

Raindrops

Book 1

Textbook in English for Class I
(Special Series)



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

ISBN 978-93-5007-151-9

First Edition

April 2011 Chaitra 1933

Reprinted

May 2017 Jyeshtha 1939

January 2018 Magha 1939

January 2019 Pausha 1940

August 2019 Bhadrapada 1941

PD 5T RPS

© **National Council of Educational
Research and Training, 2011**

₹ **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 Holy Faith International (P.)
Ltd., B-9 & 10 Site IV, Sahibabad Industrial
Area, District Ghaziabad (U.P.)

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Foreword

The National Curriculum Framework (NCF), 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 pedagogic practices which overlook the children's own efforts to learn by observing their natural and social environment and by finding meaning in their everyday experience. The consequences of this legacy have been especially grim for rural children. Their everyday life experiences are either ignored or represented in a patronising manner in conventional textbooks. The new syllabi and textbooks brought out by the National Council of Educational Research and Training (NCERT) in the wake of NCF-2005, attempt to provide a somewhat equitable share of representation to rural and urban content, themes and images. In the context of English at the primary level, rural children deserve an altogether distinctive series of textbooks. *Raindrops* marks an unprecedented attempt of this kind. The textbooks in this series not only privilege the rural child's world and life, they also utilise the insights of modern theories in linguistics to make the experience of learning English an experience of joy and confidence-building for boys and girls studying in village schools.

The success of this effort now depends on the steps that school authorities and teachers will take to motivate children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that children are born with the capacity and skills to learn languages. These inborn capacities grow spontaneously in a positive environment in which children are encouraged to speak and write without the fear of being caught for making common mistakes. Teachers can create such an environment in the classroom by giving children frequent opportunities to participate. Easy access to attractive reading material is another positive factor. The NCF emphasises the importance of pursuing a multilingual approach in the teaching of any particular language. What ultimately matters in language learning is the child's confidence to articulate and interpret. *Raindrops* exemplifies the kind of relationship that a teacher should form with children in order to get the best out of them in terms of motivation and participation.

These objectives 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 the textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. NCERT has prepared a series of source books on assessment in the primary classes. This series marks a major shift away from conventional tests and English is one of the subjects covered in this assessment series. We hope that schools will use the English source book in conjunction with *Raindrops*. All the textbooks in this series attempt to provide opportunities for fantasy and wondering, interaction 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 Chief Advisor for

this book, Professor Malathy Krishnan of The English and Foreign Languages University (EFL-U), 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. The Council acknowledges with appreciation the dedicated and creative work put in by Dr Varada Mohan Nikalje, Department of Languages, NCERT, in coordinating the preparation of this textbook, and also the support and encouragement provided by Professor R.J. Sharma, Head of the Department of Languages, NCERT. We are especially grateful to the members of the National Monitoring Committee, appointed by the Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G. P. Deshpande, for their valuable time and contribution, and to Professor M.L. Tickoo formerly of CIEFL (now EFL-U), Hyderabad, and Professor S.C. Dubey, Department of English, University of Allahabad, Allahabad, for going through this book and offering valuable suggestions.

As an organisation committed to 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.

Director
National Council of Educational
Research and Training

New Delhi
1 March 2010

About the Book

The National Curriculum Framework, 2005, suggests that plurality of textbooks is a necessary requirement for curricular freedom. A single textbook does not meet the expectations and aspirations of teachers and learners uniformly. The same idea has been reinforced in the *Focus Group Position Paper on the Teaching of English* which suggests that the earlier practice of choosing from a range of available texts can be revived. It would be reasonable to expect that with a multiplicity of English textbooks, the diversity of English language environments in the country would be addressed better.

A series of textbooks in English, *Raindrops*, for the primary stage (Classes I to V) has been developed, keeping in mind first-generation school-goers as well as children whose only exposure to English is in school (and even within the school, usually, with limited time duration and constraints in quality).

The criterion that we must meet is people's aspirations for their children: the spontaneous and appropriate use of English for at least everyday purposes; in other words, to speak English, as against merely passing examinations in it, or knowing its grammar. The aim, therefore, is learners' exposure to the language (in this case, English) in meaning-making situations so as to trigger the formation of a language system by the mind.

Conventional textbooks presented the letters of the alphabet in the beginning itself, in the 'A for Apple' mode. This is no longer the case. Research on syllable recognition and letter-sound correspondence have shown that exposure to a series of words focussing on a particular sound facilitates learning. We need to develop a focus in which the research on language learning is integrated with the language teaching.

In this textbook the alphabet is presented in two ways:

1. *Letter Recognition*: The complete English alphabet (both small and capital letters) is presented at certain intervals. It has been given either horizontally, for instance, where a lesson ends, or vertically, as a sort of add-on border to the lesson. These would indicate to the child the order as well as the number of letters in the alphabet, which he/she would glance at, perhaps trace with a finger, or simply chant along with others in the class.
2. *Tracing the Letters*: The letters of the alphabet have been grouped in such a way that: the letters using the downward stroke, such as 'd', 't' etc. are in one group; the letters using curved lines such as 'c' and 'o' are grouped together. Each group of letters has been given at intervals throughout the book, in dotted outline forms, along with space for the child to practise further.

There is no inherent contradiction in these two ways of presentation. The letter groups for tracing are based on the hand movement required, and the letter recognition indicates the alphabetical order of the letters, which is necessary for reference skills later, to look up dictionaries, directories, and so on. A decision was taken to teach the lower case first, because capital letters account for only about five per cent of the written word. Also, the

lower case letters are the ones that children see more frequently in their environment.

It is found that some children confuse between 'b' and 'd'. For, in writing 'b' the semicircle comes on the right side of the vertical stroke; in 'd' the semicircle is on the left. A conscious attempt has been made to address this problem, through illustrations.

Four poems have been put in the beginning of the text. These are to expose the child to little songs and rhymes as they would have had in their mother tongue. As with rhymes for children everywhere, the sounds are the main focus in these poems and not so much the meaning. A deliberate decision was taken not to include any kind of activities or exercises with the first few poems. They are meant to be read for enjoyment only.

Phonological awareness is the ability to discriminate between similar sounding words (the difference between 'gate' and 'late', for instance). Since a child who is phonologically aware is more likely to have reading success, it was thought important to find ways of developing it. Most importantly, children would be encouraged to have fun and play with words. The present textbook is one step in this direction.

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1

CLAP, CLAP, CLAP



0121C001



Clap, clap, clap.
Tap, tap, tap.
Hop, hop, hop.
Stop, stop, stop.



Jump, jump, jump.
Run, run, run.
Clap, clap, clap.
Stop, stop, stop.



TO THE TEACHER

Read out the poem, matching actions with words. Make the children repeat the poem after you with suitable actions.

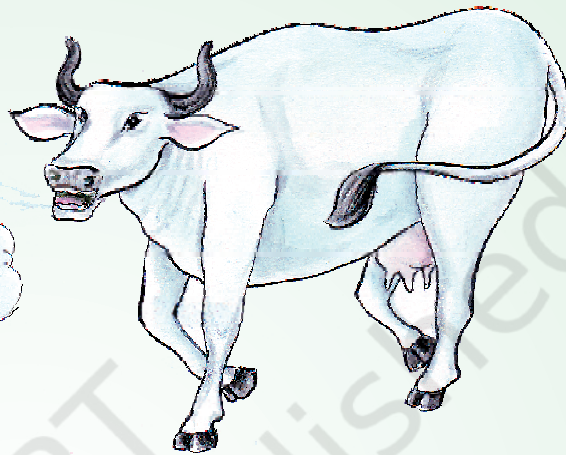


2

ONE, TWO



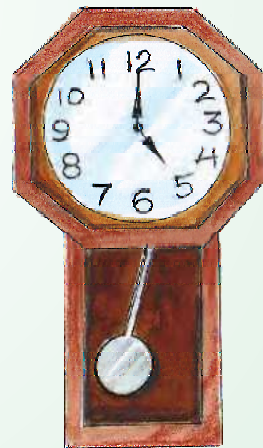
One, two,
Cows moo.



Three, four,
Lions roar.



Five, six,
The clock ticks.



Seven, eight,
It's getting late.

Nine, ten,
Let's say it again.



TO THE TEACHER

Read the poem aloud and make the children repeat it after you.





Let's Try This

Listen and repeat.

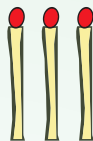
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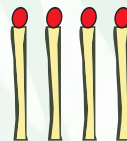
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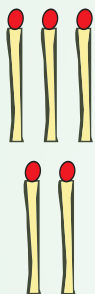
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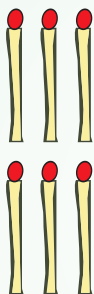
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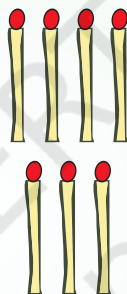
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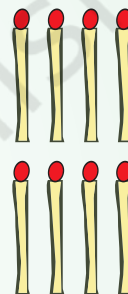
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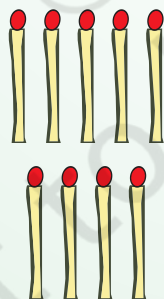
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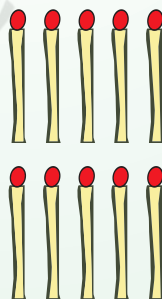
8



9



10



TO THE TEACHER

- Open out your fingers according to the numbers you are saying and make the children do the same.
- Play the clapping game with the children.
1,2 (clap twice); 1,2,3 (clap thrice)
1,2 (clap twice); 1,2,3 (clap thrice)



3

THE LITTLE BIRD



0121 C103

Once I saw a little bird,
Coming hop, hop, hop.
So I cried out, "Little bird,
Will you stop, stop, stop?"



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

**TO THE TEACHER**

Read the poem aloud. Make the children repeat it along with you.



4

BUBBLES



Bubbles, bubbles, here and there,
Blow up, blow up, in the air!
Blowing bubbles is such fun!
Blowing bubbles one by one.

**TO THE TEACHER**

Read the poem aloud and make the children repeat it along with you.



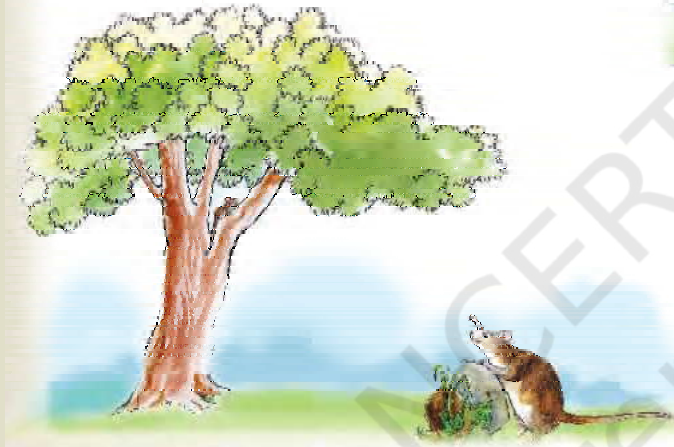
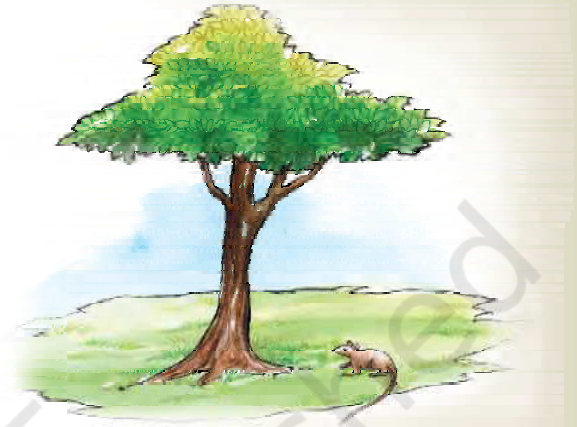
5

CHHOTU



0121 CH05

Chhotu is a baby mouse.
Chhotu runs around.



