

NEST

Nourishing English through Strengthening Talents

ENGLISH MATERIALS

UNIT
1

SEED OF TRUTH



1. Teacher Plan
2. Work Sheets
3. Big Pictures

Teacher plan

Period -1

◆ Interactions

Teacher shows the picture **Big Picture 1** (BP-1)

Look at the Picture, How is it ?

Isn't it a beautiful picture ?

What all things can you see in the picture ?

Elicits answers such as clouds ,hands, people, rain etc

Teacher writes the words on BB

Can you give a title for the picture ?

Pointing to the hands, the teacher asks, What are these ?

Whose hands are these ?

Where are the clouds ?

What is the colour of the cloud ?

From where do the rain drops come from ?

'Yes, Its from the clouds'

Whose hands are these ?

Who are standing under the hands ?

What are the people doing ?

'Yes , they are stretching their hands .'

Why do they stretch their hands ?

'To welcome the rain '

What is falling down from the hands ?

'Are they stones ? Flowers ? You are right. They are seeds.

What will you do with the seeds ?

Have you ever sowed the seeds ?

Can you guess what will the people do with the seeds ?

Will they sow the seeds ?

Okay, here is a story about the picture. I will read it . Please listen.

□ Narrative

Suddenly a bright light appears in the sky, two golden hands come out. “Oh ! Something is coming out from the clouds. Hands ! Two hands are coming out.” All come forward. They stand under the golden hands. All raise their eyes. What is falling out from the hand? A murmur spreads. ‘Are they flowers ? stones ? They ask each other. The man in the center shouts, “ It is a seed . A seed from heaven”They stand together . Each one takes one seed and moves away. They show the seeds to others happily. Some held the seed tight to their heart. Some laugh to the seed. Some kiss and some jump raising their hands. All walk around happily. They dream the plant, they dream the flower and they dream the fruits.

Suddenly thunder blows. The first drop of rain falls. The cool rain drops wash all their sorrows. It becomes a heavy rain. All sing and dance well in the rain.

Rain song

Oh! Rain sweet rain

Come and play with us

Oh ! Rain nice rain

Come and sing with us

Oh ! Rain cute rain

Come and dance with us

Oh !rain cool rain

Come and save our seed

Oh ! Rain dear rain

Come and bless our seed.

Shall we present and enact the story ? Are you ready ? Please listen the story and enact accordingly.

Teacher presents the narration once again in a slow pace .

Children walk freely in the class and acts accordingly.

(Teacher instructs children to bring pictures of birds and animals for the next day.)

Period- 2

Teacher displays (BP 2) in the big canvas.

What is the picture about ?

‘Tree’

You are correct.

But, are they all trees ?

What happened to the trees ?

Who cut down the trees ?

Is it good to cut the trees ?

What do the trees give us ?

Food, fruits, flowers, shades etc..

Learners prepare a word web.

Teacher displays a chart with a picture of firewood, fruits, furniture, flowers,shade, shelter etc.

(Google image of usages of trees)

Let the children respond according to interaction and complete the word web.

Okay, shall we make the tree now ?

How can we make our earth more green ?

Shall we make these picture more beautiful ?

Who will draw the stem/ branches ?

Learners come forward and complete the picture according to the instruction.

Who has brought the pictures of birds ?

Which is your bird ? Where are you going to place it ?

Under the tree? Or on the branch ?

Are there any other birds in the class ?

Which are the birds flying in the sky?

Can we place the crow under the tree?

The whole picture can be completed through interaction.

Let the children complete the picture in the text page 9 and colour it at home.

Period - 3

The worry

Teacher displays the picture (BP 3 Text 10) and interacts well with the children.

Look at the picture, What can you see here ?

Elicits responses such as trees, flower, plant etc..

Which is this place ?

‘Yes, It is a garden’.

Who is standing in the garden ?

‘Yes, The king standing in the garden’.

How do you know that this is a king ?

‘ Yes, Its good. He has a crown on his head.’

What is the king doing ?

‘He is tending his plants ‘ (Teacher can translate and megaphone the ideas)

Which are the trees in the king’s garden ?

Do you know the name of the king ?

All of you go through your Text book page No 10.

Who can find out the name of the king first ?

Learners come up with the name ‘**Vidyadhara**’ by scanning the text.

Who will come and write the king’s name on the board ?

Is it correct ? If not others please come and correct it .

(Let the learners write it on the board by themselves.)

Who will find out the name of his country ?

Again learners come up with the correct name of the place “Gandhara”

Who was the king of Gandhara ?

Vidyadhara was the king of Gandhara. (Subtexts)

Teacher writes the elicited sentence on a chart.

Teacher reads aloud the sentence while writing the sentence on the board.

Teacher reads the text two or three times along with the children.

Can you guess the hobby of the king ?

Was he fond of gardening ?

The king was fond of gardening. (Subtext)

Teacher writes the sentence on a chart.

How did the king spend a lot of his time?

**He spent a lot of time tending his garden, planting the plants,
fruit trees , vegetables and crops.** (Subtext)

Teacher writes this on chart and reads it two or three times with the children.

But there was some worry in the mind of the king and the people .

Do you know what it was ?

Take your text Page 10 and find out the reason for the unhappiness.

Let the children read the text and find out the reason for the worry.

He has no children. (Subtext)

Teacher writes on the board.

Strategy (Group reading)

Teacher writes the elicited sentences on a paper. Divides the children into five groups. Distributes the word strips of elicited sentences. Children read the words and paste them on a chart in order. Let each group come and present their sentences.

Period -4

◆ Individual reading

Children read the text and underline the elicited text. Underline the unfamiliar words / ideas in the text. Let them refer the picture dictionary and find out the meaning of the difficult word/ ideas.

(Teacher can prepare the picture dictionary well in advance by drawing pictures or pasting pictures)

◆ Loud reading by the teacher

Teacher presents the text Page 10 with proper voice modulation and facial expressions.

◆ Loud reading by the learners

Children sit in group. Let them take turn and read one/two sentences.

Let the first one read out a sentence.

Let the second learner read the next sentence

The group members help each one to read the sentences.

Select the best reader from the group.

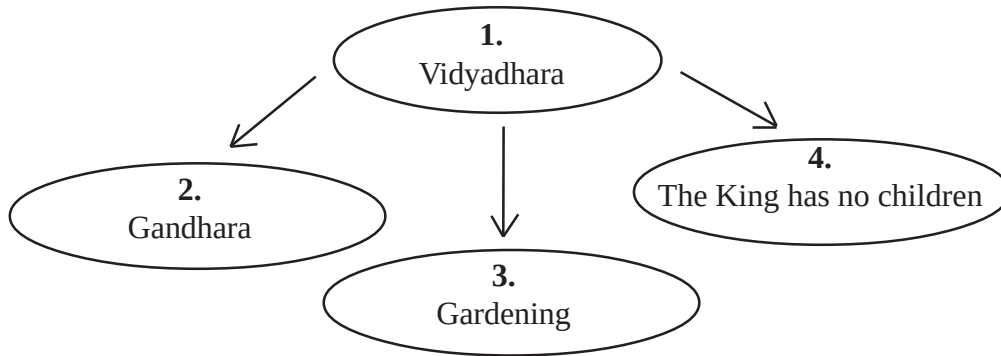
The best readers can read the text for the whole class.

Period- 5

Proclamation

Teacher Prepares a Concept map for recapping the text 10 “The worry”

1. Do you remember our king? What was his name?
2. What is the name of kingdom ?
3. What was his hobby?
4. All people in Gandhara were unhappy. Why?



Teacher displays **BP 4** Text 11.

We can see our king Vidhyadhara ordering something to his ministers.

Do you know what it is? Listen carefully.

We can hear the voice of Vidhyadhara now. Are you ready?

Teacher plays the audio clip to the children.

Did you get the idea?

Okay, I will play it once again. Please listen carefully.

But this time you take your Text book page 11, underline the words you understand .

How many words/ideas did you get?

Let the learners come up with the ideas.

Shall we read the text along with the audio clip ?

◆ **Individual Reading**

Teacher plays the audio clip once again and pauses after each sentence. Let the learners read it.
Reading the passage using the picture dictionary.

Strategy

Children present the text in the form of skit.

Teacher assigns the role of king and messenger in each group.

Group presentation of the proclamation.

Introduce Activity 1 TB 22

‘All of you once again read the announcement of the king’

‘Very good’ Suppose we are going to prepare a notice for the announcement.

What are the things needed to prepare the notice

Which is the place ?

How will you begin the notice ?

How will you include the announcement in the notice ?

What will be the lay out ?

◆ **Individual writing**

Let the children prepare the notice individually .

Let them sit in group and prepare a refined product (Notice)

◆ **Presentation group product.**

◆ **Teacher version.**

Editing of one group product through interaction.

Let the groups edit the rest.

◆ **Big book formation.** (edited products)

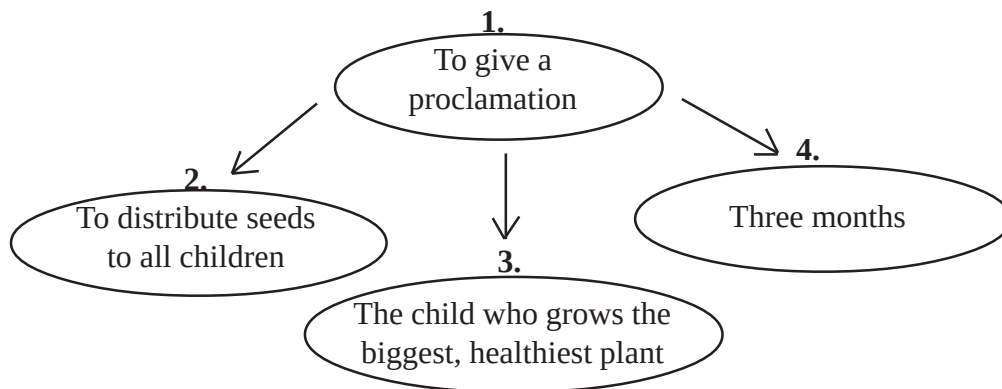
(Compile the group products and form a big book)

Period- 6

Seed of hope

Teacher Prepares a Concept map for recapping the Text 11 “Proclamation”

1. What did the King decide to do to find his successor?
2. What did the proclamation say?
3. Who will become the prince or princess according to the proclamation?
4. How much time will they get to grow the plants?



Teacher displays the BP 5 page 12.

Have a close look at the picture.

Who are there in the picture ?

King, Soldiers, Children and Palace.

Where are they standing ?

Inside the palace or outside the palace ?

See their faces. Are they sad, happy or anxious ?

Who formed a long line out side the palace in the next day ?

The next day a long of line of anxious parents and children formed outside the palace. (Sub text)

Teacher writes the elicited sub text on the board.

Teacher reads the sub text aloud two or three times and children follow the teacher.

Every one was eager to get something. What was it?

Every one was eager to get a seed. (Sub text)

Why do they take the seeds ?

To grow the best plant.

Every one was eager to get a seed to grow the best plant. (Sub text)

Teacher completes the sub text with the elicited responses on the board.

Teacher reads the sub text aloud two or three times and children follow the teacher.

Have you noticed the first boy standing in the line?

Do you want to know his name?

He is the hero of our story. Take page No.12 and find out the name of the boy.

Did you get his name ?

Who will come and write his name on the board ?

Give a clap to him/her.

Who is Pingala?

Pingala is a poor farmer's son. (Sub text)

Teacher reads the sub text aloud two or three times and children follow the teacher.

What did Pingala do with the seed?

Pingala sowed it in a pot in his garden. (Sub text)

Teacher reads the sub text aloud two or three times and children follow the teacher.

Strategy

Teacher writes down all the text 12 on a chart paper leaving some words to guess.

The words are kept in a box. Let the children come forward, take one word and paste it in the appropriate space given in the chart paper.

Period-7

◆ Reading Process.

Children read the text page 12 and underline the elicited texts.

◆ Loud reading by the teacher.

Teacher reads the text with all prosodic features.

◆ Loud reading by learners.

Children sit in group. Let them take turn and read one/two sentences .

Let the second learner read the next sentence



The group members help each other to read the sentences.

Select the best reader from the group.

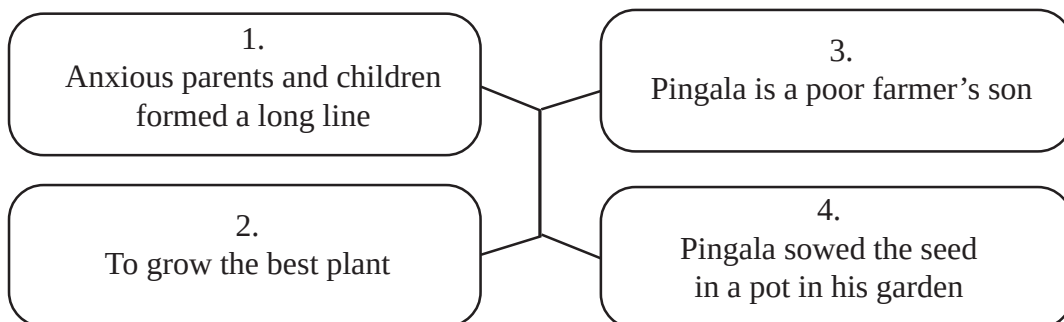
The best readers can read the text for the whole class.

The disappointment

Period- 8

Teacher Prepares a concept map for recapping Text 12 “Seed of Hope”

1. Who formed a long line outside the palace ?
2. Why was everyone eager to get a seed ?
3. Who is Pingala ?
4. What did Pingala do with the seed ?



Teacher presents the Text 13 with necessary body movements and facial expressions up to.....

“He knelt before it.”

Teacher can bring a pot with seed in the classroom. She can mimic the action of Pingala. Let the children come up with the response “But it didn’t sprout “

For eg.. Teacher shows the action of watering the seed and says,

- | | |
|----------|---|
| Teacher | : Pingala watered the seed |
| Children | : But it didn’t sprout |
| Teacher | : (Showing the action) Pingala manured the seed |
| Children | : But it didn’t sprout |
| Teacher | : (Showing the action) Pingala changed the soil |
| Children | : But it didn’t sprout. |

Teacher : (Showing the action) Pingala transferred the soil to another pot.

Children : But it didn't sprout.

Teacher conducts this dialoging in the whole class and elicit responses based on the questions.

What did Pingala do one day ?

Pingala went near the pot and knelt before the pot.

What did Pingala say to the seed ?

Take your text book and find out what did Pingala say to the seed.

Teacher divides the class into five. Each group come forward and present the dialogue of Pingala to the seed with voice modulation as audio drama.

Teacher shows the **BP-6** (Text page- 13) in the class.

Have a close look at this picture, Whose house is this ?

Who is standing before the house ?

Who are walking to the palace ?

Are they dressed well ?

Where do the children walk dressed in their best clothes ?

Children walk to the palace ,dressed in their best clothes. (Subtext)

Look at their hands , What do they hold ?

They held well - grown plants. (Subtext)

See Pingala's face, How did Pingala watch the children ?

Pingala watched them sadly. (Subtext)

Teacher writes all the elicited texts on blackboard.

Teacher reads the sentences two or three times and children read after the teacher.

◆ Loud reading by the teacher

Shall we read the text together?

Teacher reads one sentence and children read the next sentence together .The class read the text by repeating the process two or three times.

◆ Introduce Activity-2 (Page 22)

See the picture carefully. How is Pingala sitting ?

Is he happy ?

Will he go to the palace ?

Will he be afraid to go to the palace ? Will he take his empty pot ?

Will the other children laugh at him ?

Will he wonder to see the flower pots of other children ?

Won't he think how he watered the seed, how he manured and how he changed the soil ?

Won't he tell something to God ?

Can you write down the thoughts of Pingala ?

◆ **Individual writing**

Group refinement

Teacher version

Editing of the group product.

Big book

◆ **Introduce Activity 4**

What is the heading of Text 13?

'The disappointment' 'You are correct'

Can you make some other words using the letters.

Let's check who will make maximum words. Okay ?

Have you completed ?

Who will say the first word ?

Teacher writes down all the words on BB.

Let children take down the missing words.

Now you can rearrange all the words as given in dictionary.

Let the children write down maximum words in alphabetic order.

◆ **Introduce Activity -6**

If you get a seed, what will you do with it ?

Please collect some pictures for your picture dictionary and write down all activities related to cultivation.

(Let them do it as a home assignment)

To the palace

Period- 9

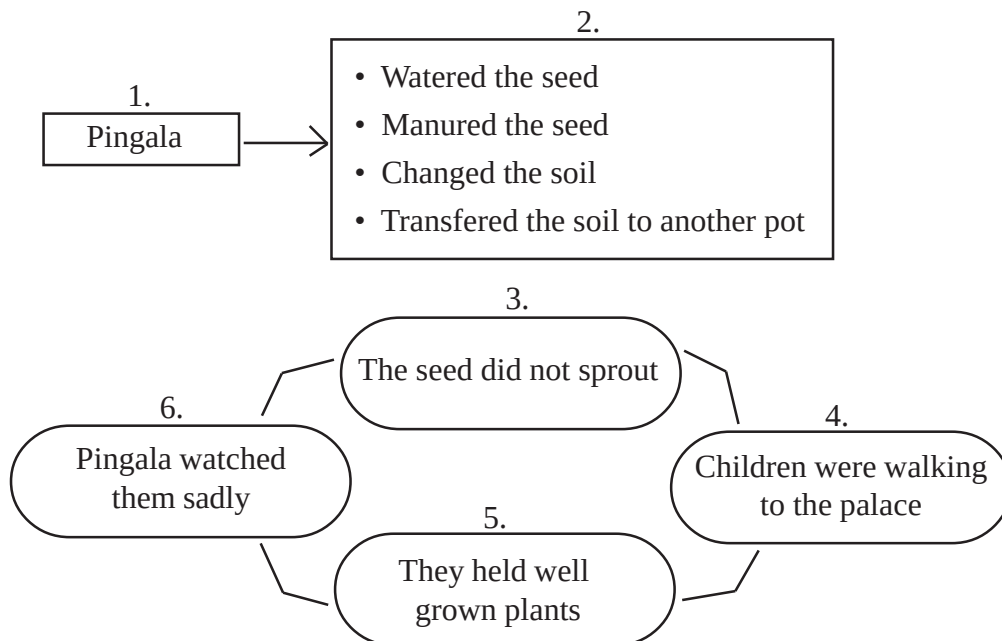
Let them present the collected pictures in the class.

Children sit in pair and read all the activities written in TB page 23.

They arrange all the activities in order and write in their note book.

Teacher Prepares a Concept map for the recapping Text 13 “The disappointment”

1. Who is standing near the house ?
2. What did Pingala do to the seed ?
3. Did the seed sprout out ?
4. What were the children doing ?
5. What did they hold in their hands ?
6. Did Pingala watch them happily?



□ Link Narrative

Pingala was very sad. He saw other children going to the palace happily . “Oh God What happened to my seed ? I watered the seed... I manured the seed....I changed the soil....but it didn’t sprout. What can I do with my empty pot ? Pingala’s eyes filled up with tears . Will the king be angry to me ? How will I go to the palace ? I won’t go “ Pingala thought.

Will anyone come near Pingala and console him ?

Teacher elicits free responses.

Look at the picture, Teacher shows **BP-7**. Who is near Pingala ?

‘ Yes, It is Pingala’s father. He knows that Pingala cared his seed very well. Pointing to the pot Pingala’s father told something to Pingala. All of you take page No 14 and find out what it was.

What did Pingala do then ?

See the next picture, **BP-8**

Did Pingala put on his new clothes ?

Did he start to the palace ?

Pingala put on his new clothes and started to the palace. (Subtext)

How did Pingala join the children to the palace ?

Pingala joined others holding the empty pot in his hand. (Subtext)

What did the other children do ?

The other children laughed at him. (Subtext)

Teacher reads the elicited texts two or three times. Children read after the teacher.

Period - 10

Strategy

Teacher displays the Text 14 written on a chart. In some places, numbers instead of sentences are written. Children are asked to find out the respective sentences for each number from their TB. Let them write the sentences on a paper strip and paste it correctly on a news paper.

Let them read the pasted sentences in group.

◆ Loud reading by learners

Let children sit in group

Each member reads one sentence by taking turns

Let others help each member read the sentence

Each group select the best reader from the group.

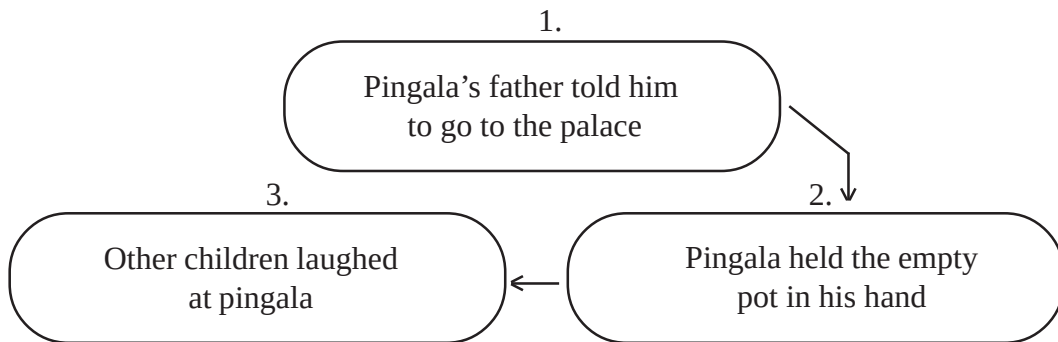
Let the group leaders read the text for the whole class.

Lovely flowers

Period -11

Teacher prepares a concept map for recapping the Text 14 - “To the palace”

1. Who told Pingala to go to the palace ?
2. What did Pingala hold in his hand ?
3. What did the other children do ?



Teacher displays **BP-9**

Where are the children now ?

Where did the children gather ?

‘In the courtyard of the palace ‘

What do they have in their hand ?

‘Flowery pot ‘

Children gathered in the courtyard of the palace with flowery pot. (Subtext)

What had turned into a bouquet ?

The courtyard had turned into a bouquet (Subtext)

Were the children happy ?

Whose faces were shining with hope ?

Children's faces were shining with hope. (Subtext)

Was the king happy ?

The king was not at all happy. (Subtext)

Teacher reads the elicited texts two or three times. Children read after the teacher.

Strategy

Let the children sit in groups. Teacher places a heap of word strips related to the text on the table. Care must be taken to prepare the sentences and cut it into words as per the number of groups. One member from each group can come forward to pick one word at a time. Let them check the text and find out the corresponding sentence for the collected word. Then they have to fix the next word needed to make that sentence. In the next round let each group come forward to select another word needed for the sentence. Continue the process till they complete the whole sentences. ($\frac{3}{4}$ maximum).

♦ Introduce Activity -7 as home assignment

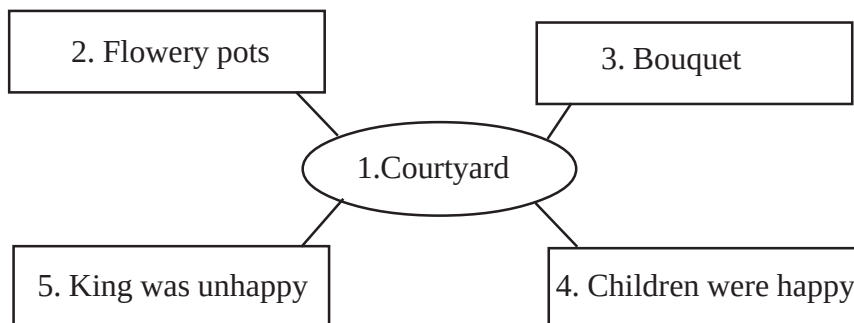
Empty pot

Period- 12

Peer correction of the home assignment.

