State Council of Educational Research & Training
Varun Marg, Defence Colony, New Delhi, Delhi 110024

District Institute of Education and Training
Moti Bagh, New Delhi-110021.

ENGLISH WORK BOOK

Class 1

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Class 1

English

WORK BOOK

Class 1

SCERT
स्वाध्यायान्मा प्रमदः
State Council of Educational
Research & Training

GNCT OF DELHI
Directorate of Education
Govt. of NCT of Delhi

सा विद्या या विमुक्तये

Acknowledgement

At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri Manish Sisodia and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exist to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express himself /herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students and at the same time empower the teachers with a line of direction to unfold their own creativity in a variety of ways.

This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director SCERT, Dr. Nahar Singh, Joint Director, SCERT and most importantly, Ms. Meena Srivastava, Principal, DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, SDMC,NDMC and Kendriya Vidyalaya Sangathan Delhi have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a conducive environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

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Important Instructions for Teachers

1. This work book has been specially designed for childern of class - 1.
2. The work book has pre-perforated work-sheets.
3. These pre-perforated work sheets can be freely used before, during or after the lesson/unit.
4. Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.
5. Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.
6. Keep these work book/ sheets with you in your custody and after completing these worksheets, the children will paste them in their register.

Objectives:

This resource material has been developed for learners to use the same in the classroom interactions keeping in mind the following objectives. The learners will be able to –

- integrate all the four skills in learning English language i.e. listening, speaking, reading and writing
- develop imaginative and creative skills through various activities
- learn language naturally along with the home language through classroom interactions
- imbibe moral values through language learning
- inculcate good manners and good habits through day to day activities
- develop communicative skills through greetings, group work, pair work, and art integrated activities
- Use language confidently in day to day interactions

Directions for the Teachers

1. Teachers should conduct the language activities to develop all the four skills among students first from the text and then use these activities as a resource support to enhance these skills.
2. The teachers may modify activities according to language competency level of his/her learners.
3. The teachers may develop his/her own resource on the basis of the activities given in the support material.
4. The teachers should help children develop oral competency in the target language by creating a conducive and positive environment for English language learning.
5. Use of mother tongue may be permitted for children but as far as possible, the teachers should use English language.
6. Teachers should follow the directions wherever provided in the activity sheets.
7. Teachers may use assessment sheets for formative assessment.
8. Sensitize learners about the environment.
9. Prepare learners for healthy competition with positive remarks and rewarding behaviour.
10. Various assessment sheets that have been provided in this book may be utilized for continuous and comprehensive evaluation.

MONTH-WISE PLANNER (FOR CLASS I ENGLISH)

MONTH	UNIT	LESSON AND THEME	COMPETENCY	SUGGESTED ACTIVITIES	EXPECTED LEARNING OUTCOMES	VALUES
APRIL & MAY	School Readiness Programme	School Readiness Programme	Oral communication skills (short conversations)	- Rhymes - Riddles - Conversation - likes and dislikes - Story telling - Drawing and colouring - Cutting and pasting - Clay modelling - Good manners through activities, charts and puppets	The learners are able to: - Speak confidently and coherently - Listen attentively and respond - Follow instructions - Learn good manners and discipline - Learn about their surroundings - Learn language with fun - Writing alphabet (small and capital)	- Cooperation (with friends, Peer and group work) - Obeying instructions - Sensitivity towards environment - Appreciation - Sharing and helping others
JULY	UNIT-1	A Happy Child (POEM) THEME - Home	Listening Speaking Writing Vocabulary	1. Pasting the picture of family members and matching the picture with family members 2. Match and speak aloud 3. Observe and speak aloud colours 4. Colouring the pictures 5. Identification of odd sound 6. Writing name in capital letters, small running script	The learners are able to : - Develop listening skills - Develop speaking skills - Develop writing skills - Enhance word power - Colour pictures	- Family values - Developing general awareness about nature - Inculcating family values - To understand and realize the value of animals around us

AUGUST	UNIT-2	Three Little Pigs (STORY)	Listening Writing Vocabulary	- Identify sounds of various animals - Enhance word power - Develop reading skills - Develop writing skill	1. Identification of milk giving animals, wild animals and animals used for transport 2. Match and write sounds of various animals 3. Match the opposite	Health and hygiene Cleanliness of body parts
		After a Bath (POEM) THEME- Cleanliness habits	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Select suitable words - Improve the pronunciation and learn spellings - Recognize the script - Recite poem together	1. To read and identify suitable words 2. To speak aloud and learn spellings 3. To enhance word power 4. Recognition of script	
		The Bubble, the Straw and the Shoes (STORY) THEME- Friendship	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Read the words with correct pronunciation - Trace alphabet in puzzle - Count and match objects with numbers - Learn the spellings - Rearrange the words used in the text	1. To Identity numbers with pictures 2. To write letters in alphabetical order with the help of ladder 3. To read aloud and fill in the blanks with the appropriate letters 4. To rearrange letter of words	Helping each other
	UNIT-3	One Little Kitten (POEM)	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Speak aloud the poem together - Understand the concept of one and many	- Recite the poem together - Vocabulary enhancement through plurals	- Sensitivity towards animals

AUGUST	UNIT-4	Lalu and Peelu (STORY) THEME- Animals and Birds	Listening Speaking Reading Writing Vocabulary	- Write the names of animals through guided writing - Know about various moods and expressions - Complete action words with the help of word box The Learners are able to - Colour within the line - Write word through guided writing - Answer the simple questions starting with 'where' and ending with 'going'	- Recognition of animals from the scene of forest - Complete the name of animals - Complete the action words through pictures - Join the dotted lines to make objects and colour them - Recognize the pictures and write names against it - Conversation between teachers and students using action words 'going' with 'where'	- Love and respect the nature - Sensitivity towards animals and birds - Appreciation of natural objects
		Once I Saw a Little Bird (POEM) THEME- Birds		The learners are able to : - Recite rhyme together - Enhance word power - Write the name of colours with guided writing	- Recognise and write various colours	- Sensitivity towards birds
SEPTEMBER	UNIT-4	Mittu and the Yellow Mango (STORY)	Listening Speaking Reading Writing Vocabulary	The learners are able to: - Write the name of fruits with guided writing - Know about vowel sounds - Recognise birds and animals on the basis of listening	- Rearrange letters to make the names of fruits - Know about vowel sounds through pictures - Whole class activity based on the recognition of birds and animals	- Sensitivity towards birds and their habitat

SEPTEMBER	UNIT-5	Merry-go-round (POEM) THEME-Shapes	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Recite poem together - Read and write rhyming words	- Oral practice of rhyming words - Recite poems	Cooperative learning
		Circle (STORY) THEME-Shapes	Listening Speaking Reading Writing Vocabulary	The learners are able to - Identify objects of different shapes and colour them - Write small alphabet with the help of clues	- Practice of shape 'circle' by writing the names of various objects - Identification of shapes and completion of words - Colouring the different shapes - Writing small letters from a to r	Cooperative learning
OCTOBER	UNIT-6	If I were an apple (POEM) THEME-Trees	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Recite the rhyme together - Identify and write rhyming words	- Practice of rhyming words with the help of pictures	Save trees
		Our Tree (POEM) THEME- Trees	Listening Speaking Reading Writing Vocabulary	The learners are able to - - Solve crossword puzzle - Learn sentence structure using the word “can” - Answer the questions orally using the words “yes, I can” - Write the answers in the similar manner	- Enhance word power through crossword puzzle - Answering questions beginning with the word “can” in affirmative - Writing small alphabet from “s to z” by completing the dotted tree	Grow more plants Understand the value of trees

NOVEMBER	Unit 7	Murari's mango tree (STORY) THEME –Trees	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Read and write sentence - Write suitable words through guided writing	- Rewrite the sentences joining the dots given in lines - Complete the sentences with the words given in stem of a tree	Love the nature
		A Kite (POEM) THEME-Sky	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Recite rhyme together - Recognize the pictures of things starting with the sound "s" - Enhance word power	- Identification of pictures of things starting with the sound "s"	Love and kindness towards animals
		Sundari (STORY) THEME-Sky	Listening Speaking Reading Writing Vocabulary	The Learners are able to - Complete the words with the help of pictures - Enhance word power - Do controlled writing - Use of "ing" with action words - Write a few sentences on one theme (animals)	- Gap filling activity with the help of pictures - Learn to use "ing" with action words - Fill in the blanks with the help of words given in the box	Love towards animals
DECEMBER	Unit-8	A Little Turtle (POEM) THEME Shelled animals	Listening Speaking Reading Writing Vocabulary	The learners are able to - Recite rhyme together - Speak confidently on their favourites	- Joyful learning by reciting short poems - Whole class 'activity telling my favourites'	Appreciating everybody's strength

JANUARY	Unit 9	The Tiger and the Mosquito (Story) THEME-Strength	Listening Speaking Reading Writing Vocabulary	The learners are able to - - Understand sentence structure - Speak confidently the words with different vowel sounds - Write rhyming words in proper lines - Pronounce the words correctly	- Reading aloud the sentences stressing on the words with different vowel sounds - Reading and writing of rhyming words of different vowel sounds - Extended activity related to vowel sounds	Never boast of your strength Road safety rules
		Clouds (Poem)	Listening Speaking Reading Writing Vocabulary	The learners able to : - Recite rhyme together - Distinguish among colours, animals, birds and fruits - Know about the singular and plural - Write the missing words in the pictures - Identify the letters with numbers - Develop observation and writing skills	- Classification of various things in four categories - Colours, animals birds and fruits - Identification of singular and plural with colours - Spot the difference between two pictures - Fill in the blanks with alphabet of corresponding number - Observe the picture and write the correct words in the sentence	Appreciate natural beauty
		Anandi's Rainbow (Story)	Listening Speaking Reading Writing Vocabulary	The learners are able to : - Identify the words which start with letter 'r' - Enhance word power - Write words through guided writing	- Circle the pictures which start with the sound 'r' - Observe the picture and complete the word - Activity on sentence structure by writing the words in correct order	Aim high, rise high

FEBRUARY	UNIT-10	Flying Man (Poem) THEME- Flight The Tailor and His Friend (Story) THEME –Attitude towards animals	Listening Speaking Reading Writing Vocabulary Listening Speaking Reading Writing Vocabulary	- Understand sentence structure - Solve the 'colour maze' The learners are able to : - Recite rhyme together - Learn calligraphy The learners are able to : - Learn opposite with the help of pictures - Enhance word power - Write words through guided writing	- Complete words through guided writing - Identification of colours through a maze - Writing alphabet A to Z, a to z in dotted lines - Writing opposites with the help of visuals - Make new words from the given words - Complete the sentence with the help of the visual and the words given in the box	Respect the animals

Classroom Interactions

The teacher may enhance the communication skills of the learners using these expressions. There are various situations in the classroom where we use the following expressions.

1. Hello, Good Morning everyone!
2. How are you?
3. Sit down.
4. Stand up.
5. Come in.
6. You may go.
7. Open your bag.
8. Take out your English note book / open pencil box / take out pencil, eraser, etc.
9. Very good.
10. Now keep this note book / book in your bag.
11. Wow! Well done! Keep it up.
12. All children clap.
13. Now clap for yourself .
14. Say ‘I am the best’.
15. It's recess time.
16. Wash your hands before/after you take meals.
17. Keep quiet.
18. Come in a queue (For instance, when students go to the playground for playing and morning assembly)
19. Raise your hands.
20. Come one by one.
21. Say please, if you ask for something.
22. Show me.

23. Give me.
24. Take it .
25. Don't jump.
26. Don't shout.
27. Smile.
28. Thank you.
29. Sorry (For instance, when children quarrel with each other or commit some mistake they should be asked to say sorry)
30. Good afternoon.
31. O.K.
32. No problem.
33. You are welcome.
34. My pleasure.

