

Class II

TIME / BLOCK: Week One

THEME: Introduction

TOPIC: Weather

Activity 12 (Weather Asset Map) *(To be inserted after Activity 11 in Curriculum Guide Page No. 4) 100 minutes*

Learning Objective 1: Listening and Speaking 11

- ✓ Build on their speaking vocabulary and pronounce words clearly.

Specific objective for the activity

- ✓ *Build on their speaking vocabulary and pronounce words related to weather clearly.*

Revise the vocabulary (rain, sunny, windy, rainy, cloudy, snow, snowy, stormy) related to class PP & I. Provide Weather Asset Map (given below) to individual child. Take children outside and ask them to look at the weather. Ask the following questions:

Language in practice: (Work card)

Question: What is the weather like today?

Response: It is (sunny/ windy/ cloudy/ rainy/ snowy)

Note: *The teacher will pick up the vocabulary specific to that particular day's weather only.*

Question: What do you notice when it is (sunny/windy/cloudy/rainy/snowy)?

Response: When it is (sunny/windy/cloudy/rainy/snowy) I noticed sunshine/raindrop/flake of snow...

Question: How do you feel when it is (sunny/windy/cloudy/rainy/snowy)?

Response: I feel (warm/hot/ cold)

Question: What does it look like when it is (sunny/windy/cloudy/rainy/snowy)?

Response: When it is (sunny/windy/cloudy/rainy/snowy), it is ...(warm/piercing cold/misty/frosty).

Question: What are the similar words that can be used to describe today's weather?

Response: I can remember word.

TIME / BLOCK: II (Week Fourteen)

THEME: Discovering the World around Us

Text 6: The Body Book

Before Reading

Activity 1 – Exploration Routine (*In place of the existing Activity 1 in the Curriculum Guide Page No. 36*)

Learning Objectives: Listening & Speaking: 5

- ✓ Use new vocabulary appropriately.

Specific objective for the activity:

- ✓ Use appropriate vocabulary to talk what the book is going to be about.

Ask students to look at the cover and the title of the book.

Language in practice:

Question: What do you notice?

*Response: I notice a boy playing ball, I notice a body, I notice the title of the book **The body Book**.*

Question: What do you wonder about this book?

Response: I wonder why the picture is black, I wonder what is in the book, I wonder how many pages are there.

Question: What does this picture remind you of?

Response: It reminds me of my brother playing ball, It reminds me of my body, It reminds me of colouring the body.

The teacher writes down the responses on the board for later reference, especially the “wonders” and use them to discuss the content of the text.

Activity 2- Anticipation Reaction Guide (ARGuide) (To be used in place of Activity 2 in Curriculum Guide Page No. 36)

Note on ARGuide: It is a strategy, which is used before reading a text. It activates student’s prior knowledge and builds curiosity about the new topic. Before reading a text, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text.

Learning Objectives: Listening & Speaking: 6

- ✓ Engage in longer dialogues.

Specific objective for the activity:

- ✓ Use appropriate language to discuss if the statements in the ARGuide are correct or incorrect. (*Is it correct/ incorrect? Yes, it is/No, it isn't.*)

Reading: 2

- ✓ Read aloud with fluency.

Specific objective for the activity:

- ✓ Read the statements in the ARGuide.

The teacher prepares the AR Guide as follows:

Before Reading	Statements	After Reading
	We have 206 bones in our body.	
	Short children have long bones in their legs.	
	We do not need muscles to move our bones.	
	There are two muscles in our arms.	
	Fruits, rice, milk, potatoes and sugar help us grow strong.	
	When we eat, the food goes down a long food pipe into our stomach.	
	The blood goes everywhere in our body.	
	We have 6 liters of blood in our body.	

Distribute one ARGuide in each team. Instruct the students to read the statement and put tick (✓) or cross (X) against the statement under **before reading column**.

(The teacher may need to demonstrate)

Language in practice:

We have 206 bones in our body. Is it correct/ incorrect? Yes, it is/ No, it isn't.

(The teacher puts tick or cross according to the response given by the students)

While students read the statements in turns, teacher goes around to listen how they read and provides necessary guidance.

After the students complete filling the **before reading column**, the teacher collects the ARGuide to use later in **Activity 3 – Guided Reading (page no. 37)**

Reading

Activity 3 - Guided Reading (To be used in place of activity 3 in Curriculum Guide Page No. 37)

Learning Objectives: Reading 3.

- ✓ Use their knowledge of sentence structure to cluster words into meaningful units in their reading.

Specific objective for the activity:

- ✓ *Comprehend the text.*

Using a **Guided Reading** approach, students will read the Body book in small groups, section by section, and focusing on the questions directly stated in the text.

