **The Guest**

Individual reading by the children.

The teacher introduces a combined reading activity.

The teacher calls out the roll numbers.

The first person has to read the first sentence. The second one has to echo and read the same sentence using the same tone and gesture. The teacher calls out the next number and continues the process. This process continues upto the end of the passage.

## **Scaffolded Reading**

The teacher reads the passage with voice modulation, tonal variation, facial expression and optimum gestures

### **The Gift**

The teacher arranges some gift items on the table.

The gift items are covered with a paper or cloth piece. e.g. pen, bag, book, chocolates etc.

One by one the whole class comes to the table and sees the gift items displayed on the table just for a few seconds.

Then children memorize the names of objects and write them in the notebook.

The one who writes the maximum number of objects will be the winner of the game.

Then the teacher leads a guessing game.

The teacher says:

"One among the objects on the table was the gift given by Sasha to the girl.

You can ask five Yes/No questions to get the name of the gift.

e.g. Is it made of wood?

One by one, the children ask questions and identify the name of the object.

Appreciates the children who ask questions.

## **Reading-Micro processing**

### **The Gift**

Children read the passage individually.

Che, Che reading.

The teacher reads the passage sentence by sentence loudly but omits selected unfamiliar words. The children have to identify the omitted words and say the words loudly. The teacher reads out the whole passage using this strategy.

## **Conversation – Micro processing**

### **Activity 5 page 23**

The teacher initiates the conversation between Sasha and the teacher, processing the conversation orally by giving each expression.

The teacher elicits each expression from the children through discussion.

The expressions in the mother tongue may be megaphoned in English.

The teacher may scribble the expressions on the BB.

Individual writing by the children.

Group refinement.

Role-playing by each group.

Presentation of Teacher's version.

Editing (Process given in the previous task).

Assessment: Teacher collects the individually written conversations of the children and uses them for portfolio assessment.

Learning evidence: Portfolios (Conversation).

### **Activity 6, page 24**

Let the children complete the chat between the teacher and the headmaster, sitting in groups.

The process of writing may be followed.

Learning evidence: Chat - Written by the students.

### **Reading-Micro processing**

#### **The Smile**

The teacher discusses the English assembly process in the school with the children and fixes the components.

The teacher assigns duties to all basic groups in the class.

Prayer, pledge, news reading, book review, diary reading, the thought of the day, etc. These assignments should be given to the basic groups.

## **Reading-Micro processing**

### **Tears of Joy**

The teacher lets the children read the passage individually and makes them conduct a challenging reading activity in the class.

The children are divided into five groups. Each group practices silent reading in the group and one member from each group gets ready for the loud reading challenge. After a rehearsal, one member comes forward and reads the passage loudly. The second group identifies the mistakes committed while reading. The next chance is given to the second group. They should not make the mistakes already committed by the first group. The third group assesses the second group while they read and identify the mistakes. In this way, all the groups get a chance to read the passage loudly. The teacher has to give feedback to all groups towards the end. She has to award points to the group's performance.

The teacher can present a teacher's version of reading.

Learning evidence: Independent loud reading skills of the children using the rubric.

## RUBRIC FOR LOUD READING

Assessment : This is the first activity for assessing students' current level in reading aloud. Observe and find out how many of them can and what support do they need further.

Level-1	Level-2	Level-3	Level-4
Reads primarily letter by letter and occasionally word by word. Occasional two word or three word units may occur, but these are infrequent and / or they do not make meaningful chunks. Could locate the persons and places in a text.	Reads primarily word by word. Reads occasionally in two word or three word units. Word grouping do not give meaning to the listener. Could identify and read from the text the persons, places and major events in a context.	Reads primarily in three or four word (meaningful chunks) Word groupings may seem awkward and unrelated to the larger context of the sentence or text. Little or no expression is present. Could identify and read from the text the persons, places and major events in a text.	Reads primarily in large, meaningful phrase groups. Although some regressions, repetitions and deviations from text may be present; these do not appear to detract from the overall structure of the story. Some or most of the story is read with proper expression. Could identify and tell from the text the persons, places and major events in a text.

### Activity 7 –page number 25

The teacher makes the children do activity number -7 given in the textbook.

Children read the pictures individually.

The teacher promotes a discussion on the various pictures given in the text.

Let the children put a tick mark against the pictures that reflect the acts of kindness.

If they are not able to complete the activity individually, let them sit in small groups and do it in collaboration.

### **Activity 8- page number 25**

Children read and sequence the events meaningfully.

Rearrange and write the events in the space given in the textbook.

Let the children sit in mixed small groups and make them do it in collaboration.

