



Government of Karnataka

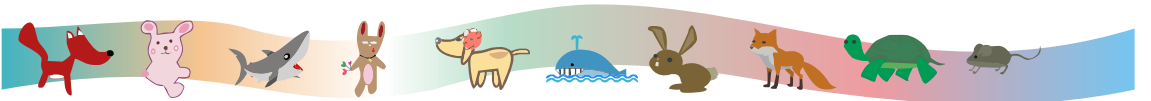
ENGLISH READER CUM ACTIVITY BOOK

Second Language
(Revised)
Part - I



Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.



Foreword

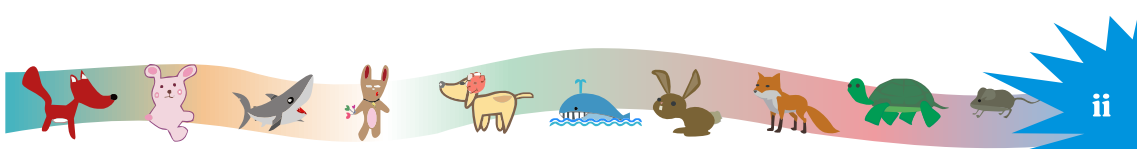
In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

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.

Manjushree. N. IAS

Managing Director
Karnataka Textbook Society (R.)



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 of attainment 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.
- learning experiences for the construction of knowledge by learners.
- making education relevant to the present and future needs.

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences. The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them. Learners begin learning English by naming objects to begin with 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 (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.



Then they begin to read pictures, words and simple sentences off the black board and from the Reader. The learners are slowly introduced to writing the letters of the English alphabet by the end of Standard I. This process continues in Standard II and by the end of the second year it is hoped that learners should be able to read the materials given in the Practice Book.

There is not going to be the Teachers Source Book as we used to have for the earlier package of Practice Books. All the instructions are given in the Practice Book itself (For example 'Word to the teacher :- ask the pupils to name the dresses and make them repeat the same' etc.

In 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 I 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.

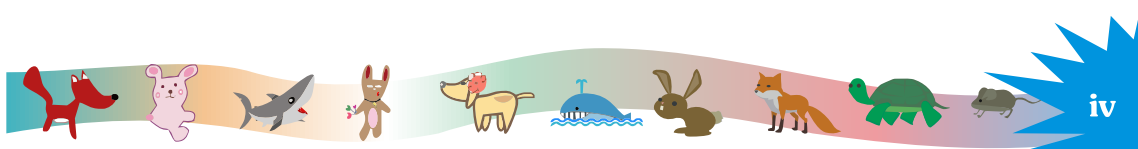
The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

G. S. Mudambadithaya

Co-ordinator
Curriculum Revision and
Textbook Preparation
Karnataka Textbook Society®
Bengaluru, Karnataka

Nagendra Kumar

Managing Director
Karnataka Textbook Society®
Bengaluru, Karnataka



CHAIRPERSON'S NOTE

The second English Activity Book is aimed at familiarizing pupils with English in both its written and spoken forms. As the name suggests, this is an activity book and not a textbook with a set syllabus. By saying rhymes, singing songs, listening to stories and by colouring and drawing, children will become familiar with the language and so comfortable with English. The focus in this book is on listening and speaking; the reading is mainly picture reading and writing is limited to tracing and copying.

Spaced, controlled and meaningful repetition helps children to fix language patterns in their minds. We have suggested that you do this with words and rhymes. Colours are important to children get them to do the colouring activities and make it an enjoyable experience. Seeing the shape of words, tracing and drawing helps a child's motor skills. Give them enough time to do this. Above all, do not be anxious about 'finishing' the portion! One academic year is sufficient to do the activities in the book at an easy pace.

We would like your observations and comments about your teaching experience with this activity book. It will help us to incorporate changes, if possible in the next edition. You could write to

Ms Shobha M.B. Co-ordinator, Karnataka Textbook Society,
Banashankari 3rd Stage, Bengaluru - 85
E-mail : textbooksociety@gmail.com

I would like to thank all the persons involved in the production of this book. My special thanks and acknowledgement to Ms Indira Pastala of Bombay, a teacher and a great writer of children's stories, for allowing us to use her story: Scratch my back.

We enjoyed putting together this activity book I hope you enjoy using it.

Happy teaching!



TEXTBOOK COMMITTEE

Chairperson

Professor Geetha Nagaraj, No.3, 28th Cross, 7th Block, Jayanagar, Bengaluru.

Members

Geetha Srinivasan, 329/1, 1st cross, Ayodhya Nagar, Sarakki Village, 5th Phase, JP Nagar, Bengaluru.

Prashanth P.L. Govt, Higher Primary School, Haradi, Puttur, Mangaluru.

Mahmooda Khanum, Govt Higher Primary School, Vidyaranyapuram, Hosahalli, Vijayanagar, Bengaluru.

Ramappa V, Drawing Teacher, Govt High School, Pottery Town, Shivajinagar, Bengaluru.

Shanth Kumar, Drawing Teacher, Govt Junior College, Varthur (High School Division), Bengaluru South.

Chief Co-ordinator :

Prof. G.S.Mudambadithaya, Curriculum Revision and Textbook Preparation, Textbook Society ® Bengaluru.

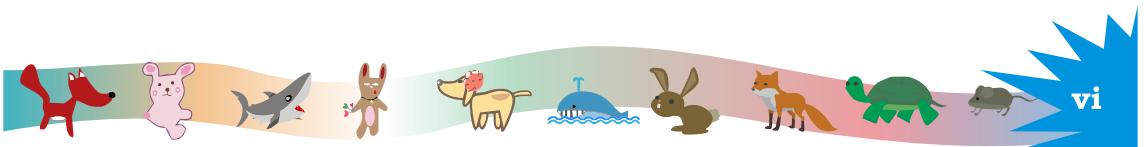
Chief Advisors :

Sri. Nagendra Kumar, Managing Director, Karnataka Textbook Society (R.) Bengaluru

Smt. Nagamani C. Deputy Director, Karnataka Textbook Society (R.) Bengaluru.

Programme Co-ordinator :

Smt. N.S.Sowmya, Assistant Director, Karnataka Textbook Society, Bengaluru.



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.

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.

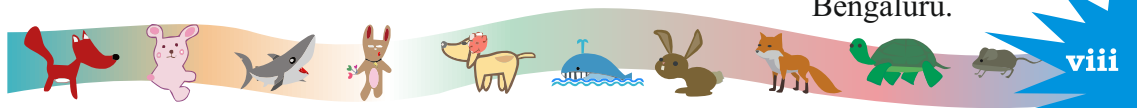
Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and 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.

Sri. M.P. Madegowda

Managing Director
Karnataka Textbook Society (R.)
Bengaluru.

Prof. Baraguru Ramachandrappa

Chairman-in-Chief
State Textbook Revision Committees
Karnataka Textbook Society (R.)
Bengaluru.



Revision Committee

Chairman-in-Chief

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society ®. Bengaluru.

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Programme Co- ordinator:

Sri. Bhanukumara. R, Assistant Director, Karnataka Textbook Society(R.). Bengaluru.





ORDER OF LESSONS

1. My House

1-14

2. Food

15-24

3. Dress

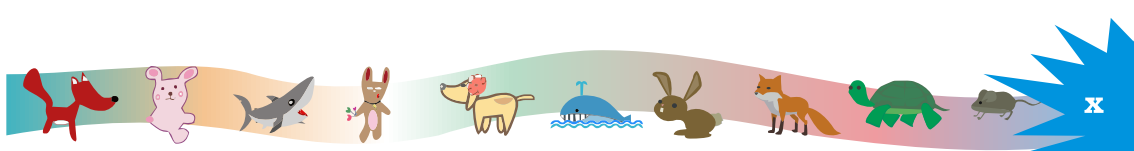
25-35

4. Relationships

36-45

5. Hygiene

46-62

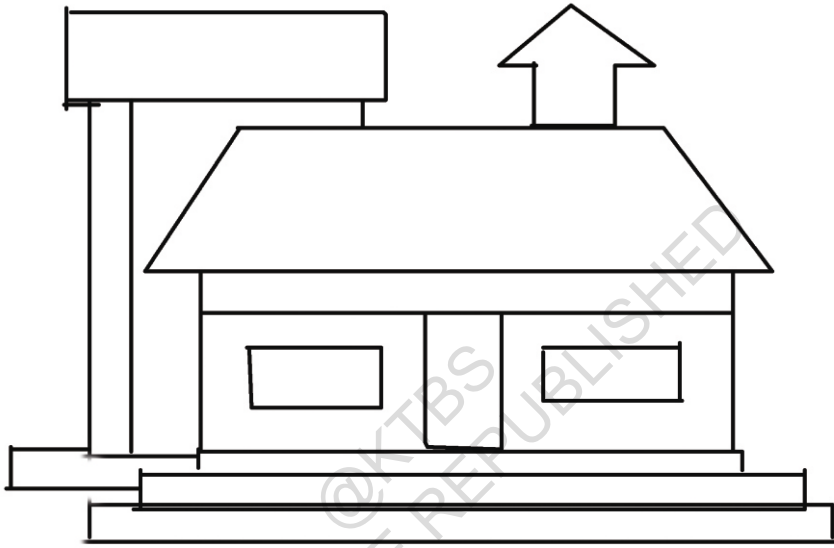


MY HOUSE

UNIT
1



Colour me



MY HOUSE

Repeat after the teacher.

house



garden



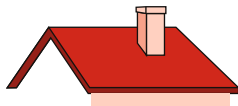
window



door



roof



tree



flower



MY HOUSE

Action Song

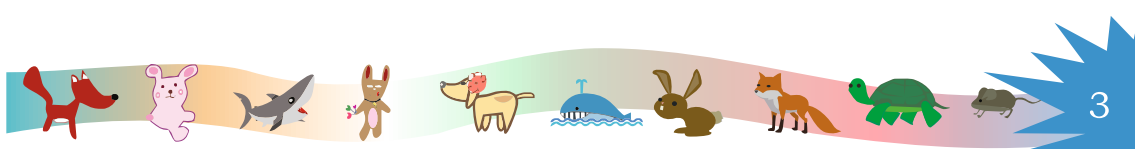
Go in and out of the window
Go in and out of the window
Go in and out of the window
As we have done before



First, teach the pupils this song.

