

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.

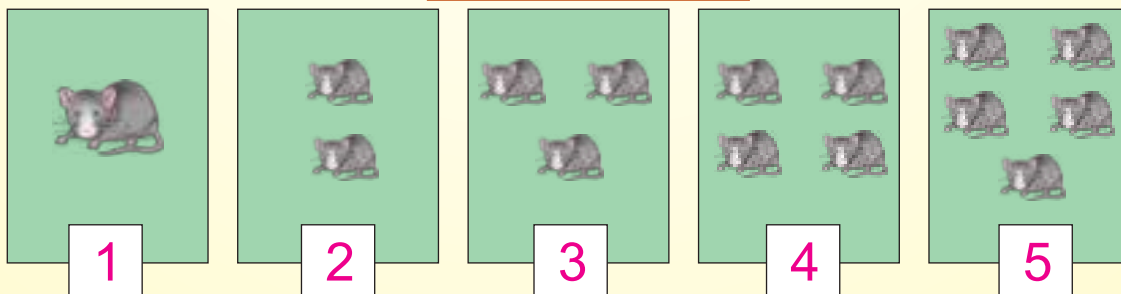
2.3 VMDT (Visual Memory Development Technique) :

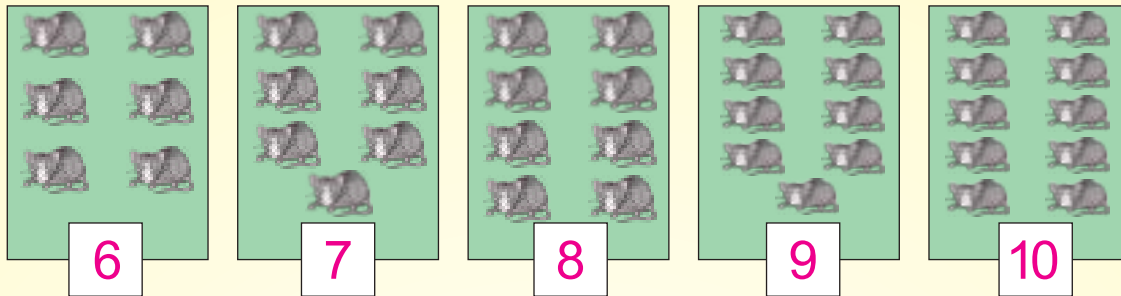
Teacher asks pupils to take a mental photograph of the rhyme with its pictures. Then asking them to close their eyes, s/he asks them to point their fingers at 'three-four-shut the door'. Pupils do and open their eyes to see whether they are right. This is done for the other items of the rhyme.

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
୪	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.

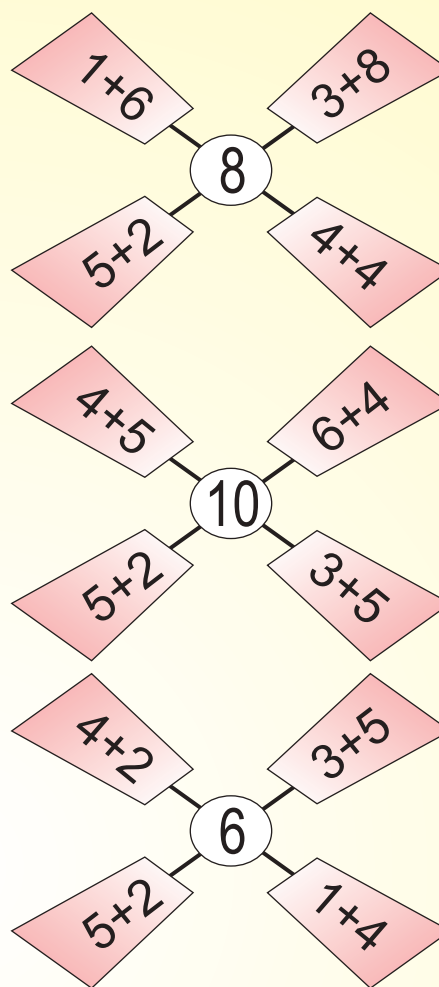
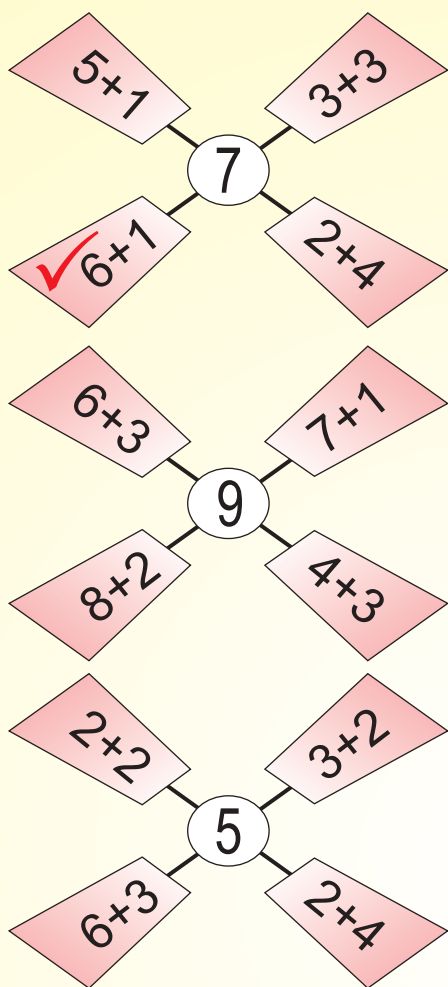
Steps :

