

LANGUAGE OF BIRDS

Learning outcomes

By the end of this unit, the learner will be able to,

- ◆ recognise words such as 'merchant, servant, nightingale, soothe, fetch, firewood, lightning, thunderstorm, pity, predict, anchor, relieve, disappear, disaster etc.
- ◆ Identify the names of different birds .
- ◆ Identify adjectives such as foggy, sunny, snowy, rainy, cloudy etc.
- ◆ Identify rhyming words in a poem
- ◆ write simple poems on similar themes and with the same rhyme scheme
- ◆ construct dialogue appropriate to the contexts
- ◆ prepare postures suitable to the theme
- ◆ describe a picture
- ◆ answer simple riddles
- ◆ express his/her own feeling in writing
- ◆ use language items some and all in appropriate context.
- ◆ Undertake simple projects
- ◆ engage in origami works following the step by step instructions
- ◆ use the simple
- ◆ use the structure 'I wish I could ' to express the desire to fulfill a wish

Period-1

LANGUAGE OF BIRDS

Cut out of tree (Jigsaw)

Children are divided into groups. Each group is given a set of Jigsaw.
The groups solve the jigsaw puzzle.

What is this ? – Tree

All trees have friends.

Who are the friends of a tree ?

(Birds, Aquirrel, ants....)

Shall we make some birds for our tree ?

Teacher distributes paper strips to all.

Gives instructions to make bird.

(Teacher also displays the big picture of making bird)

Take a strip of paper

Fold the paper to make a knot.

Draw dotted lines for the beak and feather.

Cut through the dotted lines.

Teacher demonstrates the activity

Children follow the teacher step by step.

All of you show your birds to each other .Shall we colour it ?

Teacher divides the class into 3 groups based on colours like yellow, green & blue

Teacher distributes the reaspective colour to each group.

Let them colour it.

How is it now ?

Where are the yellow birds ?

Yellow birds you can sit to my right side.

What about green birds ?

Come and sit in the centre.

Blue birds you can sit in the left side

- What is its colour ?
- Will it fly ?
- Show me how it flies ?
- Can you make its sound ?
- Good, very nice
- Will it speak ?
- Will it sing ?
- Now, we will write a description about our bird.

Teacher distributes small piece of colourful papers to write the description.

Random presentation

Now you can paste/staple your description on the tail of your bird.

Now we can sing a song

- Displays the song for singing.
- Teacher can acts as tree by standing behind the cutout.

Green Birds	Big tree green tree How do you do ?
Tree	Blue birds, cute birds I do well
Green Tree	Big tree green tree Shall we run around ?
Tree	Yes friends, dear friends Run around me

Each bird group comes near the tree and sing the song according to their colour

- Now we will hang the birds on the tree.
- Please come and hang it
- Look children, our tree is full of beautiful birds.

Period 2

A SOOTHING SONG

Today we will learn about a boy who loved birds very much.

The Teacher presents page 60 of TB with all prosodic features (tone variation, facial expression etc.)

- What kind of a boy was Ivan ?
- How did the merchant made Ivan toil ?

Let the children find the answers from text page 60

Ivan was a bright and brave boy

The merchant made Ivan toil Ivan from dawn to dusk.

- Now what will happen to Ivan ?
- Are, there any friends to him ?
- Let's see

Teacher shows the BP2 (Ivan sleeping in his bed. Nightingale sits and sings)

- Who are there in the picture ?
- Which is the bird ? What is the bird doing ?

Free response

Okay. Do you want to see the bird ?

Teacher shows the video of Nightingale and asks them to identify the features.

Describe the features in your note book

- Individual writing
- Random presentation
- Grouping (5 member)
- Group refinement (each member read his description in the group and prepares group product)
- Group presentation

- Teacher Version

Come back to our BP 2

Can you identify the bird in it?

It is hidden inside the box

E L A G N I T H G I N

The teacher write the jumbled letters of "Nightingale" on the BB

Who will come and write down the first letter of the bird ?

