
Unit 2

Three Butterflies

Theme: Friendship

Sub Theme: Strength of Unity

Learning Outcomes

The learner

- Reads words such as butterfly, garden, search, difficult etc.
- Names flowers like lily, sunflower, rose, shoe-flower etc.
- Uses simple English while answering interaction questions
- Understands simple questions like 'Why did the butterflies stop playing? Will anyone help the butterflies?'
- Identifies rhyming words from the poem
- Uses the modal auxiliary 'can' to show ability in meaningful contexts
- Writes short descriptions about their friends
- Add lines to a poem following a set pattern

Input Discourses

- Story
- Poem

- Description

- Pictures

Language elements

Use of modal auxiliary 'can'

Activities

- Picture completion by joining dots
- Identifying rhyming words
- Adding lines to a poem following a set pattern
- Completing the word web
- Completing the word chain
- Writing about oneself and others
- Project work
- Selecting suitable words and completing the passage
- Self-assessment

Materials needed

Sheets of white paper, small sticks, rice water/lemon, cotton, tincture iodine.

Use of ICT

- Presentation of songs, videos, pictures etc.

Unit Frame

Unit 2: Three Butterflies

Time: 20 Periods

Concept/Skill	Discourses Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none"> • Strength of Unity • Friendship 	<ul style="list-style-type: none"> • Story • Poem • Description • Pictures • Completion of picture joining dots • Identifying rhyming words • Adding lines to a poem following a set pattern • Completing word web • Completing word chain • Writing about one self and others • Project work • Selecting suitable words and completing the passage 	<ul style="list-style-type: none"> • Use of modal auxiliary 'can' 	<ul style="list-style-type: none"> • Read words such as butterfly, garden, search, difficult. • Name flowers like lily, sunflower, rose, shoe flower etc. • Use simple English while answering interaction questions. • Understand simple questions like 'Why did the butterflies stop playing? Will anyone help the butterflies?' • Identify rhyming words from the poem. • Use the model auxiliary 'can ' to show ability in meaningful contexts. • Write short descriptions about one's friends. • Add lines to a poem following a set pattern.

Introduction

This unit consists of a story and a poem. The story 'Three Butterflies' is written by Van Antwerp. It is a story of true friendship. It reveals the strength of unity among three butterflies. The learners are expected to develop sincere friendships in their lives. They're also expected to use the auxiliary 'can' to express ability in appropriate contexts and ask simple questions using 'why, what and will' through different discourses and other learning activities. The poem in the unit 'Butterfly Butterfly' is by Adryan Bates.

Entry Activities

Two entry activities are given below. You may select the one that suits your classroom or may develop one of your own.

1 Guessing game

Aim: Identifying the object from the clues given.

Materials needed: Picture of a butterfly, paper cover.

Strategy

- Give the clues and let the learners identify the object.
- Given below are a few questions that can be used for interaction

Here is a picture in my hand. Can you guess what it is?

- I shall give you some clues.
- It is a living thing.

- It is a ten letter word.
- The first part of the word is a milk product.
- Can you say now? You want more clues?
- It likes honey.
- You can see it in gardens.
- It can fly.
- Do you want to know what it is?
- Open your text book and join the dots on Page 33.

2 Hide and Seek

- Divide the class into groups of five. Give each group a jigsaw of a garden.

Note: The garden in the jigsaw should not contain the picture of a butterfly. Let the groups arrange the pieces in proper order within a limited time.

Discussion

- What is this picture about?
- Is somebody missing in the picture?
- Do you know who it is?
- Join the dots on Page 33 of your textbook and find out who it is.
- Can you name some of the insects you can find in this place?
- Which insect flies from flower to flower sucking honey?

Happy Friends Page 34

Interact with the learners using the pictures in the text. Use the questions given on the pages for discussion. You may find the following questions useful for eliciting responses from the learners:

- What do you see in the picture?
- How many butterflies are there in the picture?
- What are their colours?
- Are they happy?

Strategy

- Let the learners read the text individually.
- Divide them into groups.
- Let them read the text in groups.
- Let them share what they have understood and what they have not.
- Ask some learners to read it aloud.
- You may also read the text with proper voice modulation.
- Follow this process for reading the remaining texts in the unit.

