


Priya's Mask



**COMIC BOOK
TEACHER'S GUIDE**

REGIONAL 
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 U.S. Embassy, India

Priya's Mask



Read the comic book, "Priya's Mask" at www.priyashakti.com/curriculum



SUMMARY

Priya's Mask is a comic set during the COVID-19 Coronavirus pandemic. This pandemic has created difficulties for children and teens as their families cope with changes to daily life. *Priya's Mask* aims to bring some insight into the struggles of young people and the effects of the pandemic on their lives. In Part One, Priya befriends a young girl, Meena, whose mother is a nurse. Priya and Meena fly above the city on Priya's tiger friend, Sahas, encountering Meena's friend before arriving at the window of the hospital where Meena's mother works. Meena observes the importance of her mother's work and comes to understand how her mother has been sacrificing her time with her daughter for the greater good of society. Meena then organizes her neighbors to come to their windows to applaud Meena's mother as she returns from a long shift at the hospital.



In Part Two, Priya flies north to visit her superhero friend, Burka Avenger, who is the alter ego of Jiya, a schoolteacher. Burka Avenger and Priya show compassion and kindness toward Baba Kaboom, Burka Avenger's nemesis, when he falls ill with COVID-19. Their unselfish behavior underscores the need for everyone to work together to combat the deadly virus.

BEST TEACHING PRACTICES

The following are teaching tips that can be used with the activities accompanying *Priya's Mask* as well as those for any other learning materials. They represent best practices in English language teaching, reflecting the research and experiences of leading professionals in the field.

Implementation of these tips does not require additional materials or preparation, but as with doing anything new, you may find that using these ideas becomes easier the more you practice them.

TIP Using warm-up activities

A warm-up prepares the students to learn. Warm-up activities help students to remember what they already know about a topic, in this case, the character Priya and the COVID-19 virus. By activating their background knowledge, students are better prepared to bring their own experiences to the lesson. Furthermore, awareness of the topic also helps them to remember vocabulary and ideas that they may encounter in the text.

TIP Beyond drilling

Drilling vocabulary by asking students to listen and repeat is a very common practice. This can be an important part of the learning process as students need to hear and say vocabulary, especially to ensure good pronunciation. However, drilling vocabulary is only one small step in the process to helping students learn new words. It is important that students understand the meaning of new words and that they follow on with activities that give them the opportunity to *use* new vocabulary in meaningful and creative ways.

TIP Eliciting from students

Research shows that students learn better and remain more engaged when teachers elicit answers from them instead of providing them with answers. This is because students have to think and become active in the classroom instead of simply receiving information passively.

TIP Ways of eliciting from students

Sometimes students are reluctant to speak or volunteer. Be prepared with leading questions to help students. For example, if you are eliciting what is in a picture, you can ask leading questions about it. *Ask Who can you see in the picture? How do you think they feel? What are they doing?, etc.* This will help students overcome a fear of being wrong or shyness about not knowing what to say.

TIP Reviewing items before doing the activity

Students need to understand what they are supposed to do before reading the comic. Therefore, it is important to review the sentences or questions of each activity before students read or discuss. You can do this in different ways, for example, by asking students to read silently, reading aloud for the students, asking students to review the items in pairs or groups, etc. before discussing any difficulties with vocabulary or meaning.

TIP Doing an example with the students

Depending on the level of your class, you may wish to do the first item in the activity as an example. It is important to encourage the students to be involved in the example process by asking them questions about where the information was found, how to determine an answer, or the meaning of key vocabulary to determine an answer. Similarly, if your class has mixed abilities, you may wish to have more advanced students provide the example.

TIP Grouping students

You may wish to use different grouping strategies in the classroom. You could ask students to work in pairs, or small groups, or you could divide the class into two or four, depending on the activity. You might also consider ways in which you can help students to support each other by asking stronger students to work with weaker classmates.

TIP Using the board

You may want to use the board when eliciting answers or ideas from students. It can be especially helpful to do this when the answers or ideas will be used to do another activity because students will have something to refer to or remind them of the discussion. Alternatively, you can have students come up to the board to write their answers or ideas. This will keep students engaged and more active.

TIP Reading quickly

It is important that students develop different kinds of reading skills. Some activities call upon students to 'read quickly'. In these activities, students are searching, or scanning, for specific pieces of information, so they do not need to read every word or sentence carefully. Encourage students to develop their scanning skills by setting time limits for them to complete the quick reading process.

TIP Assigning group roles

When students work in groups, it is important that each student has a role. This ensures that all students remain involved and responsible for the group's success. You can assign the roles of manager, secretary, timekeeper, and reporter. The manager makes sure that each person has a chance to speak and no one dominates the discussion. The secretary takes notes of the ideas or answers. The timekeeper makes sure that all questions or issues are discussed in the time given. Finally, the reporter presents the group's ideas to the class.

TIP Supportive error correction

Making mistakes is an important and natural part of the learning process, so students will inevitably make a variety of errors. Your error correction strategy will depend on the focus of your lesson and in general it is important to correct errors that relate to the lesson, or those that lead to major misunderstanding. Avoid simply saying *No*, or *That's wrong*. Instead, give students an opportunity to self-correct. Say, for example, *Not quite. Try again*. Or you may repeat the error with a questioning intonation to draw the student's attention to it to help the student self-correct. ask another member of the class to help.

TIP Making predictions

Asking students to make predictions before they watch, listen to, or read something is an important part of learning. This helps them to activate what they know and understand about a story or topic so that they are better able to anticipate or understand the information. It helps them to think of ideas or vocabulary they may expect to read so they are better able to follow along.

TIP Using illustrations to support learning

Illustrations in textbooks are more than decorative. They not only engage students, but also facilitate the teaching and learning process. It is helpful to direct students' attention to illustrations before asking them to do an activity. Eliciting the language and characters they know as well as the meaning of the scene can prepare them to read and understand more effectively.

TIP Checking answers

Students will be more engaged if you use a variety of answer checking techniques. For example, you may elicit answers from volunteers or call on individual students to share their answers. In some instances, you may want to put students in groups or pairs to compare and discuss their answers and then elicit responses from the groups.

