

Lesson 1

Ten Little Fingers



- ☞ The teacher will ask learners to say what they can see in the picture.
- ☞ The teacher will ask questions on the picture.

Let's recite this poem together:

Ten Little Fingers

Ten little fingers, ten little toes,
Two little ears and one little nose,
Two little eyes that shine so bright
And one little mouth
To kiss mother good night.

- ☞ The teacher will first sing the rhyme.
- ☞ The teacher will then help learners sing it, first in chorus and then individually with actions.
- ☞ The teacher may help learners to show more actions.
- ☞ The teacher will also ask learners to point out the body parts that they have learnt.

ACTIVITIES

1. Match the pictures with the words:

fingers



nose



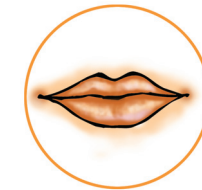
lips



eye



ear



2. Practise saying rhyming words. Your teacher will read the first word in each row. Read the other two:

rose

nose

toes

bright

night

light

ear

hear

near

ten

pen

hen

eyes

rise

prize

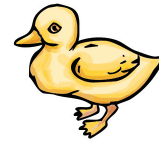


3. A baby duck is called a duckling. Do you know the names of other baby animals?



duck

duckling



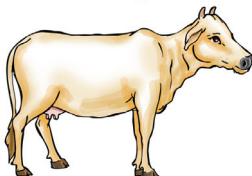
dog

puppy



cat

kitten



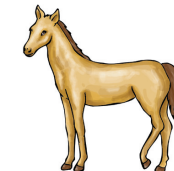
cow

calf



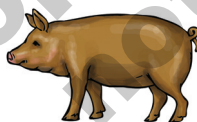
horse

pony



hen

chick



pig

piglet



tiger

cub



goat

kid



4. a) Match the names of animals and birds with their young ones:

hen	kid
pig	pony
cow	chick
duck	cub
goat	puppy
horse	calf
cat	duckling
tiger	piglet
dog	kitten

4. b) Now, write the correct pairs. One is done for you:

goat

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kid

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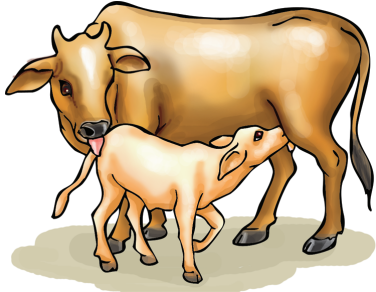
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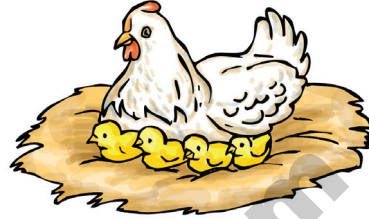
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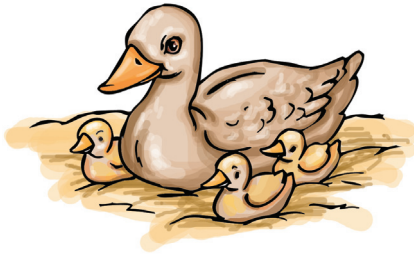
5. Look at the pictures and let's read:



The cow licks her calf clean.



The chicks sleep under their mother's wings.



The ducklings sleep with their mother.



Mother kisses her baby good night.



Baby foxes sleep in a hole.

