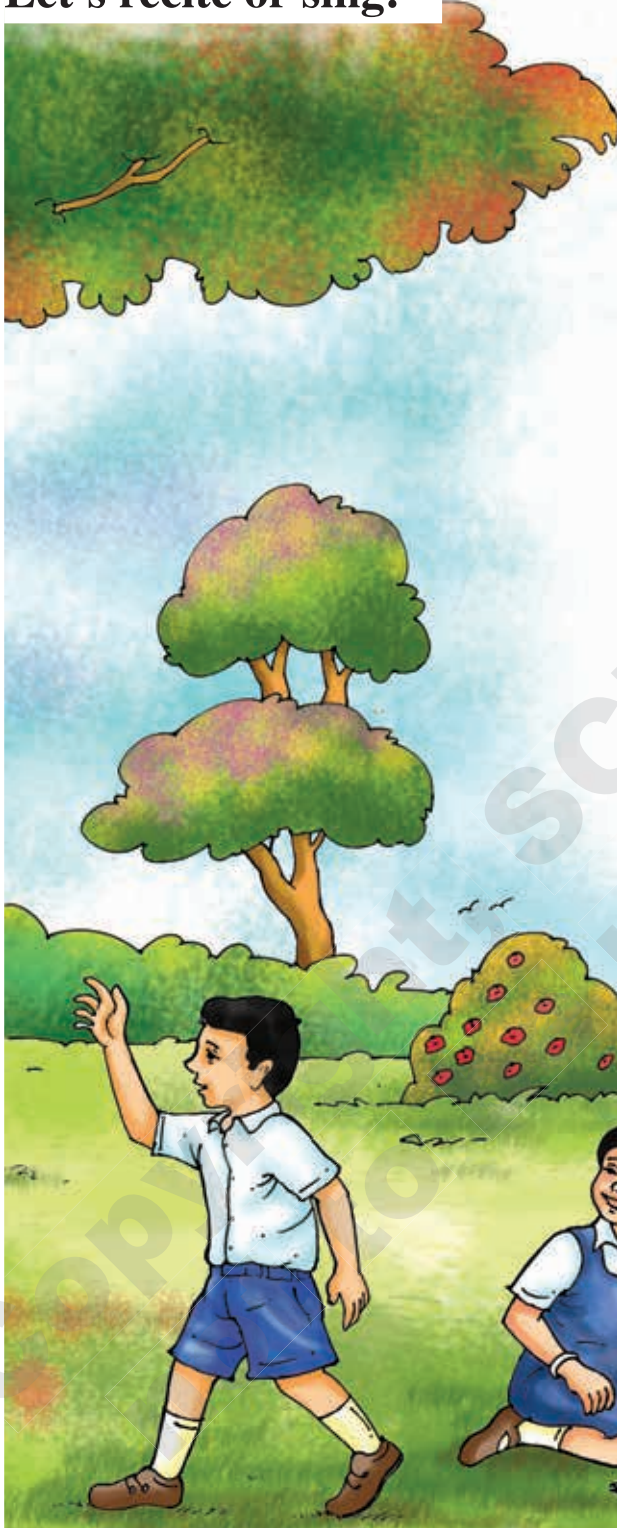


## Lesson 1



Let's recite or sing:



## Come Little Children

Come little children,  
Come to me,  
We will sing now A B C.  
ABCDEFGH,  
HIJKLMNO,  
LMNOPQRS,  
TUVWXYZ.  
XYZ, sing with me,  
Let's be friends with ABC.

☞ The teacher will first sing the rhyme.

☞ The teacher will then help the learners sing it, first in chorus and then individually.

