Government of Karnataka

English Reader cum Activity Book

(Revised)

Second Language

1

First Standard

Part - I

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Karnataka Textbook Society (R.)
6th Cross, Malleshwaram, Bengaluru - 560 003.



Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF – 2005 and KCF 2007. Textbooks are prepared in 12 languages, and seven media.

In view of the low standard ofattainment of Kannada Medium students in English, the Government of Karnataka introduced English from Standard I in the year 2007. A series of books were prepared and they have been in use ever since. With the introduction of the new textbooks in all subjects, the Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are-

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- providing learning experiences for the construction of knowledge by learners.
- making education relevant to the present and future needs.

The new book for Standards I to 4 is called English Reader - cum - Activity book. Children learn spoken English through activities relating to their immediate environment and personal experiences. The book is full of attractive pictures in colours. These pictures represent objects which the learners encounter in their life. Learners begin learning English by naming objects and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions in the simplest possible form. Then come simple stories which they listen to and enjoy.

Then they begin to read pictures, words and simple sentences off the black board and from the Textbook. The learners are slowly introduced to writing the letters of the English alphabet. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read and write the letters of English the alphabet, simple words and short sentences in English.

There is not going to be the Teacher's Source Book as we used to have for the earlier package of Practice Books. All the materials and instructions are given in the Textbook itself.

In the books for classes I and II a number of rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begins half way through the first year and continues throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

Date:-31-3-2013

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ABOUT THE BOOK

This book is the second revised version of support material for introducing English at class I level. There are ten units. The units are organised around simple themes. Each unit includes a variety of activities. Instructions are given in simple language. Learners are expected to recognise and read the letters of the alphabet, read simple words in English and then begin writing the letters and words in English. They are also exposed to simple rhymes, Total Physical Response (TPR) activities, short dialogues, interesting stories and language games.

If the inputs are transacted as suggested, by the end of the year the learners are expected to develop the following abilities:

1. Reading and writing the letters of the English alphabet
2. Pronouncing the words in English
3. Engaging in simple conversations
4. Following simple instructions
5. Listening to stories with comprehension
6. Comprehending and answering simple questions
7. Saying rhymes with proper rhythm
8. Engaging independently in learning activities.

Each unit has a 'My Corner' kept for the use of the child. The learner can paste a picture or write a word or draw a picture there. It is hoped that the learner will develop an identity with the book as a result of this. The learner will be engaged in learning activities even outside the classroom. It would be a good idea to ask learners to maintain a scrap book of their own.

Writing practice is organised systematically so as to cover the alphabet in a year's time. Everyday they practise one pattern or letter and in a year's time they would have learnt writing all the letters of the alphabet.

'Stories for Listening' are given at the end of the book. These stories are to be narrated by the teacher so as to develop the listening comprehension skills of the learners.

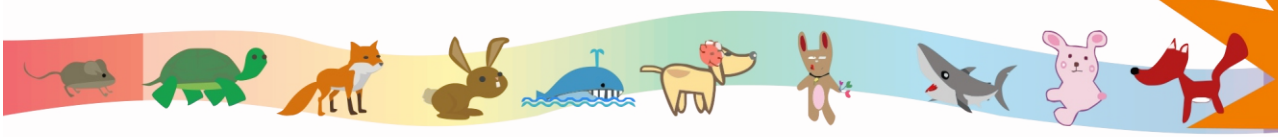
Sample tasks and activities for Formative Assessment (FA) are suggested in each unit of the book. Statements for self-assessment are also given. The teacher can read these statements aloud and help students tick Yes (✓) or No(X). A sample question paper is included in the book which can be used for conducting Summative Assessment (SA).

The Kannada article is given for the use of classroom facilitators as well as parents. There is a need to develop a dialogue with the parents regarding fine-tuning their expectations and ensuring their co-operation in facilitating learning.

I am grateful to all who have extended their co-operation in preparing this book. I hope this book will help learners pick up English right from class I in a systematic manner.

Dr Kumara Swamy H
Chairperson

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ಈ ಪುಸ್ತಕದ ಬಳಕೆಯ ಕುರಿತಂತೆ

ಒಂದನೇ ತರಗತಿಯಿಂದ ನಾಲ್ಕನೇ ತರಗತಿಯವರೆಗೆ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ಪರಿಚಯಿಸುವ ಕಾರ್ಯಕ್ರಮವು ಅನುಷ್ಠಾನಗೊಂಡು ಇದೀಗ ಎರಡು ವರ್ಷಗಳಾಗುತ್ತಿವೆ. ಈ ಎರಡೂ ವರ್ಷಗಳಲ್ಲಿ ಈ ಸಂಬಂಧ ಸಾಕಷ್ಟು ಗೊಂದಲಗಳೆದ್ದಿವೆ, ಚರ್ಚೆಗಳಾಗಿವೆ, ಸಾರ್ವಜನಿಕರಿಂದ, ಪೋಷಕರಿಂದ, ಶಿಕ್ಷಕರಿಂದ ಹಿಮ್ಮಾಹಿತಿಗಳೂ ದೊರೆತಿವೆ. ಈ ಎಲ್ಲ ಚರ್ಚೆಗಳಲ್ಲಿಯೂ ಈ ಕಾರ್ಯಕ್ರಮದ ಸೈದ್ಧಾಂತಿಕ ನೆಲೆಗಟ್ಟುಗಳನ್ನು ಯಾರೂ ಪ್ರಶ್ನಿಸಿಲ್ಲ ಎನ್ನುವುದು ಗಮನಾರ್ಹ. ಚರ್ಚೆಗಳ ಕೇಂದ್ರವಿದ್ದುದು ಈ ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಿಕ ಸಮಸ್ಯೆಗಳ ಬಗೆಗೆ. ಮಕ್ಕಳಿಗೆ ನೀಡಿದ ಚಟುವಟಿಕೆ ಪುಸ್ತಕಗಳ ಬಗೆಗೆ ಹಾಗೂ ಶಿಕ್ಷಕರಿಗೆ ನೀಡಲಾದ ಸಂಪನ್ಮೂಲ ಪುಸ್ತಕಗಳ ಬಗೆಗೆ. ಈ ಹಿಮ್ಮಾಹಿತಿಗಳ ಆಧಾರದಲ್ಲಿ **1–4** ಇಂಗ್ಲಿಷ್ ಪಠ್ಯವಸ್ತುವಿನ ಪರಿಷ್ಕರಣೆಯನ್ನು ಎರಡನೆಯ ಬಾರಿಗೆ ಕೈಗೆತ್ತಿಕೊಂಡಿದ್ದು ಈಗ ನೀವು ನೋಡುತ್ತಿರುವುದು ಮಕ್ಕಳ ಚಟುವಟಿಕೆ ಪುಸ್ತಕದ ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ. ಪ್ರತಿ ಘಟಕದ ಕೊನೆಯಲ್ಲಿಯೂ ಶಿಕ್ಷಕರ ಮಾರ್ಗದರ್ಶಿಯನ್ನೂ ಸೇರಿಸಲಾಗಿದೆ.

ಮಕ್ಕಳು ತಮ್ಮ ಪರಿಸರದಲ್ಲಿ ಯಾವೆಲ್ಲ ಭಾಷೆಗಳನ್ನು ಮಾತನಾಡುತ್ತಾರೋ ಅವೆಲ್ಲ ಭಾಷೆಗಳನ್ನೂ ಸುಲಭವಾಗಿ ಕಲಿತುಬಿಡಬಲ್ಲರು.ಒಂದೊಮ್ಮೆ ಇಂಗ್ಲಿಷ್ ಪರಿಸರದ ಭಾಷೆಯಾದರೆ ಮಕ್ಕಳು ಅದನ್ನೂ ಸುಲಭವಾಗಿಯೇ ಕಲಿಯುತ್ತಾರೆ. ಆದರೆ ಅಂತಹ ಅವಕಾಶಗಳು ನಮ್ಮ ಸಮಾಜದಲ್ಲಿ ಇಲ್ಲವೇ ಇಲ್ಲ ಅನ್ನುವಷ್ಟು ಕಡಿಮೆ. ಅದಕ್ಕೇ ಮಕ್ಕಳಿಗೆ ತರಗತಿಯಲ್ಲಿಯೇ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ಆಲಿಸಲು, ಮಾತನಾಡಲು ಎಷ್ಟು ಅವಕಾಶಗಳನ್ನು ಒದಗಿಸಲು ಸಾಧ್ಯವೋ ಅಷ್ಟೂ ಒಳ್ಳೆಯದು. ಆಲಿಸುವ ಮತ್ತು ಮಾತನಾಡುವ ಕೌಶಲಗಳನ್ನೇ ಕೇಂದ್ರವಾಗಿಟ್ಟುಕೊಂಡು ಈ ಪುಸ್ತಕವನ್ನು ರಚಿಸಿದೆ.

ಈ ಪುಸ್ತಕದಲ್ಲಿ ಒಂದನೇ ತರಗತಿಯಲ್ಲಿ ಮಗುವಿಗೆ ನೀಡುವ ಎಲ್ಲ ಕಲಿಕೆಯ ಅನುಭವಗಳನ್ನೂ ಹತ್ತು ಘಟಕಗಳಲ್ಲಿ ನೀಡಿದೆ. ಪ್ರತಿ ಘಟಕವನ್ನೂ ಒಂದು ನಿರ್ದಿಷ್ಟ ವಿಷಯದ ಸುತ್ತ ಸಂಘಟಿಸಲಾಗಿದೆ. ಹಿಂದಿನ ಪುಸ್ತಕವು ಐದು ವಿಧದ ಕಲಿಕಾ ಅನುಭವಗಳನ್ನು ನೀಡುವ ಸಂಪನ್ಮೂಲ ಸಾಹಿತ್ಯ ಒಳಗೊಂಡಿತ್ತು. ಈ ಪುಸ್ತಕದ ಪ್ರತಿ ಘಟಕವು ಕೂಡಾ ಈ ವಿಧದ ಕಲಿಕಾ ಅನುಭವಗಳನ್ನು ಒಳಗೊಳ್ಳುವಂತೆ ಯೋಜಿಸಲಾಗಿದೆ. ಇವುಗಳ ಹೊರತಾದ ಕೆಲವೊಂದು ಅಂಶಗಳನ್ನೂ ಇಲ್ಲಿ ಸೇರಿಸಲಾಗಿದೆ. ಒಟ್ಟಾರೆ ಪ್ರತಿ ಘಟಕವೂ ಮುಂದೆ ಪಟ್ಟಿ ಮಾಡಿರುವ ಅಂಶಗಳನ್ನು ಒಳಗೊಂಡಿದೆ.

1. ಸರಳ ಸಂಭಾಷಣೆಗಳು
2. ಪ್ರಾಸಪದ್ಯಗಳು
3. ಕಥೆಗಳು
4. ಸೂಚನೆಗಳು
5. ನಿರ್ದಿಷ್ಟ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಸಂಪತ್ತು
6. ಪ್ರತಿ ಪುಟದಲ್ಲಿಯೂ ಬರವಣಿಗೆ ಅಭ್ಯಾಸಗಳು – ವಿವಿಧ ವಿನ್ಯಾಸಗಳು, ವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳು, ಪದಗಳು ಹಾಗೂ ವಾಕ್ಯಗಳು – ದಿನಕ್ಕೆ ಎರಡು ಗೆರೆಗಳಂತೆ ಈ ವಿನ್ಯಾಸ, ಅಕ್ಷರಗಳ ಮೇಲೆ ಬರೆದು ಅಭ್ಯಾಸ ನಡೆಸುವುದು.
7. ಪ್ರತಿ ಘಟಕದಲ್ಲಿಯೂ ಮಗುವಿಗಾಗಿ ಸ್ವಲ್ಪ ಸ್ಥಳಾವಕಾಶ – ಮಗು ತನಗೆ ಇಷ್ಟವಾದ ಚಿತ್ರ ಅಂಟಿಸಬಹುದು. ಅದರ ಹೆಸರು ಬರೆಯಬಹುದು, ಚಿತ್ರ ಬಿಡಿಸಬಹುದು.
8. ಇಂಗ್ಲಿಷ್ ಸ್ವರಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡಲು ಅನುಕೂಲಿಸುವ ಪದಗಳ ಪಟ್ಟಿ (minimal pairs)
9. ಮಕ್ಕಳಿಗಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳು
10. ಭಾಷಾ ಆಟಗಳು

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ಈ ಪುಸ್ತಕದ ಎಲ್ಲ ಚಟುವಟಿಕೆಗಳನ್ನೂ ಅನುಕೂಲಕಾರರ (Facilitator's) ಮಧ್ಯಸ್ಥಿಕೆಯಲ್ಲಿ ನಡೆಸುವ ರೀತಿ ಯೋಜಿಸಲಾಗಿದೆ. ಆದರೂ ಮುಂದಿನ ಘಟಕಗಳಲ್ಲಿ ಅವವೇ ಸೂಚನೆಗಳು ಪುನರಾವರ್ತಿಸುವುದರಿಂದ, ಕೆಲವು ಘಟಕಗಳ ಅಭ್ಯಾಸದ ಬಳಿಕ ಮಕ್ಕಳು ಸ್ವತಂತ್ರವಾಗಿ ಕಲಿಕೆಯಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಲು ಸಾಧ್ಯವಾದೀತು ಎಂದು ನಿರೀಕ್ಷಿಸಿದೆ. ಆ ನಿಟ್ಟಿನಲ್ಲಿ ಅನುಕೂಲಕಾರರು ಮಾರ್ಗದರ್ಶನ ನೀಡುವುದು ಅಪೇಕ್ಷಣೀಯ.