Next, get them to sing it with actions.

Pupils form a chain holding hands. Then one student goes in and out of the chain circle while the children sing the song. They take turns to do this.



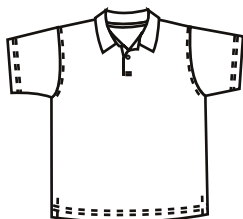
MY HOUSE

Colour and say.



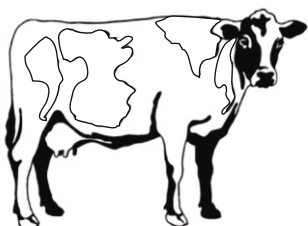
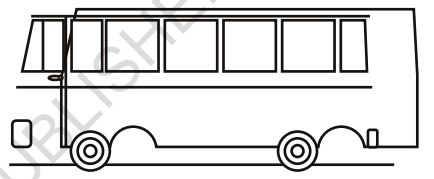
a green leaf

a red rose



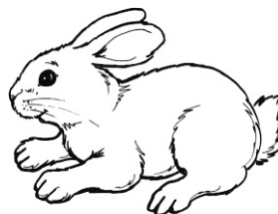
a yellow T-shirt

a blue bus



a black cow

a white rabbit



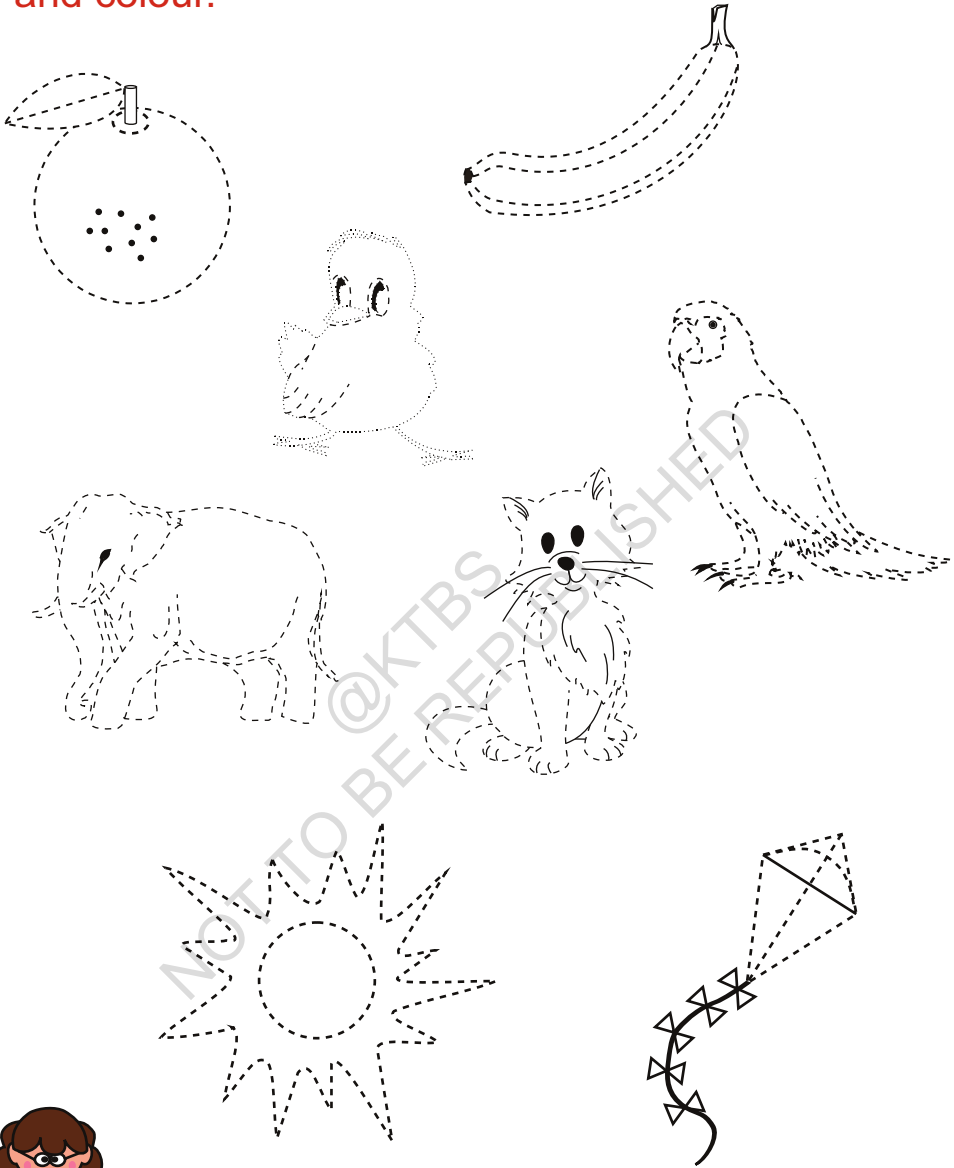
Let the pupils colour the pictures first. After they have all finished, ask them to repeat the phrases after you.

Next, you point to a picture and ask, "What is this?"
Let the pupils answer in a phrase, for example, "a green leaf".
Later, the pupils can do this in pairs.



MY HOUSE

Draw and colour.

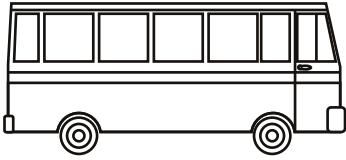


After the pupils have drawn and coloured the pictures, teach them the words: orange, banana, parrot, chicken, elephant, cat, sun and kite.



MY HOUSE

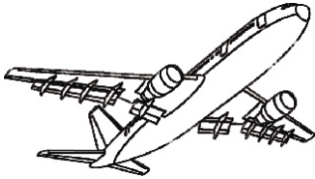
Look and say after your teacher. Then colour and say.



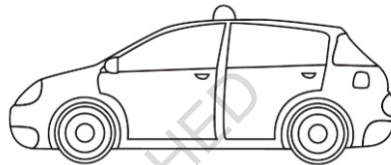
a bus



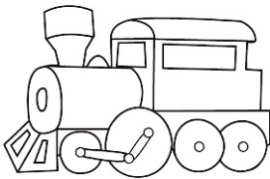
a cycle



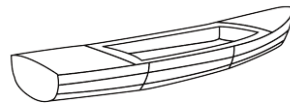
a plane



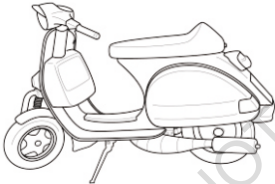
a car



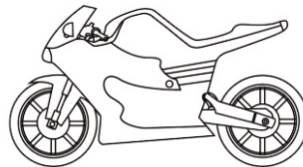
a train



a boat



a scooter



a motorbike



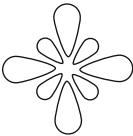
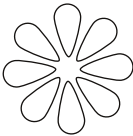
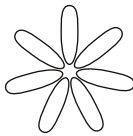
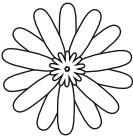
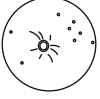
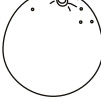
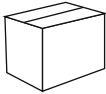
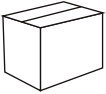
It is important that the children learn to use 'a' right from the beginning.

After the children colour the pictures get them to say the word along with the colour they have used. For example: 'a red bus', 'a blue cycle' etc.



MY HOUSE

Match and circle

				
				
				
				
				
				
C	C	C	C	C



Colour what you have circled.

If required, give instructions about how to do this task in the mother tongue along with English.



MY HOUSE

Speaking

What's your name?

My name is _____.

Where do you live?

I live in _____.

How old are you?

I am _____ years old.

Which class are you in?

I'm in class _____.



Model these exchanges with a pupil in the class. You ask the questions and get the pupil to answer. Then, let the pupil ask you the questions. You answer.

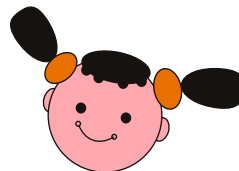
Practice the questions with the whole class. Once it is clear how this activity is done, let the pupils ask and answer questions in pairs.



MY HOUSE

Say this rhyme after the teacher.

What's your name?
Mary Jane.



What's your number?
Cucumber.

Where do you live?
Down the lane.

