Mridang

Textbook of English for Class 1

Part - I

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Foreword

India has a rich tradition of nurturing the holistic development of children during their most formative years. These traditions provide for complementary roles for the immediate family, the extended family, the community, and formal institutions of care and learning. In addressing the first eight years of a child's life, this holistic approach — which includes the cultivation of *sanskar* which are passed on from generation to generation — has a critical and positive lifelong influence on every aspect of a child's growth, health, behaviour, and cognitive capabilities in the later years.

Considering the importance of the early years in a child's lifelong development, the National Education Policy 2020 (NEP 2020) envisioned a 5+3+3+4 curricular and pedagogical structure as providing a much needed focus on formal education and childcare in the country during the first five years corresponding to ages 3-8, naming it the Foundational Stage. Classes 1 and 2 form an integral part of this Foundational Stage, continuing from the ages of 3-6 years, in which a child's holistic growth is taken care of in *Balvatika*. An individual's lifelong learning, social and emotional behaviour, and overall health depend deeply upon the experiences gained during this critical Foundational Stage.

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The Policy thus recommended developing a National Curriculum Framework specifically for this Stage, which would comprehensively guide the whole education system toward providing high-quality education in children's early years, thereby carrying this momentum forward to the other later stages of school education. Based on the principles and objectives enunciated under NEP 2020 — as well as on research from a range of disciplines (including neuroscience and early childhood education), on experiences and accumulated knowledge from the ground, and on the aspirations and goals of our Nation — the National Curriculum Framework for Foundational Stage (NCF-FS) was developed and released on 22 October 2022. Subsequently, textbooks have been developed to bring to life the curricular approach of the NCF-FS. The textbooks attempt to connect to the children's real life by recognising their learning in the classroom and the significant learning resources in the family and the community.

The approach in the NCF-FS is also resonant with the *Panchkoshiya Vikas* (the development of the five sheaths of human personality) as elucidated in the *Taittiriya Upanishad*. The NCF-FS enunciates the five domains of learning, i.e., physical and motor; socio-emotional; cognitive; language and literacy; and cultural and aesthetic, which map to the Indian tradition of *Panchkosh* consisting of five *kosh* viz. *Annamaya*, *Pranmaya*, *Manomaya*, *Vijnanmaya* and *Anandmaya*. Besides, it also focuses on integrating a child's experiences at home with the knowledge, skills, and attitudes that would be developed within the school's precinct.

The NCF-FS, which covers Classes 1 and 2, also articulates a play-based approach to learning. According to this approach, books form an essential part of the learning process; however, it is also important to understand that books are only one among many pedagogical tools and methods, including activities, toys, games, conversation, discussion, and more. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes critical. Thus, the book in hand must be seen as an instrument to promote a play-based pedagogical approach in its entirety for this age group of children.

The present textbook attempts to provide competency-based content in a simple, interesting, and engaging manner. The endeavour has been to make it inclusive and progressive by breaking several stereotypes through the presentation of text and illustrations. The child's local context, which includes traditions, culture, language usage, and rootedness in India and is central to students' holistic development, has been reflected in the books. An effort has been made to make it engaging and joyful for the child. The book integrates art and craft to help children appreciate the aesthetic sense inherent in such activities. The textbook provides children with situational awareness to understand the underlying concepts relating to them in their own contexts. Though light in terms of content, this textbook is rich in substance, providing varied experiences and integrating play-way methods of learning through toys, games, and a variety of other activities. It includes questions that will help children develop critical thinking and problem-solving abilities. Besides, the textbook has rich subject matter and activities to help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add/adapt content with local perspectives in the versions that they may develop as per the recommendations of NEP 2020.

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The NCERT appreciates the hard work done by the committee set up to develop the syllabus and learning-teaching material for the foundational stage. I thank the Chairperson of this committee, Professor Shashikala Wanjari, and all other members for completing this task in time and in such an admirable way. I am also thankful to all the institutions and organisations which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee, for their timely and valuable suggestions.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, the NCERT looks forward to critical comments and suggestions from all its stakeholders to further improve upon this textbook.

Professor Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

27 January 2023
New Delhi

About the Book

Language is not only a medium of communication but also a vehicle for the continuous development of human beings. As per the *National Education Policy (NEP) 2020*, language plays an important role in promoting national development and contributes to the development of a just society. This policy has given much importance to the development of language and literacy in the education of children as these create a foundation for the learning of other subjects. NEP 2020 focusses on developing the skills of learning to learn, problem-solving, logical reasoning, critical thinking and creative thinking along with language development at the Foundational Stage.

In consonance with the approach advocated by the National Curriculum Framework 2022 and for Language Education and Literacy at the Foundational Stage, children learn concepts faster in their home language. Therefore, the primary medium of instruction would optimally be the child's home language, mother tongue or familiar language. Hence, here English is considered as second language (L2). Accordingly a communication-focused approach has been adopted in the English textbooks. The aim of this book is to enable the child to develop strong oral language skills (adequate vocabulary and oral expression skills) by the end of Foundational Stage. In addition to oral language development, written language is also being introduced to the learner in a gradual and sequential way. The textbook takes into consideration the curricular goals, competencies and learning outcomes mentioned in the NCF-FS 2022 and the syllabus developed for the Foundational Stage.

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Children learn through observation, imitation and collaboration. They also learn through concrete experiences, using their senses and acting upon the environment; this has been kept in mind while developing the textbook. The content included in this book is drawn from the experiences of children and is suitable for their developmental needs as it provides ample opportunities for imagination, storytelling, art, music and play. The content is also supported with art-integrated and cross-curricular based activities which makes learning fun for the child as well as reflects the life of and around the learner. Both prose and poetry are centered around the themes of self and society, toys and games, health and hygiene, cleanliness, environment, travel, culture,

national identity and patriotism and the values pertaining to Global Citizenship Education (GCED). Further, the textbooks also encourage the teachers to go beyond the content and use a variety of relevant learning–teaching material depending on the context and the cognitive appropriateness of their learners.

Illustrations are of primary importance and more so in a second language textbook, they are not mere add-ons to the textbooks, but are integral to it. Through this book, the learners are given ample exposure to the alphabet (both small and capital letters). Gradual progression in writing from drawing and labelling, simple words to simple phrases and then to simple sentences has been followed. Plenty of picture-stories as well as colourful and relevant illustrations support all the texts throughout the book to augment their comprehension. In addition to that, illustrations also provoke the learner's critical thinking.

An effort is made to present language-learning as a holistic process of thinking, listening, observing, speaking, reading, imagining and writing. So, a reading activity may be followed by a drawing task or an oral discussion or could be preceded by a discussion on a picture and so on. A variety of activities, tasks, songs, poems and stories help the learner comprehend and practice the concepts. These are done through various sections, like 'Let us sing', 'Let us speak', 'Let us read', 'Let us draw', and 'Let us write'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

The curricular goals (CG as mentioned in NCF-FS) have been addressed in the textbook. CG 9.1 'listens to and appreciates simple songs, rhymes and poems' finds ample reflection in the action songs and engaging short poems in every unit. Young learners are encouraged to think of rhyming words, which addresses CG 9.2. Words related to familiar objects and events from day-to-day life are found in all the lessons in this textbook. This is related to CG 9.7—'knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary'. Further, there are exercises provided for young learners to engage in meaningful conversation, which is very important in L2. CG 9.3 rightly addresses 'converses fluently and can hold a meaningful conversation'.

One of the highlights of the book is the focus on communication in each unit, in the subsection titled 'Let us speak'. The objective of the activities is to encourage conversation and develop the child's confidence

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in speaking in English, so that the child will move progressively towards independent engagement with English language.

Activities such as 'Join the dots in alphabetical order' is an example of an instruction that the child needs to understand to complete a given task, as indicated in CG 9.4. Interesting stories in simple language are provided in the textbook in accordance with CG 9.5 and CG 9.6 which covers comprehension and narration of stories and identification of characters. A lot of exercises related to phonological awareness have been introduced at regular intervals throughout the book, to address CG 11.1. Phonological awareness is the ability to discriminate between similar sounding words. Since a child who is phonologically aware is more likely to become a successful reader, it was important to find ways of developing this awareness through tasks given in the textbook. Most importantly, children are encouraged to have fun and play with words.

One of the major recommendations of NCF-FS 2022 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible and acceptable way. This has been achieved through aptly placed illustrations, Indian ways of greetings like '*Namaste*' in 'Greetings', exposure to a variety of Indian foods from across the country in the lesson 'Eating Together', exposure to a variety of fruits and vegetables found in India in the lesson 'A Visit to the Market', and so on.

Chapter 1 of Unit 1 titled 'My Family and Me', talks of parts of the body with an emphasis on hygiene; it also helps children to associate actions with words. Chapter 2 inculcates politeness by introducing the various ways of greeting others, including '*Namaste*'. Chapter 3 introduces young learners to the concept of family, through a story of a sparrow family, enabling them to learn words related to family members.

Unit 2 titled 'Life Around Us', introduces children to the animals and birds in the surroundings. In Chapter 2, children learn the prepositions 'up' and 'down' through the familiar Indian folktale 'The Cap-seller and the Monkeys'. Chapter 3 emphasises rhyming words, throught the comic strip 'Catch me if you can'. Chapter 4 introduces young learners in the farm and around the home.

Unit 3 titled 'Food' in Chapter 1, provides a glimpse of the variety of fruits, vegetables and flowers found in our country. Chapter 2 titled 'The Food we Eat' emphasises having respect for food, importance of

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saying a short prayer before eating meals, and addresses the diversity of food in our country.

Unit 4 titled 'Seasons' in Chapter 1 discusses the various seasons, and the changes in temperature, items of clothing, etc. Chapter 2 has a beautiful story on the colours of the rainbow. The chapter ends with the colouring of the national flag.

Multilingualism has been interwoven into the tasks and activities with specific guidelines to the teacher, wherever required. This facilitates the learner to move progressively from the home language to English. It also helps to shift from teacher-driven classroom to learner-centric classroom.

This book aids in the holistic development of the learner. The chapters aim at stimulating development of socio-emotional domain of children, through poems and narratives related to their family, neighbourhood and community.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya, Pranamaya, Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' sections given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources.

