

## UNIT 1

### TWO ANTS

**Theme:** Friendship

**Sub Theme:** Develop the quality of helping others

**Learning Outcomes:**

- Comprehends and enjoys a simple story about friendship.
- Follows instructions and acts accordingly.
- Comprehends songs and sings rhythmically with actions.
- Describes pictures/objects orally using appropriate colour, size and shape.
- Count numbers up to 5.
- Speaks about characters in the story.
- Gets familiarized with words like 'ant', 'big', 'small', 'happy', 'sad', 'up', 'down', 'see-saw', 'park', 'swing', 'play' etc.
- Differentiates size and position of objects.
- Identifies and responds to questions with 'what', 'who', and 'when'.

**Input Discourses:**

- Story
- Song/Rhyme
- Dialogue
- Description

**Language elements:**

- Questions with 'what', 'who' and 'where'.
- Imperative constructions like, 'come here', 'sit down', 'draw a line' etc.
- Naming words like 'ant', 'home', 'see-saw' etc.
- Expressions for seeking request and expressing gratitude like 'please', 'thank you' etc.

**Activities:**

- Sand tray activity
- Language games
- Drawing and colouring
- Big picture
- Jigsaw picture

- Clay modelling
- Community drawing
- Choreography

**Materials:**

- Artificial clay of different colours
- Jigsaw puzzles of ants
- Sand tray
- Chart paper
- Tiny models of trees, huts, houses, see-saw and swing.

**Use of ICT:**

- Presentation of the song 'The Ants go Marching' using ICT.
- Interactive activities for colouring and drawing.

**Introduction:**

This unit consists of a story and a poem. The story deals with the importance of building good friendship with others and it also stresses the need to develop a helping attitude in children. The transaction of this unit is mainly envisioned through oral presentation and picture reading. Care must be given

to provide opportunities to the learners to listen to the target language, engage in graphic reading and writing. At the end of the unit, a separate page titled 'I Know' is given for self-assessment of the learner. The page titled 'My Learners' provides scope for the teacher to assess the progress of his/her learners on the basis of the expected outcomes in each unit.

**Support for CWSN learners**

Special care should be taken for CWSN learners. The teacher should make them participate in activities like jigsaw, sand tray, games, drawing and colouring as far as possible. The teacher may dramatise the actions of ants using paper craft models of ants.

**Entry activity:**

How will you begin the unit?

During the try-out phase of the unit a teacher made use of the following strategies to introduce the unit. The classroom process and the teacher talk have been documented for you. Go through it and critically analyse its strength and weakness.

### Process

- Teacher draws a circle on the chart.
  - Helps the learners to stand in a circle.
  - Asks them to think about a bird or animal they are familiar with.
  - Asks them to enact or act it before the class but not to say their names aloud.
  - Asks other students to identify the bird or animal enacted.
  - Leads the learners to a game of the jigsaw puzzle
- 
- Teacher distributes four jigsaw pictures of an ant.
  - Asks the learners to make an ant in pairs.
  - Eight children in four pairs are engaged in joining the parts of the picture to form an ant.
  - Others watch how their friends work

### Teacher Talk

Look here.

What am I drawing?

‘What is it?’

‘Yes, a circle’.

‘Please stand in a circle’.

‘Now, all of you think of an animal or a bird’.

‘Don’t say its name aloud’.

‘Act like it before your friends’.

(Teacher uses mother tongue if the instruction is not understood by the learners. She also mimes an elephant.)

‘Can all of you say what it is?’

‘Very good. It is an elephant.’

Now, Rahul, can you mime a bird or an animal?

‘Oh nice!’

(The teacher asks everyone to mime and when one mimes, others are asked to guess and say what it is. She also gives encouraging comments like: ‘very good’, ‘excellent’, ‘fine’, ‘super’ etc.

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‘You like to play games, don’t you?’

‘Here is an interesting game.’

‘Let’s see who will do it first.’

- When one pair has completed the puzzle, teacher asks the other pairs who are watching, to do the same.
- Asks pairs to exhibit the solved jigsaw on the table/floor.

Teacher says 'Ant' and writes it on the chart.

*A jigsaw picture of an ant is given at the end of this unit.*

Have you got it?

What did you get?

Please show it to me.

