

## UNIT- 1

### Honk, honk....Toot, toot

**Theme** : Vehicles

**Sub-theme** : Personal relationships, supporting others

**Learning Objectives** :

The learners-

- listen to narratives & teacher talks and show signs of understanding verbally & non-verbally.
- get familiarised with words denoting familiar vehicles, animals and birds.
- get familiarised with words denoting colours and numbers (1-10)
- get familiarised with words denoting possession (has/have).
- identify the letters with their sounds.
- comprehend the instructions of the teacher and respond accordingly.
- identify and describe familiar vehicles, animals and birds.
- get familiarised with words denoting parts of vehicles.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye, etc.
- get familiarised with the rhythm and pattern of songs.
- add own lines to a given song by substituting words/ phrases.
- identify the letters with their sounds.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- read conversations, songs & simple descriptions graphically.
- construct dialogues related to specific contexts using fragmentary expressions or mixed with the mother tongue.
- develop an attitude toward helping others.
- develop ideas related to following traffic rules.

#### **Input Discourses**

- Teacher interaction
- Stories
- Songs
- Conversations

#### **Output Discourses**

- Short descriptions of familiar objects/persons using fragmentary expressions.
- Descriptions stating possessions
- Lines added to songs.
- Dialogues related to specific contexts

#### **Language Competency**

- Identifying objects/persons
- Speaking/writing about attributes
- Using possessives
- Following spacing between words & full stop
- Getting familiarised with the names of objects/ persons/ animals, in English

- Getting familiarised with words for colour, size, numbers (1-10), etc.
- Using has/have as stative verbs
- Understanding the structure of simple sentences (This is ..., It has.... ), negatives (not big..)
- Getting an idea on capitalization, spacing between words & full stop
- Understanding the musical/rhythmic features of language

### Unit Frame

#### Unit- 1 Honk, honk...Toot, toot

Time – 22 Hours

Concept/ Theme	Input discourses	Output discourses	Language elements	Learning outputs/products
Vehicles Sub themes: Personal relationships, Idea of helping others, etc.	<ul style="list-style-type: none"> <li>• Teacher interaction</li> <li>• Stories</li> <li>• Songs</li> <li>• Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Writes short descriptions about familiar objects / persons using fragmentary expressions</li> <li>• Writes about possessions</li> <li>• Adds lines to songs</li> <li>• Constructs dialogues related to specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies an object/person</li> <li>• Speaks/writes about attributes</li> <li>• Uses possessives</li> <li>• Follows spacing between words &amp; full stop</li> <li>• Gets familiarised with names of objects / persons / animals, in English</li> <li>• Gets familiarised with words for colour, size, numbers (1-10), etc.</li> <li>• Uses has / have as stative verbs</li> <li>• Understands structure of simple sentences (This is ..., It has.... ), Negatives (not big..)</li> <li>• Gets ideas on capitalisation, spacing between words &amp; full stop</li> <li>• Understands the musical/rhythmic features of language</li> </ul>	<ul style="list-style-type: none"> <li>• Chart containing colours, names of vehicles etc.</li> <li>• Descriptions of objects</li> <li>• List containing names of various objects</li> <li>• Completed conversations</li> <li>• Chart containing parts of vehicles</li> <li>• Sentences/dialogues using negatives</li> <li>• Charts containing elicited texts</li> <li>• Origami works</li> <li>• Completed songs</li> </ul>

## Module 1

### LOs:

The learners

- Listen to teacher talk and show signs of understanding verbally & non-verbally.
- Engage in games.
- Enact contexts or events individually or in groups.
- Read conversations, songs & simple descriptions graphically.
- Get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, Marker, Number cards, Name strips, Paper crown.  
etc., Beehive copies, Photographs of learners, etc.

Time: 60 Min.

### Activity 1 - Attendance Activity

#### Process: (Stage 2)

Ask each child to identify his/her name from the attendance chart and mark attendance. Let the child take a marker and put a tick mark against his/her name on the chart. Call the children according to the order of names in the chart.

### Activity 2 - Let's play a game today.

#### Process

Group the learners (five-member groups) using the number cards. Assign places for each group. Supply name strips for each group in a shuffled manner. Ask the learners to select their names from the group of name strips.

Those who finish first are the winners.

#### Teacher talk:

ഇനിയൊരു ഗെയിം ആയാലോ?

Are you ready? Ready...? Very good. Lets form groups.. എന്നാൽ നമുക്ക് ഗ്രൂപ്പുകൾ ആയാലോ? എങ്ങനെ ഗ്രൂപ്പാവും?

Look here. Here are some number cards.

നോക്കൂ, ഈ കാർഡുകളിൽ എന്താ ഉള്ളത്?

ഞാൻ ഈ കാർഡുകൾ നിങ്ങൾക്ക് തരാം. ഒരേ നമ്പർ കിട്ടുന്നവരെല്ലാം ഒരു ഗ്രൂപ്പ്. റെഡിയല്ലേ?

(Distribute the number cards to each student by saying that number louder).

Show your number cards...Very good.

ഇനി ഒരേ നമ്പർ ഉള്ളവരെല്ലാം ഒരുമിച്ചു നില്ക്കൂ.

(Form groups. Identify the groups with their numbers).

This is group one.... This is group two....That is group three.... And that is group five.

എന്റെ കൈയിൽ മറ്റൊരു സാധനം കൂടിയുണ്ട് . എന്താണെന്ന് പറയാമോ?  
 ഈ പേപ്പറുകളിൽ നിങ്ങളുടെ പേർ എഴുതിയിട്ടുണ്ട്. ഇത് ഞാൻ നിങ്ങൾക്ക് തരാം.  
 നിങ്ങൾ എന്തു ചെയ്യും? ഓ...നിങ്ങളുടെ പേരുകൾ അതിൽ നിന്ന് കണ്ടെത്തണം.  
 ഈ സ്‌ട്രിപ്പുകൾ തരട്ടേ? (Distribute the name strips to the groups.)  
 Group ൽ എല്ലാവർക്കും Name card കിട്ടിയല്ലോ? Find out your name.  
 പേര് കണ്ടു പിടിക്കാൻ Teacher കൂടി സഹായിക്കാം.  
 എല്ലാവരുടേയും പേര് ആദ്യം കണ്ടെത്തുന്ന team വിജയിക്കും.

**Activity 3 - Name Crown**

**Process:**

Introduce the crown. Arrange the learners in a big circle. Put the crown on your head and say, "I am .....(eg. I am Sreekala). Then point a learner and ask, "You .....? (Allow the learner to say his / her name.) Model this activity one or two times.

"I am .....

You.....?

Invite the child who responds to the centre. Put the crown on the child's head and continue the game.

**Teacher Talk:**  
 Introduce the crown.  
 ഇതെന്താണെന്ന് അറിയാമോ?  
 This is a crown.  
 നമുക്ക് ഈ crown കൊണ്ടൊരു ഗെയിം കളിച്ചാലോ?  
 Well. Stand in a circle.  
 എല്ലാവരും വട്ടത്തിലായോ? Very good.  
 (Stand at the centre and put the crown on your head and say)  
 "I am .....( I am Sreekala)  
 (Point to a child and ask) " You....?"  
 Let the child say his/her name.  
 "I am Sreekala and you are Arun"  
 Okay. Wonderful. (Now invite Arun to the centre.)  
 ഇനി അരുൺ ഇവിടെ വരു.  
 (Put the crown on his head.)  
 ഇനി മോൻ എന്തു പറയും?  
 Give prompts if needed.  
 ഇനി ആരോടു ചോദിക്കും? ഒരാളെ ചൂണ്ടിചോദിക്കൂ.  
 I am Arun. You....?"

Continue the game with other learners. End the game when you cover 10-14 learners like this.

#### **Activity 4 – To My Beehive**

Distribute Beehive to children and ask them to paste their photographs in the given box. (The teacher should collect the photographs of learners or take printouts of photos using her mobile phone in advance.)

Ask them to write their names in Beehive with the help of the name strips. Don't forget to support the children if needed.

Learning Evidence: Completed page in Beehive

### **Module 2**

#### **LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Pictures / stickers of different vehicles, Predesigned chart (Chart having the picture of a road, a pond, some clouds), gum, etc.

Time: 60 Min.