## ACTIVITIES

### 1. Let's greet each other:

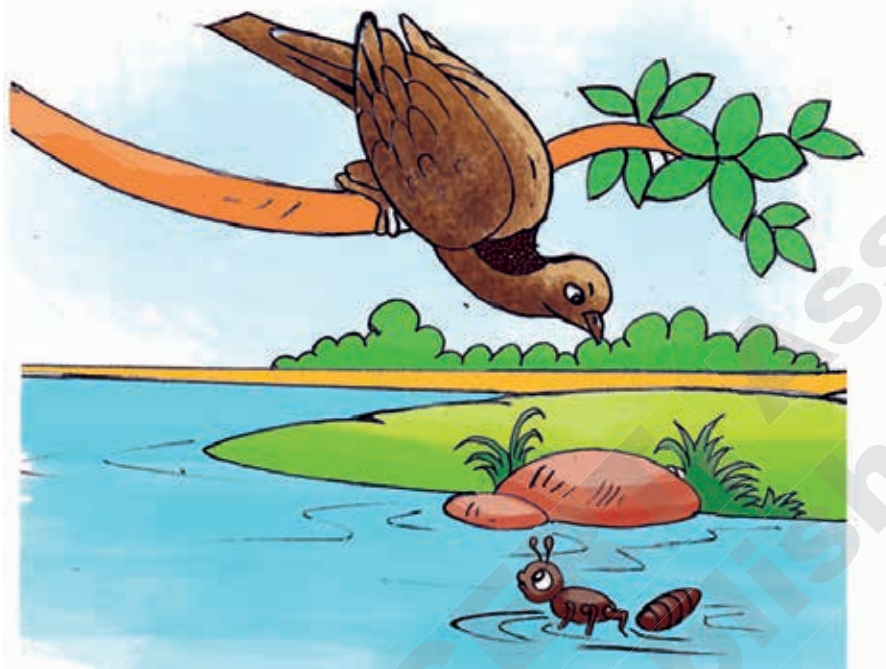
**Good morning!**



☞ The teacher will first greet the learners and then help the learners to respond.

☞ The teacher will give instructions to the learners, as given above and help the learners carry out similar instructions from time to time.

2. Look at the picture and talk about it:



3. Let's put a tick (✓) on the ones that you have seen before:



a dove



a pigeon



a cock



a crow



an ant

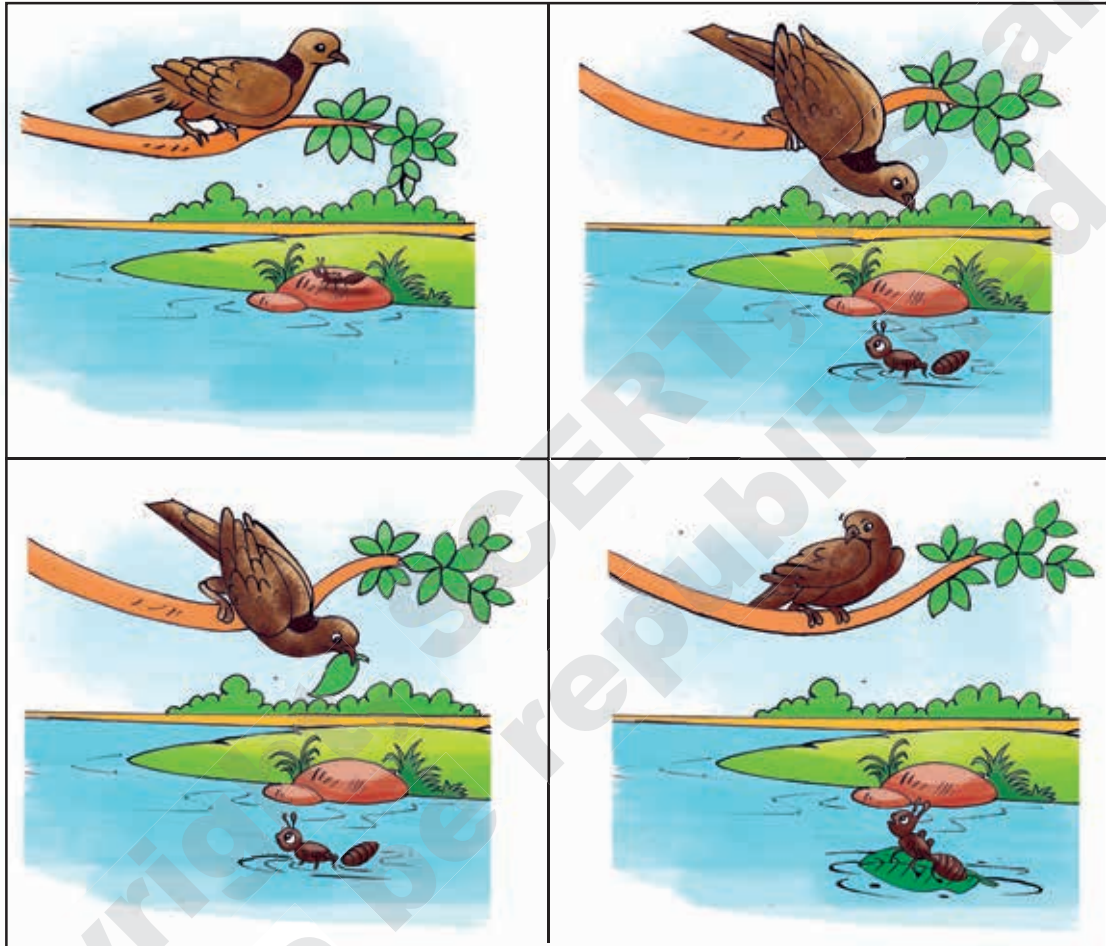
Now, work in groups. Let's talk about birds and ants. Tell anything you know about them.



Do you know any story about birds or ants?

4. Look at the pictures. Listen to a story about an ant and a dove:

### The Ant and the Dove



One day, an ant was very thirsty. It went to a river. It tried to drink some water. But it slipped and fell into the river. The ant was washed away. A dove was sitting on a branch of a tree nearby. It saw what had happened. “Coo-oo, coo-oo”, it said. The dove plucked a leaf off the tree. The dove then threw the leaf down into the water. The leaf fell near the ant. The ant quickly climbed onto the leaf. The ant was saved from drowning.

