partners in
micro-development

Integrated English Language

and

Computer Literacy Syllabus

For Grade 1
Classroom Program
for Units 1 - 5

January 2004

A pilot
program
for village
schools in
the North East
of Sri Lanka

This document contains suggested lesson plans based on the PIMD Integrated English Language and Computer Literacy Syllabus for Grades 1 and 2, Version 2.0, January 2004. The lesson plans should be read in conjunction with the syllabus. As per the Syllabus, the lessons are based on the use of oral and aural teaching methods and are highly dependent on teacher creativity and active learning. The lessons are a guide only and should be adapted to local needs and circumstance as required.

Unit 1 – Getting Started

Lesson 1 Part A		
Introduction	*Core Lesson*	*Recapitulation*
Introduce the phrases "Good morning", "Good afternoon" and "Good night".	Children practice saying "Good morning", "Good afternoon" and "Good night" to each other and to the teacher.	Repeat telling each other "Good Morning".

Lesson 1 Part B		
Introduction	*Core Lesson*	*Recapitulation*
Show children the switch to turn the computer on/off.	Modeling turning the computer on. The children then practice turning the computer on. Once they've turned it on they can turn it off.	Children repeat instructions and how to know when computer is ready to use and when it is finally shut down.

Lesson 2		
Introduction	*Core Lesson*	*Recapitulation*
Introduce children to the phrases "What is your name?" and "My name is . . . ."	Make up a song where the children sit in a circle and the teacher asks "What is your name?" The child next to the teacher replies "My name is ……". The song goes around the circle until all the students have asked the question and replied to it.	Children are given a blank piece of paper with "My name is . . . . ." written up the top in English and Tamil. They draw a picture of themselves on the paper.

Lesson 3		
Introduction	*Core Lesson*	*Recapitulation*
Even though the students will not know the alphabet they can begin to recognise characters/letters and match them to the keyboard. Teacher prepares template on each computer with "My name is …...." at the top of the page. Teacher models typing in his/her name, using terms "click on", "right", "left" and "move".	Students type in their name on the computer, copying from Lesson 2.	Print out each students copy of "My name is . . . ." and paste into workbook. Alternatively the teacher saves each students work.

Lesson 4		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models changing font and size of his/her name and repeats using the terms "click on", "right", "left" and "move".	Students change the size and font of their sentences "My name is . . . . ."	Print out each students copy of "My name is . . . ." and paste into workbook. Alternatively the teacher saves each students work.

Lesson 5		
Introduction	*Core Lesson*	*Recapitulation*
Repeat the phrases "Good Morning", "What is your name?", "My name is . . . ." and then introduce another student with the phrase "This is . . . . .". Teacher models this with two other students.	Students form groups of three and practice going through the dialogue "Good morning. What is your name?" "My name is . . . . This is . . . . ."	One group is chosen to model to the rest of the class.

Lesson 6		
Introduction	*Core Lesson*	*Recapitulation*
Teacher introduces the names of the computer parts - computer, screen, mouse, keyboard, disk, CD-ROM – using a picture / poster of the computer.	Students practice saying the names of each computer part and using the phrase "This is a . . . .".	

Lesson 7		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models activity "Labeling computer parts" by attaching labels (in English and Tamil) to a picture of a computer so that the children recognise the word and associate it with the object.	Each student receives a copy of the resource (chart and labels). Labels (English and Tamil) are cut out and pasted next to the correct picture of the computer part. Students may colour the picture in.	Students in pairs compare their worksheet and name the computer parts to each other.

Lesson 8		
Introduction	*Core Lesson*	*Recapitulation*
Teacher holds up pictures of the movements sit, stand, look here and draw, introducing students to the terms.	Students, through repetition, familiarise themselves with the terms as the teacher holds up the cards. Students hear and repeat the term as each picture is held up.	Teacher uses the game "Simon says" to repeat the terms.

Lesson 9		
Introduction	Core Lesson	Recapitulation
Introduce "Manners" with the terms "please" and "thank you".	Teacher uses the game "Simon says" to repeat the phrases "please" and "thank you". E.g. "Simon says please sit" (pause as students sit) "Thank you". "Simon says please stand (pause as students stand) "Thank you"	

Lesson 10		
Introduction	*Core Lesson*	*Recapitulation*
Teacher introduces classroom words such as desk, chair, pencil, door and combines with phrase "This is a…."	The teacher uses the classroom words in the phrase "This is a door" Students participate in a game by listening to what the teacher is indicating and students touch the object that the teacher has named.	Children work in groups copying the teachers modeling.

Unit 2 – Where is …?

