Chant-I **Contents** 1. Letter sounds 01 2. Sounds Together 31 3. Words Together 50 4. Meet Me **72** 5. At Home **79** 6. Hello School 87 7. Mehr and the Monkey 94 **Design of Assessment** 103

Chant-I



Letter Sounds *





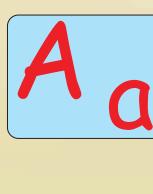


To know the sounds and names of the letters

To produce the sound each letter makes

To recognise pictures and identify the letter sounds

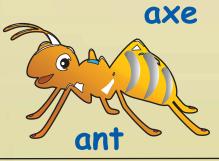
Let's Read

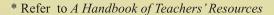












Before starting the lesson, teachers should play interactive phonic song by Barbara Miline available on You Tube.

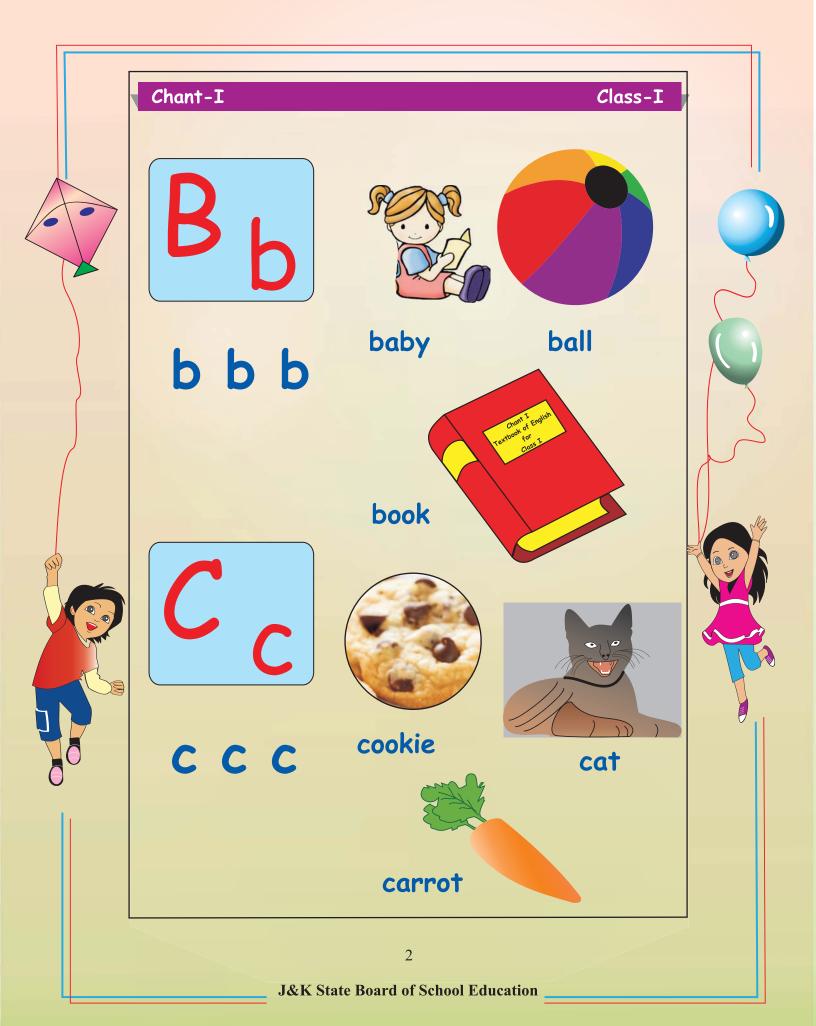
Teachers can play other songs available on You Tube.

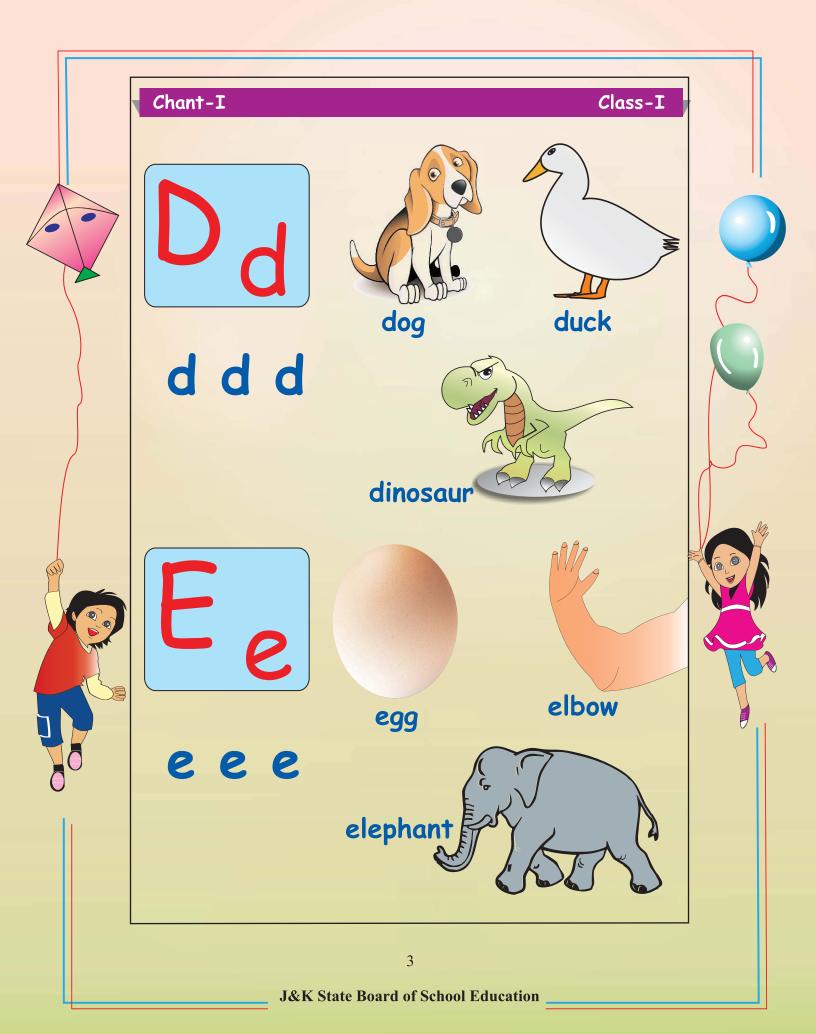






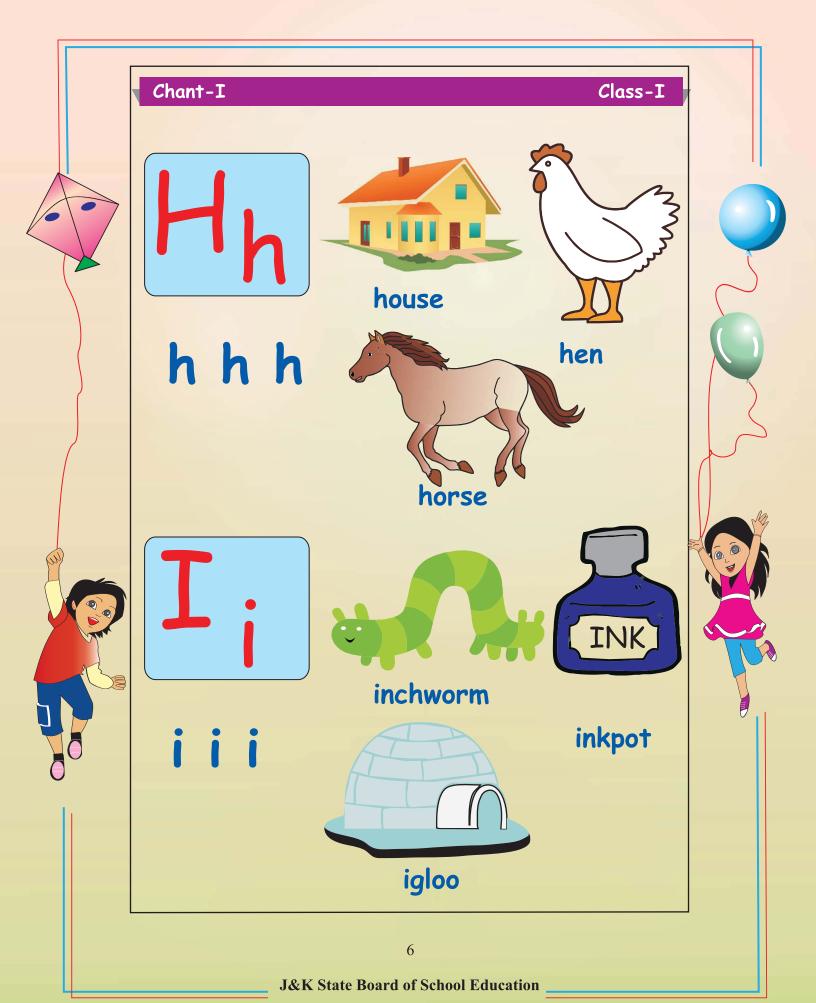


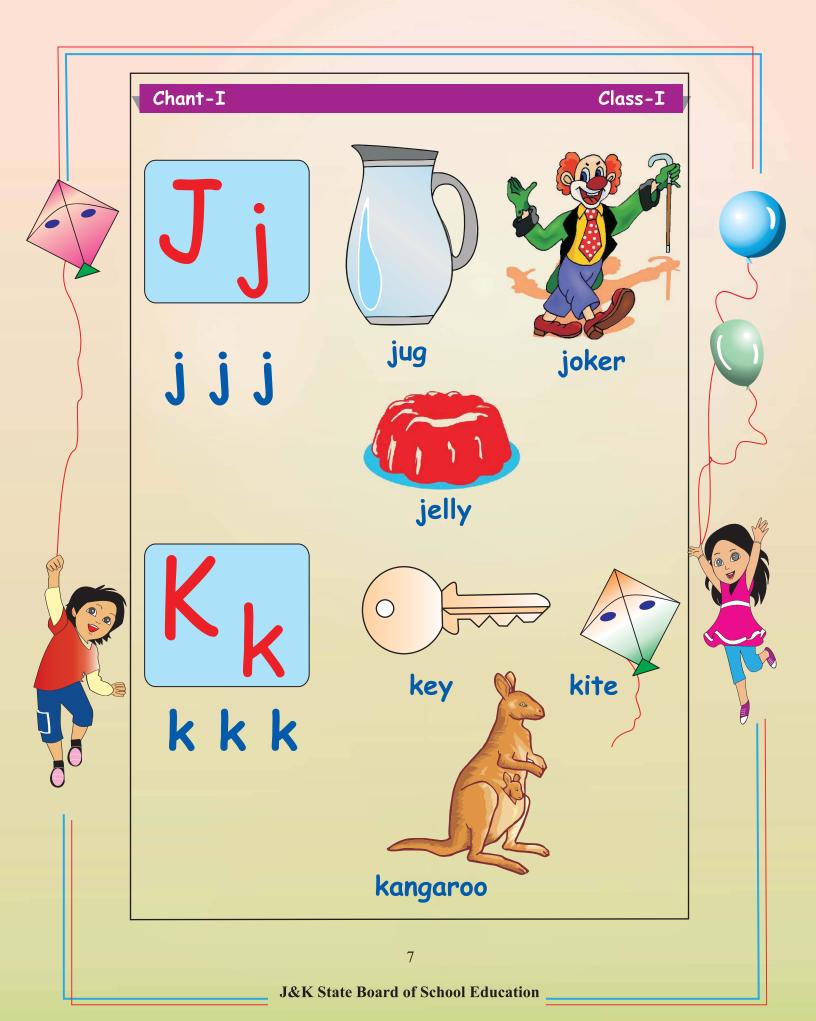














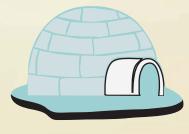
Task

Point to the pictures beginning with the given letter sounds.



