

Where's Mummy? – Experimental Unit

Lesson plan

The goal of the lesson is to have the children listen to an English story several times and learn about places. You will be reading a story and doing various activities to help the children understand the plot of the story. Most of the activities will be aimed at helping the children recognize places. Towards the end of the lesson, the children will be acting out the story as you read it, in front of another class if possible.

Teacher preparation

Read the story several times aloud before reading it to the class. Practice using your voice and actions to convey the meaning of the story.

Use the Hindi version to make sure that you are prepared to answer questions about any word or phrase in the story.

Take the pictures and text provided with the story and put it up on a wall or blackboard in your classroom. Do this a day before you teach the lesson so the children have a chance to look at the new materials. You should use scissors to cut the story into segments, and put each segment below its corresponding picture.

Speak with other teachers and, based on the amount of time this unit will take, set up a day for your class to perform the story in front of another class.

Day 1

2 minutes – Hindi – Lesson Introduction

Explain the overall plan of the next few days to the children: the class is going to be working with a story, acting it out, and having a lot of fun.

20 minutes – English – Story Reading

Explain that you're going to read the story aloud, and tell the children to try to use the pictures, your actions, and the tone of your voice to figure out what is happening in the story. Read slowly and point to the pictures frequently. Try to use your voice to convey how Sania is feeling. Repeat sentences only if you had difficulty reading or expressing them the first time. If you must repeat sentences, do not repeat sentences more than twice.

Where's Mummy?

One day after school, Sania went home. She opened the door and said, "Mummy, are you here?"

No one answered.

Sania said again, "Is anyone here?"

But no one answered.

So, Sania looked for her Mummy.

She went to the kitchen. She saw thalis, spoons, and spices.

She said, "Mummy, are you here?" But her Mummy was not there.

She went outside. She saw clothes and buckets in the yard.

She said, "Mummy, are you here?" But her Mummy was not there.

She went out to the street. She saw a fruit and vegetable man with bananas, tomatoes, and onions.

She said, "Mummy, are you here?" But her Mummy was not there. Sania was starting to get upset.

She went to her uncle's house. She saw her uncle, aunt, and her three cousins.

She said, "Mummy, are you here?" But her Mummy was not there.

Sania went to the fields. She saw a field of wheat. In another field, she saw a camel.

She said, "Mummy, are you here?" But her Mummy was not there.

Finally, Sania went back home. She was very tired, sad, and worried about her mother. When she opened the door, a cat suddenly jumped down in front of her! The cat scared her and Sania screamed. She was so scared that she turned around and ran out the door into . . .

Mummy! Her mother came home! After her long day, Sania was very happy to see her mother. She gave her mother a big hug and said, "Where were you Mummy? I looked everywhere for you. I'm so happy you came home!" Her mother smiled and Sania was happy. She was not scared anymore.

5 minutes - Hindi – Comprehension Questions

Conduct a brief discussion based the following questions:

1. Where did Sania go during the story?
2. How was she feeling during the story?
3. What happened towards the end of the story that really scared Sania? What did she do when she was scared?
4. Why was she so happy to see her mother?
5. Has this type of thing ever happened to you? When and where?
6. Have you ever felt this way? When and where?

3 minutes – English – Places Vocabulary

The activity should move very very quickly. Do not spend a lot of time repeating phrases. Explain to the children that the class is going to spend a little time going over the places that were in the story. Say something like:

"Now we're going to discuss the *different places* that were in the story," or

"Let's talk about *where Sania went* in the story."

Point to a picture of home, and say something like,

"First, Sania went *home*."

Ask,

"Where did Sania go first?" or "Does anybody know where *Sania went*?"

Verbal responses are not important. Hindi responses are acceptable too. Point to the picture again and say,

"Sania went *home*."

Next, point to a picture of the kitchen, and say,

"Next, Sania went to the *kitchen*."

"Where did Sania go next?" or "Does anybody know where *Sania went*?"

