



Integrated English Language

and

Computer Literacy Syllabus

For Grade 1
Classroom Program
for Units 6-10

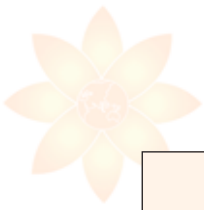
April 2004

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



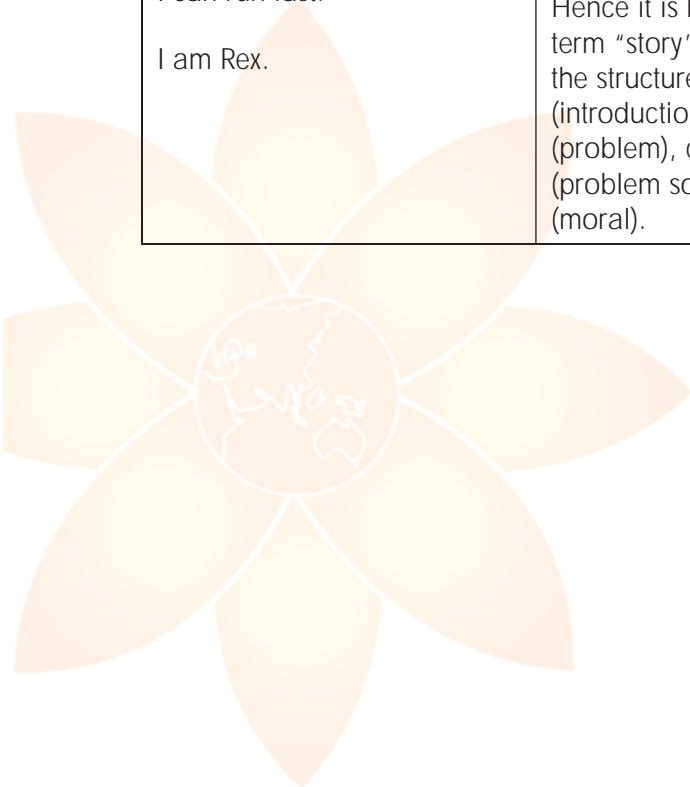
This program has been designed on the basis that the principle resources are people, in particular students and teacher. It is highly dependent on teacher creativity and active learning. The requirement of material resources is kept to a minimum. While it could be said that ideally there would be at least one computer per every four students, research also suggests that at the early age of Grades 1 and 2, children should have limited access to computers for reasons of health and physical development. Hence, with flexible school policy, the encouragement of independent learning skills, and teacher imagination, this program can still work with a much larger student-computer ratio.

It is a pilot program and therefore should be reviewed for themes and content after three years, when the impact of the program in Grades 1 and 2 can be assessed by the performance of the students in, and their readiness for, the Grade 3 syllabus of Sri Lanka.



Unit 6 – Animals

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Teacher uses a stuffed animal toy or a picture of an animal and makes up a short story using vocabulary the students are familiar with from other units as well as adding in some new vocabulary.</p> <p>Play :</p> <p>Using Rex as a puppet the teacher can say :</p> <p>I am a dog.</p> <p>My name is Rex.</p> <p>I am brown.</p> <p>I am very big.</p> <p>I can run fast.</p> <p>I am Rex.</p>	<p>Teacher discusses the play with the students. Repetition of the play will be needed. While students should be able to understand most of the story from studies in previous units there will be some language that will need explaining, e.g. I can run fast.</p> <p>1st person is more suitable early on, graduating to 3rd person at a later stage.</p> <p>Also, calling these “plays” rather than “stories” emphasises the dramatic element for the teacher. Story is a precise word that students will learn later, and has a specific structure. Hence it is best not to use the term “story” unless following the structure of: orientation (introduction), complication (problem), climax, resolution (problem solved), and coda (moral).</p>	<p>Give the students a chance to talk about Rex. They might like to make their own sentences up about him or just repeat what the teacher has said.</p>



<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Teacher introduces more animals. He/she could have pictures of the animals or stuffed toys.</p> <p>Teacher reviews the names of animals already known and introduces new ones. The teacher can introduce the animals using such language as "This is a dog."</p>	<p>Students participate in a show and tell game in which animal pictures are mixed up with pictures of everyday objects. Students respond only to animal pictures (or animal toys) by calling out the names.</p> <p>Teacher introduces the question "What noise does a dog make?" Students can be given the opportunity to make the sounds of the animals.</p>	<p>Students may like to take turns at introducing the animals and asking the question "What noise does a dog make?"</p> <p>Alternatively, the teacher pulls out animals, one at a time, from a box, making the noise of the animal (the performative) while reaching for it.</p> <p>Students will call out the animal as they recognize its performative and before seeing the animal. (The element of suspense makes it a game and students are motivated to listen).</p>

