

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

# English

First Language

## Standard 1

(First Semester)



### PLEDGE

India is my country.

All Indians are my brothers and sisters.

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

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

**Price : ₹ 43.00**

**Name of Student :** \_\_\_\_\_

**Name of School :** \_\_\_\_\_

**Class :** \_\_\_\_\_ **Roll No.** \_\_\_\_\_



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**Preface**

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

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

**With all good wishes.**

**P. Bharathi (IAS)**

Director

Date : 31-01-2020

Executive President

Gandhinagar

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## FUNDAMENTAL DUTIES

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education by the parent or guadian, to his child or a ward between the age of 6-14 years as the case may be.

\*Constitution of India : Section 51-A.

## INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

**- Authors**

# CONTENTS

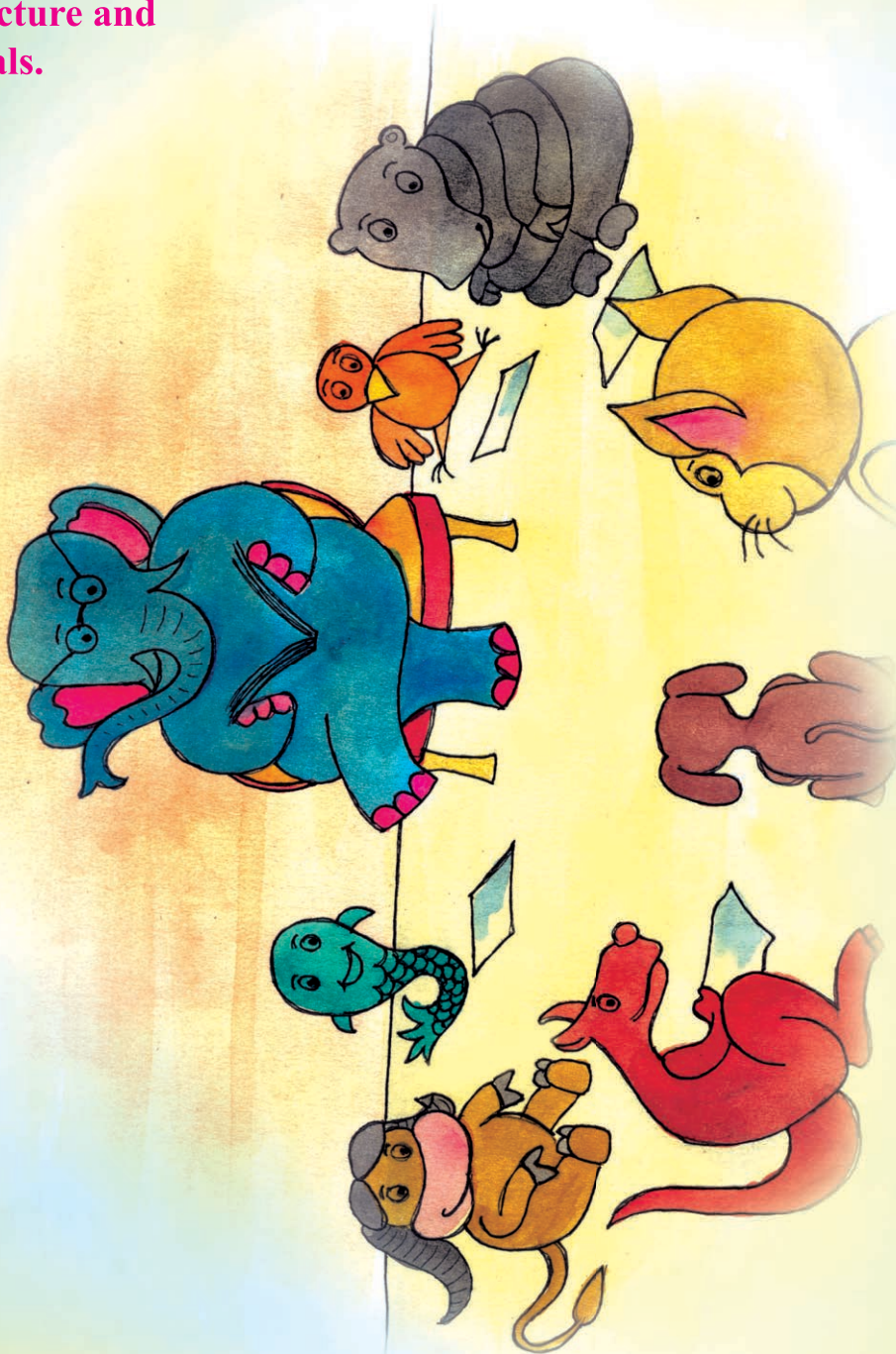
Unit	Title	Page No.
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# UNIT-1

## FIRST DAY

### ACTIVITY - 1

Look at the picture and spot the animals.



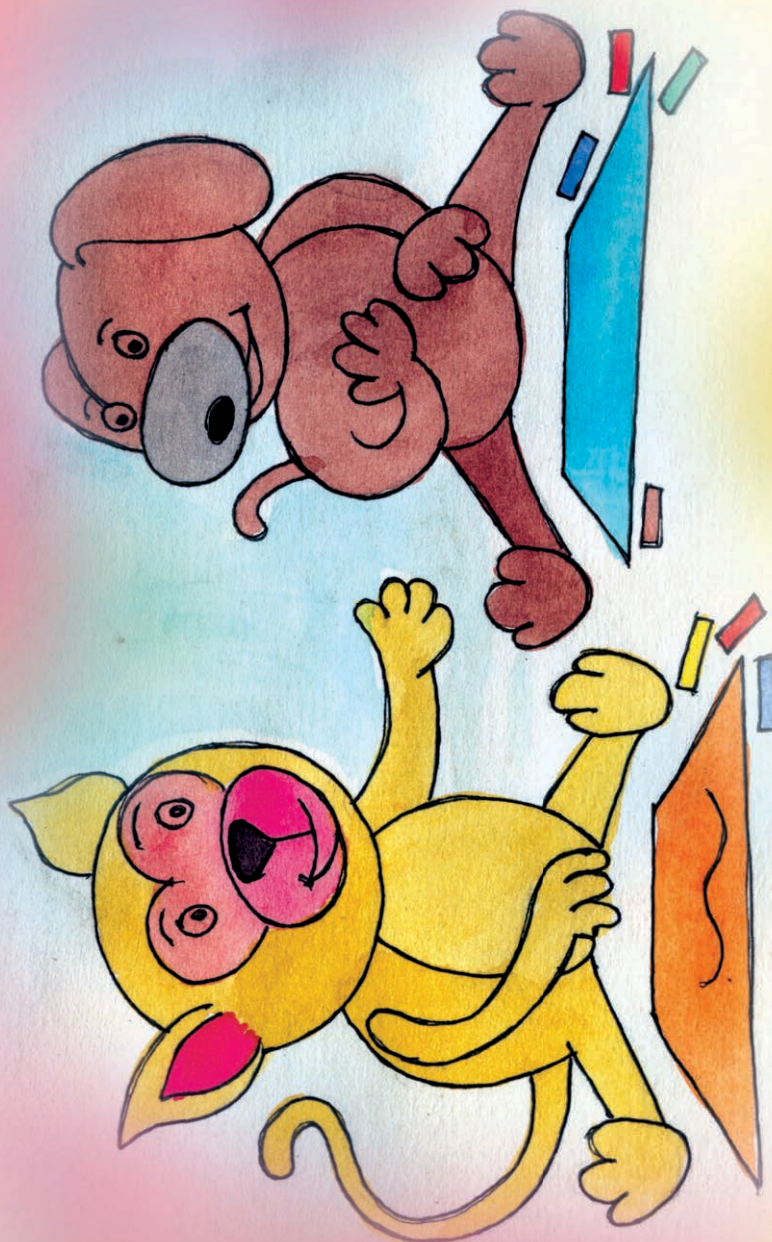
#### Helpline

- Recite the rhyme 'Old MacDonald had a farm'.
- Introduce the animals in the picture and then introduce each child to the class.



## ACTIVITY - 2

Look at the pictures and listen to the story.

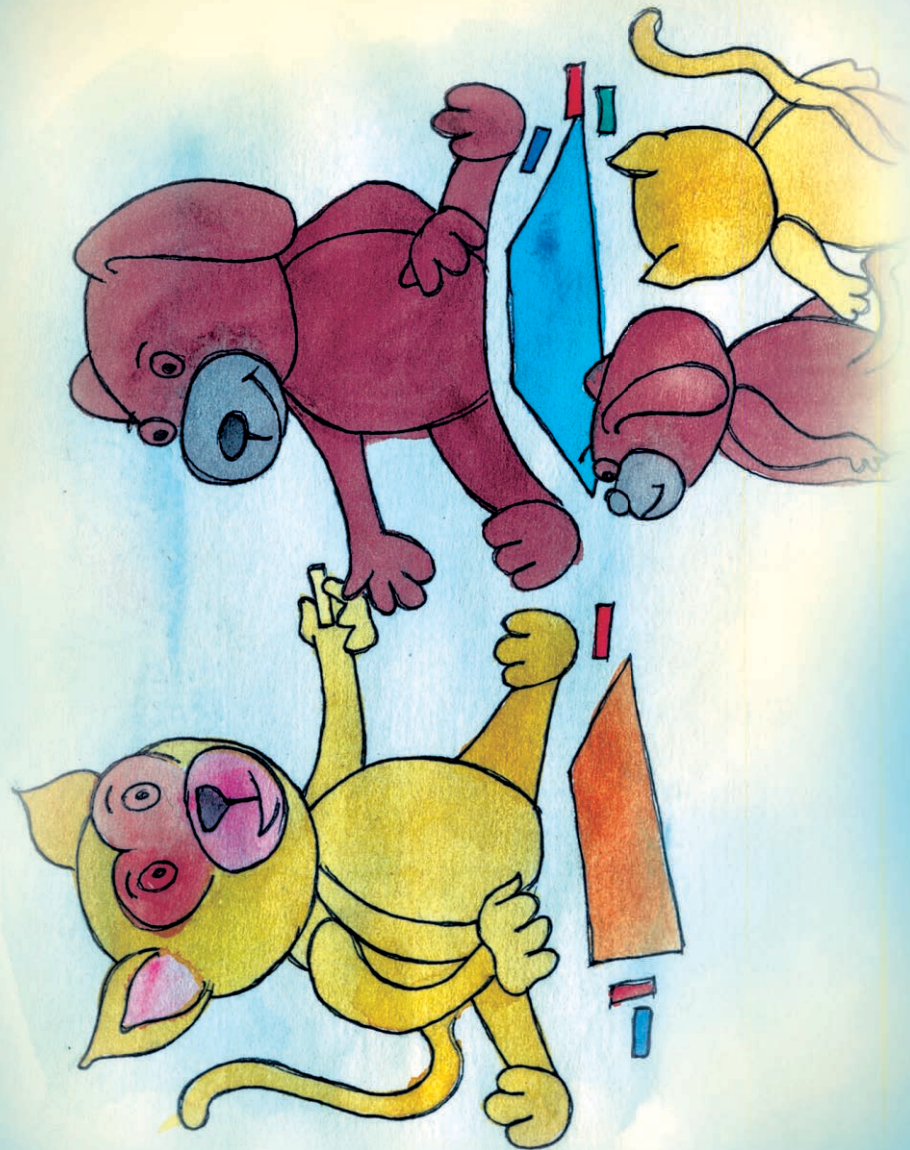


### Helpline

- Kitty is telling a story to Puppy.
- Tell the story 'Sky is Falling' to the class.

### ACTIVITY - 3

Puppy and Kitty are friends. Let's listen to their conversation.

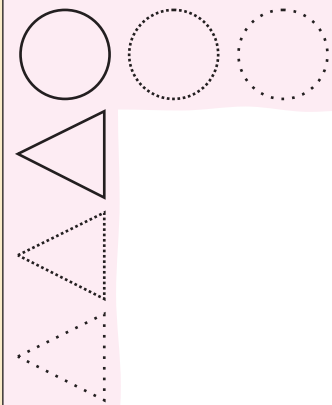


#### Helpline

- The teacher will read out the conversation given on page no. 12
- Then the children will dramatise the conversation in groups.

## ACTIVITY - 4

Draw or paste your own picture. Decorate the borders.





## ACTIVITY - 5

Circle the activities you like.



## ACTIVITY - 6

Ask and answer questions.

"Do you like jumping?"

"Yes, I do." "No, I don't."

### Helpline

- Ask them questions such as 'Do you like...!'. Recite an action song and let them act out. Later they will ask the questions to each other. Train them to work in pairs.
- Jumping / Dressing / Dancing / Singing / Running / Playing, etc.

## ACTIVITY - 7

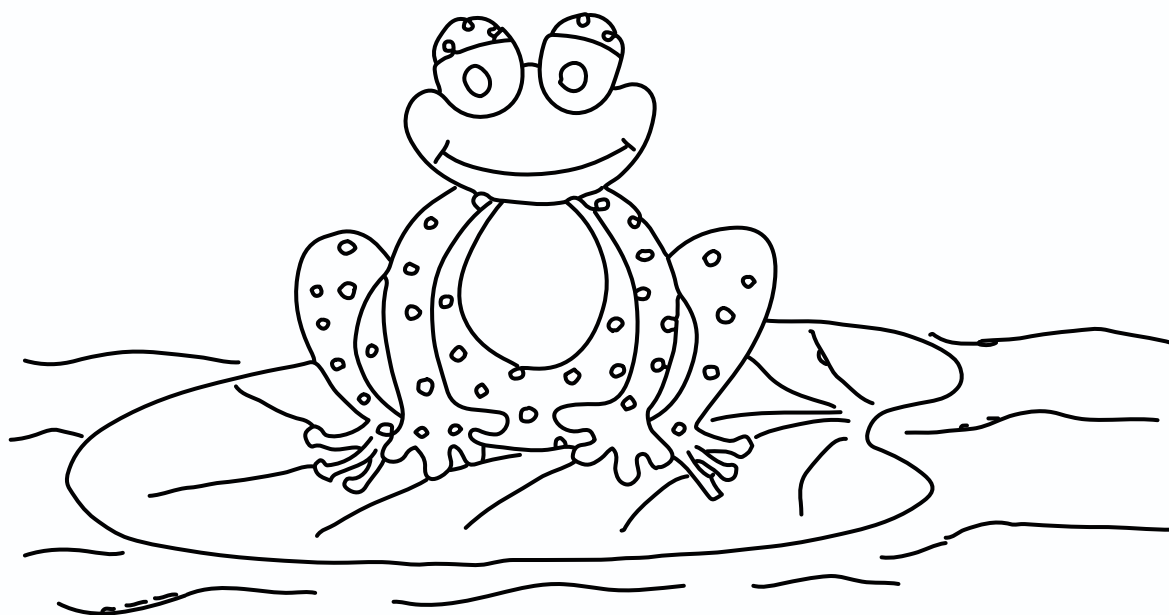
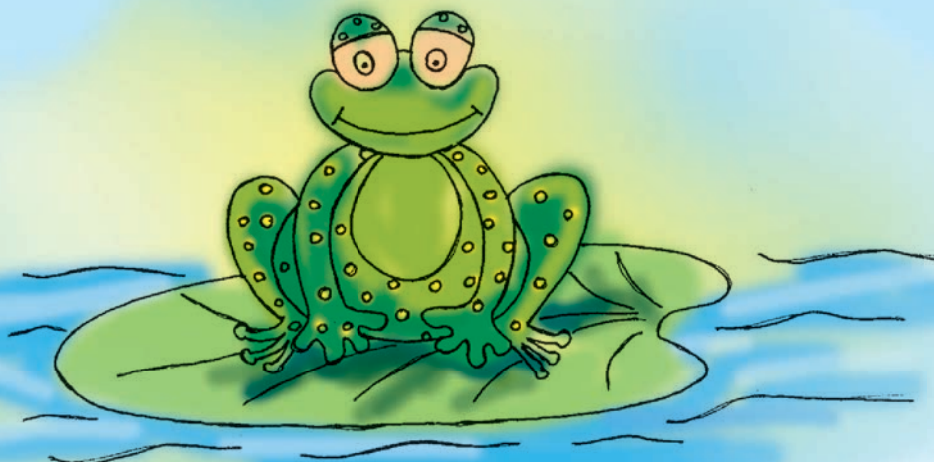
Match the items that go together.



### Helpline

- Let them draw lines to match the objects.

**ACTIVITY - 8**  
**Colour the frog.**

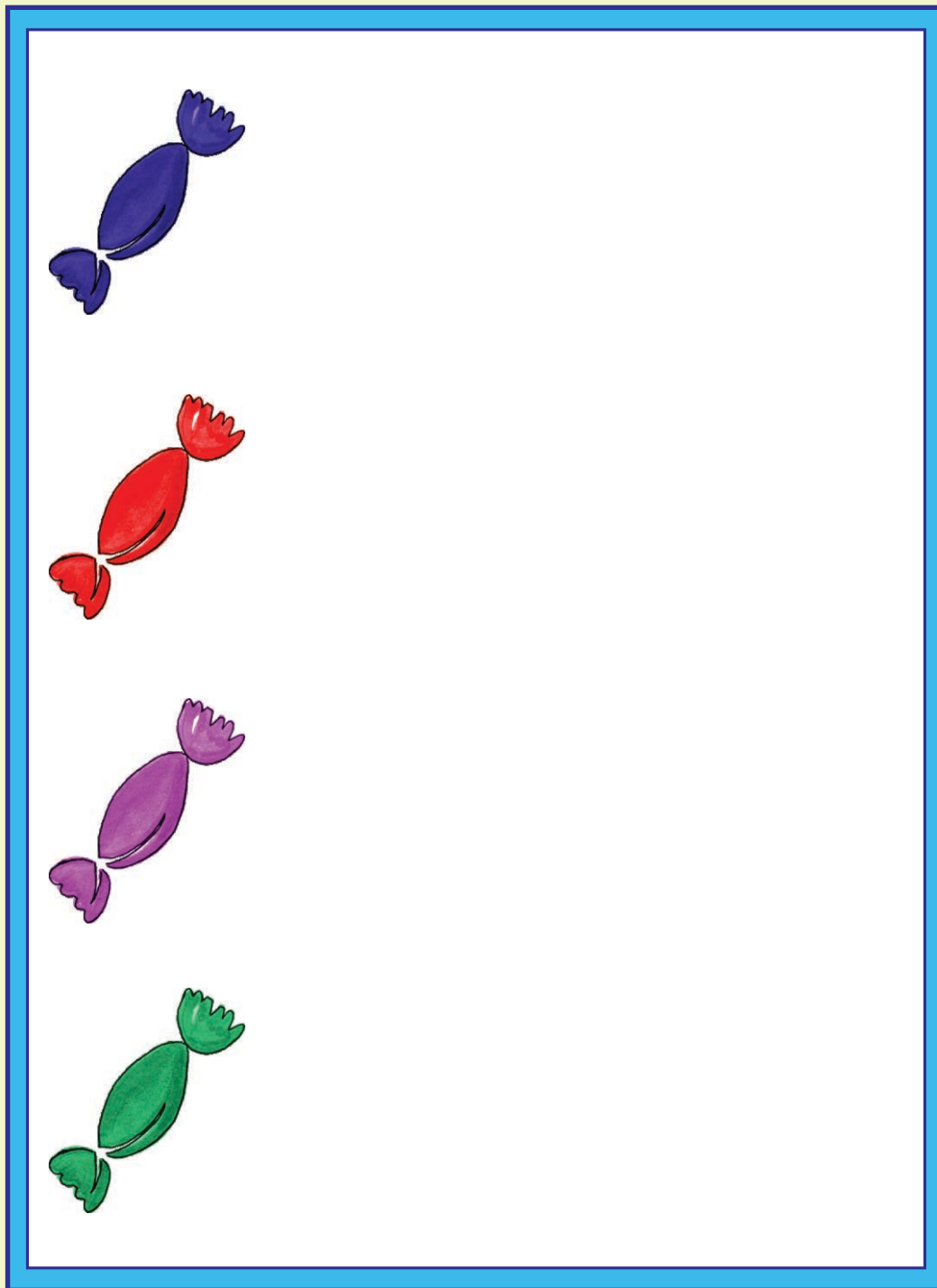


**Helpline**

- Let children colour the frog in the way they want.

### ACTIVITY - 9

See the colours. Draw an object of the same colour.



