



Appreciation of Literature

**Term -1**

**Module-1**

**Teachers' Guide**

# **Literature in English**

**Simple Poems and Stories**

**Grade 6**

Department of English  
Faculty of Languages, Humanities and Social Sciences  
National Institute of Education  
Sri Lanka  
[www.nie.ac.lk](http://www.nie.ac.lk)

Appreciation of Literature - Literature in English

Grade - 6

Term -1

Module -1

Teacher's Guide

Into the Wild

Simple Poems and Stories

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## Content page

Content		Page
Introduction to Literature in English Curriculum		1 - 11
Syllabus Grid		12 - 21
Section 1	Summary of the Module	22
Section 2	Distribution of Activities	23
Section 3	Important Points to Consider	24 -25
Section 4	Instructions for Implementation	26 -46
Section 5	Formative and Summative Assessments	46 -57
Section 6	Annexes	58 -59

## **Introduction to Literature in English Curriculum**

In designing the Literature in English curriculum, key components, such as 21st-century skills and beyond, Global Citizenship, Character Development, and Social and Emotional learning, have been carefully considered and integrated. These elements are embedded within the study of literature to provide learners with a holistic educational experience.

This curriculum aims to nurture learners' sensitivity and empathy towards others, while fostering an appreciation of the beauty and richness of literature. Through this process, learners are encouraged to engage critically, creatively, and reflectively with the literary texts, developing values and perspectives that extend beyond the classroom.

### **Aim of the Literature in English curriculum**

To empower learners with critical thinking, creativity, language proficiency, cultural awareness, and personal growth, while fostering an appreciation of literary texts, exploring human values and experiences, and cultivating imagination, empathy, and reflection, thus preparing them for academic success and lifelong pursuits.

### **Objectives of the Literature in English curriculum**

1. To develop learners' creativity, critical thinking and analytical skills through engagement with diverse literary texts.
2. To enhance language proficiency by exposing students to rich vocabulary, varied structures, and expressive styles.
3. To cultivate cultural awareness and sensitivity to human values and experiences reflected in literature.
4. To foster imagination, empathy, and reflective thinking through aesthetic and emotional responses to literary texts.
5. To enjoy and engage with literary texts, showing curiosity, interest, and pleasure in reading.
6. To prepare learners with communication and interpretive skills that support academic success and lifelong learning

## **Concepts in Focus within the Literature in English Curriculum**

1. Literary values and Perspectives
2. Creativity
3. Literary Ethics and Enjoyment
4. National Cohesion
5. Linguistic and Cultural Diversity

### **1. Literary values and perspectives**

Analyzing literary texts closely, examining elements such as theme, plot, characterisation, setting, and literary devices to identify patterns, make connections, and interpret the deeper meanings.

### **2. Creativity**

Making opportunities for creative expression, such as writing original poetry, short stories, or reflective essays to explore voices of the self, experiment with different literary techniques, and develop communication skills.

### **3. Literary Ethics and Enjoyment**

Enhancing morals to confront ethical quandaries, fostering enjoyment alongside reflective engagement and literary pleasure.

### **4. National Cohesion**

Cultivating a deep appreciation for Sri Lankan identity, heritage, and values by engaging with literary texts that celebrate the nation's diverse cultural richness and historical legacy, to foster national cohesion, integrity, and unity.

### **5. Linguistic and cultural diversity**

Identifying the importance of diverse voices and perspectives in literature by exploring works of authors from diverse cultural backgrounds, to gain a broader understanding of the richness and complexity of human experience.

## Detailed descriptions of the Concepts integrated into the Literature in English curriculum

### 1. National Education Goals

<b>NEG Number</b>	<b>National Education Goals</b>	<b>Condensed form</b>
<b>NEG 1</b>	Promote the physical, mental, spiritual, socio-emotional, and environmental well-being of individuals necessary for a healthy and happy way of life, based on respect for human values.	Happy and healthy human being
<b>NEG 2</b>	Develop knowledge, skills, attitudes, and human qualities for technological, socio-economic, and cultural advancement, in keeping with national needs and global trends.	Productive individual
<b>NEG 3</b>	Develop productive individuals with curiosity, critical thinking, problem-solving skills, creativity, and innovativeness.	Progressive learner
<b>NEG 4</b>	Promote respect for human rights and laws of the country, while fulfilling duties and obligations in keeping with the norms of social justice and a democratic way of life.	Respectful and trustworthy person
<b>NEG 5</b>	Develop individuals to manage change and cope with complex and unforeseen situations.	Resilient individual
<b>NEG 6</b>	Uphold the nation's cultural and ecological heritage while responding to local and global challenges.	Culturally fortified Citizen
<b>NEG 7</b>	Promote a mindful and self-conscious learner to enhance the capacity for learning to learn.	Reflective learner
<b>NEG 8</b>	NEG 8 Develop a patriotic Sri Lankan citizen, fostering national cohesion, national integrity, and national unity, while respecting cultural diversity.	Patriotic citizen



## **2. Global Citizenships Education (GCED) Concepts:**

Education plays a central role in shaping individuals and empowering them to contribute meaningfully to society. Human development through education lays the foundation for sustainable progress and peaceful coexistence within a country. When an education system focuses on nurturing the whole person, it supports individuals to develop across all areas of life. In this regard, Global Citizenship Education (GCED) is a vital element, as it encourages learners to develop a sense of responsibility, empathy, and global awareness. Therefore, the proposed National Curriculum Framework incorporates themes inspired by the core principles of GCED.

- 1) Democracy and good governance
- 2) Multicultural society
- 3) Human rights and duties
- 4) Law and justice
- 5) International relations
- 6) Global issues and sustainable development
- 7) World of work
- 8) Health and well-being
- 9) Conflict resolution
- 10) Decision making
- 11) Dealing with new technologies
- 12) Happy family and society

### **3. National Learning Competency Domains:**

In many countries, their national education goals are reflected in and operationalized through the curriculum. This is typically achieved by designing curricula around a structured framework of learning outcomes that define the essential skills, knowledge, and attitudes students need to develop in both their personal and professional lives, while contributing to broader national development goals.

In Sri Lanka, the Sri Lanka Qualifications Framework (SLQF), introduced in 2015, identifies twelve categories of learning outcomes that are considered nationally significant and aligned with the demands of the 21st century. These outcomes span from senior secondary education to the doctoral level and include:

- (1) Subject/Theoretical Knowledge
- (2) Practical Knowledge and Application
- (3) Communication
- (4) Teamwork and Leadership
- (5) Creativity and Problem-Solving
- (6) Managerial and Entrepreneurial Skills
- (7) Information Usage and Management
- (8) Networking and Social Skills
- (9) Adaptability and Flexibility
- (10) Attitudes, Values, and Professionalism
- (11) Vision for Life
- 12) Self-Development and Lifelong Learning.

This framework was developed with reference to global qualification frameworks, ensuring consistency and relevance in a global context.

A widely recognized model that has influenced the development of such frameworks globally is the P21 Framework, developed by the Partnership for 21st Century Learning in the United States. This model emphasizes four core competencies, commonly referred to as the "4Cs" as foundational for success in the modern world. 4Cs include creativity, critical thinking, communication and collaboration.

To ensure international comparability and recognition of Sri Lankan qualifications, the twelve SLQF learning outcome categories have been aligned with the three domains of the P21 Framework: (i) Learning and Innovation Skills, (ii) Information, Media, and Technology Skills, and (iii) Life and Career Skills.

This structure provides a holistic approach to learning outcomes, ensuring that educational qualifications nurture not only academic and practical competencies but also the personal and social development necessary for navigating a complex and dynamic world.

#### **4. 21st Century Skills and Beyond**

The term “21st century and beyond” highlights the knowledge, skills and attitudes learners need to inculcate to succeed in the rapidly changing world. It emphasizes critical thinking, creativity, collaboration, communication, digital literacy and problem-solving as essential competencies for personal, academic and professional success. Beyond the 21st century, learners are encouraged to adapt to emerging technologies, global trends and evolving social and cultural contexts while demonstrating ethical awareness, resilience and lifelong learning. This approach ensures that students are not only prepared for present challenges but are also equipped to contribute meaningfully to future societies.

21st Century skills is a framework that prepares students for the complexities of modern life and professional environments. This framework can be categorized into 3 domains as,

1. Learning skills
2. Literacy skills
3. Life skills

Learning skills	Literacy skills	Life skills
• Critical thinking	• Information	• Flexibility
• Creativity	• Media	• Leadership
• Collaboration	• Technology	• Initiative
• Communication		• Productivity
		• Social skills

### **Learning Skills:**

Frequently referred to as the "Four Cs": Critical Thinking, Creativity, Collaboration, and Communication, equip students with the cognitive instruments necessary for success in dynamic work settings. These skills foster adaptability and innovation, allowing learners to solve problems, work effectively in teams, and communicate ideas clearly.

### **Literacy Skills:**

Known as IMT: Information, Media, and Technology, it helps students navigate the vast amount of content available in the digital age. This set of skills emphasizes the importance of identifying trustworthy sources, understanding digital tools, and recognizing misinformation, which is increasingly common online.

