This is Me

OBJECTIVES
• Talk and share about oneself in a group.
• Listen to others in the class and appreciate them too.
• Know details like their home address, parent’s phone numbers etc.
• Talk and share about activities they like to do.

LEARNING METHODOLOGY
• Explanation using visual aids
• Individual and group discussions.
• Hands on activities.

RESOURCES
• Visual and auditory aids like charts, poems etc.
• Scrap book, colours, glue etc.
• Textbook
• Worksheets

ASSESSMENT
• Let’s answer (textbook)
• Worksheet (textbook)
• Worksheet 1
• Worksheet 2
# Suggested teaching plan

<table>
<thead>
<tr>
<th>S.No</th>
<th>Topic</th>
<th>Task (from the textbook)</th>
<th>Additional Resources</th>
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• Group discussion and reading  
• Explore  
• Skill builder | • Activity 1 – I like to  
• Activity 2 – Rhyme time  
  I have a special person  
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## Learning Outcomes
- Talk and share about oneself in a group.
- Be able to listen to others and appreciate them too.
- Know details like their home address, parent's phone numbers etc.
- Talk and share about thing they like to do.
- Understand that human beings grow and there are physical changes in appearance, height, weight etc.

## Getting started
Most children are generally aware of their names, names of their family members. Ask them to share the names of their family members like mother, father, sister and brother, number of family members etc. Ask who is a member of a family and describe how each of us is a part of a family.

Tell students that a family is made up of lots of different kinds of family members, and we use different words to call them. Ask them to name some. Help students also understand that though we are a part of a family but our habits and likes can be different from one another.

## Warm Up activity
**Activity 1 – I like to**
- Make students sit in a circle.
- Keep a ball with you. Pass it to children.
**Discussion**
Initiate the discussion by asking the given questions.

- What is your name?
- How old are you?
- What is your date of birth?
- Who all stay with you at home? Do you know their names?
- Where do you live?
- How many members are there in your family?
- What is the name of your school?
- What is your friend’s name?
- What activities do you like doing with your family?
- What activities do you like doing at school?
- What activities do you like to do at home with your siblings?

**Tasks**
The exercises mentioned in the section are from the textbook WOW Science.

- **Warm Up (page 7)**
  Ask parents beforehand to send a recent picture of their child.
  Ask children to write the names of their parents. Also, ask them to write their parent’s phone numbers. Assist them with spellings, if required.

- **Explore (page 7)**
  Ask parents beforehand to send a picture of their child when they were a baby.
  Ask students to paste it in the book and share it in the class. Also encourage a discussion about what changes do they see in themselves now and the time when they were a baby. You can also ask them if they have any sibling who is a baby.

- **Skill builder (page 9)**
  The student who catches the ball has to introduce them and tell what they like doing the most.
  Eg:- My name is Maya. I like to sing.
  When the student finishes, ask him/her to pass the ball to any other student sitting in the circle.
Additional activities

Activity 1
Rhyme – I have a special person
Make children stand in a circle. Sing the poem ‘I have a special person’.

I have a special person
And papa is his name.
And papa is his name.

I have a special person
And mother is her name.
And mother is her name.

I have a special person
And sister is her name.
And sister is her name.

I have a special person
And brother is his name.
And brother is his name.

Activity 2
My Family Tree
Ask children to get a family picture and picture of their parents, siblings and grandparents. Help children make a family tree in their scrap book. Also, ask them to write the name of each member and then age.

I like to do

Topic 2
Discussion
Initiate the discussion by asking the given questions.

- What is your favourite activity at home?
- What is your favourite activity in school?
- What is the name of your friend? What activities do you like to do with your friend?
- What game do you like to play at home and in school?
- What food do you like to eat?
- What is your favourite colour?
- What do you like to watch on the television?
Tasks
The exercises mentioned in the section are from the textbook WOW Science.

- Find out (page 8)
  Ask students to talk to their friends and what are their favourite colours.
  Also encourage students to share their own hobbies and know about their friend's hobbies too.
  Here, you can also ask students to create a friend's page in their scrap book and fill it with the collected details.

- Building Block
  In this activity, tell students to fill details about themselves and make an identity card for them.

- Let's think (page 9)

- Let's do it (page 9)

Additional activities
Read the poem to the students. Ask them to repeat after you and also do some actions for it.

