

Integrated English Language

and

Computer Literacy Syllabus

For Grade 2
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.

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Unit 1 – Holidays

Lesson 1		
Introduction	Core Lesson	Recapitulation
<p>Teacher reviews language learnt in units 12 and 18 in grade 1, adding in language needed for holidays.</p> <p>Questions such as “What did you do in the holidays?”, “where did you go?”, could be introduced to keep the conversation going. Answers would include “In the holidays I played/ I went to/ I did”</p> <p>Specific sports and activities will need to be reviewed and new ones added.</p>	<p>Students describe different activities that they participated in during the holidays. The teacher could make a list on the board as an introduction to students learning how to write in English.</p>	<p>Students may spend sometime asking and answering questions in small groups.</p>

Lesson 2		
Introduction	Core Lesson	Recapitulation
<p>To review activities from lesson 1, the teacher can introduce Bingo cards relating to activities that the students have participated in during the holidays.</p>	<p>Playing ‘Bingo’.</p>	

Lesson 3		
Introduction	Core Lesson	Recapitulation
<p>Teacher instructs students to search through clipart (or Boardmaker, KidPix) on the computer to find pictures of activities that they did during their holidays. Short stories can be made using the pictures.</p>	<p>Students create their stories using computer tools.</p>	<p>Teacher will need to prompt students with the right English to describe their activities.</p>

Lesson 4		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher discusses with students all the different vocabulary needed to carry out a conversation about holidays.	<p>Students spend sometime in groups brainstorming vocabulary needed to talk about their holidays.</p> <p>Students could draw pictures to remind them of the language if they still lack the written English skills, or use Boardmaker with bi-lingual symbols.</p>	<p>Groups come back together as a class and reveal all the vocabulary they came up with in their brainstorming session.</p> <p>Follow-up work on the computer might involve Vocabulary Builder to add to the vocab list.</p>

Lesson 5		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students can be instructed to spend some time in groups or pairs coming up with a conversation about their holidays. It might be in the form of an interview or perhaps just running into each other in the street.	Students work on conversations.	Willing students may have a chance to perform their conversations.

Lesson 6		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students are instructed to select a conversation topic and spend some time coming up with props that will serve as prompts for when they are performing conversations.	Making props related to chosen conversation topic.	

Lesson 7		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students perform their conversations in front of the class or another willing group of students.	Conversations are performed and class may ask questions to ensure they understand.	

Lesson 8		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
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.



Unit 2 – Numbers

Lesson 1		
Introduction	Core Lesson	Recapitulation
Teacher revises numbers 1-10 and then introduces counting by tens up to 100.	Students practice counting by tens.	With students in a circle, teacher holds a mixed up pile of cards with numbers 10 –100 on them. Students sort cards according to numerical order.

Lessons 2 & 3		
Introduction	Core Lesson	Recapitulation
Teacher models making a number book counting by tens using MS-Word and clip art or Boardmaker.	Students make their own number book.	Some students could be drawing pages while others are using the computer to make theirs and then they can swap over.

Lesson 4		
Introduction	Core Lesson	Recapitulation
Teacher introduces numerals from 11 – 20.	Teacher hands each student a template of a flower with 10 petals. Students fill in the petals with the numbers 10-19 then the center of the flower with the number 20.	

Lesson 5		
Introduction	Core Lesson	Recapitulation
Teacher models playing hopscotch. The hopscotch pattern should use the numbers from 11-20 or counting by tens from 10-100	Students play hopscotch.	

Lesson 6		
Introduction	Core Lesson	Recapitulation
Teacher hands out Bingo cards using numbers 1-20.	Students play Bingo.	Students may take turns calling out the numbers.

Lesson 7		
Introduction	Core Lesson	Recapitulation
Teacher introduces and models Owl dot to dot. (Refer Attachment A)	Students complete owl dot to dot. They can colour them in when they've finished connecting the dots.	

Lesson 8		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces Cabin dot to dot. (Refer Attachment B)	Students complete cabin dot to dot.	

