

# MY ENGLISH BOOK

CLASS-III



DIRECTORATE OF TEACHER EDUCATION AND  
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
ODISHA, BHUBANESWAR

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# **My English Book**

## **Class : III**

(Experimental Edition)

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## Preface

The Govt. of Odisha has decided to strengthen the teaching / learning of English in Odia Medium Govt. Schools. The English Language Teaching Institute (ELTI) has already prepared a handbook on teaching English at the primary level. About sixty thousand teachers have been trained with the help of the book during 2016-2017 and each teacher has been provided with a copy of the book. Next, the ELTI with the help of SCERT and OPEPA has prepared this new series of textbooks in English from Class-III to Class-VIII based on the sound principles of English Language Teaching and principles of Pedagogy enshrined in NCF 2005. The books have been tried out with real learners and teachers. Necessary corrections have been made accordingly. I wish the teachers to read the introduction and notes for them provided in the books and teach the books accordingly. I also want the Inspecting Officials to go through the textbooks and supervise classes accordingly. The workbooks are carefully built into the textbooks. The teachers should use the books following a learner-centred approach and make learners do the tasks. They should correct learners' scripts and provide feedback. The Inspecting Officials are expected to supervise this regularly. Each textbook has also inbuilt tests to test the performance of both the learners and the teachers. Language indicators for each class are also provided at the end of the book for the guidance of both the teachers and the Inspecting Officials. This will help the parents to check the progress of their wards. Attempts are also being made to prepare similar textbooks in other subjects from the coming year based on these sound principles. But unfortunately, our attempts to strengthen teaching/learning through good textbooks fail to yield expected results due to wide spread prevalence of cheap bazaar notes (meaning books) prepared only with the motives of commercial gains. These books provide cheap ready-made help by working out the tasks/activities thereby preventing students from getting/developing skills and restrict them from the pleasure of doing the workbook tasks/activities on their own.

I am sure, the new series will help our learners excel in all the four language skills of English - Listening, Speaking, Reading and Writing. I thank the Editors and the Reviewers for their sincere efforts in preparing the excellent materials. I also thank Dr. Manmatha Kundu, the Academic Adviser and Mr. Indramani Tripathy, the Director of ELTI under whose academic and administrative guidance the books have been prepared.

Any suggestions for the improvement of the book are welcome.

Commissioner-cum-Secretary  
Department of School and Mass Education  
Govt. of Odisha



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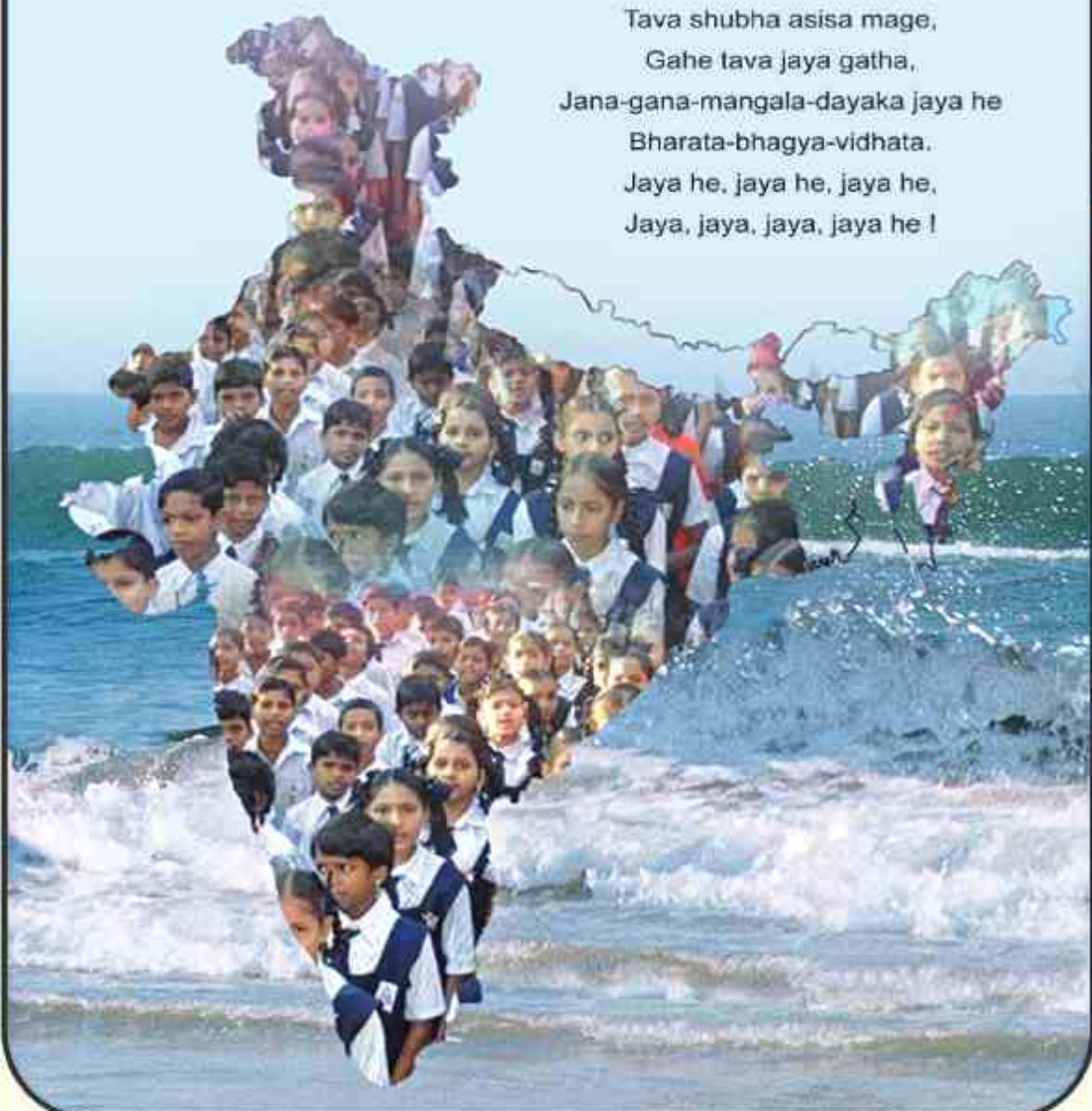
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## National Anthem

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utakala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya, jaya, jaya, jaya he !



## Introduction

Language is whole and language is context. Whenever, whoever uses language, uses it in a context. Use of language in context adds to the wholeness of the language. For example, someone shouts, "Help!", it has a context. The person who shouts 'help!' is in difficulty. S/he seeks help. Although it is only a word – a very small piece of a language , there is a lot of language , wholeness , context behind this one word "help"- the kind of problem s/he is in and the kind of help s/he needs. We may need a paragraph to describe the wholeness, the context behind this one word "help".

Language is a very complex thing. Rules are few but exceptions are many. The rules will change when the context changes. Even the meaning of a word changes with context. The meaning of the word 'table', for example, is different in different contexts. While in one context, it refers to a strong object 'table', in another context, it refers to non-object 'time table'. Then how do we learn a language, a very complex thing, so easily ? Here, we will confine ourselves to learning our mother tongue and only learning to listen and speak it. We learn it easily through exposure and use in context. In just two years a child masters the mother tongue, the complex grammar of it, without ever feeling the burden of learning . If this is so, why is it difficult to learn how to read and write in mother tongue and learn a second language like English in school? After seven/eight years of learning English in school, why do our learners fail to learn English?

The problem is we fail to teach language in context and as whole. We tend to break language into small parts and teach it without context. Think, for example, how we teach language to beginners in our schools. We start with teaching alphabet and words without context and in a disintegrated way, in bits, parts and pieces. Language learning will be easy and fast if we can teach language as whole and in context. But doing this in case of teaching language to beginners in school has some problems. The problem is : If we break language into parts , it loses its wholeness and context and , therefore, becomes difficult to learn. But to teach language to beginners (reading and writing) , there is a need to break language into parts ( alphabet , words..... ) . Thus , there is a built-in contradiction in teaching language to beginners. The question, therefore, is how to remove this contradiction? How to break language into parts and at the same time keep its wholeness and context? This can be done, to a great extent, by starting teaching language from teaching listening and speaking, not reading and

writing, by starting language teaching from story-telling, action songs, rhymes and TPR (Total Physical Response) activities. This is to be followed by picture- reading, reading the stories and action songs as pictures. Learners see the printed story as pictures and the letters from the words also as pictures. For example, the story the learners listen to is "The Lion and the Rat". Next they see the printed story. They see the picture of lion sleeping under a tree. Under the picture written 'The lion is sleeping under the tree'. They see the picture of the rat cutting the net to save the lion. Under the picture written, 'The rat is cutting the net'. They see the picture of the lion carrying the rat on its back under it is written ' The Lion is carrying the rat'. Children can see these pictures written under pictures as pictures and will be able to recognize and differentiate them without learning the letters. We can, after exposing them to the pictures and the writing, give them a matching activity. On the one side, there are three sentences and on the other side the three pictures are given but not in order. They can match the right sentence with the right picture. How can they do this? They have learnt each sentence as pictures. And from words like 'rat', 'tree', 'cutting' and 'net', they can learn't'and its sound value, the sound the letter stands for. They learn the letters also as pictures. Here the letter't' is learned in context maintaining the wholeness of language. The't' is not an isolated bit or piece but part of the words- tree, rat ..... in the context of the story "The Lion and the Rat". This approach is known as block or whole approach of teaching language. If children are taught language following this approach, they learn language fast without feeling the burden of learning. This is similar to the way they acquire language at home before coming to school. This book is based on this new approach and solves , to some extent , the problem of built-in contradiction in teaching language to the beginners. In addition , we have also taken into account other three factors. First, the English , especially words, the learners have acquired from environment before they come to learn English in school. This is used as a positive resource to start with . Second, the Odia they have learnt is used to help learn English. Third, pre-primer activities are given to develop listening and speaking skills. This will lay the foundation for learning to read and write.

It is hoped that this new primer can help learners not only to read small stories and poems with comprehension but they can also easily recognise and write numbers from 1-100, body parts, days, months and directions. This is known from extensive tryout of the primer in classrooms with real learners.  
The Primer has three distinctive parts- Pre-primer, Primer and Post-primer and is based on the principles of NCF 2005.



PART-1



Pre - primer



## PART-1

### PRE- PRIMER

#### Introduction

ଆଗରୁ କୁହାୟାଇଛି, ପ୍ରାକ-ପ୍ରାଥମିକ ଶିକ୍ଷା (Pre-primary Education) ଶିକ୍ଷାର ଏକ ଅତି ଦରକାରୀ ଅଂଶ (A very important part of education ) । ଆମ ଶିକ୍ଷା ଷେଟ୍ଟରେ ପ୍ରାକ-ପ୍ରାଥମିକ ଶିକ୍ଷାକୁ ଅଜନବାଡ଼ିକୁ ଦିଆ ଯାଇଛି ଯାହାର ମୁଖ୍ୟ ଉଦେଶ୍ୟ ଭାଷାର ଶୁଣିବା ଏବଂ କହିବା ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସାହାୟ୍ୟ କରିବା । ସେମିତି ଇଂରାଜୀ ପ୍ରାରମ୍ଭରେ ମଧ୍ୟ ଗୋଟିଏ Pre-primer ଅଂଶ ରହିବା ଦରକାର ଯାହା ଇଂରାଜୀ ଭାଷାର ଶୁଣିବା (Listening), କହିବା (Speaking)ର ଦକ୍ଷତା ବୃଦ୍ଧି କରିବାରେ ସହାୟକ ହେବ । ଶୁଣିବା ଏବଂ କହିବା ଦକ୍ଷତା ଭାଷାର ମୂଳଦୂଆ ପକାଏ । ସେ ମୂଳଦୂଆ ନ ପଡ଼ିଲେ ପଢ଼ିବା (Reading) ଏବଂ ଲେଖିବା (Writing) ଦକ୍ଷତା ବୃଦ୍ଧି କରିବା କଷ୍ଟକର ହେବ । ସେଥିପାଇଁ ଏଇ ନୂଆ English Primer ବହିରେ ଆମେ ଏକ Pre-primer ଅଂଶ (part-I)- ଯୋଗ କରିଛୁ । Content ରେ ଦର୍ଶାଯାଇଛି, ସେଇ ଅଂଶର ତାରୋଟି ଭାଗ ଅଛି । ସେଗୁଡ଼ିକ ଏହି ପ୍ରକାରର :

#### Pre - primer Part

Listen to Stories      You Know English      Rhyme Time      Fun with Pictures

ଏହି Pre-primer ଅଂଶଟିକୁ ପଡ଼ାଇବାପାଇଁ Fifty Hours Time ଦିଆଯାଇଛି । ଏଥୁରେ ଥିବା Activityଗୁଡ଼ିକ କଲେ, ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଇଂରାଜୀ ଦକ୍ଷତା ଶୁଣିବା ଏବଂ କହିବା ସହ ବୌଦ୍ଧିକ ବିକାଶ (cognitive development) ମଧ୍ୟ ହେବ । ସେଥିକୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଦୂଆ ପକାଇ ଇଂରାଜୀରେ ପଡ଼ିବା ଏବଂ ଲେଖିବା ଦକ୍ଷତା (Reading and Writing Skills)ର ବିକାଶରେ ସାହାୟ୍ୟ କରିବ, ମାତ୍ର ଏସବୁ Pre-Primer ଅଂଶ ଗୁଡ଼ିକୁ ପଡ଼ାଇବା ପାଇଁ ବିଶେଷ ଦକ୍ଷତା ଦରକାର । ତେଣୁ ସେଥିକୁ ଅଂଶ କେମିତି ପଡ଼ାଯାଇ ପାରିବ, ତାର ବିଶେଷ ବିବରଣୀ ଦିଆଯାଇଅଛି । ସେଥିକୁ ପଡ଼ି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ Pre -primer ଅଂଶ ଗୁଡ଼ିକୁ ସହଜରେ ପଡ଼ାଇ ପାରିବେ ।

Pre-primer Activityଗୁଡ଼ିକୁ କରିପାରିଲେ, ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ତଥା ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କର English language skills ବେଶ ବୃଦ୍ଧି ପାଇବ, ଯାହା ତା'ର ପରବର୍ତ୍ତୀ ଅଧ୍ୟାୟ ପାଇଁ ପଥ ପରିଷ୍ଠାର କରିଦେବ ।



## Listen to Stories

Children like listening to stories. Usually grandmothers, grandfathers and parents tell them stories at home. ବିଦ୍ୟାଳୟମାନଙ୍କରେ ମଧ୍ୟ ଗଢ଼କଥନ ମାଧ୍ୟମରେ ଭାଷା ଶିକ୍ଷାର ମୂଳଦୁଆ ପକାୟାଏ । Every primary teacher should, therefore, be a good story-teller. ମାତ୍ର ଲାଭାଳୀ ଶିକ୍ଷା କ୍ଷେତ୍ରରେ ପ୍ରଥମରୁ ଲାଭାଳୀରେ ଗପ କହିଲେ ପିଲାମାନେ କଣ ବୁଝିପାରିବେ ? ଏ ପ୍ରଶ୍ନ ସବୁ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କ ମନରେ ଆସିବା ପ୍ଲାଭାବିକ । କିନ୍ତୁ ଏହା ସମ୍ବନ୍ଧ କିପରି ? ତାରୋଡ଼ି ଉପାୟରେ ପ୍ରଥମରୁ ଲାଭାଳୀରେ ଗପ କୁଣ୍ଡିବା ସମ୍ବନ୍ଧ କରାୟାଇ ପାରିବ । ସେ ଉପାୟଗୁଡ଼ିକ ହେଲା :

୧. ଆଗରୁ ଓଡ଼ିଆରେ ଶୁଣିଥିବା ଗପ (Telling Known Stories)
୨. ଗପ କହିଲାବେଳେ ଛବି ଦେଖାଇ (Using Pictures)
୩. ଅଙ୍ଗଭଣ୍ଟି ବ୍ୟବହାର ଦ୍ୱାରା (Using Action and Gesture)
୪. ଅତି ଦରକାରବେଳେ ମାତୃଭାଷା ବ୍ୟବହାର କରାୟାଇ ପାରିବ । ସବୁଠାରୁ ବଢ଼ିବା ହେଲା ଏବୁ ମାଧ୍ୟମରେ ଲାଭାଳୀ ଗପଗୁଡ଼ିକୁ ଅଧାରିତ ବୁଝିଲେ ଚାହିଁ । ପୂରା କୁଣ୍ଡିବା ଦରକାର ନାହିଁ । ଲାଭାଳୀରେ ଗପ ଶୁଣିଲେ ଲାଭ କିଣି ହେବ ? How will children gain from listening to stories in English ? ଲାଭ ଅନେକ, ସେବୁ ହେଲା -

- ଶୁଣିବା ଦକ୍ଷତା ଭାଷା ଶିକ୍ଷାର ମୂଳଦୁଆ ପକାୟାଏ (This will develop the listening skills of students in English.)
- ଗପ ଶିକ୍ଷାରୁ ଲାଭାଳୀ ଶିକ୍ଷା ଆରମ୍ଭ ହେଲେ, ଲାଭାଳୀ ଶିକ୍ଷା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କପାଇଁ interesting ଏବଂ ଆନନ୍ଦବାୟକ ହେବ । ତହୁରା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଲାଭାଳୀ ପ୍ରତି ଥିବା ଉପ୍ରେସ୍ ଜାହିଁବ ।
- ଆଗରୁ କୁହାୟାଇଛି, ଭାଷା ଗୋଟିଏ ପୂର୍ଣ୍ଣ ଏବଂ ସମ୍ବନ୍ଧିତ (Whole and Integrated) ଜିନିଷ । ଭାଷାକୁ ଭାଙ୍ଗି ଭାଙ୍ଗି ପଢ଼ାଇଲେ ଭାଷା ଶିକ୍ଷା ଫଳପ୍ରଦ ହୁଏନାହିଁ । ଗପରୁ ଭାଷା ଶିକ୍ଷା ଆରମ୍ଭ କଲେ, ଭାଷାରେ ପୂର୍ଣ୍ଣ ଏବଂ ସମ୍ବନ୍ଧିତ ଗୁଣ ବଜାୟ ରଖାୟାଇପାରିବ ।
- ଭାଷା ଗୋଟିଏ କିମିଟିଆ ବିଷୟ (Complex Subject) । ଏ କିମିଟିଆ ବିଷୟଟି ଭାଷା ବ୍ୟବାହରର ପରିପ୍ରେକ୍ଷା (context)ରୁ ଅନ୍ତର୍ଭାବରେ ଶିକ୍ଷା କରାୟାଏ । ଭାଷା ସହାବେଳେ ପରିପ୍ରେକ୍ଷାରେ ବ୍ୟବହାର ହୁଏ । Without context, no one uses language. Language is easily learnt from contexts. ଗପରେ



context ଆଏ । ଭାଷାକୁ a b c d ଶିଖାଇ ପଢାଇଲେ ସେଥିରେ context ନଥାଏ । ତେଣୁ ଗପରୁ ଭାଷା ଶିକ୍ଷା ଆରମ୍ଭକଲେ , ଭାଷା ଶିକ୍ଷା ସହଜ ହୁଏ ।

ରଙ୍ଗରାଜୀରେ ଗପ କେମିତି କୁହାଯିବ ଏବଂ କହିଲେ କଣ ଉପକାର ମିଳିବ ସେବୁ ଆମେ ଜାଣିଲୁ । ହେଲେ ପ୍ରଶ୍ନ ହେଲା, ଆମର ସମସ୍ତ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ରଙ୍ଗରାଜୀରେ ଗପ କହି ପାରିବେ ତ ? How can our teachers tell stories in English ?

ପ୍ରଥମେ କେମିତି ଗପ କହିବା ସେ ବିଷୟରେ ଜାଣିବା, ତା ପରେ how to tell stories in English ଜାଣିବା ।

ଗପ କହିବା ପାଇଁ ହେଲେ ବିଦ୍ୟାଳୟରେ ଆମକୁ ବସିବାର ଡଙ୍ଗ ବଦଳାଇବାକୁ ପଡ଼ିବ । ତେଣୁରେ ନ ବସି ଛାତ୍ରଛାତ୍ରୀ ତଳେ ବସିଲେ ଭଲ । ସେମିତି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ମଧ୍ୟ ତଳେ ବସିଲେ ଭଲ । ଛାତ୍ରଛାତ୍ରୀ ଅଧ୍ୟାବ୍ଦାକାରରେ (semi - circle) ପାଖାପାଖି ବସିଲେ ଭଲ ।

ସେମିତି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ପଢାଇବାର ଡଙ୍ଗ ବଦଳାଇବାକୁ ପଡ଼ିବ । ହସି ଅଗରଙ୍ଗ କରି, voice modulation କରି ଗପ କହିବାକୁ ପଡ଼ିବ । ଗପର ବିଭିନ୍ନ ଚରିତ୍ର କହିଲା ପରି କହିବାକୁ ପଡ଼ିବ । ଏଇ ଯେମିତି ମୂଷା କହିଲା ବେଳେ ମୂଷା ପରି, ସିଂହ କହିଲା ବେଳେ ସିଂହ ପରି । ଗପଟିର ଠିକ୍ ସ୍ଥାନରେ ରହିଯାଇ ପିଲାମାନଙ୍କୁ "ଏହା ପରେ କଣ ହେବ ?" ପରାରିବାକୁ ପଡ଼ିବ । ଗପ କହିଲା ବେଳେ ସବୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ସହ ନଜର contact ରହିବ । ବିଶେଷ ଭାବେ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କୁ ରାଗିବା, ଉରେଇବା, ଅଯଥା ବୁଝାଇବା, କାଷ୍ଟବଢ଼୍ ପଢାଇବା ଆରଣ୍ୟକୁ ବଦଳାଇବାକୁ ପଡ଼ିବ ।

The next thing is how to tell stories in English. ସେଥିପାଇଁ ବହିଟିରେ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କପାଇଁ ସବୁ ପ୍ରକାରର ସ୍ଵବିଧା କରିବିଆୟାଇଛି । ଗପଟିକୁ କିପରି କହିବେ, ଗପଟି କହିଲା ପରେ ଅନ୍ୟକାମଗୁଡ଼ିକୁ କିପରି କରାଇବେ, ସେସବୁ ସରଳ ଭାବରେ ଲେଖାଯାଇଛି । ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କର କାମ ହେଲା ବହିଟିକୁ ଦେଖୁ, ବଡ଼ ପାଟିରେ ପଢ଼ି ପଢ଼ି ପିଲାମାନଙ୍କୁ କହିବେ । ଅସ୍ଵବିଧା ହେଲା, ବହିଟି ପଢ଼ୁ ପଢ଼ୁ କହିବା । ପ୍ରଥମେ ପ୍ରଥମେ ଅସ୍ଵବିଧା ହେବ । ମାତ୍ର ଅଭ୍ୟାସ ହୋଇଗଲେ, ବହିଟିକୁ କମ ଦେଖୁବା ଦରକାର ପଡ଼ିବ । ତେଣୁ ପ୍ରଥମେ ବହିଟିକୁ ଦେଖୁ ଦେଖୁ ଧାରେ ଗପ କହିବେ । ଅଭ୍ୟାସରେ ପଡ଼ିଗଲେ ବହି କମ ଦେଖୁ ଗପଟିକୁ ମନକୁ ମନ ବହିରେ ଲେଖାହୋଇଥୁବା ପରି କହିବେ । ତା ଦ୍ୱାରା ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କର English language skills ମଧ୍ୟ ଆପେ ଆପେ ବହିଯିବ ।

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## LESSON - 1



# THE LION AND THE RAT

### Pre-story Telling

**Socialisation :** Good morning students ! How are you ?.....

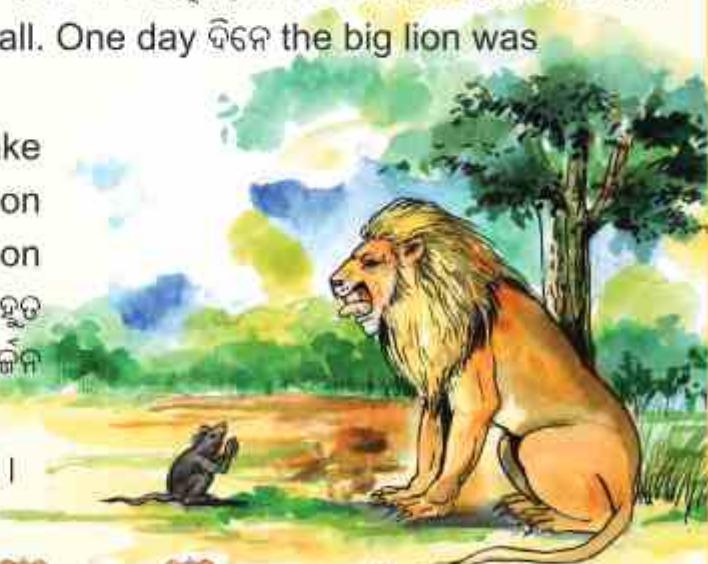
Do you like stories ? ତୁମକୁ ଗପ ଭଲ ଲାଗେ ? Will you listen to a story ? ଗୋଟିଏ ଗପ ଶୁଣିବ କି ? Look at the picture. ଛବି ଦେଖ । What is the story about ? ଗପଟି କାହା ବିଷ୍ୟରେ ? Who can say ? କିଏ କହିପାରିବ ?



### While-story Telling

(Teacher tells the story with action showing the pictures. Students listen.) There was a lion. ଗୋଟିଏ ସିଂହ ଥିଲା, There was a rat. The lion was big. The rat was small. One day ଦିନେ the big lion was sleeping under a tree.

The small rat, by mistake ଭୁଲରେ climbed up the lion ସିଂହ ଉପରେ ଚଢ଼ିଗଲା । The lion was very angry. ? ସିଂହ ବହୁତ ରାଗିଗଲା । He roared. ସେ ଗର୍ଜନ କଲା and said ଏବଂ କହିଲା,  
"I'll kill you" ମୁଁ ତତେ ମାରିଦେବି ।  
"I'll kill you."



The rat prayed ମୁଖ ପ୍ରାର୍ଥନା କଲା,  
କହିଲା,

"Please, don't kill me. ମୋତେ  
ମାରନା ।

I'll help you one day. ମୁଁ ତୋତେ  
ଦିନେ ସାହାଯ୍ୟ କରିବି " । ସଂହ ଦୟାକରି  
ମୂଷାକୁ ଛାଡ଼ିଦେଲା ।



Another day ଆଉଦିନେ the big lion was caught in a net ଜାଳରେ ପଡ଼ିଗଲା । He  
could not come out. ଜାଳରୁ ବାହାରି ପାରିଲାନି । He roared and roared. ସେ ଖାଲି  
ଗର୍ଜନ କଲା । The small rat heard the roar and came to the lion. ମୁଖା ଗର୍ଜନ ଶୁଣି  
ଆସିଲା । The rat cut the net ମୁଖା ଜାଳ କାଟି ଦେଲା । କେମିତି କାଟିଲା ? Who can say ?  
କିଏ କହି ପାରିବ ? ..... ହଁ, ତା ମୂଳିଆ ଦାତରେ କାଟିଦେଲା ।



The lion was very happy. ସିଂହ ବହୁତ ଖୁସି ହେଲା । ସିଏ ମୂଷାକୁ ପଚାରିଲା He asked the rat, "Where will you go ? ତୁ କୁଆଡ଼େ ଯିବୁ ?" ମୂଷା କହିଲା the rat said, "I'll go home", ମୁଁ ଘରକୁ ଯିବି । The lion said, "Come, sit on my back. ମୋ ପିଠିରେ ବସ । ମୁଁ ତୋତେ ତୋ ଘରକୁ ନେଇ ଯିବି" । Then ତା' ପରେ ସିଂହ ମୂଷାକୁ ତା ପିଠିରେ ବସାଇ ମୂଷା ଘରକୁ ନେଇ ଗଲା ।

- Teacher asks these questions.

- Comprehension questions :

ଗପଟି ବୁଝି ପାରିଲ କି ନାହିଁ ? Did you like the story ? ଗପଟି ଦୁମକୁ ଭଲ ଲାଗିଲା ? Tell me, what is the story about ? ଗପଟି କାହା ବିଶ୍ୱାସ କର ? Who is big ବଡ଼ କିଏ ? Who is small ଛୋଟ କିଏ ? Who helped whom, କିଏ କାହାକୁ ସାହାଯ୍ୟ କଲା ? Who do you like ? ତୁମେ କାହାକୁ ଭଲ ପାଥ - The lion or the rat ?

### Post -Story Telling

#### 1 Visual Memory Development Technique { VMDT}:

(i) **Pictures** : In your eye-camera take the photograph of the pictures, ତୁମ ଆଖି କେମେରାରେ ଚିତ୍ରଗୁଡ଼ିକର ଫଟୋ ନିଅ ।

ନେଇ ସାରିଲ ? Close your eyes ଆଖି ବନ୍ଦ କର । ଗଛ ମୂଳରେ ଶୋଇଥିବା ସିଂହ ଉପରେ ଆଙ୍ଗୁଳି ଲଗାଅ । ଆଖି ଖୋଲି ଦେଖ ଠିକ୍ ଅଛି କି ନାହିଁ । Open your eyes and see whether you are right or wrong. (In this way-'Lion telling' "I'll kill you," ବିତ୍ତ ଉପରେ - Lion carrying the rat ବିତ୍ତ ଉପରେ)

#### ii) Writing

ଏବେ ତୁମ ଆଖି କେମେରାରେ ଲେଖା (ଗପ)ର ଫଟୋ ନିଅ । Take the picture of the writing (story). Close your eyes. ଯେଉଁଠି lion କହୁଛି "I'll kill you" ତା ଉପରେ ଅଙ୍ଗୁଳି ଦିଅ । Open your eyes and see. ଆଖି ଖୋଲି ଦେଖ ଠିକ୍ ଅଛି କି ନାହିଁ । (In this way : on 'lion sleeping', on 'lion carrying the rat on its back').

#### 2 Listening (TPR): Total Physical Response.

ମୁଁ କହିବି ତୁମେ actionରେ ଦେଖାଇବ ।



- (I) Put your finger on the picture of the lion sleeping.  
(Students put their fingers....)
- On lion saying. 'I'll kill you.'
  - On lion taking the rat on its back.
- (ii) ମୁଁକିରି English ଶବ୍ଦ words କହିବି ତୁମେ action କରି ଦେଖାଇବ ।  
big..... small..... pray..... sleep..... catch..... roar..... climb
- (iii) ମୁଁ dialogue କହିବି, ତୁମେ action ଦେଖାଇବ ।
- a. I'll kill you.....
  - b. Please don't kill me.....

### 3 Speaking :

#### (I) Chain-drill :

- (1) lion ...lion....lion
- (2) rat.... rat.... rat
- (3) The lion and the rat.....

#### (ii) Dialogue :

(a) Teacher : big lion (with action), students repeat after him/her with action.

Teacher : small rat (with action), students.....