k



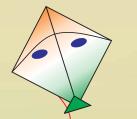


h

,,

g





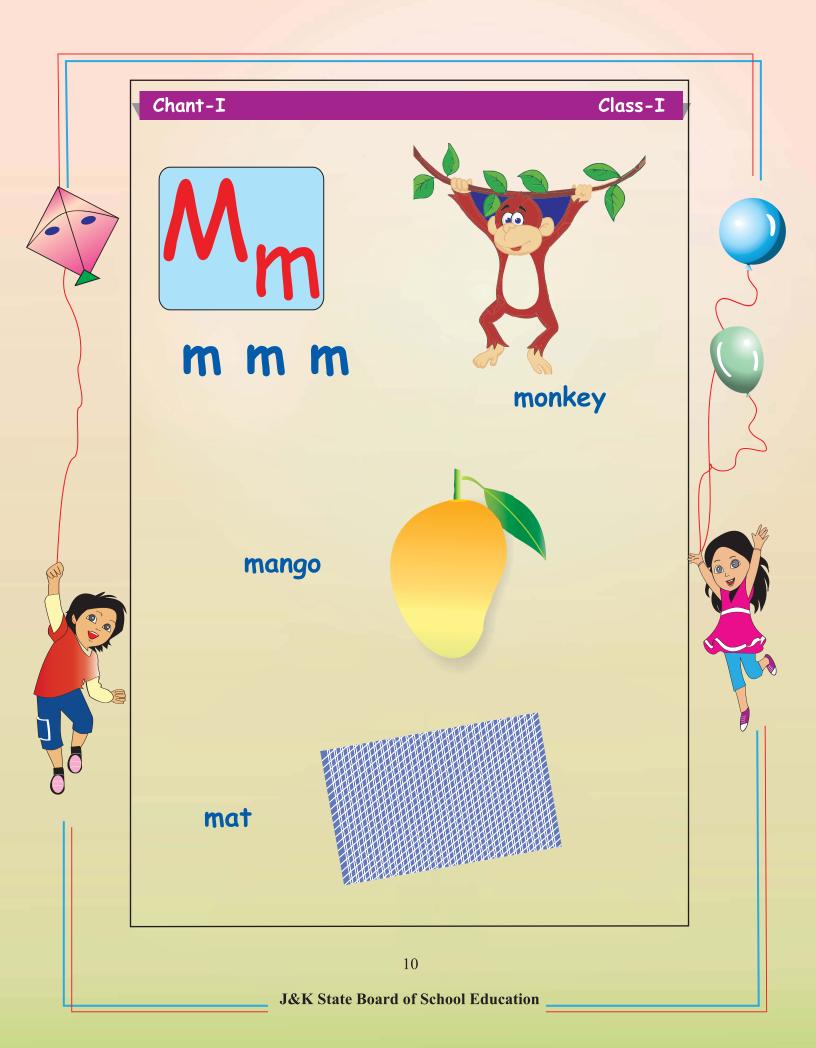
i

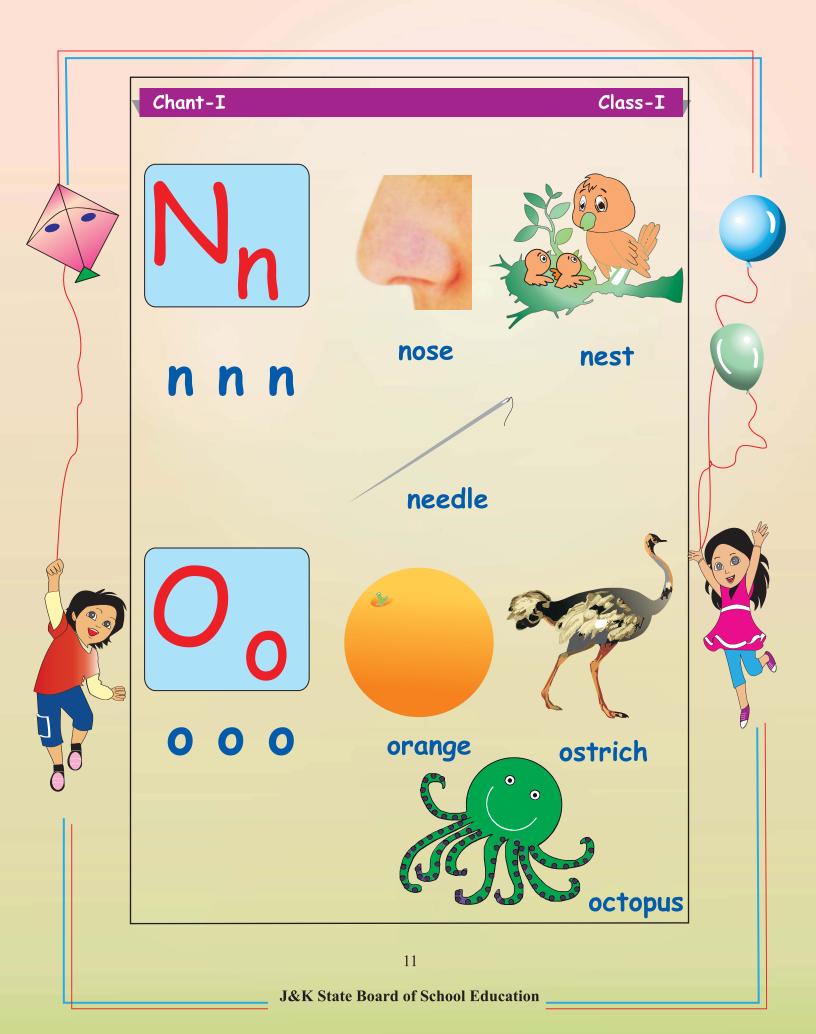
j



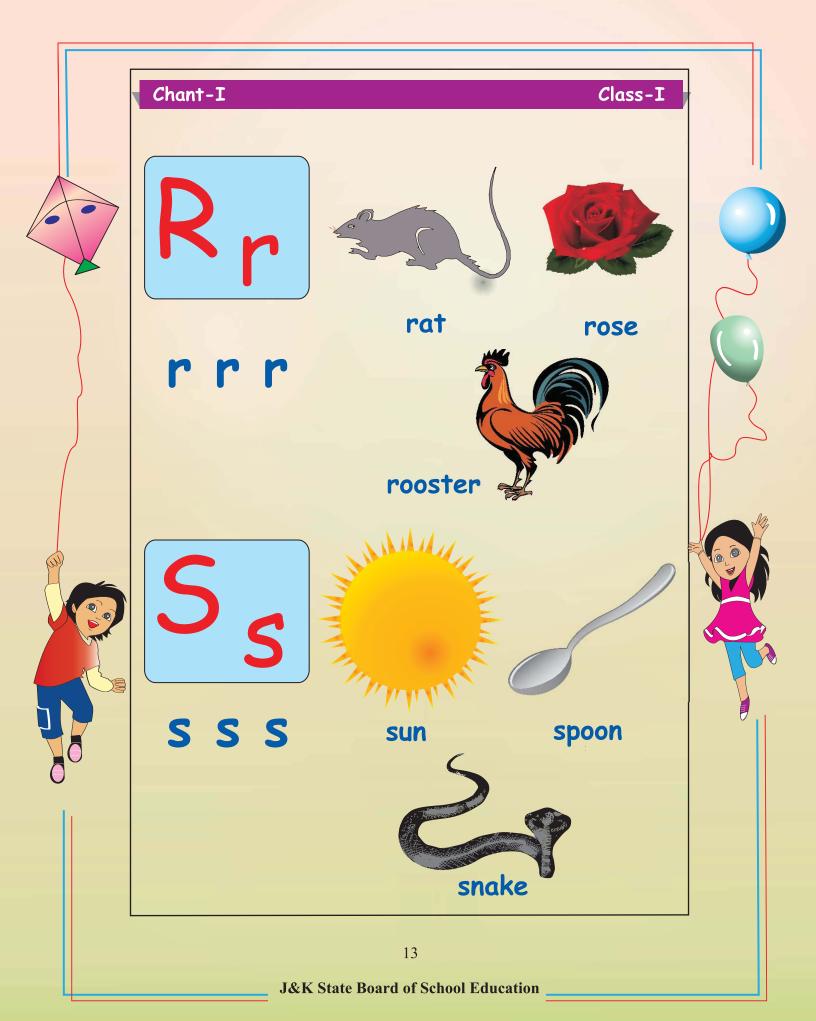


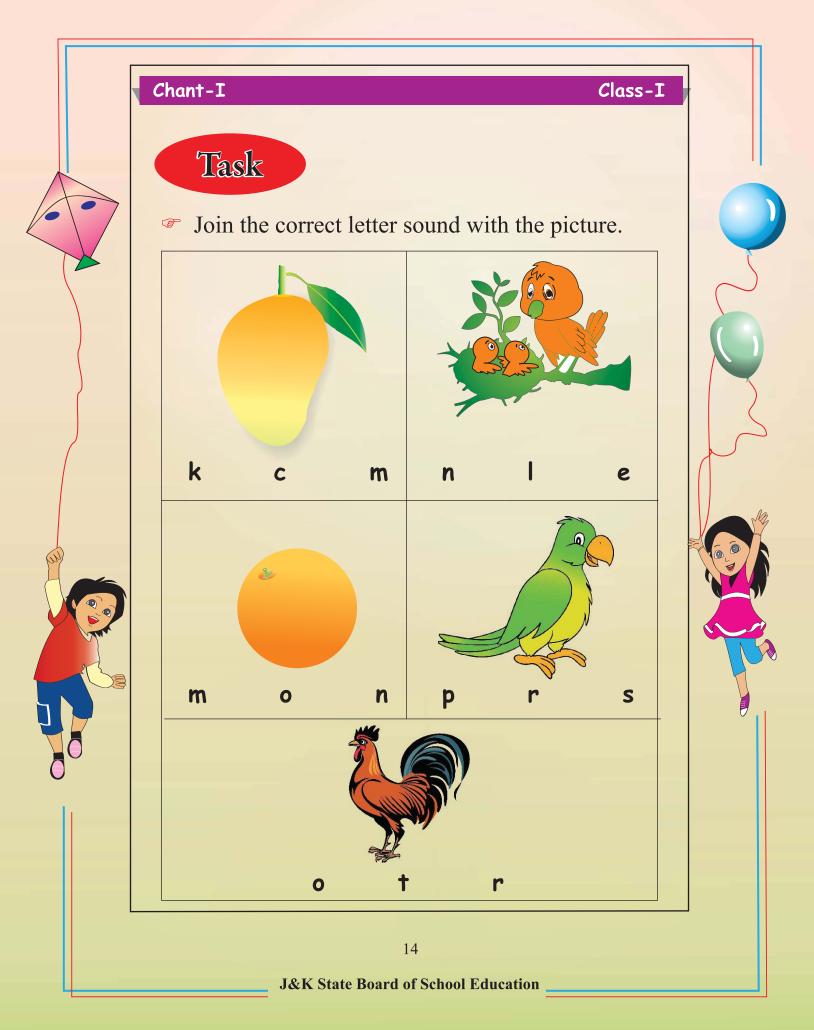


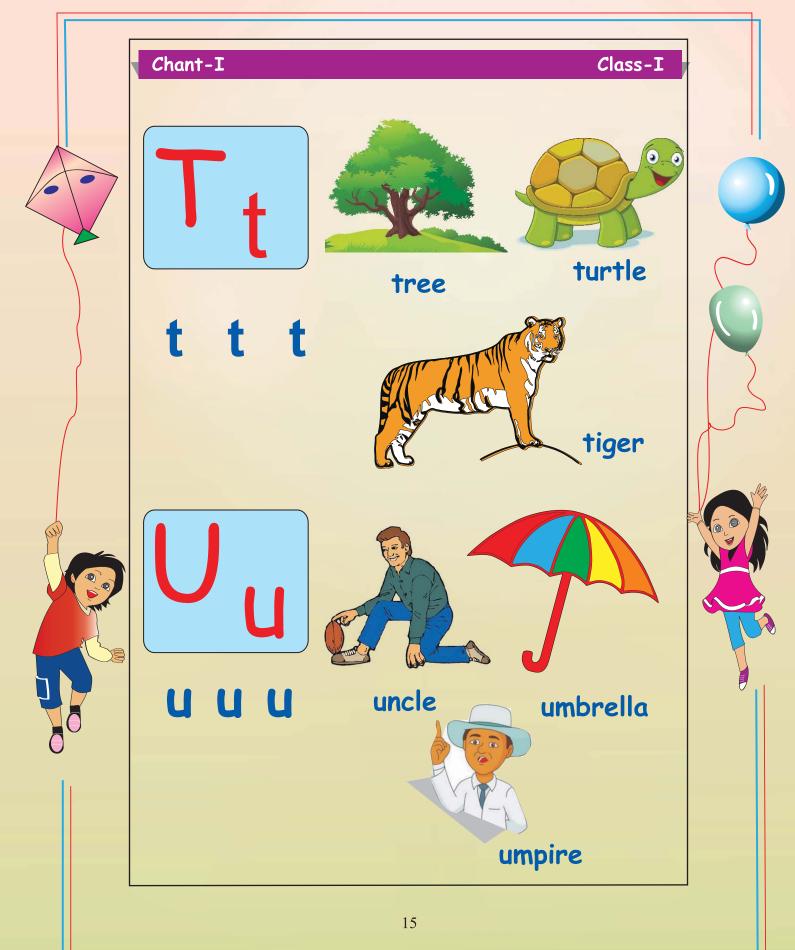


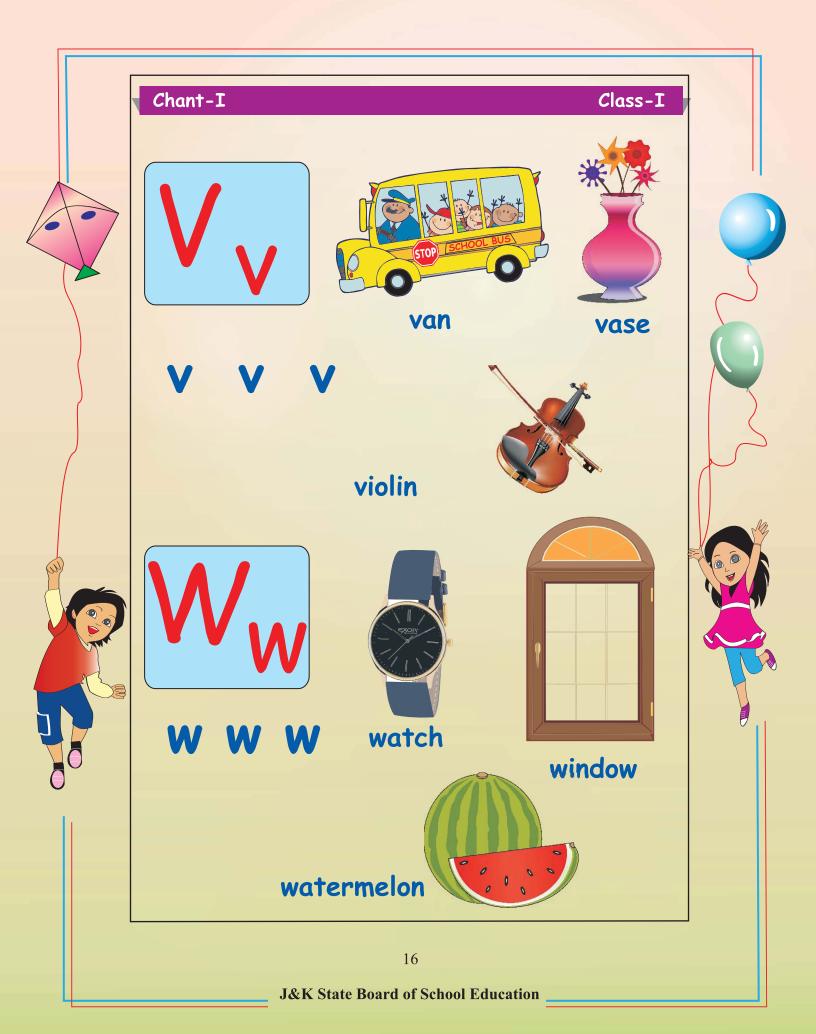
















Zz

ZZZ



zebra zipper





Match the word with the corresponding picture.



turtle
yarn
watch
umpire
x-mas tree
van
zebra



[Activity Time]

Activity - 1

- Make flash cards of all the letters, one letter on one flash card.
- © Say aloud the sound each letter makes while showing the relevant flash card to the students.
- Now ask each student to pick up a flash card and utter the sound of the letter written on it.
- © [Note: Each student has to pick up a different flash card.]

Activity - 2

- Display flash cards of all the letters.
- © Say aloud the sound each letter makes.
