

NAME : NASEEB KP
 CLASS : 1 B
 SUBJECT : ENGLISH
 UNIT : BACK TO GREEN
 NAME OF SCHOOL : NIS LP SCHOOL

PROCESS	RESPONSE
<p>Theme: Friendship Sub-theme: Family, love and care Learning Objectives:</p> <p>listen to narratives & teacher talks and show signs of understanding verbally & non-verbally. get familiarised with words denoting familiar vehicles, animals and birds. get familiarised with words denoting colours and numbers (1-10) get familiarised with words denoting possession (has/have). identify the sound values of letters and letter clusters. comprehend the instructions of the teacher and respond accordingly. identify and describe familiar objects, animals and birds. get familiarised with action words such as walk, fly, come fall etc. get familiarised with phatic communication expressions such as, Hi, Hello, I'm sorry, Thank you, Bye, etc. get familiarised with the rhythm and pattern of songs. add their own lines to a given song by substituting words/ phrases. describe familiar objects orally stating physical attributes such as size, colour etc. read conversations, songs & simple descriptions graphically. construct dialogues related to specific contexts using fragmentary expressions. develop a positive attitude toward socialisation and friendship.</p> <p>Input Discourses Teacher interaction Stories Songs Conversations</p> <p>Output Discourses</p> <p>Short descriptions of familiar objects/persons Descriptions stating possessions and abilities Lines added to songs Dialogues related to specific contexts</p> <p>Language Competency Identifying objects/persons Speaking/writing about attributes</p>	

Using possessives Following spacing between words & full stop Getting familiarised with the names of objects/ birds / animals, in English Getting familiarised with words for colour, size, numbers (1-10), etc. Understanding ordinals such as first, second, third etc. Using has/have as stative verbs Using action verbs such as fall, fly, walk, come etc. Understanding the structure of simple sentences Getting an idea on capitalization, spacing between words & full stop Understanding the musical/rhythmic features of language	
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Unit Frame

Unit- 2 Back to Green

Time – 18 Hours

Concept/ Theme	Input discourses	Output discourses	Language elements	Learning outputs/ products
Friendship Sub themes: Family, love and care, etc.	Teacher nteraction Stories Songs Conversations	Write short descriptions about familiar objects/persons. Writes about possessions Adds lines to songs Constructs dialogues related to specific contexts	Identifies an object/person Speaks/writes about objects/ birds/ animals using attributes. Uses possessives Gets familiarised with names of objects/persons / animals in English Gets familiarised with words for colour, size, numbers (1-10), ordinals, etc. Uses action verbs in oral & written discourses Understands the structure of simple sentences Gets ideas on capitalisation, spacing between words & fullstop Understands the musical/rhythmic features of language	Chart containing names of birds, animals, etc. Descriptions of objects, birds etc. List containing names of various objects, birds, and animals. Completed conversations Ch arts containing elicited texts. Origami works Completed songs Papercrafts Digital document of choreography, skit etc.

MODULE 1

Learning Objectives:

Listen to the teacher talk and show signs of understanding verbally & non-verbally.

Engage in games.

Enact contexts or events individually or in groups.

Read the given text graphically.

Get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye, etc.

Learners engage in origami activities.

TLMs : Big picture, bird pictures(colour pictures of parrot, peacock and crow), green fluorescent paper, chart, crayons/markers

Activity 1- Find the bird

Process:

Play the audio containing bird names. Play the sounds one by one and ask the learners to identify the bird. Write the identified bird on the chart and make a list of birds.



Activity 2- Feather fun (game)

Process:

Give pictures of crow, peacock and parrot to learners. Each learner should get a picture. The number of each picture category should be almost the same so that there will be an equal number of learners having each picture. Draw three big circles in three corners of the classroom. Pastepictures of a crow, a peacock and a parrot in each circle respectively. (one picture in one circle). Ask children to stand in the play area. When you blow the whistle/playmusic, thelearners must walk freely in the play area.

Then call out the name of any bird given in the circles. Then those having that picture must occupy the corresponding circle. The children who correctly occupy the circle, will be awarded a star. Those who make mistakes are out. Continue the game for 4 or 5 rounds.

Activity 3 - Who am I? (Guessing game)

Process:

Put a parrot (model/cut out) in a box in advance without the learners' notice. Show the box and ask them to guess what is inside. Give chances to them to guess. Then reveal the parrot slowly till they are able to make out the hidden object. Introduce the bird as **This is a parrot.**

Teacher Talk:

Look, what is in my hand? (box)

A box. Correct. (Shake the box and ask)

What is in the box? Can you say?

(Let them guess. Respond to them saying like this)

No.... It is not a fruit..... Sorry....I am sorry, it is not a pen...etc.

(Now give a clue) It is a bird.

Give a chance to guess.

I shall show the tail of the bird, okay...?

Here is the tail (Show the tail)

(Let them identify. Continue to reveal the head if they need more clues)

When they identify the bird correctly, introduce it by saying:

This is a parrot.

Paste the parrot on the big picture and write:

This is a parrot

What colour is the parrot? (Green)

This is a green parrot.

Activity 4- Let's make a parrot (Origami)

Process:

Teacher talk:

Shall we make a green parrot?

Are you ready?

(Provide paper strips to everyone. Demonstrate the process step by step with simple instructions.)

Make a knot in the paper strip. Like this. (Demonstrate)

Wait for learners to finish. Have you finished? (Appreciate them)

The parrot has a head, right? Where is the head? Here or here?

(Let them point out. Fix an end and cut the corner in an oval shape to make the head. Supply cissors and ask the learners to follow you.)

The parrot has a red beak, right? Shall we draw a beak?

