

Unit 1

Billu, the Dog

Theme: Friendship

Sub theme: Caring and loving for fellow creatures

Learning Outcomes:

The learner

- Identifies the birds, animals and other objects around us
- Reads and comprehends simple picture stories
- Rearranges jumbled pictures in proper sequence
- Adds new events to the story
- Reads, comprehends and enjoys poems
- Adds more exchanges to the conversation suited to the context
- Writes the names of the young ones of animals
- Identifies the names of the homes of different animals
- Uses the preposition, 'with' in different meaningful contexts
- Identifies and uses contracted forms like 'don't, won't, let's' etc.
- Undertakes simple project work

- Collects pictures of pets and classifies them as per instructions

Input Discourses

- Picture story
- Song
- Dialogue

Language Elements

- Preposition 'with'
- Contracted forms like don't, won't, let's etc.
- Use of words like 'sleep, pat, serve, shade, frighten, scare etc.' in meaningful contexts
- Imperatives

Activities/ Discourses

- Conversation
- Story
- Song - Adding lines
- Concept map of animals and their young ones
- Matching animals and their homes
- Completing sentences using the preposition 'with'

Unit Frame

Unit 1- Billu the Dog

Time: 20 Periods

Concept/Skill	Discourses/ Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none">• Friendship• Care and love for fellow creatures	<ul style="list-style-type: none">• Conversation• Story• Song - Addin lines• Concept map of animals and their young ones• Matching animals and their homes• C o m p l e t i n g sentences using the preposition 'with'• Crossword puzzle• C o m p l e t i n g sentences using contracted forms• Project work• Tracing words from a puzzle	<ul style="list-style-type: none">• Preposition 'with'• Contracted forms like don't, won't, let's etc.• Use of words like 'sleep, pat, serve, shade, frighten, scare etc.' in meaningful contexts• Imperatives	<ul style="list-style-type: none">• Identifies the birds, animals and other objects around us.• Reads and comprehends simple picture stories.• Rearranges jumbled pictures in proper sequence.• Adds new events to the story.• Reads, comprehends and enjoys poems.• Adds more exchanges to the conversation suitable to the context.• Writes the names of the young one of animals.• Identifies the names of the homes of different animals.• Uses the preposition 'with' in different meaningful contexts.• Identifies and use contracted forms like 'don't, won't, let's' etc.• Undertakes simple project work.• Collects pictures of pets and classify them as per instructions.

- Crossword puzzle
- Completing sentences using contracted forms
- Project work
- Finding words in a puzzle

Materials Needed

- Flash cards
- Pictures
- Chart paper

Use of ICT

- Presentation of songs, videos, pictures etc.

Introduction:

'Billu, the Dog' is a picture story which focuses on the need of protecting and caring for our fellow creatures. It tells us about the necessity of mutual faithfulness that should exist between men and animals. Human beings seek the help of fellow creatures for their needs and discard or even kill them when they are no longer capable of any more help. We have to realise that our fellow creatures also have equal right to live on this earth as we have. The learners are expected to develop qualities such as love, kindness, faithfulness and compassion for all creatures. Pupils are also expected to construct meaningful sentences using the preposition 'with' in appropriate contexts and identify and use the contracted forms like don't, won't, let's etc.

Entry Activity

When this unit was tried out in a classroom of 30 students, certain observations were made. Some of them are of great importance as far as the transaction of this story is concerned.

One of the observations was that learners lacked awareness about the relationship that existed between the dog and the farmer. An empathetic attitude did not develop in the learners towards Billu when its master decides to throw it away. The aim of this activity is to put the learners in possession of all the information necessary for the proper understanding of the story. This may help you to generate in the learners, the idea of how Billu, the dog had served the farmer and how faithful it had been to him since it was a pup. The following are some of the strategies adopted by a couple of teachers to sensitise the learner.

Teacher 1:

- The teacher showed the picture of a young farmer walking through a country road carrying his tools. He saw a tired pup lying on the way side.
- The teacher asked a few questions related to the picture.
- The teacher narrated how kind the farmer was and how he had taken the pup to his home.
- The teacher showed the picture of the farmer feeding the pup at his home.

- The teacher interacted with the children about the picture and continued to stress the deep love that developed between the farmer and the pup which he named Billu.
- The teacher showed a few more pictures of the dog following the farmer wherever he went, guarding the house at night, and helping the farmer.
- With the help of these pictures the teacher narrated how faithful the dog remained to its master until it became old.