(After reading, the teacher provides back the ARGuide used in activity 2. Instruct the students to fill in the **after reading column**. Let the students compare their responses **before reading** and **after reading** and see which team got the maximum correct)

Note: Remove existing Activity 7 from the **Curriculum Guide Page No.38)**

Muscles

Activity 7 (*Activity 8 from the Curriculum Guide Page No.39)*

Learning Objectives: Listening & Speaking 5

- ✓ Use new vocabulary appropriately.

Specific objective for the activity:

- ✓ *Use appropriate vocabulary to talk about the use of muscles in the body.*

Take students outside to demonstrate the use of muscles in the body. Hold up flash cards with words *run, hop, walk, slide, jump, wink, lift a stone, smile, stretch*. Ask students to read the cards aloud and ask them to perform the activity to identify the muscles that are working.

Language in practice:

Question: Which muscle is moving? (Children feel the muscles and say)

Answer: Muscles in my legs/eyes/face/ fingers are moving.

The teacher distributes the flash cards among the teams. Members in the team take turns to hold the card, perform the action and practice the dialogue as above.

Note: Growing Strong Activity 8 (*Activity 9 from the Curriculum Guide Page No.39)* remains the same.

Activity 9 Structured Inquiry (To be inserted after Activity 8 page no.39) (200 minutes)

Learning Objectives: Listening and speaking 3

- ✓ Use proper word order in simple sentences and questions.

Specific objective for the activity:

- ✓ *Ask simple questions.*

Topic: Self Care and Treatment

Inquiry Question – Provide the question to the whole class - **What type of food do most students eat?**

Hypotheses

The students in their teams will think and form a hypothesis (as an answer) to the question and write.

Example: Most students eat fruits/ rice/ meat/ eggs. (Each team will have their own hypothesis.)

Data Collection

The teacher provides Table no. 1(given below) to each team to find out the food the students eat in their team. Students take turn to ask and fill up the table. They practice the language such as:

*Do you eat vegetables/fruits/rice/meat/egg/milk/cheese/butter/sweet/chips?
Yes, I do/ No, I do not. (Accordingly, the students put either tick or cross in the table.)*

While the students practice the dialogue, the teacher ensures that the students ask and answer in correct word order.

Table No: 1.0

Sl No	Name of the student	Vegetables	Fruits	Rice	Meat	Egg	Milk	Cheese	Butter	Sweet	Chips
1	Sonam	√	X	√	√	√	√	X	X	X	X
2											
3											
4											
5											

Data Analysis

Learning Objectives: Listening and Speaking 8

- ✓ Use singular and plural forms and simple tenses correctly.

Specific objective for the activity:

- ✓ Use appropriate vocabulary (singular and plural noun) to talk about different food groups they eat.

The teams report their findings to the whole class. The teacher records the findings using the following table no.2 (Use tally)

No. of students	Vegetables	Fruits	Rice	Meat	Egg	Milk	Cheese	Butter	Sweet	Chips
Team 1										
Team 2										
Team 3										
Team 4										
Team 5										
Total										

Language in practice:

Question: Team1, how many students eat vegetables/ fruits/ rice/ meat/ egg/ milk/ cheese/ butter/ sweet/ chips?

Answer (take turn): Two students eat vegetables. All students eat fruit and rice. No one eats meat.

The teacher makes sure that the students use the singular and plural noun correctly while answering. Using the data collected; the students interpret the information in the form of bar graph in teams.

Conclude

Learning Objectives: Writing 2.

- ✓ Write clearly and legibly.

Specific objective for the activity:

- ✓ Write clear sentences about their food habits.

The students compare their hypothesis with their findings and come to a conclusion in a sentence.

Example: *Most students eat _____ in our class.*

The students will write minimum of three sentences individually looking at the data collected and share their writing. (Preferably in the Morning Assembly)

Example:

Five students eat meat.

Ten students eat sweets.

One student eats eggs.

Activity 10 (Circle Time) (50 minutes)

Learning Objectives: Listening & Speaking 7

- ✓ Participate in longer conversations.

Specific objective for the activity:

- ✓ *participate to talk about their food habits and how to take care of their body.*

The teacher takes the students outside and asks them sit in the circle. Teacher uses a Talking Toy/Chips and initiates the discussion by asking the following guiding questions to talk about students' food habits and how to take care of their body.

1. *How many of you eat vegetables/fruits?*
2. *How do vegetables/fruits help our body?*
3. *What will happen to our body if we do not eat vegetables/fruits?*
4. *How many of you eat sweets/chips?*
5. *How do sweets/chips help our body?*
6. *What will happen to our body if we eat lots of sweets/chips?*
7. *How many of you eat meat/drink milk?*
8. *How does meat/milk help our body?*
9. *What will happen to our body if we eat lots of meat/or drink a lot of milk?*
10. *What food should we eat to make our teeth/eyes/bones/hair/skin healthy and strong?*

The teacher passes the Talking Toy to one of the students to answer the question. Keep passing the talking toy till every student gets the opportunity to talk about the food habits and how to take care of the body. The teacher takes the opportunity to instill the values of taking care of their body by eating healthy food.

