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.

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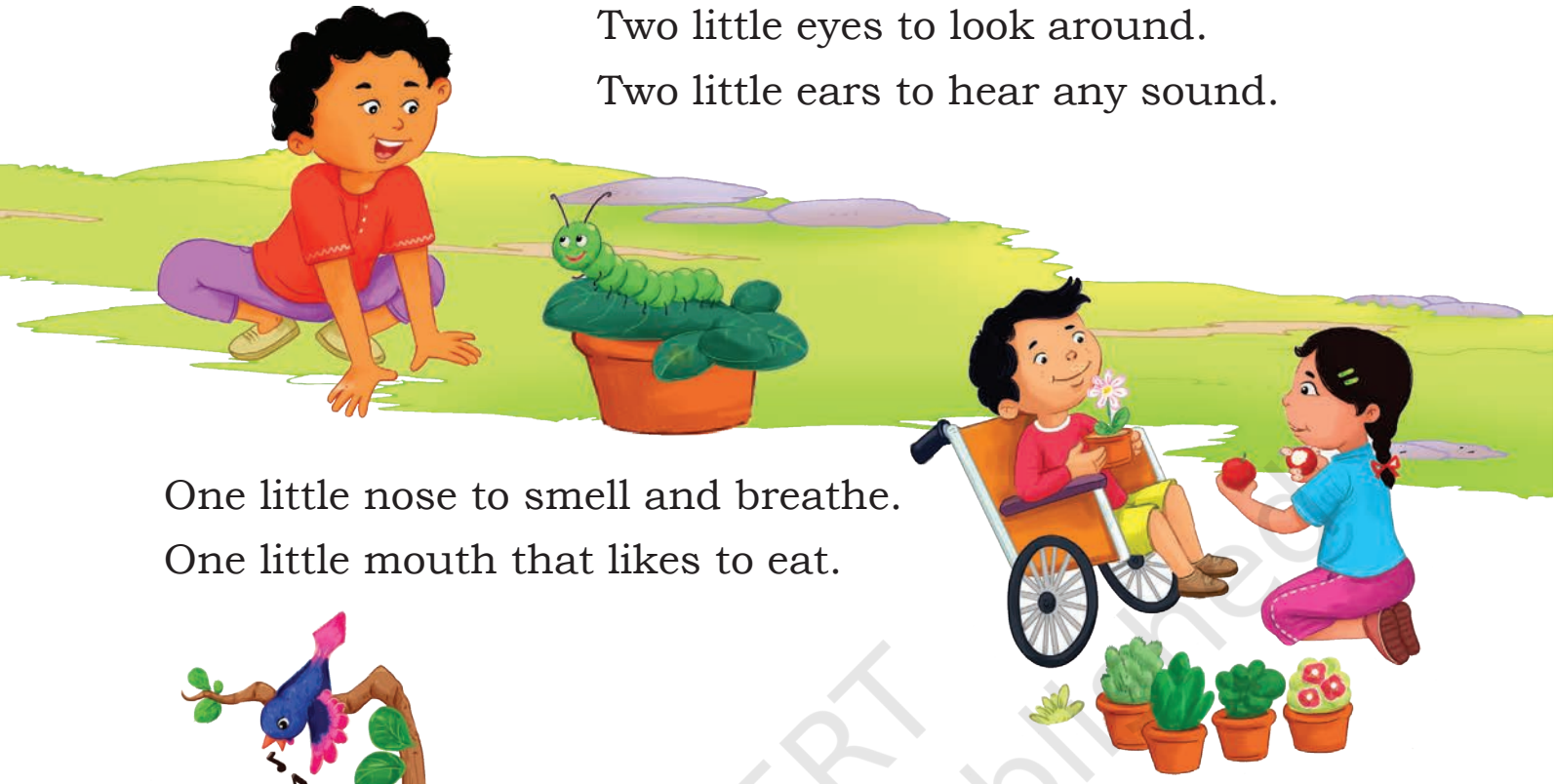

Two little eyes to look around.
Two little ears to hear any sound.

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.