- After this utter any letter sound, without showing the flash cards, and ask the students to raise their hands if they recognise the letter for the sound uttered.
- © Then call any student (among those who have raised their hands) to pick up the relevant flash card for the sound uttered by you.

Let's Read

a a a . . . apples green and red



a a a . . . ants on the bread

















Chant-I

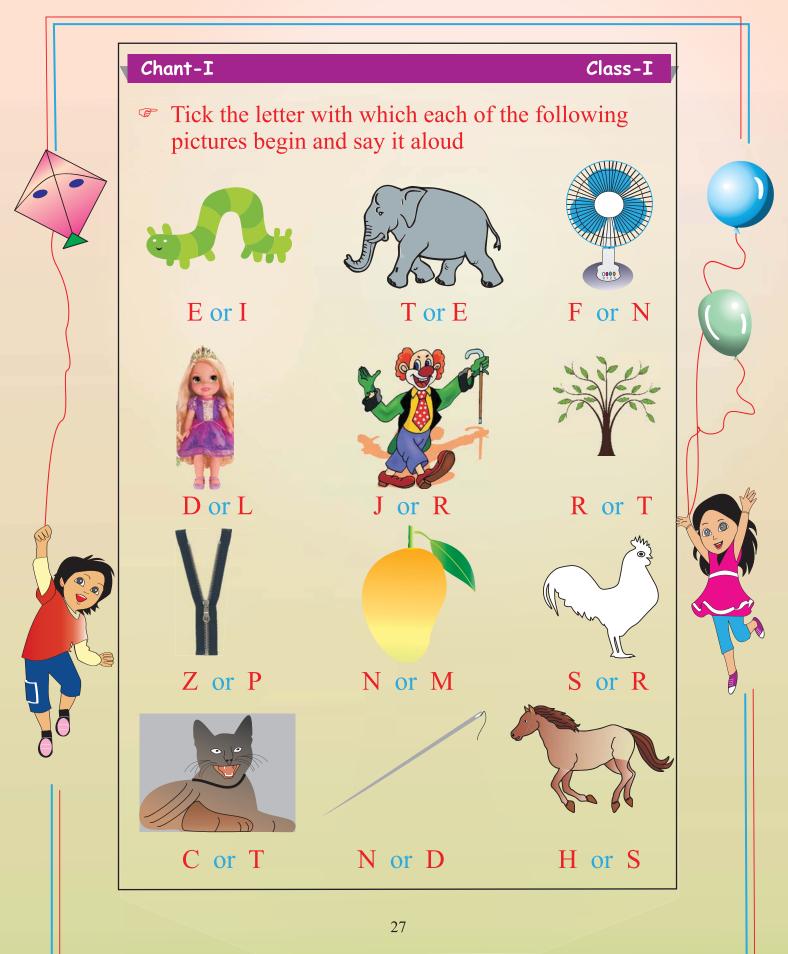
Class-I

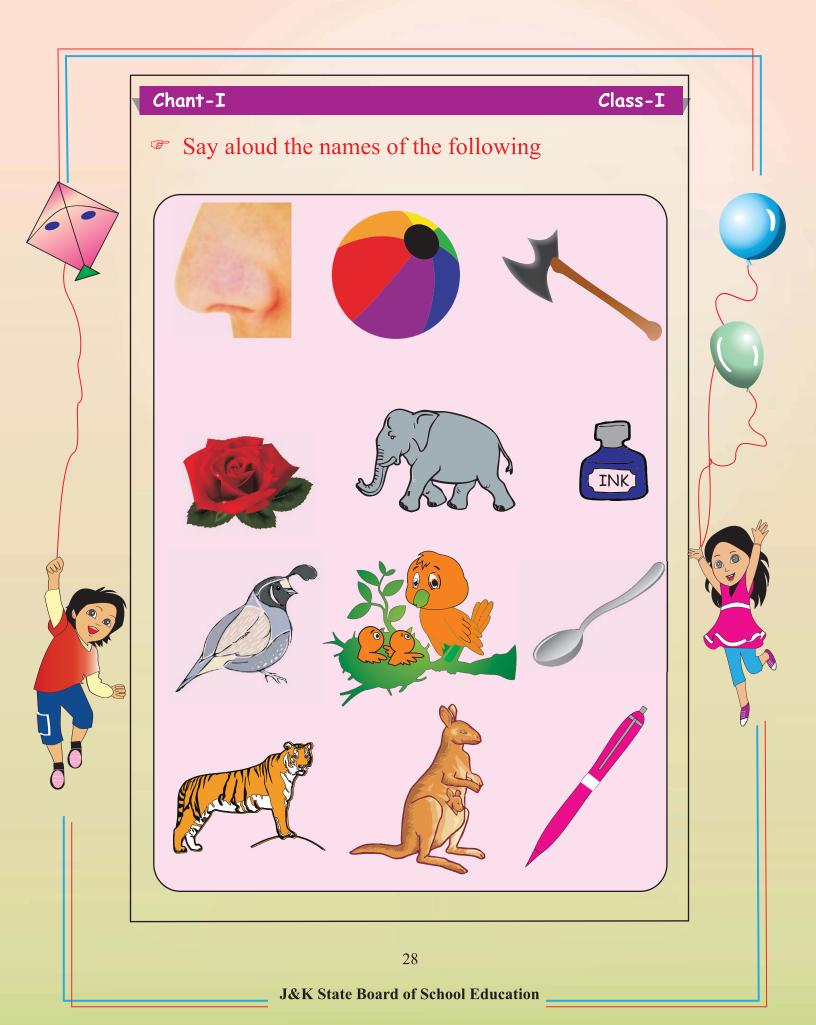
Read aloud

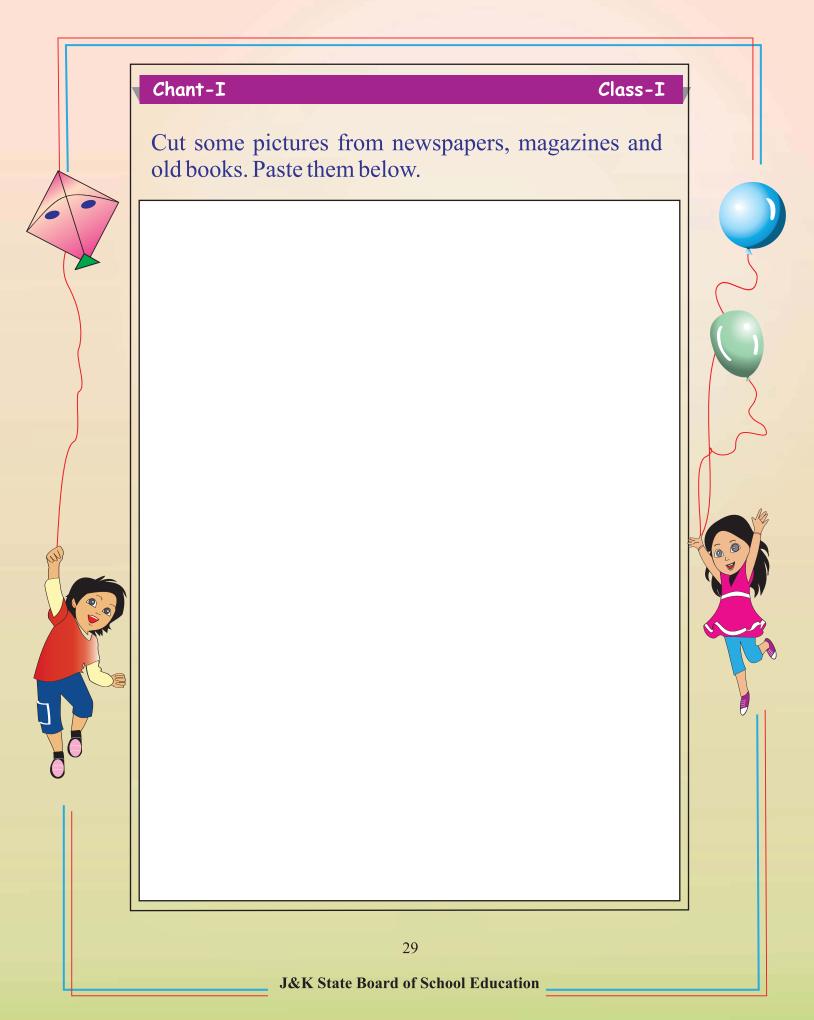


Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	LI
Mm	Nn	Oo	Pp
Qq	Rr	Ss	T†
Uu	Vv	Ww	Xx
	Уv	Zz	









Chant-I Class-I **STAR** TRACK Name of the student: Roll No.: **Skills and Values** * Tick the star/s Star Score **** **Punctuality** **** Listening **** **Speaking** **** Reading **** Writing **** **Participation** Teacher's remarks: Signature *For star rating please refer to A Handbook of Teachers' Resources.

