

Bee-Bot Project

Session 3

Subject – Language / Social Studies

Topic – Animal Sounds

Target group – Kinder2 / Year 1

Time – 45mins

Resources

- ✓ Nursery Rhyme - *lż-żunżana dđur idđur.avi*
- ✓ PowerPoint Presentation - *Session 3 Animal Sounds.pps*
- ✓ Bee-Bots
- ✓ 2 transparent plastic mats
- ✓ 2 card envelopes
- ✓ 2 packs of animal cards for Bee-Bot activity - *Cards for Bee-Bot Mat – Animal Sounds.pdf* and *Cards for Bee-bot Mat – Animal Sounds mini cards.pdf*
- ✓ A6 pieces of paper and colours
- ✓ Easi-speak digital microphone
- ✓ 1 pack of animal cards for the recording activity - *Cards for Bee-Bot Mat – Animal Sounds mini cards.pdf*

Objectives

Children will learn:

- ✓ names of animals along with their sounds
- ✓ how to program the Bee-Bot to spot the right animal
- ✓ how to use a digital microphone to record their own voices
- ✓ how to work in a group and to wait for one's own turn

Presentation of topic

- ✓ The pupils are presented with a video of the popular nursery rhyme “lż-żunżana dđur idđur”. This will serve as an introduction to the topic of animal sounds. lż-żunżana tagħmel żin żan żun. Ejja naraw xi annimali oħra xi ħsejjes jagħmlu! (*Slide 1*)
- ✓ The powerpoint *Session 3 Animal Sounds.ppt* sets the scene of a farm. The pupils are encouraged to brainstorm ideas as to where/what the scene represents. The image of the farmer and the tractor ought to help the pupils come up with the correct scene: *razzett*. (*Slide 2*)
- ✓ The pupils are presented with 8 different animals and their respective sounds (*Slide 3*):
 1. Baqra ... muuu muuu
 2. Żiemel ... nej nej
 3. Ħanżir ... oink oink
 4. Tiġieġa ... klakk klakk
 5. Papra ... kwakk kwakk
 6. Kelb ... baw waw
 7. Qattus ... miaw miaw
 8. Nagħġa ... baa baa
- ✓ Along the presentation the pupils will be encouraged to mimic the sound of the animals presented before the actual presentation sounds the noise the animals make. This to move from what the children know to the unknown, thus helping the

teacher be aware of which animals are new to the pupils in class.

Game: I'm Thinking of an animal ...

When the picture of the animal for the slide is shown the pupils are encouraged to call out the name of the animal. **BAQRA** They are also encouraged to give a proper name to the animal. Example: **Baqra ... Berta I-baqra**

On the next click the pupils are presented with the written word, the objective here is for the children to start getting used to the fact that words we pronounce are also written. And also the custom animation Wipe Left has been used to indirectly start exposing the pupils to the fact that there is a specific direction in which we read/write words: left to right.

The Sound button is shown immediately after the animal name is written as at this point the emphasis is not on the written word. Pupils are encouraged to mimic the sound of the animal shown Example: **muuu muuu**.

If this presentation is used on an interactive whiteboard the pupils may also come out and check out that they got the sound right by clicking on the Sound button.

(Slide 4-11)

- ✓ With Slide 12 one can have a recapitulation exercise of all the animals presented in the lesson. The use of an interactive whiteboard would be ideal for this game/activity. The pupils are to listen to the sound of an animal mimiced by the teacher and they are to try and guess which animal the teacher was mimicing. The pupils are to click on the animal which they think the teacher mimiced as this will help them confirm whether they guessed right as the sound effect of the animal can be heard once the image of an animal is clicked. At this point the pupil is encouraged to name the animal (common noun). The game/activity may go on in this manner or the teacher may choose to vary and give the pupil that guessed the animal she mimiced the chance to mimic a new animal for the other pupils in class to work out.
(Slide 12)

Group Activities

- ✓ Following the presentation of the topic, the class can be divided into groups where they will be actively engaged in various activities that can be carried out related to this topic. Activities suggested will focus on the use of the Bee-Bots. Alternative activities can also be carried out. It is recommended that the different groups rotate from one activity to another for all the children to have a chance at handling and programming the Bee-Bot. In this way children will have the opportunity to practice what they have learnt using various methods and technologies.

- Activity 1: Bee-Bot activity - ***Cards for Bee-Bot Mat – Animal Sounds.pdf*** and ***Cards for Bee-bot Mat – Animal Sounds mini cards.pdf***

One member of the group is to uncover a picture of an animal from the pack of cards provided, and mimic the sound of the uncovered animal. The other pupils of the group are to listen attentively to find the corresponding animal and program the Bee-Bot to go on the correct animal.

Two different groups will be doing this same activity with the two Bee-Bots and mats provided.

- Activity 2: Drawing activity - ***A6 pieces of paper and colours***

Children are to draw/colour an animal from the ones learnt during the lesson on the small piece of paper provided, these will be used in a session that will be developed further on in the project.

- Activity 3: Easi-speak activity - ***Cards for Bee-Bot Mat – Animal Sounds mini cards.pdf***

The pupils are to take turns recording themselves imitating the different animals according to the card that is drawn using the Easi-speak digital microphone.

Conclusion

- ✓ Using the Easi-speak microphone the pupils are then recorded singing the nursery rhyme “Iž-Žunžana dduur iddur” (and this is then transferred onto the desktop/laptop). This last recording will be used in Session 4’s introduction.