- 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 :

1 2 3 4 5

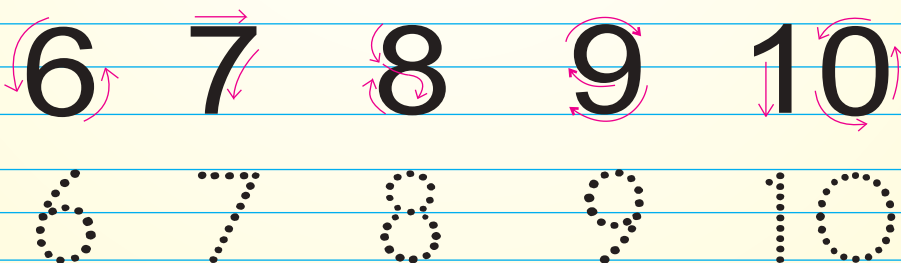
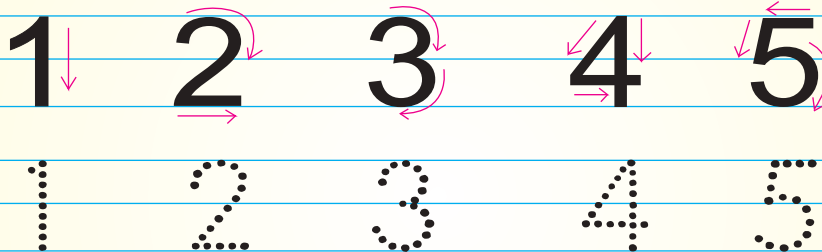
6 7 8 9 10

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.