#### **Activity 1 - Attendance Activity**

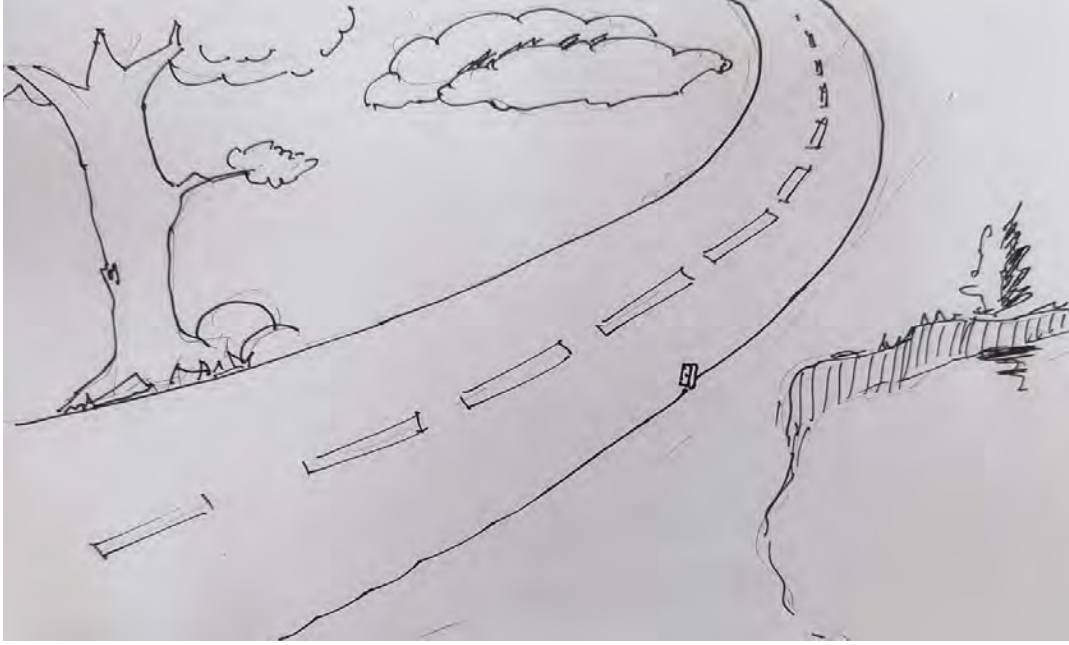
##### **Process: (Stage 2)**

Ask each child to identify his/her name from the attendance chart and mark attendance. Let the child take a marker and put a tick mark against his / her name on the chart. Call the children according to the order of names in the chart.

#### **Activity – 2 Collective Picture Wall**

Arrange a picture wall using 2 /3 charts on the blackboard or wall in the classroom. Draw a road, a pond and some clouds on the chart. Arrange different pictures of vehicles in a bowl/ box. (eg: bus, van, motorbike, bicycle, autorickshaw, boat, aeroplane etc.). Allow the children to take a picture of the vehicle from the box. Ask the children to paste the pictures on the picture wall suitably. Write the name of each vehicle under each picture.

Variation: - If there are more children in your class, the teacher can divide them into suitable groups or arrange more picture walls.



**Teacher talk:**

(Bring the attention of the learners to the big picture on the wall / board).

Look at the picture here. Pointing to the road: What is this? (Road)

Yes. It is a road. Very good.

And what is this? (മരം)

Correct. A tree. This is a tree. Big tree or small tree? Yea... A big tree.

Pointing to the pond: And this....?

(കുളം)

Yes... This is a pond.

നോക്കൂ, ഈ ചിത്രം പൂർണ്ണമല്ല. നമുക്ക് കുറച്ച് കാര്യങ്ങൾ കൂടി വരച്ചു ചേർത്താലോ?

നമുക്ക് ഒരുമിച്ച് ഈ ചിത്രം പൂർത്തിയാക്കിയാലോ?

Are you ready?

നോക്കൂ ഈ ബോക്സിൽ / ബാളിൽ എന്താണുള്ളത് ?

(Allow the learners to see and identify the pictures. Let them identify them.)

"Take one from the box '.

എല്ലാർക്കും ചിത്രം കിട്ടിയല്ലോ? എനിക്കും ഒരേണ്ണം കിട്ടി.

(Show the picture and say - "This is a motorbike. What is with you? Let the learner speak about his picture- eg.-bike/ This is a bike...Allow three or four of them to say about their picture.)

Make the learners five-member groups. Select the first group, and give directions to them.

ഞാൻ one, two, three, start എന്ന് പറഞ്ഞാൽ ആദ്യത്തെ ഗ്രൂപ്പ് (5 പേർ) ചിത്രങ്ങളുമായി എഴുന്നേൽക്കണം. Go' എന്നു പറഞ്ഞാൽ നിങ്ങളുടെ ചിത്രങ്ങൾ ചാർട്ടിൽ ഒട്ടിക്കണം'

Ready...? One ..... two..... three..... Start.

The first group pastes the pictures on the big picture.

OK..... Nice..... Neha's boat is in water... (Don't forget to congratulate them.)

(Teacher writes the names of each vehicle under it.)

Now, the next group

One... Two... Three... Start...

Continue the process.

**Learning Evidence:** Completed big picture/Big Pictures.

### Module 3

#### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, marker, box, cut out of bus, chart, crayons, markers, etc.

Time: 60 Min.

#### Activity 1 - Attendance Activity

##### Process: (Stage 3)

Call the children randomly and ask them to mark their attendance. Don't forget to give proper scaffolding whenever necessary.

Activity 1 - What is inside?

##### Process:

Keep the cut out of a bus / a toy bus inside a box before starting the class.

What is inside?

Can you guess?

അരുണയ്ക്ക് പറയാമോ?

ഓ, you think it is a pen?

Lalu, what is your guess?

A flower? Sona, is it a flower?

നമുക്ക് നോക്കാം.

Open the box dramatically. Take out the bus and show them.

See, this is a...?

Yes, this is a bus.

This is a bus (BB).

Sing the line 'This is a bus, a bus, a bus' rhythmically. Make the children sing with you 2-3 times.

## Activity 2 Colour the Bus

### Process:

Introduce the page 10 ( Activity-1) of Beehive.

#### Teacher talk:

What is there? A bus, right?

ഈ ചിത്രത്തെ നമുക്ക് കുറേകൂടി ഭംഗിയാക്കിയാലോ?

What can we do?

Yes, let's colour the picture. കളർ ചെയ്യാൻ എല്ലാർക്കും ഇഷ്ടമാണോ? Good.

I will give you some crayons.

Distribute some crayons. Let them colour the picture. Interact continuously while the learners paint the picture.

#### Teacher Talk:

Arun, what colour is your bus? / Is your bus red?

Your bus is blue, right?

What is this? (light / tyre/ door...).

Is it a door? How many lights? One, or two?

.....

Introduce the buses of some learners and continue the interaction denoting the colours of the bus pictures.

Sajeela, show your bus. Wow...very nice! What colour is your bus?

നീല

Oh! Your bus is blue.

(Write Sajeela- blue on a chart)

Irene, what colour is your bus?

ചുവപ്പ്

Red? Great! (Show the picture and say) Look, Irene's bus is red.

(Write Irene- red on a chart)

Rohit, what about your bus?

പച്ച

See, Rohit's bus is green.

(Write Rohit- green on a chart)



Continue the process.

Write the names of the colours on a chart. Green with a green marker, blue with blue marker etc. Paste a circle / square of the corresponding colour against the words denoting colours.

Sajeela	Blue	
Rohit	Green	
Mittu	Black	
Irene	Red	

Now the teacher can show the picture you have painted. Proceed with the interaction on the bus. Paste the picture on the chart and write – This is a brown bus.

Ask the learners to complete the sentence given on the Beehive page.

Support the learners to write the colour of the bus.

**Learning Evidence:**

Completed Beehive page, Chart containing words for colours, Teacher's caption below the picture.

## Module 4

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers (green, red, black blue), cloth bag, orange, tomato, apple, lemon, leaf, carrot, banana, plum, gooseberry, mango, bean(s), green gram, brinjal, passion fruit etc.

Time: 60 Min.

**Activity 1 - Attendance Activity**

**Process: (Stage 4)**

Prepare a new name chart, changing the order of the learners' names. Ask the children to find out their names and mark their attendance.

**Activity 2 – Guess the Colour**

**Process:**

Group the learners. Make groups of 5 members. Arrange two cloth bags containing things such as apple, orange, tomato, lemon, carrot, banana, plum, gooseberry, mango, bean, green gram, brinjal, passion fruit etc. (any 8- 10 items). Tie the bags loosely. Give chance to each group to feel the object, using their hands and identify the object and its colour. Let each group do it together, go back to their seat and write / draw the objects and their colours. If they are not able to write the word for the colour, ask them to mark the colour with the help of crayons.

When all groups have completed their writing, the teacher can open a bag, show the objects one by one, say their names aloud and write the name on the chart. At the same time, you can ask the groups to make a tick mark (√) if they have identified the object and its colour correctly.

