

## GRANDMA BRINGS BACK THE SMILES

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To list the professions and say what they are about
- To recognise Grandma's role in the village
- To infer that all jobs are equally important
- To note that each of us has a responsibility towards our work
- To learn to respect all kinds of jobs

### Pre-reading



This focusses on *assessment for learning*. It introduces students to different professions practised by people and helps them understand the characters mentioned in the text, and the work they do.

Brainstorm with the class for the different kinds of professions they know about. You may also talk about some common professions that the students may know of/ have heard of.

Next, ask students what they would like to be when they grow up. Allow free response.

Let students do the *Pre-reading* task and share with class. They may draw stick figures as is understandable. This is to develop kinaesthetic skills. The aim is to introduce them to professions, hence, encourage students to talk about what they would want to be and why they would want to be that.

## READING

*Students read to comprehend, and analyse*

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

Begin by asking the class to smile. 😊

Tell students that they will be reading about Grandma, a headmistress of a village school, and how she solves a problem in her village and makes everyone smile in the end. She is an elderly person and everybody respects her.

- Read the text *Grandma lives...thinks their job is the most important.*

*What do you call your grandma in your home language? (Free response)*

Talk to the class about:

- where Grandma lives and what kind of a person she is. (loving and caring)
- the banyan tree and its significance in the village. (the village people sit under this tree; perhaps this is where they like to sit and talk about themselves and every day happenings)
- the way she found them one morning and the reason behind it.
- what 'job' means.

Show your teacher how you look when you feel grumpy. (Free response)

Let students show a grumpy expression. 😞

Ask students:

When do we look grumpy? Does Mani look grumpy too? (No) Why is he not grumpy? (He does not have a job. He is a little boy.)

- Read the text *They are now...nod their heads slowly.*

Draw a table on the board.

During the course of the reading, let students help you list the professions the text talks about and what each profession is about. This will help students develop comprehension skills while they stay focussed in the reading.

Doctor	helps people get well and cures them
Policeman	keeps villagers and the things safe

Builder	builds houses for people to live in
Farmer	grows food for people to eat
Dentist	takes care of teeth so people can eat well
Teacher	helps to learn and know things

- Read the text till the end.

Explain to the class about what Grandma says to the village folks and why we should respect all professions.

Which job do you think is the most important? (Free response)

### Post-reading

Have a fancy-dress day in class and let students come dressed as various professionals and talk about who they are.

OR

Let each student bring a picture of a particular profession/professional and talk about it.

## GRAMMAR

## Pronouns

Put up a chart with a few pictures indicating some action.

*Example:* a girl reading a book; a boy throwing / catching a ball; children playing in the park; a bird flying.

Point to the first picture and ask:

*This is Ritu. What is **she** doing?* Prompt students to answer using a pronoun in place of the noun. (**She** is reading a book.) Do the same for the rest of the pictures.

### Activity

Give them the following speech model and demonstrate.

1. This is \_\_\_\_\_. (Name)
2. \_\_\_\_\_ is a boy / girl. (He / She)
3. \_\_\_\_\_ is my friend. (He / She)

Now ask a student to come to the front of the class. Let another student talk about him / her using the clues given.

Continue with the activity till students are familiar with *he* and *she*.

Explain how they have used the words *he* / *she* in all sentences except in the first sentence which gives the name.

Similarly, use the objects in the classroom to elicit the use of *it* and *they* and guide students to make sentences with them.

Now cluster a few girls and say: *They are girls.*

Point to a group of boys and say: *They are boys.*

Point to a group of boys and girls and say: *They are children.*

Tell students:

*He, she, they* and *it* are used in place of a naming word.

Explain the pronouns *I, we, you* with the help of the input given in the Reader.

## LISTENING

## Dictation

The listening task helps students stay focussed and improves concentration skills.

Tell students that they will be listening to a few sentences being spoken aloud.

Instruct them to listen carefully and fill in the missing words.

Play the audio track and let students do the task.

Play it once again so that students complete their work / check their work if they have completed it.