ಪ್ರತಿ ದಿನವೂ ಒಂದು ಪುಟದಲ್ಲಿರುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಪೂರ್ತಿಗೊಳಿಸಲು ಸಾಧ್ಯವಾಗುವಂತೆ ಈ ಪುಸ್ತಕವನ್ನು ಸಂಯೋಜಿಸಿದೆ. ಇದು ಮಗುವಿನ ದೃಷ್ಟಿಯಿಂದ ಒಂದು ನಿಯಮಿತವಾದ ಕಲಿಕೆ ಸಾಧಿಸಲು ಸಹಾಯಕ ಎಂದು ಭಾವಿಸಿದೆ. ಆದರೆ ಕಥೆ, ಪ್ರಾಸಪದ್ಯಗಳು ಮತ್ತು ಭಾಷಾ ಆಟಗಳನ್ನು ಆಗಾಗ ಅಥವಾ ಸಾಧ್ಯವಾದರೆ ಪ್ರತಿ ದಿನ ಪುನರಾವರ್ತಿಸುವುದು ಬಹಳ ಅಪೇಕ್ಷಣೀಯ. ಆದ್ದರಿಂದ ಅನುಕೂಲಕಾರರು ಇಡೀ ಘಟಕವನ್ನು ಮೊದಲಿಗೇ ಓದಿಕೊಂಡು ಆ ಘಟಕಕ್ಕಾಗಿ ನಿಗದಿತ ಅವಧಿಗಳಲ್ಲಿ ಪ್ರಾಸಪದ್ಯಗಳನ್ನು, ಕಥೆಗಳನ್ನು, ಭಾಷಾ ಆಟಗಳನ್ನು ಎಷ್ಟು ಬಾರಿ ಪುನರಾವರ್ತಿಸಬಹುದು ಎನ್ನುವುದನ್ನು ಯೋಜಿಸಿಕೊಳ್ಳಬೇಕು. ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಪ್ರತಿದಿನವೂ, ಕಥೆಗಳನ್ನು ಎರಡು ಅಥವಾ ಮೂರುದಿನಗಳಿಗೊಮ್ಮೆಯೂ, ಭಾಷಾ ಆಟಗಳನ್ನು ಎರಡು ಮೂರು ಬಾರಿ ಪುನರಾವರ್ತಿಸಬಹುದು. ಇಲ್ಲಿ ನೀಡಿರುವ ಕಥೆ, ಪದ್ಯಗಳ ಹೊರತಾಗಿ ತಮಗೆ ತಿಳಿದಿರುವ ಇತರ ಕಥೆ, ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಕೂಡಾ ಬಳಸಿಕೊಳ್ಳಬಹುದು. ಆದರೆ ಅದು ಮಕ್ಕಳಿಗೆ ಹೊರೆಯಾಗಬಾರದು ಎನ್ನುವುದು ಗಮನದಲ್ಲಿರಬೇಕು.

ಮಕ್ಕಳಿಗಾಗಿ ನೀಡಿರುವ ಸ್ಥಳಾವಕಾಶದಲ್ಲಿ ಅವರು ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಬಹುದು. ಮಕ್ಕಳು ಪ್ರತಿ ದಿನ ನೋಡುವ ದಿನಪತ್ರಿಕೆಗಳಿಂದ ಯಾವುದೇ ಇತರ ಮೂಲದಿಂದ ಚಿತ್ರಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳಬಹುದು. ಮಾರುಕಟ್ಟೆಯಿಂದ ಕೊಂಡುಕೊಳ್ಳಬೇಕಾಗಿಲ್ಲ.ಈ ಮೂಲಕ ಮಗುವಿಗೆ ಮಾಹಿತಿಗಾಗಿ, ಮಾಹಿತಿ ಮೂಲಗಳಿಗಾಗಿ ಹುಡುಕುವ ಅಭ್ಯಾಸ ಬೆಳೆಯಬೇಕು. ಈ ಚಟುವಟಿಕೆ ನಡೆಸುವುದರಿಂದ ಮಗುವಿಗೆ ಕಲಿಕೆಯೊಡನೆ, ಪುಸ್ತಕದೊಡನೆ ಗುರುತಿಸಿಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಕಲಿಕೆ ಅನುಭವಾತ್ಮಕವಾಗುತ್ತದೆ. ಮಗುವಿಗೆ ಈ ಪುಸ್ತಕ ತನ್ನದು, ಇದು ತನ್ನ ಕಲಿಕೆ ಎಂಬ ಭಾವನೆ ಬೆಳೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಒಂದೊಮ್ಮೆ ಮಕ್ಕಳು ದೊಡ್ಡ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುತ್ತಾರೆ ಎಂದಾದರೆ, ಅವರಿಗೆ ಒಂದು ಬೇರೆಯದೇ ಆದ ಸ್ಕ್ರಾಪ್ ಪುಸ್ತಕ ನಿರ್ವಹಿಸಲು ತಿಳಿಸಿ. ಯಾವುದಾದರೊಂದು ಬಳಸಿದ ಪುಸ್ತಕದ ಪುಟಗಳಲ್ಲಿ ಅವರು ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸುತ್ತಿರಲಿ. ಅವರು ಅಲ್ಲಿ ಏನನ್ನು ಅಂಟಿಸುತ್ತಾರೆಯೋ ಅದರ ಹೆಸರು ಮತ್ತು ಪುಟಸಂಖ್ಯೆಯನ್ನು ತಮಗೆ ನೀಡಿರುವ ಸ್ಥಳದಲ್ಲಿ ಗುರುತಿಸಿಕೊಳ್ಳಲಿ. ಅವರ ಸ್ಕ್ರಾಪ್ ಪುಸ್ತಕದ ಮೇಲೆ ಅವರ ಹೆಸರು ಬರೆಯಲು ಸಹಾಯ ಮಾಡಿ. ಅಂತೆಯೇ ಪುಸ್ತಕದ ಮೊದಲ ಪುಟದಲ್ಲಿ ಅವರ ಭಾವಚಿತ್ರವನ್ನು ಹಚ್ಚುವಂತೆ ಪ್ರೇರೇಪಿಸಿ. ಇದರಿಂದ ಮಕ್ಕಳಲ್ಲಿ ತಮ್ಮ ಪುಸ್ತಕದ ಬಗ್ಗೆ ಹೆಮ್ಮೆ ಮತ್ತು ತಾವು ಅದನ್ನು ನಿರ್ವಹಿಸಬೇಕಾಗಿರುವ ಬಗ್ಗೆ ಜವಾಬ್ದಾರಿ ಬೆಳೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಶಿಕ್ಷಕರು ಕೂಡಾ ತಮಗೆ ಲಭ್ಯವಾಗುವ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿಟ್ಟುಕೊಳ್ಳಬಹುದು. ಕೆಲವೊಮ್ಮೆ ಆ ಚಿತ್ರಗಳನ್ನೂ ಮಕ್ಕಳಿಗೆ ನೀಡಬಹುದು.

ದಿನಕ್ಕೆರಡು ಗೆರೆಗಳಷ್ಟು ಬರವಣಿಗೆ ಅಭ್ಯಾಸ ತರಗತಿಯಲ್ಲಿ ಅನುಕೂಲಕಾರರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿಯೇ ನಡೆಯಬೇಕು. ಅದು ಈಗಾಗಲೇ ನೀಡಿರುವ ವಿನ್ಯಾಸ, ಅಕ್ಷರಗಳ ಮೇಲೆ ಬರೆದು ಅಭ್ಯಾಸ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಮಕ್ಕಳಿಗೆ ಬೇರೆಯದೇ ಆದ ಒಂದು ಕಾಪಿ ಪುಸ್ತಕ ನಿರ್ವಹಿಸಲು ತಿಳಿಸಬಹುದು. ನಾಲ್ಕು ಗೆರೆಗಳ ಕಾಪಿ ಪುಸ್ತಕದಲ್ಲಿ ಅವರು ಪ್ರತಿ ದಿನ ತರಗತಿಯಲ್ಲಿ ಏನು ಅಭ್ಯಾಸ ಮಾಡುತ್ತಾರೆಯೋ ಅದನ್ನೇ ಕೆಲವು ಗೆರೆಗಳಷ್ಟು ಅಥವಾ ಹೆಚ್ಚೆಂದರೆ ಒಂದು ಪುಟದಷ್ಟು ಬರೆಯಲಿ.

ನಾವು ಯಾವ ರೀತಿಯ ಅಕ್ಷರಗಳನ್ನು ಓದುತ್ತೇವೆಯೋ ಅವುಗಳನ್ನೇ ಬರೆಯಲು ನೀಡಿದರೆ ಬರವಣಿಗೆ ಸುಲಭವಾಗುತ್ತದೆ. ಆ ಅಕ್ಷರಗಳ ಚಿತ್ರವು ಮಕ್ಕಳ ಮನಸ್ಸಿನಲ್ಲಿ ಆಚ್ಚೊತ್ತಿರುತ್ತದೆ. ಅದಕ್ಕಾಗಿ ಈ ಪುಸ್ತಕದಲ್ಲಿ ಮಕ್ಕಳು ಬರೆಯಲು ಅನುಕೂಲವಾಗುವ ಅಕ್ಷರಗಳನ್ನೇ ಮುದ್ರಣಕ್ಕೂ ಬಳಸಿದೆ. ಅನುಕೂಲಕಾರರು ಇದನ್ನು ಗಮನಿಸಿ ಮಕ್ಕಳು ಅದೇ ರೀತಿ ಬರೆಯುವಂತೆ ಪ್ರೋತ್ಸಾಹಿಸಬೇಕು. ಪುಸ್ತಕದಲ್ಲಿ ನೀಡಿರುವ ಬರವಣಿಗೆಯ ಮಿತಿಯನ್ನು ಮೀರಿ ಮುಂದುವರಿಯಬೇಕಾದ ಆವಶ್ಯಕತೆ ಇಲ್ಲ.