Lesson 1		
Introduction	*Core Lesson*	*Recapitulation*
Teacher introduces students to words, in, on, under, next to, behind, below, between, in front of, using cards with the pictures labeled in English and Tamil.	Teacher continues reviewing the words, in, on, under, next to, behind, below, between, in front of, up, down, here and there, using a cardboard box and a stuffed toy. The teacher plays a game where the children describe the position of the toy, e.g. teacher: "The cat is . . . . . . the box" Students fill in the blank, orally, with the right description.	Students are all given their own box or jar with an object that they can use to follow the teachers instructions, e.g. teacher: "Put it *in* the box" (word in italics is swapped making use of all the descriptors).

Lesson 2		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models on the computer, using clipart, how to select and move pictures around following instructions such as "Put the cat in the box". (Refer Attachment A for sample resource)	Students are given a template on the computer with the pictures and have to move the pictures according to oral instructions given by the teacher.	Teacher and students discuss the pictures as arranged in the lesson, e.g. "The cat is in the box, the monkey is on the bed."

Lesson 3		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models activity of cutting out pictures and putting them where the directions indicate, e. g. "Put the cat on the chair". Teacher's pictures need to be large for a whole group to be able to see and for it to be displayed for children to copy when it's their turn.	Children do activity.	Students describe to the teacher what is happening in their pictures.

Lesson 4		
Introduction	Core Lesson	Recapitulation
Teacher models activity in which he/she writes on the board the words, in, on, under, next to, behind, below, between, in front of. Each student is given a template consisting of an assortment of pictures showing objects or animals in different positions (relative to a chair or table, etc.). Each position word (in, on, etc) must be matched with a picture. (Refer Attachment B for sample resource).	Students do activity.	Willing students show their pictures and describe them.

Lesson 5		
Introduction	Core Lesson	Recapitulation
Teacher introduces ownership terms such as my, our, his, her, your, their and also the 's' added to the end of a name when the object belongs to the person i.e. Fred's pencil. This is done in a group activity where all students are sitting in a circle with an object in their hand (something that belongs in the classroom that the students will need to know the name of). The teacher points to the object and indicates whose it is e.g. Mary's paper, our classroom, their books, my pencil.	Going around in the circle, students have a turn to find an object and say who it belongs to. Students will need help with the names of the objects.	Let each student have another turn using a different possessive word.

Lesson 6		
Introduction	Core Lesson	Recapitulation
Teacher reviews with students possessive words using classroom objects.	Students draw four things and describe who they belong to, e.g. Bob's pencil (with a drawing of the pencil).	Students describe what they've drawn.

Lesson 7		
Introduction	Core Lesson	Recapitulation
Teacher introduces the question 'Where is?' and the answers 'here' and 'there' by placing objects throughout the classroom. Perhaps go through the names of the things with the students while placing them around the room. The teacher then asks 'Where is _____?' and the students are asked to find the object and answer the question.	Students play the game until all the objects are found. E.g. Teacher: Where is Amy's chair? Student: Under the table.	Students can be given turns to ask the questions.

Lesson 8		
Introduction	Core Lesson	Recapitulation
Teacher models activity where MS-Word document is opened with pictures on the page, and asks questions about where the pictures are. (Refer Attachment C for sample resource)	Students play game in pairs or threesomes swapping turns to ask and answer questions. Students may move pictures around the page to make it more interesting.	Students may swap computers and groups to hear different questions and answers.

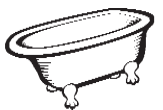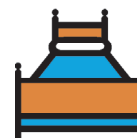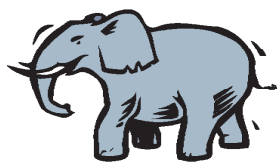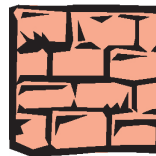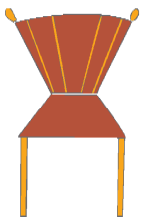| Lesson 9		
Introduction	Core Lesson	Recapitulation
Teacher reviews vocabulary learnt in the unit 'Where is?" by asking questions about objects around the room and students answering.	Students can be split up into groups to play the game independently.	

Teacher instructions :

- Put the spider in the bath
- Put the monkey under the table
- Put the elephant behind the wall
- Put the monkey between the 2 trees
- Put the cat in front of the wall
- Put the snail next to the leaf
- Put the elephant on the bed

Clipart for students to match and move

Where is the animal?