Poem: Butterfly, Butterfly

Strategy

- Recite the poem two or three times.
- Write the lines on the BB/on a chart.
- Recite it again. Let the learners sing after the teacher.
- Teacher can make use of the interaction questions given on Page

39 to make the learner understand the poem.

- Let them sing and enjoy the poem individually.
- One or two groups can even choreograph and present it before the class.

Activity 1 (Page 40)

Aim: To read, comprehend and enjoy the poem

Materials needed/required: picture of the flower on Page 40

Mode: Individual/Group

Strategy

The following interaction questions may be helpful to process these activities:

- Can you find the lines which are repeated?
- Underline the words ending with the same sound.

Let the learners complete Activity-1 on Page 40.

Hints

- sky
- high
- thigh
- die
- fly

Activity 2 (Page 40)

Aim: To read, comprehend and enjoy the poem.

Materials needed:

picture of a butterfly (Page 40)

Mode: Individual/Group

Strategy

- Ask the learners to find out what the butterfly does in the poem.
- Let the learners identify the lines from the poem.
- Let them complete the activity using the phrases from the poem.

Hints

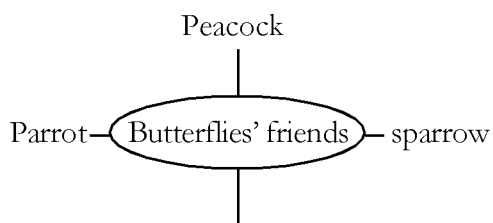
- hands on my thigh
- fly in the sky
- gracefully dies
- motionlessly lies

Activity 3 (Page 41)

Aim: To identify the rhyme pattern and writing lines in the same pattern.

Strategy

- You may make a word web of the butterfly's flying friends in the garden.



- Invite the learners' attention to the lines given on the page

The peacock said:

Butterflies, butterflies
Come with me.

We can play, we can dance

We can stay together.

- You may sing the lines 2 or 3 times.
- Let the learners sing the lines after you.
- You may sing along with the learners too.
- You may interact with them using the picture of a sparrow given on Page 41.
- What would the sparrow tell the butterflies?
- Teacher may elicit responses and list them on the BB.
- You may also make use of the words in the box given below.

sing, fly, live, sit, jump, hop,
speak, dream, sleep.

Hints:

The sparrow said:

Butterflies, butterflies
Come with me
We can fly, we can speak
We can sleep together.

- Let the learners add more lines to the poem.
- Let them sing together and enjoy the poem.
- Let the learners write the lines in their notebooks also.

Activity 4&5 (Page 42-43)

Aim: To complete the word web,

adding more lines to the poem and using the auxiliary verb 'can' in meaningful contexts.

Materials needed: Whistle

Mode: Individual/Group

Strategy

You may try the fifth activity first. As you blow the whistle for the first time, ask the children to form a circle. They should have their notebooks and pencils with them. Let the children move in the circle. While the children are moving in the circle the teacher blows the whistle and says, 'Four'. This time they've to form groups with just four members. Let the learners write the names of the group members in their notebooks. For the next whistle let the children move in the same circle. While they are moving, the teacher blows the whistle and says 'two'. This time they've to form two member groups. Ask them to write their partners' name in their notebooks. Now ask the learner to note down their abilities in their notebooks.

E.g. I can.....

Ask each partner in a pair to exchange notebooks.

Ask some pairs to take their turns to come forward and present what they and their partner can/can't do.

Now, let them complete Activity 5 & 4A in their Reader.

Activity 4B

The learner can make use of the action

words used in Activity 4A. Let them add more lines to the poem and enjoy the poem.

Ask the learners to write the lines in their notebooks also.

Activity 6 (Page 44)

Word-chain.

Aim: To find words to complete the word chain

Mode: Group work

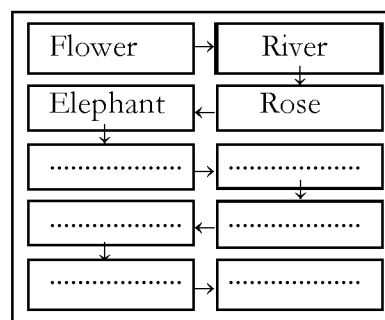
Strategy

Ask the learners to complete the activity in groups.

Hints

1. butterfly
2. yellow
3. water
4. read
5. dog
6. girl
7. leaf
8. flower

You may give another activity of the same pattern. One is given below.