Activity 11 (Food pyramid) (Numbered – Heads Together) (To be inserted)

Learning Objectives: Listening & Speaking 5.

- ✓ Use new vocabulary appropriately.

Specific objective for the activity:

- ✓ *Use appropriate language and vocabulary (**a lot, more, less, very little**) to talk about their food pyramid.*

Writing 5.

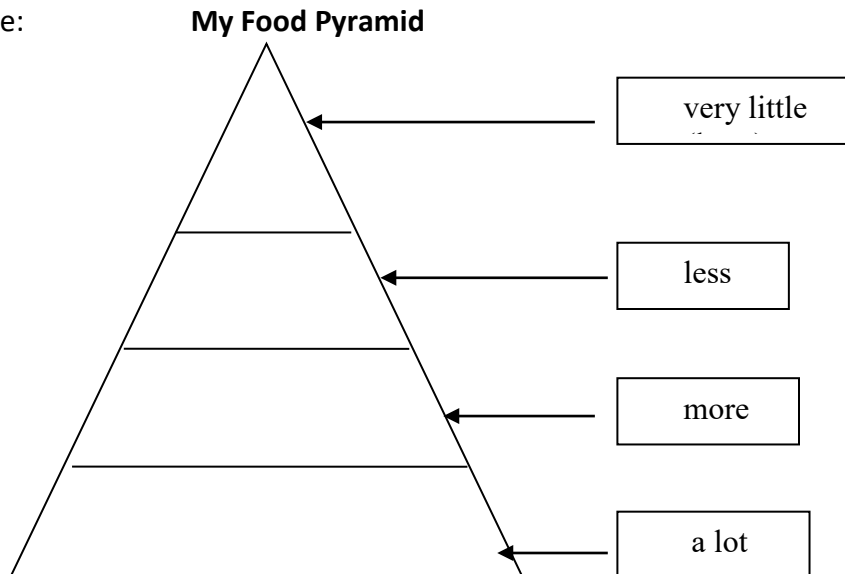
- ✓ Write a sentence or sentences guided by pictures or objects.

Specific objective for the activity:

- ✓ *Write few simple sentences correctly about their food pyramid.*

The teacher provides the outline of the food pyramid to each team. Explain that they should think of the food they eat a lot/more/less/least and draw them in the pyramid. For this activity use **Numbered – Heads Together**.

Example:



Steps for Numbered Heads Together

1. Teacher poses problem/ question and gives think time.
2. Students privately write their answers/responses.
3. Students stand up and put their heads together, showing answers, discussing and teaching each other
4. Students sit down when everyone knows the answer or has something to share (team's answer).

When all the teams have finished sharing their food pyramid, the teacher will display the correct food pyramid. Let the students compare their food pyramid with the teacher's sample of food pyramid and find out the similarities and differences. Encourage students to ask questions for clarification. Now let the students make their own food pyramid based on the foods that are available at their homes and write few sentences about it.

Example:

- *I should eat/drink a lot of grains/water.*
- *I should eat more vegetables and fruits.*
- *I should eat less butter.*
- *I should eat very little sweet.*

Note: The teacher can invite Nutritionist/Health Worker/Health In charge to talk about the healthy food habits to make our body strong and healthy.

**Note: Activity 10 from the Curriculum Guide Page No.39 will be Activity 12
Activity 11 from the Curriculum Guide Page No.39 will be Activity 13
Activity 12 from the Curriculum Guide Page No.39 to be removed**

Activity 13 from the Curriculum Guide Page No. 40 will be Activity 14 (to be used in place of act 13 from the Curriculum Guide Page No. 40)

Activity 14 – Similes

Learning Objectives: Listening & Speaking 5.

- ✓ Use new vocabulary appropriately.

Specific objective for the activity:

- ✓ *Use appropriate language and vocabulary to talk about similarities (simile).*

Writing 5.

- ✓ Write a sentence or sentences guided by pictures or objects.

Specific objective for the activity:

- ✓ *Use simile in their writing.*

Discuss with students the features of a person on page 16 of the text 'The Body Book', showing how blood circulates to all parts of the body.

Ask them, *What does the blood system look like to you? What does it remind you of?*

They may make comparisons such as roads throughout a country, a spider's web, water pipe and fishing net. Provide students with a **writing frame** to write one or two-line comparisons (simple similes) from their observations.

The tubes that carry blood through my body are like _____.
They also look like_____.

*Example: The tubes that carry blood through my body are like roads.
They also look like water pipe.*

Display their writing in the classroom under the heading 'Blood System'. Then let students do the activity on **page 31 of the Workbook**.

**Note: Activity 14 from the Curriculum Guide Page No.40 will be Activity 15
Activity 15 from the Curriculum Guide Page No.41 will be Activity 16**

Note: Remove existing Activity 16 from the **Curriculum Guide Page No.41)**
Activity 17, 18, 19, 20 from the Curriculum Guide Page no. 41- 42 remain the same.