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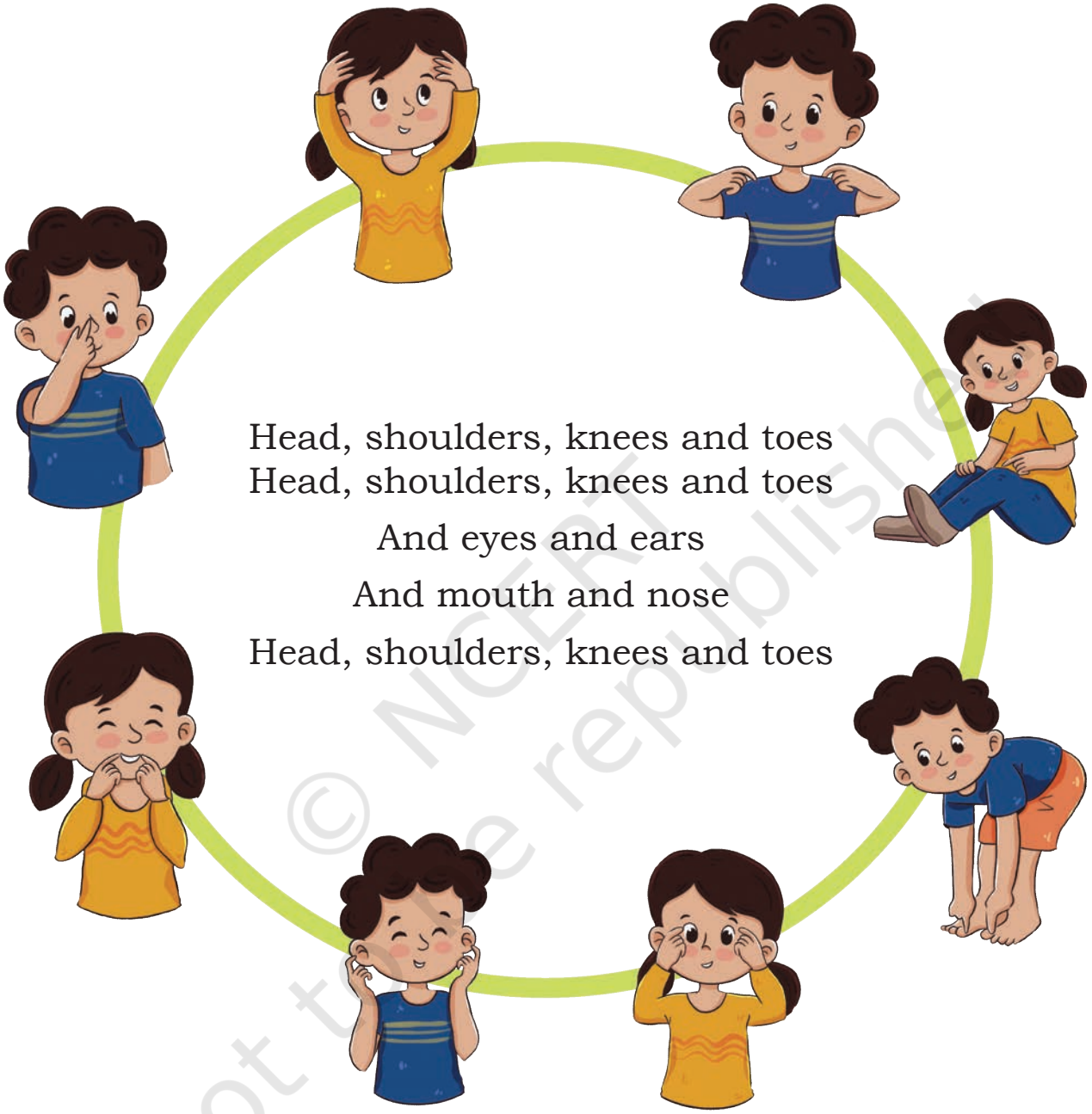
Parts of the Body



Head, shoulders, knees and toes
Head, shoulders, knees and toes
And eyes and ears
And mouth and nose
Head, shoulders, knees and toes

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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.