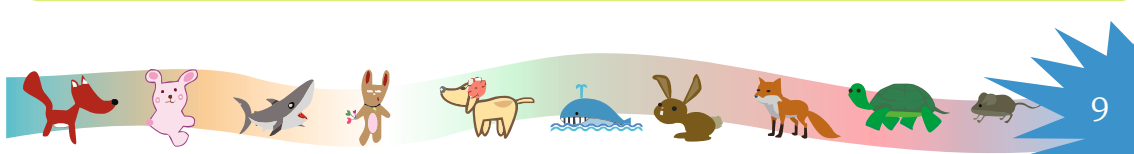


What's your address?
Watercress.

What's your shop?
Lollipop.

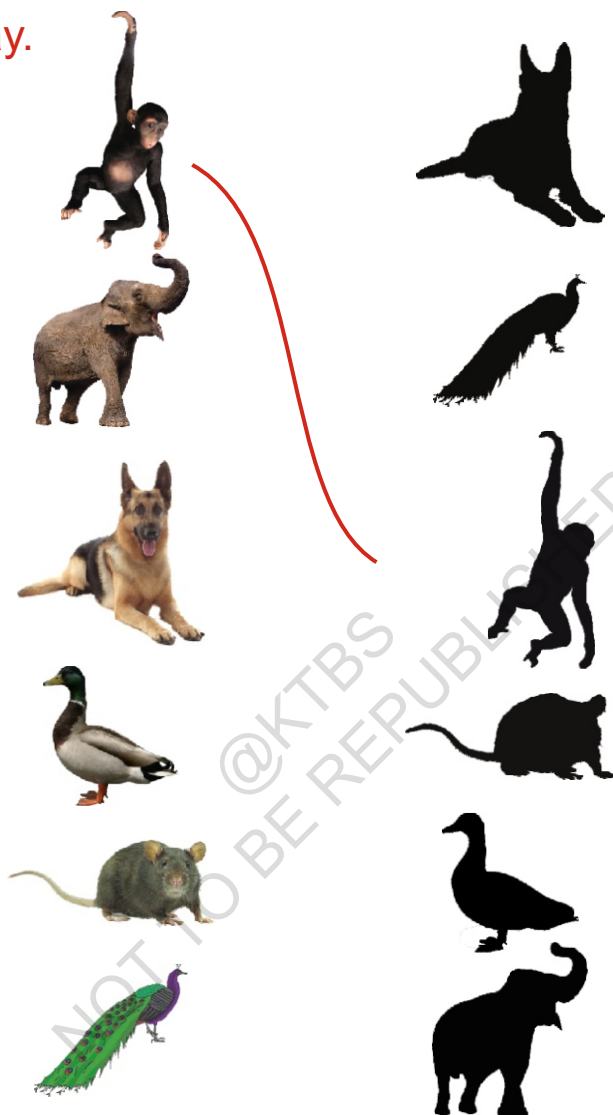


Get the pupils to learn this rhyme. You might need 2-3 periods for this. Next, you ask the questions and get the pupils to answer. Change roles. Let the class ask you the questions. You answer.



MY HOUSE

Match and say.



Get the pupils to draw lines to match the pictures.

Then teach them the words: monkey, peacock, elephant, duck, dog, mouse. Do choral work. (These are common animals, so you will not find it necessary to translate into the mother tongue.)



MY HOUSE

Game

Colour, Colour

One pupil is chosen to begin the game.

S/he says: Colour, colour.

Class (in chorus): What colour?

S/he (chooses a colour): Red colour.

Class (in 10 seconds): Finds something red in the class.

Example: a red bag

Now, another pupil begins the game. The game continues till most of the pupils have had a chance to start the game.

The teacher is the referee.

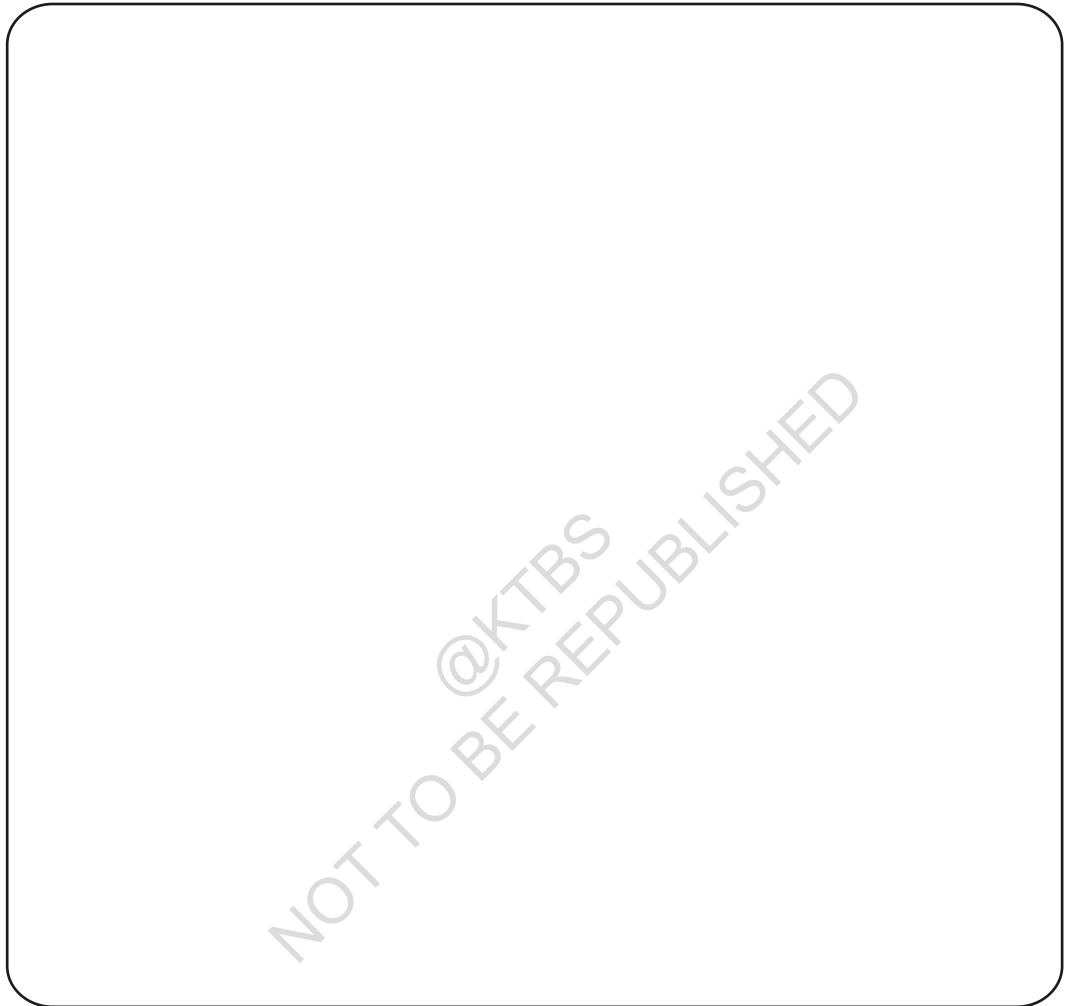


If necessary use the mother tongue to explain how the game is played.



MY HOUSE

Draw your house and colour it.



Tell pupils that they should draw their house. Help them to draw it. Then let them colour it in any way they want.



MY HOUSE

h h



b b



p p



m m



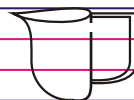
a a



o o



j j



MY HOUSE

Listen to the story

Scratch my back

“Please scratch my back” said the tiger cub to her mummy.

Mummy Tiger lifted her left paw and scratched tiger cub’s furry back.

“Thank you, mummy, that was good.”

“Please scratch my back,” said the chicken to her mummy.

Mummy Hen lifted up the small claw of her right foot and scratched baby chicken’s soft feathery back.

“Thank you, mummy, that was good.”

“Please scratch my back,” said the puppy to his mummy.

Mummy dog raised her front paw and scratched puppy dog’s furry back.

“Thank you, mummy, that was good”

“Please scratch my back,” said the kitten to her mummy.

Mummy cat raised her left paw and scratched baby kitten’s furry back.

“Thank you, mummy, that was good”

“Please scratch my back” said the baby to her mummy.

Mummy picked little baby up, gave her a big hug and kiss and then scratched her back.

“Thank you, mummy, that was good”

“Please scratch my back,” said Daddy.



Mummy and baby jumped up and tickled and tickled him.

“Ha! Ha! Ha! Ha! Ha! laughed Daddy, Mummy and Baby.



Tell the story slowly and with expressions. The students can mime the story or enact it with dialogues of their own. Give a model enacting or mime.

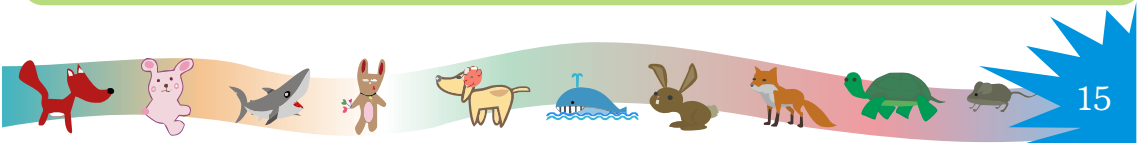




Put out a banana leaf
Wash it all clean.
Put in some chutney
And put in some beans.
Put in some salad.
And dal mixed with ghee.
Put in some rice.
And eat it for me.



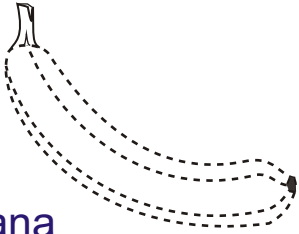
You should sing first. Then ask the pupils to repeat after you.



