

**CLASS 1 –ENGLISH**  
**UNIT 2 - BACK TO GREEN**

**Theme:** Friendship

**Sub-theme:** Family, love and care

**Learning Objectives:**

**The learners-**

- 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.

**Input Discourses**

- Teacher interaction
- Stories
- Songs
- Conversations

**Output Discourses**

- Short descriptions of familiar objects/persons
- Descriptions stating possessions and abilities
- Lines added to songs
- Dialogues related to specific contexts

**Language Competency**

- Identifying objects/persons
- Speaking/writing about attributes
- 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

### 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.	<ul style="list-style-type: none"> <li>• Teacher interaction</li> <li>• Stories</li> <li>• Songs</li> <li>• Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Write short descriptions about familiar objects/persons.</li> <li>• Writes about possessions</li> <li>• Adds lines to songs</li> <li>• Constructs dialogues related to specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies an object/person</li> <li>• Speaks/writes about objects/ birds/ animals using attributes.</li> <li>• Uses possessives</li> <li>• Gets familiarised with names of objects/persons / animals in English</li> <li>• Gets familiarised with words for colour, size, numbers (1-10), ordinals, etc.</li> <li>• Uses action verbs in oral &amp; written discourses</li> <li>• Understands the structure of simple sentences</li> <li>• Gets ideas on capitalisation, spacing between words &amp; full stop</li> <li>• Understands the musical/rhythmic features of language</li> </ul>	<ul style="list-style-type: none"> <li>• Chart containing names of birds, animals, etc.</li> <li>• Descriptions of objects, birds etc.</li> <li>• List containing names of various objects, birds, and animals.</li> <li>• Completed conversations</li> <li>• Charts containing elicited texts.</li> <li>• Origami works</li> <li>• Completed songs</li> <li>• Papercrafts</li> <li>• Digital document of choreography, skit etc.</li> </ul>

### 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,

**Time:** 60 min.

### 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.

The audio is given in the QR code.

### 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. Paste pictures 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/play music, the learners 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 3- 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 scissors 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.

**Learning Evidence:** Chart of birds, Origami parrot.

**Note to teachers:** Games, songs, craft work, etc. are given for providing language input non-consciously and also to minimize their inhibitions. These are sequenced and connected to the textbook and BEEHIVE. So follow the sequence of the activities as given here.

## **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

**Time:** 60 min.

### **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.

**Learning Evidence:** Chart developed through interaction (adding lines), completed Activity 1 in BEEHIVE

**Note to teachers:**

BEEHIVE, the learner workbook should be kept in the classroom. It is an evolving book. This works as a learner portfolio also. It can be shown to the parents during CPTAs as evidence for learner achievement.

### 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

**Time:** 60 min.

**Activity 1 Polly's Friends**

**Process:**

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

Look at this parrot.

ഈ പാർട്ട് എവിടെയാവും ഇരിക്കുന്നത്? (tree / branch)

നമുക്ക് മരവും, ശിഖരവും വരച്ച് തത്തയെ അതിൽ ഇരുത്തിയാലോ?

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.

**Evolving description.**(Write on a separate chart. You can keep this chart exclusively for ‘Polly’.)

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

**Note to the Teacher:** You can add more information/description to this chart as you proceed from module to module. After some time, a description of Polly will emerge. All your children will be able to read it with comprehension. This will work as a good sample of description. Please also note that the learners are experiencing a new discourse- ‘description’.

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

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

പോളി ആരെയാകും നോക്കുന്നത്?

നമുക്ക് നോക്കിയാലോ?

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?

കുത്തുകളിലൂടെ വരച്ചു നോക്കൂ.

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:**

എല്ലാവരും പൂർത്തിയാക്കിയല്ലോ.

Look at the picture.

അവരെവിടെയാണ് നിൽക്കുന്നത്?

മറ്റൊരാളെയാണ് ആ ചിത്രത്തിലുള്ളത്?

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.

**Learning Evidence:** Evolved big picture, Drawing, colouring and writing in BEEHIVE pages 24 and 25, evolved description.

#### **Notes to teachers:**

- Elicit and introduce the theme jungle so it can be used in the coming modules.
- Introduce and provide chances for graphical reading and writing of the words, *elephant, rabbit and duck*.

## **MODULE 4**

### **Learning Objectives:**

The learners-

- 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

**Time:** 60 min.

### **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.

'വിസിലടിക്കുമ്പോൾ എല്ലാവരും ഹ്രീ ആയി നടക്കണം. പരസ്പരം കൂട്ടിമുട്ടരുത്!'

Blow the whistle and ask them to walk.

ഞാൻ ‘ ഫ്രീസ് ’ എന്നു പറയുമ്പോൾ നില്ക്കുന്നിടത്ത് നില്ക്കണം,

Blow the whistle and say, ‘FREEZE’ aloud. Very good.

ഇനി നിങ്ങളുടെ അടുത്തുള്ള ആളിനു ഷെൽ ഹാൻഡ് നല്കൂ.

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:**

Open your BEEHIVE page 26.Look at the first picture.

Who are there in the picture?

Yes. Elephant

Then? Who are the others? (Parrot/Polly, Rabbit, Duck)

Who are Polly’s friends? (Elephant, rabbit & duck)

Write the text on the chart-

**Elephant, parrot**

**Rabbit and duck**

**They are friends.**

Where are they now?/Are they in the city? In the village? No, in the jungle.

**To the teacher:**Learners may say the answer in Malayalam. Megaphone that in English.

Yes. In the jungle.

**Elephant, parrot  
Rabbit and duck  
They are friends.  
Friends in the jungle.**

Elicit all the above text through interaction and write them on the blackboard.

Sing the song.

Ask the learners to sing following you 2 or 3 times.

Where is the word, 'Elephant' in the song? Ask a learner to point to the word on the chart. Now ask all to circle that in Beehive.

Now, ask some to read the lines individually.

The teacher facilitates the graphical reading.

Gives individual attention to the learners.

Similarly, elicit the following lines. Follow the process of reading given above.

**They play and play,  
Play all day  
They swing and swing,  
Swing all day.**

Follow the choral singing of the whole song.