Chhotu's mother calls,
"Come back Chhotu.
Come down now."

Chhotu does not listen.
A crow picks Chhotu up in
its beak. Chhotu squeaks.



A parrot comes by. "Good
morning," he says.
"Hello," says the crow.



Chhotu falls into the soft grass.
He turns around and runs home.



“Sorry, Mother,” he says.
“I’ll never run away again.”



Answer These Questions

1. Have you seen a mouse?
2. Where have you seen it?
3. What does it eat?
4. What do you call a mouse in your language?
5. Do you listen to your mother and father?
6. Have you done something which your mother or father has told you not to do? Tell your friends.



TO THE TEACHER

Read the story aloud and make the children understand it with the help of the pictures. Then ask the questions orally. You can add questions of your own.





Let's Try This

1. Trace the letters.

a

a a a a a a a

c

c c c c c c c

e

e e e e e e e

o

o o o o o o o



TO THE TEACHER

Help the children trace the letters between the lines.



2. Help Chhotu reach his home.



a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

3. What do **you** do ?

(i) The crow picked Chhotu up in its beak.

You pick up things with your



(ii) The crow eats with its beak.

You eat with your



(iii) The crow flies with the help of its wings to reach home.

You run on your



to reach home.



TO THE TEACHER

Help the children to **say** suitable words to complete the sentences.

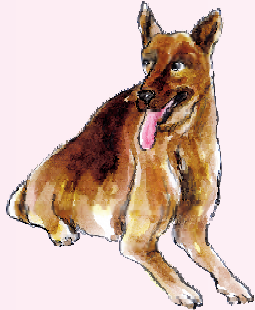


6 ANIMALS AND BIRDS



0121CH06

Look at these pictures.



a dog



a rat



a duck



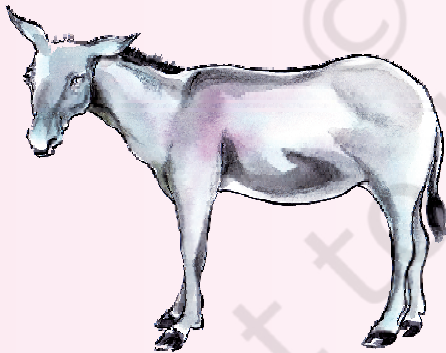
a sparrow



a hen



a cat



a donkey



a crow



a frog

Which of these are animals? Point them out.

Which of these are birds? Point them out.





Let's Try This

1. Match the pictures with the words.

sparrow



horse



swan



cat



buffalo



2. Say the names of animals and birds.



ANIMALS

.....

.....

.....

.....

.....



BIRDS

.....

.....

.....

.....

.....

3. Trace these letters.

m

m m m m m m m

n

n n n n n n n

r

r r r r r r r



TO THE TEACHER

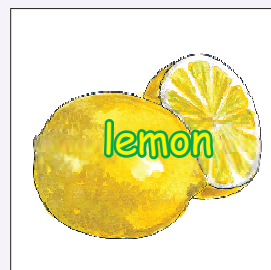
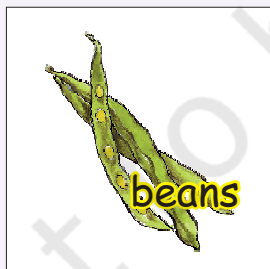
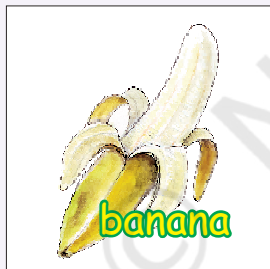
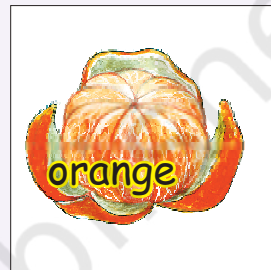
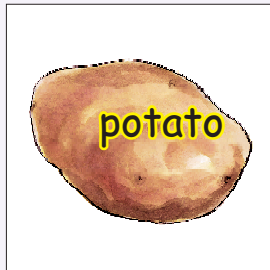
- Ask the children to say the names of birds and animals that they know. Write down the names of birds and animals in separate boxes on the blackboard as shown above.
- Colourful charts can be shown.



7

FRUITS AND VEGETABLES

Look at these.



Say the names of vegetables and fruits that you know. Help your teacher put them in the right baskets.



Answer These Questions

1. (i) Which fruit do you like?

.....

(ii) Which vegetable do you like?

.....

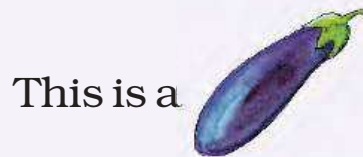


TO THE TEACHER

- Help the children name fruits and vegetables. Write them on the blackboard as shown above.
- Ask them what their favourite fruits and vegetables are.

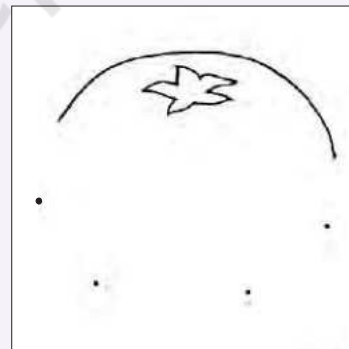
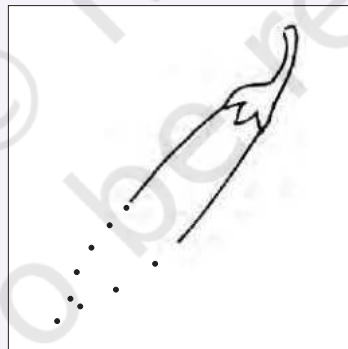
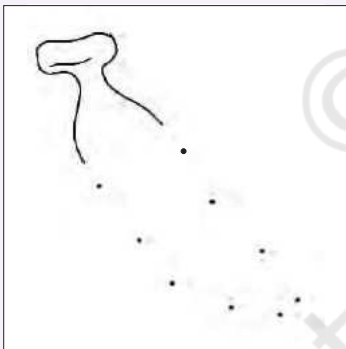


2. Look at the pictures and say what they are.



a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

3. Complete these pictures by joining the dots.



TO THE TEACHER

- Write the sentences on the board. Read them aloud and make the children repeat them.
- Help the children join the dots and complete the drawings.

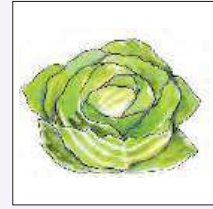




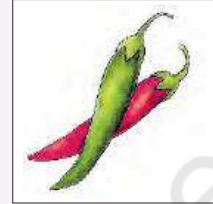
Let's Try This

1. Match the pictures with the words.

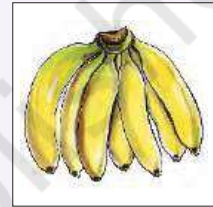
potato



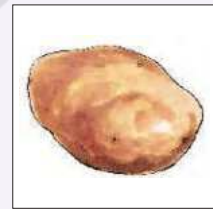
melon



cabbage



coconut



banana



chilli



TO THE TEACHER

Help the children draw lines to connect the words with the pictures.



2. Trace these letters.

S S S S S S S

U U U U U U U

V V V V V V V

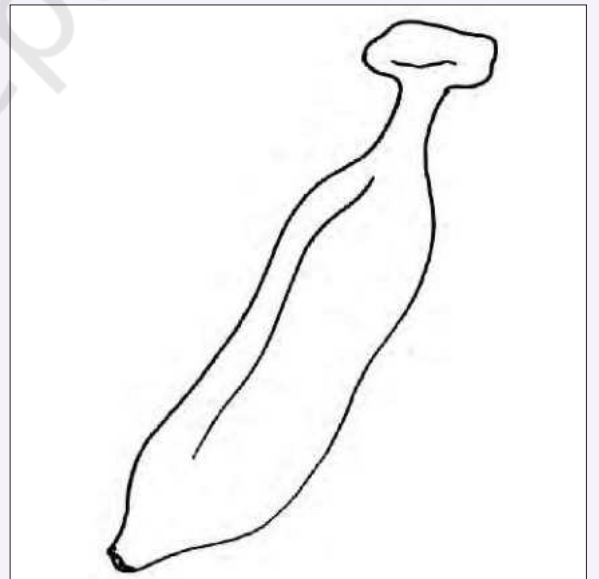
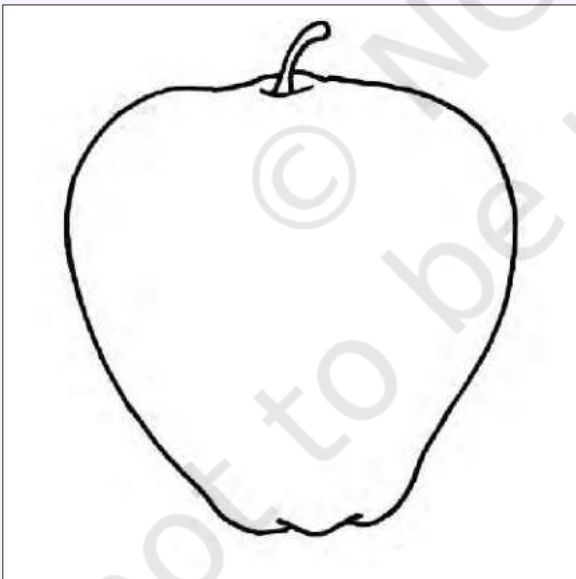
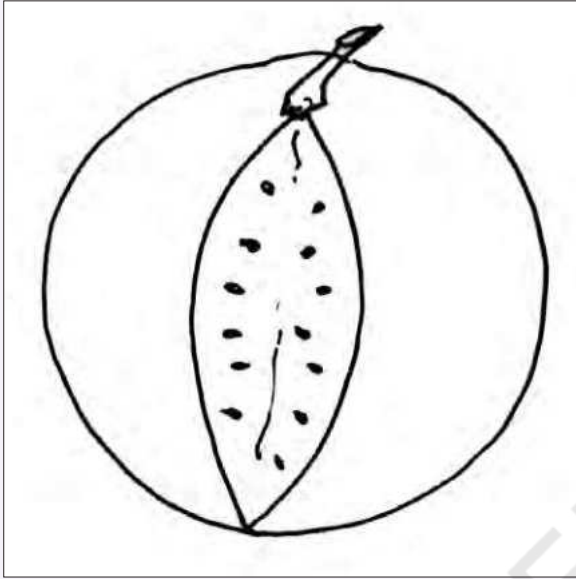
W W W W W W W

Z Z Z Z Z Z Z

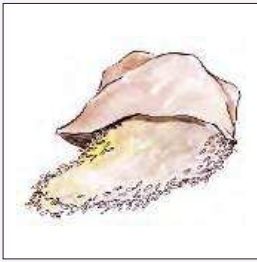
X X X X X X X



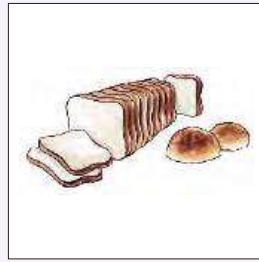
3. Colour these pictures.



