READINESS PACKAGE

ENGLISH

STANDARD I

Why a Readiness Package?

The learners who arrive at school in Standard I may have studied in pre-primary classes. For them, learning has to be made interesting. To make the learning of English interesting and attractive, a natural language atmosphere has to be created. To enable the learners to feel an environment not alien from their surrounding environment, a readiness programme for ten days is conceived and prepared. Teachers can make use of the activities given in this package before commencing the units in the Reader. This ten day readiness package is intended to cater to the learners who come to school from a variety of socio-cultural backgrounds and to create a generally acceptable English Language environment.

Readiness Package – An Introduction

The activities in the package need not be looked upon as 'activities for learning'. They may be used to prepare the ground for learning. The activities are purely voluntary. They ought to be set in motion after generating interest in the learners and fostering in them a sense of collective action. These activities can be made more natural by making use of the strategy of code switching.

- All the learners should participate in the activities.
- Teacher should address each learner by their name.
- Learners should not be forced to read or write anything.
- Activities should be carried out based on the principle that language-learning is an involuntary process.
- Teacher has the freedom to choose from the list of activities given, those activities which are suitable to his/her learners. You may select a minimum of ten activities.
- Activities should be organized in such a way that they enable the learners to make an easy entry into the English Reader on the tenth day of implementing the package.

Activity 1: Find your Name

Materials needed: Name slips, crayons, chart papers

Strategy:

The teacher introduces herself.

Good morning children.
I think all of you are very happy today.
Okay. I am your teacher. My name is Suja.

- Asks the learners to sit in a semicircle.
- Calls each learner and interacts with him/her.
- Invites learners' responses and prepares name slips.
- Pins the name slip on the learners' uniform/dress.
- Teacher also pins her name on her dress.
- Teacher can also prepare a chart displaying the names of the learners.
- Let them identify their names from the chart.
- Collects the name slips every evening and keeps them in a box.
- The next day, ask them to pick their slips from the box and pin them on their dresses. Teacher can continue the activity for a number of days.
- Let the learners gradually learn to recognize the names of the peers and to pick their slips from the box when the teacher asks them to do so.

Activity 2: Colours

Materials needed: Ribbons, sketch pens, chart and box/cover

a) Introducing colours

- Teacher brings boxes containing ribbons of various colours.
- She gives each student a box.
- Teacher shows a box to the class.
- Learners are asked to guess what is there in the box. (Give chances for guess work)
- Teacher takes a red ribbon from the box and asks: 'What's this?

'A ribbon.'

'What colour is it?' the teacher asks.

'Red,' the learners answer. (Teacher introduces some other colours in this way.)

Teacher asks the learners to take out other ribbons from the box. There must be ribbons in the box for each learner to get five or six different colour ribbons (red, green, black, blue, white, yellow etc.).

Teacher raises the red ribbon from the box and sings:

Ribbon, ribbon, red ribbon
I like red ribbon.

The learners pick out the red ribbon, raise them and sing after the teacher.

Teacher writes the word 'Red' on the chart.

Teacher repeats the song with other colours.

Let the learners take any one of the ribbons they like.

Let them sing about the ribbon they have taken.

The learners identify the colour and its graph from the chart.

Let the learners sing the whole lines along with the teacher.

While singing, they can raise the ribbons of that colour.

b) Colour game

The learners stand in a circle.

Each of them holds a set of ribbons of different colours, in his/her hand.

The learner who stands in the middle shows all the ribbons and asks 'Colour, colour what colour?'

Other learners will say 'Colour, colour many colours.'

The learner in the middle calls out the names of colours such as green, blue, red etc.

Others shall show the respective ribbon with the colour in their hands.

Activity 3: Who am I?

Materials needed: Flash cards

Learners stand in a circle.

Teacher shows a card with the picture of a cat and the word 'cat' written below the picture. Then, she says 'Cat'. Now, the learners make the sound of the cat 'Meow'.

Teacher writes the word 'Cat' on the chart.

Teacher says 'Ducks... Dogs… etc. Learners make the sounds of ducks and dogs or any animal that the teacher says.

Teacher then proceeds to show the cards without reading the words.

When the teacher shows the card 'Dog', the learners make a barking sound.

This can be repeated using the pictures of more animals.

Activity 4: Hi Friends!

Strategy:

Asks the learners to stand in two rows facing each other.

Teacher may sing the song with proper intonation, gestures and actions.

Let the teacher repeat the song two or three times.

Asks the learners to sing along with the teacher.