The teacher can also mark it as shown in the table below:

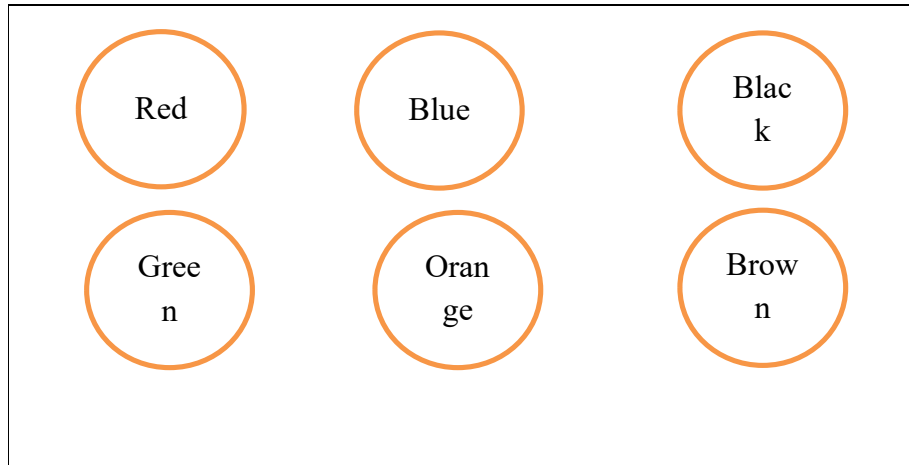
		Group-1	Group-2	Group-3	Group-4	Group-5
	Red apple	√			√	√
	Green orange	√	√	√		√
	Orange carrot					
	Green guava			√	√	
	Red tomato	√	√	√		√
	Green green-gram		√	√	√	

Finally, find out the winners and congratulate the groups.

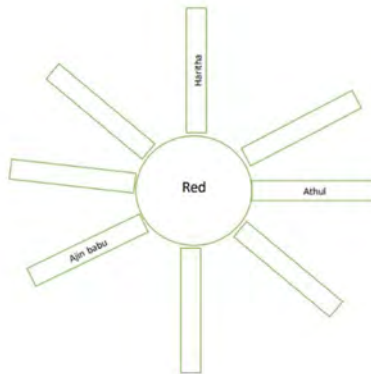
**Activity- 3 My colour**

**Process**

Ask the learners to open page 10 (Activity-1) of Beehive. Initiate a discussion on the picture they painted. Draw circles on the chart and based on the interaction, write the names of colours at the centre of each circle.



Now, put colour paper strips / file flags on the table and introduce their colours. Ask the learners to select paper strips based on the colour of the pictures of the buses and write their name on it. The teacher should help the learners to write the names if needed. Now ask the learners to paste the name strips around the respective circle as shown below:



**Note to the teacher:**

Here the teacher can note how many learners are able to write their names correctly and how many still need support. Their ability to identify and name the colours can also be noted.

**Evidence of learning:**

Table containing names of objects and colours, chart containing name strips, list of objects identified in notebook / paper.

## Module 5

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers (green, red, black blue), Beehive Activity-2 etc.

Time: 60 Min.

### Activity 1 - Attendance Activity

#### Process: (Stage 4)

Prepare a new name chart, changing the order of the learners' names. Ask the children to find out their names and mark their attendance.

### Activity -2 Run to the Boxes

#### Process:

Group the learners into 2- 4 according to the strength of the class. There should be at least 6 -8 members in each group. Draw six big boxes in four corners of the class. Name the boxes such as Red, Green, Blue, Black, Violet and Yellow by putting paper containing colour names.

Place each group in a box. Now, give commands to each group to move to the colour box the teacher calls. Eg: Group 1 go to green. Group 3 go to Black, etc.

Continue the game for three / four rounds.

### Activity - 3 Colour and Find Out

#### Process

Bring the attention of learners to Activity 2 of Beehive. Ask the learners to guess the picture. Write their guesses on the blackboard. Now direct them to shade the dotted shapes. (Ask them to use any single colour. Don't forget to interact with them while colouring). When they identify the hidden object, ask them to complete the sentence: This is a car.

**Note to the teacher:** If the classroom is not suitable to do the box activity, you should take the children outdoors for the game. Necessary spatial adaptations should be made for doing all the activities meaningfully.

**Evidence of learning:**

Completed Activity-2 of Beehive.

## Module - 6

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers (green, red, black blue), Picture cards, chart sheets, chart strips containing colour-names etc.

Time: 60 Min.

**Activity 1 - Attendance Activity**

**Process: (Stage 4)**

Prepare a new name chart, changing the order of the learners' names. Ask the children to find out their names and mark their attendance.

**Activity 2 Matching Game**

**Process:**

Prepare two sets of 10-12 vehicles. One set contains only picture and the other set contains pictures with their names below.

Group the learners into two teams. Let them sit in two groups on the floor. Arrange the sets of cards in two rows on the table. (Row 1 contains picture-only cards and row 2 contains cards with pictures and names). Call two learners from a group. Let them take one card from each row. If the pictures are matched, they get 10 points. Now call two learners from the other team. Follow the same process. Continue the process till all get a chance to take cards. When the pictures are matched, the teacher can write the name of the vehicle on the chart.

**Activity 3: Find out the vehicle**

**Process:**

The teacher invites the attention of the learners to Activity 3 of the Beehive. Initiate an interaction and lead them to the task given.

**Teacher talk:**

What do you see in this picture?

വാഹനങ്ങൾ/വണ്ടികൾ

ഇതിൽ എത്ര വാഹനങ്ങളുണ്ട്. (Let them guess and say)

കണ്ടു പിടിക്കൂ.

(Ask them to colour each picture. After colouring, ask them to tick against the names of the vehicles given on the page).

നിങ്ങൾ കണ്ടെത്തിയ വാഹനങ്ങളുടെ പേരുകൾ താഴെ എഴുതിയിട്ടുണ്ടോ?

ഉണ്ടെങ്കിൽ അതിനു നേരെ ടിക്ക് അടയാളം ഇട്ടോളൂ.

(Let them use the picture chart of vehicles evolved on the previous day for identifying the names. After this, the teacher can initiate to elicit the names of the vehicles. Write the list of vehicles on the chart).

Can you say the names of vehicles in this picture?

ഇതിൽ സൈക്കിൾ ഉണ്ടോ? Where is the cycle?

എല്ലാവരും ചിത്രത്തിൽ സൈക്കിൾ തൊട്ട് കാണിക്കൂ.

Ok...Very good.

എത്ര പേർ സൈക്കിൾ ടിക്ക് ചെയ്തു?

Great! Very good. Is there any aeroplane in this picture?

.....

No, there is no aeroplane in the picture.

Is there an Autorikshaw? Where is it?

Show me that. Good... That's great.

എത്ര പേർ auto rickshaw ടിക്ക് ചെയ്തു?

നമ്മൾ മുൻപ് autorickshaw എന്ന് കണ്ടിട്ടുണ്ടല്ലോ. എവിടെയാണത് ?

(The teacher can point to the vehicle chart developed in the previous class.)

ഇതിൽ auto rickshaw എന്ന് എവിടെയാണെന്ന് കണ്ടെത്തൂ.

Children find out the word auto rickshaw from the chart.

ഇനി ഇതേ വാക്ക് നിങ്ങളുടെ പുസ്തകത്തിൽ ഉണ്ടോ എന്ന് നോക്കൂ.

(The learners identify the words through graphic reading. Continue the process with other vehicles too.)

Note to the teacher: Here the teacher can note how many learners are able to identify their names correctly and how many still need support. Their ability to read the names of vehicles can also be noted.

**Evidence of learning:**

Completed Beehive page, Chart containing vehicle names, etc.

**Module 7****LOs:**

The learners-

- listen to teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers (green, red, black blue), audio of sounds of vehicles, Beehive Activity- 4, etc.

Time: 60 Min.

**Activity 1 - Attendance Activity****Process: (Stage 5)**

Let the child call out the names of all his / her friends and mark their attendance using the chart, just like the way you did in the first 3 days. Give chance to all the children in the class to mark their attendance like this in the coming days.

**Activity 2: Game - FIND THE VEHICLE****Process:**

Divide the class into two groups. Play the audio containing the sounds of vehicles using the QR code given below. Ask the learners to identify the vehicle from the sound. Each correct response gets 10 points. Write the name of the vehicle on a chart as they say the name. Continue the process.

**Activity 3: My Favourite Vehicle (Beehive- Activity- 4)**

Initiate a discussion on vehicles. Pose questions on their favourite vehicle. Ask at random and allow them to draw the picture of their favourite vehicle on page 4 of Beehive (Activity-4).

