



Integrated English Language

and

Computer Literacy Syllabus

For Grade 2
Classroom Program
for Units 11-19

August 2004

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



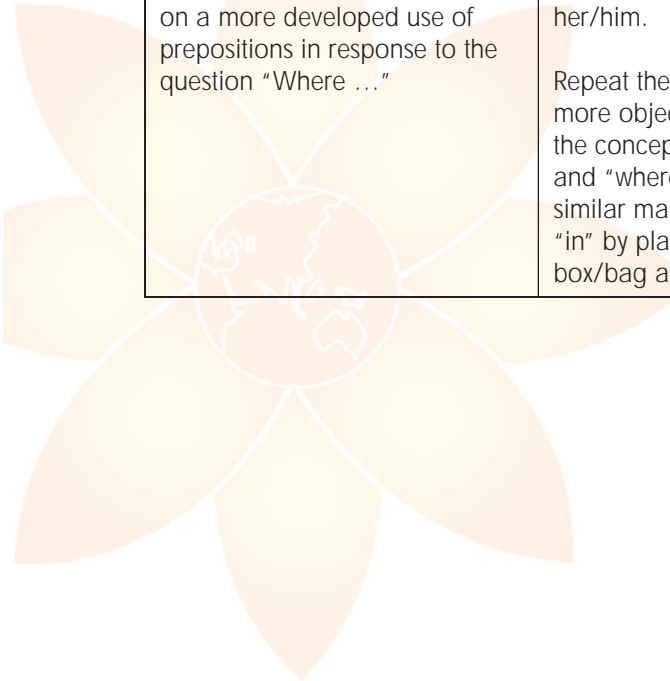
This program has been designed on the basis that the principle resources are people, in particular students and teacher. It is highly dependent on teacher creativity and active learning. The requirement of material resources is kept to a minimum. While it could be said that ideally there would be at 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 11 – Where is ?

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The key emphasis in this lesson is on the concept of “where”. To answer the question of “where” introduce prepositions of place beginning with on and in.</p> <p>Resources required: Box/bag and various objects, e.g., book, pen, pencil, duster, ball, fruit, hat, bottle, broom, chalk, ruler.</p> <p>The emphasis in Grade 1 Unit 2 is on the concept of where to facilitate students asking questions relating to their needs, e.g. where is my pencil, where is the computer, where is the cursor? The language of response in Grade 1 Unit 2 is intended to be relatively simple but adequate to meet the needs of students, e.g. here, there, on, under, so that English can be the medium of learning in the classroom during these lessons. The emphasis in this unit is on a more developed use of prepositions in response to the question “Where ...”</p>	<p>Commence with revision of What is this? to distinguish between what and where.</p> <p>The teacher holds an object and asks “What is this?” and students respond verbally “It’s a ...”. It is important to revise all the language of objects (pen, book, duster, food item, hat, ball, bottle, etc.) and language of place (e.g. desk/table, bag/box).</p> <p>The teacher then places the object on the table/desk and introduces the question “Where is the?” (The teacher may translate the word “where” or concept “Where is” into Tamil but then continue solely in English.</p> <p>The teacher gives the student the answer “It’s on the desk” and students repeat the answer after her/him.</p> <p>Repeat the exercise with a few more objects until students have the concept and language of on and “where is”, then move in a similar manner to the concept of “in” by placing the objects in a box/bag and asking where is it?</p>	<p>Working in pairs, students take turns at putting objects on/in a bag and asking “where is it?” and responding “it’s in/on the desk/bag/box.”</p>



Lesson 2

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the language and concept of "under" and "above".</p> <p>Resources: cut out squares, circles, food items, items of clothing, furniture, etc.</p>	<p>Revise the language of this and that.</p> <p>The teacher holds an object and asks "What is this?" and students respond verbally. The teacher varies the question by pointing to an object and asking "What is that?"</p> <p>Then in a similar way to the previous lesson introduce the concept of under and above, placing various objects under a table/desk/chair, book and above a table, chair, head...</p> <p>A variation on the strategy could be that a student comes to the front of the class and acts as the teacher. The student is replaced by the one who gets the correct answer.</p>	<p>Holding an object, the teacher places it in various places, e.g. on the desk, in the box, under the desk, above the chair, getting faster and faster as students call out the correct response of It's on/in/under/above ...</p>

Lesson 3

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce concepts of "in front of" and "behind".</p>	<p>Proceed as in previous lessons. Practice could include the teacher standing in front of the teacher's desk and behind the teacher's desk. Students could stand in front of their chair and behind their chair. Students could form a line and name the person in front of them and behind them.</p>	<p>Recapitulation of this lesson should only focus on these two concepts and not include concepts of previous lessons until well learned.</p>

Lesson 4

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the concept of "between".</p>	<p>To give variety to strategies being used in this unit, a more active strategy could be employed for this lesson by positioning students rather than objects. Some strategies could involve students standing or moving "between chairs" and each other, placing something between the pages of a book, putting a book on a shelf between two other books, standing with a ball between their feet ready to commence a game of tunnel ball.</p>	<p>A game that can be played is tunnel ball whereby the ball is passed between players' legs down the team and the last person collects the ball and runs to the front of the team to stand in front of the team and pass the ball down the team.</p> <p>This could be used to revise all concepts covered so far, e.g. a variation of the game would be to pass the ball above the heads of the players.</p>

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce the concept of "beside".	As for previous lessons but place objects/students beside another object / each other, etc.	As for previous lessons.