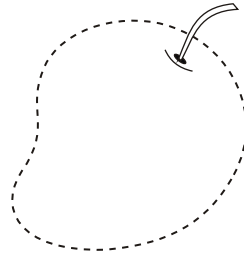
FOOD

Join the dots and colour the pictures.

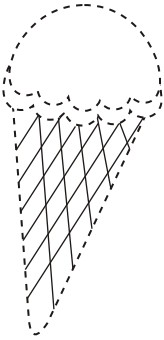
banana



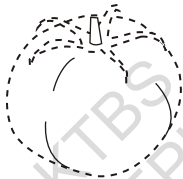
mango



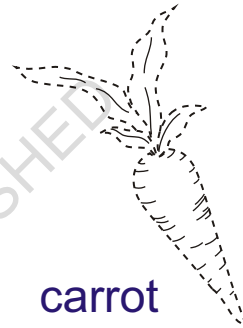
ice cream



tomato



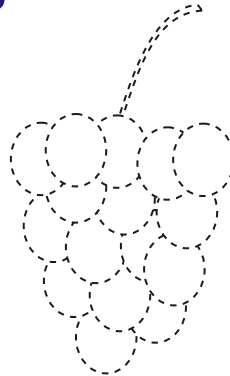
carrot



spinach



grapes



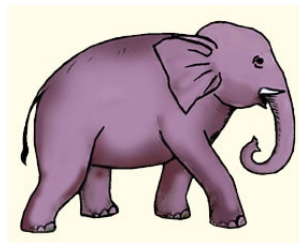
Ask the pupils to look at the pictures.
Then ask them to join the dots and colour them.



FOOD

The elephant and the dog

Long long ago there was a king. The king had an elephant. An elephant trainer looked after the elephant. The trainer had a dog. The dog and the elephant were friends. They ate together, they played together.



The trainer needed money: so, he sold the dog to a rich man. The dog did not want to leave his friend, the elephant, but he had to go with his new master. From that day on the elephant stopped eating and would not bathe.

"The elephant is ill," said everyone. The doctor was called. "He is not ill," the doctor said, "He is lonely, he needs a friend." "Who has taken his friend away? Who has taken the dog away?" the king asked. "Punish that man."

The rich man who had the dog became afraid. He set the dog free. The dog ran out of the rich man's house. He ran as fast as he could to the elephant. Both the elephant and dog were now happy. They played together once again.

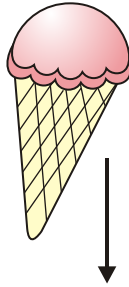


Narrate the story with expressions.



FOOD

Draw a line to the things which Nithin can eat.



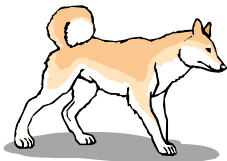
Ask the pupils to name the food items above. Then let them join the food items to Nithin by drawing a line.



FOOD

Give us our food.

A



B



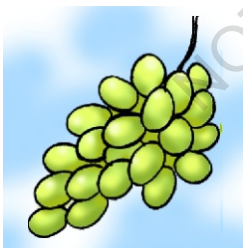
Ask the pupils to match the food items in 'B' with the pictures in 'A'.



FOOD

MY FAVOURITES

Circle the food items which you like most. Learn to say their names in English.



FOOD

IN WHICH SEASON ?

Colour the circles red or blue

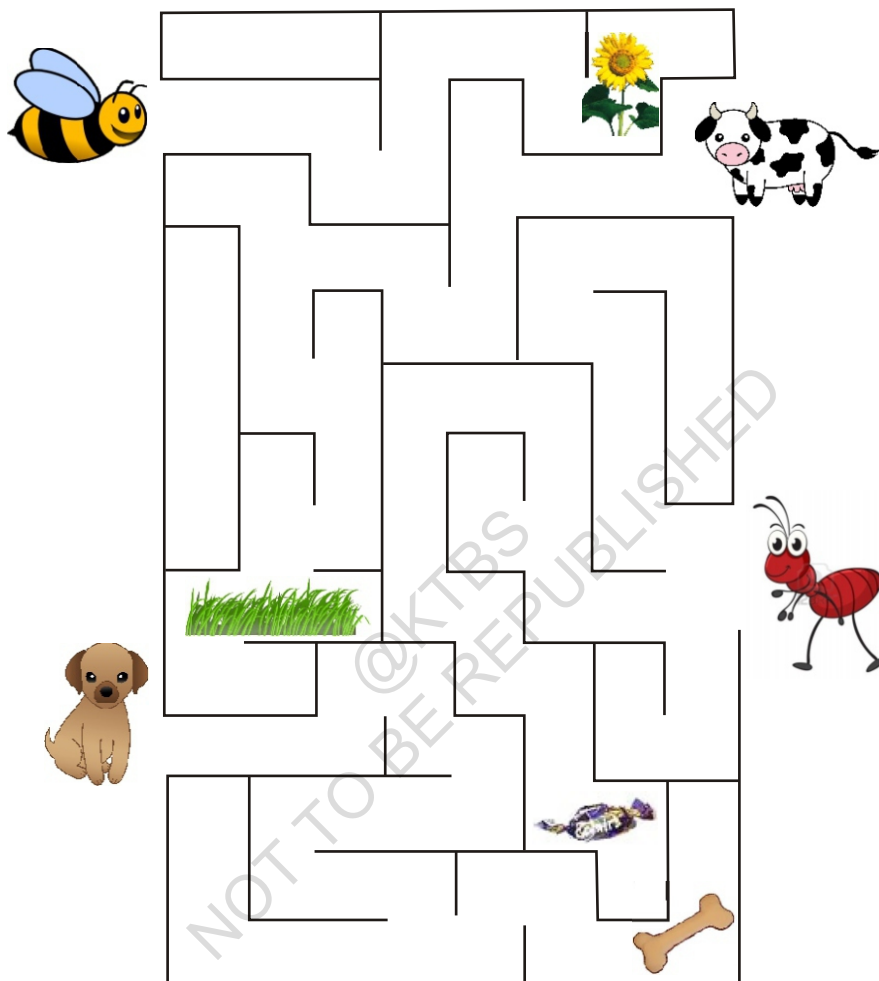


Choose these food items for the summer and rainy season. Ask the pupils to colour the summer food items red and rainy season food items blue.



FOOD

Trace the way and help them to get the food.



Circle the letters (one is done for you)

b : A blue bird is singing.

b : Sabeeha is reading a book.

d : A dog is hiding behind a book.

c : A child is playing with a chick.

f : He is a fine friend forever.



FOOD

Look, listen and repeat after the teacher.

rob

log

hop

job

fog

top

sob

jog

mop

mob

dog

pop

pen

beg

net

hen

leg

bet

den

peg

get

yen

keg

yet



Read the words first and ask the pupils to repeat them.



FOOD

Repeat after the teacher.

dear

near

fear

rear

gear

tear

hear

year

Read the picture.



Boats are sailing on water.



Ravi is driving the car.



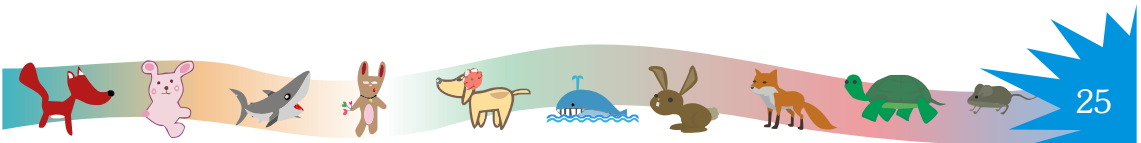
The cow is drinking water.





RHYME

The wind blew;
All my clothes flew.
A cat got my hat !
A fox got my socks !
A goat got my coat !
An owl got my towel !



DRESS

Name the dress

1)



2)



3)



4)



5)



6)



7)



8)