## 5. Let's talk:

Who was sitting on the tree?

Why did the ant go to the river?

Where was the dove sitting?

What did the dove do after seeing the ant?

How did the ant fall?

Where did the ant fall?

What did the dove drop?

What did the dove say?

a an to the in it

## Now, you try and ask questions on the story.

The story you listened to just now is not complete. The ant also saved the dove one day. Work in small groups. Think and say how the ant saved the dove.

## 6. Look at these words. Listen and repeat:



an ant



a branch



a cock



a crow



a dove



a pigeon



a river



a tree



a leaf

*The teacher will help learners to think and tell stories of how the ant saved the dove one day.*

**7. Look at the pictures. Listen and repeat the words. Then show with actions:**



**clap**



**sit**



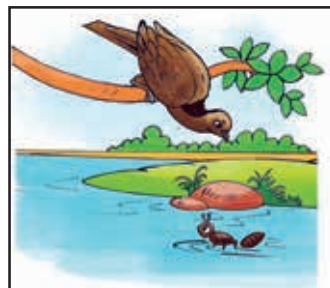
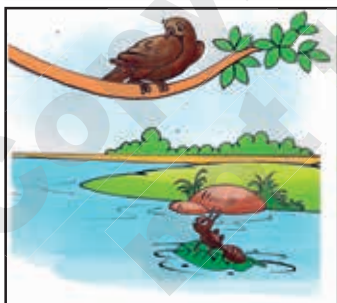
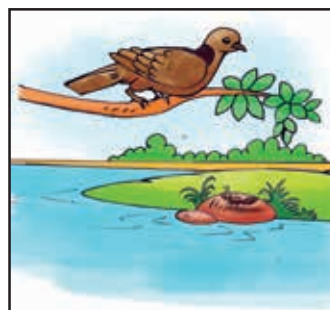
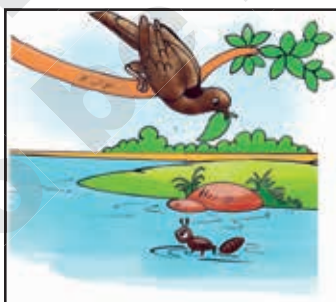
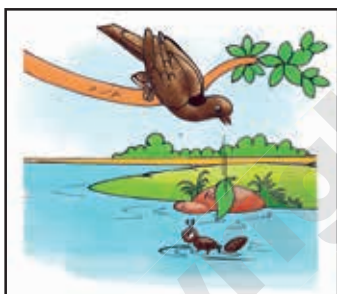
**throw**



**drop**

**8. Listen carefully. Let's try to arrange the pictures in sequence:**

- An ant went to a river.
- A dove saw the ant fall into the river.
- The dove said, "Coo-oo, coo-oo" and dropped a leaf.
- The ant climbed onto the leaf. It was saved.



**Now, retell the story in your own words.**

*The teacher will show the actions of clapping, sitting, etc. first and learners will follow.*

## 9. Let's listen to the sounds of animals:

‘Coo coo’, says the dove,



‘Moo moo’, says the cow.



‘Bow wow’, says the dog,



‘Meow meow’, says the cat.



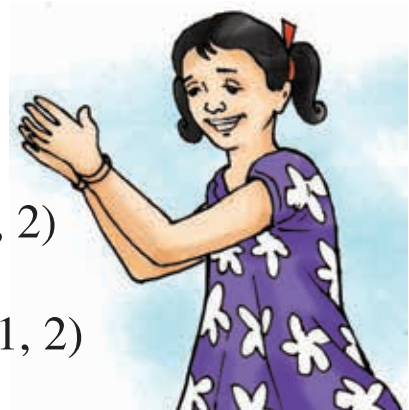
## 10. Let's learn to clap in rhythm:

Mina claps two times for her name. Mi-na (1, 2)

Paban claps two times for his name. Pa-ban (1, 2)

Jahidul claps three times for his name. Ja-hi-dul (1, 2, 3)

Angelina claps four times for her name. An-ge-li-na (1, 2, 3, 4)



**Now, clap to your name. How many times did you clap for your name? Try to clap for different things you see around you.**

11. Listen and say:

**a**nt **b**ranch **c**ock **d**ove **l**eaf **p**igeon **r**iver **t**ree

12. A dove was sitting on a branch of a tree. Where do you sit?  
Let's look around to see who is sitting where?

\_\_\_\_\_ is sitting on a bench.

\_\_\_\_\_ is sitting on a chair.

\_\_\_\_\_ is sitting on a .....

.....

13. Look at the picture and say:

What is the woman doing?

Where is she sitting?

Where is the bird sitting?

