

# Play



# Do

# Learn

Standard One



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties- It shall be the duty of every citizen of India—**

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

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
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from the Academic Year 2018-19.

# Play, Do, Learn

(Health and Physical Education, Workexperience, Art Education)

Standard One



**Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 04**



RHMBAL

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## **The Constitution of India**

### **Preamble**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## 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 give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.



## Foreword

Dear Little Friends,

A very warm welcome to standard first. We are happy to present you the book 'Play, Do, Learn'.

Dear little friends, this book has been specially designed for you. You all love to play, learn new things, create beautiful objects, sing lovely songs, isn't it? This book has been written with the same purpose. The book is filled with lovely pictures. The pictures will guide you to play different games, sing songs, play musical instruments, draw pictures and colour them, learn the art of drama, dance etc. You will be able to learn the art of making paper fans, dolls etc. on your own. You will be helped by your teachers, parents and classmates for all these activities.

Physical activities and games make you healthy and strong. You will be able to make everyone around you happy, if you learn a certain skill or develop a certain talent. This book will help you to make small articles all by yourself. You can display all these in your personal exhibition. You can give these articles as gifts to your loved ones. You will be appreciated by everyone for this. Everyone will feel proud of your creativity, talent and your performances.

There is a Q.R. code given at the bottom of certain pages. You will enjoy the information that is given through these Q.R. codes. Your precious feedback about the parts of the book that you like the most and additions that need to be made; would prove to be most valuable to us. Therefore your feedback is most awaited. We are sure you will enjoy every part of this book.

Wish you all the best for your future progress.



**(Dr. Sunil Magar)**

**Director**

Pune

Date : 16 May, 2018

Indian Solar Year : 26 Vaishakh 1940

Maharashtra State Bureau  
of Textbook Production and  
Curriculum Research Pune.

## For Teachers

Dear Teachers,

We present this book which is a combination of Art Education, Workexperience, Health and Physical Education. This triplet is entrusted upon you to bring about an all round development in our children. These three subjects are interconnected and interrelated with each other and accompany us throughout our lives. These subjects make a valuable contribution to our lives. If this contribution begins at the tender age of our lives it will help us in achieving our objective of 'Happy Learning' / 'Joyful Learning'.

The book is named '**Play, Do, Learn**' which establishes a close relation with the readers. At the same time it is not only a combination of three subjects- Health and Physical Education, Workexperience and Art Education; but also complement each other in every respect. At the level of first standard, our children have not mastered the Art Education of reading and writing. Keeping this aspect in mind, this book has laid stress on pictures more than words. It is expected that the teachers make use of these pictures to bring out the expressions of the children and get various activities like drawing, playing, singing done from them.

As this book has been designed entirely from the children's perspective, it does not include the entire syllabus, subjects, objectives, fields, projects, activities, etc. that have been mentioned in the curriculum.

The teacher's handbooks will prove to be helpful to the teachers in this respect. These Marathi handbooks are available at Balbharati's all depots. The text book has given only one activity. The remaining activities have been provided with guidance and demonstration in these handbooks. The actual teaching and learning is expected to be divided according to the allotted periods. Although the book has combined the three subjects - Health and Physical Education, Workexperience and





Art Education it is expected that the three subjects should be studied under separate entities. At the same time it is important to establish a correlation between these three subjects and other academic subjects like Language, Mathematics Environmental Studies etc. It is also necessary to have a subject-wise time-table with proper distribution of periods for every subject. It is important that the teaching-learning process becomes effective with the help of qualitative evaluation. Continuous Comprehensive Evaluation methodology should be used for evaluation. It is important to give a lot of scope and priority to the choice and liking of the children. It is expected that there is maximum participation of children in 'My Activity'. Certain amount of required help can be rendered by parents and teachers, if necessary. Perfection is not expected. The child is expected to enjoy every activity and draw happiness out of his/her personal creativity. There should be a feeling of ease while performing these activities. The material required for these activities should be easily available so that the child takes complete interest. The teacher has the liberty to change the activity if required. Along with 'My Activity' students can be given activities according to their age, liking, aptitude and ease. It is necessary to see that there is individual participation from every student in each and every activity. More opportunities should be given for expression. As far as possible, selection of the activity should be done after considering the required material as well as the geographical conditions. The selected activities should be at par with educational values and flexibility.

**'Play, Do, Learn'** activities should also be considered to establish a correlation with subjects like Mathematics and Languages. If teachers have developed different activities or material for this subject, the same can be shared with the bureau. New ideas as well as activities are always welcomed by us.

We are confident that creative and enthusiastic teachers will always welcome this textbook.

**Board of Studies**  
Art Education, Workexperience, Health and Physical  
Education  
Textbook Bureau, Pune

**Play**

Learning by Playing

**Do**

Learning by Doing

**Learn**

Learning by Art  
Education



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## Play



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## Do



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## Learn



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# 1. Health

## 1.1 My Daily Routine



**Wake up before  
sunrise**



**Morning Processes**



**Brush my teeth**



**Take a bath**



**Comb my hair**



**Have my food**





**Wear clean clothes**



**Go to school**



**Play games on the playground**



**Study**



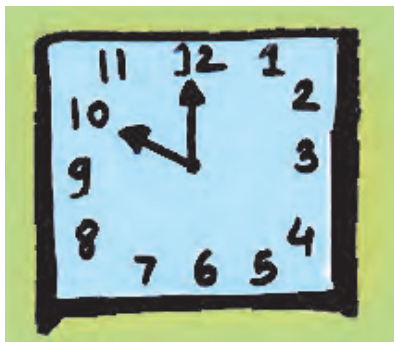
**Help with household work**



**Sleep**

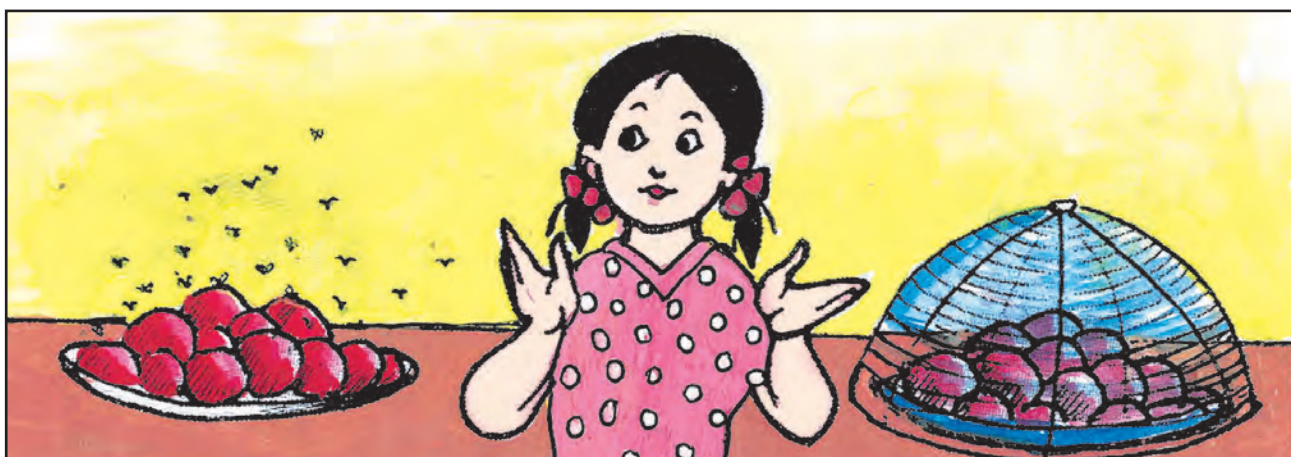


## My Activity



Ask children to observe the pictures and describe them in their own words. They should be informed about the importance of healthy habits. They should incorporate these habits in their day to day life.

## 1.2 Diet



Tell the children to finish all the food that is served in the plate. Tell them not to spill while they eat. Ask them to avoid food items that are left open. Tell them to drink sufficient water. Tell them to wash hands before eating. Tell them about the importance of eating all types of vegetables. Tell them to eat seasonal fruits. Inform them about wrong food combinations.



## 1.3 Cleanliness



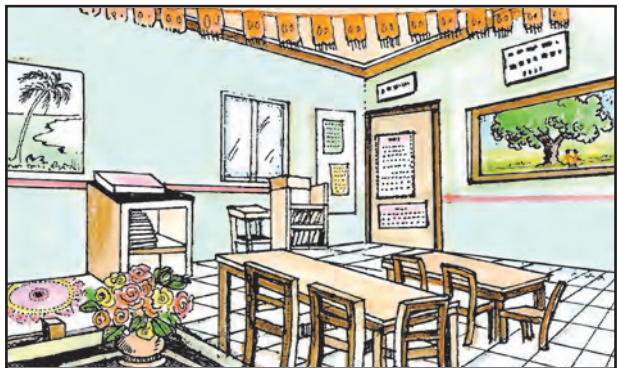
My House



My School Surrounding



My Surrounding



My Classroom

## My Activity

- Keep your room clean and tidy.
- Keep your things in their proper places.
- Take care of the cleanliness in your house.
- Keep your surrounding clean.
- Throw garbage in the garbage bins and not on roads.

Make the students observe the pictures. Discuss about their experiences. Make the children perform the activities shown in the picture. Pay attention towards their cleanliness habits regularly.

## 2. Different types of movements and Appropriate Body Postures

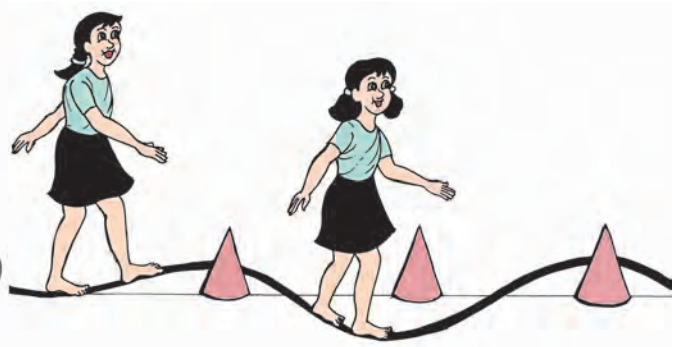
### 2.1 Leg Movements



Walk in a straight line



Walk on your heels along a circle

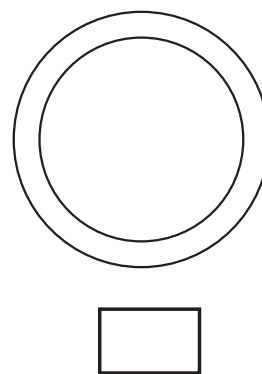
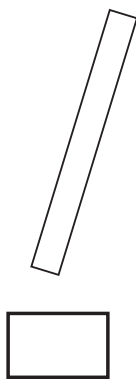


Walk along a zigzag path

Walk on the outer edges of your feet



### My Activity



- Which leg movement did you like the most? Put a ☒ in the box below the picture.

Ask the children to observe the pictures carefully. Instruct them to walk according to the movements shown in the pictures. Introduce some new styles of walking. Caution the children and instruct them to maintain their balance. Teachers can organize groups and conduct competitions.





Kick Forward



Kick Backwards



Kick towards the right



Kick towards the left

## My Activity

Colour the picture



Ask children to observe the pictures and perform the movements. Ask them about their favourite movement. Make them repeat all the movements.

## 2.2 Imitative Movements (Animal walks)



Frog jump



Elephant walk



Horse walk



Camel walk



Peacock walk



Rabbit



Horse



Peacock

Observe the pictures and identify the walks. Ask them about their favourite walk.

## 2.3 Warming up exercises (Basic Exercises to be done on the spot.)



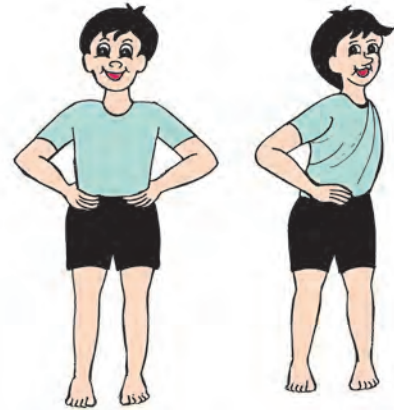
Place your hands on your hips and bend towards the right.



Place your hands on your hips and bend towards the left.



Twist your body towards the right, without moving your legs.



Twist your body towards the left, without moving your legs.



above you



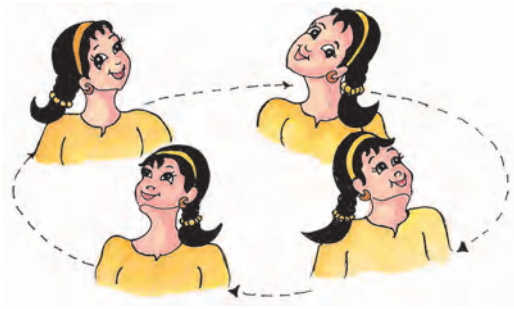
Stretch your hands



behind you



Front of you



Rotate your neck clockwise and anticlockwise



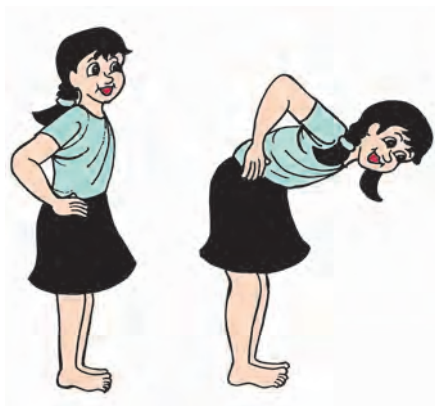
Rotate the upper portion of the body from the waistline



Place your hands in front of you and rotate your wrists.



Rotation of ankle



Place your hands on your hips and bend forward.



Place your hands on your hips and bend backwards

Ask children to observe the pictures. Help them to perform the movements accordingly. Introduce other new movements. Make sure there are no jerks. Divide them into groups and make them perform the movements.

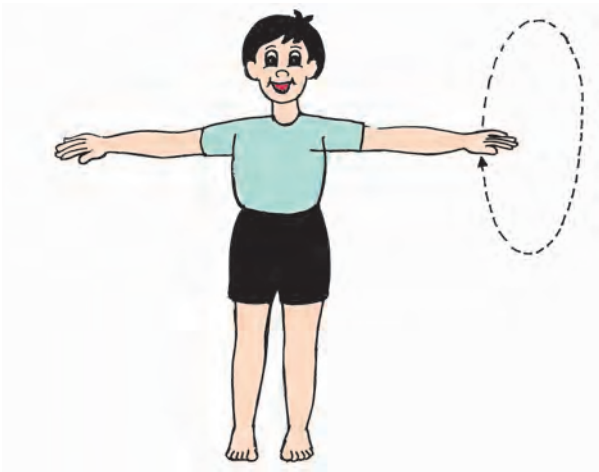




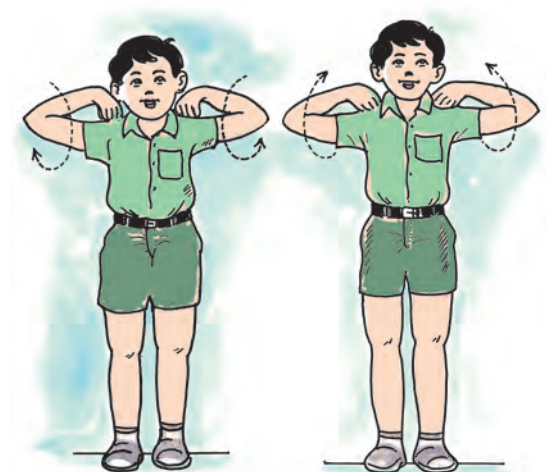
Maintain body balance while walking on your toes.



Maintain body balance while walking on your heels.



Bring your hands straight along the shoulder line and rotate your hands.



Place your hands on your shoulders and rotate them.