### ACTIVITY - 10 (A)

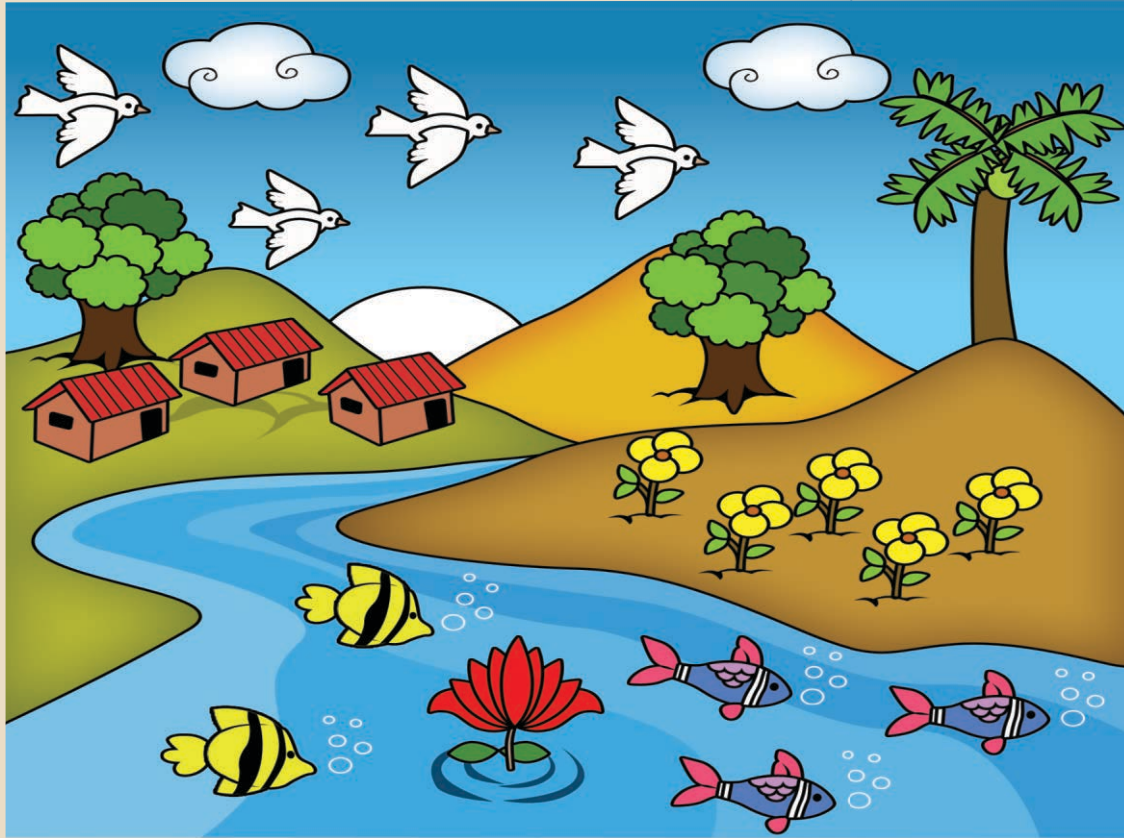
Describe your pictures. Say "This is \_\_\_\_\_. It is \_\_\_\_\_."

#### Helpline

- Let them draw whatever they like. Then help them describe it to the class.



## ACTIVITY - 10 (B)





















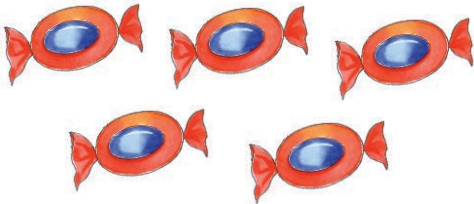






### Helpline

Talk to the children about the picture and point out the number of birds, houses, fishes, trees and plants. Make sure that all the students participate in this activity. Just below the picture you can see some other pictures. Help the students to count the number of birds, houses, fishes etc in the main picture and draw same number of dots against the pictures.

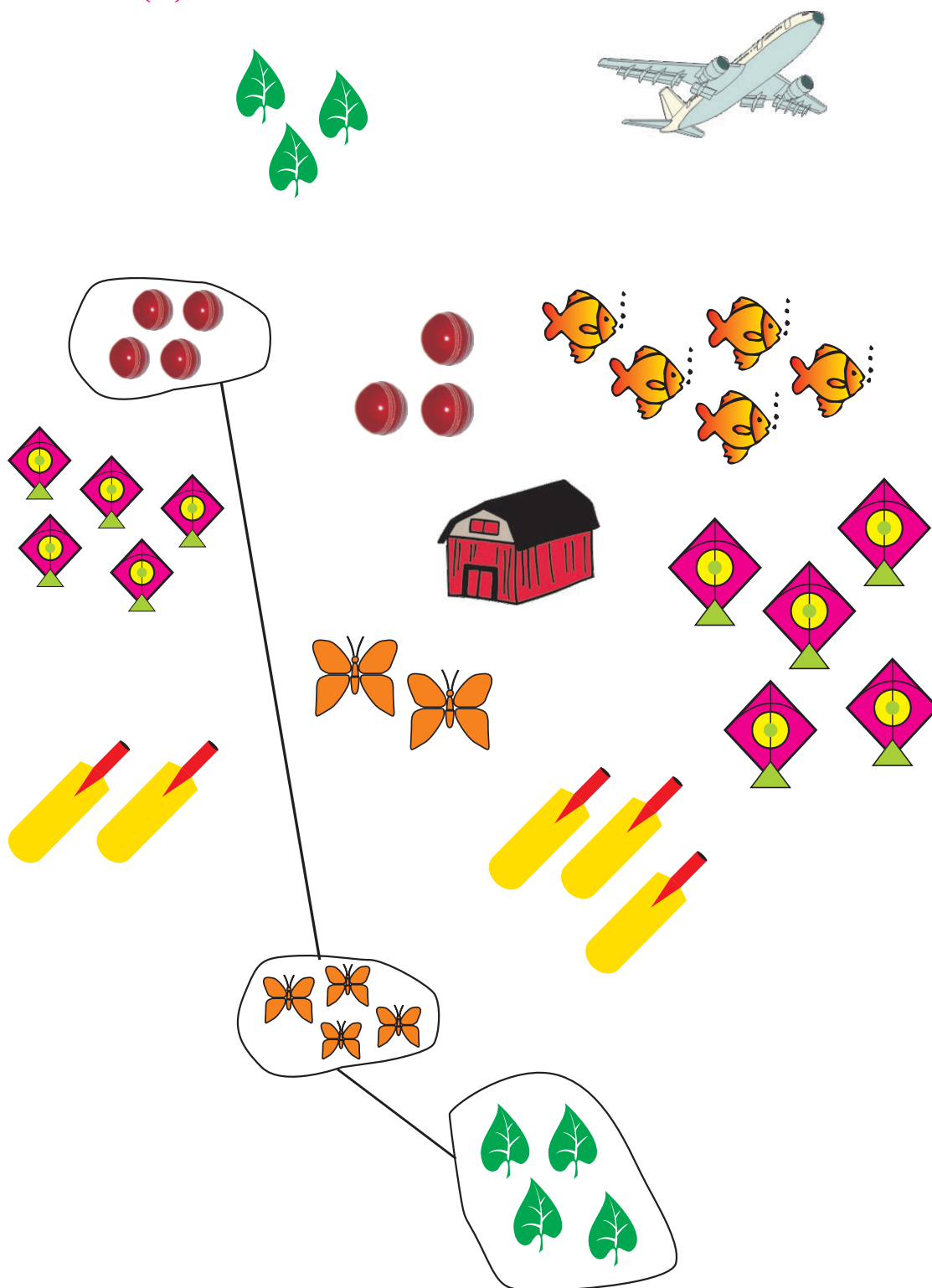
## ACTIVITY - 10 (C)

		1
		2
		3
		4
		5

### Helpline

Ask questions about what they see in the pictures. Help them count and identify numbers 1-5 with the help of the picture. Students will colour the circles against the pictures. Ask them to say the numbers aloud. For example, 1 sun, 2 eyes and so on.

## ACTIVITY - 10 (D)



### Helpline

Help the students to count the numbers of objects and make groups. For example: four balls, four butterflies, etc. Help them connect each group with another group with same number of objects.

# Unit-1 Helpline

## 1. Sample Characters

Kitty, the cat.  
Puppy, the dog.  
Kaveri, the cow  
Froggy and Fish-ben.  
Jumbo and Hippo  
Gadhuram, the donkey and so on...

## 2. Refer to Std.IV textbook for the story 'Sky is falling'.

## 3. Sample Conversation

Puppy: Come, sit here.  
Kitty : Thank you.  
Puppy: I'm Kitty. And you?  
Puppy: I'm Puppy. Nice to meet you.  
Kitty : Nice to meet you too.  
Kitty : What are you doing?  
Puppy: Colouring the picture.  
Kitty : I love colouring.  
Puppy: Let's do it together.

## Learning Outcomes

**The focus is on oral work. Singing songs. Telling stories. Let them talk.**

### • Language

#### *Introduction and greeting*

"Hello!"  
"I'm (+name)."  
"Nice to meet you."

#### *Expressing likes and dislikes*

"I like (painting, dancing, eating ice-cream, playing)."

#### *Talking about possessions*

"I have / I don't have (pencil, rubber, bag, paper, etc.)"

#### *Seeking and giving information*

"What are you doing ?"  
"I am colouring a picture."

### • Skills

#### *Listening and Speaking*

#### *Recognising colours and naming them*

#### *Copying patterns*

### • Environmental awareness

Identifying and learning names of animals

### • Social awareness

Getting to know others, working with others and helping, co-operating, appreciating  
Learning social awareness by greeting and wishing.

### • Mathematical awareness

Counting objects, identifying numbers 1-5, counting numbers.

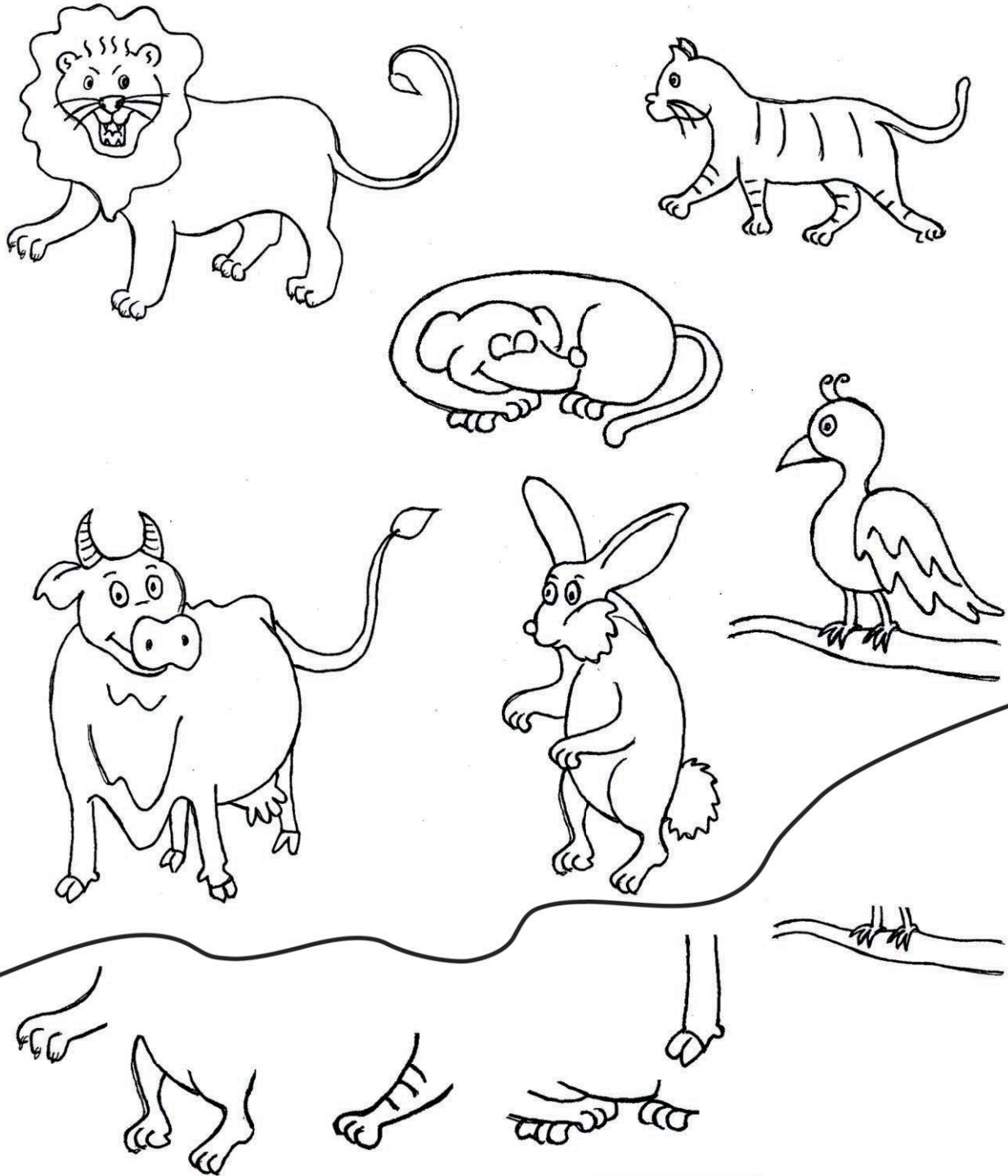


## UNIT-2

## LET'S PLAY HIDE AND SEEK

### ACTIVITY - 1

Colour the animals and match their paws with the animals.



#### Helpline

Recite the rhyme : "Where is Thumbkin?"

## ACTIVITY - 2

Look at the pictures and listen to the story.



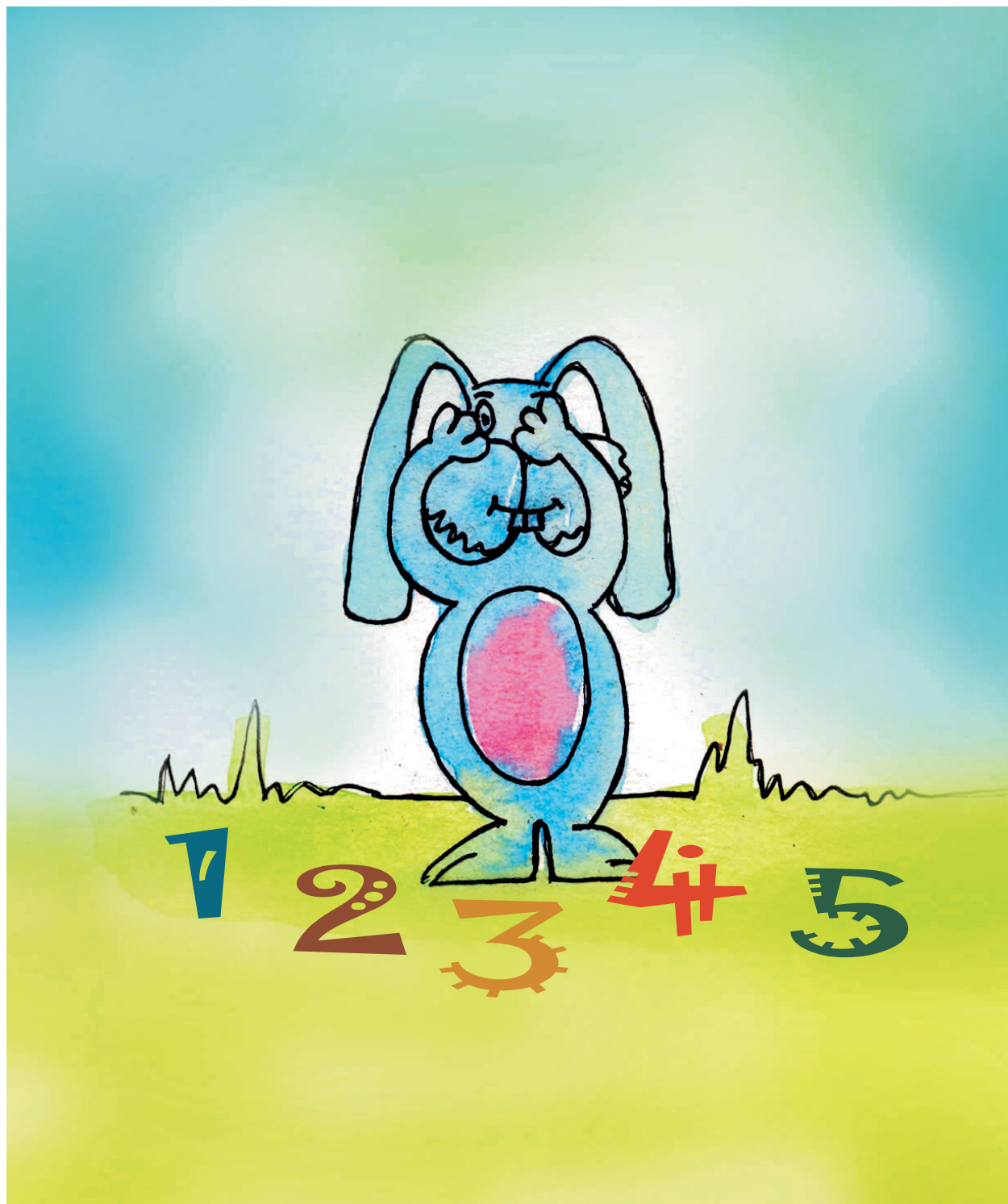
### Helpline

Tell the story 'The Hare and The Tortoise'. Dramatize the story and make the children play the part of animals.



### ACTIVITY - 3

Let me count, you hide !



#### Helpline

- Help them play Hide and Seek. But before that, dramatize the dialogue given on page 25, and sing the rhyme "There were 10 in the bed".
- Make them count 1 to 10 and play Hide and Seek. Help them use English expressions.

**ACTIVITY - 4**  
**Where is she?**



**Helpline**

Rabbit : Squirrel is under the table.

- (Use 'in', 'on', 'under' and 'behind'. Change roles and positions.)



## ACTIVITY - 5

He is reading.



### Helpline

Use the pictures to describe different actions. Students can do the actions as the teacher describes them. Then, they say what their friend is doing.

## ACTIVITY - 6

### All About Me

My Name :

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---

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Mother's Name :

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---

---

Father's Name :

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---

---

School :

---

---

---

Town/City :

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Colour I like :

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---

---

Bird I like :

---

---

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Animal I like :

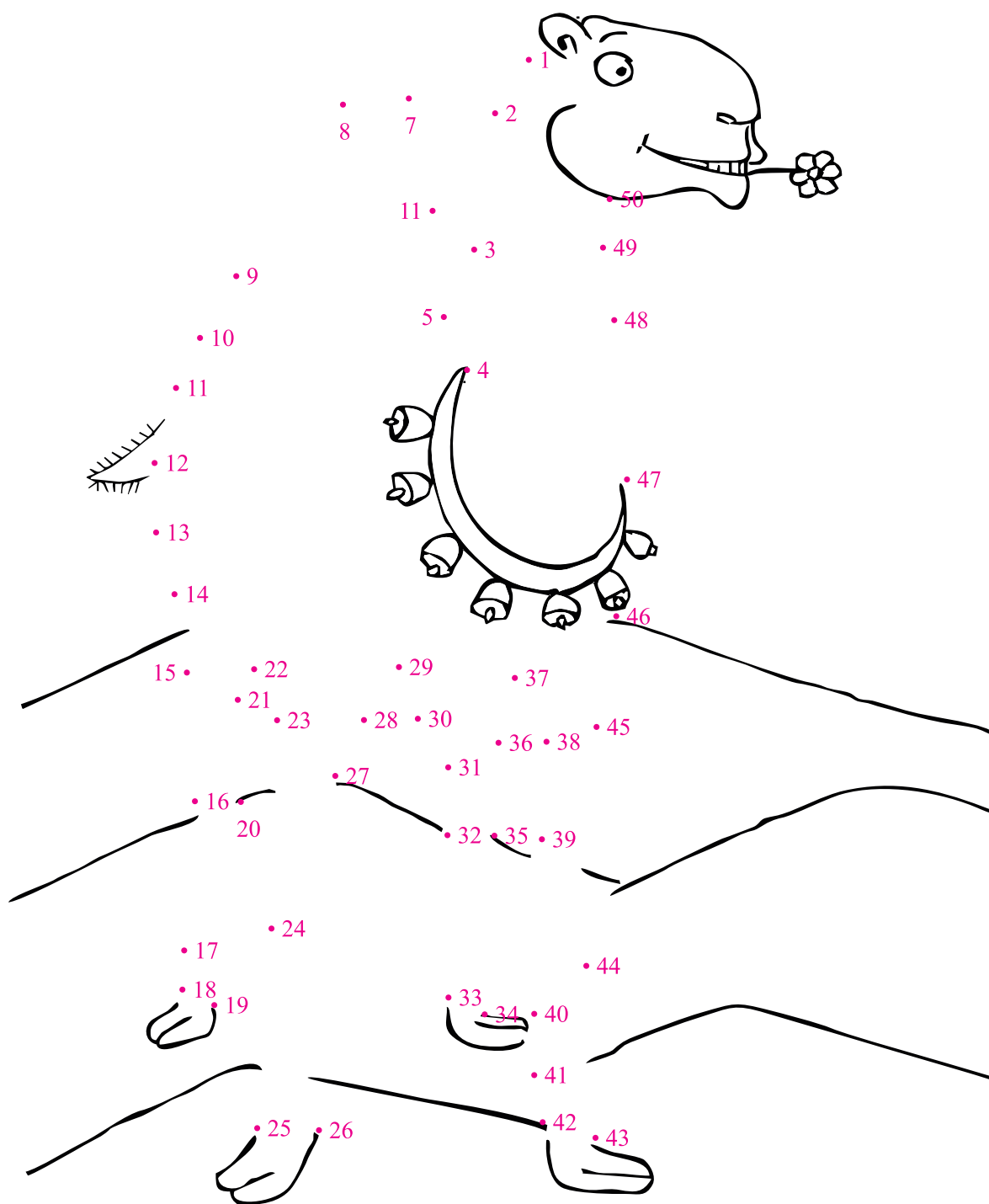
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## ACTIVITY - 7

Join the dots and complete the picture.