### **Life Skills:**

Represented by the acronym FLIPSL, Flexibility, Leadership, Initiative, Productivity and Social skills, focus on the personal and interpersonal qualities essential for success in both personal and professional settings. These intangible skills support effective self-management, teamwork, and the ability to respond positively to change.

**Lifelong learning** can be described as a continuous, voluntary, and self-motivated process of developing knowledge, skills and personal development. It goes beyond formal education and includes learning through everyday experiences, work, hobbies, social interactions and online resources. Lifelong learning encourages curiosity, adaptability and the ability to respond effectively to new challenges and changing circumstances. It fosters critical thinking, creativity and problem-solving while promoting personal growth, professional development and active participation in society.

By embracing lifelong learning, individuals can stay informed, expand their horizons and improve their abilities continuously to meet the demands of the ever-evolving world.

## **5. Social Emotional Learning (SEL)**

Social Emotional Learning (SEL) is an educational approach that helps students learn how to make responsible choices, set and achieve personal goals and interact positively with others in various social settings. The concept reserves an important position in education and human development as it is an effective approach to develop academic, social and emotional competence of the children. SEL provides a foundation to the process of creating a 21<sup>st</sup> century citizen who succeeds in education, career, social and personal life.

The five pillars of SEL are as follows:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision making

### **1. Self-awareness**

This involves recognizing one's own emotions and understanding how those emotions influence behavior. It also includes identifying personal strengths and areas for growth, which helps students build self-confidence and develop a positive sense of identity.

### **2. Self-management**

This is the ability to control one's thoughts, feelings, and actions in different situations. This includes managing stress, staying motivated, setting realistic goals and working steadily to achieve them. This fosters resilience and a sense of ownership over learning.

### **3. Social Awareness**

Through social awareness, students learn to appreciate diversity, understand different perspectives, and show empathy toward others. These qualities are especially important in today's multicultural classrooms and communities, where students interact with peers from a wide range of backgrounds.

### **4. Relationship Skills**

Relationship skills are the abilities needed to build and maintain healthy and respectful

relationships with others. These social competencies are not only crucial for classroom harmony but also prepare students for real-world relationships and teamwork.

### **5. Responsible Decision Making**

This competency focuses on making choices that are safe, ethical, and respectful of oneself and others. It includes considering the consequences of actions, making decisions that support well-being and acting with integrity in different situations.

## **21<sup>st</sup> Century Education**

21<sup>st</sup> century education focuses on developing the whole learner and preparing them to succeed in a fast-changing and interconnected world. Guided by the Delors Report's four pillars: learning to know, to do, to be and to live together, it goes beyond teaching knowledge and encourages adaptability, critical thinking and teamwork. A central aim is helping students learn to live together by understanding others, respecting diversity and resolving conflicts in peaceful ways. Education also plays a role in guiding learners to recognize their own identities, value the rights of others and appreciate different perspectives, which supports democracy and social harmony. At the same time, skills such as media literacy, problem-solving and lifelong learning are essential for learners to adapt to new challenges. By connecting knowledge with real-life practice and balancing personal growth with social responsibility, 21<sup>st</sup> century education prepares students to contribute positively to society while respecting diversity and promoting peace.

## **21<sup>st</sup> Century Learner**

A 21<sup>st</sup> century learner is someone prepared to live and learn in a dynamic, interconnected world. Learning is lifelong, extending beyond the classroom and helps individuals adapt to new challenges and opportunities. Such learners develop their talents, creativity and confidence while building positive relationships and collaborating with others. They respect diversity, value different perspectives and resolve conflicts peacefully, becoming active and responsible members of society. Critical thinking and media literacy are essential, enabling them to analyze information, think independently and engage with varied viewpoints. Ultimately, a 21<sup>st</sup> century learner is adaptable, socially aware and committed to contributing meaningfully to their community and the wider world.

## **21<sup>st</sup> Century Teacher**

A 21<sup>st</sup> century teacher is an adaptable, innovative and reflective professional who goes beyond traditional roles to meet the needs of today's diverse learners. In a rapidly changing world shaped by technology and globalization, such teachers embrace new methods, integrate digital tools and create inclusive environments where every student feels valued and supported. They are not only facilitators of knowledge but also mentors who encourage collaboration, creativity and critical thinking among learners. A 21<sup>st</sup> century teacher recognizes the importance of lifelong learning, continuously updating their skills to remain effective and relevant in modern classrooms. They demonstrate flexibility in responding to different learning styles, promote respect for diversity and foster a positive attitude toward education as a lifelong pursuit. Ultimately, a 21<sup>st</sup> century teacher is a role model who prepares students for academic success and equips them with the essential skills required for life beyond the classroom.

Characteristics of a 21<sup>st</sup> century teacher:

- ✓ Adaptive
- ✓ Lifelong Learners
- ✓ Tech Savvy
- ✓ Collaborative
- ✓ Forward Thinkers
- ✓ Updated
- ✓ Effective teachers
- ✓ Role model to the students

## **21<sup>st</sup> Century Classroom**

A 21<sup>st</sup>-century classroom is a dynamic learning environment that prepares students to thrive in an increasingly complex, interconnected, and rapidly changing world. It moves beyond traditional, teacher-centered instruction and instead emphasizes active, student-centered learning where collaboration, creativity, and critical thinking are at the core. In this setting, students are encouraged to apply knowledge to real-life situations through hands-on and project-based activities that foster curiosity and problem-solving skills. The 21<sup>st</sup> century classroom also values inclusivity and cultural awareness, providing opportunities for learners from diverse backgrounds to share perspectives and develop

mutual respect. Technology and media literacy play a vital role, equipping students to evaluate information critically and use digital tools responsibly. Teachers act as facilitators and guides, nurturing communication, ethical decision-making, leadership, and personal responsibility. Ultimately, the 21<sup>st</sup> century classroom cultivates adaptable, lifelong learners who are well-prepared for both academic success and the demands of life beyond school.

21<sup>st</sup> century classroom consists of:

- ✓ Collaboration
- ✓ Hands-on lessons
- ✓ Creativity in learning
- ✓ Student-friendly assessments
- ✓ Inquiry-based lessons
- ✓ Opportunities for strong reasoning
- ✓ Reflect on learning
- ✓ Opportunities to improve problem-solving skills
- ✓ Integrating technology

Based on the considerations discussed above, the Literature in English curriculum has been designed to empower learners with critical thinking skills, creativity, and a high level of language proficiency, while nurturing cultural awareness and personal growth. Through meaningful engagement with literary texts, learners are encouraged to explore human values and experiences, develop imagination and empathy, and reflect critically on diverse perspectives. In alignment with these goals, the Literature in English modules provide a structured framework for teaching, learning, and assessment, ensuring the systematic development of these competencies and preparing learners for academic success as well as lifelong intellectual and personal pursuits.



**Syllabus Grid for Further Learning Modules**  
**Literature in English - Grade 6**

Grade 6			
Can Do Statements	<ul style="list-style-type: none"><li>• Can recognize, articulate, and appreciate form, meaning, rhyme and tropes in simple literary texts with empathy and aesthetic sensitivity.</li><li>• Can demonstrate personal responses to prescribed simple literary texts by experimenting, adapting and creating poems, stories or playlets.</li></ul>		
	<ul style="list-style-type: none"><li>• Can recognize, articulate, and appreciate form, meaning, rhyme and tropes in simple literary texts with empathy and aesthetic sensitivity.</li></ul>		
Learning Outcomes	Content Standard	Performance standard	Assessment Criteria
<b>1.1</b> <b>Identifies the features of different literary texts.</b>	<b>Simple literary texts</b> <ul style="list-style-type: none"><li>- Simple poems</li><li>- Simple fairy tales</li><li>- Simple children’s stories</li><li>- Simple dramas</li><li>- Simple fictions</li><li>- Simple nonfictions</li></ul>	<ul style="list-style-type: none"><li>• Presents 2-3 features of a simple literary text to define its characteristics.</li></ul>	<ol style="list-style-type: none"><li>1. Identification of features</li><li>2. Accuracy of features</li><li>3. Clarity of presentation</li></ol>
	<b>Comprehension strategies</b>	<ul style="list-style-type: none"><li>• Presents 2-3 differences between literary texts that belong to different genres.</li></ul>	<ol style="list-style-type: none"><li>1. Identification of genres</li><li>2. Accuracy of differences</li><li>3. Clarity of presentation</li></ol>

	<ul style="list-style-type: none"> <li>- Prediction</li> <li>- Identifying main ideas and supporting details</li> <li>- Making connections (Link the text to learner's own experiences).</li> <li>- Visualizing</li> <li>- Recognizing literary elements</li> <li>- Responding creatively</li> <li>- Text classification</li> <li>- Compare and contrast</li> </ul> <p><b>Ethical aspects</b></p> <ul style="list-style-type: none"> <li>- Improving sensitivity</li> <li>- Inculcating morals</li> <li>- Valuing the writer's intention</li> </ul> <p>-Giving feedback</p>		