(b) Teacher : I'll kill you. (with action)

Student "Please, don't kill me". (with action)

Steps : Rehearsal : Teacher says with action, students repeat after him/her.

Teacher vs Students, Students vs Students (Changing the roles)

### 4 Mental Talk (MT) :

big lion, small rat, lion and rat dialogue—"I'll kill you." "Please don't kill me"

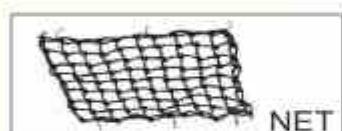


5.

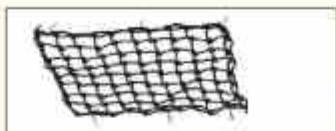
### Matching Activities :

(i) Pictures with pictures : One is done for you.

'A'



'B'



(ii) Writing with pictures :

'A'

LION

RAT

TREE

NET

'B'



(iii) Writing with writing :

A

LION

RAT

TREE

NET

B

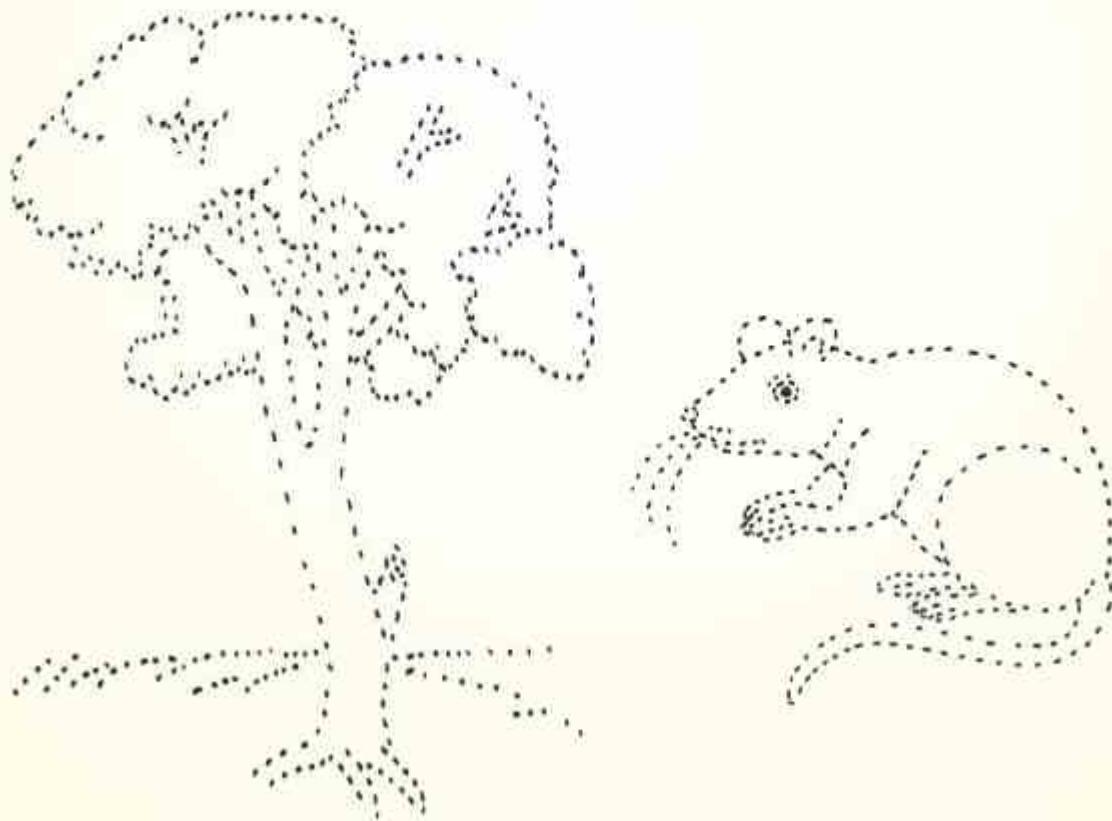
NET

TREE

RAT

LION

6. Draw the pictures and colour them.





689UIM

## LESSON -2

## The Frog and the Crow

## Pre-story telling



## Socialisation (as before) :

- Recap of previous lesson (story) :

ଆଗରୁ କେଉଁ ଗପ ଶୁଣିଥିଲ ? Tell the name of the story in English. ଗପର ନାମ ଜଂରାଜୀରେ କୁହ ... Who were there in the story ? ଗପଟିରେ କିଏ ଥିଲେ ? Who was big (with action) ? Who was small (with action) ? - ଚିତ୍ର ସବୁ ଦେଖ ! See the pictures. What is this story about ? ଏ ଗପଟି କାହା ବିଷୟରେ ? ବେଳକୁ ଜଂରାଜୀରେ କ'ଣ କୁହାନ୍ତି ? ଫୁଗ୍ର ! କାହକୁ.... କୋ ! Listen to the story. ଗପଟି ଶୁଣି ।

## While-Story-telling

- (Teacher tells the story with action and shows the pictures.)

There was a frog. ଗୋଟିଏ ବେଳ ଥିଲା । And there was a crow. ଏବଂ ଗୋଟିଏ କାଉ ଥିଲା । The frog lived in a pond. ବେଳ ପୋଖରୀରେ ରହୁଥିଲା । The crow lived in a tree. କାଉଟି ଗଛରେ ରହୁଥିଲା ।

The frog was very proud. ବେଳଟି ଦେଖି ଗର୍ବି ଥିଲା । Why ? କାହିଁକି ଜାଣ ?.... Because he can swim in water. ସେ ପାଣିରେ ପହଞ୍ଚି ପାରେ । He can also jump on land. ସେ ମଧ୍ୟ ମାଟି ଉପରେ ଛେଳ୍କ ପାରେ ।



ଦିନେ ସେ କୁଆକୁ ପଚାରିଲା, One day he asked the crow,  
"Can you swim like me ?"

ତୁ ମୋ ଭଳି ପହଞ୍ଚି ପାରିବୁ ?"

Crow : "No, I cannot."

କାଉ : "ନା ମୁଁ ପାରିବନି ।"

Frog : "Can you jump like me ?"

ବେଙ୍ଗ : "ମୋ ପରି ଭେଳୁ ପାରିବୁ ?"

Crow : "No, I cannot."

କାଉ : "ନା, ମୁଁ ପାରିବନି ।"

ବେଙ୍ଗ ଆହୁର ଗର୍ବ କରି କହିଲା,

Frog : "You cannot jump like me.

You cannot swim like me.

What can you do, crow ?"

"କାଉ, ତୁ ତାହେଲେ କ'ଣ କରିପାରିବୁ ?"

Crow : "You are right. ତୁ ଠିକ୍ କହିଛୁ । I cannot jump like you. I cannot swim like you. But I can walk. ମୁଁ କିନ୍ତୁ ଚାଲିପାରେ । I can also fly. ମୁଁ ମଧ୍ୟ ଉଡ଼ିପାରେ ।"

Saying so, ତାହା କହି, କାଉ ବେଙ୍ଗକୁ ତା ଥଣ୍ଡରେ ଧରି ଉଡ଼ି ପଲେଇଲା । The crow flew away catching the frog in its beak.

• Teacher asks these questions.

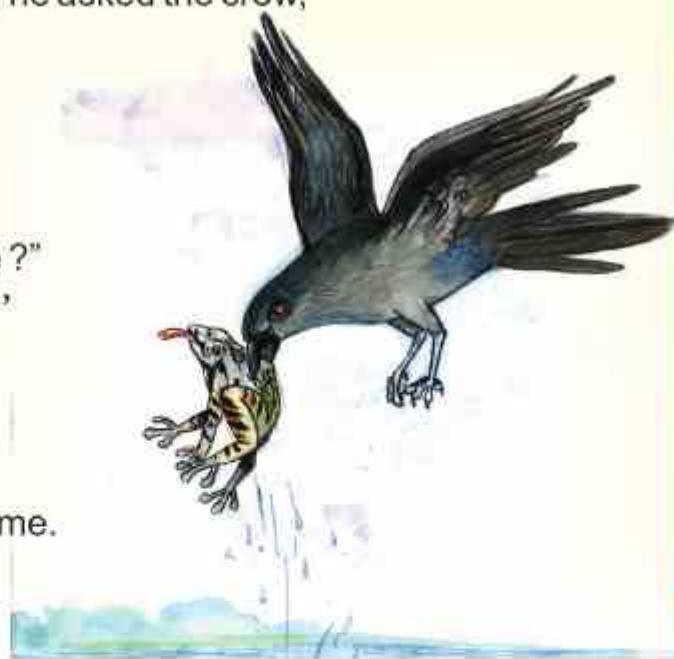
• Comprehension :

Did you like the story ? ଗପଟି ଡୂମକୁ ଭଲ ଲାଗିଲା ?

Who can swim ?.... Who can jump ?.... Who can walk ?....

Who can fly ?..... Who is proud ?..... Who is clever ?.....

Whom do you like ? ଭୂମର କାହାକୁ ପସନ୍ଦ ?



## Post-story telling

### 1 Visual Memory Development Technique (VMDT):

- (I) Pictures : In your eye-camera ଆଖ୍ କ୍ୟାମେରାରେ take the photo of the pictures. ଛବି ଗୁଡ଼ିକର ଫଟୋ ନିଅ । ଏବେ ଆଖ୍ ବନ୍ଦ କର Close your eyes, କଲ ? ପ୍ରଥମ



ହବିର ବେଙ୍ଗ ଉପରେ ଆଜୁଳି ଦିଅ । Put your finger on the frog.... Put your finger on the crow. କାଉ ଉପରେ । ଆଖୁ ଖୋଲି ଦେଖ । Open your eyes and see. ଠିକ୍ ଅଛି ?.... ଯୋଖରା ଉପରେ On the pond.... on the tree- ଗଛ ଉପରେ.. କାଉ ଥଣ୍ଡା ଉପରେ - on the beak of the crow....

କାଉ ବେଙ୍ଗକୁ ଧରି ଉଡ଼ିଯାଉଥିବା ଛବି ଉପରେ.... On the crow flying with the frog....

- (ii) **Writing :** ଗପଚିର ଫଳେ ନିଅ । ଆଖୁ ବୁଝି କୁଆ ବେଙ୍ଗକୁ ନେଇ ଯାଉଥିବା ଲେଖା ଉପରେ... ବେଙ୍ଗ ଗର୍ବରେ କାଉକୁ ପଚାରୁଥିବା ଉପରେ.... କାଉର ଉପର ଉପରେ....

## 2 Listening (TPR): Total Physical Response.

- (I) Pictures ମୁଁ କହିବି ତୁମେ actionରେ ଦେଖାଇବ ।
- Finger on crow.
  - Finger on frog
  - Finger on tree
  - Finger on pond
  - Finger on crow flying away with the frog.
- (ii) ମୁଁ କିଛି ଜଂରାଜୀ words କହିବି, ତୁମେ action କରି ଦେଖାଇବ । (Do rehearsal if necessary.)  
Jump, Swim, Walk, Fly
- (iii) ମୁଁ କାଉ ବା ବେଙ୍ଗ ଭଳି ବୋବାଇବାକୁ କହିବି, ତୁମେ ବୋବେଇବ । (Do rehearsal if necessary.)  
Crow like a crow. Croak like a frog.
- (iv) ମୁଁ ପ୍ରଶ୍ନ ପଚାରିବି, ଯଦି ହଁ, ତୁମେ ହାତ ତେକିବ ।  
I'll ask you some questions, if 'yes', you will raise your hands.
  - Who can swim ? Raise your hands.
  - Who can sing ? Raise your hands.
  - Who can ride a bicycle ? Raise your hands.  
(play football, cricket, hockey climb trees....)

## 3 Speaking:

- (I) (a) **Chain-drill (words / phrases):**  
(I) Frog, frog, frog....

- (ii) Crow, crow,crow ....
- (iii) Frog and crow.....
- (iv) Proud frog....
- (v) Clever crow...
- (vi) Proud frog and clever crow...

**(b)Chain-drill (Sentences):**

One says 'Can you swim like me?', the next student says, 'No I cannot'...

- (ii) Dialogue :** (Rehearsal) Tr vs stds, stds vs stds, two stds (change of role)

Frog : Can you jump like me ?

Crow : No, I cannot.

Frog : Can you swim like me ?

Crow : No, I cannot.

**4 Mental Talk (Previous dialogue) :**

**5 Matching Activities :**

- (I) Pictures with pictures . One is done for you.

A



A



(ii) Writing with pictures:

A

frog

crow

tree

crow flying  
away with frog

B



(iii) Writing with writing:

A

frog

crow

tree

crow flying

B

crow flying

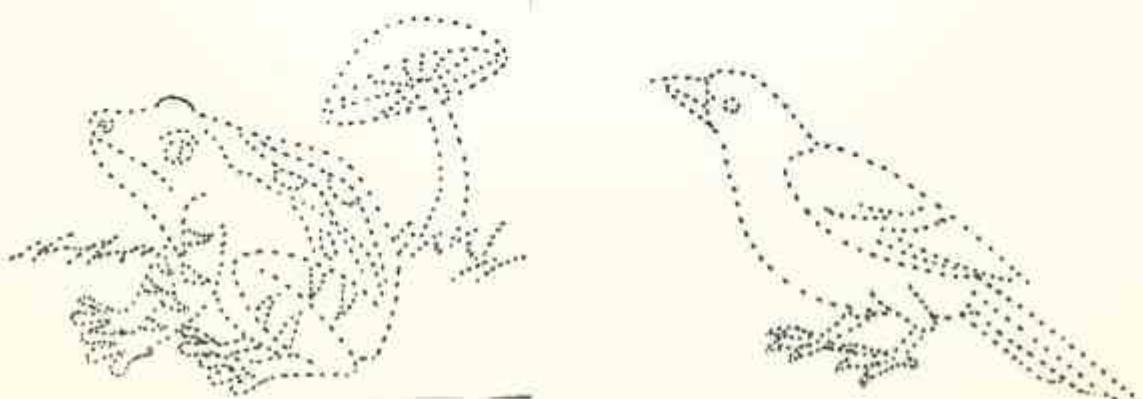
tree

frog

crow

6

Draw Pictures





## LESSON -3

# The Cat and the Squirrel

### Pre-story telling

- **Socialisation** (as before):
- **Recapitulation** (as before):
- **See the pictures.** Tell what is the story about?

ଗୁଣ୍ଡାଟି ମୂଷାକୁ ଇଂରାଜୀରେ କ'ଣ କୁହାବି ?

Listen to the story.....



### While-story telling

(Teacher tells the story with action, showing the pictures where necessary.)

"There was a squirrel. He had a very long tail.... One day ଦିନେ the squirrel was eating grains, ଶସ୍ତ୍ର ଖାଇଥିଲା । A cat took away its tail. ବିରାଢ଼ିଟିଏ ତା ଲାଞ୍ଛନେଇ ପଳେଇଲା । The squirrel hopped, then jumped and went to the cat and said....,

"Cat,cat, give me my tail back."

Cat :"No, I'm very hungry..... Go to the cow and get me some milk."

So the squirrel first hopped, then jumped and went to the cow and said,

"Cow, cow, give me some milk... I'll give the milk to the cat and the cat will give me my tail back ...."

The cow said, "No, I'm hungry... Give me some grass."

So the squirrel hopped, then jumped and brought some grass for the cow... the cow gave him some milk.. He gave the milk to the cat and the cat gave him his tail back....



- Teacher asks these questions.

- Comprehension :

Do you like the story ?....

What is the story about ?....

Who are there in the story ? ପରିବାର କିଏ ସବୁ ଅଛନ୍ତି ?

What did the cat ask the squirrel to bring ?.... ବିଳେଳ କ'ଣ ଆଶିବାକୁ କହିଲା ?

What did the cow ask the squirrel to bring ?....

Did the squirrel finally get his tail back ?.....

### Post-story telling

#### 1 Visual Memory Development Technique(VMDT):

(i) Pictures (as before): on the cow, on the squirrel with the long tail, on the squirrel asking the cat for his tail.

(ii) Writing: on the cat, asking cat for his tail, on the squirrel asking the cow for milk...

#### 2 Listening (TPR): Total Physical Response .

(I) I'll say where to put your finger....

- on cow, on cat, on squirrel, on the long tail of squirrel.

(ii) I'll say, you will do action....

- "Cat, cat, give me my tail back."

(Students act)

- "No, I'm hungry. Go to the cow and get me some milk"

(Students act. )

#### 3 Speaking:

##### (i)Chain-drill :

a. words ;

- Cat, cat.....,

- Squirrel,squirrel.....,

- Cow, cow.....,

- Cat, Squirrel and cow.....

b. Sentences (One student the first sentence, the next the second...)

Cat, cat give my tail back.

No, I'm hungry. Give me some milk.

**(ii) Dialogues:**

a. Squirrel : Cat, cat give me my tail back .

Cat : No, I'm hungry, get me some milk.

b. Squirrel : Cow, cow, give me some milk.

Cow : No, I'm hungry, get me some grass.

(Rehearsal, Tr vs stds, Stds vs stds, two stds with change of roles)

**4 Mental Talk : Dialogues under 3 (ii)**

**5 Matching Activities :**

(I) Pictures with pictures : One has been done for you.

**A**



**B**



(ii) Writing with pictures :

**A**

squirrel

cat

COW

tail

**B**



(iii) Writing with writing :

A

Squirrel

Cat

Cow

Tail

B

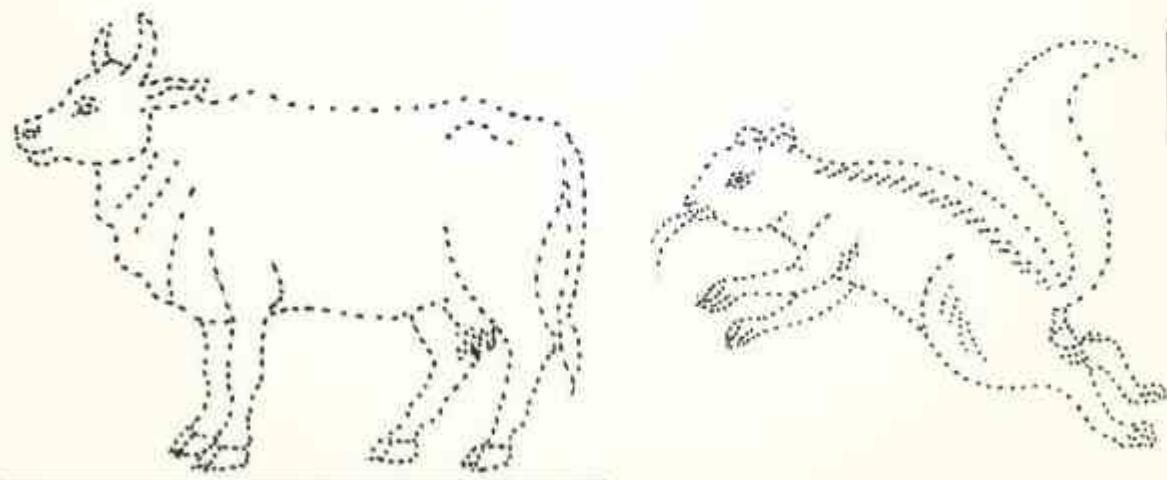
Cow

Tail

Squirrel

Cat

6. Draw the pictures of a squirrel, and a cow.  
Follow the sketch of the pictures given below.



## Introduction

ଶବ୍ଦ (Vocabulary) ଭାଷାର ଏକ ମୂଳ ଏବଂ ମୁଖ୍ୟ ଅଙ୍ଗ । ବିନା ଶବରେ ଭାଷା ବ୍ୟବହାର ପ୍ରାୟତ୍ତିଃ ଅସମ୍ଭବ । କେବଳ ଶବ୍ଦ ଦ୍ୱାରା, ବିନା ବାକ୍ୟରେ, ଭାବର ଆଧାନ ପ୍ରଦାନ ସମ୍ଭବ । It is possible to communicate, only with words । ଗୋଟିଏ ଭାଷାରେ କେବଳ 'ହଁ' ଏବଂ 'ନଁ' ('Yes' or 'No') ଲାଣି କିଛିଟା communicate କରାଯାଇପାରିବ । ତେଣୁ ଗୋଟିଏ ଭାଷା ଶିଖିବାକୁ ହେଲେ, ସେ ଭାଷାର vocabulary ଶିଖିବାକୁ ପଡ଼ିବ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଜୀଙ୍କୁ ବେଶ ସଂଖ୍ୟକ ଓଡ଼ିଆ ଶବ୍ଦ ଘରୁ ଶିଖିବି ଆସି ଥାଏନ୍ତି । ତେଣୁ ଓଡ଼ିଆ ଶିଖିବାରେ ସେମାନଙ୍କ ପାଇଁ ସହଜ ହୋଇଥାଏ । But what about English ? Do they already know some English words before they come to school to learn English ? Yes, they know. How ? ଉଚ୍ଚଭାବୀ ହେଉଛି ଆମର ଦ୍ୱିତୀୟ ଭାଷା (Second language) । ଦ୍ୱିତୀୟ ଭାଷାର ଅର୍ଥ ହେଲା ଯେ ଭାଷା କେବଳ ଆମ classroomରେ ସିମାତି ନୁହଁ । ତାହା କିଛି ମାତ୍ରରେ ଆମ ପାଣି ପବନରେ ଥାଏ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଜୀଙ୍କୁ ଆମ ବାଚାବରଣରୁ କିଛି ଉଚ୍ଚଭାବୀ ଶବ୍ଦ ଶିଖିଥାଏନ୍ତି । ତେଣୁ ଗୋଟିଏ ବିଦେଶୀ ଭାଷା (Foreign language) ତୁଳନାରେ ଉଚ୍ଚଭାବୀ ଭାଷା ଶିଖିବା ଆମ ପାଇଁ ସହଜ ।

ଆସମାନେ ଉଚ୍ଚଭାବୀ ଶିକ୍ଷା ଦେଉଥିବା ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଜାଣିବା ଉଚିତ୍ ଯେ ଆମ ଛାତ୍ରଜୀଙ୍କୁ ମାନେ ଅନେକ ଉଚ୍ଚଭାବୀ ଶବ୍ଦ ଆମ ବାଚାବରଣରୁ ଶିଖିଥାଏନ୍ତି ଏବଂ ସେବୁକୁ ଉଚ୍ଚଭାବୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରାଯାପାରିବ । ଉଚ୍ଚଭାବୀ ଭାଷାକୁ ଏକ ନୂଆ ଭାଷା ପରି ଶିକ୍ଷା ଦିଆଯାଏ । ଖାଲି ନୂଆ ଲୁହେଁ ଏକ କଷ୍ଟ (difficult) ଭାଷା ପରି । This creates problems for our students in learning English. ପ୍ରଶ୍ନ ହେଲା, ସେମାନେ କେତେ ଉଚ୍ଚଭାବୀ ଶବ୍ଦ ଜାଣିବି ଆମ ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆଏ, ତାହା ନିର୍ଭର କରେ ପିଲାଟି କେଉଁ ବାଚାବରଣରୁ ଆସିଛି; from a town or a village, from a rich family or a poor family, from an educated family or from an uneducated family ? ସାଧାରଣ ଭାବେ ଆମ ଛାତ୍ରଜୀଙ୍କୁ ୫୦୦ ରୁ ୧୦୦୦ ପର୍ଯ୍ୟନ୍ତ, କିଛି ସ୍କୁଲରେ ବେଶୀ ଉଚ୍ଚଭାବୀ ଶବ୍ଦ ଶିଖି ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆଏନ୍ତି । ସେବୁକୁ ଉଚ୍ଚଭାବୀ ଶିକ୍ଷାରେ ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଆବଶ୍ୟକ । ଏହି ବିଭାଗଟିର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ହେଲା, ସେବୁକୁ ଉଚ୍ଚଭାବୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଏବଂ ସେମାନଙ୍କ ମନରେ ଆଗ୍ରହ ଓ ଉଦ୍‌ଦେଶ୍ୟ ସୃଷ୍ଟି କରିବା ।



## LESSON -1

# Bicycle

### Pre - brainstorming



#### - Socialisation :

Tr.- Good morning students !

Stds.- Good morning teacher !

Tr.- How are you ?

Stds. - Fine, thank you.

#### - Do you know English ? ତୁମେ ଲଙ୍ଘାଜୀ ଜାଣିଛ ?

କିଏ ସବୁ ଲଙ୍ଘାଜୀ ଜାଣିଛ କହିଲ ? ଲଙ୍ଘାଜୀରେ କ'ଣ ସବୁ ଜାଣିଛ ? What do you know in English ?

କେମିତି ଜାଣିଲ ? How did you know ?

#### - Ok, today we'll see how much English you know.

ଆହା, ଆଜି ଦେଖିବା, ତୁମେ କେତେ ଲଙ୍ଘାଜୀ ଜାଣିଛ ।



## While - brainstorming

- Tell me the names of the parts of a bicycle.

ସାଇକ୍ଲେ ପାର୍ଟ୍‌ସର ନାମ କୁହ ।

- Students will brainstorm to say the names of the parts of a bicycle

[Students will say the names of the parts of a bicycle one after another. Teacher will write them on the blackboard in Odia in good handwriting as shown below.]



[Some of the words likely to come are - handle, brake, chain, tyre, tube, bell, seat, seat-cover, pedal, mudguard, rim, stand, lock, key, basket, pedal-cover, chain-cover, carrier etc.]

- If students fail to name some parts, teacher will provide clues ଏଇ ଯେମିତି carrier ନକହି ପାରିଲେ teacher will provide clues- "Seat ପଛରେ ଆଉ ଗୋଟିଏ ଜାଗା ଥାଏ- ଆଉ କିଏ ବସିବା ପାଇଁ ବା ଜିନିଷ ନେବା ପାଇଁ" ।
- These are some bicycle related words which students know. For example, pump, leak, patch, speed, accident, police... The teacher will encourage the students to come up with these words through clues either showing action or through words. For example, the teacher shows the action of pumping, or falling down in an accident

Teacher should try to get words from students as many words as they know related to a bicycle and write these words neatly on the blackboard in Odia in good handwriting.

• Teacher asks some comprehension questions :

- How many words did we get ? ଆମେ କେତେ ଶବ୍ଦ ପାଇଲେ ?  
Who can count them in English ? କିଏ ଜଂରାଜୀରେ ଗଣିପାରିବ ? One, two, three.....
  - ଆଛା କହିଲ, ସାଇକେଳର କେଉଁ ପାର୍ଟସବୁଡ଼ିକ ନହେଲେ ଚଳିବ ?
  - ସେବୁଡ଼ିକ ଥିଲେ କ'ଣ ଲାଭ ? ନରହିଲେ କ'ଣ କଷତି ?
  - ସବୁ ପାର୍ଟସର ଲେଖା ସବୁ ଭଲ କରି ଦେଖ । କହିଲ କେଉଁ ପାର୍ଟସବୁଡ଼ିକ ଦୁଇ ଦୁଇ ଶବ୍ଦ ମିଶିକରି ହୋଇଛି ?
- Which words are made of two words ?
- Are these all English or Odia words ? ସେ ସବୁ ଜଂରାଜୀ ନା ଓଡ଼ିଆ words ?.... These are all English words. This means you already know English.

### Post-brainstorming

- 1 **VMDT Picture :** Take the photo of the picture of a bicycle in your eye-camera. ତୁମ ଆଖା କେମେରାରେ ସାଇକେଳ ଚିତ୍ରର ଫଟୋ ନିଅ । ଆଖା ବୁଲ । Close your eyes, put your index finger ତୁମ ବିଶି ଅଞ୍ଚଳ ସାଇକେଳ handle ଉପରେ ଦିଅ । Open your eyes ଆଖା ଖୋଲି ଦେଖ । Right or wrong ଠିକ୍ ବା ଭୁଲ ? (In this way teacher will make students do this activity many times.)

2 **Listening :**

Teacher reads aloud some of the words from the list given. S/he asks students to tick those s/he reads aloud.

- Given below is a list of words ତଳେ ଗୋଟିଏ Word list ଦିଆଯାଇଛି । I'll read some words from the list ମୁଁ ସେଥରୁ କିଛି word ପଡ଼ିବି । You will tick those I read aloud ମୁଁ ଯେଉଁ words ପଡ଼ିବି ତୁମେ ସେଇ words ଗୁଡ଼ିକୁ ଟିକ୍ କରିବ ।  
କେରିଅର, ମତ୍ତଗାଡ଼, ହେଣ୍ଟେଲ, ସିଟ, ଚେନ, ବ୍ରେକ, ରିମ, ଟାଯାର, ରୂପ୍ୟବ, ସିଟ୍ କରର

3 **Speaking :**

- (i) **Chain-drill (words) :** One student says one word from the list, next student

another word..... till the last student says a word.

#### (ii) Chain-drill (sentences):

"I've a bicycle. What about you ?"

#### Steps :

- **Rehearsal** : Teacher says "I've a bicycle", students repeat after him/her. Next, teacher says' "What about you ?", students repeat after him/her. Finally, teacher says both the sentences together," I've a bicycle. What about you ?", Students repeat after him/her.
- **Chain-drill** : One student says "I've a bicycle" and asks the next student 'What about you ?'. Next student does the same.... till the last student takes part.

#### 4 Mental Talk : "I've a bicycle. What about you ?"

#### 5 Let's think :

- ସାଇକ୍ଲେ, ମଟର ସାଇକ୍ଲେ ବା କାରଠାରୁ କାହିଁକି ଭଲ ? Why is a bicycle better than a motor cycle or a car ?  
(Less expense, no pollution.....)
- ସାଇକ୍ଲେମାନଙ୍କର ନାମ Hercules, Atlas, Hero କାହିଁକି ?

#### 6 Matching Activities :

##### (I) Pictures with pictures : One has been done for you.

A



B



(ii) Writing with pictures :

A

Handle

Seat

Pedal

Chain

B



(iii) Writing with writing :

A

Handle

Seat

Pedal

Chain

B

Chain

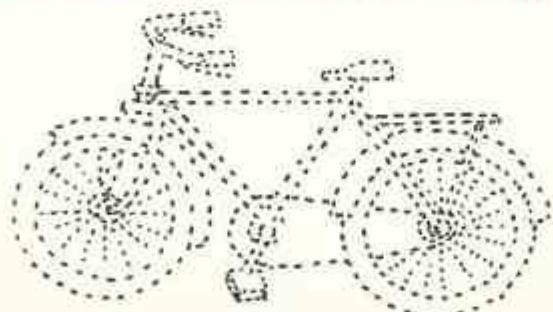
Pedal

Handle

Seat

7

Draw the picture of a bicycle on the dotted line given .



8

Home task

ଆମେ ଆଜି ସେମିତି ସାଇକେଲ ବିଷୟରେ ଖୁର୍ଦ୍ଦୁ ବାହାର କଲୁ, ସେମିତି ତୁମେ ଯାନବାହାନ ବିଷୟରେ ଶବ୍ଦ ବାହାର କରି ପର କ୍ଲ୍ୟୁସକୁ ଆଣିବ ।

At home collect words on 'vehicles'.

