



Moments



The Lost Child

Activity – I: Pre-Reading

SKILL AREA: LISTENING

Learning Outcomes: The students will be able to

- listen for understanding.
- predict the theme of the lesson.
- understand verbal descriptions.

Time Required: 10 minutes

Procedure:

1. The teacher displays the following pictures on the board.
2. Reads the following transcript of the public announcement:
'A young girl about three years old is missing since yesterday. She has large black eyes and curly black hair.'

Which one of the faces is being described?



(1)



(2)



(3)



(4)

3. The students are asked to identify the lost child
4. The teacher relates the activity with the lesson.

This activity need not be graded.



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Activity – II: While-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

use the skill of organising their thoughts in a group and putting it in a sentence or two individually.

Speak without any written text in hand.

Task: Description of the fair as seen by the child.

Time Required: One period



Procedure:

1. The teacher shows the given pictures to the class.
2. The students working in groups discuss the fair they would have seen.
3. The students describe the fair in 80-100 words in the first person.



(Begin..The fair was really exciting. There was so much to seethe balloons; the snake charmer; the toys ;wanted to eat to my heart's content; colourful things; a sea of people; noise; roundaboutshaving fun till I lost sight of my parents; the worst moment of my life)

4. The teacher evaluates the composition.

Assessment Criteria:

Content

Fluency and accuracy

Creativity

Feedback:

Some of the descriptions could be taken up for editing.

The best descriptions could be shared with the class.

This activity could be part of the portfolio.

Activity – III: While-Reading

SKILL AREA: THINKING / SPEAKING

Learning Outcomes: The students will be able to

understand the key themes of the story.

enhance their thinking skill.

write accurately and fluently.

Task: The lost child is found by a man who asks the child about his parents/ home to make an announcement. Write the dialogue between the man and the child. (ask names, name of the village, what his parents were wearing, where he lost them, etc)

Time Required: One Period

Procedure:

1. The teacher divides the students into groups.
2. The teacher stops at the end of paragraph 4 on page 4.



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3. The teacher explains the task and asks the students to write the dialogue.
4. One or two groups may be selected to enact the dialogues.

Assessment Criteria:

Content
Fluency and accuracy
Creativity

Feedback:

The teacher may help students in writing the description in short.

Activity – IV: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to
write a description of the lost child in the form of a Missing Person advertisement.

Time Required: One Period

Procedure:

1. The teacher divides the students into groups.
2. She gives the Missing Child advertisement to the students.
3. The students study the advertisement and discuss its features in groups.
4. They work in groups to write an advertisement for the lost child (from the story).



MISSING

Name: Sunny Kumar s/o Rakesh. Male, Resident of H.No. GA-65, Prahladpur is missing since 5 January 2010. He was last seen with his friends in the park. Height 122 cms, build strong, complexion wheatish, face round, short, black hair, large black eyes. Scar on chin. Wearing blue T-shirt and dark blue pants. Finder contact Police Station Pitampura, Tel. 011-2531610,253160.



Assessment Criteria:

- Content
- Fluency and accuracy
- Creativity

Feedback:

- Some of the advertisements could be taken up for editing.
- The best advertisements could be shared with the class.

This activity could be part of the students' portfolio.

Activity – V: Post-Reading

SKILL AREA: RESEARCH

Learning Outcomes: The students will be able to

- enhance their knowledge about Indian writers in English.
- enhance their research skills.
- explore beyond the text.

Time Required: One day

Procedure:






1. The class is divided into groups of four or five and the teacher initiates a discussion on contemporary female Indian writers in English.
2. The teacher distributes the worksheet and asks the students to identify the writer and collect information about her from various resources and complete the worksheet.
3. The findings of the students are discussed in the class. The teacher may add to the information collected by the students.



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WORKSHEET

Picture	Name	Major Works	Interesting facts about the author or works
			
			
			
			
			



Assessment Criteria:

Research

Team Work

Additional Information

Feedback:

The teacher helps students in recognizing the author and identifying resources for information.