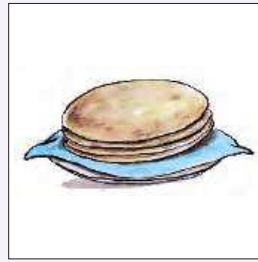
4. What did you have for lunch today?



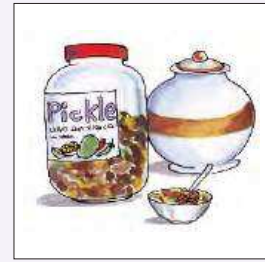
rice



bread



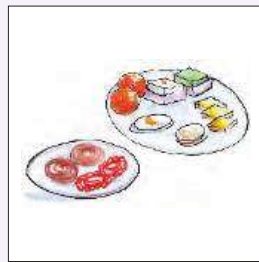
roti



pickle



pulses



sweets



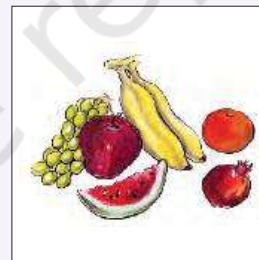
milk



vegetables



curd



fruits

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z



TO THE TEACHER

- Let the children say what they had for lunch in English.
- Sing the alphabet with them pointing to the letters in the right margin.

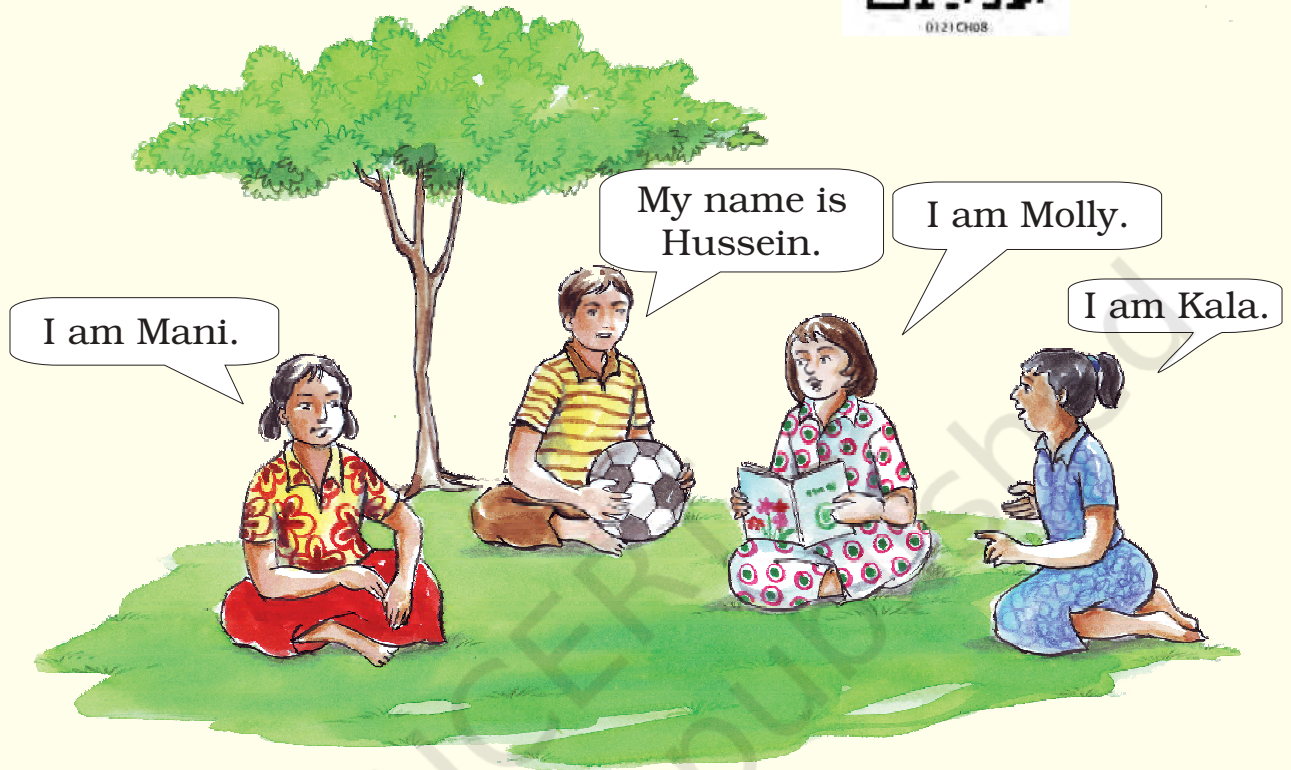


8

WHO AM I ?



0121 CH08



Let's Play

1. One by one say your names.
2. Sit in a circle with your teacher in the centre. Teacher calls a child's name and quickly throws the ball at him/her. The child becomes alert and catches the ball.



TO THE TEACHER

- Help the children say their names. Write their names on the blackboard.
- Play the game with them.



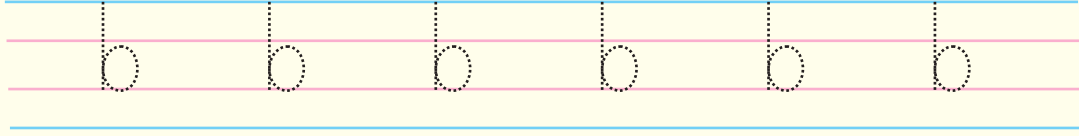


Let's Try This

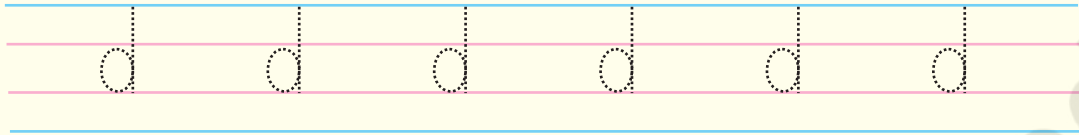
Trace these letters.



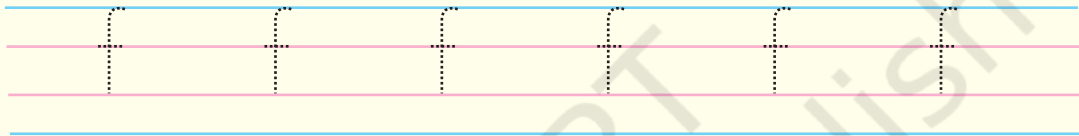
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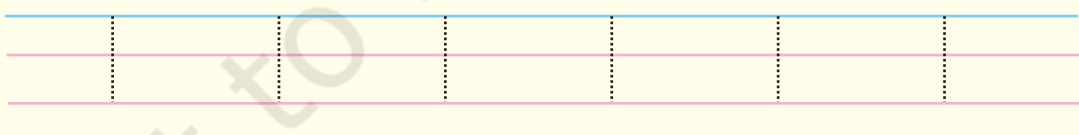
h



k



l



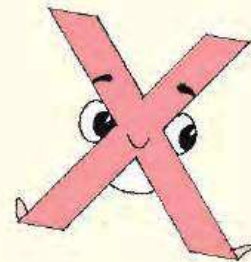
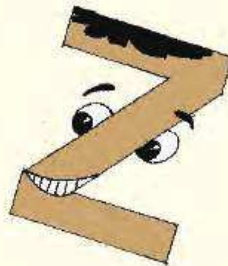
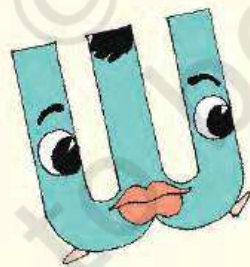
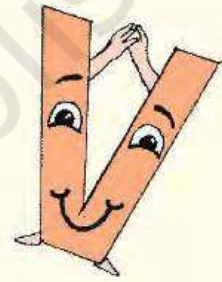
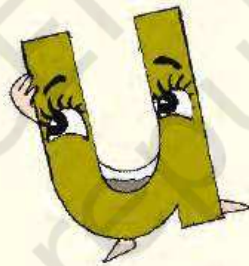
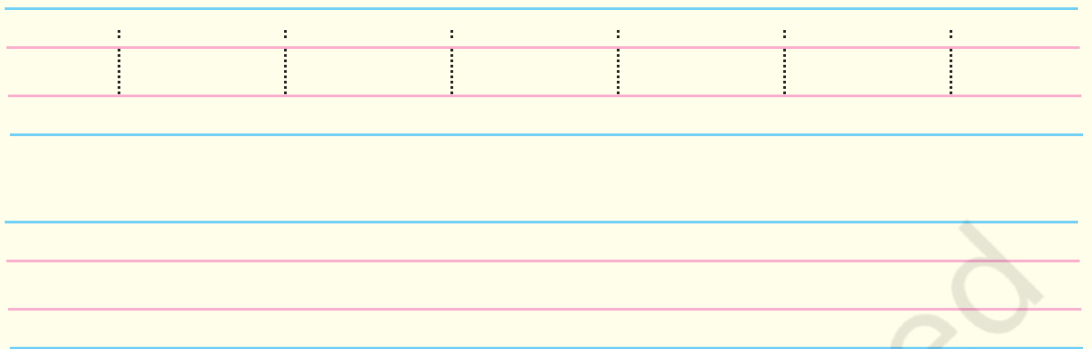
a
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t



i



TO THE TEACHER
Help the children trace the letters.