## LESSON -2

# SCHOOL

### Pre - brainstorming



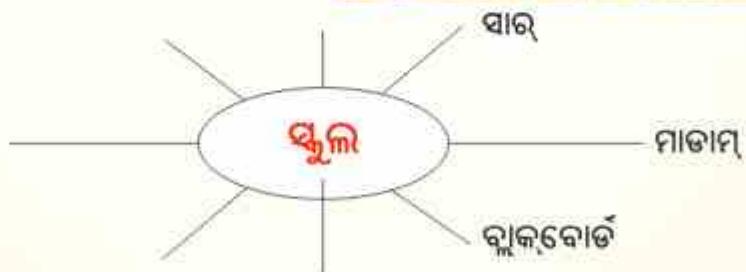
#### • Socialisation :

- Home task করিছে কি নাহি ? যানবাহান বিষয়ে কি এ আর্ট লেখ্য কুহ...
- In last class how many words did we learn about a bicycle ?.... Who can say ?.... These are English words or Odia words ?... This means.... you know so many English words about a bicycle...
- Look at the picture ছবিটা দেখ ! What is the picture ?  
..... Yes, a school. Today we'll see how many English words you know about a school.... Can you guess how many words.....?

### While - brainstorming

When you think of a school, which words come to your mind ?....  
Storm your brain বুদ্ধি খটাই কুহ !

[Teacher does what s/he did with a bicycle. S/he writes the words on the blackboard as students say one after another.]



[Some of the words likely to come are - class, chair, table, desk, bench, blackboard, chalk, duster, book, pen, pencil, headmaster, rubber, routine, map, globe, sir, madam, flag, gate, garden, mid-day meal, tube-well, peon ]

If they fail to give some, teacher provides them clues as in the case of a bicycle.

•Teacher asks comprehension questions:

- How many words did you get?... Who can count them in English?.... What is the total number?.... Are these English or Odia words?.... These are all English words.... That means..... you already know English. Who can add these words with words on a bicycle? ..What is the total number?....
- What about your school?....
- What is the name of your school?.....
- How many teachers are there in your school?....
- What is the name of your headmaster?....
- How many students are there in your school?....
- Do you like your school?....

### Post-brainstorming

**1** **VMDT** : Take the photo of the picture in your eye-camera.... (Teacher does as s/he did in case of a bicycle?)

**2 Listening :**

Some words are listed below.... I'll read aloud some of the words.... you tick those I read aloud.....

ବୁକ୍, ବୋର୍ଡ, ଚକ୍, ବୁକ୍, ଉଷ୍ଣର, ପେନ୍, ପେନ୍ସିଲ୍,  
ସ୍କୁଲ ବ୍ୟାଗ, ମ୍ୟାପ, ଗ୍ଲୋବ୍, ଚେଯାର, ଟେବୁଲ୍, ବେଞ୍ଚ

**3 Speaking :**

(i) **Chain-drill**: (words from the list above) One student says one word, the next another word..... till the last student says a word.

(ii) **Chain-drill** : (Sentence)

"I like my school. What about you?"

(Steps as before.)

Rehearsal and chain-drill as in case of a bicycle. "I've a bicycle. What about you?"

**4 Mental Talk: "I like my school. What about you?"**

**5 Let's think :**

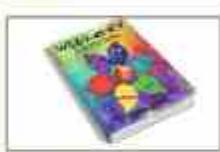
Is it possible to learn without a school ?

ବୁଲ ବିନା ପାଠ ପଡ଼ା ସମ୍ଭବ କି ?

**6 Matching Activities :**

(I) Picture with picture :

**A**



**B**



(ii) Writing with pictures :

**A**

Table

Chair

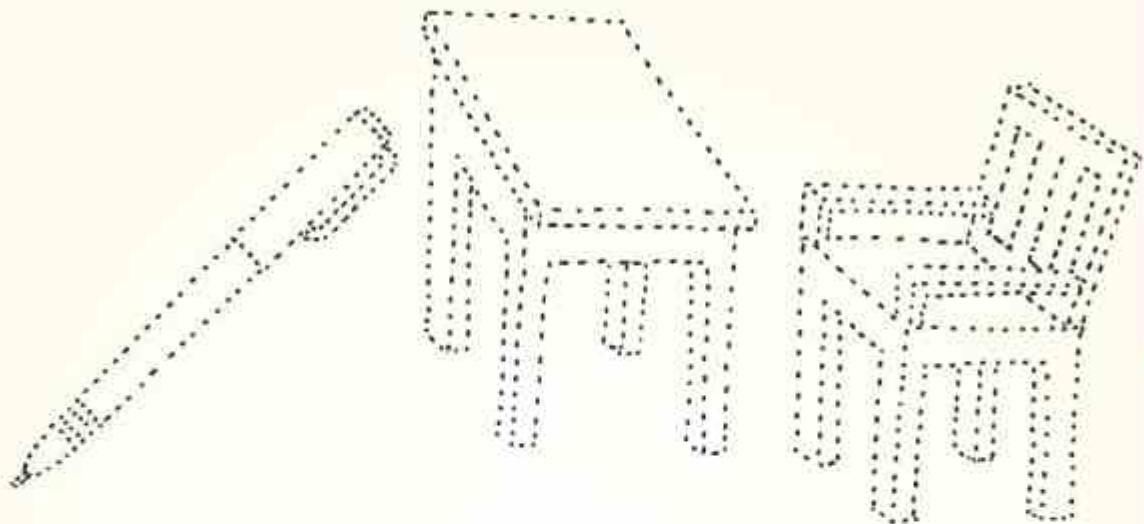
Pen

Book

**B**



**7** Draw the pictures following dotted sketch:



**8** ଅଭ୍ୟାସ ପାଇଁ କାର୍ଯ୍ୟ :

ଘର ତାତ୍କରଖାନା ସମ୍ବନ୍ଧରେ ଖୁବ୍ ଲିଖ କରି ଆଣିବ ।

Prepare a word list at home on 'Hospital'. Can you do this ?..... ଏଇ ଯେମିତି ତାତ୍କର, ମେଡିସିନ୍...

## LESSON - 3

# FOOD AND DRINKS

### Pre-brainstorming



- **Socialisation :**
- Have you done the homework ?..... Who have made a list of words related to 'Hospital' ?.... (Teacher asks one after another to read aloud their lists.)
- You made a list of words in your last class. What was the list about ? How many words did we list on 'school' ?..... Make a total of words from bicycle and school..... You have also listed words at home : on vehicles and hospital..... Look, how many English words you have already known before coming to learn English at school.....
- Today we'll see how many words we know about 'Food and Drink....' ଖାଦ୍ୟପେଯ ସମ୍ବନ୍ଧରେ Storm your brain and say.

### While-brainstorming



- Teacher will follow the steps of the previous classes.



[Possible words : cake, bread, biscuit, ice-cream, mixture, tea, coffee, cold drink, water bottle, apple, tomato, egg, egg curry, chocolate, chewing gum, omlet, sweets, salad,...]

•Teacher asks comprehension questions :

How many words did we get ?..... Who can count ?

Are they Odia or English words ?.....

Make a total of words from 'Bicycle, School, Food and Drink.....'

What do you like ? ତୁମେ ସବୁ କ'ଣ ଖାଇବାକୁ ଭଲ ପାଏ ?

What do you want to drink ?.....

What fruits do you like ?.....

### Post- brainstorming

1 **VMDT** : Picture ... as before.

2 **Listening** : Some words are listed below.... Tick those I read aloud.....

କେଳ, ବ୍ରେଡ, ବିଷ୍ଟୁଟ, ଆଇସକ୍ରିମ, ଏଗ, ଆପଲ, ଚମାଟୋ, ଚୁଲଙ୍ଗମ, ଅମଲେଟ, ଟି, କପି

3 **Speaking** :

(i) **Chain-drill**: (words from the list above) One student one word, the next another.... till the last student says a word.

(ii) **Chain-drill**: (Sentence)

"I like ice- cream. What about you ?"

(Teacher does this following the steps of the previous lessons)

4 **Mental Talk** : Mentally repeat - ମନେ ମନେ କୁହ 'I like ice-cream. What about you?"

5 **Let's think**:

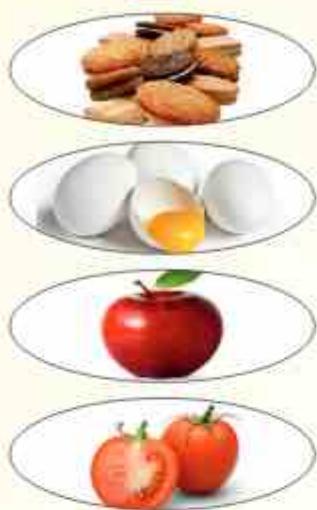
Is it good to take too much of chocolate ?.....

**6**

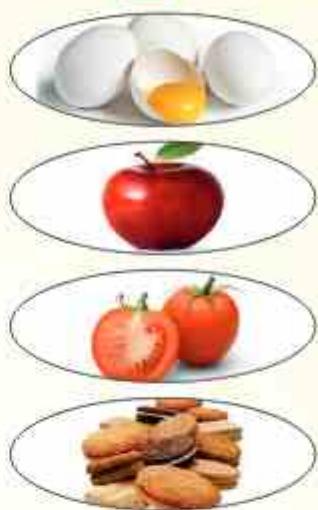
### Matching Activities:

(I) Picture with picture :

**A**



**B**



(ii) Writing with pictures :

**A**

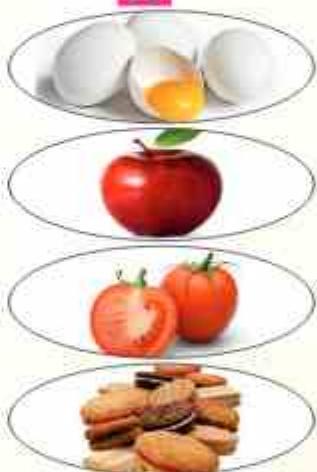
Biscuit

Egg

Apple

Tomato

**B**



(iii) Writing with writing :

**A**

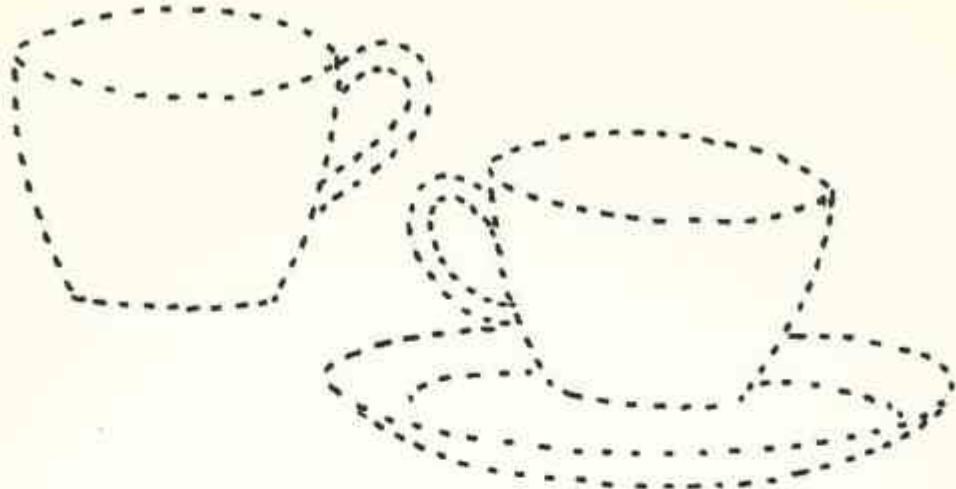
biscuit
egg
apple
tomato

**B**

apple
tomato
biscuit
egg

7

**Draw pictures following the dotted sketches:**



8

ଘରେ ନିମ୍ନ ବିଷୟମାନଙ୍କ ସମ୍ବନ୍ଧରେ word list କର - ସିନେମା, ଚିତ୍ର, ମୋବାଇଲ, ଖେଳ, ଟ୍ରେନ... ତୁମେ ଦେଖିବ ସ୍କୁଲ ଆସିବା ପୂର୍ବରୁ ତୁମେ ସବୁ ଅନେକ ଜାଗାକୁ ଶବ୍ଦ ଜାଣିଛ । Think, how did you learn all these words ?.... ଆମ ପାଣି ପବନରେ ଅନେକ ଜାଗାକୁ ଅଛି । ସ୍କୁଲ ବାହାରେ କେଉଁଠି କେଉଁଠି ଜାଗାକୁ ଅଛି ନଜର କର । କାର ପଛରେ ନମ୍ବର ଜାଗାକୁରେ କି ନୁହଁ ? ଗୋଟିଏ truck ପଛରେ କ'ଣ ସବୁ ଜାଗାକୁ ଲେଖା ଅଛି ଦେଖ ।....

Let's have a conversation game (Teacher does this game.) S/he tells them the English for ହଁ (Yes), ନା (No) and ଖାଇବା (eat) S/he can do this with action. For 'yes', 'no' by nodding head and for 'eat' showing the action of eating ?

Next s/he will say;

"Eat ice-cream ?" Students will reply 'yes'.

S/he will mix this up with non-eating items... for example 'Eat chair ....?'

It will be fun when someone says 'yes' for non-eating items. Continue this as long as students enjoy. (The activity shows how we can speak in English only knowing a few words. There is no need for sentences at this stage.)

### Introduction

Songs and Rhymes play an important role in teaching language to young learners.

ପିଲାମାନେ ଗପପରି ଗାତ ଭଲ ପାଆଏ । ଗାତ ମାଧ୍ୟମରେ ଭାଷା ଶିକ୍ଷା ସହଳସାଧ ହୁଏ । ରୋଟ ପିଲାମାନଙ୍କୁ ଭାଷା ଶିଖାଇବା ପାଇଁ ସାଧାରଣତଃ ଚିନ୍ତି ପ୍ରକାରର song ବ୍ୟବହାର କରାଯାଏ । ସେମୁଣ୍ଡିକ ହେଲା Action Song, Rhymes ଏବଂ TPR (Total Physical Response.) Action songସୁଭିକୁ action କରି ଗାଇବାକୁ ପଡ଼େ । Action ରୁ ନୂଆ ନୂଆ ଶବ୍ଦର ଅର୍ଥମାନ ସହଳରେ ବୁଝିଛୁଏ ।

Rhymes are highly musical. Children enjoy music and learning language becomes pleasurable for them through rhymes. The rhythm in rhymes and songs activate their memory. Remembering becomes easy. TPR songs and activities are slightly different from action songs and rhymes. These are similar to action songs, the only difference being in case of TPR, children respond through action. They do not speak.

In this unit, there are three songs. The first one, 'This is the Way" is an action song. The second one "Are you Cooking' is a mixture of a rhyme and action song .The third one " Old Mac Donald' is a rhyme. All the three songs have similar patterns of use. Each lesson has three sections - Pre-singing, While-singing and post-singing. Pre-singing section involves socialisation, at times, recapitulation (ଆଗ ପାଠକୁ ମନେ ପକାଇବା) and motivating students to sing the song. The while-reading section involves reading aloud the song following some steps and comprehension. After students read aloud the song they are asked questions by the teacher to know their understanding. The post-singing section has six types of activities based on the poem. These are VMDT, Listenig, Speaking, Mental talk, Matching and Drawing.

**Songଗୁଡ଼ିକୁ ପଡ଼ାଇବା ପାଇଁ ଶିକ୍ଷକଶିକ୍ଷୟୁଡ଼ୀମାନେ ପୂର୍ବରୁ ପ୍ରସ୍ତୁତ ହେବା ଆବଶ୍ୟକ ।** Singing the song with proper rhythm is most important. Recorded cassettes of English rhymes are available these days. The teachers can buy them and listen to these songs as part of their preparation. They can also feed these songs into their mobiles and make students listen to them in the classroom. If you fail to know how to read aloud the songs, you may contact us over phones.

The matching part has application of the concept of whole and block learning stated in the general introduction.



## LESSON -1

# This is the way....

### Pre-singing



#### • Socialisation :

- Do you like songs ? ତୁମକୁ ଗୀତ ଉଲାଗେ ? Will you sing a song ? ଗୋଟିଏ ଗୀତ ଗାଇବା କି ? Look at the pictures ଛବି ସବୁ ଦେଖ । Can you say what is the song about ? ଗୀତଟି କାହା ବିଷୟରେ କହି ପାରିବ କି ? Let's sing and know. ଆସ ଗାଇବା ଏବଂ ଜାଣିବା ।

### While-singing

#### Text

This is the way we wash our face,  
Wash our face,  
Wash our face,  
So early in the morning.



This is the way we wash our hands,  
Wash our hands,  
Wash our hands,  
So early in the morning.

This is the way we brush our teeth,  
Brush our teeth,  
Brush our teeth,  
So early in the morning.



This is the way we comb our hair,  
Comb our hair,  
Comb our hair,  
So early in the morning.



### **Steps :**

- 1 Teacher reads aloud the song with action (two times), students listen to him/her.
2. Teacher reads along with action, students repeat after him/her with action(all the lines, two times).
- 3 Chorus singing by teacher and students, teacher taking the lead.
- 4 Comprehension questions :

- **Teacher asks questions :**

- Do you like the song ? ଗୀତଟି ଦୁମକୁ ଭଲ ଲାଗିଲା ?
- What do we do first ? ଆମେ ପ୍ରଥମେ କ'ଣ କରୁ ?
- What do we do next ? ତା ପରେ କଣ କରୁ ?
- What do we do next ? ତା ପରେ କଣ କରୁ ?
- What do we do at last ? ଶେଷରେ କଣ କରୁ ?

(Teacher tells, ମୁଣ୍ଡ କୁଣ୍ଡାଇବା ‘କମ୍’ , ‘କମ୍’ ନୂହଁ - the 'b' in the word 'comb' is silent. S/he makes the students repeat the word 'comb' as 'kam' 3-4 times.)

### **Post-singing**

#### **1 Visual Memory Development Technique (VMDT):**

- (i) On pictures : Take the photograph of the pictures by your eye-cameras. ରୂପ ଆଖି କ୍ୟାମେରାରେ ଛବିଗୁଡ଼ିକର ଫଟୋ ନିଅ । ନେଇ ସାରିଲ ? Close your eyes ଆଖି ବନ୍ଦ କର । ମୁଣ୍ଡ କୁଣ୍ଡାଇବା ଚିତ୍ର ଉପରେ ଆଙ୍ଗୁଳି ବିଅ । Open your eyes and see. ଆଖି ଖୋଲି ଦେଖ- ଠିକ୍ ଅଛି କି ନାହିଁ ? (In this way on other pictures, one after another)
- (ii) On writing : Take the photograph of the song. ଗୀତଟିର ଫଟୋ ନିଅ । ଆଖିବୁଜି closing your eyes, brush teeth ବାନ୍ଦ ଘଷା ଉପରେ ଆଙ୍ଗୁଳି ଲଗାଅ । Open your eyes ଆଖି ଖୋଲ-ଠିକ୍ କି ଭୁଲ- right or wrong ଦେଖ । (In this way teacher makes students do others-wash face, comb hair, wash hands.)

#### **2 Listening (TPR): Total Physical Response.**

- (i) I'll say in English. ମୁଁ ଇଂରାଜୀରେ କହିବି, ତୁମେ actionରେ ଦେଖାଇବ । Ready (ପ୍ରତ୍ୱରୁତି) ?
  - (a) Wash your face (Students do the action of washing face.)
  - (b) Comb your hair.....
  - (c) Brush your teeth.....
  - (d) Wash your hands.....

- (ii) I'll say the name of the picture in English ମୁଁ ଛବିର ନାମ ଜାଣଇରେ କହିବି,  
ଦୂମେ ଛବି ଉପରେ ଆଙ୍ଗୁଳି ଲଗାଇବ ।
- (a) On picture: brushing teeth (students place their index finger on the right picture)
  - (b) On picture : washing face.....
  - (c) On picture : combing hair.....
  - (d) On picture : washing hands.....

### **3 Speaking :**

#### **(I) Chain-drill :**

- (a) Wash your face (b) Wash your hands.
  - (c) Brush your teeth (d) Comb your hair.
- (Four times a,b,c,d)

#### **(ii) Dialogue :(reading aloud lines)**

- Teacher vs students : Teacher reads aloud first line students read aloud the second line (all the lines)- Change the role - students read aloud first line, teacher reads aloud the second line. (all the lines)
- Students vs students- same way with change of role. (reading aloud)

**4 Mental Talk:**      Wash your face.  
                                  Wash your hands.  
                                  Brush your teeth.  
                                  Comb your hair.

Next the first stanza.

### **5 Matching Activities:**

#### **(i) Picture with picture:**



(ii) Writing with pictures:

A

Washing face

Washing hands

Brushing teeth

Combing hair

B



(iii) Writing with writing :

A

Wash your face.

Wash your hands.

Brush your teeth.

Comb your hair.

B

Brush your teeth.

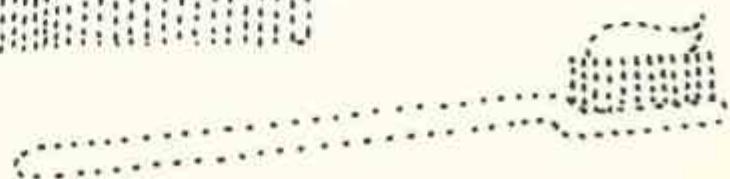
Comb your hair.

Wash your face.

Wash your hands.

6

Draw Pictures using dotted sketches given below :





## LESSON -2

# ARE YOU COOKING...



### Pre-singing

#### Socialisation :

- Recapitulation : What song did we sing last time ?.....  
କିଏ କହି ପାରିବ ? Who can say ? (In case students fail to say, teacher will show the action of washing face, brushing teeth.) Did you like this song ?..... Shall we repeat a part of that song ?..... This is the way we wash our face,

Wash our face,  
Wash our face,  
So early in the morning.

- Today we will sing another song, a very interesting song.....Can you guess from the pictures what will be the subject ?..... Let's sing.

### While-singing

Are you cooking,  
Are you cooking,  
Mother dear, mother dear ?

I'm hungry,  
I'm hungry,  
Give me something,  
I'm here.



69U5TI



Are you cooking  
Are you cooking,  
Mother dear, mother dear ?

Are you thinking,  
Are you thinking,  
Boys and girls,  
Boys and girls ?

We'll have test tomorrow.

We'll have test tomorrow.

Oh! No, No.

Oh! No, No.

Test I fear,

Are you cooking,

Are you cooking,

Mother dear, mother dear ?

### Steps:

1. Teacher reads aloud the song with action (two times), students listen.
2. Teacher reads aloud one line with action, students repeat after him/her (all the lines, two times.)
3. Chorus singing by teacher and students, teacher taking the lead.

#### • Comprehension Questions :

1. Do you like the song ?
2. Who is cooking ?.....
3. Who is hungry ?.....
4. What does the boy want ?
5. Who are thinking ?..... କିଏ ଚିତ୍ରା କରୁଛନ୍ତି ?
6. Why are they thinking ? ସେମାନେ କ'ଣ ଚିତ୍ରା କରୁଛନ୍ତି ?
7. Do they like the test ?.....
8. Who are afraid of the test ? କେଉଁମାନେ ପରୀକ୍ଷାକୁ ଭୟ କରୁଛନ୍ତି ?

### Post-singing

#### 1 Visual Memory Development Technique (VMDT):

- (I) On pictures (as before....): mother cooking, boys and girls thinking, boy asking for food.
- (ii) On writing (as before....) mother cooking, boys/girls thinking, boy asking for food.

#### 2. Listening (TPR):

- (i) ମୁଁ Englishରେ କହିବି, ତୁମେ action ଦେଖାଇବ ।

- a. Cooking, b. Hungry, c. Thinking, d. Do you want test?

(ii) I'll tell the name of the pictures, you will touch the pictures.

  - a. boys/girls thinking
  - b. mother cooking
  - c. boy asking for food

### 3 Speaking :

#### (I) Chain-drills:

Words : 1. cooking 2. hungry, 3. thinking

#### **Dialogues : (reading aloud lines)**

Teacher reads aloud one line, students repeat after him/her.

**4 Mental Talk :** First three lines of the poem (if possible, other lines as well)

## 5 Matching Activities:

### (I) Picture with picture :



### (I) Writing with picture :

A

## Mother cooking

A hungry boy

Girl thinking

## Boy thinking



(iii) Writing with writing:

A

mother

hungry boy

girl thinking

boy thinking

B

boy thinking

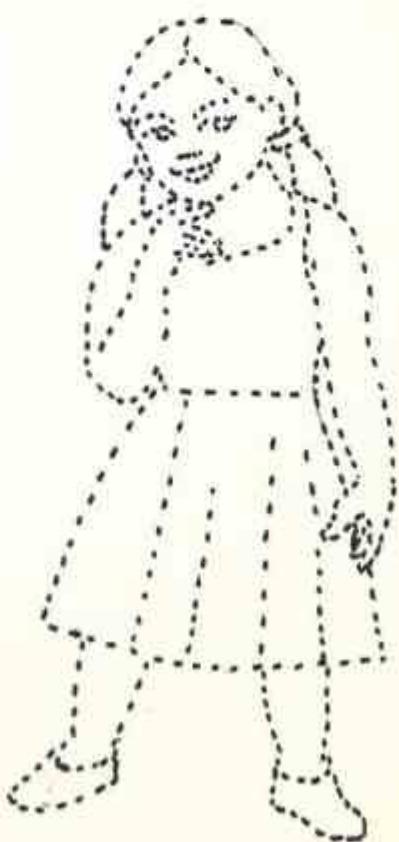
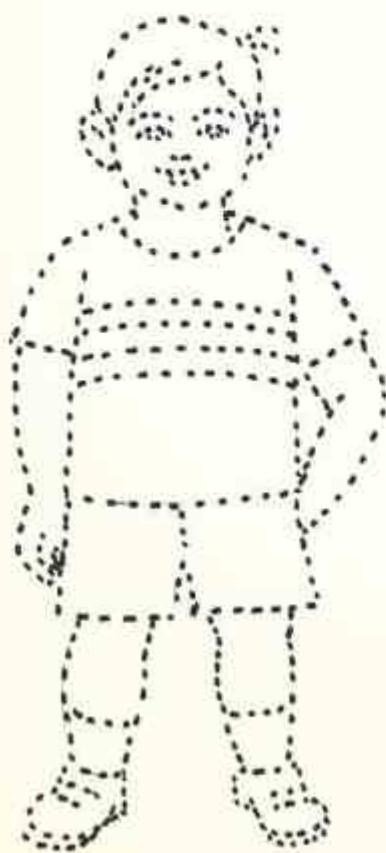
mother

hungry boy

girl thinking

6

Draw pictures following the dotted sketches :



## LESSON -3



# Old Mac Donald...

### Pre-singing



#### - Socialisation :

How are you children ?

Fine, thank you teacher.

#### - Recapitulation : What song did we sing last time ?.....

Who can say ?..... "Are you cooking....."

Who were there in the song ?.....

#### - See the pictures. Can you guess അനുമാന കരിപാരിബ കി ?

What is this song about ?

Lets sing the song.



6R41V6

### While singing

Old Mac Donald had a farm,  
Yii, yii, yoo.  
And on the farm he had some cows;  
With a "moo, moo" here,  
with a "moo, moo" there.  
Everywhere moo moo.  
Old Mac Donald had a farm ,  
Yii, Yii, Yoo.



Old Mac Donald had a farm.  
Yii, Yii, Yoo.  
And on the farm he had some dogs;  
With a "bow bow" here,  
With a "bow bow" there.  
Everywhere bow, bow.  
Old Mac Donald had a farm,  
Yii, Yii, Yoo.

Old Mac Donald had a farm.

Yii, yii, yoo.

And on the farm he had some cats;

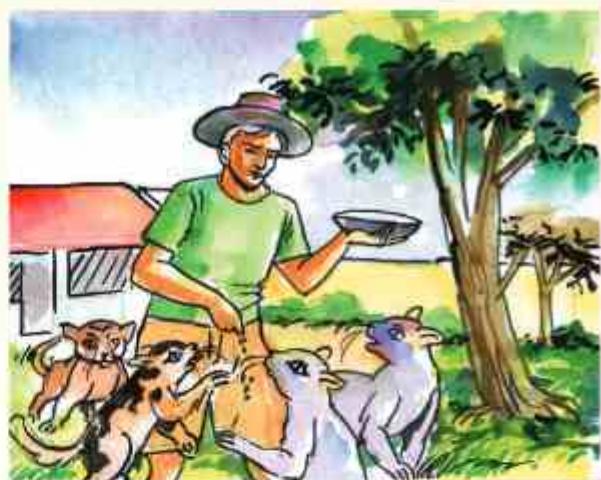
With a "mew, mew" here,

With a "mew, mew" there.

Everywhere mew mew.

Old Mac Donald had a farm,

Yii, Yii, Yoo.



### Steps :

1. Teacher reads aloud the song with action (two times), students listen.
2. Teacher reads aloud one line with action, students repeat after him/her (all the lines, two times).
3. Chorus singing by teacher and students, teacher taking the lead.

### Comprehension Questions :

1. Do you like the song ?
2. Who had a farm ?
3. Who were there in the farm (First stanza) ?
4. How do cows sound ?
5. Who are there in the farm in the 2nd stanza ?
6. How do dogs sound ?
7. Who are there in the farm in the 3rd stanza ?
8. How do cats sound ?

### Post-singing

#### 1. Visual Memory Development Technique (VMDT):

(i) on pictures : cats, dogs, farm, Mac Donald, cow

(ii) on writing : which part - cats, dogs, cows

## **2. Listening (TPR):**

- (I) I'll say in English, you'll do. ମୁଁ ଲାଗେ କହିବି, ତୁମେ କରିବ ।  
(a) Touch the picture of dogs. (b) Touch the picture of Mac Donald.  
(c) Touch the picture of the farm. (d) Touch the cats. (e) Touch the cows.
- (ii) I'll say, you'll act.  
(a) here, (b) there, (c) everywhere

## **3. Speaking:**

### **(i) Chain-drills:**

- (a) Words :  
a. dogs, b. cows, c. cats, d. Mac Donald
- (b) Sentences :  
a. Yii, Yii, Yoo.  
b. Old Mac Donald had a farm.

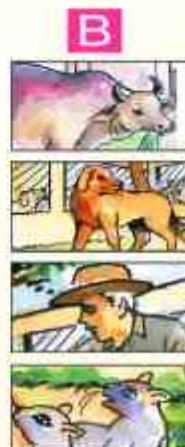
### **(ii) Dialogues: (Teacher vs students, students vs students)**

- Old Mac Donald had a farm.
- Yii, Yii, Yoo.
- Amoo here.
- Amoo there.