Please place it on the table.

What is it?

Yes it is an 'Ant'.

### **Here is another entry activity**

- Distributes clay of different colours and matchsticks/metal wires to the groups (four members each).
- Asks them to make an animal or a bird they like.
- Interacts with the learners while the activity is in progress.
- Gives suggestions and complements.
- At the same time teacher also makes clay models of two ants (one big and small).
- Asks the learners to exhibit their models on the table and asks others to say what it is.
- Places a sand tray on the table.
- Places the model of ants he/she has made on the tray.
- Asks the pupils to identify what it is.
- Interacts with the learners and elicits the word 'Ant' and writes it on the chart.

What are these?

Yes, clay/matchsticks/metal wires.

What can you make with them?

Yes, you can make many things like rats, cats, dogs, birds, house, butterfly, tree etc.

What are you going to make?

Oh, it is very nice!

Very good.

Come on, fix a tail for you cat.

Fix the ears for your rabbit.

Place your model here.

What is this?

How is it?

Look at these. Have you seen this? Can you say its name?

Do you think these activities are effective?

Can you do them effectively in your class?

Which one do you think is better? Why?

Do you have better options to introduce this unit?

After the entry activity what will you do?

What about asking the children to do **Activity 6 on Page 23** of the Reader.

- Exhibits two moulded shapes of ants with clay on sand tray/pictures of two ants - on the big picture or a chart (one small and one big ant).

What do you see?

How many ants do you see?

- Writes the elicited responses on the chart.

**Evolving text**

Ants

Two ants

- Reads the evolved text on the chart.
- Makes the children read the evolved text.
- Asks the children to identify words like, 'ants', 'two' etc.
- Asks the children to read individually.

Look here.

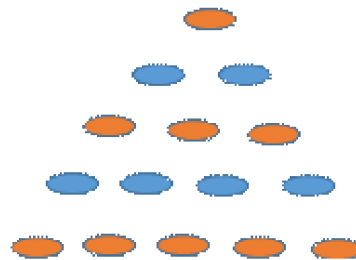
What is this?

Show me the word 'two'.

Where is the word 'ants'?

Teacher introduces **Activity 3 on Page 20 of the Reader** (counting the ants)

- Teacher draws small circles (one to five numbers) and writes the numbers 1-5 both in digits and in words on the BB by interacting with the learners. Asks the learners to read aloud along with the teacher.



- Teacher places the clay models of two small houses on the sand tray. Or teacher draws/pastes pictures of two small houses on the big picture.

Whose homes are these?

Where are the ants now?

Are they inside their homes?

- Points to the picture and asks certain questions.

Don't you want to know more about the ants?

- Places the ants before the houses.

Introduces Page 7 of the Reader.

Asks the interaction questions given in the Reader to process the picture.

Elicits free responses and add them to the evolving text.

Ants  
Two ants  
They are friends.

Look at the picture.

What can you see in the picture?

Can you see two ants?

What are they doing?

Yes, they are shaking hands.

So are they friends.

Yes, the two ants are friends.

Points to each part of the picture and asks questions based on them.

Elicits free responses.

Megephones them in English and develops the evolving text.

Look at the sky in the picture.

What do you see there?

When will we see the sun?

Yes, during the day. So it is day.

Where are the ants now?

We have seen the ants' home in the big picture.

Are they inside their homes now.

No, they are outside.

It is morning.  
The ants are out of their homes.

Follows the process of reading the evolved text.

Teacher presents the text/ narrative in the page with proper voice modulation.

Let the learners identify familiar words in the text.

Let them compare them with the evolved text.

Follows the process of graphic reading of the text.

Listen to me.

Can you read it now?

Please underline or show what you can read.

Lead the learners to the next part of the story.

You may make use of sand tray or big picture.

- Pointing to the models/pictures teacher asks simple questions.

'Look at the ants. Are they of the same size?'

- Writes the evolved text on the chart.

One ant is big.  
The other ant is small.

- Leads the learners to the text with the help of interaction questions.

Let's name the ants.

What will you call the small ant?

What will you call the big ant?

I have two name cards with me.

Look, can you read the names?

- Shows the two name cards and help the learners to read the names.

- Asks the learners to paste/fix the name cards suitably near the big and small ants.

