



Integrated English Language

and

Computer Literacy Syllabus

For Grade 2
Classroom Program
for Units 6-10

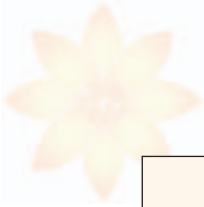
April 2004

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 – Insects and Plants

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher brings to class about 15 items from nature. Teacher distributes items to class then students, in turn, ask “What is this?” or “What is this called in English?” Teacher or students respond.	Teacher works through all items.	Items are redistributed and students are rewarded for remembering.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Memory game is played. Up to 8 items from nature are displayed on a tray. The students memorise the items. Teacher hides the tray and removes one item, and then shows the tray again. Students identify the missing item.	Teacher and students play the game. Teacher may start with just 5-6 items and gradually increase the number of items as students progress.	

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher takes students on a nature trail excursion around the classroom, playground, or nearby area.	Students follow the teacher around. Teacher points to or holds up items from nature (some new, some already learned) and asks “What is it ?” Describing words can be introduced at any stage, such as size, shape, colour, plurals.	On return, students are put into groups of 4 or 5 and asked to remember 1 or 2 items each from the nature trail. Teacher goes from group to group listening, then asks some children to tell their remembered items to the class.

Lesson 4		
Introduction	Core Lesson	Recapitulation
Teacher combines objects with instructions and an activity.	<p>Students do an activity to practice following oral instructions, involving drawing and colouring items on a worksheet after first identifying the correct object.</p> <p>Instructions may be, for example, "Colour the small leaf brown" or "Draw a fly in the middle of the page"</p>	Students may do similar exercise on the computer.

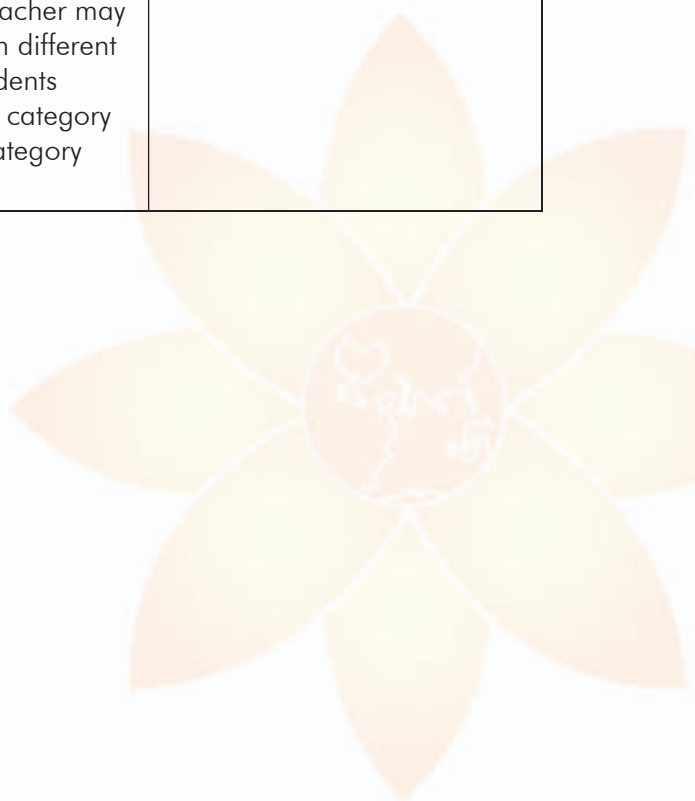
Lesson 5		
Introduction	Core Lesson	Recapitulation
<p>Students learn the concept of categories by playing a relay game.</p> <p>Teacher must first teach the category name in English and explain it.</p>	<p>Teacher selects 4 categories from nature and finds or creates, using Boardmaker or Clipart, picture cards for each category.</p> <p>The class is divided into two teams. The teams line up in front of a table that has two stacks of category cards turned upside down (one pile for each team).</p> <p>Also on the table are four boxes with category names (in English, or picture label), e.g. insects, plants, body parts.</p> <p>Children race (one at a time from each team) to turn over a card and place it in the correct box.</p> <p>The first team finished wins.</p>	Teacher holds up a card and students call out category name.