Lessons 9 & 10		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Game :</p> <p>Formation -2 lines. Equal numbers in each line. Lines facing each other 3 metres apart.</p> <p>In each group students are numbered from one. So each group has a no.1, no. 2 etc.</p> <p>Equipment - Cards with numbers from 1 to 20</p> <p>Directions - Cards placed on floor between the two lines. Teacher calls out number. Students with corresponding numbers race out to find the appropriate card.</p> <p>First student to find the card scores a point for their team.</p> <p>Team with the most points at the end of the game wins.</p>	Students play game.	Perhaps the second time the students play the game the numbers can change from 1-20 to counting by 10's from 10-100.

Lesson 11		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
English and class teacher jointly develop lesson for Maths using Jumpstart	Students use their computer skills to start the program and follow instructions for first lesson(s) guided by the teachers.	As per software guidelines.

Lesson 12		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
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.

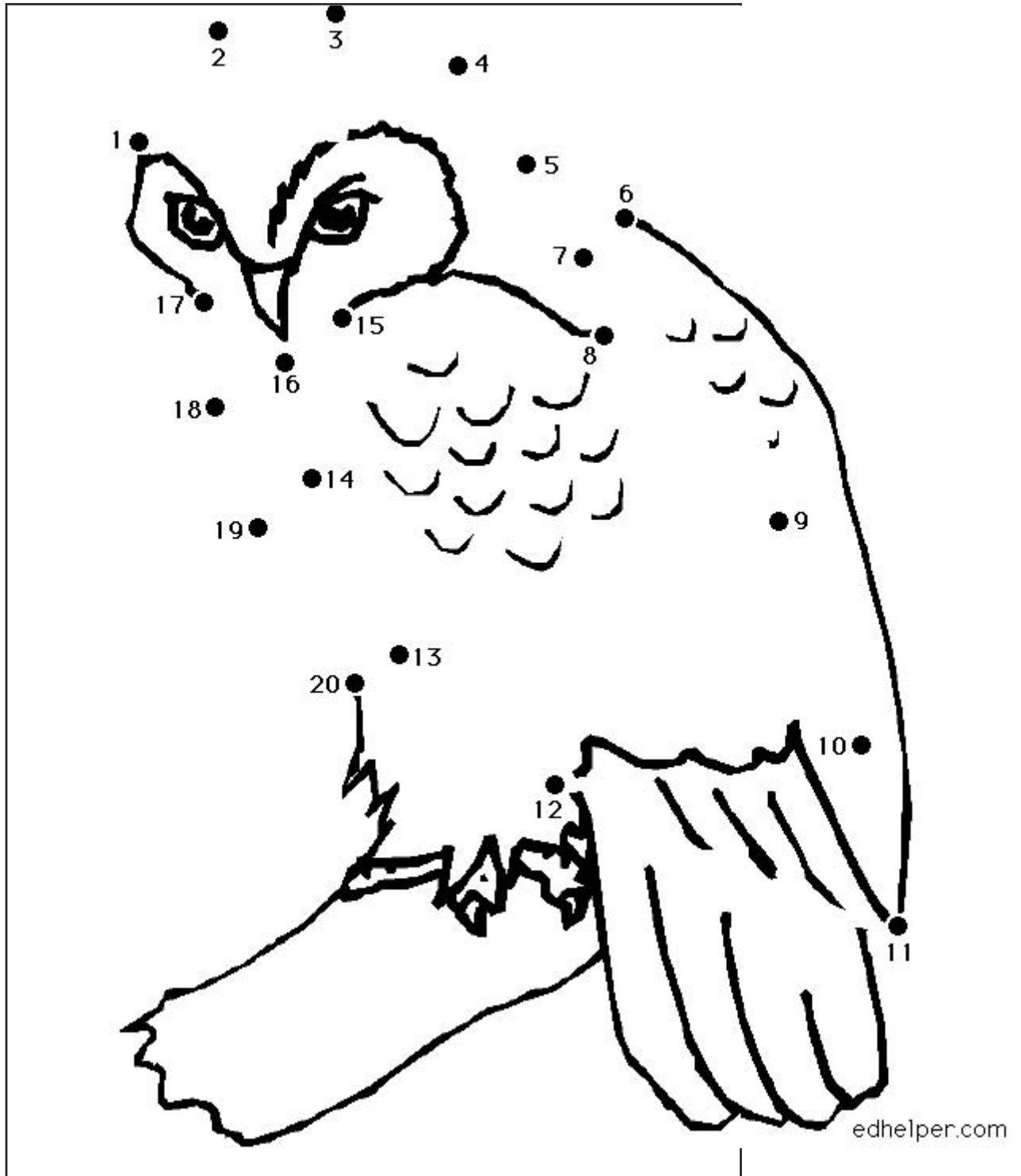


Attachment A : Lesson 7

Name _____



Date _____



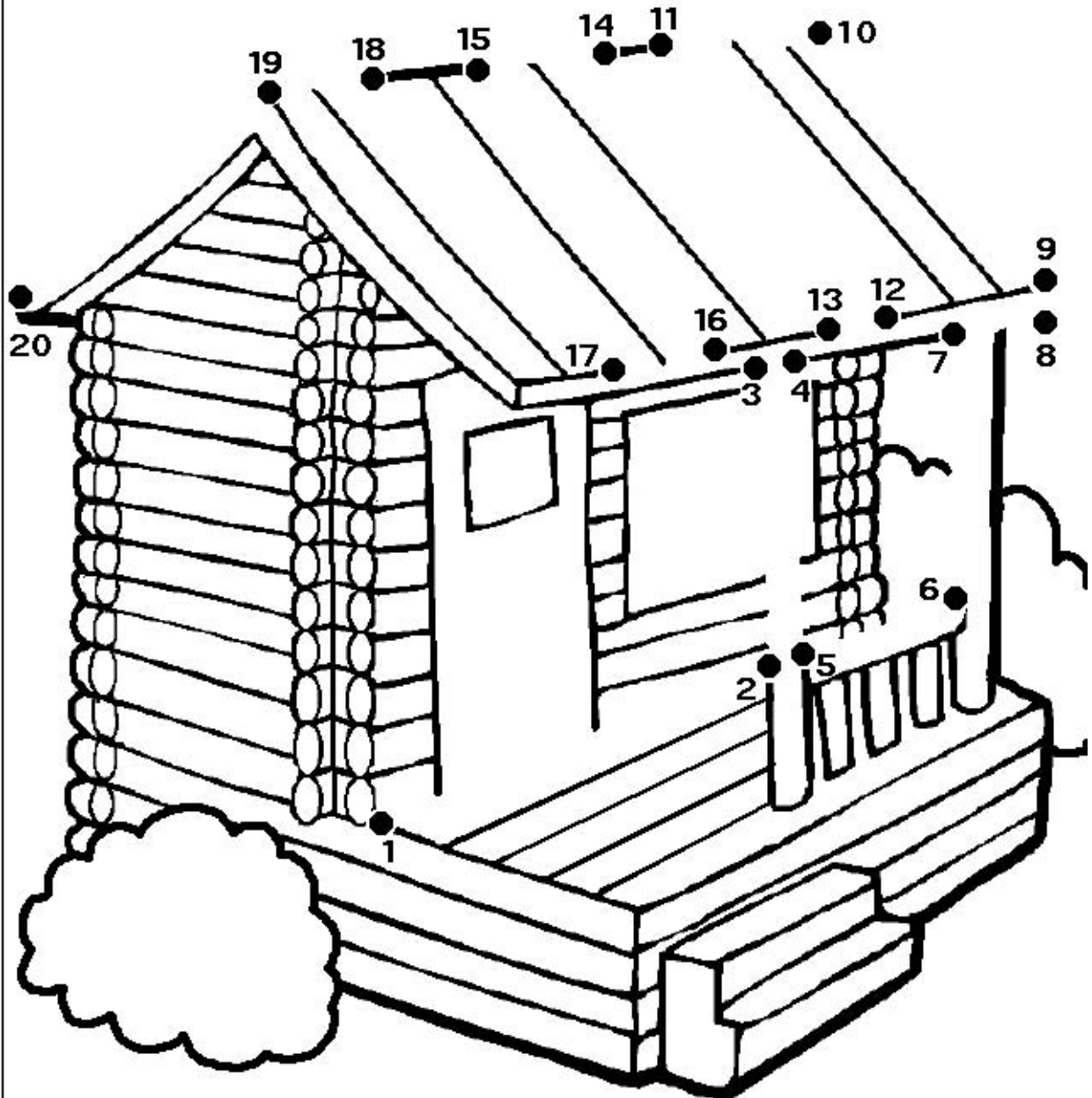


Attachment B : Lesson 8

Name _____



Date _____



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Unit 3 – Time

Lesson 1		
Introduction	Core Lesson	Recapitulation
Teacher introduces words - morning, afternoon, day, night, midday, midnight.	Teacher introduces a game where he/she calls out one of the times - morning, afternoon, day, night, midday or midnight. Students act out an activity that they do at that time, e.g. if the teacher calls out 'Morning' students can act out waking up.	Students may have a turn at calling out the times.

