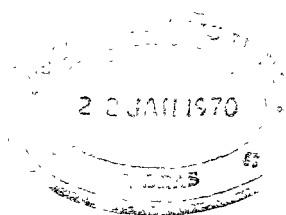


TEACHER'S MANUAL FOR  
GITA GOPAL BOOK SIX

# TEACHER'S MANUAL

FOR.

## GITA-GOPAL BOOK SIX



BY

THE NOTRE DAME EDUCATIONAL CENTRE



ORIENT LONGMANS

BOMBAY—CALCUTTA—MADRAS—NEW DELHI

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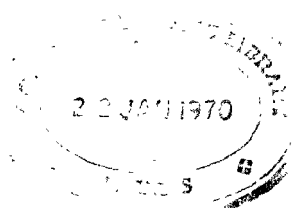
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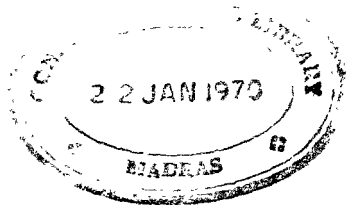
## PREFACE

The Gita-Gopal Reading Series presents a sequential and systematically developed programme. It equips the child with the skills, habits and attitudes needed for reading independently both for enjoyment and for information.

To help achieve the purpose of the series, Workbooks have been designed to further develop the child's independent reading power. Concepts introduced in the reader are enriched and extended.

While the Workbooks present exercises that train the child to use skills of phonetic analysis as a basic tool in word recognition, they also provide practice in the use of context clues, structural analysis and the other techniques of word recognition. In all these methods, special emphasis is placed upon word meaning.

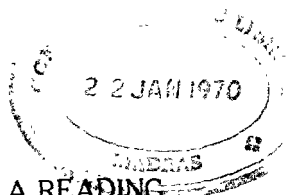
The basic vocabulary of the series is repeated again and again in new reading situations. Thus, opportunity is provided for building increased power in word recognition and word meaning and at the same time developing general reading and study skills.



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## IMPORTANT ASPECTS OF A READING PROGRAMME

### WHAT IS READING ?

Learning to read is usually thought of as acquiring skill in the recognition of printed symbols. However, reading in reality is far more than that. It is an active, dynamic process during which something happens to the child, because reading influences the individual's thought life, his emotional life, and even his conduct.

Reading is not an end in itself ; it is rather a means of attaining higher purposes, goals and objectives. Reading in its broadest meaning should aid in the development of the finer things in life. It should tend to make better individuals, more noble citizens, and a more wholesome society.

### IMPORTANCE OF CONTENT

Attitudes, appreciations, purposes, habits and conduct are not affected through mere exposure to reading. The material which the pupil reads must be of such a nature as to provide for stimulation, reflection, integration, and the formulation of ideas and viewpoints. It must allow for understanding and interpretation on the part of the pupil, who can readily associate it with experiences in his own life.

### CONTENT OF THE GITA-GOPAL SERIES

The content of the Gita-Gopal readers does this in a manner not commonly found in a basic reading series. The material of all the books centres around the social life of the child in the home, neighbourhood, local community, and nation. It provides him not only with interesting experiences similar to those which he himself has had but also with the types of conduct most in harmony with the ideals of life.

### THE PROBLEM OF VOCABULARY

Well-chosen content on the interests and experiences of children will not make a basic reader effective if the vocabulary

contained therein is too heavy, too superficial, introduced at too rapid a rate, or not fixed by adequate repetitions. The vocabulary of the Gita-Gopal readers has been carefully selected and controlled and made to correspond very closely to that found in several other widely used basic readers. This has been done in order that the pupils might easily transfer from a book in this series to one in another series without too much difficulty.

The number of new words introduced in each book is somewhat smaller than that found in many other basic readers. The main objective of the authors is to provide pupils with reading material which can be easily read and absorbed. The authors have been guided by the principle that a few basic words well learned to the point of mastery are more effective and profitable to the child than a large vocabulary superficially acquired.

Gita-Gopal Series		
Pre-Primer One	33 pages	22 words
Pre-Primer Two	51 pages	56 words
Book Three	51 pages	85 words
Book Four	51 pages	82 words
Book Five	112 pages	164 words
Book Six	169 pages	400 words

## I. IMPORTANCE OF READINESS FOR READING

The authors recognize that in order to achieve success in the highly complicated process of learning to read, a child must have attained a certain level of maturation—physical, mental, and social—commonly called a state of readiness for reading.

To acquire this state of readiness or maturation, the child must have a suitable physical equipment. He must be in good health and be free from deafness and impaired vision. He must be mature enough to be able to sit quietly and to listen attentively. He should have an adequate understanding of the language to be able to take the directions and participate in the activities common to a school situation.



He must have sufficient experience and background of knowledge of his environment to be able to attach meaning to the printed symbols—words and sentences. He must be able to think, to remember, to relate ideas met in his reading to similar situations in his own experience.

He must be sensitive to sounds and have an adequate acquaintance with jingles, rhymes, and simple music to be able to perceive similarities of sounds or the phonetic elements in words. Closely associated with auditory acuity and phonetic insight is the power to reproduce sound in clear and distinct speech.

He must have sufficient eye co-ordination and visual control to be able to perceive and recognize variations in word forms, configurations of letters, and the similarities and differences which make up our language. To acquire the habit of visual scrutiny is a prominent factor of reading readiness.

Recognizing that children vary widely in these factors of growth and maturation required for success in reading, the authors have provided a programme of reading readiness beginning with Pre-Primer One, and extending it throughout the series as part of every lesson.

Workbook One for this level is rich in suggestions for developing the child's abilities to understand, to memorize, and to use the abstract symbols of the written language. It also presents suggestions and means by which the classroom teacher can discover, and provide for, the needs of the children when they enter school.

Each lesson throughout the series, by means of the carefully planned discussion, develops readiness by relating the meaning of the lesson of the day to the child's experience.

The accompanying enrichment activities, doing things, and other engagements are designed to supply the concrete experiences needed by some children to make the story and vocabulary having meaning for them and to provide the necessary environmental background.

The word-analysis sections and related workbook drills develop readiness in the auditory and visual abilities and skills necessary for learning how to become independent in word attack.

In this way the lesson presentations, discussions, enrichment activities, word-analysis procedures, and workbook materials extend and add richly to the readiness programme of the series.

## II. DEVELOPING INDEPENDENCE IN WORD RECOGNITION

The authors of the Gita-Gopal series have incorporated in their manual-lesson plans and workbooks a programme of word recognition and analysis which should give every child mastery of these basic reading skills.

The authors recognize that no one method of attack on new words is sufficient or should be unduly stressed; rather they present a variety of ways of unlocking the meaning of a word in a sentence. The method used is always intrinsic and based on the vocabulary of the text. The child's attention is focused on the characteristics of each new word as it is first presented in the text, thus fixing in his mind the word in relation to its meaning.

In the beginning a large number of words familiar to the child's own experience and speaking vocabulary are presented as sight words. Pictures are used to establish relationship between the word symbol and its meaning. Picture clues are especially important as the child advances to a vocabulary beyond his daily experience. Exercises relating the oral use of the word to its printed symbol by using it in sentences familiar to the child's experience help further to fix the recognition of sight words.

From the first, the child is taught to look carefully at the sight words in known sentences in order to observe similarities and differences in word forms. Later the visual scrutiny is directed to seeing little words in big words, matching word parts, similar beginnings and endings, basic parts and variants.

Ear-training to develop a readiness for auditory analysis is begun in the readiness period and consistently practised throughout the primary levels. The object of this ear-training is to make the child aware of similarities of sounds in words—first as a key to correct pronunciation and speech habits, later as a method of unlocking new words having known sounds by means of phonetic analysis. These similar parts of words are never isolated, but always shown as parts of whole words.

The child is taught from the beginning to read in full sentences, then in thought units or phrases. At no time should the focus on isolated word elements be so greatly stressed that faulty habits of word-calling and jerky eye movement might result.

Most children will learn easily this method of approach, and

they should be encouraged to make use of context clues in attacking new words. Much practice is given to develop this ability, together with careful checks on the accuracy of the children's guessing at words in the context. The author's purpose is to make the child ever critical of his exactness in reading.

For some few pupils the programme of word recognition covered in the preparatory period and guided reading of the lessons will be sufficient. For others the related practice exercises including the workbook, designed to develop further good habits of visualization, the use of context clues, and the fixing of words through picture clues, will guarantee mastery of skills. For most pupils and particularly for those who lack phonetic insight and skills of word analysis, a section of each lesson plan is given over to this important phase of reading instruction. These exercises are keyed to the vocabulary of the lesson of which they are a part and have immediate application to reading. These sections are designed to fit a recitation period apart from the reading lesson, in order that the attention of the pupils may be focused on the mechanics of word analysis necessary for developing an independent mastery of attack on new words.

The entire vocabulary development process, including the use of picture and context clues, the quick recognition of an increasing number of sight words, and the auditory and visual skills of word analysis, are so planned that each pupil will be able to select and master the method of unlocking new words best for him. The purpose of the series is to train independent and thoughtful readers.

Not all children need the same amount of drill, nor do they approach the problem of word study in the same way. It is largely for the teacher to determine how much drill and the type of training each child requires.

Some vocabulary skills are basic. Gita-Gopal Series teaches these skills in graded steps at the points where they best apply to the context. A feature of the programme is that each higher grade re-teaches the word-analysis skills of earlier levels. Some of the skills maintained are necessarily overlapping and recurrent. Some of these skills are :

- Matching words and pictures.
- Recognizing sight words in sentences.
- Using context clues intelligently.

Distinguishing and using rhyming words.

Recognizing similar elements in words using both visual and auditory discrimination.

Recognizing little words in big words.

Recognizing compound and hyphenated words.

Differentiating readily between words commonly confused, such as *was* and *were*, *was* and *saw*, *of* and *for*.

Studying the configuration of words prior to attack.

Recognizing the initial consonants.

Reorganizing the simple constant digraphs and consonant blends.

Knowing short and long vowel-sounds.

Recognizing the common root-words and their variants.

Recognizing common suffixes and prefixes.

Readiness for the mechanical skills of word analysis is built up during the pre-primer period by means of simple ear-training devices, exercises developing sensitivity to rhymes, and recognition of similar sounds in the sight words the child has learnt. Some emphasis is placed upon the child's accurate reproduction of sound through clear and distinct speech. The habit of visual scrutiny of words is established, and the teaching procedures and vocabulary of word analysis are made familiar to the children.

The phonetic approach used is natural and functional throughout the series and requires no formal or isolated drills on blending or sounding.

The children are taught how to use simple analogy in attacking new words. The easy initial consonant digraphs are presented, and some attention is given to the more common word-endings and compound words.

Long and short vowel sounds, double consonant blends, and certain changes in word forms made by plurals, common endings, and simple variants, as well as compound words, are further studied.

### III. IMPORTANCE OF DIFFERENT TYPES OF READING

Desirable attitudes and wholesome ideals cannot be developed unless the child has acquired the fundamental habits and skills essential to successful achievement. The act of reading involves

a series of well-co-ordinated, well-integrated habits and skills that can easily be made adaptable to various reading situations. These habits and skills demand actual instruction and guidance on the part of the teacher as well as gradual, well-directed learning on the part of the pupil.

1. **Oral Reading.** Oral reading is of great significance in the first stages of reading instruction. It employs a method of communication with which the young child is already familiar; it furnishes a means for common group experience; above all, it provides the teacher with a means of detecting the pupil's weaknesses and difficulties, particularly in regard to avoid recognition, auditory discrimination, speech habits, and the types of association made in his mind from the printed symbols.

Training in oral reading should be carefully guided and gradually developed. During the early stages the child should not be permitted to read a selection aloud until he has first read it silently in order to recognize the vocabulary and to grasp its meaning.

(a) **Provision for Work-Type Oral Reading.** When the preliminary discussion or brief check of the content and vocabulary shows that the pupil understands the meaning of a selection, he should practice reading it orally in order to acquire fluency, expression, and other qualities of successful oral reading. It is important that the child be trained to read well before an audience and be able to interpret the meaning by means of his voice, tone quality, enunciation, smoothness of phrasing, and expression. Specific directions for conducting oral-practice lessons in the Gita-Gopal readers are given in the section of this manual dealing with lesson plans for each grade level.

(b) **Provision for Oral-Recreatory Reading.** After the child has acquired considerable ease in reading familiar material with a certain amount of independence and fluency, he should be encouraged to read from sight new material containing few, or no new, word difficulties. Such practice gives power and assurance to the child and prepares him for extemporaneous oral reading, which is the only kind of oral reading ordinarily used in life. Care must be taken, however, to introduce oral-sight reading gradually, using only simple material with an easy vocabulary. Later on, the difficulty of content may be slowly increased until the child becomes capable of reading from sight practically any-

thing on his own level. The attainment of this objective is not immediately possible. It demands slow and steady growth, but it is a goal towards which every primary teacher should work.

Oral-recreatory reading need not always be sight reading. More commonly it should follow the oral-practice lesson discussed above. Many of the stories in the Gita-Gopal readers readily lend themselves to group dramatizations, pantomimes, puppet shows, and other variations of dramatization. Moreover, many audience situations should be provided, in order that pupils may entertain others and share ideas found in supplementary materials such as library books, pictures, and similar sources.

2. **Silent Reading.** Most of the actual reading done in the daily life of the individual is done silently, hence the importance of preparing children to meet this situation. Training in this type of reading should not be postponed until after the child has acquired habits of good oral reading. It is important that the two types of reading should be developed simultaneously. From the very first time that the child encounters a reading situation in which he is confronted with printed symbols, silent reading should begin to function. The beginner should always be trained to get the thought in his own mind and to be sure of the proper pronunciation and phrasing before attempting to read aloud to others. Lip movement, finger-pointing, and other weaknesses frequently manifested by the beginner in silent reading should be prevented from the very outset. Pupils should be encouraged to read in thought units and to keep the place with their eyes.

(a) **Provision for Silent Work-Type Reading.** Since many definite skills are required for this type of reading, definite training must be given. In the workbooks accompanying the Gita-Gopal readers these various skills are gradually introduced and developed. Suggestions for further elaboration of these skills are given in the lesson plans for each level.

(b) **Provision for Silent Recreatory Reading.** In the Gita-Gopal readers provision has been made for both silent recreatory and oral recreatory reading. Many of the stories contain few or no new words. Pupils may be permitted to read these without a considerable amount of preparation. Questions and suggestions are given to encourage the child to discuss what he has read and to give his reactions to reading materials.

#### IV. METHODS OF PROCEDURE FOR TEACHING

There is no one-and-only correct method of teaching reading. The creative teacher will use the good elements of many methods and will adapt her procedures to the needs of the pupils with whom she is dealing. For the purpose of unity and thoroughness as well as for the sake of those teachers who wish to get the most out of the reading lesson, the Gita-Gopal readers offer detailed plans for the teaching of each lesson in the books.

The lesson plans are organized into workable teaching units which consist of five definite steps followed by suggestions for enrichment activities or curriculum corrections and instruction in methods of word analysis. Each of these steps serves a specific purpose in reading instruction, though not every one is always necessary in connection with every story. This is especially true when the story contains no outstanding vocabulary difficulties with which the pupil cannot cope independently.

The steps recommended in the lesson plans for the Gita-Gopal readers are as follows :

1. **The Approach**, or Preparatory Development. The objective of the preparatory lesson is to arouse interest in the story and to clear up whatever concept and vocabulary difficulties pupils may encounter in reading the story. For this purpose the teacher is directed to present new and difficult words in meaningful ways to the children, so that they not only understand them orally but can also recognize them in print. Methods of presenting the printed word vary on the different reading levels, as is brought out in the lesson plans for each level.

2. **Guided Reading**, or Reading from the Book, Silent Reading and Oral Check. After word and concept difficulties have been made clear through the approach or preparatory lesson, the teacher should provide the pupils with definite motives for undertaking the actual reading of the story. Having briefly motivated the lesson, the teacher guides the pupils' reading of the story or parts of the story by means of guiding questions or leads. Every unit of material should ordinarily be read silently by the pupils before it is read aloud to the teacher or the group. During the early stages of the pre-primer period, leading questions or comments are employed for every line of text. These units of reading are to be gradually increased as the child gains

power in silent reading. By the end of the first year, he may well read an entire paragraph or even a page in answer to one leading question or comment on the part of the teacher. While the pupils are reading silently the teacher should guide those who need help, and should watch for use of lip movement, vocalization, finger-pointing, and other poor habits of silent reading.

3. **Practice Exercises.** The reading done by the pupils during the silent reading and oral check will reveal vocabulary difficulties which must be remedied before the story material is passed over. New and difficult review words presented in the preparatory lesson should appear in different context in the drill lesson. Using these words in various sentences, in phrases and in isolation, is generally proposed for drill purposes in the primary programme.

It is not the purpose of any manual to indicate how much or what kind of practice to give; for this must be determined by each teacher in terms of the needs of her group. The manuals of the Gita-Gopal readers give suggestions for handling this phase of reading instruction for the slow learner, but in some instances the teacher may find it necessary to supplement more material.

Practice exercises involving the use of word and phrase cards, charts, and the blackboard are suggested in the lesson plans. For the convenience of the teacher, the word and phrase cards necessary for developing the day's lesson are listed in each lesson plan. Additional practice is also provided in the workbook.

The supplementary practice or drill on word recognition should ordinarily be given on the same day as the preparation and the guided reading, but not during the same period. It is well that a few hours intervene between these two phases of reading instruction. It is not advisable, however, to postpone the vocabulary practice lesson until the following day.

Closely associated with and extending the daily lessons is the pupil's workbook.

The purpose of the workbook is threefold: (1) to extend and present in new and interesting ways the textbook content, thereby giving the child extra practice in using the basic vocabulary; (2) to teach the child how to study and to work independently; and (3) to provide the teacher with an objective means of check-



ing the individual pupil's daily achievement in reading. It is an invaluable instrument for individualized instruction.

Each page in the workbook is designed to fit some particular phase of reading development. Specific directions for the teacher to use in presenting each workbook lesson are given. These directions are made flexible in order that the teacher may adapt them to the needs of her particular group or of an individual within that group.

Additional exercises in word analysis may be found in the workbook for those children who need more practice in auditory discrimination and word attack through ear-training and phonics. A summary of the skills covered by the workbook lessons, and of their function in developing the programme of word study and primary reading abilities, is stated on the inside covers of the workbook. This analysis enables the teacher to see the arrangement of steps in the programme of vocabulary development and reading skills, such as visual discrimination, auditory recognition, word meaning, use of context clues, ability to read in thought units, etc., and to locate the remedial needs of her pupils the very first time the weakness occurs.

**4. Oral-Practice Reading.** After all vocabulary difficulties have been cleared away and the pupils have read the story under the direction of the teacher to gain comprehension of its content, practice in good oral reading should be provided. The purpose of the oral-practice lesson is to train pupils in all the habits of correct phrasing and meaningful oral reading. In this connection good speech habits of pronunciation, enunciation, and breath and voice control should be stressed. The manual contains suggestions for corrective exercises for those pupils who need special training in these abilities.

**5. Oral-Recreatory Reading.** The purpose of the oral-recreatory lesson is to provide pupils with an opportunity of putting into practice the habits of oral reading which they have tried to attain during the oral-practice lesson. Various types of audience situations for oral-recreatory reading are suggested in the lesson plans given in these manuals.

**6. Enrichment Activities.** The enrichment activities suggested in each lesson plan serve manifold purposes, all equally important.

Reading activities should be definitely related to other school

subjects. By such co-ordination the child is helped to apply ideas and abilities acquired during the reading period and to see the relationship between his various school experiences. Information gained through reading may be utilized in other fields, just as information gained in other subjects serves to enrich the child's understanding of reading. The activities of reading should be viewed as an integral part of the total learning situation.

## V. THE TESTING PROGRAMME

In this manual there are a number of well-planned test exercises designed to aid the teacher in discovering weaknesses in word recognition. These tests form a very important part of reading instruction.

Each of these vocabulary tests has been so devised as to make both the administration and the taking of the test uniform and simple. These tests consist of a number of rows of squares arranged from left to right across the page. Each square contains from three to four words, one of which is the test word. This arrangement has been chosen as a means of measuring the pupil's ability accurately to recognize words at sight and to distinguish word forms of similar configuration.

To take the test, each pupil should be provided with a copy of the test and with a pencil or coloured crayon for marking the words. As soon as copies of the test have been distributed and the pupils have been given specific directions, the teacher should begin slowly and clearly to pronounce the starred word in each square in the test in the teacher's manual. Proceed across the page from left to right.

## VI. INTERPRETING AND USING TEST RESULTS

Each test should be carefully checked and analyzed by the teacher. It is essential for her to discover the types of error made by each child. Errors in vocabulary tests will generally fall into one of the following groups :

1. **Confused Beginnings.** If a child marks the word *boy* for *dog*, the likelihood is that he considers the letters *d* and *b* as identical. In the earliest stages of reading, that is, before the

consonant sounds have been taught, such errors indicate lack of ability in visual discrimination. After the initial consonants have been presented, the errors may be attributed to lack of both visual and auditory discrimination.

2. **Confused Endings.** These may be attributed to the same causes as those responsible for errors in regard to beginnings. Very often pupils pay too much attention to the beginnings and fail in regard to endings, as, for example, when a pupil marks the word *boy* for *ball*.

3. **Confused Forms.** Confusion may also be due to over-emphasis on word configuration, particularly when words appear similar in form. When, for example, a pupil mistakes the word *like* for *little*, he is centering too much attention upon form rather than meaning.

4. **Confused Verb Forms.** Pupils frequently confuse verb forms, such as *was* for *were*, *is* for *are*, and similar common verb forms. In these instances pupils are centering attention on context rather than on configuration, beginnings, or endings.

## VII. REMEDIAL TREATMENT

Remedial training based on the types of errors made in the test exercises should be given after each test. The teacher should classify pupils into groups according to their needs in regard to word recognition. She should, then, prepare corrective supplementary practice exercises or word drills, using in many new situations the words or parts of words missed. It is important that the pupils recognize the purpose of the drill and that the drills be made short and effective.

There are many corrective methods and games for each type of error listed above. Flash card and word-matching devices are helpful in building up visual discrimination such as seeing differences in configuration. Phonetic games and ear-training exercises are essential to developing auditory discrimination. Careful reading of sentences containing similar verb forms and focusing the child's attention on differences in meaning and configuration is a simple corrective measure for the fourth type of error.

### VIII. Long Range. SKELETON READING PLAN With Explanatory Notes

- (i) Subject: ( Name and pages of text )
- (ii) Types:
- A. Development
  - B. Silent Oral
  - C. Drill
  - D. Oral Practice
  - E. Audience Reading with Activity
  - F. Use of Workbook
- (iii) Objectives: ( for each type )
- A. To learn new words and meanings
  - B. To comprehend the story, and to develop appreciation for social virtues, and good-character qualities.
  - C. To gain reading skills.
  - D. To improve Oral Reading.
  - E. To give joy to others.
  - F. To learn how to follow specific directions and work independently.
- (iv) Procedures:
- A. **Development Lesson :** (No books in hand).
    1. Materials :
      - a. Phrases from the story, on the chalkboard before class.
      - b. New and old words from the story in column form, also on board.
    2. Interest Lead : (Just a sentence to captivate the children's interest)
 

e.g. Today we are going to get ready to read our new story, which has a surprise in it.
    3. Presentation : ( Procedures ).
      - a. Teacher, looking at the children, says a leading sentence ( indicated in her plan, under "Leads" ) directly related to the first phrase, which has been previously written on the chalkboard.
      - b. Teacher underlines the NEW word in the phrase, ( preferably with coloured chalk ) points out the initial consonant or vowel as

also any other phonetic element in the word, thus helping the children to attack the new word independently. The teacher does not tell the new word, unless no child in the class can do it.

- c. Pointing to the entire phrase, the teacher asks several children to read it.
- d. With chalk, indicate a **curved line**, under the entire phrase, to help children read it as a unit, not as a string of individual words. This practice widens the child's "Eye-Span" and makes smooth and intelligent reading possible.

**N.B.** The same steps of presentation, a, b, c, are followed for the remaining five or six phrases which have been written on the board for this lesson.

- e. Referring to the column of **NEW** words interspersed among several known words : these total about ten, the teacher asks ten individuals each to read a word. Then other children take turns in reading the words : the teacher points out ( new words more frequently than the old ones ). Various children may, then, be asked to line the new words as the teacher names them.
- f. The following activities with the words and the phrases help children remember the new material :
  - (1) Read the phrases in numerical order.
  - (2) Read the phrases in mixed order, e.g. Nos. 1, 3, 5, 7, and then 2, 4, 6, 8.
  - (3) Repeat the same procedure with the words listed in column form.
  - (4) Play the "Framing Game".

**Example :** The teacher calls any word on the chalk-board, either in the phrases or in the list, then calls a child's name.

The child runs up, and with his index fingers frames and READS the word.

**N.B. Set-Up of Presentation for Lesson-Plan-Book :**

<b>Leads</b> (merely said by the teacher)	<b>Phrases</b> (written on the board before class begins)	<b>Words</b>
1. This is the name of our new story :	1. Family Fun	family
2. There are two children in the story :	2. Gita and Gopal	Gita Gopal
3. The children had pets :	3. a little rabbit a big goat a pretty bird	rabbit goat bird
4. One day this happened :	4. a big surprise	surprise
5. This tells where the surprise was :	5. under a tree	fun pets
6. Gita was a polite girl. She said this :	6. Thank you.	surprise happy

B. **Silent-Oral** (books in hand, immediately after the development, in the same period).

This lesson is to make sure the children **understand** what they read.

1. **Materials :**

A Reader for each child and one for the teacher.  
Questions on the portion of the story developed.  
(These should be in the plan-book ; they may also be on a slip of paper easily inserted into the book for this lesson.)

2. **Interest Lead :**

**Example :** Now you know all the new words in our story, so let's read and find out what the surprise was. You'd like to know, wouldn't you? I would, too.