<b>1.2</b> <b>Responds to the meaning and effect of simple literary texts in different forms.</b>	<b>Simple literary texts</b> <ul style="list-style-type: none"> <li>- Simple poems</li> <li>- Simple fairy tales</li> <li>- Simple children's stories</li> <li>- Simple dramas</li> <li>- Simple fictions</li> <li>- Simple nonfictions</li> </ul>	<ul style="list-style-type: none"> <li>• Answers questions based on specific information related to setting and characters in prescribed literary texts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Content (Adequacy of information)</li> <li>2. Accuracy / Relevance of information</li> </ol>
	<b>Comprehension strategies</b> <ul style="list-style-type: none"> <li>-Prediction</li> <li>-Identifying main ideas and supporting details</li> <li>-Making connections</li> </ul>	<ul style="list-style-type: none"> <li>• Answers questions based on messages and morals found in prescribed literary texts orally.</li> </ul>	<ol style="list-style-type: none"> <li>1. Accuracy</li> <li>2. Clarity</li> <li>3. Coherence</li> </ol>
	(Link the text to learners' own experiences). <ul style="list-style-type: none"> <li>- Visualizing</li> <li>- Recognizing literary elements</li> <li>- Responding creatively</li> </ul>	<ul style="list-style-type: none"> <li>• Answers questions based on messages and morals found in prescribed literary texts in written form.</li> </ul>	<ol style="list-style-type: none"> <li>1. Content (Adequacy of information)</li> <li>2. Communicative Achievement</li> </ol>

	<b>Ethical aspects</b> - Improving sensitivity - Inculcating morals - Valuing the writer's intention -Giving feedback	<ul style="list-style-type: none"> <li>Transfers information of the given discourse into different forms accurately.</li> </ul>	1. Adequacy of information 2. Accuracy of information
		<ul style="list-style-type: none"> <li>Finds the general idea of the given discourse meaningfully.</li> </ul>	1. Adequacy of information 2. Accuracy of information 3. Appropriateness of form/format 4. Clarity and coherence
		<ul style="list-style-type: none"> <li>Answers questions based on indirectly stated information in a given literary text.</li> </ul>	1. Adequacy of information 2. Accuracy of information
		<ul style="list-style-type: none"> <li>Gives ethical feedback about messages and morals of the prescribed literary texts orally.</li> </ul>	1. Content (Indication of expressing feelings and views) 2. Clarity 3. Coherence

		<ul style="list-style-type: none"> <li>Recites or acts out extracts from simple literary texts meaningfully and effectively with gestures and facial expressions.</li> </ul>	<ol style="list-style-type: none"> <li>Content</li> <li>Clarity</li> <li>Delivery</li> </ol>
<b>1.3</b> <b>Recognizes and interprets the meaning and effect created by rhyme and tropes in simple literary texts.</b>	<b>Simple literary texts</b> -Simple poems -Simple fairy tales -Simple children's stories -Simple dramas -Simple fictions -Simple nonfictions  <b>Comprehension strategies</b> -Rhyme identification	<ul style="list-style-type: none"> <li>Identifies rhyming words in simple literary texts.</li> </ul>	<ol style="list-style-type: none"> <li>Accuracy of identification</li> <li>Presentation &amp; clarity</li> </ol>
		<ul style="list-style-type: none"> <li>Relates the identified rhyming words with the rhythm of poetic lines.</li> </ul>	<ol style="list-style-type: none"> <li>Adequacy of information</li> <li>Accuracy of information</li> </ol>
		<ul style="list-style-type: none"> <li>Presents the writer's intention of using different techniques in a text orally.</li> </ul>	<ol style="list-style-type: none"> <li>Content (Relevance)</li> <li>Range</li> <li>Clarity</li> </ol>

	<p>(Words ending with the same sound.)</p> <ul style="list-style-type: none"> <li>-Identifying tropes</li> <li>-Signal words of ‘as’ and ‘like’ used in comparisons.</li> <li>-Words and phrases which give human qualities to animals and objects</li> </ul> <p><b>Ethical aspects</b></p> <ul style="list-style-type: none"> <li>- Improving sensitivity</li> <li>- Inculcating morals</li> <li>- Valuing the writer’s intention</li> <li>- Giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Presents the writer’s intention of using different techniques in a text in written form.</li> </ul>	<ol style="list-style-type: none"> <li>1. Content (Relevance)</li> <li>2. Communicative achievement</li> <li>3. Language</li> </ol>
<ul style="list-style-type: none"> <li>• Can demonstrate personal responses to prescribed literary texts by experimenting, adapting and creating poems, stories or playlets.</li> </ul>			
<b>2.1</b>	<b>Speeches and presentations</b>	<ul style="list-style-type: none"> <li>• Presents personal opinions on characters,</li> </ul>	<ol style="list-style-type: none"> <li>1. Range and Accuracy</li> <li>2. Fluency and clarity</li> </ol>

<b>Presents personal responses to prescribed simple literary texts.</b>	<ul style="list-style-type: none"> <li>- Simple poems</li> <li>- Simple fairy tales</li> <li>- Simple children's stories</li> <li>- Simple dramas</li> <li>- Simple fictions</li> <li>- Simple nonfictions</li> </ul>	settings, storylines, and messages of a simple literary text using 3-5 expressions with the help of graphic presentations.	3. Coherence 4. Creativity 5. Delivery
	<ul style="list-style-type: none"> <li>- Characters</li> <li>- Settings</li> <li>- Messages/morals</li> <li>- Other work of the authors</li> </ul>	<ul style="list-style-type: none"> <li>• Presents speeches on personal opinions and feelings on characters, settings, storylines, and messages of simple literary texts with 3-5 expressions.</li> </ul>	1. Range and Accuracy 2. Fluency and clarity 3. Coherence 4. Delivery
	Presentation skills  Ethical aspects <ul style="list-style-type: none"> <li>- Improving sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Presents personal opinions on characters, settings, storylines, and messages of a simple literary text in written form.</li> </ul>	1. Content (Adequacy of information) 2. Communicative Achievement 3. Organization Language
	<ul style="list-style-type: none"> <li>- Inculcating morals</li> <li>- Valuing the writer's intention</li> </ul>	<ul style="list-style-type: none"> <li>• Describes experiences and feelings associated with the prescribed literary text..</li> </ul>	1. Content (Indication of expressing feelings and views) 2. Clarity 3. Coherence



		<ul style="list-style-type: none"> <li>Gives ethical feedback about peer presentations.</li> </ul>	<ol style="list-style-type: none"> <li>Content (Indication of expressing feelings and views)</li> <li>Clarity</li> <li>Coherence</li> </ol>
<b>2.2</b> <b>Creates simple poems and stories/playlets on topics of interest using different tropes.</b>	<b>Creative texts</b> <ul style="list-style-type: none"> <li>Create a different ending to a simple story.</li> <li>Develops character descriptions</li> <li>Constructs short playlets.</li> </ul> <b>Strategies of writing</b> <ul style="list-style-type: none"> <li>Brainstorming and idea generation</li> <li>Guided planning / Graphic organisers</li> <li>Drafting</li> <li>Rewriting / Editing</li> <li>Creative extensions</li> <li>visual clues</li> </ul>	<ul style="list-style-type: none"> <li>Creates simple guided literary texts.</li> </ul>	<ol style="list-style-type: none"> <li>Content (Adequacy of information)</li> <li>Language</li> </ol>
		<ul style="list-style-type: none"> <li>Creates an ending to a given literary text.</li> </ul>	<ol style="list-style-type: none"> <li>Word Choice and Main Idea</li> <li>Organization/ Form/ Creativity</li> </ol>
		<ul style="list-style-type: none"> <li>Creates a story or a poem independently to express personal feelings and attitudes.</li> </ul>	<ol style="list-style-type: none"> <li>Content (Adequacy of information)</li> <li>Creativity</li> <li>Organization</li> <li>Language</li> </ol>
		<ul style="list-style-type: none"> <li>Creates playlets to show the favourite events of a literary text.</li> </ul>	<ol style="list-style-type: none"> <li>Content (Adequacy of information)</li> <li>Communicative achievement</li> </ol>

	- verbal clues		3. Organization 4. Language
	<b>Ethical aspects</b> - Improving sensitivity - Inculcating morals - Valuing the writer's intention - Giving feedback	• Acts out the created playlet on a favourite event of a literary text meaningfully.	1. Relevance 2. Fluency and clarity 3. Coherence 4. Creativity 5. Performance
		• Gives ethical feedback about peer presentations.	1. Content (Indication of expressing feelings and views) 2. Clarity 3. Coherence

## Section 1 - Summary of the Module

<b>Term</b>	<b>01</b>
<b>Module</b>	<b>01</b>
<b>Topic</b>	<b>Into the Wild</b>
<b>Focus</b>	<b>Simple Poems and Stories on Nature</b>
<b>Level</b>	<b>Three</b>
<b>Proficiency Level</b>	<b>Survival Proficiency A2</b>
<b>Credit</b>	<b>One</b>

## Section 2- Distribution of Activities

### *Into the Wild - Moving from Week 1 to Week 10*

#### **Week 1**

**Dancing in the  
Rain**

#### **Week 2**

**Dancing in the  
Rain Continues**

#### **Week 3**

**The Garden of  
Shapes**

#### **Week 6**

**Bee Friendly  
World Continues**

#### **Week 5**

**Bee Friendly  
World**

#### **Week 4**

**The Garden of  
Shapes-Gallery  
Walk**

#### **Week 7**

**Bee Friendly  
World-Drama  
Time**

#### **Week 8**

**The Acrostic Park**

#### **Week 9**

**Into the Wild**

#### **Week 10**

**Learning Spotlight**

### **Section 3 – Important Points to Consider**

Before starting the learning teaching process, briefly introduce the module and familiarize learners with index icons, content and learning outcomes.