Interact with them during the drawing process.

Now ask them to write about their vehicle. Write the text for them on the page of Beehive if needed.

**Note to the teacher:** Don't forget to interact with the learners while they draw and paint. Give them the necessary directions in simple English. Appreciate them for their attempts.

**Evidence of learning:**  
Completed Activity- 4 of Beehive.

## Module 8

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers, pictures, Beehive Activity 5, etc.

**Time:** 60 Min.

### Activity 1 - Attendance Activity

#### Process: (Stage 5)

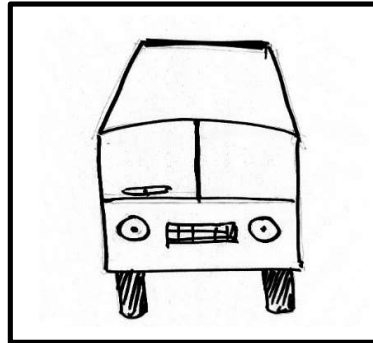
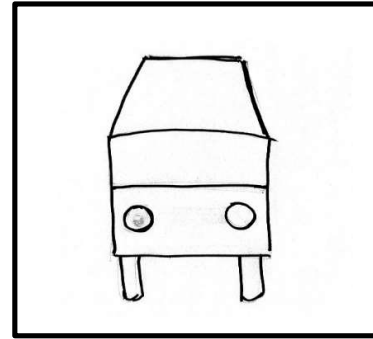
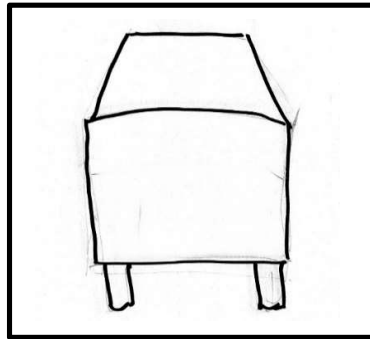
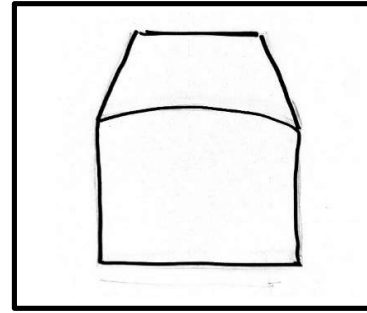
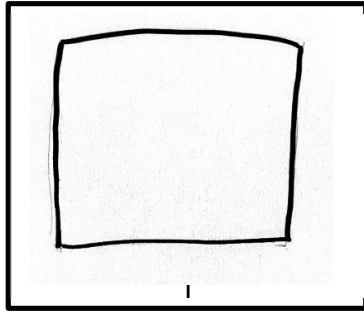
Let the child call out the names of all his/her friends and mark their attendance using the chart, like how you did in the first 3 days. Give chance to all the children in the class to mark their attendance like this in the coming days.

### Activity 2 Guess the picture

#### Process

Initiate an interaction with the learners based on the picture you are going to draw. Draw the picture step by step and ask them to guess the picture. Consolidate the idea, This is a bus when the drawing is finished.





**Teacher Text:**

Dears....

ഞാനിന്ന് ഒരു പടം വരയ്ക്കാൻ പോവുകയാണ്.

അത് എന്തിന്റെ പടമാണെന്ന് നിങ്ങൾ പറയണം. റെഡിയല്ലേ?

Are you ready?

(Draw the first step and ask)

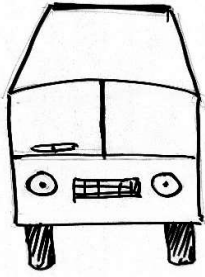
What is the picture? Can you say?

(Let the learners guess and say)

പെട്ടി/വീട്

(Megaphone the Malayalam words and say)

A box? Is it a box...? No, it is not a box.



A house...? Sorry.... It is not a house.

(Enhance the children's curiosity and draw the second step)

Can you tell me now? What is the picture?

(Let them make guesses and proceed to the next step)

Continue the process till the idea is clear. Then write, This is a bus below the completed picture.

This is a bus

### Activity 3 Let's Read

#### Process:

##### Teacher talk:

(Introduce the picture on page 8 of the Textbook on a chart and interact about it.)

Look at the picture here.

A bus, isn't it? Yes. This is a bus

(Write the text below the picture).

**This is a bus.**

Now, look at the colour. What colour is the bus?

Blue.

Yes. A blue bus.

(Write the text on the chart)

**A blue bus.**

Is the bus big or small?

Big.

Write the sentence on the chart

**The bus is big.**

(Read the sentence two or three times.)

Now introduce the car on a chart and initiate a discussion.)

What is this?

A car / car

Yes. This is a car.

(Write the sentence below the picture.)

**This is a car.**

Is the car blue?

No.

Then what colour is the car?

Red

Yes... Red..... A red car

(Write the sentence on chart.)

A red car.

Look at the bus and car. The bus is big. Is the car big?

Small.

Yes, the car is small.(Write the sentence on the chart.)

The car is small.

Read the sentences two / three times.

Ask the learners to identify sentences containing certain ideas.

നോക്കൂ. ഇവിടെ എവിടെയാണു ബസ് നീലയാണെന്ന് എഴുതിയിട്ടുള്ളത്? ആർക്ക് കാണിക്കാം?

അതു വായിക്കാമോ?

(Ask one or two children to read the sentence. Help them if needed).

ഇനി, കാർ ചെറുതാണെന്ന് എവിടെയാണു ഉള്ളത്?

(Ask one or two children to read the sentence. Help them if needed).

ഇവിടെ എത്ര സ്ഥലത്ത് ബസ് എന്ന് എഴുതിയിട്ടുണ്ട് ?

(Let them count and say. The teacher can also count like this: One... two... three....Three buses)

കാർ ചുവപ്പാണെന്ന് എവിടെയാണുള്ളത്?

(Continue the process. Ask them to take their textbook and identify the sentences there. Now ask them to underline/point out the sentences the teacher read.)

#### Activity 4 Match the picture and text (Beehive Activity)

##### Process:

Lead the learners to page 14 of Beehive (Activity 5) and introduce the pictures, and their colours etc.

After a brief interaction, lead them to the task.

When they complete the work, consolidate the activity by joining the pictures and words correctly by the teacher.

##### Evidence of learning:

Chart containing the bus-activity and the sentences in the textbook.

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers, pictures, Beehive Activity 5, Honeybees Page 10 &11, etc.

Time: 60 Min.

### Activity 1 - Attendance Activity

#### Process: (Stage 5)

Let the child call out the names of all his / her friends and mark their attendance using the chart, like how you did in the first 3 days. Give chance to all the children in the class to mark their attendance like this in the coming days.

### Activity 2: Honk, Honk...Toot, Toot

#### Process

##### Stage-1

Arrange the learners in a circle. Supply stamp-it images of bus, car and cycles to learners (One each). Ask the learners to reproduce the honking sound of the vehicles that the teacher makes. For example, if the teacher says Honk, Honk, all children having the image of the bus should change their positions making 'Honk, Honk' sound. Repeat the process using 'Toot, toot' for car and 'Ring, ring' for the bicycle.

##### Stage-2

At this stage, the teacher stands at the centre and shows the pictures of car, bus and cycle alternately. The learners have to move reproducing the horn /bell-sounds. Finally, the teacher can show all the three picture together so that all children can move together with loud horn sounds.

### Activity 3 Let's Read

#### Process:

Introduce Page 10 of Honeybees using a chart or by projecting the picture on text and interact with them.

Teacher talk:

Dears.... Look at the picture here.

Our blue bus is here, right....?

ബസ് അല്ലാതെ വേറെ ചിലരും അവിടെയുണ്ടല്ലോ? ആരാക്കെയുണ്ട്?

Elicit ideas and write the names on the chart.

**monkey, cow, police officer, cock**

Look at the bus. Is the bus happy or sad?

The bus is happy. (Write on the chart)

**The bus is happy.**

Where is the blue bus? Is the blue bus in house?

Road/on road/ റോഡിൽ

The blue bus is on the road. (Write on the chart)

**The blue bus is on the road.**

നമ്മുടെ ബസ് വളരെ ഹാപ്പിയല്ലേ?

ബസ് എന്തോ പറയുന്നല്ലോ?

എന്താണെന്ന് അറിയണ്ടേ?

Sing the sentences rhythmically with action.

I am a bus

I am a bus

Honk, honk bus

Ask the learners to follow. Sing the song three/four times. Now, elicit the lines one by one and write them on the chart.

**I am a bus**

**I am a bus**

**Honk, honk bus.**

Now, read the lines using the script. Let the learners follow you and read them.

