

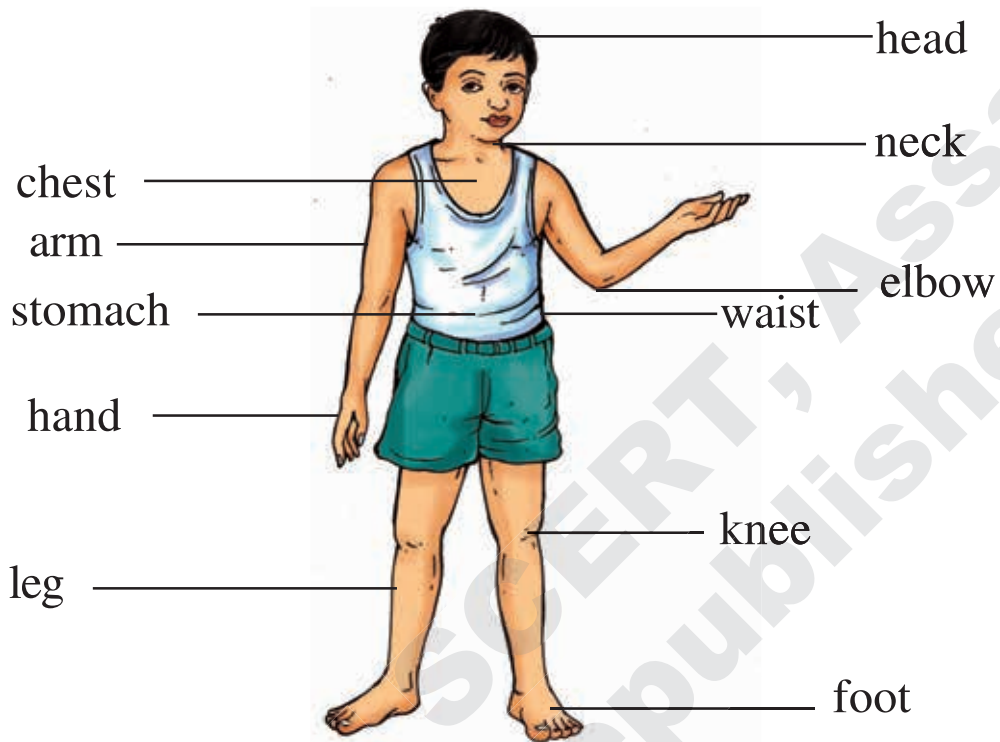
## Two Little Hands



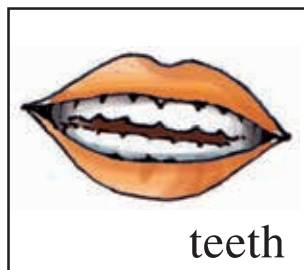
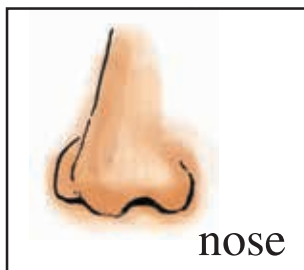
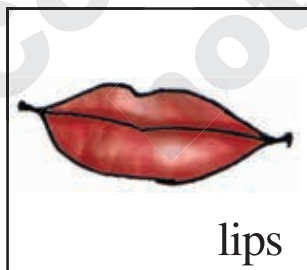
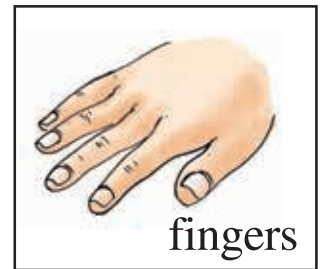
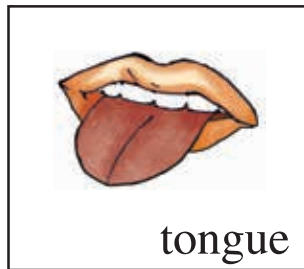
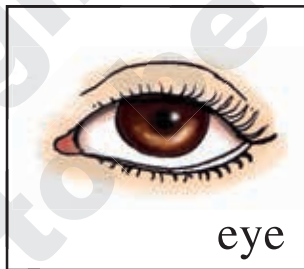
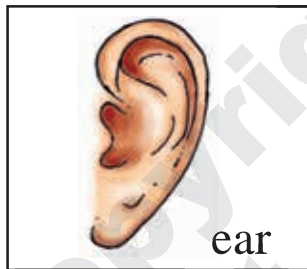
Two little hands go  
Clap clap clap;  
Two little feet go  
Tap tap tap.  
One little head goes  
Side to side;  
Two little eyes are  
Open wide.

