



# My Family

## SPECIFIC OBJECTIVES

- \* Respecting each other's work in the family
- \* Listening, reading, understanding and answering the questions orally and in writing
- \* Grammar: Making sentences
- \* Letters and words - the building blocks of sentences

- \* Learning how to prioritise your work and time.
- \* Loving family and work.
- \* Using letters and words to build words and sentences.
- \* Speaking and writing correctly.
  
- \* Talk to the students about their morning routine and how they come to school.
- \* Discuss with them the need to be on time.
- \* Doing things in the right sequence.
- \* How to apply these to school and home.
  
- \* Read the lesson aloud or ask the students to read parts of it.
- \* Explain the words, and their meanings. Reading creates familiarisation with words.
- \* Discuss the picture associations so that reading becomes fun.
- \* Relate the activities and relationships with their families and daily life.
  
- \* Discuss the questions in Exercises A, B and C and ask the students to answer them orally first. Where necessary, write the answers on the board to help them in answering questions related to the unit, whether oral or written.
- \* Try asking them to discuss similar descriptions.
- \* Use the board to explain how words and sentences are built: example: I; I + N = IN; I + N + K = INK; P + I + N + K = PINK, etc.

**Outcome**

**Get Set!**

**Read and Enjoy**

**Read and Understand**

**Grammar Spotlight**



### Spell Well

- \* Alphabet - Capitals and small letters
- \* Words - Using letters to build words
- \* Sentences - Using words to build sentences
- \* Starting with a capital letter and ending with a full stop; mention 'I' being written as a capital letter.
- \* The exercises should be discussed, then the students can do them in class.

### Word Power

- \* Teach the students to recognise spelling patterns.
- \* Discuss the words and ask students to spell them orally.
- \* Exercise A relates to the sound of vowel 'a'. Discuss Exercises B and C and then ask the students to do them.

### Listen and Learn

- \* Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- \* Teacher can read aloud or ask the students to take turns in reading the lesson so that they understand it well.
- \* Then ask the students orally to arrange the pictures in the right order.
- \* Correct the students, where necessary.

### Converse and Connect

- \* Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- \* Ask the students to read aloud the conversations.
- \* Then do the exercise orally by asking pairs of students to have the conversations mentioned in the text with each other.
- \* Check if the students understand the conversations well by asking them a few questions; explain where necessary.
- \* Correct the students regarding the content and pronunciation.

### Speak and Express

- \* Discuss the picture first and ask the students what they see in it.
- \* This will help the students to express what you want to explain or ask.
- \* Ask them the given questions or any others you can think of; example - what would you like to eat for breakfast? etc.
- \* Ask them what they really wish for and then teach them to put their thoughts into words correctly and politely.
- \* Teach them how to speak so as to be understood.
- \* This will teach them to be observant and to speak out their minds freely.



- \* Listen to the Digital Board so that you are sure of the right way to speak.
- \* Let the students say aloud the words spelt with 'ee'.
- \* In explaining the correct pronunciation, show how these words are different from 'i' or 'e' shortened; example - ship/ sheep; met/meet; etc.
- \* Let the students do the exercise themselves.
- \* Let the students draw the picture. Don't be judgemental.
- \* Read aloud the questions and all the given options.
- \* Discuss each of the given options and why some are acceptable and some are not.
- \* Explain the value of time and the need to clearly decide what to do first and what to do later - the right order of activity.
- \* Talk about the need to respect the work of others: family and other people we interact with daily.

**Pronunciation  
Practice**

**Write Well**

**Project Work**

**Values and Life Skills**





# My Little Hands

## SPECIFIC OBJECTIVES

\* It is important to express our love for our family.

### Outcome

- \* Learning how important it is to show your loved ones that you care.
- \* Learning to pronounce perfectly by reciting the poem.

### Read and Understand

- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand why we need to show our love for family and friends.
- \* Explain to them how we can show our love: by saying it, hugging them, being useful and caring, giving small gifts.
- \* Discuss the exercises and ask students to answer them orally, before writing the answers down.
- \* Ask them to identify words that rhyme and words that express love.
- \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.