Evidence of learning:

Chart containing sentences in the textbook

## Module 10

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with words denoting familiar vehicles, colours etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, Markers, pictures, Beehive Activity 5, Honeybees Page 10 &11, etc.

Time: 60 Min.

### Activity 1 - Attendance Activity

#### Process: (Stage 5)

Let the child call out the names of all his / her friends and mark their attendance using the chart, just like the way you did in the first 3 days. Give a chance to all the children in the class to mark the attendance like this in the coming days.

### Activity-2 Let's play a game.

The learners are divided into two groups.

One group is the bus group and the other is the car group.

The group members stand in two lines.

Both the groups move around the class singing the songs.

**I am a bus  
I am a bus  
Honk, honk bus**

**I am a car  
I am a car  
Toot, toot car**

### Activity-3 Complete the picture (To Beehive)

#### Process:

Now lead the learners to Activity 6 of Beehive (Page 15).

Introduce the stickers given. Ask them to complete the pictures using the stickers.

Interact with them during the picture completion process.

After completion, call some learners and interact based on their pictures. You can talk to them about the vehicles, houses etc. and their locations.

Appreciate all learners.

**Note to the teacher:** Don't forget to interact with the learners while they paste the pictures. Give them necessary directions in simple English. Appreciate them for their attempts.

**Evidence of learning:**

Completed Activity- 6 of Beehive

## Module 11

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- reads conversations, songs & simple descriptions graphically.
- describe familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers, Picture/ doll of a monkey, Honeybees.

Time: 60 Min.

**Activity- 1 Game - Touch the monkey**

**Process:**

Teacher talk:

The teacher shows the picture / doll of a monkey.

Look, what is this?

Yes, it is a monkey.

Point to the monkey's head and ask: What's this? (Head)

Whose head...? My head...? (No, monkey's head)

Now touch your head...Good.

Tr: Monkey has a head; I have a head. Do you have a head?

(Yes)

അപ്പോ നിങ്ങൾ എന്ത് പറയും?

(Give a prompt- I have a head.)

Now say loudly 'I have a head.'

Repeat the process. (The monkey has a head: I have a head. I have a head (by the learners)

ഇതാണ് ഇനത്തെ കളി. റെഡിയല്ലേ?

Very good.

So, Monkey has a head. You have a head.

Write on the chart

**Monkey has a head.**

**I have a head.**

**You have heads.**

Now, touch the monkey's mouth and give a cue to answer.

(mouth, വായ )

Monkey has a mouth: I have a mouth.

Do you have a mouth? (Yes)

നിങ്ങൾ എന്ത് പറയും?

Let the learners say, 'I have a mouth'.

Yes, monkey has a mouth. You have a mouth.

Repeats the process with other body parts like hand, leg, nose, eyes etc.

Finally, touch monkey's tail and wait for the response.

Monkey has a tail. Do you have a tail?

Learners: I have no tail.

**Monkey has a tail. I have no tail. You have no tails.**

## ACTIVITY – 2 Let's Read

### Process:

Introduce Honeybees page 12.

Picture interaction.

നമ്മുടെ ബസ് എന്തോ പറയുന്നുണ്ടല്ലോ?

What does the bus say?

Elicit the response and write on the chart.

I have a horn (BB)

How does it sound? Do you know?

(Honk, honk)

**I have a hon. Honk, honk horn.**

Can you see the horn?

Show me the horn in your textbook. Touch the horn.

What is the sound of the horn?



Yes, honk honk.

എല്ലാവരും ഉറക്കെ ഹോണിന്റെ ശബ്ദം കേൾപ്പിക്കൂ.

Read it out and make the learners read after you.

Loud reading at random.

ബസ്സിന് horn മാത്രമേയുള്ളൂ? വേറെന്തൊക്കെയുണ്ട്?

Yes, the bus has seats

The bus has lights.

Elicit and write a list of parts of a bus.

### ACTIVITY – 3 Beehive Activity 7

#### Process:

Ask the learners to identify the vehicles.

Look at the car here. It says something. What does the car say?

Elicit the answer.

എന്തിനെക്കുറിച്ചാണ് കാർ പറയുന്നത്? (Wheel)

The car says: **I have wheels**

Write on the chart and read.

Now what does the aeroplane say?

Elicit the answer, **'I too have wheels.'** Write on the chart.

Lead the learners to the next picture and ask: What does the plane say here? Can you read?

എന്തിനെക്കുറിച്ചാണ് പറയുന്നത്? (Wings. Point to the wings and familiarise the word)

The aeroplane says, **I have wings.** (write on chart)

Does the car have wings?

കാറിനു ചിറകു ? അപ്പോ കാർ എന്ത് പറയും?

(No wings/No/ചിറകില്ല)

Elicit the responses and write on the chart.

**I have no wings.**

Go to the third row and elicit responses.

What does the car say?

Elicit the response and write.

**I have a horn.**

What does the aeroplane say?

Elicit the response and ask the learners to write the response in the book.

Ask two or three to read what they have written.

Now the teacher can write the response on the chart. Ask the learners to check their writing and modify them.

**Evidence of learning:**

Charts containing monkey activity, text of page 12, Completed Activity- 7 of Beehive and chart containing parts of a bus.

## Module 12

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- reads conversations, songs & simple descriptions graphically.
- describes familiar objects orally stating physical attributes such as size, colour etc.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Attendance chart, markers, Honeybees, Beehive Activity 8, etc.

Time: 60 Min.

### Activity - 1- – Concentration Game



Form groups of 10-20 people. Give a number to everyone. Using a four-beat rhythm, count of saying "Concentration following the rhythm. 1-2-3-4...5-6-7-8." (The song in the video has been adapted for class 1 children.)

Keep the beat by slapping both the hands on the lap as the first beat, clapping for the second beat, and snapping fingers for the third and fourth beats. Continue this until someone falls out of rhythm. (Refer to the video using the QR code for details.)

## ACTIVITY – 2 Let's Read

### Process:

Introduce page 12 of Honeybees and interact.

The bus says 'I have a horn. Honk, honk horn.'

Now what does the car say here?

I have lights (BB)

**I have lights.**

How many lights, one or two? (Two lights)

What colour is the light? (White)

Write -White

**I have lights.  
White, white lights.**

Read the sentences aloud and make the learners read. Let some learners read aloud.

You said that a bus has many parts. Let them say some.

അങ്ങനെയെങ്കിൽ കാറിന് എന്തൊക്കെയാണ്?

Elicit the parts of the car and write on the chart.

- Seats
- Door
- Steering
- Wheel
- Horn
- Lights

## ACTIVITY – 3 Beehive Activity 8

### Process:

Introduce Activity 8 in *Beehive*.

Elicit the sentences given there through interaction and write them on the chart, below the picture of the bus and car.

Ask the learners to complete the sentences. Give individual support whenever necessary.

Ask three or four learners to read their sentences.

After a random presentation, the teacher can elicit the ideas they have written and write them on the chart.

Ask the learners to modify their writing if needed.

**Note to the teacher:** Don't forget to interact with the learners while they write the sentences. Give them necessary directions in simple English. Appreciate them for their attempts.

**Evidence of learning:**

List of parts of a car, Chart containing the text on Page 13, Completed Activity- 8 of Beehive.

## Module 13

**LOs:**

The learners-

- listen to the teacher talks and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Honeybees page 14 &15

Time: 50 min.

**Activity- 1 Walk, Stop and Clap**

Shall we play a game today?

Alright. Let's stand in a circle. (Draw a big circle on the floor and ask them to stand on the circle. Give necessary instructions to set them in the circle.)

Are you in a circle now....? Very good.

Shall we walk now?

എങ്ങനെയാ നടക്കുന്നത്?

ദാ ഇങ്ങനെ

(Give a model of walking along the circle.)

ഞാൻ walk എന്ന് പറയുമ്പോൾ എന്തു ചെയ്യും?

(walk)

Correct. You will walk.

Ready....?

**WALK!**

Let the children walk.

Say STOP aloud with a stop action: **STOP!**

(You should write the commanding words on the board.)

കളി മനസിലായല്ലോ? ഇനി മറ്റൊരു വാക്കാണു ഞാൻ പറയുന്നത്.

**RUN!**

എങ്ങനെ run ചെയ്യും?

ഇതാ ഇങ്ങനെ

(Give a modelling of running)

Are you ready?

**RUN!**

Let the learners run now...

**STOP!**

Very good. കളി മനസിലായല്ലോ?

WALK.....STOP .....

RUN.....STOP.....RUN.....STOP.....WALK.....STOP

(Continue the process, changing the order of commands).