## **4. Mental Talk : The above lines for dialogues**

## **5 Matching Activities :**

### **(i) Pictures with pictures :**



(ii) Writing with pictures:

A

Mac Donald

cow

dog

cat

B



(iii) Writing with writing :

A

Mac Donald

cow

dog

cat

B

dog

cat

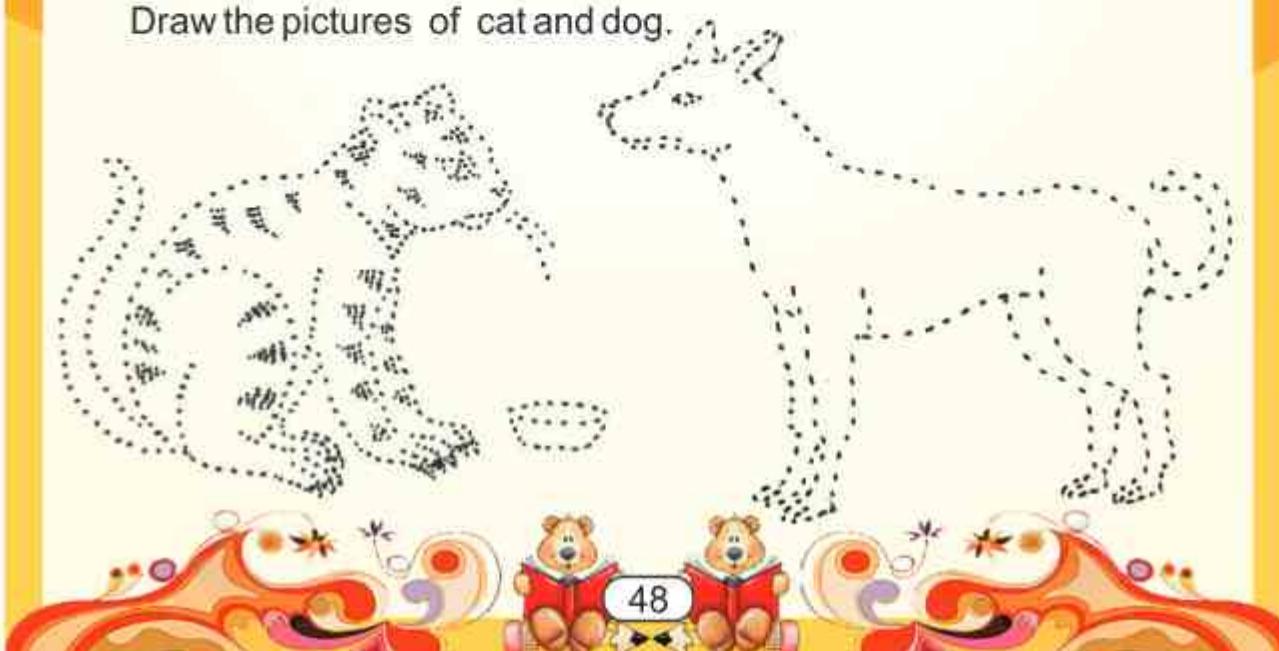
cow

Mac Donald

6

### Draw Pictures

Draw the pictures of cat and dog.



### Introduction

The previous three units of the Pre-primer parts are about story telling, known English words and rhymes. This is the last unit of the part devoted to picture-reading and interesting activities related to pictures. The pictures are of objects, the English names of which the students already know. (Know your English)

This unit has four lessons. In the first lesson students read pictures. In the 2nd lesson students pick the odd ones out (pictures). Lesson -3 is devoted to matching and ordering pictures. In the last lesson students match pictures with pictures, words with pictures, words with words.

What skill does this unit develop ? This unit develops in learners a variety of skills, both cognitive and language . The cognitive skills (ବୈଜ୍ଞାନିକ ବିଜାଣ) and IQ are developed through making them match, out the odd ones and ordering (Lesson-2 and 3). It develops learners' vocabulary - word-power. They learn a lot of English words through pictures. This unit also develops learners listening and speaking skills. The teacher conducts the lesson in English which develops learners' listening skills. The children also name the pictures and do chain- drills. This develops their speaking skills. The unit also exposes the learners to capital and small letters of English and English numbers. This is done through looking at the words and numbers written under the words. This unit also introduces the learners to reading through picture-reading or shadow reading (ଛାଯା ପଠନ). As VMDT is used in some units, this also develops learners' visual memory. And all these skills are developed in very interesting ways. The learners do not feel the burden of learning.

How to teach these lessons ? Each lesson is preceded by detailed instructions on how to teach the units.

## LESSON -1

# Reading Pictures



### Steps for teaching this unit:

This unit has two pages and the two pages are to be treated as two lessons which are to be taught following similar steps.

#### Steps:

1. **Socialisation:** Good morning Children...!
2. **Introduction :** Today we will read pictures. Open at page .... and see the pictures.
3. **Identification of pictures:**
  - a. Teacher pointing at picture 1 (showing the page to the class) " What is this picture ? Students reply in chorus " Train" This is done for all the 28 pictures in the page, one after another.
  - b. "ଏହି କଣେ ଲଗେ ଉପର ଦେବ । Now you will answer individually. ଯାହାକୁ ଜାହିଦି ଏସେ ଉପର ଦେବ ।" Teacher pointing at a picture (randomly, not in order), what is this picture ? Who can say ? Raise your hands".  
Teacher identifies one who is to answer. The students answer . Teacher gives feedback 'Very Good'. "Thank you".  
In this way most of the pictures are covered and many of the students have the chances to answer.
4. **Comprehension Questions:** (Give students time to think, count and answer.)
  - i. How many pictures are there in one line from left to right ? ବାମରୁ ତାହାଶକୁ ଗୋଟିଏ ଧାଡ଼ିରେ କେତେ ଛବି ଅଛି ?
  - ii. How many pictures are there in one line from top to bottom ? ଉପରୁ ଲେକ୍ଷ୍ଣ ଧାଡ଼ିରେ କେତେ ଛବି ଅଛି ?
  - iii. How many pictures are there in this page ? Multiply 4 by 7. ପୂଞ୍ଚାରେ କେତେ ଛବି ଅଛି ? ୪ ରେ ୭ ଗୁଣ । କେତେ ହେଲା ?
  - iv. How many vehicles are there ? Which of them move very fast ? କେତେବେଳି ଯାନ ବାହନ ଅଛି । କିଏ ଦୁଇ ଦେଶରେ ଗଢ଼ି କରେ ?
  - v. How many pictures are there related to school ? Which of them is the biggest ?
  - vi. How many household articles are there ? ଘରେ ବ୍ୟବହାର ହେଉଥିବା ଜିନିଷ କେତେ ଅଛି ? ସବୁଠୁବୁ କଢ଼ି କିଏ ?
  - vii. How many sports articles are there ? ଖେଳ ଦିନିଷ କେତେବେଳି ଅଛି ?

- viii. How many of them are about cricket ?  
See the numbers written below the picture...

**5. VMDT :**

Take a photograph of the pictures in your eye camera. Teacher names a picture. Students place their fingers on the picture.  
"Now open your eye and see. Right or Wrong ? How much right ?  
In this way teacher does VMDT for about 10 pictures.

**6. Speaking:**

- i. Chail drill : From one end of the line a student names the first picture, the next student the next picture. In this way all the students. When the last picture comes, the next student begins from picture one.
- ii. The teacher counts one pointing at 1, students repeat after him / her. This is done up to the last picture.

**7. Mental talk:**

Students mentally name the four pictures (1st line), next the second line ... In this way as many lines as possible.

The same steps are followed for the second list of pictures depending on the number of pictures and the type of pictures and the comprehension questions will be different. The teacher should prepare these questions before. They can see the comprehension questions in the previous lesson for their guidance.

## Picture - reading - I

Look at the pictures and say their names.

ଛବିଗୁଡ଼ିକୁ ଦେଖ । ସେମାନଙ୍କ ନାମ କୁହ ।



1



2



3



4



5



6



7



8



9



10



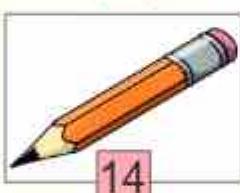
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12



13



14



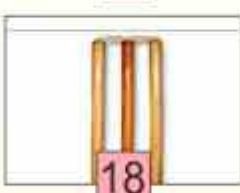
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16



17



18



19



20



21



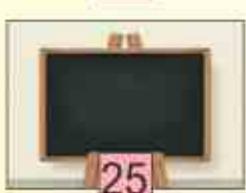
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25



26



27



28

## Picture - reading - II



29



30



31



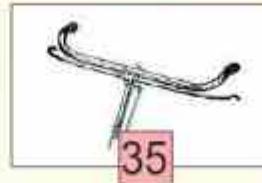
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33



34



35



36



37



38



39



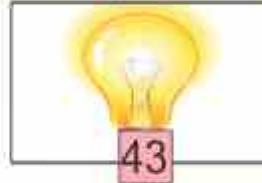
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41



42



43



44



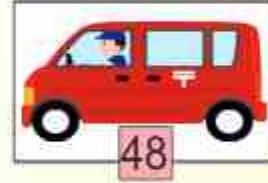
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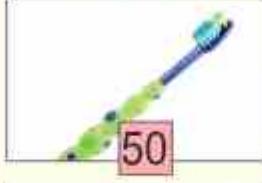
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48



49



50



51



52



53



54



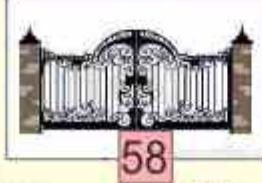
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56



57



58



59



60

## **LESSON - 2**



## Picking Odd Ones Out

This unit has eight sets of pictures. In each set there are four pictures. In each set of pictures three pictures are similar. They are of one type. But one of them is different. For example, in the first set ‘apple’ is different. The other three are similar as these are vehicles. The students’ job is to say which one is odd (different) and then to give reason. From set six onward the task becomes a bit difficult. For example in set six, all four are of one type : vehicles. But the odd one is ‘truck’ as it carries goods while others carry people. The main objective of this lesson, as stated before, is development of students’ cognitive skills; thinking power. Like other lessons, this lesson can also develop learners’ listening, speaking and visual memory. The teacher should do the tasks himself / herself before teaching.

## 1. Socialisation:

- 2.** **Introduction:** Open at page..... Look at the pictures in the page. There are eight sets of pictures ଆଟି ସେହିର . In each set there are four pictures.... one of them is odd or different from the other three. You have to say which one is different and why ତମେ କହିବ କିଏ ଅଳଗା ଏବଂ କାହିଁକି ?

### **3. Picking the Odd Ones Out:**

Look at carefully set 1. ପ୍ରଥମ ସେଟକୁ ଦେଖ। Which one is different. କେଉଁଠି ଅଳଗା ? Who can say ? Raise your hands . କିଏକହି ପାରିବ ? ହାତ ଦେବେ । ( Teacher asks one. If the student is right, teacher gives feedback. “ Very good ”. Who can say why ‘apple’ is different ?.....)

(Teacher does this for all the eight sets one after another)

#### **4. Comprehension Questions:**

1. How many sets of pictures are there ? කෙතේ යෙතුරු pictures ඇති ? How many pictures are there in each set. ගැඹුණුවෙන් කෙතේ නිඛී ඇති ?
  2. How many pictures are there on food ? කෙතේ තුළු ගාලුබා නිනිෂ ඔපගේ ඇති ? Count and say.....

3. How many pictures are there on vehicles ? କେତୋଟି ଯାଚବାହନ ଛଇ ଅଛି ? Who can say , raise hands ?
4. How many pictures are there on school ? କେତୋଟି ଛଇ ବିଦ୍ୟାଳୟର ପାଠ୍ୟକାଳୀଙ୍କୁ ନେଇ ଅଛି ?
5. ସରେ ଥିବା ଜିନିଷ କେତୋଟି ଅଛି ?

#### **5. VMDT :**

Look at the first set. ପ୍ରଥମ ପ୍ରେରକୁ ଦେଖ | Take photo in your eyes. ଆଖରେ ପାଟା ନିଆ | ଆଖରୁ ବୁଲି ଅଳଗା ଛବିଟି ଉପରେ ଆଙ୍ଗୁଳି ଦିଆ | Open your eyes ଆଖରୁ ଗୋଲି ଦେଖା | ଠିକ୍ ଛବି ଉପରେ ଆଙ୍ଗୁଳି ଦେଇଛକି ନାହିଁ ? (Teacher does this for other 7 sets.)

#### **6. Speaking :**

**Chain-drill :** bus – apple – auto – motorcycle – shirt —————— car.  
( when 32 pictures are over, next one begins from the beginning)

#### **7. Mental Talk:** Odd one out .

An apple is a kind of food.  
A shirt is not a kind of food.

#### **8. Matching Pictures:**

Pick the odd one out in each set ? କିଏ କାହିଁକି ଅଲଗା କୁହ ।

1



2



3



4



5



6



7



8



## LESSON - 3

# Matching and Ordering



This lesson has two pages. The first page is on matching. The second page is on ordering. The matching page has 4 sets. Each set has four pairs to match. The main skill to be developed is cognitive skill. Students will think before matching.

### Steps:

#### 1. Socialization / recapitulation

2. **Introduction:** Open at page \_\_\_\_\_. There are four sets..... ଚାରୋଟି set ଅଛି । In each set there are four pairs. ପ୍ରତ୍ୟେକ set ରେ ଚାରୋଟି pair ଅଛି । You have to see and match them by drawing lines. ଦେଖୁକରି ଗାର ଟାଣି ମ୍ୟାର୍କରା ।

#### 3. Matching:

Look at carefully set 1. ସେଇ ଏକରେ ଥିବା ଚିତ୍ରଗୁଡ଼ିକ ମନଦେଇ ଦେଖ । You have to match by drawing lines. ଗାର ଟାଣି match କରିବାକୁ ପଡ଼ିବ । ‘Bat’ କୁ କାହାସହ ମ୍ୟାର୍କ କରିବ ? With which picture will you match ‘bat’? .....

With which picture will you match TV?.....

(In this way the teacher will do all the sets.)

#### 4. Comprehension Questions:

- How many sets are there? କେତୋଟି ସେଇ ଅଛି ?
- How many pictures are there in one set? ଗୋଟିଏ set ରେ କେତୋଟି picture ଅଛି ?
- How many vehicles are there in this page? ଏଇ ପୃଷ୍ଠାରେ କେତୋଟି ଯାନବାହାନ ଅଛି ? Count and say. ଗଣିକରି ଲୁହ ।
- How many sets are there according to size? ବଢ଼ିରୁ ସାନ ପାଇଁ କେତୋଟି set ? Size ଅନୁସାରେ ।
- How many sets are there according to speed? Speed ଅନୁସାରେ କେତୋଟି set ?
- In which set do you see clothes only ? କେବଳ ହ୍ରେସ କେଉଁ set ରେ ?

## **5. VMDT:**

Take Photograph of set one. ସେଟ୍ ଓରେ ଫଟୋ ନିଆ।

Close your eyes. ସବୁଠାରୁ ବଡ଼ ଉପରେ ଅଲୁଳି ଲଗାଆ।

Open eyes and see.

..... ସବୁଠାରୁ ସାନ ଉପରେ....

(In this way all the sets from 2-6)

Take photograph of set 7. ....

..... ସବୁଠାରୁ ଅଧିକ speed ରେ ଯାଉଥିବା ଯାନବାହନ ଉପରେ .....

ସବୁଠାରୁ କମ୍ speed .....

(Do this for set 8)

## **6. Speaking:**

- i. Chain-drill: First name ସବୁଠାରୁ ବଡ଼ ..... ତାପର ଜଣଙ୍କ next ବଡ଼ ..... ସବୁଠାରୁ ସାନ next, next set in this way all sets in chain.
- ii. Chain—dialogue: Teacher vs Students. Two groups, one group names the biggest, the other group names the smallest. (all the sets from 1- 6)

## **7. Mental Talk:**

The train is the biggest of all.

The auto is the smallest of all.

**Match. මෙල කර !**

**1**



**2**



**3**



**4**



# Ordering Pictures

In this page, there are eight sets of pictures. In each set there are four pictures . From set 1 to 6 students have to order the pictures from the biggest to the smallest. In set 7 and 8, students have to order the objects on the basis of speed. ବେଗ ଅନୁସାରେ ସବୁଠାରୁ ବେଶୀ ସିଦ୍ଧରେ କିଏ ଯାଏ ? By doing the task, children will develop cognitive /thinking skills and also develop listening and speaking skills in English.

## Steps

### 1. Socialisation :

2. **Introduction :** Here are eight sets of pictures. ଏଠାରେ ଆଠ ସେଟ୍ ଛବି ଅଛି । ପ୍ରତ୍ୟେକ ସେଟ୍ରେ ଚାରୋଟି ଛବି ଅଛି । In sets 1- 6 , you have to order the pictures from the biggest one to the smallest one. ବଡ଼ରୁ ଛୋଟ କ୍ରମରେ ସଜାଇବ । You can number them ଯିଏ ସବୁଠାରୁ ବଡ଼ ତା ନମ୍ବର One... In set 7 and 8 you have to order them on the basis of their speed ବେଗ ଅନୁସାରେ ।

### 3. Ordering:

Look at set one. ସେଟ୍ କୁ ଦେଖ । Which is the biggest one ? ସବୁଠାରୁ ବଡ଼ କିଏ ? What is the smallest one ? ସବୁଠାରୁ ସାନ କିଏ ?

(Do this for the rest 2-6 in a similar way)

Look at set seven. ସେଟ୍ ସାତକୁ ଦେଖ । Which one moves fastest? କାହାର speed ସବୁଠାରୁ ବେଶୀ ? | What is next? ତା ପରେ ..... Whose speed is the slowest? ସବୁଠାରୁ speed କମ୍ବକହାର ?

(Do this for set 8 in a similar way)

### 4. Comprehension Questions :

- How many food items are there? ଖାଇବା ଜିନିଷ କେତୋଟି ଅଛି ?
- How many dress items are there? ଡ୍ରେସ କେତୋଟି ଅଛି ?
- How many sports items are there? ଖେଳ ଜିନିଷ କେତୋଟି ଅଛି ?
- How many household items are there? ଘର ଜିନିଷ କେତୋଟି ଅଛି ?

**5. VMDT:**

ପ୍ରଥମ set ର ଫଟୋ ନିଅ । Close your eyes. Coat ଉପରେ ଅଙ୍ଗୁଳି ରଖ । See whether you are right or wrong.  
(Do this for the other sets.)

**6. Speaking :**

Chain-drill: Teacher vs students. Next between two groups of students. Finally in pairs.

1<sup>st</sup> set. One says 'bat', the other 'ball' .....(in this way all the sets -)

**7. Mental Talk :** 'Bat' matches with 'ball'.

'Bus' matches with 'van'.

Arrange in order. ক্রমারে সজাও।

Big to small বড়ুরু থান অনুসারে



According to speed বেগ অনুসারে সজাও



## Matching (Pictures / Words)

In this lesson, there are three sets. In each set there are three kinds/types of matching. The first one is matching pictures with pictures. The second one is matching words with pictures. And the last one is matching words with words. In this unit, students move from matching pictures to matching words, thereby, coming close to learning letters – capital and small.

### Steps

#### 1. Socialisation:

2. **Introduction:** In this unit, there are three sets. ଏଇ unit ରେ ତିନୋଟି set ଅଛି । ପ୍ରତ୍ୟେକ setରେ ତିନି ପ୍ରକାର matching ଅଛି । First, matching picture with picture. Second, matchings words (ଶବ୍ଦ) with pictures. And in the last one – matching words with words.

#### 3. Matching :

Match pictures drawing lines. ଗାର ଟାଣି ଛବିକୁ ଛବି ମ୍ୟାର କର । (Students do, teacher verifies)

Next, ଲେଖା ସହ picture ମ୍ୟାର କର । ସହଜରେ ମ୍ୟାର କରିବାକୁ ଆଗ ଲେଖା ଦେଖ ।

Finally ଲେଖା ସହ ଲେଖାକୁ ମ୍ୟାର କର । Match words with words. (Students can match words with words as these words are like pictures to them.)

(Do this for all the three sets in the similar way.)

- No activities on VMDT, Speaking and Mental Talk in this lesson.

**1. Match ମାଳକର:**

Picture with picture ଚିତ୍ର ସହ ଚିତ୍ର



**2. Writing with picture : ଲେଖା ସହ ଚିତ୍ର**

BUS

CAR

CUP

FAN



**3. Writing with writing : ଲେଖା ସହ ଲେଖା**

BUS

CAR

CUP

FAN

FAN

CUP

BUS

CAR

**1. Match মেলকর :**

Picture with picture চিত্র এবং চিত্র



**2. Writing with picture : লেখা এবং চিত্র**

auto

iron

flag

jeep



**3. Writing with writing : লেখা এবং লেখা**

auto

iron

flag

jeep

flag

jeep

auto

iron

**1 Match মেলকর:**

Picture with picture চিত্র সহ চিত্র



**2 Writing with picture: লেখা সহ চিত্র**

mobile

torch

camera

radio



**3 Writing with writing: লেখা সহ লেখা**

mobile

torch

camera

radio

torch

radio

mobile

camera

Part-II

# Primer



## LESSON -1

# LEARNING NUMBER 1-10



### 1 Socialisation :

- Teacher : Good morning students !  
Students : Good morning Sir/Madam !  
Teacher : How are you ?  
Students : Fine, thank you.

### Introduction :

- Teacher : একবু দশ পর্যন্ত সংখ্যা গণি কাণিছ ?  
Students : এক, দুই.....দশ  
Teacher : জ্ঞানের কিএ সংখ্যা গণি কাণিছ ?.....আজি জ্ঞানের একবু দশ পর্যন্ত সংখ্যা গণি শিখবা।



### 2 Number Rhyme :

#### Text-1

1,2 One, two,  
Polish your shoes.



3,4 Three, four,  
Open the door.



5, 6, Five, six,  
Pick up the sticks.



7, 8 Seven, eight,  
Lay them straight.



9, 10 Nine, ten,  
Run after the hen.

## **2.1. Learning numbers 1-10 through the poem :**

### **Steps :**

- I. Teacher reads aloud the entire rhyme line by line with action. Students listen to him / her.
- II. Teacher reads aloud one line with action, students repeat after him/ her with action in chorus. This is done for all the lines.
- III. Teacher divides the class into two groups- left A, right B. S/he asks group A to say one line, the other group B to say the next line. The whole poem is done in this way. S/he asks the groups to change their role-Group B says the first line, Group A says the second line; the whole poem is done in this way.
- V. Teacher reads aloud the poem line by line slowly (showing the page to the class) pointing at each word s/he reads. Pupils listen and see.

### **2.2 Chain-drill :**

The student sitting at the extreme end of the first line says the first line, the next students says the 2nd line, the third student the next line ..... When the lines are over, the next pupil begins the first line.

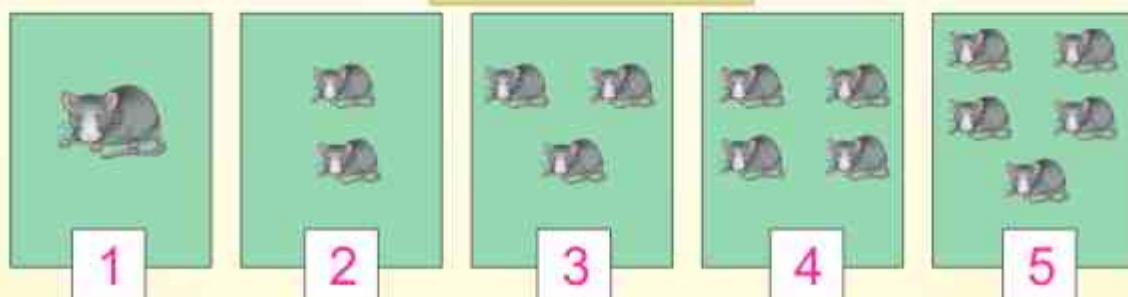
### **2.3 VMDT (Visual Memory Development Technique) :**

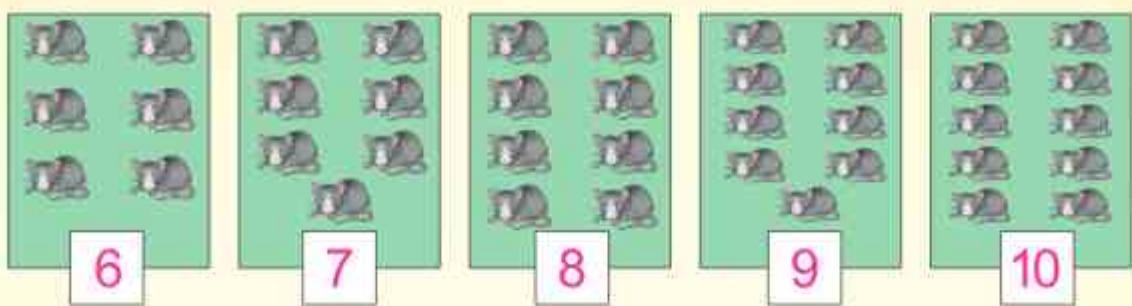
Teacher asks pupils to take a mental photograph of the rhyme with its pictures. Then asking them to close their eyes, s/he asks them to point their fingers at 'three-four-shut the door'. Pupils do and open their eyes to see whether they are right. This is done for the other items of the rhyme.

## **Session 2**

### **3 Recognition of Numbers through the text:**

#### **Text-2**





### 3.1 Learning numbers 1-10 through the poem :

**Stes :**

- I. Showing this page (text-2) to the pupils, the teacher reads aloud the number from 1 to 10 pointing his/her finger at the number s/he reads. Pupils see and listen.
- II. Teacher reads aloud number 1 pointing his/her finger at 1 (showing the text to the class). Pupils repeat after him/her pointing their fingers at 1 in their text. This is done for all the numbers.
- III. Teacher asks pupils to read aloud the numbers 1-10 from their text each time pointing at the number they read.
- IV. Teacher asks pupils to count the rats and say the number. One=one, one, two=two, one, two, three = .....
- V. Showing the text to the class, teacher points at random a number from the text, pupils say the number. Example, teacher points his/her finger at '5', pupils say 'five'.

**3.2 Chain-drill :-** one = one, one, two=two....

**3.3 VMDT( Visual Memory Development Technique):**

Teacher asks pupils to take a mental photograph of the text. S/he then asks them to point their fingers closing their eyes at the number s/he reads. They open their eyes and verify. This is done for some other numbers.

### Session 3

**4 Recognition of Numbers through other activities:**



#### 4.1 Matching Odia number with English number: One is done for you.

A	B
୨	3
୫	4
୩	1
୧	5
୪	2

A	B
୮	7
୭	9
୯	10
୬	6
୧୦	8

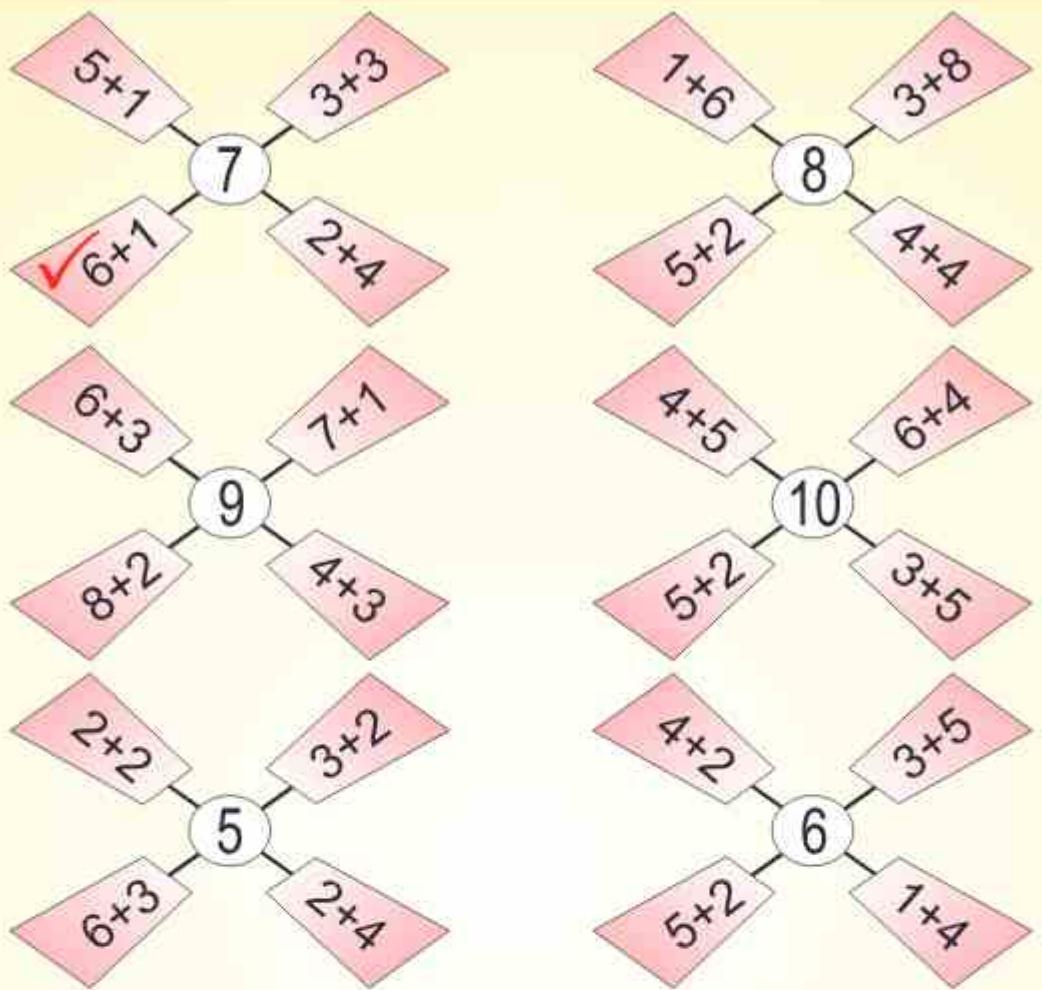
#### 4.2 Number Flash Card Game.

##### Steps :

- I. Teacher asks a group of 10 pupils to come to the front of the class and stand in a row facing the other pupils.
- II. Gives each pupil a number flash card out of ten flash cards with number 1 to 10.
- III. Asks each one of them to read out the number on the card and show it to the class.
- IV. Asks the pupils to stand in a sequence from 1 to 10 and read out their number from 1 to 10.
- V. Jumbles the students and asks one of the students from the class to come to the front and rearrange the students in serial order.

#### 4.3 Choosing the correct alternative :

Teacher asks pupils to tick the right alternative. One is done for them as an example.



### Session 4

5 Writing Numbers 1-10:



- 5.1** Teacher showing the text to the students traces each of the number as per the arrow marks in his/her finger and utters the number. Students see and listen.
- Next, s/he does and students see and trace the number in their text. S/he does this for all the numbers.
- 5.2** Teacher writes on the black board 1 to 10 following the arrow marks. S/he writes slowly in good handwriting with bigger number. Students see how the numbers are written - where a number starts and where it ends.
- 5.3** Teacher asks students to trace the numbers below in pencil following the arrow marks and asks them to write in the space.

