



# Orchid

English Textbook for Class 1



Education Department  
Government of Sikkim



H9X2U7

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State Council of Educational Research and Training, Sikkim  
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# Foreword

Since the development of the primary level state term books in the year 2012 and subsequent revisions, a need to revisit our books was felt to align with the developments that have emerged in the ensuing years. For this, a series of intensive exercises were initiated by SCERT which included consultative engagements with practicing teachers and users of the textbooks; strengthening of a core textbook writing team and collaborating with external academic partners. The revised textbooks of Math, Language and Environmental Studies (EVS) are the successful outcome of these initiatives.

A pilot study of the textbooks was also carried out in 40 government schools from four districts in the academic session of 2019. An orientation of all the teachers was conducted prior to its implementation. Learning experiences from the pilot study was used to further improve the new revised textbooks.

The new textbooks are aligned to the following:

- the Learning Outcomes of the National Council of Educational Research and Training (2017)
- the integration of education for sustainable development (ESD) for the implementation of UN's 2030 agenda for sustainable development goals of education for peace and sustainable development
- the integration of environmental studies in language and mathematics in class I and II with the introduction of the subject of EVS from Class III.

The content of the books is embedded in the socio-cultural context and experiences of the children who come to our government schools. Care has been taken to represent the social, cultural and linguistic diversity of Sikkim. The National Curriculum Framework 2005 emphasizes the need for connecting school learning to the real lives of children and provide a fearless environment where every child feels safe to ask questions, explore and experiment without the fear of being wrong or judged. It is hoped that the schools will nurture this while providing opportunities to work collaboratively with each other.

From the perspective of education for sustainable development, the lessons encourage children to care for and respect the natural environment and people. It encourages children to think critically and creatively about what is happening in their local as well as the global community, connect with their community and to take action for improving it.

SCERT thankfully acknowledges the successful effort of the text book development team of writers, academic partners and reviewers. It also thanks the school heads and officials from Education Department, Govt. of Sikkim for their continuous support.

**Dr. Rabin Chhetri**  
Director

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# Acknowledgements

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It also thanks UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), New Delhi for their support in the capacity building of writers through workshops and online support. It owes special thanks to Lorna Oliver Down, retired Senior Lecturer, School of Education, University of West Indies, Jamaica.

State Council of Educational Research and Training thanks the following for their resources and content: NCERT for their reference materials and documents; UNESCO MGIEP for their publication 'Textbook for Sustainable Development' ([www.mgiep.unesco.org](http://www.mgiep.unesco.org)) which was used as a key resource for embedding of Sustainable Development; 'Little Painters' by Cheryl Rao ([Book Dash-bookdash.org](http://BookDash-bookdash.org)); 'The Red Raincoat' by Kiran Kasturia - ([Book Dash-bookdash.org](http://BookDash-bookdash.org)); 'That's not Thabi: 'That's a Hippopotamus' by Jon Keevy ([Pratham Books-www.storyweaver.com](http://Pratham Books-www.storyweaver.com)) and all the local writers who have contributed poems in English and other Sikkimese languages. As it has not been possible to trace the copyright in all the cases, the publishers apologise for any omission and would be glad to hear from any such acknowledged copyright holders.

SCERT expresses its gratefulness to the Hon'ble Minister of Education, Govt of Sikkim, Shri Kunga Nima Lepcha, for his continuous support during the development, pilot and final implementation of the text books.

SCERT also acknowledges the valuable guidance and continuous support provided by Shri G. P. Upadhyaya, Additional Chief Secretary, and other officials of Education Department, Govt of Sikkim.

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It also acknowledges the contribution of Echostream Pvt. Ltd. for designing the textbooks and providing suitable illustrations.



# Note to Teachers and Parents

By the time children enter class I, all of them are able to speak fluently and think in the languages of their homes and neighbourhood. They also scribble on walls; When asked they tell long stories based on their scribbles. How do they achieve this?

Imagine a nine-month-old baby trying to convey something to you. What kind of support does the baby get? When the child starts saying words and makes errors, everyone in the family celebrates those errors, they proudly share those errors of the little child with others, speak to the child continuously and interpret the responses of the child and build on them. Throughout the day a child gets rich exposure to the language. Everyone patiently waits for years, as the child learns to use the language. You will agree that language learning is also accompanied by learning to understand the world around them. Similarly, while teaching English to the children

1. We must provide a language-rich environment – opportunities to listen English in meaningful contexts and to engage with print (story books etc).
2. Use children’s language, contexts and experiences as a resource for learning.
3. Children must get opportunities to discuss their questions, to imagine, to talk and to share their thoughts and feelings along with opportunities to engage with materials around them – be it kitchen material or plants around the school/ homes or textbooks. It is only through the active engagement (playing, talking about, listening, asking questions, predicting, reading, drawing, creating and so on) that children construct their knowledge.
4. Understand that errors are the signs of learning.
5. Wait patiently as the children learn to use English. Allow them to mix words/ sentences from their languages while speaking English.

In alignment with these thoughts, the English language textbooks are developed. The textbook does not have chapters, instead, we have themes as given below:

<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
1. Playing is Fun 2. Who am I 3. Water 4. Fun and Festival 5. Wonder and Magic	1. My Family and Friends 2. My Green World 3. Things on my Plate 4. Wheels and Wings 5. When I look at the Sky	1. I Wish 2. Haat Day 3. Things that attract Me 4. Mystery and Magic 5. Rivers and Mountains

These themes are a part and parcel of a child’s everyday experiences and imagination and at the same time, help in developing a child’s thinking and language abilities. For example, a theme on Haat Day (Class III) while looking at the local markets also delves into the concept of organic products, saving money

and keeping our marketplaces clean. Other themes like Water (Class I), When I look at the Sky (Class II) and Rivers and Mountains (Class III) encourage children to observe the world around them more carefully, think about the changes in nature and enquire about their relationship with their natural world. Some poems in the different vernacular languages of Sikkim, the names, clothes, languages, festivals, occupations of the people of Sikkim are also used as resources in the textbook. This serves multiple purposes:

1. already children have constructed some understanding about their immediate world, that understanding forms a strong base for further learning
2. when children's world is represented in the textbooks and is a part of the teaching-learning process, children feel accepted

This helps in developing positive relationships and participation.

In these textbooks, some of the content relate specifically to the physical environment – to issues around healthy food, water, landslides, waste, caring for animals, birds, recognizing that some are endangered. Other content focuses on the social and economic aspects of life. This content includes, therefore, narratives of positive customs and traditions, of peaceful relationships, learning ways of communication that are peaceful and respectful and learning to share.


An effort is made to present language learning as a holistic process of thinking, listening, observing, writing, talking, enquiring, reading, imagining. So, a reading activity may be followed by a drawing task or an oral discussion or a writing activity is preceded by talking about a picture and so on. Each theme has seven sections. The sequence of the sections in each theme may vary.

1. **Picture Fun:** This section is for children to observe, think and discuss what they see / predict with their friends.
2. **Story Time:** Children get to listen to the story read by the teacher. They also engage with pictures and text.
3. **I Can Read:** Short stories with pictures and small sentences for children to read with the help of teacher.
4. **Rhyme Time:** For helping children enjoy the sounds of English / their own language/thoughts and rhythm.
5. **Recite and Enjoy:** A poem for children to listen and recite. They pick up vocabulary in a fun way. A poem in vernacular language is also used for enriching the English language classrooms.
6. **Happy fingers:** Children listen and follow the instructions in English. They also have something created at the end; they can also talk about this.
7. **Let's Explore:** Children engage with the world outside the school, understand issues, connect with self and take small steps to contribute to their surroundings.

While assessing children, focus on original expressions of children (both oral and in writing), ensures that children's point of view is considered, do not expect

them to reproduce answers from the notebooks. Also look out for other resources such as simple stories, poems etc. This will help children apply their learnings to newer contexts.

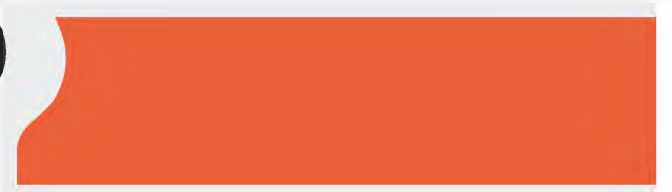
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 **Note:** Dear teachers, please read all the teacher's pages together. Since there are common sections across the themes, in each teacher's page we have tried to talk about a few sections. In addition to this, there are specific ideas per theme which are also part of these teacher's pages.



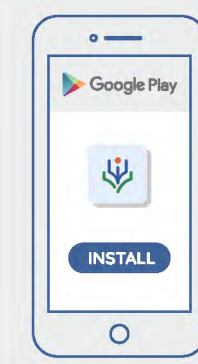


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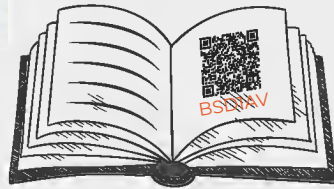
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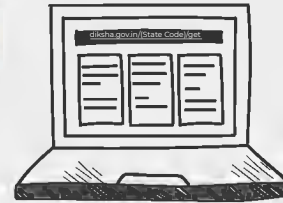
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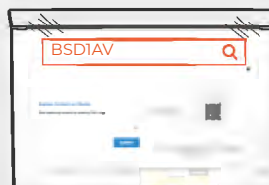
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# Contents

Foreword.....	3
Textbook Development Team.....	4
Acknowledgements .....	5
Note to Teachers and Parents.....	6
How to Use QR codes to access digital content.....	9
1. Playing is fun.....	12
2. Who am I?.....	38
3. Water .....	66
4. Fun and Festivals.....	96
5. Wonder and Magic.....	120
Teacher's Page .....	150

# 1. Playing is fun

## A. PICTURE FUN

Children, let's talk about the following picture. Sit in groups with your friends and share what you see. You can use your home language to talk.





**1. Now let's talk about these questions:**


- ☼ Which games do you like to play? Circle your favorite games in the picture given on pages 12 and 13.
- ☼ Why do you play? Do you play to win or to have fun? What happens when you lose?
- ☼ Do you share your things with your friends while playing?
- ☼ How do you feel when you share your things with your friends?
- ☼ Do you like to play outside? Why?

**2.** Indoor games are the ones which we play inside the house, outdoor games are played outside, on the playground. There are some games which are played both indoor and outdoor.

☼ Given below are some games. Colour them as given below.

 Indoor games

 Outdoor games

 Both indoor and outdoor



3. When you play with your friends, do you always want to play and do the same things? What do you tell your friend when you want to play a different game?

Read what Mimi and Pema do.

Mimi: Let's play 'Pittu'.

Pema: Let's play 'Am I Right'.

Mimi: I wanted to play 'Pittu', but we can play it tomorrow.  
Let's play 'Am I Right' today.



How does Mimi show that she cares for her friend?

4. Let's sing with actions.

## Hop a Little!



Hop a little, jump a little,  
1, 2, 3



Run a little, skip a little,  
Tap tap one knee.



Bend a little, stretch a little,  
Nod your head.



Yawn a little, sleep a little,  
On your bed.



Help all your friends to enjoy the rhyme by inviting them to sing together.

## B. STORY TIME

Children, listen to your teacher as she reads the following story.



# Little Painters

Adapted from 'Little Painters' by Cheryl Rao

One day Veena and Vinay were in the garden. There were many tins of paint. There was white paint and red paint, green paint, blue paint and yellow paint.

A group of painters were busy.

"Can we help?" asked Veena and Vinay.

The painter smiled. He gave them brushes.

"Paint the inside of the gate", he said to Veena.

"Paint the outside of the gate", he said to Vinay.

Veena painted the inside of the gate.

Vinay painted the other side of the gate.







By afternoon they finished their work.

But, the paint fell on the ground.

The paint fell on the wall.

The paint fell on them.

The paint fell everywhere.

So, they cleaned the ground.

They cleaned the wall.

They cleaned their clothes.

"I love my red gate!" said Veena.

"I love my green gate!" said Vinay.





When Amma, Baba, Boju and Bajay came out to look at the gate, Veena and Vinay were worried. They looked at Amma.

Amma was smiling.

Bajay was smiling.

Boju was also smiling.

“What do we do now?”, asked Baba.

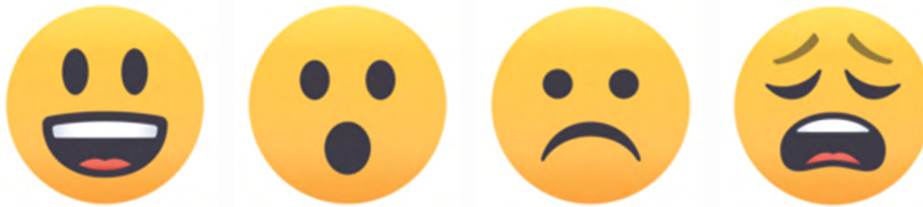
“Let us keep it that way!”, said Amma with a smile.

## 1. Let's talk

- Did Vinay and Veena enjoy painting?  
Why do you think so?
- Why do you think Vinay and Veena wanted to help the painters?
- Do you also help at home?  
Share with your friends.

## 2. Let's write

- Children, do you like this story?  
Which face would you like to tick after reading the story?

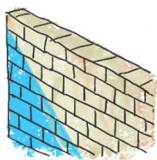
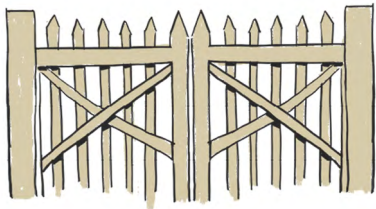


- Veena and Vinay are speaking to each other.  
They have forgotten their colours. Help them.

Vinay: Hello! The colour of my gate is \_\_\_\_\_.

Veena: Hi! The colour of my gate is \_\_\_\_\_.

Match the following pictures with the words.



paint

ladder

roof

swing

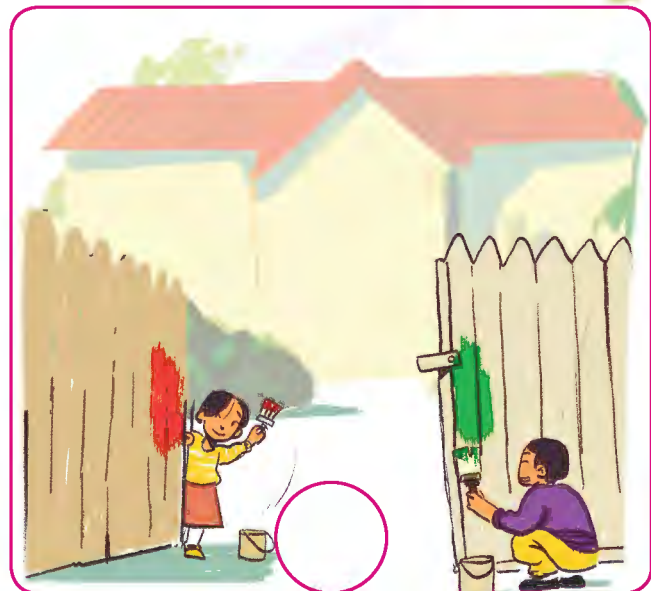
to clean

garden

gate

wall

Arrange the picture story of Veena and Vinay.  
Use numbers 1 to 4.



Fun with sounds

Veena and Vinay start with the same sound.  
Can you make that sound aloud?

Now close your eyes. Listen to your teacher as she  
tells the names of your classmates one by one.

Tell the first sound of their names.

## C. I CAN READ

Children, do you play drums?

Here is how the monkeys played the drums. Let's read.

### Five Big Monkeys

Five big monkeys drumming on a tree,  
One fell down and broke his knee.

Aaaaaouch!

Four big monkeys drumming on a tree,  
One fell down and broke his knee.

Aaaaaa...ouch!

Three big monkeys drumming on a tree,  
One fell down and broke his knee.

Aaaaaa...ouch!



Two big monkeys drumming on a tree,

One fell down and broke his knee.

Aaaaa...ouch!



One big monkey drumming on a tree,

One fell down and broke his knee.

Aaaaouch!

Aaaaaouch!!!



No more monkeys drumming on a tree.

All the birds are now fast asleep.

## D. LISTEN AND TALK

Children, here is a story of Thabi.

Listen to your teacher as she reads the story for you.

# That is Not Thabi! That is a Hippo!

(Adapted from 'That's not Thabi! That's a Hippopotamus!' by Jon Keevy)



Lucy woke up. Her sister Thabi was not in her bed.

“Where is Thabi?” Lucy asked Ma.

“Thabi is in the kitchen eating breakfast.”

“That is not Thabi!”

“That is a hippo!”

Lucy looked all over the house.



"Where is Thabi?"  
Lucy asked Pa.

"Thabi is swimming in the pool."

"That is not Thabi!  
That is a hippo!"



Lucy kept looking around the garden.

"Where is Thabi?" Lucy asked the neighbour.

"Thabi is playing in the park."

"That is not Thabi! That's a hippo!"

Then Lucy heard a funny noise.  
She gave the hippo a big tickle.

"There is Thabi!"

"Thanks," said Thabi. "It's boring inside a hippo."



## 1. Let's talk


- ☼ Which game was Thabi playing with her sister?
- ☼ Do you think Thabi's sister knew that she was playing a game with her?
- ☼ Did Lucy miss Thabi? Why do you think so?
- ☼ Which are the different places she looked for Thabi?
- ☼ Was she worried when she could not find Thabi?
- ☼ Was Thabi enjoying the game?
- ☼ Would you like to play Thabi's game? If yes, with whom?

## 'I am a hippo'



Hello! I am very big and fat.  
I have short legs and a short tail.  
I love water.

I live in the river and lakes in Africa.  
Sometimes you will also find me in other places.  
I love to play in the mud.  
I love to eat grass.  
But these days I am sad and afraid.  
Some people want my teeth and meat.  
People call me hippopotamus.  
My friends call me hippo.

 What is your nick name?

---


## 2. Let's play


Get a big towel or shawl from your home. Four of you can cover your face and body with that.  
Ask other students to guess your names.  
You can play this game in two teams.

## 3. Listen to your teacher.

Which word do you get if you say these two words together? Say the words aloud.

 Paper and Cup

 Out and Door


 Foot and Ball

 In and Door

 Basket and Ball

 In and Side

 Sun and Flower

 Out and Side

# LET'S WRITE



Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

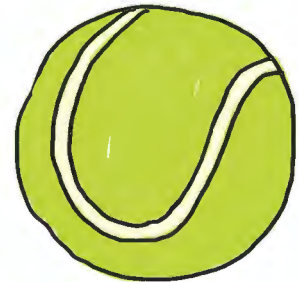
Apple



Four sets of handwriting practice lines (dotted top and bottom lines, solid middle line) for writing the letter 'Aa'.