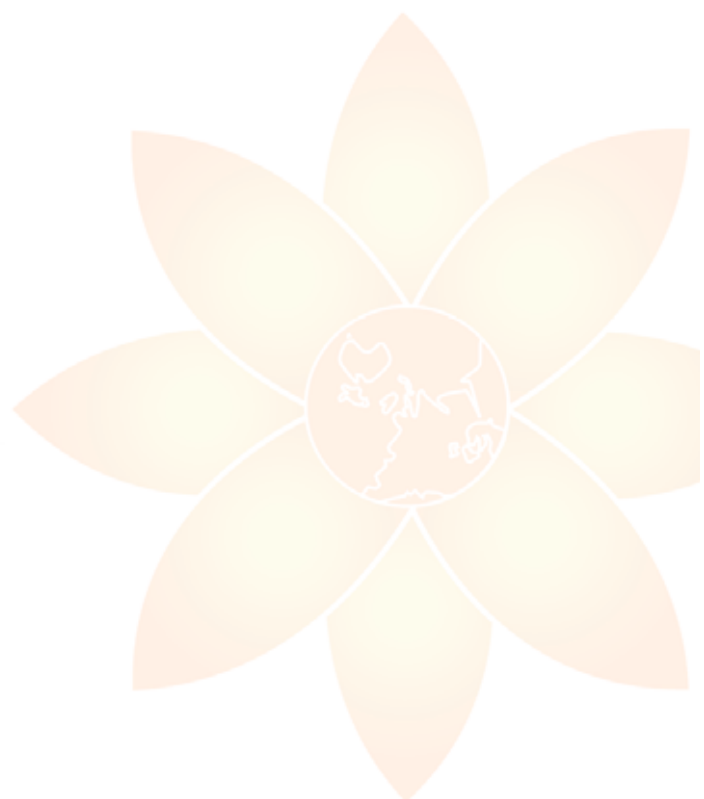
<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Students are instructed to find pictures of as many different animals as possible. Some students may look in magazines while others may look through Clip Art on the computers.</p>	<p>Students find pictures. Students can then do a show and tell in front of the class for new animals they have found.</p>	

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>All pictures of animals should be gathered and the names of the different animals discussed, written and displayed around the room in Tamil and English.</p>	<p>The teacher and students should work on some descriptive words for the animals. Keep it simple and restricted to just a few, e.g. big small, fat, skinny, tall, short. Students can group the animals together into groups that fit the descriptive words they have come up with.</p> <p>Students may work with the whole class for 10 minutes on this activity and then work in groups with the remaining pictures.</p>	<p>Students should present the groups that they worked on in groups to the whole class.</p>

<i>Lessons 5 & 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher can break students up into groups and instruct them to choose one of the animals and pretend that it is their pet. Students then have to come up with a short play about their pet, using it like a puppet.	Students work on play.	The plays can be presented to the class.

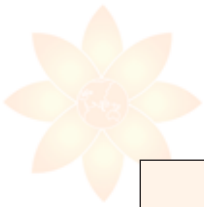
<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher can prepare Animal bingo cards, (by hand or using Boardmaker software) for students to play.	Students play animal bingo. Teacher or student may lead.	

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Play Snap with 2 sets of animal cards together and/or Concentration with two sets of animal cards together. This game helps with identification and naming (labeling and matching) of animals.	The teacher demonstrates the games, Snap and Concentration. Students sit in a circle of no more than 6 or 7. Cards are placed face down in the middle.	



Lesson 9

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Animal 'Go Fish' game: Cards with pictures of animals can be made up. There should be two of the same card to make pairs with. Perhaps get the students to colour them in.</p> <p>Then the teacher can model playing Animal Go Fish. In this game the cards are shuffled and divided out evenly. Each student wants to get the most pairs. The first person asks the person next to them "do you have a red dog?" If the person does they hand it over, if not they say "Go fish" and it is their turn to ask.</p> <p>This game requires more language skills than that of Lesson 8.</p>	<p>Students Play Animal Go Fish in small groups.</p>	



Unit 7- Numbers (1-10)

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The teacher introduces students to the English names for numbers with a display showing the numeral (symbol) and then plays a ball game with the students using these numbers.</p> <p>The teacher chooses up to 10 students to stand in a circle in the middle of the room with the other students standing around them to watch. Each student in the inner circle is given a number. Children listen and repeat their number. A ball or other object is passed from student to student as they pass the ball they say their number. Then the ball is tossed at random and the student says the number of the student they wish to throw the ball to as they throw it.</p>	<p>Students play the game in groups of 10 until all students have had a turn.</p>	<p>Students count together in number order.</p>

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The teacher asks students to help make another number display with the number, the word in English and an object or objects to represent the number.</p>	<p>Students make their own number display based on the teacher's display in the last lesson.</p>	<p>Students present their display in front of the class.</p>

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The teacher gives the students sheets using the same information as used in the display for lesson one. Students can colour in the pictures and then cut them out and sequence them in their books.</p>	<p>Students participate in activity.</p>	<p>Students recite numbers 1 –10 with minimal teacher support.</p>

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Teacher models creating a sheet using Microsoft Word and Clip Art or Boardmaker to produce a number book. Students choose from the pictures and make a page for each number.</p> <p>So for the number one they type the number and the English word with some help and then put one cat on it. Then for number two a page with the number and English word and two dogs, etc.</p>	<p>Students produce their own number books using Microsoft Word and Clip Art or Boardmaker.</p>	

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>This lesson could be used in conjunction with lesson 3 with alternate students drawing some pages to go in their number book while others are on the computer.</p>	<p>Use Jumpstart for the computer exercise focusing on numbers and counting.</p>	

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The teacher models writing the numbers one to ten.</p>	<p>Students practice writing the numbers one to ten.</p> <p>See work sheet Numbers, tracing 1-10</p>	

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Teacher introduces number bingo. Pre made sheets (produced with Boardmaker or hand done) could be divided up into 9 squares with students being able to call out bingo if they have 3 numbers.</p>	<p>Students take turns calling out the numbers for bingo.</p>	

