

Marigold

Textbook in English for Class I



0118



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

0118-MARIGOLD

Textbook for Class I

ISBN 81-7450-478-8

First Edition

February 2006 Phalguna 1927

Reprinted

November 2006 Kartika 1928

October 2007 Kartika 1929

January 2009 Magha 1930

November 2009 Kartika 1931

November 2010 Kartika 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

October 2013 Asvina 1935

November 2014 Agrahayana 1936

May 2016 Vaishakha 1938

December 2016 Pausa 1938

November 2017 Agrahayana 1939

December 2018 Agrahayana 1940

August 2019 Bhadrapada 1941

January 2021 Pausa 1942

November 2021 Kartika 1943

PD 210T RSP

© National Council of Educational Research
and Training, 2006

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Palak Printer, 6
Mohakampur, Phase II, Delhi Road,
Meerut

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**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shweta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Assistant Production Officer : Deepak Jaiswal

Cover, layout and Illustrations

Henu Mehtani

Foreword

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously

permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

20 December 2005
New Delhi

Director
National Council of Educational
Research and Training

Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS AT THE PRIMARY LEVEL

Anita Rampal, *Professor*, Central Institute of Education, Delhi University

CHIEF ADVISOR

R. Lalitha Eapen, *Professor*, English and Foreign Languages University (EFLU), Hyderabad.

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Ram Janma Sharma, *Former Professor and Head*, Department of Education in Languages, NCERT, New Delhi.

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Shobha Chanana, *TGT*, Kendriya Vidyalaya, Sagar, Madhya Pradesh.

MEMBER-COORDINATOR

Usha Dutta, *Former Professor*, Department of Education in Languages, NCERT, New Delhi.

Acknowledgements

National Council of Educational Research and Training is most grateful to the following for their valuable contributions in the development of this book – R. Amritavalli, *Professor*, CIEFL, Hyderabad, M.L. Tickoo, *Professor (Retd.)*, CIEFL, Hyderabad and Sonika Kaushik, *Primary Teacher*, Sanskriti School, New Delhi.

The Council also thanks the following authors, copyright holders for permission to use poems and stories included in this book.

After a Bath by Aileen Fisher; *The Bubble, the Straw and the Shoe* by Alexei Tolstoy from *Russian Tales for Children*, E.P. Dutton and Company Inc., New York; *One Little Kitten* by Carolyn Graham; *Lalu and Peelu* by Vineeta Krishna, Ratnasagar, 1994; *Mother Hen and the Chicks*, The Beacon Readers 'At Old Lobs' by E.H. Grassam, Ginn and Company Ltd., London, 1951; *Mittu and the Yellow Mango* by Chitra Narendran, Frank Educational Aids Pvt. Ltd., New Delhi; *Merry-Go-Round* by Dorothy W. Baruch; *Circle* by Manorama Jafa, Ratnasagar Pvt. Ltd.; *Our Tree* by Pranab and Smita Chakravarti, National Book Trust, India, 2005; *Sundari* adapted from 'Cleo' by Ruth Dixon in 'The Children's Treasury,' compiled by Marjorie Barrows, Consolidated Book Publishers, Chicago, 1947; *The Tiger and the Mosquito* by Mrinalini Srivastava, translated by Alaka Shankar, Children's Book Trust, New Delhi, 2003 and *Anandi's Rainbow* by Anup Ray, National Book Trust, India, 2004. We also acknowledge Bharat Gyan Vigyan Samithi *Picture Stories* by Nikolai Radlov, New Delhi 2004 for *Giant Rat* and *Umbrella Nest*; Central Institute of English and Foreign Languages (CIEFL), Hyderabad for *Beginning Reading Programme, 2000* and *Come on Everybody, Let's Sing* by Lois Birken Shaw Fleming.

Special thanks are due to Shveta Uppal, *Chief Editor*, NCERT and Vandana R. Singh, *Consultant Editor* for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Rituraj Sharma, *DTP Operator*; Keerti Lingwal, *Proof Reader*; Sunanda, *Copy Editor* and *Incharge Computer Station*, Parash Ram Kaushik in shaping this book. Last but not the least, the efforts of the Publication Department, NCERT are highly appreciated.

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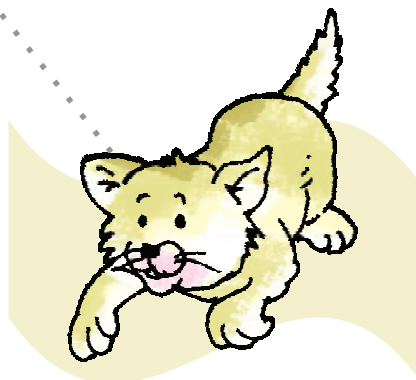
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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

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

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

A Happy Child



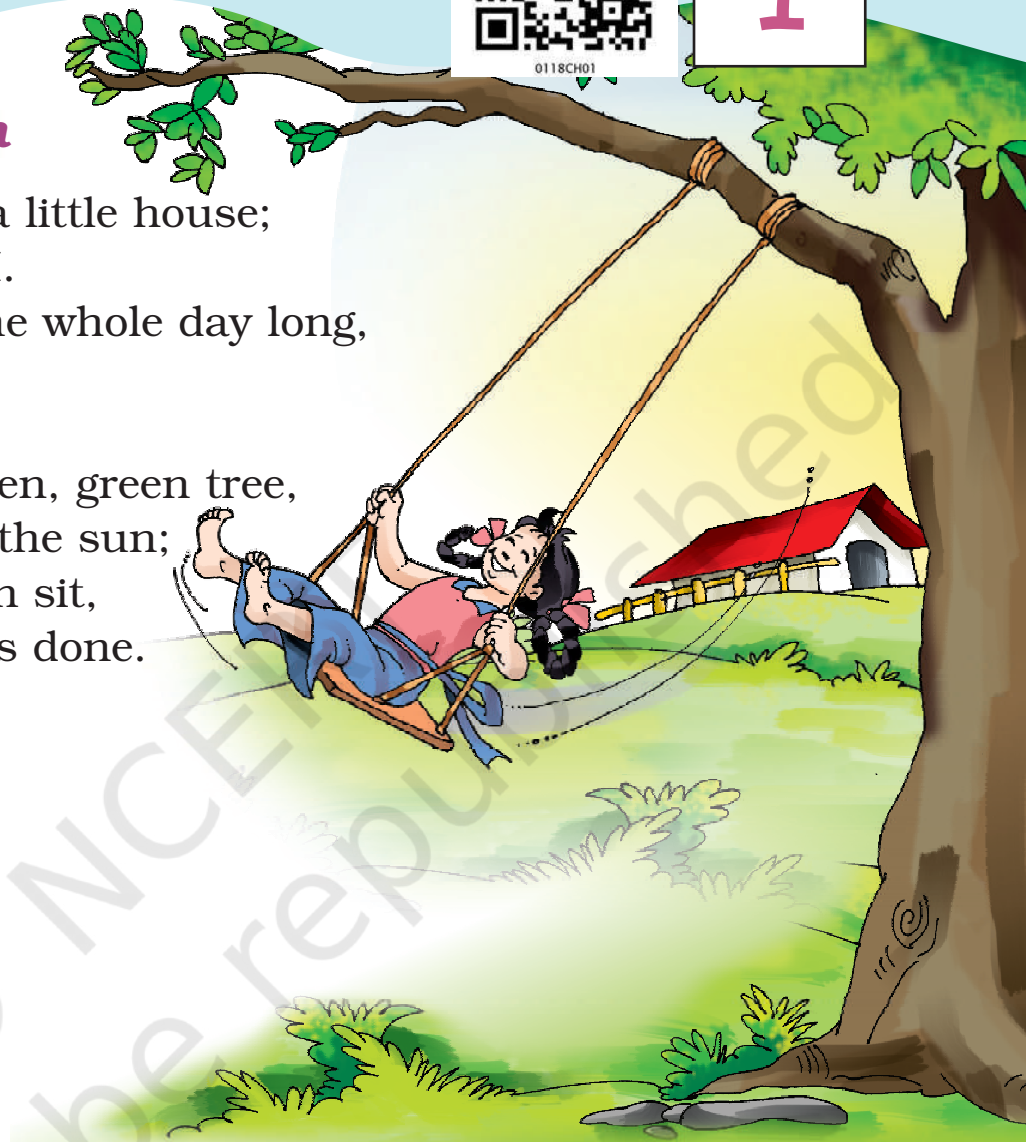
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UNIT
1

Enjoy this poem

My house is red - a little house;
A happy child am I.
I laugh and play the whole day long,
I hardly ever cry.

I have a tree, a green, green tree,
To shade me from the sun;
And under it I often sit,
When all my play is done.



New words

cry

day

red 

sun 

Let's read



The sun shines in the sky.
I have a red pen.

Read and match the words with the pictures. Draw a line.

I am a boy.



I am a girl.



Fun with colours



Fill in the box with the right colour.

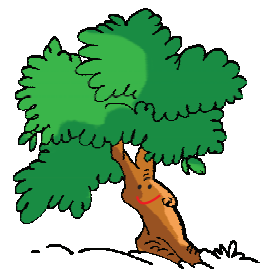
- ▶ What is the colour of the happy child's house?
- ▶ What is the colour of your house?
- ▶ What is the colour of the tree?
- ▶ What is the colour of the sun?

Let's talk



Is there a tree growing near your house?

- ▶ Tell us about the tree. Is it big or small?
- ▶ Do you like the tree? What is the name of the tree?



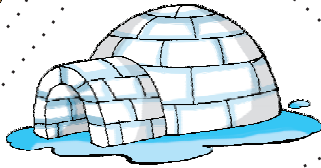
Let's share



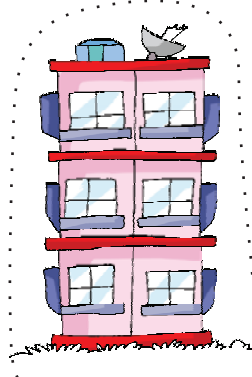
There are many kinds of houses. Circle the ones you have seen.



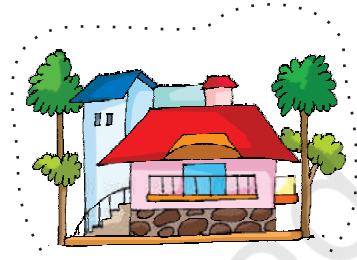
hut



igloo



flat



bungalow

Let's draw



Draw your house here and talk about it.



How do you feel — 😊 ☹️

- ▶ When you get a new dress?
- ▶ When you get hurt?
- ▶ When you share your things?
- ▶ When you are ill?

Draw and say

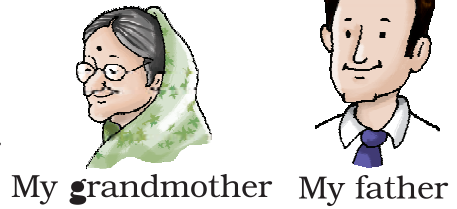
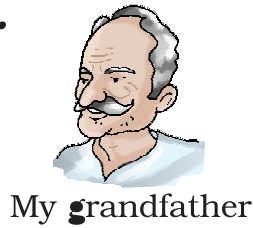
😊 happy

☹️ sad

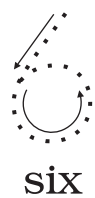
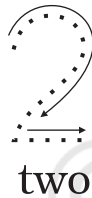
😊 _____

☹️ _____

Draw lines from the house to the people who live in your home.



Trace the numbers on the dotted lines.



How many people live in your house?

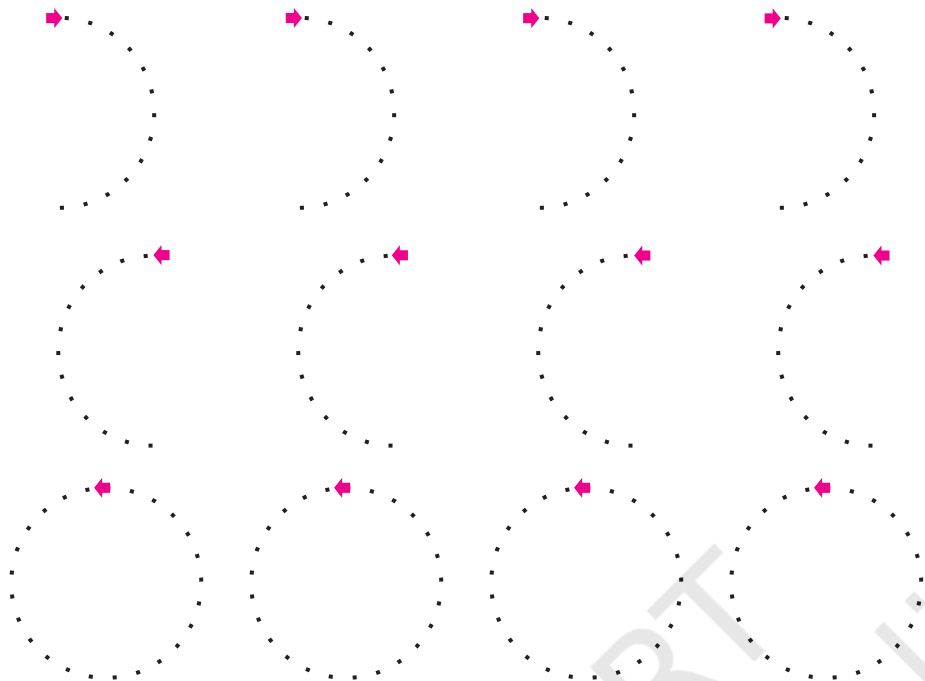
Write here. _____ people live in my house.

Sing

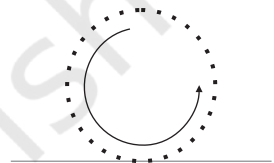
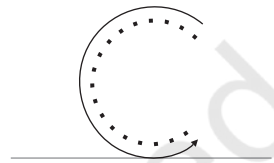
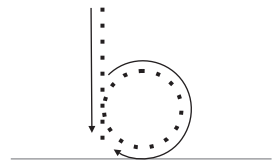


Jack-in-the box
Sits so still,
Won't you come out?
Yes, I will!

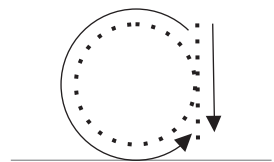
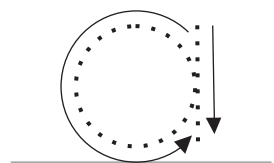
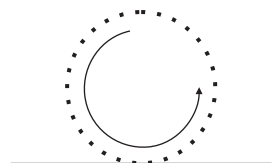
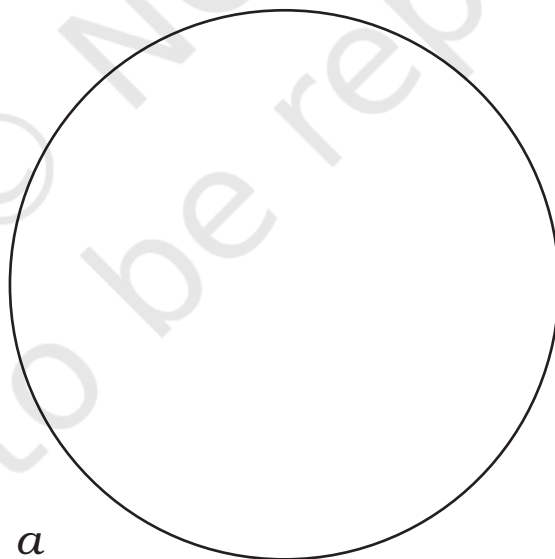
Join the dotted lines.



Write

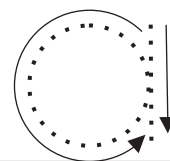
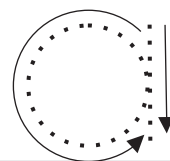
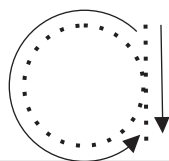
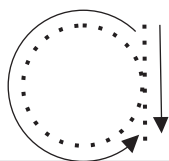
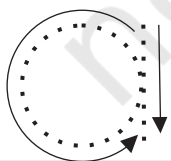


**Look in a mirror. What do you see?
Draw your face in this circle.**



Read: a, b, c.

Write: a a a a a



Collect pictures of a cat, a cow, a dog and a sheep from old books or newspapers and paste them below.

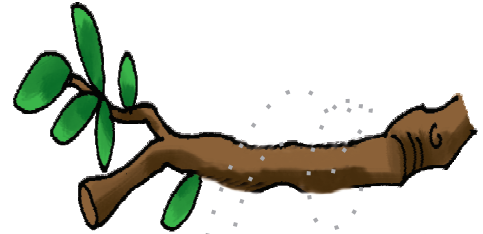
A cat

A cow

A dog

A sheep

Trace over the dotted lines and complete the monkey's tail.



Sing 

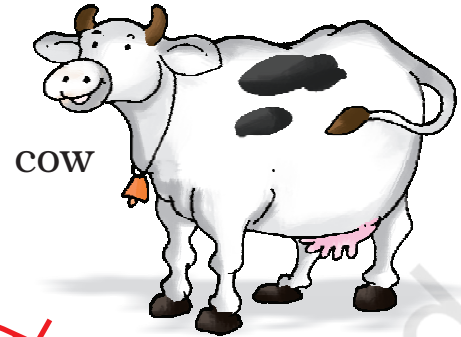


Monkey, monkey on a tree,
Swing, swing, swing, swing.

The following have lost their babies. Trace along the maze using different colours and find them. One has been done for you.