Activity 7 (Page 44)

Aim: Using simple English to introduce oneself

Materials needed: Chart

Mode: Individual/Group.

Strategy

Ask the learners to read the self introduction of the yellow butterfly. Ask them to write about themselves. You may help them with the clues given below.

You may write these clues on a chart.

Name, Age,
Father, Mother,
Brothers, Sister
School, Class Teacher, Headmaster
Favourite game, food,
colour, vehicle etc.

Hints

I'm.....

My father is.....

My favourite game is.....and so on.
Ask learners to come forward and speak about themselves. Then they may try writing these in their notebooks.

Project work (Page 45)

Aim: To construct short descriptions of animals/birds

Materials needed: Pictures of creatures.

Mode: Individual

Strategy

The learners are asked to collect pictures of creatures in and around their house. They may interact with elders, parents, teachers etc. for collecting information regarding the things they've got at hand. Let them engage in free writing using the information they've collected. Ask them to write the description in their notebooks.

My Words (Page 46)

Aim: To enable the learners to use the given words in the given context

Mode: Group

Strategy

- Let the learners look at the picture and identify the objects in the picture
- You may ask a few questions to associate the words given in the box with the objects in the picture
- Ask the learners to complete the passage

Hints

1. pebbles
2. gracefully
3. motionlessly
4. sucking
5. petals
6. chasing
7. cloudy
8. wings
9. shelter

I can (Page 47,48)

Hints

1. The yellow and red butterflies
 2. The three butterflies
 3. The sunflower
 4. The lilly
1. The sun was *pleased*.....
 2. The butterflies *looked*.....
 3. The three butterflies got *wet*.....
 4. The three butterflies *played*.....

Additional Activities

After processing the passage ‘The Rain’, you may introduce the following activity:

(1) Grouping the words.

Aim: To establish connections and to classify the words.

Materials needed: Words written on a chart

Mode: Individual

Strategy

- Prepare the given table on a chart.
- Ask the learners to complete the chart using the words given in the box given below.

TIME
Afternoon
.....
.....
.....

MOOD
Happy
.....
.....
.....

CLIMATE
Snowy
.....
.....
.....
.....

afternoon, happy, rainy, sad, midnight, morning, noon, cloudy, sunny, evening, angry, snowy
--

2 Hidden words

Aim: To find maximum meaningful words from a given word.

Materials needed: letter cards

Mode: Individual

Strategy

Distribute letter cards to the learners.
Ask them to make maximum meaningful words from the word listed on the BB.

Each letter of the word carries 10 points.

E.g. If you give them the word ‘**BUTTERFLY**’ you will get the following words from it.

but, butter, fly, buy, by,

bet, utter, tub, fry,

let, tube, true,

3 My word

Aim: To recall the words they've come across in this unit.

Materials needed: letter cards, word cards.

Mode: Group

Strategy

Prepare enough sets of letter cards in advance. Divide the class into two.

Make them stand facing the other group at a distance of 1 metre. The teacher may stand in the middle. Distribute the set of letter cards among the groups.

Teacher shows a word card (Teacher can prepare the new words from the lesson in advance.) Each group has to form the same word holding letter cards in their hands. The group who finishes the word first will get ten points. Continue the activity with the other words also. List all the words they've made in their notebooks too.

Extension of this Activity

Teacher can make them form word lines without showing the words also.

He/She may only say the word. After completing this game the learner can attempt the activity given on Page 46. Please do consider the slow proficient learners by extending your helping hand in times of need.

4 Titles in My Text

Aim: To find apt titles

Materials needed: split words

Mode: Individual

happy, rain, friends, shelter

seeking, the, love, true

request, butterfly, a

Process:

Write the above words on the board / chart.

Ask the learners to sort out the words, identify the titles and write them in their notebooks.

Titles in my text

- Happy Friends
-
-
-
-
-

5 Developing writing skills

The teacher can assign this activity after colouring the butterfly on Page 33. This activity is meant for developing writing skills.

Let the learners look around the class and note down the things in the given column.

Step 1

Things in the classroom

- Blackboard
- Bag
- .
- Colour pencils
- Duster
- Chalk
- .
- .

Step 2

Random presentation

Step 3

Describing the things the learners like.

There is a blackboard in the class.

It is on the wall.

It is black in colour

.....

.....

I have a bag.

It is blue in colour.

It has three pockets.

.....

.....

