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## Unit 1: Hygiene

# Keeping the House Clean

### LEARNING OUTCOMES

- ▶ 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 doing words (verbs); 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.

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| <b>Warm Up</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> <li>✧ Be sensitive to the fact that some students may not live in apartments or houses with different rooms.</li> </ul>                                   |
| <b>Read and Understand</b> | <ul style="list-style-type: none"> <li>✧ 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.</li> <li>✧ Then ask them to write down or mark the answers to each exercise.</li> <li>✧ Announce the answers aloud and let the students check them in pairs.</li> </ul>  |
| <b>Grammar Spot</b>        | <ul style="list-style-type: none"> <li>✧ Explain what doing words or verbs are. Read the instructions and examples and then have a fun session asking students to give you more doing words, from watching their parents, siblings, friends, neighbours, roads, pets, animals, birds, etc. For example: eat, cook, drive, fly, sit, stop, run, grab, fall, talk, sleep, shout, climb, slide, etc.</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to mark the correct answers.</li> <li>✧ Explain why 'ing' is added to doing words – to show that the activity is going on. Read out the instructions and examples. Then have a fun round asking students to make doing words with 'ing'. For example: The teacher is teaching. Students are learning. Roma is writing. Manu is singing. The kite is flying. The squirrel is eating a nut. The ants are walking in a line. It is raining.</li> <li>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to mark the correct answers.</li> <li>✧ Exercise C: Read out the instructions and ask the students to answer the question orally first. Then let them write the answers in their books.</li> <li>✧ Exercise D: Explain that there is a correlation between naming words and doing words. Give examples from daily life. For example: A cat is drinking milk. [drinking – milk] The man is climbing up the ladder. [climbing – man, ladder] The peacock is dancing. [peacock – dancing] Papa is driving the car. [driving – Papa, car]</li> <li>✧ Read out the instructions and ask the students to answer the question orally first. Then let them write the answers in their books/notebooks.</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>   |
| <b>Converse and Connect</b>   | <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>Speak and Express</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>Pronunciation Practice</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>  |

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| <b>Pronunciation Practice</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>Punctuation</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>Write Well</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>AIL Activity</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> <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> |
| <b>Values and Life Skills</b> | <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>   |