

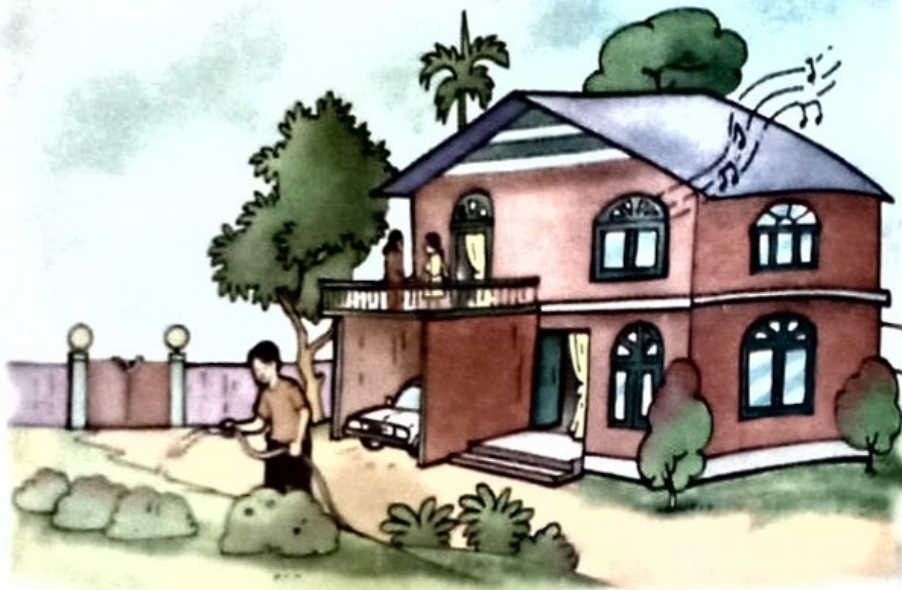
Lesson 2
Let's talk:



My Family



The teacher will try to get answers from the learners on names of things and what the people and animals are doing. Learners can use their home language to answer.



ACTIVITIES

1. Look and say:

This is a picture of a house.

Look at the picture and think and say who lives here.

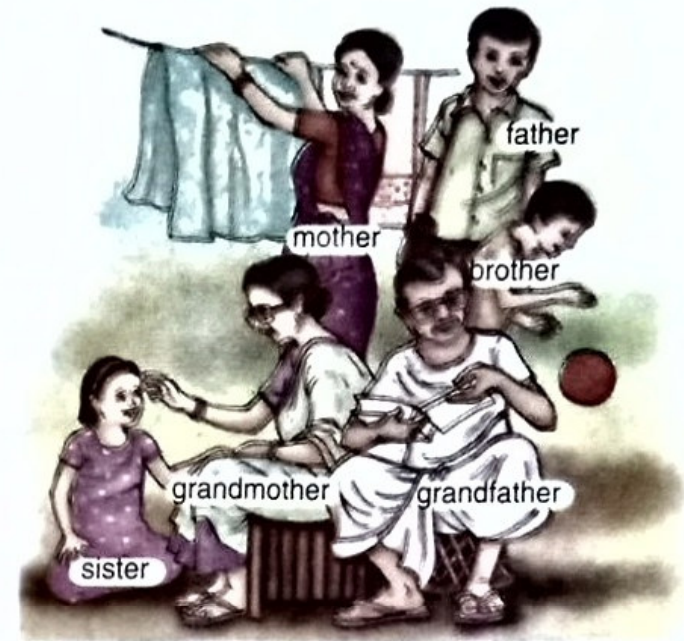
Who lives in your home?

How many members are there in your family?



The teacher will write the words which the learners say on the blackboard and ask them to follow as he/she writes. They can be asked to repeat the words after him/her.

2. This is a picture of Raju's family. Who are the people in this picture?



grandfather grandmother mother father brother sister

Ask your friend who are the members of his or her family.

3. Listen to what Rina says about her grandmother:

My grandmother loves me. I call her *Aita*. She tells me stories every evening. She never gets angry with me. She likes to eat fruits, vegetables and eggs with me. She boils the eggs in a pan. She also boils water in a kettle to make tea. She tells mother and me to drink milk. She tells father to wear a helmet while riding his motorcycle.