**Bb**

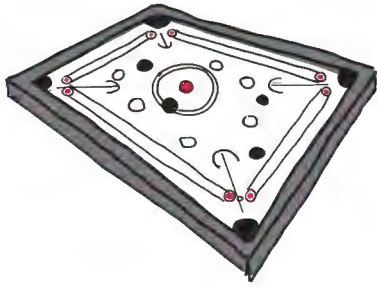
Ball



Four sets of handwriting practice lines (dotted top and bottom lines, solid middle line) for writing the letter 'Bb'.

**Cc**

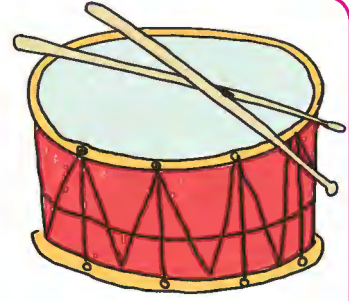
Carrom



Handwriting practice lines for the word 'Carrom'.

**Dd**

Drum



Handwriting practice lines for the word 'Drum'.

**Ee**

Eat



Handwriting practice lines for the word 'Eat'.

**Ff**

Fun



Handwriting practice lines for the word 'Fun'.

**Gg**

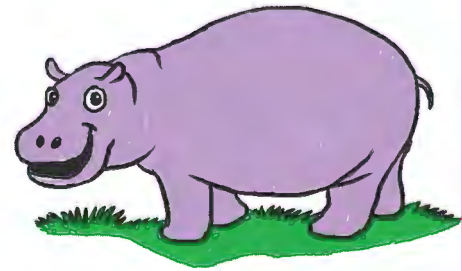
Ground



Handwriting practice lines for the word 'Ground'.

**Hh**

Hippo



Handwriting practice lines for the word 'Hippo'.

**Ii**

Indoor



Handwriting practice lines for the word 'Indoor'.

**Jj**

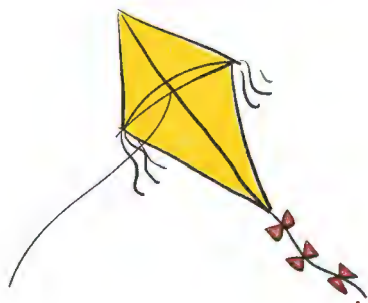
Jam



Handwriting practice lines for the word 'Jam'.

**Kk**

Kite



Handwriting practice lines for the word 'Kite'.

**Ll**

Look



Handwriting practice lines for the word 'Look'.

**Mm**

Monkey



Handwriting practice lines for the word 'Monkey'.

**Nn**

Noise



Handwriting practice lines for the word 'Noise'.

Oo

Outside



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Pp

Play



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Qq

Question



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Rr

Run



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Ss

Sing



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Tt

Team



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Uu**

Up



Handwriting practice lines for the word 'Up'.

**Vv**

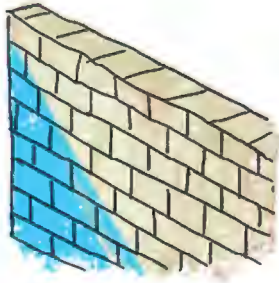
Veena



Handwriting practice lines for the word 'Veena'.

**Ww**

Wall



Handwriting practice lines for the word 'Wall'.

**Xx**

X-mas



Handwriting practice lines for the word 'X-mas'.

**Yy**

Yawn



Handwriting practice lines for the word 'Yawn'.

**Zz**

Zoo



Handwriting practice lines for the word 'Zoo'.



#### 4. Fun with the sounds

Add 'ing' to the following letters, write the complete words and say these words aloud:

 W \_\_\_\_\_

 K \_\_\_\_\_

 R \_\_\_\_\_

 S \_\_\_\_\_

Now add 'in' to these letters given below and read the words aloud:

 W \_\_\_\_\_

 K \_\_\_\_\_

 F \_\_\_\_\_

 B \_\_\_\_\_

 T \_\_\_\_\_

## E. RHYME TIME

Follow the teacher and sing the rhyme given below with actions.

### If You Are Happy and You Know It

If you are happy and you know it  
clap your hands!

If you are happy and you know it  
clap your hands!

If you are happy and you know it  
and you really want to show it,

If you are happy and you know it  
clap your hands!



If you are happy and you know it  
stamp your feet!

If you are happy and you know it  
stamp your feet!

If you are happy and you know it  
and you really want to show it,

If you are happy and you know it  
stamp your feet!



If you are happy and you know it  
shout "Hurray!"

If you are happy and you know it  
shout "Hurray!"

If you are happy and you know it  
and you really want to show it,

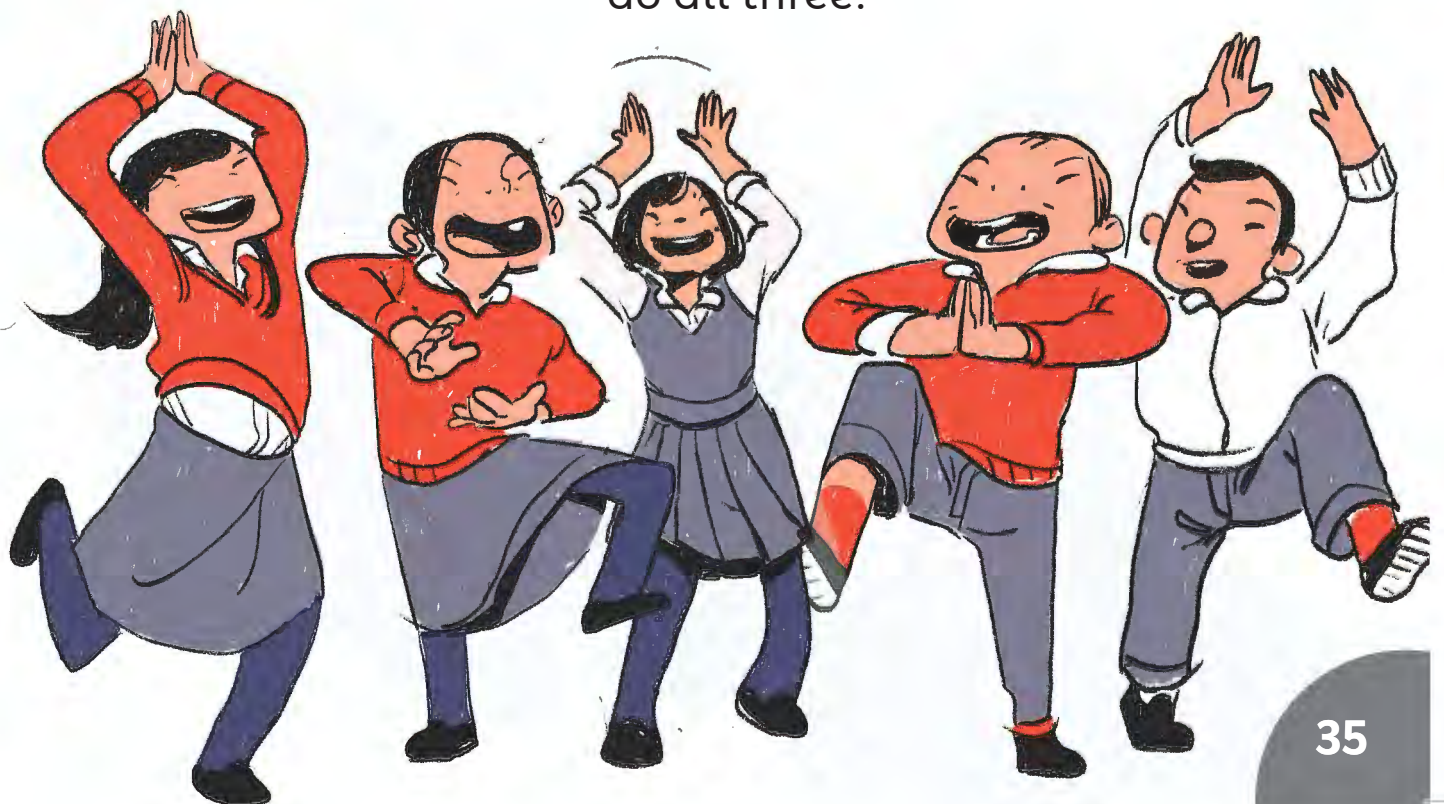
If you are happy and you know it  
shout "Hurray!"




If you are happy and you know it,  
do all three!

If you are happy and you know it,  
do all three!

If you are happy and you know it  
and you really want to show it, If you are happy  
and you know it,  
do all three!



**1. Let's talk and write:**

-  What do you do when you are happy?  
Draw and write.



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## F. LET'S EXPLORE

**Invite a group of students from higher classes to talk about football.**

-  How is it played?
-  Who are the well-known football players?

- ☼ How do they feel when they lose?
- ☼ What do they do when they win?
- ☼ Remember, playing the game is more important than winning or losing.  
Do you agree?

**Teacher's Note:** Encourage the children to ask questions.

## G. HAPPY FINGERS

**Listen to your teacher and follow the instructions:**

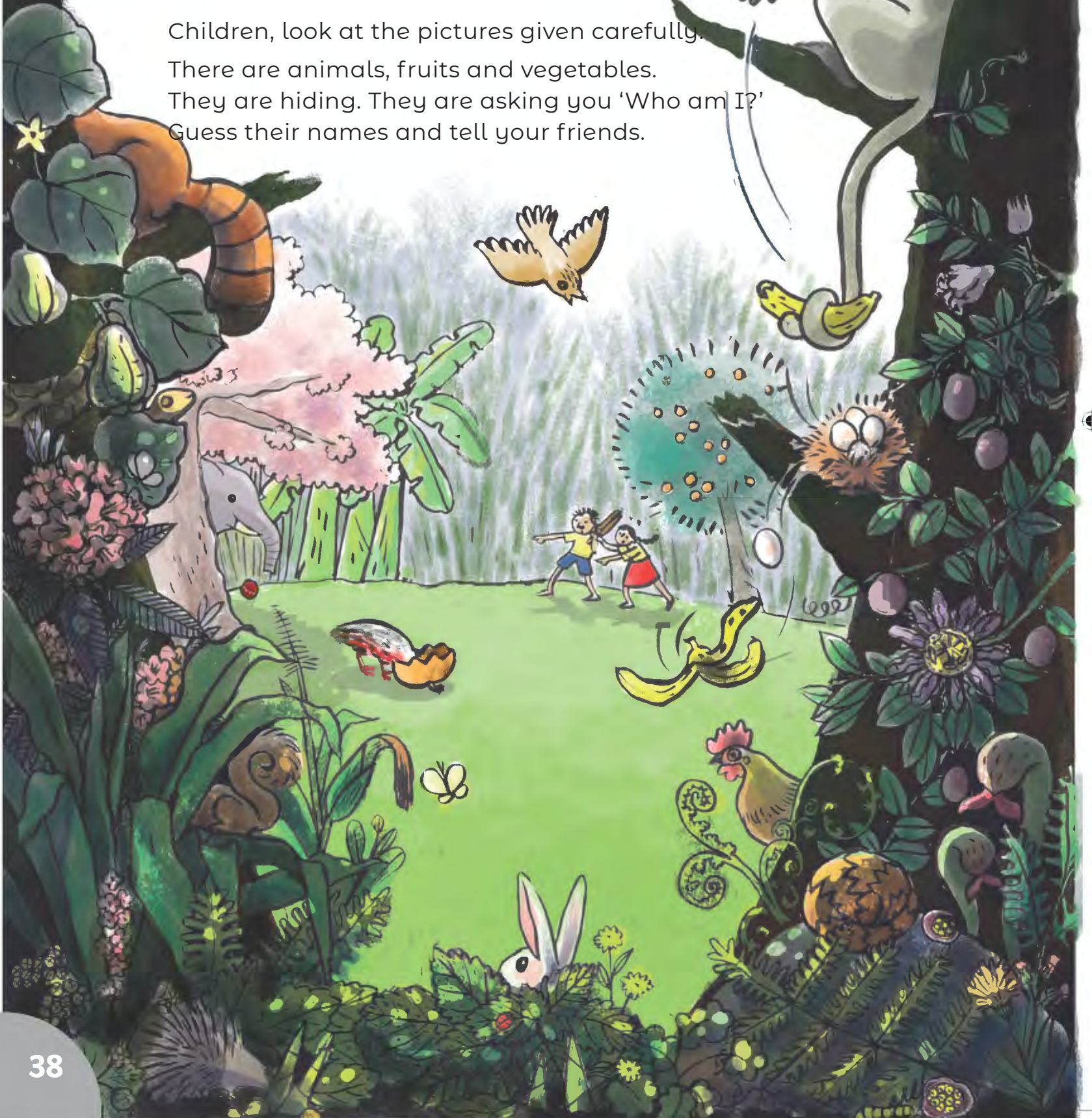
- Step 1** - Take a piece of paper.
- Step 2** - Cut it into a circle.
- Step 3** - Colour it with any of your favourite colours.
- Step 4** - Draw two eyes.
- Step 5** - Draw a nose.
- Step 6** - Draw smiling lips.
- Step 7** - Your smiley is ready!
- Step 8** - Write your name at the back of the paper.
- Step 9** - Place all the smileys on the teacher's table.
- Step 10** - Once the teacher arranges them on the table, pick any one.
- Step 11** - Who made it for you? Find out.



## 2. Who am I?

### A. PICTURE FUN

Children, look at the pictures given carefully.  
There are animals, fruits and vegetables.  
They are hiding. They are asking you 'Who am I?'  
Guess their names and tell your friends.










Children, sit in small groups. Share with your friends what you see in the picture. You may also talk in your home language.



1. Now answer the following questions:

-  Why do you think the egg was falling down?
-  Was the elephant playing bat-ball?
-  Are the children happy in the end?
-  What were the rabbits doing?
-  Name the animals, fruits and vegetables in the picture.

**Animals**



**Fruits**



**Vegetables**



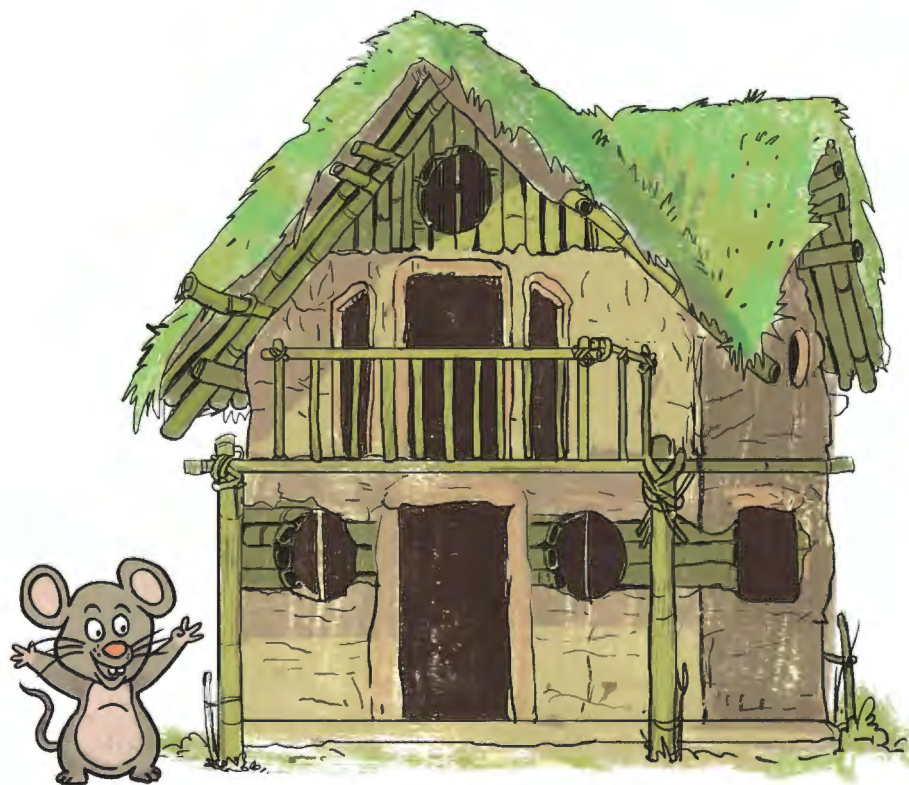


## B. STORY TIME

Listen carefully as your teacher reads the following story.

# The Little House

Adapted from 'The Little Log House', (A Russian folk tale)



Once there was a little log house in a forest.  
It was made of mud, grass and sticks.

On Monday, a Mouse saw the little house.

“What a nice little house!” she said.

“Yoo-hoo! Any one there?” There was nobody.

So, the Mouse started living in that house.

On Tuesday, a Frog came near the house.

“What a nice house!” she said.

“Yoo-hoo! Anyone there?”

The Mouse said, “Who are you?”

“I am a Frog.”

“Well, why don’t you move in with me?”  
asked the Mouse.

The Frog hopped in.

The Mouse and the Frog lived together.



On Wednesday, a Rabbit came near the house.

“What a nice house!” she said.

“Yoo-hoo! Anyone there?”

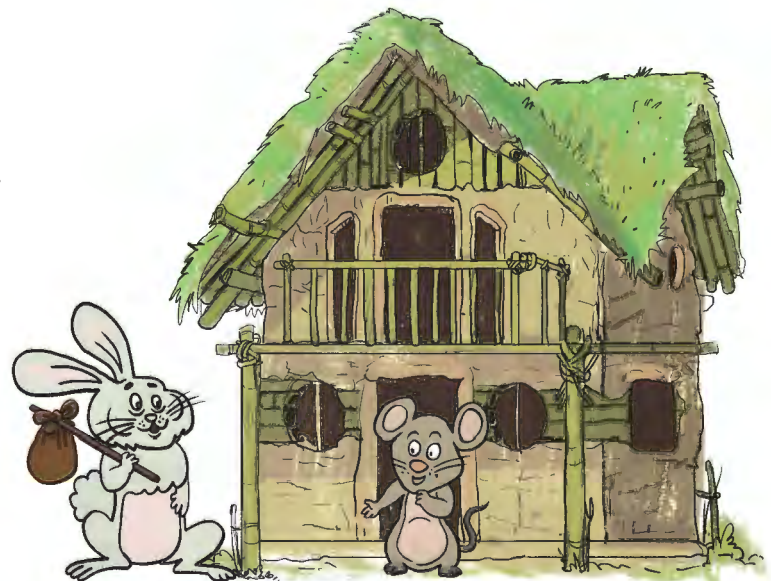
The Mouse said, “Who are you?”