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LANGUAGE LEARNING ACTIVITIES

Story telling by the teacher with the help of pictures

Name _____ Class/Sec. _____ Roll No. _____ Date _____

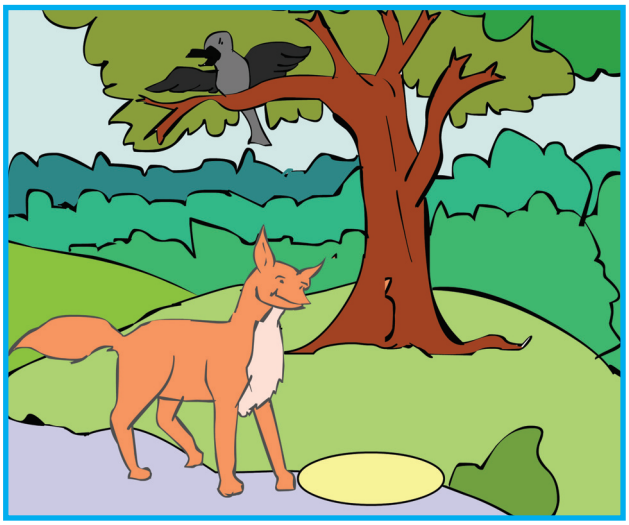
Story telling with the help of pictures

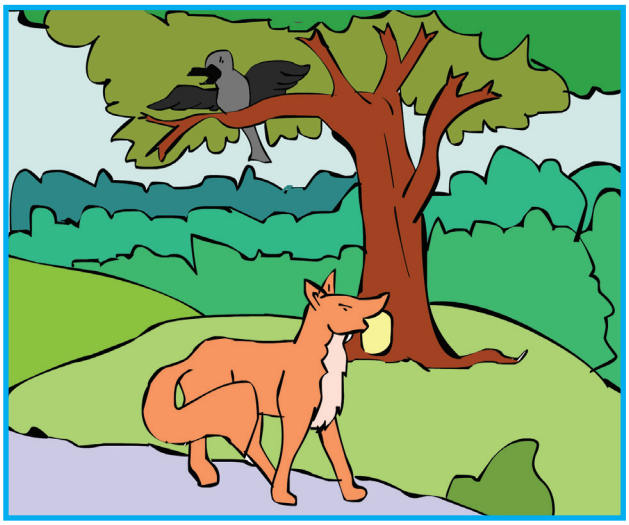
Teachers' Note

The teacher may develop picture story with the help of students and discuss the moral of the story.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Story telling by the teacher with the help of pictures





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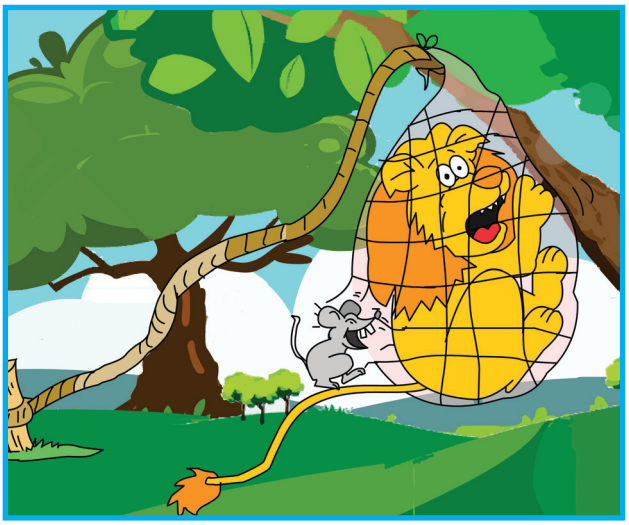

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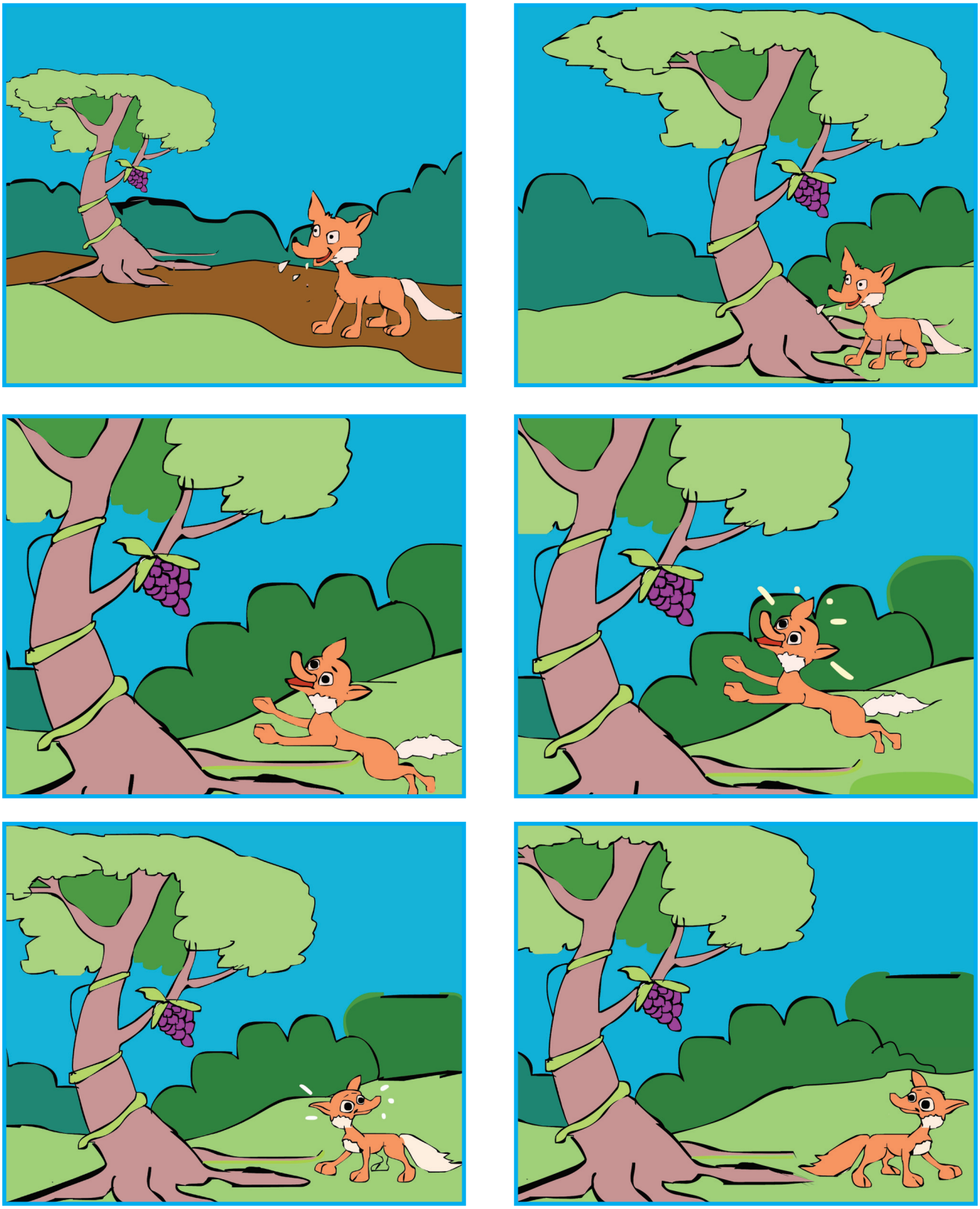

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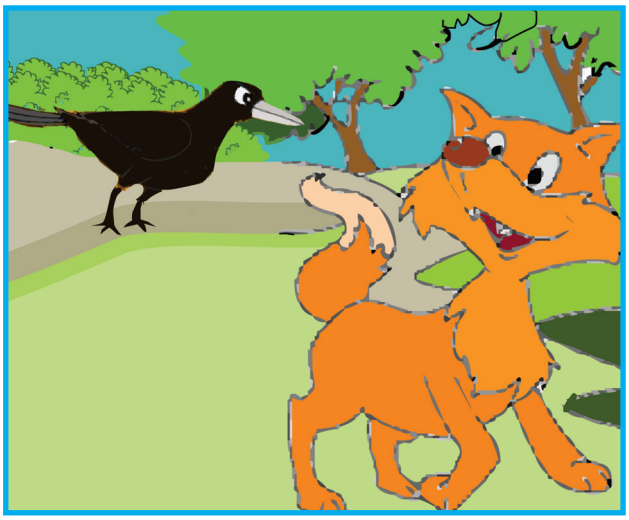

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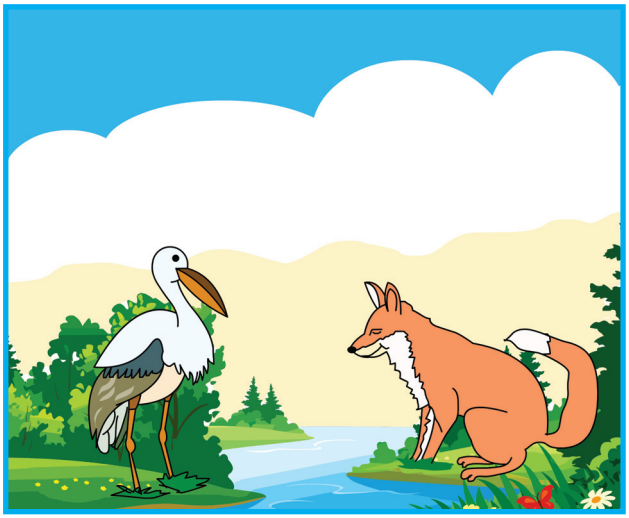

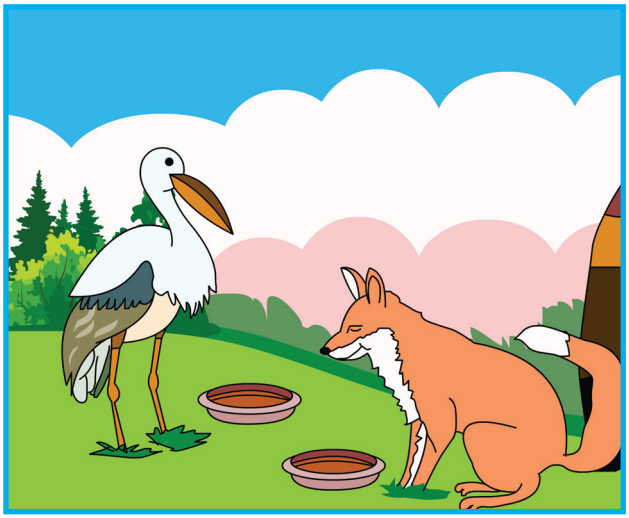

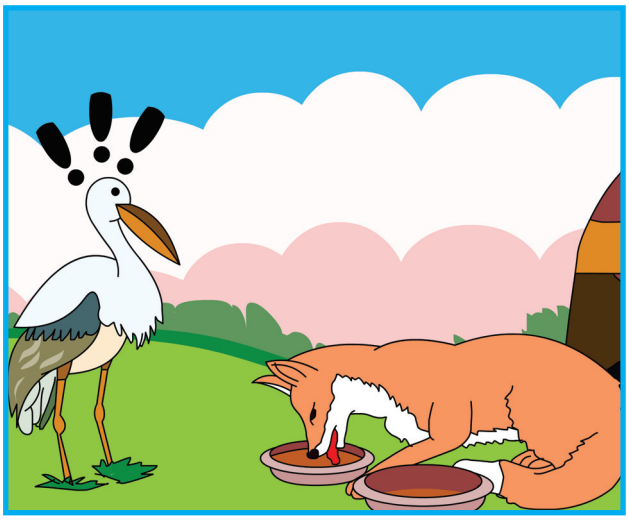

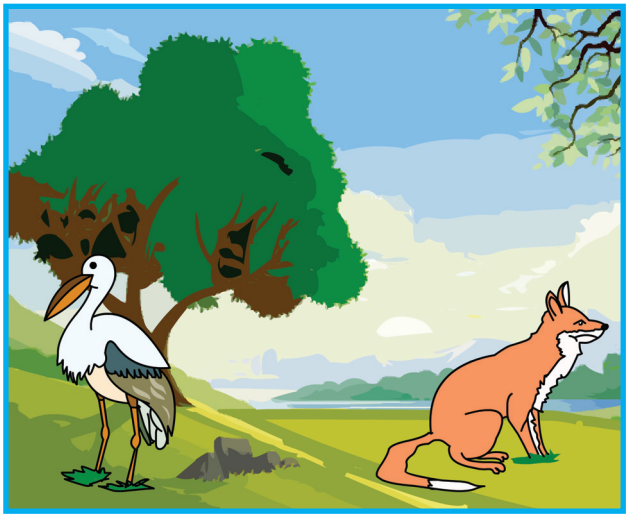

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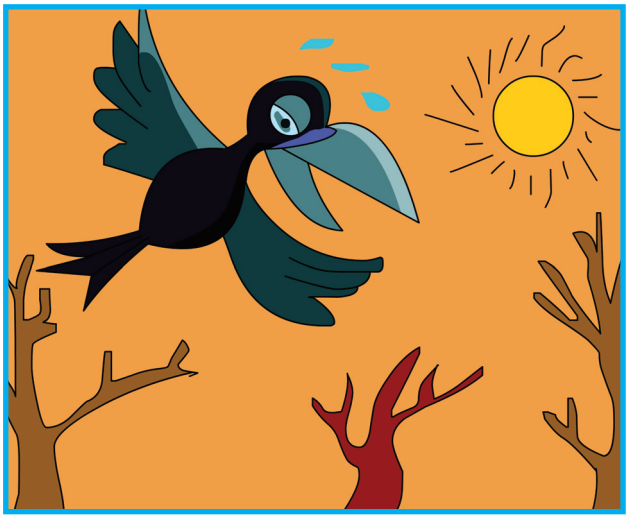