One two three
Clap your hands (claps)
Four five six
Call your friend (beckons)
Seven, eight, nine
Give him a hand (stretches hand)
When ten comes
Say 'Hi!' to your friend (waves hands)

Activity 5: A Rhyming Poem

Teacher sings the following lines with action to be followed by the learners.

What is this?

What is this dear?
What is this dear?
This is my little head
Little head dear.

What is this dear?
What is this dear?
This is my little nose
Little nose dear.

What is this dear?
What is this dear?
This is my little mouth
Little mouth dear.

What are these dear?
What are these dear?
These are my little eyes
Little eyes dear.

What are these dear?
What are these dear?
These are my little ears
Little ears dear.

What are these dear?
What are these dear?
These are my little hands
Little hands dear.

What are these dear?
What are these dear?
These are my little legs
Little legs dear.

Divide the whole class into two. One group sings the poem along with the teacher. The other group shows the action.
Repeat the activity vice versa.

Activity 6: The Magic Wand

Materials needed: A stick

Strategy:

Teacher shows a stick.

Asks 'What is this?'

This is a stick. This stick is a magic wand.

Move the stick through the air making the sound of an aeroplane with your mouth.

Asks 'What is this?'

Learners will come out with different/same answers.

You can make it a pen, an umbrella or a gun.

Hand over the stick to the children.

Encourage them to make the stick to perform different actions. They can make it a steering, a broom, toothbrush, bat, etc.

Keep on interacting when they show the actions.

Activity 7: On the Road

Materials needed: pictures of vehicles, crayons and pins

Strategy:

Prepare picture cards of different vehicles. (bus, car, jeep, bicycle, lorry, etc.)

Each card contains the picture of a vehicle and its name.

Make sure that every learner gets a picture card.

Keep the cards in a box/cover.

Let the learners come and take out one card and colour the bus red, the car blue, the jeep yellow and so on.

Let the learners wear the cards they have coloured.

The teacher should also take one card and colour it as above.

Teacher sings the following rhyme.

'Bus, bus red bus
Moving on the road
Bus, bus red bus
Moving on the road.'

Teacher sings and moves in the class like a bus.
Then, the learners who got the cards with the 'bus' will come up and act like buses moving on the road, singing the above song.
How many of you got cars?
Learners wearing the 'cars' come up and move about as cars.

Car, car blue car
Moving on the road
Car, car blue car
Moving on the road.

Asks the learners to sing the song changing the name of vehicles.
Continue the game till everybody gets a chance.

Activity 8: Find Your Station

Materials needed: Chalk piece

Strategy:

Make enough space in the class to draw ten circles. Number the circles from One to Ten in words. The circles have to be numbered in a zigzag manner. Teacher writes the numbers in the ascending order, counting aloud One, Two, Three....

The whole class is divided into five groups. Each group will have four or five members in it. In groups, let the learners decide what vehicles they will enact *(e.g. bicycle, car, bus, autorickshaw etc.)*

Teacher invites the first group to perform as vehicles they have selected. She asks the members what vehicles they are. Learners may respond as, 'We're buses/cars etc.) The first group will move around as vehicles in the class in a zigzag manner. The teacher and the learners of the other groups can sing the song like:

'Nim, Nim vehicle
Pom Pom vehicle
Where's your station?
Where's your station?'

Then the vehicle group should reply:

'We don't know
I don't know
Where to stop
Where to stop.'

Then the first group will sing the song:

'Nim Nim vehicle
Pom Pom vehicle
Stop at station..... (Number)
Stop at station.....' (Number)

- Here, the teacher can say any number she likes.
- The moving vehicle group should run to the circle with that number.
- Let them say the number aloud.
- The game can be continued with other groups.
- Let the other group members sing along with the teacher.
- Select different stations for different groups.
- Let the game continue till each group gets a chance to perform.

Activity 9: Feel the Object and Say

Materials needed: Cloth bag, vegetables and fruits and their pictures

Strategy:

Teacher brings a cloth bag with various fruits and vegetables in it.

(Gooseberry, apple, tomato, potato, cucumber, chilli, onion etc. She also brings their pictures.)

Teacher calls the learners one by one and asks them to feel, touch and say what is inside.

Let each learner get a chance to participate.

Give chances for the learners to say aloud their guesses. If the guessing is correct, teacher may megaphone it in English and write the name on the chart. When all the learners have made their guesses, the teacher opens the bag dramatically and takes out one item at a time. She shows it before the class and tells out its name. She asks whether it was guessed by anyone. If it is a guessed item, teacher puts a tick mark against the name on the chart. Then she asks a learner to paste the picture of that item near its name.