TIP Praising students

Learning a language can be intimidating. Students may feel shy or embarrassed to make mistakes. This feeling may be more intense when students create original work or perform in front of their classmates. Be sure to acknowledge this and encourage them by praising their efforts. Even if you are correcting students, be sure to acknowledge their efforts and praise them.

BEFORE YOU READ

Warm-up

- Ask students if any of them have ever heard of Priya and her tiger Sahas. If they have, ask them to tell the class what they know about her.
- If students are not familiar with Priya and Sahas, direct their attention to the cover of their materials. Ask them to describe the picture, focusing on Priya and Sahas.
- Explain that Priya is a young woman who fights for justice and the common good.
- Ask students what they know about COVID-19. Encourage them to share how it has impacted their lives.
- Be sure to correct any false information, e.g., the virus is transmitted by food. If you need more information, please visit one of the following websites:
 - The World Health Organization: <https://covid19.who.int/>
 - The Indian Ministry of Health and Family Welfare: <https://www.mohfw.gov.in/>
 - The Centers for Disease Control in the United States: <https://www.cdc.gov/>

A. Meet Priya

- Direct students' attention to Priya and Sahas on the page. Ask students to describe her. Accept all answers.
- Tell students to look at the words in the activity. Read the words aloud so students can hear their pronunciation.
- Elicit the meanings of the words. If an incorrect meaning is given, ask if any other students can help correct the answer.
 - If students don't know the meanings of the words, put them in pairs and ask them to guess the meanings, or look them up in a dictionary.
- Elicit the meanings of the words and provide any definitions students have not been able to find.
- Ask students to repeat the words after you. Ask them to repeat them as a class and individually to ensure that they are pronouncing them correctly.
- Ask students to work on their own to choose the adjectives they think describe Priya.

B. Critical thinking

- Put students in pairs. Ask them to discuss *why* they chose the adjectives in Activity A.
- Give students time to discuss their ideas. Encourage them to use *because* in their explanations to give reasons.
- Call on several pairs to share their answers with the class.
- Make sure students explain their choices. If they are unable to explain, draw their attention to Priya's facial expression, her body position, her clothing, etc.

OPTIONAL ACTIVITY

Ask pairs or groups to brainstorm other adjectives to describe Priya. You can make it a game and have teams of students race to create the longest list of words.

OPTIONAL ACTIVITY

Ask students to write sentences about Priya using the adjectives they chose. Encourage them to use *because* in their sentences.

C. Vocabulary

- Write the adjectives from Activity A on the board in the two columns, as on the page.
- Review the meanings by eliciting them from the class.

- Match the first pair as an example. Point to the word *anxious* and elicit its opposite from the second column.
- If students aren't sure, give a sentence with the word, for example, *The student was anxious to give his presentation because he didn't like speaking in front of others.*
- Ask students to review the words in the second column again and elicit the answer.
- Repeat with the other adjectives. If you need to give example sentences, be sure to use sentences that have enough context to make the meaning of the word clear so that students can determine the opposite.

ANSWERS

anxious - confident
interesting - boring
strong - weak
cowardly - brave
typical - unusual

OPTIONAL ACTIVITY

Ask pairs or groups to choose one word from each pair and write a sentence for it. Tell them to leave the key word out of the sentence so that another pair or group can guess which word best fits in the blank. Give students time to write their sentences and then swap their sentences with another pair or group to guess the answers. Walk around, helping as necessary. Ask volunteers to share some of their sentences with the class.

D. Vocabulary

- Direct students' attention to the activity and explain that they are going to guess the meaning of the underlined words by reading the sentences. Explain that they are going to match the words to their definitions.
- Depending on the level of your class, you may wish to have students read the sentences silently and then discuss any difficulties in meaning, or you may wish to read each sentence aloud while students follow along and then discuss any questions.
- Do the first one with the class as an example. Even if students know the meaning of the word, elicit information in the sentence that helps them to guess its meaning.
- Point out that two of the words mean the same thing.
- Put students in pairs or groups to complete the activity.
- Have students compare their answers with others.
- Check by calling on volunteers to share the answers. Confirm that the two words that mean the same thing are *contagious* and *infectious*.

ANSWERS

1 C 2 F 3 D 4 B, E 5 A

Learn how to learn!

- Point out that another useful clue to guessing meanings of words is to consider the words part of speech.
- Read the tip in the box or ask students to read it on their own. Discuss any difficulties in meaning.
- Check students' understanding by asking them to name some nouns and then nouns preceded by articles, and finally some plural nouns.
- Write the students' examples on the board for visual support.
- Repeat with adjectives, asking students to say some phrases in with nouns modified by the adjectives. Again, write the examples on the board for support.
- Put students in groups to identify the parts of speech of the underlined words in Activity D.
- Check answers as a class by eliciting students' responses.

ANSWERS

- A** noun
- B** adjective
- C** noun
- D** noun
- E** adjective
- F** noun

E. Connect to science

- Explain that in this comic, Priya helps people to fight a dangerous illness. Read through the list of diseases, and if necessary, ask students to repeat them.
- Ask students to tick the diseases they have heard of. Ask them to tick even if they do not know everything about that illness.

OPTIONAL ACTIVITY

Conduct the activity as a class survey. Write the disease names on the board and ask students to raise their hands if they have heard of the disease. Tally the results on the board to see how aware the students are.

F. Speaking

- Ask the students to read the questions. Discuss any vocabulary or meaning difficulties, eliciting help from other students whenever possible.
- Put students in pairs to discuss what they know about each of the illnesses.
- Walk around and help as necessary.
- Call on different students to share their answers. Continue until all of the diseases have been discussed.
- Allow students to contribute any additional information.

I. WHILE YOU READ

A. Setting the scene

- Tell students to look at the first page.
- Elicit who the characters are and where they are.
- Ask students to tell you how they arrived at their answers. Encourage students who have different ideas to give their support for their answers.

B. Comprehension

- Tell students they are going to read the page and the sentences and then, circle *T* for *true* or *F* for *false*.
- Read the sentences with the class. Discuss any difficulties with vocabulary or meaning.
- Ask students to read the page and circle. Put students in pairs or groups to compare their answers.
- Elicit the answers. Encourage them to identify the picture and text that supports their answers.