Who can place them suitably near the small and big ants?

(Places two name cards on the big picture Ben, Sen)

- Elicits the sentences 'The big ant is Ben,' and 'The small ant is Sen'.

Who is Ben?

Who is Sen?

- Writes them on the evolving text.

Ben.  
Sen.  
The big ant is Ben.  
The small ant is Sen.

Follows the process of reading the evolved text.

Look at the picture.

- Leads the learners to Page 8 of the Reader.

Look at Ben and Sen.

Processing the picture.

Where do the two ants go?

Yes, the two ants go out.

Asks interaction questions to process the text effectively.

Why do they go out?

Elicit responses and write them on the evolving text.

Are they going to play?

Ben and Sen go out to play.

Follow the process of reading the evolved text.

The teacher may present the text in the Reader.

Follows the process of graphic reading of the text.

Let the learners compare the ideas with that of the evolved text.

Now, the learners are familiar with the two ants - Ben and Sen.

They have also learned the words 'big' and 'small'.

They can read words like 'big', 'small', 'Ben' and 'Sen' graphically.

- Elicits free responses to the interaction questions given in the Reader to predict the next event.

- Asks interaction questions related to 'park' to get the concept of it.

- Draws pictures of a swing and a see-saw and slide on the big picture or makes models of them using clay and match sticks and fixes them on the sand tray.

- Elicits the names of the play items.

- Pastes or fixes the names of the play items in the big picture/sand tray.

- Lets the learners share their experiences.

- Leads the learners to Page 9 of the Reader.

- Asks interaction questions given in the text to process the picture and text.

Listen to me.

Now, can you read it yourself?

Where will Ben and Sen go out to play?

Will they go to the playground?

Will they go to the garden?

Or will they go to a park?

Children, have you seen a park?

What are the things we see in a park?

What play things are there in a park?

I'm going to draw a park.

Say what it is (pointing to the see-saw and swing).

What is this?

Have you ever played on it?

Which one do you like the most?

Where do Ben and Sen go?

What do they see in the park?



- Develops the evolving text through interaction questions.

Ben and Sen go to a park.  
Ben and Sen see a swing.  
Ben and Sen see a see-saw.

Follows the process of reading the evolved text.

- Asks the interaction questions given in the Reader on Page 9 to process the text.

What do Ben and Sen do now?

Elicits the responses to develop the evolving text.

Ben and Sen sit on the swing.

Follows the process of reading the evolved text.

- Asks the learners to enact the movement of the swing.
- Teacher may present the text.
- Let the learners read it graphically.
- Let them compare the ideas in the text with that of the evolving text.
- Follows the process of graphic reading of the text.

Can you show how the swing moves?

How does it move?

Yes, it moves back and forth.

Read and locate the words 'park', 'swing', 'Ben', 'Sen' and 'ants'.

### Activity - Community drawing

#### Theme: Park

- Places a blank chart on the wall.
- Asks a few questions to let the learners recall the items in the park.
- Elicits the names of the play items in the park.
- Distributes crayons and colour pencils to each learner.

We have seen Ben and Sen playing in the park.

Let's draw the picture of a park on this chart.

What are the things you see in a park?

In which play things in the park will you play?

Here are a few crayons and colour pencils.

- Lets every learner draw an item each they have seen in the park.
- Provides support and guidance for them to draw.
- Ensures participation of every learner.
- Interacts with the learners while the process is in progress.
- Lets the learners say what they have drawn.
- Megaphones the ideas 'big', 'small' and writes under each item.
- Lets the learners talk about the park they have drawn.
- Lets each learner say one idea about the park.
- Exhibits the picture.

You can take anyone of the colours you like.

Let's draw it together.

All of you should draw at least one item in the chart.

What will you draw?

Ha, it is very nice.

What are you drawing?

Oh, it is very small. Shall we draw it bigger?

Is it a plant?

Please draw a flower on the plant.

### Processing of Page 10 of the Reader

Asks interaction questions based on the picture of the park.

Asks interaction questions to process the picture.

Elicits responses and develops the evolving text.

Where are Ben and Sen now?

Yes, they are on the swing.

How does the swing move?

Yes, it moves back and forth.

What else do they see in the park?

Yes, they see a see-saw.

Look at the ants.

