

# Wake up! Neha's Alarm Clock

CBSE, English, Class 1, Unit 1

Appreciating the environment and learning English...

P. Lakshmi

## Learning Objectives:

- ❖ Learn to appreciate the value of time
- ❖ Understand the importance of exercises in their lives
- ❖ Develop their listening skills through activities
- ❖ Develop their vocabulary and learn to use it in context

## ENGAGE:

**Teacher's Initiative :** The teacher sings the poem "CLOCK SONG" and motivates the pupils.

Clock Song

(to the tune of "The Wheels on the Bus")

The hands on the clock go round and round,  
Round and round, round and round. The hands  
on the clock go round and round. To tell us the  
time.

The short hand on the clock  
Goes from number to number,  
Number to number, number to number.  
The short hand on the clock  
Goes from number to number.  
To tell us the time.

The long hand on the clock  
Goes around by fives,  
Around by fives, around by fives.  
The long hand on the clock  
Goes around by fives.  
To tell us the minutes.

**Students' Activities :** The students sing the "CLOCK SONG" happily along with the teacher and respond to the questions in simple words/sentences.

### Level 1: Daily Routine

The teacher poses some questions related to "Time"

- ❖ When do you get up in the morning?
- ❖ Do you come to school?
- ❖ Name some early morning activities

### Level 2: Daily Routine

Shows a model clock and sets various times and elicits responses on what activity they would do at that particular time.

**Students' Activities :** They identify the time from the clock and explain in their own words what they would do at that time regularly. They participate actively in the task set by the teacher

### Level 3:

### Task 1: Assembly Exercises

Involves the pupils to do a task they normally do in the assembly like stretching arms, bending the knees, touching the floor and jogging in their place. This activity will motivate the children to relate to what is to come next in the lesson.

**Students' Activities:** The teacher then counts up to 8 and asks them to do some basic exercises they regularly do when they wake up and during the assembly time.

### **Task 2: Recognizing Sounds**

Teacher asks the children to close their eyes. She makes different sounds/ uses audio and asks the children to identify the sounds. E.g. dropping a box, shuffling of feet, closing the door, mewing of cat, whirl of a fan and jingling of bells. This will sharpen their listening skills.

**Note To Teachers:** *Once the teacher finds that the children are sufficiently motivated, the teacher can go to the next level. If teacher finds that some children need further support, more scaffolding activities can be given at every stage.*

**Assessment :** The teacher poses some questions related to "Time":

- ❖ About their routine at home and school,
- ❖ When does the sun rise?
- ❖ When do they go to sleep?

Thereby the teacher assesses the students' prior knowledge on time and early morning scenes of nature. Allows each children express what they feel when they have to get up in the morning. The teacher tries to assess their comprehension skills and their involvement and interest in doing the activity and their response about the importance of doing exercise, yoga early in the morning.

## **EXPLORE:**

### **Teacher's Initiative :**

**Feeling Objects:** The teacher brings some authentic materials which the children are familiar with and asks them to touch, feel, smell and identify the materials given to them. She/ he allows the pupils to express their feelings when they touch the object. The teacher helps them whenever they require support. Example: She/he brings leaves, twigs, flowers, alarm clock, blanket, pillow, mud, feather, stones, pebbles, etc., When the pupils touch the blanket they express their feeling that it is soft, long, thick, etc.,

### **Students' Activities**

- ❖ The pupils touch the objects given to them, feel and smell them and identify what it is. They express their impressions about the objects they touch (E.g. It feels warm, It smells like a flower)

**Morning Scenes:** Teacher asks the pupils to explain in their own words about the beauty of the morning. She could divide them into groups and give them different situations.

E.g.

- ❖ When you are on your way to school in the morning, what do you observe in nature around you?
- ❖ What were the different ways of finding time in the olden days? (E.g. following the shadow of the sun)

**Students' Activities:** Pupils speak about the beauty of morning and the various ways of finding time in their own words and are actively involved in the discussion.

### **Assessment**

- ❖ Elicits responses individually by asking them the importance of having breakfast,
- ❖ Their ability to touch and identify and describe the objects
- ❖ Value of physical fitness in their lives

It is ensured that the children who were sufficiently motivated try to speak about their early morning routine and what they observe around them in their own words. There will be a mix of Tamil and English in their talk which can be allowed initially. This will help them listen keenly to the audio that is to be played in the next stage

## EXPLAIN:

### Playing Audio

#### Teacher's Initiative:

<http://nroer.gov.in/gstudio/resources/documents/show/45878/>

By playing the audio the teacher presents the story to the class. The entire lesson is in audio format. This helps in conducting the reading activity with ease, it can be paused and revisited several times. Listening skills develop and the children can develop a mental map of the story.