**Learning Evidence :** Evolved song,

**Notes to teachers:**

- Introduce and provide chances for graphical reading of the song. You can ask them to point out lines having certain ideas. eg. അവർ എന്നും കളിക്കുമെന്ന് എവിടെയാണുള്ളത്? ആ വരി വായിക്കാമോ?

## MODULE 5

### Learning Objectives:

The learners-

- comprehend the instructions of the teacher and respond accordingly
- get familiarised with words denoting familiar animals and birds
- engage in group activities without stress and fear
- visualize the song and characters through a collaborative effort
- prepare and present choreography based on the song

**TLMs:** Pictures, chart, etc.

**Time:** 60 min.

### Activity 1-Grouping game

**Process:**

“Do you like the song of Polly and Friends?”

“Ok”

“അവർ എവിടെ ആയിരുന്നു ?”

“എന്തൊക്കെയാണ് അവർ ചെയ്തത്?”

Megaphones the learner responses in English.

“നമുക്കതൊന്ന് അഭിനയിച്ചു നോക്കിയാലോ?”

“I am going to give you some pictures. Don't show your picture to anyone. “

'നിങ്ങൾക്ക് ആരുടെ ചിത്രമാണോ കിട്ടിയത് അതിന്റെ ശബ്ദമോ നടത്തമോ അഭിനയിച്ചു കാണിക്കണം.'

(Distribute the pictures of Elephant, Rabbit, Parrot and Duck to the children.)

Isha, which animal are you? Show me the action of your animal/bird.

Very nice. You are a rabbit, right?...You hop like a rabbit. Good.

You can go there. (Point to a corner and say) Hop and go.

Now, all other Rabbits please go to that place.

(Similarly, direct children to find their team members and form groups.)

Call the name of an animal and ask the animal group to act accordingly. Continue with other characters too.

### **Activity 2- Choreography**

#### **To the teachers:**

We can use choreography as a powerful pedagogic tool for learning English. This will provide ample situations where we can use English with a purpose.

Choreographing a song is visualizing a song. In other words, it is poetry on motion/action.

The steps of choreographing a song for classroom purposes are outlined below.

1. Singing the song.
2. Fixing the characters and writing on BB
3. Setting the location. (Elicit and write)
4. Fixing the actions of the characters.
5. Sequencing the actions. (Negotiate and sequence the actions listed)
6. Making the children act in sequence.

#### **Process**

Divide the class into 2/3 groups according to the size of the class. The number of students in a group should be between 10 – 15.

1. Singing the song.  
(Sing the song using the text elicited before.)  
Fix a team (3-4 learners) to sing the song  
(Now call the groups and give places for each group.)
2. Setting the location.  
Where are the parrot and friends? (Jungle)

മരങ്ങൾ, ചെടികൾ...

അപ്പോ, നമുക്കു ഇവർക്ക് കളിക്കാൻ ഒരു കാട് ഉണ്ടാക്കിയാലോ?

ആരൊക്കെ മരങ്ങളാകും?

(Select learners and fix their location)

ഇനി ചെടികൾ വേണ്ടേ?

എവിടെയാണു ചെടികൾ നില്ക്കുക?

(Select learners and fix their location)

See, the jungle is ready.

3. Eliciting the characters and writing on BB
  - Who are singing the song here? (Elephant, parrot, rabbit & duck)
  - Where is the elephant? Who is the elephant in your group?
  - Who is the parrot?  
(Fix the characters of the group and write. Eg: Sajila- elephant, singers- Rajish, Uma, Kavya, etc. )
4. Elicit the actions.
  - നമ്മുടെ പാട്ടുകാർ ആദ്യത്തെ വരികൾ പാടുമ്പോൾ നിങ്ങൾ എന്ത് ചെയ്യും?
  - ആന എന്ത് ചെയ്യും? (Fix the dancing movements of the elephant)
  - ഇനി പാർറ്റ് എന്ത് ചെയ്യും? (Fix the flying movements of the parrot.)
  - What are the others doing? (Fix the movements of rabbit & duck in the same manner)
5. Sequencing the actions. (Negotiate and sequence the actions listed)
  - Who comes first? Elephant or parrot? (Fix it)
  - How will the elephant come? (Rehearse the movement once or twice)
  - Who comes next? (Fix the character and rehearse the movement once or twice. Continue the process with other characters.)
6. Make children act the first sequence. (interact to support)

നമുക്കിനി ആദ്യ വരികൾ പാടി അഭിനയിച്ചു നോക്കിയാലോ?  
ആദ്യം മരങ്ങൾ വരട്ടെ. പാട്ടു തുടങ്ങുമ്പോൾ ആരാണു വരേണ്ടത്?  
എങ്ങനെ വരും/ ഇനി അടുത്തയാൾ. എങ്ങനെ വരും? (Remind the movements are rehearse the whole part)
7. Synchronize the actions with song.(Negotiate and connect the actions with the lines of the song)
8. Let the singers sing and characters act in tune with the rhythm.
9. Lead the learners to the next set of actions related to the next lines and continue the process.

After each presentation, discuss about it.

How was the presentation?

- “ആരുടെ റോളാണ് ഏറ്റവും ഇഷ്ടപ്പെട്ടത്?”
- “വെള്ളത്തിൽ കളിച്ച ഭാഗങ്ങൾ എങ്ങനെയാക്കെയാണ് അഭിനയിച്ചത് ?”
- “ഇനിയും നന്നാക്കണമെന്ന് തോന്നിയത് ഏതുഭാഗമാണ് ?”

Discuss simple evaluation indicators and elicit their responses.

Video documentation of each presentation should be done and included in the e-portfolio. This can be shown to parents in the CPTA.

**Learning Evidence:** Evolved song, Digital document(video) of choreography, Photographs of learner actions.

**Notes to teachers:**

Choreography needs patience and detailed planning. You can seek the support of your fellow teachers during the planning and conduct of choreography. Documentation can also be done with the support of your fellow workers. Take enough time for planning and implement it well. This kind of performance can be used during Padanolsavam also. So, give choreography experience from the beginning months itself.