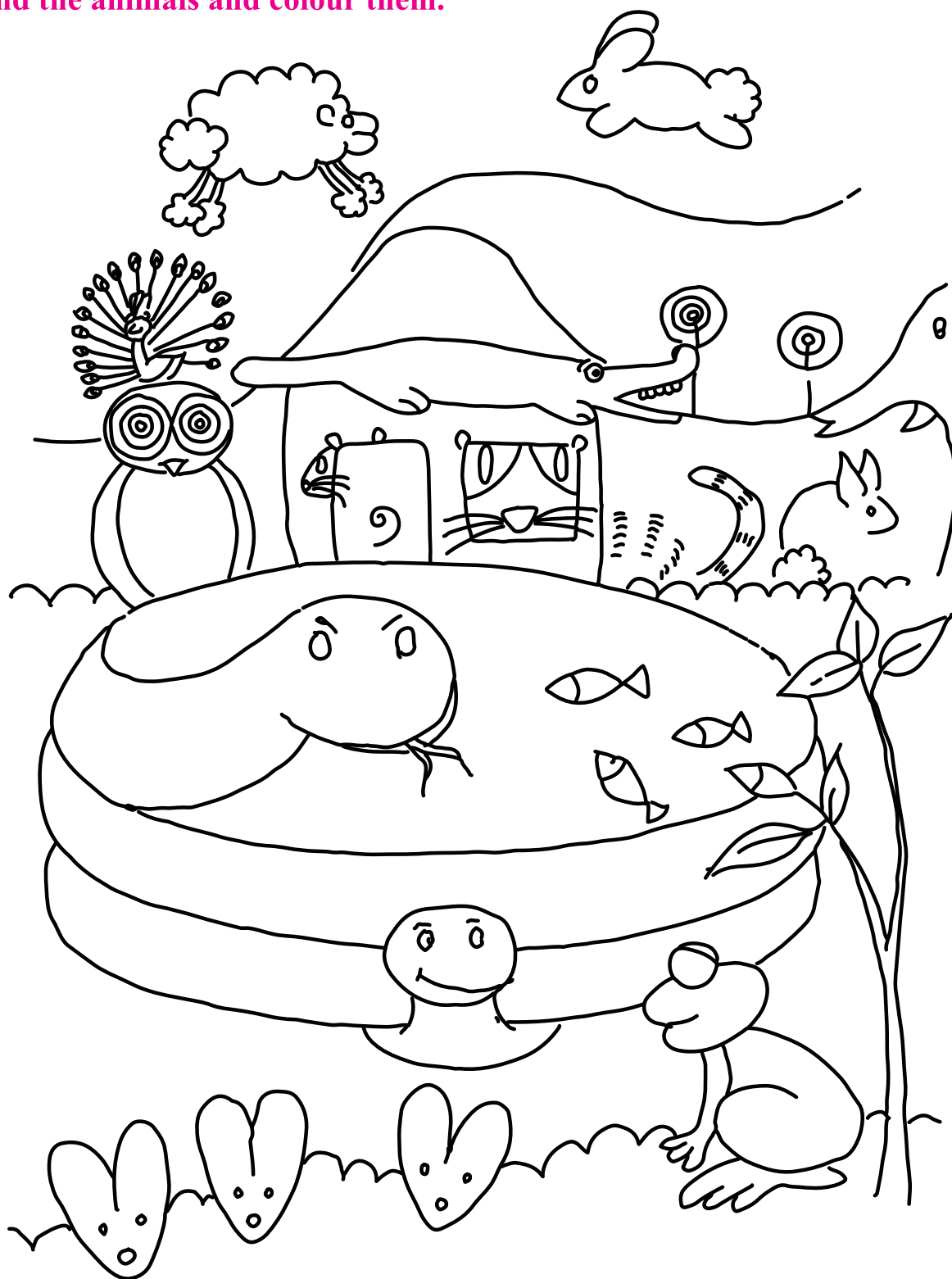


Helpline

Make them say 1 to 20 and then go on upto 50.

## ACTIVITY - 8

Find the animals and colour them.



### Helpline

- Make them ask and answer questions about the pictures.  
My frog is green. What colour is your frog?






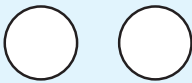

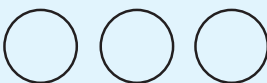


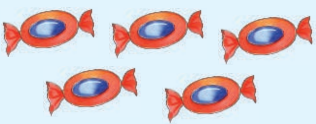
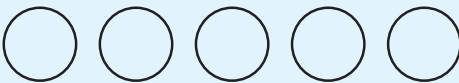
**ACTIVITY - 9**  
**Guess who is hiding.**



**Helpline**

You can use such expressions. I think this is squirrel./What is that?/Where is the lion?  
/I think he is....

**ACTIVITY - 10 (A)**  
Count, colour and write.


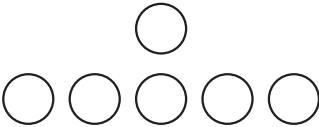
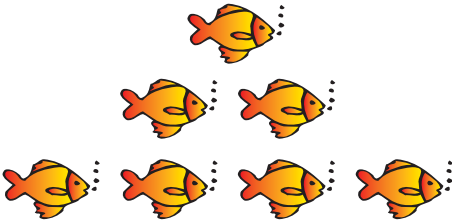
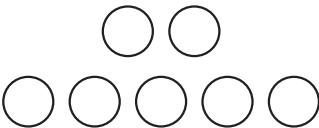
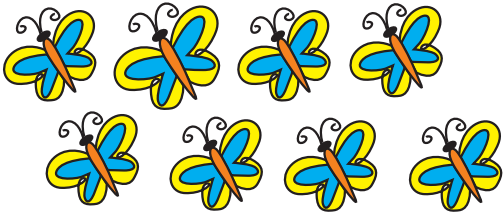
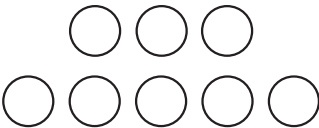

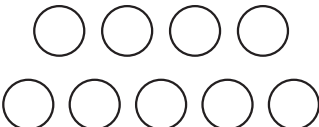

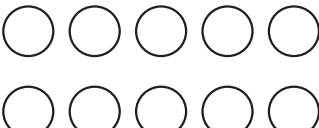
		1
		2
		3
		4
		5

1	2	3	4	5
1	2	3	4	5
	2			
		3		
			4	
				5

**Helpline**

Help the students count and write the numbers. Students will first fill up the circles with different colours and then write the numbers in the space provided.


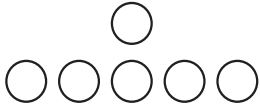
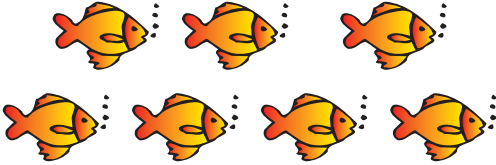
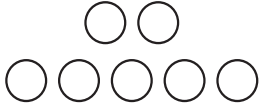

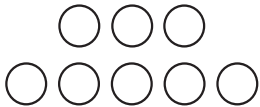

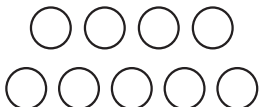
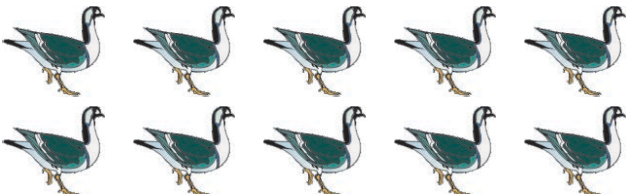
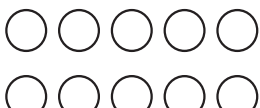
## ACTIVITY - 10 (B)

		<b>6</b>
		<b>7</b>
		<b>8</b>
		<b>9</b>
		<b>10</b>

### Helpline

Help the students count and first fill up the circles with different colours. Also make them count other objects available in the classroom.

## ACTIVITY - 10 (C)

		6
		7
		8
		9
		10

6 7 8 9 10

### Helpline

Help the students count the number of pictures given on this page and fill up the circles with colours. Help the students count and identify the numbers from 6-10.

## Unit-2 Helpline

### Dialogue: Hide and Seek

Puppy : Kitty, meet my friends, Rabbit,  
Monkey and Squirrel.

All : Hello, Kitty.

Kitty : Hello.

Monkey : Come on , let's play a game.

All : Oh yes, let's play.

Squirrel : Let's play hide and seek.

All : Oh yes, oh yes.

Rabbit : Let me count, you hide. 1, 2...

All : Let's hide, let's hide, quick,  
quick.

Rabbit : 3, 4, 5, 6, 7, 8, 9 10 !! I'm  
coming!

Rabbit : Monkey is in the bush. Come  
out, Monkey.

Monkey : Oh no!

Rabbit : You are behind the tree Puppy,  
come out.

Puppy : I'm caught!

Rabbit : Where's Kitty? Kitty, where are  
you? There she is...on the roof!

Kitty : Where is Squirrel?

Rabbit : Squirrel, Squirrel, come out  
please, the game is over!

Kitty : Where is she? Let's find her.

Monkey : Ha! Ha! She is here.

All : Where? Where?

Monkey : Under the table.

All : Oh! She is sleeping!

### Rhyme

"There were ten in the bed,  
And the little one said,  
Roll over, roll over, roll over.

There were nine in the bed,  
And the little one said,  
Roll over, roll over, roll over.

There were eight in the bed,  
And the little one said,  
Roll over, roll over, roll over.

**(continue till one)**

There was one in the bed,  
And no one said,  
Roll over, roll over, roll over."



### Language

#### Introducing others and greeting

Hello", "Meet my friend (+name)" l...!

"Nice to meet you."

#### Making suggestions

Accepting/rejecting suggestions

'Let's play cricket."

"Oh yes/no ... "

#### Talking about locations

'Where is Monkey/Squirrel?"

"He's here."

"Under the table", "in the bush", etc.

### Skills

Listening and speaking

Counting orally from 1-10

Copying numbers

### Environmental awareness

Identifying animals, learning names of animals, interpreting the relationship in an interactive manner

### Social awareness and skills

Working in groups and teams

Working as the leader of a group

Co-operating and completing a task

### Mathematical awareness

Learning numbers 1-5

Recognising numbers 6-10

## UNIT-3

## MY DREAM

### ACTIVITY - 1 (A)

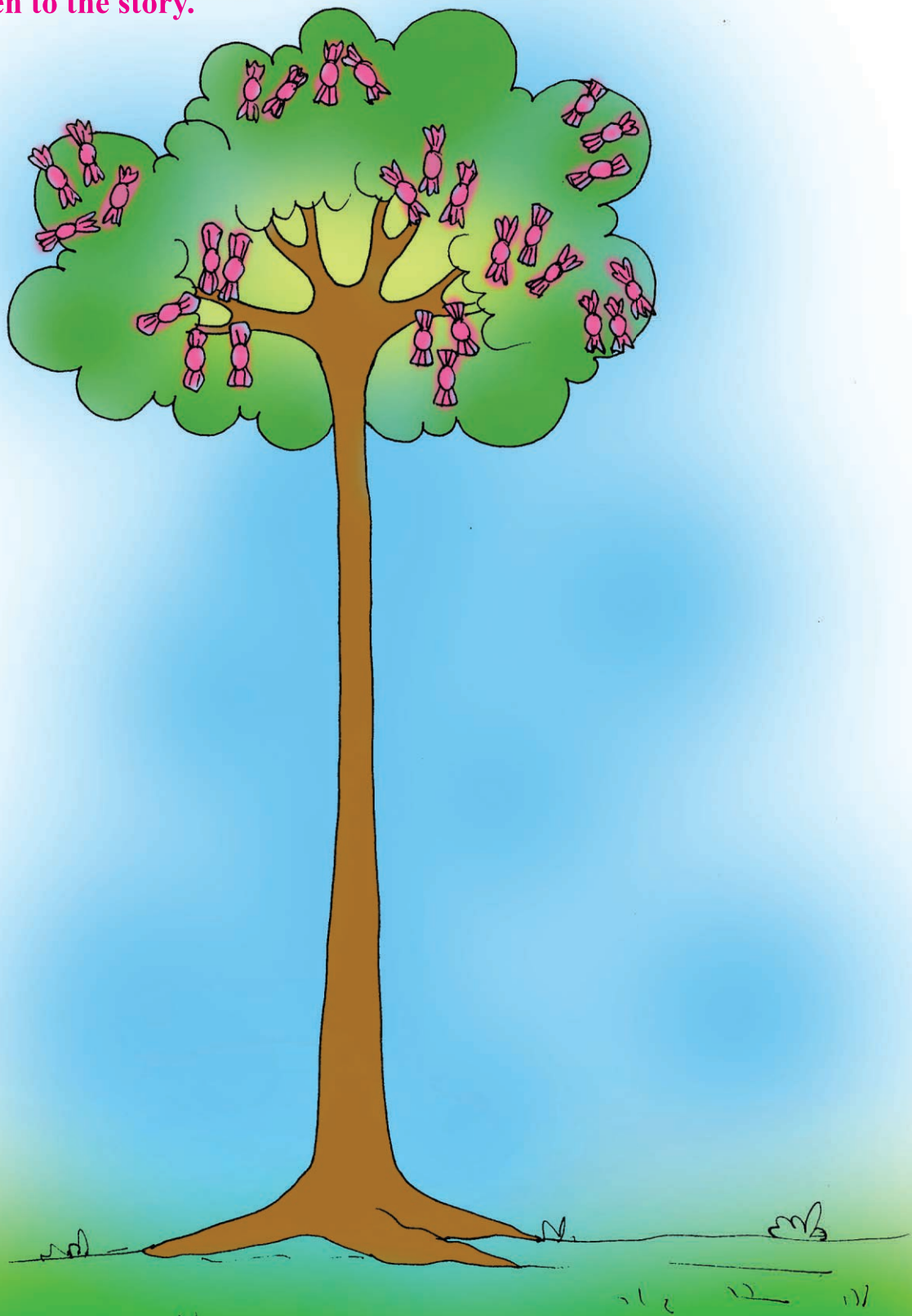
Listen to the story.



#### Helpline

- The elephant dreams of a chocolate tree. But it is too high to reach.  
Ask for ideas. What can be done?
- Tell the story given on page no. 43.

**ACTIVITY - 1 (B)**  
**Listen to the story.**

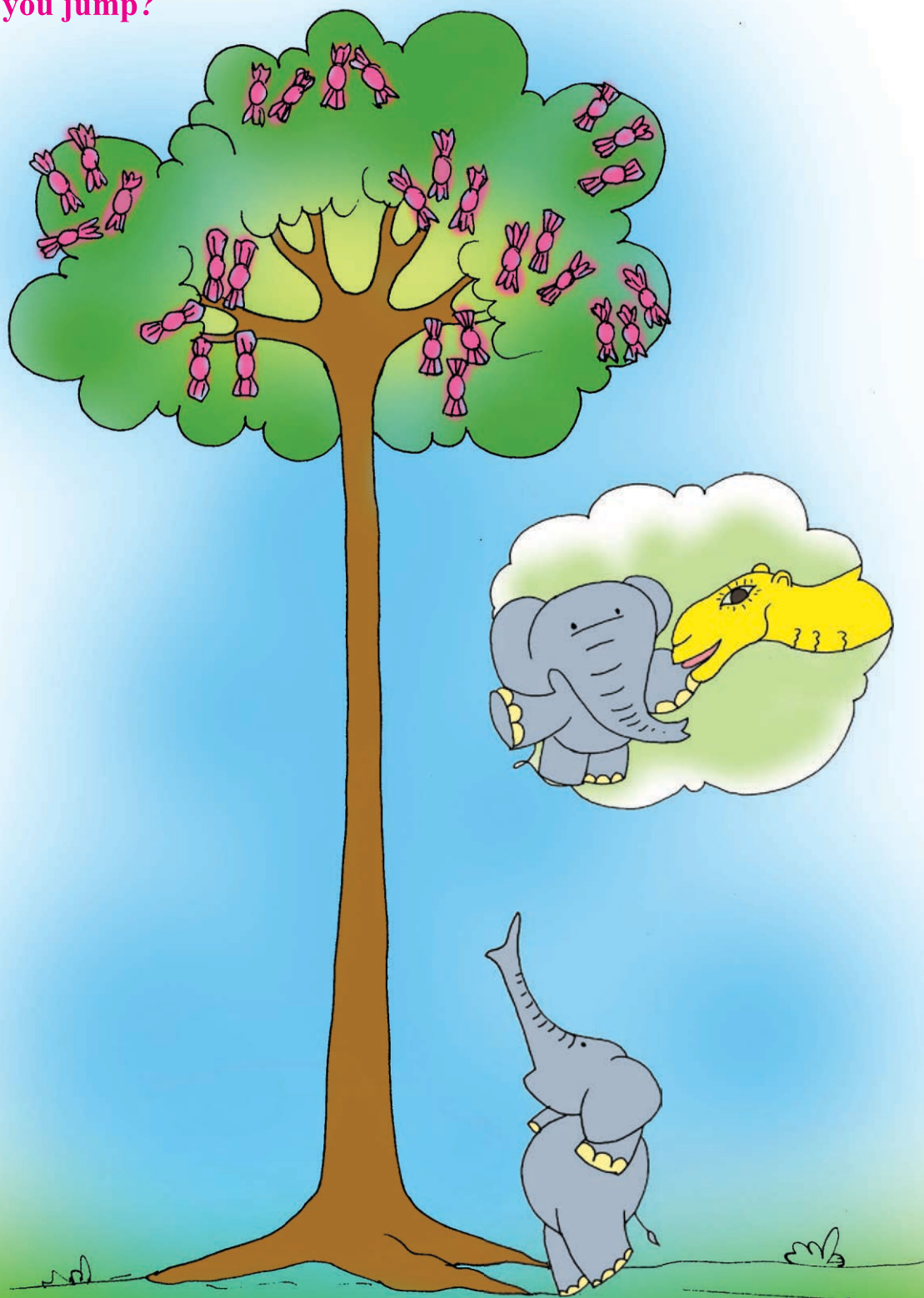


**Helpline**

What do you see? Describe the tree.



**ACTIVITY - 1 (C)**  
**Can you jump?**

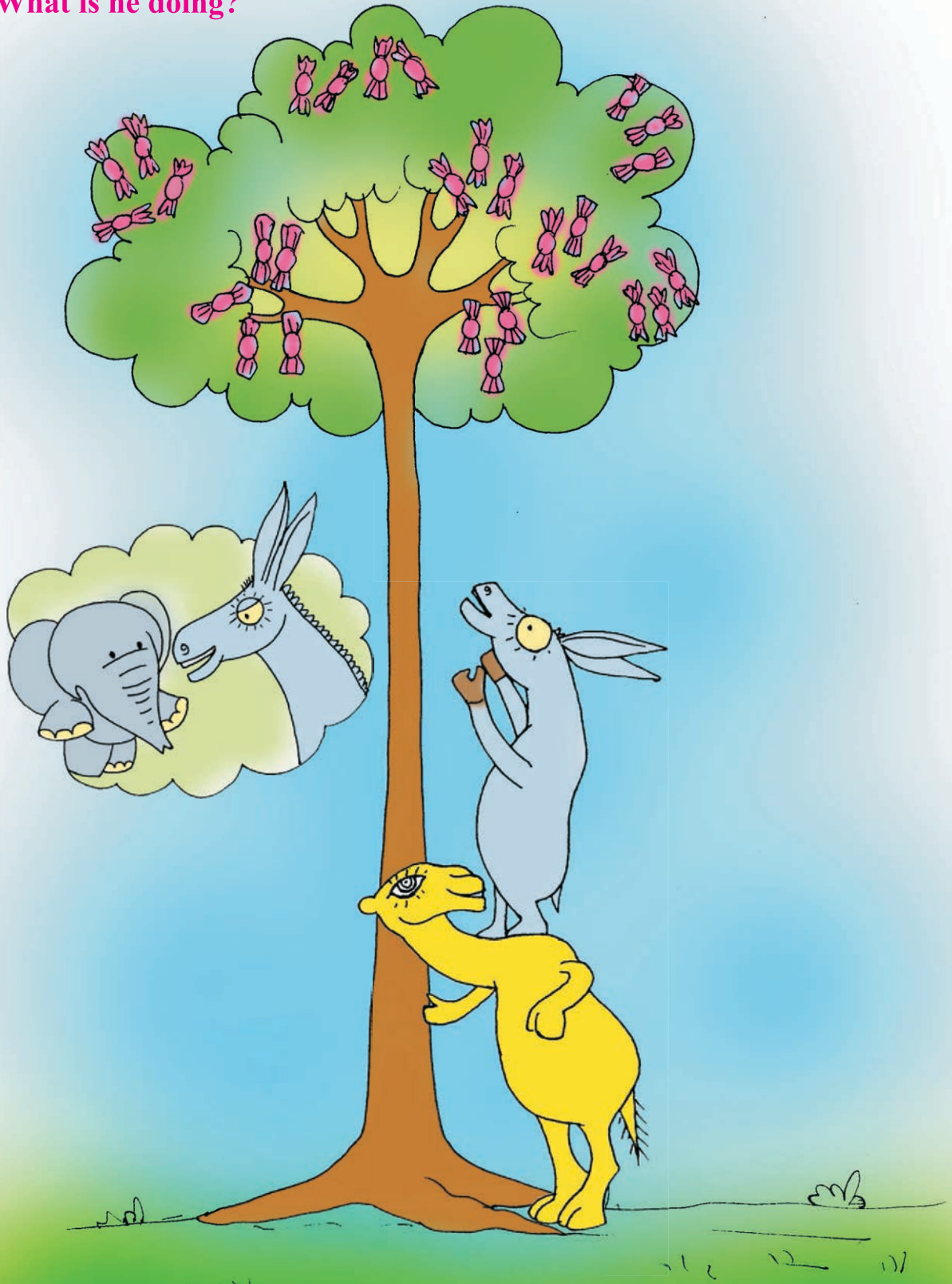


**Helpline**

Let the children tell each other what they can and cannot do. Then let them look at the picture, decide what the elephant cannot do, and how he can get help.

