

# MY ENGLISH BOOK

CLASS-III



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

ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY,  
BHUBANESWAR



# 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

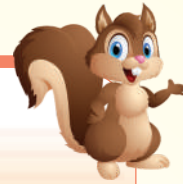


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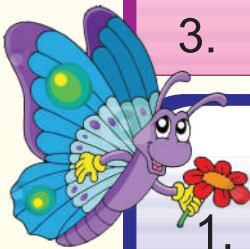
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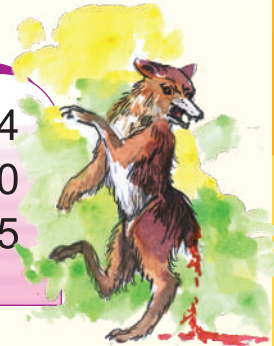
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## National Anthem

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.

Punjab-Sindhu-Gujarat-Maratha

Dravida-Utakala-Banga

Vindhya-Himachala-Yamuna-Ganga

Uchchala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha asisa mage,

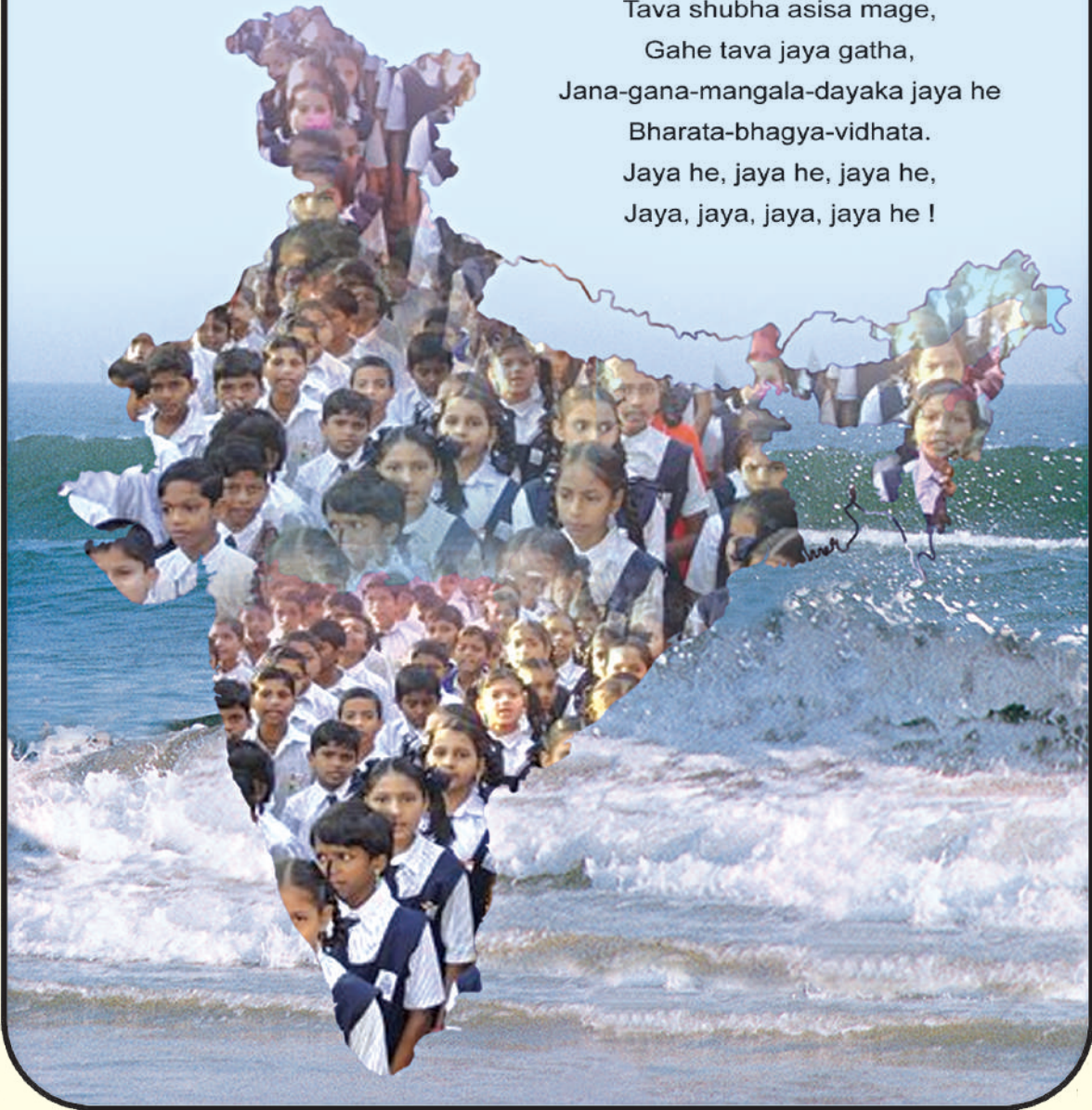
Gahe tava jaya gatha,

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.

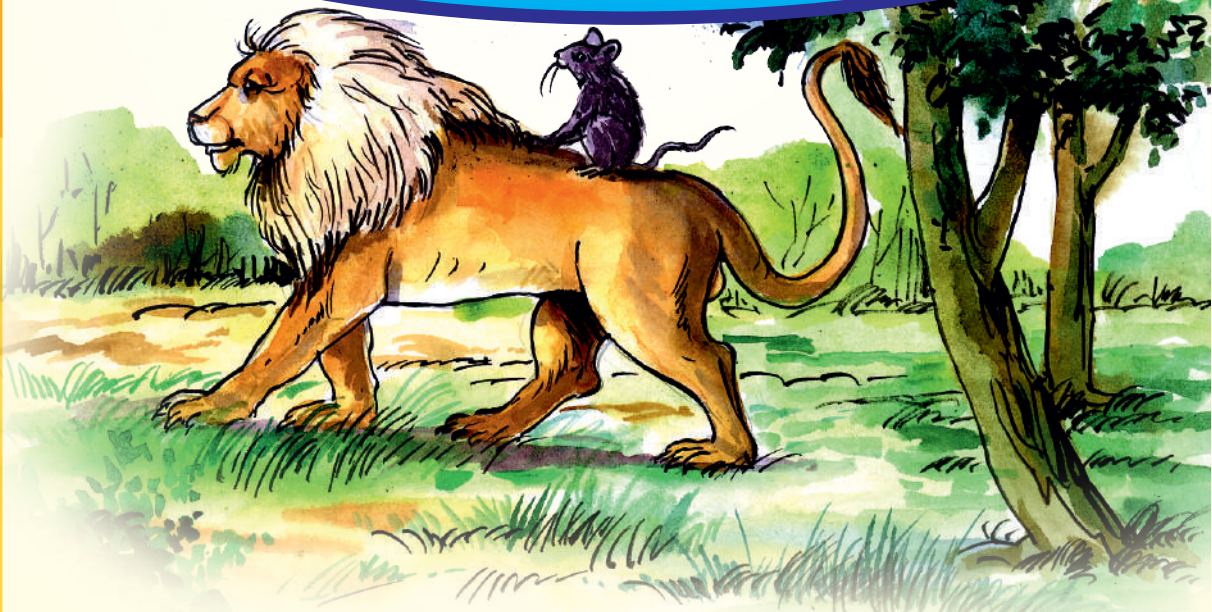




# PART-1



## Pre - primer



## PART-1

# PRE- PRIMER

### Introduction

ଆଗରୁ କୁହାଯାଇଛି, ପ୍ରାକ୍-ପ୍ରାଥମିକ ଶିକ୍ଷା (Pre-primary Education) ଶିକ୍ଷାର ଏକ ଅତି ଦରକାରୀ ଅଙ୍ଗ (A very important part of education ) । ଆମ ଶିକ୍ଷା କ୍ଷେତ୍ରରେ ପ୍ରାକ୍-ପ୍ରାଥମିକ ଶିକ୍ଷାକୁ ଅଙ୍ଗନବାଡ଼ିକୁ ଦିଆ ଯାଇଛି ଯାହାର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ଭାଷାର ଶୁଣିବା ଏବଂ କହିବା ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସାହାଯ୍ୟ କରିବା । ସେମିତି ଇଂରାଜୀ ପ୍ରାଥମିକରେ 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 ମୂଳଦୁଆ ପକାଏ । ସେ ମୂଳଦୁଆ ନ ପଢ଼ିଲେ 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 ଚାରୋଟି ଭାଗ ଅଛି । ସେଗୁଡ଼ିକ ଏହି ପ୍ରକାରର:

### Pre - primer Part

Listen to Stories      You Know English      Rhyme Time      Fun with Pictures

ଏହି Pre-primer ଅଂଶଟିକୁ ପଢ଼ାଇବାପାଇଁ Fifty Hours Time ଦିଆଯାଇଛି । ଏଥିରେ ଥିବା Activityଗୁଡ଼ିକ କଲେ, ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଇଂରାଜୀ ଦକ୍ଷତା ଶୁଣିବା ଏବଂ କହିବା ସହ ବୌଦ୍ଧିକ ବିକାଶ (cognitive development) ମଧ୍ୟ ହେବ । ସେସବୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଦୁଆ ପକାଇ ଇଂରାଜୀରେ ପଢ଼ିବା ଏବଂ ଲେଖିବା ଦକ୍ଷତା (Reading and Writing Skills)ର ବିକାଶରେ ସାହାଯ୍ୟ କରିବ, ମାତ୍ର ଏସବୁ Pre-Primer ଅଂଶ ଗୁଡ଼ିକୁ ପଢ଼ାଇବା ପାଇଁ ବିଶେଷ ଦକ୍ଷତା ଦରକାର । ତେଣୁ ସେସବୁ ଅଂଶ କେମିତି ପଢ଼ାଯାଇ ପାରିବ, ତାର ବିଶେଷ ବିବରଣୀ ଦିଆଯାଇଅଛି । ସେସବୁ ପଢ଼ି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ Pre -primer ଅଂଶ ଗୁଡ଼ିକୁ ସହଜରେ ପଢ଼ାଇ ପାରିବେ ।

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

Children like listening to stories. Usually grandmothers, grandfathers and parents tell them stories at home. ବିଦ୍ୟାଳୟମାନଙ୍କରେ ମଧ୍ୟ ଗଳ୍ପକଥନ ମାଧ୍ୟମରେ ଭାଷା ଶିକ୍ଷାର ମୂଳଦୁଆ ପକାଯାଏ । Every primary teacher should, therefore, be a good story- teller. ମାତ୍ର ଇଂରାଜୀ ଶିକ୍ଷା କ୍ଷେତ୍ରରେ ପ୍ରଥମରୁ ଇଂରାଜୀରେ ଗପ କହିଲେ ପିଲାମାନେ କଣ ବୁଝିପାରିବେ? ଏ ପ୍ରଶ୍ନ ସବୁ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କ ମନରେ ଆସିବା ସ୍ୱାଭାବିକ । କିନ୍ତୁ ଏହା ସମ୍ଭବ କିପରି ? ଚାରୋଟି ଉପାୟରେ ପ୍ରଥମରୁ ଇଂରାଜୀରେ ଗପ ବୁଝିବା ସମ୍ଭବ କରାଯାଇ ପାରିବ । ସେ ଉପାୟଗୁଡ଼ିକ ହେଲା :

୧. ଆଗରୁ ଓଡ଼ିଆରେ ଶୁଣିଥିବା ଗପ (Telling Known Stories)
୨. ଗପ କହିଲାବେଳେ ଛବି ଦେଖାଇ (Using Pictures)
୩. ଅଙ୍ଗଭଙ୍ଗୀ ବ୍ୟବହାର ଦ୍ୱାରା (Using Action and Gesture)
୪. ଅତି ଦରକାରବେଳେ ମାତୃଭାଷା ବ୍ୟବହାର କରାଯାଇ ପାରିବ । ସବୁଠୁ ବଡ଼କଥା ହେଲା ଏସବୁ ମାଧ୍ୟମରେ ଇଂରାଜୀ ଗପଗୁଡ଼ିକୁ ଅଧ୍ୟାୟ ବୁଝିଲେ ଚଳିବ । ପୂରା ବୁଝିବା ଦରକାର ନାହିଁ । ଇଂରାଜୀରେ ଗପ ଶୁଣିଲେ ଲାଭ କ'ଣ ହେବ ? How will children gain from listening to stories in English ? ଲାଭ ଅନେକ, ସେସବୁ ହେଲା -

- ଶୁଣିବା ଦକ୍ଷତା ଭାଷା ଶିକ୍ଷାର ମୂଳଦୁଆ ପକାଏ (This will develop the listening skills of students in English.)
- ଗପ ଶିକ୍ଷାରୁ ଇଂରାଜୀ ଶିକ୍ଷା ଆରମ୍ଭ ହେଲେ, ଇଂରାଜୀ ଶିକ୍ଷା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କପାଇଁ interesting ଏବଂ ଆନନ୍ଦଦାୟକ ହେବ । ତଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଇଂରାଜୀ ପ୍ରତି ଥିବା ଭୟ ଛାଡ଼ିବ ।
- ଆଗରୁ କୁହାଯାଇଛି, ଭାଷା ଗୋଟିଏ ପୂର୍ଣ୍ଣ ଏବଂ ସମନ୍ୱିତ (Whole and Integrated) ଜିନିଷ । ଭାଷାକୁ ଭାଙ୍ଗି ଭାଙ୍ଗି ପଢ଼ାଇଲେ ଭାଷା ଶିକ୍ଷା ଫଳପ୍ରସ୍ତ ହୁଏନାହିଁ । ଗପରୁ ଭାଷା ଶିକ୍ଷା ଆରମ୍ଭ କଲେ, ଭାଷାରେ ପୂର୍ଣ୍ଣ ଏବଂ ସମନ୍ୱିତ ଗୁଣ ବଜାୟ ରଖାଯାଇପାରିବ ।
- ଭାଷା ଗୋଟିଏ କଠିନିଷିଆ ବିଷୟ (Complex Subject) । ଏ କଠିନିଷିଆ ବିଷୟଟି ଭାଷା ବ୍ୟବହାରର ପରିପ୍ରେକ୍ଷା (context)ରୁ ଅନାୟାସରେ ଶିକ୍ଷା କରାଯାଏ । ଭାଷା ସଦାବେଳେ ପରିପ୍ରେକ୍ଷାରେ ବ୍ୟବହାର ହୁଏ । Without context, no one uses language. Language is easily learnt from contexts. ଗପରେ

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

ଇଂରାଜୀରେ ଗପ କେମିତି କୁହାଯିବ ଏବଂ କହିଲେ କଣ ଉପକାର ମିଳିବ ସେସବୁ ଆମେ ଜାଣିଲୁ । ହେଲେ ପ୍ରଶ୍ନ ହେଲା, ଆମର ସମସ୍ତ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଇଂରାଜୀରେ 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 ଢଙ୍ଗ ବଦଳାଇବାକୁ ପଡ଼ିବ । ଡେସ୍କରେ ନ ବସି ଛାତ୍ରଛାତ୍ରୀ ତଳେ ବସିଲେ ଭଲ । ସେମିତି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ମଧ୍ୟ ତଳେ ବସିଲେ ଭଲ । ଛାତ୍ରଛାତ୍ରୀ ଅଧା ବୃତ୍ତାକାରରେ (semi - circle) ପାଖାପାଖି ବସିଲେ ଭଲ ।

ସେମିତି ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ପଢ଼ାଇବାର ଢଙ୍ଗ ବଦଳାଇବାକୁ ପଡ଼ିବ । ହସି ଅଙ୍ଗଭଙ୍ଗା କରି, voice modulation କରି ଗପ କହିବାକୁ ପଡ଼ିବ । ଗପର ବିଭିନ୍ନ ଚରିତ୍ର କହିଲା ପରି କହିବାକୁ ପଡ଼ିବ । ଏଇ ଯେମିତି ମୁଷା କହିଲା ବେଳେ ମୁଷା ପରି, ସିଂହ କହିଲା ବେଳେ ସିଂହ ପରି । ଗପଟିର ଠିକ୍ ସ୍ଥାନରେ ରହିଯାଇ ପିଲାମାନଙ୍କୁ “ଏହା ପରେ କଣ ହେବ ?” ପଚାରିବାକୁ ପଡ଼ିବ । ଗପ କହିଲା ବେଳେ ସବୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ସହ ନଜର contact ରହିବ । ବିଶେଷ ଭାବେ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କୁ ରାଗିବା, ଡରେଇବା, ଅପଥା ବୁଝାଇବା, କାଷ୍ଟବତ୍ ପଢ଼ାଇବା ଆଚରଣକୁ ବଦଳାଇବାକୁ ପଡ଼ିବ ।

The next thing is how to tell stories in English. ସେଥିପାଇଁ ବହିଟିରେ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କପାଇଁ ସବୁ ପ୍ରକାରର ସୁବିଧା କରିଦିଆଯାଇଛି । ଗପଟିକୁ କିପରି କହିବେ, ଗପଟି କହିଲା ପରେ ଅନ୍ୟକାମଗୁଡ଼ିକୁ କିପରି କରାଇବେ, ସେସବୁ ସରଳ ଭାବରେ ଲେଖାଯାଇଛି । ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କର କାମ ହେଲା ବହିଟିକୁ ଦେଖି, ବଡ଼ ପାଟିରେ ପଢ଼ି ପଢ଼ି ପିଲାମାନଙ୍କୁ କହିବେ । ଅସୁବିଧା ହେଲା, ବହିଟି ପଢ଼ୁ ପଢ଼ୁ କହିବା । ପ୍ରଥମେ ପ୍ରଥମେ ଅସୁବିଧା ହେବ । ମାତ୍ର ଅଭ୍ୟାସ ହୋଇଗଲେ, ବହିଟିକୁ କମ ଦେଖିବା ଦରକାର ପଡ଼ିବ । ତେଣୁ ପ୍ରଥମେ ବହିଟିକୁ ଦେଖି ଦେଖି ଧୀରେ ଗପ କହିବେ । ଅଭ୍ୟାସରେ ପଡ଼ିଗଲେ ବହି କମ୍ ଦେଖି ଗପଟିକୁ ମନକୁ ମନ ବହିରେ ଲେଖାହୋଇଥିବା ପରି କହିବେ । ତା ଦ୍ଵାରା ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କର English language skills ମଧ୍ୟ ଆପେ ଆପେ ବଢ଼ିଯିବ ।

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## LESSON - 1



# THE LION AND THE RAT

### Pre-story Telling

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

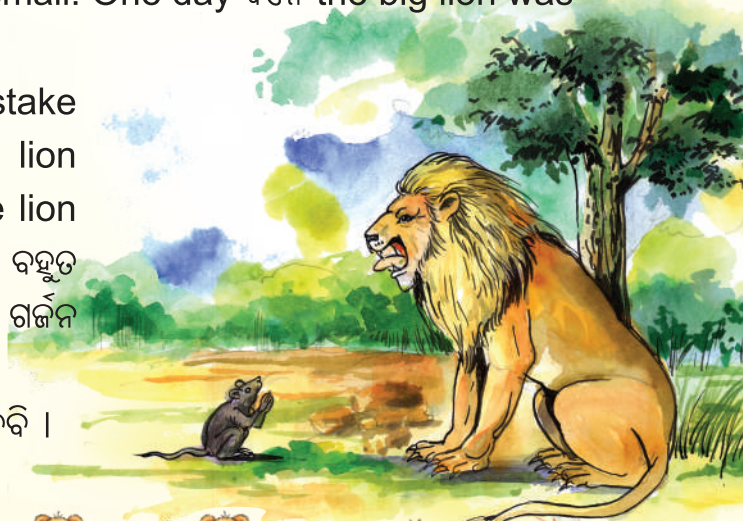
Do you like stories ? ତୁମକୁ ଗପ ଭଲ ଲାଗେ ? Will you listen to a story ? ଗୋଟିଏ ଗପ ଶୁଣିବ କି ? Look at the picture. ଛବି ଦେଖ । What is the story about ? ଗପଟି କାହା ବିଷୟରେ ? Who can say ? କିଏ କହିପାରିବ ?