Lesson 2		
Introduction	Core Lesson	Recapitulation
Teacher tells a story about what he/she does at different times of the day. He/she models acting out the story. Story : In the morning I wake up. Then at midday I eat lunch. In the afternoon I play soccer. At midnight I sleep.	Students act out the story.	The activities done during the day can be changed according to what the students would like them to be.

Lessons 3 & 4		
Introduction	Core Lesson	Recapitulation
Teacher models for students how to use clip art and MS- Word Draw (or KidPix) to make up a picture time line for their day.	Students make their picture time lines.	The teacher could write the times of the day under the appropriate pictures for the students. Students could take turns on the computers and drawing their time lines to allow each student a chance at using the computer.

Lesson 5		
Introduction	Core Lesson	Recapitulation
Teacher models telling the story of his/her time line.	Students are broken into groups to tell the story of their time lines.	Willing students may want to tell their stories in front of the whole class.

<i>Lessons 6 & 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher puts students in groups and instructs them to make up their own group story about what they do during the day. One person can be the narrator while the others act it out.	Students work on their own story.	Groups can act out their stories. Students can perform their stories in front of a different audience. Either in front of another class or a group of parents.

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
English and class teacher jointly develop lesson using Boardmaker bi-lingual symbols for time.	Students use their computer skills to start the program and follow instructions provided by the teachers.	

<i>Lesson 9</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
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.





Unit 4 – The English Alphabet

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces the ABC song. (A cassette with the song on it would be good). The teacher should have a poster or some other display with the alphabet on it so that when the students sing the song they can learn to recognise the alphabet.	Students practice singing the song.	Teacher asks for letter following B or letter before S and so on.

<i>Lessons 2a & 3a</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces students to the learning to type software.	Students start practicing the home row exercises with the typing software.	Students alternate with lesson 2a/3a and 2b/3b to allow everyone a turn on the computer.

<i>Lessons 2b & 3b</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher models tracing letters on the board or in an alphabet book if available. (Refer Attachment A for sample sheets which can be copied)	<p>Students work with tracing letters in their alphabet / note book.</p> <p>If Teacher has the ABC song on tape it would be a good idea to have this playing while students work.</p>	Students alternate with lesson 2a/3a and 2b/3b to allow everyone a turn on the computer.

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces the sounds for the letters A,B,C,D and E. Objects around the classroom or other English words that students are familiar with should be referred to so that students make links between the new sounds they are learning to write and the words they already know how to say.	Students review A,B,C,D,E.	Students sit in a circle. The first student must come up with something in English starting with the letter A, the next person has to come up with something starting with the letter B, etc.

Lesson 5		
Introduction	Core Lesson	Recapitulation
Teacher puts students in groups of 2 or 3 and models students making their own alphabet book. Students can use clipart or the drawing tools on the computer (KidPix, Boardmaker) to design their pages. Each group should be given 2 or 3 letters to do.	Students make their alphabet book.	These pages can be printed out and displayed in the classroom.

Lesson 6		
Introduction	Core Lesson	Recapitulation
Teacher instructs students on how to do a Scavenger hunt. This is where the students are given a list of things that they have to find around the class room.	Students are put into groups for a scavenger hunt where they have to find as many things starting with the different letters of the alphabet as they can. Only one item per letter. The group with the largest collection wins.	The items the groups collected should be presented to the class and their English names called out.

Lessons 7 & 8		
Introduction	Core Lesson	Recapitulation
Students should be split into one group to work on practicing their touch typing for the home row, while another group works on tracing the English Alphabet.	1.Touch Typing – Home row 2.Tracing English letters	

Lesson 9		
Introduction	Core Lesson	Recapitulation
Teacher introduces Pilgrim Girl Alphabet dot to dot. (Refer Attachment B)	Students complete dot to dot and colour picture in.	