Teacher 2

- The teacher placed the picture/ figures of a dog, a farmer, farmer's wife and a house in a sand tray.
- The teacher narrated the above events with the help of these toys.

Reading (Page 7)

This activity aims at familiarising the learners with the present condition of Billu. (the dog which has been faithful to its master since it was a pup.)

Strategy

- Show the picture on Page 7. (It may also be drawn on a chart.)
- Ask the interaction questions given on Page 7 of the Reader. If necessary, ask a few more relevant questions about the picture like:
 - Can you find Billu in the picture?
 - Is it a pup or an old dog?
 - What happens when a dog becomes old?

- Elicit responses.
- Write the responses on the BB and read them aloud. These responses should be consolidated in such a way that the learners are initiated to the reading of the text.
- Let the learners read the text.

As our classrooms are inclusive in nature, there may be learners who need special attention, and who are slow in learning, in comparison to the others in class. The interaction questions given in the Reader may not be sufficient to sensitise such learners to the pictures and ideas in the text. To ensure adequate comprehension of slow learners, the teacher may have to ask some specific questions appropriate to their level. A few examples are given below:

- *Can you show me Billu, the dog in this picture?*
- *Can you show me the farmer's house?*
If necessary, a judicious use of the mother tongue may be considered for such learners.

Process: Reading

- Individual reading by the pupils
- Sharing the ideas in groups
- One or two members of each group may read out the passage to the others

- Discussing the difficulties with peers
- Teacher's interaction with the groups
- Teacher's reading aloud.

Extending optimum support to those who can't read.

- The teacher may visit each group and identify those who can't read.
- You may interact with them as follows. Let the learners reply either in English, Malayalam or in both.
 - Did you read the whole passage?
 - Which are the sentences or words or even letters that you can read?
 - Which word or character do you like in the passage?
 - Can you locate it in the passage?
 - What is that character doing/ saying?
 - What will he do next?
- When they come up with answers you may write them in order on the BB.
- You may ask the learners to draw the pictures of these events and make them say something about the pictures.
- When they respond you may megaphone what they say and write them in their notebooks. Let them

identify certain words and sentences you have written in their notebooks.

You need not insist on the learners reading all the passages given in the CB. You may narrate some passages with proper stress and intonation with a view to providing them with more listening experiences.

Reading (Page 8)

Interact with the learners about the picture using questions like

- Who are there in the picture?
- What are they doing?
- Do you think the dog is asleep or listening to the conversation?

Elicit responses.

The layout of the page might make the learners read the wife's dialogue first. But, do make sure that the learners read the farmer's words, '***I will throw Billu out tomorrow. He is of no use.***' Now, you may ask some questions like:

- What is the farmer saying?
- What is his wife's reply?
- Can you read it aloud?
- Will the farmer agree with his wife?
- What will be his reply?

Process Reading

Highlight the farmer's arguments for throwing the dog out and ask the questions given in the text to generate a discussion among the learners.

Activity-2 given on Page 20 of the Reader can be attempted at this stage.

Reading (Page 9)

In addition to encouraging the learner to read this part of the story, the text also aims at making learners give suggestions for solving problems based on their own life experiences.

Strategy

1. You might read the passage aloud **'Billu heard what the farmer said. He was frightened. In the evening he went to the woods'**.
2. You might also ask the following questions.

Why did Billu go to the woods?

Who is his friend?

What did he say to his friend?

- Let the learners read the text and identify the answers.
- You may generate a discussion in the class using the questions given on Page 9.

Reading (Page 10)

This activity aims at making the learners predict the fox's idea based on their understanding of the events in the story.

Strategy

You may ask the following questions:

- Who are there in the picture?
- What are they saying?

- What is Billu's problem?
- What will be the fox's idea? Can you guess and write it?

You may ask the learners to write their ideas in their notebooks.

Activity 4 (Page 22)

This activity aims at familiarising the learner with use of the preposition, 'with'.

This activity aims at making the learners construct meaningful sentences using the preposition 'with' in different contexts.

Materials needed

Strips of chart papers with parts of sentences written on it as given in the Reader .

Strategy

- Make strips of chart papers
- Write the sentences given in the Reader on them as shown below.

The farmer

went to the field

with his wife.

Billu is

going home

with the farmer.

Anu is

going to school

with her father.

Rafeek is

dancing

with his friend.

Jessy is

sleeping

with her mother.

- Shuffle the strips and supply them to groups
- Let the learners match the strips to make meaningful sentences based on the pictures.
- The learners may be encouraged to make different combinations like: 'Rafeek is going to school with his friend'.