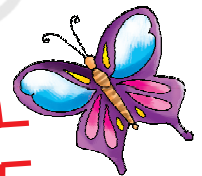
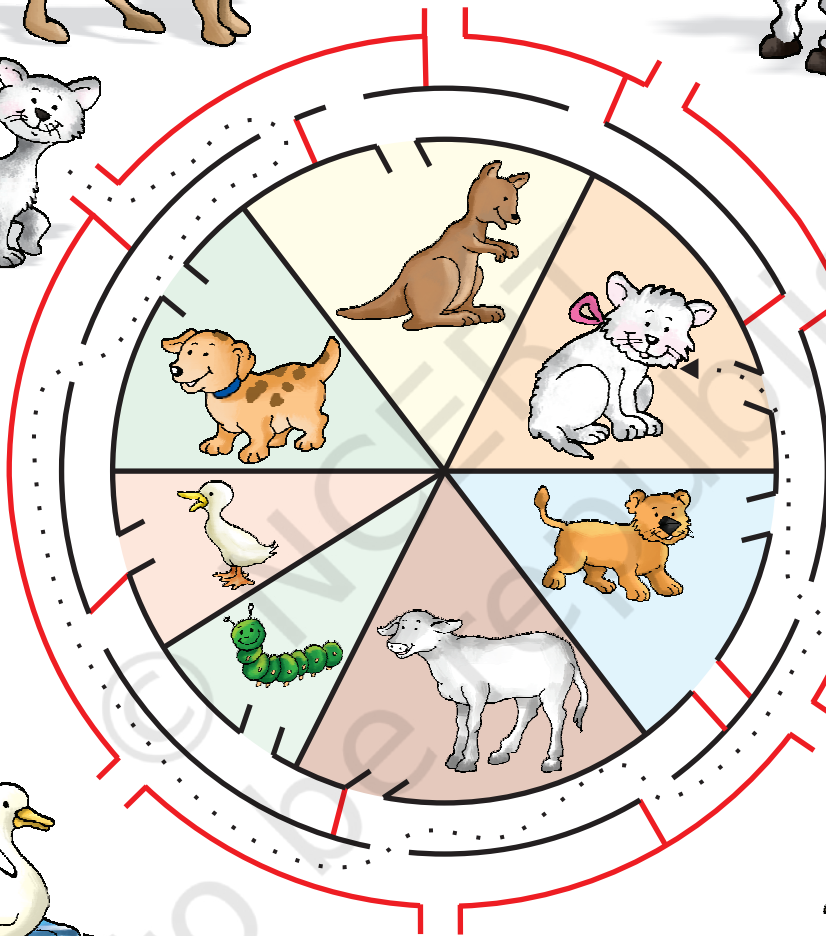
dog



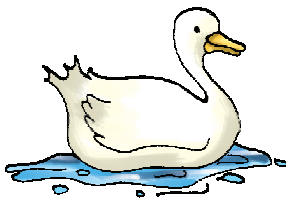
cow



cat



butterfly



duck



lion



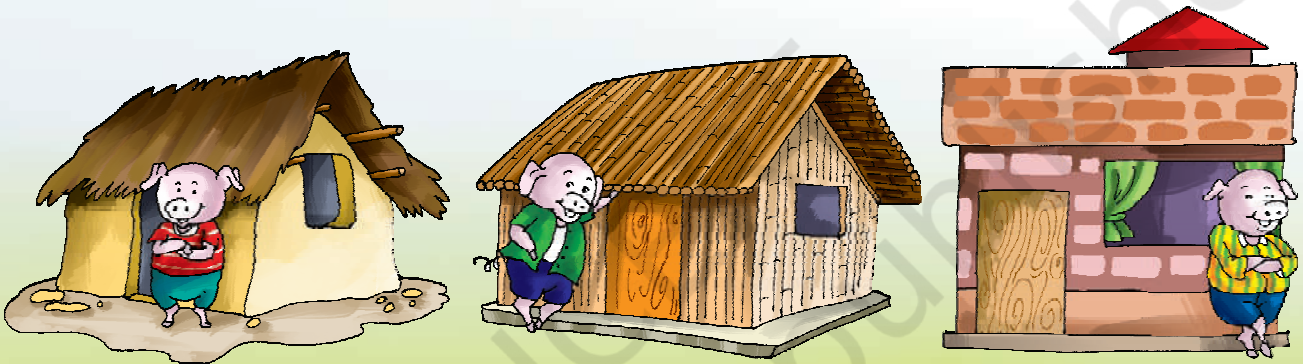
kangaroo

Three Little Pigs

Listen and enjoy this story

Once there were three little pigs,
Sonu, Monu and Gonu.

Sonu lived in a house of straw.
Monu lived in a house of sticks and
Gonu lived in a house of bricks.

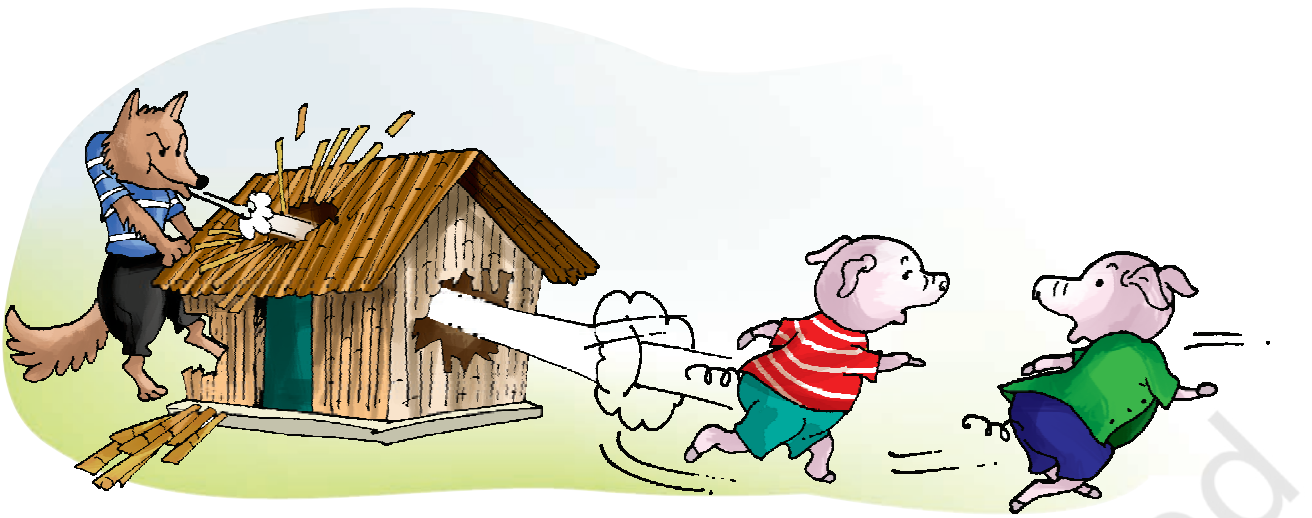


One day a big bad wolf came to Sonu's house.
He said, "I will huff and puff and I will blow your
house down." So he huffed and he
puffed and he blew the house
down.

Sonu ran to Monu's house.

The wolf came to Monu's
house. He said, "I will huff and
puff and I will blow your
house down." So he huffed and
he puffed and he blew Monu's house down.





Sonu and Monu ran to Gону's house.

The wolf came to Gону's house. He said, "I will huff and puff and I will blow your house down." So he huffed and he puffed but he could not blow the brick house down. It was very strong.

The wolf went away and Sonu, Monu and Gону lived happily together in the red brick house.



New words

and bad big but not one  pig  the was

Let's read



The wolf was big and bad.

The pig was not big.

Reading is fun

- ▶ How many pigs were there?
- ▶ What did the big wolf say to the pigs?

Let's talk

- ▶ Was the wolf good or bad?
- ▶ What is your house made of?

Let's share

- ▶ Who is good?
- ▶ Who is bad?



pig



wolf

Let's act

- ▶ Imagine you are at home when the wolf huffs and puffs.
- ▶ Act out the story of the wolf and three pigs.

Say aloud

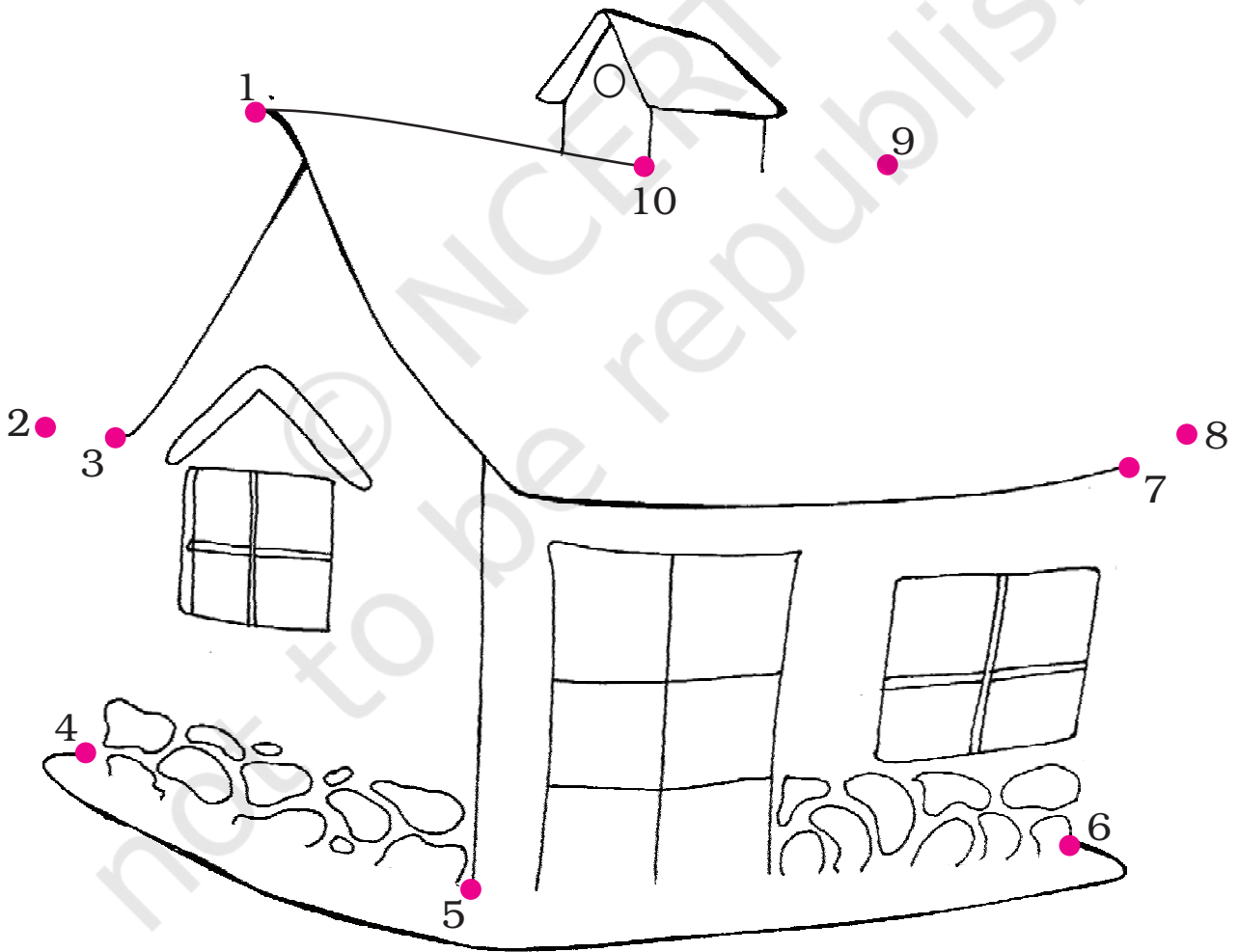


- | | |
|----------|---------|
| 1. One | 4. Four |
| 2. Two | 5. Five |
| 3. Three | 6. Six |

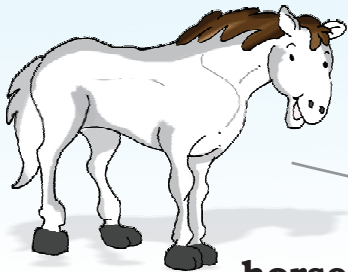
Let's draw



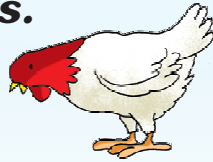
Join the dots from 1 to 10 to make the house. Then colour the picture.



There are farm animals, water animals and jungle animals in this picture. Help the animals reach their homes. Draw lines.



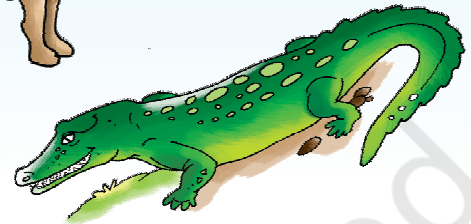
horse



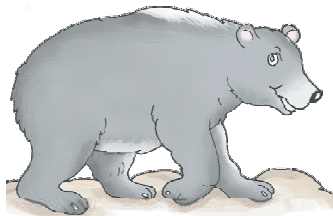
hen



dog



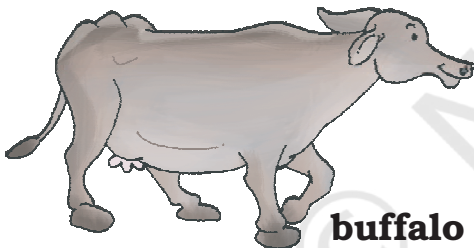
crocodile



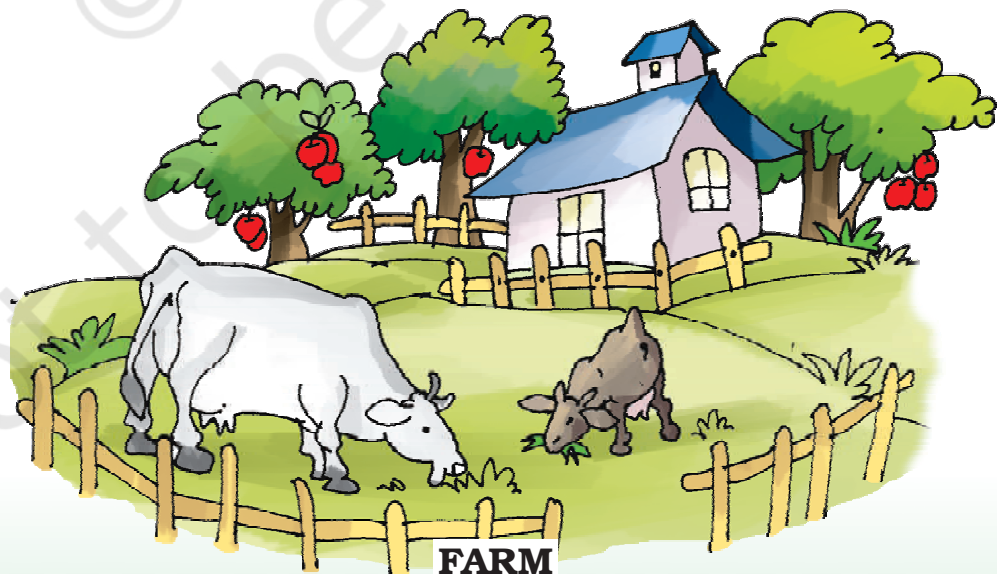
bear

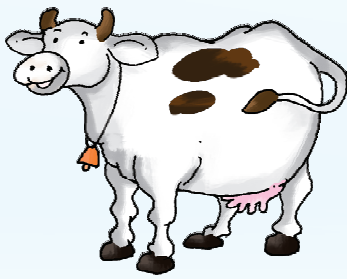


frog

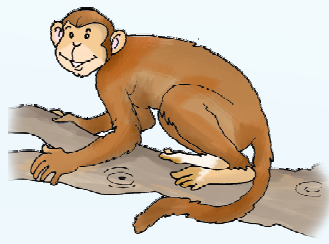


buffalo





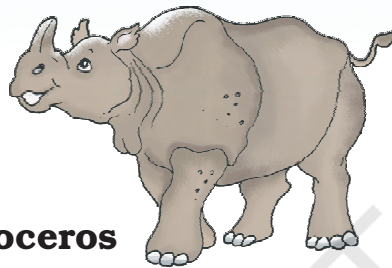
cow



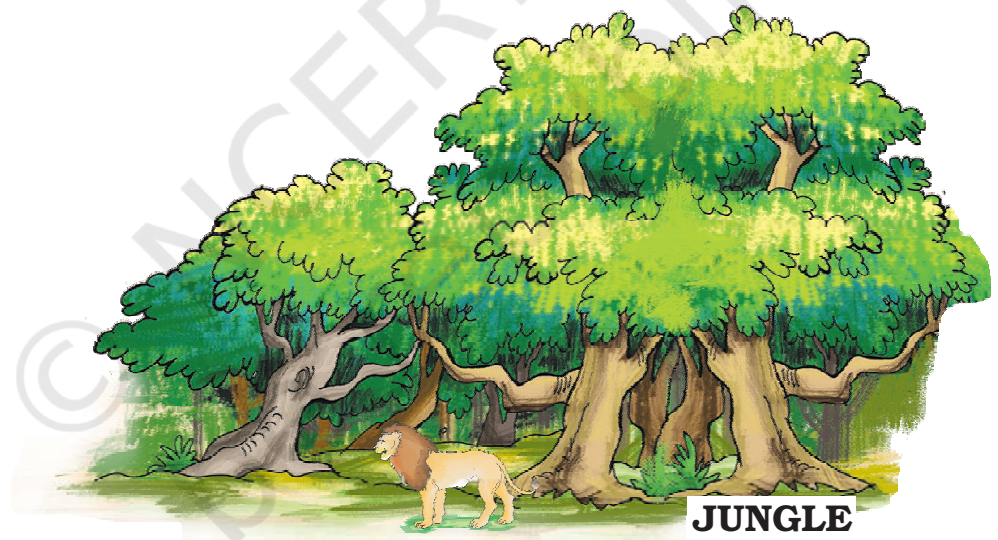
monkey



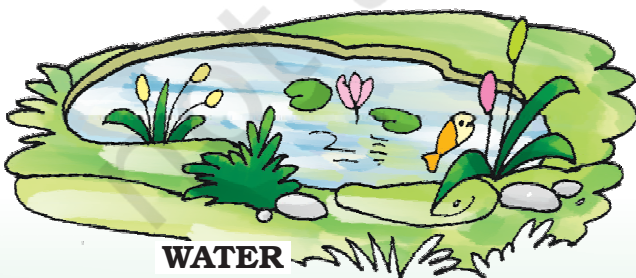
giraffe



rhinoceros



JUNGLE



WATER

Sing 



'Bow wow', says the dog,
'Mew mew', says the cat,
'Bleat bleat', says the goat,
'Roar roar', says the lion,
'Hello, hello', says the child.



The emphasis in this book is on developing language skills by using the mother tongue in the initial stages. The teacher's encouragement and motivation are very important. Children are curious and love to try things in their own little ways. Do not correct their mistakes. Focus on the process of learning and remember that the child needs to be given activities that are exciting and stimulating.

The **first Unit** is about introducing the child to a process of learning following the concept '*from near to far*'. Allow them to talk and help them to express their thoughts by use of their mother tongue, visuals, pictures, sketches, single word questions and answers. As you introduce the text (both the poem and the story), encourage all the children to participate.

▶ **Develop listening skills**

Read the poem/story aloud to the children.

Read it with emphasis on clear speech and correct pauses at commas and full stops.

▶ **Develop pronunciation**

Let the children read aloud after you. Make them repeat

blow, flow, glow

brick, kick, stick

huff, puff, stuff

▶ **Exposure to language**

Use *sight words* in the classroom by putting visuals and cue cards. Let children read these:

<i>bad</i>
<i>sad</i>

<i>bed</i>
<i>red</i>

<i>big</i>
<i>dig</i>

<i>cot</i>
<i>hot</i>

<i>bun</i>
<i>sun</i>

▶ **Develop speaking skills**

1. Encourage children to walk and jump like different animals. Let them make the sounds of '*huff*', '*puff*' etc. with force.
2. Write two-letter words on the blackboard such as *am, he, in, is, it, me, my, so* and start a contextual conversation by saying, '*She is a girl*', '*I am a teacher*', '*Please give me a pencil*', '*He is a boy*', '*You are so far away*', '*It is a warm/cold day*' etc.

Provide opportunities to children for working and playing together in

small groups. It will promote interaction, togetherness and team spirit besides encouragement for natural expressions.

3. Conversation based on 'Role play'

- Divide your class into four groups: **Red**, **Yellow**, **Blue**, **Green**
- Let each group make a house.

Red— a hut **Blue**— a flat **Yellow**— a bungalow **Green**— an igloo

Red and **Blue** groups have to talk about all the objects in their houses.

Yellow and **Green** groups have to talk about objects around their houses.