1 2 3 4 5

1 2 3 4 5

6 7 8 9 10

6 7 8 9 10

**5.4** ତଳେ ଦିଆ ଯାଇଥୁବା ଛବିଗୁଡ଼ିକ ଲଙ୍ଘାଜୀରେ ଗଣ ଏବଂ କେତେ ହେଲା ଡାହା ବାକୁ ଭିତରେ ଲେଖା । ପ୍ରଥମଟି ବୁମପାଇଁ କରି ଦିଆଯାଇଛି ।

1

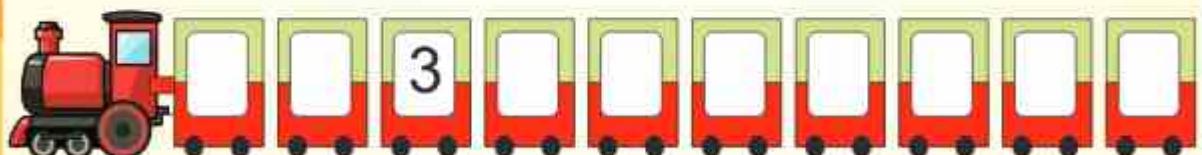


**5.5** ଉଦାହରଣ ଦେଖୁ ଖାଲି ସ୍ଥାନଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ଖାଲି ସ୍ଥାନ ଭୂମ ପାଇଁ ପୂରଣ କରି ଦିଆଯାଇଛି ।

10

10	9								
9	9	8							
8		8	7						
7			7						
6				6					
5				5	5				
4				4		4			
3				3			3		
2				2				2	
1				1					1

**5.6** ଉଦାହରଣ ଦେଖୁ ଖାଲି ସ୍ଥାନ ଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ଖାଲି ସ୍ଥାନ ଭୂମପାଇଁ ପୂରଣ କରି ଦିଆଯାଇଛି ।



**5.7** ଗଣ, ଅଙ୍କ କଷ ଏବଂ ଶୂନ୍ୟ ସ୍ଥାନ ପୂରଣ କର । କିଛି ଭୂମ ପାଇଁ ଉଦାହରଣ ହିସାବରେ ଦିଆଯାଇଛି ।

$$3 + 3 + \boxed{2} = 8$$

$$6 + 3 - 7 = \boxed{\phantom{00}}$$

$$6 + 1 + \boxed{\phantom{00}} = 10$$

$$5 + 5 - \boxed{\phantom{00}} = 4$$

$2 + 2 + 3 = \boxed{\phantom{00}}$

$8 - 7 + 4 = \boxed{\phantom{00}}$

$3 + 4 + \boxed{\phantom{00}} = 9$

$2 + 2 + \boxed{\phantom{00}} = 7$

$\boxed{\phantom{00}} + 3 + 4 = 9$

$3 + 3 + 3 = \boxed{\phantom{00}}$

$9 + \boxed{\phantom{00}} - 5 = 5$

$2 + 3 - \boxed{\phantom{00}} = 4$

$7 + 3 - 4 = \boxed{\phantom{00}}$

$7 - 6 + 7 = \boxed{\phantom{00}}$

$5 + 2 + \boxed{3} = 10$

$4 + 1 + \boxed{\phantom{00}} = 9$

$3 + \boxed{\phantom{00}} + 1 = 10$

$9 - 6 + 3 = \boxed{\phantom{00}}$

$10 - \boxed{\phantom{00}} + 2 = 7$

$6 + 1 - \boxed{\phantom{00}} = 2$

**5.8** First count the number - one, two....  
and fill with the total numbers in box.  
Next sing the song.

**5.8.1** There were



But now only



Where did they go ?

I don't know.

**5.8.1** There were



But now only



Where did they go ?

I don't know.

**5.8.1** There were  

But now only  

Where did they go?

I don't know.

The fat cat on the mat.

Does she know?

Where did they go?

(Student answer this question)



**5.8.1** Sing this song with action

One, two, three, four, five,

Once I caught a fish alive,

Six, seven, eight, nine, ten,

Then I let it go again.

## 6 Follow up:

କେବଳ ସୁଲ ଏବଂ ଶ୍ରେଣୀ କୋଠାରୀରେ ପାଠ ପଡ଼ିଲେ ପାଠ ହୁଏ ନାହିଁ । ସୁଲରେ  
ଯାହାସବୁ ପଢ଼ିଲ ସେସବୁକୁ ବାହାରେ ମନେ ପକାଇବା ଏବଂ ବ୍ୟବହାର କରିବା  
ଦରକାର । ସେଥିପାଇଁ ସୁଲ ବାହାରେ ଏହି ସବୁ କାମ କର ।

- 1) ମନେ ମନେ ନମ୍ବର ଗୀତଟିକୁ ଗାଅ ଏବଂ 1-10 ନମ୍ବର ଜଙ୍ଗାଜୀରେ କୁହ । ବାହାରେ  
ଯାହା ସବୁ ଦେଖୁଛ, ତାକୁ ଜଙ୍ଗାଜୀରେ ଗଣ ।
- 2) ମରେ ସାଇକେଳ, କାର, ଟ୍ରକ ଆଦିର ପଛରେ ଲେଖା ଥିବା ଜଙ୍ଗାଜୀ ସଂଖ୍ୟାଗୁଡ଼ିକୁ  
ପଡ଼ ।

## LESSON - 2

### Baby Baby

#### 1 Rhyme (Sing the Song):



Baby Baby,  
What Mammy ?  
Eating chocolate ?  
No, Mammy.

#### Steps :

- I. Teacher reads aloud the song with action playing two roles-baby and mother.  
(S/he sings th baby's part in the baby's place, and S/he sings Mammy's part coming to the Mammy's place and changing tone - like mother, like baby)  
This is done twice.
- II. Teacher reads aloud with action, students repeat after him/her with action. All the lines are read in this way.
- III. Teacher reads aloud one line, students the second and so on....

#### 2 Picture-reading the poem:

#### Steps :

- I. Teacher reads aloud the poem line by line pointing at the words. When s/he reads (showing the poem towards the students), students only see and listen.

- II Teacher reads the poem aloud, students listen, see and point at the words s/he reads.
- III Teacher reads aloud pointing at words one line, students repeat after him/her pointing at the words. All the lines are read in this way.

### **2.1 VMDT (Visual Memory Development Technique):**

Take a picture of the poem in your eye-camera ଭୁମ ଆଖ କ୍ୟାମେରାରେ ଗୀତର ଫଳୋ ନିଅ । Close your eyes then say-How many lines are there in the poem ? ଗୀତରେ କେତୋଟି ଧାଢ଼ି ଅଛି ?

ଫଳୋ ନିଅ ଏବଂ ଆଖ ବନ୍ଦ କରି - Baby ବିତ୍ତ ଉପରେ, Mammy ବିତ୍ତ ଉପରେ, Baby ଉପରେ... chocolate ଉପରେ mouth ଉପରେ ଆଜ୍ଞାଲି କିଅ । ଆଖ ଖୋଲି ଠିକ୍ କି ଭୁଲ ଦେଖ ।

### **2.2 Comprehension:**

Answer the following questions.

1. Who are there in the poem ? ଗୀତରେ କିଏ କିଏ ଅଛନ୍ତି ?
2. ଛୁଆଟି କ'ଣ ଖାଉଥିଲା ? What was the child eating ?
3. How many times 'baby' is used there ?
4. How many times Mammy is used there ?

### **2.3 Matching :**

**(I)Match the lines. One is done for you.**

- |                      |                      |
|----------------------|----------------------|
| - Baby baby          | - no Mammy           |
| - What Mammy ?       | - eating chocolate ? |
| - eating chocolate ? | - Baby baby          |
| - no Mammy           | - What Mammy ?       |

**(II)Match the words - One is done for you.**

- |             |             |
|-------------|-------------|
| - baby      | - Mammy     |
| - chocolate | - baby      |
| - Mammy     | - chocolate |

### **3. Learn letters 'b', 'a' and 'y':**

#### **3.1 Words are made of letters.**

See how a word is made of letters :



ଦେଖ କେମିତି ଶବ୍ଦ ଅକ୍ଷର ଯୋଡ଼ିଯୋଡ଼ି ହୋଇଛି ।

ଠିକ୍ ଓଡ଼ିଆ ପରି ଯେମିତି ଘ + ର = ଘର

baby  
b+a+b+y=baby

### 3.2 : Recognizing and writing of 'b' :

**b** (ବି)

i) ଗାଉଚିରେ କେତୋଟି 'b' ଅଛି ଗଣି କରି କୁହ ।

How many 'b's are there in the song ? Count and say.

(ii) 'b' ଲେଖ । ପ୍ରଥମେ ତାର ଅନୁସାରେ ଆଙ୍ଗୁଳି ମଢାଅ । ତା ପରେ ଲେଖ ।

b b b b

### 3.3 : Recognition and writing of 'a' .:

**a** (ଏ)

(i) ଏ ଗାଉରେ କେତୋଟି 'ଏ' ଅଛି ଗଣି କରି କୁହ ।

(ii) Odd one କୁ out କର ।

a a a b

b a b b

(ii) ଆଗ ପରି a ଲେଖ ।

a a a a a

### 3.4 Recognition and writing of 'y'

(I) ଏ ଲେଖାରେ କେତୋଟି 'y' ଅଛି ଗଣିକରି ଲେଖ ।

(ii) Odd one କୁ out କର । Put a cross (X) mark.

a a a y

y y y y b

y b b b

(iii) 'y' ଆଗପରି ଲେଖ

y y y y y

### 3.5 Recognition and Writing Capital Letters - B,A and Y:

i) b B B B B B

ii) a A A A A A

iii) y Y Y Y Y Y

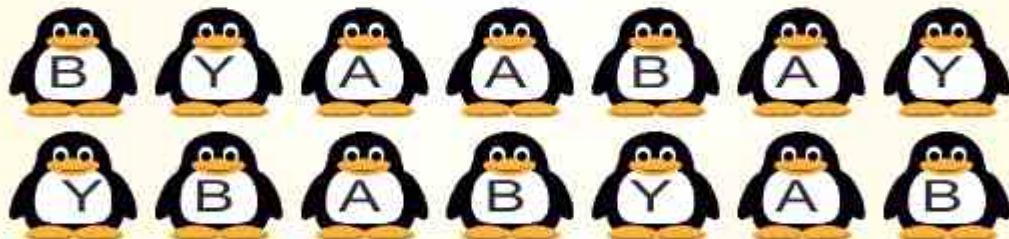
### 3.6 Activity 6 - Odd one out (Why ?). Put a cross mark.

a a aA B BBBA Y YYA b BBBB

B b b b B BBBY y y y Y AA BA

### 3.7 Activity 7

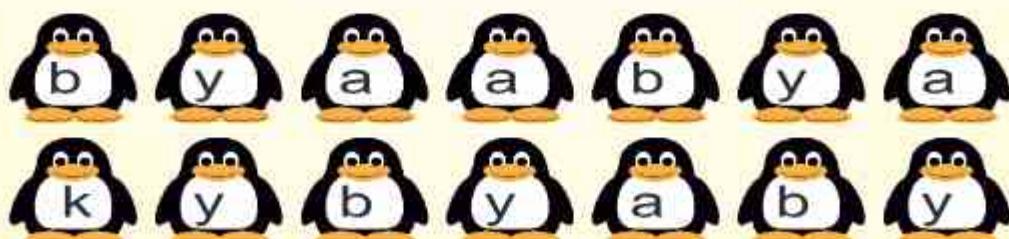
(I) ଗଣି କରି ଲେଖ । One is done for you.



A 5

B

Y



a 4

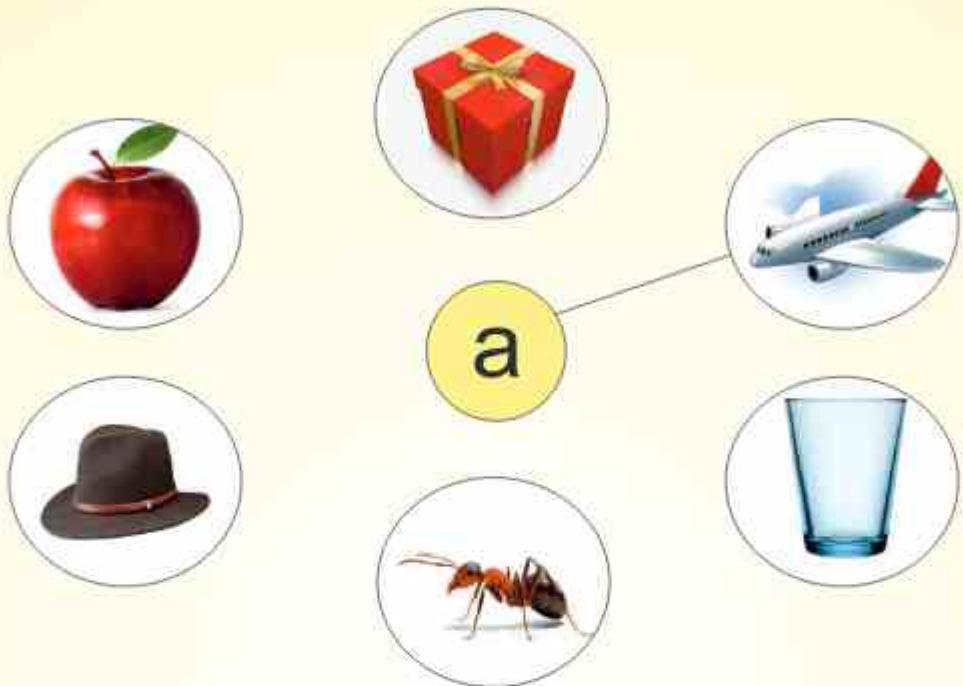
b

y



4 ଚିତ୍ରକୁ letter ସହ ଯୋଡ଼ି : (sound ଅନୁସାରେ)

4.1



4.2



**5 From Letters to words :**

5.1 From Odia to English - ଓଡ଼ିଆ ନାମ ଇଂରାଜୀରେ ଲେଖିବା ।

ଆବା Aba

ଆୟା

ବାବା

ବାୟା

5.2 କିମ୍ବା English words ଦେଖୁକରି ଲେଖ ।

by

baby

bay

5.3 Match କର ।

ଆ

y

ୟ

b

ବ

a

**6 Try to read the poem.**

କହିକହି ପଡ଼ିବା ପାଇଁ ଚେଷ୍ଟା କର ।

Baby Baby,  
 What Mammy ?  
 Eating chocolate ?  
 No, Mammy

## LESSON - 3



### What Mammy

Baby Baby  
What Mammy ?  
Eating chocolate ?  
No Mammy



1 Repeat the above song.

2 Learn letter w,h,t and m :

2.1 Words are made of letters ଶବ୍ଦଗୁଡ଼ିକ ଅନ୍ତରୁ ତିଆରି ।

what  
w + h + a + t

mammy  
m + a + m + m + y

2.2 Recognition and writing 'w':

W (କୁହ) (i) ଗୀତଟିରେ କେତୋଟି 'W' ଅଛି ଗଣି କରି କୁହ ।

(ii) Odd one out କର - କୁହ why ?

b	b	w	b	w	a	w	w	y	w	y	y	w	a	a	a
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(ii) 'w' ଲେଖ (ଆଗ ପରି) ।

W W W W W

2.3 Recognition and writing of 'h':

h (ଏଚ)

(i) ଗୀତଟିରେ.....

(ii) Odd one out କର - କୁହ why ?

w	h	w	w	h	w	h	h	w	a	a	a	h	b	b	b
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(ii) 'h' ଲେଖ (ଆଗ ପରି)।

h h h h h

#### 2.4 Recognition and writing of 't':

t (ଟି)

(i) ଗୀତଚିରେ କେତୋଟି 't' ଅଛି ଗଣି କରି କୁହ !.....

(ii) Odd one out କର - କୁହ why ?

w	t	w	w	t	h	h	h	t	t	t	h	a	a	a	a
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(ii) 't' ଲେଖ ଆଗ ପରି

t t t t t

#### 2.5 Recognition and writing of 'm':

m (ଏମ)

(i) ଗୀତଚିରେ.....

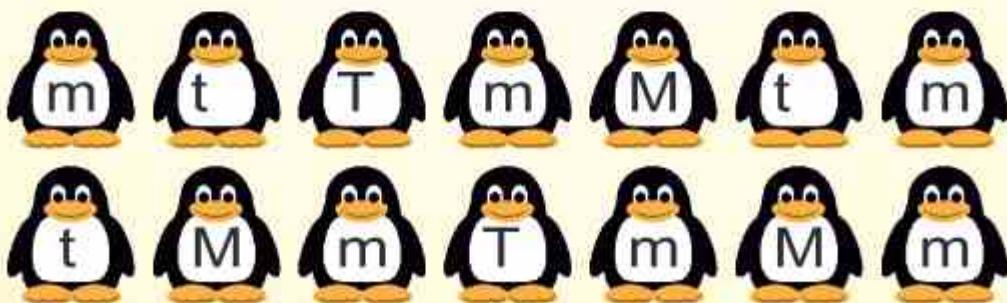
(ii) Odd one out କର - କୁହ why ?

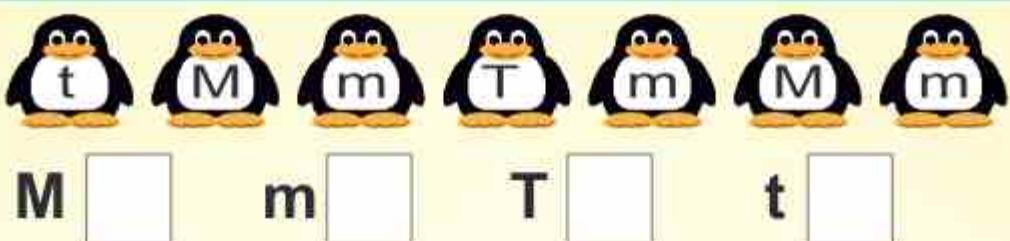
m	m	m	t	t	t	m	w	w	m	w	h	h	h	m
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(ii) 'm' ଲେଖ (ଆଗ ପରି)।

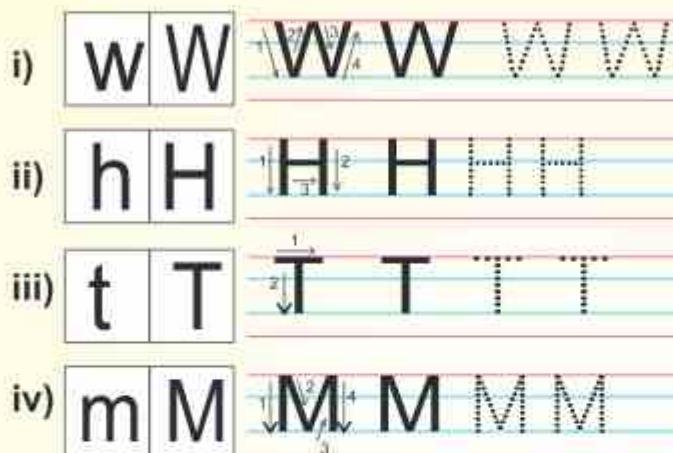
m m m m m

#### 2.6 ଗଣିକରି ଲେଖ :





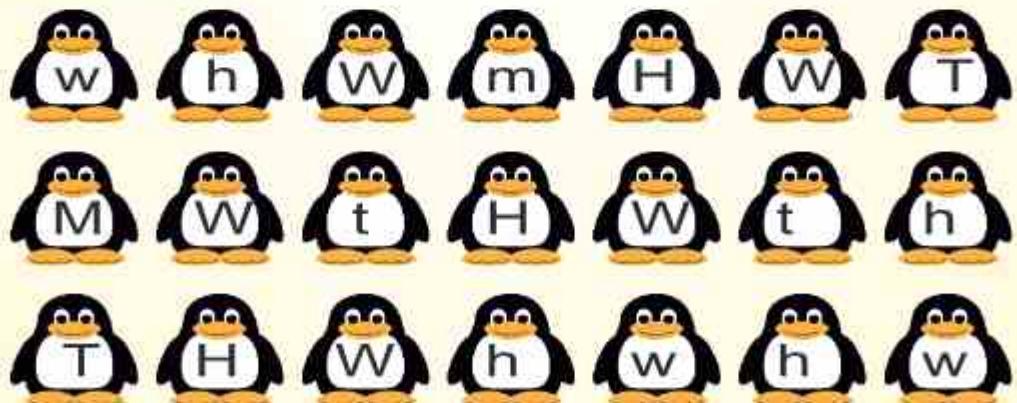
### 2.7 Recognition and Writing capital letters W,H,T and M :



### 2.8 Odd one out:

W H H H    M W W W    M M T M    T T T H

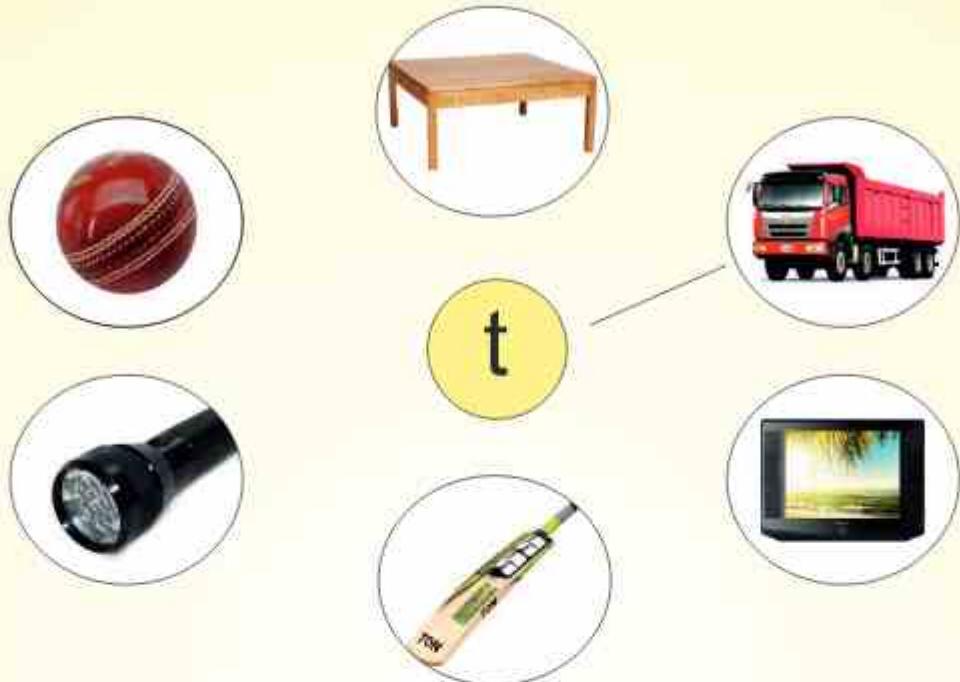
### 2.9 ଗଣି କରି ଲେଖ :



W  w  T  t  H  h  M

4. ଚିତ୍ରକୁ letter ସହ ଯୋଡ଼ (sound ଅନୁସାରେ) :

i)



ii)



iii)



m



4 Write Odia names in English:

4.1 ଓଡ଼ିଆ ନାମ ଲେଖିବା । ପ୍ରଥମେ ଦେଖୁକରି ଲେଖ । ନାମ capital letterରେ ଆରମ୍ଭ କର ।

ବଟ Bata B      ହଟ Hata H

ହର      ଭଟ Bh      ବାୟୁ

ଚମ      ମାତା

ମାୟୁ

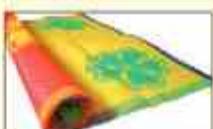
ମହାମାୟୁ Maham      ଭରତ

#### 4.2 Picture- read and then write:

bat



mat



hat



bat b

mat m

hat h

#### 4.3 English words : ପରି, ତାପରେ ଦେଖୁ କରି ଲେଖ ।

why

w

what

w

that

t

by

b

#### 4.4 Match କର (ସାଉଷ୍ଟ ଅନୁସାରେ):

ହ

t

ମ୍ବ

w

ଚ୍ଚ

h

ତ୍ତ୍ଵ

m

ଆ

b

ୟୁ

a

ବ୍ର

y

#### 4.5 ଅକ୍ଷର ଚିହ୍ନି ପରି, ପରେ ଲେଖ ।

Baby baby

What mammy

- Try to read the poem 'Baby Baby' କିଛି କିଛି ପରି ପାରିବ ।



## LESSON - 4

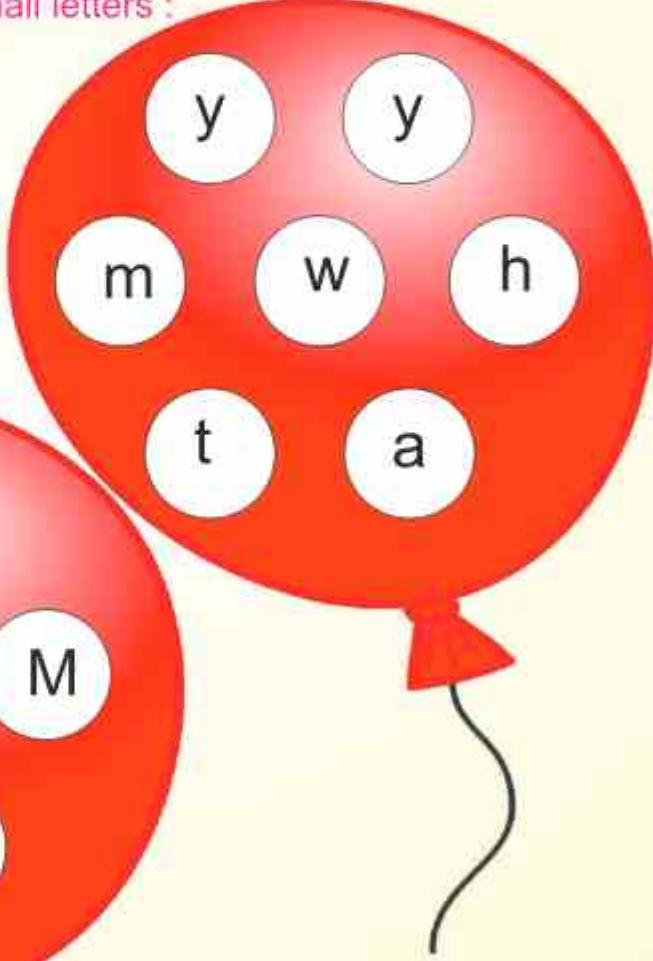


# Twinkle Twinkle

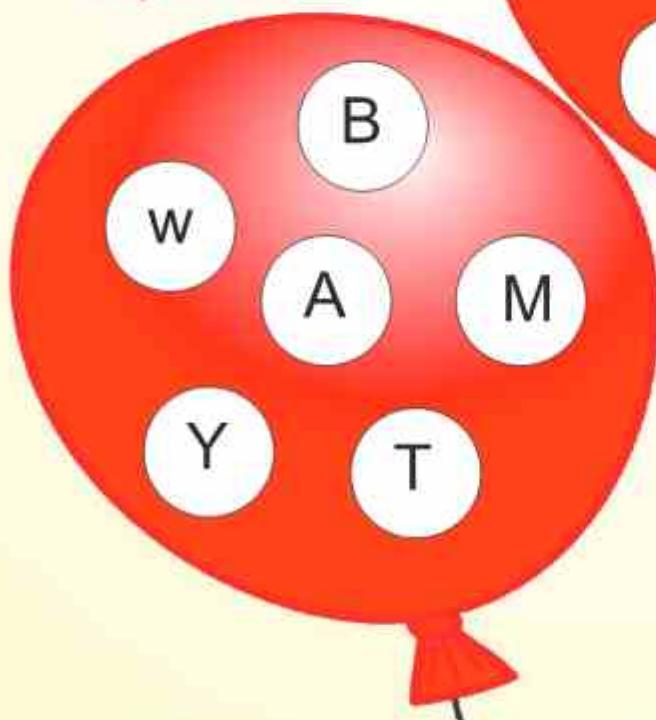
1. **Let's revise :** In the previous two lessons we have learnt small and capital letters - b, a, y, w, h, t and m.

Your teacher points at one letter (showing the book to you). You have to name the letters, first small, then capital letters.

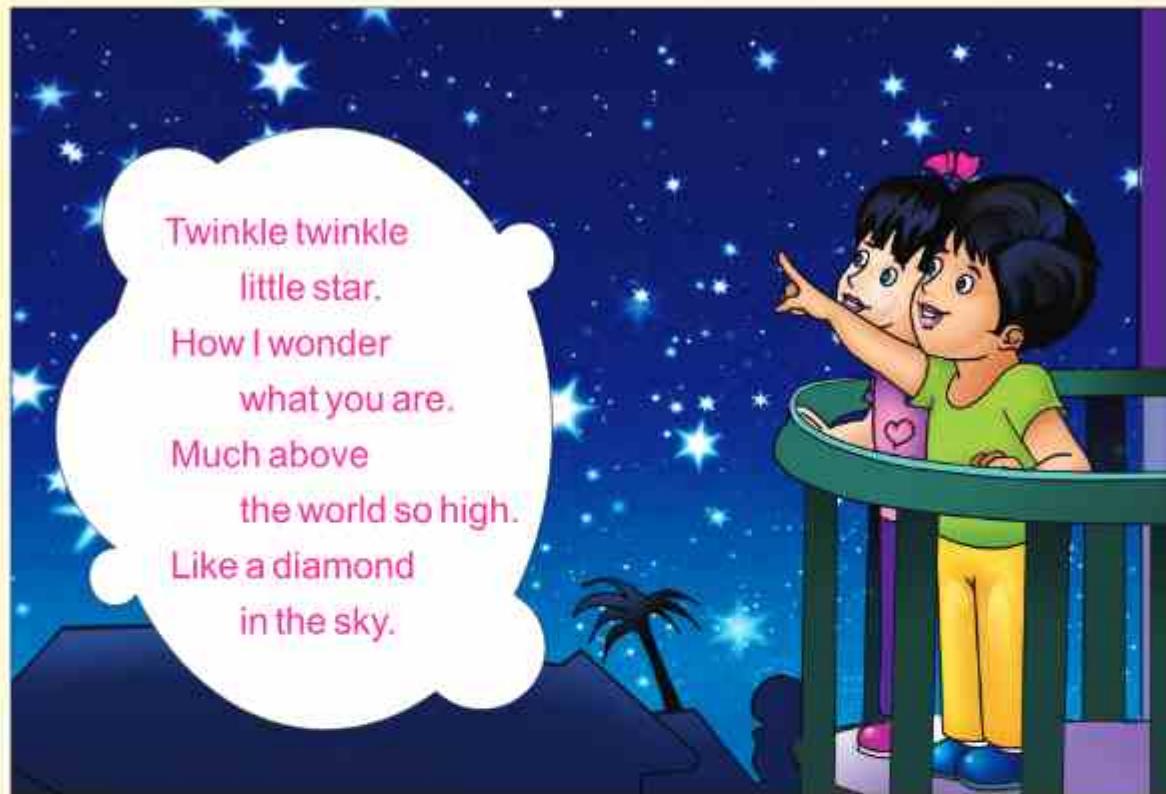
Small letters :



Capital letters :



## 2. Rhyme : (Sing the song):



### Steps :

#### 3. Picture- reading the poem:

##### 3.1 (i) Reading the poem :

Steps I-III as in lesson 2 (2.1)

##### 3.2 VMDT ଅଗପରି ଫଟାନିଅ, ତା ପରେ କୁହ ।

How many lines are there in the poem ?

