

Module: Language and Ecology

Age group : 5th , 6th std

Objective: Using ecology (observing living and non living entities) to enhance language.

Lesson plan 1 :

Methodology :

To introduce vocabulary in the area of diversity of living beings from prior knowledge.

Session1 :

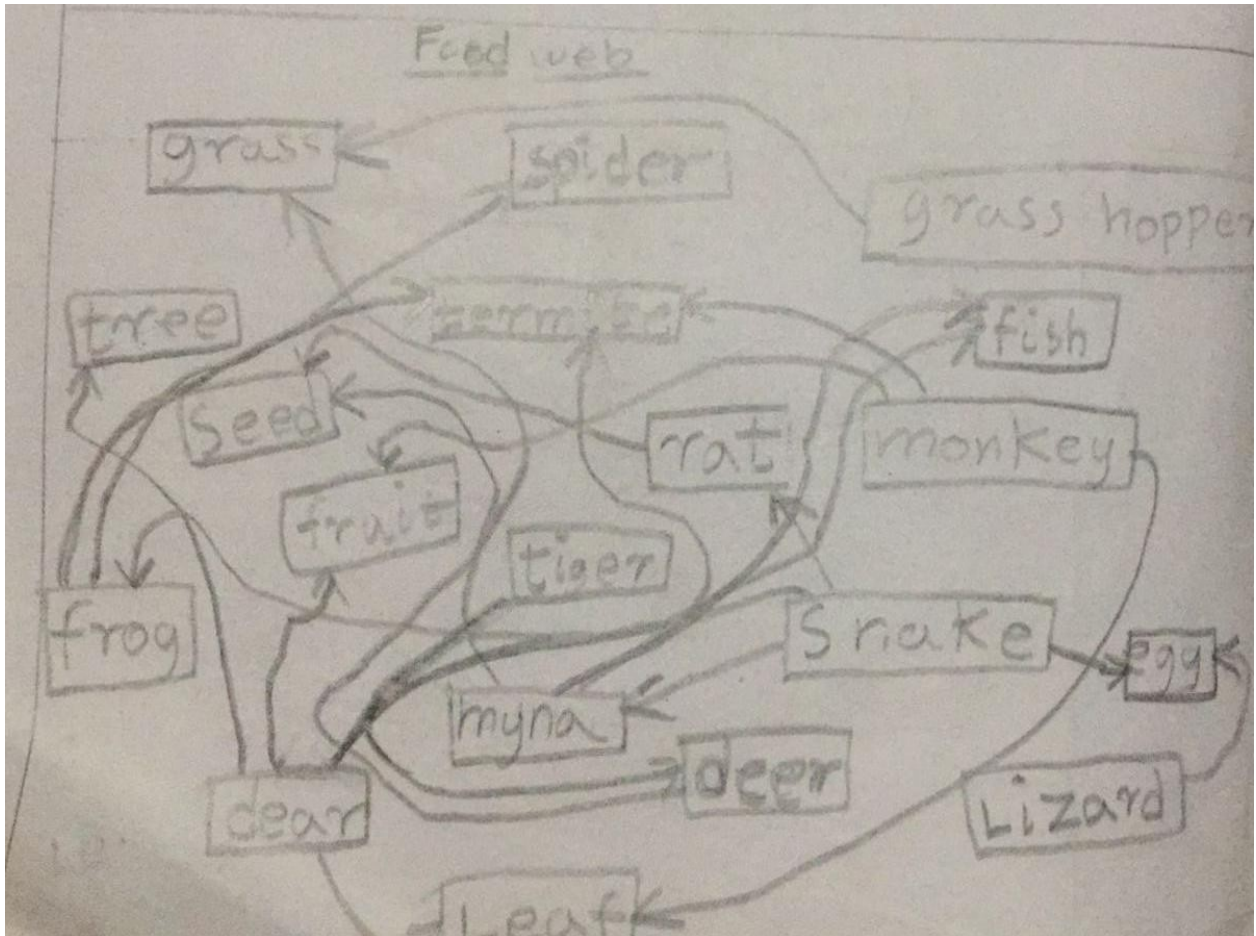
1. Name some insects , birds, mammals, reptiles that you have seen around .
2. Look at some of the pamphlets available on birds , butterflies, beetles , reptiles etc. Here is a link of some e-pamphlets https://drive.google.com/folderview?id=15aR7viB7IIeaiXH3jAiAEES4MQRxh_vv
3. Discussion points :
Have you noticed small creatures such as dung beetles , small butterflies ,geckos etc?
What are the characteristics you saw ?

Session2 :

Methodology : To make children appreciate and enjoy the interconnectedness of nature.

1. Go for a walk for half an hour .

2. Write down some of the insects , birds, reptiles and mammals that you see (bring awareness that rats and bats are also mammals)
3. Make some small food chains (Here is a snapshot of one such made by a child)



Discussion points :

What do you observe in these food webs ?

Do you realize the roles of mushrooms ,ants and termites etc ?

Session3 :

Methodology :

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Sharing the learning with the group and building on it which encourages them to work towards more complicated concepts .

Children present simple food chains they have made .Teachers make a food web on the board .(This can be in a computer screen for online classes) Note : Children can also observe creatures inside the house eg. moths , spiders , cockroaches etc)

Discussion points :

What is it that which fascinates you all in the above exercise ?

Session 4 :

Methodology :

Using the vocabulary which came out of direct observations to build sentences .

