

## Transacting the Lesson

EN5124

The teacher may identify and segregate the lesson into meaningful parts. For each of these parts, the teacher may show a relevant picture from the textbook and ask some questions and elicit key words pertaining to that part of the story. These key words are written on the board and students may be asked to come forward in pairs or individually to read them from the board.

Teacher should ensure that the class is facilitated in English mainly, but may use mother tongue intermittently, as and when required.

The picture in the textbook has to be utilized to the maximum while asking questions to elicit key words as responses from children. Teacher could also ensure that questions asked here could also include the comprehension questions from the textbook.

As the key words are elicited, the teacher may also write the story in simple sentences on the board and ask students to read them. Giving a simpler version of the story will help students to understand the story better and they will be able to gain a certain level of confidence in reading it.

### Learning Outcomes achieved through this Activity:

Through this activity students:

- understand the story
- listen and comprehend simple questions in English
- read words and simple sentences (with support from the teacher)
- improve their vocabulary
- are able to say the days of the week

---

## Enacting the Lesson

After students have listened to the story and understood the lesson, they may be guided by the teacher to enact the story in the form of a simple drama in class.

### Process of generating drama

1. Ask the children to find out **what are the incidents/actions** in the story and then list them down in the sequence.
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. They may also use the pig face masks that is available, while enacting the story as a play.
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 by asking these questions:
  - Did you cover all the events?
  - Are the dialogues sufficient?
  - Do you want to add more dialogues?
  - Do you want to change any dialogues?
  - Was the whole class able to hear your dialogues?
  - Did you say dialogues with emotions like joy, sadness, anger etc.?

**Learning Outcomes achieved through this Activity:**

Through this activity students:

- engage in gross and fine motor skills
  - develop speaking and pronunciation skills
  - develop vocabulary
  - involve in an engaging activity
-