

ART INTEGRATED LEARNING (AIL)

The National Curriculum Framework 2005 states, "Aesthetic sensibility and experience being the prime sites of the growing child's creativity, **we must bring the arts squarely into the domain of the curricular**, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Therefore, the need to **integrate art education in the formal schooling** of our students now requires urgent attention if we are to retain our unique cultural identity in all its diversity and richness."

Art Integrated Learning (AIL) is a creative teaching-learning approach through which students demonstrate their understanding of a concept through various art forms.

AIL broadens the mind of the student and enables her/him to see the multi-disciplinary links between subjects/topics/real life.

The objectives of AIL are to help children:

- ▶ Experience joy and eagerness to learn.
- ▶ Discover concepts of Mathematics and Science in the world around them.
- ▶ Enhance observation, curiosity, exploration and creative and free expression.
- ▶ Explore and understand body movement and coordination.
- ▶ Foster an inquisitive attitude towards learning and knowledge.
- ▶ Understand and regulate their emotions.
- ▶ Promote teamwork and mutual appreciation.
- ▶ Enhance communication skills, language skills and problem solving skills.
- ▶ Learn inclusive practices of respect, care, empathy and compassion.
- ▶ Create awareness of rich heritage and cultural diversity.

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 1)

Lesson 1: My Family

1. **Get Set:** Paste a photograph of your family. (Page 11)
2. **Speak and Express:** Look at the picture and talk about it with your partner. (Page 19)
3. **Project Work:** What is your favourite dish for Sunday breakfast? Draw and colour it in the box. (Page 20)

Poem: My Little Hands

- C. Colour the letters and paste your photograph in the card. (Page 23)

Lesson 2: My Birthday Gift

1. **Get Set:** Colour this mango tree. (Page 24)
2. **Project Work:** Make a birthday card for your best friend's birthday. (Page 33)

Lesson 3: Yummy Food

1. **Speak and Express:** Look at the picture and speak to your partner about it in three sentences. (Page 41)
2. **Project Work:** Paste the picture of your favourite food in the box. (Page 42)

Lesson 4: A New Friend

1. **Speak and Express:** Look at the picture. Talk to your partner about it. (Page 54)
2. **Project Work:** Cut pictures from old magazines to show at least three activities you often do with your neighbours. (Page 55)

Lesson 5: Kind Meena

1. **Speak and Express:** Look at the picture and tell your partner about it. (Page 63)
2. **Write Well:** Look at the picture of fairy drawn below. (Page 63)
3. **Project Work:** Collect two short fairy tales. (Page 64)

Lesson 6: Little Red Hen

1. **Speak and Express:** Speak two lines on a bird you like. (Page 72)

Poem: Mother Shake the Cherry-tree

- C. Draw and colour the pictures to show the number of cherries each person got. (Page 75)

Lesson 7: The Bear and Two Friends

1. **Speak and Express:** Look at the pictures and talk to your partner about it. (Page 87)
- C. **Write Well:** Colour the following picture. (Page 88)

Poem: Lost and Found

- Q.D. Draw and colour the object that you have lost and not found it. (Page 90)

Lesson 8: Sona and Her Friends

- 1. Speak and Express:** Look at the picture and tell your partner about it. **(Page 98)**
- 2. Project Work:** Imagine you have invited Sona's friends to your house. Paste colourful pictures. **(Page 99)**

Lesson 9: Jimmy has a Robot

- 1. Get Set:** Cut out and paste the picture from a newspaper of a machine that is used in your home. **(Page 100)**
- 2. Project Work:** Paste or draw and colour pictures of different types of robot. **(Page 108)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 1

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: My Family

- ▶ **Speak and Express:** Discuss the picture first and ask the students what they see in it. (Page 4)

Lesson 2: My Birthday Gift

- ▶ **Grammar Spotlight:** Ask the students to name anything they see board, fan, lights, windows, etc. Then explain the concept of nouns. (Page 17)

Lesson 3: Yummy Food

- ▶ **Grammar Spotlight:** Have a free-wheeling fun session using describing words on the board. (Page 30)
- ▶ **Spell Well:** Use the board to make the spelling session interactive, make the students guess the word. It can be like a game of charades. (Page 30)

Lesson 4: A New Friend

- ▶ **Read and Enjoy:** The students can enact the roles of Viwan, Mary and Mary's mother. (Page 42)
- ▶ **Project Work:** Ask the students to go through newspapers and magazines and pick up pictures about different activities: people playing football, cricket, eating, drinking, etc. (Page 43)
- ▶ Tell them to paste three pictures in their scrapbook, and if necessary colour them. (Page 43)

Lesson 5: Kind Meena

- ▶ **Grammar Spotlight:** Have fun asking the kinds of actions the students do and see every day: see, speak, play, learn, write, etc. (Page 53)
- ▶ **Converse and Connect:** If there is time, ask the students to form two groups: then, have a conversation between the groups about the magical stories, the students have read. (Page 53)

Lesson 6: Little Red Hen

- ▶ **Read and Enjoy:** Explain the lesson. Tell the steps needed in order to grow a crop. (Page 63)

Lesson 7: The Bear and Two Friends

- ▶ **Get Set!:** Ask the students about their activities with friends. (Page 77)
- ▶ **Read and Enjoy:** This lesson can be enjoyed by enacting it in the class with three students. This will help the students understand the feelings/stress/pauses, etc., in the story. (Page 77)

Poem: Lost and Found

- ▶ **Read and Understand:** You can set up a Lost Property Box or Shelf in the classroom/school for students to bring/take their lost items. **(Page 89)**

Lesson 8: Sona and Her Friends

- ▶ **Get Set!:** You can make two lists on the board, of things they like and things they don't. They, give stars to the healthy food and draw a line cutting out the junk food. **(Page 91)**
- ▶ **Word Power:** Have a fun session about how different animals/birds eat. Examples: cow munching grass or chewing cud; monkey eating a banana; rabbit chomping a carrot; squirrel nibbling a nut; parrot pecking a mango, etc. **(Page 92)**

Lesson 9: Jimmy has a Robot

- ▶ **Read and Enjoy: Uses of a robot:** What are the uses, benefits and disadvantages? Compare with a living person. You can discuss any science fiction movies with robots [example: Star Trek] that the students may have watched. **(Page 105)**
- ▶ **Project Work:** Ask the students to use the internet or library to find out about different kinds of robots. **(Page 106)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 2)