See this. (Demonstrate how to draw the beak.)

Now, colour the beak of your parrots.



Now let's make the tail of the parrot. I shall show you. Cut the end like this. (Ask them to follow)
See, the head and tail are ready. The parrot has wings too.
Where will be the wings? (Let them suggest)
Shall we draw wings? Good. Here it goes... (Draw the wings and allow them to follow)
How is the parrot? Good...?
Appreciate the learners.

MODULE 2

Learning Objectives:

The learners-

listen to the teacher talk and show signs of understanding verbally & non-verbally

engage in games

enact contexts or events individually or in groups

get familiarised with words denoting familiar birds, colours etc.

describe familiar objects orally stating physical attributes such as size, colour etc.

Listen, sing, and enjoy songs

Add more lines to the given song

Identify the scripts and engage in graphical reading

TLMs: Big picture, glue, marker pens, chart, Origami bird

Activity 1- Bird Song

Process:

Take the bird in hand and sing the following lines rhythmically with proper actions and gestures. Ask the learners to sing with you.

Green parrot little parrot

Come with me.

Green parrot little parrot

Sing with me.

Processing Adding lines

Sing the song two or three times and ask the learners to follow

Now, elicit the lines one by one and write on a chart

Sing the song with the help of the chart, pointing to each line

Now sing the first two lines and ask them to substitute another word for sing and complete singing

Green parrot little parrot

Come with me.

Green parrot little parrot

..... with me.

Write the elicited word in the blank and sing.
Elicit another word and write four more lines.
Sing it and let the children sing after you.
Let children identify the words like parrot, green, and the verbs.

Activity 2- Colouring the Parrot (Beehive Activity- 1)

Now we have our green parrots with us. Shall we paste them in our BEEHIVE?
Open your BEEHIVE book on page 23
Paste your parrots in the space provided.
Support the learners to paste the parrot properly.
Now, elicit the text through interaction.
Which bird is this? Is that written there? Can you read that?
Random reading.
Paste your parrot on a chart and write the text, This is a parrot below it.
What colour is the parrot? (Green)
Yes! Green. This is a green parrot. Is that written in your book?
What is written? What will you write here?
Elicit the idea, green and ask them to write. Support them if needed. (The chart of colours processed in unit 1 can be referred to for the word.)
Facilitate each learner while they are completing the task.

What colour is the parrot? (Green)
Yes! Green. This is a green parrot. Is that written in your book?
What is written? What will you write here?
Elicit the idea, green and ask them to write. Support them if needed. (The chart of colours processed in unit 1 can be referred to for the word.)
Facilitate each learner while they are completing the task.

MODULE 3

Learning Objectives:

The learners-

Comprehend the instructions of the teacher and respond accordingly
Engage in drawing and colouring
Get familiarised with words denoting familiar animals and birds
Associate pictures with words and write them graphically

TLMs:Big picture, chart, marker pens, crayons, cutouts of elephant, duck and rabbit

Activity 1 Polly's Friends

Process:

Invite the attention of the learners to the parrot in the big picture again. Look at this parrot.

Let's draw a tree and branches.

Draw the branches of the tree in the big picture.

This parrot has a name. Do you know her name? Can you guess?

(Free responses.)

Polly. The name of the parrot is Polly

**This is a green parrot.
The name of the parrot is Polly.**

(Write the sentence on BB. Pronounce it aloud as you write it down.)

Now, look at Polly; she is looking at someone.

Open your BEEHIVE Activity 2.

(Lead the attention of the learners to the BEEHIVE.)

Look, who are there in the picture?

Can you find out?

Who is that?

Yes. Elephant

(Paste the cut out of the elephant on the big picture and elicit the word, 'elephant'. Likewise, introduce the other two characters rabbit and duck. Write these words on the big picture.)

Are they Polly's friends

Yes. The Elephant, rabbit and duck are Polly's friends. (Write them on the evolving story chart.)

Lead their attention to the writing part of BEEHIVE page No.25.

Ask the learners to fill the blanks through interaction.

Polly's friends are,
Elephant
Rabbit
duck

Help them while they complete the activity.

To evolving description:

This is a green parrot.
The name of the parrot is Polly.
Elephants, rabbit and duck are Polly's friends.

Activity 2-A Jungle walk**Process:**

Look at the picture.

Free responses.

Elicit responses and introduce words like tree, plants, grass, pond, water, jungle etc...

Polly and her friends are in the jungle.

Shall we make the jungle beautiful?

Let them colour the picture in the BEEHIVE pages 24 and 25.

Interact while they colour the picture.

MODULE 4**Learning Objectives:****The learners-**

comprehend the instructions of the teacher and respond accordingly

get familiarised with the rhythm and pattern of songs

comprehend the instructions of the teacher and respond accordingly

get familiarised with the rhythm and pattern of songs

Listen to a simple song, associate actions with the song and comprehend the song

Engage in theatre games

TLMs:whistle, chart

Activity 1- Meet My Friend**Process:**

Invite learners to the middle of the class and arrange them in a circle. Give instructions for the game.

Blow the whistle and ask them to walk.

Blow the whistle and say, 'FREEZE' aloud. Very good.

That is your friend, the elephant. Aswin, who is your elephant friend. (Show the friend/ name the elephant friend)

Fine. Now, Silpa, who is your elephant friend? (Name the child/ show the friend)

Have all of you got elephant friends?

(Blow the whistle to start the game again. Say freeze' after a while.)

Who is your friend now?

This is your rabbit friend.

(Ask two or three learners to name their rabbit friends.

Continue the game and find the duck friends too.)

Imitate their movements or sounds to make the game lively.

Activity 2- (BEEHIVE ACTIVITY 3) Process:	
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