

Unit 1

# My Family and Me



Chapter 1

**Two little hands**



0123CH01



**Let us sing**

Two little hands  
go clap, clap, clap.

Two little legs  
go tap, tap, tap.



Two little eyes  
are open wide.

One little head  
goes side to side.



Two little eyes to look around.  
Two little ears to hear any sound.



One little nose to smell and breathe.  
One little mouth that likes to eat.



Hands to clap, legs to walk  
Nose to smell, mouth to talk  
Head to move, eyes to see  
I have a little body that belongs to me.

### Sight words

| one | to

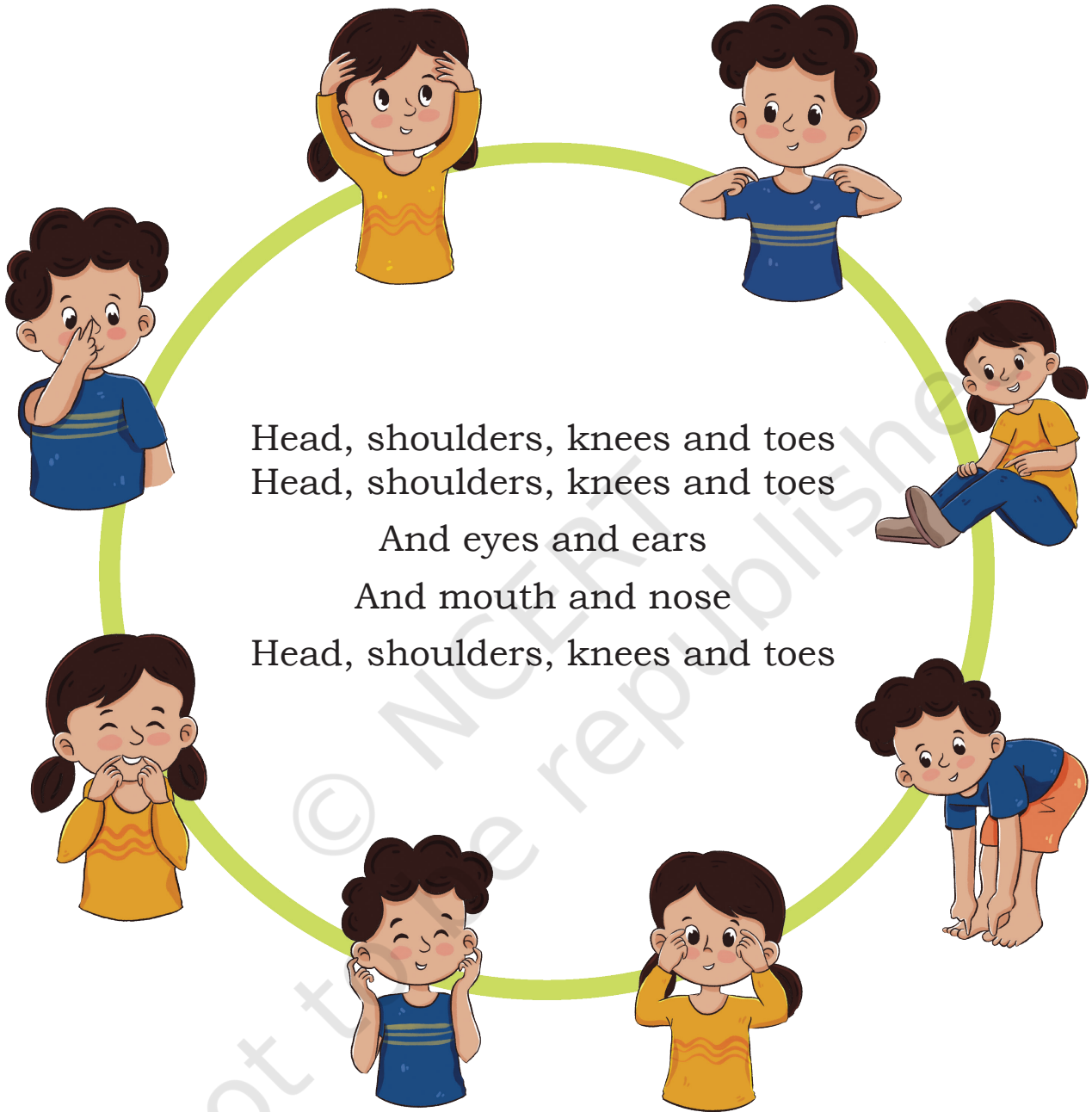
### New words

hand | leg | head | eye | ear | nose | mouth

### Note to the teacher

- Use different combinations and variations for the activity. For instance, while reciting the poem, you may say 'two little hands go...' and remain silent while continuing to clap.
- Write sight words and new words on the board.

## Parts of the Body



### Note to the teacher

- As children sing, they touch the part of the body referred to.
- This song may be repeated till the child learns the part of the body.
- New ways of reciting could be thought of by the teacher.



