

Sraddha English Modules

Certain activities for motivating the learners to handle English confidently and effectively are included in this module. They shall be used independently or incorporating 'Hello English' activities too. These activities are prepared to enhance an English atmosphere in the English classrooms. There is scope for the teachers to assess the position of the learners and make necessary adjustments in the classroom process. The learner products can be collected and can be used as evidences for self-evaluation of both students and teachers. The performances and evidences can be used as testimonials for the parents too.

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 My Favourite

45
minutes

Objective: Learners speak about their family and members.

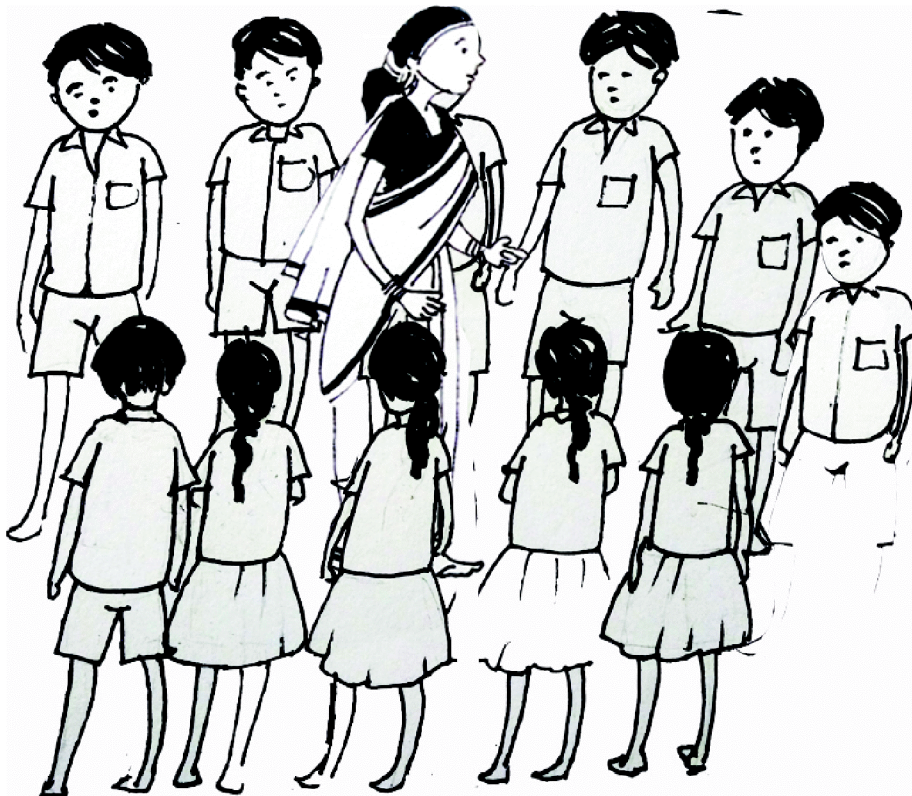
Respond to the instructions of the teacher

Teacher creates a rapport with the learners by interacting with them. Then the teacher introduces a theatre game. She asks the learners to walk freely at the first whistle. Freeze at next whistle. Again start moving at the third whistle. The game continues for some time.

Teacher may increase/reduce the speed. When the warming activity is over, the teacher models by introducing herself and tells her favourite.

eg:- I am..... I like my house (family, mother, etc...)

- Teacher motivates the learners to speak about anything they like related to their family.
- Learners are asked to sit in pairs.
- Enquire with each other about their favourite item.
- First learners introduce his/her friend and tells their favourite item
- The game continues till all the learners get a chance to introduce their partners.



Activity 2 Listen and Identify

Objective: Learners respond to the instructions given by the teacher
Make riddles related to a topic

Materials required - Chart paper/A-4 paper, crayons

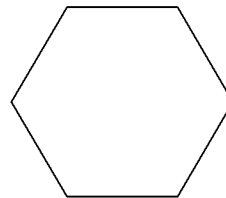
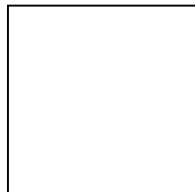
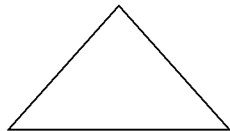
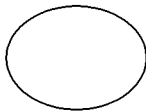
Listen and identify me – Teacher asks the learners to listen to her statements and identify the object mentioned in it.