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ಪ್ರತಿ ಘಟಕದಲ್ಲಿಯೂ ಇರುವ ಸ್ವರ ವ್ಯತ್ಯಾಸ ತಿಳಿಸುವ ಜೋಡಿಪದಗಳನ್ನು (Minimal pairs) ಇಂಗ್ಲಿಷ್ ಸ್ವರ ಹಾಗೂ ವ್ಯಂಜನಗಳ ಉಚ್ಚಾರ ಅಭ್ಯಾಸ ಮಾಡಲು ಬಳಸಿಕೊಳ್ಳುವುದು. ಮೊದಲಿಗೆ ಇದನ್ನು ಅನುಕೂಲಕಾರರೇ ಅಭ್ಯಾಸ ಮಾಡಿಕೊಳ್ಳುವುದು ಅಪೇಕ್ಷಣೀಯ. ಅಗತ್ಯವೆನಿಸಿದರೆ ಹೆಚ್ಚು ಪದಗಳನ್ನು ಸೇರಿಸಿಕೊಳ್ಳಬಹುದು. ಇವುಗಳನ್ನು ಕಂಠಪಾಠ ಮಾಡುವ ಅಗತ್ಯವಿಲ್ಲ. ಸ್ವರ ಮತ್ತು ವ್ಯಂಜನಗಳನ್ನು ಸರಿಯಾಗಿ ಉಚ್ಚರಿಸಲು ಅಭ್ಯಾಸ ನೀಡುವುದು ಮುಖ್ಯ. ಸಂಭಾಷಣೆಗಳನ್ನು ಮೊದಲಿಗೆ ಅನುಕೂಲಕಾರರೇ ಹೇಳಿ ಬಳಿಕ ಮಕ್ಕಳಿಂದ ಹೇಳಿಸಬೇಕು. ಮಕ್ಕಳಿಗೆ ಅವುಗಳನ್ನು ಹೇಳಲು ಅಭ್ಯಾಸವಾದ ಬಳಿಕ ಅವರೇ ಅಭ್ಯಾಸ ಮಾಡಿಕೊಳ್ಳಲು ತಿಳಿಸಬಹುದು. ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಉತ್ತರಗಳನ್ನು ಪಡೆಯುವಾಗ ಒಂದೇ ಪದದ ಉತ್ತರಗಳನ್ನೂ ಒಪ್ಪಿಕೊಳ್ಳಬೇಕು. ಮಕ್ಕಳಿಗೆ ಇತರರು ಮಾತನಾಡುವ ಇಂಗ್ಲಿಷ್ ಅರ್ಥವಾಗುತ್ತದೆ ಮತ್ತು ಅವರ ಮನಸ್ಸಿನಲ್ಲಿ ಉತ್ತರಗಳು ರೂಪುಗೊಳ್ಳುತ್ತವೆ ಎನ್ನುವುದು ಮುಖ್ಯ. ಅವರಿಗೆ ತಕ್ಷಣಕ್ಕೇ ಪೂರ್ಣ ಅಭಿವ್ಯಕ್ತಿ ಇಲ್ಲದಿರಬಹುದು. ಅದಕ್ಕೇ ಮಕ್ಕಳ ಉತ್ತರಗಳನ್ನು ಒಪ್ಪಿಕೊಂಡು ಪ್ರೋತ್ಸಾಹಿಸುವುದು ಅಗತ್ಯ.

ಕಥೆಗಳನ್ನು ಹೇಳುವಾಗ ಚಿತ್ರ ಇತ್ಯಾದಿ ಟಿ ಎಲ್ ಎಂ ಬಳಸುವುದು ಅಗತ್ಯ. ಅದರ ಜತೆಗೇ ಸರಿಯಾದ ಸ್ವರಭಾರ, ದೇಹಭಾಷೆಯೊಂದಿಗೆ ವಿವಿಧ ಪಾತ್ರಗಳ ಮಾತುಗಳನ್ನು ಅಭಿನಯಿಸಿ ತೋರಿಸಲು ಸಾಧ್ಯವಾದರೆ ಒಳ್ಳೆಯದು. ಮಕ್ಕಳು ಕಥೆಗಳನ್ನು ಬಾಯಿಪಾಠ ಮಾಡಿ ಒಪ್ಪಿಸುವ ಅಗತ್ಯವಿಲ್ಲ. ಕಥೆಗಳ ಮೂಲಕ ಮಕ್ಕಳು ಒಂದಷ್ಟು ಭಾಷೆಯನ್ನು ಕೇಳಿಸಿಕೊಳ್ಳುವುದು ಸಾಧ್ಯವಾಗಬೇಕು ಎನ್ನುವುದು ಇಲ್ಲಿನ ಆಶಯ. ಈ ಪುಸ್ತಕದಲ್ಲಿ ನೀಡಿರುವ ಕಥೆಗಳ ಹೊರತಾಗಿ ಬೇರೆ ಕಥೆಗಳನ್ನೂ ಬಳಸಬಹುದು. ಕಥೆಗಳನ್ನು ಹೇಳಿದ ಬಳಿಕ ಸರಳ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಮಕ್ಕಳಿಗೆ ಕಥೆ ಅರ್ಥವಾಗಿದೆಯೇ ಎಂದು ತಿಳಿದುಕೊಳ್ಳಬಹುದು. ಆದರೆ ಕಥೆಗಳನ್ನು ಅನುವಾದಿಸಿ ಹೇಳುವುದು ಖಂಡಿತಾ ಬೇಡ. ಈ ಚಟುವಟಿಕೆಗಳನ್ನು ನೀಡಿರುವುದೇ ಮಕ್ಕಳಿಗೆ ಇಂಗ್ಲಿಷ್ ಬಳಕೆ ಅಭ್ಯಾಸವಾಗಲಿ ಎಂದು. ಈ ಚಟುವಟಿಕೆಗಳನ್ನೇ ಕನ್ನಡದಲ್ಲಿ ನಡೆಸಿದರೆ ಮಕ್ಕಳು ಇಂಗ್ಲಿಷ್ ಆಲಿಸುವ, ಬಳಸುವ ಅವಕಾಶಗಳಿಂದ ವಂಚಿತರಾಗುತ್ತಾರೆ ಎನ್ನುವುದು ನಮ್ಮ ಗಮನದಲ್ಲಿರಲಿ. ಕನ್ನಡ ಬಳಸಿದರೆ ಮಕ್ಕಳು ಕನ್ನಡ ಕಲಿಯಬಹುದು. ಆದರೆ ಅದು ಇಂಗ್ಲಿಷ್ ತರಗತಿಯ ಉದ್ದೇಶವಲ್ಲ. ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ಬಳಸುತ್ತಲೇ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದನ್ನು ಅನುಕೂಲಿಸುವುದೇ ನಮ್ಮ ಗುರಿಯಾಗಬೇಕು. ಕಥೆಗಳನ್ನು ಆಗಾಗ ಪುನರಾವರ್ತಿಸುವುದು ಅಪೇಕ್ಷಣೀಯ.

ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಪ್ರಾಸಬದ್ಧವಾಗಿ ಹೇಳಲು ಅಭ್ಯಾಸ ನೀಡಬೇಕು. ಹಾಡುವುದೇ ಮುಖ್ಯವಾಗಬೇಕಾಗಿಲ್ಲ. ಹತ್ತಾರು ಬಾರಿ ಹೇಳಲು ಅಭ್ಯಾಸ ಮಾಡಿದಾಗ ಹುಟ್ಟಿಕೊಳ್ಳುವ ಲಯವೇ ಸಾಕು. ಅದನ್ನೇ ಸಾಧ್ಯವಾದರೆ ರಾಗವಾಗಿ ಬೆಳೆಸಿ. ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಪ್ರತಿದಿನವೂ ಅಭ್ಯಾಸ ಮಾಡಬಹುದು. ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಅಭಿನಯದೊಂದಿಗೆ ಹೇಳುವುದು ಅಪೇಕ್ಷಣೀಯ.

ಭಾಷಾ ಆಟಗಳನ್ನು ವಾರಕ್ಕೊಮ್ಮೆಯಾದರೂ ಪುನರಾವರ್ತಿಸಬಹುದು. ಆಟವಾಡಲು ಸೂಚನೆಗಳನ್ನು ಇಂಗ್ಲಿಷ್‌ನಲ್ಲಿಯೇ ನೀಡಬೇಕು. ಮಕ್ಕಳು ಆಟವಾಡುತ್ತಾ ಸೂಚನೆಗಳನ್ನು ಪಾಲಿಸಲು ಕಲಿಯುತ್ತಾರೆ ಹಾಗೂ ಪ್ರಾಸಂಗಿಕವಾಗಿ ಒಂದಷ್ಟು ಭಾಷೆಯ ಬಳಕೆಯನ್ನೂ ಅಭ್ಯಾಸ ಮಾಡುತ್ತಾರೆ. ಆಟ ಹೇಗೆ ಮುಂದುವರಿಯುತ್ತದೆ ಎನ್ನುವುದನ್ನು ಮೊದಲಿಗೆ ಮಾಡಿ ತೋರಿಸುವುದು ಅಪೇಕ್ಷಣೀಯ.

ತರಗತಿ ನಡೆಯುವ ದಿನಕ್ಕೆ ಒಂದು ಪುಟದಂತೆ ಈ ಎಲ್ಲ ಘಟಕಗಳನ್ನೂ ನಿರ್ವಹಿಸಲು ಸಾಧ್ಯವಾಗುವಂತೆ ಇಲ್ಲಿ ನೀಡಬೇಕಾಗಿರುವ ಕಲಿಕಾ ಅನುಭವಗಳನ್ನು ಸಂಘಟಿಸಿದೆ. ಆದರೆ ಕೆಲವೊಮ್ಮೆ ಈ ಯೋಜನೆ ಬದಲಿಸಬೇಕಾಗಬಹುದು. ಅನುಕೂಲಕಾರರು ಈ ಕುರಿತು ನಿರ್ಧಾರಗಳನ್ನು ಕೈಗೊಳ್ಳಬಹುದು. ಪ್ರತಿ ಪುಟದಲ್ಲಿ ನೀಡಿರುವ ಚಟುವಟಿಕೆಗಳು ತುಂಬಾ ಸರಳವಾಗಿದ್ದು ಅವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ಬಹಳ ಸಮಯವೇನೂ ಬೇಕಾಗುವುದಿಲ್ಲ. ಉಳಿದ ಸಮಯದಲ್ಲಿ ಕಥೆಗಳನ್ನು, ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಪುನರಾವರ್ತಿಸಬಹುದು. ಬರೆಯುವ ಕೆಲಸವನ್ನು ಅವಧಿಯ ಕೊನೆಗೆ ಇರಿಸಿಕೊಳ್ಳಬಹುದು.

ಈ ಪುಸ್ತಕದಲ್ಲಿರುವ ಎಲ್ಲ ಘಟಕಗಳನ್ನೂ ಸೂಚಿಸಿರುವಂತೆ ವ್ಯವಸ್ಥಿತವಾಗಿ ನಿರ್ವಹಿಸುವುದರಿಂದ ಮಗುವಿನಲ್ಲಿ ಈ ಮುಂದೆ ಪಟ್ಟಿ ಮಾಡಿರುವ ಅಂಶಗಳ ಕಲಿಕೆಯಾಗುತ್ತದೆ ಎಂದು ನಿರೀಕ್ಷಿಸಿದೆ.

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1. ಇಂಗ್ಲಿಷ್ ವರ್ಣಮಾಲೆಯ ಎಲ್ಲ ಅಕ್ಷರಗಳನ್ನು ಓದುವುದು ಹಾಗೂ ಬರೆಯುವುದು.
2. ಇಂಗ್ಲಿಷ್ ಪದಗಳನ್ನು ಉಚ್ಚರಿಸುವುದು.
3. ಸರಳ ಸಂಭಾಷಣೆಯಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳುವುದು.
4. ಸೂಚನೆಗಳನ್ನು ಪಾಲಿಸುವುದು.
5. ಕಥೆಗಳನ್ನು ಆಲಿಸಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.
6. ಸರಳ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು ಉತ್ತರಿಸುವುದು.
7. ಪ್ರಾಸಪದ್ಯಗಳನ್ನು ಲಯಬದ್ಧವಾಗಿ ಹೇಳುವುದು.
8. ಸ್ವತಂತ್ರವಾಗಿ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳುವುದು.

ಒಂದನೇ ತರಗತಿಯಲ್ಲಿ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯ ಕಲಿಕೆಗೆ ತೆರೆದುಕೊಳ್ಳಲು ಈ ಪುಸ್ತಕವು ಸಾಕಷ್ಟು ಅವಕಾಶಗಳನ್ನು ಸೃಷ್ಟಿ ಮಾಡಿದೆ. ಇಲ್ಲಿ ನೀಡಿರುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಅನುಕೂಲಕಾರರು ಯಾವುದೇ ವಿಶೇಷ ತರಬೇತಿಯಿಲ್ಲದೆಯೂ ನಡೆಸಬಹುದಾಗಿದೆ. ಪೋಷಕರು ಕೂಡಾ ಈ ಚಟುವಟಿಕೆಗಳನ್ನು ನಡೆಸುವಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಸಹಾಯ ಮಾಡಬಹುದಾಗಿದೆ. ಆದರೆ ಚಟುವಟಿಕೆಗಳನ್ನು ಯಾವ ರೀತಿ ನಡೆಸಬೇಕೆಂದು ಸೂಚಿಸಿದೆಯೋ ಅದೇ ರೀತಿ ನಡೆಸುವುದು ಮಕ್ಕಳ ಕಲಿಕೆಯ ದೃಷ್ಟಿಯಿಂದ ಬಹಳ ಮುಖ್ಯವಾಗುತ್ತದೆ. ನಾವು ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ರಾಜಿ ಮಾಡಿಕೊಂಡಷ್ಟೂ ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಹಿನ್ನಡೆಯಾಗುತ್ತದೆ ಎನ್ನುವುದನ್ನು ನಾವೆಲ್ಲರೂ ಮನನ ಮಾಡಿಕೊಳ್ಳಬೇಕಾಗಿದೆ.