## 3. Presentation :

- a. Teacher says : "Please open your books on page . . . . Oh, look at the pretty picture."  
(Teacher encourages informal discussion with leading thoughts such as : What do you think is happening here? Who are the children? Is there someone there we don't know? We will find out who it is when we read the story.)
- b. We will read with our eyes only. Do not move your lips. Do not move your head. I will give you a question. If you read the first four lines carefully, you will find the answer. As soon as you find it, please raise your hand. If I call your name, you may tell us the answer.
- c. Teacher asks the questions she prepared in her plan-book.
- d. Each child reads silently until he finds the answer, or thinks he has found it. When the majority of hands are up, the teacher may call on a child, who gives the answer in his own words, or reads the answer from the book, just as the teacher directs. Several other children may be called as the answers may differ. The teacher helps the children decide which answer was the best.
- e. The teacher continues to ask questions, and the children read silently to find the answers, one by one, until the section of the story taken for development has been covered. If the story is not too long, the entire story may be taken, provided the children know the words.
- f. End the period on a happy note, encouraging the children not to forget the new words.

**N.B. Set-Up of Presentation for Lesson Plan Book :**

Questions	Answers
1. Page 13, first four lines. Read the first four lines and tell us the answer to this question : Who is the stranger in the picture ?	Gopal's uncle
2. Page 13, paragraph 2. Read the next paragraph and find the answer to this question : Why did Gopal's uncle come ?	Brought a surprise

**N.B.** As many questions as are necessary are made. If the children are beginners, the questions must be merely fact questions with evident answers in the book. Oldern children should be given thought questions also.

**C. Drill Lesson :** No books in hand. Time : from 7 to 10 minutes on the same day as the Development Lesson. (Later in the day.)

Characteristics : Accuracy and Speed.

1. Materials :

- a. Phrases from the story, written on the board before the class begins.
- b. New and review words from the story, listed in column form.
- c. Picture flash cards and word flash cards if possible.
- d. A pocket chart (for beginning classes especially).
- e. Two pointers or two scales.

2. Interest Lead :

**Example :** We are going to play some games with our phrases and words so that we can read them really well. Let's not forget to be very polite to each other when we play.



## 3. Presentation :

- a. If the children have not played the game previously, explain it clearly.
- b. Begin the game immediately, and keep it moving quickly.
- c. If one game does not seem to be working well, change to another.

**N.B.** After the teacher finds out which game her class likes best and does well, she need not vary it too often.

Examples of games for a Drill Lesson.

## 1. "I'm Thinking"

Teacher says : I'm thinking of one of the phrases. Anil runs up, frames a phrase with his index finger saying : Are you thinking of . . . . (he reads the framed phrase). If it is correct the teacher says, "Yes, I was thinking of . . . ." and reads it. Another child is given a chance to guess. The game continues until all the phrases have been read several times.

## 2. "Partners"

Two children of about equal reading ability are chosen to be partners. Each child is given a pointer or a scale. Both children stand in front of the phrases or words, pointer in hand. As soon as the teacher reads a word or a phrase, the children race to see who can point it out first. This game causes quite a bit of happy excitement ; so the children must be warned not to get too loud. If they do, simply turn to another game.

## 3. "Builders"

A number of children are given flash cards with the words needed to build sentences.

One child is called first. He puts his flash card on the chalk board ledge or in the pocket chart. The other children are invited to put their cards in front of or behind the first card, in order to form a sentence. Usually short sentences, such as Gopal can run, or Gita has a green ball, are made by the younger children.

## 4. "Word-Down"

Children all stand on the right side of their chairs. The teacher holds the flash cards with the words up high ; so all can see.

Each child takes a turn consecutively, in quick succession, as names are called.

If a child can say the word on his card he remains standing.

If he cannot read the word, he sits, and the next child takes the same word.

Children who miss their turn may get up again if they can read the word another child misses.

The teacher flashes the cards from the back of her pack to the front. This procedure enables her to see the card before the child does . . . . she writes the word on the back of the card for herself, but prints it in large letters on the front of the card for the child. If made neatly on strong cardboard, these flash cards last a long time.

## 5. "Matching Game" (for beginners' classes.)

A number of pictures are put on the chalk ledge. Children are given words on cards. Each child tries to match his word to a picture.

Objects may be used instead of pictures.

Coloured paper is good for the matching of the colour-words.

**N.B. Set-up of Presentation for Lesson Plan :**

Phrases	Words	Activities
About six phrases from the story, not identical with the ones used for the development. Otherwise the children will memorize, rather than actually READ the phrases.	A list of about ten new and old words in mixed order.	List the name of the game for the phrases. List the name of the games for the words.

D. **Oral Practice** (Books in hand. Time : 20 to 30 minutes. Next day, after the drill).

1. **Materials :**
  - a. Textbook for each child.
  - b. Cards or chart with the Rules for Good Readers printed neatly.
2. **Interest Lead :**

**Example :**

We have been working very hard to learn all the words and to understand our new story, haven't we ?

Today we are going to practise so that we can soon read like big boys and girls.

3. **Presentation :**
  - a. Before we begin to read let's see if we remember the Rules for Good Readers. Refer to cards or to charts and let individuals help recall the rules. If this is the first time, you are going to mention the Rules, take just one. Discuss it with the children.
  - b. Show them, by your reading a section of the story, what the Rule means and how it is carried out.
  - c. Children open books.
  - d. Give each child a chance to read sections of the story.
  - e. The class, with the help of the teacher, evaluates the reading according to the Rule or Rules decided upon at the beginning of this lesson.
  - f. A child may respond to the evaluation by saying something like this : "Thank you, N.N."
  - g. Other children try the same or another portion until all have had a turn to read according to the rules chosen.
  - h. For the sake of unity read over the whole story.
  - i. Assign the lesson for home practice if the children take the books home.

**N.B.** In the beginning of the year when the Rules are taken for the first time, practise on one at a time. Later after they have all been more or less mastered, two or three rules may be worked on at the same time.

### Rules for Good Readers ( for a chart )

1. Read clearly and distinctly, loud enough for all to hear.
2. Read smoothly.
3. Read with expression.
4. Obey the punctuation marks.

—————: X :————

### Rules for Good Readers (in verse) (for cards)

- Card 1. Rules for Good Reading.  
 Card 2. Have perfect posture and hold book right.  
 Card 3. Enunciate clearly, with voice clear and bright.  
 Card 4. Read loud enough for all to hear.  
 Card 5. Obey punctuation marks, to make meaning clear.  
 Card 6. Look at your audience once in a while.  
 Card 7. Fluent expression, that's the style!

—————: X :————

### E. Audience Reading

1. Materials :
  - a. Readers.
  - b. Materials for the activity (if possible).
2. Interest Lead :

### Example :

You read so well, I'm sure, others would enjoy hearing this story, too.

Then we'll have to do it in a very special way, won't we ?

## 3. Presentation :

a. Choose and plan one of the following activities :

(a) .....

(b) .....

**N.B.** The teacher will know which activity is best suited for the story as well as for her group of children. She will therefore tactfully guide their choice, but at the same time give the class the joy of having made the choice.

**Possible Reading Activities listed according to difficulty.**

## 1. Radio Reading.

A tin can, with holes and wires makes an excellent microphone. This may easily and permanently be mounted on a stick attached to a box on which the reader can stand. It is surprising how seriously the children take their "broadcasting" especially if an announcer introduces the various readers to the audience.

Each child in the group, which may include any number of children, broadcasts the section of the story he has previously prepared with special care and attention.

The audience responds with a hearty clap.

## 2. Relay Reading.

After the group has been assigned a certain section of the story, each individual reads his part, then the next child continues, and then the next . . . until the entire story is completed.

The group can be given chairs to sit on in front of the classroom, facing the audience. After reading, the child may sit, thus avoiding overfatigue and restlessness. To make this type of reading seems more important than ordinary reading. The group chosen should be especially well-groomed and have practised poise and politeness, demanded by a public appearance.

## 3. Pantomime Reading.

As many children as there are characters in the story volunteer to "act out" the characters' parts, as

the story is read by another group of children. Free interpretation by the child is of much more worth than directed pantomime.

4. Free Dramatization.

Again, as many children as there are characters, including animals, in the story volunteer to act out the story. However, in this activity, the characters themselves do the speaking parts. There are no readers. No books are used. It is not necessary for the child to say the exact words in the book, unless it is a Folk Tale. In that case the repetitive parts at least must be as the Tale.

**Example :**

I'll huff and I'll puff, and I'll blow your house down.

5. Play-Book.

With books in hand, individual children read the parts of the characters in the story. Another child reads the in-between parts.

**Example :**

First child reads what the tiger said : Little Black Sambo, I'm going to eat you up.

The in-between reader must read : said the tiger.

In other words the actors read only what the characters say.

The in-between reader reads all other parts of the story.

6. Puppet Show.

During Art Class the Children make the puppets.

Materials needed are as many bamboo sticks as there are characters in the story and strong paper on which the children can sketch and colour a picture of the things they want in the puppet show. Trees, houses, etc. may be added to the more essential, such as the people and the animals in the story. After the sketches have been attached to the sticks, a table

or the teacher's desk can be used for the puppeteers to hide behind.

As the story is read, by a group of chosen children, the puppets are shown to the audience by the children hiding behind the improvised stage. By means of a little simple manipulation, such as bowing, jumping up and down, running, etc., the puppets become alive to the great enjoyment of the spell-bound audience!

For ordinary classroom procedures, the puppet show is the best when characterised by simplicity, and the children's own ideas and own work, rather than by the over-direction by the over-eager teacher.

#### 7. Classroom Frieze.

Material needed. Either a long strip of paper (as long as the place in the classroom where the teacher has planned to pin up the frieze) or a number of smaller papers, perhaps 6" x 12" on which the children sketch scenes with characters in action. Each child is assigned one picture. Each picture must be numbered according to the sequence in the story. After all the sketches are completed, they in turn are pasted to the long strip of paper (wrapping paper is good and strong) which in turn is hung up for display. To increase the attractiveness of the frieze, each child may draw a pretty border around his sketch. If all borders are done in the same colour, more unity is achieved than if each picture is a different colour. Children like to sign their names to their masterpieces for the benefit of all admirers. The frieze can remain in its place in the classroom until it gets dusty or until another is made to replace it. Not until it falls off the wall!

#### 8. Slide Show.

Materials needed. A rather large wooden or heavy card box fitted up like a stage. Slits must be cut in the right and left side of the box. The opening in the front of the box should be just as large as the

size of the sketch the children are going to make. The teacher must decide this first. Standard size is 6" x 12". Smaller pictures are not easily seen by the audience. The idea is similar to that of the frieze, except that each sketch is pasted to a cardboard, as long as the width of the stage-box. These cardboards are also numbered according to the sequence of the story. As the story is read by a group of children, or told in the children's own words, the "two operators", one on each side of the box which has been placed on a table high enough for the audience to see the slides, go to work. The operator on one side inserts the slide in the slit on his side of the box, and pushes it over into the slit on the other side of the box. At just the right time, the second operator, withdraws the slide making it possible for the first operator to insert the second slide etc. until the show is finished.

These slides may be kept a long time. The children enjoy seeing them over and over, and especially they like to manipulate the show for visitors or during their free time.

#### 9. Simple Movie.

Materials needed : A wooden box about 20 inches long, 15 inches high, and 10 inches deep. Two bamboo sticks to act as rollers for the "film".

A long strip of paper on to which the "shots" can be pasted, so as to make the "film" which will first be wound around the first roller and then, as the story progresses, will be unwound on to the second roller. In order to make it possible for the teacher or the "engineer" to put the movie on to the roller, it is practical to have the whole back of the box removed. The front of the box is arranged like a stage; in fact, if curtains that can be pulled by a string are made, the interest of the class is increased by at least 50%. The opening in front of the box should be complete except for a narrow strip, perhaps 3 inches, on either side. The opening should



be large enough, from top to bottom and from side to side that the movie can be seen by the audience at some distance.

The roof of the movie, or the top of the box, must be entire so that the rollers which are fixed to the bottom of the box can extend through the top, about a hand's breadth, for the children to turn them as the movie progresses from one roller to the next.

The procedure for making the movie is the same as for making a frieze. Individuals choose to make a certain picture or are assigned to do so. Each picture is numbered, according to the sequence of the story, so that they can be pasted on to the long strip of paper without loss of time. The pictures must be pasted **VERY SECURELY** or they will come off when passing around the rollers.

If the "Little Theatre" is painted and decorated to make it very attractive, and curtains which can be pulled are added, the box can be used for several years. All the work possible should be done by the children. The amount depends on their age, naturally.

#### 10. Movie with Sound Effects.

Everything is the same as in the simple movie except that the children plan and supply the "sound effects" in the story as it is read.

#### Example :

A swishing of the hands in a pail of water, if the ocean is mentioned in the story.

A loud bang . . . . if a door slams. The bark of a puppy. The cry of a child.

Presentation continued ( from p. 23 ) :

- b. Practise the activity a number of times, after the necessary things have been made (if one of the last five enumerated activities are chosen).

**N.B.** These things are NOT made in the reading lesson period.

- c. Decide who shall be the audience. It may be the teacher, another group in the class, a lower class or a parallel class ; on special occasions, the Principal.

**N.B.** Invitations issued to anyone outside of the class must go through the Office.

- d. Carry out the activity as planned and practised.
- 

### **F. How To Use the Workbook :**

1. In the Gita-Gopal Workbooks (2-6) there is always a ten line story at the beginning of each unit of work.

In cases where the Gita-Gopal Readers are used with the Workbooks, the children will be able to read the ten-line story independently, because the same new words are used in this story as in the corresponding story in the Reader, although the content or arrangement of the story is different.

If only the Workbook is used, then the teacher may need to develop the new words in the story before assigning the workbook exercises.

2. With the exception of Workbook One, which is for the beginners, three exercises A, B, and C are given for the specific development of comprehension and judgment. The set-up of each exercise is the modern objective type. When the children first begin to use the workbooks, the teacher must :

- a. Explain the technique of each exercise, and work out several units with the children, until the majority have mastered the ideas.

All the exercises are based on the facts given or implied in the story ; children should be permitted to refer to the story as often as they need to. The exercises are not designed to be examinations. They are, rather, a variety of skill-building activities, in specific types of critical

- reading such as grasping the main idea, noting relationships and making keen judgments.
- b. After the teacher feels reasonably sure that each child knows WHAT and HOW to do the exercise, the group may begin to work independently.
  - c. Right from the first page, NEAT and COMPLETE work must be demanded.
  - d. After the exercise or exercises have been completed, a discussion may profitably be had. In Exercises A and B ask children to read answers. If a child has the wrong answer for the sentences in Exercise B, ask him to refer again to the story and find the right answer.

Exercise C is set up with questions to answer. This was done to give abundant practice in the correct way of asking a question. All children find this arrangement of words difficult.

If they are asked to read the question and then to give the answer, they will get much needful practice in the art of asking questions.

- e. By watching the consistent errors of a child in these exercises, the teacher can soon diagnose the individual's difficulty and remedy it.
- f. Exercise D can be used during the phonics or the English period if so desired. The directions are self-explanatory.
- g. Exercise E . . . . this space is reserved for individual, creative sketching. Neat work must be insisted on, but creative freedom must not be hampered.

### For the Lesson Plan :

1. Material : (give the number of the page and the letter of exercise),
2. Interest Lead :
3. Presentation
  - a. Explanation of the exercise.
  - b. Make sure all understand, then assign the work.

- c. Children work independently.
- d. Discussion of work with the children (Older ones can check for correctness).
- e. Re-explain to those who had difficulty in following directions.
- f. Evaluate the work and assign marks in the Workbook.

### Long-Range Reading Plan Set-Up for Plan Book

#### I. Subject

#### II. Type :

- |    |    |
|----|----|
| A. | D. |
| B. | E. |
| C. | F. |

#### III. Objectives :

- |    |    |
|----|----|
| A. | D. |
| B. | E. |
| C. | F. |

#### IV. Procedures :

##### A. Development Lesson

1. Materials
2. Interest Lead
3. Presentation

Leads	Phrases	Words	Activities
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

##### B. Silent Oral

1. Materials
2. Interest Lead
3. Presentation

Page	Questions	Answers
15	1.	1.
15 Par. 2	2.	2.

**C. Drill Lesson**

1. Materials
2. Interest Lead
3. Presentation

Phrases	Words	Activities
1.	1.	1.
2.	2.	2.
3.	3.	3.

**D. Oral Practice**

1. Materials
2. Interest Lead
3. Presentation
  - a. f.
  - b. g.
  - c. h.
  - d. i.
  - e. j.

**E. Audience Reading**

1. Materials
2. Interest Lead
3. Presentation
  - a. Practice periods

Assigned projects	Child's name
(1)	(1)
(2)	(2)
b. Actual Audience Reading	

Activities	Child's name
(1)	(1)
(2)	(2)
(3)	(3)

**F. Workbook Activities**

1. Material : Pages and exercises
2. Interest Lead
3. Presentation

- |    |    |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

### Oral Sight Reading

- I. Subject :
- II. Type :
- III. Objectives :
- IV. Procedure :
  - A. Materials
  - B. Interest Lead
  - C. Presentation
    1. (Topics or questions for discussion on the pages read)
    - 2.
    - 3.

### Oral Sight Reading

This is a type of reading in which the children attack new work without previous preparation, or at least with only the necessary help.

For this type of reading the following books are usually chosen :

1. A Reader of a lower level.

**Example :** If the class is using a Book 3 for the text class, then a Book 2 would be chosen for Oral Sight.

2. Easy reading material in Library Books.
3. Social Studies Books, Science, History, Geography, etc.

This type of reading has many values ; among them are the following :

1. Children gain new confidence in attacking words and meanings.
2. Children develop powers of
  - a. seeing relationships
  - b. finding causes and effects
  - c. forming keen judgments
  - d. voicing opinions in discussions.

When used in Social Studies, Science, etc., the lesson becomes "alive."

The children do not merely sit and listen to the teacher, nor do they slave over the contents of the text-book, in which often enough is not written for their level of comprehension.

Example of an Oral Sight Reading Lesson with a Social Studies Book.

- I. Subject : Social Studies
- II. Type : Oral Sight and Discussion
- III. Objectives :
  - A. To learn and appreciate the uses of water.
  - B. To discuss various means of obtaining water.
- IV. Procedure :
  - A. Materials :
    1. Social Studies Book II (say) pages 18-22.
    2. Pictures of : canals, tube-wells, pumps.
    3. Map of India with the large rivers of this country.
    4. Unfamiliar words and phrases on the board.
  - B. Interest Lead :
 

Is anyone in this room thirsty ? What would help you ?

You all look very nice and clean, so your clothes must have been washed and you must have had a bath!
  - C. Presentation :
    1. Discussion initiated by the following questions :
      - a. By now you can guess what the topic of our study is this morning.
 

Can you think of other uses of water ?  
(aim to have children include : swimming, bathing, cooking, gardening, growing of fruits and vegetables, fishing, boating, shipping, etc.)
      - b. Now take your Social Studies Book, page 18. Perhaps our text will tell us something about water which we didn't think of before.

N.N., will you please read the page for us ?

Can anyone explain what idea this sentence from the book gives ?—

“Changing courses of rivers have turned rich lands into deserts.”

What is a canal ? (Show a picture if possible. Have you ever seen a tube-well ? Discuss pictures on page 19.)

Look on the map and find Rajasthan.

Why is this land yielding rich crops of wheat and cotton now ? (canals.)

N.N., please read page 19.

Who can explain the first sentence under the picture ?

Why is the last sentence true ?

N.N., you may read page 20.

Who can tell us the three ways in which water can be brought to the surface ?

Look at the picture of a Persian wheel and tell how you think it works.

N.N., please read page 21.

All of us will be ready to find the big cities on the rivers.

N.N., please read page 22.

Who can help us to find these rivers and cities mentioned on this page ?

Now let's make a Summary of what we have read today :  
(Teacher and children make the summary. Then children may copy it for home study.)

1. When and why we need water?
2. Use of canals and tube-wells.
3. How water is taken from below the surface of the earth?
4. Why big cities are on big rivers?

City	River
Delhi	Jamuna
Patna	Ganges
Hardwar	Ganges
Kanpur	Ganges
Calcutta	Hooghly
Allahabad	Junction of Ganges and Jamuna.

#### Assignment :

1. Be ready to give the meaning of the following words by using them in good sentences :  
desert..... tube-well..... canals..... springs..... buckets  
..... waterways..... crops..... plying.



**N.B.** When Oral Sight Reading is used with a Reader or a Library Book, the discussion following each child's reading is much more brief than when a Social Studies or Science Book is used.

## LESSON PLANS FOR GITA-GOPAL SCIENTIFIC READERS

### Book VI.

**Subject :** My Flag—pp. 1-2.

**Types :** Appreciation :

**Objectives :**

- A. To awaken a new love and interest in my National Emblem.
- B. To learn the significance of the colours in my flag.
- C. To acquire the ability to recite this poem meaningfully.

**Procedure :**

A. Introduction :

1. Materials :

The poem...in the Reader as also in the Workbook.

A flag of India

2. Interest Lead :

Every country in the world has a different flag. Every flag has a different meaning.

People love the flag of their country so much that many are willing to die if it is necessary to save the flag.

We have a lovely poem that is going to tell us much about our beautiful flag of India.

Would you like to hear it ?

3. Presentation :

a. The teacher reads the whole poem as well as she possibly can, in order to impress the children with the spirit expressed in each verse.

b. Show the actual flag, let the children identify the colours mentioned in the poem.

Discuss the meaning of the Asok Chakra.

N.B. The teacher must be very sure to show great reverence and respect for the flag as she handles it and shows it to the children. Fold it carefully and lay it in a clean place etc.

- c. Have the children open their text or workbook to find the poem.

The teacher again and alone reads the first two verses.

Briefly explain the meaning of the word Patriot.

- d. Let one child read the first verses ; another child the second..

Then one group reads the first ; another group, the second.

- e. Briefly discuss the meaning and pronunciation of the words : saffron, courage, truth, peace, faith, chivalry, increase.

- f. The teacher reads verses three and four.

Individuals and groups take turns reading the same.

- g. Briefly discuss the meaning and pronunciation of the words : praises, inspiration, zest, pledging, loyally, honour, uphold.

- h. The teacher reads the next two verses slowly and with the proper expression.

Individuals and groups read the same.

- i. The teacher reads the last two verses. Children read.

- j. The teacher reads the entire poem while children merely listen, books closed.

Teacher reads the entire poem again, while children follow in their books.

- k. With books closed the teacher says a verse while the children memorize the same by listening.

In this way, the class is sure to keep the right rhythm and expression without any sing-song.

As many periods as necessary may be taken for this memorization.

- Certainly not more than two verses at a time.
1. After the class can recite the poem well, they can be divided into two groups.  
The first group recites the first, third, fifth, and seventh verse.  
The second group carries the refrain each time. Verses, two and four, six and eight. (In the last line stress the word BLESS to avoid the danger of stressing "countrieeee".)
  - m. This poem, recited the above way, is fine numbers for any patriotic function giving many children a chance to participate.  
As a reward for effort, the teacher may choose a child to hold the flag while the group recites.
  - n. For a correlating activity the children can sketch an Indian flag.
  - o. For enrichment, look at pictures of flags of different countries and notice how they differ in colour and arrangement.

**Subject :** Unit one. Different peoples and places. Workbook pages 6 and 7.

**Types :**

- |                |                  |                        |
|----------------|------------------|------------------------|
| A. Development | C. Drill         | E. Workbook Activities |
| B. Silent Oral | D. Oral Practice | F. Enrichment          |

**Objectives :**

- A. To develop a keen interest in the contents of the new book.
- B. To broaden our horizons.
- C. To gain experience in answering thought-questions.
- D. To be introduced to proverbs.

**Procedure :**

**A. Development Lesson :**

**i. Materials :**

New words : Listed at the end of the story.

Add other words not familiar or difficult.

Phrases and word list at the chalkboard.

## 2. Interest Lead :

Do you think that all the people in the world live in India ?

Do you know the names of some other countries?

You are lucky ! Boys and girls long ago didn't know all these things.

We will find out why they didn't after we have studied our new words for today.

## 3. Presentation :

Phrases	Words	Activities
1. people in the world	1. country	1. Read phrases in order.
2. other countries	2. money	2. Read in mixed order.
3. different languages	3. different	3. Play Number Game.
4. could not travel	4. language	4. Read word list in order.
5. flat as a chupatti	5. letters	5. Read in mixed order.
6. out on the ocean	6. speak	6. Play "Number Game".
7. in one direction	7. laws	7. Re-read the phrases and words.
	8. direction	
	9. visit	
	10. never	

## B. Silent Oral Lesson :

1. Materials : Text-book page 3 and prepared questions for the silent reading.

## 2. Interest Lead :

Now we are going to find out a few things about children in other lands and also find out why we are so lucky to know about these boys and girls.

## 3. Presentation :

Please open your book on page 3.

Look at the picture. Why do you think these children are all dressed differently? Do they look like Indians ?

I will give you a question. Then you may read in your book until you find the answer. As soon as you have the answer, please raise your hand and stop reading.

I will call on you for the answer ; so be ready to read it to me, or if you can, just tell us the answer without reading it from the book. That's the best way to give the answer.

- a. Where do most of the people in the world live?  
(Discuss briefly.)
- b. Now continue to read until you find the answer to this question.  
Name six ways in which people do things differently in different countries.
- c. Why didn't people long ago know much about each other?
- d. What did people long ago think about the earth?  
What do we know about the shape of the earth?
- e. Can we ever fall off the earth?

**Assignment :** Please read this story over three times at home tonight.

Then read the questions at the end of the story and think out the answers.

We will talk about the answers tomorrow in class, and I hope everyone will have something to say.

### C. Drill Lesson :

#### 1. Materials :

- a. Flash cards with new and review words.
- b. Phrases and word list at the chalkboard.
- c. Workbook page 6.

#### 2. Interest Lead :

Today we will play some games with our words and phrases so that we can read our stories better and better.

#### 3. Presentation :

Phrases	Words	Activities
1. no one knew	1. parts	1. Read phrases in order.
2. about other people	2. because	2. Read words in order.
3. in olden times	3. travel	3. Play Number Game.
4. beginning of the world	4. beginning	4. Play Partners.
5. changed very much	5. fire	5. Read phrases in mixed order.
6. should study pictures	6. almost	6. Read words in mixed order.
	7. changes	7. Workbook page 7.
	8. earth	
	9. world	
	10. really	
	11. visit	
	12. yourself	

**D. Oral Practice :**

1. Materials : Text : Different People and Places.  
Some Rules for Good Oral Reading.

2. Interest Lead :

Do you remember some of the rules for good reading?  
(Discuss.)