9 HIDE AND SEEK

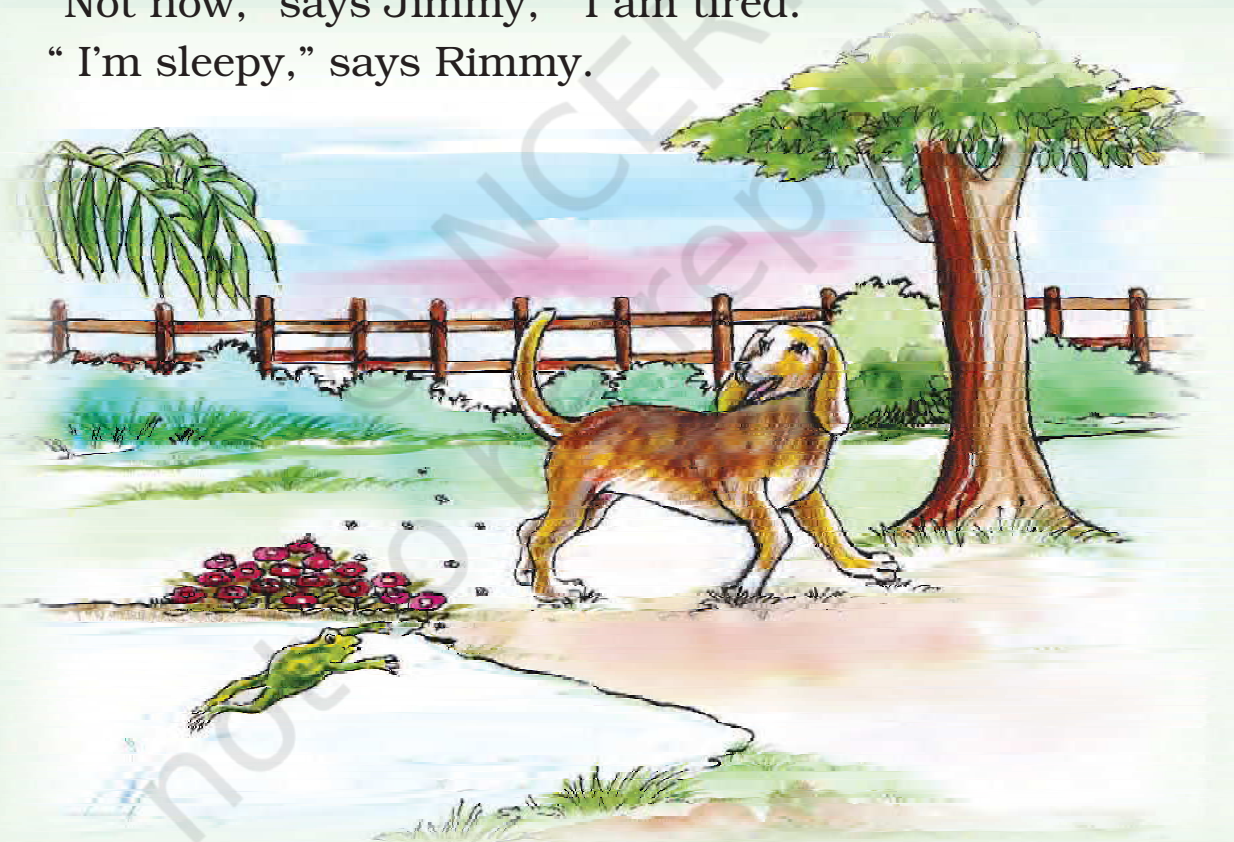
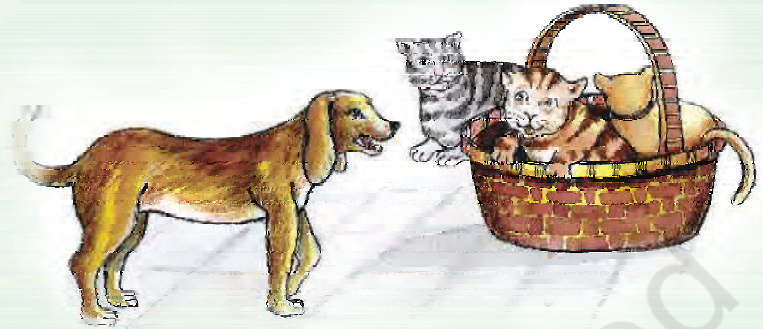


Moti wants to play. He looks for Rani. “I’m hungry,” says Rani, “I want to eat.”

Jimmy and Rimmy are sleeping in the basket. Moti wakes them up. “Come out and play with me!” he barks.

“Not now,” says Jimmy, “I am tired.”

“I’m sleepy,” says Rimmy.



Moti goes outside. He sees Happy in her pond in the garden. “Will you come and play with me?” he asks.



But Happy says, “No, I’m looking for flies.”

Moti sees Bunny, and stops. “Will you play with me?” he asks.

Bunny looks at him. “Hello, Moti,” he says, “I am eating a carrot, so I can’t come and play with you.”



Moti is sad. He lies down on the grass. Then he gets up again. He walks around the garden. Moti finds a basket. He turns it upside down and hides under it.

Rani, Jimmy, Rimmy, Happy and Bunny search for Moti. But they can’t find him.

Happy hops near the basket. He stamps Moti’s tail. Moti barks aloud.





Everyone now knows where he is. Then they chase him round and round the garden.



Let's Try This

1. Match the names of animals with their cries.

a dog	mews
a cat	croaks
a frog	barks

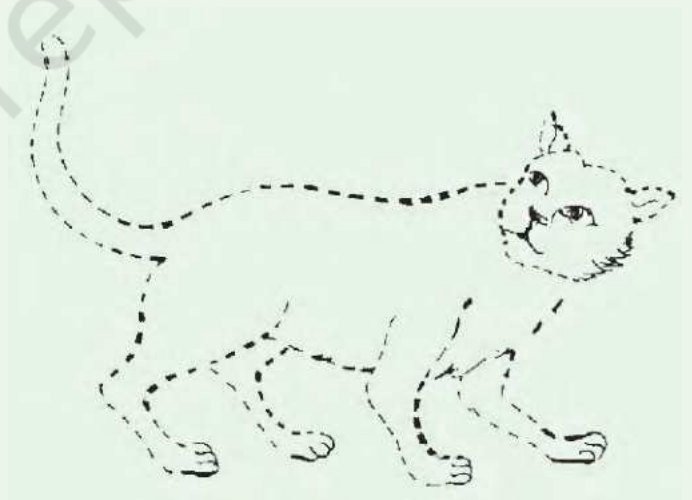
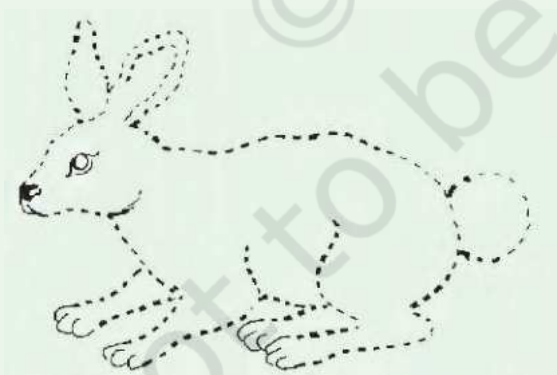
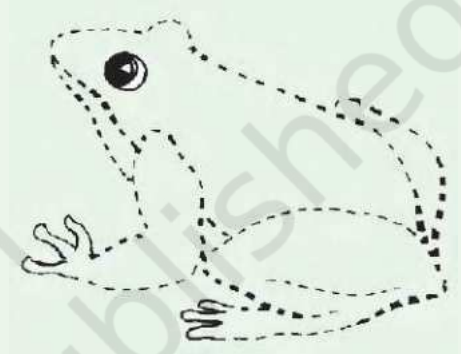
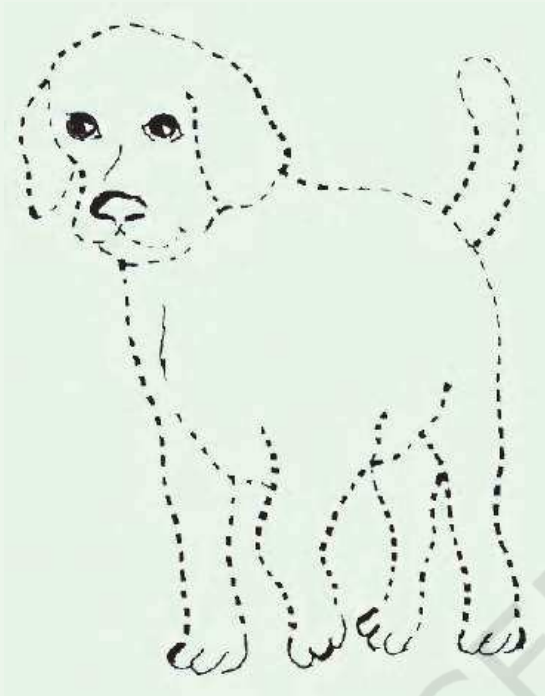
TO THE TEACHER



- Read out the story. Make the children understand the story with the help of the pictures and your actions.
- After they understand the story, make the children take on the roles of Rani, Jimmy, Rimmy, Moti, Happy and Bunny, and act them out. Make them say the sentences spoken by the animals in the story.



2. Trace the outlines of the following drawings of animals.



Now write the names of the animals.