## ACTIVITIES

### 1. Listen, look and say:



### 2. Listen, look and say:



**3. Complete the face by drawing the eyes, the ears and the nose:**



**4. Listen and do:**

Close your eyes.

Touch your head.

Open your mouth.

Clap your hands.

Show your tongue.

Stamp your feet.

Move your head.

We see with our eyes.

We hear with our ears.

We smell with our nose.

We walk with our legs.

We work with our hands.

**5. Let's clap to the following names:**

eye ear nose fingers teeth stomach elbow

*The teacher will show the actions initially.*



6. Have you ever heard or seen animals clapping? Let's enjoy a story about a monkey and a fox:

## The Monkey and the Fox

A monkey and a fox were friends. One day.....



Friend, I feel they may come back. Let me take the things up the tree. Help me, will you?



I'll have my share. I'll send down your share.

Not a bad idea. That suits me.



Here goes your banana.



Oh, I am deceived.

Here's your share of milk.



Oh, I am deceived.



The fox went away sadly.



A few days later.....  
The fox was sitting by a bee-hive.

Hey! What are you doing here?



Don't you see! I am guarding the King's drum. It's an order from the King himself.

The King's drum!  
Can I play it?  
Just once?



Of course not.  
The King will kill me.

Come on, friend! I'll play it softly. The King won't hear it.

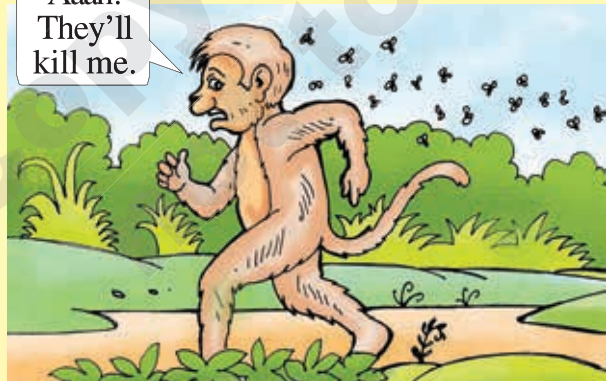


OK then. Remember, softly and only once.

The monkey strikes at the bee-hive. A swarm of bees attacks him. The fox watches happily.



Aaah!  
They'll kill me.



The fox claps.

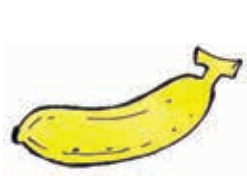
You gave me the banana peel.  
Remember? Ha - ha - ha.



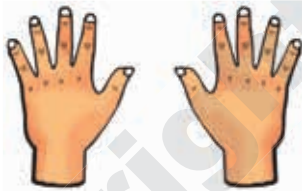
**7. Let's talk:**

- a) What were the people carrying?
- b) Who made the sound “khek-khek”?
- c) Why did the men run away?
- d) Who deceived the fox?
- e) Where was the fox sitting?
- f) Why was the fox happy?