In this book, because we are older now and smarter too, I hope, the sentences are much longer than they were in your other Gita-Gopal books.

So today, we are going to try to read the longer sentences just as big boys and girls do. I will help you practise them.

3. Presentation :

Please open your book on page 1.

You see that our story has many paragraphs. So we will work on one paragraph at a time.

Give individuals a turn to read. Point out their weaknesses and show them how to overcome them. Praise every effort, remembering "Nothing succeeds like success!"

After all the children have had a chance to improve their reading, encourage them to read the story to the family at night.

Discuss the questions listed at the end of the story.

**E. Workbook Activities :**

In the beginning (and as long as the teacher judges necessary) it is well to do the workbook exercises orally with the children first.

After they are SURE that they know how, and know the specific answers, let them write in the workbook.

This takes time, but it is time well spent and will draw big dividends as the child progresses more and more independently.

The word-study exercises may be taken in the English or Spelling periods, if necessary. These also should be done by the class and the teachers working together orally first.

In the second section of the WORD STUDY the first

word is the clue for the homonym to use...e.g., knew... new etc.

#### F. Enrichment :

In order to give the children an understanding and appreciation of the wise sayings known as Proverbs, discuss and explain the first one given.

“Well begun is half done.”

Help the children memorize the proverb and encourage them to use it on appropriate occasions.

It is encouraging to quote a proverb at the beginning of a new day.

**Subject :** Unit Two. Geography. p. 5. Workbook Pages 9 and 10.

#### Types :

- |                |                  |                        |
|----------------|------------------|------------------------|
| A. Development | C. Drill         | E. Workbook Activities |
| B. Silent-Oral | D. Oral Practice | F. Enrichment          |

#### Objectives :

- A. To have a simple introduction to the meaning of Geography.
- B. To learn to form personal judgments about given facts.
- C. To increase reading vocabulary and to enjoy a funny poem.

#### Procedure :

##### A. Development Lesson :

1. Materials : New words listed at the end of the story.  
Phrases and word list at the chalkboard.
2. Interest Lead :  
I'm sure you have heard older boys and girls talking about their Geography lessons. You didn't know what they were talking about, but today we will find out.
3. Presentation :  
Before we can read about Geography, we must learn some new words. Here they are on the chalkboard :

Phrases	Words	Activities
1. what is geography	1. geography	1. Read phrases in order.
2. did not understand	2. trains	2. Read in mixed order.
3. has learnt	3. dam	3. Play Number Game.
4. crawl into a cave	4. swam	4. Read words in order, then in mixed order.
5. garden of crops	5. cattle	5. Play Partners.
6. build a bridge	6. build	6. Read the phrases once more.
7. cattle skins	7. crawl	
	8. bridge	
	9. clothing	
	10. grasses	

### B. Silent Oral :

#### 1. Materials :

- a. Text : Geography.
- b. Prepared questions for silent reading.

#### 2. Interest Lead :

Now we are ready to find out what Geography is. Please open your book and read silently with your eyes until you find out what Geography is.

(Briefly discuss the answers.)

Now please read the whole paragraph and find out how man did things long ago.

What did he do when it rained ? What did he not do ?

What did he do when hungry ? What did he not do ?

If he wanted to cross a river, what did he do ? Not do ?

What did he do for clothes ?

Do people still do things the way early people did ?

Why do you think we have changed things ? The next paragraph will tell you about the things man does now when we are living.

What does man dig from the earth ? Name some minerals.

Name some things that man builds.

How does man work with the rain and the sun ?

Why does man want to go to the moon ?

Is geography a good thing to know ?



**Assignment :** You may read this story over three or four times this evening for homework.

Then think over the answers to the questions at the end of the lesson.

We will discuss the answers tomorrow.

### C. Drill Lesson :

#### 1. Materials :

- a. Flash cards with new and review words.
- b. Phrase and word list at the chalkboard.
- c. Workbook page 9.

#### 2. Interest Lead :

Big boys and girls have to learn big words ! So let's work really hard today, and make sure we know all our new and old words well.

#### 3. Presentation :

Phrases	Words	Activities
1. you have heard	1. geography	1. Read phrases and words in order,
2. did you understand	2. swam	then in mixed order.
3. more to discover	3. build	2. Play Number Game..
4. raise crops and cattle	4. bridge	3. Play Partner Game.
5. space ships	5. cave	4. Flash card "Down" ..
6. never knew geography	6. crawl	5. Workbook page 3.
7. perhaps he taught	7. minerals	
	8. earth	
	9. hungry	
	10. skins	

### D. Oral Practice :

#### 1. Materials :

- a. Text Unit Three...What is Geography.
- b. The Chart with Rules for Good Oral Reading.

#### 2. Interest Lead :

We have studied the meaning of the new words in our story, but we need some practice now in reading the longer sentences more smoothly. So please open your book and I will help you.

We will all listen well and then help each other to improve ; won't we ? When someone helps me, I say, "Thank you, N.N."

## 3. Presentation :

Look at your story and count the number of paragraphs.

Perhaps it would be a good idea to practise one paragraph at a time.

When I call your name, please stand up and read one paragraph.

The class will listen well and then tell you what they think about your reading. I will also tell you. Then, the next time you read, you will surely do better.

In this way we can all help each other to become good readers !

Don't forget the punctuation marks are in the story to help you read better.

After all the children have had a chance, decide what the common weakness of the class is and decide to work on that again in the next story.

Discuss the answers to the questions listed in the book.

## E. Workbook Activities :

Activities A and B, page 11 :

Each teacher will know which children can proceed independently and which children will still need her assistance.

At this early stage in the workbook it is well to take the exercises orally first with the entire class. Then let those write who can do the written work independently while the teacher helps those who need help. The very slow student will need more time, or be excused from doing the complete exercise. But part of each exercise class must complete, in this way building up power for future exercises which will follow the same pattern.

## E. Enrichment :

Enjoy and memorize the little poem about the **Two** Cats in the text (p. 6).

**Subject :** Unit 3. Making A Map. p. 7. Workbook : page 12.

**Types :**

A. Development

C. Drill

E. Workbook Activities

B. Silent

D. Oral Practice

F. Enrichment

**Objectives :****A Development Lesson :****1. Materials :**

- a. Now words listed at the end of the Unit.
- b. Difficult review words from previous units.
- c. Phrases and word list at the chalkboard.

**2. Interest Lead :**

Show the children a compass and ask them if they know its name and use.

Explain that the needle always points to the North. Let them tell you, if they can, the names of the other three cardinal directions.

**3. Presentation :**

You would like to know more about the compass, would't you ?

We will hurry and learn the new words we need to read the story about maps and directions, then you can read about it.

Phrases	Words	Activities
1. invite a friend	1. map	1. Read phrases in order, then in mixed order.
2. draw a man	2. globe	2. Read words in order, then in mixed order.
3. things to remember	3. compass	3. Play the Number Game.
4. important directions	4. east	
5. out straight	5. west	
6. facing north	6. north	
7. pointing to the south	7. south	
	8. rises	
	9. sets	
	10. directions	

**B. Silent Oral :****1. Materials :**

- a. Text : Making a Map.
- b. Prepared questions for silent reading.

**2. Interest Lead :**

Do you know in what direction the school is from your home ?

Did you ever hear your father or mother say anything about the East or the West ? These are important things we will learn about today..

## 3. Presentation :

Please open your book to the new lesson. (p. 7.)  
I will give you one question at a time. You may read quietly until you find the answer to the question given to you. As soon as you are ready to read or to tell the answer, please put up your hand. I may call several children to see if they have different answers. Of course only one answer can be the right one. Are you ready ?

Here is your first question :

Is map-making easy ?

Now read the next part to find out the names of the four directions.

When we are looking at a map, which direction is at the top ?

Which direction is to the right ? To the left ?  
At the bottom ?

If you have a compass, to which direction will it always point ?

Now please read the next paragraph and find out how we can find the four directions without a compass.

Which way must you point your right hand ?

Which direction is always opposite to the East ?

If your right hand is to the East and left hand is to the West, what is in front of you ?

To which direction is your back turned ?

Now say the four directions and point to them as you name them.

As you know, a map is a flat picture of the world or a part of it.

When a map is made to look like a big round ball what is it called ?

Will India be on a map of the world ? Will India be on a globe ?

**Assignment :** Please read this story about Making Maps over three times, at home this evening. Then

see if you can answer all the questions at the end of the story.

Be sure to know all the words in the list too !

### C. Drill Lesson :

#### 1. Materials :

- a. Flash cards with new and review words.
- b. Phrase and word list at the chalkboard.
- c. Workbook p. 14.

#### 2. Interest Lead :

We have some big words to learn today ; so let's get busy !

#### 3. Presentation

Phrases	Words	Activities
1. invite a friend	1. mistake	1. Read phrases and words in order. In mixed order.
2. suppose you found	2. strange	2. Play Number Game with both.
3. strange town	3. remember	3. Play Partner Game with both.
4. find directions	4. important	4. Flash Card "Down".
5. compass shows the North	5. really	5. Workbook page 14.
6. arms out straight	6. globe	
7. maps and globes help	7. pointing	
	8. facing	
	9. health	
	10. wealth	
	11. south	
	12. north	

### D. Oral Practice :

#### 1. Material :

- a. Text Unit Four...Making a Map.
- b. Chart with Rules for Good Reading.

#### 2. Interest Lead :

I'm sure your father will be very happy to hear you read about maps and globes and finding directions. So let's practise, then we can read the story very smoothly.

#### 3. Presentation :

The first part of the story is a little introduction. There are two long questions to read. How will we read them ?

Let several individuals read these and the next part.

The next paragraph tells about directions.

How many directions did we read about so far ?

Then we will stress those four words : East, West, North, South.

Let a number of children try. Decide which child did it best.

Now let's finish the story.

Do you think you can read for your father this evening ?

Discuss questions at the end of the story.

#### E. Workbook Activities :

Activities A and B. page 14.

These exercises ought to be taken orally with the class before they are asked to do the written work.

The Word Study is a bit difficult, especially for non-English-speaking children, but with a little help it can be done very well.

#### F. Enrichment :

By way of discussion ask : What would you rather have—a bag of rupees or a strong body that helps you feel well and full of fun ? Discuss.

The wise boys and girls chose the right thing. A healthy body.

Long ago wise men made a proverb about this. It is in your book.

Health is wealth.

Recall the other proverbs taken so far.

**Subject :** Unit 4. The Land of the World. p. 10. Workbook p. 15.

#### Types :

A. Development. - C. Drill. E. Workbook Activities  
B. Silent Oral. D. Oral Practice. F. Enrichment.

#### Objectives :

- To gain some important geographic information.
- To develop a sense of power in reading difficult material.
- To master anew reading vocabulary.

**Procedure :**

A. **Development Lesson :** Part one ( the land of the world ).

I. **Materials :**

- a. The first four paragraphs of the lesson
- b. New words :

continent	Asia	belong
patch	Africa	hemisphere
America	Australia	eastern
Europe	Antarctica	western

2. **Interest Lead :**

I know you have always wanted to study some real geography, boys and girls. Today is our chance ! You will like the big words and new ideas.

3. **Presentation :**

We will learn how to read the big words first. Then we will find out what each one means and where we can find it.

Phrases	Words	Activities
1. important word	1. continent	1. Read the phrases several times in order.
2. in geography	2. Asia	2. Read the words several times in order.
3. seven continents	3. Antarctic	3. Read both in mixed order
4. America, Europe, Asia	4. Europe	4. Play the Pointer Game.
5. Africa, Australia	5. America	
6. Antarctica	6. Africa	
7. eastern hemisphere	7. Australia	
8. western hemisphere	8. hemisphere	
9. northern and southern	9. northern	
	10. southern	
	11. eastern	
	12. western	

B. **Directed Study. Part One**

1. **Material :** Text first four paragraphs.

2. **Interest Lead :**

Now we are going to meet our big geography words in our Reader.

3. **Presentation :**

I will give you a good question. (One question at a time.)

You will quietly find the answer. Raise your hand when you are ready to READ it to the class. We must READ these answers.

We cannot say them in our own words in Geography.

1. What is a continent ?
2. How many continents are there in the whole world ?
3. Name the seven continents.
4. If you look on a globe, where will you find the continents ?
5. Do the parts of the globe have different names ?

Here the teacher will sketch a globe on the chalkboard.

Cut it from north to south with coloured chalk.

Let the children tell you the name of each part.

Label each part after the children tell you.

Now sketch another globe. Cut it from east to west.

Let the children tell the name of each part. Label each.

6. The answer to this question you can find on the chalkboard or even in your own head if you listened well.

What is the right-hand side of a globe called ?

The left-hand side ?

The upper or top half ?

7. What does the word "hemi" mean ?  
What does the word "sphere" mean ?  
When we put these two words together what new word have we ?
8. What is the meaning of the word hemisphere ?



**C. Development :** Part Two. Waters of the World.1. **Materials :**

- a. Last two paragraphs of the story.
- b. Phrases and word list at the chalkboard.

2. **Interest Lead :**

We have looked at maps and globes to find the continents.

What do you think the blue shows ? (Water.)

Today we will find out if there is more land or more water on the earth. What do you think the answer will be, N.N. ?

3. **Presentation :**

<b>Phrases</b>	<b>Words</b>	<b>Activities</b>
1. five oceans	1. Arctic	1. Read phrases in order, then in mixed order.
2. Pacific Ocean	2. Indian	2. Read words in order, then in mixed order.
3. Atlantic Ocean	3. Pacific	3. Play the Number Game with both the phrases and the words.
4. Indian Ocean	4. Antarctic	4. Pointer Game.
5. Arctic Ocean	5. America	
6. Antarctic Ocean	6. Atlantic	
7. two hemispheres	7. Australia	
8. seven continents	8. Europe	
	9. Asia	
	10. equator	

**D. Directed Study :**1. **Materials :**

- a. Text...the last two paragraphs of the story, *The Land of the World*.
- b. Prepared questions.

2. **Interest Lead :**

This lesson is not just a story for us to enjoy. This is a hard geography lesson ; so we must study it carefully.

I will give you a question.

You will read silently to find the answer, then you will raise your hand to show that you have found the answer ; and if your name is called, you may read the answer which you found out loudly for the class to hear.

I will tell you if you found the right answer.

## 3. Presentation :

Please open your book. Find the last two paragraphs which tell you about the waters of the world. Now listen for the questions : (one at a time.)

- a. Is there more land or more water on the earth ?
- b. Into how many oceans is the water divided ?
- c. Read the names of the five oceans.

New view :

Now let's read from the beginning of the story and see if we can help each other find answers to the hard questions at the bottom of the page of our story.

- a. Where is the North Pole on the globe ?
- b. Where is the South Pole on the globe ?
- c. Where is the Equator ?
- d. Name two hemispheres, name two others.
- e. Name the seven continents.
- f. Name the five Oceans.

You will be very happy to know all these answers when you do the exercises in your workbook.

**Assignment :**

If you have a globe or a map of the world at home, you can show your family the seven continents and the five oceans. Don't forget to find the Equator and to tell about the Hemispheres...Eastern, Western, Northern, Southern.

The North Pole and the South Pole will be fun to find too !

**E. Drill Lesson :** (for parts one and two combined)

Materials :

- a. Flash cards with names of the seven continents : five oceans, two poles, four hemispheres, equator.
- b. Phrases and Word List at the chalkboard : (taken from the workbook.)

Phrases	Words	Activities
I. earth's features	I. hemisphere	I. Read phrases and words in order.
2. fly through	2. equator	2. Read both in mixed order.
3. seven continents	3. continent	3. Play Partner Game. (Give each child several turns with different partners.)
4. Europe and Asia	4. ocean	4. Flash-card drill.
5. America and Australia	5. sea	5. Flash card "Down".
6. eastern and western	6. pole	
7. northern and southern	7. feature	
8. equator is half-way	8. earth	
9. Pacific and Atlantic	9. world	
10. Indian and Arctic	10. river	
II. lakes and rivers	II. Ganges	
12. seas and oceans	12. Arabian	
	13. Bombay	
	14. India	
	15. waterways	

#### F. Workbook Activities :

Because this is very much more difficult than previous work, it is suggested that the teacher do the work with the children.

page 15. a. Let an individual read the first paragraph.

Children and teacher discuss briefly by way of new-view.

b. Let an individual read paragraph two ...then help children memorize the names of the continents, then and there.

c. Carry out the suggested activity. Actually find the continents on the globe. (Be sure to have the globe handy and ready to use.)

d. Demonstrate the next paragraph for the children before they attempt to read it in the next paragraph. They must UNDERSTAND what they are reading.

- e. Ask a child or several children to demonstrate : Eastern Hemisphere... Western...Southern.
- f. Have children locate the North and the South Pole before reading.
- g. Be sure each child can find the Equator and India.

Let each child do the HOW WELL DO YOU READ independently.

- page 17 h. The Exercise A on page 17 should also be done WITH the teacher. Have someone give the correct answer, then all the children write in the workbook.
- i. Exercise B should be done independently, then checked and discussed. If the teacher wishes, this exercise is fine for a check-up test. The results may be used for the weekly check-up test in comprehension.

### G. Enrichment :

On an outline map of the world, let the children colour the water blue ; the continents each another colour as they choose...or if preferred, as directed.

**Subject :** 5(a). A New Friend. p. 13.

**Type :** Appreciation :

### Objectives :

- A. To enjoy the rhyme and the rhythm of this simple poem.
- B. To learn something about an echo.
- C. To add this poem to those we can say to give pleasure to others.

### Procedure :

- A. Introduction :
  - i. Materials :

Poem in the text. (It is not in the workbook.)

## 2. Interest Lead :

We have a lovely poem in our book about a little boy who saw and heard another little boy way down in a deep well.

I wonder if you can guess who the boy in the well was.

## 3. Presentation :

a. Teacher reads the entire poem while the children listen.

b. Class discuss the boy in the well.

Discuss echoes and reflections.

c. Teacher re-reads each verse stopping at the end of each to help children find the rhyming words.

List them at the board.

d. Teacher re-reads to help children feel the rhythm.

e. Ask individuals to read two lines each.

f. Other individuals read a verse each.

g. Let one group be the boy at the well, another group the echo.

h. Encourage children to memorize the poem.

i. Children who know the poem well may recite for an audience.

This is a good poem for children to say for visitors to the classroom.

j. Encourage children to say it at home for the family.

## 4. Enrichment :

Teach the song, "Little Sir Echo", or some other related song.

**Subject :** Unit 5 b. I Saw a Ship A-Sailing.

**Type :** Appreciation and enjoyment.

**Objectives :**

To add another poem to our treasury.

To enjoy the quiet humour in this poem.

**Procedure :**

1. Materials : I Saw a Ship A-Sailing ( not printed in the workbook.)

2. Unfamiliar words :

laden	apples	hold	captain
comfits	silk	sailors	quack.
cabin	gold	packet	

3. Interest Lead :

Today we have a very funny little poem in our book.  
Would you like to hear it ?

**Presentation :**

- Teacher reads the entire poem. Children have books closed.
  - Discuss the unfamiliar words and learn to say them.
  - Discuss the content of the poem to make sure children get the humour, and don't take it seriously. (Some folks do !)
  - Teacher reads one verse at a time—calls upon a child to read it after her...the whole four lines as a unit.
  - Teacher and children read the other verses in the same way.
  - Children read without the teacher's help—memo-rize it as they read.
  - Enjoy the illustration. Plan other illustrations.
5. Enrichment.  
Copy the poem in best writing. Illustrate originally.

**Workbook :**

Pages 9 and 10 can be given as an examination. There is no reference to the poems. It is based on geography and should be taken at another time. Not in the Reading period.

**Subject :** Unit 6. The Country We Live In. p. 17—The Taj Mahal—Workbook pp. 21 and 22.

**Types :**

- |                 |                   |                         |
|-----------------|-------------------|-------------------------|
| A. Development. | C. Drill.         | E. Workbook Activities. |
| B. Silent-Oral. | D. Oral Practice. | F. Enrichment.          |

**Objectives :**

- A. To acquire new pride in our Indian culture and art.
- B. To build up new concepts of our country and continent.
- C. To increase skill in reading both silently and orally.

**Procedure :****A. Development Lesson :****1. Materials :**

- a. New words and phrases listed on the chalkboard.
- b. A beautiful picture of the Taj Mahal.

**2. Interest Lead :**

Have you ever heard your daddy or Mother talk about the Taj Mahal ?

What do you know about it ? Would you like to read a story all by yourself and find out more about this beautiful tomb which people come from all over the world to see ?

**3. Presentation :**

Phrases	Words	Activities
1. our own continent	1. attached	1. Read phrases and words in order, then in mixed order.
2. central Asia	2. islands	2. Play the Number Game with the phrases and with the words.
3. in loving memory	3. Japan	3. Play the Pointer Games.
4. mercy and justice	4. Agra	
5. flowering garden	5. battle	
6. finally finished	6. honor	
7. Emperor and Empress	7. tomb	
	8. match	
	9. Mahal	
	10. fever	

**B. Silent-Oral Lesson :****1. Materials :**

- a. Text...Unit 8...The Country We Live In.
- b. Prepared Questions and Picture.

**2. Interest Lead :**

Now we are ready to read in our books more about the Taj Mahal.

Look at this beautiful picture again. We cannot look at it too often, it is so beautiful. The more often we look at it, the more we love it !

### 3. Presentation :

Please open your books and read quietly with your eyes to find the answers to my questions. One by one, for each paragraph.

1. On which great continent is India ?
2. How is Asia different from the other six continents ?
3. Name some other countries of Asia.  
What about the size of Asia ?
4. In what part of Asia is India ?  
Where is the most beautiful building in the world ?
5. What is this beautiful building called ?  
By whom was it built ?
6. Did the Emperor love his wife very much ?  
Tell why you think so.
7. What happened to the beautiful Empress ?  
What did the Emperor do ?
8. How did the Emperor get the idea of building the tomb ?  
Why did he want it to be so very, very beautiful ?  
What does Taj Mahal mean ?
9. How long did it take to build the Taj Mahal ? Why ?  
Was the Taj Mahal built long ago ?

**Assignment :** Read over this part again, to make sure, you understand it.

Be ready to answer all the questions.

### C. Drill Lesson :

#### 1. Materials :

- a. Phrases and words at chalkboard.
- b. Flash cards with new and review words.



## 2. Interest Lead :

We have some nice big words to practise today. So we ought to have a lot of fun while we learn them well.

## 3. Presentation :

Phrases	Words	Activities
1. all over the world	1. Emperor	1. Read phrases and words in order,
2. continent of Asia	2. Taj Mahal	then in mixed
3. eighteen years	3. crown	order.
4. honour his wife	4. finished	2. Play Partner Game
5. match her face	5. justice	with phrases and
6. he could find	6. mercy	with words.
7. twenty-two years	7. happiness	3. Play Number Game
8. in the moonlight	8. attached	with both.
	9. islands	4. Practise the flash
	10. battle	cards.
	11. tomb	5. Have a flash card
	12. Empress	"Down".
		6. Workbook page 21.

## D. Oral Practice :

## 1. Materials :

- a. Text...The Country We Live In.
- b. Workbook page 21.
- c. Chart with Rules for Good Oral Reading.

## 2. Interest Lead :

We know that many people can read. BUT, can all people read WELL ?

Do you like to listen to the boys and girls who read with expression ?

Do you like to listen to someone who reads in a choppy way ?

Why not ?

Do big boys and girls obey the punctuation marks ? Why ?

Let's see now...which three things are we going to remember today when we read for the class ? (Refer to rules on the chart.)

## 3. Presentation :

Please take your books and open them.  
You may read the title together.

**N.B.** If children have workbooks only, this same procedure can be carried on with page 21.

1. Let individuals read thought units.
2. Teacher and class evaluate the reading according to the criteria determined in the beginning of the lesson.

When a child criticizes another child's reading, he must at the same time give a suggestion for the improvement of the error made. If a word has been mispronounced, the critic must pronounce it correctly.

3. After all the children have had a turn to practise, the whole story can be read without interruption by several children, if time permits.

#### **E. Workbook Activities :**

Activities page 22.

Because the development and drill have been taken so thoroughly for this Unit, each child should be able to do these exercises independently.

The results will be a fine indication to the teacher as to the pupil's understanding of the work.

#### **F. Enrichment :**

Since all children find it difficult to answer definite questions in a logical way, time is well spent in helping them gain more power in this skill. The teacher can put one or more of the questions in the workbook at the chalkboard. Let a number of children offer an answer. Choose the best answer. Write it down and ask the class why this answer seems to be better than the others.

**Example :** Question 1. In what country is the city of Agra ?

**Answer :** 1. The city of Agra is in India.

**Subject :** Unit 7. More About India—p. 20 India, My Country—Workbook pages 24-25.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.

**Objectives :**

- A. To enjoy reading more about India.
- B. To gain more skill in independent reading and understanding.
- C. To master the meaning of the new words in the vocabulary.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :

Phrases and word list at the chalkboard.  
Flash cards with new and review words.

2. Interest Lead :

If we work hard on just a few new words, we shall be able to read another story about India, all by ourselves!  
So let's get busy.

3. Presentation :

Phrases	Words	Activities
1. highest mountains	1. favourite	1. Read in order.
2. Himalayas	2. sport	2. Read in mixed order
3. Mount Everest	3. buffalo	3. Play Pointing Game.
4. Nepali Tensing	4. wounded	4. Play Number Game.
5. Englishman Hillary	5. African	5. Practise flash cards.
6. Maharajah	6. obedient	
7. partly wrong	7. suddenly	
8. carefully enough	8. roadside	
	9. trunk	
	10. quarrelled	
	11. partly	

**B. Oral Sight Reading Lesson :**

1. Materials :

- a. Unit 9. More About India.  
Workbook page 24.

## 2. Interest Lead :

You worked very hard to learn the new words and phrases ; so I'm sure you are going to read the new story beautifully !

## 3. Presentation :

Please open your book for the story, More About India.

**N.B.** If a class has only the workbook, page 24 can be taken in the same way as the story in the text.

- a. This story is made up of many short paragraphs : so each child can be asked to read one paragraph, right off to the class. If the child hesitates at the pronunciation of a word, the teacher may help him phonetically to sound out the word. If it is not a phonetic word, then some other child may be permitted to say the word.

Praise the child for his effort, and add to his joy of reading at sight, by showing your appreciation, even if you think the reading ought to be better. Remember, not EVERY lesson must be read with perfection ! The accomplishment feeling of the child is of greater value in this type of reading.