Like this, the teacher takes out all the items one by one from the bag and pastes the corresponding picture against the names.

Let each learner get a chance to participate.

At the time of guessing and taking out things, maximum opportunity for asking interaction questions may be ensured.

Activity 10: What is the time, Mr Wolf?

Draw a big circle to play the game.

Let the learners stand in a line within the circle and call out numbers.

Select one learner as wolf. The other learners stand behind the wolf.

As the game starts, the learners follow the wolf.

As they follow, they have to say 'What is the time, Mr Wolf?'

The wolf shall reply, 'play time/tea time/bathing time/brushing time/sleeping time' etc.

Let the learners enact the action that the wolf has said.

But when the wolf says, 'Lunch time', the learners say 'Oh... It is lunch time' and run.

The wolf chases the learners and catches one.

The other learners say, 'You are out.'

That learner has to become the wolf next.

Continue the game with other learners.

Activity 11: Wrapper Activity

Materials needed: Wrappers, chart paper, gum

a) Our soaps

Let the learners collect wrappers of different materials such as soap, tooth paste, biscuits etc.

e.g.: Teacher talks about soap using wrappers.

Children, what is this?

Yes, it's .....

Which soap do you use?

Let the learners sit in groups with the wrappers they have brought.

Let them paste the wrappers on a chart.

Let them write their names under the pasted wrapper.

Display the charts in the classroom.

Each group reads the names of the wrappers pasted on the chart.

They may also try to read the charts prepared by other groups.

b) Let's read

The teacher shows a wrapper in the classroom.

e.g.: The teacher shows the wrapper of a tooth paste. She hides the first three letters and asks the learners to identify the brand with the help of the remaining part. Repeat the activity vice versa. You can do this activity using different wrappers.

Activity 12: Treasure Hunt

Hide something (a duster/ toffee/ ball) inside the classroom.

Ask the learners to find it out.

Lead the learners to the hidden things with simple commands like:

'Go straight.'

'Turn left.'

'Turn right.'

'Stop and search again.'

'Two steps backward.'

'One step forward.'

'Search under the table.'

'It is very near.'

Teacher and the learners may congratulate the winner.

Activity 13: Mr Fox and Ms Hen

Materials: Masks of Fox and Hen

Strategy:

Children, shall we play 'Fox and Hen'?

Okay, we need a Fox and a Hen.

Learners stand in a circle.

Who is ready to be the Fox?

Who will be the Hen?

Fix the role in negotiation.

Let the Fox stand on one end of the classroom and the Hen on the other end.

The other learners stand behind the Hen in a row holding on to each other's waist like a chain.

Let all the learners except Fox and Hen make the sound of chicks.

The Fox walks towards the Hen with her trail of chicks and says:

Big fat Ms Hen
Big fat Ms Hen
I will catch your chicks
I will catch your chicks

The Hen replies

Oh... no...no Mr Fox
I'll peck your eyes
I'll peck your eyes
I'll peck your eyes out Mr Fox

Again the Fox says

Big fat Ms Hen
Big fat Ms Hen
I will eat you up
I will eat you up

The Hen replies

Oh no, no Mr Fox
I will kick you out
I will kick you out
I will kick you out Mr Fox.

Hen and Fox show their expressions and repeat the dialogues.

Fox chases the Hen and catches the chicks. He takes the chicks to his boundary. The game continues till all the chicks are caught.

Activity 14: Baton Game

Materials needed: Baton, whistle

Strategy:

Divides the learners into two equal groups. (Maximum ten in one group).

Asks the groups to stand in two separate rows.

Give one baton to the learner who stands at the rear end of each row.

Set a drum or a table at a distance.

When the teacher gives a whistle, the learners with the batons have to run and beat on the drum/table.

They come back and hand over the baton to the next learner of their group.

Teacher can use the instructions such as 'Come... Quick, Catch it.., Run fast, Hold it tight etc.

The group which strikes the baton first on the drum on the table in the last round is declared the winner.

Activity 15: Tiger's Tail

Materials needed: Masks

Strategy:

Asks the learners to stand in a circle.

Selects one learner as the tiger.

Let other learners select any animal/bird's name. (Ask them to keep it as a secret)

Each learner introduces herself /himself by making sounds of the animal/bird.

e.g. Learner makes the sound 'Meow' instead of saying 'Cat'.

