

## UNIT 2

### ME TOO

**Theme:** Self respect and knowing about oneself.

**Sub theme:** The drawbacks of imitating blindly

**Input discourses:** Story, Poem, Dialogue and Description

#### Learning outcomes

The learner:

- Identifies the context, character and mood.
- Comprehends and enjoys simple stories.
- Understands one's own abilities and disabilities.
- Enjoys the rhythm and music of the song/poem.
- Counts numbers up to 10.
- Identifies the names of different birds and their young ones.
- Identifies and reads ideas/words like hen, duckling, chick, swim, butterfly, worm, egg, etc.

#### Language elements

- Identifies and responds to question words like 'Why' & 'Where'.
- Identifies and uses words to denote possession (*e.g. I have*).

#### Activities

- Theatre game
- Concept Map
- Language game
- Drawing /colouring pictures

#### Materials

- Bamboo Sticks
- Chart papers, colour pencils
- Pictures of cat, dog, eagle, duck, horse, snake etc.

#### ICT

- Video of the song 'Old Mac Donald had a Farm'.

## Unit Frame

### Unit 2: Me Too

Time: 20 Periods

Concept/Skill	Discourses Activities	Language Elements	Learning Outcomes
<ul style="list-style-type: none"> <li>Importance of self-concept and self-respect</li> <li>The drawback of blindfold imitation</li> </ul>	<ul style="list-style-type: none"> <li>Story</li> <li>Poem</li> <li>Dialogue</li> <li>Description</li> <li>Theatre game</li> <li>Concept Map</li> <li>Language game</li> <li>Drawing /colouring pictures</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and responds to question words like 'Why' &amp; 'Where'.</li> <li>Identifies and uses words to denote possession (Eg. I have).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the context, character and their mood.</li> <li>Comprehends and enjoys simple story.</li> <li>Understands one's own abilities and disabilities.</li> <li>Enjoys the rhythm and music of the song/poem.</li> <li>Counts numbers up to 10.</li> <li>Identifies the names of different birds and their young ones.</li> <li>Identifies and reads ideas/ words like hen, duckling, chick, swim, butterfly, worm, egg, etc.</li> </ul>

### Support for CWSN learners

Ensure the participation of CWSN learners in various other activities like theatre games, language games, drawing, colouring etc. by giving appropriate and adequate support.

### Introduction

'Me Too' is the story of a chick and a duckling. It deals with the idea of

knowing oneself and having self respect. It also highlights the drawbacks of blindfold imitation. The unit consists of a story and a poem. It also helps to learn about birds and animals around us.

### Entry Activity

This unit can be introduced in different ways.

Here is a sample.

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### Process

- Elicits the names of birds and animals we see around us.

- The teacher megaphones and writes them on the BB.

- Divides the class into two – an animal and a bird group.

- Lets the two groups stand facing each other.

- Makes two teams (Team A & B).

- Writes the names of the teams on a chart/BB in two columns.

### Teacher Talk

Can you say the names of your favourite birds or animals?

Very good. All of you have named them...

I will write them on the BB.

Now, we can make an animal group and a bird group.

Animal group, please form a line.

Bird group, you too form a line.

Fine... now, stand facing one another.

Now listen to me... This is 'A' team (animal group) and you are 'B' team (bird group). We are going to play a game.

A member from your (A) team should make the sound of an animal or a bird. The other team (B) members should identify what bird or animal it is.

- Lets the teams think and decide what sound they should make and select a member to produce/mimic the sound.
- Lets the teams mimic the sound.
- Lets the other teams say their names.
- Teacher writes the points/scores on BB or on the chart.
- Repeats the process.
- Helps the teams to make the sounds of different birds and animals.
- Congratulates the winning team. Gives good feedbacks to both the teams.
- Facilitates CWSN children to participate in the game too.

Are you ready? Shall we start?

The team which answers correctly will get a point.

For each wrong answer, the other team will get a point.

Now, B team can make the sound and A team will say what it is.

Ok start.

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- Plays the video of the song 'Old Mac Donald had a Farm'.

Shall we watch a song?

Look, here is a song. Watch it and listen to the lines.

- Interacts with learners and prepares a concept map on Farm animals and birds.

You have listened to the song about Old Mac Donald's farm.