- **Method**— Each group uses low-cost waste material (e.g. newspapers, cardboard, grass, leaves, matchsticks, etc.) to draw, sketch, construct or act out a scene from their house.

MATERIAL REQUIRED

Boxes/old cartons
for collecting leaves, twigs...
Pencils / spoons, beads,
string etc.

▶ Develop writing skills / fine motor coordination

Writing needs practice before it becomes spontaneous and neat. In making the strokes show the child how to hold the pencil and use it safely. Encourage children to make different patterns/basic strokes by drawing them on the blackboard, slate/paper. Put two letter and three letter words on flash cards and show them to the children. Let them recognise the words.

▶ Raising awareness

Talk about turning off taps and not wasting water.

After a Bath



0118CH02

UNIT
2

Enjoy this poem

After my bath
I try, try, try
to wipe myself
till I'm dry, dry, dry.

Hands to wipe
and fingers and toes
and two wet legs
and a shiny nose.

Just think how much
less time I'd take
if I were a dog
and could shake, shake, shake.

Aileen Fisher



New words

dog 

how

met

try

two



Let's read



I **try** to save water.

I have **two** ears, **two** legs, ten toes and one nose.


Let's talk



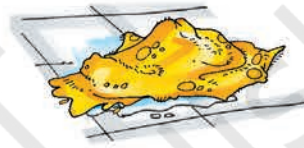
- ▶ Do you like to have a bath? Say why.
- ▶ Can you bathe yourself?
- ▶ How do you dry yourself?
- ▶ Have you seen an animal drying itself?

Let's share



Put a  around what you do after a bath.

Throw the wet towel on the floor.



Hang the wet towel to dry.



Do you wear these things?

Draw lines from the picture to the word.



- a.** shirt **b.** socks **c.** cap **d.** trousers **e.** belt **f.** shoes

Riddle Time!



I have teeth so sharp
But I never bite
What am I?

Ans.: A comb

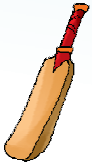
Let's do



Match the following to make pairs. One has been done for you.



needle



bat



socks



shirt



bowl

shoes



shorts



thread



spoon



ball



Let's draw



Draw or stick a picture of yourself and your friend here. Then complete the sentences and say them aloud.

My name is

My friend's name is

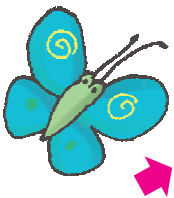
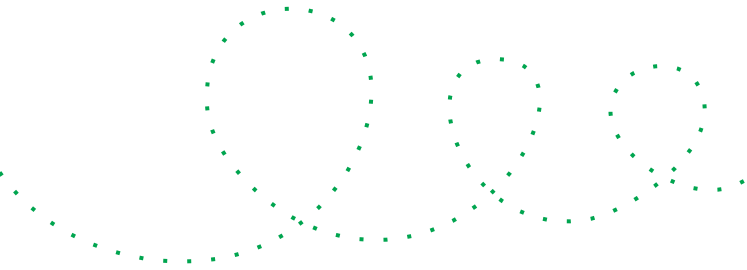
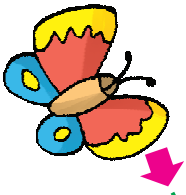


Me



My friend

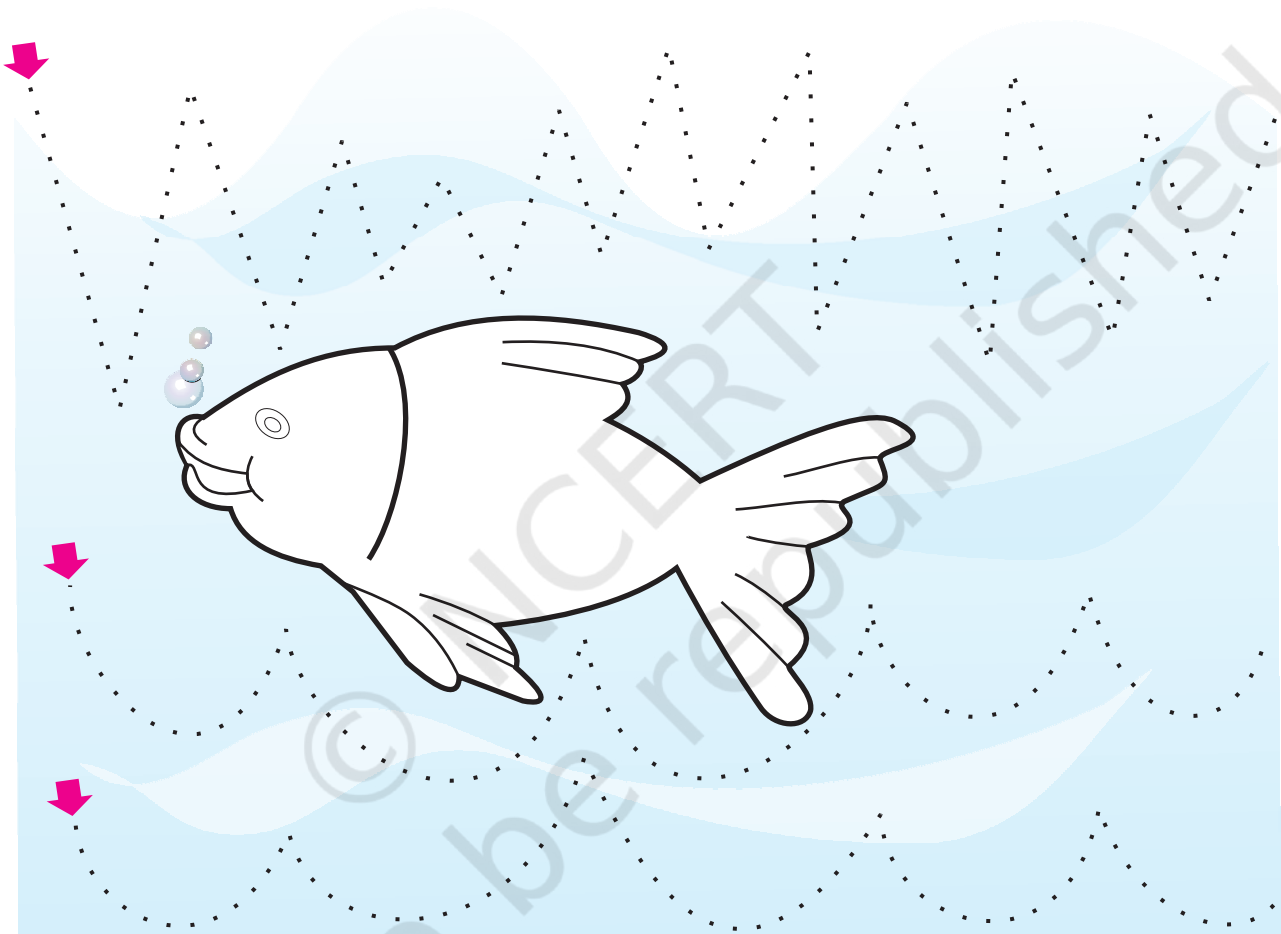
Trace the path to the flowers.



Learn to write



Trace over the waves and colour the fish.



Say aloud



a b c d e f

The Bubble, the Straw and the Shoe

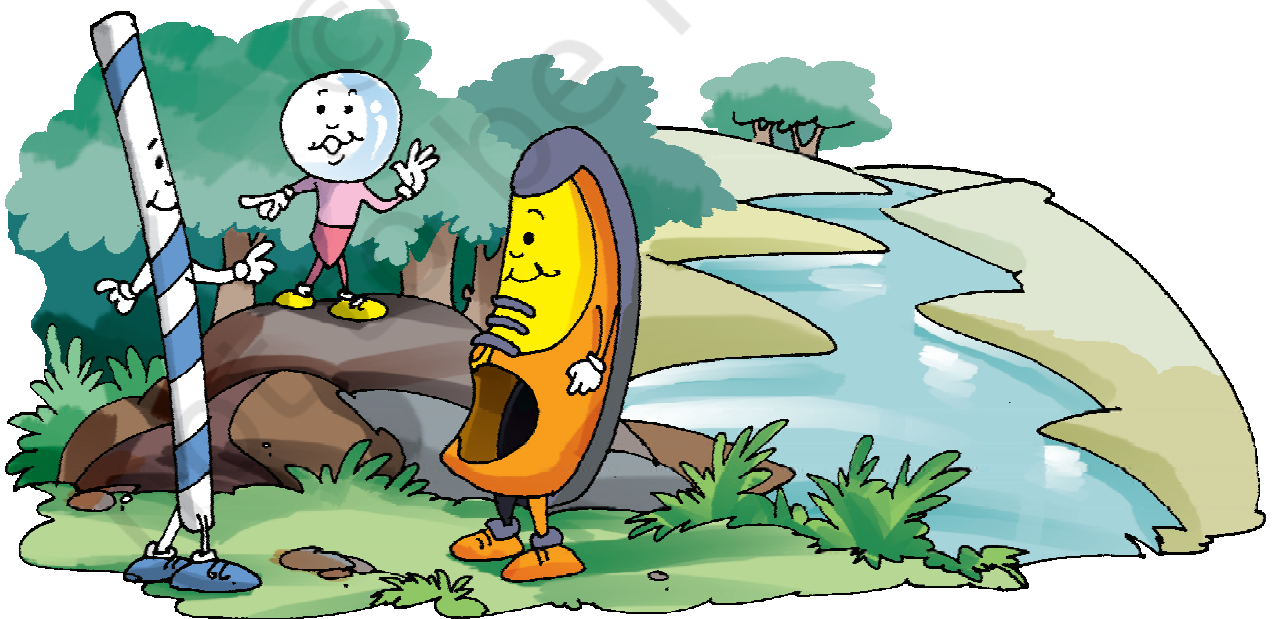
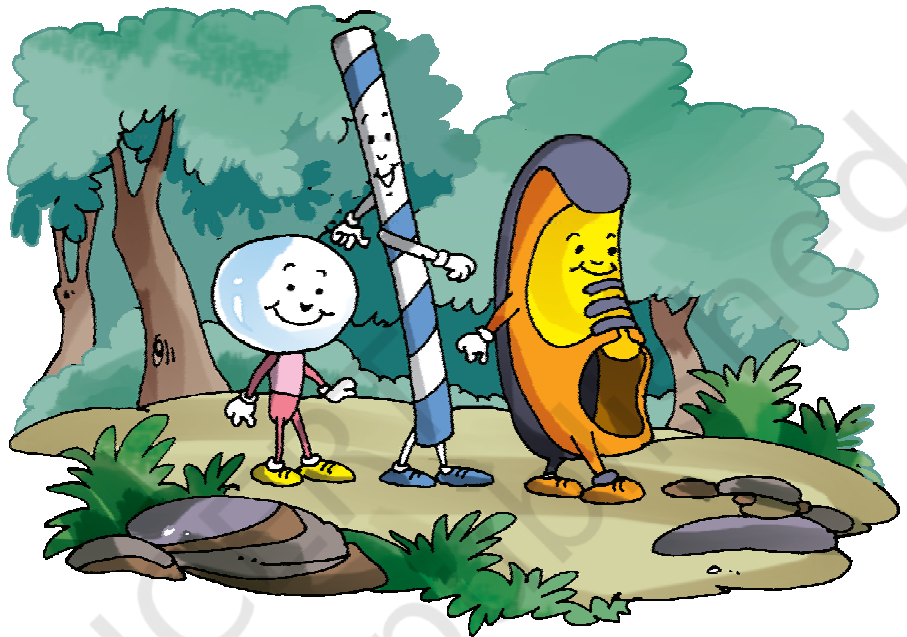
Listen and enjoy this story

Once upon a time there lived a Bubble, a Straw and a Shoe.

One day they went into the forest.

They came to a river. They did not know how to cross it.

The Shoe said, "Bubble, let us float on you."



“No, Shoe! Let Straw stretch himself from one bank to the other. Then we can cross the river.”

So, the Straw stretched himself from one bank to the other.

When the Shoe jumped on the Straw, it broke. The Shoe fell into the water with a loud splash.

The Bubble shook and shook with laughter and burst with a big bang.



Alexei Tolstoy

New words

bank bubble burst cross river shoes splash

Let's read



I can blow bubbles.

I can wear shoes.

Reading is fun



- ▶ Name the three friends.
- ▶ Where did they go one day?
- ▶ What did they want to do?

Let's talk



- ▶ How do you make bubbles?
- ▶ What do you wear on your feet?
- ▶ How would you cross a river?

Let's share



Put these doing words into the sentences.

jumped shook stretched burst

The Straw _____ himself from one bank to the other.

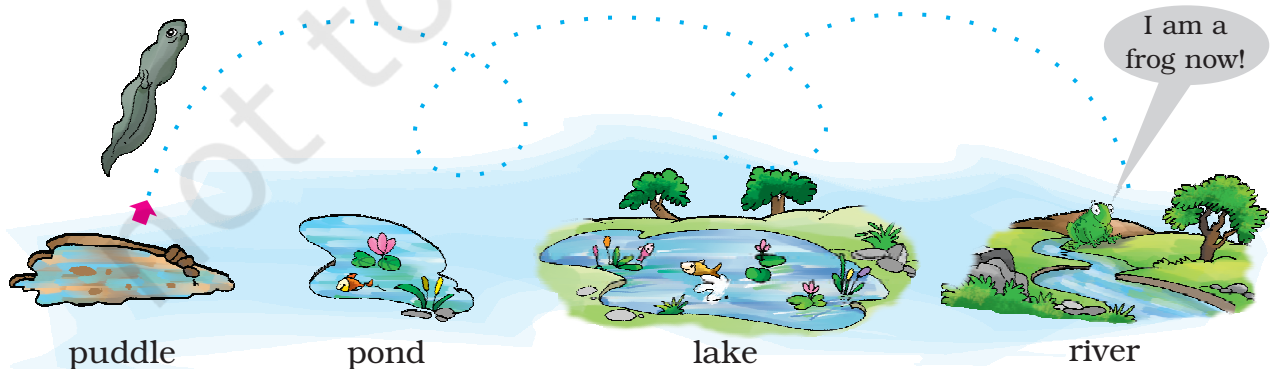
The Shoe _____ on the Straw.

The Bubble _____ and _____ with laughter
and _____ with a big bang.

Let's draw





Trace the journey of a tadpole.



Draw the bubbles. Trace and say the letters aloud.



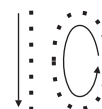
Sing  

Hop a little, jump a little
One two three.
Run a little, skip a little
Tap one knee.
Bend a little, stretch a little
Nod your head.
Yawn a little, sleep a little
In your bed.

Match the balls with their numbers. Now trace the numbers.



eight



ten



seven



nine

Think time



Look at these objects. Put them into a tub of water. Say which one will float and which one will sink.



ribbon



feather



marble



leaf



stone



stick



paper



straw



shoes

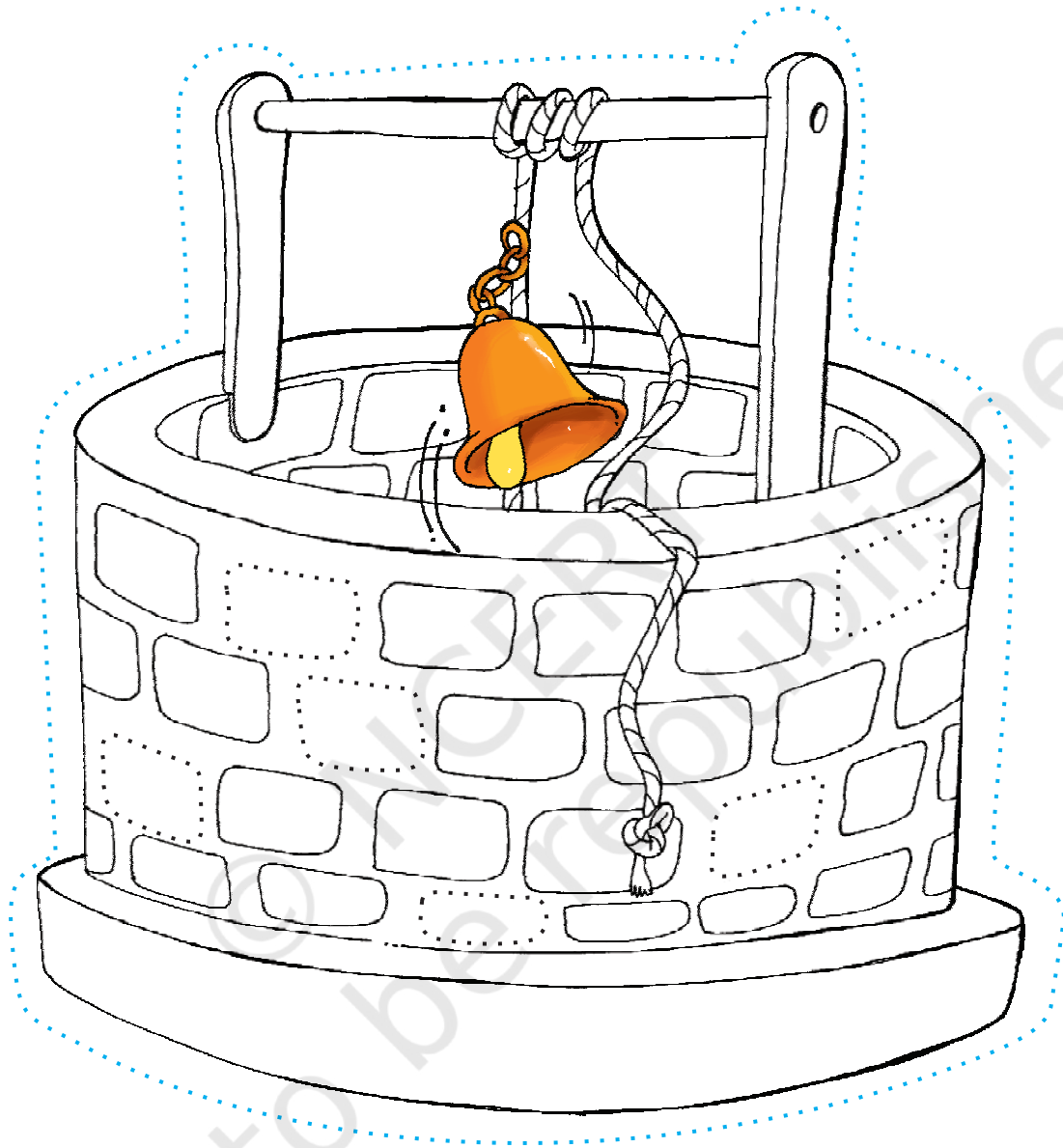


spoon

Learn to write



Draw the well, colour it and say the rhyme aloud.



Sing 



A bell fell
In the well.
Ding dong,
Ding dong bell.



Conversation is a very important and natural activity for the development of vocabulary and speech patterns. In Unit 2, involve all the children in these joyful interactive sessions. Encourage them with phrases such as, “Please try”, or “Oh! You are so good!” Appreciate every child's efforts and ensure a feeling of success for all the children. Consider the abilities of each child.

▶ **Develop listening skills**

Practise the poem and say it aloud to the children.

Read the story with emphasis on new words and enable them to bring experiences into reading for understanding and enriching their imagination.