ANSWERS

1 T 2 F 3 F 4 T

OPTIONAL ACTIVITY

Ask students to restate or rewrite the false sentences as true sentences.

Learn how to learn!

- Tell students they are going to learn about making an inference. Ask if any students can describe what it means to *make an inference*.
- Before asking students to read the Learn how to learn! box, state the example sentence: Meena said, "I had my umbrella, but I still got wet on my way home!"
- Ask students specific questions about the sentence to help them make inference. For example, *Was Meena outside? What did she have with her? Was the weather dry? How do you know? Did she tell us what the weather was like?* Point out that they are making inferences to answer these questions based on the information in the sentence.
- Direct students' attention to the Learn how to learn! box. Ask them to read it, or if necessary, read it with them.
- Explain that inferences are guesses so it is not possible to be 100% sure. Remind students of the example sentence. Ask them to think of a possible situation in which the inference that it was raining heavily might not be correct. For example, it wasn't raining, but Meena had her umbrella and then someone dumped a bucket of water out of a window, which caused her to get wet. Point out that this is not very likely, but it shows that we cannot know because Meena didn't say specifically how she got wet.
- Remind students that even though inferences aren't known facts, they are very useful tools to develop critical thinking skills.

C. Critical thinking

- Direct students' attention to the picture. Elicit what they can see, including the landscape.
- Ask students to read the tigers' speech.
- Ask if they can make any inferences based on their speech and the picture. Accept all reasonable answers.
- Ask the students to read the sentences, discussing any difficulties in meaning.
- Give students time to determine which three sentences are the likely inferences.
- Ask students to compare their answers in pairs. Then, call on a volunteer to give the answers.

ANSWERS

Sentences 1, 4 and 5.



D. Speaking

- Review the answers to Activity C.
- Elicit any different opinions.
- Put students in groups to justify their inferences with information from the picture and the speech.
- Call on volunteers to share their discussions with the class.
- Remind students that inferences are guesses, so it is useful to discuss them.

SUGGESTED ANSWERS

Sentence 1 is a likely inference because the first tiger says they haven't seen a human for weeks. Stating this time frame indicates this is unusual and worthy of mention. Therefore, we can infer that tigers sometimes see humans in the forest. Sentence 4 is a likely inference because the second tiger notices that the air is clean today. If this were typical, the tiger would probably not mention it. Sentence 5 is a likely inference because the second tiger notices that the great mountains in the distance can be seen. Again, if this were typical, the tiger would probably not mention it.

E. Setting the scene

- Tell students to look at page 4. Tell them not to read any of the text.
- Explain that they are going to look at the pictures and try to construct the story.

- Reassure them that there are no right or wrong answers in this activity. They should use their background knowledge about Priya and the clues from the pictures.
- Elicit vocabulary for each picture, focusing on the main items and Priya. Write the words on the board to support the discussion.
- Put students in groups to tell the story in their own words.
- Walk around and help as necessary but don't tell students if they are correct or not at this stage.
- Call on volunteers to share their groups ideas about the story.
- Discuss any differences, asking students to refer to the pictures to support their ideas.

F. Comprehension

- Ask students to read the page.
- Discuss how close student's stories were to the actual story.
- Direct students' attention to the activity. Ask students to read the sentences. Discuss any difficulties in vocabulary or meaning.
- Ask students to do the activity in their groups.
- Check the answers as a class.

ANSWERS

A 2 B 3 C 4 D 1

G. Vocabulary

- Ask students to look at the picture.
- Remind them that it is possible to say the same thing in different ways.
- Ask students to read the dialogue.
- Ask them to look at the numbered items below and underline those phrases in the dialogue.
- Call on different students to read the lettered sentences aloud. Discuss any difficulties in meaning or vocabulary.
- Ask them to do the activity on their own and then check their answers in pairs.
- Call on pairs to share their answers.
- Discuss any difficulties. Ask students who got the correct answers to share how they were able to figure out the meanings.

ANSWERS

1 C 2 A 3 B 4 D



H. Predicting

- Direct students' attention to the small picture of Priya.
- Elicit what she's holding.
- Put students in pairs to discuss what the goddess gave Priya.
- Remind them to consider why they decided on their answer. Encourage them to consider what they have learned so far in the story as well as what they have experienced in their own lives.
- Call on pairs to share their answers and their reasons.
- Accept all reasonable answers.

II. WHILE YOU READ

A. Checking your prediction

- Review what students thought the goddess gave Priya.
- Ask students to read the page quickly and check their answers. It is useful to set a time limit, for example 30-45 seconds, to encourage them to scan the text quickly instead of reading each word carefully.
- Elicit how students determined the answer. Encourage them to identify specific words or pictures that helped them find the answer.

ANSWERS

The goddess gave Priya some material to use as a mask because wearing a mask is an important way to prevent the spread of COVID-19.

B. Comprehension

- Tell students they are going to read the page again more carefully to understand more thoroughly.
- Explain that they will complete a summary of the story on the page.
- Prepare them to do the activity by asking them to read the words A through D.
- Elicit the meanings of the words. Then, say the words so that students know their correct pronunciations.
- Ask students to read the page.

- Elicit a quick summary of the action. Encourage students to use their own words.
- Ask students to complete the summary in the activity using words A-F. You may wish to have them complete the activity in pairs or groups.
- Check by asking students to read the complete sentences with the correct words.

ANSWERS

1 C 2 E 3 B 4 A 5 F 6 D

OPTIONAL ACTIVITY

Ask students to write their own summary of the action. You could also expand the activity to include writing a summary of the story thus far.

C. Critical thinking

- Tell students to look at the picture and ask them to describe it, including the colors and lack of people.
- Read Sahas's words aloud. Write the words *quiet fear* on the board.
- Ask students what they think this means. Accept all reasonable answers.
- Encourage students to use the picture as well as what they know about the story so far to support their ideas.

D. Connect to science

- Remind students of the diseases they discussed before beginning reading the comic. Write them on the board for support.
- Review the basics about each disease.
- Ask students which virus they think Priya and Sahas are going to help people fight. Put students in groups to discuss their ideas.
- Call on different groups to share their ideas. Ask them to refer to things in the comic or from their own experience to support their ideas.