Chant-I



Sounds Together





Learning Outcomes



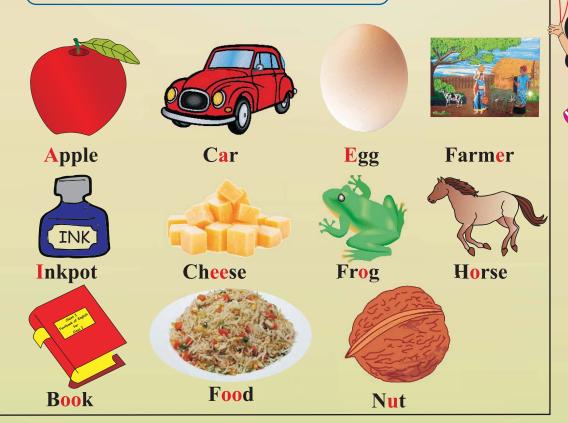
To know and produce the vowel sounds

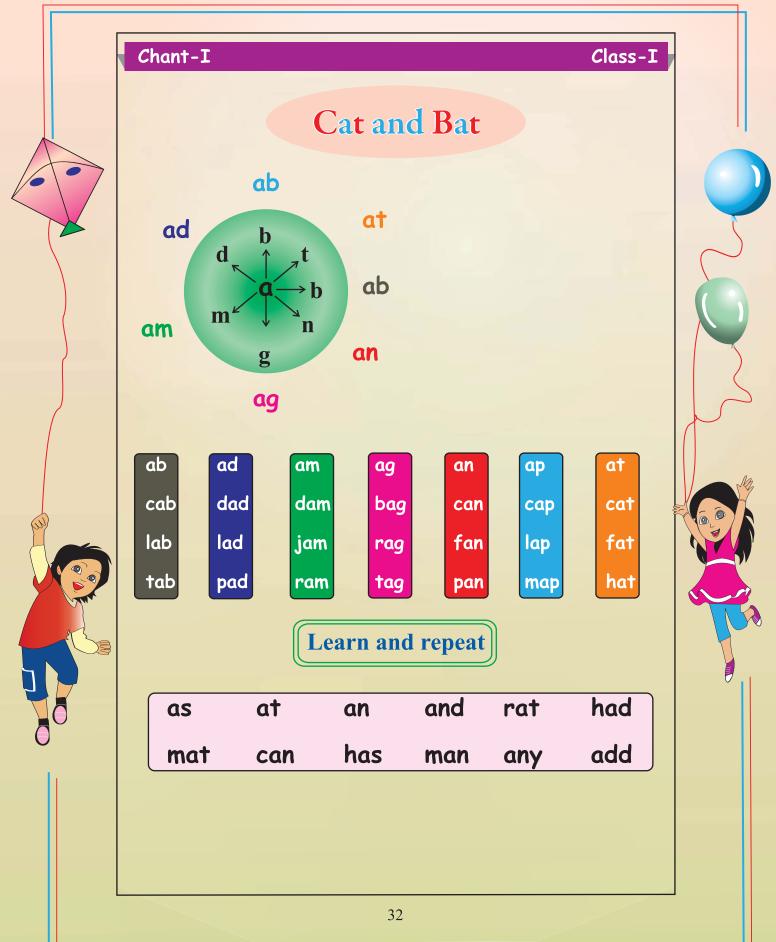
To produce the sound each letter makes

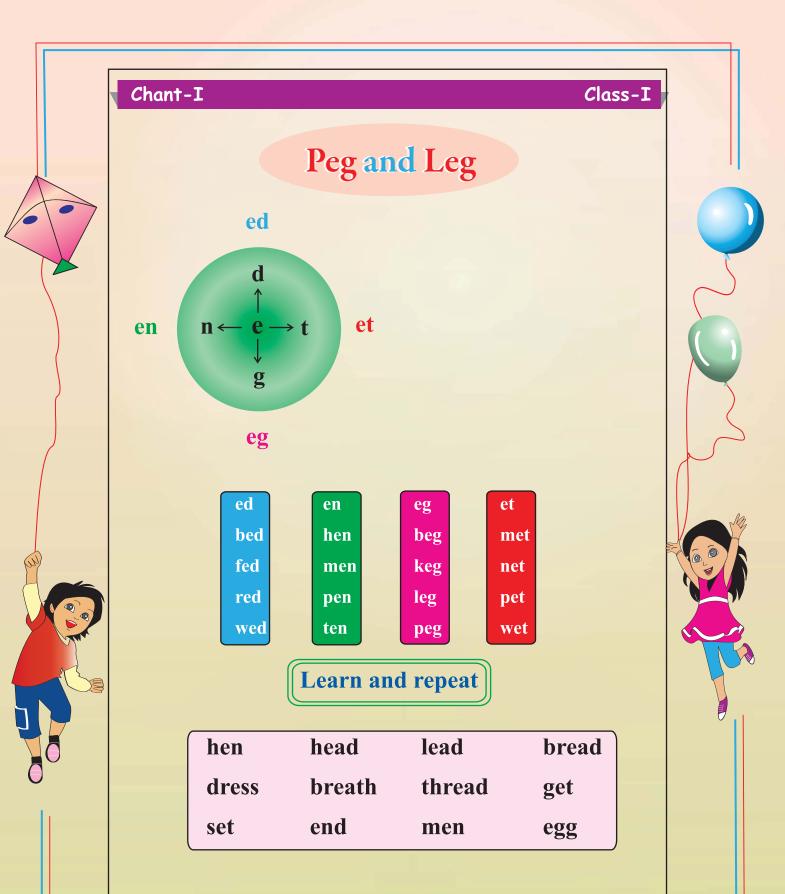
To recognise pictures and identify the letter sounds

Read the following words

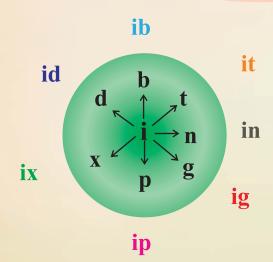


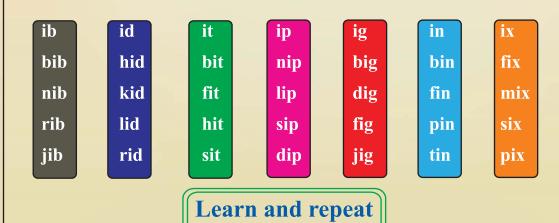






Kid and Lid

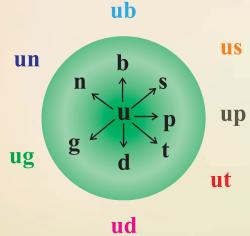


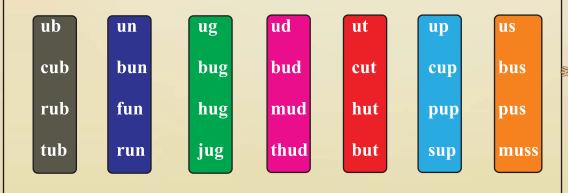


it if in is his him ink big did fish this dish sink mink pink kick sick tick



Chant-I Cub and Tub ub





Learn and repeat

but shut cut gut tug rug luck suck muck truck tough rough



Ark and Park

ask

after

aunt

arm

art

ark

fast

cast

last

dart

cart

heart

par

car

far

tar

bar

star

Learn and repeat

arm alms car bar star balm calm shark mark dark stark guard

Eat and Meat

eat eel seat feel heel meet seal zeal

chief
thief
niece
piece

team
lean
keen
jeep

he

she

bee

key



Learn and repeat

deep	keep	jeep	feel	heel
sea	heal	deal	beat	meat
chief	thief	sheep	leap	reap
lean	pea	seal	tea	meet