Lesson 1: A Fun Birthday Party

1. **Listen and Learn:** Listen to the instructions on the Digital Board as you draw and colour to complete the picture. (Page 17)
2. **Speak and Express:** Tell your Class 2-3 sentences about how you celebrate your birthday. (Page 17)
3. **Let us Sing:** Imagine Hippo is a toy in your class you all celebrate the birthday of Hippo. Sing the birthday song for it. (Page 18)
4. **Project Work:** Make a birthday hat with the help of your teacher. (Page 20)

Lesson 2: My Sweet Home

1. **Get Set:** Colour the house. (Page 21)
2. **Project Work:** Visit four families in your neighbourhood. Find out how many of them are joint families and how many are nuclear families. (Page 31)

Lesson 3: Be Kind to Animals

1. **Speak and Express:** Do you have a pet? Speak three sentences about this. (Page 43)
2. **Write Well:** Write two sentences about the given picture. (Page 44)
3. **Project Work:** Collect small photographs of two of your friends who love animals. Paste them in your project file. Also write their names. (Page 44)

Lesson 4: The Story of a Tree

1. **Speak and Express:** Look at the given picture and speak three sentences about it. (Page 57)
2. **Project Work:** Draw and colour a picture of a garden with many trees. (Page 59)

Lesson 5: Good Habits and Good Manners

1. **Speak and Express:** Look at the given picture and speak three sentences about it. (Page 70)
2. **Project Work:** Form a group. Prepare a list of good manners and display it. (Page 71)

Lesson 6: The Forest

1. **Speak and Express:** Look at the given picture and speak 2-3 sentences about it. (Page 82)
2. **Project Work:** Make a small nest. (Page 83)

Poem: If You Should Meet a Crocodile

- QB. Colour the picture. (Page 85)

Lesson 7: Rohan and Tia Watch TV

1. **Get Set:** Write the names of Cartoon Characters. (Page 88)
2. **Listen and Learn:** Look at the picture and connect the boxes with the fruits. (Page 93)
3. **Speak and Express:** Look at the picture and speak 2-3 sentences about it. (Page 94)
4. **Project Work:** Talk to your parents and grandparents to find out their favourite T.V. programme. (Page 96)

Lesson 8: Murali Becomes a Good Boy

- 1. Speak and Express:** Speak a few sentences on what you like to do on Sundays. **(Page 105)**
- 2. Project Work:** Sit in groups of four. Talk about some ways of helping your neighbours.
(Page 106)

Lesson 9: Bholaram's Magic Repair Toy Shop

- 1. Project Work:** Cut the pictures of any two toys from magazines/newspapers and paste them in your notebook. **(Page 116)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 2

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: A Fun Birthday Party

- ▶ **Get Set!:** Discuss the different celebrations we have at home and in school. (Page 3)
- ▶ Discuss different kinds of birthday parties – with family or friends. (Page 3)
- ▶ **Speak and Express:** All the students can learn the poem and recite it aloud. (Page 5)
- ▶ If possible, set it to a simple tune and sing it with them. (Page 5)

Lesson 2: My Sweet Home

- ▶ **Read and Enjoy:** Discuss picture associations so that reading becomes fun. (Page 13)
- ▶ **Project Work:** Explain what a joint family is [extended, with members like grandparents/aunts/uncles/cousins, etc.] and a nuclear family [parents and children] (Page 15)
- ▶ On the board, draw a format for making the above convenient: 1. Family 2. Members (Page 15)

Lesson 3: Be Kind to Animals

- ▶ **Grammar Spotlight:** Ask the students to name things and people in the classroom/school/home and use one word to describe each thing they name. (Page 27)

Lesson 4: The Story of a Tree

- ▶ **Grammar Spotlight:** Show how we can use them by asking 3-4 students to come in front. Use their presence and that of objects like books, pencils, bags, etc., so that she/he/they/we/us/him/her/his/hers/you/it/ etc., can be demonstrated. (Page 42)
- ▶ **Speak and Express:** Let the students observe the picture carefully. (Page 42)
- ▶ Then, invite them one by one to speak three sentences about the picture. (Page 42)
- ▶ **Project Work:** Let each student draw the garden and colour it. (Page 43)
- ▶ All their work should be displayed in class so that every student is encouraged. (Page 43)

Lesson 5: Good Habits and Good Manners

- ▶ **Project Work:** Make groups of four students to do this project in class. (Page 58)
- ▶ Each group can use one sheet of art or chart paper and write. (Page 58)
- ▶ All their work should be displayed in the class so that every student is encouraged. (Page 58)

Lesson 6: The Forest

- ▶ **Converse and Connect:** Select two students to enact Parul and Nitin. Let them learn their part of the conversation and enact it together. (Page 69)

- ▶ **Project Work:** This can be done by students at home or partly in the class, e.g., paste pictures and make the nest in the class with students bringing the materials to make nests. They can work in groups of five. **(Page 69)**

Poem: If You Should Meet a Crocodile

- ▶ **Read and Understand:** Enjoy the poem with the students. One person can be the crocodile and another can be the poet! Have fun! **(Page 78)**

Lesson 7: Rohan and Tia Watch Television (TV)

- ▶ **Read and Enjoy:** Relate this to their own lives and ask in-text questions: How much time do they spend watching TV and on other activities? Do they play games, meet friends? What do their parents say about watching TV? etc. **(Page 83)**

Lesson 8: Murali Becomes a Good Boy

- ▶ **Get Set!:** Discuss the pictures and ask the students to respond—how do they behave at home, in class, in school, on the road and in public places? **(Page 96)**

Lesson 9: Bholaram's Magic Repair Toy Shop

- ▶ **Get Set!:** Discuss toys and games made creatively by those who cannot afford to buy expensive ones—climbing trees, playing on swings, rolling a tyre, making telephones from matchboxes, playing seven-stones [stapoo], blind-man's bluff, hide-and-seek, chor-police, paper planes and boats, sand castles, etc. This will help the students to enjoy themselves creatively and not look down on those who are less fortunate. **(Page 107)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 3)

Lesson 1: Momotaro the Brave Boy

1. **Listen and Learn:** Listen to the passage and draw fruits used to fill the dumplings that Rubina gave to each of her friends mentioned below. **(Page 17)**
2. **Speak and Express:** Look at the given picture and speak a few sentences about it. **(Page 18)**
3. **Project Work:** Narrate a short folk tale of your choice in the class. **(Page 20)**