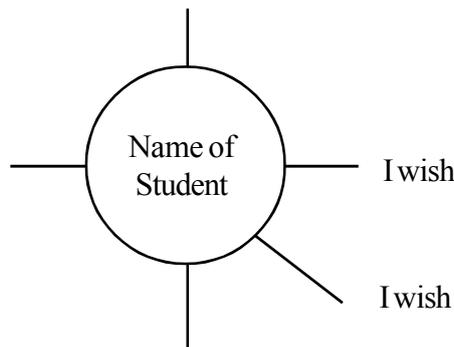
Teacher gives chances for different learners to get the name of the bird 'Nightingale'.

- What did the nightingale do ?
- Did Ivan ever see the Nightingale.

All of you read the text page 61 and find out the answer.

- Ivan was attracted by the melodious song of the Nightingale. He wanted to know the meaning of the beautiful song. He had a wish in his mind.
- What was Ivan's wish ?
- Read the text once again and underline his wish
- Do you have any wishes ?

Teacher asks children to prepare a concept map individually



Teacher gives activity 8 in page 82 as home assignment.

Loud reading by the teacher.

Loud reading by the learners.

Strategy

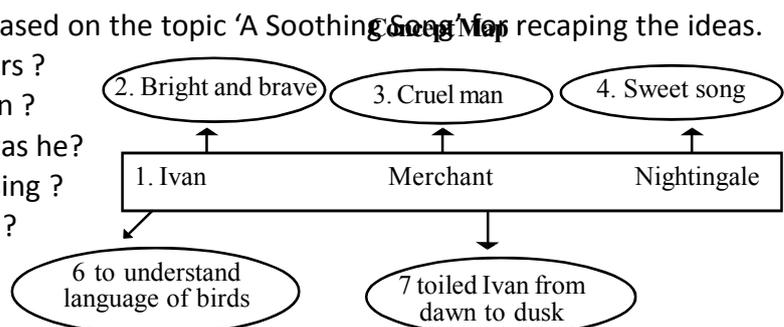
the teacher reads some part of each sentence loudly. Children read the rest of the sentences together. Thus the whole text reading is completed.

Period 3

LITTLE BIRDIES

Teacher prepares a concept map based on the topic 'A Soothing Song' recaping the ideas.

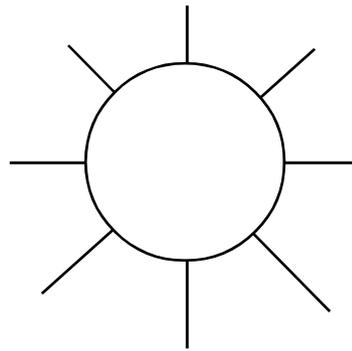
- Who are the main characters ?
- What kind of a boy was Ivan ?
- What kind of a merchant was he?
- How does the nightingale sing ?
- How did merchant toil Ivan ?
- What was Ivan's wish ?



Teacher displays Big Picture 3 (A boy standing under the tree - forest. Its raining. A big nest on the tree. Four birds in the nest)

- Who is the boy ?
- Where is he now ?
- Where is the nest ?
- Where are the birds ?
- Is the tree small ?

Can you prepare word web of the scene ?



Teacher asks the pupils to take page no. 62

Who sent Ivan to the Forest ?

The merchant send Ivan to the forest

Why did the merchant send Ivan to the Forest ?

The merchant send Ivan to fetch firewood

Teacher asks children to find out the changes in nature - by reading the paragraph.

- The wind rose
- The sky became clouded
- The lightning flashed
- The thunder roared loudly
- The rain fell heavily

Now can you describe the scene

- Individual writing
- Random presentation
- Grouping (6 member)
- Group refinement (each member read his description in the group and prepares group product)
- Group presentation
- Teacher version

Period 4

Teacher once again asks the children to observe big picture 3

What did Ivan see on the branch of the tree ?

He saw a big nest on the branch

What did he see in the nest ?

He saw four small birds in the nest

Did Ivan protect the birdies

Yes Ivan protected the birdies.

Teacher displays the big picture 4 (forest - a big nest on the tree. Four small birds in the nest. Ivan covers the nest with his shirt. Rain fell heavily)

- How did Ivan protect the birdies ?

He climbed up the tree and covered the little ones with his clothes

- If you were Ivan, what will you do to the birdies ?
- How will you save the birdies ? Do you have any other ideas ?

