UNIT – 1 - Honk, honk honk …..

TEACHING MANUAL

STD –I

(2024-25)

പ്രവർത്തന വിശദാംശങ്ങൾ	പ്രതികരണം
UNIT – 1 - Honk, honk…..Toot, toot	
Module 1 **LOs:** • Listen to teacher talks and show signs of understanding verbally & non-verbally. • Engage in games. • Enact contexts or events individually or in groups. • Reads conversations, songs & simple descriptions graphically. • Familiarise with phatic communication expressions such as, *Hello, I'm sorry, Thankyou, Bye* etc. **TLM:** Attendance chart, marker, Number cards, Name strips, Paper crown.etc., Beehive copies, photographs of learners, etc. **Time:** 60 Mints	
Activity 1 - Attendance Activity **Process: (Stage 2)** **List out students names in a chart** Ask each child to identify his/her name from the attendance chart and mark attendance. Letthe child take a marker and put a tick mark against his/her name on the	

chart. Call the children according to the order of names in the chart.(teacher helps the child those who can't **Activity 2 - Let's play a game** **today.Process** Group the learners (five member groups) using the number cards. Assign places for each group. Supply name strips for each group in a shuffled manner. Ask the students to selecttheir names from the group of name strips. Those who finish first are the winners.	
Teacher talk: ഇനിയൊരു ഗെയിം ആയാലോ? Are you ready? Ready...? Very good. Let's form groups, ആയാലോ? എങ്ങനെ ഗ്രൂപ്പാവും? Look here. Here are some number Cards. ഞാൻ ഈ കാർഡുകൾ നിങ്ങൾക്ക് തരാം. ഒരേ നമ്പർ കിട്ടുന്നവരെല്ലാം ഒരു ഗ്രൂപ്പ്. റെഡിയല്ലേ?	

തിത്തിരിക്കൂട്ടം അധ്യാപക കൂട്ടായ്മ ചൊക്ലി - തലശ്ശേരി സൗത്ത്

നോക്കൂ. ഈ കാർഡുകളിൽ എന്താ ഉള്ളത്? (Distribute the number cards to each student by saying that number louder). Show your number cards....Very good. ഇനി ഒരേ നമ്പർ ഉള്ളവരെല്ലാം ഒരുമിച്ചു നില്ക്കൂ. (Form groups. Identify the groups with their numbers). This is group one.... This is group two.... That is group three.... And that is group five.	
Activity 3 - Name crown **Process:** Introduce the crown. Arrange the learners in a big circle. Put the crown on her head and says,"I am ......(eg. I am Sreekala). Then point a student and ask, "you ? (Allow the learner to say his/her name.) Model this activity one or two times."I am ..... You… ....? Call the child who responds to the centre. Put the crown up on the child's head and	

continuethe game.then'the teacher ask what is your name ' Teacher said "your name is ……………Sreekala ,then the Student says my name is……Sreekala	
Teacher Talk: name is Breekala Introduce the crown. ഇതെന്താണെന്ന് അറിയാമോ? This is a crown. നമുക്ക് ഈ crown കൊണ്ട് ഒരു ഗെയിം കളിച്ചാലോ? Well. Stand in a circle. എല്ലാവരും വട്ടത്തിലായോ? Very good. Stand in the circle and put the crown on head and say- "I am..... (I am Sreekala) Point to a child and ask," You....?" Let the child say his/her name. "I am Sreekala and you are Arun"	

Okay. Wonderful. Now call Arun to the centre. ഇനി അരുൺ ഇവിടെ വരൂ. Put the crown on his head. ഇനി മോൻ എന്തു പറയും? Give prompts if needed. ഇനി ആരോടു ചോദിക്കും? ഒരാളെ ചൂണ്ടി ചോദിക്കൂ. I am Arun. You....? Continue the game with other learners. End the game when you cover 10-14 learners like this.	

Activity 4 – To My Beehive Distribute *Beehive* to children and ask them to paste their photograph in the given box. (Teacher should collect the photographs of learners or take print out of photos using hermobile phone in advance.) Ask them to write their names in the *Beehive* with the help of the name strips**.** Don't forget tosupport the children if needed.	
Learning evidences: Completed page in Beehive.	
LOs: **Module 2** • Listen to teacher talks and show signs of understanding verbally & non-verbally. • Engage in games. • Enact contexts or events individually or in groups. • Reads conversations, songs & simple descriptions graphically. • Familiarise with phatic communication expressions such as, *Hello, I'm sorry, Thankyou, Bye* etc. **TLM:** Pictures / stickers of different vehicles, Predesigned chart (Chart having the picture of aroad, a pond, some clouds), gum, etc. **Time:** 60 Mints.	

Activity 1 - Attendance Activity **Process: (Stage 2)** Ask each child to identify his/her name from the attendance chart and mark attendance. Letthe child take a marker and put a tick mark against his/her name on the chart. Call the children according to the order of names in the chart.	
Activity – 2 Collective Picture Wall Arrange a picture wall using 2 /3 charts on the black board or wall in the classroom. Draw a road, a pond and some clouds on the chart. Arrange different pictures of vehicles in abowl/ box. (Eg: bus, van, motorbike, bicycle, auto rickshaw, boat, aeroplane etc.). Allow thechildren to take a picture of the vehicle from the box. Ask the children to paste the pictures on the picture wall suitably. Writes the names of each vehicle under each picture.Then the teacher and the students reading it loudly .(ReadingProcess) Variation: - If the number of children in your class is more, Teacher can divide the childreninto suitable groups or arrange more picture walls. Teacher writes the names of vehicles on the BB. Let them allow the choldren to write the names of vehicles. NB Follow up Activity	

Collect two Picture of vehicles paste it on NB Write the names also.	
LOs: **Module 3** - Listen to teacher talks and show signs of understanding verbally & non-verbally. - Engage in games. - Enact contexts or events individually or in groups. - Familiarise with words denoting familiar vehicles. - Describes familiar objects orally stating physical attributes such as size, colour etc. - Familiarise with phatic communication expressions such as, *Hello, I'm sorry, Thankyou, Bye* etc. **TLM:** Attendance chart, marker, box, cut out of bus, chart, crayons, markers, etc. **Time:** 60 Mints.	

Activity 1 - Attendance Activity **Process: (Stage 3)** Call the children randomly and ask them to mark their attendance. Don't forget to give properscaffolding whenever necessary.	
Activity 2 Colour the Bus **Process:** Introduce the page 10 (Activity-1) of the *Beehive*.	