Unit of Work

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| Language: Hindi Stage 1 /Year 2  | Duration: 10 weeks  |
| Goal task: Drama – Handa’s Surprise Unit description: Handa sets out on her colourful journey with seven different fruits in a basket on her head, to meet her friend Akeyo. The warm coloured African setting, music and characters provide an enchanting introduction to African culture. Like the book the re-enactment is wonderfully positive and educational, teaching children things like counting, names of fruits and animals, nouns, adjectives, social and cultural similarities/differences, and the importance of friendship.  | Key concept(s): Role-Play/ Drama • Language used for reading, writing and speaking related to role-play  |
| Learning intentions: Students will develop new, creative strategies for learning vocabulary. They will learn the language through different mediums.  | Success criteria: LISC is outlined for every lesson.  |
| Objectives and outcomes (SYLLABUS): LHI1-1C participates in classroom interactions and play based learning activities in Hindi LHI1-2C identifies key words and information in simple textsLHI1-3C responds to texts using a range of supports LHI1-4C composes texts in Hindi using rehearsed language LHI1-8U recognises features of familiar texts LHI1-9U recognises similarities and differences in communication across cultures  |
| Suggested vocabulary: animals, fruits, colours, tastes and numerals   | Sentence structures: Subject-object-verb  |
| Sequence of language teaching / learning activities  | Resources  |
| Lesson 1: *Learning Intention:* I am learning to identify specific information in simple texts  | *Success Criteria:* * I can identify the main events/characters in stories.
* Find specific information in simple texts.
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| * Explain to students their END TASK will be enacting “Handa’s surprise”.
* Before reading the story, look at the title and cover.
* SPOTLIGHT ON VOCABULARY: SURPRISE! Now ask them to recall a time when they were surprised by something or someone.
* Predict what the surprise in the book might be. Then, read the blurb on the back cover. Does this give any more clues about the surprise?
* Read the story of Handa’s surprise. Discuss where the story is set, drawing on information in the illustrations. Encourage students to look beyond the characters and at the actual setting.

Social-Cultural differences/similarities: * Discuss the first illustration: Where do you think Handa lives?
* What community values do you think she and her family adhere to? (sharing, self-sufficiency, simple past-times, looking after older members of the family, task sharing.)
* How old do you think Handa is? Why does Handa have the basket on her head?
* The story is based in south-west Kenya. Can you find this on a map? Can you find out more about the country?
* How is it similar/different to where you live? Watch the power point presentation and compare the cultures.
 |  Bilingual book- Handa’s Surprise by Eileen Browne          GoogleSearch: Handa’s Surprise sarahweekes-African powerpoint culture/country  |
| Lesson 2: *Learning Intention:* I am learning about Nouns  | *Success Criteria:* • I can explain what nouns are* I know the structure of a sentence to place a noun correctly.
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| * Quick read of the book -Handa’s surprise.
* Teacher to write a sentence from the book on the whiteboard…for eg. A monkey swoops down.
* Go through the sentence structure word by word. Reinforce Subject- Object- Verb for Hindi and introduce the nouns. (A subject can also be a noun)
* Students to name all the African animals in the book: elephant, zebra, goat, monkey, ostrich, giraffe, antelope, parrot.
* Students write the vocabulary for the animals in the target language.
* Revise the names of the animals.
* Model the language for Q/A format.
* Q/A: Game: Choose a student to be the caller.
* Caller asks, “Who has the word for this picture? or Who has the monkey?”
* Player replies, “I have the word ...”and claims the card.
 |            Q/A Game  |
| Lesson 3: *Learning Intention:* I am learning about Nouns    | *Success Criteria:*  * I can explain what nouns are.
* I know the structure of a sentence to place a noun correctly.
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| * Teacher to write a sentence from the book on the whiteboard…for eg. A monkey swoops down and takes a banana.
* Go through the sentence structure word by word. Reinforce Subject- Object- Verb for Hindi and revise the nouns learnt in the previous lesson. (An object can also be a noun)
* Students to name all the fruits in the book: banana, avocado, tangerines, guava, orange, mango, pineapple, passion fruit
* Students write the vocabulary for the fruits in the target language.
* Revise the names of the fruits.
* Model the language for Q/A format.
* Q/A: Game: Choose a student to be the caller.
* Caller asks, “Who has the word for this picture? Or Who has the banana?” Player replies, “I have the word …”and claims the card.
 |          Q/A Game  |