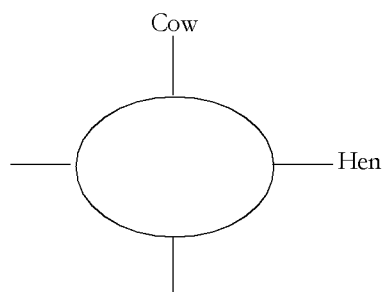
You have seen the farm too.

Now, can you name the animals in the farm?

Name the animals in the farm.

Were there any birds in the farm? What were they?

### Concept Map of Farm Animals and Birds



Leads the learners to Page 28 of the Reader.

- Elicits responses.
- Lets the learners colour the numbered columns to find out the hidden hen.
- Elicits responses and writes on a chart to develop the evolving text.

• Please open/(go to) Page 28 in the Reader.

• What do you see in the picture?

• Look, some boxes have numbers.

• Shall we colour the boxes?

What did you find out? Can you name it?

**Evolving text**

**A hen**

• Asks interaction questions and elicits responses.

Do you have hens at home?

Do you like hens?

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Leads to Page 29 of the Reader.

Take Page 29.

What do you see there?

What is the hen doing?

Do you want to colour the hen?

Asks the learners to colour the hen.

Gives the learners crayons/colour pencils of different colours.

Lets the learners do the task individually.

The teacher may interact with them while the colouring is in progress.

Shall we colour the hen?

You can give any colour you like.

What colour will you give the head?

What colour is the beak?

Which colour will you give to the eyes?

Oh! your hen is very nice.

Elicits responses and writes them on the chart to complete the evolving text.

How many eggs are there?

A hen  
Two eggs

Asks interaction questions given in the text.

Now, I will show you something.

Elicits responses.

You have to say what is inside it?

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### Activity

Places a basket upside down on the table.

What is this?

(The cut-outs/models of a chick and duckling should be kept under the basket.)

Can anybody say what is inside the basket?

The teacher opens the basket partially. She takes out the cut-out of the duckling dramatically with a sound, 'Quack, Quack'.

Yes, The hen and two eggs are inside this basket.

Look, somebody is coming out. Do you hear its sound?

Do you want to see who is coming out of the eggs?

Can you guess?

Look, now can you say what it is?

The teacher places it on the sand-tray.

Elicits responses.

Megaphones them in English.

Develops an evolving text.

A duckling

Follows the process of reading the evolved text.

Have you seen this before?

Leads to Page 30 of the Reader.

Look at the picture.

Asks interaction questions.

Who came out?

Elicits free responses.

What is the duckling doing?

Presents the text on Page 30.

Follows the process of reading.  
(Lets the learners try to identify the words duckling, and egg).

Look at its face. Is it happy?

Lets the learners try to read the text with the help of the teacher.

What did the duckling say?

Asks interaction questions.

Elicits responses.

Teacher writes on the chart. 'I am out.'

A duckling  
'I am out', he said.

Follows the process of reading the evolved text.

Lets the learners compare the ideas in the text with the evolved text.

The teacher may present the text.

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

Teacher shakes the basket again as if someone is shaking it from within.

Don't you want to know what happened to the other egg?

Asks interaction questions.

Who will come out of the other egg?

Can you guess who is going to come out now?

Produces a 'kee', 'kee' sound.

Do you hear any sound? Can you guess any sound?

Then takes out the cut-out/model of a chick dramatically.

See, what is this? Have you seen this? Can you say what it is?

Places it near the duckling on the sand tray.

Elicits responses and writes them on the chart and develops the evolving text.

A chick came out.

Follows the process of reading the evolved text.

Leads them to Page 31 of the Reader.

Asks interaction questions.

Lets the learners say the responses in their mother tongue.

Megaphones them in English.

Asks the learners to find out what the chick said.

Adds the response 'Me too' on the previously evolved text.

A chick came out.  
'Me too', the chick said.

Look at the picture. Who came out now?

What is the chick doing?

Look, it is saying something to the duckling?

What will the chick say?

Follows the process of reading the evolved text.

Lets the learners read the text in the Reader graphically and compare the ideas with the evolved text.

Then the teacher may present the text.

Can you identify the word 'chick' in the second line?

**Activity 4** of Page 47 of the Reader can be done at this point.

Asks the given questions in the Reader and allows learners to say about the birds or animals they have at home.

Reads out the instructions clearly.