Star ଉପରେ ଆଙ୍ଗୁଳି , 'Sky' ଉପରେ ଆଙ୍ଗୁଳି then diamond ଉପରେ ଆଙ୍ଗୁଳି ରଖ ।

##### 3.3 Answer the following questions :

- Who is the speaker in the poem ?  
ଗୀତ କିଏ କହୁଛି ? କାହାକୁ କହୁଛି ?
- Where is the star ?  
ବାରା କେଉଁ ଅଛି ? Where is the star ?
- Who is the star compared to ?

### 3.4 Matching :

Match the lines. One is done for you.

- Twinkle twinkle little star → - Much above the world so high.
- How I wonder what you are. → - Like a diamond in the sky.
- Much above the world so high. → - How I wonder what you are.
- Like a diamond in the sky. → - Twinkle, twinkle little star.

### 3.5 Match the words.

twinkle  
little  
star  
how  
wonder

how  
star  
wonder  
twinkle  
little

above  
sky  
high  
like  
diamond

diamond  
like  
above  
sky  
high

### 4. Learn letters i, n, k, l, e, s and r:

#### 4.1 Words are made of letters.

ଶବ୍ଦଗୁଡ଼ିକ ଅନ୍ତର ଦ୍ୱାରା ବିଆରି ।।

twinkle  
t+w+i+n+k+l+e

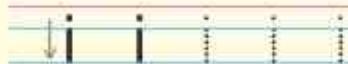
Star  
s+t+a+r

#### 4.2 Recognition and writing of i | l :



(i) ଗୀତଟିରେ କେତୋଟି ଛୋଟ (i) ଆଇ ଓ କେତୋଟି ବଡ଼ (l) ଆଇ ଅଛି ଗଣି କରି କୁହ ।

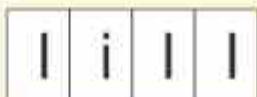
(ii) ଛୋଟ 'ଆଇ' ଲେଖ ।



(iii) ବଡ଼ 'ଆଇ' ଲେଖ ।



(iv) Odd one out කර | Put a cross (x) mark.



(v) නිෂ්පාතිත බෙහු Ice-cream තිබු කර !



#### 4.3 Recognition and writing of n/N :

n/N (නැනු)

(i) ගාජිලේ කෙටොටි ශොග ම කෙටොටි බඳ (n) අඩු ගණිකරී කුහ-

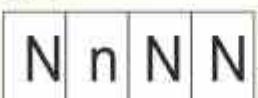
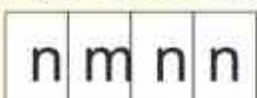
(ii) ශොග (n) ලෙස !



(iii) බඳ N ලෙස !



(iv) Odd one out කර !



net රැකිතු කර !

net

#### 4.4 Recognition and writing of **k/K** :

**k/K** (କେ)

(i) ଗୀତଚିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (k) ଅଛି ଗଣିକରି କୁହ -

(ii) ଛୋଟ (k) ଲେଖ ।

**k** 

(iii) ବଡ଼ K ଲେଖ ।

**K** 

(iv) Odd one out କର ।

K k K K k k k K N K K K i n n n



kite



kangaroo

kite ର ଚିତ୍ର କର ।

kangaroo ର ଚିତ୍ର କର ।

#### 4.5 Recognition and writing of **I/L** :

**I/L** (ଏଳ)

(i) ଗୀତଚିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (I) ଅଛି ଗଣିକରି କୁହ -

(ii) ଛୋଟ 'I' ଲେଖ ।

**I** 

(iii) ବଡ଼ 'L' ଲେଖ ।

**L** 

(iv) Odd one out කර ।

L	I	L	L	I	L	I	I	K	L	L	I	n	n	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



leg

ලෙ ලේ leg රචිත කර ।

#### 4.6 Recognition and writing of **e/E** :

**e/E** (බ)

(i) ගාචටිරේ කෙටොටි ශොඟ ම කෙටොටි බඳ (e) අඩු ගණිකරී කුහ -

(ii) ශොඟ (e) ලේස ।

**e** e e e e

(iii) බඳ E ලේස ।

**E** E E E E

(iv) Odd one out කර ।

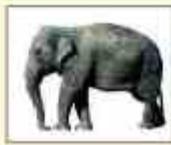
e	E	E	E	E	E	e	e	e	e	L	E	E	E	e	n	n	n	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



egg



engine



elephant

ତଳେ egg ର ଚିତ୍ର କର ।

#### 4.7 Recognition and writing of **s/S** :

**s/S** (ୱସ)

- (i) ଗୀତରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (s) ଅଛି ଗଣିକରି କୁହ -  
(ii) ଛୋଟ (s) ଲେଖ ।

**s**

(iii) ବଡ଼ S ଲେଖ ।

**S**

(iv) Odd one out କର ।

**s S S S**    **S S s S**    **s S S s**    **e e e e**



slate



sun

Draw the picture of 'sun'.

#### 4.8 Recognition and writing of [r/R]:

r/R (ଆର)

- (i) ଗୀତଟିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (r) ଅଛି ଗଣିକରି କୁହ -  
(ii) ଛୋଟ (r) ଲେଖ ।

r r<sup>2</sup> r<sup>3</sup> r<sup>4</sup> r<sup>5</sup>

- (iii) ବଡ଼ R ଲେଖ ।

R R R R R R

- (iv) Odd one out කර ।



rat



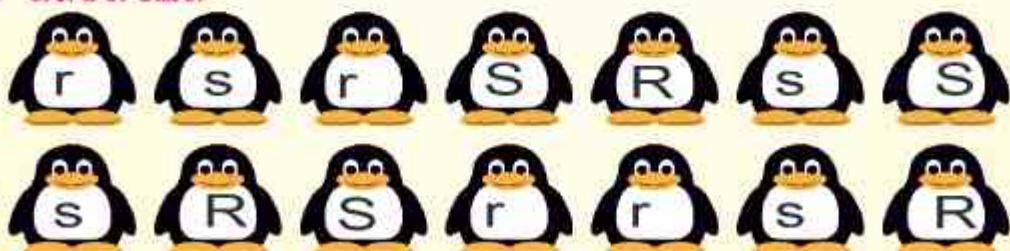
rickshaw



## radio

rat ର ଚିତ୍ତ କର ।

#### 4.9 ଗଣିକରି ଲେଖ :



R

1

S

S

## 5. From letter to larger chunks :

### 5.1 From Odia to English :

ଲୋକମାନଙ୍କ ନାମ ଲେଖୁବା । (ଲୋକମାନଙ୍କ ନାମ ବଡ଼ ଅକ୍ଷରରେ ଆଗେ ହୁଏ) ପ୍ରଥମେ  
ବେଶ୍ଟକରି ଲେଖ ।

ରମା Rama ରବି Rabi ନବ Naba

ଶିବ Shiba ଶଶୀ Shasi ମଳୟା Malaya

ବନମାଳୀ Banamali ନଟବର Natabara

କାଳିଆ ମୀନା ଭରତ Bh

ଶିବ ନବୀନ

ଡଳ ନାମଗୁଡ଼ିକୁ ବି ଦୂମେ ଏବେ ଲେଖୁ ପାରିବ । ଲେଖୁବାକୁ ଚେଷ୍ଟା କର ।

ଶଶୀ, ରମେଶ, ହରିଶ, ରତ୍ନାକର (Ratnakar), ଭାରତୀ, ଶିବଶକ୍ତି (Shibashakti),  
ନାରାୟଣ (Narayana), ରବିନାରାୟଣ

### 5.2 Picture-read, then write :



bat



hat



rat



mat



kite



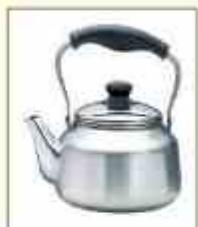
ball



net



tie



kettle



train



helmet

### 5.3 English words - ପରି ତା'ପରେ ଦେଖୁକରି ଲେଖା

ink      yet      sit      hen      man

eat      tea      sir      meat      meet

name      seat      late      hate      mate

**5.4 Match কর (যাইগুলি অনুমান)।**

ନ	k
ଶ	s
ଞ	n
ସ	h

ର	y
ଲ	t
ୟ	ି
ଗ	r

ଭ	kh
ଶ	bh
ଏ,ଇ,ଈ	sh
ଏ	e

**5.5 ଅକ୍ଷର ଚିହ୍ନି ପଡ଼ , ପରେ ଲୋଖ ।**

Twinkle twinkle

little star

**6** ଗୀତଟିକୁ ନିଜେ ନିଜେ ଅକ୍ଷର ଚିହ୍ନି ପଡ଼ିବାକୁ ଚେଷ୍ଟା କର । କିଛିଟା ପରିମାଣିବ ।

Twinkle twinkle  
little star.  
How I wonder  
what you are.  
Much above  
the world so high.  
Like a diamond  
in the sky.

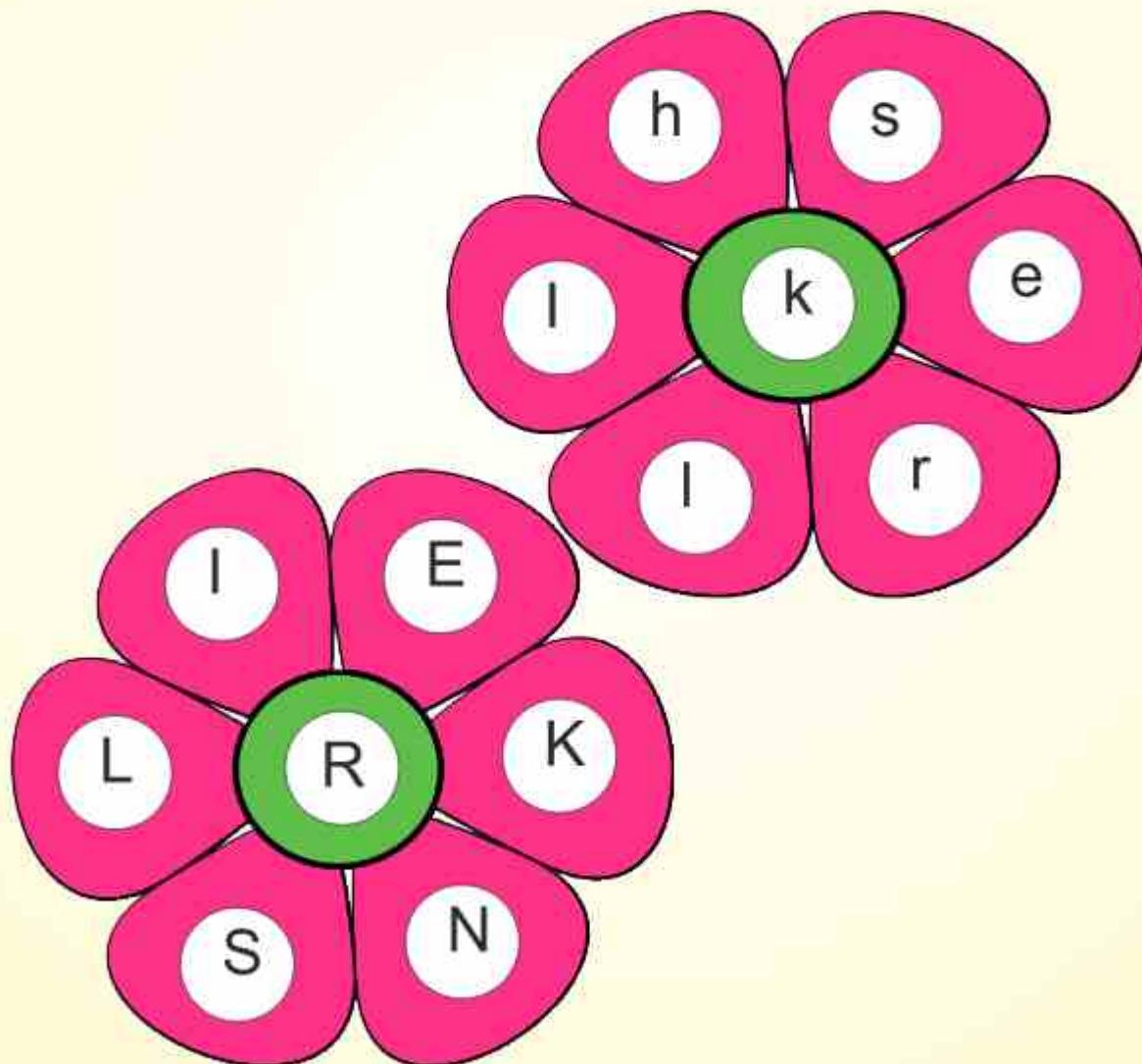


## LESSON - 5

# Baa Baa Black Sheep



- 1 Let's revise :** In the previous lesson we have learnt small and capital letters- i, n, k, l, e, s and r. Your teacher points out at one letter (showing the book to you). You have to name the letter. First small and then capital letters.



## **2. Rhyme : (Sing the song) :**



Baa, baa, black sheep,  
Have you any wool ?  
Yes sir, Yes sir,  
Three bags full.  
One for the master,  
And one for the dam,  
And one for the little boy  
Who lives down the  
lane.

### **Steps as in lesson-2 :**

- I. Teacher reads aloud the song with action....
- II. Teacher reads aloud and students repeat after him/her with action. (All the lines)
- III. Teacher reads aloud one line, students read the next line and so on.....
- IV. Teacher divides the class into two groups. S/he asks one group to read one line and the other group to read the next line till the end of the poem.

### **3. Picture- reading the poem:**

#### **3.1 Reading the poem as in lesson 1 .**

##### **Steps :**

- I. Teacher reads aloud line after line pointing at words. S/he reads showing the poem to the students. Students only see and listen.

II. Teacher does the same, students listen and see pointing at the words.

III. Teacher reads aloud as before one line, students repeat after him/her pointing at the words.

### 3.2 VMDT (Visual Memory Development Technique) :

ପାତା ନିଆ ଏବଂ ଆଖୁବୁଜି ନିମ୍ନ ଶବ୍ଦ ଉପରେ ଅଙ୍ଗୁଳି ଲଗାଅ ।

black sheep, little boy, wool, three bags....

### 3.3 Answer the following questions :

- Who are there in the poem ?
- The poem is a conversation between ----- and ----- ?
- Who says 'Three bags full'.
- What is more in the poem - ପ୍ରଶ୍ନ କାହାର ?
- ପ୍ରଶ୍ନ କରୁଛି କିଏ, ଉଚାର ଦେଉଛି କିଏ ?

### 3.4 Match lines with lines :

- |                        |                        |
|------------------------|------------------------|
| • Have you any wool ?  | • One for the master   |
| • Three bags full.     | • Baa baa black sheep, |
| • One for the master   | • Have you any wool ?  |
| • Baa baa black sheep, | • Yes sir, yes sir.    |
| • Yes sir, yes sir.    | • Three bags full.     |

### 3.5 Match words with words :

sheep	master
master	boy
dame	sheep
boy	dame

down	black
lane	little
black	down
little	lane

#### 4 Learn letters c,d,o,p,u,v,g,f:

##### 4.1 Recognition and writing of c/C :

(i) How many times 'c' has been used as capital and small letter in the poem ?

(ii) Write small 'c'.

c C C C C

(iii) Write capital C :

C C C C C



cake



cat



cycle



chair

##### 4.2 Draw the picture of a cup and a plate :

##### 4.3 Recognition and writing of v/V:

(i) How many 'v' are there in the poem ?

(ii) Write small 'v'.

v V V V V

(iii) Write capital 'V'.

V V V V V



van



vase

#### **4.4 Recognition and writing of o/O :**

(I) How many 'O's are there in the poem

(ii) Write small 'o'.

**o** **O O O O O**

(iii) Write capital 'O'.

**O** **O O O O O**

#### **4.5 Recognition and writing of u/U:**

(I) How many 'U's are there in the poem ?

(ii) Write small 'u'.

**u** **u u u u u**

(iii) Write capital 'U'.

**U** **U U U U U**

#### **4.6 Recognition and writing of g/G ;**

(I) How many 'G's are there in the poem ?

(ii) Write small 'g'.

**g** **g g g g g**

(iii) Write capital 'G'.

**G** **G G G G G**

(iv) Odd one out காலி

**G g g g    g G g g    G U G G    g u g g**

#### **4.7 Recognition and writing of f/F :**

(I) How many 'F's are there in the poem ?



(ii) Write small 'f'.

c f f f f

(iii) Write capital 'F'.

F F F F F

(iv) Odd one out கிர !

F	f	F	F	f	F	F	F	G	F	G	G	g	f	f	f
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



fan

Draw the picture of a fan.

#### 4.8 Recognition and writing of d/D :

(I) How many 'd's are there in the poem ?

(ii) Write small 'd'.

d d d d d

(iii) Write capital 'D'.

D D D D D

(iv) Odd one out கிர !

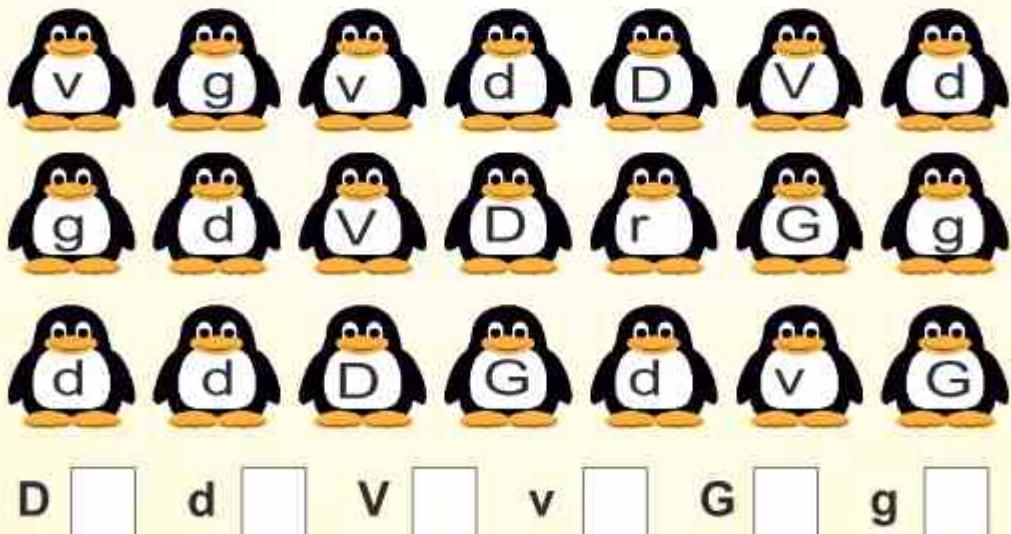
D	d	D	D	d	D	d	d	F	D	D	D	d	f	f	f
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

4.9 Look at the picture of a drum.



Draw the picture of a drum.

4.10 ଗଣିକରି ଲେଖ :



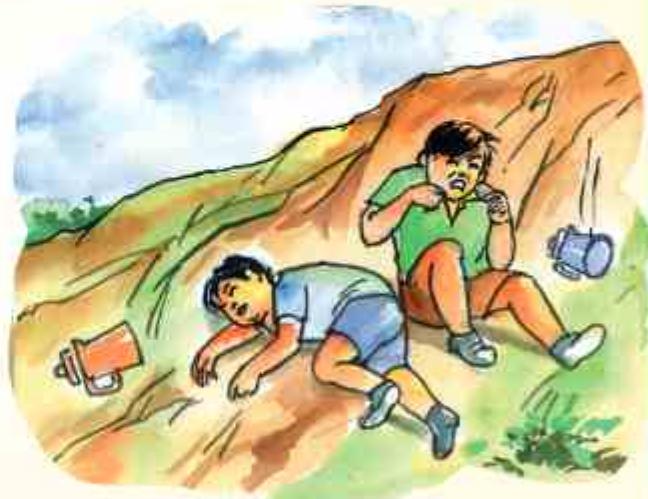
**5. Rhyme : Song 2:**

**5.1 Sing the song .**



**Jack and Jill**

**Went up the hill,  
To fetch a jug of water.  
Jack fell down ;  
Broke his color bone,  
Jill came tumbling after.**



**Steps as before I, II, III and IV :**

**5.2 Read the poem:**

**Steps :**

- I. Teacher reads aloud the poem with action, students only listen (closing their books).
- II. Teacher reads aloud the poem, students listen to him/ her and see their text.
- III. Students read the poem silently.
- IV. Teacher asks the following questions.

### **5.3 Comprehension :**

1. Who are there in the poem ?
  2. Where did they go ?
  3. Why did they go up the hill ?
  4. Who fell down ?
  5. What did he break ?
  6. Who came tumbling after ?
- V. Teacher reads aloud one line, students repeat after him/her (all the lines).
- Teacher reads aloud one line, students read aloud the next line (all the lines this way).
  - One group of students read one line, the other group next line.

### **5.4 VMDT:**

### **5.5 Chain-drill:**

One student one line, next the next line (when the poem is complete, start from the first line).

### **5.6 Recognition and Writing of letter j/J:**

(I) How many 'j's are there in the poem ?

(ii) Write small 'j'.

j j j . . .

(iii) Write capital 'J'.

J J J . . .

(iv) Odd one out கொடுக்க.

j	J	J	J	j	j	j	J	D	J	D	D	j	d	d	d
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

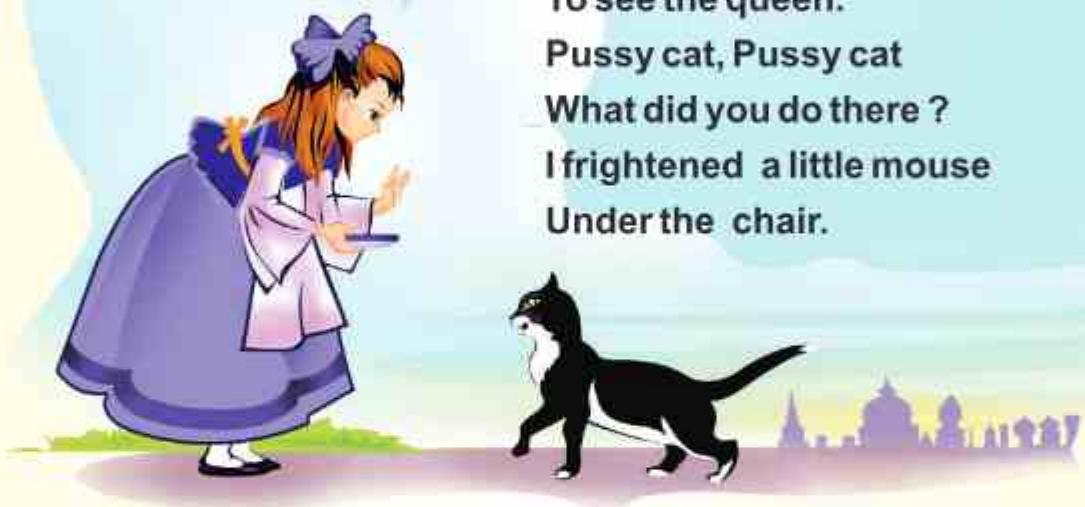


Draw the picture of a jug.

jug

## 6. Rhyme : Song 3

Pussy cat, Pussy cat  
Where have you been ?  
I have been to London  
To see the queen.  
Pussy cat, Pussy cat  
What did you do there ?  
I frightened a little mouse  
Under the chair.



### 6.1 Sing the song

steps as before I, II, III

### 6.2 Read the poem - as in 5 I II III IV

Comprehension questions (iv)

1. Who are there in the poem ?
2. Where did the pussy cat go ?
3. Why did she go to London ?
4. What did the pussy cat do there ?
5. Who asks the questions here ?
6. Who answers questions ?

**5.3 VMDT:** Teacher prepares activity on pictures and on words.

**5.4 Chain-drill (as before):**

**5.5 Recognition and writing of q/Q :**

(i) How many 'q's are there in the poem ?

(ii) Write small 'q'.

**q** **q** **q** **q** **q**

(iii) Write capital 'Q'.

**Q** **Q** **Q** **Q** **Q**

(iv) Odd one out கொடுத்து கொண்டு வருங் !

q	Q	Q	Q	Q
Q	q	q	q	q
J	Q	Q	Q	Q
q	j	j	j	j

**5.6 Recognition and writing of x/X :**



xerox

(i) Write small 'x'.

**x** **x** **x** **x** **x**

(ii) Write capital 'X'.

**X** **X** **X** **X** **X**

## 5.6 Recognition and writing of z/Z:



zebra

(i) Write small 'z'.

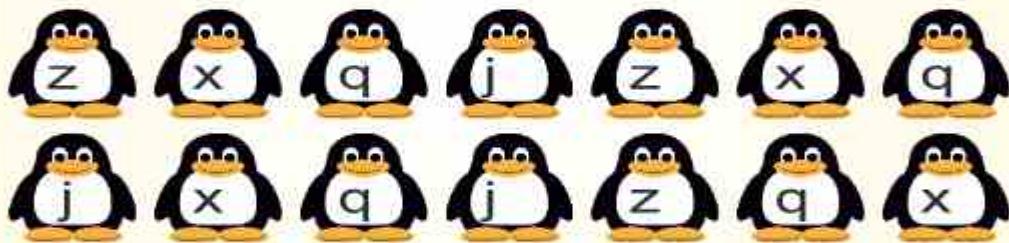
 Z Z Z Z Z

(ii) Write capital 'Z'.

 Z Z Z Z Z

### 6 ଗଣି କରି ଲେଖ ।

(i) Small letters: One is done for you.



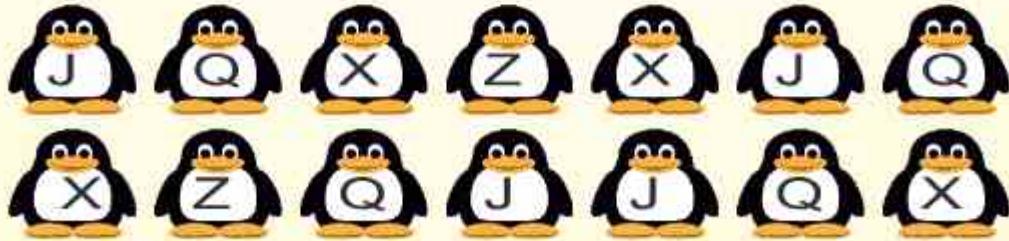
j 3

q

x

z

(ii) Capital letters:



J 4

Q

X

Z

**7. From letter to larger chunks :**

**7.1 From Odia to English :**

ପ୍ରଥମେ ଦେଖୁଳାରି ଲେଖ । ତା ପରେ ନିଜେ ଲେଖ ।

First see and write. Next, write on your own.

(i) Names of persons :

ଗଗନ

Gagan

ଯୁଗଳ

Jugal

ଗଙ୍ଗାଧର

Gangadhar

ଚନ୍ଦ୍ର

Cha

ଉପେନ୍ଦ୍ର

Upe

ପ୍ରଶାନ୍ତ

Pra

ଯୁଗେନ୍ଦ୍ର

J

ଫଣି

Ph

ପୁଅୟ

Pru

(i) Names of places (ଜାଗାର ନାମ) :

ଯାଜପୁର

Jajpur

ବାରିପଦା

Baripada

ପୁରୀ

Puri

ଭଦ୍ରକ

Bha

ଓଡ଼ିଶା

Odi

ବଲାଞ୍ଜିର

Bala

କୋରାପୁଟ

ଉଛଳ

ଓଡ଼ିଗଁ

Ut

# ଆମେରିକା

# ଲଖନ

(iii) Write the following names in English.

1. ବାପୁ - ମହାତ୍ମାଗାନ୍ଧୀ
2. ଉତ୍ତଳମଣି - ଗୋପବନ୍ଧୁ
3. କବିରର - ରାଧାନାଥ
4. ଉତ୍ତକବି - ମଧୁସୂଦନ

1. Bapu Mah

2. Utk Go

3. Ka

4. Bh

7.2 Read and then write :



car

jug

van

fan



cake



galss



flag



camera



chair



cup plate

7.3 Match କର (ସାଇଞ୍ଚ ଅନୁସାରେ) : One is done for you.

ପ	d
ଫ	z
ଦ	p
ଯ	f

କ	g
ଓ	c,k
ଉ	o,u
ଗ	v

ର	gh
ଛ	ch
ଖ	chh
ଙ	kh

#### **7.4 Write names of persons and places.**

(i) Write your name and the names of your family members.

---

---

---

---

---

---

---

---

---

(ii) Write your village/place name and names of nearby places/villages.

---

---

---

---

---

---

---

---

---

#### **7.5 Read all the poems you have sung so far:**

Your teacher will help you. S/he will ask you to read silently these poems one after another and ask you question on each of the poems.

- (1) Baby Baby (Lesson-2)
- (2) Twinkle Twinkle (Lesson-4 )
- (3) Baa Baa Black Sheep (Lesson-5 )
- (4) Jack and Jill (Lesson-5)
- (5) Pussy Cat, Pussy Cat (Lesson-5)

(Teacher will ask the students to go to the pages where the poems are, make them read the poem silently and slowly. {{reading not singing}) Then s/he will ask them some simple questions. S/he will provide clues to help them answer the questions.}





## LESSON -6

# LEARNING NUMBERS 11-100



### 1 Starter :

**Socialisation :** Tr : Good morning !

**Introduction :** ଲେସନ ଭ୍ରାନ୍ (lesson- 1)ରେ କ'ଣ ପଢିଥିଲ ମନେ ପକାଇଲ ? ମନେ ନ ପଡ଼ିଲେ ବହି ଖୋଲି ଦେଖ । ନମ୍ବର ଭ୍ରାନ୍ ଟୁ ଟେନ୍- ଏକବୁ ଦଶ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା । ଆଉ ଜାଣିବାକୁ କ'ଣ କ'ଣ ସଂଖ୍ୟା ରହିଲା ? ..... ଆଜି ବାକିଚକ ସଂଖ୍ୟା ନମ୍ବର 11ରୁ 100 ପର୍ଯ୍ୟନ୍ତ ଶିଖିବା ।

### 2 Writing in words numbers 1-10:

BOX-1

1 one

one

6 six

six

2 two

7 seven

3 three

8 eight

4 four

9 nine

5 five

10 ten

- 2.1 Teacher reads aloud ଭ୍ରାନ୍ - o-n-e pointing fingers at the letters (showing the page to the students). Students repeat after him/her pointing fingers at the letters. Do this for all the numbers. Do this 2/3 times.
- 2.2 **Chain-drill :** One student says ଭ୍ରାନ୍ - o-n-e, the next student says ଟ୍ୱୁ - t-w-o....It goes on till the last student says. Then s/he restarts from the last one to the first. The process goes on for 2-3 times.

