

MY BOOK OF ENGLISH

1

2017



Department of Elementary Education
Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

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Haryana, Gurgaon

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Preface

Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasizes a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks has been developed accordingly for primary classes wherein special attention has been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners' thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners' curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children's development. Exercises and activities given are integrative in nature and make extensive use of learners' prior knowledge and experience that they bring to the classroom.

The State Council of Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.



**Additional Chief Secretary,
School Education Haryana,
Chandigarh.**

Textbook Development Team

Direction	Keshni Anand Arora, Addl. Chief Sec. School Edu Haryana
Guidance	Alok Verma, State Project Director, HSSPP, Panchkula
Chairperson	Snehlata Ahlawat, Director, SCERT Haryana, Gurgaon
Chief Advisor	Dr. A. L. Khanna, ELT Consultant, New Delhi
Chief Coordinator	<ul style="list-style-type: none"> Sushil Batra, Joint Director, SCERT Haryana Ravinder Singh Phogat, HOD, Curriculum and Textbook, SCERT Haryana
Coordinator	Chitragupt Goswami, Subject Expert English, SCERT Haryana
Review Committee	<ul style="list-style-type: none"> Dr. Kirti Kapur, Associate Professor, NCERT Delhi Neelam Bhandari, Dy. Director, SCERT Haryana Karunesh Bhardwaj, HOD, In-service, SCERT Haryana Surender Singh Sindhu, HOD, Testing and Assessment, SCERT Haryana D.C. Grover, Sr. Specialist (Retd), SCERT Haryana
Members	<ul style="list-style-type: none"> Lalit Sharma, Subject Expert English, SCERT Haryana Suresh Kumar, Subject Expert English, SCERT Haryana Ram Mehar Yadav, Lecturer in English, DIET Hussainpur, Rewari Ramesh Taunk, Lecturer in English, DIET Mahendergarh Sona Yadav, Lecturer in English, DIET Gurgaon Sandeep Jangra, Block Resource Person (Eng), BRC Mahendergarh Virender Lamba, Block Resource Person (Eng), BRC Salhawass, Jhajjar Pawan Nain, Block Resource Person (Eng), BRC Pillukhera, Jind Parth Sarthi, Block Resource Person (Eng), BRC Nissing, Karnal Gopal Sharma, Block Resource Person (Eng), BRC Palwal Pyari Devi, Lecturer in English (Retd), SCERT Haryana Chander Sharma, Lecturer in English (Retd), DIET Mohra, Ambala Ishrat Jahan, Manager Trg, Art Education Unit, SCERT
Layouts, Designs & Illustrations	Media Axis, New Delhi

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We are thankful to all those individuals, institutions and publications that have been helpful, directly or indirectly, in the development of this book. We have picked up some poems, stories and write ups from various sources and acknowledged the writers as well as the copyright holders of these materials.

We have written to the following authors and copyright holders for granting permission to use the materials included in this book.

The State Council of Educational Research and Training thanks the following authors and copyright holders for granting permission to use the following poems and stories included in this book.

Clap, Clap, Clap and Colours Around Us (from Raindrops Book-1 NCERT), *Teddy Bear* (from www.english-for-students.com), *I am...* (from Sunbeam Book-1) and *Two Kites* (from Poems for Early Readers Eklavya Publication).

The Council has applied to the following for the copyright permission:

- NCERT New Delhi
- SCERT Udaipur Rajasthan
- Eklavya Publication

The Council has applied for copyright permission for materials, wherever necessary. Copyright permission is awaited. Appropriate acknowledgements will be made as and when permissions are received. However, it has not been possible to trace all the sources and also the latest addresses of some publishers. In such cases the publisher would welcome information from copyright owners.

R. S. Kharb IAS
Director
Elementary Education Haryana
Panchkula

Teacher's Page

Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other's company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

Except in book 1 and 2, each book in the present English textbook series has 14/15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

Pre Reading

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

Reading

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

Word Meaning in Context

- Meaning of words as used in the text

Comprehension

- To help learners read and assimilate the main ideas and details

Vocabulary

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words

Grammar

- To help learners understand and use in everyday life the language structures used in the texts
- The Grammar items may be contextualized
- Repeated exercises will help children to learn grammar in a spontaneous way
- No need to stress on rules and definitions

Listening and Speaking

- To provide learners a vast scope to develop their listening and speaking skills
- To encourage learners to say words correctly
- To give learners practice in a variety of listening tasks
- To engage learners in practising conversations and dialogues, and reciting some poems
- To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

Writing

- To encourage learners' creativity, and help them describe persons, places, things, events and experiences

Follow Up

- To build on what the child has learnt in the lesson and connect it with the world around him/her.
- To encourage learners to collect, analyze and interpret some information connected with the theme of the main text and share it with the classmates



**Director
SCERT Haryana
Gurgaon**

प्रस्तुत संस्करण

आज के बदलते परिवेश में विद्यार्थियों के साथ-साथ अध्यापकों को भी कई बार, विषय की बारीकियों और नए उदाहरणों के साथ केवल पाठ्य-पुस्तकों से समझाना कुछ अधूरा सा लगता है। ऐसी आवश्यकता महसूस होती है कि पुस्तक के विभिन्न पाठों में आवश्यकता पड़ने पर यदि डिजिटल कंटेंट तुरंत उपलब्ध हो जाय तो अध्ययन-अध्यापन की नीरसता समाप्त हो सकती है और कक्षा में रुचिकर वातावरण तैयार किया जा सकता है। कक्षा में छात्रों के अलग-अलग स्तर के अनुसार यदि गुणवत्तापूर्ण डिजिटल कंटेंट उपलब्ध हो तो, न केवल अध्ययन-अध्यापन और अधिक सशक्त होगा बल्कि कठिन बिन्दुओं को भी बेहतर ढंग से समझने-समझाने में सहायता मिलेगी। उर्जस्वित पुस्तकें (Energized Text Books) इस समस्या को हल करने की दिशा में एक पहल है। ऐसी पुस्तकों की संकल्पना, MHRD भारत सरकार के अध्यापकों को सक्षम करने के उद्देश्य से बनाये गए दीक्षा (DIKSHA) पोर्टल के लिए की गयी है।

दीक्षा के अंतर्गत ऐसी पाठ्य पुस्तकों की कल्पना की गयी है, जिनमें पाठ्यक्रम को और सशक्त करने की क्षमता हो। परंपरागत रूप से उपलब्ध पुस्तकों में QR कोड की सहायता से और अधिक सूचनाएं तथा अतिरिक्त प्रभावी सामग्री जोड़कर उन्हें और अधिक सक्रिय तथा उर्जावान बनाया जा सकता है। अध्यापकों की आवश्यकता के अनुसार उनके द्वारा चिन्हित पाठ के कठिन भागों में QR कोड को प्रिंट कर दिया गया है, इन QR कोडस से विडियो, अभ्यास कार्यपत्रक और मूल्यांकन शीट को लिंक कर दिया गया है।

विद्यालय शिक्षा विभाग द्वारा, राज्य शैक्षिक अनुसन्धान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम को मानव संसाधन एवं विकास मंत्रालय (MHRD) के दीक्षा पोर्टल हेतु राज्य की नोडल एजेंसी बनाया गया है। इस सम्बन्ध में 12 जुलाई 2018 को शैक्षिक तकनीक (Educational-Technology) के राज्य संसाधन समूह (SRG) की एक संगोष्ठी आयोजित की गयी, जिसमें MHRD द्वारा हरियाणा राज्य के लिए नियुक्त टीम की सहायता से शैक्षिक सत्र 2018-19 हेतु राज्य के लिए एक दीक्षा कैलेंडर तैयार किया गया है इस सम्पूर्ण कार्य को मुख्यतः दो चरणों में विभक्त किया गया है—


प्रथम चरण : QR कोड युक्त पुस्तकें तैयार करना।

द्वितीय चरण : QR कोड से लिंक ई-कंटेंट तैयार करना।

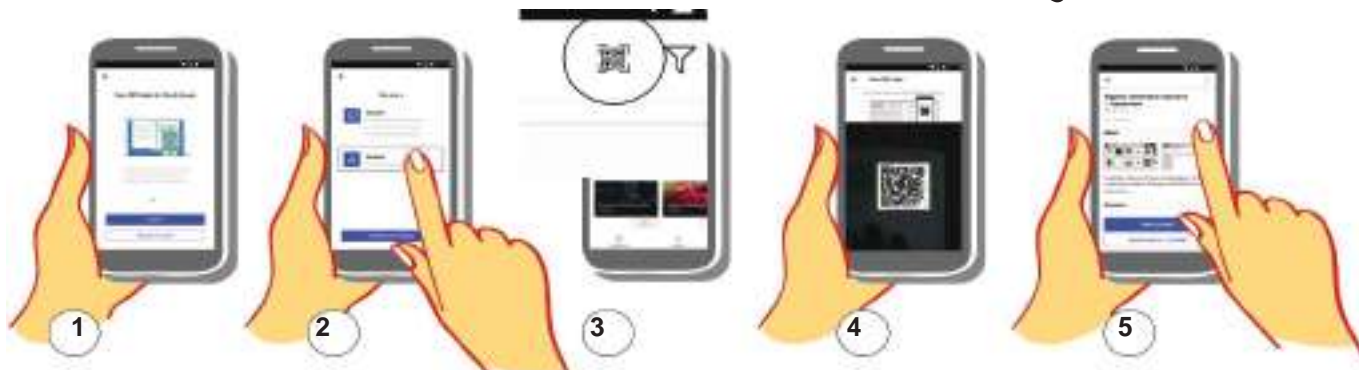
विद्यालय अध्यापकों, डाइट एवं SCERT के विषय-विशेषज्ञों की एक टीम द्वारा कक्षा 1-5 तक की हिंदी, अंग्रेजी, गणित एवं EVS विषय पर तैयार राज्य की पाठ्य-पुस्तकों का बारीकी से पुनरावलोकन प्रारंभ हुआ और कार्यशालाओं में इस कार्य के प्रथम चरण को पूरा किया गया। राज्य भर से चुने हुए इच्छुक कर्मठ अध्यापकों के सहयोग से चरण-2 के अंतर्गत ई-कंटेंट को निर्मित व संकलित करने का कार्य जारी है। इस कार्य के प्रथम चरण को पूर्ण करने के लिए परिषद श्रीमती पूनम भारद्वाज, अनुभागाध्यक्ष, शैक्षिक तकनीक विभाग तथा श्री मनोज कौशिक, समन्वयक (QR Code Project) का आभार व्यक्त करती है। परिषद इस कार्य को पूर्ण करने के लिए श्री नंद किशोर वर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, रुबी सेठी, अध्यापिका, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, दीप्ता शर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राम मेहर, वरिष्ठ विशेषज्ञ, डाइट, माछरौली, झज्जर, धुपेंद्र सिंह, डाइट, विषय विशेषज्ञ, मात्रश्याम, हिसार, नरेश कुमार, विषय विशेषज्ञ, डाइट, डींग, सिरसा, डॉ एम.आर. यादव, प्राध्यापक, रा.व.मा.वि. निजामपुर, नारनौल, महेंद्रगढ़, कादयान यशवीर सिंह, अध्यापक, रा0व0मा0वि0, वजीराबाद, गुरुग्राम, डॉ पूजा नन्दल, प्राध्यापिका, रा.क.व.मा.वि. झज्जर, विरेंद्र, बी.आर.पी. बी.आर.सी. सालहावास, झज्जर, किरण परुथी, अध्यापिका, रा.व.मा.वि. खेडकी दौला, गुरुग्राम, बिन्दु दक्ष, प्राध्यापिका, रा.क.व.मा.वि. जैकबपूरा, गुरुग्राम का भी हृदय से आभार व्यक्त करती है।

निदेशक

एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम

	दीक्षा एप कैसे डाउन लोड करें ?
	<p>विकल्प 1: अपने मोबाइल ब्राउजर पर diksha.gov.in/app टाइप करें।</p> <p>विकल्प 2: अपने एंड्राइड मोबाइल के Google Play store पर DIKSHA NCTE खोजें और "डाउनलोड" बटन को दबाएँ।</p>

मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें



DIKSHA App लॉन्च करें विद्यार्थी के रूप में जारी और "गोस्ट के रूप में ब्राउज रखने के लिए विद्यार्थी पर करें" पर क्लिक करें।

पाठ्य पुस्तकों में QR कोड स्कैन करने के लिए DIKSHA App में दिए गए QR कोड Icon Tap करें

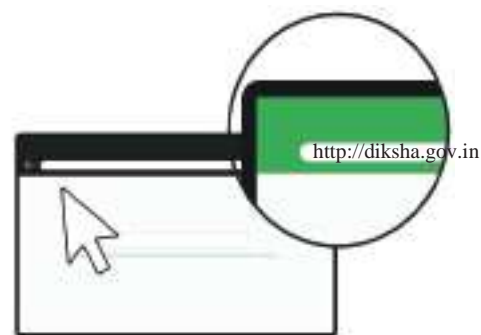
डिवाइस को QR कोड की सफल स्कैन पर QR कोड से जुड़ी डिजिटल पाठ्य सामग्री सूचीबद्ध है। QR कोड पर केंद्रित करें।

डेस्कटॉप पर DIAL कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें

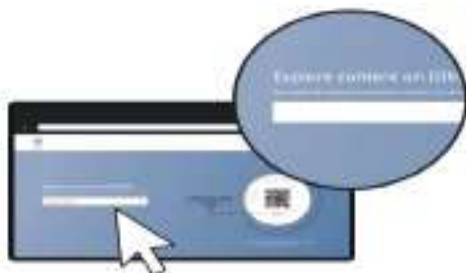


पाठ्य पुस्तक में QR कोड के नीचे 6 अंकों का एक कोड रहता है

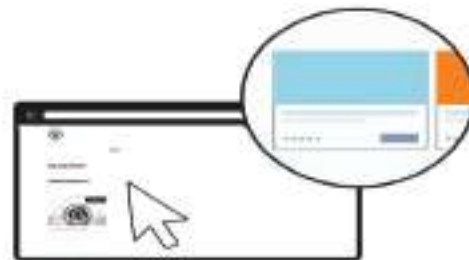
1 जिसे DIAL कोड कहते हैं।



2 ब्राउजर पर diksha.gov.in/hr/get टाइप करें।



3 सर्च बार में DIAL कोड टाइप करें।



4 सभी उपलब्ध पाठ्य सामग्री की सूची देखिए और किसी भी पाठ्य सामग्री पर क्लिक करे और देखे।

TABLE OF CONTENTS - 1							
Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Listening and Speaking	Writing	Follow Up
1.	Clap, Clap, Clap Pg - 1	Poem	Sports	Understanding and identifying action words	Role play	Tracing over the dotted patterns	Colouring the picture using strokes
2.	Teddy Bear Pg - 8	Poem	Adventure and Imagination	Demonstrating commands with actions and gestures, Identifying action words	Identifying pictures and actions	Tracing over the dotted letters (I, L, T)	Joining dots and colouring the picture
3.	Rain Pg - 14	Poem	Adventure and Imagination	Yes/No questions, Recognition of objects used in rain	Identifying words ending with the same sound	Tracing over the dotted letters (H, F, E)	Making, colouring and displaying paper boats in classroom
4.	I am... Pg - 22	Prose	Self, family, home, friends and pets	Answering questions orally	Magic Box- concept of 'likes' and 'dislikes'	Tracing over the dotted letters (A, Z)	Joining dots and colouring pictures
5.	Two Kites Pg - 27	Poem	Adventure and Imagination	Answering questions orally, Matching objects	Identifying words ending with same sound	Tracing over the dotted letters (X, Y, K)	Identifying objects for making a kite, Joining dots and colouring the picture
6.	Know the Animals Pg - 33	Prose	Self, family, home, friends and pet	Identifying animals (pets, domestic and wild) and their sounds	Repeating words, Counting the objects	Tracing over the dotted letters (N, M)	Learning names of animals and their young ones
7.	Fruit Shop Pg - 41	Prose	Health and hygiene, Food and Eating habits	Identifying fruits and their features	Learning of 'likes' and 'dislikes'	Tracing over the dotted letters (V, W)	Joining dots and colouring pictures
8.	Vegetable Train Pg - 49	Prose	Health and hygiene, Food and Eating habits	Making of a Human Train, Identifying vegetables	Identifying vegetables and speaking about them	Tracing over the dotted letters (C, G)	Joining dots and colouring pictures

Sr. No.	Name of the Chapter	Genre (Prose/Poem)	Theme	Comprehension	Listening and Speaking	Writing	Follow Up
9.	Colours Around Us Pg - 55	Poem	Colours	Identifying different colours objects and shapes	Identifying objects of different colours	Tracing over the dotted letters (O, Q)	Joining dots and colouring pictures
10.	My Family Pg - 65	Prose	Self, family and home	Answering questions orally	Repeating words related to family relations	Tracing over the dotted letters (P, R, B)	Joining dots and colouring pictures
11.	Hop a Little Pg - 70	Poem	Adventure and Imagination	Identifying the picture and speaking about it	Learning action words by listening and speaking	Tracing over the dotted letters (D, S)	Joining dots and colouring pictures
12.	My Body Parts Pg - 75	Prose	Self	Identifying different parts of the body	Following commands	Tracing over the dotted letters (U, J)	Joining dots and colouring pictures
13.	Birds Around Us Pg - 83	Prose	Environment	Identifying birds with their features	Identifying birds and naming them	Tracing over the dotted (small) letters of the alphabet	Producing sounds of different birds and joining dots and colouring pictures
14.	Let's Play Pg - 88	Prose	Sports/Games	Identifying various games/sports	Speaking about the games the child likes.	Tracing over the dotted letters of the alphabet (capital and small)	Collecting and pasting pictures of different games/sports
15.	Dancing Time Pg - 95	Poem	Sports/Games and Imagination	Identifying words	Identifying the numbers and objects	Joining dots of three letter words	Recognition of small and capital letters of the alphabet and three letter words



- **Grammar and Vocabulary** are integrated in the exercises.

General Instructions for Assessment

Assessment is designed to assess each student after teaching a set of three lessons.

1. Some of the questions are framed to assess listening and speaking skills.
2. Teacher may change the sequence of these questions for different sets of students.
3. Some of the questions in class 1 are framed to develop students' basic skills including making simple strokes, drawing pictures and colouring them.
4. Each set of assessment carries maximum 20 marks.
5. Students securing less than 8 marks will be given remedial classes to enhance their skills and help them to bridge the gap. After giving them remedial teaching they should again be assessed and their assessment should be revised.

1

Clap, Clap, Clap



Pre Reading



For the teacher

Encourage children to look at the picture. Ask them ‘What are the children doing in the picture?’

For the teacher

- Recite the poem with proper actions and gestures.
- Ask children to repeat the poem after you.



Clap, Clap, Clap

Clap, clap, clap.

Tap, tap, tap.

Hop, hop, hop.

Stop, stop, stop.

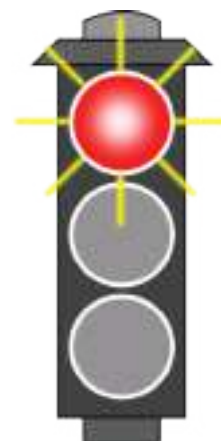


Jump, jump, jump.

Run, run, run.

Clap, clap, clap.

Stop, stop, stop.



Comprehension

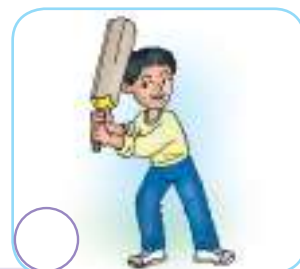
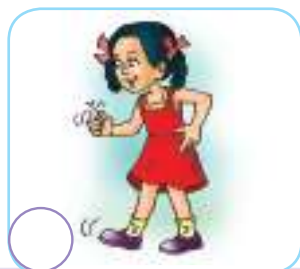
For the teacher

Speak the action words given in each row. Ask children to tick (✓) the picture matching with each word.

Hopping



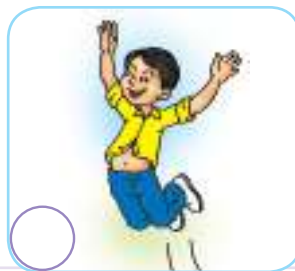
Tapping



Running



Jumping



Clapping



Listening and Speaking

For the teacher

Ask children to role play the following dialogue.

► Role Play

Geeta : Good morning, madam.

Teacher : Good morning.

Geeta : May I come in madam?

Teacher : Yes, you may.

Geeta : Thank you madam.

Writing

For the teacher

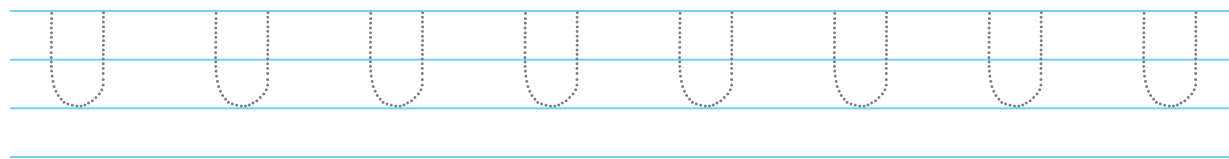
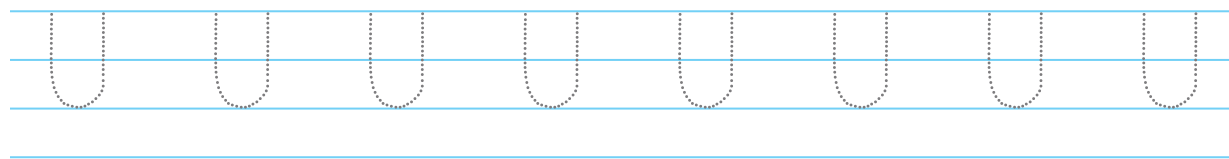
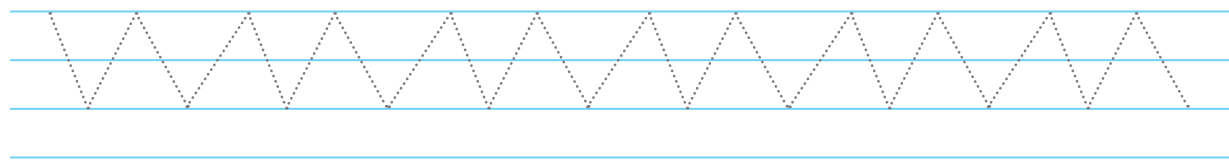
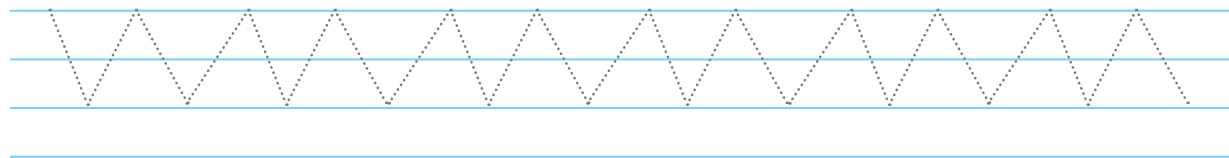
Ask children to trace over the dotted patterns. Give them more practice.