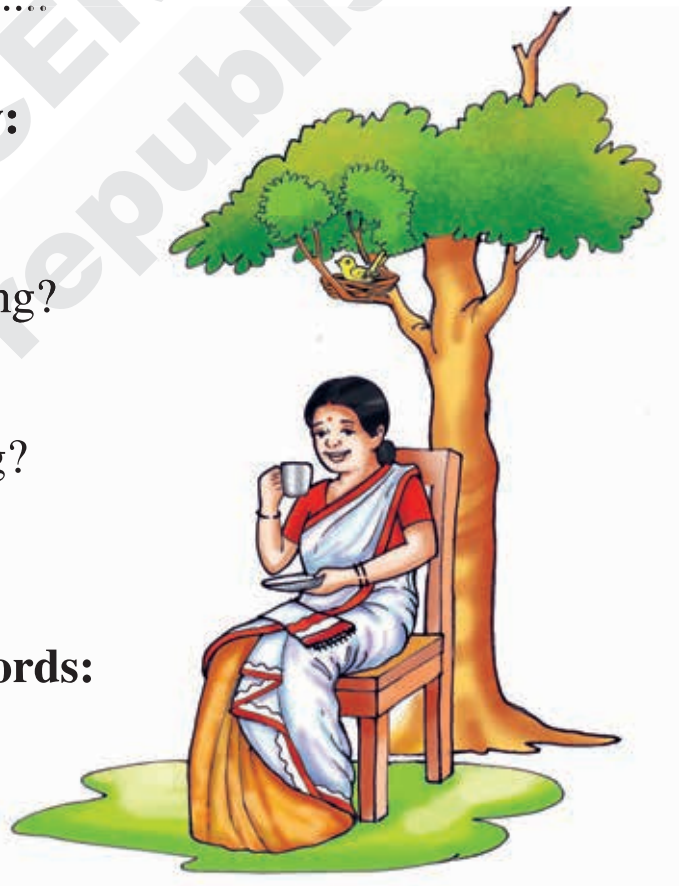
14. Let's say these rhyming words:

be - me

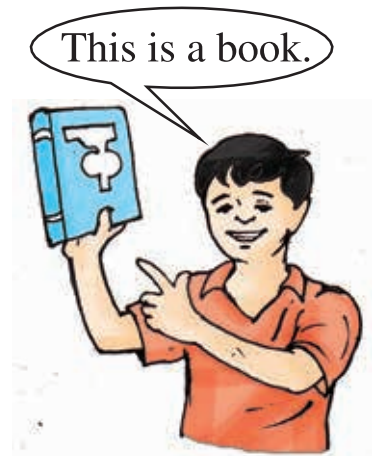
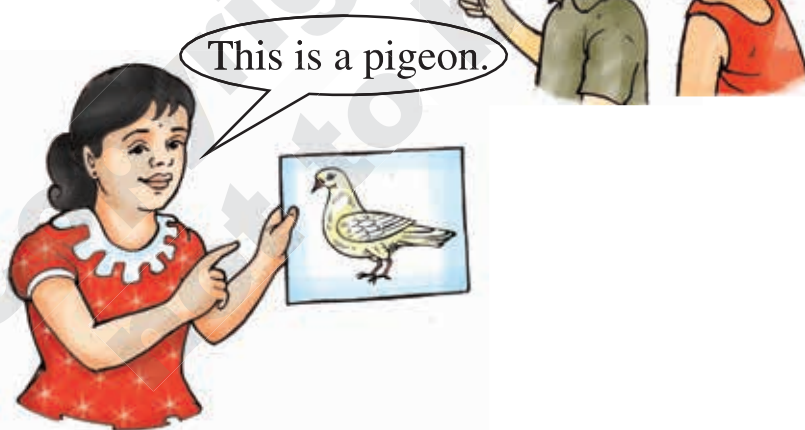
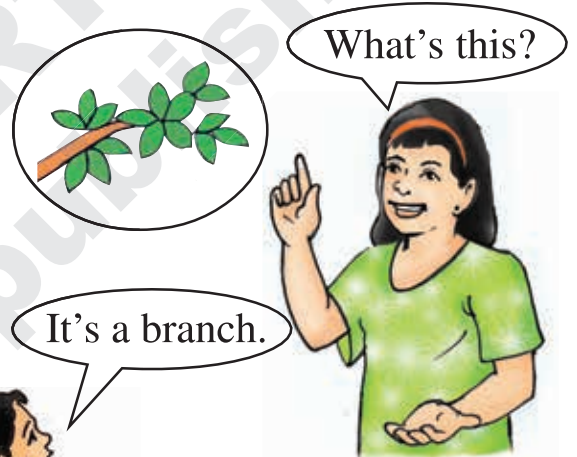
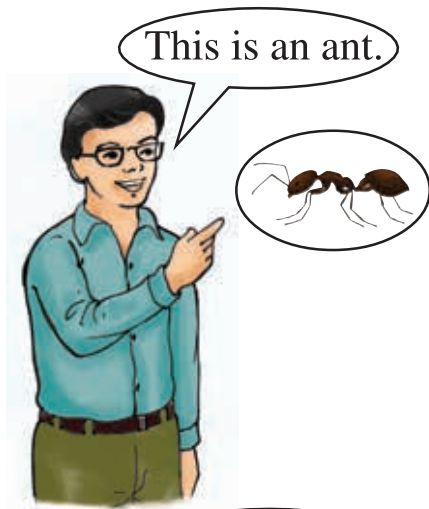
say - day