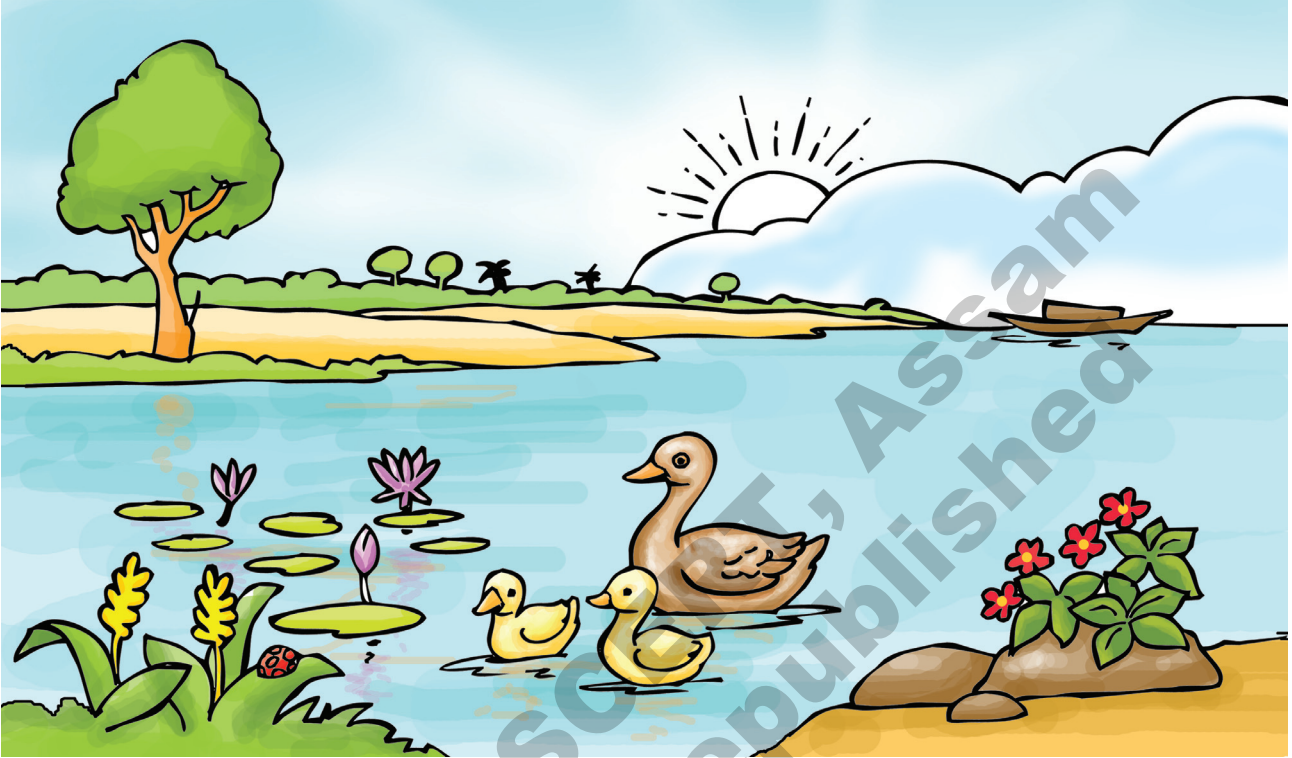
6. Let's see how much we have understood:

- | | |
|--------------------------------------|-------------------------------|
| a) What does the cow do? | b) Where do the chicks sleep? |
| c) With whom do the ducklings sleep? | d) Where do baby foxes sleep? |

