



## *My Childhood*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- organise their thoughts in a group and putting it in a sentence or two individually.
- speak without any written text in hand.

**Time Required:** One period

**Procedure:**

1. The teacher
  - divides students into groups of 5.
  - instructs the students to speak one sentence for the former president Dr. Abdul Kalam.
  - instructs students individually to speak a sentence each.
2. The teacher may, gives clues such as:
  - a) his/her family
  - b) as a scientist
  - c) as a president etc.

**Assessment Criteria:**

This task need not be assessed

### Activity – II: While-Reading

#### SKILL AREA: WRITING/SPEAKING

The teacher takes up the following task when a portion of the lesson is completed and checks whether the students have grasped the chosen portion.

**Learning Outcomes:** The students will be able to

- understand the key areas of the narrative.



enhance their thinking skill in framing questions and giving answers

**Time Required:** One period

**Procedure:**

1. The teacher
  - divides the students into groups per their seating arrangement.
  - instructs all students to frame two simple questions based on the lesson they have read in the class. This may be in the form of pair/individual activity as discussion by the whole team may create confusion.
  - Examples are;
    - a. Where was Kalam born?
    - b. Where was Kalam's house situated?
    - c. Which newspaper did Kalam read?
2. Each student asks questions to the students of other groups. Similar questions may be discarded.
3. A score board is maintained to encourage interest.

**Assessment Criteria:**

Correct framing of questions  
Aptness of content on which questions are framed  
Correctness of answers given

**Feedback:**

Teacher draws the attention of students to the types and structure of questions.  
Common errors made by students could be discussed.

### Activity – III: Post-Reading

**SKILL AREA: READING**

**Learning Outcomes:** The students will be able to

comprehend simple passages.  
enhance their reading skills.



## BEEHIVE

## FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. The teacher  
distributes the worksheet and marks the students as per the assessment chart  
instructs the students to read the paragraph and answer the questions.
2. The teacher directs the students to self-evaluate while she speaks the answers.

**Assessment Criteria:**

Correct responses.

**Feedback:**

Some students may find it difficult to comprehend some parts of the passage, the teacher may help them understand them better.

### WORKSHEET

**Read the following passage and answer the questions that follow:**

#### **A Life Message from my Father**

([www.abdulkalam.nic.in/address\\_islamic.html](http://www.abdulkalam.nic.in/address_islamic.html))

My father, Janab Avul Pakir Jainulabdeen, gave me a lesson when I was a young boy. What was that lesson? My father was elected the President of Rameswaram Panchayat Board. I was at that time studying in school. Those days we did not have electricity and we used to study under ration kerosene lamps. I was reading the lessons loudly and I heard a knock at the door. We never used to lock the door in Rameswaram in those days. Somebody opened the door, came in and asked me where my father was. I told him that father had gone for evening Namaz. Then he said, "I have brought something for him, can I keep it here?" I asked the person to leave the item on the cot. After that I continued my studies. After some time my father came in and saw a tambalum kept on the cot. He asked me "What is this? Who has given that?" I told him, "Somebody came and has kept this for you". He opened the cover of the tambalum and found there was a costly dhoti, angawastram, some fruits and some sweets and he could see the slip that the person had left behind. I was the youngest child of my father, he really loved me and I also loved him a lot. That was the first time I saw him very angry and also that was the first time I had got a thorough beating from him. I got frightened and started weeping. Then my father came and touched my shoulder lovingly with affection and advised me not to receive any gift without his permission. He quoted an Islamic Hadith, which states that, "When the Almighty appoints a person to a position, He takes care of his provision. If a person takes anything beyond that,



it is an illegal gain." Then he told me that it is not a good habit. Gift is always accompanied by some purpose and a gift is a dangerous thing. It is like touching a snake and getting the poison in turn. This lesson stands out always in my mind even when I am in my seventies. This incident taught me a very valuable lesson for my life. It is deeply embedded in my mind.

<p>1. Who is the speaker here ?</p> <p>a) father.</p> <p>b) Abdul Kalam.</p> <p>c) panchayat President.</p> <p>d) a stranger.</p>	<p>2. What did the speaker learn?</p> <p>a) not to accept any gift.</p> <p>b) not to touch a snake.</p> <p>c) Illegal gain will be punished by the Almighty.</p> <p>d) Honesty is the best policy (give 1 reason why)_____</p>
<p>3. Why did the stranger leave a gift?</p> <p>a) to influence father.</p> <p>b) to thank father.</p> <p>c) to congratulate father.</p> <p>d) to help father.</p> <p>(give 1 reason why)_____</p>	<p>4. It is illegal to take</p> <p>a) anything beyond what a person's position entitles him to</p> <p>b) gifts that are very expensive</p> <p>c) gifts when it is accompanied by greed</p> <p>d) provisions without paying for them.</p> <p>(give 1 reason why)_____</p>
<p>5. 'Tambalum' probably means</p> <p>a) a basket.</p> <p>b) a plate with a cover.</p> <p>c) a vessel without a lid.</p> <p>d) a bowl</p> <p>(give 1 reason why)_____</p>	<p>6. Doors were not locked in those days. It implies that</p> <p>a) it was very peaceful.</p> <p>b) there were no criminals.</p> <p>c) they are locked now.</p> <p>d) there were no locks on doors.</p>

### Answers:

- |        |        |
|--------|--------|
| 1. (b) | 4. (a) |
| 2. (a) | 5. (b) |
| 3. (a) | 6. (c) |



### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a story, a poem or a dialogue.

enhance their thinking.

write fluently and accurately.

**Material Required:** Old newspapers/magazines.

#### Procedure:

1. The teacher divides the class in pairs.

2. The teacher instructs the students to

Read out the following lines by Dr. Kalam.

a) You have to dream before your dreams can come true.

or

b) Climbing to the top demands strength, whether it is to the top of Mount Everest or to the top of your career.

Write a story in about 100-120 words or write a poem to be presented to the class.

Write an imaginary dialogue with Dr. Kalam.

3. The students complete the task and submit it for evaluation.

#### Assessment Criteria:

Content

Creativity

Accuracy and fluency of expression

Originality of ideas

Use of literary devices/ dialogue features

#### Feedback:

The teacher helps students to understand different genres.



### Activity – V: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

- write and speak fluently and accurately.
- express ideas in a concise and coherent manner.

**Time Required:** Two periods

#### Procedure:

1. The teacher divides the class in groups of five and gives the students the following topic to write a speech and deliver it, in about 200 words, using ideas from the lesson and their own ideas.

Kalam: An inspiration for thousands.

2. The teacher initiates a discussion on the topic (5 minutes).
3. Students brainstorm and find out certain ideas that can be included in the speech.

*(This could be used for grading as part of students' portfolio.)*

#### Assessment Criteria:

- Content
- Fluency and accuracy
- Creativity

#### Feedback:

- Common errors to be discussed in the class.
- The students who hesitate to speak may be encouraged.