OPTIONAL ACTIVITY

Conduct a survey to determine which disease the class thinks the comic is about. Then, conduct the activity as a class discussion. You may wish to put the class into two groups and ask each group to find as many clues in the comic as they can to support their ideas.

E. Comprehension

- Tell students they are going to read the page and then match the beginning and ends of the sentences.
- Before they read, ask them to look at the pictures and say what they think is happening in the story.
- Give students time to read and then match the sentence halves.
- Put students in pairs to check their answers and then call on different students to read the complete sentences aloud.

ANSWERS

1 B 2 A 3 D 4 C

Learn how to learn!

- Ask students to read the Learn how to learn box.
- Write the word *synonym* on the board and elicit its meaning as well as the examples given in the box.
- Ask students to think of other pairs of synonyms, for example, *sad / unhappy; sick / ill; tired / sleepy, etc.*

OPTIONAL ACTIVITY

Put students in groups and have each think of as many synonym pairs as they can. Alternatively, you can give a set of adjectives and ask groups to find as many synonyms for those words as they can. You may wish to have them use dictionaries if your students have them and would benefit from practice using them.

F. Vocabulary

- Tell students they are now going to do an activity focusing on synonyms.
- Ask students to read the sentences in the activity and then find them on the page in the comic. You may wish to have them underline the sentences in the text.
- Put students in pairs or groups to do the activity.
- Walk around and help. If necessary, allow students to use a dictionary to look up any unfamiliar words.
- Call on volunteers to share the answers with the class. You may wish to have them read the sentences with the synonyms in place of the underlined words, but make sure students adjust the word forms as necessary, i.e., an enchanted tiger; looking after sick people.

ANSWERS

1 B 2 A 3 C 4 A 5 A

G. Vocabulary

- Keep students in their pairs or groups. Tell students they are now going to do an activity focusing on antonyms.
- Ask students to look at the underlined words in Activity F again and choose the antonym from the remaining two answer choices.
- Call on volunteers to share their answers.
- You may wish to have students read the sentences with the antonyms in place of the underlined words, but make sure students adjust the word forms as necessary, i.e., an ordinary tiger; neglecting sick people. If you choose this option, elicit which sentences are realistic and which are not natural. Encourage students to explain their opinions.

ANSWERS

1 A 2 B 3 A 4 C 5 B

Learn how to learn!

- Ask students to read the Learn how to learn box.
- Write the word *antonym* on the board and elicit its meaning as well as the examples given in the box.
- Ask students to think of other pairs of antonyms, for example, *sad / happy*; *sick / well*; *awake / sleepy*, etc.
- You may wish to adapt the optional activity ideas given for synonyms so that students can practice antonyms.

H. Be creative

- Ask students to summarize the story so far. Do not worry if they do not include all details.
- Ask students to look at the picture and then locate it on the page of the comic. Ask students to read the dialogue in the comic.
- Explain that students are going to create an original dialogue between Meena and her mother. This dialogue should fit with the picture and what they know about the story they know so far.
- Make two columns on the board. Label one Meena and the other Meena's mother. Ask students to make the same two columns on a piece of paper.
- Put students in pairs to brainstorm everything they know about Meena and her mother, writing the information in the columns.
- Call on students to share their ideas. Write them on the board. Alternatively, have students come up to the board to complete the columns.
- Ask students to create their original dialogue for the scene. Encourage them to use the information on the board for ideas.
- Give students time to work. Walk around and help as necessary.
- Call on students to read and / or perform their dialogues.
- Correct any errors as necessary, focusing on those that lead to misunderstandings of meaning.
- Praise students for their creativity and effort.

III. WHILE YOU READ

A. Using visual cues

- Ask students to look at the pictures at the bottom of page 6 and the top of page 7.
- Ask students how these pictures are different from the others on these two pages. Elicit that the use of color is different.
- Ask students to think about why they are different. Ask them to think about how the dark pictures make them feel.
- Accept all reasonable answers.

B. Predicting

- Ask students to look at the pictures on page 7 and describe what is happening.
- Ask students to read page 7. Then, ask them to predict where Priya is taking Meena. Ask them to refer to things on the page that helped them to make their predictions.
- Accept all reasonable answers. Write their ideas on the board.

C. Comprehension

- Tell students they are going to do a comprehension activity. Review the sentences in the book and discuss any difficulties in vocabulary or meaning.
- Ask students to read the text for the first two pictures again.
- Check the answers as a class.

ANSWERS

Sentences **1** and **2** are true.

3 Meena's mother doesn't read stories to her now.

4 Meena doesn't have anyone to share her feelings with now.

5 Meena doesn't see her friends these days.

OPTIONAL ACTIVITY

The text in these pictures includes the grammar form *used to* and *would*. These are important grammar forms that we use to talk about things that were true in the past but are no longer true. Write the sentences from the text on the board:

We used to go to the park together.

You would make my favorite kheer.

Underline the verb forms. Remind students that Meena and her mother don't do these things now. Elicit why they don't do these things (Because Meena's mother is busy caring for ill COVID-19 patients).

Ask students to write two sentences about things in their own lives that were true in the past but are not true now. Tell them to use *used to* and *would*. Walk around and help with the verb forms. Then ask students to share their sentences with the class.

D. Using visual cues

- Direct students' attention to the picture. Elicit how the characters feel, noting that Meena is very happy.
- Ask two students to read the text aloud dramatically. Encourage them to act the mood of the characters when they read.
- Ask students if they notice anything unusual about the spellings of some of the words. Write these words on the board.
- Put students in pairs to discuss the spelling of some of the words and why they may be spelled like that.
- Ask pairs to share their ideas.

ANSWERS

Some words have extra letters. These extra letters show the excitement and intensity of Meena's words.

E. Critical thinking

- Direct students to the last picture on the page. Ask a student to read the text aloud.
- Ask students why they think the air may be cleaner now. You may wish to put them in groups of pairs to discuss this.
- Elicit students' ideas (there is less human activity, so factories aren't working; there are fewer cars, buses, and trains working,)
- Put students in groups to discuss the positive and negative aspects of this.
- Make two columns on the board. Label one *Positive* and the other *Negative*.
- Elicit students' ideas and invite students to the board to write their information in the correct column. Discuss any differing opinions.