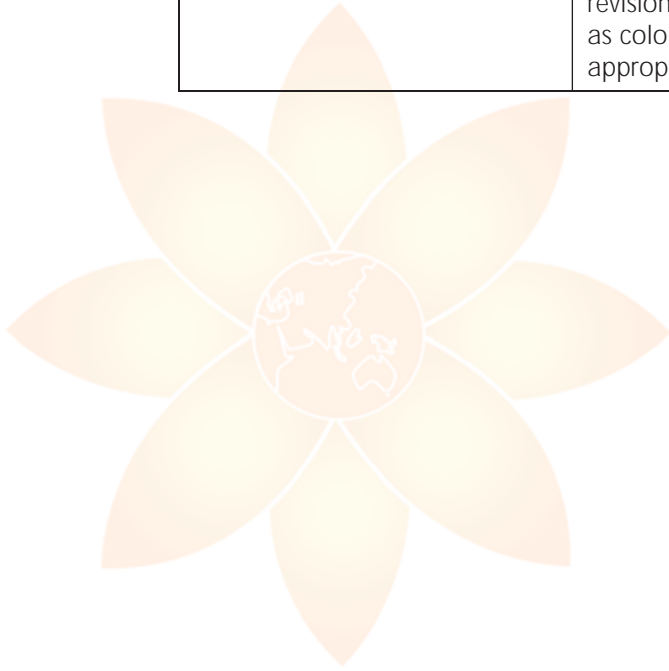
<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce the concepts of "inside" and "outside".	<p>A revision of body parts could commence this lesson.</p> <p>Teach the song Hokey Pokey (note, students will learn the language of "out" as opposed to "outside" by singing the song). The distinction between out and outside is not critical at this stage. No explanation of the language in the song is required. The song is the medium of instruction.</p>	Students could respond to commands to go outside the room and inside the room.

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce the concept of "around".	<p>This concept could be introduced by student movement, e.g. walk around the room, walk around the desk.</p> <p>Other uses of the word could be introduced, for example, hide an object, the students ask the question "Where is it?" and the teacher responds "It's around here" pointing to an area of the classroom.</p>	Students play hide and seek game taking turns to hide the object and answer the question.

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	Revision by quick question and response of all concepts, involving as much bodily movement as possible as students learn by doing.	"Simon says" would be an excellent game to use here.

Lesson 9

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	Students play the game "Where am I" where one student picks an object in the classroom (without telling the class which object) and the rest of the class discovers what it is through questioning as to position. This game could also include revision of other lessons, such as colour and shape where appropriate.	





Unit 12 – Why ?

<i>Lessons 1 - 10</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation/Computer</i>
<p>Introduce the language of “why” and “because” .</p> <p>This unit can be a revision unit over the two weeks in small groups and focusing on story-telling as the basic strategy.</p> <p>Integrated use of English in the classroom during other times of instruction should occur, e.g. each time a student asks a “why” question in Tamil, the teacher can translate this into English. Likewise every “because” response can be given in both Tamil and English.</p>	<p>Because students will have limited language for completing “because” sentences, this unit needs to be kept fairly simple and used as a revision of other topics, such as animals.</p> <p>The concepts can be introduced in Tamil and then practice continued in English.</p> <p>Using a picture of an adult and a baby elephant, pointing to the baby elephant, the teacher asks why is it small and students respond after the teacher, “Because it is a baby” . Why is it big? Because it is the mother. Why is it wet? Because it is in the river.</p>	<p>(a) Students, with the teacher’s help, compose stories by asking and responding to a variety of questions.</p> <p>or</p> <p>(b) Teachers can make up a story and as it is read, ask appropriate “why questions” , e.g why did the dog bark?</p> <p>This unit, if it is extended over two weeks could be integrated into the regular school day. This would mean, at some stage during each day, while the majority of students are working on a pre-assigned task in some other aspect of their curriculum, the teacher would do revision work, orally/aurally, with small groups of students.</p>

<i>Alternate Lesson</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Revise questions: who, what, where and why.</p>	<p>Students compose stories in English and illustrate their stories. The teacher writes the story in English on each student’s drawing. Illustrated stories should then be placed around the room.</p>	<p>Appropriate computer software on story telling for use at this stage includes Storyworld I or II.</p>



Unit 13 – Myself

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The emphasis in the first week of this unit is on nouns about myself.	<p>Begin with revision of body parts already learnt.</p> <p>By song or the game Simon Says revise body parts already learnt.</p>	