This textbook is not the only source of learning. Children learn much more while observing the environment around them, talking to peers and elders including grandparents, making things of their interest, watching TV, playing with mobile, toys and games, listening stories, poems, doing projects, visiting places of cultural importance and travelling. Therefore, we, as teachers or parents, need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. Education of our children is seen as our collective responsibility.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

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

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Unit 1

My Family and Me

Chapter 1

Two little hands

Let us sing

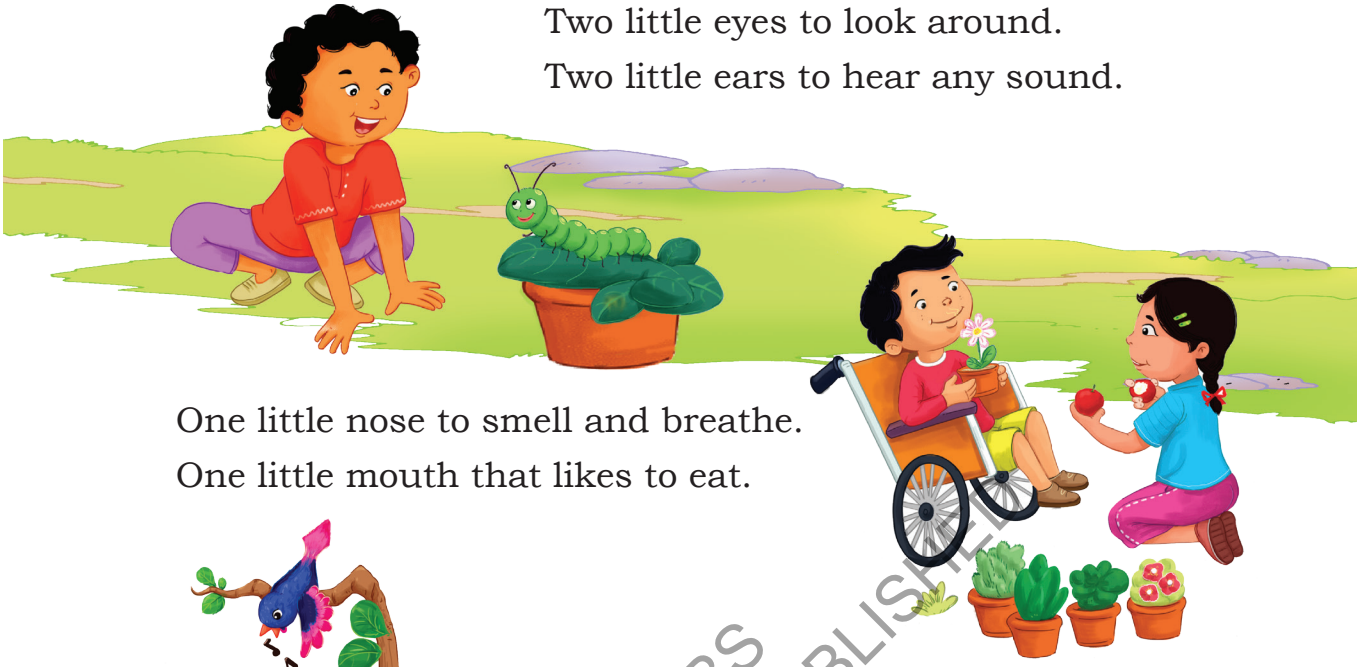
Two little hands
go clap, clap, clap.

Two little legs
go tap, tap, tap.

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Two little eyes
are open wide.

One little head
goes side to side.



Two little eyes to look around.
Two little ears to hear any sound.

One little nose to smell and breathe.
One little mouth that likes to eat.



Hands to clap, legs to walk
Nose to smell, mouth to talk
Head to move, eyes to see
I have a little body that belongs to me.

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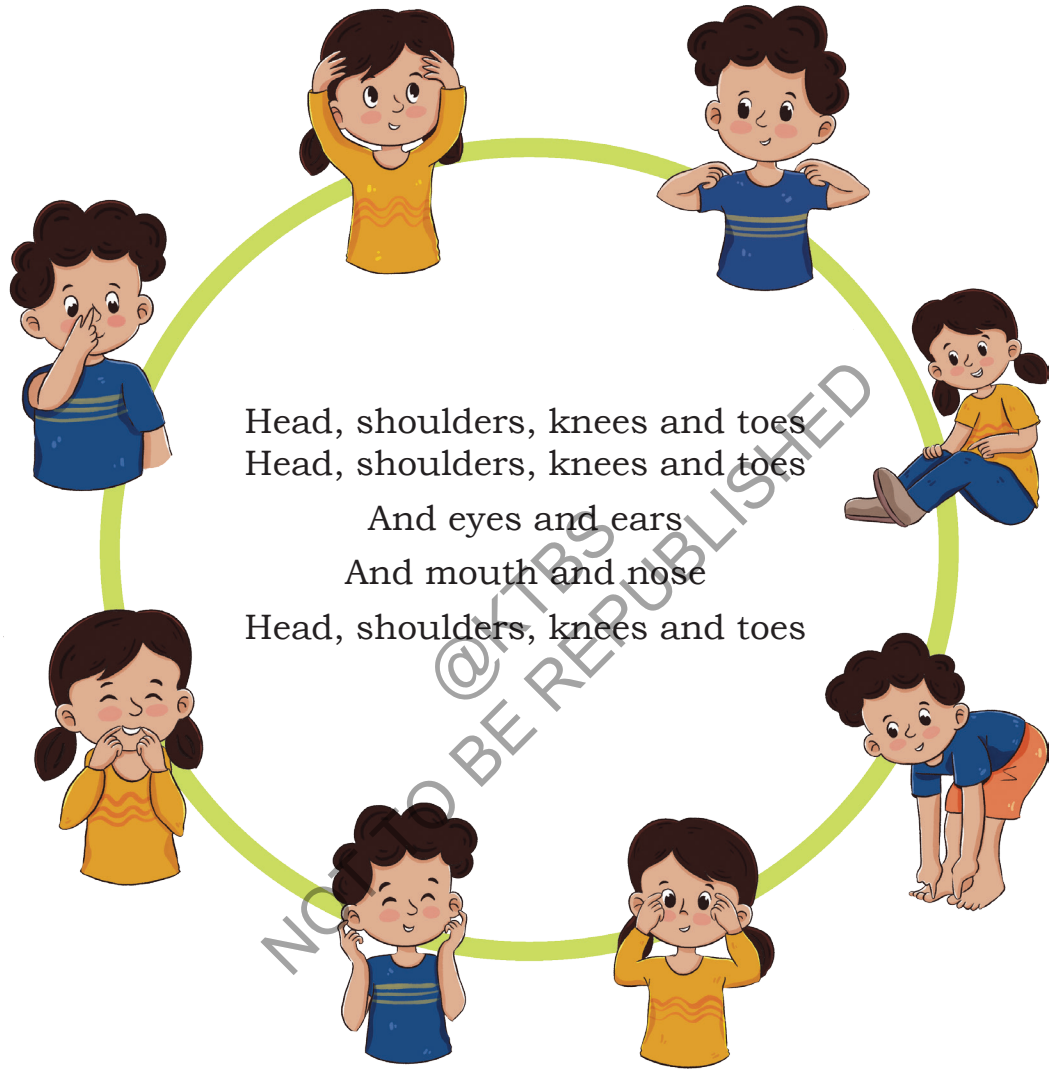
Sight words
| one | to

New words
hand | leg | head | eye | ear | nose | mouth

Note to the teacher

- Use different combinations and variations for the activity. For instance, while reciting the poem, you may say 'two little hands go...' and remain silent while continuing to clap.
- Write sight words and new words on the board.

Parts of the Body



Head, shoulders, knees and toes
Head, shoulders, knees and toes
And eyes and ears
And mouth and nose
Head, shoulders, knees and toes

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Note to the teacher

- As children sing, they touch the part of the body referred to.
- This song may be repeated till the child learns the part of the body.
- New ways of reciting could be thought of by the teacher.



Let us speak

A. Repeat after the teacher

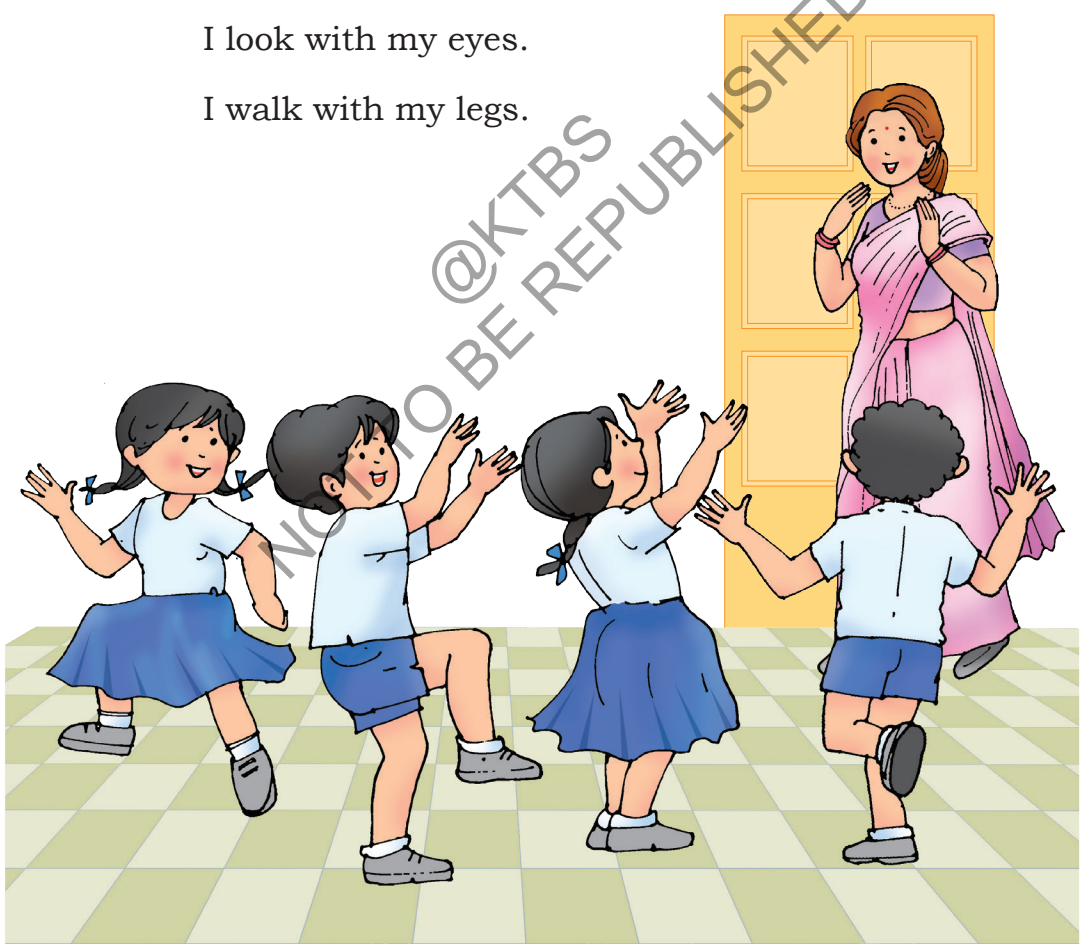
Teacher: I clap with my hands.

Children: I ...

I tap with my feet.

I look with my eyes.

I walk with my legs.



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B. Talk in pairs

Ask your partner questions such as the ones below.