ANSWERS WILL VARY

There are positive and negative aspects of the reasons for the cleaner air. The reduced pollution is positive for the health of people and animals, but at the same time, people are not working or spending time with others, so this is a negative result.

F. Using visual cues

- Ask students to look at the pictures on the page and focus on the city landscape.
- Put students in groups to discuss how the city looks. Ask them to focus on the colors and the appearance of the buildings.

- Ask students to think about why the artist chose to make the city look like this.
- Elicit students' ideas. Accept all reasonable answers. Encourage students to connect their ideas to other things they are read or seen.

G. Comprehension

- Explain that students are going to read the page and answer the questions.
- Prepare them to read by having them look at the pictures and describe what they think is happening in each picture. Ask them to identify the characters and what they are doing.
- Read the questions with the students. Discuss any difficulties with vocabulary or meaning.
- Tell students to read the page and then answer the questions.
- Put students in pairs or groups to check their answers.
- Call on volunteers to share their answers.

ANSWERS

- 1 Meena's friend is Lina.
- 2 Lina wishes she could visit her grandmother.
- 3 Meena's mom takes her for ice cream and sweets at a shop in the city. Now, this place is empty.
- 4 Meena and Priya hear people the voices of the townspeople.

H. Critical thinking

- Ask students to look at the picture and read the text.
- Ask students to read aloud the things the people are saying.
- Discuss any difficulties in meaning or vocabulary.
- Put students in groups to discuss the first question.
- Call on volunteers to share their group's answers.
- Encourage students to give reasons for their answers.
- Ask the groups to discuss the second question about Priya's words.
- Again, call on students to share their group's ideas.

IV. WHILE YOU READ

A. Checking your prediction

- Remind students of the prediction they made about where Priya was taking Meena.
- Review by writing these predictions on the board.
- Tell students to look at the page and read it very quickly just to find where Priya was taking Meena.
- Elicit the answer from the class. Ask students to say how they knew the answer.

ANSWERS

Priya took Meena to the hospital where her mother works.



B. Comprehension

- Tell students they are now going to read the page more carefully and answer some questions.
- Review the questions with the students, discussing any difficulties in vocabulary or meaning.
- Tell students to read the page and then circle T (True) or F (False).
- Elicit the answers from the class.

ANSWERS

1 T 2 T 3 F 4 F



OPTIONAL ACTIVITY

Ask students to identify where in the text they found their answers. Then, ask them to correct the false sentences. You can also ask them to write one or two sentences that are either true or false and then exchange them with a partner to answer.

C. Vocabulary

- Review the meaning of *synonym* and *antonym* using some of the examples used on earlier in the comic.
- Explain that students are going to read some sentences based on this page of the story. Point out that the underlined words or phrases are synonyms for the answer choices at the top of the activity.
- Ask students to read the answer choices at the top and check that students understand them. Alternatively, if they have dictionaries, you can ask them to check the meanings of unknown items.
- Ask students to read the sentences and choose the correct answer. Point out that there are two items in sentence 4.
- You may want to put the students in pairs or groups to do the activity.
- Call for volunteers to share the answers with the class.

ANSWERS

1 D 2 E 3 B 4 A, F 5 C

D. Critical Thinking

- Review the meaning of the phrase *making an inference*. Remind them of the examples you discussed.
- Direct students' attention to the picture. Elicit a recap of the story for this page.
- Ask students to read the sentences. Discuss any difficulties with meaning or vocabulary.
- Put students in pairs or groups to read the text and do the activity. If necessary, do the first one with the students to elicit if it is a reasonable inference or not.
- Walk around, helping as necessary.
- Call on volunteers to share their answers.

ANSWERS

Sentences 1, 2, and 4 are the most likely inferences. Sentence 3 is the opposite of what Priya's mother thinks. It is possible that the woman's friend is contagious. There is not enough evidence to conclude that Sentences 5 or 6 are true.

E. Connect to the world

- The elderly woman thanks Meena's mother for risking her life to care for her. Ask students to read the questions about the elderly woman's statement. Discuss any difficulties with vocabulary or meaning.
- Conduct the activity as a class or put the students in groups to discuss their answers.

OPTIONAL ACTIVITY

Put students in groups and ask them to identify workers who are important in the fight against COVID. Ask them to be creative and think about all hospital and healthcare workers, for example, not only doctors and nurses, but also those who clean hospitals or make safety equipment for healthcare workers. You may conduct the activity as a race or competition, with the group who comes up with the most ideas in a set time period.

F. Using visual cues

- Ask students to look at page 10 of the comic.
- Explain that they are going to look at the pictures and describe what is happening in their own words.
- Prepare students by eliciting the characters, what they are doing, and where they are.
- Put students in pairs to describe the action of the story in their own words.
- Walk around, helping as necessary.
- Call on volunteers to share their ideas.

G. Comprehension

- Tell students they are now going to read the page.
- Ask students to read the page and then compare it to their ideas about the action that they discussed in Activity F.
- Discuss the ways in which students' ideas were similar to or different from the actual story.
- Tell students they are going to read again and answer the comprehension questions.
- Review the questions with students, discussing any difficulties with vocabulary or meaning.
- Give students time to read and answer the questions. Encourage them to write their answers in a notebook.
- Ask students to compare their answers in groups or pairs.
- Elicit the answers from the class.

ANSWERS

- 1 She is taking care of very ill patients.
- 2 Meena wants to be strong for her mother because her mother is working hard to take care of very ill patients.
- 3 They clap for her from their balconies when she comes home from work.
- 4 She is very thankful and pleased.

H. Using visual cues

- Ask students to look at the questions in Activity G again. Ask them to think about *how* they determined the answers to these questions.
- Give students some time to think about this and elicit their answers.
- Explain that pictures and the text work together to tell the story.
- Put students in groups to discuss which questions they answered by reading the text and which they answered by looking at the pictures.
- Call on volunteers to share their answers. Discuss any differences as a class.

ANSWERS

The first two questions can be answered by the text. The second two questions can be answered mainly by looking at the pictures.



