

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
જીસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૯-૧-૨૦૧૫-થી મંજૂર

A 'Teacher's book' has been prepared for
teachers and parents (separately).

Kindly use this.

English

First Language

Standard 1

(Second Semester)



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and
varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my
elders and treat everyone with courtesy.

I pledge my devotion to my country and its
people.

My happiness lies in their well-being and
prosperity.

Price : ₹ 47.00

Name of Student : _____

Name of School : _____

Class : _____ Roll No. _____



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Preface

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

With all good wishes.

Dr. Bharat Pandit

Director

Date : 3-3-2015

Dr. Nitin Pethani

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Gandhinagar

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : *

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as case may be, between the age of six and fourteen years.

*Constitution of India : Section 51-A.

INTRODUCTION

We are happy to present this textbook for joyfully learning English. This book reduces the burden of the children by combining mathematics, environmental science and English in a unique fun loving way.

With the emphasis on learning by doing, this book focuses on oral work in the first few units and gradually introduces reading and writing thereafter. Hence the beginning units have only illustrations that go with the stories, rhymes and activities. For suggestions about the classroom procedures, the stories to be narrated and for the rhymes, games and other activities, you may refer to the Helpline. Parents who are interested in participating in the children's learning process could also use the Helpline. They could also enhance the children's language competence by providing exposure to the language and by encouraging the children to use English for a variety of purposes.

Each unit in the book begins with a whole class activity such as the teacher narrating a story based on the pictures given in the children's book. After this children work in groups of four or six and then with a single pair partner. This leads to individual work where the children develop the ability to do some productive work on their own. At the end, once again call the whole class together. Thus, each unit begins with the whole class working together and ends with the whole class sharing their learning experience. In between the children work in groups, pairs and as individuals.

There are colourful pictures in the book. Further, space is provided for children to draw and colour specific sketches according to teacher's instruction. The illustrations and the activities based on them help the learners. Explore the world by using all their senses. They talk about what they see, hear, smell, taste and feel. This helps in their overall development and provides a strong foundation for their ability to think and use language meaningfully.

Learning of a language is not limited to learning the alphabets, words and sentences alone. Once a language is learnt, it becomes a tool for various purposes. For this to happen, the children should be engaged in meaningful interaction with their classmates and the teacher. The emphasis has to shift from mechanical copying of letters, words and sentences to real communication. Hence, the first few units do not expect them to read or write anything. They just listen to the teacher, look at the pictures and learn to interact. Whatever they draw or say will convey their own ideas and feelings. The later units gradually introduce reading and writing. Towards the end of the year, they will learn to write a few words and sentences. This is in keeping with the latest developments in the teaching and learning of languages.

The focus of both teaching and testing at this level is certainly not on making the children memorize the spellings of words. Children should be able to

- Listen to English and understand what is said
- Use a few words in English expressing their own thoughts, ideas and feelings
- Look at pictures and understand what they stand for
- Read a few words and sentences with understanding
- Write a few words and sentences which they have already used orally.

The main purpose of the book is to make the children experience the pleasure of learning a new language. At this age, children can learn any number of languages as easily as they learn their mother tongue. When they learn their mother tongue they just listen to others and then respond in their own way. They begin to repeat some words and then begin to use the language creatively and meaningfully. Similarly, while teaching any other language the emphasis should be on listening. That is, children may respond with hand gestures, head nods, facial expressions, sketches etc. Later they may respond by repeating some part of what they hear. Then, gradually, they learn to express their own ideas and receive others' responses. When they learn their mother tongue, they do not learn to read and write till they have learnt to use the language orally. Similarly, when we teach a new language, it is necessary to introduce it orally before we ask the children to read and write words and sentences in that language. The teaching of a new language should never begin with the copying of the alphabets. That is why this book has no written words in the first few units.

At the end of the year, the children are expected to do the following :

- Participate in a simple conversation including greetings and simple responses
- Listen and understand stories and conversation based on pictures
- Listen and recite simple rhymes
- Talk about one's own likes, dislikes, feelings, etc. and share information and experiences
- Read and write simple words and sentences which express personal information and ideas felt and experienced.

Parents can help their children by using the language in meaningful contexts as part of day-to-day life and thereby provide natural exposure. They can help the children participate in real interaction wherein their response may be a simple gesture, one word or part of a sentence. They can describe the pictures in the textbook to the children and tell them stories in English.

We enjoyed preparing this book and we hope that you and the children will enjoy using it.

- Authors

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UNIT-1

My Body and I

ACTIVITY - 1

Look at the pictures and do as your teacher says.

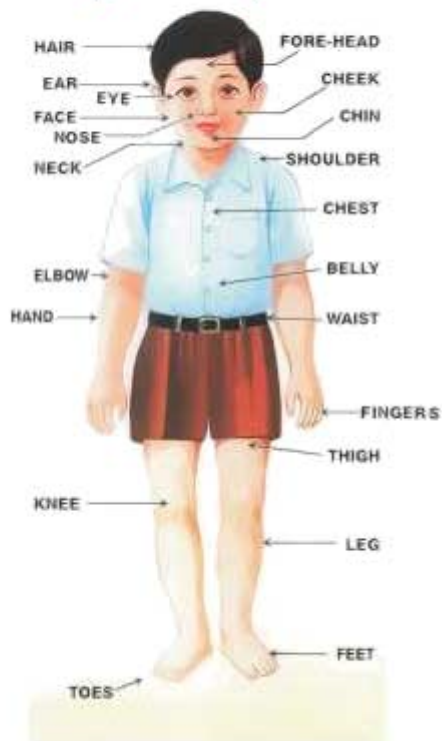


Helpline

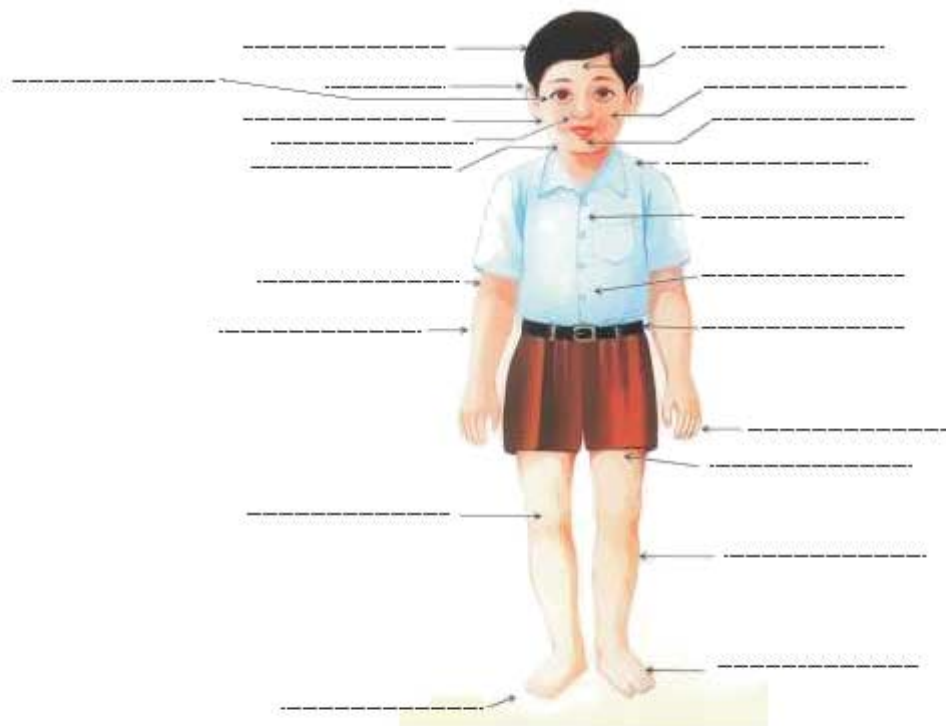
Call out each instruction one by one and let the students repeat the last action word (example – nod, nod, nod; clap, clap, clap, etc.) of each line loudly by touching the parts of the body called out or doing the action for the part of body called out, e.g., “Clap your hands”. Demonstrate the action called out so that the children follow your movements. Add as many actions and body parts that you want the children to learn. Repeat line as many times as you need. Instructions are given on page 20.

ACTIVITY - 2

Listen to your teacher, point to your body.



Write the names of the parts of the body in the lines provided.



Helpline

First, teacher points out the body parts and say the words for body parts. Then, the teacher says the word for body parts and students point to that body part.

ACTIVITY - 3

Make a poster of your best friend. Write as your teacher says.

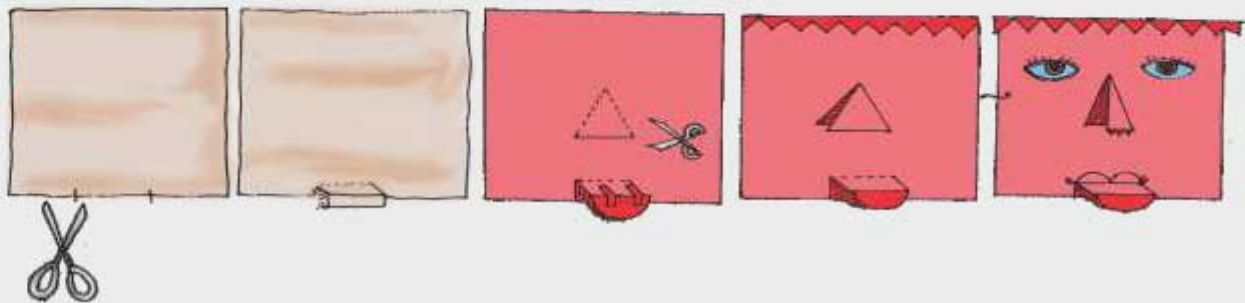


Helpline

Help the children write below the picture the following sentences: "This is my friend. His/Her name is _____". They can use the drawing of activity 2 as a guide.

ACTIVITY - 4

Make a moving mouth puppet. Your teacher will help you.



Helpline

Talk to the children about teeth and their functions - biting, chewing, whistling, etc. Then use a piece of card 20 x 15 cms. Fold it into two. If folded, it retains some quality of elasticity. Then make the cuts on the unfolded part of the card.

1. Make two cuts at the bottom of the card.
2. Fold a part of the cut part.
3. Add a small piece for the chin.
4. Add teeth, eyes, nose, hair and ears to complete the puppet.

ACTIVITY - 5

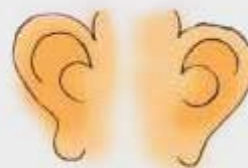
How many do you have?



I have one nose and one head.



I have two eyes and two ears.



I have one chin and one mouth.



I have two legs and two hands.



But ten fingers and ten toes.



Helpline

First, demonstrate to the class pointing out to each bodypart while saying the sentences. Then, let the children practice repeating this to each other, while pointing out the parts of the body. After this, sing a song in slow rhythm and then gradually increase the speed of the song. Let the children point out to the parts of the body as per the rhythm of the song. Then, let them point out their own body and sing the song. The song is given on page 20.

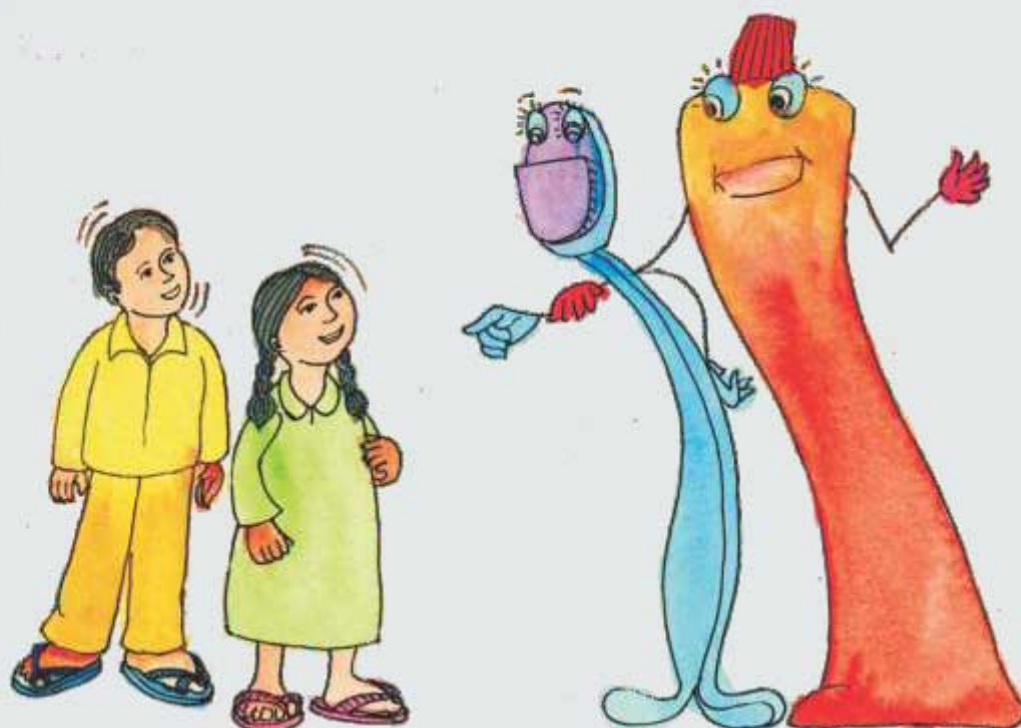
ACTIVITY - 6 (A)
Listen to the story.



Helpline

Read out the dialogue that follows using different voices for each character.
Teenu and Meenu hear the noise of singing in the bathroom. They get up from the bed. They open the bathroom door and peep in. The toilet items stop dancing.

ACTIVITY - 6 (B)



Helpline

Toothbrush : Are your teeth dirty?
Teenu & Meenu : Yes, yes.
Toothpaste : Here I am. Use me.

ACTIVITY - 6 (C)



Helpline

Teenu & Meenu : Yes, let's use it.

Soap : Do you want your body to be dirty?

Teenu & Meenu : No, no.

