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THRIVE

MICRO TEACHING by Resource Persons

Module 5 - Seasons and clothes

Activity – 6a. Large group activity – Reinforcing words with long i sound.

6a
Large group activity - Reinforcing words with long i sound (y, ie, i-e)

Line up the cups

Materials needed: Paper cups, pictures for sentences

Write these sentences on the board. Split the sentences into three parts and write each part in three paper cups as shown in the picture. (eg: I / like/ my bike.) Divide the class into groups of three students.



Give a paper cup to each student in a team. Each team will get a sentence. eg. – Student 1 will have I / Student 2 will have like, student 3 will have my bike. Let students now read the word in their paper cup. They will discuss with their team members and frame a sentence. The team which comes

first with the correct sentence wins. They will arrange the cups in a sentence on the table and read their sentence to the class. The class repeats it. Continue the same for all sentences. Once all the sentences are arranged, invite students at random and make them read the sentence on the cups and point to the sentence on the board.

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THRIVE

Team 1



Warm up

Greet the class and repeat the chant, **Shake! Shake! Shake!** from day 3

5a. Large group activity - Introducing the articles **a** and **an**



What comes first?

Materials needed: Picture cards of apple, ant, elephant, egg, ice cream, igloo, orange, owl, umbrella, fan, light, chair, table, bat, cap, doll, hat, nest, pencil, rat and tree; (Can add more words if needed.)

Divide the blackboard into two columns. Ask students one by one to say the names of the objects they see in the class and also the pictures you show them one by one. As they say each word, write the words with vowel sounds **a e i o u** on the left column and the other words with consonant sound on the right column. After finishing, ask students if they can find out why they are written in two

different columns. Let them come out with different answers. Then, write **an** on the top of the left column and underline **a e i o u** in the words written. Tell them that for a word that starts with the vowel sounds **a e i o u** we add **an** before it. Now tell the students to say all the words in that column using **an** before them. **Eg. an apple, an umbrella etc.** Then, write **a** in the right column and explain that for words which start with other letters we add **a** before that word. Now ask them to read all the words in that column using **a** before them. **Eg. a fan, a table etc.**



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7b. Small group activity - Introducing and practising **you.... your / we - our / they-their**

Materials needed: Picture card of **farmer, teacher, plumber, fruits, books, tools**

Team 2



Divide the class into three teams. Give picture cards of **farmer-fruits** to Team 1, **plumber-tools** to Team 2, **teacher - books** to Team 3. Now invite farmer team. Ask **Who are you? What are these?** Let them say **We are farmers** and **these are our fruits**. Practise the same with other two teams.

Now, ask the teachers team to point to the farmer team and say **You are farmers** and **these are your fruits**. Let all the teams take turns to practise it. Finally ask the plumber team to tell the farmer team **They are teachers** and **those are their books** pointing to the teacher team. Let the teams take turns and practise.



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team u

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THRIVE

1a. Large group activity: Song time

First sing the song with actions and let students listen.

Next sing each line and let students repeat after you. Repeat the song a few times.

The Sun in the sky

The sun in the sky shines bright bright bright
Bright bright bright bright bright bright
The sun in the sky shines bright bright bright
All through the day.

The stars in the sky go blink, blink blink
blink, blink blink blink, blink blink
Stars in the sky go blink, blink blink
All through the night.

The clouds in the sky

The clouds in the sky float here and there
Here and there here and there
The clouds in the sky float here and there
All through the day.

Owls in the sky cry hoot hoot hoot
hoot hoot hoot hoot hoot hoot
Owls in the sky cry hoot hoot hoot
All through the night.

After the song, discuss the following.

Create a day and night picture card. Divide the class into two groups-A and B. Make them stand in two rows. Ask group A, **What do you see during the day?** and group B, **What do you see during the night?** Let each student in group A come forward, look at the picture and say any one thing they see. eg. **I can see the moon. It is white.** Practise the same for group B also. Accept bilingual answers. Give hints to talk about the **Sun, clouds, birds, rainbow** for day and **moon, the stars, bat, owl, firefly** for night. Teach the words in English and talk about it.



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Team 4

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THRIVE

- 2a. Circle time activity - Introducing words related to Seasons using structures I eat_____, I wear_____

What is the season?

Materials needed: Labelled picture cards of watermelon, ice apple, buttermilk, tender coconut, juice, mango, cotton clothes, Sunglasses, kites, sundal, herbal tea, snail, frog, wind, raincoat, umbrella, paper boats, tea, coffee, soups, bajji, vada, sweater, scarf, socks, campfire, kettle

Make students stand in a circle as shown in the picture. You stand in the middle of the circle. Ask them bilingually, what do you eat in summer / monsoon / winter? Accept bilingual answers. Now, point to the first inner circle and say, we eat / drink watermelon / ice apple / buttermilk / tender coconut during summer. Show the labelled pictures appropriately. Let them repeat it.