Movement of ankle



## 2.4 Movements with props and mutual co-operation



Throw a ball

Catch a ball



Retrun the ball, by hitting



Kick the ball

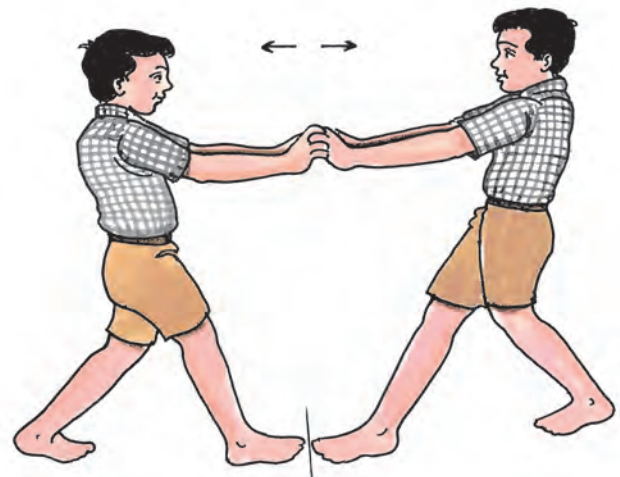
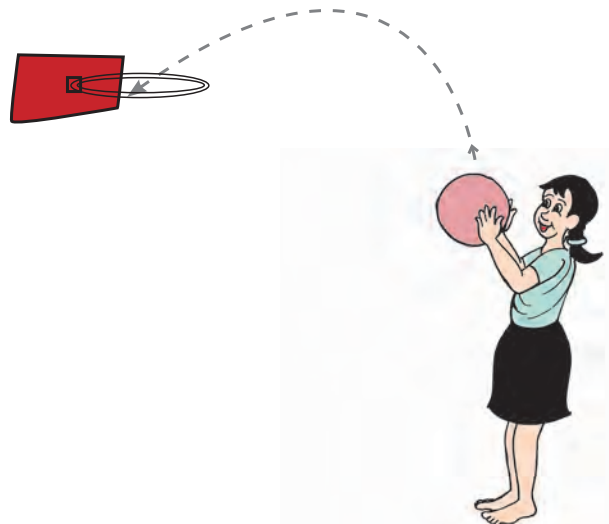


Hit the ball with a bat



Defend/Stop the ball

Introduce some new movements with props. Instruct children to maintain balance while performing the movements.

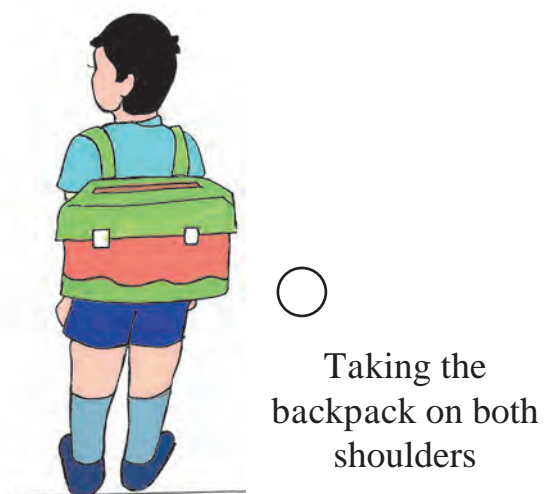
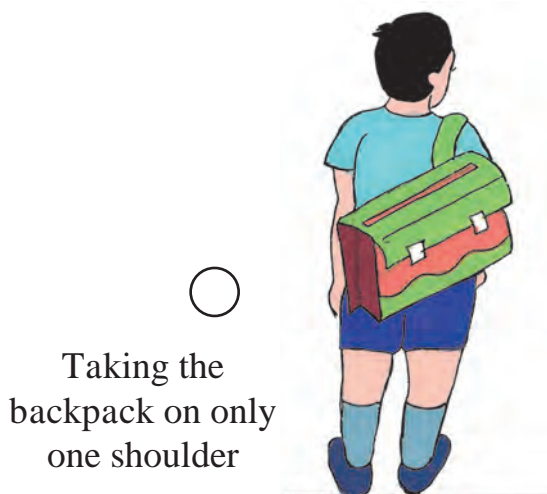
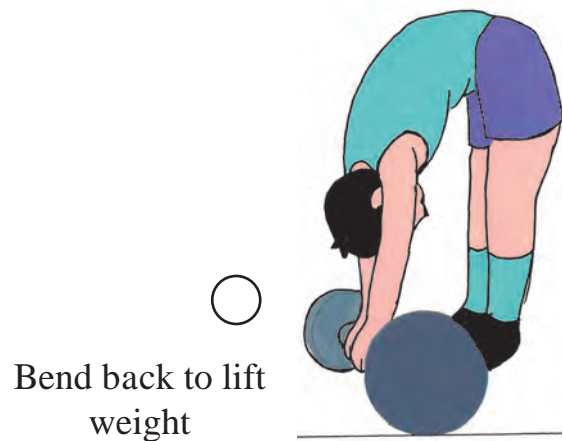
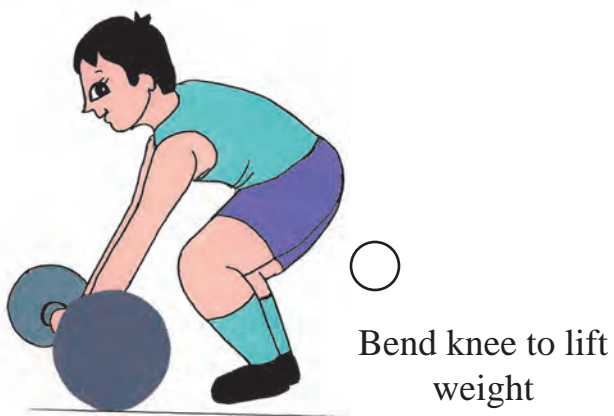
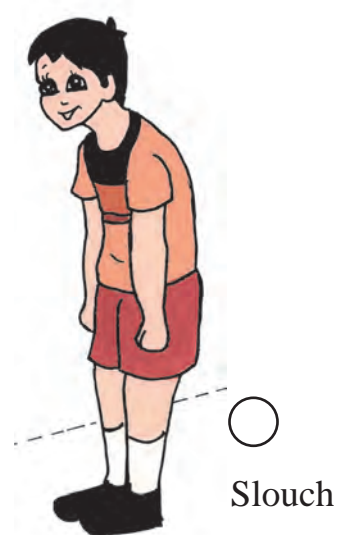
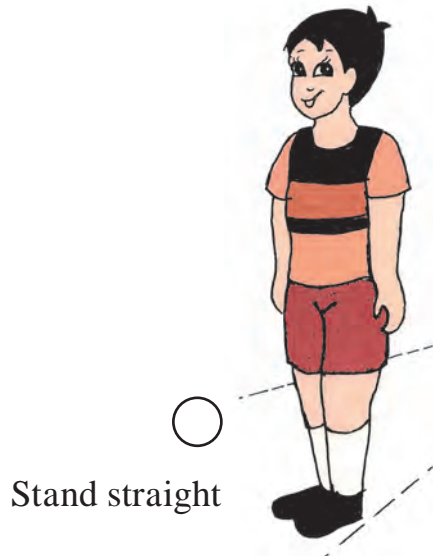


Make students perform different types of movements with the help of props. Different types of races or games can be conducted. Selection of movements should be in accordance to the children's capacities. Take care that there are no injuries while playing.



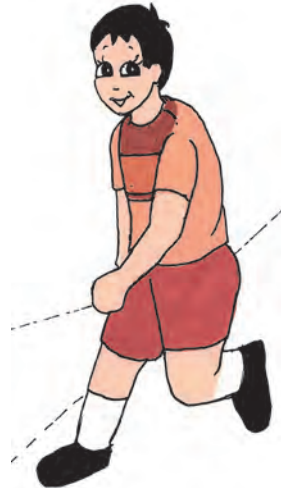
## 2.5 Appropriate Body Postures

Put a ☒ along the correct posture and a ☐ along the wrong posture.





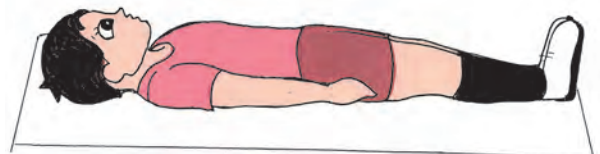
Walking with a straight back



Walking with a slouched back



Sleeping on the stomach



Sleeping on the back



Tying the shoelace by bending



Tying the shoelace while sitting.

Introduce the children to the correct body posture with the help of pictures. Discuss with them about the correct posture while sitting, standing, walking, reading, etc. Take efforts to make children use the correct posture in the class as well as at home.

## 2.6 Drill



Attention



Stand at ease



## Rhythmic drill



Basic position



Hands in front



Hands above



Hands at the sides

Observe the pictures. Make the students perform the drill according to the pictures.



### 3. Games and Competitions

#### 3.1 Entertainment Games



Lemon and spoon



Three legged race



Hopping



Blind man buff



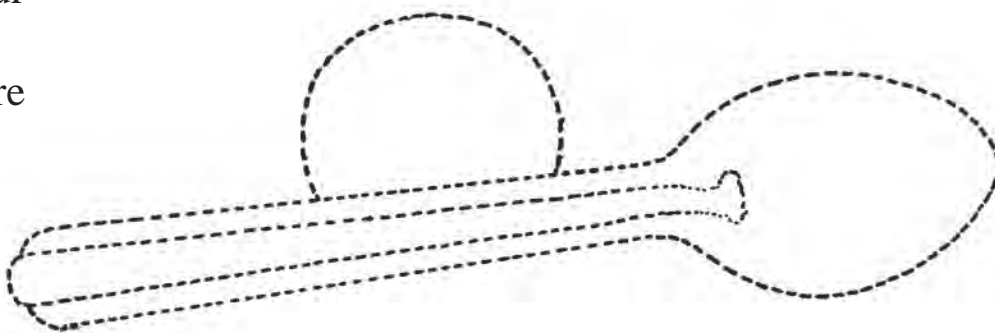
Catching the cook  
while climbing trees  
(*Surparambya*)



Lock and key  
(*Vishamrut*)

#### My Activity

Colour  
the  
picture



Take care that children do not fall while playing. See that the playground is clean. Ask children to observe the pictures. Demonstrate some similar games to the children.

## 3.2 Sedentary Games



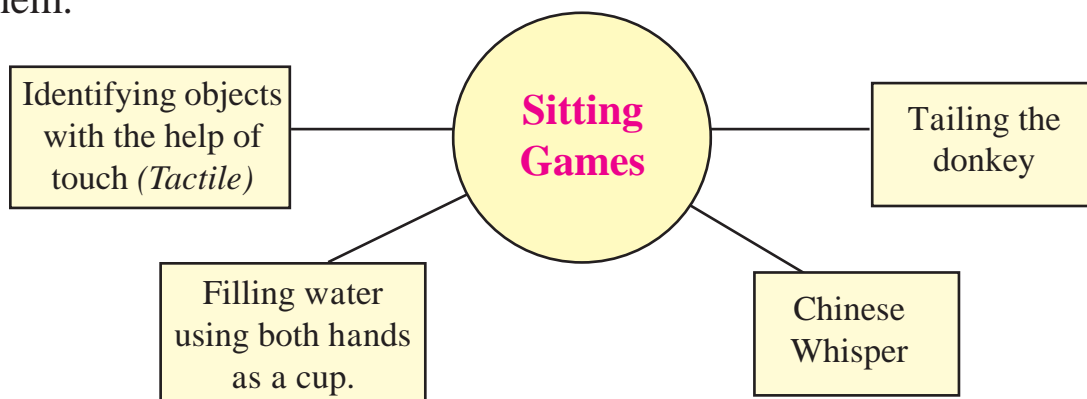
Tactile activity

Mother's letter



### My Activity

Collect information on the following games and make the children play them.



### 3.3 Regional and Traditional Games



Rolling the tyre



Lagori



Jumping in and jumping out  
(*Talyat-malyat*)



Blind man buff  
(*Andhali Koshimbir*)

#### My Activity

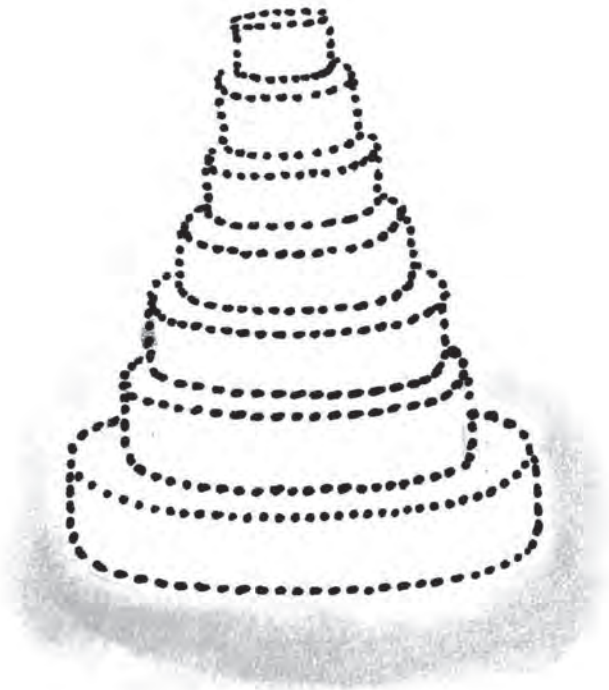
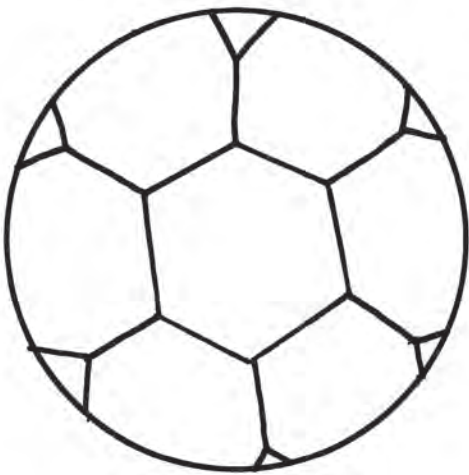
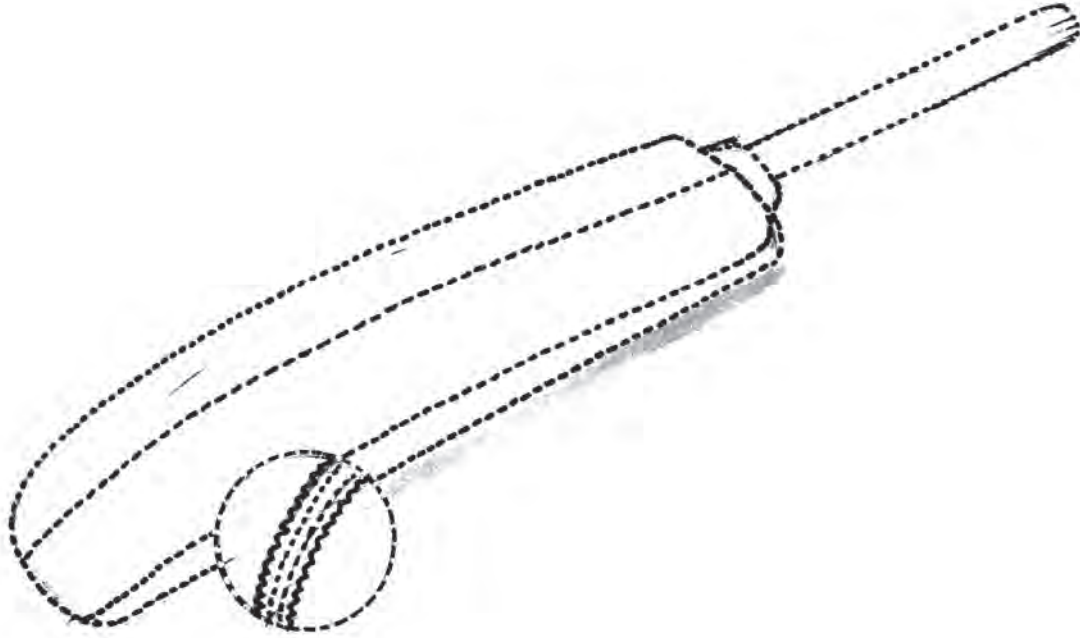
Make the children play games of their own choice.  
(Those which are not shown in the pictures above.)

Ask children to describe the above pictures. Ask them to demonstrate the new game. Ask them about the different games they learnt to play in their village.



## My Activity

Colour the pictures.



### 3.4 Different kinds of games and competitions.

#### Flexibility Game



Forming a 'V' shape of your legs and bending to pick up an object kept in front of you.



Passing the ball

#### Games for body coordination



Throwing and catching the ball

#### Running Games



Running 30m.

