

Sraddha English Modules

This resource material is prepared for lower primary English teachers to inspire and guide them in handling classes for LP section English as part of "Sraddha Programme".

Sraddha Programme aims at the holistic development of all children in our classrooms.

Individual attention and encouragement through vibrant group activities will enable learners to attain the expected level of English learning. Hope this material paves the way of quality education of all children in our schools.

The major AIMS of this module are:

- Develop self-esteem of the learners who face challenges in learning
- Improve the level of confidence of the learners in using English
- Enhance the innate linguistic competence of the learners

The major OBJECTIVES of this module are:

- To help the learners overcome their inhibitions in using English
- To encourage the learners to interact in English while expressing their ideas /views
- To provide learners opportunities for participating in various performances in English
- To promote English language comprehension using various inputs
- To motivate every learner to use English Language confidently and speak freely.
- To ensure the participation of every learner in the English class.
- To enable learner to evolve non consciously in learning process.
- To enable the learner, teacher and parents assess the progress of the learners
- To inculcate values among learners
- To help the learners achieve the learning outcomes mentioned in the curriculum

Sraddha - A Way to Excellence

'Sraddha' is an activity package for primary teachers to inspire and guide their learners towards excellence. It aims at the overall development of children enrolled in Government and Aided schools in the state. This programme ensures the language proficiency among the children which is the major concern of the public. Individual attention and experiential learning would enable the learners use English confidently and without inhibition. Hope this package paves the way for quality education for all children in our schools.

- ശ്രദ്ധ ഒരു പരിഹാര ബോധന പ്രക്രിയ അല്ല. എല്ലാ കുട്ടികൾക്കും ഒരു പോലെ ലഭ്യമാക്കേണ്ട പഠനാനുഭവങ്ങൾ ആണ് ഇതിൽ ഉൾപ്പെടുത്തിയിട്ടുള്ളത്.
- കുട്ടികൾക്ക് പഠനാനുഭവങ്ങൾ രസകരമാക്കുതിനും അവരെ ഭാഷ, വിഷയങ്ങൾ എന്നിവയിൽ കൂടുതൽ തൽപരരാക്കാനും ഇതിലൂടെ കഴിയണം. ക്ലാസ്സ് റൂം പ്രവർത്തനങ്ങളോടൊപ്പമാണ് ഈ പ്രവർത്തനങ്ങൾ നടത്തേണ്ടത്. പാഠഭാഗങ്ങളിലെ സന്ദർഭങ്ങൾക്കനുസരിച്ച് ഇതിലെ പ്രവർത്തനങ്ങൾ അതിനോട് ഉൾച്ചേർത്ത് നൽകാവുന്നതാണ്. സമയ പ്രത്യേക പ്രവർത്തനങ്ങൾ ആയും ശ്രദ്ധ നടത്താവുന്നതാണ്.
- അക്കാദമിക മാസ്റ്റർ പ്ലാൻ പ്രവർത്തനങ്ങളുടെ ഭാഗമായി ശ്രദ്ധ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തിയിട്ടുള്ള പ്രവർത്തനങ്ങൾ പരിഗണിക്കാവുന്നതാണ്. ആക്ഷൻ പ്ലാൻ തയ്യാറാക്കുമ്പോൾ ശ്രദ്ധ പ്രവർത്തനങ്ങൾക്ക് കൂടി പരിഗണന ലഭിക്കുന്ന വിധത്തിൽ ഏകോപിപ്പിക്കേണ്ടതാണ്.
- 8 മുതൽ 10 മണിക്കൂർ വരെ ചെലവഴിച്ചുകൊണ്ട് പൂർത്തിയാക്കാവുന്ന തരത്തിലാണ് പ്രവർത്തനങ്ങൾ ക്രമീകരിച്ചിരിക്കുന്നത്. നവംബർ 14 മുതൽ ഫിബ്രവരി 15 വരെയുള്ള കാലയളവിൽ ശ്രദ്ധ പ്രവർത്തനങ്ങൾ നടത്താവുന്നതാണ്.
- ശ്രദ്ധ പ്രവർത്തനങ്ങൾ നടത്തുമ്പോൾ പഠന വേഗത കുറഞ്ഞവരെ കണ്ടെത്തി പഠന പിന്തുണ ഉറപ്പാക്കേണ്ടതാണ്.
- നൽകിയ പ്രവർത്തനങ്ങൾ പ്രക്രിയാ ബന്ധിതമായി നടത്തേണ്ടതും തന്നിട്ടുള്ള വർക്ക് ഷീറ്റുകൾ യഥാസമയം ഉപയോഗപ്പെടുത്തേണ്ടതുമാണ്.
- ക്ലാസ്സ് മുറികളിൽ ശ്രദ്ധ പ്രവർത്തനങ്ങൾ നടക്കുന്നുവെന്ന് DEO/AEO/HM മോണിറ്റർ ചെയ്ത് ആവശ്യമായ പിന്തുണ നൽകേണ്ടതാണ്.
- Post NAS പ്രവർത്തനങ്ങൾക്ക് സഹായകരമാകുന്ന വിധത്തിൽ ശ്രദ്ധയിലെ പ്രവർത്തനങ്ങൾ സമന്വയിപ്പിച്ച് നടത്താവുന്നതാണ്. Post NAS പ്രവർത്തനങ്ങളുടെ ഭാഗമായി നൽകുന്ന ഇംഗ്ലീഷ് വായനാ കാർഡുകളും ശ്രദ്ധ പ്രവർത്തനങ്ങളുമായി ഏകോപിപ്പിക്കാവുന്നതാണ്.