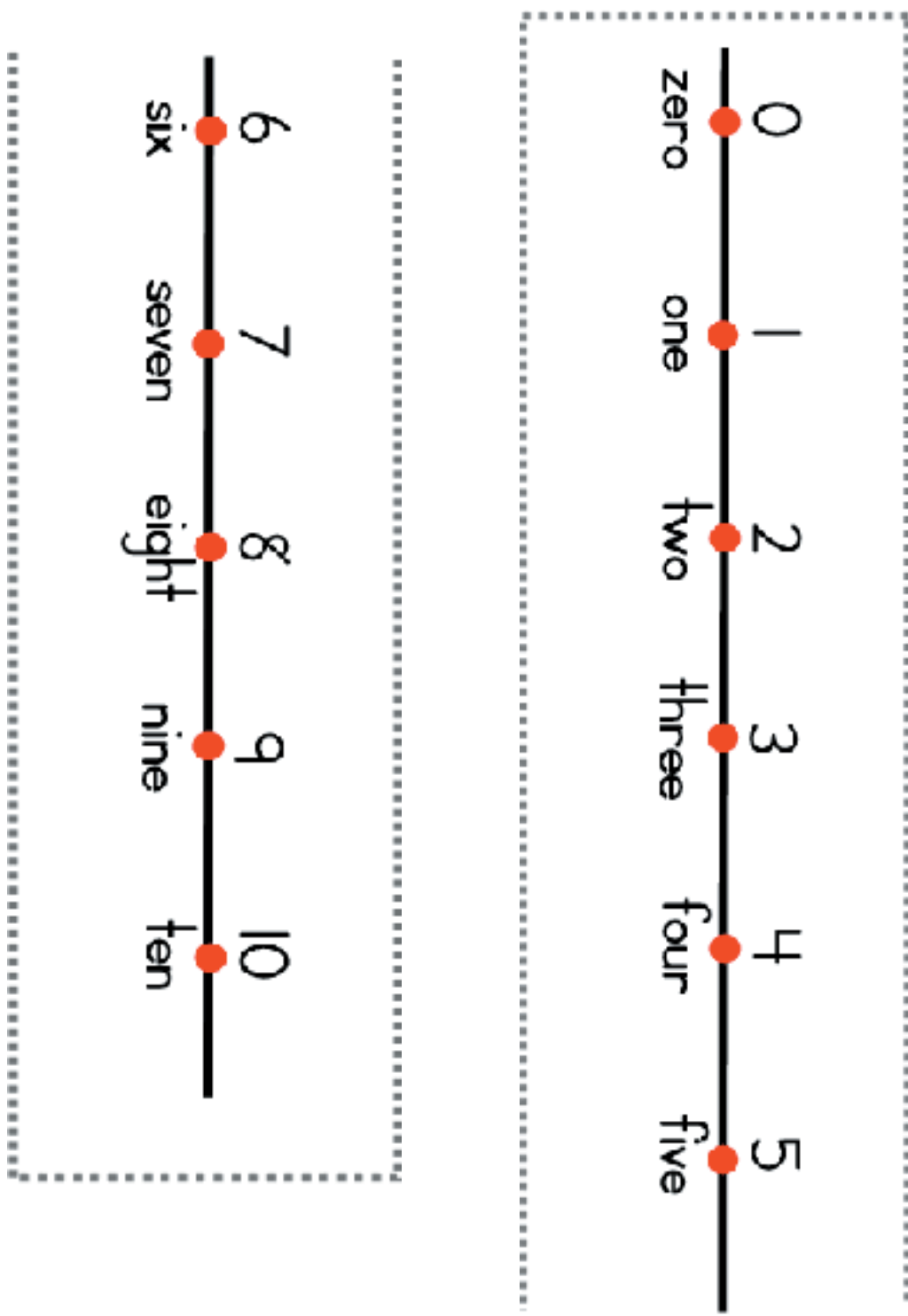
<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Ready made hopscotch sheets are used. The students are divided up into groups of 3 or 4 to play the game.</p> <p>Other number games could be used here too. Any that the students already play in their own language could be translated to English.</p>		

<i>Lesson 9</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Students complete number line worksheet. They have to put the number line together and then draw pictures to represent the numbers.</p>	<p>Number line Worksheet.</p>	

<i>Lesson 10</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Students complete "Lets count" worksheets.</p>	<p>Lets Count Worksheet.</p>	

<i>Lesson 11</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Students complete "Cat dot-to-dot" worksheets.</p>	<p>Cat dot to dot Worksheet.</p>	

Cut out the number line and paste together.



123's

Trace the numbers.