Nitin: What is this?

Neha: This is my nose.

Neha: What are these?

Nitin: These are my shoulders.

Nitin: What is this?

Neha: This is my mouth.

Neha: What are these?

Nitin: These are my ears.

Nitin: What is this?

Neha: This is my mouth.

Neha: What are these?

Nitin: These are my hands.

Nitin: What are these?

Neha: These are my legs.

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Note to the teacher

- Teacher demonstrates the actions and says the sentence, and children repeat after her. Then each child says one sentence in sequence, till every child in the class gets a chance to speak.

Match the parts of the body with their pictures.



Head

Nose



Eye

Ear



Cheek

Hand



Tongue

Arm



Mouth

Foot



Leg











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Note to the teacher

- Using the picture, say aloud the parts of the body pointing to each one.
- As children repeat after you, let them also point to the corresponding body part.

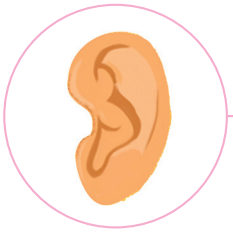


Let us read

Look at the pictures. Read the word, then read the sentence.



Eyes — I see with my eyes.



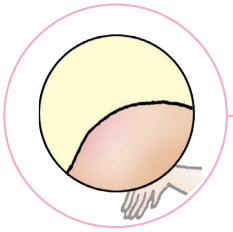
Ears — I hear with my ears.



Nose — I smell with my nose.

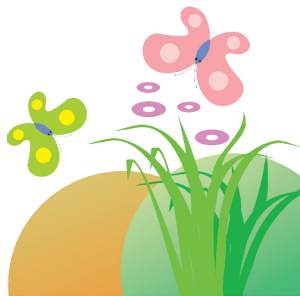


Mouth — I eat with my mouth.



Skin — I feel with my skin.

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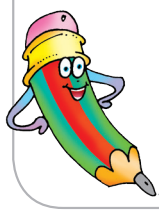


Let us do

My hand

Place one palm in the centre of the box given below. With your other hand, draw an outline. Decorate the hand with colours, coloured paper bits, bindis or anything else.

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Now compare your drawing with your friend's drawing.



Let us do

Washing hands



1. Open the tap or pour water on your hands.



2. Rub soap on your hands.



3. Wash between the fingers.



4. Rinse your hands again.

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Note to the teacher

- Let the students listen to the instructions one by one and do accordingly.

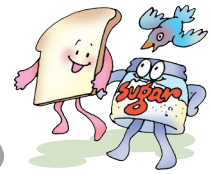


Let us sing

Alphabet song



A B C D E F G H I J K L M N O P
L M N O P Q R S T U V W X Y Z
X Y Z, Sugar on bread
Next day morning, come to me
We will learn the A B C...
Happy, happy we shall be
When we know the A B C....



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Let us write

A. Write the letters

A a B b C c D d E e F f

A a B b

C c D d

E e F f

Note to the teacher

- Before the above exercise, make letter flash cards to indicate directions when tracing the letters.
- Provide extra practice if necessary.



Let us sing

A. Sing the alphabet (phonics) song for these letters before you start reading the words.

You may sing it in this way:



a is for ant .... a.... a.... ant



b is for bag .... b.... b.... bag

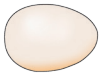
c is for cat .... c.... c.... cat





d is for dog .... d.... d.... dog

e is for egg .... e.... e.... egg



f is for fish .... f.... f.... fish



g is for goat .... g.... g.... goat

h is for hut .... h.... h.... hut





i is for ice-cube .... i.... i.... ice-cube

j is for jug .... j.... j... jug



k is for kite .... k.... k.... kite



l is for lion .... l.... l.... lion

m is for mango .... m.... m.... mango







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n is for nose .... n.... n.... nose





o is for orange .... o.... o.... orange

p is for parrot .... p.... p.... parrot





q is for quilt .... q.... q.... quilt

r is for rat .... r.... r.... rat



s is for sun .... s.... s.... sun



t is for table .... t.... t.... table

u is for umbrella .... u.... u.... umbrella





v is for van .... v.... v.... van

w is for well .... w.... w.... well



x is for x-ray .... x.... x.... x-ray



y is for yarn .... y.... y.... yarn



z is for zebra .... z.... z.... zebra





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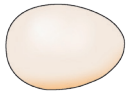
Note to the teacher

- Draw attention of the children to the initial sound of each word. Help each child say the word aloud focusing on the initial sound.



Let us speak

Letter sounds

a	b	c	d	e
 axe	 bag	 cart	 den	 egg
 ant	 bee	 cap	 door	 ear
 arm	 boy	 cat	 dog	 elephant

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Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.

Notice the initial sounds of the words in each row. Find the odd one out.

1



bag

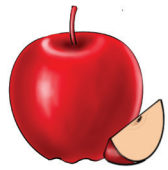


cap



balloon

2



apple

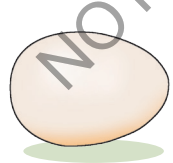


ant



clock

3



egg



dog



drum

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Note to the teacher

• Provide regular and frequent practice of the above exercise.

Chapter 2

0123CH02

Let us read

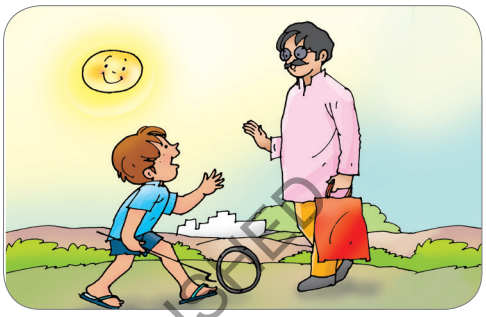
Greetings

When I meet someone,
I say '*Namaste*'.





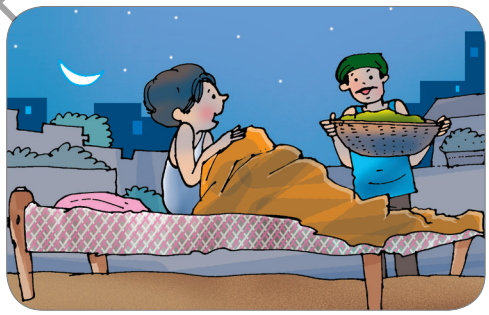
When I meet someone in the morning, I say 'Good morning'.



When I meet someone in the afternoon, I say 'Good afternoon'.



When I meet someone in the evening, I say 'Good evening'.



When I go to bed, I say 'Good night'.

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Note to the teacher

- Ask the children how they greet others in their mother tongue. E.g. '*Namaskar*', '*Vanakkam*'. Familiarise children with the phrases used for greetings in English.



Let us write

A. Match the pictures with the sentences.

I comb my hair.



I see my teacher.



I eat my food.



I hear the bell ring.



I walk to school.



I play football.



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Note to the teacher

- Read the sentences aloud for the children.
- Ensure that the children learn the action words such as—combing, eating, seeing, saying, hearing.



Let us write

A. Write these letters

Sing the ABC song again.

Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Gg Hh

Ii Jj

Kk Ll

Mm Nn

Oo Pp

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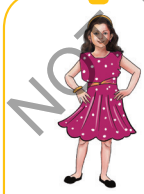
Note to the teacher

- Before doing the above exercise, make letter flash cards to indicate directions when tracing the letters.



Let us speak

Letter sounds

f	g	h	i	j
 fox	 goat	 house	 iron	 jacket
 foot	 gate	 hand	 ice	 jackfruit
 fish	 girl	 hut	 inkpot	 jug

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Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.



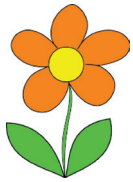
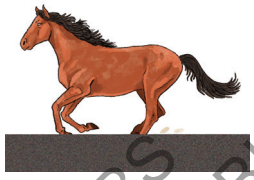
A. Say aloud each letter. Then encircle the picture which begins with the same letter sound.

g

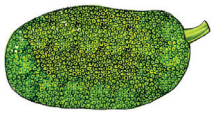




f

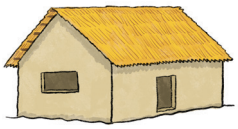

j





h





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Note to the teacher

- Provide regular and frequent practice of the above exercise.

Hop a Little

Hop a little,
jump a little,
one two three.



Stamp a little,
skip a little,
tap one knee.

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Dance a little,
twist a little,
shake your hand.





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

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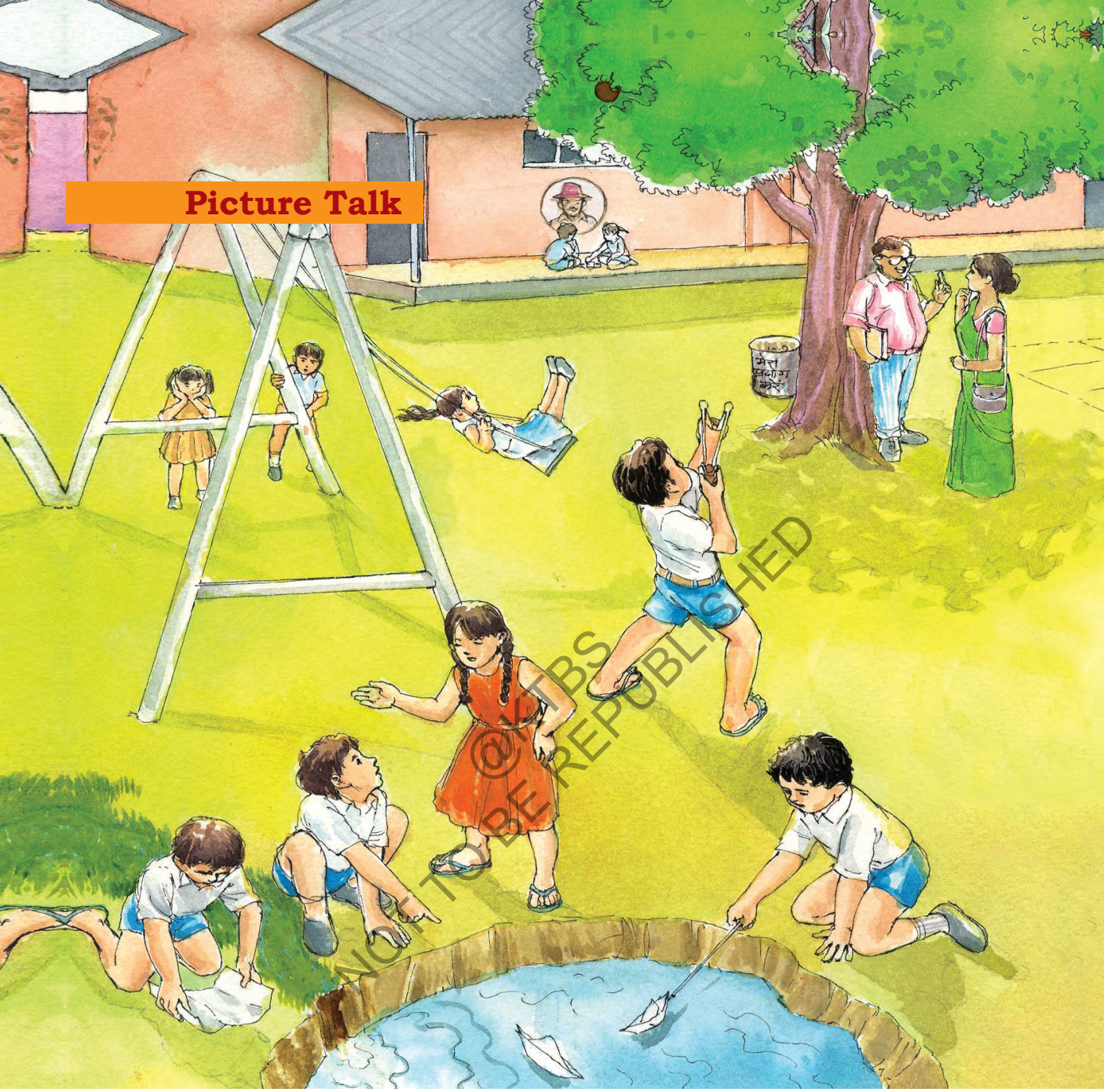
New words