- b. After the whole lesson has been read by various members of the class, the ideas can be discussed without the book.

- c. The story about the four blind men is also in many Hindi readers.

If the children have not already read it in Hindi, tell them they surely will.

- d. Encourage them to read the story for the family.  
e. The workbook has only the section about the Himalayas, but it can also be read Oral Sight.

**C. Workbook Activities :**

page 26 A and B.

Help the children to answer the questions in good English. Show them that if they write all their sentences in sequence

without numbering them, they will have a fine composition at the end.

Let the children illustrate these papers and hand them up for display, on the bulletin board.

#### D. Enrichment :

Plan and play the story of the Four Blind Men.

**Subject :** Unit 8(a), An Indian Fairy Tale. p. 25.

**Type :** Oral Sight and Personal Interpretation.

#### Objectives :

- A. To become acquainted with Indian folk lore.
- B. To build up an interest in songs of other lands.
- C. To gain more joy in reading at sight and making personal observations.

#### Procedure :

##### A. Oral Sight :

##### 1. Materials :

- a. An Indian Fairy Tale.
- b. The Owl.
- c. Here We Go Round the Mango Tree.

##### 2. Interest Lead :

Did you ever see a monkey ? Was it living in a neat little house ?

Today we will find out why not.

##### 3. Presentation :

- a. Please open your workbook to the Unit, an Indian tale.

By looking at the title of the story, who can tell us what kind of a story this is going to be ?

- b. Let each child read a paragraph.

At the end of the reading discuss the meaning of the fairy tale.

- c. There are three questions for us to answer at the end of the story. Who can answer the first one ? second ? third ?

- d. What lesson can we learn from the little tale?

## The Owl

You may look in your book while I read the little poem for you ; but first can you tell us what an owl is ? Discuss what an oak is.

- a. Teacher reads the poem.  
Several children read.  
Class read it as a group, then say it from memory.
- b. Does anyone know why we aren't like this old bird ?
- c. This will be something nice to share with the family this evening. Be sure to read it well !

\* \* \* \*

## Here We Go Round the Mango Tree

If you were to make a trip around the world, you would hear children in many different countries all chanting this folk song. Of course the children all sing it in their own language, but the idea is the same.

- a. Various children are called upon to read the verses in order.
- b. Discuss the sequence of things that happen.
- c. Discuss the actions proper to each verse.
- d. Teach the melody and sing it for the children.
- e. Children sing it, doing the actions at the same time.
- f. Plan to use this action song for some future event.

\* \* \* \*

Briefly discuss the proverbs of the last few lessons.

Encourage children to memorize them.

**N.B.** There are no workbook activities for this Unit.

**Subject :** Unit 8(b). The Ox Who Loved His Master p. 30  
Workbook 27-28.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.

**Objectives :**

- A. To add another Indian folk tale to our collection.
- B. To deepen our conviction that we must be kind to animals.
- C. To gain more interesting experience in Oral Sight-Reading.

**Procedure :**

## A. Preparatory Drill :

## 1. Materials :

- a. Phrases and word list at the chalkboard.
- b. Flash cards with new and review words.

## 2. Interest Lead :

In our other books we have read many stories that helped us to learn that good people are always kind to animals.

Today we have another story to show us what happens if we forget to be kind to our animal friends.

## 3. Presentation :

Phrases	Words	Activities
1. very strong ox	1. yoke	1. Read phrases in order.
2. in a village	2. wretch	2. Read words in order.
3. pieces of silver	3. whipped	3. Read both in mixed order.
4. draw them along	4. neither	4. Play Number Game.
5. crowd gathered	5. easily	5. Play Partners.
6. owner yoked the ox	6. rascal	6. Practise flash cards.
7. first wagon	7. treat	7. Flash card "Down".
8. heavier loads	8. forgive	
	9. creature	
	10. strongest	

## B. Oral Sight Lesson :

## 1. Materials :

- a. Unit 11. The Ox Who Loved His Master.
- b. Workbook page 27.

## 2. Interest Lead :

Aren't you eager to read the story about another animal friend ?

You will have a big surprise !

## 3. Presentation :

- a. Please open your book to the title, The Ox Who Loved His Master.
- b. The story consists of a number of short paragraphs ; so each child can read one paragraph for the first reading.
- c. Discuss the content of the story. Get children's reactions. Notice which children sympathize with the Ox.  
(Others haven't grasped the lesson of the story.)
- d. Plan an activity group reading.  
One group or one individual take the man's part, another group the Ox's part, another group the villagers'.
- e. Discuss the answers to the questions at the bottom of the page.

**C. Workbook Activities.** pages 28 and 29 for enrichment.  
N.B. page 27 can be taken as oral sight reading if desired.

**Subject :** Unit 9. Man Makes History. p. 33.

**Types :**

- A. Preparatory Drill. Workbook pages 30-32.
- B. Silent Oral.

**Objectives :**

- To get a good introduction to the meaning of History.
- To gain more experience in getting the meaning out of reading.
- To build up an interest in what happened long ago.

**Procedure :****A. Preparatory Drill Lesson :**

## 1. Materials :

- a. Phrases and word list at the chalkboard.
- b. Flash cards with new and review words.

## 2. Interest Lead :

Some time ago we learnt the meaning of the word Geography.



Do you remember how surprised your father was to hear you tell him about continents and things like that !

Soon you can surprise him by telling about History too...

Would you like to do that ?

3. Presentation :

Now let's work really hard with our History words :

<i>Phrases</i>	<i>Words</i>	<i>Activities</i>
1. for thousands of years	1. forgotten	1. Read phrases in order, then in mixed order.
2. could keep records	2. wolves	2. Read words in order, then in mixed order.
3. changing seasons	3. pack	3. Play Number Game.
4. pass on knowledge	4. truth	4. Play Pointing Game.
5. change the world	5. ancient	5. Play Partners.
6. gateway to history	6. Greeks	6. Practise flash cards.
7. people told instead	7. history	7. Go over phrases again.
8. lose the truth	8. knowledge	
	9. records	
	10. happened	
	11. hunt	
	12. barrel	

**B. Silent Oral Lesson :**

1. Materials :

- a. Text : Man Makes History.
- b. Workbook page 30.

2. Interest Lead :

Today we are lucky to have two good stories to read which tell us how History is made.

We will read our text first, then we'll read the workbook story.

3. Presentation :

Please open your book. To help you understand what you read I will give you a good question. You may read quietly with your eyes only, to find the answer. As soon as you think you can read the answer, or tell us the answer in your own words, please raise your hand. If

I call your name, you may tell us what you found. Perhaps you all will not find the same answer ; so be ready with your answer, even if other children are ready before you are. Ready ?

- a. Which did man have first, History or Geography ?
- b. When did History begin ? Why do you think this is so ?
- c. Of what things could man keep a record after he knew how to write ?
- d. Who makes History ?
- e. What is History ?
- f. What did people do before they could read and write ?
- g. Did the stories always stay true ?
- h. What name is given to stories that have changed and are no longer true after many years ?
- i. Is History very old ?
- j. What History did the Greeks give us ?

Now please take your workbook. The story on page 30 is a very good summary of what you have just read in your text.

We will read this right off. So please do your best when I call you to read for us.

Now let's see if we can answer the questions at the bottom of page. Check and discuss.

### C. Workbook Activities :

Help the children with Exercise A on page 31.

This is difficult work, but very necessary and helpful to know.

Exercise B can be done independently by most of the children, then checked and discussed.

### D. Enrichment :

Bring a number of actual History books to the classroom for the children to look at.

Help them build up a new interest in the people of other lands as well as in their own.

Large pictures of various historical spots in India will lead to discussion and new interests.

Stress how wonderful it is to know how to read and write and how we must appreciate all that the people long ago did to make History possible.

**Subject :** Unit 10. The Riddle of the Sphinx p. 36.

**Type :** Oral Sight.

**Objectives :**

- A. To get acquainted with an ancient myth.
- B. To improve reading techniques.
- C. To acquire a taste for riddles.

**Procedure :**

A. **Oral Sight Lesson :**

1. **Materials :**

- a. Text : The Riddle of the Sphinx.
- b. Workbook page 33.
- c. Prepared questions for the reading.

2. **Interest Lead :**

Did anyone ever ask you a riddle ? What did you do to get the answer ?

Who could ask us a riddle now ?

In our story today we have a riddle. A very difficult one.

You will be surprised when you hear the answer.

3. **Presentation :**

Yesterday we heard that History is true, but that myths are not true. Our story today is a myth. I think you can read it without much help. Let's try !

Let different children each read one of the short paragraphs.

After all have had a turn to read, and the story has been completed, have a little discussion to make sure the idea was understood.

## Discussion Questions :

- a. Is this a true story ? How could you tell that it couldn't be true ? (No such creature as a sphinx.)
- b. What kind of creature was the sphinx ? Where was it ?
- c. Do you think the riddle was a good one ? Was it difficult ?
- d. Did the people of Thebes think it was a difficult riddle ?
- e. What happened to many because they could not guess the answer ?
- f. Who gave the clever answer ? Then what happened to the sphinx ?
- g. Do you think this man made a good King ?

**Assignment :** Study the riddle carefully so that you can ask your Mother this evening. But don't be like the Sphinx and eat her up if she can't find the answer !

**B. Workbook Activities :** pp. 34 and 35.

Page 34 can be done independently.

Page 35 may need some explanation ; this is a splendid exercise to develop a sense of unity and coherence...a feeling for what belongs together.

**C. Enrichment :**

Help the children to make simple original riddles about things in the classroom or compound.

Example : I am very small. I get honey from the flowers.

Let the children have a little "Riddle Party" during the English period.

Each child brings several riddles which he collected at home.

Children are each given turns to ask each other the riddles.

This promotes clear thinking and good judgment.

**Subject :** Unit II. A Trip to Europe, p. 39. Workbook pages 36 and 37.

**Types :**

- A. Silent Oral.
- B. Drill.

**Objectives :**

- A. To broaden our horizons by imaginary trips to other countries.
- B. To gain some important and interesting knowledge about Europe.
- C. To improve silent oral skills.

**Procedure :**

**A. Silent Oral Lesson :**

1. Materials :

- 1. Text : Story : A Trip to Europe.
- 2. Prepared questions to which children will find the answers.

2. Interest Lead :

Do you know anyone who has been to Europe ? How did he get there ? How did he come back ? Would you like to make such a trip ? Right now, because we must be in class, we can't really go on a long journey, but there is another way that we could go. Who can tell us which way we can go ? Yes, we will pretend that we are going. Or, we can say that we will take an imaginary trip.

Let's start right away !

3. Presentation :

Please look in the Table of Contents and find A TRIP TO EUROPE.

You may read the first four paragraphs. They are just an introduction and a review, which is good for us before we start our imaginary trip.

- 1. Can you name the seven continents ?

2. Who can read the names of the five great oceans ?

Now you may read the next paragraph and find out what a passport is.

1. What does a passport look like ?
2. Name the things that a passport tells about you.
3. Why do you think a passport is so necessary for a trip ?
4. Would you need a passport to go to another place in India ? Why not ?

The next paragraph is very important. Please read it carefully.

1. Which continent will we visit first ?
2. How will we get there if we travel by ship ? How long will it take ?
3. How long will it take by jet ?
4. Which do you think will cost more, by air or by water ? Why ?

The next paragraph tells us about the people. Please read to find out :

1. What are the people of Europe called ?  
What are the people of India called ?
2. Is Europe a country or a continent ?  
What is the difference ?
3. Name some countries of Europe.
4. Are all the people of the different countries alike ?  
How are they different ?

Please read the next two paragraphs and find out where we are going first.

1. Where are the British Isles ?
2. Name the largest country in the British Isles. The capital.  
What did you find out about London ?

Now we can finish the story and find out more about England.

1. Where does the Queen live ?
2. How do the guards of Buckingham Palace dress ?

3. Name the most beautiful church and tell why it is famous now.
4. What would you see in the Tower of London ?
5. Tell about Big Ben.

If you could really go to England, what would you like to see first ? Why ?

London Bridge is there too. You like to play that game don't you ?

## B. Drill Lesson :

### 1. Materials :

- a. Flash cards with the important and difficult words.
- b. Phrases and word list at the chalkboard.

### 2. Interest Lead :

I'm sure you would like to read for your family the story of our imaginary trip ; so we will practise the phrases and words now.

Then you can read the story smoothly and with expression.

### 3. Presentation :

Phrases	Words	Activities
1. different continents	1. British	1. Read phrases and words in order.
2. your imaginary trip	2. European	2. Read phrases in mixed order.
3. passport and money	3. imaginary	3. Play the Number Game with words.
4. how much you weigh	4. passport	4. Play Number Game with phrases.
5. Mediterranean Sea	5. arrive	5. Flash-Card drill.
6. ocean voyage	6. different	6. Flash Card "Down".
7. France, Germany, Holland	7. famous	7. Workbook page 39.
8. Italy and Greece	8. uniforms	
9. Westminster Abbey	9. museum	
	10. Isles	

## C. Oral Practice Lesson :

By way of practice, let the children take turns in reading the story from the text, helping them over the difficult passages and words, until they can read both the textbook and the workbook story fluently.

**D. Workbook Activities :**

Do page 40 with the children in preparation for the next page, which they will do on their own as an examination.

On any day desired pages 40 and 41 may be assigned to the children as a TEST. A full period should be given to do this. Pages 40 and 41 should be done absolutely independently. No teacher-help at all.

The results should be checked by the teacher and carefully tabulated.

This test will show each child's strong points as well as his weakness. Children with high marks should form one group, those with low marks another. The children with low marks evidently need more teacher-help in the following exercises until they, too, can do much better work.

**E. Enrichment :**

Encourage the children to speak to friends or relatives who have been to England. Let the children tell the class the information they have gathered regarding the trip, the people, the places of interest, etc.

Hang up pictures and photos of the various important buildings of England. Ask children to search for and bring pictures also.

Also bring pictures of ocean liners and jet planes.

**Subject :** Unit 12. Robinson Crusoe. p. 43. Workbook pages- 43 and 44.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight and Appreciation.

**Objectives :**

- A. To develop a taste for good literature.
- B. To become acquainted with a world-wide character.
- C. To acquire more skill in the art of reading.



**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

1. Phrases and word list at the chalkboard.
2. Pictures from the story if possible.
3. A map showing England and the coast of Africa.

**2. Interest Lead :**

In our last story we made an imaginary trip to England. Today we are going to learn how to read a story which children all over the world have learnt to like. It is about an English sailor.

The story has some new words in it ; so we will learn those quickly first.

**3. Presentation :**

Phrases	Words	Activities
1. English people	1. sailor	1. Read the phrases and
2. Robinson Crusoe	2. shipwrecked	words in order.
3. was shipwrecked	3. sailcloth	2. Read the phrases
4. deserted island	4. happened	in mixed order.
5. built a raft	5. drowned	3. Read the words in
6. corn, rice and barley	6. except	mixed order.
7. felt lonely	7. deserted	4. Play the number
8. group of cannibals	8. shifted	game with the
9. faithful servant	9. fresh	phrases ; then with
10. dashed to pieces	10. cannibals	the words,
		5. Play Partner Game
		with both.
		6. Workbook page 42.

**B. Oral Sight Lesson :****1. Materials :**

Text...Story : Robinson Crusoe.

Prepared questions to check comprehension.

**2. Interest Lead :**

Now we are ready to read the story of the English sailor that was ship-wrecked and how he lived alone on an island for many years.

## 3. Presentation :

The teacher may read the first paragraph by way of introduction, then call upon individuals to read out thought units, right off and loudly. For variety of procedure the whole story may be read by various individuals before the questions are asked.

If an individual hesitates or is not sure of the answer, he may go back and re-read that section of the story. But as a rule this is not necessary.

## Questions :

1. Who was Robinson Crusoe ?
2. Where was he shipwrecked ? What happened to all his sailors ?
3. What happened to their lifeboat ?
4. Where was Robinson Crusoe washed ashore ?
5. How did he get back to his ship in the sea ?
6. Name the things he took back to the island with him on the raft.
7. Tell how he made himself comfortable on the island.
8. Name two things Robinson did every day. Why did he do these things ?
9. One day he had some visitors, who were they ?
10. Why had the cannibals come to his island ?
11. How did he save the poor man they intended to eat ?
12. Why did Crusoe give the man such a strange name ?
13. What happened to Crusoe and Friday in the end ?

C. Workbook : page 44 independently or with help as needed.

**Subject :** Unit 13. King Alfred and the Cakes p. 47. Workbook pages 45 and 46.

**Types :**

- A. Silent Oral.
- B. Appreciation.

**Objectives :**

- A. To develop an appreciation of good literature.
- B. To interpret and enjoy the story.
- C. To gain more practice in silent reading.

**Procedure :****A. Silent Oral Lesson :****1. Materials :**

Text...Story : King Alfred and the Cakes.  
Prepared Questions.  
Workbook page 45.

**2. Interest Lead :**

We like to hear about good people and the kind things they do, don't we? Well, today we have such a story. Let's read it carefully and learn the fine lessons it teaches us.

**3. Presentation :**

Our story happened in a country we know now ; so you will feel right at home and understand it better.

Please open your books. What is the title of the story ?

You may read quietly with your eyes. One paragraph at a time.

I will give you a question first, before you read, then you may find the answer.

Paragraph 1. What can you tell us about King Alfred ? (Read the answer.)

2. Who were the Vikings? Why did they defeat King Alfred?
3. Why did King Alfred dress like a poor shepherd?
4. What did the King ask of the woodcutter's wife?
5. What kind thing did the wife

- say ? What did she tell the King to do ?
6. How did the King show that he was truly polite ?
  7. Why did King Alfred forget about the cakes ?
  8. How did the woodcutter's wife know that the King had forgotten ?
  9. What did she mean by saying, "You lazy, good for nothing ?"
  10. When the woodcutter came in, how do you think he felt ?
  11. Why did the poor woman fall on her knees ?
  12. How did King Alfred show his great kindness to her ?
  13. What finally happened to the Vikings ?

Now let's read the whole story again, just for the fun of it. No questions to interrupt us.

(Let individuals read different paragraphs out loudly for the others.)

#### B. Workbook Activity :

Now please take your workbook page 45. Read the story quietly and do the exercise. You may do page 46 and 47 for homework. No one may help you or do it for you.

#### C. Enrichment :

Let's make a drama out of this story ! How many characters do we need ? What will each say ? Who will read the in-between parts ? When shall we practise ? Whom shall we invite for the drama ? Shall we need any costumes ? Where shall we give

it ? When would be a good day ? etc., etc. Discuss with the class and proceed to carry out the good suggestions.

Such an activity will help the children remember and enjoy the story better.

**Subject :** Unit 14. Other People of the British Isles p. 50.  
Workbook pages 48 and 49.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.
- C. Oral Practice.

**Objectives :**

- A. To get acquainted with the people of Scotland and their culture.
- B. To develop an interest in other peoples of the world in general.
- C. To gain more practice in the art of reading.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :

1. Phrases and word list at the chalkboard.
2. Pictures of Scots in kilts, bagpipes, etc.
3. Flash cards with the word at the bottom of the lesson.

2. Interest Lead :

Remember we are going to make an imaginary trip around the world ; so we can't stay too long in any one country. Today we are going to another country that belongs to the British Isles. This country is called Scotland ; the people who live in Scotland are called the Scots. We will find some interesting things in Scotland. But first we must learn our new words. Ready ?

## 3. Presentation :

Phrases	Words	Activities
1. bagpipe music	1. bagpipe	1. Read the phrases several times in order.
2. speak English	2. army	2. Read phrases in mixed order.
3. pig-skin bags	3. fought	3. Read words several times in order.
4. through some horns	4. bravely	4. Read words in mixed order.
5. squeezes the air out	5. beaten	5. Play the Number Game with both.
6. angry English people	6. spider	6. Play the Partner Game with both.
7. take his crown	7. failed	7. A quick flash card "Down"
	8. reach	
	9. Balloon	
	10. squeezes	
	11. especially	
	12. instrument	

## B. Oral Sight Lesson :

## 1. Materials :

- a. Text : Other People of the British Isles.
- b. Workbook page 48.
- c. Prepared questions.

## 2. Interest Lead :

*I'm sure you are eager to find out how the Scots play the bagpipes ; so please open your book and we will read the story right off.*

## 3. Presentation :

Individuals each read a paragraph, after which the teacher asks the questions to check on comprehension. If the one who has read cannot answer his question, anyone in the class may do so. Encourage children to keep count of how many questions they could answer during the whole story.

## Paragraphs :

1. Name the four countries that make up the British Isles.
2. Tell what a bagpipe is like. Of what use is it? Are any in India?

3. Were the Scots and the English friendly ?
4. How was King Bruce like Gandhiji ?
5. Why was the English army sent to Scotland ?  
Who was the King there ?
6. Who won the battle ? Why ?
7. Why was King Bruce hiding in a cave ?
8. What did King Bruce see in the cave ?  
What was it doing ?
9. What lesson did the spider teach the King ?  
What did King Bruce say about it ?
10. Did the spider ever get to the other part of  
the cave ? Did the King drive the English  
from his country and make it free ?

Good ! Now we have read the whole story in paragraphs. Should we read it again without answering any questions ?

I'm sure we will read it much more smoothly this time. And with expression too !

Let individuals read. Teacher evaluates the reading.

### C. Workbook Activities :

In our workbook we find the same story written in three longer paragraphs. Read it silently to yourself. Then do the exercise below the story to show that you understood the story well.

On page 50 are more exercises for you to do.

When you write the answers to the questions, be sure to begin each sentence with a capital letter.

Be sure to look in the story for the spelling of the words you do not know.

### D. Oral Practice :

#### 1. Materials :

- a. Text with Story.
- b. Chart with Rules for Good Reading.

#### 2. Interest Lead :

We can always make other people happy if we can read a good story to them. But we must know how to read well.

Let's practise the story of King Bruce so that we can give joy to others.

3. Presentation :

- a. Recall rules for good reading.
- b. Choose one or two that we will work on especially this time.
- c. Give individuals a turn to read parts of the story out loudly for the class.
- d. The teacher or the children evaluate the oral reading. Do not only point out weaknesses, but tell how they can be improved.

Example : Your reading would have been better if you had obeyed the punctuation marks.

I liked your reading very much but you didn't say some of the words very clearly, etc.

**Enrichment :**

In the Science Period, talk about spiders.

1. identification 2. structure 3. use 4. making of webs

If possible study some pictures of a variety of spiders.

**Subject :** Unit 15. A Trip to Switzerland p. 54. Workbook pages 51-52.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.
- C. Oral Practice.

**Objectives :**

- A. To become acquainted with a gem of Swiss literature and culture.
- B. To continue the imaginary trip through Europe.
- C. To develop more power in reading and doing related exercises.



**Procedure :****A. Preparatory Drill**

## 1. Materials :

- a. Phrases and words at chalkboard.
- b. Flash cards with new and review words.
- c. Some pictures of Switzerland.

## 2. Interest Lead :

Look at these beautiful pictures.

Now we are going to continue our imaginary jet.

We will leave the British Isles and go to some of the other countries in Europe.

The name of the country we will visit today is Switzerland. As you can see from the pictures, it is a very beautiful country.

In our book we have a story which shows how brave the people of Switzerland are.

## 3. Presentation :

We will study the new words quickly so that we can read this exciting story.

Phrases	Words	Activities
1. William Tell	1. straight	1. Read the words in order.
2. wicked king	2. angry	2. Read the phrases in order.
3. cruel arrow	3. afraid	3. Read both phrases and words in mixed order.
4. soldier measured	4. shouted	4. Play the Number Game with both.
5. Swiss people	5. disobey	5. Play Partner Game with both.
6. public square	6. punish	6. Flash Card "Down".
7. horrible tyrant	7. horrible	
8. seven paces	8. pale	
	9. breathe	
	10. paces	
	11. tyrant	
	12. shoot	

**B. Oral Sight Lesson :**

## 1. Materials :

- a. Text... Story : A Trip to Switzerland.
- b. Prepared Guiding questions.
- c. Workbook page 51.

## 2. Interest Lead :

Like every other country the Swiss people have some very fine stories, which are read and loved all over the world. Today we are going to read one of those stories, and I'm sure you will find it very exciting.

## 3. Presentation :

Please find the title : A Trip to Switzerland.

You will all get a turn to read a part. After you have read, I will ask a question or two to make sure you understood that part of the story. Not only the reader, but anyone in the class will be asked for the answer.

## Questions :

1. Is Switzerland a large country ?
2. Do you think the Ruler of the people was cruel and wicked ? Why do you think so ? Why did the Swiss people think so ?  
If they had to bow to him and his hat what did that show ?
3. Did all the people obey the wicked Ruler ? Who didn't ?
4. Was Gessler pleased when he heard what William Tell had refused to do ?
5. Where did William Tell live ? What could he do best of all ?  
Why do you think mountain people are usually very brave ?
6. Was William Tell afraid of the cruel tyrant, Gessler ? What did Gessler say ? What did Tell answer ?
7. What terrible thing did Gessler give Tell as a punishment ?
8. Why didn't William Tell want to do this ?
9. Suppose you were the son of William Tell, would you have been so brave ?

10. What would have happened if William Tell had refused to shoot the arrow ?
11. Why did other fathers hold their sons close to them ?
12. How did William Tell's son help his father ?
13. Who measured off the distance between the father and the son ? How much ?
14. Why do you think William Tell took two arrows ?
15. Why did the crowd cheer ?

This is a good story to read for the family, isn't it ? Tomorrow we will practise reading it as well as we can.

Now you may read over the questions at the end of the story and see if you can answer them all by yourself.

We will discuss our answers in our English Period.

#### B. Oral Practice Lesson :

##### 1. Materials :

- a. A Trip to Switzerland.
- b. Rules for Good Reading on the Chalkboard or on a Chart.

##### 2. Interest Lead :

Your family will be very happy to hear you read this exciting Swiss story.

So let's practise now so that we can all read it very well.

##### 3. Presentation :

Discuss the particular rules for good reading we will work at today.

Be sure to include "Expression" because of the conversation parts in the story.

Individuals read parts of the story. Each effort is evaluated, according to the pre-determined standards.

Assignment : Read the story over three times for yourself, then read it out loud for the family.

Tell us tomorrow how they liked it.

#### Workbook Activities :

Pages 51 and 52 can be done independently by most of the children.

Help those who need assistance, but make them try by themselves first.

