

## Class 1, Unit 5: Prose

### Circle

#### **Narration**

Ask the students “What will you do when you go home?”

*(Allow the students to respond.)*

Ask “Do you play with your grandmother and your grandfather?”

There is a girl just like you.

Her name is Mohini.

She plays a different game with her grandma. *(If the students ask “What is meant by ‘grandma’?”, tell them that it refers to “grandmother”. If, however, the students do not ask this, the teacher can ask them what is meant by “grandma”.)*

“Do you want to see them?”

*Show the picture*



#### **Picture-based Interaction**

1. What do you see in the picture?  
*(Accept all the responses from the students.)*
2. Can you point out which one is Mohini?
3. Why do you say this is Mohini?  
*(Ask them to explain the rationale behind their answer.)*
4. *(Point out grandma)* Why do you think this is Grandma?  
*(Ask them to explain the rationale behind their answer.)*
5. Can you guess what they are doing?  
*Elicit and write down appropriate words, such as "Drawing", "Circle", "Sitting", on left margin of the blackboard.*

### **Narration**

Mohini happily returned home from the school.

She loves her grandma very much.

Grandma used to tell her a story every day.

Mohini entered her home and began to look for Grandma.

Grandma was sitting on the floor.

She was drawing something on a piece of paper.

Mohini slowly went close to her.

Grandma drew a circle. *(Show gestures to make the students understand what is meant by the word "drew")*

She asked, "Can you draw a circle, Mohini?"

Mohini replied, "Yes! I can draw a circle."

Mohini carefully drew a circle with her small hands.

It looked like a bangle.

### **Interaction**

1. What did Grandmother draw?  
*Elicit and write "Grandmother drew a circle."*
2. What did Grandmother ask Mohini?

- Elicit and write "Can you draw a circle?"*
3. What did Mohini say?  
*Elicit and write "Yes, I can draw a circle."*
  4. What did Mohini do after that?  
*Elicit and write "Mohini drew a circle."*

*Note: The teacher can ask a student to come to the front and draw a circle on the blackboard.*

### **Reading**

*The teacher can do a model reading of the elicited words and sentences.*

*Ask the students to come in pairs or in small groups. Make them read the elicited responses from the blackboard. The teacher has to monitor their reading and ensure that all of them are engaged in reading.*

*The teacher can also ask the students to identify certain words, like "Drew", "Circle", etc.*

### **Narration**

Grandma clapped her hands because Mohini drew a circle perfectly.

She said, "Now, I'll draw a ball."

Grandma took a pencil and slowly drew three lines on the circle. Mohini felt excited!

*(The teacher can do a gesture)*

Grandma said, "Look at the circle. Now, it looks like a ball."

Mohini asked, "Shall I draw three lines on my circle as well?"

Mohini too drew three lines on her circle slowly.

It really looked like a ball.

### **Interaction**

1. What did Grandmother do next?  
*Elicit and write "Grandmother drew a ball".*
2. What did she say?

*Elicit and write "She said, 'Now, I'll draw a ball'".*

3. How did Grandmother draw the ball?

*Elicit and write down "Grandmother drew three lines on the circle".*

### **Narration**

Mohini asked her grandma, "Grandma ... Grandma ... I want to draw a balloon. Can you help me draw one?"

"Alright," said Grandmother, "Now, let's draw a balloon."

Grandmother added a zig-zag line to the circle. *(The teacher can draw a zig-zag line to make the students understand what it means)*

"Oh! It really looks like a balloon," said Mohini, clapping her hands.

Following this, Mohini drew many circles—big and small.

The big circles looked like big balls. The small ones looked like bangles.

Mohini coloured them red, blue, green, and yellow.

So, she drew a red circle, a blue circle, a green circle, and a yellow circle. *(The teacher can call the students to come to the front one-by-one and ask draw and colour a balloon)*

Mohini also added zig-zag lines to all the balloons.

Now, there were many colourful balloons.

Mohini was happy.

### **Interaction**

1. What did Mohini say after her grandmother added the zig-zag lines?

*Elicit and write "Oh! It really looks like a balloon".*

2. What did Mohini draw next?

*Elicit and write "Mohini drew many circles".*

3. How were they?

*Elicit and write "There were big and small circles".*

4. How did she colour them?

*Elicit and write "She coloured them red, blue, green, and yellow."*

5. What kind of lines did she add to them?

- Elicit and write "She added zig-zag lines to them".*
6. How many balloons were there now?  
*Elicit and write "Now, there were many balloons."*

### **Narration**

"Can you draw anything else with a circle?" asked Mohini's grandmother.

"Yes, grandma," said Mohini.

She drew a wheel, a moon, a sun, a rabbit, and her own face too.

She happily showed her drawings to her friends. All of them appreciated her.

### **Interaction**

1. What did Grandmother ask Mohini?  
*Elicit and write "Can you draw something else, Mohini?".*
2. What did Mohini say?  
*Elicit and write "Yes, grandma".*
3. What are the things that Mohini drew using a circle?  
*Elicit and write "She drew a wheel, a moon, a sun, a rabbit, and her own face".*

*The teacher can ask the questions that were used for eliciting answers from the students to summarise the prose.*

#### **Simple version of the story**

Grandmother drew a circle.

Mohini drew a circle.

Grandmother drew a ball.

She drew three lines on the circle.

Grandmother drew a balloon.

She added a zig-zag line to the circle.

Mohini drew many balloons.

She also drew a wheel, a moon, a sun, a rabbit, and her own face.

*Note: The teacher can draw stick-figures for each of the events and write corresponding sentences to make the students understand it better.*

## **Reading**

*The teacher can do a model reading of the elicited words and sentences.*

*Ask the students to come in pairs or in small groups. Make them read the elicited words. The teacher has to monitor their reading and ensure that all of them are engaged in reading.*

*The teacher can ask them to identify certain words like “Drew”, “Circle”, etc.*

## **Enacting a Drama**

*The teacher can guide the students to enact the whole prose as a drama.*