Lesson 2: The Story of the Aeroplane

1. **Speak and Express:** Look at the picture and speak about it with your partner. **(Page 30)**
2. **Project Work:** Follow these steps to make a paper aeroplane. **(Page 31)**

Lesson 3: Save Water — Save the World

1. **Speak and Express:** Sit in groups of four and talk about the picture given. **(Page 43)**
2. **Project Work:** Work in groups. Draw and colour pictures to show any five ways in which you can save water. **(Page 45)**

Lesson 4: A Journey in Space

1. **Speak and Express:** Look at the given picture of an alien and imagine you saw the creature in your room. **(Page 58)**
2. **Project Work:** Imagine you went on a space trip with Bina and Karen. Work in groups of three or four and make the model of a spaceship. **(Page 59)**

Poem: Upside Down

- Q.D.** Colour the picture given below. **(Page 61)**

Lesson 5: Great Scientist—Isaac Newton

1. **Speak and Express:** Look at the given picture and talk about the importance of this invention. **(Page 70)**
2. **Project Work:** Divide a class into two teams, A and B for quiz. **(Page 71)**

Lesson 6: World Animal Day

1. **Speak and Express:** Look at the given picture and talk about it. **(Page 80)**
2. **Project Work:**
 - A. Make an animal mask with chart paper.
 - B. Collect pictures of endangered animals and paste them. **(Page 82)**

Lesson 7: A Role Model— Dr. APJ Abdul Kalam

1. **Speak and Express:** Look at the given picture and speak a few sentences about it. **(Page 96)**
2. **Project Work:** Paste your own photograph and write what you dream of becoming. **(Page 98)**

Lesson 8: Humpty Dumpty

- 1. Listen and Learn:** Listen to the instructions and colour the picture of Humpty Dumpty. (Page 105)
- 2. Speak and Express:** Look at the picture and read the given conversation. (Page 106)
- 3. Project Work:** Let us make a Humpty Dumpty finger puppet. (Page 107)

Poem: A Song About Myself

- Q.F.** Draw and colour pictures of any two things which the naughty boy carried in his knapsack. (Page 111)

Lesson 9: An Exciting Cricket Match

- 1. Speak and Express:** Look at the given picture and talk about in a group of four students. (Page 119)
- 2. Project Work:** Go through the newspapers and cut a few pictures related to a cricket match that was played recently. (Page 121)

Lesson 10: Birbal Wins Again

- 1. Speak and Express:** Look at the given picture and speak about it. (Page 128)
- 2. Write Well:** Look at the given picture and write six sentences about it. (Page 129)
- 3. Project Work:** Read a few Akbar-Birbal stories. Sit in groups of six. (Page 130)

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 3

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: Momotaro, the Brave Boy

- ▶ **Read and Enjoy:** Have they read or heard any folk tales from India? Ask one or two students to narrate a folk tale. **(Page 3)**
- ▶ **Write Well:** Explain the concept of a flowchart. It has been done earlier, but a reminder will be useful. **(Page 5)**

Lesson 2: The Story of the Aeroplane

- ▶ **Read and Enjoy:** Relate the activities and relationships with the life of the students and ask in-text questions: Are you interested in flying? Do you know anyone who is in the airlines industry? Do any of you wish to become pilots/astronauts later? What do you do when you face disappointment in school or at home? etc. **(Page 16)**

Lesson 3: Save Water—Save the World

- ▶ **Grammar Spotlight:** Brush up about adjectives as describing words. Ask the students to describe different people, places and objects, drawing from them suggestions using adjectives of quality/quantity/number. Examples: How many students are in class today? [number] What colour is your uniform? [quality] How much water is left in your bottle? [quantity] **(Page 29)**

Lesson 4: A Journey in Space

- ▶ **Get Set!:** If possible, share pictures, videos, films like Carl Sagan's 'Cosmos', etc. to encourage curiosity and interest in space. Ask if the students watch channels like National Geographic, Animal Planet, etc., to understand the world and the universe we live in. **(Page 42)**

Lesson 5: Great Scientist—Isaac Newton

- ▶ **Get Set!:** Encourage students to suggest all the things they see and use in their homes, neighbourhood and school which someone must have discovered or invented: wheels, running water, kitchen and bathroom equipment, utensils, vehicles, flowerpots, fountains, chairs, tables, fans, electricity, pencils, paper, Earth being round/rotating revolving, etc. **(Page 54)**

Lesson 6: World Animal Day

- ▶ **Read and Enjoy:** Relate the students' every day activities in life and ask in-text questions: Do they keep pets? Have they visited a zoo? Have they gone to a wildlife or bird sanctuary? Have they seen any films? Have they ever been cruel to any animal or teased it? etc. **(Page 64)**
- ▶ **Grammar Spotlight:** Ask the students to talk about different types of actions by people, animals and objects that were done yesterday/last week/month, etc. Examples: What

was the girl doing last weekend? How many slices of toast did you eat at breakfast?
When was this city built? Who broke the chair? etc. **(Page 65)**

Lesson 7: Dr APJ Abdul Kalam

- ▶ **Grammar Spotlight:** Ask the students to talk about different types of actions by people, animals and objects that will be done later. Example: What will you do on the Annual Day? Where will you go next weekend? What will you eat for dinner? etc. **(Page 77)**

Lesson 8: Humpty Dumpty

- ▶ **Speak and Express:** Ask the students to look at the picture of Tom and Jerry. **(Page 89)**
- ▶ Ask them if they have watched their cartoon on TV. **(Page 89)**
- ▶ Then ask them at random to give their views about the characters and their antics. **(Page 89)**

Lesson 9: An Exciting Cricket Match

- ▶ **Get Set!:** Have a 'sports discussion' briefly: What sports/games they like; athletic activities; who are their sports heroes, etc. **(Page 100)**
- ▶ **Read and Enjoy:** Have fun by asking one of the students to act as a commentator, and the rest as audience! **(Page 100)**

Lesson 10: Birbal Wins Again

- ▶ **Read and Enjoy:** Enact the play in class with different students taking part. **(Page 111)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 4)

Lesson 1: Tom Sawyer's Toothache

- 1. Converse and Connect:** Imagine you had a really bad toothache. How would you tell your mother that you were suffering from a terrible pain? Enact the scene with your partner in the class. **(Page 18)**
- 2. Speak and Express:**
 - A.** Look at the given picture and discuss in groups of five what you can see. **(Page 18)**
 - B.** Recollect and recount funny incident when you or someone else tried to make an excuse and get what you/he/she wanted to get done. **(Page 18)**
- 3. Write Well:** Look at the picture and use the clues given below to write a story. **(Page 19)**

Lesson 2: Goa—A Tourist's Paradise

- 1. Speak and Express:** Look at the given picture and talk about it with your partner. **(Page 30)**
- 2. Write Well:** Paste a photograph or draw and colour a picture of your favourite place that you visited during holidays. **(Page 31)**
- 3. Project Work:** Paste pictures and make a collage in your scrapbook notebook with pictures of places you visited with your family/friends or classmates. **(Page 31)**

Poem : Where Go the Boats?