1. I'm a solid in shape.
I have no edges.
I have a centre.
I have no flat faces. Who am I?

2. I'm a solid in shape.
I have flat sides.
I have three edges.
I have no curved sides.

Write any two riddles making use of the geometrical shapes.

Teacher draws all the figures on the black board.



Circle any one figure.

Write three or four sentences about your favourite figure.

Random presentation.

Form groups on the basis of the number of figures.

Refine in groups.

Presentation

Activity 3 What's Your Secret?45
minutes

Objective: Learners use Yes/No questions
Respond to the instructions of the teacher

Materials required - Paper strips, small box/paper bag/sketch pen, etc.

Teacher introduces the game of guessing word/object or the name of a person.

Teacher hides a word/object or the name of a person in her hand and asks the learners 'Can you find the hidden word/object or the name of the person by asking 'Yes/No Questions'?

Teacher can help the learners to frame questions. Teacher should ensure participation of every learner.

The game continues till they get the answers.

Now the teacher pairs the learners.

Teacher hides another object and asks the learners to find what it is.

Teacher gives clues.

The first letter of the word/object is E.g. 'L'

The other person guesses the word and tells the partner words that begin with 'L' till he/she gets the guessed word. If the word is correct he gets one point. Then the next learner takes his turn.

Each of them writes the word on a common list. All words are exhibited on the BB/chart at the end of the game.



Activity 4 A Tree and its Friends

Objective: Learners create an aesthetic sense towards nature
Express their views in their own language

Materials: Chart Papers, Marker pens, Gum, etc.

Teacher plays a video ‘Song on Nature - Five Gifts of Nature’

Teacher can show the video three or four times.

- Learners listen to the song carefully.
- They sing the song in chorus and the teacher asks:

E.g. What makes our nature beautiful?

Trees, river,

Teacher allows them to sit silently and think about their family.

- Teacher asks ‘Who are the members of your family ?
- What do you see in the video?
- Teacher elicits and writes.
- Can we consider that hills, rivers ,birds, trees, etc. as the members of a family?
- Teacher elicits responses.
- Teacher consolidates that we could consider nature as a single family.
- Teacher poses a question- Name the trees found around your house.
- Learners respond.
- Teacher divides them into 4 or 5 groups.
- Teacher gives chart papers and ask learners to cut the chart for making a tree. Cut the chart into parts like stem, branches, fruits, roots, etc. and label the parts of it.
- Teacher poses a question in between- Who are the friends of the tree?
- (expected response :birds,butterflies,flies,etc...)
- They share and write maximum words related to trees.
- Teacher interferes and corrects.
- Teacher prepares letters of the alphabet in multiple sets and puts in a box. (Alphabet Box)
- Students are asked to make as many words as possible.
- Each group colour the stem, branch, etc...
- Teacher directs each group to paste it on the wall.
- They pick the alphabets and make their own words. E.g. branch, leaf, etc...they read it aloud.

To the Portfolio

Writing simple sentences about ‘My Tree’.

Activity 5 Listen and Sing



Objective: Learners listen to a song and sing along
Respond to the instructions of the teacher

Materials - Video clip, audio system, chart paper/markers etc...

Video link - <http://youtube/lldmkr JXQ-E>

The teacher plays the video/Audio song 'The more we get together.'

Asks the learners to listen to the song carefully.

- Plays it once again.
- Ask them to scribble the line/words they remember about the song.
- Elicits the words and writes them on the black board/chart.
- Give chances for three or four students to present what they have written.
- Pair them to share more lines that they have heard.
- The learner plays the audio once again.
- They listen carefully and write down words.
- Learners compare/completes the lines.
- Give opportunity for choral singing in the groups and sing to the tune.
- Ask the learners to make two or more new stanzas.
- Let them write it on a chart paper and present it before the class.
- The groups present their lines and sing rhythmically.
- The learners can (free to) perform it with actions.

