

UNIT-1

Let's recite this poem

FIRST DAY AT SCHOOL



I wonder
if my drawing
will be as good as theirs.



I wonder
if they'll like me
or just be full of stares.



I wonder
if my teacher
will look like Mom or Gran.

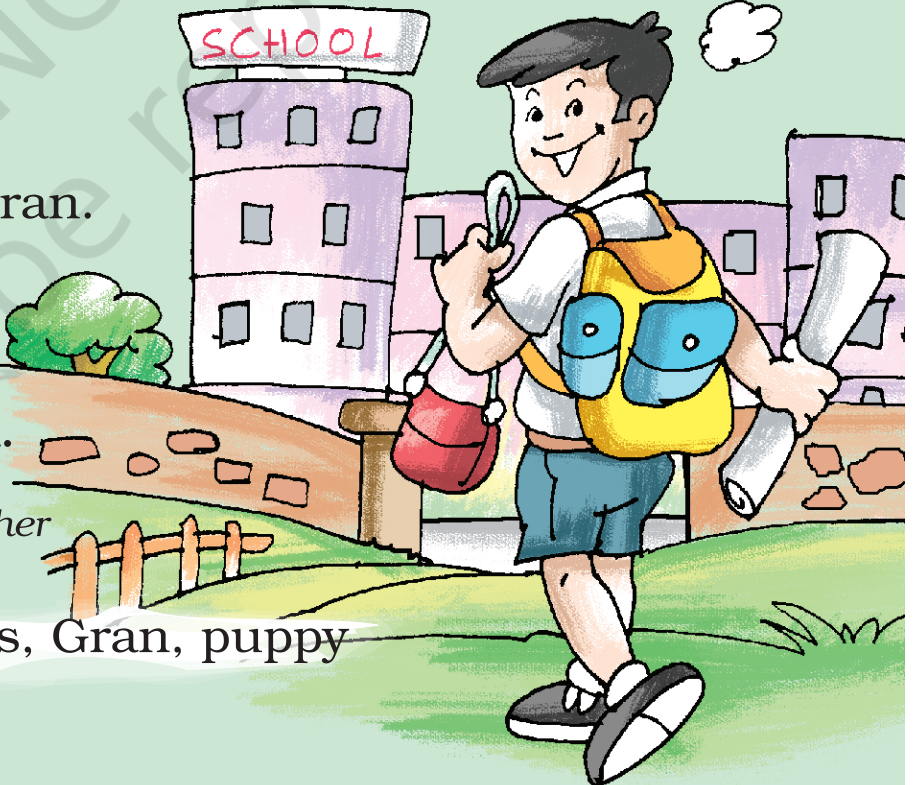
I wonder
if my puppy
will wonder where I am.



– Aileen Fisher

New words

wonder, drawing, stares, Gran, puppy





Let's read

I **wonder** if the sea is blue.



Reading is fun

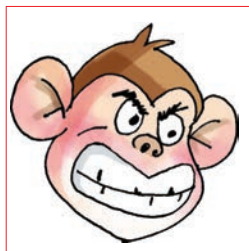


- ▶ What does the child in the poem think about his drawing?
- ▶ What does the child wonder about his teacher?
- ▶ Do you think the child would like to carry his puppy to school?



Let's talk

- ▶ Do you remember your first day at school?
How did you feel –



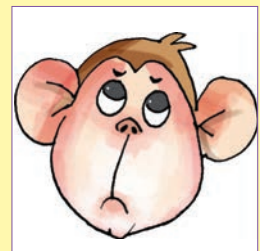
angry



shy



happy



sad

- ▶ When you entered your class what did you like?
- ▶ Who was the first friend you made?



- ▶ What did you enjoy doing the most?
- ▶ Do you have a pet at home who waits for you to come back from school?



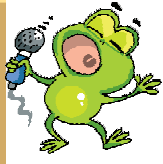
Let's act

- ▶ Find a partner. Let your partner pretend to be the teacher who welcomed you to your class.
- ▶ Now act out your first day at school.