What do they do?

Yes, they sit on the see-saw.

Where does Ben sit?

Who sits on the other side?

The ants sit on the see-saw.

Ben sits on oneside.

Sen sits on the other side.

Demonstrates the movement of the see-saw with the help of learners.

Writes the elicited responses on the evolving text.

How does a see-saw move?

Can you show it?

Yes, the see-saw moves up and down.

**The see-saw moves up and down.**

Follows the process of reading the evolved text.

The teacher may present the text in the Reader.

Follows the process of graphical reading of the text.

- Lets the learners compare the ideas in the Reader with that of the evolving text.

Leads the learners to Page 11 of the Reader.

Processes the picture using interaction questions.

Elicits responses to develop the evolving text.

Who goes up first?

Who comes down first?

How do the ants play in the see-saw?

**Sen goes up.  
Ben goes down.  
The ants go up and down.**

Follows the process of reading the evolved text.

Teacher may present the text in the Reader.

Follows the process of graphic reading.

Asks interaction questions to share their experiences.

Asks interaction questions given in the Reader to predict the next event.

Do you like to play on a see-saw?

Are the ants happy now?

Using the sand tray demonstrates the movement of see-saw and the ants.

Sen going up. Ben going down.

Ants going up and down.

Ben and Sen are playing in the park. They sit on the see-saw.

Are they happy now?

Yes, they are very happy.

Look, what are the ants doing?

Yes, the ants are going up and down.

Interacts with the learners while demonstrating.

Leads the learners to Page 12 of the Reader.

Asks interaction questions to process the picture.

Elicits responses to develop the evolving text.

Ben and Sen are very happy to play on the see-saw.

But you know what happened suddenly?

What do you see in the picture?

What happens to the ants?

Look at Sen.

Where is Sen now?

What happened to Ben?

**Sen goes up in the sky.  
Ben goes down to the ground.**

Follow the process of reading the evolved text.

Now the learners can identify the ideas/words like 'sit', 'fall', 'up and down', 'back and forth' etc.

Leads the learners to read the text given in Page 12 graphically.

Asks interaction questions given in the text to share their experience.

What will happen to Sen?

Leads the learners to Page 13.

Lets them go through the pictures given.

Asks interaction questions to elicit ideas.

Lets the learners share their ideas.

Develops the evolving text.

Look at the small ant Sen.

Where does Sen fall?

Look at the big ant. Ben?

Where does Ben fall?

**Sen falls on the leaf of a tree.  
Ben falls on the grass.**

Follows the process of reading the evolved text.

Asks interaction questions related to the picture to elicit more ideas.

Look at Ben's face.

Is it happy now?

Who is Ben looking at?

Let the learners try to read the text given in the Reader graphically.

- Exhibits the community picture of the park/big picture of park/the park arranged in sand tray.
- Draws a tree in the picture.
- Asks the learners to draw the positions of Ben and Sen.

Let the learners place Sen on one of the leaves of the tree.

- Places Ben on the ground.

What happened to Ben?

What happened to Sen?

Where will you place Ben now?

Where will you place Sen now?

Leads the learners to Page 14.

Look at Sen.

Processing the picture.

Is Sen happy?

What is it doing?

Yes, it is crying.

Look at Ben.

Elicits ideas and develops the evolving text.

Is it crying?

Is it sad?

Sen is sad.  
Ben is sad.  
Sen is crying.  
Ben is crying.

Follows the process of reading the evolved text.

Where does Sen look?

Gives chance to read aloud.

Where does Ben look?

Asks more interaction questions related to the picture to elicit ideas.

Develops the evolving text.

Sen looks down.  
Ben looks up.

Follows the process of reading the evolved text.

Asks more interaction questions to elicit ideas.

Megaphones the ideas in English.

Develops the evolving text.

Who does Sen look at?

Who does Ben look at?

Where is Sen sitting?

Yes, its on a leaf.

Look, there are many leaves around.

*(Pointing to the leaf next to the one in which Sen was sitting.)* Can you see anything on the leaf?

What is it?

**A dewdrop is on the leaf.**

The teacher may present the text as a narrative.

Lets the learners read the text graphically and compare the narrative with the evolved text.

Lets the learners identify and locate familiar words.