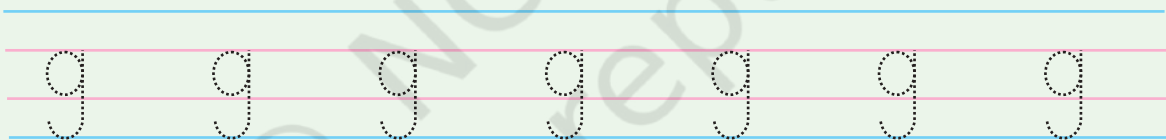


3. Match the names in the story with the animals.

NAMES	ANIMALS
Rani	rabbit
Moti	frog
Jimmy	dog
Rimmy	cat
Happy	puppy
Bunny	kitten

4. Trace these letters.

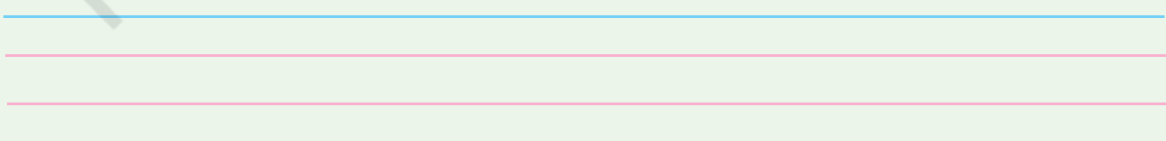
g



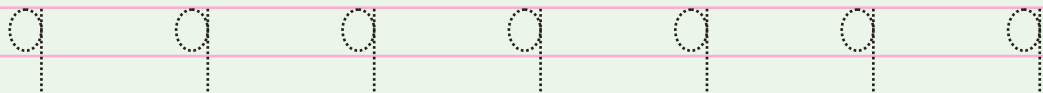
j



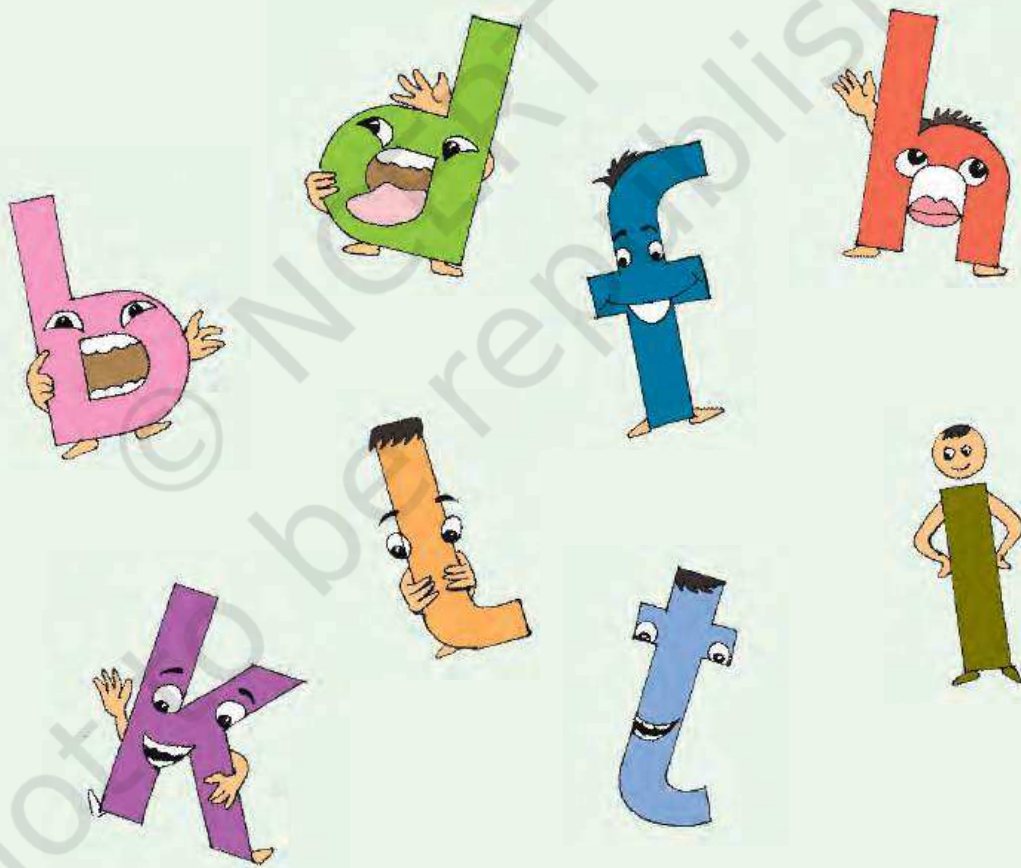
p



q

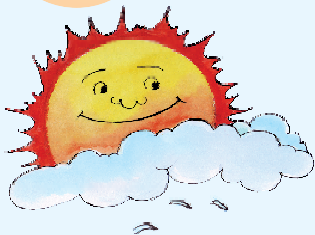


y



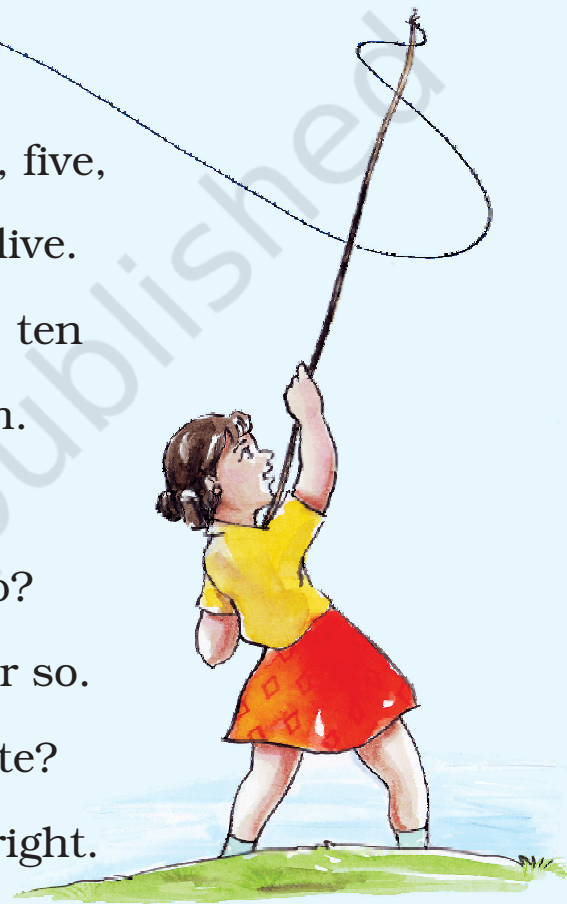
TO THE TEACHER
Help the children trace the letters.

10 FUN WITH NUMBERS



One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little finger on my right.



TO THE TEACHER

Read the poem aloud and make the children repeat it along with you.



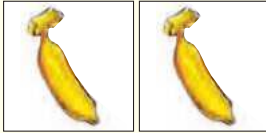


Say Aloud

1.



one bird



two bananas



three pens



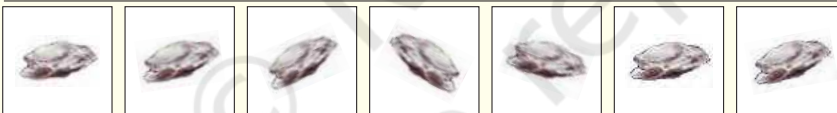
four pencils



five flowers



six bats



seven stones



eight ants



nine eggs



ten pineapples



TO THE TEACHER

Help children notice that we add 's' after a word which shows more than one item.



2. Five plus five is ten
 Five fingers on my right
 Five fingers on my left
 Two hands and ten fingers
 I do have.



Five toes on my right
 Five toes on my left
 Two feet and ten toes
 I do have.



Let's Try This

1. Join the numbers to draw the picture of an animal. Which animal is it?



Now colour the picture.

2. Count them.



birds _____

trees _____

pond _____

flowers _____

clouds _____

boys _____

squirrels _____

girls _____

frogs _____



TO THE TEACHER
Help the children count in English.



3. Trace these letters.



I

T

L

E

F

H

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a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
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s
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u
v
w
x
y
z



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

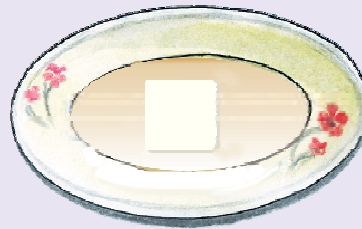
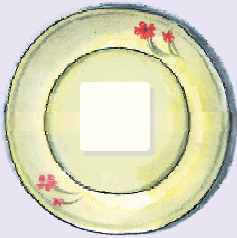


11

SHAPES



Binni and Ginni are back from school.
They have their lunch.



Binni's plate is round. Ginni's plate is oval.
Mother gives them a *barfi* each. The *barfi* is square.

In the evening, Binni and Ginni go to the park with their mother.

The gate of the park looks like this.

Ginni points to the gate and says,
“Mamma, what shape is the gate?”

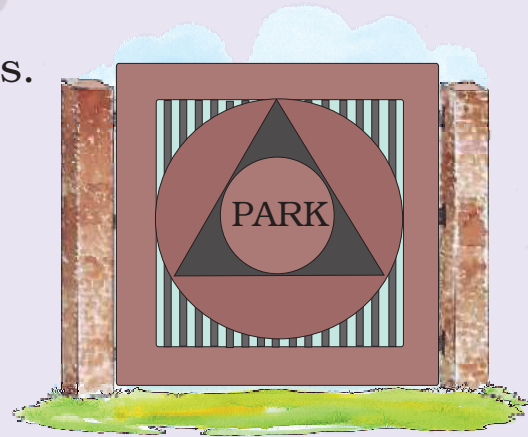
Mamma says, “That is a square.”

“What is the shape in the middle of the gate?” asks Binni.

Mamma says, “That is a circle.”

Ginni says, “Can you see another shape?”

Binni says, “Oh! I know, there is a triangle.”



TO THE TEACHER

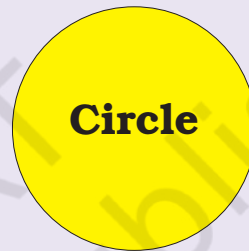
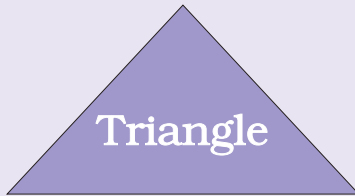
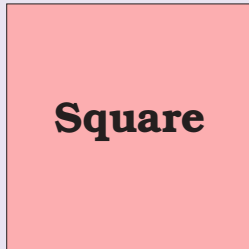
Introduce the idea of shapes relating them to the objects the children see in the classroom.





Let's Try This

1. Look and say.



- 2.



Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high
Like a diamond in the sky.



TO THE TEACHER

Read the stanza from 'Twinkle, Twinkle, Little Star' aloud.
Ask the children to repeat it with suitable actions.



3. Match the shapes with the objects.



Rectangle



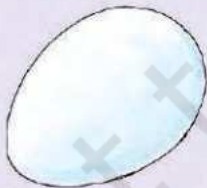
Circle



Square



Triangle



Oval



4. Trace these letters.

P P P P P P P P

B B B B B B B B

R R R R R R R R

D D D D D D D D

J J J J J J J

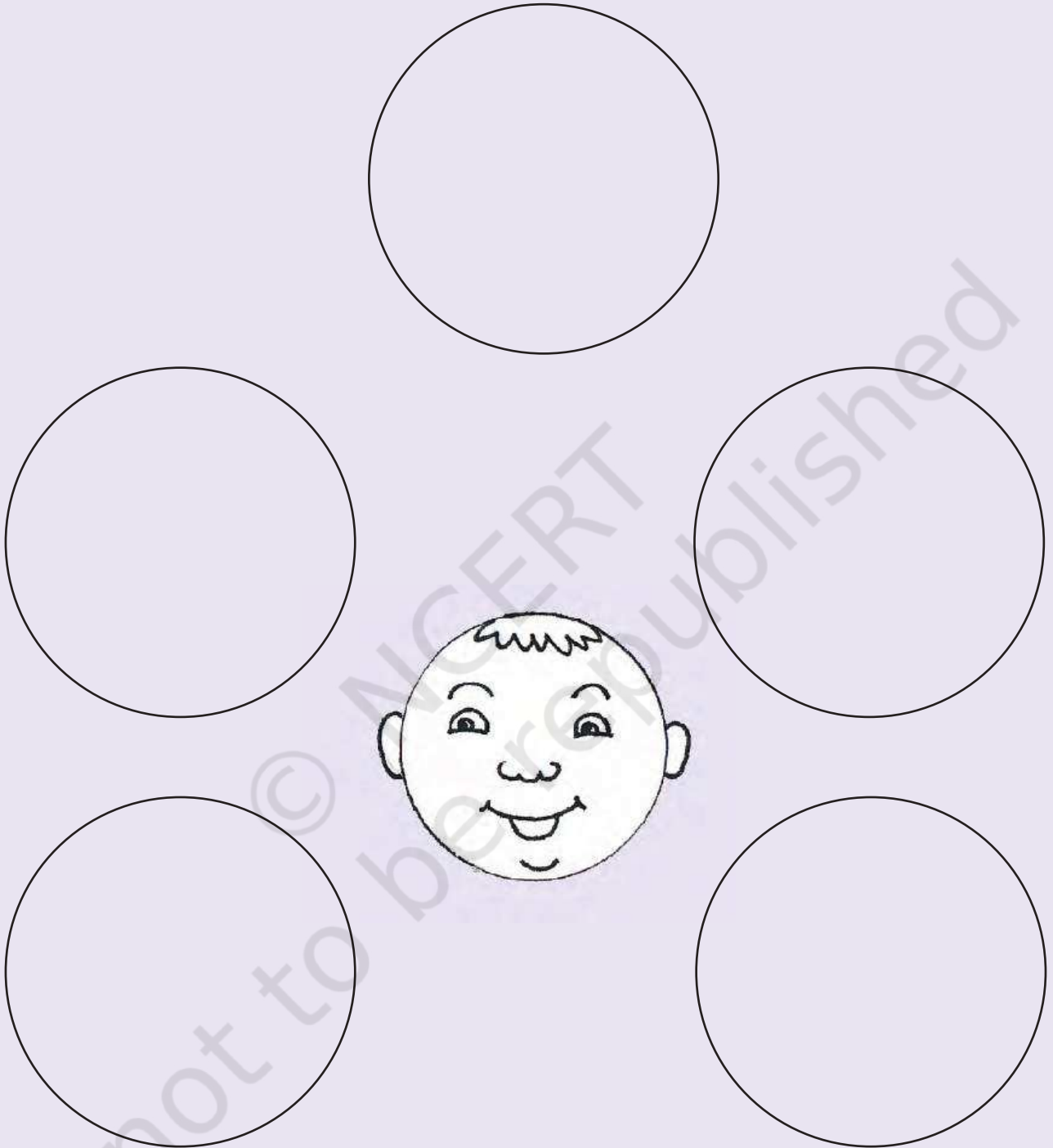
S S S S S S S S



TO THE TEACHER
Help the children trace the letters.