To the portfolio

Individual or group product - Added lines of the poem/song

Appendix

1) The more we get together together, together

The more we get together

the happier we will be

For my friends are your friends and your friends are my
friends

The more we get together, the happier will be

2,4,6,8..... who do we appreciate

2) The more we sing.....,

Sway.....

dance.....,

clap....etc

Activity 6 Old is Gold

Objective: Learners watch a video
Respond to the instructions of the teacher

Materials: Video

Video, Marker pen, Chart paper, A4 paper
Teacher establishes a rapport with the students.
Teacher plays the video of nursery rhyme twice.
(<https://youtu.be/3X99j907TgA>-Th finger family song)
Write the lines on a chart.
Play the video once again.
Learners sing and act along with the songs played.

Activity 7 Mime, My Family

Objective: Learners express their own views about their family
Understand the roles of each member and enact them

Materials: Match sticks, gum, chart

Let the learners draw the match stick figure of their family (father, mother and other members).
Teacher may show it on the BB.
Eg. a match stick figure.
Teacher divides the learners into 4-6 member groups.
Teacher brings match sticks in the class and asks the learners to take enough number of sticks and make figures of family members. (father, mother, ...)
Teacher displays the match stick figures prepared by the learners. Teacher asks the learners to speak about their family members. Discuss in groups the role played by each member in their family.
The group mimes the theme.
Other groups assess the presentations and comments on it.

- Who are the family members?
- Role of the family members.
- What made the presentations good?

Teacher writes on the chart and displays the following details

My father is.....

He is a

My mother is.....

She is

My sister is.....

My brother is

My grandfather is /was

He is/was

My grandmother is/was.....

She is/was.....

Distributes the format.

Asks the learners to fill in individually with suitable words.

Students sit in pairs and compare their format.

To the portfolio:

Filled format

Activity 8 Home, Sweet home



Objective: Learners respond to the instructions of the teacher
Describe images in their own words

Learners draw the picture of their house.

Teacher asks them to say the words/objects they remember of their house.

Learners say the name of the things.

Random presentation.

Teacher forms a word web on the chart/board.

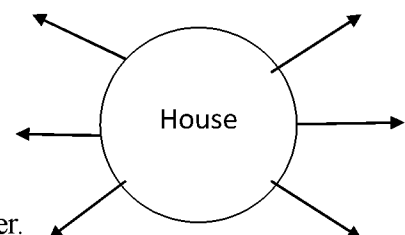
Asks to complete the web.

Learners are asked to compare this word web with their partner.

Let them speak a few things about it to their friend.

To the portfolio:

Completed the word web



Activity 9 Find me if you can



Objective: Learners read the clues to find out the answers
Respond to the instructions of the teacher.

Teacher distributes individually a worksheet to complete. They will try to identify the words hidden in the scrabble.

Teacher may give the clue like 'there are six words hidden in it.'

Let them work in pairs.

They may work together and find out the words.

U	N	C	S	J	P	B
N	M	O	I	K	A	R
C	O	U	S	I	N	E
L	T	A	T	H	I	R
E	H	D	E	L	E	T
Y	E	X	R	Q	C	E
B	R	O	T	H	E	R

Activity 10 Quiz Time



Objective: Learners asks questions
Respond to the instructions of the teacher

Teacher divides the learners into five groups.

Each group selects a leader. Let them sit in groups.

Prepare questions to be asked to find the family relationships based on the words they found from the grid in the above activity.

Let the learners prepare the questions and finalise them.

They may conduct a quiz using these questions.

Make comparison within the group.

Leader may present it or assign a member of the group to ask the questions.

Activity 11 Click Me

Objective: Learners read the clues to find out the answers
Respond to the instructions of the teacher.

Teacher poses a question: Do you like taking photos?
Can I take your photos in my mobile?
How will you pose for it?
Allow them to find three poses of their own after a short discussion.
Teacher gives them two minutes for rehearsal.
They can stand in a line and when teacher says pose....they pose...When teacher says change....they change their pose.
Teacher takes their pictures in her mobile phone.
Teacher shows the photos on the monitor from her mobile.
'You can imagine this is your family'
Invites each group to identify their photos.
Each group speaks something about their family photo.
Teacher helps them to answer for the interactions "Who is standing in the middle?", "Who is standing in the left side?".
The students need to say the characters and their role in the family.

