

## Transaction Module – Lesson Plan

Teacher may show pictures from the story and ask children to identify the characters. The teacher can segment the lesson into parts and deal with them part-by-part.

For the first part that has been identified, the teacher may show the picture that belongs to this segment and ask student to respond – by asking what they see in the picture and write the responses on one corner of the board. Following this, the teacher may ask students about what is happening in the picture. They may use simple questions in English or Tamil and can ask students to respond in their mother tongue. The teacher should translate student responses into simple English sentences and write them on the board.

Following this, students may be asked to come in pairs and using a stick will point to what is written on the board and read the sentences or words that they can. The teacher will also assist them as they read.

The teacher may do this for all the segments/parts that has been identified in the lesson and students may respond to them.

It is therefore essential that the teacher asks a lot of interactive questions and elicit responses from students. The teacher should elicit more responses and encourage students into speaking and interacting in the classroom.

This pedagogy will enable students to listen, speak and read a lot of English (target language). They will become familiarized to the language and be given opportunities to get over any inhibitions they have about learning and using the new language.

Following this, students may role-play the story with the help of the teacher:

1. Ask the children to find out **what are the incidents/actions** in the story and then list them down in the sequence.

Note – help the children to understand how “There lived three little pigs and build their own houses and the wicked wolf destroyed the weak houses” are not incidents but descriptions.

2. Ask children to find out **what are the dialogues** in the story and write it down. Match it with the right incident.

Note – Tell children how the dialogues will be written in the text in inverted commas.

Write the dialogues for each actions taking place in the story. Don't use the textbook dialogues as itself for the drama.

3. Ask children to find out **which characters** are telling the dialogue and to whom are they speaking.

These characters are doing some actions and talking. Go through the textbook and pictures and find out what are they doing.

4. Ask children to write down where the incidents are taking place. (**place of action**)

5. Let groups plan the drama by allotting character to each member of the group.

6. Let them practice the dialogues.

7. Let them present their drama

8. Elicit reflections from the children on their performance.

9. Give your feedback using the following words:

1. Did you cover all the events?

2. Are the dialogues sufficient?

3. Do you want to add more dialogues?

4. Do you want to change any dialogues?

5. Was the whole class able to hear your dialogues?

6. Did you say dialogues with emotions like joy, sadness, anger etc. ?