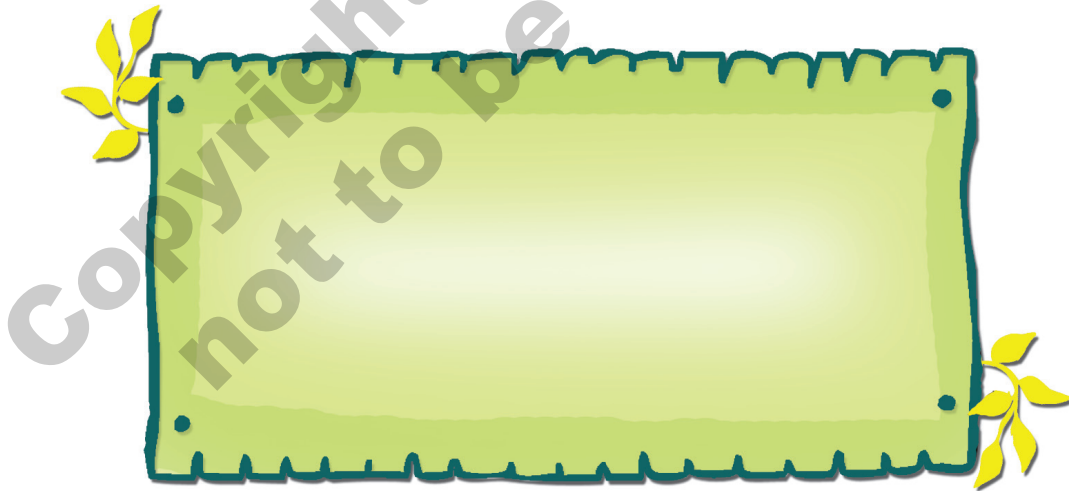
☞ The teacher will explain to learners that we can wish a person good morning till midday. After that, we wish them good evening till late at night. We use 'good bye' when we part from each other during the day and we use 'good night' when we part from each other at night.

☞ The teacher will tell learners that the baby foxes are called cubs.

7. a) Say what you see in the picture:



7. b) Write the words in the frame below:

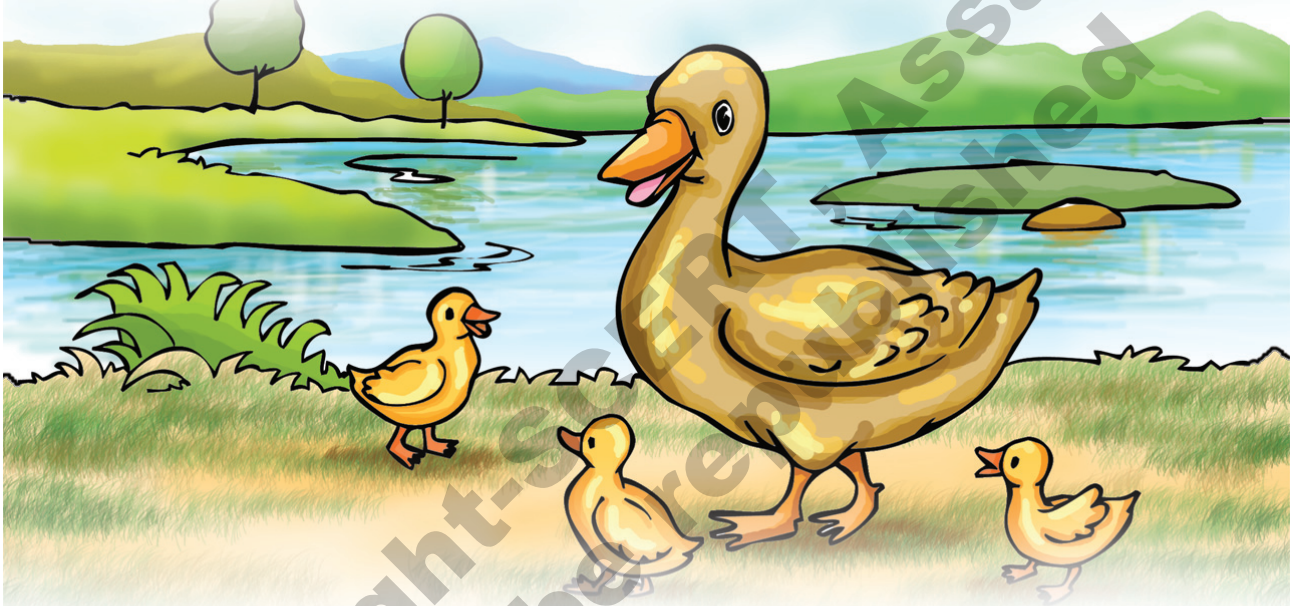


8. **Project:** Collect or draw pictures of animals and birds with their young ones. Paste them on a chart paper and write their names under each picture.