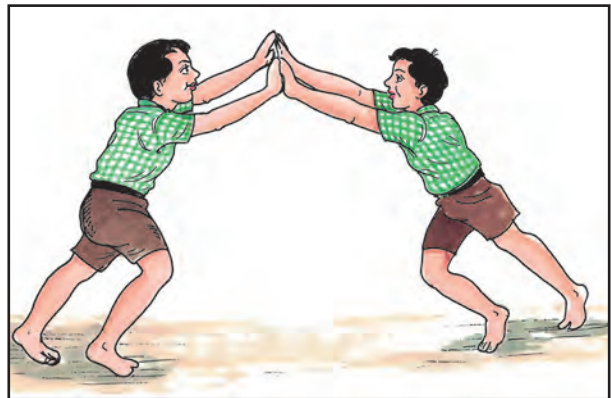


Three legged race.

## Strength of limbs



Tug of war  
(*Rassi Khech*)



Pushing each other

## Muscle Strength



Shoulder war



Lifting the partner on the back  
(*Sakhareche Pote*)

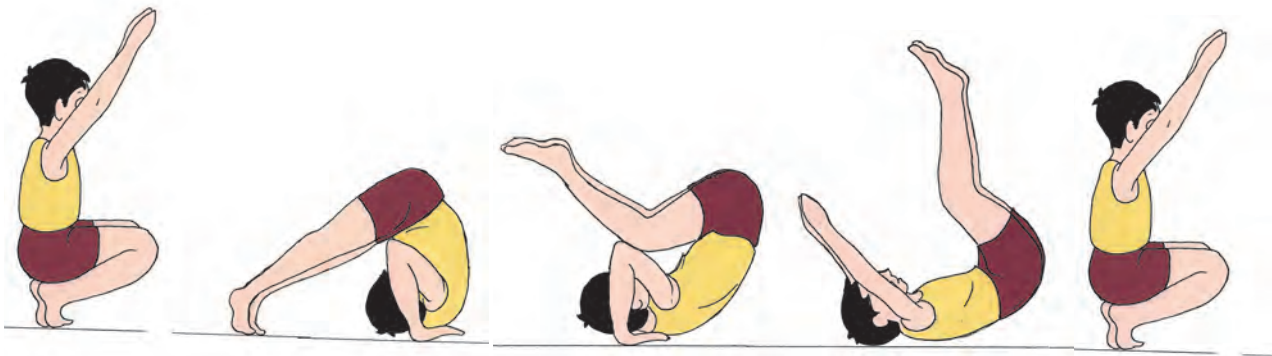
You can conduct different types of competitions and games. (Take care of children's safety)



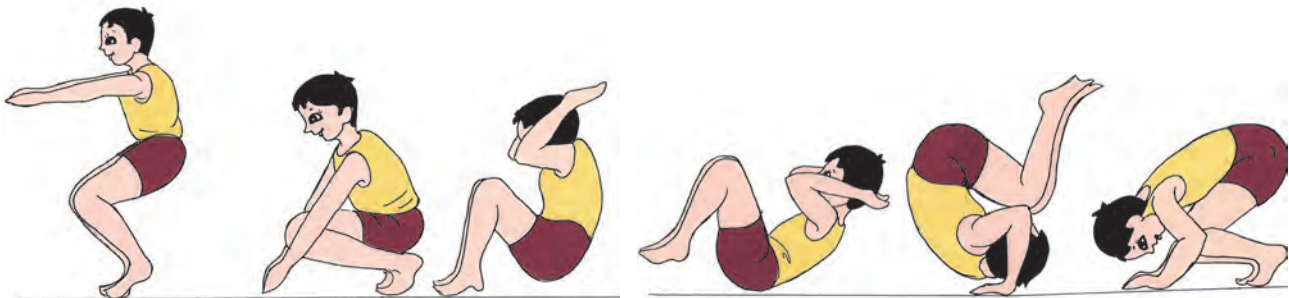
## 4. Skill Based Activity

### 4.1 Gymnastics

#### Front Roll



#### Back Roll



Put a ☒ in the box along the picture you like the most.

#### Front Roll

☐

#### Back Roll

☐

Observe the pictures carefully. Children should perform actions according to those shown in the pictures.

## 4.2 Athletics



Running in a straight line

Jumping and moving forward



Running Backwards



Jumping by lifting legs upto your knees.

Ask the children to observe the pictures carefully and describe them. Ask them if they would like to run in the different ways as shown above.

### 4.3 Kinesthetic Activities



Skipping rope



Walking on bricks while  
maintaining body balance



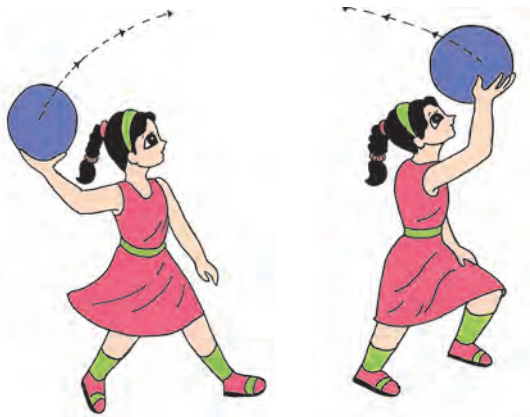
Stick Game  
(Viti Dandu)





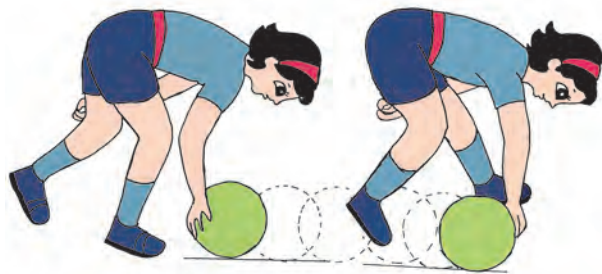
## 4.4 Sport Skills

### (1) Throwing the ball



Throwing the ball

### (2) Rolling the ball



Rolling the ball  
forward

Rolling the ball  
backwards

### (3) Catching the ball with self

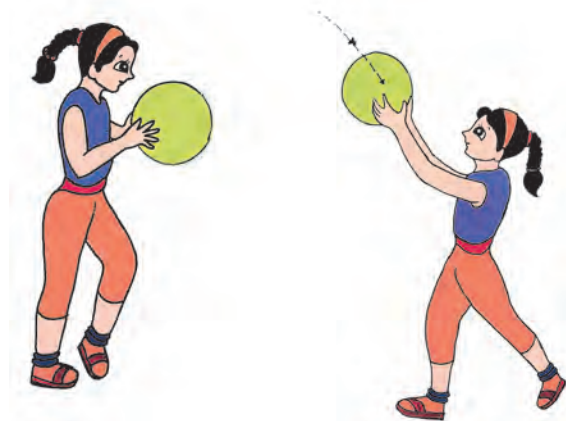


### (5) Stopping the ball



Hitting the ball  
with a bat

### (4) Passing and Catching the ball with others



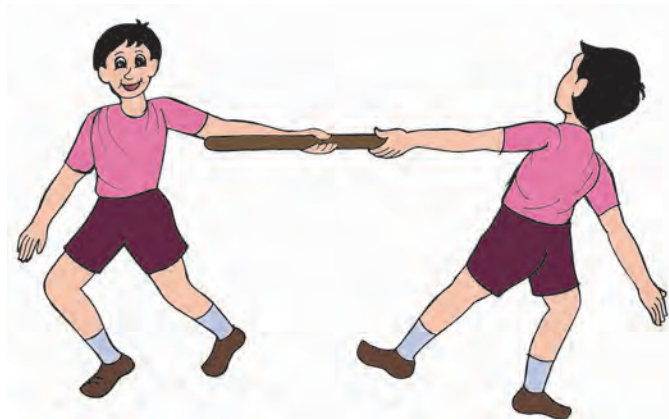
Make the children practice different sport skills. Explain to them the different types of sport skills using hands, legs and head. You can use optional equipment if necessary. Take care of the children's safety.



Catching the ring



Pushing the wall with your hands



Pulling a stick with your hands

## My Activity

☒ your favourite game.

Pushing with hands

☐

Catching the ring

☐

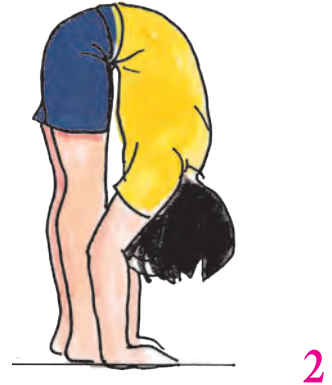
Pulling a stick with your hands

☐

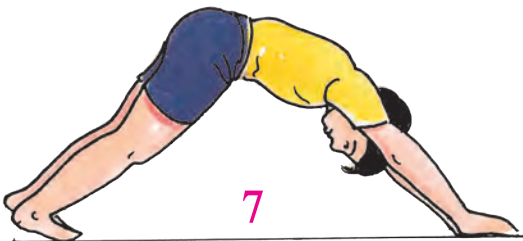
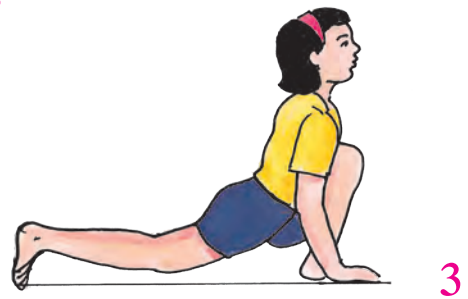
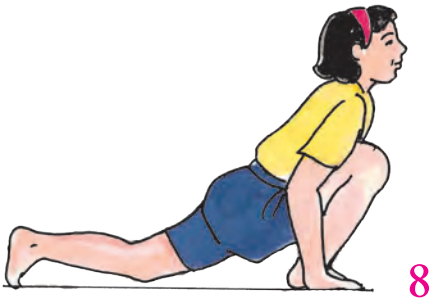
Make sure that the students do not fall or do not get injured while they play. Encourage the weak students to play according to their capacity. Ask the students to observe and describe the pictures. Take up games as shown in the pictures.

## 5. Exercises

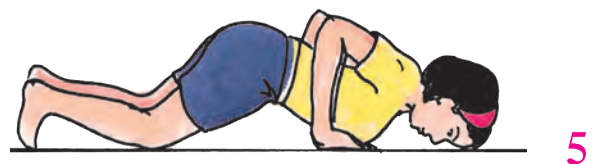
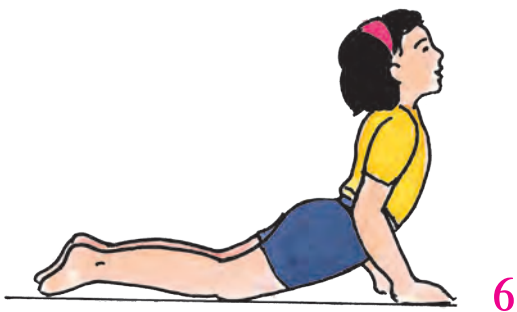
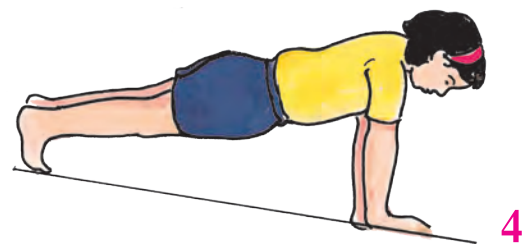
### 5.1 Surya Namaskar



Basic Position



10





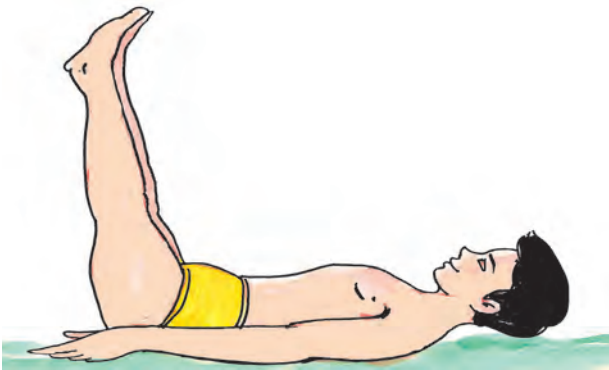
## 5.2 Various Body Postures

### (1) Postures to be done while lying on your back

Balancing your legs



Lifting your legs upwards



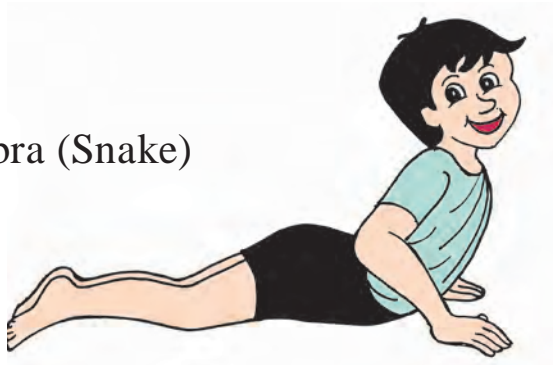
Lay down for relaxation



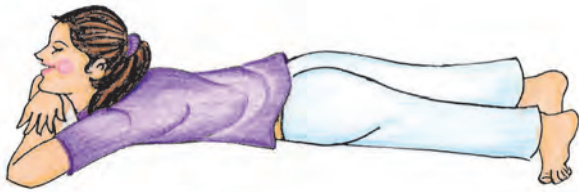
Posture like a plough

### (2) Postures to be done while lying on the stomach

Posture like a Cobra (Snake)



Posture like a crocodile



Posture like a mountain

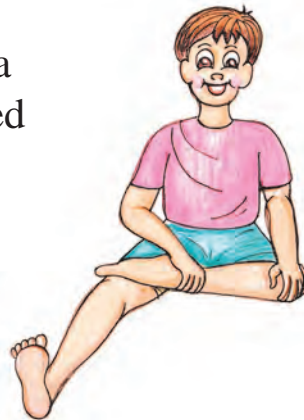


Posture like a bow

Posture like a boat



Sitting in a  
cross-legged  
posture



Posture like a tree



Introduce the children to basic information about the ethics and rules to be followed in yoga. For special children /sick children, help should be given to perform postures according to their capability. Conduct a proper warmup before starting the body posture exercises.

# 1. Need Based Activities

## (A) Introduction to Culture and World of work

### 1.1 Rain

Pitter Patter rain drops  
Fall on the roof tops  
Swish Swish sway the trees  
Brrrrr, Brrrrr, we all freeze  
Splash Splash goes the river  
Making all the stones shiver  
water flows from here to there  
Water falls from the air  
Its the rain, Its the rain,  
It washes away all our pain.  
We dance, we sing, we all play,  
Happily under this sky we stay.



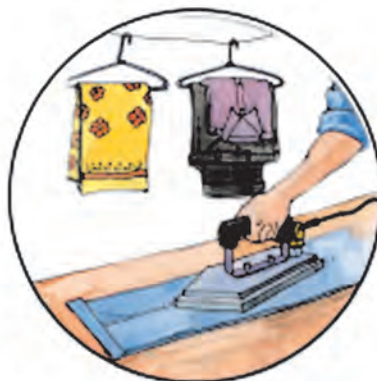
### My Activity

Sing the rhyme with actions.

Make a collection of rhymes or children's poems that may be taken from the news papers, magazines or self composed poems. Make the children repeat poems after you. The pronunciation should be clear. Encourage the children to sing these songs/poems according to the situations.



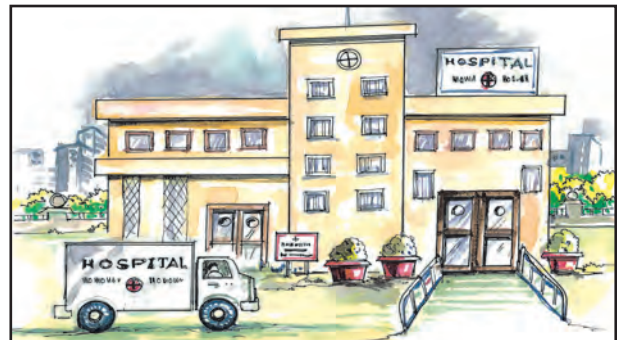
## 1.2 World of work



Introduce the children to different occupations in the society. Show them different pictures and ask them to describe the pictures according to their understanding.