- Tell students they are going to be creative and write the words that Meena's mother would say. Be prepared with some simple ideas. For example, she might say Thank you! You are very kind!
- Encourage the students to think more deeply about what they have read so far, including the discussion Meena's mother had with the elderly woman and her discussions with Meena at the beginning of the story.
- Give students time to write their ideas. You may wish to put them in pairs or groups.
- Walk around, helping with vocabulary and grammar, as necessary.
- Call on volunteers to share their ideas with the class.

OPTIONAL ACTIVITY

Ask students to continue the story beyond this final scene. Ask them to write the dialogue between Meena and her mother, and perhaps others, like Meena's father. Invite students to come to the front and act their ideas.



I. Be creative

- Direct students' attention to the picture of Meena's mother.
- Elicit where this picture occurs in the action of the story.
- Ask students to describe the picture, including the time of day, the sign, the expression of Meena's mother.

AFTER YOU READ

A. Comprehension

- Explain that students are going to answer some general questions about the main points of the story. Point out that these questions do not ask about details.
- Call on volunteers to tell the main events of the story.
- Review the questions with the students, discussing any difficulties with vocabulary or meaning.
- Put students in groups to discuss the questions.
- Elicit the answers and discuss any differences as a class.

ANSWERS

- 1 She is sad because her mother is working all the time and also because she can't see her friends and talk with them.
- 2 Priya helps Meena to cope by taking her to see her mother at work. She shows Meena that her mother's work is very important.
- 3 Meena's feelings change. She decides that she will be stronger so that she can support her mother. We know this because she says this and then she organizes her neighbors to clap for her mother to honor her.

OPTIONAL ACTIVITY

Ask to think about their favorite part of the story so far. Call on volunteers to share their ideas. Ask them to give reasons if they can.

B. Project

- Discuss with students why Meena organized her neighbors, including why this was important for Meena, her mother, and their community.
- Explain that students are going to brainstorm ways to show appreciation for those in their community who are fighting the virus and helping to keep people safe.
- Review the questions that will help students generate ideas. Discuss any difficulties with vocabulary or meaning.
- Put students in groups to discuss the questions and plan their projects.
- Walk around, helping as necessary.
- If students are unsure about what to do, suggest some ideas for them. For example, they can write a letter of thanks to someone in their community who is helping people.
- Call on groups to share their ideas with the class. Encourage discussion about each of the questions to help students further refine their ideas.
- Discuss which ideas are practical and can easily be done. Choose one or more plans to put into action.

OPTIONAL ACTIVITY

Depending on the size and level of your class, you may wish to conduct the project as a class activity. If so, discuss the questions as a group, ask several students to be secretaries and record the class's ideas.

C. Do it!

- Review the letter from Meera's class. Discuss how the letter addresses the questions students considered in Activity B.
- Give students time to do their project. If necessary, ask them to work on it outside of class, but it is important that they have a chance to work together in class so that you are available to answer questions and help as necessary.
- Ask groups to present their projects to the class.
- At a later date, when students have put their plan into action, ask them to report back to the class, explaining what they did and what the reaction was.

BEFORE YOU READ

A. Meet Burka Avenger

- Direct students' attention to the picture of Burka Avenger and Priya. Ask if any students know of Burka Avenger. If so, ask them to share what they know.
- Ask students to look at the picture in the activity and then read the text from the first two pictures on page 11.
- Elicit what they learned about Burka Avenger.
- Put students in pairs to make a list of adjectives to describe Burka Avenger. You may wish to review the adjectives from *Meet Priya* of Activity A of the first page of the materials for the comic.
- Walk around and help as necessary.

B. Discussion

- Explain that students are going to compare their lists with other pairs now. Point out that they should discuss *why* they chose their words.
- Review the examples. Elicit which part of the sentence tells *why* or gives a reason (the part beginning with *because*).
- Combine the pairs to form groups for students to discuss their lists.
- Call on volunteers to share the words they chose and why they chose them.

C. Critical thinking

- Elicit a class list of adjectives to describe Burka Avenger. Write them in one column on the board.

- Elicit another list of adjectives to describe Priya and write them in another column. Include any adjectives that are also on the list for Burka Avenger.
- Draw students' attention to the similarities and differences between the lists.
- Ask students to think of one or two other superheroes they know. Ask them to write a list of adjectives for these superheroes on a piece of paper. Allow them to use a dictionary if possible.
- Put students in groups to discuss the lists they generated for the other superheroes and compare them to the lists for Priya and Burka Avenger on the board. Encourage them to talk about how all these superheroes are similar or different.

If students need help, be prepared with some examples. For example: *Most superheroes are men or boys, but Priya and Burka Avenger are women. Many superheroes have big muscles, but Priya and Burka Avenger have average muscles.*

- Call on volunteers to share their ideas. Be sure to ask them to name the other superheroes they talked about. You may wish to create a master list of superheroes and their attributes on the board for reinforcement.

OPTIONAL ACTIVITY

Ask students to create their ideal superhero. Encourage them to use the lists of words they have made and to consider who or what their ideal superhero would protect or defend.

If students have internet access, you could ask them to use this free website to create their own superhero for homework, and share it with the class the next day.
<https://www.pixton.com/>

I. WHILE YOU READ

A. Using visual cues

- Ask students to look at page 10 of the comic.
- Explain that they are going to look at the pictures and describe what is happening in their own words.
- Prepare students by eliciting the characters, what they are doing, and where they are.
- Put students in pairs to describe the action of the story in their own words.
- Walk around and help as necessary.
- Call on volunteers to share their ideas.

B. Comprehension

- Tell students they are going to read the page and identify the true sentences and correct the false ones.
- Review the sentences with students, discussing any difficulties with vocabulary or meaning,
- Give students time to read and tick the true sentences.
- Put students in pairs to correct the false sentences.
- Check the answers as a class by eliciting the true sentences and the corrected sentences.

ANSWERS

Sentences 1, 4, 6, and 7 are true.