**Students' Activities:** Students listen attentively to the audio played and the subsequent reading by the teacher. They listen and repeat the new words loudly wherever necessary.

### Model Reading

**Teacher's Initiative:** The teacher reads the chapter loudly and clearly using the right stress, pause and intonations wherever necessary. On second reading, she/ he allows the pupils to repeat certain words and phrases after her/him. He/she can explain the meanings of new and

difficult words through bilingual approach so that pupils understand the text. The teacher can use appropriate words, expressions and phrases in different situations. Blackboard illustrations and teaching aids can be used wherever necessary.

New words such as SNORE, WINDOW SILL, SNUGGLE, MUTTER, RELAX, BLANKET etc., are written on the blackboard and also shown in the flash cards. The teacher asks students to highlight these words in the textbook by underlining or drawing a box around them. Then she/he creates a situation to explain these new words related to the context. Eg: BLANKET The teacher draws the picture of the blanket on the blackboard or shows the picture as picture cards and poses some questions related to it.

**Students' Activities:** Students see the words written on the blackboard and in the flash cards and find them in the textbook. Later they highlight the new words by underlining or drawing a box around them in the textbook. Students answer the questions put-forth by the teacher on the new words.

### Describing an object of day-to-day use

**Teacher's Initiative:** The teacher initiates the pupils to give responses to queries posed related to the picture. Involves them to relate the picture to daily life situations and makes them use the word "BLANKET" in some other sentence/ context.

Eg:



- ❖ I use the blanket when it is cold.
- ❖ I have a red colour blanket in my house.
- ❖ I cover myself with a blanket while sleeping.

Activity:

A card game for the students to practice singular and plural nouns.

Materials required:

- a set of chosen word cards containing the both singular and plural nouns scattered.

Eg:

- Leaf-leaves
- Bench-benches
- Tree-trees
- Paper-papers
- Book-books

Rules:

In the game of Memory, students try to collect pairs of matching cards.

- All of the cards are placed face down on a flat surface
- A student turns up two cards
- If they match, they are collected by the player and he or she goes again
- If they don't match, the cards are flipped over and it's the next player's turn
- The student with the most matching sets of cards at the end of the game wins.

**Students' Activities:** As per the instructions given by the teacher, the pupils relate the words to the real life situations and try to apply them in another sentence/context with the guidance of the teacher. By now the children would be tuned to the new words and understand the text better. They can be encouraged to use more English words.

### Individual Reading

**Teacher's Initiative:** The teacher gives the children a chance to read the passage individually. She assists the children with the right pronunciation, stress and intonation. Provides focus on discussions and gives activities that promote reading with comprehension. Instructs and guides the pupils in completing the book activities. Asks them to identify singular and plural forms from the given worksheets.

Usage of "was" and "were" is clearly explained in

context with singular and plural.

- ❖ My toys were broken.
- ❖ Jai was a football player.
- ❖ The market was closed.
- ❖ The children were happy.

**Scaffolding by teacher:** By asking simple questions the usage of "was" and "were" becomes contextualized

Where were you at 6 this morning?

I was at home

What were you doing at 8 this morning?

I was eating breakfast

What were we doing at 3 yesterday evening?

We were playing

**Students' Activities:** Pupils read, interpret and

## SINGULAR AND PLURAL

Fill in the blanks with plural forms.

**Example:** The girl has a new dress.

The girls have new dresses.

1. The man is reading a story.

The \_\_\_\_\_ are reading \_\_\_\_\_.

2. The woman is talking on her phone.

The \_\_\_\_\_ are talking on their \_\_\_\_\_.

3. The baby is looking at a picture.

The \_\_\_\_\_ are looking at \_\_\_\_\_.

4. The child is eating a sandwich.

The \_\_\_\_\_ are eating \_\_\_\_\_.

5. That boy is eating an ice-cream.

Those \_\_\_\_\_ are eating \_\_\_\_\_.

6. There is a computer in the classroom.

There are \_\_\_\_\_ in the \_\_\_\_\_.

analyze the usage of "was" and "were" in appropriate contexts.

### **Assessment:**

- ❖ The teacher assesses the student's ability to listen with attention for a reasonable length of time, curiosity and speaking skills.
- ❖ The teacher assesses their reading and pronunciation skills individually while they identify the new words. She assesses their comprehension by making them use the words in different contexts.