## MODULE 6

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- describe familiar objects orally stating physical attributes such as size, colour etc.
- identify the scripts and engage in graphical reading
- engage in drawing activities
- get familiarised with the word 'rain' and write it graphically

**TLMs:**Picture of Polly's friends, Beehive page No. 28

**Time:** 60 min.

### Activity 1- RAIN CLAP

#### Process:

Ask the children to stand in a circle. Ask them to stretch their left palm. Using the pointing finger in the right hand, make a tap sound by striking on the left palm. Continue the process by using other fingers also. Ask the learners to guess the sound. Let them share it. Let them enjoy the sound of the rain.

#### Teacher Talk:

Hello, my dear children. Shall we play a game now?

All of you stand in a circle. A big circle.

Stretch your left palm like this" (modelling by the teacher)

ഇടത് കൈ ഇതുപോലെ നീട്ടിപ്പിടിച്ചതിനുശേഷം ഇനി എന്തുചെയ്യും?

Show the pointer on the right hand. Like this. (Show your finger and model it) Now strike on the left hand.

നിങ്ങൾ ഒരു ശബ്ദം കേൾക്കുന്നുണ്ടോ?

എന്തു ശബ്ദം പോലെ തോന്നുന്നു?

Elicit responses.

എന്തു ശബ്ദം പോലെ തോന്നുന്നു?

മഴവെള്ളം വീഴുന്ന പോലെയുണ്ടോ?

Yes, it's the sound of rain.

രണ്ടു വിരൽ ഉപയോഗിച്ചാൽ ഇനിയും ശബ്ദം കൂടിക്കൂടും?

Let's try.

Now use three fingers. Good.

(Continue the process.)

Did you enjoy it?

## **Activity 2- RAIN DROPS**

### **Process:**

Polly's friends are playing in the rain.

Paste the pictures as on page 28 on a chart. (Beehive Page No. 28). Let them identify the friends of Polly.

Interact with them and draw raindrops on the chart. Give a chance to learners too to draw raindrops.

Lead the learners to complete the task in Beehive page 28.

### **Teacher talk:**

Do you like rain? Do you like to play in the rain?

(Paste the picture of the elephant on the chart.)

Who is this? What is the elephant looking at?

Elicit responses.

Paste the other pictures also.

What are they doing?

അവരെ മഴ നനച്ചുവേണ്ട?

Shall we draw raindrops? (Draw some drops on the chart and ask some learners to add rain drops)

This picture is in your Beehive. Take Page 28. Now draw raindrops in beehive page 28.

They are playing in the rain. All are happy, right? They are happy in the rain.

Look, the elephant is saying something. What is the elephant saying?

Elicit responses and ask the learners to write.

After their individual attempt, write the text on the chart. Allow them to make necessary corrections.

**Learning Evidence:** Evolved text and picture, completed Beehive activity .

## **MODULE 7**

### **Learning Objectives:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- read the given text graphically
- engage in drawing activities
- identify the scripts and engage in graphical writing

**TLM:** BEEHIVE, eggs (paper eggs, rice flour egg), 3D parrot

**Time:** 60 min.

### **Activity 1– Find the way (Beehive Activity 4)**

#### **Process:**

Teacher talk based on the chart processed the previous day.

The elephant, rabbit and the duck are happy. They are dancing in the rain.

എല്ലാവരും അവിടെയുണ്ടോ?  
ഒരാളുടെ കുറവുണ്ട്. ആരാണു ഇല്ലാത്തത്?  
Elicit answers. Where is Polly?  
പോളി എവിടെ പോയിരിക്കും? പറയാമോ?

Polly is not there.

Where is Polly now?

പോളിയെ കാണാണത് കുട്ടുകാർ എന്ത് ചെയ്യും? അവർ അവളുടെ വീട്ടിൽ പോകുമോ?

(Ask the learners to open page 29 of Beehive. Make a short interaction based on the picture. Ask them to find the way to Polly's home)

കുട്ടുകാർക്ക് പോളിയുടെ വീട്ടിലെത്താനുള്ള വഴി കാണിച്ചു കൊടുക്കാമോ?

(Give time to complete the task. Interact with them throughout the drawing process. Appreciate those who complete the task.)

### **Activity 2- Polly is Waiting**

#### **Process:**

Invite the learners' attention to the Beehive page and ask:

See Polly is in her house. Why?

എന്തായിരിക്കും പോളി വീട്ടിൽ തന്നെയിരിക്കുന്നത്?

(Elicit responses.)

Do you want to see Polly?

(Place the 3D image of Polly parrot on the table.)

Look this is our Polly.

പോളി എന്താ ഇവിടെ ഇരിക്കുന്നത് എന്നറിയണ്ടോ?

Teacher places three eggs.

Can you say now?

പോളി അവളുടെ മുട്ട വിരിയാൻ കാത്ത് ഇരിക്കുകയാണു. അല്ലേ? കുറേദിവസമായി പോളി അടയിരിക്കുകയാണ്. മുട്ട വിരിഞ്ഞോ?

അവൾ എന്തായിരിക്കും ആലോചിക്കുന്നത്?

Elicit responses.

#### **When will my chicks come out?**

(write on chart)

Follow the graphic reading process.

**Learning Evidence** : Completed Beehive pages, chart containing elicited text.

## MODULE 8

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- read the given text graphically
- identify the scripts and engage in graphical writing
- Complete the conversation graphically.

**TLMs:** Pictures of Polly, elephant, rabbit and duck, chart, etc.

**Time:** 60 min

### **Activity -1 Game - Read and Touch.**

#### **Process**

Paste pictures of Polly, elephant, rabbit and duck at different places on the wall. Group the learners into four or five member groups. First select a group for the game. When the name of Polly is called, that group members should rush to the picture and touch that. Select another group and call the name of another animal/bird. Ask them to touch that picture on the wall. Continue the process with other groups too.

At the next level, replace the pictures with words. Continue the game using word cards on wall.

### **Activity 2 – What are You Doing? (Beehive Activity- 5)**

#### **Process:**

Picture interaction based on BEEHIVE page 30, Activity 5

Who are there in the picture?

അവർ എന്തിനാണ് ഇവിടെ വന്നത്?

Look at the rabbit. Where is he?

Why is he there?

Where is Polly? (in a hole)

എന്തായിരിക്കും അവർ പോളിയോട് ചോദിക്കുക?

ഇതാ ചിത്രം നോക്കൂ. ആരാണ് പോളിയോട് ചോദിക്കുന്നത്?