Poem time – My friends
Sometimes we like to play,
With bat ball, puzzles and clay.
Sometimes we like to eat
Healthy fruits and veggies.
Sometimes we like to read
Stories of bravery and good deed.
Sometimes we want to do nothing,
Just talk and talk and have fun.

Topic 3
Revision

Tasks
The exercises mentioned in the section are from the textbook WOW science.

- Let's answer (page 9)
- Worksheet (page 10)

Worksheets
Worksheet 1: Write about yourself and complete the chart.
Worksheet 2: Draw your picture and write 5 activities that you like to do in school with friends.
Write about yourself and complete the chart.

My Name is ...

I was born on ______________________

I live in ______________________

My favourite number is _______________

My favourite animal is ______________________

My favourite food is ______________________

When I grow up, I want to be a ______________________

I am _____ years old.

I was born on ______________________

I live in ______________________

My favourite animal is ______________________

My favourite food is ______________________

My favourite number is ______________________
Worksheet 2

Draw your picture and write 5 activities that you like to do in school with friends.

My name is

_____________________________
OBJECTIVES

• Identify, name and understand about the different parts of body with their functions.
• Identify and understand the different parts of face.
• Appreciate the role of our body parts in our body.

LEARNING METHODOLOGY

• Explanation using visual aids.
• Individual and group activities.
• Hands on activities

RESOURCES

• Visual aids like charts, videos etc.
• Textbook
• Chart papers, used magazines, glue and paper slips etc.
• Worksheets

ASSESSMENT

• Let’s answer (textbook)
• Skill builder
• Worksheet (textbook)
• Worksheet 1
• Worksheet 2
## Suggested teaching plan

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<td>Activities</td>
<td>Worksheets</td>
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<td>My Body – - Introduction Parts of the body</td>
<td>• Group discussion and reading • Warm Up activity • Find out • I wonder</td>
<td>• Activity 1 – Do as I say not as I do</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>My Body – Parts of face</td>
<td>• Group discussion and reading</td>
<td>• Activity 2 – Do as I do • Activity 3 – Listen and act • Activity 4 – Tear and paste</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Body parts – How do they help?</td>
<td>• Group discussion and reading • Explore</td>
<td>• Activity 5 – What can I do?</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Revision</td>
<td>• Let’s answer • Skill builder • Worksheet (textbook)</td>
<td>• Activity 6 – rhyme If you are happy and you know it • Revision (video link) <a href="https://www.youtube.com/watch?v=ot4mJ_qUNMY">https://www.youtube.com/watch?v=ot4mJ_qUNMY</a></td>
<td>Worksheet 1 Worksheet 2</td>
</tr>
</tbody>
</table>

### Learning Outcomes
- Identify, name and understand about the different parts of body.
- Name and label the different parts of the face.
- Spell and write names of different parts of body.
- Recognise and identify body parts in pairs.
- Appreciate the role of our body parts in our life.

### Getting started
Most children are generally aware of body parts, so to begin with you can ask them to name one body part and also point it. Allow them to do it in their mother tongue and you can substitute the word in English. Appreciate children when they initiate.

### Warm Up activity
Make children sit in a circle. Turn wise ask each of them to point to a body part. The rest of the class has to name the body part being indicated by the child.

End the activity with a song ‘Head, shoulders, knees and toes’. Practice the rhyme with actions. Each verse gets faster and faster.
Discussion
Initiate the discussion by asking the given questions.

- What are the different activities you do before coming to school?
- Which body part helps you eat the breakfast that mother prepares for you?
- What body parts can see in pairs?
- Do animals also have same body parts like us?

Tasks
The exercises mentioned in the section are from the textbook WOW Science.

- Find out (page 11)
  Ask children to find out the body parts hidden in the grid.

- I wonder (page 15)
  Draw and cut out different parts of the body. One child would lie down on a chart paper, rest will trace his body outline. Paste the cut-outs to complete the collage

Additional activities
Do as I say, not as I do

- After teaching the names of the body part and practicing them you can play this game.
- Tell students to do as you SAY, not as you do. When you say ‘touch your knees’, touch your ears instead, or any other part of your body.
- This is a good way to see who is listening to you correctly and who is just copying your movements.
**Topic 2**

**Discussion**
Initiate the class discussion by asking the given questions.

- What expressions did you see on your mother’s face in the morning?
- How do you know about the different moods of people?
- Can you make different expressions on your face? (Encourage them to show different expressions like anger, happy, sad, excitement, worried etc.)