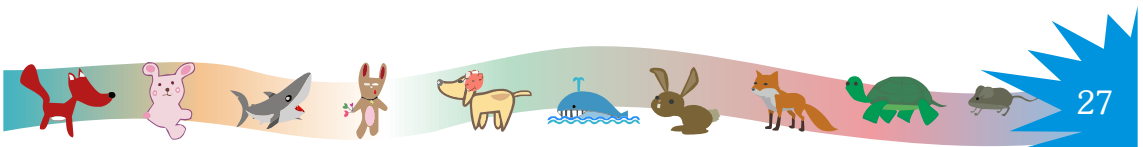
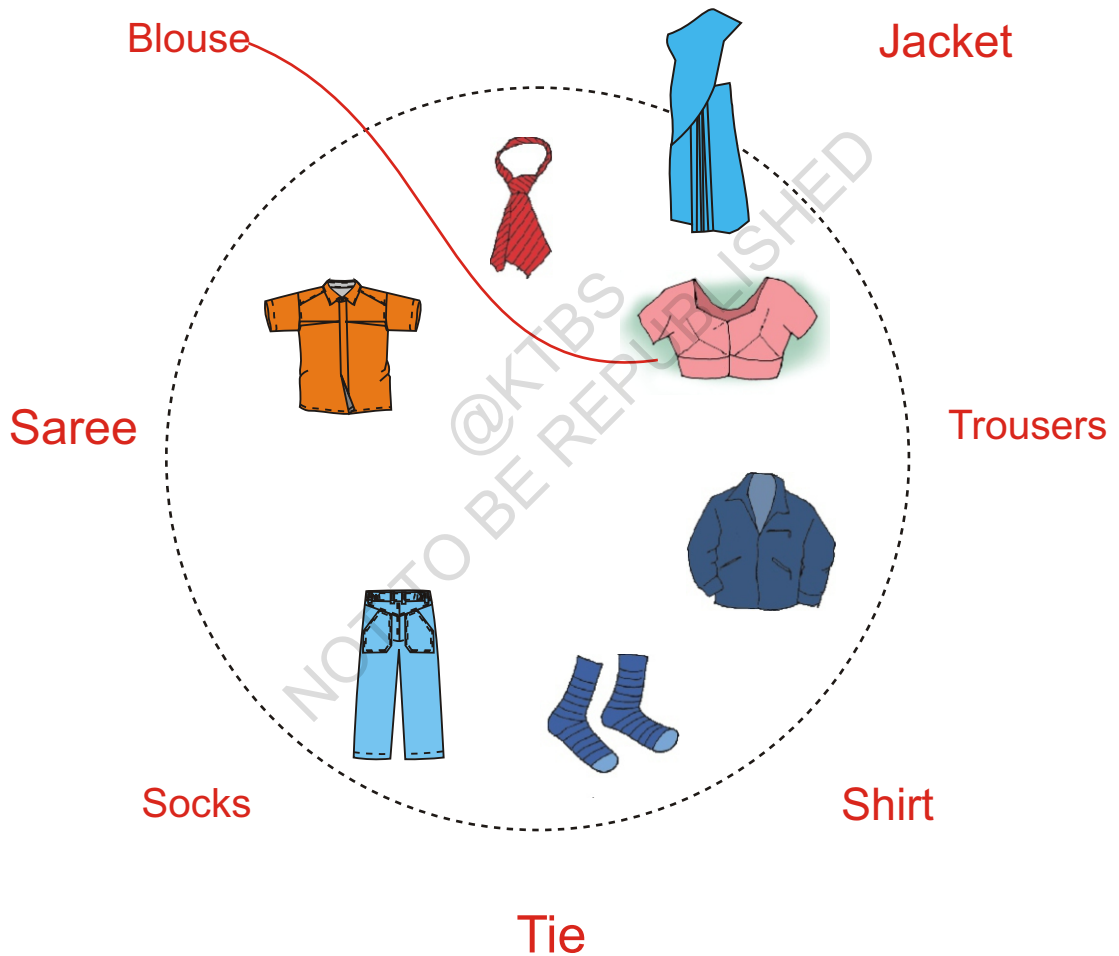


Ask the pupils to name the dresses, and make them practise saying the words.



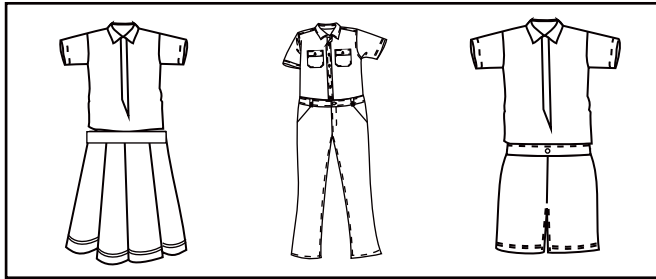
DRESS

Join the things with their names by drawing a line.
There is one example.



DRESS

Copy the pictures in the right box and colour them.



1. Raju is going to school.



2. Sarah is going to school.



3. Daddy is going to office.

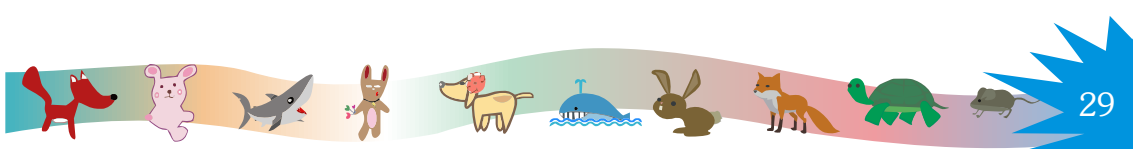
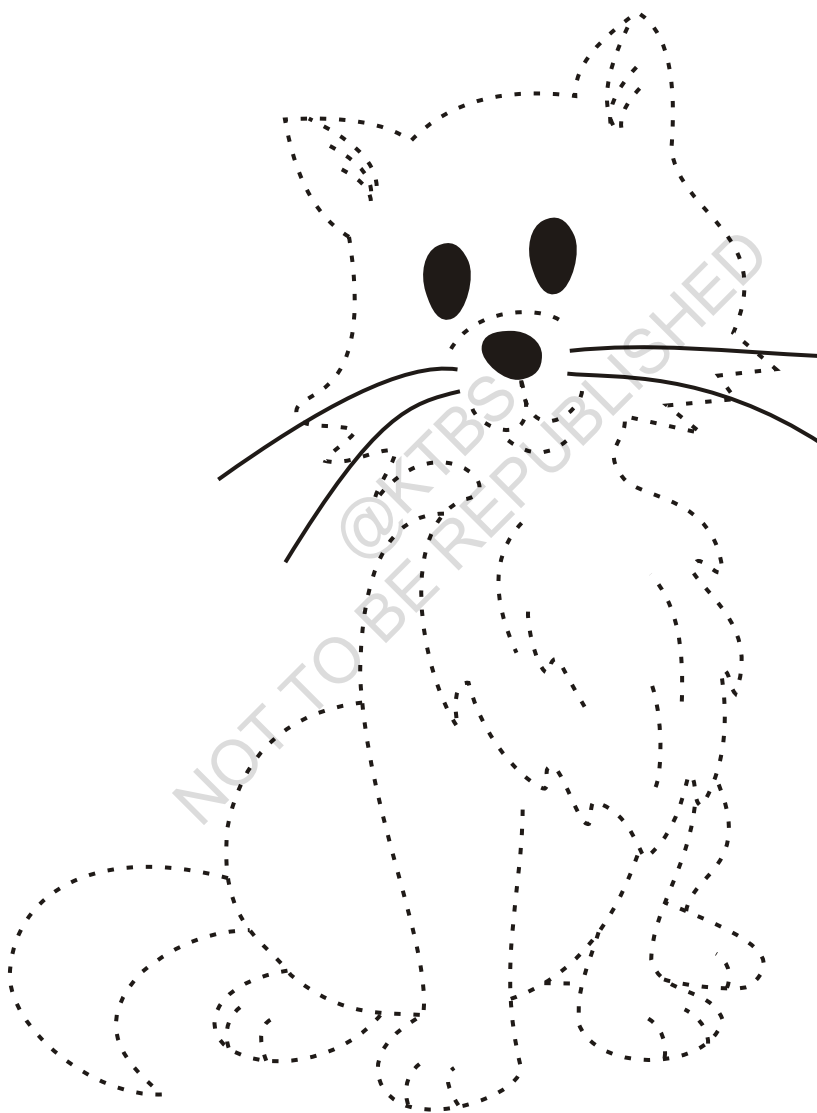


Ask the pupils to identify the pictures. Ask them who wears these dresses (school children, person working in an office). Then read the three sentences. Let the pupils copy the pictures and colour them.



DRESS

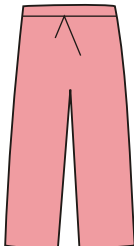
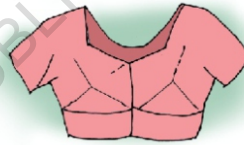
Join the dots and colour the picture.



DRESS

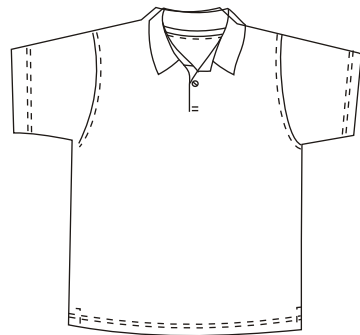
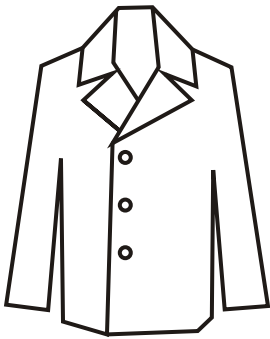
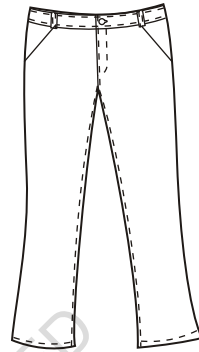
Match the pictures by drawing lines.

Eg.



DRESS

Colour these pictures.