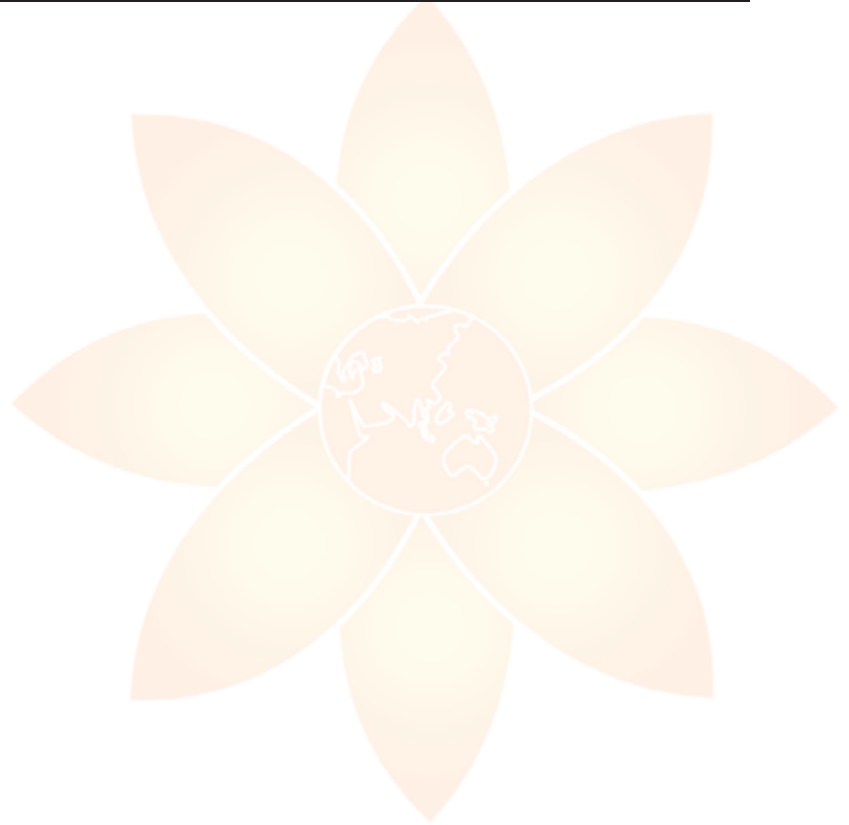
<i>Lessons 2 - 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce words such as:</p> <p>Nails, toes, thigh, pupil, chest, throat, lips, teeth, tongue, cheeks, forehead, wrist, knuckle, ankle, shin, elbow, hip</p>	<p>Ask students to describe themselves using descriptive words combined with body parts, e.g. "my nails are long".</p>	<p>Students compose and tell a short story about themselves which they might put in a letter to a pen pal or to be used in the next lesson.</p>

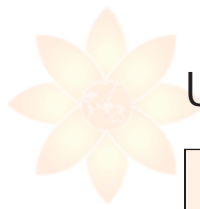
<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	<p>Students compose a story, by drawing pictures (on the computer if possible) about themselves and using body parts. Students then tell their story to the class.</p> <p>Students would need to access the computer individually or in small groups, under the supervision of a parent/ volunteer monitor, to draw their story and save it. Their formal English would then be used for telling their story in English, using the illustration of their story on the computer.</p>	

<i>Lessons 6 - 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The second week of this unit emphasizes verbs about myself. These could include: cough, chew, hop, run, bend, scratch, lick, smile, look, hear, listen, smell, touch, skipping, kneel, stretch, click (fingers), clap, point, kiss, blow, frown, cry ...</p>	<p>Use flashcards or demonstrate actions.</p> <p>Then have children play charades in which one student acts out an action and the other students call out in English what they are doing.</p>	Simon Says

Lesson 8 - 10

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	Children tell stories about themselves and their daily lives. This could be as a news segment. Students should be acquiring sufficient vocabulary to tell small items of news in English.	





Unit 14 – Music: rhythm and rhyme

<i>Lessons 1 - 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the concept of rhyme. The concept of rhyme may need to be explained first in Tamil but then examples should be given in English, e.g. hair and chair, bear and pear, hen and pen, bee and tree, clock and rock, spoon and balloon, frog and dog, cone and bone, duck and truck, car and star, hat and cat or bat, house and mouse</p>	<p>Use nursery rhymes that the students know, reciting them with emphasis on the rhyming words.</p> <p>If students have not been taught any nursery rhymes, now is a good time to teach them, e.g. To market to market, Twinkle Twinkle, Humpty Dumpty, Jack and Jill, Three Blind Mice, Five Little Speckled Frogs, Ba Ba Black Sheep...</p> <p>Students could also compose two line songs that rhyme.</p>	<p>Students could be given a set of pictures and ask to draw a line connecting rhyming words.</p> <p>Snap where it is rhyming words (illustrated by picture cards) that need to be matched.</p>