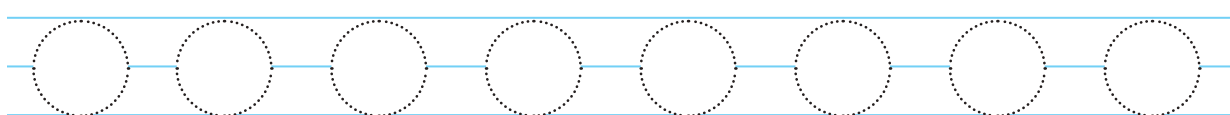
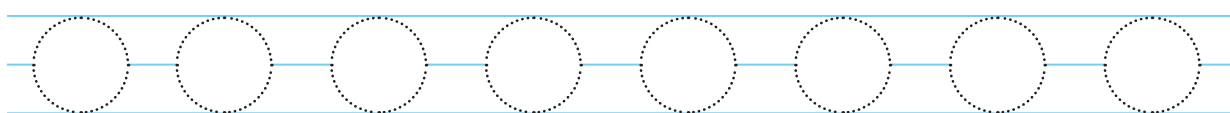
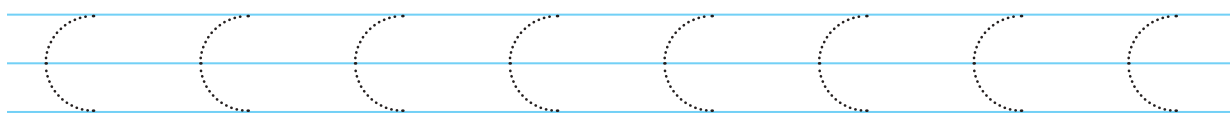
Tracing practice area with three sets of dotted patterns on lined paper.

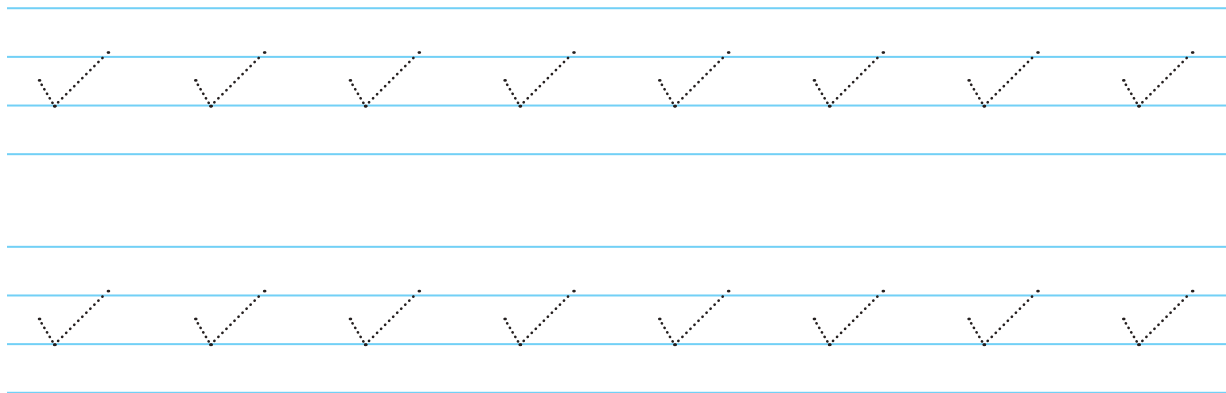
Set 1: A single horizontal dotted line.

Set 2: A series of connected horizontal dotted lines.

Set 3: A series of connected vertical dotted lines.







Follow Up

For the teacher

Help children to trace over the lines and colour the picture using strokes.



2

Teddy Bear



Pre Reading



For the teacher

- Tell children to look at the picture and ask them the name of the toy you point to.
- Encourage children to tell the names of the toys in English. Help them say, 'This is a Teddy Bear' etc.

For the teacher

- Recite the poem with proper actions and gestures.
- Ask children to repeat the poem after you.

Teddy Bear

Teddy Bear, Teddy Bear,
Turn around.

Teddy Bear, Teddy Bear,
Touch the ground.



Teddy Bear, Teddy Bear,
Polish your shoes.

Teddy Bear, Teddy Bear,
Off to school.



Activity I**For the teacher**

Ask children to:

Tick (✓) the picture in which Teddy Bear is touching the ground.

Tick (✓) the picture in which Teddy Bear is polishing the shoes.

**Activity II****For the teacher**

Demonstrate the following commands with appropriate actions and gestures. Ask children to repeat these actions.

- | | |
|--------------------------|-----------------------|
| 1. Stand up. | 2. Turn around. |
| 3. Stretch your arms. | 4. Touch your feet. |
| 5. Raise your hands. | 6. Fold your arms. |
| 7. Turn left/Turn right. | 8. Polish your shoes. |
| 9. Touch the ground. | 10. Sit down. |

► **Activity I**

For the teacher

Speak these words aloud and ask children to repeat them after you.

around

touch

polish

ground

► **Activity II**

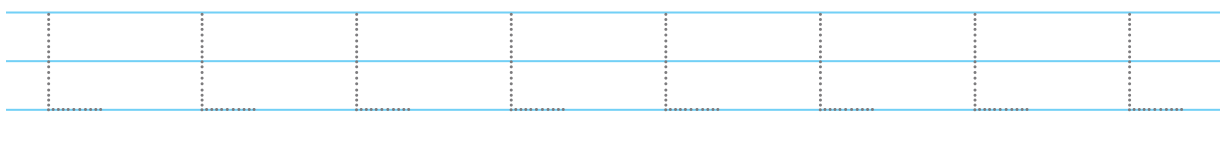
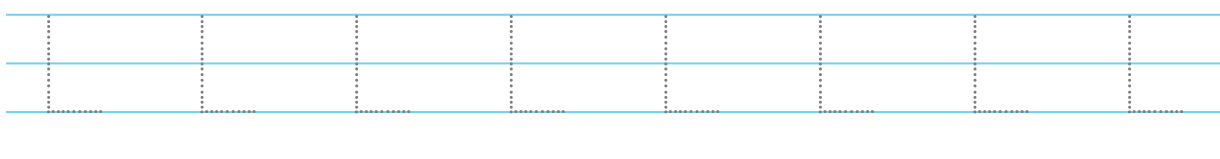
For the teacher

Ask children to tell what the child is doing in each picture.



▶ **Activity I****For the teacher**

Ask children to trace over the dotted letters. Give them more practice.



► Activity II

For the teacher

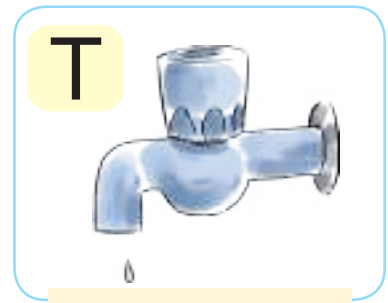
- Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.
- Ask children to give more words beginning with the same sound.
- If a child gives a word from his/her own language beginning with the same sound, you should not discourage him/her instead write on the blackboard the English equivalent for that word.



Inkpot



Lion

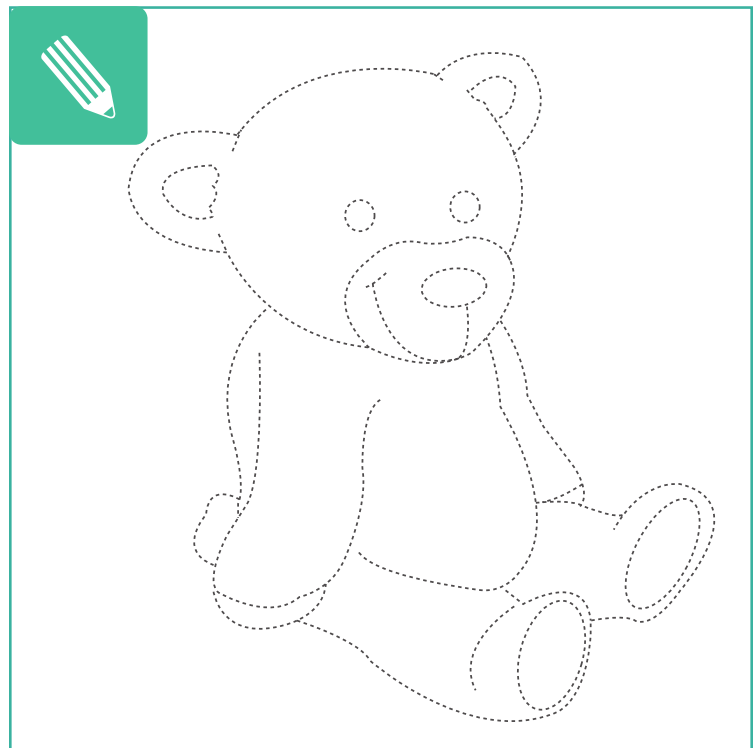


Tap

Follow Up

For the teacher

Help children to join the dots and colour the picture of the Teddy Bear.



3

Rain



Pre Reading

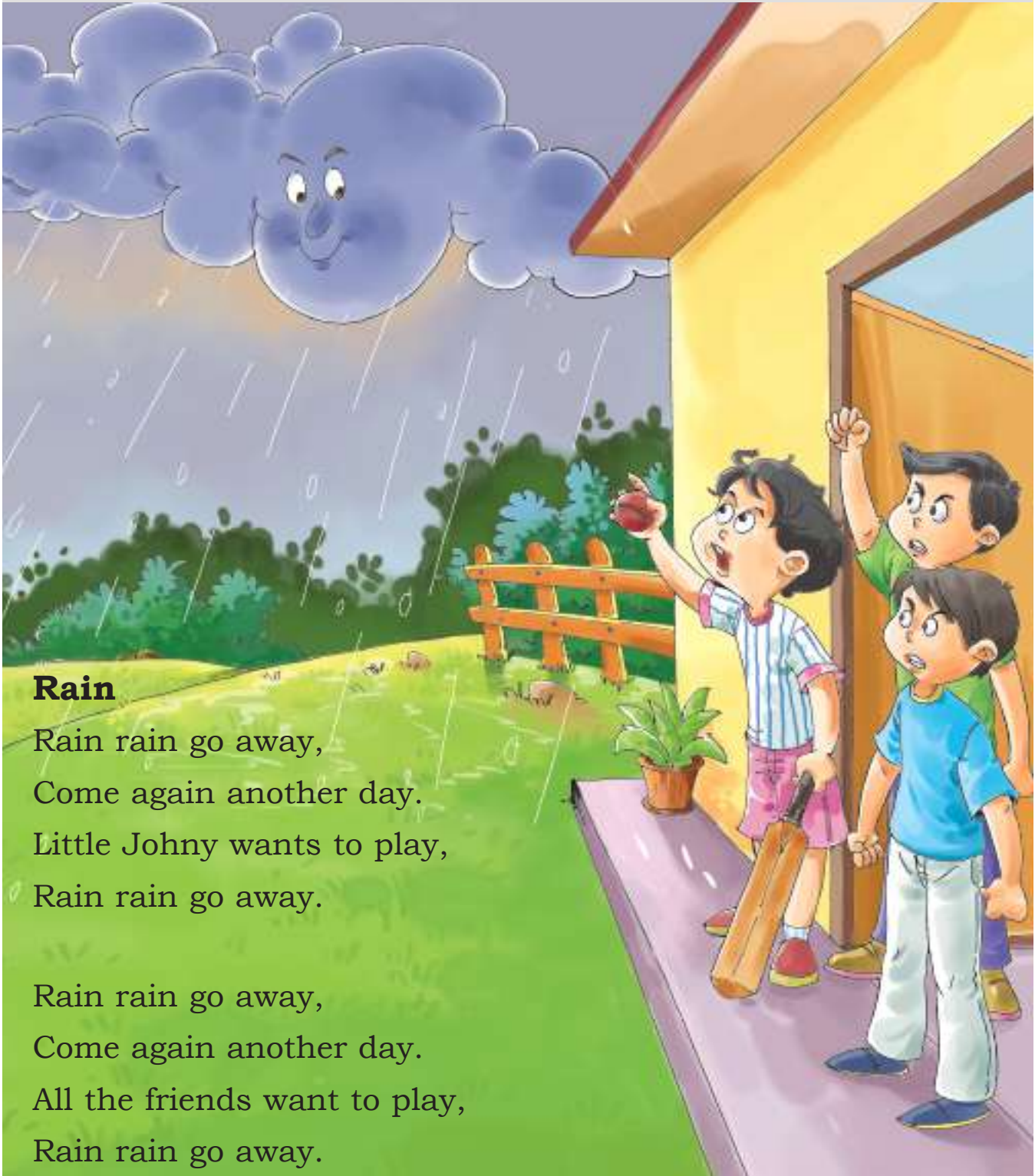


For the teacher

Ask children to look at the picture and tell what they see in it.
You must encourage them to speak even if they speak in their own language.

For the teacher

- Recite the poem with proper actions and gestures.
- Ask children to repeat the poem after you.



Rain

Rain rain go away,
Come again another day.
Little Johnny wants to play,
Rain rain go away.

Rain rain go away,
Come again another day.
All the friends want to play,
Rain rain go away.

Activity I

For the teacher

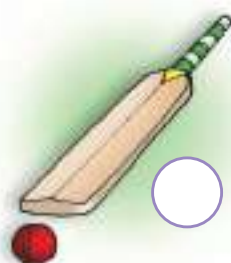
Point to the picture and help children answer the following questions orally. Ask them to answer 'Yes'/'No', or in one word only.

1. Is it raining?
2. Are the children playing in the rain?
3. Are the children standing?
4. How many children do you see?
5. Do you like to play in the rain?

Activity II

For the teacher

Ask children to tick (✓) the things that people use during the rain.



► Activity III

For the teacher

Ask children to tick (✓) the pictures that show the actions that children do when it rains.



Listening and Speaking

For the teacher

Speak these words aloud and ask children to repeat them after you.

day	may	ball	tall	bat	cat
rain	pain	boy	toy	coat	boat

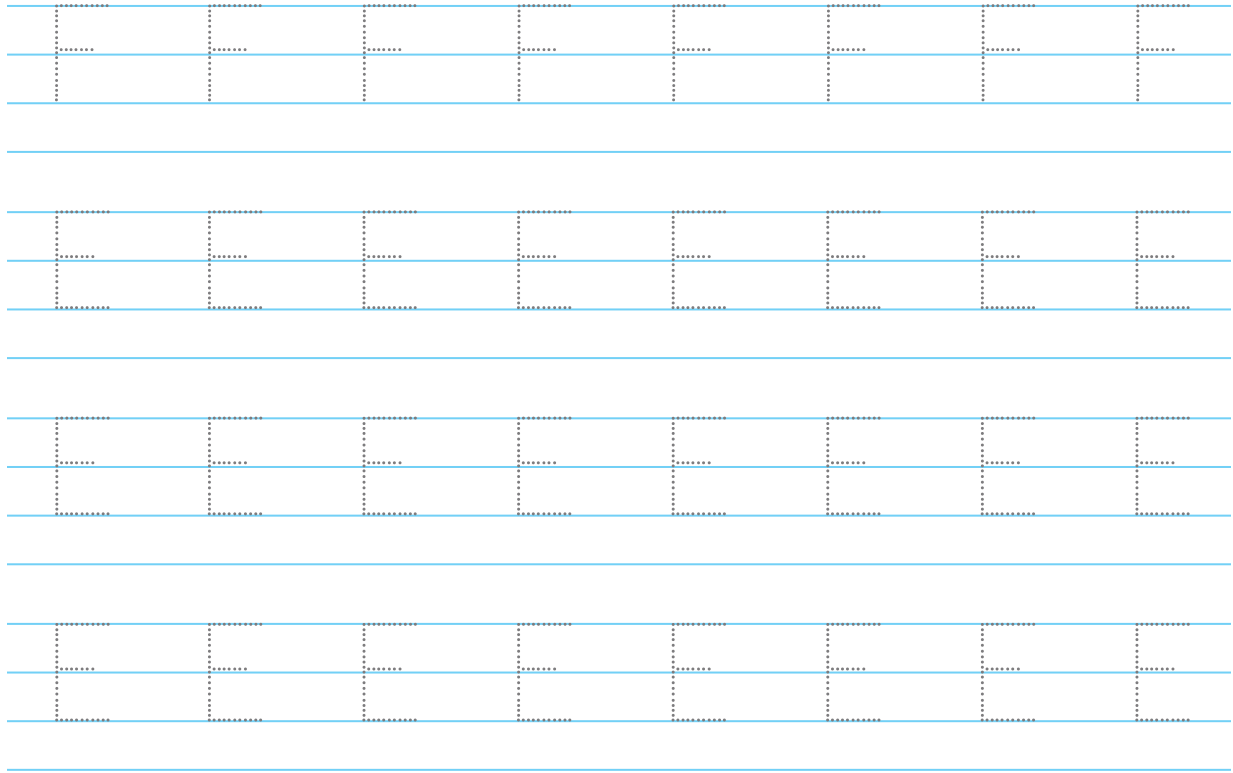
Writing

Activity I

For the teacher

Ask children to trace over the dotted letters. Give them more practice.

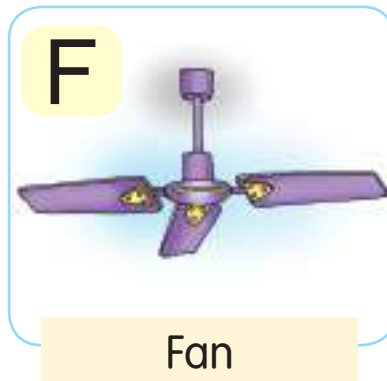
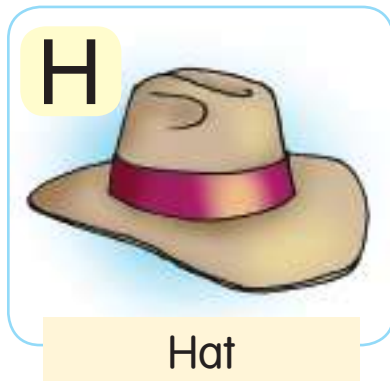
H	H	H	H	H	H	H	H
H	H	H	H	H	H	H	H
H	H	H	H	H	H	H	H
F	F	F	F	F	F	F	F
F	F	F	F	F	F	F	F



► Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.



Follow Up

For the teacher

Help children to make paper boats and colour them. Hang these paper boats on a string in the classroom.

Assessment

For Lesson 1-3

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

To assess listening and speaking skills only.

Q.1 Ask each child any four questions orally.

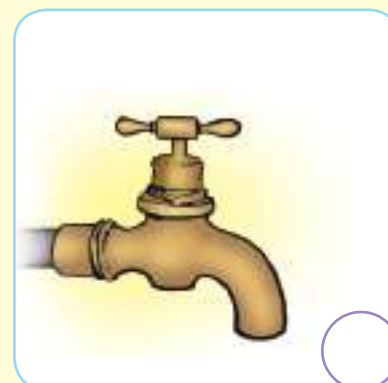
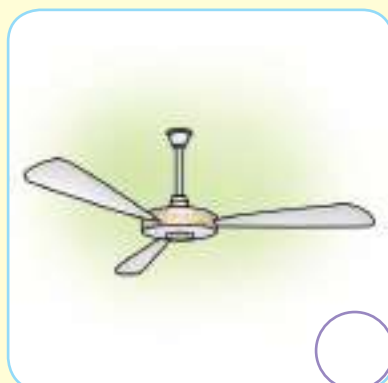
4

- a. Clap your hands. (Ask children to do the action)
- b. Stretch your arms. (Ask children to do the action)
- c. What do you say when you meet someone in the morning?
- d. What do you say when you meet someone in the evening?
- e. What do you say when you meet someone in the afternoon?
- f. What do you ask your teacher when you want to go out of the class-room?
- g. Do you like to play in the rain?
- h. When do you take your dinner?
- i. How do you come to school?

(Give one mark for the correct answer.)

Q.2 Ask children to look at the pictures and write the first letter of the name of each picture in the circle.

1 x 6 = 6





Q.3 Ask the child to recite any poem /rhyme. 2

Q.4 Ask the child to trace over the dotted patterns.
(Write any two strokes and two letters for each child.) 4

Q.5 Ask children to colour the picture. 4



4

I am ...



Pre Reading



For the teacher

- Ask children to sit in a circle. Pass a ball to one of them.
- The child who gets the ball tells his/her name and says, 'I am... (child's name)'.
- Ensure that every child gets a chance to play the game and tells his/her own name.

Reading

For the teacher

Play the role of Sandeep and Sanya and speak the lines given below. Encourage children to introduce themselves in the same way.



Hello, I am Sandeep.
I am five years old.
I live in Karnal.
I love toys.



Hello, I am Sanya.
I am six years old.
I live in Jind.
I love ice-cream.

Comprehension

For the teacher

Point to the pictures and ask children to answer the following questions orally.

1. What is the name of the girl?
2. What is she holding in her hand?
3. What is the name of the boy?
4. What is he holding in his hand?

► **Activity: Magic Box**

For the teacher

- Ask children to bring from their homes any one item (a toy/spoon/ball etc.) they like the most. Put these items in a box.
- Call children one by one and ask them to pick out any one item without looking into the box and name it. Ask them whether they like it/don't like it. They may produce sentences such as the following:

'This is a ball and I like it.'

'This is a toy but I don't like it.'

► **Activity I**

For the teacher

Ask children to trace over the dotted letters. Give them more practice.