### 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."



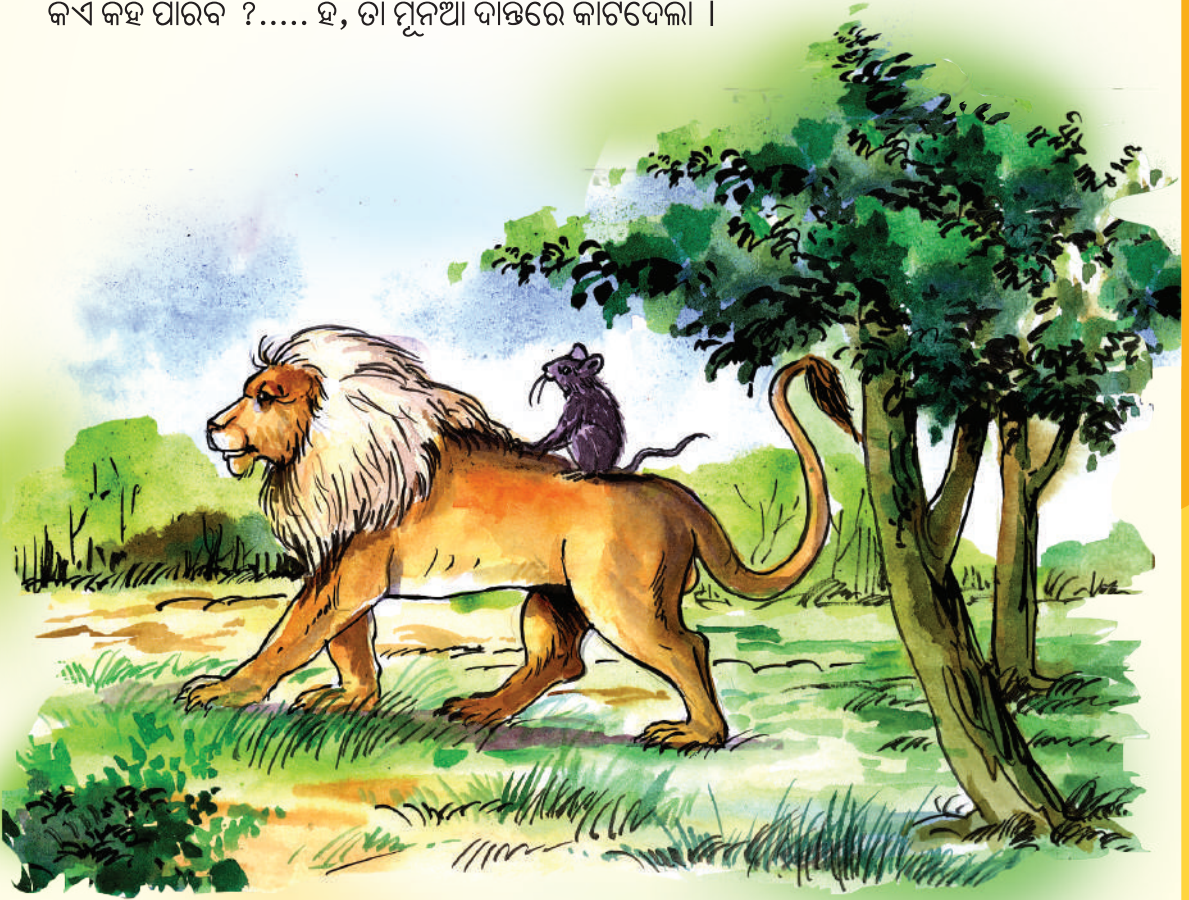
The rat prayed ମୁଷା ପ୍ରାର୍ଥନା କଲା,  
କହିଲା,

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

I'll help you one day. ମୁଁ ତୋତେ  
ଦିନେ ସାହାଯ୍ୟ କରିବି ” । ସିଂହ ଦୟାକରି  
ମୁଷାକୁ ଛାଡ଼ିଦେଲା ।



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



The lion was very happy. ସିଂହ ବହୁତ୍ 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 ତୁମକୁ ଭଲ ଲାଗିଲା ? Tell me, what is the story about ? ଗପଟି କାହା ବିଷୟରେ ? Who is big ବଡ଼ କିଏ ? Who is small ଛୋଟ କିଏ ? Who helped whom, କିଏ କାହାକୁ ସାହାଯ୍ୟ କଲା ? Who do you like ? ତୁମେ କାହାକୁ ଭଲ ପାଅ - 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 ଆଙ୍କୁଳି 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." ଚିତ୍ର ଉପରେ - Lion carrying the rat ଚିତ୍ର 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 ଅଙ୍କୁଳି 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) ମୁଁ କିଛି 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"

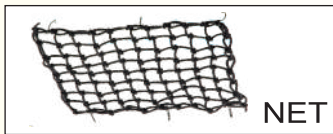
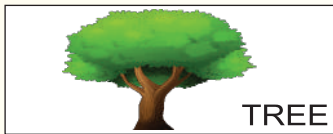




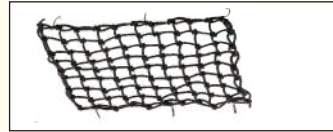
5. Matching Activities :

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

'A'



'B'



(ii) Writing with pictures :

'A'

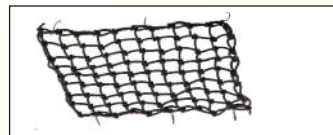
LION

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.





## 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 ଇଂରାଜୀରେ 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 ? ବେଙ୍ଗକୁ ଇଂରାଜୀରେ କ'ଣ କୁହନ୍ତି ? ଫୁଲ୍ । କାଉକୁ.... କ୍ରୋ । Listen to the story. ଗପଟି ଶୁଣ ।

### While-Story-telling

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

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

The frog was very proud. ବେଙ୍ଗଟି ବେଶି ଗର୍ବୀ ଥିଲା । Why ? କାହିଁକି ଜାଣ ?.... Because he can swim in water. ସେ ପାଣିରେ ପହଞ୍ଚି ପାରେ । He can also jump on land. ସେ ମଧ୍ୟ ମାଟି ଉପରେ ଡେଇଁ ପାରେ ।



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

ତୁମେ ଭଳି ପହଁରି ପାରିବୁ ?"

**Crow :** "No, I cannot."

**କାଉ :** "ନା ମୁଁ ପାରିବିନି ।"

**Frog :** "Can you jump like me?"

ବେଙ୍ଗ : "“ମୋ ପରି ଡେଇଁ ପାରିବୁ ?”"

**Crow :** "No, I cannot."

କାଉ : "ନା, ମୁଁ ପାରିବିନି ।"

ବେଙ୍ଗ ଆହୁରି 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 ପଳେଇଲା । The crow flew away catching the frog in its beak.

• **Teacher asks these questions.**

• **Comprehension :**

Did you like the story ? ଗପଟି ତୁମକୁ ଭଲ ଲାଗିଲା ?

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

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

Whom do you like ? ତୁମର କାହାକୁ ପସନ୍ଦ ?



## Post-story telling

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

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



ଛବିର ବେଙ୍ଗ ଉପରେ ଆଙ୍ଗୁଳି ଦିଅ । Put your finger on the frog..... Put your finger on the crow. କାଉ ଉପରେ । ଆଖି ଖୋଲି ଦେଖ । Open your eyes and see. ଠିକ୍ ଅଛି ?.... ପୋଖରୀ ଉପରେ On the pond.... on the tree- ଗଛ ଉପରେ.. କାଉ ଥଣ୍ଡ ଉପରେ – on the beak of the crow....

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

- (ii) **Writing** : ଗପଟିର ଫଟୋ ନିଅ । ଆଖି ବୁଜି କୁଆ ବେଙ୍ଗକୁ ନେଇ ଯାଉଥିବା ଲେଖା ଉପରେ... ବେଙ୍ଗ ଗର୍ବରେ କାଉକୁ ପଚାରୁଥିବା ଉପରେ.... କାଉର ଉତ୍ତର 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 ଇଂରାଜୀ 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 ଟେକିବ ।

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) :**

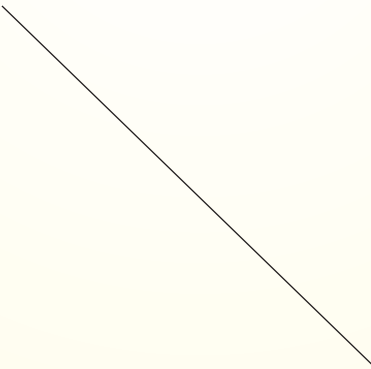
**5 Matching Activities :**

(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 ?

ଗୁଣ୍ଡୁଚି ମୁଷାକୁ ଇଂରାଜୀରେ କ'ଣ କୁହନ୍ତି ?

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, ଶସ୍ୟ ଖାଉଥିଲା । A cat took away its tail. ବିରାଡ଼ିଟିଏ ତା ଲାଞ୍ଜ ନେଇ 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 ? ଗପଟିରେ କିଏ ସବୁ ଅଛନ୍ତି ?

What did the cat ask the squirrel to bring ?.... ବିଲେଇ କ'ଣ ଆଣିବାକୁ 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**

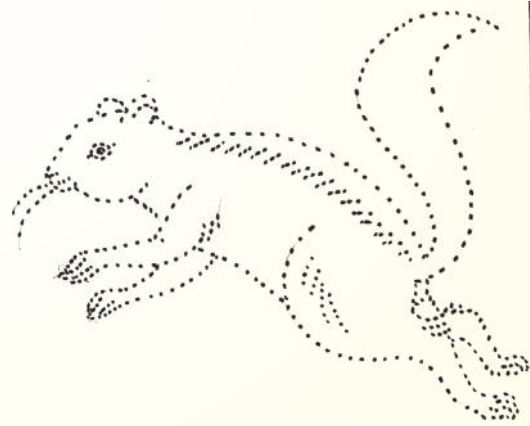
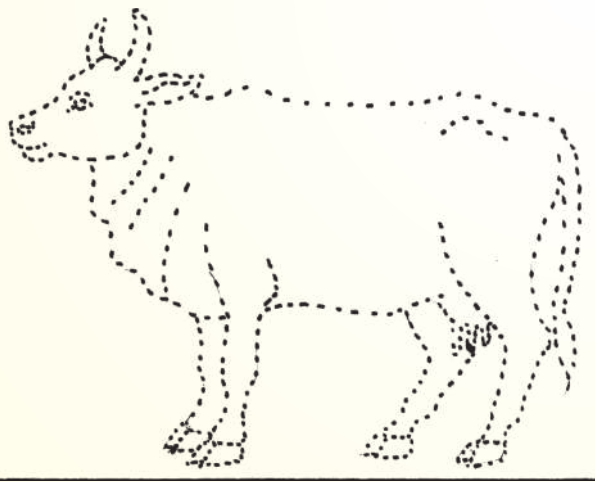
Cow

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 ଶବ୍ଦରେ ଭାଷା ବ୍ୟବହାର ପ୍ରାୟତଃ ଅସମ୍ଭବ । କେବଳ ଶବ୍ଦ ଦ୍ଵାରା, ବିନା ବାକ୍ୟରେ, ଭାବର ଆଦାନ ପ୍ରଦାନ ସମ୍ଭବ । It is possible to communicate, only with words । ଗୋଟିଏ ଭାଷାରେ କେବଳ ‘ହଁ’ ଏବଂ ‘ନାଁ’ (‘Yes’ or ‘No’) ଜାଣି କିଛିଟା communicate କରାଯାଇପାରିବ । ତେଣୁ ଗୋଟିଏ ଭାଷା ଶିଖିବାକୁ ହେଲେ, ସେ ଭାଷାର vocabulary ଶିଖିବାକୁ ପଡ଼ିବ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଛାତ୍ରୀ ବେଶ୍ ସଂଖ୍ୟକ ଓଡ଼ିଆ ଶବ୍ଦ ଘରୁ ଶିଖିକରି ଆସି ଥାଆନ୍ତି । 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 ? ଇଂରାଜୀ ହେଉଛି ଆମର ଦ୍ଵିତୀୟ ଭାଷା (Second language) । ଦ୍ଵିତୀୟ ଭାଷାର ଅର୍ଥ ହେଲା ଯେ ଭାଷା କେବଳ ଆମ classroomରେ ସିମାତ ନୁହଁ । ତାହା କିଛି ମାତ୍ରାରେ ଆମ ପାଣି ପବନରେ ଥାଏ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଛାତ୍ରୀ ଆମ ବାତାବରଣରୁ କିଛି ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଥାନ୍ତି । ତେଣୁ ଗୋଟିଏ ବିଦେଶୀ ଭାଷା (Foreign language) ତୁଳନାରେ ଇଂରାଜୀ ଭାଷା ଶିଖିବା ଆମ ପାଇଁ ସହଜ ।

ଆମେମାନେ ଇଂରାଜୀ ଶିକ୍ଷା ଦେଉଥିବା ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଜାଣିବା ଉଚିତ୍ ଯେ ଆମ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନେକ ଇଂରାଜୀ ଶବ୍ଦ ଆମ ବାତାବରଣରୁ ଶିଖିଥାନ୍ତି ଏବଂ ସେଗୁଡ଼ିକୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରାଯାଇପାରିବ । ଇଂରାଜୀ ଭାଷାକୁ ଏକ ନୂଆ ଭାଷା ପରି ଶିକ୍ଷା ଦିଆଯାଏ । ଖାଲି ନୂଆ ନୁହେଁ ଏକ କଷ୍ଟ (difficult) ଭାଷା ପରି । This creates problems for our students in learning English. ପ୍ରଶ୍ନ ହେଲା, ସେମାନେ କେତେ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିକରି ଆମ ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆନ୍ତି, ତାହା ନିର୍ଭର କରେ ପିଲାଟି କେଉଁ ବାତାବରଣରୁ 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 ଛାତ୍ରଛାତ୍ରୀମାନେ ୫୦୦ ରୁ ୧୦୦୦ ପର୍ଯ୍ୟନ୍ତ, କିଛି ସ୍ଥଳରେ ବେଶି ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆନ୍ତି । ସେସବୁକୁ ଇଂରାଜୀ ଶିକ୍ଷାରେ ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଆବଶ୍ୟକ । ଏହି ବିଭାଗଟିର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ହେଲା, ସେସବୁକୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଏବଂ ସେମାନଙ୍କ ମନରେ ଆଗ୍ରହ ଓ ଉତ୍ସାହ 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 ଇଂରାଜୀ ଜାଣିଛ ?