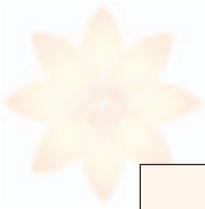
Lesson 6

Introduction	Core Lesson	Recapitulation
Reinforce categories through a game involving two teams in competition.	<p>Leader for each team comes to the front of the class. The teacher asks them to name something from a given category e.g. "tell me the name of an insect".</p> <p>The first child to raise their hand gives the answer and if correct, the team must come up with five more correct answers for that category, for which they score a point.</p> <p>Then the process starts again with a different category. The first team to score three points (naming five items from each of three categories) wins.</p>	

Lesson 7

Introduction	Core Lesson	Recapitulation
Students play musical chairs but instead of using music, the teacher calls out categories or items from nature.	<p>Play as normal for musical chairs but children must sit when they hear a specific category word (e.g. food, insects, plants, animals).</p> <p>Alternatively, the teacher may read out items from different categories and students must recognise the category and sit when the category changes.</p>	Game can be played in small groups with a student leading each group.





Unit 7 – What is that ?

Lesson 1		
Introduction	Core Lesson	Recapitulation
Introduce “What is that?”	<p>The teacher reviews “what is this?” by moving around the room and touching or holding various objects, each time asking the student “What is this?”</p> <p>The teacher then changes by pointing to something away from the teacher and asks “What is that?”</p> <p>If necessary the difference between this and that can be explained in Tamil, but the students then practice only in English.</p> <p>Students take turns in saying “This is ... and that is ...” (pointing to something away from them). They may choose any objects of their choice.</p>	This revises all vocabulary learnt thus far.

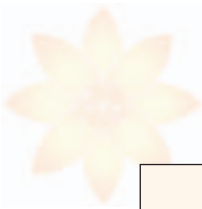
Lesson 2		
Introduction	Core Lesson	Recapitulation
Introduction of top row keys: q,w,e,r,t,y,u,i,o,p	<p>Using a large keyboard diagram, the teacher demonstrates the correct position and use of the fingers for these keys.</p> <p>Students are timetabled to use the computer typing program, a few minutes each throughout the day, to practice use of these keys.</p>	<p>Pen and paper exercises to trace over these letters.</p> <p>Letter recognition games such as bingo using the letters of the English alphabet.</p>

Lesson 3		
Introduction	Core Lesson	Recapitulation
<p>Students need to ask questions to find out information. They should also be given the courtesies that go with that, e.g. "Teacher, what is this/that, (please)?"</p>	<p>Introduce some rules of courtesy for asking questions. If some students can use more advanced language such as "can you tell me what this is" do not stop them from doing so. Other students will learn from them.</p> <p>Once the students have the rules of courtesy for use with their questions, take students on another nature trail, where they can ask "What is this?" and "What is that?"</p> <p>The teacher not only responds with "It is a ..." but then asks the student some questions about it, e.g. "Is this/that small/big, light/heavy, colour, etc. ?"</p>	<p>Vocabulary quiz.</p>

Lesson 4		
Introduction	Core Lesson	Recapitulation
<p>Contrasting language is introduced.</p>	<p>The teacher invites students to touch something that is soft and then something that is hard. The students practice the contrasts by saying and gesturing appropriately "This is soft, that is hard".</p> <p>By feeling and other sense experiences students learn wet/dry, loud/quiet, rough/smooth, light/heavy.</p>	<p>Vocabulary quiz.</p>

Lessons 5 - 8

Introduction	Core Lesson	Recapitulation
Review and integration of language.	Using mime, plays, bingo games, the students integrate all the language acquired to date into writing and illustrating plays with the teacher's help, sequencing the pictures or drawings that go with the plays. Some students could work in small groups at the computer on Stories and Songs in Jump Start, while others do small group work with the teacher.	