“I am a Rabbit.”

“Well, why don’t you move in with us?”  
asked the Mouse.

The Rabbit jumped in.

Three of them lived together.



On Thursday, a Panda came near the house.

“What a nice house!” she said.

“Yoo-hoo! Anyone there?”

The Mouse said, “Who are you?”

“I am a Panda.”

“Well, why don’t you move in with us?”  
asked the Mouse.

The Panda walked in.

Four of them lived together.



On Friday, a Bear came up.

“What a nice house!” she said.

“Yoo-hoo! Anyone there?”

The Mouse said, “Who are you?”

“I am a Bear.”

“Well, why don’t you move in with us?” asked  
the Mouse.

The Bear tried very hard to enter the house.

She could not enter through the window.

She could not enter through the door.

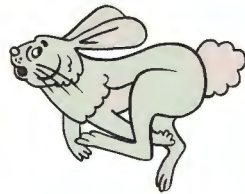
She went up to the roof.





C-R-RASH!  
Crashed the little house.

The Mouse, the Rabbit,  
the Frog and the Panda  
quickly ran and jumped  
out. They saved their lives!



The Bear said, "Friends, I am very sorry."

The Panda said, "What should we do now?"

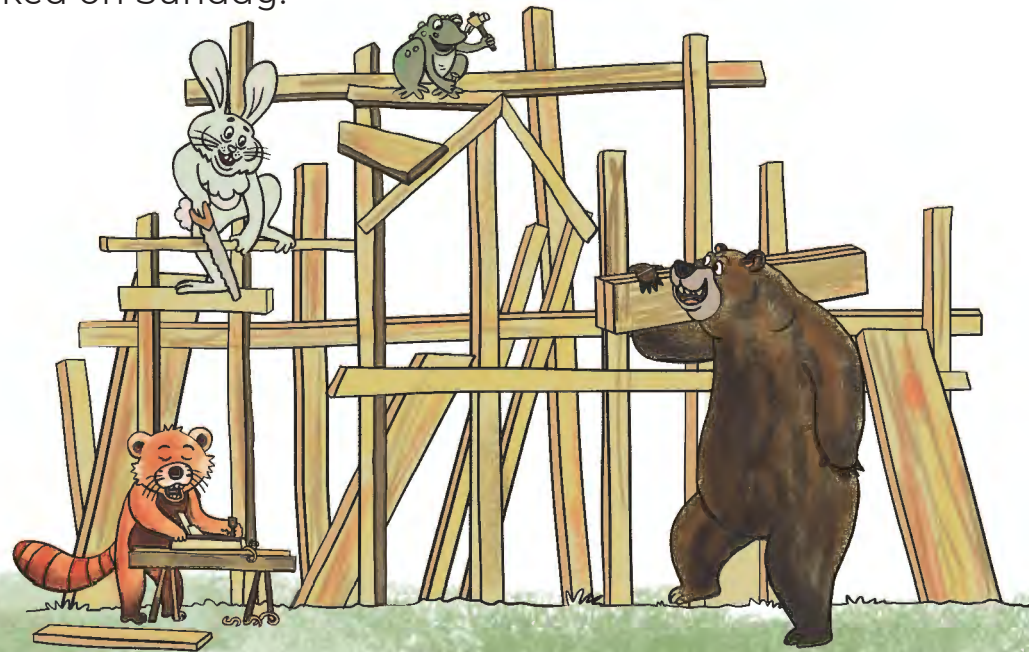
The Mouse said, "Let us build a new house!"

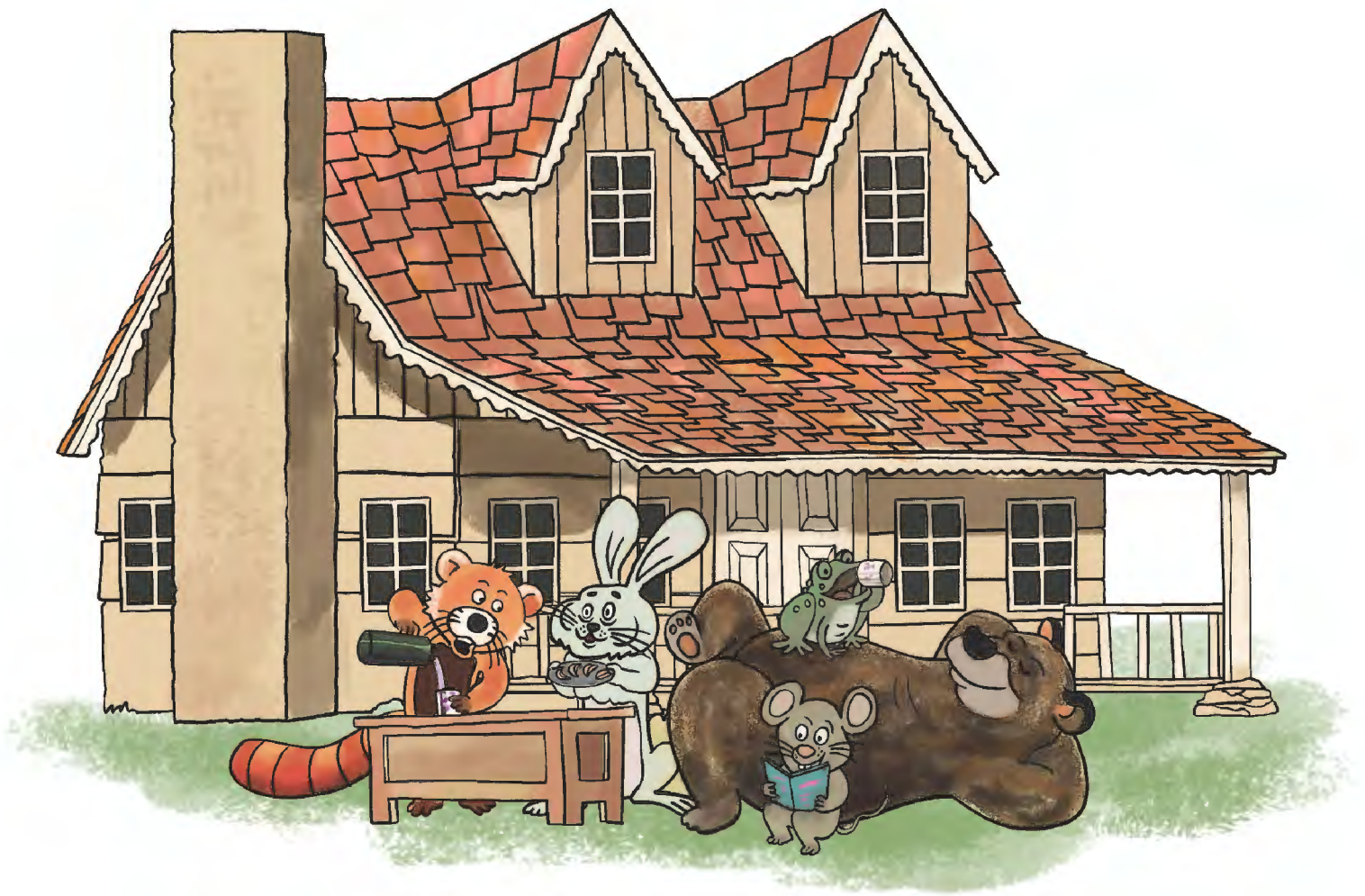
The Rabbit and the Frog nodded.

All of them worked together.

They worked on Saturday.

They worked on Sunday.





Their house was ready on Monday.  
All of them started living there happily.

1. Children try to read this story on your own.  
How many words or sentences could you read?

2. **Tell your friends**

What are the following animals called in your language?

Frog	Panda	Cow	Bear
Mouse	Rabbit	Dog	Cat

3. **Let's Write:**

Why did the house crash?

---

🌀 The bear said 'sorry' to his friends. Why did he say 'sorry'?

🌀 Do you say 'sorry'? When?

4. Fill in the blanks-

The mouse was the first to come into the house. Then the \_\_\_\_\_ came in. Then the \_\_\_\_\_ came in. Then the \_\_\_\_\_ came in. At the end, the \_\_\_\_\_ tried to come in from the roof.

5. Match the animals with their tails.



6. Look at the picture and fill in the blanks with the words given below.

On

Under

In



- a. The owl is \_\_\_\_\_ the bed.  
b. The moon is shining \_\_\_\_\_ the sky.  
c. The lamp is \_\_\_\_\_ the table.  
d. A pillow is \_\_\_\_\_ the head.  
e. The books are \_\_\_\_\_ the cupboard.

7. Write the opposite words

- a. up \_\_\_\_\_  
b. take \_\_\_\_\_  
c. come \_\_\_\_\_  
d. out \_\_\_\_\_  
e. sad \_\_\_\_\_

8. Children, let us form groups of five. Choose which animal you want to be: mouse, bear, frog, panda or rabbit.

Act out the story. Practice what you will say. You can use your home language as well.

9. Close your eyes and listen to the following words:

rat, rabbit, race, run

What is the first sound in the these words?

Yes, the sound is /r/.

Think of a few words of your language which begin with the sound /r/.

Now, tell the first sound of the following words.

Circle the word with the different beginning sound.



Bear

Boy

Baby

Doll

Fur

Four

Girl

Frog



Panda

Tiger

Pen

Parrot

Mouse

Nut

Man

Mountain



Hut

Mud

Horse

Hat

January


June

July

August



**10.** Draw your house in the space below and write about it.  
You can use words or sentences to tell about your house.



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## C. RECITE AND ENJOY

# Mary Had a Little Lamb

—Sarah Josepha Hale



Mary had a little lamb  
Little lamb, little lamb  
Mary had a little lamb  
Its fur was white as snow.

Everywhere that Mary went  
Mary went, Mary went  
Everywhere that Mary went  
It was sure to go.



It followed her to school one day  
School one day, school one day  
It followed her to school one day  
Which was against the rule.





It made the children  
 laugh and play  
 Laugh and play,  
 laugh and play  
 It made the children  
 laugh and play  
 To see a lamb at school.

And so the teacher sent it out  
 Sent it out, sent it out.  
 So the teacher sent it out  
 But it was still around.



When Mary took him near,  
 Took him near, took him near,  
 When Mary took him near,  
 He rested on her arm.



“Why did the lamb love Mary so?  
 Mary so? Mary So?”  
 “Why did the lamb love Mary so?”  
 The little children cry;  
 “Oh, Mary loves the lamb so much,  
 Lamb so much, lamb so much,”  
 “Mary loves the lamb so much”.  
 The teacher did reply.



1. Children, did you like this poem? Lets talk, draw and write.

 Who is Mary's pet?

 Does the pet love Mary?

 Why did the teacher send the pet out?


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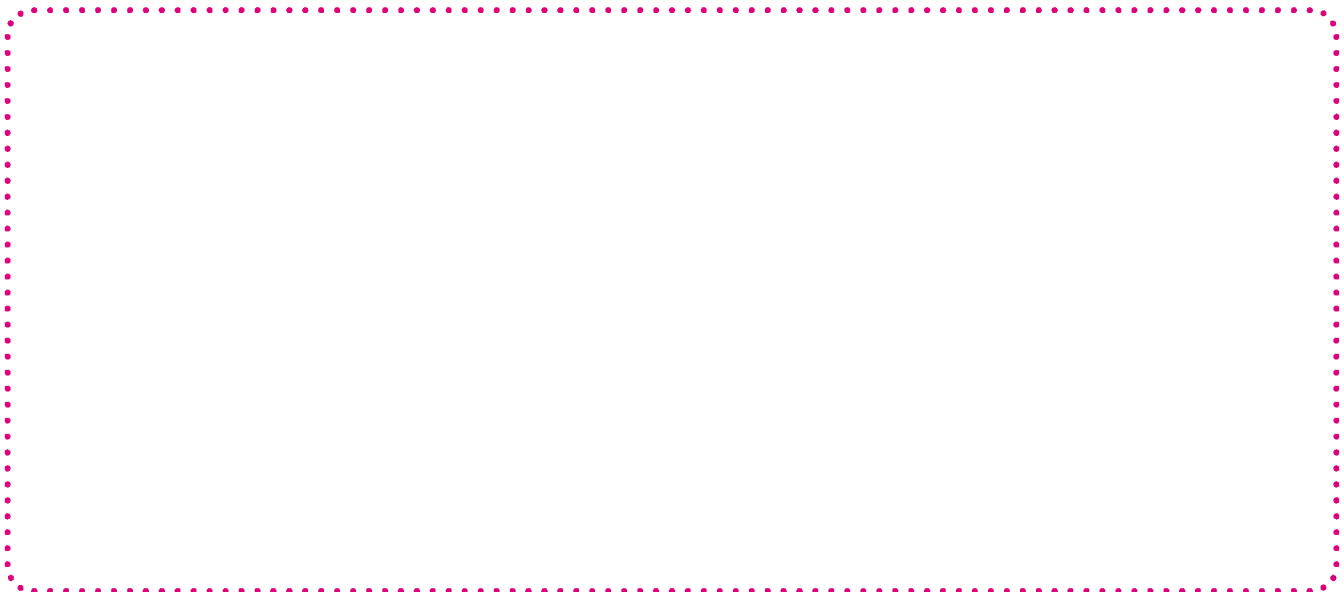
 What did the children do when they saw Mary's pet?

---

 Have you seen a lamb? If yes, where?

---

 What will you do if a lamb comes to your school?  
Draw and write in a few words/ sentences.



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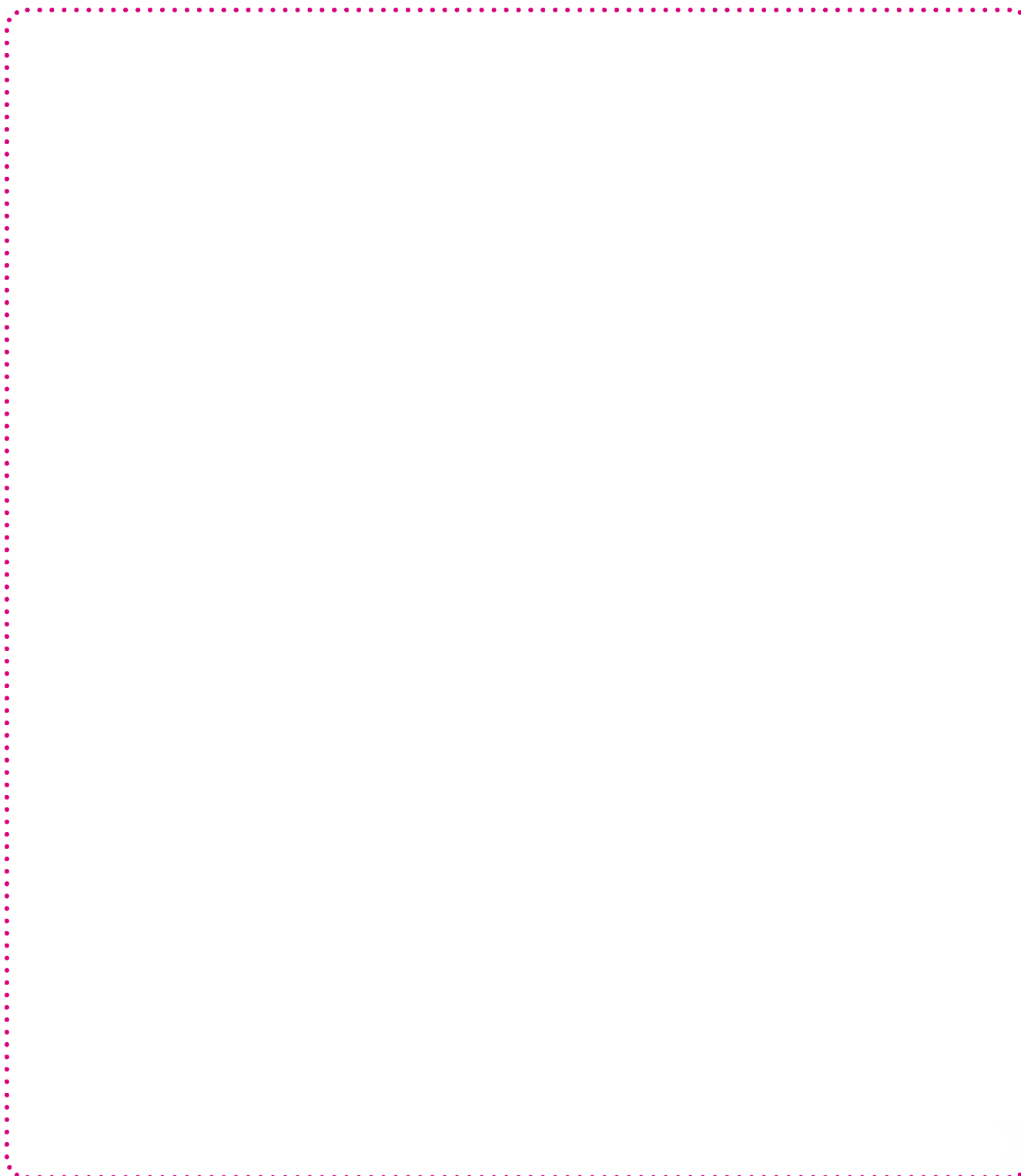
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 Do you have a pet? \_\_\_\_\_

If yes draw its picture in the box below.

If you do not have a pet, which pet would you like to keep?

Draw its picture below.



# My Likes



I like sweets,  
I like songs,  
I like eating all day long.



I like sunshine,  
I like trees,  
I like flowers and the breeze.



I like to jump,  
I like to run,  
I like to laugh and have lots of fun.



Sometimes, I like to be quiet,



I like to write,  
I like to read  
I like to share what I feel!



Now children it is your turn to write what you like. You can think of words from your home language. Ask your teacher what they are called in English and write them below.

a. I like \_\_\_\_\_

b. I like \_\_\_\_\_

c. I like \_\_\_\_\_

## 1. Children, let's do some actions.

Given below are some sentences.  
Listen to your teacher. Then act.

- |                              |                                    |
|------------------------------|------------------------------------|
| a. Laugh loudly.             | h. Run fast.                       |
| b. Cry slowly.               | i. Dance with your friends.        |
| c. Clap three times.         | j. Draw a flower.                  |
| d. Eat slowly.               | k. Read a poem.                    |
| e. Sleep for some time.      | l. Play 'Pittu' with your friends. |
| f. Sing your favourite song. | m. Bring a bottle of water.        |
| g. Jump high.                | n. Show your nose.                 |




## 2. Listen and tell.

Close your eyes. Listen to your teacher  
as she says the following words.

Rat, Bat, Mat, Cat, Sat.

 What is common in the sounds of these words?