Reading (Page 11)

Strategy

To sensitise the learners about the change in the setting, you may find the following questions useful:

- Where is the farmer now?
- What is he doing?
- Who are there with him?
- What is the dog doing?
-
-

Let the learners discuss and share in groups what they understood.

Reading (Page 12)

Strategy

Interact with the learners about the picture.

Discussion Questions:

- What do you see in the picture?
- What is the fox doing?
- What is the farmer doing?
- What is the mother shouting?
- What is Billu doing?

You may read the text on Page 12 aloud.

Let the learners read the speech in the bubbles.

Ask questions given on the same page to make the learners predict the next text.

Reading (Page 13)

Strategy

Invite the learners' attention to the picture on Page 13.

Discussion questions:

- What is Billu doing?
- What happened to the fox?
- What will the fox do?
- Can Billu save the baby?

Let the learners have a discussion based on the questions given in the textbook.

Let the learners read the text and find out the answer.

Reading (Page 14)

Strategy

Let the learners read picture and the dialogues in the picture.

Discussion Questions:

- Did you notice any change in the father's attitude towards Billu?
- How did the farmer's attitude to Billu change?
- Pick out the farmer's words that show the change in his attitude.
- What did the farmer's wife say?
- Who is the real friend in the story?

Reading (Pages 15, 16)**Strategy**

Interact with the learners about the picture.

Discussion Questions:

- Where are the farmer, his wife and Billu now?
- What is Billu doing?
- What is the farmer doing?
- What is he saying?
- How does Billu feel now?
- Who is the real hero of the story? Why?

You might read the text on Page 15 and 16 aloud.

Picture Sequencing and Narrating the Story (Page 17)

The aim of this activity is to make the learners identify and sequence the given pictures in a logical order. It also stimulates the learner's imagination to narrate the rest of the story in their own words.

Materials

Pictures on Page 17 of the Reader. They can also be presented on a chart.

Strategy

Let the learners speak about each picture.

Discussion Questions:

- How did the fox help Billu?
- What would Billu do in return?
- Do you think the farmer knew about Billu's friendship with the fox?

Ask them to sequence the pictures and write it as a story.

Sample story 1

The farmer was happy. He built a kennel for Billu. He gave Billu delicious food every day. One day Billu thought, 'The fox helped me a lot. It is because of him that I am alive today, in my new kennel. It is because of him that I eat my favourite food. I didn't thank him. I must meet him and say how happy I'm.'

The next day he went to the forest and met the fox. Billu invited him to his new kennel. When the fox came, Billu shared his supper with him. When the farmer came out of his house, he saw the fox. When Billu saw the farmer, he told the fox in a low voice to escape and barked at him. The fox ran away.

Sample Story 2

Picture 1: The farmer was happy. He built a kennel for Billu. He gave good and tasty food to Billu every day.

Picture 2: Billu was also very happy. He thought, 'The fox has helped me. I must help him too.' Billu went to the forest and met the fox. He thanked the fox and invited him to his new home.

Picture 3: One night the fox came to see Billu. Billu was having his food. Billu shared his food with the fox. The farmer saw this. 'Run, run.' Billu said to the fox.

Picture 4: 'The fox is my friend. How can I say this to my master?' Billu thought.

Song: Little Pup, Little Pup

'Little Pup, Little Pup' is a simple song about animals. It is in the form of questions and answers. The song presents what different animals and birds can do and what sounds they make. The song is highly rhythmic and follows a regular rhyme scheme.

Strategy

Interact with the learners. You may use the following questions:

- a. What animals were there in the farmer's house?
- b. How did the animals help the farmer?
- c.

Sing the song two or three times rhythmically.

Let the learners sing after the teacher.

Exhibit the song on a chart with alternate lines blank.

Sing again and let the children identify the lines given on the chart.

Ask the learners to identify the words and lines missing on the chart.

Complete the song and sing it again.

You may ask simple questions to ensure their comprehension.

Let the learners identify the lines that tell about the sounds of animals and underline them.

Let them complete the table on Page 19 of the Reader.

Activity 1 (Page 20)

The aim of this activity is to make the learners write simple conversations suitable to contexts they are familiar with. It also enhances the learner's imagination.

Strategy

- Initiate them into the conversation by reading the first exchange of Billu.
- You may scaffold learners with appropriate questions.
- Let them write it individually.
- Let them refine it in pairs.
- Let each pair role-play their conversation.
- Editing by the teacher.

