

SECTION II

CCE in English Language Classrooms

Class VI

Title of the book - Honeysuckle

Lesson- Who did Patrick's Homework ,

This story is about a child named Patrick who never does his homework. Luckily Patrick meets an elf who promises him to grant a wish for saving his life. Patrick wants him to do all his homework and feels happy about his luck. The elf pretends that he needs help and makes Patrick work hard and read more books till the homework is completed. Very beautifully the writer tells that in this world magical results can be reaped only with hard work and only 'Hard work is the key to success.'

The overall objectives of this lesson are:

- Understand the central idea and locate details in the text. (Reading)
- Use critical thinking to read between the lines and go beyond the text.
- Narrate a simple experience.
- Write a small paragraph.
- Understand simple instruction / details while listening.
- Use language and vocabulary in different contexts.

To fulfil these objectives you need to create learning situations after assessing children's previous knowledge. Some of the examples are given below.

- ❖ Before you begin the lesson **pre-reading** activities will help the children comprehend the text better.
- You may prepare the students for the story by asking them to list all that they like to do or have to do at home after their school. Let them speak by turns the tasks they do at home. Make a list of all the activities on the board. Homework is sure to be one of the activities that they detail.

Have a debate in groups whether they like to do homework or not. (Speaking activity)

Simultaneously you can assess the children on their speaking ability and keep/maintain a record.

- You can also ask them to imagine that one day when they reach home, they find a fairy in their room who offers to do for them one of the tasks they have to do at home every day. You may then ask them which one out of all the tasks they would like the fairy to do for them and why.

This activity can be taken up as pair work. (Speaking activity)

- Now you can do the activities given in the section 'Before you Read' in the beginning of the lesson.

Their answers will bring the class close to the story 'Who did Patrick's Home work?' Tell them that the story is about Patrick who hates to do his homework. You can tell the students that an elf is a male fairy. Born in folk lore or children's literature, fairies are little creatures that often creep

into houses at night. In return for food or for some such thing, they leave gold or money. Good fairies help people in distress.

Encourage the students to share with each other their concept of fairies. This will create an environment for the story of fairy they are going to read.

Assessment during teaching-learning

The objective of the pre-reading exercise/task is also to develop children's speaking skills and also to make them familiar with the lesson and new words. The activity encompasses skills like 'thinking' and 'listening' skills too. You can assess the children's thinking skills and speaking skills and how they co-relate the ideas, express their likes and dislikes coherently, logically and confidently. If some children are unable to participate, encourage them to speak in their mother tongue.

You will be able to assess whether the children:

- can listen and interact with peers and thereby get different types of information.
- can converse with peers and teachers.
- can express their likes and dislikes.
- can narrate personal experiences and imaginary tales.

This information gathered by you is used for assessment for learning. For example if some children do not participate in the class discussion you may record, 'Rekha can speak in her home language but needs lots of practice to speak in English.'

Encourage the children to read the story and find out for yourself who does Patrick's homework.

- ❖ **While reading** the text, you can divide the text into manageable chunks for better comprehension. This would also help you with assessment for learning of children about the comprehension of the text.

You may ask the children to read Para 1 to 4 and answer the following questions:

- Why didn't Patrick do his homework?
- Why did the elf look like a doll?
- How was the elf dressed?
- What did the elf offer to grant if Patrick saved him from the cat?
- On what condition did Patrick agree to save the elf?

Once they have gone through Para 5-7, the following questions can be asked.

- Why did the elf need Patrick's help at every step while doing his homework?
- Make a list of all the jobs that Patrick had to do for the elf while he was doing his homework.

Example

1	had to bring a dictionary.	4
2		5
3		

After Para 8 to 10 have been read, you can ask the following questions for comprehension check:

- Did Patrick have an easy time leaving his homework to the elf?

- Why were Patrick's parents and friends surprised?
- What is the secret between you and the writer of the story?

Assessment during teaching-learning

While-reading exercises focus on the development and assessment of the comprehension level of the children. For this purpose a number of questions such as true-false, gap-filling, sentence completion, web-charts, tables, MCQs, match the column and sequencing etc. can be asked. This wide variety ensures that each child in a heterogeneous group gets ample opportunities to participate. These activities can be done as peer work/group work. As children do the activities together, peer assessment takes place simultaneously.