TIME / BLOCK: Week 17

THEME: Discovering the world around us

TOPIC: Planting & Harvesting

Activity 13 Rhyme (50 minutes)

Learning Objectives for Listening & Speaking: 12

- ✓ Enjoy listening to and speaking English.

Specific objective for the activity:

- ✓ *Tell five nouns and five verbs from the rhyme.*

Teacher will introduce the lesson on plantation by singing the following song about “The Planting Song”

Chorus

*Working on the **farm** all day long
Everybody sing the **planting** song
Working on the farm all day long
Everybody sing the planting song*

First you take a **seed** and *put it in the ground*
Put it in the **ground**, *put it in the ground*
Then you get some **water** and *pour it all around*
Pour it all around *pour it all around*

*Working on the farm all day long
Everybody sing the planting song
Working on the farm all day long
Everybody sing the planting song*

When the sun comes out
The light shines down
The light shines down *the **light** shines down*
*The leaves **grow** green and stem grows brown,
Stem grows brown, stem grows brown.*

*Working on the farm all day long
Everybody sing the planting song.
Working on the farm all day long
Everybody sing the planting song.*

When the fruit is **ripe**, they will be big and round,
big and round, big and round.
We will pick the **fruit** and take it to town,
take it to town, take it to town,

Working on the farm *all day long*
Everybody sing the planting song.
Working on the farm *all day long*
Everybody sing the planting song.

<http://m.youtube.com/watch?v=a44NFSiln54>

Teacher may use the link to sing the rhyme along or may write the lyric on the chart and sing along. While singing the rhyme, teacher should stress on the nouns and the verbs.

After singing the rhyme, ask the following questions to revise and assess children's learning.

Can you tell some naming words from the rhyme?

The naming word(s) is/are ...

Can you tell me five action words?

The five action words are ...

Activity 14 (Structured Inquiry) (200 minutes)

Listening & Speaking 3

- ✓ Use proper word order in simple sentences and questions.

Specific objective for the activity:

- ✓ *Use correct sentences to communicate with their friends.*
- ✓ *Ask questions to get the desired information.*

Writing 9

- ✓ Share at least three pieces of writing with their classmates and their teacher.

Specific objective for the activity:

- ✓ *Write the findings after data interpretation.*

Language in practice:

I notice potatoes/oranges/wheat in the garden.
I wonder in which season most crops are planted.
What if we plantin this place?
Which crops are planted inseason?

*First, I went for a field visit, I noticed (potatoes) plant.
Then I wondered in which season the most crops are planted.
I guessed that most crops were planted in summer.
My guess was wrong because it was planted the most in spring. Or
My guess was right because the most crops planted in summer.*

Step 1. Observation

The teacher has to ensure in advance that someone (a farmer or the Agriculture Extension worker) is present at the field to answer questions from the students.

Teacher takes children for observing crops grown in a garden. Students observe and discuss the observation by using exploration routine (**I notice...I wonder.... What if...**)

Example:

*I notice potatoes/oranges/wheat in the garden.
I wonder in which season the most crops are planted.
What if we plant ...in this place?*

In case the 'wonder' related to the inquiry question (I wonder in which season the most crops are planted.) doesn't come from the students, teacher provides the guiding question, "Do you also wonder in which season the most of the crops are planted? So let's find out."

Step 2. Question

Teacher provides the following question for inquiry.

Question: In which season are most of the crops planted?

Note: choose one of the seasons as per convenience.

Step 3. Hypothesis

Teacher provides the predicted answer such as:

The most crops are planted in spring.

Step 4. Data collection

Hand out the table given below to individual students for data collection.

Students ask questions to the farmer/ Agri. Extn. Worker and record the in table. While recording teacher helps with the name of the crops.

Questions:

- Which crops are planted inseason?

	Spring (March/ April/ May)	Summer (June/ July/ August)	Autumn September/ October/ November)	Winter December/ January/ February)
Crops planted				

Step 5. Data Analysis

Teacher provides the table below in teams, and asks students to transfer the individual data to a common one.

Table to record the crops planted.

Crops	Spring (March/ April/ May)	Summer (June/ July/ August)	Autumn September/ October/ November)	Winter December/ January/ February)
Potato	X			

Students analyze the data by writing few sentences.

Example:

Most of the crops are planted inseason.

*There are **few** crops planted inseason.*

Step 6. Conclusion

Students compare the data with the hypothesis within their team members and draw the conclusion.

Example:

My guess was right.

Most of the crops are planted in _____ season.

Step 7. Share

Students take turn to share what they did and what they found out to their teams.

Language in practice:

First, I went for a field visit, I noticed (potatoes) plant.

Then I wondered in which season the most of the crops are planted.

I guessed that most crops were planted in summer.