Activity Package

Activity - 1 Apple - Banana - Orange



Objective: Learners act without compulsion and inhibition
Listen and understand instructions and act accordingly.

Stand in a circle.
Show me your left hand.
Raise your right hand and say hi.
Do you like apples?
Which is your favourite fruit? (pointing to a learner)
Banana Ok.
I like mango.
What about you? (to another learner)
'Orange' Very good.
Name another fruit (teacher points another learner)
Pineapple, Ok. Teacher says the names of fruits loudly
Apple Banana Orange Pineapple
When I say 'Apple',
All of you jump one step forward.
What is the first fruit?
Yes, "Apple"
When I say "Banana" you jump one step backward.
What is the next fruit?
'Orange.'
When I say 'Orange', you turn around.
Repeat and modify the game by changing the order.
eg: Orange.. Apple...Apple...Banana.

Teacher can join the learners in the game. It ensures the active participation of the learners.
Conduct the game gradually increasing the speed, in which the teacher names the fruits.
Reference: Youtube/18# Apple Banana Orange Energizer can be used to activate the group.

Activity - 2 Hello Game**30
minutes**

Objective: Ability to introduce oneself to the others.
Total physical responses for meaningful communication.

Learners stand in a circle holding their hands. The teacher moves to the middle and says her name with an action. (Dancing / stretching arms to the front, etc.)

If the teacher's name is Puja.

"Hello, I am Puja"

Then the learners do same action and sing.

Oh my dear teacher

How do you do?

Teacher replies with same action.

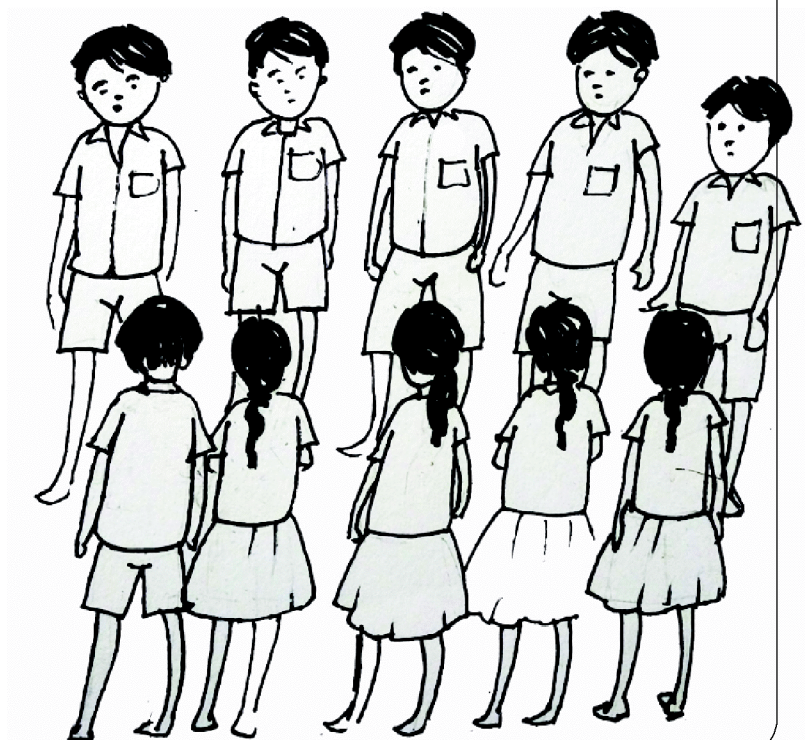
I am fine thank you, dear friends

All my friends (kids)

Now, call one of the learners.