- ▶ Look at the picture. What are the children doing?





Let's listen and sing



Brush, brush, brush your teeth,
Brush them every day.

Father, mother, brother, sister
Brush them every day.

Comb, comb, comb your hair,
Comb it every day.

Father, mother, brother, sister
Comb it every day.

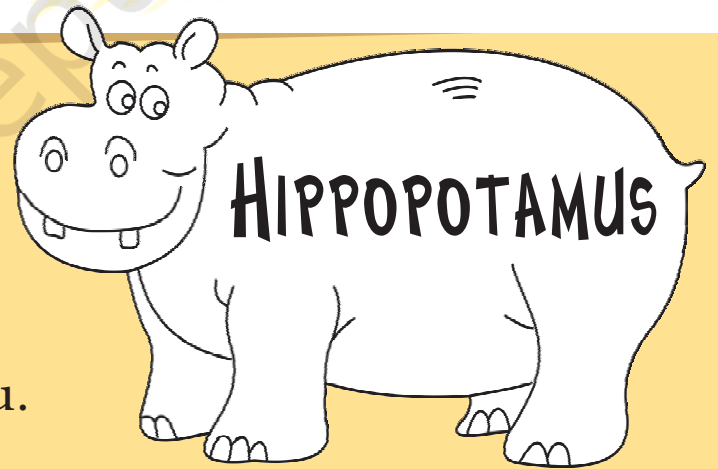
Wash, wash, wash your face,
Wash it every day.

Father, mother, brother, sister
Wash it every day.

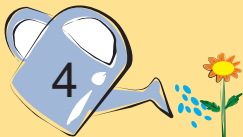


Let's write

- ▶ How many words can you make using letters from the word in the picture? One has been done for you.



POT



► Circle what you can carry in your school bag. Now write the names of your things in the box below.



1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____





Let's do

► What are the children doing? Choose the correct word from the ribbon and then fill in the blanks.