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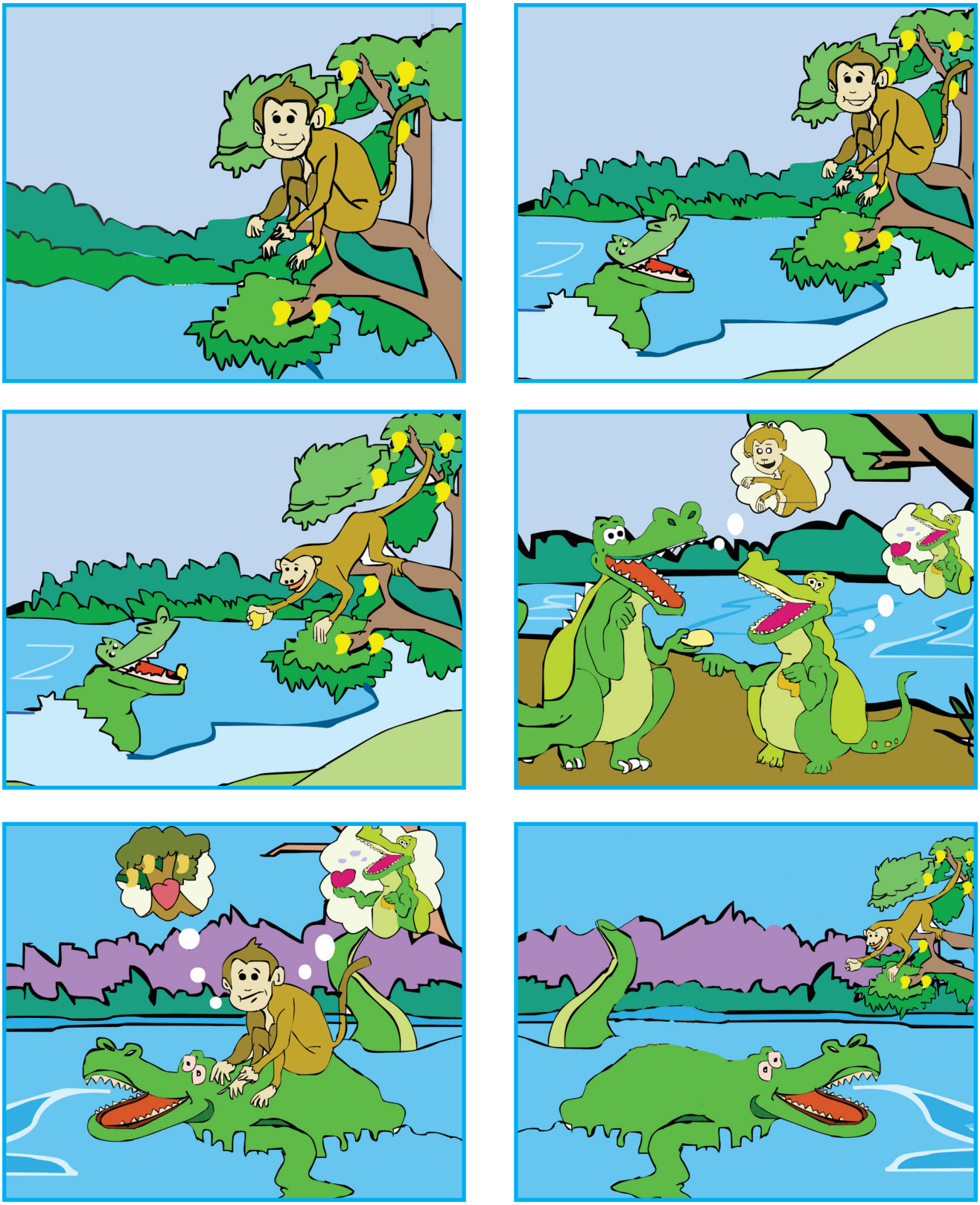

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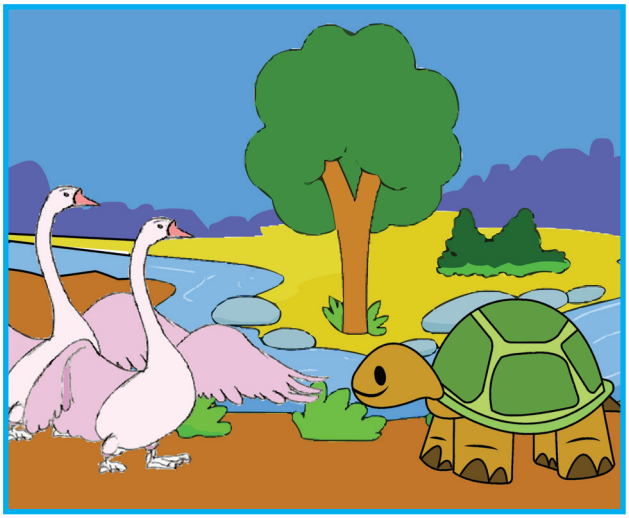

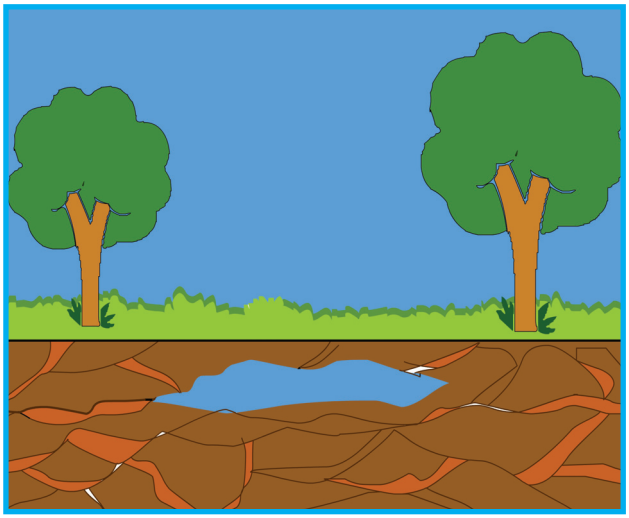

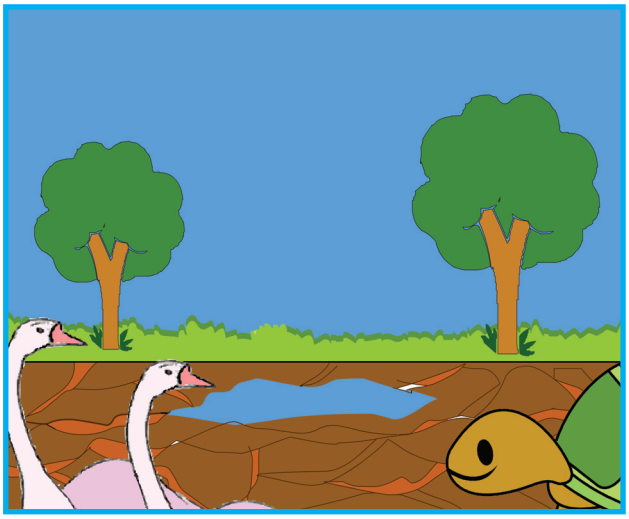

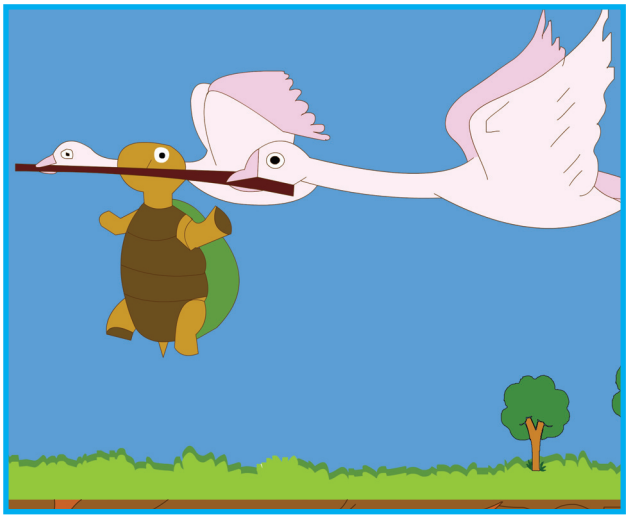

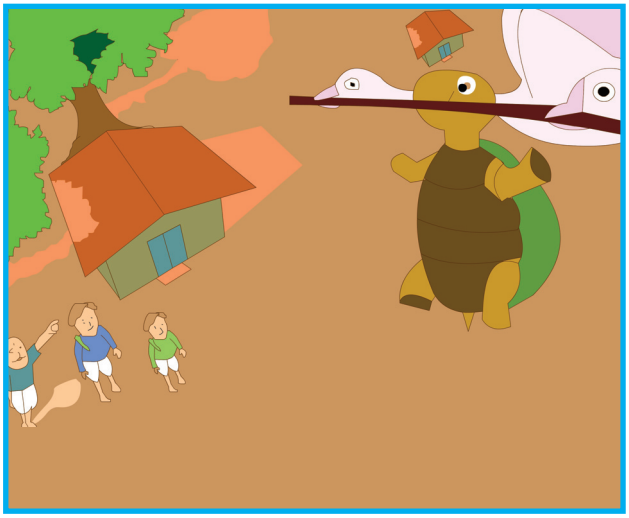

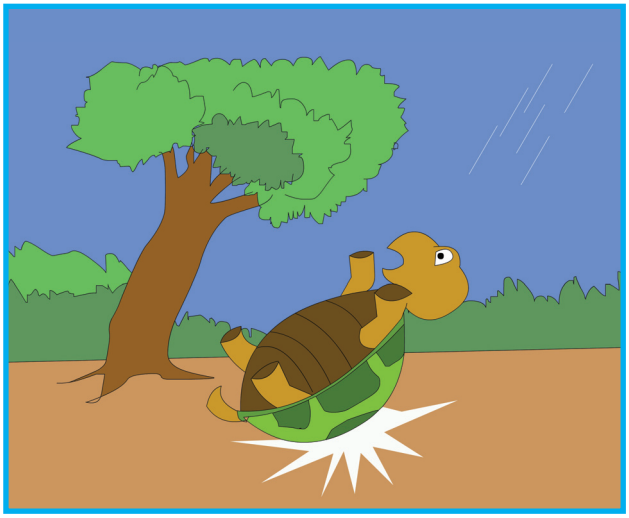

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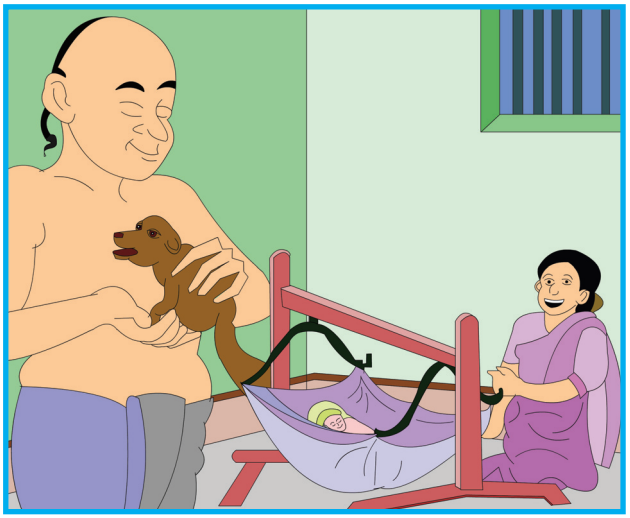

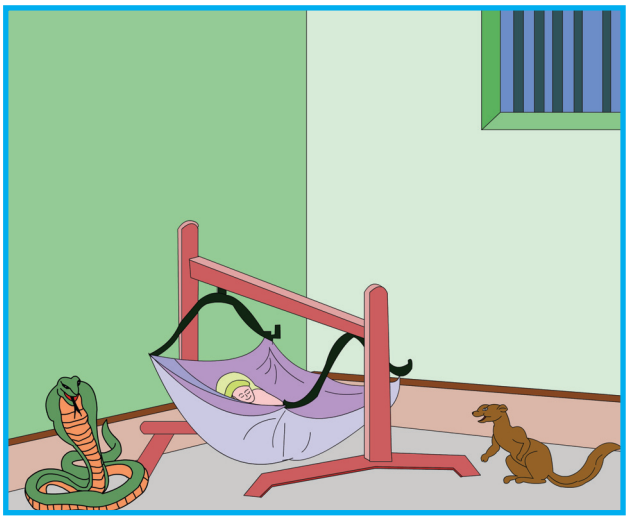

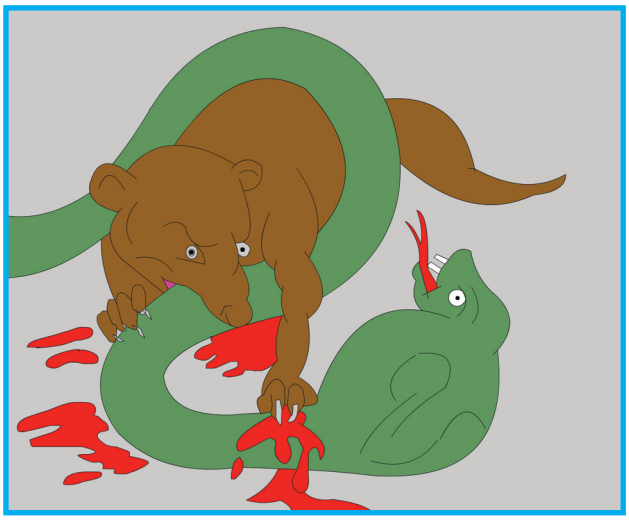

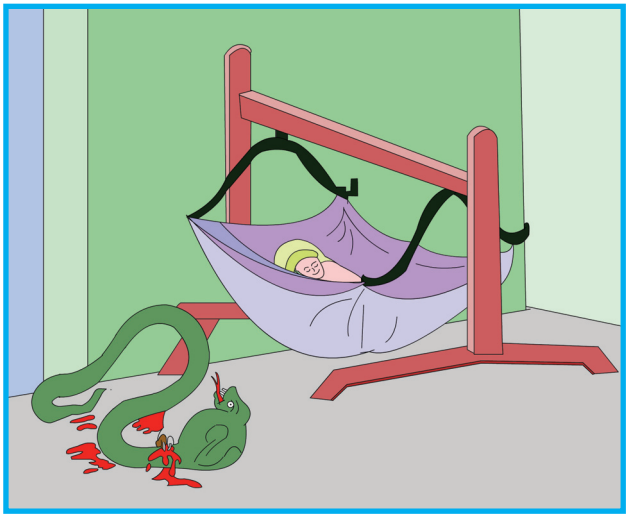

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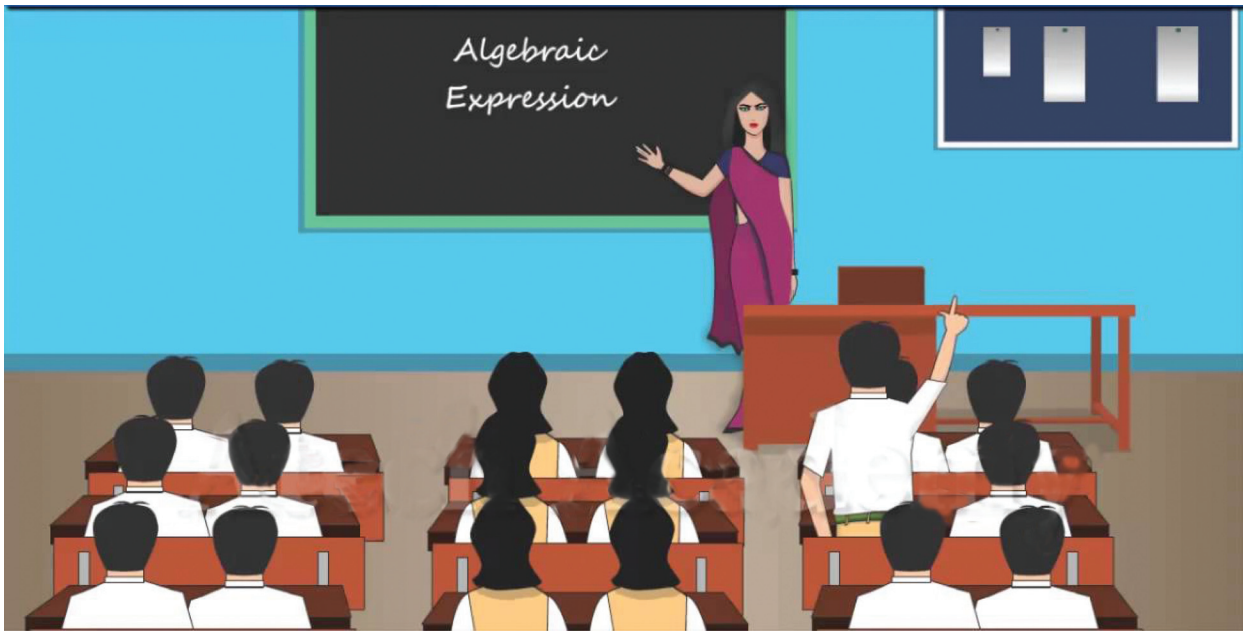


Riddle

The Students learn here
The teachers teach here
We love to come here
Tell us we are where?