പോളിയുടെ തല മാത്രമേ കാണുന്നുള്ളൂ. അല്ലേ?

പോളി എന്ത് ചെയ്യുകയാണെന്ന് മൂയലിനു മനസിലാകുമോ? മൂയലിനു കാണാൻ പറ്റുമോ?

അപ്പോ, അവൻ എന്തായിരിക്കും ചോദിക്കുന്നത്?

Elicit responses.

നിങ്ങൾ പറഞ്ഞത് പോലെ തന്നെയാണോ മൂയൽ ചോദിച്ചത്?

That is written there. Can you read that?

Elicit and write the sentence on a chart. (**What are you doing?**)

പോളി ആരെയാണ് കാത്തിരിക്കുന്നത് എന്ന് നമുക്കറിയാം.

Polly is waiting for her...?

Yes... Polly is waiting for her chicks.

അത് കൂട്ടുകാർക്ക് അറിയാമോ? അപ്പോ പോളി അത് പറയില്ലേ? എന്തു പറയും? കുറച്ച് അവിടെ എഴുതിയിട്ടുണ്ട്. പറയാമോ?

Elicit responses and ask them to complete the speech bubble.

**I am waiting for my chicks.**(Chart)

Ask the learners to complete the speech bubble in BEEHIVE page 30.

**Learning Evidence:** Completed Beehive pages, chart containing picture and elicited text.

## MODULE 9

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- read the given text graphically
- identify the scripts and engage in graphical reading

**TLMs:** Pictures, chart, Beehive Activity, etc.

**Time:** 60 min

### Activity -1 Origami- Egg Craft

Process



Watch the video using the QR code and conduct the activity giving comprehensible directions.

### Activity 2 - Are the Chicks Out?

Introduce the text on page 39 and interact.

Who are there in the picture?

Elicit the idea, Polly's friends came again to see Polly.

ആന എന്തോ ചോദിക്കുന്നല്ലോ. എന്താണു ചോദിക്കുന്നത്?

നേരത്തേ പോളി പറഞ്ഞത് ഓർമ്മയുണ്ടല്ലോ. എന്താ പോളി പറഞ്ഞത്?

(I am waiting.)

What's the elephant is asking?

Elicit ideas. Ask them to find out using the sentence clues from then sentence.

(Polly, are the chicks out?)

പോളി എന്താ പറയുന്നത് ?

Yes, എന്നാണോ, No, എന്നാണോ, (No)

മറ്റെന്തൊക്കൂടി പറയുന്നല്ലോ? എന്താണത്?

Elicit responses and prepare the evolving text.

**Polly, are the chicks out?**  
**No, I am waiting.**

Process graphic reading.

### **Activity 3- Fruit Salad**

#### **Process:**

Show the pictures of different fruits.

Elicit the names of fruits and write them on the blackboard.

Ask the children to stand in a circle. Give them small pictures of each fruit.

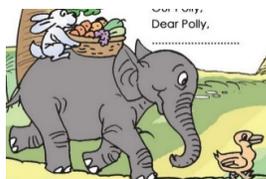
When the teacher calls out the name of a fruit, all learners with that fruit should change their positions. Eg.- 'All apples change'- students with 'apple' change their positions. When the teacher says 'all oranges change', learners with the picture of orange can change their positions. When saying 'fruit salad', all the children can change their positions fast. Continue the process.

### **Activity 4 Fill the Basket with Fruits (Beehive Activity- 6)**

#### **Process:**

Introduce the picture on page 32 and interact with the learners.

Elicit the idea that Polly's friends are visiting her with a basket of fruits.



Now introduce Activity 6 in Beehive-page 31. Ask the learners to predict the fruits they carry in the basket. Let them fill the basket with the fruits they select.

**Learning Evidence:** Chart containing picture and elicited text, Completed Beehive page, etc.

**Note to the teacher:** Refer the process of graphic reading given in the previous modules. Ensure the participation of all learners. Don't forget to megaphone the learners' expressions in mother tongue.

## MODULE 10

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- read the given text graphically
- identify the scripts and engage in graphical reading
- add their own lines to a given song by substituting words/ phrases.
- get familiarized with the rhythm and pattern of songs.

**TLMs:**Chart containing the song, Beehive page, etc.

**Time:** 60 min.

### Activity 1 –Processing Song

#### Process

പോളിയെക്കാണാൻ കൂട്ടുകാർ സമ്മാനങ്ങളുമായാണു പോയത് അല്ലേ?  
എന്തൊക്കെ പഴങ്ങളാണു അവർ കൊണ്ടുപോയത്?  
നിങ്ങൾ അതൊക്കെ ഒട്ടിച്ചുവല്ലോ, അല്ലേ?

Introduce the picture on Beehive, page 32

They are singing a song. Do you want to hear that song? Right, I shall sing that.

Sing the song two/ three times. Ask the learners to follow you line by line.

Now elicit the lines and write them on a chart.

Sing the song with the help of the chart, pointing the lines.

Invite their attention to the line with blanks and ask them to complete the lines.

Write the lines they fill in and sing those lines also.

Now, ask the learners to complete their Beehive using the words they select.

### Activity – 2 Acting out the song

Saying the names of fruits such as apple, mango, orange, grapes and banana, 5 groups are formed.

Ask them to stand in different places.

The teacher goes to group 1 and sings the 1<sup>st</sup> three lines of the song with them using actions. Allows them to practice those lines in their group and present. Group 2, 3, 4 and 5 practice the other 3 lines with the names of different fruits.

Likewise, all groups present their song with action.

**Learning Evidence:** Chart containing words, and elicited song, Completed Beehive page, Video of learners' performance, etc.

**Note to the teacher:** Refer to the process of graphic reading given in the previous modules. Ensure the participation of all learners. Don't forget to megaphone the learners' expressions in their mother tongue.

## MODULE 11

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in paper craft activities
- read the given text graphically
- identify the scripts and engage in graphical reading
- Add their own conversation based on the context.
- Draw and paint the picture following the directions of the teacher.

**TLMs:** Paper plates, scissors, ribbon, colour, tape/glue, Honeybees & Beehive.

**Time:** 60 min

### Activity 1 Making a Parrot

#### Process

Cut the paper plate in half. One half will be the body and the other half will be the head. Paint them as you wish. Add some ribbon to the bottom of the body to make the tail. Attach the head piece to the body as seen in the picture.