One day I went to the zoo with her. She bought me an ice cream on the way. She gave me a watch for Bihu. Everybody respects her. I love my grandmother very much. She is my best friend.

4. **Rina in the story is a little girl. She is wearing a beautiful frock. Now, say:**

Who loves Rina?

What does grandmother do every evening?

What does grandmother like to eat?



Why does she eat all these?

Rina calls her grandmother, 'Aita'. What do you call your grandmother?

Where did Rina and her grandmother go one day?



What did grandmother give Rina for Bihu?



How does grandmother boil the eggs?



5. **Rina and her grandmother saw some animals in the zoo. They saw a snake too. Let's say the names of what they saw in the zoo :**



a lion



a tiger



a snake



a monkey



a rhino



a deer



an elephant

6. Let's look at the picture of Raju's family:

What is grandfather doing?

What is father doing?

What is brother doing?

What is sister doing?

Say and repeat the words:

reading standing

sitting playing



7. Let's talk:

Tell us about a member of your family.

8. Work in pairs:

A family member is sick. There is no one at home. How will you help him?

9. Let's look at the picture and say:

This is a butterfly. It is a beautiful butterfly.

Recite:

Butterfly butterfly

Where did you go?

I went to the garden

Where flowers grow.

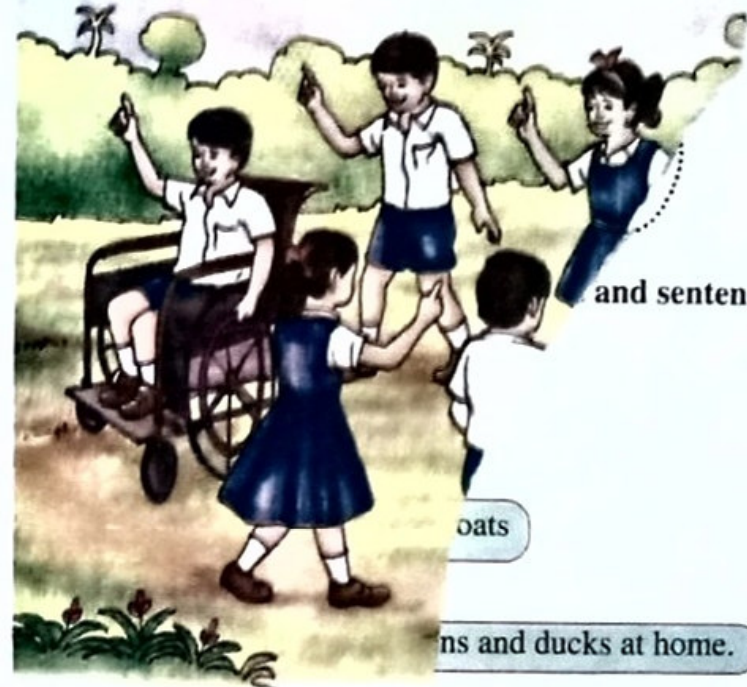


The teacher will ask the learners a few questions and learners will answer either in English or in their home language

10. Let's recite or sing:

erfly:

One Little, Two Little....



and sentences:

oats

ns and ducks at home.

One little, two little, the letters given below in the box.

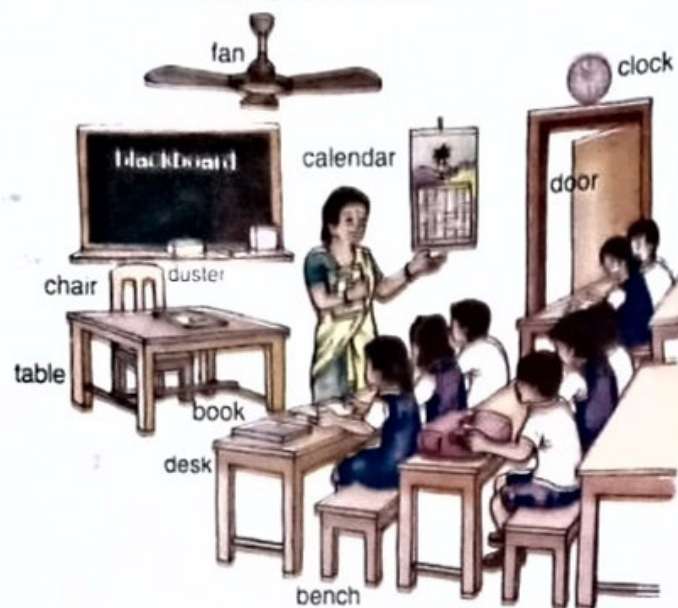
Four little, five little, with these words:

Seven little, eight l.....

