

## 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.

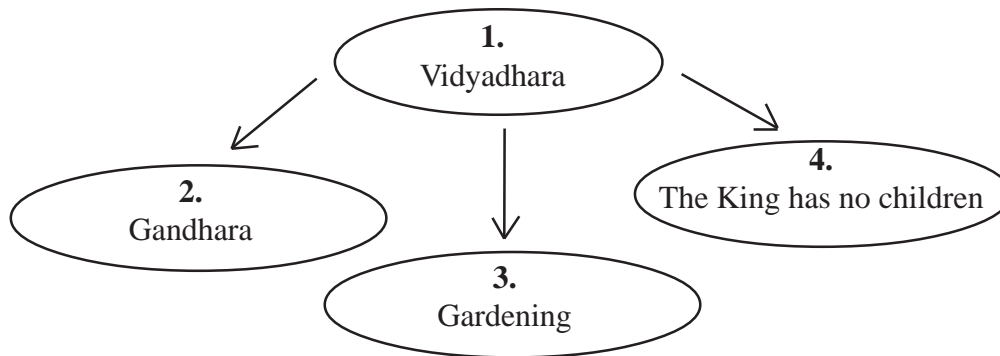
The best readers can read the text for the whole class.

**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)

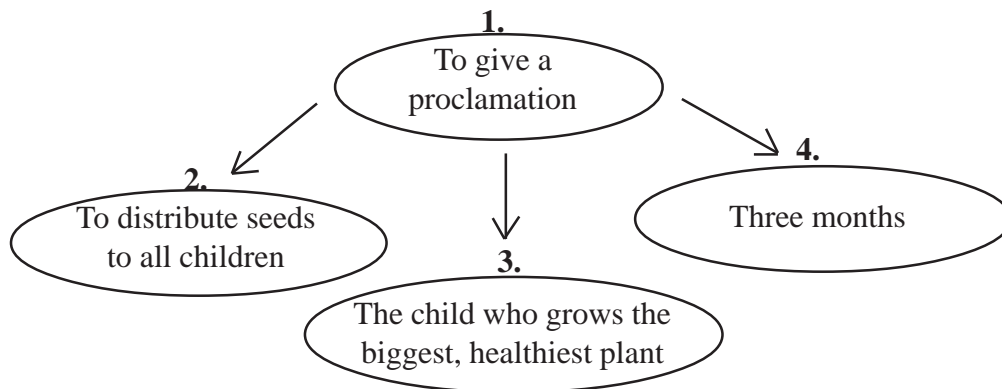


Period- 6

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 outside the palace in the next day ?

**The next day a long 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.

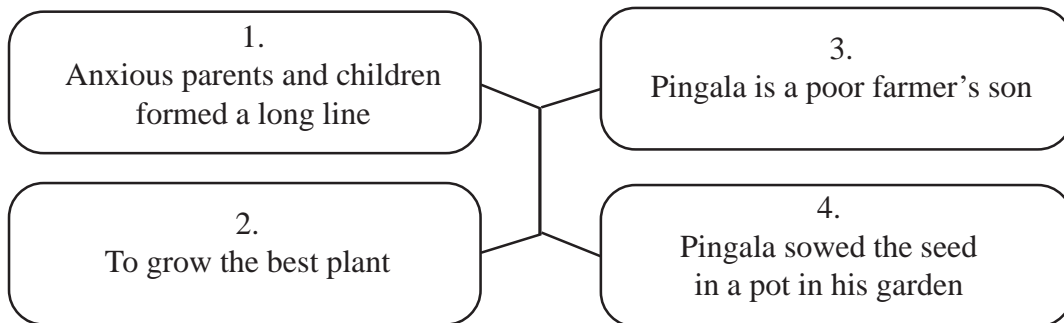
The best readers can read the text for the whole class.

### 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

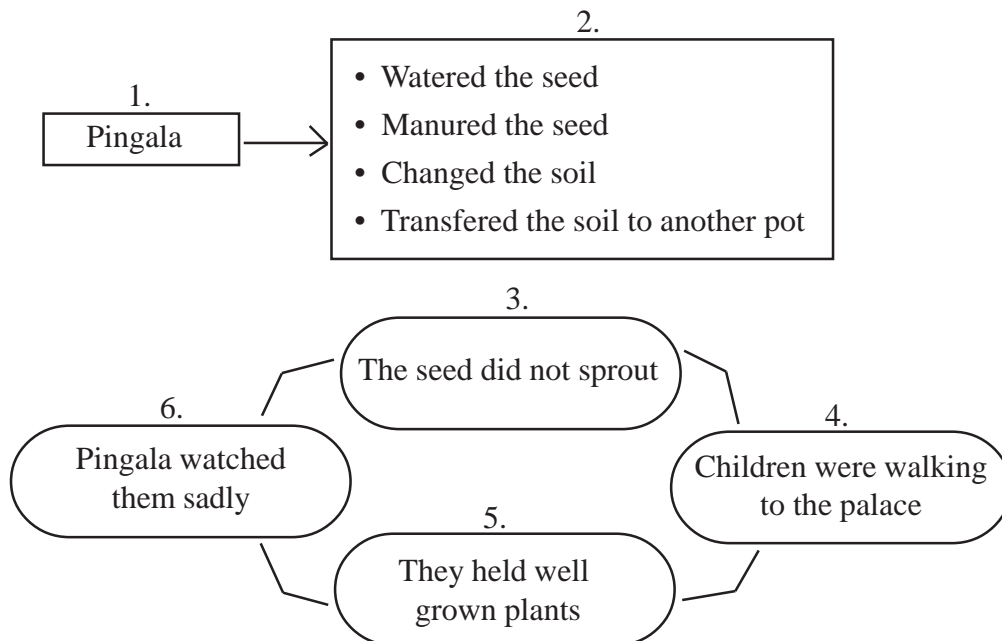
Let them present the collected pictures in the class.