Activity 2 (Page 20)

This activity aims at familiarising learners with certain animals and their young ones.

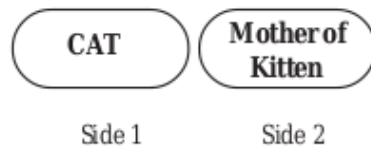
Materials Needed

Separate cards containing names of animals and their young ones. On one

card, you may write name of the animal (say 'CAT') on one side and ('Mother of kitten') on the other side. In the next card you may write the name of the young one of that animal (kitten).

Given below is a model.

CARD 1



CARD 2

KITTEN

You may prepare cards of this sort for all animals and their young ones given in the activity.

Strategy

- Let the learners pick any one of the cards from the table keeping their eyes closed.
- When all the cards have been picked up, let the learners make zig-zag movements.
- When you clap once, let them move around reading the cards to find out their pairs.
- When you clap twice, let them stand with their pairs.
- You may help those learners who cannot find their pairs by giving clues.
- Let the members of the pair read out their cards.

Clues:

dog	: puppy
cat	: kitten
cow	: calf
lion	: cub
pig	: piglet
elephant	: calf
duck	: duckling
horse	: colt
sheep	: lamb
hen	: chicken
tiger	: cub

Activity 3 (Page 21)

This activity aims at familiarising the learner with certain animals and their homes.

Materials needed

Separate cards containing the pictures of animals and the homes of the animals with names written on them.

Strategy

- Make five flash cards and write words related to animal houses like: kennel, sty, coop, shed and stable
- Make small chits of paper and write the names of the animals on them.
- If there are 30 students make 30 paper chits and write 'dog' on 6 chits, 'pig' on another 6 and so on.
- Shuffle the chits and let each learner take a chit.
- Hold a flash card, 'COOP' and sing the lines 'Come, come hens. Come to the coop'.
- Learners who have the chits with

'hen' written on it run to the teacher and form a group.

- Then the teacher sings: 'We are hens. Coop is our home'.
- Let the learners sing after the teacher.
- Repeat the same for other animals.

Clues:

- Dog : Kennel
- Pig : Sty
- Hen : Coop
- Cow : Shed
- Horse : Stable

Activity 5 (Page 23)

This activity aims at familiarising the learners with crossword puzzles, identifying the names of the animals from the given clues

Materials needed

Crossword puzzle given in the Reader.

Strategy

- You might conduct a quiz using the seven clues given in the Reader as questions.
- After the quiz let the learners complete the crossword puzzle.

Clues:

- | Across | Down |
|-------------|----------|
| 1) Elephant | 3) Duck |
| 2) Lion | 5) Hen |
| 3) Deer | 6) Horse |
| 4) Camel | |

Activity 6 (Page 24)

This activity aims at familiarising the learners with use of the contracted forms.

Materials needed

Strips of chart paper with parts of sentences on it.

Strategy

- Make strips of chart paper.
- Write the contracted forms and expanded forms on separate strips.
- Distribute them among the learners.
- Ask the learners to match them.

Project (Page 25)

Projects give opportunities to learners to work with language. This engagement with language makes them internalise the meanings of words and structures. It also promotes collaborative ways of language learning as learners in groups work together to do an activity or a task for some period of time.

Materials needed

Table given in the Reader.

Strategy

- Let the learners walk around the classroom and ask one another what pets they have at home.
- Help them to consolidate and complete the table on Page 25 of the Reader.
- When they have completed the table help them to write a short

description individually about their friend's pets.

- Let them present their findings.

Activity- My words (Page 26)

This individual activity is intended to assess the progress in learning of each child. The words and ideas are already familiar to the learners. They are instructed to use them in other meaningful contexts. The teacher can review his/ her instructional procedure in the light of this assessment task.

Activity - I can (Page 27)

This is a self-assessment task for the learners. Let them read the sentences given and fill in the boxes. When all the letters of the yellow circles are written together in the space provided the learners get the word 'Billu'. If they get

the word 'Billu' all the words they have written in the boxes may be correct. Learners may do the activity on their own.

Activity-My learners (Page 28)

This activity is meant for the teacher's assessment of the learners. The core components of the lesson are listed out and teacher may assess the position of each learner and consolidate it in the appropriate columns. Based on the outcome of the learners, the teacher may take remedial measures. The group synergy and the power of peer groups can also be utilised by the teacher to uplift the slow learners. Though some activities are mentioned in the Teacher Text to address slow learners, more activities can be carried out by the teacher as and when required.