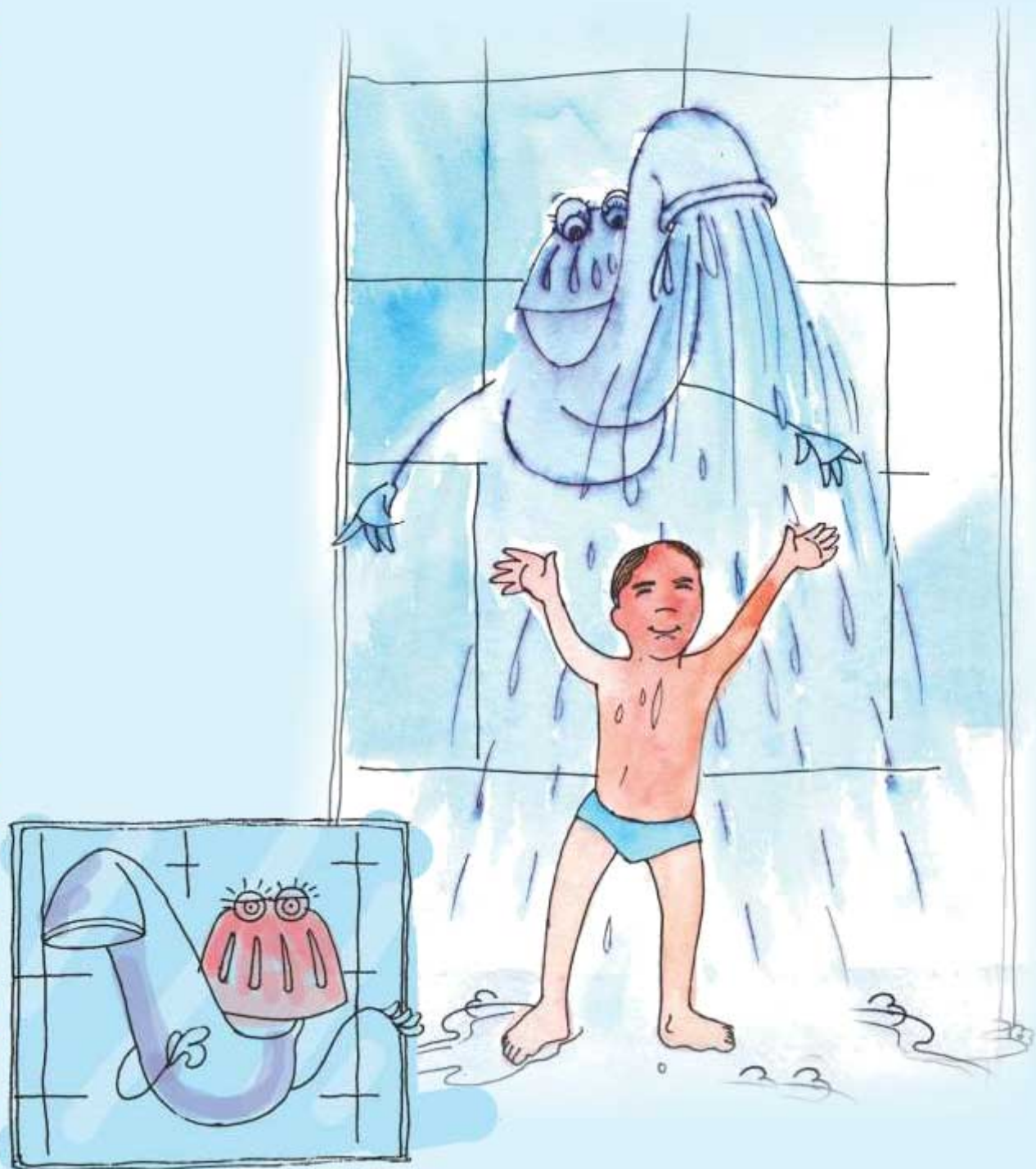
ACTIVITY - 6 (D)



Helpline

Soap : Then use me and become clean.

ACTIVITY - 6 (E)



Helpline

Tap

: And I can wash you with a lot of water.

ACTIVITY - 6 (F)



Helpline

- | | |
|---------------------------|---|
| All | : <i>Come, we can have fun together.</i> |
| Teenu & Meenu | : <i>Yes, let's have a bath and let's sing along.</i> |
| All | : <i>Aha, now we are clean and shiny.</i> |
| Soap & friends | : <i>Wash your hands when they are dirty.</i> |
| Teenu & Meenu | : <i>Yes, Yes.</i> |
| All | : <i>Brush your teeth before you sleep.</i> |
| Teenu & Meenu | : <i>Yes. Yes! Thank you friends and bye bye.</i> |

ACTIVITY - 7

- A. Tell each other what you do every morning to clean yourself.
Sing the song as you do the actions .



Helpline

Teach this song to the children by demonstrating with actions. Let the children imitate you. The song is on page 20.

- B. Circle items we use to keep our body clean.



Helpline

Discuss what we do every morning to clean ourselves. Divide the class into pairs and ask them to mime the daily habits by following your actions, e.g. get up from bed, put tooth paste on the brush, brush the teeth, rinse the mouth, soap the face, wash the face and hands, have a bath, dress up, comb the hair and so on. Let the children practice this with each other in pairs.

ACTIVITY - 8

Look at the pictures and read these sentences.



Are your teeth dirty?

Yes, Yes, Yes.



Then use me on your tooth brush.



**I can clean you.
And I can wash you with water.**



Come let's have fun.

Let's be clean.

Helpline

Help the children to read the sentences and let them copy the sentences in their notebook.

ACTIVITY - 9 (A)

Put ☒ for what is good and ☐ for what is bad.



He is pushing his friend. ☐



He is throwing sand on others. ☐



She is brushing her teeth. ☐



She is spitting on the wall. ☐



She is cleaning her nose. ☐



He is cleaning the room. ☐

Helpline

Talk about good habits and bad habits. Tell the class about different children doing different things – good and bad. Read out the ones listed on page 21. Ask the children to raise the thumbs when they hear a good habit and put the thumb down when they hear a bad habit. You need not confine yourself to the given list but call out as many good/bad habits that you want the children to know. Then read aloud the sentences for each picture. The children follow the sentences by silent reading or repeating after the teacher. Ask them to tick mark the sentences which talk about the good habits and put an 'x' mark if they are bad habits. Then ask them to copy the good habits in the notebook.

ACTIVITY - 9 (B)

Draw a line to match senses with the pictures.



Helpline

Talk about the different sense organs and let the children know what the five senses are. Point out the eyes and say, 'I see with my eyes.' point out the ears and say, 'I hear with my ears,' and so on for the tongue, nose and skin. 'I smell with my nose. I taste with my tongue. I feel with my fingers.' Help them move inside and outside the classroom. Identify smells around them. Use words like 'sweet', 'sour', 'salty', 'hot/pungent', 'good smell', 'bad smell', 'loud', 'soft', 'hard', 'smooth', 'rough', 'big', 'small', etc.

ACTIVITY - 10 (A)
Do as your teacher says.



I hear with my ears.



I see with my eyes.



I taste with my tongue



I smell with my nose

ACTIVITY - 10 (B)









Helpline

Divide the class into five groups. Give a name to each group: Eyes, Ears, Nose, Tongue and Hands/Legs. You must come prepared for the class with objects like sugar, salt, lemon, smooth or rough pieces of cloth, flowers, dettol, phenyl, old perfume bottles, etc. Then, ask children to write appropriate sentence below each picture in 10 'B' with the senses of the activity 10 'A'. Complete this unit with the rhyme given on page 21. Let the children listen to this rhyme and then repeat after what you sing.

ACTIVITY - 10 (C)



$3 + 4 = 7$		3
$2 + 6 =$		2
$4 + 5 =$		
$7 + 3 =$		
$6 + 3 =$		
$4 + 1 =$		

Helpline

Help the students understand basic calculation. Students will do the calculation and colour the circles. Give further practice to the students by adding numbers, while using different objects in the classroom.

ACTIVITY - 10 (D)
Puzzle for you.

Cuckoo	10	3	5	Goat
		+ 5	+ Pot	+ Parrot
Cup-board	9	Parrot	Cup-board	
Parrot	8	2	6	Tiger
		+ 8	+ Goat	+ Cow
Tiger	7			
Table	6	6	Parrot	Table
		+ 2	+ 1	+ Sparrow
Elephant	5			
Pot	4	4	3	Goat
		+ 3	+ Table	+ Pot
Sparrow	3			
Goat	2	3	Tiger	Table
		+ 1	+ 3	+ Pot
Cow	1			

Helpline

Help the students solve the puzzle. Make them read the numbers for different animals and birds. Instead of writing the answers, they will write the names of corresponding birds or animals.

Unit-1 Helpline

ACTIVITY - 1

Nod your head
Clap your hands
Snap your fingers
Shake your hands
Shrug your shoulders
Twist your waist
Tap your knees
Stamp your feet
Climb up trees
Jog in your place
Blink your eyes
Laugh loudly

nod, nod, nod,
clap, clap, clap,
snap, snap, snap,
shake, shake, shake,
shrug, shrug, shrug,
twist, twist, twist,
tap, tap, tap,
stamp, stamp, stamp,
climb, climb, climb,
jog, jog, jog
blink, blink, blink,
ha! ha! ha!

ACTIVITY - 5 Song.

Ha!	Ha! ha!	Ha! ha!	Ha!	Ha!ha!ha!
La	La la	La la	La	La la la
Pum	Papum	Papum	Pa	Pum pum pum

Head, shoulders, knees and toes, knees and toes (2).

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

ACTIVITY - 7 Song.

Brush your tiny teeth (2)
With a rub rub rub
And a scrub scrub scrub
Brush your white teeth.

Rinse your sweet mouth (2)
With a swish swish swish
And a splash splash splash
Wash your sweet mouth.

Wash your pretty face...
Wash your tiny tummy...
Wash your little back...
Wash your pretty hands...
Wash your lovely hair...

Now dry yourself all over (2)
With a rub rub rub
And a scrub scrub scrub
Dry yourself all over.

ACTIVITY - 9

List of habits

1. Have a bath.
2. Close your mouth and chew your food.
3. Brush your teeth.
4. Cut your nails regularly.
5. Rinse your mouth.
6. Do not use soap.
7. Eat your food with dirty hands.
8. Brush your teeth before you sleep.
9. Dig your nose with fingers...etc

ACTIVITY - 10

End of the unit rhyme -

For they are jolly good children,
They are jolly good children,
They are jolly good children,
So say all of us.
They will brush their teeth now,
And they will have a good health,
They will become clean,
For they are jolly good children, (3)
And so say all of us.

Learning Outcomes

Action Words

Identifying body parts and their functions
Good habits and bad habits

Language

Introducing others ' This is my friend. His /Her name is _____ '
Rhyming Words

Skills

Listening and Speaking

Environmental awareness

Importance of water

Mathematical awareness

Basic calculation
Basic addition

UNIT-2

What I Do

ACTIVITY - 1

Write the correct order of the actions in the given boxes.

















Helpline

Stand in a circle with all children and sing the song, given on page no. 34. Then, with actions say the following and let the whole class act and speak in chorus.

I wake up in the morning, I say good-morning, I brush my teeth, I take a bath, I put on my clothes, I comb my hair, I drink my milk, I go to school.

ACTIVITY - 2

Match the sentences with the pictures.



I wake up in the morning.



I say good morning.



I brush my teeth.



I take my bath.



I wear my clothes.



I go to school.



I drink my milk.





I brush my teeth.

I take my bath.

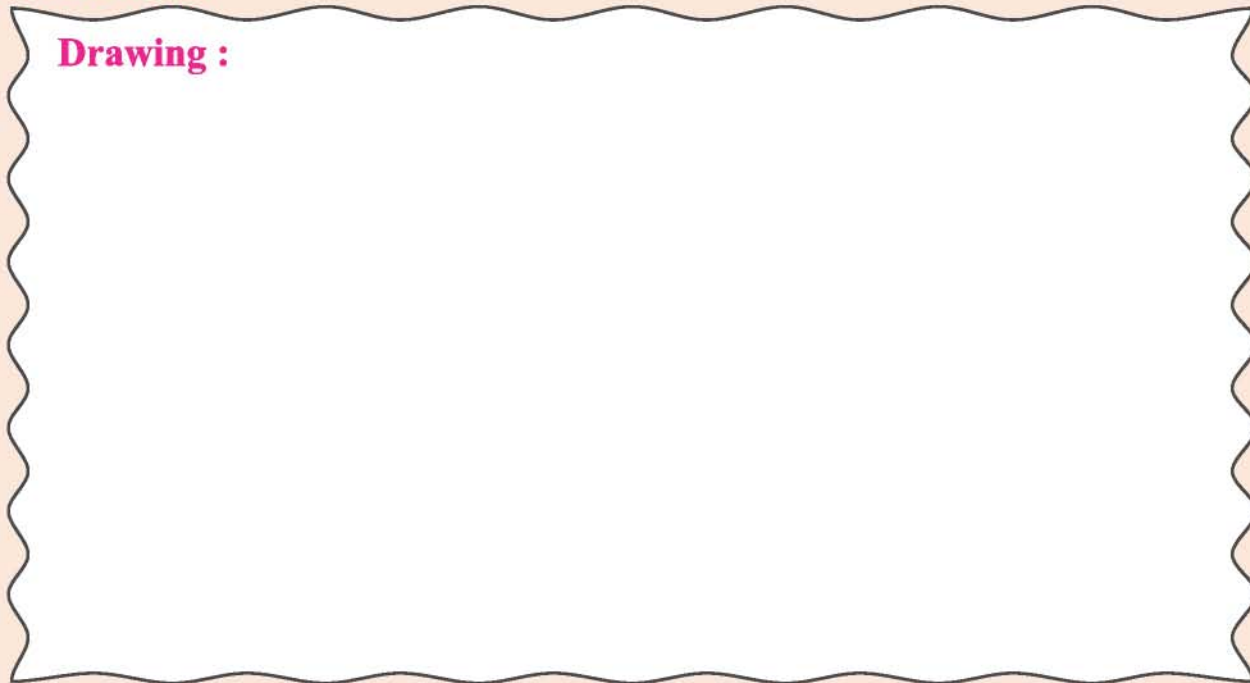
I put on my clothes.

I go to school.

ACTIVITY - 4

Draw the objects that keep your body clean and write a few sentences about them.

Drawing :



Sentences :



Helpline

Teach children the rhyme about a Naughty Soap given on page 34. Divide the class into small groups of 6-8 children and tell them about how they can clean themselves. Let them mention the things they use to clean themselves. Allow them to play the guessing game or miming game. Encourage them to use these words in sentences one by one in pairs, e.g. 'I brush my teeth with a toothbrush', 'I comb my hair with a comb', 'I clean my body with soap' etc.

ACTIVITY - 5 (A)
Listen to the story.



Helpline

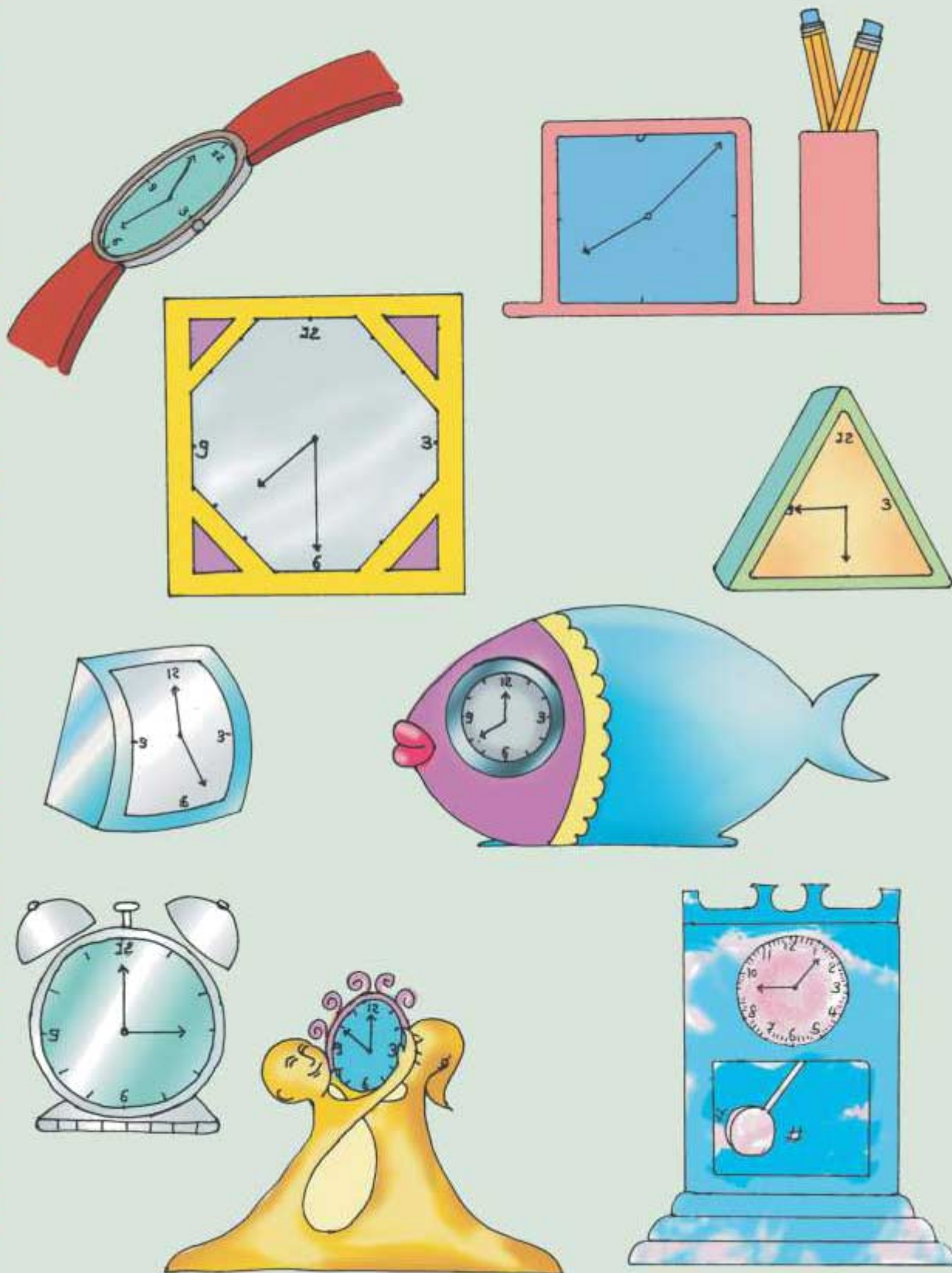
Tell them the story of the *Mud Puddle* given on page 34. Tell them what a mud puddle is. Allow them to look at the pictures and follow the story.