**D. Enrichment :**

Plan, practise and carry out a dramatization of this exciting story.

Be sure to take "Safety Precautions" for the shooting scene !!!!

**Subject :** Unit 16. Off to Italy and Rome p. 58. Workbook pp. 54 and 55.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Practice.

**Objectives :**

- A. To enrich our knowledge of other lands.
- B. To become acquainted with a famous, ancient legend.
- C. To gain more speed in silent reading.

**Procedure :**

**A. Preparatory Drill Lesson :**

Phrases	Words	Activities
1. shaped like a boot	1. Italy	1. Read the phrases and words in order.
2. sunny Italy	2. Italian	2. Read phrases and words in mixed order.
3. snow-capped mountains	3. Rome	3. Play the Number Game.
4. sparkling lakes	4. glistens	4. Play Partner Game.
5. Italian people	5. Mediterranean	5. Flash Card "Down".
6. Roman Empire	6. Empire	
7. Eternal City	7. favourite	
8. Romulus and Remus	8. shepherd	
9. favourite legend	9. Tiber	
10. ancient Tiber		

**B. Silent Oral Lesson :**

1. Materials :

Story in the Text : Off to Italy and Rome.

Prepared questions to check on understanding.

## 2. Interest Lead :

We have studied the hard words in our new story ; so now we ought to be ready to read it quietly with our eyes, and understand what we are reading. There are seven paragraph in our story. I will give you one question for each paragraph.

When I tell you to start, read quickly with your eyes. Think of what you are reading and try to find the answer to the question I will give before you begin to read.

In this kind of lesson, we listen for the question first...then we read.

## 3. Presentation :

Please open your books and read the first paragraph to find the answer to this question. When you have the answer, quietly raise your hand and wait until you are called. If someone else gives the answer, and you have a different answer, keep your hand up, and we will see which answer is the best.

## Questions for paragraphs :

- Par. 1. In your imaginary trip to Italy what would you see in the North ? In the South ? Other places ?
- Par. 2. Name the most important city of Italy. Tell something about it.
- Par. 3. What is Rome sometimes called ? Why ? Why ?
- Par. 4. Name the largest church in the world. Tell something about it.
- Par. 5. Who were Romulus and Remus ? What do you know about them ? Why is this called a legend ?
- Par. 6. Why do you think artists have made pictures and statues of Romulus and

Remus? Could you see these on your trip?

Now look at the questions under the story. Can you answer them now?

### C. Oral Practice Lesson :

1. Materials : The Story in the text and the Story in the Workbook.

2. Interest Lead :

Educated people all over the world know the story of Romulus and Remus. I'm sure you will want to learn to read it very well, so that you can give pleasure to others.

Name some of the rules for reading that we must remember when we read.

3. Presentation :

I'll sit in the back of the room and pretend that I'm the principal.

When your name is called, you may read a part of the story as well as you can. After you have finished, the boys and girls will tell you what they liked about your reading. If you made a mistake, they would tell you the correct way to read that word or phrase.

Everyone must help ! Let's begin.

### Workbook Activities : pages 54 and 55.

We are going to use the story and the activities for a TEST today.

You may open your workbook on page 54. Read the story carefully, then do the exercise on that page.

Turn to page 55 and do those activities as neatly as you can.

When the time is up, I will collect the workbooks. Then we will discuss the answers. You will soon know if you had your thinking cap on or not !

**Enrichment :**

If possible show pictures of the wolf with the twins. And impress on the children that this is an ancient legend all people should know and recognize when they see it in stone or marble or even in pictures.

Show pictures of St. Peter's Church in Rome. It is the largest church in the world. And as such should also be recognized by educated people.

**Subject :** Unit 17. Androcles and the Lion p. 61. Workbook pages 57-59.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Oral Practice.
- D. Appreciation.

**Objectives :**

- A. To add one more ancient legend to our collection.
- B. To build up an appreciation of kindness to animals.
- C. To gain more power in free dramatization.

**Procedure :****A. Preparatory Drill Lesson :**

## 1. Materials :

Phrases and word list on the chalkboard.  
Flash cards with new and review words.

## 2. Interest Lead :

Yesterday we read a very interesting Roman legend. Would you like to read an even more exciting legend today ?

We don't want to spoil our story by stumbling over the hard words, do we ?

Then we better practise the phrases and words quickly and learn the meanings too. Then it will really be fun to read the ancient legend of a boy and a lion.

## 3. Presentation :

Phrases	Words	Activities
1. Androcles shot a deer	1. Androcles	1. Read the phrases and words in order.
2. crawled into a cave	2. amazed	2. Read phrases and words in mixed order.
3. strange sound	3. slave	3. Play Partner Game.
4. holding front paw	4. several	4. Play Number Game or another game.
5. forgot to be afraid	5. afraid	5. Have a flash card "Down".
6. roots, berries, nuts	6. beast	6. Workbook page 57.
7. made him a prisoner	7. thorn	
8. everyone was amazed	8. squeaked	
9. forgave him	9. prisoner	
	10. instead	
	11. lick	
	12. forgave	
	13. friend	

## B. Silent Oral Lesson :

## 1. Materials :

Text : Story : Androcles and the Lion.

Prepared questions.

## 2. Interest Lead :

After our good practice lesson, we know all the words. Now let's see if we can follow the meaning of the story by reading those words when they are put together into a story.

## 3. Presentation :

Please open your books to our story.

I will give you a good question. You will read silently with your eyes only ; no lip reading, please. Why not ? Yes, that's right.

If we read with our lips, we read too slowly. We can read much faster with our eyes only.

Questions for each paragraph of the story : (To be given by the teacher one by one).

Par. 1. Who was Androcles ?

2. Why was the King angry with Androcles ?  
What did the King do to him ?

Do you think it was right for the King to sell a man ?

How do you think Androcles felt after that ?



3. How did Androcles happen to get into a cave? How did he feel?  
Would you have been afraid, if you had heard the strange sound?
4. Why do you think the lion walked on three legs? Did he look fierce?  
What do you think he will do to Androcles?  
What will Androcles do?
5. What did Androcles discover about the lion's paw? Why wasn't he afraid?
6. Did it hurt the lion when the thorn was pulled out? Why not much?
7. What big mistake did Androcles make after that?  
Why did the captain make Androcles prisoner? What do you think will happen now?
8. What new punishment did the King order for Androcles?  
How do you think Androcles felt when he heard the awful order of the King?
9. What happened when the lion found Androcles? Why do you think he did that?  
How do you think Androcles felt now? Is this what lions usually do?
10. Tell the happy ending of this ancient, Roman legend. Are you glad it ends like that?  
Why?
11. Why didn't the lion eat up the soldier?  
How can we show kindness to animals?  
Why should we do this always?  
What kind of people are mean to animals and tease and hurt them?  
Why is such treatment not pleasing to God?

Very well, now we know the complete story. Let's read it over once more without stopping to ask and answer questions. Do your best!

Practise reading the story several times, then assign it for home reading to the family.

**C. Workbook Activities :**

The exercises on pages 58 and 59 can be done independently. But the Proverb ought to be discussed in class. Show how it applies to this story particularly. Ask children to give you examples from their own lives. Memorize the proverb.

**D. Enrichment : A Proverb Contest.**

Encourage the class to find the proverbs in the text and in the workbook up to the present story. Let them have a contest to see who knows the greatest number of proverbs.

The teacher may give an illustration and have the children match the correct proverb with the illustration.

Example : Don't worry about things until they happen. Answer : Don't cross the bridge until you come to it.

Example : You can't do everything all at once. Answer : Rome was not built in a day.

**Subject :** Unit 19. By Jet to Germany p. 65. Workbook pages 60-61.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Oral Practice.

**Objectives :**

- A. To continue our imaginary trip through Europe.
- B. To learn some interesting things about Germany.
- C. To gain more power in silent reading and comprehension.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and word list at the chalkboard.
- b. Some pictures of German people and places.
- c. Flash cards with new and review words.

## 2. Interest Lead :

Today, in our imaginary trip we are going right into the heart of Europe. The people here are called Germans. Can you guess the name of their country ?

Let's get our new words studied so that we can read well.

## 3. Presentation :

Phrases	Words	Activities
1. country of Germany	1. Germany	1. Read phrases and words in order.
2. middle of Europe	2. Rhine	2. Read in mixed order.
3. northern plains	3. folksongs	3. Play the "Guessing Game".
4. greatest water highway	4. forests	4. Play the Number-Game.
5. colony of Rome	5. festivals	5. Flash-card drill.
6. sail on the Rhine	6. ranger	6. Workbook page 60..
7. walk in the forests	7. Cologne	
8. forest rangers	8. poets	
9. poets and thinkers	9. thinkers	
10. festivals and fun	10. exciting	
	11. collected	
	12. Grimm	

## B. Silent Oral Lesson :

## 1. Materials :

- a. Text with story : By Jet to Germany.
- b. Prepared questions for comprehension of the story.
- c. Pictures of the people and places in Germany.

## 2. Interest Lead :

Let's look at these pictures of Germany. Discuss rivers, forests, etc. What do you notice about most of the children ? (fair-haired and plump.)  
Are you ready with your imaginary passport to go to Germany today ?

## 3. Presentation :

You may open your books. The title of the story today is : By Jet to Germany. (Discuss briefly the meaning of this title.)  
We have been doing silent-oral reading for several

days ; so I don't think it is necessary for me to give you all the directions over again.

Just remember to read silently but as quickly as you can to find the answer to the question I will give you for each paragraph of the story.

Are you ready ?

- Par. 1. Are all parts of Germany the same ?  
Tell how and where they are different.  
Where is this country ?
- Par. 2. Name the greatest water-way in Europe.  
Where is it ?
- Par. 3. What did you read about Cologne ?
- Par. 4. Are the people of Germany cheerful and happy ?
- Par. 5. How long did your imaginary trip down the Rhine River last ?
- Par. 6. Why do the German people like their forests so much ?
- Par. 7. Tell how the Germans take care of their forests. What is a ranger ?
- Par. 8. Are the customs of Germany very old ?
- Par. 9. What is Germany sometimes called ? Why do you think it is ?
- Par. 10. Who were the Grimm Brothers ? Have you read any of their stories ?

### C. Oral Practice Lesson :

#### 1. Materials :

Story : By Jet to Germany.

Chart with standards for good oral reading.

#### 2. Interest Lead :

In our imaginary trip we have found many interesting things we didn't know before. It is always fine to share the things we know. If you can read the story in your book for your family tonight, they too, will learn a few things. Of course they won't want to listen to us if we don't read well ; so we better practise !

**3. Presentation :**

Most of this story is just telling things about Germany. How will we read such parts? That's right. Read it as though you were telling it without a book.

Some of the sentences are very long. How we read those sentences? Yes, we must be sure not to stop at the end of the line, but go right along so that we give the right meaning to the words.

Is there any other rule you think we ought to remember for this practice lesson? Discuss briefly.

Individuals try various parts of the story. Teacher and class evaluate each effort. If the reading is good, challenge another pupil to read as well, as the first reader. If the reading is not so good, challenge another pupil to improve on the reading by observing the rules the first pupil forgot.

**Assignment :** Read this story three times for yourself this evening at home, then read it for your family. Be ready to tell us tomorrow how they liked it.

**D. Workbook Activities :**

Pages 61 and 62 can be done independently by most of the children.

The corrections may be done with the children, discussing the various answers or, the exercises may be used by the teacher as a diagnostic profile. In that case the corrections must be done by the teacher alone, and the weaknesses of the class noted, so that more practice can be given where it is needed.

**E. Enrichment :**

Let the children make imaginary stories of what they did and saw while they paid a visit to Germany. The facts in the text-book or workbook story can be utilized in the children's stories, but these must be original, not a mere saying things that were mentioned in the text.

The teacher should make one first so that the children will know what she means by imaginative stories.

**Example :**

Last summer my uncle took me by jet to Germany to see a friend. There were seven boys and girls in that family. We had much fun—walking in the beautiful forests and riding on the Rhine River. I liked it in Germany very much, but I was glad to get back to India.

or

When my father and I went to Germany we took a jet. We had different kinds of food. I didn't like it very much, but the German children thought it was just fine. They do not eat rice and curry as we do. My new friends could not speak my language and I could not understand German ; so we talked with our hands and our eyes. It was fun.

**Subject :** Unit 20. The Elves and the Shoemaker p. 68. Workbook pages 63-64.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.
- C. Appreciation.

**Objectives :**

- A. To enjoy one of the favourite German folk-tales.
- B. To gain more power in sight reading.
- C. To stimulate the imagination by free dramatization of the story.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :

Phrases and words at the chalkboard.

Flash cards with new and review words as needed by the class.

## 2. Interest Lead :

Do you remember why Germany is sometimes called the Land of Poets ?

And do you remember who went around and collected all the old German folk-tales for the children of the whole world ?

Today we are going to read one of Grimm's Fairy Tales. But first we will study our words and phrases so that we won't have to stop reading the story once we begin.

## 3. Presentation :

Phrases	Words	Activities
1. once upon a time	1. hammer	1. Read phrases and words in order.
2. shoe-maker worked hard	2. enough	2. Read in mixed order.
3. leather curtain	3. leather	3. Play Number Game.
4. perfectly finished	4. finish	4. Play Partner Game.
5. strange elves	5. perfectly	5. Flash-card practice.
6. tapped with hammer	6. single	
7. single stitch	7. stitch	
8. awoke on Christmas	8. price	
	9. usual	
	10. curtain	
	11. breath	
	12. shivering	
	13. clothes	

## B. Oral Sight Lesson :

1. Materials : Story : The Shoemaker and the Elves.  
Workbook page 63.

## 2. Interest Lead :

Now we are ready to read one of the favourite Grimm's Fairy tales. The German children have heard this story for years and years, but children in other countries like to hear it just as much as the German children. And when we can read it in our own book, it is even more fun !

## 3. Presentation :

Please open your books to the story, The Shoemaker and the Elves. We will read the story straight through. When I call your name, please stand up and read one paragraph. After we have read the story, I will ask

some questions. Then we can see which children are clever enough to understand what they read. If we don't understand, how can we enjoy it?

Questions to be asked after the story has been read by individuals.

Par. 1. Say two things that you know about the shoemaker.

Par. 2. Name two things the shoemaker did one night before he went to bed.

Par. 3. What big surprise did he have in the morning?

Par. 4. Were the shoes well made? How did he find out that they were?

Par. 5. What did the shoemaker do with the pair of shoes made at night?

Par. 6. Did the shoemaker use the money he received wisely? What would some other man have bought with that money?

Par. 9. What happened everytime the shoemaker cut out the leather for several pairs of shoes?

When you were reading the story, did you guess who had done this work during the night?

Par. 11. What did the shoemaker and his wife decide to do one night at Christmas time? Will they get a surprise?

Par. 13. Tell the story of what they saw at midnight. Did they talk to the little elves? Why not?

Par. 15. Did the wife have a kind heart? How do you know?

Par. 16. How did the elves show that they were very happy? Why do you think the elves never came back again?

Now look at the questions at the end of the story in your book. Let's see if you can read the questions and tell the answers all by yourself?

Please raise your hand when you are ready.

Discuss answers.



**C. Appreciation Lesson :****1. Materials :**

- a. Story : The Elves and the Shoemaker.
- b. If possible have an illustrated copy of the story.
- c. Paper and crayons.

**2. Interest Lead :**

Many famous artists have illustrated this German fairy tale.

How would you like to illustrate it too ?

**3. Presentation :**

Please open your book and look through the story. Each child may choose one paragraph he wishes to draw a picture of.

I will put the number of the paragraph on the chalk-board. As soon as you are ready to tell me which paragraph you want, I will write your name behind the number.

Here is the paper for your picture. Please make your picture large, fill the whole paper and put your number in the right-hand top corner.

Take your crayons and begin to work.

After your pictures are finished, we will collect them according to number.

Tomorrow we will choose the best readers to read the story, and we will show the best picture of each paragraph. If we do this very well, we can do it again for some visitors or another class.

Discuss possibilities with the class, and plan to carry out the activity.

**D. Workbook Activities :**

Pages 63 and 64. Page 63 can be checked and discussed. Pages 64 and 65 can be done independently, then checked and discussed. By this time the class should have real skill in answering questions completely and correctly.

**Subject :** Unit 21. Jack and the Beanstalk (Parts, I, II, III)  
pp. 73-85.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Oral Practice.

**Objectives :**

- A. To read and enjoy another famous folk-tale.
- B. To get more practice in reading longer stories and to hold the thread of thought throughout.
- C. To increase reading facility and vocabulary.

**Procedure :****A. Preparatory-Drill Lesson :****1. Materials :**

- a. Phrases and words at chalkboard.
- b. Flash cards with new and review words.

**2. Interest Lead :**

We are getting to be big boys and girls now ; so we can read real long stories all by ourselves. We don't have to ask others to read them for us any more.

That's because you are working hard to learn how to read well and how to sound out your new words.

Today we will work hard again. We have many new words !

**3. Presentation :**

<b>Phrases</b>	<b>Words</b>	<b>Activities</b>
1. a poor widow	1. <b>beanstalk</b>	1. Read phrases in order.
2. nothing left	2. precious	2. Read phrases in mixed order.
3. earlier than usual	3. punish	3. Read words in order, then in mixed order.
4. a queer chuckle	4. command	4. Play Number Game with phrases and with words.
5. a good bargain	5. ordered	5. Play Pointing Game with phrases and with words.
6. beanstalk sprang up	6. snore	6. Flash-card Practice-Game.
7. shining clothes	7. nonsense	
8. wicked giant	8. popped	
9. sighed the woman	9. square	
10. sniffed and thundered	10. thunder	
11. cackling hen	11. treasure	
12. fairy's command	12. stupid	
	13. succeed	
	14. lightning	
	15. <b>chuckled</b>	

**B. Silent Oral Reading of Parts I, II and III.**

## 1. Materials :

- a. Jack and the Beanstalk, Parts, 1, 2, and 3.
- b. Prepared questions for various parts of the story.
- c. If possible an illustrated edition in colours.

## 2. Interest Lead :

Please open your books and tell me the title of the next story.

This is a fairy story ; so what will you expect ? Yes, strange things may happen ! Yes, and the people won't all like those we usually know ! Exciting things will happen !

## 3. Presentation :

We will read this story first with our eyes, so that you can have the fun of finding out what happens all by yourselves.

We will read one paragraph at a time. I will give you a question first, then you will read a paragraph to find the answer. We will discuss things in the paragraph too.

## Questions :

**Part One**

- Par. 1. Do you think Jack was much of a help to his Mother ? Why is she called a widow ?
- Par. 2. Why did Jack's Mother want to sell the cow ?
- Par. 3. How did Jack show that he was glad to help his Mother ?
- Par. 4. Do you think Jack's answer to the old man was clever ? Who do you think the man was ?
- Par. 6. Do you think Jack got a bargain when he traded the cow for the beans ? Why did Jack think it was a bargain ? Will his Mother think so ?

- Par. 7. Why were the beans flung out of the window? Who was angry? Why?
- Par. 8. How can you tell that the beans were magic beans? Do you think Jack's Mother will be happy now?  
If you were Jack, what would you do?

### Part Two

- Par. 1. Was Jack a good climber? Where did he come to at last? Do you think the fairy was a good one? Why do you think so? Was she beautiful?
- Par. 2. How can you tell that the fairy knew Jack? Do you think she wished to help him?
- Par. 3. What things did the fairy tell Jack about the wicked Giant? Do you think Jack will be afraid?
- Par. 4. What did the fairy tell Jack to do to the Giant? Will this be easy? Why not?
- par. 5. What do you think the fairy whispered in Jack's ear? (Any guess is possible.)

### Part Three

- Par. 1. What does it mean to be as broad as she is tall? Are you?
- Par. 2. Who was the square woman's husband? What did she say about him?
- Par. 3. Where did the woman hide Jack? Do you think he will be safe?
- Par. 4. What words do you think gave Jack quite a scare?
- Par. 5. Did the Giant eat politely? What did Jack see through the keyhole?
- Par. 6. What did Jack do to show he was a very brave boy? How did Jack get back to his Mother?

Par. 7. Do you think Jack should have made up his mind to climb up again ?

Now let's read the story out loudly and enjoy the whole thing without stopping to discuss the parts.

**P.S.** If the children read poorly, take time for an oral-practice lesson before going on to parts Four and Five.

### Unit 23. Jack and the Beanstalk—Parts IV and V.

#### A. Preparatory Drill Lesson :

##### 1. Materials :

- a. Phrases and words.
- b. Flash cards.

##### 2. Interest Lead :

We surely want to find out what Jack did the second time he climbed up that magic beanstalk, don't we ?

There are many new words ; so let's hurry and learn them first !

##### 3. Presentation :

Phrases	Words	Activities
1. arrived at the castle	1. slung	1. Read phrases and words in order..., in mixed order.
2. stepped off	2. shoulder	2. Play Pointing Game.
3. talked pleasantly	3. slashing	3. Play Number Game.
4. stuff and nonsense	4. halfway	4. Play Flash-Card Game.
5. loud snores	5. drowned	
6. punished enough	6. pure	
7. disguised himself	7. chimney	
8. beggars and thieves	8. sweep	
9. empty kettle	9. dared	
10. like lightning	10. command	
11. harp strings	11. arrived	
12. beautiful tunes	12. different	

#### B. Silent Oral Reading (Jack and the Beanstalk—Parts IV and V)

##### 1. Materials :

- a. Story : Jack and the Beanstalk Parts 4 and 5.
- b. Questions for comprehension.

## 2. Interest Lead :

Aren't you eager to know what happened to Jack next ? I can hardly wait to read the end of the story !!

## 3. Presentation :

You may open your books to part 4. Read one paragraph at a time with your eyes, to find the answer to the question I will give you. Ready ?

## Questions :

- Par. 1. Where did Jack go this time ? Did the square woman know him ? Why not ?
- Par. 2. Where did Jack hide this time ?  
What does "stuff and nonsense" mean ?
- Par. 3. What treasures did Jack take from the Giant this time ? Was Jack a thief ? Why not ? Who had been the real thief ?
- Par. 4. How did Jack manage to get the heavy bage to his home ? Do you think Jack will ever go up to the castle again ? (Discuss.)

Now let's read this part through without stopping to answer questions.

Each child may read a paragraph. Try to read smoothly and with expression.

## Part Five

- Par. 1. How did Jack dress up this time ? Did the square woman recognize him ?
- Par. 2. Where did the woman hide Jack this time ?  
Do you think it was a good place ? Do you think Jack felt afraid ? Would you ?
- Par. 3. What did Jack hear while he was hiding under the kettle ? Do you think he will take the harp ?
- Par. 4. What surprising thing did the harp do when Jack took it ? Do you think the Giant will catch Jack this time ?
- Par. 5. Why couldn't the Giant run faster ?

Par. 6. Why did Jack call for an axe on the way down ?

Par. 7. What happened to the ugly Giant ?

In the beginning of the story we thought Jack was stupid and lazy.

Have you changed your mind about him ?  
Why ?

Do you think his Mother was still so sad ?  
Why not ?

Now let's read over Part 5 just once.

### C. Oral Practice Lesson :

1. Materials : The complete story.

2. Interest Lead :

I believe this is the longest story our class has ever read. I'm so proud of you. I'm sure we can read it smoothly and with expression if we try.

3. Presentation :

Children recall the rules for good reading. Each take a turn to read with the aim of doing the best he can.

Be sure to change voice when the different characters speak.

Certain parts the teacher may read for the children to give them the idea of how the various characters in the story would talk.

### D. Workbook Activities :

Pages 67 and 68 can nicely serve as an examination.

Each child can do the pages independently.

The results are carefully checked by the teacher, who notes each child's progress since the last examination.

Also check to see if the individual has improved on the weakness he showed the last time. If not, the teacher must blame herself.

### E. Enrichment :

This story lends itself very well to the activity of Radio Reading.

A different child is chosen by the class or by the teacher to read the conversation parts of the story.

One child will read the Giant's words.

Another will read the Square Woman's parts etc.

Several children can be chosen to read the in-between parts.

It takes some practice to get everyone to come in at the right time and to read only his own part.

If the reading is well done, it can be used for an Assembly Program or something special.

**Subject :** Unit 22, pp. 86-88. Two Indian Boys in Another Continent. Workbook, pp. 69-70.

**Types :**

- A. Preparatory Drill.
- B. Oral Sight.
- C. Oral Practice.

**Objectives :**

- A. To continue our imaginary trip around the world.
- B. To gain new and useful ideas.
- C. To grow in the power of reading with comprehension.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :
  - a. Phrases and words at chalkboard.
  - b. Flash cards with new and review words according to need.

2. Interest Lead :

Did you know that some people living in other parts of the world are also called Indians, even though they are very different from the people like you that live in India ?

As soon as we know the new words, we will read about such Indian boys. So let's get to work quickly!



## 3. Presentation .

Phrases	Words	Activities
I. people in South America	I. Amazon	I. Read in order.
2. so cold he shook	2. malaria	2. Read in mixed order.
3. the witch doctor	3. witch	3. Play the Number Game with the phrases and the word list.
4. took away spells	4. afraid	4. Flash-card drill.
5. mosquitoes buzzed	5. change	5. Partner Game.
6. monkeys chattered	6. learned	
7. floor is bare earth	7. medicine	
8. Amazon River flows	8. hammock	
9. took his temperature	9. jungle	
10. sprayed the house	10. shaking	
11. sick with malaria	11. croaked	
12. cannot understand	12. different	

## B. Oral Sight Lesson :

## 1. Materials :

Text, Two Indian Boys in Another Continent.  
Workbook page 69.

## 2. Interest Lead :

Now we are ready to read about the boys in another continent, who are also called Indians.

Please open your books and let's see who is ready !

## 3. Presentation :

We will read the story straight through. When I call your name, please stand and begin to read the paragraph. After you have finished reading, we will discuss the story, to make sure you understood all the ideas. It's a VERY interesting story !

## Questions to be asked :

- Paragraph
1. What is this story about ?
  2. What was the first boy's name ? Why was he cold ?
  3. What does "putting spells on people" mean ?
  4. Name three things Alaya heard at night.
  5. Where did Alaya live ? What did he not know ?
  6. Do Alaya's people learn new things often ?