Ball and Wall

oar order

awl

all

ball

wall

call

fall

more

four

door

floor

Learn and repeat

short horse talk walk war wall caw law course tall small stall floor



Book and Cook

book foot could hook put should wood look full good

Learn and repeat

put foot book nook took
look cook full wool bull
shook

Room and Broom

boom cool fuse fuse moon tool cute

school

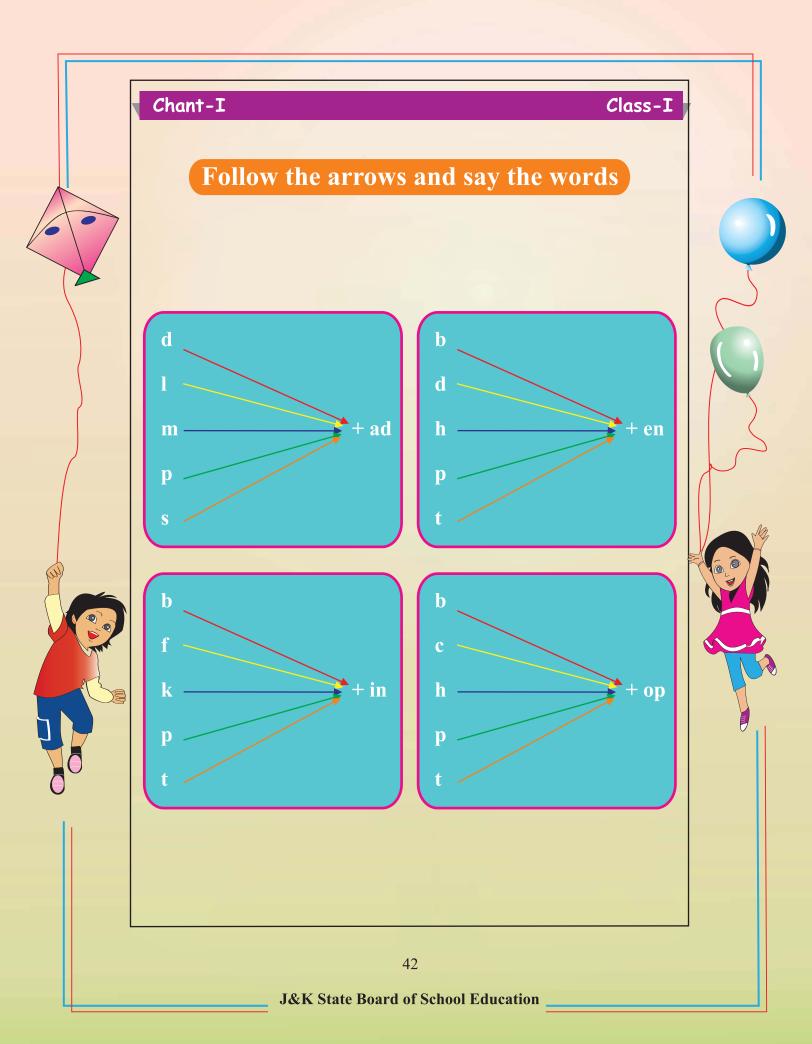
mute

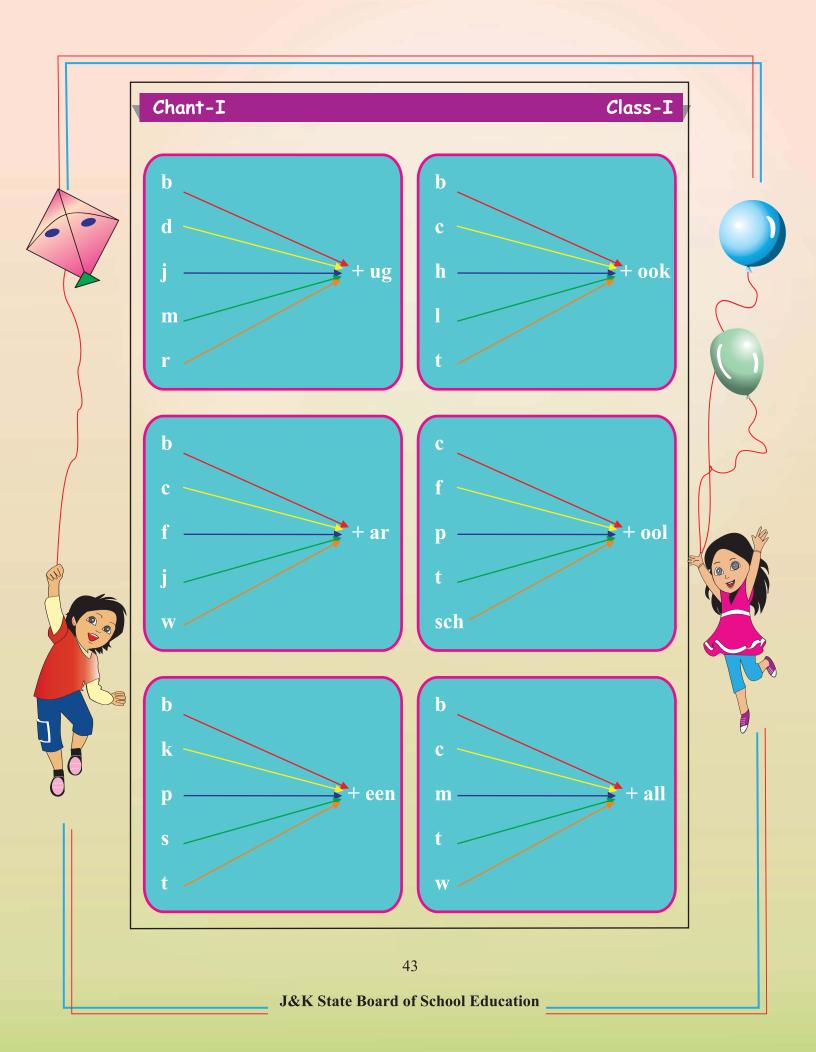
cube

spoon

Learn and repeat

moonsooncooltoolfoolrulerootshootfoodroomtoonloombroomwhommule





Chant-I

Class-I

Now combine the letters in the box and say the words



a

$$v + a + n$$

$$b + a + g$$

$$j + a + m$$

$$c + a + t$$

e

$$b + e + d$$

$$h + e + n$$

$$l + e + g$$

$$p + e + t$$



i

$$f + i + g$$

$$z + i + p$$

$$s + i + x$$

$$b + i + g$$

0

$$g + o + d$$

$$d + o + g$$

$$t + o + p$$

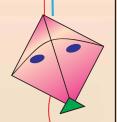
$$c + o + t$$

Chant-I

Class-I

u

00



$$c + u + p$$

$$h + u + t$$

$$s + u + n$$

$$t + u + b$$

$$m + oo + n$$

$$b + 00 + n$$

$$s + 00 + n$$

$$n + oo + n$$

ee



$$sh + ee + p$$

$$sl + ee + p$$

$$k + ee + p$$

t + a + lk

$$w + a + lk$$

$$b + a + lk$$

$$ch + a + lk$$



ar

$$d + ar + k$$

$$m + ar + k$$

$$l + ar + k$$

$$sh + ar + k$$

Mixed

$$b + i + n p + ee + p$$

$$t + e + n$$
 $f + oo + d$

$$b + a + t b + ar + k$$

$$p + u + p st + a + lk$$

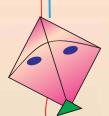
$$n + o + t$$

[Activity Time]

Activity - 1

- Display flash cards of all the letters.
- Say aloud the sound each letter makes while showing the relevant flash card to the students.
- Then place together side by side two or three letter flash cards. One of these letter flash cards must be that of a vowel sound. That is if you place two flash cards side by side, the first one of the two should be that of a vowel sound; and if you place three flash cards side by side, the middle one should be that of a vowel sound. [Note: We should begin with two flash cards first.]
- While placing together these flash cards, the teacher says aloud only their individual letter sounds. The students will try to read aloud the words.
- © Go on replacing the vowel sound flash card by another vowel sound flash card. Then change the consonant sound flash cards as well so that the students are exposed to different sound combinations. [Note: The focus should be on vowel sounds.]





Activity - 2

- Make flash cards of all the letters. One letter on one flash card.
- Also make flash cards of letter combinations. That is two letters together on one flash card. [For example: ar, or, ee, ea, oo, sh, ch, lk, op, ug, in, en, ad]
- Then place these flash cards together side by side as we did in activity 1 and follow the same procedure.
- © Utter the individual letter sounds. Let the students read the word aloud.

[Note: The focus should be on vowel sounds, especially the long vowel sounds.]





Rhyme time

Twinkle twinkle Little Star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky.









Chant-I



Words Together





Learning Outcomes



To speak simple words and sentences

To use 'a' and 'an'

To join words using 'and'

To use 'this', 'that', 'these' and 'those'

To use 'in', 'on' and 'under'

To use 'I', 'my', 'you', 'your', 'he', 'his', 'she', 'her', 'they'and 'their'





a ball



cow



a flower



an aeroplane



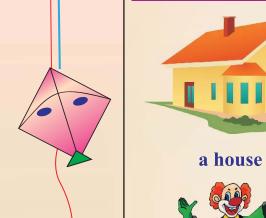
an ox



an eagle

^{&#}x27;a' is used before a singular noun beginning with a consonant sound

^{&#}x27;an' is used before a singular noun beginning with a vowel sound



Chant-I

a joker



Class-I

an insect



an umbrella



- 1. _____ apple 2. _____ baby 3. ____ doll 4. _____ egg 5. horse 6. iron 7. _____ key 8. ____ lock 9. _____ mango 10._____ inkpot
- 11. ____ orange 12. pen 14. _____ring 13.____ owl 15. urn 16. tree
- 17. _____ van 18._____ woman

19. watch 20. zipper

Sight Words

that with they thin have from home move





51



[Activity Time]

Activity - 1

- Make flash cards of different pictures. [Note: The names of some of these pictures should begin with vowel sounds and the names of some should begin with consonant sounds.]
- Make two more flash cards of 'a' and 'an'.
- Then display a picture flash card and ask a student to place 'a' or 'an' flash card on it.
- Display another picture flash card and ask another student to do the same.
- © Continue till all the students participate.

Activity - 2

- Divide the students into two groups X and Y. [Note: Group X will comprise two students and the rest of the students will form group Y.]
- The two students of group X will be named as 'a' and 'an'.
- The students of group Ywill be named after different objects. [Take care that some names start with vowel sounds and some with consonant sounds.]
- © Call both the students from group X to the front and ask them to say aloud what they represent.
- Ask each student of group Y with whom he/she should go-'a' or 'an'.









Learn the following

black and white nuts and bolts

bread and butter old and new

hands and knees soap and water

boy and girl man and woman

milk and honey thick and thin

needle and thread hot and cold

Sight Words

word what were when your said kind hand



[Activity Time]

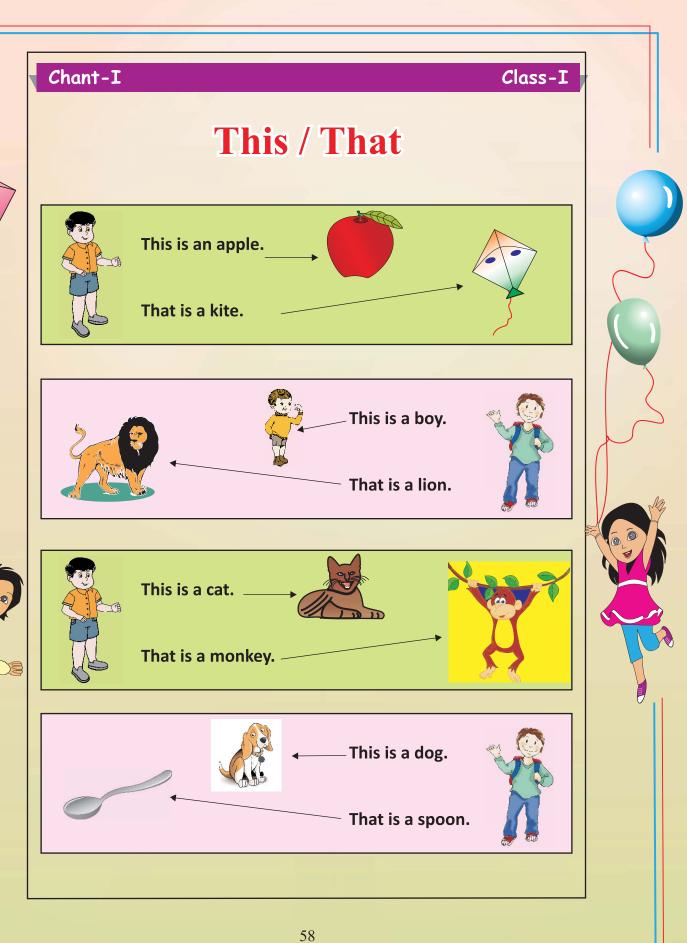
Activity - 1

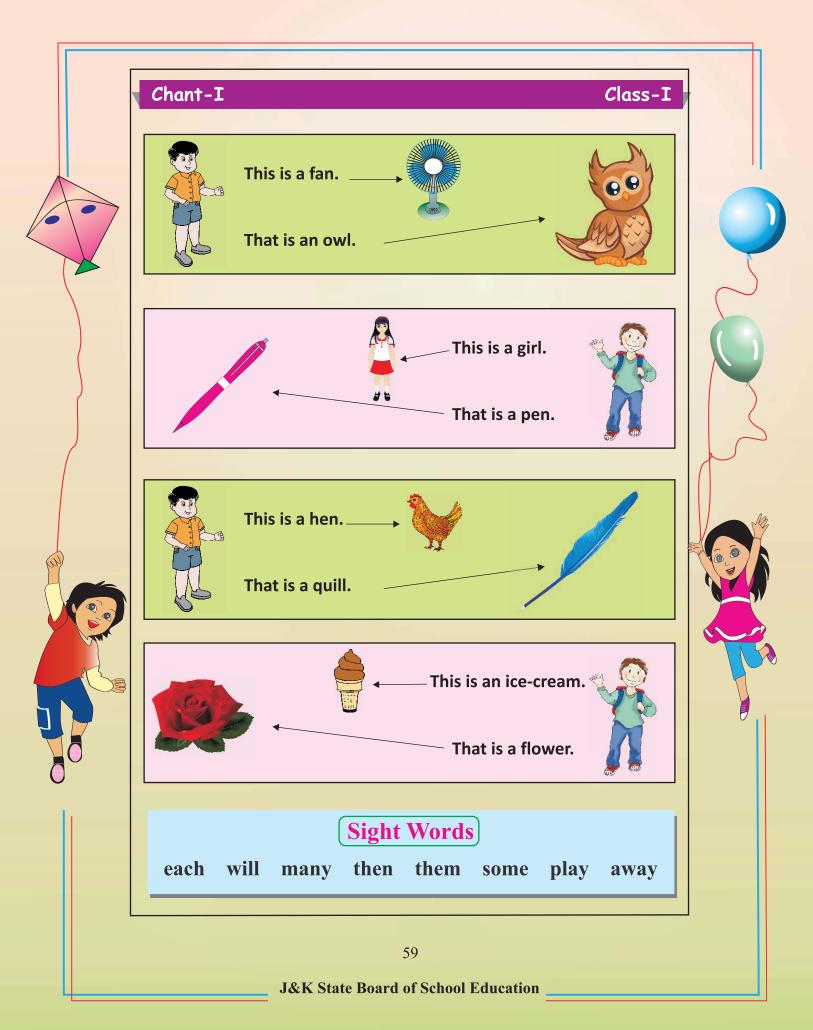
- Write on the board the names of two things. For example: a bat and a ball. [Please note: Do not forget to write the conjunction 'and'.]
- Then ask the students to draw the pictures of these two things.