0 0 0 0 1 1 1 1

2 2 2 2 3 3 3 3

4 4 4 4 5 5 5 5

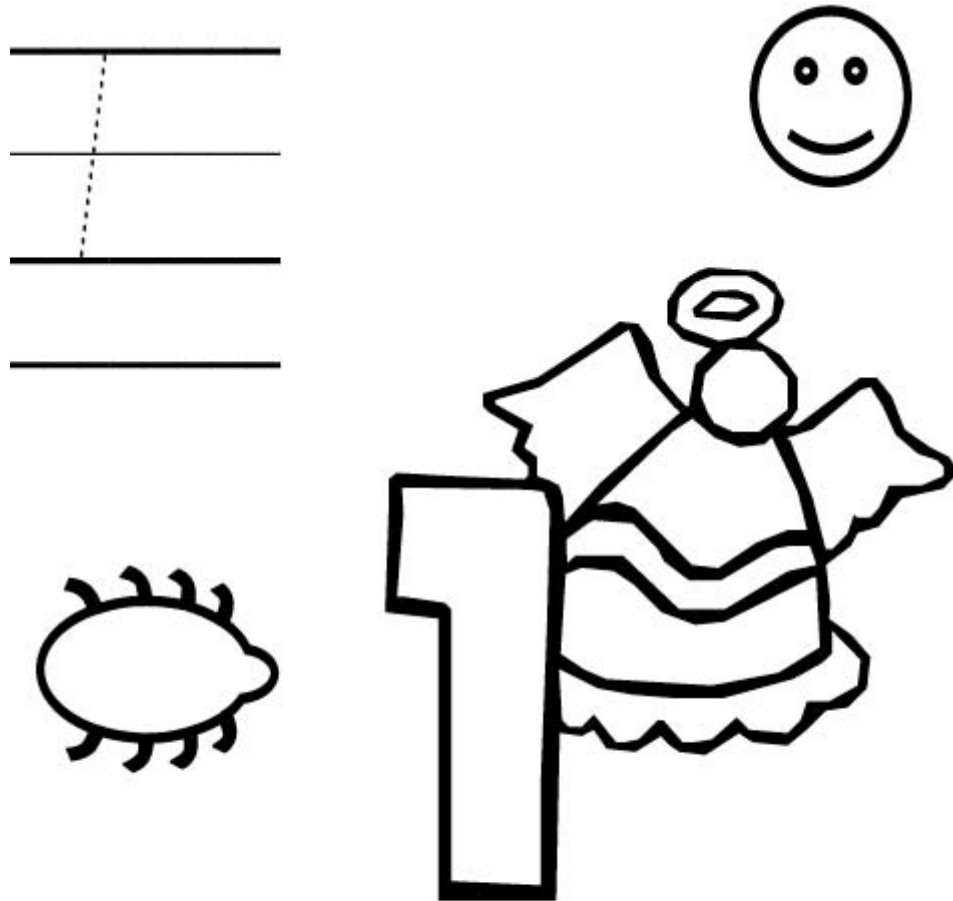
6 6 6 6 7 7 7 7

8 8 8 8 9 9 9 9

10 10 10 10

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One 1



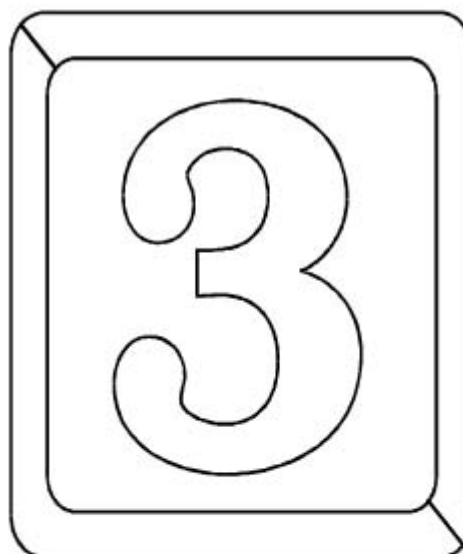
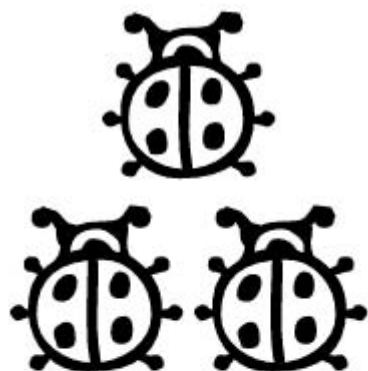
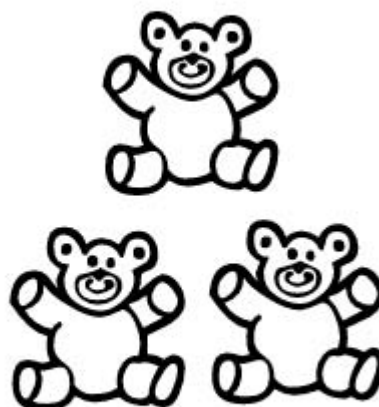
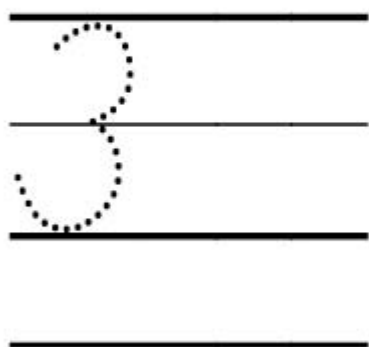
Let's count! 1

Two 2



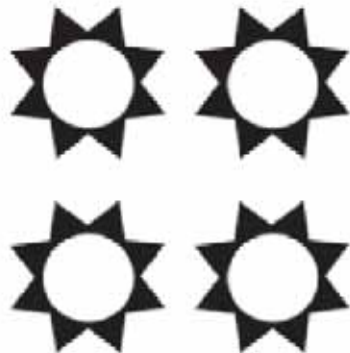
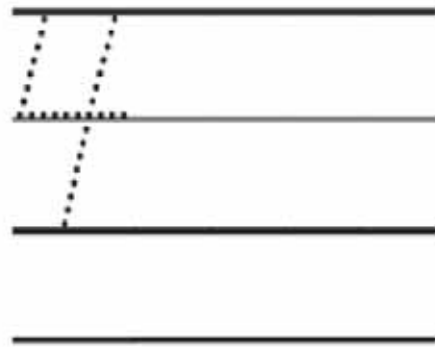
Let's count! 1-2