**Additional activities**

**ACTIVITY 1**

*Say as I do*
- Point to a body part on the face.
- Ask students to recognise it and say its name.
- Begin slowly and then do it at a faster pace later.

**ACTIVITY 2**

*Listen and act*
- Make students stand in a circle.
- Say names of different body parts. Children have to carefully listen and point out only the body parts on the face. Begin slowly and do it at a faster pace later.

**ACTIVITY 3**

*Tear and paste*
- Form student groups.
- Provide each group with a face cut-out. Also, provide children with magazines.
- Ask them to look for parts of the face, tear them and paste on their cut-out accordingly.
- Encourage them to choose what face they wish to create (boy, girl, man, woman etc.). Ask them to name the character they have created.
- Encourage students to copy names from the text book and label the parts of face.

**Topic 3**

**How do they help?**

**Discussion**
Initiate the class discussion by asking the given questions.

- What are some of the activities that you enjoy doing at home and in school? Name the body parts that help us to do these activities.
- While doing the abovesaid activities, do we use more than one body part?
- Can the function of one body part be performed by the other?
• Do you think it is essential to take care of our body parts? Why?
• What are some ways through which you can take care of your body parts?

While discussing the above questions, also discuss with children that there can be some people around them who might need some extra help to perform basic activities. These people can even be an elderly at home. We also need such support from others during sickness, a fracture etc.

After discussion engage children to think of five ways in which they would want to support their friend, sibling, any elderly person or a person with disability.

**Tasks**
Activities mentioned under this section are given in textbook WOW science.

- Let’s answer (page 14)
- Skill builder (page 15)
- Worksheet (page 16)

**Additional activities**

**ACTIVITY 1**

**What can you do?**

- Ask the students to sit in a circle.
- Name a body part or two and ask students to tell things that they can do with them, e.g. “I can catch a ball with four fingers” or “I can whistle with four fingers”

**Topic 4 Revision**

**Tasks**
After a verbal revision of all the topics in the chapter the following reinforcement activities can be done in the class.

- Let’s answer (page 14)
- Skill builder (page 15)
- Worksheet (page 16)

**Additional activity**

After writing activities, end the session through a rhyme, ‘If you are happy and you know it’. Encourage children to do actions along with it.

Video link - https://www.youtube.com/watch?v=ot4mJ_qUNMY

**Worksheets**

**Worksheet 1**
Identify the body parts and complete their names.

**Worksheet 2**
Cut and paste the body parts and complete the puzzle. Label any 6 body parts.
# Worksheet 1

Identify the body parts and complete their names.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm</td>
<td>a ___ m</td>
</tr>
<tr>
<td>Neck</td>
<td>n ___ k</td>
</tr>
<tr>
<td>Knee</td>
<td>k ___ e ___</td>
</tr>
<tr>
<td>Navel</td>
<td>n ___ e</td>
</tr>
<tr>
<td>Head</td>
<td>h ___ d</td>
</tr>
<tr>
<td>Mouth</td>
<td>mo ___ h</td>
</tr>
<tr>
<td>Throat</td>
<td>t ___ th</td>
</tr>
</tbody>
</table>
Worksheet 2

Cut and paste the body parts and complete the puzzle. Label any 6 body parts.
ANSWER KEY
Chapter 1 - This is Me
To be done by the students.

Chapter 2 - My Body
Page – 11, Warm Up
a. teeth  b. hand  c. mouth

Page – 14, Let’s answer
A. 1. a  2. d  3. b  4. b
B. 1. X  2. ✓  3. X  4. ✓

Page – 15, Let’s think

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>legs</td>
<td>2</td>
<td>legs</td>
</tr>
<tr>
<td></td>
<td>mouth</td>
<td>3</td>
<td>fingers</td>
</tr>
<tr>
<td></td>
<td>eyes</td>
<td></td>
<td>teeth</td>
</tr>
<tr>
<td></td>
<td>eyes</td>
<td></td>
<td>eyes</td>
</tr>
</tbody>
</table>

Skill builder
1. 😞  2. 😊  3. 😊

Page – 16_Worksheet

Colour the picture of a boy. Match the parts of his body with their correct names.