▶ **Develop pronunciation**

Read the text and say aloud with the children

cry, dry, try **dog, fog, log** **dine, fine, mine** **cake, shake, take**

▶ **Exposure to language**

Use *sight words* in the classroom by putting visuals and cue cards. Let the child read these:

draw	hen	pit	dog	blue
straw	pen	wit	log	glue

▶ **Develop speaking skills**

1. Have a talk on brushing teeth, washing hands, hygiene etc.
2. Conversation based on ‘Role play’

- Divide the class into four groups **Red**, **Yellow**, **Blue**, **Green**

Group Red: Let them say, ‘I try to save water’ as they wipe themselves with towels.

Group Blue: Involve the children in an activity e.g. cleaning the cobwebs with sticks/mops or tidying the classroom or class cupboard. Let them say, ‘I try to clean my space.’

Group Yellow: Mix some soap in a bowl of water. Stir it to build up bubbles. Use it for the floating/sinking activity if you like.

Group Green: Let them pick up papers, wrappers etc. from the school playground and put them into dustbins.

- All groups are to make cutouts which can be hung in the class/outdoors/on the door/on the walls/on the trees.

- Imagine you are walking down a street and you see a friend far away. Wave out and call your friend.

▶ **Develop writing skills / fine motor coordination**

1. (a) Write on the blackboard **a, e, i, o, u** and **1 to 10**. Let the child write numbers and trace a few letters. These are the child's attempts at writing. The teacher can gradually lead the child to proper formation of letters. Also provide each child with a comfortable writing position, adequate space and an appreciative atmosphere.
(b) Each child's grip on the pencil and appropriate colouring within lines must be looked into.
(c) Use Activity Sheets to further encourage the patterns as on pages 19, 20, 23, 24, 25 and 26 and numbers 1 to 10 (here co-ordinate with the maths teacher). However, do not force the child.
2. Enact a situation when your writing hand is hurt and you have to write.
3. Show children how to open and close buttons/zip and tie shoelaces.

▶ **Raising awareness**

Talk to the children about switching off lights, fans etc. when not required.

MATERIAL REQUIRED

Any old clothes with buttons,
purse / bag with a zip,
shoes with laces.

One Little Kitten



0118CH03

UNIT
3

Listen and enjoy this poem

One little kitten
Two big cats
Three baby butterflies
Four big rats
Five fat fishes
Six sad seals
Seven silly seagulls
Eight happy eels;
Nine nervous lizards
Ten brave bees
Eleven smelly elephants
Twelve fat fleas
Thirteen alligators
Fourteen whales
Fifteen donkeys
With fifteen tails.

Carolyn Graham

New words

cat

fat



rat



sad

ten

Let's read



A fat cat saw a rat.


Reading is fun



- ▶ How many kinds of creatures are there in the poem?
- ▶ Are the seals happy?

Let's talk



- ▶ Where do the fish live? 
- ▶ What are the other things found in water?
- ▶ There are many creatures in the poem. Which ones have you seen?
- ▶ Tell us about when you feel —

sad

brave

happy

nervous

Let's share



Make faces to show your feelings to your friends.



sad



brave



nervous

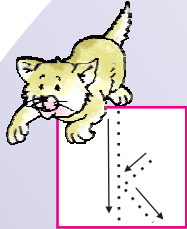


happy

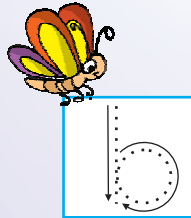
Let's draw



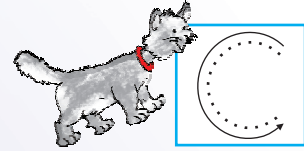
Look at the pictures of the animals given below and underline them in the poem. Then trace the letters.



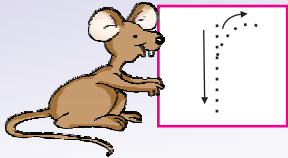
kitten



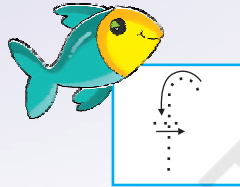
butterfly



cat



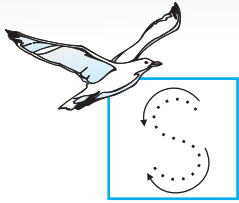
rat



fish



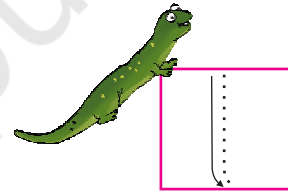
seal



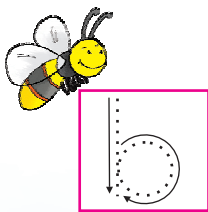
seagull



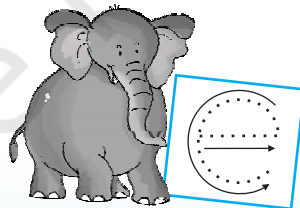
eel



lizard



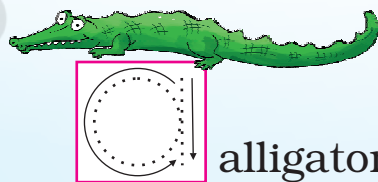
bee



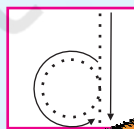
elephant



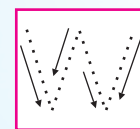
flea



alligator



donkey



whale

Say aloud

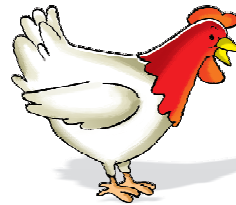
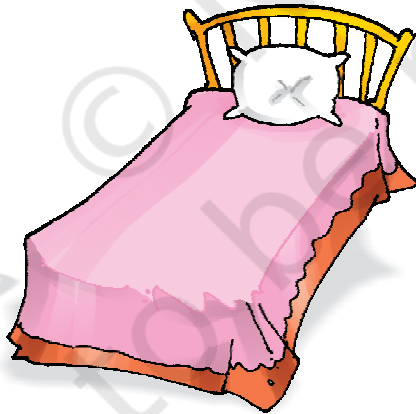
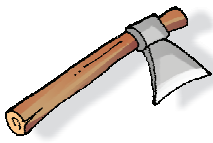


am	he	if	in	is
it	me	my	no	of
on	so	to	us	we
all	and	bad	big	bit
but	can	cat	cry	day
dog	fat	let	met	not
one	pig	ran	red	sad
saw	sit	sun	ten	the
try	two	was	wet	you

Look and read

Say these words aloud. Then match them with the pictures by drawing lines.

bag tin hen pen tap axe ant fox cap cot



Fill in the blanks from the words given above.

b _ _ g

h _ _ n

t _ _ p

c _ _ p

t _ _ n

c _ _ t

_ _ nt

p _ _ n

f _ _ x

_ _ xe

Lalu and Peelu

Listen and enjoy this story

There was a hen.
She had two chicks,
Lalu and Peelu.

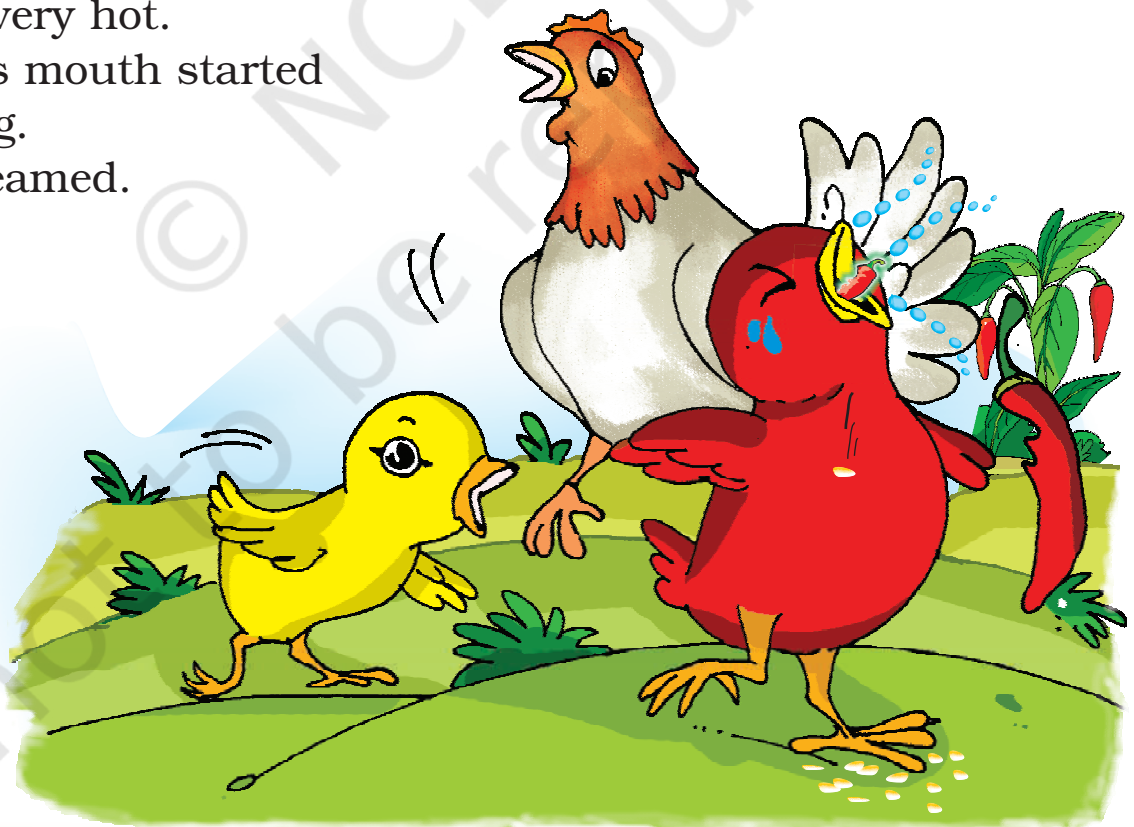
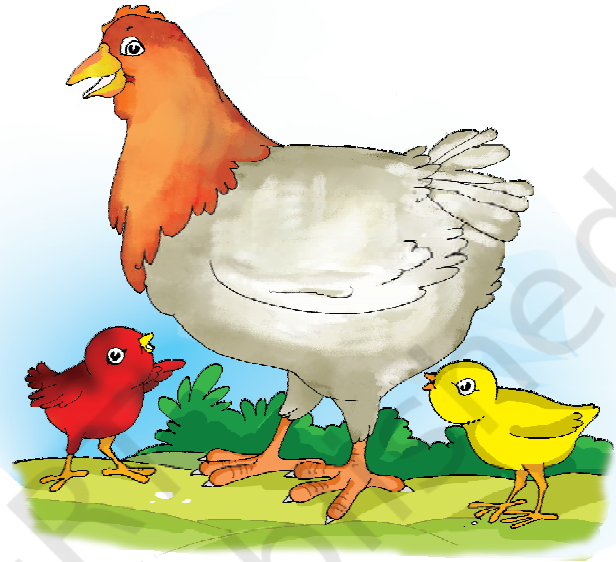
Lalu was red.
He loved red things.

Peelu was yellow.
He loved yellow things.

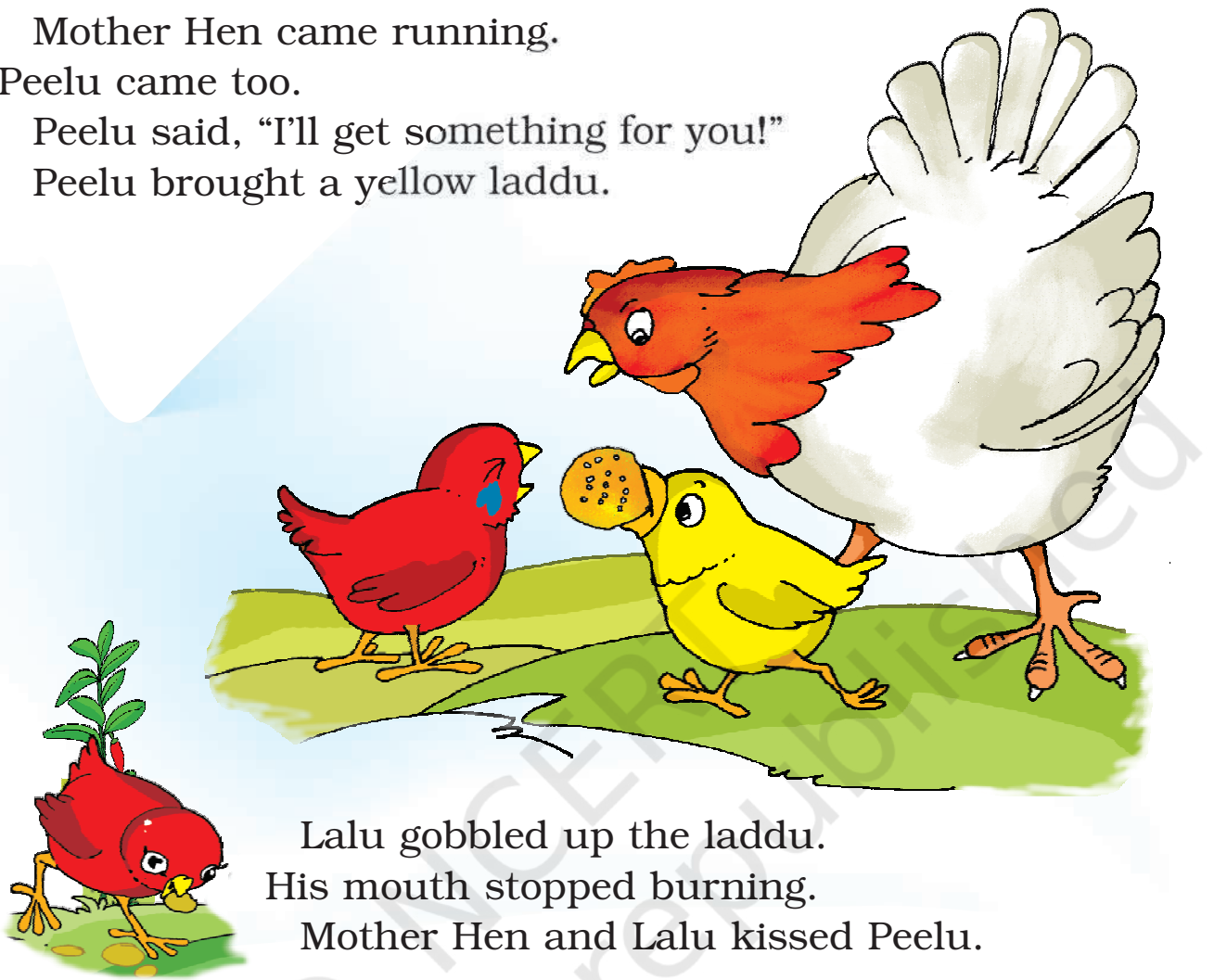
One day Lalu saw
something on a plant.
It was red. He ate it up.

Oh, no! It was a red chilli.
It was very hot.

Lalu's mouth started
burning.
He screamed.



Mother Hen came running.
Peelu came too.
Peelu said, "I'll get something for you!"
Peelu brought a yellow laddu.



Lalu gobbled up the laddu.
His mouth stopped burning.
Mother Hen and Lalu kissed Peelu.

Vineeta Krishna

New words

chicks

hen

hot

plant



yellow



Let's read



I love plants.

The chicks ran to their mother.

Reading is fun

- ▶ Name the chicks in the story.
- ▶ Who liked yellow things?
- ▶ What did Lалу eat one day?

Let's talk

- ▶ Peelu brought a yellow laddu for Lалу. What are the other things Peelu could have brought that are both yellow and sweet? Name at least two, e.g. a mango.

Let's share

- ▶ Lалу loves red things. Peelu loves yellow things. The colour red is called 'lal' in Hindi and yellow is called 'peela'. What do you call these colours in your language?
- ▶ Give names to these chicks using the names of some other colours in your language.

 Lалу _____

 Peelu _____

 _____

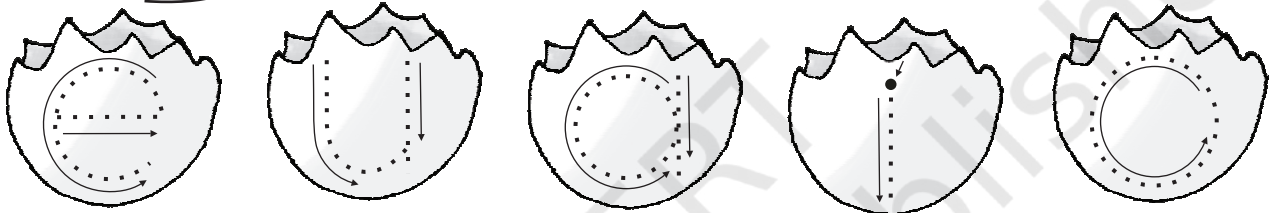
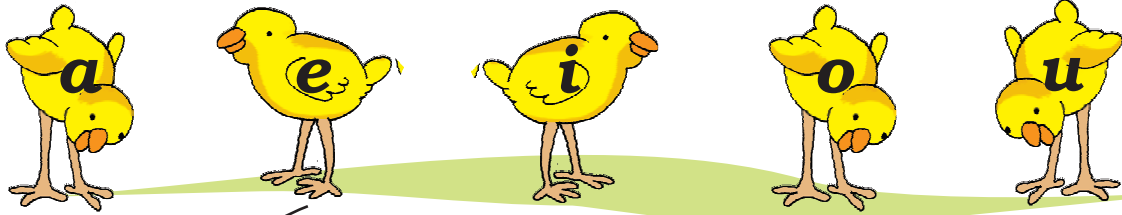
 _____

Let's write



Match the chicks to the eggs they have hatched from.
One has been done for you.

Trace the letters on the eggs **a e i o u**



Let's draw



Trace and colour these flowers.



Red rose

Bluebells

Yellow sunflower

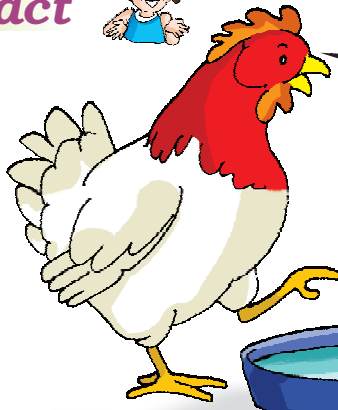
Riddle Time !



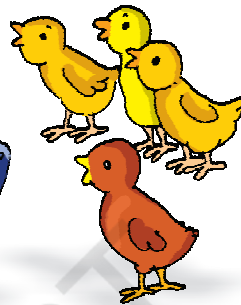
Red plus yellow is orange
Red plus blue is purple
Blue plus yellow is green
Add white to make them light.

Mother Hen and the Chicks

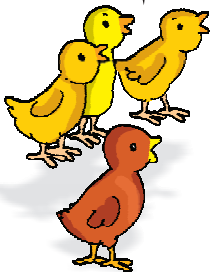
Let's act



Come to me, chicks.
I want you here.