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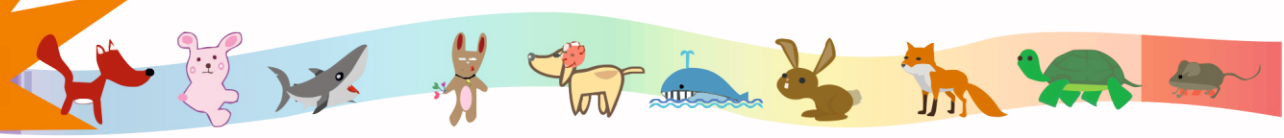
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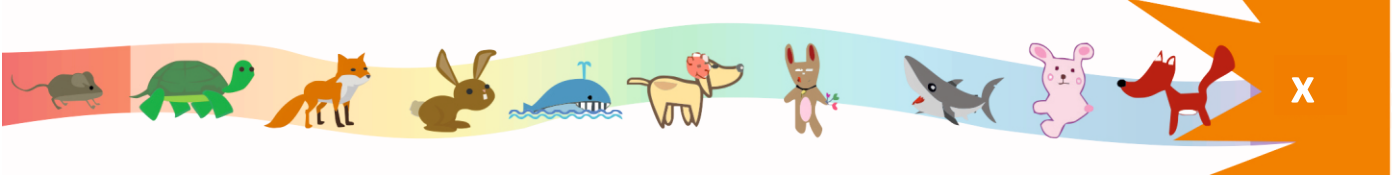
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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

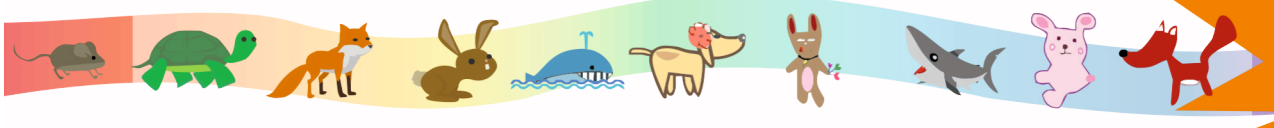
Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Sri. M.P. Madegowda
Managing Director
Karnataka Textbook Society (R.)
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Chairman-in-Chief
State Textbook Revision Committees
Karnataka Textbook Society (R.)
Bengaluru.



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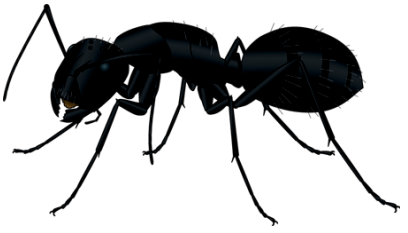
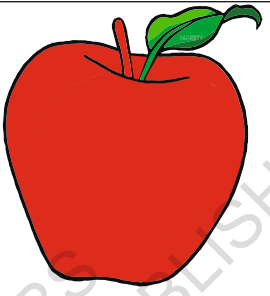
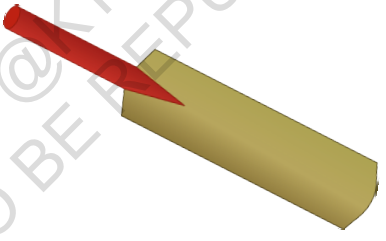
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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

A a		ant
		apple
B b		bat
		ball

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Letters of Alphabet

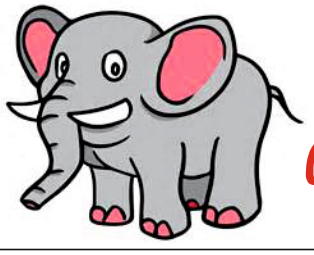
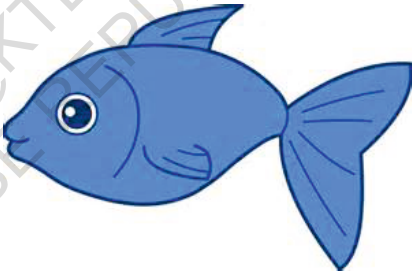
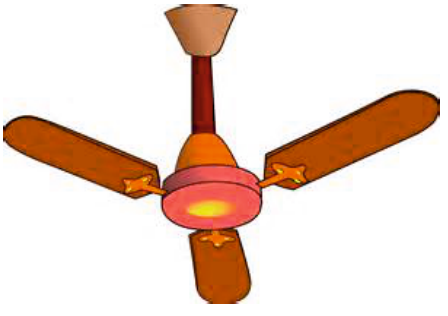
Study the letters of the English Alphabet. Say the words after your teacher.

Cc		cat
		cup
Dd		dog
		doll

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Letters of Alphabet

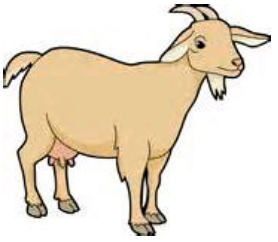
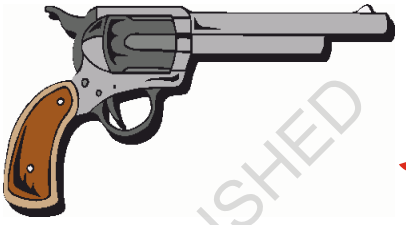
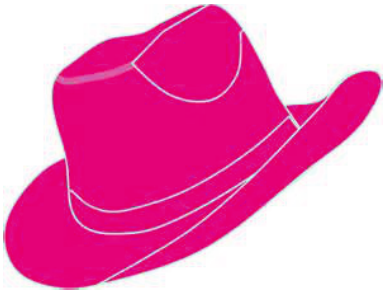
Study the letters of the English Alphabet. Say the words after your teacher.

E e	 elephant
	 eagle
F f	 fish
	 fan

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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

G g		goat
		gun
H h		hen
		hat

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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

I i		*i*nkpot
		*i*ce-cream
J j		*j*ug
		*j*ump

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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

Kk	 king
	 kite
Ll	 lion
	 lamp

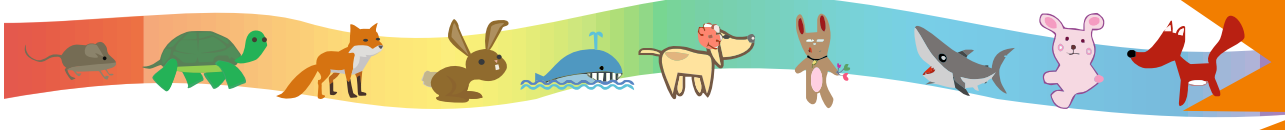
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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

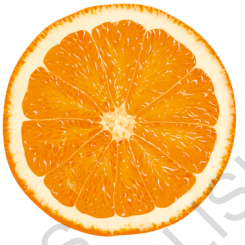
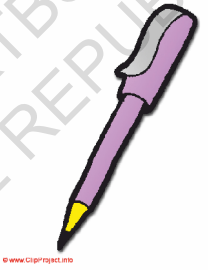
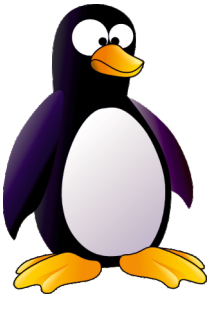
M m		monkey
		mop
N n		nest
	9	nine

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Letters of Alphabet

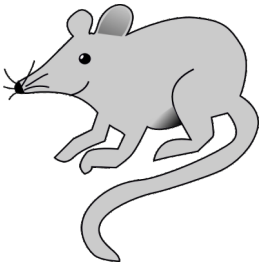
Study the letters of the English Alphabet. Say the words after your teacher.

Oo		owl
		orange
Pp		pen
		penguin

@KTBS NOT TO BE REPUBLISHED

Letters of Alphabet

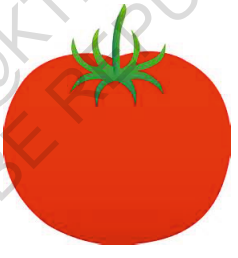
Study the letters of the English Alphabet. Say the words after your teacher.

Q q		queen
		queue
R r		rose
		rat

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Letters of Alphabet

Study the letters of the English Alphabet. Say the words after your teacher.

Ss		*sun*
		*sunflower*
Tt		*tomato*
		*tree*

@KTBS NOT TO BE REPUBLISHED

Letters of Alphabet

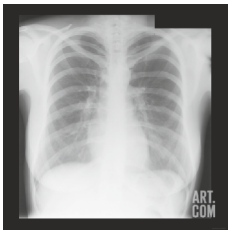
Study the letters of the English Alphabet. Say the words after your teacher.

U u		uniform
		umbrella
V v		van
		violin

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Letters of Alphabet

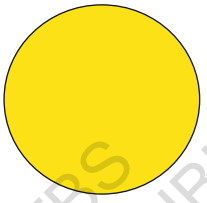
Study the letters of the English Alphabet. Say the words after your teacher.

W w		*w*atch
		*w*indow
X x		*x*-mass tree
		*x*-ray

@KTBS NOT TO BE PUBLISHED

Letters of Alphabet

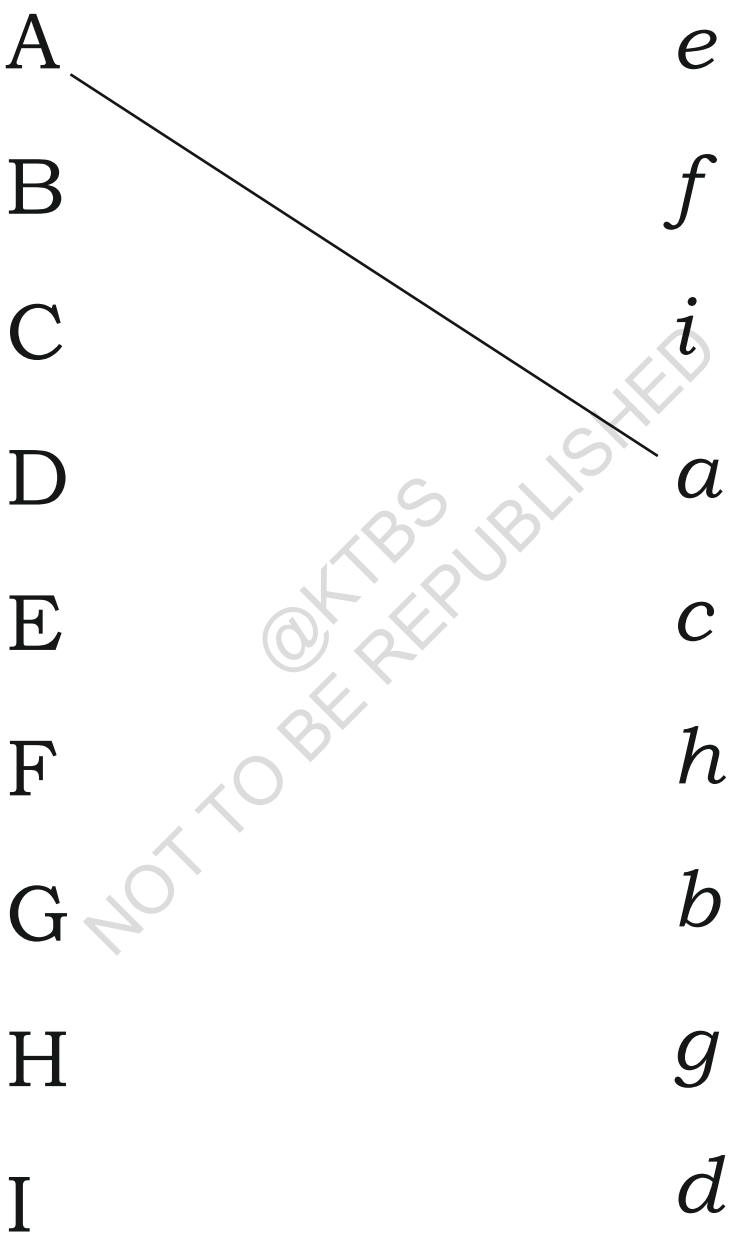
Study the letters of the English Alphabet. Say the words after your teacher.

Yy		*yak*
		*yellow*
Zz		*zebra*
		*zoo*

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Letters of Alphabet

Match the capital letters with the small letters. Draw lines.



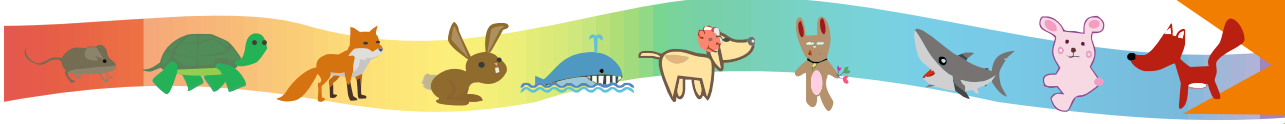
@KTBS
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Letters of Alphabet

Match the capital letters with the small letters. Draw lines.