7. Where did the other boy live?
8. What was the other boy's name? Was he sick?
9. Do you think Carlos and Alaya had the same sickness?
10. Is Carlos worried and afraid because he is sick?
11. Why didn't Alaya's mother call a good doctor too?
12. How had the mother of Carlos tried to kill the mosquitoes?
13. Tell how Alaya and Carlos are the same.
14. Tell how the two boys are different. Why do you think they are so different?
15. How do you think men have changed the world?  
Tell some things that have changed since you were born.
16. Do you live in the world of Carlos or do you live in the world of Alaya?  
Whom must you thank for this?

**Assignment :** Carefully read the questions at the end of the lesson and see if you can think out the best answer to each.

Make sure that you can read and know the meaning of each of the big words at the end of the lesson.

**C. Oral Practice Lesson :**

1. Materials :

Workbook page 69.

2. Interest Lead :

We have the same story in shorter form in our workbook ; so today for a change we will practise the shorter story.

I hope we can read it smoothly and with good expression.

3. Presentation :

1. Please open your workbook on page 69.

Today we are going to visit a different continent.

- Please read the title of the story and tell us HOW we are going to get to South America.
2. Please read the first paragraph. I won't look in the book, but I will listen to find out which sentence is a question.  
If you read well, I will hear the question immediately.
  3. This is a fine paragraph of contrasts. Who would like to read this for us ?
  4. Where do YOU think malaria comes from ? Which boy was right ?  
Name three ways we can keep the mosquitoes away from us.
  5. Do we think that India is the whole world ? Who can name the seven continents ?  
On which Continent is India ? I'm glad you haven't forgotten !

**D. Workbook Activities :** pp. 70-71.

**E. Enrichment :**

Briefly and simply discuss several common diseases of India.

Tell how to prevent them and how to cure them.

**Subject :** Unit 23. Two Short Poems and some Proverbs. pp. 92-3-  
Workbook pp. 72-73.

**Type :** Appreciation.

**Objectives :**

- A. To develop a spirit of gratitude to the Father of us all.
- B. To learn to appreciate the wisdom of proverbs.

**Procedure :**

**A. Preparatory Discussion :**

1. Materials :

A few pictures of Mother Goose rhymes.

2. Interest Lead :

I brought a few Mother Goose pictures along today. I wonder how many boys and girls re-

member the rhymes we learned in the Kindergarten about these characters.

3. Presentation :

- a. Show pictures one by one...ask volunteers to say the corresponding rhyme. This will lead to the next step of the discussion :
- b. Do you remember what the words at the end of the lines that sound alike are called ? (Rhyming words.)
- c. Today we are going to learn another kind of verse.  
Not Mother Goose, but like many good verses and poems it also has some lovely rhymes.

**B. Study of the Verses :**

1. Many little children all over the world say a little prayer to God as soon as they get up in the morning. It is a good idea to think of God as our kind Father and to thank Him for the wonderful things He gives us, his children.
2. In your book you will find such a lovely prayer. Please open your books and read it quietly to yourselves first.
3. Discuss the thoughts in the verse.
  - a. The things we thank God for...
  - b. The things we ask for...
4. Now let's read the second verse quietly.
  - a. Who can name the things that should remind us of our kind Father in heaven ?
  - b. For what do we thank God ?
5. It would be fun to find all the rhyming words on this page, night light ; care fair ; should good ; say day ; above love ; wear care.
6. Who will read the first two lines of the first poem for us ?  
Discuss for meaning.  
Continue with the remainder of the poem in the same way.

Encourage children to memorize a part or the whole thing.

7. Read and discuss and memorize the second verse on the page.
8. Plan a little competition. See how many children will know one of the verses and be able to say it alone tomorrow.

### C. Workbook Activity :

Discuss the listed proverbs and if time permits go back and take others that have been printed in the book.

Praise the children sincerely if they get the hidden meaning.

Be sure to stress that proverbs were made by very WISE men.

Encourage children to find other proverbs in other books or from their parents.

P. 73 can be done independently or for homework.

**Subject :** Unit 34. Away to Africa p. 94. Workbook pp. 74-75.

### Types :

- A. Preparatory Drill.
- B. Silent-Oral.
- C. Oral Practice.

### Objectives :

- A. To get some idea of another continent.
- B. To acquire more skill in getting meaning out of the printed page.
- C. To improve oral reading with expression.

### Procedure

#### A. Preparatory Drill Lesson :

##### I. Materials :

- a. Phrases and words at chalkboard.
- b. Pictures of African animals.
- c. Outline map of the continent of Africa or of a world map.
- d. Flash cards.

## 2. Interest Lead :

A few days ago we were in South America. To-day we will fly to the continent of Africa.

(Show the map) Who can find Africa on the map ?

Is Africa very far from India ?

Africa has some very interesting animals. Here are the pictures of a few you will read about in our new story. (Look at them and discuss briefly.)

I know you are eager to read about this continent ; so let's hurry and learn our new words so that we can read well.

## 3. Presentation :

Phrases	Words	Activities
1. dark continent	1. hippopotamus	1. Read phrases and words in order.
2. cannibals ate strangers	2. rhinoceros	2. Read in mixed order.
3. strange diseases	3. giraffe	3. Play Number Game.
4. David Livingstone	4. zebra	4. Match flash cards, with animal pictures.
5. natives explored	5. monkey	5. Flash card "Down".
6. Zambezi River	6. camel	
7. huge ugly beast	7. elephant	
8. ship of the desert	8. cannibal	
	9. Victoria	
	10. natives	

## B. Silent-Oral Lesson :

## 1. Materials :

Text with the Story : Away to Africa.

## 2. Interest Lead :

Are you all sitting comfortably in our jet plane ? Do you have your ticket for Africa ? Then, let's go !

## 3. Presentation :

I will give you one question for each paragraph of the story. As soon as I give the question, you may read with your eyes until you find the answer. Then raise your hand and be ready to tell us the answer you found.

- Par. 1. Why did we choose to fly to Africa ?
- Par. 2. Name three things that people used to say about the continent of Africa.
- Par. 3. Who was the first white man to explore Africa ?  
Did he want to help the African people ?
- Par. 4. Did the natives kill Dr. Livingstone ?  
Name two important things he discovered.
- Par. 5. Name three fierce African animals.  
What does the word hyppopotamus mean ?  
Would you like to meet a rhinoceros ?  
Does the rhinoceros have friends in Africa ?
- Par. 6. Tell how the Indian elephant is different from the African elephant.  
Which animal has a very, very long neck ?  
How can you easily tell a zebra from a horse ?  
What is a camel called ? Why ?

### C. Activities :

- At the bottom of the page in your book you see some questions to be answered and some suggestions for things to do.  
We will work at the questions together.  
You may not find all the answers in your story, but if you put your "Thinking caps" on, you will find the answers in your head !
- A Guessing Game :  
If you were a water horse, what would you be called in Africa ?  
If you were very much like a horse but had stripes in your coat, what would you be ?  
If you had a long neck and a hump on your back, what would you be ?  
If you had the longest neck of any animal in the world, what would you be ?

If you had just one big horn on your nose, what would you be ?

If you ate people, what kind of person would you be called ?

If people called you the ship of the desert, what would you be ?

If you were the king of the beasts, what would you be ?

If you warned the rhinoceros of danger, what would you be ?

If you were the man who first went to explore Africa, what would your name be ?

If you were the highest waterfall in the world, what would your name be ?

If you were a rather small elephant with small ears, where is your home ?

If you were a bigger elephant with very large ears, where would your home be ?

If people had called you the Dark Continent, which would you be ?

If you were a tomb of a King in Egypt, what would you be called ?

#### D. Workbook Activities :

Pages 75 and 76. These can be done independently and used for examination purposes if desired.

#### E. Enrichment :

Let the children give a brief description of themselves as they impersonate some wild animal of Africa. The others in the group must identify the animal and, if possible, show the picture.

Example : I'm a huge, ugly animal with a horn on my nose ?

What am I ?

I've a hump on my back and I can go many days without water. What am I called ?



**Subject :** Unit 25. How Creatures Move. p. 98. Workbook pp. 77-78.

**Type :** Appreciation.  
Correct Reading of Poetry.

**Objectives :**

To increase appreciation of the use of words.

To enjoy the word-pictures in the verse.

To gain more practice in reading verse with expression.

**Procedure :**

**A. Preparatory discussion of words and word-pictures.**

**1. Materials :**

Word-pictures on chalkboard :

padded paws

leap from limb to limb

dive and swim

wiggles

swings by his tail

spread wings and sail

**2. Interest Lead :**

Did you know that words can paint pictures ?

Let's look at the words at the board and see if they can help us see things, just like an artist would with paint.

**3. Presentation :**

- a. Take each phrase and let children tell what picture the words paint for them. If they do not catch on in the beginning, the teacher may help with other suggestions.

**Example :**

If I say : a huge, shaggy dog...what do you see ?

a beautiful walking doll.....

a gorgeous pink rose.....

Then continue with the word list from the verse.

- b. Now let's open our books and count how

many animals are mentioned in this verse. (7)  
The poet who wrote this verse says something  
different about each animal, and so he paints  
seven different pictures.

The animals are not standing still. Each one  
is doing something. His action is the word  
that paints the picture for us.

I will put the name of the animal on the  
chalkboard, and you will read to find out  
what action each animal is doing.

A lion walks . . a squirrel leaps . . a fly  
crawls . .

a seal swims and dives . . a monkey  
swings . a worm wiggles . . a bird hops,  
sails.

Now close your eyes and try to see what  
each animal does.

So you see words can paint pictures,  
can't they ?

- c. If you open your books again, I'm sure you  
can read this verse right off.

N.N., please read the first four lines, they  
belong together.

N.N., you may read the next four lines.

Let's read the two last lines together,  
they are about YOU.

- d. Make sure that the children understand the  
meaning of : good, better, best. Let them  
give practical examples.
- e. Let children read the four lines of the next  
verse quietly, and be ready to tell the class  
the meaning of the lines.
- f. Encourage children to memorize this little-  
gem.

Often encourage them to live accordingly.

### B. Workbook Activity :

Study the meaning of the Proverbs. Memorize them.  
Do the exercises on page 78. Discuss the compound  
words.

**C. Enrichment :**

Help children paint pictures with words.

Make a chart of the best contributions.

Caption for the chart : Our Own Word Pictures.

**Subject :** Unit 26. Energy p. 100. Workbook pp. 79-81.

**Types :**

- A. Discussion.
- B. Preparatory Development.
- C. Drill and Practice.

**Objectives :**

- A. To do some thinking about energy.
- B. To study various sources of energy.
- C. To gain more practice in gleaning information from the printed page.

**Procedure :****A. Discussion Lesson :**

- Outline :
1. Energy you have : to run, skip, hop, jump, read, write, play, work, sing, etc.
  2. Energy animals have : cow, horse, dog, buffalo, ox, donkey, tiger.
  3. Energy machines have : locomotive, motor.
  4. Energy in nature : wind, rain, lightning, fire.

**B. Preparatory development :****1. Materials :**

- a. Phrases and words at chalkboard.
- b. Pictures of things that have energy.
- c. Flash cards with difficult words.

**2. Interest Lead :**

In our discussion we found out what energy is and how it shows itself. Soon we will be ready to read something very interesting in our books

about energy. But first we must learn the hard words. So let's get to work right now.

### 3. Presentation :

Phrases	Words	Activities
1. energy from fire	1. energy	1. Read phrases in order.
2. not lazy, but thrifty	2. exercise	2. in mixed order.
3. exercise by thinking	3. possibly	3. Play Number Game with the Phrases.
4. power of muscles	4. figuring	4. Repeat the above Nos. 1, 2, 3 with the words.
5. defend themselves	5. strength	5. Flash-card drill.
6. melt metals	6. club	
7. primitive man kept learning	7. frightening	
	8. dangerous	
	9. entrance	
	10. wheel	
	11. invention	
	12. discoveries	

### C. Silent Oral :

#### 1. Materials :

- a. Energy.
- b. Workbook, page 79.

#### 2. Interest Lead :

Do you all have your "Thinking Caps" on ?  
We are going to do some very hard work.

#### 3. Presentation :

- a. First we will simply read the whole story to make sure that we know all the words, and that we understand them.  
(Let each child read a section of the story. When necessary, stop and discuss the ideas presented.)
- b. Now we will go back to the beginning of the story, and read silently with our eyes. I will give you a question for each paragraph. You will read until you find the answer to the question ; then put up your hand, and we will see if you have the right answer.

**Questions :**

1. What makes your body strong ?
2. How can we exercise our minds ? Is it the same as the body ?
3. Is it better to use the power of our minds or the power of our muscles ?
4. Did the cave men use their minds ? How ? Why ?
5. What did men discover later on ?
6. What is energy ?
7. Were the primitive men afraid of fire ? How did they show this ?
8. What did man discover when he began to think about fire ?
9. Can you name some things that fire helped man do.?
10. Name man's first tools ? How did they help man ?
11. Did primitive man keep on thinking ? What did he find out ?
12. Why was the invention of the bow and arrow so important ?
13. How did man learn to use animals to work for him?
14. Name more things man did after he had more time to think.
15. Do you think the wheel was an important invention ? Why ?

Additional Discussion : Questions at the end of the lesson in the text.

**D. Workbook Activities :**

Read page 79 and answer questions at the end of the page 80.

Do page 81 together as a class project with the teacher.

**E. Enrichment :**

Help children make short stories about various forms of energy they have observed.

Example : in children, in grown-ups, in nature, in animals.

Example : The wind was very strong today. It took my kite high into the sky. I had to hold the string very tightly. The wind was trying to steal my kite.

Yesterday I saw two oxen pull a very heavy load of straw. The man didn't have to work at all. He sat on the straw and had a good ride. Oxen like to work for man if he is good to them and feeds them well.

**Subject :** Unit 27. Energy of Wind and Water pp. 107. Workbook pp. 82-83.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Oral Practice.

**Objectives :**

- A. To continue our study of energy.
- B. To gain more skill in reading for information.
- C. To improve oral reading.

**Procedure :**

**A. Preparatory Drill :**

**1. Materials :**

- a. Phrases and word list at the chalkboard.
- b. Some pictures showing wind and water energy.
- c. Flash cards with review and new words.

**2. Interest Lead :**

Have you ever seen a windmill ? (Show some picture.) Do you know why people build windmills ?

Here is a picture of a large dam. Do you remember what water power can make ? (electricity.)

I'm sure you will want to read about these things in your book.

We will quickly learn the new words so that we can read well.

## 3. Presentation :

Phrases	Words	Activities
1. could use energy	1. windmill	1. Read phrases and words in order.
2. rafts float on water	2. grinder	2. Read in mixed order.
3. canoe moves faster	3. suddenly	3. Play Partner Game.
4. rushing water can work	4. muscles	4. Play Number Game.
5. paddles on a wheel	5. paddle	5. Flash Card Down.
6. greatly increased power	6. canoe	6. Workbook p. 83.
7. A miller grinds grain.	7. strongest	
	8. together	
	9. nature	
	10. sail	
	11. Holland	

## B. Silent-Oral Lesson :

## 1. Materials :

Prepared questions for each paragraph of the story.

## 2. Interest Lead :

It will be fun now to read how the energy of wind and water works for us.

## 3. Presentation :

Please open your books. I will give you a good question, then you will read silently with your eyes only to find the answer. As soon as you have it, please raise your hand.

Par. 1. In what way did the energy of water first help man ?

Do you think waterways were better than roadways ?

Why do you think so ?

2. How did man make the wind work for him in the early days ?

Do men still put sails on their boats ?  
 Have you seen these fishing boats ?  
 How did men happen to think of this  
 good idea ?

3. (Sketch a paddle wheel on the chalk-board and explain the principle of it when used in rushing water.)

Why is it necessary to have rushing water to turn a paddle wheel ?

Oxen were used to help grind the grain. Do you think a water-wheel could work faster ?

4. Which wheel was invented first ? The water-wheel or the wind-wheel or wind-mill as it is called ?

What turns a windmill ?

What are windmills used for ? Where are they used ?

Now let's read over the whole lesson to see if we understand all of it.

If you have any questions, please ask them now.

### C. Oral Practice Lesson :

#### 1. Materials :

- a. Story : Energy of wind and water.
- b. Chart with rules for good oral reading.

#### 2. Interest Lead :

I'm sure your family would be interested in hearing about all you have learnt about energy so far. We will practise now so that you can read the story right off for them, without any stumbling or mistakes. Are you ready ?

#### 3. Presentation :

- a. Let's look over our rules for good reading. Which one do you think we ought to work on today ? (Children suggest.)
- b. Please open your books.  
 Two children will get a chance to read each paragraph. We will listen well and decide which



of the two followed the rules for good reading. After everyone has had a turn, we will decide who is the best oral reader in the class. Perhaps we'll have a surprise!

#### D. Workbook Exercises :

Exercise A. on page 83 is like a game. It will be fun to do it together as a class activity rather than alone.

Exercise B. can also be done as an interesting game, after the children are sure of the names.

After the oral work has been done together, the written work can be done individually.

#### E. Enrichment :

Let the children choose to be one of the elements that supply energy such as fire, wind, water, and so let them form three or four groups. Each group can make a list of things they can do for man...after all ideas are exhausted, decide which is the most helpful source of energy.

**Subject :** Unit 28. Power from Steam pp. 110. Workbook pp. 85-86.

#### Types :

- A. Preparatory Drill-Lesson.
- B. Oral Sight.
- C. Oral Practice.

#### Objectives :

- A. To arouse interest in simple scientific experiments.
- B. To learn to appreciate the terrific power of steam.
- C. To improve reading skills.

#### Procedure :

##### A. Preparatory-Drill Lesson :

##### I. Materials :

- Phrases and word list at the chalkboard.
- Picture of a steam locomotive, steam boat, etc..
- Flash cards with new and review words.

## 2. Interest Lead :

How many boys and girls have ever had a train ride ?

What made the train go ? Discuss.

How many had a ride on a steamer ? Why is such a boat called a steamer ?

Discuss.

## 3. Presentation :

Do you think you could make steam ? After we learn our new words, we will read and find out if you can and how to do it.

Phrases	Words	Activities
1. kind of a kettle	1. escaping	1. Read phrases and words in order
2. first person boiled water	2. speed	2. Read in mixed order
3. escaping steam	3. noise	3. Play Number Game
4. causes the cover to jiggle	4. factory	4. Play Partner Game
5. Chinese were first	5. whistle	5. Flash Card Down
6. lived in Egypt	6. teakettle	
7. modern steam engine	7. machines	
8. James Watt from Scotland	8. except	
	9. exciting	
	10. steamboat	

## B. Oral Sight Lesson :

## 1. Materials :

Story : Power from Steam

Prepared questions

## 2. Interest Lead :

Now we will find out many things about steam. I think you will read some surprising things.

## 3. Presentation :

I think we can read this story right off now. So please open your books ; when I call your name read a whole paragraph as well as you can. Then I will ask a few questions and see who knows the answers after reading or listening to the reading; anyone may answer.

**Questions :**

1. Who was the first person ever to make steam ?  
Where did he live ? What do we know about him for sure ?  
What would YOU need to make some steam ?
2. What causes the cover of a teakettle to jiggle up and down when water is boiling in the kettle ?
3. Was steam ever put to any good use ? By whom ? When ?
4. In England what did they use steam for ?
5. Who was James Watt ? From what country ?
6. What did James Watt build ? Then what happened in the cities ?
7. How did steam change the sound in cities ? the speed ?
8. Why did steam make more noise ?

**C. Oral Practice Lesson :****1. Materials :**

Story in the text.

Rules for Good Oral Reading on a chart.

**2. Interest Lead :**

I'm sure your family sometimes travels by train to other parts of India. So they will be very interested in knowing about steam which makes such trips possible, because it pulls the heavy coaches along the track.

We will practise the reading of this lesson, so that you can read it very nicely to the family this evening.

Which points of good reading should we watch today ? (Discuss.)

**3. Presentation :**

Now you may open your books to the story : Power From Steam.

When I call your name, you may stand and read one paragraph according to the rules we want to watch today. I shall also listen to see if you enun-

ciate properly. I hope no one has a "lazy jaw"! After each child has finished reading, his efforts are evaluated by the class and by the teacher.

If a negative evaluation is given the one who evaluates must prove, by reading the word or the portion, that he can improve on the first child's effort. The first reader shows his appreciation by saying, "Thank you", N.N.

Now let's read the whole story straight through without any interruptions, just like you hope to read it to your family this evening, or whenever they have time to listen.

At the end of the story there are some good questions. Let's make sure that you know the answers. Then you can ask others the same.

#### **D. Workbook Activities :**

Page 85-86 can be read independently, but the Exercises on page 86-87 would give better and more fruitful results if done together orally first. Then ask for written homework or for silent work in class.

#### **E. Enrichment :**

1. Encourage children to gather pictures of things run by steam.
2. Help children make original stories or sentences using the homonyms listed in the workbook.
3. Give children an opportunity of telling the story of steam in their own words. Oral compositions are very valuable, especially for developing sequence of thought, unity, and personal expression of good ideas.

**Subject :** Unit 29. The Story of Magnets and Electricity pp. 113-115. Workbook pp. 87-88

#### **Types :**

- A. Preparatory Drill Lesson :
- B. Silent-Oral.
- C. Experiment and Discussion.

**Objectives :**

- A. To further interest in simple scientific experiments.
- B. To learn to profit from intelligent discussion.
- C. To gain a new appreciation of the art of reading as a means to further knowledge.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and word list at the chalkboard :
- b. Pictures of things run by electricity, radio, razor, toaster, various lights etc.
- c. Flash cards with new and review words.

**2. Interest Lead :**

Perhaps your big brother does some experiments at home. Today we are going to learn how to do experiments too. Do you think you will like to do this? I'm not going to tell you how, but like big boys and girls you are going to find out yourselves by reading in your book. So let's learn the new words quickly, then we can read the new unit.

**3. Presentation :**

Phrases	Words	Activities
1. Thales was interested	1. magnet	1. Read the phrases in the right order.
2. certain kind of metal	2. electricity	2. Read in mixed order.
3. a natural magnet	3. static	3. Read words in order.
4. point to North Pole	4. shock	4. Read in mixed order.
5. flashes of lightning	5. engines	5. Play the "Number Game" with the phrases and words.
6. saw sparks and heard snaps	6. dynamo	6. Play the "I'm Thinking" Game
7. standing straight up	7. copper	7. Flash-card drill.
8. static electricity	8. switch	8. Look at and discuss the pictures.
	9. control	
	10. wire	

**B. Silent-Oral Lesson :****1. Materials:**

- a. Story : Magnets and Electricity.
- b. Prepared questions for each paragraph.

**2. Interest Lead :**

Now we are ready to read about magnets and electricity.

If we are smart, we will find out how to do some very interesting experiments too. Are you ready ?

**3. Presentation :**

We are going to read this story with our eyes only. I will give you one question at a time. You may read until you find the answer. Then raise your hand, and we will discuss our answers and see who found the best answer.

Children read one paragraph at a time. Then discuss.

**Questions :**

1. What was the metal that Thales found 300 B.C. ?  
What could this metal do ?  
What kind of power is in a magnet ?  
Did people in those days understand how a magnet works ?
2. Later on what made men think magnets could be useful ?  
What do we call a needle that always points North ?  
Have you ever seen a compass ?
3. What did people use a compass for ?  
Can you explain why a compass would be very useful at sea ?
4. Who was Benjamin Franklin ?  
Is it a good idea to try to find out WHY things happen ?
5. Name some of the things Franklin wondered about ?  
What did he see and hear when he patted his cat ?  
Have you ever tried this ?

6. Does this paragraph hint to you what Franklin thought lightning was ?  
How did you guess ?
7. What had Franklin proved with his kite, the silk tail and the key ?
8. Can man make electricity ?  
What big machine helps make electricity ?  
How is a dynamo made to work ? (by steam or water-power ?)  
How is electricity carried from place to place into your house ?
9. Do you think there is more than one kind of electricity ?  
The kind that gives us light or turns our fans works for us.  
Is there a kind that will not work for us ?
10. Who can tell us how to make static electricity ?  
What is the first experiment mentioned in our book ?  
You can try that experiment at home tonight, but remember you may not have any oil on your hair if you want it to work.
11. How many things will you need for the second experiment ?  
Who can bring those things along tomorrow ?  
We can do this experiment over and over again anywhere.
12. Some electricity is stored in batteries. Can you tell us where you have seen stored electricity ? (car lights, torches etc.)
13. What is a circuit ?  
Name the things on which electricity can travel.  
Name some things that are NOT good pathways for electricity.
14. Name some electric things that give heat in your house.  
Name some that keep things cool ; that give light ; that help in other ways.
15. How can we make electricity stop working ?  
Show us the switch in this room.

16. Can electricity hurt us? How must we be careful?

For your homework try out at least one of the experiments and tell us about it tomorrow.

### C. Workbook Activities :

1. The Story...Read it according to the standards of oral reading.

Practise it several times.

2. The Experiment :

Have quite a number of things on a table—some that the magnet will pick up, some it won't pick up. Ask the children to look over the collection. Discuss the possibilities, then let different children verify the judgments they made.

Make two lists at the chalkboard :

Things a Magnet will pick up... Things a magnet will not pick up.

As the experiments are made, list the things in the proper column.

After all the collection has been tested, ask the children to come to a conclusion.

3. Experiments with a compass.

Make sure that the children know the directions... E.W.N.S.

Take a brief review if necessary.

Let individuals make the suggested experiments with the compass.

4. Take the little test at the top of page 89.

5. Page 90 can be done independently and counted as a test.

**Subject :** Unit 30. p. 119. Making Magnets and Working with Them.

### Types :

1. Discussion
2. Reading for Comprehension
3. Experimentation



**Objectives :**

1. To get a new conviction that reading is a very important skill.
2. To learn to follow directions given on the printed page.
3. To enjoy the fruit of our labour.

**Procedure :****A. Discussion**

## 1. Materials :

- a. Leading questions to guide the discussion.
- b. For every six children in the class, two needles, a pin and a magnet.  
(If this is impossible, then less will do.)

## 2. Interest Lead :

Yesterday we had fun picking up things with a magnet.

Today, we are going to learn how to make a magnet. I am not going to tell you how, but you can find out by carefully reading the story in our book.

People who read well can find out information about many, many fine things.

Aren't we lucky that we can read ?

## 3. Presentation :

Please open your book to the title : Making Magnets.

Read the first paragraph with your eyes, and be ready to tell me how to make a magnet.

## Discussion :

What materials shall I need to make a magnet ?

What should I do with the needle ?