A A A A A A A A

A A A A A A A A

A A A A A A A A

A A A A A A A A

A A A A A A A A

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z

Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

A



Apple

A



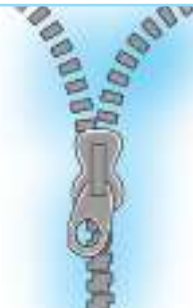
Aeroplane

Z



Zebra

Z

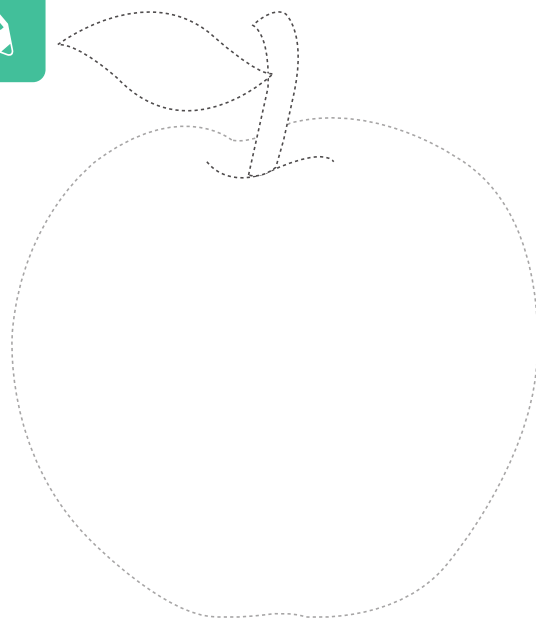


Zip

Follow Up

For the teacher

Ask children to complete the picture by joining the dots and then colour it.



5

Two Kites



Pre Reading



For the teacher

Ask children to look at the picture and answer the following questions orally.

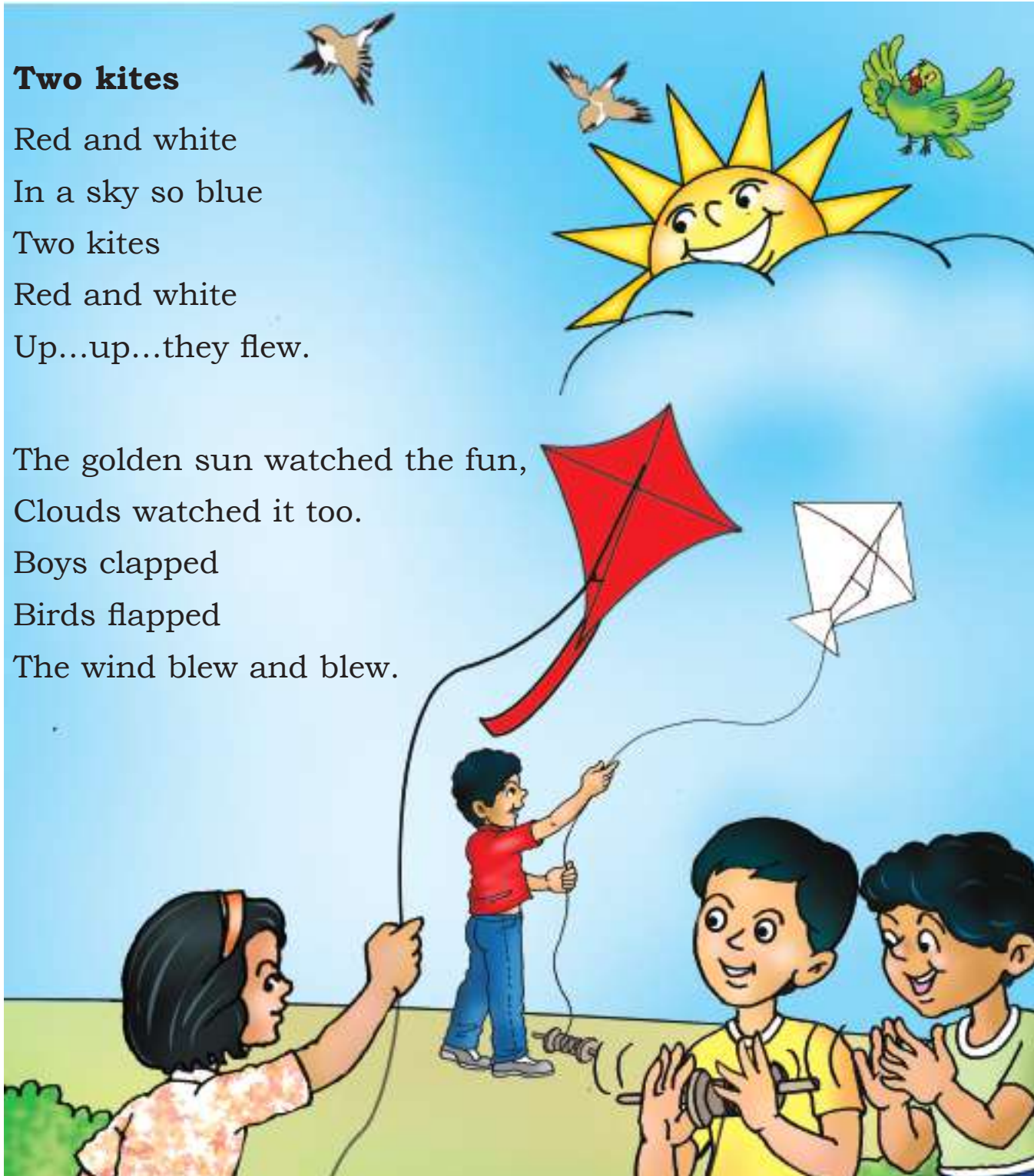
- What do you see in the picture?
- Have you ever seen someone flying a kite?
- Do you like to fly a kite?

Recite the poem with appropriate actions and gestures. Encourage children to repeat the poem after you.

Two kites

Red and white
In a sky so blue
Two kites
Red and white
Up...up...they flew.

The golden sun watched the fun,
Clouds watched it too.
Boys clapped
Birds flapped
The wind blew and blew.



Comprehension

Activity I

For the teacher

Point to the picture and ask children to answer the following questions orally.

1. How many kites do you see in the picture?
2. Name the colours of the kites.
3. What are the children doing?
4. What are the birds doing?

Activity II

For the teacher

Ask children to match the pairs. One has been done for you.



kite spool



ball



racket



ludo



bat



kite



dice



shuttlecock

Listening and Speaking

For the teacher

Speak aloud these pairs of words that end with similar sounds. Now ask children to repeat them after you.

blue	flew	kite	white	fun	sun
sky	fly	boy	toy	clap	flap

Writing

Activity I

For the teacher

Ask children to trace over the dotted letters. Give them more practice.

Tracing practice lines for the letter X:

Row 1: X X X X X X X X

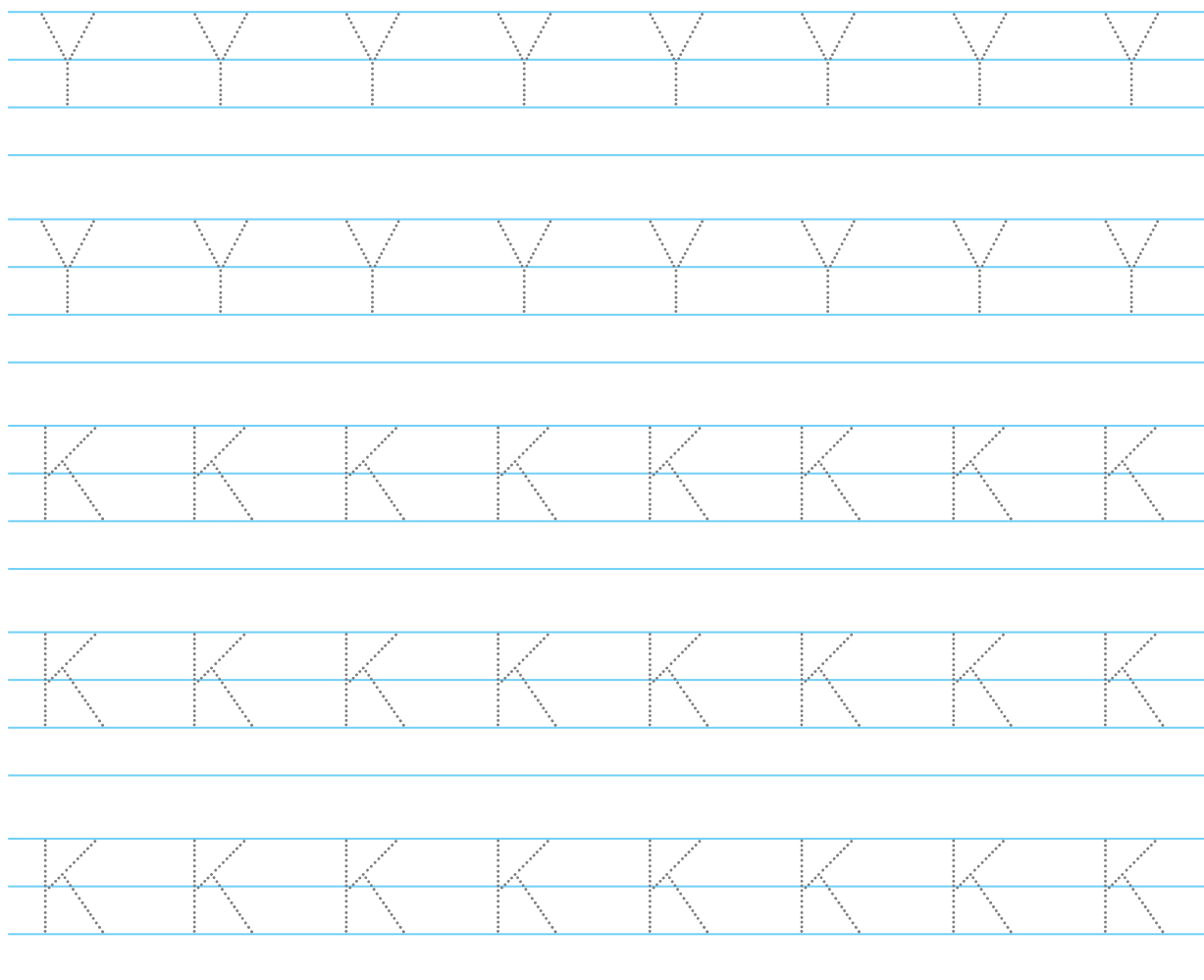
Row 2: X X X X X X X X

Row 3: X X X X X X X X

Tracing practice lines for the letter Y:

Row 4: Y Y Y Y Y Y Y Y

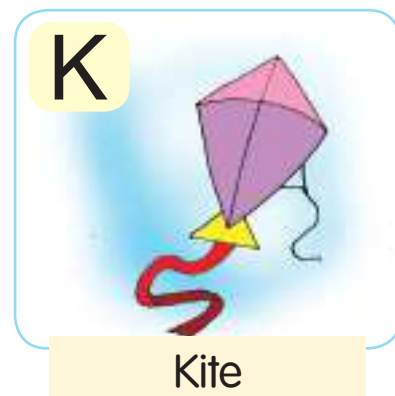
Row 5: Y Y Y Y Y Y Y Y



► Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

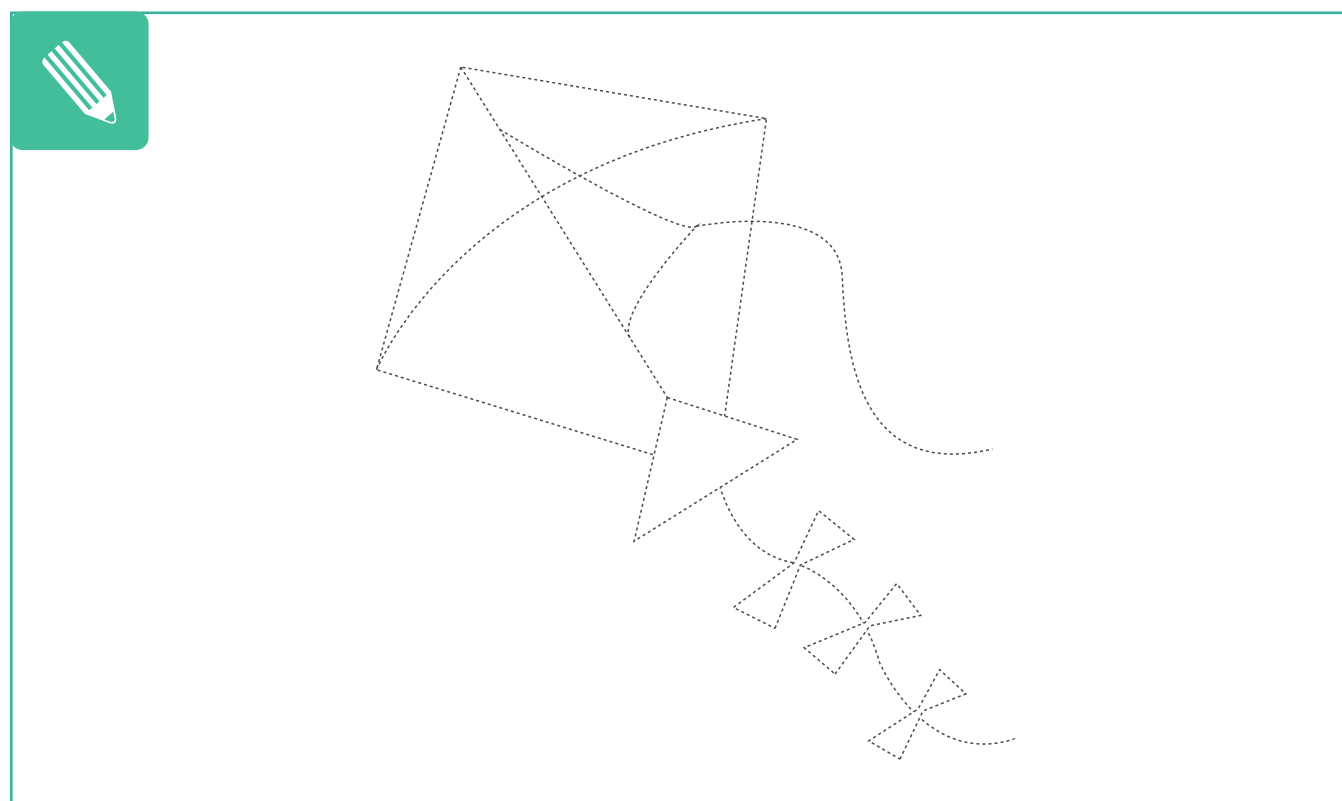


For the teacher

- Ask children to tick (✓) the following objects/things they may need to make a kite.



- Join the dots and colour the picture of the kite.



6

Know the Animals



Pre Reading



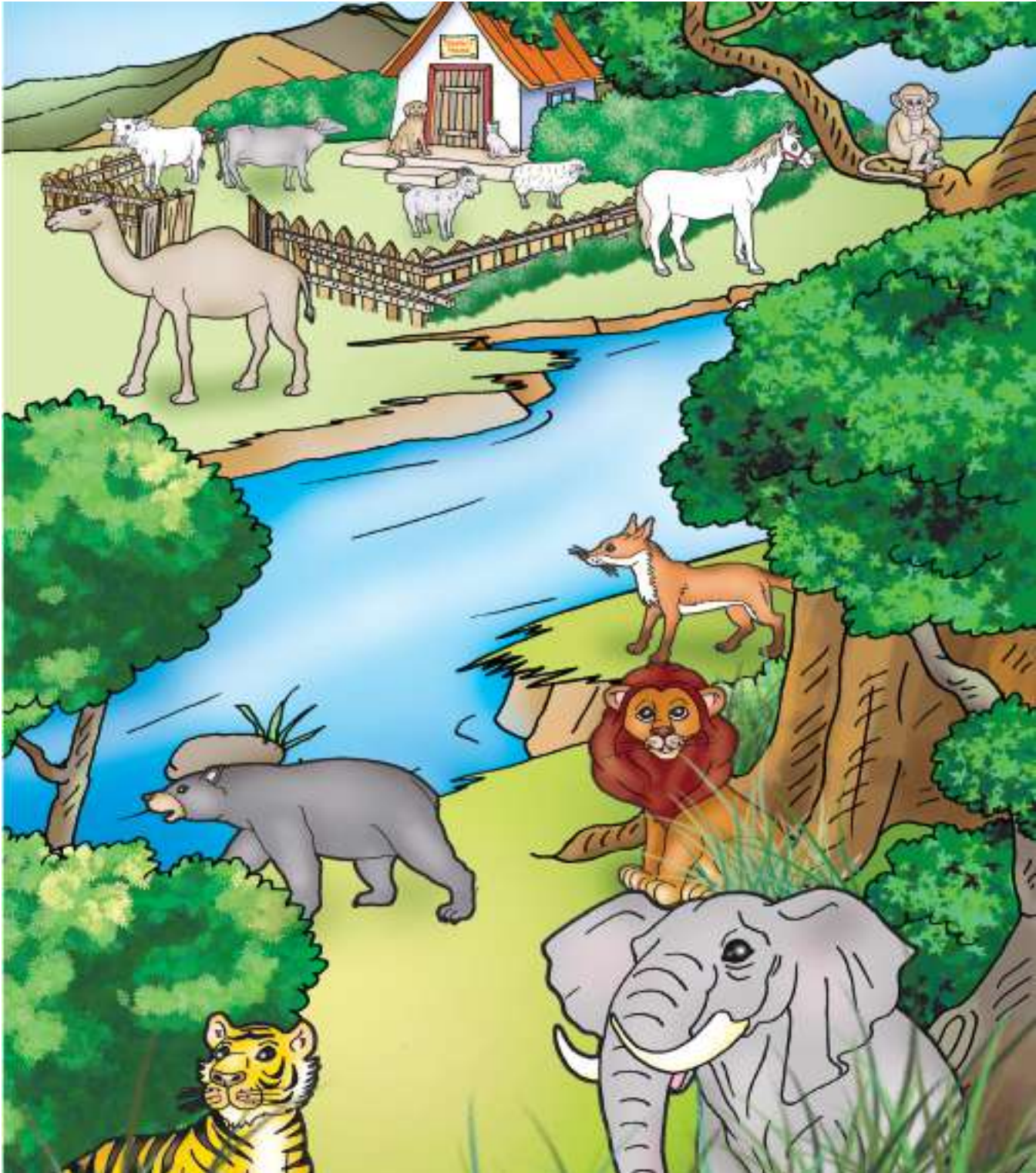
For the teacher

Ask children to look at the picture and talk about the animals they see in it. Ask children the following questions:

- How many animals do you see in this picture?
- Which of these animals do you see in your surroundings? Name them.
- Which of these animals do we keep at home? Name them.
- Which of these animals are wild animals? Name them.

For the teacher

Ask children to look at the picture carefully and talk about the animals in the picture.



Comprehension

▶ Activity I

For the teacher

Ask children to:

Tick (✓) the domestic animals and name them.

Cross (X) the wild animals and name them.

▶ Activity II

For the teacher

Ask children to answer the following questions orally.

1. How are domestic animals useful to us?
2. How do we look after them? (e.g. give them food, water, shelter, do not hurt them, etc.)

▶ Activity III

For the teacher

Ask children to make the sounds of the following animals.

dog	cat	monkey	horse
goat	donkey	cow	lion

Listening and Speaking

▶ Activity I

For the teacher

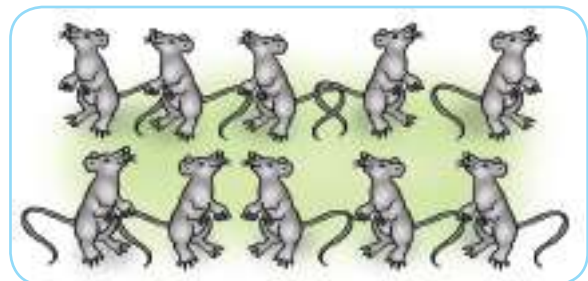
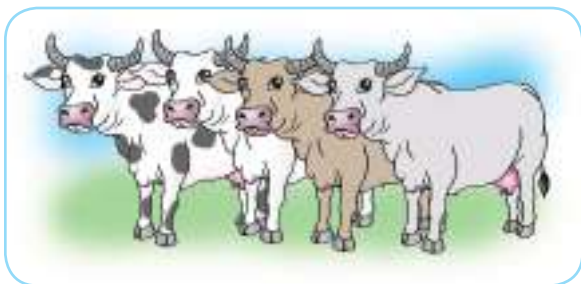
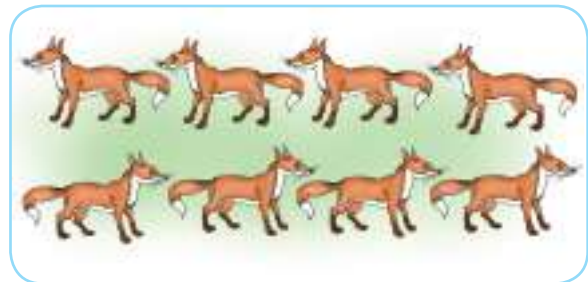
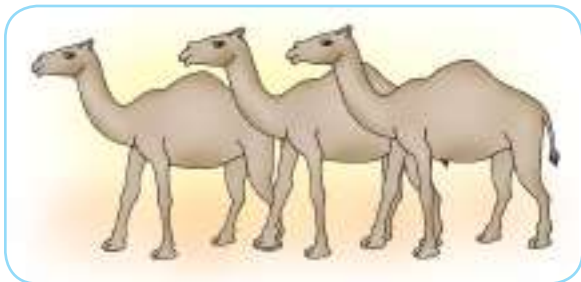
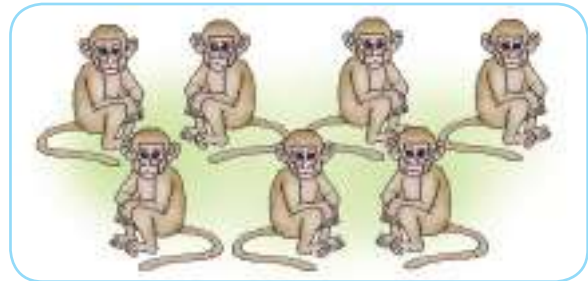
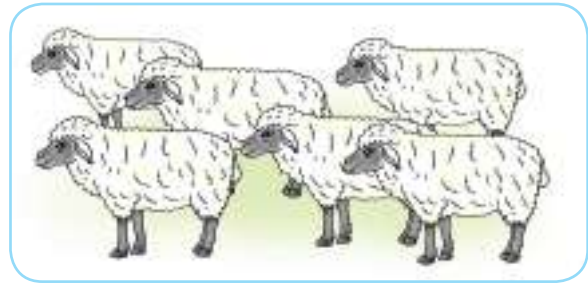
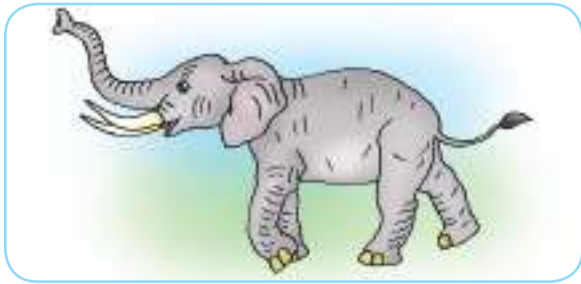
Speak the following words aloud and ask children to repeat them after you.

cow	goat	deer	dog	cat
bear	fox	elephant	monkey	camel

Activity II

For the teacher

Help children to count the animals shown in each picture given below and say the number aloud.