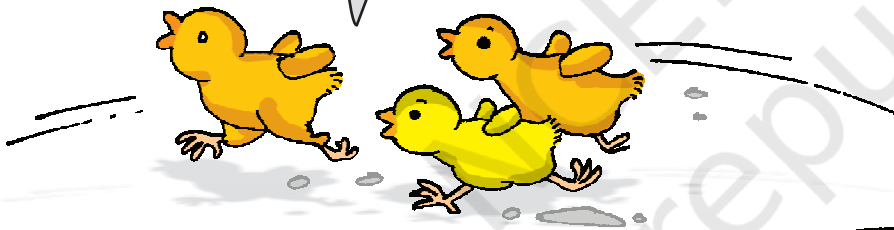
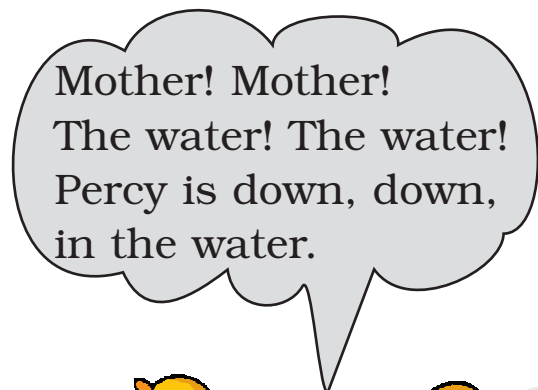
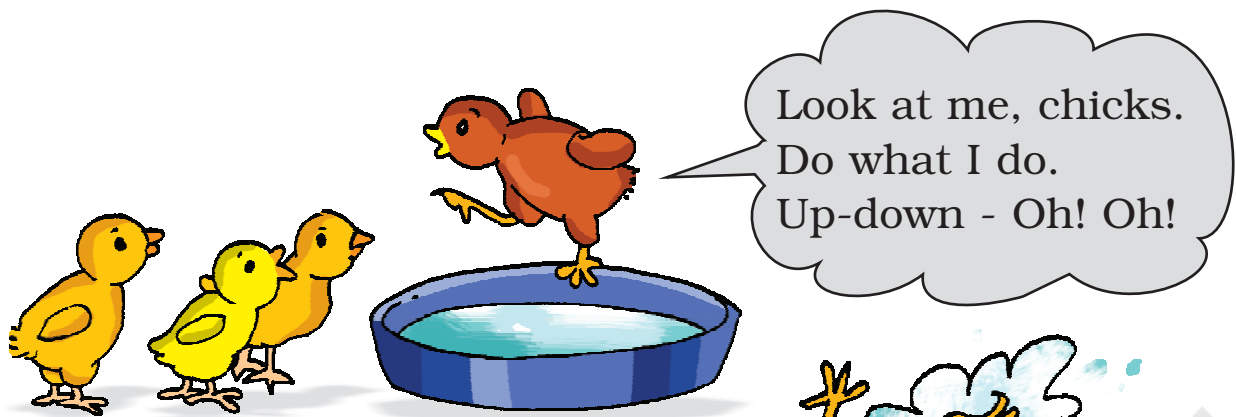
What do you
want, mother?



Look at me.
Do what I do.
Down and up.
Up and down.

Mother! Mother!
I can do what you do.
Look at me.
Down and up.
Up and down.





Adapted from E.H. Grassam

Act out this story with the class.



While working with the children provide them with activities that are interesting and challenging. Give opportunities for fun to the children and encourage early writing attempts. Help them to develop the skill to identify and discriminate objects, pictures, colours, shapes etc.

► **Develop listening skills**

Recite the poem to the children using appropriate actions/gestures.

Read the story with emphasis on new words and make sentences with reference to the story.

► **Develop pronunciation**

Read the text and say aloud with the children

ate, date, gate

boy, joy, toy

burn, turn

bees, fleas

► **Exposure to language**

Use *sight words* in the classroom such as visuals and cue cards. Let the children read these:

a

e

i

o

u

► **Develop speaking skills**

The little play on chicks can introduce vocabulary in an interesting, conversational way.

1. Have a talk on eating healthy food.
2. Conversation based on 'Role play'

- Divide the class into four groups **Red**, **Yellow**, **Blue**, **Green**

Group Red: to make paper bags.

Group Blue: to collect leaves for eyes, nose, ears.

Group Yellow: to roll a string/play dough for whiskers.

Group Green: to roll a rope/twigs to make tails.

All groups will join to complete the paper bags. The children can decorate them with animal faces or figures. Afterwards these can be used as hand puppets. You can encourage the children as they go about doing this activity. Add any other material that you may want.

MATERIAL REQUIRED

Any old paper bags/
newspapers, glue, thread, rope,
coloured pencils and markers.

- Imagine you are eating a fruit and it falls down. Ask the children what they would do.
- Act out a situation when (i) you are hungry (ii) you are full (iii) you overeat.

▶ **Develop writing skills / fine motor coordination**

1. Write the words *hat, bed, pin, hot, cut* and numbers **11** to **20** on the blackboard. Let the child write numbers and read from the board. Use Activity Sheets to further encourage the patterns as on pages 31, 33 and 37 and numbers 11 to 20 (here co-ordinate with the maths teacher). However, do not force the child.
2. Sorting things into groups is an essential part of learning. By differentiating between objects, children start to think about similarities and differences and how things can be categorised. Show children how to sort leaves and twigs by placing them in two different piles.
3. Give children coloured beads and ask them to string them in a sequence. For example, one blue bead, two red beads and so on. Or on a string, thread two or three beads and ask the children the number of beads.

▶ **Raising awareness**

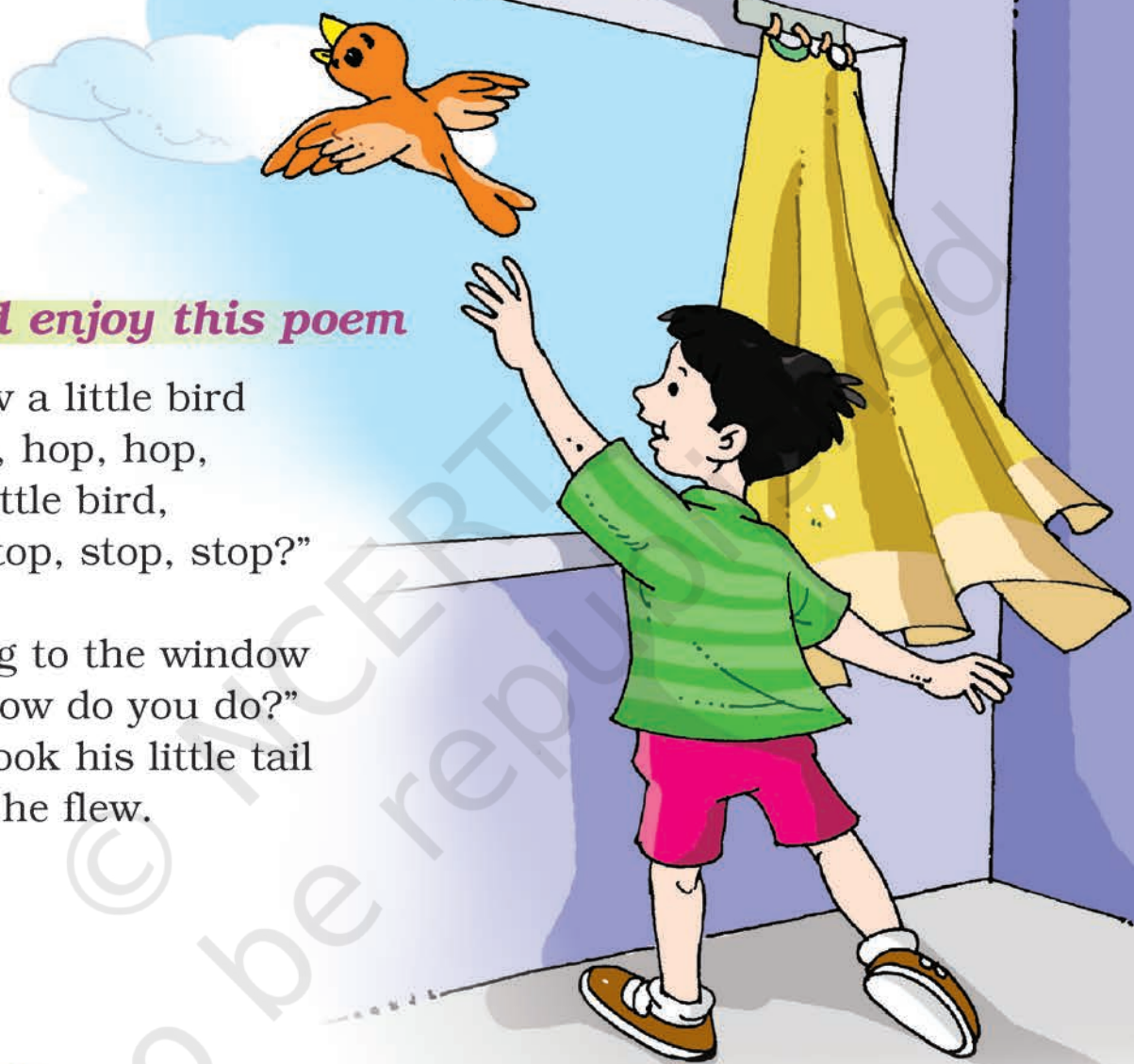
Tell the children to wash their hands before and after meals.

Once I saw a Little Bird



0118CH04

UNIT
4



Sing and enjoy this poem

Once I saw a little bird
Come hop, hop, hop,
I cried, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.

New words

bird 

hop

stop

tail 

window

Let's read



The **bird** flies out of the **window**.
We must **stop** cutting trees.

Reading is fun

- ▶ What did the child see?
- ▶ What was the little bird doing?

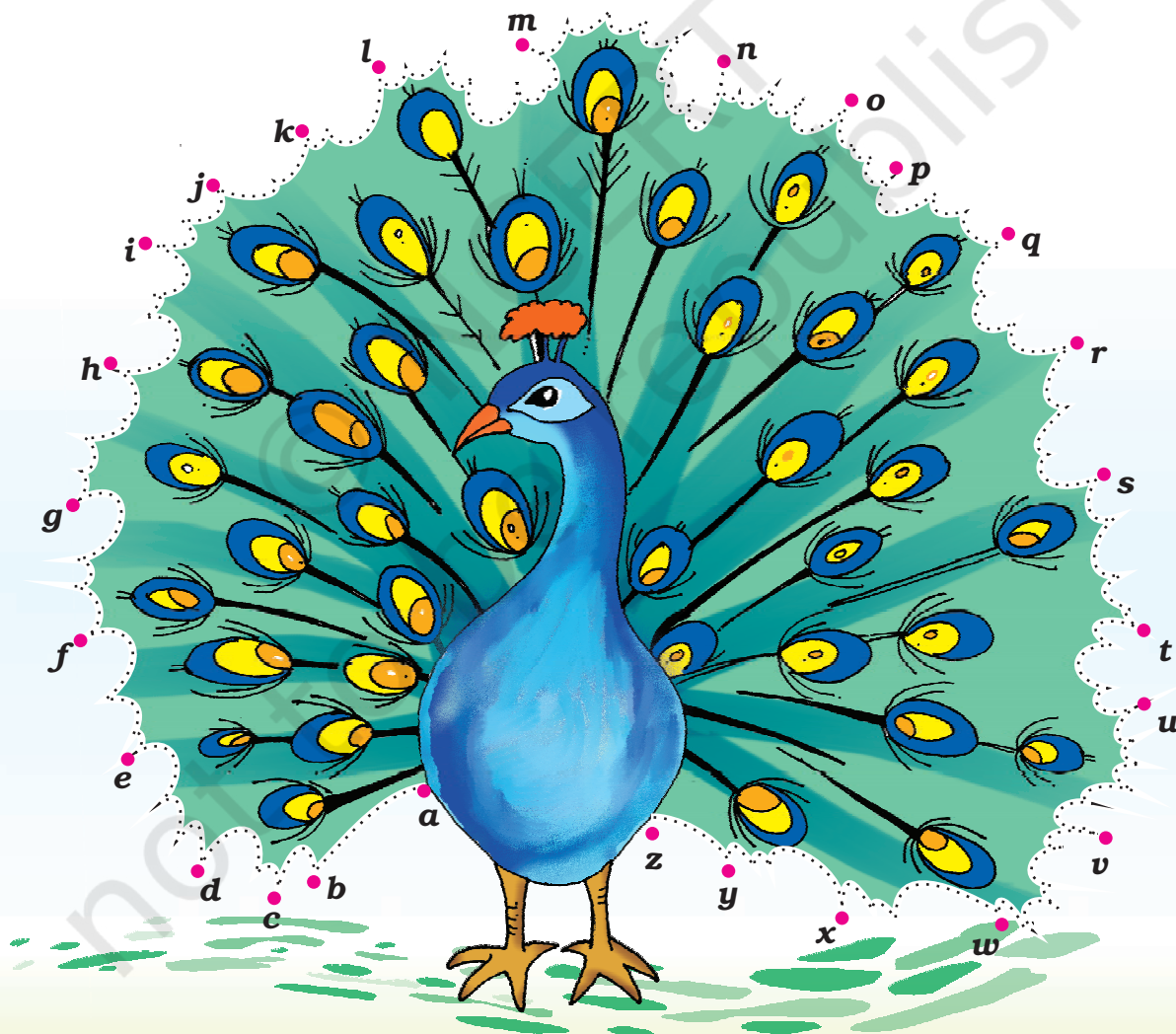


Let's talk

- ▶ Do you see any birds around your school or your house?
- ▶ Have you tried talking to them?

Let's do

Join the letters from a to z.



Trace over the dotted lines and letters. Now colour the stars.



Say these words aloud and talk about the picture. Then tick the right colour.

roof door windows walls floor plants dustbin

The roof is **pink** / **blue**.

The walls are **yellow** / **red**.

The windows are **green** / **brown**.

The door is **blue** / **grey**.

The dustbin is **pink** / **green**.

The plants are **green** / **orange**.

The floor is **grey** / **brown**.



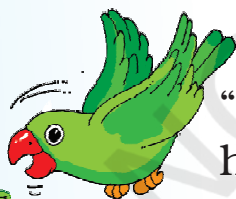
Mittu and the Yellow Mango



Listen and enjoy this story

Mittu was a parrot.
A green parrot
with a red beak.

One day Mittu
was flying.
He loved to fly.
He looked down.
He saw a big yellow
mango on a tree.



Mittu liked mangoes.
“I want to eat that yellow mango,”
he said.
He flew down to the tree.

“Caw, caw, go away.
This is my tree,” said a voice.
Mittu looked up.
He saw a big black crow.

“Caw, caw, go, go,”
the crow shouted.
He had a very loud voice.
Mittu was afraid of the crow.
He flew away.



Mittu saw a red balloon.
It was under a tree.
He had an idea.

He picked up the red balloon.
He was careful not to burst it.

He flew to the mango tree.
The crow was sitting on the tree.
Mittu went behind the tree.

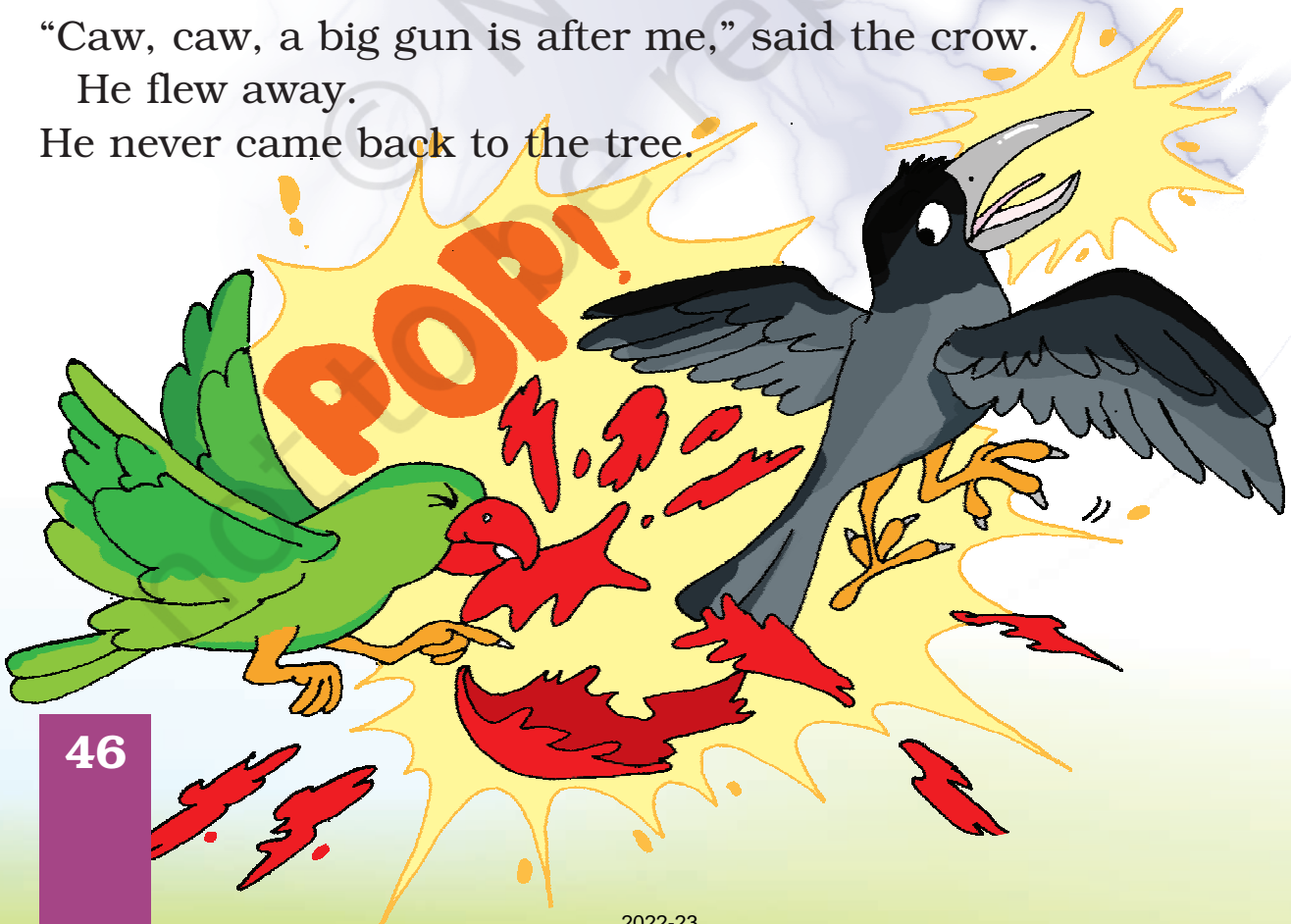


He pecked the balloon with
his red beak.
“Pop!” The balloon burst.
It made a loud noise.

“Caw!” said the crow.
And he fell off the tree.

“Caw, caw, a big gun is after me,” said the crow.

He flew away.
He never came back to the tree.



Mittu came to the tree.
He ate the big yellow mango.

“Yummy yummy,
what a nice mango!” he said.
He was very happy.
Clever Mittu!

Chitra Narendran



New words

black

crow



mango

parrot



Let's read



I like eating a mango.

I like feeding a crow.

Reading is fun

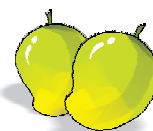


- ▶ What did Mittu see on the tree?
- ▶ What did the big black crow say?
- ▶ What did Mittu see under the tree?