- C.** Look at the given pictures and write the correct name for each with the help of clues given in the box. **(Page 33)**

Lesson 3: Elias

- 1. Converse and Connect:** Read the following conversation and listen to it on the DigiDisc. Enact it with your partner in the class. **(Page 43)**
- 2. Speak and Express:** Look at the given picture and talk about what makes children happy. **(Page 43)**
- 3. Project Work:** Talk to your partner about it and make a small 'Thank You' card for your parents. **(Page 44)**

Lesson 4: The King and the Fiery Dragon

- 1. Speak and Express:** Look at the picture and talk to your partner about it. **(Page 58)**
- 2. Project Work:** Imagine you have found a hidden treasure. Draw and colour it to show the things in the treasure. **(Page 60)**

Lesson 5: The Distinguished Stranger

- 1. Speak and Express:** Look at the given picture and describe all that you can see. **(Page 72)**
- 2. Project Work:** Work in groups of 6 – 8. Make a poster or collage to show an imaginary planet that you visited. **(Page 74)**

Lesson 6: The Selfish Giant

1. **Grammar Spotlight:** Look at the following pictures and complete the sentences below to express what Rohan does every evening. (Page 81)
2. **Speak and Express:** Look at the given picture and talk to your partner about it. (Page 84)
3. **Project Work:** You have planned to visit an orphanage near your house. Draw and colour or paste pictures to show any five things that you would like to carry as gifts for the children. (Page 85)

Poem: A Child's Evening Prayer

- B. Draw, colour and design a beautiful nameplate with the names of all your family members. (Page 87)

Lesson 7: Brave Rani Lakshmi Bai

1. **Get Set!:** On 26 January every year, during the Republic Day celebrations some children are given special awards. The given picture will remind you of rewards. (Page 88)
2. **Speak and Express:** Look at the given picture and discuss in class what you observe. (Page 96)
3. **Project Work:** Collect information and paste the picture of a brave girl who has been given the National Bravery Award. (Page 97)

Poem: Happy Mother's Day

- D. Paste a picture of your mother in the given space and write four sentences about her. (Page 99)

Lesson 8: Birbal and the Barber

1. **Speak and Express:** Look at the given picture and speak about it. (Page 112)
2. **Project Work:** Work in groups of tens. Enact the story given in the unit. (Page 113)

Lesson 9: The Great Barrier Reef

1. **Speak and Express:** Look at the given picture and discuss in groups of four how sea or ocean gets polluted. (Page 122)
2. **Project Work:** Work in groups of four. Collect pictures of some famous sea beaches and make a collage. (Page 123)

Lesson 10: Aliens Pay a Visit

1. **Speak and Express:** Look at the given picture and speak about it. (Page 131)
2. **Project Work:** Work in groups of five. Use matchboxes, ice-cream spoons, coloured thermocol balls and paper to design a spacecraft with your partners. (Page 132)

Lesson 11: A Unique Party

1. **Get Set!:** Imagine you are told to have a perfect new year party and you alone would decide the following details. (Page 135)
2. **Speak and Express:** Look at the given picture and talk to your partner about it. (Page 144)
3. **Project Work:** Sit in groups of five and imagine that you will all soon have a class party. (Page 145)

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 4

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: Tom Sawyer's Toothache

- ▶ **Speak and Express:** Exercise B: Ask the students at random to recount a funny incident regarding making an excuse to avoid doing something. (Page 5)
- ▶ This will help the students to express what you want to say or explain. (Page 5)

Lesson 2: Goa—A Tourist's Paradise

- ▶ **Read and Enjoy:** Ask in-text questions to encourage the students to express themselves and share their views on travelling: Have you built mud houses or sand castles? Have you been to a beach? Have you seen people sailing, surfing, etc.? What food from some other state/culture have you eaten/liked? (Page 15)

Lesson 3: Elias

- ▶ **Read and Enjoy:** Relate the story to their own observations about family and daily life and ask in-text questions: Have you ever been happy doing simple things either alone or with their family? Like the poem about paper boats or like Elias and wife? etc. (Page 28)
- ▶ **Word Power:** Explain what professionals are, using the board giving simple examples from daily life: banker, grocer, policeman, postman, shopkeeper, jeweller, vendor, milkman, etc. (Page 29)

Lesson 4: The King and the Fiery Dragon

- ▶ **Get Set!:** Ask the students to share some of the stories and who tells them the stories, etc. (Page 41)
- ▶ **Read and Enjoy:** Ask in-text questions: Have you visited your grandparents? Have you been to small towns and villages? Have you been to a fair? What was the treasure? etc. (Page 41)

Lesson 5: The Distinguished Stranger

- ▶ **Read and Enjoy:** Ask in-text questions: Have you imagined what it would be like to meet an alien from another planet? Have you seen movies or read books about them? What would your parents or neighbours do? etc. (Page 55)
- ▶ **Write Well:** Encourage them to give their suggestions. Once they have written, then display them on the class display board. (Page 57)

Lesson 6: The Selfish Giant

- ▶ **Pronunciation Practice:** Let the students say aloud all the words; they are spelt with 'a', but they are pronounced differently. (Page 68)
- ▶ **Values and Life Skills:** Make groups of 5 students and ask them to discuss and write down two things to help classmates, parents, neighbours and those who work for them. (Page 69)