eating riding going studying sharing returning laughing



_____ breakfast



_____ a bicycle



_____ to school



_____ with friends

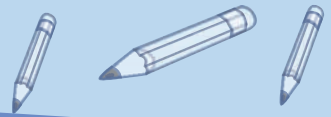


_____ in class



_____ from school





Let's practise

a b c d e f

a b c d e f

a b c d e f

g h i j k l

g h i j k l





HALDI'S ADVENTURE

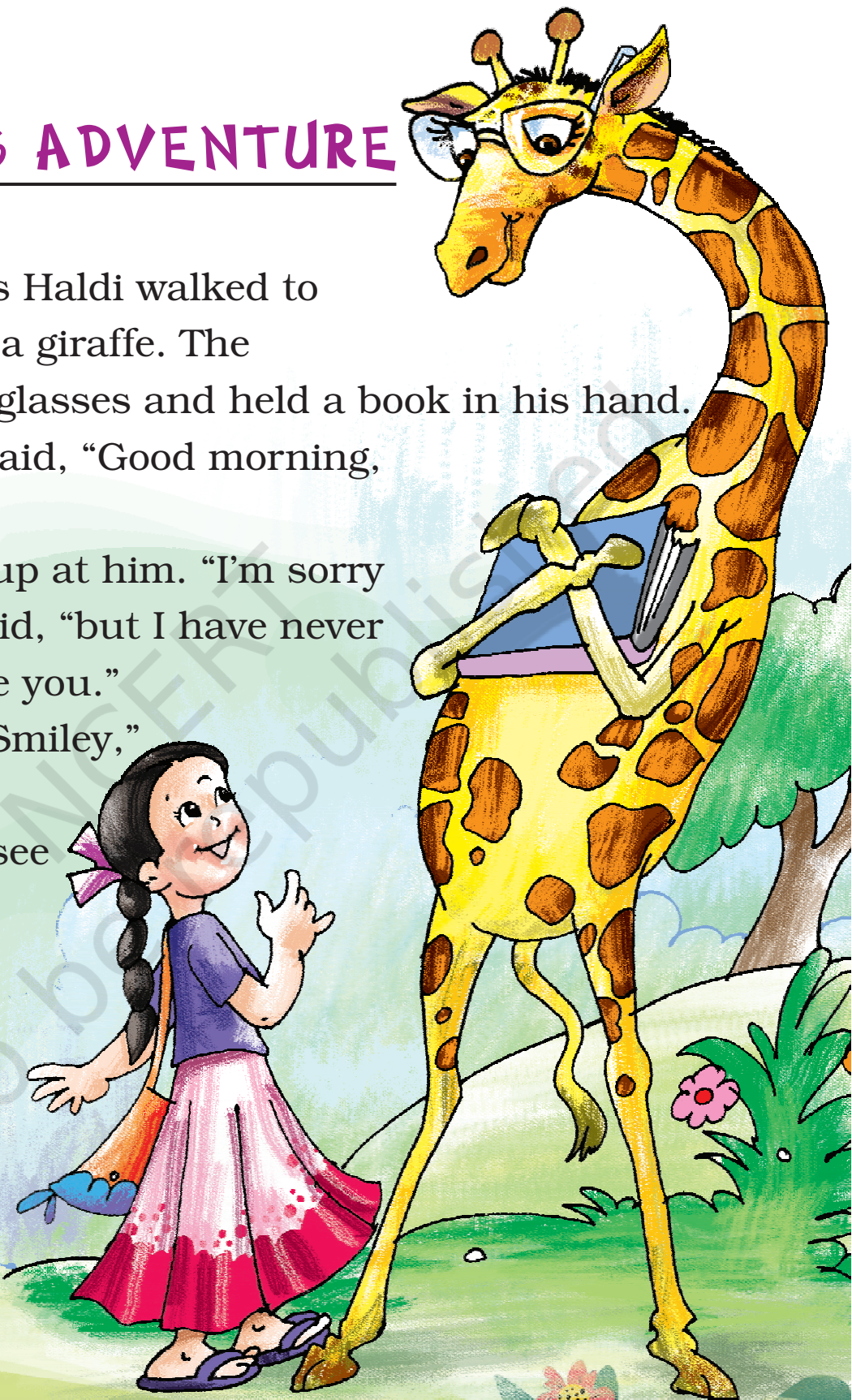
One morning, as Haldi walked to school, she met a giraffe. The giraffe wore big glasses and held a book in his hand. He smiled and said, "Good morning, Haldi."