Again, responses are not important. Point to the picture again and say, “Sania went to the *kitchen*.”

Repeat for *outside*, *street*, *uncle’s house*, and *fields*. Finally, using the same style, show and tell the children that Sania went *home*.

Grammar Note:

When describing where Sania went, take care to use the correct articles and prepositions:

- Sania went home.
- Sania went *to the* kitchen.
- Sania went outside.
- Sania went *to the* street.
- Sania went *to her* uncle’s house.
- Sania went *to the* fields.

10 minutes – English - Song

Day 2

2 minutes – Hindi – Lesson Introduction

Ask the children to remember the story from yesterday. Explain that today the class is going to be drawing pictures of each of the places from the story. Then, you are going to briefly review the places in English. Then, you’re going to read the story again, but this time the children will help you read it.

20-25 minutes – Hindi - Drawings

Have each child draw a picture of one of the places from the story. You should divide the class into 6 groups in order to accomplish this. Have each group draw pictures of one of the places from the story. Explain that the goal is to recognize the English name of the place, because the next time the story is read, they will use the pictures they have drawn.

Discourage the children from copying the pictures provided with the story. They should form their own concepts of each of the places and draw pictures based on that. You will need to monitor their drawings to make sure they are not simply copying the pictures from the story.

3 minutes – English and Hindi– Place Review

This activity should move very quickly.

Hindi - Ask the children to get in their groups from the previous day. Tell the children that as you go over each of the places, each group should hold up their picture of the corresponding place.

English - Review the places that Sania went in the same way that you did yesterday. While verbal responses are not important, encourage the children to lift the drawings that they have made. Look for comprehension of the words, rather than being able to say them.

Teacher Support:

When doing the Place Review or the Involved Story Reading, you should try to use some or all of the following English phrases:

Who drew the street / fields?

Hold up your picture!

Did anybody draw their home?

What did you draw? / What's your picture of?

Oooh, very nice!

That's a beautiful drawing!

(Pointing to a drawing) *What is this drawing of? / Can anyone tell us about this place?*

10 minutes – Hindi and English – Involved Story Reading

In Hindi, explain to the children that you're going to be reading the story again, but that this time you need their help. As you read the story, at each of the places that Sania goes, you want the children to raise the corresponding picture. Explain that they may respond verbally in English if they want, but really you would just like to see understanding through the pictures.

Read the story aloud again, putting extra stress on the places that Sania went. You may also pause after she goes somewhere and ask the class in English or Hindi,

“Where did Sania go?”

Verbal responses are not important, just look for comprehension through use of the pictures. At each place, quickly answer your own question and move on:

Eg. “She went home.”

Teaching Note:

During the following Drama Preparation Exercises, if a child says something in Hindi and you know the English for it, simply repeat back and confirm what they say in English.

For example:

Teacher: “Home” *pe, log kya karte hai?*

Child: *Ghar pe, meri mummy khana pakaati hai.*

Teacher: *Such? At home, your mother cooks?*

Note that the teacher can use a mix of English and Hindi, as long as meaning is reinforced.

Other variations include:

Really? Ghar pe, your mother cooks?

It's great that your mother cooks! What else does she do?

She cooks? What does she cook?

While these example phrases are about cooking, try to generalize your conversation with the child to what they have said, even if that means speaking more Hindi than English.

Additional Vocabulary:

You may review these before the lesson if you find it useful:

Home: cook, clean, read the newspaper, sleep, talk, be with family

Kitchen: pots, pans, knives, spoons, gas, cylinder, cupboard, drawer, eat, drink, do the dishes

Outside: wash or dry clothes, get water from a well, play games, sweep, discuss, chat

Street: buy and sell, bargain, fruits, vegetables, make a phone call, go to work, gossip, car, motorcycle / bike

Uncle's house: uncle, aunt, cousin, family.