For the teacher

Ask children to trace over the dotted letters. Give them more practice.

N N N N N N N N

N N N N N N N N

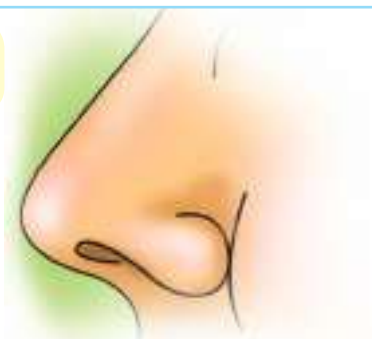
M M M M M M M M

M M M M M M M M

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

N



Nose

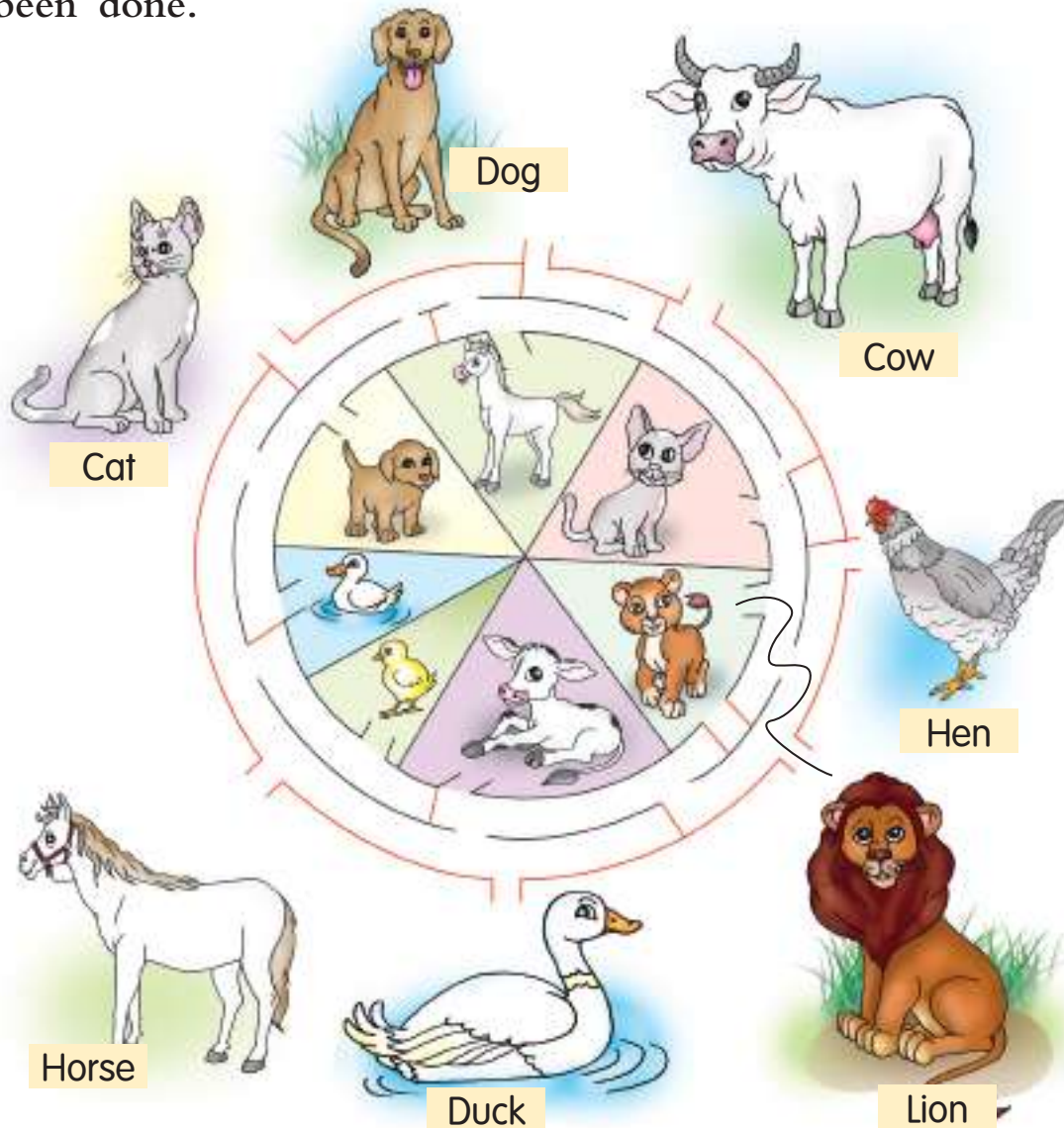
N



Nest

M**Mango****M****Monkey****Follow Up****For the teacher**

Ask children to connect the animals and birds with their babies/young ones. They should trace the path in the maze using different colours. One has been done.



Assessment

Max. Marks: 20

For Lesson 4-6

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

To assess listening and speaking skills only.

Q.1 Ask each child any four questions orally. 4

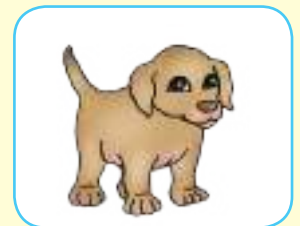
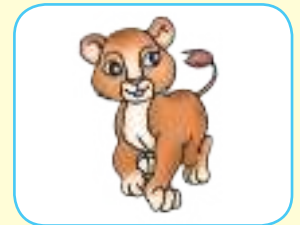
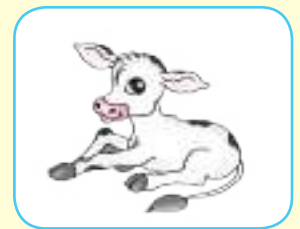
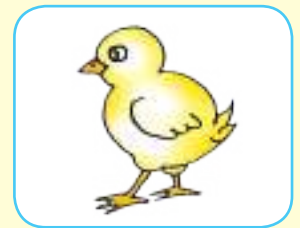
- a. What is your name?
- b. What is your brother's name?
- c. What is your sister's name?
- d. Tell the names of any two domestic animals.
- e. Tell the names of any two wild animals.
- f. How are the domestic animals useful to us?
- g. How do we look after domestic animals?
- h. Make a sound of your favourite animal.
- i. Pick out any two items from the box and name them. (Put common items in a box.)

Q.2 Pick out any four letters for each child from lessons 4-6 and write them in the space given below. Ask children to write them 4-5 times. 4

Q.3 Ask children to count the items and say their number aloud. (Show each child a number of items 4 times. You should change the number of items every time.) 4

Q.4 Ask the child to recite any poem /rhyme. 4

Q.5 Ask children to match the animals with their babies. 4



7

Fruit Shop



Pre Reading



For the teacher

Ask children to look at the fruit basket shown in the picture and encourage them to answer the following questions orally.

- What do you see in the basket?
- Do you like fruit?
- Which fruit do you like the most?

Reading

For the teacher

Speak aloud the name of each fruit by pointing to it in the picture and ask children to repeat it after you.



Comprehension

Activity I

For the teacher

Point to the picture and encourage children to answer the following questions orally.

- What do you see in the picture?
- Do you eat fruit daily?
- Which fruit do you eat?
- Tell the names of the fruits you like.

► Activity II

For the teacher

Ask children to circle the fruit and tick (✓) the vegetables shown in the pictures.



Mango



Apple



Lady Finger



Brinjal



Orange



Grapes



Tomato



Banana



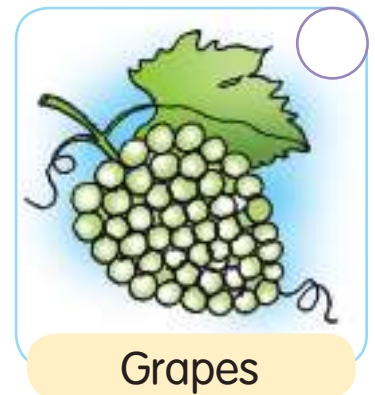
Carrot

Activity III

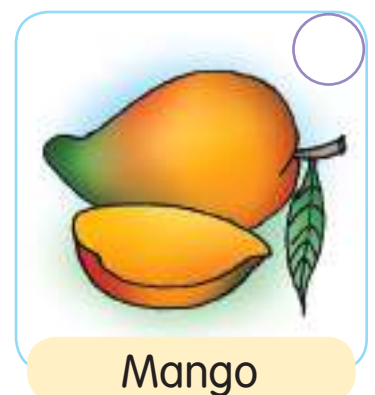
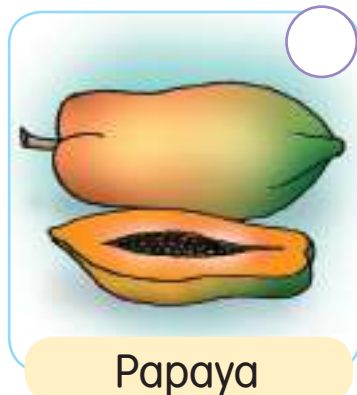
For the teacher

Ask children to do the following:

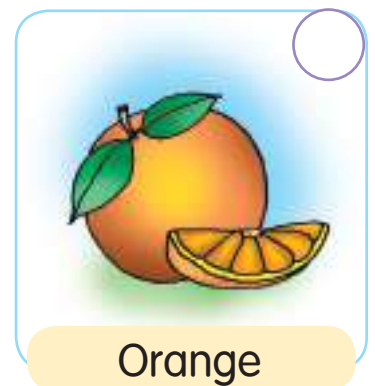
1. Tick (✓) the fruit which you see in bunch.



2. Tick (✓) the fruit which has only one seed.



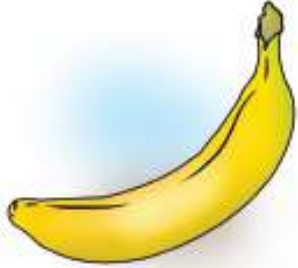
3. Tick (✓) the fruit which has no seed.



► Activity IV

For the teacher

Ask children to match pictures of the fruits with the trees on which they grow.



Banana



Apple



Mango



Grapes



Listening and Speaking

For the teacher

Ask children to sit in a circle and tell names of the fruit they like/dislike. You should sit along with the children in the circle.

First, tell children about the fruit he/she likes or does not like.

E.g. I like banana. I don't like orange.

Then, Ask children the following question.

Do you like banana?

The child may say, 'I like mango'. 'I don't like banana.'

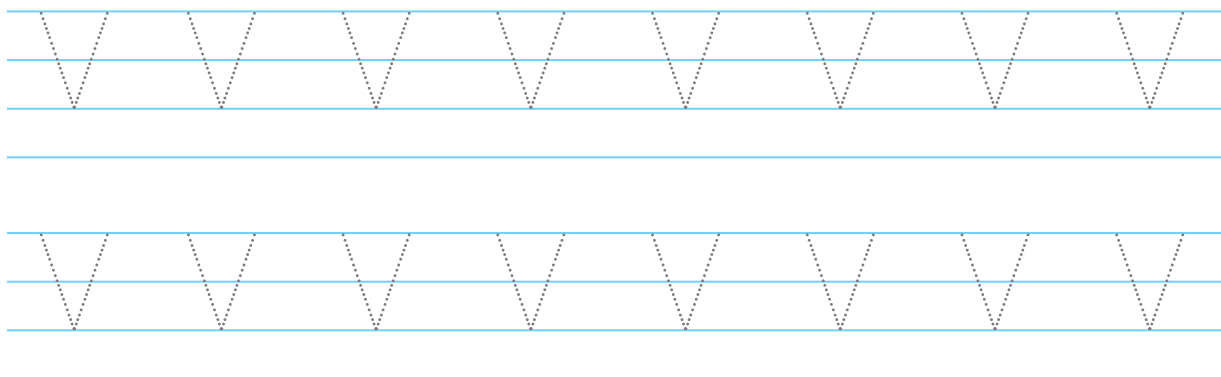
This activity will give a chance to each child to say which fruit he/she likes/does not like.

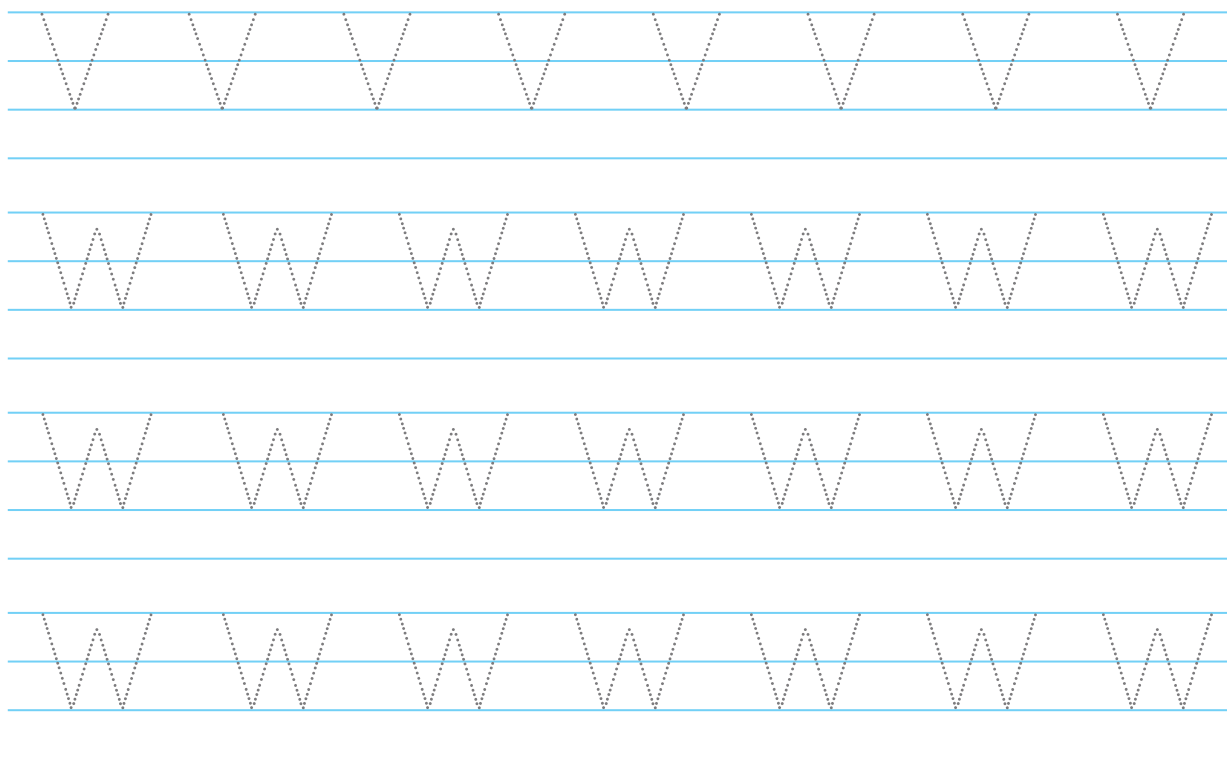
Writing

Activity I

For the teacher

Ask children to trace over the dotted letters. Give them more practice.





Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

V



Van

V



Violin

W



Watch

W



Wool

Follow Up

For the teacher

Ask children to trace over the dotted pattern and colour the pictures.



8

Vegetable Train



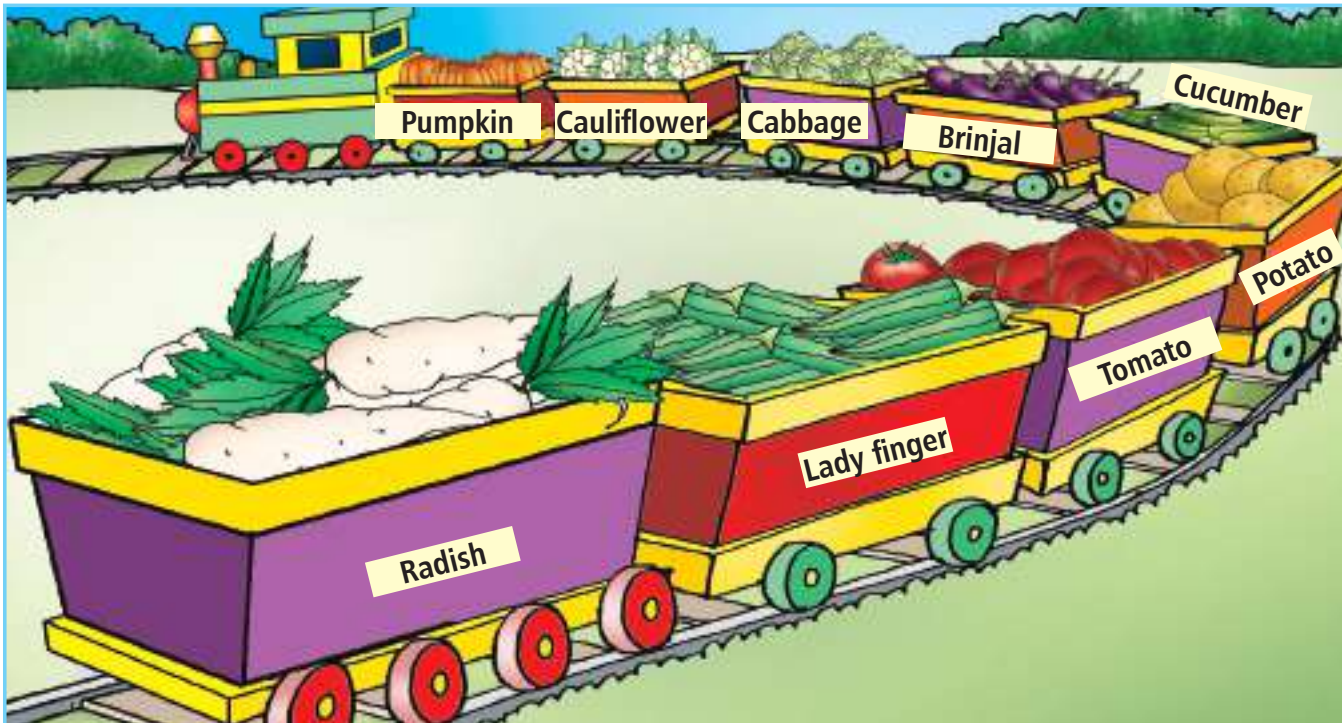
Pre Reading



For the teacher

Ask children to look at the picture and encourage them to answer the following questions orally.

- What do you see in the picture?
- Do you eat these vegetables?
- Which vegetable do you like the most?



For the teacher

Ask children to tell the names of the vegetables shown in the picture. After this, talk about the vegetables and encourage them to answer the following questions orally.

1. Which vegetable is in the first trolley near the engine?
2. Which vegetable is in the second trolley and so on?

To make the topic more interesting, recite the following rhyme with proper actions and gestures and ask children to repeat it after you.

It is whistling,
Look! Look! Look!
Here comes the vegetable train,
Chhuk! Chhuk! Chhuk!
It's carrying vegetables,
Chhuk! Chhuk! Chhuk!

► **Activity I**

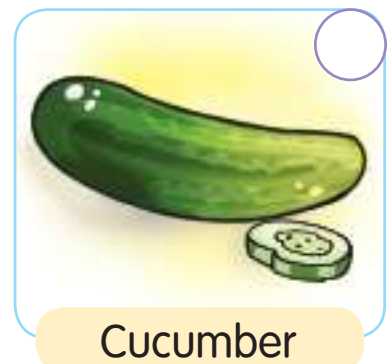
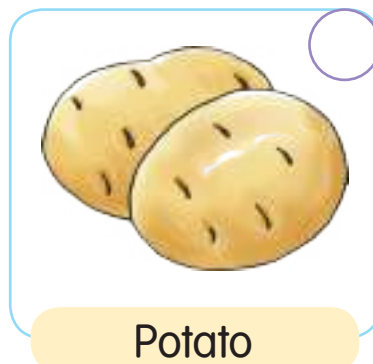
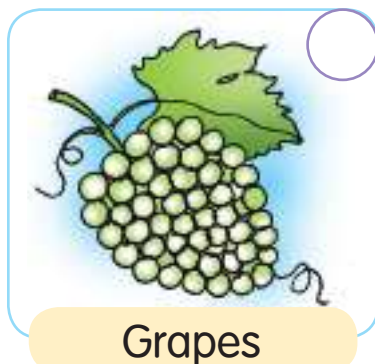
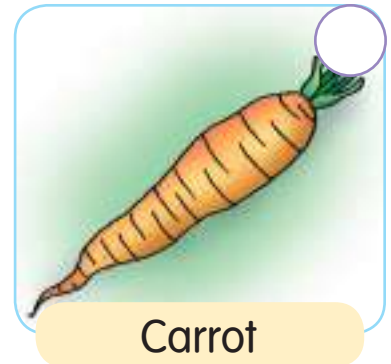
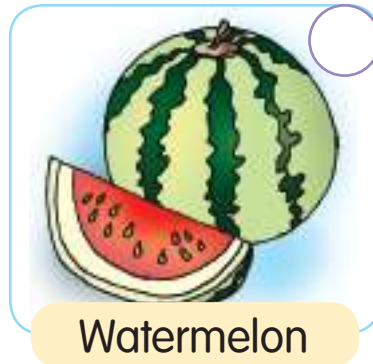
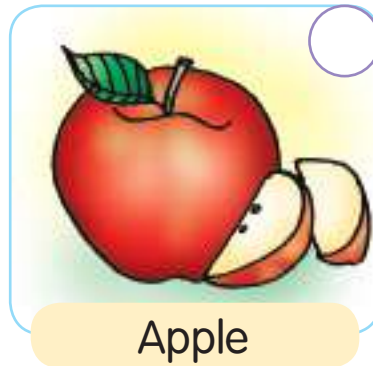
For the teacher

Ask children to stand in a queue (to look like a train). Each child carries a flash card or picture of a vegetable. All children will recite the rhyme with proper actions and gestures.

