

Class 3 | Unit 2 | Poem | Bird Talk

Expected learning outcomes:

Students will be able to:

- Understand simple instructions.
- Express their ideas in English

Activity 1: Origami

Pre-activity discussion:

Teacher can have a discussion about birds in general. Suggested questions for discussion:



1. Can you name a few birds?
2. Where do you find birds?
3. How are birds different from us?




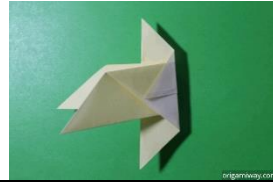


Blackboard work:

Some of the words/phrases that emerge out of the discussion can be written on the board (e.g.: birds can fly, wings, feathers etc.)

Instructions for origami:

- The primary objective is to use English language in natural settings.
- Give simple instructions in English to make an origami bird.
- Don't translate the instructions, students will understand from the context and actions. Some of the instructions would repeat in different contexts, which would help students comprehend them.
- Teacher can make one or two models.

	<p>Take a piece of square paper.</p>
	<p>Fold the paper into half. Make a triangle. (Do you know what is a triangle? Teacher can have a short discussion here.)</p>

	<p>Shall we make wings? (A short interaction about wings). Fold the top of the paper down.</p>
	<p>Turn the paper. Take the top layer of the paper and fold it like this.</p>
	<p>Fold the figure into half. Fold left side over to the right.</p>
	<p>We are going to make wings. Fold the flap backwards to make wings. (Initiate an interaction to find out what else should be done to complete the activity.)</p>
	<p>Then proceed to make the head of the bird. To make the head, push the center inwards and flatten.</p>
	<p>Look, now you have a bird in your hand.</p>

Post-activity discussion:

Suggested questions:

1. What is the name of your bird?
2. Can you identify the parts of the bird?

(Teacher can compare the different origami birds.)

Blackboard work:

Some of the words/phrases that emerge from the discussion can be written on the board (which had not come in the pre-activity discussion).

Reading:

Ask students to come in pairs/small groups and read from the board. It will be helpful for encouraging reading with comprehension and supporting low proficient readers to read small words and sentences.

(If teacher feels that, using English alone in the classroom would make comprehension difficult for students, the language can be mixed strategically (bilingual). For example – “intha paravaiya paarunga, intha paravaiyayum paarunga, ethavathu vithyasam iruka, intha parava paarungu. It has big wings. Intha parava paarunga, it has small wings”- don't try to translate the English sentence. Students will pick up the meaning from the context.)

Activity 2:

Classroom discussion based on the picture:



This picture can be used to set a background for the poem – two birds are sitting on tree branches; they are talking about human beings.

Suggested questions:

- What are the birds talking about?
- What are the differences between birds and humans? What are the things that birds do, which humans cannot?

Blackboard work:

Some of the words/phrases that emerge from the discussion can be written on the board.

Responses can be captured in the following format:

Birds	Humans
Birds can fly.	Humans cannot fly.
Birds have wings.	Humans do not have wings.
Wings, legs, beak	Hands, legs, lips

Once the words/sentence have been written on the board, students can come in pairs and read from the board.

Textbook Reading:

Students can be asked to read the poem (individually and/or in groups). Following this, the teacher can ask a few comprehension questions. This is an opportunity to understand whether the origami activity and blackboard reading helped students to comprehend the poem.

If they struggle in individual reading, make them to sit in groups and read the poem, with sufficient help from the teacher and the peers.

Finally, teacher can recite/sing the poem two three times for the whole class. The students can repeat/sing after the teacher.

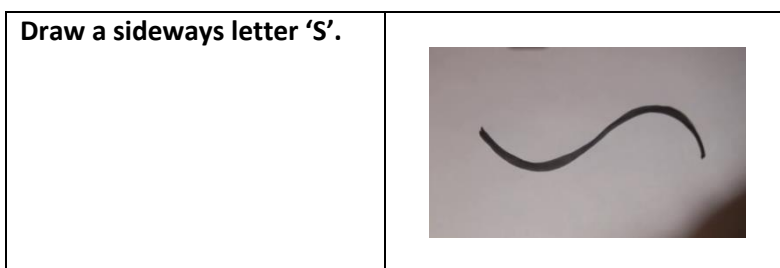
Comprehension Questions (Assessment)

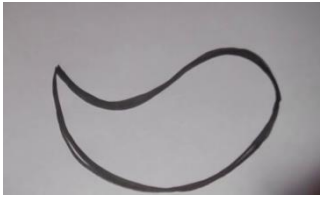




- What did the birds think about humans?
- What are the main differences between the human beings and birds?






Activity 3: Drawing Activity [Optional]

Let's draw a cute, little bird!

[This activity can be done before the textbook activity for making finger puppets {page 12, Team Time}. The teacher can give instructions to the students and simultaneously draw on the blackboard as well.]



<p>Now, draw a sideways letter 'C', below the 'S'.</p>	
<p>Now we have the body of the bird. Next, we are going to draw the eye.</p>	
<p>Draw a circle inside the body.</p>	
<p>Let's draw the eyelids.</p>	
<p>Draw a sideways letter 'C' inside the eye.</p>	
<p>For the beak, draw a sideways letter 'V'.</p>	
<p>Draw a curved line inside the beak for a smile.</p>	
<p>Now, for the feathers, draw sideways letter 'U' at the back of the body.</p>	

	
<p>Close them with sideways letter 'V'.</p>	
<p>What else should we draw for the bird? (wings, legs)</p>	
<p>Draw inverted 'V' for the legs.</p>	
<p>Draw a line through the centre.</p>	
<p>Draw a 'W' inside the body, for the wings.</p>	
<p>Our cute little bird is ready to fly!</p>	

Follow-up activities:

1. Colour the bird and follow the instructions in the textbook activity (page 12) to make finger puppets.
2. Students can sing the poem and simultaneously animate their puppets.