Let's talk



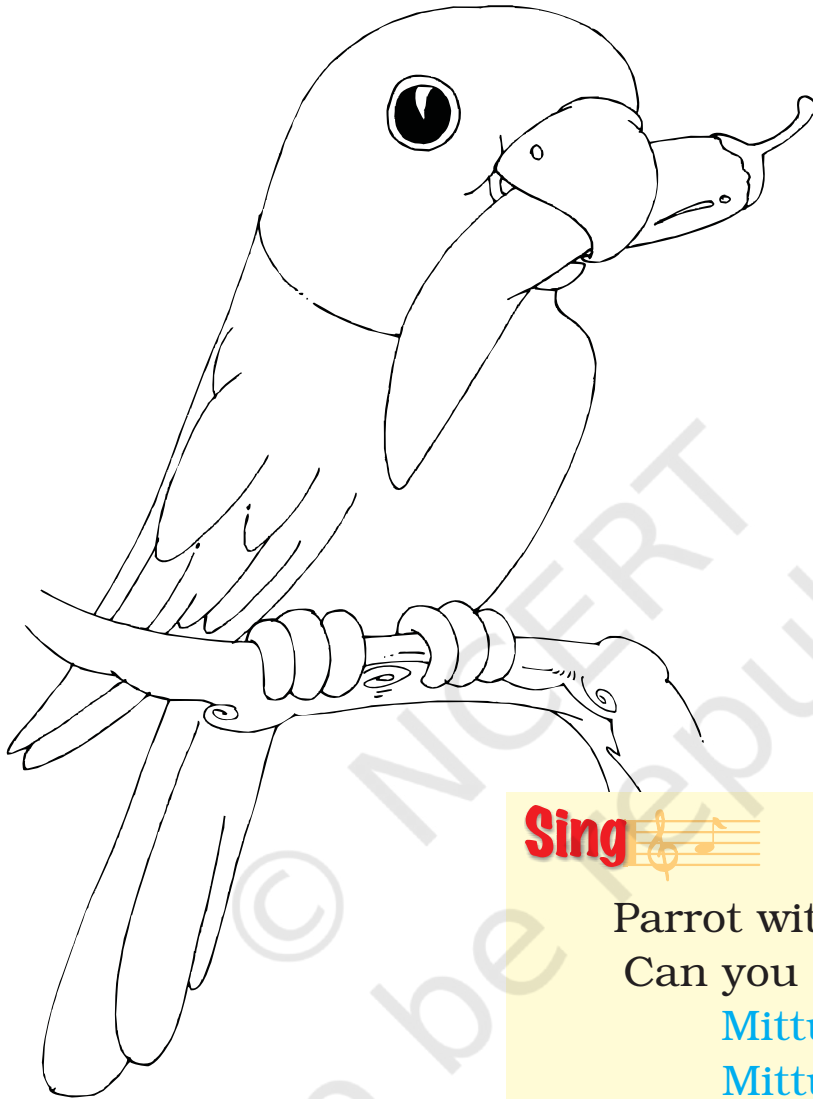
- ▶ Do you like eating mangoes?
- ▶ Do you like green mangoes? Why?
- ▶ Do you like yellow mangoes? Why?



Let's share



Colour the chilli red and the parrot in colours of your choice.



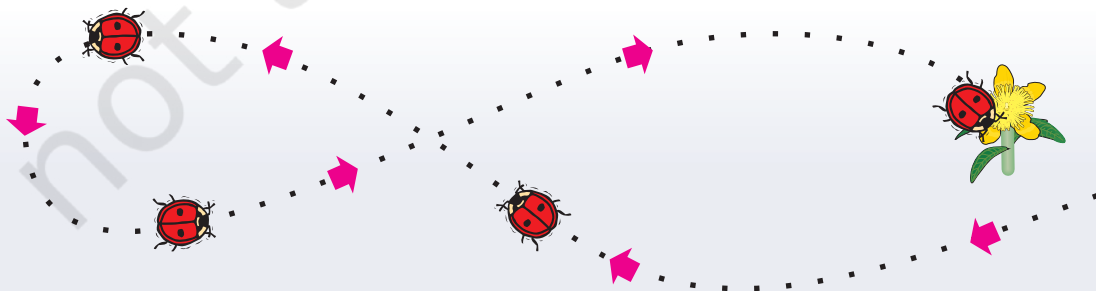
Sing 



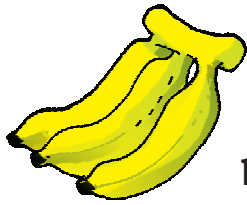
Parrot with a red beak,
Can you really speak?

Mittu, Mittu,
Mittu, Mittu!

Trace the path of the lady bird.



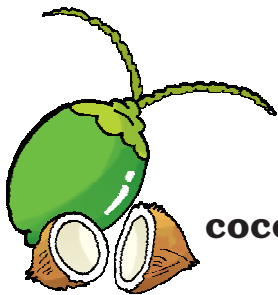
Match the fruit and vegetables to the trees they grow on.



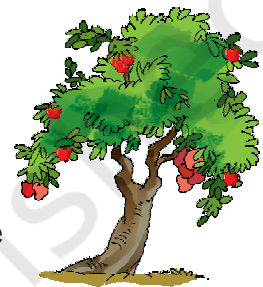
banana



coconut tree



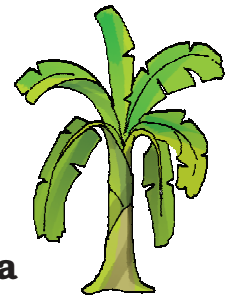
coconut



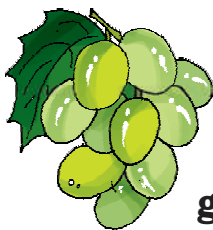
apple tree



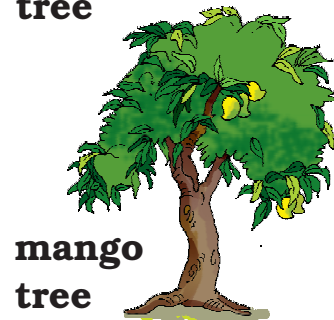
apple



banana tree



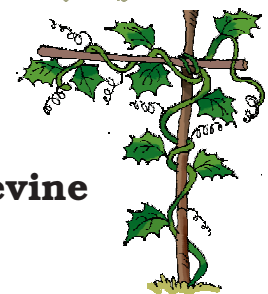
grapes



mango tree



mango

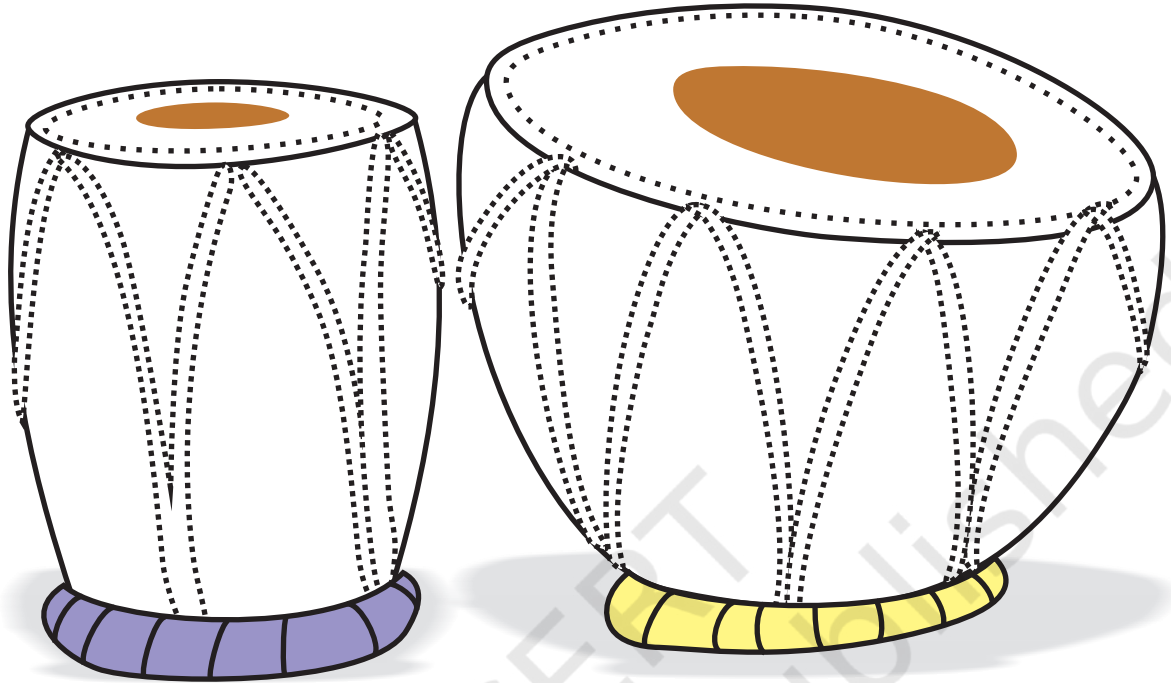


grapevine

Learn to write



Draw over the dotted lines.



Say aloud



bat	bed	bit	dot	bun
cat	fed	hit	hot	fun
mat	red	pit	pot	run

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

a	e	i	o	u
s_t	p_g	b_g	d_t	s_n
f_n	l_g	s_t	l_t	b_n



The children look forward to this active approach of hearing, doing and participating. Now they can be given the freedom to choose their groups and tasks. Groups can be divided into those who want to (i) taste something tangy like a lemon, (ii) sweet like sugar, (iii) bitter like neem/bitter gourd or (iv) salt. Let them make *nimbu pani* with the required ingredients and drink it. Shared activities will foster healthy relationships.

MATERIAL REQUIRED

2 lemons, a little sugar,
a little salt, neem leaves
and drinking water.

▶ **Develop reading skills**

By this time children should be able to read a few words. Involve them in a reading activity, laying emphasis on the highlighted words in the text.

▶ **Develop pronunciation**

Say aloud with the children

'Stop' says the red light,

'Go' says the green.

'Wait' says the yellow light,

Blinking in between.

▶ **Exposure to language**

Display *sight words* in the classroom. Sight word vocabulary is developed by using words repeatedly in meaningful contexts. Let children read these:

chilli

mango

parrot

▶ **Develop speaking skills**

1. The peacock is our national bird. The male bird has a beautiful tail. The female is called a peahen. Encourage children to talk about other birds they see in their school or near their homes.
2. Conversation based on 'Role play'
 - At this stage children should be able to identify different sounds in their environment. Ask them to imagine that they are birds and let them call out to another bird. Encourage them to listen to sounds of nature (chirping of birds, rainfall, wind blowing etc.)

- Act out a scene when the children are birds flying in the sky.
- The children may be taken out and given their food outdoors. Let them be motivated to talk about different tastes after the meal or have a conversation about *nimbu pani* if the activity has been done.

▶ **Develop writing skills / fine motor coordination**

1. Write the following words and numbers on the blackboard — **hop, stop, shop, mop** and digits from **1** to **10**. Use Activity Sheets and you can also start using a notebook to further encourage the patterns as on pages 43, 44, 48, 49 and 50.
2. Show the children how to draw a bird/ make a bird with clay/play dough.

▶ **Raising awareness**

Tell the class that birds are our friends. We can feed them with some grains or bread crumbs.

Merry-Go-Round



0118CH05

UNIT
5

Listen, sing and dance

I climbed up on the merry-go-round,
And it went round and round.

I climbed up on a big brown horse,
And it went up and down.

Around and round
And up and down,
Around and round
And up and down.

I sat high up
On a big brown horse
And rode around
On the merry-go-round
And rode around

On the merry-go-round
I rode around

On the merry-go-round
Around
And round
And
Round...

Dorothy W. Baruch

New words

around down in  on  out round up

Let's read



I ride **on** a horse.

Reading is fun



- ▶ How did the merry-go-round go?
- ▶ How did the big brown horse go?

Let's talk



- ▶ Have you seen a merry-go-round?
- ▶ Where have you seen it?
- ▶ Would you like to go to a fair?

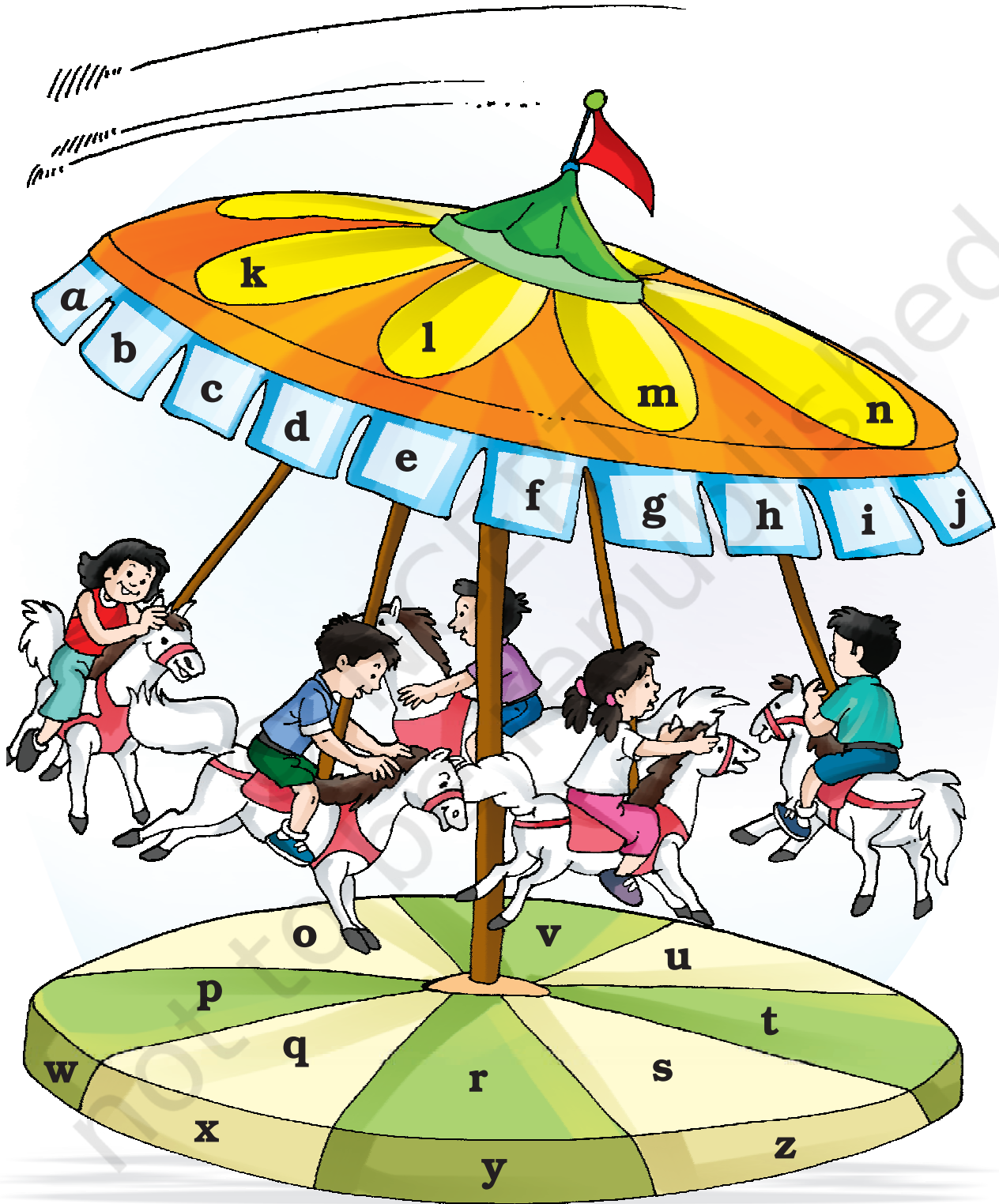
Let's share



- ▶ Look at this picture and describe the fair.
- ▶ Talk about the things you enjoy at a fair.



Go round the merry-go-round, circle the letters and say them aloud.



Circle

Listen, read and draw

One day Mohini was sitting with her grandmother.

Grandmother drew a circle.

“Can you draw a circle, Mohini?”

“Yes I can.”

Soon Mohini drew a circle.



“Now, I’ll draw a ball.”

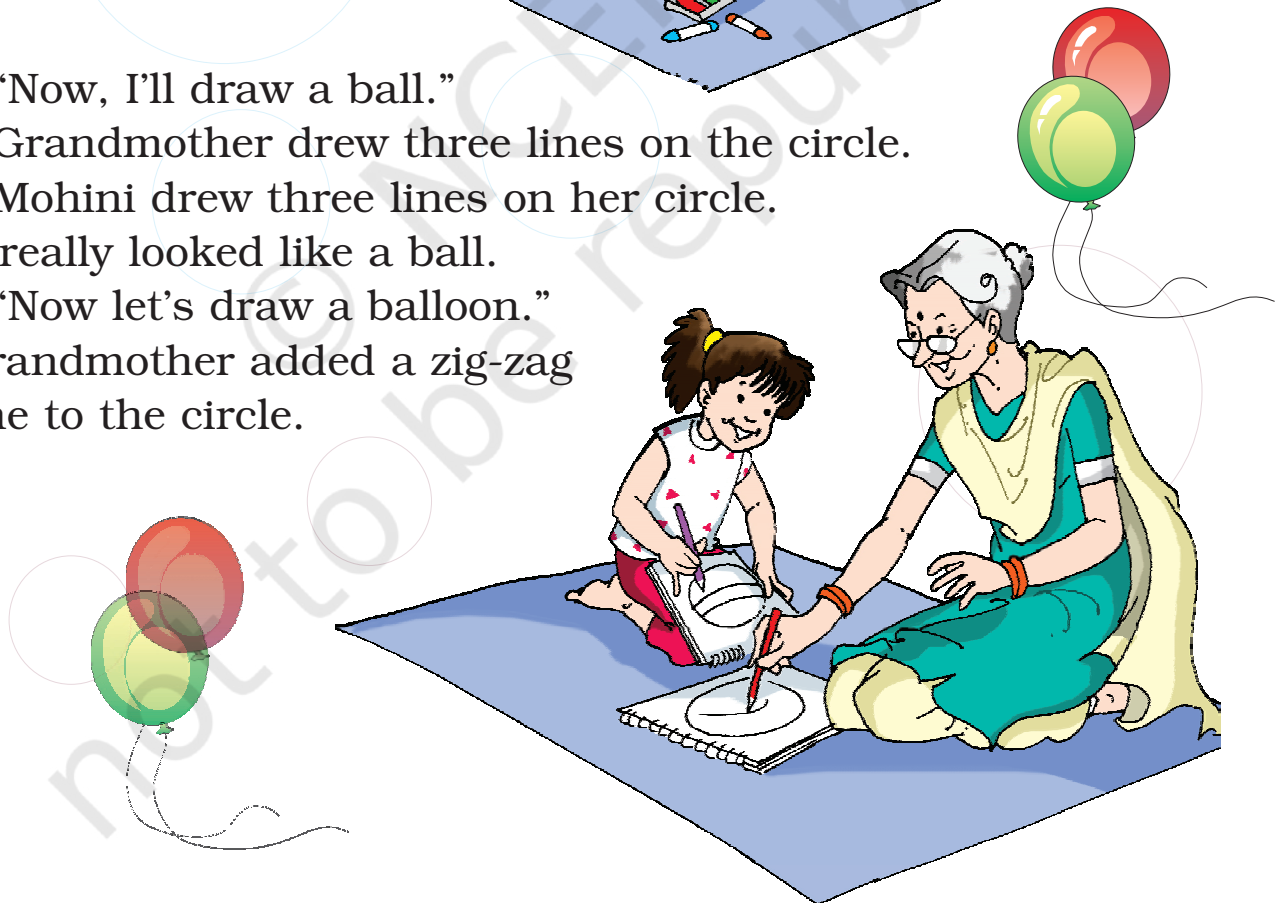
Grandmother drew three lines on the circle.