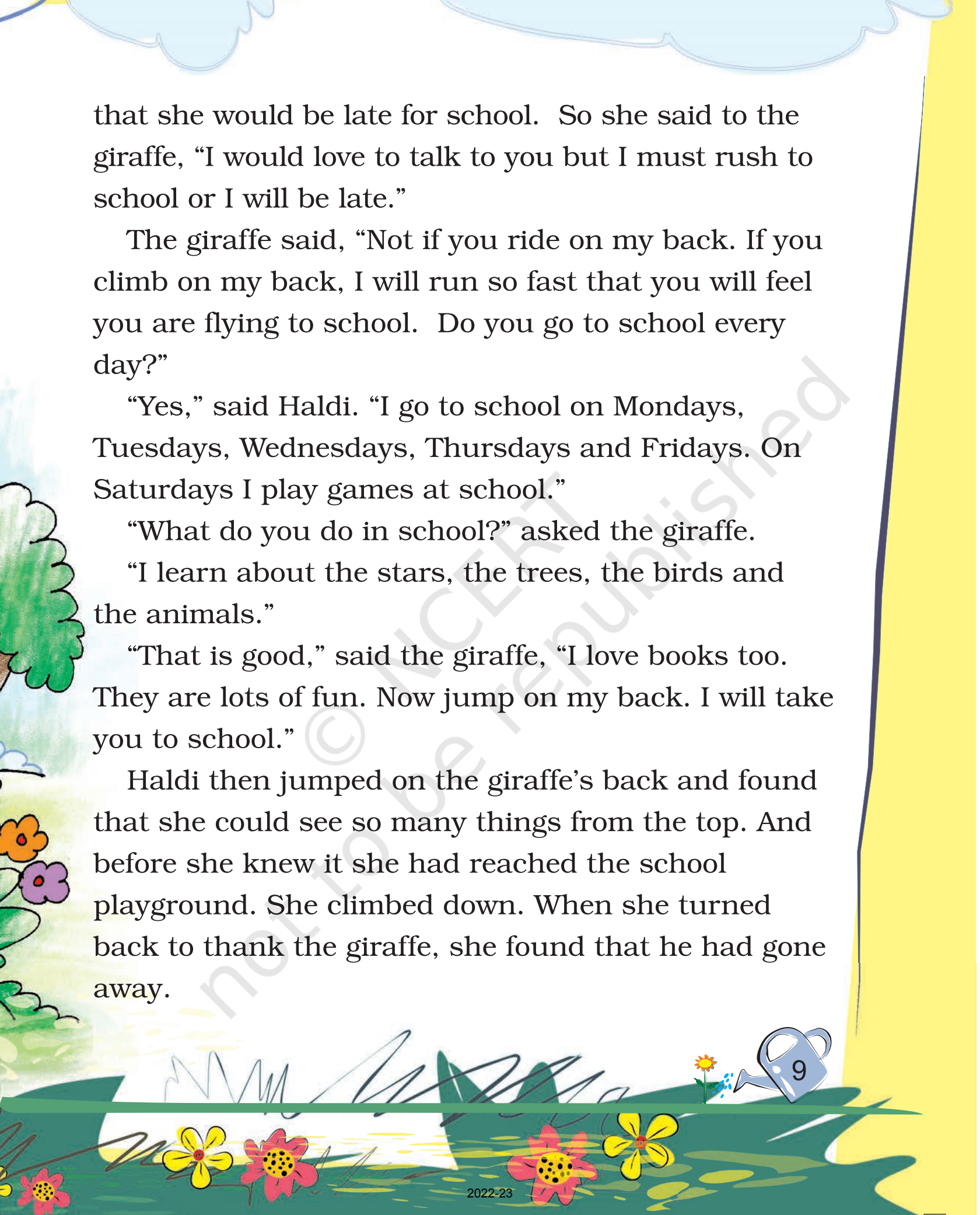
Haldi looked up at him. "I'm sorry to stare," she said, "but I have never met a giraffe like you."

"My name is Smiley," said the giraffe.

"Whenever you see me, you will smile."

Haldi was surprised and happy too. Then she remembered





that she would be late for school. So she said to the giraffe, “I would love to talk to you but I must rush to school or I will be late.”

The giraffe said, “Not if you ride on my back. If you climb on my back, I will run so fast that you will feel you are flying to school. Do you go to school every day?”

“Yes,” said Haldi. “I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. On Saturdays I play games at school.”

“What do you do in school?” asked the giraffe.

“I learn about the stars, the trees, the birds and the animals.”

“That is good,” said the giraffe, “I love books too. They are lots of fun. Now jump on my back. I will take you to school.”

Haldi then jumped on the giraffe’s back and found that she could see so many things from the top. And before she knew it she had reached the school playground. She climbed down. When she turned back to thank the giraffe, she found that he had gone away.



“Oh!” Haldi thought. “What a wonderful adventure I have had!”

New words

giraffe, surprised, adventure, wonderful, playground





Reading is fun

- ▶ Where was Haldi going?
- ▶ Why did Haldi stare at the giraffe?
- ▶ How did she reach school?



Let's talk

- ▶ How do you go to school?
- ▶ What do you wear to school?
- ▶ Have you ever seen anything strange on your way to school? Talk about it.