ACTIVITY - 5 (B)



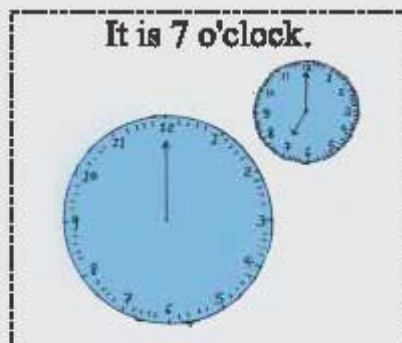
ACTIVITY - 6

Write the missing numbers in the clocks.

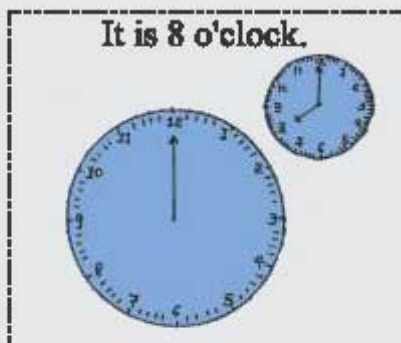


ACTIVITY - 7

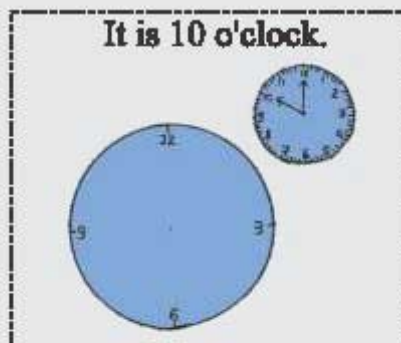
Mark and write the time.



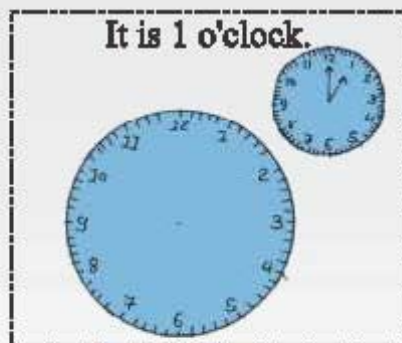
It is o'clock.



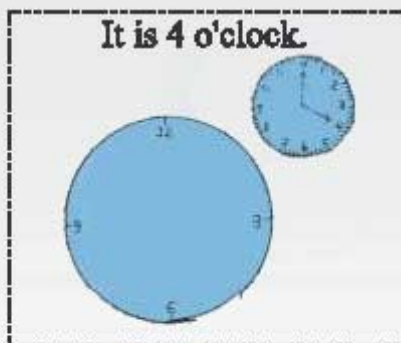
It is o'clock.



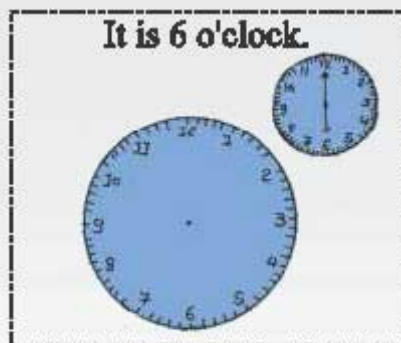
It is o'clock.



It is o'clock.



It is o'clock.



It is o'clock.

o'clock = of the clock

ACTIVITY - 8

Make your own watch.

This is my watch.



Helpline

Ask children to check the wall clock and notice the time marked, e.g., "What is the time?", "What's the time, please?", "It is..."

ACTIVITY - 9

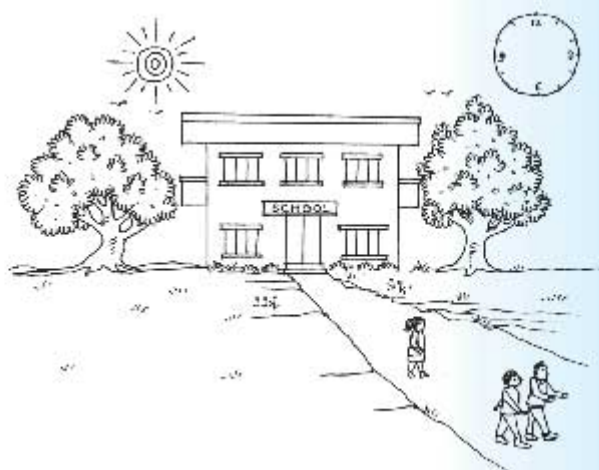
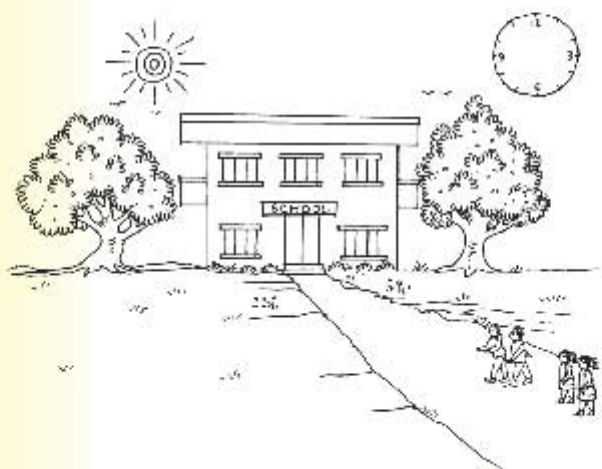
Mark the time and complete the sentences.

I come to school at _____

I leave school at _____

I take dinner at _____

I go to sleep at _____



Helpline

Tell the class the story of Puppy which is given in Helpline on page no. 35.

ACTIVITY - 10 (A)

Read these sentences.

It is 8 o'clock in the evening.

Puppy is watching T.V.

At 9 o'clock, Puppy starts playing with his toys.

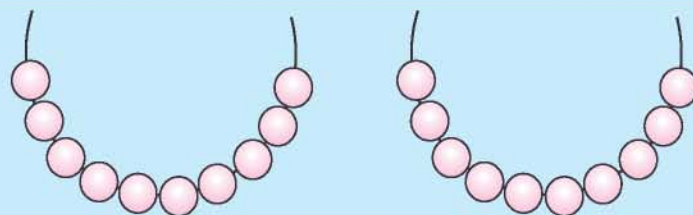
It is 11 o'clock at night. Puppy goes to sleep.

It is 7 o'clock in the morning, Puppy is still sleeping.

Now, it is 8 o'clock in the morning Puppy is late for school.

is It o'clock the in

Now write a sentence using these words and add some more words.



20

	21
	22
	23
	24
	25
	26
	27
	28
	29
	30

Helpline

This activity is given to help the students recognise numbers from 21 to 30. Ask students to count the beads and notice the numbers.

ACTIVITY - 9 (C)

21	22	23	24	25
26	27	28	29	30
21	23	30	23	22
25	24	29	25	27
22	27	21	25	24
25	23	27	28	26
26	24	30	21	29
30	28	23	29	26
28	30	27	21	22

Helpline

Students will identify the numbers and colour the boxes with similar numbers.

Unit-2 Helpline

ACTIVITY - 1 Song.

Here we go round and round,
Round and round, round and round,
Here we go round and round,
So early in the morning.
This is the way we brush our teeth,
Brush out teeth, brush our teeth,
This is the way we brush our teeth,
So early in the morning.

This is the way we comb our hair,
Comb our hair, comb our hair,
This is the way we comb our hair,
So early in the morning.
This is the way we wash our face,
Wash our face, wash our face,
This is the way we wash our face,
So early in the morning.

Similarly, continue with 'take a bath', 'put on our clothes', 'drink our milk', 'go to school', etc...

ACTIVITY - 4 Song "Naughty Soap".

Just when I'm ready
To wash my ears,
My naughty soap disappears.
It jumps from my fingers
And slips and slides,
Down to the floor,

Of the room at the sides.
And acts in a very
Naughty way,
And that's why my soap's
Growing thinner everyday.

Now, call out these actions and let the children do them.

Take the soap in your hand.
Take some water in the mug.
Pour it on yourself.
Rub soap on your body.
Put the soap back in the tray.
Put the soap tray on the shelf.
Pour some water on your body.

Wash behind the ears,
Wash under the chin,
Wash under the arms,
Wash between the toes,
Wash, wash, wash.
Wipe yourself with a towel.
Put on your clothes.

ACTIVITY - 5 Story "Mud Puddle "

One day Jaimini's mother gave her clean and new clothes. Jaimini was very happy. She buttoned up her clean new shirt. She put on her clean new pants. Happily, she walked out of her house and sat under a huge tree. Hiding behind the tree was a naughty mud puddle. It saw Jaimini's new clothes and jumped right on her splashing its dirty water everywhere!! She got completely muddy all over!! Her face was also full of mud!!

She ran back inside her house. She shouted, "Mother, mother! Look what a naughty mud puddle did to me!" Her mother smiled and said, "Don't worry, dear, I'll get you all cleaned up." She took Jaimini to the bathroom. She removed her muddy clothes and scrubbed her all over with a soap and brush. She cleaned her up with a lot of water. And this time, she gave Jaimini a very pretty new frock. Jaimini put it on immediately and was very pleased. This time, she looked out of the door. No mud puddle. So, She walked right out. As soon as she walked out, there on the roof of her house was the naughty mud puddle! It gave out a slimy, whoooosh sound and jumped right on her once again! Once again, all muddy and dirty, she ran to her mother. Mother cleaned her up and gave her new clothes.

This time, she got an idea. She took a big soap with her in her pocket. She went outside humming, "La la la la!" and shouted, "Mud Puddle!" The mud puddle saw her and ran towards her but this time Jaimini was ready. She put her hand in her pocket, took the bar of soap and threw it right at the mud puddle!! The mud puddle got scared. It screamed. It ran away from her as fast as it could and never came back!! And that's how Jaimini got rid of the mud puddle.

Adapted from Robert Munsch's Mud Puddle

ACTIVITY - 9 Song "Puppy".

It is 8 o'clock in the evening. Puppy is watching his favourite cartoon programme on T.V. Puppy's mother comes and says, "Puppy, it is 8 o'clock, go to bed at 9 o'clock. You have school tomorrow." "Shhh, yes, yes mummy", says Puppy. Puppy loves watching cartoons on T.V. Now it is 9 o'clock Puppy starts playing with his toys. Puppy's mother comes and says, "Puppy, it is late. Go to sleep now." "Shh, mummy. Yes, yes." "O.K., Puppy, but you have school and you must get up early in the morning."

"O.K. Mummy. I will get up in the morning."

Puppy goes to sleep at 11 o'clock. In the morning, Puppy's mother comes to wake Puppy up. "Get up Puppy. It is morning, it is 7 o'clock." But Puppy is fast asleep. At 8 o'clock, Puppy's mother comes again. "Get up Puppy, it is 8 o'clock. Now you are late for school."

Puppy gets up. "I am sorry mummy. I am late."

"Next time, go to bed early and get up early."

"All right, mummy."

Learning Outcomes

Language

Talking about daily routine	:	"I get up in the morning." "I brush my teeth."
Giving and following instructions	:	"Take water." "Pour it on yourself."
Talking about things used for Cleaning oneself.	:	"I wash my face with soap."
Talking about time	:	"What time is it?" "It is 4 o'clock."

Skills

Listening and Speaking
Reading simple sentences
Copying and writing short sentences

Environmental awareness

Learning about the concept of time
Becoming aware of hygiene and personal cleanliness

Mathematical awareness

Number 21-30

LET'S CELEBRATE

ACTIVITY - 1



We are celebrating this month.

(Uttarayan, Holi, Diwali, Id, Christmas, Navratri, Janmashtami)

ACTIVITY - 2

Write the month, day and date.

January

February

March

April

May

June

July

August

September

October

November

December

Month

Day

Date

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

ACTIVITY - 3

How is the weather today? Colour the picture.



UNIT-3

Family Tree

ACTIVITY - 1

Read the story with help of your teacher.



Bushy the squirrel goes to a party
with her mother and her father.



Bushy has got a new baby brother.
His name is Fuzzy.

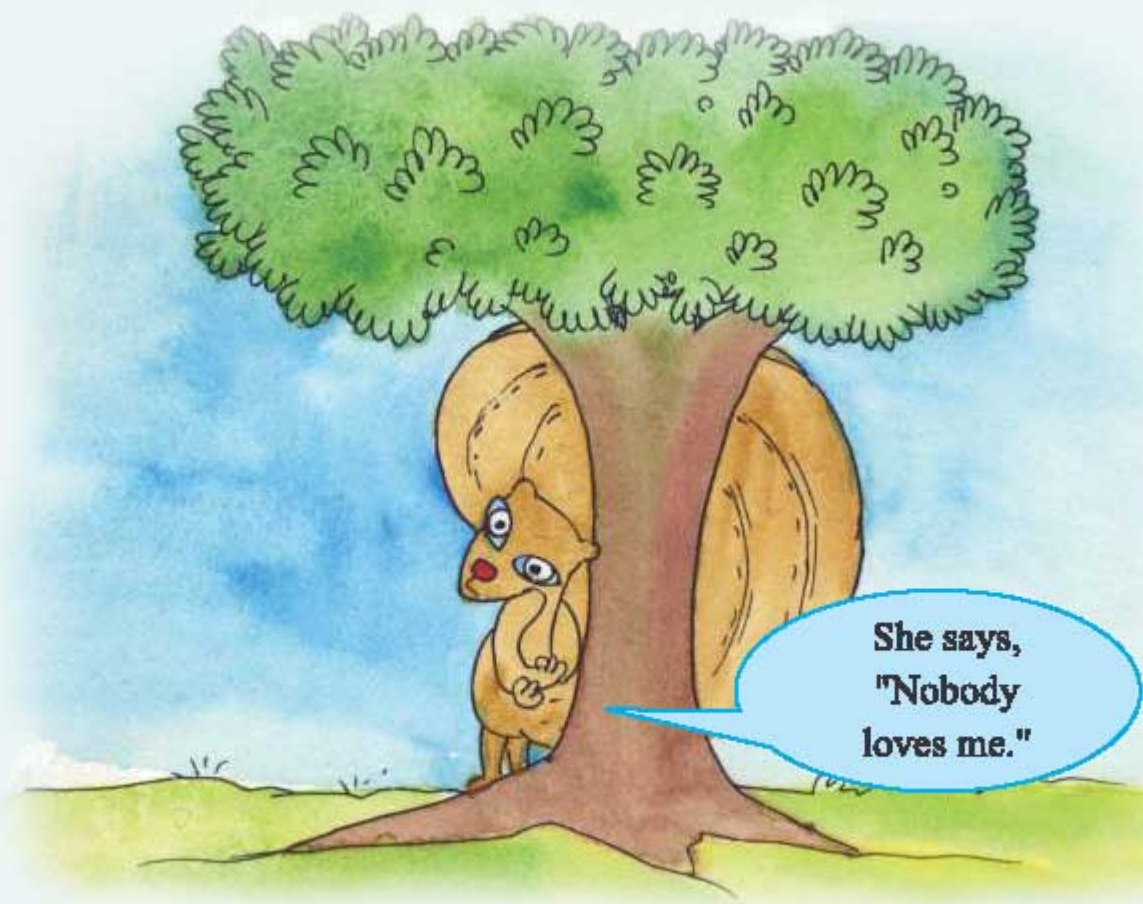
Helpline


A great deal of sensitivity would be required while dealing with this unit. It may happen that a member of the family may have expired. This does not mean that the child cannot participate in the following module. In fact, family members can exist in child's sub-conscious mind, partly by what he/she remembers, partly by what is overheard from others and partly by one's own imagination. So, allow a child to speak about a parent, sibling or grandparent. Ask the children to follow the images and sentences with their fingers as they listen to the story.

