

Wonderful Waste

CBSE, English, Class 5, Unit 1

R.Anita
R.Senthil -
Kumar
R.Rajesh

Language learning through folk tales

Content Objectives:

- ❖ Recycling waste and environmental awareness
- ❖ Folk tales and their cultural importance
- ❖ Multicultural approach to food
- ❖ Avoid wastage of food

Language Objectives:

Listening

- ❖ To give students an opportunity to listen to folktales.
- ❖ To listen to model reading done by the teacher and
- ❖ To provide print- rich environment to relate oracy with literacy.

SPEAKING

- ❖ To narrate experiences and incidents.
- ❖ To take part in group activities, role play and dramatization.
- ❖ To discuss and exchange ideas with their peers.
- ❖ To carry out a brief conversation involving seeking/giving information.

Reading

- ❖ To build on learners' readiness to reading.
- ❖ To enrich learners vocabulary through folk tales in English.
- ❖ To enjoy reading a story.
- ❖ To read and apply the new words and phrases in meaningful situations.
- ❖ Assess their comprehension of the story

Writing

- ❖ To build on learners' readiness to writing by giving simple guided activity. E.g.: Students can be asked to write a recipe of their favorite food or drink that they can prepare on their own

Major concept:

- ❖ Story of Avial through a folktale.
- ❖ Wastage of food.
- ❖ New words and phrases.
- ❖ Arranging of Recipe.

Learning Resources: Picture cards – Sentence strips –Masks/Puppets -Activity sheets - Textbook.

Before 5E:

Divide the whole class into four groups as per

... have to take the appropriate waste material and make something new out of it ...

any grouping strategy.

ENGAGE:

Teacher Initiative:

Task 1: (Discussion on multicultural approach to food)

Name some food/dishes made in your home during festivals.

What is the dish most commonly made in North India?

What does your mother make when your relatives/newly married couple come to your house?

Name the various dishes she makes for the feast. What do we do with leftover food after a feast or a party?

Students' Activity: Discuss about the dishes specific to the region. Speak about the way they have feast in their homes (Students may not be familiar with the word feast. In that case, let them use the Tamil equivalent virunthu).

Assessment Zone

Prior knowledge, readiness to participate and speaking skill.

Note: Teacher assesses the students' prior knowledge about the variety of dishes in different regions and their interest in speaking about their own experiences.

Task 2: (Usage of waste)

Teacher asks students to take a chit which has a particular type of waste written on it E.g.:

Pencil sharpened waste, empty chalk boxes, chocolate wrappers, used match sticks etc. Students have to take the appropriate waste material and make something new out of it with supporting resources like glue, crayons, sketch pens etc. Teacher assesses students' prior knowledge on recycling of waste.

Suggested queries:

- * What are the things wasted in our environment? What can be done to save our environment? E.g. refilling empty water bottles with other liquids and reusing it, writing on both sides of the paper before getting a new one.
- * What will you do with the old newspapers?
- * Is it good to use plastic bags? Can you say some alternative ways to reduce the usage of plastic bags?
- * Where can you see food being wasted? How can wastage of food be avoided? What does your mother do with the excess food leftover at night?

Student's activity: Students pick up the chit and make something new from the waste material (Pencil sharpened waste, empty chalk boxes, chocolate wrappers, used match sticks etc.) given to them. They share their ideas of creating new things from waste. They discuss in groups how they can make utility items out of waste materials like old newspaper, shoe box, cardboard cartons, empty CDs and bits of cloth. They discuss on environment and recycling of waste.

Assessment Zone

Speaking skill and Creativity.

Note: Teacher assesses:

- * Students' prior knowledge about usage of wastes and how they can reduce and reuse the waste.
- * Students' creativity and innovation in creating new materials from the waste and their views in vegetable waste management.

EXPLORE:

Teacher Initiative:

Task 1: (Narrating the scenes in the folktale Wonderful Waste)

Teacher displays the story card one by one and asks probing questions to encourage each one to speak about the story. (Narration by the teacher may happen here as pre-explain stage.) The activity helps children to come up with interesting story lines. Develops listening and speaking skills.

Students Activity: Students glance at the story cards and extend their speaking skills by observing the picture cards and describing the picture and frame the story.

Assessment Zone:

Speaking skill, Story mapping and story telling skill.

Note: Teacher assesses the students' ability to:

- * Describe the picture and narrate the story
- * Give out their views and experiences for the

queries.

- * Articulate their thoughts and imagination and sequence the story.

EXPLAIN:

Teacher Initiative:

Task 1: Listening to and Reading the story

Teacher narrates the folktale in the text to make students know their culture and tradition. The folk tale is read with correct pause, stress and intonation and students are asked to follow the same. Teacher can ask them to use a ruler or palm to follow the lines. Teacher may insist that the story read in random order thereby giving everyone a chance and ensuring accuracy while reading by scaffolding them wherever necessary. New words and phrases can be written on the board. E.g. Feast-commanded- sternly-survey-dish-flashed-in a fix-scarps.

The teacher can ensure that these new phrases are understood contextually by giving situations for them to understand. Also it can be related to the questions in engage session.

Students Activity

- * Listen to the folklore.
- * Read and Repeat.
- * Individual reading and highlight the words mentioned in the text.
- * Able to contextualize the new phrases

Assessment Zone

Listening and reading skill.