Three 3



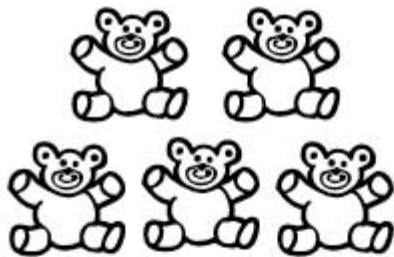
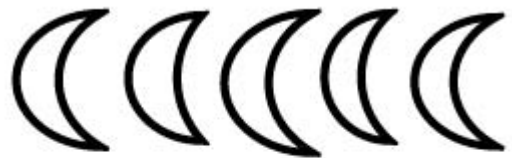
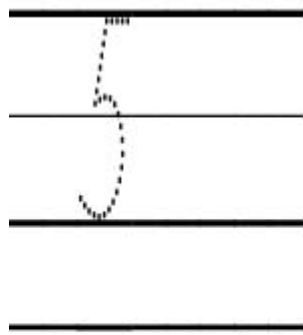
Let's count! 1-2-3

Four 4



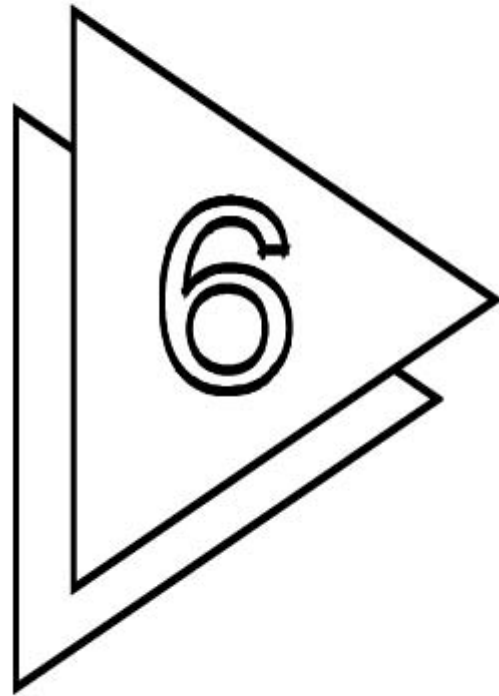
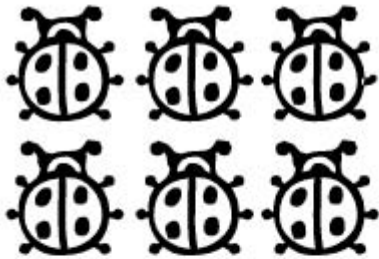
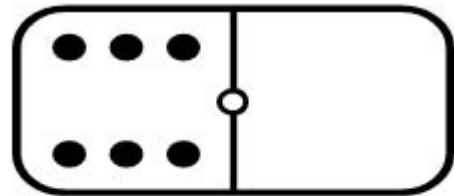
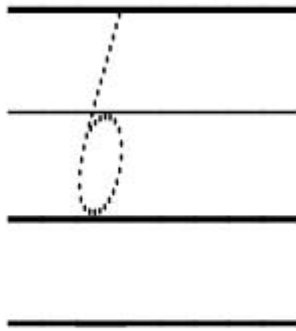
Let's count! 1-2-3-4

Five 5



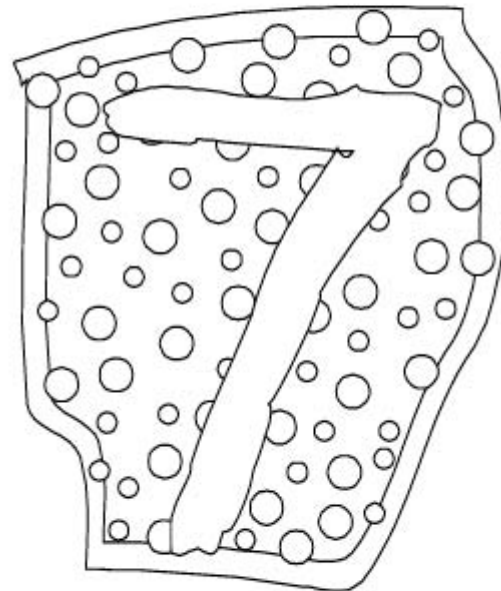
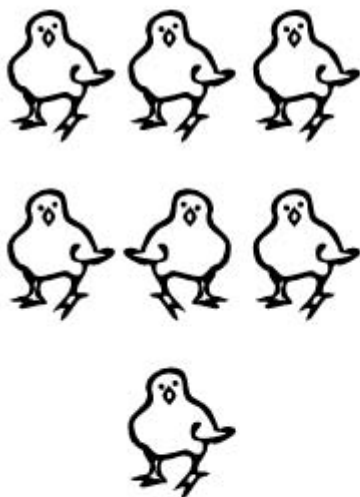
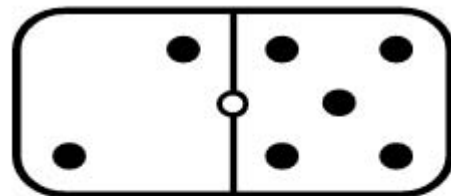
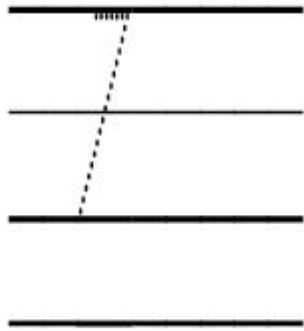
Let's count! 1-2-3-4-5