tree - see

fell - tell

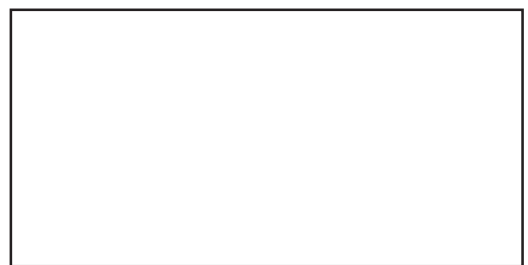
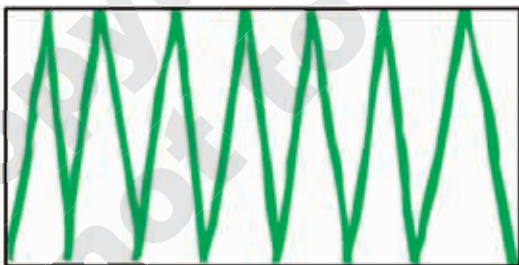
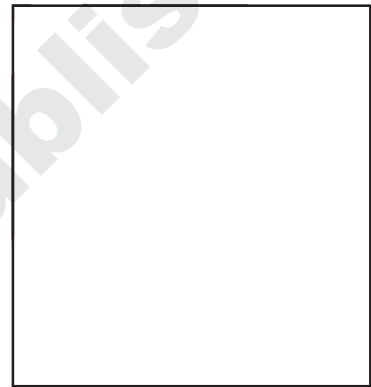
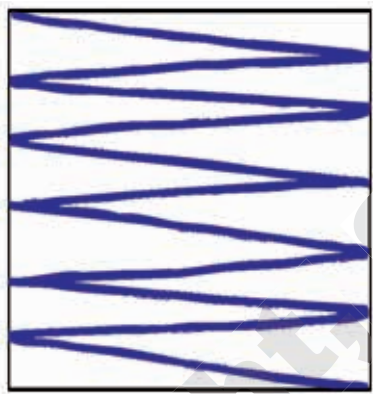
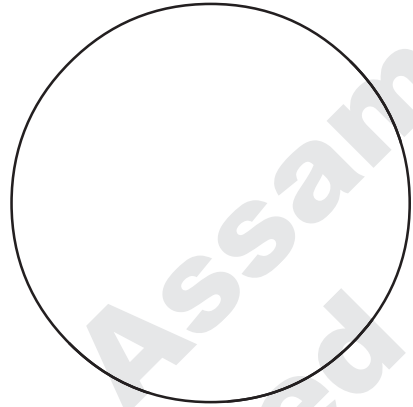


## 15. Listen and repeat:



 The teacher will help the learners to identify the pictures and respond to questions asked.

## 16. Colour:



*The teacher will ask the learners to colour the figures on the right as shown on the left side of the page.*

## 17. Let's talk:



*The teacher will help learners to use polite forms of expression and respond in English.*