Now, read the following words and look  
for words which have the same sound.

	cap	map	rap	sap	_____	_____
	can	man	ran	tan	_____	_____
	bad	mad	fad	had	_____	_____

Can you make more words in the same pattern?

 -ap: \_\_\_\_\_

 -an: \_\_\_\_\_

 -ad: \_\_\_\_\_

Now write these words in your notebook and practice them.

## D. I CAN READ

# Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Runs away, runs away.



Where is Pointer? Where is Pointer?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Runs away, runs away.







Where is Tall man? Where is Tall man?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Runs away, runs away.

Where is Ring man? Where is Ring man?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Runs away, runs away.



Where is Pinky? Where is Pinky?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Runs away, runs away.

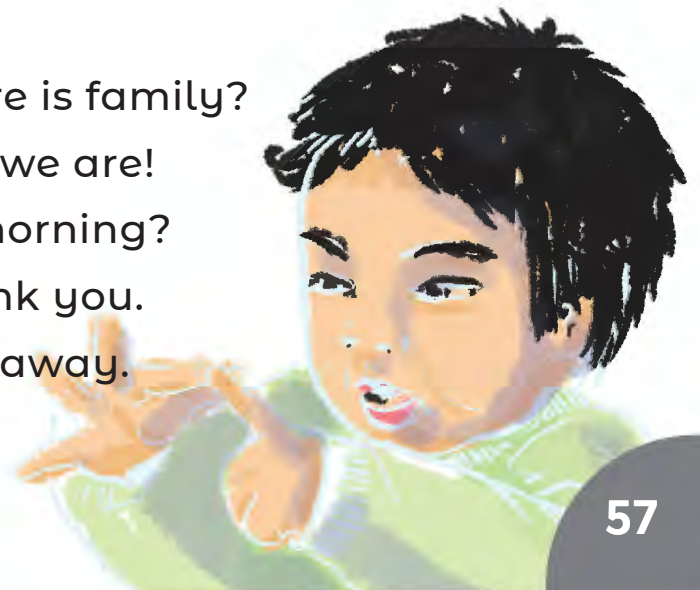
Where is family? Where is family?

Here we are! Here we are!

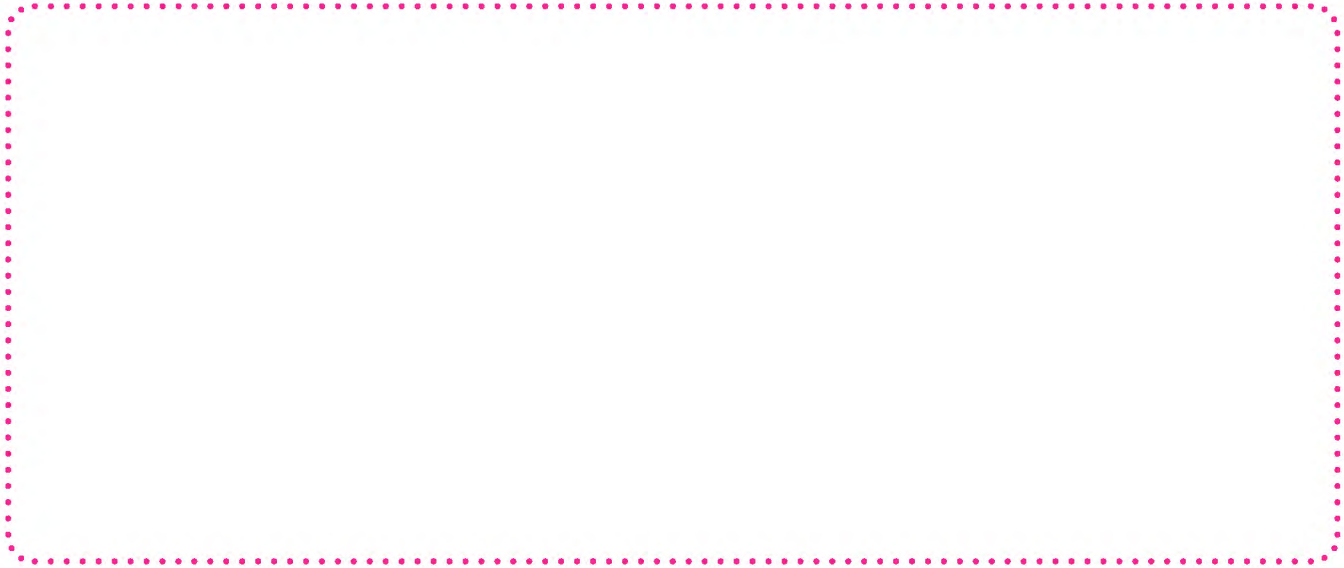
How are you this morning?

Very well, we thank you.

Runs away, runs away.



1. Place your hand in the box given below. Draw the outline of your palm. Now label each of the fingers.



2. Which fingers do you use?

a. to write: \_\_\_\_\_

b. to find out if the water for the bath is hot or not: \_\_\_\_\_

3. How do you take care of your hands?

\_\_\_\_\_

\_\_\_\_\_

4. Say the following words aloud. What is the first sound?  
Group the words with the same sound. Write them below.

Tall, Pinky, Run, Ring, Tip, Pet, Rain, Pin, Tap, Pointer, Ten, Toes

Words starting with the sound 't' - \_\_\_\_\_

Words starting with the sound 'p' - \_\_\_\_\_

Words starting with the sound 'r' - \_\_\_\_\_

## E. RHYME TIME

Let's sing the rhyme with actions.

# Head, Shoulders, Knees and Toes

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

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

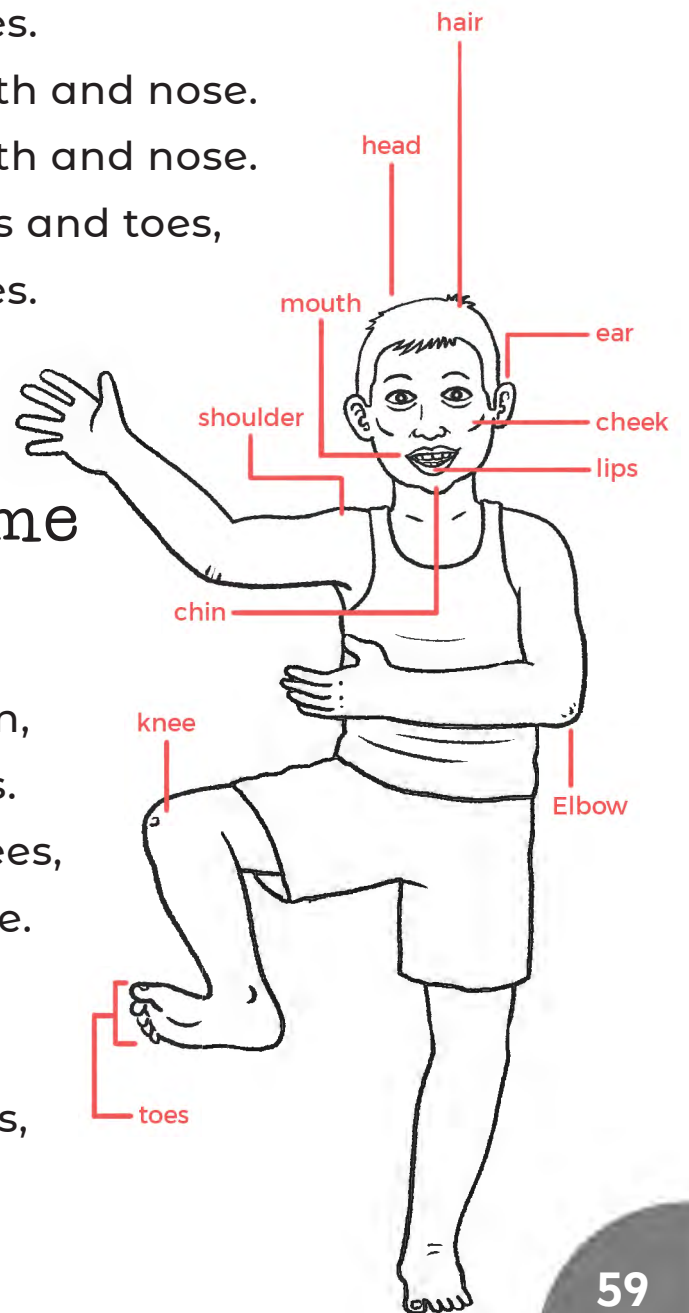
Eyes and ears and mouth and nose.

Eyes and ears and mouth and nose.

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

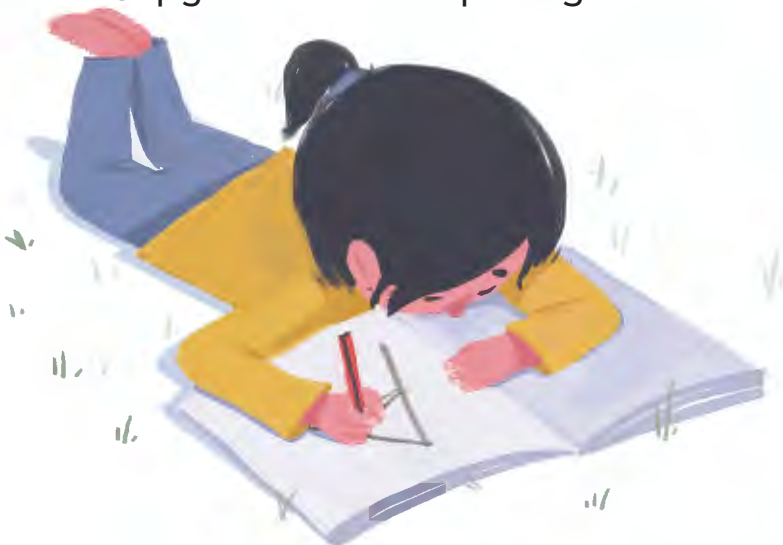
## Touch Game

Touch your nose, touch your chin,  
That's the way this game begins.  
Touch your eyes, touch your knees,  
Now show you're going to sneeze.  
Touch your hair, touch one ear,  
Touch your lips  
Touch your elbow where it bends,  
That's the way this game ends.



🌸 Listen and follow your teacher as she/he sings the alphabet song.

🌸 Now read the letters and the words.  
Copy them in the space given below them.



Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

Ant



Handwriting practice lines for the word 'Ant'.

**Bb**

Bat



Handwriting practice lines for the word 'Bat'.

**Cc**

Cry



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Dd**

Door



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ee**

Ear



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ff**

Frog



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Gg**

Grass



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Hh**

Hand



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ii**

Ink



Handwriting practice lines for the word 'Ink'.

**Jj**

Jump



Handwriting practice lines for the word 'Jump'.

**Kk**

Key



Handwriting practice lines for the word 'Key'.

**Ll**

Lock



Handwriting practice lines for the word 'Lock'.

**Mm**

Mouse



Handwriting practice lines for the word 'Mouse'.

**Nn**

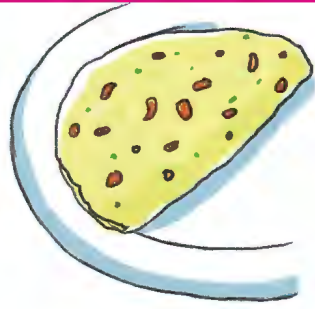
Nest



Handwriting practice lines for the word 'Nest'.

Oo

Omlette



Handwriting practice lines for the word 'Omlette'.

Pp

Panda



Handwriting practice lines for the word 'Panda'.

Qq

Queen



Handwriting practice lines for the word 'Queen'.

Rr

Rabbit



Handwriting practice lines for the word 'Rabbit'.

Ss

School



Handwriting practice lines for the word 'School'.

Tt

Toe



Handwriting practice lines for the word 'Toe'.

**Uu**

Unhappy



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Vv**

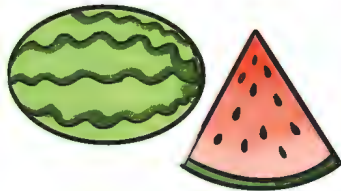
Van



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ww**

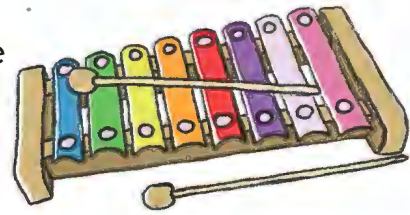
Watermelon



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Xx**

Xylophone



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Yy**

Yak



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Zz**

Zebra



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



## F. HAPPY FINGERS

Let's make finger puppets.

- Step 1** - Take a small paper. It should be half the length of your finger.
- Step 2** - Make it square shaped as given in the picture.
- Step 3** - Fold it as shown here.
- Step 4** - Roll it on your finger with tip at the top.
- Step 5** - Join the ends together with glue.
- Step 6** - Now make a smiling face on the front side.

Your finger puppet is ready.

Make puppet for each of the fingers.

Recite the rhyme 'Where is Thumbkin?' with puppets.



## G. LET'S FIND OUT!

Plan for eating together with your teacher and friends.

Sit in a circle during lunch. Talk about what you got for lunch. Listen to other children when they share and talk about their food items.

After the lunch, prepare a table with your names and what you brought for lunch.


# 3. Water

## A. PICTURE FUN

Children, let's look at the picture. Share what you see in the picture with your friends.



1. Share your answers in the class.

 Do you think the children are enjoying water?  
How do you know?

 Why do you think the water was collected in the drum?



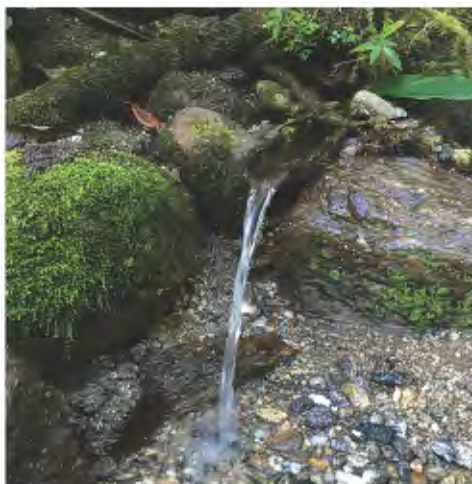
- ☼ Why do you think that the lady has come to bring water from so far?
- ☼ How will she use the water?
- ☼ If there is no water, what will happen to us and the animals and plants?



🌀 Fill in the following table:

What are the people in the picture doing?	What are the things you see in the picture?
playing	road

2. Talk with your teacher about the different places such as rivers, lakes and ponds where you find water.



## B. LET'S WRITE

Sing the alphabet song with your teacher.

Write Aa to Zz below.

Also write it in your notebook.



**Teacher's Note:** Download the alphabet song which emphasises sound of each of the letters of the alphabets.

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

Axe



**Bb**

Bear



**Cc**

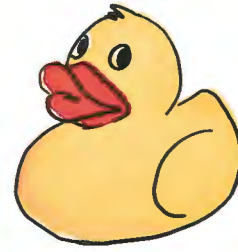
Cloud



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Dd**

Duck



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ee**

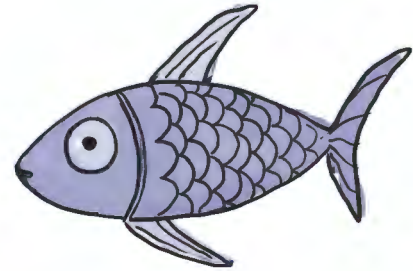
Egg



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ff**

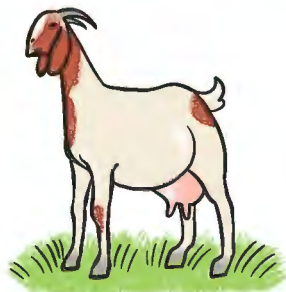
Fish



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Gg**

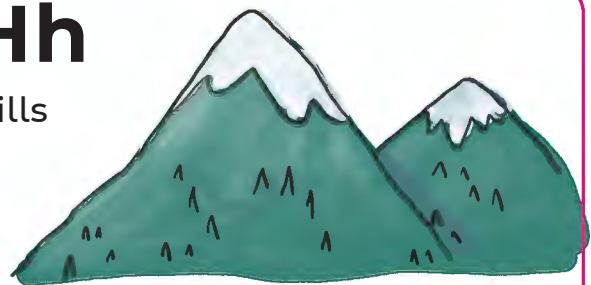
Goat



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Hh**

Hills



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ii**

Ice



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Jj**

Jug



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Kk**

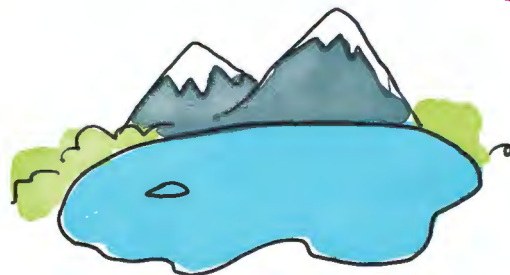
Kitten



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ll**

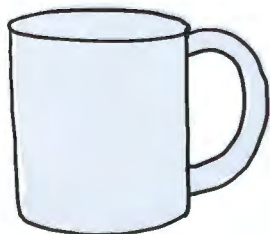
Lake



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Mm**

Mug



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Nn**

Nose



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Oo**

Ox



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Pp**

Pen



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Qq**

Quail



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Rr**

Rain



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ss**

Sky



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Tt**

Tap



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



**Uu**

Umbrella



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Vv**

Vegetables



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ww**

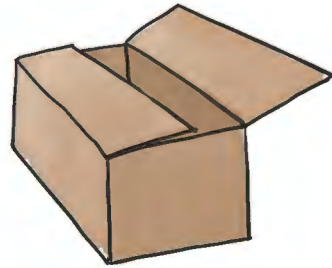
Water



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Xx**

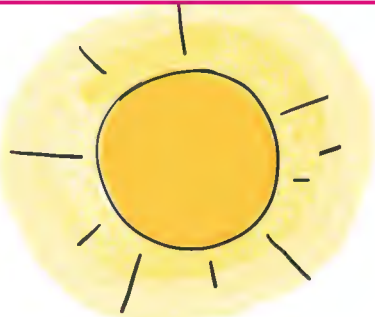
as in Box



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Yy**

Yellow



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Zz**

Zero



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

## C. STORY TIME

Children, do you wear a raincoat? Do you like to wear it?  
Ongyal's parents had got him a new red raincoat. Could he wear it? Let's find out. Listen to the story as your teacher reads it.

# The Red Rain Coat

(Adapted from 'The Red Raincoat' by Kiran Kasturia)

On Sunday, Ongyal's Ama got him a red raincoat.



"Ama, can I wear it now?" asked Ongyal.