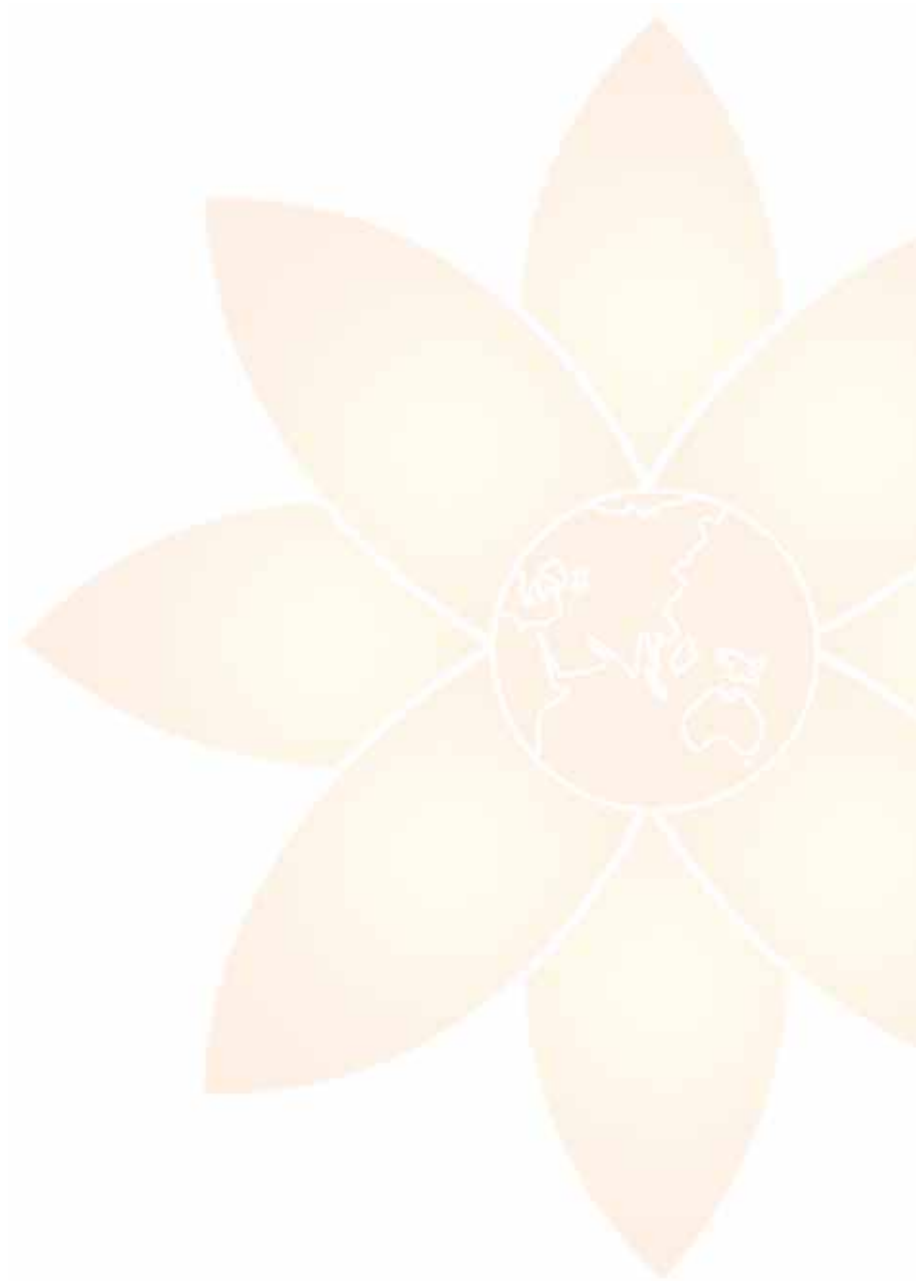
<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the concept of rhythm. Again, the concept may need to be explained in Tamil, but then proceed in English.</p>	<p>Using nursery rhymes that students know, emphasise the rhythm by clapping the rhythm or clicking fingers to the rhythm.</p>	<p>Children may demonstrate using traditional musical instruments such as drums.</p>

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce different rhythms. This can be a music lesson in English audition.</p>	<p>The teacher introduces different rhythms by clapping and then the students clap after her/him. Students could then be invited to think of words to match a given rhythm, e.g. their own names. This also gets students into breaking up syllables at an unconscious level.</p>	

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>More work on creating rhythms.</p>	<p>Students take turns in devising their own rhythms.</p>	<p>Students clap out a rhythm to the rhyme they have previously made.</p>

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	Students continue to create their own two line rhymes and to clap out the rhythm. Quicker students should be encouraged to develop a greater variety of rhythms.	The best rhymes and rhythms should be kept for a concert for parents.

<i>Lessons 8 - 10</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation	Introduce some percussion instruments, e.g. home-made castanets, drums, clackers	Students clap out rhythm using these instruments as they recite nursery rhymes. It is important that students keep reciting and listening to the nursery rhymes.





Units 15 – 17 - The alphabet

Computer based

These units are placed here towards the end of Grade 2 as a pre-reading preparation for work in Grade 3. The emphasis is on phonics. For this reason, the unit will ideally be studied via the computer and the Phonics Alive Program. If this software is not available in your school, then the teacher may use the methods employed in the classroom or other appropriate strategies for teaching phonics.

However, as it is important that students continue to use English daily, some lesson strategies are included to keep up the practice of English, while students undertake a more formal phonics course via the computer.

The Phonics Alive Program needs to be done individually by each student. It is strongly recommended that a roster of parents/volunteers be used to sit by the computer and monitor the students using it all day. Each student should be timetabled to the computer for 10 minutes each day throughout these six weeks until each student has been through the entire phonics course.