hop | jump | stamp | skip | tap
dance | twist | shake | yawn | sleep

Note to the teacher

- Sing the rhyme aloud in tune with actions. Encourage the children to repeat after you.
- Help the children associate actions with the words like hop, skip, jump, etc.
- Introduce other action words like run, walk, sit, stand and stretch.

Picture Talk



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Note to the teacher

- Give children enough time to observe the picture. Encourage the child to speak and answer the questions, even if they speak in their home language. Help them find English words.



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1. How many children are there in the picture?
2. What games are they playing?
3. Which is your favourite game?
4. Some children in the picture are not playing games. What are they doing?

Match the actions with the pictures

They are dancing.



She is jumping.



He is yawning.



She is hopping.



They are walking.



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Seema is running.



Kumar is stretching.



The dog is sleeping.



Vittal is bending.



The boy is skipping.



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Let us play

Hopscotch

Your teacher will help you draw the picture on the floor.
You have to take turns to jump and hop. Jump with one foot in each box.
Start with 1. Go till you reach number 7. Then turn around and come back.
If you put your foot outside the box, then you are out!



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When you were playing one round
Did you jump?
Did you hop?
Did you have fun?
Did you count the numbers while playing?

Note to the teacher

- You may make children play this game with variations— changing the shape, using letters instead of numbers, and so on.



Let us write

A. Look at the picture and fill in the words from the boxes

dance	hop	skip	sleep	bend	jump	eat





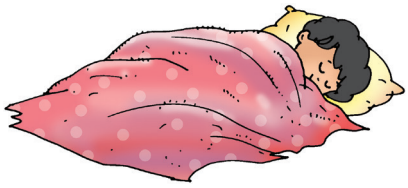


h
s p
b e d
p n
e









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B. Write the missing letter to complete each word



p___n



c____t



d____g



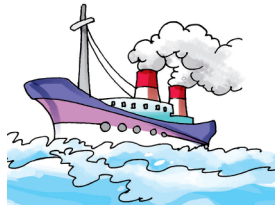
t___n



st____r



b____s



sh___p



j____g



f____x

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Let us speak

Letter sounds

k	l	m	n	o
 kettle	 leaf	 mouth	 nine	 owl
 kite	 lion	 mango	 nest	 ox
 key	 lemon	 mouse	 nose	 orange

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Note to the teacher

- Draw the attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.

A. Notice the initial sounds of the words in each row. Find the odd one out.

1


cap


mouse


mango

2


lion


lamp


hand

3


nest



six



nine

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Play time

1. Can you do this?
   - Without using your hands turn the pages of your book one by one.
   - Sit with your partner. Look at each other's eyes and see who blinks first.



Let us write

A. Write these letters.

Sing the ABC song again.

Q q R r S s T t U u

V v W w X x Y y Z z

Q q R r

S s T t

U u V v

W w X x

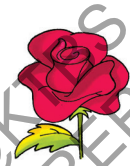
Y y Z z

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Note to the teacher

- Before the above exercise, make letter flash cards to indicate directions when tracing the letters.

Letter sounds

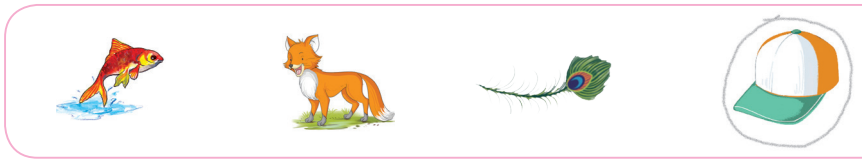
p	q	r	s	t
 pencil	 question mark	 rainbow	 spoon	 ten
 pot	 quilt	 rose	 swan	 tomato
 parrot	 quill	 ring	 seven	 table

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Note to the teacher

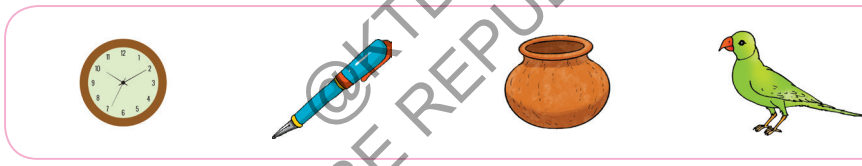
- Draw the attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.
- Provide regular and frequent practice of the above exercise.

A. Say the words aloud. Circle the picture with different starting sound. The first one is done for you.

1 

2 

3 

4 

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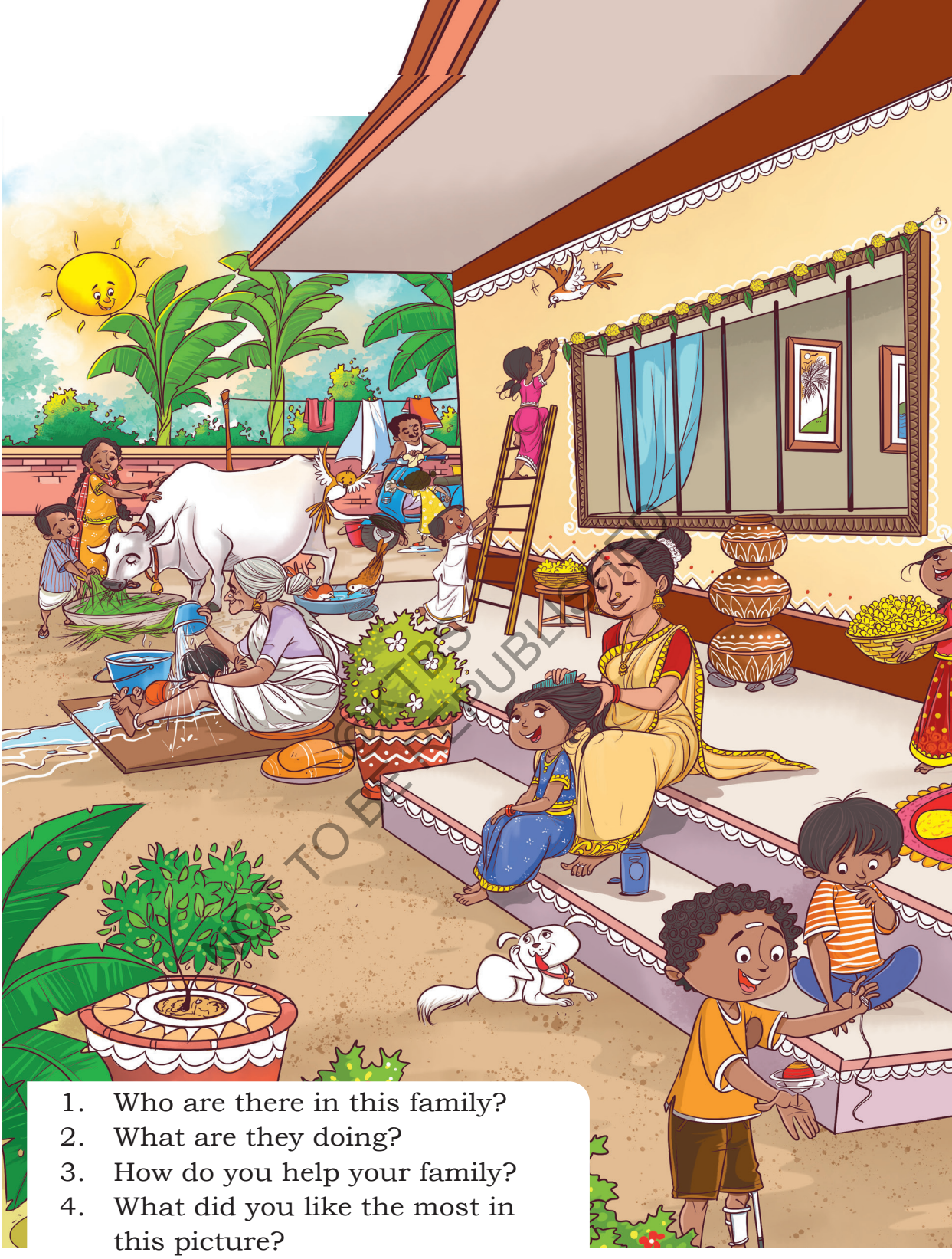
Play time

B. Hold this page in front of a mirror. Do they look the same in the mirror?

H B

A C





1. Who are there in this family?
2. What are they doing?
3. How do you help your family?
4. What did you like the most in this picture?