## ACTIVITY - 2

What is he doing?



### Helpline

Let the children describe the pictures to each other and then to the class.

### ACTIVITY - 3

What is he saying?



Helpline

Point out the animal as you narrate what he/she is saying.



## ACTIVITY - 4



### Helpline

Tell the story again. Then invite the children to tell the story with the help of the picture.



## ACTIVITY - 5



### Helpline

Encourage each group to use different words and sentences. Organize story telling session/s. Let them practise in small groups.

### ACTIVITY - 6

Draw a tree. What grows on your tree? Sweets? Toys?  
Show them on your tree.

This is my tree.

#### Helpline

Allow the children to draw different trees as they like. Then, let them say something about their trees.

**ACTIVITY - 7 (A)**  
**Listen to the rhyme.**



**Helpline**

**Rhyme :**

I have a dream, a song to sing.  
I have a dream of rainbow, cutting through the sky.  
I am happy, I am happy, I am very happy.



**ACTIVITY - 7 (B)**  
**Listen to the rhyme.**



**Helpline**

**Rhyme:**

I have a dream, a song to sing.  
I have a dream of breaking, a nice new toy.  
I am sad, I am sad, I am very sad.

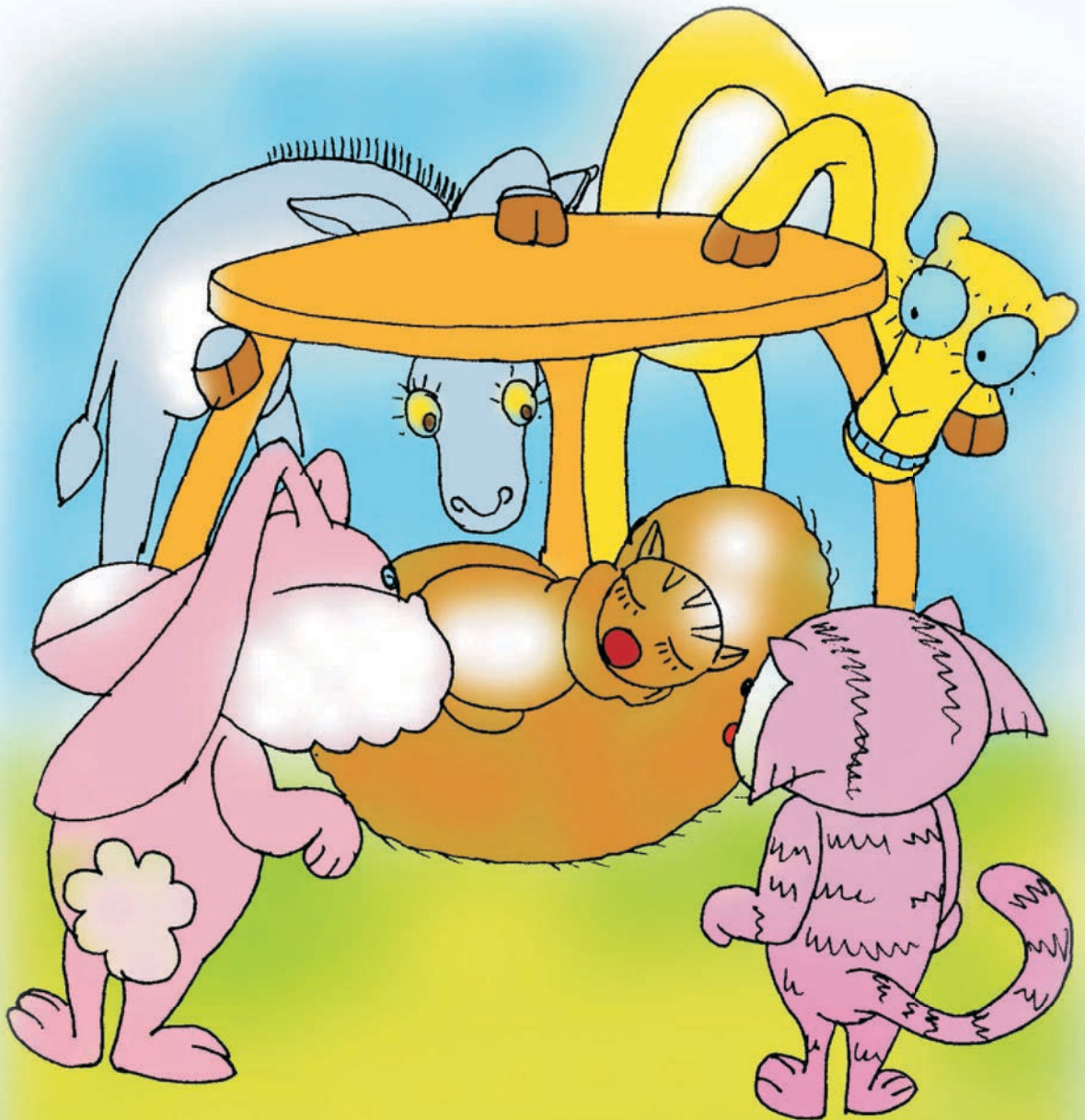


## ACTIVITY - 8

Match the face with the word:



**ACTIVITY - 9 (A)**  
**Dreaming squirrel**



**Helpline**

Squirrel's friends want to play. But she is fast asleep. Describe the picture. Guess what they say.



**ACTIVITY - 9 (B)**  
**What is dreaming?**



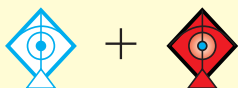
**Helpline**

Guess what she is dreaming of. Let each child describe a different dream.

## ACTIVITY - 10 (A)



1



1 + 1

2



2 + 1

3



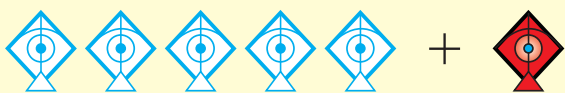
3 + 1

4



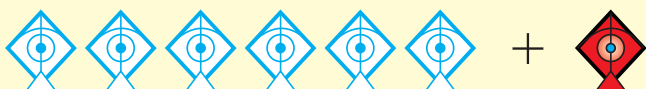
4 + 1

5



5 + 1

6



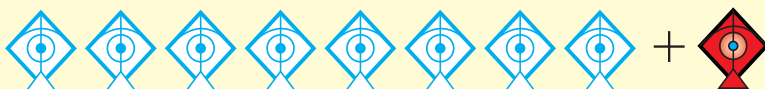
6 + 1

7



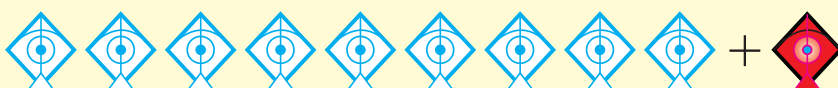
7 + 1

8



8 + 1

9



9 + 1

10

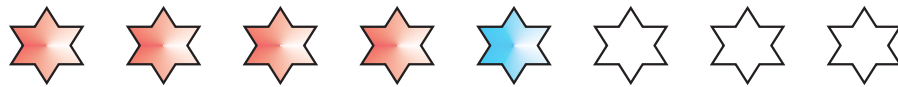
### Helpline

In this activity, help students to colour and count the number of kites in the picture. Let them learn the addition like  $1 + 1 = 2$ ,  $2 + 1 = 3$  and so on. Make them practice addition by taking examples of different objects in the classroom.

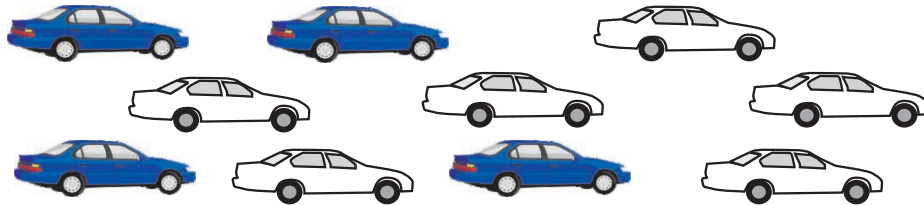


## ACTIVITY - 10 (B)

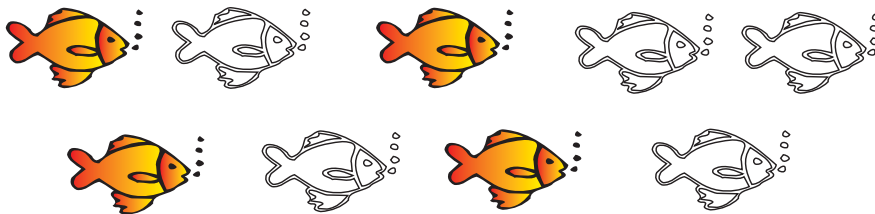
5



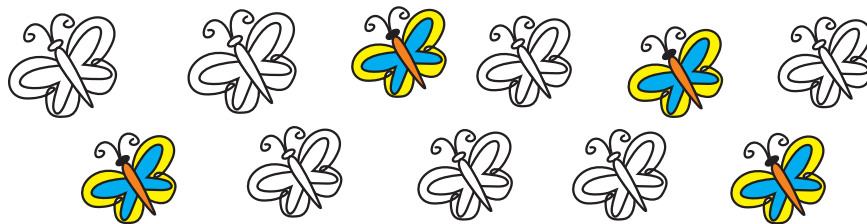
6



7



8



9



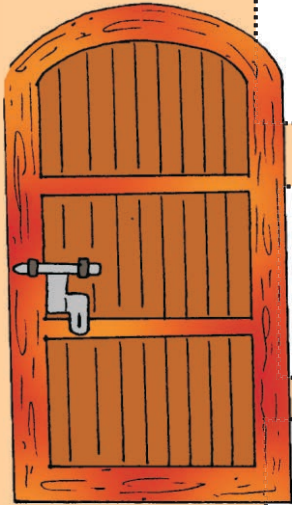
10



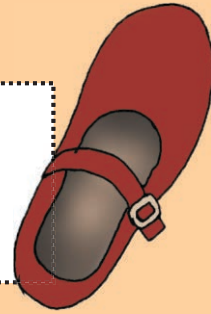
### Helpline

In this activity, help students colour the number of objects according to the figures given. Ask them questions about how many objects are coloured in a particular section and how many need to be coloured.

**ACTIVITY - 10 (C)**  
**Listen to the rhyme.**

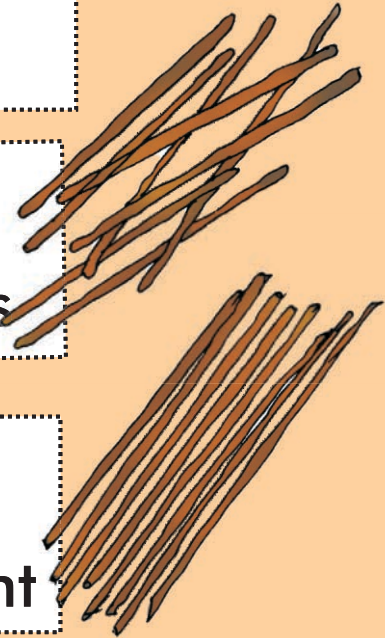


**1. 2.**  
**Buckle my shoe**

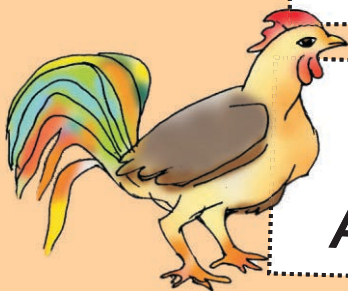


**3. 4.**  
**Shut the door**

**5. 6.**  
**Pick up the sticks**



**7. 8.**  
**Lay them straight**



**9. 10.**  
**A big fat hen.**

**Helpline**

Invite children to recite the rhyme .

- Say a word from the rhyme and they are to say the word that rhymes, or sounds like the word. Tell them to listen attentively.
- Point out and say “two”. Then, point out and invite children to say “shoe.”
- Repeat this process with each line of the rhyme.
- Point out 2 and shoe and continue through 10 and hen.

## Unit-3 Helpline

In this unit, children are helped to talk about their dreams. They listen to the story of an elephant's dream and then go on to talk about their own dreams.

### ACTIVITY - 1 to 5 : Jumbo's Dream

This is Jumbo. Jumbo is a baby elephant. Jumbo is sleeping. He is dreaming. In his dream, Jumbo sees a tree. The tree is full of chocolates. Chocolates also grow on the tree just like fruits.

He calls out to his friend Camel. Jumbo says, "Camel, Camel! Come here please." Camel comes slowly and says, "What is it Jumbo? What do you want?" Jumbo points to the chocolates and says, "Look at the chocolates." Camel moves his tongue over his lips [like this- show action] and says, "Hm....They look nice." Jumbo says, "Can you reach them?" Camel says, "Let me try" and tries to touch the chocolates.

Then Jumbo calls out to Donkey. Jumbo says, "Donkey, Donkey! Come here please." Donkey comes slowly and says, "What is it Jumbo? What do you want?" Jumbo points to the chocolates and says, "Look at the chocolates." But the camel cannot reach the chocolates. He says, "Oh, I'm sorry. I can't reach them." Jumbo says, "Stand on Camel." Donkey stands on Camel and tries to reach the chocolates. But he can't reach them. Camel and Donkey say, "Sorry Jumbo. We can't get you the chocolates,"

Donkey stands on Camel, Dog stands on Donkey and Cat stands on Dog. Cat tries to touch the chocolates. Jumbo says, "Please, please, get me one." Cat tries hard. But she cannot reach the chocolates. She says, "Oh, I'm sorry. I can't reach them." All of them say, "Sorry Jumbo. We can't get you the chocolates."

Then Jumbo sees Rabbit coming out of a hole. He calls Rabbit. He says, "Rabbit, please come here." He comes running. He says, "What is it Jumbo? What do you want?" Jumbo points to the chocolates and says, "Look at the chocolates." Rabbit moves his tongue over his lips and says in "Hm...They look nice." Jumbo says, "Camel can't reach them. Donkey can't reach them. Dog and Cat can't reach them. Can you please reach them?" Rabbit says, "Let me try." Rabbit happily runs up Camel's legs, goes up Donkey's tail and climbs on Dog and Cat. Jumbo says, "Please, please, get me one." Rabbit can easily reach the chocolates.

Rabbit picks the chocolates one by one and gives them to Cat. Cat passes the chocolates to Dog. Dog gives the chocolates to Donkey and Donkey passes them on to Camel. Camel gives the chocolates to Jumbo, the baby elephant. Now what does Jumbo do? You guess.

## Learning Outcomes

### **Making requests**

Camel, please come here and help me.

### **Asking for information**

What is it Jumbo? What do you want?

What are you doing?

### **Giving information**

I'm filling my pockets with stars.

### **Talking about ability**

Can you reach them?

I can't reach them.

### **Sharing one's ideas**

This is my dream.

### **Commenting / Appreciating**

That's very nice / good / very good.

### **Talking about dreams**

I dream of balloons.

### **Talking about feelings**

I'm very happy / sad / scared / angry.

### **Skills**

Listening and speaking

Expressing feelings non-verbally

Copying patterns

### **Environmental awareness**

Identifying various animals

### **Mathematical awareness**

Number 1-10 and basic addition

Reinforcing of Numbers 1-10

One, Two Buckle my Shoe



## UNIT-4 HELLO

### ACTIVITY - 1

Look at the pictures and listen to the story.

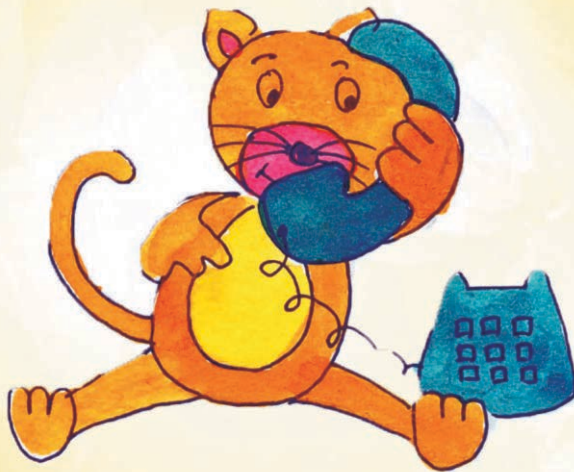


Helpline

Use the dialogue on page no. 56.

## ACTIVITY - 2

Listen to the conversation.



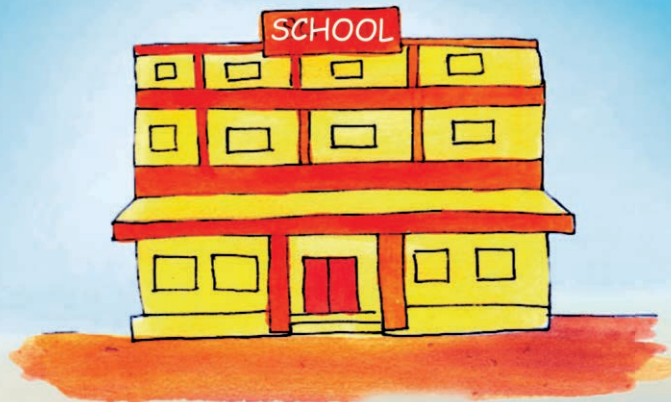
### Helpline

Let the children take on various roles and talk to each other on phone. Use the dialogue on page no. 56.



### ACTIVITY - 3

Write the telephone numbers in the blank.