Preparing a concept map for recapping Text-15 “Lovely flowers”

1. Where did the king and courtiers gather ?
2. What were in the hands of the children ?
3. To what did the courtyard turn into ?
4. Were the children happy ?
5. Was the king happy ?



Have a look at this picture, **BP-10** .

Do all children come with flowery pot ?

No, Pingala didn't come with flowery pot.

Where did Pingala stand in the line ?

Pingala stood at the end of the line. (Subtext)

The king moved towards Pingala and asked something. Can you find it out ?

◆ **Individual reading**

◆ **Random presentation**

Strategy

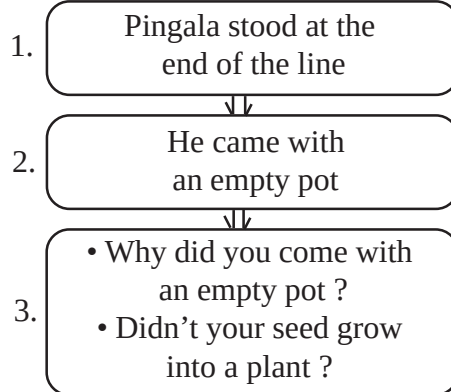
Let all children draw the face of King Vidhyadhara. Draw a speech bubble and write the dialogue in It. Let them also draw the face of Pingala and guess the response and write it individually. Teacher prepares a word chart based on all individual responses of the children.

A smile

Period -13

Prepare a concept map for recapping Text 16

1. Where did Pingala stand in the line ?
2. Did he come with a flowery pot ?
3. Moving towards Pingala ,what did the king ask to him ?



What was Pingala's reply ?

Will the king be angry with him ?

‘All of you read the text page 17 and find out the dialogue of Pingala’

Let them read it individually.

Random presentation of Pingala's dialogue.

Strategy

Children are grouped into five.

Let them present a role play for the Text 16 & Text 17. You can select a king and Pingala from each group. Let them present it with all actions and proper dialogues.

(They can use properties if needed such as a crown for the king...)

The Prince

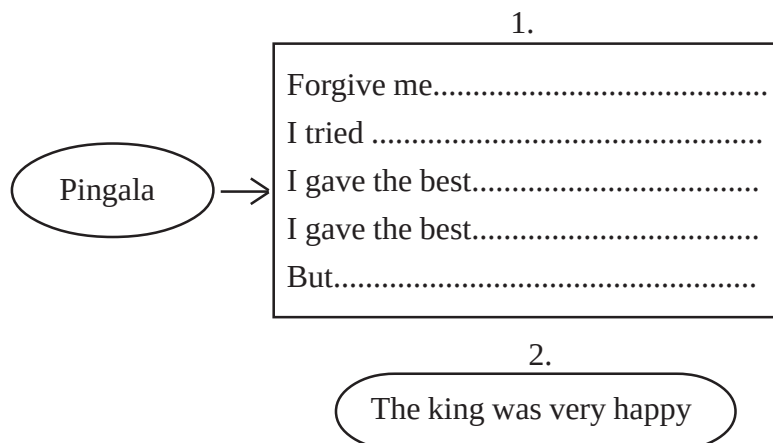
Period -14

Teacher prepares a concept map for recapping Text 17 - "A smile"

Let the teacher draw the incomplete concept map on the board and ask the children to complete it through interaction

1. What did Pingala say to the king ?

2. Why did the king smile ?



Teacher shows **BP 11**

See the picture , What did the king do ?

The king hugged Pingala . (Subtext)

What kind of seed was given by the king to everyone ?

King had given roasted seed to everyone (Subtext)

What did the king say about Pingala ?

The king said that Pingala is honest. (Subtext)

Who will be the prince ?

Pingala will be the prince. (Subtext)

Teacher reads the text with all prosodic features .

Strategy

Teacher displays some sentences related to the ideas in the Text 18. Let the children read the text and find out the corresponding ideas from the text book

1. The king held Pingala closer lovingly.
2. This boy tells the truth
3. Roasted seeds will never grow
- 4 .He will be the prince of our country
5. He will rule the kingdom in justice

Children write down the corresponding sentences in their notebook.

Period 15

◆ **Introduce Activity-3**

Teacher can present the narrative link given in the text very effectively.

Who started the conversation?

How will Pingala's father respond ?

Will he ask anything about Pingala ?

Will the messenger say that Pingala was selected as the prince ?

◆ **Individual writing**

◆ **Group refinement**

Let them sit in group and read all individual work. Take the best initiation from the group and make a refined product.

◆ **Teacher version**

◆ **Editing**

◆ **Presentation of edited products**

◆ **Big book formation.**

◆ **Introduce Activity-5**

Let the children sit in groups and read all the given sentences given in page 24.

Arrange all the sentences in order.

Let all the groups present their events and find out which group has written the events in correct order.

Seeds

Period -16

Teacher recites the poem two or three times.

Children sing the poem with the teacher.

Now all of you take page 19 and find out the words which have same sound .

Children write down the rhyming words in the space given page 20.

Interacts and helps children to complete the word web.

Period-17

◆ **Introduce poem Oats, Peas , Beans and Barley**

The teacher plays the song in the class.

Let children enjoy the song.

Which are the plants in the poem ?

‘You are correct. They are Oats,Peas, beans and barley.

Who is the other character ?

‘Yes ,Farmer’.

What will a farmer do ?

The teacher shows action and sings the lines.

How do you stamp your feet ?

How do you clap your hands ?

After sowing the seeds, what did the farmer do ?

Teacher shows actions for everything while singing the lines such as,

« Stands and take ease

- « Stamps his feet
- « Claps his hands
- « Turns around to view the land.

Let the children mimic the action for each line.

Teacher plays the audio clip and let the children do the action upto the first stanza.

What did the farmer do while walking with a partner ?

They happily sing and dance together.

How will you sing and dance together ?

Can you show me ?

How will the farmer waters the ground ? How will he put manure ?

How will he watch the sunshine all around ?

How will he stamp his feet ?

How will he clap his hands ?

And how will he turn around to view his land ?

Teacher and children sing along with the audio with proper actions

Let the class be divided into four. Each group come forward and present the song.

The song can be choreographed in the class through proper interactions.

Period - 18

◆ Introduce Activity 8

Teacher asks the children to have a look at TB page 27. (Or teacher can provide the picture of a shop)

(Teacher can maintain a shop in a corner of the class. Fix the price tag for each material. Let the children come up with five or ten rupee coin. Teacher can place some materials and ask them to collect it. After a particular time teacher can count the money and materials taken. Declare 'Honest children' in the whole class.

Pointing to the shop/picture teacher interacts,

What is this ?

What are the things that we can see in the shop ?

Can we see a shop keeper here ?

How will we buy things from here ?



Children are coming and taking their needed things .

How will they get back the balance amount ?

Can you imagine such a shop ?

Can you suggest a name for such a shop ?

Will the people take the things and drop the required amount ?

Won't it help for developing good habits ?

Can you describe such a honesty shop ?

Individually let them write a very small description

Sit in group and take the better sentences from all, refine and make into a group product.

◆ **Group presentation.**

◆ **Big book formation.**

Period - 19

Project work

Let the teacher introduce the format given in TB.

Ask the children to collect three types of plants / trees for each column in their house or nearby.

Let them do the activity with the help of parents.

Let the children draw any one of the plant and write three/ four sentences about the plant.

Which is the plant ?

Is it a big plant or a small plant ?

Will it give any fruits to eat ?

Is the tree tall or short ?

Where did you see the tree ?

Can you draw that tree ?

Why do you like this tree ?

Let them write a description about the tree by their own.

Peer editing of the product.

Teacher can support each child as required.

My words

Let the children try to complete the Activity page 29 by themselves.

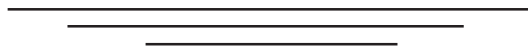
Teacher can give some clues if needed.

Let them come up with the correct answers.

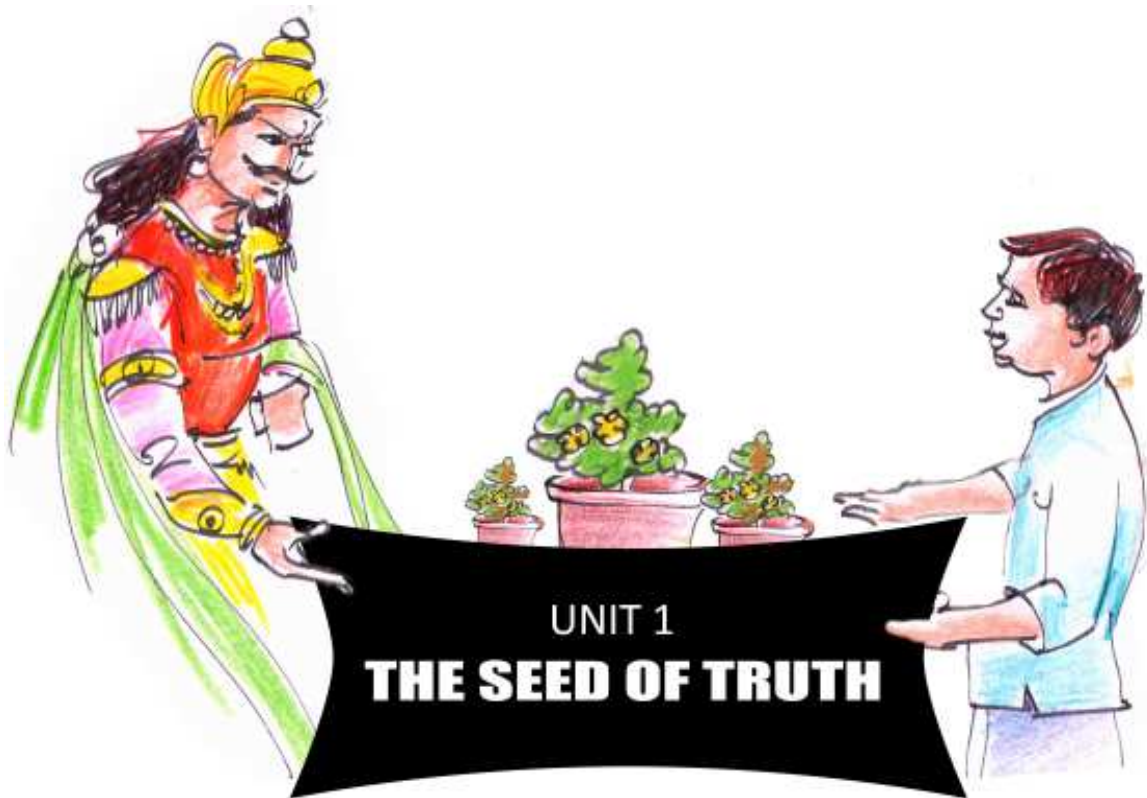
They can complete “I can “ also freely with out the help of the teacher.

Give feed back and assess each child.

Let them read, comprehend and do the activity by themselves.



MY ENGLISH WORKSHEETS



Name :

School :

Worksheet - 1

LO: Describe the picture

(Introduce Worksheet 1 after 'The worry')

King Vidyadhara is in this garden. Describe the scene.



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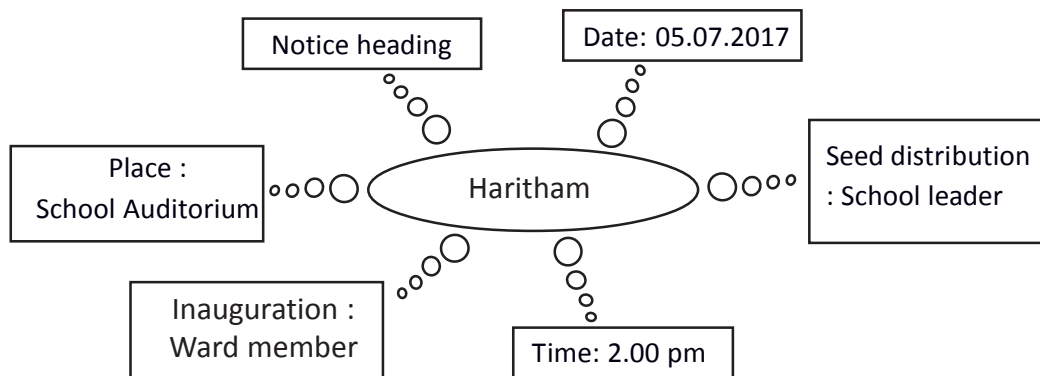
Worksheet - 2

LO: Develop a notice for seed distribution .

(Introduce Worksheet 2 after 'A Proclamation')

Nenmanikkara LP school has decided to distribute vegetable seeds in connection with the programme "Haritham"

Prepare a notice for the function.



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Worksheet - 3

LO: Develop the discourse thought.

(Introduce Worksheet 3 after Activity-2 in TB)

Pingala went to the palace with the empty pot. He was nervous .But others stood happily with flowery pots. Even after a long time Pingala didn't come back. His father was worried . He was eagerly waiting for Pingala.

Will the king scold Pingala ?

Will he punish him ?

What will happen to my son ?

Will others mock at him ?

Write thoughts of Pingala's father.

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Worksheet - 4

LO: Develop the discourse conversation.

(Introduce Worksheet 4 after 'Lovely flowers'.)

Pingala stood at the end of the line. The girl named Anju looked at Pingla's empty pot and asked,

Write the conversation between Anju and Pingala.

Anju : Where is your Plant ?

Pingala :

Anju :

.....

Pingala : Yes I watered it very well.

Anju : What else you did for your seed?

Pingala :

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Anju : Will the king scold you?

Pingala :

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Worksheet - 5

LO: To add more lines.

(Introduce Worksheet 5 after 'The Prince'.)

Pingala became the prince. One day he went to his village .All children gathered around him .They were overjoyed to see Pingala.They stood around him, clapped their hands and sang together.

We welcome our little friend

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To have a walk with us .

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Let's have our royal walk

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Proudly with our Prince.

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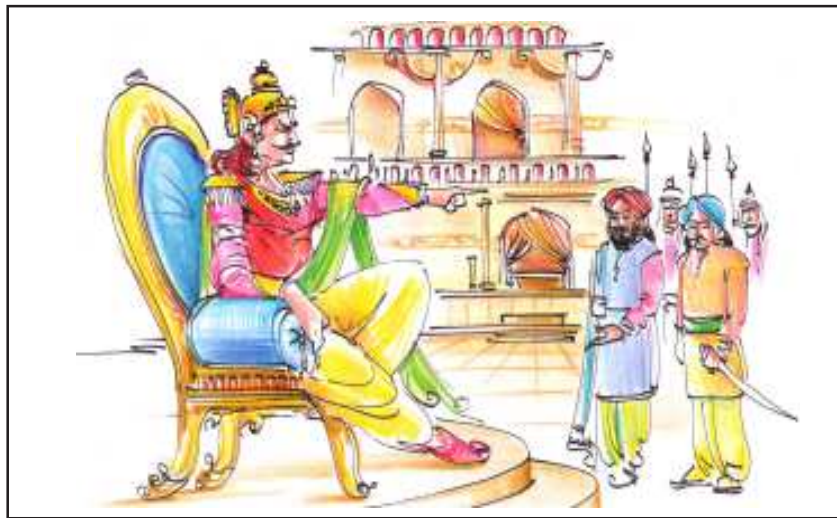
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Worksheet - 6

LO: Develop a Proclamation.

(Introduce Worksheet 6 after Pingala becomes the prince)

Days passed. Prince Pingala lived in his palace. But one day the king found that Pingala sitting alone in his room. The king thought that Pingala needs a friend and he decided to select a good friend for him. He asked his soldiers to make a proclamation for selecting friends.



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Worksheet - 7

LO: Read, comprehend and draw the picture.

(Introduce Worksheet 7 after completing Activity 5 in TB)

- * The king and Pingala look down the garden from the palace.
- * There are two big trees on the two sides of the garden.
- * Colourful flowering plants smile around the garden.
- * Little grasses grow in two rows.
- * There is a big pond in the middle of the garden.
- * Water lilies are smiling in the pond.
- * Two birds fly up in the sky.

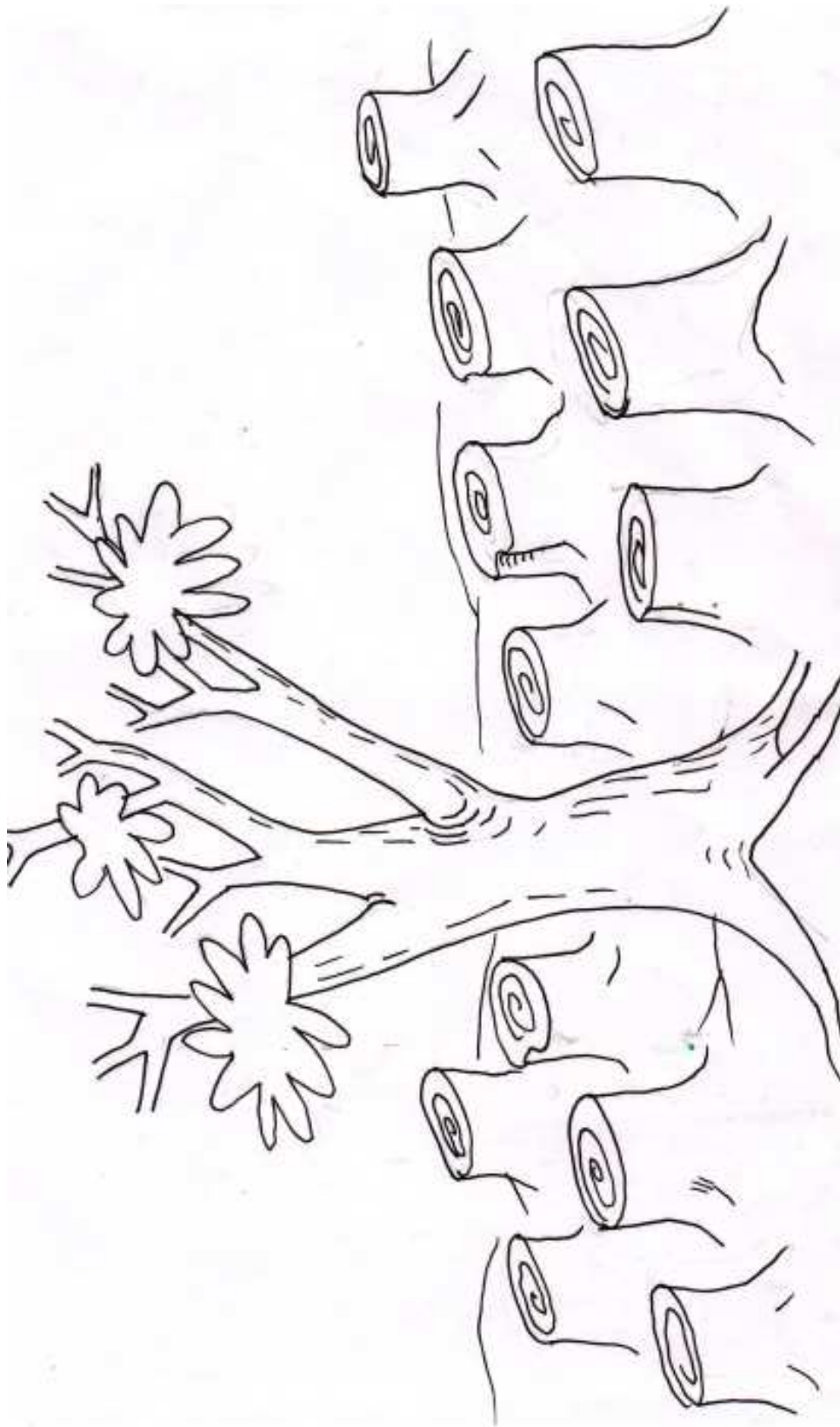
My Picture

BP 1



STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD



STD : 4
UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD

BP 2



STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD

BP 3



BP 4

STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD



BP 5

STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD

BP 6



STD : 4

UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD



BP 7

STD : 4
UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD



BP 8

STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD

BP 9

STD : 4
UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD





BP 10

STD : 4
UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD

BP 11

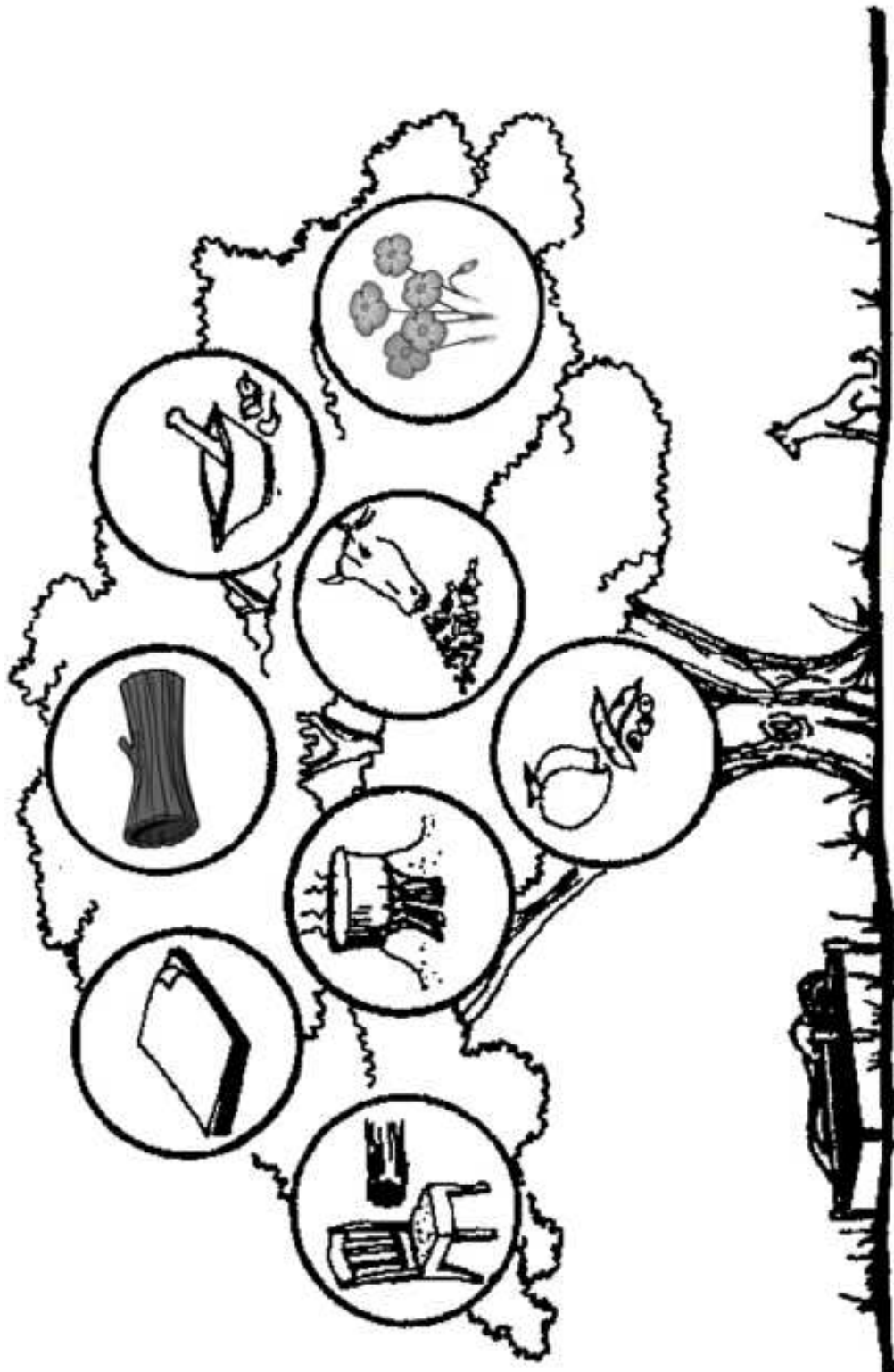


STD : 4

UNIT : 1

THE SEED OF TRUTH

DIET
PALAKKAD



Google
image of
Uses of Trees

STD : 4
UNIT : 1
THE SEED OF TRUTH

DIET
PALAKKAD

NEST

Nourishing English through Strengthening Talents

ENGLISH MATERIALS

UNIT
2

PAPER BOATS



1. Teacher Plan
2. Work Sheets
3. Big Pictures

TEACHER PLAN

Theme : Friendship , Subtheme : Empathy towards others

Learning Outcomes

- ◆ Read and understand words like 'pounce', 'horrible', pout, lump,naughty, splash etc.
- ◆ Identify the theme of poem and appreciate it
- ◆ Ask questions using 'why should'
- ◆ Write the experience of journey in simple English
- ◆ Write short description about one's own family
- ◆ Understand and respond to simple questions
- ◆ Undertake language projects actively
- ◆ Do activities in the text as directed
- ◆ Express thoughts and feelings in simple language.