1.   The elephant is
    _____ the box

2.   The dog is
    ____ the chair

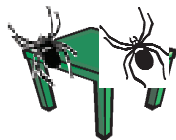3.   The mouse is
    _____ the cheese

4.   The snail is
    _____ the leaf
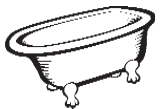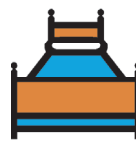
5.   The spider is
    _____ the table

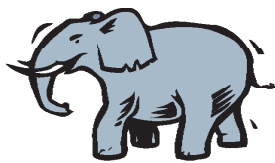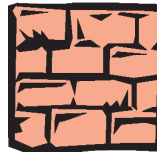6.   The bird is
    _____ the tree
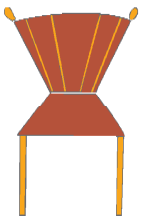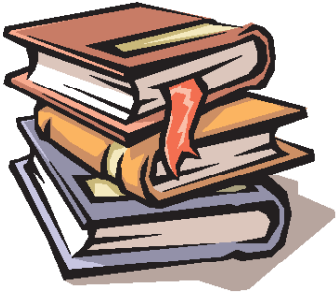
Unit 3 – Part A : My Family

Lesson 1		
Introduction	**Core Lesson**	**Recapitulation**
Teacher introduces vocabulary relating to family, i.e. mother, father, brother, sister, aunty, uncle, cousin, grandmother, grandfather using pictures of people that can be cut out from a magazine. Sentences such as 'This is my mother" can be used to describe the family members.	Students interact with teacher's discussion about family vocabulary.	

Lesson 2		
Introduction	**Core Lesson**	**Recapitulation**
Teacher repeats family vocabulary using the pictures from the last lesson.	Students complete their own picture of their family using pictures from magazines or by drawing them.	

Lesson 3		
Introduction	**Core Lesson**	**Recapitulation**
Teacher repeats introducing members of their family using the cutouts adding on the member's name, e.g. "This is my mother. Her name is Mary."	Students break into groups and introduce members of their family using their pictures.	Willing students may introduce family members to the whole class.

Lesson 4		
Introduction	**Core Lesson**	**Recapitulation**
Teacher models describing one of the student's family and house adding in the conjunction 'and', e.g. "This is Jessie's mum and dad".	Students in groups practice introducing one of the group's house and family remembering to use the conjunction 'and'.	Willing group introduces their chosen house and family to the whole class.
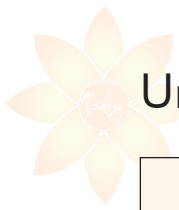
Unit 3 – Part B : Me at the Computer

Lesson 1		
Introduction	*Core Lesson*	*Recapitulation*
Teacher instructs students on the proper way to sit at the computer with correct distance between them and the computer and correct placing for the hands.	Students practice how to sit at the computer. A document from another lesson can be used for students to experiment with while practicing correct posture or suitable software designed to step students through how to sit at the computer.	

Lesson 2		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models choosing shapes from MS-Word autoshapes in a blank MS-Word document (or use KidPix software) and putting them together to make a house. Shapes will need to be resized and moved around.	Students play with shapes to make their house then print it off and colour it in adding a garden and pets.	

Lesson 3		
Introduction	*Core Lesson*	*Recapitulation*
Teacher models using MS-Word autoshapes to make a pattern on a blank document. Any of the autoshapes may be used. They can be moved around and resized. Teacher models and reminds students about correct posture.	Students make their own patterns using autoshapes. If needed the teacher can produce some patterns for students waiting for computers to colour in while they wait.	

Unit 4 – Colours

Lesson 1		
Introduction	**Core Lesson**	**Recapitulation**
Teacher introduces the basic colours in English - red, blue, yellow, green, orange, black, white, purple (others may be included). Teacher's introduction of the colours could use language such as "This is a red ball" as the words "this" and "is" are already familiar to the students. A game can be played once the colours have been introduced asking "Where is something red?" and students must find something red in the classroom. Answers such as "This pen is red" can be introduced. It would be good to have some objects that are coloured ready for the students to identify.	Students take part in learning the names of colours and the 'Colour game' played with the teacher.	Students may take turns to ask the questions in the game.

Lesson 2		
Introduction	**Core Lesson**	**Recapitulation**
Teacher can prepare large pieces of paper on which students can make colour collages. Each sheet should be for a different colour with the English and Tamil spelling of that colour on the sheet to be matched with the piece of colour.	Students can cut out magazine pictures or draw their own pictures representing the colours. Perhaps a colour could have a theme, i.e. blue can be all about under the water. Think about other things that can be stuck onto the collages - maybe some leaves for the colour green, or some dirt for brown.	This activity can be continued throughout the unit as an extra activity for students to do when they have finished their work or are waiting to use the computer.

Lesson 3		
Introduction	*Core Lesson*	*Recapitulation*
Teacher shows students how to start Microsoft Paint and how to draw pictures.	Students draw pictures using Microsoft Paint.	Student's posture at the computers needs to be monitored.

Lesson 4		
Introduction	*Core Lesson*	*Recapitulation*
Teacher reviews colour names and introduces the question "What colour is this?" Teacher can introduce questions such as "Is it blue?" and then answering the question with "No, it is red" or "Yes, it is blue"	Students can practice asking and answering about the colours of objects in the classroom. Students will need help with the names of objects.	Students could take a walk outside the classroom finding new objects to identify.