Asks them to draw the young one of any animal or bird they have seen.

Distributes colour pencils/crayons to the learners.

Interacts with the learners while they draw the picture.

Interaction questions while the drawing is in progress.

Which young one are you going to draw?

Is it a bird or an animal?

Where is its tail?



Gives them compliments and encourages them.

Lets them write about the young ones of the animal or the bird they have drawn in the space provided in the Reader.

Developing a Concept Map based on this activity.

The teacher shows the pictures drawn by the learners.

Talks about the picture. (Elicits its name, asks them to identify the mother, appreciates the learner who has drawn the picture.)

Writes the names of the young ones on the BB while eliciting responses from the learners. Pastes corresponding pictures against their names.

Like this the learners may be familiarised with the young ones of other animals too. (chick, duckling, kitten, pup, calf, lamb, kid)

Lead the learners to the picture on Page 32 of the Reader.

Asks interaction questions based on the picture.

Elicits responses.

Expected responses.

*(Where are you going?*

*Please wait. I am also coming with you.*

*Please take me with you.)*

Where is its beak?

Where are the ears?

What is its colour?

Does it have a name? What is it?

Your kitten/pup/... is cute.

Look at the picture.

Who is walking ahead?

Why does the duckling walk ahead?

Who came out first from the egg?

What is the chick doing?

Is the chick saying/asking anything to the duckling?

What will the chick ask the duckling?

Writes the elicited responses on a chart.

Leads them to Page 33.

The teacher presents the first line of the text on Page 33.

Leads the learners' attention to the earlier elicited responses on the chart.

The teacher reads out the elicited responses one by one.

Lets the learners select the possible initiation from it and fill the speech bubble of the chick on Page 32.

Writes the dialogue of the chick and the duckling on the chart as the evolved text.

Look what the duckling says, 'I am going for a walk'.

Can you guess the question asked by the chick now?

'Where are you going?'

'I am going for a walk', said the duckling.

Follows the process of reading the evolved text.

Lets the learners fill up the speech bubble of the chick.

Learners may compare the idea in the real text with that of the evolved text.

Elicits 'Me too' from the learners.

Lets the learners add 'Me too' in the previously evolved text.

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

**Expected responses** (*to the playground, to the garden*).

The chick also wanted to go with the duckling.

What did the chick say then?

Children, the duckling says that it is going for a walk. The chick also wants to go with the duckling.

Can you say where they are going to?

Leads to Page 34 of the Reader.

Picture reading.

Elicits responses.

Teacher megaphones the responses in English.

Writes the elicited responses as evolving text.

Look at the picture.

Who are there in the picture?

Look at the chick and duckling.

Where are they now?

What is the duckling doing?

Is the duckling looking for something?

Is it searching for food?

Where will it get food from?

Under the soil?

How will it get food?

Won't it dig the soil?

So, what is the duckling doing?

What does the duckling say?

I am digging a hole.

Now, lets the learners read the text in Page 34.

Lets them compare the ideas of the text with the evolved text.

Elicits free responses.

The teacher writes the elicited responses on the chart.

The teacher shows the chart of previous evolved texts.

Draws attention to the chick's responses.

The teacher adds 'Me Too' in the evolving text.

What is the chick doing?

Will it dig a hole?

What will the chick say then?

Will it say the same thing?

'Me too', said the chick.

Follows the process of reading.

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

Leads to Page 35 of the Reader.

Picture reading.

Asks interaction questions that help the learner to read the picture.

Writes the elicited idea, 'A worm' as the evolving text.

Look, what did they get?

How many worms can you see in the picture?

Who found the worm first? The chick or the duckling?

What will the duckling say?

A worm

Adds 'Me too' in the evolving text.

What will the chick say then?

'Me too', said the chick.

The teacher can present the text in Page 35 as narrative.

Follows the process of reading the text.

Lets the learners identify the words and read them. (*a worm, duckling, Me too, chick*)

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

Elicits responses.

What will the chick and duckling do now?

Will they catch anything else?

Leads to Page 36.

Asks interaction questions to read the picture.

Elicits responses.

Develops the evolving text.

Look at the chick and duckling.

What did they catch?

How many butterflies are there?

Can you say who caught it first?

What did the duckling say?

'A butterfly', said the duckling.

Follows the process of reading the evolved text.

Let the learners read the text graphically.