*My guess was wrong because most of the crops were planted in spring. **Or***

My guess was right because most of the crops were planted in summer.

Note: Teacher will use the same/similar strategy to find out the season in which most of the crops are harvested in their locality.

Activity 15 (Project Based Learning) (250 minutes)

Listening & Speaking 3

- ✓ Use proper word order in simple sentences.

Specific objective for the activity:

- ✓ Use sequence of events of gardening using discourse marker (linking words/phrases).

Writing 7

- ✓ Use margins, dates and titles to help format their writing.

Specific objective for the activity:

- ✓ Maintain journal to list the sequence of events and feelings.

Language in practice:

Question: Where do you want to make the class garden?

Response: We want to make it in front of the classroom/ in School Agriculture Garden/ in cartoon box/ cardboard/ in flowerpot.

Question: What things do we need?

Response: The things we need are spade, crowbar, fork hoe, hoe ...

Question: Who will bring tools/materials/manure/cartoon box/flower pots?

Response: I will bring

Question: Who will water/dig/weed the garden?

Response: I/Dema will...the garden.

Question: How are you going to make a garden?

Response: We are going to dig/measure/level the bed.

Question: What are you going to do after you finish making garden?

Response: We are going to sow the seed/fence the garden/water the garden.

Question: What do you know about gardening?

Response:

First, we need to dig

Then make bed.

Next, we need to sow seed.

After that, we need to water it.

Finally, we have to take care of our garden every day.

Project Based Learning

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

Phase I

✓ **Challenge**

In activity 14, students studied the types of crops grown in different seasons but they have not experienced the process involved. Therefore, through **Project Based Learning**, students find the steps involved in planting crops in the garden.

i. Question

What are the steps involved in planting crops?

ii. Design a plan

Teacher tells the class that they are going to design a plan for a class garden. Then ask students to sit in a circle inside or outside the class. Place the mind pie in the middle of the circle.

Teacher shows what is there in the mind pie Example: **what, where, who, how and what after.**
Then teacher takes turn to show one question card at a time and demonstrates the language.

Example:

Question: Where do you want to make the class garden?

Response: We want to make it in front of the classroom/ in School Agriculture Garden/ in cartoon box/ cardboard/ in flowerpot.

Question: What things do we need?

Response: The things we need are spade, crowbar, fork hoe, hoe,....

Question: Who will bring tools/materials/manure/cartoon box/flower pots?

Response: I will bring

Question: Who will water/dig/weed the garden?

Response: I/Dema will..the garden.

Question: How are you going to make a garden?

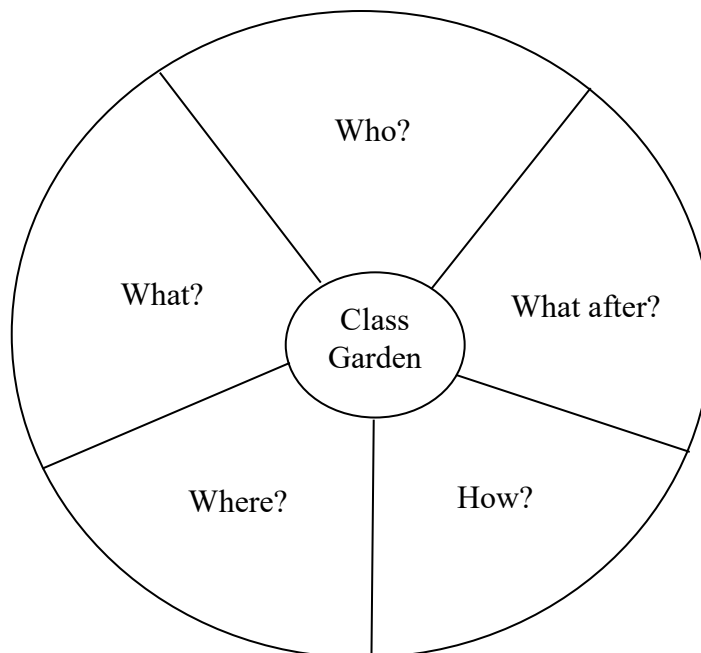
Response: We are going to dig/measure/level the bed.

Question: What are you going to do after you finish making garden?

Response: We are going to sow the seed/fence the garden/water the garden.

After that teacher, ask students to come up with the class plan to make a garden. Teacher shows the question card and lets students read the question and suggest ideas for each question. Teacher or student writes the suggested ideas on the designated place in the mind pie.

Sample Mind Pie Template



Phase 2

Take students outside and ask them to sing “*The Planting Song*.” Then teacher initiates the discussion on the steps of planting.

Examples:

Tell me what is happening in the song.

In the song, someone is sowing the seed/ watering the plants.

Question: Can you tell me how do you make a garden?

Response: First, we need to dig

Then make bed.

Next, we need to sow seed.

After that, we need to water it.

Finally, we have to take care of our garden every day.