କିଏ ସବୁ ଇଂରାଜୀ ଜାଣିଛ କହିଲ ? ଇଂରାଜୀରେ 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 ଇଂରାଜୀ ଜାଣିଛ ।



## While - brainstorming

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

ସାଇକେଲ ପାର୍ଟସର 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 ଇଂରାଜୀରେ ଗଣିପାରିବ ? One, two, three.....
- ଆଛା କହିଲ, ସାଇକେଲର କେଉଁ ପାର୍ଟସ୍‌ଗୁଡ଼ିକ ନହେଲେ ଚଳିବ ?
- ସେଗୁଡ଼ିକ ଥିଲେ କ'ଣ ଲାଭ ? ନରହିଲେ କ'ଣ କ୍ଷତି ?
- ସବୁ ପାର୍ଟସ୍‌ର ଲେଖା ସବୁ ଭଲ କରି ଦେଖ । କହିଲ କେଉଁ ପାର୍ଟସ୍‌ଗୁଡ଼ିକ ଦୁଇ ଦୁଇ ଶବ୍ଦ ମିଶିକରି ହୋଇଛି ?  
Which words are made of two words ?
- Are these all English or Odia words ? ସେ ସବୁ ଇଂରାଜୀ 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 ଆଖି କେମେରାରେ ସାଇକେଲ୍ ଚିତ୍ରର ଫଟୋ ନିଅ । ଆଖି ବୁଜ । Close your eyes, put your index finger ତୁମ ବିଶି ଅଙ୍ଗୁଳି ସାଇକେଲ୍ handle ଉପରେ ଦିଅ । Open your eyes ଆଖି ଖୋଲି ଦେଖ । Right or wrong ଠିକ୍ ବା ଭୁଲ୍ ? (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 ସେଥିରୁ କିଛି word ପଢ଼ିବି । You will tick those I read aloud ମୁଁ ଯେଉଁ words ପଢ଼ିବି ତୁମେ ସେଇ words ଗୁଡ଼ିକୁ ଟିକ୍ କରିବ ।  
କେରିଅର, ମଡ଼ଗାଡ଼, ହେଷ୍ଟେଲ, ସିଟ୍, ଚେନ୍, ବ୍ରେକ୍, ରିମ୍, ଟାୟାର, ଟ୍ୟୁବ୍, ସିଟ୍ କଭର୍

**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 :**

- ସାଇକେଲ, ମଟର ସାଇକେଲ ବା କାରଠାରୁ କାହିଁକି ଭଲ ? Why is a bicycle better than a motor cycle or a car ?

(Less expense, no pollution.....)

- ସାଇକେଲମାନଙ୍କର 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 ଯେମିତି ସାଇକେଲ ବିଷୟରେ ଓଡ଼ିଆକୁ ବାହାର କଲୁ, ସେମିତି ତୁମେ ଯାନବାହାନ ବିଷୟରେ ଶବ୍ଦ ବାହାର କରି ପର କ୍ଲାସକୁ ଆଣିବ ।

At home collect words on 'vehicles'.

## LESSON -2

# SCHOOL

### Pre - brainstorming



#### • Socialisation :

Home task କରିଛ କି ନাই ? ଯାନବାହାନ ବିଷୟରେ କିଏ ଓଡ଼ିଆ ଲେଖିଛ କୁହ...

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...

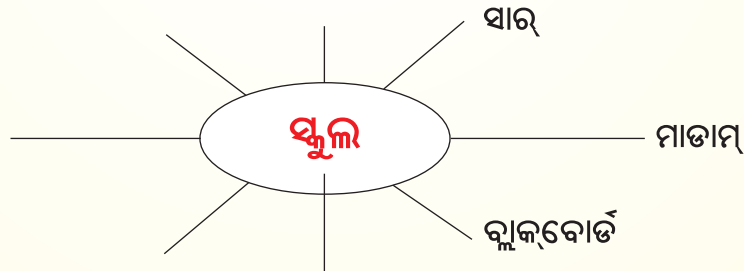
Look at the picture ଛବିଟା ଦେଖ । What is the picture ?

..... 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 ବୁଦ୍ଧି ଖଟାଇ କୁହ ।

[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.....

ବ୍ଲକ୍ ବୋର୍ଡ, ଚକ୍, ବୁକ୍, ଡକ୍ଟର, ପେନ୍, ପେନ୍ସିଲ୍,  
ସ୍କୁଲ ବ୍ୟାଗ, ମ୍ୟାପ, ଗ୍ଲୋବ୍, ଟେୟାର, 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 ?

ସ୍କୁଲ ବିନା ପାଠ ପଢ଼ା ସମ୍ଭବ କି ?

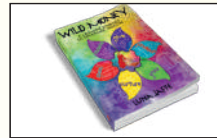
**6 Matching Activities :**

(I) Picture with picture :

**A**



**B**



(ii) Writing with pictures :

**A**

Table

Chair

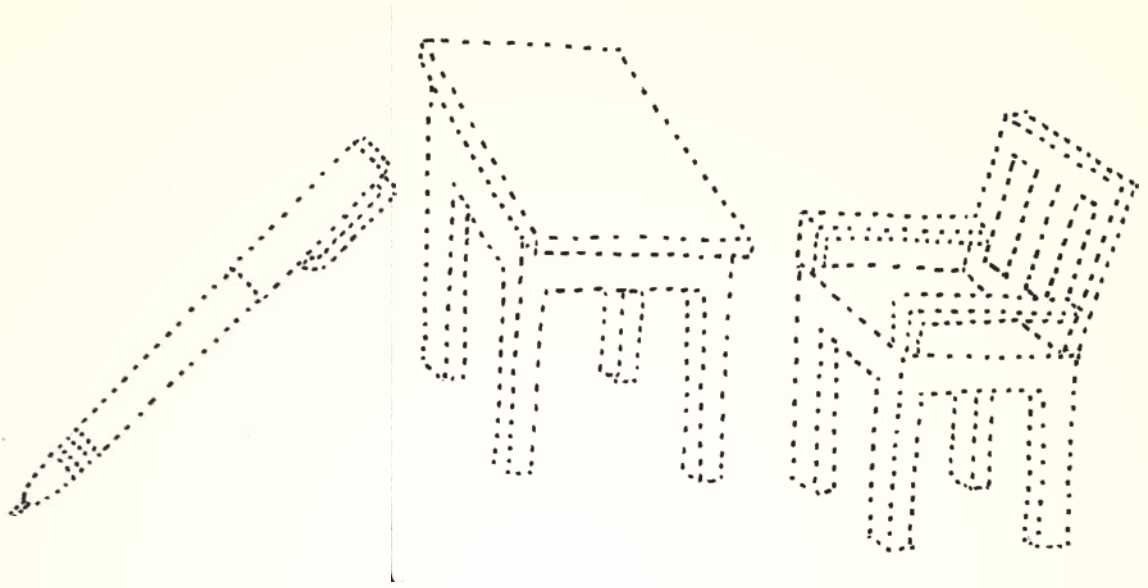
Pen

Book

**B**



7 Draw the pictures following dotted sketch:



8 ଅଭ୍ୟାସ ପାଇଁ କାର୍ଯ୍ୟ :

ଘରୁ ଡାକ୍ତରଖାନା ସମ୍ବନ୍ଧରେ ଡ୍ରାଟ୍ ଲିଖି କର ଆଣିବ ।

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



## LESSON -3

# FOOD AND DRINKS



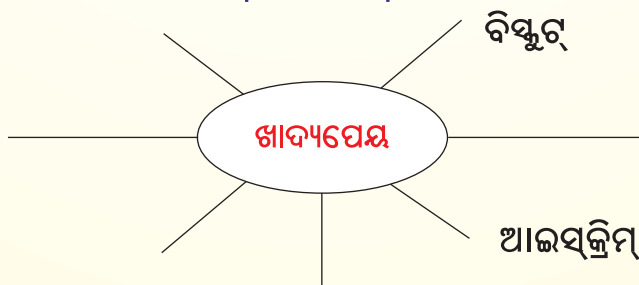
### Pre-brainstorming

- **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....'  
ଖାଦ୍ୟପେୟ 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 ପାଅ ?

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.....

କେକ, ବ୍ରେଡ, ବିସ୍କୁଟ, ଆଇସକ୍ରିମ୍, ଏଗ, ଆପଲ, ଟମାଟୋ, ଚୋକଲେଟ୍, ଟି, କର୍ମି

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

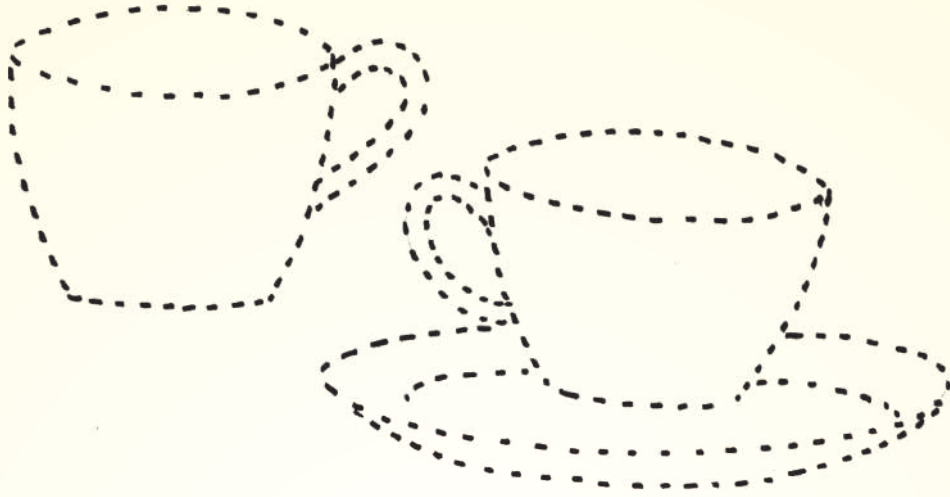
tomato

biscuit

egg



7 Draw pictures following the dotted sketches:



8 ଘରେ ନିମ୍ନ ବିଷୟମାନଙ୍କ ସମ୍ବନ୍ଧରେ word list କର - ସିନେମା, ଟିଭି, ମୋବାଇଲ, ଖେଳ, ଟ୍ରେନ... ତୁମେ ଦେଖିବ ସ୍କୁଲ ଆସିବା ପୂର୍ବରୁ ତୁମେ ସବୁ ଅନେକ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଛ । Think, how did you learn all these words ?.... ଆମ ପାଣି ପବନରେ ଅନେକ ଇଂରାଜୀ ଅଛି । ସ୍କୁଲ ବାହାରେ କେଉଁଠି କେଉଁଠି ଇଂରାଜୀ ଅଛି ନଜର କର । କାର୍ ପଛରେ ନମ୍ବର ଇଂରାଜୀରେ କି ନୁହଁ ? ଗୋଟିଏ truck ପଛରେ କ'ଣ ସବୁ ଇଂରାଜୀ 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 ଗୀତ ଭଲ ପାଆନ୍ତି । ଗୀତ ମାଧ୍ୟମରେ ଭାଷା ଶିକ୍ଷା ସହଜସାଧ୍ୟ ହୁଏ । ଛୋଟ ପିଲାମାନଙ୍କୁ ଭାଷା ଶିଖାଇବା ପାଇଁ ସାଧାରଣତଃ ତିନି ପ୍ରକାରର song ବ୍ୟବହାର କରାଯାଏ । ସେଗୁଡ଼ିକ ହେଲା Action Song, Rhymes ଏବଂ TPR (Total Physical Response.) Action songଗୁଡ଼ିକୁ action କରି ଗାଇବାକୁ ପଡ଼େ । Action ରୁ ନୂଆ ନୂଆ ଶବ୍ଦର ଅର୍ଥମାନ ସହଜରେ ବୁଝିହୁଏ ।

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 ପଢ଼ାଇବା ପାଇଁ ଶିକ୍ଷକଶିକ୍ଷୟିତ୍ରୀମାନେ 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 ଭଲ ଲାଗେ ? 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 ତୁମକୁ 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' ନୁହଁ - 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. ତୁମ ଆଖି କ୍ୟାମେରାରେ ଛବିଗୁଡ଼ିକର ଫଟୋ ନିଅ । ନେଇ ସାରିଲ ? Close your eyes ଆଖି ବନ୍ଦ କର । ମୁଣ୍ଡ କୁଣ୍ଡାଇବା ଚିତ୍ର ଉପରେ ଆଙ୍କୁଳି ଦିଅ । 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 । ଆଖିକୁଜି closing your eyes, brush teeth ଦାନ୍ତ ଘଷା ଉପରେ ଆଙ୍କୁଳି 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 (ପ୍ରସ୍ତୁତ) ?
  - (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 ଇଂରାଜୀରେ କହିବି, ତୁମେ 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)

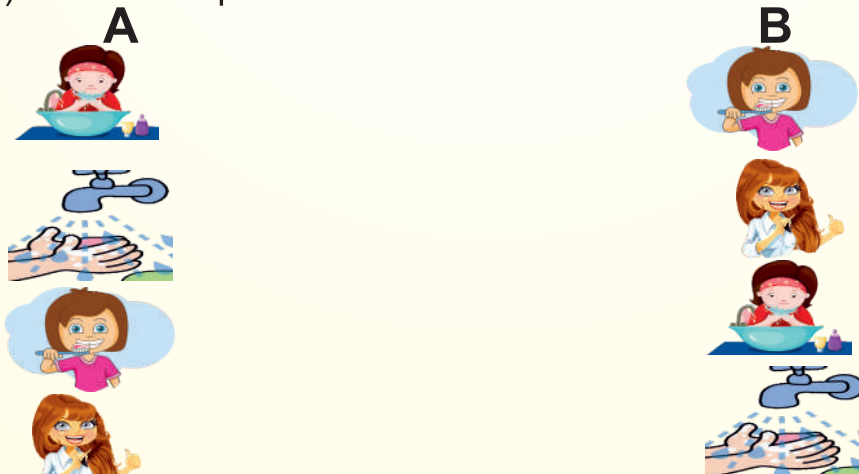
- Students vs students- same way with change of role. (reading aloud)

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.

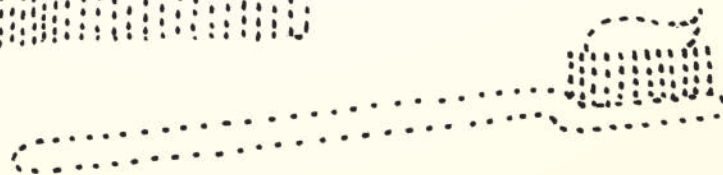
Comb your hair.

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.



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 ଚିନ୍ତା କରୁଛନ୍ତି ?
6. Why are they thinking ? ସେମାନେ କ'ଣ ଚିନ୍ତା 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**

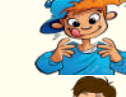
**Mother cooking**

**A hungry boy**

**Girl thinking**

**Boy thinking**

**B**



(iii) Writing with writing:

**A**

mother

hungry boy

girl thinking

boy thinking

**B**

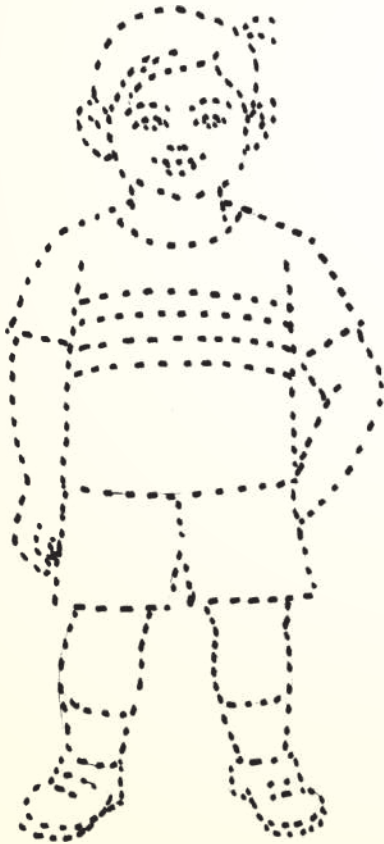
boy thinking

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 ଅନୁମାନ କରିପାରିବ କି ?  
What is this song about ?  
Lets sing the song.



### 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 ଇଂରାଜୀରେ 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.

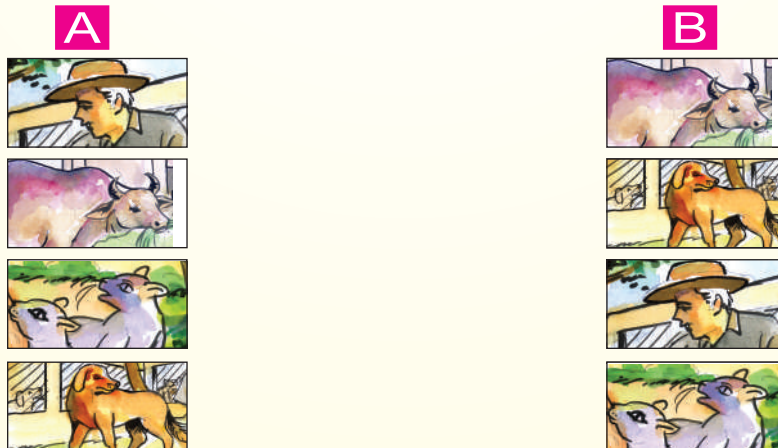
**(ii) Dialogues:** (Teacher vs students, students vs students)

- Old Mac Donald had a farm.
- Yii, Yii, Yoo.
- A moo here.
- A moo 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 (ବୌଦ୍ଧିକ ବିକାଶ) 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 (ଛାୟା 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. “ଏବେ ଜଣେ ଜଣେ ଉତ୍ତର ଦେବ । Now you will answer individually. ଯାହାକୁ କହିବି ସେ ଉତ୍ତର 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 ଡାହାଣକୁ ଗୋଟିଏ ଧାଡ଼ିରେ କେତେ ଛବି ଅଛି ?
  - ii. How many pictures are there in one line from top to bottom ? ଉପରୁ ତଳକୁ ଧାଡ଼ିରେ କେତେ ଛବି ଅଛି ?
  - iii. How many pictures are there in this page ? Multiply 4 by 7. ପୃଷ୍ଠାରେ କେତେ ଛବି ଅଛି ? ୪ ରେ ୭ ଗୁଣା । କେତେ ହେଲା ?
  - iv. How many vehicles are there ? Which of them move very fast ? କେତୋଟି ଯାନ ବାହନ ଅଛି । କିଏ ଦ୍ରୁତ ବେଗରେ ଗତି 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 ? ସବୁଠୁ ବଡ଼ କିଏ ?
  - vii. How many sports articles are there ? ଖେଳ ଜିନିଷ କେତୋଟି 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 thier 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



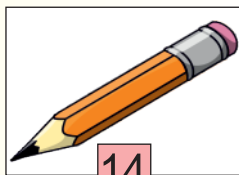
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14



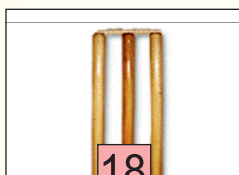
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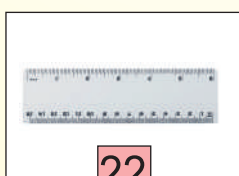
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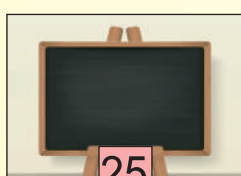
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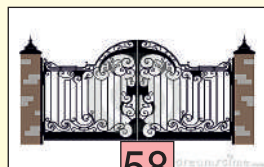
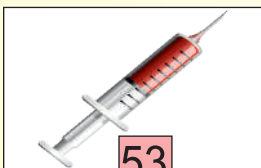
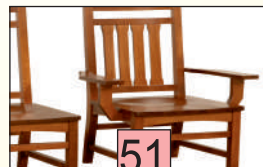
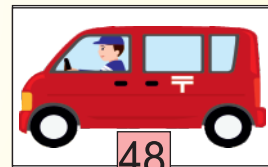
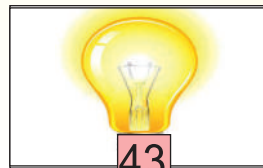
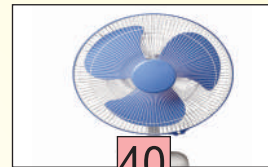
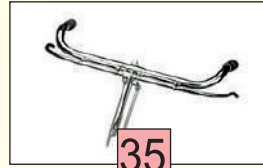


27



28

# Picture - reading - II



## 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 ଆଠଟି ସେଟ୍ । 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 ତୁମେ କହିବ କିଏ ଅଲଗା ଏବଂ କାହିଁକି ?