Ten little Indian b.....

The teacher will help learners sing the rhyme with capital letters at the beginning of sentences. the second time

15. Let's look at the picture and say the names :



Work in pairs. Look at the picture of the classroom. Ask your friend - "What do you see?" Your friend will answer by saying - "I can see"

a book

a bench

a boy

a desk

a duster

a door

a table

a slate

a chair

.....

.....

.....

16. Let's listen to sounds around us:

Close your eyes. Listen to the sounds. What do you hear?

17. Listen and do:

Please come to the blackboard.



Take the duster.



Clean the blackboard.



Go back to your seat.



The teacher will ask learners to close their eyes and listen to sounds around them carefully. They will then tell what they heard.

18. Let's learn names of days in a week:



19. Let's play with words:

Monday Tuesday A B C

Wednesday Thursday 1 2 3,

Friday Saturday busy as a bee

Sunday holiday for you and me.

The teacher will use the names and learners will follow.

20. Listen and repeat :

21	31
22	32
23	33
24	34
25	35
26	36
27	37
28	38
29	39
30	40

21. Trace:

21	31
22	32
23	33
24	34
25	35
26	36
27	37
28	38
29	39
30	40

22. Write:

23. Let's learn the names of days and months from the calendar.
We can say the day, date and month everyday.

Today is _____ day.

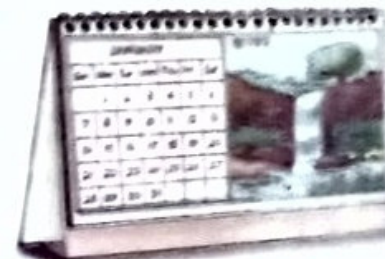
The date is _____.

The month is _____.

Let's do this everyday.

Remember:

A week has seven days.



The teacher will mention the month, day and date every day and also ask learners to help each other in doing this.


24. Listen and repeat:



25. Listen and repeat. Then, trace and write:

41	42	43	44	45	46	47	48	49	50
41	42	43	44	45	46	47	48	49	50

26. Let's recall what we learnt:

 an egg	E e	 a frock	F f	 a grandmother	G g
 a helmet	H h	 an ice cream	I i	 a jug	J j
 a kettle	K k	 a leaf	L l		

27. Work in pairs and say:

How many members are there in your family?

How many days are there in a week?

28. Trace and write:

E

F

G

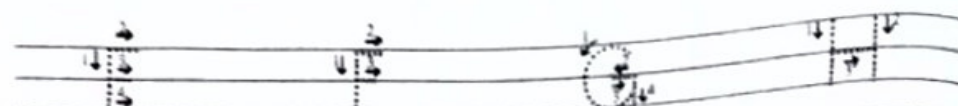
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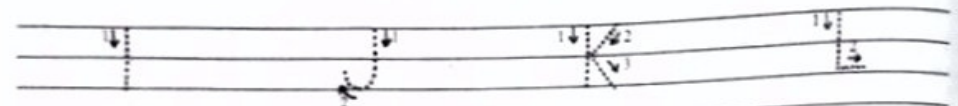
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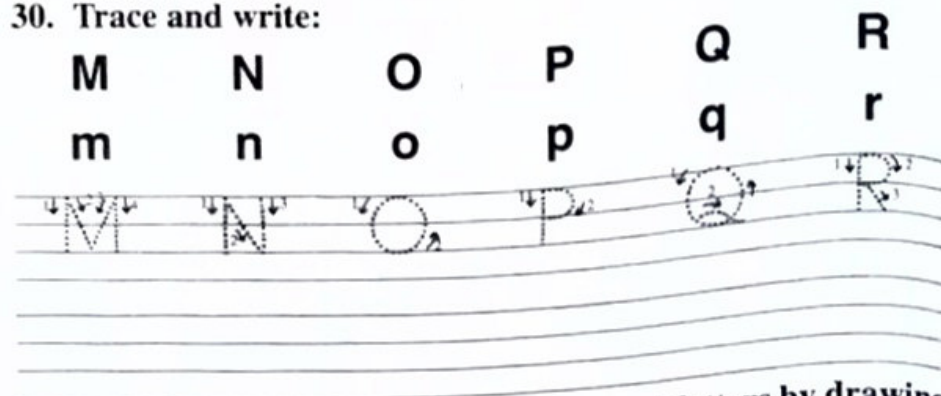