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Note to the teacher

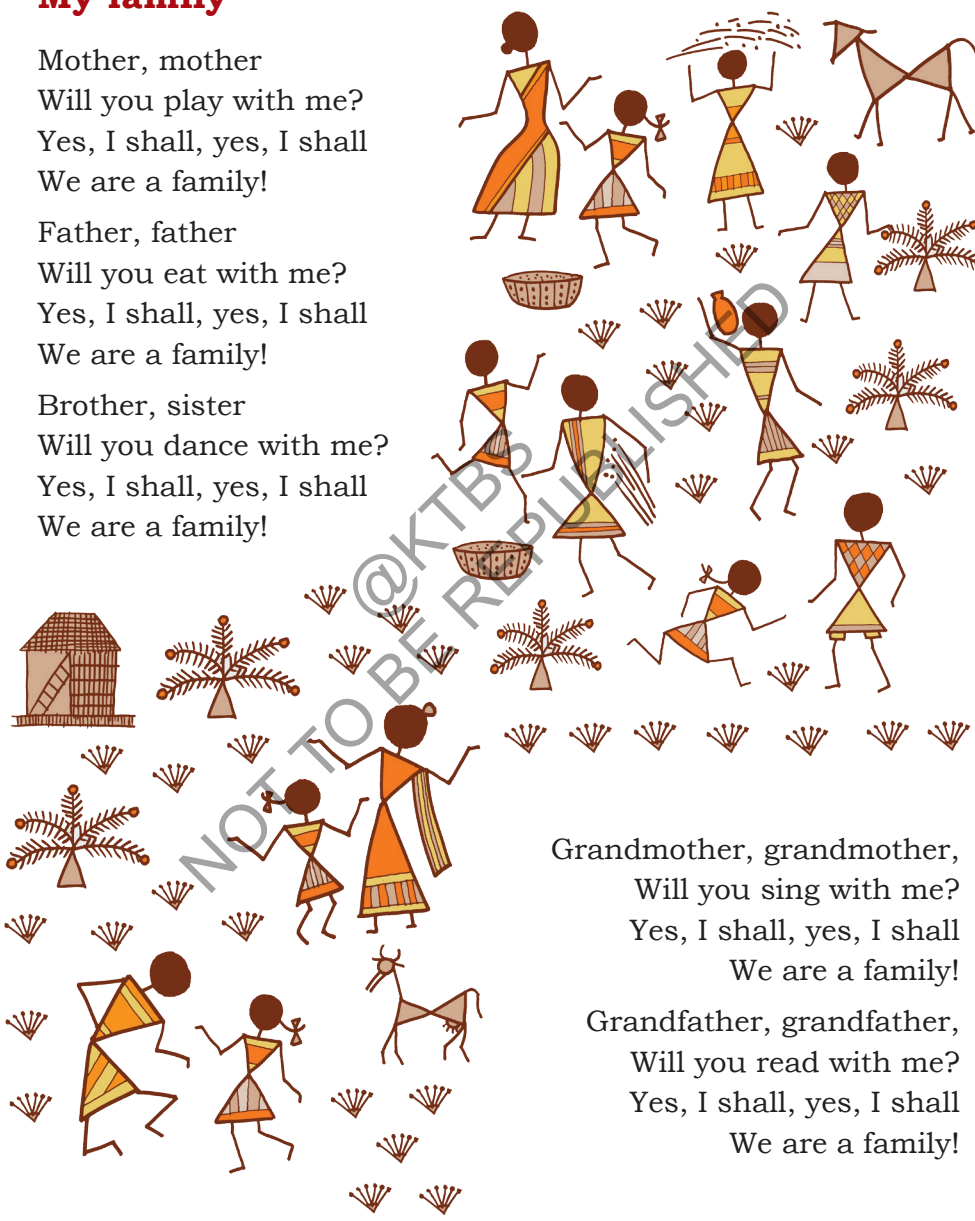
- Encourage the children to observe the picture carefully. Ask them to speak about their family. Support them to find English words.

My family

Mother, mother
Will you play with me?
Yes, I shall, yes, I shall
We are a family!

Father, father
Will you eat with me?
Yes, I shall, yes, I shall
We are a family!

Brother, sister
Will you dance with me?
Yes, I shall, yes, I shall
We are a family!



Grandmother, grandmother,
Will you sing with me?
Yes, I shall, yes, I shall
We are a family!

Grandfather, grandfather,
Will you read with me?
Yes, I shall, yes, I shall
We are a family!

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Let us read

The sparrow family



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Mama and Papa sparrow were making a nest.

They found a safe place.

The little nest was soon ready.

It was soft and warm.



Sight words

and | they | them

New words

nest | sparrow | egg | grandmother | grandfather | aunt | uncle | cousin | mother | father



Mama sparrow laid three small eggs. One day the eggs broke open. Three little heads popped out. Papa sparrow brought food for them.

Grandmother and Grandfather sparrow, Aunt and Uncle sparrow, cousins and friends all came to meet the baby sparrows.

The baby sparrows grew bigger and bigger.
One day, the baby sparrows hopped out of the nest.
They flew up into the big blue sky.



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Note to the teacher

- Reinforce the names of family members in English.
- Explain that there can be various kinds of families.



Let us speak

1. Who are there in your family?
2. How do you help each other?
3. What are names of your grandparents (both paternal and maternal)?
4. Which bird do you see around your house?
5. If you were the baby sparrow, where would you go flying?
6. What do you think the baby sparrows saw from the sky?

What do you call the following members in your mother tongue?

Family members

Mother		Grandmother	
Father		Grandfather	
Elder Brother		Aunt	
Elder Sister		Uncle	

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Note to the teacher

- As the child names the bird, write it down on the board. Let the children be familiar with these birds. Later, a picture bird chart may be prepared as a group activity and displayed in the class.



Let us draw

A. Draw a picture of your family in the box given.

You may include any interesting thing about your family like pets, your plants, trees in your garden, or any other thing.

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Now tell your class about what you have drawn.

Note to the teacher

- Encourage children to speak freely. Help them find words in English if they feel stuck. Guide them to speak good things about their family, the unique members of their family like dogs, cats, cows, goats, and so on. Instill the fact that we love our family.

Let us do

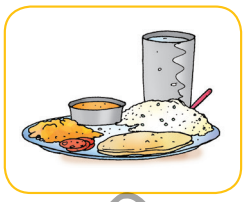
The word 'father' begins with 'f' sound. Read the following words that begin with 'f' sound.



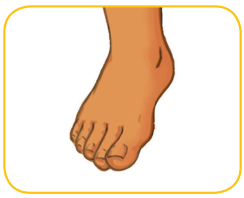
fox



feather



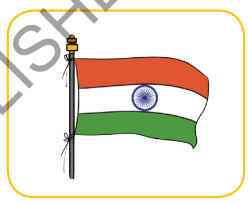
food



foot



five



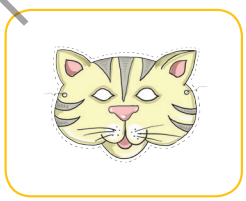
flag

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The word 'mother' begins with 'm' sound. Read the following words that begin with 'm' sound.



man



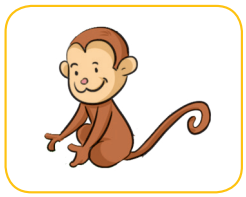
mask



mouse



moon



monkey



mouth

A. Read the words in the box

- Tick the words that begin with f.
- Circle the words that begin with m.

fish ◯	mug ◯	map ◯
sister ◯	face ◯	mat ◯
fan ◯	eye ◯	finger ◯
	milk ◯	

B. Write the words

Father		
Mother		
Sister		
Brother		



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Picture talk

Look at the picture of a bathroom. Label the things in it.



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What things do you see in the picture?
Do you remember to close the tap when you are not using it?
Why should we do so?

Letter sounds

u



uniform



utensils

v

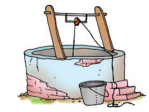


van

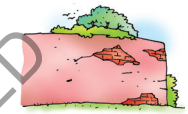


vase

w



well

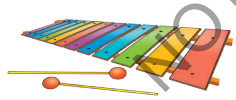


wall

x



x-ray



xylophone

y



yak



yo-yo

z



zip



zebra

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Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.
- Provide regular and frequent practice of the above exercise.

Notice the initial sounds of the names of pictures in each row. Find the odd one out.

1





2





3

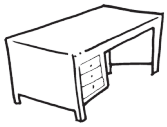




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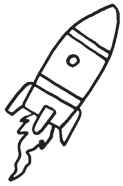
Colour the pictures and the letters

Tt



Rr








Let us think

A. You all know the alphabet song. Let us sing it while reading the letters.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

B. Sing it, loudly for the capital letters and softly for the small letters.

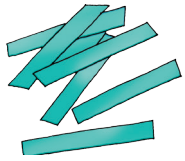
A	B	C	D	e	f	g	H	I	J	K	l	m
n	o	p	Q	R	S	T	u	v	w	X	Y	Z

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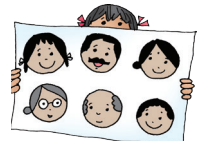


Let us do

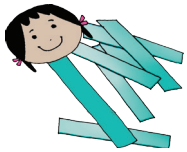
Let us make puppets.
Follow the instructions given by your teacher.



a. Let us make 6 thick paper strips. These strips may be of any colour.



b. With the help of your teacher, draw faces of each family member on paper.



c. Stick each picture on one end of the strip. The picture may help you.



d. You may now use these as puppets and play with your friends.

Note to the teacher

- Help the children read the above alphabet. They read the capital letters in a loud voice and the small letters in a soft voice.

Unit 2

Life Around Us

0123CH03

Chapter 1

Let us speak

Picture time



1. What do you see in this picture?
2. Can you name these animals?
3. Do you know the names of each animal in English?
4. Where have you seen them?
5. Are there any birds in the picture?
6. Can you name them?
7. Can you see the snakes? How many are there?
8. What is the monkey doing?

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Fun with Numbers



One, two,
three, four, five,

Once I caught
a fish alive.

Six, seven,
eight, nine, ten,

Then I let it
go again.

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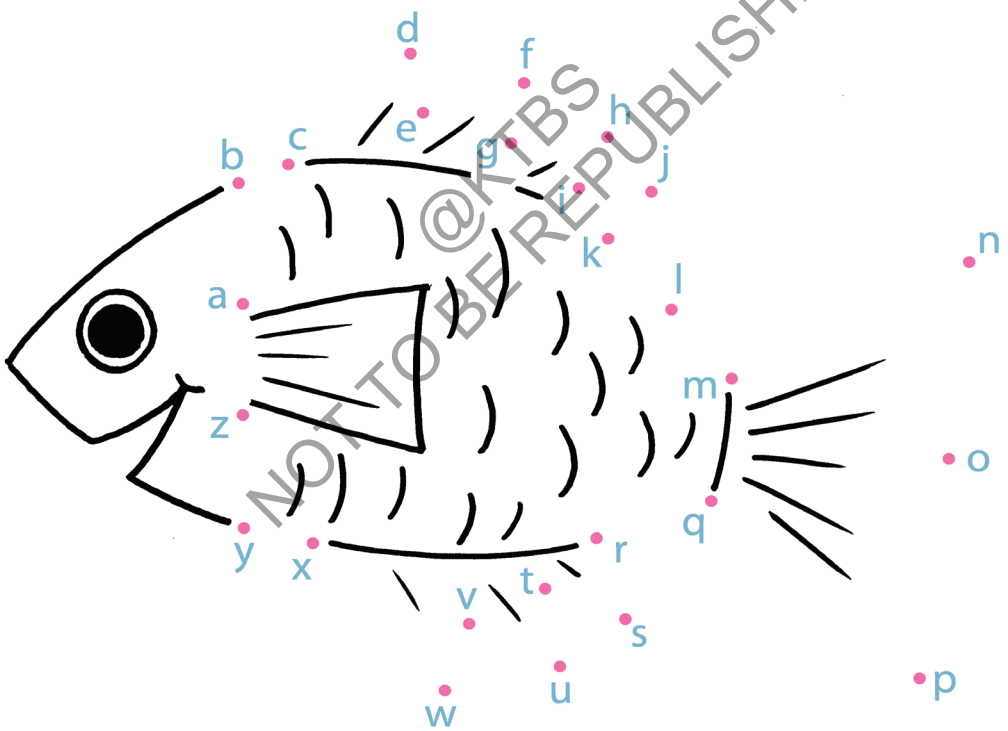
Let us speak

- Have you seen a fish?
- Where did you see it?
- What was it's colour?