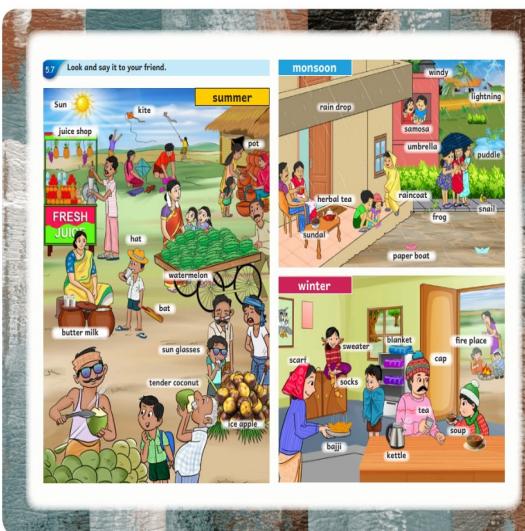


Ask them, what do you wear during summer? Prompt them to reply, we wear cotton clothes. Ask them, what do you do during summer? Say, we enjoy holidays / We go to our relative's house / We fly kites. Give a labelled picture card to each student in the inner circle and let them repeat it. Follow the same with the second circle for monsoon. Use vocabulary like bajji / vada/ sundal / herbal tea / raincoat / use umbrella/ play with paper boats. Follow the same with the third circle for winter. Use vocabulary like tea / coffee/ soups / bajji / vada / sweater / scarf / socks / sit in campfire.

Make students move in circles clockwise and anti-clockwise movements. Play some music.

When you stop it, ask what do we eat? Let students with appropriate cards answer, we eat ice apple/

watermelon during summer / we eat bajji / vada/ during monsoon / winter. Once all three groups have answered, let them move again. Practise with other structures like what do you wear/ drink/do? Invite a student one by one to the front. Ask them to point at any picture in Look and say and name it. Teach the words if they do not know.



Team 5

2b Large group activity - Reinforcing names of water

Find and cheer

Materials needed: Picture cards of water resources

Invite two students to the front of the class. Give them each a picture card. Eg : lake and river. Let those students stand facing opposite direction as shown in the picture. Say 1, 2, 3. As you say, they will have to move one step, two steps, three steps forward. Now ask, **Where is the lake?** Both will turn immediately. The one who has the picture card of a lake will say, **The lake is here.** The other one will say, **The lake is there.** The class will also say, **The lake is there.** Practise the same for river also. Repeat till all water sources are named.



Team 6

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THRIVE

Guess the word

Materials needed: flashcards of words - new, share, fun, make, could, book, look, ball, back, think, night, school, people, run

Write all the words on the board. Display each flashcard to the class. Elicit / teach the words. Now, let the class stand in a queue. You stand in front of the queue. Hold a flashcard without displaying the word to the students.

Let the first student come near you and ask, **Is it the word ‘new’?** If it is correct, display the word to the students, say it and let them repeat the word.

If it is not correct, the teacher will say, **No It is not the word ‘new’. Better luck next time.** Now the student will join the line at the end.

The next student will come forward and say the next word, **Is it the word ‘share’?** (the next word on the board). If it is correct, display the word to the students, say it and let all repeat the word. Then, he/she will also join the line at the end to identify other words.

Practise till all the words are identified by students.



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- 5a. Large group activity – Reinforcing long and short **u** sounds

In the pond... On the bank



Draw a big circle and say that is a pond. Let students to stand on the circle.

Say a list of words - good, roof, book, root, look, room, soon, cook, hook, loop, shoot, wood, food, moon, wool, stool, spoon, broom, took, school

Tell them to jump in the circle when they hear the word with the long **u** sound and say the word. When they hear the word with short **u** sound they will jump out of the circle.

- 5b. Small group activity – Enriching long and short **u** sounds

Materials needed: Pictures of a moon/blue broom/school/flute/spoon/long tube/cube/goose

Make students stand in pairs. Have the sentence strips facing down on the table. Invite a pair. Ask one of them to pick a strip and show that to his/her partner. They read the sentence aloud and

Team 7

run to the right picture pasted on the wall. Give the pair a star, if they are correct. Continue till everyone gets a chance.

Once all the sentences are matched with its pictures, ask each pair to swap (exchange) their sentence with other pairs and read it to the class.