The teacher will help learners practise drawing lines, circles, curves on their slates.

29. Let's identify the pictures:



30. Trace and write:



31. Let's match the capital letters with small letters by drawing lines:

A B C D E F G H I J
b j h a i c g d e f

32. Let's play a game. Listen to your partner and do the following—

Suman says— Stand up.
Suman says— Sit down.
Suman says— Clap your hands.
Suman says— Raise your hands.
Suman says— Put your hands down.
Suman says— Open your book.
Suman says— Close the door.
Suman says— Point to the ceiling.
Suman says— Pick up your bag.

The teacher will help learners practise drawing lines, circles and curves on their slates.

Lesson 2

For the Teacher

The picture at the beginning of the lesson can be used for a lot of oral work with learners in pairs or groups. A number of words and phrases can be practised, e.g. a boy on a mat, a duck in a pool of water, a jug on a table, a kettle on a stove, a woman on a bench, a bird on a branch, the Sun in the sky, a hat on the head, etc. The learners may be allowed to talk in small groups with the picture in the middle. The teacher can monitor what they are saying. Communication between the teacher and the learner is a very important activity for the development of listening and speaking skills.

Enhancing speaking

The teacher will have to spend maximum amount of time with the first picture that is provided in Lesson 2. The teacher will elicit answers from the learners about names of objects, people and animals which is seen in this picture. Learners may be allowed to talk in small groups or pairs keeping the picture in front of them. The teacher may allow learners to talk and help them to express their thoughts, in the home/school language or English. The teacher will use the blackboard to write the words that are identified and will repeat the words orally for maximum listening and speaking input from the text, e.g. Listen to what Rina says about her grandmother. The teacher will elicit responses from the learners in order to associate classroom and real life experiences.

Introduction to kinship terms

The teacher can ask learners to say what members of their family do at home and how they help their parents at home. Activities in Lesson 2 introduce learners to the home environment. The teacher will help learners to learn a number of family related words. The teacher will then introduce the letters to learners or revise the letters and sounds of the alphabet based on their previous knowledge.

Learners need to be made aware of sounds around them. They should be helped to listen for beginning, middle and final sounds in words. Once the learners become interested in games related to sounds and their recognition in context, they will do it automatically. They should be given practice in substituting initial, middle and final sounds in words with which they are familiar with.

Action words

In Activity 6, teachers can help the learners to say and repeat action words which they may enact initially and may have learners to enact after them. Words are provided.

Rhyme time

By reciting the poem in Activity 10, the teacher will introduce learners to the numerals and their counts. The teacher will replace the word "boys" with "girls" as and when required.

Following instructions

In Activity 17, the teacher will facilitate learners to listen and act according to the instructions given. This activity enriches the learners to comprehend what the teachers say and want them to do.

Developing writing

As learners are introduced to trace and write numbers (1-50) and their counts, teachers may use the learners' newly acquired knowledge to count members of their family or the days of the week. While teachers introduce dates, days and months to the learners, they will make this a daily activity as they will mention and write the day, date and month on the blackboard everyday.

Learning outcomes : The learner-

1. names familiar objects seen in the pictures
2. responds orally to comprehension questions related to stories/poems
3. identifies characters and sequence of a story and asks questions about the story
4. associates words with pictures
5. recites poems/rhymes with actions
6. carries out simple instructions such as - 'Shut the door', 'Bring me the book' and such others
7. recognizes letters and their sounds in context
8. differentiates between small and capital letters in print
9. draws, scribbles in response to poems/stories, etc.