Activity - 2

- © Collect as many things as you can. For example a ball, a biscuit, a pen, a pebble, a marker, a phone, a pouch etc.
- Then tell a student to pick up 'a ball and a pen'.
- © Then tell another student to pick up 'a biscuit and a pebble'.
- © Repeat till all the students participate.
- You can also direct the students to observe different things in the classroom or playground and speak any two words using 'and'.

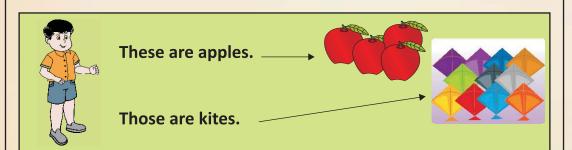


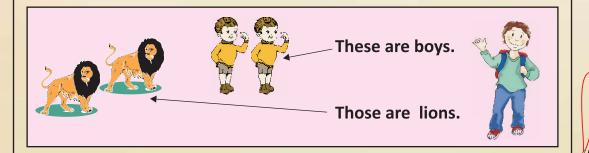


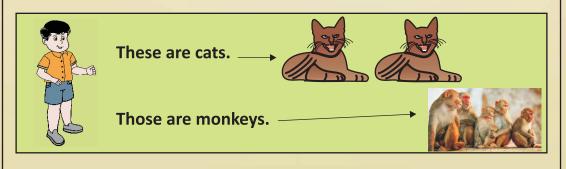


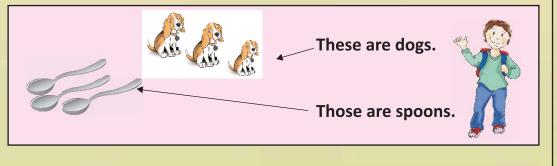


These / Those

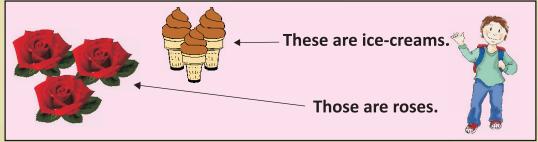












Sight Words

make like into time look more page high



In, On, Under

The balls are in the basket.



The rat is on the mat.



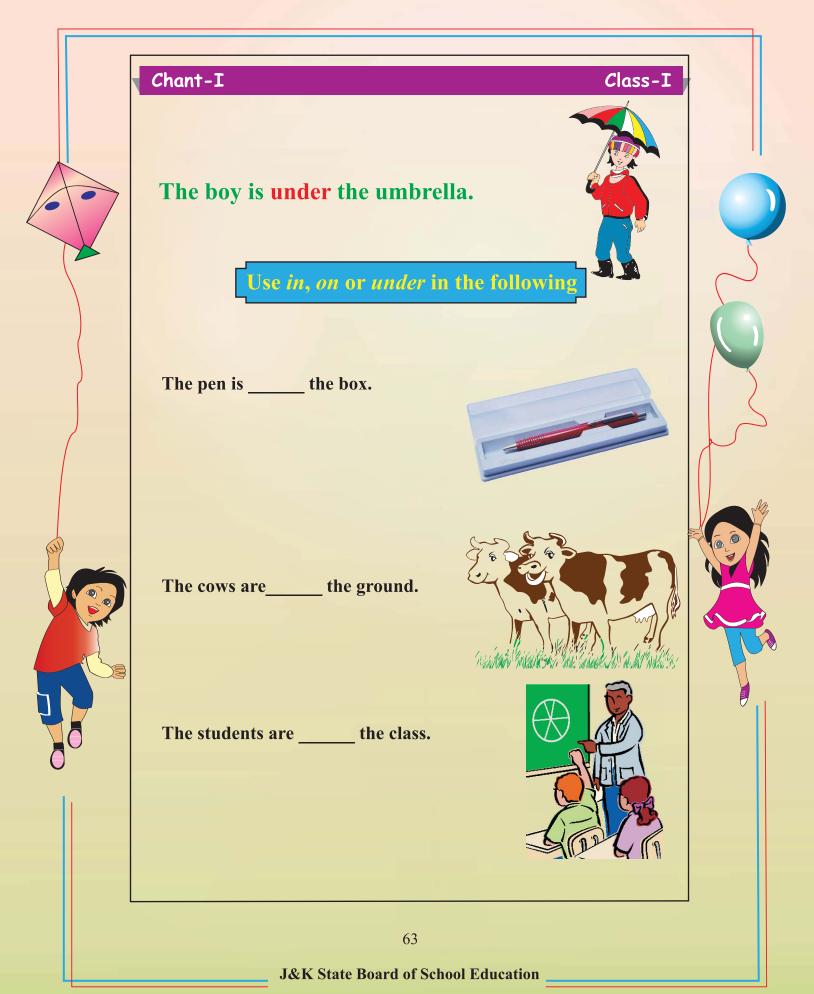
The cat is under the table.

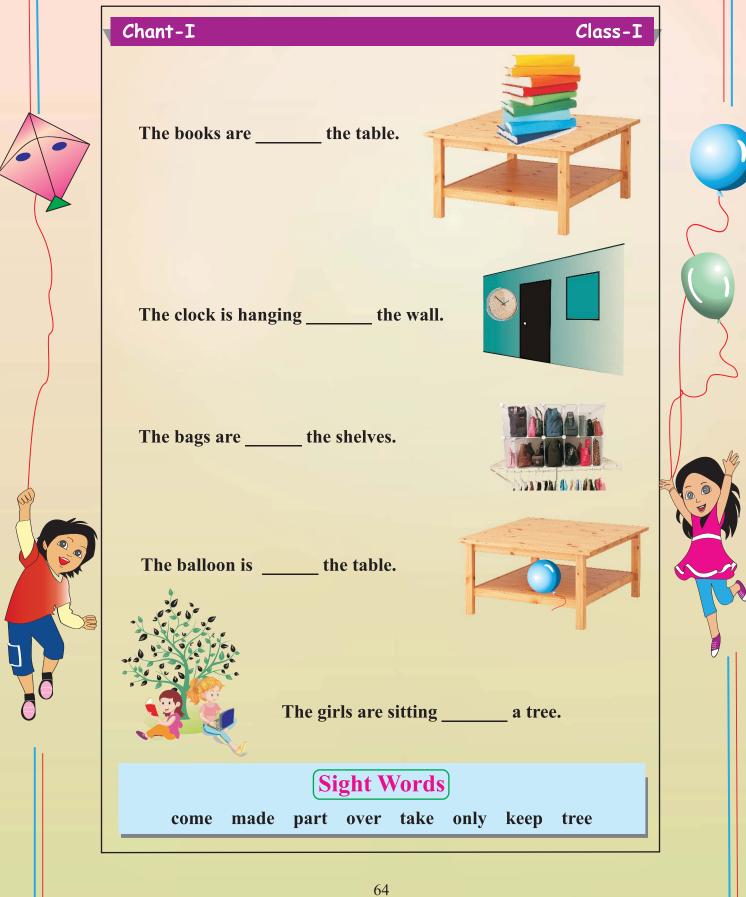






The monkey is on the road.





[Activity Time]

Activity - 1

- Material needed: A table and a box placed at the front of the classroom.
- ② Ask each student of the class to keep pencil, pen, sharpener, eraser, book, notebook or a toy in his/her hand.
- Ask each student to place the thing either on the table, under the table or in the box.
- © Continue the activity till all the students participate.

Activity-2

- This activity is in the form of a TPR (Total Physical Response) rhyme.
- The students stand in a circle.
- © The teacher stands in the middle of the circle.
- © The teacher sings the following with actions. The students follow.

Let us keep

Our finger [raising his/her finger up]

On the head [keeping the same finger on the head]

Under the chin [keeping the same finger under the chin]

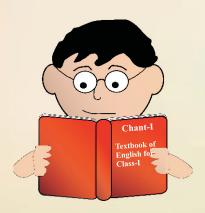
In the ear [keeping the same finger in the ear]

And say

Googli woogli woush [keeking his/her hands around the mouth]



I-My; You—Your; He-His; She-Her; They-Their



I am Kashif.
This is my book.
I read my book.
It gives me knowledge.



You are my brother.
Your name is Kashi.
You read in Class I.
You are a good boy.





This is Geeta.

She is a girl.

She lives in Jammu.

She is a player.

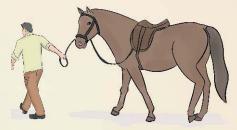


These are bananas.

They are yellow and delicious.

We eat them.

They keep us healthy.



This is Sultan.

This is his horse.

The horse is brown.

He rides the horse.



These are tomatoes.

They are red.

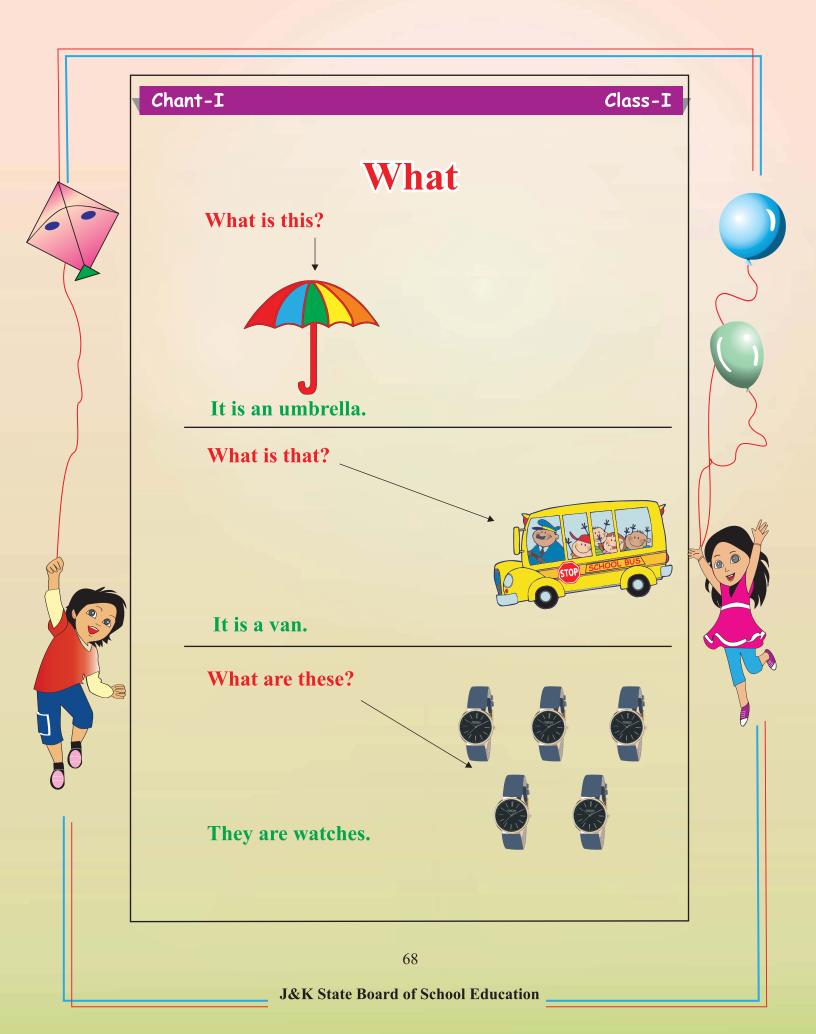
They are tasty.

We eat them.



Sight Words

work know year live back give most city head



What are those?



They are zebras.

Fill in the blanks

- 1. What is this?
 - is a pen.
- is a dog.

2. What is that?

- 3. What are these?
 - are grapes.
- 4. What are those?
 - are sweets.
- 5. What is this?
 - is a hen.
- 6. What is that?
 - is a computer.

- 7. What are these?
 - are animals.
- 8. What are those?
 - are insects.
- 9. What is this?
 - is a pencil.
- 10. What is that?
 - is an eraser.
- 11. What are these?
 - are cups.
- 12. What are those?
- are plates.