**8. Circle the odd one out from the following :**



**9. Match the body parts with what they help us do:**



see



hear

smell



taste

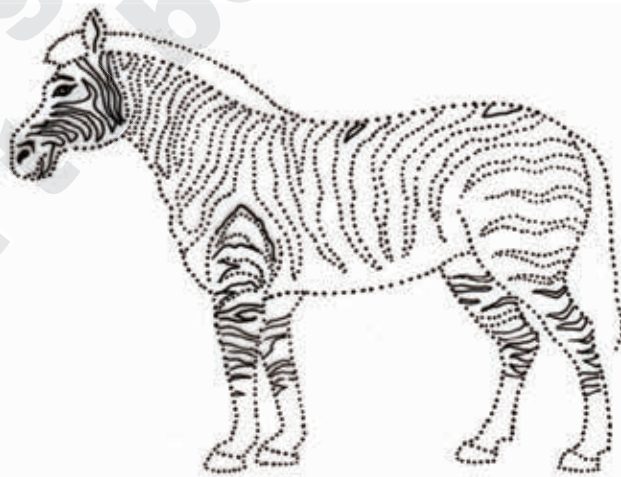
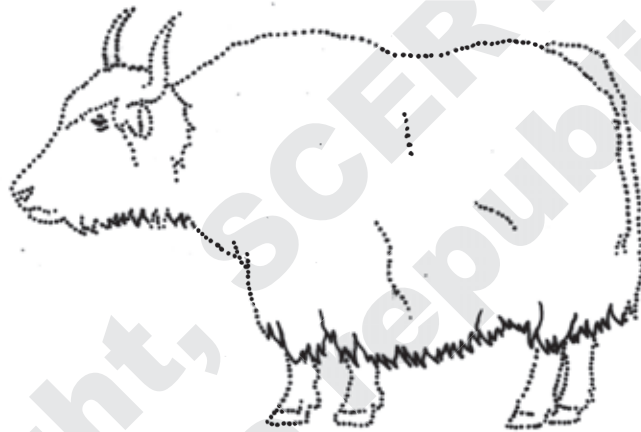
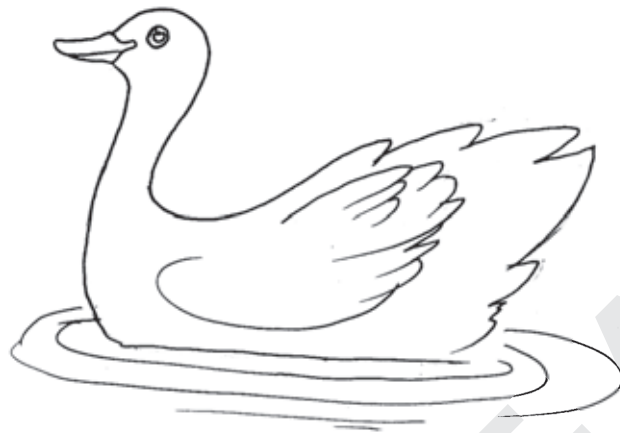
walk