To enhance their understanding the teacher encourages them to do a role play in the next stage. This helps in achieving the learning objectives like listening and develops speaking fluency.

### **ELABORATE:**

**Teacher's Initiative:** The teacher guides the pupils to take roles and enact the play. She/he also helps the pupils to read out the lesson after the play.

**Students' Activities:** Pupils take part in the play by taking different roles/ characters. (Neha, Mother, Narrator, Birds). They enact the play in groups.

**Teacher's Initiative:** Teacher plays memory games in groups. Flash cards with the newly learnt vocabulary words are shown to

SNUGGLE

MUTTER

BLANKET

the students in brief and they are then asked to write the words.

**Students' Activities:** Students look at the flash cards, recall the new words and write them.

**Jumbled words:**

**Teacher's Initiative:** Teacher asks the pupils to arrange the letters in order to get the correct word.

Eg:

- ❖ ilesm –smile
- ❖ mrala-alarm
- ❖ ocklc-clock
- ❖ norming-morning
- ❖ edorns-snored
- ❖ wodwin-window

**Crossword:**

**Teacher's Initiative:** The teacher instructs the students to find the hidden words from the crossword puzzle box. (Text book activity)

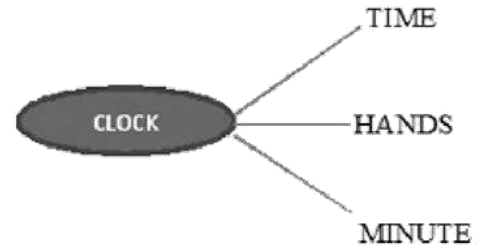
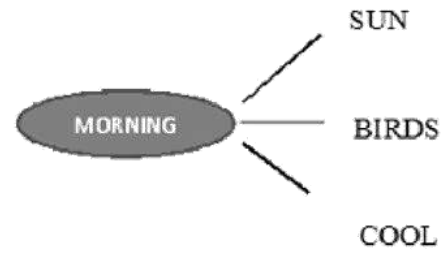
**Word web:**

**Teacher's Initiative:** The teacher asks the students to write the words related to "CLOCK" and "MORNING".

The teacher gives a worksheet on the usage of simple past "was" and "were" and allows children to complete it in groups

**Student Activity:** Thinks of the words "CLOCK" and "MORNING", mind-maps, predicts words related to them and writes the words related to them. Students analyze the worksheet and fill them up in groups.

Eg:



**ASSESSMENT :**

- ❖ Assesses the children's voice modulation and body gestures during the role play. Speaking skills are evaluated. Understanding of the play is also assessed.
- ❖ Assesses the recall skills of the pupils by the way they make meaningful words from scattered letters.

**EVALUATE:**

**Relay Reading**

**Teacher's Initiative:** Teacher involves the class in a relay reading session (in 4 groups with 4 characters of the play). She/he helps the pupils dramatize the whole lesson in groups.

**Students' Activities:** Each group takes turns to read aloud in the Reader's Theatre format.

Pupils take part in the role play and dramatize the lesson in groups.

Write 'was' or 'were' in the blank space

1. He \_\_\_\_\_ in the library last night
2. I \_\_\_\_\_ quite tired last night
3. The boy \_\_\_\_\_ at school yesterday
4. The sun \_\_\_\_\_ hot yesterday
5. Mr. Raju \_\_\_\_\_ was sick two days ago
6. The weather \_\_\_\_\_ was good last week
7. The children \_\_\_\_\_ here yesterday
8. The boys \_\_\_\_\_ at the playground last night
9. It \_\_\_\_\_ very hot yesterday
10. The apples \_\_\_\_\_ very costly

- ❖ Reading and oratory skills
- ❖ Class participation and involvement

Appropriate usage of singular / plural forms of verbs (E.g. 'was' and 'were')

## Narration

**Teacher's Initiative:** Teacher asks the pupils to narrate their experiences on waking up every morning.

**Students' Activities:** Each pupil narrates his/her experience in his / her own words.

## Discussing Sounds

**Teacher's Initiative:** Teacher asks them to listen to the sounds around them when they are on the way to the school (morning), discuss with his/her friend and write the sounds they heard.

**Students' Activities:** Students listen to the sounds they heard and list them.

## Written Assessment

**Teacher's Initiative:** Teacher gives an exercise on the usage of simple past and asks each pupil to fill it on their own

## Assessment:

- ❖ Teacher assesses
- ❖ Observation and listening skills.



**P. Lakshmi**, P.S.T, Government Primary School, Narimedu