### A. Repeat after the teacher

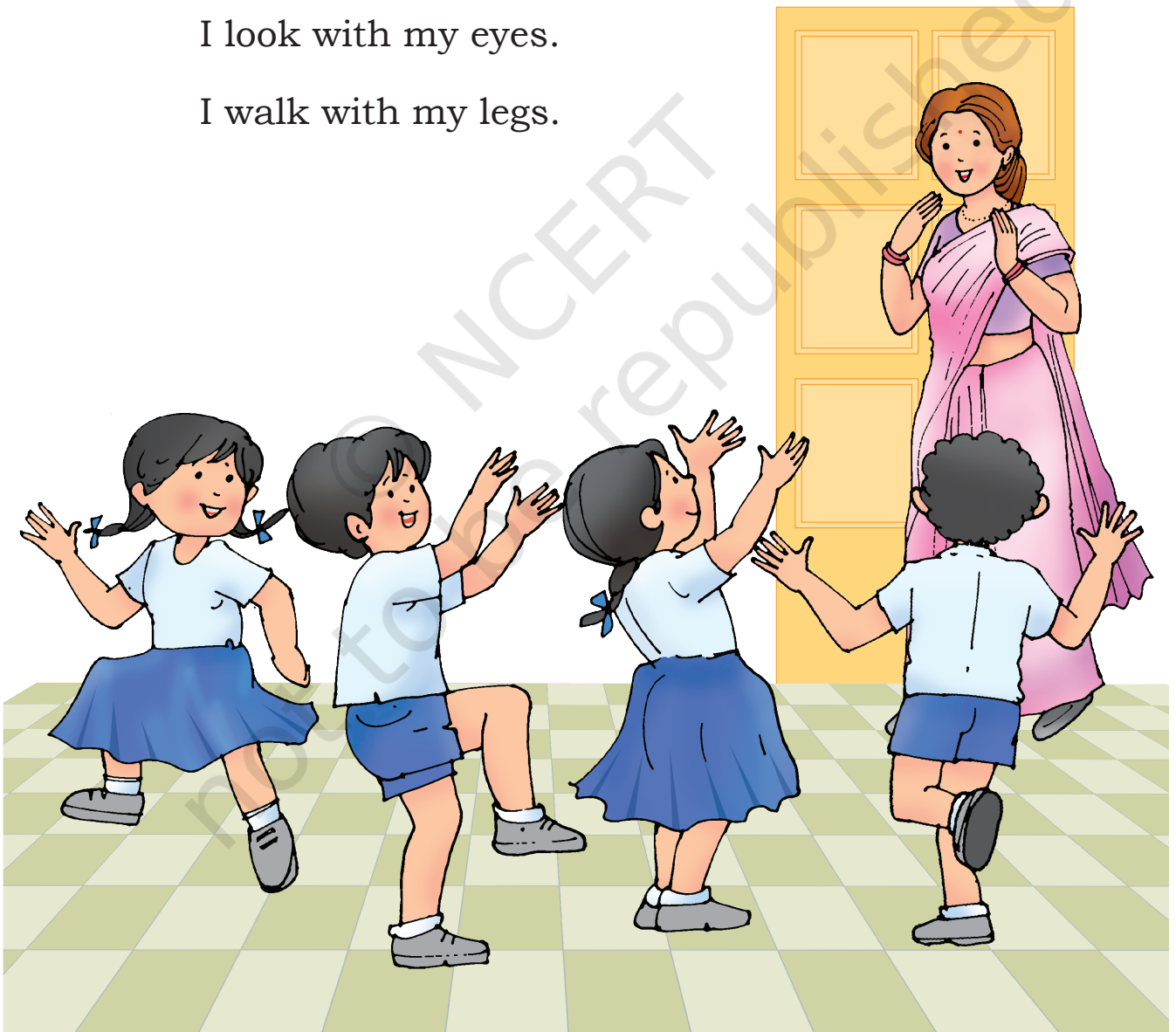
Teacher: I clap with my hands.

Children: I ...

I tap with my feet.

I look with my eyes.

I walk with my legs.



## B. Talk in pairs

Ask your partner questions such as the ones below.

**Nitin:** What is this?

**Neha:** This is my nose.

**Neha:** What are these?

**Nitin:** These are my shoulders.

**Nitin:** What is this?

**Neha:** This is my mouth.

**Neha:** What are these?

**Nitin:** These are my ears.

**Nitin:** What is this?

**Neha:** This is my mouth.

**Neha:** What are these?

**Nitin:** These are my hands.

**Nitin:** What are these?

**Neha:** These are my legs.



### Note to the teacher

- Teacher demonstrates the actions and says the sentence, and children repeat after her. Then each child says one sentence in sequence, till every child in the class gets a chance to speak.



## Match the parts of the body with their pictures.



Head



Nose



Eye

Ear



Cheek

Hand



Tongue

Arm



Mouth

Foot



Leg



### Note to the teacher

- Using the picture, say aloud the parts of the body pointing to each one.
- As children repeat after you, let them also point to the corresponding body part.