work

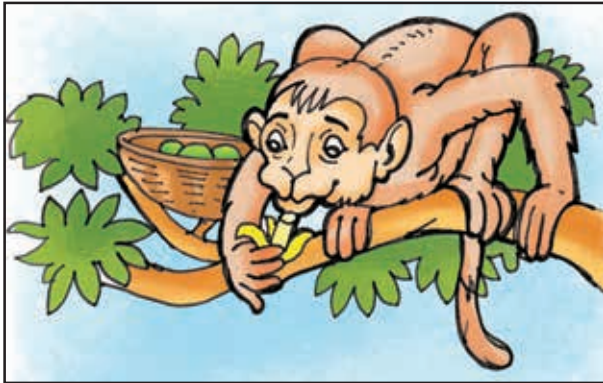


10. Trace, colour and write the names:

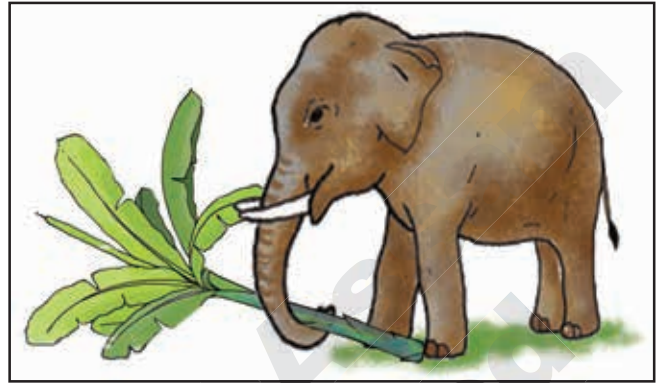




**11. Look at the pictures and say:**



A monkey is eating bananas.

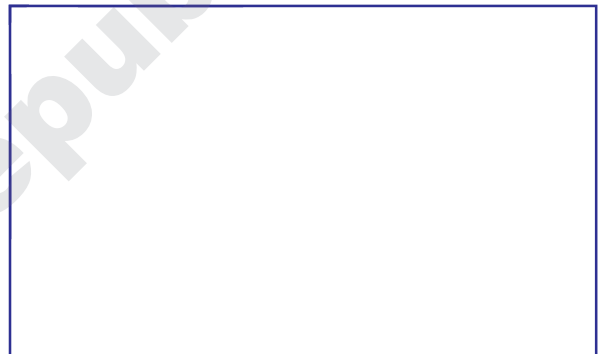


An elephant is carrying  
a banana tree.

**12. Listen and draw what you understand. Then say the words aloud:**



an apple in a basket



a bat and a ball

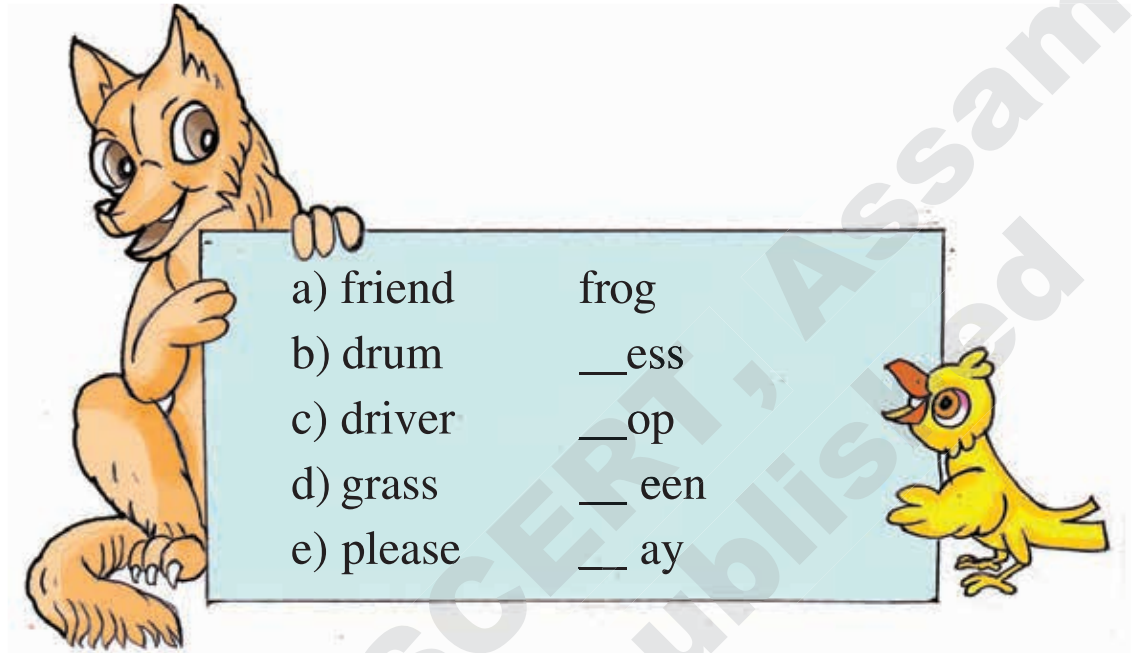


a book on a table



a glass of milk

13. Let's read the words that begin with 'dr', 'fr', 'gr', 'pl'. Make one word each on your own starting with 'dr', 'fr', 'gr', 'pl'. One is done for you:



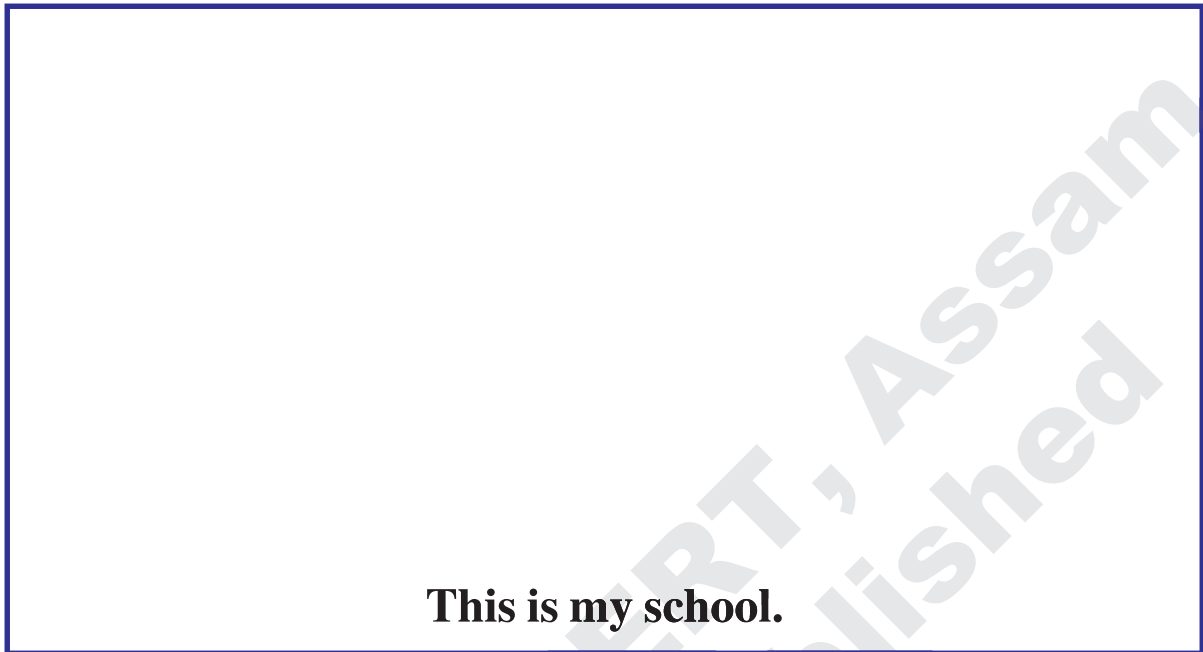
Now, think and say words that start with 'fr', 'tr', 'cr' and 'dr':

14. Let's read these words:



Do the pairs of words sound the same or different?