My school \_\_\_\_\_



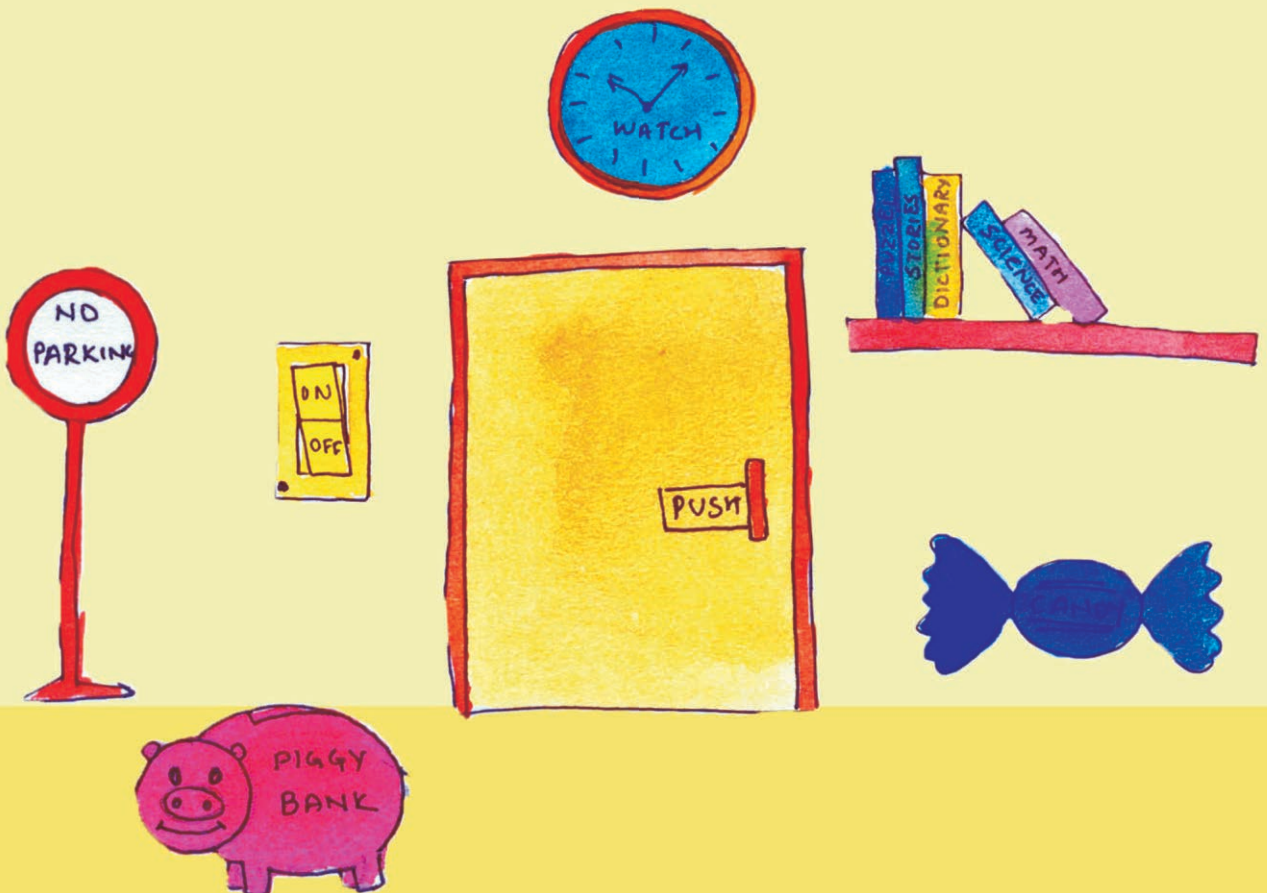
My home \_\_\_\_\_



My friend \_\_\_\_\_

#### ACTIVITY - 4

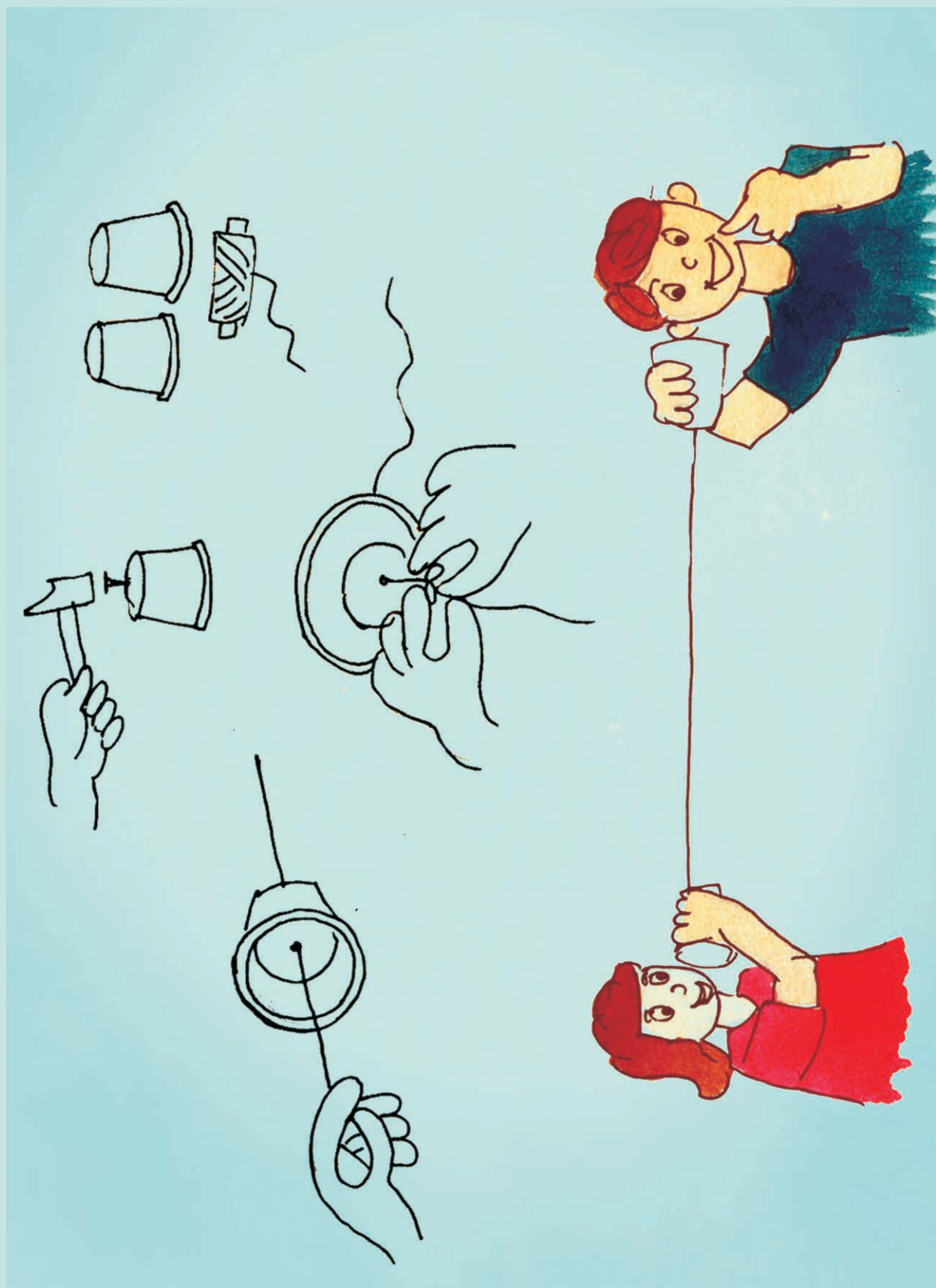
Look at these pictures. Draw other things on which you find something written.





## ACTIVITY - 5

Look at this picture. Make your own telephone.

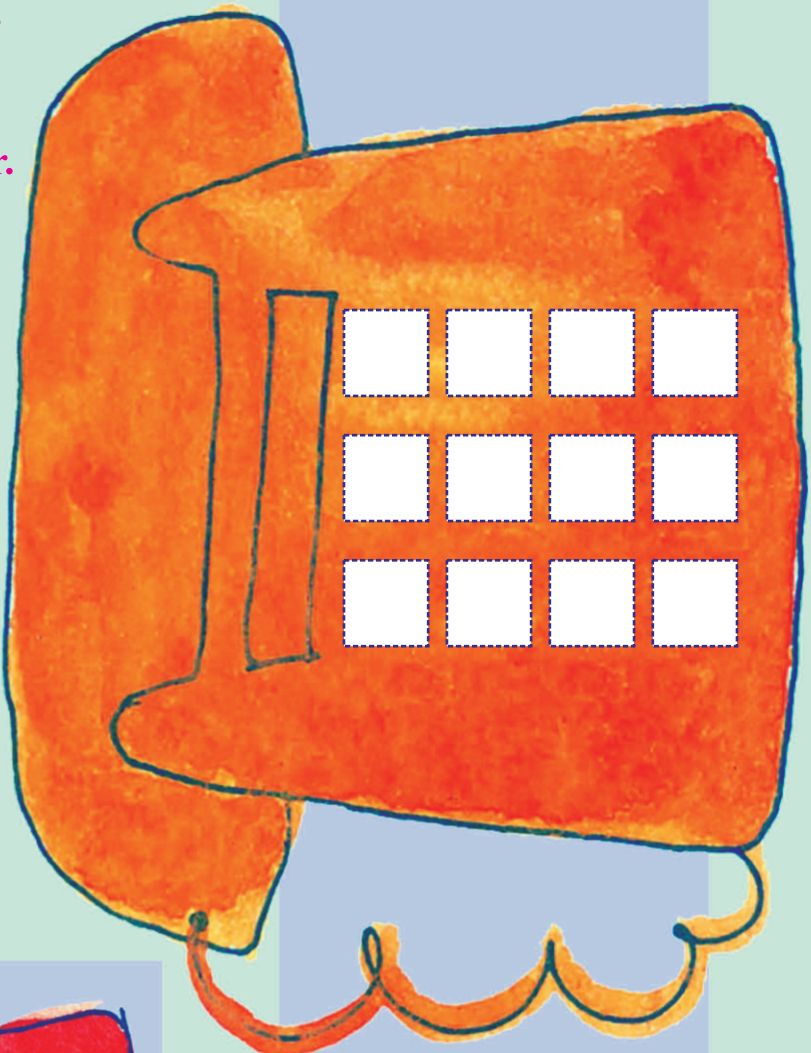
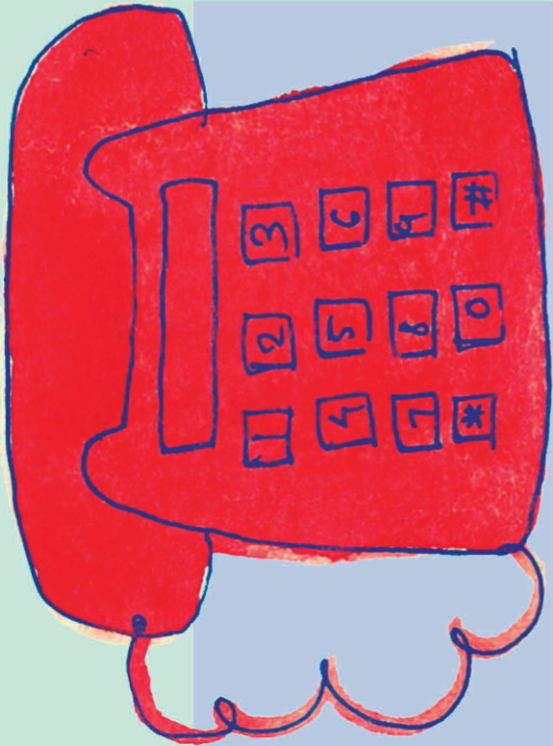




**ACTIVITY - 6**

Write numbers on this telephone.

Then write your own telephone number.



My number is:

\_\_\_\_\_

## ACTIVITY - 7

Write your friends' name and telephone numbers.

1. Name :

---

---

---

No. :

---

---

---

2. Name :

---

---

---

No. :

---

---

---

3. Name

---

---

---

No. :

---

---

---

4. Name :

---

---

---

No. :

---

---

---

## ACTIVITY - 8

See the colour chart and colour this picture.



1. Red



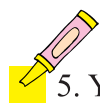
2. Brown



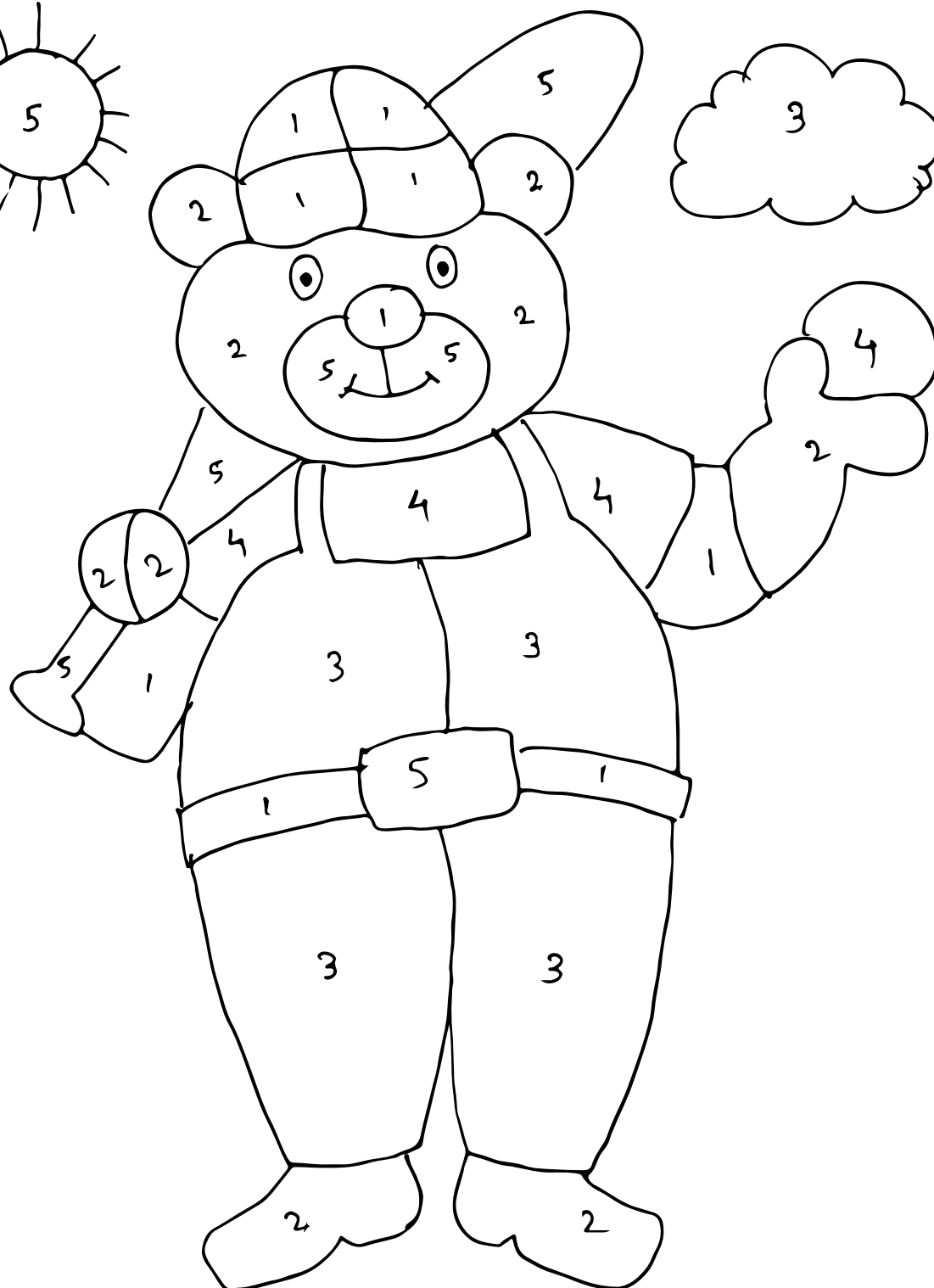
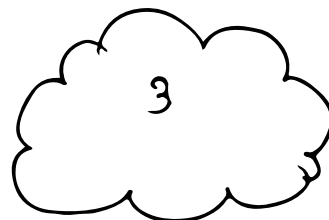
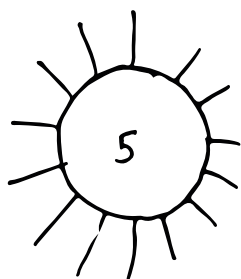
3. Blue



4. Orange



5. Yellow





## ACTIVITY - 9 (A)



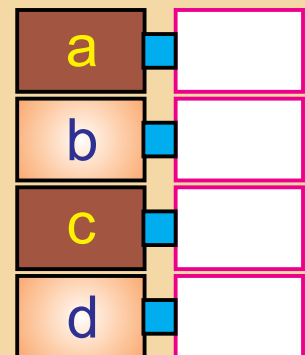
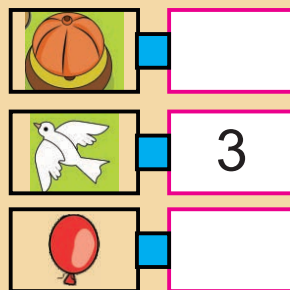
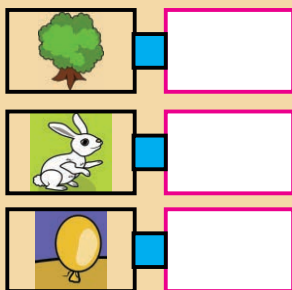
### Helpline

Discuss this picture in the class and ask them questions about the picture.

For example, How many people can you see in the picture? How many of them are wearing a turban? How many men and women can you see in the picture?

Take some similar pictures in the class and do similar activities as discussed above.

## ACTIVITY - 9 (B)



### Helpline

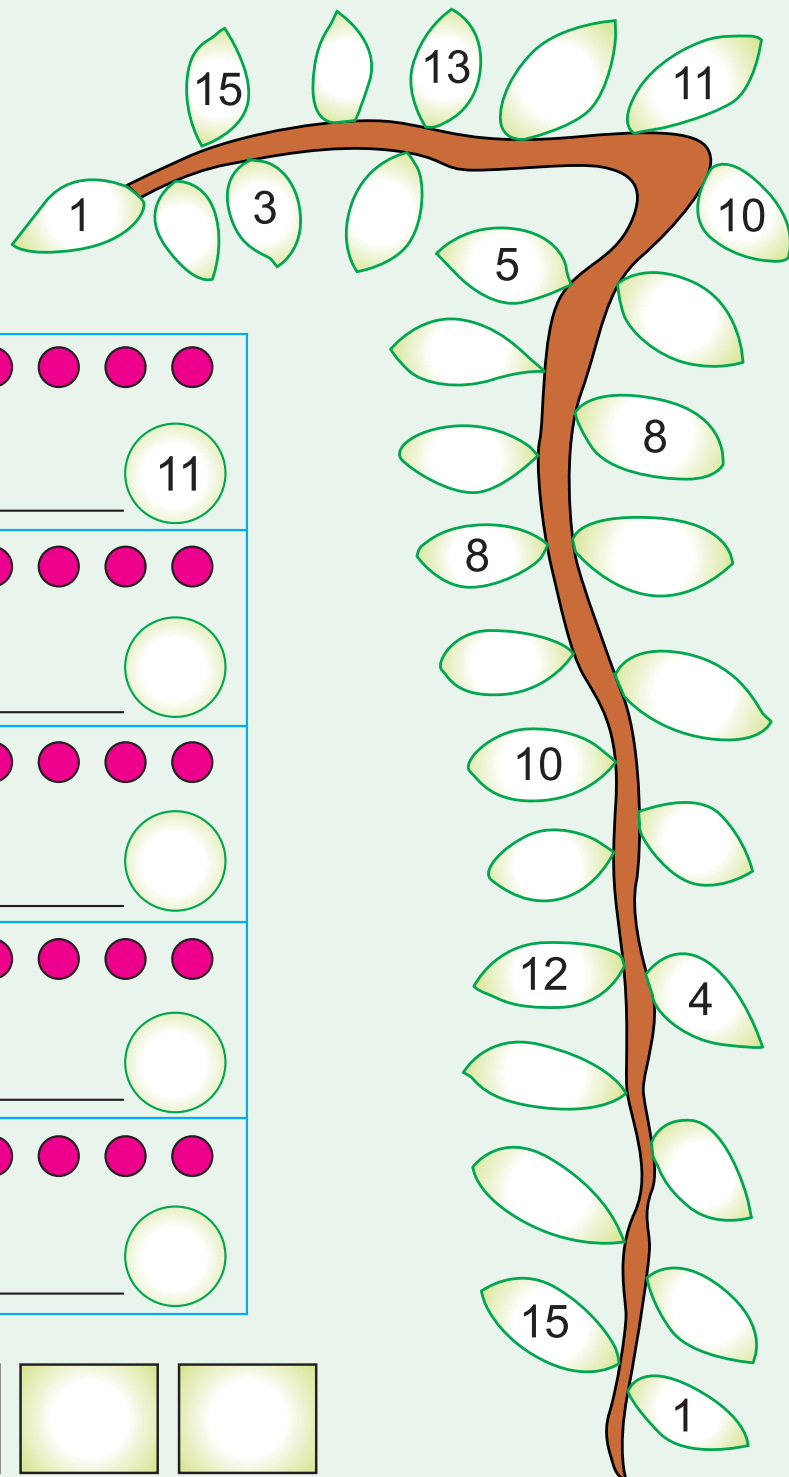
Students will count in this activity. Ask them to observe the picture. Help them identify the alphabet. Ask them count how many times each letter occurs. Explain this process using the given example.



## ACTIVITY - 10

● ● ● ● ● ● ● ● ● ●	○	1	ten +	1	_____	11
● ● ● ● ● ● ● ● ● ●	○ ○		ten +		_____	
● ● ● ● ● ● ● ● ● ●	○ ○ ○		ten +		_____	
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○		ten +		_____	
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○		ten +		_____	

11		13		
----	--	----	--	--



### Helpline

Students count in this activity. They count the '○'. Help them understand how 10 and one more can be counted as 11. In this way, teach them numbers 11 to 15. Ask students to colour the additional circles after 10. Make the students count them. Use objects in the classroom to revise the numbers. Direct them to write the missing numbers in the leaves beginning from 1.

## Unit-4 Helpline

### ACTIVITY - 1

#### Dialogue :

Hello!

Hello! May I speak to Bushy squirrel please?

Sorry. There is no Bushy squirrel here.  
Which number do you want?

645280.

Sorry, This is 645289.

Oh, I'm sorry.

It's all right.  
(click)

Let me try again. Hello!

Hello!

645280?

Yes.

May I speak to Bushy squirrel please?

Who's speaking?

Kitty.

Please hold on.

Hello, Bushy!

Hello Kitty...

### Learning Outcomes

#### Language

##### Seeking permission

"May I speak to...?"

##### Asking for and giving information

"Who's speaking?"

"Which number do you want?" "Is this..."

"Yes this is... "

"Sorry, wrong number" "Oh yes/no..."

##### Identifying numbers from 1-10.

##### Speaking and writing them

#### Skills

Listening and Speaking

Writing numbers

Becoming aware of the written words.

#### Social awareness

Talking on the telephone.