### 3. Picking the Odd Ones Out :

Look at carefully set 1. ପ୍ରଥମ ସେଟ୍‌ଟିକୁ ଦେଖ । Which one is different. କେଉଁଟି ଅଲଗା ? Who can say ? Raise your hands . କିଏ କହି ପାରିବ ? ହାତ ଟେକ । ( 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 ? କେତେ ସେଟ୍‌ର pictures ଅଛି ? How many pictures are there in each set. ଗୋଟିଏ ସେଟ୍‌ରେ କେତେ ଛବି ଅଛି ?
2. How many pictures are there on food ? କେତେ ଛବି ଖାଇବା ଜିନିଷ ଉପରେ ଅଛି ? Count and say.....



3. How many pictures are there on vehicles ? କେତୋଟି ଯାନବାହନ ଛବି ଅଛି ?  
Who can say , raise hands ?
4. How many pictures are there on school ? କେତୋଟି ଛବି ବିଦ୍ୟାଳୟର ପାଠପଢ଼ାକୁ ନେଇ ଅଛି ?
5. ଘରେ ଥିବା ଜିନିଷ କେତୋଟି ଅଛି ?

**5. VMDT :**

Look at the first set. ପ୍ରଥମ ସେଟ୍‌କୁ ଦେଖ । Take photo in your eyes. ଆଖିରେ ଫଟୋ ନିଅ । ଆଖି ବୁଜି ଅଲଗା ଛବିଟି ଉପରେ ଆଙ୍ଗୁଳି ଦିଅ । Open your eyes ଆଖି ଖୋଲି ଦେଖ । ଠିକ୍ ଛବି ଉପରେ ଆଙ୍ଗୁଳି ଦେଇଛ କି 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 ।

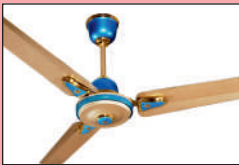
1



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. ଦେଖିକରି ଗାର ଟାଣି ମ୍ୟାଚ୍ କର ।

#### 3. Matching:

Look at carefully set 1. ସେଠି ଏକରେ ଥିବା ଚିତ୍ରଗୁଡ଼ିକ ମନଦେଇ ଦେଖ । You have to match by drawing lines. ଗାର ଟାଣି match କରିବାକୁ ପଡ଼ିବ । ‘Bat’ କୁ କାହାସହ ମ୍ୟାଚ୍ 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:

1. How many sets are there? କେତୋଟି ସେଟ୍ ଅଛି ?
2. How many pictures are there in one set? ଗୋଟିଏ set ରେ କେତୋଟି picture ଅଛି ?
3. How many vehicles are there in this page? ଏଇ ପୃଷ୍ଠାରେ କେତୋଟି ଯାନବାହାନ ଅଛି ? Count and say. ଗଣିକରି କୁହ ।
4. How many sets are there according to size? ବଡ଼ରୁ ସାନ ପାଇଁ କେତୋଟି set? Size ଅନୁସାରେ ।
5. How many sets are there according to speed? Speed ଅନୁସାରେ କେତୋଟି set ?
6. In which set do you see clothes only ? କେବଳ ଡ୍ରେସ୍ କେଉଁ set ରେ ?



## 5. VMDT:

Take Photograph of set one. ସେଟ୍ one ର ଫଟୋ ନିଅ ।

Close your eyes. ସବୁଠାରୁ ବଡ଼ ଉପରେ ଅଙ୍କୁଳି ଲଗାଅ ।

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. ମେଳ କର ।

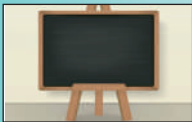
1



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 ସ୍ଥିତରେ 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. Odering:

Look at set one. ସେଟ୍ one 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 କମ୍ କହାର ?

(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? ଢେଉଁ 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 ଅଙ୍କୁଳି 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. କ୍ରମରେ ସଜାଅ ।  
Big to small ବଡ଼ରୁ ସାନ ଅନୁସାରେ

1				
2				
3				
4				
5				
6				

According to speed ବେଗ ଅନୁସାରେ ସଜାଅ

7				
8				

## 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 ମ୍ୟାଚ୍ କର ।  
(Students do, teacher verifies)  
Next. ଲେଖା ସହ picture ମ୍ୟାଚ୍ କର । ସହଜରେ ମ୍ୟାଚ୍ କରିବାକୁ ଆଗ ଲେଖା ଦେଖ ।  
Finally ଲେଖା ସହ ଲେଖାକୁ ମ୍ୟାଚ୍ କର । Match words with words.  
ସେମାନେ ଏକା ପରି ଦେଖା ଯାଉଥିବେ)  
(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 ଫେଲକର:

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 ଫେଲକର :

Picture with picture ଚିତ୍ର ସହ ଚିତ୍ର



2. Writing with picture : ଲେଖା ସହ ଚିତ୍ର

auto

iron

flag

jeep



3. Writing with writing : ଲେଖା ସହ ଲେଖା

auto

iron

flag

jeep

flag

jeep

auto

iron



1. Match ମେଳକର:

Picture with picture ଚିତ୍ର ସହ ଚିତ୍ର



2. Writing with picture: ଲେଖା ସହ ଚିତ୍ର

mobile

torch

camera

radio



3. Writing with writing: ଲେଖା ସହ ଲେଖା

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 :

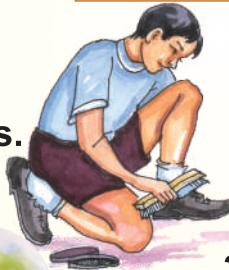
Teacher : ଏକରୁ ଦଶ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ଗଣି ଜାଣିଛ ?  
Students : ଏକ, ଦୁଇ.....ଦଶ  
Teacher : ଇଂରାଜୀରେ କିଏ ସଂଖ୍ୟା ଗଣି ଜାଣିଛ ?.....ଆଜି ଇଂରାଜୀରେ ଏକରୁ ଦଶ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ଗଣି ଶିଖିବା ।



### 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 student says the 2nd line, the third student the next line ..... When the lines are over, the next pupil begins the first line.

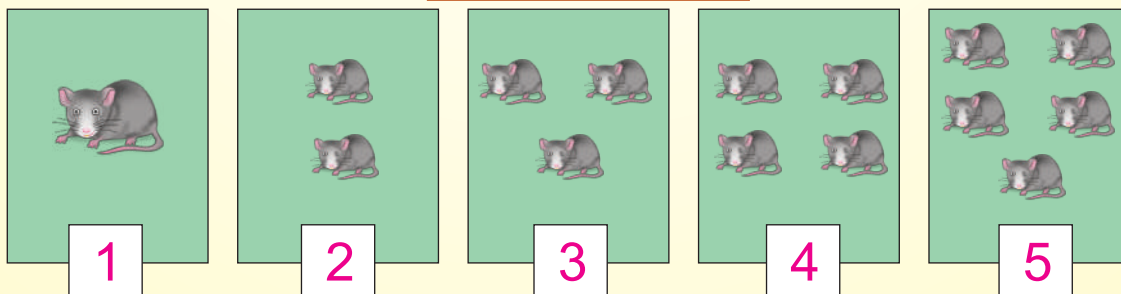
### 2.3 VMDT (Visual Memory Development Technique) :

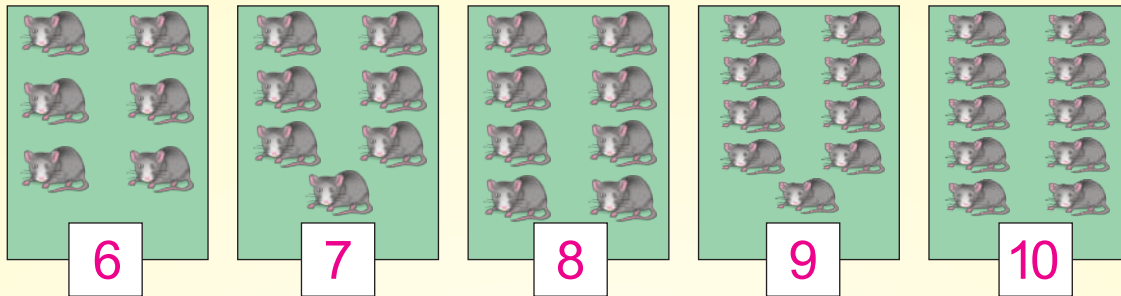
Teacher asks pupils to take a mental photograph of the rhyme with its pictures. Then asking them to close their eyes, s/he asks them to point their fingers at 'three-four-shut the door'. Pupils do and open their eyes to see whether they are right. This is done for the other items of the rhyme.

## 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
୨	9
୯	10
୭	6
୧୦	8

#### 4.2 Number Flash Card Game.

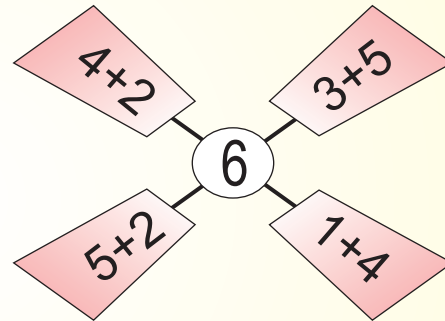
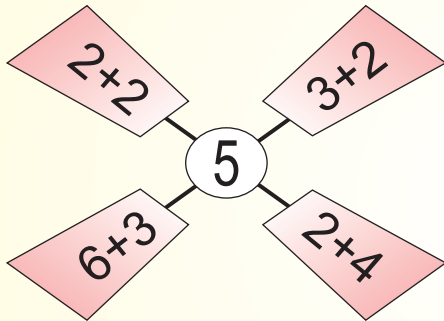
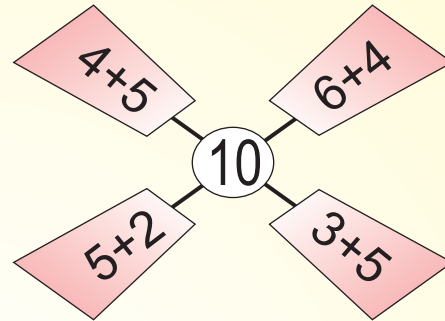
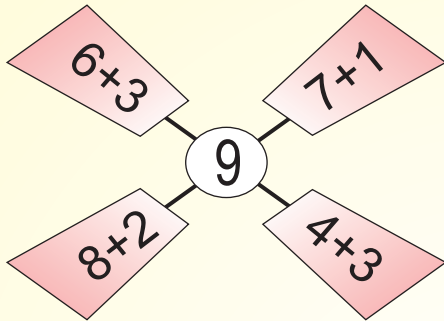
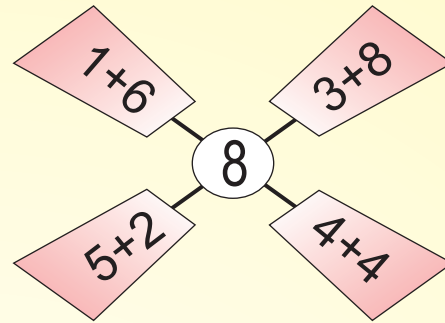
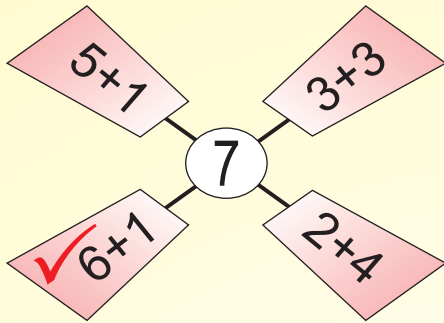
##### Steps :

- 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.

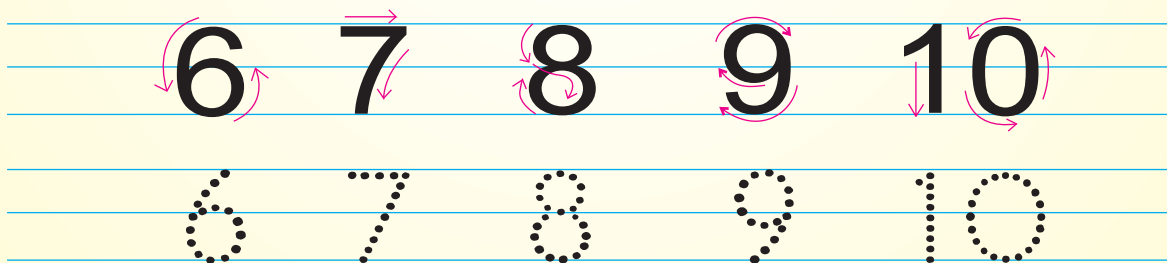
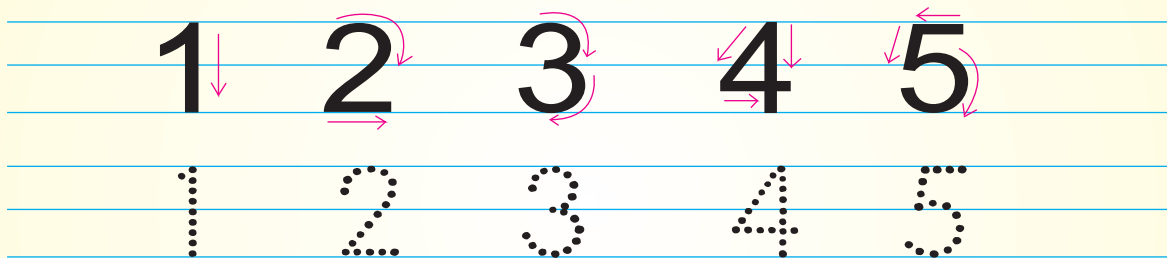
Students see and listen.

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.