Sight Words

than been call find long down food lost







Rhyme time

One,two,
Buckle my shoe;

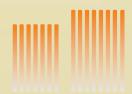




Three, four, Knock at the door;

Five, six, Pick up sticks;





Seven, eight; Lay them straight;

Nine, ten, A big fat hen.









Meet Me



Learning Outcomes



To be able to introduce yourself To ask/answer personal questions

> Paste your photograph here



Hello! I am Nidhi.

I am from Srinagar.

I am six.

I am in Class I.

My favourite colour is green.

The apple is my favourite fruit.

I play cricket, carom and badminton.

I want to become a teacher.





Chant-I Class-I New words favourite colour apple teacher green



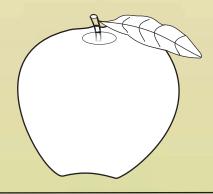
- ➤ What is your favourite colour?
- Name some things that have your favourite colour.

Let's learn

- 1. Nidhi's favourite colour is green/red.
- 2. Nidhi's favourite fruit is the orange/apple.
- 3. Nidhi is six/five years old.
- 4. Nidhi wants to become a teacher/doctor.

Let's colour

Colour the apple







Greet your teachers and friends when you see them in the morning.

Off to the language lab

Some of the following words rhyme with Bill. Circle them.

till tall fill full mill sill sell

Now say some words which rhyme with Meet.

(Your teacher will write them on the board)

Sight Words

very just name good help much left seem





[Activity Time]

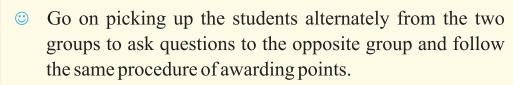
Activity - 1

- Write on the board the names of few games such as cricket, football, volleyball, hockey, etc.
- Then ask each student to stand up and say: "My favourite game is".
- The students having the same favourite game will form a group.
- ② After that, ask each group of students to draw the things that are needed or used to play their favourite game.

Activity - 2 [Note: This Activity is in the form of a Game.]

- O Divide students into two groups (X and Y).
- A student from group X comes to the front and asks group Y a question. For asking a question, group X gains a point. If any student from group Y answers the question, group Y also gains a point. If no one from group Y is able to answer the question, pass on the question to group X. If anyone from group X (excluding the student who has asked the question) answers that question, group X gains another point.
- © Group Y will follow the same procedure and the game will continue.





At the end, the group with maximum points wins the game.

[Note: A question once asked should not be repeated.]









At Home







To learn the names of different relations in a family

To understand the roles played by family members

Paste the photographs of your family members in the given boxes.

grandfather

grandmother

father

mother

uncle

aunt

brother

you

sister

79

J&K State Board of School Education



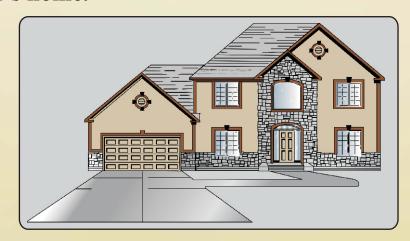
Class-I

Let's Read

This is Sadaf.



This is Sadaf's home.



Let us go inside.



This is Sadaf's mother.
She is a teacher.
She takes Sadaf to school every day.
She is reading a book.



Class-I

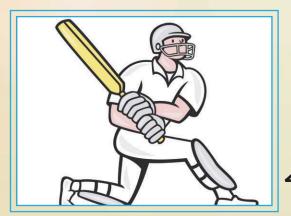
This is Sadaf's father.

He is an engineer.

He is working on a

computer.





This is Sadaf's brother.

His name is Adil.

He is a player.

He loves playing cricket.



This is Sadaf's grandfather.

He tells stories to the children

He is reading a newspaper.





This is Sadaf's grandmother.

She sings songs to the children.

She is making sweets for the children.



teacher computer cricket newspaper children sweets

Let's talk

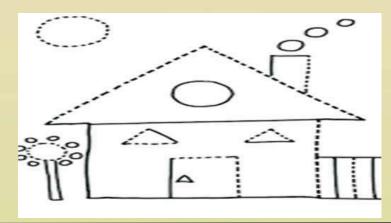
- > Sadaf's mother takes her to school every day.
- ➤ Who takes you to school?

Let's learn

- 1. Sadaf's father is a doctor/an engineer.
- 2. Sadaf's grandfather is reading a book/newspaper.
- 3. Sadaf's mother is a teacher/doctor.
- 4. Sadaf's brother likes playing cricket/football.

Let's draw and colour

Connect the dots to complete the picture of the house and colour it.





Let's learn values

Greet your family members when you see them in the morning.

Help your family members.

Off to the language lab

that does not rhyme with the other words

feel	full	meal
feet	meet	feel
deep	keep	meet
heel	deep	feel

From the following sets of words encircle the word



Sight Words

show next hard came want same

[Activity Time]

Activity - 1

- The name of this activity is "Role Play".
- © Different students assume roles of different family members.
- Then each student comes to the front and tells about the works he/she does in the family.

Activity - 2

- Material needed: White sheets equal to the number of students, crayons and glue stick/s.
- Give a white sheet to each student.
- Make a sample family tree on the board.
- Make the students sit in a semicircle.
- Then ask each student to make his/her family tree on the white paper.
- Ask the students to decorate the family trees using crayons and other things.
- Ask the students to paste these family trees on the walls of the classroom using the glue stick/s.





Rhyme time

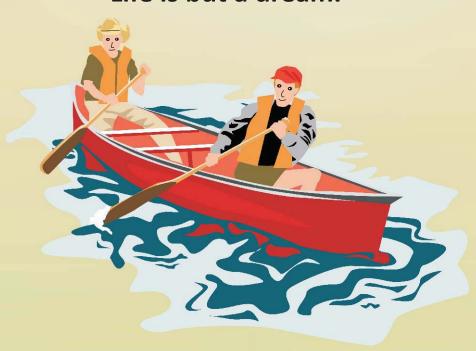
Row, row, row your boat,

Gently down the stream;

Merrily, merrily, merrily,

Life is but a dream.









Hello School







To understand the school as a community

To understand the roles and responsibilities in school

To share experiences with friends and classmates

Let's Read



My name is

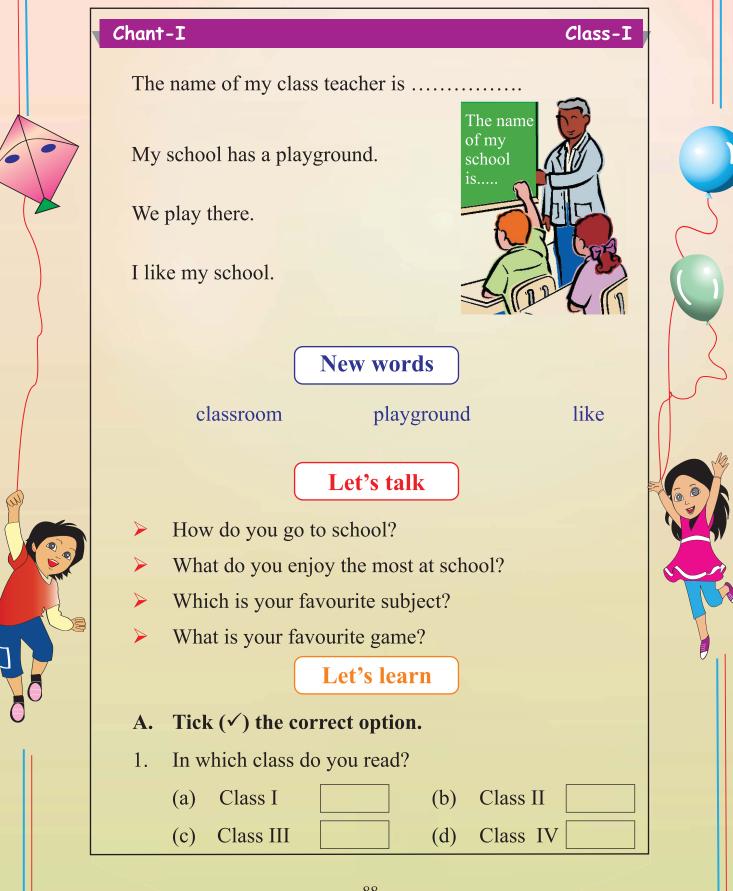
I read in class.....



The name of my school is

There are classrooms in my school.

There are children in my class.





- (a) Yes
- (b) No
- 3. Do you like your school?
 - (a) Yes
- (b) No

B. Write true/false in the box against each statement.

1. I go to school daily.

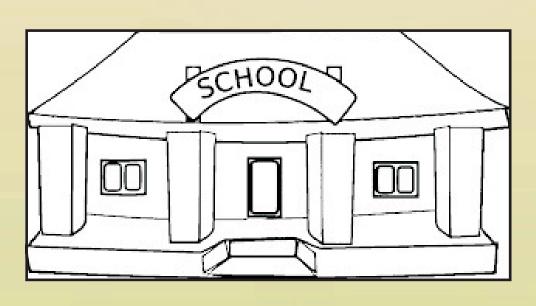
- 2. We play games in the playground.

3. I like my school.



Let's colour

Colour the picture.





Let's learn values

Greet your teachers whenever you see them.

Off to the language lab

Look at the following words

doll

apple

boy

cow

Let's put the above words in *a-b-c* order.

apple

boy

cow

doll

Put the following words in *a-b-c* order.

i. box

door

cot

ant

ii. bat

elephant

hen

duck

iii. dog

man

inkpot

parrot



also farm does well must even open life







[Activity Time]

Activity - 1

The students will draw different things found in the school and colour them.

Activity - 2

- © Show the class a video featuring people who help us like doctor, nurse, policeman, teacher, mechanic, dentist, fire-fighter, driver etc. Show pictures if you cannot show a video.
- Assign each student the role of some professional.
- Ask each student to come to the front to tell or act what that professional does.



Rhyme time

Johny, Johny!

Yes, Papa

Eating sugar?

No, Papa

Telling lies?

No, Papa

Open your mouth!

Ha! Ha! Ha!









Mehr and the Monkey







To use polite expressions

To identify the noun

To identify words beginning with the sounds /m/ and /s/

One morning Mehr was going to school. She saw dark clouds in the sky. It started raining. A big monkey was passing by. He had an umbrella in his hand. Mehr called out to him.







I'm getting wet. Can you help me?

Yes, sure.
Come under my
umbrella.

Thank you.

Are you going to school?

Yes.

Do you like your school?

Yes. I like my school very much.

You look sad. Can
I buy you some
sweets?

No, thank you! I am getting late for school.

Could I help you?

Please do.

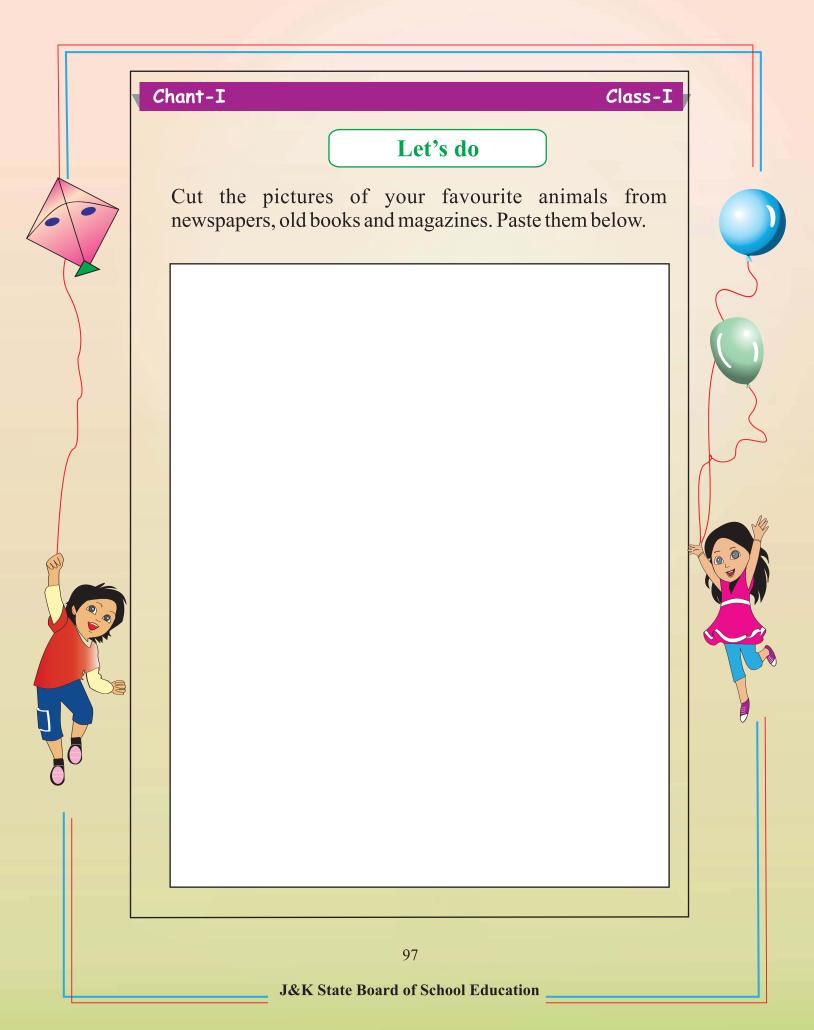
Sit on my back. I will carry you to school.