Mohini drew three lines on her circle.

It really looked like a ball.

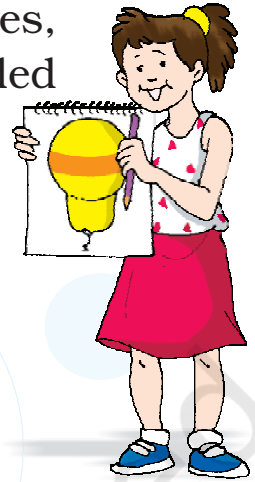
“Now let’s draw a balloon.”

Grandmother added a zig-zag line to the circle.



“Oh! It really looks like a balloon.” Mohini clapped with joy.

Mohini drew many circles— big and small circles, red, blue, green and yellow circles. She also added zig-zag lines to these.



And now there were many balloons.

“Can you draw something else with a circle?” asked Grandmother.

“Yes,” said Mohini.

She drew a wheel, a moon, a sun, a rabbit and her own face.



Manorama Jafa

New words

ball

blue 

circle 

lines

moon

Let's read



I can draw a **circle**.

The **moon** is round.

Reading is fun



- ▶ What did Grandmother and Mohini draw first?
- ▶ What were the colours of the balloons that Mohini drew?

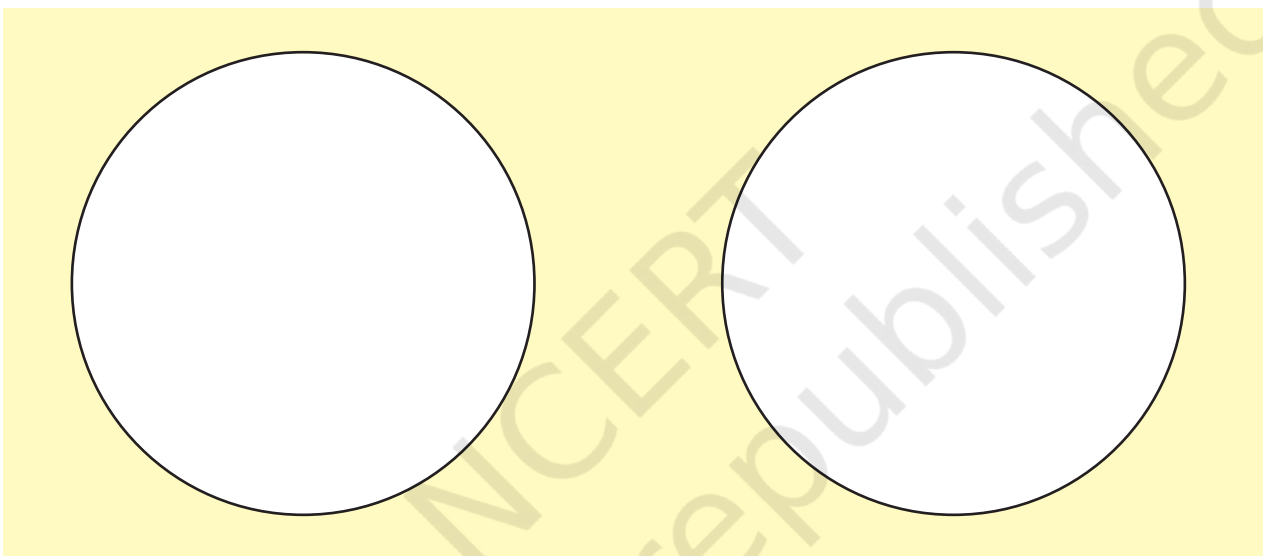
Let's draw



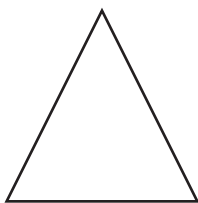
- ▶ In the circles below draw—

what Grandmother drew

what Mohini drew

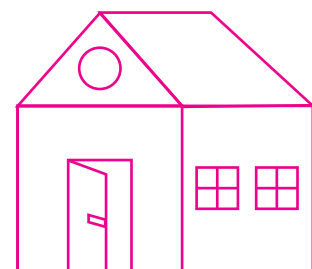


- ▶ Look at these shapes.

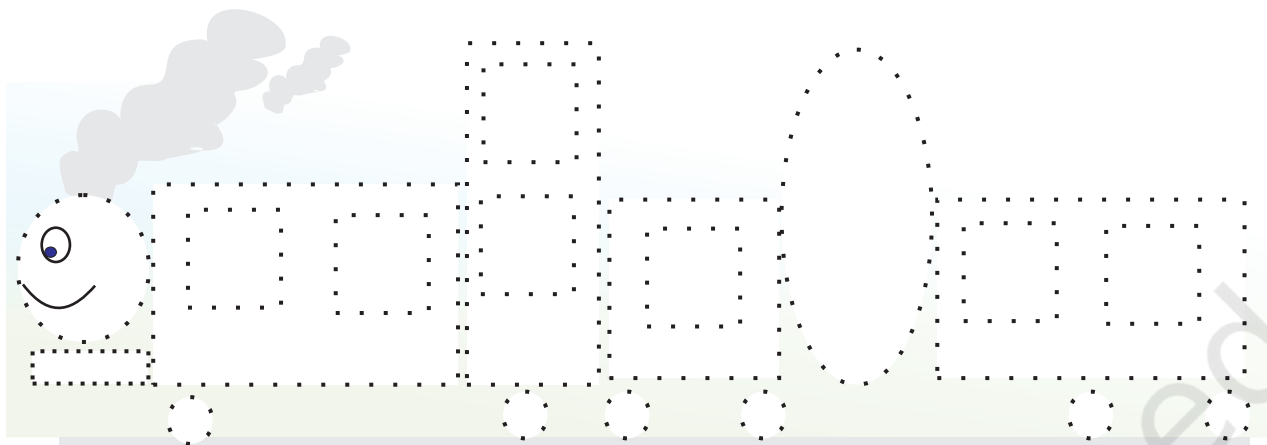


Try making these shapes into

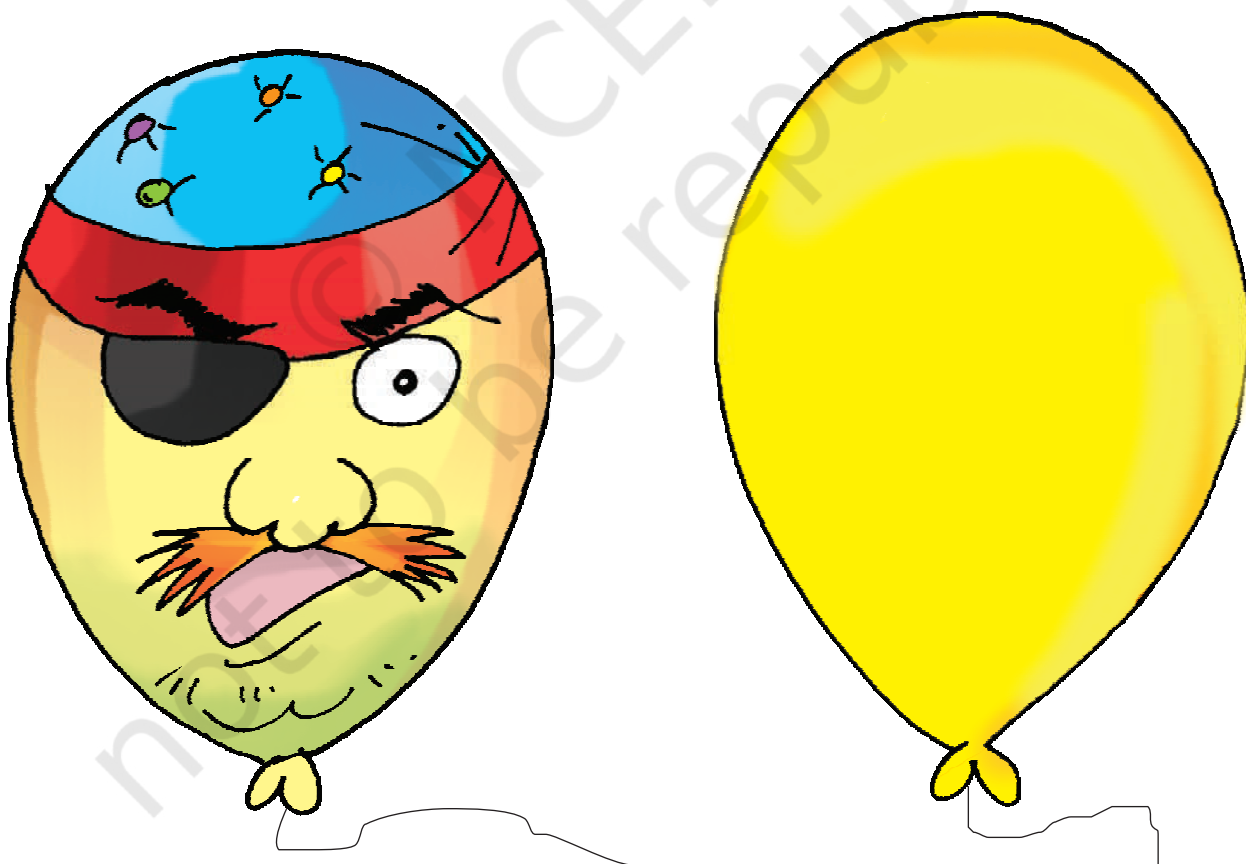
- a car
- a house
- a door
- anything else



**Draw along the dots. So, what did you make?
Can you make sounds like a train?**



Draw a face on the balloon below. One has been done for you.

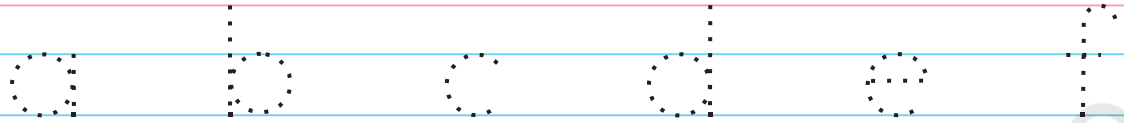
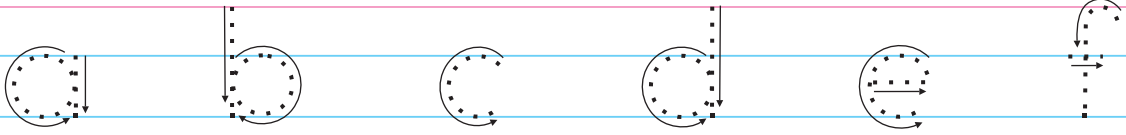


abcd

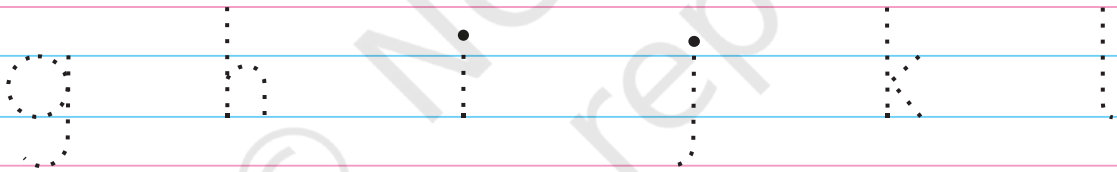
Let's read and write



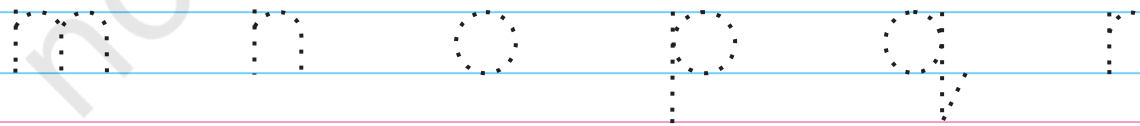
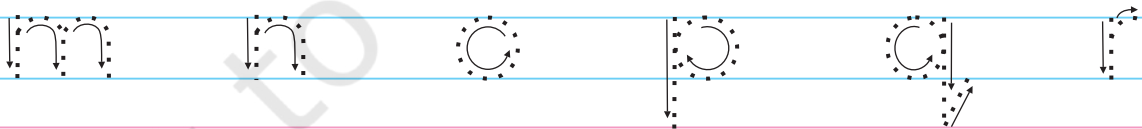
a, b, c, d, e, f



g, h, i, j, k, l



m, n, o, p, q, r



mango 

nut 

orange 

peach 

mango

nut

orange

peach

Look at the picture and fill in the blanks.



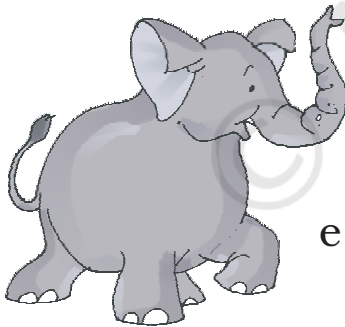
dog

d _ _ _



bull

b _ _ _ _



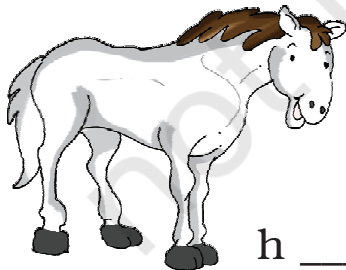
elephant

e _ _ _ _ _



owl

o _ _ _



horse

h _ _ _ _ _



cat

c _ _ _



Activities now have more to do with what the children like to do. You can try this:

- Make the children sit in a circle. Ask a child to start counting from number 1. The child sitting next to him/her continues with number 2 and so on. The child who has to say number 5 or 10 says *chup* and the next child starts with number 1 again.
- Draw a circle on the floor with a piece of chalk. Let the children walk along the drawn line. Ask them to hold a book/any object in one hand and walk along the line. Talk to them about balancing things. Ask them if they feel giddy on a merry-go-round.

▶ **Develop listening skills**

The children can be taken outdoors during the break and allowed to eat their snacks there. Let them talk to each other about the different tastes of foods. Ask children to speak to the point and take turns. Also inculcate in them a habit of listening when others speak.

▶ **Develop speaking skills**

Read the following words and say aloud with the children:

around

bound

brown

down

found

ground

sound

▶ **Exposure to language**

Display the following *sight words* in the classroom and let the children read them aloud.

circle

line

oval

square

triangle

zig-zag

▶ **Develop writing skills / fine motor coordination**

1. Write the letters from **a** to **q** on the blackboard. Let the children read and write from the blackboard and the picture dictionary. Children should not be forced or pressurised to recognise words or letters. This can be

done through pictures or actions. Use Activity Sheets and a notebook to further encourage the patterns as on pages 55, 58, 59, 60 and 61, and any extra exercises that the children want to do.

2. Pour water from one container to another.

► **Raising awareness**

Tell the class that we must cover our food from flies.

MATERIAL REQUIRED

—◆—
2 glasses / cups / pots
and water

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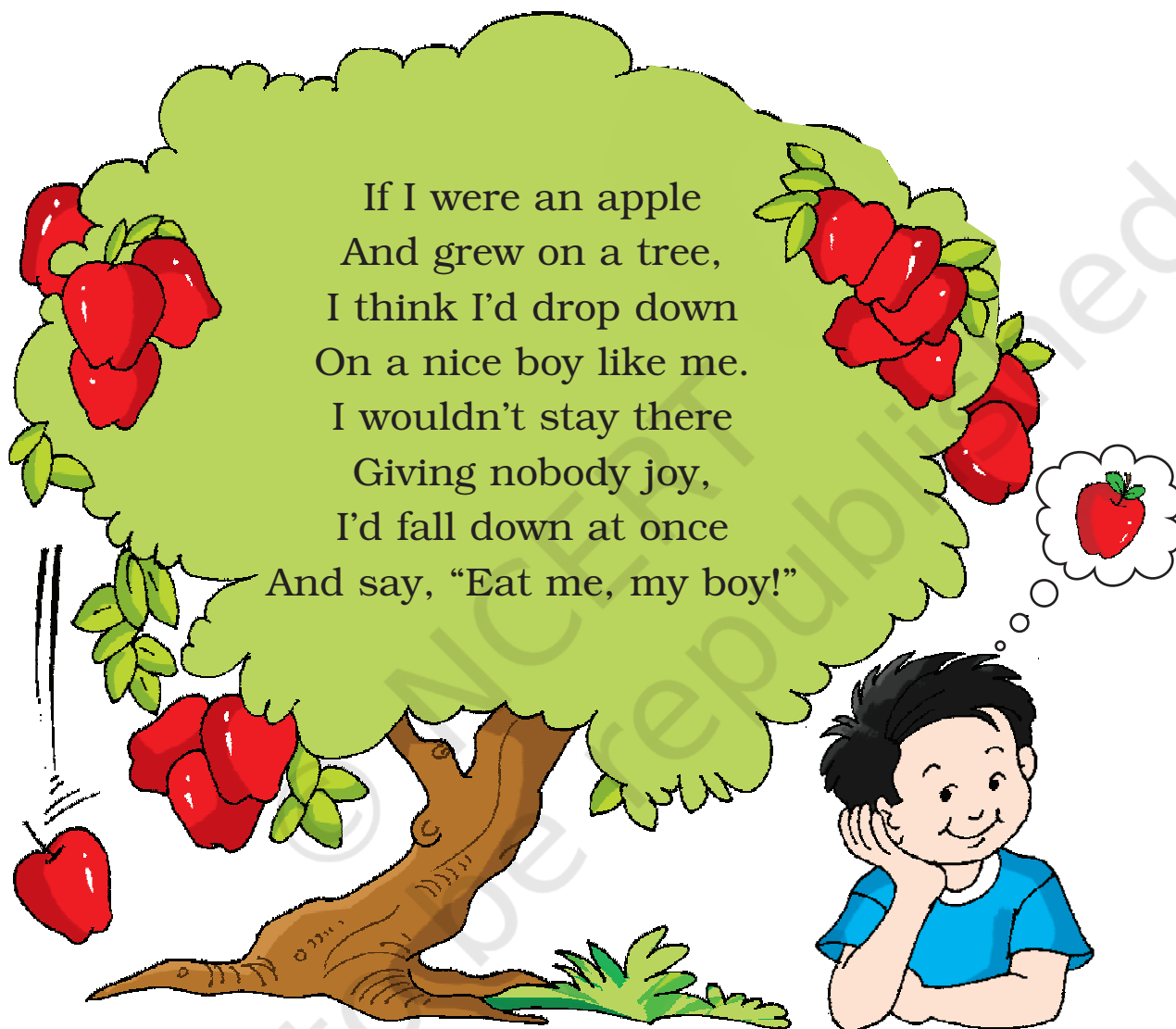
If I Were an Apple



0118CH06

UNIT
6

Learn, recite and enjoy this poem



If I were an apple
And grew on a tree,
I think I'd drop down
On a nice boy like me.
I wouldn't stay there
Giving nobody joy,
I'd fall down at once
And say, "Eat me, my boy!"