"No, my dear, the rains are near, but just now the sky is clear," said Ama.



Monday was sunny.



“Will it rain today, Ama?” asked Ongyal.

“No Ongyal, not today. If you wear your raincoat, you will look funny”.

On Tuesday, the sky was blue.



“Ama, when will my wish come true?” asked Ongyal.

“Not today, my dear, there is just one white cloud in the sky!” said Ama.



Wednesday was hot.



“Ama, why doesn't it rain?” asked Ongyal.

“Ongyal I think it will rain very soon. Maybe even before it is noon,” said Ama.

On Thursday, Ongyal went to play.

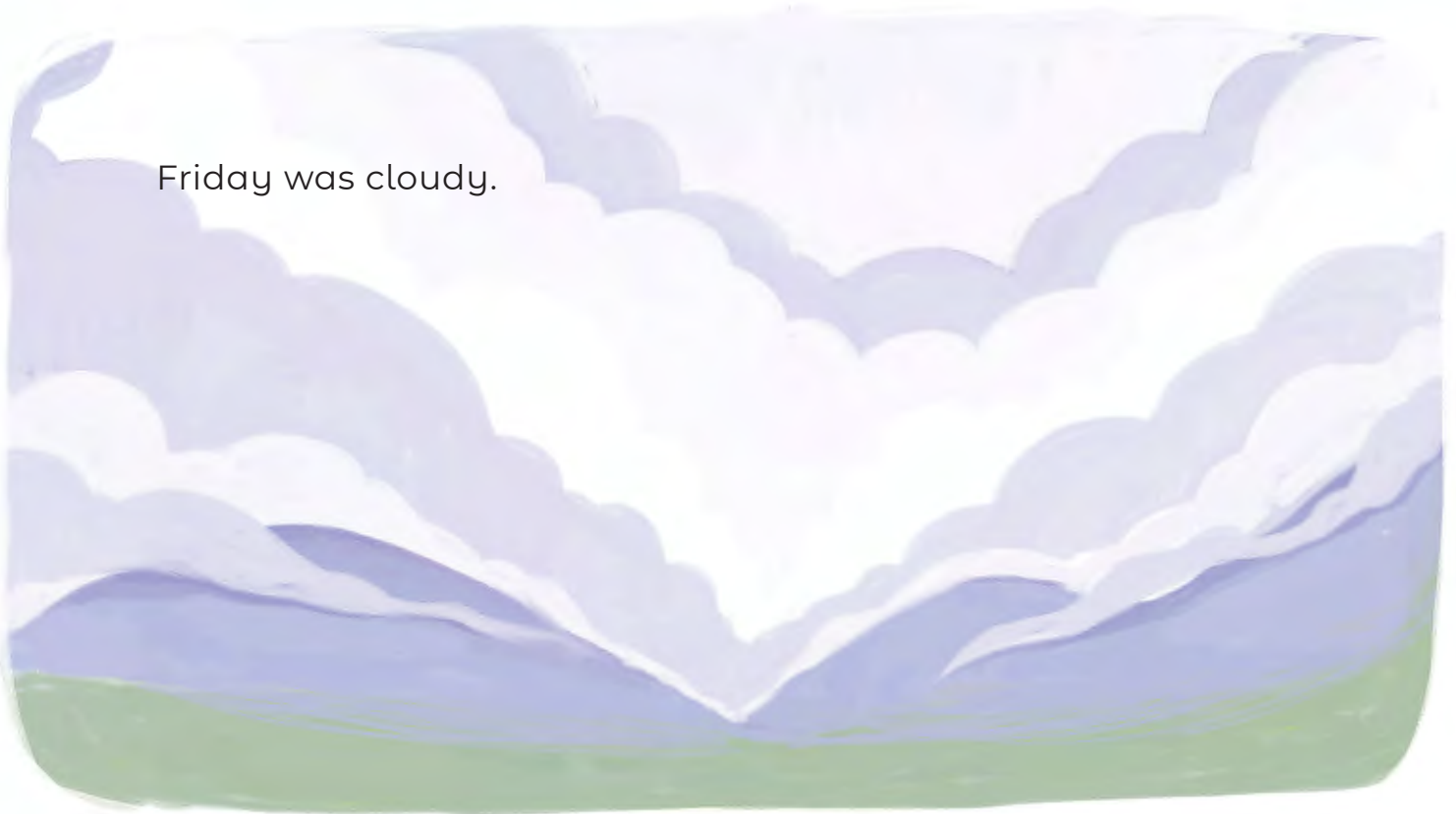


“Ama, what if it rains? Shall I take the raincoat with me?” asked Ongyal.

“No my dear, it will not rain today”, said Ama.

“The little white clouds are too high in the sky,” said Ongyal.

Friday was cloudy.



“Ama, will it rain today?” asked Ongyal.

“It might, my dear. There are some dark clouds in the sky”,  
said Ama.

Saturday began with a bang –Garang Groong!!!!!!



“Ama, is that thunder I hear? Will it rain very soon?”  
asked Ongyal.

And then at last it started raining.

“Oh, it's raining! It's raining!”  
sang Ongyal, running out.

“But, Ongyal! You forgot your raincoat”  
said Ama.



1. Match the names of the days with the picture of the weather.

Tuesday



Saturday



Monday



Friday





Wednesday



Thursday

Sunday

## 2. Let's talk:

-  Was Ongyal happy with the red raincoat?  
How do you know?
-  How do you feel when it rains?
-  Why do you think Ongyal forgot to wear his raincoat when it rained?
-  How do you think, plants, birds and animals feel when it rains? Why do you think so?

## 3. Let's write:

- a. On which day did it rain? \_\_\_\_\_
- b. What did Ongyal's Ama get for him? \_\_\_\_\_
- c. What was the colour of the raincoat? \_\_\_\_\_
- d. On which day did Ongyal get the red raincoat? \_\_\_\_\_

## 4. What is the sound of rain drops when they fall on the ground?

Try patting your fingers on your palm in this order:

1 finger, 2 fingers, 3 fingers, 4 fingers,

4 fingers, 3 fingers, 2 fingers, 1 finger.

## 5. Draw a raincoat or an umbrella that you use when it rains. Write a few words or sentences about it in your notebook.

**Teacher's Note:** Please ensure that all the children pat their fingers together. If the whole class does it together, it will be real fun.



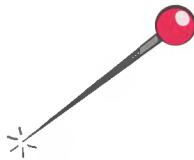
## 6. Play with sounds

Say the word 'in'.

What are the two sounds you hear?  
Now, say these two sounds together.

What are the sounds made by letters b, p and w?  
Tell your friends.

Fill in the blanks below with the letters b, p, w.  
Read the words aloud.



a. \_\_\_in

b. \_\_\_in

c. \_\_\_in

Can you make more words ending with 'in'?

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Write all these words ending with 'in'.

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## D. RECITE AND ENJOY

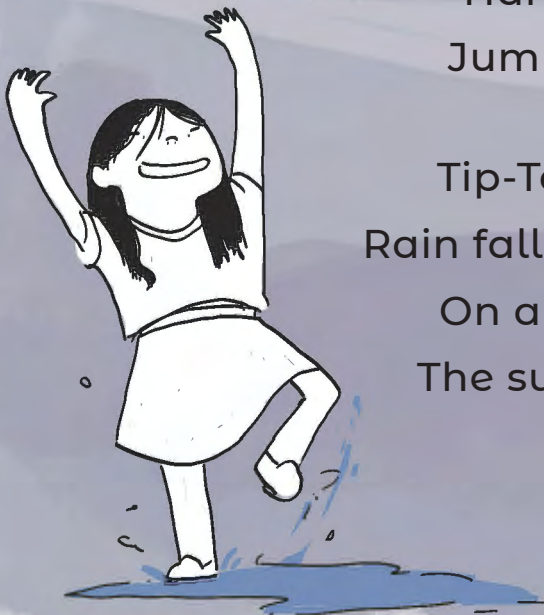
# Tip-Tap, Tip-Tap

Tip-Tap, Tip-Tap  
Rain falls from the sky  
The sun goes down  
Waving good bye.

Tip-Tap, Tip-Tap  
Rain falls from the sky  
Splish-splash, splish-splash  
Water flows by.

Tip-Tap, Tip-Tap  
Rain falls from the sky  
Hari and Pari  
Jump with joy.

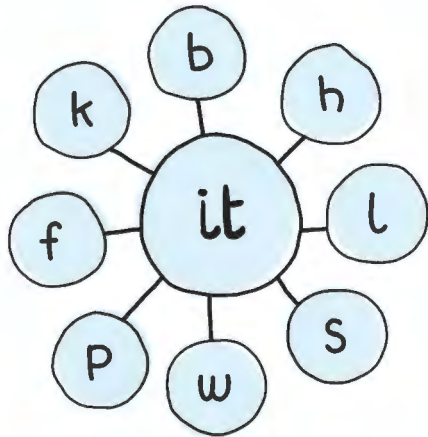
Tip-Tap, Tip-Tap  
Rain falls from the sky  
On a rainy day,  
The sun feels shy.



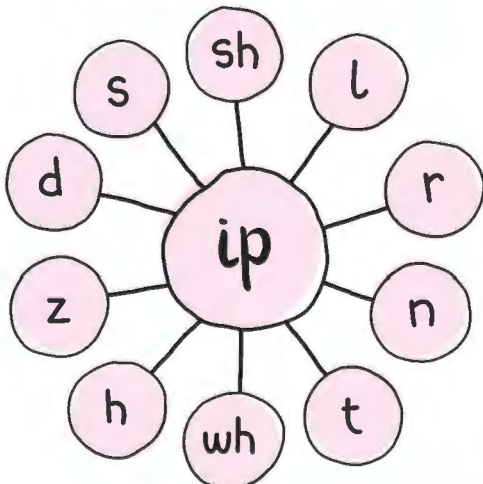
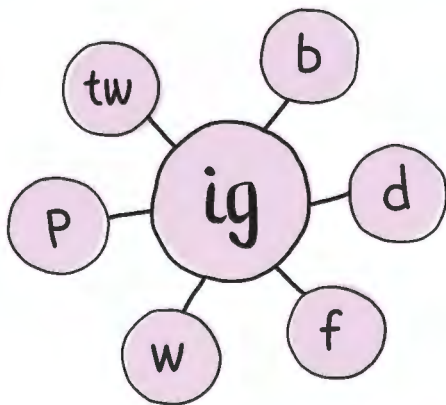
1. Let's say these sounds together two – three times.  
See the first letter and the sound it makes.

- a. tick - tack
- b. tip- tap
- c. tickle- tackle
- d. zig - zag
- e. zip- zap
- f. pitter- patter
- g. ding - dong
- h. sing - song
- i. ping – pong

2. Make words, read them aloud and write:



*bit*



## E. I CAN READ

# Too Many Animals on a Raft

(Adapted from 'Too Many Animals on a Raft' by Bruce Larkin)



The monkey is enjoying himself on a raft.



The dog jumps onto the raft.

The Monkey says, "I hope the raft does not sink!"



The cat jumps onto the raft.

The dog says, "I hope the raft does not sink!"



The squirrel jumps onto the raft.

The cat says, "I hope the raft does not sink!"



The turtle jumps onto the raft.

The squirrel says, "I hope the raft does not sink!"



The bear jumps onto the raft.

The turtle says, "I hope the raft does not sink!"

All the animals say, "I hope the raft does not sink!"



Hippo says, "Don't worry! The raft will not sink!"

~  
🌸  
**1. Let's write in the notebook:**

🌸 The animals came on the raft one by one.  
Write the names of the animals in correct order.

🌸 Who was there under the raft?

🌸 Will the raft sink? Why/ Why not?

What will happen if the hippo moves? Draw and write a few words or sentences in your notebook.

2. Have you seen a raft? Would you like to sit on a raft?

Imagine you are going on a raft. Who will you take with you (your parents/ friends/ pet/ anyone else?) and Why?

Draw their pictures on the raft below.

Write a few words or sentences:



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3. Find out!

Children, go outside and bring to class small things that you can easily get. Put these things in water one by one. See carefully which objects sink and which objects float?



1. Choose the correct word from the box and write them below.

Birds	Flowers	Vehicles	Festivals
Pet animals	Wild animals	Dresses	

a. Paraywa, Kalchura, Crow, Ruppi: \_\_\_\_\_

b. Dog, Cat, Goat, Cow: \_\_\_\_\_

c. Lion, Cheetah, Tiger, Wolf: \_\_\_\_\_

d. Rose, Makhmali, Lalupate, Sayapatri: \_\_\_\_\_

e. Car, Bike, Cycle, Van : \_\_\_\_\_

f. Skirt, Frock, Jeans, T-shirt: \_\_\_\_\_

g. Holi, Losar, Christmas, Diwali: \_\_\_\_\_

## F. HAPPY FINGERS

Let's make a Paper Ball.

### Instructions-

Step 1 - Take some waste paper.

Step 2 - Crush it with your hands.

Step 3 - Roll the crushed paper into a ball.

Step 4 - Your ball is ready to play.



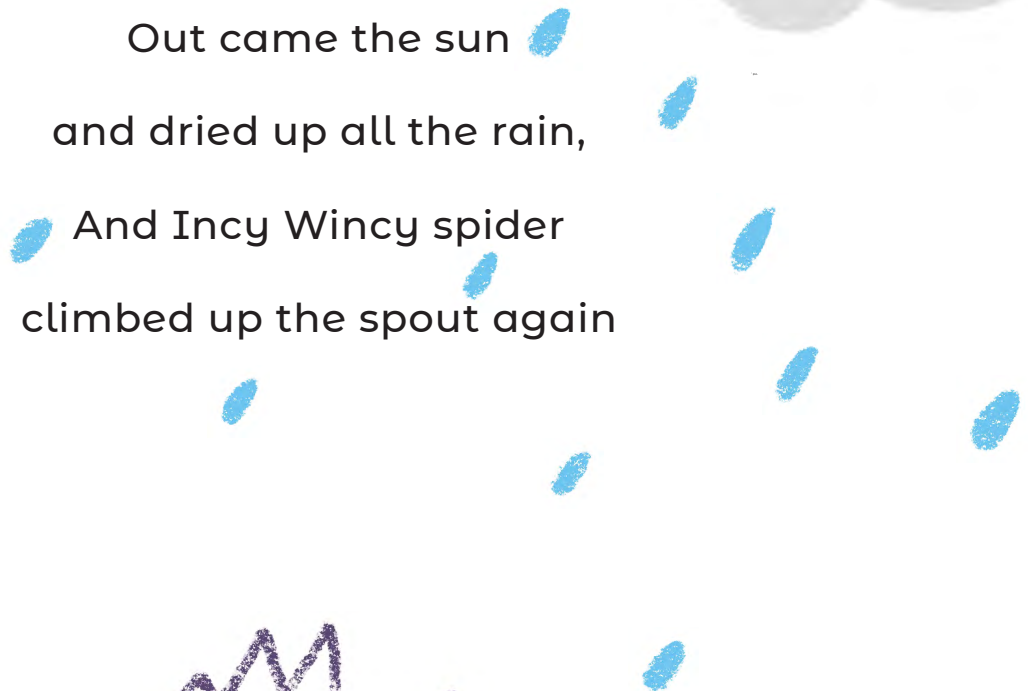
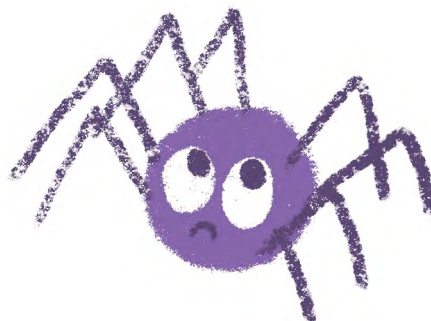
After you are tired of playing with the ball, do not forget to throw it into the dustbin.

## G. RHYME TIME

Sing with actions:

# Incy Wincy Spider

Incy wincy spider  
Climbed up the water spout,  
Down came the rain  
and washed the spider out,  
Out came the sun  
and dried up all the rain,  
And Incy Wincy spider  
climbed up the spout again

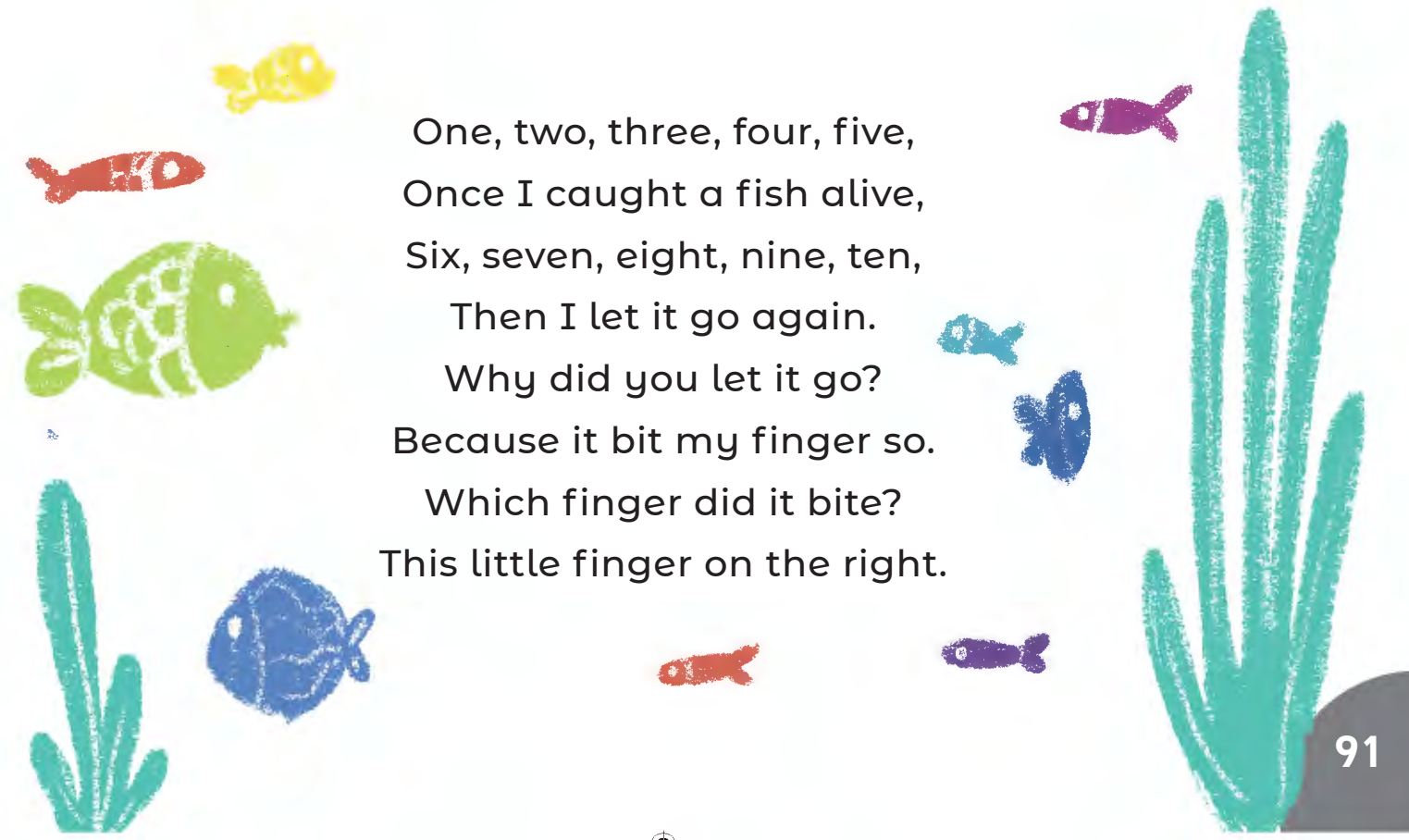




# Ghampani

Ghampani Ghampani  
Shyal ko biyah  
Kukur Janti  
Biralo Bahun  
Biralo lay pakka ko  
Kasai lay nakhawan

1, 2, 3, 4, 5...