Entry Activity

Period-1

Teacher asks the children to colour the column with capital letters in Blue and small letters in Brown.

All of you take your Text book Page 36 and colour it.

- ◆ Who completed the colouring ?
- ◆ What is this ?
- ◆ Do you know how to make a paper boat ?

Teacher demonstrates how to make a paper boat.

Teacher displays the **Big picture 1** (BP 1) of 'Paper Boat making ' in the class.

Children sit in group and prepare paperboats.

- ◆ All of you show the paper boats ?
- ◆ Can you walk with your paper boats ?
- ◆ Can you jump with your paper boats ?
- ◆ Can you dance with your paper boats ?

- ◆ Can you swing with your paper boats ?
- ◆ Can you sing with your paper boats ?

Teacher interacts and children do the action according to the instruction.

Today we will learn about the story of Paper boats .

DOWN THE STREAM

Teacher shows the **Big Picture -2** (Anna holding colourful paper boats near the stream.)

- ◆ Look at the picture, Who is this ? Do you know ?
This is Anna.
- ◆ What is in her hand ?
- ◆ Today, I brought Anna to our class. Do you want to see her?

Teacher shows the Puppet Anna to the whole class.

All of you say 'Hai' to Anna.

Class leader, please come forward and give a shake hand to Anna?

- ◆ Hello, How are you?
- ◆ I am fine ,Thank you. What about you?

Let's see what is Anna doing .Teacher moves the puppet (Anna) and says the dialogue.

Narrator : Anna walks towards the stream by singing a song.La...la...la...la...

I have paper boats, Red blue, Green boats

Nice boats, cute boats , lovely lovely boats.

Teacher says the statement and performs the action using puppets.

1. Anna bent a little and launched paper boats one by one in the stream.
2. Anna jumped happily and clapped her hands.
3. Suddenly something horrible happened.

Loud reading by the teacher.

Teacher reads the text with all prosodic features. Teacher reads the sentences one by one. Children read after the teacher by looking to their text book. Teacher asks comprehensive questions to check the comprehension of the children.

- ◆ What did Anna do ?
- ◆ How did the paper boats move ?

Strategy

"All of you stand up please"

"Now I will say the statement and all of you can act accordingly".

The children stand comfortably and act according to the teacher's statement. Teacher presents the statement one by one in slow pace.

Okay, all of you have presented it very well. 'Suddenly something horrible happened there

- ◆ What may have happened there?
- ◆ Can you guess ?

Please write down the responses in your note book. Share the opinions in group and select one remember to share the idea.

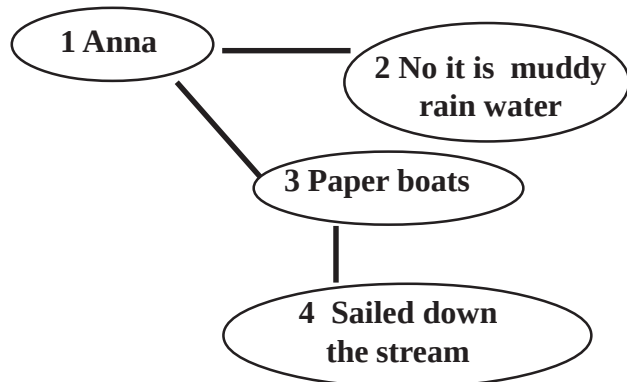
Group presentation of the idea .

ANGRY GIRL

Period -2

Teacher interacts with children and evolve a concept map on Page 37. Let the children also prepare them in their notebook.

- 1 Who is the girl ?
2. Is the water clean ?
3. What did she float in the stream ?
4. What happened the paper boats ?



- ◆ Do you know what happened there ?

Let's see, Teacher presents the puppet show of the scene page 38.



Script for - An angry girl

Narrator : The fat boy pounced the boat and pulled it. He Turned the boat upside down.

Anna : What nonsense are you doing?

Fat boy : I will destroy all your boats.

Narrator : Anna stared at the boy. He did not mind Anna's angry face. Anna ran home.

- ◆ Who came near Anna ?
- ◆ What did the fat boy do ?

The teacher divides the class into five. Displays the script on a chart . Each group rehearses and presents the skit.

Strategy

Teacher and children read together. Teacher reads the first sentence of the Text 'An angry girl' and children read the next sentence together trying to keep the tonal variation. It is repeated for two or three times.

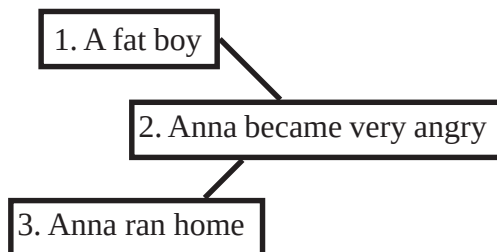
A solution

Period -3

Teacher interacts with the children and prepare concept map based Page no.38

1. Who turned Anna's paper boat upside down ?
2. Did Anna become angry ?
3. What did Anna do ?

Teacher presents the scene using puppets.



Script of the puppet show : **A solution**

Anna's aunt Arundhati was sitting in an armchair.

Anna is coming near to her Anna is walking to and fro angrily .

Aunt : What happened ?

Anna : Aunty, he overturned my boat.

Aunt : Who ?

Anna : That naughty boy

Aunt : Don't worry my dear. I will make another one for you

Anna : If he takes that one too ?

Aunt : Okay, then I will make a few more for you.

Anna : What will I do ?if he takes all of them.

Aunt : Look Anna , he seems to be a poor child.

Anna : Why can't he make the boats by himself ? He is so big.

Aunt : He may not know how to make the boats.

Anna : Doesn't he go to school ?

Aunt : I don't know Anna. But I think he is a good boy.

Anna : Is he ? But he is so rude.

Aunt : Don't think so Anna. We can make boats for him also.

Anna : Okay, Aunty.

Teacher presents the puppet show to the whole class.

- ◆ Who were there in the scene?
- ◆ What was Anna's complaint?
- ◆ How did Aunt console Anna ?
- ◆ Did she make boats for Anna only ?

Teacher interacts with the children and ensure the comprehension of puppet show.

Strategy

Divides the children to sit in group.

'Now all of you take your text book page number 39.'

Children share the idea and write down the dialogues between Arundhathi and Anna.

Period-4

Each group present the script they prepared.

Teacher distributes the script to the group . Each group go through the script.

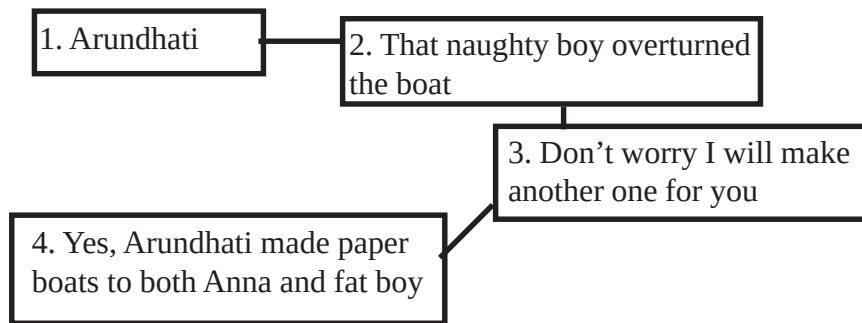
Let the children present the puppet show based on the script.

Period-5

GOOD GUIDANCE

Teacher interacts with the children and prepare concept map based on the Text Page 39.

- ◆ Who is Anna's Aunt ?
- ◆ What was Anna's complaint ?
- ◆ How does Arundhathi console Anna?
- ◆ Did Arundhathi make paperboats for the fatboy also ?



Now listen, i will right down some sentences on the chart paper.

All of you read the text and make the sentences in correct order.

Teacher writes down the sentences on chart paper.

1. Anna took out two not so good boats
2. Arundhati gave all the boats to Anna.
3. The boy was still there.
4. She handed the boats over to the boy without a trace of smile.

Children go through the text and find out the sentences –Underline the sentences in the text book - and arrange the sentences in order.

Let them write the sentences in order.

- ◆ Shall we continue the puppet show ?

Teacher performs the puppet show using the puppets (Anna, Aunt and Fat boy)

Script of the puppet show : **Good guidance**

Narrator : Anna's aunt was making paperboats sitting in her home.

Aunt : Anna, see your paper boats are ready.

Anna : Oh .. Its very nice Aunt !

Aunt Go.. and have fun

Narrator : Anna took the paperboats and walk towards the stream.

Anna : (Thinking) .. The boy is still standing there . Which boat I will give ?red ? blue ?.. No.. No I will give only not so good boats.

(Anna moved towards the fat boy)

Anna : (Giving paper boats)Here you are !

Fat boy : Oh ! what a surprise !!

(The boy looked at the girl thankfully.

Loud reading by learners

Children sit in group

They take turn and read one sentence each .

Select one reader from the group.

The selected members read for the whole class one or two sentences by taking turn.

Introduce Activities 5 & 6

A TRUE FRIENDSHIP

Period -6

Teacher interacts with children and prepare concept map for the Text page 41

Children draw the concept map in their notebook.

1. Holding the paper boats in hand, where did Anna walk ?

2. To whom did she hand over the boats ?

1. Anna walked towards the stream

2. Anna handed over the boats to the fat boy

Teacher shows the **Big picture(BP 3)** of Anna launching the paperboats. Some boats are moving through the stream.

What did Anna do with the boats ?

Anna gently launched the boat. (Subtext)

Where did the bottle sail down ?

The boat sailed down the stream (Subtext)

What was the boy doing when Anna launches the paper boats ?

The boy was watching the moving boats. (Subtext)

Teacher shows the **Big Picture (BP-4)** (the boat stuck in mud and stones)

Look at the picture, What happened to the boat ?

The boat getting caught in a heap of mud and stone. (Subtext)

Teacher shows **Big Picture (BP-5)** (Fat boy jumping to the stream)

What did the boy do ?

The boy jumped into the stream. (Subtext)

The teacher shows the **Big picture 6 (BP-6)** (Boy pull the boat and gave to Anna)

What did he do from the stream ?

He pulled the boat out of the water (Subtext)

To whom did he give the boat ?

Teacher reads the elicited text two or three times Children read after the teacher.

Learners' reading

Let the children read the text and find out the elicited sentences in the text book. Let them underline the sentences.

Period -7

Strategy

Teacher distributes word strips to the group. They arrange the words to get elicited texts and paste them on a chart. Each group come with their chart and read the chart together in the whole class.

Introduce Activity -4 in the class room

Teacher interacts to the children based on the context.

- ◆ Was the boy happy ?
- ◆ Did they become friends ?
- ◆ What will he think about Anna at home ?
- ◆ Will he mention Anna in his diary ?

All of you write down the diary entry of the fatboy individually.

Let them sit in group. Each one present the individual product in the group.

Group edit and select the sentences from all individual works and prepare a group product.

Teacher version of the diary entry.

Editing

Period -8

Introduce Activity 3

Teacher interacts well using the questions given in the Text book. Let each child write the travelling experience at home. Let them come with their note next day . Read and edit the experience from the group.

Group product presentation.

PAPER BOATS

Teacher Plays the audio 2/3 times. Children enjoy the rhythm of the poem

Period - 9

- ◆ Do you remember our poem ?
- ◆ Shall we hear it once again ?
- ◆ What is the poem about ?
- ◆ Who are the charecters ?
- ◆ Before launching the paperboats, What did he do ?
- ◆ What does the boy hope when he floats the boats ?
- ◆ Who are the companies for the flowing paper boat ?



Choreography of the poem

Children, now we are going to perform the poem .

- ◆ Who will be there on the stage first ?
“Okay -A boy with a Paperboat.”
- ◆ At first, what did he do with the paperboat ?

“He wrote his name and the village he lives ‘

- ◆ Can you show how he will pluck flowers and fill the boats with flowers ?
- ◆ Who are ready to become boats ?
- ◆ How will the boat move ? Can you show ?
- ◆ Which are the places that the boat travel ?
- ◆ If it flows through a garden, How can we make the scene of a garden ?
- ◆ If it flows through a forest, How will you show the scene of a forest ?
- ◆ If it flows through a village, How it will flow through a village ?
- ◆ How can we express the night time on the stage ?
- ◆ How can we take the blessings of fairies to the paperboats at night ?

Teacher divides the whole class into three.

Each group come forward and perform the poem -"Paperboats "

Period -10

Introduce Activity -1 &2 in the class and ask them to do it as home assignment.

Interract with the children to familiarise the activity.

Introduce Activity 7

Introduce activities in the class and ask the children to complete the worksheet at home.
Let them sit in group and share the paragraph about their family.
Peer editing and presentation of the products.

Introduce Activity 8

Teacher reads the text aloud in the class . Introduces the words – Objects/ Action verbs/
Characters /Animals etc

Introduce Activity 9

The learners can complete, Project work, "My words and I can".



Script of the puppet show : **Good guidance**

Narrator : Anna's aunt was making paperboats sitting in her home.

Aunt : Anna, see your paper boats are ready.

Anna : Oh .. Its very nice Aunt !

Aunt Go.. and have fun

Narrator : Anna took the paperboats and walk towards the stream.

Anna : (Thinking) .. The boy is still standing there . Which boat I will give ?red ? blue ?.. No.. No I will give only not so good boats.

(Anna moved towards the fat boy)

Anna : (Giving paper boats)Here you are !

Fat boy : Oh ! what a surprise !!

(The boy looked at the girl thankfully.

Script for - An angry girl

Narrator : The fat boy pounced the boat and pulled it. He Turned the boat upside down.

Anna : What nonsense are you doing?

Fat boy : I will destroy all your boats.

Narrator : Anna stared at the boy. He did not mind Anna's angry face. Anna ran home.

Script of the puppet show : **A solution**

Anna's aunt Arundhati was sitting in an armchair.
 Anna is coming near to her Anna is walking to and fro angrily .
 Aunt : What happened ?
 Anna : Aunty, he overturned my boat.
 Aunt : Who ?
 Anna : That naughty boy
 Aunt : Don't worry my dear. I will make another one for you
 Anna : If he takes that one too ?
 Aunt : Okay, then I will make a few more for you.
 Anna : What will I do ?if he takes all of them.
 Aunt : Look Anna , he seems to be a poor child.
 Anna : Why can't he make the boats by himself ? He is so big.
 Aunt : He may not know how to make the boats.
 Anna : Doesn't he go to school ?
 Aunt : I don't know Anna. But I think he is a good boy.
 Anna : Is he ? But he is so rude.
 Aunt : Don't think so Anna. We can make boats for him also.
 Anna : Okay, Aunty.

STD
4

DIET PALAKKAD



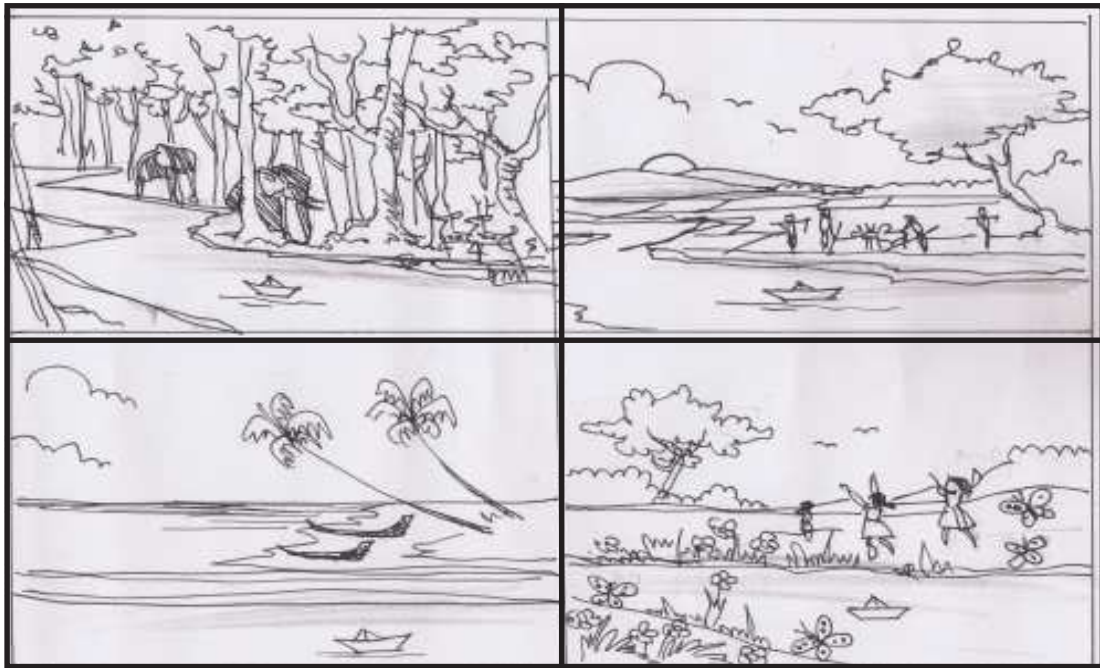
MY ENGLISH WORKSHEETS

Name :

School :

Worksheet - 1

Anna and the fat boy floated somany paper boats through the stream. It moved through different places such as forest, garden etc.. Dancing, trees, smiling flowers and cool breeze welcomed them. The journey continued... Write down the journey of paper boats



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Worksheet - 2

Describe the picture



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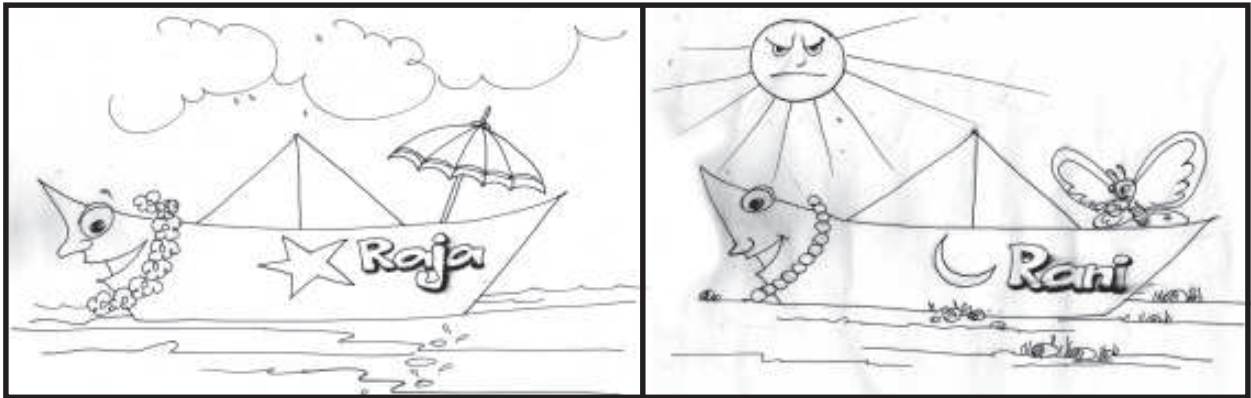
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Worksheet - 3

Write down the difference between the two paper boats



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Worksheet - 4

The fat boy was very happy. He ran to his mother holding the paperboats
“Oh ! you look very happy today” mother said.

Fat boy described everything happened near the stream.

Write down the conversation between mother and the fat boy

Mother : You look very happy today. What happened ?

