

Class 2—Unit 7
On my blackboard

Picture Interaction:



What do you see in the picture?

Provide an opportunity for every child to answer if possible and elicit multiple answers.

Words that need to be elicited include “blackboard”, “house”, “draw”, “door”, “windows”, “steps”, “gates”, “chimneys”, “marigolds”, “colour names”, and “numbers”.

Prompt necessary questions like “What colour is the door?”, “How many windows are there?” to elicit the names of the different components of the house, their colours and numbers, and write the same on the blackboard.

Blackboard

One little house

One green door

Two brown gates

Three red steps

Four chimneys

Five windows

Six yellow marigolds.

Alternatively, you can do the following:

As the students answer, the teacher can fill in the columns. As the students point out to those objects in the picture, the teacher can draw them in the last column

How many?	What type?	Which colour?	What do you see?	Draw it
one	little		house	
one		green	door	
two	wide	brown	gates	
three		red	steps	
four	little	white	chimneys	
five	little	bright	windows	
six		yellow	marigolds	

Reading:

The students can be asked to come to the blackboard to read out the words and point out the same from the picture.

Activity 1:

The students can be asked to come and draw something on the board as per instructions, such as “Draw a green door”, “Draw four chimneys and five windows”, and so on. The students can be called one-by-one and asked to draw the different parts of the house. When one student draws, the others can be asked what the student is drawing, and that can be written on the other side of the blackboard.

The activity can be extended such that the students are asked to draw components that are not mentioned in the poem, e.g., “Draw a red roof”, “Draw pink roses”, etc.

Textbook reading

After the students have been exposed to the different words from the blackboard as well as from the instructions given during the activity, they should be familiar with most of the words from the poem. This can be followed by textbook reading, following the general protocol: asking the students to read the poem individually and marking the words that they do not know, which is followed by group reading where the peers can help each other read words that they are unfamiliar with; after that is done, the teacher can read the poem aloud, while the students listen to the teacher before trying to read the poem by themselves again.

Activity 2:

The children can be asked to draw a house having different features in their notebooks. However, the drawings should feel right, and the students should describe the same in a few lines. They can describe the colours and numbers of the different features of the house.

Activity 3:

Use the picture given below or provide the students with a similar picture and ask them to colour it as per the instructions given to them.



The instructions should be in the form of “Colour the boat brown”, “Colour the boy’s shirt red”, and so on.

Before the instructions are given, it can be checked whether the students are familiar with the vocabulary needed to comprehend the instructions. This can be done by showing them the picture and asking what they see when the different things, such as boat, hair, etc., are pointed. This will ensure an colouring experience devoid of interruptions for the students.

To assist the students further, they instructions could be accompanied with related gestures and actions.

The objective of this activity is to help the students make associations with colours and also be able to comprehend instructions.