Answer : School / Our Classroom

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Riddle

I am juicy and red
I make vegetables tasty
You can eat me raw.
Who am I?

Answer : Tomato

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Riddle

I have a long tail
I am small in size
gray & white
I squeak, When I speak
Who am I?

Answer : Squirrel

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Riddle

Round in shape,
you play with me,
When i bounce and bounce
you jump with me,
Guess, who am I ? .....

Answer : Ball

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Teaching Poetry

The children should be made to repeatedly recite the poem several times after the teacher. They should enjoy reciting the poem with actions. During recitation, the teacher can use voice modulation. The teacher should help the children to understand the essence of the poem. The poem can be enacted or spoken in dialogue form.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Teddy Bear

Teddy bear, teddy bear,
Look at me,
Teddy bear, teddy bear,
Sit with me,
Teddy bear, teddy bear,
Say good night and
sleep with me

Note

After reciting the poem, the teacher will ask students to draw the picture of teddy bear on the blackboard or show the soft toy of teddy bear to the children. He / She may ask the following questions.

1. Have you ever seen a teddy bear?
2. Where can we see it?

Then the teacher may recite the poem again along with the children to enjoy.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Clap Your Hands

Clap your hands when you are glad,
Tap your feet and not be sad,
You can eat the birthday cake,
Together with the mango shake.
Clap your hands, clap your hands,
Turn your face with a friendship band,
Stamp your feet and shake your head,
Enjoy your cake, butter and bread.

Note

The teacher will make the students stand in circles. They will do action while reciting the poem together e.g. eating, drinking, running (action words)

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Recite Together Many Times and Enjoy

Poem

Count up to Ten

One, Two, Three, Four,

Don't bang on the door,

Five, Six, Seven, Eight,

Get ready fast or you will be late

Nine, Ten and that's all

Oh it's fun time

to play with the ball.

Note

This is a poem to learn counting. After reciting and enjoying the poem the teacher may ask children to recognise the numbers showing them various objects from their bags and the classroom. He / She may ask examples, riddles and tell stories in the context.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Recite Together Many Times and Enjoy

Poem

Tongue-Twisters

A big black bug.
bit a big black dog.
On his big black nose!

I scream,
You scream,
We all scream for ice-cream!

Six sick hicks nick.
Six stick bricks.
With picks and sticks.

Note

This activity can be taken up individually for the practice of tongue twister. Thus the child is able to learn to distinguish between different sounds.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Recite Together Many Times and Enjoy

Poem

Butterflies

Colourful butterflies are very sweet,
I do not know what they eat,
I know that they just fleet,
While we watch their graceful feet.

Note

The teacher will ask the students to form circles and recite the poem in groups. They will be asked to make butterflies with kite paper, glaze paper and chart paper. They will be asked to share their experiences about butterflies.

For example :

1. Have you ever seen a butterfly?
2. Where have you seen it?
3. What do you like about butterflies?
4. Which other things fly in the sky?

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Recite Together Many Times and Enjoy

Poem

What Does Little Birdie Say?

What does little birdie say
In her nest at peep of the day?
"Let me Fly", says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,"
Till the little wings are stronger.
So she rests a little longer.
Then she flies away.

– *Alfred Tennyson*

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Learn

Unit 1 to 10

Name _____ Class/Sec. _____ Roll No. _____ Date _____

A Happy Child

Link with Hindi Textbook while Teaching English

While reciting this poem with the students, the teacher may give reference of the first poem from the Textbook of class I Hindi (Rimjhim) 'Jhoola' and discuss both poems together. The students will be able to associate the word 'Swing' with 'Jhoola'.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Speak

The teacher will ask students to paste/draw the pictures of their family members.

He/she will read aloud the sentences. He/she will encourage learners to look at the pictures, speak out sentences one by one and tell the names of their family members.

He is my grand father
His name is ..... .

She is my grand mother.
Her name is ..... .

He is my father.
His name is ..... .

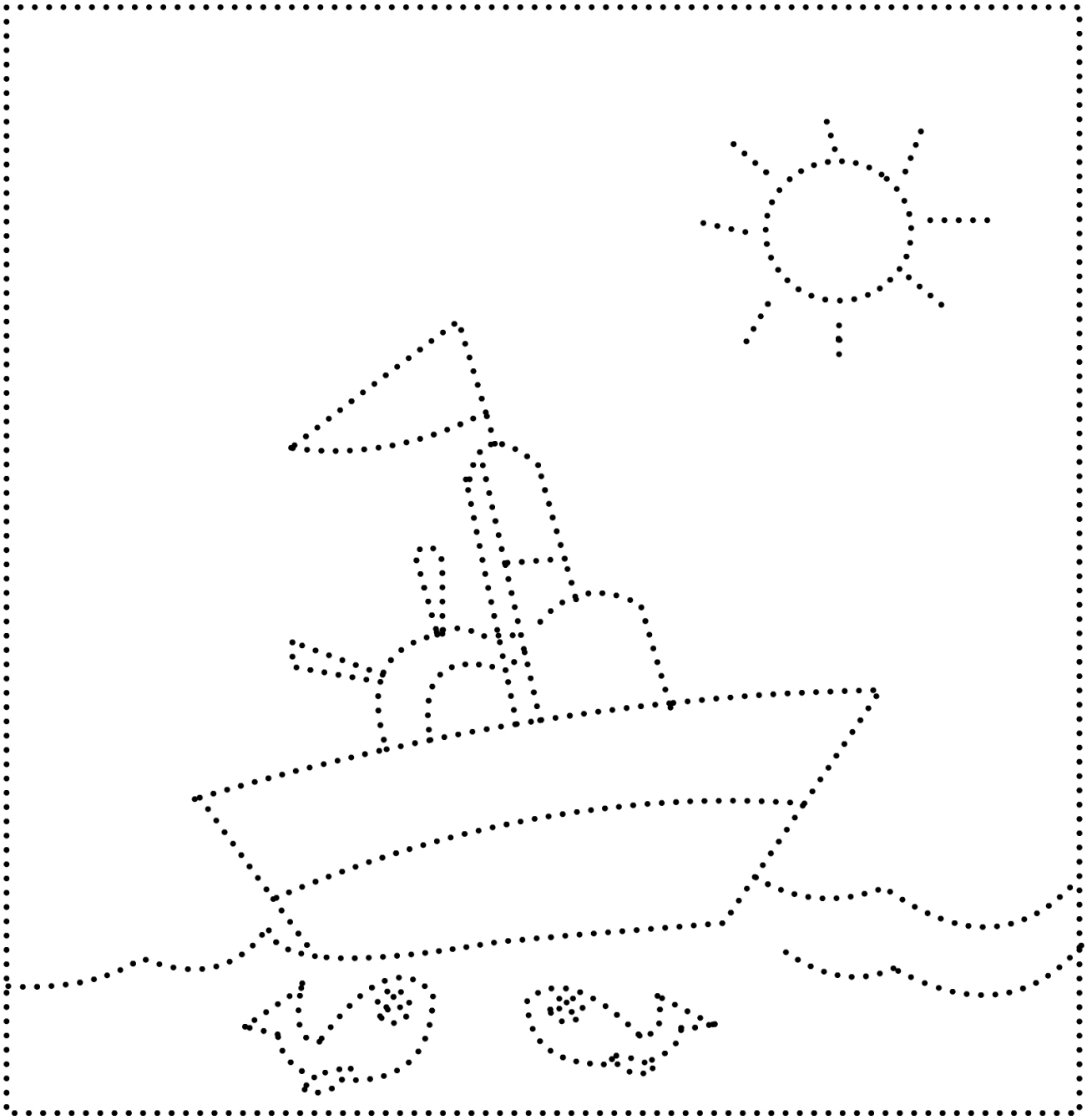
She is my mother.
Her name is ..... .

He is my brother.
His name is ..... .

She is my sister.
Her name is ..... .

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

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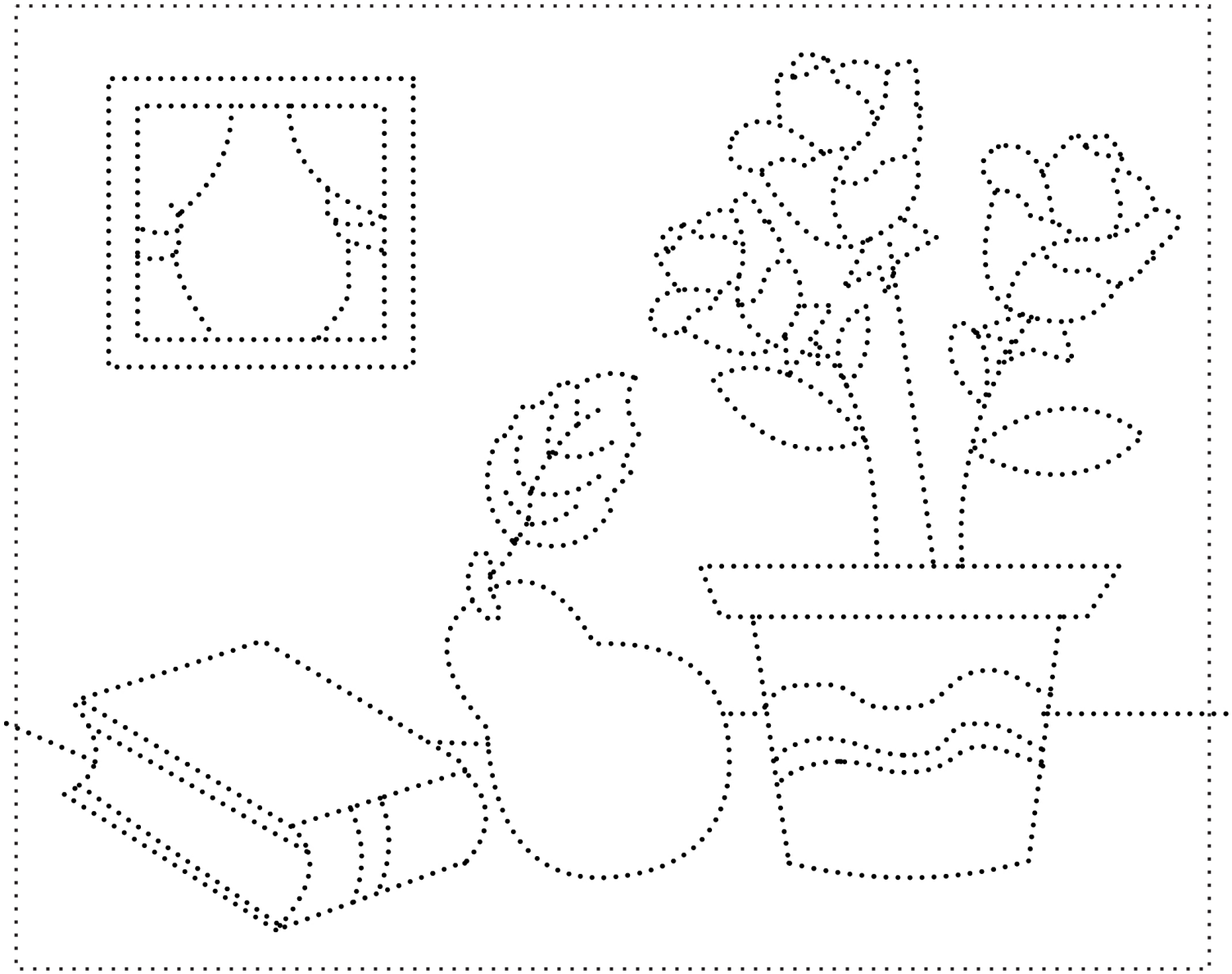