Each learner has to maintain a portfolio to record and collect their work. Encourage them to make their portfolio creatively. Instruct them to read and enjoy simple novels, poetry and other prose texts written in English as a hobby outside the classroom. Encourage them to use the school library as a habit. Provide opportunities to produce their creative writing whenever possible.

If possible, start a classroom blog to upload all the creative work done by the learners during the coursework. Make arrangements for the teachers and other learners of the school to access the blog.

The module discusses several literary devices found in the texts given. Teachers are expected to introduce any other literary devices that they come across during the coursework, while giving emphasis to the tropes given in the syllabus grid.

#### **Important points to consider in implementing the learning-teaching process.**

- Create a stress-free environment in the classroom.
- Engage learners in different activities, developing life skills and life-long learning.
- Facilitate learners to engage in deeper learning activities appropriate to the grade level by creating opportunities to demonstrate personal responses by experimenting, adapting and creating simple literary texts.
- Create opportunities to work collaboratively in pairs, groups and as a whole class.
- Let learners take leadership and responsibility for the work they do while highlighting the importance of managing time, space, and resources.
- Ensure opportunities for communication, critical thinking and problem solving through individual and collaborative activities done in and out of the classroom.

- Blend their opportunities for learning to ensure self-learning and their individual engagement with online and offline learning in local and global learning contexts.
- Focus on individual differences and learning styles to ensure inclusiveness and equal opportunities to engage in learning and presenting.
- Identify the different levels of learners and help them by providing feedback and feed-forward individually to ensure their progress and also to build confidence and enthusiasm to learn.
- Encourage self and peer feedback. Ensure constructive feedback. Read more about giving Sandwich feedback and follow it. (giving positive – negative – positive comments in order)
- Ask concept-checking questions (CCQs) and instruction-checking questions (ICQs) to check understanding.
- Engage them in formative and summative assessments appropriately.
- Ask them to assess their own performance using Progress checks. Help them discover the areas of improvement by themselves. Encourage them to inform their learning needs through what they realize with the help of Progress checks.
- Encourage a culture of self-directed learning and draw their focus towards their individual progress.
- Make records of the personal progress of the learners to ensure that they earn a credit at the end of the module.

## Section 4 – Instructions for Implementation

### Progress check – Instructions

At the end of each session, learners are given an opportunity to reflect on their strengths and areas for improvement with the help of a Progress check. Ask them to tick the relevant column in the Progress check.

After ticking off the column, ask them to make a wristband using a paper strip or any other suitable material. Ask them to draw or paste the faces they have achieved in the Progress check onto the wristband. e.g., two green faces and two yellow faces. Later, ask them to paste it on the front page of the exercise book.

Learners have to make a wristband for each section according to the Progress checks.

At the end of the module, learners will be able to see their overall progress through the faces they have on these wristbands. (Annexure 1)

Learning Session 1 – Dancing in the Rain			
Week	Content	Learning Outcomes	Performance Standards
1	Poem – Dirt on My Shirt	1.1 Identifies the features of different literary texts.	<ul style="list-style-type: none"> <li>• Presents 2-3 features of a simple literary text to define its characteristics.</li> <li>• Presents 2-3 differences between literary texts that belong to different genres.</li> </ul>
		1.2 Responds to the meaning and effect of simple literary texts in different forms.	<ul style="list-style-type: none"> <li>• Answers 2-4 questions based on specific information related to setting and characters in the prescribed literary texts.</li> </ul>
		2.1 Presents personal responses to prescribed	<ul style="list-style-type: none"> <li>• Presents personal opinions on characters, settings,</li> </ul>

		simple literary texts.	<p>storylines, and messages of a simple literary text in written form.</p> <ul style="list-style-type: none"> <li>• Describes experiences and feelings associated with the prescribed literary text.</li> </ul>
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Learning Session 1 – Week 1	
Pre-activity 1	Grass Skirt Race
Skills	Skimming
Procedure	<p>Group the learners.</p> <p>Prepare a grass skirt for each group and display them in different places in the classroom. Assign a grass skirt to each group. (Annexure 2)</p> <p>Ask the groups to select the runners and a writer.</p> <p>Make a worksheet with 6-10 questions based on different parts of the modules. You can make any question type i.e. Multiple-choice, gap-fill (cloze) and short-answer questions</p> <p>Copy the worksheet onto different coloured papers; one colour per group.</p> <p>Cut under each question from right to left leaving the left edge of the page uncut. It will look like a grass skirt.</p> <p>Paste these grass skirts on the wall. (One for each group)</p> <p>Tell the learners that they are going to have a competition in groups and that they will be given one question that they must answer correctly before they get the next question and so on.</p> <p>Group the learners. One runner at a time can run to their grass skirt.</p> <p>Ask the runner to tear off the first question from their Grass skirt and take it to his/her group. The group has to read the question and find the answer from the module and write it on the same strip. Then they hand over it to the teacher. If the answer is correct, the next runner can run to the Grass Skirt and tear off the second question. The winning team is the team that answers all the questions correctly first. Lead a whole-class discussion to check the answers and provide an idea about their module.</p>

58

27



Activity 1.1	Brainstorming
Skills	Self-reflection and Critical thinking
Procedure	<p>Whole class discussion – Elicit the words related to rain from the learners and write them on the board.</p> <p>Ask them to read the second question and tick what they do when it rains in the given space. 27</p> <p>Encourage them to add more, and write them in the given space.</p> <p>Ask them to turn to their neighbours and share what they have done.</p>
Activity 1.2	Responding to a poem – Dirt on My Shirt.
Skills	Reading
Procedure	<p>Exploit the picture of the boy to brainstorm what he does.</p> <p>Ask the learners to read the poem silently.</p> <p>Show them the vocabulary support given in front of the poem.</p> <p>Ask them to write answers to the questions in Activity 1.2</p> <p>After the work, let them share their answers with a partner.</p> <p>Lead a whole-class discussion to discuss answers while randomly getting learners to present their answers.</p>
Activity 1.3	Responding to a poem – Dirt on My Shirt.
Skills	Analytical and social interaction
Procedure	<p>Ask the learners to read the poem again and identify the difference between a line and a stanza.</p> <p>Ask them to get into pairs and write answers to Activity 1.3.</p> <p>Lead a whole-class discussion about the features of the poem.</p> <p>Make them read the Learning Point. Use CCQs to check their comprehension.</p>
Activity 1.4	Responding to a poem – Dirt on My Shirt.
Skills	Textual analysis
Procedure	<p>Group the learners.</p> <p>Give them clear instructions to differentiate between a poem and a prose text.</p> <p>Make each group present its findings to the class.</p> <p>Lead a whole-class discussion about the differences between the poems and prose texts.</p>

Activity 1.5	Practice Activity
Skill	Textual analysis
Procedure	Individual work– Ask the learners to differentiate between the poem and the text. Make peer feedback and ask them to make their corrections.
Progress check-1	Guide the learners to complete the Progress check to identify their level and areas that need improvement. Show them how to make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.
Take Home activity	Ask the learners to copy the poem “ <b>What Do You See by Jeff Foxworthy (activity 1.9)</b> in week 2 into their exercise books.

### Learning Session 2 –Dancing in the Rain

Week	Content	Learning Outcomes	Performance Standards
2	Poem – Rain poem	1.3. Recognizes and interprets the meaning and effect created by rhyme and tropes in simple literary texts.	<ul style="list-style-type: none"> <li>Identifies rhyming words in simple literary texts.</li> <li>Relates the identified rhyming words with the rhythm of poetic lines.</li> <li>Presents the writer’s intention of using different techniques in a text orally.</li> </ul>
		1.2 Responds to the meaning and effect of simple literary texts in different forms.	<ul style="list-style-type: none"> <li>Recites or acts out extracts from simple literary texts. meaningfully and effectively with gestures and facial expressions.</li> </ul>

Pre-activity 1	Warmer
Skills	Singing
Procedure	<p>Ask the learners to sing the ‘Bingo’ song with actions</p> <p style="text-align: center;">There was a farmer who had a dog And Bingo was his name-o. B-I-N-G-O B-I-N-G-O B-I-N-G-O And Bingo was his name-o. (The teacher may use an alternative warmer if preferred.)</p>
Activity 1.6	Reciting a poem with rhythm.
Skills	Identifying and appreciating the use of literary devices
Procedure	<p>Whole class discussion – Brainstorm the title of the poem and make the learners predict the content of the poem.</p> <p>Encourage them to read the vocabulary support in front of the poem.</p> <p>Group the students and let them read the poem and understand the meaning.</p> <p>Ask questions to check comprehension.</p> <p>Ask each group to recite the poem with the rhythm. Ask them to click their fingers, clap their hands, or tap their feet to the rhythm. (The teacher should demonstrate the rhythm of the poem by clapping on the stressed syllables.) Let them recite the poem in groups. *Pre-teach the unknown words.</p>
Activity 1.7	Rhyming words in a poem.
Skills	Identifying and appreciating the use of literary devices
Procedure	<p>Make them read the learning point on rhyme.</p> <p>Ask CCQs to check comprehension.</p> <p>Ask them to get into pairs and find rhyming words in the Rain Poem.</p> <p>Ask volunteers to present their findings.</p>
Activity 1.8	Writing rhyming words.
Skills	Identifying literary devices
Procedure	Group the learners.