One, two, three, four, five,  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let it go again.  
Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on the right.

1. Listen carefully as your teacher reads aloud the following words:

Pen Ten Men Den

Do you hear any difference? What is it?

Let us make more words ending in the sounds:

-en: pen ten men \_\_\_\_\_

Can you also now complete the following pattern?

-an: man pan tan \_\_\_\_\_

Read these words aloud.

2. Say this:

We shall see the sun shine soon.

3. Say the sound made by the following letters:

h, j, k

Say the sound made by the following words.

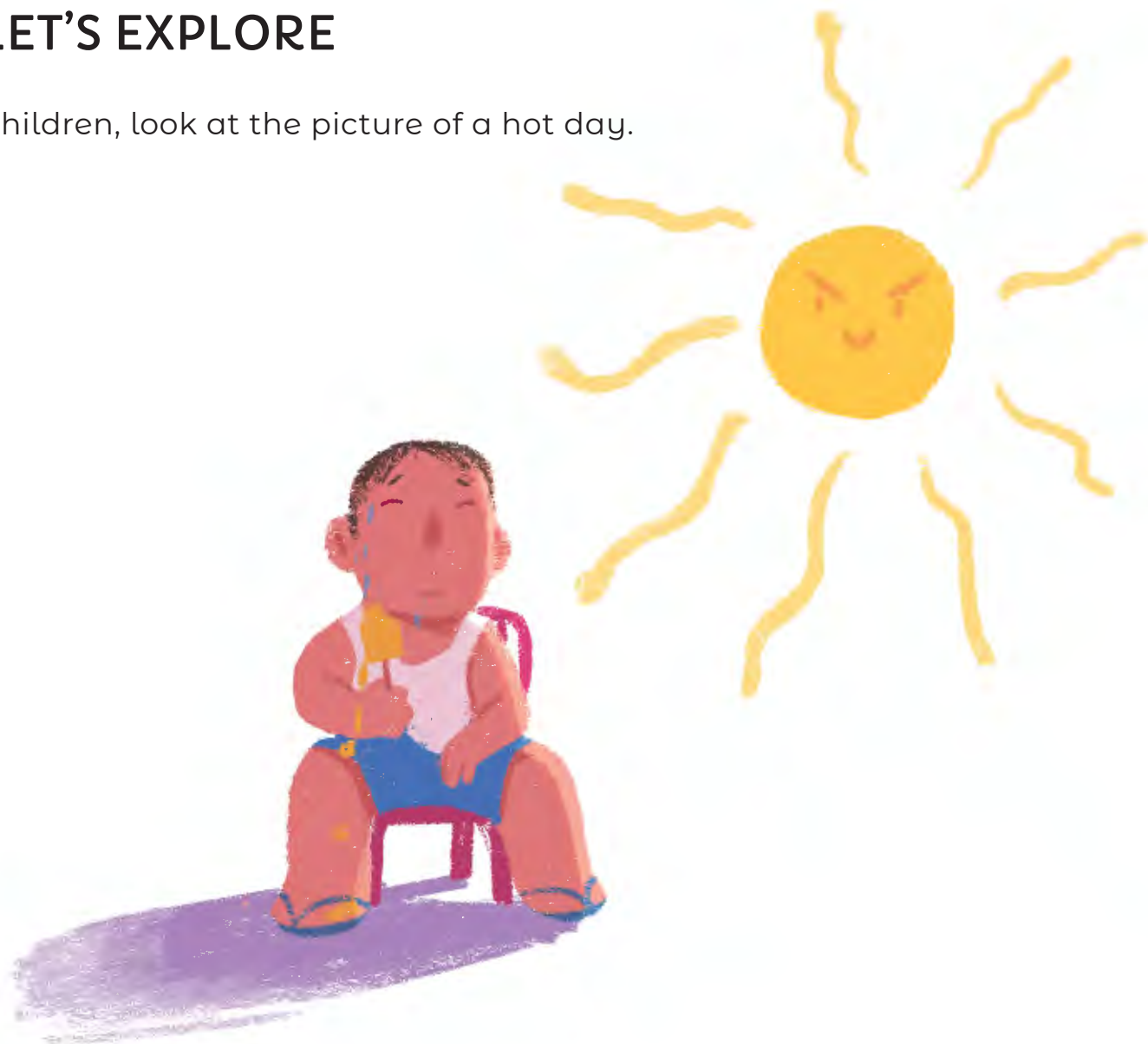
 hut, hat, hen, hot

 jug, joy, jug, jam

 key, kid, kit, kite

## H. LET'S EXPLORE

Children, look at the picture of a hot day.



Talk to each other about how you feel thirsty on a hot sunny day. The birds, animals and trees also feel thirsty.

When you drink half the water from your water bottle, do you throw it away? Or what do you do? Think how we can help animals and plants around us who are thirsty.

When you come back from school, what will you do with your water bottle? What will you do for the thirsty animals and birds?

# I. PICTURE READING

1. Look at the following picture.  
What do you see in the picture?  
Why does this happen?  
Have you seen it around you?  
What do people do during landslides?



Write a few sentences about this pictures.

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2. Sometimes when it rains for many days there are landslides.

Talk to your parents or other elders living in your village or town to know how you can keep safe when there is a landslide. Make a poster to share what you have learnt in your class. You can look at the poster made by Sonam.



# 4. Fun and Festivals

## A. PICTURE FUN

1. Children form a circle. Let's look at the picture together and talk about it.

2. Tell your friends your answers to the questions below.

☼ What are the people in the picture doing?

☼ Have you seen farms full of green crops? If yes, when? And, where?





- ☼ What season does the picture show?
- ☼ Do you see children in this picture? What are they doing?
- ☼ Why are some people in the picture dancing and singing?
- ☼ Do you like to sing and dance?  
Sing the song 'Ropa na Ropa' or 'chuiya hama ha ha...'. You may also dance!



3. Given below is a farm of Old MacDonald.  
See which are the animals on his farm  
and what are they doing?

## Old MacDonald Had a Farm

Old MacDonald had a farm

E-I-E-I-O

And on his farm he had a cow

E-I-E-I-O

With a moo moo here

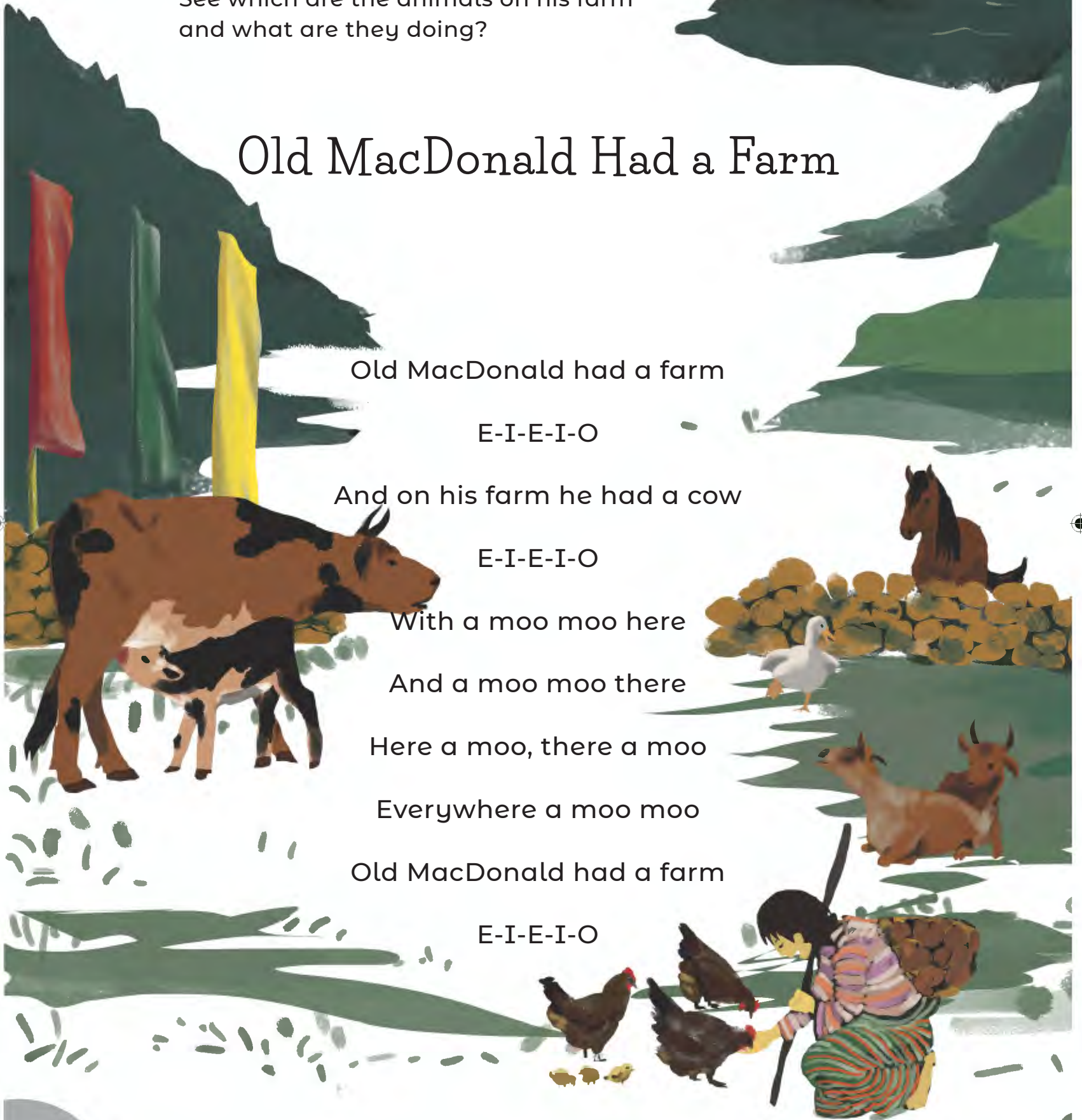
And a moo moo there

Here a moo, there a moo

Everywhere a moo moo

Old MacDonald had a farm

E-I-E-I-O





Old MacDonald had a farm

E-I-E-I-O

And on his farm he had a pig

E-I-E-I-O

With an oink oink here

And an oink oink there

Here an oink, there an oink

Everywhere an oink oink

Old MacDonald had a farm

E-I-E-I-O

Continue singing with the sounds of other animals on the farm.

- Duck says 'quack-quack'
- Horse says 'neigh-neigh'
- Dog says 'bow-wow'
- Cat says 'meow-meow'

## B. HAPPY FINGERS

Children, make MacDonald's farm using soil and small plants. Make animals with clay. Label all things on the farm. Talk about it.

## C. STORY TIME

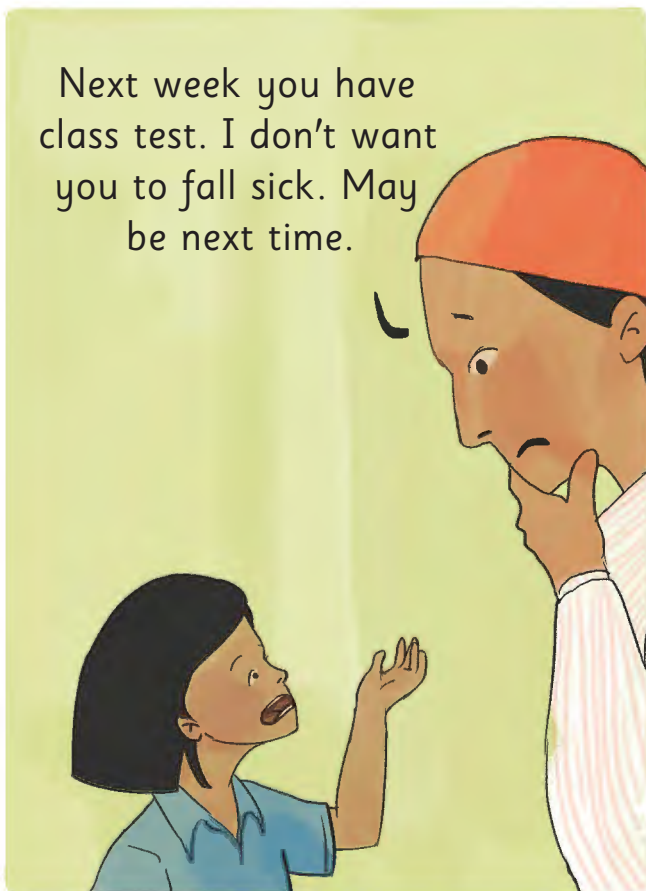
Children listen to the story as your teacher reads it for you.

# Holi

Riya and her friends were playing. Atul came running towards them.



Everyone was happy, they jumped with joy.  
After the school got over Riya's boju came to take her home.



Riya made a long face and she stamped her feet.

They reached home.  
Riya didn't talk to  
anyone even with her  
favourite Dholu her pet.



**NEXT MORNING...**



Boju takes out a pichkari  
and a box full of coloured  
powder-orange, yellow,  
red, pink and blue. And  
she gives it to Riya.  
Riya jumps with joy hugs  
her tight.



She picked the pink colour  
with her tiny fingers and  
rubbed it on her Boju's cheeks.



Bura Mat Mano  
Holi hai!



Mero  
Pokchi!







They laughed out loud.









1. Children, try to read a few words/sentences from this story.  
How many could you read? Tell your friends.

## 2. Lets Talk :

-  How do people enjoy the festival of holi?
-  Why do people say 'bura mat mano, holi hai'?
-  How do you feel when you play holi?
-  What other festivals do you enjoy?

## 3. Writing Time

Write the answers to the following questions in your notebook.

-  Who had the red pichkari?
-  Why did Atul invite everyone to his house?
-  Who was Dholu?
-  What did Boju lovingly call Riya?
-  Draw the pichkari that Boju gave to Riya.
-  Fill in the blanks with the help of the given words.

Losar

Diwali

Christmas

Holi

Raksha -Bandhan

- a. It is a festival of lights - \_\_\_\_\_
- b. It is a Tibetan New Year - \_\_\_\_\_
- c. It is a festival with Santa Claus- \_\_\_\_\_
- d. It is a festival of colours - \_\_\_\_\_



e. It is a festival where sisters tie a thread on the hand of their brothers- \_\_\_\_\_

4. Draw and write (words / sentences) about your favourite festival.

What do you do on that day? Why do you like it?



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5. In the basket there is a list of things.  
Read them aloud.



- Now, choose things to decorate the home and things to cook sweets in the kitchen. Write in the space below.

Things to decorate home

Things to cook sweets

6. Look at the pictures next to the blanks and fill the blanks with the words.

During festivals we all wear new \_\_\_\_\_.



We all eat \_\_\_\_\_.



We all go to each others' \_\_\_\_\_.



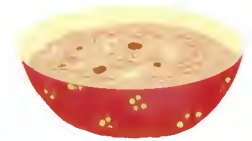
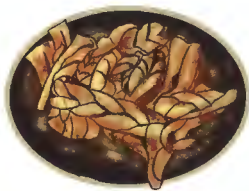
Everyone decorates their houses with colourful \_\_\_\_\_.



Festivals are for spreading \_\_\_\_\_.



7. In every festival we all eat special dishes. Below are pictures of some special food we eat in our festival time. Match the pictures with the festivals.



## D. RECITE AND ENJOY

### Guess Who?



Guess whose beard is long and white?  
Long and white, long and white?  
Guess whose beard is long and white?  
Dear Old Santa!