Lessons 10		
Introduction	Core Lesson	Recapitulation
Teacher produces bingo cards using the alphabet.	Students play alphabet Bingo.	One round of bingo can be done using the names of the letters and the next round can be done using the sounds of the letters.

Lesson 11		
Introduction	Core Lesson	Recapitulation
English and class teacher jointly develop lesson for reading and writing using Jumpstart	Students use their computer skills to start the program and follow instructions for first lesson(s) guided by the teachers.	As per software guidelines.

Lesson 12		
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.

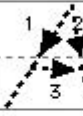




Attachment A : Lesson 3

 **Aa Bb** 

Trace the letters, then use the empty space to write the letter many times.

A  A A A A A

a a a a a a a a

all apple

B B B B B B B B

b b b b b b b b

ball baby

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 Cc Dd 

Trace the letters, then use the empty space to write the letter many times.

C C C C C C C

c c c c c c c

cow

cat

D D D D D D D

d d d d d d d

dad

doll

©EnchantedLearning.com

 Ee Ff 

Trace the letters, then use the empty space to write the letter many times.

E E E E E E E E

e e e e e e e e

eat eel

F F F F F F F F

f f f f f f f f

farm food

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 **Gg Hh** 

Trace the letters, then use the empty space to write the letter many times.

G G G G G G

g g g g g g g g



good girl

H H H H H H H H

h h h h h h h h

hat home

©EnchantedLearning.com

 **Ii Jj** 
Trace the letters, then use the empty space to write the letter many times.

I *I I I I I I I I*

i i i i i i i i

ice

ink

J *J J J J J J J J*

j j j j j j j j

jet

joke

©EnchantedLearning.com

 Kk Ll 

Trace the letters, then use the empty space to write the letter many times.

K K K K K K K

k k k k k k k

kiss king

L L L L L L L

l l l l l l l

let lamb

©EnchantedLearning.com

M m N n

Trace the letters, then use the empty space to write the letter many times.

M M M M M M M M

m m m m m m m m



mom milk

N N N N N N N N

n n n n n n n n

nap noon

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 O o P p 

Trace the letters, then use the empty space to write the letter many times.

O O O O O

o o o o o

open oil

P p p p p p p

p p p p p p p

pan pet

©EnchantedLearning.com

Qq Rr

Trace the letters, then use the empty space to write the letter many times.

Q Q Q Q Q

q q q q q q q

queen quilt

R R R R R R R

r r r r r r r

run ride

©FontDiner.com

 Ss Tt 

Trace the letters, then use the empty space to write the letter many times.

S S S S S S S

s s s s s s s

see

sit

T T T T T T T

t t t t t t t

toy

time

©EnchantedLearning.com

 Uu Vv 

Trace the letters, then use the empty space to write the letter many times.

U U U U U U

u u u u u u u u

us

up

V V V V V

v v v v v

van

vest

©EnchantedLearning.com

Ww Xx

Trace the letters, then use the empty space to write the letter many times.

W W W W W

w w w w w

wash win

X X X X X

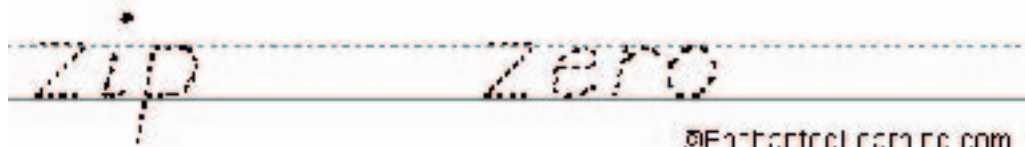
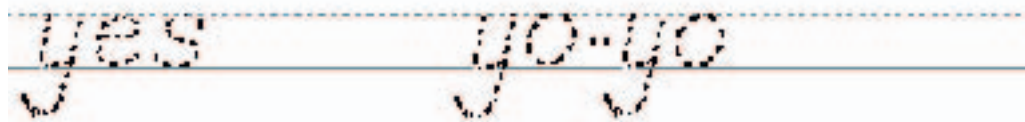
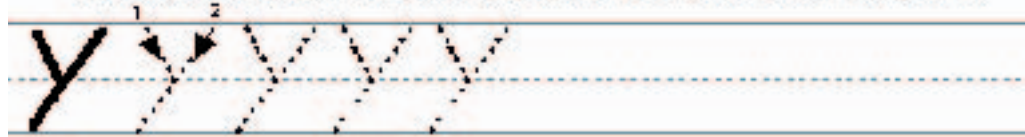
x x x x x

xylophone

©Fatherhood.com



Trace the letters, then use the empty space to write the letter many times.