Unit 8 – Careers

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce the language of various occupations, e.g. doctor, chef/cook, nurse, driver, teacher, builder, cricket player, musician, singer, school principal, policeman or policewoman.	<p>The teacher presents a chart with pictures of various careers or occupations. One student is invited to point to a particular picture and then the teacher gives the Tamil name and then the English name of that occupation. Students practice saying the English name.</p> <p>Another student then selects another picture and the same procedure is followed. A third one is chosen and the word practised. Before proceeding the teacher then mixes up the three already learned, randomly pointing to any of the three and the students calling out the correct English word.</p> <p>Slowly the students build up a vocabulary of occupations.</p>	Quick random pointing to all the words learnt in the lesson.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
More career vocabulary is introduced.	<p>Students (in Tamil, and then the instruction repeated in English) are asked to draw a picture of what they would like to be when they grow up.</p> <p>Students then explain to the teacher what they want to be and the teacher gives them the English word. Students practice their own word and the teacher writes the word, in English, on their picture. These pictures are then put up around the room.</p>	Students stand in a circle and say in English the name of the occupation that they want to be when they grow up.

<i>Lessons 3 and 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
More vocabulary practice. Introduce the language of uniform and place of work, e.g. office, school, outdoors.	In small groups, children mime an occupation. The rest of the class has to guess in English, the career or occupation being mimed.	Quick review of vocabulary.

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce the language of: "When I grow up, I want to be a ..."	The teacher gives the Tamil for this expression and then teaches the English sentence in two parts: (a) When I grow up (b) I want to be ... Students practice putting both parts together by repetition.	Each student finds their own picture that has been put up around the room. Going around the class each student says and completes the sentence according to the picture they drew in lesson 2.

<i>Lessons 6 and 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Computer work.	Students continue to develop keyboard skills using the computer typing programs. Some students will work on the computer while other students will work with the teacher on lessons 8 and 9. After two lessons, those doing lessons 8 and 9 do lessons 6 and 7 and vice versa.	

Lessons 8 and 9

Introduction	Core Lesson	Recapitulation
<p>Review and integration.</p>	<p>The teacher helps students to write a play using career language. Students should stay with first person and present tense. The teacher may begin by asking a student to mime an occupation of the student's choice. The teacher then begins the play with "I am a ..." etc.</p> <p>Alternatively students mime occupations and the teacher asks them questions which require simple one word answers, e.g. "What colour is your uniform?" and "Where do you work?"</p>	<p>When I grow up, I want to be ...</p> <p>A wears a ..(colour) uniform or does not wear a uniform).</p> <p>A works in (or outdoors).</p>



Unit 9 – More colours

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce new colours to students that they do not already know, perhaps secondary colours, .e.g. blue and green to make yellow.	Using an extended colour chart, with English names written underneath, the teacher takes the students through a wider selection of colours than they already know. Students practice saying each colour and try to remember it.	The teacher randomly points to each colour and students call out the name of that colour.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Revise colours of the day before.	<p>After reviewing the colours of the day before, students draw pictures using their favourite colours.</p> <p>Sitting in small groups they name the colours used in their drawing to the other members of the groups and ask the teacher “What colour is this?” for any colours they have used that they do not know. The group practices any new colours learnt.</p>	Random revision of colour chart and addition of any new colours to the chart.

<i>Lessons 3 - 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces the bottom row of keys on the keyboard.	Students are given practice times, 10 minutes each, each day to use the computer to practice their typing skills. Once students can use the keyboard more quickly, they can use the computer to design banners, cards, certificates, write stories, all of which is motivational for them.	Students could be put into colour teams for various games. They can wear something of their colour and must know the names of the other teams. Any game can be used, but incorrect reference to another team, incurs a penalty.

Lessons 6 - 10

Introduction	Core Lesson	Recapitulation
<p>Review and integration of previous learning. Review numbers up to 20 and extend if class is ready.</p> <p>Review and extend colours. Colour chart should include some blank spaces for the inclusion of new colours at students' request. The students add the colour and teacher writes, gives and practices the name of the colour with the student.</p>	<p>Plays integrating all topics used to date.</p> <p>Plays should be represented in picture form and then the students sequence the pictures and retell the play in English (with the teacher's help, students supplying key words/phrases).</p> <p>Students can create their own play by providing key words/phrases:</p> <p>e.g. Teacher: I have a (teacher pauses as he/she puts their hand into a box ... looking at the class the teacher asks) "What do I have?" and the class volunteers an answer, e.g. "a butterfly".</p> <p>Teacher then says: I have a butterfly. My butterfly is ... (again pauses, maybe points to the colour chart and visually signals for the students to nominate a colour. Perhaps a student volunteers yellow).</p> <p>The teacher continues: I have a butterfly. My butterfly is yellow.</p> <p>The play continues in this way with the teacher inviting the students to add to the play.</p>	