Learning to speak politely

#### Mathematical awareness

Identifying Numbers

Revising numbers 1 to 10

Learning numbers 11 to 15

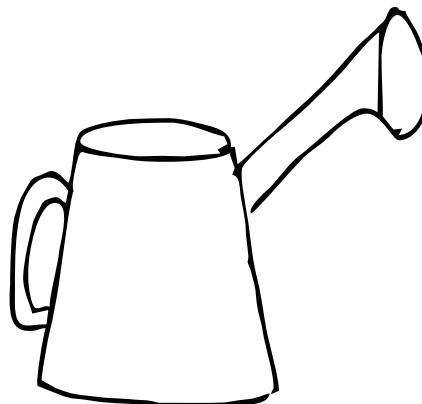
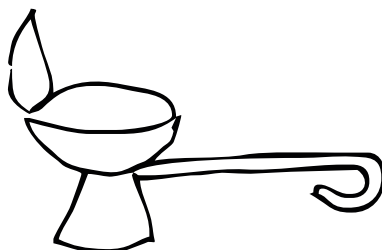
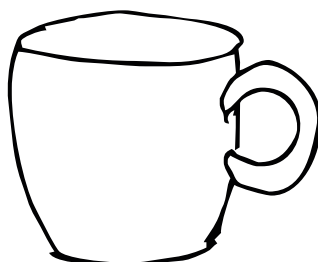
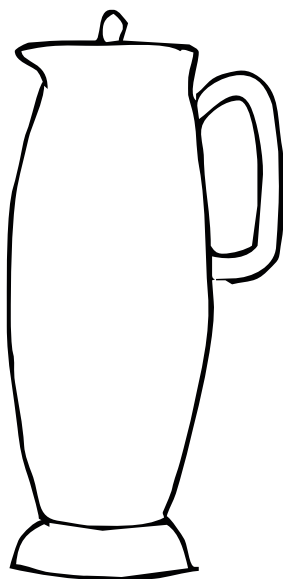
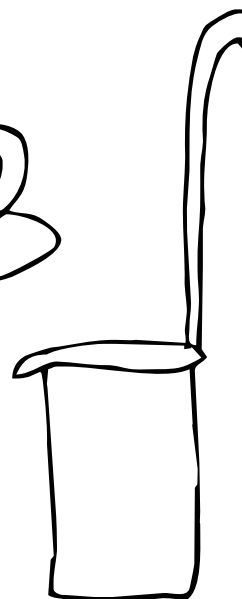
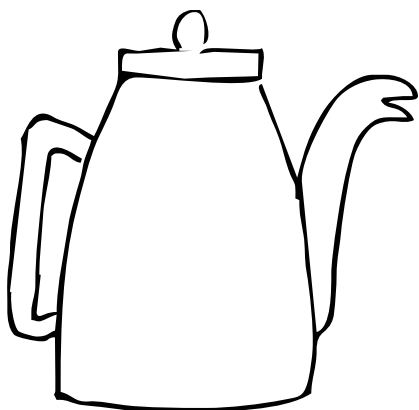
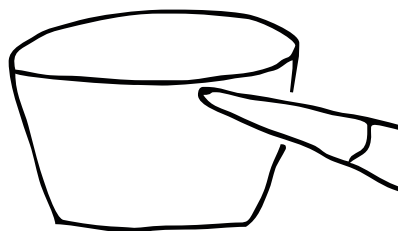
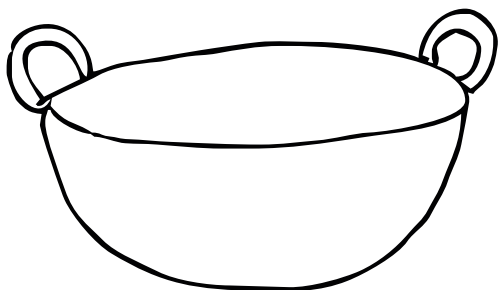


## UNIT-5

## I'M LOST

### ACTIVITY - 1

Look at these pictures. Colour the handles on the right with your right hand and the handles on the left with our left hand.





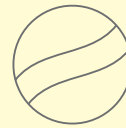
**ACTIVITY - 2**

**Here are some names of colours. Copy the words and one after another colour the balls accordingly.**

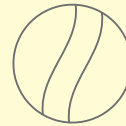
red, pink, black, green, white, blue, yellow, brown, orange



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



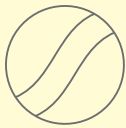
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



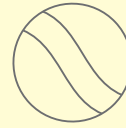
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



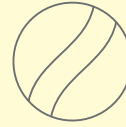
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



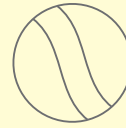
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



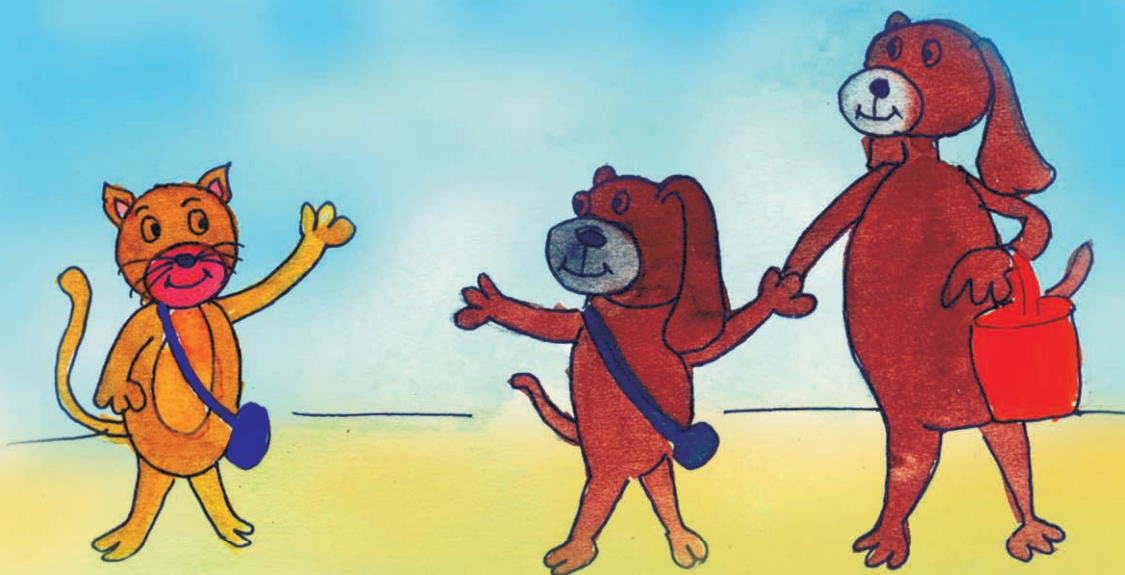
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



**ACTIVITY - 3 (A)**  
**Listen to the story.**



**Helpline**

Tell the story as given on page no. 72.

ACTIVITY - 3 (B)





### ACTIVITY - 3 (C)

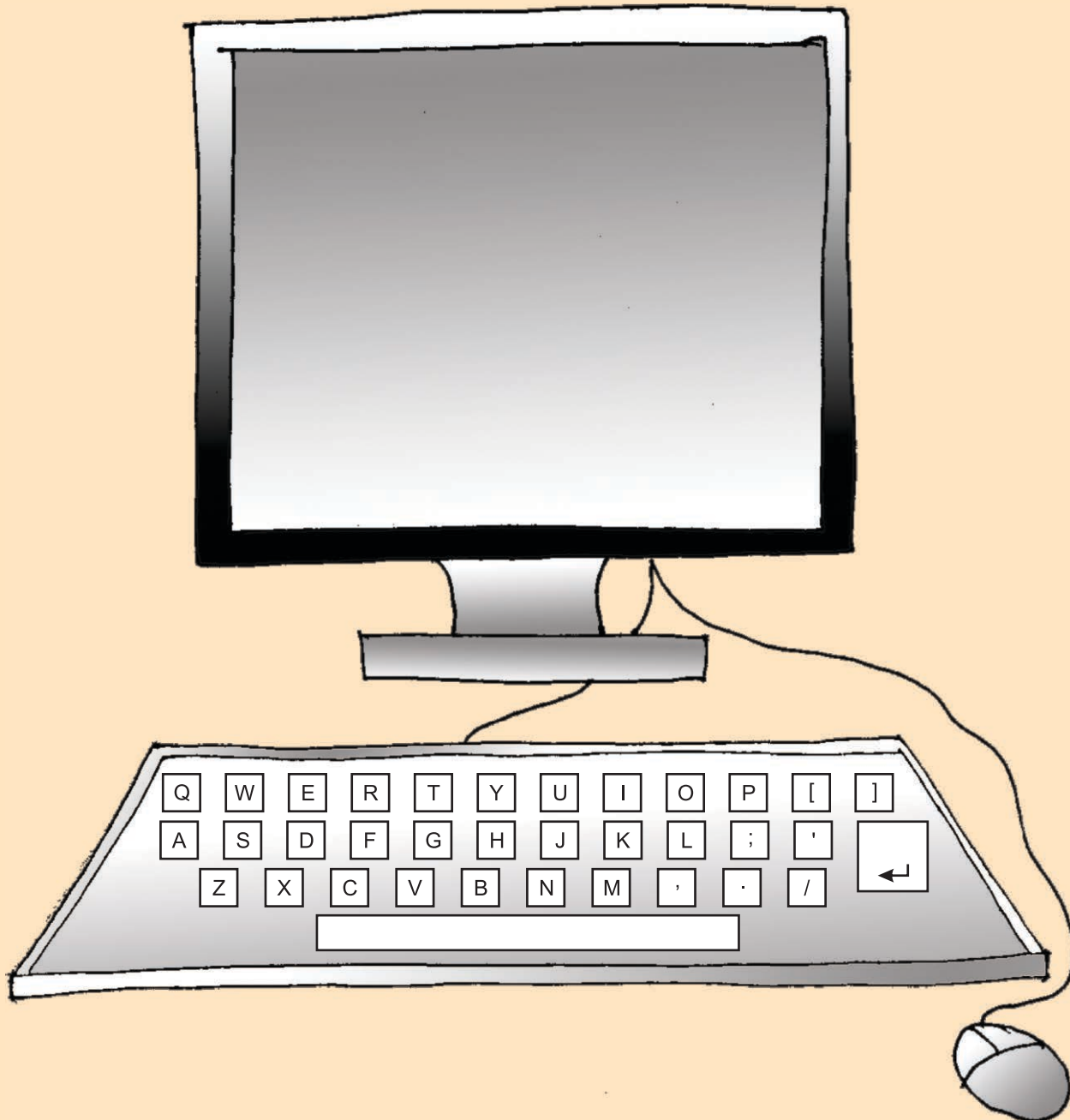


**ACTIVITY - 4**  
**Recite the rhyme**



## ACTIVITY - 5

Circle letters of your name and write your name in the space given.





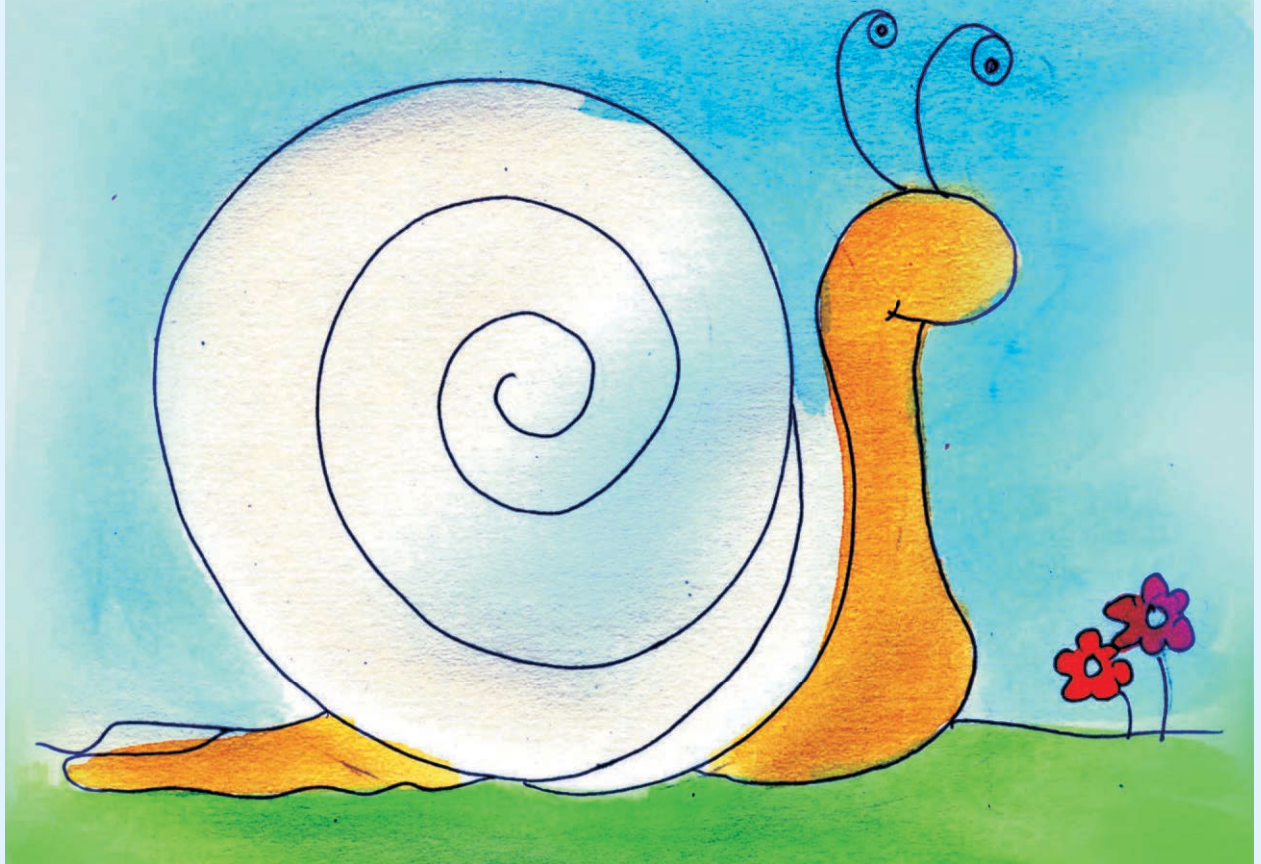
## ACTIVITY - 6

(A) Copy the letters in '○' '

A B C D E F G H I J K L



(B) Find the hidden letters in the pictures given on the opposite page and copy them here.

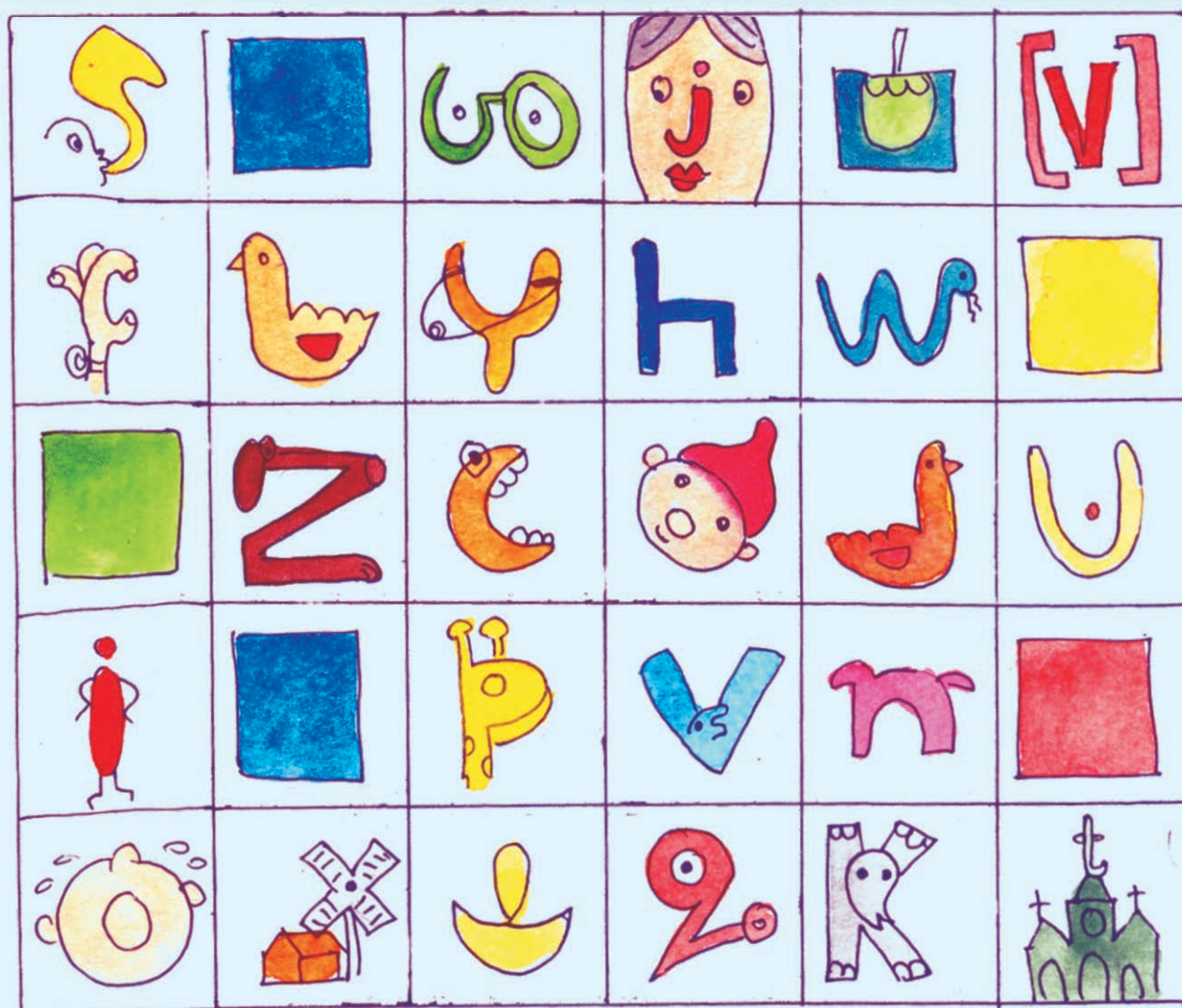


### Helpline

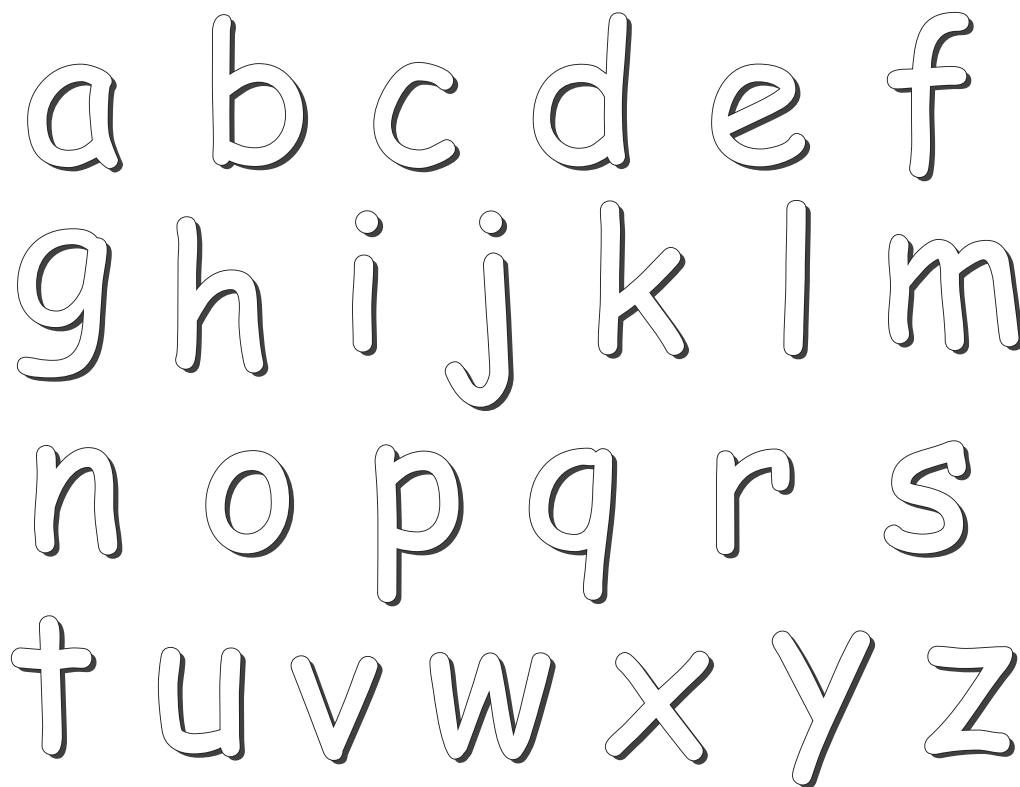
The pictures are given on the opposite page.