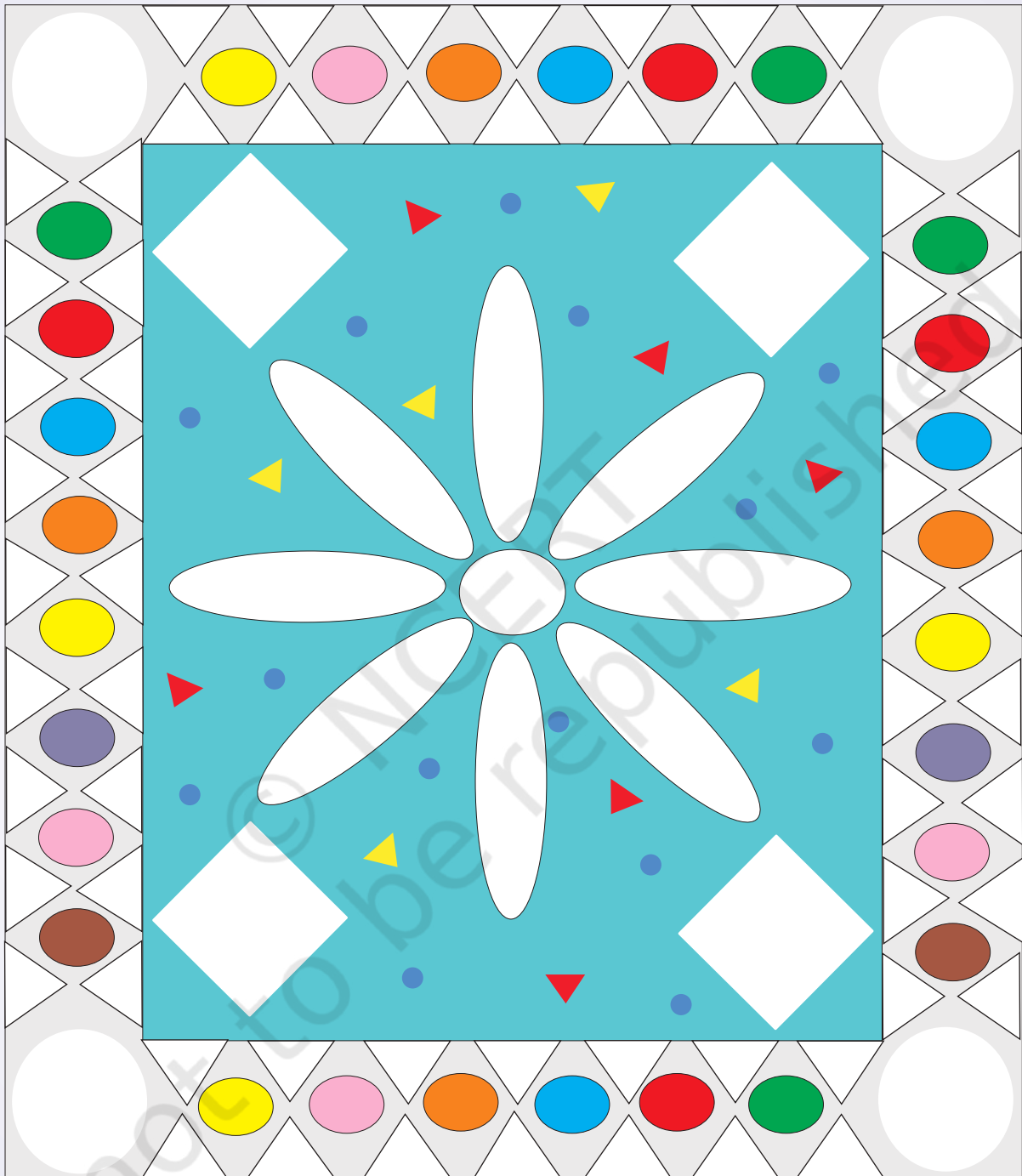
5. Draw faces in the circles.



6. Colour the hut.



7. Draw your own designs within the blank spaces and colour them.



TO THE TEACHER

Help the children fill the spaces with patterns that they see every day.



12 CATS



Cats sleep anywhere,
Any table, any chair,

Open drawer, empty shoe,
Anybody's lap will do.

Anywhere, they don't care,
Cats sleep anywhere.





Let's Try This



1. Find the cats.

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





TO THE TEACHER


Help the children say where they find the cats: 'under the table', 'behind the curtain', etc.



2. Trace these letters.

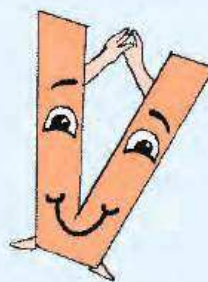
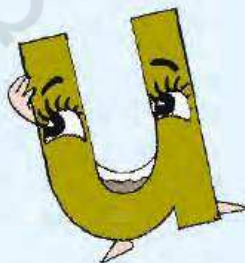
W 

X 

Y 

Z 

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TO THE TEACHER
Help the children trace the letters.



3. Match the following.



hen



kitten



cat



chick



dog



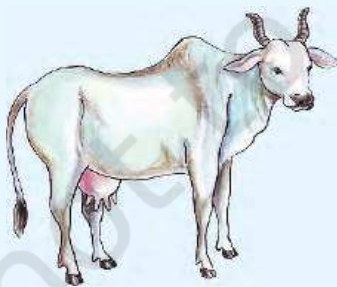
calf



horse



foal



cow



puppy

4. Do you have a pet at home? Tell your friends about it.



13 COLOURS



0121CH13



RAJU : Hello! Can I play with you?
ALL : How nice!



RAJU : Thank you. *(To parrot)* Wow! your dress is so nice!
It is a lovely colour!





PARROT : Oh, my dress! It is green, it is bright.



CROW : My dress is black. It is not bright.
It is as black as night.



STORK : My dress is white.

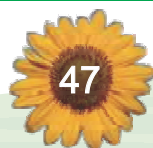


PEACOCK : My dress is green and blue.
I dance for children like you.



TO THE TEACHER

Make the children say the dialogues taking on the roles of Raju and the birds.





Say Aloud



Do you love colours?

Yes, I do.

Red and orange,

Green and blue!

I love colours,

Dark and bright,

Yellow, purple,

Black and white!

Do you love colours?

Yes, I do.



Let's Try This

1. Colour this picture.



TO THE TEACHER

Help the children fill in suitable colours in the picture. Ask them to name the colours.



2. Trace these letters.

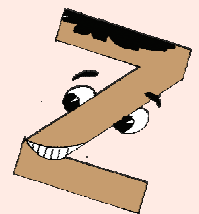
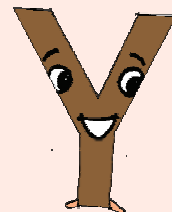
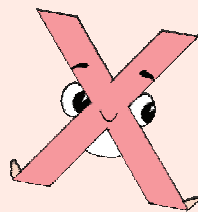
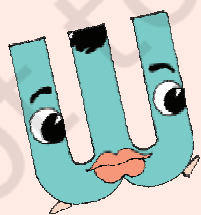
A A A A A A A A

K K K K K K K K

V V V V V V V V

M M M M M M M M

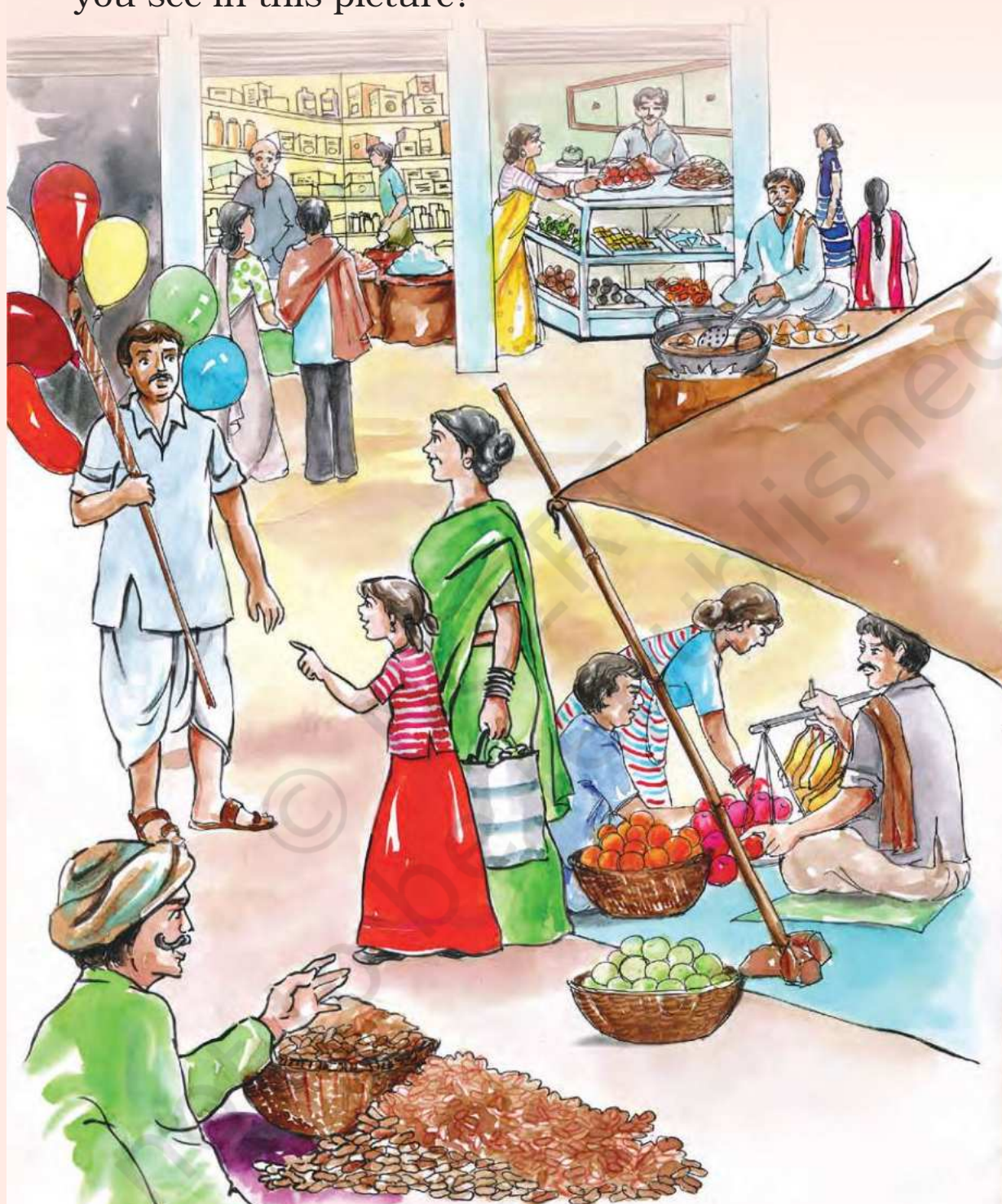
N N N N N N N N



TO THE TEACHER
Help the children trace the letters.