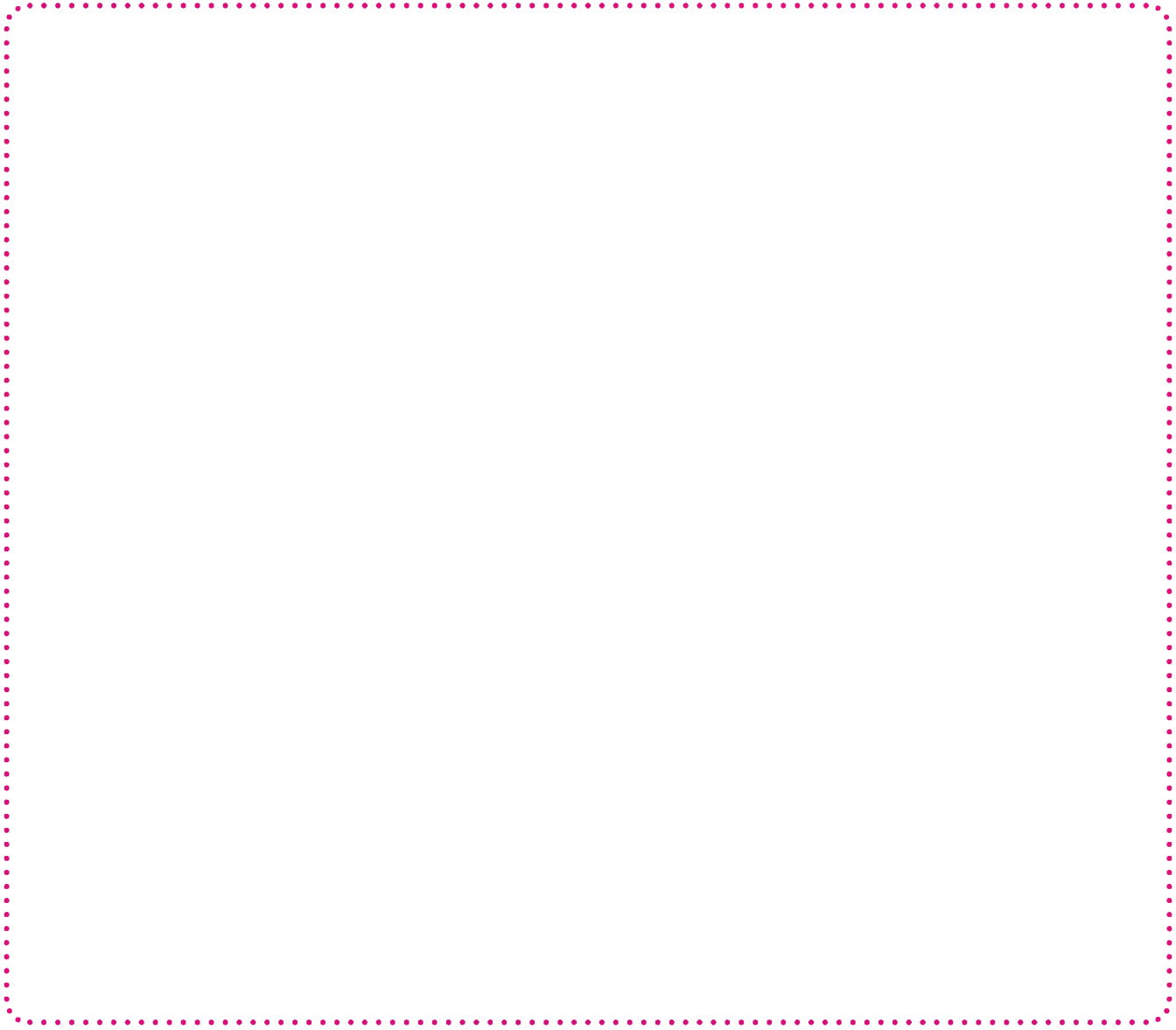
Guess whose dress is red and white?  
Red and white, red and white?  
Guess whose dress is red and white?  
Dear Old Santa!

Guess who comes on Christmas Eve?  
Christmas Eve, Christmas Eve?  
Guess who comes on Christmas Eve?  
Dear Old Santa!



1. How do you enjoy Christmas?

Draw and write below:



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**Teacher's Note:** Recite the poem to the tune of 'Wheels on the bus go round and round'.

2. Write a word using each letter in the word C-H-R-I-S-T-M-A-S.  
You can write any word.

C - \_\_\_\_\_ T - \_\_\_\_\_

H - \_\_\_\_\_ M - \_\_\_\_\_

R - \_\_\_\_\_ A - \_\_\_\_\_

I - \_\_\_\_\_ S - \_\_\_\_\_


S - \_\_\_\_\_

3. Lets make new words!

 Add 'all' to the following letters and read the words aloud:


b \_\_\_\_\_ t \_\_\_\_\_ f \_\_\_\_\_

c \_\_\_\_\_ m \_\_\_\_\_ h \_\_\_\_\_

 Add 'and' to the following letters and read the words aloud:

b \_\_\_\_\_ s \_\_\_\_\_

l \_\_\_\_\_ h \_\_\_\_\_

 Add 'eat' to the following letters and read the words aloud.

m \_\_\_\_\_ h \_\_\_\_\_ s \_\_\_\_\_

b \_\_\_\_\_ n \_\_\_\_\_ wh \_\_\_\_\_

## E. I CAN READ

One day a monkey went to enjoy his friend's birthday. Let's read what happened.



Monkey sees a red balloon.

Monkey sees a green balloon.

Monkey sees a blue balloon.

Monkey sees a yellow balloon.

Monkey sees a purple balloon.

Monkey sees all the balloons.



Then What happens?



Monkey sees a pin.



Then?



POP POP POP POP



All gone!



1. Let's write in the notebook:

- What are the colors of the balloons you saw?
- What do you do with balloons?
- Why did the monkey pop the balloons?

2. Children, Pema had written a story about a birthday party. But it got mixed up. Help her to write the sentences in the correct order:

• Rahul blew colourful balloons.

• Rahul's friends gave him gifts.

• Rahul cut the cake.

• Rahul's mother brought a cake.

• Rahul gave the cake to his friends.

• Rahul decorated his home with balloons.

Blank lined area for writing the correct order of sentences.



3. Below are some pictures. Which feelings do they show?  
When do you have these different feelings?  
Share in your class.



## F. LETS EXPLORE

Children, ask your elders about different festivals they enjoy. Draw / write what you understand from them.

## G. PICTURE READING AND WRITING

Given below is the picture of a Mela. Look at it carefully and write a few sentences or words about it.



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## H. LET'S WRITE

Children, sing the alphabet song with your teacher.

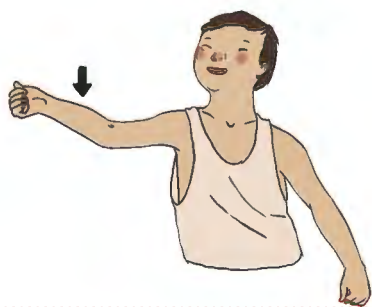
Write Aa to Zz below.



Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

Arm



**Bb**

Bell



**Cc**

Car



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Dd**

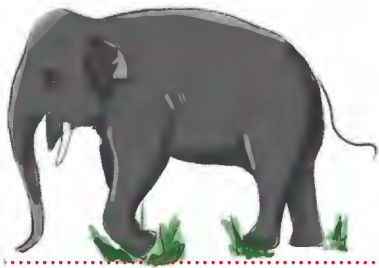
Diwali



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ee**

Elephant



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ff**

Flower



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Gg**

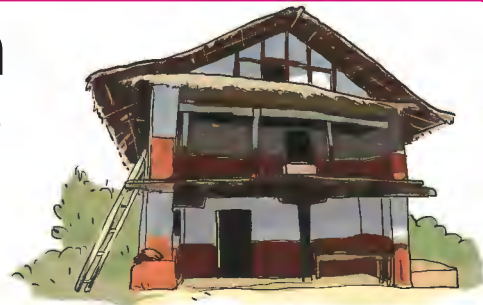
Gift



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Hh**

House



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ii**

Insect



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Jj**

Joker



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Kk**

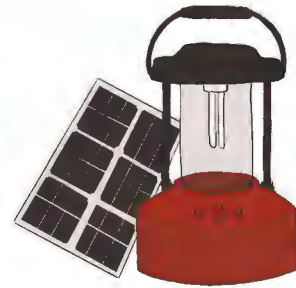
Kid



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ll**

Light



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Mm**

Mother



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Nn**

Nose



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Oo**

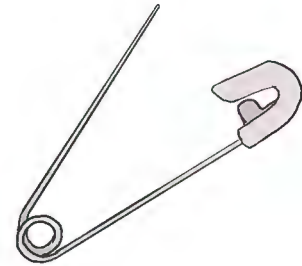
Orange



Handwriting practice lines for the word 'Orange', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Pp**

Pin



Handwriting practice lines for the word 'Pin', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Qq**

Quill



Handwriting practice lines for the word 'Quill', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Rr**

Ring



Handwriting practice lines for the word 'Ring', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Ss**

Sun



Handwriting practice lines for the word 'Sun', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Tt**

Toffee



Handwriting practice lines for the word 'Toffee', consisting of four horizontal lines: a solid top line, a dashed middle line, a solid bottom line, and a dashed descender line.

**Uu**

Uncle



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Vv**

Violin



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ww**

Watch



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Xx**

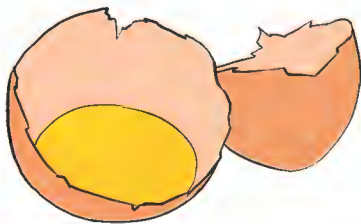
as in mix

MIX

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Yy**

Yolk



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Zz**

Zip







Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# 5. Wonder and Magic

## A. PICTURE FUN

1. Children, look at the picture. What do you see? Share with your friends.

2. Now, share your answers to these questions:

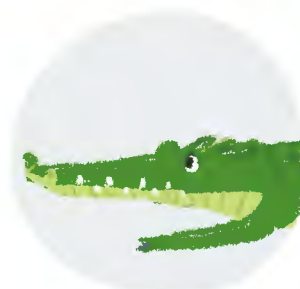
-  Where is the crow? What is it doing?
-  What will happen if a pig tries to climb a tree?
-  Can a fish fly? Why?
-  Why can't we walk upside down?



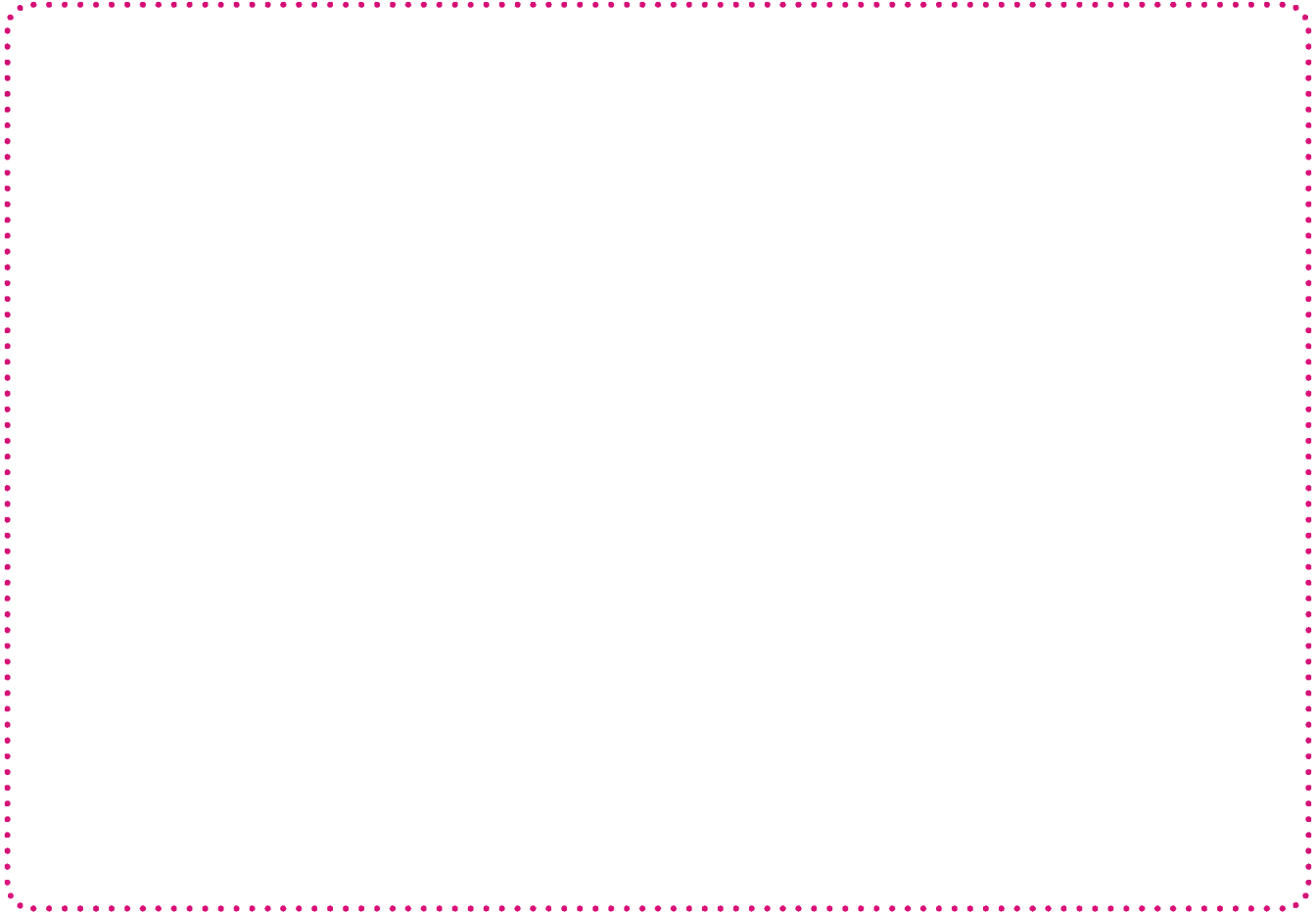


- ☼ What do you think the frog is doing on the cow?
- ☼ What do you think the rabbit is doing?
- ☼ Do you like this world where everything is different? Why/why not?
- ☼ What would you like to change in your own surroundings? Why?

3. Match the pictures of the animals with where they live.



4. If you have a magic wand, what will you do?  
Draw and write a few words or sentences below:



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5. **Let's have fun by making animal sounds.**

 Make the sounds of different animals.  
Take permission from your teacher.

## B. STORY TIME

Listen to the story as your teacher reads it.  
Then take up the roles and do a short play.

# Magician

(Adapted from 'The Magician' by Vishakha)





The cap he wears has many flowers,

The clothes he wears have many colours.

His eyes are round,

His moustache is wavy.

The magician is a colourful fellow.

There is blue, there is yellow,

There is green, there is red,

The magician brought a wand and a bag.

His bag is not like the dhobi's or yours or mine.

His bag is a special type. So many things came out of it.

There was nothing in the bag, the bag was empty.

I wonder, how so many things came out?

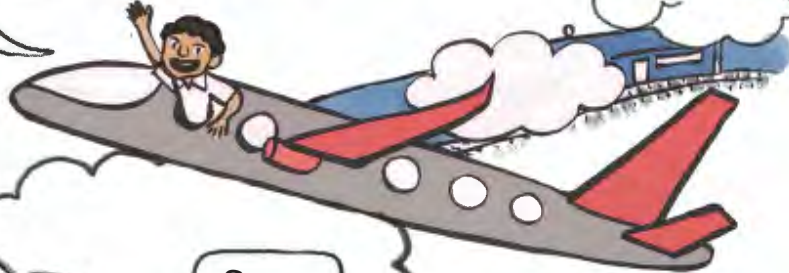
So much money and so much change.

What else came out of the bag?



Hankies, two red shoes, watch, pigeon, rabbit, balloon, ribbon, brush and broom.

He even takes out a train and an aeroplane.



Some more.

No, My friend. My show must end!



1. Children, take the roles of all the friends and the Magician and act as they did in the picture.

2. Draw a magician.

Remember he wears a colourful dress and a colourful hat. He has a bag and a wand. A lot of things come from his bag.

Also write a paragraph on the magician.



You can take help of these questions:

Do you like to see magic? Have you seen a magician?

What is magic?

**Teacher's Note:** The children have to do a role play. Please assign roles and help them with the dialogues.



3. Match the words with the pictures:



Hanky



Watch



Balloon

Pigeon



Ribbon



Rabbit



Brush

Broom



Flowers



4. Choose a letter from the box and complete the words below.

a e i o u

a. S\_\_t

d. D\_\_t

g. L\_\_g

b. P\_\_g

e. S\_\_n

h. L\_\_t

c. B\_\_g

f. F\_\_n

i. B\_\_n

You can make more words. Try.

a. S\_\_t

c. B\_\_g

e. F\_\_n

g. L\_\_t

b. P\_\_g

d. S\_\_n

f. L\_\_g

h. B\_\_n

Want to try one more time?

a. S\_\_t

b. P\_\_g

c. B\_\_g

d. D\_\_t

One more time?

a. B\_\_g

5. This is a broom

The word starts with 'br'.

Let's see other words that start with br.



a. \_\_ anch



b. \_\_ ead



c. \_\_\_ ick

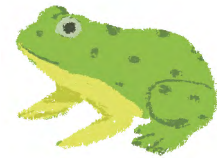


d. \_\_\_ ush



e. \_\_\_ own

This is a frog. The word starts with 'fr'.  
Let's see other words that start with fr.



f. \_\_\_ uits



g. \_\_\_ ame

## C. RECITE AND ENJOY

1. Children, do you have any questions-  
questions about anything around you?

Write them below.

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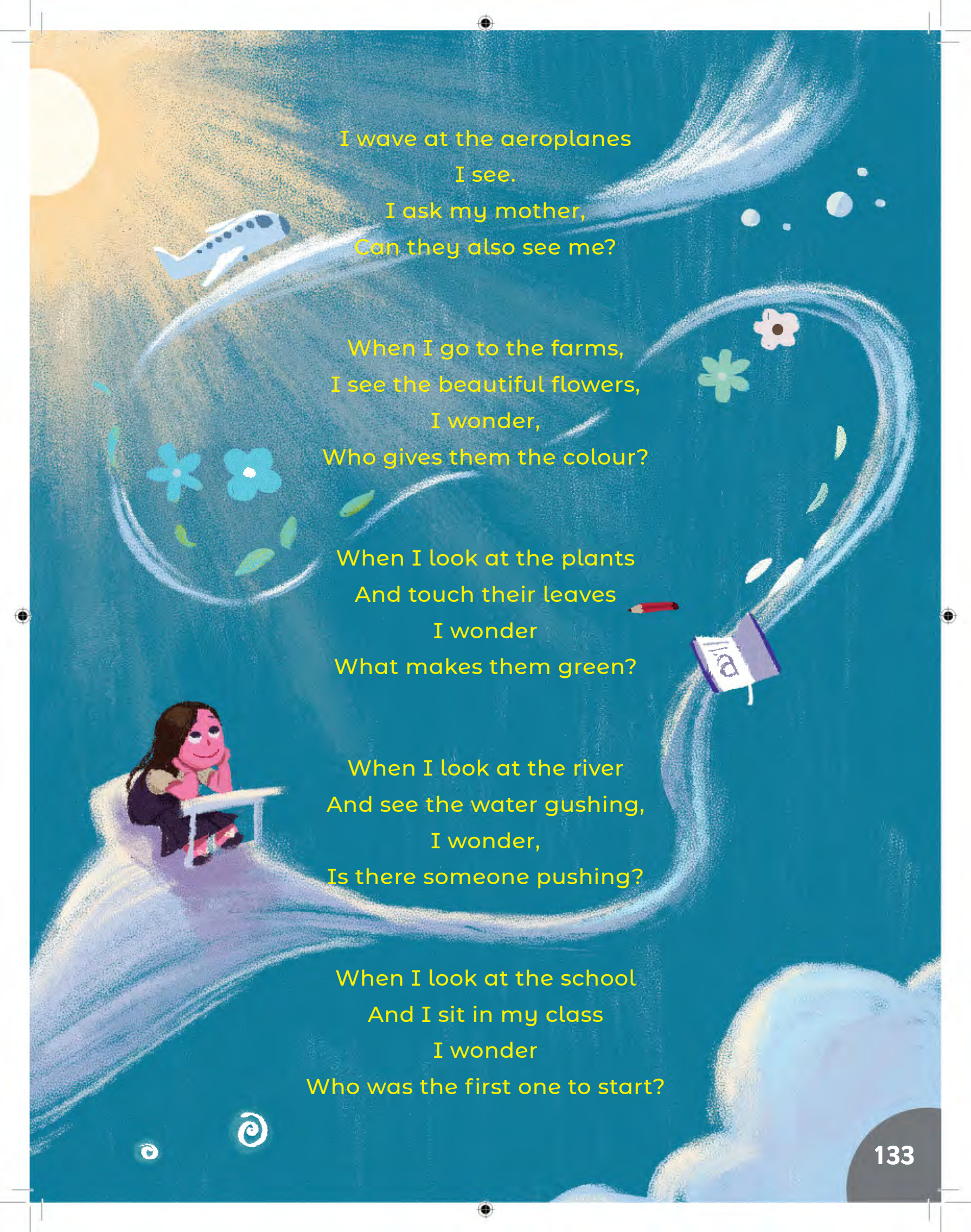
2. Here is a poem 'I wonder'.  
In this poem a little child like you is  
wondering about her surroundings:

## I Wonder

When I look at the sky  
And see the birds fly,  
I wonder,  
Why can't I?