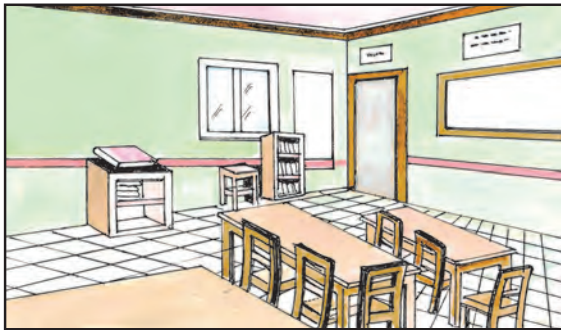
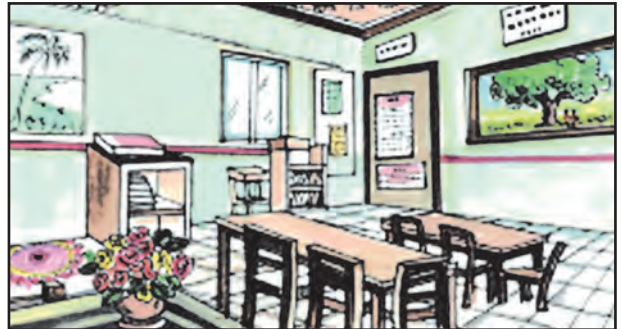
### 1.3 Introduction to our surroundings



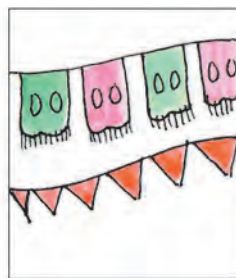
Ask the children to observe the above pictures and describe them. Have a detailed discussion on the vegetable market, shops, schools, hospitals, etc. that are seen in their surroundings after a visit.

## 1.4 Classroom Decoration

Which classroom do you like? Put a ☒ in the box below the picture.

☐☐

Different things used for classroom decoration.

☐☐☐☐

### My Activity

Paste pictures of some more items that can be used for classroom decoration.

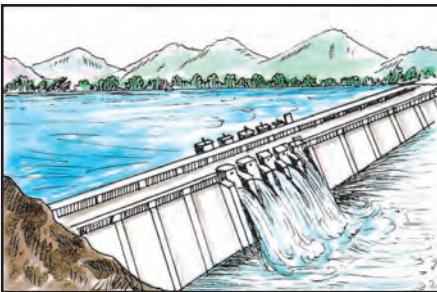
Ask the children to compare the pictures of the two classrooms. Discuss with them about the different things that are painted on the walls of the school and different things arranged in the passages, stair cases, windows, etc. Ask children to paste some more pictures of decoration items in the place provided.



## 1.5 Observe the different styles of drinking water



### My Activity



Ask the children to observe the above pictures carefully. Draw their attention towards the different styles of drinking water. Ask them to identify these different pictures.

## (B) Water literacy

### Water Sources



Rain Water should flow flow flow  
Water level should grow grow grow  
Dams and wells are filled to the brink  
To give birds and animals a cool drink.

### My Activity



The picture has a crow drinking water from the pot. Tell the children a story of 'The Thirsty Crow.'

Ask the children to recognize the different water bodies shown in the above picture. Also ask them to recognize the different animals. Make the children repeat the poem after you in groups as well as individually.



## Uses of water

Observe all the pictures carefully. Put a ☒ in the box along the picture that you feel is right. Put a ☐ in the box along the picture you feel is wrong.

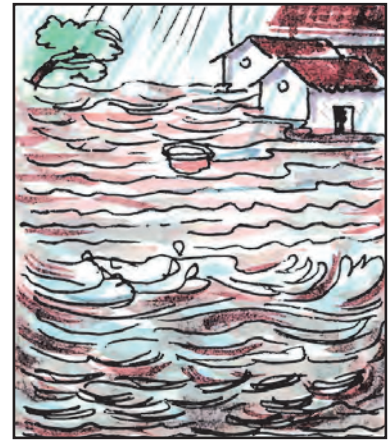


Talk to the children about the importance of water conservation and different methods of saving water.



## (B) Disaster Management

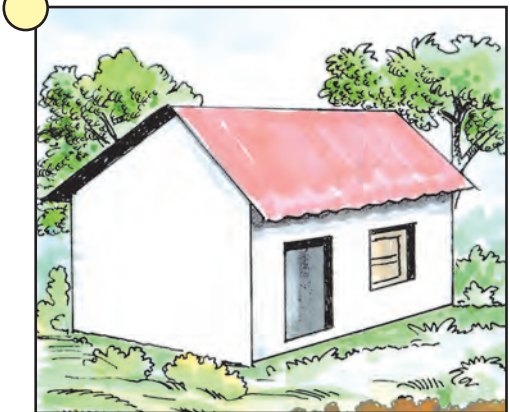
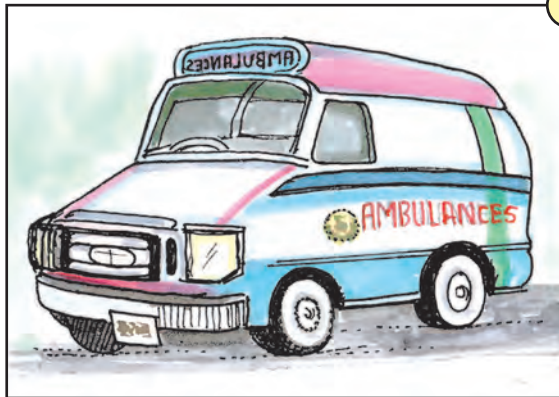
Observe the pictures and identify the natural phenomena.



Ask the children to observe the above pictures. Introduce them to the natural phenomena of rain, floods, cyclones, raging sea, lightning, cloudy sky, sunrise, sunset, moon, moonlight, high tide, low tide, jungle. etc. With the help of the above pictures.

## Story formation with the help of pictures.

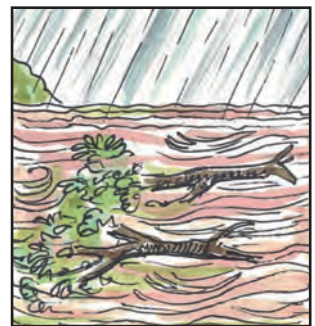
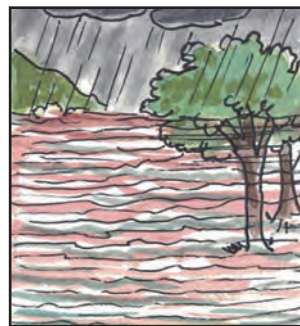
Lets give an appropriate sequence to the pictures below and make a story.



### My Activity



Form a story with the help of the pictures given below.



Ask the children to give an appropriate sequence to the above pictures and ask them to form a story. Give the children a brief idea about disaster management.



## 2. Craft Based Activities

### (A) Coloured paper



### (B) Rangoli



### (C) Collection of craft work



Ask the children to draw different shapes of their choice. Ask them to paste different petals, leaves, coloured stones, seashells, dry fruit shells, etc. in it.



## (D) Different shapes with the help of sticks.

Lets us do it.

1



2



3



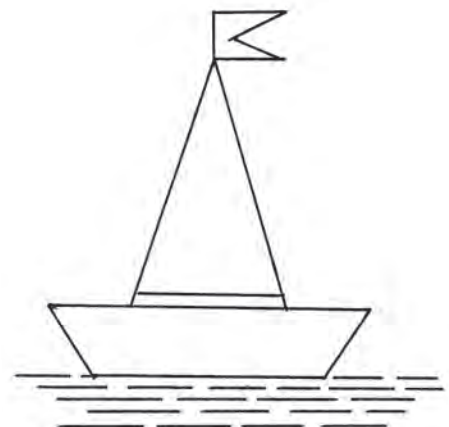
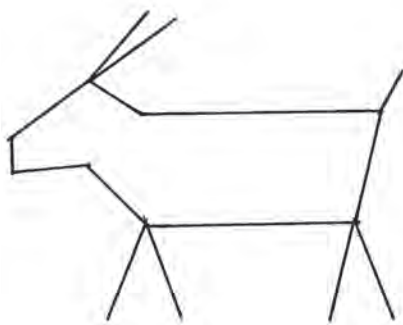
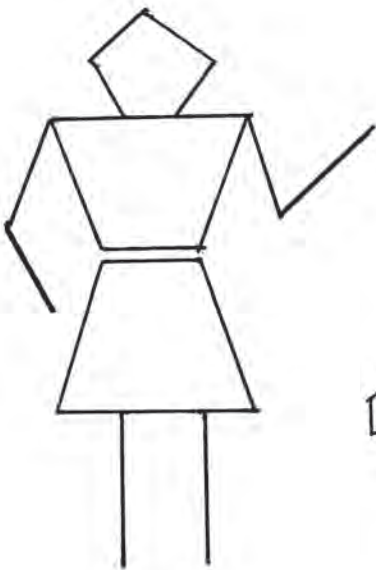
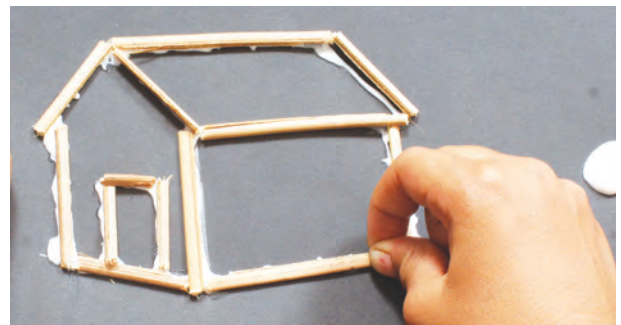
4



### My Activity

Shapes for practice

5



Ask children to paste the sticks on the above shapes for some more practice.

### 3. Skill Based Activities

#### (A) Stamping with the help of natural objects.



#### My Activity

Create a design in the place given below by stamping with the help of cut pieces of vegetables, leaves, seeds and fingers by dipping them in ink or water colors.



Ask children to identify the different stamps used by them. Ask them to prepare beautiful designs with the help of these stamps or fingers in the given space.

## (B) Preparing a paper fan.



Children should take papers from the newspapers or magazines. The paper should be folded several times in alternate directions. After folding the entire sheet in small alternate pleates, the same should be folded in the centre. Apply glue on the inner, and outer parts of the folded sides and paste two ice-cream sticks along the outer sides. Allow the glue to dry before opening the fan.



## 4. Optional Activities

### (A) Areas of production

#### (1) Area - Food

##### 1.1 Kitchen Gardening

Identifying the names of different vegetables.



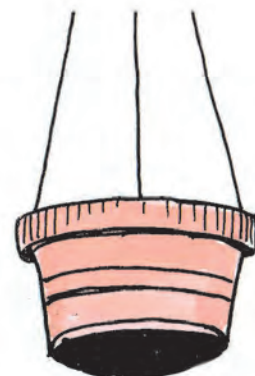
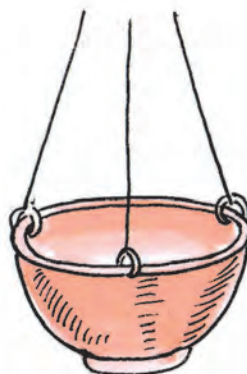
### My Activity

Collection of pictures and seeds of different fruits and vegetables.

Introduce children to different fruits and vegetables with their names by showing them their pictures. Ask children to collect seeds of different fruits.

## 1.2 Pot Cultivation

Introduction to different shapes and sizes of pots.



### My Activity

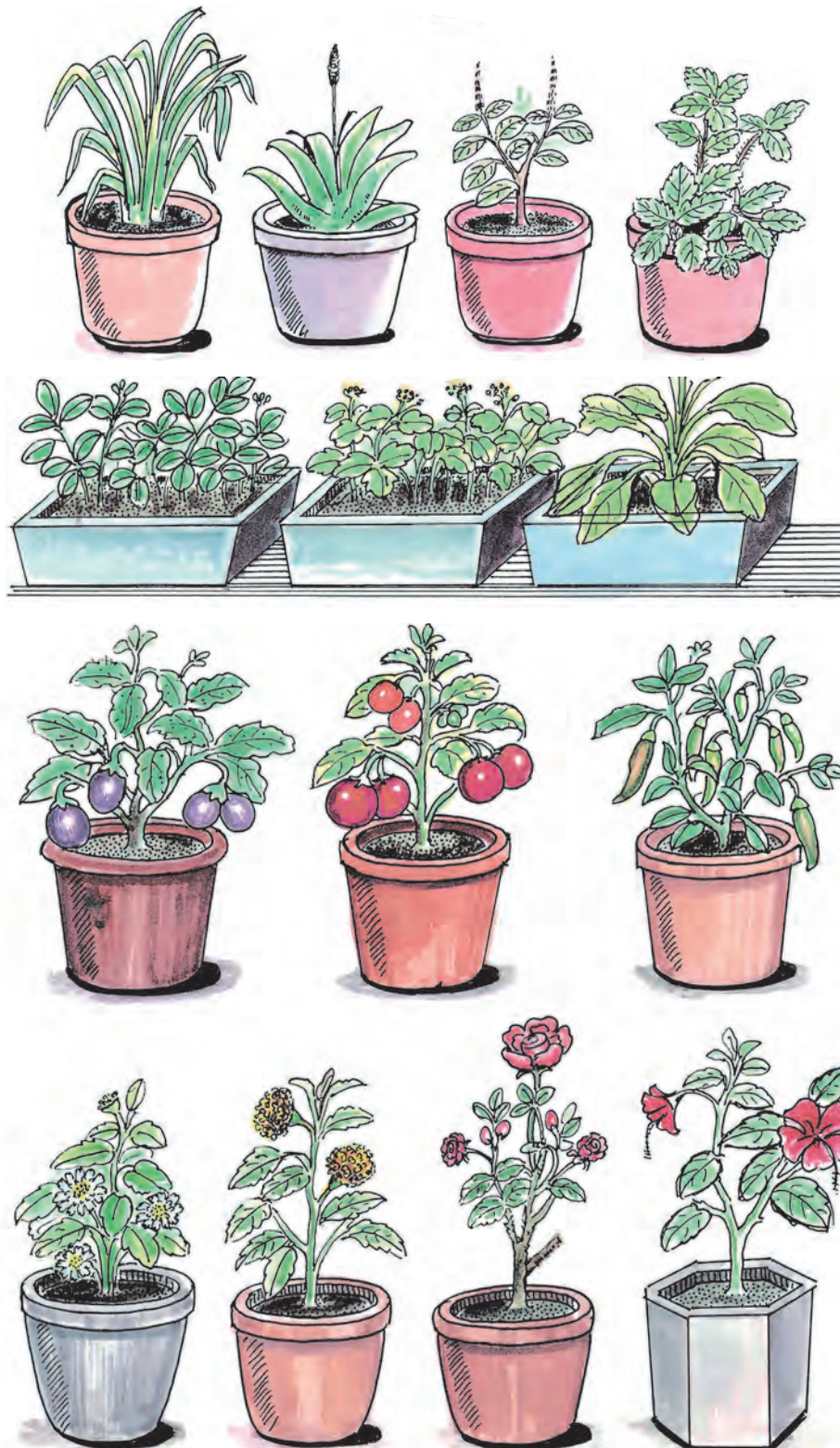
Pasting pictures of pots in different shapes and sizes.

Explain the names of different shapes of the pots with the help of pictures as well as video clips.



### 1.3 Introduction to potted plants

Plantation of vegetables and flowering plants.



Show pictures of different plants of fruits and vegetables that have been planted in pots.



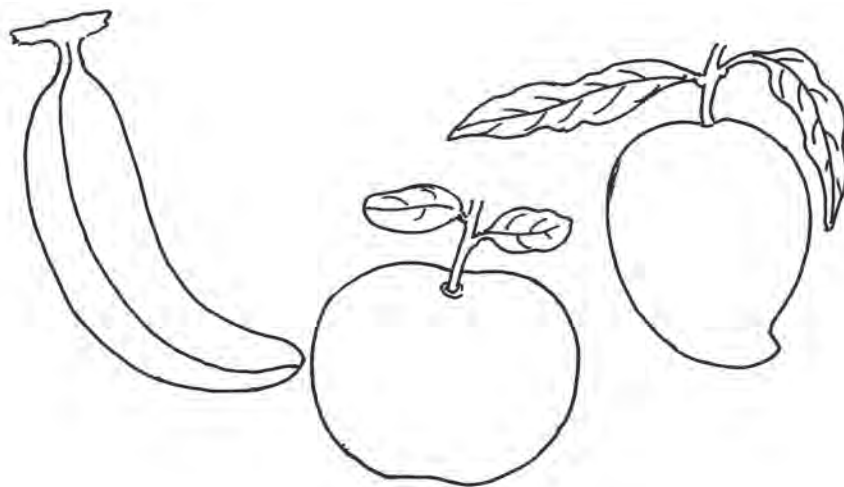
## 1.4 Fruit Processing

### (A) Visit to a fruit market. Picture Narration.



### My Activity

Colour the fruits



Ask children to explain the picture in their own words according to their understanding. Ask children to colour the pictures.