	<p>Give each group the target words and ask them to write as many rhyming words as possible within five minutes.</p> <p>After five minutes, stop the activity and ask each group to present their list of rhyming words.</p> <p>Compare the results. The group with the highest number of correct rhyming words is declared the winner.</p>
Activity 1.9	Assessment Point -1 Identifying Rhyming Words
Assessment focus	Assess the ability to identify literary devices.
Skills	Identifying literary devices
Procedure	<p>Individual activity - Ask the learners to read the poem.</p> <p>Introduce the new words and ask them to colour each pair of rhyming words using a different colour.</p> <p>*Show them a picture of an Oak Tree</p>
Marking and Feedback	<p><u>Procedure</u></p> <p>First, familiarize yourself with the rubrics provided in Assessment Point 1, Section 5: <b>Formative and Summative Assessment.</b> ( Activity 1.9 - Assessment point 1-Identifying rhyming words.)</p> <p>Next, offer marks according to the criteria.</p> <p>Total marks – 20 Marks</p>
Activity 1.10	More practice activities on rhyme.
Skills	Identifying literary devices
Procedure	<p>Individual Activity - Ask the learners to fill in the blanks of the poem using the words from the given box. Ask them to make sure that the lines rhyme.</p> <p>Ask them to turn to the neighbour and check their answers.</p> <p>Arrange a whole-class discussion to check the answers and get the meaning of the poem.</p> <p>*Pre-teach the unknown words.</p>

Activity 1.11	Mini project
Skill	Identifying literary devices
Time	Take Home Activity – three days
Procedure	Ask the learners to collect 25 sets of rhyming words and write them creatively on different cards or strips of paper, and put them in a bag. Ask them to decorate the bag with small drawings related to the words, write their name and hand it over to the teacher within three days. After corrections, display the bags of rhyming words in the class so that the learners can read them.
Blended Mode	Encourage the learners to search the internet to get more information related to their lessons. Get the ICT teacher to provide opportunities for the learners to use the internet appropriately and find the relevant websites.
Progress check 2	Guide the learners to complete the Progress check to identify their level and areas that need improvement. Show them how to make a wristband with a paper strip and draw the faces they have achieved. Later, instruct them to paste it on the first page of their exercise book.

### Learning Session 3 –The Garden of Shapes

Week	Content	Learning Outcomes	Performance Standards
3	Shape Poems	1.1 Identifies the features of different literary texts.	<ul style="list-style-type: none"> <li>Presents 2-3 features of a simple literary text to define its characteristics.</li> </ul>
		1.2 Responds to the meaning and effect of simple literary texts in different forms.	<ul style="list-style-type: none"> <li>Answers 2-4 questions based on specific information related to the setting and characters in the prescribed literary texts</li> </ul>

			<ul style="list-style-type: none"> <li>Answers questions based on indirectly stated information in a given literary text.</li> </ul>
		2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	<ul style="list-style-type: none"> <li>Creates simple guided literary texts.</li> <li>Creates a story or a poem independently to express personal feelings.</li> </ul>

Pre-activity 1	Warmer – Board Bingo Game on things in the garden.
Skills	Predicting
Procedure	<p>Make a list of 10 items that can be found in a garden. (Include the items given in The Garden of Shapes). Ask the learners to think of ten things in the garden and write them in their notebooks individually. Give a few minutes for them to write.</p> <p>Then put the items in your list on the board and ask the learners to tick off the items in their lists if they are written on the board. The learners who get more than six items similar to the teacher’s list can cry out ‘Bingo’, and they are the winners.</p>
Pre-activity 2	Familiarization with the Topic.
Skills	Predicting
Procedure	<p>Ask the learners to observe “The Garden of Shapes” and come out with their ideas about the pictures. Let them read the poems. Show them that these poems come in the shape of the relevant object. Let them read the learning point and ask CCQs to check their understanding of shape poems</p>
Activity 2.1	Reading Shape Poems.

Skills	Literal comprehension
Procedure	Pair the learners and ask them to complete the activity. Lead a whole-class discussion to discuss their answers.
<b>Activity 2.2</b>	<b>Reading Shape Poems.</b>
Skills	Literal comprehension
Procedure	Ask learners to work in pairs, read the poem, and complete the activity. (Pre-teach the unknown words) Lead a whole-class discussion to discuss their answers.
<b>Activity 2.3</b>	<b>Creating a Shape Poem.</b>
Skills	Creativity
Procedure	Whole class activity – Ask the learners to sing the given nursery rhyme. Tell them that they are going to write it as a shape poem. Discuss the shape they are going to create for this poem. Ask them to write it as a shape poem on a sheet of paper. Let them colour it as they wish. Later they can display their shape poems in the classroom.
<b>Activity 2.4</b>	<b>Creating a Shape Poem.</b>
Skills	Creativity.
Procedure	Group the learners. Ask them to read the shape poems on rocks and the sun. Ask questions about their shapes. Ask them to make a poem about a mountain and write it on a sheet of paper in the shape of a mountain. After giving the feedback, let them display their creations on the classroom wall/ notice board.
<b>Activity 2.5</b>	<b>Creating a Shape Poem</b>
Skill	Creativity
Procedure	Take Home Activity – Provide clear instructions for the activity. Discuss the different shapes of the moon and ask the learners to select any shape of the moon to create their poem. Inform them that they may also use the words given in the help box. Ask them to write their poems on an A4 paper and submit them the next day. They can decorate it as they like.
Progress check -3	Guide the learners to complete the Progress check to identify their level and areas that need improvement. Show them how to make a wristband with a paper strip and draw the faces they have

	achieved. Later, instruct them to paste it on the first page of their exercise book.
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Learning Session 4 –The Garden of Shapes – Gallery Walk			
Week	Content	Learning Outcomes	Performance Standards
4	Shape Poems	2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	<ul style="list-style-type: none"> <li>Creates a story or a poem independently to express personal feelings and attitudes</li> </ul>
Activity 2.6	Creating a picture with Shape Poems		
Skill	Creativity		
Procedure	<p>Get ready with poster papers/ demi papers and colours before the assessment. On the assessment day form groups of five or six learners. Take 5 minutes to give instructions and group the learners. Explain the activity 2.6. Draw lots to assign topics to the learners. Ask the learners to create several shape poems to create the whole picture of the topic. e.g., If they select ‘A Rainy Day’, they can create shape poems on clouds/rain/umbrellas/puddles/ paper boats, etc., and place them together on the poster paper to create the overall picture of a rainy day. Monitor and help where necessary. Observe each learner’s contribution to the work. At the end of the given time, ask them to display it on the wall and arrange a gallery walk so that the whole class can read and enjoy each other’s work.</p>		
Progress check-4	<p>Guide the learners to complete the Progress check to identify their level and areas that need improvement. Remind them to make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.</p>		
Take Home Activity	<p>Before you start session 5, ask the learners to read part I and part II of the story- Bee -Friendly World at home. Ask them to pronounce the name of the girl as /ΛmΛnðΛ:/. </p>		