Eliciting responses

Loud reading by learners.

learners sit in 6 member group.

Each member in the group takes turn and read one/two sentences.

Slow learners are helped by better learners.

Each group select one member for whole class reading.

Selected memers read one/two sentences by taking turn.

Introduces the worksheet.

Period 5

AFTER LITTLE BIRDIES

Where is Ivan now ?

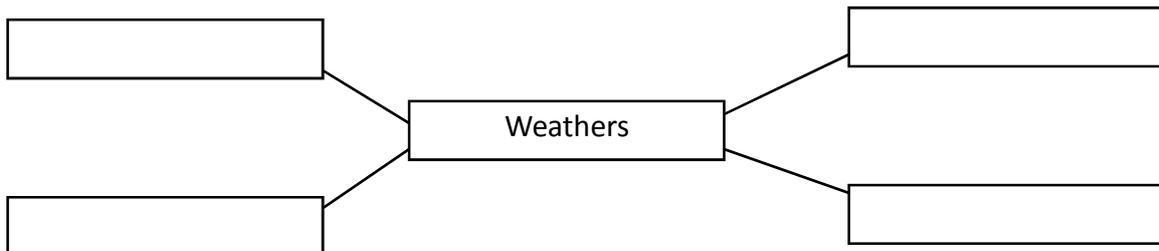
In the forest

How is the wheather ?

Rainy

Which are the other weathers ?

Draw pictures representing other weathers ?



Displays the weather song in a chart

Plays the video of weather song

Teacher and children sing the song together.

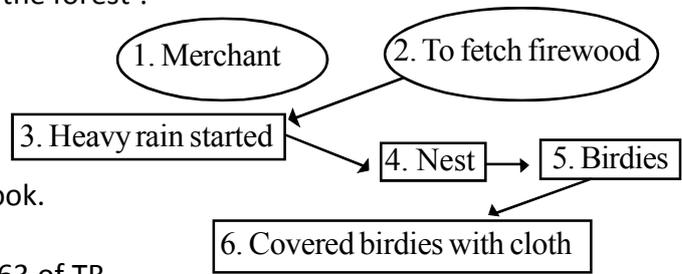
- Which are the weathers mentioned in the chart ?
- Please come and under line the weather.
- Teacher and pupil sing and act by observing the video.
- Do the activity 4 as home assignment
- Read the story in page No. 78 with the help at pictures given.
- Write a story individually at home (Peer editing and refinement)
- Big book information.

Period 6

THE TEACHING BIRD

Teacher interacts with children to evolve a concept map for recaping the ideas.

- Who sent Ivan to forest ?
- Why did the merchant send Ivan to the forest ?
- What happened then ?
- What did Ivan see on the branch ?
- What did he see in the nest ?
- How did Ivan protect the birdies ?
- Draw a concept map in their note book.



Teacher asks the children to take page No. 63 of TB

- Look at the picture
- What do you see in the picture ?

Elicit responses

READER THEATRE

Teacher distributes strips to all pupils and divides them into 5 member groups (Narrator 1, Narrator 2, Narrator 3, Bird, Ivan)

Assign the roles to them. Give the dialogue strips to each group.

Each group please come forward and present the dialogue.

Dialogue Strips

Narrator 1 : Mother bird looked at Ivan thankfully

Bird : Thank you, Ivan you protected my little children from cold and rain and I wish to do something for you.

Narrator 2 : Ivan was surprised to see a talking bird.

Ivan : You know our language. Will you teach me your language ? The language of birds?

Bird : Stay with me for some days and you shall know it as we do.

Narrator 3 : Ivan remained in the forest for a few days. He learned the language of birds from the mother bird. Ivan returned home happily.

Loud reading by the teacher for ensuring comprehension.

Period 7 & 8

THE SECRET AND THE STRANGE PREDICTION

Teacher reads the text Page No. 64 and 65 with proper voice modulation.

Divides the class into 5 groups.

Assigns the role and character to each member as Announcer, Narrator, Ivan, bird, merchant.