At the party, everyone plays
with Bushy's brother...




Bushy feels sad and hides behind a tree.





"Where is Bushy?", asks her father.




"Where is Bushy?", asks her mother.

Help mother and father find Bushy.



Here come Bushy's grandfather and grandmother.



"Come out Bushy, we love you."



**Bushy comes out and
the family is happy**

**Bushy's mother says, "Bushy dear,
you are Fuzzy's sister and Fuzzy is
your brother. We all love both of you."**



ACTIVITY - 2

Read and match. Draw a line from the sentence to the picture.

This is Bushy's family.

This is Bushy's mother.

This is Bushy's father.

This is Bushy's grandmother.

This is Bushy's grandfather.

This is Bushy.

This is Bushy's brother.



Helpline

Divide the class into groups of 6 - 8 children. Let them enact the parts of Bushy, her mother, father, grandfather, grandmother, etc. This activity is to reinforce the vocabulary related to family members. Then one child asks questions to the other. "Do you have a brother?", "Do you have a sister?", etc. Then it is the turn of the other child to ask questions. Ask the children to read the text, and circle the words related to the family members, e.g., mother, father, etc.

ACTIVITY - 3

Write the names of your family members.



father

mother

brother

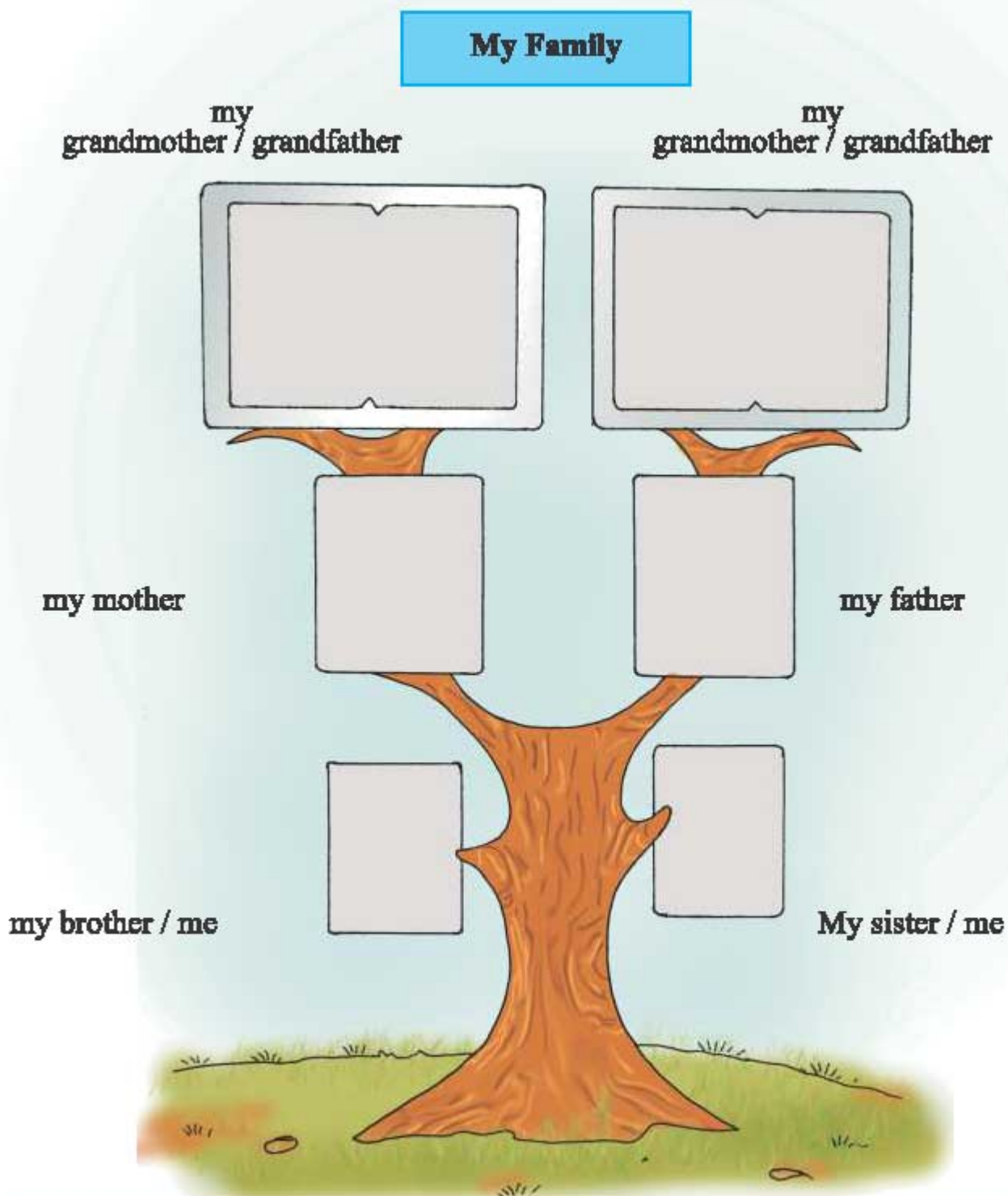
sister

grandfather

grandmother

ACTIVITY - 4

Draw and write the names.



Helpline

A family tree is made with photo frames as spaces. Children can draw their family members and them. They can also write their names. A family tree helps children understand the notions of different generations and also situate themselves in this context.

ACTIVITY - 5

Fill the details in the sentences below. Take your teacher's help and read it.

My father's name is _____.

My mother's name is _____.

I have _____ brothers and _____ sisters.

My brother's name is _____ and

My sister's name is _____.

My grandmother's name is _____.

My grandfather's name is _____.

_____ is my favourite person in the family.

Write your name and paste your photo here.

ACTIVITY - 6

Our parents and grandparents teach us important lessons in life. Read the lessons that Bushy's grandparents are giving. Do you follow these lessons ?



Keep your room clean.

Sweep your room with a broom.

Throw rubbish in the dustbin.



Wash your hands before you eat.

Clean your nails everyday.

Helpline

Discuss how such small steps will help students keep the environment clean.

ACTIVITY - 7

Draw pictures of the words given in the boxes. Take your teacher's help if you don't know them.

a room	a hand
rubbish	a dustbin
a broom	water

Helpline

Help students understand the meaning of the words if they haven't figured it out yet. You can also use peer review for doing this.

ACTIVITY - 8

Talk to two friends. Find out two lessons taught by their parents.
Write them in the box given below.

Friend 1: Name:	Lessons learnt: <hr/> <hr/> <hr/> <hr/>
Friend 2: Name:	Lessons learnt: <hr/> <hr/> <hr/> <hr/>

Now, choose one lesson that you want to follow. Write it below.

I will follow the lesson learnt by my friend _____ (*name of your friend*).

It is _____ (*lesson you will follow*).

ACTIVITY - 9

Work in pairs. Tell your friend one line about each member of your family. Note down what your friend tells you about his/her family members.

My friend's name: _____

Family member 1:

_____.

Family member 2:

_____.

Family member 3:

_____.

Family member 4:

_____.

Helpline

Encourage the students to write down important words if they can't write full sentences.

Write about your family.

Write about your family.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

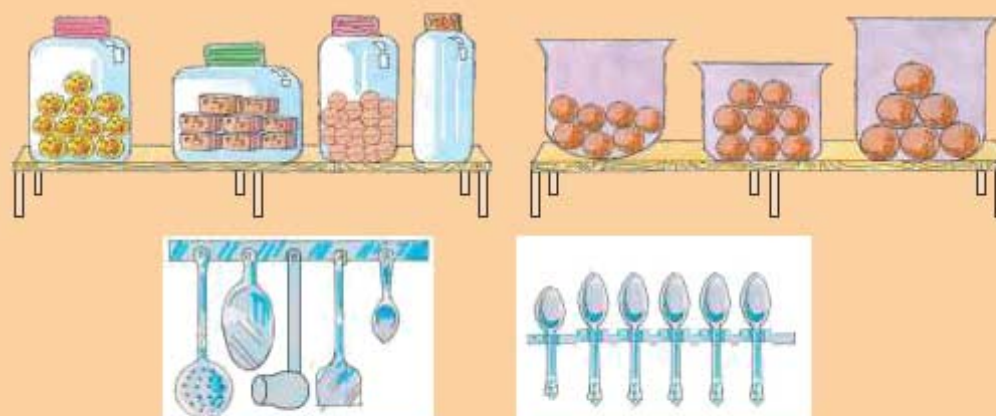
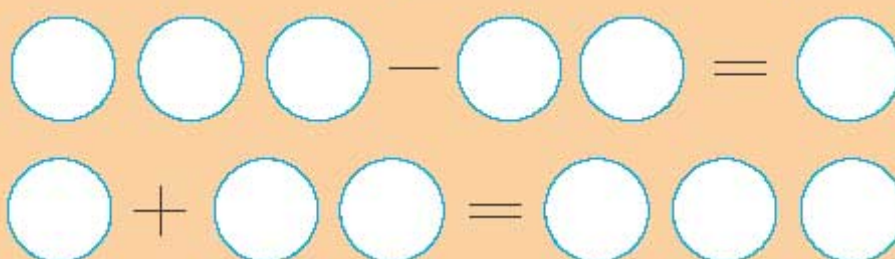
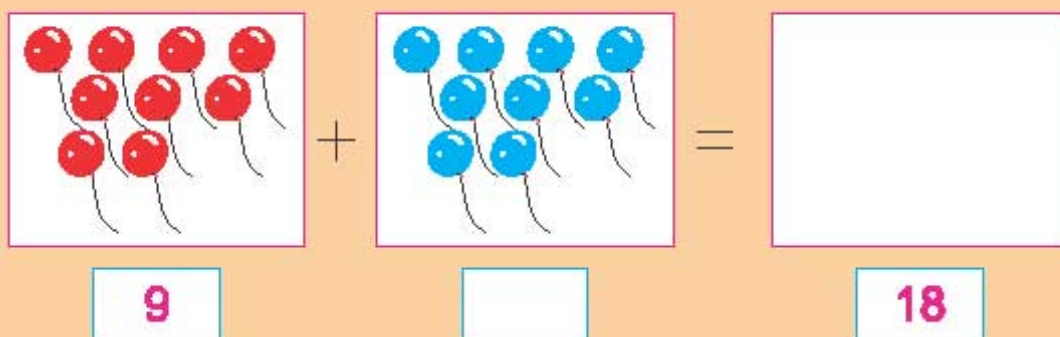
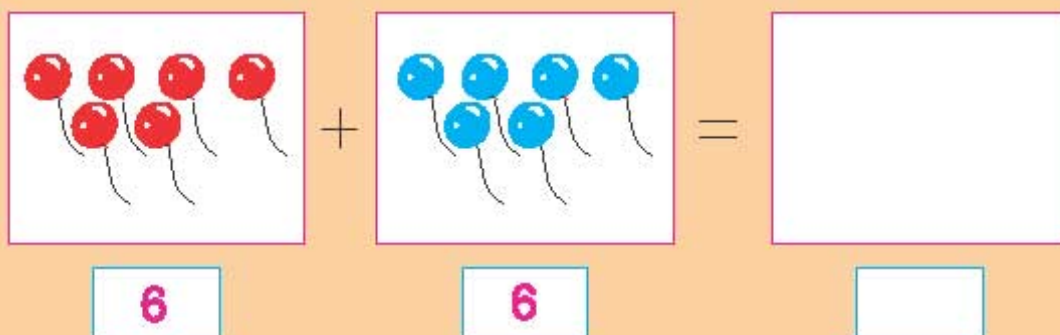
Students don't have to write complete sentences. They may write: Father - name

ACTIVITY - 10 (B)

	+		14
	○		
	○		
	○		
	○		
	○		
	○		
	○		10

Helpline

Students will count the objects given in the picture and will addition. Make them practice basic addition by using different objects in the classroom.



Helpline

Help the students count the objects given in the picture. In this activity, students will learn to add and subtract. Use the example to explain addition and subtraction.

ACTIVITY - 10 (D)

$7 + 2$	9
---------	---



$10 - 1$	9
----------	---



$2 + 5$	
---------	--



$8 - 2$	6
---------	---



$4 + 4$	
---------	--



$7 - 2$	5
---------	---



$1 + 5$	
---------	--



$9 - 2$	7
---------	---



$2 + 6$	
---------	--



$9 - 1$	8
---------	---



Helpline

Help the students solve the puzzle given in this activity. Students will add and subtract to write appropriate answer in the box provided.

Unit-3 Helpline

Learning Outcomes

Language

Participating in conversation about oneself

Asking for and giving information

“This is my mother/father.”

“Do you have a brother/sister?”

“I have a brother/sister.”

“This is Mala's brother/sister.”

Environmental awareness

Getting to know the relationship between members of the family.

Respecting elders, appreciating family members.

General cleanliness

Skills

Listening and Speaking

Reading a story

Writing words and sentences

Social Awareness and Skills

Getting to know others, working with others in pairs and groups, negotiating meaning with peers

Mathematical Awareness

Basic addition

Basic addition and subtraction

UNIT-4 Our Neighbours

ACTIVITY - 1

Look at the busy shoppers in section 'B'. Look at the shops in section 'A' and match them. Draw a line to show that.

Section - A



Section - B



Helpline

Tell the class about different people around them, how all of them help us in some ways or the other. Tell them about the following people: the teacher, the cleaner, the milkman, the baker, the gardener, the electrician, the peon, the doctor, the nurse, the shopkeeper, etc. Involve the students in your description like 'Who got a haircut last month?' 'Where do you get your hair cut?'

ACTIVITY - 2

Look at the pictures as you listen to the story of Babu and his friends.
Number the pictures.