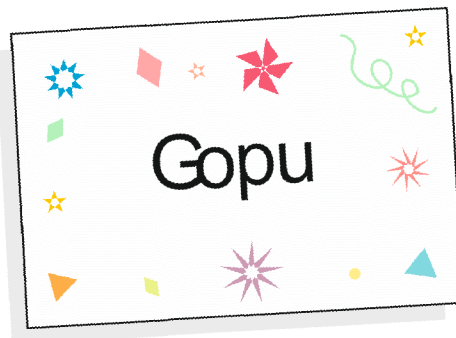
He/she comes to the center and performs another action and introduces himself/herself. The learners interact in the similar manner. After his/her introduction he/she selects the next learner. The game continues.

Teacher helps the learners to show different type of actions.



Activity - 3 Name Cards

- Objective:** Listen and understand teacher input and act accordingly.
Enable the learners to read and act without compulsion and inhibition.
- Materials:** Box, plain cards



Teacher distributes plain cards to all learners. Learners write their name on one side and decorate it. They write an animal's or bird's name on the other side.

Teacher also writes her name and the name of an animal/bird as a model.

Teacher draws a big semi-circle and places a box in the middle of the circle. All the learners put their cards in the box and sit around the semi-circle. Teacher mixes the cards and takes a card from the box. Teacher reads the words (name of the learner & name of the animal/bird) written on either side of the card. He/She introduces the learners as follows.

eg: "This is my parrot friend, Anitha. She loves parrots"

The learner mentioned by the teacher comes forward gives a shake hand to the teacher and takes a card from the box. She does as teacher did. Game continues.

Now, the learner who was introduced first will come forward, shake hands with the teacher and takes a card from the box. She does as the teacher did. The game continues.

Activity - 4 My Home, My Sweet Home

- Objective:** Listen to a song and comprehend from it.
Able to sing a song with appropriate rhythm and tune.
- Materials:** Picture chart of a house, Video: (Youtube/I have little house, <https://youtu.be/ZD4K0ywD81Q>)

Teacher shows a video "I have a little house"

Teacher interacts:

Shall we listen to a song?

Teacher plays the video and asks learners to watch it.

In the next stage, teacher pauses the video after two lines and the learners sing those two lines.

Then teacher shows the rhyme chart and asks them to read the song.

Let the learners sing after the teacher.

My Sweet House

I have a little house
With windows and a door
Two chimneys on the top
And a plot of grass before

I have a little house
With windows and a door
Two chimneys on the top
With curtains and a blind

I have a little house
Where I go in and out

Let the learners hear this song two or three times.

Interaction questions

Do you like this song?

This is a song about a house.

Look, here is the picture of a house.

Teacher presents a picture chart of a house with a chimney, two windows, door, curtain, blind (bamboo or clothes rolled on a wooden piece), grass lawn.

Teacher shows the rhyme chart and sings line by line with proper rhythm and learners follow.

Teacher can seek the help of other teachers who sing well.

Activity - 5 Pick and Paste

40
minutes

Objective: Identify the objects and its names from the picture.
Read the words correctly.

Materials: Chart of a house, Paper strips of the words, glue/pins

Teacher pastes the picture of a house or draws a house on a chart paper with the features described in the song. (If teacher shows a B/W house, then he/she has to give following colours to it: (house - yellow, door - brown, roof - red, garden - green, sky - blue, birds - white, blind - orange, windows - pink, chimney - grey).

Teacher asks some comprehension questions.

What do you see in this picture?

Is it big or small?

What is the colour of the house?

What is the colour of the roof?

Can you point out the chimney?

How many windows are there in the picture?

Is the door open or closed?

Where is the grass lawn?

Where is the blind hanging?

Teacher asks more questions related to colour, size, actions, differences etc.)

Teacher prepares 4 sets of word strips for four groups with the wall, roof, door, chimney, blind, mat, curtain, garden, step, tree, windows, birds, flowers, etc. written on them.

Teacher divides the learners into four groups gives them a bowl of words strip.

When teacher points at a portion of the house in the chart, all the groups find out that word from the bowl. The group which finds the strip first, pastes it on the exact position on the chart.

Game continues.