Then ask students to prepare the garden. While preparing garden, teacher makes them practice the language.

Example:

Question: What do you know about gardening?

Response: First, we need to dig.

Then make bed.

Next, we need to sow seed.

After that, we need to water it.

Finally, we have to take care of our garden every day.

Encourage them to sing along the song as they work.

Phase 3

Ask students to maintain a journal titled ‘My Garden Book.’ Let students decide the day for observing the garden. Show them how to maintain a journal for assessment. Example

MY GARDEN BOOK

Date:

Day:

What I noticed:

What I did:

What I felt:

Students maintain the journal until the end of the season. After harvesting the crop, students contribute the product for school picnic/school kitchen/sell. The student/teacher makes a presentation of what they did in carrying out the project and the impact of class garden during the Parent Teacher Meeting.

Note:

Teacher can also make the learning interdisciplinary by collaborating with mathematics teacher for teaching measurement (length/weight/ width), money (addition/subtraction/multiplication) as a follow up activity.

Week 18

Activity 7 (To be inserted after activity 6 from the Curriculum Guide Page No.50) **(100 minutes)**

Text: Momo and the Mirror (Emotions)

Learning Objectives: Reading 11 & 12

- ✓ Locate and report on information from the text.
- ✓ Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
- ✓ *read the text to locate information.*
- ✓ *Make text to life connections.*

The teacher prepares and provides the following table to the students individually.

Feelings and Reaction Table

Characters	How does _____ feel?	What does _____ say when it is angry/happy/frightened?	What do I say?
Momo	Happy	Pretty! Pretty! Very pretty	

The students read the text and fill up the first three columns in the table. The teacher demonstrates the first one about Momo as an example to the students. The teacher goes around checking students’ work. After they finish filling the information in the three columns about elephant, pig and tiger, the teacher will draw their attention to the last column by saying:

Language in practice:

When Momo feels happy it says, “Pretty! Pretty! Very pretty”. What do you say when you are happy?

I say ... (The teacher guides the students to write down their reaction in the last column)

Similar question and answer may be used to complete the last column. The students share the information in the last column with their teammates. **(RoundRobin)**

Language in practice:

When I am happy/angry/frightened I say ...

Activity 8 (List of feelings and Reactions) (100 minutes)

Learning Objectives: Listening and Speaking 11.

- ✓ Build on their speaking vocabulary and pronounce words clearly.

Specific objective for the activity:

- ✓ Use new vocabulary to express their emotions.

The teacher, with the students brainstorm all the feelings they can think of and list down on the chart. The list may include pictures of faces that go with the emotions that students do not recognize but needs to explain a situation in which that feeling may come up.

Example:

Students may not know the word “**worried**” but can be shown in the form of a picture.

The situation could be like

- *Your father goes to guard the field at night, how would you feel?(worried)*

- *Your friend borrows one of your books and does not return, how would you feel? (angry, sad, worried)*
- *You are walking to school with your friend and it is getting late, how would you feel?(frightened/worried)*
- *You buy a pencil from a shop and it cost more than you thought, how would you feel?(surprised)*
- *You are invited for a birthday party by your friend, how would you feel?(happy, excited)*
- *No one is around you to play with, how would you feel? (bored/lonely)*
- *It is your turn to give a speech in the Morning Assembly, how would you feel? (nervous, shy)*
- *Your friend refused to give you a pencil, how would you feel? (grumpy)*
- *You made a careless in your test, how would you feel? (stupid)*

The chart may look like this

Feelings	Same meaning (teacher introduces the new words)	Reactions in words and sentences
Angry	Annoyed/furious/irritated	Oh no, not again. Will you please stop!
Sad	Gloomy/sorrowful/hurting	I am unhappy. I feel down. It made me weepy.
Happy	Cheerful/glad/jolly/merry	Hurray! Oh, I like this! Wow, that is great! Excellent! Lovely! Yes! We did it.
Frightened	Scared/terrified/horrified	It scares me. It gives me goose bumps. It is terrifying.
Worried	Distressed/uneasy	I am nervous. My body is shaking. I am sweating.
Surprised	Amazed/shocked/wondered	Wow! What a beautiful gift! Really! Are you serious! Guess what! You are kidding!

The teacher comes up with few scenarios that students might encounter and have them act out.

Example:

Scenario I

In the play field, while playing football two students start to argue over a ball. They are very angry.

Student 1: Will you stop pushing me?

Student 2: I am sorry.

Scenario II

In a group competition, one group comes first; they celebrate their success.

Students: Yes! We did it.

Activity 9 (Keeping Feeling Journal) (50 minutes)

Learning Objectives: Listening and Speaking 7.

- ✓ Use margins, dates and titles to help format their writing.

Specific objective for the activity:

- ✓ *Use the format to maintain the feeling journal.*

Students maintain a daily journal of their feelings to keep track of their emotions and the situations in which they feel them throughout the year. The teacher may collect the journal monthly and put in their portfolio for assessment.