BABU AND HIS FRIENDS

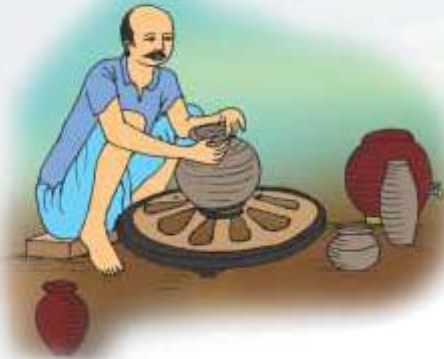


Helpline

Use these pictures and describe the professions in your story. Describe them using the format given in the Helpline. Use this story telling to reinforce the professions you have described in the previous activity. Take objects to class if possible like sweets, a sickle, milk can, etc

ACTIVITY - 3

Let's play, 'Guess my job.' Look at the pictures for clues.



Helpline

Give students clues like "You see me everyday on TV. I read news on the TV. Guess my job." Give students some time to look at the page and answer. You can let them discuss their answers in pairs or groups. Give small rewards for correct answers like '1 star', 'two claps,' etc.

ACTIVITY - 4

What do these people do? Match them correctly and rewrite the sentences.



A gardener waters the plants.



A tailor makes dresses.



A cobbler mends torn shoes.



A barber cuts hair.



A carpenter mends a broken chair.



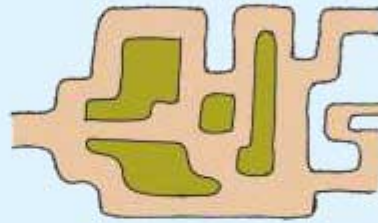
Helpline

Use the following format with the students.

For e.g., (1) 'Do you see plants in the left picture or the right picture? Then, who is the gardener?yes..correct, now, rewrite the sentence below.' Give them time to write the sentence in the blank lines.

ACTIVITY - 5

Take the fireman to the fire. Help him put out the fire.



ACTIVITY - 6

Look at this picture. Name the things and people at the Railway Station.



Helpline

ACTIVITY - 5 : You can turn this exercise into competition. As an extension, you can also solve a maze like this on the blackboard, if possible.

ACTIVITY - 6 : Give them time to look at the picture carefully. You can divide the students into pairs or groups. Give them time to list out all that they see. Then, give them a chance to respond one by one. Each pair can give only one name and they can't repeat responses. In this way, you can cover a considerable number of students.

ACTIVITY - 7

Look at the pictures. Read the words and talk to your partner as your teacher tells you.



a doctor



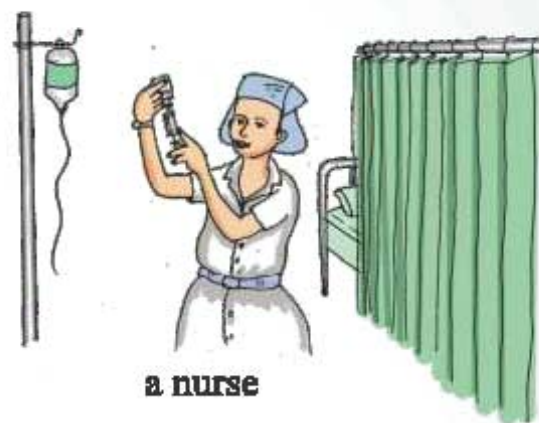
a pilot



a teacher



a farmer



a nurse



a soldier



a singer



a tailor

Helpline

First, ask them to read all the words in pairs and check if their friends are reading them correctly. Go around and monitor if students are generally recognizing the words. Extend this activity to 'Guess my job' game. Let students play it with each other. Give the students clear instructions and ask them to play it in pairs. You can first demonstrate this game by asking one of the students to give a clue to the whole class and help them guess.

ACTIVITY - 8

What do you want to be? Choose the thing you need and draw it in the other box.



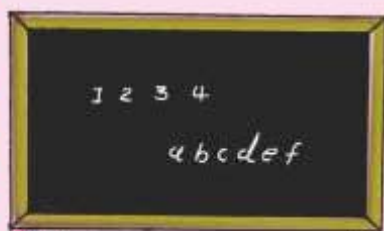
a stethoscope



a camera



a tractor



The blackboard
and a chalk



a whistle



an aeroplane



a guitar



a balance

I want to be a _____.

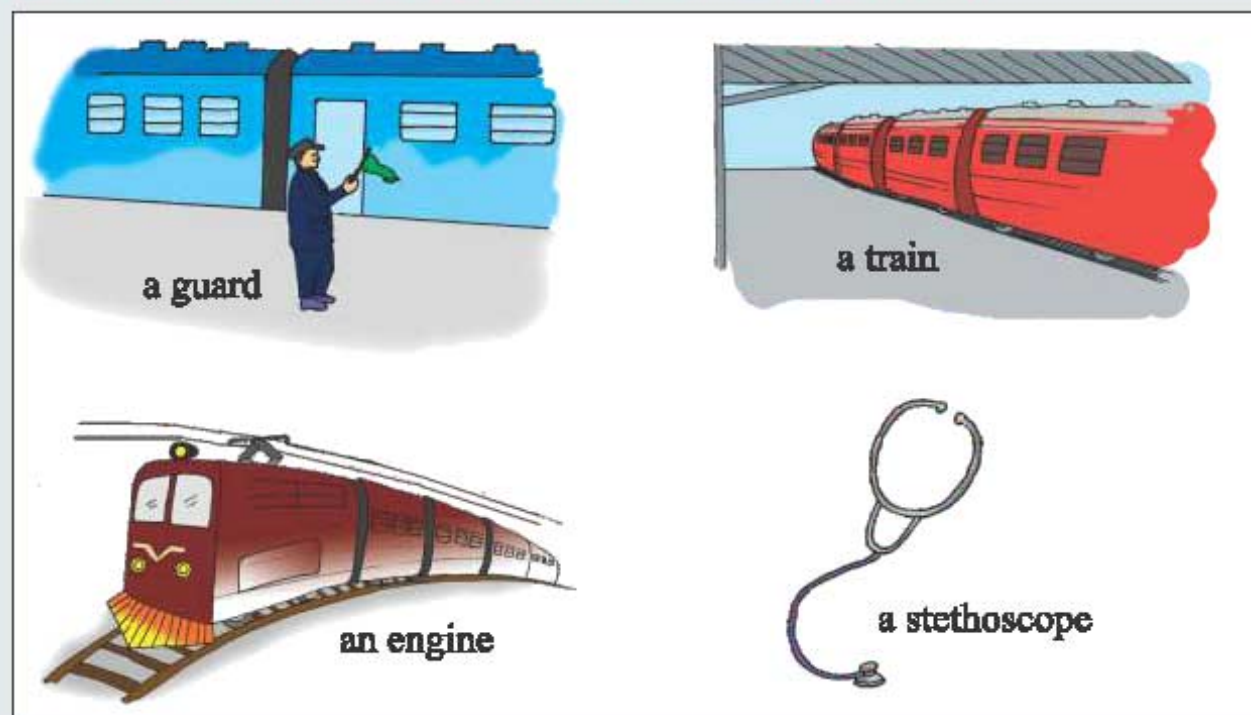
I need a _____.

Helpline

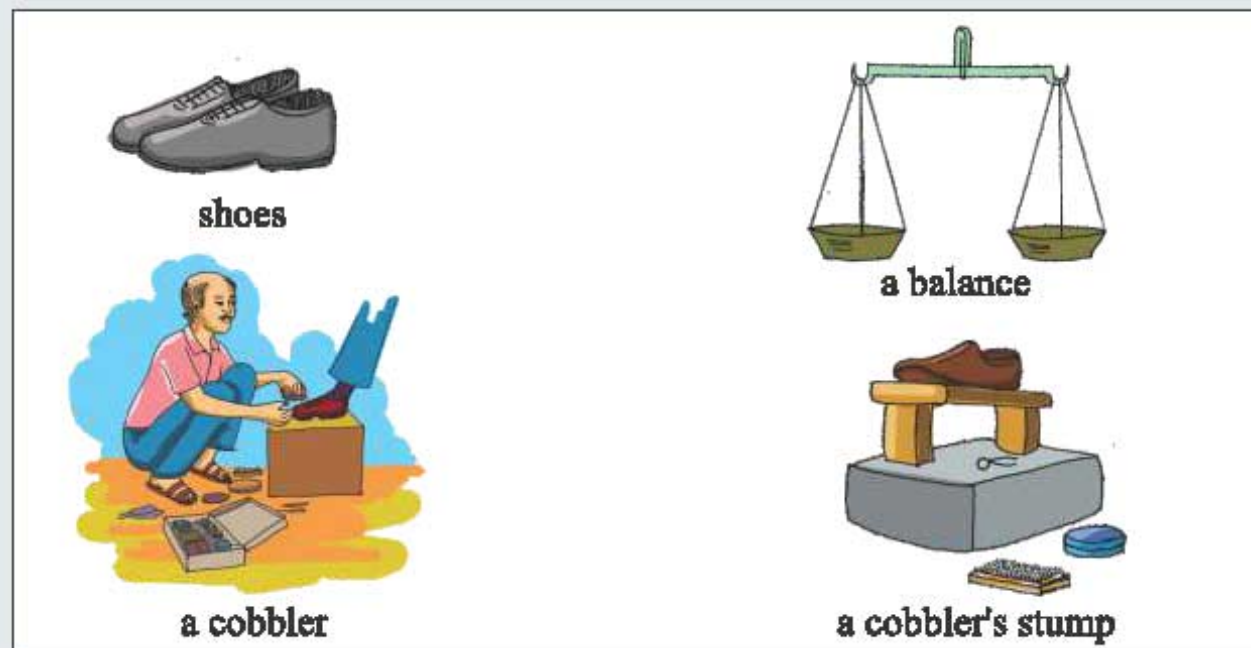
Discuss with the students the professions that they have learnt about. Incorporate what they use in their discussion. Like "A pilot" – "What does a pilot do?" "A pilot flies a plane" Here, indicate a plane using gestures. Then, direct them to the exercise. Once again, let them read the instruction. Help them only if they don't understand the instruction. Give them time to write. You can ask them to share their response with two or three of their friends. As an extension activity, they can find two other friends who have given similar response.

ACTIVITY - 9

A. Cross the odd out and tell each other why you did so.



B.



Helpline

Divide the class into pairs for this activity. Ask for volunteers to come and share their responses with the class. Then, get those that agree with them to raise their hands. If someone disagrees, let him/her give his/her reason.

ACTIVITY 10 (A)

What do your parents do? Talk to three friends and find out what their parents do. Fill the table below with their answers.

Friend's name	ASK YOUR FRIEND - What does your father do?	ASK YOUR FRIEND - What does your mother do?

Helpline

Revise and discuss all the professions they know. Do one sample conversation before the class with one student volunteer. Demonstrate on the black board how to fill in the table. Provide help in terms of vocabulary. Encourage students to speak.

Sample : A : What does your father do?

B : He is a businessman.

ACTIVITY 10 (B)

$$\begin{array}{r} 15 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 10 \\ \hline \end{array}$$

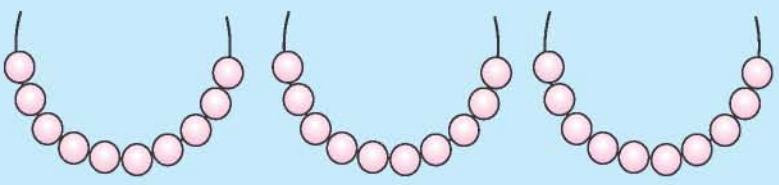
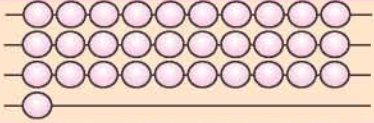

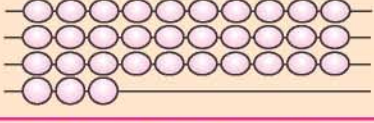


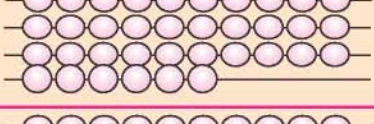




$$\begin{array}{r} 18 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 11 \\ \hline \end{array}$$

Helpline

Help the students to subtract the numbers in the activity given on this page. Use examples from the class to make students understand the concept of subtraction .

ACTIVITY 10 (C)

		30
		31
		32
		33
		34
		35
		36
		37
		38
		39
		40

Helpline

Help the students identify and count the numbers from 30-40 with the help of beads provided in this activity.

11	12	13	21		23	25		27
24		26	28		30	17		19
15		17	27		29	26		28

31	32	33	34	35
36	37	38	39	40

31								40
----	--	--	--	--	--	--	--	----

31			34					41
	32			35				40

Helpline

In this activity, students will identify and write the missing numbers . First do some oral work and ask questions about the missing numbers and then ask them to write the missing numbers.

Unit-4 Helpline

ACTIVITY 2

Example Format for professions story –

Babu loves milk. He wakes up early in the morning. He waits for his friend Sureshbhai, the milkman everyday. [In short, describe the need that the profession fulfills and then mention it.]

Learning Outcomes

Vocabulary related to professions

Barber, grocery – shop, tailor, carpenter, sweet-shop, milkman, farmer, bus-conductor, teacher, potter, newsreader, policeman, singer, soldier, postman, pilot, cobbler, doctor, stethoscope, camera, tractor, blackboard and chalk, whistle, aeroplane, guitar, balance, guard

Language

Describing professions

A tailor makes ...

A cobbler mends ...

A barber cuts

Expressing desires and needs

“I want to be a..”

“I need a ...”

Skills

Listening and Speaking

Reading and Writing

Recognizing professions and objects related to them

Social Awareness and Skills

Knowing others, working with others in pairs and groups, negotiating meaning with peers

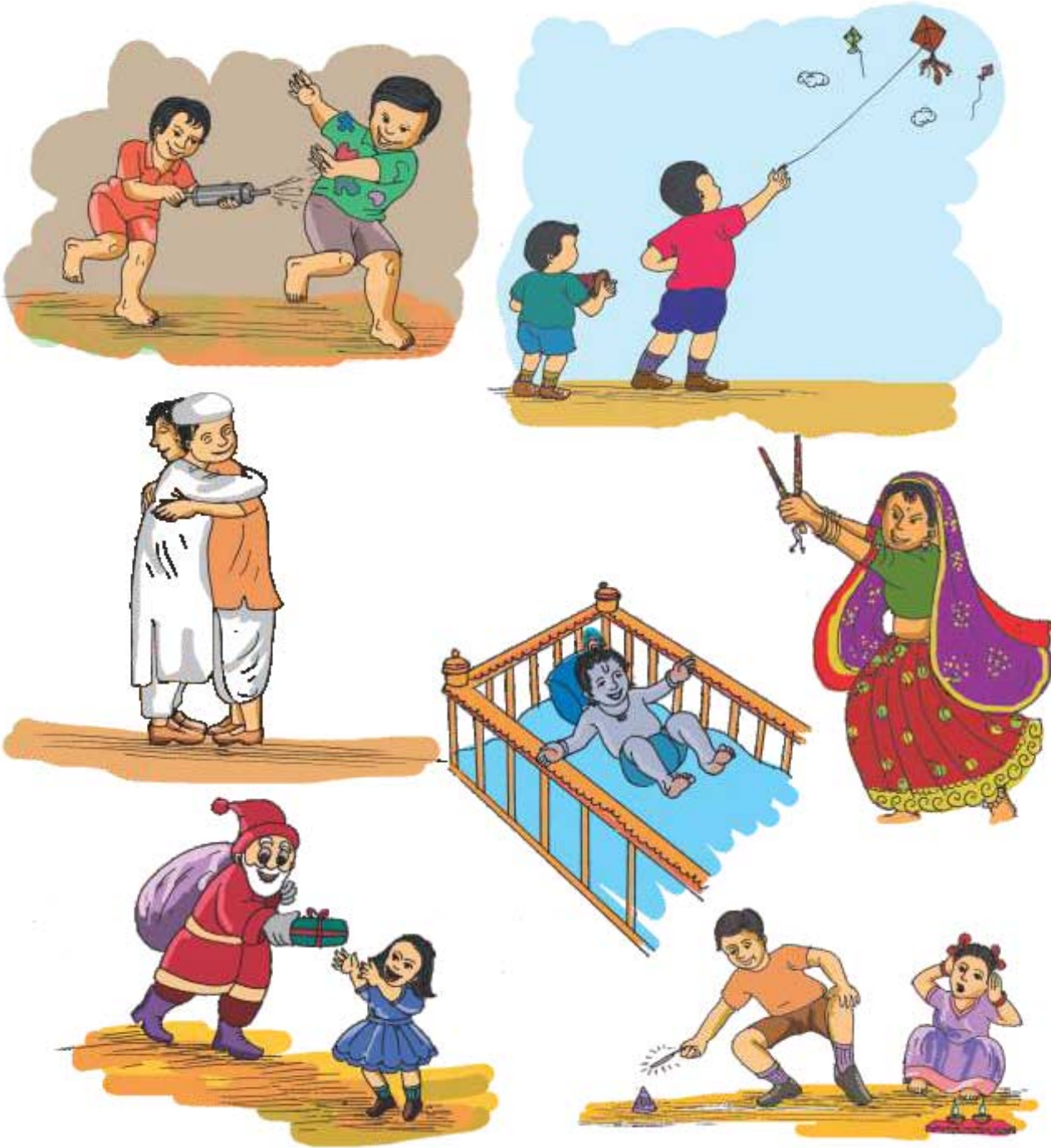
Mathematical Awareness

Subtraction

Number 30-40

LET'S CELEBRATE

ACTIVITY - 1



We are celebrating this month.