Now, elicits the response of learners related to the picture and write the sentences on a chart e.g.:

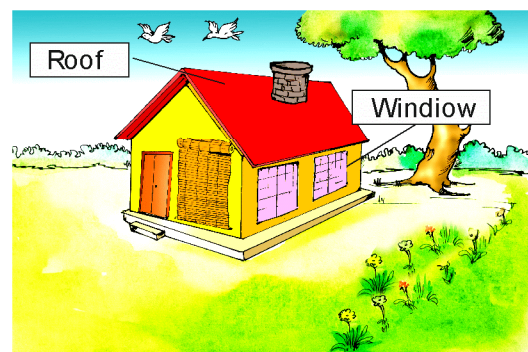
A brown door

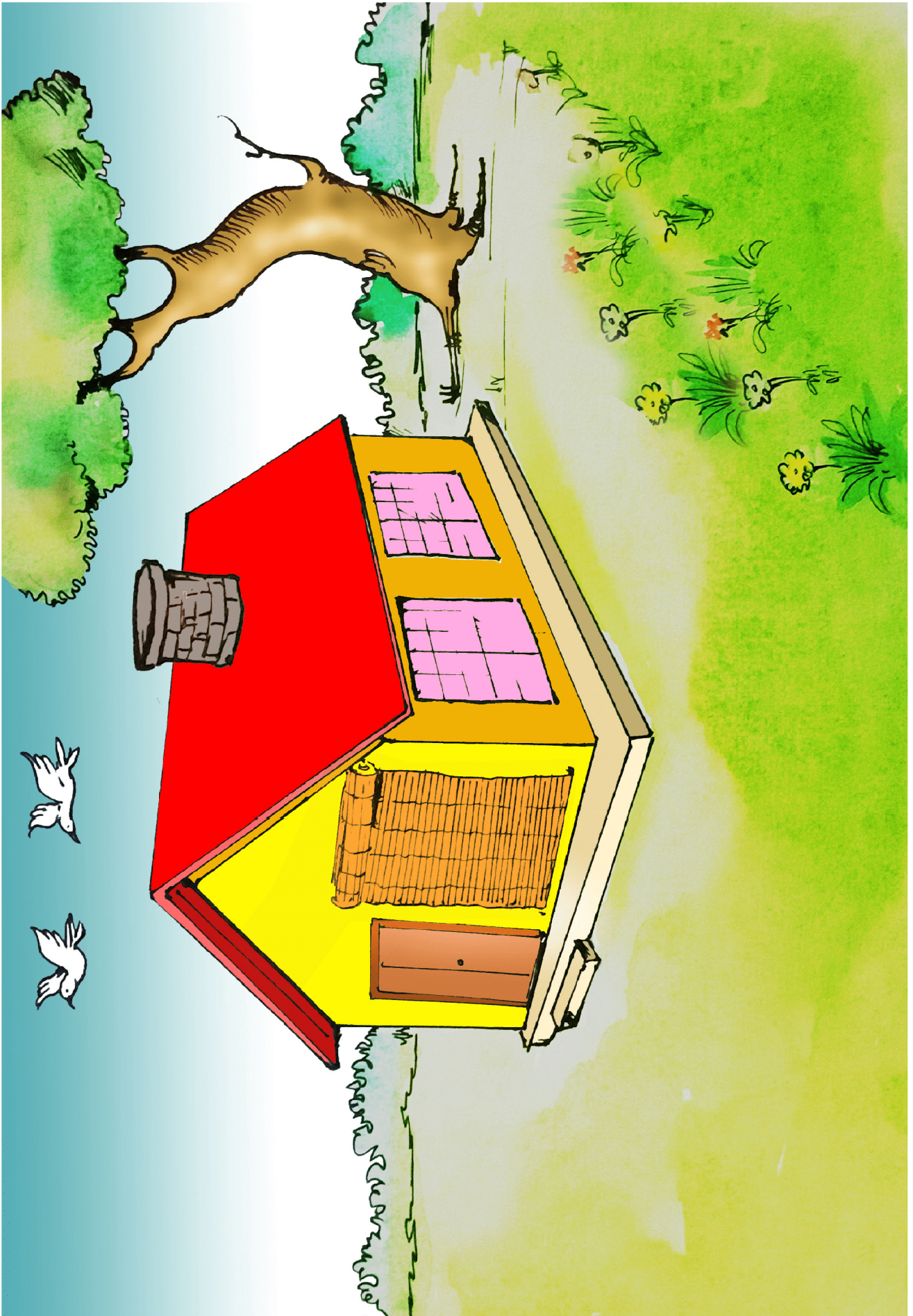
Two pink windows

Some beautiful flowers

Teacher provides an A4 sheet to all the learners and asks them to write maximum sentences related to the picture. Teacher appreciates the learner who has written most number of sentences.

