

JATIN IS LOST

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

Learning Outcomes

- To infer the importance of timely help
- To know the importance of carrying an identification/address
- To identify the parts in a story
- To recognise a graphic story

Pre reading



This focusses on assessment for learning.

While students rewrite the address in the correct order, they learn the importance of knowing one's home address.

let students share with the class:

- the area in which they live.

- the name and number of their houses.

Ask students:

Why should we know our home addresses?

What should we do if we lose our way?

(approach a policeman)

READING

(Students predict and anticipate from the title, compare pictures and work on the structure of the story)

Tell students that they are going to read an interesting graphic story about a little boy who forgot his way home.

The structure of this story follows a certain path.

Story Path	
<i>Beginning</i>	Introduces people/characters and the place where the story is set. It also sets the mood.
<i>Middle</i>	Some things happen which lead to a problem.
<i>End</i>	The problem is sorted out. Everything is made right.
We think about what has happened. What have we learnt from this story?	

Draw a mind map on the board and help students identify the three parts as you read the story.

Direct the attention of students to the first three images in the book. Note down their responses on the board.

Images 1–3

Beginning: Tell students that the beginning talks about the people in the story and the place.

Beginning:

Setting / place: ...

Characters: ...

What Jatin is worried about...

Ask students:

Who are the people in the first picture? Where are Jatin and his parents? (Outside the flat)

(Add this point in the map) What is Jatin worried about? (No garden and no friends)

Does he look happy? What do you think will happen? Will he make friends?

Tell students that they will find out what happens when they read the story.

Images 4–7

Middle: Point out that in this part some events happen.

Middle:
 What Jatin’s mother tells him...
 Where Jatin goes...
 What happens on the way home...

Images 4–7

Where does Jatin go the next morning? Tell students to note that the scene has changed from home to school. *What does Jatin’s mother remind him? Why does she say this? Do you know where your house is? How do you know?* (Students identify with the situation and the character). *Who helped Jatin find his bus? Is all well in the story?* (Point out that this is the second part of the story where all is not well.) *Why does Jatin look worried?*

Images 8 and 9.

What does Jatin realise when he gets off the bus? What kind of man do you think is the driver?

Images 10, 11 and 12

What kind of neighbours live in the flats? (They are caring people.) What did they do? Who do they ask for help?

End: Point out that this is the third part of the story which goes back to *all is well* again.

End:
 Who helps Jatin...
 How his mother thanks everyone ...
 How Jatin feels in the end...

Images 13 and 14

Finally, who helps Jatin find his home? (His mother) Which floor did he actually live in? How does Jatin’s mother show the people that she is thankful?

Images 15 and 16

Why is Jatin happy in the end? (By finding himself lost he manages to get to know a lot of people who help him. He is happy that he has moved to a place where so many people came forward to help him.)

Post-reading

Help students to role-play the story

GRAMMAR				Nouns
Recap common nouns.				
Write the nouns on slips of paper.				
teacher	doctor	brother	soap	boy
fan	mango	sandwich	carrot	butter
school	actor	sister	girl	city
gate	hall	biscuit	ice-cream	pen
father	uncle	monkey	apple	pencil
mother	hospital	chocolate	dog	mountain
computer	river	house	garden	flowers
tiger	fan	toothpaste	box	shoes
aunt	sand	bucket	parrot	elephant
comb	sheep	wool	carpenter	hen

Put these slips in an open box. Ask students to pick up a slip of paper each. Alternatively, you can distribute them. Add more words if you have more students in the classroom or pair up the students and give one slip to each pair. Make the following cards with the font size big enough for the students to see. Cut them up and paste these cards on the four corners of the classroom.

PEOPLE	PLACES
ANIMALS	THINGS

Now, ask the students to find their right places.

Proceed to explain that

- there are special names given to some of these nouns. They are called **proper nouns**. Example: a hospital can/may be named 'MN Hospital'; a pet is named 'Fluffy/ Mintu'; Goa, Delhi, Chennai, Kolkata are special names of places and so on
- all their names are also proper nouns because they are special names given to them.
- proper nouns begin with capital letters.

VOCABULARY

Places we go

Generate a discussion on the various places we visit/ go to.

List them on the board.

Let students unscramble the words with the help of the given clues.

LISTENING

While-listening

Let students study the image. Discuss the various places in a school and what we do in each of these. This will help students get prepared for the task.

Tell students that they are going to listen to a conversation between Hina and Jatin on his first day at school.

Tell them to listen to the story carefully and tick (✓) the places that Hina talks about as she shows him around the school.

Play the track and let students do the task. You may play it one more time depending upon the capability of your class.

Review the answers.

