

# 5

## UNIT 5: Hygiene

### Keeping the House Clean

#### SPECIFIC OBJECTIVES

- ▶ How and why we need to be particular about cleanliness and neatness
- ▶ Learning about cleanliness through creative, art-related and social activities and, as a corollary, we also learn to take part in the household chores to help the family
- ▶ Learning to read in a new manner, not with comic strips
- ▶ Doing creative activities that make us a part of a family or social group, with friendly interaction and collaboration, integrating discipline and communication
- ▶ Learning to help family and be a part of a household in a responsible way and drawing friends also into the circle of participation
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Usage of 'has' and 'have'; action words (verbs) ending with '-ed' and their usage; joining words (conjunctions) 'and' - their usage; correct usage of punctuation: Capital 'I'; sentences begin with Capital letters; full stop; and question mark
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary: Words ending with 'k' or 'ck'; words using 'u' and their correct pronunciation; new words learnt with spellings and meanings and usage
- ▶ Introducing students to the concept of writing a paragraph - a set of sentences that focus on one central idea.
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

<b>Fun Zone</b>	<ul style="list-style-type: none"> <li>✧ Read out the purpose of the activity. Discuss it in class.</li> <li>✧ Ask the students the day before to bring the materials. They can work in pairs to make the dustbins.</li> <li>✧ Display their work in class.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Ask the given questions and discuss each of them with the students.</li> <li>✧ Get them talking about what they do in school and at home to help keep the place neat and clean.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read the story aloud or ask the students to read in turns. Correct them gently whenever required.</li> <li>✧ Explain it as it is read, especially the new words like 'shift', 'fresh', 'throw', etc.</li> </ul>