18. Let's look and say:



a short branch



a long branch



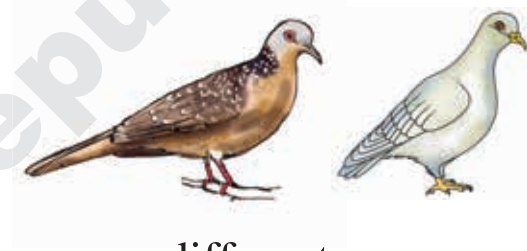
a long candle



a short candle



same



different

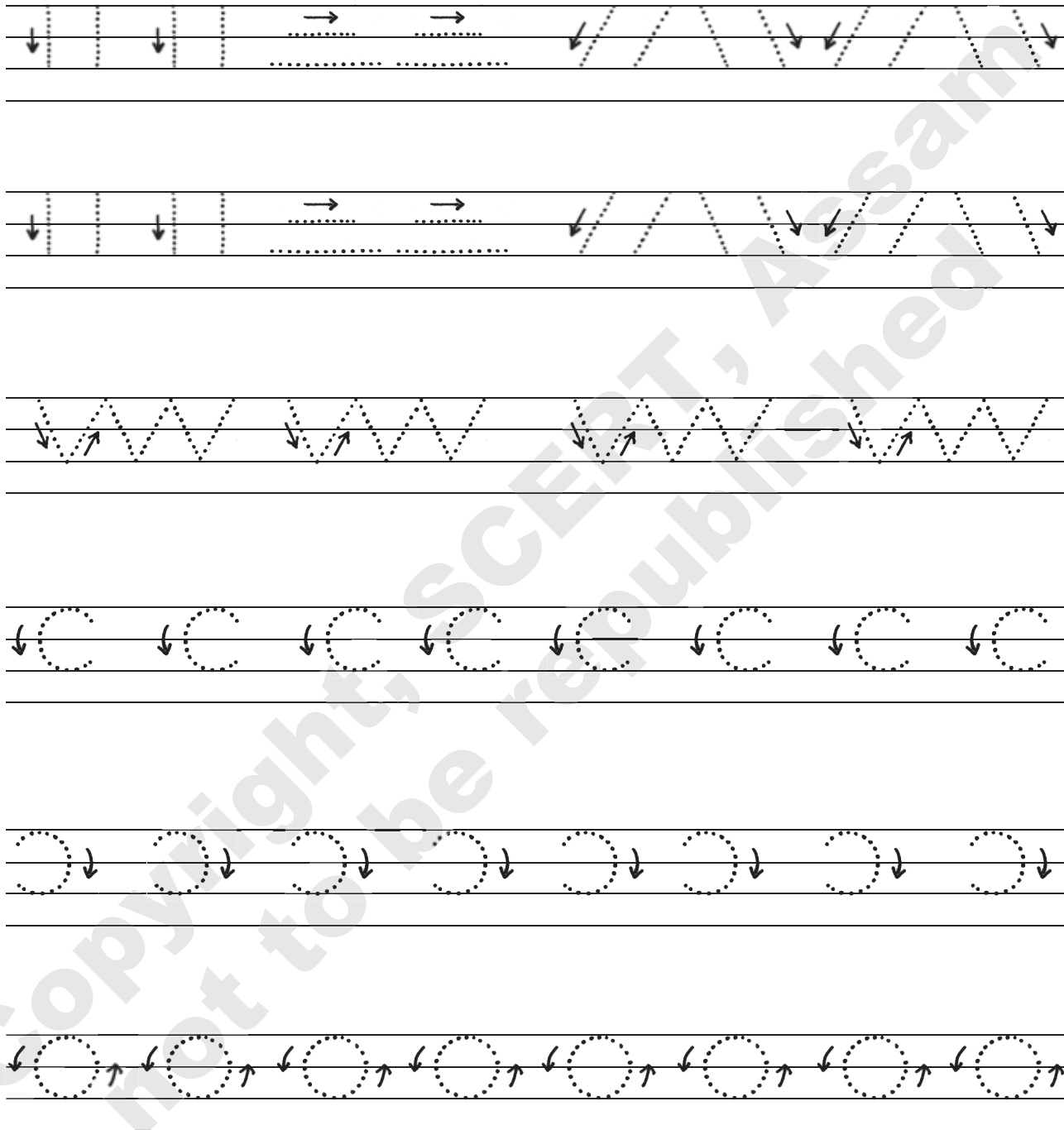


a fat man



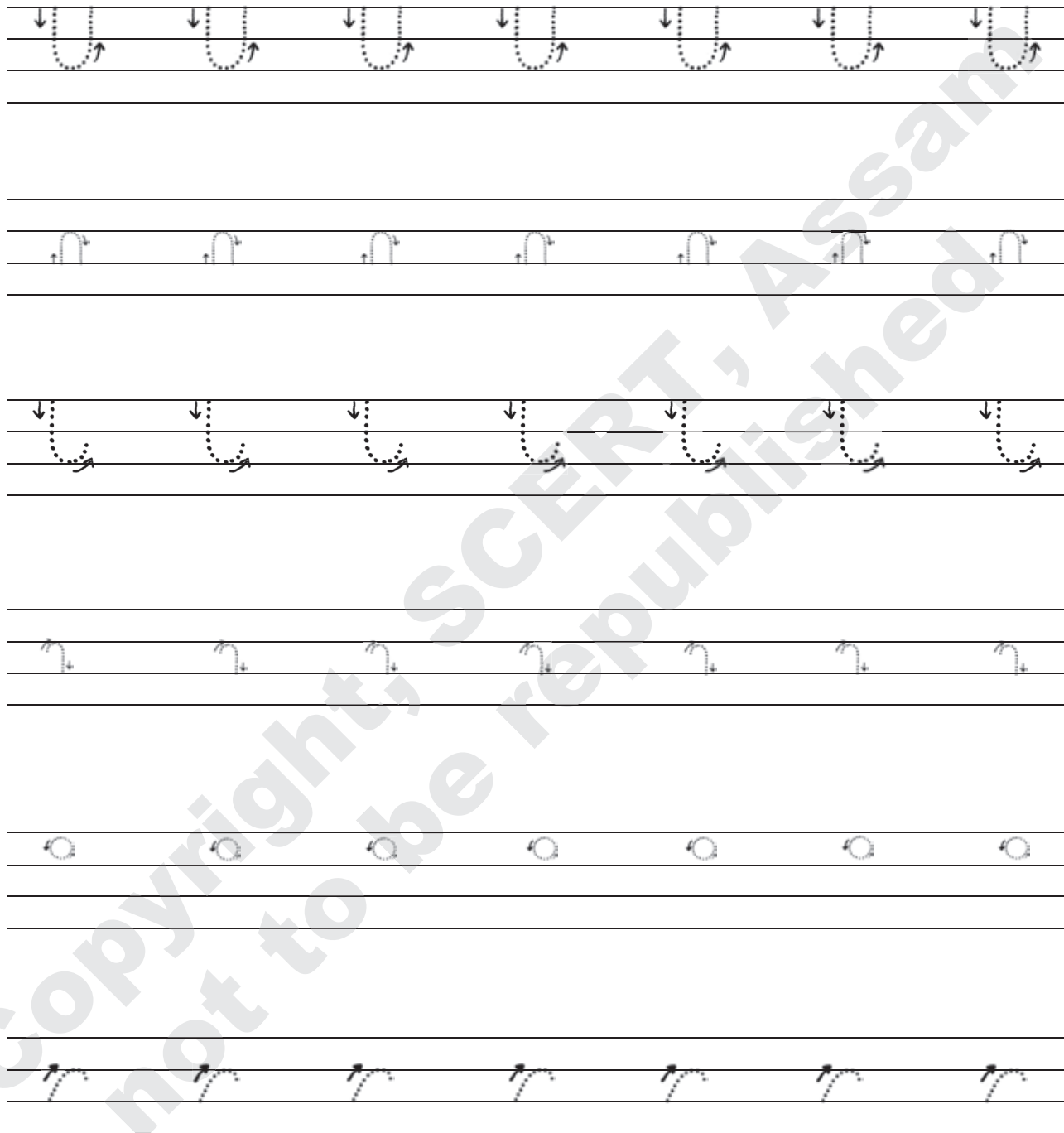
a thin man

## 19. Trace and draw:



*The teacher will help learners practice drawing lines, circles, curves, etc. on their slates.*

## 20. Trace and draw:



*The teacher will help learners practice drawing lines, circles, curves, etc. on their slates.*

## 21. What are they doing?



jumping



running



eating



sleeping



writing



reading



walking



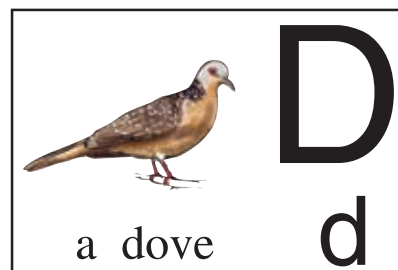
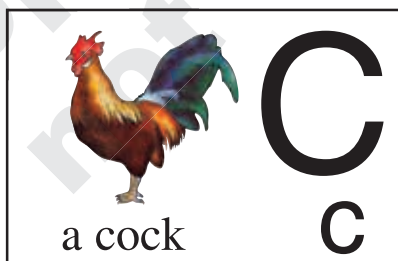
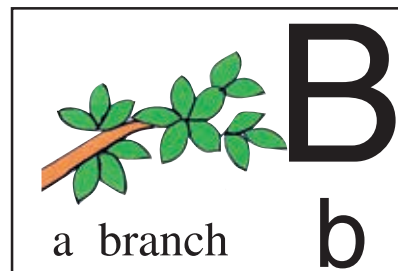
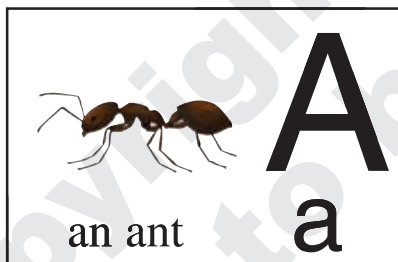
dancing

☞ The learners will talk about self/situations/pictures in English. For example, “He is jumping, She is dancing.” The teachers will organize activities to talk about self. For example, “I am .....”

**22. Draw what you understood from the story- The Ant and the Dove:**



**23. Let's revise:**



*The teacher will help learners draw whatever they understood from listening to the story.*

24. Look, trace and write:

**A**

**B**

**C**

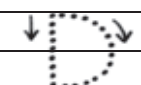
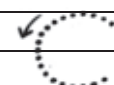
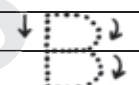
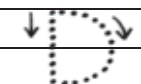
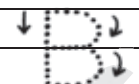
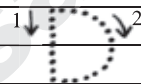
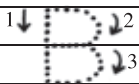
**D**

**a**

**b**

**c**

**d**



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

## Lesson 1

### For the Teacher

**Rhyme:** Come Little Children

**Story:** The Ant and the Dove

Lesson 1 is basically a readiness lesson which will lead the learners to a variety of listening experiences. Being the initial lesson, the teacher should encourage and motivate the learners to the activities provided for listening and responding to facilitate a smooth shift from home language to English.

