

# MERUVAMBAYI M U P SCHOOL

## TEACHING MANUAL

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NAME OF THE SUBJECT: ENGLISH (STD -III)

UNIT -1

NAME OF THE UNIT- BILLU, THE DOG

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### BILLU, THE DOG

'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 creature for their needs and discard or even kill them when they are no longer capable of any more help. We have to realize that our fellow creature 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 creature. 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.

theme: friendship

sub theme; caring and loving for fellow creatures

Ideas / concepts: Need to protect and care for our fellow creature

Skills: developing language skills such as listening, speaking, Reading, and writing.

Language elements: preposition "with"

Values/attitudes: developing qualities such as love, kindness, faithfulness and compassion for all creatures

learning outcomes:

- identifies the birds, animals and other objects
- read and comprehends simple picture in proper sequence

- rearrange jumbled pictures in proper sequence
- reads comprehends and enjoys poem
- adds more exchanges to the conversation suited to the context
- writes the name of the young ones of animals
- identifies the name of the young ones of animals
- identifies the name of the homes of different animals
- undertakes the simple project work
- collects the pictures of pets and classifies them as per instructions
- identifies and uses contracted forms like 'don't, won't, let's.

### 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'.

Learning aids: picture sounds of animals, origami(paper dog)audio, video , power point presentation

## LEARNING ACTIVITY

### TOPIC 1: Introductory interaction

Learning Outcome -- Identifying animals/birds

teacher interacts with the learners

Do you see animals/birds around us?

Have you heard the cry of birds/animals?

Can you identify them?

Then listen to the audio clip of the cries of different animals/birds.

Teacher plays the audio of an animals sound,

(Audio - 1)

Can you say which animal is this? (free response)

Very good, its a dog.

Shall we play. Then the teacher divides the class into two group them listen to the sounds carefully and not to speak out unless its their chance.

(Audio- 1)

Teacher now plays the audio clip of an animal

Gives chance to group 1 to say

which animal is it?

If it is correct then the teacher gives 1 point to them.

Again the teacher plays the audio clip of another animal/bird and gives chance to the second group to say.

Finally the teacher declares the winner and appreciates them.

Asks the learners which of the animals they could identify?

which of the animals they couldnt identify?

Learners write the name of animals/ birds in their notebook

### *conclusion*

*Teacher concludes that there are some animals/birds you see around and some animals/bird you rarely see.*

### *Extended Activities*

*Collect pictures of animals/birds in their notebook and write their names against the pictures.*

### *Assessment*

*.Respond word*

*.Correct pronunciation*

topic 2 - Origami

Learning Outcome - Identifies the birds animals and other objects around us.

Do you know to make any animals or birds by folding papers.

If so, then give chance to the learner.

Teacher help the learner in giving instructions.

He/she presents before the class.

gives appreciation. Give chances to 2 or 3 learners.

then distributes the origami paper to all.

Then directs them to watch the video carefully and do as instructed.

plays the video, pauses at times, ensure all the learners follows. (video - 1)

If necessary can play it again. You can now draw eyes, nose and mouth etc.

What do you have now

concludes yes it is a dog.

Do you like dogs?

Do you keep the dogs at your house?

distributes the origami paper to all.

Then directs the learner to do as instructed.

Plays the video ,pauses at times and ensure all the learners follows it.

If necessary can play again?

What do you have now?

where is the door?

You can draw the doors here by showing the picture.

Where is the window?

You can draw windows here.

I too have a house and a dog with me.

Now I am going to place the house and dog in the big picture.

You can paste your pictures in your notebook.

### ASSESSMENT

.Follows the instructions and acts accordingly.

.Places the character sensibly.

### Extended Activities



-makes story related to the picture

Topic -3 picture interaction(Billu the dog)

Learning Outcome-Reads and comprehends simple picture stories.

The teacher displays the picture given on page 7 of the textbook. (TB- PAG 7)

Catches the attention of the learners by asking some questions.

Who is sleeping?

A dog.

ok, Can you name the dog?

Seeks suggestions from the learners and finally fixing the name of the dog as BILLU.

Do you want to know its story

Can you find Billu in this picture?

Is it a pup or an old dog?

What are the other animals you see in the picture?

Collects response.

Do the animals in the picture help us in any way?

How do they help us?

