

What a surprise!

Language: Tamil

Stage/Year: Year 2

Duration: 10 weeks (1 hour per week)

Summary

This unit of work explores Handa's colourful journey with seven different fruits in a basket on her head, to meet her friend Akeyo. It provides students with opportunities to compare and contrast the warm coloured African culture with their own Tamil culture. Through the book, students will explore wonderfully positive and educational experiences such as counting, names of fruits, animals, nouns, adjectives, social and cultural similarities/differences, and the importance of friendship.

Outcomes and Content Descriptors

LTA1-1C participates in classroom interactions and play based learning activities in Tamil

LTA1-2C identifies key words and information in simple texts

LTA1-3C responds to texts using a range of supports

LTA1-4C composes texts in Tamil using rehearsed language

LTA1-8U recognises features of familiar texts

LTA1-9U recognises similarities and differences in communication across cultures

Student Assessment

- Tamil workbooks
- Class discussions
- Resource sheets
- Photos and drawings
- Labelled diagrams

Program 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 practice?
- Did students achieve a clear understanding of how natural and processed materials have a range of physical properties which influence their use?

Rich Task: Role play

Lesson 1	Learning and Teaching Activities	Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months and date. • Explain to students their END TASK will be enacting their own version of “Handa’s surprise”. • Before reading the story, look at the title and cover. • Focus on the word: SURPRISE – ஆச்சரியம் • Ask students 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. • Sample questions while reading <ul style="list-style-type: none"> - <i>Discuss where the story is set.</i> - <i>Discuss where you think Handa lives.</i> - <i>What type of community value does Handa have? (sharing, self-sufficiency, simple past-times, looking after older members of the family, task sharing.)</i> - <i>How old do you think Handa is?</i> - <i>Why does Handa have the basket on her head?</i> - <i>Why are the animals taking the fruit?</i> • The story is based in South-West Kenya. Can you find this on a map? • Give students a world map and show them where Kenya is and where they are. • Students colour in Kenya in one colour and Australia in another colour. 	<ul style="list-style-type: none"> • Bilingual book- Handa’s Surprise by Eileen Browne • World map 	

	FoR	LISC	Questioning	Feedback
	<input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<i>Learning Intention:</i> I am learning to identify specific information in simple texts <i>Success Criteria:</i> <ul style="list-style-type: none"> • I can identify the main events/characters in stories. • Find specific information in simple texts. 	<input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection
Lesson 2	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Read Handa's surprise. • Teacher to write a sentence from the book on the whiteboard...for eg. The monkey ate the yellow banana. • Ask students to identify the noun – monkey. • Students to name all the African animals in the book: elephant, zebra, goat, monkey, ostrich, giraffe, antelope, parrot. யானை, வரிக்குதிரை, ஆடு, குரங்கு, தீக்கோழி, ஒட்டகச்சிவிங்கி, மான், கிளி • Stick picture of animals on the board. Students match it with the Tamil name. • Discuss features of animals- appearance, noises they make. What they might eat. • Play guessing game by giving clues to students so they can identify the animal. • Students complete matching animal worksheet. Differentiation <ul style="list-style-type: none"> • Students write the name of the animals in Tamil under each animal on their matching activity sheet. 		<ul style="list-style-type: none"> • Matching animal names with words • Matching worksheet 	

	FoR	LISC	Questioning	Feedback
	<input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<i>Learning Intention:</i> <ul style="list-style-type: none"> • I am learning about nouns <i>Success Criteria:</i> <ul style="list-style-type: none"> • I can explain what nouns are. • Name and identify features of animals 	<input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection
Lesson 3	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months, and date. • Teacher to write a sentence from the book on the whiteboard...for eg. Look at the smooth banana • Ask students what the noun is. Can they also see an adjective? • Students name all the fruits in the book: banana, avocado, tangerines, guava, orange, mango, pineapple, passion-fruit வாழைப்பழம், வெண்ணெய்ப்பழம், டேன்ஜரைன்கள், கொய்யாப்பழம், தோடைப்பழம், மாம்பழம், அன்னாசி, பேஷன்பழம். • Stick picture of fruits on the board. Students match it with the Tamil name. • Discuss adjective that describe the fruits- appearance, colour, texture மென்மையான, முள்ளார்ந்த, மஞ்சள், இனிப்பான வட்டமான, சாறுள்ள, பழுத்த, புளிப்பான • Students match the adjectives with the fruits. • Students draw 3 fruits and write their description eg மென்மையான வாழைப்பழம் 		<ul style="list-style-type: none"> • Matching fruit names with words • Adjective words • Work book 	