Six 6



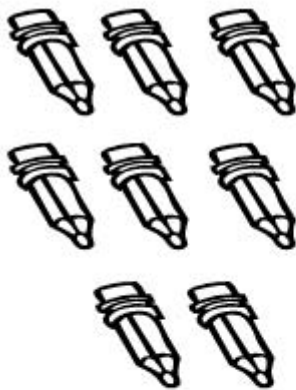
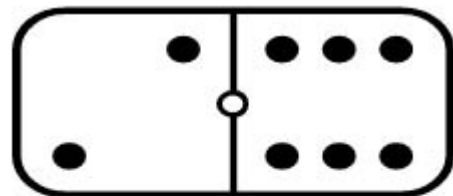
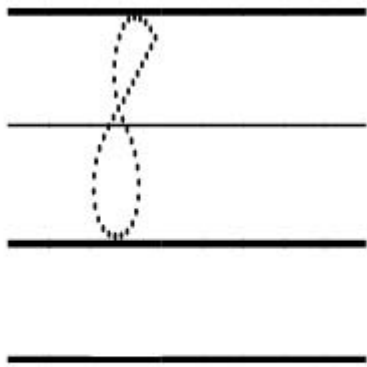
Let's count! 1-2-3-4-5-6

Seven 7



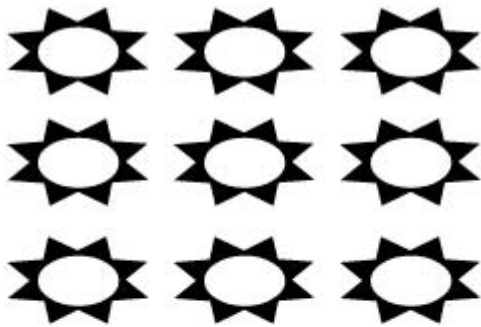
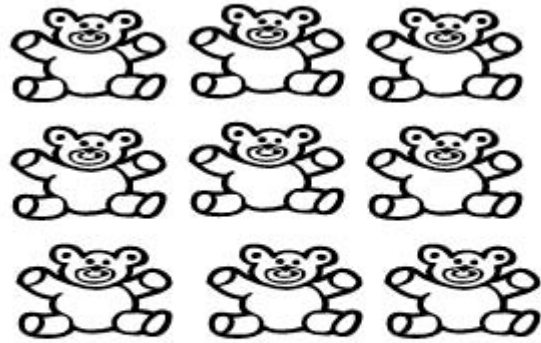
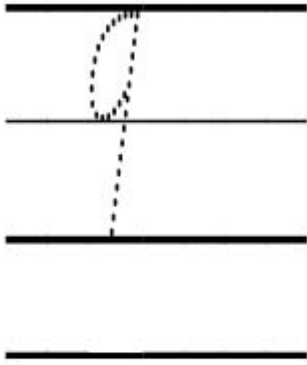
Let's count! 1-2-3-4-5-6-7

Eight 8



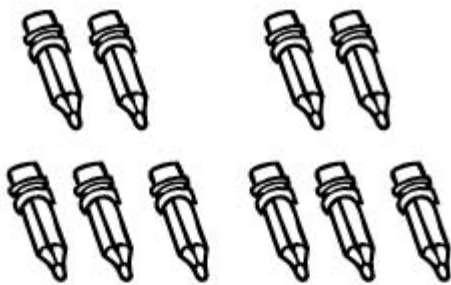
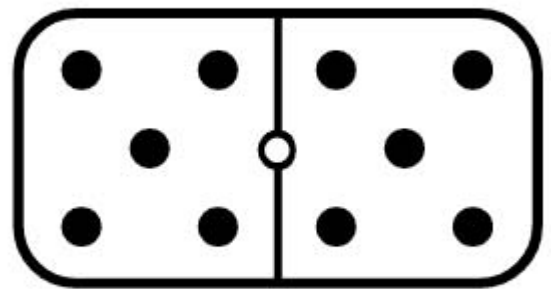
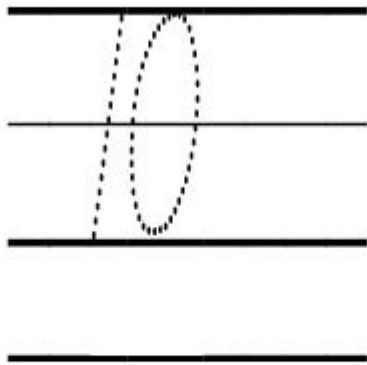
Let's count! 1-2-3-4-5-6-7-8

Nine 9



Let's count! 1-2-3-4-5-6-7-8-9

Ten 10



Let's count! 1-2-3-4-5-6-7-8-9-10!

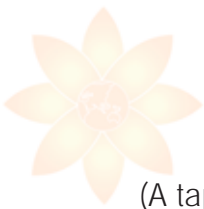
Name _____



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Unit 8 – Myself

(A tape of the song “Head and Shoulders, knees and toes” would probably be helpful for this unit. Or a different song about body parts.)

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The teacher introduces parts of the body by singing “Head and Shoulders Knees and Toes” or similar song.	Students practice singing “Head and Shoulders Knees and Toes”.	

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Large sheets of paper can be used to make outlines of the students’ bodies.	Using English labels, teachers can help students to label the bodies and to colour it in.	Teachers can ask students questions about their body. E.g. Teacher- “What’s this?” Student- “This is my leg”

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students make prints of their hands onto paper using paint.	The fingers can then be labeled : little finger, ring finger, middle finger, index finger, thumb, using pre-made labels or with the teacher writing the words.	Students can then have a copy of a keyboard in front of them and practice having the right fingers on the right keys. The handprints can be stuck to the keyboard with the right fingers on the right keys.

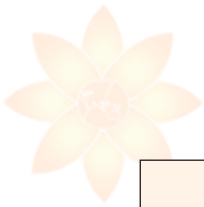
<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces “Simon Says”. Simon says things like “Put your finger on your nose.”	Students play “Simon Says”. Students may like to be the leader.	Students could sing “Head and Shoulders, knees and Toes” again.