► **Activity II**

For the teacher

Ask children to tick (✓) only the vegetables shown in the picture.





For the teacher

Ask children to look at the picture of the push cart and encourage them to tell names of the vegetables they see in it. Ask them to tell which vegetable they like the most. They may say, 'I like brinjal the most', and so on.

▶ **Activity I****For the teacher**

Ask children to trace over the dotted letters. Give them more practice.

C C C C C C C C

C C C C C C C C

C C C C C C C C

C C C C C C C C

E E E E E E E E

E E E E E E E E

E E E E E E E E

Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

C



Car

G

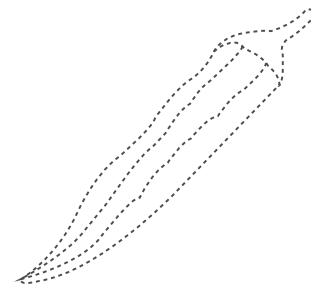
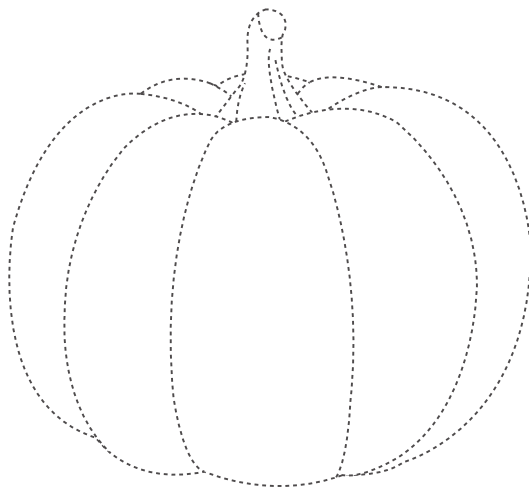
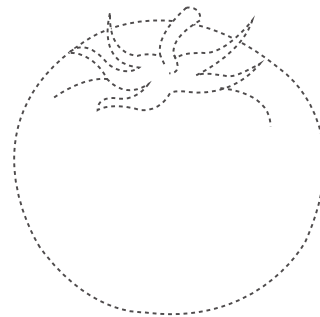
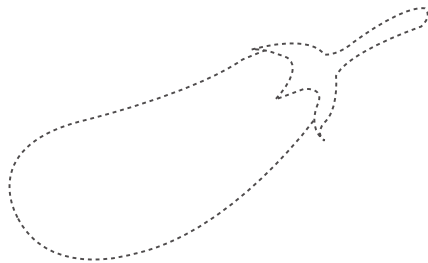


Goat

Follow Up

For the teacher

Ask children to join the dots of the given vegetables and colour them.



9

Colours Around Us



Pre Reading



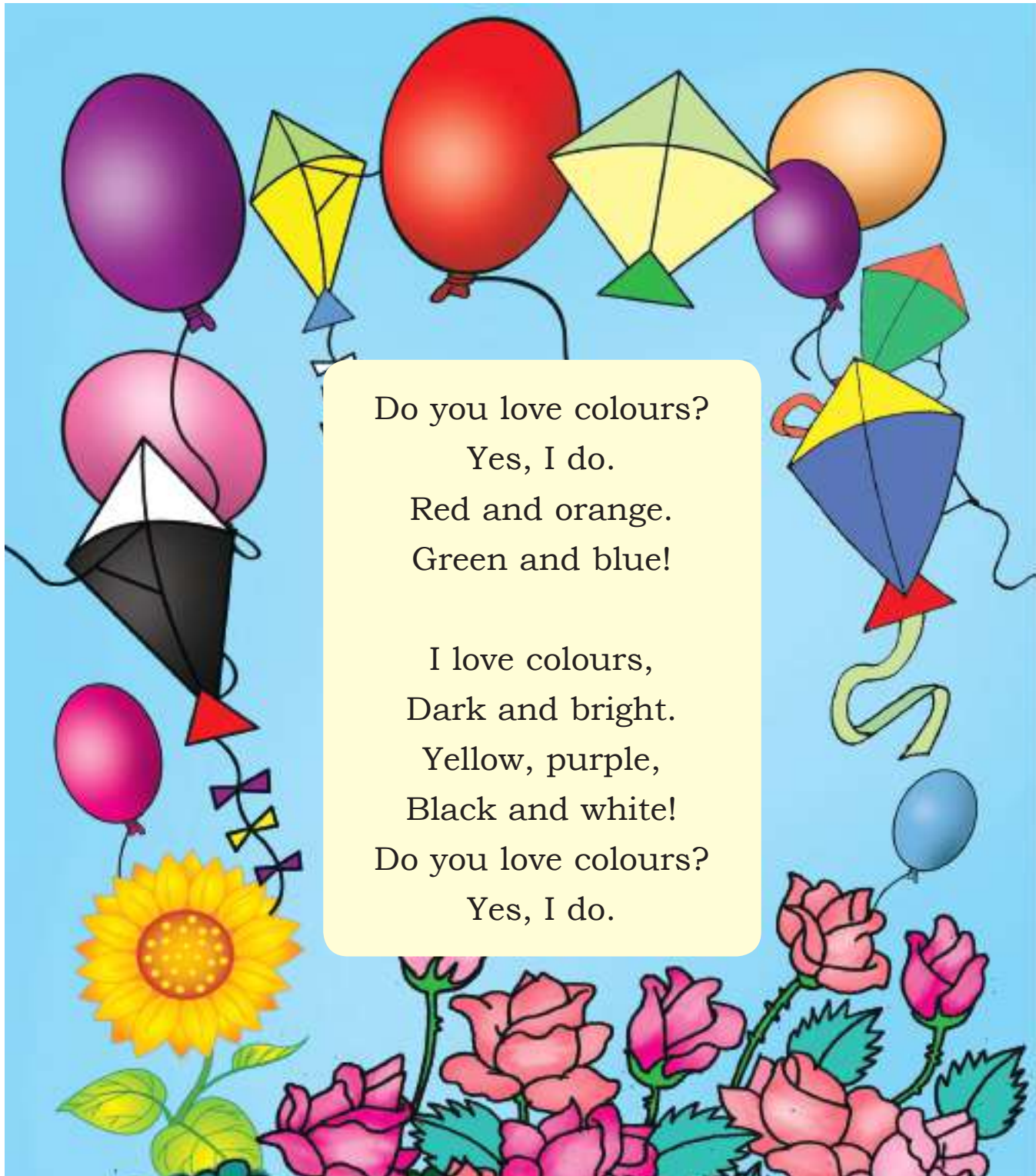
For the teacher

Ask children to look at the picture and encourage them to answer the following questions orally.

- What do you see in the picture?
- Do you play with balloons?
- How many balloons are there in this picture?
- Which colour balloon would you like to have?

For the teacher

- Recite the poem with proper actions and gestures.
- Ask children to repeat it after you.



► **Activity I**

Listen and Speak

For the teacher

Speak the following sentences aloud one by one. Ask children to look at the pictures and say Yes for right and No for wrong.

1. Tomatoes are red.



2. Beans are red.



3. Potatoes are brown.



4. Grapes are black.



5. Eggs are brown.



Activity II

Listen and Do

For the teacher

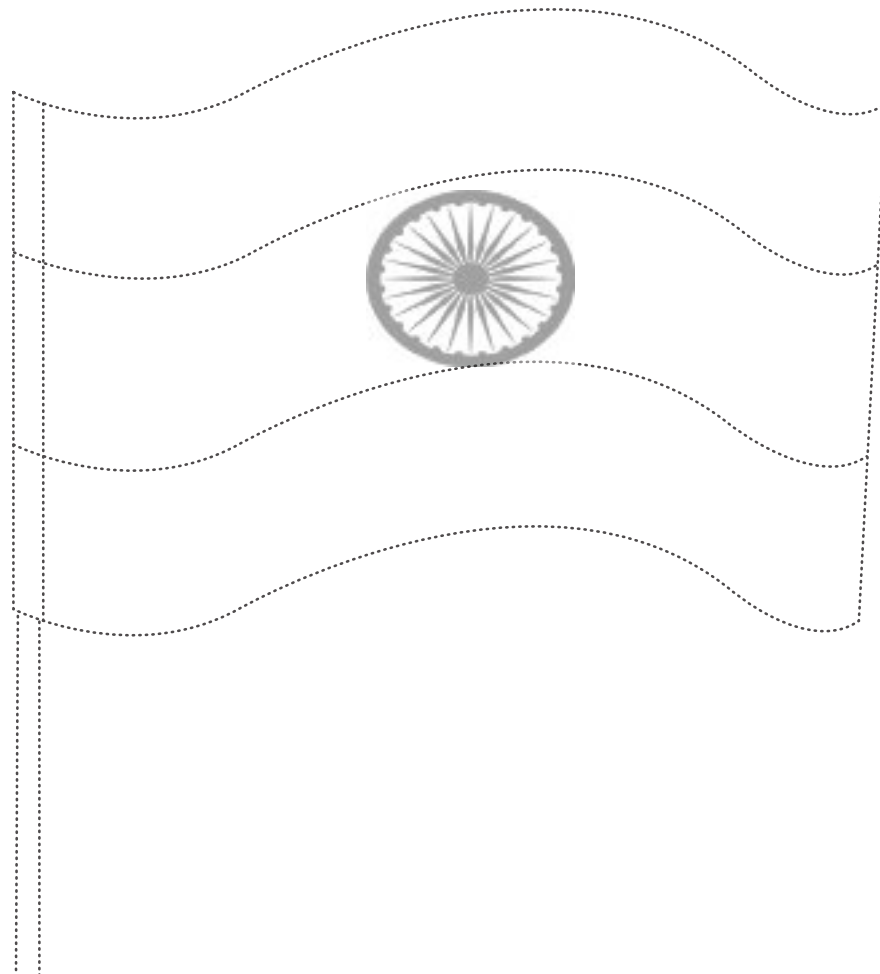
Speak the names of the colours (saffron, white and green) shown in the National Flag of India. Encourage children to repeat the names of the colours and ask them to colour the flag.



Saffron

White

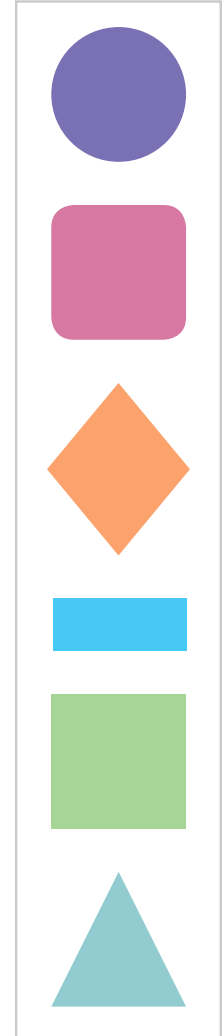
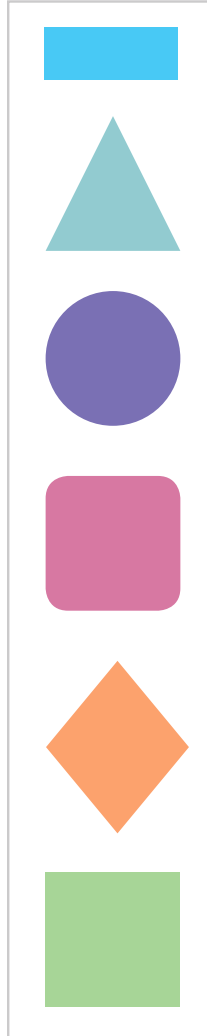
Green



► Activity III

For the teacher

Ask children to match the shapes and colours in both the boxes.



Listening and Speaking

For the teacher

Here are names of some colours in the box.

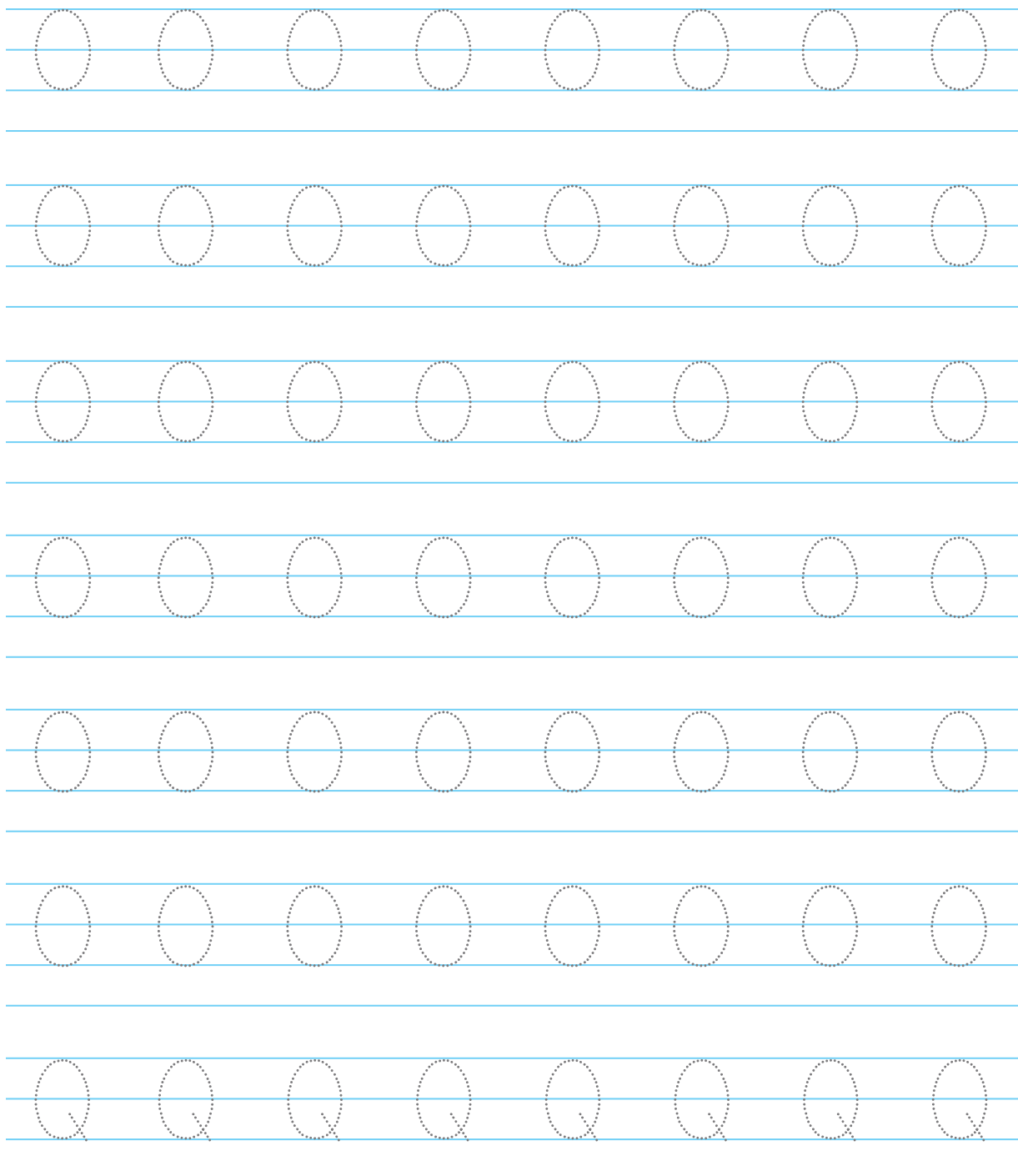
red	green	white	black	yellow	blue
-----	-------	-------	-------	--------	------

Ask children to name at least one object/thing matching with each of these colours and encourage them to speak aloud.

Example: Apples are red.

▶ **Activity I****For the teacher**

Ask children to trace over the dotted letters. Give them more practice.



Q Q Q Q Q Q Q Q

Q Q Q Q Q Q Q Q

Q Q Q Q Q Q Q Q

Q Q Q Q Q Q Q Q

Q Q Q Q Q Q Q Q



Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

O



Orange

Q

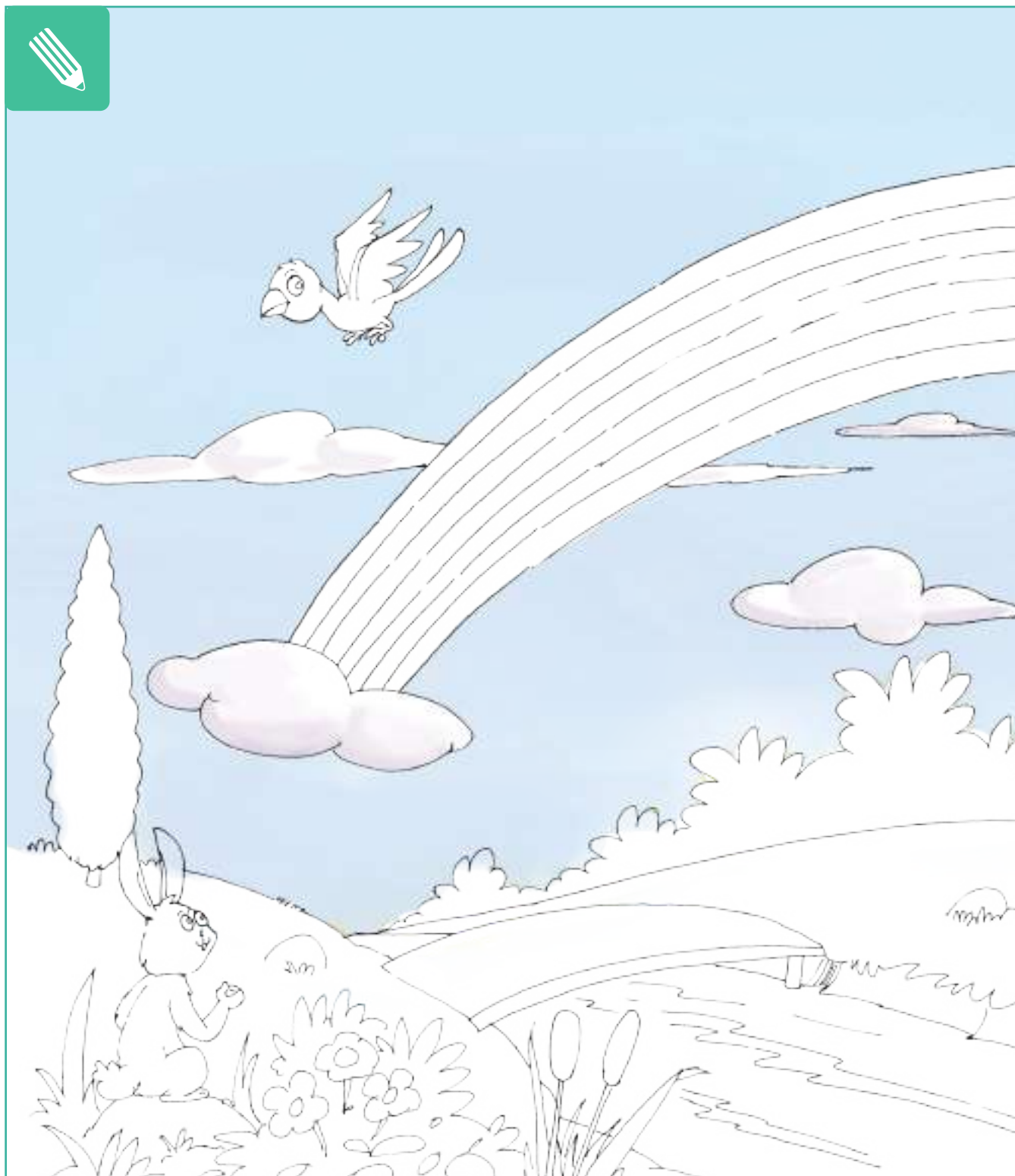


Queen

Follow Up

For the teacher

Help children to colour the pictures with their natural colours.



Assessment

Max. Marks: 20

For Lesson 7-9

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

To assess listening and speaking skills only.

Q.1 Ask each child any four questions orally. 4

- a. Name any two fruits.
- b. Which fruit do you eat?
- c. Name any two vegetables.
- d. Which vegetable do you like the most?
- e. What is the colour of the sky?
- f. What is the colour of a tomato?
- g. What is the colour of a potato?
- h. What is the colour of a ladyfinger?

Teacher may show items of different colours and ask each child to name the colours.

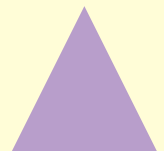
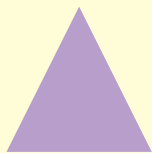
Q.2 Pick out any four letters for each child from lessons 7-9 and write them in the space given below. Ask children to write them 4-5 times. 4

Q.3 Ask the child to recite any poem /rhyme.

4

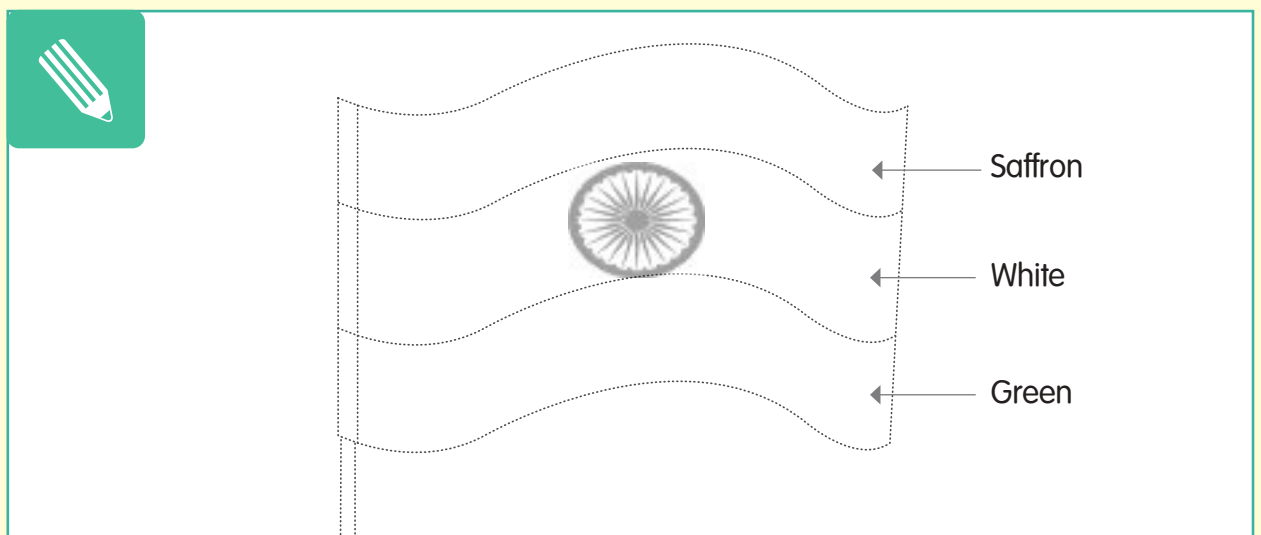
Q.4 Match similiar shapes by drawing a line.