9. Listen to a story about a duck and her ducklings:

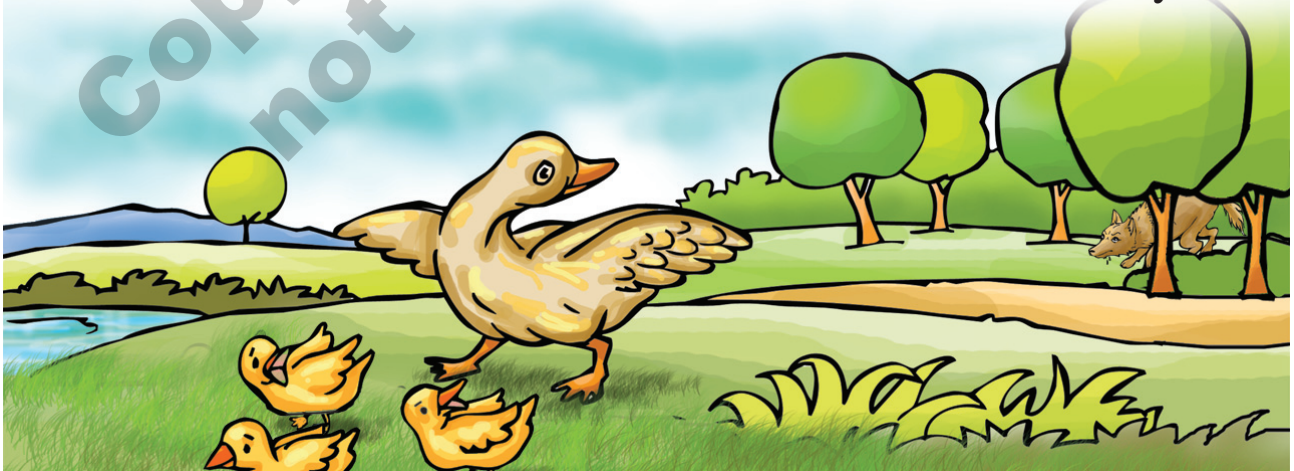
Mother Duck

Once upon a time a mother duck and her ducklings lived happily near a lake. It was a beautiful lake. Mother Duck took her ducklings every day to the lake. She and her ducklings loved to swim in the cool water of the lake.



One morning, they were playing near the lake. Suddenly, they heard the cry of a fox.