## (B) Identifying the names of fruits with the help of pictures



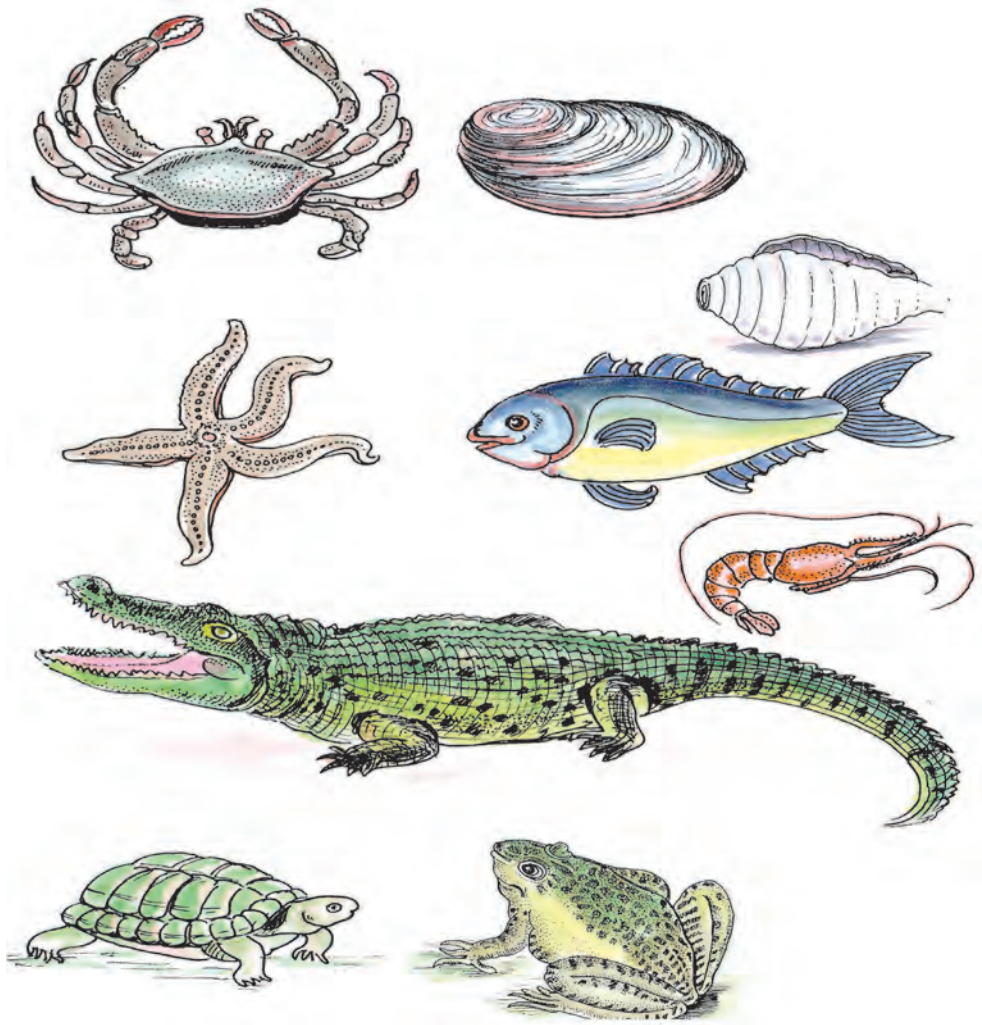
### My Activity

Draw the pictures of fruits and colour them

Allow the children to handle the picture of fruits. Play the game of identifying the names of fruits.

## 1.5 Fisheries

### Introduction to Aquatic animals



### My Activity

Identification of different body parts of a fish.



Introduce the children to different types of aquatic animals with the help of pictures. Ask them to identify the different body parts of a fish.



## (2) Area - Clothing

### 2.1 Manufacturing of cloth

#### Conversation on clothes

#### Chintu's Story (Comic)

What do I do with you? How are you so lazy about wearing clothes? (in the mean time)



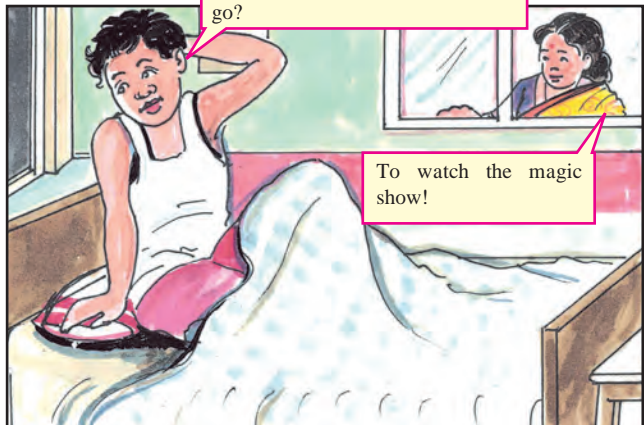
Chintu! Come on. You have school, Don't you? Wear your clothes!



Come on brother, Let's go to watch the magic show. Oh! Let's leave Chintu because he is not dressed up yet! (Chintu falls asleep again)



Mother! where did tai and dada go?



To watch the magic show!

Why didn't they take me? I wanted to go too!

But you weren't wearing clothes, were you? so they left. Will you stay like this without your clothes?



No Mother. I will not stay like this without wearing clothes. Give me my clothes, I will wear them quickly.



Ask the children to enact the conversation.

## My Activity

Give appropriate numbers to the following pictures of a cotton plant according to their growth.



Leaf of a cotton plant



Flower of a cotton plant



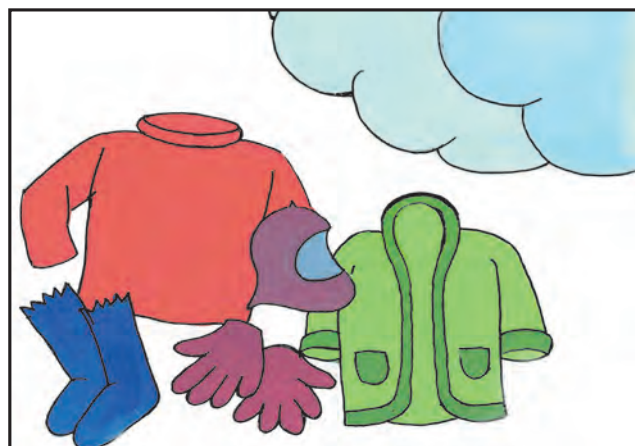
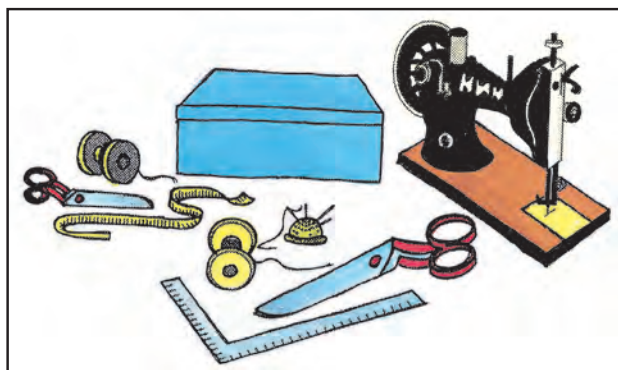
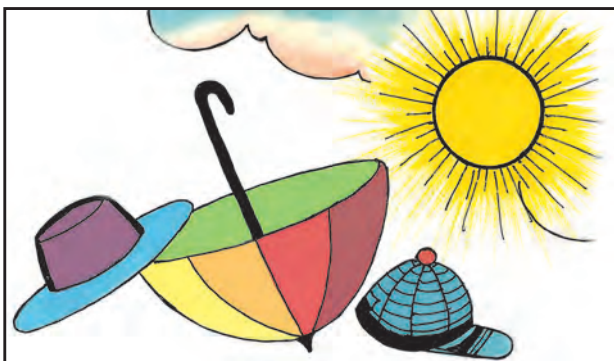
Seed of a cotton plant

Ask the children to number the pictures of the cotton plant according to their growth.



## 2.2 Basics of Sewing/Stitching

### Climate and Clothing



Equipment related to stitching

### My Activity

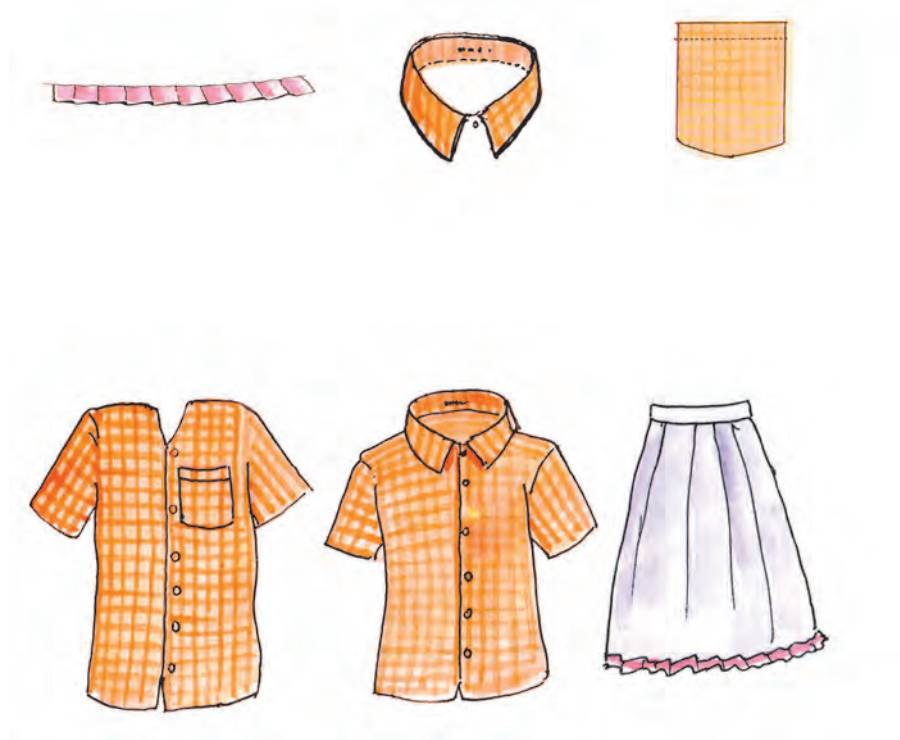
Draw the pictures of a needle, a button and thread.

Show the children the pictures related to seasons and clothes and introduce them to different seasonal clothes. Show them the different equipment used for stitching clothes. Take them through the experience of touching different textures like 'smooth textures' and 'rough textures' of cloth.



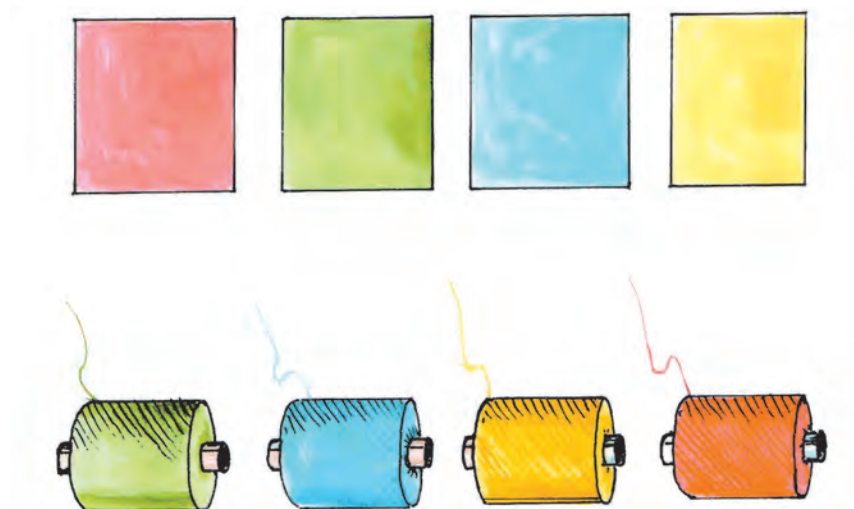
## Different parts of clothing

Match the parts with their clothing



## My Activity

Match the colours with the coloured threads.



Match the clothes with their missing parts with the help of a pencil. Match the colours with the same coloured threads appropriately.

## 2.3 Puppet Making

Puppets made out of pictures and cardboard.



### My Activity

Preparation of a finger puppet with the help of pictures cut from the magazines and newspapers.

Show the children how to make a stick puppet and a finger puppet and ask them to prepare different puppets.

## 2.4 Coir work

Introduction to the different parts of a coconut tree as well as the different objects made from the various parts of a coconut tree.



### My Activity

Observe a coconut tree and describe it in your own words.

Give the names of different objects made with the help of different parts of a coconut tree.

Introduce the children to the different parts of a coconut tree. Show them the pictures of the different objects made from the different parts of a coconut tree and ask them to describe these pictures.



### (3) Area - Shelter

#### 3.1 Clay work

##### Rhyme on clay

Mother says-

My dear son, what are you doing?

Son says -

In the front yard, I am playing.

Mother says -

In the Mud you should not play

And spoil your clothes with mud and clay.

Son says - My dear mother

Please don't be such a bother

I won't come, leaving all this fun

I will stay, as I want to play!



Out of clay, I crafted a bat,

I also made a crow and the cat!

Look at my cute little bunny!

Please don't hurry me so, Oh mummy!

I won't come, leaving all this fun,

I will stay as, I want to play!

---

#### My Activity

Make round, elongated, square, shaped beads with the help of clay.

Collect songs on mud, soil, clay and make the students sing these songs in their proper tune and rhythm.  
Make the students prepare different shapes out of clay.

### 3.2 Bamboo work and Cane work

A Bamboo tree and its uses.



Introduce children to a bamboo tree with the help of pictures. Ask them about the different uses of a bamboo tree.



### 3.3 Gardening of flowering plants and ornamental plants.



#### My Activity

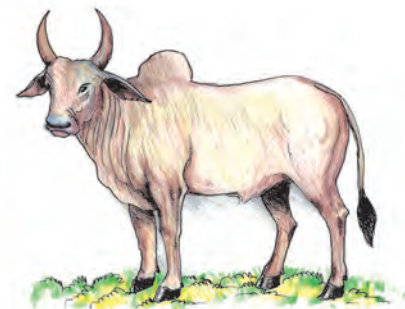
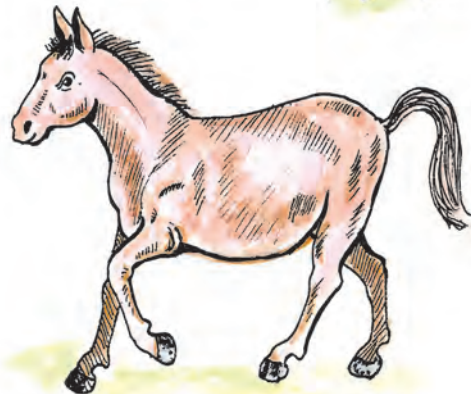
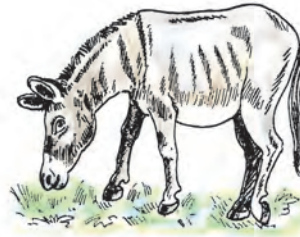
Prepare a greeting card with the help of dry petals.

Introduce the children to different kinds of flowers. Ask them to describe the pictures given above. Make the children prepare a greeting card with the help of flower petals and pencil shavings.



## (C) Other Areas

### Agro Based Industries



### My Activity

Make sounds of the animals and birds that are given in the pictures below.