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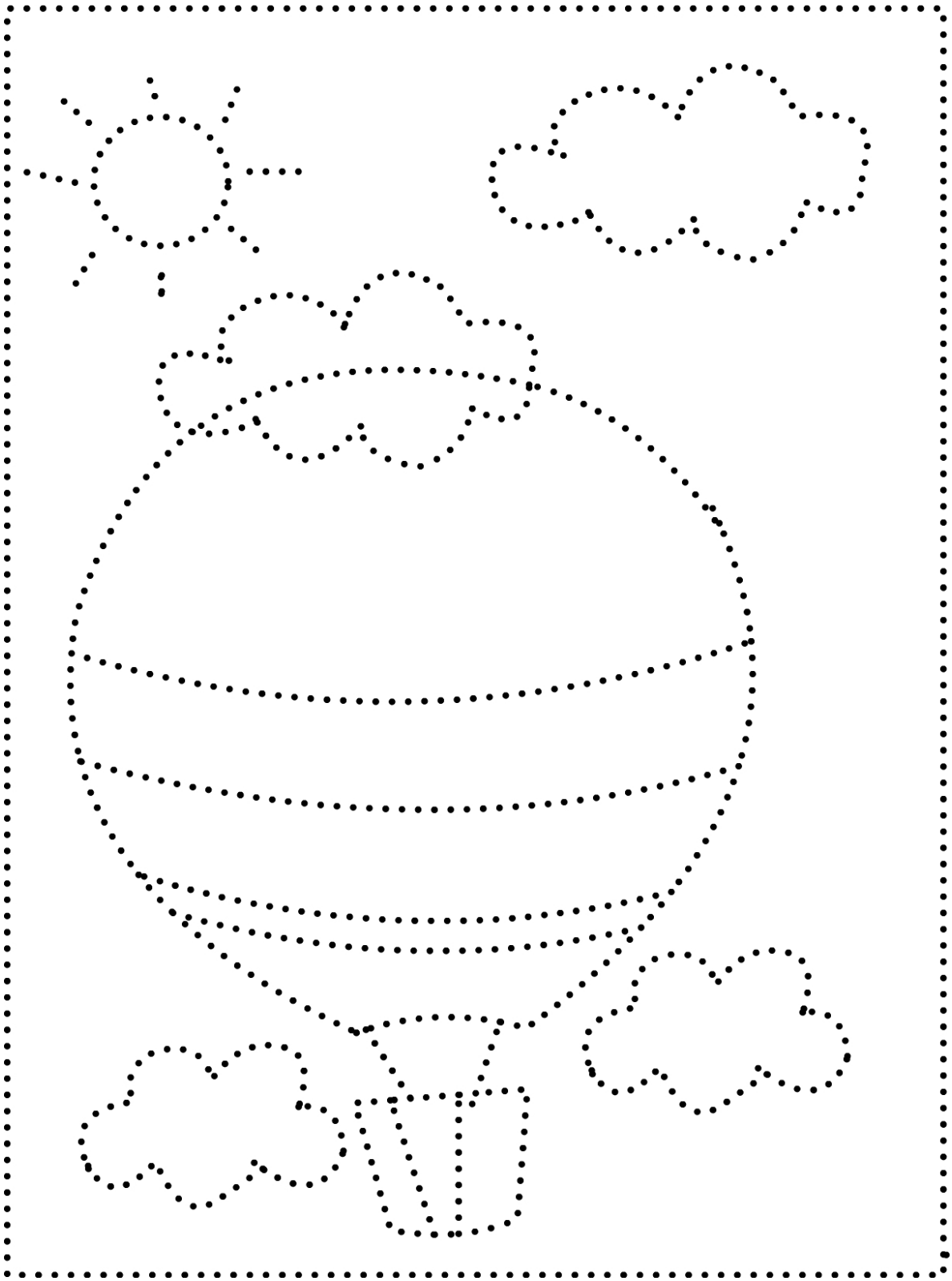

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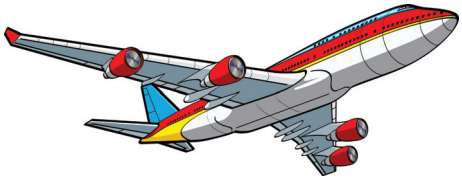

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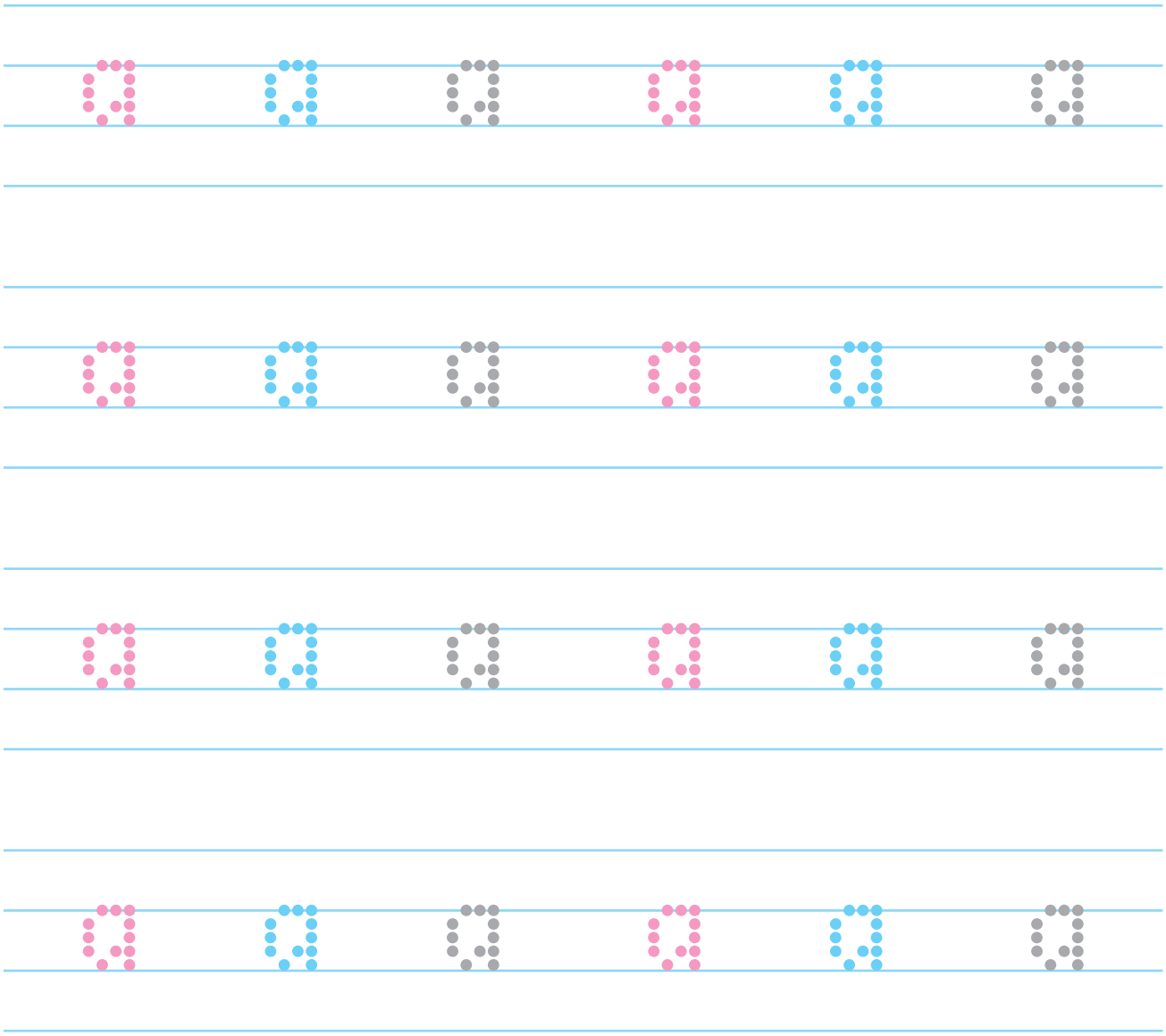

Name _____ Class/Sec. _____ Roll No. _____ Date _____

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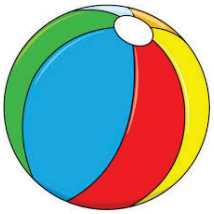

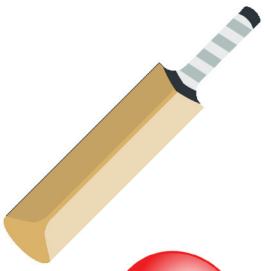

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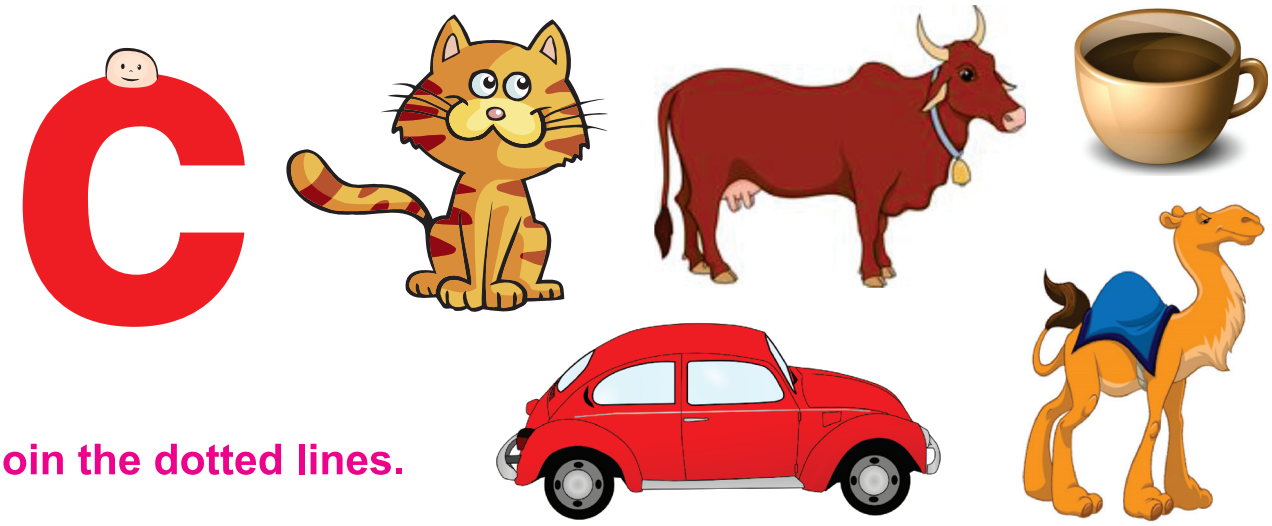
b b b b b b

b b b b b b

b b b b b b

Name _____ Class/Sec. _____ Roll No. _____ Date _____

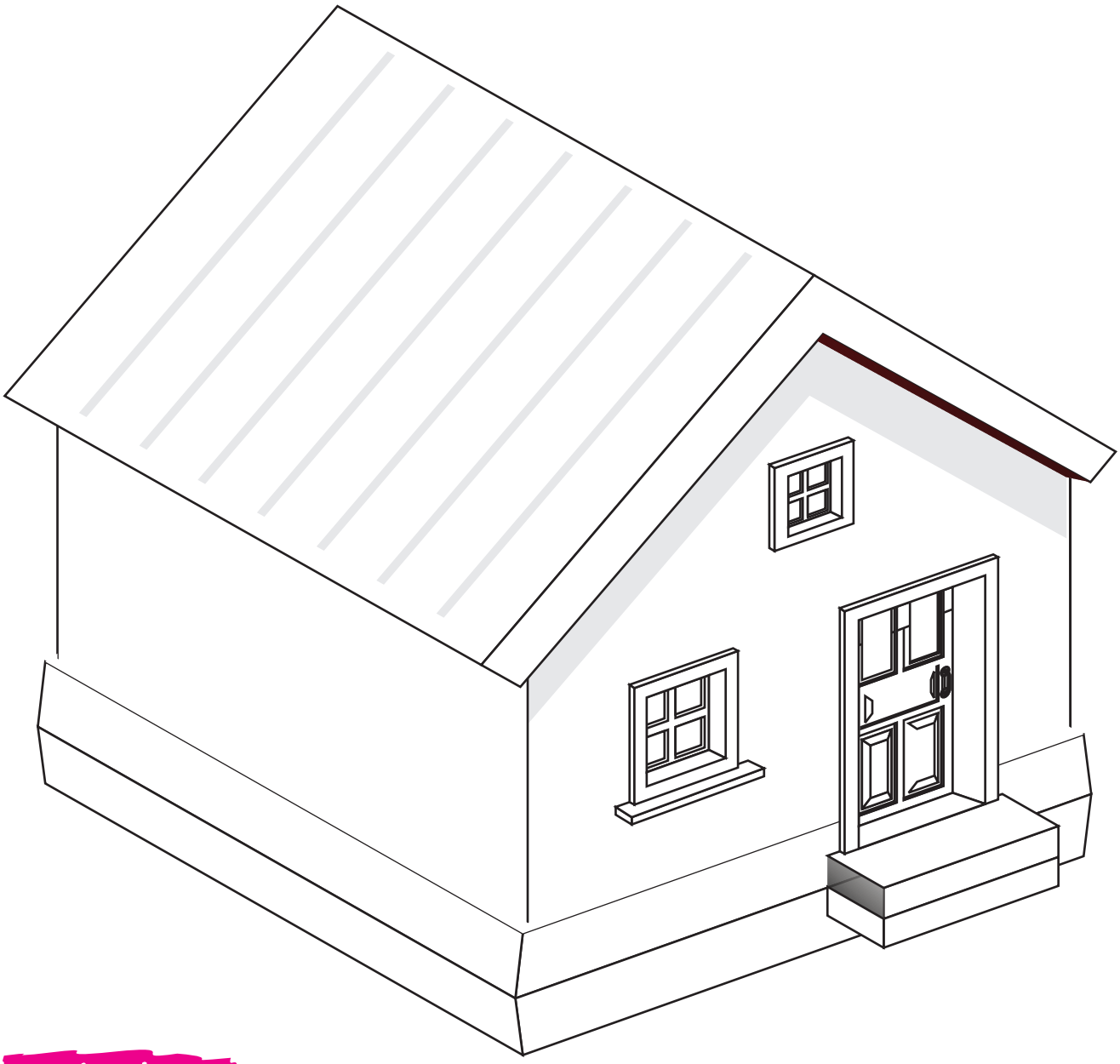


Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun with Paper

Fill the picture of home by tearing and pasting newspapers/glaze paper/ pastel sheet.