J	*r*
K	*m*
L	*o*
M	*j*
N	*p*
O	*k*
P	*l*
Q	*n*
R	*q*

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Letters of Alphabet

Match the capital letters with the small letters. Draw lines.

S	*z*
T	*x*
U	*w*
V	*s*
W	*y*
X	*v*
Y	*u*
Z	*t*

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1. Fruits

What fruits are these?



jackfruit



orange



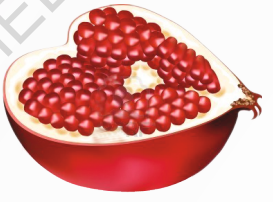
guava



lemon



pineapple



pomegranate



papaya



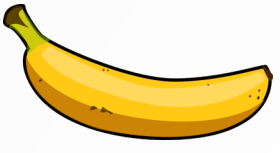
mango



grapes



watermelon



banana

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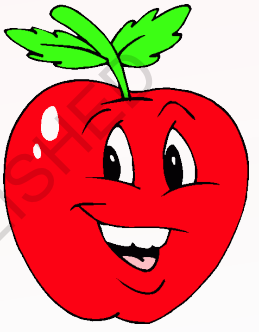


Trace the following.

/ / / / / / / / /

Who am I?

I am red and round and sweet.
If you eat me everyday,
You can keep the doctor away.
Who am I?



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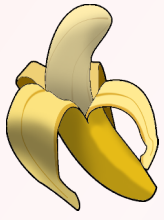
Enjoy singing.



One potato, two potatoes
Three potatoes four.
Five potatoes, six potatoes,
Seven potatoes more.

Trace the following.

Show where they grow.



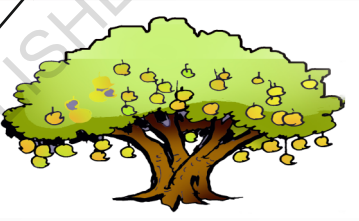














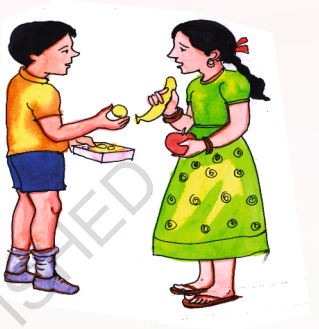




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Trace the following.

Learn to talk. Say after your teacher.



Seetha : Which fruit do you like?

Shekhar : I like oranges.

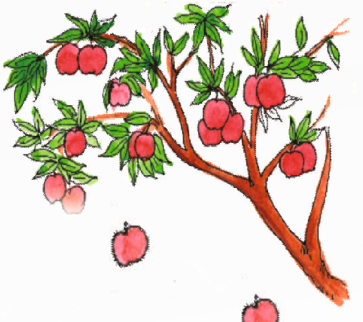
Seetha : I love guava.

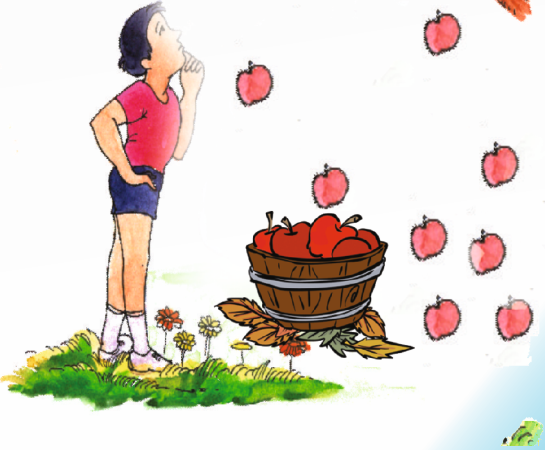
I like bananas too.

Enjoy singing.



Here is the tree
With leaves of green,
Here are the apples
That hang between,
When the wind blows
The apples swing,
Here is the basket
To catch them and bring.





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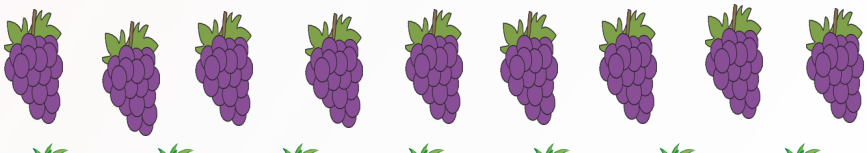
Trace the following.

How many are there? Count and write.











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Trace the following.

Do as your teacher says.

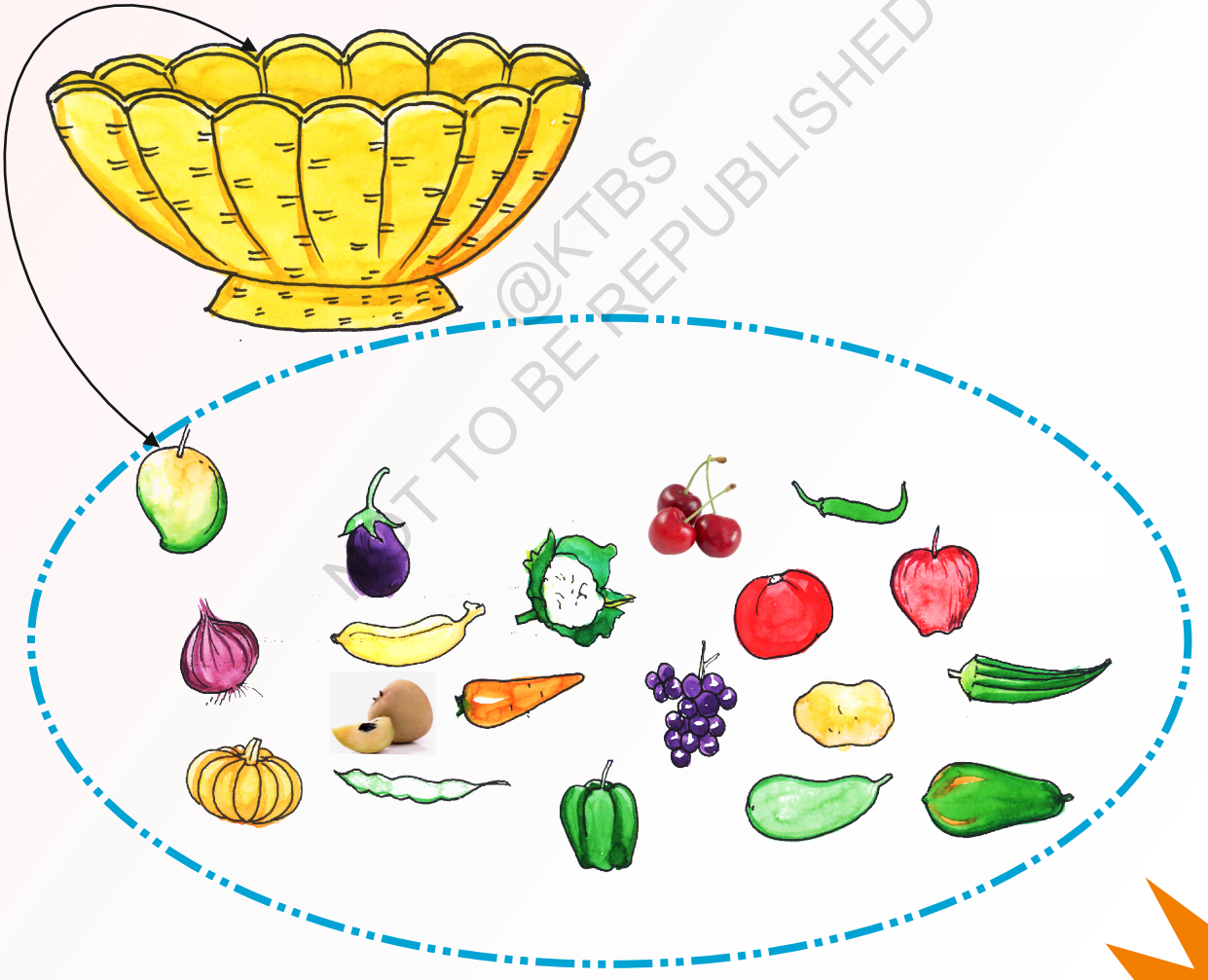
- Peel the banana, eat it. 
- Pluck the grapes, taste it. 
- Squeeze the lemon, lick it. 
- Cut the apple, share it. 

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Which fruit do you like?

Trace the following.

Drop only the fruits in the basket.



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Trace the following.

Ww Ww Ww Ww Ww Ww Ww



Say after the teacher.

grape - grapes

orange - oranges

papaya - papayas

banana - bananas

apple - apples

mango - mangoes

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Draw or paste a picture of your favourite fruit.

My corner

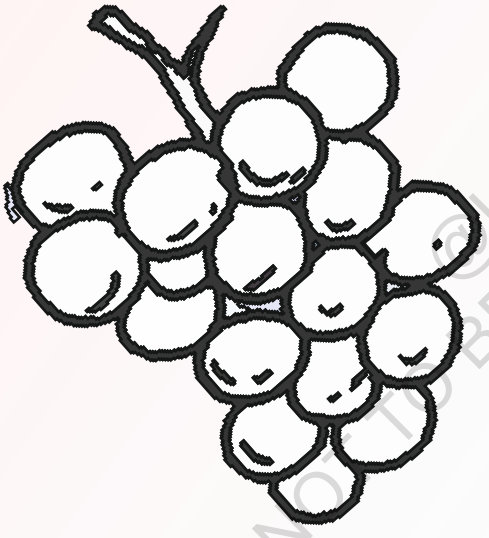


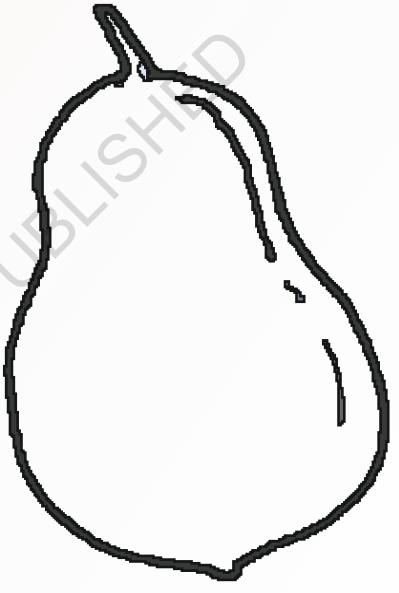
Trace the following.



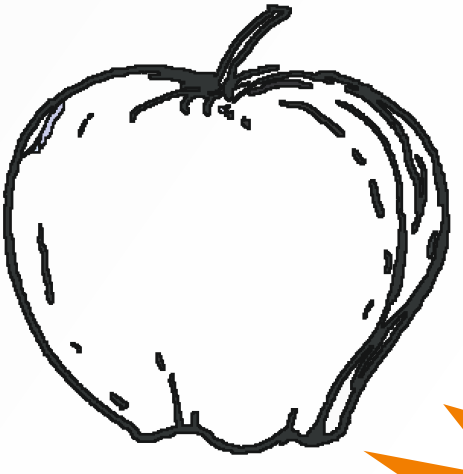


Colour and say the names of the fruits.