Learning Session 5 –Bee-Friendly World			
Week	Content	Learning Outcomes	Performance Standards
5	Bee-Friendly World Part 1&2	1.2 Responds to the meaning and effect of simple literary texts in different forms.	<ul style="list-style-type: none"> <li>Answers 2-4 questions based on specific information related to the setting and characters in prescribed literary texts.</li> </ul>
		2.1 Presents personal responses to prescribed simple literary texts.	<ul style="list-style-type: none"> <li>Presents speeches on personal opinions and feelings on characters, settings, storylines, and messages of a simple literary text with 3-5 expressions.</li> </ul>
		1.3. Recognizes and interprets the meaning and effect created by rhyme and tropes in simple literary texts.	<ul style="list-style-type: none"> <li>Presents the writer's intention of using different techniques in a text in written form.</li> </ul>
Pre-activity 1	Warmer —Crumpled Ball Game		
Skills	Memorizing		
Preparation	Prepare questions to check comprehension. Take blank sheets and cut them into two pieces. Write one question on each paper. Crumple one sheet and make a ball. Take the second paper, crumple it and add it to the ball. Add one paper at a time to make the paper ball larger.		
Procedure	Form four or five groups. Throw the crumpled ball to the first group. Ask them to peel the first layer of paper and read the question written on it. Ask them to answer the question on it and offer marks. Ask the first group to pass the ball to the second group. Ask them to peel the		

	second paper from the ball and answer the question on it. Offer marks. Likewise, throw the ball to each group until all the papers are removed and answered.
Activity 3.1	Think, Pair, Share
Skills	Reading comprehension / Justifying facts
Procedure	Ask the learners to read the questions in Activity 3.1 and write answers individually. Then ask them to turn to their neighbour and discuss their answers. After that, ask them to get into groups and discuss answers. Encourage them to justify their answers. Have a whole-class discussion at the end.
Activity 3.2	Group Discussions
Skills	Communication
Procedure	In the same groups, learners can discuss their ideas about the given statements and tick them as instructed. Then lead a whole-class discussion on how to guess character traits /qualities by observing the behaviour, thoughts, and utterances of characters.
Activity 3.3	Presentations of a character in a simple story
Skills	Presentation
Procedure	This is an extension of Activity 3.2. Ask a volunteer from each group to present their ideas about ‘Amanda’. Get learners to provide feedback to other learners after each presentation.
Activity 3.4	Comprehension of Part II
Skills	Transferring information
Procedure	Ask the learners to fill in the chart individually. Then discuss the answers with the whole class.
Activity 3.5	Similes
Skills	Identifying and appreciating the use of literary devices
Procedure	Ask the learners to refer to the learning point on similes. By leading a whole-class discussion, elicit the meaning of a simile and how to identify a simile in a text. Ask them to read the two similes taken from the story and discuss the meaning/effect created by them. e.g. Amanda was as busy <u>as a bee</u> . Elicit the qualities of Amanda

	when she is compared to a bee. Put them into pairs and ask them to fill in the blanks. Let them discuss the effect created by those similes. Lead a whole-class discussion after the activity.
Take-home Activity 3.6	Similes
Skills	Identifying and appreciating the use of literary devices.
Procedure	Group the learners and give instructions on how to complete the activity. (10 minutes) After the completion of the activity, invite each group to present their ideas. Provide feedback to the other groups.
Take-home Activity 3.7	Similes
Skill	Visualizing and writing
Procedure	Brainstorm Amanda's Garden after all the changes she has made. Ask them to close their eyes for 3 minutes and visualize Amanda's Garden. Then ask them to draw this imagined picture on paper. After that, they have to write a short paragraph describing Amanda's Garden. (3 to 4 sentences) Ask them to include at least one simile in their writing
Progress check-5	Guide the learners to complete the Progress check to identify their level and areas that need improvement. Remind them to make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.
Take Home Activity	Before you start session 6, ask the learners to read parts I, II and III of the story- Bee Friendly World at home.

### Learning Session 6 –Bee-Friendly World

Week	Content	Learning Outcomes	Performance Standards
6	Bee Friendly World Part 3	1.2 Responds to the meaning and effect of simple literary texts in different forms.	Answers 2-4 questions based on specific information related to the setting and characters in prescribed literary texts.
			Transfers information of the given discourse into different forms accurately.

			Answers questions based on messages and morals found in prescribed literary texts orally.
		2.1 Presents personal responses to prescribed simple literary texts.	Presents personal opinions on characters, settings, storylines, and messages of a simple literary text using 3-5 expressions with the help of graphic presentations.

Pre-activity 1	Warmer
Skills	Memorizing
Procedure	Lead a whole-class discussion based on the story
Activity 3.8	Identifying feelings and tone
Skill	Collaborative learning
Procedure	Group work – Ask the learners to get into groups and discuss the relevant feelings depicted by each utterance. Tell them that there can be more than one answer. Ask them to practise the given utterances meaningfully with appropriate gestures and facial expressions.
Activity 3.9	Think, Pair, Share
Skills	Critical thinking
Procedure	<p>1. Individual work – Ask the learners to tick off the given chart.</p> <p>2. Pair work – Then ask them to turn to their neighbour and share what they have ticked off.</p> <p>3. Group work – Ask them to get into groups and discuss the differences between the two charts.</p> <p>After the discussion, let each group present its ideas to the class. Provide feedback while prompting the morals on spiritual happiness and the value of living close to nature.</p>
Activity 3.10	Group Presentation of a graphic plot line.
Skill	Presentation
Procedure	Ask learners to be ready with paper and coloured pens or pastels.

	<p>Group the learners and ask them to draw the main events of the story as shown in their module.</p> <p>Ask each member to present at least one event of the story when they present their plot line. Invite each group to the front of the class and present it. Encourage peer feedback.</p>
Progress check 64	<p>Guide the learners to complete the Progress check to identify their level and areas that need improvement. Show them how to make a wristband with a paper strip and draw the faces they have achieved. Later instruct them to paste it on the first page of their exercise book.</p>

Learning Session 7 – Bee Friendly World			
Week	Content	Learning Outcomes	Performance Standards
7	Bee Friendly World Part 3	2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates playlets to show the favourite events of a literary text.
			Acts out the created playlet on a favourite event of a literary text meaningfully.
			Gives ethical feedback about peer presentations.

Activity 3.11	Assessment point - 2 Story Skit Performance
Assessment focus	Assess the ability to create simple playlets and dramatize a favourite event.
Skill	Creativity
Time	Script writing -20 minutes Presentations – 30 minutes
Procedure	<p>Group the learners. Ask each group to select a favourite part of the story and write a script for it.</p> <p>Let them practise dialogues and performances.</p>

	<p>Invite each group to enact their skit.</p> <p>Encourage peer feedback.</p>
Marking and Feedback	<p>Offer marks while they perform their skits.</p> <p><u>Procedure</u></p> <p>First familiarise yourself with the rubrics provided in Assessment Point 1, Section 5: Formative and Summative Assessment.</p> <p>Next, offer marks according to the criteria. Total marks -30</p>
Progress check- 7	<p>Guide the learners to complete the Progress check to identify their own level and areas that need improvement. Next, they can make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.</p>

### Learning Session 8 –Acrostic Park.

Week	Content	Learning Outcomes	Performance Standards
8	Acrostic poems	1.2 Responds to the meaning and effect of simple literary texts in different forms.	Answers questions based on specific information related to the setting and characters in prescribed literary texts.
			Answers questions based on indirectly stated information in a given literary text.
		2.1 Presents personal responses to prescribed simple literary texts	Describes experiences and feelings associated with the prescribed literary text.
		2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates simple guided literary texts.
			Creates a story or a poem independently to express personal feelings and attitudes.

Pre-activity 1	Warmer – Dear Me!		
Skills	Identifying qualities of themselves		
Procedure	<p>Write the teacher’s name vertically on the board. Write down a list of qualities beginning with each letter.</p> <p>e.g. K ind A ctive M indful A ttentive L ovable</p> <p>Now ask the learners to take a paper and write their name in the same way, giving some qualities to each letter. Let them go around the class showing their names and qualities to each other.</p>		
Pre-activity 2	Acrostic poems		
Skills	Identifying literary genres and styles		
Procedure	Whole class discussion – Pay attention to all the poems and discuss how they are written.		
Activity 4.1	Poem -Rainbow		
skills	Reading		
Procedure	<p>Ask the learners to read the poem silently and answer the questions.</p> <p>Get random learners to share answers and give feedback.</p>		
Activity 4.2	Acrostic poems		
Skills	Creativity		
Procedure	<p>Form three groups and assign one topic to each group.</p> <p>e.g. Group 1 – River / Group 2 –Forest / Group 3 –Animals</p> <p>Ask them to use the words given in the help box to create their poems on separate papers. Pre-teach the vocabulary in the help box.</p> <p>After the work display the corrected poems on the classroom walls.</p>		
Activity 4.3	Assessment point -3 Acrostic Poems		
Assessment focus	Assess the ability to create Acrostic poems.		
Skill	Creativity		
Procedure	Individual work. Take a few minutes to give instructions. Guide		

	<p>them to follow the steps given in the module.</p> <p>Let them write acrostic poems individually within the given time.</p>
Blended Mode	<p>Encourage the learners to use websites to get more information related to their lessons.</p> <p>Get the ICT teacher to provide opportunities for the learners to use the internet appropriately and find the relevant websites.</p>
Progress check 8	<p>Guide the learners to complete the Progress check to identify their own level and areas that need improvement. Let them make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.</p>
Exhibition	<p>Ask the learners to bring the acrostic poems and shape poems they have created on the next day. Tell them that they are going to organize an exhibition.</p>

### Learning Session 9 – Into the wild

Week	Content	Learning Outcomes	Performance Standards
9	Poems	1.1 Identifies the features of different literary texts.	Presents 2-3 features of a simple literary text to define its characteristics.
		1.2 Responds to the meaning and effect of simple literary texts in different forms.	Answers 2-4 questions based on specific information related to the setting and characters in prescribed literary texts.
		1.3. Recognizes and interprets the meaning and effect created by rhyme and tropes in simple literary texts.	Presents the writer's intention of using different techniques in a text orally.
		2.1 Presents personal responses to prescribed simple literary texts.	Presents personal opinions on characters, settings, storylines, and messages of a simple literary text in written form.