Which end should slide off last from the magnet ?

How many times must I gently slide the needle off the end of the magnet ?

## Experiment :

Now let's try that much and see if we can do it just as the book tells us to.

Let individuals or groups magnetize the first needle.

Discussion :

How can we test our needle to see if it is a magnet ?

What else will a magnet pick up ?

Experiment : Do what the book says, and see if the needle magnet work.

Discussion and reading :

Please read the next paragraph and see what we must do next.

How many times must we slide off the needle ?

What part of the needle should slide off last ?

Experiment :

Children magnetize the second needle.

Check to see if it will pick up the pin.

Reading :

Carefully read the next paragraph and find out what the poles on a magnet are called.

What shall we call the points of our needles ?

What shall we call the eyes of our needles ?

What is the word that means push away ?

Experiment :

Try putting the two points of your needles together.

What happens ? (repel each other.)

Reading and discussion :

Please read the next three short paragraphs.

We will find out some very interesting things.

What is each end of the needle called ?

What do like poles do ?

What do unlike poles do ?

Experiment :

Try this first with two real magnets.

Then try it with the two magnetized needles.

Have children formulate the rule themselves.  
Read and discuss :

The last paragraphs of the story tell us how to do another experiment. Please read what the book says, then do it.

Answer questions at the end of the story.

**Assignment :**

Ask your father to buy you a magnet. Then you can do these experiments for your family and friends.

**D. Workbook pp. 92-93.**

Since this is the material which has already been discussed in the Reader, it will serve as an excellent test. Let the children do these pages absolutely independently.

After the tests have been corrected by the teacher, discuss the mistakes made. Let the children who know the answers correctly explain them to the other children who did not grasp all the meanings. The teacher may also point out ways of improving the results of such independent reading.

**E. Workbook pp. 95-96.**

This exercise can again be used for an examination. This time the children should be warned not to make the same kind of mistake they made in the previous examinations.

The activities on pages 95-96 can very profitably be taken orally also to help the children's comprehension and skill in getting definite information from the printed pages.

Such exercises greatly discourage thoughtless reading.

**Subject :** Unit 31. Mr. Caterpillar, pp. 122-24. Workbook pp. 97-99.

**Types :**

1. Oral Preparatory
2. Oral Sight
3. Oral Practice

**Objectives :**

1. To increase our knowledge about nature.
2. To gain more power in sight reading.
3. To take pride in improving oral reading.

**Procedure :****A. Preparatory Drill****1. Materials :**

- a. Phrases and words at chalkboard.
- b. Pictures of the four stages of a butterfly or 'molt'.
- c. Flash cards of new and review words.

**2. Interest Lead :**

I've got some very pretty pictures here today. Do you know anything about butterflies? (Discuss.)

We have a story in our book that tells us much more. I'm sure you will be very happy to learn about these things.

Here are some of the words and phrases we will need to know :

**3. Presentation :**

Phrases	Words	Activities
1. a furry caterpillar	1. molt	1. Read phrases and words in order.
2. divided into thirteen parts	2. pupa	2. Read them in mixed order.
3. dots on his head	3. secret	3. Play Number Game.
4. will lose them	4. burst	4. Play Partner Game.
5. eats delicious things	5. cocoon	5. Flash-card drill.
6. in a secret place	6. silken	
7. will burst his skin	7. thread	
8. look underneath	8. furry	
	9. fatter	
	10. attach	

**B. Oral Sight :****1. Materials :**

- a. Text...Story : Mr. Caterpillar.
- b. Pictures of the several stages of a butterfly.

## 2. Interest Lead

Let's look at these pictures. Which ones do you know about ?

Surely, we have all seen pretty butterflies in our garden !

Who has seen a caterpillar ? (Discuss.) There are many different kinds. Which kind did you see ?

What was the caterpillar doing when you saw him ?

Where was he ?

## 3. Presentation :

Today, you will learn a lot of very interesting things about caterpillars, if you can read your story well and understand what you read.

I will call someone to read, then I will ask the class some questions about the part that has just been read. Be sure to listen well and keep your mind on the story. It's a good one.

## Questions :

1. What colour is Carl's furry coat ?
2. How many dots are on his head ? What are they ?
3. How many legs has Carl ?
4. Name four creatures that think Carl is delicious.
5. Who was Carl's Mother ?
6. Do all the eggs a butterfly lays hatch into caterpillars ?
7. When Carl changes his coat, what do we say he is doing ?
8. What is the name of the house in which Carl will live after he has molted for the last time ? Who made this house ?
9. How long will Carl sleep in his cocoon ? Then what ?
10. What will Carl do after he is a butterfly ? Will he eat leaves ? Why will he visit the flowers ?

**C. Oral Practice Lesson :**

## 1. Materials :

- a. Rules for Good Oral Reading.
- b. The story, Mr. Caterpillar.

## 2. Interest Lead :

This is such a fine story ! I'm sure you will want to read it for your family and friends ; so let's practise.

Which rules should we watch today ? (Discuss.)

## 3. Presentation :

- a. Read the rules.
- b. Give individuals a chance to read sections of the story, while trying to observe the rules for good reading.
- c. Teacher and children evaluate each other's reading.

**D. Workbook Activities :**

Page 98 should be done independently.

Page 99 will yield more fruit if it is done with the class, first orally, then by writing individually.

**Subject :** Unit 32. The Squirrel p. 125. Workbook pp. 100-102.

**Type :**

Appreciation

**Objectives :**

1. To enjoy the rhyme and rhythm of this little verse.
2. To learn to form mental pictures while reading verse.
3. To gain skill in reading verse without singing it.

**Procedure :****A. Appreciation Lesson :**

## 1. Materials :

- a. Good picture of a squirrel (not a chipmunk).
- b. Text : The squirrel.

## 2. Interest Lead :

I'm sure you have all seen chipmunks. They seem to be all over India, and of course in many other

countries also. But I wonder if you ever saw the chipmunk's cousin, the squirrel.

Look at this picture of a squirrel, and see if you can tell how they are different and how they are alike.

Differences : A squirrel has no stripes on his back. He is quite a bit larger than the chipmunk.

His tail is very much longer and is usually curled up over his back. It is very fluffy.

Sameness : Both belong to the rodent family. They eat the same things and have the same habits, hold food in front paws and live in hollow trees or burrow tunnels underground.

### 3. Presentation :

Our little verse is about a squirrel. I will read it to you while you look at this picture. Try to make new pictures in your mind while I read about this lively animal.

Now I'll read just one verse at a time and see if you can tell me in your own words what was said.

Can you say : whisky, frisky ? Hippity hop ?  
(Exaggerate enunciation.)

Now who can say both together ?...whisky frisky, hippity hop.

What happened next ?...up he goes.

Where did he go ?.....to the tree top.

Let's say all that together now (first four lines).

You will like the sound of the next two words : whirly, twirly (show children what they mean with an action of your hand).

Who can tell us how the squirrel came down from the tree ?

That's right. This is what it says in the book :

Whirly, twirly, round and round.

Down he scampers to the ground.

Let's see if we remember how he went up the tree :

Whisky, frisky, hippity hop

Up he goes, to the tree top.

And how did he come down ?

Whirly, twirly, round and round

Down he comes to the ground.

The next part tells us about his tail. Listen while I read it.

Furly, curly, what a tail !

Tall as a feather, broad as a sail.

His tail is made of curly fur. So we say : fur-ly, cur-ly.

How tall was his tail ?.....tall as a feather.

How broad was it ?.....broad as a sail (on a boat).

You know what squirrels like eating, don't you ? (nuts.)

Do you think he will eat the shell ? Let's see.

Where's his supper ?...in the shell.

Snappity, crackity...out it fell.

How do squirrels open nuts ? As you do sometimes...but we don't have sharp teeth like squirrels, so we should not use our teeth to open nuts.

Now open your books, and let's see if we can read this verse right off.

Soon we will know it without a book at all.

#### B. Workbook Activities :

Help the children to find the rhyming words in the verse : hop-top ; round-ground ; tail-sail ; shell-fell.

Help them enjoy the rhythm, by reading the verse for and with the class. (Do not sing-song it.) Read with expression and yet with flowing rhythm.

In the blank spaces on the page encourage children to illustrate parts or the whole verse.

Cross-word puzzles are a challenge to old and young. This is a simple, but interesting, initiation for the class. Make sure that the children understand the idea of a jack-o-lantern, which of course is nothing else but a pumpkin with the insides scooped out and a face



cut through the rind so that the light of a small candle put inside the pumpkin can shine out through the eyes, nose and mouth of the jack-o-lantern.

Words which may need to be made clear are :

lid

scooped

mouth shaped like a moon

goblins

Answers : Across : 1. ice 5. pumpkins 8. goblin  
10. long 12. no 13. eyes 14. was-  
15. bee 16. two.

Answers down : 2. candle 3. cup 4. OK 6. Peggy  
7. blow 9. nose 11. nest 15. boo!

**Subject :** Unit 33, The Bird, The Mouse, And The Bat. p. 126.

**Type :**

Fun and Appreciation.

**Objectives :**

1. To learn some scientific facts in an enjoyable way.
2. To gain experience in dramatizing this story.
3. To grow in power of reading with expression.

**Procedure :**

A. **Discussion Lesson :**

1. **Materials :**

- a. Pictures of a bird, a mouse and a bat.
- b. Flash cards with a few words.

strange

talking

keep

echoes

mouse

poor

house

listening

heard

themselves

mine

sounds

2. **Interest Lead :**

Let's look at the pictures we have today. (Show one at a time.)

Do you know the name of this creature ?

Can you see any differences among them ?

How are they the same ?

Do they eat the same things ? Are they all our

friends? Which two are our best friends?  
Why?

3. Presentation :

- a. In our story today, our three friends are having a conversation.  
Won't it be fun to hear what they say to each other?
- b. Let's quickly check if you know the words on the flash cards.  
When you do, you can read the story without any trouble.  
Maybe, we can play the story too!
- c. Appoint the three best readers to take the part of the bird, the mouse and the bat. Ask them to read their parts as well as they can. (Discuss the conversation.)  
Let volunteers take the part of the animals and go through the story again, perhaps twice more, each time with different children.
- d. Discuss the questions listed at the end of the page.
- e. Plan to have a dramatization of this story for a visitor, another class, or the principal. Encourage children to dramatize it for the family, let brothers and sisters take part in the story.

B. Enrichment :

Make elementary nature-study books available for the children. Let them look up further facts about the bat, the mouse and the bird.

Give extra points to children who come up with new facts they have gathered, about these animals.

Help children realize that each animal was created for a purpose. Very often they are useful to man.

Aim awakening a keen interest in the habits of various animals; also a new interest in the facility of identifying as many as possible.

**Subject :** Unit 34. They Lived Happily In The Shoe, p. 129.

**Types :**

1. Appreciation.
2. Enjoyment.

**Objectives :**

1. To get a new appreciation of happy family life.
2. To gain more practice in reading rhyming verses.
3. To experience pleasure in concert reading.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :

- a. Phrases and words at the chalkboard.
- b. Flash cards with new and review words.

2. Interest Lead :

When you were in the kindergarten, you should have learnt the little verse about the Old Woman Who Lived in a Shoe. (Let a child recite it quickly.)

Today we have another story about an old woman who also lived in a shoe. It will be fun to read it after we know all the words.

3. Presentation :

Phrases	Words	Activities
1. an old woman	1. baked	1. Read in order.
2. handsome and clever	2. housework	2. Read in mixed order.
3. diamonds and gold	3. plenty	3. Play Number Game.
4. middle-sized	4. parasols	4. Play Partner Game.
5. pony tails and curls	5. raincoats	5. Flash-card drill.
6. neat whistle	6. boots	
7. scoured and scrubbed	7. pocketbooks	
8. polished and rubbed	8. special	
9. swept with brooms	9. surprise	
10. painted the chimney	10. happily	

**B. Reading and Enjoyment :**

## 1. Materials :

The text : They Lived Happily in a Shoe.

## 2. Interest Lead :

In the kindergarten verse the children were all naughty and got spanked and sent to bed.

I wonder if the same thing happened in our story today !

If the children are good, what are some of the things they will do for their poor Mother ? (Discuss.)

## 3. Presentation :

Now you may open your books.

a. Please read the title. What does **happily** tell you ?

b. Look at the story. What do you notice about it ?

Yes, it is written in verses. How many lines in each verse ?

c. We will read one verse at a time.

First read it with your eyes. When you are ready to read it out loud for all of us, raise your hand.

d. Now we will read the whole thing again. This time the boys may read the first verse, the girls the second, and on like that to the end.

I'm just going to listen and see if I can understand every word.

Then I will tell you who the best readers are, boys or girls !

e. Assignment :

After you have practised this a few times at home, you may read it to your family.

If you are very clever, you will even learn it by heart.

**C. Enrichment :**

During the English class let children tell how they help to make their family a happy one.

In Art class let them sketch a large shoe as they visualise the one in the story.

**Subject :** Unit 35. The Arab and The Camel. pp. 132.

**Types :**

1. Preparatory Drill.
2. Dramatic Reading.

**Objectives :**

1. To gain skill in dramatic reading (taking certain parts only).
2. To give a radio programme for another class.
3. To become acquainted with this ancient story.

**Procedure :**

**A. Preparatory Drill Lesson :**

1. Materials :

- a. Phrases and words at the chalkboard.
- b. Pictures of a tent, a camel and an Arab if possible.

2. Interest Lead :

There are many old stories that have been told for hundreds of years.

All boys and girls should know these stories ; so today we will read one of them. Usually, the stories teach us a lesson. I wonder who will be clever enough to find out the lesson in the story of the Arab and the Camel !

3. Presentation :

Phrases	Words	Activities
1. an Arab was sitting	1. shaking	1. Read in right order
2. suddenly a camel	2. forelegs	2. Read in mixed order.
3. my forelegs	3. stood	3. Play Partner Game.
4. cold air gets in	4. while	
5. too small for both	5. stuck	
6. stood shaking with cold	6. master	
	7. smaller	
	8. started	

**B. Dramatic Reading :****1. Materials :**

1. Pictures to discuss.
2. Text : The Arab and the Camel.

**2. Interest Lead :**

This story is written in conversation. How many characters do you think are in the story ? Right, only two. But there are some in-between parts; so we need three readers. Who would like to be the Arab ? the camel ? the Reader ?

**3. Presentation :**

- a. Please open your books, and read the whole story quickly with your eyes only.
- b. Now let's see if you have understood what you read. At the end of the story are some questions.

Let's read the questions one at a time and see who can give the best answer to each one, without looking back at the story. If we don't agree on an answer, we will read that part from the story to prove who is right.

- c. We are ready now to read the story like a drama. Look and see who reads first.

The Reader must be very alert, because many of his parts come in between the words of the Arab and the Camel. Let several groups try this dramatic reading. It is excellent for concentration.

**C. Enrichment :**

Now we can discuss the meaning of this story, the lesson it teaches us. Get all the children's ideas first. Then, if necessary, supplement your own.

Ask the children to tell the story in ordinary style, omitting the conversation.

Plan a radio programme.

Let the class choose the characters and the Reader.

Sound effects may be added, especially the howling wind.

**Subject :** Unit 36. Telling Time. p. 134. Workbook pp. 103-105.

**Type :**

Appreciation.

**Objectives :**

- A. To learn some old-time rhymes about time.
- B. To gain a new appreciation of Time.

**Procedure :**

**A. Appreciation Lesson :**

1. Materials :

- a. Text with the verses.
- b. Pictures of the various types of clocks children know.

2. Interest Lead :

Do clocks help us ? Tell how they help you.  
Today we are going to hear a little verse that tells about Time ; and another one that tells about the months of the year.

3. Presentation :

- a. You may open your books.  
Listen while I read the verse for you...Listen and try to hear the clocks ticking. The rhythm of the words will help you.
- b. Teacher reads for the children. Then several children try to read it with the same rhythm.
- c. Clocks and watches are not the only things that help us tell time, are they ?  
What helps us tell which month it is and what day of the month ?  
(Discuss calendars briefly.)
- d. Who can tell us the names of all the months?  
How many months are there in a year ?
- e. Teacher writes the names of the months on the chalkboard.
- f. Do all the months of the year have the same number of days ?

How can you tell how many days each month has ?

- g. Now listen while I read the next verse. That will help you find the answer.
- h. The second time the teacher reads the verse, let a bright child indicate the number of days behind the month.

Thirty days has September

April, June and November. (discuss)

February has twenty-eight alone. (discuss)

All the rest have thirty-one. (discuss and mark).

Excepting leap year, that's the time

When February has twenty-nine. (explain)

- i. Give children turns to read both verses.
- j. Encourage them to memorize the last one.

**N.B.** The same plans can be taken with the workbook if the text is not in the hands of the children.

**B. Workbook Activities p. 104 :**

This is a good exercise for antonyms or opposites.

Go through the clues orally with the children. They will know the opposites of most of the words given.

No. 15 may cause some trouble so the teacher can help.

Answers :

**Across**

1. black
3. thin
6. now
8. you
9. up
11. high
13. good
15. start
16. buy

**Down**

2. late
4. in
5. no
7. wet
8. young
10. big
12. hard
14. dirty

**Subject :** Unit 37. A Look at Time. p. 136. Workbook pp. 106-108.

**Types :**

- A. Preparatory Drill
- B. Oral Sight.
- C. Oral Practice.



**Objectives :**

- A. To appreciate how man has progressed in telling time.
- B. To become acquainted with the various kinds of clocks.
- C. To gain more power in comprehension of what we read.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and words on the chalkboard.
- b. Pictures of a variety of clocks.

**2. Interest Lead :**

What time does the school begin ? How do you know when it is that time ?

Do you think people always have clocks as you have ? If they didn't in the past, how do you suppose they could tell the time of day or night ?

Would you like to find out about such things ? Then let's learn the new words quickly so that we can read all about it.

**3. Presentation :**

Phrases	Words	Activities
1. the gift of time	1. position	1. Read phrases in order, then in mixed order.
2. seconds, minutes, hours	2. sand-glass	2. Read words in order, then in mixed order.
3. days, weeks, years	3. measure	3. Play Number Game.
4. clocks and calendars	4. periods	4. Play Partners.
5. primitive peoples	5. jars	5. Flash-card drill.
6. impossible to measure	6. dripped	
7. sundial and shadows	7. candles	
8. were unsatisfactory	8. ropes	
9. pendulum was invented	9. sundials	
10. different timepieces	10. unless	
	11. mechanical	
	12. gravity	
	13. weight	
	14. pendulum	
	15. atomic	

**B. Oral Sight Reading :****I. Materials :**

- a. Text. Story : A Look At Time.
- b. Pictures of as many different clocks as possible, an actual knotted rope, candle, sand-glass.  
Good illustration of a sundial.

**2. Interest Lead :**

We are all big boys and girls now and can tell time, I think. Our clocks are called mechanical clocks because they run by themselves ; all we need do is to wind them. Let's look at these pictures which show us the kinds of clocks primitive people had. They are quite different from ours and needed a lot of attention. Discuss each in turn.

**3. Presentation :**

Now we can find out with our own eyes and head more about Time. Please open your books, look at the pictures, then raise your hand when you are ready to read for us. After each child has read a paragraph, I will ask a question or two. So please put your "thinking cap" on while you read. Everyone in the class must know the answers to the questions.

**Questions :****Paragraph**

1. Which is the most important time ?  
Who gives us time ?  
Is your whole life-time given to you at once ?  
What is the smallest unit of time called ?  
What is the next ? How many seconds in a minute ?  
How many minutes in an hour ? (Refer to the clock in the room.)
2. Would you be on time for school every day if you had no clock at home ?  
How do we know what month of the year it is ?  
So we can say that calendars help us measure time too, can't we ?

3. How did the primitive people tell time ?  
Do you think this was very satisfactory ?  
Why didn't these people make mechanical clocks and fine calendars ?
4. What was another way in which the primitive people kept track of time when things had happened ?
5. How much time did the calendars help to keep a record of ?  
(Days, weeks, months and years only.)
6. Name one of the very first ways of telling the time of day.  
(Discuss pictures again.)  
What changes on the sundial from hour to hour ? (the shadow)  
When are the shadows long ? When very short ?  
Must we know the directions to use a sundial ?  
When does a sundial not work ?
7. Tell how a sand-glass works. Is this a good idea ?
8. Tell about the Chinese water-clocks.
9. Tell how ropes and candles told time of the day. Why were all these clocks unsatisfactory?
10. Did the first mechanical clocks work well ?  
Show with your hands how a pendulum works.
11. How did timepieces get the name "clock" ?
12. Why are small timepieces called "watches" ?
13. Name the latest kind of clock you have seen.  
(electric)
14. What will the clocks be called some years from now ? Why ?
15. Which of the old-timeclocks do you think were the best ? Why ?
16. Explain the proverb at the end of this lesson.

#### C. Oral Practice :

Re-read the whole story according to the standards of good reading.

**D. Workbook Activities :**

Because of the detailed study of the lesson in the Reader, children will be able to do p. 107 alone and independently ; also Ex. A of p. 108.

Ex. B. of page 108 may need some direction and assistance.

**E. Enrichment :**

Encourage children to make one of the types of clocks at home.

In Craft class make a sundial and watch it at different times during the day. A good review for directions : East, West, North and South. A fine correlation with Elementary Science also.

**Subject :** Unit 38. Alexander Bell and the Telephone, p. 142-  
Workbook pp. 109-111.

**Types :**

- A. Preparatory Drill.
- B. Silent Oral.
- C. Oral Practice.

**Objectives :**

- A. To become acquainted with a famous inventor and invention.
- B. To develop more power in reading for definite information.
- C. To learn how to use a telephone.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and words at the chalkboard.
- b. A toy telephone.
- c. Pictures of different kinds of telephones.

**2. Interest Lead :**

Did you ever talk over a telephone? Have you listened to someone talking to you on the telephone? (Discuss.)

Did people always have telephones? Would you

like to find out how the first telephone was made and the name of the great inventor who made it ?

The answers are right in our book ; and as soon as we know the new words, we can find out by ourselves just as big boys and girls do.

### 3. Presentation :

Phrases	Words	Activities
1. Alexander Bell	1. telephone	1. Read phrases and words in order.
2. help deaf people	2. string	2. In mixed order.
3. Thomas Watson	3. electric	3. Game children choose.
4. voice over the wire	4. wires	4. Flash cards.
5. spilled something	5. sound	5. Discuss the pictures of different kinds of telephones.
6. message will reach	6. waves	
	7. stretch	
	8. machine	
	9. deaf	
	10. pinch	
	11. middle	
	12. voices	

### B. Silent Oral Lesson :

#### 1. Materials :

- a. Text, Alexander Bell and the Telephone.
- b. Prepared questions for silent oral reading.

#### 2. Interest Lead :

You have all seen telephone poles and wires along the street and the roads. And perhaps some of these wires come right into your house. They bring the voice of your family and your friends into the telephone.

Someone had to think very hard to invent such a wonderful thing. The man's name was Alexander Bell (write on the board). Today we will read about this great inventor and also learn how to make a toy telephone.

#### 3. Presentation :

Please open your book. I will give you a question for each paragraph. You may read quietly with your eyes until you find the answer. Then raise your hand, and we will hear you.

## Questions :

- par. 1. What is the telephone called in this paragraph ?  
Do you think it was a wonderful invention ? Why ?
2. What do you mean by the word "deaf" ?  
Can people who are born deaf speak ? Why not ?
3. What did Alexander Bell want to do more than anything else ?  
What was Bell actually doing when he invented the telephone ?
4. Who was Bell's helper ?
5. What was the first message over a telephone ?  
Why was Watson so happy ?
6. Why had Bell called Watson ?  
Did Bell know his voice would be carried over the wire ?
7. Did people soon have telephones in their homes ?  
What did Bell do with all the money he made ?
8. Carefully study the next paragraph.  
For a toy telephone what are the things you will need ?  
What will you do with the paper cups ? with the string ? What must you be sure to remember about is the string when you want to talk to a friend over your telephone. While you are talking into your cup, where must your friend have his cup ?
9. Can you explain what happens when you talk into a toy telephone ?

Is it the same as what happens when you use a real telephone?

10. Why can't we hear the messages on the wires until they come through a telephone?
11. Do you think the first telephone looked like the one in your home?  
(Discuss the various kinds in the development of telephones.)

**Assignment :**

Make a toy telephone and use it with a friend.

**C. Workbook Activities :** pp. 110-111.

This Unit can be used for an examination.

No help need be given to the children.

The teacher will collect the books, correct all the exercises and find the average of all the marks.

This is the examination mark.

**D. Enrichment :**

Have two toy telephones.

Discuss telephone etiquette.

How to answer a call.

How to introduce yourself if you are making a call.

What tone of voice to use. No need to yell.

How to end the conversation.

Help the children make some business calls and some friendly calls.

Discuss how to use a telephone directory.

How to dial numbers etc.

**Subject :** Unit 39. The Story of Inventions. p. 146. Workbook pp. 112-114.

**Type :** Discussion and Report.

**Objectives :**

- A. To gain more skill in finding data for specific reports.
- B. To develop more power in remembering facts.
- C. To grow in appreciation of the printed word.

**Procedure :****A. Open-Book Discussion :****1. Materials :**

- a. Text-book.
- b. Leading questions.

**2. Interest Lead :**

We found out that the telephone is a great and wonderful invention.

Can you think of any other inventions that help us very much ?

(Discuss the children's contributions.)

One of the very first famous inventions helps you to have a book in your hand right now. What invention was that ?

**3. Presentation :**

Our story mentions nine different important inventions. Look to see which is first. (Printing Press.) Now let's read and see what it says about this.

In what year was the printing press invented ? (1440.)

How did they make books before this invention ?

Who was the man that invented the printing press ?

Name the first book he printed.

Please look at the second invention.

This is three hundred years later.

How did men take the first ride up in the air ?

What was invented in 1903 ?

Who invented the airplane ?

How long was the first ride ?

Where can an airplane take you in this year ?

When did a steam locomotive give you a ride ?

(Discuss the steam locomotive and Indian railway trains.)

How did people travel before that ? Could



they go long distances easily, as they can now ?

Have you ever seen a steamboat ? Where ?

What did it carry ?

What is the difference between a steamer and a sail boat ?

Which one can go even when there is no wind ?

In what year was the steamer invented ?

Who invented the first steam boat ?

Who made the clothing you have on ? How was it made ?

How did people stitch before the sewing machine was invented ?