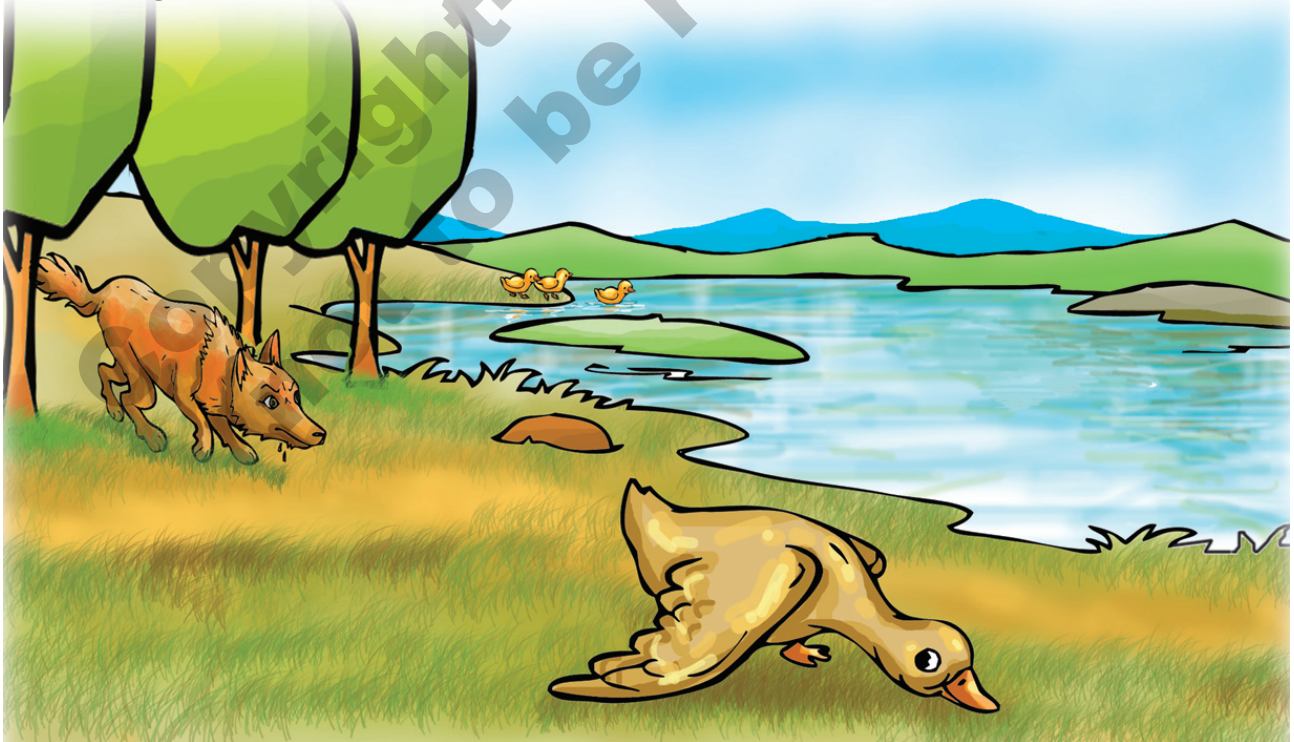
“Oh it’s a fox!” said Mother Duck. “Come, let’s run away.”



Mother Duck was worried. Her ducklings couldn't fly. She thought for a while and said to them, "Quick! Rush to the lake at once."



Then Mother Duck walked away from the ducklings and dragged her wings as if she was hurt. The foolish fox followed her.