You will be able to assess whether the children:

- enjoy listening to rhyming words.
- read the texts with ease and understanding.
- understand the central idea.
- follow the sequence of ideas and events in the text.
- understand the importance of silent reading.

This provides you with criteria for assessment for learning. If some children are struggling with reading you may record for example, 'Rahul cannot read fluently. He needs lots of practice.'

❖ In addition to the questions given on page 11 in the textbook, you may ask the following questions as **post reading** activity. These are inferential questions. This would help you with assessment for learning of the text as a whole.

- The elf accepted Patrick's condition but how did he show his anger?(4)
- Why was Patrick weary and tired at the end of 35 days? (7)
- Patrick got A's at the end of the term. Who should get the credit? Give reasons for your answers.(10)

Though the story does not highlight the moral dimension of the deal between Patrick and the elf and exploits the situation light-heartedly, you may use it to bring home to the students the value of helping others without any condition thereby developing social personal qualities among children. You may ask the following questions. These are open-ended questions where along with other skills, thinking skills can also be assessed.

- Do you think Patrick was right in setting a condition for saving the elf?
- What would you do if you were in a similar situation?
- Should we take advantage of people in trouble?

Working with Language

You can take up exercise A and exercise B from page 11-12 of the textbook and encourage the learners to use a dictionary. Teach them how to consult a dictionary.

You would have noticed that the story is written in an informal, conversational style. You may use it for teaching the natural way of conversation. You may tell them that in spoken English

when they ask, order or request somebody to do anything, they don't have to use 'you are asked or ordered or requested'. It looks rather clumsy, unless it is used for the sake of emphasis.

1. They can use the imperative form. Imperative sentences begin with a verb but do not end with a question mark. Look at the example. Here are two sentences saying the same thing in different ways.

Example:

- You are asked to get me a dictionary.
- Get me a dictionary.

You can ask the students which one they feel sounds better? The second one, isn't it? It is short, crisp and informal. Ask them to rewrite the rest of the sentences in the same manner. (You may add more)

- You are asked to bring some fruits from the market.
 - You are asked to call a doctor.
 - You are asked to make some tea for me.
 - You are requested to water the plants.
 - You are ordered to march in a line.
2. The writer has spelt 'breeches' as 'britches' to rhyme it with witches. The story has a unique style of folklore. Though it is written in prose, it is interspersed with rhyming lines. Read these aloud after you have finished the story and let the children notice and enjoy the lyrical quality of the prose in the story.

(i) Don't give me back to that cat.

I'll grant you a wish

I promise you that.

(ii) "Help me! Help me!" he'd say.

And Patrick would have to help

In whatever way

Now ask the learners to pick out more such lines from the story.

Assessment during teaching-learning

These activities will help you assess the children for the use of language. You created learning situations to give them practice to use imperatives in day-to-day conversation. The second activity is to make the children aware of the rhythmic use of language. If some children are unable to do you may have to give them more activities for practice.

Writing Activity

Grammar in Context : Given below are some words that express feelings:

Delighted, glad, pained, screamed, rejoiced, furious, grieved, shouted, sad, cried, howled, pleased

You can ask the students to express their feelings with the help of the given words in the following situations: (They can use more than one word for each situation and the same word can be used in other situations also).

- Your younger sister tears your notebook.
- Your uncle gives you a gift that you have long wanted.
- You see an old man being pushed around by the crowd.
- You are in urgent need of help and shout loudly.

Along with these, do the other questions with the children given in the textbook.

Speaking

You can give this activity to develop children's communicative competency. In spoken English we often do not say full sentences. For example,

'Home work—Too boring, he played hockey and basketball and Nintendo instead.'

If we don't skip some words the sentence would read like this:

He did not like to do homework because he found it very boring. Instead of it he liked to play hockey and basketball and Nintendo.

The focus is lost in the length of the sentences. The communication is quicker when certain words are dropped and the sentences shorter. But the meaning remains clear because the context explains everything.