Teachers' Note

Teacher may ask learners to bring newspapers, wedding cards, glaze paper, pastel sheet, bindi, crayons, adhesive from their homes.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Match

Poem - 1 A Happy Child

Match the following and say aloud the words.

Tree

Sun

House

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Speak

Look at the following pictures. Observe the colour of the sun in the morning and in the evening . Speak the colour aloud.

Sunrise

Morning

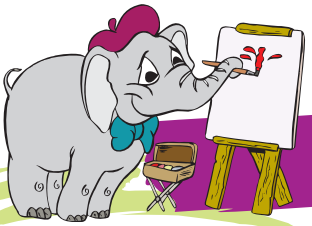
Sunset

Evening

Note

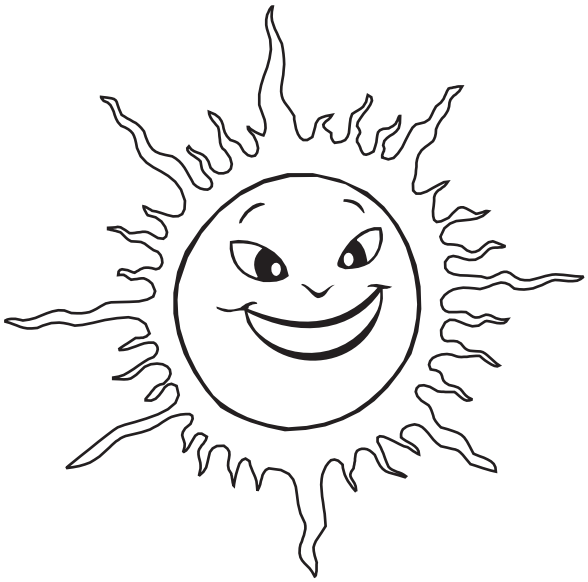
The teacher would ask learners to share their experiences about sunrise and sunset.

Name _____ Class/Sec. _____ Roll No. _____ Date _____



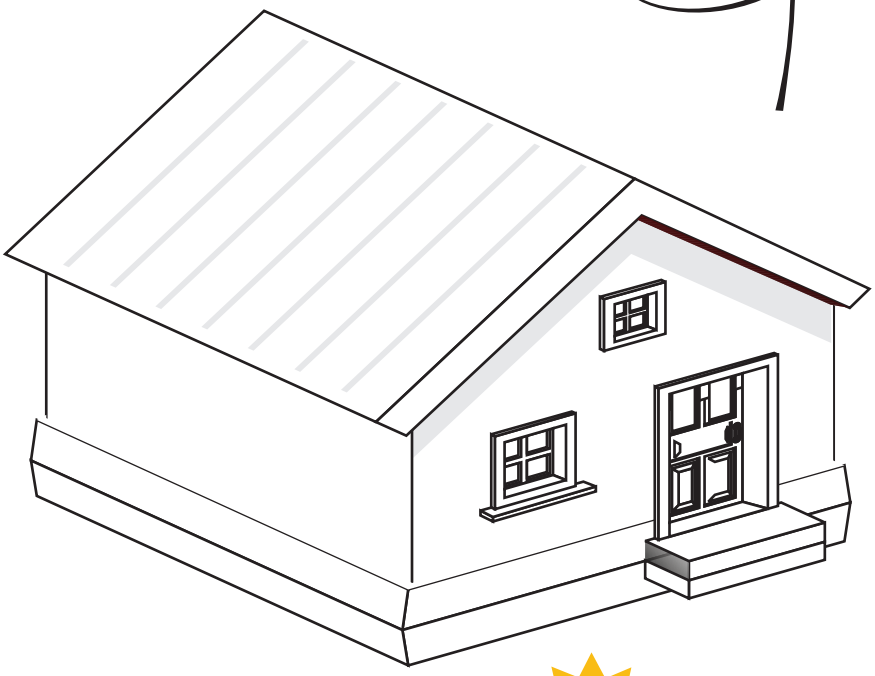
Fun with Colours

Colour the pictures.



Sun

Tree



House

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun with Sounds

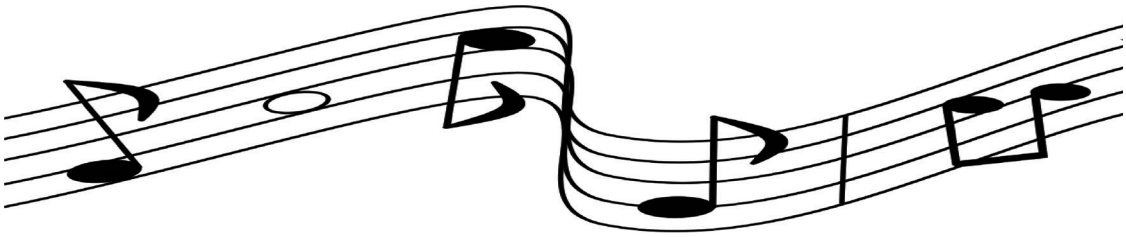
Read aloud the following words and put a circle around the one that has an odd sound.

A Cry, Pray, Fry, Dry

B Mad , Sad, Said, Bad

C Sun, Son, Gun, Pen

D Play, May, Day, Sky



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Write the Name

Q. Write your name.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Three Little Pigs

Group Activity

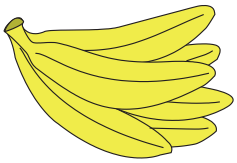
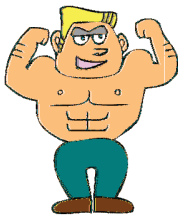
After the students have listened and enjoyed the story, the teacher would ask them to enact the story.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Learn

Lesson - Three Little Pigs

Q. Match the words of column 'A' with their opposite words given in column 'B".

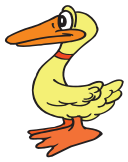
Column 'A'		Column 'B'	
Big		Alone	
Together		Sad	
Happy		Weak	
Strong		Small	

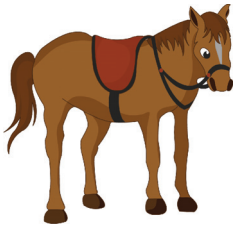
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lession - Three Little Pigs

Look at the picture of the animals given below. Speak their names aloud. Classify these animals according to the headings given below.

Camel

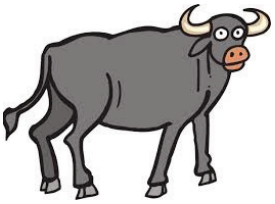
Duck 

Horse 

Hen

Cow

Wolf

Buffalo 

Tiger

Milk giving animals

Animals used for transport

Wild animals

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Some of the sounds of animals are given in the cloud. Write appropriate sound against the pictures of animals given below.

SOUND

Woof

Roar Roar

Quack Quack

Bleat bleat

Baa Baa

Meow

Neigh Neigh

ANIMALS

Cow

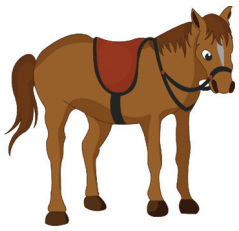
Cat

Goat

Duck

Lion

Dog



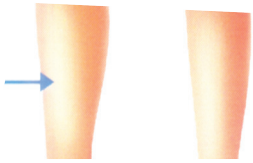
Horse

Name _____ Class/Sec. _____ Roll No. _____ Date _____

After a Bath

Tick (✓) the suitable word given in the bracket and complete each sentence given below:

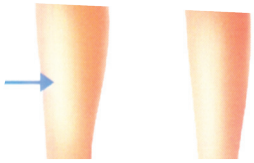
1. I write with my ..... . (hands/legs)



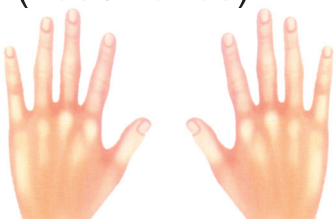
2. I smell with my..... . (teeth/ nose)

3. I dance on my ..... . (mouth/ feet)

4. I hold pen with my ..... .(legs/fingers)



5. I draw picture with my ..... .(feet/ hands)

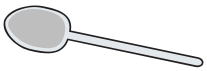


Name _____ Class/Sec. _____ Roll No. _____ Date _____

Look at the pictures and fill in the blanks with suitable letter.

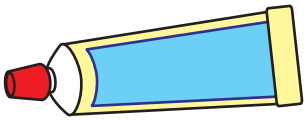
So ___ p

Buc ___ et



Sp ___ on

T ___ wel



Tooth ___ aste

Tooth br___sh

T___p

Sha___poo

Stoo___

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Activity-'A'

Q. Given below is a list of items.

Select the items that you use while bathing. Put a (✓) before items you need and (✗) that you don't need.

Objects

Bucket

Towel

Stool

Soap

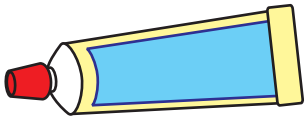
Tap

Shampoo

Spoon

Toothbrush

Mug

Tooth paste 

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Activity-'B'

Q. Raman is going for a bath. He needs many things for the following purposes. Select the object from Activity 'A' and put these against the suitable purpose.

Purpose	Object
Rubbing	.....
Wiping	.....
Washing Hair	.....
Filling Water	.....

Name _____ Class/Sec. _____ Roll No. _____ Date _____

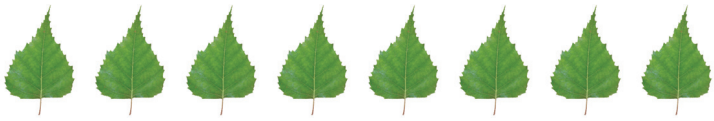
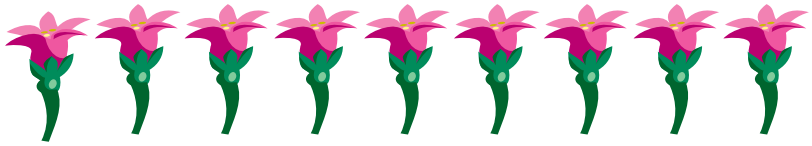
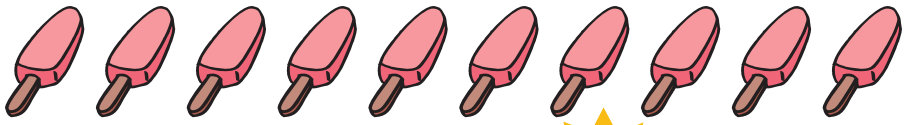
Match the following alphabet given in column A with those given in column B.

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

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun with Numbers

Match the following things with the number given in column-B.

A	B
	Seven
	Five
	One
	Two
	Three
	Four
	Ten
	Nine
	Eight
	Six

Name _____ Class/Sec. _____ Roll No. _____ Date _____

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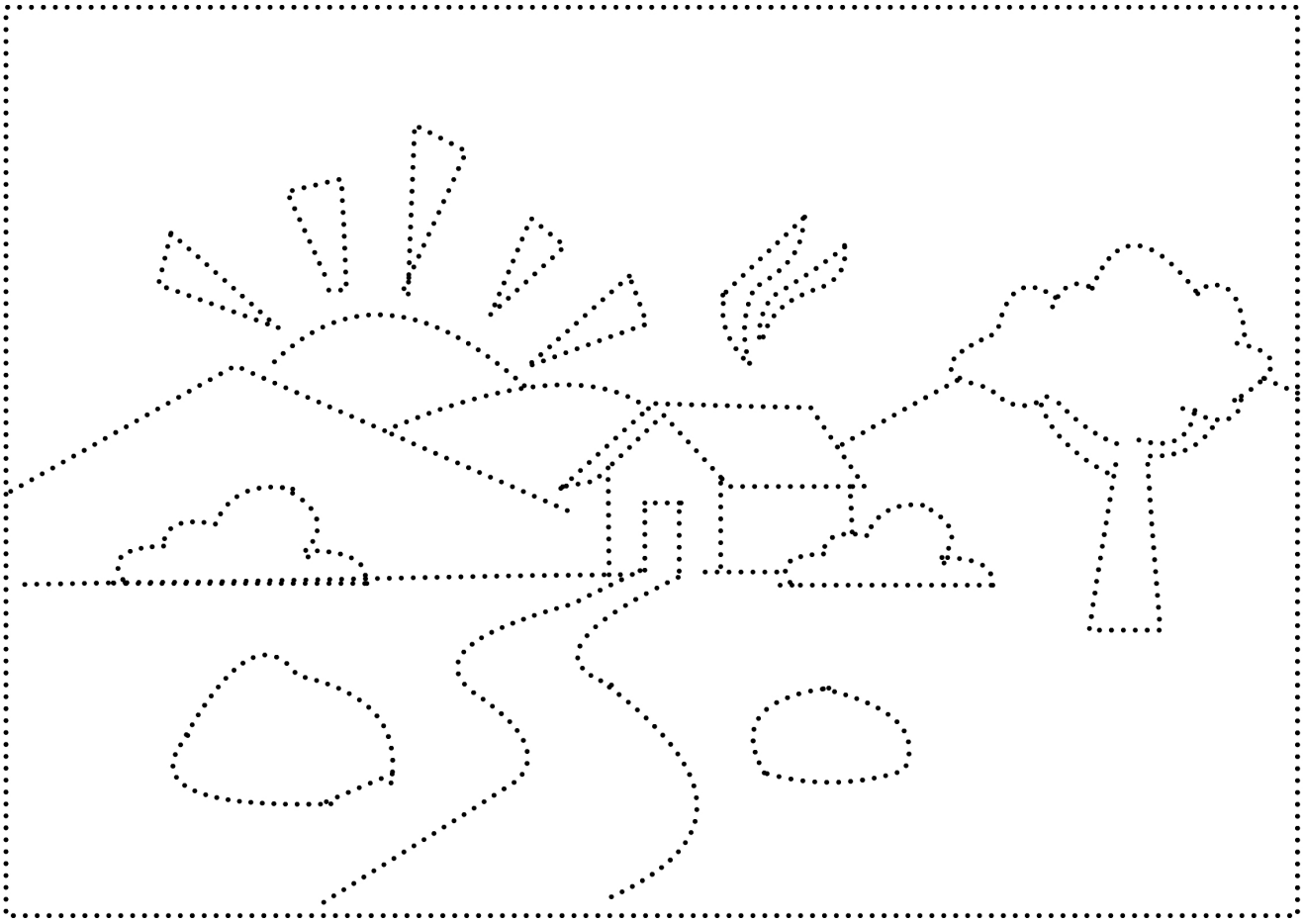