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Leads to Page 37 of the Reader.

Asks interaction questions based on the picture.

What is the chick doing?

Will it say anything? What will it say?

What is the chick doing?

The chick is saying something to the duckling. What does it say?

Elicits responses and let the learners write them on the chick's dialogue bubble.

See how many of them are able to write 'Me too'.

Allows others to graphically copy 'Me too' from the chart.

Asks interaction questions to predict the next part of the story.

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Leads to Page 38.

Picture interaction.

Look at the picture.

Where are they now?

What does the duckling want to do ?

Elicits the response and develops the evolving text.

What will the duckling say then?

**'I want to swim', said the duckling.**

Follows the process of reading the evolving text.

Let the learners read individually the text given in the Reader.

Look at the chick.

Does it want to swim?

Add 'Me too' to the evolved text.

What will it say then?

**'I want to swim', said the duckling.  
'Me too', said the chick.**

Follows the process of reading the evolved text.

Leads to Page 39.

Picture interaction.

Elicits responses and develops the evolving text.

Look at the duckling

What is it doing?

Yes, it is swimming.

What will the duckling say then ?

**'I am swimming', said the duckling.**

Follows the process of reading the evolved text.

Lets the learners read the text given in the Reader.

Asks interaction question given in the text and predicts the next event.

Lets the learners share their experiences.

Where is the chick now?

What is it doing?

Will the chick go with the duckling?

Can a chick swim?

Do you swim?

How many of you can swim?

Leads to Page 40 of the Reader.

Picture interaction.

Elicits responses, 'Me too'.

Follows the process of reading the text in the Reader.

Asks interaction questions to predict the next event.

What is the chick doing?

Yes, the chick jumps into the water.

Will it say anything while jumping into the water?

What will it say?

Won't it say the same thing as before?

What will happen now?

Will the chick swim?

Leads to Page 41 of the Reader.

Picture interaction.

Where is the chick now?

Is it swimming?

Look at it's face. Is it happy?

Is it afraid?

Is it crying for help?

What will it say then?

Elicits responses and develops the evolving text.

**'Help, help'.**

Follows the process of reading the text.

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

What is the duckling doing?

Will the duckling save the chick?

How will it save the chick?

What will the duckling do?

Leads to Page 42 of the Reader.

Picture interaction

Asks interaction questions to process the text.

Elicits responses and develops the evolving text on the chart.

Look at the chick.

What is it's condition now?

What did the duckling do?

**The duckling pulled the chick out.**

Follows the process of reading the evolved text.

Let the learners read the text in the Reader.

Asks interaction questions in the textbook to predict the next event.

Leads to Page 43 of the Reader.

Picture interaction.

Lets the learners try to read the text and identify what the duckling says.

Elicits responses and writes them on the chart.

Look at the picture. What is the condition of the chick?

Read and find out what the duckling says.

The chick says something to the duckling.

Does the chick want to go with the duckling now?

Will it go for a swim again?

Will the chick say, 'Me too'?

What will it say then?

*(Expected responses : No, I will not come./ I don't want to swim./I will stay here./Ok bye.)*

Let the learners write a suitable response on the speech bubble of the chick.

Asks interaction questions given in the text to elicit the ideas of the learners.

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### **Processing the poem (Five Little Ducks) Page 44 - 45**

Plays the song 'Five Little Ducks' using multimedia. Plays the song two or three times to familiarize the lines.

The teacher sings the song, stanza by stanza. Learners sing after the teacher.

Asks some interaction questions based on each stanza to analyze the song.

Lets them sing the song in chorus.

Did you like the story of the duckling?

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Now, shall we listen to/watch the song of the ducklings and the mother duck.

Listen to the song first.

Did you get the lines?

Shall we sing it together?

How many little ducks went out on the first day?

How many of them came back on the first day?

What did the mother duck do to call the little ducks?

How many of the little ducks came back on the last day?

When all the little ducks were gone, what did the mother duck do?

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### **Enacting the song**

**Materials needed:** Masks of five ducklings and mask of a mother duck.

### **Process**

Group the learners into four or five groups (Six members in one group).

Distribute the masks to one group.



**Fixing the characters**

Lets five of them be the little ducks.

One child can wear the mask of the mother duck.

**Fixing the location**

Now lets the learners (the mother duck and the ducklings) act as if they are swimming in the river like ducks.