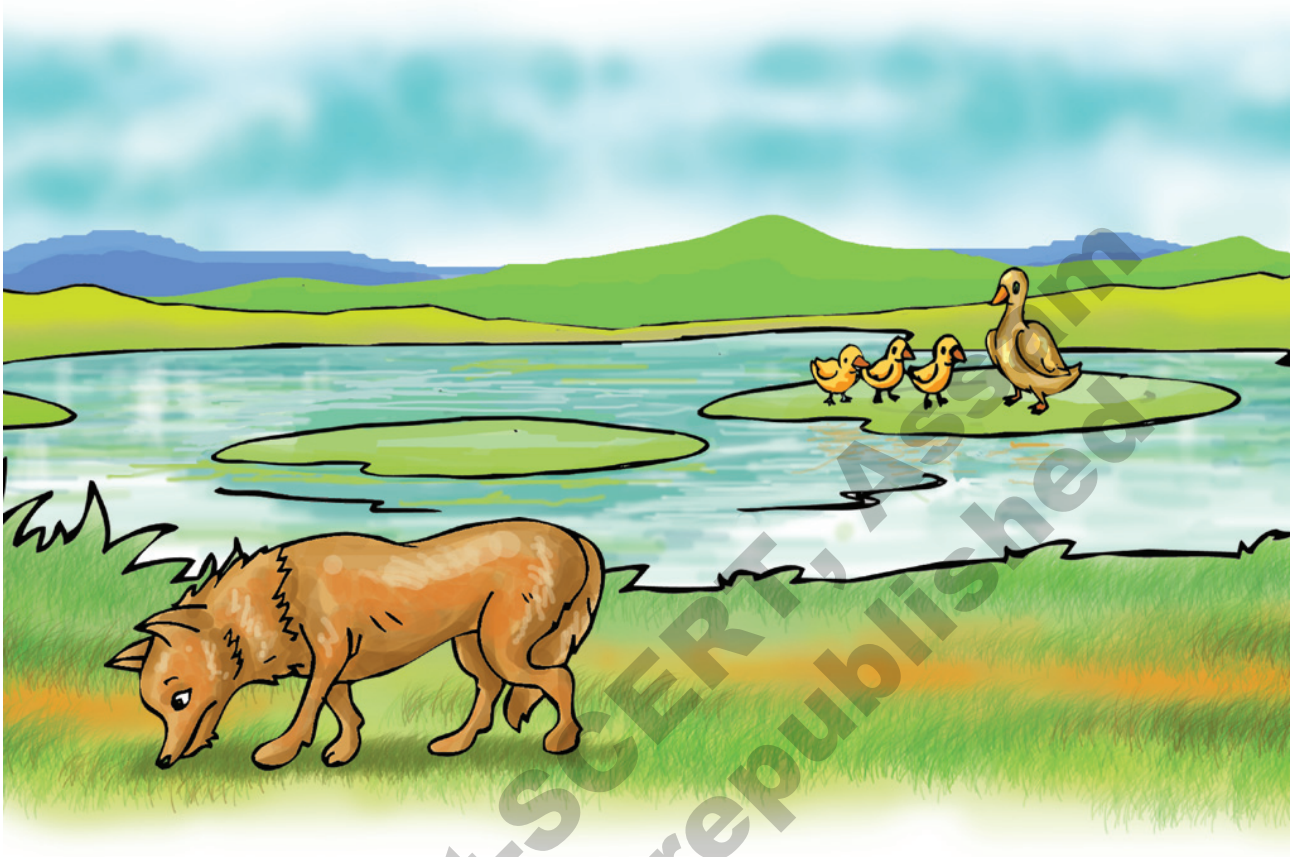


Mother Duck walked very fast and took the fox far away. The ducklings went to the water.



After that, Mother Duck returned to her ducklings. The ducklings were happy to see her. They were safe. They swam in the lake again.





The fox went away sadly.

10. Say 'yes' or 'no':

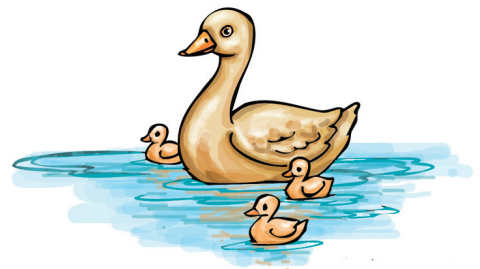
- a) Mother Duck and her ducklings lived near a lake.
- b) Mother Duck and her ducklings swam in the lake.
- c) A tiger was looking at them.
- d) Mother Duck was worried.
- e) Mother Duck walked fast.
- f) The fox went away happily.

- 11. Listen to your teacher and draw what you understand:**
Mother Duck swims in the lake.



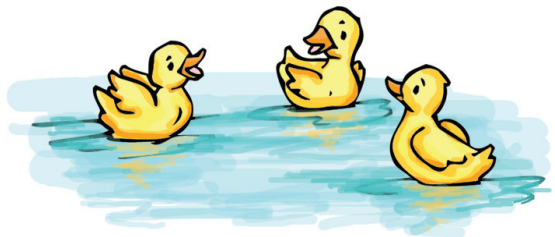
- 12. a) Look at the picture and read what the ducklings do every day:**

The ducklings and their mother live in a lake. The ducklings swim in the lake. They play near the lake.



- 12. b) Look at the picture and read what the ducklings did when the fox came:**

The ducklings ran to the lake. They swam in the lake. They felt happy to see Mother Duck coming back.



☞ The teacher can say a few more sentences related to the story. The learners can be asked to draw what they understand.