Fields: work, plough, till, harvest, grow, sow seeds, rest in the shade, camel, ox, wheat, millet,

20-30 minutes – Hindi and English – Song Work**Day 3****2 minutes – Hindi – Lesson Introduction**

Explain to the children that the first half of the hour is going to be spent figuring out how to act out the story. After that, you're going to read the story aloud and they're going to learn some more English that will help them better understand and act out the story. The story will be acted out the following day.

30 minutes – Hindi and English – Drama Preparation Exercise

Explain to the children that, tomorrow, they're going to act out the story as you read it. First, the class is going to have a discussion to prepare..

Go to the board and write down the six places in columns - *home, kitchen, outside, street, uncle's house, and fields*.

Now, lead a discussion about what people do at each of the places on the board. As children mention activities, write them down on the board below their respective place. Write in English if you know the translation and in Hindi if not. Do not worry about mixing the two languages in your list.

Also, during the discussion, make sure that the activities mentioned by the story and suggested by the pictures are included in the list. For example, when discussing *outside*, try to help the children mention washing / drying clothes and carrying water (or any other clothes and bucket related activities).

After the discussion, begin to assign roles for the drama the next day. Be creative about how your class will act out the story. For example, you can assign 6 different Sanias for each of the places that Sania goes in the story. Assign two children to be the door to Sania's home. Assign a vegetable man, a cat, a man riding on a motorcycle, etc . . . make sure all the children have a role. Note down what assignments you have made in your notebook, as you will need to recall all of them the next day.

20 minutes – English and Hindi – Story Reading with Comprehension Checks

Reread the story aloud, but pausing at the underlined points to reinforce and teach vocabulary. See the Teacher Support Box on the next page for ideas on how to do this.

Helping with Comprehension

At each of the underlined phrases, you should pause to help the children understand the words. There are a few ways to do this, so try to vary your methods to keep the children interested:

For example, the first time you read the phrase *opened the door*, ask the children (in Hindi, but using the English phrase):

"opened the door" kya matlab hai?

You can also point to the pictures in the story while repeating the phrase.

If you have the object in the class (such as a *book* or a *pencil*), point to it or go get it.

Finally, miming actions while repeating the phrase can also be effective.

In general, you should try to avoid giving direct Hindi translations. If you must speak Hindi, describe the phrase in other terms and help the children guess the Hindi word. For example, when trying to describe a *field*, say something like:

It's a place where farmers work.

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Day 4

2 minutes – Hindi – Lesson Introduction

Explain to the children that, after a little preparation, they're going to act out the story as you read it.

30 minutes – Hindi – Drama Preparation

You will need to visualize this activity in your head before attempting it. How do you want the drama to run? How will children know where to go and what to do as you're reading the story? You should have a good idea of what you want the drama to look like before organizing the children.

This activity will be mostly in Hindi, although you should try to use the English phrases from the story whenever possible. The goal of this activity is to help prepare the children for acting out the story the next day.

Organize each of the scenes from the story. Use the list of role assignments from the previous day to help you figure out who is in which scene. Also, help the children stage each scene from the story, choosing actions and cues etc.

Go over Sania's line with the children, "Mummy, are you here?" First ask if anyone knows what it means in Hindi, then help the children practice saying it in English.

Decide any additional details that the class will need to know before acting out the play.

By the end of this activity, the children should be ready to act out the story.

20 minutes – English – Practice Round

Have the children perform the story **while you read it aloud**.

While the children may be act out the story on their own, the English narrative of the story will help guide their play. Read the story aloud, pausing and letting the children act out the various activities. Do not say Sania's lines, but help the children understand the word "said" by reading it slowly, pausing, and indicating that the children should speak the line, "Mummy, are you here?" Also, ensure that children understand the story as you read it by making sure that scene changes are occurring at the correct times. Similarly, the actions for "opening the door" or the cat jumping down and scaring Sania should only occur as you read the corresponding phrases.

Day 5

20 minutes – English – Final Performance

Have the children perform the story **while you read it aloud**. This time, invite another class to watch the performance.

20-30 minutes – Hindi and English – Song Work