DRESS

Activity :

Practise writing the words.



coat

coat



blouse



shirt



Jeans



Jacket

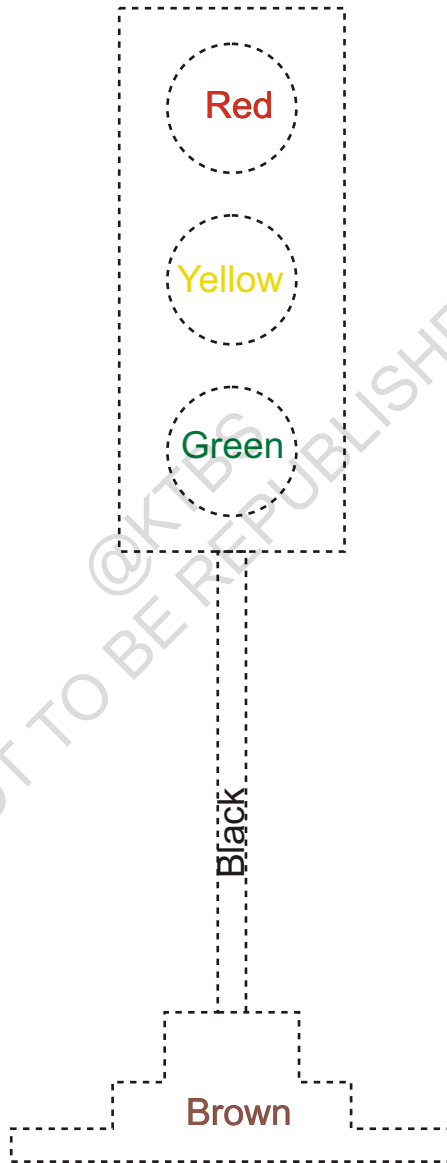


tie



DRESS

Join the dots and colour the picture.



DRESS

RHYME :

The furry white white cat

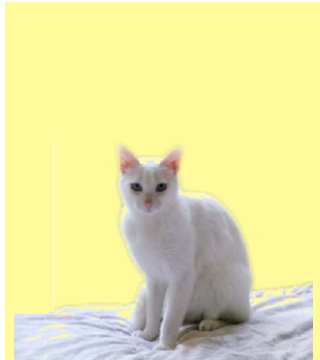
Was sitting on a mat ;

Suddenly she saw a rat

Who was gray and very fat.

My cat mewed and jumped,

The rat ran dhat dhat dhat.



DRESS

coat

hat

shirt

skirt

@KTBS
NOT TO BE REPUBLISHED



UNIT
4

RELATIONSHIPS



Name me using the clues



1) Eg. Mother



2) Fa_____



3) Br_____



4) Si_____



5) Gr____fa_____



6) Gr____mo_____



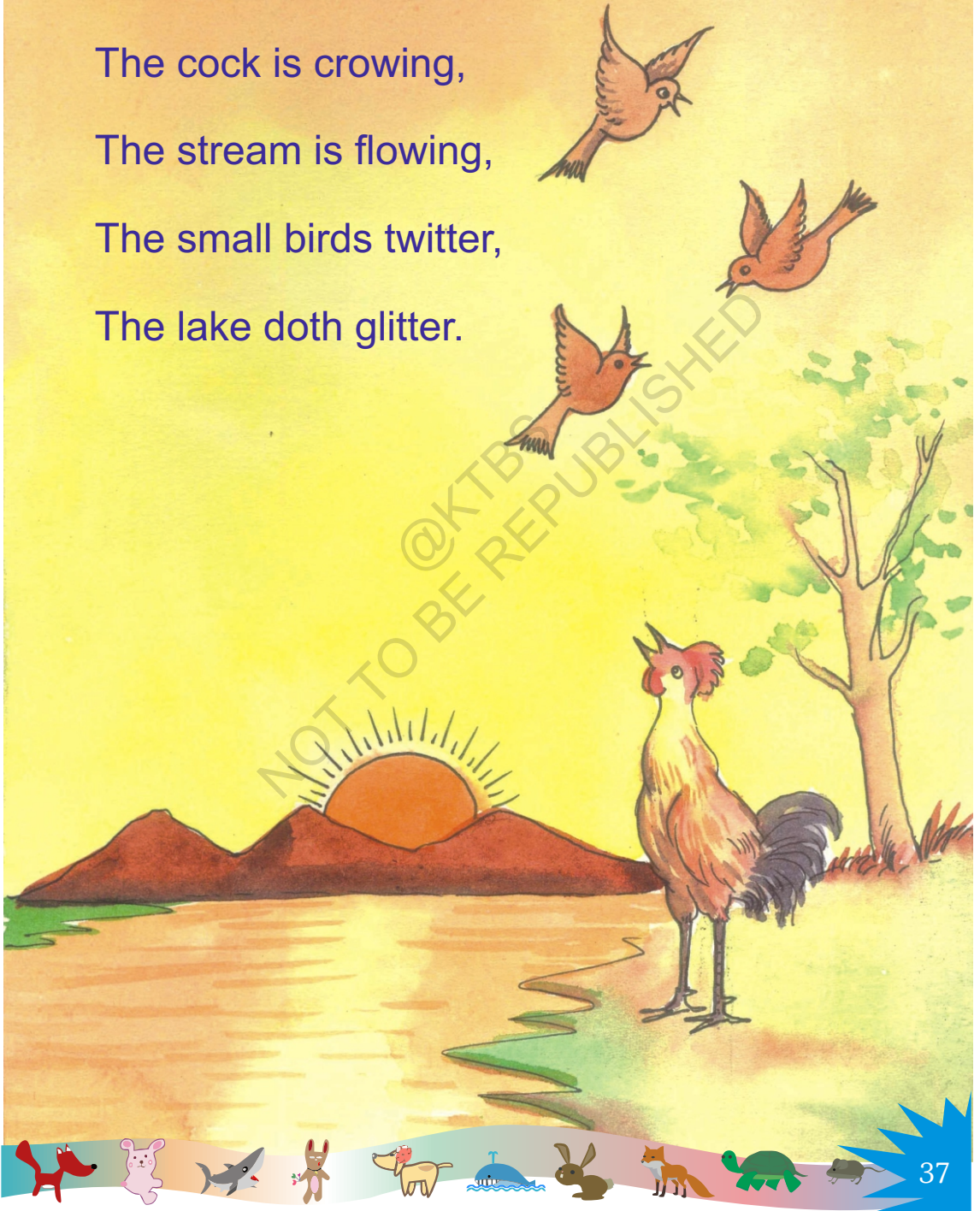
Make the pupils say the words.



RELATIONSHIPS

RHYME

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter.



RELATIONSHIPS



Make the pupils join the dots and colour the picture.



RELATIONSHIPS

Look at the people in the pictures. Listen to your teacher.
Then tick the correct choice below each picture.

a)



1) aunt and niece

☒

2) brother and sister

☐

b)



1) aunt and uncle

☐

2) father and daughter

☐

c)



1) husband and wife

☒

2) brother and father

☐

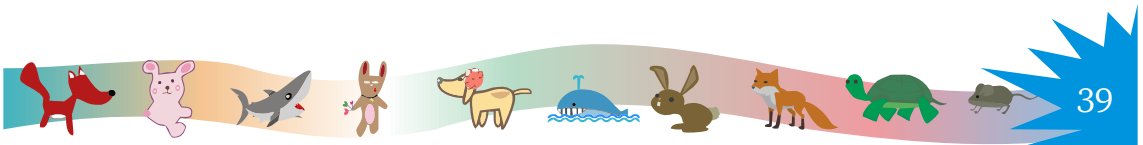
d)



1) mother and daughter

☐

2) brother and sister

☐

RELATIONSHIPS

Speaking Activity

1) My father is _____

2) My mother is _____

3) My brother is _____

4) My sister is _____

5) My grandfather is _____

6) My grandmother is _____



Make the pupils say the names to complete the sentences.

If the pupils do not have any relatives they can say,

"I have no brother/sister."



RELATIONSHIPS

Circle the odd man out and write.

eg. 1) F Ɱ Ɔ ㄣ _____ F

2) E Э Ǝ Ǝ _____

3) Ɔ Ɔ Ɔ B _____

4) ㄣ T ㄣ ㄣ _____

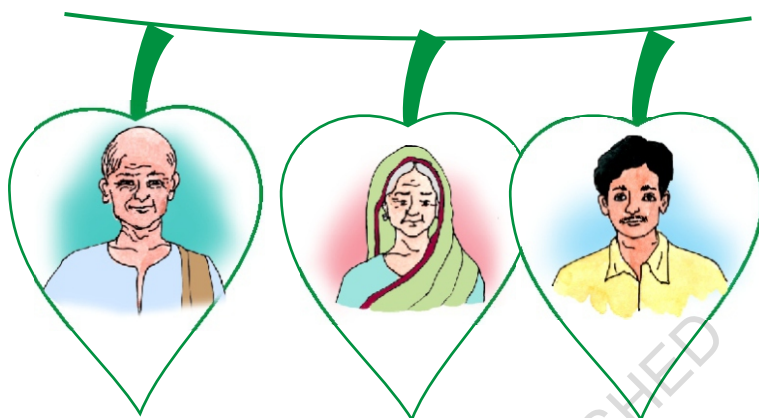


Ask the children to identify the correct shape of the letter, circle it and then write it in the given space.

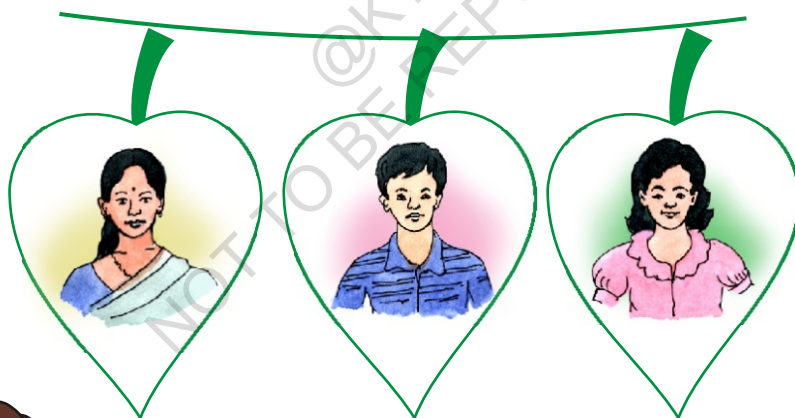


RELATIONSHIPS

WHO ARE THEY?