Format for the journal

Day: Monday

Date: 4.1.2019

Time: 7:30 am

Feeling: sad

Reasons: I could not find my pencil bag.

Activity 10 (Feelings Song) (50 minutes)

Learning Objectives: Listening and Speaking 11 & 12

- ✓ Build on their speaking vocabulary and pronounce words clearly.
- ✓ Enjoy listening to and speaking English.

Specific objective for the activity:

- ✓ *Use new vocabulary (angry-Oh no/happy – hurray/surprise – awesome/gloomy – I am down) to sing the song.*

Take the students out, display the song written on the chart and sing to the tune of 'If You're Happy and You Know It' from class I Anthology page no. 4.

Note: Use the facial expression while singing the song to make it lively.

If you're Happy and You Know It

If you're happy and you know it,
Say "Hurray" "HURRAY"
If you're happy and you know it,
Say "Hurray" "HURRAY"
If you're happy and you know it,
Then your face will surely show it,
If you're happy and you know it,
Say "Hurray" "HURRAY".

If you're angry and you know it,
Say "Oh no" "OH NO"
If you're angry and you know it,
Say "Oh no" "OH NO"
If you're angry and you know it,
Then your face will surely show it,
If you're angry and you know it,
Say "Oh no" "OH NO".

If you're surprised and you know it,
Say "Guess what" "GUESS WHAT"
If you're surprised and you know it,
Say "Guess what" "GUESS WHAT"
If you're surprised and you know it,
Then your face will surely show it,
If you're surprised and you know it,
Say "Guess what" "GUESS WHAT".

If you're gloomy and you know it,
Say "I am down" "I am down"
If you're gloomy and you know it,
Say "I am down" "I am down"
If you're gloomy and you know it,
Then your face will surely show it,
If you're gloomy and you know it,
Say "I am down" "I am down".

As the students sing the song teacher makes sure that they use new vocabulary learnt earlier.

Activity 11 Thumbs Up/Thumbs Down (Game) (150 minutes)

Learning Objectives: Listening and Speaking 2 & 7

- ✓ Follow and give classroom instructions accurately.
- ✓ Participate in longer conversations.

Specific objective for the activity:

- ✓ *Listen and follow the instructions*
- ✓ *Strengthen their vocabularies for expressing feelings.*

Writing 3

- ✓ Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story forward.

Specific objective for the activity:

- ✓ *Use appropriate vocabulary to complete the sentences.*

Note: The following activity shows students that they have the power to choose their responses to a feeling. It also gives them the opportunity to calibrate, within this safe social setting, if their behavior is acceptable or not.

The teacher prepares the Responsible Action Sheet as follows. Take the students outside and make **Toe – Toe Circle**. Instruct the students to listen carefully to the instruction given by the teacher and show **Thumps Up** (TU) if their behavior is acceptable or **Thumps Down** (TD) if their behavior is not acceptable.

Responsible Action Sheet

- When I get angry, it helps me feel better if I yell at someone.
- When I feel sad, it helps me feel better if I bounce a ball.
- When I feel bored, it helps me feel better when I hold my favorite toy.
- When I feel tired, it helps me feel better to close my eyes and listen to music.
- When I feel jealous, it helps me feel better when I make someone cry.
- When I feel lonely, it helps me feel better when I watch television.

***Note:** The teacher may use any other responses that are relevant to the students.*

In case of differences in the opinion (some Thumps Up and Some Thumps Down against the responsible action), the teacher may take the opportunity to ask students for the reasons why they think so.

After the game, distribute the following worksheet to individual child to complete the sentences.

I am the BOSS of my feelings!

angry
lonely

sad
shy

nervous
sick

grumpy
stupid

When I get _____, it helps me feel better if I _____

When I feel _____, it helps me feel better if I _____.

When I feel _____, it helps me feel better if I _____.

When I feel _____, it helps me if I _____

When I feel _____, it helps me if I _____

When I feel _____, it helps if I _____.

When I feel _____, it helps me feel better if I _____.

When I feel _____, I like to _____.

When I feel _____, it helps me feel better if I _____.

After it is completed, provide students the opportunity to share one thing they have written and play TU/TD. The teacher collects the worksheet for correction.

Tools to manage difficult feelings. A part of growing up is learning how to "Be the Boss of Your Feelings." Emphasize that it is normal to experience many feelings, and remind students they can develop tools to help them express and manage their difficult feelings.

Offer the following challenges:

The Smile Challenge: Suggest that next time students are feeling sad or grumpy; they smile at someone or try to make someone laugh. Tell them to notice how making someone laugh or smile makes them feel and to let you know.