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students can practice sitting at computers with the right posture and with their fingers on the right starting keys.	A typing program can be used here where students do activities typing with the home row keys.	

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The teacher draws a picture of her self/his self and then describes themselves to the children. E.g. I have brown hair I have brown eyes I have two legs Students repeat after teacher.	Students practice describing the teachers drawing to each other.	

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students copy the teacher's model of drawing themselves.	Students describe themselves to the class or to small groups.	

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Students complete the "Body Parts" worksheet colouring in the body. Body Parts worksheet Students describe their body cut out to the class or to each other in small groups.		



Unit 9 – What is this ?

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the question “What is this?” and the response “It is a...” or “It’s a...”</p>	<p>The teacher presents a variety of objects or pictures to the class such as a cricket bat, ball, pencil, ruler, bottle.</p> <p>Gesturing toward one object or picture the teacher asks the students “What is this?” and invites the students to repeat the answer after the teacher “It is a ...”.</p> <p>Once any new vocabulary has been acquired, students sit in two rows facing each other. One student from the first team selects an object/picture and, gesturing towards it, asks “What is this?”</p> <p>The student who answers correctly (It’s a ...) from the second team then selects an object/picture and, gesturing towards it, asks the first team “What is this?”</p> <p>The game continues in this way until all the students have had a turn asking and answering the question.</p>	<p>A review of all vocabulary used during the lesson. This should be a fun activity by making it very fast. Body parts could also be used in this lesson.</p>

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the question "Who is this?" and the response "This is ..."</p>	<p>With the class sitting in a circle, the teacher asks the first student, gesturing towards the second student "Who is this?" and the first student responds "This is ... (name of the second student).</p> <p>The first student asks the second student, gesturing towards the third student "Who is this?" and so on round the circle.</p> <p>The teacher then introduces other ways of responding to the question "Who is this?" such as "This is my friend" or "This is my sister / brother / mother / father".</p>	<p>A fun fast quiz mixing up lessons 1 and 2 – the teacher alternates between "Who is this?" and "What is this?" with the students appropriately responding with "This is ..." or "It's a ..."</p>

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the statement "This is a ..." followed by the question "What is it?" and the response "It's a ..."</p>	<p>(a) Students draw pictures or find objects that they do not know the English word for. They then take turns asking the teacher "What is this?" thus beginning to build their own personal vocabulary book. Students should repeat their own new word until they are confident of it.</p> <p>(b) In groups of 6, students take turns in telling the other students what their object/ picture is using the formula "This is a ..." and inviting the other students to repeat the name by asking them "What is it?" and the students responding "It's a ..." They then practice together their six new words.</p>	<p>Vocabulary of computer parts could be revised using "This is ... What is it?" and "It's a ..."</p>

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the "feely bag" - a bag of unknown objects - in conjunction with "What is it?"</p> <p>"Answer "It's soft / hard / cold / hot / wet / rough /..."</p>	<p>The teacher introduces the "Feely bag" – a bag of unknown objects to the student and invites each student to put their hand in and to feel one of the objects.</p> <p>The teacher asks "What is it?" and the student responds with a descriptive word (adjective). The vocabulary may need to be pre-taught.</p> <p>Guessing game: one student waits outside while the class selects an object. The student is then invited in and has to guess what the object is by asking questions such as "Is it hard? Is it red? Is it...? Is it a"</p>	<p>Vocabulary practice – fast, fun, repetition and quizzing. Colour revision would also help in this guessing game.</p>

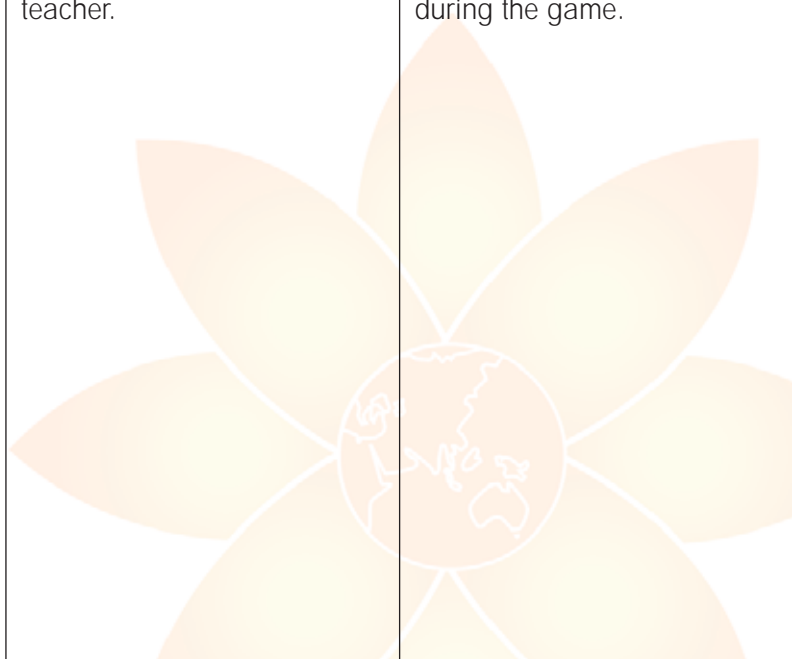
<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the words who, what, how, where, when, why.</p>	<p>Vocabulary revision for answering these questions and extending the dialogue, e.g. What is this? Is it soft? What colour is it? Where is it?</p> <p>With the teachers help students make up a story and draw appropriate pictures using vocabulary that they have learnt so far.</p>	

Lesson 6

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Story telling	<p>Using some of the rhyming stories in Jump Start, with the pupils gathered around the computer, the teacher quizzes them with where, what and who questions.</p> <p>Using the same idea, the teacher presents the students with a story told in picture form. The pictures are then mixed up and the students have to put them together in the correct order. The story is then retold. Any new vocabulary will need to be pre-taught.</p> <p>Storyworld or Boardmaker can also be used for this activity.</p>	Storyworld or Boardmaker can also be used for this activity. Students may construct stories on the computer after class.