Review the answers.

## WRITING

## Describing a toy

Ask students if they like to play with toys. Generate a discussion on their favourite toy.

Let students do the writing exercise.

Guide them to write the answers in complete sentences.

## SPEAKING

## Describe a picture with prompts

This focusses on *assessment as learning*. Students learn to communicate effectively using complete sentences. They learn to enunciate using the right intonation.

Pair-work

Let students study the picture.

Tell them that the picture has a lot of interesting things in it and they can talk about it with their partners.

Tell them that

- they will have to take turns to question and answer each other.
- they should do it using complete sentences.

Monitor the activity and guide them to use the right expression and intonation.



## STUDENTS' BOOK ANSWER KEY

### Grandma Brings Back the Smiles

#### Pre-reading

Free response

#### Comprehension

- A.** 1. T                    2. F                    3. F                    4. T                    5. F
- B.** 1. Grandma lives in a village.  
2. Grandma sees many villagers sitting under the banyan tree. They look grumpy.  
3. The villagers are angry with each other because everyone thinks their job is the most important.  
4. Mani asks Grandma to say which job is the most important because she is very wise.  
5. People are able to do their jobs well because of what they learn at school and how they do it.
- C.** 1. *Answers may vary. Please accept all logical answers. Suggested answer:* Yes. It says in the story, 'Grandma loves her village and the people living there.'  
2. *Answers may vary. Please accept all logical answers. Suggested answer:* Grandma makes everyone smile again by telling them that everyone's job is important.

#### Grammar

- A.** 2. Preeti                    3. Rohit                    4. Jay and Ray                    5. goat
- B.** 2. Ravi                    3. Pinky and I                    4. Tim                    5. Ruth
- C.** 2. He                    3. You                    4. She                    5. It                    6. They                    7. We                    8. They

#### Vocabulary

1. pilot                    2. sweeper                    3. gardener                    4. nurse                    5. driver                    6. teacher

#### Listening

Listening Text

1. Mani is a little boy.
2. He lives in a village.
3. Grandma teaches in his school.
4. Grandma says all jobs are important.
5. It is how we do our jobs that makes them important.

Answers

1. boy                    2. lives                    3. school                    4. jobs                    5. do

#### Word Activity

*Answers may vary. Suggested answers:* son, at, in, on, it, pat, sat, sit, pit, cost and so on.

#### Writing

Free response.

## Speaking

Free response.

### ANSWER KEY TO WORKSHEET 4

**A.** 1. a            2. an, a            3. A, a            4. a            5. a

**B. Complete these sentences with the words in the box.**

1. She            2. It            3. He            4. They

**C.** 1. you            2. I            3. We            4. I            5. You

**D.** 1. happy            2. angry            3. sad            4. scared            5. bored

**E.** 1. butterfly, insect            2. a rose, a flower            3. a parrot. It is a bird.  
4. a banana. It is a fruit.            5. This is a horse. It is an animal.

## QUESTION BANK

### Grandma Brings Back the Smiles

**A. Answer the questions.**

1. Where do the people of the village sit and talk?

**Ans:** The people of the village sit and talk under a big banyan tree.

2. Why does the doctor say that his job is the most important?

**Ans:** The doctor says that his job is the most important because he helps people to get well and cures them when they are unwell.

3. What does Grandma tell people of the village?

**Ans:** Grandma tells the people of the village that it is how we do our jobs that makes them important.

**B. Choose the right answer.**

*Grandma says that*

- a. all jobs are important.
- b. a teacher's job is the most important.
- c. No job is important.

**Ans:** a

**C. Read the line and answer the questions.**

*"Oh dear! Why do all of you look so grumpy?"*

- a. Who asks this question and where does the person live?
- b. To whom does she ask this question?
- c. Who answers her and what does he tell her?

**Ans:** a. Grandma asks this question and she lives in a village.

b. She asks this question to the people of the village.

c. Mani, a little boy tells Grandma that everyone in the village thinks their job is the most important and is angry with the others.