Wow! I will hold the umbrella.

Hold on tight to me. I am going to run.







Off to the language lab

Match the rhyming words

cub	but
car	bar
cut	mug
far	bark
jug	tar
pup	rub
mark	sup
wet	cold
hold	bet
pet	set
fig	pain
rain	big

Let's learn values

- When somebody helps you, say 'thank you'or 'thanks'.
- When somebody says 'thank you' or 'thanks', say 'welcome' or 'not at all' or 'mention not'.
- When you hurt somebody or do something wrong, say 'sorry'.

Sight Words

such turn here went read need land both side

[Activity Time]



- This activity is called "Shopkeeper and Customers".
- A student assumes the role of a shopkeeper.
- Other students become customers and go, one by one, to the shopkeeper to buy different things.
- This way children will name different things which will help them build their vocabulary.

Activity-2

- © The teacher asks students to follow his actions.
- © Stand up/Bend your knees/Touch your toes/Sit down.
- © Look up/ Look down/ Look around/ Rub your hands/ Hands up/ Shake your hands/ Hands down.
- Snap your fingers/ Show me your teeth/ Touch your nose.
- © Clean your nose/Clap your hands.
- Turn your head left/ Turn your head right/ Shake your head/ Fold your arms/ Polish your shoes.
- Uift your right foot/ Lift your left foot.
- © Smile.







God bless Mummy,

God bless Daddy,

Help me always,

To make them happy.











Suggested Design of Assessment for Class I

Max. Marks: 50

Listening & Speaking : 25 Marks

Q1. Circle the odd letter in each row and say it aloud:

G	G	C	G
E	F	E	E
P	P	R	P
V	V	V	W
0	Q	Q	Q

5 Marks

Q2. Listen to the words and say the letter sound each word starts with:









umbrella

5 Marks

Q3. Listen to the words and say the letter sound each word ends with:











5 Marks

Q4. Listen to the beginning sound and circle the correct picture:









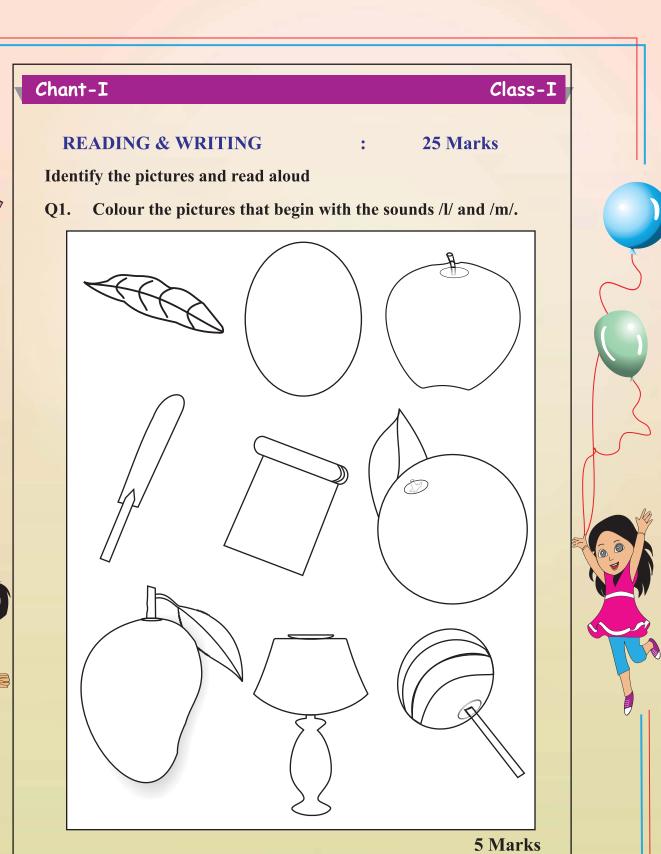
5 Marks

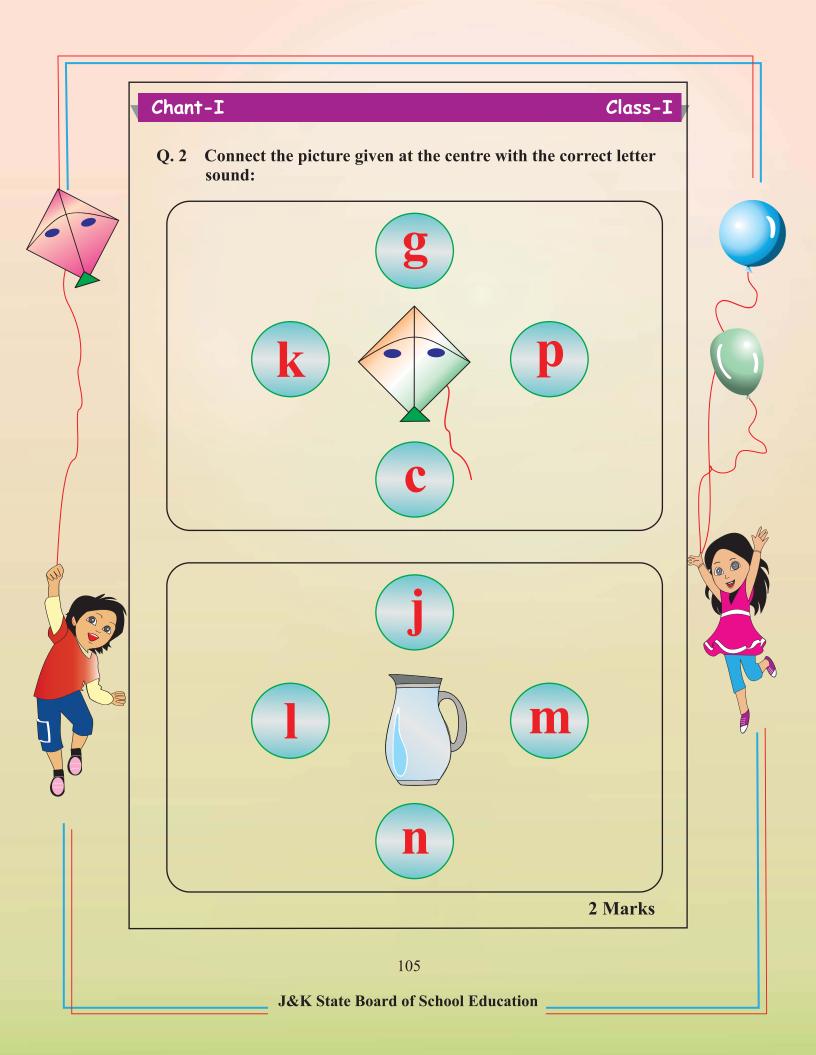
Q5. Ask each student to recite aloud any rhyme he/she remembers in English/mother tongue.

5 Marks



^{*} The teacher will speak the relevant words/sentences when the students will be asked to listen.





Chant-I Class-I Q. 3 Connect the pictures with their initial letter sounds: Letter sounds **Picture** e f a b \mathbf{W} m c y h 5 Marks 106 J&K State Board of School Education

- Q. 4 (a) Draw standing, sleeping and slanting lines
 - (b) Draw full circle and half circle.

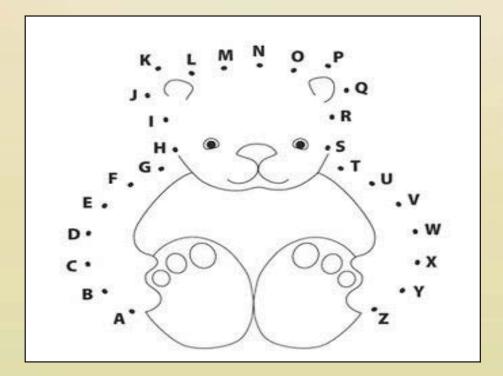
5 Marks

Q. 5 Connect the letters in upper case with the lower case:

A	g	P	i
S	d	O	p
D	a	I	0
F	S	U	y
G	f	Y	u

5 Marks

Q. 6 Join the letters from 'A' to 'Z' to complete the picture:



3 Marks



Class-I

Model Test Paper for Class 1, Term II

Max. Marks: 50

Listening and Speaking:

(25 Marks)

Q1. Listen to these words and match them with the appropriate pictures:

5 Marks

Q2. Match each word in "A" with its rhyming word in "B" and say them aloud:

A	В
pill	side
cake	call
pool	make
ride	cool
tall	till

5 Marks

Q3. There are 6 hidden words in the given box. Find and say them aloud. One has been done for you:

R	E	D	Z	P
Y	В	A	Т	F
С	U	Т	L	T
G	С	A	X	E
S	P	0	T	N
Н	Z	0	0	J

5 Marks

O4. Choose the invining word	04.	Choose the	rhyming	word
------------------------------	-----	-------------------	---------	------

Leaves on the tree

Lollipop for _____. (you/me).

Mountain tall

Mouse on the ______. (wall/table)

Nest in the tree

Needles _____ (three/still)

Orange in my hand

Octopus in _____ (sand/bag)

Paddle rows a boat

Purple is my _____(frock/coat)

5 Marks

Q5. Ask each student to recite aloud any rhyme/poem s/he remembers.

5 Marks



Class-I

Reading and Writing:

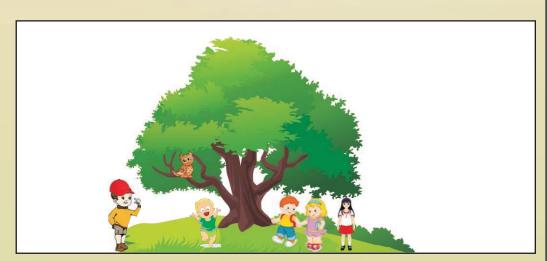
(25 Marks)

Q6. Circle the correct spelling for the given pictures:

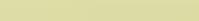
bat	bit	bet	
dug	dog	dig	
roze	roje	rose	
pen	pin	pun	
bad	bed	bod	

5 Marks

Q7. Look at the picture and answer the following questions:



- I) How many children are there in the picture?
- ii) Who is wearing a cap a boy or a girl?





Class-I Chant-I iii) Name the bird in the picture whose name starts with 'o'. iv) What colour is the bird in the picture? How many girls are there in the picture? v) 5 Marks Q8. Find the missing letter and write in the space provided: Kite K__te Rose ose Nose Nos Go_t Goat Do__l **Doll** 5 Marks **Q9.** Form the words and write them: p+o+tr+o+dw+a+rc+a+r s+e+a5 Marks

Class-I

Q10. Ask students to read some simple words and sentences

5 Marks

Note: Teachers are free to ask questions covering all the four skills of language – Listening, Speaking, Reading and Writing. The teachers can also include activity based questions in the assessment process.

Star Track Rating Scale				
Marks	=	Stars		
0-20 %	=	1		
21 – 40 %	=	2		
41 – 60 %	=	3		
61 – 80 %	=	4		
81 – 100 %	=	5		



Notes

Notes