Fat boy :

Mother :

Fat boy :

Mother :

Fat boy :

Mother :

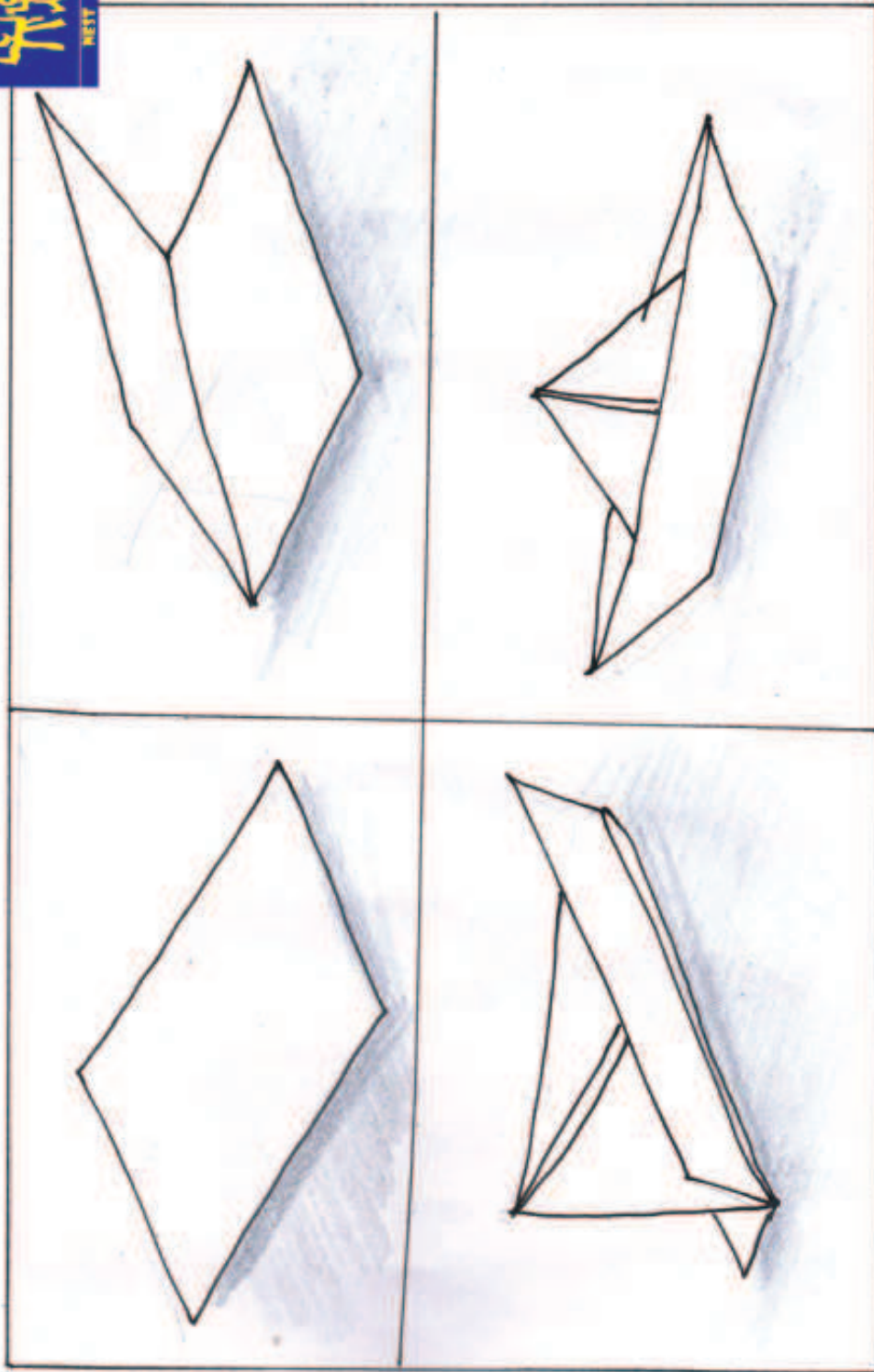
Fat boy :

Mother :

Fat boy :



NEST Nourishing English through Strengthening Talents



1

BIG PICTURE

STD IV
ENGLISH UNIT - 2

DIET
PALAKKAD





NEST Nourishing English through Strengthening Talents

2

BIG PICTURE

STD IV
ENGLISH UNIT - 2

DIET
PALAKKAD

NEST Nourishing English through Strengthening Talents



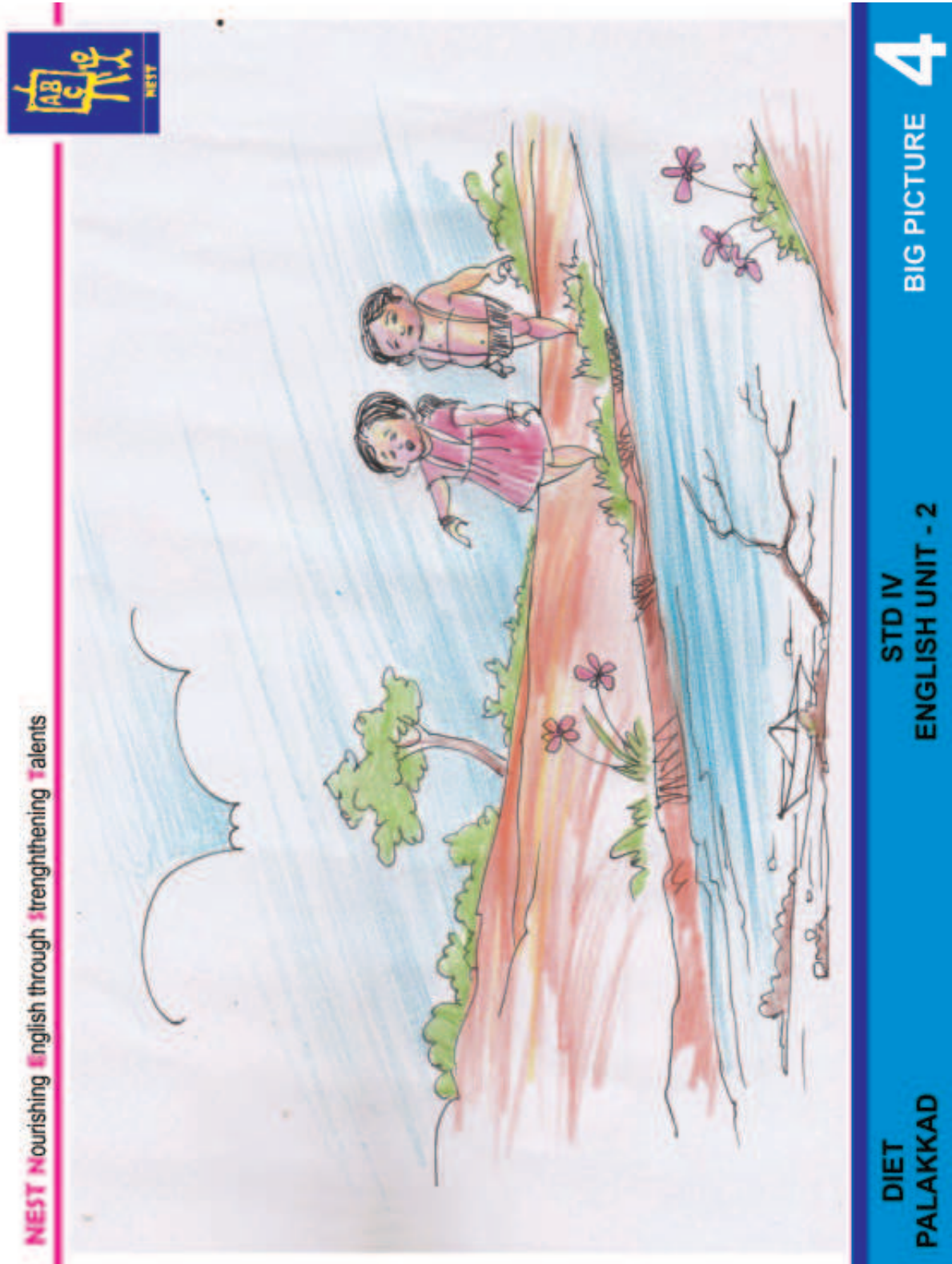
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BIG PICTURE

STD IV
ENGLISH UNIT - 2

DIET
PALAKKAD







NEST Nourishing English through Strengthening Talents



5

BIG PICTURE

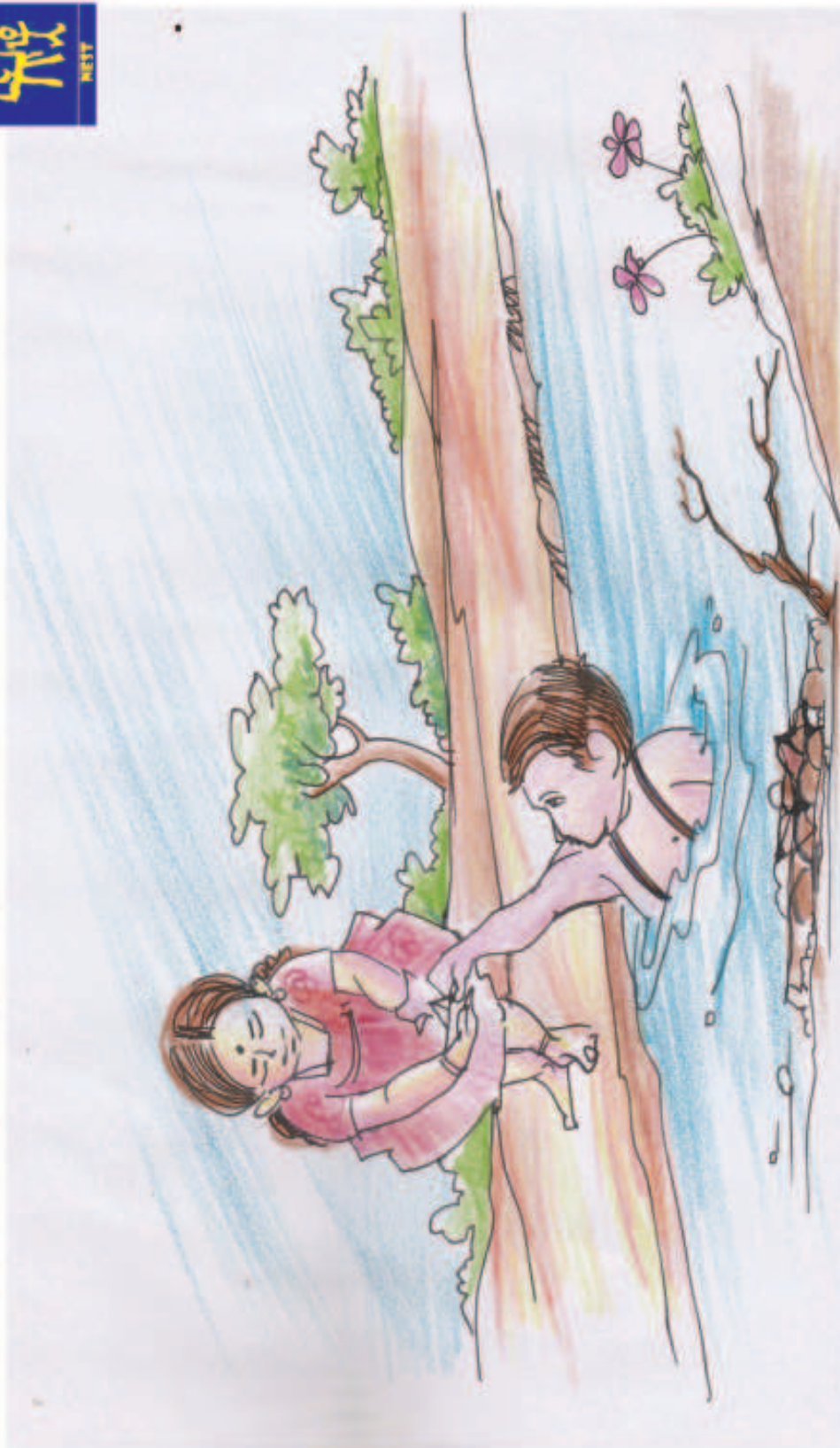
STD IV
ENGLISH UNIT - 2

DIET
PALAKKAD





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6

BIG PICTURE

STD IV
ENGLISH UNIT - 2

DIET
PALAKKAD



NEST

Nourishing English through Strengthening Talents

ENGLISH MATERIALS

UNIT
3

THE LANGUAGE OF BIRDS



1. Teacher Plan
2. Work Sheets
3. Big Pictures

LANGUAGE OF BIRDS

Learning outcomes

By the end of this unit, the learner will be able to,

- recognise words such as 'merchant,servant, nightingale,soothe,fetch,firewood,lightening,thunderstorm,pity,predict,anchor,relieve,disappear,disaster etc.
- Identify the names of different birds .
- Identify adjectives such as foggy, sunny,snowy,rainy, cloudy etc.
- Identify rhyming words in a poem
- write simple poems on similar themes and with the same rhyme scheme
- construct dialogue appropriate to the contexts
- prepare postures suitable to the theme
- describe a picture
- answer simple riddles
- express his/her own feeling in writing
- use language items some and all in appropriate context.
- Undertake simple projects
- engage in origami works following the step by step instructions
- use the simple
- use the structure 'I wish I could ' to express the desire to fulfill a wish

Period-1

LANGUAGE OF BIRDS

Cut out of tree (Jigsaw)

Children are divided into groups. Each group is given Jigsaw.

The groups complete the jigsaw.

What is this ? – Tree

All trees have friends.

Who are the friends of tree ?

(Birds, Aquirrel, ants....)

Shall we make some birds to our tree ?

Teacher distribute paper strips to all.

Gives instructions to make bird.

(Teacher also display the big picture of making bird)

Take a strip of paper

Fold the paper to make a knot.

Draw dotted lines for the beak and feather.

Cut through the dotted lines.

Teacher demonstrates the activity

Children follow the teacher step by step.

All of you show your birds to each other shall we colour it ?

Teacher divides the class into 3 groups based on colours yellow, green & blue

Teacher distributes the reaspective colour to each group.

Let them colour it.

How is it now ?

Where are the yellow birds ?

Yellow birds you can sit to my right side.

What about green birds ?

Come and sit in the centre.

Blue birds you can sit in the left side

- What is its colour ?
- Will it fly ?
- Show me how it flies ?
- Can you make its sound ?
- Good, very nice
- Will it speak ?
- Willit sing ?
- Now, we will write a description about our bird.

Teacher distributes small piece of colourful papers to write the description.

Random presentation

Now you can paste/staple your description on the tail of your bird.

Now we can sing a song

- Displays the song for singing.
- Teacher can acts as tree by standing behind the cutout.

Green Birds	Big tree green tree
	How do you do ?
Tree	Blue birds, cute birds
	I do well
Green Tree	Big tree green tree
	Shall we run around ?
Tree	Yes friends, dear friends
	Run around me

Each bird groups come near the tree and sing the song according to their colour

- Now we will hang the birds on the tree.
- Please come and hang it
- Look children, our tree is full of beautiful birds.

Period 2

A SOOTHING SONG

Today we will learn about a boy who loved birds very much.

The Teacher presents the text page 60 with all prosodic features (tone variation, facial expression etc.)

- What kind of a boy was Ivan ?
- How did the merchant toil Ivan ?

Let the children find the answers from text page 60

Ivan was a bright and brave boy

The merchant toiled Ivan from dawn to dusk.

- Now what will happen to Ivan ?
- Are, there any friends to him ?
- Let's see

Teacher shows the BP2 (Ivan sleeping in his bed. Nightingale sits and sings)

- Who are there in the picture ?
- Which is the bird ? What is the bird doing ?

Free response

Okay. Do you want to see the bird ?

Teacher shows the video of Nightingale and asks them to identify the features.

Describe the features in your note book

- Individual writing
- Random presentation
- Grouping (5 member)
- Group refinement (each member read his description in the group and prepares group product)
- Group presentation
- Teacher Version

Come back to our BP 2
Can you identify the bird now
It is hidden inside the box
E L A G N I T H G I N

The teacher write the jumbled letters of "Nightingale" on the BB

Who will come and write down the first letter of the bird ?

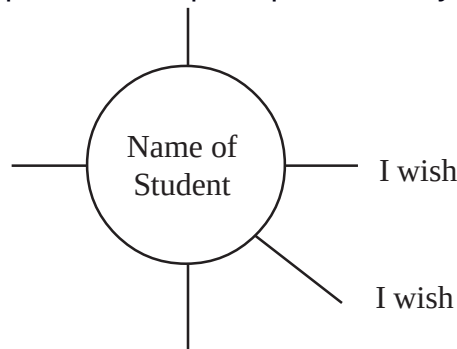
Teacher gives chances for different learners to get the name of the bird 'Nightingale'.

- What did the nightingale do ?
- Did Ivan ever see the Nightingale.

All of you read the text page 61 and find out the answer.

- Ivan was attracted by the melodious song of the Nightingale. He wanted to know the meaning of the beautiful song. He had a wish in his mind.
- What was Ivan's wish ?
- Read the text once again and underline his wish
- Do you have any wishes ?

Teacher asks children to prepare a concept map individually



Teacher gives activity 8 in page 82 as home assignment.

Loud reading by the teacher.

Loud reading by the learners.

Strategy

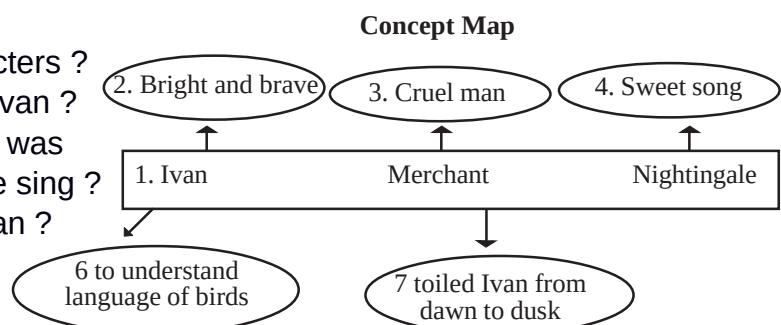
the teacher reads some part of each sentence loudly. Children read the rest of the sentences together. Thus the whole text reading is completed.

Period 3

LITTLE BIRDIES

Teacher prepares concept map based on the topic 'A Soothing Song' for recapping the ideas.

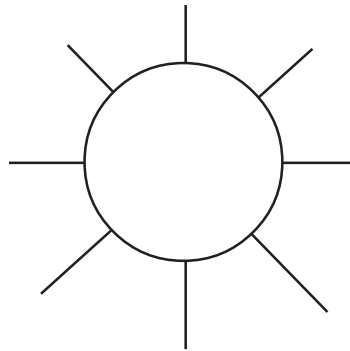
- Who are the main characters ?
- What kind of a boy was Ivan ?
- What kind of a merchant was
- How does the nightingale sing ?
- How did merchant toil Ivan ?
- What was Ivan's wish ?



Teacher displays Big Picture 3 (A boy standing under the tree - forest. Its raining. A big nest on the tree. Four birds in the nest)

- Who is the boy ?
- Where is he now ?
- Where is the nest ?
- Where are the birds ?
- Is the tree small ?

Can you prepare word web of the scene ?



Teacher asks the pupils to take page no. 62

Who sent Ivan to the Forest ?

The merchant send Ivan to the forest

Why did the merchant send Ivan to the Forest ?

The merchant send Ivan to fetch firewood

Teacher asks children to find out the changes in nature - by reading the paragraph.

- The wind rose
- The sky became clouded
- The lightning flashed
- The thunder roared loudly
- The rain fell heavily

Now can you describe the scene

- Individual writing
- Random presentation
- Grouping (6 member)
- Group refinement (each member read his description in the group and prepares group product)
- Group presentation
- Teacher version

Period 4

Teacher once again ask the children to observe big picture 3

What did Ivan see on the branch of tree ?

He saw a big nest on the branch

What did he see in the nest ?

He saw four small birds in the nest

Did Ivan protected the birdies

Yes Ivan protected the birdies

Teacher displays the big picture 4 (forest - a big nest on the tree. Four small birds in the nest. Ivan covers the nest with his shirt. Rain fell heavily)

- How did Ivan protect the birdies ?

He climbed the tree and covered the little ones with his clothes

- If you were Ivan, what will you do the birdies ?
- How will you save the birdies ? Do you have any other ideas ?

Eliciting responses

Loud reading by learners.

learners sit in 6 member group.

Each member in the group tak turn and read one/two sentences.

Slow learners are helped by better learners.

Each group selected one member for whole class reading.

Selected memers read one/two sentences by taking turn.

Introduces the worksheet.

Period 5

AFTER LITTLE BIRDIES

Where is Ivan now ?

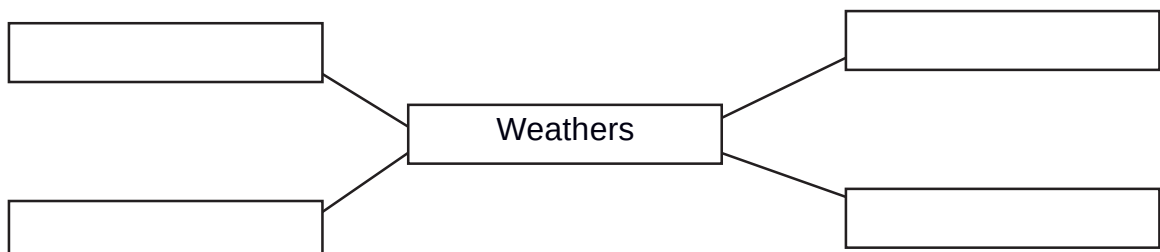
In the forest

How is the wheather ?

Rainy

Which are the other weathers ?

Draw pictures representing other weathers ?



Displays the weather song in a chart

Plays the video of weather song

Teacher and children sing the song together.

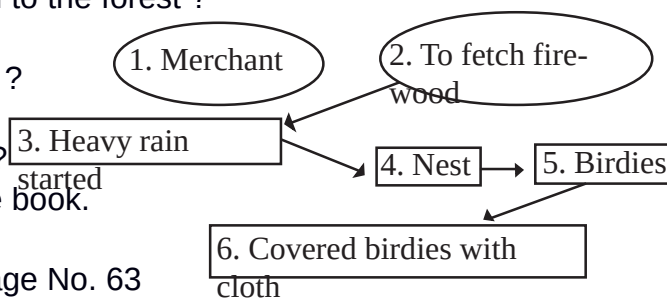
- Which are the weathers mentioned in the chart ?
- Please come and under line the weather.
- Teacher and pupil sing and act by observing the video.
- Do the activity 4 as home assignment
- Read the story in page No. 78 with the help at pictures given.
- Write a story individually at home (Peer editing and refinement)
- Big book information.

Period 6

THE TEACHING BIRD

Teacher interact with children for evolving concept map for recaping the ideas.

- Who sent Ivan to forest ?
- Why did the merchant send Ivan to the forest ?
- What happened them ?
- What did Ivan see on the branch ?
- What did he see in the nest ?
- How did Ivan protect the birdies ?
- Draw a concept map in their note book.



Teacher asks the children to take the page No. 63

- Look at the picture
- What do you see in the picture ?

Elicit Response

READER THEATRE

Teacher distributes strips to all pupils and divide them into 5 member groups (Narrator 1, Narrator 2, Narrator 3, Bird, Ivan)

Assign the role given the dialogue strips to each group.

Each group please come forward and present the dialogue.

Dialogue Strips

Narrator 1 : Mother bird looked Ivan thankfully

Bird : Thank you, Ivan you protected my little children from cold and rain and I wish to do something for you.

Narrator 2 : Ivan was surprised to see a talking bird.

Ivan : You know our language will you teach me your language ? The language of birds.

Bird : Stay with me for some days and you shall know it as we do.

Narrator 3 : Ivan remained in the forest for a few days. He learned the language of birds from the mother bird. Ivan returned home happily.

Loud reading by the teacher for ensuring comprehension.

Period 7 & 8

THE SECRET AND THE STRANGE PREDICTION

Teacher reads the text Page No. 64 and 65 with proper modulation.

Divides the class into 5 groups.

Assigns the role and character to each member as Announcer, Narrator, Ivan, bird, merchant.
(Suitable properties can be used)

- We are going to present the text as a skit. so we have to write a script on it.
- How can we write a script ?
- Only the dialogues are enough ?
- No... We have to introduce the events to the audience.
- Who will present the events ?
- Yes narrator will present it.
- Like wise, each character will present their statements/dialogues.
- Are you ready ?

Teacher distributes the script in each group.

Each group present dialogue in their own way.

Narrator : Ivan is listening to the song of Nightingale. Now he can understand its meaning.

Nightingale : How did you learn our language.

Ivan : Once I went to the forest to collect firewood. It was a horrible rainy day.

Bird : Then What happened ?

Ivan : I saw a big nest with four little birdies.

Bird : Did they get wet ?

Ivan : No... No. I Covered the nest with my clothes.

Bird : Oh... Good... Good

Ivan : When the mother bird came back, She thanked me. She taught me the bird's language.

Bird : Oh... Very good.
I have a secret to tell you.

Ivan : What is it ?
(The bird whispered the secret in Ivan's ear)

Merchant : Ivan... Who were you talking to ?
(The Nightingale flew away)

Ivan : I was talking to nightingale!

Merchant : Talking to nightingale ! How can you do that ?

Ivan : I have learned the language of birds.

Merchant : What were you talking about ?

Ivan : The nightingale said that I would become a king and you would become my servant.

Marchant : What ?

Activity

- What will the merchant do ?
- Is he happy ?
- Is he angry ? Will he sent him away ?

- Will he toil Ivan ?
- What will happen in Ivan's life ?
- Please write down...
- Its a home assignment.

Period 9 & 10

INTO THE DEEP SEA

- Have you done your home assignment.
- Some of you can present it.

Random Presentation

- Now you can sit in the same group formed yesterday

Let the children sit in their groups.

Group Refinement (Each member reads his product in the group and prepares group product)

Group presentation.

- Now look at BP 5 (Ivan Sleeping)
- What you can see in this Picture ?
- Who is in the boat ?
- What is he doing ?
- Is it river or sea ?
- Who is standing near the boat ?
- How did Ivan reach in the boat ?

Find out it from your text.

Children come with free responses.

Teacher shows big picture - 5a, 5b, 5c, 5d (having four pictures)

- Look at this first picture [6a (merchant is giving something to the child in a glass)]
- What is the merchant doing ?
- Find out it from TB underline the corresponding sentence and mark it as '1'

Children say the expected answer.

Teacher writes the corresponding sentence under the picture.