Assessment: Teachers can use this activity for Portfolio assessment to assess the individual reading comprehension ability of each child.

### **Activity 10-page number 27**

The learners read the events given, identify the correct emojis and write the corresponding letters in the columns.

If any of the learners could not complete the activity individually, let them sit in player groups and complete the task.

### **Activity 11-page 28**

The learners complete the crossword puzzle sitting in three-member groups.

Learning evidence: The filled up cross word puzzle.

### **Processing the Poem**

#### **Let's Be Friends**

The teacher plays the audio of the poem twice or thrice.

Learners listen to it.

Let them write the words they identified in their notebook.

Plays the audio once again with the lyrics written on a chart.

Let the children check and add the missing phrases.

Finds a tune to the poem in groups.

Groups present the poem in the class.

Assesses the stress, speed and rhythm

Create an interaction based on the picture.

What does the picture indicate?

What game are they playing?

Discuss the question at the end of the poem.

What are the games you play with your friends?

Elicit answers from the children.

### **Activity 1**

#### **Identify Rhyming words**

LO: Identifies the rhyming words.

The words frown and down end with the same sound.

Find out the pair of words that have the same ending sounds.

Colour the balloons that have the same rhyming sound.

### **Activity 2**

**LO: Write more lines to a given poem using given clues.**

Children read the poem 'My Friend'.

The teacher writes the following phrases on the BB

butterfly - fluttering in the garden

peacock - dancing in the woods

Let the children look at the clues in the box

Children match the words and their descriptions on BB. Let them write rhymes similar to the above rhyme using the clues.

Learning evidence : The rhymes created by children.

#### **Read and Rejoice (Extended reading)**

The teacher asks the following questions to stimulate the children's mind.

- Who is the boy sitting on the veranda?

- Is he sad? Why?
- Where is he now? Let us read the story to find out.

The children read the story individually. Then, the students should be grouped into four-member teams to share their ideas. They will collaboratively read the story for better comprehension.

Each group will present the events as still photos. After each presentation, the teacher will interact with the other groups and allow them to assess the performance of the presenters, assigning points to each group accordingly.

After all the group presentations, one member from each group will retell the story in their own words.

Assessment: Teacher assesses the independent reading skills of the children while they narrate the story.

### **Activity 15 –page number 32 Recast**

The teacher provides an opportunity for all learners to examine the pictures and write the story in their own words in their notebooks.

To accommodate slow-paced learners, teacher may ask questions given in the textbook and elicit responses. Teacher may write them on the blackboard. Additional questions such as 'What happened next?' can be posed to connect with the following picture.

They may sit in group and refine their work.

Let the children write the refined story individually in the provided space.

Let them draw any one of the events related to the story.

Learning evidence: The story narrated by the children.

### **Activity 16-page 34 Creative Space**

The teacher triggers the learner's thoughts by asking some questions based on the pictures given in the book.

Teacher asks maximum number of open ended questions to generate a discussion.



- Where is the girl going with the fruits?
- Which are the animals in the picture story? What are they doing?
- Finally the girl got a lot of mangoes. What will she do with the mangoes?

The teacher asks more questions for channelising their thoughts and elicits responses.

If needed teacher may write the responses on the BB

After that let the children write the story individually in the given space.

Random loud reading

Then let them refine the story in groups.

Presentation of the story by each groups through various strategies like TPR, stills of major events, miming, skit etc. )

(This can also be performed in class PTA and Padanolsavam )

The teacher presents her version of the story.

Learning evidence: The story presentation using different modes .

### **Teacher's Version**

Once there lived a girl in a small village near a forest. Her name was Meena. She had two goats, Bittu and Mittu. One day Meena went to her friend, carrying a basket full of fruits to gift her. She had to cross the forest to reach her friend's house. There were many animals in the forest.

The animals saw Meena walking with the basket and decided to take the fruits from Meena's basket. First, the elephant took the orange. Then the monkey took the banana. Next, the giraffe took the pineapple. All the other animals took the fruits one by one. At last, the parrot took the plum and the basket was empty.

Mittu was watching all this. He felt pity for Meena. When Meena reached near a mango tree, Mittu ran and shook the mango tree with his horns, causing many mangoes to fall into Meena's basket. When Meena reached her friend's house, she kept her basket down. She was surprised to see a basket full of mangoes. She gifted the sweet mangoes to her friend, and they both were happy.

### **Activity 17**

#### **Page 36 Digitask**

Let the learners complete the tasks with the help of their parents.

Assessment : The digital evidence prepared by students.

Learning evidence : Digital products shared by the children.