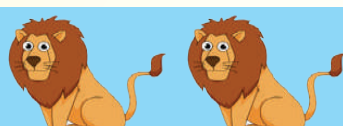
5.4 ତଳେ ଦିଆ ଯାଇଥିବା ଛବିଗୁଡ଼ିକ ଇଂରାଜୀରେ ଗଣ ଏବଂ କେତେ ହେଲା ତାହା ବାକ୍ସ ଭିତରେ ଲେଖ। ପ୍ରଥମଟି ଭୁଲପାଇଁ କରି ଦିଆଯାଇଛି।




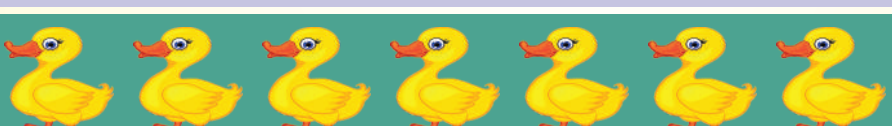













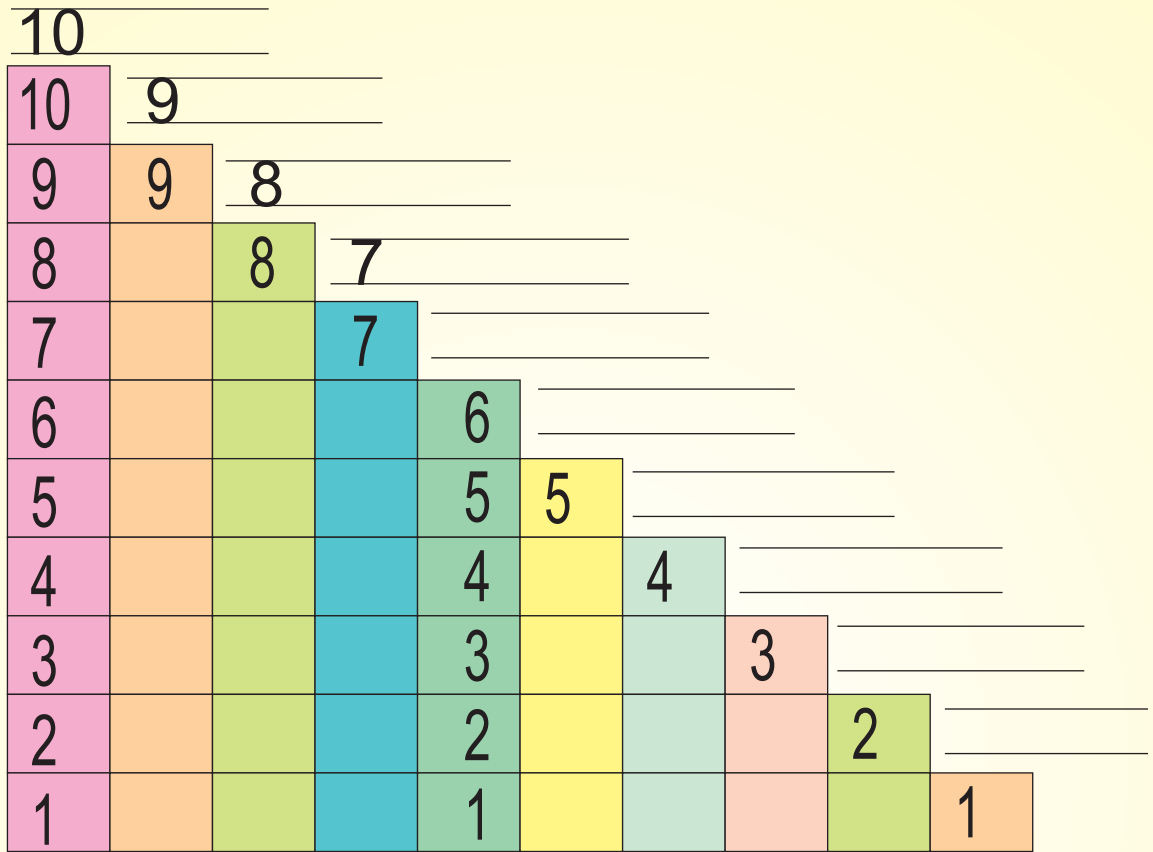




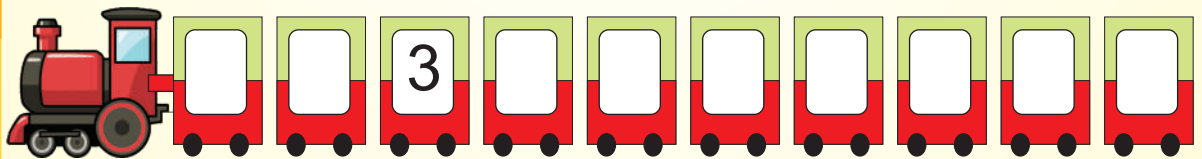




5.5 ଉଦାହରଣ ଦେଖି ଖାଲି ସ୍ଥାନଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ଖାଲି ସ୍ଥାନ ତୁମ ପାଇଁ ପୂରଣ କରି ଦିଆଯାଇଛି ।



5.6 ଉଦାହରଣ ଦେଖି ଖାଲି ସ୍ଥାନ ଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ଖାଲି ସ୍ଥାନ ତୁମ ପାଇଁ ପୂରଣ କରି ଦିଆଯାଇଛି ।



5.7 ଗଣ, ଅଙ୍କ କଷ ଏବଂ ଶୂନ୍ୟ ସ୍ଥାନ ପୂରଣ କର । କିଛି ତୁମ ପାଇଁ ଉଦାହରଣ ହିସାବରେ ଦିଆ ଯାଇଛି ।

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

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

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

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



$2 + 2 + 3 = \square$

$3 + 4 + \square = 9$

$\square + 3 + 4 = 9$

$9 + \square - 5 = 5$

$7 + 3 - 4 = \square$

$5 + 2 + \square = 10$

$3 + \square + 1 = 10$

$10 - \square + 2 = 7$

$8 - 7 + 4 = \square$

$2 + 2 + \square = 7$

$3 + 3 + 3 = \square$

$2 + 3 - \square = 4$

$7 - 6 + 7 = \square$

$4 + 1 + \square = 9$

$9 - 6 + 3 = \square$

$6 + 1 - \square = 2$

**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 ସ୍କୁଲ ଏବଂ ଶ୍ରେଣୀ କୋଠରୀରେ ପାଠ ପଢ଼ିଲେ ପାଠ ହୁଏ ନାହିଁ । ସ୍କୁଲରେ ଯାହାସବୁ ପଢ଼ିଲ ସେସବୁକୁ ବାହାରେ ମନେ ପକାଇବା ଏବଂ ବ୍ୟବହାର କରିବା ଦରକାର । ସେଥିପାଇଁ ସ୍କୁଲ ବାହାରେ ଏହି ସବୁ କାମ କର ।

- 1) ମନେ ମନେ ନମ୍ବର ଗୀତଟିକୁ ଗାଅ ଏବଂ 1-10 ନମ୍ବର ଛଂରାଜୀରେ କୁହ । ବାହାରେ ଯାହା ସବୁ ଦେଖୁଛ, ତାକୁ ଛଂରାଜୀରେ ଗଣ ।
- 2) ମଟର ସାଇକେଲ, କାର, ଟ୍ରକ୍ ଆଦିର ପଛରେ ଲେଖା ଥିବା ଛଂରାଜୀ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ପଢ଼ ।

## 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 ତୁମ ଆଖି କ୍ୟାମେରାରେ ଗୀତଟିର ଫଟୋ ନିଅ । Close your eyes then say-How many lines are there in the poem ? ଗୀତଟିରେ କେତୋଟି ଧାଡ଼ି ଅଛି ?

ଫଟୋ ନିଅ ଏବଂ ଆଖି ବନ୍ଦ କରି - Baby ଚିତ୍ର ଉପରେ, Mammy ଚିତ୍ର ଉପରେ, Baby ଉପରେ... chocolate ଉପରେ mouth ଉପରେ ଆଙ୍ଗୁଳି ଦିଅ । ଆଖି ଖୋଲି ଠିକ୍ କି ଭୁଲ ଦେଖ ।

### 2.2 Comprehension:

Answer the following questions.

1. Who are there in the poem ? ଗୀତଟିରେ 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) ଗୀତଟିରେ କେତୋଟି 'b' ଅଛି ଗଣି କରି କୁହ ।

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

(ii) 'b' ଲେଖ । ପ୍ରଥମେ ତୀର ଅନୁସାରେ ଆଙ୍ଗୁଳି ମଡ଼ାଅ । ତା ପରେ ଲେଖ ।

b b b b b

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

**a** (ଏ)

(i) ଏ ଗୀତରେ 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 b y b b b

(iii) 'y' ଆଗପରି ଲେଖ

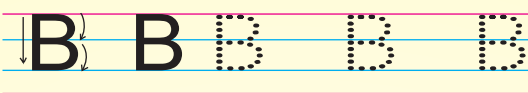
y y y y y



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


i) 

b	B
---	---



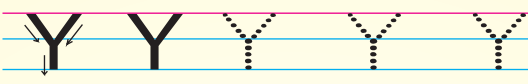
ii) 

a	A
---	---



iii) 

y	Y
---	---

















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















a	a	a	A	B	B	B	A	Y	Y	Y	A	b	B	B	B
B	b	b	b	B	B	B	Y	y	y	y	Y	A	A	B	A

### 3.7 Activity 7

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

A       B       Y

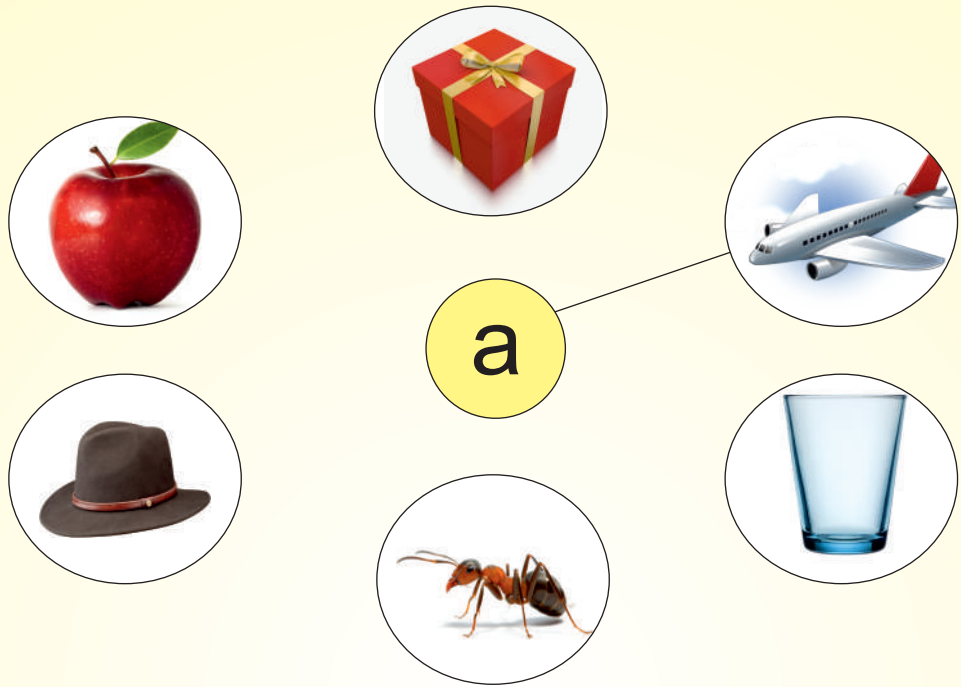
						
						

a       b       y

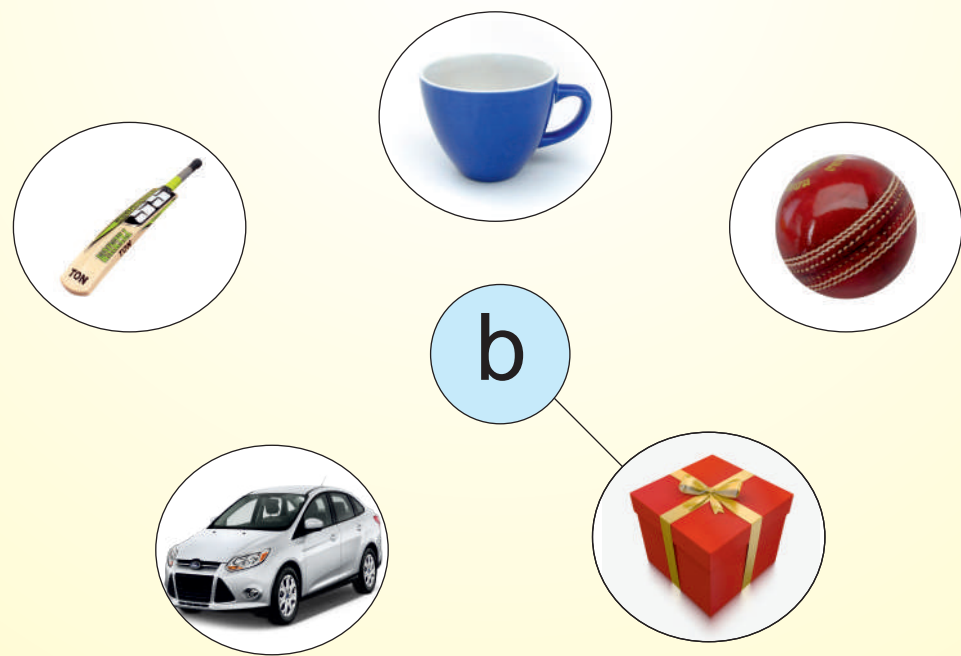


4. ଚିତ୍ରକୁ letter ସହ ଯୋଡ଼ : (sound ଅନୁସାରେ)

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 ନିମ୍ନ English words** ଦେଖିକରି ଲେଖ ।

by                      baby                      bay

\_\_\_\_\_

\_\_\_\_\_

**5.3 Match** କର ।

ଆ	y
ୟ	b
ବ	a

**6 Try to read the poem.**

କିଛିକିଛି ପଢ଼ିବା 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 ଅକ୍ଷରରୁ ତିଆରି ।

what  
w+h+a+t

mammy  
m+a+m+m+y

2.2 Recognition and writing 'w' :

**W** (ଡବ୍ଲୁ) (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' :

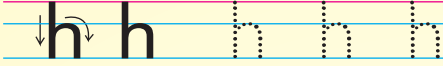
**h** (ଏଚ)

(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) ।

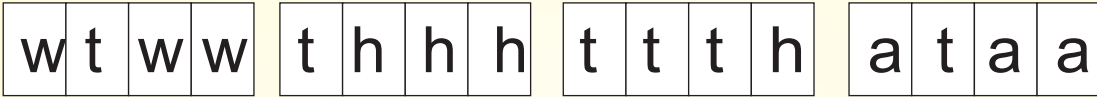


## 2.4 Recognition and writing of 't' :

**t** (ଟି)

(i) ଗୀତଟିରେ କେତୋଟି 't' ଅଛି ଗଣି କରି କୁହ ।.....

(ii) Odd one out କର - କୁହ why ?



(ii) 't' ଲେଖ ଆଗ ପରି

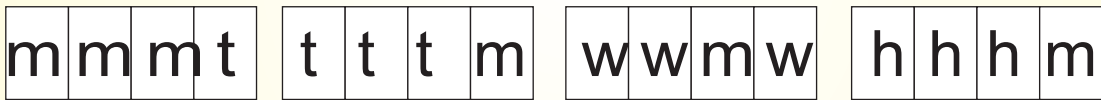


## 2.5 Recognition and writing of 'm' :

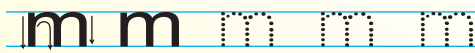
**m** (ଏମ୍)

(i) ଗୀତଟିରେ.....

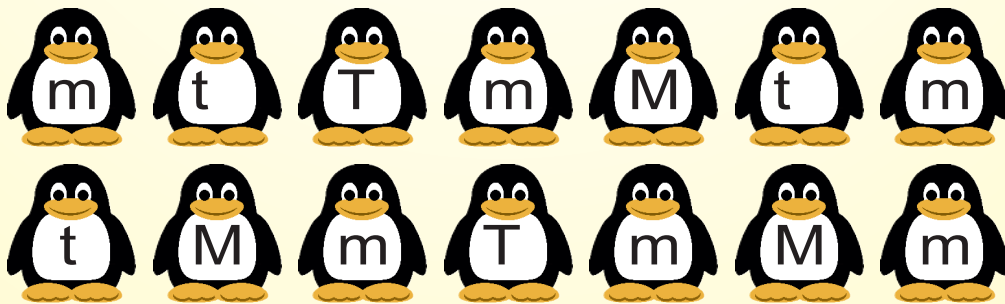
(ii) Odd one out କର - କୁହ why ?



(ii) 'm' ଲେଖ (ଆଗ ପରି) ।



## 2.6 ଗଣିକରି ଲେଖ :





M       m       T       t

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

i) 

w	W
---	---

 W W W W

ii) 

h	H
---	---

 H H H H

iii) 

t	T
---	---

 T T T T

iv) 

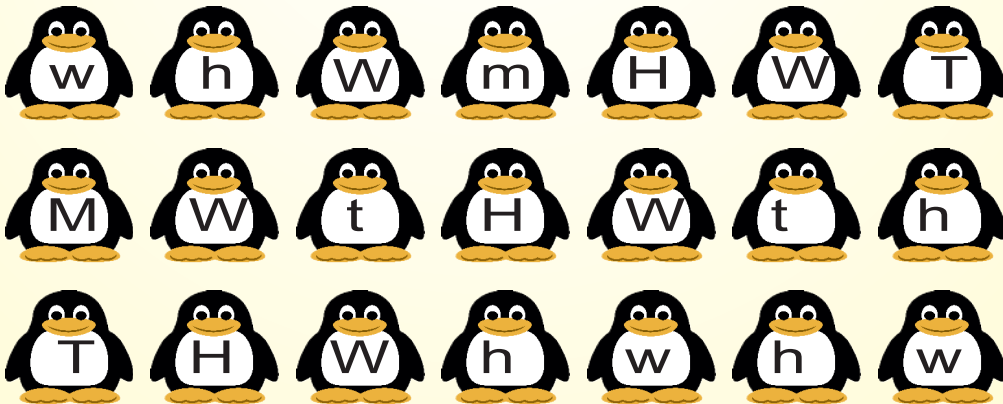
m	M
---	---

 M M M 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)



t



ii)



h



iii)