2 Jiya is a teacher, but she is not the mayor of Chutneyville.

3 Jiya's identity as Burka Avenger is a secret.

5 Baba Kaboom's gang does not agree with him. They all wear masks.

8 Baba Kaboom goes to Chutneyville alone. His gang does not go with him.

C. Vocabulary

- Direct students' attention to the picture of Baba Kaboom. Elicit their opinions about him based on the picture..
- Tell students all the sentences in the activity are true sentences about Baba Kaboom. Explain that they are going to learn the meaning of the underlined words based on the context of the sentences.
- Ask students to read the sentences and answer choices. Discuss any difficulties with meanings or words other than the underlined ones.
- Give students time to do the activity, but do not allow them to use a dictionary.
- Put students in pairs or groups to check their answers.
- Elicit the answers from volunteers.

ANSWERS

1 B 2 F 3 A 4 C 5 E 6 D

II. WHILE YOU READ

A. Vocabulary

- Review the meaning of *synonym* by writing some words students know on the board and then eliciting their synonyms, for example, *big, contagious, illness, beautiful, etc.*
- Ask students to look at the picture and read the text. Call on volunteers to explain what is happening in their own words.
- Explain that students are going to match the words from the text to their synonyms.
- Give students time to read the text again and match the words. Encourage them to discuss with a partner if they are unsure, or you may wish to have them use a dictionary.

ANSWERS

1 H 2 A 3 G 4 F
5 E 6 D 7 B 8 C

OPTIONAL ACTIVITY

Ask students to recreate the text with the synonyms. Encourage them to check the grammar of the entire sentence instead of simply replacing the words with their synonyms. Call on students to act out the new dialogue.

B. Speaking

- Elicit the meaning of *kabaddi* from the class. If students are not familiar with this sport, explain that it is a popular sport in parts of Asia. It involves running and tagging opponents and players must be fast, disciplined, smart, and acrobatic to avoid being tagged.
- Explain that Burka Avenger practices tact *kabaddi*, which is her unique martial art (fighting) form that combines that skills of *kabaddi* with the use of pens, pencils, and books for defense.
- Review the superheroes students discussed in Activity C of the **Before you read** section. Write their names on the board.
- Discuss the ways that these superheroes fight or defend themselves and others.
- Put students in groups to discuss how Burka Avenger's fighting style is similar to or different from these other superheroes.
- Elicit students' ideas.

OPTIONAL ACTIVITY

Extend the activity by asking students to imagine specific teams of different superheroes. Encourage them to think about how these superheroes skills complement each other or how these characters could help each other. Encourage them to be creative and think about the situations in which these superhero teams could come to the rescue.

C. Comprehension

- Tell students they are going to read page 12 and answer some questions.
- Read through the questions with the students, discussing any difficulties with vocabulary or meaning.
- Give students time to read the page and answer the questions.
- Elicit the answers from the class, encouraging them to say where or how they found the answers.

ANSWERS



- 1 No. It is more powerful.
- 2 They think people must come together and be kind and compassionate.
- 3 The children think Ms. Jiya would want them to be strong by looking after themselves and their community.
- 4 Yes. The boy says, "He is back." This means Baba Kaboom has been there before. He also asks, "What this time?" This shows he is frustrated by Baba Kaboom.
- 5 Baba Kaboom thinks he can control people with the virus. Answers will vary as to whether students think this will work.

D. Vocabulary

- Review the meaning of antonyms by writing some words on the board and eliciting their antonyms, for example, *big*, *beautiful*, *strong*, *rich*, etc.
- Explain that students are going to find the antonyms for the three words. Read the words and elicit their meanings.
- If students do not know the meanings of the words, ask them to look them up in a dictionary or provide sentences so that they can guess the meanings from context.
- Give students time to read the page and find the antonyms.

ANSWERS



- 1 unlike
- 2 come together
- 3 take care of

III. WHILE YOU READ

A. Predicting

- Direct students' attention to the picture and the children's dialogue about Baba Kaboom.
- Ask students to say in their own words what the dialogue means.
- Ask students to think about what has happened in the story so far. Elicit the opinions of Priya and Burka Avenger about helping others.
- Ask students to predict what they think Burka Avenger will say to the children.
- Accept all answers that students can justify.

B. Checking your prediction

- Ask students to find the picture of the children from Activity A in the comic. .
- Tell students to read Burka Avenger's response and compare it to their own predictions.
- Put students in groups to discuss how their predictions were similar or different from what Burka Avenger said.
- Encourage students to discuss whether they agree with Burka Avenger's response and why or why not.

C. Comprehension

- Tell students they are now going to read the entire page and then identify the true sentences and correct the false ones.
- Give students time to read and do the activity.
- Put students in pairs or groups to check their answers.
- Elicit the answers from the class. You may wish to call students to the board to write the corrected sentences.

ANSWERS



- 1 People are inside their homes because they are staying away from the virus.
- 2 Burka Avenger thinks Baba Kaboom should go to the hospital.
- 3 True
- 4 True

D. Vocabulary

- Tell students they are now going to learn some new vocabulary. Explain that not all of these words are in the comic, but that they are useful words.
- Review the sentences and definitions with the students, discussing any difficulties in meanings of words other than the underlined ones.
- Ask students to read the sentences, guessing the meanings of the underlined words from the context.
- Elicit the answers, asking students if they are able to describe how they figured out the answers.

ANSWERS

1 D 2 B 3 E 4 A 5 C

OPTIONAL ACTIVITY

Ask students to identify the part of speech of each of the underlined words. Elicit how they were able to identify it, for example, place in the sentence, parts of the word, like -al or -ate to signal adjective, etc.

E. Critical thinking

- Direct students' attention to the picture and ask students to read what Burka Avenger says.
- Ask students to say in their own words what the dialogue means.
- Review the meaning of the words from Activity D.
- Tell students to choose the words from Activity D that describe Burka Avenger's attitude. Ask them to justify their choices based on her language her or what she has said / done in the past.
- Put students in groups to discuss their ideas.
- Elicit ideas from the class.

OPTIONAL ACTIVITY

Conduct a class survey. Write the words from Activity D on the board. Poll the class, asking them to raise their hand if they think the word describes Burka Avenger. Then, ask students to write sentences explaining why the class felt these words were appropriate to describe Burka Avenger.

IV. WHILE YOU READ

A. Using visual cues

- Ask students to look at page 13 of the comic.
- Explain that they are going to look at the pictures and describe what is happening in their own words.
- Support students by eliciting the characters, what they are doing, and where they are.
- Put students in pairs to describe the action of the story in their own words.
- Walk around and help as necessary.
- Call on volunteers to share their ideas.