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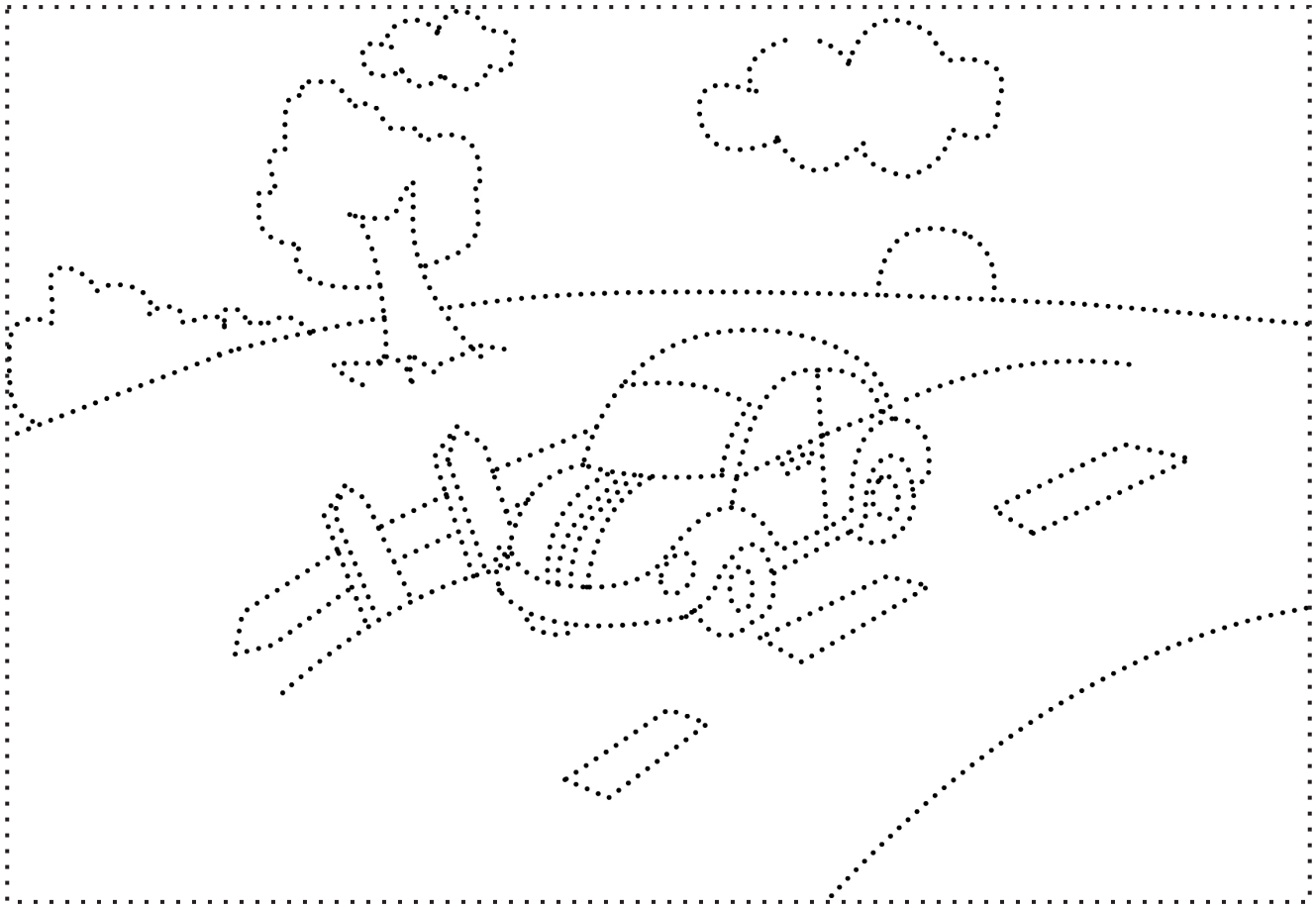

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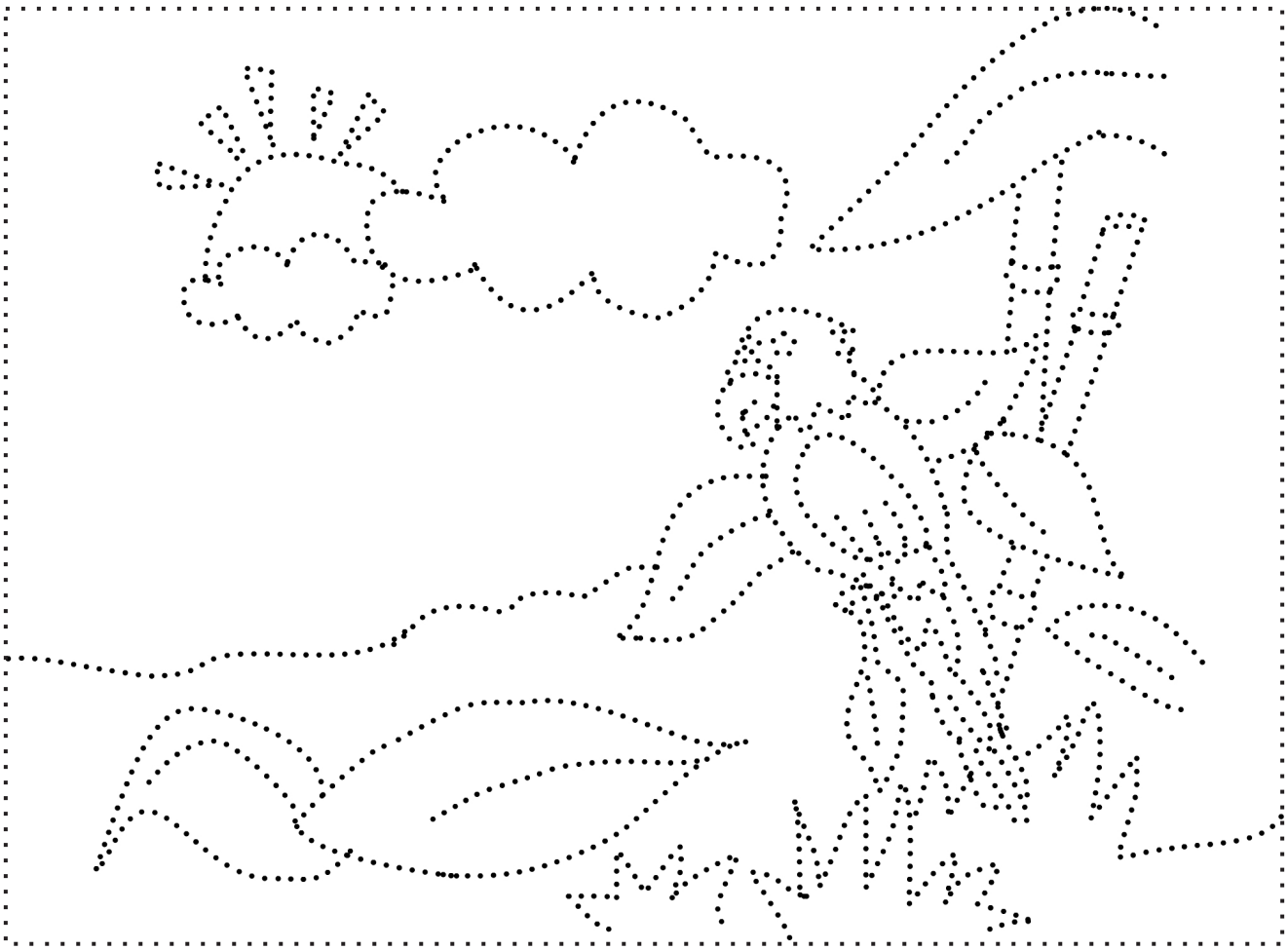

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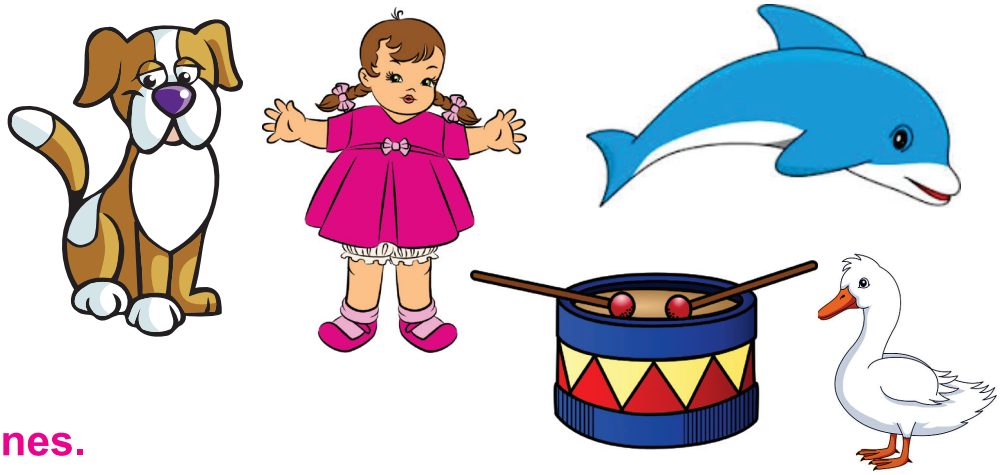

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Name _____ Class/Sec. _____ Roll No. _____ Date _____

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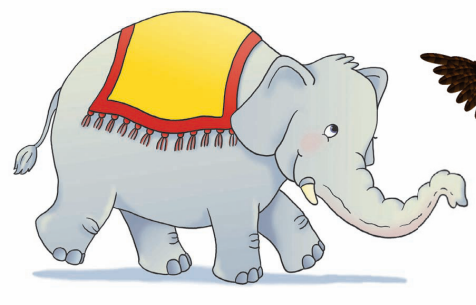

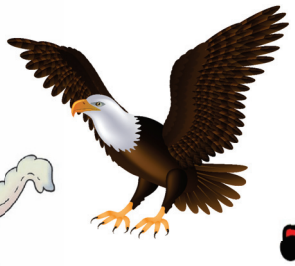

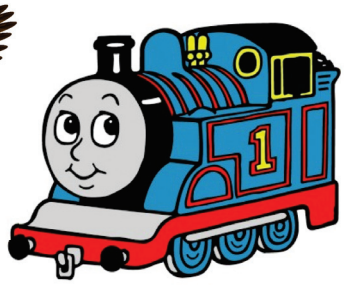

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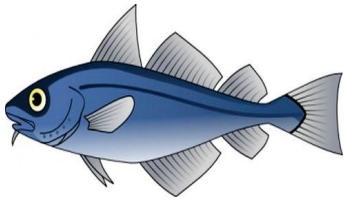

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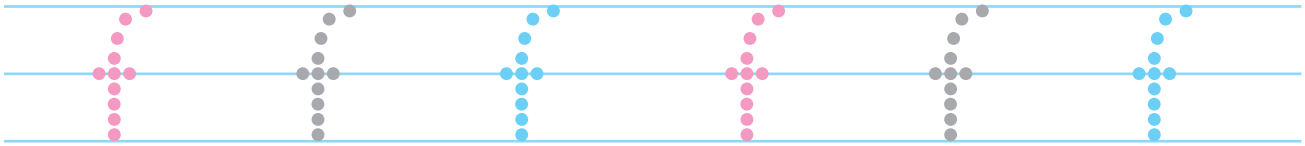
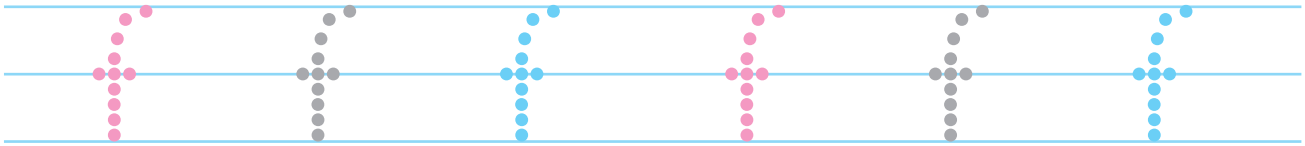




Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun with Vocabulary

Lesson - The Bubble, the Straw and the Shoe

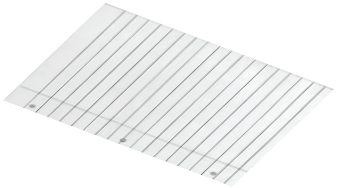
Piku wants to climb the ladder but some steps are missing. Help him climb the ladder with the help of given pictures.