Cat



Duck



Cock

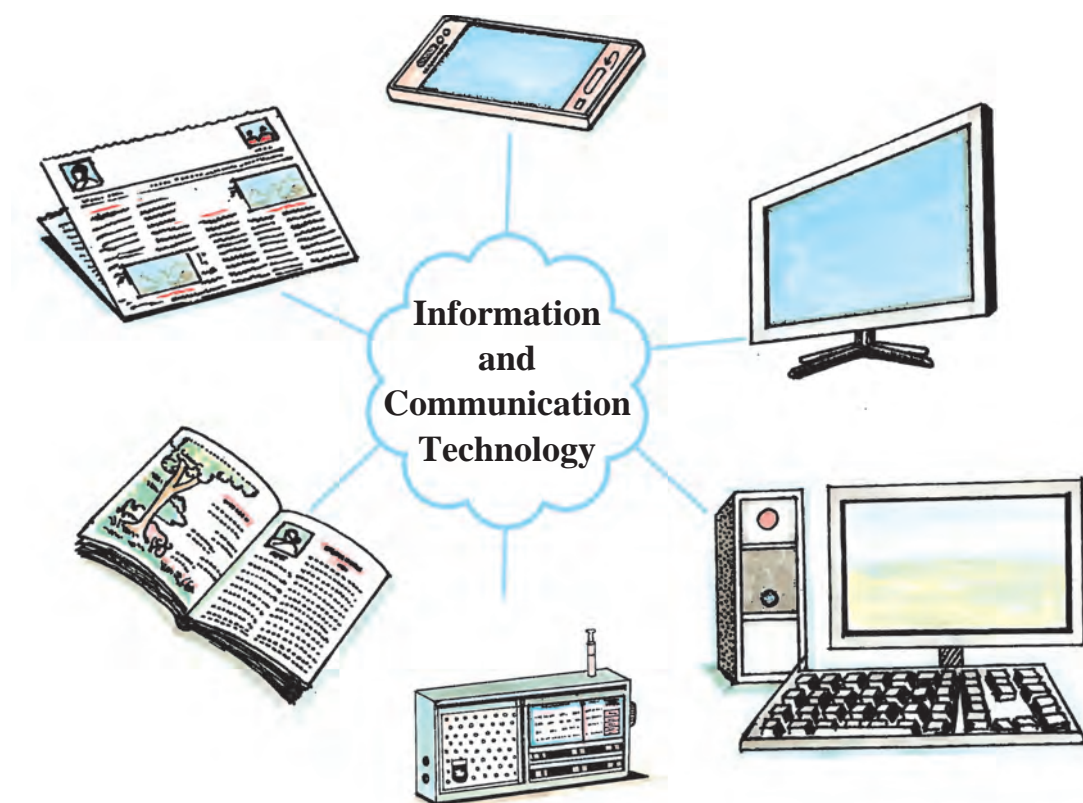


Introduce the children to all the animals and birds with the help of pictures. Make the children listen to the sounds of these birds and animals. Give the students an opportunity to imitate the sounds of birds and animals both Individually and in groups.

## 5. Area - Technology

### (B) Information and Communication Technology

Gadgets used for information



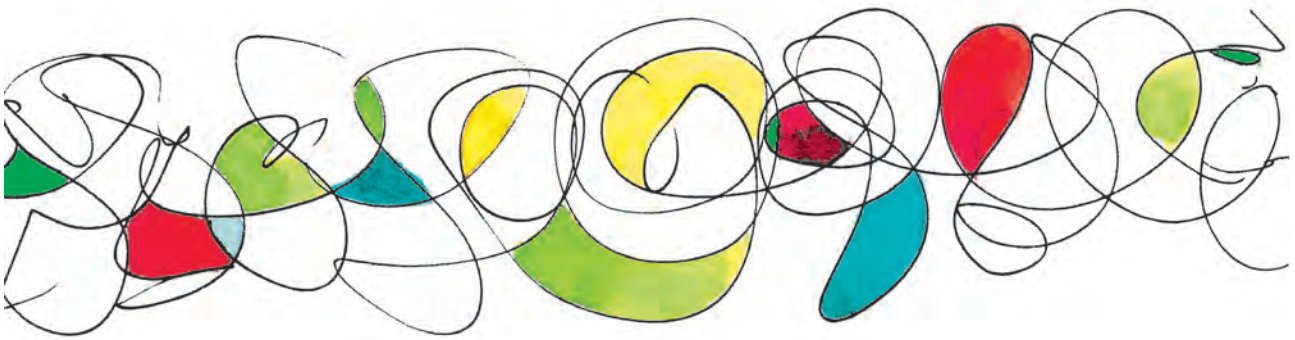
### Use of technology in road safety.



Introduce the children to the different gadgets used in information and communication technology. Ask them about the uses of these gadgets.

# 1. Picture

## 1.1 Scribbling



## My Activity

Beautiful rhythmic lines are created when there are eye movements, face expressions, humming of a tune accompanied by scribbling lines. Motivate children to scribble as they want and also ask them to colour certain parts as shown above.

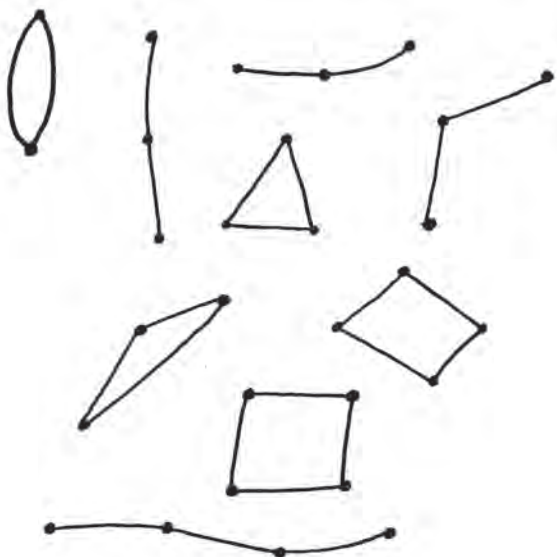




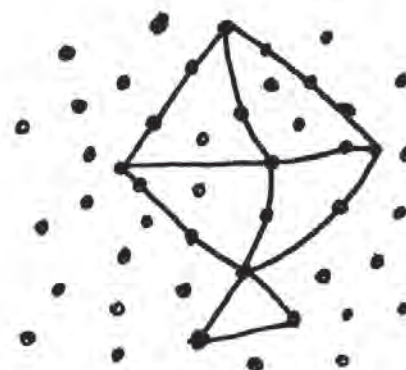
## My Activity

## 1.2 Fun with Dots

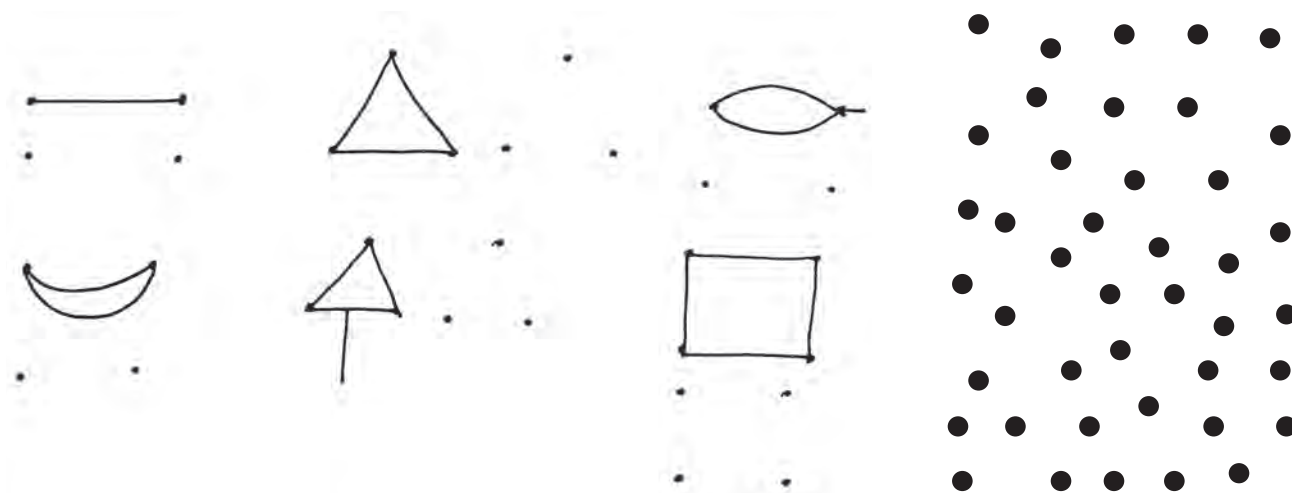
### • Shapes



### • Picture



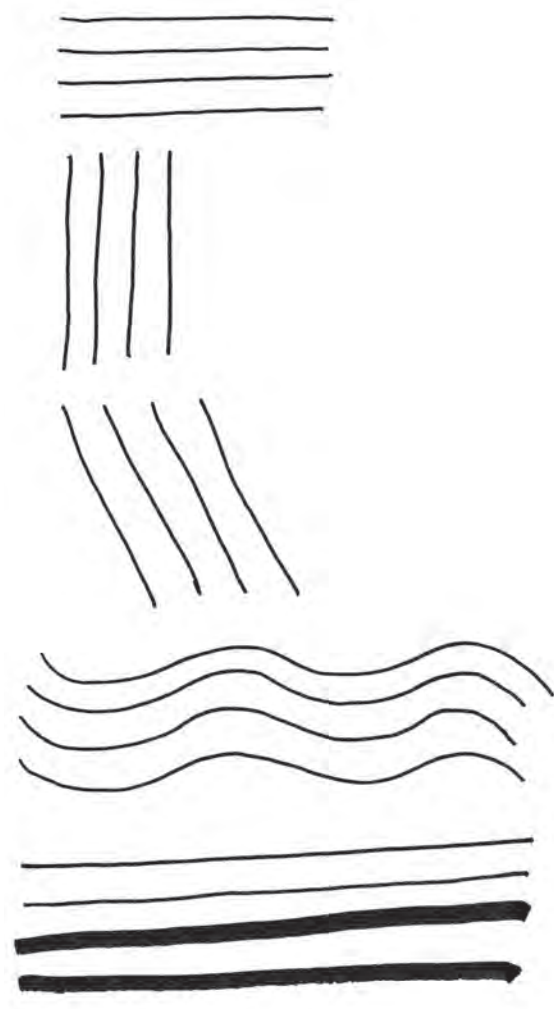
### My Activity



**Drawing shapes by joining dots :** Take a sheet of paper. You can put two dots at a certain distance and join them with two lines, a shape is formed. Similarly, you can put three, four, five, six or more dots on the paper, some simple shapes can easily be formed. Children can make such simple shapes with the help of each other by forming groups. The Shapes can be colored with the colours of their own choice.

**Drawing figures/objects by joining dots :** Take a plain sheet of paper and place dots randomly. Ask children to join the dots and create figures of their choice and colour them with their favourite colours.

### 1.3 Fun with Lines

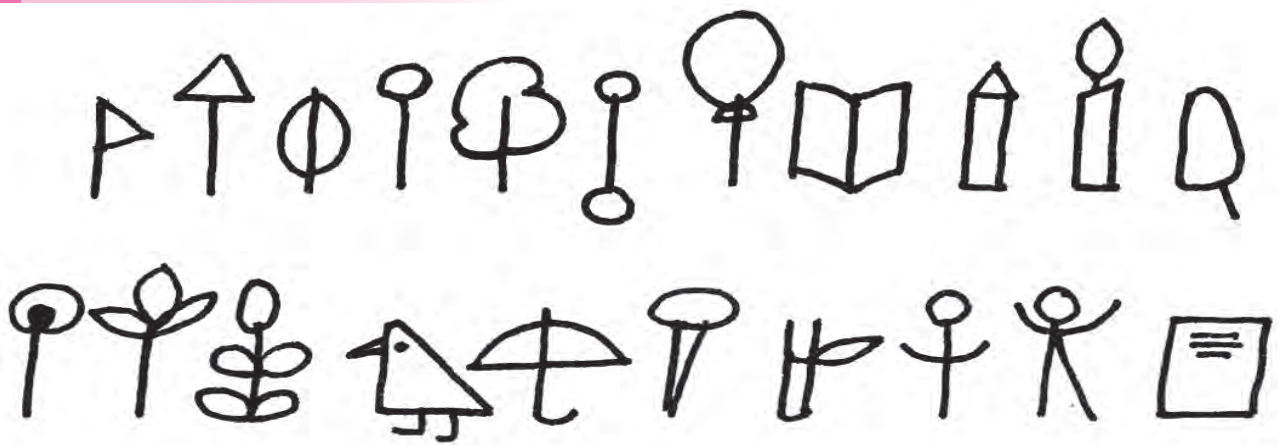


### My Activity

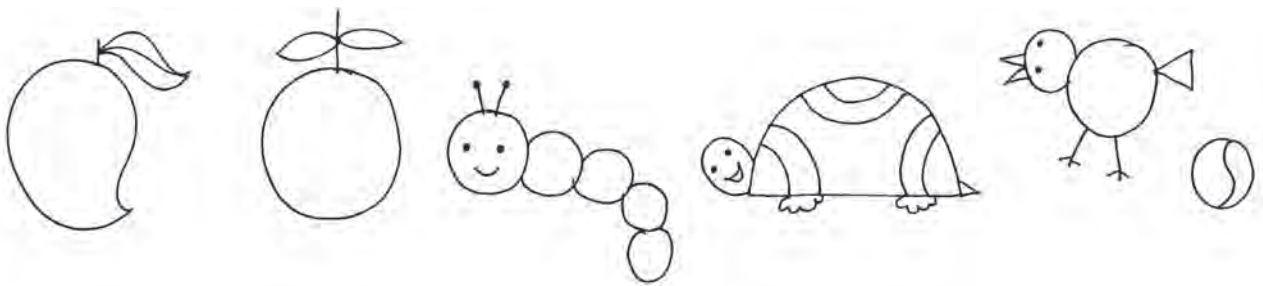
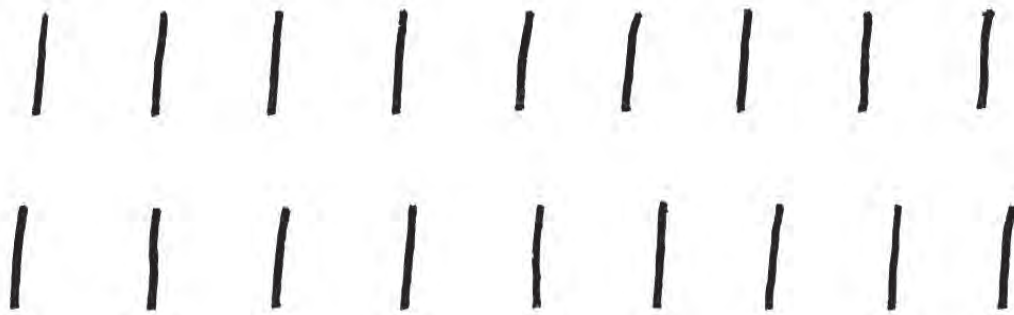
A regular practice of drawing the given lines, will enable children to draw perfect lines. This will help them to develop line drawing ability. Use of pencil, crayons, marker pens, sketch pens etc. can be done while practising the above lines.



## 1.4 Simple Shapes



### My Activity



Ask the children to observe the simple shapes shown above and draw some different shapes using their own imagination.

## 1.5 Finger impressions

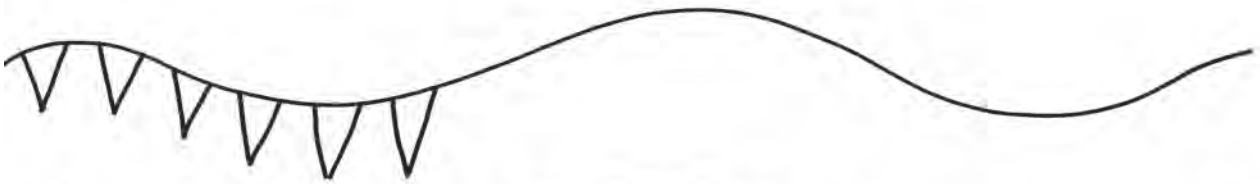


### My Activity



Children love to play with colours. Make them prepare beautiful pictures with the help of imprints. Apply ink/water colours on the children's finger tips and create the finger impressions on a plain sheet of paper. Ask them to discover different figures. Beautiful figures, shapes and objects can be drawn with the help of these finger imprints.