Lesson 7: Brave Rani Lakshmibai

- ▶ **Speak and Express:** Exercise A: Ask the students to look at the picture. **(Page 81)**
- ▶ Then ask them to describe the scene. You may ask different students to say a sentence each. **(Page 81)**

Lesson 8: Birbal and the Barber

- ▶ **Write Well:** Exercise B: Explain how an interview is held – you can have a mock interview in the class also. **(Page 95)**
- ▶ **Dictionary Skills:** Pictures can be used to show the difference between forts and palaces, though in many places the two functions are combined, with palaces built inside the fort. **(Page 96)**

Lesson 9: The Great Barrier Reef

- ▶ **Get Set!:** Ask the students to see the picture and try to find out the names of the fishes seen in it. **(Page 105)**
- ▶ They can use the Internet to try and identify the fishes. **(Page 105)**
- ▶ **Read and Enjoy:** Relate the story to the students' own observations about what they see and observe around them: trees, parks, sanctuaries, rivers, lakes, birds, animals, etc. **(Page 106)**

Lesson 10: Aliens Pay a Visit

- ▶ **Get Set!:** Ask the students the names of the other planets and arouse their curiosity about the possibility of life in outer space. **(Page 116)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 5)

Lesson 1: Friendship, the Essence of Life

1. **Get Set!:** Discuss with your partner why you made them your friends and what activities you enjoy doing together. **(Page 11)**
2. **Project Work:** Work in groups of five. Make a chart on the project 'Friendship is learning. **(Page 20)**

Lesson 2: A Letter from a Father to his Daughter

1. **Project Work:** Imagine you are the Head Boy/Girl of your school. Make a list of the children whom you would give gifts for their significant contribution to the success of your school project. **(Page 32)**

Lesson 3: My Elder Brother

1. **Speak and Express:** Speak five sentences about your relationship with your brother/sister. **(Page 41)**
2. **Project Work:** Work in groups of five and make a project on any great writer of your choice. Paste pictures of him/her. **(Page 42)**

Lesson 4: The Return of the Lion.

1. **Get Set!:** Name these great personalities. **(Page 48)**
2. **Project Work:** Divide the children of the class in groups of five to work on a class project named 'Safety measures, to be taken by children'. **(Page 58)**

Lesson 5: The Speaking Trees

1. **Get Set!:** Identify the trees shown in the pictures and write their names. **(Page 59)**
2. **Project Work:** Work in groups of four to collect relevant pictures and information about any special tree of your choice. **(Page 72)**

Lesson 6: The Lady with the Lamp

1. **Get Set!:** Look at the following pictures carefully. **(Page 75)**
2. **Picture Composition:** Look at the following pictures and frame a short story based on them. **(Page 85)**
3. **Project Work:** Work in groups of five and make a project on Florence Nightingale. Paste or draw suitable pictures. **(Page 85)**

Lesson 7: A Trip to Kolkata

1. **Get Set!:** Look at the following pictures and write the names of these monuments. **(Page 86)**

Lesson 8: Blackberries — The Fruit

1. **Get Set!:** Write the names of various bakery products given in the box with their pictures. **(Page 104)**

- 2. Composition:** Look at the following pictures and use the given clues to write a story. **(Page 113)**
- 3. Project Work:** Work in groups of five make a list of any four outdoor activities that you enjoy doing with your friends. **(Page 114)**

Lesson 9: Tenali Rama Challenges the Magician

- 1. Get Set!:** Have you ever watched a magic show? Share your experience with the class. **(Page 117)**
- 2. Speak and Express:** Present a role play with the help of your class partner on the theme 'superstition is a curse'. **(Page 126)**
- 3. Project Work:** Work in groups of five and enact the story given in this lesson as a role-play in the class. Each group may also make a poster. **(Page 128)**

Lesson 10: The Emperor and the Shadow Puppets

- 1. Get Set!:** Identify the things shown in the pictures that children have played with, down the ages. **(Page 129)**
- 2. Speak and Express:** Present a role-play in the class on the importance of presenting a puppet show in the school. **(Page 138)**
- 3. Project Work:** Work in pairs and make a pair of finger/hand puppets with chart paper, satin ribbon and sketch pens. **(Page 139)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 5

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: Friendship, the Essence of Life

- ▶ **Read and Enjoy:** Relate the lesson with the daily life of the students and ask in-text questions: Do you have some good friends? Are they at home, your neighbours or classmates? What do you do together? etc. **(Page 3)**
- ▶ Encourage the students to read books/stories about friends, like the Harry Potter stories, Enid Blyton school and mystery stories, etc. **(Page 3)**

Lesson 2: A Letter from a Father to his Daughter

- ▶ **Read and Understand:** Discuss the various issues covered in the lesson with the students. Ask in-text questions: Do you and your parents talk about many things, apart from the usual household or school issues? What things do you discuss? etc. **(Page 17)**
- ▶ **Speak and Express:** Exercise A: Ask the students to recollect what has been said in the lesson about distinguishing right from wrong. **(Page 18)**
- ▶ Then ask them to speak about the given topic, correcting them where required. Relate to the issues of right and wrong they normally face in their own experience: breaking traffic rules, parking wrongly, not paying for things, quarrels with neighbours, etc. **(Page 18)**

Lesson 3: My Elder Brother

- ▶ **Converse and Connect:** Read the question out and make sure the students have understood what is required of them. **(Page 31)**
- ▶ Then ask pairs of students at random to enact the dialogue according to their own imagination. **(Page 31)**

Lesson 4: The Return of the Lion

- ▶ **Get Set!:** Exercise A: Ask the students if they recognise the persons shown in the pictures. **(Page 43)**
- ▶ Ask for their answers and write them on the board. **(Page 43)**
- ▶ **Read and Enjoy:** Relate the lesson to examples of everyday life of the students and ask in-text questions: Who takes major decisions in your home? What do you understand about courage? etc. **(Page 44)**

Lesson 5: The Speaking Trees

- ▶ **Read and Enjoy:** Relate the play by taking examples from the daily life of the students and ask in-text questions: Do you like plant trees? Do you think they are important? Which tree do you like? etc. **(Page 55)**
- ▶ **Speak and Express:** Discuss what the students do by way of exercise: a nature walk; yoga in the park; swimming; bicycling; visit to sanctuaries, zoo, etc. **(Page 57)**