One night merchant gave Ivan a drink to wake him drowsy

- Look at the Second picture [6b - child became unconscious and fell on merchants lap]
- What happened to Ivan ?
- WFind out the sentence from your text book.
- Underline the sentence and mark it as 2

Teacher writes the corresponding sentence under the picture.

- Ivan had fallen asleep.
- Now all of you look at the third picture [6c - merchant is holding the child and laying him on a boat]
- What is the merchant doing ?
- Find out it from the passage and underline it and mark it as 3

Teacher writes the sentence under the picture

- Merchant laid him on a boat
- Look at this fourth one [6d - Boat is near the shore and a boy is lying in it. Merchant is pushing the boat.]

- Now, where is Ivan ?
- What happened to him ?
- Find out the sentence and underline it. Mark as '4'

Corresponding sentence is written under the picture by the teacher

Merchant pushed the boat into the open sea.

Teacher and learner read the sentences together loudly.

loud reading by the teacher.

Learners are divided into 6 groups.

When one group reads the text very slowly with all tonal variation, the presenting group will act according to it.

Note: There will be 3 reading groups (Groups 1, 3, 5) and 3 performing groups (Groups 2, 4, 6)

Period 11

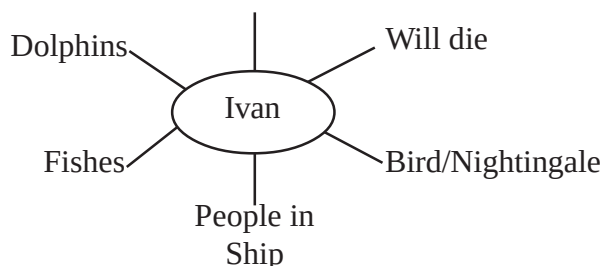
MESSAGE FROM THE GRANES

Concept map of 'into the deep sea'

Where is our Ivan now ?

- What will happen to him ?
- Can you guess, who will help Ivan ?

Children come up with their own response.



Teacher makes a charting of the responses. Let's see what happened to Ivan.

Teacher starts the class dramatically by saying that "The boat moved for a long time. Poor Ivan was sleeping without knowing anything

All of you look at Big picture 7 (BP-7 the boat hit to a big ship)

- What do you see in the picture ?
- What happens to Ivan's boat ?

The boat finally hit to a large ship (Subtext)

- Did anyone see Ivan ?

The crew on the ship saw Ivan(Subtext)

- What did the crew do ?
- Did they help Ivan ?

The crew took him to the ship (Subtext)

Teacher reads the subtexts two or three times and children read after the teacher.

Now, teacher reads the text from 'Standing.....predicting storm '

Look at the Big picture 8 (Ivan standing on the deck of the ship)

- What can you see in the picture ?
- What do the birds predict ?

The cranes were predicting storm

- Will Ivan understand their conversation ?
- How will Ivan respond for the prediction ?
- Will he share this message to anyone ?

Read the rest of the text book and find out the response of Ivan to the prediction of cranes. Let the learners read the text and find out Ivan's response.

- What was captain's response ?

Learners find out the response of the captain from their text book.

Period -12

Loud reading by the teacher

Teacher reads the text 67 loudly with all prosodic features.

Loud reading by the learners

Children are divided into five member group. 'Okay, children we are going to present an 'Audio drama'

Each group member participate in the audio drama.

Two learners can fix the role of captain and Ivan. Others can read the sentences in the textbook with all tonal variations.

The teacher can ensure the participation of all learners by asking them to read atleast one sentence.

(For better reading, few minutes can be given for taking rehearsal . They can also use the background sound ,music for the performance if needed.)

Period-13

THE STORM

The teacher interacts with the learners for eliciting ideas in the Text 67 .

CONCEPT MAP

All of you look at the Big picture (BP9-Ivan and the captain on the deck of the ship)

Write down as many sentences possible in your note book.

Teacher moves around and interact with the children for generating new ideas.

Children read the sentences they wrote.

Teacher note down all the on BB.

Find out the corresponding sentences for the picture from the text book.

Loud reading by the teacher.

Teacher reads the text loudly in the classroom.

Learners refine their write up individually.

Let them sit in five member group. Read the written sentences in the group.

Group refinement.

Presentation of the group product.

Period -13

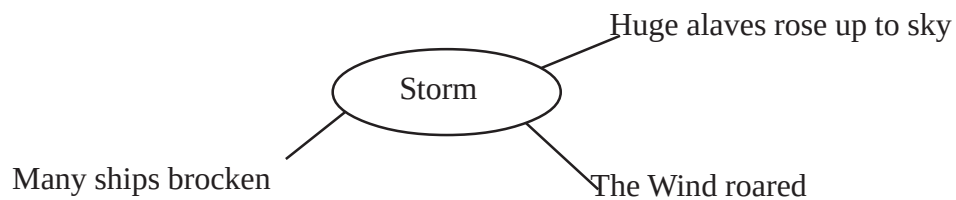
NOISY BIRDS

Teacher interacts with the learners for recapping the text 'The storm'.

Interaction

Within a short time, the storm broke out.

Which are the words showing huge storm in the text?



You saved our lives', Teacher writes this sentence on BB and interacts.

- Whose words are these ?
- Why did the captain say this ?

Narrative

Days and years passed.Ivan travelled a lot.Atlast he reached a palace.

- Do you want to see the palace ?

Teacher shows the Big picture (BP-10)

Interaction

What do you see in the picture ?

Children observe the picture and responsd freely.

Where were the crows perched ?

Crows perched on the windows, walls and roof of the palace and on the trees nearby.

Teacher writes down each idea and evolve the above sentence.

Teacher reads the elicited subtext

Teacher readsthe evolved subtexts two or three times and learners read after the teacher.

Narration

The crows were flying all over the palace.In the kitchen,in the garden,in the bed room, in the pond ... every where.

Was there anybody to get rid of the crows ?

No one knew to get rid of the crows (Subtext)

Teacher reads the subtext 2/3 times and learners read after the teacher.

Everybody was following about the grows Ivan also heard the issue. Ivan went to the palace and

offered the king a help.

- What will Ivan say to the king ?
- How will the king respond ?
- What will be the conversation between the king and Ivan ?

All of you take your text book page 69

Find out the conversation between the King and Ivan.

Children under line the dialogue in the text book and write down in their notebook.

Ivan : Your Majesty, I'll get rid of the Grows.

King : If you can do that, you can marry my daughter.

Strategy

Teacher writes the dialogue on a strip and cut down into words. Teacher should keep one sentence for one learner. She places a box in the centre of the class. All the learners are divided into four/five member group and when the teacher blows the whistle (each group is given two minutes) let them take one word strip individually and come back to their place. For the next whistle next group will move to the word bank and take each one. Thus teacher gives chances to all groups.

After one round each member tries to make the complete sentence. Only one word strip can be taken during a single round. They can either exchange or take new word from the bank for the next round.

Teacher can check who has completed the game first.

Let the winner come forward and readout the sentence.

Loud Reading

Teacher reads each and every sentence worth all prosodic features. Let the children read each sentence after the teacher as an echo reading. This reading can be done vice versa also.

Period – 14

HOMELESS BIRDS

Teacher interacts with the learners and check whether they comprehended all the ideas of the text 'Noisy Birds'

Teacher draws a matching table on BB. Let the children draw the some in their notebooks.

King	:	Was very much annoyed
	:	Listened to the grows
Ivan	:	offered a realard
	:	Went to the palace

Let the learners join the sentences worth the characters by drawing a line.

Ivan listened to the crows. Ivan bowed before the king and said,

Teacher can imitate as Ivan, presents the dialogue "Oh, lord..... doing it."

- What did the king do then ?
- Whom did Ivan marry ?
- What message did Ivan give to save the birds ?

Teacher asks children to read the text page 70 and respond for the questions.

Introduce Activity 2 Page 76

Teacher reads the narrative and leads children for innovative preparation of posters.

Strategy

Teacher asks each group to rehears the conversation between Ivan and the King based on the text "Homeless Birds"

Let the children prepare the dialogue in group.

Presentation of dialogue with all prosodic features by each group.

Period 15**A new Servant &
The nightingale is Back**

Teacher can present the whole text in a low pace. She can stand in a higher level of the student. So that she can observe the whole performances. Each child can assume the role and move as he like.

Strategy 1

Then, the whole class can be divided into three corners. Let 2/3 members be the narrators and others present the story on the form of TPR (Total Physical Response)

Strategy 2

Each group selects any three scenes in the story. Let them perform it as tableau. Other groups identify the scenes performed.

Introduce activity – 1 Page 75

Period 16**If I could Fly**

Teacher plays the poem “ If I could fly” in the whole class.

Let the learners enjoy the rhythm of the poem. Teacher plays the first four lines of the poem once again.

Asks the children to identify the words and thus evolve all the stanza.

It can also be done in the class as another strategy. Let the whole class is divided in to five. Ask them to close the text. Each group is given one stanza when the song is played, each group is expected to identify the lines and work down the stanza in the chart paper provided.

- How will you express the wishes of the child ?
- How will you express the scenes you see around ?
- How will you float with the clouds ?
- Which one the places that the child want to fly around ?

Teacher leads the learners to page 74 for following the spaces.
Each group come forward to perform the wishes of the child.

STD
4

DIET PALAKKAD



MY ENGLISH WORKSHEETS

Name :

School :

Worksheet - 1

Ivan thought about his golden days.'We had a strong team. We always won the games.Those were the happiest days in my life. Oh God ! Cleaning the floor tears rolled down through his cheek.Write down the thoughts of Ivan.



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Worksheet - 2

Write down the duties of Ivan



Worksheet - 3

Rearrange the following sentences to know how Ivan saved the birdies. Write down the numbers in order in the box provided

- Ivan saw a big nest
- Ivan covered the nest with his clothes
- Merchant sent Ivan to the forest
- No one was there to protect the birdies from rain
- The rain fell heavily with thunder and lightning

Now you can write down the events in order.

Worksheet - 4

Ivan could understand birds' language. One night the nightingale came with its soothing song. Ivan called the nightingale. It came near and they began to talk

Can you guess and write down the nightingale's dialogue in the space provided

Ivan : Hai nightingale, Please come near. I want to tell you a happy news

Nightingale : ZZzzzz

Worksheet - 5

Mother bird come back when the rain was over. She was happy to see her safe kids. The little birdies began to describe what happened. Can you describe the event ?.....

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.....N...E...S...T.....

Worksheet - 5

Mother bird come back when the rain was over. She was happy to see her safe kids. The little birdies began to describe what happened. Can you describe the event ?

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Worksheet - 6

Ivan said in a low voice.

“ I would become a king and you would become my servant “

The merchant was worried so much. He couldn't sleep for weeks

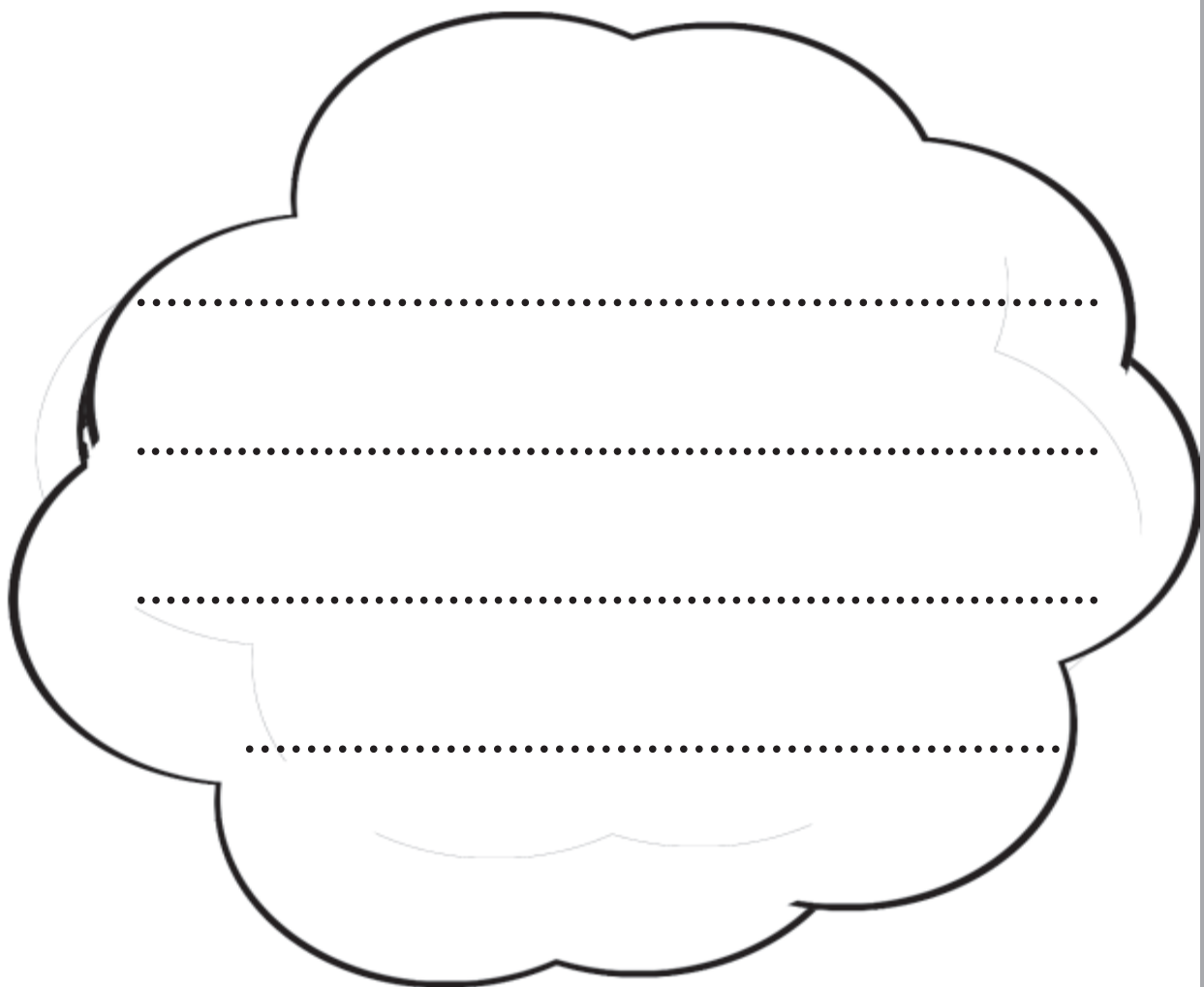
Many events flashed through his mind.

“ I toiled him from dawn to dusk “

Will he take revenge upon me ?

What shall I do ?

Write down the thoughts of the merchant



Worksheet - 7

The crows made many problems in the palace . The king tried his level best to drive away the crows But all the time he failed. He was really annoyed. At last he decided to give a proclamation . Write down the proclamation given by the king



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Worksheet - 8

Who said these words ?

- ◆ “ You know our language. Will you teach me your language, the language of birds ?”

- ◆ “I have a secret to tell you “

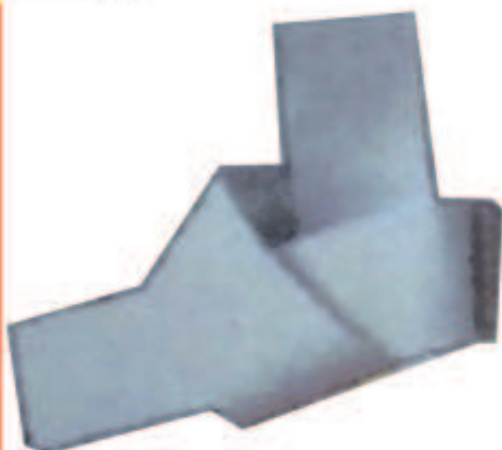
- ◆ “You silly boy, Keep quiet!”

- ◆ If you can do that you can marry my daughter

- ◆ Your Majesty, supper is ready

STD IV

NEST Nourishing English through Strengthening Talents



1

BIG PICTURE

UNIT - 3
The language of Birds

DIET
PALAKKAD

STD IV



NEST Nourishing English through Strengthening Talents



2

BIG PICTURE

UNIT - 3
The language of Birds

DIET
PALAKKAD

STD IV

NEST Nourishing English through Strengthening Talents



3

BIG PICTURE

UNIT - 3

The language of Birds

DIET
PALAKKAD

N E S T

Nourishing English through Strengthening Talents



N E S T

Nourishing English through Strengthening Talents

STD IV



NEST Nourishing English through Strengthening Talents



5

BIG PICTURE

UNIT - 3
The language of Birds

DIET
PALAKKAD

STD IV

NEST Nourishing English through Strengthening Talents



b



a



c



6

BIG PICTURE

UNIT - 3
The language of Birds

DIET
PALAKKAD

N E S T

Nourishing English through Strengthening Talents

STD IV

NEST Nourishing English through Strengthening Talents



7

BIG PICTURE

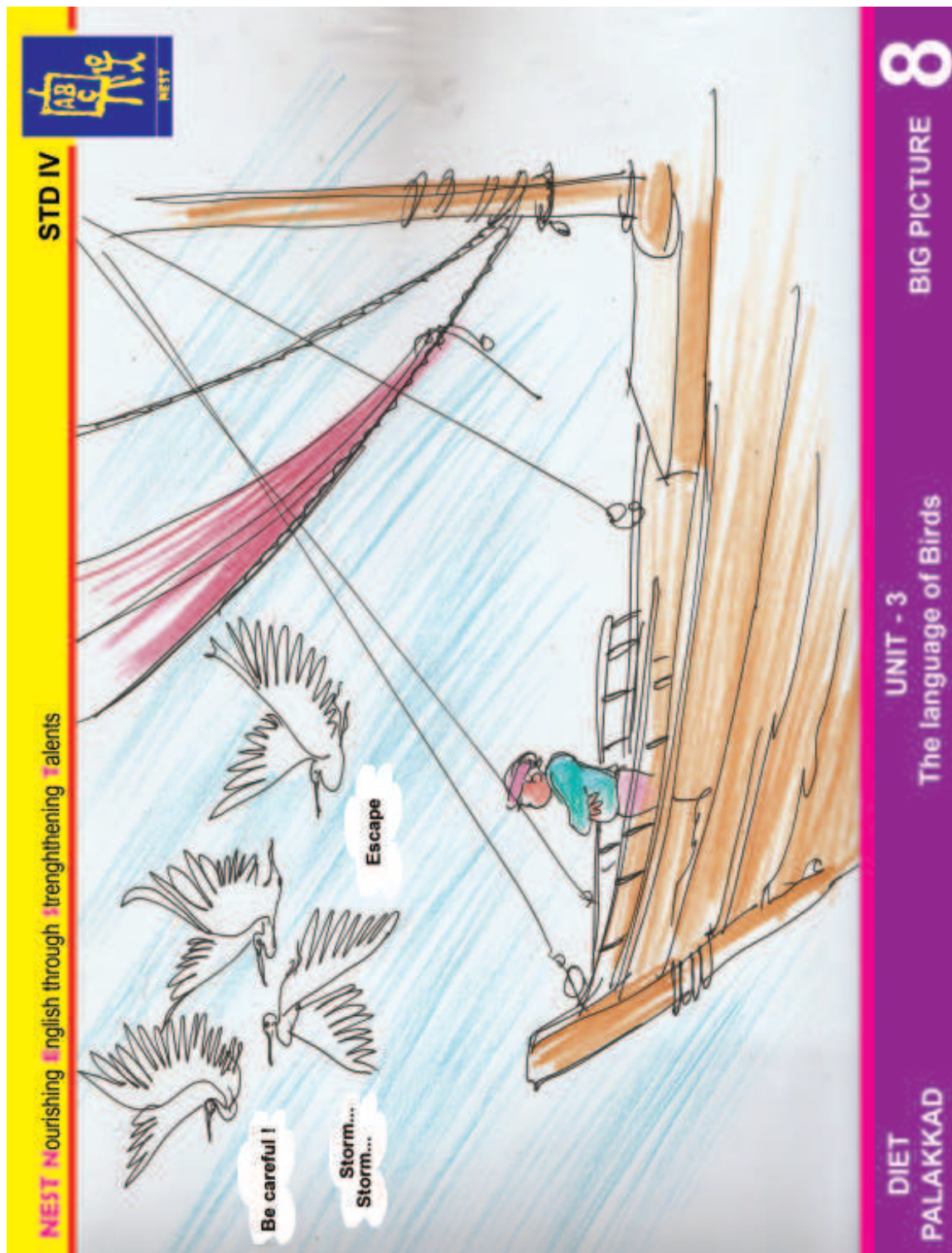
UNIT - 3
The language of Birds

DIET
PALAKKAD

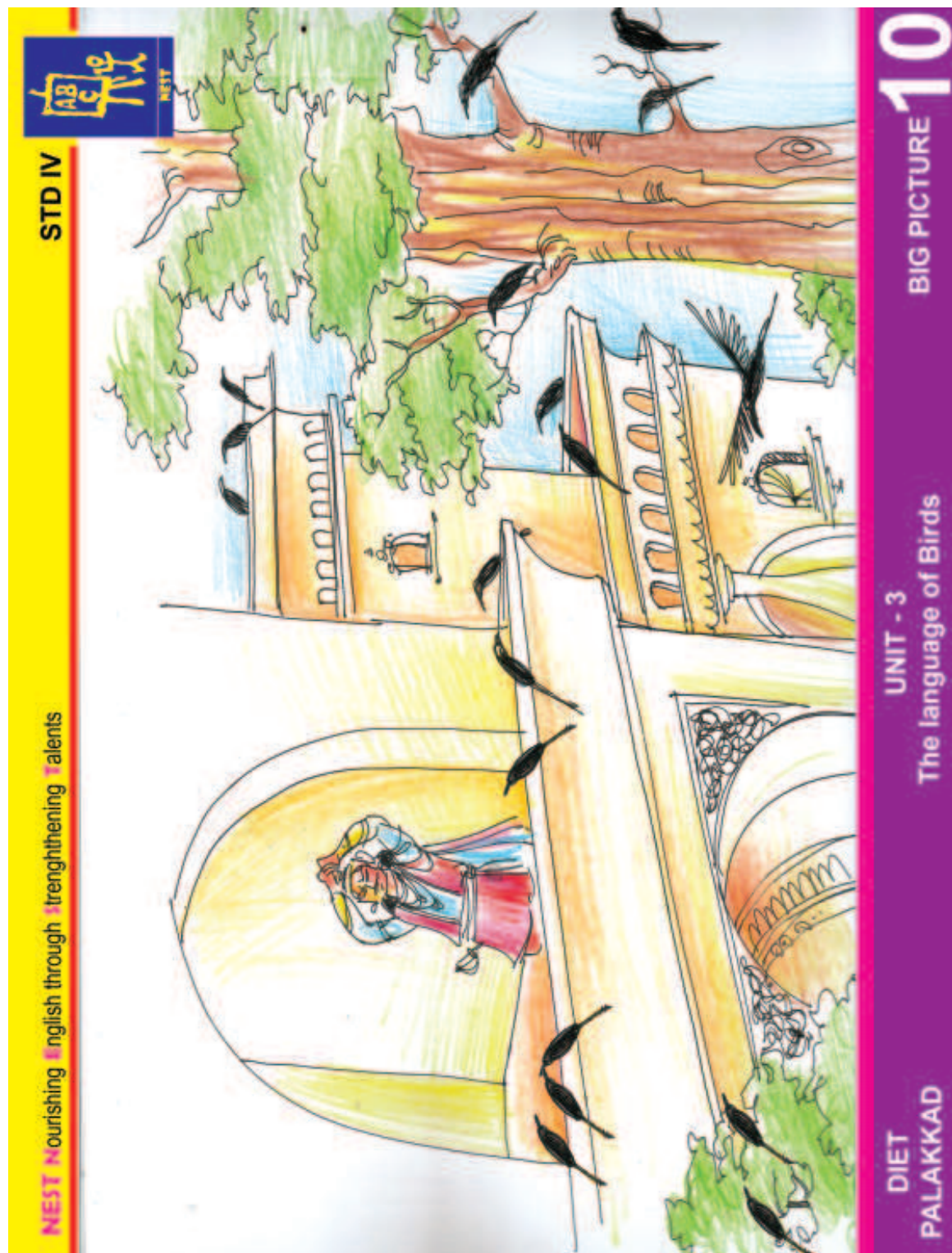
N E S T

Nourishing English through Strengthening Talents









STD IV

Nourishing English through Strengthening Talents

BIG PICTURE 10

UNIT - 3
The language of Birds

DIET
PALAKKAD

N E S T

Nourishing English through Strengthening Talents

STD IV

NEST Nourishing English through Strengthening Talents



BIG PICTURE 11

UNIT - 3
The language of Birds

DIET
PALAKKAD

N E S T

Nourishing English through Strengthening Talents

NEST

Nourishing English through Strengthening Talents

ENGLISH MATERIALS

UNIT
4

THE LOST CHILD



1. Teacher Plan
2. Work Sheets
3. Big Pictures

Unit 4 The Lost Child

Learning outcomes

The learners will be able to,

- * read and understand words such as fascinate, hawk, murmur, garland bitterly, sob etc
- * identify the theme of the poem and the rhyming words
- * make sentences using prepositions such as in, on, between, under, above, over, at etc.
- * Use singular and plural forms of the words contextually
- * prepare scrolling news from the clues given
- * understand and respond to simple questions
- * identify the simple present and simple past forms of regular verbs
- * undertake language projects actively
- * do activities in the text book according to the instructions.
- * Express thoughts and feelings in simple language
- * shows progress while learning English

Period I

Teacher shows the **Big picture-1**

(a child holding the hand of an elder one) and interacts

What can you see in the picture ?