(Uttarayan, Holi, Diwali, Id, Christmas, Navratri, Janmashtami)

ACTIVITY - 2

Write the month, day and date.

January February March April May June July August September October November December	Month _____	Sunday Monday Tuesday Wednesday Thursday Friday Saturday
	Day _____	
	Date _____	

ACTIVITY - 3

How is the weather today ? Colour the picture.



Today's weather is

UNIT-5 Around Me

ACTIVITY - 1 (A)

Listen to this poem. Follow your teacher.

On my right, I look to see,
If any traffic's near to me.



On my left, I look as well,
And listen for a horn or bell.

There is something coming, wait a bit,
If I run out, I may be hit.

Ah, now the road is clear,
No car or bus is near.



I'll then cross the road so wide,
To get safely to the other side.

B. Now spot these words and circle them.

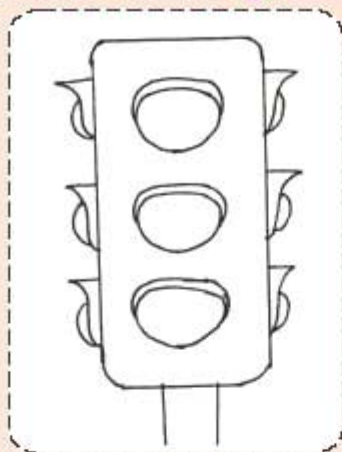
right, left, look, cross, road

Helpline

Recite this poem using gestures like 'look' to the right in the first stanza. Use gestures to help students understand the meaning of the lines. You may also use clapping as a way of creating rhythm and involving the students. In 1B, give them time to complete the exercise. They can compare their answers with the answers of their friends.

ACTIVITY - 2

Colour the traffic signals. Write the words in the blanks.



Stop _____

Look _____

Go _____

ACTIVITY - 3

Read the sentences.

I look to my right.

I look to my left.

I look to my right again.

Then I cross the road.

Copy the sentences here :

Helpline

ACTIVITY - 2 : Here, don't simply tell them the colours. Elicit the names of colours from the students and discuss details like 'Which colour is on the top? In the middle?' Let students argue and come to a common conclusion. Keep an actual photo of a traffic light with you if possible or on your phone so you can use it to conclude the discussion. Discuss about what the lights mean. Make them do actions related to the lights. You say the light and they say what it means like 'green – go' 'red – stop'

ACTIVITY - 3 : DON'T MAKE THEM COPY SENTENCES WITHOUT THINKING. Get them to read the sentences and do the actions related to them in pairs. Get one or two pairs to demonstrate it in front of the class. Then, let them copy the sentences.

ACTIVITY - 4

How do you come to school? Write your sentence in the blank.

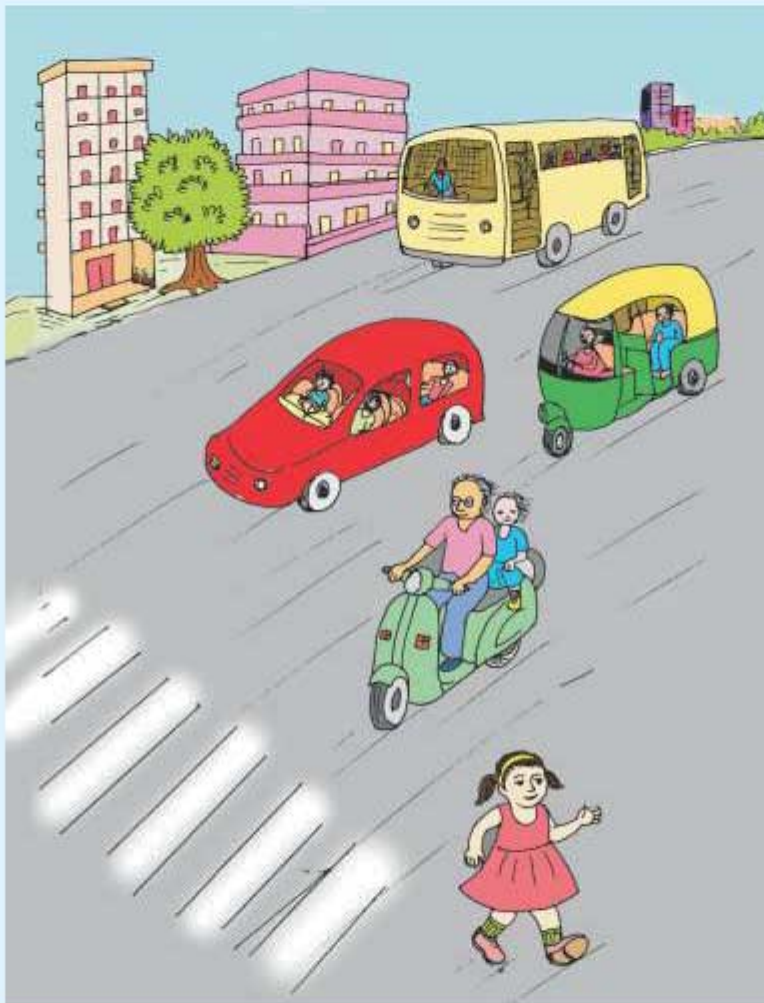
By car?

By bus?

By cycle?

By auto rickshaw?

I come walking.



Helpline

First, discuss with the class how students come to class. Reinforce the form 'I come to school by ...' Begin by saying how you come to school. For e.g. "I come to school by bus." Ask the question "How do you come to school?" again and again. Elicit answers from them. Give them options like 'by car?' 'by bus?' if they are confused in the beginning. After doing this activity, direct them to the textbook. Once again, give additional instructions only if they don't understand the written instructions. Monitor what they are writing in the book. Keep reinforcing the form 'I come to school'. Also, pay attention to those that might opt for 'I come walking'.

ACTIVITY - 5

Colour the numbers and letters. Write the number of any vehicle you have seen. Choose numbers and letters from here.

0 1 2 3 4 5 6 7 8 9

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

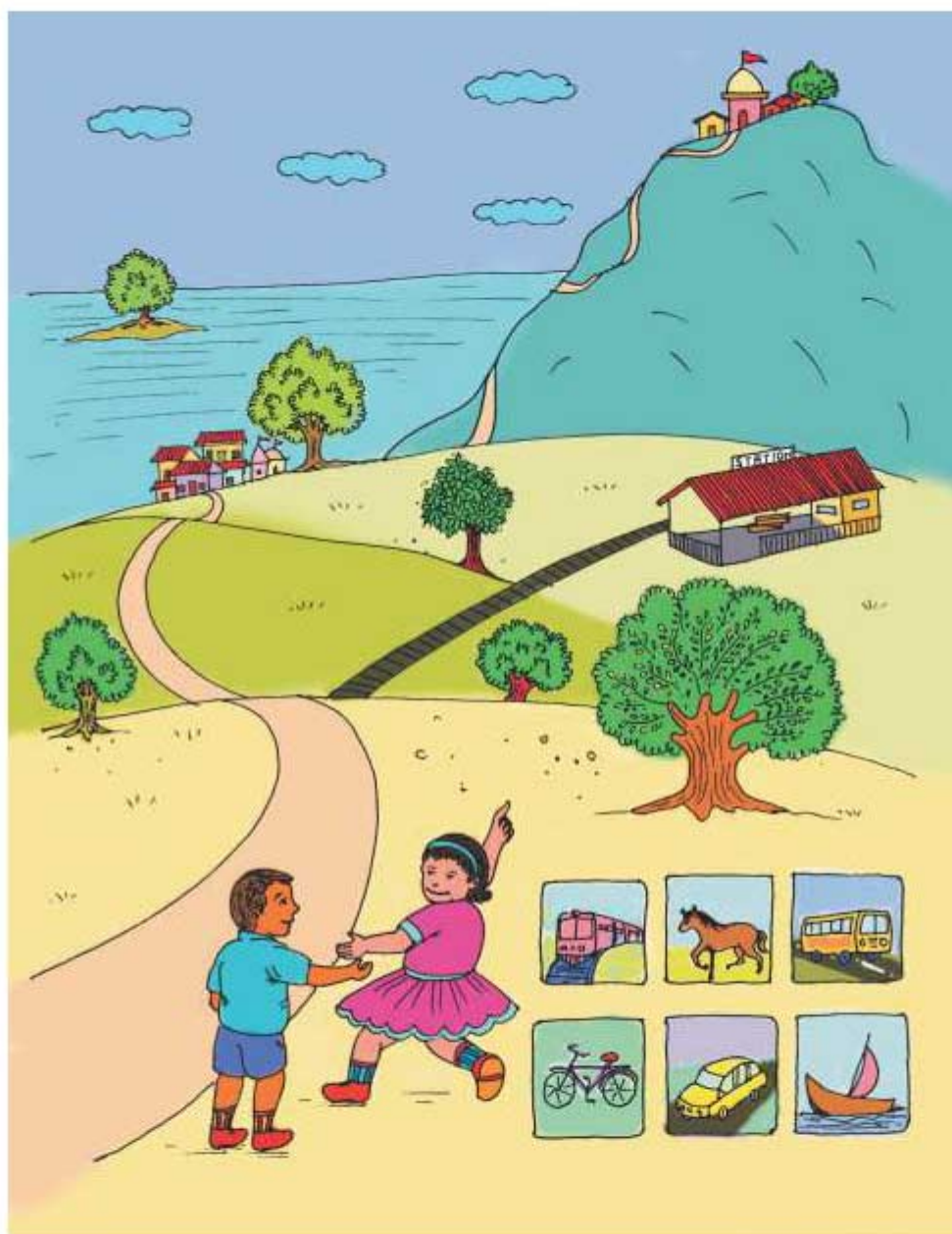


Helpline

Here, once again direct them to the written instructions first. Offer your help in case they don't understand what they need to do exactly. If they don't know any specific vehicle numbers, give them an example. Do it on the black board but make sure they don't copy it in their books. Let them imagine a number for themselves.

ACTIVITY - 6

Where are they going? Is it far? What will they take ?



Helpline

Make the activity interesting by getting the students to name the two friends in the picture. Ask the students "Where are they going?" Indicate it with hand gestures also. Take one response. Ask "Is it far?" Let the students figure out. Then, go on to "What will they take?" Here, direct them to the clue in the bottom right corner. Let them pick one option. There are no correct or incorrect answers so if a child insists on a different choice, you may grant it while adding "Generally, you will take a train but X will take a horse." After doing this in class, divide them into pairs and get them to decide. They should then share it with the other pairs and groups.

ACTIVITY - 7

Look at the pictures and read the sentences. Write three sentences as your teacher tells you.



Stop and look.



Go one by one.



Do not push.



I should not

Helpline

Ask students to look at the illustrations. Ask them what they mean. While discussing their responses, introduce the form "You should not ...". Refer to the format given in the Helpline. After the discussion, ask them to write what they have learnt.

ACTIVITY-8

Look at the pictures. Count and write the numbers in the blanks.
Choose from numbers given below.

Example:



2 trains



 boys



 squirrels



 pens



 field

1

2

3

4

5

6

7

8

9

10

ACTIVITY - 9

Look at the pictures. Decide the number of tickets you need to buy for each group and write it in the blank.



The Sharmas

I will buy _____ tickets for the Sharma family.



The Patels

I will buy _____ tickets for the Patel family.



The D'souzas

I will buy _____ tickets for the D'souza family.



The Khans

I will buy _____ tickets for the Khan family.

Helpline

Direct the students to follow the instructions. Help them only if they don't understand what to do.

ACTIVITY - 10 (A)

What should these people take?

I want to go to Vadodara
from Ahmedabad.

My suggestion: You should go by _____.



I want to go to the market
to buy vegetables.

My suggestion: You should go by _____.





















I want to go to the moon.

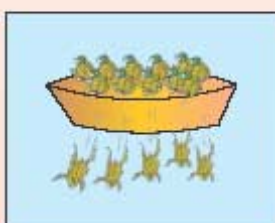
My suggestion: You should go by _____.



ACTIVITY - 10 (B)

	4		5		0
	+ 0		+ 0		+ 6
					
	4				

	0		8		0
	+ 7		+ 0		+ 9
					



$$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

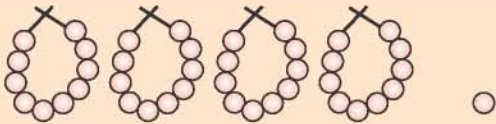
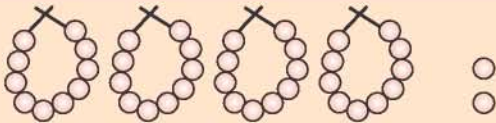
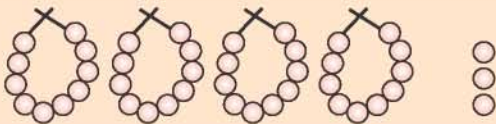

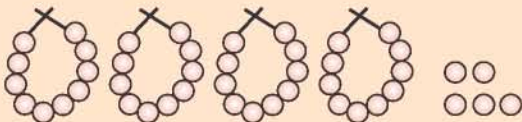


$$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$$


Helpline

In this activity, help the students understand the concept of ZERO. Use example from the classroom to make them understand the role of ZERO.

ACTIVITY - 10 (C)

	41
	42
	43
	44
	45

40			43		45
	43		40	41	
41		43	41	42	
	39			45	



Helpline

Help the students identify and count the numbers from 41-45 with the help of beads provided in this activity.

Unit-5 Helpline

ACTIVITY - 7 Sample format

Teacher: "That's right, students, when you are riding your bicycle, you should stop and look before you cross the road. You should be careful about it. You should not cross the road without stopping and looking."