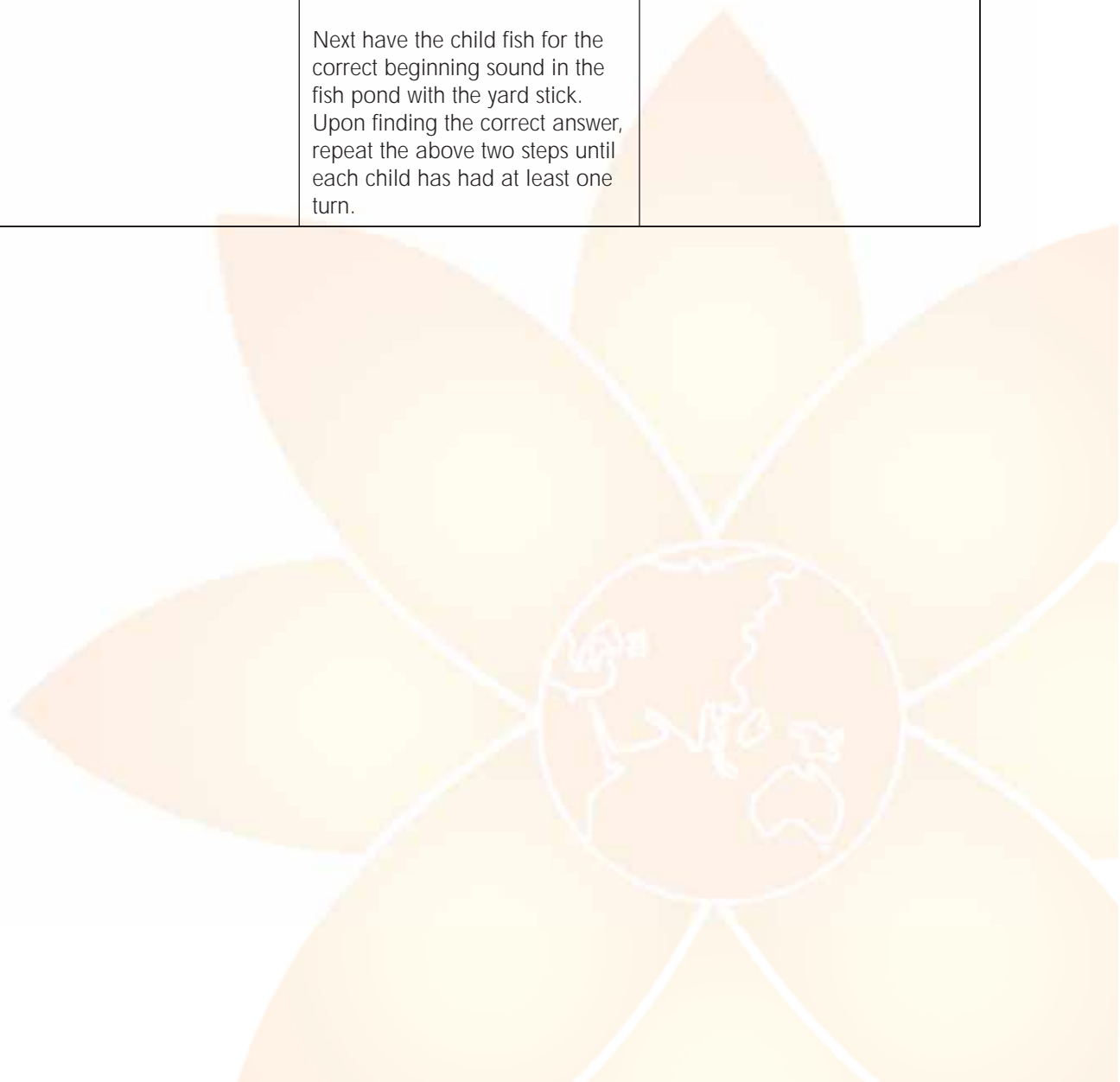
Alternatively, it may be that once a week there is no formal English lesson. During the usual time of the English lesson the teacher uses this time to monitor the students' progress with the program. The program records the marks of each student for each session. The teacher can view these and make recommendations based on the progress of the students. Some students may need to repeat some lessons. Others may advance more quickly. This program can be individually tailored to each student. The teacher must leave clear instructions for parents/volunteers supervising the students during their time at the computer. If necessary, students could do the program in pairs.

Classroom based

The following strategies may be used in any sequence or combined in a single lesson. Some simple paper resources are also included.

<i>Lesson strategies</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Start with basic alphabet practice building on vocabulary already known.	Revise the alphabet song. Then students could be given a category, e.g. animals, and asked to think of an animal that begins with each letter of the alphabet. Students then start to develop an alphabet and categories chart (using pictures drawn/pasted). They must illustrate with a picture for each letter and learn to write the word that goes with the picture. Students can add to their chart over several weeks. There could be a prize for the student with the biggest chart at the end of several weeks.	Using the charts, students can play I spy and find the item called out on a chart.

<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>This lesson matches letters to sounds.</p>	<p>Using multi-coloured paper (can be coloured by hand), cut out ten fish shapes. Print one of the following letters on each fish: A, O, C, D, G, S, L, T, I, F. Then attach a paper clip to each fish and put them in a "fish pond."</p> <p>Cut out magazine pictures (or draw pictures) that represent the above letter sounds being studied. Paste the illustrations on individual index cards.</p> <p>Attach a piece of string to one end of a yard stick and a magnet to the end of the string.</p> <p>Have one child at a time pick out a picture card being sure not to look at it. The child should then identify the picture, its initial sound, and what letter represents that sound.</p> <p>Next have the child fish for the correct beginning sound in the fish pond with the yard stick. Upon finding the correct answer, repeat the above two steps until each child has had at least one turn.</p>	<p>On the computer and in a further lesson, students might make the letters with pictures of words that begin with the letters. Or they could do this manually without a computer.</p> <p>If the students can take their work home to show parents, they might be able to think of other words that begin with the target letter or letters, and they might learn to read or spell a few easy words that begin with the target letters.</p>