Let us draw

Join the letters in the correct alphabetical order to complete the picture and then colour it.



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Note to the teacher

• Help children follow the correct alphabetical order.



Let us sing

Five little monkeys

Five little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

Four little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

Three little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

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Two little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

One little monkey
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

Now, no more monkeys
jumping on a tree,
Each of them
is holding his knee!

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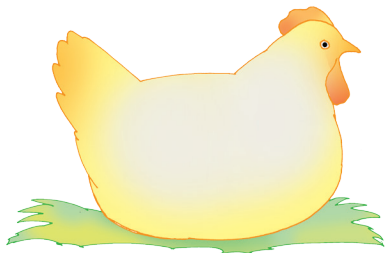
Sight words
each | is | and

New words
one | two | three | four | five |
little | fell | bumped | holding |

Let us do

1. Circle the word “little” in the poem wherever you find it.
2. Notice the rhyming words— five-alive, tree-knee in the two songs you have read.
   Make rhyming words for Ten by using letters from the help box.

h p m d



__ en __ en

__ en __ en

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3. Do you know any other number rhyme?
   Ask your parents or elders at home.
   It could be in any language. Share it in class.

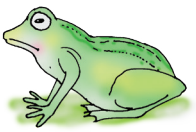


4. Match the animals with their names

Lion



Monkey



Fish



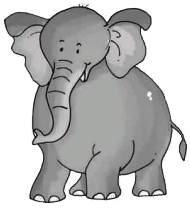
Elephant



Frog



Rabbit



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Chapter 2

0123CH04

Let us read

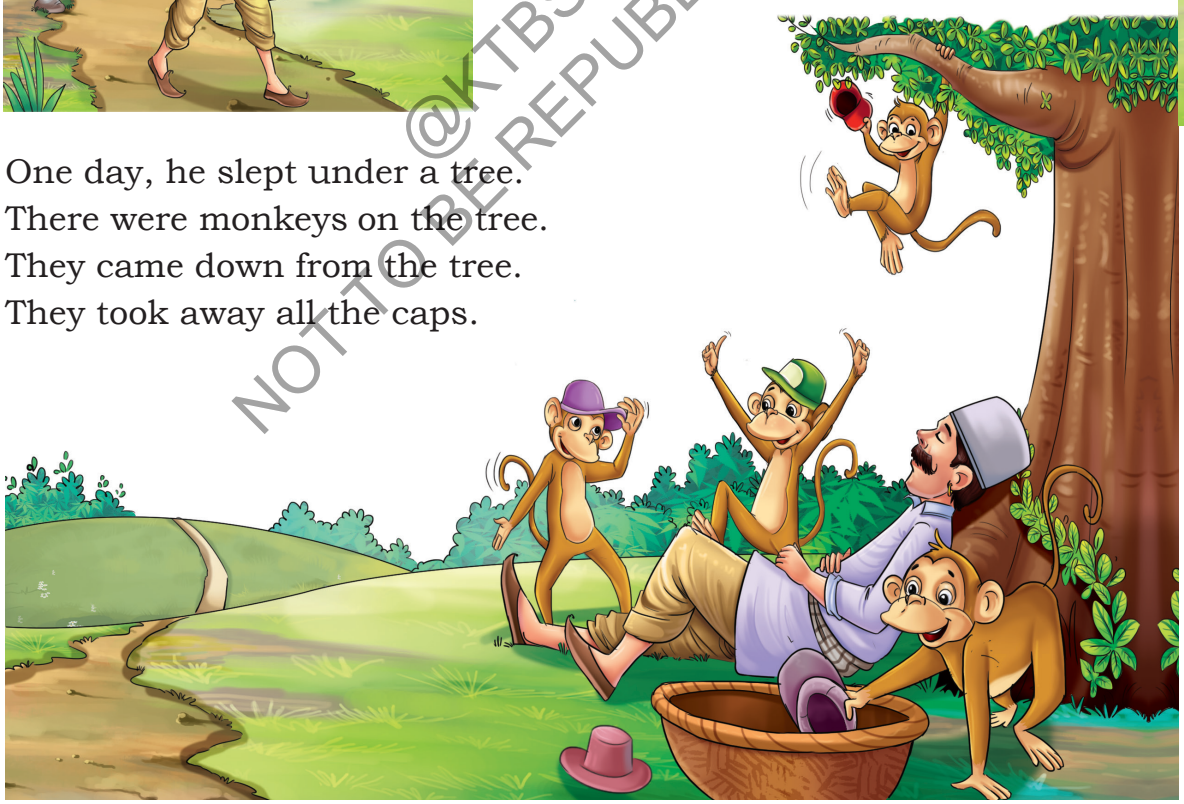
The Cap-seller and the Monkeys



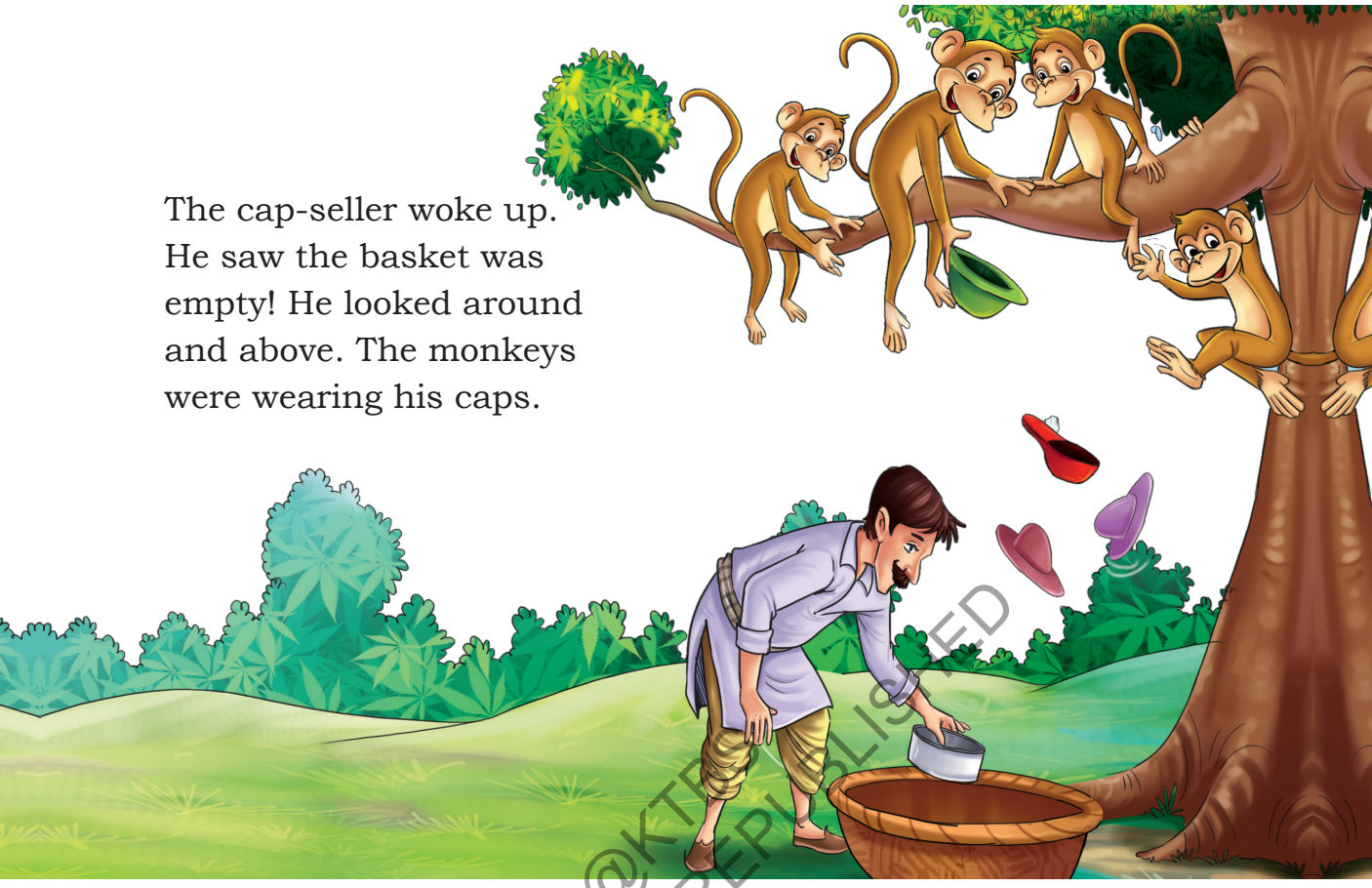
Once there was a man who sold caps. He carried many caps in a basket on his head. He was a cap-seller.

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One day, he slept under a tree.
There were monkeys on the tree.
They came down from the tree.
They took away all the caps.



The cap-seller woke up. He saw the basket was empty! He looked around and above. The monkeys were wearing his caps.



What do you think the cap-seller would do now?

The cap-seller shook his fists at the monkeys. They also did the same. The cap-seller scratched his head. The monkeys did the same.

The cap-seller had an idea! He took off his cap and threw it into the empty basket.

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Note to the teacher

- The question in the middle of the story is to give children time to reflect and guess.



The monkeys also did the same.

The cap-seller got all his caps back and went away happily.

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Note to the teacher

- With the help of the pictures, narrate the story in simple English using voice modulation and actions.
- Draw the attention of the children to the details in the illustrations.
- Ask questions to elicit answers in English. Even if a child answers in one word like 'cap' instead of "This is a cap.", accept the answer.
- Ensure that the children have understood the story. After a few days, repeat the story to reinforce the usage of English words.



Let us speak

A. Answer the following questions

1. Do you have a cap? What is its colour?
2. Why do you think the monkeys threw the caps in the basket?

B. What is the first sound of the words in each row?

1	cap	cat	coat
2	monkey	mango	mouse
3	basket	bat	ball

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Let us write

A. Circle the words that start with the same sound in each row

car	tap	can	rat	cat	hat	cow

mat	man	pan	mango	banana	mug	rug

B. Write the numbers (1–4) next to the pictures according to the story.









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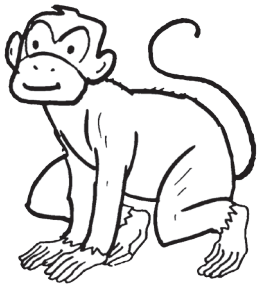
Note to the teacher

- Help children number the pictures according to the sequence of the story.
- Ask children to try and narrate the story in their own words in English.
- Even if children use non-English words, accept their answers. But ensure a smooth transition to the target language.