Learners start running, making the sounds of animals they selected.

The tiger chases and catches one of the animals or birds.

The tiger then asks the animal or bird it has caught: 'Are you a cat?', 'Are you a dog?' etc.

If the tiger has guessed correctly, the learner who has been caught says, 'Yes, I am.' This learner is then out of the game.

If the tiger has made a wrong guess, the learner can say, 'No. I am not.' Then he will be free to continue.

The game continues till everybody is caught by the tiger.

Activity 16: Story Time (Three Stories)

Materials needed: Stories, pictures, chart paper

Strategy:

You can do this activity in three days. Present one story each day.

Divide the whole class into three groups.

Teacher distributes a set of pictures to each group.

Let the learners sequence the pictures.

Each group arranges the pictures they have got in order. Teacher may contribute creatively and ask interaction questions wherever necessary.

Who are there in the first picture?

What are they doing?

Which one will be the next picture?

Let each group come and present their ideas about the picture.

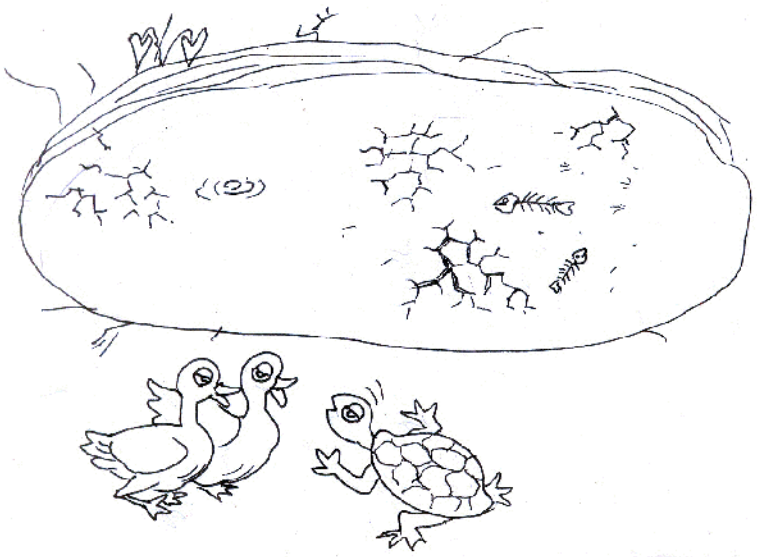
Teacher narrates the story in the class.

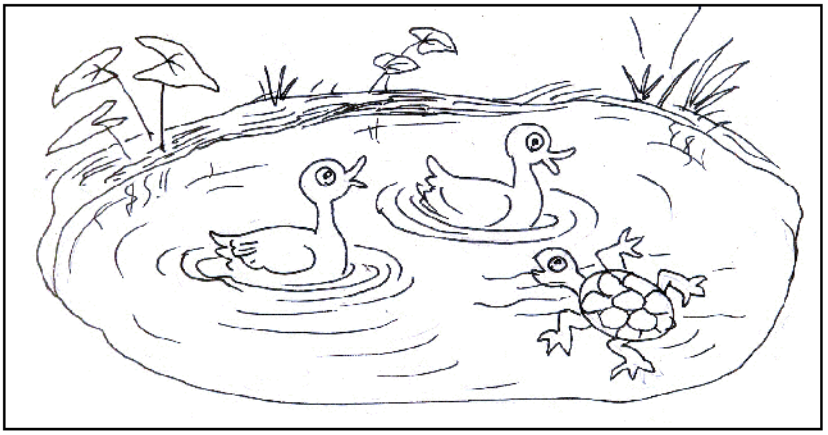
(Only the gist is given to you. You can enrich it. Code switching can be used as a productive strategy for story telling.)