Name: _____

Colors

m r x b l f u g b c b d
z i x f m o u h q n b w
k o r a n g e a t o d z
p r s r e q b r o w n i
r c p e c o q n k t h b
v t i d w d m c g q t l
h t n n z w h i t e o a
g d k q z u q k b s n c
g r e e n o f f b m l k
c i q e n y e l l o w v
j p z d g y d i k d y z
x b l u e w y q q j r v

green

yellow

black

blue

orange

brown

red

white

pink

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Jungle Animals



snake tiger monkey
gorilla bird
spider elephant crocodile

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Sea Animals



b	g	u	w	g	t	d	u	b	t	e	g
q	s	a	t	c	f	m	v	j	w	f	d
w	t	c	j	e	l	l	y	f	i	s	h
p	a	r	o	u	t	d	n	y	j	l	i
d	r	a	e	o	c	t	o	p	u	s	v
j	f	b	h	b	e	s	m	q	c	o	s
e	i	g	l	o	e	h	j	s	n	x	e
u	s	r	r	o	l	a	v	y	d	c	a
m	h	j	s	h	p	r	m	m	b	l	w
w	h	a	l	e	n	k	l	u	i	a	e
k	f	i	s	h	d	q	b	d	g	m	e
q	v	k	j	a	l	k	o	q	s	s	d

fish shark whale
 starfish jellyfish crab eel
 seaweed octopus clam



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The weather



m	d	n	s	f	f	o	g	g	y	g	h
g	c	n	s	t	d	b	s	t	t	i	k
h	o	y	n	m	a	b	u	e	e	h	a
g	o	d	l	e	s	t	o	r	m	y	q
u	l	k	y	s	u	n	n	y	g	h	q
a	v	j	p	m	u	w	n	g	r	c	g
x	w	i	o	q	c	f	k	e	h	o	s
n	r	w	a	r	m	p	h	q	w	l	n
s	u	r	a	i	n	y	o	u	i	d	o
i	q	i	c	n	s	a	t	i	n	z	w
r	v	a	u	m	z	r	h	e	d	c	y
b	t	x	n	m	l	w	c	j	y	v	l

sunny rainy snowy

cold hot windy stormy

warm cool foggy



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Verbs



p s u h j x z t d y r z
f t w r w g u r c q a f
a u g a r u o t b c g a
r d z q e c h p f n j f
t y i s a o f l k v b g
t f m l d m s n y h l h
o d o e y e r b o z s y
f r d e j o q f w j i p
w h g p b u n f r d t l
k l u p w b v y b u t a
p s i e a t j p y a l y
b d d r i n k f g o n j

eat play drink
read sit study sleep
do go come

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School



t e a c h e r i c l o w
y o u w f k c a l p p j
n p j u m s h o a f n t
b w h d y u a p s u s v
a y e n y w i e s e c y
g t b u k r r n r r h b
v s r w j c a c o a o o
b r u l e r r i o s o a
a d a x o t c l m e l r
b o o k z j y q h r e d
c o l i l v v z d e s k
s t u d e n t s y j e b

school

student

teacher

chair

desk

book

bag

pencil

eraser

board

ruler

classroom

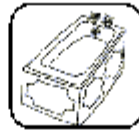
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th sh ch st
Pracffice

My name is _____



_____row



ba_____



_____irt



_____ar



_____air



_____eep



_____ove



_____eak



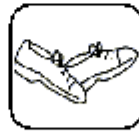
fi_____



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_____out



_____alk



_____in

a e i o u Practice My name is _____



d ck



ch f



fr g



dr m



k ck



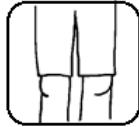
g lf



s ng



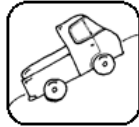
d ll



l gs



f t



v n



t xi



d sk



m lk



s nk



s n



w k



s d

Numbers Match

Match the numbers:

1 **three** 

2 **five** 

3 **one** 

4 **two** 

5 **four** 

6 **seven** 

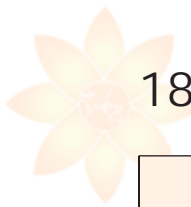
7 **ten** 

8 **nine** 

9 **six** 

10 **eight** 

Unit



18 – Religion

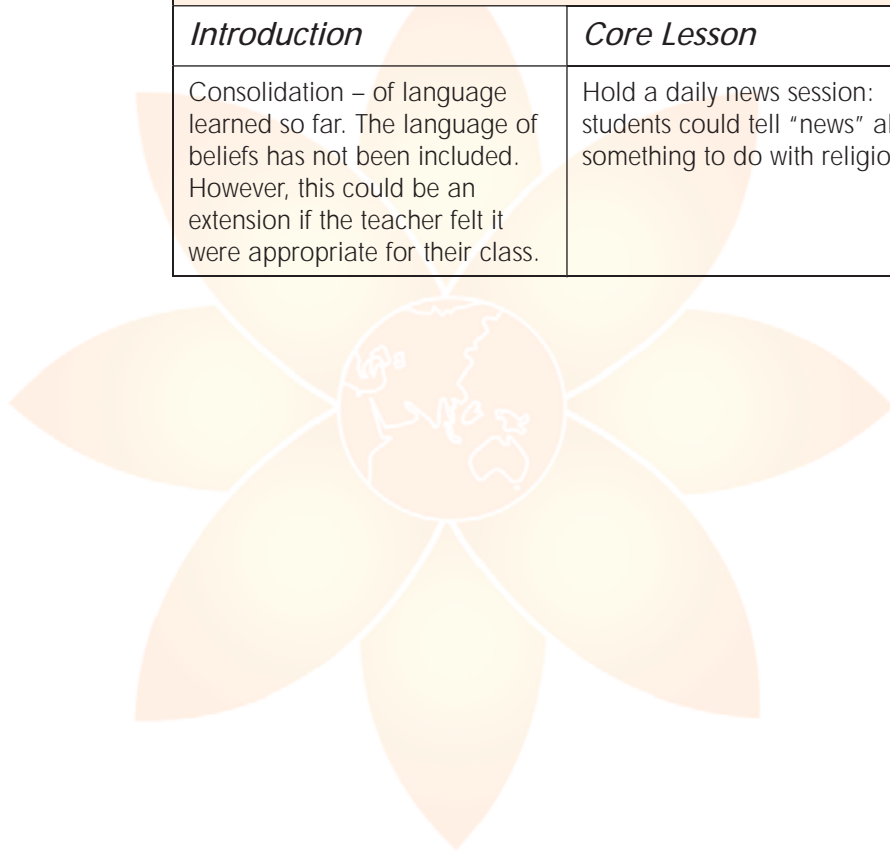
<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>This is a thematic unit. It could be replaced by any theme relevant to the students using the same strategies.</p> <p>The structure of the unit is to be regarded as flexible and adapted to the students.</p> <p>The focus of the unit is acquisition of vocabulary related to a particular theme, but for the purpose of allowing children to converse on the theme.</p> <p>Suggested focus for the first lesson is places of worship or religion.</p>	<p>Introduce the concept of this unit by presenting students with pictures of a number of places of worship and asking "What is this?" Have students repeat the correct English word for each place of worship, e.g. temple, church, mosque, shrine,</p>	<p>Tell a story, in English, about a temple/church/mosque, using picture cards and asking questions about the pictures (in English). Shuffle the cards and ask students to put the cards in correct sequence.</p>