When I look at the sky  
And see the sailing clouds  
I wonder  
Who holds them there?

When I look at the sky  
And see the moon bright  
I wonder  
Who gives it the silver light?



I wave at the aeroplanes  
I see.

I ask my mother,  
Can they also see me?

When I go to the farms,  
I see the beautiful flowers,  
I wonder,  
Who gives them the colour?

When I look at the plants  
And touch their leaves  
I wonder  
What makes them green?

When I look at the river  
And see the water gushing,  
I wonder,  
Is there someone pushing?

When I look at the school  
And I sit in my class  
I wonder  
Who was the first one to start?

3. Write the rhyming words:

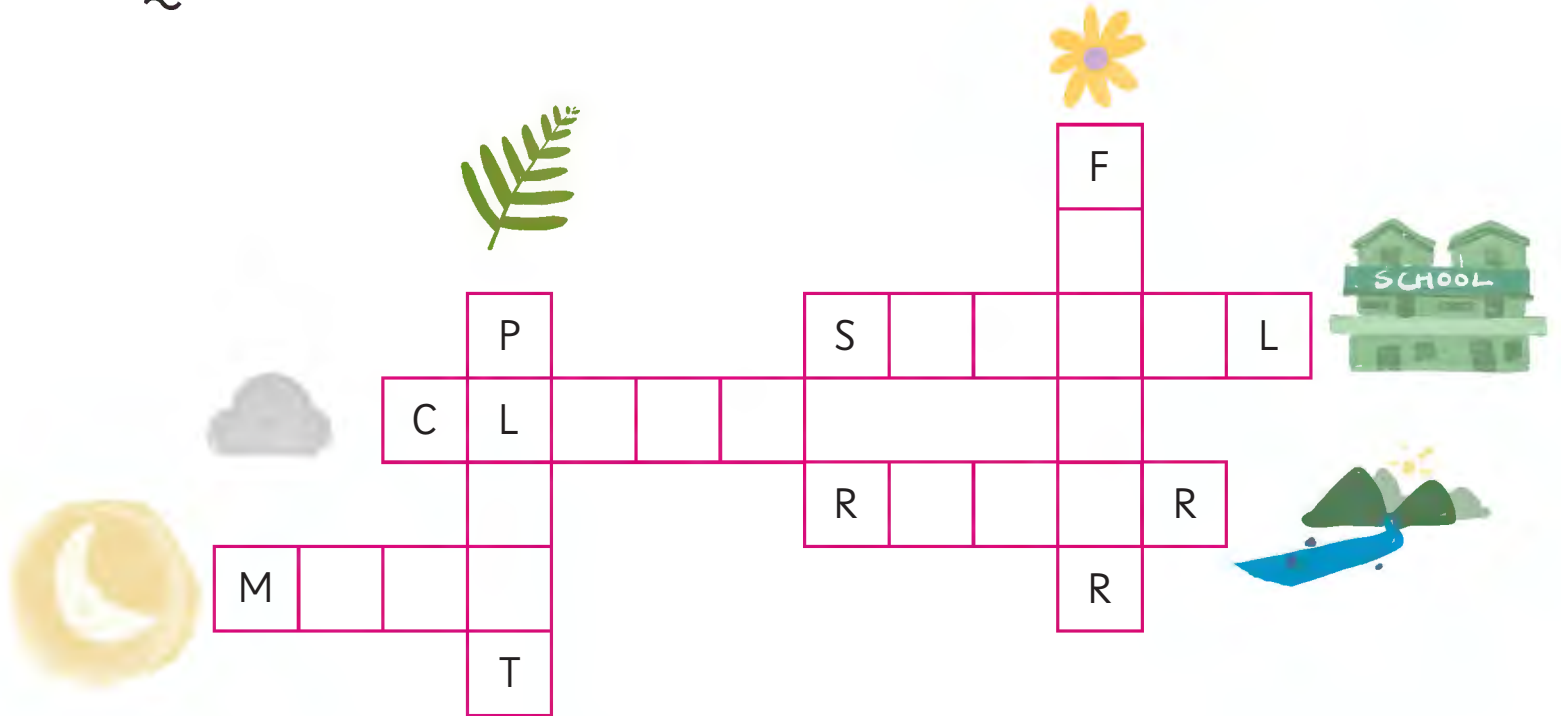
a. fly - \_\_\_\_\_

c. gushing - \_\_\_\_\_

b. bright - \_\_\_\_\_

d. see - \_\_\_\_\_

4. Look at the pictures and complete the puzzle.



5. Riddle Time.

I have wings but I am not a bird

Or a fairy...

I was a caterpillar  
when I was a little baby.

Who am I?

 I change my shape every night

You can see me,  
but you cannot touch me  
Sometimes I am like O and  
sometimes like a bow.

Who am I?

 I fly in the sky

I also have wings  
I carry people from  
one place to another  
I am not a bird.

I am not a train.

Who am I?

 You can't count me

You can't touch me  
You see me from far away  
You miss me during the day  
In the night I shine brightly.

Who am I?

6. Close your eyes. Imagine that a fairy is standing in front of you. You can ask her any three wishes.

What would you ask for?

First Wish: \_\_\_\_\_


\_\_\_\_\_

Second Wish: \_\_\_\_\_

\_\_\_\_\_

Third Wish: \_\_\_\_\_

\_\_\_\_\_

-  If the fairy asks you to wish for your surroundings, what would you ask her?

\_\_\_\_\_

\_\_\_\_\_



## D. I CAN READ

Listen to the story as your teacher reads it.  
Then take up the roles and do a short play.

# The Magic Pot

(Adapted from Twinklestar Reading —Jmi Eikaiwa)



One day, Maya, a poor girl, met an old woman.

The woman gave her a magic pot and said,  
“Cook, little pot, cook.”

The little pot cooked some kholay.

“Stop, little pot, stop”, said the woman.

The little pot stopped cooking.





Maya took the magic pot home and gave the pot to her father.

“Cook, little pot, cook” said Maya’s father.

He went out for work.



The pot was cooking kholay. Maya’s father forgot about the pot and kholay.

The kholay spilled all over – in the kitchen, in the house and in other people’s houses.

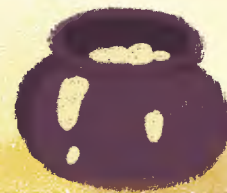
Everybody started enjoying the yummy kholay.



Suddenly Maya saw the kholay coming to her friend's house.

She came home running. She said to the pot, "Stop, little pot, stop."


The pot stopped cooking.



People in the village had a kholay party for the next two-three days.

Maya and her father were very happy.

1. Tick  the correct option-

 What was the name of the girl?


- Maya                       Mala

 Who was poor?

- Old Woman               Maya

 What did the old woman give to Maya?

- Pot                               Pan

 What did the pot cook?

- Kholay                       Soup

2. Children discuss and share the answers to the following questions.

 Why did the old woman give the pot to Maya?

 Why were Maya and her father happy in the end?

 Do you like kholay? How is it made?

3. Write the opposites.

You may take help from the help box.

Old

Big

Empty

Sad

Stop

 Small - \_\_\_\_\_

 Full - \_\_\_\_\_

 Young - \_\_\_\_\_

 Start - \_\_\_\_\_

 Happy - \_\_\_\_\_

 Little - \_\_\_\_\_

## E. RHYME TIME

# Flying-Man

(Adapted from 'Flying Man- Poems for early readers')

Flying man, flying man

Up in the sky

Where are you going to

Flying so high?

Over the mountains

And over the seas!

Flying man, flying man

Can't you take me?

# Kaslaybanayo

Kaslay banayo chaara harulai.

Chaara harulai chaara harulai!

Prakriti ley banako!!!!

Kaslay banayo

(phool ,tara, timi -malai, hami lai ) .....

# Ch

(Adapted from – Vivi LeDish's Brilliant Broccoli poem for Kids)



My favorite lunch begin with ch



Its cheese and chips



I love to drink chocolates



I love to chew cold chicken



But if I eat a cherry



It makes me sneeze

Sometimes I eat chilly



That makes me jump and hop.

## 1. Name the pictures.



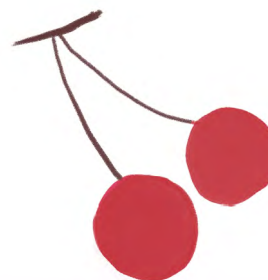
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## Time to Twist our Tongue

If two women were watching  
Two watches, which woman  
Would watch, which watch?



## F. HAPPY FINGERS

With the help of your teacher make a hat.

**Step 1 -** Fold newspaper into half.

**Step 2 -** Fold top down to meet the bottom.

**Step 3 -** Fold right and left sides towards the middle to form a point.

**Step 4 -** Open bottom and fold bottom up on back and front.

**Step 5 -** Your hat is ready.



## G. LET'S EXPLORE

Ask your grandparents, parents or your guardian to tell you short local stories about magic and share the stories with your friends in class.

## H. PICTURE READING

Look at the following picture and write a paragraph on it.

You can write about:

What do you see in the picture?—What are people doing?—  
Have you seen these wheels?—Where?—What do you do?—  
Why? And so on.



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# LET'S WRITE



Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

Aeroplane



Handwriting practice lines for the word 'Aeroplane'.

**Bb**

Bag



Handwriting practice lines for the word 'Bag'.

**Cc**

Cook



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Dd**

Dress



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ee**

Eye



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ff**

Father



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Gg**

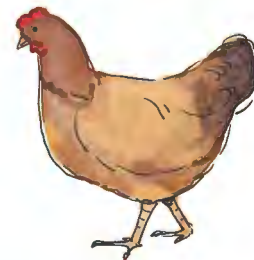
Girl



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Hh**

Hen



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ii**

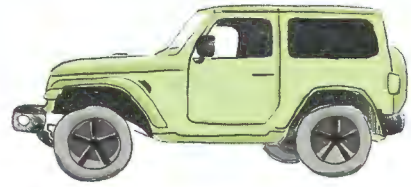
Ice Cream



Handwriting practice lines for the word 'Ice Cream'.

**Jj**

Jeep



Handwriting practice lines for the word 'Jeep'.

**Kk**

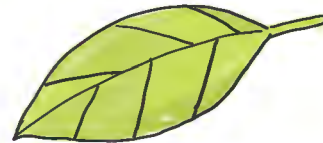
King



Handwriting practice lines for the word 'King'.

**Ll**

Leaf



Handwriting practice lines for the word 'Leaf'.

**Mm**

Mouth



Handwriting practice lines for the word 'Mouth'.

**Nn**

Nail



Handwriting practice lines for the word 'Nail'.

**Oo**

Oil



Handwriting practice lines for the word 'Oil'.

**Pp**

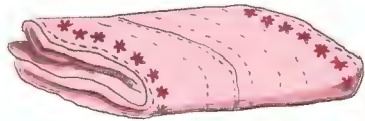
Pot



Handwriting practice lines for the word 'Pot'.

**Qq**

Quilt



Handwriting practice lines for the word 'Quilt'.

**Rr**

Ribbon



Handwriting practice lines for the word 'Ribbon'.

**Ss**

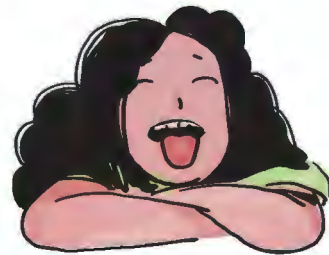
Sea



Handwriting practice lines for the word 'Sea'.

**Tt**

Tongue



Handwriting practice lines for the word 'Tongue'.

**Uu**

Under



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Vv**

Vase



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Ww**

Wand



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Xx**

X-Ray



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Yy**

Yummy



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Zz**

Zig-Zag



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Teacher's Page



## • THEME 1 - PLAYING IS FUN •

Children have a natural inclination to play. As they play, they use language to convince, to explain, to negotiate. This helps in using and further developing their language abilities. In this theme there are a lot of opportunities for children to play and talk about different games. Some suggestions:

1. Since oral language is the foundation for developing reading and writing, there are sections like Picture Fun, Let's Talk, Rhyme-time, Listen and talk – which are primarily for encouraging children to talk and develop familiarity with the sounds of English. Allow children to use their home languages. Allow them to mix English and their home language while speaking.
2. In Story Time, read the story for the children with gestures, other materials and expressions. Allow children to respond in their mother tongue.
3. The Alphabet song mentioned in the content is a phonic song. You will get a variety of them on various websites. Example: <https://youtu.be/BELlZKpi1Zs>
4. The Happy fingers section: Repeat the instructions several times accompanied by actions. Children need to see the action and listen to the action word. You will observe that some children are able to follow while others may take some time. Give space to the children to learn at their pace, do not hurry.
5. Sight words: is, I, am, are, in, out, door, fan, up, down, and, on, the, an, big, come, go, up, down are the sight words. Write these words on cards and paste them on a wall – at children's eye level. Draw children's attention to these words when you read / talk around these words in class. Ask children to identify these words.
6. Children love to listen to the same poems/stories/rhyme, please repeat them.
7. Children express their thoughts through drawings much before they can write in conventional script. So, give children opportunities for a lot of oral work along with drawing and colouring. Whenever they are ready to do so, they can use words along with their drawings. This is the reason why there are drawing and writing activities in all the themes.
8. Focus on self-expression, creativity and critical thinking.

### • NCERT Learning Outcomes

- Associates words with pictures, names familiar objects seen in the pictures.
- Interacts with peers and teacher (Home language / English) based on pictures.
- Begins to recognize letters and their sounds a-z;
- Identify beginning sounds of the familiar words.
- Recites poems/rhymes with actions.

- Draws/ scribbles in response to poems and stories.
- Responds orally (in any language including sign language) to comprehension questions related to stories/poems
- Talks about the games they play/ their feelings in their local language with a few words in English.
- Writes rhyming words like cry, fry, goat, coat, care, fair, will, fill etc.

**Education for sustainable development goals (ESD) Goals**

This chapter promotes peace through peaceful relationships, inclusion, diversity, sharing and caring.



**• THEME 2 - WHO AM I? •**

This theme also builds upon the real life experiences of children. The content of the theme revolves around the diversity that is around us – animals, plants, human beings. Children become aware of their likes, dislikes and life around them and their relationships with them. Through stories and tasks children become sensitive to and begin to respect and care for diversity.

1. Picture Fun, Story Time are sections where teachers can create spaces for talk by asking questions. While responding to any question, allow children to use their home language/s. Write their answers on the board. Read them again for them. Ask if they can guess and read the written words.
2. In the Picture Fun section, there is a space for writing names of animals, fruits and vegetables. Help children write what they identify – even if it is in their home language. You may use roman script to write down their responses in home languages.
3. While telling the story of Little Log House, take the children out, show them how a small hut can be made with grass, sticks and mud. Use a calendar to indicate which animal came on which day.
4. Like in the first theme, in this theme also, there are spaces for children to draw and write. Give ample time for this activity. Even if they write only letters, encourage them. As children draw and write, provide some key words – house, old, new, like, I, it, big, small.
5. Sight words for this theme: Repeat the words from the earlier theme if required. Please have drawings or collected pictures along with these words (wherever possible): animal, log, house, small, big, brown, green, black, panda, frog, rabbit, rat, and, then, when, but, run, jump, skip, hop, have, has, here, there, this, that. Make a sight word chart.
6. Explain each activity to the children. Read the instructions from the book in English. Ask children to guess what they are supposed to do. Then tell them what is expected. Give ample time for them to think and do. Talk to children to find out what they have done and why? Especially, when they draw pictures, ask them what they wish to write, you may also write in their books as they

narrate. This will help them understand that– what they narrate is important, what is spoken can be written, what is written can be read.

**NCERT Learning Outcomes**

- Names familiar objects seen in the pictures.
- Recognises letters and their sounds A-Z; Recognises the first sound of the given words; differentiates between small and capital letters in print
- Interacts with peers and teacher (Home language / English) based on pictures.
- Recites poems/rhymes with actions.
- Draws/ scribbles in response to poems and stories.
- responds orally (in any language including sign language) to comprehension questions related to stories/poems
- Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs.
- Talks about self in English.
- Writes simple words like fan, tap, sad etc.

**Education for sustainable development goals (ESD) Goals**

Understanding about one's own self and developing respect and care for others is a key concept of this theme. (Children will be able to understand this only through dialogue. Hence ensure that there is a space for talk around these issues in the classroom).



**• THEME 3 - WATER •**

Children see and use water every day. They enjoy playing with water. In the classroom, ensure that children share their personal experiences of using water, playing with it, getting drenched in rain and so on. Encourage children to talk by asking specific questions like: how do you feel when it rains? What do you do to protect yourself? Do you know any song related to water? Imagine that you are a drop of water, tell your story to children and so on. The objective of this theme is also to sensitize children about the importance of water in our lives and also the lives of other animals, birds and plants. It is also to generate an awareness of the larger concern that water bodies are getting dirty and how they can make small efforts to save water and keep the water bodies clean.

1. Along with helping children to develop confidence in self-expression, we need to give them a rich exposure to English so that the sounds and the meanings of words become familiar. In the beginning, children will mix words of English with their home language, this should be allowed and encouraged.
2. The stories in the 'I can Read' section have several sentences following similar patterns. These pattern helps children to predict the text and read. Encourage prediction by collecting such stories. Some suggestions are The Little Red Hen, Henny Penny, The Ginger Bread Man.