You can see two hands, one is big and the other is small.

- * Can you say a word related to the picture ?
- * Whose hands are these ?

Teacher writes down all the words and makes a word sun on BB.

I shall tell a story about a small child.

Teacher shows the **Big picture II** (picture of the summer fair)

- * Do you know what the picture is about?

Children come up with different responses.

‘Okay, I will give you a clue’.

Here are some letter cards. You can join and find out the place.

Teacher gives letter cards in a five member group.

s	u	m	m	e	r	f	a	i	r
---	---	---	---	---	---	---	---	---	---

If the children are not able to find out the word, allow them to scan the text book. Let them paste

the word Summer fair in their note book.

- * Which are the animals that you see in the picture?
- * How many of you can describe the picture ?

We shall write some words related to the picture.

Now all of you get ready for a game. Teacher gives instructions for the game.

“All of you stand in two lines”

Children stand in two lines and act according to the instructions given.

‘We are going to play a game ‘

‘This is team A, This is team B’

- * Do you want to name your team ?

Team A and B select names for the group .Teacher writes the names on two different charts. Teacher asks the students to scan the text ‘The summer fair’ in page 98 and find words in it.

‘Its a game for noting down maximum words from the text’

Let each member of your group select one word to write on the chart.,

When I blow the whistle ,one member shall come forward and write the word on the chart provided.

Pass the marker to the next member in your team and the game continues till the next whistle.

Teacher asks the students to open their text book and underline the words written by them on the chart .

Which team has written more words ?

Who are the winners ?

SUMMER FAIR

Teacher once again shows the **Big picture II** and interacts.

- * What the picture is about ?
- * Which are the animals you see in the picture ?
- * Can you see any play materials in the fair ?
- * Which are the shops you see ?
- * Which are the toys in the shop ?
- * Have you ever gone to a summer fair ?
- * With whom did you go there ?

Here is a story of a little boy who visited the summer fair with his father.

Listen carefully:

Narrative

Teacher presents the Narrative with all prosodic features

A little boy was standing in front of his house. He was eagerly waiting for somebody . He was

in a new dress.

‘Why is father so late ?’ , he thought

‘Today he promised me an outing’

‘Mother , What is the time now?’

‘Why father is not coming ?’

The little boy complained to his mother

‘Don’t worry my child,he will come soon ‘ Mother replied.

‘Look! My father , my father has reached.....’ ,

The little boy jumped with joy .

‘Father,shall we go?’

‘Yes, my child’

‘Mother ,are you not coming?’

‘Yes dear, I am ready’

Together they started.

After a while they reached some where.

- * Do you know where they reached ?

Elicits responses .

Teacher shows the cut out of the child , father and the mother .Place them on **Big picture II** (summer fair)

- * Where are they now ?
- * Is the boy happy ?
- * What does the boy do ?

Teacher takes the cut out of the boy and moves around his father and place back.

- * What did the boy do ?

The little boy ran around his father. (Subtext)

Teacher writes the sentence on BB.

Find out the sentence from text and encircle it

Teacher now places the boy and his father near the toy shop.

Interaction

- * Where is the boy now ?
- * What is he looking at ?
- * Will his father buy toys for him ?

Read the text in groups and find out the answers.

- * Shall we sit in groups ?

Grouping

Learners are divided in to five member group

Teacher distributes the strips among children

(Toyshop,sweet shop,fancy shop,bicycle shop, Power shop,)

Collaborative reading

When children sit in groups, teacher should intervene each group and check the comprehension of the text through interaction (using above questions)

Loud reading by the teacher

Loud reading by the learners

Learners read one/two sentences by taking turn

The process continues in all groups simultaneously.

The group members can help each other.

Select the best reader from each group.

Whole class reading by selected readers from each group.

(They also take turn and read 2or3 sentences)

Period 2

A SWEET SELLER

Teacher prepares a concept map on 'The Summer fair' and recaps the ideas.

- 1.Who did go to see the fair ?
- 2.What all things did they see?
- 3.Which shop did they visit first ?

4. Did they buy toys ?

5. How did his father react ?

Children prepare concept map for the text based on the interaction

* Shall we move forward?

* Do you want to know where did they go next ?

Here is one hint for you .

Teacher shows a surprise packet.

* What is this ?

* Can you guess what is inside the box ?

All of you try please.

Sweets ? Pictures ? Pens ?.....

Teacher writes the elicited words on BB

There are sweets in the box.

* Do you know which sweets are they ?

* Can you name some sweets ?

Teacher can also list out the names of the sweets on BB

Teacher can provide a word strip with the name of a sweet to all children.

* Did all of you get a strip ?

* What is written on the strip ?

* It is the name of a sweet ?

* Can you read the strip ?

Your friends are somewhere here with similar strips.

* Gopika , Which strip did you get ?

Oh ! It is BurfO. There are some more BurfOes in the class.

Find out them and from a group.

Pointing to each group teacher asks,

Show your strips to the other group members and read it out please.

* Oh ! It is Rasagulla ?

* Ladoo ?

* Gulab jamun?

* Jillebi? Its so good

Teacher opens the box and invites each group near to the table (teacher already keeps the sweet in

different covers)

* Which is your strip ?

* Can you find out it from the box?

* Can you draw the sweet you have got ?

* Do you want to colour it?

Teacher displays the sweets on the table.

Teacher provides crayons to children.

Children draw the pictures of sweets and colour accordingly.

* Have you completed drawing ?

* Can you make a word web using your sweets ?

- * What is its colour ?
- * What about shape ? Taste ? Ingredients ?

Teacher provides a piece of chart paper and tells students to draw a concept map on the paper.

- * Now tell ,where will we get the sweets from ?
- * What will you do if you go to a sweet shop?

What dialogue will you make with the sweet seller ?

Groups present the expected dialogue.

Elicits responses

Now you can have your sweets. Please share your sweets to other groups too.

Let children enjoy the sweets.

Period 3

Did you like the sweets you had yesterday?

Have you shared yesterday's experience at home ?

Today there is another surprise .

Teacher places a box containing word strips.

[toys,balloons,jasmine,bullock carts, horses, gulab jamun,rasagulla, burfO,jilebi,ladoo,giant wheel]

Teacher places a chart with two columns like sweets & other items

Teacher asks children to take one strip, read it aloud and paste it in appropriate column.

Now let's find out where the boy and his father is standing ?

Teacher shows **Big picture 3** . Places the boy and his father near the sweet shop.

- * Where is the little boy standing?
- * Which are the sweets in the shop ?
- * Why did the boy's mouth watered ?
- * Which is the boy's favourite sweet ?

Collaborative reading

Grouping based on the name of sweets

Children read in groups and find out answers

Group presentation

- * Why did the boy ask for Ladoo?'

Ladoo was his favourite sweet. (Subtext)

Teacher writes the elicited subtexts on BB.

Loud reading by the teacher .

Loud reading by the learner

Learners read one/two sentences by taking turn

Interaction

- * Who are the characters in 'A sweet seller'?
- * What is the dialogue of 'hawker'?
- * Can you find any other dialogues ?

Elicits responses

- * Shall I read it once again ?
- * Two of you will come and enact the roles .Won't you?



- * Among the two, who will be the hawker ?
- * Who will be the little boy ?

Let two members from one group come and enact the role while teacher reads aloud the text. In later stages the best readers can read the text and other members can enact the role.

Activity 1 Page 107 can be given as home assignment

Teacher displays a chart containing favourite items. Groups interact each other and respond.

Period 4

Hope you have done your assignment. Random presentation.

- * Do you remember the name of sweets in the sweet shop?

Elicit responses .

Teacher writes the names of sweets in jumbled letter order on BB

Rearrange the letters and find out the names of the sweet.

Who will do it first ?

Let me see.

d	l	o	a	o
---	---	---	---	---

b	i	f	u	r
---	---	---	---	---

Did the boy buy 'Ladoo' from the sweet shop?

Where did they reach next ?

COLOURS FAR AWAY

Narrative link

Feeling sad , the boy moved forward. He could hear a sweet song from a distance.

A garland of Jasmine
A garland of Jasmine
Lovely lovely jasmine
Fresh jasmine,white jasmine
Nice jasmine,sweet jasmine
Come and have it ,come and have it
A garland of jasmine

Learners sing the poem with the teacher.

Teacher places both the boy and his father near the Power shop (**Big picture 4**)

The boy and father reached the shop.

- * Can you guess which the shop is ?

Elicits responses

Interaction

- * Where is the boy now ?

Seeing the garland of jasmine,what did the boy murmur ?

- * What did the Power seller shout?

All of you sit in groups . Read the first paragraph of Page 100 and find out the answers.

Presentation of the groups.

Now all of you listen here, The boy was moving forward

..”Tup” the boy heard a loud sound and he turned back. It was a balloon man.A beautiful smile spread on his face.

- * Do you know how the balloon was man standing ?

The man stood holding a pole with yellow,green, red and purple balloons.

Teacher writes the text on BB

- * Can you read the sentence loudly ?

Okay, now all of you draw the picture of the balloon man.

Teacher distributes piece of A4 sheet to all children. The completed pictures can be pasted on a common chart in the class room.

Teacher gives balloons to all the children .

Interaction

‘The balloon man was also singing a song. Shall we sing the song ?

Red balloon, Blue balloon -Yellow balloon,Green balloon
Big balloon, small balloon- nice balloon, round balloon
Swaying in the wind- dancing in the wind.
Moving to the right ,Clap, clap clap
Moving to the left , clap, clap, clap
Moving up and down ,clap , clap,clap
Moving to and fro clap, clap, clap

Narration

(Teacher places the boy near the balloon man.)

“ Seeing the balloons the boy ran towards it. The boy wished to have balloons. But he knew that his parents would never buy the balloons . They would say that he was too old to play with such things. So he walked on...”

- * Did the boy ask for the balloons ?

- * Why was the boy sure that his parent would never buy him balloons ?

Elicit responses.

Loud reading by the teacher (Colours far away)

Loud reading by learners. Learners read one/two sentences by taking turn

The process continues in all groups read simultaneously.

The group members can help each other.

Select the best reader from each group.

Whole class reading by selected readers from each group.

(They also take turn and read 2or3 sentences)

Period – 5

CRIES UNHEARD & SOB

Teacher recaps the idea of the Text page 100 ‘Colours Far Away’

1. Who are the sellers in the picture ?
2. What was the fPower seller saying ?
3. How was the balloon man standing ?

Teacher elicits idea and children respond freely .

Let them make a concept map of the picture Page 100.

Teacher shows **Big picture -5** (The boy near the giant wheel)

Teacher places the little boy near the giant wheel on the big canvas.

- * Who all were riding on the giant wheel ?

Men, women and children were riding on the giant wheel. (Subtext)

- * How did the giant wheel move ?

In whirling motion (Subtext)

- * Seeing the giant wheel what did he ask to his father ?

‘I want to go on the giant wheel,Please Father.. ...Mother ‘ (Subtext)

Teacher writes the elicited subtexts on BB

- * Will father allow him to ride on the giant wheel ?
- * What will happen next ?

Teacher places the sobbing little boy in the picture. **(Big picture -5)**

- * Where is the boy ?
- * What happened to him ?
- * Why is he crying ?
- * Where are his parents ?

Narrative

Teacher presents the text Page 101 &102 in the classroom with all prosodic features.

Groups the children in to fOve. Let them sit together and fOnd out the main events of the two Texts

101 &102.Each group writes down the main ideas in their notebook .

Group presentation.

Introduce Activity -3 TB Page 109

HELPING HANDS

Period -6

Interaction

- * Will he fOnd his parents ?
- * Will anybody help him ?
- * If you were the child , what would you do ?
- * Who will try to console the child ?

Let's see, Teacher places the man with the child in his arms.**(Big picture-6)**

- * What will the man ask ?
- * Will the boy stop crying ?
- * Where did the man take him to ?
- * What did the little boy say ?

Introduce Activity -2 page 108

The man took him to the giant wheel, balloon man , fPower seller, sweet stall etc

The man was asking some thing to the boy at each places.

Teacher displays a chart containing the questions asked by the man and place.

From where ?	Place/Location
.....	Flower shop
What sweets would you like to buy ?	
.....	Balloon man
.....	Giant wheel



All of you read your text and complete the task in your notebook.
Children present the questions asked by the man at different locations.

- * What was the response of the child ?
- * What did he say ?

Teacher says the dialogue of the man at the giant wheel
Would you like to go for a ride ?

Children are asked to say the response together.

“I want to see my father. I want to see my mother”.

Teacher repeats the dialogue in different locations children say the same response together.

Period 7

Reading together

Teacher and children read the text ‘A helping hand’ together. Teacher reads one sentence and the children read the next sentence together. Completes the whole text by alternate sentence reading.

Narration

The man and the boy searched for the parents hither and thither in all directions. The parents were also searching for the child. At last they decided to make an announcement to find out their missing son.

Introduce Activity 5 Page 110.

Introduce Activity 4 Page 109.

THE LITTLE BOY LOST

Plays the audio two or three times
Asks the children to find out the words
Elicits each line of the poem.
Sing the poem together.

Interaction

- Who are the characters ?
- What happened to the boy ?

Try to share events where the children are lost by the parents.

Activity 6,7 and Project works can be done as home assignment

My words / I can can be done for assessment.

STD
4

DIET PALAKKAD



MY ENGLISH WORKSHEETS

Name :

School :

WORK SHEET 1

Have a close look at the summer fair. Describe the picture in your own words.



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WORK SHEET 2

The little boy and his parents reached in the summer fair ground. The boy was walking joyfully holding his father's hand. He saw many play things. He stood still in front of a toy shop. He grabbed his father towards a toy car. At last father moved towards the shop.

Write down the conversation between the shopkeeper and the little boy's father.

Shopkeeper :

Father : I want a toy car

Shopkeeper :

Father : Take that blue car.

Shopkeeper : Which one you want? The small or the big one ?

Father :

Shop keeper :

Father : What is the cost of this car ?

Shop keeper :

Father : Oh ! It is too much . We will buy it later.

WORK SHEET _3

The balloon man was busy with filling the balloons. His small kitten was playing with the filled balloons. Suddenly one of the threads had broken and the kitten began to move up...It feared for a while but when it looked down the beautiful sceneries made the kitten happy.....

It began to sing a song.....

Add more lines to the poem



The flying balloons are calling me

To fly in the moving wind

The rolling wheel is calling me

To play with my loving friends

.....

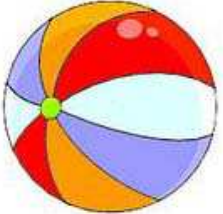
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WORK SHEET 4

Here are some play things. Can you complete the table with their movements.

Picture	Name	Movement
		
		
		
		
		

Hints for Movements :- To and fro, back and forth, whirling motion, Bouncing, Floating

WORK SHEET 5

Weeks and months passed. The summer fair came again. The man thought about the last summer fair. "The poor boy ! when I saw him, He was crying. I cannot forget his murmering.

I want my Mother, I want my Father.....

Write down the thoughts of the man in summer fair



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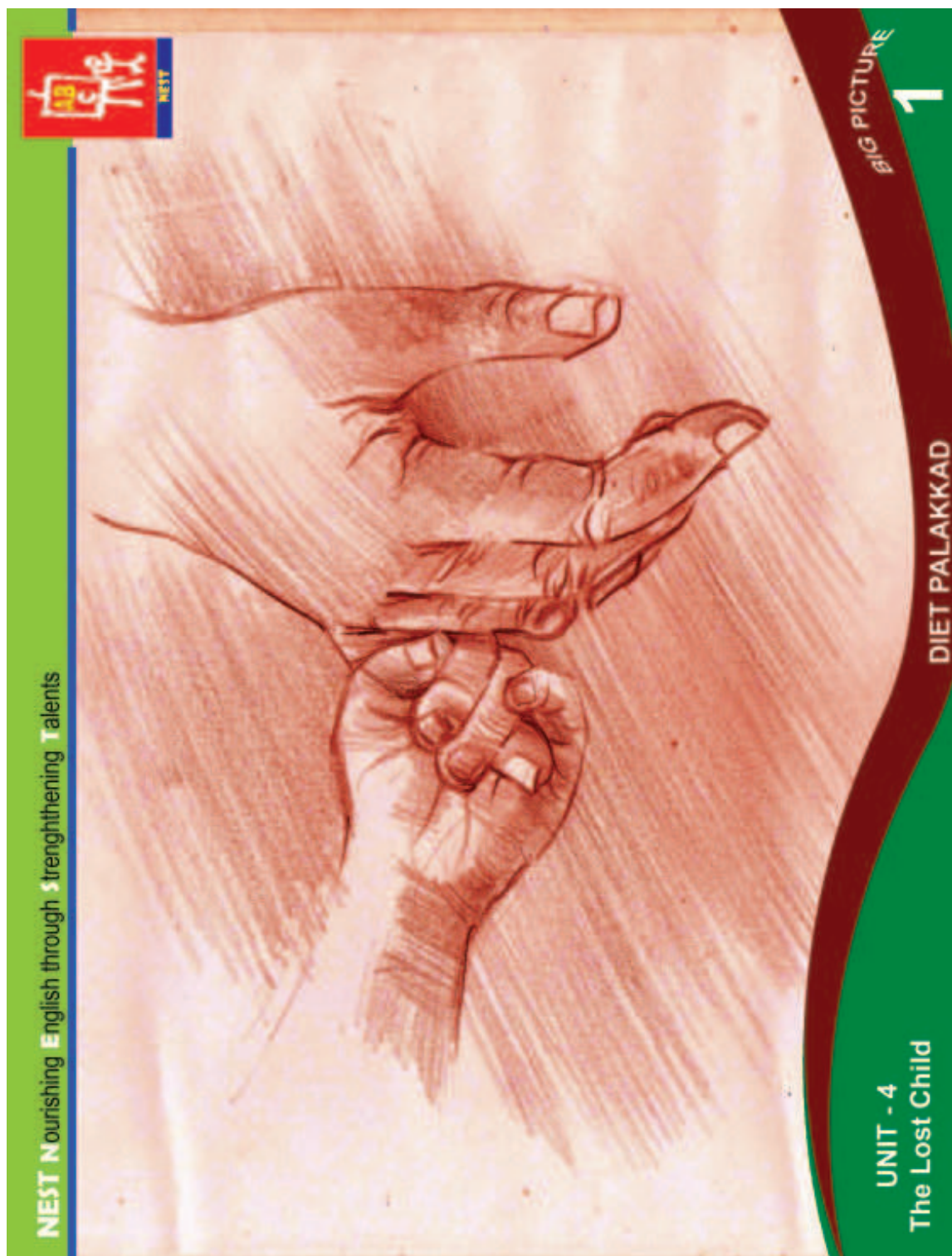
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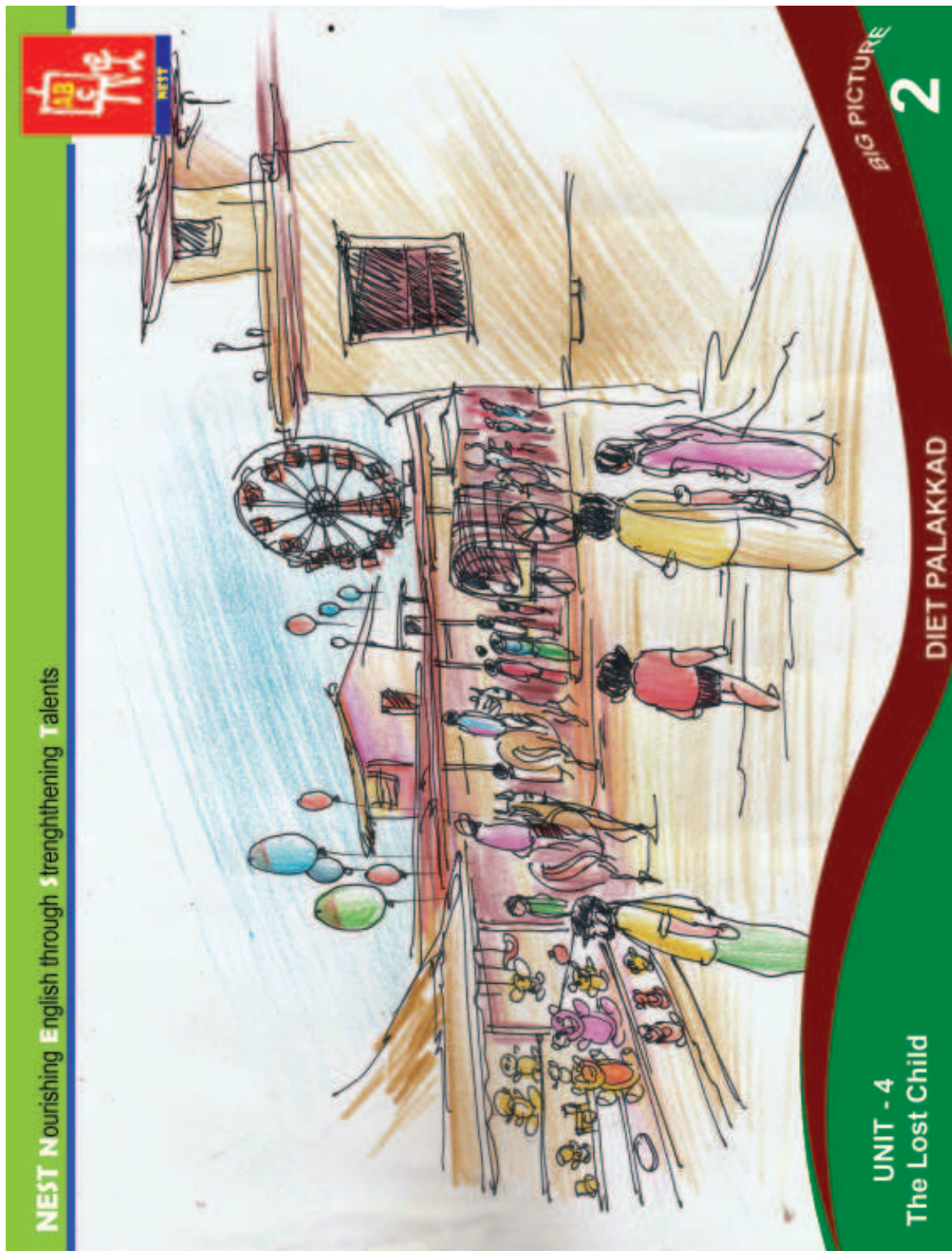
WORK SHEET 6