## Activity- 2 Let's Read

### Process:

Introduce the pages 14 & 15 using a chart or projector.

Look here. ആരൊക്കെയാണ് ചിത്രത്തിൽ?

List the words. – (Bus, car, police officer, monkey, cock, cow, hen, mouse...)

Read the words one or two times.

Does the bus walk or run? (Run)

How does it run? ..... Slow or fast? (fast)

**The bus runs fast.** (Chart the text)

**The bus runs fast.**

What about the car? Does it walk or run? (Run)

How?.... Slow or fast?

The car runs fast. (Chart the text)

**The car runs fast.**

Look here.... The bus says something.... What does the bus say?

Elicit the idea- I run fast.

**I run fast.**

The car also runs fast, right? What does the car say here?

Elicit the idea- Me too.

**Me too.**

What does the police officer say? (Hey)

**Hey...**

Read the text two or three times. Children read after the teacher.

Ask the learners to identify ideas from the sentences on the chart.

Let them identify the words the teacher asks.

Ask them to identify the sentences in their textbook.

എന്തായിരിക്കും പോലീസുകാരൻ ഹെയ് എന്ന് വിളിച്ചു പറയുന്നത്?

Elicit ideas.

എലി എന്തിനായിരിക്കാം ഓടുന്നത്?

Elicit predictions from the children.

**Evidence of learning:**

Chart containing the text on Pages 14&15

**Module 14**

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Honeybees, Beehive, etc.

Time: 60 Min.

**Activity- 1 - Emoji Game**

**Process:**

Prepare emojis of different expressions such as laugh, cry etc. Arrange children in a circle for the play. Give instructions for the play. When you show an emoji, the learners have to express an action suitable to that emotion. For example, if you show the emoji of laugh, children have to laugh. After 3 or 4 rounds, move to the next phase.

The teacher pastes the emojis of laugh, smile, sadness, and anger in different corners of the class. The teacher shows an emoji of an expression. The learners have to move to that corner with that expression. Then show another emoji. Again, learners move to the appropriate corner. Continue the game for 4/5 rounds.

**Teacher Talk**

Hello dears... Good morning...

Shall we play a game? Are you ready?

നോക്കൂ, എന്റെ കൈയ്യിൽ ഒരു സാധനമുണ്ട് ആർക്ക് പറയാം?

(Show the card, hiding the emojis.)

Look what is this?

Yes, it's a card.

ഇതിൽ ഒരു പടമുണ്ട്. എന്തായിരിക്കും?

ആർക്ക് പറയാം?

(Allow them to guess. Respond to the guesses in the following manner.)

No...It is not a cow/ Sorry...not a cow/Hmmm...Parrot?...Not a parrot...etc.

Alright, I shall show that.

(Now, show the emoji.)

Can you say now?

(Smiley/emoji/ ചിരിക്കുന്ന പടം)

Yes, it is an emoji./It is a laughing-emoji/.....

ഇത് എന്തിന്റെ ഇമോജി ആണ്? ചിരിക്കുകയാണോ കരയുകയാണോ?

Yes, laughing.

എങ്ങനെയാ ചിരിക്കുന്നത്? എല്ലാവരും ഒന്ന് ചിരിച്ചേ.

Hum....Laugh... Very good.

ഞാൻ ഈ ഇമോജി കാണിക്കുമ്പോൾ ചിരിക്കണം. ഓക്കെയല്ലേ?

Ready?

(Show the laughing card and say laugh loudly. Let the learners laugh loudly).

Now, see this card. (Show the card for the crying emoji)

ഇനി ഇതോ?... Is this laughing?

(No. cry/ കരയുന്നു/.....)

Very good.. It is a crying emoji.

എങ്ങനെയാ കരയുന്നത്? ഞാനിത് കാണിക്കുമ്പോൾ എല്ലാവരും കരയുമോ?

Ready...?

(Show the card and ask them to show the expression. Now show the laughing emoji and elicit the expression among the learners. Say the words aloud when you show the emojis.)

ഇനിയാണു ഗെയിം. ഇനി ഞാൻ ഇത് മാറ്റി മാറ്റി കാണിക്കും. ഞാൻ നിങ്ങളെ പറ്റിക്കാൻ നോക്കും.

ശ്രദ്ധിച്ച് ചെയ്യേണ...തെറ്റിക്കുന്നവർ ഔട്ട് ആവും. റെഡിയല്ലേ?

Shall we start the game?

(Show the cards speedily and elicit responses. Continue the game for three or four rounds. Appreciate all learners with a clap.)

Now look here. I have two more emojis. (Show the angry emoji.)

Is this laughing? Is this crying?

Then what expression is this? Yes... Anger. This is an angry emoji. Can you show an angry expression?

Let all show the expression. Very good.

(Show the emoji for sadness.) Now look at this. Is this angry?  
 No. Then what is this expression? Very good. It is sad.  
 എങ്ങനെയാ ഇത് കാണിക്കുന്നത്?

(Show the expression first and then ask the learners to follow. Appreciate them.  
 Repeat the process as you did with the laughing and crying cards. Ask them to show the expressions. Now the expressions only. No sounds. You can say the word aloud when you show the emojis. Repeat it for three or four rounds)

Dears now we have four emojis.  
 (Show them one by one and say)  
 One...Two...Three...Four.  
 Laughing... Crying.... Angry....and Sad.  
 Good.  
 ഞാൻ ഈ ഇമോജികൾ നമ്മുടെ ക്ലാസിൽ വയ്ക്കാൻ പോവുകയാണു.

(Put the emojis in the four corners of the class.)  
 I put a crying emoji here...Laughing emoji here... Angry emoji here and a Sad emoji here.  
 (Ask once again about the emojis to help them register the locations)  
 Where is the angry emoji?... Yes there. And the laughing one...? Yes there....  
 ഞാൻ പറയുന്ന ഇമോജി ഉള്ള സ്ഥലത്തേക്ക് നിങ്ങൾ പോകണം.  
 തെറ്റിക്കുന്ന ആൾ ഔട്ട് ആവും.

Ready?  
 (Give a trial to the learners)  
 Laughing emoji ഉള്ളയിടത്തേക്ക് എങ്ങനെ പോവും? ഓ...ചിരിച്ചുകൊണ്ട് പോകണം.  
 അപ്പോ Angry emoji ഉള്ള ഇടത്തേക്കോ?  
 ദേഷ്യത്തോടെ പോകണം.

Very good. Are you ready?  
 'Laugh'.....(Let them go the emoji-corner. Help them this time.)  
 Ok, good.  
 എല്ലാവരും എത്തിയോ?  
 കൊള്ളാം. എല്ലാവരും ചിരിച്ചോ?  
 എങ്കിൽ ഒന്നു കൂടെ ചിരിക്കൂ.  
 ഇനി ടീച്ചർ back എന്ന് പറയുമ്പോൾ എല്ലാവരും തിരികെ വരണം.

Back.. (Bring them back to the centre.)  
 Now I will say another word - Cry...  
 അങ്ങോട്ട് സങ്കടത്തോടെ അല്ലെ പോകേണ്ടത്?  
 എങ്ങനെയാ കരച്ചിൽ അഭിനയിക്കുക ? ഒന്ന് കാണട്ടെ.  
 (Repeat the process using different emotions and continue the game.)



## Activity- 2 Let's Read

### Process:

Show the pages 16 and 17 of the textbook on the screen using ICT facility.

Picture interaction

Look at the blue bus.

Is it happy? (not happy)

Is it sad? (no, angry)

ദേശ്യം വന്നാൽ നമ്മുടെ മുഖം എങ്ങിനെയാവും?

(The teacher and children mime anger.)

Why is the bus angry? Can you say?

Let them guess and speak.

Look, the bus is saying something to the car.

Can you read that? (Honk, honk....)

Read the text inside the speech bubble.

**Honk...honk.**

The bus sounds the horn. What does he say then?

Read the next sentence. Give chance to read the sentence.

Elicit the sentence.

Hey car, give way.

**Honk, honk...Hey, car, give way.**

ആരോടാണ് ബസ് വഴി മാറാൻ പറയുന്നത്?

(To the car)

Yes. very good. The bus says to the car.

Look at the car.

What does the car say?

Let the learners read the speech bubble.

Toot, toot.

The car also sounds the horn, right? (Yes)

What does he say then?

Let the learners try/guess.

Elicit the idea- You move.

**Toot, toot... You move.**

Look, the police officer also says something. What does he say?

Read the text - STOP.

നോക്കൂ, എങ്ങനെയാണ് പോലീസ് ഓഫീസർ പറയുന്നത്? പതിയെയാണോ ഉച്ചത്തിലാണോ?