New words

apple



boy



eat

drop

joy

Let's read



I like to eat an **apple**.

We clap our hands with **joy**.

Reading is fun



- ▶ Where is the apple?
- ▶ Where is the boy?
- ▶ How can the boy get the apple?

Let's talk



- ▶ Do you like apples?
- ▶ Have you ever climbed a fruit tree?



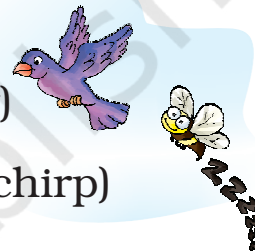
Let's share



Fill in the blanks.

If I were a bird, I would _____ . (fly, cry)

If I were a bee, I would _____ . (buzz, chirp)



Let's read and write



s t u v

Handwriting practice lines for the letters s, t, u, and v. Each letter is shown in a dotted format on a set of four horizontal lines (top, middle, bottom, and descender) with arrows indicating the stroke direction. The letters are repeated in three rows for tracing.

Say aloud



apple	drew	dew	ball
people	grew	few	call
ripple	threw	mew	fall

Word fun



Fill in the letters to complete the crossword puzzle. Use the pictures as clues to find the fruit.

1 O
R
G
E

2 G
A
E
N
O

3 P
A
R

4 BANANA

5 APPLE

6 PEAR

Which is your favourite fruit? Say why you like it, first in your own language and then in English.

Our Tree

Listen and read

A little bird sees
Ripe fruit on our tree
And eats a tasty berry.
The bird flies tall
And a berry seed falls.



The rains have come
Hurry! let's run.
Clouds, rain and sun...
Our plant is born, a little one.



Now a tree,
With branches long,
Crows and bird-song,
Crawling ants and spiders' webs,
Caterpillars with tiny legs,
Rich green leaves, life aplenty.





The tree has fruit,
Some big, some small,
Let us pluck them
But do not fall!

Crows perch, squirrels run,
And see the monkeys
Having fun!

Strong branches,
With pretty swings,
Our beautiful tree
Has so many things.

Pranab and Smita Chakravarti

New words

berry 

caterpillars

nest 

rain 

tree

Let's read

Clouds bring rain.

The tree has branches.

Reading is fun



- ▶ Where does the little bird see the fruit?
- ▶ What does she do?
- ▶ What happens when she eats the berry?

Let's talk

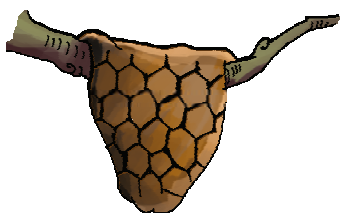


- ▶ Where do birds live?
- ▶ Have you seen any birds near your house?
- ▶ Do you know their names in English or in your own language?

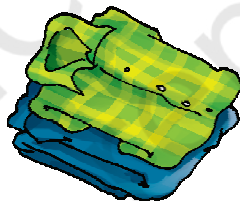
Let's share



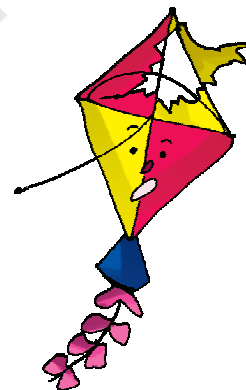
Circle the things you can find on a tree.



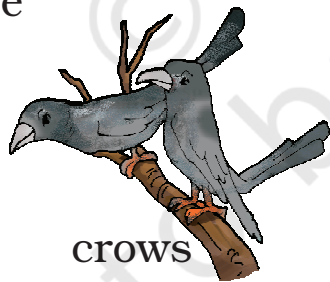
beehive



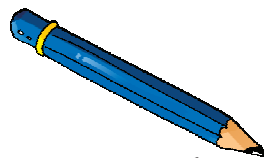
clothes



kite



crows



pencil



leaves



ant



book

Juicy fruits

- ▶ Name the fruits you can see on the push cart.
Say which ones you like the most.

apples

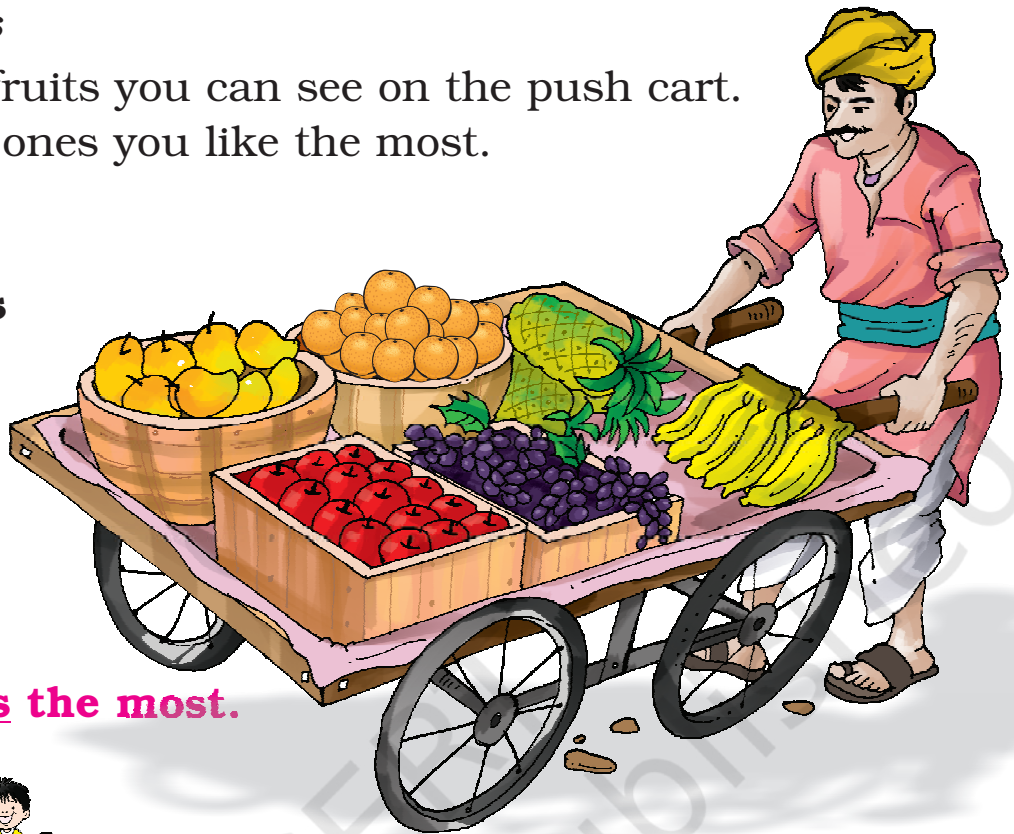
pineapples

mangoes

bananas

grapes

oranges

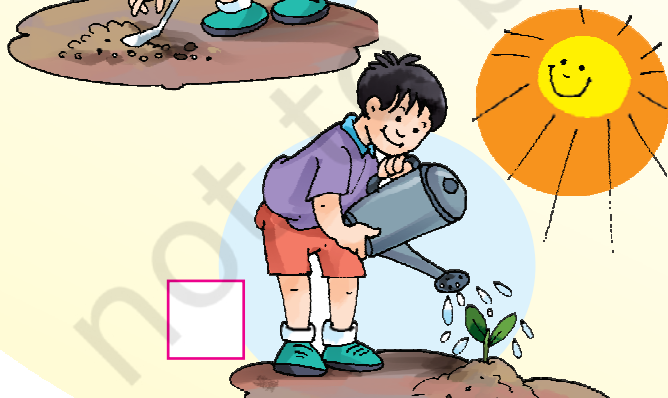
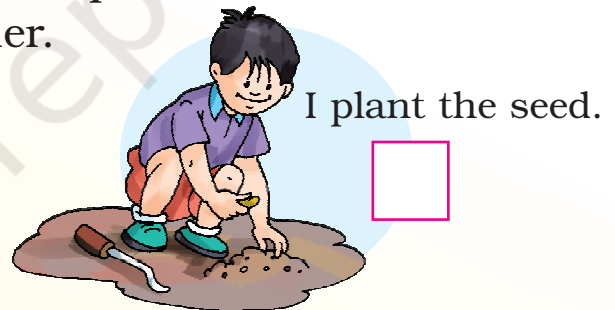


I like apples the most.

Let's do



How does a seed grow? Look at the pictures below and number them in the correct order.



I water the plant.



The plant grows.

Let's think



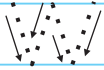
Put a tick (✓) if it is true. Put a cross (X) if it is not true.

	True	Not true
I like fruit.		
I like flowers.		
There is a tree near my house.		
The tree has flowers.		
The tree has fruit.		

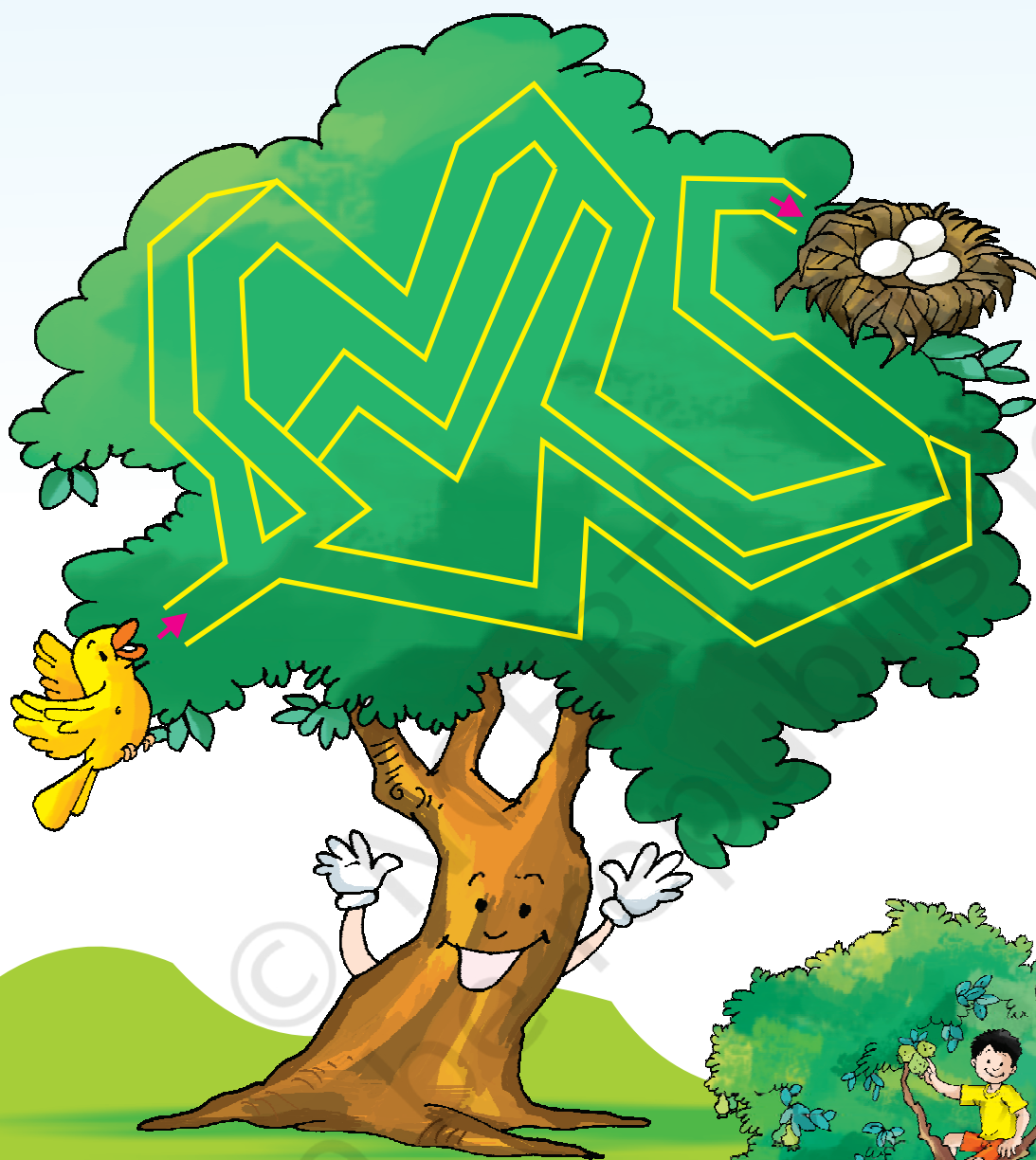
Let's read and write



w x y z



Help the bird reach its nest.



► **Can you climb a tree?**

Yes, I can climb.

Yes, I can pluck.

Yes, I can catch.

Yes, I can jump.

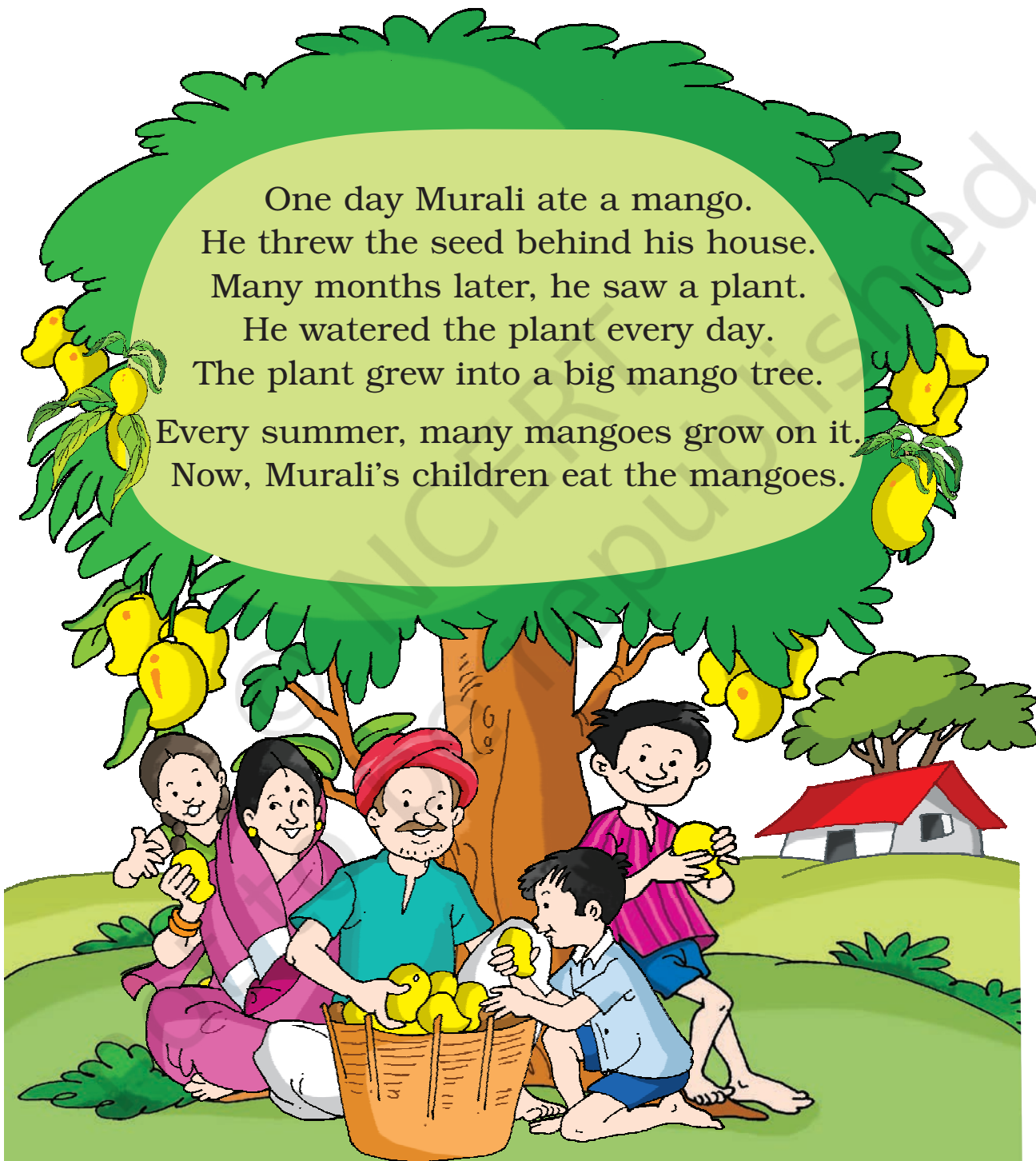


Murali's Mango Tree

Listen, read and enjoy this story

One day Murali ate a mango.
He threw the seed behind his house.
Many months later, he saw a plant.
He watered the plant every day.
The plant grew into a big mango tree.

Every summer, many mangoes grow on it.
Now, Murali's children eat the mangoes.



Read the sentences and tick (✓) the right picture.

Murali ate a (banana  /mango ) one day.

He threw the (seed  /mango ) behind his house.

Many months later, he saw a (seed  /plant ).

He watered the (seed  /plant ) every day.

Many (apples  /mangoes ) grew on the tree.

Draw a tree showing leaves, branches, fruit, birds, nest and a swing.



Let's talk 

- ▶ Describe the picture using all the words given above.
- ▶ Should trees be cut?
- ▶ Name some trees which you have seen.



This unit is a good opportunity for involving children in interesting activities about their environment. Encourage children to look and listen attentively and express their thoughts freely.

- Talk to them about trees around and how important they are.
- Share with them topics like “Why do you think trees are important for us?”

Give them clues like, “They give us shade, flowers, fruits etc.”

▶ **Group Activity**

Let the children make a class tree with their handprints. Let them stick leaves and twigs on it. Write this verse and stick it under a tree.

What do I plant?

When I plant a tree

I plant a circle of shade around me;

A circle of shade

Where people come

To rest under the sun.

MATERIAL REQUIRED

A sheet of paper, some twigs, some leaves and an old cardboard sheet

▶ **Develop pronunciation**

Words like **tree, bee, flea** can be introduced.

▶ **Exposure to language**

This time let the *sight words* be the names of children which can be pasted on the tree that the children have made.

Names of all the children such as **Ritu** **Kabir** **Mohan** **Lofang**

▶ **Develop speaking skills**

Give children a week or two to learn a rhyme, one in their language and one in English. Let them recite these. Always appreciate their efforts. Do not push children who are not ready for it. As facilitators we must let children speak at their own pace.

▶ **Develop writing skills**

Write the letters from **r** to **z** on the blackboard. Let the children read from the board and the picture dictionary. Encourage these early writing attempts and ensure a feeling of success for all children. Use Activity Sheets and a notebook to further encourage the patterns as on pages 65, 66, 69, 70, 71, 72 and 74.

▶ **Use the method of developing fine motor coordination**

Tell the class how to sort out three mixed pulses into different piles or sort leaves on the basis of their colour, shape and texture.

▶ **Awareness raising**

Have a discussion on the hazards of throwing things into the river and why we must stop this from happening.