E.g. Grandfather



Ask the pupils, "Who are they ?" If they can't answer help them.



RELATIONSHIPS

Odd man out.

1) E.g.



2)



3)



4)



5)



Make the pupils identify the odd man and circle the picture.



RELATIONSHIPS

Use these words.

good

naughty

strong

old

beautiful



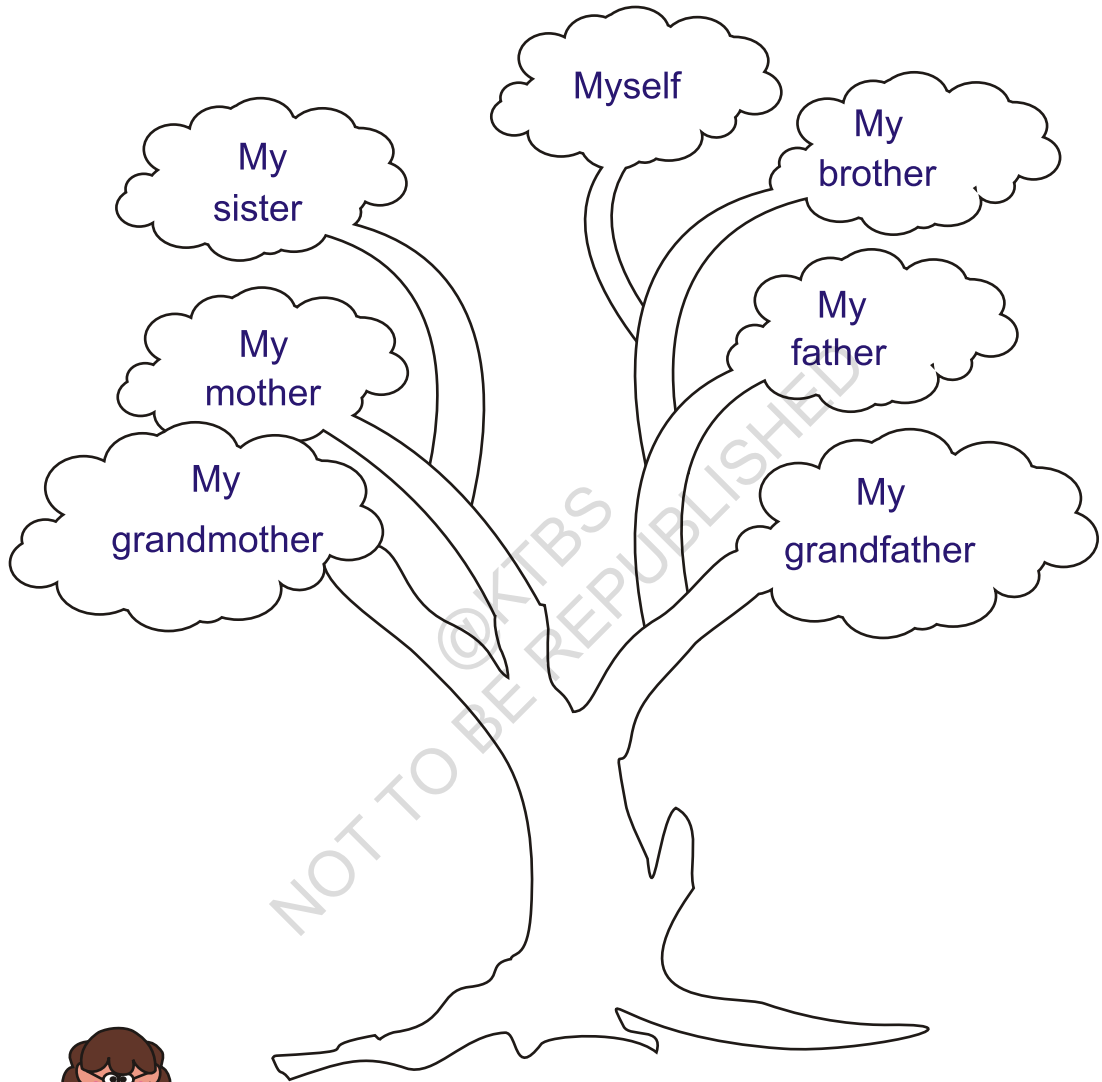
Make the pupils sit in a circle and make them talk about any one person of their family. They can use the given words.



RELATIONSHIPS

Activity

My family tree



Make the pupils paste the photograph of their family members.



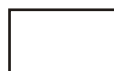
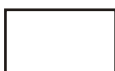
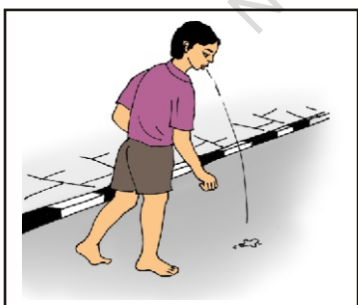
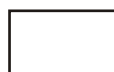
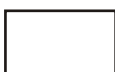
UNIT 5

HYGIENE



F6W1P5

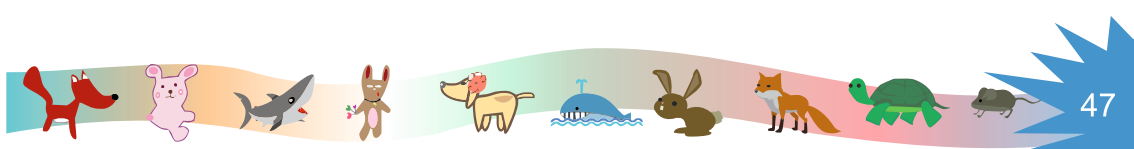
Put ✓ under good habits, and X under bad habits. There is an example.



1. Do you wash your hands after going home? _____
2. Do you leave your shoes in the middle of the hall? _____
3. Do you speak when food is in your mouth? _____
4. Do you keep cut fruits on your notebooks? _____
5. Do you wash your clothes regularly? _____
6. Do you eat food sold in the street? _____
7. Do you wash fruits and vegetables before eating? _____
8. Do you throw rubbish only in the dustbin? _____



- ★ The activity can be done as pair work too where one pupil asks the question and the other answers.
- ★ Model the activity with a student; Practice the phrases 'Yes we do,' 'No we don't , with the class.'
- ★ Ask the above questions to the class.



HYGIENE

Match the pictures of things that help you to keep clean.



Draw 😊 under good habits and ☹️ under bad habits. There is one example.



Rhyme

**Here we go round the mulberry bush,
Mulberry bush,
Mulberry bush
On a bright and sunny morning.**

**This is the way we brush our teeth,
Brush our teeth,
Brush our teeth
On a bright and sunny morning.**

**This is the way we wash our face,
Wash our face,
Wash our face
On a bright and sunny morning.**



Teach pupils these phrases: **brush my teeth, comb my hair, wash my face, sweep the room, cut my nails.**

Then say the phrases with actions. Ask the pupils to copy your actions.
Now ask the pupils to sing the song with actions.
You can sing this song adding “comb our hair,” “sweep the room” and “cut our nails.”

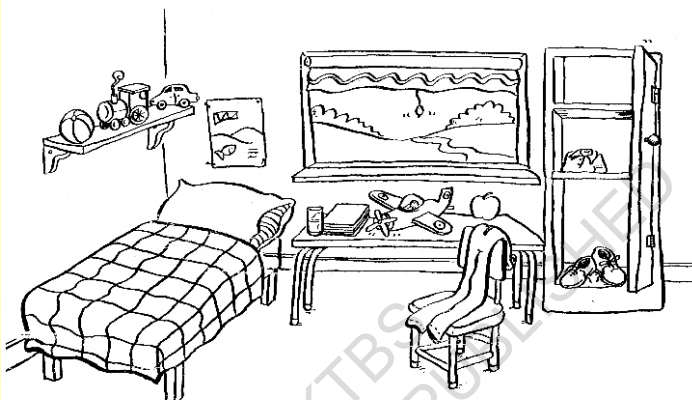


HYGIENE

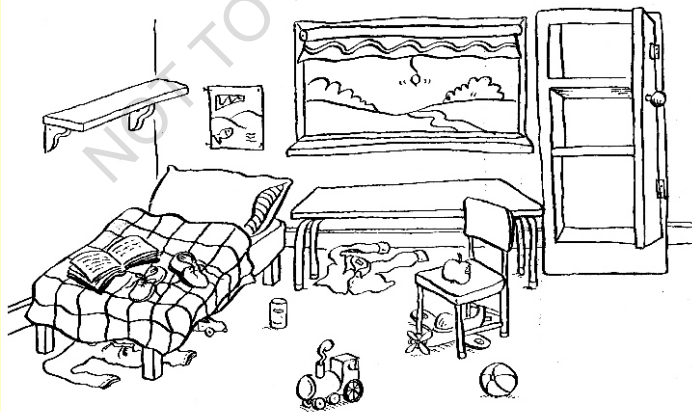
Spot the differences in the two pictures and tell your partner about them. These words may help you.

Words : apple, ball, shoes, toys, towel, dog, book, glass, aeroplane, cloth.

A Can you find ten differences?



B Can you find ten differences?



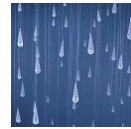
HYGIENE

Circle all those pictures that have the same sound.