4



Q.5 Ask children to join the dots and colour the picture of the National Flag.

4

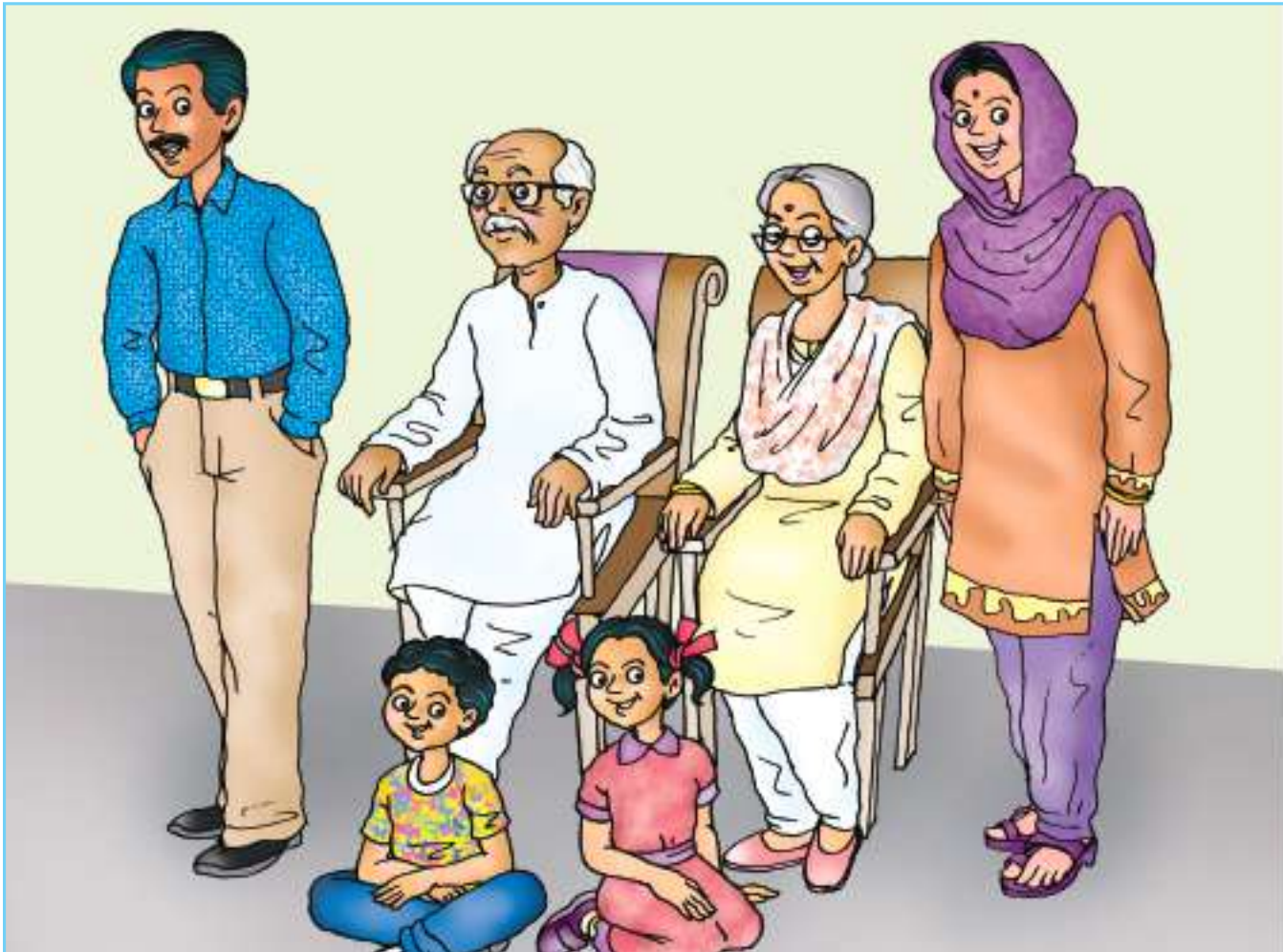


10

My Family



Pre Reading



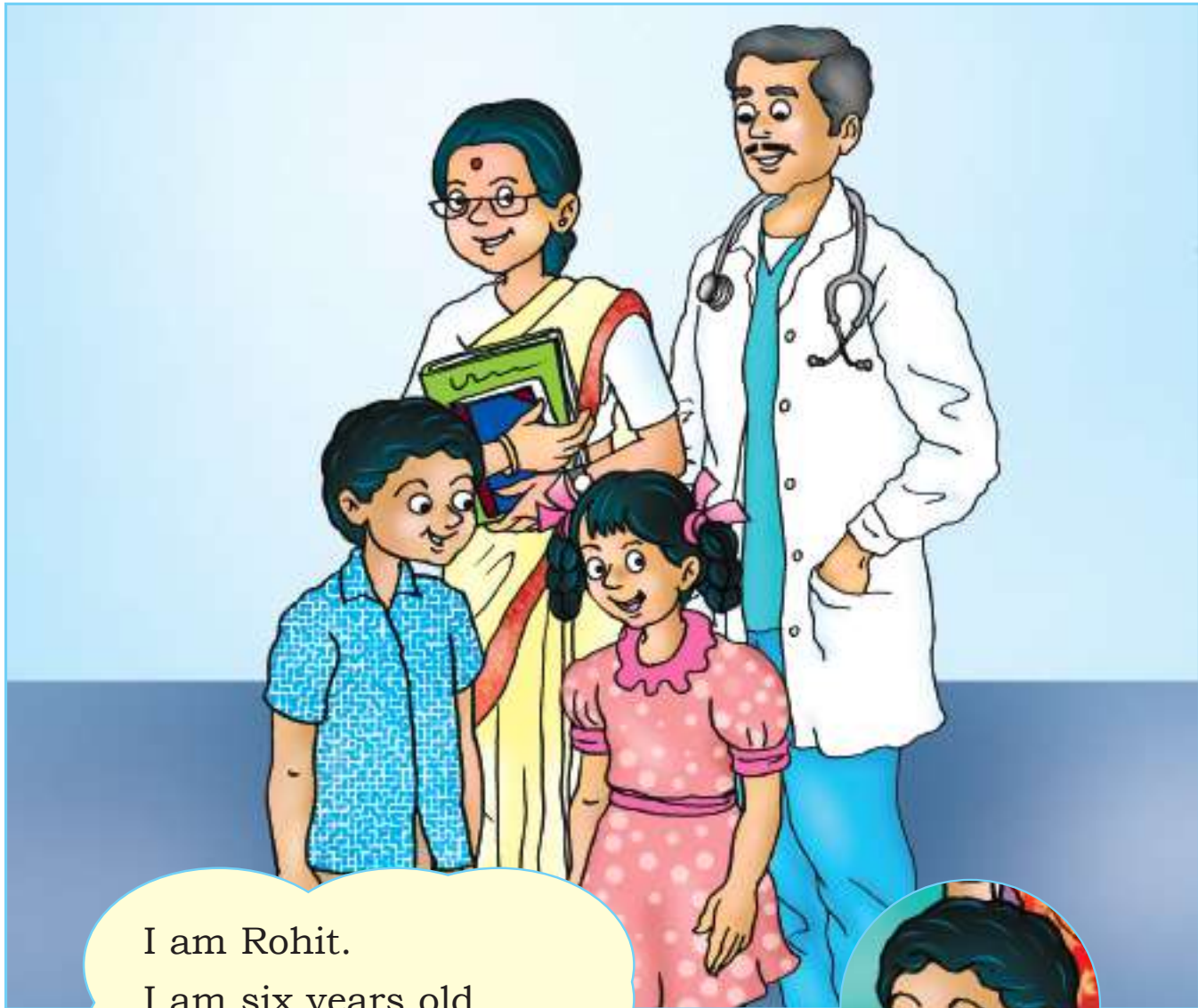
For the teacher

Ask children to look at the picture and encourage them to answer the following questions orally.

- What do you see in the picture?
- How many persons are there in this picture?
- How many old persons do you see in the picture?
- How many children are there?

For the teacher

Ask children to look at the picture. Speak aloud what Rohit says about himself and his family. Ask children to repeat after you.



I am Rohit.
I am six years old.
My father is a doctor.
My mother is a teacher.
I have a sister.
Her name is Anu.
She is four years old.



Rohit

Comprehension

For the teacher

Ask children to look at the picture and encourage them to answer the following questions orally.

- How many members are there in Rohit's family?
- What is the name of Rohit's sister?
- What is Rohit's father?
- What is Rohit's mother?
- Who is the youngest member of the family?

Listening and Speaking

For the teacher

Speak the following words aloud and ask children to repeat them after you.

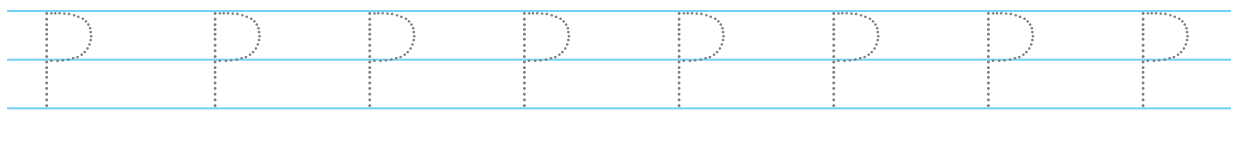
son	daughter	grandson	sister	grandmother
uncle	aunt	grandfather	granddaughter	

Writing

Activity I

For the teacher

Ask children to trace over the dotted letters. Give them more practice.



P P P P P P P P

P P P P P P P P

R R R R R R R R

R R R R R R R R

R R R R R R R R

B B B B B B B B

B B B B B B B B

B B B B B B B B

B B B B B B B B

► Activity II

For the teacher

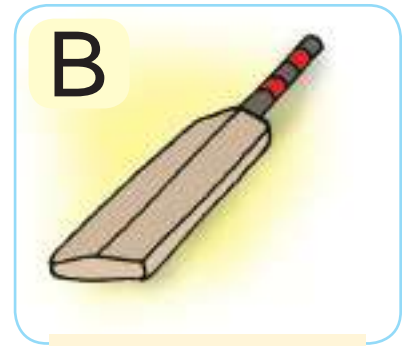
Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.



Parrot



Rabbit

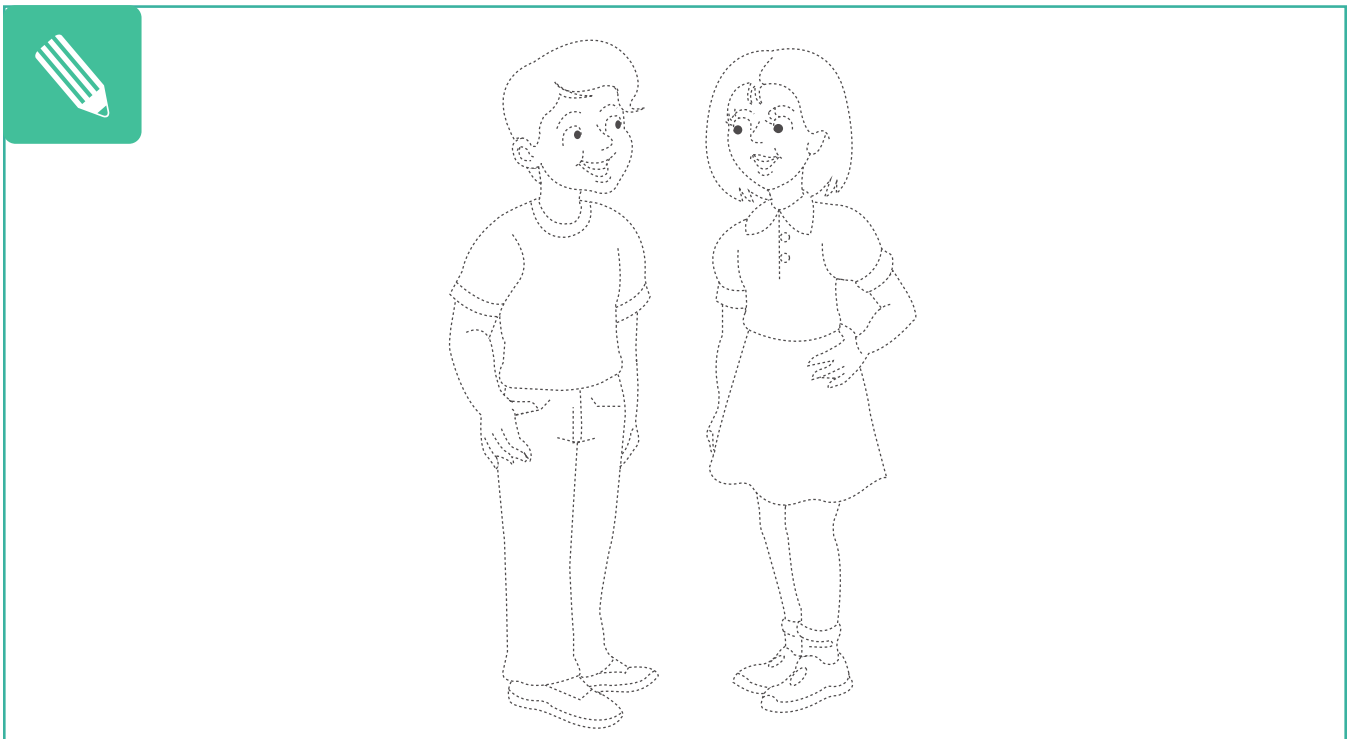


Bat

Follow Up

For the teacher

Help children to join the dots and colour the picture.





Pre Reading



For the teacher

Ask children to look at the picture and speak aloud sentences such as 'I like playing.', 'I like swimming.', 'I like hopping.' etc. in response to the question, 'What do you like?' Encourage them to tell the class about what they like/don't like.

For the teacher

Recite the poem with proper actions and gestures and ask children to repeat it after you.



Hop a Little

Hop a little, hop a little

One two three

Hop a little, hop a little

Four five six

Run a little, skip a little

Seven eight nine

Bend a little, stretch a little

Ten at last

Yawn a little, sleep a little

In your cot.

Play a little, jump a little

On the rope.



Comprehension

For the teacher

Point to each of the following pictures and ask children, 'What is the child doing in the picture?' After receiving response from children, tell the class, 'The child is hopping' and so on.



Listening and Speaking

For the teacher

Speak the following words aloud and ask children to repeat them after you.

read	write	fly	ride	jump
sleep	swim	dive	drive	skip

▶ **Activity I****For the teacher**

Ask children to trace over the dotted letters. Give them more practice.

D D D D D D D D

D D D D D D D D

D D D D D D D D

S S S S S S S S

S S S S S S S S

S S S S S S S S

S S S S S S S S

Activity II

For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.

D



Dog

S

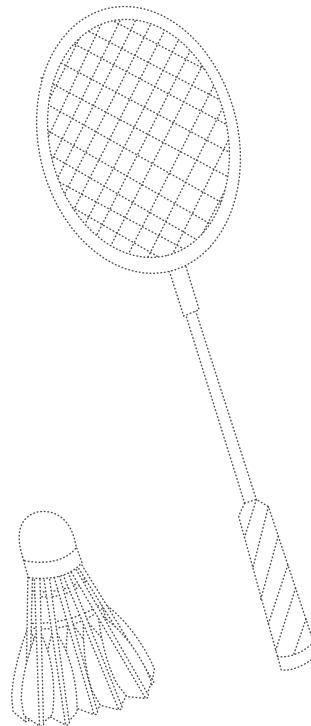
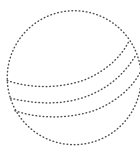
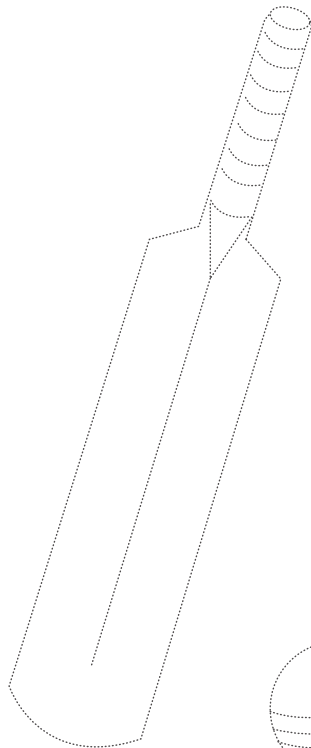


Sun

Follow Up

For the teacher

Help children to join the dots and colour the pictures.

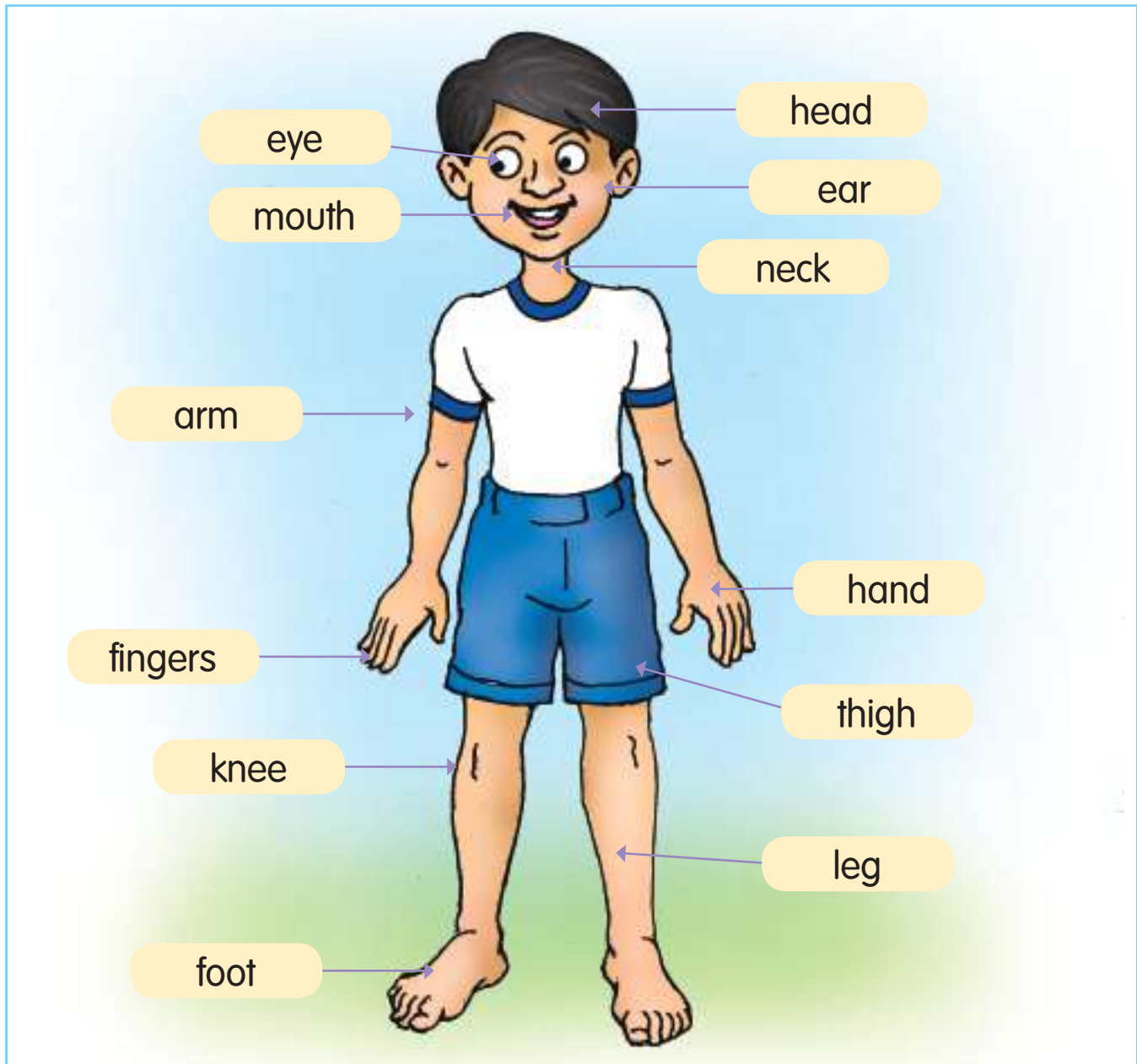


12

My Body Parts



Pre Reading



For the teacher

Ask children to look at the picture. Point to different parts of the body and ask children to name them.

For the teacher

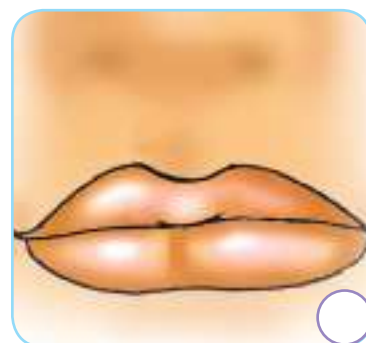
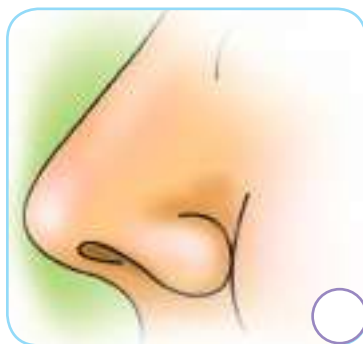
Read the following sentences aloud as you touch different body parts and encourage children to touch their body parts and repeat the sentences.



Comprehension

For the teacher

Ask children to tick (✓) the picture of the body part.



Listening and Speaking

Activity I

Listen and Do

For the teacher

Speak and demonstrate the following actions and ask children to do them.