	FoR	LISC	Questioning	Feedback
	<input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<i>Learning Intention:</i> <ul style="list-style-type: none"> • I am learning about adjectives • I am learning about nouns <i>Success Criteria:</i> <ul style="list-style-type: none"> • I can explain what nouns are. • Name and identify features of fruits 	<input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection
Lesson 4	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months, and date. • Read Handa's surprise book. • Students sort words into Nouns and Adjectives. • Demonstrate to the class how to write a sentence using noun and adjective. This is a yellow banana. இது ஒரு மஞ்சள் வாழைப்பழம். • Students write 4 sentences using the sorted nouns and adjectives, using the structure of 'This is a ...' Students draw pictures for their sentences. • Read sentences to their peers. <p>Differentiation Students can find other nouns and adjectives using Tamil dictionary to create different sentences.</p>		<ul style="list-style-type: none"> • 	

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<input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<p><i>Learning Intention:</i></p> <ul style="list-style-type: none"> • I am learning about adjectives • I am learning about nouns <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can write a sentence using a noun and verb to describe a fruit 	<input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self - Reflection

Lesson 5	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months, and date. • Revise adjectives that we learnt last week about fruits. • Display the list of adjectives to support description and add any additional words used. • Put a blindfold on one student and ask them to take a fruit from a basket. • Ask student to describe the way it feels e.g. ‘The skin of this fruit feels smooth. It feels quite large.’ • Students get into groups of 4. Give each group one piece of fruit and ask them to pass it around giving everyone a chance to touch and smell the fruit. • Discuss which animals ate which fruit. • Complete fruit and animal matching worksheet. 		<ul style="list-style-type: none"> • Basket with fruits e.g. apple, orange, banana, kiwi, avocado, passionfruit • Fruit and animal matching worksheet 	
	FoR	LISC	Questioning	Feedback
	<input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<p><i>Learning Intention:</i> I am learning about the different textures.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can feel the different textures. • I can describe things by feeling their textures 	<input type="checkbox"/> Convergent require explanation. <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection

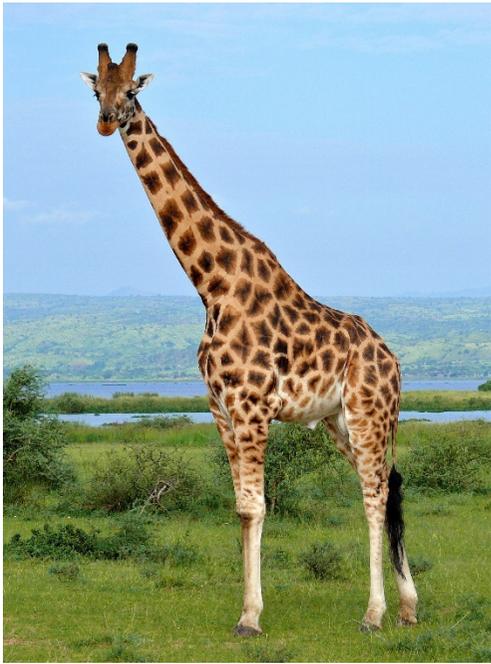
Lesson 6	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months, and date. • Discuss as a class what happens in the story using the story map worksheet. Use book if assistance is needed. • At each step discuss why you think the animals took the fruit. • What was the animals thinking when taking the fruit? • Students complete the story map drawing in the missing fruits and animals. <p>Differentiation</p> <ul style="list-style-type: none"> • Students write the fruits and animals next to the correct pictures in Tamil. 		<ul style="list-style-type: none"> • Story map worksheet (Free worksheet from http://resources.sparkleplus.co.uk/9001-10000/sb9015.pdf) 	
	<p>FoR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections 	<p>LISC</p> <p><i>Learning Intention:</i></p> <ul style="list-style-type: none"> • I am learning to sequence text in order <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can order a narrative story 	<p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convergent require explanation. <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge 	<p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback

Lesson 7	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> Daily routine of days of the week, months and date. Students view images of Tamil people carrying things on their heads. What are they carrying? Why are they carrying it on their head? What other countries do people carry things on their head? Even though they are from different countries still similar. What other similarities and differences happens when we go to visit people's houses e.g take gifts, food that's made or bought, presents, taking things that they like. Discuss what Handa carried on her head. When was the basket heaviest? கூடை எப்போது கனமாக இருந்தது? When was it the lightest? கூடை எப்போது லேசானது? Students complete sequencing worksheet of the story. 		<ul style="list-style-type: none"> Pictures of Tamil people carrying different things on their heads. Number sequencing worksheet 	
	FoR <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting	LISC <i>Learning Intention:</i> <ul style="list-style-type: none"> I am learning to compare and contrast my culture and other cultures. <i>Success Criteria:</i>	Questioning <input type="checkbox"/> Convergent require explanation. <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed	Feedback <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback
	<input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	<ul style="list-style-type: none"> I can list similarities and differences of my culture and other cultures 	<input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	<input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection

Lesson 8	Learning and Teaching Activities	Resources	Data/Sign								
	<ul style="list-style-type: none"> • Daily routine of days of the week, months, and date. • Explain to students that they are going to re-enact Handa’s surprise but with 2 Tamil friends who are going to the main characters (can be boy or a girl) • They are going to choose different fruits and animals and a different fruit for a surprise. • Students get into groups of 6 (2 friends, 4 animals) and discuss who is going to be each character and what fruit they are going to put in the basket. • Students work on the script using similar story to Handa’s surprise. • Students make pictures of fruits or bring in toy fruits to put into basket for their show. 										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="248 635 584 673">FoR</th> <th data-bbox="584 635 1301 673">LISC</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 673 584 1075"> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections </td> <td data-bbox="584 673 1301 1075"> <p><i>Learning Intention:</i></p> <ul style="list-style-type: none"> • Create a Tamil script using Handa’s Surprise story as the basis. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Determine roles for the role play • Write Tamil script • Create props </td> </tr> </tbody> </table>	FoR	LISC	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections 	<p><i>Learning Intention:</i></p> <ul style="list-style-type: none"> • Create a Tamil script using Handa’s Surprise story as the basis. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Determine roles for the role play • Write Tamil script • Create props 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1301 635 1812 673">Questioning</th> </tr> </thead> <tbody> <tr> <td data-bbox="1301 673 1812 1075"> <ul style="list-style-type: none"> <input type="checkbox"/> Convergent require explanation. <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge </td> </tr> </tbody> </table>	Questioning	<ul style="list-style-type: none"> <input type="checkbox"/> Convergent require explanation. <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1812 635 2152 673">Feedback</th> </tr> </thead> <tbody> <tr> <td data-bbox="1812 673 2152 1075"> <ul style="list-style-type: none"> <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection </td> </tr> </tbody> </table>	Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection
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Lesson 9	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months and date. • Students continue to work on the script using similar story to Handa's surprise. • They need to create their own title for their role play. • Students make pictures of fruits or bring in toy fruits to put into basket for their show. 			
	FoR <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	LISC <i>Learning Intention:</i> <ul style="list-style-type: none"> • Create a Tamil script using Handa's Surprise story as the basis <i>Success Criteria:</i> <ul style="list-style-type: none"> • Determine roles for the role play • Write Tamil script • Create props 	Questioning <input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	Feedback <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback <input type="checkbox"/> Self-reflection
Lesson 10	Learning and Teaching Activities		Resources	Data/Sign
	<ul style="list-style-type: none"> • Daily routine of days of the week, months and date. • Students perform their Role play to other younger Tamil community Language students. 			
	FoR <input type="checkbox"/> Monitoring <input type="checkbox"/> Visualising <input type="checkbox"/> Summarising <input type="checkbox"/> Predicting <input type="checkbox"/> Questioning <input type="checkbox"/> Making Connections	LISC <i>Learning Intention:</i> <ul style="list-style-type: none"> • Present their role play <i>Success Criteria:</i> <ul style="list-style-type: none"> • Act their role in Tamil for their role play. 	Questioning <input type="checkbox"/> Convergent require explanation <input type="checkbox"/> Divergent alternate situation <input type="checkbox"/> Evaluative opinion & evidence <input type="checkbox"/> Closed <input type="checkbox"/> Key questions <input type="checkbox"/> Hinge	Feedback <input type="checkbox"/> Two stars and a wish <input type="checkbox"/> Verbal Feedback <input type="checkbox"/> Thumbs up, thumbs down <input type="checkbox"/> Plickers <input type="checkbox"/> Exit Slips <input type="checkbox"/> Peer Feedback





ஓட்டகச்சிவிங்கி

கிளி

தீக்கோழி

மான்

வரிக்குதிரை

ஆடு

யானை

குரங்கு

Match the animals with the words.