1.



2.



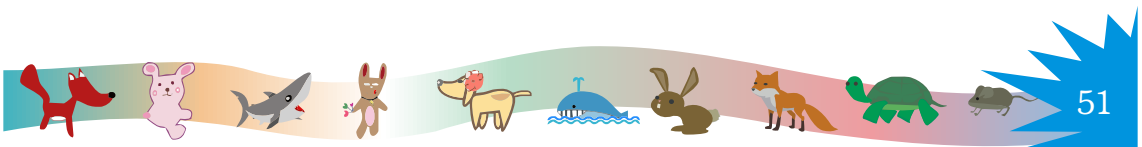
3.



4.



10



HYGIENE

Repeat the sentences after the teacher.

The cat sat on the mat.

A big fat rat is under the hat.

I found a pin in a tin near the bin.

The bug is snug under the rug.

The ten men chased the hen into the den.



Say the above sentences at least twice, slowly and clearly.

Ask the pupils to repeat. You can have a pair activity with one pupil asking the other to complete what he has begun.

Sing this rhyme with actions.

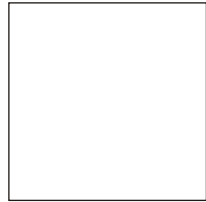
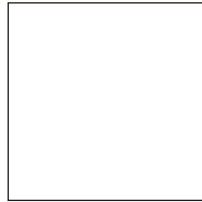
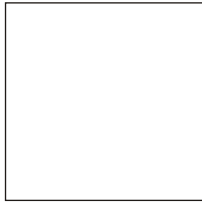
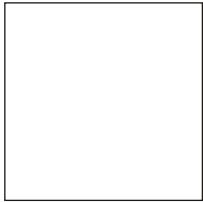
Wash your hands dearie
Wash both your hands
Wash your hands dearie
Before eating any meal

Brush your teeth dearie
Brush your teeth well
Brush your teeth dearie
Every morning and night



HYGIENE

Draw these pictures on the board and ask pupils to copy down any four pictures in their books within four squares like this.



Call out the names of any four pictures from the group on the board. If a pupil has drawn the picture in his book, he ticks it. The pupil who has all the pictures you call out, says 'Bingo'. She/he is the winner.



HYGIENE

Circle all the words which have the same sound as the first word.

hot :	pot	net	got	cot
run :	man	sun	bun	gun
fig :	big	dig	pig	jug
say :	hay	may	try	ray
pet :	set	hit	met	get
dry :	pay	try	fry	cry



Say the words aloud clearly. The pupils must be able to hear them. They follow the words as you say them and do the activity. Have the students repeat similar sounding words in each row after the activity is over.



HYGIENE

Match the body part to what it does.

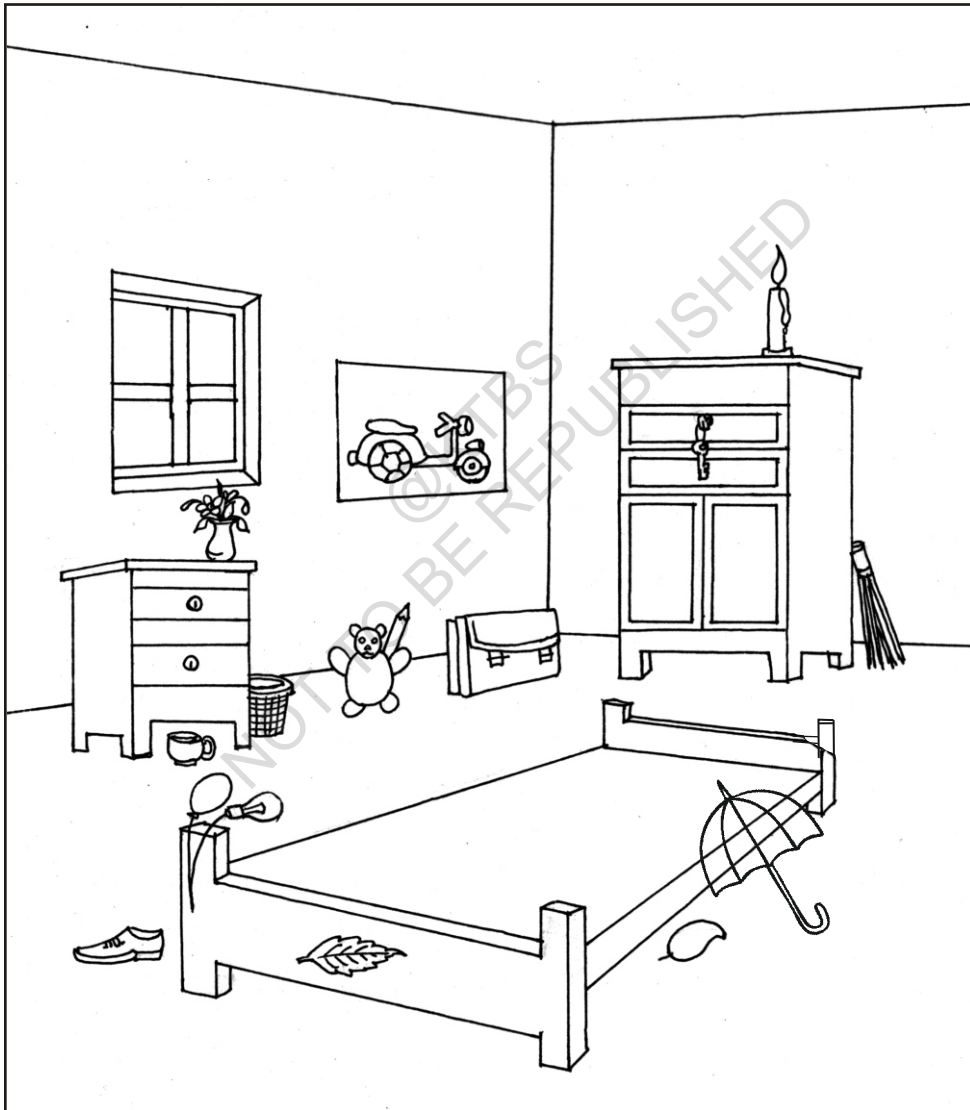


HYGIENE

Find the hidden objects in the picture and circle them. The following objects are hidden:

key, mango, football, umbrella, leaf, flower, pencil, broom, candle, bulb, cup, shoe, bag.

Your teacher will read out the words.



HYGIENE

I. Sing these rhymes with actions.

Thank you God for the world so sweet
Thank you God for the food we eat
Thank you God for the birds that sing
Thank you God for everything.

Off to School

The sun is up
It's yet another day !
The birds chirp
Loud and gay.

I wash my face
The teeth I brush
I oil my hair
To bathe I rush.

My dress is ironed
I comb my hair
My kerchief is folded
Into a neat square.

I am now ready
To God I bow
I put on my shoes
To school I go !



HYGIENE

Listen to the story.

Elemu's Gold

Elemu was a rich merchant. He had lot of gold with him. Once he had to go to a nearby city. When he came back, all his gold was gone!

Elemu went to the king for justice. The king kept a donkey in a tent. He put perfume on its tail. He told all the villagers to go one by one, touch the donkey's tail and come out. If the thief touched the tail, the donkey would bray, he said.

When each villager touched the donkey and came out, the king smelled his hand. One person's hand did not smell of perfume. The king declared him the thief. The thief had not touched the tail. He was afraid the donkey would bray.



Tell the story slowly and with expressions.
The students can mime the story or enact it with dialogues
their own. Give a model enacting or mime.



HYGIENE

Sing the rhyme and colour the picture.

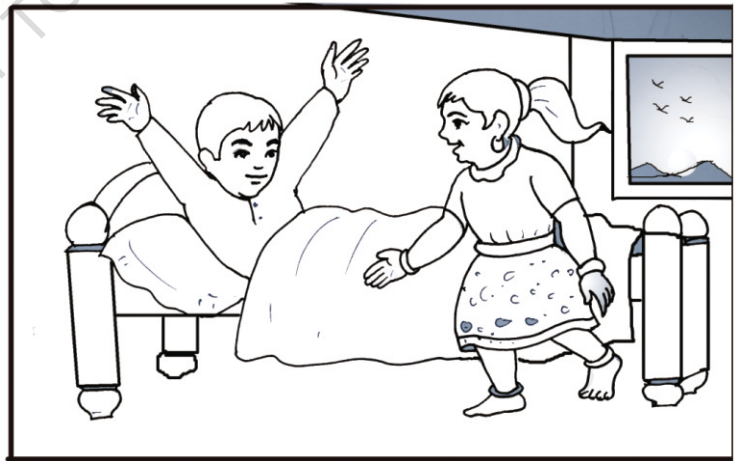
LITTLE KITTY

I like little Kitty,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm;
So I'll not pull her tail,
Nor drive her away,
But Kitty and I,
Very gently will play.



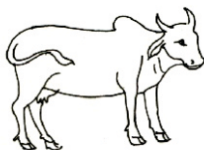
EARLY TO BED

Early to bed,
And early to rise,
Makes a man,
Healthy, wealthy
and wise.



HYGIENE

Colour the picture that goes with the first picture in each row:



HYGIENE

Meena is ready to take her bath. Circle the things she will need.



Do you know the names of the other objects?
Tell your friend.



HYGIENE

at eat be he her

am it spit to two

we went do dot car

bat bath for bit bite



Sets of words can be written on different days;
they can be combined with story listening.