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>If the language or vocabulary of what is found at places of worship did not arise in previous lesson, introduce this language so that students have the vocabulary to talk more about their own experience.</p>	<p>Language could include statues, candles, altars,</p> <p>Use a story again to build vocabulary and listening skills.</p>	<p>A game of Bingo using vocabulary of these two lessons.</p>

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Suggested focus for this lesson is people and what they do at places of worship.</p>	<p>Introduce the language of monks and nuns (Buddhist and Christian), Imam, priest, followers, pray, worship, ask,</p> <p>Have the students tell a story about themselves or someone else to do with places of worship and acts of worship. This could be done individually or the teacher could help the class compose their own class story.</p>	<p>Review new vocabulary learned.</p>

<i>Lessons 4 - 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
If appropriate introduce the language of values which religion encourages, e.g. honesty, being good, kind,	Students could prepare a small project on a religion, answering in English questions of where, when, how, who, etc... They would need to illustrate their project and talk about it in English.	List values on a chart.

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Consolidation – of language learned so far. The language of beliefs has not been included. However, this could be an extension if the teacher felt it were appropriate for their class.	Hold a daily news session: students could tell “news” about something to do with religion.	Bingo, Snap, picture flash cards to revise vocabulary that is specific to this unit.





Unit 19 – Banners and cards

<i>Lessons 1 - 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>This unit brings together English and computing skills acquired during Grade 1 and 2. Student and teacher-created sentences or stories are made into banners and placed in the classroom.</p>	<p>Sentence ideas may come from themes studied during the two years or from topics of interest to the student or special days near the time of studying this unit. The teacher asks the group for a "short group-idea" and writes it, in English on the blackboard (in giant letters taking up the whole black board).</p> <p>Students then take turns at the computer to type a few letters of what has been written on the black board. When the sentence is complete, it could be printed and put up in the classroom. Or it could be added to a Powerpoint file to be used for a parent presentation before the end of Grade 2.</p>	<p>Students can also copy by hand the sentence on the board, practice saying it and take home to their families to say for them.</p>

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Continue to make sentence banners.</p>	<p>In groups of 4 or 5 students make up their own sentence. The teacher writes the sentence for each group and then during the day, each group must type their sentence into the computer.</p>	<p>Students could draw a picture using Paintbrush and insert the text of their sentence into the picture.</p> <p>Print or save the sentence banners.</p>

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Students make personalized greeting cards</p>	<p>Each student creates a sentence that they would like to say to their family.</p> <p>The sentences are practiced and then an illustration of the sentence is made on the computer (or the sentence is typed on the computer, using some graphics from Paintbrush or Kidpix).</p> <p>If the sentences can be printed, students take them home as a card for the family. If not, they are saved to be used at a later time for a parent event.</p>	



Introduction to Selected Educational Software

Software Overview : ESL

- Phonics Alive is a program specifically for use in Units 15 to 17 in Grade 2. It does not have wide application beyond these units. Other programs such as Edmark and JumpStart also have components that assist in phonics learning but are not as structured in their approach. Phonic Alive is the main resource for ESL.
- Story World 1 and 2 and Vocabulary Builder are specifically designed for young ESL learners. Where they are indicated in the above table it signifies that they have stories or vocabulary related to that unit. However, their use could be constant throughout the course and students, once they discover these programs will explore the entire program. The table above indicates minimum applicability. These programs have voice prompts.