Unit 10 – Mathematics

This is an important unit. Its aim is to facilitate a developing experience of education via English medium. Students should begin to acquire sufficient mathematical language in English for regular revision lessons of mathematics via English medium. This will enhance their oral and aural English learning as well as enrich their mathematics learning. During such mathematics lessons, the students should be totally immersed in English medium. The use of interactive computer programs is also essential for this mini “immersion” experience.

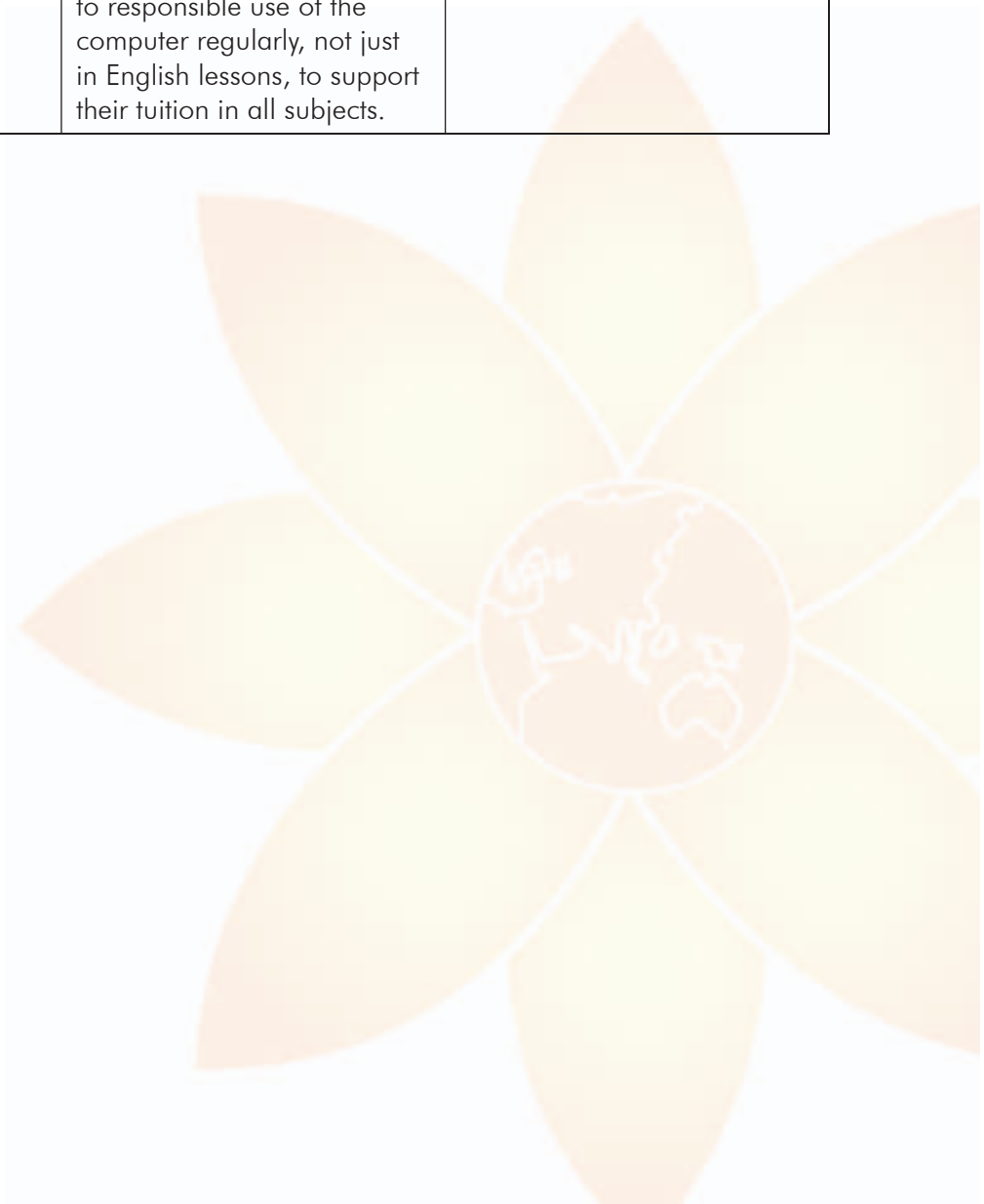
Lesson 1		
Introduction	Core Lesson	Recapitulation
Introduce the language of shapes (and signs) such as square, triangle, rectangle, circle, star, oval, The use of the “equal sign” (=) may be useful to include if students have not already learned this.	Each student is given a set of five or more cards, each card containing a picture of the shape to be learned. The teacher introduces each shape in English only, simultaneously holding up or pointing to a picture of it in the room. Only the English name should now be written on the cards. The students practice saying the name of each shape while holding the card and looking at it.	In pairs, students can play Snap, but they must say the name of each shape as each card is placed on the table.