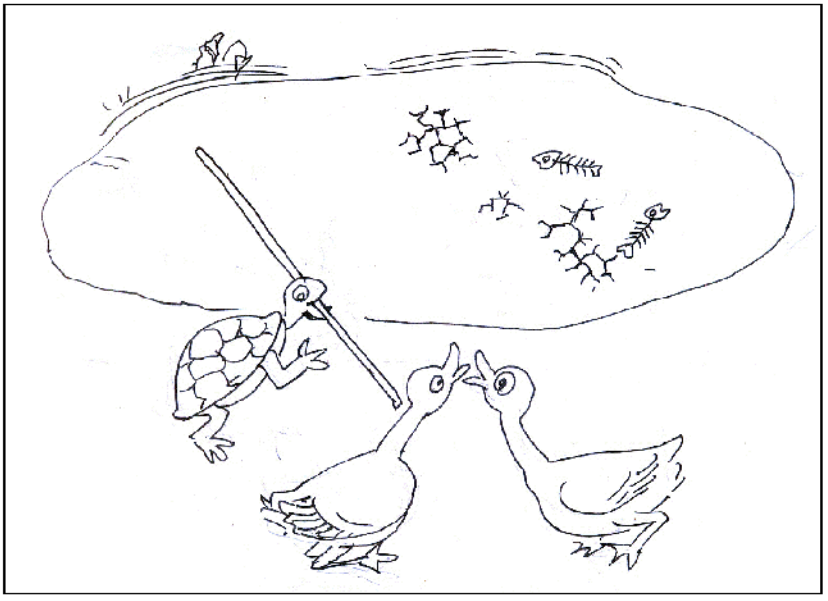
Stories for Activity 16

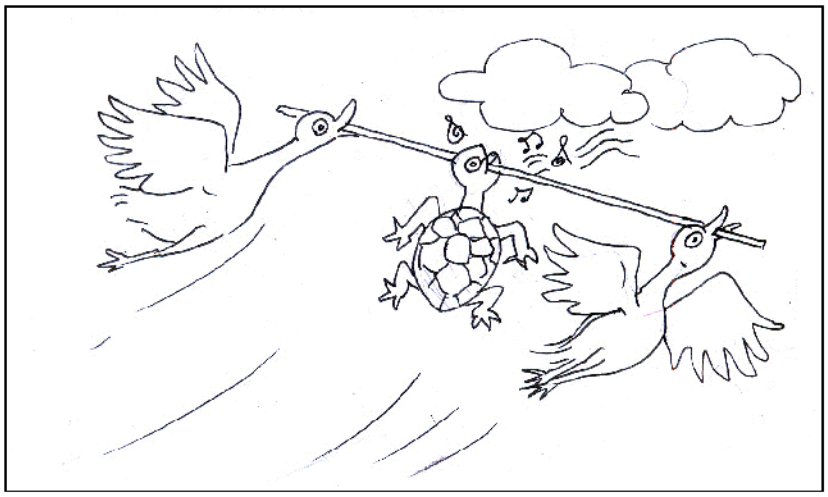
a) Tortoise and the Swan

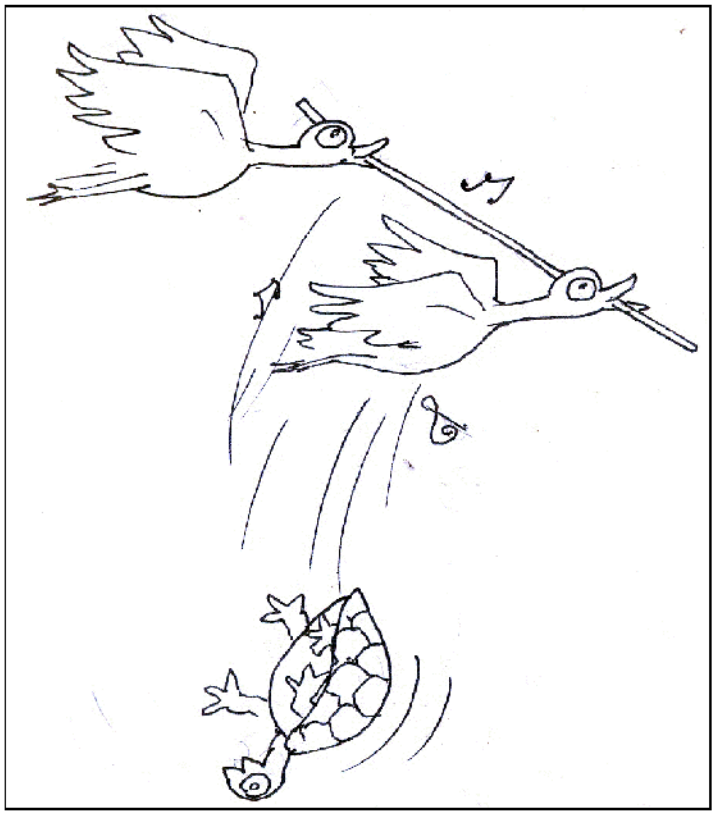
A Tortoise and two Swans lived together in a big pond.
They were good friends.
The pond began to dry up.
They planned to escape.
The Swans told the Tortoise to hold a stick in its mouth.
They warned him not to speak or open the mouth.
The Swans carried the stick and the Tortoise and began to fly in the sky.
The Tortoise felt very happy and began to sing a song.
He fell down onto the ground.