***To the portfolio:** Sentences related to the house.





Activity - 6 Raju's House



Objective: Provide opportunities for collecting the vocabulary items and applying in right situations

Materials: Picture of house, picture cards of different rooms

Teacher shows the picture of a house and say,

This is a house.

Whose house is this?

This is Raju's house.

Is this big or small?

How many rooms are there in this house?

Name the rooms.

Teacher takes four pieces of paper.

(bedroom, kitchen, living room, bath room).

Teacher places the picture cards in a box.

Asks the learners to sit in 4 groups and invites the group leaders to take one picture card from the box.

Let them identify things that they can see in each room.

Eg: Bed room - bed, cot, pillow, shelf, door, window, fan, etc.

Living room - sofa, TV, table, chair, picture, showcase, door, etc.

Kitchen - Stove, gas cylinder, plate, glass, etc.

Bath room - bath tub, shower, soap, brush etc.

Teacher shows a chart and all group say the names of objects one by one. Teacher consolidates them in appropriate columns.

Bed room	Living room	Kitchen	Bath room

Let them read the words in the columns.

Teacher gives a paper to each group and asks them to write more sentences using the words.

Teacher gives two or three examples.

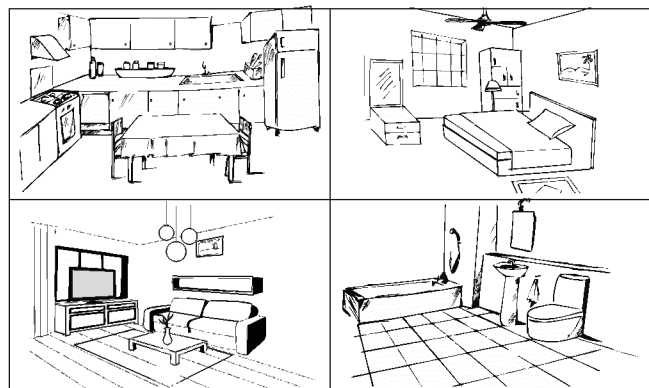
eg: There is ain the bed room

There is a in the kitchen

There are four in living room.

Teacher gives 10 minutes to complete the task. Teacher appreciates those who do the best.

***To the portfolio:** Sentences about a house



Activity - 7 Story Time

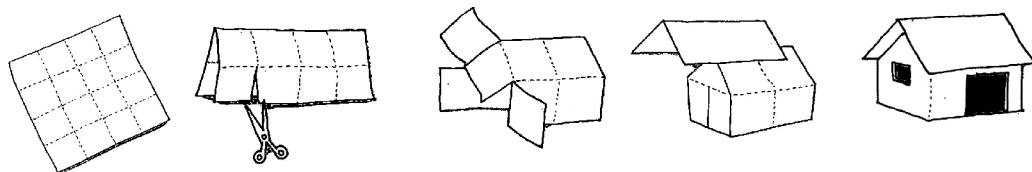


Objective: Provides opportunities for learners to practice comprehension strategies when they are listening and responding to the stories that we read to them.

Materials : 3D model of a house, Toy dog and toy cat, Video: Pussy Cat

Teacher brings a big 3D model of a house, small toys of a dog and a cat. The door of the house should be big.

Teacher prepares a model of a house earlier using a full size chart paper.



Then the teacher presents the story of Raju's pets. When she tells the story, she uses the models and 3D model of a house according to the context of the story.

Teacher shows the model and asks, "What is this?"

Learners say, This is a house

Do you know whose house is this?

Yes, Raju's house.

Raju has a pet animal. Do you know its name?

Tomy, the dog.

Teacher shows the toy dog and puts it near the house.

Tomy dog is brave and strong. If any stranger enters the compound he will bark loudly.

Bow..Bow...

One fine morning he woke up hearing a strange cry.

'Who is that?' he came out from his kennel.

He barked aloud and ran around the house. Teacher demonstrates the movement with the doll.

Raju came running near Tomy.

(A boy from the class can act as Raju)

He then asks,

What happened to Tomy?

Somebody is crying. He ran towards the bushes near the mango tree.

Oh my god! A cute kitten!!

He took it to the kitchen.

He fed it with milk and fish and named her "Pussy". After a few days Pussy became smart and healthy. Tomy became very happy and invited her to play with him.

Teacher asks some comprehension questions.

eg:

Who is Raju's pet?

Where does Tomy live?

What did he hear?

What did Raju ask Tomy?

What did they see near the bushes?