M N O P Q R S T U V W X Y Z



**ACTIVITY - 7 (A)**  
**Colour these letters.**



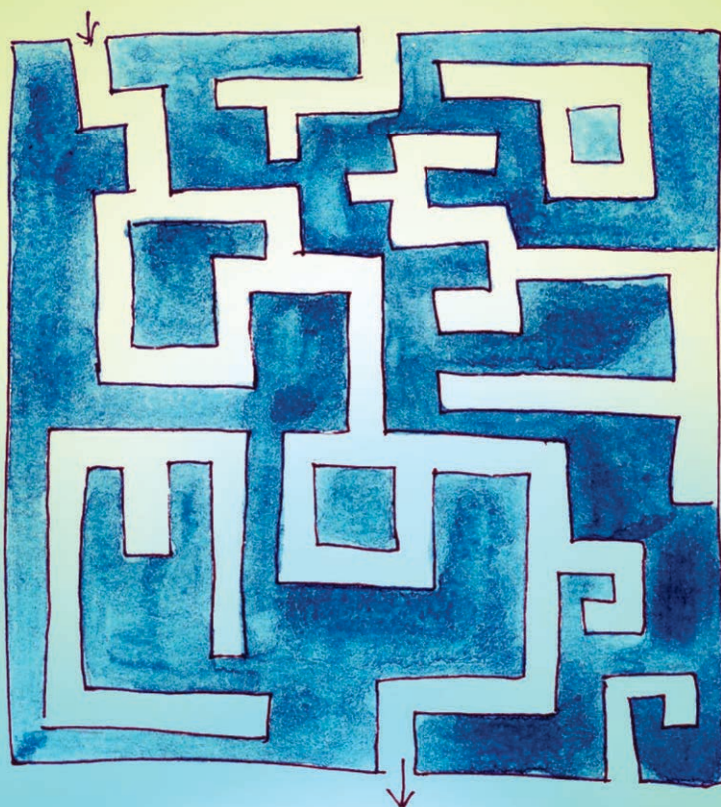
**ACTIVITY - 7 (B)**  
**Follow the letters. Join the dots and complete the picture.**





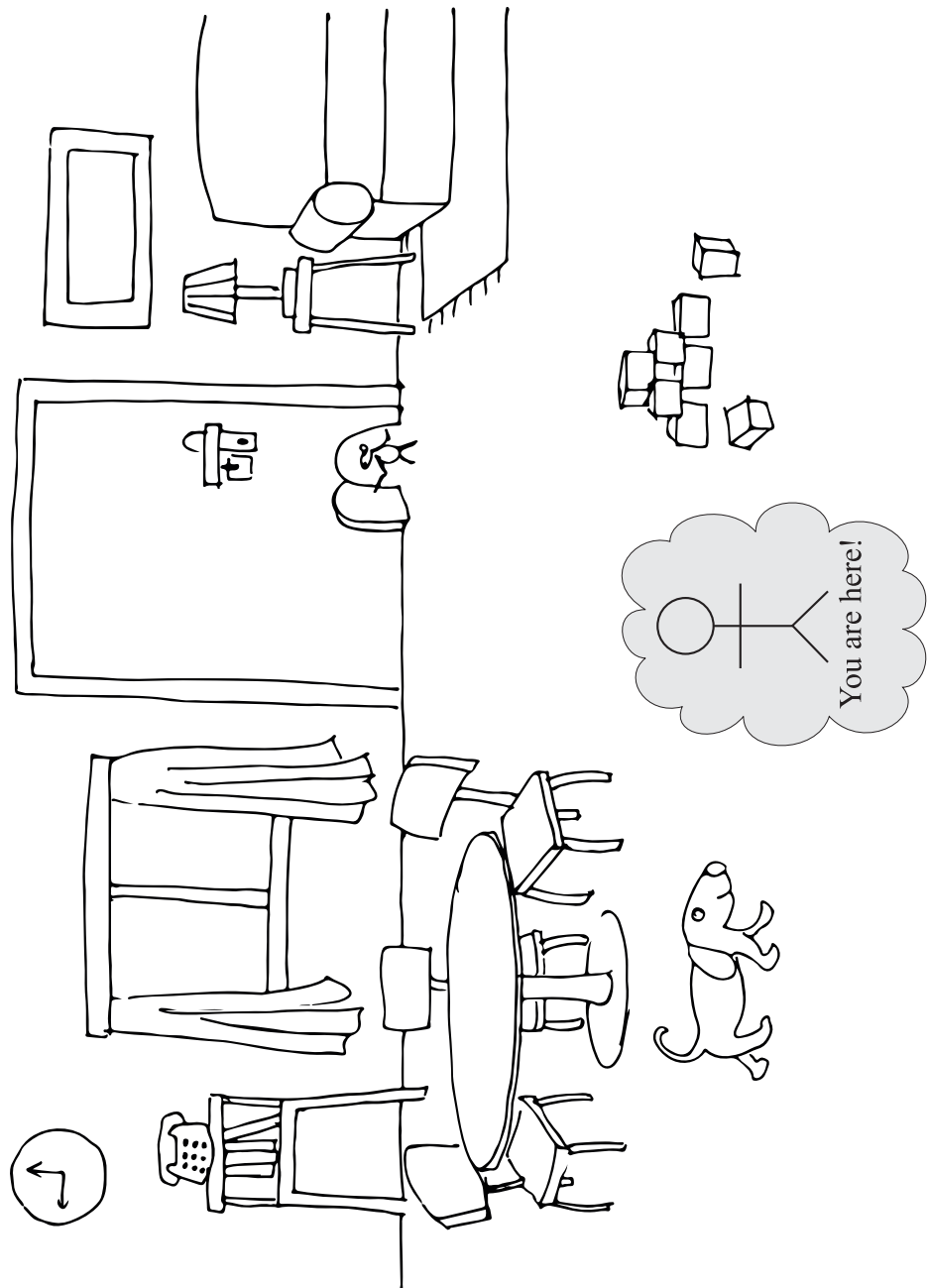
## ACTIVITY - 8

Help Kitty find her way home.



### ACTIVITY - 9 (A)

Look at this picture. Which things are on your right? Which things are on your left? Talk to your partner about them.



### ACTIVITY - 9 (B)

Write the names of your friends sitting on your right and left.

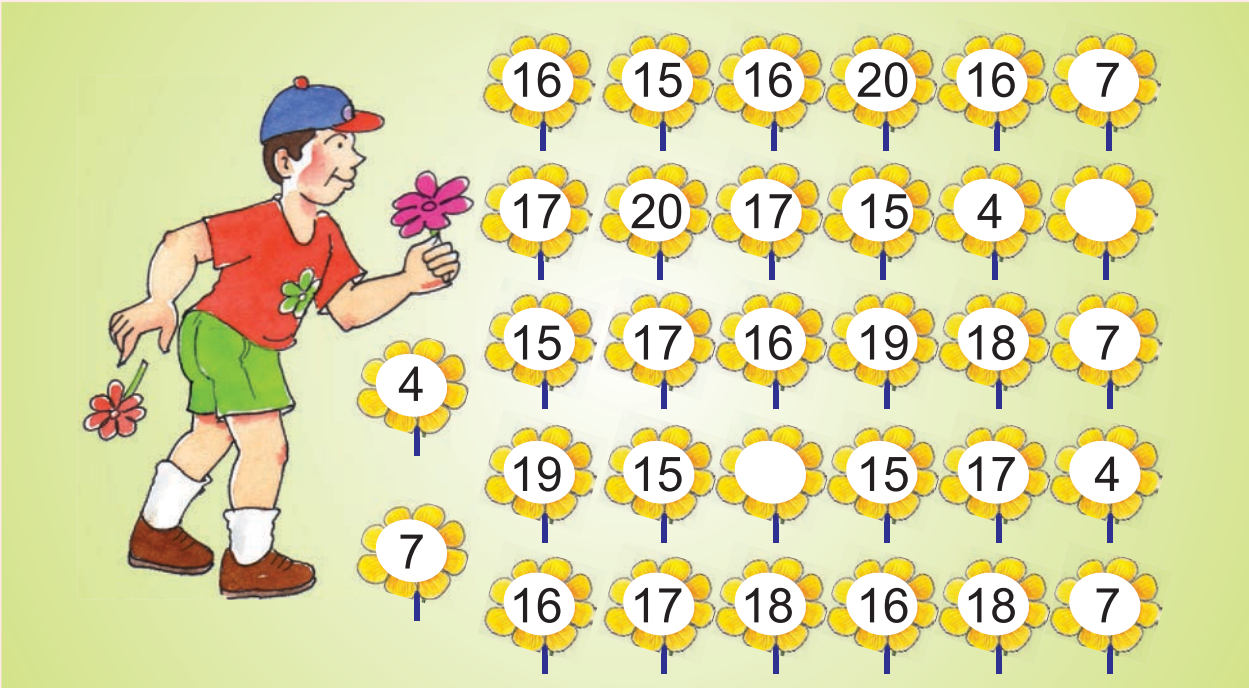
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#### Helpline

Encourage children to stand where they are and describe things on their right and left.



ACTIVITY - 10 (A)

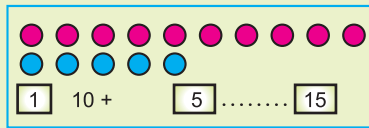


			
4	3	7	4
15		19	
17		16	
18		20	

Helpline

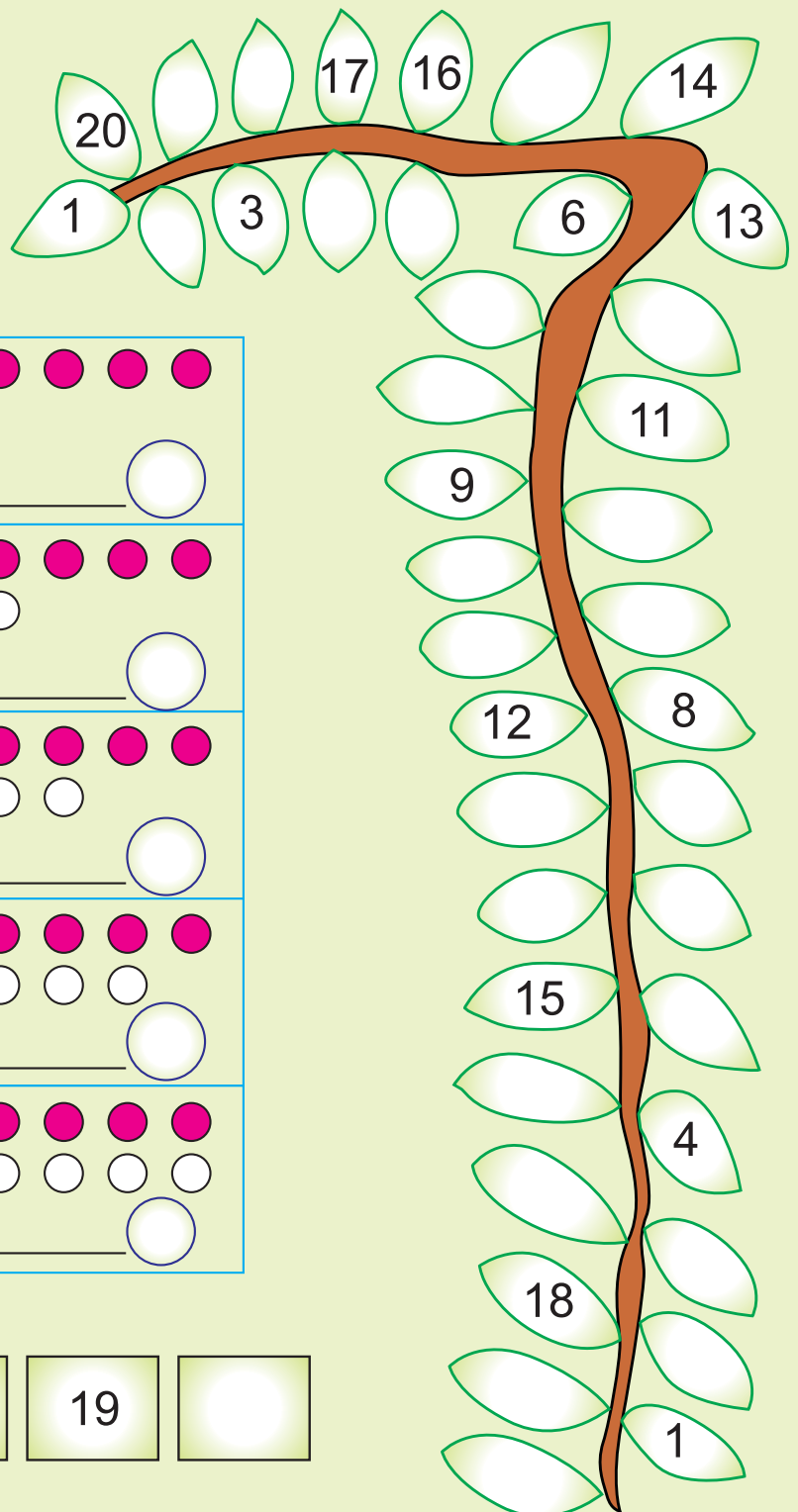
Students count the numbers in this activity. Students observe the picture and note down how many time each number occurs in the flowers. For example, Number 4 occurs 3 times. Students write the numbers in the boxes as shown in the example. Revise the numbers using objects in the classroom.

## ACTIVITY - 10 (B)



● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	1	10 +		_____	○
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	1	10 +		_____	○
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	1	10 +		_____	○
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	1	10 +		_____	○
● ● ● ● ● ● ● ● ● ●	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	1	10 +		_____	○

16			19	
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### Helpline

This activity is like the activity on page no. 55. It continues from number 16 to 20. Students colour the circles above the number 10. Help the students understand the process – ten + \_\_\_\_ = \_\_\_\_\_. Revise using objects in the classroom. Direct them to write the missing numbers in the leaves.

## ACTIVITY - 10 (C)



15

16

17

18

19

20

### Helpline

Numbers as shown below the picture of the garden. For eg. they will colour the number 15 in red.



## Unit-5 Helpline

### 3. STORY :

Puppy : My mother has come, bye-bye.  
Kitty : Bye- bye. Buy my mother has not come.  
Puppy : Do you want to come with us?  
Kitty : No, it's all right. I'll go home myself.  
Kitty : I think it's straight.  
(in the street)  
Kitty : Where's my home? I'm lost!  
(Aunty Goat passes by)  
Kitty : Please help me aunty. I'm lost.  
Aunty : Oh dear! what's your name?  
Kitty : Kitty.  
Aunty : Where are you going?  
Kitty : Home.  
Aunty : What's your address?  
Kitty : I don't know.  
Aunty : Where do you live?  
Kitty : Near my School.  
Aunty : What is the name of your school?  
Kitty : Happy school.  
Aunty : Don't worry. I know where it is  
(at school)  
Kitty : Mama, mama. I got lost. Aunty Goat helped me.  
Cat : Thank you so much. Now let's go home.  
Please come home for a cup of tea.

### 4. RHYME :

This is my right,  
This is my left.  
This is my right, my left.  
Here are both of them.  
  
Which is your right?  
Which is your left?  
Which is your right, your left?  
Where are both of them  
  
Put your right foot in,  
Put your right foot out,  
Put your right foot in,  
And shake it all about,  
Do the boogie-woogie  
That's what its all about.

### Learning Outcomes

#### Language

##### Seeking information.

"What's your name?"  
"Where do you live?"  
"What is the name of your school?"

##### Giving information

"My name is..."  
"The name of my school is..."

#### Skills

Listening and Speaking  
Getting to know the letters of the alphabet  
Writing one's name

#### Environmental awareness

Orientation, land features

#### Mathematical awareness

Revision of numbers  
Learning numbers 16 to 20  
Consolidation of number 15 to 20

## UNIT-6

## IT'S RAINING

### ACTIVITY - 1

Look at the pictures. Read the words and sentences.



### Helpline

Talk to the children about different seasons and ask them to look at the pictures and learn the symbols that represent the seasons. Read out words and sentences. Ask them to read along with you.



**ACTIVITY - 2**  
**Listen and repeat the rhyme.**





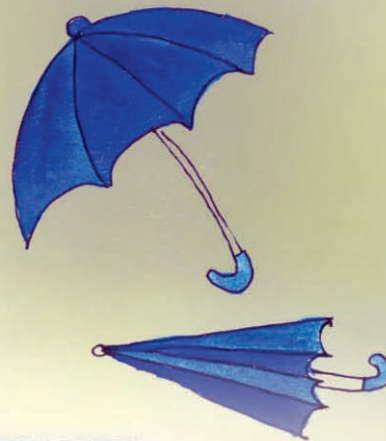
### ACTIVITY - 3

Look at the pictures. Talk about what you like or don't like.

I like



I don't like



#### Helpline

Focus on expressions like-'I like to wear the raincoat.', 'I like umbrellas' 'They are very colourful', 'I like the rainbow', 'I don't like dirty water', 'I don't like mosquitoes'. 'She likes getting wet' 'You?'

**ACTIVITY - 4**  
**Describe the pictures.**



.....

.....

.....

.....

.....

.....

.....

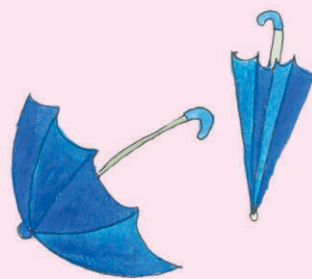
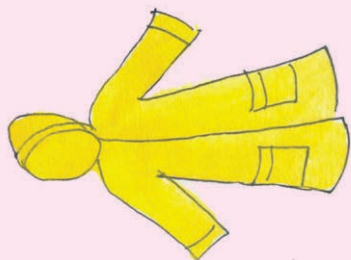
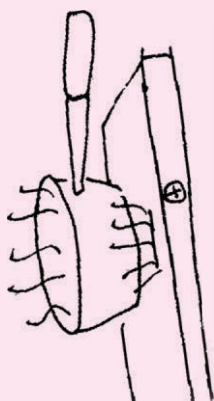
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## ACTIVITY - 5

Listen to what Ritu says. Draw green lines for what Ritu does and blue lines for what Ritu does not do.



I don't do this.



I do this



### Helpline

Teacher says lines like 'I make paper boats'. Students draw lines on pictures.



### ACTIVITY - 6 (A)

Look at the pictures and listen to the story.

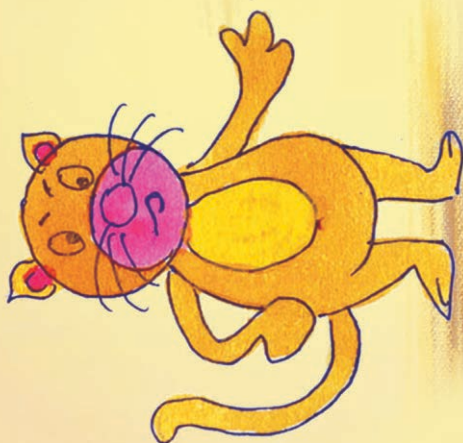
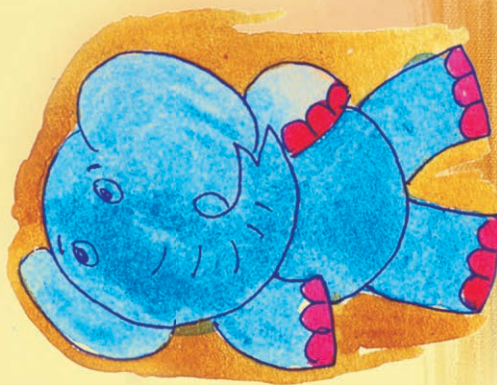


## ACTIVITY - 6 (B)



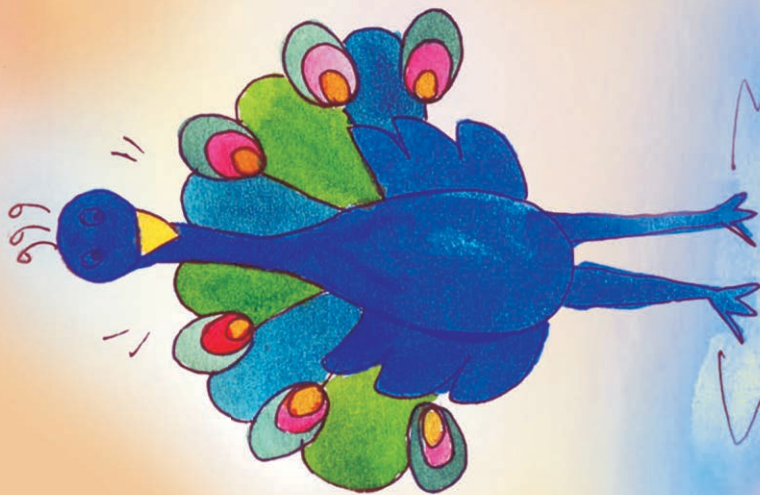
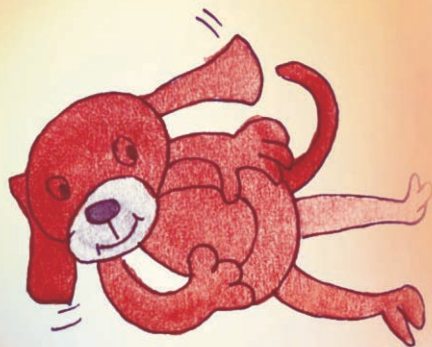


ACTIVITY - 6 (C)





## ACTIVITY - 6 (D)



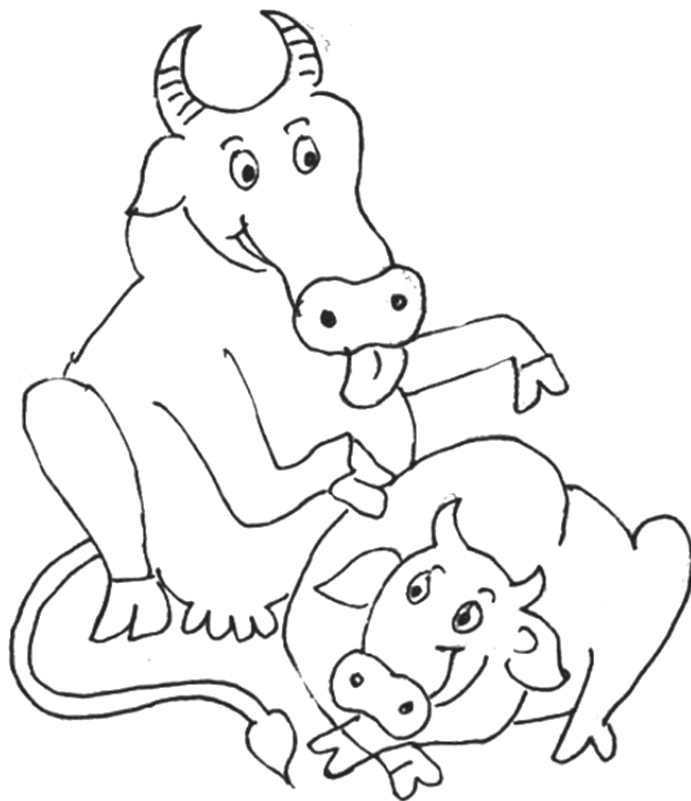
ACTIVITY - 6 (E)





## ACTIVITY - 7

Look how these animals clean their babies. Colour the pictures.