**15. Draw your school:**



**This is my school.**

**16. Let's fill the blank spaces and read. We can then write these sentences:**

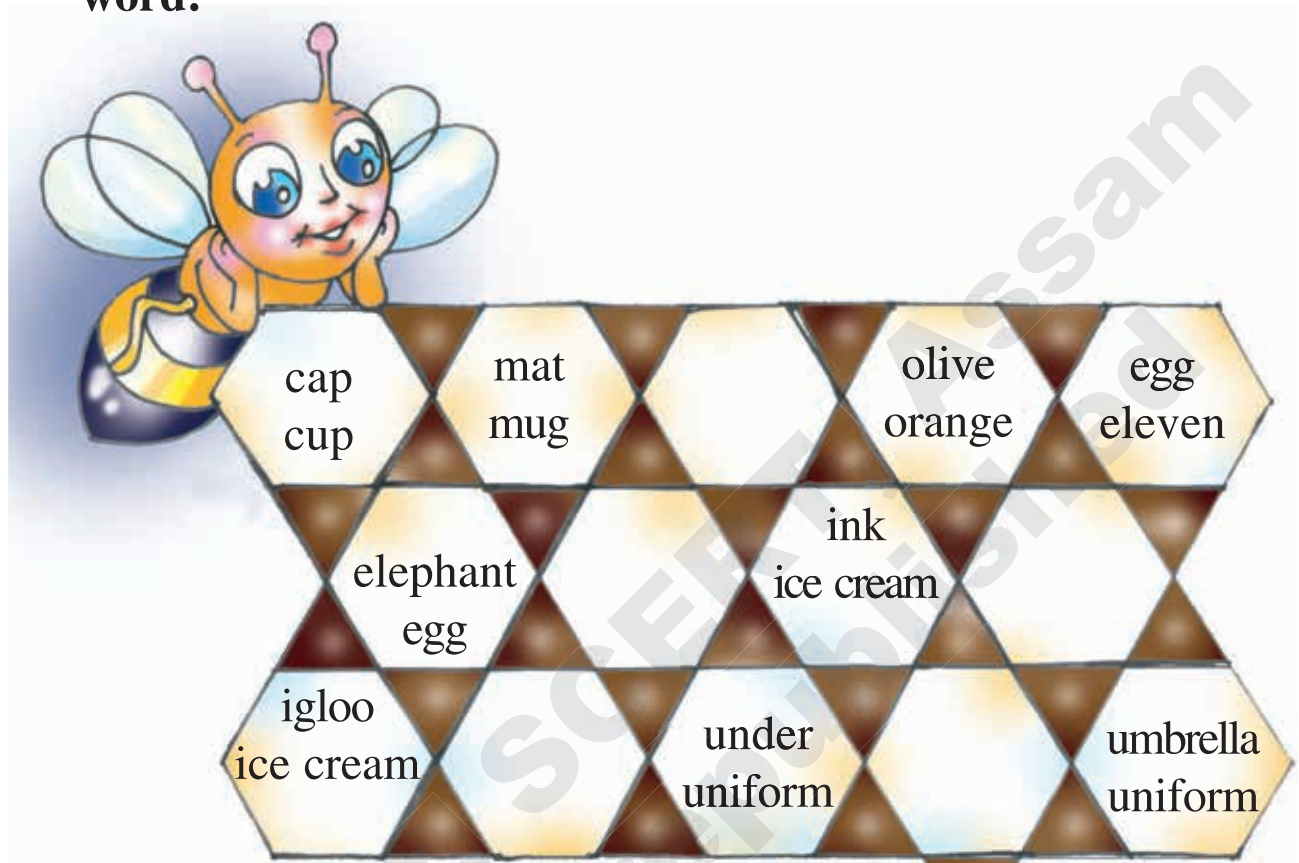
- a) My name is \_\_\_\_\_.
- b) I live in \_\_\_\_\_.
- c) \_\_\_\_\_ is in Assam.
- d) We have a \_\_\_\_\_ in our school.
- e) We have \_\_\_\_\_ teachers in our school.