B. Comprehension

- Ask students to read page 14 and then discuss with their partner how close their ideas were to the actual story.
- Explain that this comprehension activity is different from the ones they have done so far. Explain that this time, the answers are given, and students should think of an appropriate question for each answer. Point out that all the questions are information, or *wh*- questions.
- Do the first one together as a class. Ask a student to read the answer. Elicit the question word that is most appropriate (*Why*). Ask students to say how they knew this (the answer begins with *because*).

- Give students time to think of an appropriate question beginning with *Why*. If they need further help, elicit who the answer is most likely about (*Baba Kaboom*).

- Tell students to find Baba Kaboom on the page and think about how the tiger in the answer links to Baba Kaboom (*Baba Kaboom is afraid of Sahas because he thinks Sahas is going to eat him.*).

- Write the question on the board: *Why is Baba Kaboom afraid of Sahas?* Elicit other possible questions, e.g. *Why is Baba Kaboom afraid / worried?*

- Put students in pairs to complete the activity. Encourage them look to the picture and the text to help them identify what the answers in the activity link to.

- Check the answers by asking volunteers to write the questions on the board.

SUGGESTED ANSWERS

- 1 Why is Baba Kaboom afraid of Sahas?
- 2 Where is Baba Kaboom going?
- 3 Who are Burka Avenger's friends?
- 4 What does Priya give to Baba Kaboom?
- 5 What can a mask do?
- 6 What do we need in order to survive?

OPTIONAL ACTIVITY

Ask students to write more than one question for each answer. This activity may be challenging, so you may wish to use it with more advanced classes or students. Underline a part of the answer and ask students to create a specific question focusing on that part of the answer. For example, for answer 4, students can write the following questions:

She gives him a piece of green cloth to use as a mask.

What color is the cloth Priya gives Baba Kaboom to use as a mask?

She gives him a piece of green cloth to use as a mask.

Why does Priya give Baba Kaboom a piece of green cloth?

She gives him a piece of green cloth to use as a mask.

What does Priya give Baba Kaboom to use as a mask?

C. Critical thinking

- Write the quote from Burka Avenger on the board.
- Elicit the meanings of the words *survive* and *compassion*.
- Put students in groups to discuss what they think this quote means. Encourage them to give examples from the comic or their own experiences to support their ideas.
- Call on volunteers to share their ideas.

D. Using visual cues

- Discuss as a class how Burka Avenger and Priya have worked together to help people.
- Direct students' attention to the pictures of Priya and Burka Avenger.
- Ask them to think of three words that describe their relationship.
- Put students in groups to choose their three words. Allow them to use a dictionary, if necessary.
- Call on groups to share their ideas. Encourage them to limit their answer to only three words. Ask them to justify why they chose those particular words.
- Write the students' words on the board. Check that all students understand their meanings. Leave these words on the board for Activity E.

E. Critical thinking

- Review the words that students generated for Activity D. Check that students understand them by eliciting their meanings or having students use them in a sentence.
- Ask students to choose the one word that is most important in the pandemic. Encourage them to consider what they read in the comic and what they have experienced in their own lives.
- Put students in groups to discuss their ideas and agree on one word for their group.
- Ask each group to report its word. Write the words on the board and compare the groups' ideas.

OPTIONAL ACTIVITY



Conduct a class survey. Write the word from each group on the board. Poll the class, asking them to raise their hand for the most important word in the pandemic. In order to make the activity manageable, do not allow students to vote for their own word. Once students have voted in the first round, erase the word with the fewest votes and have students vote again. This time, they may vote for their own word as one group's word will have been eliminated. Continue until there is only one word remaining. Ask students to describe why this word is so important.

AFTER YOU READ

A. Comprehension

- Ask students to think back on the main things they remember from the whole comic. This might be things that happened, things characters said, or things the students learned.
- Tell students they are going to answer some questions about the comic. Read the questions and discuss any difficulties in meaning or vocabulary.
- Put students in groups to answer the questions. Encourage them to look back through the comic for examples to support their ideas.
- Call on volunteers to share their answers.

B. Connecting to your world

- Ask students to think about the similarities between the comic and their community. Discuss their ideas as a class.
- Explain that students are going to discuss some questions in groups. Review the questions, addressing any difficulties in meaning or vocabulary.
- Put students in groups to discuss their ideas. Encourage them to give examples from the comic or their own experiences.
- Ask students to share their group's ideas with the class.

C. Project

- Direct students' attention to the kites. Point out that the kites have messages of strength, hope, or compassion for those battling COVID as well as ways to stay safe.
- Explain that students are going to design their own kites, either actual kites or posters of kites, with their own messages about the virus.
- Point out that students can choose to include a message of strength or hope, or if they prefer, one with advice to stay safe.
- Review the ways the comic encourages people to have compassion and strength, for example, Meena's organizing of her neighbors to honor her mother, or Priya and Burka Avenger helping Baba Kaboom get to a hospital.
- Review ways in which the comic gives advice about how to avoid infection from COVID-19, for example, wearing a mask.
- Put students in groups to discuss the message they would like to include on a kite.
- Give students materials to make a poster or kite. Allow students to work outside of class. If students must do the project remotely, they can each do part of the poster or kite so that they are not exchanging materials or working in close proximity.
- Give each group an opportunity to present its kite or poster. Encourage them to explain why they chose their message and why they think it is an important message for everyone.

Priya's Mask

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Regional English Language Office: RELOIndia@state.gov

Priya's Mask Creative Team: Ram Devineni, Shubhra Prakash,
Tanvi Gandhi, Indrani Ray, and Monika Samtani

Illustrations: Syd Fini and Neda Kazemifar.

Writer of Teaching and Learning Materials: Susan Iannuzzi

Advisor: Ruth Goode

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More information on comic book and animated film at www.priyashakti.com

Center for Disease Control and Prevention

www.CDC.gov

Rattapallax





TOGETHER
WE CAN
BEAT
THE
VIRUS

Wear a mask
Save lives

I wear a mask
for your safety
and mine

OBSERVE
SOCIAL
DISTANCING