Lesson 6: The Lady with the Lamp

- ▶ **Get Set!:** Talk about many people who have selflessly served the sick and the suffering: Saint Teresa of Kolkata; Bhagat Puran Singh; Baba Amte; etc. (Page 68)
- ▶ **Read and Enjoy:** Relate the lesson by taking examples from the daily life of the students and ask in-text questions: Has anyone in your home or neighbourhood been ill? In hospital? Did you see what work was done by the nurses? etc. (Page 68)

Lesson 7: A Trip to Kolkata

- ▶ **Get Set!:** Exercise A: Ask the students if they recognise the monuments shown in the pictures. Ask them which cities they are located in. (Page 80)
- ▶ **Read and Enjoy:** Relate the play to the daily life of the students and ask in-text questions: Have you gone to visit any place/city and seen monuments, tried the food, bought artefacts, etc.? Did you enjoy it? Do you think you learned anything new? (Page 80)

Lesson 8: Blackberries–The Fruit

- ▶ **Read and Enjoy:** Relate the story to the daily life of the students and ask in-text questions: Do you run errands at home? Have you any specific chores to do every day? Do you do them cheerfully or reluctantly? Do you sulk? Have you had to give up something you like doing, like playing, watching TV, etc.? (Page 95)
- ▶ **Speak and Express:** Start by asking the students whether they know about WhatsApp, and how many of them use it on a daily basis. (Page 97)

Lesson 9: Tenali Rama Challenges the Magician

- ▶ **Get Set!:** Exercise B: Ask the students if they have seen any magic shows. Discuss. (Page 109)
- ▶ **Read and Enjoy:** Read the lesson aloud, asking the students to enact the different parts in it. (Page 109)

Lesson 10: The Emperor and the Shadow Puppets

- ▶ **Get Set!:** Ask them if they have ever seen children on the roads, in slums, on construction sites or in villages playing. What do those children play with? Tyre tubes, stones, balls, plastic bottles, paper toys, etc. Their games are very creative. They climb trees and build mud houses. Have the students done anything like this? (Page 121)
- ▶ **Read and Enjoy:** Talk about different kinds of puppets—wooden, leather, cloth, paper, glove and finger puppets. If possible, show pictures of them. (Page 121)
- ▶ **Speak and Express:** Help them create characters and write suitable dialogues. They can make small glove/finger puppets with handkerchiefs or paper. (Page 123)

Lesson 11: 2018 Commonwealth Games

- ▶ **Get Set!:** Talk about sports/games played nationally and internationally. What do the students like to play/participate in/watch? (Page 136)
- ▶ **Read and Enjoy:** Talk about the Arjuna/Dronacharya Awards; paralympic sports; what sports teach us—courage, dedication, training, perseverance, determination, hard work, national pride, discipline, fitness and health, etc. (Page 137)

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 6)

Lesson 1: Every Child is Precious

1. **Get Set!:** Think of how you spend your holiday/leisure time with your friends. Look at picture 1. Could you find any similarity with it? **(Page 11)**
2. **Project Work:** Work in groups of five search the Internet and collect information about the rights of children. **(Page 20)**

Lesson 2: Man Versus Animals

1. **Project Work:** Work in groups of 4 or 5 and visit at least two nearby farmhouses to know the living conditions of the animals kept on the farm. **(Page 34)**

Lesson 3: The Postmaster

1. **Get Set!:** Look at the given pictures associated with a post office and write their names. **(Page 37)**
2. **Project Work:** Sit in groups and discuss the ending of the story. **(Page 48)**

Lesson 4: Sardar Vallabhbhai Patel – The Iron Man of India

1. **Get Set!:** Match the following nicknames to their pictures. **(Page 54)**
2. **Project Work:** Sit in groups of five and discuss what would you say if you were given a chance to meet the Prime Minister of India. **(Page 63)**

Lesson 5: Malakoff

1. **Get Set!:** Different breeds of dogs are shown below. Name them. **(Page 66)**
2. **Speak and Express:** Express your views on how dogs are protective and loyal towards their masters. **(Page 75)**
3. **Project Work:** Talk to a neighbour/friend/relative who has a dog, as a pet. **(Page 76)**

Lesson 6: Three Important Questions

1. **Project Work:** Work in groups of six or seven and collect newspaper cuttings or make sketches about the lives of two or three prominent people and celebrities. **(Page 88)**

Lesson 7: A Tryst with Destiny

1. **Get Set!:** Identify the great Indian leaders shown in the pictures and match them with their famous quotes. **(Page 93)**
2. **Project Work:** Make a collage of newspaper cuttings that depicts India's progress in the recent years. **(Page 101)**

Lesson 8: A Time to Care

1. **Get Set!:** Look at the pictures given below and name the natural disasters shown here. **(Page 106)**
2. **Project Work:** Work in groups and discuss details about the places that were recently struck by natural disasters like floods, earthquakes, etc. **(Page 115)**

Lesson 9: Say the Right Thing

- 1. Project Work:** Make a chart on 'Ten Rules of Courtesy'. **(Page 130)**

Lesson 10: The Secret of Being Loved by All

- 1. Project Work:** Collect pictures from newspapers and magazines or make cartoons/sketches to depict some good deeds we come across in our daily lives. **(Page 142)**

Lesson 11: The Quest for an Ideal Student

- 1. Project Work:** Use the Internet and find out the names of any four Indian children who got the National Bravery Award in the current year. Tell your partner about it. **(Page 156)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 6

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: Every Child is Precious

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you seen children working at construction sites, shops, dhabas, in homes, etc.? Have you seen children who have been forced to beg, etc.? How would you feel if you were in their place? Helping with household chores is different from domestic service. Are girls and boys treated in the same way at home? **(Page 4)**
- ▶ **Project Work:** Help students prepare a short questionnaire based on the guidelines given for the field survey. **(Page 6)**

Lesson 2: Man versus Animals

- ▶ **Get Set!:** Talk about situations in which the students felt an injustice was done to them. **(Page 16)**
- ▶ **Read and Enjoy:** Give the students a brief about satire – how it is used to ridicule certain customs, ideas, persons or organisations. Ask them if they watch spoofs on people played in some of the TV channels. **(Page 17)**

Lesson 3: The Postmaster

- ▶ **Get Set!:** Have a discussion on the given questions: post office or courier? How is e-mail convenient? **(Page 32)**
- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you faced a situation like the postmaster or Ratan, where you had to part with someone very dear to you? How did you handle it? **(Page 33)**