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Let us speak

A. Repeat after the teacher

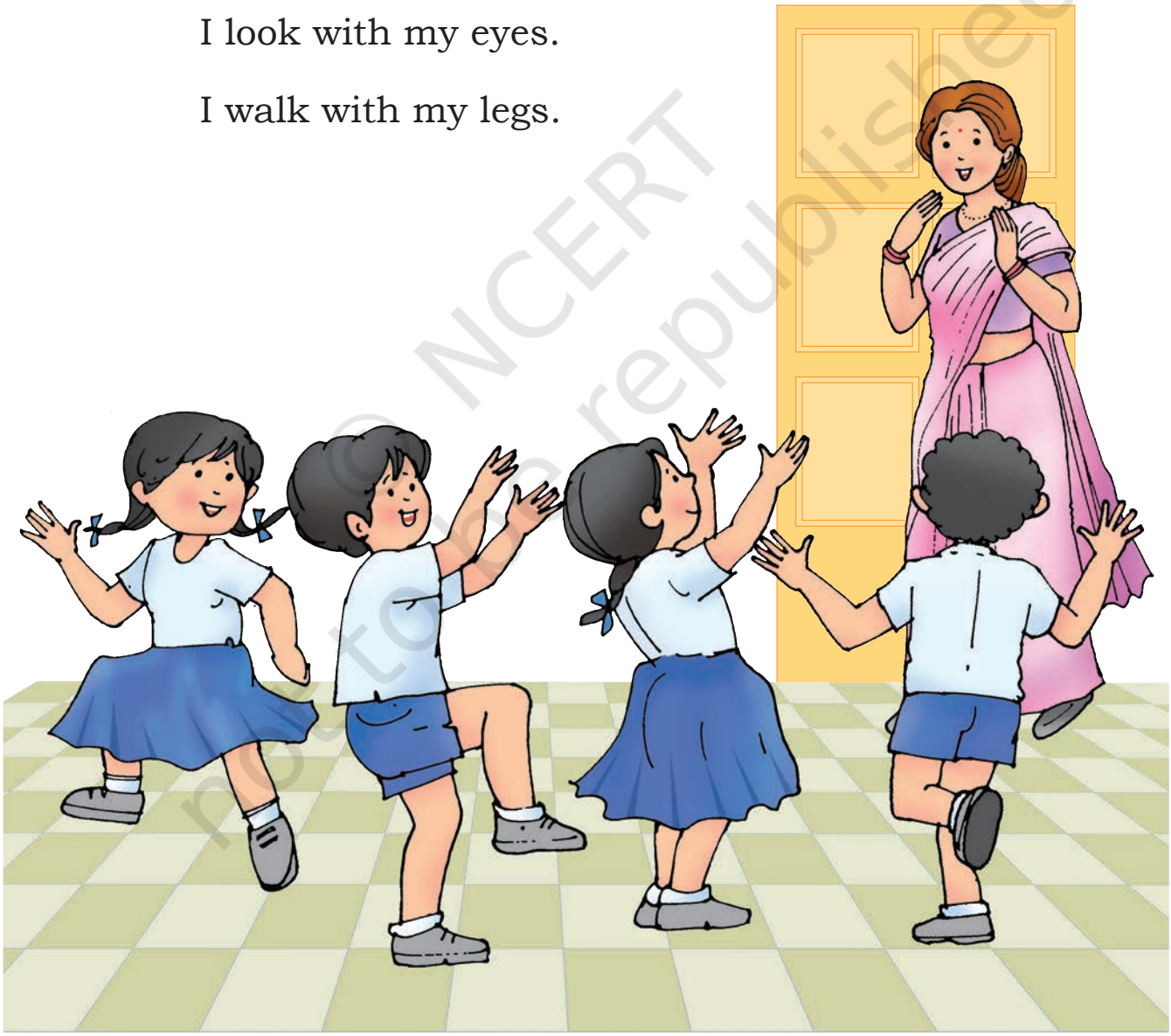
Teacher: I clap with my hands.

Children: I ...

I tap with my feet.

I look with my eyes.

I walk with my legs.



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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.

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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.

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Match the parts of the body with their pictures.

Head

Nose

Eye

Ear

Cheek

Hand

Tongue

Arm

Mouth

Foot

Leg

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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.

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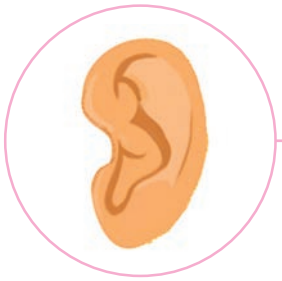
Let us read

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

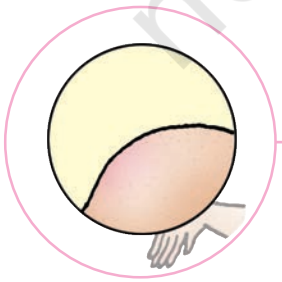
Eyes — I see with my eyes.



Ears — I hear with my ears.

Nose — I smell with my nose.

Mouth — I eat with my mouth.



Skin — I feel with my skin.

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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.

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Now compare your drawing with your friend's drawing.

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Let us do

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.

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Note to the teacher

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

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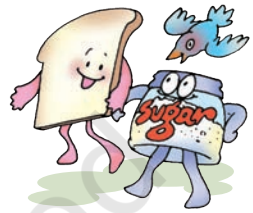
Let us sing

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....



Let us write

A. Write the letters

Aa Bb Cc Dd Ee Ff

Aa Bb

Cc Dd

Ee Ff

Note to the teacher

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

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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

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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

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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.

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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.

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

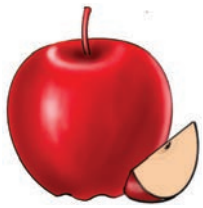
1

bag

cap

balloon

2

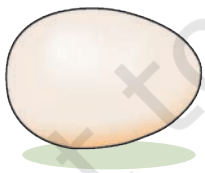


apple

ant

clock

3



egg

dog

drum

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Note to the teacher

• Provide regular and frequent practice of the above exercise.

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