1. Close your eyes.
2. Open your mouth.
3. Touch your hair.
4. Touch your nose.
5. Touch your teeth.
6. Touch your neck.

► Activity II

For the teacher

Speak the following words aloud and ask children to repeat them.

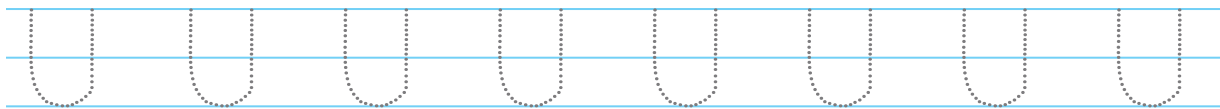
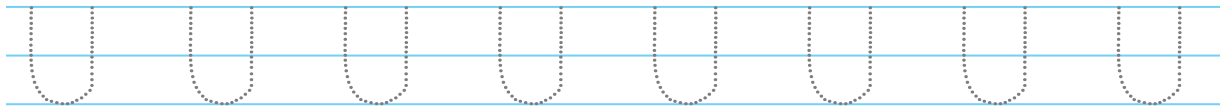
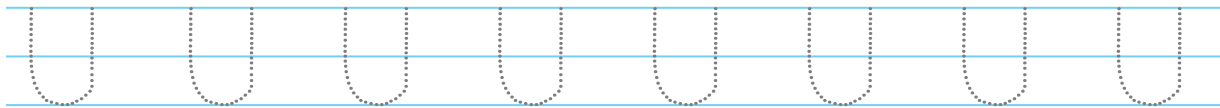
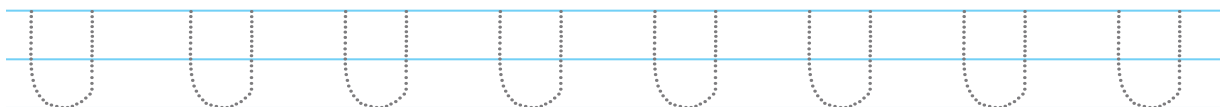
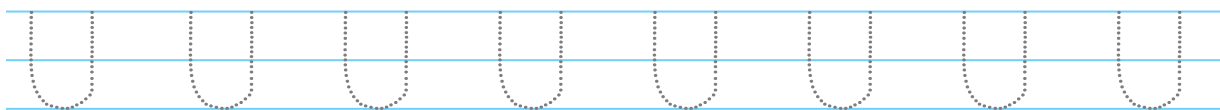
head nose eyes ear lips hand neck teeth

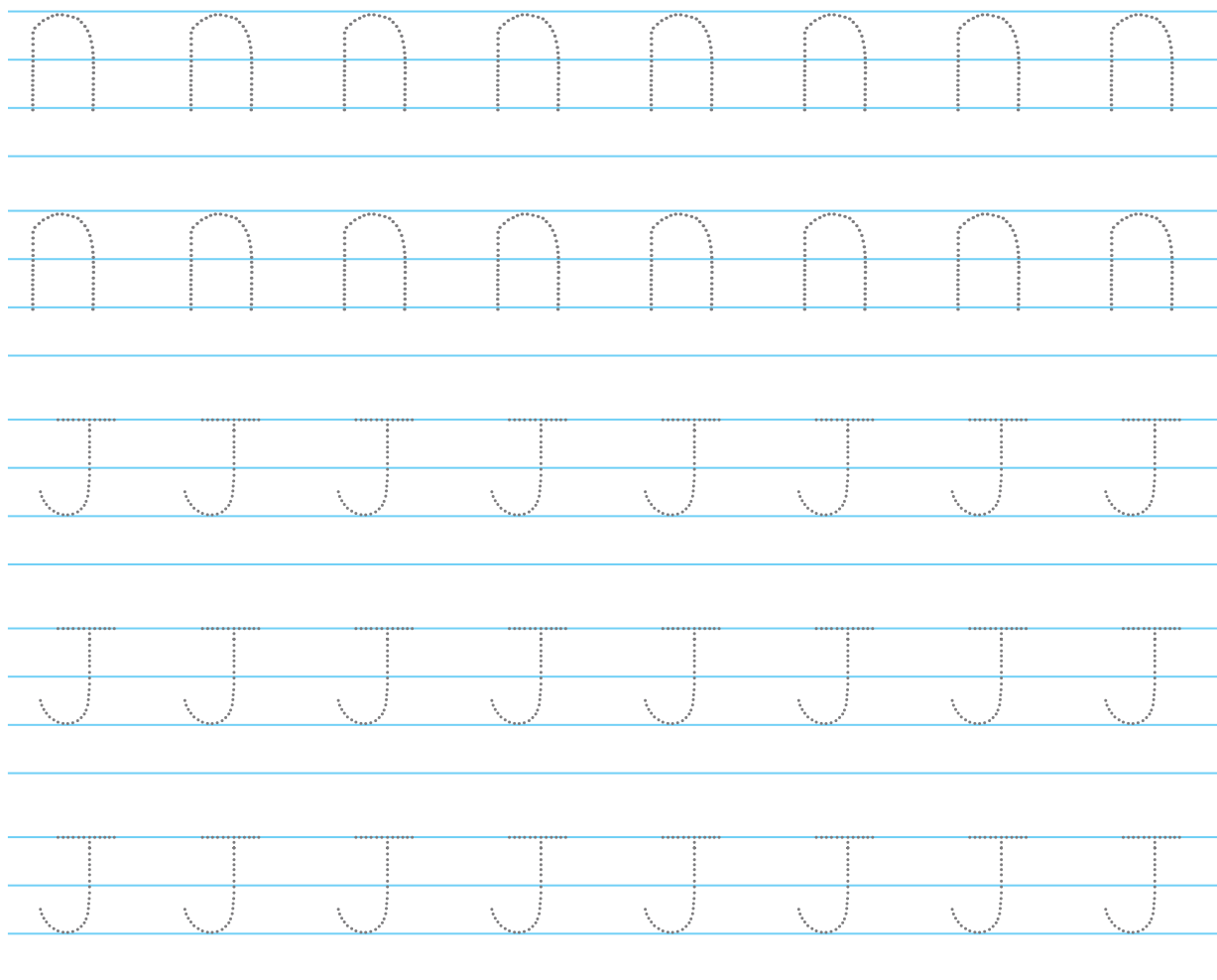
Writing

► Activity I

For the teacher

Ask children to trace over the dotted patterns/letters. Give them more practice.

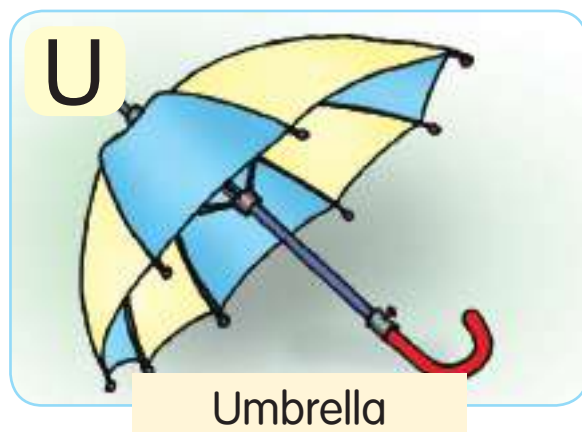


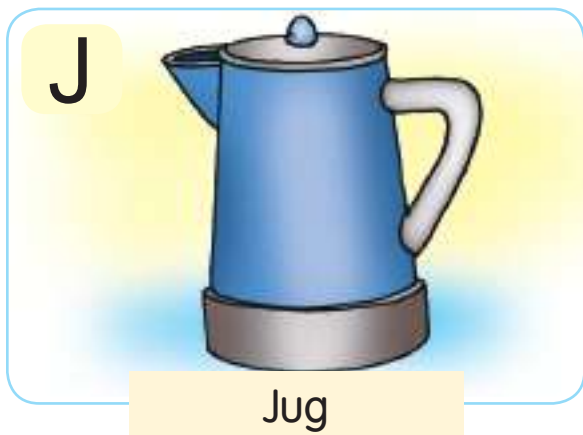


Activity II

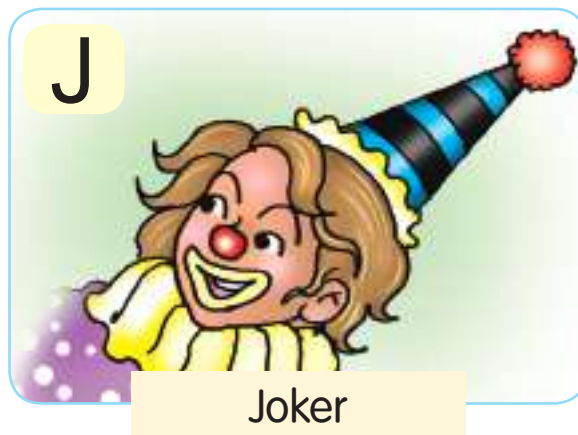
For the teacher

Ask children to look at the pictures and name them aloud. Next, ask them to name the letter and sound with which each name begins.





Jug

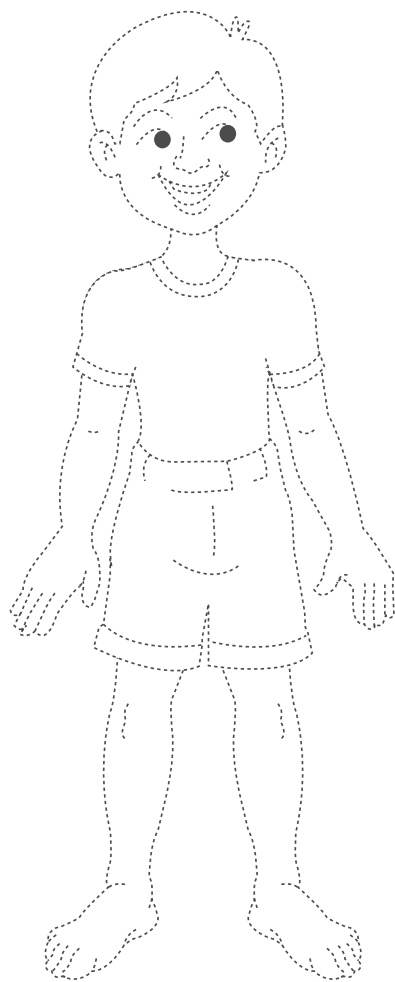


Joker

Follow Up

For the teacher

Help children to join the dots and colour the picture.



Assessment

Max. Marks: 20

For Lesson 10-12

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

To assess listening and speaking skills only.

Q.1 Ask each child any four questions orally.

4

- a. What is your name?
- b. What is your father's name?
- c. What is your sister's name?
- d. What is your mother's name?
- e. How many members are there in your family?
- f. How many old members are there in your family?
- g. Who is the youngest member of your family?
- h. Tell the names of any two body parts.
- i. How many eyes do you have?
- j. How many legs do you have?

Q.2 Pick out any four letters for each child from lessons 10-12 and write them in the space given below. Ask children to write them 4-5 times. 4

Q.3 Ask the child to recite any poem /rhyme. 4

Q.4 Pointing to the different parts of the body (at least four) ask each child to speak their names aloud. Encourage them to speak these words in complete sentences. 4

Q.5 A. Give any four commands to each child and ask them to do these actions. 2

- | | |
|----------------------|---------------------|
| a. Close your eyes. | b. Open your mouth. |
| c. Touch your teeth. | d. Touch your nose. |
| e. Touch your head. | f. Touch your neck. |

B. Speak aloud the name of any four of the following pictures and ask each child to tick (✓) them. 2

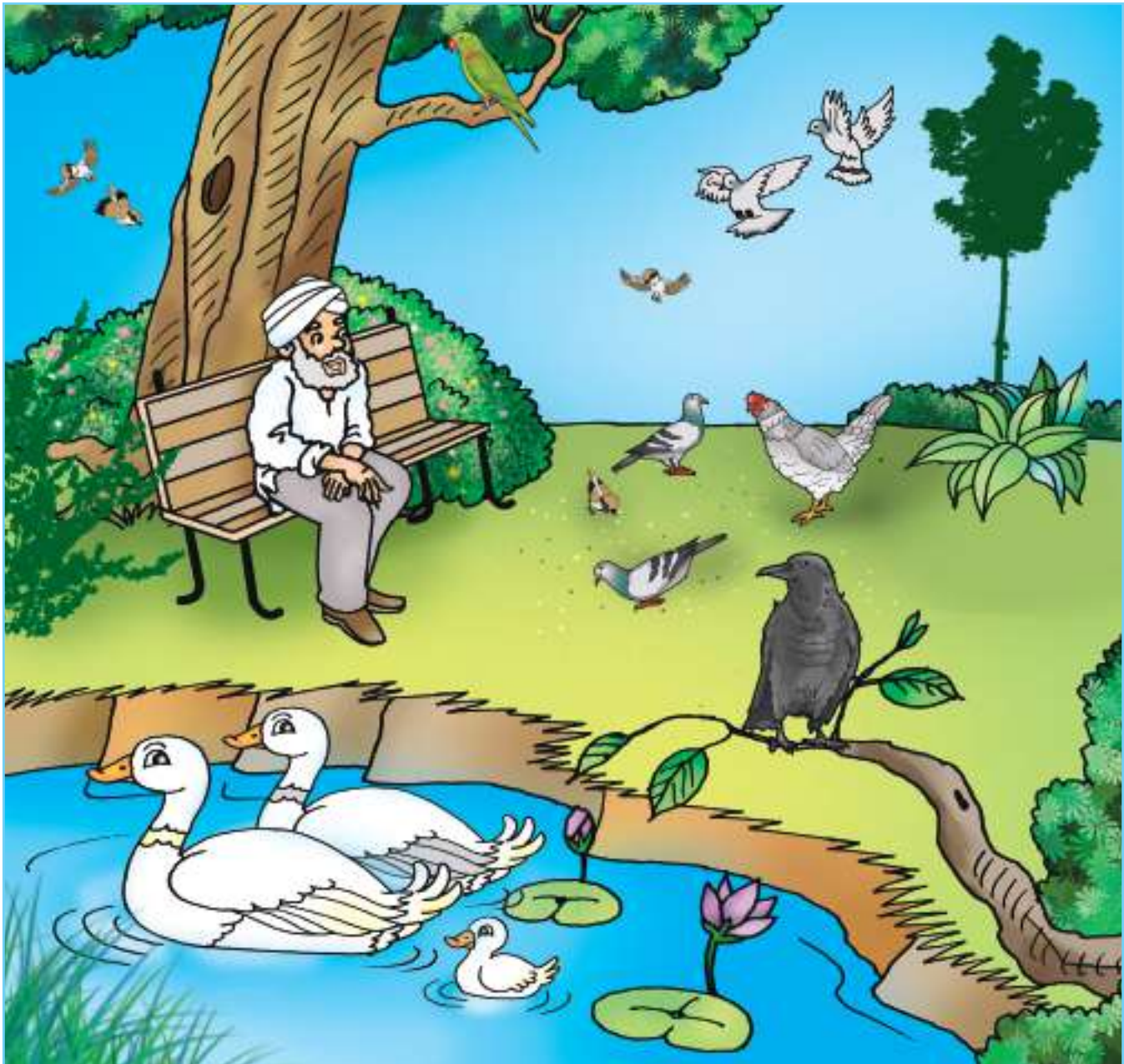


13

Birds Around Us



Pre Reading



For the teacher

Ask children to look at the picture and ask questions related to birds. After receiving their response, talk about the birds' habits, places where they live, their colours, food, movements etc.

For the teacher

Pointing to each bird, ask children to tell the name of the bird. The children may say, “This is a pigeon.” Now ask children to answer the following questions.

1. What is the colour of the bird?
2. What does the bird eat?
3. Where does the bird live?
4. Can you produce the sound of the bird? If yes, make it.
5. How many birds do you see in the pictures given below?



Pigeon



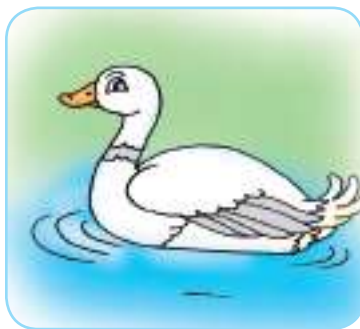
Peacock



Parrot



Crow



Duck



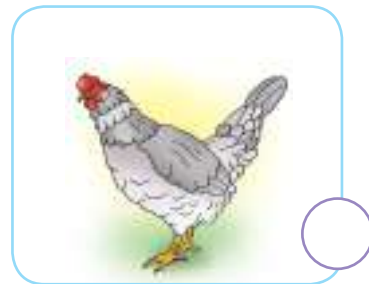
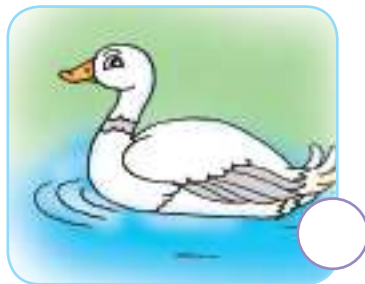
Hen

Comprehension

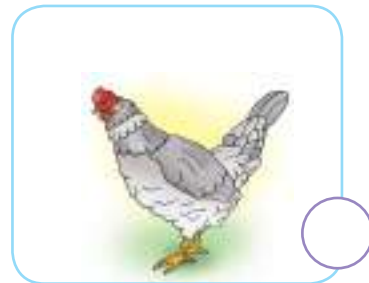
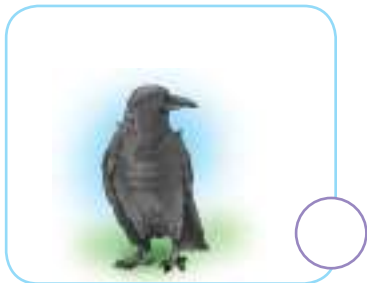
For the teacher

Ask children to do the following.

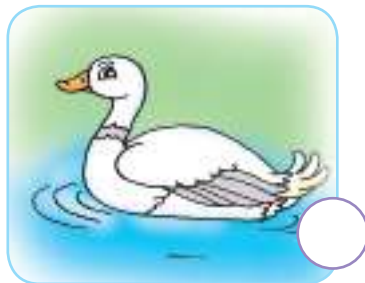
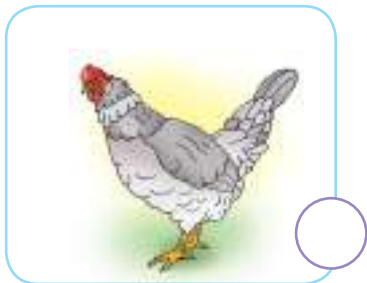
1. Tick (✓) the bird which swims in water.



2. Tick (✓) the biggest bird.



3. Tick (✓) the bird which can fly fast.



Listening and Speaking

For the teacher

Show the pictures of common birds and ask children to speak out their names.

For the teacher

Ask children to trace over the dotted letters. Give them more practice.

i u l t n m r h

i u l t n m r h

c e o f d g q j

c e o f d g q j

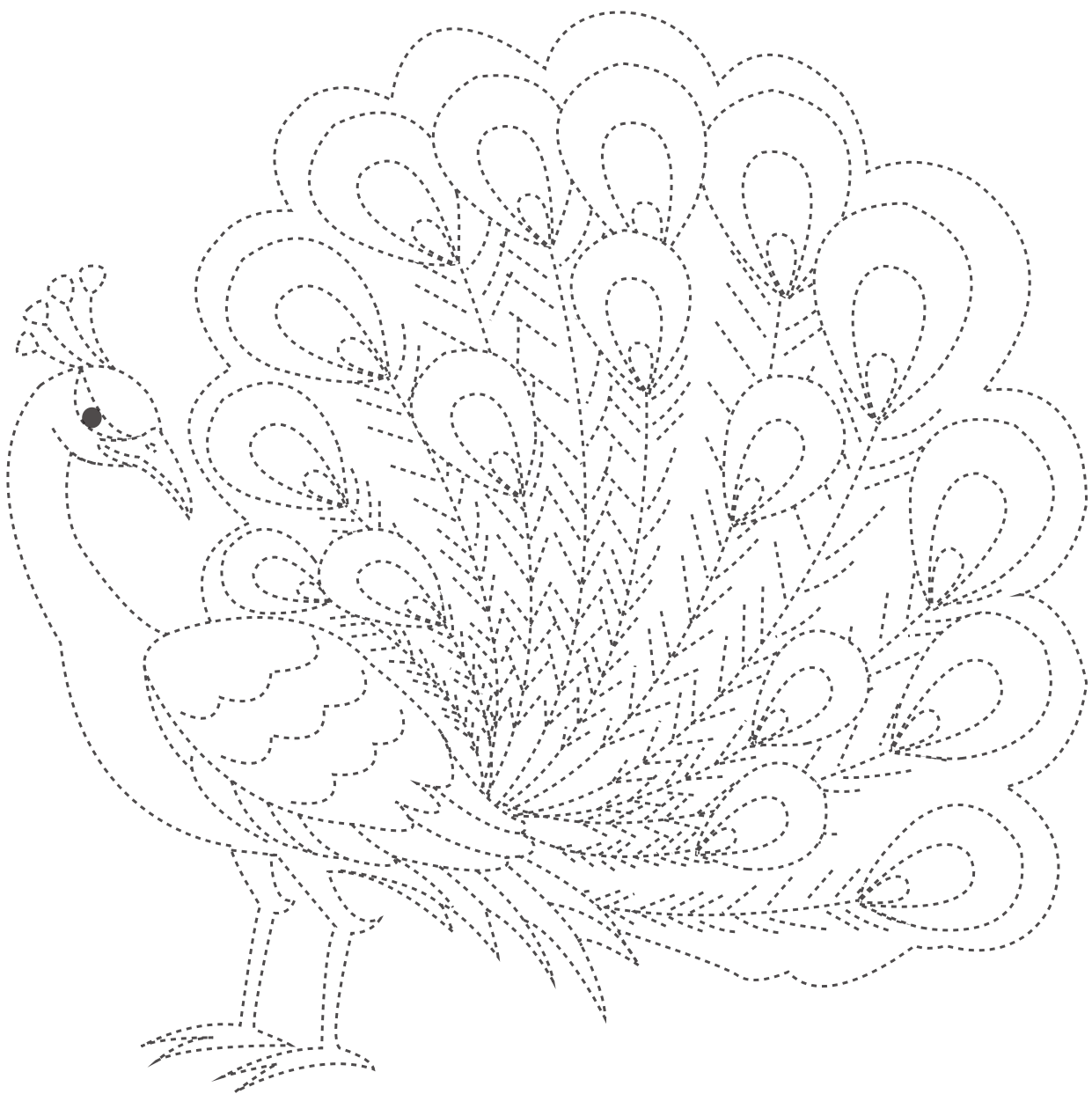
p w v y k b f s

p w v y k b f s

x z x z x z x z

For the teacher

1. Ask each child to name any bird and produce the sound that it makes.
2. Trace over the dotted picture of the peacock and colour it.