<p>✧ Be sensitive to the fact that some students may not live in apartments or houses with different rooms.</p>																	
<p>✧ Explain what is required to be done by the students in each exercise. Then do each exercise one by one orally. Ask students to answer at random.</p> <p>✧ Then ask them to write down or mark the answers to each exercise.</p> <p>✧ Announce the answers aloud and let the students check them in pairs.</p>	<p><b>Read and Understand</b></p>																
<p>✧ Read out the instructions and examples to explain the usage of 'has' and 'have'. You can use your own examples, using the blackboard. For example:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; width: 50%;"><b>Has</b></th> <th style="text-align: left; width: 50%;"><b>Have</b></th> </tr> </thead> <tbody> <tr> <td>1. Sudha has the duster.</td> <td>1. You all have five minutes to write.</td> </tr> <tr> <td>2. The cat has climbed the tree.</td> <td>2. The cats have drunk the milk.</td> </tr> <tr> <td>3. Henry has a kite.</td> <td>3. The boys have kites.</td> </tr> <tr> <td>4. Mother has made a cake.</td> <td>4. All the ladies have made cakes.</td> </tr> <tr> <td>5. She has a puppy.</td> <td>5. We have a puppy.</td> </tr> <tr> <td>6. Amit has been given some work.</td> <td>6. Have you finished your work?</td> </tr> <tr> <td>7. He/She has a storybook.</td> <td>7. They have a storybook.</td> </tr> </tbody> </table> <p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers.</p> <p>✧ Announce the answers aloud and ask the students to check their work, either by themselves or in pairs.</p> <p>✧ Read out the instructions and examples to explain how and why '-ed' is added to words. Explain how it is added to action words or verbs to show past action. You can add your own examples, using the blackboard. For example: added, posted, raced, wasted; roamed, waded, folded, called, opened, closed, piled, soaked, chased, etc.</p> <p>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write the answers.</p> <p>✧ Announce the answers aloud and ask the students to check their answers, either by themselves or in pairs.</p>	<b>Has</b>	<b>Have</b>	1. Sudha has the duster.	1. You all have five minutes to write.	2. The cat has climbed the tree.	2. The cats have drunk the milk.	3. Henry has a kite.	3. The boys have kites.	4. Mother has made a cake.	4. All the ladies have made cakes.	5. She has a puppy.	5. We have a puppy.	6. Amit has been given some work.	6. Have you finished your work?	7. He/She has a storybook.	7. They have a storybook.	<p><b>Grammar Spot</b></p>
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	<ul style="list-style-type: none"> <li>✧ Read out the instructions and examples to explain how and why 'and' is used between words and sentences. Explain why it is called a joining word (conjunction). You can add your own examples, using the blackboard. For example: bread and butter, fork and knife, cup and saucer, shoes and socks, fingers and toes, eyes and ears, hands and feet, mother and father, uncle and aunt, grandmother and grandfather, fruits and flowers, animals and birds, etc.</li> <li>✧ Then show them how to join sentences.             <ol style="list-style-type: none"> <li>1. (a) I have a toy soldier. I play with it. (b) I have a toy soldier and play with it.</li> <li>2. (a) Please open the door. Please close it softly. (b) Please open the door and close it softly.</li> <li>3. (a) Papa drives a car. He takes us to the market. (b) Papa drives a car and takes us to the market.</li> </ol> </li> <li>✧ Exercise C: Explain the exercise and do it orally first. Then ask the students to write the answers.</li> <li>✧ Announce the answers aloud and ask the students to check their answers, either by themselves or in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Explain what is required to the students. Do this exercise orally first, writing down two lists on the blackboard: Names - Action Words. Put the correct words in the two columns, if possible in two different colours.</li> <li>✧ Ask the students to use colour pencils, not pens, to colour the balloons - red for names and green for action words. Announce answers and ask students to check in pairs.</li> <li>✧ Exercise B: Explain the exercise and that the pronunciation of 'k' and 'ck' is usually identical. Give examples using the blackboard: (a) black, back, lack, Jack, rack, pack, tack, hack, lick, pick, suck, buck, etc. (b) ask, task, rusk, musk, tusk, dusk, etc.</li> <li>✧ Do the exercise orally first. Then ask the students to write the answers.</li> <li>✧ Announce the answers aloud and ask the students to check their work, either by themselves or in pairs.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read the passage aloud. Or you can ask the students to read it, at random. Repeat it once more, pausing to explain and discuss it with the students.</li> <li>✧ Ask students which of the children did what and who was right and who was wrong. What would they themselves do?</li> <li>✧ Then explain the exercise and ask the students to answer orally. Then ask them to draw lines from the names to the words 'Good habit' or 'Bad habit', using a pencil and a ruler.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Discuss the exercise and explain it to the students.</li> <li>✧ Ask students to have a conversation as instructed. Go around and correct them gently where required.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise and then ask students at random to answer.</li> <li>✧ Jot down all answers/suggestions on the blackboard. Each student can give one answer. Then ask the students to discuss in pairs or call up different pairs to suggest why cleanliness is important.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Read and explain the exercise about the correct pronunciation of the short 'u'. Use the examples given as well as your own.</li> <li>✧ Do the exercise orally and correct the students gently where required.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Brush up the punctuation rules regarding the usage of capital letters, 'I', full stop and question mark.</li> <li>✧ Use your own examples on the blackboard to show them how to punctuate a sentence. For example: It is raining in Kolkata. I have an umbrella. Do you have an umbrella?</li> <li>✧ Do the exercise orally first, using the blackboard, and then ask the students to write the sentences correctly.</li> <li>✧ Write the correct answers on the blackboard and the students can check by themselves or in pairs.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise to the students and give them 7-10 minutes to discuss the two questions with their partners.</li> <li>✧ Then ask them to write the answers - two sentences for each question. If they have any doubts, tell them to ask you.</li> <li>✧ Check their work individually. This is crucial as you are laying their foundations for future writing skills.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Read aloud the exercise and discuss it with the students. As they throw up suggestions about what they do or they could do to help in the house, jot them down on the black board.</li> <li>✧ Then ask them to select four items that they think they could do every day at home, and write them down on their lists. They can decorate their lists with pictures, drawings, stickers, etc.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ Ask the students to share their lists with each other and with their parents and family members.</li> <li>✧ Display all the lists in the class.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Read aloud the passage and explain the exercise.</li> <li>✧ Then discuss the options given, about why each one is appropriate and why some are better avoided, unless Raghu becomes stubborn and rude.</li> </ul>	<b>Values and Life Skills</b>