Why did the kitten cry?

What did they call the kitten?

Are the kitten and dog friends now?

Learners answer the questions.

But nowadays Tomy seems angry and unhappy.

What happened to Tomy?

Teacher puts the dog out of the house and brings the kitten inside the house.

Next day, Raju was not there in the house. Tomy tried to enter the house and barked.

'Pussy, get out of the house', Tomy shouted.

(Teacher demonstrates the incident with the models/toys)

"Pussy...." Tomy called aloud.

What is the matter? Pussy peeped out from the house

"Get out from the house?" Tomy growled.

"Why?" Pussy stared at him.

I am also Raju's pet. But, you are staying inside the house, sleeping on Raju's bed.

"I keep the house safe, still, I have to stay outside the house suffering from cold and heat."

"Who permitted you to lie on my master's bed? I will not allow you to stay inside."

"Raju is coming, you complain to him." Pussy smiled and said.

Raju listened to them. (A boy acts as Raju)

Raju consoled both of them saying "Tomy, Pussy, You are my pets. My beloved ones."

"Look, Tomy you are very strong and brave so you keep this house safe."

"If you come inside you won't be able to see the thieves. That's why you are kept outside".

Tomy nodded his head.

'There are many rats inside the house. Pussy must stay inside the house to catch them.'

They became close friends once again.

Now, the teacher asks some comprehension questions.

eg: Why did Tomy quarrel?

Who stayed outside the house?

Where did Pussy lie?

How did Pussy reply?

How did Raju solve the problem?

Activity - 8 Finger Family



Objective: Sing a song together and act.
Materials: Appendix 6, Video: Youtube/Finger Puppet Family, Link: <https://youtu.be/h1jBb2KkFLk>, Finger puppets, Chart.

Who are the other members in your family?

Shall we see another family?

Teacher shows the video. Learners listen to the video one or two times. They sing along with the video. After the video presentation teacher plays only the audio of the rhyme with action using the fingertip puppets.

Teacher can refer to the video for making finger tip puppets: (Youtube:Finger Puppet dog, Link: <https://youtu.be/pYRGTa5EhoQ>)

Teacher can make cutout of family members (father, mother, brother, sister, baby) and fix them on the paper cones.



Daddy finger

Daddy finger, Daddy finger	Here I am, Here I am
Where are you ? Where are you ?	How do you do?
Here I am, Here I am	
How do you do?	Sister finger, Sister finger
	Where are you ? Where are you ?
Mummy finger, Mummy finger	Here I am, Here I am
Where are you ? Where are you ?	How do you do?
Here I am, Here I am	
How do you do?	Baby finger, Baby finger
	Where are you ?, Where are you ?
Brother finger, Brother finger	Here I am, Here I am
Where are you ? Where are you ?	How do you do?

Then the teacher shows the rhyme chart. Let the learners read the rhyme two or three times.

Teacher bends the thumb finger tips with puppets and asks, 'Who is this?'

Learners reply "Father".

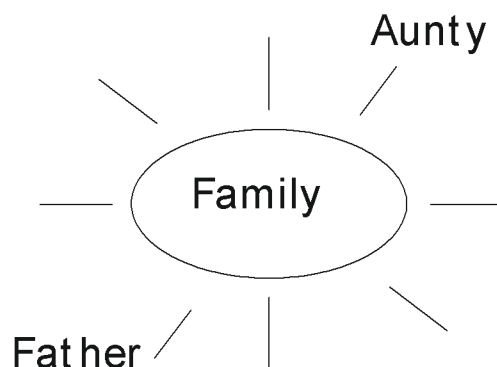
Teacher shows a word web of the family and completes it using the same process.

After completing the five members (father, mother, brother, sister & baby) teacher asks, 'Are there any other members in your family?'

Teacher completes the word web with the other members like grandfather, Aunty, etc.

Teacher gives a worksheet to all the learners and

asks them to draw their family members on the top of the worksheet and complete the worksheet.



Teacher asks some informative questions.

e.g.: What is your name?

Can you write your name?

What is your father's name?

What is he?

What is your mother's name?

What does she do?

Who are the other members in your family?

Do you have sisters?

How many sisters do you have?

What is the name of your sister?

How many sisters do you have?

What is the name of your sister?