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| Lesson 4: *Learning Intention:* I am learning about Adjectives    | *Success Criteria:* * I can explain what adjectives are.
* I know the structure of a sentence to place an adjective correctly.
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| * Teacher to write a sentence from the book on the whiteboard…for eg. A monkey swoops down and takes a yellow banana.
* Go through the sentence structure word by word. Reinforce Subject- Object- Verb for Hindi and revise the nouns learnt in previous lesson.
* Focus on the words that tell us more about the noun (adjective)
* Students to name all the adjectives in the book: delicious, soft, yellow, sweet smelling, round juicy, ripe red, spiky-leaved, creamy green, tangy purple, sweet, sour, ripe, juicy
* Students write the vocabulary for the adjectives in the target language.
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| Lesson 5: *Learning Intention:* *Success Criteria:*  I am learning the different tastes • I can use the vocabulary learnt for nouns  and adjectives in a sentence  |   |
| * Students sort the words into Nouns and Adjectives.
* Students form a silly sentence using the sorted nouns and adjectives, for eg.This is a yellow monkey.
* Revise the adjectives as an oral discussion by tasting the fruits in the story and forming a sentence. For eg.. This fruit is sweet…
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| Lesson 6: *Learning Intention:* I am learning about the different textures  |  *Success Criteria:* • I can feel the different textures* I can describe things by feeling their textures
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| * Put a blindfold on and take a piece of fruit from the basket.
* Describe the way it feels to the children, e.g. the skin of this fruit feels smooth. It feels quite large.
* Ask for a volunteer to come and do the same with a different fruit.
* Display the list of adjectives to support description and add any additional words used.
* Divide the class into 8 groups. Give each group one piece of fruit and ask them to pass it around giving everyone a chance to touch and smell the fruit.
* Which words would they pick for each fruit? Write them onto sticky notes and put them with the fruit. The groups can then move on to the next fruit and repeat the process.
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| Lesson 7: *Learning Intention:* I am learning to sequence events    |  *Success Criteria:* * I can identify main events and organise them in chronological order.
* I can use time connectives
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| * Explain that we can map Handa’s journey to make it easier to remember what happened.
* Unroll a long strip of paper across the floor. Explain that one child will represent Handa and walk along the length of the paper to its end (and therefore to the end of the story).
* As ‘Handa’ walks along, the rest of the children should call ‘stop’ when something happens in the story.
* Ask a child to draw a quick sketch of what happens before continuing along.
* You may need to model this initially. The beginning could look like this: • Handa puts the fruit in a basket • Handa sets off • The monkey steals the banana • The ostrich steals the guava and so on…
* Once completed go back and add appropriate vocabulary (first…, and then…, next…, until…., later…, soon…, finally…,) to emphasise a sequence of events and time passing on the journey.

Finally, use the scroll as a prompt to aid a group retelling of the story * Students play the Board/Dice Game using modelled language by the teacher (if time permits)
 |   Butcher’s paper        Google: National Literacy Trust Handa’s Surprise  |
| Lessons 8 and 9: *Learning Intention:* I am learning the characteristics of a Role-play   |  *Success Criteria:* • I can use intonation according to the character  |   |
| * Begin by re-reading the passage to the children, ensuring that they can follow the text.
* Draw their attention to your expression and phrasing.
* After reading, ask the question, ‘Did you notice anything about the way I read that?’
* Point out that the capital letters, punctuation and italics all help show the way the character would say the words.
* Organise the class into groups of three. Each group will have one narrator who reads everything including the speech tags (she said etc) and the two characters. The other two children read the parts of Handa and Akeyo.
* The students are given time to practise their script.
* They can swap roles.
* Once they have practised, groups can perform for each other.
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| Lesson 10: *Learning Intention:* Show-time  |  *Success Criteria:* • I can present and perform my role-play  |   |
| * Students perform their script in Hindi for their grade.
* Students get peer feedback.
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| Presentation, performance of goal task: Students perform their script in Hindi for a larger audience (K-6)  |
| Evaluation: * Was the unit overall successful?
* Were the outcomes and indicators achieved in each lesson?
* Were there sufficient opportunities for all students to actively participate in both theory and practise?
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