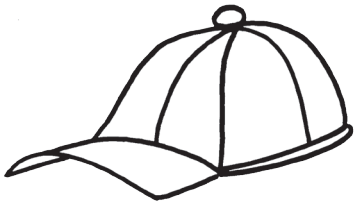
C. Let's colour and write



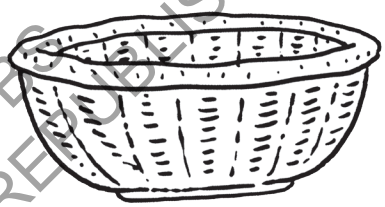
a tree



a monkey



a cap



a basket

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D. Cats, rats, ants and more! Write their names.

Aa Ant



Bb Bee



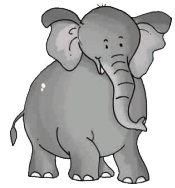
Cc Cat



Dd Dog



Ee Elephant



Ff Fish



Gg Goat



Hh Hen



Ii Inkpot



Jj Jug



Kk Kite



Ll Lion



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Mm Monkey



Nn Nest



Oo Owl



Pp Parrot



Qq Quill



Rr Rat



Ss Snake



Tt Tiger



Uu Uniform

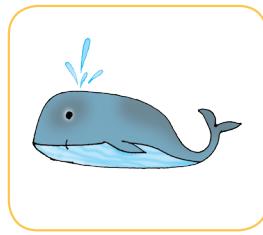


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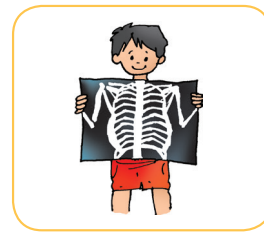
Vv Van



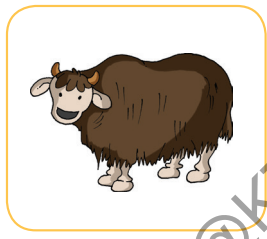
Ww Whale



Xx X-ray



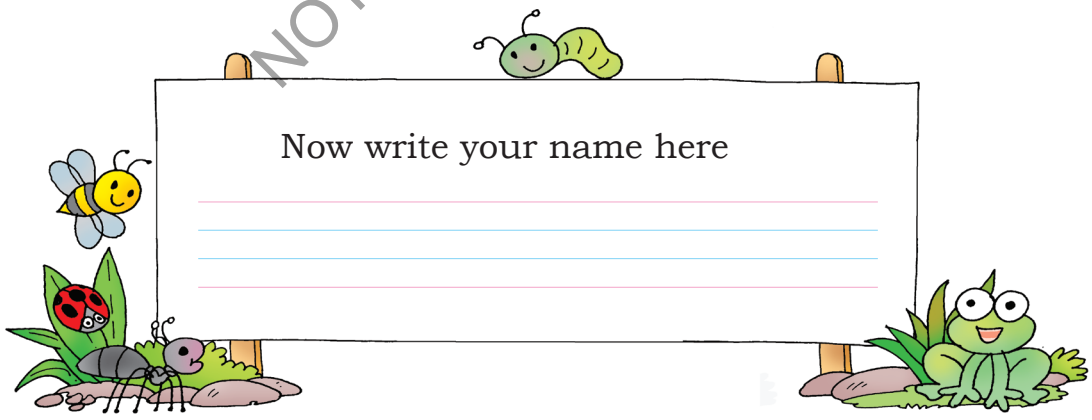
Yy Yak



Zz Zebra



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Let us sing

Butterflies

Butterflies, butterflies,

Up, up, up.

Butterflies, butterflies,

Down, down, down.

Butterflies, butterflies,

In, in, in.

Butterflies, butterflies,

Out, out, out.



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Would you like to replace butterflies with anything else? Try.

Note to the teacher

- Sing the song along with actions.
- Let the children repeat after you and then let them sing it on their own with actions.



Let us speak

A. Answer the questions

Teacher: Look up! What do you see on the tree?

Child: I see_____ on the tree.

Teacher: Look down! What do you see on the ground?

Child: I see_____on the ground.

Teacher: Look up! What do you see in the sky?

Child: I see_____ in the sky.

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B. Say and clap

Say aloud each line of both the poems, clapping for every word.

For example

Butterflies, (clap) butterflies, (clap)
Up, (clap) up, (clap) up. (clap)
Butterflies, (clap) butterflies, (clap)
Down, (clap) down, (clap)

Roly (clap) poly (clap)
Up, (clap) up, (clap) up. (clap)
Roly (clap) poly (clap)
Down, (clap) down, (clap)

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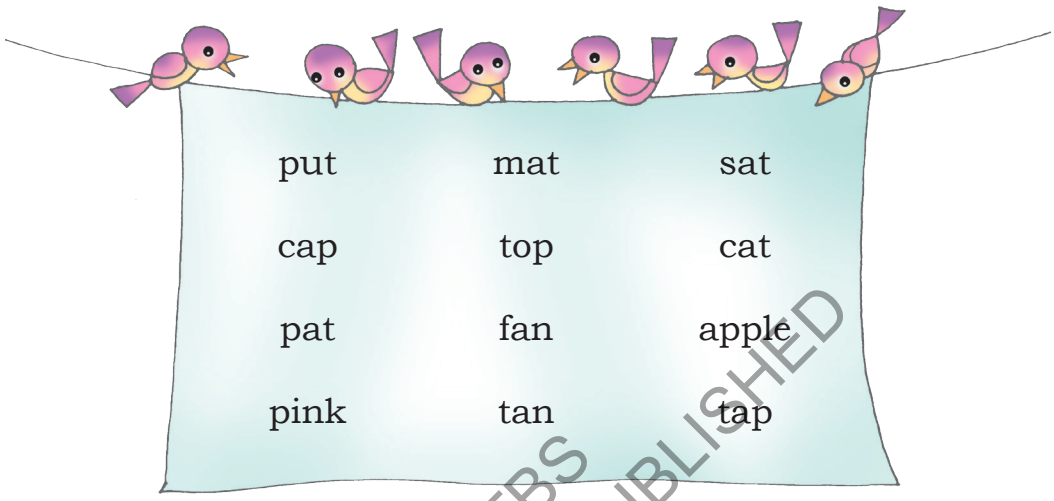
Note to the teacher

- For Activity A, encourage the children to speak using the given phrases.
- Provide regular and frequent practice of the phrases such as on the ground, on the tree, etc.
- Encourage the children to clap for every word in a line, for example, 5 claps for 'butterflies, butterflies, up, up, up'.



Let us write

A. Encircle the words that have 'p' in them



put	mat	sat
cap	top	cat
pat	fan	apple
pink	tan	tap

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B. Encircle the matching letters in each row

1	T	F	p	F	r
2	b	C	d	b	q
3	o	q	n	o	r
4	W	x	M	W	V

C. Match the words with the same initial syllable

hop	dog
sand	hide
jump	socks
run	rat
dance	jet

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Let us speak

Listen and repeat

Some words have two syllable. Notice the words below:

monkey	mon	key
seller	sell	er
basket	bas	ket
donkey	don	key

Note to the teacher

- Let children clap for each syllable: e.g., two claps for mon+key.

Catch me if you can

A fat cat sat
on a mat.
"I can catch you, little rat",
said the cat.





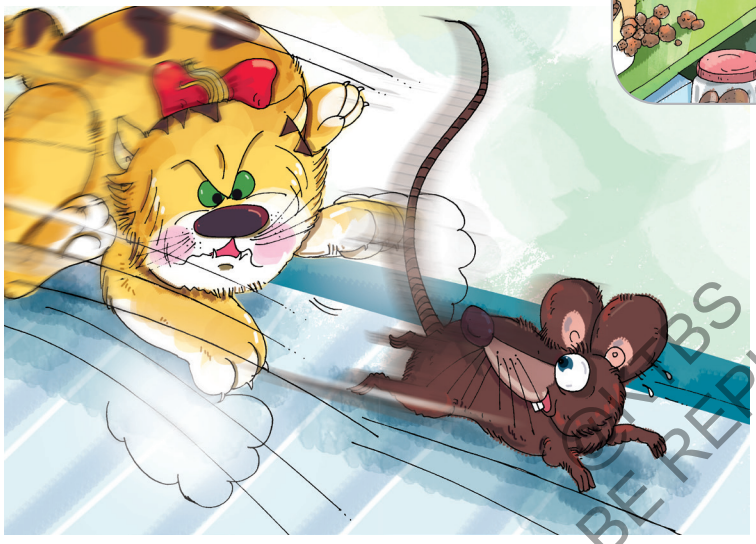
A little rat saw her,
and hid in a hat.



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"No, no, you can't",
said the rat.

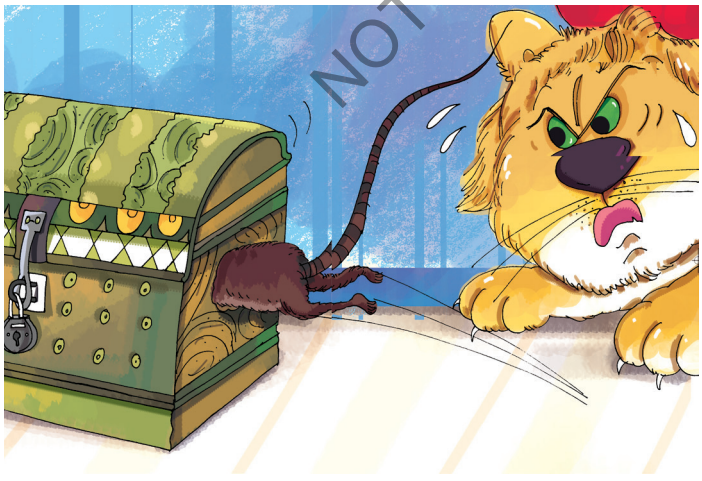




The cat ran to
catch the rat.



The rat ran and
hid in a box.