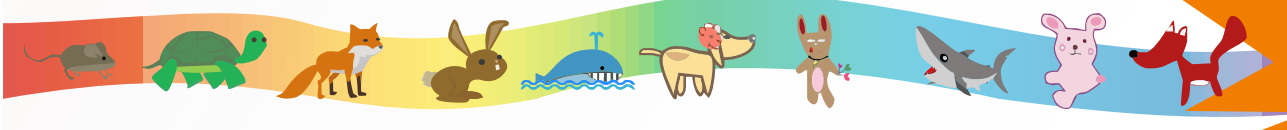








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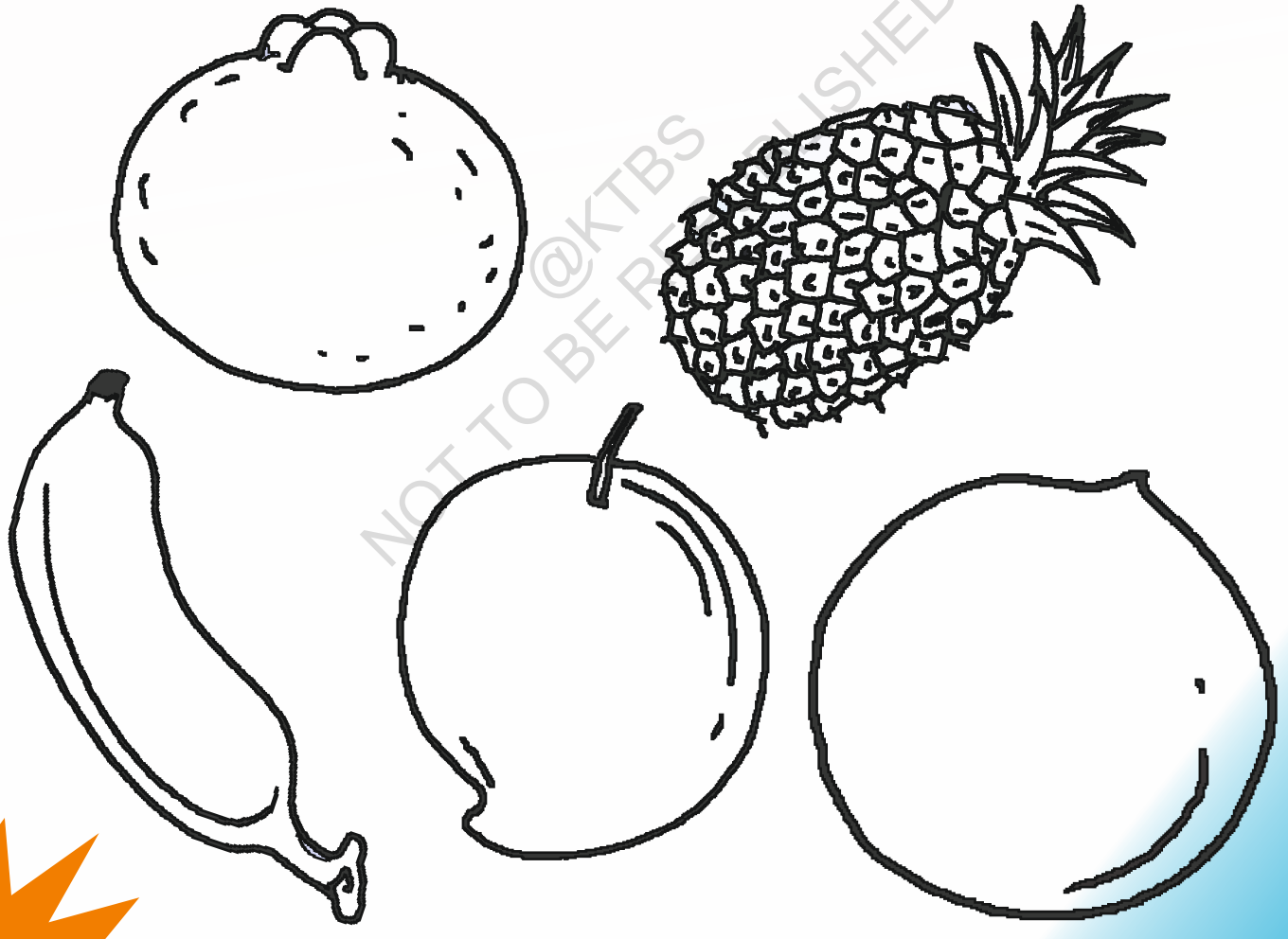


Trace the following.

Assessment activity



Colour and say the names of the fruits.



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The teacher reads the statements and asks the students to put (✓) or (✗).



My Progress

	Statements	✓ / ✗
	I can sing the rhymes.	
	I can tell the names of fruits.	
	I can count the fruits.	
	I can colour the pictures of fruits.	

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Clap, Clap

Objective	:	To provide the learners practice in saying the names of fruits.
Time required	:	20 minutes.
TLM	:	A ball with pictures of different fruits.
Time required	:	10-15 minutes
Nature of the game	:	Whole class

How

- Wrap papers having pictures of different fruits around a ball.
- Make the children form a circle.
- Let the children pass the ball in the circle.
- When the teacher claps, the child who has the ball has to remove one picture and tell the name of the fruit in that picture. Then the ball is passed on to the next student and so on.

Should

- Children should continue to pass the ball until the teacher claps.

If

- The child who fails to say the name of the fruit will stand out of the circle.
- The child who says the name correctly (gets the chance to clap.)

Also

- The same game can be played with the pictures of the flowers, vegetables etc.
- At a higher level, a ball without any pictures wrapped around it can be passed on. The child who gets the ball has to tell the name of a fruit or a flower or anything that the teacher says.

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2. Vegetables

Z7D8Y4

Look at the pictures. Repeat the words after the teacher.



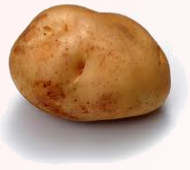
brinjal



onion



cucumber



potato



pumpkin



chilli



tomato



beans



radish



carrot



capsicum



garlic

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Trace the following.

a a a a a a a a a a a

Tick only the vegetables.














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Enjoy singing this rhyme.

We are pumpkins, big and round,

Big and round, big and round.

We are pumpkins, big and round,

Seated on the ground.



Trace the following.

b b b b b b b b

Enjoy singing this rhyme.

A little seed

For me to sow.

A little earth

To make it grow.

A little hole,

A little pat,

A little wish,

And that is that.

A little sun,

A little shower,

A little while,

And then a flower.



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Trace the following.

C C C C C C C C C C C C

Circle the odd one out .

A.    

B.    

C.    

D.    

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Trace the following.

d d d d d d d d d d d d

Enjoy singing this rhyme.



Five little peas in the pea-pot pressed
One grew, two grew and so did the rest
They grew and they grew
and they did not stop
and so one day the pot went TUPP...!

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Match the halves of vegetables

A



B



Trace the following.

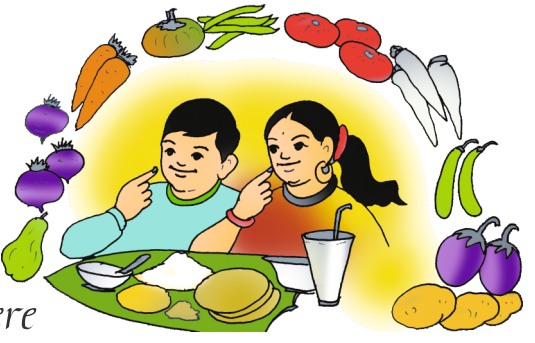
e e e e e e e e e e e e

Learn to talk.



Roshan : What vegetable do you like?
Shivu : I like carrots.
Shivu : Do you like carrots?
Roshan : No, I like potatoes.

Enjoy singing this rhyme.



All vegetables are good for me,
A...E...I...O...U
I like carrot and eat so much
A...E...I...O...U
With a carrot here, and a carrot there
Here a carrot, there a carrot
Everywhere a carrot, carrot.
(continue by saying the names of other vegetables.)

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Trace the following.

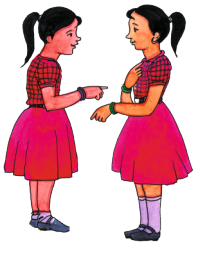
f f f f f f f

Look at the picture of the vegetable girl.
Say the names of the vegetables.



NOT TO BE REPUBLISHED

Learn to talk

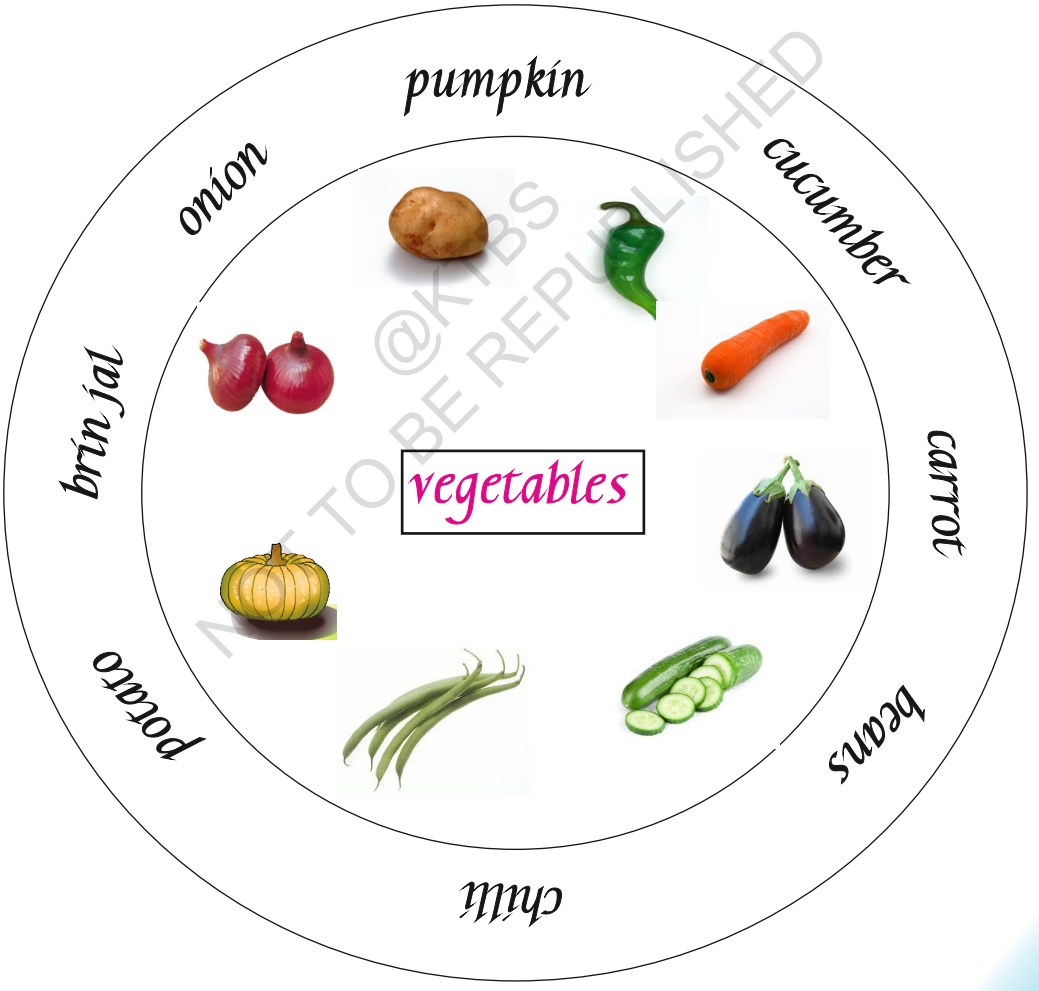


Seema : Do you grow vegetables on your farm?
Seetha : Yes.
Seema : What do you grow?
Seetha : We grow radish, beans, brinjal and chilli.

Trace the following.

g g g g g g g g g g

Draw lines to match the pictures with the names.



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Trace the following.

h h h h h h h h h h



Say after the teacher.

chilli - chillies	tomato - tomatoes
onion - onions	potato - potatoes
carrot - carrots	brinjal - brinjals

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Draw or paste a picture of your favourite vegetable in the box.

My corner

Assessment Activity

Find the names of vegetables in the lines and under line them. One has been done for you.

k p l o P o t a t o
C a r r o t f i j z
b n C h i l l i a m
w s t m T o m a t o
B r i n j a l p d c

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My Progress

	Statements	✓ / ×
	I can identify the vegetables.	
	I can read the names of some vegetables.	
	I can sing the rhymes.	
	I can trace the letters.	



Language game

Pick and Run

Objective : To practise vocabulary (vegetables, fruits, objects)

Time required : 20 minutes.

Nature of Game : Group

TLM : Any object/any fruit/any vegetable.

How

- Divide the class into two groups.
- Let them stand in two rows facing each other.
- The pictures of vegetables are spread in the centre.
- Two children, one from each group should be given the name of the same vegetable. If there is a carrot in group 1, there should be a carrot in group 2 also.
- The teacher calls the name of a vegetable. The children with that name from both the groups run to the centre, try to pick the picture of that vegetable and return to their places
- For each picture collected, the group gets one point.
- The game continues with other students.

Should

- Each pair should be given only one chance.
- The name should not be repeated.

If

- The child who fails to pick the right picture, may be allowed to say the names of five vegetables before you count ten. If he/she is able to say the names then give the group one point.

Also

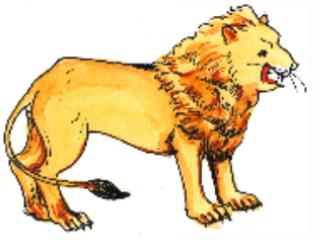
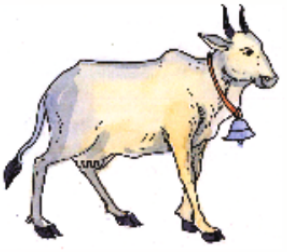
- The same game can be played with the names of fruits, animals or things around.