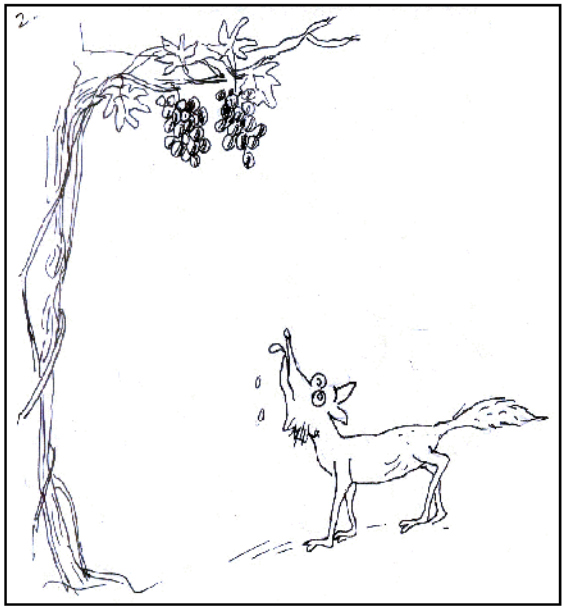


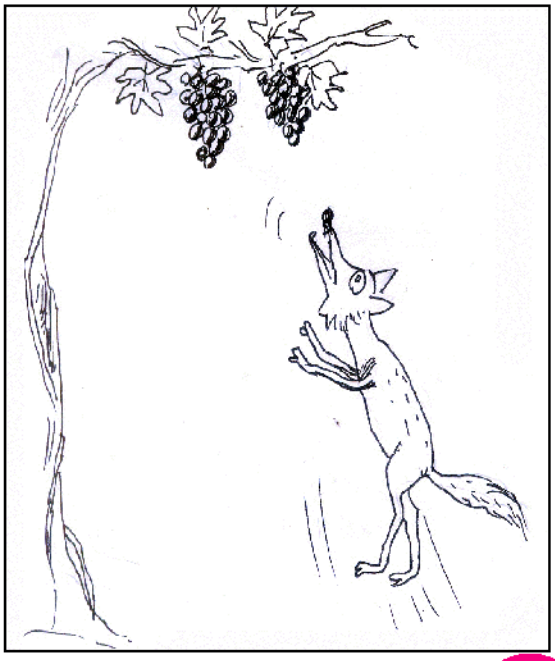


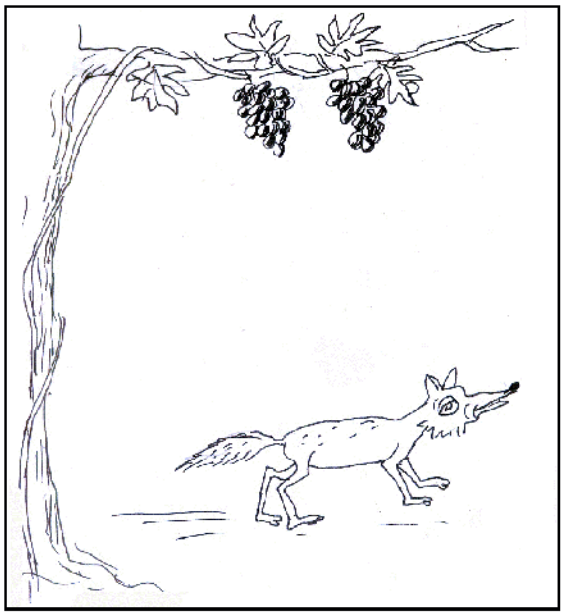


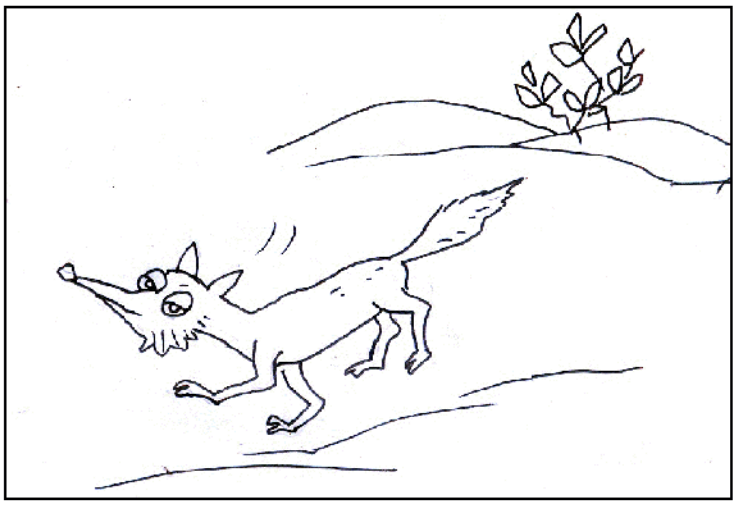


b) Grapes and Fox









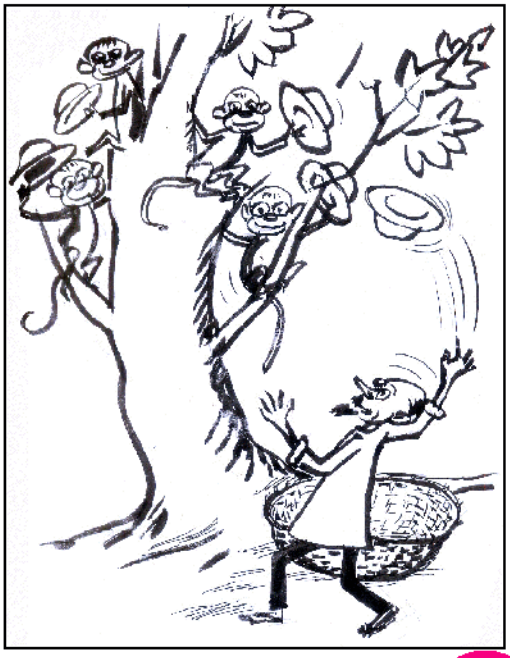
Once there was a fox. He was walking through a forest.He felt hungry. He saw a bunch of grapes on a wine. He wanted to taste them. So he jumped at it several times. But he did not get the grapes. He said, 'The grapes are sour' and walked away.