### Activity 2 Let's Read

#### Process

Introduce page 40 of Honeybees and proceed with an interaction. Elicit the texts there through interaction. Follow the graphic reading process.

#### Teacher Talk

What are these? (eggs)

Whose eggs? Are they Polly's eggs? (Yes)

They are Polly's eggs (Magaphone)

How many eggs? One, two or three? (Three eggs)

Polly has....How many eggs...? (Three eggs)

**Polly has three eggs.**(Charting)

Introduce the second picture and proceed.

നോക്കൂ, ഇവിടെ എന്താണ് സംഭവിക്കുന്നത്?  
മുട്ട വിരിഞ്ഞു/ കോഴിക്കുഞ്ഞു പുറത്ത് വന്നു. ഒരു മുട്ട വിരിഞ്ഞു.

A little parrot comes out. The first little parrot... right?

Yes. **The first little parrot comes out.** (charting)

കോഴിക്കുഞ്ഞു് എന്തോ പറയുന്നുണ്ടല്ലോ. എന്താ പറയുന്നത്?

Let them try to read. Elicit and write.

**I am out.**(charting)

Introduce the next picture and elicit the text.

**The second little parrot comes out.**(charting)

Introduce the picture on page 41 and elicit the text.

What happens here?

**The third little parrot comes out.** (charting)

How many parrots are there now? (three)

**Now, there are three parrots.**(charting)

What does the third parrot say?

Elicit and write.

**I am out too.** (charting)

Follow the process of graphic reading.

<p><b>The first little parrot comes out.</b> <b>“I am out.”</b> <b>The second little parrot comes out.</b> <b>The third little parrot comes out.</b> <b>“I am out too.”</b> <b>Now, there are three parrots.</b></p>
--

### **Activity 3 Conversation (Beehive Activity- 8)**

#### **Processing Conversation**

Now process the Beehive Activity No 8.

Interaction based on the picture.

What do you see here?

Three little parrots come out, right?

Look at their faces.... Are they happy?

What about Polly? Is she happy? How do you know that?

തത്തക്കുഞ്ഞുങ്ങൾ ആദ്യമായി അവരുടെ അമ്മയെ കാണുകയാണ്, അല്ലേ? അവർ സന്തോഷത്തോടെ എന്താണു പറയുന്നത്?

Elicit the text given. (Hi, Mom)

**Hi, Mom.**(charting)

What does the mother say to the little Parrots?

Elicit the idea and ask them to write.

**Hi,.....**(charting)

Help them complete Activity 8.

After all learners attempt their writing, you can write the dialogue in the blank.

**Learning Evidence:**Parrots made by learners,Chart containing elicited text, Completed Beehive page,etc.

**Note to the teacher:**Give instructions for making the parrot using comprehensible language. Don't forget to megaphone the learners' responses in English. Follow the process steps patiently.

## MODULE 12

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- read the given text graphically
- identify the scripts and engage in graphical reading
- add words and complete the sentences.
- draw and paint the picture following the directions of the teacher.

**TLMs:** Chart,Honeybees & Beehive, etc.

**Time:** 60 min

### **Activity 1 Game - Yum - Yum.....No... No**

#### **Process:**

List the name of eatables on BB or chart.

Arrange the learners in a circle. They are little parrots. The teacher stands at the centre. Callout the names of some objects. If it is a food for the parrots, learners (Parrots) make the sound 'Yum... Yum'. If it is not a food for parrots, they can say, No...No.....

List the names of eatables on BB or chart.

#### **Teacher talk**

Shall we play a game? Are you ready?

Yes. Stand in a circle around me. Okay, fine.

Who are you? (Children)

No... You are parrots.

നിങ്ങളെല്ലാരും ഇപ്പോൾ തത്തകളാണ്.

ഞാൻ ചില സാധനങ്ങളുടെ പേരുപറയും... OK?

അത് തത്തകൾ ഭക്ഷിക്കുന്നതാണെങ്കിൽ നിങ്ങൾ Yum Yum

എന്നുപറയണം. ഇല്ലെങ്കിൽ No... No എന്നും.

Okay?

(Possible objects: Mango, balloon, banana, ball, pen, papaya, apple, carrot, tomato, paper, etc...)

### **Activity 2 Singing the song**

#### **Process**

Come back to *Honeybees* Page 41. Interact using the picture.

Polly the parrot is very happy. What does she say?

Elicit ideas. Take them to the idea that Polly is singing a song.

#### **Processing a song**

- Sing the song
- Ask the learners to follow the teacher line by line
- Sing three/four times
- Elicit line by line and write on the chart
- Sing the song using the chart
- Ask the learners to identify lines/ ideas/words etc. from the chart

### **Activity 3 Draw and Write (Beehive Activity- 9)**

Introduce Activity 9 in Beehive.

#### **Teacher Talk**

Look at the little parrots.

അവ നാം നേരത്തേ കണ്ടതുപോലെയാണോ?

What change? What change do you see?

എന്തു മനസിലായി?

Elicit ideas.

എങ്ങനെയാവും അവ വളർന്നത്?

എന്തൊക്കെ തീറ്റകൊടുത്തിട്ടുണ്ടാവും? പറയാമോ?

Look at the plate in front of them. What is it for?

അവർക്ക് ഭക്ഷണം കഴിക്കാനുള്ള പ്ലേറ്റ് ആണു അല്ലേ?

Polly എന്തായിരിക്കും അവർക്ക് തിന്നാൻ നൽകിയത്?

Elicit the names of fruits and write them on the chart.

Ask them to draw the appropriate picture on the plate. Let them colour and make them beautiful.

## Activity 4 Completing the sentences

### Process

Interact using the completed pictures. You can refer to the pictures of some learners and mention the fruits they have drawn, their colours etc. Slowly bring their attention again to the picture of Polly and the chicks.

Elicit the following ideas.

**Polly has three little parrots.** (charting)

പോളി കുഞ്ഞുങ്ങൾക്ക് കൊടുത്ത ഭക്ഷണം നിങ്ങൾ വരച്ചല്ലോ? എന്താ വരച്ചത്? അത് താഴെ എഴുതാമല്ലോ.