**Look at the pictures. Read the word, then read the sentence.**



Eyes

I see with my eyes.



Ears

I hear with my ears.



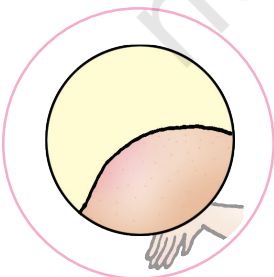
Nose

I smell with my nose.



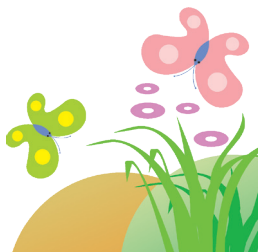
Mouth

I eat with my mouth.



Skin

I feel with my skin.





Let us do

## My hand

Place one palm in the centre of the box given below. With your other hand, draw an outline. Decorate the hand with colours, coloured paper bits, bindis or anything else.



Now compare your drawing with your friend's drawing.







## Washing hands



1. Open the tap or pour water on your hands.



2. Rub soap on your hands.



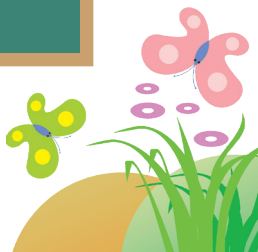
3. Wash between the fingers.



4. Rinse your hands again.

### Note to the teacher

- Let the students listen to the instructions one by one and do accordingly.





Let us sing

## Alphabet song

A B C D E F G H I J K L M N O P  
L M N O P Q R S T U V W X Y Z

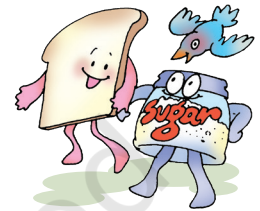
X Y Z, Sugar on bread

Next day morning, come to me

We will learn the A B C...

Happy, happy we shall be

When we know the A B C....



A. Write the letters



Let us write

A a B b C c D d E e F f

A a

B b

C c

D d

E e

F f

### Note to the teacher

- Before the above exercise, make letter flash cards to indicate directions when tracing the letters.
- Provide extra practice if necessary.



## Let us sing

### A. Sing the alphabet (phonics) song for these letters before you start reading the words.

You may sing it in this way:

a is for ant .... a.... a.... ant



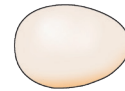
b is for bag .... b.... b.... bag

c is for cat .... c.... c.... cat



d is for dog .... d.... d.... dog

e is for egg .... e.... e.... egg



f is for fish .... f.... f.... fish



g is for goat .... g.... g.... goat

h is for hut .... h.... h.... hut



i is for ice-cube .... i.... i.... ice-cube

j is for jug .... j.... j... jug

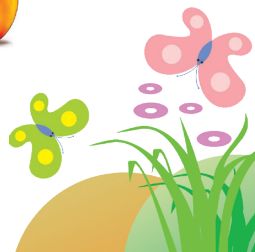


k is for kite .... k.... k.... kite



l is for lion .... l.... l.... lion

m is for mango .... m.... m.... mango



n is for nose .... n.... n.... nose



o is for orange .... o.... o.... orange

p is for parrot .... p.... p.... parrot



q is for quilt .... q.... q.... quilt

r is for rat .... r.... r.... rat

s is for sun .... s.... s.... sun



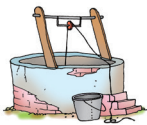
t is for table .... t.... t.... table

u is for umbrella .... u.... u.... umbrella



v is for van .... v.... v.... van

w is for well .... w.... w.... well



x is for x-ray .... x.... x.... x-ray

y is for yarn .... y.... y.... yarn



z is for zebra .... z.... z.... zebra



### Note to the teacher

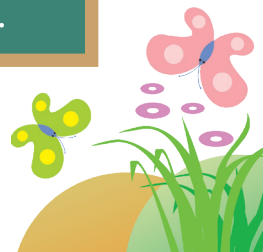
- Draw attention of the children to the initial sound of each word. Help each child say the word aloud focusing on the initial sound.

## Letter sounds

a	b	c	d	e
 axe	 bag	 cart	 den	 egg
 ant	 bee	 cap	 door	 ear
 arm	 boy	 cat	 dog	 elephant

### Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.



Notice the initial sounds of the words in each row. Find the odd one out.

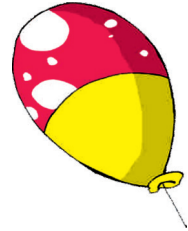
1



**bag**

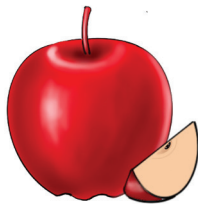


**cap**



**balloon**

2



**apple**

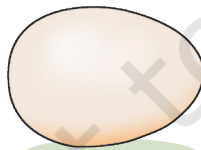


**ant**



**clock**

3



**egg**



**dog**



**drum**

**Note to the teacher**

- Provide regular and frequent practice of the above exercise.