(Suitable properties can be used)

- We are going to present the text as a skit. so we have to write a script on it.
- How can we write a script ?
- Only the dialogues are enough ?
- No... We have to introduce the events to the audience.
- Who will present the events ?
- Yes narrator will present it.
- Like wise, each character will present their statements/dialogues.
- Are you ready ?

Teacher distributes the script in each group.

Each group present dialogue in their own way.

Narrator : Ivan is listening to the song of Nightingale. Now he can understand its meaning.

Nightingale : How did you learn our language?

Ivan : Once I went to the forest to collect firewood. It was a horrible rainy day.

Bird : Then What happened ?

Ivan : I saw a big nest with four little birdies.

Bird : Did they get wet ?

Ivan : No... No. I Covered the nest with my clothes.

Bird : Oh... Good... Good

Ivan : When the mother bird came back, She thanked me. She taught me the bird's language.

Bird : Oh... Very good.
I have a secret to tell you.

Ivan : What is it ?
(The bird wispered the secret in Ivan's ear)

Merchant : Ivan... Who were you talking to ?
(The Nightingale flew away)

Ivan : I was talking to nightingale!

Merchant : Talking to nightingale ! How can you do that ?

Ivan : I have learned the language of birds.

Merchant : What were you talking about ?

Ivan : The nightingale said that I would become a king and you would become my servant.

Marchant : What ?

Activity

- What will the merchant do ?
- Is he happy ?
- Is he angry ? Will he sent Ivan away ?



- Will he make Ivan toil more ?
- What will happen to Ivan ?
- Please write down...
- Its a home assignment.

Period 9 & 10

INTO THE DEEP SEA

- Have you done your home assignment.
- Some of you can present it.

Random Presentation

- Now you can sit in the same groups we have formed lastday

Let the children sit in their groups.

Group Refinement (Each member reads his product in the group and prepares group product)

Group presentation.

- Now look at BP 5 (Ivan Sleeping)
- What you can see in this Picture ?
- Who is in the boat ?
- What is he doing ?
- Is it river or sea ?
- Who is standing near the boat ?
- How did Ivan reach in the boat ?

Find out it from your text.

Children come with free responses.

Teacher shows big picture - 6a, 6b, 6c, 6d (having four pictures)

- Look at this first picture [6a (merchant is giving something to the child in a glass)]
- What is the merchant doing ?
- Find out it from TB. Underline the corresponding sentence and mark it as '1'

Children say the expected answer.

Teacher writes the corresponding sentence under the picture.

One night merchant gave Ivan a drink to make him drowsy

- Look at the Second picture [6b - Ivan became unconscious and fell on merchants lap]
- What happened to Ivan ?
- WFind out the sentence from your text book.
- Underline the sentence and mark it as 2

Teacher writes the corresponding sentence under the picture.

- Ivan had fallen asleep.
- Now all of you look at the third picture [6c - merchant is holding the child and laying him on a boat]
- What is the merchant doing ?
- Find out it from the passage and underline it and mark it as 3

Teacher writes the sentence under the picture

- Merchant laid him on a boat
- Look at this fourth one [6d - Boat is near the shore and a boy is lying in it. Merchant is pushing the boat.]

- Now, where is Ivan ?
- What happened to him ?
- Find out the sentence and underline it. Mark as '4'

Corresponding sentence is written under the picture by the teacher.

Merchant pushed the boat into the open sea.

Teacher and learner read the sentences together loudly.

Loud reading by the teacher.

Learners are divided into 6 groups.

When one group reads the text very slowly with all tonal variation, the presenting group will act according to it.

Note: There will be 3 reading groups (Groups 1, 3, 5) and 3 performing groups (Groups 2, 4, 6)

Period 11

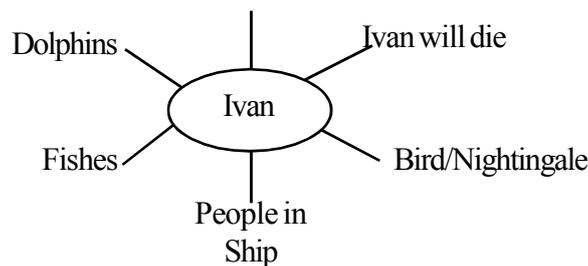
MESSAGE FROM THE CRANES

Concept map of 'Into the deep sea'

Where is our Ivan now ?