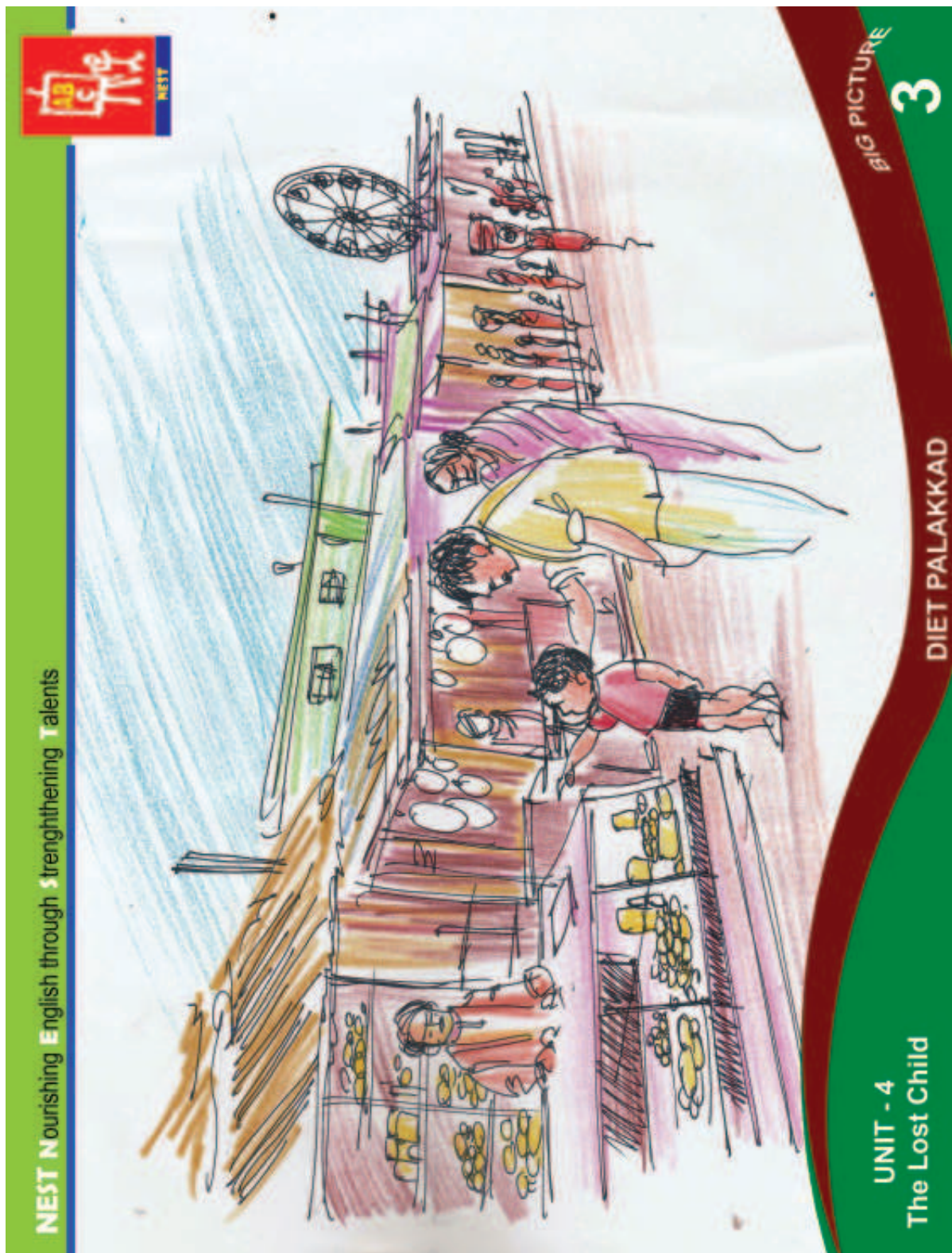
What did the man say in each place ?

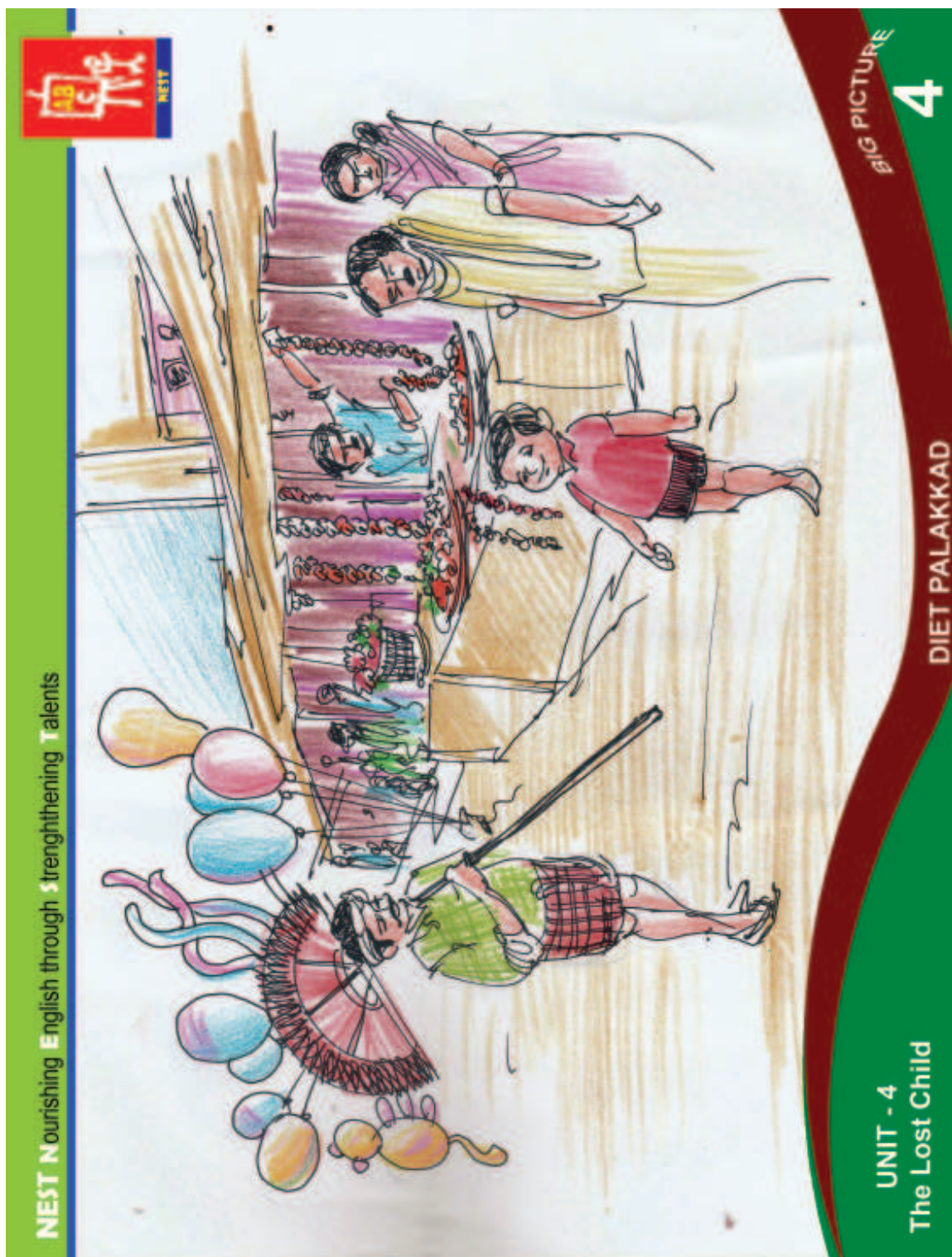


What was the child's reply ?



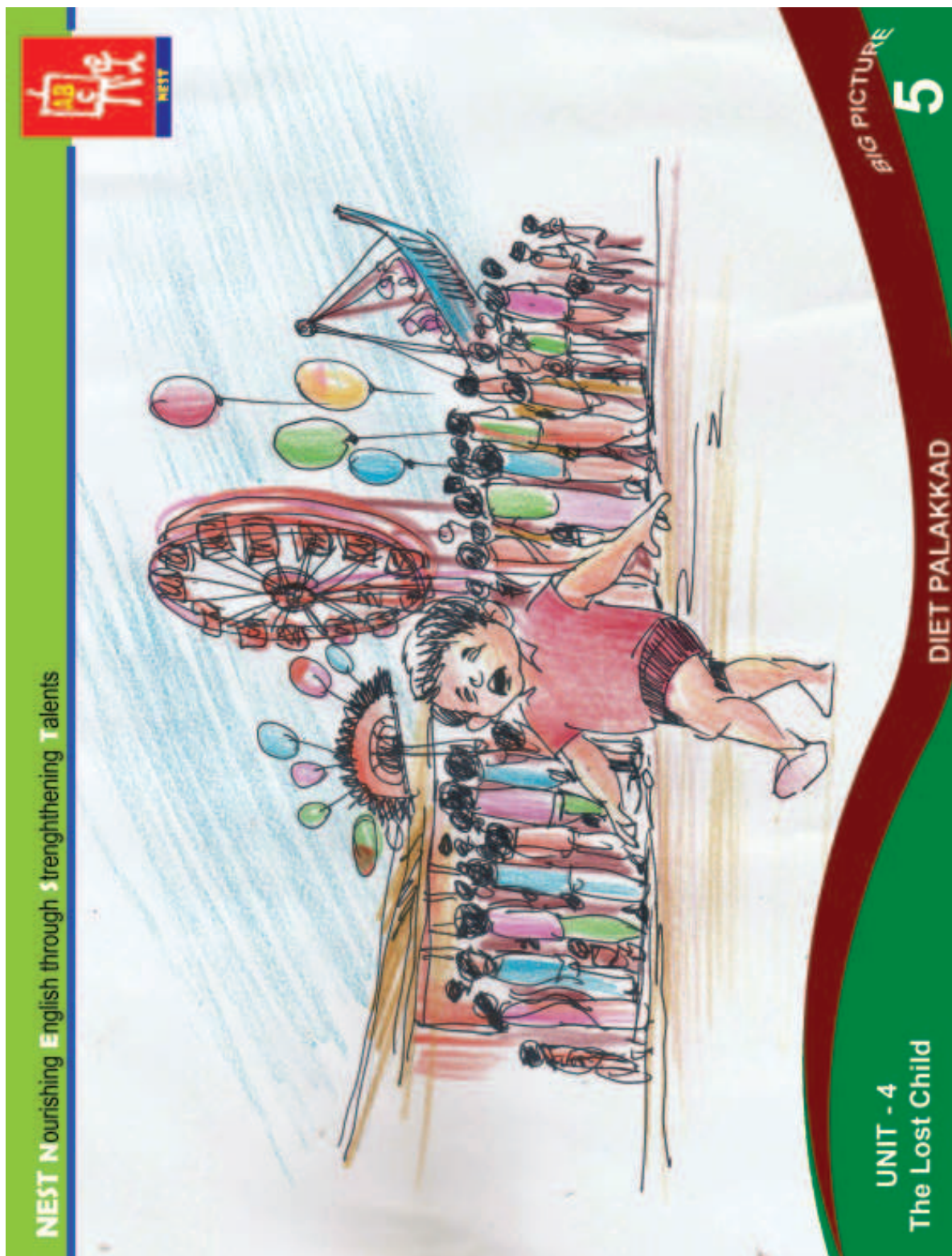


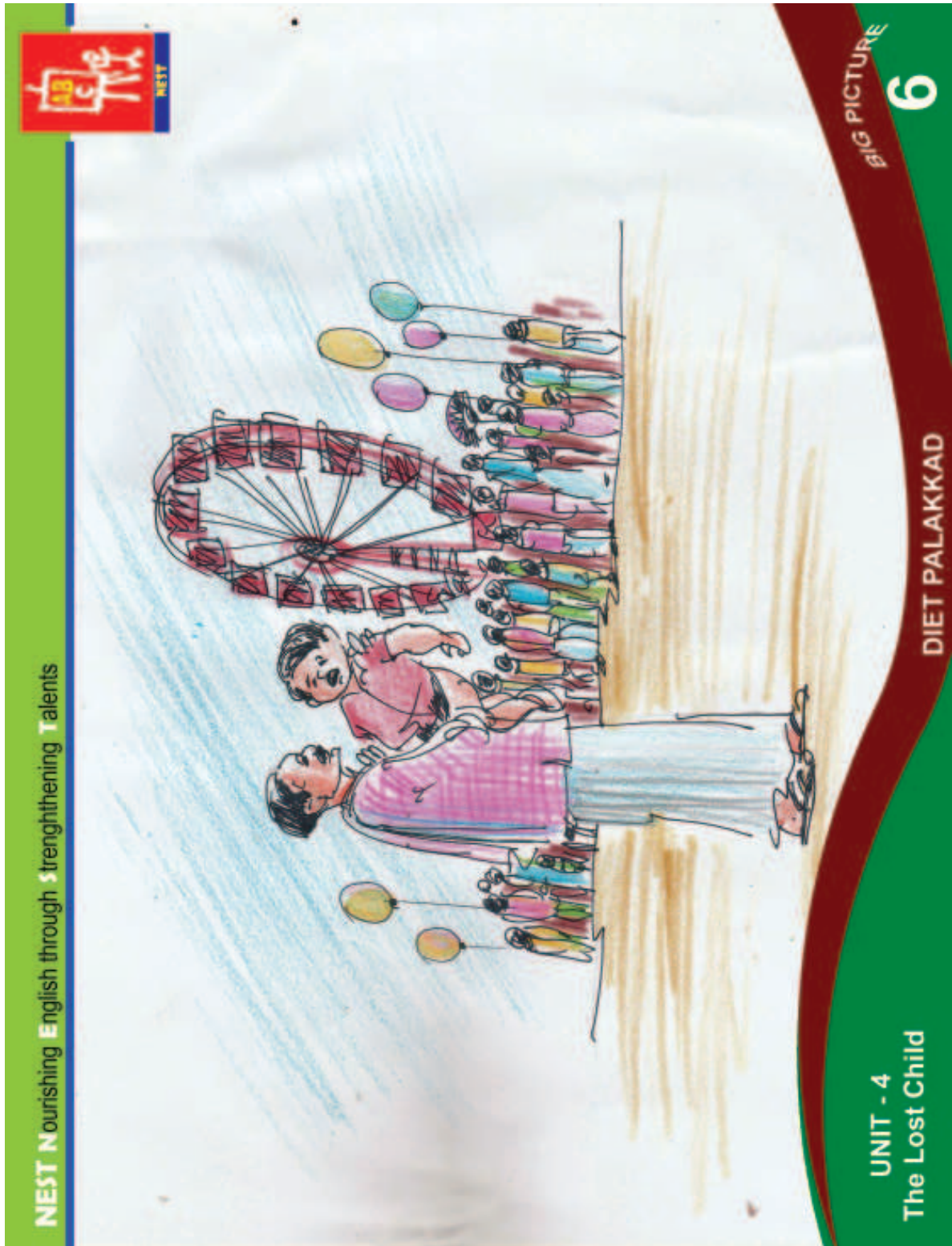




NEST Nourishing English through Strengthening Talents

UNIT - 4
The Lost Child





NEST

Nourishing English through Strengthening Talents

ENGLISH MATERIALS

UNIT
5

THE ELVES AND THE SHOE MAKER



1. Teacher Plan
2. Work Sheets
3. Big Pictures

THE ELVES AND THE SHOE MAKER

Learning outcomes

The learners will be able to,

- read and understand words such as recommend, scatter, leather, customer, pound etc.
- identify the theme of poem and answer the questions given in the text.
- write short description about various occupations
- write short anecdotes
- write simple stage instructions
- understand and respond to simple questions
- undertake language projects actively
- do the activities in the reader according to the instructions
- express ideas in simple language
- use prepositions in meaningful contexts
- identify and use contracted forms like: we'll, there're, let's etc

Period -1

Entry Activity

Interaction based on "how the children come to school".

- How many of you come by bus?
- How many of you come by foot?
- Do you cross the road?
- How will you cross the road?
- Usually, from where do you cross the road ?

We cross the road only through zebra line.

- Did you help anyone to cross the road?
- Whom did you help?

Teacher shows different pictures of people helping others. **Big Picture (BP -1)**

Free responses, teacher writes the responses on BB/chart

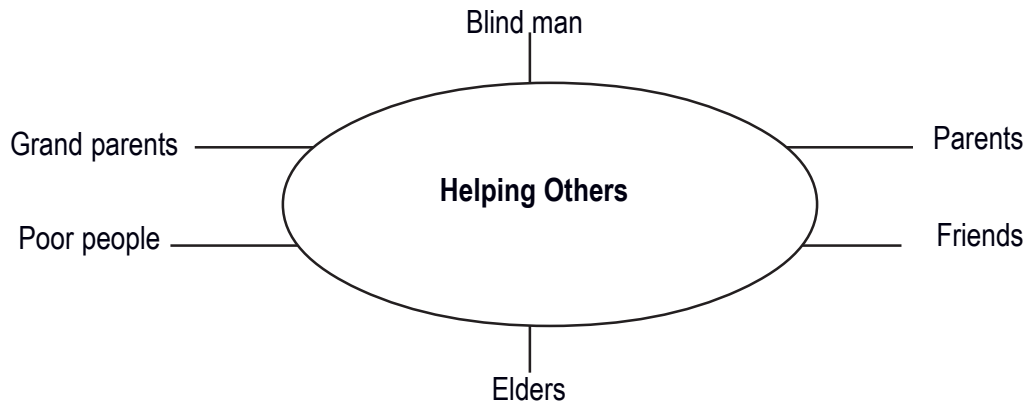
Teacher points one picture and interacts.

- Do you see the picture?
- Do you see the boy?
- What is the boy doing?
- Does the boy help the other one ?
- What are the other ways that we help others?

A discussion based on each picture

- Whom do you help?

Teacher writes the responses on BB. Teacher draws a word web on BB.



Then teacher discusses the need of helping others.

- ✱ Do you think helping others is a good habit?
- ✱ When should we help others?

"We should help others, when they are in trouble".

Teacher distributes **Worksheet-1** based on helping others

All of you please observe the picture and write down the type of help they are doing .

- ✱ Do you see the pictures ? (Pointing to the picture)
- ✱ What is the girl doing?

The girl is helping her brother to read the book.

Teacher writes the answer on the BB and tell them to write the answer in the space provided.

Teacher tells the students to write the responses about the remaining pictures.

- ✱ All of you completed?

Okay, now the rows can exchange the worksheet for correction.

- ✱ How many of you have completed the worksheet correctly?

Teacher displays the completed worksheet on chart. Children edit their worksheet.

- ✱ Now, we will learn a new lesson about helping others.

Have a look to another picture. **Big picture (BP -2)**

Teacher displays picture of (TB.Pg 120)

- ✱ What can you see in the picture?

Teacher elicits the things and writes on BB. Teacher displays a chart having the objects in the picture(TB.Pg.120) with their uses. (Uses are written in shuffled order)

Here are some pictures in the chart. And there is a box too. I have written names objects. In the paper strips.

Now, each group can come forward pick one strip from the box and paste in the correct place.

- ✱ Are you ready?
- ✱ Let's see which group will do it correctly?

Teacher divides children in 10 groups (based on the things in chart)

Group number one, please come forward and select a paper strip. Show the picture to the whole class and read it loudly, Paste it on the chart.

Teacher can ensure the other members to help the presenting group if needed

Picture	Name	Use
	Knife	
	Scissors	
	Needle	
	Leather	
	Cup board	
	Chisel	
	Chair	
	Door	
	Table	
	Hammer	

- What is written in the right column?

These are uses of these objects. All of you see 1st picture.

- What is it?
- What is its use?
- Who will come and join the picture to its use.?

Teacher helps the groups to complete the activity. Teacher and children read the object and their uses together.

Home Assignment

Let the children draw the activity chart by drawing pictures in their note book.

Activity on page no.143 'my words' can be given as homework.

- Take Page.No.143
- How many things you can see in the picture?
- Can you read it loudly?

PERIOD - 2

Interaction based on their home taking task ,

- Have you completed your homework?

All of you take your notebook and exchange the notebook for peer correction. Ask them to random reading. Teacher displays the chart. Teacher explains the chart once again. Teacher says children to exchange their home work and correct it.

Shall we move to our lesson ? Here is the story of a poor shoemaker.

- Do you want to see the shoemaker ?

Teacher shows the **Big Picture (BP-2)** once again.

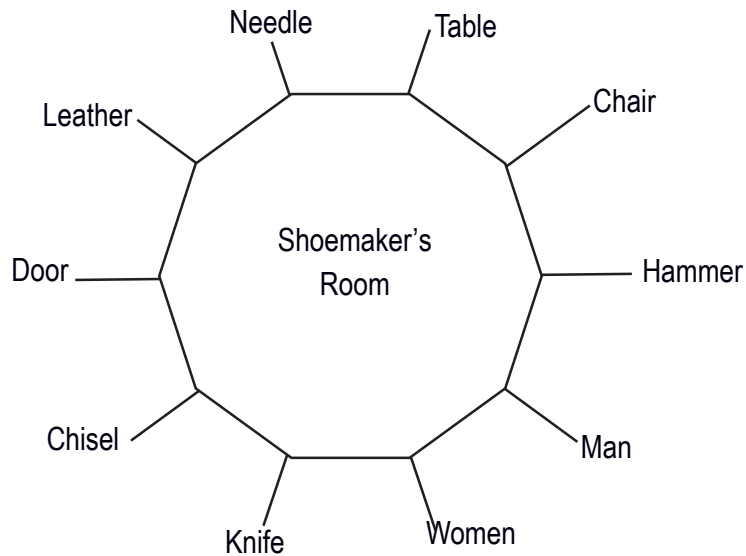
Introduction based on chapter "The elves and the shoemaker".

Ask them to take textbook page No.120

Teacher displays picture (Shoemaker's home)

- What all things you can see in this picture?

Teacher writes responses on BB. Teacher draws the word web on BB.



• Whose house is this? Okay, let's find out.s
will read the text and all of you listen it.

Teacher reads the textbook Page No.120 with prosodic features and interacts .

- Who are there in the picture?
- Who is the lady?
- Are they rich?
- What is he doing ?
- Do you want to know shoemaker's story?

Ask them to read Page 121 silently.

Interaction:

- Who are the main characters?

Then teacher writes down the responses on BB

Shoemaker, Shoemaker's wife, Mr.Boot

Now we are going to sit in groups

Group them according to the 5 things in the picture

1-Needle, 2-Hammer, 3-Chair, 4-Chisel, 5-Cupboard

Teacher checks the comprehension of the text using the following question:

- Who are the main characters ?
- Why did Mr.Boot shout to shoemaker ?
- Why can't the Shoemaker make more shoes?
- Did the owner give more time?
- Why does the Shoemaker say 'Sir you have no heart'?
- Which line tell you that Mr.Boot is angry?