12. c) Now, copy two sentences about what the ducklings do:

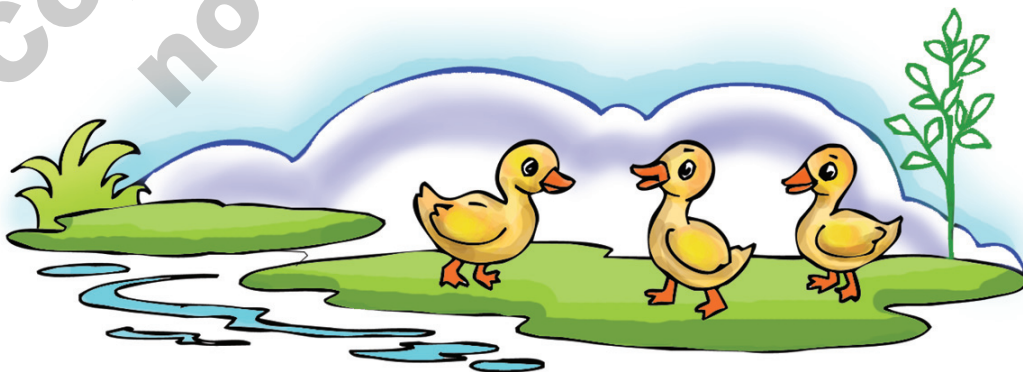
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13. Fill in the blanks with the correct words to complete the following sentences to show what happened to Mother Duck and her ducklings:

Mother Duck and her ducklings _____ (live/lived) in a lake.
She and her ducklings _____ (love/loved) to swim in the lake.
One day they _____ (hear/heard) the cry of a fox. Mother Duck
_____ (want/wanted) to save the ducklings from the fox. She _____
(tell/told) her ducklings to run to the lake. She _____ (walk/
walked) very fast. She _____ (go/went) far away from the ducklings.
The foolish fox _____ (follow/followed) her. She _____
(return/returned) to the lake when she saw her ducklings safe.



The teacher can use more examples to show the differences between present and past activities.

14. There is a park beside the lake. Children play there. Read the coloured signs in the park. Some of them tell us what we should do and what we shouldn't do. Work with a friend and try to write another sign:



The teacher will help learners to say a few things they should do and they should not do in and outside the school.

15. Handwriting:

I love my parents.

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Lesson 1

For the Teacher

Besides being a revision lesson, Lesson1 lays emphasis on developing the four basic language skills in children. Before learning how to read and write, the learners should be able to express themselves orally and understand when others speak. Hence, this lesson provides ample opportunity for listening, speaking, reciting rhymes and describing pictures.

Listening

The story “Mother Duck” should be read out by the teacher in a slow pace with correct pronunciation and actions to make it interesting for the learners, so that they listen attentively when they look at the pictures in the textbook. The teacher can use the home language of the learners to help them understand the sequence of the story, but the teacher should also encourage the learners to read the text as much as possible.

Speaking

Teachers will recite the rhyme, “Ten Little Fingers” with correct pronunciation, stress and intonation. Children will recite the same, first in groups, then in pairs and finally individually with actions.

Activity 2 is designed to enhance learners’ awareness of rhyming words in English. The teacher will help them to read the words in each row to bring out the difference in the initial sounds of the words.

In Activity 10 children will be able to say ‘yes’ or ‘no’ to the statements which the teacher will read out in order to test their comprehension of the story.

Reading

In Activity 9, the teacher will help the learners to look at the pictures and read short texts about Mother Duck with comprehension as given.

Writing

In Activity 13, teachers will help learners to complete the sentences by filling in the blanks with the correct words. Learners will be encouraged to copy two sentences about the ducklings from the text for practice in spelling and handwriting in Activity 12.

Vocabulary

Activity 3 is an introduction to the names of young ones of some animals and birds.

Grammar focus

The teacher will present sentences in simple present and simple past and help the learners to distinguish between the two tense forms, while he/she helps them to identify actions done today and the previous day.

Learning Outcomes:

The learner –

1. recites poems individually/in groups with correct pronunciation and intonation.
2. expresses orally her/his opinion/understanding about the story and characters in the story, in English/home language.
3. reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English.
4. distinguishes between simple past and simple present tenses.