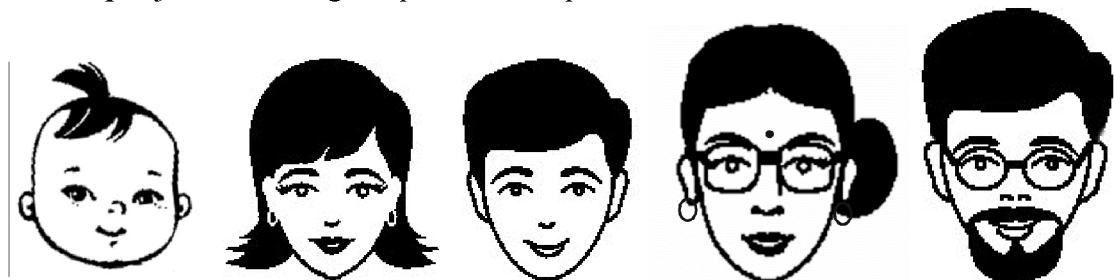
In which class does she study?

.....
.....

Do you love your family?

Teacher writes the answers on BB/chart if needed.

**To the portfolio:* Drawing and picture description worksheet



Name:

Class:

My family

I am

My father is

He is a

My mother is

She is a

I have brothers and sisters.

My brother is

My sister is

I have no

I love my family.

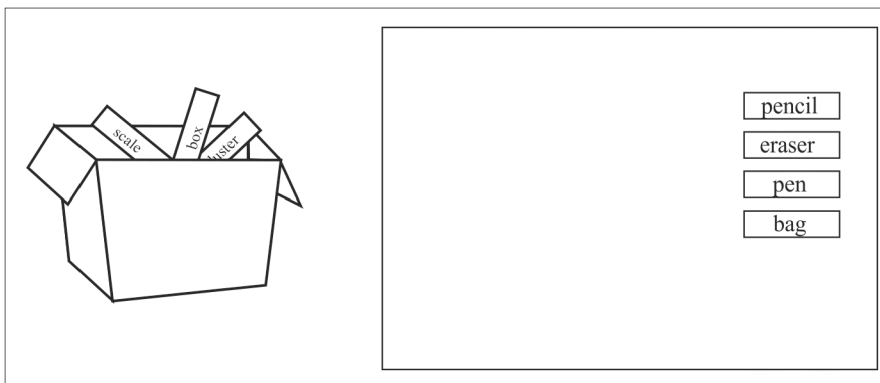
Activity - 9 Give Me a Name



Objective: Provide opportunities to make meaningful sentences through word games.

Materials: Paper strips, Chart, A4 sheet papers.

Teacher places paper strips of class room objects (preferably small) in a box. (Pencil, eraser, scale, etc. The number of strips should be equal to class strength) Teacher invites each learner to pick a strip and say a few words like pencil, My favourite pencil, I have a pencil, it is blue it is a long pencil, I like my pencil, it is my birthday gift, etc. Teacher pastes the word on the right side of the chart.



The teacher calls the next learner. He/she takes another word. The process continues.

Then teacher adds some more words on the chart in the following pattern.

Ask the learners to complete the sentences.

This is ayellow	pencil
This is a	eraser
This is a	pen
	bag

(big, small, yellow, beautiful, sharp, long)

The teacher asks the learners to write more sentences using the words in the chart.

*To the portfolio: Description with the features of objects.

Activity - 10 Collective Picture Drawing



Objective: Assess the ability of students to listen and comprehend simple instructions.
Associate pictures with words

Materials: Chart, Marker, A4 sheet papers.

Teacher fixes a chart on the board. She calls a student who can draw well and gives the following instructions.

Draw a school in the middle of the chart

Then teacher gives chance to other students to draw by giving suitable instructions like:

Draw a playground in front of the school.

Draw a garden on the right side of the school.

Draw a well on the left side of the school.

Draw a big tree near the garden.

Draw four mangoes on the tree.

Draw a smiling sun in the sky.

Draw some birds flying in the sky.

Draw a school bus in the ground.

Draw a wall and gate around the school.

Draw a pond in the garden.

Draw a duck in the pond.

Then the teacher asks comprehension questions.

E.g.:

What do you see in the picture?

(school building, school bus, playground, etc.)

Where is the school bus?

Who is near the gate?

What do you see on the tree?

Who is smiling in the sky?

What are the birds doing?

.....