Asks interaction questions to predict the next event.

Leads the learners to Page 15 of the Reader.

Asks interaction questions to process the picture.

Locate the words 'up', 'down', 'leaf', 'crying' and 'sad'

Look at the picture.

What is our Sen doing?

Who is Sen talking to?

Look at the dewdrop.

It is smiling at Sen.

Do you think the dewdrop can help Sen?

What will it say to Sen?

Elicits responses (expected responses- *Don't worry, I will help you*). Teacher megaphones responses in English.

The teacher presents the text as narrative.

Follows the process of graphic reading.

Asks interaction questions given in the text to ensure comprehension.

Now, the learners are familiar with the ideas/words like 'come', 'jump', 'help', 'leaf' etc.

Learners know how to use apt expressions to seek help and to console others.

Interact with the learners to lead them to the next page.

- Asks questions to predict the next event.

- Brings a yellow leaf and an ant to the class.

Demonstrates how the dewdrop helped the ant.

- Keeps the ant on the leaf.
- Places a drop of water on it.
- Asks one of the learners to drop the leaf down.
- Asks them to watch how it comes down.
- Asks interaction questions to develop the evolving text.

What will you say when someone is sad?

How will you console him/her?

How will you offer help to someone?

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Dewdrop is ready to help Sen.

It asks Sen to jump on to the yellow leaf.

Will Sen jump to the leaf?

What will the dewdrop do then?

Will Sen reach down safely?

See, here is a leaf.

Here is an ant too.

Oh! It is Sen.

Who will help me hold the leaf?

Good, please come.

Hold it.

Hold it over your head.

Now, Sen jumps to the leaf.

The dewdrop also jumps.

Now, let's see how our Sen and dewdrop come down.

What does Sen do?

What does the dewdrop do?

What happened to the leaf?

What happens to Sen?

Sen jumps to the yellow leaf.  
Dewdrop jumps to the yellow leaf.  
Sen and dewdrop jump to the yellow leaf.  
The leaf comes down.  
Sen comes down.

Follows the process of reading the evolved text.

The teacher narrates the text in Page 16 of the Reader.

Lets the learners read the text graphically.

Lets them identify and locate familiar ideas/words.

Asks interaction questions given in the text to predict the next event.

Locate the words 'yellow' 'leaf', 'dewdrops' and 'jumpdown'.

Leads the learners to Page 17 of the Reader.

Pictures interaction to process the text.

Elicits responses.

Expected responses.

(How are you/ Are you okay?)

(I am fine. /I am okay./ Yes, I am.)

Megaphones the responses in English.

Develops the evolving text.

Look at the picture.

Where is Sen now?

Is Sen happy?

How do you know that?

Look at Ben.

What is Ben doing?

Is Ben asking something to Sen?

What does Ben ask Sen?

What does Sen say?

Ben sees Sen.  
'Are you okay?' asks Ben.  
'Yes I am,' says Sen.

Follows the process of reading the evolved text.

The teacher presents the narrative.

Learners read the text graphically and compares the ideas with the evolved text.



Asks interaction questions given in the text to elicit free responses.

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The teacher may introduce the **Activity 3** (Identifying the word 'Ant') given on Page 21 of the Reader.

Gives clear instructions about the activity.

You may attempt one as an example.

Takes the first word 'GIANT'

Hides the letters 'G' and 'I' of the word.

Asks them to read the remaining part.

Can you read this word?

I'm going to hide two letters.

Now can you read this word?

Yes it is 'Ant'.

Like this, can you pick the word 'Ant' / 'Ants' from these words?

Underline the word 'ant'.

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Teacher may introduce the **Activity 4** (matching the word with picture) given on Page 21 of the Reader.

- Gives clear instructions about the activity.

- Lets the children identify the pictures given.

- Asks the learners to relate the text with the pictures.

- Lets the learners read out the words aloud.

- Asks them to draw lines to match the picture with the corresponding names.

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Leads the learners to Page 18.

Interacts with the learners about the feelings of Ben and Sen.

Elicits responses to develop the evolving text.

Can you identify the pictures?

What is this? (pointing to each picture)

Can you read their names?

Now, draw a line each from the picture to their name.

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Sen reaches near Ben.

How will Sen feel now?

Is Sen happy?