		2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates a story or a poem independently to express personal feelings and attitudes.
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Pre-activity 1	Warmer
Skills	Critical thinking
Procedure	Exploit the title of the poem and the picture to create an interest in reading the poem.
Activity 5.1	Poem – Squirrels
Skills	Identifying the features of a free verse.
Procedure	Ask the learners to read the poem silently and write answers. Lead a whole-class discussion to discuss answers. Pay attention to the learning point and discuss the features of a free verse.
Activity 5.2	Revision on similes
Skills	Identifying and appreciating the use of literary devices.
Procedure	Pair work – Guide the learners to complete the activities in parts A and B. Lead a whole-class discussion to discuss their answers.
Activity 5.3	Posters on similes
Skills	Creativity
Procedure	Explain the activity and ask the learners to select any topic and prepare a poster in groups.
Activity 5.4	Exhibition
Skills	Creativity
Procedure	Organize an exhibition to display the learners' creations. Include all the shape poems, acrostic poems, and the posters they created on similes throughout the module. Select separate areas to display posters, poems, and other creations.

	Invite other English teachers and learners from parallel classes to view and appreciate the learners' work.
Progress check-9	Guide the learners to complete the Progress check to identify their level and areas that need improvement. Let them make a wristband with a paper strip and draw the faces they have achieved. Instruct them to paste it on the first page of their exercise book.

Learning Session 10 -Summative Assessment			
Week	Content	Learning Outcomes	Performance Standards
10	Poems	1.2 Responds to the meaning and effect of simple literary texts in different forms.	<ul style="list-style-type: none"> <li>Answers 2-4 questions based on specific information related to setting and characters in prescribed literary texts.</li> <li>Answers questions based on messages and morals found in prescribed literary texts in written form.</li> </ul>
			<ul style="list-style-type: none"> <li>Answers questions based on indirectly stated information in a given literary text.</li> </ul>
		2.1 Presents personal responses to prescribed simple literary texts.	<ul style="list-style-type: none"> <li>Presents personal opinions on characters, settings, storylines, and messages of a simple literary text in written form.</li> </ul>

		2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	<ul style="list-style-type: none"> <li>Creates simple guided literary texts.</li> </ul>
<b>Activity</b>	<b>Assessment point-4 (Summative assessment)</b>		
<b>Teacher Preparation</b>	Make copies of the task sheet provided in Annexure 3. Give instructions to complete the activities within the allocated time.		
<b>Procedure</b>	Tell them you are going to assess their progress. Tell them the number of activities they have to complete and what they are going to produce at the end. Ask them to read and complete it within the given time. Give signals to start and stop. Collect the answers, appreciate the work done and tell them that they have come to the end of the module. Mark the answer sheets according to the rubrics given.		

## Section 5– Formative and Summative Assessments

### Instructions

Before administering the assessment, carefully read all the instructions provided, including the marking criteria.

This module consists of three formative assessments and one summative assessment. A weightage of 70% is assigned to formative assessments and 30% to the summative assessments.

### Formative Assessment

Formative assessment is a type of assessment conducted during the learning process to monitor student progress, provide ongoing feedback, and guide teaching and learning.

### Summative Assessment

Summative assessment is a type of assessment conducted at the end of a learning unit, course, or program to evaluate what students have learned and measure their achievement based on predetermined learning outcomes.

## Formative Assessments

### Assessment point-1

Learning outcome	Performance standard	Assessment criteria
<b>1.3</b> Recognizes and interprets the meaning and effect created by rhyme and tropes in simple literary texts.	<ul style="list-style-type: none"> <li>Identifies rhyming words in simple literary texts.</li> </ul>	<b>1.</b> Accuracy of identification  <b>2.</b> Presentation & Clarity

Activity 1.9	Assessment – 1- (AP-1) Identifying Rhyming Words
Skills	Identifying literary devices
Procedure	Individual activity - Ask the learners to read the poem. Introduce the new words and ask them to colour each pair of rhyming words using a different colour. *Show them a picture of an Oak Tree
Marking and Feedback	<u>Procedure</u> First, familiarize yourself with the criteria provided in Assessment Point 1. Next, offer marks according to the criteria. Total marks – <b>20 Marks</b>

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Accuracy of Identification (10 marks)	<b>9-10 marks</b> Correctly identifies all 4 rhyming pairs.	<b>6-8 marks</b> Identifies 3 rhyming pairs.	<b>3-5 marks</b> Identifies 2 rhyming pairs.	<b>1-2 marks</b> Identifies 1-0 or very few or none.

<b>Presentation &amp; Clarity ( 10 Marks)</b>	<b>9-10 marks</b>	<b>6-8 marks</b>	<b>3-5 marks</b>	<b>1-2 marks</b>
	Answers presented clearly, well-organised. (coloured).	Mostly clear with minor issues in organization.	Understandable, but lacks neatness/clarity.	Difficult to understand, unclear presentation.

## Assessment point - 2

<b>Assessment Point 2</b>		
<b>Learning Outcomes</b>	<b>Performance Standards</b>	<b>Assessment criteria</b>
2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates playlets to show the favourite events of a literary text.	1. Content (Adequacy of information) 2. Communicative Achievement 3. Organization 4. Language
	Acts out the created playlet on a favourite event of a literary text meaningfully.	1. Relevance 2. Fluency and clarity 3. Coherence 4. Creativity 5. Performance
<b>Activity 3.11</b>	<b>Assessment point-2 Activity 3.11 –Story Skit Performance</b>	
<b>Focus</b>	Assess the ability to create simple playlets and dramatize a favourite event	
<b>Time</b>	Writing the skit- <b>15 minutes</b> Acting out – <b>35 minutes</b>	
<b>Procedure</b>	Group the learners. Ask each group to select a favourite part of the story and write a script for it. Let them practise dialogues and performances. Invite each group to enact their skit. Encourage peer feedback.	
<b>Marking</b>	Offer marks while they perform their skits.	

and Feedback	<u>Procedure</u> First, be familiar with the criteria given in Activity 3.11-Assessment 2-Story Skit Performance. Offer marks according to the criteria. Give feedback to each group. Total marks -30
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### Writing the skit- 20 marks

Performance standard	Assessment criteria
<ul style="list-style-type: none"> <li>Creates playlets to show the favourite events of a literary text</li> </ul>	<ol style="list-style-type: none"> <li>Content &amp; Relevance</li> <li>Communicative Achievement</li> <li>Organisation</li> <li>Language</li> </ol>

Criteria	Excellent	Good	Satisfactory	Needs Improvement
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>1.Content (5 marks)</b>	Accurately reflects key events, characters, and themes; demonstrates deep understanding	Mostly reflects important events and characters; minor inaccuracies	Some key events/characters missing; partially relevant	Largely irrelevant; major events/characters missing
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>2. Communicative Achievement (Assesses how</b>	Dialogue and actions are clear, engaging,	Mostly clear and appropriate; minor lapses	Some parts unclear or less engaging; audience	Dialogue or actions are confusing or unengaging;

effectively the skit communicates the story to the audience) <b>(5 marks)</b>	and appropriate; audience can easily follow.	in engagement	understanding partially affected	audience cannot follow.
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>3.Organization (5 marks)</b>	Events and dialogue logically sequenced; smooth and easy to follow	Mostly logical sequence; minor lapses	Some confusion in sequence; partially coherent	Disorganized; difficult to follow
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>4.Language (5 marks)</b>	Highly creative; imaginative interpretation , gestures, and expressions	Some creativity; interesting presentation	Limited creativity; basic expressions	Little or no creativity; monotonous or unexpressive

### Acting out -10 marks

<b>Performance standard</b>	<b>Assessment criteria</b>
Acts out the created playlet on a favourite event of a literary text meaningfully.	1. Performance Skills 2. Teamwork & Collaboration

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>1.Performance Skills (5 marks)</b>	Demonstrates outstanding confidence, fluency, creativity, and expressiveness; voice, gestures, and timing are highly effective in engaging the audience.	Shows good confidence and fluency with some creativity; minor lapses in expression or delivery, but meaning remains clear.	Shows basic performance ability; limited confidence or creativity; delivery is somewhat hesitant or unclear at times.	Lacks confidence and fluency; performance is incomplete, unclear, or disengaged.
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>2.Teamwork &amp; Collaboration ( 5 marks )</b>	Actively contributes, encourages peers, listens respectfully, and supports group success; demonstrates strong leadership or cooperation.	Works well with the group, contributes ideas, listens to others, and shows cooperation most of the time.	Participates somewhat in teamwork, but contributions are limited; may not always listen or cooperate fully.	Rarely contributes, shows minimal cooperation, or hinders group progress.