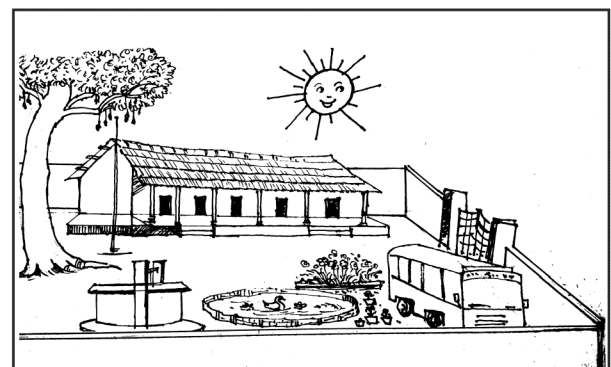
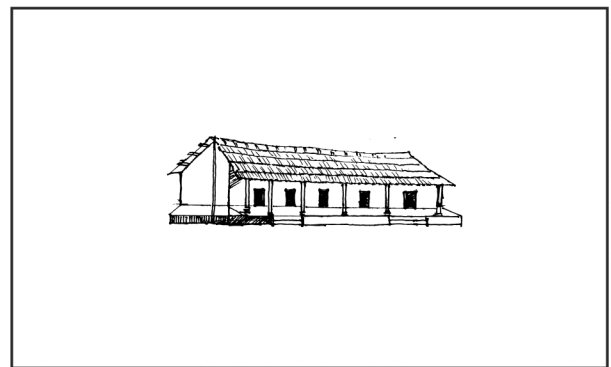
Teacher elicits responses and writes on a chart. Let the learners read it.

Then teacher distributes papers to all of them and asks them to draw their school and write a simple description about the school

Random presentation.

Appreciates the presenter.

***To the portfolio:** Collective picture related to the school.



Activity - 11 Journey to Market

Objective: Provide opportunities for the students to create conversation and act.
Materials: Chart, Video (Youtube/To market to market, <https://youtu.be/RdXIticrWWM>)

Teacher shows a video "To market".

He/She creates an apt situation for a conversation by asking a few questions.

Kiran wants to go to the market.

How will he say the matter to his mother?

What will be the reply of mother?

What do you think is the next exchange of their conversation?

Teacher writes the comments of students on BB/chart

Let two students perform a role-play of this situation.

E.g:

Raju: May I go to the market?

Mother: What for?

Raju: To buy food for my pets.

Mother: Are you going alone?

Raju: Balu will come with me, Shall I take my bicycle?

Mother: Of course, take care.

Then teacher asks:

If you want to go to market to buy an ice cream, how will you ask your mother?

What will be the reply of your mother?

Will she allow you?

Does she give any instruction?

How will you react to your mother's instruction?

How will you conclude a conversation?

Teacher elicits the responses.

Teacher exhibits a chart on which the likely conversation between the child and the mother is given in a jumbled order.

Why should you go now?

Nobody I'm alone

Who's coming with you?

Come fast, take care

To buy a pencil

Mamma, shall I go to the market?

Why should you go now?

Nobody, I'm alone.

Who's coming with you?

Come fast, take care.

To buy a pencil

Mamma, shall I go to the market?

Teacher gives A4 sheet paper to all the students and asks them to write a conversation.

If the students are not able to write let them do the task in pair groups.

****To the portfolio:*** Conversation.

Activity - 12 Picture Story



Objective: Comprehend a story associating with the pictures

Materials: Activity sheet

Children do you like stories?

Which story do you like most?

Who will be the main characters?

Lion, monkey or parrot?

Today we are going to read the story of a cunning fox.

Teacher gives story (Appendix -11) to all learners.

Let them read and write the story.

Teacher asks some comprehension questions,

What do you see in your activity sheet?

Read the story identifying the pictures which is given instead of words and write the story in the box.

**To the portfolio:* Completed story worksheet



Once a hungry crow got a piece of bread. She flew with the bread. She sat on a tree and started eating the bread. Soon a fox came there. The fox wanted to get the bread. The cunning fox said, "Oh, my dear, how beautiful you are!. Surely, you have a sweet voice! Can you please sing a song for me". The poor crow felt proud hearing this and opened her beak to sing. Lo, The bread fell down. The fox picked it up and ran away.



Crow



Bread



Tree



Fox

Activity - 13 Word Race

Objective: Comprehend the instructions and act accordingly.

Materials: Activity sheet

Teacher splits the class into two teams and gives each team a coloured marker. Draw a line on the middle of the board and write words on both sides. Each team stands in two rows in front of the board. When the teacher whistles, each team has to write words on the assigned column in the form of a relay race. When the teacher whistles again, they stop writing.

Team A	Team B

After cross checking, if any mistake or repetition comes, strike it off and give a point to each word. The team that gets more points wins the match.

Teacher invites the team leader to bubble any 5 words from the list. Asks them to write sentences using the bubbled words. Gives chart and marker to the group.

Group presentation.