**The little parrots eat .....** (charting)

Ask the learners to write the word according to the picture they have drawn using the word chart as a reference. The teacher can help them identifying the words from the chart.

**Learning Evidence:** Chart containing elicited text, Completed Beehive page, etc.

**Note to the teacher:** Give instructions for making the parrot using comprehensible language. Don't forget to megaphone the learners' responses in English. Don't forget to interact with the learners while they draw and colour the fruits. During this time, you can refer to the names of fruits, their colour and their size in a casual manner.

## MODULE 13

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- Add words/phrases and complete the sentences.

**TLMs :** Pictures of three little parrots. (Jil, Ril and Dil)

**Time:** 60 min.

### Activity 1 Game

#### Process

#### **Dumb charades (parrot charades)**

Divide the class into 2 groups- Parrot group and Duck group. Draw and write activities related to parrot and duck on cards and put them in two boxes. One leader from parrot group is asked to come to the centre and wear the mask of a parrot. Ask him/her to take one card from the parrot box. (Refer the examples given below. Teacher can help to identify the picture in the box if needed.) The leader should enact the activity given in the card without saying anything. If the other team can identify the action, they score a point. Now call a learner from the duck group and continue the process. Continue the game with both teams by changing the leaders and cards.

Eg: for pictures



Eg. for picture clues:

Parrot Group	Duck Group
The parrot is flapping wings	The duck is dancing
The parrot is flying high	The duck is swimming
The parrot has big wings	The duck is eating fish
The parrot has two legs	The duck is cleaning its wings.
The parrot is pecking at nuts	The duck is walking
The parrot fly down and sit on a branch	

## Activity 2 Let's Read

### Process

After an introductory talk, introduce the pictures on page 42 and proceed with an interaction

Look at the little parrots.

നമ്മൾ നേരത്തേ കണ്ടതുപോലെയാണോ ഇവർ ഉള്ളത്?

What changes do you see?

എന്ത് മാറ്റം കാണുന്നു?

അവർ കുറെ വളർന്നു.

Are they alike? Are there any changes?

മൂന്നു കുഞ്ഞുങ്ങളും ഒരേ പോലെയാണോ?

എന്തൊക്കെ പ്രത്യേകതകളാണു നിങ്ങൾ കാണുന്നത്?

Allow free responses. Let them find out the specialties.

Bring the attention of learners to the beak of the first parrot.

Look at the first parrot. How is its beak? Is it big or small?

ഏല്പാ തത്തയുടെയും ചുണ്ടിന്റെ വലിപ്പം ഒരു പോലെയാണോ?

എന്താണു വ്യത്യാസം? (Big beak)

The first parrot's beak is big. The first parrot has a big beak.

What's its name?

പാർട്ട് അതിന്റെ പേർ പറയുന്നുണ്ടല്ലോ? വായിക്കാമോ?

Let them read the sentence. Elicit and write on the chart.

**I am Jil.**

Now look at the second parrot. What is the difference?

Elicit the idea that it has long legs.

What is the name of that parrot?

Elicit and write: **I am Dil.**

Now talk about the third parrot and elicit its dialogue.

One has a ring, right?

Who has the ring? Does the parrot have a name? What's its name?

The parrot says its name here. Can you read that?

Elicit the idea: **My name is Ril.**

Who has a big beak?

**Jil has a big beak.** (charting)

Who has long legs?

**Dil has long legs.** (charting)

Who has a red ring?

**Ril has a red ring.** (charting)

Follow the process of graphic reading.

<p><b>I am Jil.</b> <b>I am Dil.</b> <b>My name is Ril.</b> <b>Jil has a big beak.</b> <b>Dil has long legs.</b> <b>Ril has a red ring.</b></p>
---

### **Activity 3 Jil, Dil and Ril (Beehive Activity 10)**

#### **Process**

Introduce Beehive page (Activity 10) and ask them to identify the parrots from their specialties/names.

Let them complete the sentences using the clues from the chart written during the previous activity.

Help them complete the writing.

<p><b>Learning Evidence:</b> Chart containing pictures of the parrots and the elicited text, Completed Beehive page, etc.</p>
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## MODULE 14

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- get familiarised with the rhythm and pattern of songs.
- add lines to a given song by substituting words/ phrases.
- identify the letters with their sounds.

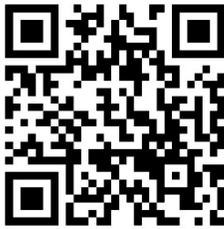
**TLMs:**Bluetooth speaker/ TV, pictures of three little parrots. (Jil, Ril and Dil )

**Time:** 60 min.

### Process:

#### Activity 1- Musical Movements

##### Process



Play a music given in the QR code and direct learners to move according to the rhythm. Continue the process till the learners familiarize the movements.

#### Activity 2- Let's Sing and Dance

Introduce the three little parrots on the page. Interact using them. Elicit the idea that they fly in the sky.

##### Processing the song

- Sing the song
- Ask the learners to follow the teacher line by line
- Sing three/four times
- Elicit line by line and write on the chart
- Sing the song using the chart
- Ask the learners to identify lines/ ideas/words etc. from the chart
- Now the teacher and learners can sing the lines with the accompaniment of the music familiarised earlier.

#### **Activity 3 Adding Lines (Beehive Activity 11)**

Write the repeated lines (3 lines) below the processed stanza and ask the learners to supplement the lines. Sing the added lines together in the class. Ask the learners to write words of their choice and complete the song in the Beehive. You can play the background music to enhance the process.

**Learning Evidence:** Chart containing pictures of the parrots and the elicited song, Completed Beehive page, etc.

**Note to the teacher:** Give instructions for making the parrot using comprehensible language. Collect the digital evidence of the singing and dancing which can be stored as a digital portfolio. This can be during the class PTA meetings and Patanolsavam.

## MODULE 15

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- identify the letters with their sounds.
- describe familiar objects orally stating physical attributes such as size, colour, etc.
- read conversations, & simple descriptions graphically.
- construct dialogues related to specific contexts using fragmentary expressions or mixed with the mother tongue.

