

SESSION 4 - : Like This, Like This

Time: 2 hours

Activity 13 -Animals' Party (Picture of Cap Masks)

30 minutes

Aim : Comprehend what is said from the context.

Language focus : Use and apply sentence patterns like 'This is .../That is .../I'm ... / You're ...'

Teacher prepares in advance cap-masks of elephant, rabbit, puppy, monkey, cat, tiger, parrot etc. and exhibits them on the class wall.

1. She asks, "Which one of these do you like?" Invites the students one by one to come and select one mask from it. Asks them to wear it and then the teacher says, "Oh! This is an elephant." Teacher introduces each animal in this way.
2. In the next round, when a child comes, selects and wears the mask of a cat, teacher encourages all students to say loudly, "Miaou, Miaou, that's a cat." Continues the same till all students select masks of their choice and wear it.
3. Invites all to sit in a circle. Teacher invites one child to stand up and say (wearing the mask), "I'm Roopa, the elephant." Then teacher points to her and says, "You're Roopa, the elephant." Invites other students to say the same (his/her name and the name of the animal) with the same gesture.
4. Now the animals move freely in the classroom. When two animals meet, they say 'Hi' and exchange the two sentence patterns.

Assessment: Did the students start using the sentence patterns in the right contexts? Have they brought necessary tone variations in it?

To the teacher

In the first stage itself, teacher starts assessing speaking and supports the students through modelling the activity.

Activity 14 -Like this, Like this

30 minutes

Aim : Comprehend the question ‘How does...’**Language focus** : Comprehend the question and respond to it.

Teacher arranges the groups of animals in different places/corners in the room. She asks a group (e.g: the Elephant group), “How does an elephant walk/move?” rhythmically like a song. She repeats it and encourages all other groups to copy the tone of the question and asks the question to the Elephant group.

Then the Elephant group member mimes the movement of an elephant, walks to the centre of the play area and answers, “Like this, Like this.” They move backward, then other groups repeat the question to the same group and repeat the actions.

Then to the next group and so on. Teacher helps the students to capture the tone and rhythm of the question-answer interaction through modelling.

Then as in choral singing, the question-answer interaction is sung as a song and the students repeat the song, move and sing the lines with actions and movements.

Assessment: Participates willingly in the interactions.

To the teacher

Co-ordinates speaking with miming and with verbal response.

Activity 15 -Who is Hiding?

30 minutes

Aim : Arrange the jigsaw and identify the animal/bird.

Language focus : Listen to the teacher instructions and respond accordingly.

1. Distributes the jigsaw of duck, parrot, cat, lion, cow (ensures that all the 3 member groups get one each)
2. Asks the students in groups to arrange the jigsaw and find out the animal or bird hiding in it.
3. Let them paste it in a sheet of paper.
4. Asks the students to show it to friends in other groups and say aloud the names of the animal/bird they have got.

Teacher writes the names of the animals under each picture, calling the groups of students near her.

Assessment : Identify the learners who wins the jigsaw puzzle. How many students can arrange the jigsaw correctly?

Feedback : Visualise the picture and respond to the instructions to form a complete picture.

Activity 16 -We are Friends (TPR)

20 minutes

Aim : Enable the learner to listen and comprehend.

Language focus : Listen, comprehend and perform according to the context.

TLM : Mascots of different animals/birds (Lion, tiger, elephant, cow, goat, cat, cuckoo, duck, peacock etc.)

1. Ask the students to stand in a circle.
2. Teacher wears the mascot of cuckoo and says “I am a cuckoo”
3. Teacher makes the sound of a cuckoo.
4. Let the students imitate the sound in the same tone.
5. Teacher changes the tone (as if the cuckoo is angry while responding to its song.)
6. Let the students respond in the same tone.
7. Then the mascots of other birds/animals are given the students (3/4 mascots of same animal/bird).
8. The students act like those birds/animals. For example, dance like a peacock. (3/4 students wearing the mascots should do the action), walk like an elephant etc.
9. Ensure that everyone gets a chance.
10. Let all the students together do the actions of birds/animals.

Assessment: Through general observation, find a student or group of students who need further support.

Feedback: Modelling and interaction

Students' Reflection

10 minutes

- What did you do today?
- What all did you sing, dance, draw and speak?
- Can you speak like a peacock now? Is the peacock happy?
- Which animals did you meet today? Which of them did you like?
- Can you draw them? Draw them at home and show it your parents.

Teachers' Reflection

Dear teacher,

This is an opportunity to assess the students' success, progress and challenges in learning and using English.

What are the improvements I could see today in my students?