SPEAKING

This focusses on *assessment as learning*. Students learn how to communicate while making or receiving calls.

Tell students that we need to follow some rules when we talk on the phone:

- speak clearly and slowly



- do not shout into the phone but be loud enough
- listen patiently before responding
- be polite

Let students role-play the conversations.

Monitor the task and correct students if required.



WRITING

Describing a person

This focuses on *assessment as learning*. Students learn about their friends and use the information to write about them.

Pair work

Tell students to exchange their books and fill in the card given in the Reader.

For the item, *Where are you from*, tell them to fill in their native place/the place they hail from.

Ask them to give the book back to their friend.

With the details given in the card, tell them to fill in the blanks in the paragraph given in the book.

Go around the class and guide students to write the correct information using the details from the card.

STUDENTS' BOOK ANSWER KEY

Jatin is Lost

Pre-reading

A. House no 405
MG Road
Bhopal-800019

B. *Free response*

Comprehension

A. 1. building 2. friends 3. floor 4. vendors, car drivers 5. tea, snacks

B. 1. c 2. e 3. a 4. b 5. d

C. 1. a. confused / upset / worried

Suggested answer. Accept any logical answer.

b. happy

2. *Free response*

Grammar

A. *Free response*

B. Adi and Ila could not wait for school to end. As soon as it did, their mother picked them up and off they went to the Chennai railway station. They were going to visit their cousins living in Bengaluru and stay with them for the summer. When they got

to the station, their father was already there, looking at the display boards—Madurai – platform 1; Delhi – platform 12; Bengaluru – platform 5. That was the one! “Let’s go!” said Adi and Ila

Vocabulary

1. park 2. library 3. school 4. theatre 5. hospital 6. post office 7. station 8. market 9. hotel 10. airport

Listening

Listening text

It is Jatin’s first day at his new school. His classmate Hina is showing him around the school.

Listen to what they say. As you listen, tick (✓) each place in the school Hina talks about.

Hina: Hi, Jatin! Welcome to Vidhya Vikas! Let me show you around the school.

Jatin: Thanks, Hina!

Hina: This is the Primary Section. That is our classroom, Class 2 B.

Jatin: I like it. It looks bright and cheerful!

Hina: Classes 1 to 5 are all in this building. Now let’s go down the corridor. This is our Library.

Jatin: So many books!

Hina: And that’s the playground. See the basketball court in that corner? Our PT period is on Friday. We can take bats and balls and other games from the PT Room. But make sure you return anything you take!

Jatin: I will! Thank you for taking me around, Hina.

Hina: You’re welcome, Jatin. I hope you will like it here.

Answers: Primary Section / Classroom 2B / Library / Playground / PT room

Punctuation

1. I saw a giraffe at the zoo yesterday.
2. Paul went to the shop to buy an apple.
3. Tanya goes to her grandmother’s house for lunch every Sunday.
4. Many buildings in Jaipur are made of pink stone.
5. My uncle will come to India for Diwali.

Writing

Free response

ANSWER KEY TO WORKSHEET 1

A. *Free response*

B. rainbow, grandmother, grasshopper, notebook, sunflower

C. *Free response*

QUESTION BANK

Jatin is Lost

A. Answer in brief.

1. What did Jatin wonder about when he saw that there was no garden near his new house?

Ans: Jatin wondered if he would like his new house, as there was no garden nearby where he could play.

2. Do you think Jatin was happy when he finally found his new house? Why?

Ans: Yes, Jatin was very happy when he finally found his new house because now everyone knew him and he also made many new friends.

B. Answer in detail.

1. Describe Jatin's new house and its surroundings.

Ans: Jatin's new house was a flat in a tall building in the city. All around it were more tall buildings; they were all blocks of flats. There was no garden nearby. There were other people walking about.

2. How did Jatin finally find his house? What did his mother do after that?

Ans: Jatin's mother looked down from the sixth floor balcony and saw Jatin with other people from the building. When they all went to drop him off, she offered them tea and snacks and thanked them for bringing him home.

C. Choose the right answer.

When Jatin could not find his home, the bus driver

- a. knocked on many doors to find if Jatin lived there.
- b. searched for Jatin's mother in the school.
- c. took Jatin to his house.

Ans: a

D. Read the lines and answer the questions.

1. *"I'll see you in the afternoon, Jatin.*
 - a. Who said this to whom and when?
 - b. What did she ask him to remember?
 - c. Did Jatin remember this?

Ans: a. Jatin's mother said this to Jatin when he was going to school in the morning.

b. Jatin's mother asked him to remember that their flat was on the sixth floor.

c. No, Jatin forgot where his flat was when he returned from school.