You must note that such shortening is done only in a context. If this technique is applied where the context is missing, you might be misunderstood or may not be understood at all. For example when the teacher is not in the class and the students are making a noise somebody shouts 'teacher', the class, at once, understands that the teacher is coming. It is the context, which does the rest of the talking in such sentences.

You may ask the students to express their likes and dislikes to each other in short, quick and conversational style. They can make use of the clues:

hot	cold
sour	sweet
long	short
dull	interesting
expensive	cheap

When the children are doing these activities, you are making observations and assessing them for their communicative competency. You can record this for future reference.

- Look at the expression that the author uses to describe wrinkles on the little man's face. 'Wrinkled like a dish cloth thrown in the hamper.'

The novelty of the comparison is very interesting. You may use the example to tell the children that language is not repetition of what they have learnt in the class or outside. They can

create their own expressions. It is fun to play with words. Encourage them to coin new phrases to express themselves. Help them play with words. Give them some situations and let them coin new phrases. For example

you can give some conventional comparisons and ask the children to give some interesting and new comparisons: as fast as the wind — as fast as an email

- as tall as an oak — as cold as ice
- as high as a mountain — as quick as an arrow

- Describing words can create vivid pictures. It is an important skill to learn to select appropriate describing words. Help your students acquire the skill. You can ask them to describe one of the following. They may use the words given below in the box:

- a guest in your house
- your new neighbor
- your grandmother
- beggar

tall, tiny, short, dwarf, stout, huge, fat, plump, pot-bellied, roly-poly, obese, broad, strong, weak, thin, slim, skinny, bony, lean, lanky, slender, bold, mild, cowardly, kind, gentle, rough, rude, pleasant, cheerful, cruel, coarse, gruff, crude, impolite, sweet, beautiful, ugly.

Assessment during teaching-learning

The learning situations created by you will help the children with language development. While doing the activities you can assess the children for their use of language/words. You can conduct these activities as pair work or group work to ensure everyone's participations. If some children are not doing, this means some kind of scaffolding is needed. You can use other children as resource to help the children who are below the level.

Going beyond the text

Here is a situation from the story for role-play. All the children now know that this story is of a boy who does not like doing his homework and the elf makes him do his work by pretending that he (the elf) is doing his work. Now the question is whether we should make our children do homework or should they learn and do all their work in school itself?

Children, parents, teachers and educationists have their own opinions and beliefs about homework. Let us bring them together to debate on the issue of homework through a role play.

You can divide the class into groups of four and allot roles based on the following

- 1 Sukriti, a student of class VI
- 2 One of Sukriti's parents
- 3 Mr. Rahim, Sukriti's class teacher
- 4 Mr. John Suresh Kumar, a psychologist

You ask the children to hold a discussion with the group members and develop the dialogues for the different roles. You may give clues/ideas to the students for each role. They enact their part and assess other groups.

Through role-play you have used all the skills—reading, listening, speaking, writing and thinking. While preparing the dialogues, the children were listening to the other group members and speaking. While enacting, they were listening to others as well as speaking their own parts. Thereafter, you can ask the children to present their views in the form of a written paragraph. You can assess them for writing keeping in view the process of writing refer page (ref. page no. 21). This can become part of their portfolio.

Assessment during teaching-learning

Post reading exercises aim at connecting learning to real life situations. These enable the children's to go beyond the text. Activities like role play provide you with the opportunity to assess them on inter-personal qualities as well. When each group performs in front of the class ask the children to assess the performance of other groups therefore, using the technique of group assessment. Give the children the criteria for assessment such as dialogues, presentation etc.

After the completion of the lesson you may assess them on the following criteria for assessment of learning.

- They speak and write about themselves.
- They infer meanings and understanding the text.
- They relate the ideas to their personal experience.
- They respond in English to specific contextual questions.
- They use critical thinking to go beyond the text.
- They listen to dialogues, conversations and narration with understanding.
- They participate in debate, class discussion and role-play.
- They speak/explain the cartoon given at the end of the lesson.

The data collected by you can be used for reporting purpose.