Can Billu help the farmer? Why?

(free responses)

displays the sentences given on page 7 of the textbook

(TB- PAG 7)

The learners are asked to read the text.

Individual reading

Sharing ideas in groups

Loud reading by 2 or 3 learners

Model reading by the learners

### conclusion

The teacher concludes that animals are very faithful to their masters.

They help us in many ways.

Billu is an old dog.

He lost almost all his teeth and the farmer (Billu's master) was not happy with him.

Assessment

Oral response of apt words

Responds according to the context.

Extended Activities

Prepares a dictionary with new words



Topic 4-Picture interaction

learning outcome-Reads and comprehends simple picture stories.

Was the farmer happy with Billu? (free response)

Lets see

displays the picture on page 8

(TB- PAG 8)

interact question

Who are there in the picture?

What are they doing?

What is the dog doing?

Elicits responses

Displays the conversation between farmer and his wife.  
(only farmers part)

(TB -PAG8)

What is the farmer saying?

What is his wifes reply?

Will the farmer agree with his wife?

What will be his reply then?

Reading process

Loud reading by 2 or 3 learners.

Model reading by the teacher

(AUDIO\_2)

Mentor concludes and display the wifes reply and the farmer disagree with his wife.

Interactive question

If you were the farmer,

What would you do? Why?

*What will Billu do now?(free response)*

### *Conclusion*

*concludes Billu was very unhappy.*

### *Assessment*

*Responds in accordance with the context*

### *Extended Activities*

*-predicting the next event*

TOPIC -5 Picture interaction

learning outcome- Reads and comprehends simple picture stories.

Billu heard everything what the farmer said.

He was very sad.

What will Billu do now?(free response)

learners to read the passage (TB-PAG 9)

Reading process

Who is Billu's friend?

Will he help Billu?

If Billu approaches you, what advice would you give him ?

concludes

The fox promised Billu not to worry about it. He had an idea.

Lets see

What it is?

displays page 10 of text book (TB-PAG 10)

What is the fox doing?

*Will Billu agree to it?*

*concludes the fox is sharing his idea with Billu.*

*Let the learners predict the idea.*

### Conclusion

*don't worry my friend..I will come to the field next morning while the farmer and his wife working in the field I will jump towards the baby. Then you attack me and save the baby. Ok How is the idea*

### Assessment

*Responds in accordance to the context.*

*Comprehension of the pros.*

### Extended Activities

*conversation and role play*

Topic 6- Picture Interaction and reading passage on page no.11 of the textbook -At the field.

Learning Outcome-Reads and comprehends simple picture stories.

Teacher asks

(TB-PAG11)

Do you like foxs idea?

Will his plan work?

Where is the farmer now?

What is he doing?

Who are there with him?

Other than guarding homes, how do dogs help their masters?

Have you heard of such stories?

Free response.

Can you say a story where animals work for their masters?

What is the dog doing?



*Where is the baby now?*

*Teacher process reading*

*Model reading by the teacher .*

*(AUDIO-3)*

### *Conclusion*

*concludes that Billu is watching the baby while the farmer and his wife is working in the field.*

*Gives chances to 2 or 3 learners.*

*Collects such stories.*

### *Assessment*

*Read words and sentences with proper intonation, stress and pronunciation.*

### *Extended Activities*

*prepares glossary*

Topic -7 Picture Interaction and reading passage page no.12

Learning Outcome- Reads and comprehends simple picture stories.

(TB -PAG 12)

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?(free responses)

Lets see what happens then

reading process

Learner reads aloud.

What will happen to the baby?

Lets see

teacher interacts page 13

(TB -PAG 13)

What is Billu doing?

What happened to the fox?

What will the fox do?

Can Billu save the baby?(free response)

Lets see

Did you ever think that this was foxs idea?

How is it?

Will the farmer know about the Foxs idea?

Will the farmer be happy?

(TB -PAG14)

What do you see in the picture?

Did you notice any change in the farmers attitude towards Billu?

How did the farmers attitude to billu change?

What did the farmers wife say?

Who is the real friend in the story?

Pick out the farmers words that show the change in his attitude.

(TB-PAG 15)

teacher displays TB picture 15 interacts and then shows Tb page 16and interacts

(TB -PAG16)

Where are the farmer, his wife and billu now?