m



**4 Write Odia names in English:**

4.1 ଓଡ଼ିଆ ନାମ ଲେଖିବା । ପ୍ରଥମେ ଦେଖିକରି ଲେଖ । ନାମ **capital letter**ରେ ଆରମ୍ଭ କର ।

ବଟ Bata B ହଟ Hata H

ହର \_\_\_\_\_ ଭଟ Bh ବାସ୍ତା \_\_\_\_\_

ଟମ \_\_\_\_\_ ମାତା \_\_\_\_\_ ମାମା \_\_\_\_\_

ମାସ୍ତା \_\_\_\_\_ ମମତା \_\_\_\_\_

ମହାମାସ୍ତା Maham ଭରତ \_\_\_\_\_



4.2 Picture-read and then write:

bat



mat



hat



bat b

mat m

hat h

4.3 English words : ପଢ଼, ତାପରେ ଦେଖି କରି ଲେଖ ।

why

what

that

by

w

4.4 Match କର (ସାଉଣ୍ଡ ଅନୁସାରେ):

ହ

t

ମ୍

w

ଟ

h

ଝ

m

ଆ

b

ସ୍

a

ବ

y

4.5 ଅକ୍ଷର ଚିହ୍ନି ପଢ଼, ପରେ ଲେଖ ।

Baby baby

What mammy

4. Try to read the poem 'Baby Baby' କିଛି କିଛି ପଢ଼ି ପାରିବ ।





## LESSON - 4

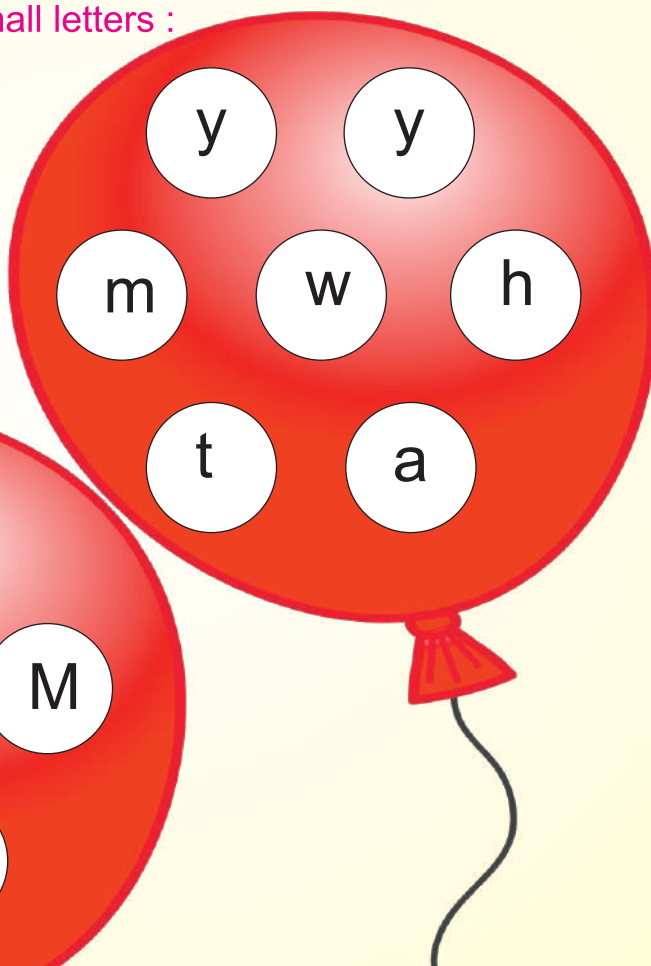
# Twinkle Twinkle



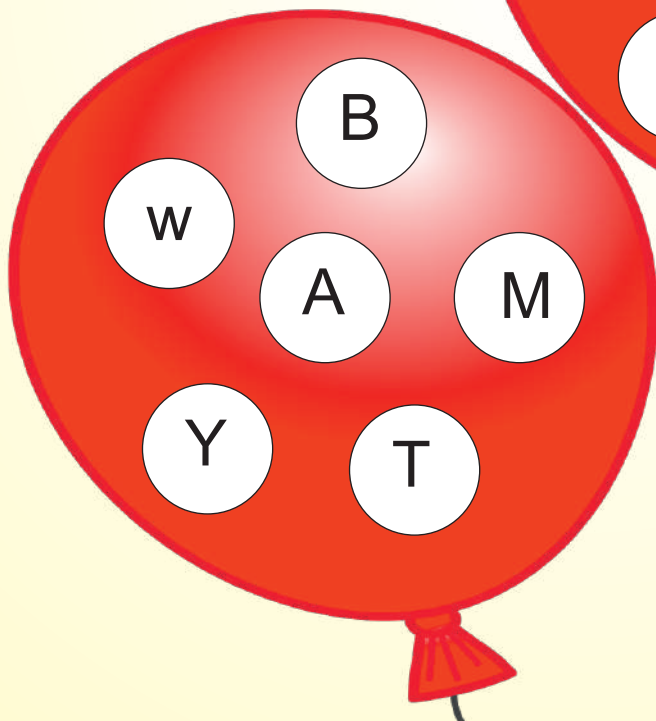
1. **Let's revise :** In the previous two lessons we have learnt small and capital letters - b, a, y, w, h, t and m.

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):**



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

**Steps :**

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

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

Steps I-III as in lesson 2 (2.1)

**3.2 VMDT** ଆଗପରି ଫଗୋ ନିଅ, ତା ପରେ କୁହ ।

How many lines are there in the poem ?

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

**3.3 Answer the following questions :**

- Who is the speaker in the poem ?  
ଗୀତ କିଏ କହୁଛି ? କାହାକୁ କହୁଛି ?
- ତାରା କେଉଁଠି 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
  - How I wonder what you are.
  - Much above the world so high.
  - Like a diamond in the sky.
- Much above the world so high.
  - Like a diamond in the sky.
  - How I wonder what you are.
  - 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 ଅକ୍ଷର ଦ୍ୱାରା ତିଆରି ।।

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

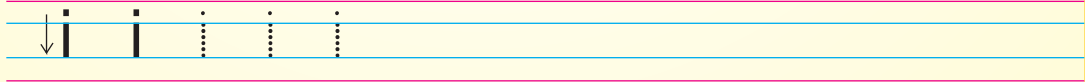
Star  
s+t+a+r

### 4.2 Recognition and writing of i l :

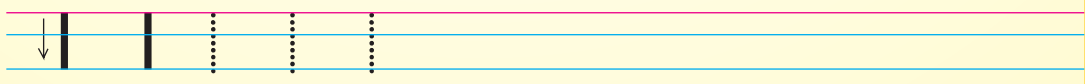
i l

(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 କର । Put a cross (x) mark.



(v) ନିମ୍ନ ଚିତ୍ର ଦେଖ । Ice-cream ଚିତ୍ର କର ।

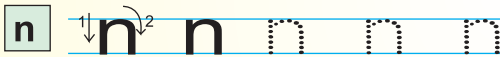


### 4.3 Recognition and writing of n/N :

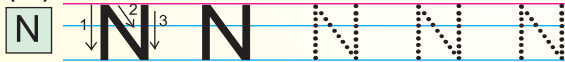
n/N (ଏନ୍)

(i) ଗାତାରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (n) ଅଛି ଗଣିକରି କୁହ -

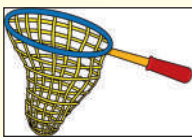
(ii) ଛୋଟ (n) ଲେଖ ।



(iii) ବଡ଼ N ଲେଖ ।



(iv) Odd one out କର ।



net ର ଚିତ୍ର କର ।

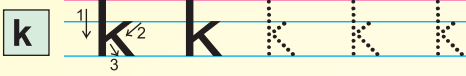
net

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

k/K (କେ)

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

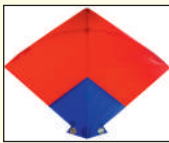
(ii) ଛୋଟ (k) ଲେଖ ।



(iii) ବଡ଼ K ଲେଖ ।



(iv) Odd one out କର ।



kite



kangaroo

kite ର ଚିତ୍ର କର ।

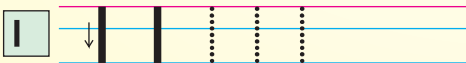
kangaroo ର ଚିତ୍ର କର ।

#### 4.5 Recognition and writing of l/L :

l/L (ଏଲ୍)

(i) ଗୀତଟିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (l) ଅଛି ଗଣିକରି କୁହ -

(ii) ଛୋଟ 'l' ଲେଖ ।



(iii) ବଡ଼ 'L' ଲେଖ ।



(iv) Odd one out କର ।

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



leg

ତଳେ leg ର ଚିତ୍ର କର ।

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

e/E (ର)

(i) ଗୀତଟିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (e) ଅକ୍ଷି ଗଣିକରି କୁହ -

(ii) ଛୋଟ (e) ଲେଖ ।

e e e e e

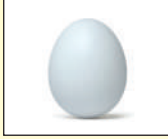
(iii) ବଡ଼ E ଲେଖ ।

E E E E E

(iv) Odd one out କର ।

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





egg



engine



elephant

ତଳେ egg ର ଚିତ୍ର କର ।

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

s/S (ଏସ୍)

(i) ଗୀତଟିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (s) ଅକ୍ଷି ଗଣିକରି କୁହ -

(ii) ଛୋଟ (s) ଲେଖ ।

s s s s s

(iii) ବଡ଼ S ଲେଖ ।

S S S S S

(iv) Odd one out କର ।

s S S S

S S s S

s S s s

e s e e



slate



sun

Draw the picture of 'sun'.

## 4.8 Recognition and writing of r/R :

r/R (ଆର୍)

(i) ଗାତଟିରେ କେତୋଟି ଛୋଟ ଓ କେତୋଟି ବଡ଼ (r) ଅକ୍ଷର ଗଣିକରି କୁହ -

(ii) ଛୋଟ (r) ଲେଖ ।

r 

(iii) ବଡ଼ R ଲେଖ ।

R 

(iv) Odd one out କର ।

r R R R    R r r r    R S R R    r e e e    E E E R



rat



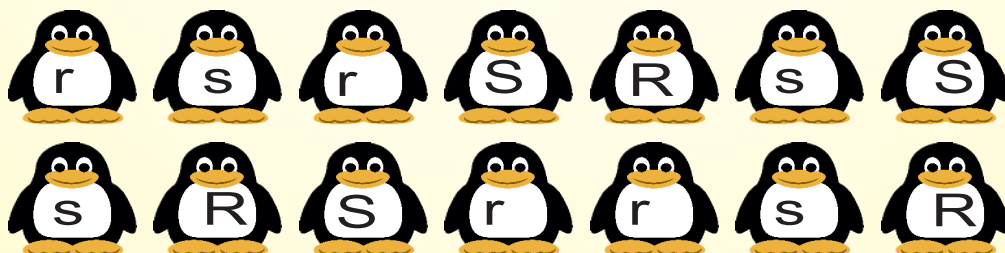
rickshaw



radio

rat ର ଚିତ୍ର କର ।

## 4.9 ଗଣିକରି ଲେଖ :



R

r

S

s

5. From letter to larger chunks :

5.1 From Odia to English :

ଲୋକମାନଙ୍କ ନାମ ଲେଖିବା । (ଲୋକମାନଙ୍କ ନାମ ବଡ଼ ଅକ୍ଷରରେ ଆରମ୍ଭ ହୁଏ) ପ୍ରଥମେ ଦେଖିକରି ଲେଖ ।

ରମା Rama ରବି Rabi ନବା Naba

ଶିବା Shiba ଶଶୀ Shasi ମଳୟ Malaya

ବନମାଳୀ Banamali ନଟବର Natabara

କାଳିଆ \_\_\_\_\_ ମୀନା \_\_\_\_\_ ଭରତ Bh

ଶିବ \_\_\_\_\_ ନବାନ \_\_\_\_\_

ତଳ ନାମଗୁଡ଼ିକୁ ବି ତୁମେ ଏବେ ଲେଖି ପାରିବ । ଲେଖିବାକୁ ଚେଷ୍ଟା କର ।

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

5.2 Picture-read, then write :



bat  
\_\_\_\_\_  
\_\_\_\_\_



hat  
\_\_\_\_\_  
\_\_\_\_\_



rat  
\_\_\_\_\_  
\_\_\_\_\_



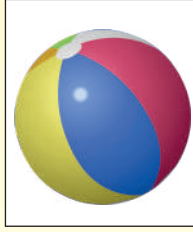
mat  
\_\_\_\_\_  
\_\_\_\_\_



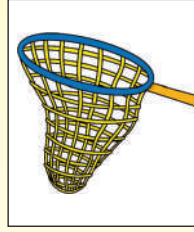




kite



ball



net



tie



kettle



train



helmet

5.3 English words - ପଢ଼ ତା'ପରେ ଦେଖିକରି ଲେଖ ।

ink yet sit hen man

eat tea sir meat meet

name seat late hate mate



5.4 Match କର (ସାଉଣ୍ଡ ଅନୁସାରେ) ।

ନ	k
କ୍ଷ	s
କ	n
ସ	h

ର	y
ଲ	t
ୟୁ	l
ଟ	r

ଭ	kh
ଶ	bh
ଏ,ଇ,ଈ	sh
ଶ	e

5.5 ଅକ୍ଷର ଚିହ୍ନି ପଢ଼, ପରେ ଲେଖ ।

Twinkle twinkle  
little star

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 ଗୀତଟିକୁ ନିଜେ ନିଜେ ଅକ୍ଷର ଚିହ୍ନି ପଢ଼ିବାକୁ ଚେଷ୍ଟା କର । କିଛିଟା ପଢ଼ିପାରିବ ।

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



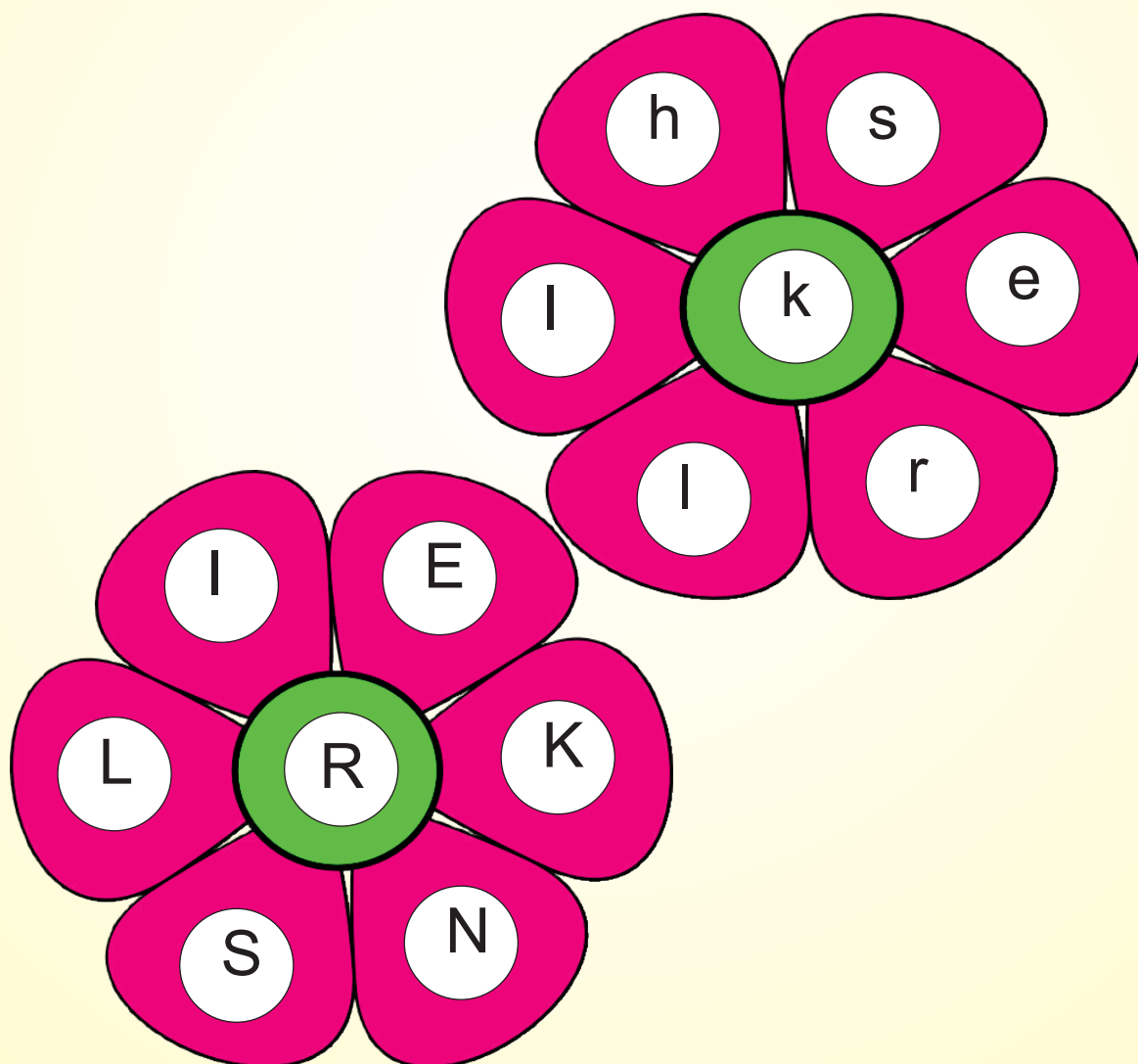


## LESSON - 5

# 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) :**

ଫଟୋ ନିଅ ଏବଂ ଆଖିରୁଜି ନିମ୍ନ words ଉପରେ ଅଙ୍କୁଳି 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 - ପୁଣ୍ଡା ନା ଉତ୍ତର ?
- ପୁଣ୍ଡା କରୁଛି କିଏ, ଉତ୍ତର 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 ?

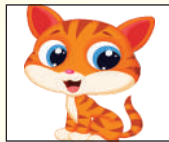
(ii) Write small 'c'.



(iii) Write capital 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'.



(iii) Write capital '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'.



(iii) Write capital 'O'.



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

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

(ii) Write small 'u'.



(iii) Write capital 'U'.



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

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

(ii) Write small 'g'.



(iii) Write capital 'G'.



(iv) Odd one out



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

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



(ii) Write small 'f'.



(iii) Write capital 'F'.



(iv) Odd one out ଚିତ୍ର ।



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'.



(iii) Write capital 'D'.



(iv) Odd one out ଚିତ୍ର ।



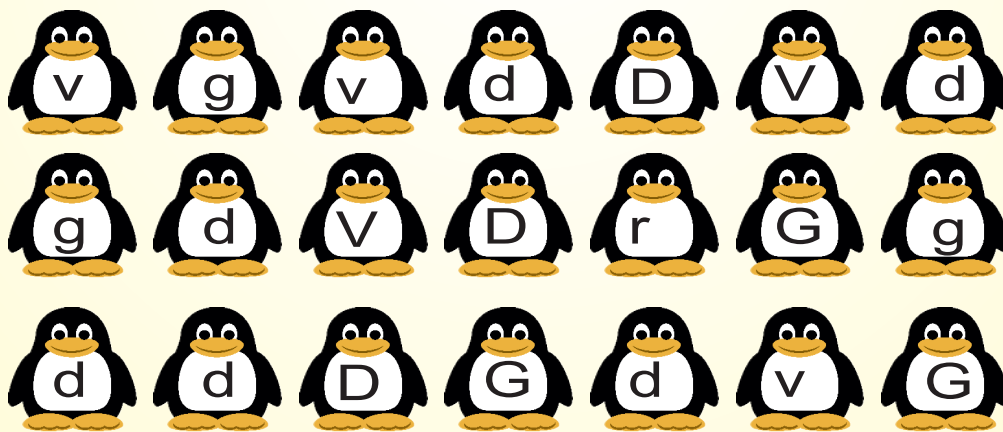


4.9 Look at the picture of a drum.



Draw the picture of a drum.