Lesson 5		
Introduction	*Core Lesson*	*Recapitulation*
Teacher put students into groups. Students will perform little plays in which they will introduce some objects that they have made or drawn using the different colours. Students can ask each other questions e.g. "Why did you use the colour green for the cat?".	Students will need help in making sure the questions they ask and the answers they give are correct. Students can make props to use. The Paint program in Microsoft can be used here also.	This activity will take up to four lessons to prepare. It would be good to invite parents to watch and to participate in the preparation of the student's plays.

Lesson 6		
Introduction	*Core Lesson*	*Recapitulation*
Teacher introduces the game Bingo to the students. The bingo cards should have the different colours on them.	Students play bingo as a class and then in groups. Perhaps a few different colours can be introduced to make the game last longer.	

Lesson 7		
Introduction	*Core Lesson*	*Recapitulation*
ESL specific software such as Phonics Alive, can be introduced at this stage to consolidate Units 1-4.	Students use their computer skills to start the program and follow instructions for first lesson(s) guided by the teacher.	As per software guidelines.

Unit 5 – I like…. I don't like …..

Lesson 1		
Introduction	*Core Lesson*	*Recapitulation*
Teacher introduces the language used for telling likes and dislikes : I like _____. I dislike _____. Do you like _____? I don't like _____. This can be done through a mock interview with a stuffed toy. The teacher can act as a ventriloquist doing the teachers part of the conversation as well as the toy's.	Students can in turn be asked questions and give answers.	

Lesson 2		
Introduction	*Core Lesson*	*Recapitulation*
Teacher can bring in an assortment of foods. Students can be blind folded and given a chance to sample foods. Then they must answer the questions about whether they like or dislike what they have eaten.	Students take part in activity.	

Lesson 3		
Introduction	*Core Lesson*	*Recapitulation*
Teacher instructs students to open up on the computer a document using MS-Word Draw. Students can draw or select clip art of things that they like and dislike. Boardmaker may also be used for this exercise making use of bi-lingual labels on symbols.	Students complete activity.	This lesson can be done in conjunction with lesson 4. Some students can be doing lesson 3 while some are doing lesson 4. Perhaps the page done on the computer can be things they dislike while the drawn page can be things that they like.

Lesson 3		
Introduction	**Core Lesson**	**Recapitulation**
Teacher instructs students to open up on the computer a document using MS-Word Draw.

Students can draw or select clip art of things that they like and dislike.

Boardmaker may also be used for this exercise making use of bi-lingual labels on symbols. | Students complete activity. | This lesson can be done in conjunction with lesson 4. Some students can be doing lesson 3 while some are doing lesson 4. Perhaps the page done on the computer can be things they dislike while the drawn page can be things that they like. |

Lesson 4		
Introduction	**Core Lesson**	**Recapitulation**
Teacher can give all students 2 pieces of paper. One can have 'I like' written on it while the other has 'I dislike' written on it. Students can draw or paste on cut out pictures of things they like or dislike.	Students do activity.	This lesson can be done in conjunction with lesson 3. Some students can be doing lesson 3 while some are doing lesson 4. Perhaps the page done on the computer can be things they dislike while the drawn page can be things that they like.

Lesson 5		
Introduction	**Core Lesson**	**Recapitulation**
Teacher can mock interview several students asking questions about what they like and dislike and why, e.g. "I like bananas because they taste nice".	Students can be put into pairs and carry out their own interviews.	Willing students may perform their interview in front of the class.

Lesson 6		
Introduction	*Core Lesson*	*Recapitulation*
Teacher instructs students that they are going to make up a poster that gives information on each individual student about who they are and what they like and dislike. The teacher will need to write on each student's poster a summary, while the student decorates it, e.g. "My name is Bob. I like dogs. I don't like snakes." Alternatively, the student may construct the words and pictures using Boardmaker and taking advantage of bi-lingual labels for symbols. Information the students have learnt in previous units can be added, such as : • This is my family • My sister's name is Mary This will depend on what each student wants to write.	Students complete the description. Each child can present their posters on things they like and dislike in front of an audience. This audience may be the class or another class or a group of parents.	

Lesson 7		
Introduction	*Core Lesson*	*Recapitulation*
Teacher can play Bingo with students using all the different objects that they have been discussing in the unit.	Students can play bingo in groups. Each group can make up their own set of Bingo cards.	

Lesson 8		
Introduction	*Core Lesson*	*Recapitulation*
Continue program based on ESL specific software such as Phonics Alive.	Students use their computer skills to start the program and follow instructions for first lesson(s) guided by the teacher.	As per software guidelines.