Why do you think the sewing machine is a good invention ?

In what year was it invented ? By whom ?

Less than a hundred years ago children had to study with candles at night. What gives you light at night ?

Who invented the electric light bulb ? When ?

Read about the first automobile and see if it is anything like the one you rode in last.

Do automobiles still use petrol ? Can they go faster now ?

Two brothers made this invention. Name them.

Have all the great inventors died ? What are the inventors working on now ?

We read about the atomic clock the other day. Do you think there will be many more atomic inventions ?

Perhaps some of our boys will be great inventors when they grow up !

Now let's see if we can answer the questions at the end of our lesson.

(discuss)

**B. Activity :**

Encourage children to bring pictures of the various inventions for a bulletin-board display or scrapbook. Assign one invention to each child. Let him give a report of it to the class in oral English or in the Social Studies period. If he has a picture to match his talk, fine!

Encourage children to do further reference reading in other books available.

**C. Workbook :** pp. 112-113.

This is a fine summary of the material studied and discussed.

Carry out all the activities with the children.

**Subject :** Unit 40. What's the Weather? p. 150. Workbook pp. 115-117.

**Types :**

- A. Directed Study and Discussion.
- B. Drill and newview.

**Objectives :**

- A. To become acquainted with the various terms referring to weather.
- B. To increase skill in intelligent discussion.
- C. To become more skilled in reading for information.

**Procedure :****A. Directed Study Lesson :****1. Materials :**

- a. Text : What's-the-Weather Dictionary of weather words.
- b. Pictures of the various types in so far as possible.

**2. Interest Lead :**

What kind of weather have we today?  
(Discuss.)

Do we always have this kind of weather?  
(Discuss.)

Do you think that people in other parts of the world have *different* kinds of weather too ?

Would you like to learn about many different kinds of weather ?

### 3. Presentation :

Let's look at these pictures and see if we can tell what kind of weather the people are having. Some of the pictures show things we have not seen in India ; so we will have to study about them in *our book*.

Up here on the chalkboard you see the names of 17 different weather words. Let's learn how to read the words.

blizzard	humid	thermometer
cloudburst	hurricane	tornado
dust-storm	milk	weatherman
electric-storm	sleet	zero
freezing point	storm	
heat-lightning	temperature	

These words are arranged in alphabetical order, as they would be in a dictionary.

First we will practise reading them.

Now please open your books. Let's read to find out the meaning of these words.

Discussions :

1. Where in India could we have a blizzard ?  
(The Himalayas).

There are several good books in the Library, telling about boys and girls who were in a blizzard.

How must people dress in a blizzard ?

2. Who has ever seen a cloud-burst ? Perhaps during the monsoons !

After a cloud-burst what would the streets and fields look like ?

What fun could you have in the water ?

3. Would you like to be in a cyclone ?  
Where would be a safe place to hide in until it was over ?

Discuss the damage a cyclone can do.  
Look at the pictures again, if available.

4. Every boy and girl knows the next kind of weather !

Do you like duststorms ? Why not ?

If we are in a duststorm, how can we protect our nose and throat ?

Why is this a good thing to do ?

5. Are you afraid of thunder ? Should you be afraid ?

What comes before the thunder ?

Benjamin Franklin found out what lightning is ; do you remember it ?

Where should we not go during an electric storm ?

(not under a tree.)

Lightning sometimes burns houses and trees. It can kill even people and animals.

Why ?

6. What happens to water when it freezes ?  
If your Mother has a frig, you have seen water that has been turned into ice. This happens when the temperature is so low that it is called the freezing point.

(Discuss uses of ice.)

In cold countries, rivers and lakes turn into ice during the winter.

The boys and girls have lots of fun on the ice.

Show pictures of skating and sledding.

In Holland boys and girls skate to school.

Wouldn't that be fun !

7. During the hot months in India we often see this in the night sky.

Can heat-lightning hurt us ? (No.)

How can you tell the difference between real lightning and reflected or heat-lightning ? (Discuss.)

8. Water in the air is called humidity. When

there is lot of humidity, we can say the day is humid.

How do you feel on a humid day? If you hang something out to dry, what will happen? Some months in India are very humid. Which months?

9. What did we say a cyclone was? A hurricane is even worse, why?  
Look at and discuss available pictures.
10. Why is mild weather so pleasant? When do we have mild weather in India?  
We are lucky. Some countries seldom or never have mild weather.
11. This is something we seldom have in India, but sometimes it comes during the monsoon season.  
Have you gathered some of the sleet that fell from the sky?
12. What does our book say about a storm?  
How many kinds of storms have you seen? (Rain, dust, electric, wind.)
13. The next two words belong together. Who can read them?  
Did anyone ever take your temperature?  
What did they use?  
If you want to see how hot or how cold it is outside, what do you do?  
Do you think both thermometers (see p. 151) are same? (No.)
14. This is a kind of very strong wind, the strongest we know.  
Sometimes during a dust-storm, I'm sure, you have seen a baby tornado...little cones of sand standing right up straight!
15. I'm sure you have heard this man on the radio?  
What does he study and tell about? Is he always right?
16. If you have seen a thermometer, you

noticed that it had numbers painted on it. Do you know what the lowest number usually is ?

If you get zero in an examination, what does it mean ?

Zero on the thermometer is the lowest mark too.

Now let's see if we can answer all the questions at the end of this lesson.

What do you think the Proverb means ?

### C. Workbook Activities :

The dictionary of weather words can be used for a variety of activities. After the children have studied the meanings, show them flashcards with the words. Give each child an opportunity to define the word flashed to him.

p. 116. has the list of weather words plus a few new ones. Go through the list with the children, then let them fill the blanks in Ex. B independently.

p. 117. Ex. A is really just for fun, but it also will help the child see the weather words once more.

Carry out the activities suggested on page 116.

### D. Enrichment :

Let the child-broadcaster prove that he knows what kind of weather he is predicting by telling the audience how to protect themselves.

Example : Sleet and rain this afternoon. Be sure to cover all delicate plants in the garden before the storm breaks in.

**Subject :** Unit 41. March Winds. p. 155. Workbook pp. 118-120.

### Type :

A. Appreciation.

B. Oral Practice in Poetry Reading.

**Objectives :**

- A. To deepen our appreciation of poetry.
- B. To gain more skill in reading poetry.

**Procedure :****A. Appreciation Lesson :****1. Materials :**

- a. Text : March Winds.
- b. Unfamiliar words on the chalkboard.

**2. Interest Lead :**

Did the wind ever play a trick on you...snatch your papers, blow up your clothing...tug at your hair...blow something into your face... Not all months of the year have a strong wind. One month has many windy days. Which month is that? (March.)  
Today we are going to hear something about this wind.

**3. Presentation :**

- a. All the words up here have something to do with wind.  
Let's see if we can read them and find out what they mean.

windy	puffing	madly
wild	rushing	blowing
hurries	rosy cheeks	rushing
lively	breath	catching

**b. Discussion :**

Let's see if we can play these words :

lively child	madly off again
rosy cheeks	rushing, blowing
hurries	
puffing cheeks	

- c. Now let's open our books to March Winds. I will read this lovely poem for you. While I read, try to see the pictures it paints. Now let's look at the end of the lines and the rhyming words :

wild	face	then	so
child	race	again	know.

- d. Let individuals read two lines each.  
Then let individuals read the whole thing.
- e. Encourage children to memorize it.

### B. Workbook Activities :

- p. 118 can be taken with the class the same way as the text.
- pp. 119-120 afford a challenge and some real thinking fun.
- The teacher ought to do it with the children, giving them necessary hints, but not the answer.

Answers :

#### Across

1. up
3. no
5. end
8. box
9. took
10. sit
11. fat
12. red
14. my
15. rod
16. sly
18. sock
20. snow
21. dye
22. tin
25. I'm
26. wrote
27. me
28. rayon
29. day

#### Down

2. petals
3. note
4. ox
6. not
7. do
8. birds
13. doctor
14. mystery
15. rhyme
17. today
19. kit
21. dime
23. need
24. pans
26. win

**Subject :** Unit 42. How A Plant Can Grow, p. 156. Workbook pp. 121-123.

**Types :**

- A. Preparatory Drill.
- B. Silent-Oral.
- C. Oral Practice.



**Objectives :**

- A. To arouse new interest in growing things.
- B. To grow in power of comprehension.
- C. To improve oral reading.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and words at chalkboard.
- b. Flash cards.
- c. Large sketch of a plant showing the parts mentioned in the story : root, stem, leaves, flower, seed.

**2. Interest Lead :**

Did you ever see a very large field with no grass, no trees, no bushes, no flowers? Would you like to live in a place like that?

Why not?

God was very good to us and gave us many lovely things to make this earth beautiful. To-day we will study about the plants God gave us, and find out how they grow.

**3. Presentation :**

Phrases	Words	Activities
1. different kinds	1. chlorophyll	1. Read phrases in order, then in mixed order.
2. plants grow	2. chemical	2. Read words in order, then in mixed order.
3. special shelter	3. machine	3. Play Number Game.
4. plant breathes	4. energy	4. Play Partner Game.
5. underside of leaf	5. veins	5. Flash card drill.
6. food factory	6. soil	6. Label the parts of a tree or smaller plant.
7. a green chemical	7. course	
8. chlorophyll gives colour	8. clothes	
9. rubber sap	9. clothing	
10. fluffy balls	10. flax	
	11. rubber	
	12. fluffy	
	13. cotton	
	14. linen	
	15. threads	

**B. Silent Oral Lesson :**

## 1. Materials :

Text-Story : How a Plant Can Grow.

Fact and thought questions for the reading.

Some leaves and a magnifying glass.

## 2. Interest Lead :

Have you ever wondered why all or most leaves are green ?

They could have been pink or blue you know! Some very clever scientists found this out and today we will find out too. We will find out many other things about plants too.

You may open your books and read one paragraph at a time with your eyes only.

First I will give you a question so that you can read to find the answer.

## 3. Presentation :

## Questions :

Pargs. 1. Name three reasons why God made plants for us (Discuss.)

2. Why does a plant have different parts ?

3. Name two things that are inside a seed.

Why is food in a tiny seed ?

What seeds can we eat ? Do birds-like seeds too ?

4. What do leaves do for a plant ?

How do plants breathe ?

Let's look through the magnifying glass to see the tiny holes. On which side of the plant must we look ?

Show me how you breathe.

5. Now we are going to find out why leaves are green.

Besides giving the green colour to the leaves what else does chlorophyll do for the plant ?

Why can we call each leaf a factory ?

Do leaves make food during the night ? Why not ?

If someone asked you what chlorophyll is, what would you say ?

If you have a big brother and sister in High School, ask them tonight and see if they know !

6. What two things do the veins in the stem carry to the plant ?

Is there any other use for the stem of a plant ?

Do you know what the stem of a tree is called ? (trunk)

Which stems can we eat ?

7. One very important part of a plant is under the ground. Can you name that part ?

What do roots do for the plant ?

Are roots good pushers ? How do you know ?

8. What can some plants be made into ?

Did you ever wear anything made of plants ?

9. Name three plants that can be made into clothing.

Where does cotton grow ? What part of the cotton plant is used for clothing ? (Discuss the process.)

10. From which part of the flax plant is thread made ?

What colour is the flower ?

Where does the best flax grow ?

For what is linen mostly used ?

(Discuss the process of making linen from flax.)

Teacher to supply the information.

11. Please read this paragraph very

carefully so that you can tell us how rubber is made.

What part of the rubber tree is used ?

How can we get the sap ?

What is done to the sap to turn it are made from rubber.

Name some things you know that are made from rubber.

Very well, now let's read the whole story over again so that we can have a clear understanding of all the parts of a plant. Then you will be able to answer all the questions at the end of the story.

### C. Activities :

Answer and discuss the questions listed.

Look for pictures of the plants we can eat. Arrange them according to families. Leaf...Stem...Root...Seed.

Use the words listed at the end of the story in original sentences, proving that the meaning is clear.

### D. Workbook :

pp. 121-122. Read the story independently and silently.

Discuss kinds of cloth.

Bring samples of roots, seeds, leaves, stems that are edible.

Warn against eating strange seeds etc. They may be poison for people.

Example the Castor Seed.

p. 123. Discuss the answers and the spelling of the words with the children.

Then let them do the puzzle independently.

#### Answers :

	(Across)	(Down)
1. P-L-E-A-S-E	13. H-E-L-P	2. E-X-C-U-S-E
4. T-A-L-K-I-N-G	14. T-H-A-N-K	3. P-L-A-Y
8. Y-O-U	15. Y-O-U	6. M-O-R-N-I-N-G
9. A-R-E		7. I'M
10. W-E-L-C-O-M-E		11. M-E
		12. S-O-R-R-Y

**E. Enrichment :**

Discuss how helpful to us are plants and flowers.  
Then make a class prayer of gratitude to God for these gifts.

Verse : The world is full of a number of things,  
I'm sure we should all be as happy as kings.

—Robert Louis Stevenson.

**Subject :** Unit 43. **Space Hop**, p. 161. **Workbook :** pp. 124-126.

**Types :**

- A. Preparatory Drill.
- B. Open-Book Discussion.
- C. Reference Reading.

**Objectives :**

- A. To find out some important sky facts.
- B. To realize that we need not remember everything we read, but we should know where to go to find the answers to things we want to know.
- C. To get some practice in doing such research or reference reading from our own text and from library books we can use.

**Procedure :****A. Preparatory Drill Lesson :****1. Materials :**

- a. Phrases and words at the chalkboard.
- b. Pictures of the sun, the stars, the planets.
- c. Flash Cards.

**2. Interest Lead :**

Do you ever go out at night and look at the sky ?

What do you see ?

Do you know why we can't see the stars and moon in the daytime ?

Would you like to find out some very interesting things about the wonderful things God put in the sky ?

## 3. Presentation :

Phrases	Words	Activities
1. burning ball	1. Mercury	1. Read phrases and words in order.
2. nine planets	2. Venus	2. Read phrases and words in mixed order.
3. solar system	3. Mars	3. Play "Number Game".
4. reflected sunlight	4. Jupiter	4. Play Partner Game.
5. closest neighbour	5. Saturn	5. Flash-card drill.
6. race track	6. Uranus	
	7. Neptune	
	8. Earth	
	9. Pluto	

## B. Open-Book Discussion :

## 1. Materials :

- a. Text...Space Hop and a reliable map of the Solar System.
- b. Workbook pp. 124-126.
- c. Leading questions prepared by the teacher.

## 2. Interest Lead :

Astronomers are people who study the wonderful things God put in the sky.  
Today we will pretend that we are real astronomers too.

## 3. Presentation :

Let's open our books to the story of **Space Hop**. Why do you think this title was chosen? Does it give you an idea of where we are going with our minds today?

All right then. Let's see if we know the answers to the questions at the beginning of the lesson.

- a. What would happen to plants if the sun would not shine?

(Discuss thoroughly.)

Suggest an experiment: Put a healthy plant in a dark place for several days, what happens?

- b. What would happen to animals? Mention specific animals the children know. Discuss.

- c. What would happen to us ?  
All health books and good doctors tell us to play outdoors.  
If there were no sun, we should die of cold.
- d. N.N., please tell us what you know about the sun.  
(Discuss, correct errors, ask for other ideas.)  
Let's read the first paragraph in our book and see what else we can find out about the sun.  
...a very big star, a ball of fire.  
...looks so big because it is nearer to the earth than any other star is.  
...great distance and air make stars appear to have five points.
- e. Did you know that the sun has a family ?  
Show the map of the solar system...if no map is available, simply draw the idea on the chalkboard.
- f. Read the next two lines and find out what the children of the sun are called. (planets.)  
Write SOLAR SYSTEM on the chalkboard and ask several children to tell you what solar system means.  
...our sun with its planets.
- g. Is the earth a planet ?  
Can we see the other eight planets in the sky at night ?  
What kind of light do planets have ?
- h. The next paragraph has some very interesting things to tell us.  
Read it quietly.  
Why won't the planets ever bump into each other ?  
What is the centre of the solar system ?  
How long does it take the earth to go round the sun once ?

- i. Now read the next paragraph, please.  
Name our nearest neighbour in the sky.  
What kind of light does it have? Is moonlight warm?  
(Do the experiment with a mirror showing reflected light.)  
Does the moon move? By watching the moon at night how can you tell that it moves? Is it in the same place all night?...How long does it take the moon to make the trip round the earth?...  
Have people from the earth ever gone to the moon?  
(Answers will vary from year to year !!)
- j. The next paragraph is very very short.  
Read it quickly.  
If people are living on some of the other planets, how does our earth look to them? Why?  
Would those people know that we are living on the earth?
- k. Please read the next paragraph and be ready to tell us three things about Mercury.  
(smallest...nearest the sun...one side facing the sun always.)
- i. There is one very bright star in the west at night or one very bright star in the east in the morning. Find out the name of that star. (Venus.) Be sure to look for it this evening.
- m. Please read the next paragraph and be ready to tell the three things about Mars.  
(red, has two moons, may have people.)
- n. Now read the next two paragraphs and find out the name of the largest planet and the name of the planet with rings around it.
- o. Just one more paragraph to read and it ends with a question.  
Do you know the answer?



The questions at the end of this lesson will help us remember the important points we have just read about. Let's do them together and see how much we remember about what we have just read.

If we don't know the answer right off, we may look back in the lesson to find the answer. Don't guess. We must be sure about these facts.

## B. Reference reading :

### 1. Materials :

Take the children to the Library, or if that is not feasible gather a good number of children's books on this subject and bring them to the classroom.

### 2. Interest Lead :

Many authors of children's books have written interesting books illustrated by good artists. Today we will have a chance to look through some of these fine books.

### 3. Presentation :

The first thing you may want to do is to look at the pictures and find out what story they are telling, or what facts they are showing us. When you find a picture that attracts you, stop and read what it says. Try to remember the things you see and read so that you can share it with the others in the class after the books are put away. All the books are different, and all have different things in them, so what you find will be new for the other boys and girls.

After you have finished with your book, think that you are going to report. Then look those things over again to make sure you really know what you are going to tell us.

We will hear your reports during the English class today.

**C. Workbook Activities :**

pp. 124-125. These pages can be done independently. It is an excellent summary of the facts learned in the reading lesson.

p. 126. Crossword Puzzle.

The bright children will be able to do most of this by themselves.

But the teacher should be ready to help when necessary. Slower children will need a lot of help.

**Answer :****Across**

2. up
3. red
5. sit
7. sleeper
10. owls
11. add
13. go
14. cave
16. map
18. story

**Down**

1. apple-seed
4. die
6. tp
8. row
9. elf
11. Adam
12. deep
15. vats
17. fox

**D. Enrichment :**

In the English period ask the children to tell the facts they discovered in their reference reading. Praise every effort and supplement briefly from your own stock of knowledge about these things.

Encourage children to bring sky-pictures to school for the bulletin board.

Awaken keen interest in space craft and space trips. Keep the children informed of the new discoveries resulting from these space hops.

If possible, correlate the Science Unit on the Sky with this lesson.

Encourage children to look at the stars at night, and try to find some of the easy constellations, at least the North Star and the Big Bear or the Dipper as it is sometimes called.

In a Story Hour tell the children some of the stories people have invented about the sky-pictures.

An open umbrella with the North Star and Big Dipper made with gold stars is an interesting project and gives the illusion of star-gazing.

Any of these activities can also be carried out in the next Unit.

**Subject :** Unit 44. *Star-Gazing* p. 165. Workbook pp. 127-129.

**Types :**

- A. Oral Sight.
- B. Discussion of Proverbs.

**Objectives :**

- A. To enrich our culture by getting acquainted with some simple proverbs.
- B. To build up a stronger interest in star-gazing.
- C. To gain more experience in Oral-Sight reading.

**Procedure :**

**A. Oral-Sight Lesson :**

1. Materials :

Text : Star Gazing.

Several good children's reference books on the constellations, with large illustrations.

2. Interest Lead :

You have learnt quite a bit about the sky ; so I'm sure you will enjoy our story today in which two children make some new discoveries about the stars.

3. Presentation :

a. Let's open our books to the last story, Star Gazing.

When I call your name please be ready to read a paragraph right off for us.

b. After we have finished the reading the first time, we will go back and discuss what we have read. So keep your thinking cap on !!

c. After all the children have read, ask them to tell the new things they learnt from this lesson. Discuss.

If the children have not yet heard the *sail* of Columbus tell them briefly, stressing the fact that he was looking for India, when he started his trip.

- d. Help children memorize the little verse in the story.
- e. Discuss the questions listed at the end of the story.
- f. As a summary refer to the illustrations in the books from the Library.

**B. Discussion on the Proverbs listed in the Workbook.**

p. 129

- a. Read the proverbs one at a time. Let children tell what they think the hidden meaning is.
- b. The teacher may supplement when she thinks necessary, but the complete meaning need not be given to young children.
- c. Let the children each choose one, or assign one to each child to memorize.
- d. Organize a little Proverb Contest by seeing who can memorize the most.
- e. At the appropriate time, the teacher may quote a proverb on different days. This will give deeper meaning for the class.  
They will enjoy catching your application !

**C. Enrichment :**

Read and enjoy the little poem : *The Man in the Moon.*

Encourage individuals to memorize it.

## VOCABULARY TEST ONE

22 JAN 1970

COUNTRY	*money	different	*language	sectors
*chupatti	direction	*flat	stamps	*ocean
proverb	well	begun	half	done
*speak	geography	trains	dams	swam
laws	*builds	caves	*crawls	bridge
people	nails	*tails	weren't	*fought
cattle	skin	mistake	*remember	lost
*scratch	except	*north	south	*important
thought	*geography	pointing	health	better
*map	east	*west	*continent	America
really	*compass	globe	Pacific	*Europe
than	wealth	facing	Indian	divided
*hemisphere	Australia	Antarctic	*Asia	bucket
equator	wrong	right	globe	twin
covered	*equator	*earth	middle	*friends
bottom	India	*stranger	*replied	grinned
*pebble	cheered	appeared	objection	reflection
once	*ripples	friend	glad	*peeped
sailing	*jaden	cabin	*sailors	decks
*captain	began	*packet	move	*Emperor
Agra	continent	world	lovely	garden
*chains	*islands	attached	Japan	*central
attached	Taj Mahal	*mercy	justice	leap
battle	honour	finished	*tomb	proverb
honour	Empress	carefully	*expert	Maharajah
before	*happiness	*Himalaya	wrong	*obedient
beautiful	crown	clothes	lock	wherever
	notice	Everest	blind	
	*elephant	partly	trunk	
	India	*question	*notice	

## VOCABULARY TEST TWO

MONKEY mango *teeth	building morning *comb	*groan wash hair	complain hands *drink	*chatter early milk
lived brush *salaam	*creature rascal tomorrow	silver *shame village	*enough whipped sorry	crowd *yoke strong
wretch paid *sadly	forgive owner *home	write *writings begin	*history empty hunter	story *ancient killed
*knowledge Greeks children	changing happened *hunting	seasons hunting *myths	*sphinx upright answer	crawls cane *Thebes
myth *glass clever	*riddle houses passed	vase noon *afraid	cliff *evening walks	hands *palace visit
*passport famous another	European *museum country	*British Isles Buckingham ocean	London places *Germany	would *imaginary different
island tent *lonely	years *sails planted	brave Crusoe *chased	think *raft friendly	alone chair *Friday
*cannibal shifted years	*English king attack	sailor *Alfred Vikings	*lifeboat just fierce	drowned army *honour
		*faithful jungle woodcutter	proverb knock *pardon	

## VOCABULARY TEST THREE

*bag-pipe spider musical	army *especially instrument	fought don't *Scotland	bravely squeezes *Bruce	beaten *failed Robert
*balloon battle fight	wicked *straight horrible	*cruel angry pale	*soldiers afraid paces	Swiss shouted *zing
public *disobey tyrant	square punish arrows	*Italy called world	Rome *Romulus for ever	Mediterranean shepherd *thousand
*Empire pictures which	favourite enough *means	*Remus brothers inside	friend *forgave instead	*amazed cave lion
slave *lick berries	*several unto pulled	beast others *prisoner	*thorn squeaked nearer	Germany fairy *Cologne
*Rhine tales huts	folk songs *Grimm shoemaker	*forest written curtain	festival families *breathe	*ranger paths shiver
*perfectly stitch saves	finished Christmas *midnight	*leather awoke wife	finish *strange usual	*elves tapped footed
		single *hammer lying		

## VOCABULARY TEST FOUR

*giant snore harp	beanstalk *nonsense ground	*precious popped lightning	punish square *stupid	command *thunder succeed
*ordered treasure whole	music *swayed pleasantly	stole halfway *supper	golden *seized roared	eggs master *money
*empty sniffing placed	kettle *smell asleep	*blanket shook hottest	*temperature hammock changed	nothing *medicine world.
steamboat *mosquito travel	*radio malaria afraid	sprayed understand *sickness	tender approach *zebra	loving *rhinoceros hippopotamus
*cannibals camel famous	safe surely *continent	*discover disease Africa	*explore giraffe monkeys	*limb light defend
swim club *exercise	*energy dangerous primitive	figuring wheel weather	*strength mind lake	*muscle metals foolish
grinder steam *factory	*windmill escaping speed	suddenly whistle Chinese	*raft running machine	increased *engine Scotland
		*invention noise never		



## VOCABULARY TEST FIVE

many wire *static	*magnet much copper	pathways string *dynamo	*electricity grown-ups shock	compass *control hair
*circuit switch rubber	*needle never laid	exactly *attract eggs	gently lovely *carefully	*pole push secret
stronger *repel frogs	pull happen *toads	*snakes sometimes supper	burst *cocoon crackity	intend furry feather
underneath *curly whirly	*molt scamper shell	*pupa pepper push	Arab again *small	inside forelegs *shaking
stood started *lesson	*camel cannibal should	while *stuck himself	stop stand *shaking	*merrily June December
January *July Monday	February September *Tuesday	March October *Wednesday	April *August Thursday	May November *Friday
sandglass *Hourglass earthquake	*sundial candles sunshine	waterclock tended *reflected	*measure morning periods	time *record moves
*knots know cloudy	storms *waves invent	*battles machines message	*shadow deaf printing	*atomic sound press
dipped pinches *telephone	French from *sound	*balloon power zero	*airplane cloudburst thermometer	*locomotive humid tornado
	steamboat *hurricane mixed	sewing *sleet mild	*bulb funnel funny	

THE END