**2.3 Match number with number in words. One is done for you.**

**A**

2  
5  
1  
4  
3

**B**

one  
four  
three  
two  
five

**A**

7  
6  
10  
9  
8

**B**

six  
ten  
eight  
seven  
nine

**3 Learning words from 11-20.**

**3.1 Ask students to write numbers in words in the space provided.**

**BOX-2**

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

- Teacher reads aloud each number with spelling, students repeat after him/her looking at the book.

**3.2 : Match the following:** One is done for you.

A	B	A	B
12	fourteen	19	eighteen
15	thirteen	16	seventeen
11	twelve	17	twenty
14	eleven	20	nineteen
13	fifteen	18	sixteen

**4 Learning words from 21-30.**

- 4.1** Ask students to write the numbers in words in the space provided against each number. They will see and copy in good handwriting.

**BOX-3**

21 twenty one

22 twenty two

23 twenty three

24 twenty four

25 twenty five

26 twenty six

27 twenty seven

28 twenty eight

29 twenty nine

30 thirty

**4.2** Read aloud each number with spelling. Students repeat after you pointing at the number in their books.

**4.3 Do chain-drill as in box-3.**

**4.4 VMDT : (Numbers in box-3).**

**4.5 Match the following-** One is done for you.

**A**

23

25

21

24

22

**B**

twenty two

twenty four

twenty three

twenty five

twenty one

**A**

29

26

27

30

28

**B**

thirty

twenty eight

twenty six

twenty nine

twenty seven

## **5 Learning Numbers from 31-40 :**

**5.1** Ask students to write the numbers in words in the space provided against each number. They will see and copy in good handwriting. One is done for you.

**BOX-4**

31 thirty one

32 thirty two

33 thirty three

34 thirty four

35 thirty five

36 thirty six

37 thirty seven

38 thirty eight

39 thirty nine

40 forty

thirty seven

**5.2 :** Read aloud each number with spelling. Pupils repeat after you pointing at the number with spelling.

**5.3 :** Do chain-drill as in box-4 :

**5.4 : VMDT (Box-4) :**

**5.5 : Match the following -** One is done for you.

A	B
33	thirty two
35	thirty one
34	thirty three
32	thirty four
31	thirty five

A	B
39	thirty seven
40	thirty eight
37	thirty six
38	forty
36	thirty nine

## **6 Learning Numbers from 41-50 :**

**6.1 :** Ask students to write the numbers in words in the space provided in Box 5 in good handwriting. One is done for them.

(iii) Number 41-50 Box 5

**BOX-5**

41 forty one

42 forty two

43 forty three

44 forty four

45 forty five

46 forty six

forty six

47 forty seven

48 forty eight

49 forty nine

50 fifty

**6.2** Read aloud each number with spelling. 'f-o-r-t-y o-n-e=forty one.  
Pupils repeat after you pointing at the numbers in words.

**6.3** Do chain drill :

**6.4 VMDT:**

**6.5 Match the following.** One is done for you.

**A**

**B**

42	forty two
45	forty one
41	forty three
44	forty four
43	forty five

**A**

**B**

50	forty nine
48	forty eight
47	forty six
46	fifty
49	forty seven

## 7 Learning Numbers from 1-100 :

7.1 ତୁମେମାନେ ୧-୫୦ ପର୍ଯ୍ୟନ୍ତ ଲାଜୀ ସଂଖ୍ୟା ଶିଖୁ ସାରିଛି । ଆଉ ଗୋଟିଏ ଟାଙ୍କ କଲେ ୧୦୦ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ଶିଖୁ ପାରିବ ।

Ask pupils to write the numbers in words in the space provided in box -6. One is done.

BOX-6

20 twenty

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 hundred

forty

7.2 : Read aloud each number with spelling. Students repeat after you pointing at the number in words.

7.3 : Do chain-drill as in box-6:

7.4 : VMDT (box-6):

7.5 : Fill in the blanks with the numbers :

One is done for you.

- (i) ten
- (ii) sixty
- (iii) eighty
- (iv) forty
- (v) hundred

10

### 7.5 Match the following - One is done.

A	B	A	B
30	forty	70	hundred
20	fifty	80	sixty
50	thirty	60	ninety
40	ten	100	seventy
10	twenty	90	eighty

- 8 Ask students to write the numbers in words in the space provided in box 7 in good handwriting. One is done for you.

100									
90	90								
80		80							
70			70						
60				60	50				
50				50	50				
40				40		40			
30				30			30		
20				20				20	
10				10					10

ଉଦ୍‌ବାହନଶ ଦେଖୁ ଖାଲି ସ୍ଥାନଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ତୁମ ପାଇଁ କରି ଦିଆଯାଇଛି । ପୂରଣ କଲାପରେ ଅକ୍ଷରରେ ସଂଖ୍ୟାଗୁଡ଼ିକ ଲଙ୍ଘାଜୀରେ ଭଲ ହସ୍ତାକ୍ଷରରେ ଲେଖ । କିଛି ତୁମ ପାଇଁ ଲେଖ ଦିଆଯାଇଛି ।

## 9 Follow up

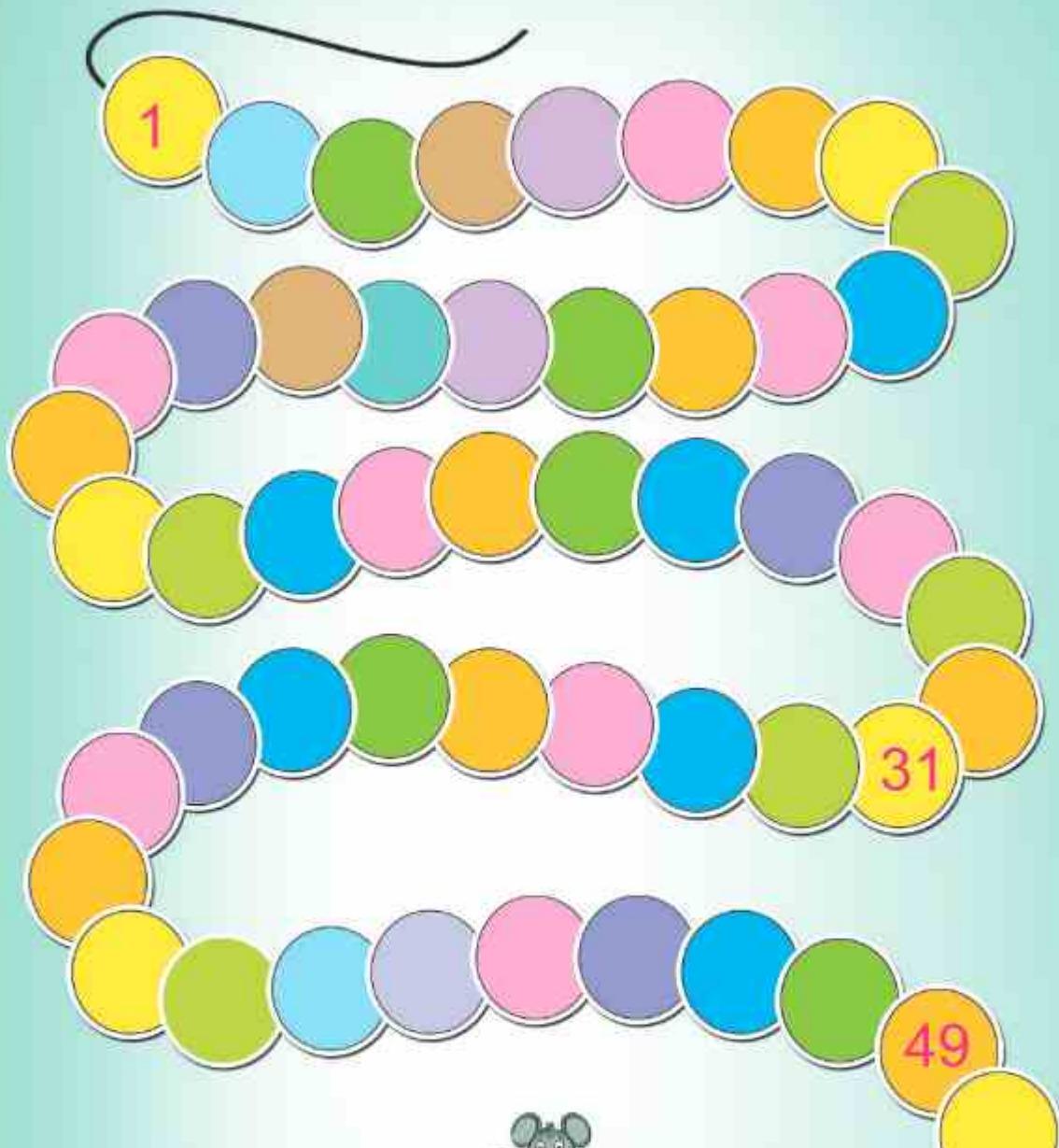
- ଅନ୍ୟ କାମ କଲାବେଳେ ଇଂରାଜୀ ସଂଖ୍ୟା ମନେ ମନେ ଗଣ । ଉଦାହରଣ- ଚାଲିଲାବେଳେ one, two, three ପାଦ ଗଣି ପାର । ସେମିତି ସାଇକ୍ଲେର ଗଲାବେଳେ ବାମ ପେଡାଳ୍ (pedal) one ଗଣି ଢାହାଣ Pedal two ଗଣି ଗଣି ଯାଇପାର ।
  - ଯାନବାହାନମାନଙ୍କ ନମ୍ବର ଫ୍ଲେଟରେ ଥୁବା ଲେଖା ଏବଂ ନମ୍ବର ଦେଖୁ ପଡ଼ ।
  - ଶୁଣେ ଚଙ୍ଗା ଯାଇଥୁବା ଇଂରାଜୀ କ୍ୟାଲେଣ୍ଡରର ସଂଖ୍ୟା ପଡ଼ ।

**10** Write the numbers from one to fifty.

1, —, —, —, —, —, —, —, —, —, —,  
—, —, —, —, —, —, —, —, —, —, —,  
—, —, —, —, —, —, —, —, —, —, 30,  
—, —, —, —, —, —, —, —, —, —, —,  
—, —, —, —, —, —, —, —, —, —, 45,



**10.1 Write the numbers from one to fifty in the following chain.**





## LESSON -7

# Learning Letters Serially



### Pre-reading

#### I. Teacher says,

"We have learned all the English letters, both small and capital. Yes or no ? But we haven't learned them serially. କୁମରେ ଶିଖନାହଁ । ଓଡ଼ିଆ ଅକ୍ଷରରେ କୁମ ଅଛି କି ନାହଁ ? Let's name all the letters of Odia serially. Students name the Odia letters serially. 'Let's learn the English letters serially. Let's read a song on how to order the English letters.

### While-reading

II

#### Text

Come little children come to me.  
I'll teach you ABC.  
Here comes a honey bee.  
ABCD EFG,  
A flower there, see, see.  
HIJK LMNOP,  
Welcome, welcome, honey bee.  
LMNOPQ RST,  
Give me honey, honey bee.  
UVW XYZ,  
Sweet honey on my bread.



- Teacher reads aloud the song with action, students listen to him/her without opening their books.
- Teacher reads aloud second time, pointing at the words students listen and point at the words in their books.

- Teacher reads aloud the lines one by one pointing at words showing the page to the class, students repeat after the teacher pointing at the words in their books.
  - Students read the song silently followed by comprehension questions by the teacher.
- Comprehension Questions. :**
1. How many lines are there in the poem ?
  2. Who are there in the poem ?
  3. How many letters are there in the second line ?
  4. How many letters are there in the fourth line ?
  5. How many letters are there in the sixth line ?
  6. How many letters are there in the eighth line ?
  7. How many letters are there in the tenth line ?
  8. How many letters are repeated in the eighth line ?
  9. In the poem some lines are spoken by the teacher and some lines are by the child. Which lines are said by the child ?
  10. The child talks about honey bee. Why does the child talk about flower while talking about honey bee ? Can you guess ?

III

### Post-reading

- 1 Visual Memory Development Technique(VMDT) :** Take the photograph of the song in your eye-camera. Close your eyes. Put your index finger on the picture- teacher, child, flower, honey bee.... Next on ABC, ABCD, RST, HIJK, LNOPQ, EFG....
- 2 Listening :** Your teacher will read aloud some of the words listed below. You tick the words which your teacher reads aloud - (flower, welcome, honey bee, sweet, come, teach, bread, see).
- 3 Speaking :**  
(i) **Chain-drill :** One student says A, the next student-B, the next student-C... when z comes, the next student begins from A.

(ii) Teacher reads aloud one line, students repeat after him/her. (All the lines in this way).

(iii) **Dialogue** : Like reading aloud, teacher reads aloud the teacher's part (Come... ABC), students read aloud student's part (Here comes... bee.)

**4.** **Mental Talk** : Come little children, come to me, I'll teach you ABC.

**5.** **Writing :**

(i) Copy the letters in the space given below.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

(iii) Answer the following questions:

1. How many lines are there in the song ?

There are

2. How many letters are there in the 2nd line ?

3. How many letters are there in the fourth line ?

4. How many lines are there in the 10th line ?

5. How many letters are repeated in the 8th line ?

Four letters

(iv) Copy first two lines of the song in good handwriting.

Come little children, come to me.

I'll teach you ABC.

Text-2

## A Rhyme For Words



**A** for Apple, **B** for Ball



**C** for Cat, **D** for Doll



**E** for Egg, **F** for Fan



**G** for Goat, **H** for Hen



**I** for Ice-Cream, **J** for Jug.



**K** for Kite, **L** for Log.



**M** for Monkey, **N** for Nest



**O** for Orange, **P** for Paste



**Q** for Queen, **R** for Rain



**S** for Shirt, **T** for Train



**U** for Umbrella, **V** for Van



**W** for Water, **X** for Xylophone



**Y** for Yellow and **Z** for Zoo.

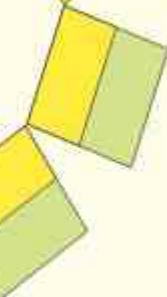
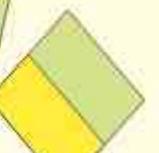


• Complete the following.

Write the capital and small letters in the boxes.  
(as shown the first and the last boxes)



A  
a



M  
m





## LESSON -8

# LEARNING BODY PARTS



### 1. Socialisation :

Introduction : আম দেহৰ অংগুভিৱ নাম যবু কহিল ।.... এসবুৱ নাম কেতোটি  
কিৰ ইংৰাজীৱে কহি পাৰিব ?.... আয় এবে তল চিত্ৰৰ আম অংগুভিৱ নাম যবু  
ইংৰাজীৱে জাণিবা ।

### 2. Body Parts : Text-1



### Activities :

touch  
open  
close  
bend  
stretch

- 2.1 Teacher names a part, touches that part of his/her body, reads aloud pointing at the word written and spells it out. Example, teacher touches his/her head, says 'head; reads the word pointing at the book, spells it out 'h-e-a-d'=head. S/he does this for all the body parts from top to bottom. Pupils listen and see.
- 2.2 Teacher repeats the activity second time. This time pupils repeat the names of the body parts after him/her in chorus.  
This is done for all the body parts.

- 2.3** Teacher touches one of his/her body parts. Students name it in chorus (teacher touches the body parts not serially, but at random).
- 2.4** Teacher demonstrates the meanings of the action words written close to the picture. Next, teacher gives instructions with each action word, pupils do the action. Example, teacher gives the instruction 'touch your leg', pupils touch their legs. Then s/he says: 'Open your mouth, close your eyes, bend your legs, stretch your hands...etc'.
- 2.5** Match the body parts with the pictures and then write in space as suggested in good handwriting. One is done for you.

leg



Handwriting practice lines for the word 'leg'.

head



Handwriting practice lines for the word 'head'.

ears



Handwriting practice lines for the word 'ears'.

eyes



Handwriting practice lines for the word 'eyes'.

neck



spectacles

hand



Handwriting practice lines for the word 'hand'.

finger



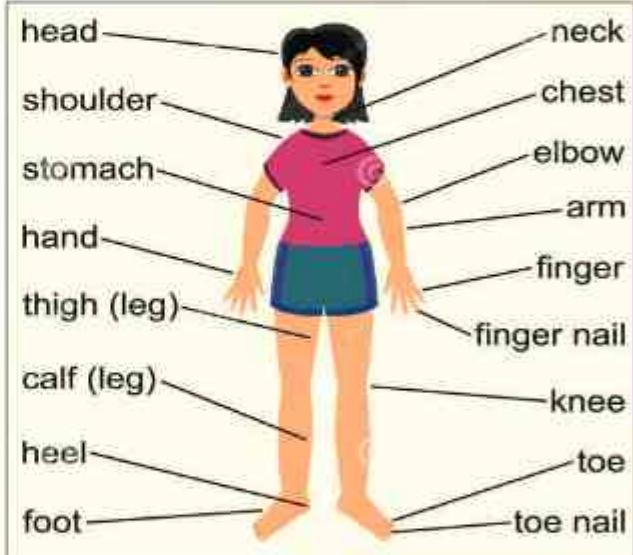
Handwriting practice lines for the word 'finger'.

# Shoes for leg

## Tie for neck

### 3 Text 2

I have  
Two little eyes  
To look around,  
Two little ears  
To hear each sound.  
One little nose  
To smell what's sweet,  
One little mouth  
That likes to eat.



- 3.1** Teacher reads aloud each line with action, pupils see and listen. Teacher does this for all the lines of the poem.
  - 3.2** Teacher showing the page to the class reads aloud slowly, first two lines pointing with finger each words as s/he reads, pupils repeat with action after him/her. Next, teacher does this for rest of the lines one after another, pupils repeat after him/her pointing with their fingers at the words in their text as they read. Then the groups change their roles.
  - 3.3** Teacher divides the class into two groups. One group read aloud one line, the 2nd group the next line. In this way they read aloud the whole poem.
- 3.4 Do Chain drill :** (all the lines of the poem)
- 3.5 VMDT:** (Picture of the eyes, legs, head, mouth, nose)
- 3.6 Draw the picture and colour it :**



#### **4. Reading another poem :**

ଭୁମେମାନେ ଗାଧୋଇବା ପରେ ପରେ କ'ଣ କର ? ଦେହ, ହାତ, ଗୋଡ଼ ଗାମୁଛା ବା ତରଳିଆରେ ପୋଛ । କ'ଣ ପାଇଁ ପୋଛ ? ଦେହରେ ଲାଗିଥିବା ପାଣି ସୁଖାଇ ଦେବାକୁ ପୋଛ । ଆଜା, କୁକୁର ଗାଧୋଇବା ପରେ କ'ଣ କରେ ? ଦେହକୁ ଖୁବ ଯୋରରେ ଝାଡ଼ି ଦିଏ । ତା ଦେହର ପାଣି ସବୁ ଚାରିଆଡ଼େ ଛିଟିକି ଯାଏ । ତାହେଲେ କହିଲ କିଏ କମ୍ସମୟ ନିଏ ଦେହକୁ ସୁଖାଇ ଦେବାପାଇଁ - କୁକୁର ନା ଭୁମେ ?.... ତାହେଲେ ଭୁମେ କୁକୁର ଜଳି କରିବ କି ?

ଏବେ ଆସସେ ବିଷୟରେ ଗୋଟିଏ ମଜାଲିଆ କବିତାଟିଏ ପଡ଼ିବା । ଭୁମ ସାର / ଦିଦି ଭୁମକୁ ସେଥିପାଇଁ ସାହାପ୍ୟକରିବେ ।

# After a Bath

After a bath

I try, try, and try,  
To wipe myself,  
Till I'm dry, dry and dry.  
Hands to wipe,  
And fingers and toes,  
And two wet legs,  
And a shiny nose.  
Just think how much,  
Less time I'd take,  
If I were a dog,  
And could shake,  
shake and shake.



- 4.1 Teacher reads aloud the poem slowly with action, occasionally using Odia, to tell the meaning of some words meanings of which cannot be shown through action. Example : after a bath- ଗାଧୋଇବା ପରେ, try - ଚେଷ୍ଟାକରେ... Pupils only listen without opening their books.
- 4.2 Teacher reads aloud showing the page to the class pointing at each word s/he reads. Pupils see and listen.
- 4.3 Teacher reads aloud one line as above, pupils repeat the action. Teacher does this way for all the lines.
- 4.4 With two groups-change of role.
- 4.5 **Do Chain-drill :**
- 4.6 **Use VMDT :**

**5. Writing about Body parts of Animals:**

**Text-4**



The elephant has four legs. It has two eyes. It has one mouth. It has one trunk. It has one tail. It has two eyes.



• Now write about the 'Tiger'

The tiger

- 5.1** Showing the Picture of the elephant teacher asks questions like : What is the name of this animal ? How many legs does it have ? How many eyes does it have ? What is this (pointing to its trunk ) ? What is this (pointing to its tail ) ?
- 5.2** Teacher helps pupils read what is written about the elephant. If pupils fail to read, s/he reads aloud one line (showing the page to the class) pointing at each word. Students repeat after him/her reading their own books.
- 5.3** Teacher helps students write about the tiger in the space provided following the lines written about elephant. As students write s/he moves around and sees how students write. S/he helps if any one has any problem in writing. S/he asks students who complete early to write about other animals like cow, lion etc.

## 6. Reading Riddles:

### Text 5

A

1. Who has teeth,  
But cannot bite.
2. Who has hands,  
But can not fight.

B

3. Who has eyes,  
But cannot wink.
4. Who has head,  
But cannot think.

C

5. Who has legs,  
But cannot flee.
6. Who has eyes,  
But cannot see.

D

7. Who has neck,  
But cannot wear tie.
8. We call him uncle,  
but he cannot die.

bite - କାମ୍ପିବା

flee - ଦୂର୍ବୁଧି ପଲେଇବା

wink - ଆଖମାରିବା

think - ଚିନ୍ତା କରିବା

die - ମରିବା

uncle - ମାମ୍ବୁ

### Activities

- 6.1** Teacher tells one or two riddles in Odia and asks pupils to answer them. Examples :

1. ମାମ୍ବୁ ଘରେ ଗୋଟେ ଗାଇ,  
ରାତି ପାହିଲେ ମୋଟେ ନାହିଁ ।

Next teacher asks pupils to tell some riddles and asks others to answer the riddles.

- 6.2** Teacher helps pupils read riddle 1 and 2 in Box- A following the steps suggested.

#### Step-1

- Teacher reads the riddles, pupils only listen.

#### Step-2

Teacher reads the riddle showing the page to the class pointing at each word s/he reads, pupils repeat after him/her pointing at each word they read in their book. S/he helps pupils understand the meaning of the riddles.

#### Step-3

Teacher reads riddle 1, Pupils read riddle, 2. Next they change the role.

#### Step-4

Teacher divides the class into two groups. One group reads riddle 1, the other riddle 2. They change the role next.

(NB : Teacher at this stage does not ask pupil to answer the riddles, but tells them to be ready with the answers to say after reading and understanding all the eight riddles in four boxes.)

## Step 5

Teacher asks pupils the answers to the riddles.

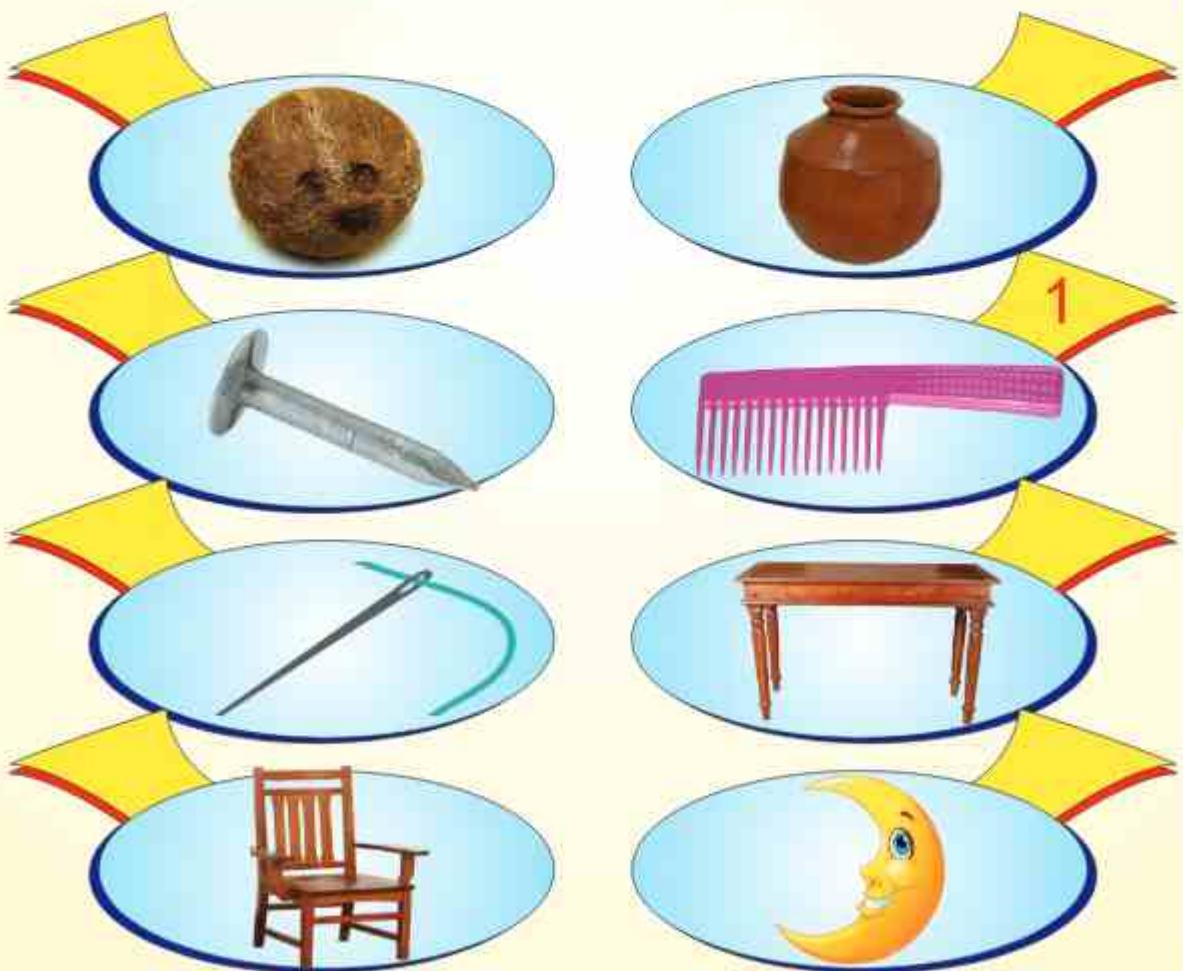
**6.3** Teacher helps pupils read and understand the rest of the riddles, two riddles in one box, at a time following the same steps.

**6.4 Do chain-drill :** One pupil reads riddle one, the second student reads riddle -2, and the third riddle and so on.

**6.5 Visual Memory Development Technique (VMDT) :**

**6.6** Teacher draws pupils' attention to the pictures (which are the answers to the riddles), pupils reread the riddles and match the riddles with the pictures.

They write the number of the riddle against the right picture in the space provided. One is done for them.



### 7. Follow up :

এক পাঠটিরে দুমে সবু কেতে জ'শ কাম কল। দেহর অংসপ্রত্যঙ্গমানক্ত জ'রাজাৰে জালি। ষে বিষয়ে দুলচি কবিতা পড়িল। জ'রজন্মানক্ত বিষয়ে পড়িল এবং লেখল। তা পহিচ জ'রাজাৰে কিছি ধনা বা রিত্ব পড়িল। তলে লেখা যাইথৰা আজ কিছি কাম কূস বাহাৰে কলে দুম জ'রাজাৰ আহুৰি বক্তৃষ্ণিব। ষে কাম গুড়িক হৈলা :

- 7.1 দেহর মুণ্ড অংসপ্রত্যঙ্গমানক্ত নাম সবু মনে মনে জ'রাজাৰে গুণ গুণ কৰ।
- 7.2 পুথম কবিতাকুমনে মনে গাও।
- 7.3 দৃঢ়ায় কবিতাটিৰ এৱে গোটি ধাঢ়িকুমনে মনে বারম্বাৰ কুহ।

If I were a dog.

(মুঁয়দি গোটি একুকুৰ হোকথাকি)

দুমে dog স্বানৰে অন্য শব্দ ব্যবহাৰ কৰ।

If I were a doctor / pilot.....

- 7.4 আঠটি প্ৰহেলিকা/ধনা/ৰিত্বকু জ'রাজা এবং ওড়িআৱে ভল অশৰৰে লেশ। কেমিতি লেখুৰ ভদাৰণৰ দিআয়াকৰি। জ'রাজা লেখুলাবেলে অশৰগুড়িক কেমিতি লেখায়িব, দিআয়াকথৰা অশৰ দেখু লেশ।



Who has teeth but cannot bite.

কাহাৰ দাক্ত অছি কিন্তু কামুড়ি পাৰে নাহি'।





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Who has legs but cannot walk.

କାହାର ଗୋଡ଼ ଅଛି କିନ୍ତୁ ଚାଲି ପାରେନା।



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## LESSON -9

# Learning Days, Month and Direction



I

### Pre- reading

#### 1 Socialisation :

**Introduction :** (Teacher hangs two Calendars on the blackboard - one in Odia and another in English)

See the Calendars. How are these two calendars different ? ଅଳଗା କେମିତି ? (ଗୋଟିଏ ଓଡ଼ିଆ, ଗୋଟିଏ English)

How are the two calendars similar ? ସମାନ କେମିତି ? (ଗୋଟିଏ ମାସର)

How are calendars useful ? Calendar ଆମର କେଉଁ କାମରେ ଲାଗେ ?

Calendar of January 2017

Odia

Calendar of January 2017

English

II

### While - reading

#### 2 Learning Days :

Let's sing the song and do the activities.

#### TEXT-1



Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

holiday,  
school day,  
school day,  
school day,  
school day,  
school day,  
half day,  
holiday.



- Teacher reads aloud the song, students only listen.
- Teacher reads aloud the song pointing at words s/he reads (showing the page to the students). Students listen and see.
- Teacher reads aloud one line pointing at the word s/he reads, students repeat after him/her pointing at the words in their books. (All the lines will be done in this way.)
- Students read the song silently.
- Teacher asks comprehension questions.

### **Comprehension Questions :**

1. What is the poem about ? (ଗୀତଟି କାହା ବିଷୟରେ ?)
2. How many days are there in a week ? (ଗୋଟିଏ ସପ୍ତାହରେ କେତେ ଦିନ ଅଛି ?)
3. Which day is a holiday ? (କେଉଁ ଦିନଟି ଛୁଟିଦିନ ?)
4. Which day is a half-day ? (କେଉଁ ଦିନଟି ଅଧା ଦିନ ?)  
ଅଧା ଦିନ କାହିଁକି କହିପାରିବ ? (ଅଧା ଦିନ ସ୍ଥଳ)

III

### **Post-reading**

#### **1. VMDT (Visual Memory Development Technique) :**

Take the photo of the poem. Close your eyes and put your fingers on: Saturday, Sunday, ..... holiday, half-day.