## 1.6 Designs and Patterns

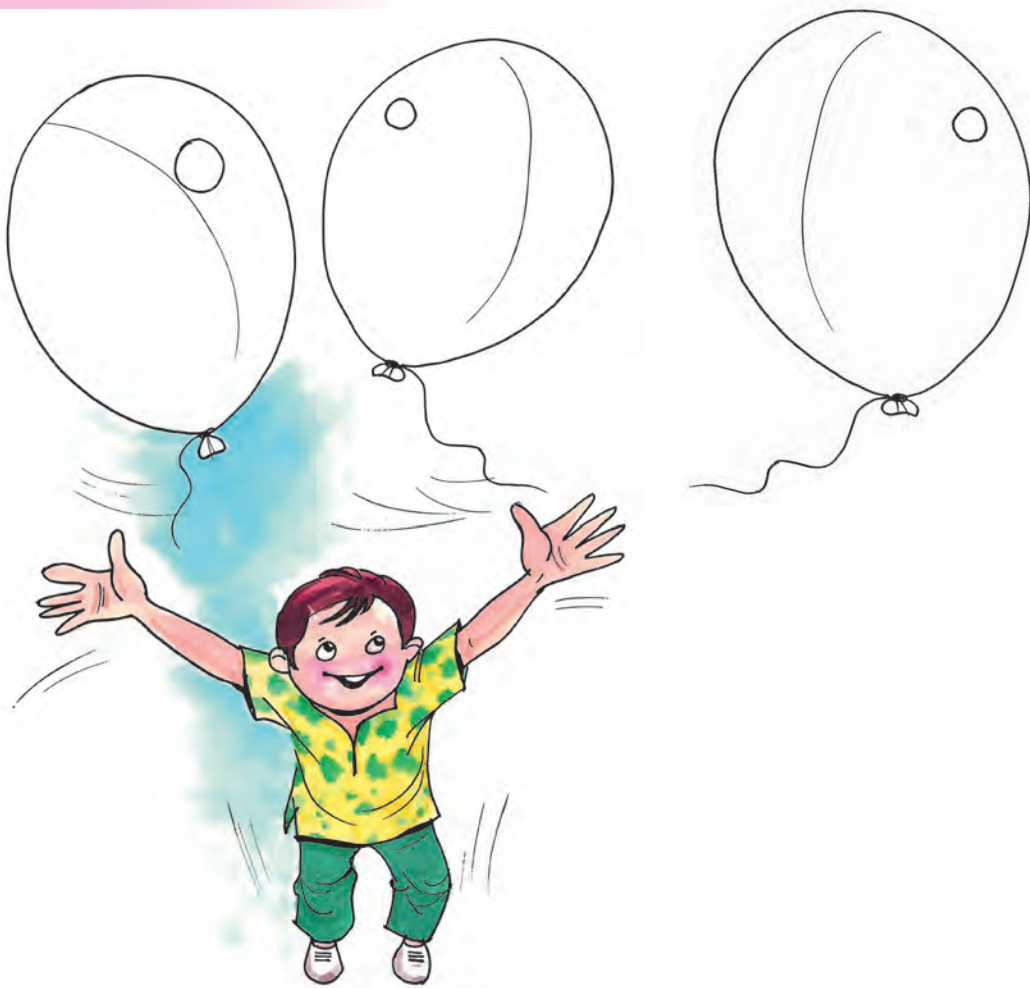


### My Activity

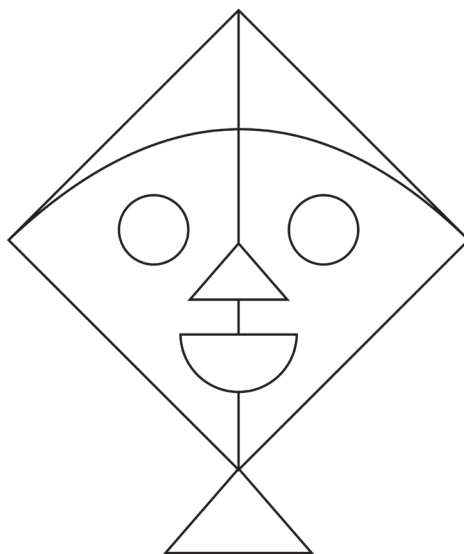
Designs can be formed with the help of leaves, flowers, circles, triangles, zigzag lines. Children are expected to continue with the patterns that are shown initially. They can be asked to create their own designs in 'My Activity'.



## 1.7 Colouring



### My Activity



Ask the children to fill colours of their choice in the balloons, circles and triangles.

## 1.8 Copywriting



Regular practice at young age can help in developing good handwriting. An alphabet is a pictorial expression of a sound. A pictorial expression is based on lines. When a line is drawn beautifully, the alphabet looks beautiful. Children should practice standing lines, sleeping lines, slanting lines, circular and semi-circular lines which will help them to develop a good handwriting.

## 1.9 Pictures of my friends



It is advisable to avoid any sort of correction in these pictures as the pictures drawn by the children are their self-creations.



## 1.10 My Pictures

Ask the children to draw pictures of their choice in the space given above.

## 2. Sculpture

### 2.1 Paper Work

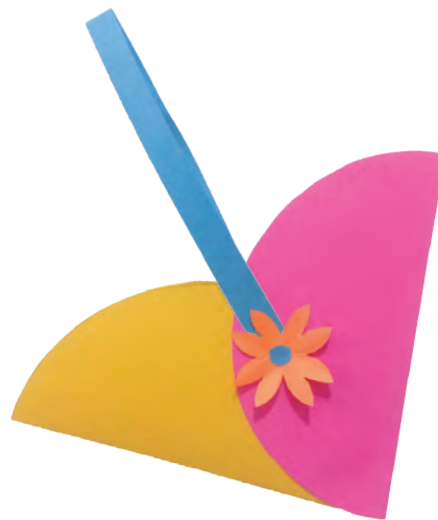
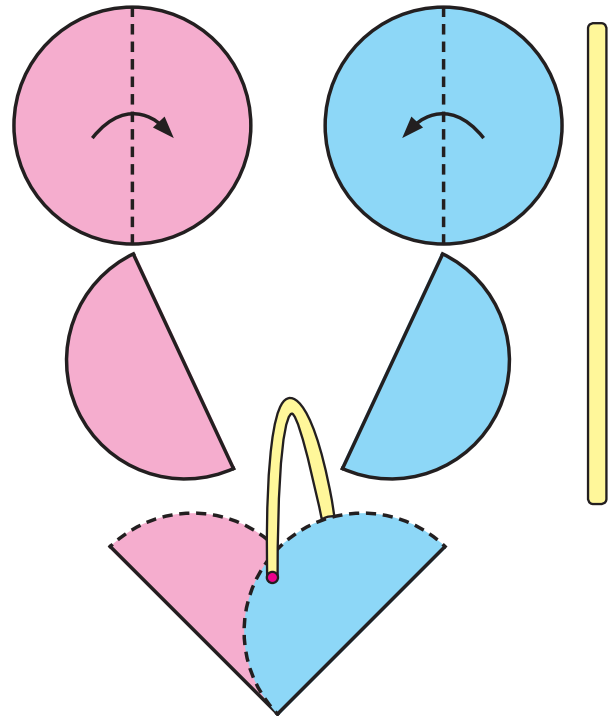
#### (1) Tearing



#### (2) Crumbling



#### (3) Folding

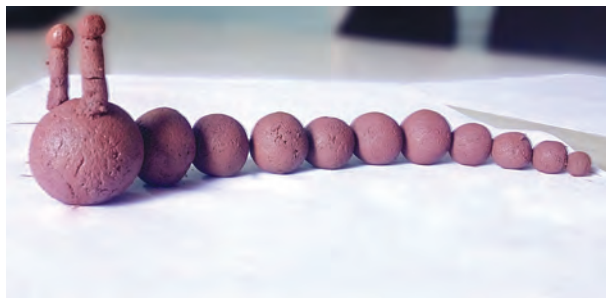
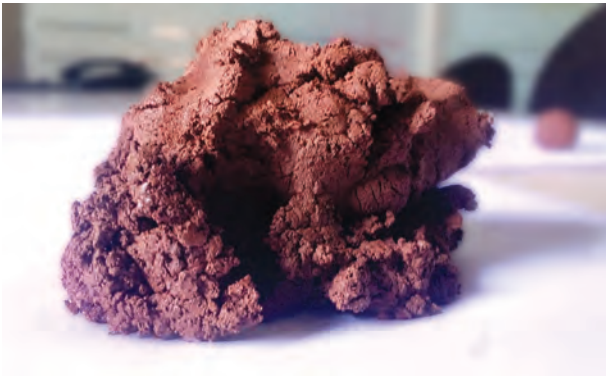


**Tearing :** Children love the process of tearing. They enjoy the very sound of tearing a paper. Children should be instructed to tear paper and paste the pieces as shown in the figure to make a collage.

**Crumbling :** The children should be instructed to take colored papers, tear them and crumble them to form small balls. The balls should be pasted in a simple figure.

**Folding :** Two Paper dishes should be taken and folded according to the figure shown above. Ask children to make a beautiful paper bag accordingly.

## 2.2 Clay Work

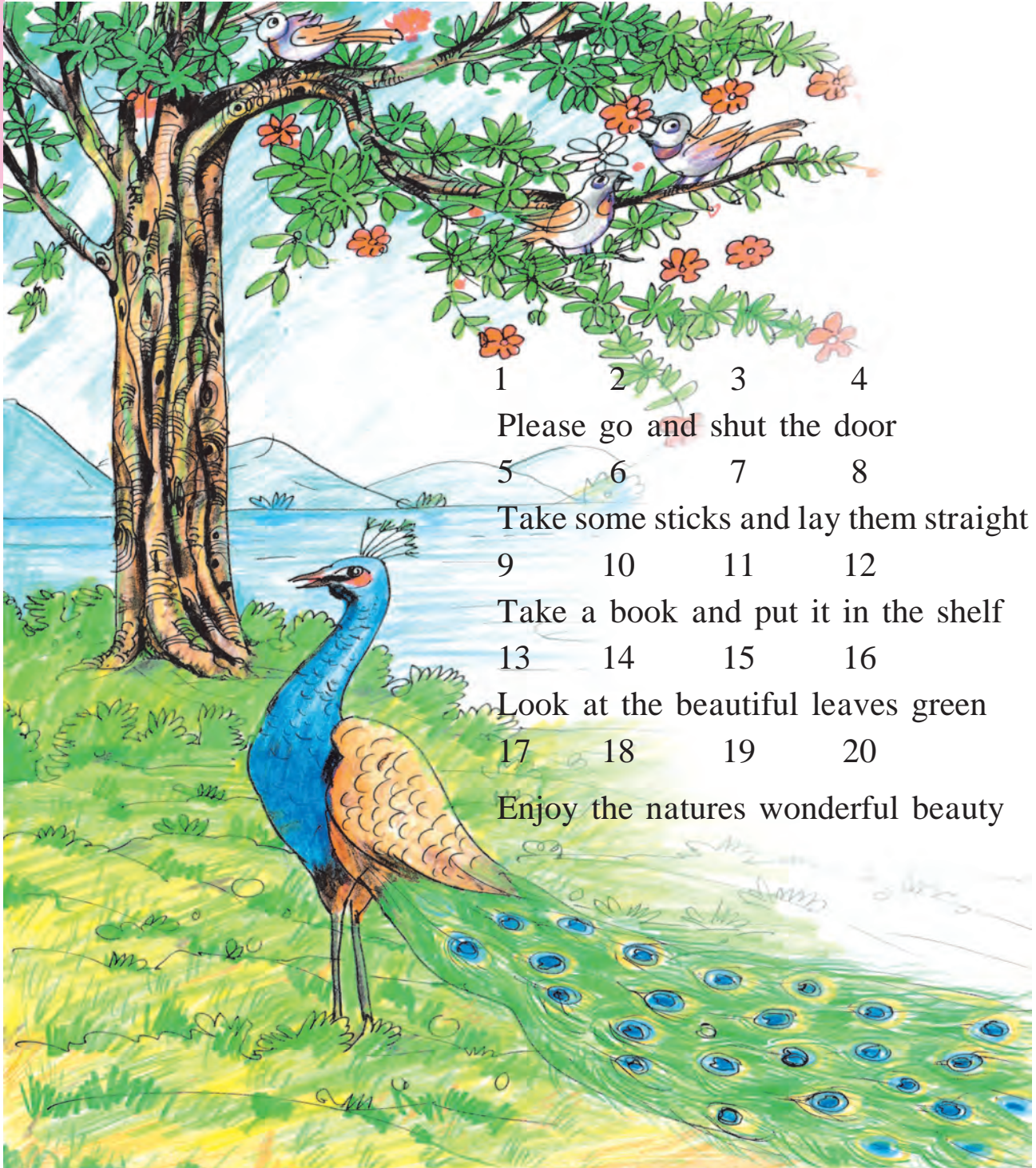


Soil is easily available in our surrounding. Ask Children to bring some soil and mix some water in it to form clay. They can prepare different shapes and objects of their choice with the clay.



## 3. Singing

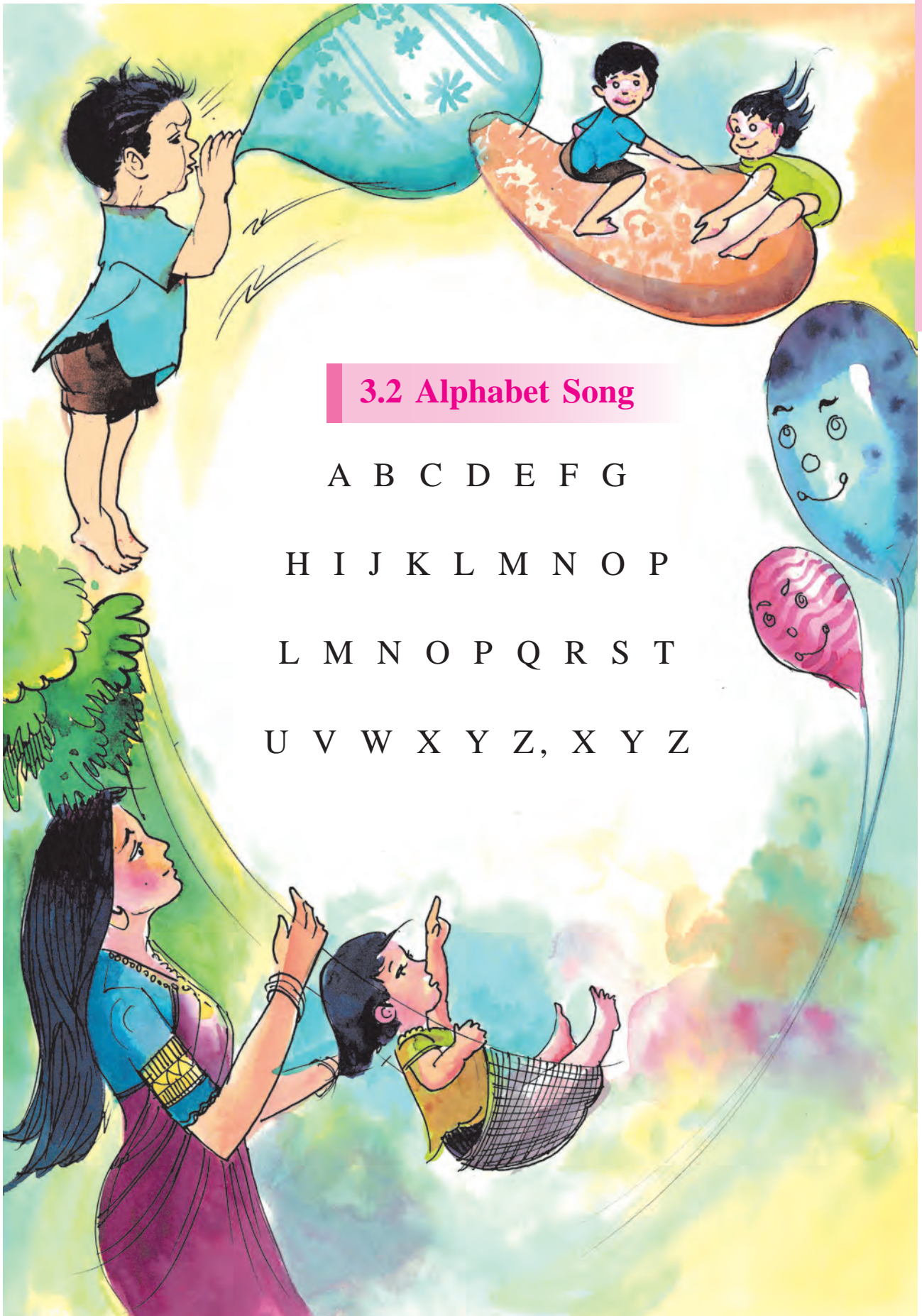
### 3.1 Number Song



1      2      3      4  
Please go and shut the door  
5      6      7      8  
Take some sticks and lay them straight  
9      10      11      12  
Take a book and put it in the shelf  
13      14      15      16  
Look at the beautiful leaves green  
17      18      19      20  
Enjoy the natures wonderful beauty

Music is a beautiful combination of the seven musical notes. Singing songs can be accompanied by different musical instruments. A simple tune that is sung informally for one's own pleasure is also considered as a song. Make the children sing Rhymes in simple tunes, for regular practice.