c) Caps and Monkeys





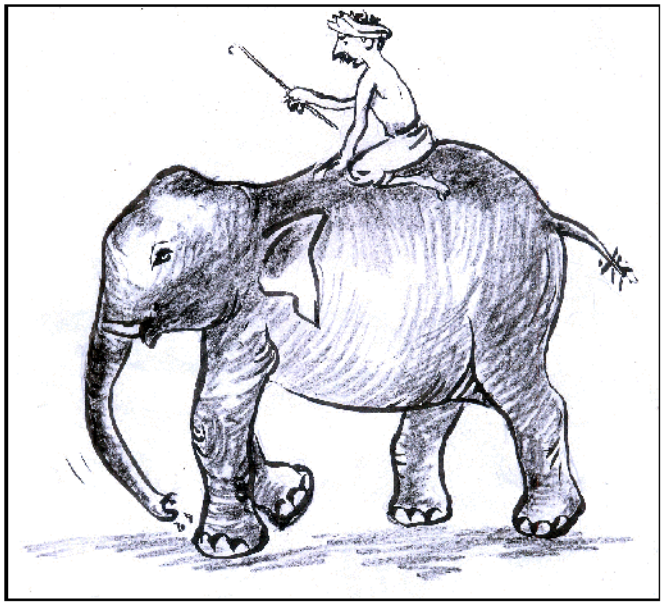


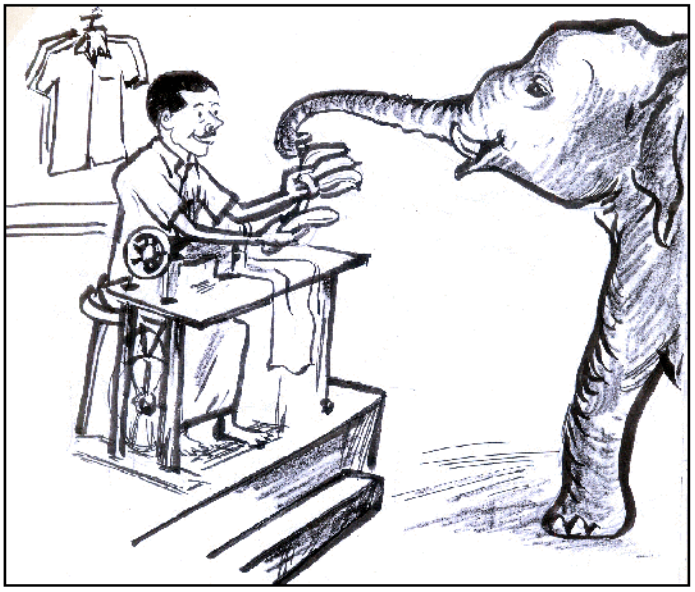


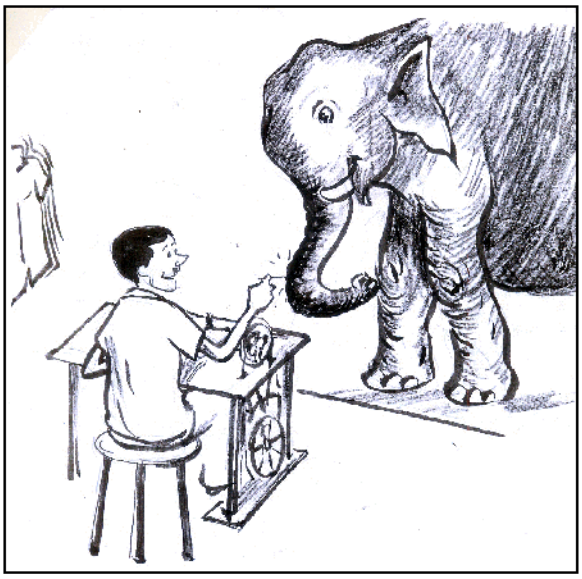


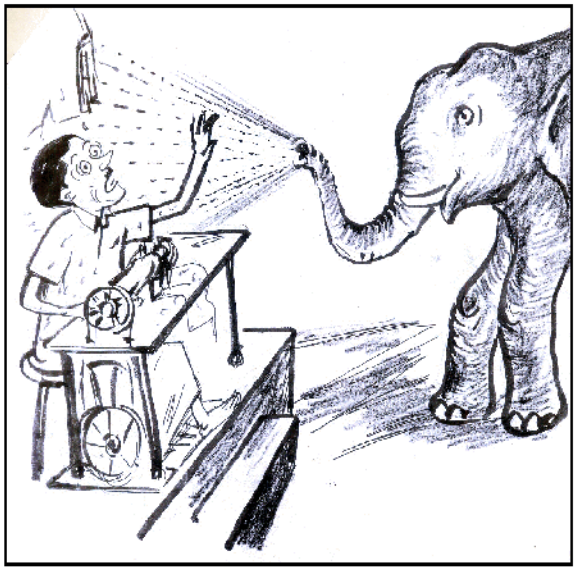
Once a cap seller kept a basket of caps under a tree and slept for a while. There were some monkeys on the tree. The monkeys picked the caps and went up the tree. When the cap seller woke up, he saw that his caps were stolen. He asked the monkeys to give the caps back. But they didn't give them back to him. At last he thought of a plan. He threw his own cap at the monkeys. The monkeys also threw the caps at him. He collected the caps and went back to his village.

d) Tailor and the elephant









(A tailor - every day gives fruits to an elephant - visits the tailor regularly - loves each other - one day elephant comes - tailor gives a prick on the trunk with the needle - elephant becomes very sad - fills water in its trunk - sprays at the tailor - tailor feels bad)

Activity 17: Mask Game

Materials needed: Picture, masks of ant, chick, rat, cat, duckling, and peacock

Strategy:

Teacher exhibits the picture in the class.

Introduces the characters in the picture through interaction questions.

Elicits learners' ideas.

Let the learners identify the characters and their actions.

Teacher sings the rhyme with proper actions.

Let the learners sing and act accordingly.

Divide the learners into five groups.

Teacher interacts with the groups for fixing the roles, actions, location and position.

Each group selects a leader.

Let the groups plan how to enact the song.

The masks of the characters are placed on the table.

Teacher asks the leaders of each group to come forward and pick the masks.

Teacher displays the 'Mask Song' on a chart.

Let the groups decide the sound/movement/actions/dance they will perform in the group song.

When one group performs the song, let other groups sing the song together.

Continue the activity for the other groups to perform.

Mask Song

Who is walking pecking grains?
A chick is walking pecking grains.
Who is running here and there?
The rat is running here and there.
Who is chasing little rat?
The cat is chasing little rat.
Who is swimming in the pond?
The duckling is swimming in the pond.
Who is biting on my leg?
The little ant, the little ant.
Do you know who we are?
The little friends in our book.
Let's play, let's sing
Let's have fun together.

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