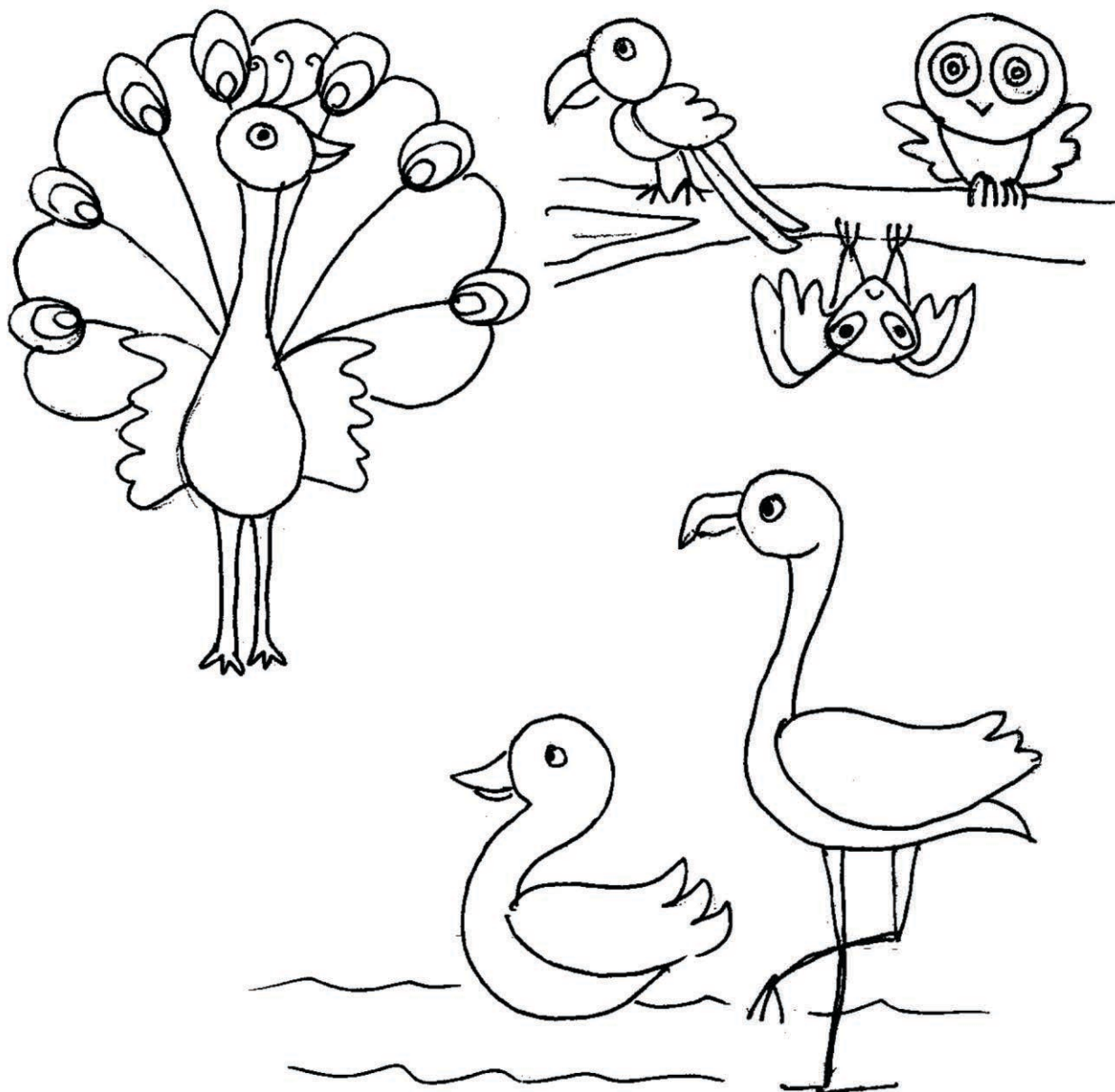


### Helpline

Talk about cleaning habits of animals. Explain the importance of cleanliness.



**ACTIVITY - 8**  
**Colour these pictures and describe them.**



## ACTIVITY - 9

Copy these sentences.

It is a rainy day.

I like rain.

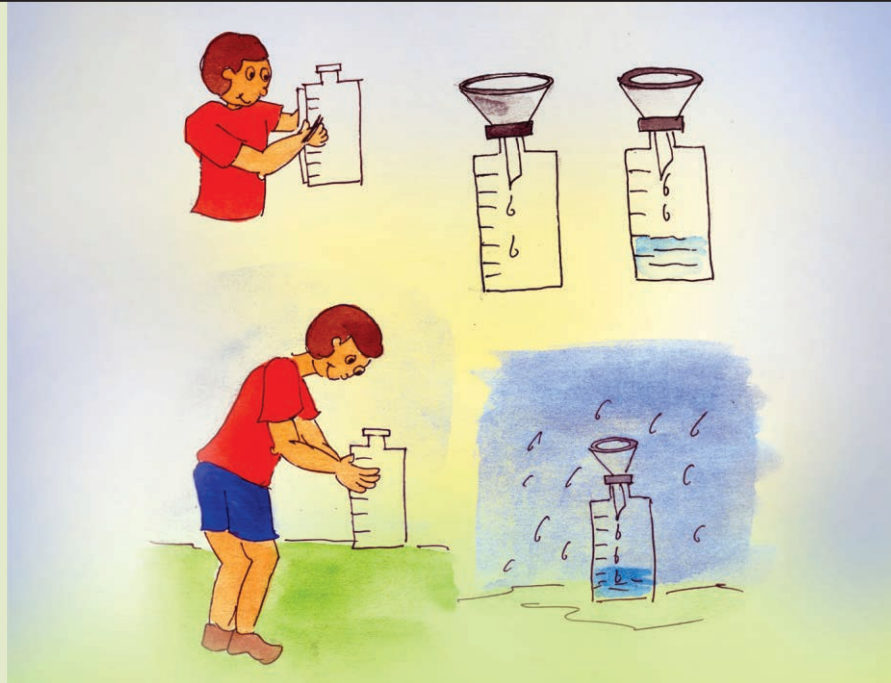
I like the rainbow.

I like to play.

## ACTIVITY - 10 (A)

### Measure Rain

Put the funnel in the bottle.  
Keep the bottle in rain.  
Note how much it rained.  
Note the time to find how long it rained.



Write the date and put a tick mark under the right column.

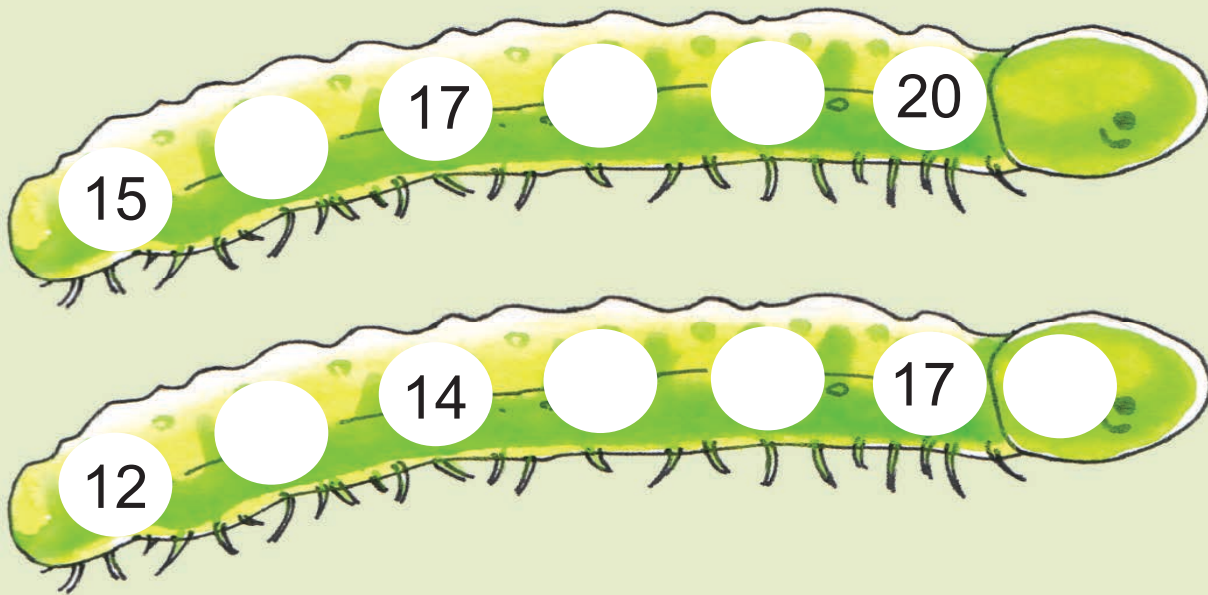
Date	More rain	Less rain

#### Helpline

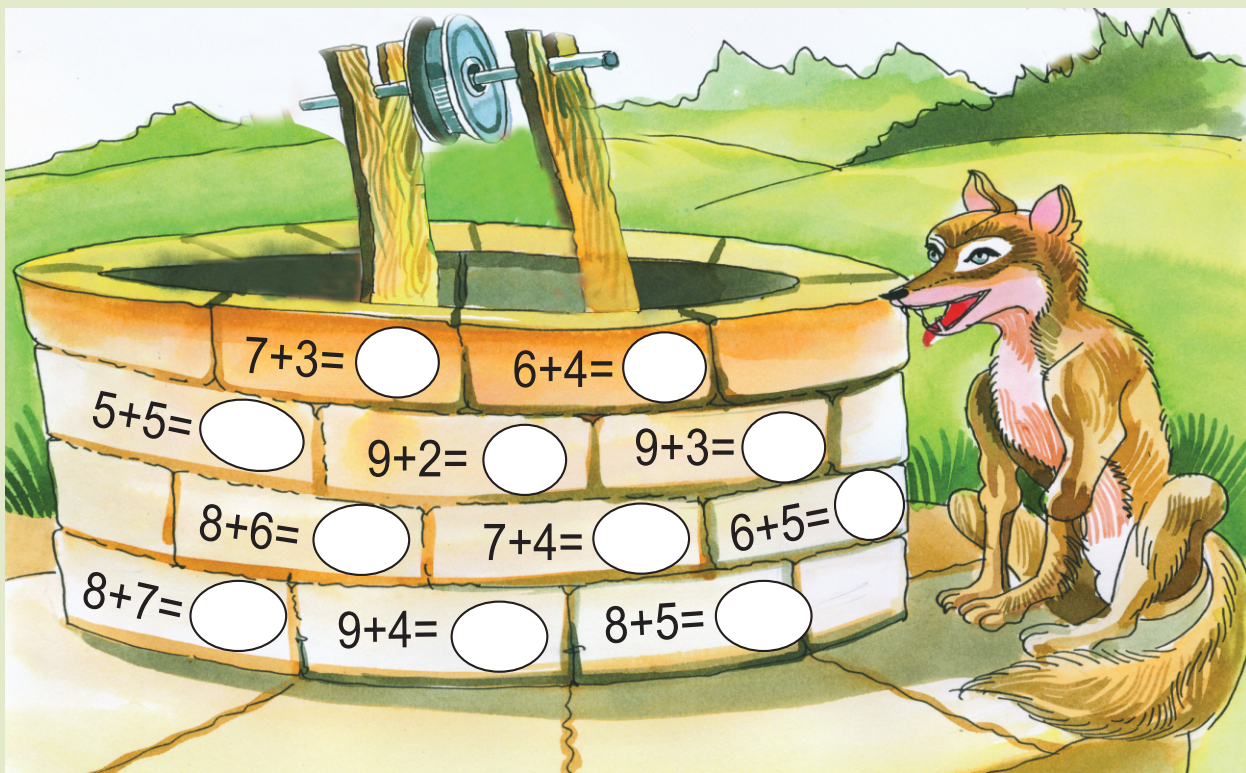
Introduce the idea of measuring things. Make them measure their benches, chairs, books, etc. using their hands. Let them understand the concept of 'long' and 'short'. Then make them measure the quantity of water in a glass, in their water bottles, etc. Introduce them to the idea of comparing two measures and say, for example, 'more water', 'less water', etc. After that, ask children to draw two glasses in their notebook with more water in one and less water in the other, and colour the glass with more water in blue and less water in red.



## ACTIVITY - 10 (B)



## ACTIVITY - 10 (C)

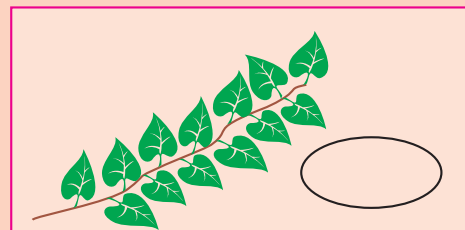
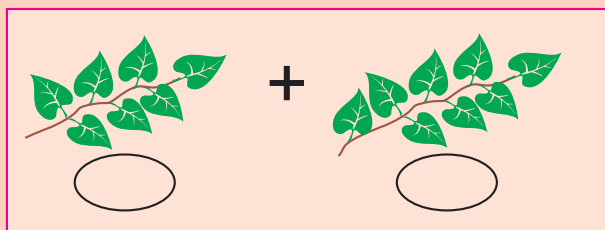
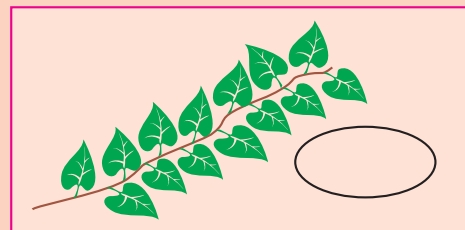
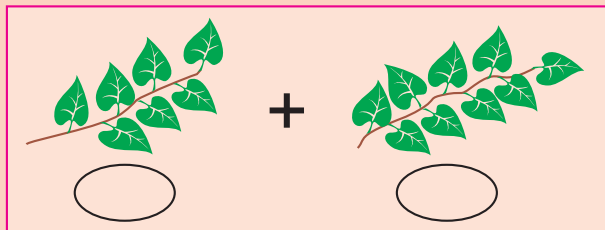
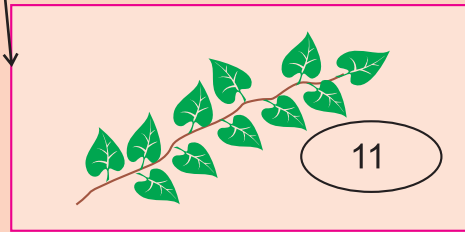
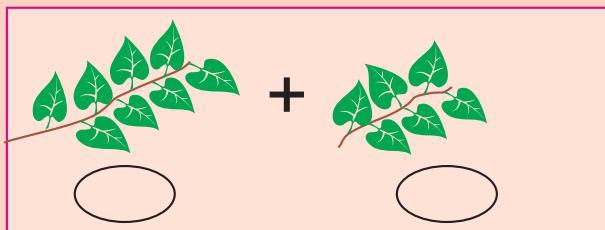
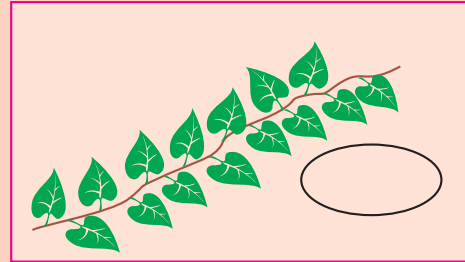
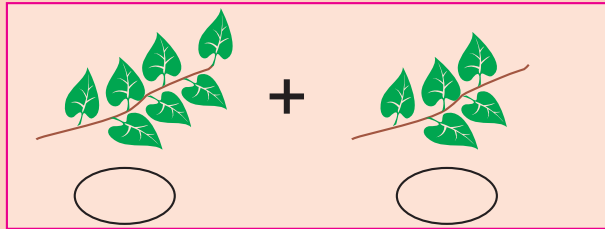
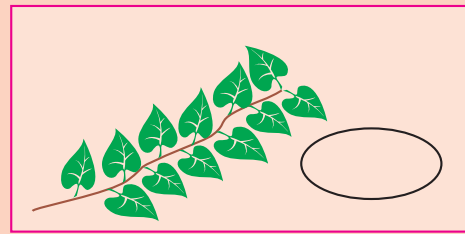
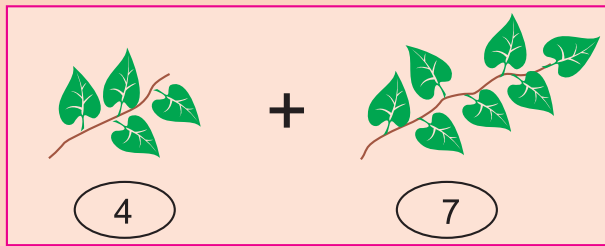


### Helpline

10 (B) Here, students write the missing numbers. Use number cards or other TLM to revise numbers. Give individual help if needed. See to it that all students understand and write.

10 (C) Students write in this activity. Help students calculate the sums given in the picture of a “well”. Revise using objects. If needed help students individually.

## ACTIVITY - 10 (D)



### Helpline

Here, firstly, students count each set of leaves and write the number below. Then they match the pictures with similar numbers of leaves. Use the example given to explain this process. Revise this process using objects like pebbles, leaves, or sticks. Plan counting up to 18.

## Unit-6 Helpline

### Story : Rain, Rain, Lovely Rain

It is raining outside. All the animals are playing in the rain. Jumbo elephant is splashing in a dirty puddle. Pinky peacock is dancing in the rain. Dinky dog is running fast. Bushy squirrel is running on the branches. Motu monkey is hanging upside down on a tree. The sparrow is flying from one branch to another. Kitty doesn't like to get wet. So, she is sitting under a tree.

Look, the rain has stopped. It's not raining now. But all the animals are covered with mud.

"All of you are so dirty" says Kitty. "Come on. Wash yourselves."

"But I like being dirty," says Jumbo.

All others nod their head to say, "yes".

"Come on Pinky. Clean yourself," says Kitty.

"I love to dance in the rain," says Pinky peacock.

"Hi, Dinky. Come and wash yourself," says Kitty.

"Wow, wow," says Dinky dog and runs away.

Kitty starts liking itself. She likes her legs, she licks her paws and she licks her stomach. Now she looks very clean.

Kitty says, "Oh, look at me. I'm so clean, I'm so neat."

She proudly walks with her head held high. She says, "I'm clean. You're dirty."

"I'm clean. You're dirty." She says this 10 times.

All the animals look at each other. They say, "We are not clean. We are dirty. We should clean ourselves."

So all of them start cleaning themselves.

Pinky peacock cleans himself with his beak.

Motu monkey cleans his face with his hand.

Bushy squirrel shakes herself.

Dinky dog cleans himself with his paw.

And what about Jumbo?

He sprays water on himself with his trunk.

Now all the animals are very clean and neat.

They all look beautiful.

### Rhyme : Fun In The Rain.

Rain, rain, rain

Rain, rain, rain

Dribble, dribble, sploosh!

Dribble, dribble, sploosh!

Grab your boots, your coat, and hat,

Jump in a puddle and go kersplat!

Stomp about and become a drowned rat,

Rain, rain, rain

Rain, rain, rain.



## Learning Outcomes

### Language

#### Express personal likes and dislikes

I like to play in rain.

I don't like mosquitoes.

#### Asking for and giving information

What do you like?

I like paper boats. You?

I like umbrellas.

#### Expressing opinions

I'm clean. You're dirty.

#### Comparing facts

There is more water in this glass.

There is less water in this glass.

### Skills

Listening and Speaking

Writing words and sentences

### Environmental awareness

Recognizing clothes needed for the rainy season.

Recognizing the need to be clean.

Recognizing the precautions to be taken in the rainy season.

Identifying various animals and birds.

### Mathematical awareness

Revision of numbers

Revision of counting up to number 18

Practice in basic addition of single digit numbers