Say aloud


paddle saddle cradle

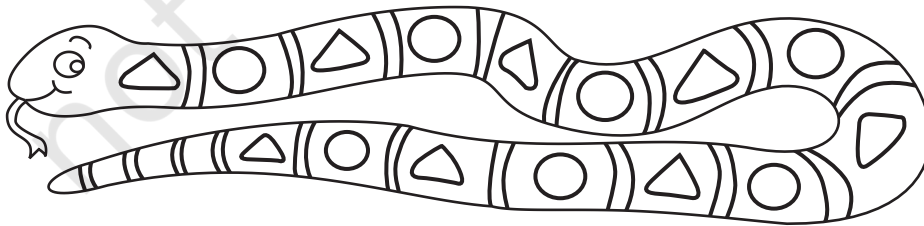
down clown sound round

school pool rule cool tool



Let's colour

- ▶ Find the shapes    and colour them.



THE PADDLING-POOL

Down by the river
On the way to school,
We have to pass
By the paddling-pool.
The grass is green,
And the water cool,
And we stay to play
By the paddling-pool,
Down by the river
On the way to school.

– Ann Berry






Let's write

- Fill in the blanks with the words given in the brackets – (sail, bark, sing, play, ring)

Boats  _____ . Dogs  _____

Children  _____ . Bells  _____

Birds  _____ .

- Write the names of the days of the week. You can begin with Sunday.

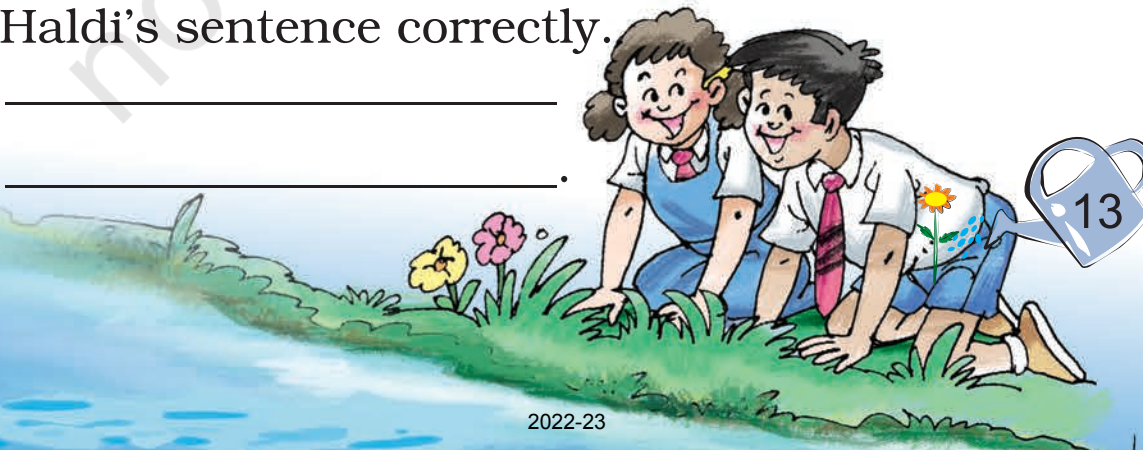
- Haldi wrote her name at school in this way – ‘*haldi*’. She made one mistake. What was it?

 Write her name correctly. _____

 Now write your name correctly. _____

- Haldi wrote — *i met a giraffe*

She made two mistakes. What are they? Write Haldi's sentence correctly.



Let's get ready for school

- What do you do before going to school? Put 'Y' for yes and 'N' for no.



have a bath



climb a tree



play in the park



comb your hair



feed the birds



help to milk a cow



► Fill in the blanks with 'before' or 'after'.

_____ eating food, I wash my hands.

_____ reaching school, I sit in class.

_____ eating food, I wash my mouth.

_____ reaching home, I do my homework.



Let's sing



BELLS

Ding-dong!

Ding-dong!

All the bells are ringing:

Ding-dong!

Ding-dong!

It's a holiday.

Ding-dong!

Ding-dong!

All the bells are singing:

Ding-dong!

Ding-dong!