Learning Outcomes

Vocabulary related to traffic signals

left, right, traffic, horn, road, cross the road, stop, look, go

Language

Giving and listening to instructions

"Stop and look."

"Go one by one."

"Do not push."

Giving suggestions

"You should ..."

General conversation

"I come by ..."

"I will buy ..."

Skills

Listening and Reading

Speaking and Writing

Environmental and Social Awareness

Traffic discipline

Discussing and describing in pairs

Mathematical Awareness

Zero

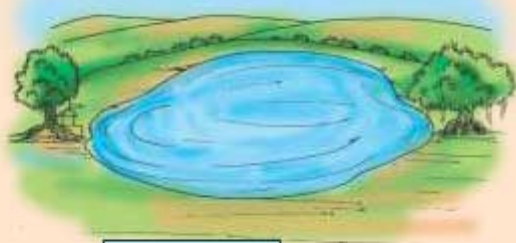
Number 41-45

UNIT-6

Travel Near And Far

ACTIVITY - 1

Listen to the teacher and learn the words.



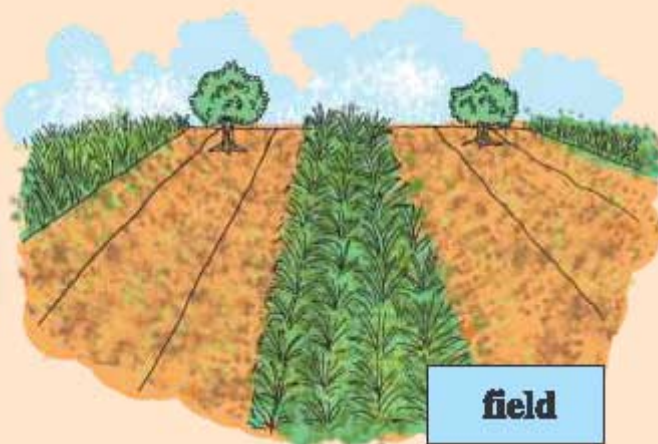
pond



hill



river



field



bridge

Helpline

Talk to the children about various locations that we find around us when we are travelling. You can talk about a journey that you took and how you came across various locations like hills, ponds, fields, etc. Incorporate the vocabulary mentioned above naturally in your discussion. Ask them to think of what they have come across. You can ask them to name any of the rivers, hills, or bridges that they might have come across. Make word webs on the blackboard while taking their response. Discuss how 'fields' generally don't have names. You can take about what crops they saw in the fields. Use pictures if you can.

ACTIVITY - 2
Complete the picture.



ACTIVITY - 3

Listen to this rhyme. Read and repeat after your teacher.

Come Near Go Far

Chhook, Chhook, Chhook, Chhook

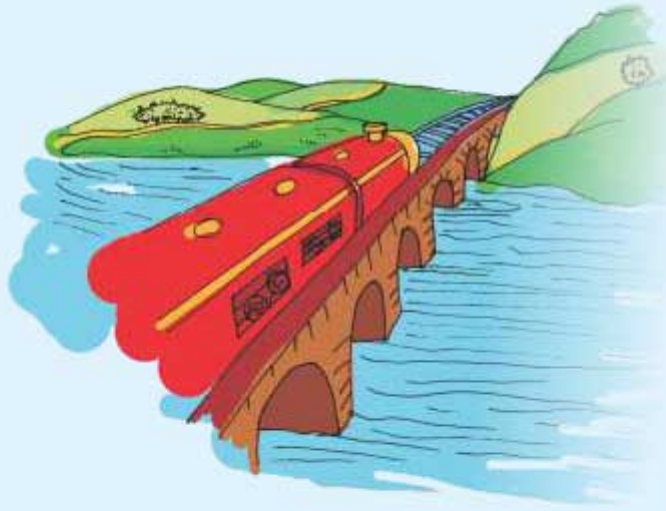


I am a little train.

Come, dear,

Get in here,

Let's go for a ride.



Near the river, near the bridge

Far away from the hill

Chhook, Chhook, Chhook, Chhook

Let's go for a ride.

Near the hill, near the pond

Far away from the field

Chhook, Chhook, Chhook, Chhook

Let's go for a ride.

Near the field, near the well

Far away from the river

Chhook, Chhook, Chhook, Chhook

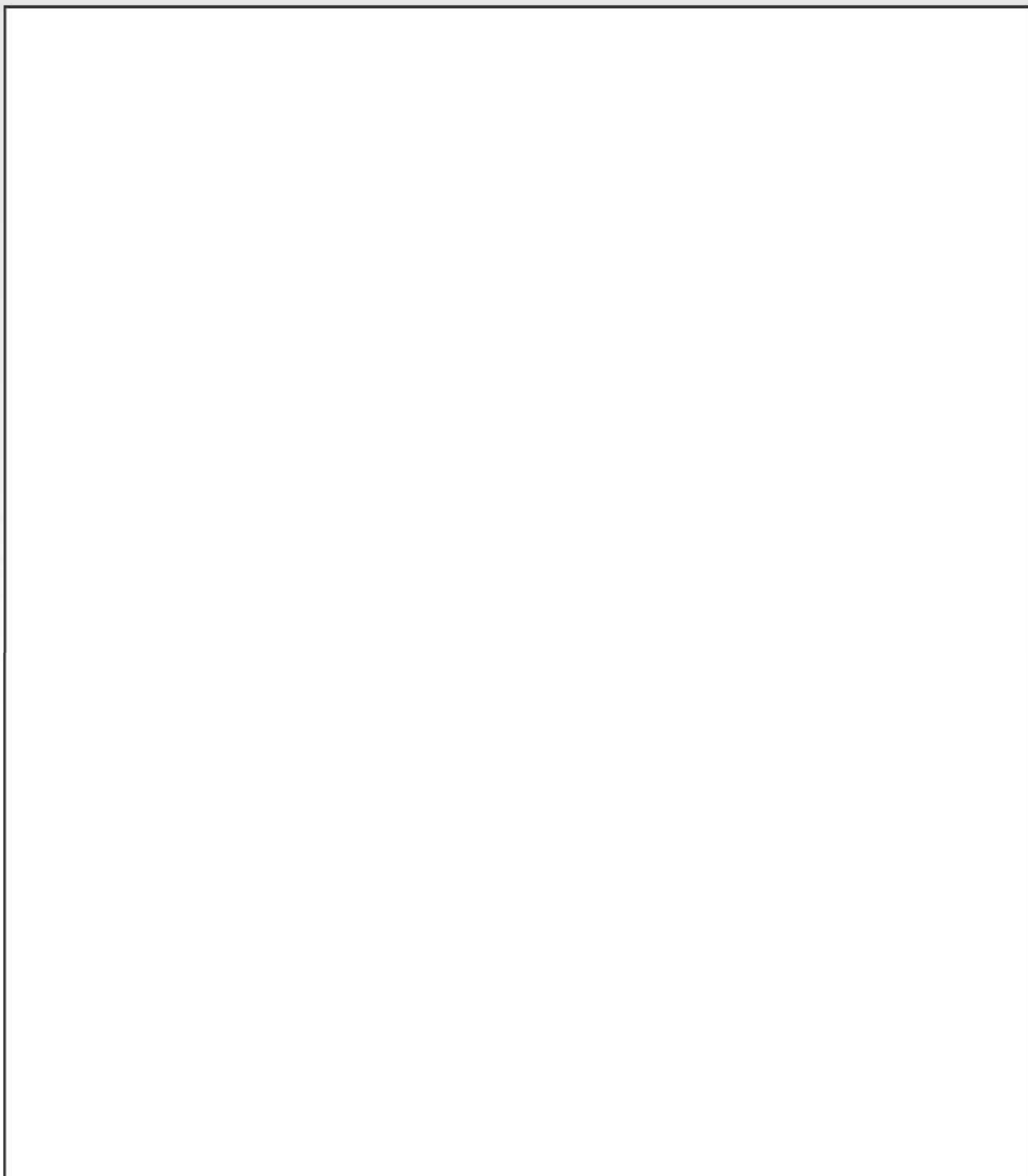
Let's go for a ride.

Helpline

Recite the rhyme in rhythm using gestures or pictures. If you have used pictures in the first activity, use the same ones here to reinforce the vocabulary. Let the students repeat after you have recited it clearly twice or thrice. Then, use techniques to make it interesting like instruct students to stand up every time they have to recite 'chhook chhook chhook'

ACTIVITY -4

Read the poem, draw pictures and colour them. Write hill, pond, river, field, bridge in the appropriate places.



Helpline

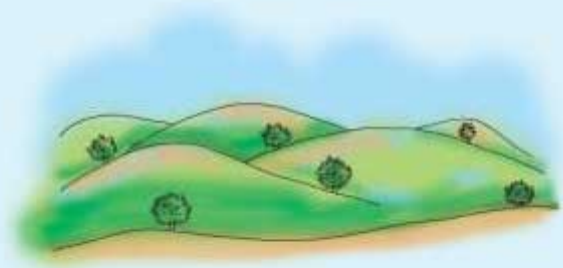
Direct students to this page. Get them read the instructions. Give additional help only if they need it. Give a clue to the whole class helping them to guess.

ACTIVITY - 5

Read the sentences and fill in the blanks.

There are lots of hills in Rajpipla.

There are lots of _____ in Rajpipla.



I swim in the pond everyday.

I swim in _____

Narmada is the longest river in Gujarat.

Narmada _____ in Gujarat.

My uncle has climbed the Girnar mountain
seven times.

My _____ has climbed _____
seven times.



There is a long bridge across the Mahisagar river.

There is a _____ across the Mahisagar _____.

Helpline

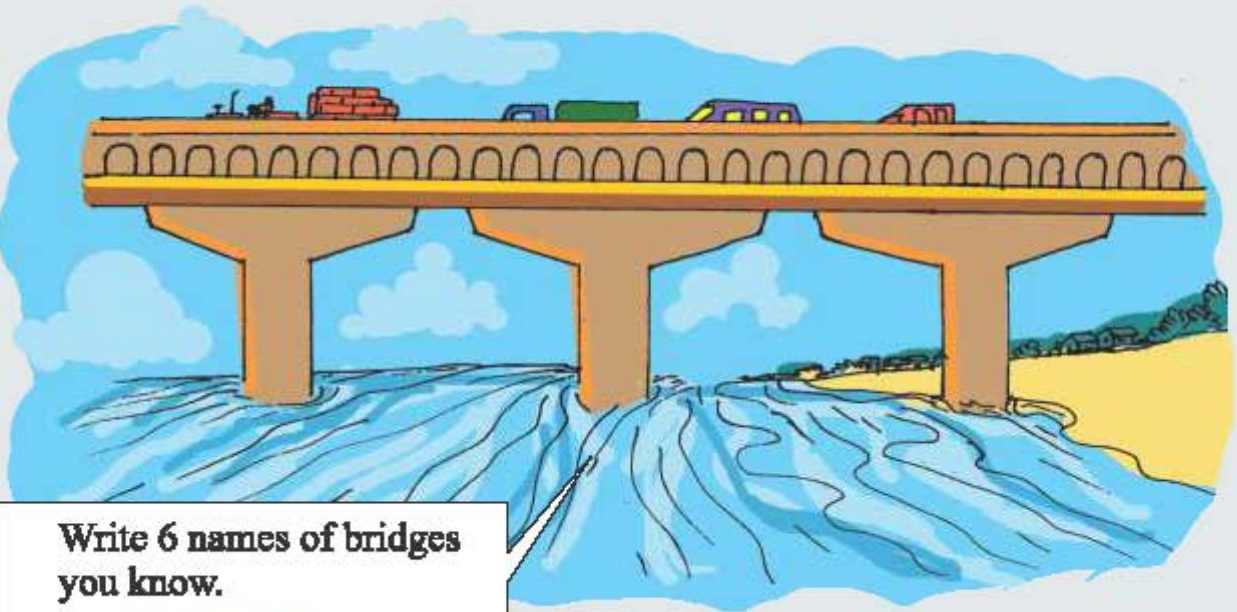
If the students are able to do this exercise quickly, get them to share it with their friends.

ACTIVITY - 6

Find as many names as you can. Talk to your friends and parents. Take your teacher's help.



Write 6 names of rivers in the blanks below



Write 6 names of bridges you know.

Helpline

First of all, give a few interesting facts on rivers and bridges to students. Some facts are given in Helpline.

ACTIVITY - 7

You can grow crops in the fields. Imagine what you want to grow in your field. It can be anything. Draw your field below. Fill in the blank. Talk to your friend. What do they grow?

My field

By - _____ (your name)

This is my field. I grow _____ in my field.

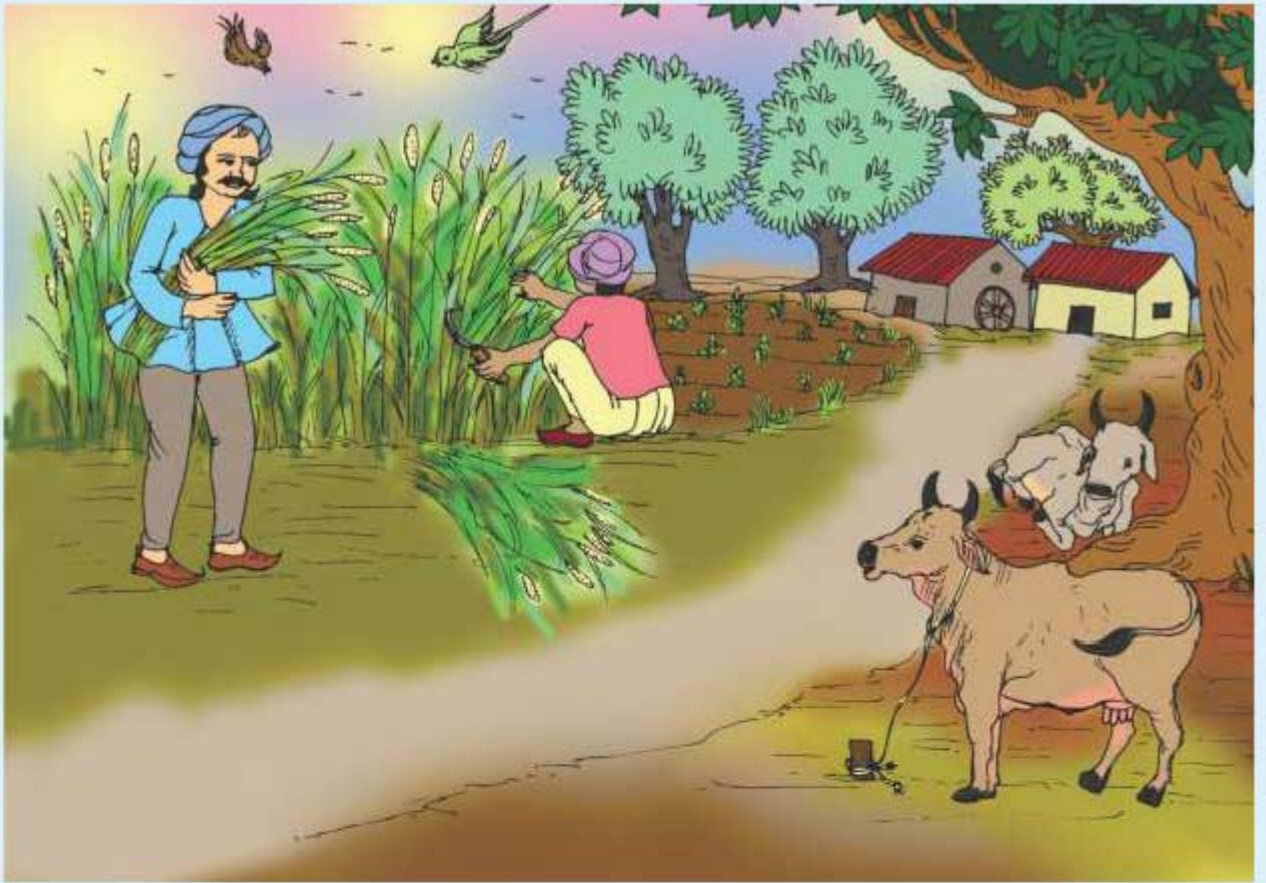
My friend grows _____ in his / her field.

