



I Love My Home

LEARNING OBJECTIVES

- Learning about our home, family, school and their place in our lives.
- Learning to read and write and listen.
- Learning to understand enough to answer questions orally and in writing.
- Learning about how to form and use words and sentences, say them and use them to express yourself.
- Learning about Nouns and their usage.
- Learning to enjoy and appreciate poetry.
- **Outcome** : Being initiated into the use of all the tools required for learning to read, write, understand and express yourself.
- Loving, enjoying and understanding the value of our home, family, school and friends.

<ul style="list-style-type: none"> ➤ A. Read aloud the poem, making it into a song-like recitation. Ask the students to follow the words in their books so that they learn to familiarise themselves with word formations. Then, on the second reading, ask them to follow you. Groups of students can learn each stanza and recite the whole. ➤ B. Read and explain the exercise. This can be done by students on their own. Discuss the questions and ask the students to discuss them with their partners. 	Get Set!
<ul style="list-style-type: none"> ➤ Read aloud the introduction of the lesson, then ask students to take turns reading parts of the lesson. Correct them where required. Explain words and meanings, also focussing on courtesy words like 'please'. ➤ Explain the goodness and pleasure of good relationships in a family and the need for politeness and being together in all activities. Also explain how we should respect the time and commitments of each member too—for example: appreciate mother's contribution to running the home, 	Read and Enjoy

	father's work, grandparents love and activities, your own and your siblings' study, play and other activities, chores, etc.
Read and Understand	A to D : Read out and explain each exercise, one at a time, and what is required to be done by the students. Then guide them to answer them orally first. Use the board to help and guide them. Then ask them to write the answers in their books.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Words: Explain capital and small letters, using the board. Then show the class how words are formed using the various letters. You can tell them about consonants and vowels. Use your own words to show formation – I, in, two, cat, bear, play, door, etc. ➤ Sentence: Explain, using the board, how words are strung together to make a sentence. They should make sense. Example: I am. [This is not a complete sentence.] I am Rita. I am happy. I am going home. I have a puppy. [These are complete sentences.] ➤ A & B: Read out and explain the exercises. Do them orally first, using the board where required. Then ask them to write the correct answer in their books.
Spell Well	➤ A. Read out and explain the exercise. Do it orally first, using the Help Box and the board where required. Then ask them to write the correct answer in their books.
Word Power	➤ A & B : Read out and explain the exercises. Do them orally first, asking the students to select the correct word. Then ask them to write the correct answer in their books.
Listen and Learn	➤ A. Read aloud the passage slowly first, explaining it. Then ask students to take turns to read it aloud, checking their pronunciation where required. Then ask the questions and guide them about how to answer them correctly. Explain that it is important to have the right content and the correct sentences.
Converse and Connect	➤ A. Read aloud once. Then ask two students at random at a time to read aloud the conversation. Correct them where required.
Speak and Express	➤ A. Ask students to look at the picture carefully. Read aloud and explain the exercise. Apart from the given questions, ask your own questions too and encourage the students

<p>to ask too. Example: What can be seen from the window? Do you have grandparents? Name the items of furniture in the room. What are the individual people in the picture wearing? Who is wearing glasses? What is Grandma doing? What is your favourite toy? etc.</p>	
<p>➤ A. Ask students to look at the picture carefully. Read aloud and explain the exercise. Apart from the given questions, ask your own questions too and encourage the students to ask too. Example: What can be seen from the window? Do you have grandparents? Name the items of furniture in the room. What are the individual people in the picture wearing? Who is wearing glasses? What is Grandma doing? What is your favourite toy? etc.</p>	<p>Speak and Express</p>
<p>➤ A. Read aloud the words spelt with 'ee' and how they are pronounced. You can add other words of your own, using the board. Example: breeze, sleep, keep, bees, weep, tree, see, green, feel, been, creep, freeze, etc.</p> <p>➤ B. Read and explain the exercise. Guide the students to guess and spell the words, using the board. You can also use items from the classroom to help them recognise, spell and say new words. Example: duster, teacher, desk, chair, shirt, shoes, pencil, chalk, fan, door, window, socks, dustbin, etc.</p>	<p>Pronunciation Practice</p>
<p>➤ A. Explain what is meant by punctuation – capital letters at the beginning of a sentence and when we write 'I'; full stop at the end of a sentence and question mark at the end of a question. Show them how these have been used in their text book. Then do the exercise, one sentence at a time, on the board, and ask them to write the correct sentences in their books.</p>	<p>Punctuation</p>
<p>➤ A. Carefully teach the students how to write capital and small letters, forming alphabets on the board, using four parallel lines as given in the book. Also teach them the beauty of cursive writing. Ask them to write and go around the class checking each one's efforts and correcting them where necessary.</p>	<p>Write Well</p>
<p>➤ A. Read and discuss the exercise. And discuss what are the tasks done by students at home and what is their behaviour there. Example – do they help mother clear the table; do they help father wipe the car/scooter; do they chat with grandparents; do they water the plants; do they dust the rooms; etc.</p>	<p>Values and Life Skills</p>

Word Wise	<ul style="list-style-type: none"> ➤ Explain which are the vowels in the alphabet – a, e, i, o, u. Words cannot be formed without them, using consonants alone. All other letters are called consonants. ➤ Then explain how ‘an’ is used before a word starting with a vowel/vowel sound. ‘A’ is used before words starting with consonants/ consonant sounds. Use the examples given in the book and add your own examples too, using the board. Example: a school, a bus, a car, a house, a shop, a shoe, a dress, a goat, a lion, a bee, etc. An old man; an ox; an igloo; an eskimo; an inkpot; an open book; an example; an emu; an ostrich; an otter; an ugly picture; etc. ➤ A. Read aloud each word and ask the students to say if we should use ‘a’ or ‘an’ before it. Write the correct answer on the board if required. The students can write down the answers in their books.
Write Well	<ul style="list-style-type: none"> ➤ A. Read aloud the passage and ask the students to say if we should use ‘a’ or ‘an’ to fill the blanks. Ask them to write the correct answers in their books. Partners can check.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ Read out the exercise and explain. Students can do this on their own.