Lesson 7

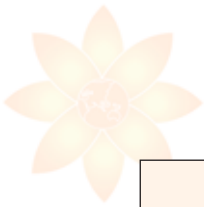
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Teacher organizes a competition by forming class into two teams. The teacher has two sets of picture cards of everyday objects that match the vocabulary that the students have learned and gives a set of cards to each team.</p> <p>Students one by one hold up a card asking the first person in the team "What is this?". They keep asking each student in the team until they get the correct answer and then move on to the next card.</p> <p>The first team to correctly name all cards wins.</p>	Students play the game in two teams, supervised by the teacher.	Teacher ask class to name pictures which proved difficult during the game.



<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Revision of numbers.	Students practice number work using the Jump Start computer program. Alternatively students have a number lesson in English.	

<i>Lesson 9</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Revision of Colours.	Students use any of the software tools (Boardmaker, Clip Art, Jumpstart) to draw pictures.	

<i>Lesson 10</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Story telling.	Students prepare a story using as much vocabulary as they can and aids such as pictures, acting / mime, etc. that they have prepared themselves.	Students tell their stories to the class. This may be done over multiple lessons.



Unit 10 – I feel...I need

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce "I feel" and some key vocabulary such as sad, scared, happy, tired, angry, cry, smile, I'm sorry.</p>	<p>Students are invited to mime various feelings. At the end of each mime the teacher names the feeling in Tamil, and if the student agrees with the teacher's naming of the feeling, the teacher then gives the English word for that feeling.</p> <p>The students repeat the word and draw a face that expresses the feeling. They can draw or copy the face from a Boardmaker chart that expresses feelings.</p> <p>The lesson continues in this manner until the feelings that are most significant to the children have been mimed, the English word given, practiced and associated with a drawing.</p>	<p>Teacher says "I feel ..." and students respond immediately with an appropriate facial or body expression.</p>

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce "You feel...." and review vocabulary of previous lesson.</p>	<p>Students take turns at miming a feeling according to the vocabulary developed in the previous lesson. Other students guess the feeling being mimed with "You feel ..."</p>	

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce "We/they feel ..."</p>	<p>The teacher helps the students develop a story that includes feelings.</p>	<p>I/you/we/they feel</p>

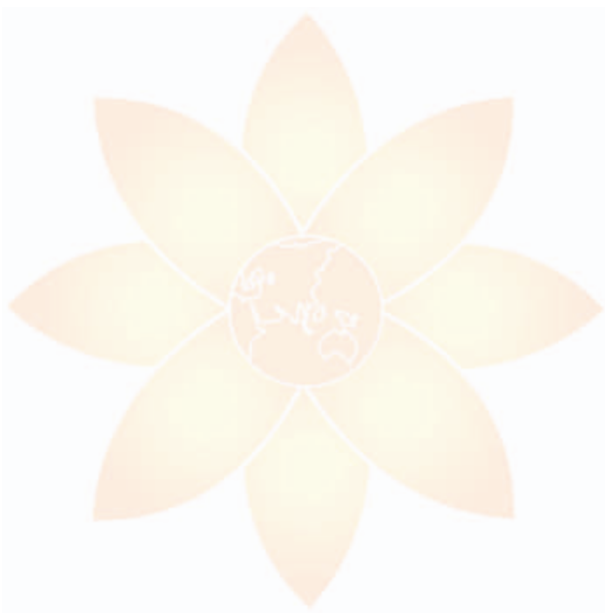
<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
As before but now adding "He/she feels..."	Repetition and practice with mime and chart of various feelings and use of different pronouns.	

<i>Lesson 5 and 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce "I/you need ..."	<p>The students draw pictures of the various things they feel/ think they need. They then show their drawings to the teacher and the teacher gives them the English word for their picture.</p> <p>The teacher may verify in Tamil what the students is drawing so that the correct English word is given.</p> <p>Both the Tamil and the English word is written on the picture and the student repeats the word until he/she says it confidently.</p> <p>The pictures are then put up around the room and the students learn by practicing and repeating after the teacher, each of the words that have been used. The teacher may also add some drawings, with Tamil and English words, of other needs that have not been included and which it is important for the students to be able to express.</p> <p>The teacher may also have needs such as the students to be quiet or to listen, homework to be done. This vocabulary should also be taught and learnt.</p>	

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce "We/they need ... " and some appropriate vocabulary such as "a turn at the computer".	<p>When students are working in groups, be it at the computers, or mimes, or any classroom activity, there will be occasions when they need to express feelings and needs using the pronouns "we" and "they".</p> <p>In Tamil students could name "needs" groups and then learn the English word which can be repeated and practiced.</p> <p>Students then role-play various situations using the language of we/they feel/ need.</p>	Vocabulary review.

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce "He/she needs"	Story telling integrating the language of needs according to the characters in the story.	Vocabulary review using a Bingo game with worksheets developed from Boardmaker program.

<i>Lesson 9</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Revision	Guessing games with question and answer to review all learning to date.	



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