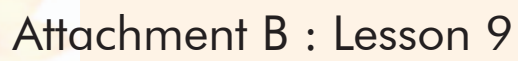
©Fathertoollearning.com

ABC's

Trace the letters and numbers.

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy
Zz 0 1 2 3 4 5 6 7 8 9

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Unit 5 – Days of the Week and Months of the Year

Lesson 1		
Introduction	Core Lesson	Recapitulation
Teacher introduces students to the days of the week in English.	<p>Students learn the days of the week. Cards with the names of the days of the week can be drawn up and displayed somewhere in the room (using Boardmaker).</p> <p>A student can be given the job each day to put the right day up.</p>	Students play a game standing in a circle. The first person says Sunday, the next person says Monday and so on in the correct order. Anyone who is incorrect when it comes to their turn has to sit down.

Lesson 2		
Introduction	Core Lesson	Recapitulation
<p>Game :</p> <p>Students are split into groups of 7. Each person in the group is given a day of the week.</p> <p>The groups are put into lines from Sunday to Saturday, with about 5 metres between them. (This is assuming there are 4 groups. If there's an uneven number of groups, 3 groups could be put into a triangle shape with each group making 1 side of the triangle. If there are any extra students they can be judges).</p> <p>Cards with the seven days of the week should be written up and put in between the groups. The teacher (or another student) calls out a day of the week and the students with that day race to find their day of the week written on the card. (Students may have a sticker on them with their day of the week to prompt them in finding the right card.)</p>	<p>Students play game.</p>	

Lesson 3		
Introduction	Core Lesson	Recapitulation
Teacher introduces the sounds that the letter F, G, H, I and J make.	Students come up with words that start with these letters. Objects can be collected from around the room that start with these letters for revision in later lessons.	

Lesson 4		
Introduction	Core Lesson	Recapitulation
<p>Teacher reviews names of activities that students have learnt in previous units. Then teacher models game.</p> <p>Game :</p> <p>Students sit in a circle.</p> <p>The first student starts off with "On Sunday I go to the beach"</p> <p>The next person in the circle says what they do on Monday.</p> <p>"On Monday I go to school."</p> <p>Each person must come up with a different activity and the right consecutive day of the week.</p> <p>If a student gets it wrong they have to sit out until another person gets it wrong. They then swap places with that person.</p>	Students play game.	

Lesson 5		
Introduction	Core Lesson	Recapitulation
Teacher reviews alphabet with students singing the ABC song.	Students complete A Rocket Ship dot to dot reviewing the alphabet and numbers 1- 20. (Refer Attachment A)	Students may alternate between lesson 5 and 6 giving each student a chance on the computer.

Lesson 6		
Introduction	Core Lesson	Recapitulation
Students practice their touch typing activities with the home row.		Students may alternate between lesson 5 and 6 giving each student a chance on the computer.

Lesson 7		
Introduction	Core Lesson	Recapitulation
Teacher introduces the months of the year.	Students review the months of the year and come up with special days that happen each month, i.e. January – Hindu festival, April – Arjun's birthday.	

Lessons 8 & 9		
Introduction	Core Lesson	Recapitulation
<p>Teacher hands each student a copy of the 12 months of the year which they need to cut out and paste on a time line.</p> <p>A picture of something important that happens that month can be drawn next to the name of the month.</p>	Students construct time line.	Students can tell each other in English what they have drawn for different months.

Lessons 10		
Introduction	Core Lesson	Recapitulation
Bingo can be played using the days of the week and the months of the year.	Students can play bingo as a whole class and in smaller groups.	

Lesson 11		
Introduction	Core Lesson	Recapitulation
English and class teacher jointly develop lesson using Jumpstart.	Students use their computer skills to start the program and follow instructions for first lesson(s) guided by the teachers.	As per software guidelines.

Lesson 12		
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.



The map shows the study area with sampling stations labeled A through N and numbered points 1 through 22. The coastline is depicted with a river mouth and a long pier extending from the shore. Sampling stations are marked with letters and numbers, and a scale bar is provided at the bottom.