### 3.2 Alphabet Song

A B C D E F G

H I J K L M N O P

L M N O P Q R S T

U V W X Y Z, X Y Z

### 3.3 Poetic Story

#### Rabbit and the Tortoise

There was a little Rabbit

There was a little Tortoise.

The Rabbit was as swift as the wind

The Tortoise was an intelligent being.

Little Rabbit offered to have a race

Little Tortoise said, "I'll try to run at your pace!".

The Rabbit took a very big lead

The tortoise had to sweat indeed!

Soon came a meadow in the east

And offered the Rabbit a yummnny feast.

The poor Tortoise tread on Steadily

As the Rabbit ate and slept heartily

The Tortoise won and earned great Fame

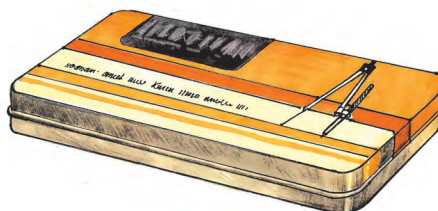
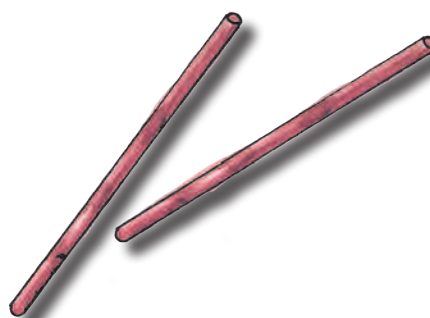
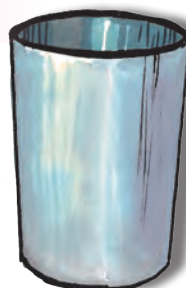
The poor Rabbit had to hide with shame.





## 4. Sounds

### 4.1 Introduction to different sounds.



It is not necessary to have musical instruments to play music. Similarly, it is not necessary to have knowledge about classical music to play these musical instruments. Different kinds of sounds can be created by beating any two simple available objects. These sounds can accompany the singer while singing. Children can be made to listen to such music and they can also be made to imitate different sounds of animals and birds.

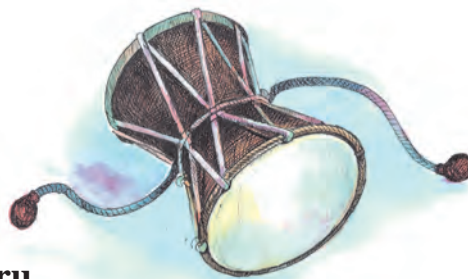
## 4.2 Introduction to different musical instruments.



**Bell**



**Drum**



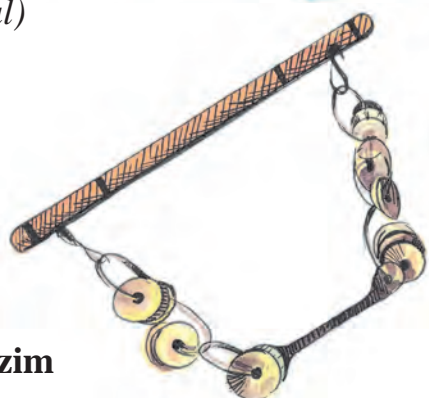
**Damru**



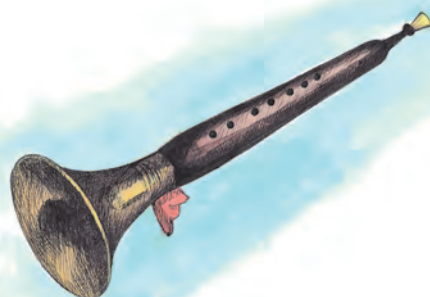
**Cymbal  
(Tal)**



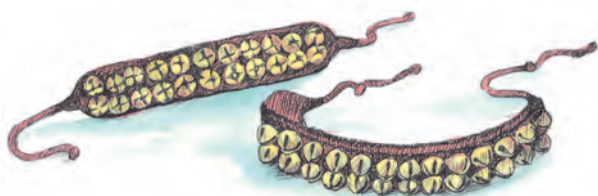
**flute**



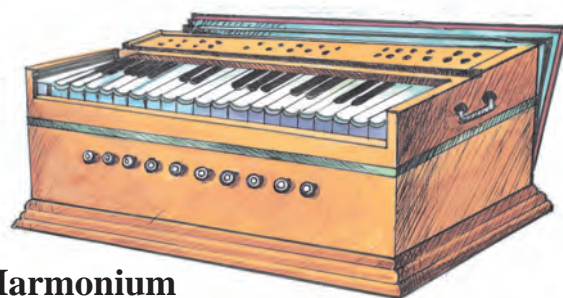
**Lezim**



**Clarion (Sanai)**



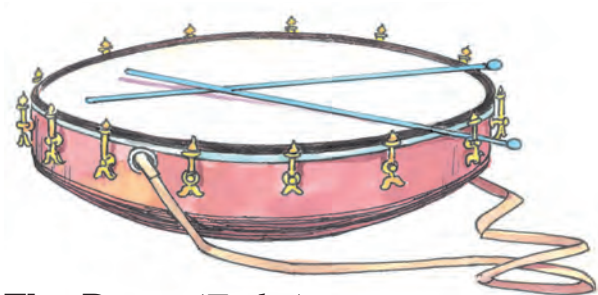
**Ghungroo**



**Harmonium**

Children should be asked to recognise the musical instruments. Make them listen to the sounds of different musical instruments according to their availability.





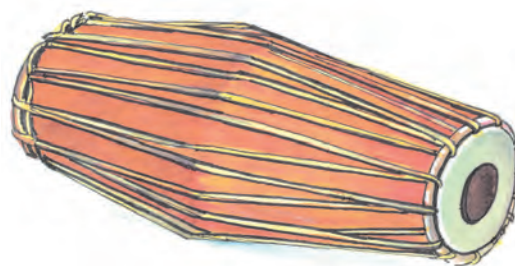
**Flat Drum** (*Tasha*)



**Tabla**



**Tamborine** (*Khanjiri*)



**Tabour** (*Pakhwaj*)

### 4.3 Other Sounds



Introduce the children to the different musical instruments that are easily available in your surroundings. Similarly, introduce them to the different sounds that are created in different natural situations and incidents.



#### 4.4 Paste pictures of different musical instruments.

Collect pictures of musical instruments that may be easily available and ask the children to paste the pictures in the space provided above.

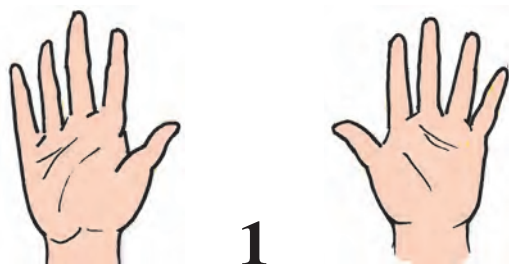
## 5. Dance

### 5.1 Movements of head and neck

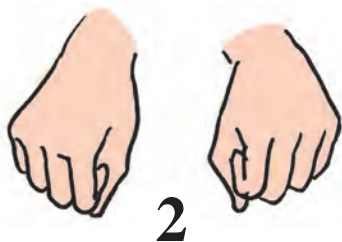


Ask the children to observe the movements of different birds like sparrow, crow and parrot. Ask them to observe the neck movements of birds like duck, peacock and heron.

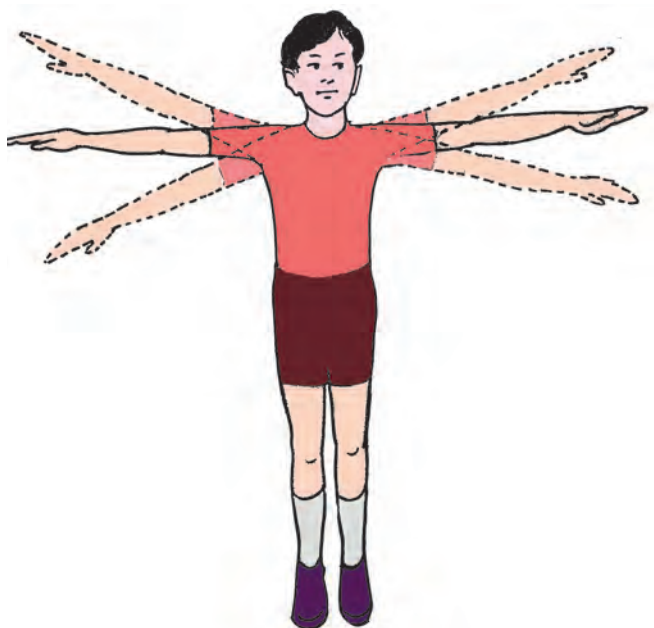
## 5.2 Palms and Fists



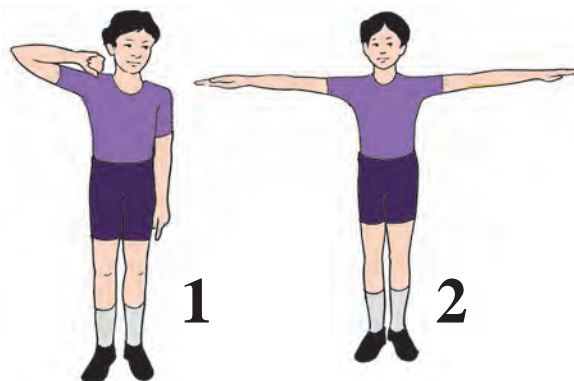
1



2

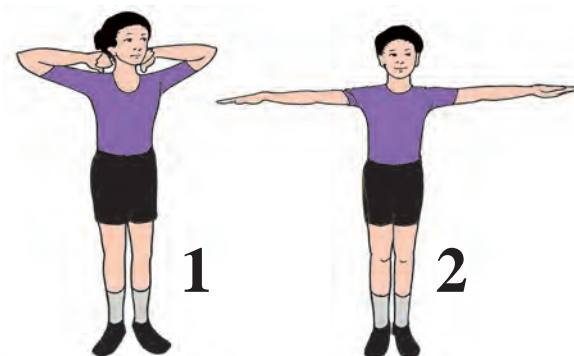


## 5.3 Hand Movements



1

2



1

2



**Palms and Fists :** At the count of 'one' open your fingers wide and stretch your palms. At the count of 'two' close your fist tightly. Bring your palms in front of your body. At the count of 'one' turn your palms towards the left. At the count of 'two' turn the palms towards the right in a semicircular motion.

**Hand Movements :** At the count of 'one' bend your left hand at the elbow and bring your fist towards your shoulder. At the count of two bring your left hand straight to the shoulder line. Repeat the same exercise with the right hand. At the count of 'one' bring both the fists towards your shoulders by bending the hand at the elbow. At the count of 'two' spread both the hands straight along the shoulder line. Spread your hands straight without bending them at the elbows. Move them upwards and downwards like the wings of a bird.



## 5.4 Swirling around



Ask the children to observe the movement of the fan, paper fan, and the spinning top. Ask them to spread their hands by keeping their palms open and move around themselves slowly. The movement can be clockwise as well as anticlockwise

## 5.5 Jumping

### Jumping on the spot



### Frog jump



### Rabbit jump



## 5.6 Swaying like the trees.



**Jumping on the spot :** Place your hands on your hips and jump on the spot with both the legs. Jump with both the legs together and spread them outwards. Again jump with both the legs and bring them close to each other.

**Frog Jump :** Sit on the floor like a frog. Place the palms on the floor and jump forward.

**Rabbit Jump :** Place the palms at the two sides of the head. Bend your legs in the knees and jump on your toes.

**Swaying like the trees :** Ask children to observe the trees as they sway along the wind. Ask them to lift their hands upwards with their palms open. On the count of 'one' they should sway their hands towards the left and on the count of 'two' they should sway their hands towards the right.

## 5.7 Movements with partners



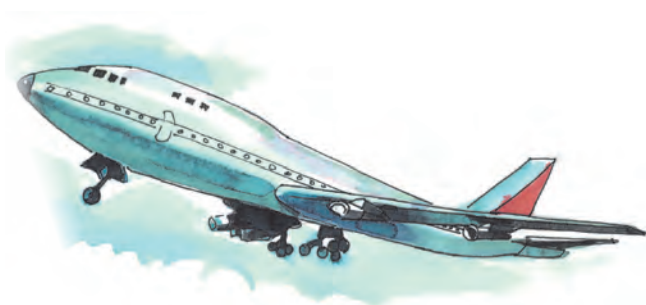
**Importance of group work :** Hold both the hands of each other and move towards the right in a circular motion, for some time and then move towards the left in the similar manner. Hold each others hands and lift your hands upwards at the count of 'one', and bring them downwards at the count of 'two'. At the count of 'one' clap your hands, and at the count of 'two' clap hands with your partner.

**Freedom of movements :** Encourage the children to move their hands freely to the rhythm of children's songs and rhymes. Ask them to dance to the songs given in the textbooks as well as some folk songs.



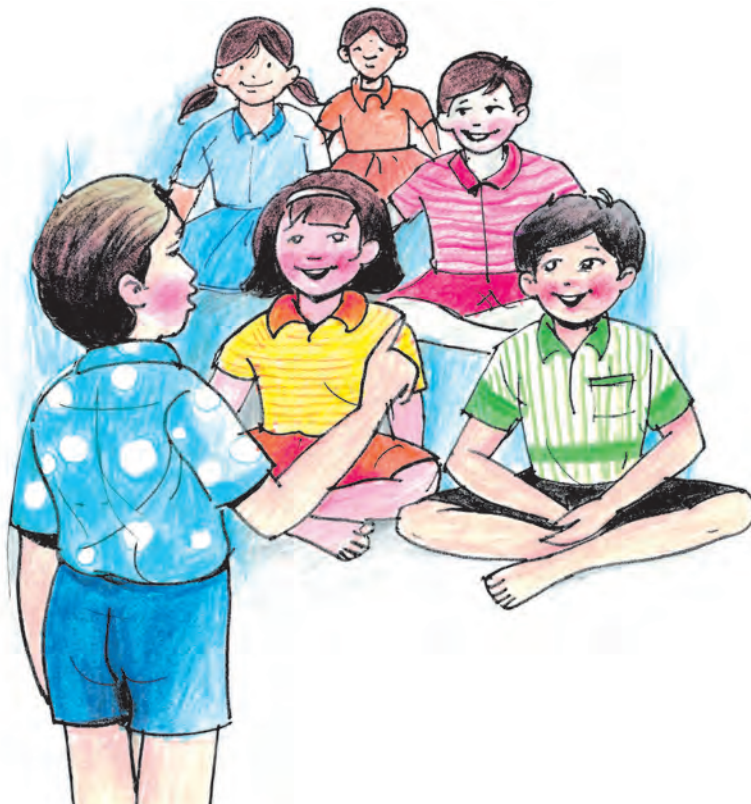
## 6. Drama

### 6.1. Imitation of Sounds (Animals, birds, vehicles)



Encourage the children to observe the sounds made by different animals and birds. Ask them to make different sounds individually. Ask the children to make the sounds of different vehicles shown in the above picture. They can also be asked to identify the sounds made by different vehicles.

## 6.2. Self Introduction. (Name, address and hobbies)



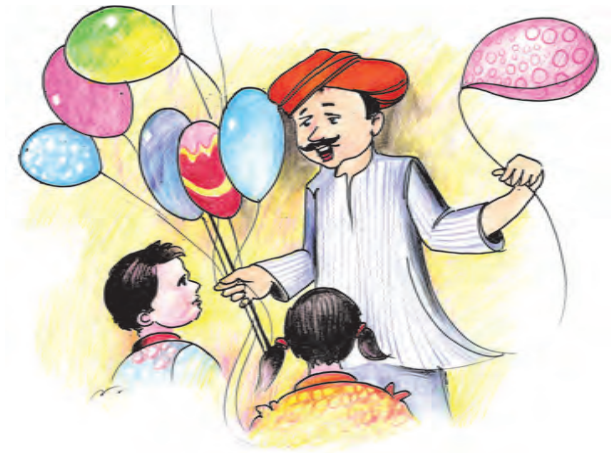
## 6.3 Greeting



Divide the children in groups. Ask each child to stand in front of his/her group and tell his/her name, address and hobbies. 'Soldier's salute, joining hands to greet, shake hands, hugging, flag salute, seek, blessings by touching feet,' are different methods of greeting each other in different situations. Make children practise these methods.



## 6.4 Conversations



Make the students sit in pairs. Create situations so that they are able to play different roles and converse with each other accordingly. Eg. shopkeeper – customers, vegetable vendor - customers, mother-son, two friends.



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