#### **2. Listening :**

Given below are some words. Your teacher will read aloud some of them. Tick those words, which your teacher reads aloud.

Holiday, Saturday, Monday, half-day, Wednesday, Thursday

#### **3. Speaking :**

##### **(i) Chain drill :**

One student reads aloud 'Sunday', the next one reads aloud the next day.... when all the days are over again the chain-drill begins from 'Sunday'.

##### **(ii) Dialogue :** (reading aloud). Teacher reads aloud first line, students second line.....

#### **4. MT (Mental Talk) :** Students repeat mentally all the days one after another.

#### **5. Writing :**

- I. See and copy the following in good handwriting.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday is holiday.

ii. Write answer to the following questions.

1. Which day is holiday ?

Sunday is

2. Which day is half-day ?

Saturday is

3. Which day do you like ?

I like

## 9.2 Learning Months :

### Pre-reading

Do you know how many months are there in a year ? What are they ?  
Let's know about the months of a year.

II

### While-reading

#### TEXT - 2

January, February,  
March and April,  
The river runs  
down the hill.



May, June,  
July and August,  
The rivers  
run very fast.

September, October,  
November and December,  
into the sea  
falls the river.



- **Follow four steps of Text - 1:**

- **Comprehension Questions :**

1. What is the poem about ? ଗୀତର କାହା ବିଷୟରେ ?
2. How many months are there in a year ? ବର୍ଷକ କେତେ ମାସ ?
3. Which is the first month of a year ?
4. Which is the last month of a year ? ବର୍ଷର ଶେଷ ମାସର ନାମା କ'ଣ ?

III

### Post-reading

**1. VMDT (Visual Memory Development Technique):**

i) Picture : on hill, sea, river moving fast.

ii) Writing : on months: January, May, December.....

**2. Listening :**

Your teacher will read aloud some of the words given below. You tick

those which s/he reads aloud.

December, hill, March, June, August, river, November, sea

**3. Speaking :**

(I) **Chain-drill :**

One student reads aloud January, the next student reads aloud February.....

(When all the months are over, begin from January again).

ii) **Dialogue :** (reading aloud) Tr - stds, stds - stds

Steps : Rehearsal, teacher reads aloud first two lines, students read the next two lines (3 times).

One group reads aloud first two lines, next group next two lines (3 times.)

**Mental Talk :** The name of months .....

**Writing :**

- i) See and copy the names of months in the space provided.

January

February

March

April

May

June

July

August

September

October

November

December

- ii) Write answers to the following questions.

1. What is the poem about?

The

2. How many months are there in the poem ?

There are

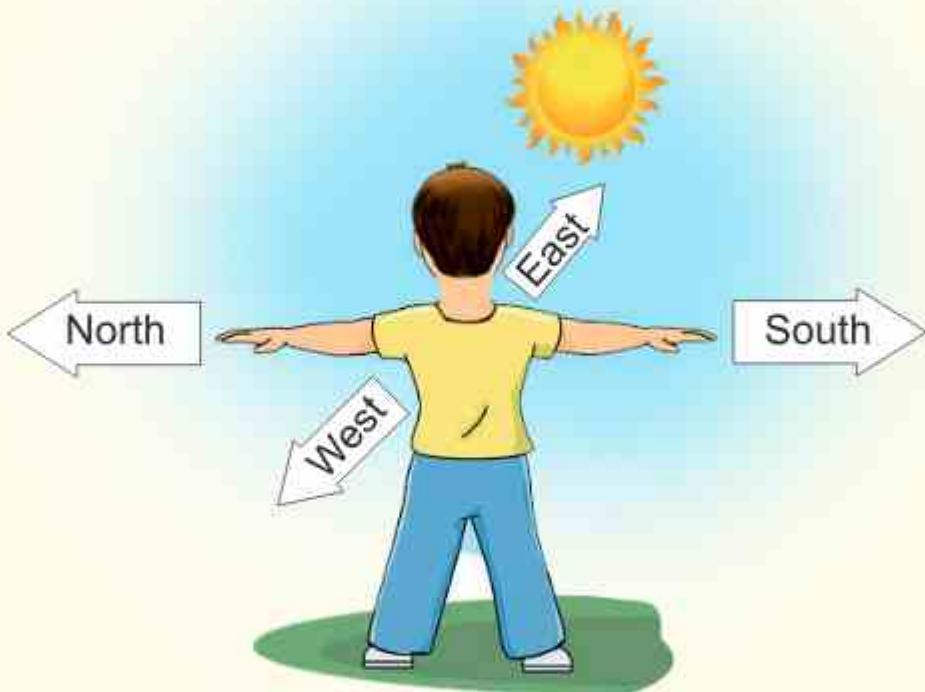
3. Which is the first month ?

January is

4. Which is the last month ?

## 9.2 Learning Directions :

### Pre-reading



If you stand looking towards the sun in the morning, your front is the East.

ସକାଳେ ସୁମ୍ବିଆ ଆଡ଼କୁ ଚାହିଁଛିଡ଼ା ହେଲେ ଦୂମ ଆଗ ଦିଗଟି ପୂର୍ବଦିଗ ।

ପଛକୁ to your back ପଣ୍ଡିମ (West), ବାମକୁ to your left ଉତ୍ତର (North), ତାହାଣକୁ to your right ଦକ୍ଷିଣ (South)

Which day is a half-day ? (କେଉଁ ଦିନଟି ଅଧା ଦିନ ?)

Let's read the poem and do the activities.

II

**While-reading**

Text - 3

Some day  
I may,  
Pack my bag  
And go away.  
To east, to west,  
To north and the south,  
but not today.

Some day,  
I may  
Pack my bag  
and go away.



• **Follow four steps of Text- 1:**

• **Comprehension Questions :**

1. What is the poem about ? Who is 'I' in the poem ?
2. To which direction does the boy want to go ?
3. Does he want to go today ?
4. What will he do to go away ?
5. Is he really willing to go ? ସତରେ ତା'ର ଯିବା ପାଇଁ ରହା ଅଛି କି ?

**Post-reading**

1

**VMDT (Visual Memory Development Technique):**

- (i) on picture : boy, bag, house, tree
- (ii) writing : south, east, bag, some day, not today

## **2 Listening :**

Given below is a list of words. ତଳେ କିଛି words ର list ବାଯାଇଛି। Tick those words which your teacher reads aloud.

south, bag, north, pack, east, away, west

## **3 Speaking:**

- Chain-drill : east - west - north - south - east....
- Dialogue (reading aloud)

Teacher reads aloud one line, students read aloud the next line (in this way all the lines will be read aloud.)

## **4 Mental Talk :** the four directions - east.....

## **5 Writing:**

- Copy the directions

East                    West                    North                    South

E

- Write answer to the following questions.

1. What is the poem about ?

The poem is

2. How many months are there in a year ?

There are

3. Which is the first month of a year ?

The first

4. Which is the last month of a year ?

#### 9.4 Reading a Calendar :

(Teacher hangs the calendar of January, 2017 on the black board and asks students to see this calendar given at the beginning of the lesson.)

See the calendar and answer the following questions. (Teacher translates the questions into Odia.)

### January-2017

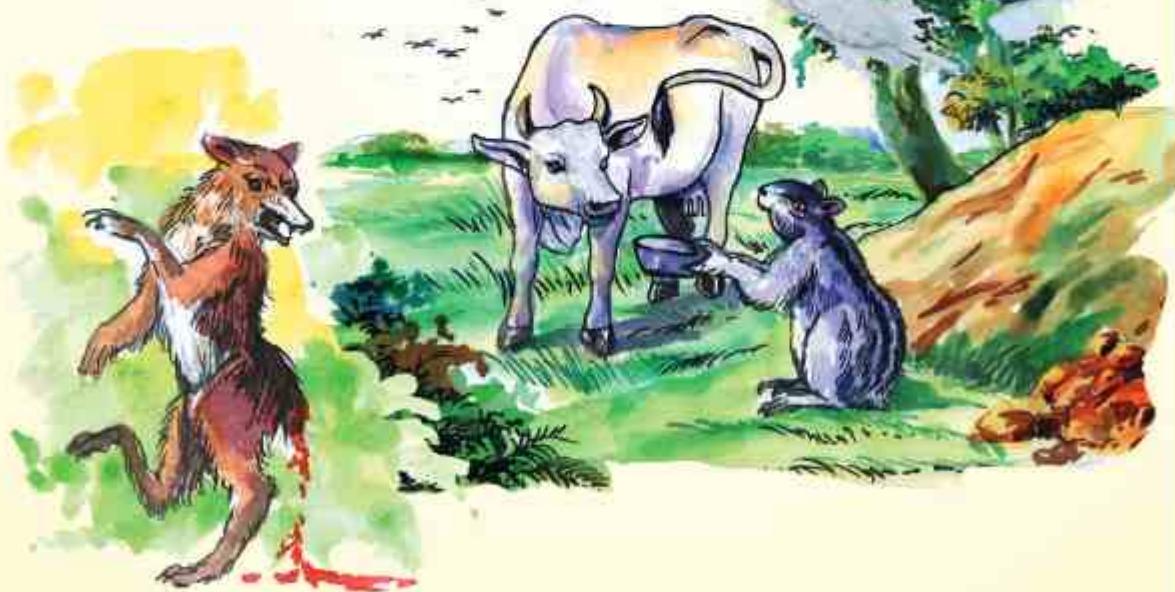
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1. How many days are there in January ?
2. How many Sundays are there in this month ?
3. How many Saturdays are there in this month ?
4. Which day is the first day of the month ?
5. Which day is the last day of the month ?
6. Which day is 21st day of the month ?
7. Which day is the 2nd day of the month.



## Part-III

# Post-primer



## PART-3



### Post-primer

#### LESSON -1

## The Cat and the Squirrel

#### Pre-reading



#### I. Socialisation :

You have listened to this story before ? Haven't you ? Today you will learn how to read a story. ଆଜି ଦୂମେ ଗପଟିଏ କିପରି ପଡ଼ିପାରିବ ଶିଖବା ।

#### Text

There was a squirrel. He had a very long tail. One day the squirrel was eating some grains. A big cat took away his tail. The squirrel first hopped, then jumped and went to the cat. He said "Cat ! Cat !, Give me my tail back". Cat : "No, I'm very hungry. Go to the cow and get me some milk".

The squirrel hopped, then jumped and went to the cow. He said,



"Cow ! Cow ! Give me some milk. I'll give the milk to the cat and the cat will give my tail back".

"No, I'm hungry. Get me some grass", said the cow.



The squirrel hopped, then jumped and brought some grass for the cow. The cow gave him some milk. He gave the milk to the cat. And the cat gave him his tail back .

#### While-reading

II Teacher tells the story as before with the help of pictures and actions. Students only listen.

- Teacher reads aloud the story, pointing at the words, s/he reads showing the page to the students. Students listen to him/her and at the same time see their text.

- Teacher reads aloud one sentence pointing at the words. (showing the text to the students); students repeat after him/her pointing at the words.
  - Students read the story silently.
  - **Teacher asks comprehension questions :**
1. What is the story about ?...
  2. Who had a long tail ? কাহার লম্বা লাঞ্চি থুলা ?
  3. What was the squirrel eating ?
  4. Who took away his tail ?
  5. What did the squirrel say to the cat ?
  6. What did the cat say ?
  7. Who did the squirrel go to for some milk ? ক্ষীর পাইଁ কাহা পাখকু গলা ?
  8. What did he say to the cow ?
  9. What did the cow say ?
  10. Did the squirrel give some grass to the cow ?
  11. Did the cow give him some milk ?
  12. Who did he give the milk ?
  13. Did the cat give him his tail back ?
  14. Who is the most important character in the story ?
  15. Who do you like most ?

### Post-reading

#### **1 Visual Memory Development Technique(VMDT):**

- (i) **Pictures** : Take the photograph of the pictures with your eye-camera. Next place your finger (closing eyes) on cow, cat, squirrel, tail of squirrel....
- (ii) **Story** : .... squirrel asking for some milk to cow, squirrel asking for tail to the cat. cow saying' No.....

#### **2 Comprehension Activities :**

**(I) MCQ/Odd one out:** Put a tick  mark on the correct answer.

1. squirrel, milk, cat, cow
2. milk, grain, cow, grass
3. The most important character in the story is \_\_\_\_\_.  
a. cat, b. squirrel, c. cow, d. none of them.
4. Who is most active in the story?  
a. squirrel, b. cat, c. cow, d. none of them.
5. Order according to size - (cow, squirrel, cat)  
(biggest) \_\_\_\_\_  
(smallest) \_\_\_\_\_
6. Order as they come in this story.  
1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

**(ii) Match:**

a. Who gave what?

Cow	tail
Cat	grass
Squirrel	milk



b. Who eats what?

Squirrel	milk
Cat	grass
Cow	grain



c. Who said what?

Cow	"Cat! Cat! Give me my tail back!"
Cat	"I'm hungry. Get me some grass."
Squirrel	"I'm hungry. Get me some milk."

### 3. Listening :

- (i) Your teacher will read aloud some of the words from the list given.  
Tick the words your teacher reads aloud.

milk, grass, squirrel, cat, cow, grain, hungry, hopped, jumped, tail

- (ii) Your teacher will read aloud some words and phrases. You listen to him/her and tick on the picture with which the word/phrase is linked.



cat



squirrel



cow

(biggest, smallest, eats grain, eats milk, eats grass, gives milk, has a big tail, hops and jumps....)

### 4. Speaking :

- (i) Chain-drills (a) "Squirrel, cat and cow."  
(b) "I'm hungry, get me some milk."  
(ii) Dialogue : Rehearsal : Teacher vs students, students vs students, Two students (changing role)

Squirrel: "Cat, give me my tail back."

Cat: "I'm hungry, get me some milk."

Squirrel: "Cow, give me some milk"

Cow: "I'm hungry, get me some grass."

### 5. Vocabulary:

- (I) Play the game of **Word Chain**.

Start making words from the last letter. Use words from the list given in brackets.

cat → ten → no → one

(ten, no, eat, orange, two, net, twenty, on, you.....)

(ii) Learn the spelling of the following words following the four-step method : **look-cover-write - verify**

squirrel, grass, tail, jump, hungry,

**6. Writing :**

(i) See **2 ii (a)**. You have matched "Who gave what ?"

Write three sentences based on the matching. First one is done for you.

1. **The cow gives milk.**

2.

3.

(ii) See **2 ii (b)** You have matched who ate what. Write three sentences based on the matching. First one has been done for you.

1. **Squirrel ate grain.**

2.

3.

(iii) Write answers to the following questions.

1. Who are there in the story ?

**There are**

2. Who had a long tail ?

**The squirrel**

3. Who took away the tail of the squirrel ?

4. Who took some grass from the squirrel ?

---

---

5. Who took the milk from the squirrel ?

---

---

3. Who do you like most ?

Hike

---

---

7 Draw pictures :

Cat:



Cow:



Squirrel:





## LESSON -2

# Pets



### Pre-reading

#### I. Socialisation:

- Who has pets ? ପୋଷା ପଶୁ ପକ୍ଷୀ କାହାର ଅଛି ?
- What pets do you have ? See the pictures of birds and animals given below. Which of them do we keep as pets ?



dog



deer



parrot



pigeon



vulture



tiger



lion



elephant



crow



cow

- Lets read a poem on pets.

#### Text

I once had a dog,

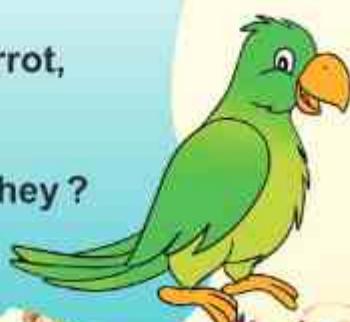
And it is true.

I once had a parrot,

And it is true.

But where are they ?

I don't know.



### While-reading

- Teacher reads aloud the poem, students listen.
- Teacher reads aloud the poem second time pointing at the words S/he reads (showing the page to the students.)  
Students see and listen.
- Teacher reads aloud one line pointing at words showing the page, students repeat after him/her pointing at words they read.
- Students read the poem silently.
- Teacher asks comprehension questions.
  1. What is the poem about ? કબિતારી કાહા બિષયે ?
  2. What pets are there in the poem ?....
  3. Who is 'I' in the poem ?
  4. What pets did she have once ?..
  5. Does she have these pets now ?....
  6. Does she know where they are now ?
  7. Which of the pets is an animal ?
  8. Which of the pets is a bird ?
  9. How many times 'I' is used in the poem ? (count and say.)
  10. Which line has a question mark ?
  11. Which line is repeated ?...

### Post- reading

#### 1 VMDT : (Visual Memory Development Technique)

- (i) Pictures : on parrot, dog
- (ii) Poem : dog, 'I don't know.', parrot

#### 2 Comprehension Activities :

**(I) MCQ/Odd one out :** Put a tick  mark against the right answer.

1. cat,                      parrot,                      dog,                      cow
  2. pigeon,                  squirrel,                  crow,                  cuckoo
  3. dog,                      cat,                      rat,                      parrot
  4. snake,                    pig,                      deer,                    cow
3. The girl had a \_\_\_\_\_  
(a) cat,     (b) dog,     (c) parrot,     (d) both 'b' and 'c'
6. Where are the pets ? The girl \_\_\_\_\_.  
(a) does not know   (b) knows,   (c) is in doubt   (d) both b and c.
7. How many times 'l' is used in the poem ?  
(a) two times,   (b) three times,   (c) four times,   (d) only once
- (ii) Match the lines. One has been done for you.

I once had a dog.

- I don't know.

Where are they ?

- And it is true.

I once had a parrot.

- And it is true.

### 3. Listening :

(i) Your teacher will read aloud some of the words from the list. You will tick the words s/he reads aloud.

(once, dog, know, where, parrot, true, they)

(ii) Your teacher will dictate you four words. You will listen to him/her and write them (Teacher dictates 3-4 letter-words from the poem.)

---

---

---

---

### 4. Speaking :

(i) **Chain-drill :** "I've a pet cat. What pets do you have ?"

(ii) **Dialogue** : (lines) Teacher vs students, students vs students  
(Changing the role)

Teacher : First line of the poem.

Students : Second line (All the lines will be done in this way.)

**5. Vocabulary:**

(i) Play the game of word-ladder. Use words from the list given.

**dog**

(not, gun, ten, no, elephant, orange, truck, kangaroo, owl...)

(ii) Learn the spelling of following words following four-step-method.

parrot, true, know, once, where.

**6. Writing :**

(i) Write answers to the following questions :

1. What is the poem about ?

**The poem is**

2. What pets did she have once?

**She once**

3. Does she have these pets now ?

**No, she**

4. Does she know where they are now ?

**No, she**

5. Do you have a pet ?

6. Which pet do you like ?

**I like**

- (ii) You have to add some lines to the poem to make it longer. Use these lines between line 4 and 5. These lines are to be in pairs. Some lines are provided. Make some lines of your own.

I once had a dog,

And it is true .

I once had a parrot,

And it is true.

\_\_\_\_\_ ,  
\_\_\_\_\_ ,  
\_\_\_\_\_ ,  
\_\_\_\_\_ .

But where are they ?

I don't know.

(I once had a cat

And it is true.

'cow'.....)

7.

**Draw the pictures of a dog and a parrot :**



## LESSON -3

# The Crab and the Jackal



### Pre- reading

I

#### Socialisation :

- Look at the pictures. Who are there in the pictures ?
- What has happened to the tail of the Jackal ? Who cut his tail ? Who is the doctor in the picture ? Let's read the story and see.



#### Text

There was a crab and there was a jackal. The crab lived in a hole. The jackal lived in a forest. One day the jackal was very hungry. He wanted to eat the crab. But the crab was inside her hole. The jackal said, "Come out of the hole."

The crab replied ! "I'm not a fool." She did not come out of her hole. The jackal, therefore, pushed his tail inside the hole. The clever crab cut the tail of the jackal. The jackal was without his tail. He, therefore, went to a monkey, the doctor.



### While-reading

- Teacher tells the story with the help of pictures and action. Students listen.
- Teacher reads aloud the story pointing at the words s/he reads (showing the page to students), students listen to him/her and at the same time see their texts.
- Teacher reads aloud one sentence pointing at the words s/he reads (showing the text to the students), students repeat after him/her pointing at the words they read.
- Students read the text silently.
- **Teacher asks comprehension questions.**
  1. What is the story about ?... ଗପଟି କାହା ବିଷୟରେ ?
  2. Who are there in the story ?....
  3. Where did the crab live ?
  4. Where did the jackal live ?
  5. The jackal wanted to eat the crab. Why couldn't he do this ?
  6. What did he say to the crab ?
  7. What did the crab reply ?
  8. What did the jackal do to catch the crab ?
  9. What did the crab do to the jackal ?
  10. To whom did the jackal go ?
  11. Why was the jackal asking the crab to come out of her hole ?
  12. Did the crab know why the jackal was asking her to come out ?
  13. How do you know that the crab knew this ?
  14. Whom do you like ? Why ?

### Post- reading

#### 1. **VMDT: (Visual Memory Development Technique)**

(i) **Picture :** on monkey-doctor, jackal without tail, crab, jackal

(ii) **Story** : went to the doctor, 'I'm not fool', pushed tail,

## 2. Comprehension Activities :

(I) **MCQ** : Fill in the blanks with the correct answers.

1. The crab lived in \_\_\_\_\_.

- a. the water, b. a pond, c. a hole, d. a forest

2. The jackal lived in \_\_\_\_\_.

- a. a hole, b. a forest, c. on a tree, d. a house

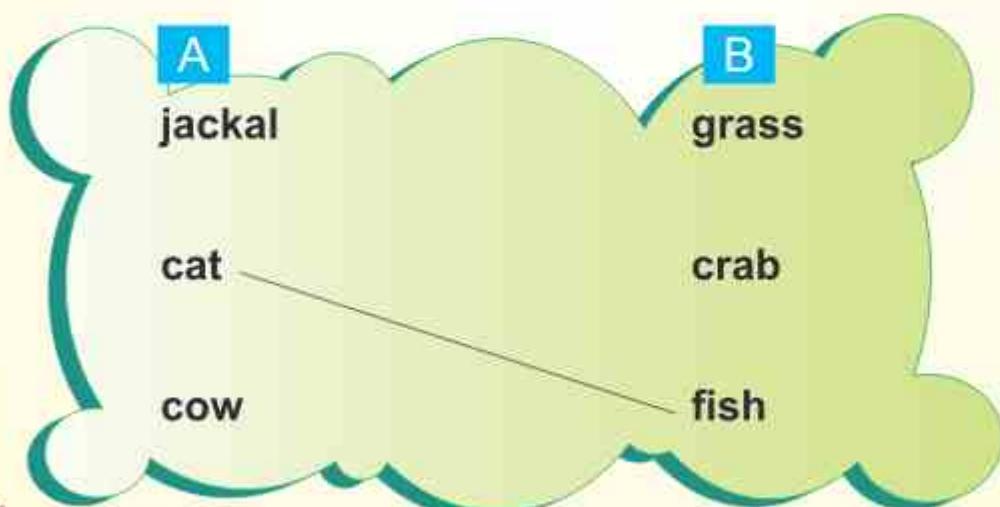
(ii) **Odd one out**: Put cross (x) mark against the odd one.

(i) crab, frog, crow, rat

(ii) frog, dog, cat, rat

(iii) snake, rat, mongoose, dog

(iii) **Match** the animals/ birds under 'A' with their food under 'B'.  
One is done for you.



## 3. Listening:

(i) Your teacher will read aloud some words from the list. Tick those your teacher reads aloud.

forest, hole, crab, jackal, push, tail, fool, doctor, inside.

- (ii) Your teacher will read aloud the following lines. You listen to him/her and fill in the gaps by putting numbers on the missing words given below. One is done for you.

There \_\_\_\_\_ a \_\_\_\_\_ and there was a \_\_\_\_\_. The crab \_\_\_\_\_ in a \_\_\_\_\_. The jackal lived in a \_\_\_\_\_.

(1) forest, (2) was, (3) jackal, (4) crab, (5) lived, (6) hole

#### 4. Speaking :

- (i) **Chain-drill:** "The crab and the jackal"

"I like the crab. What about you ?"

- (ii) **Dialogue :** Rehearsal, Teacher vs students, students vs students, Two students (change role)

**Jackal :** "It is very cool.

Come out of the hole."

**Crab :** "I'm not a fool.

I'll live in my hole."

#### 5. Vocabulary :

- (I) Play the game of Word-chain.

Make words from the last letters. Choose words from the list given.

**Crab**

(kangaroo, book, owl, pet, lamp, rat, paper, tortoise, elephant...)

- (ii) Learn the spelling of the following words following the four-step **method** : look - cover-write-verify.

crab, jackal, forest, hungry, push, doctor, without.

#### 6. Writing :

- (I) In **2** (iii) You have matched words. Now write four sentences based on your matching. One is done for you. (A sentence begins with a cap letter and ends with a full stop.)

1. The jakal eats crab.

2.

3.

(ii) Answer the following questions. :

1. Who lived in a hole?

The crab

2. Who lived in a forest ?

3. Who was hungry ?

4. Who cut the tail of the jackal ?

5. Who is clever ?

6. Who do you like ?

I like

(iii) See what is written about the jackal. Then write about the crab.

A. The Jackal lives in a forest. It has four legs. It has two eyes. One day it said to the crab, "Come out of the hole".

# A crab

- (iv) The jackal went to the monkey doctor. Given below is a dialogue between the doctor and the patient. Read the dialogue and fill in the gaps.

Monkey : What happened to your tail ?

Jackal : Sir, the \_\_\_\_\_ cut my \_\_\_\_\_.

Monkey : Why did the crab cut your tail ?

Jackal : Sir, I pushed my \_\_\_\_\_ inside her \_\_\_\_\_.

Monkey : Why did you push your \_\_\_\_\_ inside \_\_\_\_\_ hole ?

Jackal : Sir, I wanted to eat the \_\_\_\_\_.

Monkey : Why did you want to \_\_\_\_\_ the \_\_\_\_\_ ?

Jackal : Sir, I was very \_\_\_\_\_.

Monkey : I'm also hungry. Should I eat you ?

(The monkey pretends to eat the jackal. ମାଙ୍କଡ଼ ବିଲୁଆକୁ ଖାଇବା ପରି  
acting କଲା)

Jackal : No.... No.... Sir - Sir (He runs away.)

(This play can also be staged.)

7.

**Mental Talk :**

1. "The crab and the jackal."

2. "Come out of the hole."

I'm not a fool."

8.

**Draw the pictures :**

Crab

Jackal

## **APPENDIX-I**

### **NOTES ON TECHNIQUES**

#### **1 Brainstorming :**

Brain is the centre of learning. No learning can take place without brain. In this book we use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

#### **2 Visual Memory Development Technique :**

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT.

Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text ). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. They can keep on doing this till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners remember things better. Please try and see.

### **3 Mental Talk :**

This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex. But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practiced to start with.

### **4 Chain-drill :**

Chain-drill is an utterance – a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example,” I'm

I am from \_\_\_\_\_ . What about you ? Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn Language.

## **APPENDIX - II**

### **SOME USEFUL TIPS**

#### **A. Instructions for Good Handwriting:**

1. Put your writing paper on a hard plain surface, not on heaps of books, your lap or a pillow.
2. Use ink / pencil (well sharpened) dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Rolled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.

C,K,O,P,S,U,V,W,X,Y,Z

c,k,o,p,s,u,v,w,x,y,z

11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

#### **B. Suggestions for asking questions during while-reading stage:**

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to ask you questions.

5. Encourage your students to ask you question.
6. Encourage your students' question-ask other students to answer.
7. If you fail to answer your question from your student, bounce back the question to the whole class (you can answer his/her question?)
8. Allow your students to answer in words/phrases...don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer some questions in English.

**C. Rules of Reading Aloud :**

1. Make yourself familiar with the text before you see it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

## APPENDIX -III

### Learning Indicators

Skills and Sub-skills	Learning Indicators	Suggested Pedagogical Process
1.Listening	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Listen to simple classroom instruction and respond</li> <li>• Listen to instructions and do TPR activities</li> <li>• Listen to simple stories told with gesture , action and picture with 40, 50 % comprehension</li> <li>• Listen to both classroom and TPR instructions and respond physically with 70, 80% comprehension</li> <li>• Listen to rhymes and action songs sung with actions with 50,60% comprehension</li> </ul> <p><b>Learners :</b></p>	<ul style="list-style-type: none"> <li>• Listening to classroom instruction spoken with action</li> <li>• Practicing TPR activities</li> <li>• Listening to stories told with gesture, action and pictures by teacher</li> <li>• Through TPR activities and classroom instructions with actions by teacher</li> <li>• Use of rhymes and action songs in classroom by teacher</li> <li>• Learn from classroom teaching</li> </ul>
2.Speaking	<ul style="list-style-type: none"> <li>• Name letters from A-Z</li> <li>• Count numbers from 1-100 in English</li> <li>• Do small , simple conversations in words and phrases</li> <li>• Do simple chain-drills in words , phrases and simple sentences</li> <li>• Read aloud words , phrases , poems and dialogues</li> <li>• Sing rhymes and action songs</li> <li>• Answer questions from texts in words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Learn from classroom practice</li> <li>• Participating in chain-drill activities in classroom</li> <li>• Doing similar activities</li> <li>• Doing while-reading activities in the post-primer part</li> </ul>



1. Reading	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Picture read words , phrases and sentences</li> <li>• Read capital and small letters and numbers</li> <li>• Read words, phrases and sentences without the help of pictures</li> <li>• Read small pieces of writing – a small poem , story with about 40,50% comprehension</li> <li>• Match words with picture and words</li> </ul>	<ul style="list-style-type: none"> <li>• From classroom practice</li> <li>• From classroom use of textbook</li> <li>• From classroom use of lessons from the current textbook</li> <li>• From the classroom transaction of lessons from post-primer part</li> <li>• Doing exercises and activities given in the book</li> </ul>
2.Writing	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Write English numbers from 1-100</li> <li>• Write these numbers in words</li> <li>• Write both capital and small letters</li> <li>• Write words , phrases and sentences</li> <li>• Write answer to simple comprehension questions from textbook</li> <li>• Copy what is written on the blackboard</li> <li>• Write simple names of persons and places of Odia in English</li> </ul>	<ul style="list-style-type: none"> <li>• Doing handwriting activities provided in the textbook</li> <li>• From translation activities</li> <li>• From 'You Know Activities'</li> <li>• From picture reading and reading lessons in the textbook</li> <li>• Doing these activities in the pre-primer sections</li> <li>• Reading lessons devoted to this</li> </ul>
3.Vocabulary	<ul style="list-style-type: none"> <li>• Learners come to learn English with about 500-1000 English words which they have acquired from their environment, from first year of learning this number will go up to 3000</li> </ul>	
4.Cognitive Skills, Knowledge & information		

Write Letters and Numbers in the given lines.

A B C D E F G H

I J K L M N O P Q

R S T U V W X Y Z

a b c d e f g h

i j k l m n o p q

r s t u v w x y z

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70

71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99 100