The Breathing Challenge: Who controls how you breathe? That is right, you do! Therefore, here is a challenge. Next time you are upset, feeling nervous, or cannot get to sleep, take your hand and put it on your heart or your tummy. You may like to close your eyes as we count five breaths. With each full breath, that is one breath in and one breath out, press one finger, and then the next, against your tummy. Let's do this five times with long, slow, easy breaths." After the five breaths, say, "Open your eyes. Do you feel better? Tell your teacher if it works for you. Maybe you can all do it as a class if you need to take a break, to turn the day around, or to get ready for a test."

The "Bee Breath": If you start to feel angry or upset, sit quietly with your hands in your lap. Close your eyes and make an angry face. Then take a deep breath in and as you breathe out, hum or buzz that angry bee out. Keep buzzing using all your breath. Now make a happy face, breathe in again, and make a happy humming or buzzing sound as you breathe out. Keep buzzing until you feel that the angry bee is gone.

Activity 10 from the Curriculum Guide Page No.52 to continue as Activity 15

WEEK Thirty

Theme : People and Places

Text: People and Places

Activity 1 Survey Questionnaire *(To be inserted before activity 1 from the Curriculum Guide Page No.70) (50 minutes)*

Learning Objectives: Listening and Speaking 7

- ✓ Participate in longer conversations.

Specific objective for the activity:

- ✓ Ask questions to get information.

The teacher prepares the questionnaire for survey as below:

Questionnaire for survey

Question	Response
1. What is your name?	
2. Where do you live?	
3. What work do you do?	
4. What tools do you use when you work?	
5. What is your tool made up of?	
6. Where is your tool made?	

Provide individual student with the survey questionnaire. Ask them to find someone in their community to ask the questions. Fill in the information and inform the students to bring the following day.

Activity 2 (Parallel Writing) (100 minutes)

Learning Objectives: Writing 5

- ✓ Write a sentence or sentences guided by pictures or objects.

Specific objective for the activity:

- ✓ *write a paragraph about the person they interview.*

The teacher displays the sample of a parallel writing that is prepared based on the information of the survey questionnaire.

Example:

Picture of Ap Doley with power tiller

This is Ap Doley. He lives in Juka in Paro. He works in his field. He uses a power tiller. It is made of metal. It is made in Japan.

The teacher asks the students to write a paragraph about the person they interviewed following the sample provided by the teacher. Let students share their writing within their team (**RoundRobin**). Collect their writing for assessment and put in the portfolio.

Note:

Activity 1 from the Curriculum Guide Page No.70 to continue as Activity 3

Activity 2 from the Curriculum Guide Page No.71 to continue as Activity 4

Activity 3 from the Curriculum Guide Page No.71 to continue as Activity 5

After Reading

Activity 6 – Information Chart (Activity 4 from the Curriculum Guide Page No.71 to be replaced and continued as Act 6)

Learning Objectives: Reading

- ✓ Locate and report on information from the text.

Specific objective for the activity:

- ✓ *Read for information and write.*

Together with students, model the preparation of an Information Chart such as the one given below to fill out the information of a person from another country depicted in the text.

Name:

Country:

Favourite food:

Favourite game:

I like to become:

Father's work:

Tools he uses:

Mother's work:

Tools she uses:

Note: If the names of tools are not mentioned explicitly in the text, students may be allowed to guess the tools and write them down. The teacher may ask question like:

What tools do you think his father uses?

What tools do you think his mother uses?

Now ask students to prepare a similar chart of another person's profile from the text.

Note:

Activity 5 from the Curriculum Guide Page No.71 to continue as Activity 7

Activity 6 from the Curriculum Guide Page No.72 to continue as Activity 8

Activity 7 from the Curriculum Guide Page No.72 to continue as Activity 9

Follow up

Activity 9 (Replace existing Activity 7 from the **Curriculum Guide Page No.72 to continue as Act 9**)

Learning Objectives: Listening & Speaking 3

- ✓ Use proper word order in simple sentences and questions.

Specific objective for the activity:

- ✓ Ask and answer questions in correct word order.

Writing 5. Write a sentence or sentences guided by pictures or objects.

- ✓ *Write a paragraph in simple sentences about him/her.*

Encourage students to talk about the information that is filled in the Information Chart.

Language in practice:

- *Where is Hok from?*
- *What is his favourite food/game?*
- *What does Hok's father do?*
- *Where does he work?*
- *What tools does he use for his work?*

Then ask them to fill the chart with their own profile. Have them write a paragraph in simple sentences about him/her. Collect the writing for assessment and put in portfolio.

Let students complete the activities on **pages 66-68 of the Workbook.**

Note:

Activity 8 from the Curriculum Guide Page No.73 to continued as Activity 10

Activity 9 from the Curriculum Guide Page No.73 to continued as Activity No. (missing)

Activity 10 from the Curriculum Guide Page No.73 to continued as Activity 11

Activity 11 from the Curriculum Guide Page No.73 to continued as Activity 12

Activity 12 from the Curriculum Guide Page No.73 to continued as Activity 13