**Copy these sentences in the lines given below:**

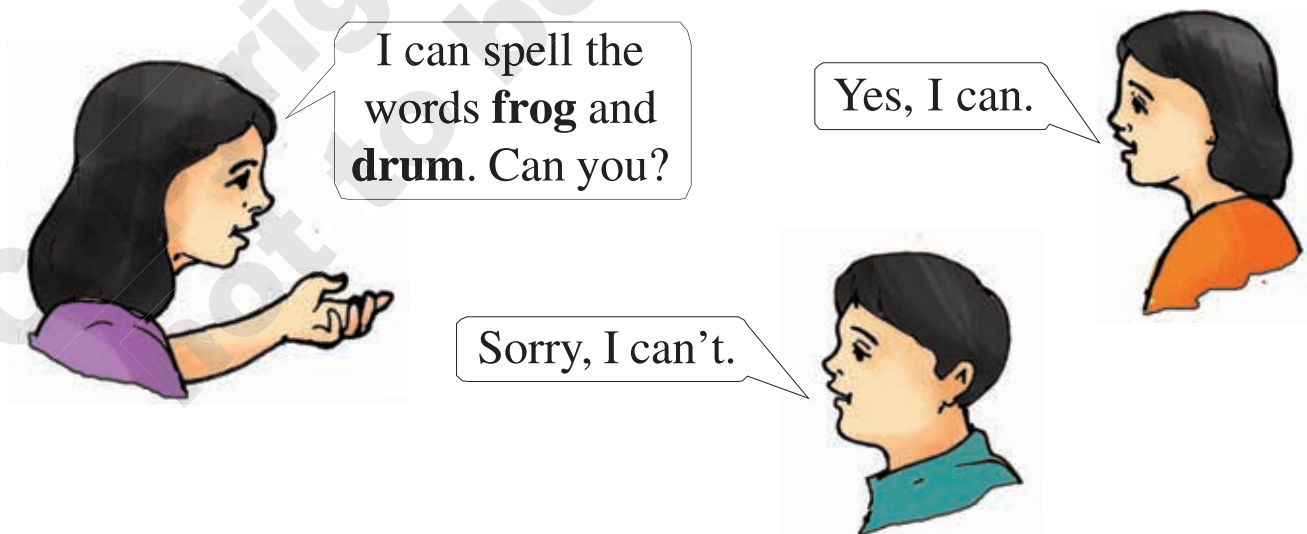
- a) .....
- b) .....
- c) .....
- d) .....
- e) .....



17. Listen and repeat these words. Say the first letter of each word:



18. Role play:



19. Say the words aloud. Circle the words that rhyme:



book



nail





















goat



tail

20. Let's read:

	One	Many
	bird	birds 
	book	books 
	animal	animals 
	flower	flowers 
	shoe	shoes 
	dog	dogs 
	cow	cows 
	hen	hens 
	pencil	pencils 

 The teacher will help the learners to read.

21. Make words with the letters in the grid. You may use one letter many times to make your words. One is done for you:

g	t	c
b	a	j
n	e	y

..... get ..... .....

..... .....

..... .....

Say the words aloud.

22. Let's read:



ch

chair

child

sh

shoe

shirt

th

3

three

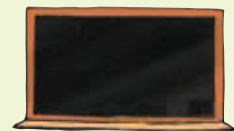
30

thirty

bl



blouse



blackboard



**23. Draw a road for the car to go :**



**24. This is Lalit's room. Let's see what he has in and outside his room. Point to the things as you say the words:**



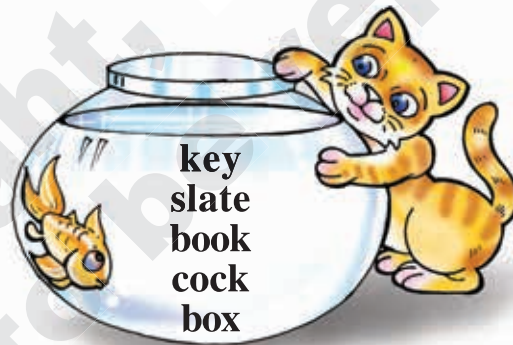
**Now, read these words:**

chair	chocolate	flute	frame
gloves	floor	glass	broom
flask	truck	branch	crow
clock	star	tractor	trousers

25. Let's read these words:



Now, look at the picture below and pick a word. Put it in the blank space to make them rhyming words:



26. Make new words. The first one is done for you. You can take help from the letters in the box:

car	ma
ca	ma
ca	ma

x	r	t	p
n	z	w	j

**27. Match the words with the pictures:**

crow



tree



frock



crocodile



blouse



**28. Let's do:**

Raise your left hand.