SESSION 5 - : The Fruit Salad

Time: 2 hours

Activity 17 - All Mangoes, Change!

20 minutes

- Aim** : Engage in team work and work along with others as a team.
- Language focus** : Participate in whole class activity and takes up turns without any one calling.

Before starting the game, teacher reminds them what they did last day by asking a question: “How did you wash your face/ comb your hair/ brush your teeth/ eat your breakfast today morning?” Encourages students to respond with song and actions.

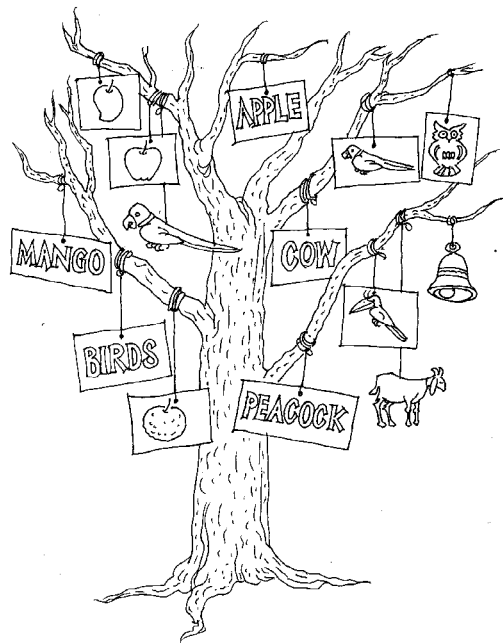
Teacher exhibits stocks of colour crayons/ sketch pens and paint stored in the hall. Asks them, “What all colours will you use today?” Distributes to them at random an equal number of cut outs of apples, mangoes, pineapples and jackfruits. Asks them to colour it. Observe what colours they choose.

Teacher helps the students to wear their cut outs around their neck using a soft cotton thread. Teacher sings the song ‘Hush, hush, quiet please’ and makes the students stand around her. Asks a child, ‘What’s your fruit? Show me.’ Pointing at the picture of the apple hung around the neck of the child, teacher says, ‘Wow, it’s an apple.’ She introduces the names of all fruits coloured by the students.

She announces, ‘All apples, change.’ She helps the students with the cut out of apples to change their positions by running to a corner. Teacher familiarises the students what they are expected to do when the names of their fruits are called out. Finally she calls out, ‘Fruit salad’, and asks all students to change their positions, and form a single group.

With variations and with increasing speed, teacher conducts the game with the students.

Guides the students to the ‘Magic Tree’ in the class and hangs each cut out on it one by one. (What’s a Magic Tree? See below)



Fix a branch of a tree in a sand pot/ fix it on the window. Cover the twigs of the branch with colour paper. Name the tree as 'The Magic Tree'. Allow the students to put whatever they draw, paint or make as part of their learning.

Assessment: Observe and assess the willingness of each child to work along with others. Identify those students who are able to take-up their turns effectively in the game. Is there any one lagging behind in taking turns?

To the teacher

If you notice any student who lags behind, conduct the game in a lower pace, saying clearly the name of fruits in a loud voice and move along with the student who face that difficulty. The next stage of the activity will give them added support to take up the challenge.

Activity 18 - Let us Sing and Dance

30 minutes

Aim : Sing a song together and act.

Language focus : Listen to the teacher's song and sing along with others as a whole group.

Teacher plays a piece of music with an attractive rhythm. After 1-2 minutes, catches the rhythm of the song by snapping his/her fingers. Then with the hands and feet. By this time, the students also join the teacher. He/She plays the music again and all of them together start beating to the rhythm. When the teacher is sure that all students have tuned themselves to the rhythm, he/she slowly introduces each line of the song given below with necessary movements/actions.

Clap your hands, clap your hands

Listen to the music and clap your hands.

Stamp your feet, stamp your feet,
 Listen to the music and stamp your feet.
 Turn around, turn around,
 Listen to the music and turn around.
 Jump up high, jump up high,
 Listen to the music and jump up high.
 Clap your hands, clap your hands,
 Listen to the music and clap your hands.

In the next round teacher again sings the song but helps students who have any difficulty or inhibition to sing and move according to the song.

Finally, teacher sings the song at a faster pace and the whole class sings with appropriate movements and actions. He/She fixes each stanza to different groups and conducts choral singing too.

Teacher writes the lines on a chart and exhibits it in the class. (Shall we ask the students to point out a word from it?)

Assessment: Observe and identify who can participate in this activity. What improvement did they make in taking up turns on their own? In addition to this, could they follow the rhythm along with the song?