Lesson 4: Sardar Vallabhbhai Patel — The Iron Man of India

- ▶ **Outcome:** Talk about the various leaders shown in the pictures and speak briefly about their individual contributions. **(Page 48)**
- ▶ **Read and Enjoy:** Relate the lesson to the daily life of the students and ask in-text questions: Who do you think is a great leader? Why? Is there anyone in your class/school in whom you see leadership qualities? What are those qualities? etc. **(Page 49)**

Lesson 5: Malakoff

- ▶ **Read and Enjoy:** Ask in-text questions like: What breed of dog was Malakoff? Who helped Jacques? Why did Jacques panic? What are the qualities we human beings could learn from Malakoff? etc. **(Page 63)**
- ▶ Encourage the students to be observant and care for dogs, pets and domestic animals, and to know more about their habits and qualities. **(Page 63)**

Lesson 6: Three Important Questions

- ▶ **Read and Enjoy:** Ask in-text questions like: Do you think the king's questions were important? Why? Are the questions relevant for your daily activities? (Page 76)
- ▶ Encourage the students to prioritise their day's work and organise their time well. (Page 76)
- ▶ **Project Work:** Give them time to collect newspaper cutting and do the necessary research on the persons concerned. Suggest names of persons who are achievers in any field: technology, aeronautics, space research, medicine, education, agriculture, sports, social work, etc. (Page 78)

Lesson 7: A Tryst with Destiny

- ▶ **Get Set!:** Ask the students to state if they recognise each saying and correlate it to the correct leader of India's history. (Page 90)
- ▶ **Read and Enjoy:** Ask in-text questions like: Do you think we are achieving what we wanted in various sectors of India's life: agriculture, technology, medicine, education; civic facilities like water, sanitation, roads, lighting, etc.? What do you and your family want India to be like in the future? How do you as a family help India? (Page 91)
- ▶ **Project Work:** Give them time to do the necessary research on the persons concerned. Suggest names of persons each group may work on to avoid overlap: Mahatma Gandhi, Sarojini Naidu, Jawaharlal Nehru, Sardar Vallabhbhai Patel, Dr B R Ambedkar, Lal Bahadur Shastri, Dr S Radhakrishnan, Netaji Subhash Chandra Bose, Rabindranath Tagore, Swami Vivekananda, Field Marshal Sam Manekshaw, etc. (Page 93)

Lesson 8: A Time to Care

- ▶ **Get Set!:** Discuss the pictures and ask the students to identify the natural disasters – and in which part of the world have they heard of them. (Page 104)
- ▶ **Read and Enjoy:** Ask the students in-text questions: Have you had to deal with a sudden bad situation at home or in school or anywhere else? What was it? How did you deal with it? Did others help you? Did you help others? etc. (Page 105)
- ▶ **Project Work:** Help the students take up different disasters if possible: tsunami in India and Japan; landslide in Uttarakhand; floods in Kerala; cyclone in Odisha; bushfire in Australia and wildfire in California; older disasters like earthquakes in Gujarat; Maharashtra, Afghanistan or Iraq; man-made disasters caused by vehicle, train, bus accidents, air crash, war, fire in cinema hall, gas leak at Bhopal, building or flyover collapse, etc. (Page 107)

Lesson 9: Say the Right Thing

- ▶ **Read and Enjoy:** Ask in-text questions like: Mary is very cheeky with her mother. Do you know what 'cheeky' means? Is it 'smart' to be rude? What did Mrs Shaw want? Why did she look forward to meeting Mrs Harding and Mrs Lee? Mary makes many personal remarks about people. Is that good behaviour? How do you behave when you are pleased? Or when you are sad, busy, irritated, angry, etc.? Being balanced and polite should become a habit. (Page 119)

Lesson 10: The Secret of Being Loved by All

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and in-text questions: Have you, or anyone you know, had issues about doing chores, being polite and kind, getting into bad company, etc.? How has it been dealt with by you/

your friend/the family? Do you think the experiment in this lesson would work? Can you suggest any other? **(Page 130)**

Lesson 11: The Quest for an Ideal Student

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you, or anyone you know, recognised the potential in another person? Give examples of the coaches of some of the sportspersons: Sachin Tendulkar; PT Usha; Mary Kom, etc. There are musical prodigies; some in other fields such as IT, language, mathematics, writing, science, etc. **(Page 144)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 7)

Lesson 1: The Chocolate Room

1. **Speak and Express:** Look at the given picture and discuss the following in class. **(Page 21)**
2. **Project Work:** Work in groups of five and make a list of various brands of chocolate products available in the market in your locality. **(Page 23)**

Lesson 2: A Tiger in the House

1. **Get Set!:** Look at the picture given here. What is wrong with the picture? **(Page 24)**
2. **Speak and Express:** Suppose you go for a stroll and happen to see a tiger behind the trees. What should you do? **(Page 35)**
3. **Project Work:** Work in groups of eight. Make a project on any tiger reserve in India. Collect pictures of tigers in their habitat. **(Page 36)**

Lesson 3: The Gift of the Magi

1. **Speak and Express:** Look at the picture carefully. How would you choose gifts for your father, mother, brother, sister from a gift shop like the one in the picture? **(Page 52)**

Lesson 4: A Dialogue with Bill Gates

1. **Get Set!:** Can you name the people shown in the pictures who have done us all proud? **(Page 60)**
2. **Speak and Express:** Look carefully at the given picture and talk about it with your partner. **(Page 71)**

Lesson 5: Nature's Message to Mankind

1. **Get Set!:** Do the following pictures indicate that we are moving towards a dreadful future? **(Page 73)**
2. **Speak and Express:** Look at the picture. Do you think it is alarming? How does it affect all of us? Talk about it in groups of four. **(Page 83)**
3. **Project Work:** Work in groups of ten. Enact a small play of 10-minute duration on the topic 'Nature is our best friend'. **(Page 84)**

Lesson 6: The Adventure of the Blue Carbuncle

1. **Project Work:** Work in groups of five and enact the scene when the police arrested John Horner from Hotel Cosmopolitan as suspect in the theft of the blue carbuncle. **(Page 99)**

Lesson 7: A Dinosaur on the Railway Tracks

1. **Speak and Express:** Look at the given picture carefully. The train had suddenly come to a halt in the middle of a vast field due to some technical problem. **(Page 112)**
2. **Project Work:** Find and paste picture of three kinds of dinosaurs that lived on our planet millions of years ago. You may draw and colour the picture also. **(Page 113)**