Helpline

Discuss with students as to what they can choose. Let them choose anything even if its imaginative crops like chocolates etc.

ACTIVITY - 8

Look at the field below. Count and write the correct numbers in the blanks.



_____ trees

_____ cows

_____ farmers

ACTIVITY - 9

Look at the picture and listen to your teacher.



This is
the Rajiv Gandhi
Sea Link.

This bridge
was opened
in 2010.

Where is it ?

cc. http://en.wikipedia.org/wiki/File:Mumbai_skyline88907.jpg



cc. http://en.wikipedia.org/wiki/File:Ellis_bridge.jpg

Do you know about this bridge?

Know about it with the help of your teacher.

Its old name is _____.

It is built on the _____.

ACTIVITY - 10 (A)

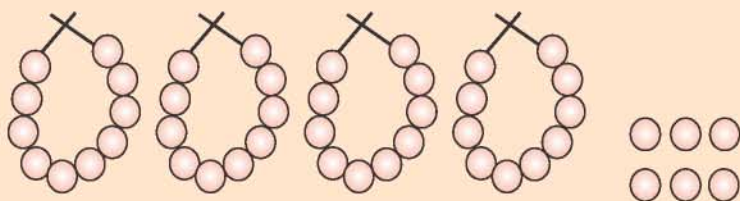
Find words you have learnt in the grid below. Circle them.
One has been done for you.

p	o	n	d	l	p
a	x	r	l	v	f
b	r	i	d	g	e
y	h	v	l	z	u
f	i	e	l	d	w
c	n	r	e	k	j

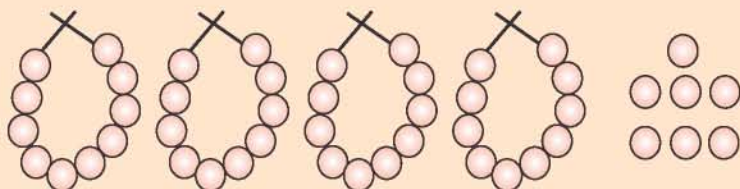
HELPLINE

Encourage them to look at the unit and find the words.

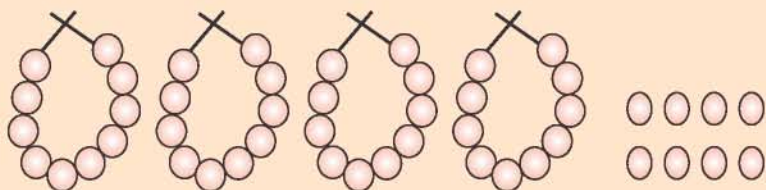
ACTIVITY - 10 (B)



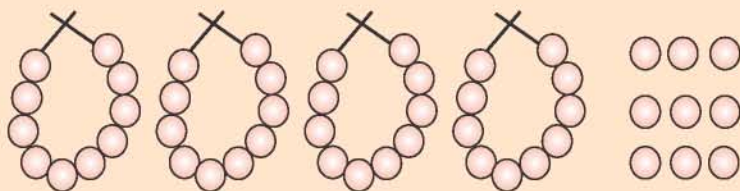
46



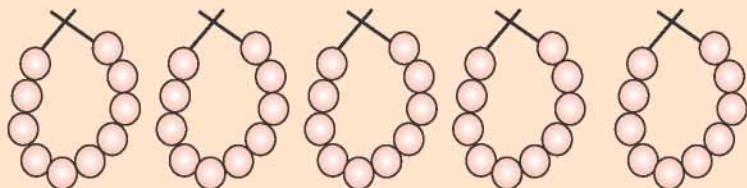
47



48



49



























































50

HELPLINE

Help the students identify and count the numbers from 46-50 with the help of beads provided in this activity.

ACTIVITY - 10 (C)

Helpline

Help the students write the missing numbers in the balls.

Unit-6 Helpline

Interesting facts of rivers and bridges:

The Danyang–Kunshan Grand Bridge is the longest bridge in the world. It holds the Guinness Book of World Record for the longest bridge in the world. You will find it in China.

The Nile is the longest river in the world. You will find the Nile river in Egypt.

Facts of Rajiv Gandhi Sea Link:

An average of around 37,000 vehicles use this bridge everyday. It has eight lanes. It is built on the Mahim Bay.

Learning Outcomes

Vocabulary

river, pond, hill, bridges, near, far

Language

Reading and reciting rhymes

Describing objects

Talking about distance

Skills

Listening and Reading

Speaking and Writing

Environmental and Social Awareness

Classifications of geographical locations

Evaluation Activities

EVALUATION 1

1. Listen to the teacher. Number the pictures and colour them.

It is rainy today.

It is cloudy today.

It is sunny today.

It is cold today.



2. Fill in the blanks :

(1) I have one _____
and two _____.

(2) I have two _____
and ten _____.

(3) I have two _____
and ten _____.



Helpline

This evaluation is not a test or exam and don't make it like a class exam for your students. It is just another activity that they are doing. Keep the atmosphere light while doing this evaluation. This will help control anxiety levels of your students. You can do any of these evaluations whenever you feel students are ready for it. You don't need to follow any chronological patterns.

3. Read and match.

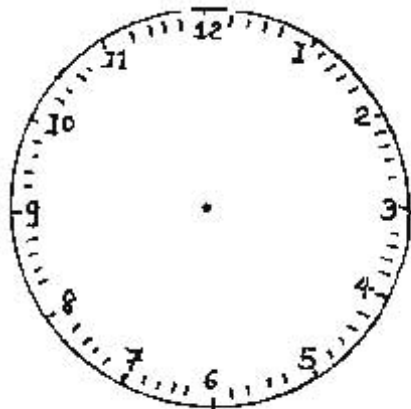


- (1) I wake up in the morning.
- (2) I brush my teeth.
- (3) I have my bath.
- (4) I drink my milk.
- (5) I go to school.

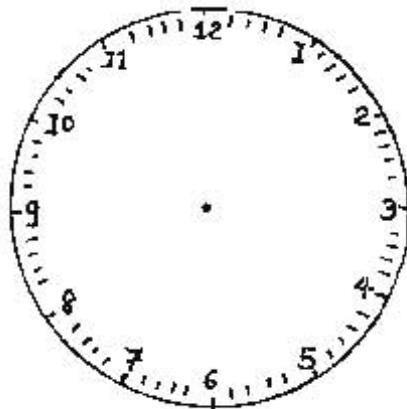


4. Mark the time in the clocks.

(1) 4 o'clock



(2) 6 o'clock




5. Read and complete the sentences.

My name is _____.

My father's name is _____.

My mother's name is _____.

I have a _____, (brother / sister)

- 
- 6. Listen to the teacher and identify the picture.**
(Any picture from Units 1 to 12)
 - 7. Recite the poem or sing the rhyme.**
(Any poem / rhyme from Units 1 to 12)
 - 8. Read aloud the sentences.**
(Any sentence picked up by the teacher from Units 1 to 12)
 - 9. Talk to your partner about a topic.**
(Any topic given by the teacher based on Units 1 to 12).
Eg. Introducing Oneself, Likes and Dislikes, etc.
 - 10. Write three sentences about yourself and your family.**

Helpline

This evaluation is not a test or exam and don't make it like a class exam for your students. It is just an activity that they are doing. Keep the atmosphere light while doing this evaluation. This will help control anxiety levels of your students. You can do any of these evaluations whenever you feel students are ready to do it. You don't need to follow any chronological patterns.

CONSOLIDATION LESSON: FESTIVALS

ACTIVITY - 1

Listen to your teacher and number the pictures.



We are celebrating this month.

(Uttarayan, Holi, Diwali, Id, Christmas, Navratri, Janmashtami)

Helpline

Describe each illustration depicting a festival. Use the format "In picture no. __," for giving clues so students can number the illustrations accordingly. Have them share their answers with each other and discuss which ones are correctly numbered. Don't give them the answers. Let them figure it out for themselves.

ACTIVITY - 2

Read the dialogue and prepare a similar dialogue.

A: Let's talk about festivals.

B: I like Uttarayan. And you?

A: I love Navratri.

B: Why?

A: I get to wear new clothes and dance.

B: I don't like dancing.

A: What do you like?

B: Flying kites.

A: I love Undhiyu. I eat only Undhiyu on Uttarayan.

B: I like til laddoos.

ACTIVITY - 3

Write the day, date and month of each festival. Then write what the weather was like.

Day	Date	Month	Festival	Weather

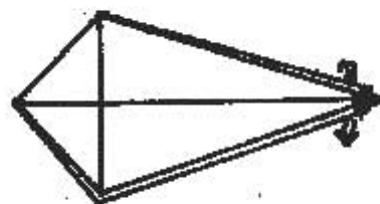
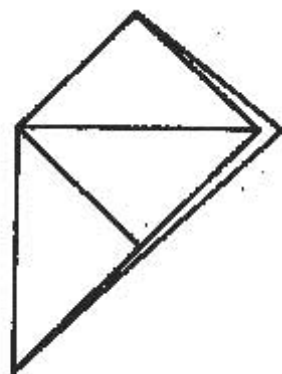
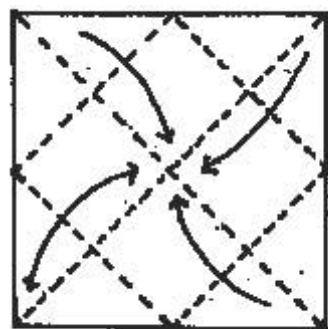
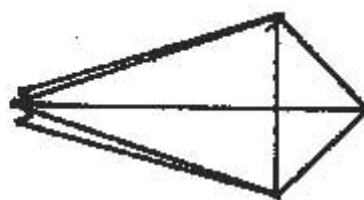
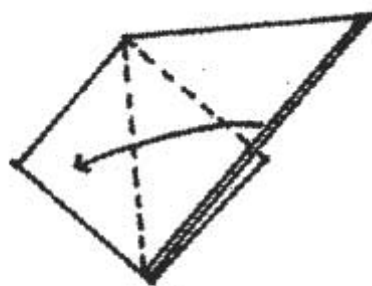
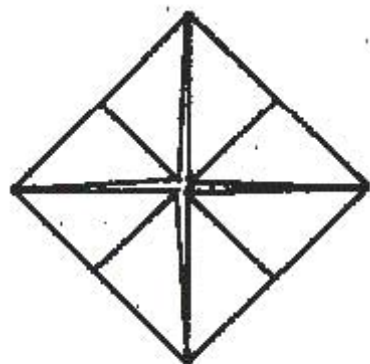
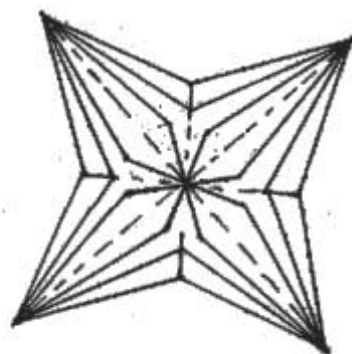
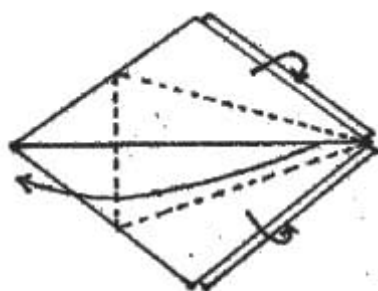
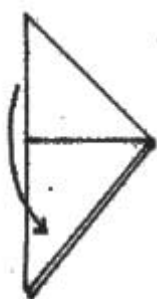
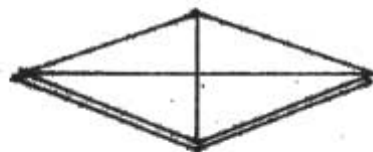
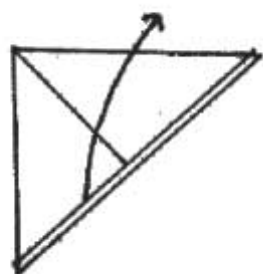
Helpline

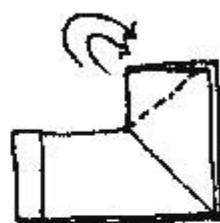
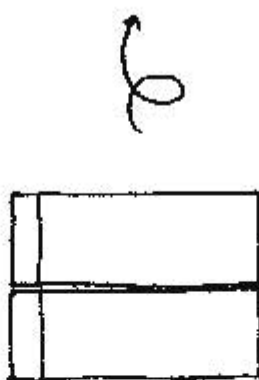
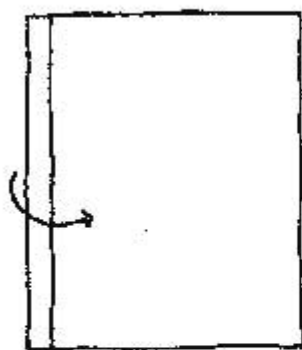
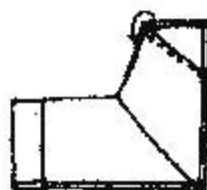
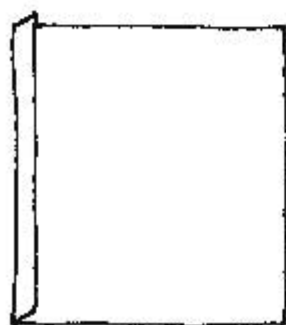
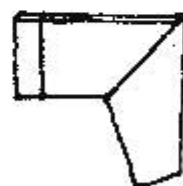
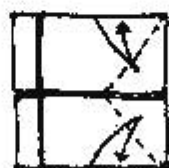
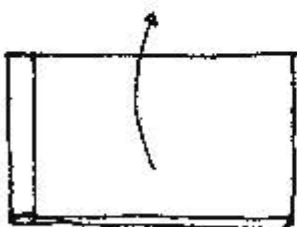
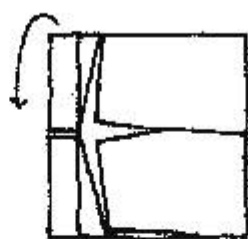
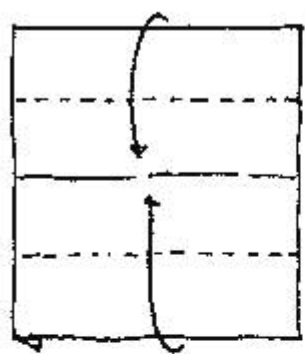
Divide them in pairs and give them time to read and understand the dialogue. Discuss it with them. Then, give them time to prepare a similar one in their books. You can get them to read their dialogues to the class at the end.

ACTIVITY - 4

Make origami pictures. Your teacher will guide you.

Origami Star





Helpline

Refer to <http://www.origami-instructions.com/> for detailed instructions for making origami stars and other origami work also. Use English instructions while making the star. Make sure you use short and clear instructions instead of very complicated ones. If the star is too complicated in terms of instructions, choose any other shape or objects that the students will be comfortable in following. Remember, the point of this exercise is not simply creative art work, it is using English in a real but creative context.