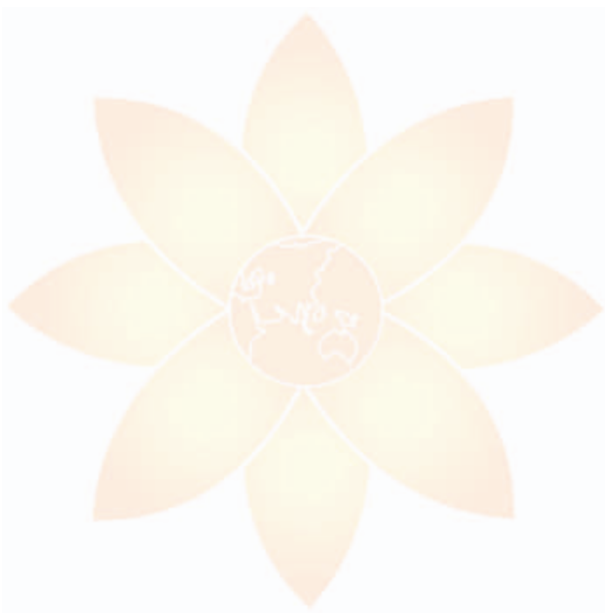
Lessons 2 - 5

Introduction	Core Lesson	Recapitulation
<p>Each lesson introduce the language of one of +, -, x, ÷.</p>	<p>For addition: introduce language of add, plus, sum, total.</p> <p>For multiplication: introduce the language of times, lots of, product ... (only if they have learnt the equivalent in Tamil).</p> <p>For division: part, divide, divided by....</p> <p>For subtraction: minus, take, subtract from. (Do not use the language of "less" as this is too complex for students to distinguish at this stage, e.g. 2 less 3 means)</p>	<p>Mental arithmetic practice using the operation of the day. This also revises numbers.</p> <p>Various games could be used for this to introduce elements of suspense (and hence listening and attention), fun, alertness, and quick response, e.g., Divide class into four teams. Teams line up:</p> <pre style="text-align: center;"> 1 2 3 4 </pre> <p>Teacher calls out a mental arithmetic question in English. Only the first person at the head of the team can answer. This is improvisation of "beat the buzzer". The team member that answers correctly first goes to the back of their time and they have a new head member. The first team to go through all team members wins.</p> <p>Students should also be using the number games in Jump Start regularly from here on.</p> <p>Games can be complicated by writing questions within different shapes.</p>

Lessons 6 - 10

Introduction	Core Lesson	Recapitulation
<p>Revision of number concepts in English and practice of typing.</p>	<p>Review of all English learnt to date through plays, which can now include further number and colour words. Bingo picture cards whereby the students circle the correct picture/answer when it is called out. Use of all computer programs.</p> <p>Where these revision lessons take the form of computer practice and use, they may be staggered throughout the day, timetabling pairs of students to the computer for 10 to 15 minutes each throughout the day. This introduces the students to responsible use of the computer regularly, not just in English lessons, to support their tuition in all subjects.</p>	





Contact Us:

Partners In Micro-Development Inc.

PO Box 165, Gladesville

NSW 2111 Australia

Phone: 61-2-9816 1540

Fax: 61-2-9816 1542

Email: info@microdevpartners.org

www.microdevpartners.org