- What will happen to him ?
- Can you guess, who will help Ivan ?

Children come up with their own response.



Teacher charts the responses.

Let's see what happened to Ivan.

Teacher starts the class dramatically by saying that "The boat moved for a long time. Poor Ivan was sleeping without knowing anything

All of you look at Big picture 7 (BP-7 the boat his to a big ship)

- What do you see in the picture ?
- What happens to Ivan's boat ?

The boat finally hit to a large ship (Subtext)

- Did anyone see Ivan ?

The crew on the ship saw Ivan(Subtext)

- What did the crew do ?
- Did they help Ivan ?

The crew took him to the ship (Subtext)

Teacher reads the dubtexts two or three times and children read after the teacher.

Now, teacher reads the text from ;Standing.....predicting storm '

Look at the Big picture 8 (Ivan standing on the deck of the ship)

- What can you see in the picture ?



- What do the birds predict ?

The cranes were predicting storm

- Will Ivan understand their conversation ?
- How will Ivan respond for the prediction ?
- Will he share this message to anyone ?

Read the rest of the text book and find out the response of Ivan to the prediction of cranes. Let the learners read the text and find out Ivan's response.

- What was captain's response ?

Learners find out the response of the captain from their text book.

Period -12

Loud reading by the teacher

Teacher reads the text 67 loudly with all prosodic features.

Loud reading by the learners

Children are divided into five member group. 'Okay, children we are going to present an 'Audio drama'

Each group member participate in the audio drama.

Two learners can fix the role of captain and Ivan. Others can read the sentences in the textbook with all tonal variations.

The teacher can ensure the participation of all learners by asking them to read atleast one sentence. (For better reading, few minutes can be given for taking rehearsal . They can also use the background sound ,music for the performance if needed.)

Period-13

THE STORM

The teacher interacts with the learners for eliciting ideas in the Text67 .

CONCEPT MAP

All of you look at the Big picture (BP9-Ivan and the captain on the deck of the ship)

Write down as many sentences as possible in your note book.

Teacher moves around and interacts with the children for generating new ideas.

Children read the sentences they have written.

Teacher notes down all of them on BB.

Find out the corresponding sentences for the picture from the text book.

Loud reading by the teacher.

Teacher reads the text loudly in the classroom.

Learners refine their write up individually.

Let them sit in five member group. Read the written sentences in the group.

Group refinement.

Presentation of the group product.

Period -13

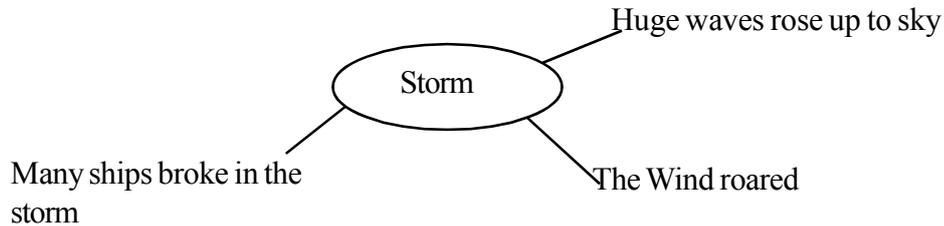
NOISY BIRDS

Teacher interacts with the learners for recapping the text 'The storm'.

Interaction

Within a short time, the storm broke out.

Which are the words showing huge storm in the text?



You saved our lives', Teacher writes this sentence on BB and interacts.

- Whose words are these ?
- Why did the captain say this ?

Narrative

Days and years passed.Ivan travelled a lot.Atlast he reached a palace.

- Do you want to see the palace ?

Teacher shows the Big picture (BP-10)

Interaction

What do you see in the picture ?

Children observe the picture and responsd freely.

Where were the crows perched upon ?

Crows perched on the windows, walls and roof of the palace and on the trees nearby.

Teacher writes down each idea and evolve the above sentence.

Teacher reads the elicited subtext

Teacher reads the evolved subtexts two or three times and learners read after the teacher.