Raise your right hand.

Point to your left leg.

Point to your right leg.

Point to your head.

.....

.....



Look, Seema is wearing a watch on her left hand.

**Look around and say who is sitting to your left and who is sitting to your right:**

**29. Arrange the words in the order of a, b, c:**

head   eye   nose   toe   leg   mouth   foot   arm

--

*The teacher will help learners write the words in the alphabetical order.*



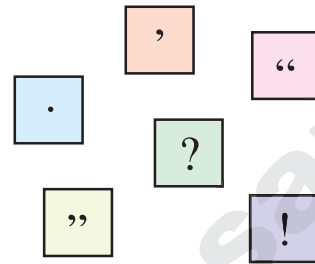
**30. Mina wrote some sentences to describe her umbrella.**

This is my umbrella.

It is blue.

My mother bought it for me.

I like my umbrella.



**Circle the words in the sentences that begin with a capital letter.**

**Now, write the words :**

.....

**31. Look at the picture. Now, arrange the letter cards and make a sentence. Begin the sentence with a capital letter. Put a full stop at the end of your sentence.**

t

T

A

r

i

b

o

m

g

e

h

c

s

n

t

I

a

y

l

a

.....

**Work in small groups. Write a few more sentences:**

.....

.....

*The teacher will help learners understand that a sentence begins with a capital letter.*

### 32. Write what you hear:

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 The teacher will say words as simple sentences and the learners will write what they hear.

## Lesson 6

### For the Teacher

This lesson will help learners to identify the different parts of the body, and know how these help us in doing different things. The teacher will point to his/her own body parts as the names of these are mentioned in the book. Learners will be able to associate these words with the pictures that are provided.

#### Storytelling

The teacher will enhance the listening skill of learners by relating the story of “The Monkey and the Fox” and by asking questions. The teacher may ask as many questions as they can to find out whether learners have understood the story and also help them to look at the pictures in Activity 6 to say what they see.

#### Drawing and scribbling

In Activity 10, the teacher will help learners to trace, draw and colour objects.

#### Practising more sounds

The teacher will engage learners to practise sounds with “fr”, “dr”, “gr”, “pl” through words like friend, frog, drum, dress, driver, grass, green, please, play, etc.

#### Developing listening, speaking and writing

In Activity 16, teachers may help learners to complete the incomplete sentences. In the process, learners will say and write their names, where they live, the name of their school, etc. They will use capital letters to begin a sentence and end each sentence with a full stop.

#### Word game

The teacher will write words with different spellings having the same sound on the blackboard and familiarise learners with these words, e.g. hair, hare, bye, buy, etc. The teacher will also write a few words from the text :bird - birds

dog - dogs

book -books, etc.

The teacher may write the word in jumbled form and ask learners to respond to each word. For example,

bird = one

birds = more than one.

#### Association of words to pictures

The teacher will lead learners to identify objects from the picture of Lalit’s room. Many words are already known in the home language, but they require help from the teacher while pronouncing them in English along with the new words. In Activity 22, teachers will help learners to utter the sound ‘ch’ and ‘sh’ as in ‘chair’, ‘child’, ‘shoe’, ‘shirt’, etc.

#### Learning outcomes: The learner-

1. carries out simple instructions like “Shut the door”, “Bring me the books”, “Raise your hands”, “Point to your head” and such others
2. responds orally to comprehension questions related to stories/poems
3. names familiar objects seen in the pictures
4. listens to instructions and draws pictures
5. identifies characters and sequence of a story and asks questions about the story
6. identifies words with pictures
7. produces words with common blends like “br”, “fr” like “brother”, “frog”, etc.

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