

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 8)

Lesson 1: Kabuliwala

1. **Project Work:** Work in groups of five and discuss the lives of people from different walks of life—who stay away from their families due to the compulsion of their work/profession. **(Page 21)**

Lesson 2: I Have a Dream

1. **Project Work:** Work in groups. Collect information and make a poster on any two great leaders who fought for the freedom of the people and believed in non-violence. **(Page 32)**

Lesson 3: The Man in the Train

1. **Get Set!:** Do you like reading suspense or detective stories? Have you read or heard of thrillers? **(Page 36)**
2. **Project Work:** Work in groups of five. Discuss and make a list of precautions that you should take while travelling alone by train. **(Page 47)**

Lesson 4: Solving Tough Problems of Life

1. **Speak and Express:** Speak about the role of communication skills in solving a problem. **(Page 58)**

Lesson 5: The Letter 'A'

1. **Get Set!:** It is a great achievement for an individual to perform an extraordinary act. But it is amazing that sometimes persons who are specially abled overcome their limitations and do remarkable things. **(Page 61)**

Lesson 6: On Cats and Dogs

1. **Write Well:** You are allowed by your parents to watch TV for an hour on Saturdays and Sundays. Write a letter to your friend telling him/her what you frequently watch what you occasionally watch and what you always like to watch. **(Page 88)**

Lesson 7: Ahmedabad — India's First World Heritage City

1. **Project Work:** Work in groups of five and make a collage of important places in Ahmedabad. **(Page 104)**

Lesson 8: On Saying "Please"

1. **Project Work:** Make a chart on the 'Ten commandments of courtesy'. Display it in your class. **(Page 124)**

Lesson 9: Bishop's Candlesticks

1. **Speak and Express:** Give a two minute speech on what you love about the story 'The Bishop's candlesticks! **(Page 145)**

Lesson 10: Creating a New World

- 1. Write Well:** Develop the following outline into a well-knit story, and provide a logical end to it. **(Page 156)**
- 2. Project Work:** Work in groups of five. Make a poster and illustrate with pictures as you depict an ideal world where you would like to live in future. **(Page 156)**

Lesson 11: Lord Chesterfield's Letter to His Son

- 1. Project Work:** Work with your partner and find out from your parents/grandparents how their education, information from books and real-life experiences have helped them in life. **(Page 171)**

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TEACHER'S RESOURCE MANUAL – 8

Art Integrated Learning (AIL) has been covered in the lesson plans given in the Teacher's Resource Manual.

Given below are the activities for AIL given in the Teacher's Resource Manual.

Lesson 1: Kabuliwala

- ▶ **Get Set!:** Talk about: what kinds of things are sold by vendors – in the colony, outside schools, at railway stations, parks, etc. What kind of vendors should we keep away from? **(Page 3)**
- ▶ **Read and Enjoy:** Relate the activities and relationships their family and daily life and ask in-text questions: Have you ever done something for someone without looking for any reward or praise? Has someone done something for you like that? What about the love given to you by your parents or others in the family or in the school? etc. **(Page 4)**

Lesson 2: I Have a Dream

- ▶ **Read and Enjoy:** Relate the activities and relationships to their family and daily life and ask in-text questions: Have you seen any instances of discrimination in school or at home, based on the colour, gender, caste or work, etc. of any person? What do you feel or think about it? How would you react to it? **(Page 18)**
- ▶ **Write Well:** Ask the students to prepare a questionnaire using Yes/No and Wh- questions and then share and discuss in class. It should not be more than 150 words. **(Page 20)**

Lesson 3: The Man in the Train

- ▶ **Get Set!:** Talk about: Reading detective fiction and thrillers – why we enjoy them and what we learn from them: the enjoyment of solving a mystery. **(Page 34)**
- ▶ **Read and Enjoy:** Relate the activities and relationships to their family and daily life and ask in-text questions: Have you faced such a situation? How did you handle it? What should you do? How do you read the newspapers? Do you believe everything you see and hear on TV/ social media? What basic precautions do you take? Have your parents given you any guidance in the matter? etc. **(Page 35)**

Lesson 4: Solving Tough Problems of Life

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. **(Page 52)**
- ▶ Relate the activities and relationships with their family and daily life and ask in-text questions: Have you had differences/ arguments with members of your family or friends/ classmates? How were they settled? Do you ever feel someone is not listening to you? Why? **(Page 52)**

Lesson 5: The Letter 'A'

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. **(Page 66)**
- ▶ Relate the activities and relationships their family and daily life and ask in-text questions: Have you been differently-abled or have you known or interacted with those who are? What did you learn from the interaction? Etc. **(Page 66)**

Lesson 6: On Cats and Dogs

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 83)
- ▶ Relate the activities and relationships to their family and daily life and ask in-text questions: What do you do or say that makes you and your family or your friends laugh? Do you know any person who talks in a sarcastic way? Should our friends correct us when we are wrong or vice versa? How should we correct them? etc. (Page 83)
- ▶ **Project Work:** They can think of various areas where animals/birds are used: sport, films, laboratories, circuses, farms, carts, tongas, races, etc. Look at strays—dogs, cats, cattle—should they be allowed to stray on roads, markets, etc? (Page 85)
- ▶ Visit veterinary hospital/bird sanctuary/kennels/fishing centres/aquariums, etc., to find out how they care for them and whether it is adequate. (Page 85)

Lesson 7: Ahmedabad – India’s First World Heritage City

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 99)
- ▶ Relate the activities and relationships to their family and daily life and ask in-text questions: Do you like travelling? With your family or friends? Where would you like to go? Why? etc. (Page 99)

Lesson 8: On Saying “Please”

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 116)
- ▶ Relate the activities and relationships their family and daily life and ask in-text questions: Do you say ‘thank you’, ‘please’ and ‘sorry’ at home, in class, to your friends? Why or why not? etc. (Page 116)
- ▶ **Grammar Spotlight:** Explain Conjunctions: Draw a chart on the board to show the Coordinating and Subordinating Conjunctions. Below the Coordinating Conjunctions show: (i) Cumulative Conjunctions (ii) Adversative Conjunctions (iii) Alternative Conjunctions (iv) Illative/Resultative Conjunctions. Use the examples given as well as add your own. (Page 116)

Lesson 9: The Bishop’s Candlesticks

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 133)
- ▶ Relate the activities and relationships to their family and daily life and ask in-text questions: If you have been naughty or disobedient, what happens? If you are rude or deliberately do something wrong, what is the outcome? Etc. (Page 133)
- ▶ **Project Work:** Ask the students to locate one story about forgiveness from the library. (Page 135)

Lesson 10: Creating a New World

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 146)
- ▶ Relate the activities and relationships to their family and daily life and ask in-text questions: How would you establish ‘ourness’ within your class with your classmates? How would you like to establish it in your neighbourhood? Etc. (Page 146)

Lesson 11: Chesterfield’s Letter his Son

- ▶ **Get Set!:** Ask the students what they would like to say to their parents in a letter, and what kind of a letter they would like to receive from their parents. (Page 160)

- ▶ Ask the opinion of students about knowledge, virtue, good manners, habits, education, etc. They may have other important issues also – discuss them. **(Page 160)**
- ▶ **Read and Enjoy:** Relate the activities and relationships to their family and daily life and ask in-text questions: What are the kind of manners your parents expect of you? What is your reaction? What kind of advice and behaviour do you expect from your parents? Etc. **(Page 161)**