What is Billu doing?

*What is he saying?*

*How does Billu feel now?*

*Who is the real hero of the story?*

*Why?*

*conclusion*

*The Whole family lived together happily thereafter.*

*Assessment*

*Reads the sentences with correct stress, pronunciation and intonations.*

*Extended Activities*

*Prepares the dictionary with new words from the unit.*

Topic-8 Picture interaction

Learning Outcome -Rearranges jumbled pictures in proper sequence .

(TB -PAG17)

Teacher displays the pictures one by one given on page no 17 of the textbook.

Teacher asks the learners to speak about each picture

Teacher interacts with the learners.

When did this event occur?

What was the event just after this?

Will Billu meet his friend fox again?

What will the fox say?

Do they remain as friends?

Teacher asks the learners to write the sentence related to the event.

Then the teacher displays the slides of sentences related to the event. Learners are asked to read and correct the sentence.

- billu lived in the kennel happily.

-he went to the forest and invited the fox for a dinner.

-billu shared the dinner with the fox.

-billu barked at the fox and the fox runaway.

The teacher may add events according to the reply of the learners and develops the story in the worksheet provided.  
The teacher gives the clues to write the story.

### Assessment

Arranges the events in a order

Recollects events and read the sentences correctly  
with proper stress, intonation and pronunciation

### Extended Activities

Complete the story.

The farmer was happy. He built a kennel for Billu.....

## topic 9-Enjoying poem

Learning Outcome- Reads comprehends and enjoys the poems

Good morning children,

Do you like songs?

audio clip of the poem.

(AUDIO -4)

The teacher presents the poem with alternate blank lines

Can you identify the lines?

So listen carefully and note the lines you can identify.

Plays the video 2 or 3 times.

Let the learners complete the lines.

The teacher plays the video of the poem. (VIDEO-2)

Teacher sings the poem

(AUDIO-5)

let the learners sing after the teacher

interaction

What are the other animals in the farmers house?

What are its young ones called?

How do these animals cry?

(free responses)

reading process

Let the learners sing rhythmically.

which group sang well?

Why do you say it good?

appreciation

Teacher says that the pattern and rhythm is maintained.

The teacher leads the learner to choreograph the scene.

\*Fixes the location

\*Fixes the character

\* Enacts the scene

Let us enjoy the performance.

Teacher evaluates the performance of the learners.

Assessment

Identifies the correct sentence structures

Extended Activities

Add lines to the poem keeping the rhythm



## Activities

### Activity-1

The fox's idea saved billu. Billu was very happy. He ran to the forest and met the fox.

Continue the conversation.

Billu:

fox:

- \* let the learners read the passage.
- \* clarify their doubts while reading.
- \* help the learners to fill up the conversation.

Billu: oh! My dear friend thank you.

Fox: What is the result

Billu: Your idea saved me.

Fox: Really? Are you happy

Billu: Yes thank you

Fox: Welcome my dear

### Assessment

Add exchanges appropriate to the initiation,

Relevant to the context

writes in a correct form

Extended Activities

Role-Play



Activity -2 game

Teacher says

All living beings need house to live in.

The farmer and his family lived in a small house.

The farmer made a kennel for Billu.

Do Animals need houses?

Where do we keep dogs?

What is the house of a cow called?

OK, Shall we play a game.

(TB -PAG 21)

The picture of animals are given in the tb below.

Drag each animal to their homes. If it is correct then animal enters the home otherwise it will fall down. Then

the name of the animal and its home is announced.(ICT Resource Drag and drop)

Where do the following animals and birds live?

Teacher gives worksheet to the learners.

Dog	coop
Pig	Shed
Hen	Kennel
Cow	Stable
Horse	Sty

Match the animals with their homes by drawing connecting lines.

Dog-kennel, Pig-sty, Hen-coop, Cow-shed, Horse-stable.

### Assessment

Writes the apt word for the homes of Animals

### Extended Activities

Collects the pictures of animals and their homes

## PROJECT WORK

AIM: Projects give opportunities to learners to work with language. This engagement with language makes them internalize the meaning 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 friends' pets.
- Let them present their findings

### Assessment

Reads and writes the correct word to solve the puzzles  
collects data and tabulates correctly

### Extended Activities

collection of crossword puzzles

Collection of pets with its description

thank you.....

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