Let's go out and play.

– Margaret Russell





Fun time



- ▶ What is the sound of your school bell?
- ▶ Can you make sounds of different bells that you have heard?
- ▶ Different bells make different sounds. Try and make the sound of a –

• phone bell



• door bell



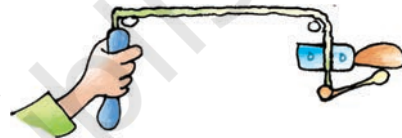
• cow bell



• horse bell



• bus bell



- ▶ Write the first letter of each picture given in the box.



What have you spelt?





Unit-1

As we start this book, let us remember a few ideas that were reflected on in Book One.

- We need to remember that when we teach English at this level, there is a transition from the home language to the school language. It is not only a move from the mother tongue to the second and third language, but also a move to the more disciplined environment of the school, where social behaviour is to be related to a group of peers.
- Learning English therefore need not involve the loss of the home language.
- While the child is being exposed to new ideas and worlds, she is still rooted in present environments; attempts are made in the book to draw on what is familiar to the child.
- The book supports the child's emotional needs and anxieties in order to strengthen the pathways to learning.
- By using games and tasks that draw on the imagination, the child will see that organised play and work have their own rules and discipline. Imaginative thinking is given a boost.
- The book encourages the child to use language in speech and writing, to express feelings and opinions, to reach out to others, see other points of view and thus develop as a social being.
- The child learns through fun and enjoyment, music, games and activity. There should be as much movement as possible, so that the child gets to use language without much conscious effort. All this is provided in the book.
- Praise the child for efforts and performance; Say 'that's good' or 'let's try again' or 'do you want to change what you have done?' rather than using stricter forms of speech.
- Be aware of different abilities amongst the children who are musically inclined/mathematically inclined/physically active/more introvert. Find ways to encourage each one to participate actively in the class.



- Modulate your voice when you communicate with the class; rephrase in different words if they do not understand you the first time.
- Let children work at their own speed.

In Book Two, emphasis has been laid on all the language skills.

Listening and speaking

Read poems and stories aloud, before you ask children to repeat or recite. Exposure to the sounds of language is important. Do not give meanings, but let them make sense of meanings by using whatever knowledge of the world and of language they already have. You are advised to practise the sounds of language yourself, before you start repeating them in class in **Say aloud**.

Speaking on issues relevant to the child's life is to be done in **Talk time**. Which language should the child use here? Encourage the child to talk, and help him/her to increase the use of English. The environment should be motivating, encouraging and free from stress and fear for this to happen.

Reading

By now, the child should be reading on his/her own so avoid the temptation to explain difficult words; instead let her guess meanings by choosing options that are given in the book or which you can give. All meanings need not be understood at once; some meanings can come later, after the child realises that her guessing of meanings may not be according to the context. When reading has to develop, the child should be given a chance to read with comprehension; reading is not merely mouthing words.

Writing continues as in Book One, with added focus on the running hand. This is necessary for eye and hand coordination at this stage. Please see that the child does not lift the pencil from the book while practising running hand till a word has been completed. Also see that the child has the correct grip on the pencil. More practice can be given for this, but do not overload the child with writing at this stage. For writing, activities like paper tearing, cutting, pasting, colouring within boundaries, stringing beads, using spoons for transferring rice from one bowl to another, for instance, are all important means of developing good handwriting at this stage.



Note: If the child is inclined to left-handed writing, do not push the child to be a right-handed writer.

As in Book One, divide the class into groups for activities; call a group by different names– **flowers**, **colours**, **birds**, **animals** etc.

Dramatise emotions like being shy, happy, excited or angry.

Unit 1 focuses on what the child's anxieties and uncertainties might be in going to school from a familiar home environment. The Unit tries to help the child acclimatise to the different world of the school. But as said earlier, it encourages the child to talk of the familiar – pets, family etc. and at the same time tries to ensure that expectations for school exist e.g., personal habits, the things to pack into a school bag etc.



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