3. Can you name a few of the things that you see in this picture?



TO THE TEACHER

Help the children name the objects in the picture.



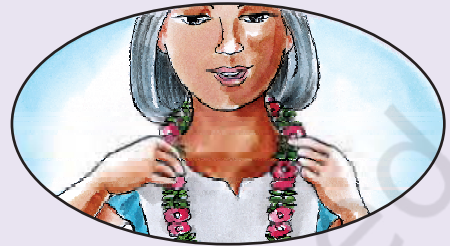
14 ACTIONS WE DO



Look at the pictures given below. What are these children doing?



She **is washing** her face.



She **is wearing** a garland around her neck.



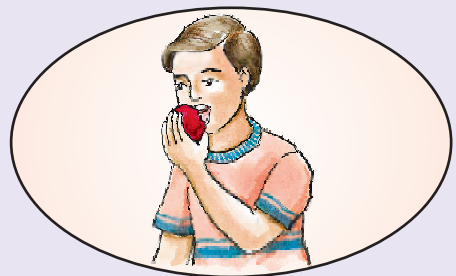
He **is combing** his hair.



She **is dancing**.



He **is brushing** his teeth.



He **is eating** an apple.



TO THE TEACHER

Draw the children's attention to the words in bold. Make the children imitate the actions shown in the pictures and read out the sentences.



Let's Try This

Trace these letters.

C



G



O



Q



U



TO THE TEACHER
Help the children trace the letters.





Say Aloud

1.



This is my head.

This is my nose.

This is my hair.

This is my neck.

This is my mouth.

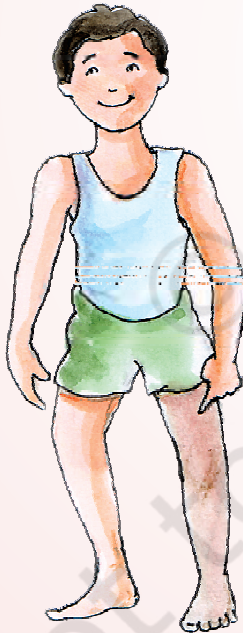
These are my teeth.

These are my eyes.

These are my ears.

These are my legs.

These are my hands.

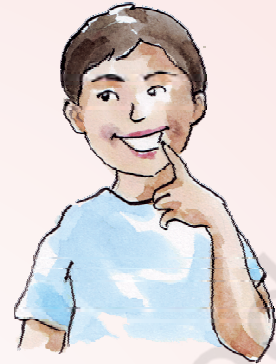
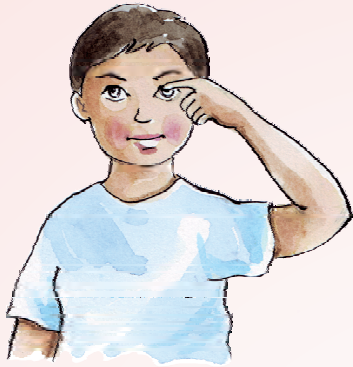


TO THE TEACHER

Help the children say the sentences and identify parts of the body in English.



2.



Head, shoulders, knees and toes

Head, shoulders, knees and toes

And eyes and ears

And mouth and nose

Head, shoulders, knees and toes.



TO THE TEACHER

Read out the poem with actions and make children repeat along with you.



15

LEFT AND RIGHT



0121CH15

MOTHER : Bina, get the mat please.

BINA : Where is it, Mamma?

MOTHER : It is to your right. It is near the wall.

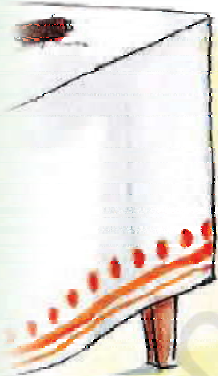
(Bina gives the mat to her mother.)



MOTHER : Will you get the needle and thread?

BINA : Where is it, Mamma?

MOTHER : It is on the table to the left.





Let's Try This

1. (i) Lift your left hand.

Lift your right hand.

Lift the hand you write with.

(ii) Touch your right eye.

Touch your left eye.

Touch both eyes.

2. Look at this picture. Can you guess who the people in the picture are?



TO THE TEACHER

Point out to the people and say where they are standing in relation to one another. For example: Grandfather is standing next to _____.



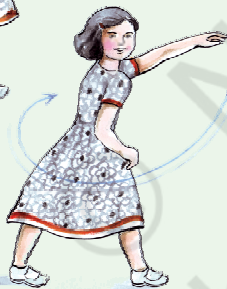
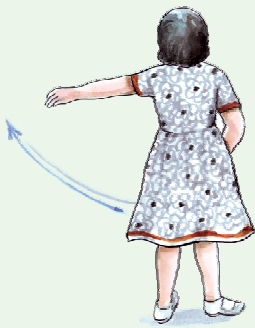
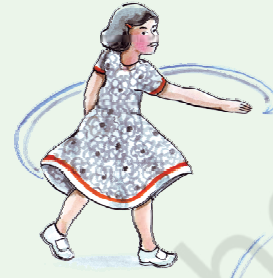


Say Aloud

3. Put your right hand up,
Put your right hand down,
Put your right hand out
And turn yourself around.



- Put your left hand up,
Put your left hand down,
Put your left hand out
And turn yourself around.



- Put both hands up,
Put both hands down,
Put both hands out
And turn yourself around.



TO THE TEACHER

Read the poem aloud with actions and make the children repeat it after you.



4. There are two ducks **in** the pond.
One duck has come **out** of the pond.
Some people are **inside** the house.
Some people are **outside** the house.



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

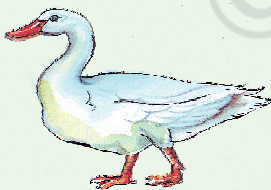
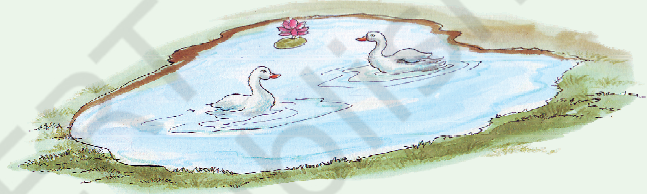
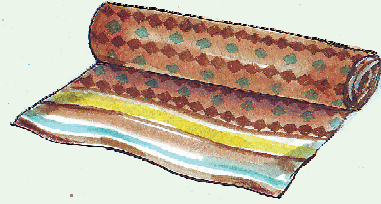
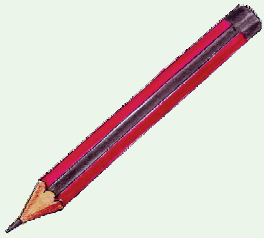


TO THE TEACHER

Read the sentences aloud acting out the words in bold.



5. Look at these pictures. What are they?



TO THE TEACHER

Help the children say what the pictures are using the structures: "This is a _____." ; "That is a _____."

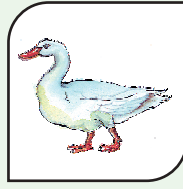
6. Trace these words.



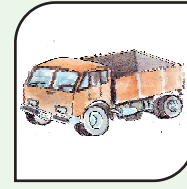
a well



a bell



a duck



a truck

a well

a bell

a duck

a truck

a well

a bell

a duck

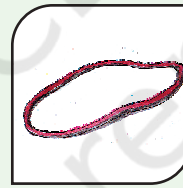
a truck



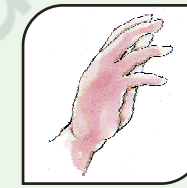
a book



a hook



a band



a hand

a book

a hook

a band

a hand

a book

a hook

a band

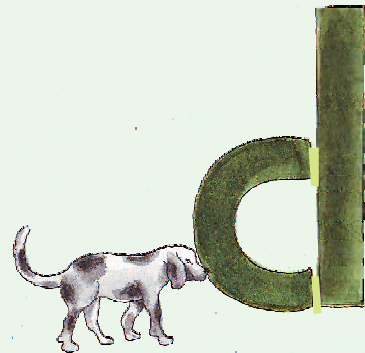
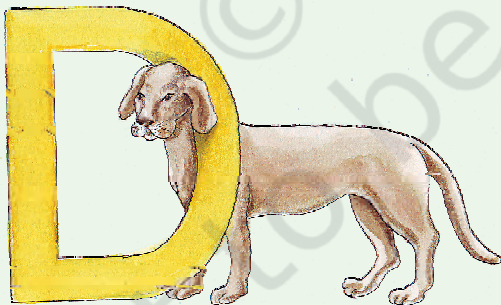
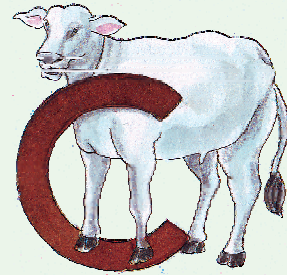
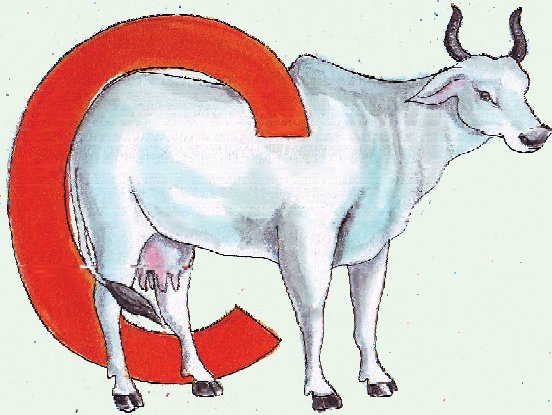
a hand



a
b
c
d
e
f
g
h
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w
x
y
z



7. Look carefully.



TO THE TEACHER



Make the children understand that all the letters of the English alphabet can be written in capital as well as small letters. Draw their attention to the fun element in these pictures: the small letter 'b' is formed by taking away the top half of the capital 'B' and so on. Some children confuse between 'b' (right-side semi-circle) and 'd' (left-side semi-circle)—these pictures would help them.