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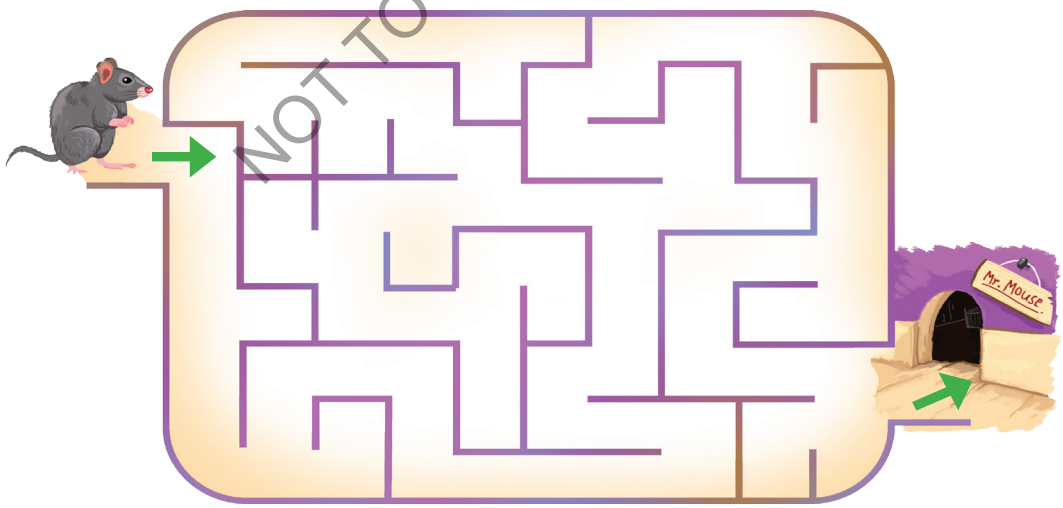
The lid of the box did not open.



"Ha, ha! You can't catch me, big cat!", said the rat.

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Help the mouse reach its home





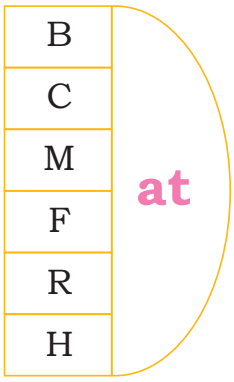
Let us listen

A. Close your eyes and listen to the words said by your teacher

cat	bat	fat
sat	mat	hat

- What is the first sound in each of these words?
- What is common in all these words?

B. Let us make words by adding one letter to at as shown The first has been done for you



Bat

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C. Listen and do the actions that your teacher says:

- Catch the ball.
- Throw the ball.
- Hide under a table.
- Open your pencil box or bag.
- Close your pencil box or bag.
- Say hurray!!



D. Now listen to the following words. Do you know what they mean? Ask your teacher.

catch	throw	hide
open	say	close



Let us read

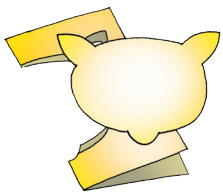
Try to read the story 'Catch me if you can' again by yourself.



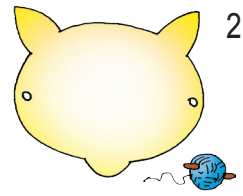
Let us do

What shall we make? A cat and a rat?

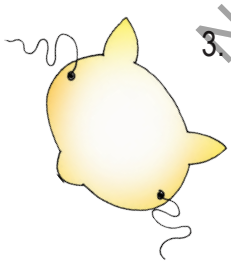
Look at the mask of a cat from the last page of your book.



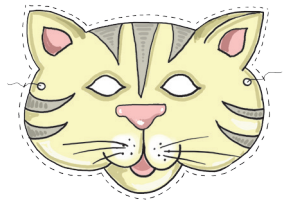
1. Cut out the mask with the help of your teacher.



2. Make holes on the sides.



3. Tie strings in these holes.



4. Your mask is ready to use!

- Now, think about the steps for making a mask of a rat. Tell your friends how to make a mask of a rat
- Are your masks ready? Enact the story

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Let us explore

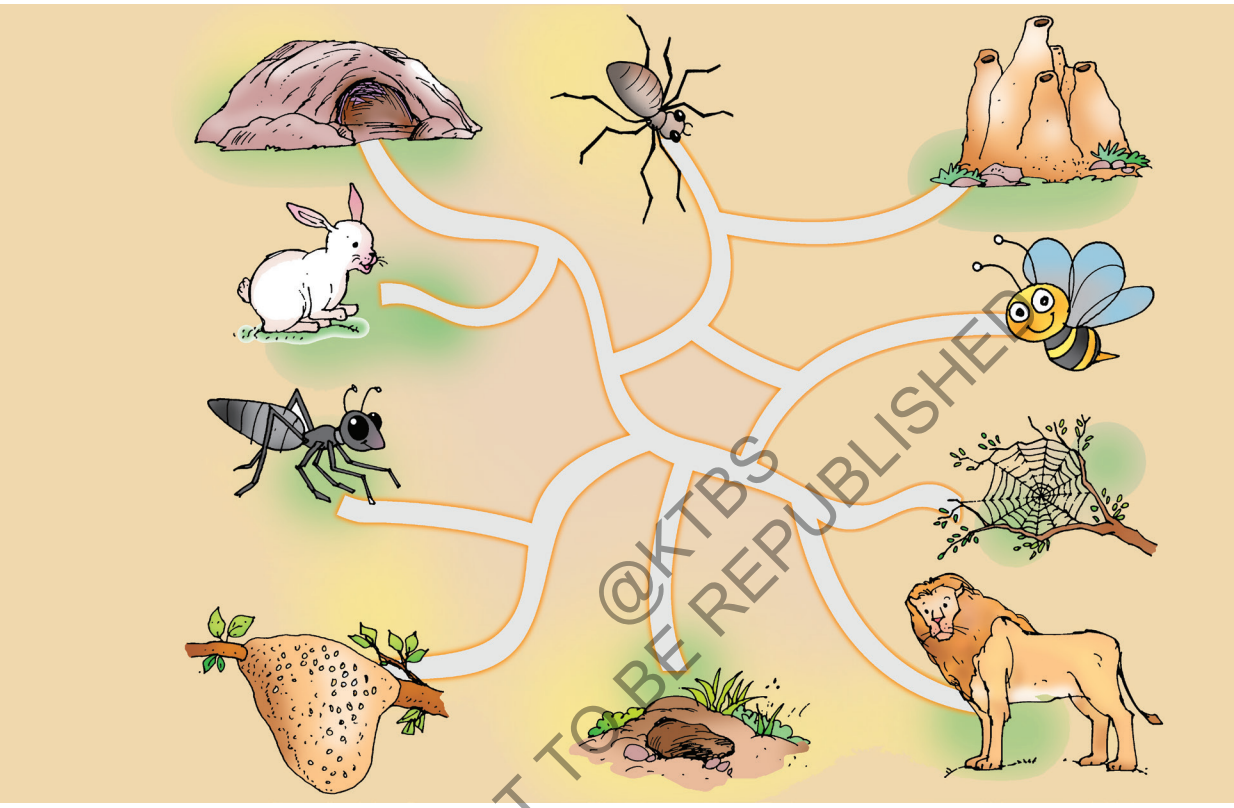
Look at the insects, flowers, birds, animals and trees around your home.
Draw some of these and tell your friends more about them.

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Let us do

A. Help these animals find their homes

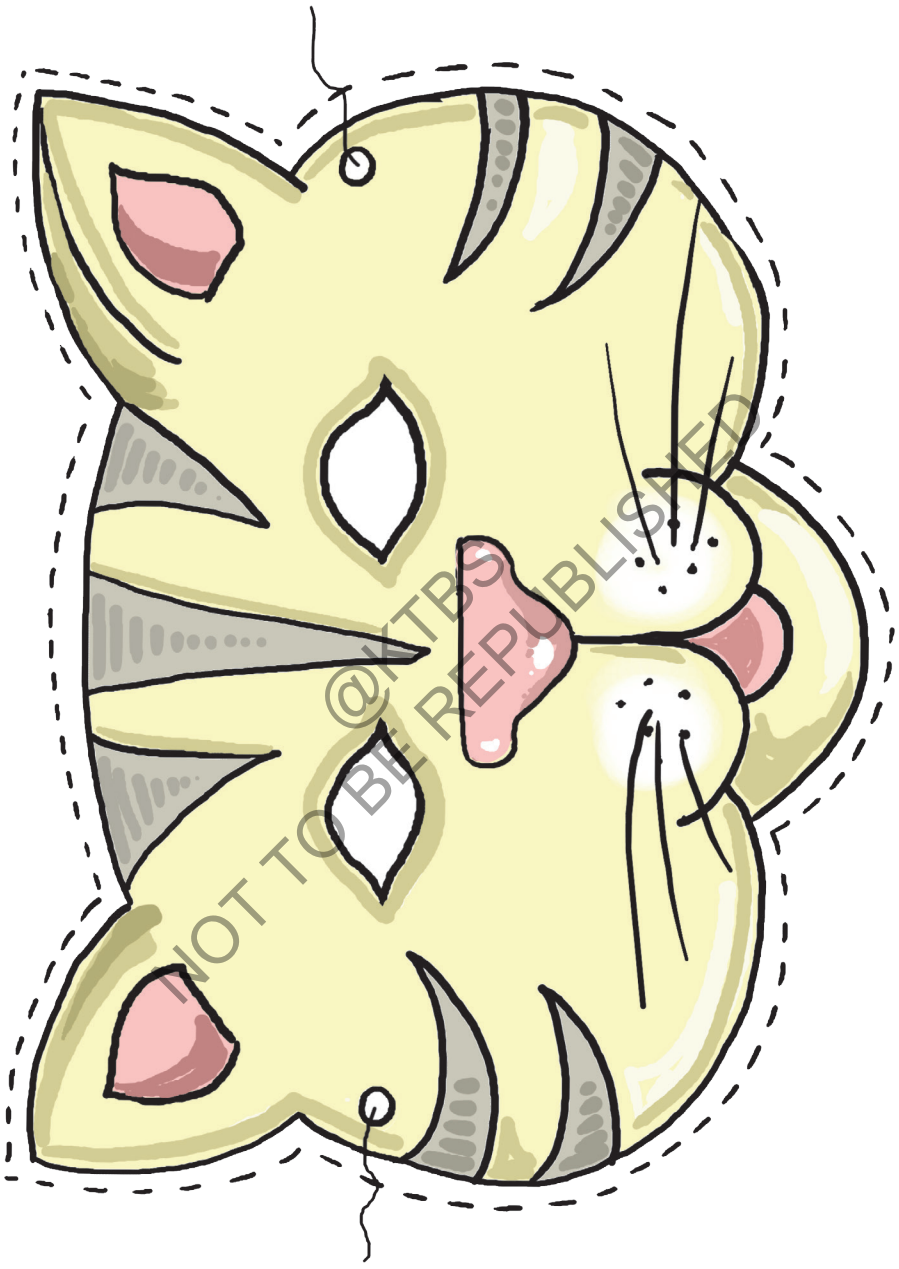


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B. Ask anyone in your family to tell you a story about animals. Try to share the story in English in the class. Listen to the stories shared by your friends in class.

C. In small groups, choose any story that you heard or shared in the class. Draw pictures for the story. Present the story in class.

Cat Mask



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This is for the Activity on page 72.

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