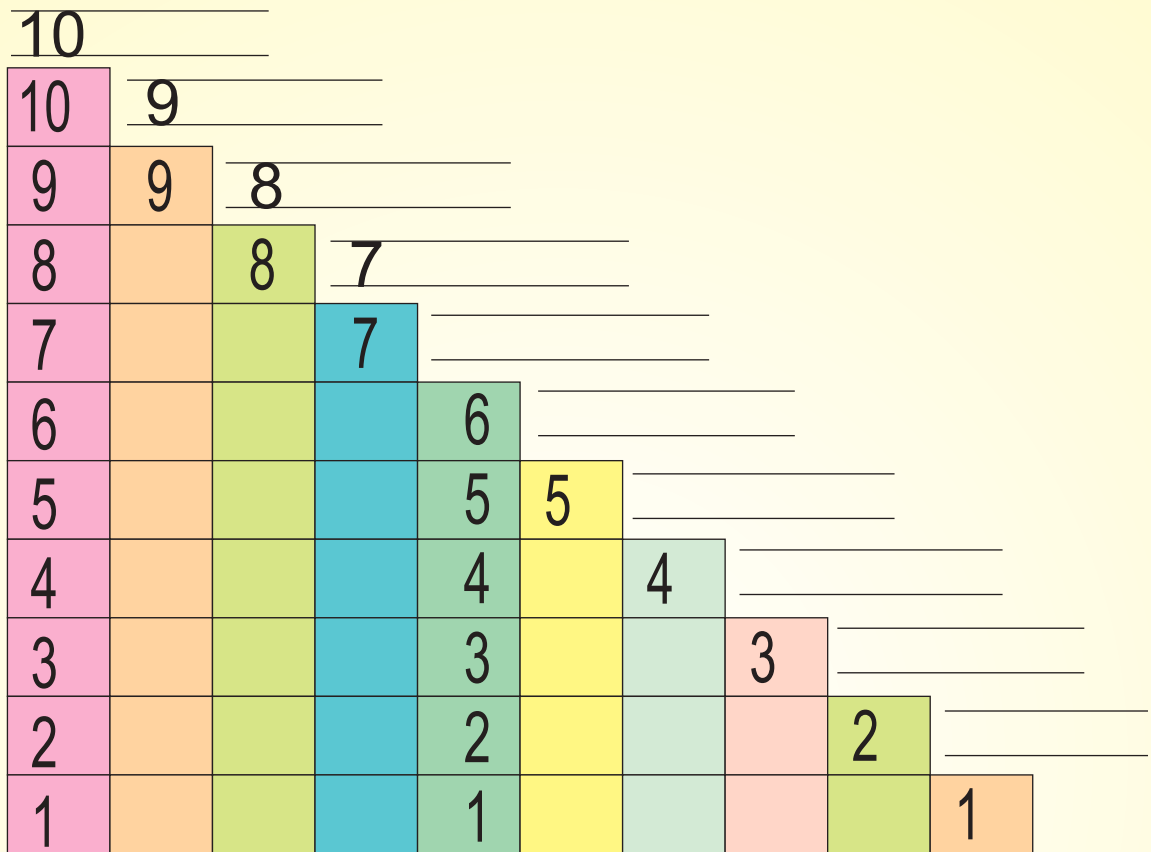
5.4 ତଳେ ଦିଆ ଯାଇଥିବା ଛବିଗୁଡ଼ିକ ଇଂରାଜୀରେ ଗଣ ଏବଂ କେତେ ହେଲା ତାହା ବାକ୍ସ ଭିତରେ ଲେଖ । ପ୍ରଥମଟି ଭୁଲ୍ ପାଇଁ କର ଦିଆଯାଇଛି ।



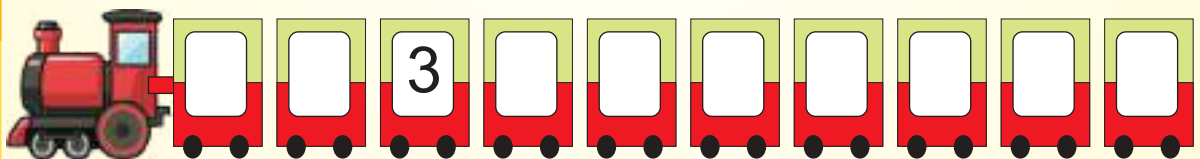
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5.5 ଉଦାହରଣ ଦେଖି ଖାଲି ସ୍ଥାନଗୁଡ଼ିକ ପୂରଣ କର । କିଛି ଖାଲି ସ୍ଥାନ ତୁମ ପାଇଁ ପୂରଣ କରି ଦିଆଯାଇଛି ।



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 ।

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

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

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

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



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

$$3 + 4 + \boxed{} = 9$$

$$\boxed{} + 3 + 4 = 9$$

$$9 + \boxed{} - 5 = 5$$

$$7 + 3 - 4 = \boxed{}$$

$$5 + 2 + \boxed{3} = 10$$

$$3 + \boxed{} + 1 = 10$$

$$10 - \boxed{} + 2 = 7$$

$$8 - 7 + 4 = \boxed{}$$

$$2 + 2 + \boxed{} = 7$$

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

$$2 + 3 - \boxed{} = 4$$

$$7 - 6 + 7 = \boxed{}$$

$$4 + 1 + \boxed{} = 9$$

$$9 - 6 + 3 = \boxed{}$$

$$6 + 1 - \boxed{} = 2$$

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

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