**TLMs:** Pictures of three little parrots. (Jil, Ril and Dil )

**Time:** 60 min.

### Activity 1 Game - Count and Clap

#### **Process**

Ask the learners to stand in a circle. Ask the learners according to the number you say. For example, when you say **one**, they should clap once, and when you say **two**, they should clap two times. Continue the process until the count reaches to five. When they are familiarized with the rule and rhythm of the clap, you can alter the order of numbers such as 1, 5, 3, 4, etc. Continue the game.

### Activity 2 Let's Read

Picture interaction Page 44 in textbook.

Elicit ideas that parrots are playing and flying and Ril is flying away.

Elicit the texts given on the page and follow the graphic reading process.

### **Activity – 3 (Beehive Activity 12)**

Introduce Beehive page 37 and proceed with an interaction.

Elicit the idea that Polly is asking something to Jil & Ril. Ask the learners to make out the idea in the reply of the birds. Support the learners and fix the answer: **Ril flew away, Mom.**

What does Polly ask?

Elicit the idea and ask the learners to write them in the blank provided. Help the learners if needed.

**Learning Evidence:** Chart containing pictures of the parrots and the elicited text, Completed Beehive page, etc.

## MODULE 16

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- identify the letters with their sounds.
- colour the pictures using the materials given.
- describe familiar objects orally stating physical attributes such as size, colour, etc.
- read conversations, & simple descriptions graphically.
- construct dialogues related to specific contexts using fragmentary expressions.

**TLMs:** Potatoes/ lady's finger, acrylic/ watercolour, chart papers

**Time:** 60 min

### Activity1- Change the Colour (Vegetable Printing)

#### **Process:**

Exhibit an enlarged picture of a parrot (similar to Ril) shaded in a very light blue colour on the big picture.

Interact with the children.

What colour is the parrot here?

What colour is a parrot? Shall we change its colour?

I shall give you paint for it, okay?...

Provide vegetables like ladies' finger, potatoes etc. shaped suitably for vegetable printing.

Place green paint/ water colour in a small bowl enough in number.

Ask children to colour the parrot using vegetable pieces.

Give proper suggestions to do the activity carefully. Let them colour the beak using red paint too.

Ensure the participation of all learners.

Interact with them while they do the activity. Appreciate every child on her/his attempt.

Now, look at the parrot, what happens to it? (colour changed/ became green/ now it is green...)

Yes, its colour changed.

It was blue. Now it is green. Now it is a green parrot.

### Activity 2 – OUCH (Let's Read)

Invite the attention of the learners to page 46 of HONEYBEES.

Look at the picture. What do you see here? What happens to Ril now?

പെയിന്റിൽ വീണു/ ബക്കറ്റിൽ വീണു/ പാത്രത്തിലെ പെയിന്റിൽ വീണു...

**Ril falls into a tin.** (charting)

Elicit the text after asking the necessary questions according to the response you get. Eg. If the answer is, 'fell in paint', ask where the paint is and elicit the idea that the paint is in a tin.

What is the tin? (Paint)

What colour is the paint?

What is there in the tin? There is red paint in the tin.

**There is red paint in the tin.** (charting)

Look at Ril. Is he happy?

അല്ല, പേടിച്ചിട്ടു ഉള്ളത്, അല്ലേ? പേടിച്ചിട്ട് അവൻ എന്തോ പറയുന്നുണ്ടല്ലോ? അതെന്താണെന്നു മനസ്സിലായോ? എന്താ എഴുതിയിട്ടുള്ളത്?

Prompt the word, if they cannot read that.

**OUCH!** (charting)

Follow the graphic reading process.

Ask the question, 'Will Ril come out of the tin?' and elicit free responses.

### **Activity 3- Rilwas Green (Let's read)**

#### **Process:**

Invite the attention of the learners to the picture on page 47 of the textbook.

Look at Ril. He came out, right...?

Look at his wings...What happened to him?

ചെമ്മപ്പായി / കളർ മാറിപ്പോയി.

Was Ril red? No, green.

He was green. Okay, he was green. Now...? (red)

**He was green.**

**Now he is red.** (charting)

Elicit the text and write it on the BB.

What will he do now? Elicit answers.

"Will he go home?" How? Can he fly? Why?

Then, how will he go? (walk)

Look, how does he go home?

Elicit the idea, He walks home.

<p><b>He was green.</b> <b>Now he is red.</b> <b>He walks home.</b></p>
---

Follow the graphic reading process.

Read aloud the text with proper stress, intonation and voice modulation.

**Activity 4 –Ril was Green (BeehiveActivity 13)**

**Process:**

Invite the attention of the learners to page number 38 of BEEHIVE

Look at the picture of Ril.

He is sad, isn't he? Why?

എന്താ അവന്റെ സങ്കടത്തിന്റെ കാരണം? അവൻ അത് പറയുന്നുണ്ടല്ലോ? വായിച്ച് പറയാമോ?

Allow them to try. Some of them can read it and say. Some may guess the idea and say. Megaphone it and write that on chart.

Yes, Ril says- I was green.

**I was green.**

**I am .....now.** (charting)

എന്തോ പറയാൻ വിട്ടുപോയല്ലോ. അതെന്തെന്നു പറയാമോ?

Elicit the idea and ask them to fill in.

**Learning Evidence:** Charts containing pictures of the painted parrot and the elicited texts, Completed Beehive page, etc.

**Note to the teacher:** From this point on we promote individual reading attempts by the learners. Let them read or predict the idea using the text and contextual clues. All learners may not be able to read at this point. Gradually the number of independent readers increases.

**MODULE 17**

**Learning Objectives:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- identify familiar words and read them
- describe familiar objects orally stating physical attributes such as size, colour, etc.
- read conversations, & simple descriptions graphically
- construct dialogues related to specific contexts using fragmentary expressions
- participate in role-play

**TLMs:** charts, masksof Ril, Jil, and Dil

**Time:** 60 min

### Activity 1- Let's Read

#### **Process:**

Introduce page 48 and interact using the pictures given there.

Who are these parrots? Can you say?

How do you know that they are Jil and Dil?

Elicit responses. Fix the idea that Ril comes back.

Ril is red now. He comes back to his home.

ജില്ലിനും ദില്ലിനും റില്ലിനെ മനസിലായോ? എന്താകാരണം?  
നോക്കൂ, ജിൽ എന്തോ ചോദിക്കുന്നുണ്ടല്ലോ.