**Fixing the actions**

Lets the learners enact like the mother duck leading the ducklings in the river at first.

Later, the ducklings swim ahead and mother duck swims behind them.

Like this, teacher helps the groups to do the choreography stanza by stanza for the song.

Plays the song and the group performs the choreography.

Some of the learners can be singers.

*(If we need any properties like trees, rock etc. for the song, learners can mime them too.)*

Lets all the other groups also attempt the choreography for the song.

Look, you are the mother duck and these are the little ducks. How many little ducks are there?

Where did the ducklings and the mother duck go one day?

They went for a swim in a river.

Now, you have to act like swimming.

Can you show me how the ducks swim in water?

How many little ducks came back on the first day?

So only four of you should come back. One should hide some where.

Like this you have to act according to the song.

What will the mother duck do to call the little ones?

So you should make the sound 'quack quack' when one little duck is missing.

In each stanza one little duck goes missing.

Will there be any ducklings left on the sixth day?

What should the mother duck do?

Yes, when the mother duck quacks all the five little ducks come back and join the mother.

**Activity 1 (Page 46)**

Lets the learners try to read the sentences given.

Asks them to underline the words they can read.

Lets them share their ideas in groups.

(The learners are supposed to identify and read at least the words – ants, my, bag, chick, duckling, playing etc.)

Then the teacher may read out the sentences if needed.

**Activity 2 (Page 46)**

Lets the learners identify the pictures.

Lets them say their names.

Asks them to write it in the space provided.

Peer assessment can be done here.

**Activity 3 (Page 46)**

Developing a concept map on birds.

Asks interaction questions based on the birds around.

Lets the learners try to say the names of the birds they are familiar with.

Lets them try to write it in the space provided.

The teacher exhibits the pictures of different birds.

Lets the learners identify the familiar ones from it.

Lets them say the names in the mother tongue.

The teacher can megaphone the names in English.

The teacher develops a concept map on a chart in negotiation with the learners.

Pastes the corresponding pictures against the names.

Lets the learners complete the word web in their textbooks.

**Activity 4 (Page 47)**

Already done in the beginning.

**Activity 5 (Page 48)**

Adding lines to the song.

First four lines are given there 'What a hen can do'.

Asks the learners what all things a hen can do.

Elicits free responses and writes them on a chart.

- **can walk**
- **can run**
- **can say ‘cluck, cluck’**
- **can lay eggs**
- **can eat worms**

The teacher sings the first stanza. Learners sing after the teacher.

Similarly, the second stanza is about what a cat can do.

Elicits what a cat can do.

- **Cats can walk.**
- **Cats can jump.**
- **Cats can drink milk.**
- **Cats can eat fish.**
- **Cats can chase rats.**
- **Cats can mew.**

Then the teacher sings the first line of the song and helps them to develop the remaining lines using the lines written on the chart.

The third stanza is about what ‘I can do’.

The teacher asks the learners what they can do.

Lets each learner say at least one thing they can do.

Make sure that the learners are not copying from others.

Asks the learners to sit in groups.

Provides them with sheets of paper.

Lets the groups construct their own lines for ‘what I can do’.

The teacher should interact with the groups while the activity is in progress.

The teacher can help the groups to construct lines by asking apt interaction questions.

When the learners say or sing the lines, teacher can write the lines on their charts.

Lets the groups try to sing the lines with proper rhythm.

Lets each group come and present their song.

Exhibits the charts on ORC.

Presents a teacher version.

### **Sample**

I can sing and I can dance

I can jump and I can run

I can read and I can write

I can smile and I can cry

### **Self Assesment - I Know (Page 50)**

1. This activity is given in the form of a picture story. The pictures are not given in the proper order. Let the learners read the picture first. Then ask the learners,

*'Which happened first?', 'Which happened after that?', 'Which happened next?', 'Which happened in the end?' etc.* to help them to order the pictures as in the story. Let them put numbers according to the order of occurance in the given boxes.

2. This activity is given to help learners identify the words they have come across in this unit. Read the instructions clearly to the learners. Let them put tick mark in the correct boxes. Let them read the words by themselves.

### **Teacher Assessment - My Learners (Page 51)**

In the given table on the left side you can see ten columns. In each column the expected outcomes are listed. You have to asses them on a three point rating scale- fully - partially - to some extent.