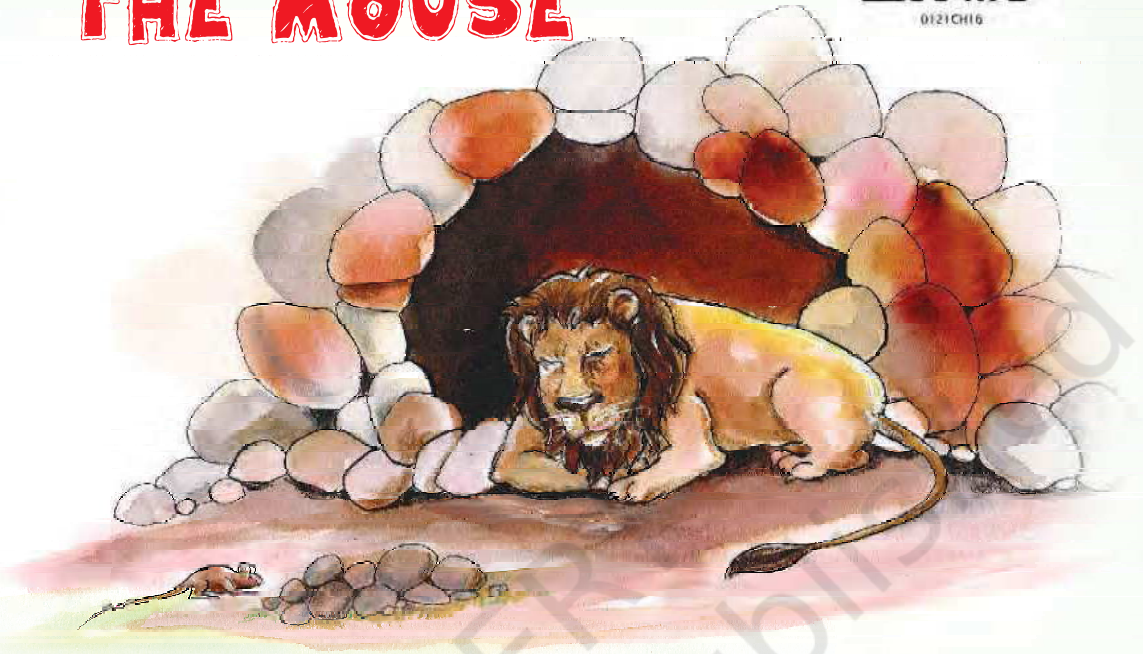


16

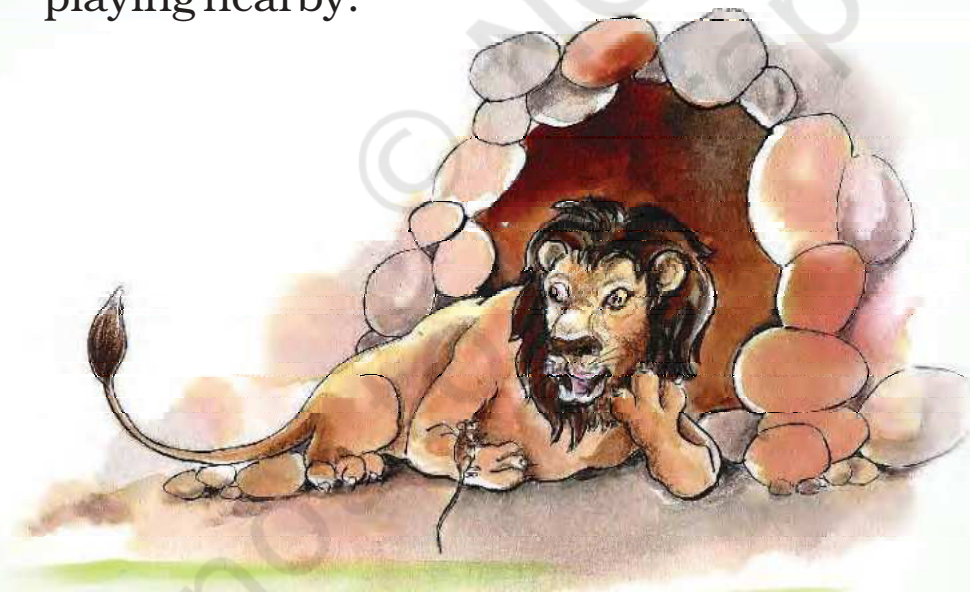
THE LION AND THE MOUSE



0121CH16



A lion was sleeping. A little mouse was playing nearby.



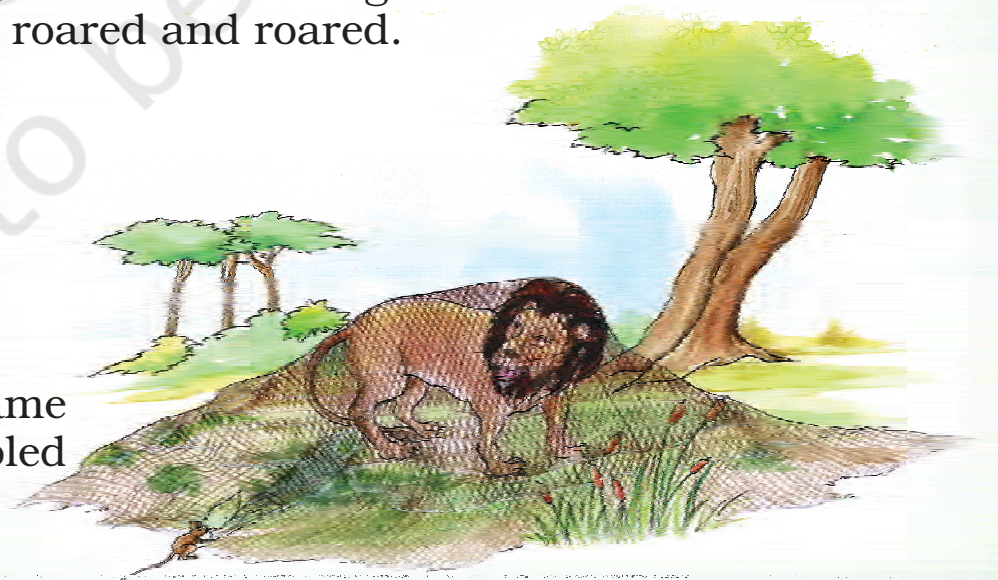
The lion woke up. The lion caught the mouse. The mouse said, “Let me go, please. I shall help you some day.”



The lion said, "I am big. You are small.
You cannot help me. Go away."

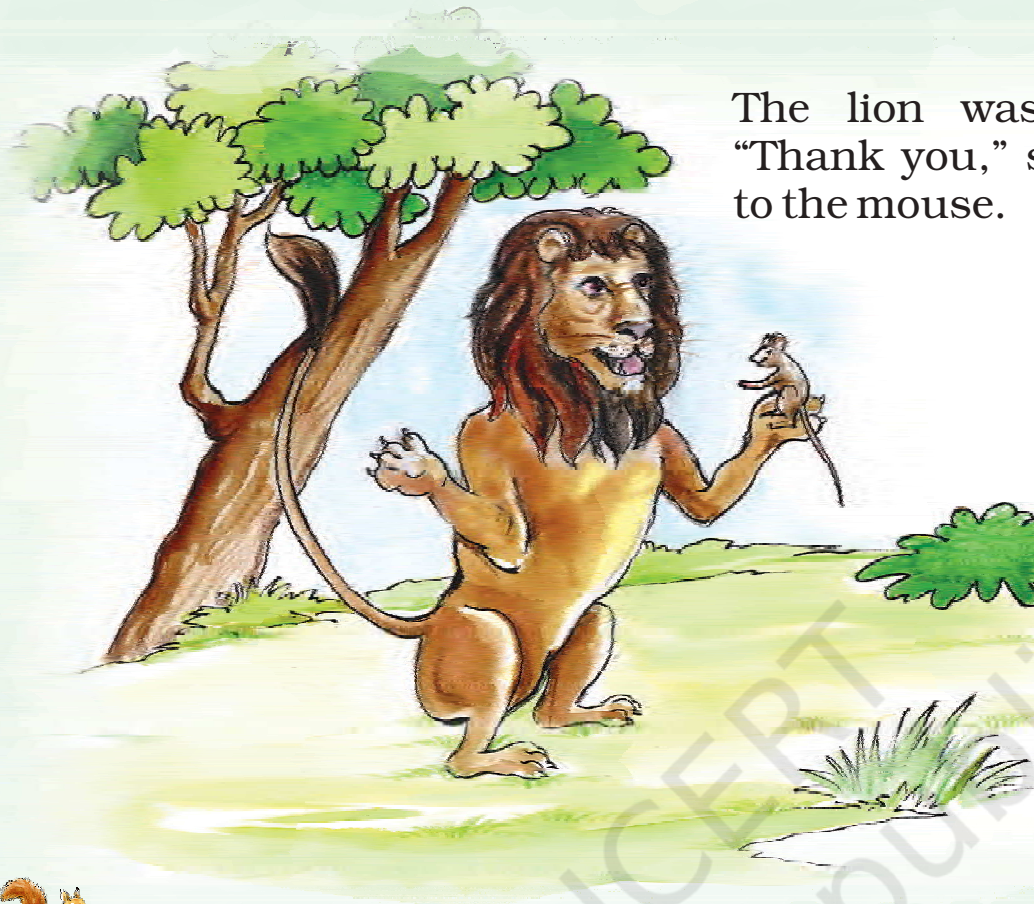


Some days later, the lion was caught
in a large net. It roared and roared.



The mouse came
running. It nibbled
at the net.





The lion was now free.
“Thank you,” said the lion
to the mouse.



Answer These Questions

1. Look at the first picture. What is the lion doing?
2. What was the little mouse doing?
3. Why did the lion let the mouse go?
4. Why did the lion roar?
5. Look at the fifth picture. What is the little mouse doing?
6. What did the lion say when he was free?



TO THE TEACHER

Tell the story to the children with the help of the pictures.
Help them to take on the roles of the lion and the mouse and
say the right sentences.





Let's Try This

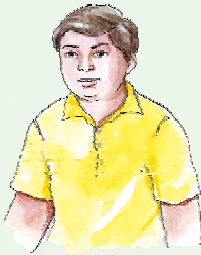
1. Match the opposites.



This is a **little** mouse



This is a **short** girl.



This is a **fat** boy



This is a **big** lion.



This is a **tall** girl.



This is a **thin** boy.



TO THE TEACHER

Help children learn opposites with the help of the pictures.
Ask children to find opposites in the class.



2. There are five differences in the two pictures given below. Work in pairs and find the differences.



3. Copy these letters.

A a B b C c D d

E e F f G g H h

I i J j K k L l



M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