Teacher intervenes in each group and ensures comprehension by asking questions.

Home Assignment

Read Page No.121 carefully with all tonal variations.



PERIOD - 3

- All of you read the text book Scene I ?

Ask the children to sit in their previous groups once again.

Loud reading by teacher

Teacher presents Scene I with all prosodic features

Loud reading by learners

Group members take turn and read the text (one or two sentences each)

All group members read simultaneously

Select best reader from each group

The group members take turn and read two or three sentences

- Shall we present scene I as a drama?
- Who are the main characters ?
- Who is Shoemaker in 1st group? (like this teacher interacts with each group.)
- Shall we start our drama? (Each group fixes the character)
- Who will say the 1st dialogue?
- What can you see on the stage in the beginning of the drama?
- From where will Shoe maker enter?

Each group presents the drama.

After presentation teacher can interact and evaluate the performances.

- Which group presented well?

Teacher appreciates all the students participated in drama.

PERIOD - 4

Interaction

- Do you remember Shoemaker and his wife?
- What is the condition of Shoemaker?

Teacher reads the scene II with Prosodic features

- What do the Shoemakers and his wife do ?
- Who came there?
- What are the Elves doing while stitching the shoes?
- Do you want to sing the song ? Do you want to see the Elves ?

Teacher displays the **Big Picture (BP - 3)** having the song.

Teacher asks them to read individually. Teacher sings the song and children sing with the teacher.

Teacher divides the whole class into groups. One group sings the song and second group enacts the song using the masks of elves.

Now I will show the picture of another Elf.

Teacher displays **Big Picture (BP - 4)** of Elf and helps children to describe the picture.

- What is the picture ?
- Is the elf happy?
- How many horns it has ?

- What is the colour of its horns?
- What about the legs ?
- What is the elf doing ?

Home Assignment

Write a description of Elves.

PERIOD - 5

Interaction

- Did you complete your homework?
- All of you read the text book scene III
- Shall we sing?

Teacher displays the chart having the song.

Teacher reads aloud and children sing the song with the teacher.

Teacher divides the whole class into five groups

One group sings the song and the other selected group enacts the song with the mask of elves.

Repeat the activity with other groups

***This is how we make a shoe
Snip! Snip! Snip! Snip! Sew!
Pull the thread right in and through Snip!
Snip! Snip! Snip! Sew!
With the tip tap here ! And a tip Tap there!
Here a tap! There a tap!
Everywhere a tip! Tap!
This is how we make a shoe Snip !
Snip! Snip! Snip! Sew !***

- Shall we sing?
- Do you enjoy the song ?

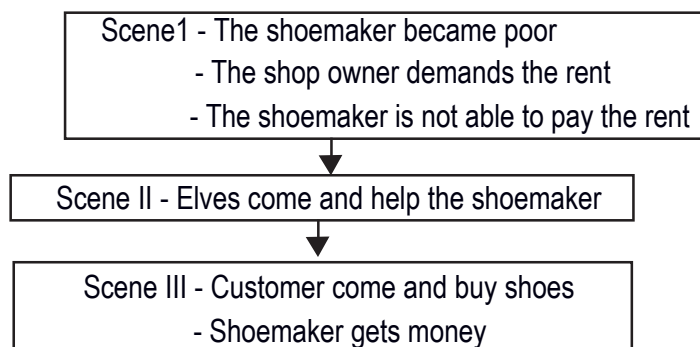
Each group member selects one character

Teacher gives five minutes for preparation.

Children sit in group and try to write events of Scene –I, Scene –II, Scene –III

Let the children write the events of each scene.

Teacher presents the teacher version in Flow Charts



Let the children write down the dialogues for each scene.

Home Assignment

Activity Page No:135. Match the dialogues can be given as home work.

- ✱ Take Page No:135
- ✱ Read the dialogues in the class. Group discussion.

PERIOD - 6

Interaction

- ✱ Who appeared in the last scene of "Elves and shoe maker ?"
- ✱ What did the elves do?

Teacher presents a Narration)

Shoe maker and his wife lived in a poor condition. One day Thomas Boot (house owner) came and asked rent to the shoe marker. Two elves came in the mid night and stitched some beautiful shoes for them.

Elves sang a song while stitching the shoes.

- ✱ Which song did the elves sing while stitching shoes?

Teacher and students sing the song together.

Teacher asks the children to take Page No:125

- ✱ Can you find out the characters?
- ✱ What is going on in the shoemaker's house?
- ✱ All of you read the text individually

Teacher asks to find out the characters in scene IV and write on BB

Children come up with responses

Teacher writes on BB

Shoe maker, Shoe maker's wife, Customer -2, Customer -3, Narrator

Teacher groups the children accordingly

- ✱ Who are 'the shoemaker' in our class?
- ✱ What about the 'customer 1 and 5'?
- ✱ Who are the 'shoe maker's wife'?

All 'shoemaker' come and sit near my right side

All 'shoe maker's wife' come and sit near my left side

All 'customer 1' come and sit in the centre

All 'customer 2' come and sit the last corner

'All narrator 'come and sit in the opposite corner

Now Shoe maker group will read the first dialogue

Each group reads the dialogues together when their turn comes.

Loud reading by the teacher

Teacher reads the text Page No.125 to 126 with all prosodic features.

Introducing Readers theatre in the class each member in the group assigned a character and read their dialogues loudly with all expressions.

- ✱ Each five member group comes forward

Each one reads the respective dialogues.

Interaction

- What gifts will they give to the elves ?
- Can you guess ?

Readers' theatre is a reading of a text by learners in group. The reading is done with minimum properties. Emphasis is given in the oral expression of the text. This gives confidence for the less confident learners too

Home assignment

Suppose you are getting a chance to give a gift for the elves. Which gift will you give ?
Teacher gives some papers to draw the picture of gift that they wanted to give to the elves.

PERIOD - 7

- Have you completed your home work.

Teacher displays a chart on BB and asks students to stick on the picture of gifts in the BB
Students select the best one

(Teacher also shows a picture as the teacher version)

- Will the elves make shoes forever?
- What will the shoe maker do if the elves stop coming?
- Can they make shoes ?

Children come up with different responses

What happened next?

Teacher displays a chart **Big picture (BP -4)**

(The chart includes the picture page no.127)

- How many characters do you see in the picture?
- Who are the characters?

Teacher writes the responses of the children in BB and asks to write in the note book.

Teacher reads first paragraph on the scene V and interacts

- Where did the shoe maker and his wife hide?
- What did the elves do at night ?
- Which song did the elves sing while stitching?

Shall we sing the song together once again?

- Do you like drama?
- Have you seen any dramas ?
- Shall we play a drama in our class?
- Are you ready?

We have to divide into five groups .I will give some strips

(shoe maker, shoe maker's wife Elf 1., Elf 2, Narrator

Now all of you got strips .Have you read the characters?

- Who are the shoe maker in our class?

- ✱ What about the Elf-1, and 2?
- ✱ Where are the shoe maker's wife?
- ✱ The narrator group, please come forward ?

Teacher asks children to sit in five groups in five different places in the class.

Now, all of you take page no:128

Shoe makers group will read the first dialogue.

Each group reads their dialogues together taking their turn.

Home assignment

All of you learn your dialogues very well for the next class

Tomorrow all groups will present the drama in our class

PERIOD - 8

Teacher interacts, with children about previous class

- ✱ Have you learned your dialogue?
- ✱ Have you prepared for the drama?

Teacher invites five members in each group to present their character.

Each group presents the scene one after other . After the presentation teacher interacts with children.

- ✱ Did you like this drama?
- ✱ Who is the best actor?
- ✱ Why did the shoe maker decide to make the elves his slaves?
- ✱ Why did he change his decision?

Free responses for the questions

Activity

Teacher displays a chart containing some dialogues

Find the character of each dialogues given below

(Shoe maker, shoe maker's wife, Elf-1, Elf-2)

1. We just work, helping others is our pleasure
2. We'll go back to those days if they stop coming
3. We helped you when you were in need. Now you can work hard and live happily.
4. How do you work so quickly and make such beautiful shoes.
5. We will work hard and live
6. Your shop is famous now work hard and you'll have good for tune for ever
7. Yes I shouldn't be that greedy.... I should be thankful

All of you read the text book and find out the characters for each dialogue.

Home assignment:

All of you write this dialogues in your note book and find out the character from the text book

PERIOD - 9

- ✱ Have you completed your home work?

Teacher selects seven students in random for reading the answers.

Discussion.

Teacher shows picture in Page No. 132 of the text book

- What is the boy doing in the picture?
- What do you think of it?
- Is this a healthy habit?

Please take your text book

- Do you see the poem in your text?
- What is the name of the poem?
- Do you see a girl in the poem ?
- What is she doing?
- Is it a good habit ?

'Yes, It is not a good habit'

This is a song about "Work while you work"

- Shall we sing the song ?

Work while you work
Play while you play
One thing each time
That is the way
All that you do
Do with your might
Things done by halves
Are not done right

- What is the message in the song?

Teacher makes six groups by asking to say,

1. Dance while you dance
2. Eat while you eat
3. Sing while you sing
4. Read while you read
5. Write while you write
6. Walk while you walk

Groups sing the song together

Home Assignment

Read the story "A Bag of Oranges" in Page No.133

PERIOD -10

Teacher reads the story "A Bag of Oranges"

All of you read the story

- Who are the characters?
- Shall we read the story once again ?
- Shall we do a story game ?

All of you stand and come out of your seat.

Please stand in comfortable places

'I will read the story

Listen the story carefully and act accordingly'

(Teacher starts to read the story with all tonal variation)

After the presentation teacher interacts with students.

- ✱ Do you like the story?
- ✱ Shall we make four groups ?

Four groups can stand in four corners

Now we are going to enact the story in groups. Group members you please fix the characters and dialogues.

All groups read the story once again. We can make a script for the story.

The location of the story is in a village road.

- ✱ Shall we start the script in a village road ?

Each group writes the script.

{In village road An old woman enter with a paper bag... In her paper bag there are full of oranges. Suddenly she slipped over a stone and fell down}

Woman : Oh my God I feel pain
{ A boy saw this incident and he came running}

Boy : Are you Ok?

Women : I am alright child, but my oranges

Boy : Don't worry, I shall pick up for you
{Boy pick up the oranges and give to women and hand over the woman}

Woman : Thank you child. Have this, my child
(Woman gives an orange to the boy)

Boy : Thank you grandma have a nice day.
(They moves away)

Teacher welcomes the groups one by one to present the story.

- ✱ Who acted well the boy's role ?
- ✱ What about the women?

Teacher appreciates the performers.

.....

STD
4

DIET PALAKKAD



MY ENGLISH WORKSHEETS

Name :

School :

WORK SHEET 1



WORK SHEET 2

While reading the lesson, 'Elves and shoe maker, Manu said, " There is a shoemaker near my house . Teacher, shall we go to his house ?" Next day teacher took children to shoemaker's house. They talked about the materials, the cost of the shoe etc.

Write down the possible conversation between Shoemaker and the children

Children :

Shoemaker :

Children :

Shoemaker :

Children :

Shoemaker :

Children :

Shoemaker :

WORK SHEET 3

The Elves helped the shoemaker and his wife when they were in need. You may have helped others in their needs.

a) Write about any one help you had done to others.

b) Prepare a poster on 'helping others'

WORK SHEET -4

The elves declared, " This is our final visit" . Shoemaker and his wife decided to arrange a feast for the elves. They prepared a lot of delicious dishes. After dinner, they sang together.

Thank you dear elves, Thank you dear friends
We thank you for your pretty shoes
The butterflies are flying down
To dance with these nice shoes.

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WORK SHEET 5

Complete the riddle

Who am I ?	Name	Draw the Picture
I am a tool I am in different size and shape I can drive nails and break objects. Who am I ?		
I am a tool, I have a handle and a cutting edge of blade. I can cut or carve metal, stone or wood. Who am I ?		
I am a tool. I have a pointed tip at one end and a hole or eye at other end. I can stitch. Who am I ?		
All of you love me .I live in pairs. You wear me in your feet. Who am I ?		
You can see me in all houses. You can store things in me. I start with the letter 'c' and end with the letter 'd'.		

Hints for objects :- Cupboard, shoe, needle, knife, chisel, hammer

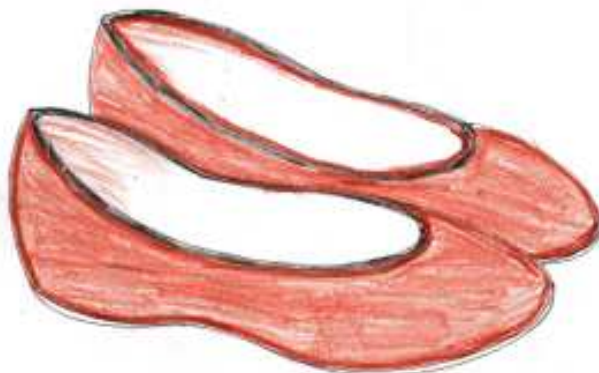
WORK SHEET 6

Hai friends,

No need to introduce me. You all know me well. You know that the shoe maker works hard to make me beautiful. He uses many materials for

that. Do you know the materials ?

Draw the pictures and write down the names of the material.



Picture	Name of the Material

WORK SHEET 7

Find out the characters in the story , 'The elves and the shoe maker' .Encircle the word and write in the space provided below.

Write down one dialogue of each character used in the story

S	H	O	E	M	A	K	E	R	S	W	I	F	E
N	O	S	H	O	E	S	T	H	R	E	A	D	D
P	U	U	T	H	O	M	A	S	B	O	O	T	G
F	N	S	H	O	E	M	A	K	E	R	N	E	H
A	E	G	K	T	D	N	T	C	L	A	G	R	N
J	U	M	P	I	N	G	W	E	V	E	L	V	T
K	E	E	C	U	S	T	O	M	E	R	A	N	H
N	A	R	R	A	T	O	R	I	S	F	C	F	G

1.
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2.
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3.
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4.
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5.
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6.
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STD IV

NEST Nourishing English through Strengthening Talents



a



b



c



d

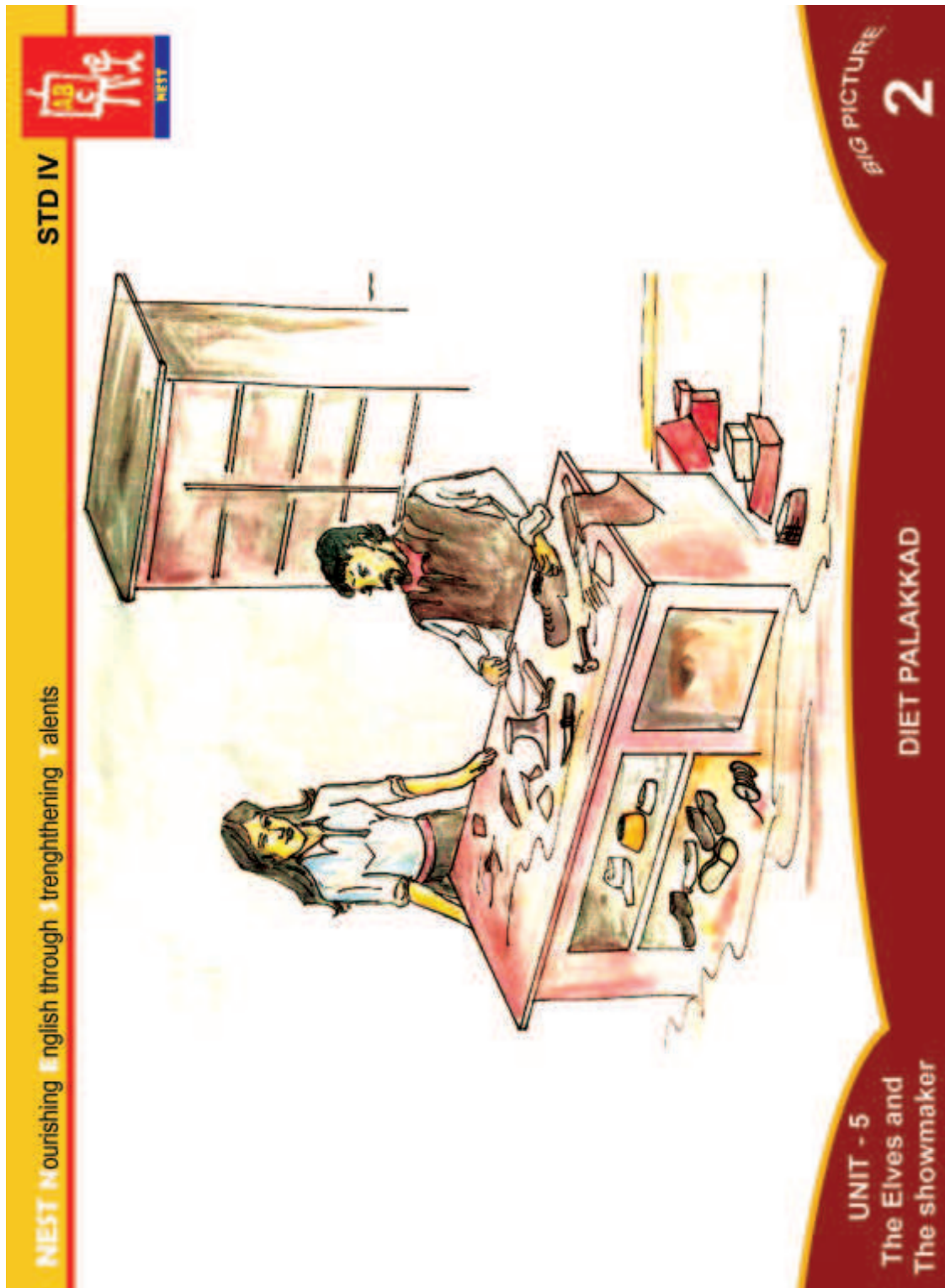


UNIT - 5
The Elves and
The shoemaker

DIET PALAKKAD

BIG PICTURE

1



Nourishing English through Strengthening Talents



UNIT - 5
The Elves and
The shoemaker

STD IV



This is how we make a shoe
Snip! Snip! Snip! Sew!
Pull the thread right in
and through Snip!
Snip! Snip! Snip! Sew!
With the tip tap here !
And a tip Tap there!
Here a tap! There a tap!
Everywhere a tip! Tap!
This is how we make a shoe
Snip! Snip! Snip! Sew!

DIET PALAKKAD

PICTURE
3

NEST Nourishing English through Strengthening Talents

STD IV



UNIT - 5
The Elves and
The shoemaker

DIET PALAKKAD

BIG PICTURE
4



STD IV

NEST Nourishing English through Strengthening Talents



BIG PICTURE
5

DIET PALAKKAD

UNIT - 5
The Elves and
The shoemaker



Elavally NEST Fest.....

Certain schools have the capacity to show how they can be established as good schools. The fruitful use of teacher learning community for promising Classroom evidences



are the trend for newer way of teacher professional development. ALPS Elavally is best example of it. The teacher forum 'nalukootam' shows light to all teachers how to excel in teaching. Now nalukootam is transformed to a crystal platform for the collaborative sharing of ideas and clearing the doubts.



DIET PALAKKAD

FOCUS ON EMPOWERING STUDENTS & TEACHERS IN ENGLISH



NEST

(Nourishing English through Strengthening Talents)

An innovative English Tryout Programme for fourth standard done at Trithala

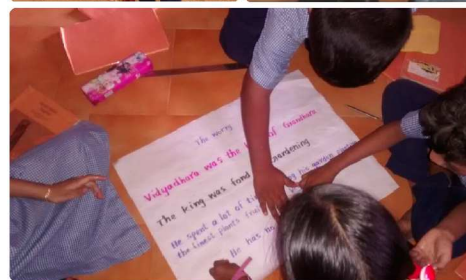
- formed a teacher learning community called Naalukoottam at Trithala
- Discussion based on the issues in English Classroom
- Collaborative effort for preparing teacher plans, Big pictures, worksheets
- Unit based trainings by DIET
- Recorded poems in the text for choral singing and choreography



Impact of NEST

Children

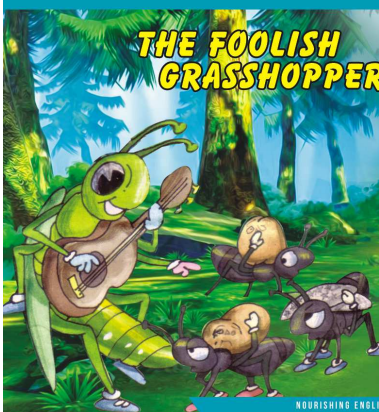
- ◆ Reading improved very well
- ◆ Comprehending all the interaction
- ◆ Teacher as well as students enjoyed the rhythm of choreography.
- ◆ Performance of children were amazing.
- ◆ Children could achieve all the learning out comes needed for fourth standard
- ◆ The gifted students even prepared reading cards of their own.



Teachers

- ◆ Teachers became confident in using English
- ◆ Teacher talk improved
- ◆ Class became live and active

Reading Cards



THE FOOLISH GRASSHOPPER

DIET, PALAKKAD

Devanand
A.M.L.P. School, Kozhikara

Once in a forest there lived so many ants. Every day the ants collect food. on the way they saw a grasshopper. The grasshopper was singing with his guitar. He mocked and laughed at the ants. The ants were tired. Suddenly the weather changed. The grasshopper was hungry. He went to the ants home and called the ants. "Ants please give me some food" The grasshopper asked the ants. The ants did not give food. "You mocked me and my friends. I will not give you any food." The grasshopper became sad and he went back

True love

DIET, PALAKKAD



Once upon a time a mother bird lived in a small forest. She picked up the things from here and there and made a nest on the tree. Days passed the mother bird laid eggs. After a week, there were four eggs. She cared the eggs very well. Then one day she went out looking for her food. She came back very late in the evening. Unfortunately there only three eggs be in the nest. She thought "Oh! what happened to the eggs some one had stolen my eggs, or it dropped down". She became very sad and looked for the eggs through forest. She was very tired. But she could't find it.

The next morning, she heard a whispering that " Don't worry, even if you had lost one egg, there were three eggs for you" Hearing this the mother bird thought that it was three and became happy. After a few days she was very happy to see that three little birds who came out from the eggs. Oh! my sweet babies!

She looked after the three babies very well and all were so happy. She feed them very well. Teach them all like, how to live, how to make food etc. They loved their mother bird very much.

One day the mother-bird called the three babies and asked each one, "What is your wish?". The elder one named mittu said "Mother I would like to fly away when I grow up."

The second one, Mittu said " Mom, I would like to see all the world and be free. The last one Minnu said "Dear mother, I would like to be a good child to my mother, who looks after the parents well when they became very old.

Hearing this, tears came from mother bird's eyes like a small stream. You are my child. She hugged the young one and tapped. The other two became very shy having this from the young one. They realised, it is our duty to look after our parents when they became old and weak.

Sivadasan.VP
A.L.P.S. Elavally

LOVING CAT

DIET, PALAKKAD



Ammu was a naughty girl. One day she heard a cry. "Who is crying?" She looked back. " Oh, a small kitten" Ammu took the kitten and patted her. She brought the kitten to her house. "What is this? throw it away" Mother said loudly. Ammu felt very sad. She gave milk to the kitten, They played together and became good friends.

Days passed. The kitten grew into a big cat. Ammu's mother was fed up with rats. The cat ate the rats. Mother became happy. They lived happily

SAFNA NASRIN
A.J.B.S. Kumanur