கிளி



குரங்கு



ஆடு



மான்



யானை



வரிக்குதிரை

தீக்கோழி



ஒட்டகச்சிவிங்கி



வாழைப்பழம்

வெண்ணெய்

டேன்ஜரைன்

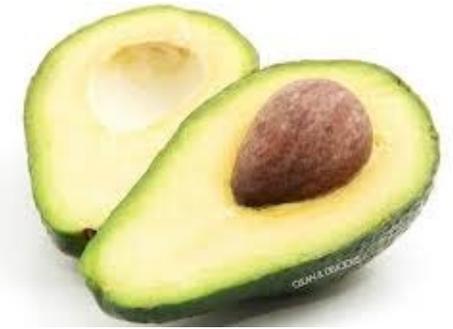
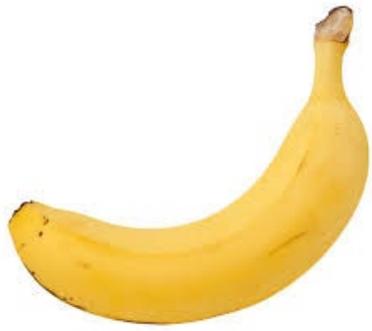
மாம்பழம்

கொய்யா

தோடைப்பழம்

அன்னாசி

பேஷன்பழம்



Premala Nadesan 2020

மென்மையான
Men-mai-yaana

முள்ளார்ந்த
Mul-laa-irnth

மஞ்சள்
Manjal

இனிப்பான
Inip-paana

வட்டமான
Vut-tamaana

பழுத்த
Paluth-tha

சாறுள்ள
Saa-rul-la

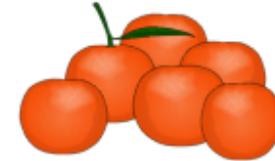
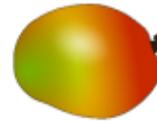
புளிப்பான
Pullip-paana

Handa's Surprise Story Map

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Handa's
House



Akeyo's
House

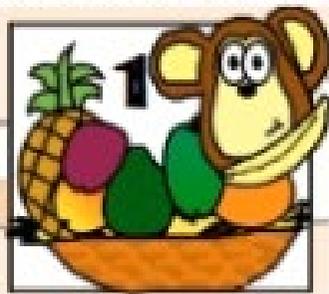




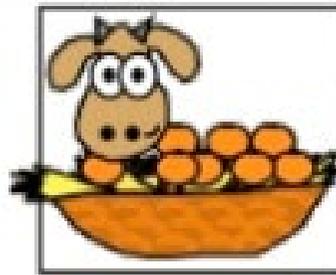




Handa's Surprise: Story Sequencing



(1)



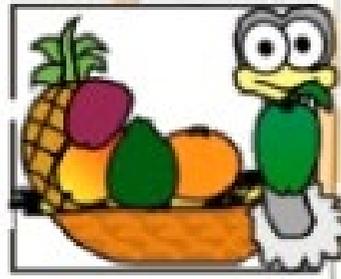
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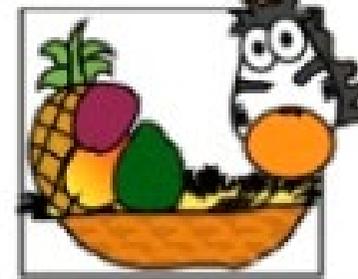
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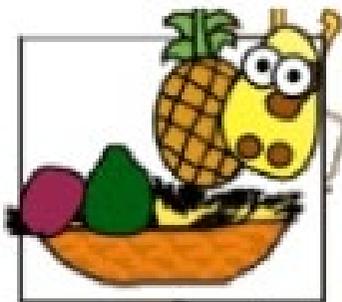
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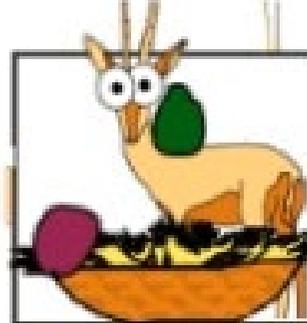
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(9)



Who did it?

Who took the fruit? Match the animals and fruits.