ഉച്ചത്തിൽ പറഞ്ഞു എന്ന് എവിടെയാണ് പറഞ്ഞിട്ടുള്ളത്?

Lead them to the sentence - 'Stop', shouts the police officer. Write on the chart

**'Stop', shouts the police officer.**

Does the bus stop? (No)

The bus does not stop.

**'Stop', shouts the police officer.**  
The bus does not stop.

Does the car stop? (No)

The car does not stop. Write on chart.

**'Stop', shouts the police officer.**  
The bus does not stop.  
The car does not stop.

Follow the graphic reading process.

### **Activity- 3 - To Beehive Activity 9**

Process

Introduce Activity 9 of Beehive.

What does the bus say?

Ask the learners to read the dialogue.

What does the car say?

Elicit the idea and ask the learners to write the dialogue.

Introduce the police officer. What does the police officer say now?

Elicit the idea and ask the learners to write the dialogue in the bubble.

Ask some children to read their sentences.

Now the teacher can write the dialogues on the chart. Ask the learners to check their writings and make corrections if there is any.

Evidence of learning:  
Chart containing the text on Pages 16 &17, chart containing elicited texts, completed Beehive page.

## Module 15

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- reads conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.

**TLM:** Honeybees, Beehive, etc. pictures of jeep, cycle, car, and bus. (2 sets each), music player (Bluetooth speaker).

Time: 60 Min.

### Activity- 1 - GAME- Find your friend

#### Process

Arrange the learners in a circle. Distribute pictures of jeep, cycle, car and bus to the learners. Ensure that the learners standing almost opposite get similar pictures. Select a leader. Let her / him stand at the centre. Play the music. When the music stops, the learners with the same pictures must change their positions. The one who fails to reach the new position loses seat as the leader (who stands at the centre) occupies that. The loser will be the next leader. Continue the game.

Cards with the name of vehicles can also be used, instead of pictures. You can decide this according to the level of learners.

### Activity – 2 Let's Read

Introduce the previous page (page 16& 17) and ask: What will happen now?

Give chance for free responses.

Now, introduce the pages 18 &19 and elicit the event from the text.

What happen to the bus and car? (കൂട്ടിമുട്ടി, ഇടിച്ചു, accident...)

The bus and car hit each other.

**The bus and car hit each other.**

Follow graphic reading process.

Bring the learners' attention to the other elements of the picture and interact

What is the police officer doing?

Is he running? Why?

Where is the mouse?

എലിക്കെന്തു പറ്റി? പശുവോ?

എലിയുടെ കൈയിൽ എന്തോ ഉായിരുന്നല്ലോ? എന്തായിരുന്നു?

Elicit the ideas and write them on the chart.

Read the sentences once or twice.

eg:

- The policeman runs away.
- The cow runs away.
- The mouse falls down.
- The birds fly up.

Continue the interaction based on the picture:

നമ്മുടെ പോലീസുകാരൻ എവിടെപ്പോയി?

ബസിനും കാരിനും എന്താ പറ്റിയത്?

ഇനി പോലീസുകാരൻ എന്ത് ചെയ്യും?

(Elicit free responses from learners).

Now introduce the next Honeybees page (page 21&21)

What is the policeman doing here? (കേസെടുക്കുന്നു, എന്തോ എഴുതുന്നു.....)

Is the bus happy or sad.

എങ്ങനെ മനസിലായി? (കണ്ണിൽ കണ്ണീർ)

Why is the bus sad? (Lost the horn)

Where is the horn? (On road)

കൂട്ടിയിടിച്ചപ്പോൾ ബസിന്റെ ഹോണിനു എന്തു പറ്റി? (താഴെ വീണു)

The horn fell down. (Write on chart)

**The horn fell down.**

നമ്മുടെ കാരിനു എന്തെങ്കിലും പറ്റിയോ?

എന്തു പറ്റി? (ലൈറ്റ് വീണു പോയി.)

ലൈറ്റ് വീണു പോയി, അല്ലേ.

The car's light fell down. (write on the chart)

**The car's light fell down.**

See, the bus is saying something...What is the bus saying?

Ask the learners to read. Support them if needed. Write the text on chart

**The horn fell down.  
The car's light fell down.  
Ouch! My horn.**

What is the car saying?

Elicit and write on chart.

**The horn fell down.  
The car's light fell down.  
Ouch! My horn.  
Oh! My light.**

Processing Graphic Reading

Read the sentences two or three times.

Ask the learners to identify sentences having certain ideas.

(Eg: അയ്യോ, എന്റെ ഹോൺ എന്ന് എവിടെയാണു എഴുതിയിരിക്കുന്നത്?)

Ask them to identify the words/phrases from the chart.

Now, ask the learners to identify the ideas from their TB and underline them.

(Eg: ഹോൺ വീണു പോയി എന്ന് എവിടെയാണു പറഞ്ഞിട്ടുള്ളത്?)

**Evidence of learning:**

Chart containing the text on Pages 20&21, chart containing elicited texts.

## Module 16

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.

**TLM:** Emojis, Honeybees, etc.

Time: 60 Min.

### Activity – 1 Game - Emotions...Emotions

#### Process

Play a music and ask the learners to walk freely in the classroom.

Stop the music after sometime and show an emoji expression. (Eg: happy, sad, angry, etc.)

Ask the learners to show the expression on their faces.

Model the game for making the learners understand it. Then continue by varying the emojis.

Variation: Instead of emojis the teacher can say the words for emotions and continue the game.

### Activity- 2 Let's Read

#### Process:

Show the picture on pages 20 & 21 and ask: How is the bus here? Angry or sad? (sad)

Now, show the next page and ask: Is the bus sad here? (No, angry)

The bus is angry. Write on chart.

**The bus is angry.**

നോക്കൂ...ബസ് ദേഷ്യപ്പെട്ട് കാറിനോട് എന്തോ പറയുന്നുണ്ട്. എന്താകും പറയുക? നിന്റെ കൗഴപ്പമാണ്.

What does the bus say?

Your mistake...It is your mistake. Write on the chart.

**The bus is angry.  
"It is your mistake".**

ഇനി കാറിനെ നോക്കൂ. Is it sad? (No, angry)

The car is also angry. Write on the chart.

**The bus is angry.  
"It is your mistake".  
The car is also angry.**

കാറും ദേഷ്യപ്പെട്ട് ബസിനോട് എന്തോ പറയുന്നുണ്ട്. എന്താണെന്ന് പറയാമോ?

No, it is your mistake. Write on the chart.

**The bus is angry.  
"It is your mistake."  
The car is also angry.  
"No, it is your mistake."**

Follow the graphic reading process.

#### Evidence of learning:

Chart containing the text on Pages 22 & 23, and chart containing elicited texts.

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.

**TLM:** Honeybees, Beehive etc.

Time: 60 Min.

**Activity – 1- Rhythm Game**



Listen to the video given as Q R code and process it in the class. Make the learners sit in a circle and play the music using a bluetooth speaker. First model the rhythm and ask the learners to follow you.

**Activity – 2 Let's Read**

**Process:**

Exhibit pages 22 & 23 using a chart or projector.

Interact with the learners.

What does the bus say? (It is your mistake.)

What does the car say? (No, it is your mistake.)

ബസും കാറും തമ്മിൽ വഴക്കായി, അല്ലേ?

Look at the police officer.

പോലീസുകാരനു ദേഷ്യം വരുമോ?

അയാൾ എന്തുചെയ്യും

What will he do now?

Elicit free responses.

Now show pages 24 & 25 using a chart or projector.

Look at the police officer. He says something to the bus. What does he say?

Ask the learners to read the sentence.

It is your mistake. Write on the chart.

**It is your mistake.**

രണ്ടാളുടെ ഭാഗത്തും തെറ്റില്ലേ?

എന്താണ് അവർ മറുപടി പറഞ്ഞിട്ടുണ്ടാവുക?

നമുക്ക് തെറ്റുപറ്റിയാൽ എന്താണ് നമ്മൾ ചെയ്യുക?

Yes, sorry പറയും.

What does the bus say here?

**It is your mistake.**

**I am sorry sir.**

കാറിന്റെ ഭാഗത്തും തെറ്റുണ്ടല്ലോ?

What does the police officer say to the car?

Ask the learners to read the sentence.

**It is your mistake.**

**I am sorry sir.**

**It is your mistake too.**

What does the car say then? Does the car say sorry? (Yes)

Sorry sir. Write on the chart.

It is your mistake.

I am sorry sir.

It is your mistake too.

Sorry sir.

Follow the process of Graphic reading.

### **Activity – 3 To Beehive Activity - 11**

#### **Process:**

Introduce page 20 (Activity 11) in Beehive.