... displays the story card one by one and asks probing questions to encourage each one to speak about the story.

Note: Teacher assesses their listening skills by asking simple questions.

Task 2

Meaning of the new words and phrases: Each

Elaborate: Numbering the recipe for making an omelet.

Name: _____

Read and Number the sentence as per the recipe:

Omelet is ready.

Keep the pan on the gas.

Cut chillies.

Pour the mixture.

Break eggs.

Cut onions.

Mix them all.

Put on the gas.

Cut coriander

Put oil.

Cut tomatoes.

Let it fry

Again let it fry.

Turn the omelet.

group can be given one situation but answers can be elicited from other groups also. Creates situation for thinking.

Situation 1: (survey)

If a drawing competition is held, how will your teacher judge the best one to award a prize?

Situation 2: (feast)

When will your house be full of guests and how will you all eat in your house?

Situation 3: (scraps)

If you sharpen your pencil, what can you get from it? What is it called and where will you put it?

Situation 4: (in a fix)

If you are given biriyani and fish to eat (two favourite food) and asked to choose only one, how will you feel? Is it easy for you to choose any one from the two?

Situation 5: (Traditional feast)

What is the dish made in all our homes during the harvest festival or during Aadi month for the temples? A picture card can be shown for better understanding.

Students Activity

- * Thinks and speaks out.
- * Looks at the pictures for better understanding.
- * Frames sentences using the new words for the pictures shown.
- * Reads the meaning from the text. Refers the dictionary for the new words.
- * Dramatizes the story.

Assessment: Teacher assesses their understanding when they try to say the word and its meaning in context

Task3: Role play or dramatization

Teacher asks the students to do role play of the story 'Wonderful Waste'. Children have heard the narration once and their teacher read the story next. The materials available in the

class can be imagined as vegetables, pot, curd, etc. and used as props to dramatize the story. By dramatizing the story a concrete understanding takes place. By asking probing questions the teacher can ensure complete comprehension of the lesson.

Students Activity: Dramatize the story by using props available in class

Assessment Zone: Speaking skill

Note: Teacher assesses students' ability to:

✳ Reproduce the story and its details through drama as well as the language skills like speaking and listening. Their improvisation and ingenuity also is assessed

Task 3: Sequencing the recipe

Teacher can use sentence strips and ask students to take any one for each group. Then students are asked to read the sentences, understand and sequence it. The teacher puts 1, 2, 3-upto---8 on the floor and students are asked to place the sentence strips as per the recipe of Avial.

Student Activity: Reads the sentences. Explains the step by step direction to make the recipe with the sentence they have in their group. Showcases the sentences on the floor. Forms generalization of how the cook Avial.

Assessment Zone:

Reading skill - Understanding the meaning of the word recipe. Sequencing the sentences as per the meaning.

Note: Teacher assesses student's reading and comprehension skills when they arrange the sentence strips (recipe) for the preparation of Avial.

ELABORATE:

Task 1:

Teacher gives activity sheet to each one and

asks them to read and number the sentences for the recipe of omelet. The teacher can scaffold her.

Students' Activity

Read the sentence. Number the sentence. Write the ingredients and instructions for any one of the simple favorite dish they know.

Assessment Zone :

Reading and Writing skill.

Note: Teacher assesses

Correctness in reading and numbering the sentences.

Task 2:

Gives a writing worksheet to write the ingredients and recipe of any one of their favorite dish. Asks them to say what they will do with the waste from the preparation.

Students' Activity: Write the ingredients and recipe for any one of the simple favorite dish they know.

Assessment Zone: Writing skill.

Note: Teacher assesses: Creative writing of recipe, Vocabulary used and Correctness in spelling and meaning.

Task 3: (book work) pg-13

Teacher asks students to write in the text about their tasks at home and sequence them.

Students' Activity: Write an individual write up, read the sentences from their book, select any five from them, number them as per the order of their work and write in sequence.

Assessment Zone: Reading and writing skill.

Note: Teacher assesses what they do in their home when they do the text bookwork as assignment

EVALUATE:

Gives worksheet for comprehension and objective type questions (Annexure 1).

Students Activity:

Read and answer the questions.

Assessment Zone: Writing Skill

Note: Teacher assesses the understanding level through reading and writing.

Project:

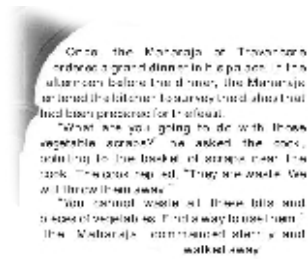
Prepare any wealthy / useful / decorative items using ice cream stick, coconut shells and old newspapers or any other objects.

Annexure 1

Evaluate:

Name: _____.

Read the passage and answer the questions:



Questions:

1. The Maharaja of _____

ordered a grand dinner.

a. Travancore b. Dholakpur

2. What is the meaning of food given in the passage? _____

a. Scraps b. Dishes

3. What did the Maharaja ask the cook to do? _____

4. "They are waste. We will throw them away." Who said these words? _____

a. Maharaja b. Cook

5. What can you make from the vegetable scrap if you were the cook? _____



R. Anita, P.S.T, Government Primary School, T.V. Koil



R. Rajesh, P.S.T, Government Primary School, Padutharkollai



R. Senthil Kumar, P.S.T, Government Primary School, Karayambuthur