4.10 ଗଣିକରି ଲେଖ :



D  d  V  v  G  g



**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).

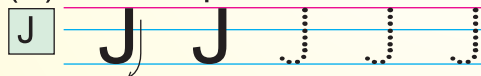
### 5.6 Recognition and Writing of letter j /J:

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

(ii) Write small 'j'.



(iii) Write capital 'J'.



(iv) Odd one out



jug

Draw the picture of a 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 ?



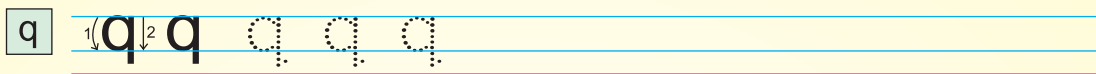
**5.3 VMDT: Teacher prepares activity on pictures and on words.**

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

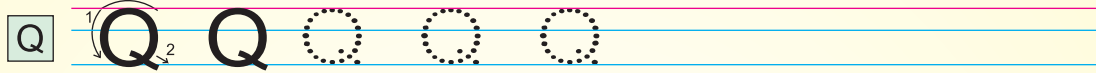
**5.5 Recognition and writing of q/Q :**

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

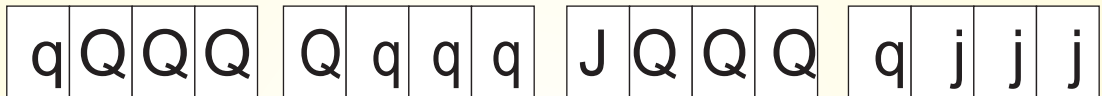
(ii) Write small 'q'.



(iii) Write capital 'Q'.



(iv) Odd one out କର ।

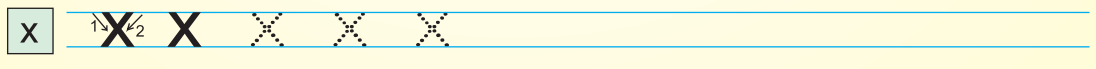


**5.6 Recognition and writing of x/X :**



xerox

(i) Write small 'x'.



(ii) Write capital 'X'.



## 5.6 Recognition and writing of z/Z :



zebra

(i) Write small 'z'.

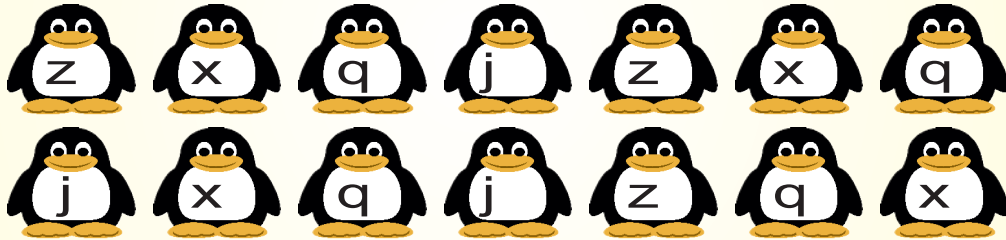


(ii) Write capital 'Z'.



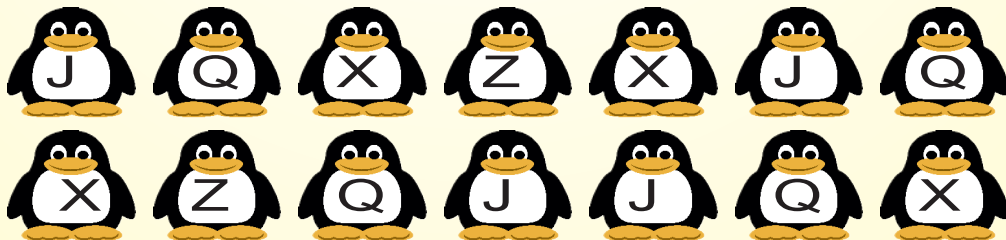
## 6 ଗଣି କରି ଲେଖ ।

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



j  5 q  x  z

(ii) Capital letters:



J  5 Q  X  Z



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

**7.1 From Odia to English :**

ପ୍ରଥମେ ଦେଖିକରି ଲେଖ । ତା ପରେ ନିଜେ ଲେଖ ।

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

(i) Names of persons :

ଗଗନ	ଯୁଗଳ	ଗଙ୍ଗାଧର
Gagan	Jugal	Gangadhar

ଚନ୍ଦ୍ର	ଉପେନ୍ଦ୍ର	ପ୍ରଶାନ୍ତ
Cha	Upe	Pra

ଯୁଗେନ୍ଦ୍ର	ଫଣି	ପ୍ରଥୁ
J	Ph	Pru

(i) Names of places (ଜାଗର ନାମ) :

ଯାଜପୁର	ବାରିପଦା	ପୁରୀ
Jajpur	Baripada	Puri

ଭଦ୍ରକ	ଓଡ଼ିଶା	ବଲାଙ୍ଗିର
Bha	Odi	Bala

କୋରାପୁଟ	ଉତ୍କଳ	ଓଡ଼ିଶା
	Ut	



ଆମେରିକା

ଲଣ୍ଡନ

(iii) Write the following names in English.

1. ବାପୁ - ମହାତ୍ମାଗାନ୍ଧୀ
2. ଉତ୍କଳମଣି - ଗୋପବନ୍ଧୁ
3. କବିବର - ରାଧାନାଥ
4. ଭକ୍ତକବି - ମଧୁସୂଦନ

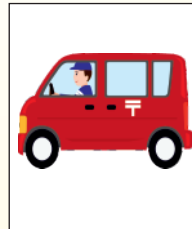
1. Bapu Mah

2. Utk Go

3. Ka

4. Bh

7.2 Read and then write :



car

jug

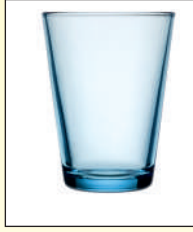
van

fan





cake



galss



flag



camera



chair



cup plate

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

ପ	d
ଫ	z
ବ	p
ସ	f

କ	g
ଓ	c,k
ଉ	o,u
ଗ	v

ଚ	gh
ଛ	ch
ଞ	chh
ଝ	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 ଓ୍ଵାନ (lesson- 1)ରେ କ'ଣ ପଢ଼ିଥିଲ ମନେ ପକାଇଲ ? ମନେ ନ ପଡ଼ିଲେ ବହି ଖୋଲି ଦେଖ । ନମ୍ବର ଓ୍ଵାନ ଟୁ ଟେନ୍- ଏକରୁ ଦଶ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା । ଆଉ ଜାଣିବାକୁ କ'ଣ କ'ଣ ସଂଖ୍ୟା ରହିଲା ? ..... ଆଜି ବାକିତକ 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 ଓ୍ଵାନ - 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 ଓ୍ଵାନ - o-n-e, the next student says ଟୁ - 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	B	A	B
23	twenty two	29	thirty
25	twenty four	26	twenty eight
21	twenty three	27	twenty six
24	twenty five	30	twenty nine
22	twenty one	28	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**

33

35

34

32

31

**B**

thirty two

thirty one

thirty three

thirty four

thirty five

**A**

39

40

37

38

36

**B**

thirty seven

thirty eight

thirty six

forty

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

47 forty seven

48 forty eight

49 forty nine

50 fifty

forty six

**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**

42

45

41

44

43

**B**

forty two

forty one

forty three

forty four

forty five

**A**

50

48

47

46

49

**B**

forty nine

forty eight

forty six

fifty

forty seven





## 7 Learning Numbers from 1-100 :

7.1 ଡୁଲ୍ଲେମାନେ ୧-୫୦ ପର୍ଯ୍ୟନ୍ତ ଇଂରାଜୀ ସଂଖ୍ୟା ଶିଖୁ ସାରିଛ । ଆଉ ଗୋଟିଏ ଟାସ୍କ 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

10

(ii) sixty

(iii) eighty

(iv) forty

(v) hundred

123



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

A	B
30	forty
20	fifty
50	thirty
40	ten
10	twenty

A	B
70	hundred
80	sixty
60	ninety
100	seventy
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



ଉଦାହରଣ ଦେଖି ଖାଲି ସ୍ଥାନଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ତୁମ ପାଇଁ କରି ଦିଆଯାଇଛି । ପୂରଣ କଲାପରେ ଅକ୍ଷରରେ ସଂଖ୍ୟାଗୁଡ଼ିକ ଇଂରାଜୀରେ ଭଲ ହସ୍ତାକ୍ଷରରେ ଲେଖ । କିଛି ତୁମ ପାଇଁ ଲେଖି ଦିଆଯାଇଛି ।

**9 Follow up**

- ଅନ୍ୟ କାମ କଲାବେଳେ ଇଂରାଜୀ ସଂଖ୍ୟା ମନେ ମନେ ଗଣ । ଉଦାହରଣ- ଚାଲିଲାବେଳେ one, two, three ପାଦ ଗଣି ପାର । ସେମିତି ସାଇକେଲ୍ରେ ଗଲାବେଳେ ବାମ ପେଡାଲ୍ (pedal) one ଗଣି ଡାହାଣ Pedal two ଗଣି ଗଣି ଯାଇପାର ।
- ଯାନବାହାନମାନଙ୍କ ନମ୍ବର ପ୍ଲେଟ୍ରେ ଥିବା ଲେଖା ଏବଂ ନମ୍ବର ଦେଖି ପଢ଼ ।
- ଘରେ ଟଙ୍କା ଯାଇଥିବା ଇଂରାଜୀ କ୍ୟାଲେଣ୍ଡରର ସଂଖ୍ୟା ପଢ଼ ।

**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. କ୍ରମରେ ଶିଖିନାହୁଁ । ଓଡ଼ିଆ ଅକ୍ଷରରେ କ୍ରମ ଅଛି କି ନାହିଁ ? 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



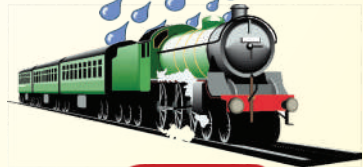
**O** for Orange, **P** for Paste



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



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



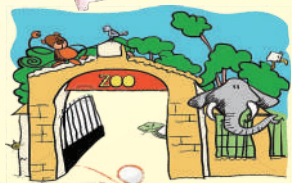
**U** for Umbrella, **V** for Van



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

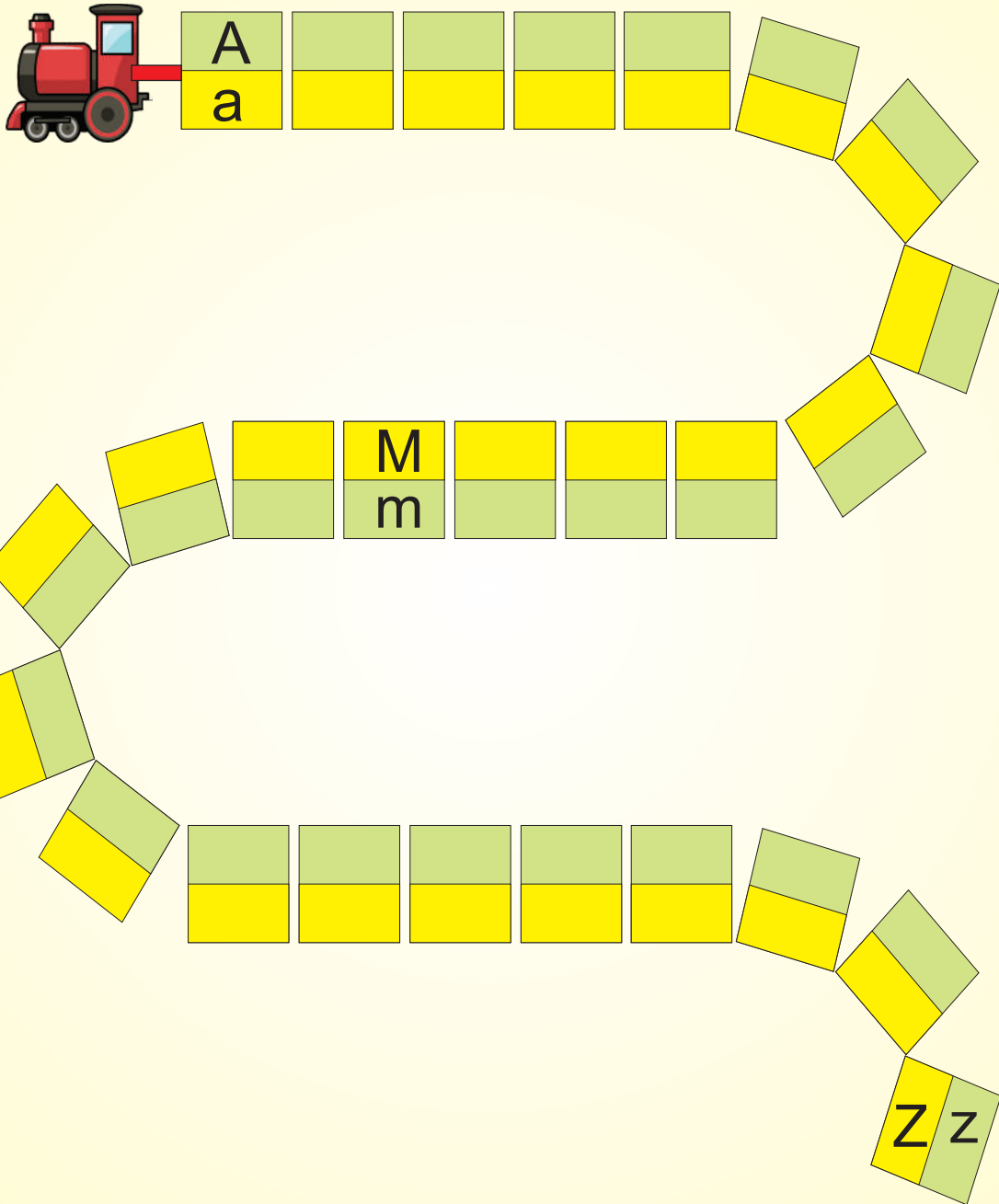


**Y** for Yellow and **Z** for Zoo.



• Complete the following.

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





## LESSON -8

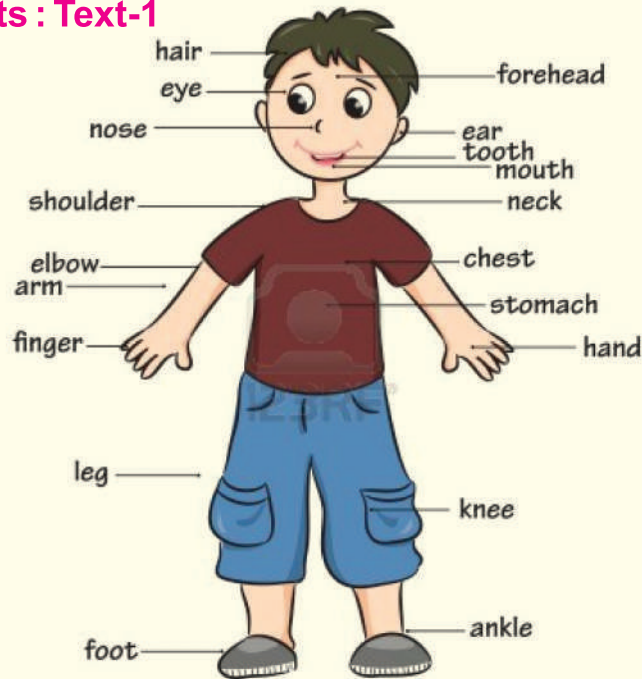
# LEARNING BODY PARTS



### 1. Socialisation :

Introduction : ଆମ ଦେହର ଅଙ୍ଗଗୁଡ଼ିକ ନାମ ସବୁ କହିଲ ।.... ଏସବୁର ନାମ କେତୋଟି କିଏ ଇଂରାଜୀରେ କହି ପାରିବ ?..... ଆସ ଏବେ ତଳ ଚିତ୍ରରୁ ଆମ ଅଙ୍ଗଗୁଡ଼ିକର ନାମ ସବୁ ଇଂରାଜୀରେ ଜାଣିବା ।

### 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



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

head



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ears



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

eyes



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

neck



spectacles

hand



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

finger



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

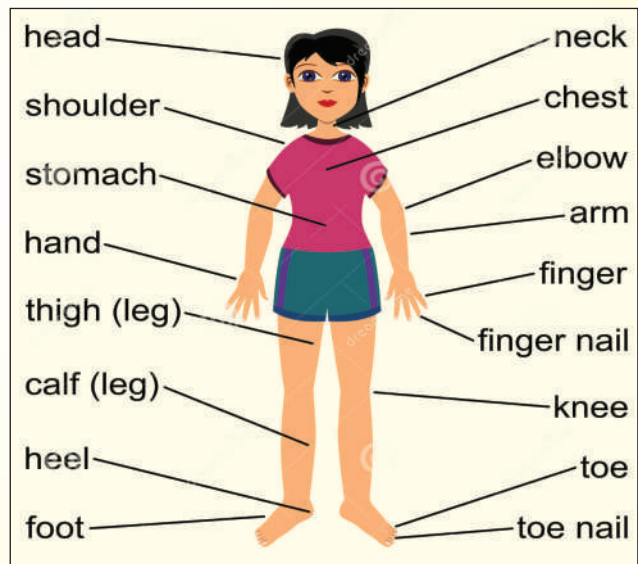


Shoes for leg

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 :

ତୁମେମାନେ ଗାଧୋଇବା ପରେ ପରେ କ'ଣ କର ? ଦେହ, ହାତ, ଗୋଡ଼ ଗାମୁଛା ବା ତଉଲିଆରେ ପୋଛ । କ'ଣ ପାଇଁ ପୋଛ ? ଦେହରେ ଲାଗିଥିବା ପାଣି ଶୁଖାଇ ଦେବାକୁ ପୋଛ । ଆଜ୍ଞା, କୁକୁର ଗାଧୋଇବା ପରେ କ'ଣ କରେ ? ଦେହକୁ ଖୁବ ଯୋରରେ ଝାଡ଼ି ଦିଏ । ତା ଦେହର ପାଣି ସବୁ ଚାରିଆଡ଼େ ଛିଟିକି ଯାଏ । ତାହେଲେ କହିଲ କିଏ କମ୍ ସମୟ ନିଏ ଦେହକୁ ସୁଖାଇ ଦେବାପାଇଁ - କୁକୁର ନା ତୁମେ ?.... ତାହେଲେ ତୁମେ କୁକୁର ଭଳି କରିବ କି ?