What does Jil ask Ril?

Elicit the idea and write on a chart.

#### **Who are You?**

What does Ril say?

Elicit and write: **I am Ril.**

What does Dil say?

**No, Ril is green.** (Some learners will be able to read these from the text at this point.)

Follow the graphic reading process.

### Activity- 2 Let's Act

#### **Process:**

Role- playing the conversation by assigning roles of Jil, Dil and Ril to groups.

Prepare the masks of Jil, Dil and Ril using colour paper.(Ril's colour should be red now.)

Fix the dialogue to be delivered by each character by asking questions.

What will Jil ask? (Who are you?)

What will Ril reply? (I am Ril)

What will Dil say? (No,Ril is green.)

Fix the dialogues with the support of the chart.

How will Ril come? Happily, or sadly? (sadly)

How will he walk? Slowly or fast? (slowly)

How...? Show me. Rehearse if needed.

Give masks to each character and initiate performances.

Jil and Dil come to one side.Ril on the other side.

Now, who will ask first? (Jil)

Initiate the performance of each group. Record the performances and keep them as digital portfolio. You can send them to parent's social media groups if needed.

### **Activity 3- Sad Ril ( Let's Read)**

#### **Process:**

Processing the text.

Interact with the learners based on page 49 of Honeybees and elicit the given responses.

Elicit the following ideas:

**Ril is sad.** (Learners may read this by themselves)

**He walks away.**

Process graphic reading.

### **Activity 3 What do They Say? (Beehive Activity - 14)**

Processing the activity 14 (Beehive page 39)

Picture interaction

Polly, Jil and Dil are sitting on a tree.

Polly sees a small bird walking away.

Polly asks, 'Is that your friend?'

Elicit the above ideas through interaction and ask the learners to complete the speech bubble.

List out the varied responses on a chart. Help the learners if they need support in writing.

<b>Learning Evidence:</b> Charts containing the elicited texts, video document of role play, completed Beehive page, etc.
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## **MODULE 18**

### **Learning Objectives:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- engage in games
- identify the scripts and engage in graphical reading
- identify familiar words and read them
- describe familiar objects orally stating physical attributes such as size, colour, etc.
- read conversations, & simple descriptions graphically
- construct dialogues related to specific contexts using fragmentary expressions.

**TLMs:** chart, Honeybees, Beehive

**Time:** 60 min

### **Activity 1- Game - Count and Group**

#### **Process**

Draw a big circle on the floor. Ask the learners to walk freely inside the circle. Say a number aloud, ask the learners to form groups of the said number. For example, when you say **two**, they should form groups of two. Those who do not get groups will be out. Now change the number and continue the game.



### **Activity 2 - Let's Read**

#### **Process:**

Leads the attention of the learners to page 50 of Honeybees.

Picture interaction.

Elicit the idea, It started raining.

#### **It started raining.**

Elicit the text and write on the blackboard or chart.

What do Jil and Dil do?

What does Jil say?

Elicit and write the sentence on chart.

#### **Come, it is raining.**

Where is our Ril?

What happens to him? (elicit responses and fix the idea)

Look at his face, is he happy or sad?

Elicit responses.

Process reading

What will Ril do now?

പോളിയും മറ്റു തത്തകളും റില്ലിനെ തിരിച്ചറിയുമോ?

അമ്മ എന്തു പറയും?

Introduce page 51 to the class and proceed.

Look, mother parrot is happy. What does she say?

Ask them to read/guess by themselves.

**Ril, my dear!**

Look at Ril. He is so happy, isn't he?

What does he say?

അവനു വലിയ സന്തോഷമായി, അല്ലേ? സന്തോഷം പ്രകടിപ്പിക്കാൻ അവൻ എന്തോ വിളിച്ചു പറയുന്നുണ്ടല്ലോ. പറയാമോ?

Elicit and fix the idea, **Hurrah!**

What does he say then?

**I am green again.**

What happens to Ril now?

**Now, Ril is green.**

Interact with the learners based on the other characters there and fix the point that all are happy.

Look at the elephant. Is he happy now? (happy)

See, the duck is also happy, right? (yes)

Look at the duck. Is it happy?

What about the rabbit?

All are happy, aren't they?

**All are happy.**(Writes on blackboard or chart.)

Process graphic reading

**Activity- 3 (Beehive Activity- 15)**

Introduce BEEHIVE activity 15 (page 40).

Look at the picture given in the circle.

Ril ന് എന്താ സംഭവിച്ചത് എന്ന് ഓർമ്മയില്ലേ?

Yes. He fell into a paint tin.

Then what happened to his colour?

Yes. He became red.

Ril was red. Now, he is ....? (green)

What does he say?

Elicit and write. **I was red. Now I am.....**

Ask the learners to complete the sentence.

**Learning Evidence:** Charts containing the elicited texts, completed Beehive page, etc.

## MODULE 18

### Learning Objectives:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally
- identify the scripts and engage in graphical reading
- identify familiar words and read them
- describe familiar objects orally stating physical attributes such as size, colour, etc.
- read conversations, & simple descriptions graphically

**TLMs:** chart, Honeybees, Beehive

**Time:** 60 min

### **Activity- 1 Find the Characters (Beehive Activity – 16)**

#### **Process:**

Introduce page 41 and begin an interaction. Make them clear about the task and lead to individual attempts. Allow them to use an eraser if needed to facilitate re-attempts. Support the learners with supplementary questions.

Allow them to refer to the previous pages of Beehive and charts for writing the words.

After individual writing, the teacher can write the words on a chart and ask the learners to correct their writing.

### **Activity- 2 Sequence the Events (Beehive Activity – 16)**

#### **Process:**

Introduce the page to the learners and ask them to read the text one after another. Ask them to find out the first event. (The picture will also help them sequence the events.) Allow them to connect them using lines. Let them attempt individually first and then the teacher can give a teacher version on a chart. Appreciate those who complete the work.

### **Activity- 3 Find the Missing Words (Honeybees page 52)**

#### **Process**

Introduce the page and ask them to complete the task. Let them count the number of words they have identified and written. Appreciate them. Give a teacher version once all complete the task individually.

**Learning Evidence:** Charts containing the elicited texts, completed Beehive & Honeybees page, etc.