Narration

The crows were flying all over the palace.In the kitchen,in the garden,in the bed room, in the pond ... every where.

Was there anybody to get rid of the crows ?

No one knew how to get rid of the crows (Subtext)

Teacher reads the subtext 2/3 times and learners read after the teacher.

Ivan also heard about the issueof the crows. Ivan went to the palace and offered the king help.

- What will Ivan say to the king ?
- How will the king respond ?
- What will be the conversation between the king and Ivan ?

All of you take your text book page 69

Find out the conversation between the King and Ivan.

Children under line the dialogue in the text book and write down in their notebook.

Ivan : Your Majesty, I'll get rid of the crows.

King : If you can do that, you can marry my daughter.

Strategy

Teacher writes the dialogue on a strip and cuts down it into words. Teacher should keep one sentence for one learner. She places a box in the centre of the class. All the learners are divided into four/five member group and when the teacher blows the whistle (each group is given two minutes) let them take one word strip individually and come back to their place. For the next whistle next group will move to the word bank and take each one. Thus teacher gives chances to all groups.

After one round each member tries to make the complete sentence. Only one word strip can be taken during a single round. They can either exchange or take new word from the bank for the next round.

Teacher can check who has completed the game first.

Let the winner come forward and read out the sentence.

Loud Reading

Teacher reads each and every sentence with all prosodic features. Let the children read each sentence after the teacher as an echo reading. This reading can be done vice versa also.

Period – 14

HOMELESS BIRDS

Teacher interacts with the learners and check whether they have comprehended all the ideas of the text 'Noisy Birds'

Teacher draws a matching table on BB. Let the children draw the some in their notebooks.

King	:	Was very much annoyed
	:	Listened to the crows
Ivan	:	offered a reward
	:	Went to the palace

Let the learners join the sentences worth the characters by drawing a line.

Ivan listened to the crows. Ivan bowed before the king and said,

Teacher can imitate as Ivan, presents the dialogue "Oh, lord..... doing it."

- What did the king do then ?
- Whom did Ivan marry ?
- What message did Ivan give to save the birds ?

Teacher asks children to read the text page 70 and respond for the questions.

Introduce Activity 2 Page 76

Teacher reads the narrative and leads children for innovative preparation of posters.

Strategy

Teacher asks each group to rehears the conversation between Ivan and the King based on the text "Homeless Birds"

Let the children prepare the dialogue in group.

Presentation of dialogue with all prosodic features by each group.

Period 15

**A new Servant &
The nightingale is Back**

Teacher can present the whole text in a low pace. She can stand in a higher level of the student. So that she can observe the whole performances. Each child can assume the role and move as he like.

Strategy 1

Then, the whole class can be divided into three corners. Let 2/3 members be the narrators and others present the story on the form of TPR (Total Physical Response)

Strategy 2

Each group selects any three scenes in the story. Let them perform it as tableau. Other groups identify the scenes performed.

Introduce activity – 1 Page 75

Period 16

If I could Fly

Teacher plays the poem “ If I could fly” in the whole class.

Let the learners enjoy the rhythm of the poem. Teacher plays the first four lines of the poem once again.

Asks the children to identify the words and thus evolve all the stanza.

It can also be done in the class as another strategy. Let the whole class be divided in to five. Ask them to close the text. Each group is given one stanza when the song is played, each group is expected to identify the lines and write down the stanza in the chart paper provided.

- How will you express the wishes of the child ?
- How will you express the scenes you see around ?
- How will you float with the clouds ?
- Which one the places that the child want to fly around ?

Teacher leads the learners to page 74 for following the spaces.
Each group come forward to perform the wishes of the child.

The Team

Pradeep G Nair BRC Parali

Sreejith p BRC Thrithala

Beula Elizabeth BRC kuzhalmannam

The Team

Pradeep G Nair
Sreejith P
Beula Elizabeth
Supriya S
Anitha PV
Anusri KR
Vinodkumar P
Sanoj C
Sunithakutty

BRC Parali
BRC Thrithala
BRC kuzhalmannam
BRC Alathur
BRC Ottappalam
BRC Ottappalam
BRC Thrithala
BRC Cherpulassery
BRC Paralai

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