Activity 12 Clap together

Objective: Learners listen to the instructions of the teacher

All sit in a circle.
Teacher models the clapping. 1 2..... 1 2 3..... till everyone does it uniformly and utters a word in between the claps.
Eg: Father ...or aunty etc.
The next person utters another word in between the claps.
Everybody claps 1 2.... 1 2 3.....rhythmically.
The activity continues till all finish.

Activity 13 Complete the Dialogue

Objective: Learners read the clues and frame sentences.

Respond to the instructions of the teacher.

Materials: LCD Projector, blackboard, chart paper.

Teacher shows/screens the piece of a dialogue.

E.g.:- Son: Father, what are you doing?

Father: I am digging.

Teacher asks them to read it two or three times. Everyone reads it aloud.

Teacher erases a small portion of it and asks them to read it.

Learners read loudly.

Again teacher erases a little more.

Teacher continues till all words are erased.

Students read the dialogue.

Now teacher makes the learners into pair groups. One person will ask the question and the other will answer.

Eg:- What are you doing?

I am cooking.

The learners can ask different questions and reply by showing the reply as an action/expression.

Teacher may ask them to use as many questions/ variety of actions as possible.

Everybody gets a chance to interact.

Then the students change the role and repeat the action.

To the portfolio: Simple dialogue writing.

Activity 14 Alphabet Cat

Objective: Learners read the clues to find out the answers

Respond to the instructions of the teacher

Materials: Picture of a cat on the chart/LCD Projector

Teacher generates a discussion on the role of the family members. E.g. head of the family, mother, children, etc.

Teacher exhibits/ projects the picture of a cat.

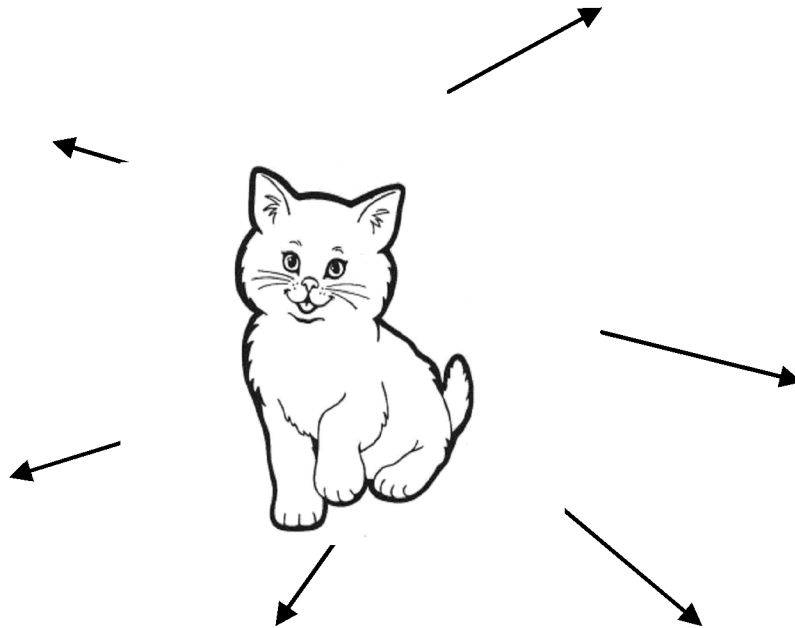
Teacher interacts:

What is the colour of this cat? - Black

Yes, it is black.

Teacher consciously use the sentence: black cat

Teacher then asks: Is it a big cat or a small cat



Teacher initiates learners to use maximum words that qualify the word 'cat'.

Teacher shows another picture and elicits maximum number of words that qualifies the noun in the picture.

To the portfolio:

Words describing different nouns

Now the teacher asks the learners to prepare a word web about any other topic in the similar manner.

Let them add qualifying words to it.

Teacher pairs them into two member groups.

Asks them to share and speak about the person of their word web.

To the portfolio:

Word web of the family members

The teacher leads them to prepare a brief description on their family members using the word web they have prepared.

Teacher exhibits the sample of the cat's word web and its simple description.

My Cat

This is my 'beautiful cat' in my house. My cute cat is 'Rani'. She is sometimes an angry cat. It is also a fat cat. etc...

The teacher asks them to prepare the short description about the word web.

To the portfolio:

Description about the word web of the family member.