Lesson 8: Outstanding Sportswomen

- 1. Converse and Connect:** Sit in groups of five and discuss the games each one in the group likes to play. Talk about ways to keep fit and become a good sports person. **(Page 126)**
- 2. Speak and Express:** Look at the given picture and discuss what you can see. **(Page 127)**
- 3. Project Work:** Work in groups and make a collage with pictures of outstanding sportspersons of India, both in the past and at present. **(Page 127)**

Lesson 9: The Case of the Missing Necklace

- 1. Speak and Express:** Look at the given picture and talk about it with your partner. **(Page 138)**
- 2. Write Well:** Paste relevant pictures and make a poster with a caption about 'Alert Citizens' that is catchy and relevant. **(Page 139)**
- 3. Project Work:** Work in groups of five and collect newspaper cuttings about solved cases of theft and dacoity in the recent past in your area. **(Page 140)**

Lesson 10: Abraham Lincoln's Letter to his Son's Headmaster

- 1. Speak and Express:** Look at the given picture and talk to your partner about it. **(Page 151)**

Lesson 11: The Merchant of Venice

- 1. Speak and Express:** Look at the given picture and talk about what you can see. **(Page 166)**
- 2. Project work:** Work in groups and enact the court scene of the play 'The Merchant of Venice' in your class. **(Page 167)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 7

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: The Chocolate Room

- ▶ **Read and Enjoy:** Relate the activities and relationships their family and daily life and ask in-text questions: Have you read 'Charlie and the Chocolate Factory'? Or seen the film? What is your opinion about it? etc. **(Page 4)**
- ▶ **Speak and Express:** Ask the students for their ideas at random, and have a discussion on each of the questions/suggestions. **(Page 5)**

Lesson 2: A Tiger in the House

- ▶ **Read and Enjoy:** Share the stories about such bonding – Androcles and the Lion; The Jungle Book; the Harry Potter series with students having pets; books by Gerald Durrell and James Herriot, etc. There are films like Life of Pi; King Kong; George of the Jungle; Below Eight, etc. There are websites of organisations like the WWF, Green Peace, etc., and channels like Animal Planet, National Geographic, etc., and many others sources of information. **(Page 18)**
- ▶ Relate the activities and relationships their family and daily life and ask in-text questions: Have you read any stories written by Ruskin Bond? Or seen any of the films? What is your opinion about it? etc. **(Page 18)**
- ▶ **Word Power:** Make suitable sentences with each phrase to familiarise the students with their usage. Tell them to look out for them in newspapers. **(Page 19)**

Lesson 3: The Gift of the Magi

- ▶ **Read and Enjoy:** Relate the activities and relationships their family and daily life and ask in-text questions: Have you received gifts which were not costly but which you treasure? Have you given such gifts? Do you think the price is important or the value? etc. **(Page 36)**
- ▶ **Word Power:** Make suitable sentences with each word to familiarise the students with their usage. Tell them to look out for them in newspapers. **(Page 37)**

Lesson 4: A Dialogue with Bill Gates

- ▶ **Get Set!:** Ask the students to name more achievers in other fields – Paralympics, other sports, films, industry, education, writing, etc. **(Page 53)**
- ▶ **Read and Enjoy:** Relate the activities and relationships to their family and daily life and ask in-text questions: Have you given something to the needy and poor that was valuable to you? Why? Why not? Have you spoken about charitable acts with your parents? What do they tell you about it? etc. **(Page 54)**

Lesson 5: Nature's Message to Mankind

- ▶ **Read and Enjoy:** Have different sets of students read out different parts in the play. Place the student in the classroom according to the part they are playing. Make a suitable place for an entrance and exit. Then, as they read, correct their pronunciation and expression. **(Page 67)**

- ▶ Relate the lesson to the daily life of the students and ask in-text questions: How are we, as individuals, adding to the pollution and destruction of the environment? How can we, as individuals, help to improve and save the environment? **(Page 67)**

Lesson 6: The Adventure of the Blue Carbuncle

- ▶ **Read and Enjoy:** Write a list of clues and ask the students to solve the case, before you reach the end of the story. **(Page 84)**
- ▶ Relate the story with examples from the daily life of the students and ask in-text questions: Are we alert about people and events at home, in school, and in our neighbourhood? Do we watch and observe who are the regular people and who are the strangers? Do we recognise odd or suspicious behaviour? **(Page 84)**

Lesson 7: A Dinosaur on the Railway Tracks

- ▶ **Read and Enjoy:** Relate the lesson with the daily life of the students and ask in-text questions: Have you enjoyed travelling by train? What would be your reaction if you saw some creature like a dinosaur or some other wild animal on the road or train track? **(Page 99)**

Lesson 8: Outstanding Sportswomen

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Is anyone in your family a sports enthusiast? Has watching TV made you a sportsperson or a couch potato? **(Page 114)**

Lesson 9: The Case of the Missing Necklace

- ▶ **Read and Enjoy:** Ask the boys and girls gender-sensitive questions and about gender stereotyping—girls must play with dolls; boys are sissy if they like to cook; girls throw tantrums; boys don't cry, etc. Do they laugh at students who do things differently? Why? **(Page 128)**
- ▶ **Speak and Express:** Let the students look at the picture carefully. **(Page 129)**
- ▶ Discuss in class and ask the students to talk about the picture. **(Page 129)**

Lesson 10: Abraham Lincoln's Letter to his Son's Headmaster

- ▶ **Read and Enjoy:** Relate the lesson and its theme with the daily life of the students and ask in-text questions: Have you received any such advice from your parents/grandparents or teachers? Do you feel it is necessary to learn these values and cultivate this attitude? Why, or why not? **(Page 140)**
- ▶ **Word Power:** Do Exercise A orally first, and ask the students to collect more clichés. They are usually used in speeches or in letters. Examples: as per our discussions; do the needful; a warm welcome; your valuable advice/comment; taken time out of your busy schedule, etc. **(Page 141)**

Lesson 11: The Merchant of Venice

- ▶ **Get Set!:** Exercise C: Ask the students to name the person with superpowers they would like to play. His/her role, preparation for the role, and the costume. It can be an imaginary character too. **(Page 158)**

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)**

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

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)**