Software Overview : Computer Literacy

- Paintbrush is part of Microsoft Windows operating system which is on all computers. With this program students can draw pictures and use colour. In doing this they will learn to use the mouse, space bar, enter, left click and right click, click and drag. They will enjoy making pictures and develop motor skills. For this reason, the program is indicated as appropriate throughout the course. Students can create pictures and save them at each stage. However, there are no voice or written prompts with this program. It will enhance computing skills and create enjoyment. It will not develop English skills unless the teacher asks the student questions about their picture, e.g. What shape is this? What colour is this? Another use of this program could be specifically during Grade 1 Unit 10 when the teacher asks the students to use the program to draw a happy face, or a sad face. If students have been using the program throughout the year, they should be able to complete such a task quickly and so a number of students, not all, could take a turn at the computer during the lesson to draw a face as directed by the teacher.
- KidPix is a more sophisticated style of program. Students will enjoy hours of fun creating many pictures with this program. However, it does not have any voice or written prompts either. For language development, it will rely on the teacher's questioning and directions.
- Kids' Typing 2 is an interactive keyboard typing program that drills students in correct finger use of the keyboard. The directions are written in English. The teacher would need to provide instructions in Tamil until students developed an understanding of what the program requires them to do. Some students will guess what is required of them without instructions. However, the program develops use of the keyboard with English script as no appropriate software could be found for Tamil script. Therefore, teachers may decide to delay this unit until Grade 2 when students are confident in Tamil script and are ready to learn the English alphabet together with the English script. Supplementary units are suggested if teachers decide to delay typing skills until Grade 2.

Software Overview : Cross-curriculum / English Immersion

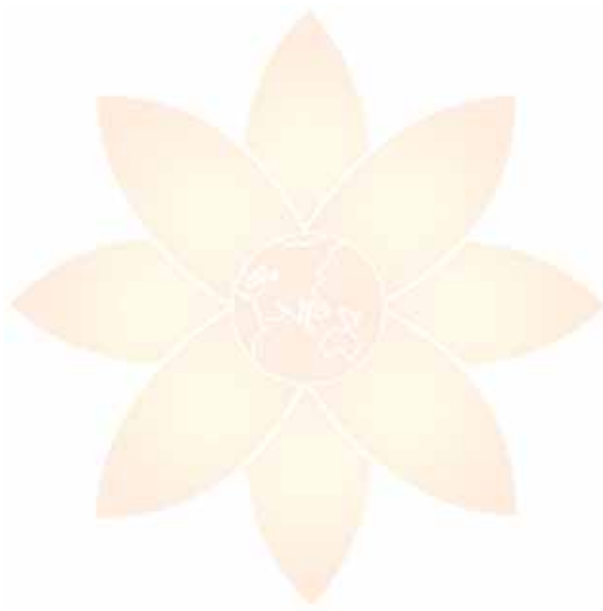
- Edmark and JumpStart Series are general tuition programs with voice prompts. Their application is across the entire school curriculum. They are not specifically written for ESL learners. Therefore the language level develops fairly quickly in these programs. These programs can be used continuously throughout the course, not just in the units indicated. They are intended to be used as a supplement for immersion, offering students tuition in all their subjects via English medium. It is envisaged that students, as they become comfortable responding to English voice prompts will develop all their skills interacting with these programs at every opportunity available to them. JumpStart 2, while the general curriculum skills are those of Grade 2, may be better used in Grade 3 due to the language level of English required to respond to voice prompts within the program. For this reason it is indicated for use only in the latter part of Grade 2. However, this should not prohibit its use earlier if students can respond to the level of English use required.

INTEGRATION OF COMPUTER SOFTWARE INTO THE SYLLABUS – GRADE 1

	Paint Brush (Non-audio)	Story World 1	Story World 2	Vocabulary Builder	Phonics Alive	Kids' Typing Skills 2	Jump Start - Kindergarten	Jump Start – Grade 1 (Sing Along)	KidPix (Non-audio)	Edmark (IBM)
Unit 1										
Unit 2										
Unit 3										
Unit 4	Y	Y	Y	Y			Y		Y	Y
Unit 5	Y			Y					Y	
Unit 6	Y	Y	Y	Y			Y	Y learn to sing "Old McDonald had a farm"	Y	Y
Unit 7	Y		Y	Y				Y	Y	
Unit 8	Y							Y	Y	Y
Unit 9	Y								Y	Y
Unit 10	Y	Y					Y		Y	
Unit 11	Y								Y	
Unit 12	Y		Y Audio CD	Y					Y	
Unit 13	Y								Y	
Unit 14	Y					Y			Y	
Unit 15	Y					Y			Y	
Unit 16	Y					Y			Y	
Unit 17	Y	Y							Y	Y
Unit 18	Y								Y	
Unit 19	Y							Y Learn to sing "If you are happy.."	Y	
Unit 20	Y								Y	

INTEGRATION OF COMPUTER SOFTWARE INTO THE SYLLABUS – GRADE 2

	Paint Brush	Story World 1	Story World 2	Vocabulary Builder	Phonics Alive	Jump Start - Kindergarten	Jump Start – Grade 1	KidPix	IBM - Edmark	Jump Start Grade 2
Unit 1	Y							Y		
Unit 2	Y		Y			Y	Y	Y	Y	
Unit 3	Y		Y					Y	Y	
Unit 4	Y						Y Sing Along CD – "Alphabet Song"	Y	Y	
Unit 5	Y		Y			Y		Y	Y	
Unit 6	Y	Y				Y		Y	Y	
Unit 7	Y							Y		
Unit 8	Y			Y				Y		
Unit 9	Y						Y	Y		
Unit 10	Y						Y	Y	Y	
Unit 11	Y							Y	Y	Y
Unit 12	Y			Y				Y		Y
Unit 13	Y							Y		Y
Unit 14	Y	Y				Y	Y	Y	Y	Y
Unit 15	Y				Y	Y	Y	Y	Y	Y
Unit 16	Y				Y	Y	Y	Y	Y	Y
Unit 17	Y				Y	Y	Y	Y	Y	Y
Unit 18	Y							Y		Y
Unit 19	Y							Y		Y
Unit 20	Y							Y		Y



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