### Assessment point - 3

Learning Outcomes	Performance Standards	Assessment criteria
2.2 Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates a story or a poem independently to express personal feelings and attitudes	1. Content 2. Creativity 3. Organization 4. Language
Activity 4.3	Assessment point -3 -Acrostic Poems	
Skill	Creativity	
Procedure	<p>Individual work. Take a few minutes to give instructions. Guide them to follow the steps given in the module.</p> <p>Let them write acrostic poems individually within the given time.</p> <p><u>Procedure</u></p> <p>First, be familiar with the criteria given in Activity 4.3-Assessment 3 -Acrostic Poems.</p> <p>Offer marks according to the criteria.</p> <p>Give feedback to each group. ( 20 Marks)</p>	

Criteria	Excellent	Good	Satisfactory	Needs Improvement
	5 marks	4 marks	3 marks	1-2 marks
<b>Content (5 marks)</b>	Ideas fully relevant, clearly express feelings/attitudes	Mostly relevant, feelings expressed with some detail	Some relevance, feelings/ideas not fully clear	Irrelevant or unclear ideas
	5 marks	4 marks	3 marks	1-2 marks

<b>Creativity (5 marks)</b>	Very original, imaginative use of tropes/expressions	Shows some originality, some creative attempts	Limited creativity, few interesting expressions	No creativity, mechanical writing
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>Organization (5 marks)</b>	Well-structured (clear beginning–middle–end/stanzas/paragraphs )	Mostly clear sequence, few lapses	Some structure, but sequencing unclear	No organization, ideas scattered
	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>1-2 marks</b>
<b>Language (5 marks)</b>	Appropriate vocabulary, accurate grammar, enhances meaning	Adequate vocabulary , few errors	Limited vocabulary, frequent errors, meaning partly unclear	Very poor language, hard to understand

<b>Activity 5.4 (A / B/ C)</b>	<b>Summative Assessment</b>
<b>Teacher Preparation</b>	Make copies of the task sheet provided in Annexure 3. Give instructions to complete the activities within the allocated time.
<b>Procedure</b>	Tell them you are going to assess their progress. Tell them the number of activities they have to complete and what they are going to produce at the end. Ask them to read and complete it within the given time. Give signals to start and stop. Collect the answers, appreciate the work done and tell them that they have come to the

end of the module.

Mark the answer sheets using the criteria given. (30 marks)

### **Summative Assessment**

**The Summative assessment is based on the poem given in Activity 5.4 in the module. Ask the learners to read the poem and complete the worksheet given in Annexure 3.**

**Activity A** - Answer the following questions.

1. Where do animals live according to the poem?
2. How does the poet describe the size of animals?
3. Name two ways in which animals can move, as mentioned in the poem.
4. According to the poem, what are the sounds made by the animals?
5. What does the speaker wonder about? (10 marks)

### **Activity B**

What are the messages that you can take from the poem? Give examples to support your answer.(10 marks)

### **Activity C**

Can you write another stanza for this poem to describe the food that different animals eat? Write four lines describing what these animals eat. (10 marks)

**For the summative assessment, marking should be done based on the rubrics given below.**

### **Activity A**

Answer the following questions.

1. Where do animals live according to the poem?
2. How does the poet describe the size of animals?
3. Name two ways in which animals can move as mentioned in the poem.
4. According to the poem, what are the sounds made by the animals?
5. What does the speaker wonder about

( 10 marks)

<b>Learning Outcomes</b>	<b>Performance Standards</b>	<b>Assessment criteria</b>
Responds to the meaning and effect of simple literary texts in different forms.	•Answers questions based on specific information related to setting and characters in prescribed literary texts.	1. Content (Adequacy of information) 2. Accuracy / Relevance of information

The following rubrics are for Activity A

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
	<b>5 marks:</b>	3-4 marks:	<b>1-2 marks</b>	<b>0 mark:</b>
Content (Adequacy of information) ( 5 marks)	Complete and detailed answers covering all required points.	Mostly complete answers, but missing one minor detail.	Limited or partial information given.	No relevant content provided.
Accuracy / Relevance of information ( 5 marks)	5 marks	3-4 marks	1-2 marks	0 mark
	All answers are factually correct and directly relevant to the poem.	Mostly accurate, with only minor errors.	Several inaccuracies or irrelevant details.	Answers are incorrect

### Activity B

What are the messages that you can take from the poem? Give examples to support your answer.

( 10 marks)

Learning Outcomes	Performance Standards	Assessment criteria
Responds to the meaning and effect of simple literary texts in different forms.	Answers questions based on messages and morals found in prescribed literary texts in written form.	1. Content (Adequacy of information) 2. Communicative Achievement

Rubrics for Activity 5.4 - B / Message of the poem (Total -10 marks)

Criteria	Excellent	Good	satisfactory	Needs Improvement
	<b>4-5 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
1. Content (Adequacy of information) (5 marks)	The message is convincing and very clear.	The message is convincing and clear.	The message is somewhat convincing but lacks focus.	The message is not captured or focused.
2. Communicative Achievement (5 marks)	Answers are well-organized and logical.	Answers are somewhat organized and logical.	Answers show significant lapses in organization and logic.	Answers are not organized or logical.

### Activity C

Can you write another stanza for this poem to describe the food that different animals eat? Write four lines describing what these animals eat.

Learning Outcomes	Performance Standards	Assessment criteria
Creates simple poems and stories/playlets on topics of interest using different tropes.	Creates an ending to a given literary text.	1. Word Choice and Main Idea 2. Organisation/ Form/ Creativity

Rubrics for Activity 5.4 – C / Creating another stanza for the poem (Total -10 marks)

Criteria	Excellent	Good	satisfactory	Needs Improvement
1.Word Choice and Main Idea (5 marks)	<b>4-5 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
	A substantial number of adjectives and nouns are used to paint a vivid picture and add to the poem's overall message.	Some adjectives and nouns are used to paint a picture to enhance the poem's overall message.	A few adjectives and nouns are used and they slightly contribute to the poem's overall message.	Attempted to write but incomplete ideas.
2.Organization/ Form/ Creativity (5 marks)	<b>4-5 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
	A unique personal response presented creatively.	A creative personal response is presented.	A somewhat creative personal response is presented.	Lacks creativity. A mere repetition of words.

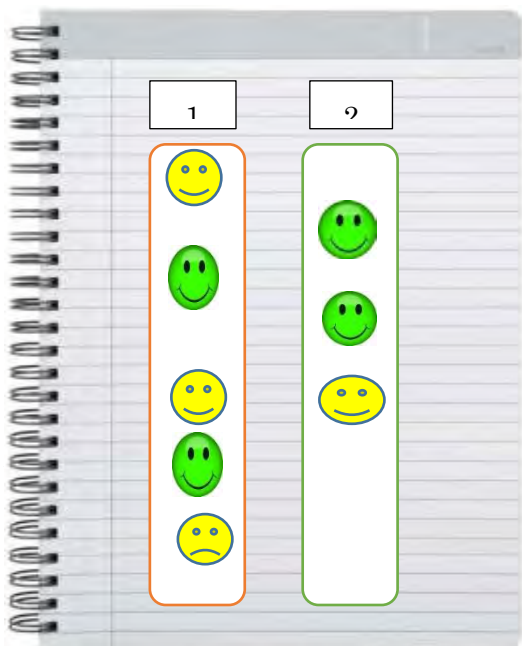
## Section 6 - Annexes

### Annexure 1 – Making a Wrist Band

Wrist bands of learners should come like this according to the faces they achieve in progress check. Ask them to paste in the front page of their exercise book.



Ask the learners to keep the first page of their exercise book to paste these wristbands, so that they will see their progress throughout the module



Grass skirt

- Make a worksheet with 6-10 questions based on different parts of the modules. You can make any question type i.e. Multiple-choice, gap-fill (cloze) and short-answer questions
- Copy the worksheet onto different coloured papers; one colour per group.
- Cut under each question from right to left leaving the left edge of the page uncut. It will look like a grass skirt.
- Paste these grass skirts on the wall. (One for each group)

- Tell the learners that they are going to have a competition in groups and that they will be given one question that they must answer correctly before they get the next question and so on.
- Group the learners. One runner at a time can run to their grass skirt.
- Ask the runner to tear off the first question from their Grass skirt and take it to his/her group. The group has to read the question and find the answer from the module and write it on the same strip.
- Then they hand over it to the teacher. If the answer is correct, the next runner can run to the Grass Skirt and tear off the second question
- The winning team is the team that answers all the questions correctly first.
- Sample Questions
  - **Name the girl who loves bees.**
  - **Name the poem that talks about a boy who dances in the rain.**
  - **How many faces are there in a Progress check?**
  -



### Annexure 3 – Summative Assessment

#### Summative Assessment

**Activity A** - Answer the following questions.

1. Where do animals live according to the poem?
2. How does the poet describe the size of animals?
3. Name two ways in which animals can move as mentioned in the poem.
4. According to the poem, what are the sounds made by the animals?
5. What does the speaker wonder about?

#### Activity B

What are the messages that you can take from the poem? Give examples to support your answer.

#### Activity C

Can you write another stanza for this poem to describe the food that different animals eat? Write four lines describing what these animals eat.