14

Let's Play



Pre Reading



For the teacher

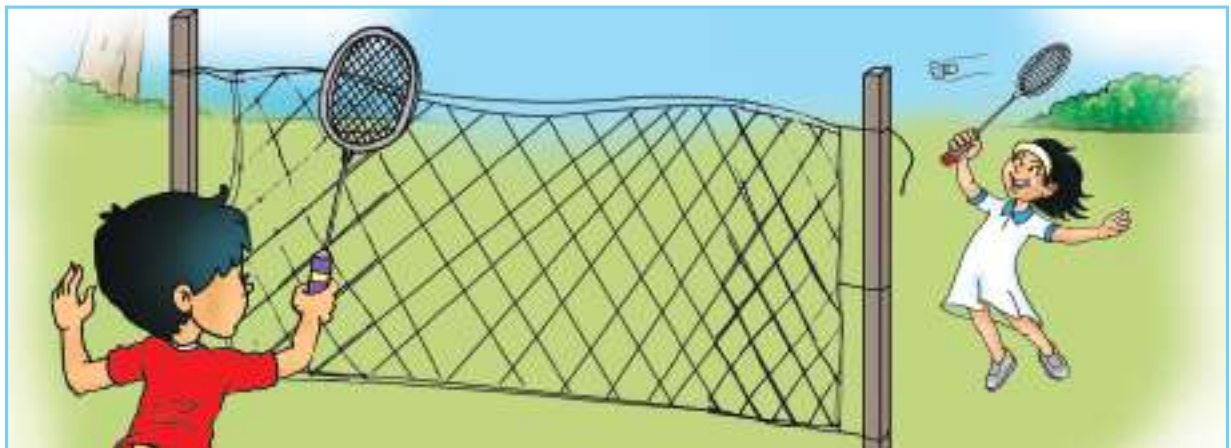
Ask children to look at the picture and encourage them to answer the following questions orally.

- What are children doing in this picture?
- Name the games which they are playing.
- Which games do you play?
- Which game do you like the most?

Read the sentences aloud and talk about the games shown in the pictures.



Rohit, Tahir, and Renu are running a race.



Kavita and Amrit are playing badminton.



Sandeep and his friends are playing cricket.



Nisha and Rosy are playing carrom.



Rakesh and his friends are playing kabaddi.



David, Gurmeet, Sonu, and Aslam are playing football.



John and his friends are playing *pitthu/sitauliya*.

Comprehension

For the teacher

Say the name of any one game from each row. Ask children to tick (✓) the correct picture. Once the children have ticked (✓) the correct picture, speak the name of the next game.



kho kho



carrom



cricket



cricket



badminton



carrom



kho kho



pitthu/sitauliya



cricket



kabbadi



racing



badminton



carrom



badminton



kho kho

Listening and Speaking

For the teacher

Tell children that when we talk about our favourite game, we say, 'I like to play....' Ask children to stand up one by one and tell the name of the game he/she likes to play.

For example, some children may say the following:

- I like to play kho-kho.
- I like to play cricket.
- I like to play kabaddi.
- I like to play badminton.

Writing

For the teacher

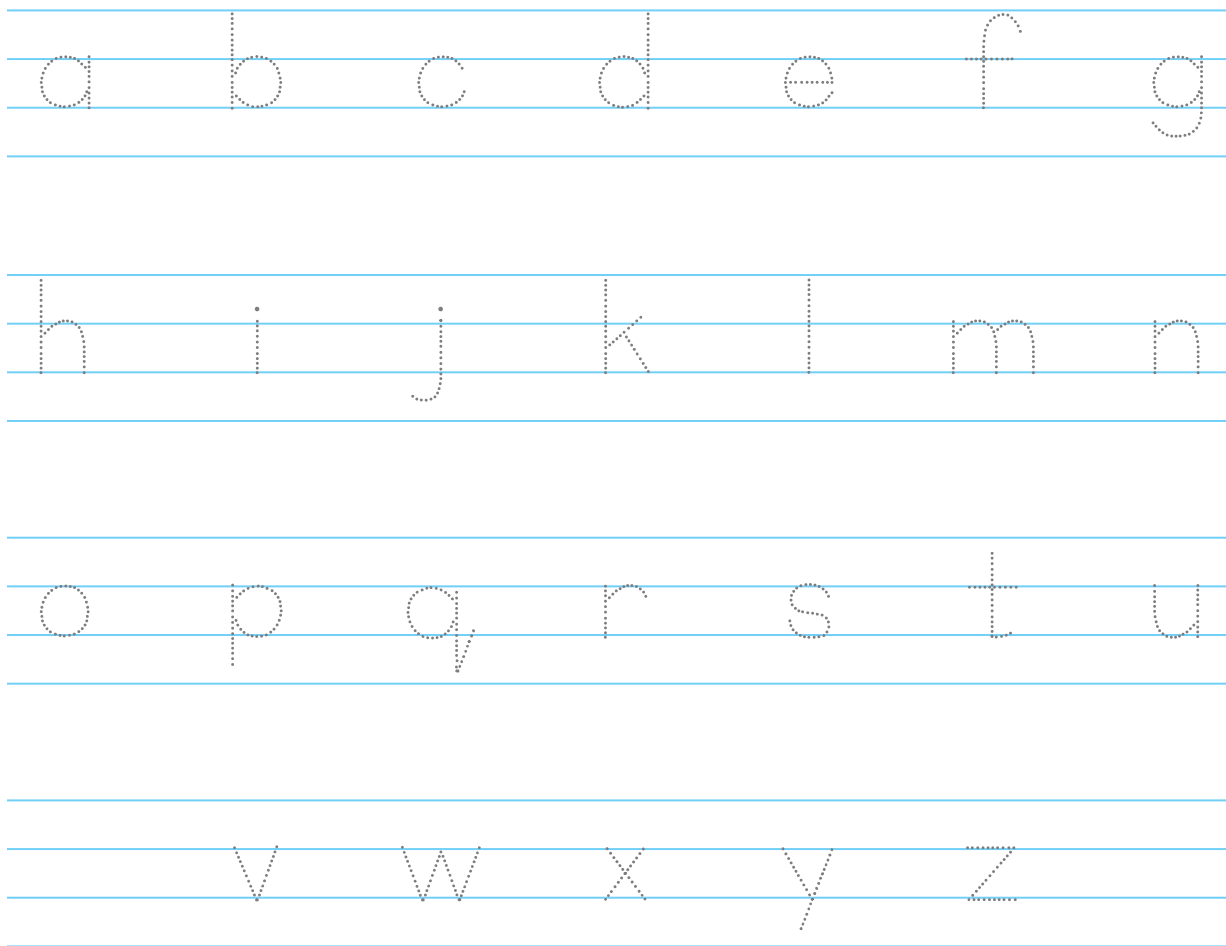
Ask children to trace over the dotted letters. Give them more practice.

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



Follow Up

For the teacher

1. Ask children to collect pictures of different games and paste them in their notebooks.
2. Form teams and play some of the games mentioned in the lesson.



Pre Reading



For the teacher

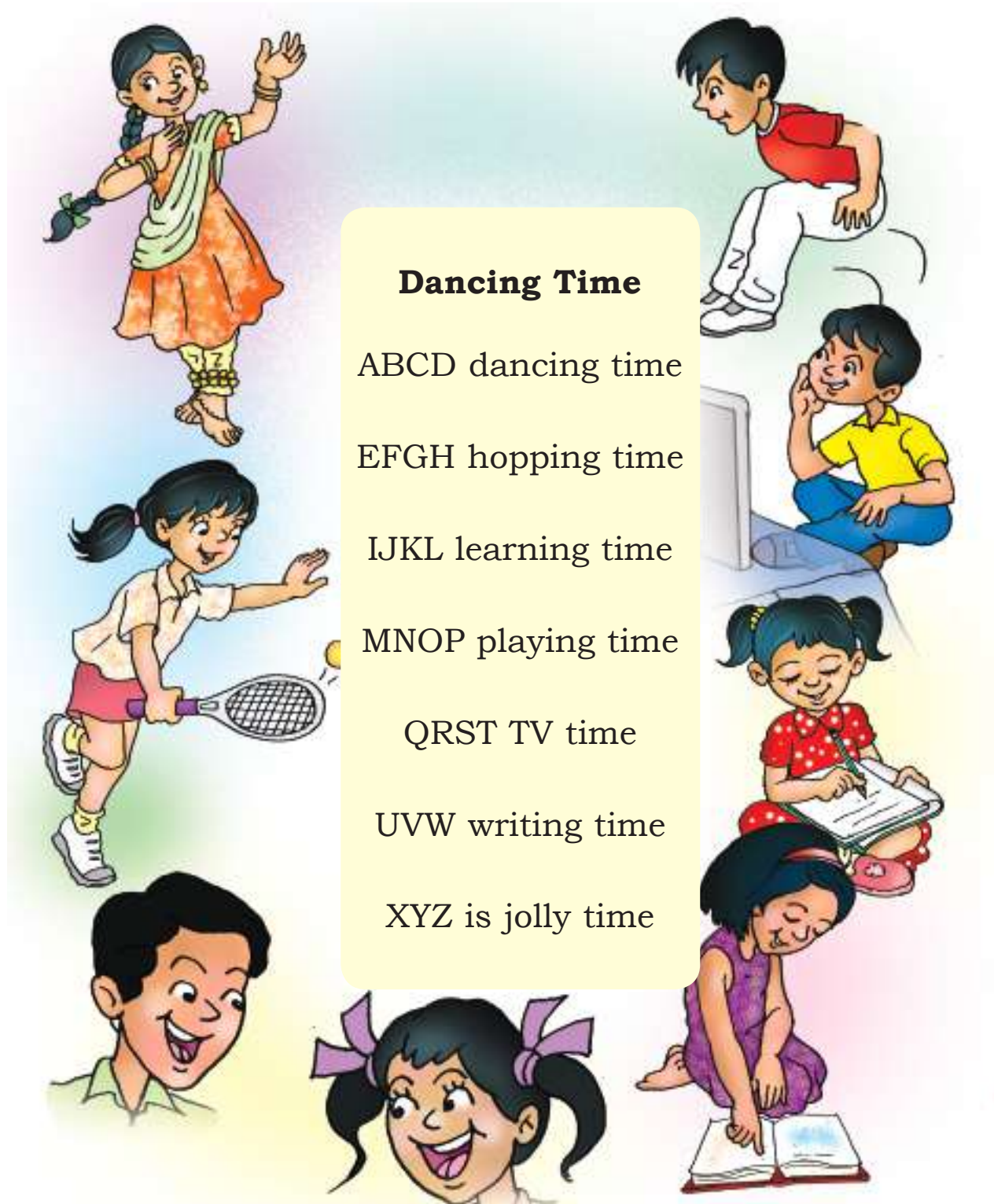
Ask children to look at the picture and answer the following question.

- How many letters do you see in this picture?
- Point to one letter at a time and ask children to read it. Suppose you point to the letter 'H' and the children will say 'H'.
- Now ask them to tell the name of any object starting with the letter 'H'. They may say 'Hat'. Encourage them to speak in full sentence such as 'This is a hat', 'I wear a hat' etc.
- Now talk about other words/objects starting with the letter 'H'. They may say words like horse, house etc.
- Repeat the same activity for other letters as well.

Recite

For the teacher

Recite the poem with appropriate actions and gestures and encourage children to follow you.



► Activity

For the teacher

The following words are written in capital as well as small letters (in dots). Ask children to trace over the dotted words.

ARM

arm

ANT

ant

CUP

cup

CAT

cat

FAN

fan

PEN

Pen

POT

pot

MAP

map

TAP

tap

HAT

hat

CAP

cap

DOG

dog

Activity I

For the teacher

Ask children to look at each picture and count the things in them and tell their number.



one



two



three



four



five



six



seven



eight



nine















ten

► **Activity II**

For the teacher

Ask children to look at the letters of the alphabet and pictures given below. Speak the letters and the words in each row one by one. Ask children to put cross (x) in the circle for the word that does not begin with the sound of the letter.

B b	 Bat <input type="radio"/>	 Bag <input type="radio"/>	 Rat <input type="radio"/>
F f	 Fan <input type="radio"/>	 Man <input type="radio"/>	 Fish <input type="radio"/>
H h	 Hen <input type="radio"/>	 Toy <input type="radio"/>	 Hat <input type="radio"/>
J j	 Joker <input type="radio"/>	 Jug <input type="radio"/>	 Egg <input type="radio"/>

M
m



Mango



Monkey



Lion



P
p



Pen



Sun



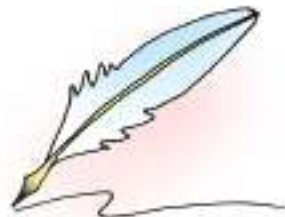
Peacock



Q
q



Queen



Quill



Lock



S
s



Peas



Spoon



Ship



► **Activity III**

For the teacher

Read these words aloud and encourage children to read them.



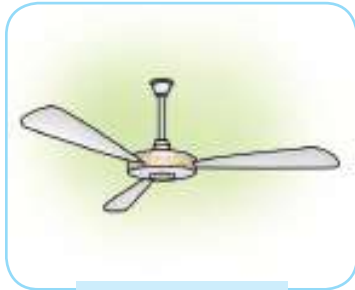
Bat



Rat



Hat



Fan



Man



Van



Hen



Pen



Ten



Jug



Mug

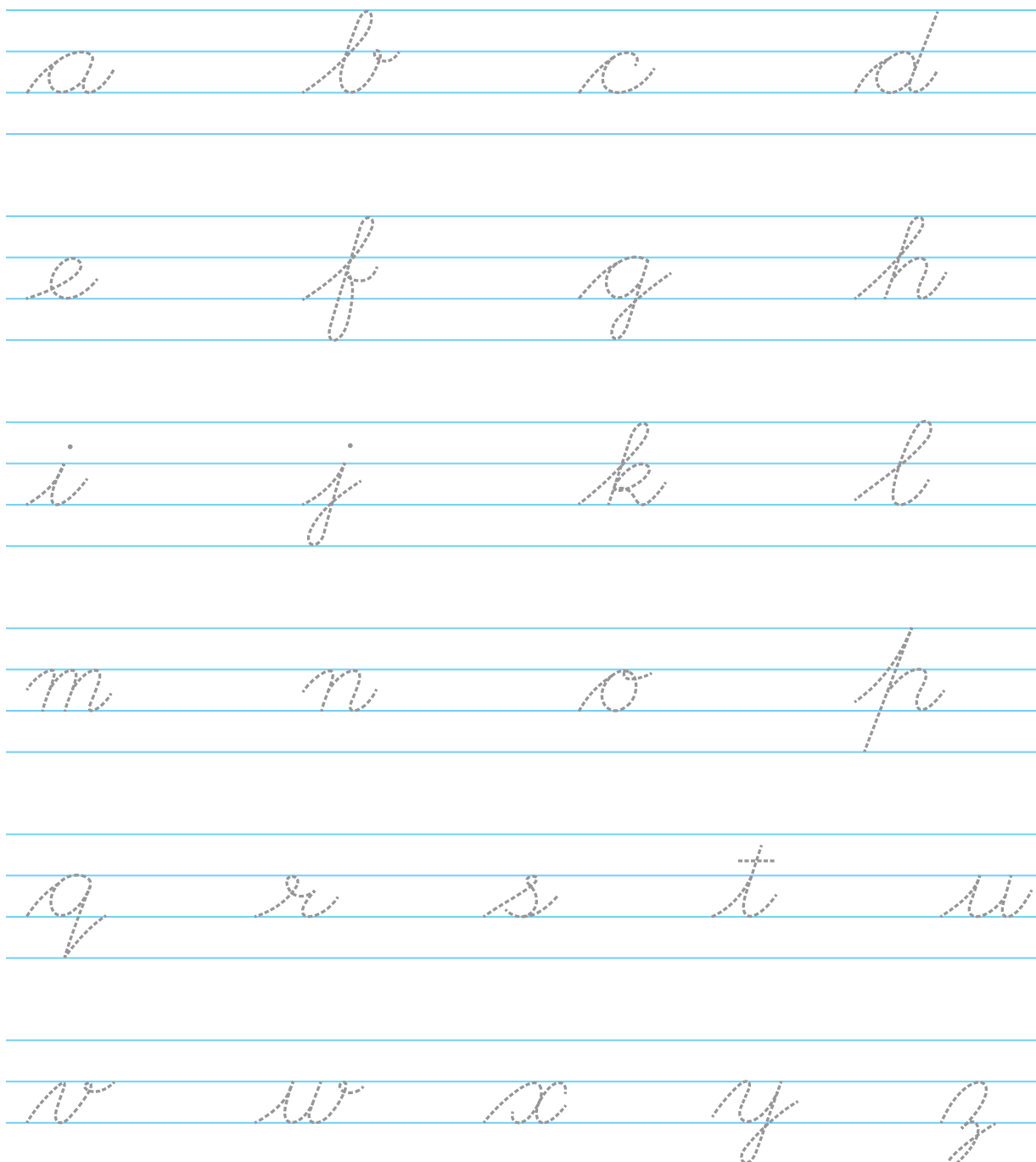


Rug

► Activity I

For the teacher

Ask children to trace over the dotted letters. Give more practice in their notebook.



► Activity II

For the teacher

Ask children to trace over the dotted words and practice in the space given below.

cat cat cat cat

bat bat bat bat

rat rat rat rat

hat hat hat hat

fat fat fat fat

man man man man

► Activity I

Antakshari

For the teacher

- Ask children to sit in a circle.
- One child will speak any one word aloud. For example, the word is 'ball'. It ends with L.
- The next child will speak a word beginning with L, the word may be Lion.
- The next child will speak a word beginning with N and the game continues.

► Activity II

Divide the class in groups and organize a recitation competition of the poems given in the book.

Assessment

For Lesson 13-15

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

To assess listening and speaking skills only.

Q.1 Ask each child any four questions orally.

4

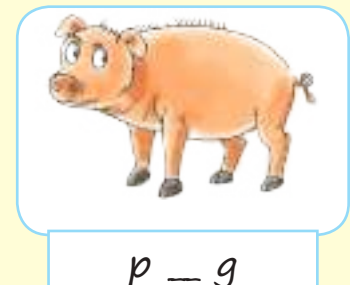
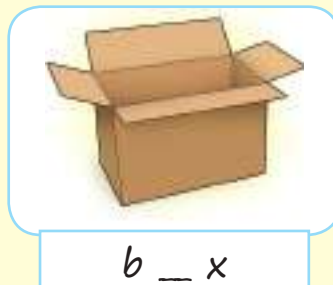
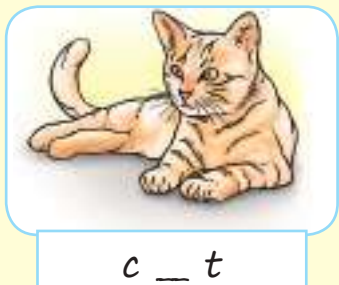
- a. What does a bird eat?
- b. Where does a bird live?
- c. What is the colour of a parrot?
- d. What is the colour of a crow?
- e. Which games do you play?
- f. Which games do you like the most?
- g. Do you play football?
- h. Make sound of any bird.

Q.2 Point to any eight letters of English randomly and ask each child to read them aloud. Teacher may use Alphabet Chart or blackboard.

4

Q.3 Ask the child to look at each picture and write the missing letter in each name.

4





p _ n



c _ p



f _ x

Q.4 Ask the child to name each picture and write its name in small letters in the space given.

4



Q.5 Dictate three-letter words (any four) and ask the children to write them in the space given below.

4

Alphabet Chart

Aa



Apple



Ant



Arm

Bb



Bat



Bag



Bus

Cc



Cat



Cap



Car

Dd



Dog



Doll



Duck

Ee



Egg



Ear



Elephant

Ff



Fan



Fish



Flag

Gg



Girl



Grapes



Goat

Hh



Hen



Hat



Horse

Ii



Ice-cream



Ink-pot



Iron

Jj



Jug



Jeep



Joker

Kk



Kite



King



Key

Ll



Lion



Lamp



Lock

Mm



Man



Mug

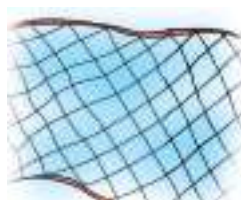


Mango

Nn



Nest



Net



Nose

Oo



Orange



Owl



Ox

Pp



Pen



Parrot



Pea

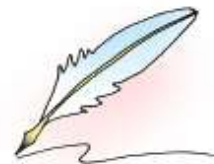
Qq



Queen



Quilt



Quill

Rr



Rose



Rat



Rabbit

Ss



Sun



Spoon



Ship

Tt



Tap



Tiger



Train

Uu



Umbrella



Umpire



Utensil

Vv



Van



Violin

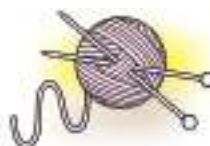


Vase

Ww



Watch



Wool



Well

Xx



X-ray



Xylophone



X-mas tree

Yy



Yo-Yo



Yak



Yoga

Zz



Zebra



Zip



Zoo

Let's Learn with Pictures

CLASSROOM OBJECTS



blackboard



globe



desk



dustbin



chair



books



table



crayons

SURROUNDING OBJECTS



television



see-saw



mobile



traffic light



fridge



flowers



trees



telephone

VEGETABLES



onion



potato



cucumber



cauliflower



spinach



peas



cabbage



bottlegourd

FRUITS



apple



mango



guava



melon



grapes



pineapple



orange



plum

TRANSPORT



car



bus



truck



motorcycle



scooter



bicycle



auto rickshaw



helicopter

BIRDS



pigeon



peacock



duck



woodpecker



owl



parrot



black partridge



sparrow

DOMESTIC ANIMALS



cat



dog



cow



rabbit



buffalo



goat



horse



sheep

WILD ANIMALS



tiger



lion



elephant



bear



zebra



deer



fox



leopard