Interact with the learners and elicit the events and dialogues.

Who are there in the picture?

Where are they?



നായ എന്താവും കൊണ്ടുവരുന്നത്? (Free responses)

പൂച്ച എന്തോ പറയുന്നുണ്ടല്ലോ?

Let them guess and respond taking clues from the dialogue.

What does the cat say? ( ... tea please)

Elicit and write the dialogue.

A cup of tea please. Write on the chart.

**A cup of tea please.**

Introduce the second picture. What happens here?

The cup falls down – write on chart.

Now introduce the third picture. What does the cat say?

Yes, it's your mistake. Write on chart.

**It is your mistake.**

നായയുടെ മറുപടി എന്താകും?

Elicit the response, 'I am sorry.'

Ask the learners to write the dialogue in the blank speech bubble.

Support the learners, if needed.

After all complete writing, the teacher writes the sentence on the chart. Ask the learners to check their writing and make corrections if needed.

**Note to the teacher:** The number of learners who are able to read the dialogues without support can be noted here. Don't forget to give necessary support to the learners during their individual effort. The charts developed earlier can be referred to for clarifying their doubts regarding their writing.

**Evidence of learning:**

Chart containing the text on pages 24 and 25, chart containing elicited texts and completed beehive page.

## Module 18

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.

- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- describe familiar objects orally stating physical attributes such as size, colour etc.

**TLM:** Honeybees, paper sheets, scissors, chart etc.

Time: 60 Min.

### Activity- 1 Origami - Making a car



**Process:**

Follow the video and demonstrate it step by step. Use comprehensible language.

### Activity – 2 Let's Read

**Process**

Interact with learners using the picture on pages 26 & 27 & 28 & 29 of the textbook.

Dears...Look at the picture here.

What do you see in the picture?

Who helps the bus?

What does the monkey do?

(ഹോൺ വച്ചു കൊടുക്കുന്നു. ശരിയാക്കി കൊടുക്കുന്നു.)

The monkey fixes the horn. (writes)

ഹോൺ ബസിനു കൊടുത്തിട്ട് കുരങ്ങൻ എന്തോ പറയുന്നുണ്ടല്ലോ.

What does he say?

Here is your horn- Write on the chart.

**Here is your horn.**

Who fixes the light?

Yes, the cow.

What does the cow say?

Here is your light- Write on the chart.

**Here is your light.**

Look at the bus. Is it sad now? (No, happy)

ബസിന്റെ ഹോൺ റെഡിയായി എന്ന് എവിടെയാണു ഉള്ളത്?

The horn is ready- Write on the chart.

**Here is your horn.  
Here is your light.  
The horn is ready.**

കാറിന്റെ ലൈറ്റിനെക്കുറിച്ച് എന്താണു പറഞ്ഞിട്ടുള്ളത്?

Elicit response:

The light is ready- Write on the chart.

**Here is your horn.  
Here is your light.  
The horn is ready.  
The light is ready.**

Look at the bus and car. Is the bus angry? (No, happy)

What about the car? Is it happy? (Yes)

The bus and the car are happy - Write on the chart.

**Here is your horn.  
Here is your light.  
The horn is ready.  
The light is ready.  
The bus and the car are happy.**

പോലീസുകാരനും മറ്റുള്ളവരും ബസിനേയും കാറിനേയും സഹായിച്ചു, അല്ലേ? കാർ എന്തോ പറയുന്നുണ്ടല്ലോ?

What does the car say?

Thank you, sir. Write on chart.

What does the bus say?

Bye sir.- Write on the chart.

**Here is your horn.  
Here is your light.  
The horn is ready.  
The light is ready.  
The bus and the car are happy.  
Thank you, sir.  
Bye sir.**

പോലീസ് ഓഫീസർ എന്താണു പറയുന്നത്?

Do not repeat it.- Write on the chart.

**Here is your horn.  
Here is your light.  
The horn is ready.  
The light is ready.  
The bus and the car are happy.  
Thank you, sir.  
Bye sir.  
Do not repeat it.**

Follow the graphic reading process.

**Note to the teacher:** The number of learners who are able to read the dialogues without support can be noted here. Don't forget to give necessary support to the learners during their individual effort.

**Evidence of learning:**

Paper cars prepared by learners, chart containing the text on Pages 26,27,28&29, chart containing elicited texts.

## Module 19

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- get familiarised with the rhythm and pattern of songs.
- Add own lines to a given song by substituting words/ phrases.

**TLM:** Honeybees, bluetooth speaker, chart etc.

Time: 60 Min.

**Activity- 1 Let's Sing**

**Process:**

The teacher plays the audio of the song.

Can you sing along?

The teacher and the learners sing along with the music.

Elicit the lines one by one and write on the chart.

Now, sing the lines using the script. Now ask the learners to identify the selected lines and read them.

Ask the learners to identify the lines in their Honeybees and underline the lines they read.

### **Activity – 2 To Beehive - Activity 12**

Processing adding lines to the poem

Now, introduce Activity 12 in Beehive.

Let the learners identify and sing the lines they have already familiarised with.

Who does the bus call in the first stanza? (green trees)

Who does the car call in the second stanza? (blue birds)

What are the other things in the poem? (flowers/roses, mice, hen..)

What colour are the roses? (red roses – write on chart)

What colour are the mice? (grey mice- write on chart)

Now can you write a line using any of the words here?

Elicit lines from the learners. (Don't write them) and sing the whole stanza.

Ask them to complete the line using the phrase they like.

Let them write individually.

Ask three or four children to sing their lines.

Write the completed lines on the chart.

Allow learners to make corrections in their Beehive.

Note to the teacher: Don't forget to give necessary support to the learners during their individual effort. Give suggestions on spacing, capitalisation etc. during their individual attempt. Promote peer sharing also.

Evidence of learning:

Chart containing the text on Page 30, chart containing elicited texts, completed Beehive activity.

## **Module 20**

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.

- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Honeybees, word cards, etc.

Time: 60 Min.

### Activity 1: Game - Card Game

Process

Group the learners into two. Ask them to stand in two lines. Place a set of word cards (words from the lesson) upside down in front of each group. One member from the first group comes forward and takes a card from their set. Give the card to one from the other group and ask to read the word. Give 10 points to each correct reading. Now give a chance to the next group. Continue the process till all the cards are taken and read. The group that gets the maximum points wins the game.

### Activity – 2 Words I Can Read

Process

Ask the learners to take page 31 of Honeybees. Allow the learners to read each word in the table. Ask them to draw a circle around the words they can read. When the learners finish their task, read the words one by one and ask them to put tick marks against the word in their textbook. Check their progress and appreciate them.

Evidence of learning:

Honeybees with marked words.

## Module 21

### LOs:

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- engage in games.
- enact contexts or events individually or in groups.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.

**TLM:** Honeybees, word cards, etc.

Time: 40 Min.

### Activity 1 Find the Characters

Do you like the story, Honk, honk .... Toot, toot?

ഈ കഥയിൽ ആരൊക്കെയാണ് ഉള്ളത്?

Whom do you like?

Is there a monkey in the story?  
There is a dog in the story, isn't there?

ഇല്ല അല്ലേ?

Then who are in the story?

ഈ കഥയിലുള്ള കഥാപാത്രങ്ങളുടെ പേരുകൾ കണ്ടെത്തൂ. അവയുടെ നേരേ ടിക്ക് മാർക്ക് ഇടണം.

Ask the learners to complete the task.

After finishing the individual task, the teacher can elicit the correct words and write on the chart.

**Evidence of learning:**

Honeybees with marked words

**Module 22**

**LOs:**

The learners-

- listen to the teacher talk and show signs of understanding verbally & non-verbally.
- read conversations, songs & simple descriptions graphically.
- get familiarised with phatic communication expressions such as, Hello, I'm sorry, Thank you, Bye etc.
- get familiarised with the rhythm and pattern of songs.
- Add own lines to a given song by substituting words/ phrases.

**TLM:** Honeybees, Bluetooth speaker, chart etc.

Time: 60 Min.

**Activity – 1 Reading the story**

**Process**

Introduce the characters shown on page 32 (Hen and Cock) of the textbook and ask the learners to predict what they are talking. Elicit their responses and ask them to go through the pages and say what has happened. Elicit the events one by one, write them on a chart, and ask them to read the dialogues. Let the learners try reading in pairs. Then move to the next picture. Lead the learners from picture to picture and write the whole text on the chart.

**Activity – 2 Where is the Egg?**

Lead the learners to the activity given at the end of the story and ask them to draw the egg in the proper position in each picture. Provide a teacher version at the end of the task.

**Evidence of learning:**

Honeybees with pictures drawn.