Feedback:- Individual support, Modelling by the teacher

Activity 19 -This is my Family

30 minutes

Aim : Visualising an idea, setting a character or an event/theme.
Language focus : Listen, comprehend and work as a team.
TLM : Ribbons of different colours (Red, White, Black, Green, Yellow and Blue)

- Distributes six different coloured ribbons to children. (Each child gets one ribbon)
- Helps children to tie the ribbon on their wrist.
- Groups the children based on the colour of the ribbon.
- Assigns specific place in the class for each group to sit together.

- Goes to each group and tells them, “You’re a family. Who is the father, mother, brother, sister, grand father, grand mother... in this family?” Leaves them to decide who is who. He/She goes to the next group, talks the same with them and allows each group to decide who’s who.
- Teacher calls out to a group, ‘Hello, are you ready for a photo?’ She shows the camera and asks them to pose for a photo of their family. After the first shot, she calls out ‘Change’, then all the family members change their positions. Takes one more photo and invites all other groups to comment on the last pose photographed. Does the same with all the groups.
- After the photo session, teacher calls out, ‘All families, who is the mother in your family? Come here.’ Assembles them in a place and tells them to get ready for a photo. Calls out to all others too and tells the same to each group. Takes photos of each group. Elicits the feedback on the photos taken by the other groups.
- Distributes a sheet of paper and asks them to draw the photos they saw. Observe what kind of drawings they draw.

Assessment: Observe the team work, participation and identify the best performers.

To the teacher

Encourage the students to articulate their assessment of what they see in the activity.

Activity 20 - Choral Singing

30 minutes

Aim : Enjoy and sing the song chorally with actions.

Language focus : Listen, comprehend and enjoy the song and speak in words or in sentence fragments.

Teacher presents a piece of the jigsaw (of a butterfly) and asks, ‘What’s this? Can you tell what this is?’ He/She elicits responses from the students but doesn’t tell them the answer. He/She assembles two more pieces of the jigsaw and asks the same and elicits responses. At each stage, the teacher repeats the same query with minor changes in

interaction prompts and questions. Finally students identifies it with a big ‘Hurray’. He/She names it, ‘Yes, this is a butterfly.’

In the next round, the teacher distributes the mascot of butterfly of different colours to each child. The students and teacher wear the mascots. The teacher-butterfly roams slowly in the class and meets a student-butterfly and asks the child, ‘Hello, who are you?’ Helps the child to say ‘Butterfly/ I’m a butterfly’. Teacher-butterfly asks her, ‘Ohooo, you’re a butterfly. Then fly with me.’ The student-butterfly flies along with the teacher, following her movements and actions (flapping the wings) ‘Who are you?’ Teacher-butterfly meets another student and repeats the same question. Adds the next student-butterfly along with her. Proceeds the same and finally it becomes a march of butterflies with the teacher in front. Teacher substitutes a student in her place and the students move inside the classroom. At the height of their enjoyment, teacher calls out ‘STOP’ and asks them to sit around her and relax for a while. Teacher calls out with in a musical tone, Butterflies... butterflies...

Sit with me... (calls every one by repeating the line - When everybody sits around, he/she sings the next line with the same tone)

Butterflies... butterflies...

Sleep with me ... (shifts to her side and shows sleeping action with eyes shut)

After a while...

Butterflies... butterflies...

Wake up with me ... (everyone open their eyes)

It is followed by these lines and corresponding actions.

Butterflies... butterflies...

Sing a song with me...

Butterflies... butterflies...

Jump up with me.

Butterflies... butterflies...

Fly up with me, Fly up with me...(every one flies up)

Then she sings the first two lines again and repeats the same.

Assessment : Observes whether the actions are in tune with the rhythm.

Feedback : Modelling by the teacher.

Students' Reflection

10 minutes

What are the activities we did today?

Which are the activities you liked the most? Why?

Which is the colour you like most?

What about your singing? Could you keep the rhythm?

Teachers' Reflection

1. Were the students able to do choral singing?
2. How was their performance in the magic tree? Are they able to answer the questions?
3. Are the strategies used in these five workshops effective for my students to develop their skills in English?
4. What critical skills, attitudes and understandings am I able to develop in my students through these five workshops?
5. What kind of students' work demonstrated to me their progress? Could I provide good support and feedback to them?
6. To what extent am I able to bridge each student's experiences at home with what they need to engage in classroom learning activities? Could I ensure each student's transition to Class -1 effectively?
7. Did any change happen in my beliefs and understandings about how students develop proficiency in English? If yes, which are they?
8. How am I going to use my understanding about my students' abilities, the progress they made and their challenges while handling the first unit?