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3. Animals, Birds and Insects

T8A6G8

Which of the animals/ birds have you seen? Circle them.









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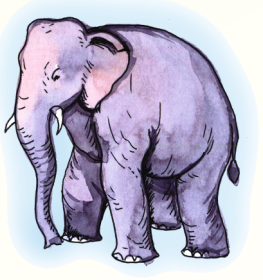
Trace the following.

í í í í í í í í í í

Identify the animals. Say their names after the teacher.



lion



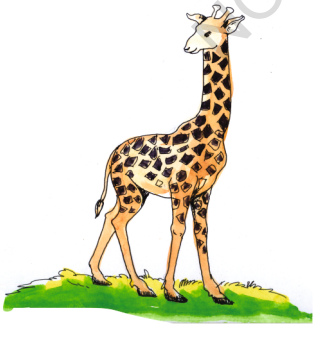
elephant



tiger



fox



giraffe



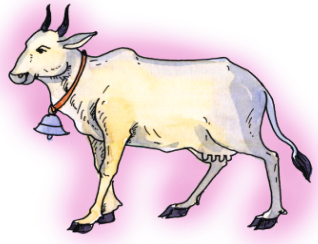
bear

@KTBS NOT TO BE REPUBLISHED

Trace the following.

ĵ ĵ ĵ ĵ ĵ ĵ ĵ

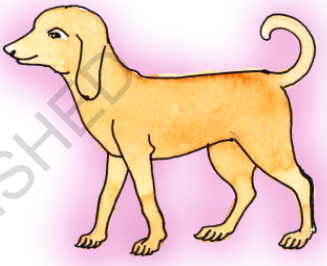
Identify the animals. Say their names after the teacher.



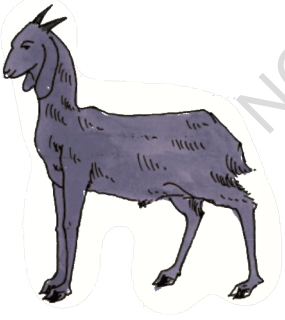
cow



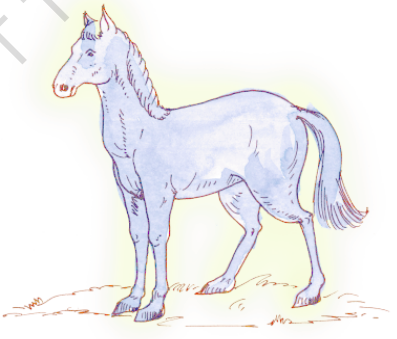
cat



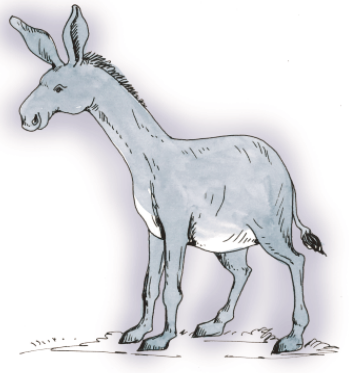
dog



goat



horse



donkey

@KTBS NOT TO BE REPUBLISHED

Trace the following.

k k k k k k k k

Identify the pictures. Say their names after the teacher



cock



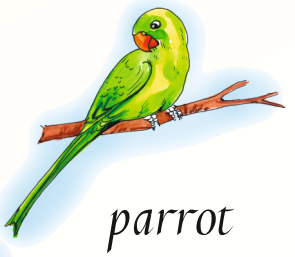
duck



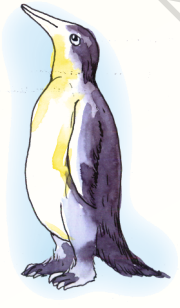
crow



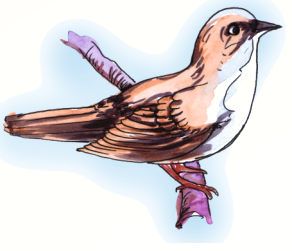
peacock



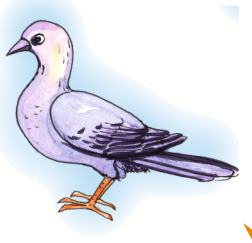
parrot



penguin



sparrow



pigeon

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Trace the following.

l l l l l l l l l l l

Identify the pictures. Say their names after the teacher.



fly



bee



ant



mosquito



butterfly



cockroach

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Trace the following.

m m m m m m m m m

Circle the first letter.

Example :

ant-		d	(a)	b	l
bee		e	b	l	r
cat		n	m	c	o
dog		d	n	o	s
elephant		x	o	e	n
fly		d	m	f	o
goat		e	g	n	s
cock		u	e	q	c
duck		d	c	o	k
cow		p	s	h	c
fox		a	f	n	s

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Trace the following.

n n n n n n n n n n



Draw along the dots. Colour them.
Can you make sounds like these animals and birds?

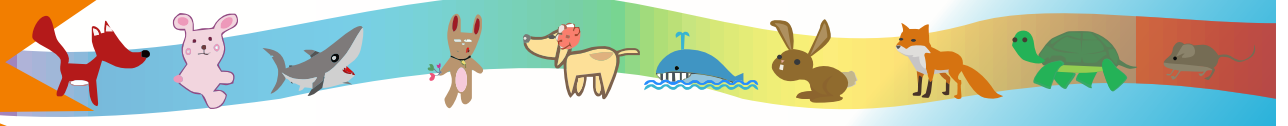








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Trace the following.

o o o o o o o o o o o o o o



Enjoy singing this rhyme.

We are the sheep

Baa, baa, baa.



We are the crows

Caw, caw, caw.



We are the dogs

Bow, bow, bow.



We are the cats

Meow, meow, meow.



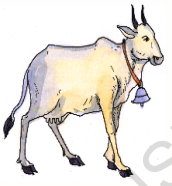
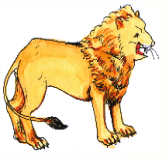
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Trace the following.

p p p p p p p p p p

Pick the odd one out.















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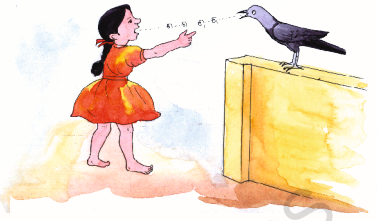
Trace the following.

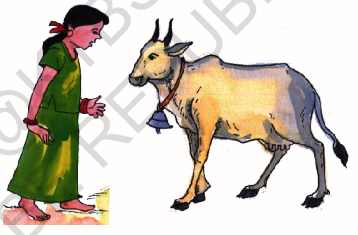
q q q q q q q q q

Enjoy singing.

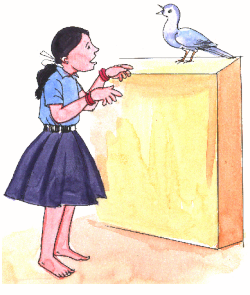


If I met a crow
I should say
caw - caw !





If I met a cow
I should say
Moo...moo!



If I met a dove
I should say
Coo- coo!

If I met a lamb
I should say
Baa- baa !





If I met a crocodile!!!
What should I say?
Why nothing at all !
I should just RUN AWAY !

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Trace the following.

r r r r r r r r

Who am I?

I'm very very big.

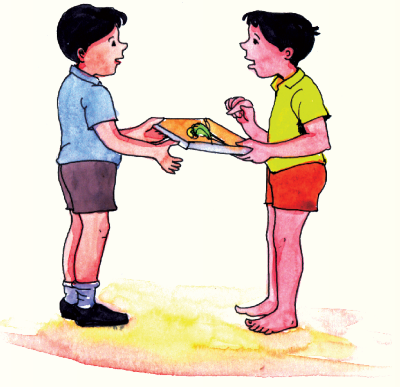
I like to eat peanuts and hay.

I have four legs and two big ears.

My long nose is called a trunk.

Who am I? . . . . . .

Learn to talk. Say after the teacher.



Babu : This is my picture book.

Sunil: Fine. What pictures are they?

Babu: Pictures of birds and animals.

Sunil: Can I have a look at them, please?

Babu: Yes, here you are.

Do you have any pet animal at home?

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Trace the following.

S S S S S S S S S S

Learn to talk.

Lakshmi : Which is your favourite bird?
Reena : Sparrow.
Lakshmi : I love parrots.



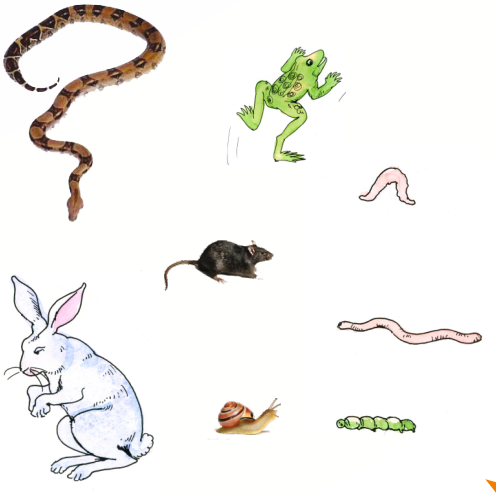
Continue to talk to your friends.

Student A: Which is your favourite .....?
Student B: I love . . . . . .

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Enjoy singing this rhyme.

Frogs jump, caterpillars hump
Worms wiggle, bugs jiggle
Rabbits hop, horses clop
Snakes slide, seagulls glide
Mice creep, deer leap
Puppies bounce, kittens pounce
Lions stalk, but I walk.





Trace the following.

t t t t t t t t t t



Say after the teacher.

cat	rat
bee	key
fox	box

duck	luck
sheep	beep
ant	pant

dog	log
fly	sky
cow	bow

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Look at the pictures and tell the names of the animals



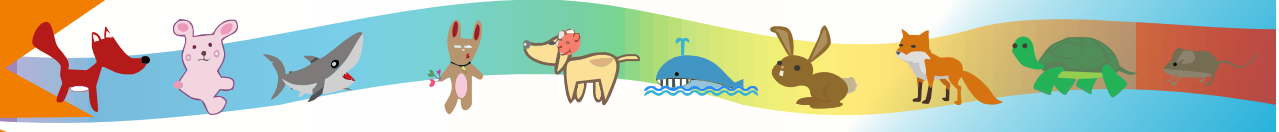














Trace the following.

u u u u u u u u

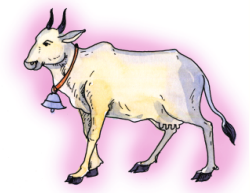
Draw or paste a picture of your favourite animal in the box.

@KTBS
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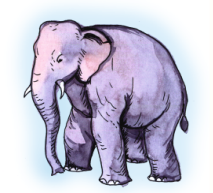
My corner

Assessment Activity.

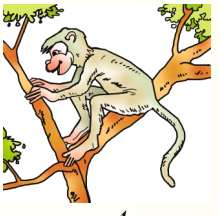
Read the words aloud.



cow



elephant



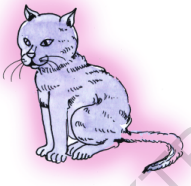
monkey



lion



tiger



cat



bear



duck

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My Progress

	Statements	✓ / ×
	I can tell the names of the animals	
	I can sing the rhyme.	
	I can tell the names of birds and insects.	
READ	I can read the dialogue.	



Language Game

Clap, Clap

Objective : To enable the students to learn the names of animals.

Time required : 20 minutes.

Nature of the game : Whole class

How

- Make the children sit in a circle.
- Select a topic (animals, birds, insects etc.)
- Ask each child to clap his/her hands twice and say one word related to the topic. Go on till you know that they have used all the words they know related to a topic.
- Change the topic and continue the game. For instance, if the first topic is animals, the second topic could be birds and so on.
- Before you change the topic you can ask the whole class to clap and say the names of all animals.

Should

- Each child should say only one name.
- The child who does not tell the name is out.