1. Use Sentence table to make sentences of what/how different animals do/eat.

(One such sentence table homework for reptiles below:)

Reptiles			
1. Snake	bite	egg	1. Snake swallow rat
2. Lizard	suck	mouse	2. crocodile bask in the sun.
3. turtle	chew	ground	3. snake swallow eggs.
4. crocodile	swallow	grass	4. dinosaur bite dinosaur.
5. dinosaur	eat	insect	5. turtle swim in ocean.
alligator	lick	ocean	6. Lizard bask in the sun.
gecko	peck	sun	
rock Lizard	sip		7. Lizard eat insect.
monitors	lay		8. turtle lay eggs.
Lizards	swim		
Iguana	walk		
skink	bask		

2. Use the food web to make your own sentences similar to sentence table.

Session 5 :

Methodology :

Applying language to express the experiences in nature.

1. Take a small walk and children use the sentences written. Two such examples a child said "Akka! Look the white-throated kingfisher is jumping on the grass and eating a worm. ""Akka ! look at rat chewing the cloth which had peanuts."

Extensions :

Make a list of locally found amphibians, insects , birds and reptiles bilingually .

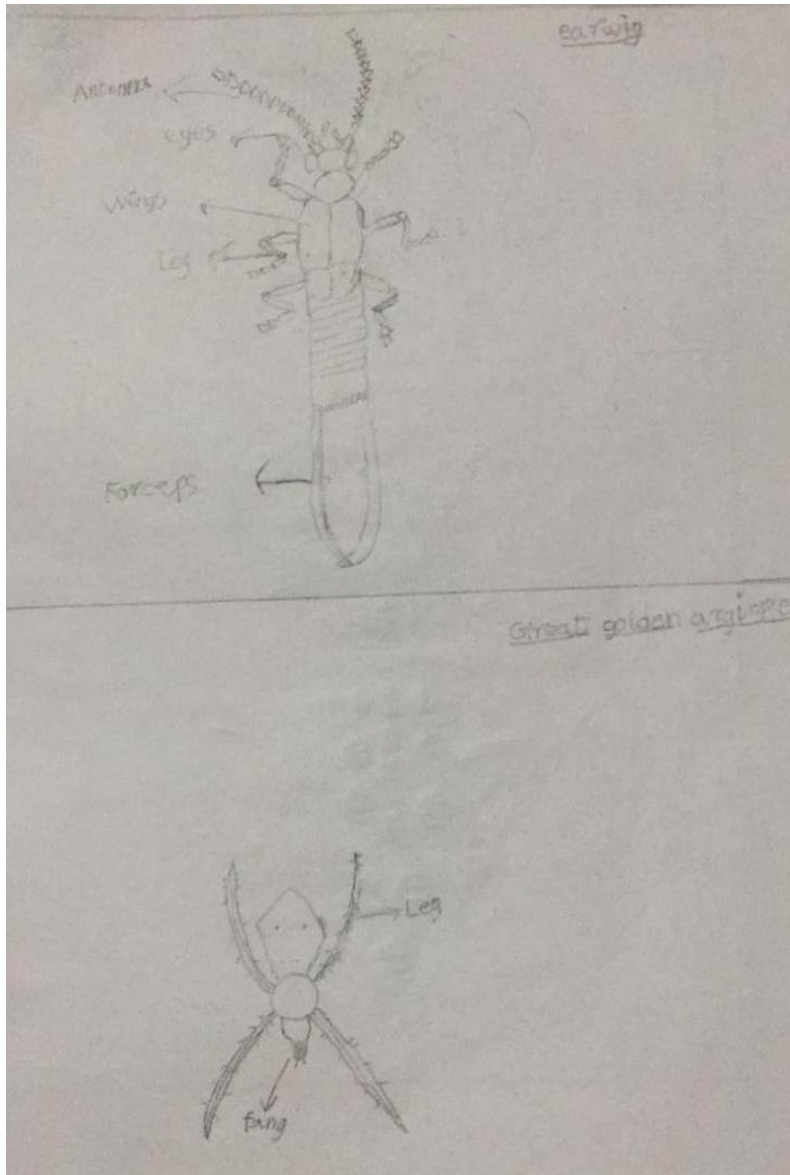
Sentence table with past tense verbs can be introduced.

Lesson plan 2 :

Methodology : Using drawings for detailed study of entities.

Session 1:

1. Draw an insect looking at any insect picture and label the parts .
2. Collect insects and arachnids (dead ones) near sun shades, under light source etc Look at insects , draw and label.(Make sure children observe and draw details like proboscis etc)



3. Repeat the same for many insects

Session 2 :

1. Use sentence table to describe the parts of the insects and functions
(Snapshot of a child's notes)

B. Make sentences.

<i>A dog</i>	<i>has</i>	no legs.
<i>A snake</i>		<i>four legs.</i>
<i>A cow</i>		many legs.
<i>An ant</i>		six legs.
<i>A caterpillar</i>		two legs.
<i>A crab</i>		eight legs.
<i>An owl</i>		wings.

A dog has four legs.

Session3 :

Make labeled boxes of insects, arachnids, birds, plants etc. As children observe, children can add chits of names once they observe an insect, plant etc.

This will be the material for the next session. Based on their observation and collections, classification of insects/birds/plants can be introduced.

Session 4 :

Classify the chits collected as vertebrates /invertebrates, flowering /non flowering.

Discussion points :

What are the different ways of classification emerging out of this lesson?

Session 5 :

1. Choose an ecosystem eg. Pond life (Snapshot of the picture board)
2. Write under different classifications from the picture board.
3. If possible visit a nearby pond and connect to what ever one observes. Revisit classification , food chain .

Discussion points

What are different kinds of similar habitats around you?