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.

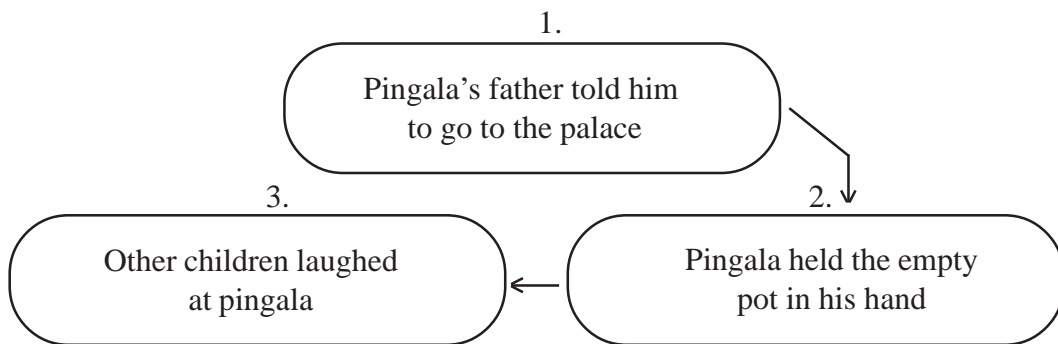
Let the group leaders read the text for the whole class.

**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

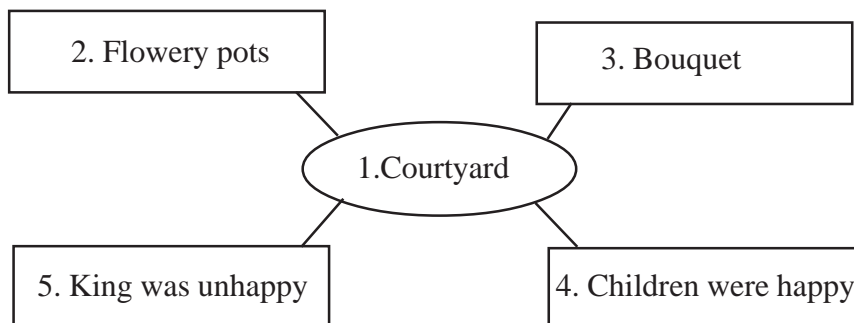
## Empty pot

### 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**

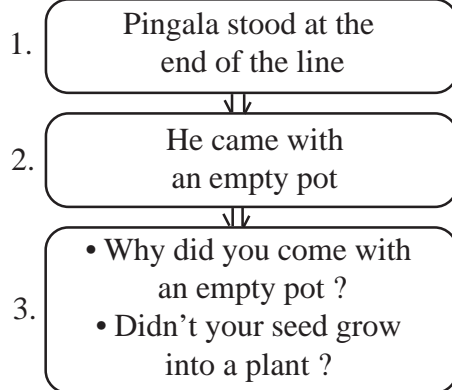
Let all children draw the face of King Vidhyadhara. Draw a speech bubble and write the dialogue in It. Let them also draw the face of Pingala and guess the response and write it individually. Teacher prepares a word chart based on all individual responses of the children.

**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

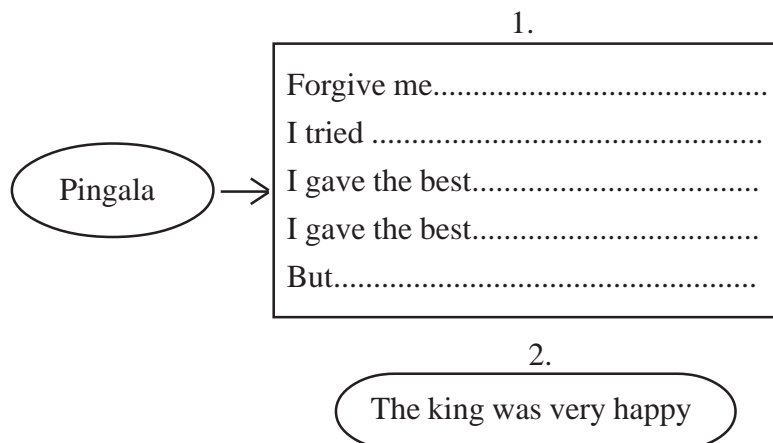
### Period -14

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.

### THE TEAM BEHIND

Rajani	- AMLPS Kozhikara
Sharadamany	- GLPS Vattenad
Abida	- GMLPS VK Kadavu
Shameeja	- GLPS Pattithara
Bagidha	- AJBS Edaparamba
Vinoy	- MCMUPS Thrithala
Naicy	- AJBS Kumaranallur
Bindu	- ALPS Peringode
Nisha	- ALPS Peringode
Preetha	- GLPS Perumannur
Santhosh	- GLPS Malamakkavu
Beena	- AMLPS Kavukkode
Sindhu	- GBLPS Koodallur
Beena	- GLPS Pilakattiri
Suma	- BRC Thrithala
Sukhadan	- CUPS Pariyapuram
<b>Academic Co ordination</b>	- <b>P. Nisha</b> , Lecturer DIET Palakkad
<b>DTP &amp; Layout</b>	- <b>Muhammed Ashiq</b> , Vengara
<b>Artist</b>	- <b>Udayan</b> , Edapal