If

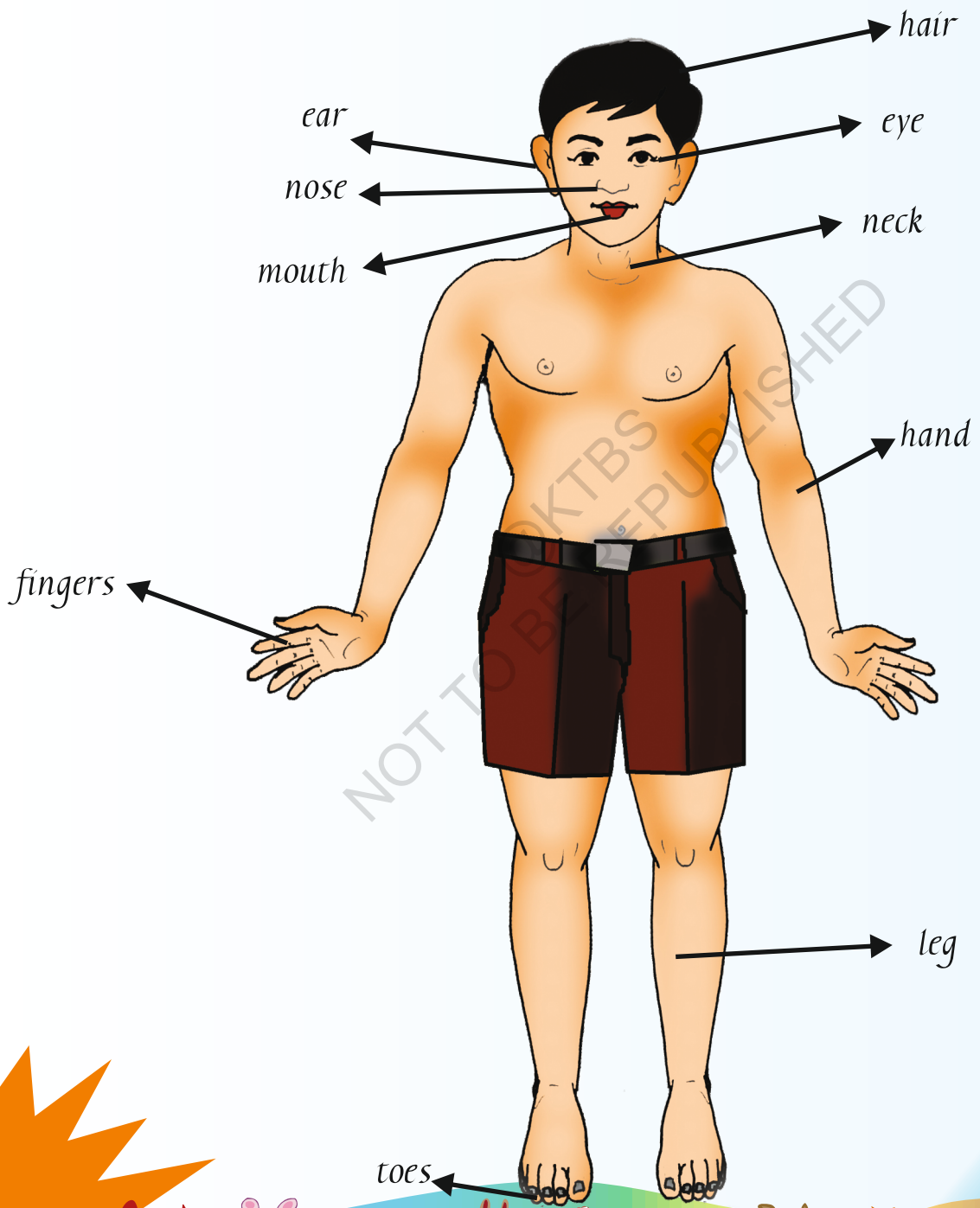
- The child who does not tell the name may be asked to jump like a monkey, roar like a lion etc.

Also

- The topic can change after every fifth object/name.
- Topics can be based on known themes like school, classroom, house, street etc.
- The action of clapping can be substituted with snapping the fingers, tapping the knee etc.

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4. Parts of the Body



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Trace the following.

V v V v V v V v

Enjoy singing.

Hop a little, jump a little

One two three,

Run a little, skip a little

Tap one knee,

Bend a little, stretch a little

Nod your head,

Yawn a little, sleep a little

In your bed.



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Trace the following.

W W W W W W W W W W

Do as your teacher says.

Nod your head.

Touch your eyes.

Lift your hands.

Touch your nose.

Jump up.

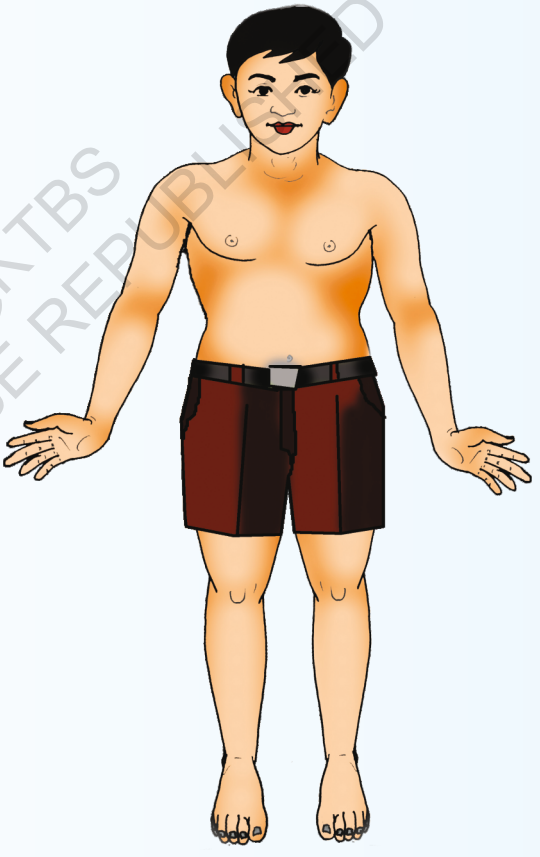
Close your eyes.

Bend down.

Show your tongue.

Lift your right hand.

Touch your stomach.



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Trace the following.

x x x x x x x x x

Enjoy singing with action.

Clap your hands.

Clap your hands.

Listen to the music and

Clap your hands.



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Now make your own rhyme.

Stamp your feet.

Blink your eyes.

Jump up high.

Bend sideways.

Trace the following.

y y y y y y y y y y

Look at the pictures and say the sentences.

1. We see with our 

2. We smell with our 

3. We work with our 

4. We taste with our 

5. We hear with our 

6. We walk with our 

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Trace the following.

Z Z Z Z Z Z Z Z Z

Listen to the teacher and do the action.

Number one, touch your tongue.

Number two, touch your shoe.

Number three, touch your knee.



Number four, touch the floor.

Number five, jump up high.



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Trace the following.

A A A A A A A A

Enjoy singing.

If you're happy and you know it,

Clap your hands.

If you're happy and you know it,

Clap your hands.

If you're happy and you know it,

And you really want to show it,

If you're happy and you know it,

Clap your hands.

If you're happy and you know it,

Stamp your feet....

If you're happy and you know it,

Blink your eyes....





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Trace the following.

B B B B B B B

Say after the teacher.

hand	sand
head	bed
hair	pair

leg	egg
eyes	ice
ear	hear

nose	toes
tongue	sung
finger	singer

Colour the picture.

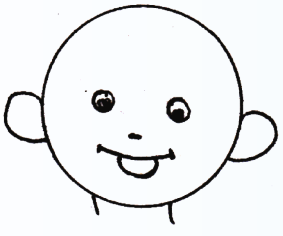


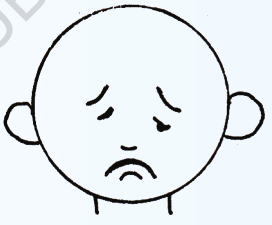
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Trace the following.

C C C C C C C

Which face do you like : a happy face or a sad face?
Draw the picture.





@KTBS
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Trace the following.

D D D D D D D D

Paste Your Photograph - happy or sad.

@KTBS
NOT TO BE REPUBLISHED

My corner

Assessment Activity

Solve the riddle.

I am a part of your hands
I am ten in number
Who am I?



I am a part of your legs
I am ten in number
Who am I?

I am on your head
I grow long as you cut me
Who am I?

I am a part of your fingers
You cut me as I grow
Who am I?

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My progress:

	Statements	✓ / X
	I can say the parts of the body.	
	I can sing the rhymes.	
	I can draw a face.	
	I can read words related to the. parts of the body.	

Join the letters and colour the picture 



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Language Game

Stop And Say

Objective : To practise names of parts of body

Time required : 10 minutes

Nature of the game : Group

TLM required : Cards with names of parts of body

How

- Make the children form a train. Let them move like a train.
- Make two gates making use of four children on the path of the moving train.
- The gates will close when the teacher claps.
- The train should stop at the gates and students read the display board there.
- Every time the train stops at the gates display a new picture card showing a part of the body.
- The name could be written on the card.
- The people in the train see the card and say what it is.
- Repeat the game with different pictures.
- Ask them to sing a rhyme as the train moves.

Should

- Every body should join in saying the rhyme when train moves.
- After every round of movement, four other children should form the gates, allowing the children there to be a part of the train

If

- If the people in the train are not able to read the pictures/words within two seconds, they should move.
- The same cards will be displayed even for the next round, to help them read the cards.

Also

- A different picture card can be used each time. (fruits/animals)
- You can also use word cards instead of picture cards in higher classes.

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STORIES FOR LISTENING

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Listen and enjoy.



One day, a hungry lion was looking for food. He could not get anything to eat. At last, he saw a goat eating grass on a high hill. He could not climb the hill.

"Hello, Goat!" he called out. "Why dont" you come down and taste the grass here? "It's much sweeter than the grass up there." But the goat was clever too. He knew that the lion wanted to eat him.

"Thank you very much," said the goat. "The grass may be sweeter down there. But I would rather live and eat the grass up here."

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A CLEVER DONKEY

Listen and en joy.

A wolf was trying to catch a donkey.
The donkey saw this. He told the wolf,
"You can eat me.
But before that please





remove the thorn in my foot. It may trouble you. "The wolf bent down to see."

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The donkey kicked the wolf as hard as he could and ran away.





The other donkeys were very happy.
They said, "You are very clever."
The wolf felt foolish.

A FOOLISH DONKEY

Enjoy listening to the story.



A donkey made friends with a fox. Together they went to a sugar cane field. They ate sugar cane.



They were very happy. The donkey wanted to sing after a good meal. The fox asked the donkey not to sing and alert the farmers. But the donkey did not care for the advice.



He started singing happily. The fox ran away. The farmers heard the donkey singing. They came running. They beat the donkey and chased away.

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THE SKY IS FALLING!

Enjoy listening to a story.

A hare heard a loud sound.
It was frightened.
It shouted,
"The sky is falling!"





Other animals heard this.
They saw the hare running.
They were frightened too.

All of them started running. A lion saw them running. He asked, "Why are you running?"
They said, "The sky is falling!
So we are running."
"Where is the sky falling?"
"here!" they showed.





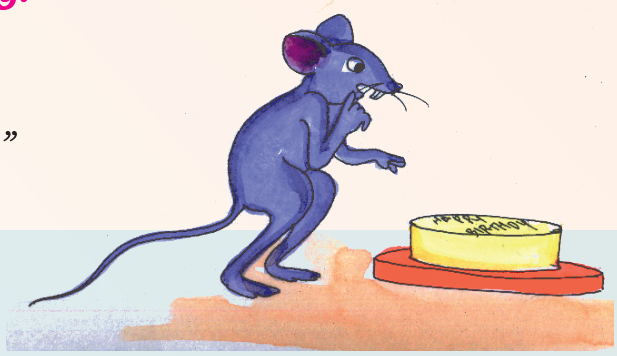
The lion went there to see.
He saw only a dry branch
of a fallen tree.
"So that is the sky!" he laughed.
The other animals too laughed.
They all returned to their homes.

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THE RAT AND THE CAT

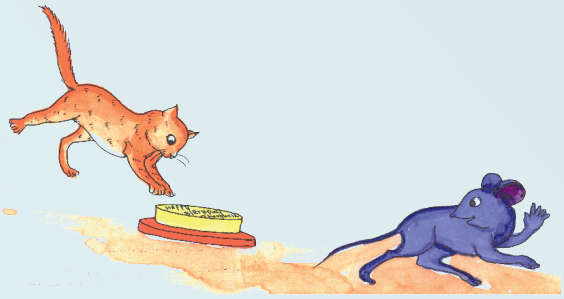
Enjoy listening to this story.

A rat saw a piece of cake.
"I will take it home and eat it,"





she thought.
Just then a cat came by.
She jumped and caught
the rat by the tail.



The clever rat did not cry.
She just smiled at the cat.
"It's too bad that you got me,"
said the rat.

"But you didn't get the cake.
That cake looks good. My friends do need food.
Now they can eat the cake."
The cat let off the rat and jumped on the cake.
The rat ran away. "Good-bye, Cat,"said the rat
when she was in her hole, "you may eat the cake
if you want to. But you shall not eat me! "

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