What about Ben?

Is Ben happy too?

What will Ben and Sen do now?

Sen is happy.  
Ben is happy.  
Sen and Ben are happy now.  
Sen and Ben sing and dance.

Follows the process of reading the evolved text.

Let the learners try to read the text graphically.

The teacher can present the text.

Asks interaction questions given in the Reader to lead them to the song.

### **The song**

#### **ANTS GO MARCHING**

- Plays the video of the song.
- Let the learners watch the clipping two or three times.
- Lets the learners sing the song along with the music.
- Lets the learners get familiarised with the rhythm and pattern of the song.
- Asks interaction questions given on Page 19 to process the first stanza of the song.
- Plays the song again.

Shall we watch the Ant's song?

Do you like the song?

Don't you want to watch it again?

Don't you want to sing it together?

Shall we all clap with the rhythm?

How many ants are there?

Why do they march downwards?

What does the little ant do?

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#### **Activity 1: Adding lines to the song**

The teacher sings two stanzas given in the Reader with proper rhythm two or three times.

Lets the learners sing along.

Asks the learners to sing the next stanza by changing the number of ants in the first two lines.

Come on let us sing the first stanza together.

Do you want to sing it again?

How many ants are there in the first stanza?

Now, let's sing the second stanza.

How many ants are there in the second stanza?

Lets the learners continue the process till the number of ants become five.

Writes the lines on a separate chart.

### Activity 5

- Reads out the different names given in the text.
- Asks the learners to identify the names beginning with the same letters.
- Lets the learners encircle the first letters of the names with a colour pencil.
- Lets the learners copy them down in the different boxes given in the text.
- Asks the learners to identify the names of their friend's beginning with these two letters.

### Activity 7 Page 23

Drawing, colouring and naming the ant and describing it orally.

Provides colour pencils/crayons to each learner.

Gives proper suggestions/instructions while the process is in progress.

Makes use of the interaction questions given in the text to develop a description.

Asks the learners to talk about the ants they have drawn.

Shall we add one more stanza to the song?

How many ants will be there in the third stanza?

Shall we clap with the rhythm of the song?

How many ants will be there in the fourth stanza?

How many ants are there in the fifth stanza?

Do you know anyone with any of these names?

Look how these words begin?

Can you identify the first letter?

Draw a circle around the first letter of the names.

Can read out the names which starts with the letter 'A'.

Who will read out the names which starts with the letter 'B'?

Can you say the names of your friends beginning with the letter 'A'?

Can you say the names of your friends beginning with the letter 'B'?

Are you going to draw a big ant or a small ant?

Come and take the crayons you like.

You can colour your ant with your favourite colour.

Then, name your ant.

*e.g. Abin come here.*

*Show your ant.*

*What is its name?*

*Oh! its a nice name.*

*Is it big or small?*

*What colour is your ant? Oh! its beautiful.*

*Look at its face.*

*Is it happy or sad?*

Expected description (*My ant is Mitto. It is a small ant. It is blue in colour. Mittu is happy.*)

Lets all learners show their drawings before the class and talk about their ant.

Encourages the learners by giving complements.

Lets the learners sit in pairs and exchange their drawings/note books.

Lets them go through it and share their ideas about their ants (talk to each other about their ant).

Oh! It is very nice. Your ant is very cute/beautiful.

Who will come next?

Yes, that's good.

Now, you can sit with your friend. Show your drawing and talk about your ants.

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### I Know – Learner Assessment

The learner assessment can be done with the help of an activity – Colouring the tree

- Leads all the learners to Page 24
- Provides colour pencils/crayons to each learner.
- Asks them to colour the different parts of the tree-trunk, flowers and leaves.

Do you like the story of Ben and Sen? Then colour the trunk of the tree. (pointing to the trunk).

How was the ant's song? Did you enjoy it?

Colour the flower of the tree. (pointing to the flower).

Look at the leaves of the tree. (pointing to the leaves).

Some words are written on it.

Can you read them?

Read them aloud one by one and colour it.

Now, see how beautiful your tree is.

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### My Learner - Teacher Assessment

In the given table on the left side you can see the columns in which the expected learning outcomes are listed. You have to assess them on a three point rating scale - 'fully', 'partially' and 'to some extent'.