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## Unit 1: School

### Ruhi at the New School

#### LEARNING OUTCOMES

- ▶ Making school fun and inviting through creative, art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know a new environment and people
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Capital and small letters; words; sentences
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, naming and spelling things/people

<b>Word Up</b>	<ul style="list-style-type: none"> <li>✧ This continues the warm-up activities by becoming a little more specific as to the subject matter.</li> <li>✧ Teach the students to correlate pictures and subjects.</li> <li>✧ Give them simple instructions and get them to follow.</li> <li>✧ Get the students into a cohesive group.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Teach the students how to read aloud by random selection of students.</li> <li>✧ Follow the pictures to show who is speaking and to understand the correct behaviour in class, for example, standing up to speak, putting up your hand to seek permission, etc.</li> <li>✧ Comic strips can be understood better if different students enact the parts and read.</li> <li>✧ Correlate spellings and words to help understand conversation.</li> <li>✧ Correct their pronunciation gently as they read.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Read the questions and explain them in relation to the lesson.</li> <li>✧ Teach students to select the right answers from the choices given.</li> <li>✧ Do the exercises orally first, using the blackboard, and then guide them to write.</li> <li>✧ Help the students understand and correlate the questions and the lesson.</li> <li>✧ Guide them about the choices, how to mark the answers and how to discuss and find one-word answers.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Exercises A &amp; B: The students have to learn to read and write the alphabet, capital and small letters.</li> <li>✧ Guide them to write clearly, form the letters correctly. Monitor them individually.</li> </ul>

	<ul style="list-style-type: none"> <li>✧ Exercise C: Read aloud the exercise. Form words using letters, naming things, people and places.</li> <li>✧ Then explain what is a sentence, how words are put together to make a meaningful sentence. Give examples of wrong sentences – for example: What your name? What your name is? Where you live? How you come to school? etc. Have fun making small sentences in class - for example: What is your name? What is this? How do you come to school? It is a desk. It is a book. This is a pencil. This is my chair. This is our class.</li> <li>✧ Exercise D: Explain the instructions and do the exercise orally first. Then ask students to mark the answers. Let them check in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Have fun with naming things in the class and in the school, like desk, chair, blackboard, chalk, pen, pencil, eraser, box, bag, colours, ball, swings, slides, student names, items of uniform, etc.</li> <li>✧ Do the exercises A &amp; B orally, using the blackboard, and the help the students do them in writing.</li> <li>✧ Monitor the replies, using pairs of students to check each other's work.</li> </ul>
<b>Activities for Listening and Speaking</b>	<ul style="list-style-type: none"> <li>✧ Explain to the students that all the following activities will help them to speak correctly and clearly. Explain why this is important – in the process of learning various subjects as well as later in life at home, at work and in public or social life.</li> <li>✧ Explain each activity and exercise carefully and clearly to the students so that they grasp what is expected of them.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Play the audio at least twice, taking time to pause or to explain between the two what is being said.</li> <li>✧ Tell them to use their imagination to answer the questions.</li> <li>✧ Explain the questions and then ask them to answer orally.</li> <li>✧ Correct answers where required.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Play the audio twice. Listen, explain and then listen again.</li> <li>✧ Form partners to do the exercise.</li> <li>✧ Tell the students to form correct questions and replies to each other.</li> <li>✧ Two students can learn the poem together and the teacher can ask them at random to recite, correcting the rhythm and pronunciation.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ Clarify the difference in pronunciation of the short a [as in tap] and the long a [as in father].</li> <li>✧ Get the students to read the words aloud together, and individually at random. Correct them gently where required.</li> <li>✧ You can also practise using words other than the ones given, like stand, mat, man, can, act, etc., and mark, last, market, basket, etc.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Form groups of four students. Instruct them carefully about the exercise.</li> <li>✧ Tell the students that each of the four must speak and answer the questions given. They are free to add more observations if they like.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>✧ Explain sentences, capital letters and full stop using the blackboard.</li> <li>✧ Then read the exercise with the students, explaining the corrections.</li> <li>✧ Random questions can be asked, to encourage student participation.</li> </ul>

	<ul style="list-style-type: none"> <li>✧ Then get them to write the three sentences correctly in their notebooks. Check them individually for correctness and good handwriting.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise and the underlined words which show specific names and common names of objects.</li> <li>✧ The exercise can be done orally first and then students can write it down in their books. Check them for correct usage and good handwriting. This checking should be done by the teacher to ensure good handwriting.</li> </ul>
<b>AIL Activities</b>	<ul style="list-style-type: none"> <li>✧ Since this is the first lesson, explain why AIL activities are included: for building creativity, teamwork and communication skills.</li> <li>✧ Ask the students to bring their pictures and paste them in the book with glue/ fevicol, etc.</li> <li>✧ If any student fails to bring a photograph, encourage him/her to draw/paint his/her own picture.</li> <li>✧ Then guide them to complete the sentences below. Help them with the spellings.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>✧ Since this is the first lesson, explain what is meant by values in our lives, why we need them and how they influence all our actions, at home, in the classroom, the school and in public places.</li> <li>✧ Discuss what is the correct behaviour to be followed at school.</li> <li>✧ Then ask each question and encourage the students to put up their hands and answer them.</li> <li>✧ With each picture explain why the behaviour is appropriate and why it is not.</li> </ul>