#### **Rhyme Time**

The teacher will introduce learners to the rhyme by singing aloud in rhythm with actions and learners will follow. This activity may be extended, as the teacher will help the learners to recall rhymes which they had learnt earlier (either in home language, school language or in English.)

#### **Greetings**

Activity 1 will introduce learners to greetings and responding in a classroom situation. The following is a proper sequence of the same.

T – Good morning, children.

L – Good morning, sir/ma'am.

T – Please sit down.

L – Thank you, sir/ma'am.

For the spoken form, we have used Ma'am, but if teachers are not comfortable with this form they may say Madam.

#### **Pre-reading and Pre-writing activities:**

The major focus in the initial stage of this stage of education is to prepare the learners towards development of the basic skills of language. But the success of this would depend largely on motivating and retaining the learner's interest and attention in the classroom and activities conducted outside the classroom. The pages in the book incorporated for the learner's development of reading and writing skills are to be made best use of. The teacher will have to spend maximum amount of time with the first picture that is provided in this lesson. 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. Correction of errors and mistakes should be avoided. At this stage building learners' confidence and elimination of the fear factor should be given more importance.

#### **Storytelling**

The teacher will help learners to feel comfortable with friends, talk to each other and find out what they already know. The teacher will then tell the story, "The Ant and the Dove" which is basically for listening comprehension initially. The story will be told with a lot of gestures, dramatisation and voice modulation. The teacher will encourage learners to recall and retell the story in proper sequence and also help them to respond to comprehension questions either in home/school language or English.

#### **Enhancing listening and speaking**

For reinforcement of activities on new words from the story, the teacher will repeat these words time and again besides putting it up on the blackboard along with simple drawings. Moreover, Activities 1, 15 and 17 will help the teacher to sharpen the learners' listening ability. Here, basic teacher-student communication will initially take place through Total Physical Response (TPR).

### **Awareness of sounds**

While the teacher helps learners in listening and repeating words, he/she will write the words on the blackboard and sound out the beginning letters in the words. For example, learners should know that the word 'dove' begins with the letter with the corresponding "d" sound. Gradually learners will be helped to search for beginning sounds with all the words that they come across in any text. In this way, learners will be able to recognize letters and their sounds A-Z. The teacher will say the words from the textbook and write them on the blackboard. The learners will associate the letters to the sounds, especially beginning sounds and the teacher will point to them and slide his/her finger or a pointer under the words while reading. The teacher would do well to use Big Books for shared reading.

Activity 9 will introduce learners to sounds of animals as a beginning to awareness of sounds. The teacher will conduct activities like clapping keeping in mind the importance of syllables. The teacher will help learners to clap their names accordingly, as shown in Activity 10.

Activities 11 and 14 (Listen and say and Let's say these rhyming words) will enable learners to develop their awareness of sounds with the help of words in the lesson.

### **Developing writing**

Activities 19 and 20 will introduce learners to proper strokes of the English Alphabet, to scribbling and drawing what they understand from the story. Blackboards and slates should be sufficiently used at this stage. Four-line copy books can also be used besides the worksheets incorporated in this book.

Teachers will help learners to listen to and find out the beginning letters A, B, C, D and their sounds in words like an ant, a branch, a cock, a dove.

### **Picture reading**

Maximum opportunity will be provided to learners to enhance speaking skills. Therefore, activities for reading pictures in small groups or pairs should be encouraged for talk for learning. Teachers will monitor such activities and help learners to think, identify, associate pictures and situations to real life experiences and also talk to prove their point.

### **Polite expressions**

Teachers will inculcate in learners the habit of using polite forms of expression. Situations will be created by the teachers to enable learners listen and respond in English using polite forms of expressions, e.g. Please, Thank you, Sorry, May I?

### **Action words**

The teacher will help learners to understand action words which they may enact initially and then ask learners to follow.

### **Asking questions**

Learners will be encouraged to ask simple questions like 'What's this?' or 'What is this?', 'What is ....doing?', 'What are they doing?', 'What is your name?' etc. The teacher will also invite questions while telling stories or reading aloud certain texts.

### **Learning outcomes:** The learner-

1. associates words with pictures
2. names familiar objects seen in the pictures
3. recognizes letters and their sounds in context
4. recites/sings rhymes
5. draws/scribbles in response to instructions/poems/from understanding stories
6. identifies characters and sequence of a story and asks questions about the story
7. listens to English words, greetings, polite forms of expressions, simple sentences and responds in English, home language or sign language

In case of specific instructions, teachers may go through the footnotes that are incorporated at the bottom of certain pages.

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