ଏବେ ଆସ ସେ ବିଷୟରେ ଗୋଟିଏ ମଜାଳିଆ କବିତାଟିଏ ପଢ଼ିବା । ତୁମ ସାର / ଦିଦି ତୁମକୁ ସେଥିପାଇଁ ସାହାଯ୍ୟ କରିବେ ।



# 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.

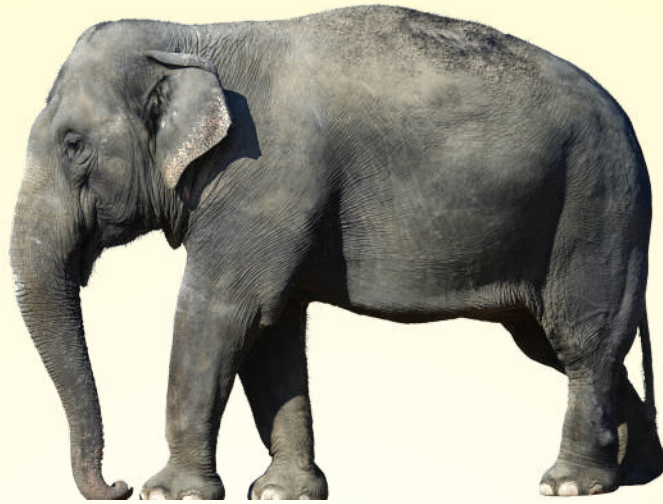


- 4.1 Teacher reads aloud the poem slowly with action, occasionally using Odia, to tell the meaning of some words meanings of which cannot be shown through action. Example : after a bath- ଗାଧୋଇବା ପରେ, try - ଚେଷ୍ଟା କରେ... Pupils only listen without opening their books.
- 4.2 Teacher reads aloud showing 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 - କାମୁଡ଼ିବା

flee - ଦଉଡ଼ି ପଳେଇବା

wink - ଆଖିମାରିବା

think - ଚିନ୍ତା କରିବା

die- ମରିବା

uncle - ମାମୁ

## Activities

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

1. ମାମୁ ଘରେ ଗୋଟୋ ଗାଈ,  
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.

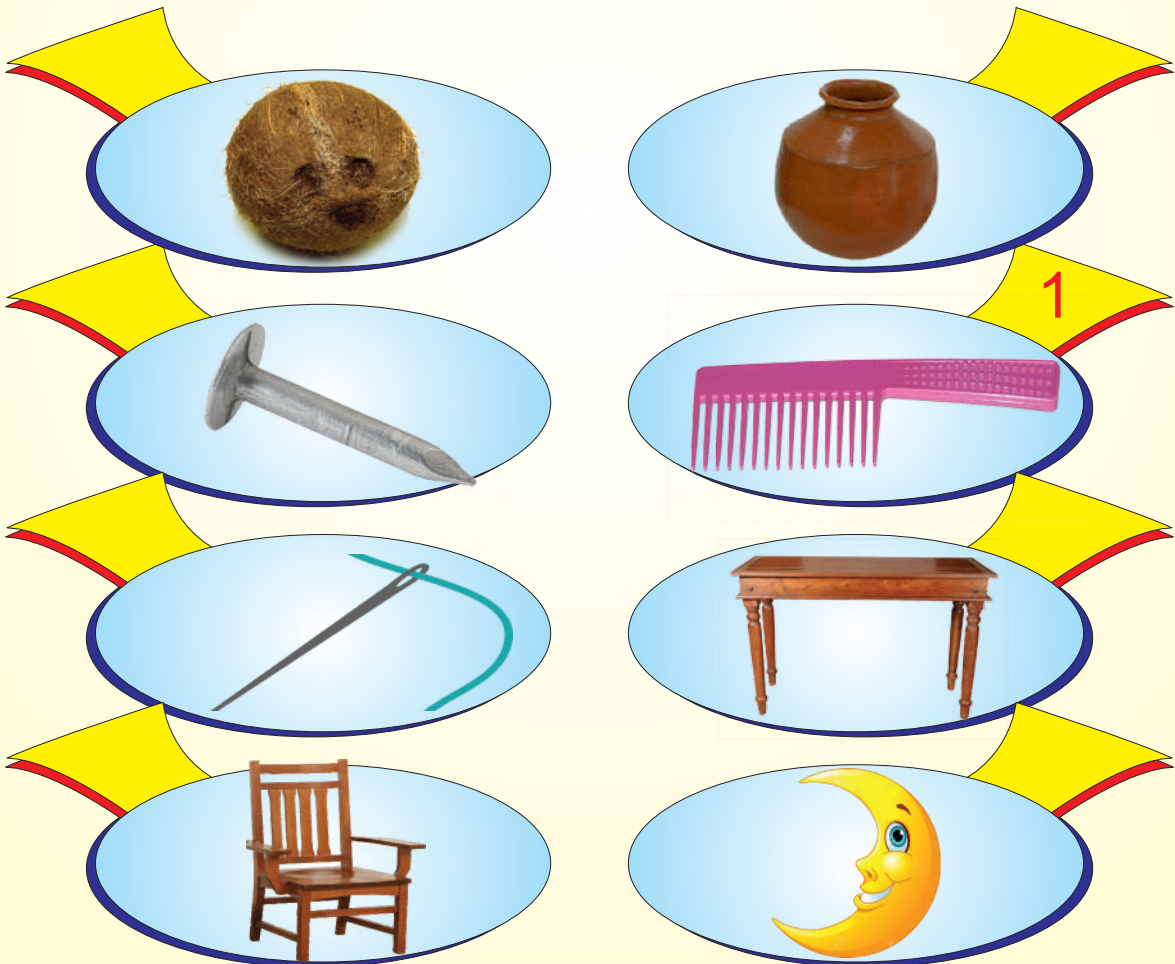
**6.3** Teacher helps pupils read and understand the rest of the riddles, two riddles in one box, at a time following the same steps.

**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 :**

ଏଇ ପାଠଟିରେ ତୁମେ ସବୁ କେତେ କ'ଣ କାମ କଲ । ଦେହର ଅଙ୍ଗପ୍ରତ୍ୟଙ୍ଗମାନଙ୍କୁ ଇଂରାଜୀରେ ଜାଣିଲ । ସେ ବିଷୟରେ ଦୁଇଟି କବିତା ପଢ଼ିଲ । ଜୀବଜନ୍ତୁମାନଙ୍କ ବିଷୟରେ ପଢ଼ିଲ ଏବଂ ଲେଖିଲ । ତା ସହିତ ଇଂରାଜୀରେ କିଛି ଧନ୍ଦା ବା ରିଡ଼ଲ୍ ପଢ଼ିଲ । ତଳେ ଲେଖା ଯାଇଥିବା ଆଉ କିଛି କାମ କ୍ଲାସ୍ ବାହାରେ କଲେ ତୁମ ଇଂରାଜୀ ଜ୍ଞାନ ଆହୁରି ବଢ଼ିଯିବ । ସେ କାମ ଗୁଡ଼ିକ ହେଲା :

- 7.1 ଦେହର ମୁଖ୍ୟ ଅଙ୍ଗପ୍ରତ୍ୟଙ୍ଗମାନଙ୍କର ନାମ ସବୁ ମନେ ମନେ ଇଂରାଜୀରେ ଗୁଣ୍ଟୁ ଗୁଣ୍ଟୁ କର ।
- 7.2 ପ୍ରଥମ କବିତାଟିକୁ ମନେ ମନେ ଗାଅ ।
- 7.3 ଦ୍ୱିତୀୟ କବିତାଟିରୁ ଏଇ ଗୋଟିଏ ଧାଡ଼ିକୁ ମନେ ମନେ ବାରମ୍ବାର କୁହ ।

**If I were a dog.**

(ମୁଁ ଯଦି ଗୋଟିଏ କୁକୁର ହୋଇଥାନ୍ତି)

ତୁମେ dog ସ୍ଥାନରେ ଅନ୍ୟ ଶବ୍ଦ ବ୍ୟବହାର କର

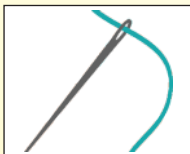
**If I were a doctor / pilot.....**

- 7.4 ଆଠଟି ପ୍ରହେଳିକା/ଧନ୍ଦା/ରିଡ଼ଲ୍‌କୁ ଇଂରାଜୀ ଏବଂ ଓଡ଼ିଆରେ ଭଲ ଅକ୍ଷରରେ ଲେଖ । କେମିତି ଲେଖିବ ଉଦାହରଣ ଦିଆଯାଇଛି । ଇଂରାଜୀ ଲେଖିଲାବେଳେ ଅକ୍ଷରଗୁଡ଼ିକ କେମିତି ଲେଖାଯିବ, ଦିଆଯାଇଥିବା ଅକ୍ଷର ଦେଖିଲେଖ ।



**Who has teeth but cannot bite.**

କାହାର ଦାନ୍ତ ଅଛି କିନ୍ତୁ କାମୁଡ଼ି ପାରେ ନାହିଁ ।





Handwriting practice lines for the first row.



Who has legs but cannot walk.

କାହାର ଗୋଡ଼ ଅଛି କିନ୍ତୁ ଚାଲି ପାରେନା



Handwriting practice lines for the second row.



Handwriting practice lines for the third row.



Handwriting practice lines for the fourth row.



## LESSON -9



# Learning Days, Month and Direction

### Pre- reading

#### I 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 ? ଅଲଗା 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

### While - reading

#### II 2 Learning Days :

Let's sing the song and do the activities.

#### TEXT-1

Sunday

holiday,

Monday

school day,

Tuesday

school day,

Wednesday

school day,

Thursday

school day,

Friday

school day,

Saturday

half day,

Sunday

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 ସ୍ତୁଲ)

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 :

I

### 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 ? ଗୀତଟି 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 ନାମ 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.)

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

**5. 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

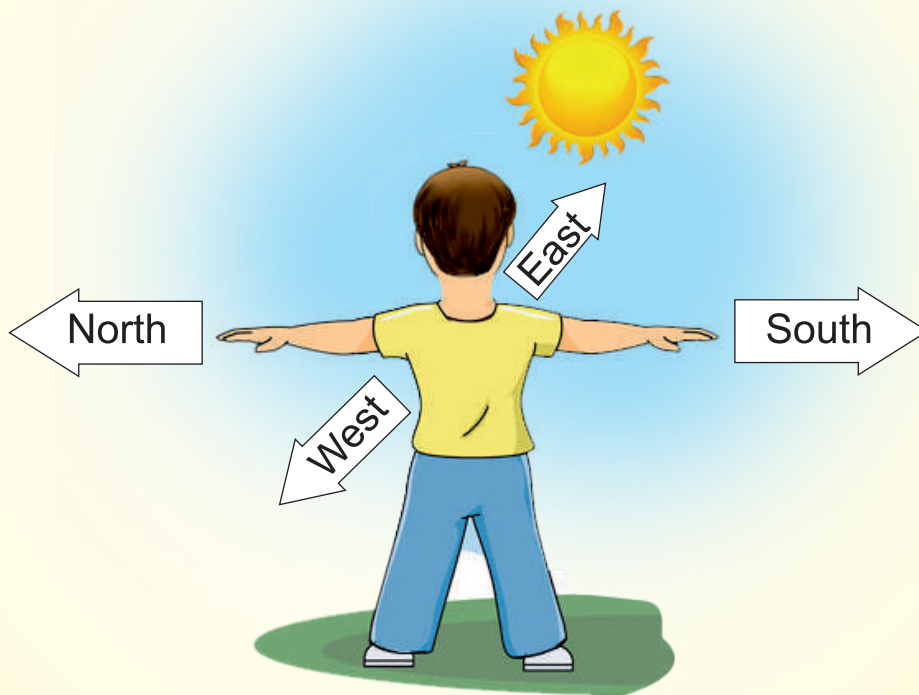
3. Which is the first month ?

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 ସୂର୍ଯ୍ୟ ଆଡ଼କୁ ଚାହିଁ ଛିଡ଼ା ହେଲେ ତୁମ ଆଗ ଦିଗଟି ପୂର୍ବ ଦିଗ ।

ପଛକୁ to your back ପଶ୍ଚିମ (West), ବାମକୁ to your left ଉତ୍ତର (North), ଡାହାଣକୁ 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 ଇଚ୍ଛା 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. ଡଲେ କିଛି words ର list ଦିଆଯାଇଛି । Tick those words which your teacher reads aloud.  
south, bag, north, pack, east, away, west

**3 Speaking:**

- i) Chain-drill : east - west - north - south - east....
- ii) 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:**

- i. Copy the directions

East          West          North          South

E

- ii. 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 ତୁମେ ଗପଟିଏ କିପରି ପଢ଼ିପାରିବ ଶିଖିବା ।

### Text

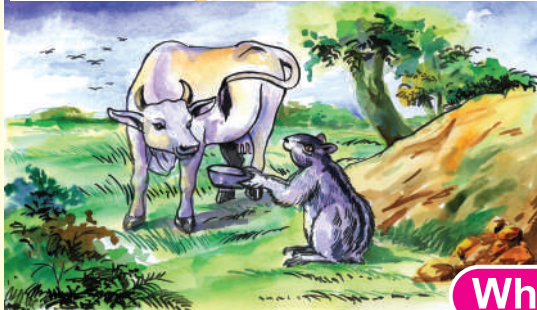
There was a squirrel. He had a very long tail. One day the squirrel was eating some grains. A big cat took away his tail. The squirrel first hopped, then jumped and went to the cat. He said "Cat! Cat!, Give me my tail back". Cat : "No, I'm very hungry. Go to the cow and get me some milk".



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 ? କାହାର ଲମ୍ବା ଲାଞ୍ଜ ଥିଲା ?
  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 ? କ୍ଷୀର ପାଇଁ କାହା ପାଖକୁ ଗଲା ?
  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 ?

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---

5. Who took the milk from the squirrel ?

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---

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3. Who do you like most ?

I like

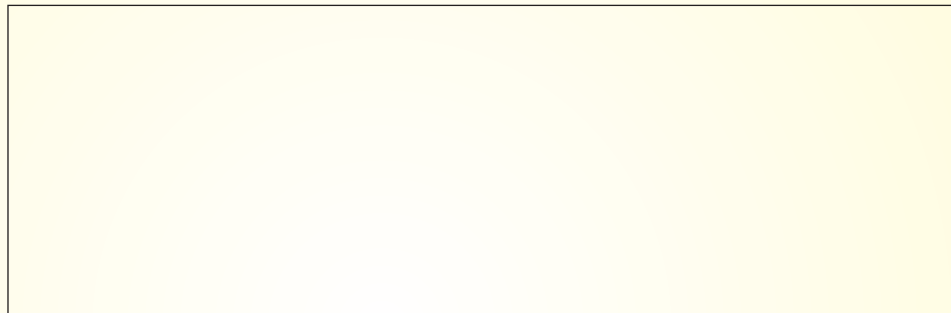
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**7 Draw pictures :**

Cat:



Cow:



Squirrel:





## LESSON -2

# Pets

### Pre-reading



#### I. Socialisation:

- Who has pets ? ଯେଣା 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 ?



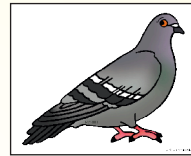
dog



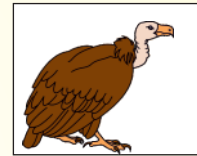
deer



parrot



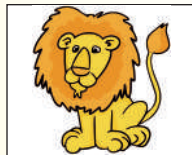
pigeon



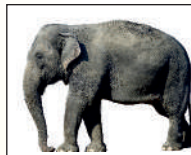
vulture



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 ? କବିତାଟି କାହା ବିଷୟରେ ?
  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

#### 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.

A	B
jackal	grass
cat	crab
cow	fish

**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 କଲି)

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
<b>1.Listening</b>	<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>	<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>
<b>2.Speaking</b>	<p><b>Learners :</b></p> <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

#### Learners :

- Picture read words , phrases and sentences
- Read capital and small letters and numbers
- Read words, phrases and sentences without the help of pictures
- Read small pieces of writing – a small poem , story with about 40,50% comprehension
- Match words with picture and words

### 2. Writing

#### Learners :

- Write English numbers from 1-100
- Write these numbers in words
- Write both capital and small letters
- Write words , phrases and sentences
- Write answer to simple comprehension questions from textbook
- Copy what is written on the blackboard
- Write simple names of persons and places of Odia in English

### 3. Vocabulary

- 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

### 4. Cognitive Skills, Knowledge & information

- Matching , Outing odd ones out , ordering skills
- Name of days , months ,
- direction and body parts

- From classroom practice
- From classroom use of textbook
- From classroom use of lessons from the current textbook
- From the classroom transaction of lessons from post-primer part
- Doing exercises and activities given in the book

- Doing handwriting activities provided in the textbook
- From translation activities
- From 'You Know Activities'
- From picture reading and reading lessons in the textbook
- Doing these activities in the pre-primer sections
- Reading lessons devoted to this



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