			Jug .....
			Ice-cream I
			Hut H
			Girl .....
C	Dog D	Egg	Fan .....
Brush			
Apple A			

Name _____ Class/Sec. _____ Roll No. _____ Date _____

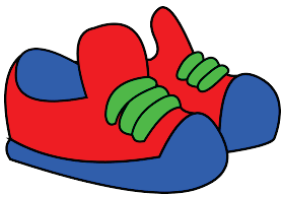
Lesson - The Bubble, the Straw and the Shoe

Q. Look at the pictures given below. Read aloud the names of the objects and complete their names by filling in suitable letters.



P....p....r

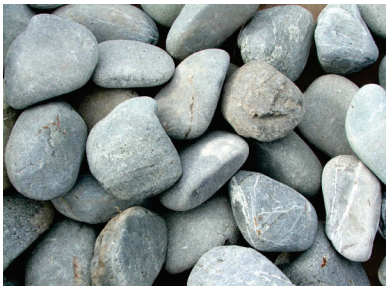
L....a....



S....o....s

S....i....k

S....r....w



S....o....e

Name _____ Class/Sec. _____ Roll No. _____ Date _____

u

Join the dotted lines.

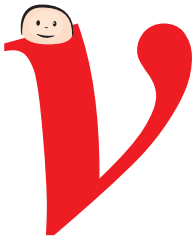
u u u u u u

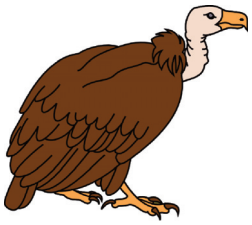
u u u u u u

u u u u u u

u u u u u u

Name _____ Class/Sec. _____ Roll No. _____ Date _____





Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's Speak

Look at the pictures given below. Complete the dialogue with the correct reply to the following sentences.

It is okay | Sure | You are welcome

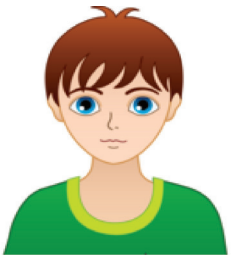
May I borrow your pencil?

.....

Thank you for these flowers.

.....

Sorry, I have lost your pencil.



.....

Teachers' Note

Teacher would read aloud the sentences and ask the learners to speak after her. He/She would encourage the learners to use these words in daily conversations.

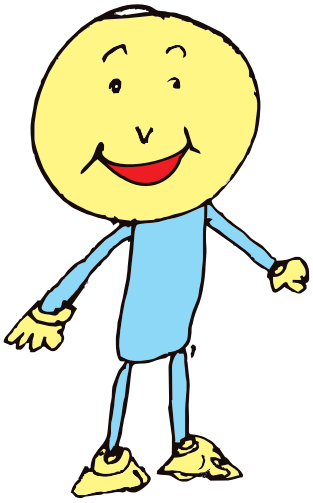
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson- The bubble, the Straw and the Shoe

Given below are three pictures. Against each picture, jumbled up words are given. Rearrange these and you will get the names of three friends in the story. The first is done for you.

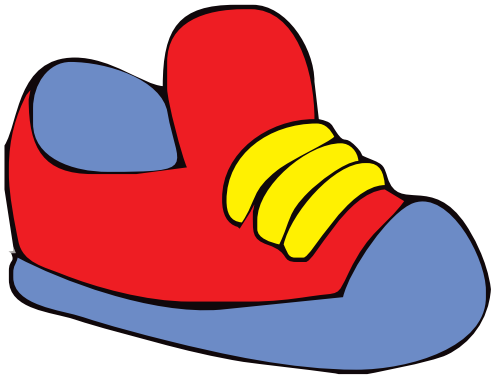
awrst

Straw



blebub

_____

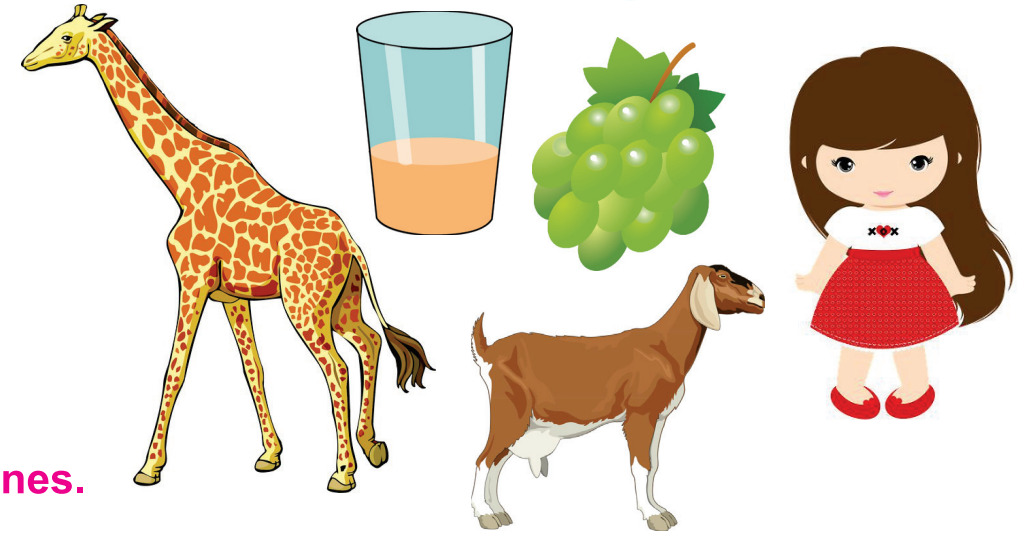


ehos

_____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

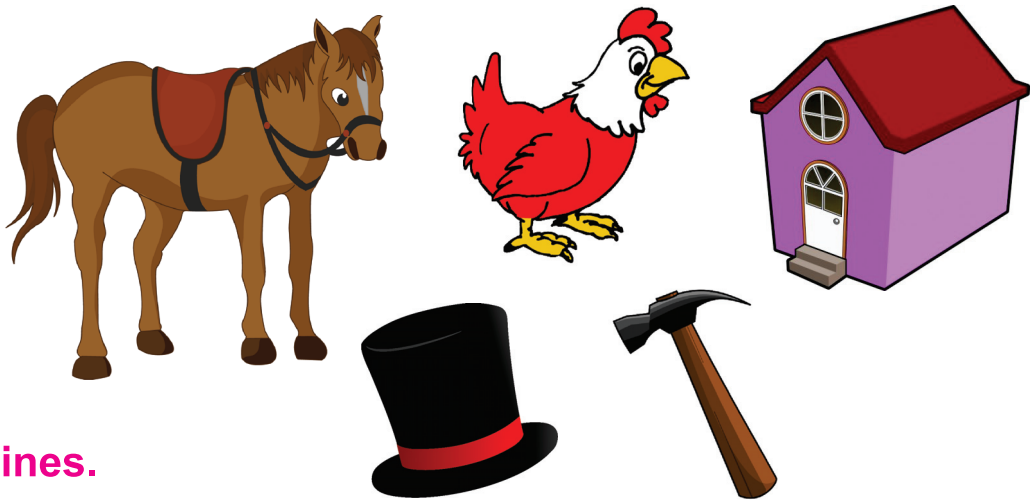
g



Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

h



Join the dotted lines.

h h h h h h

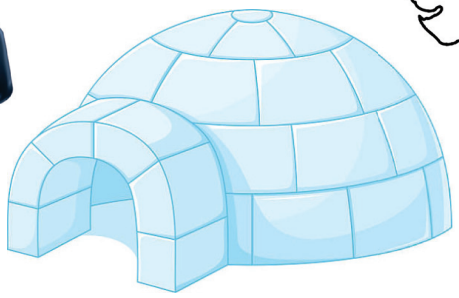
h h h h h h

h h h h h h

h h h h h h

Name _____ Class/Sec. _____ Roll No. _____ Date _____

i



Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

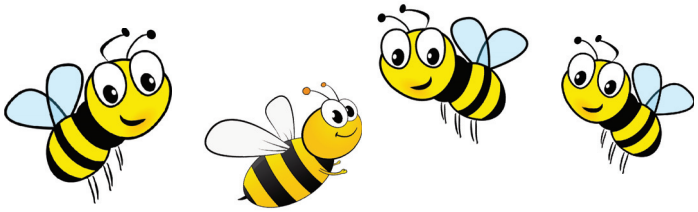
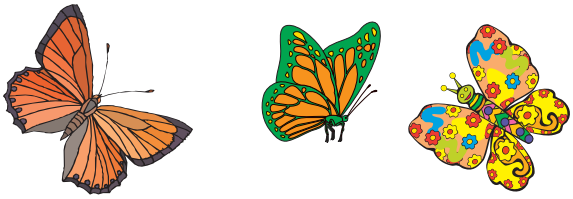
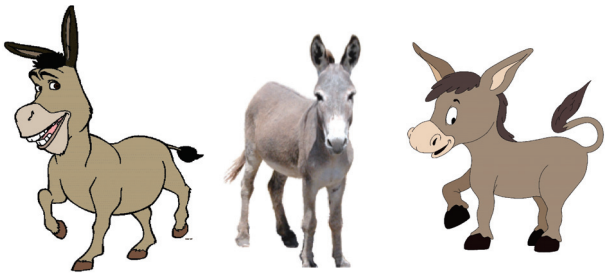
Name _____ Class/Sec. _____ Roll No. _____ Date _____

My Page

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem – One Little Kitten

Q. Look at the picture. Read aloud the names of the animals and write their names in plural.

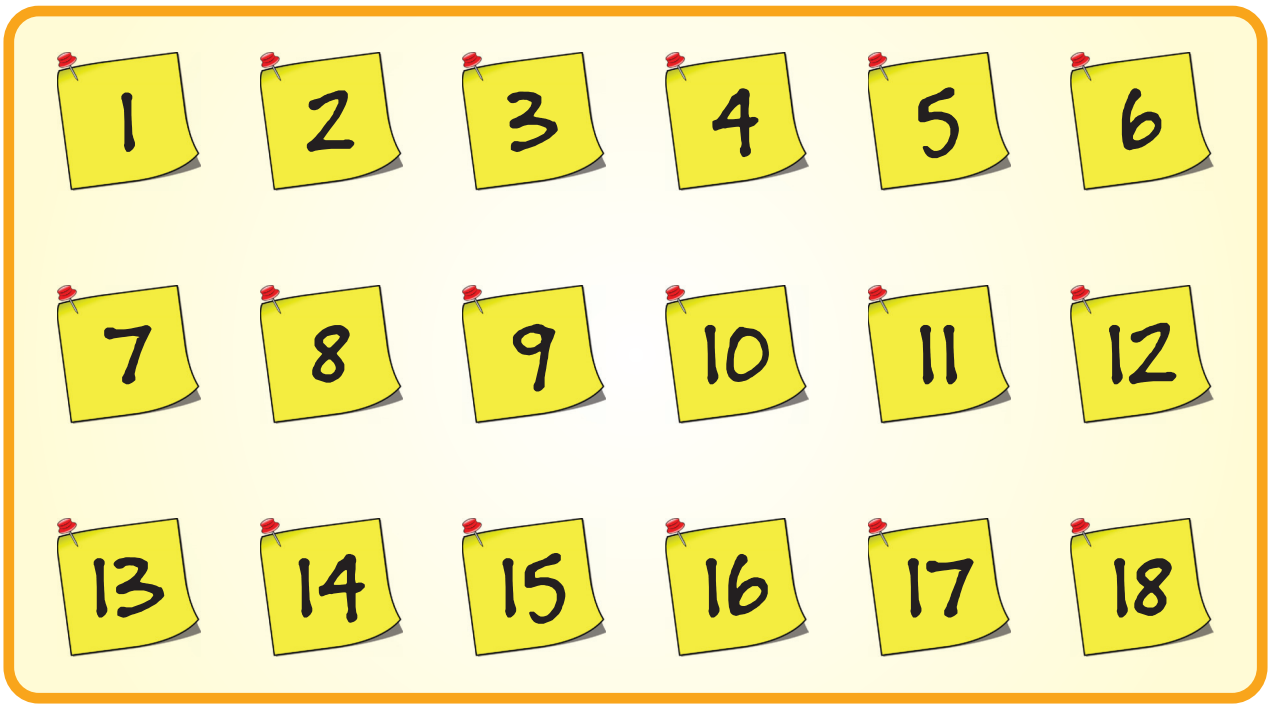
Singular		Plural
	Cat	
	Rat	
	Bee	
	Butterfly	
	Donkey	

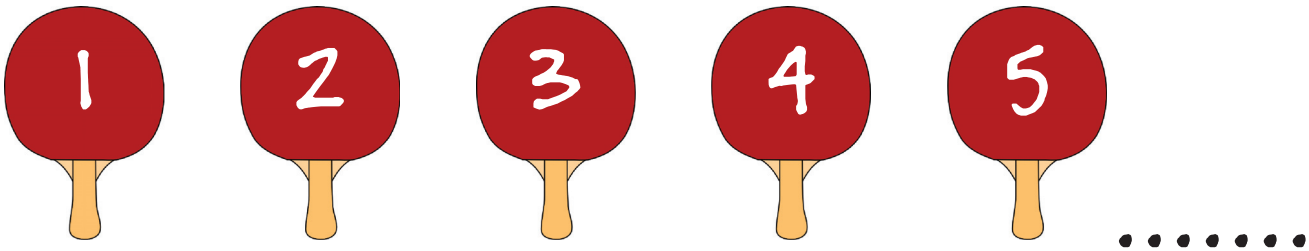
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Attendance Board

Teacher can mark the attendance of the students in an interesting way by making an attendance board. On the boards, pockets can be made and numbers 1, 2, 3 ..... can be written as per enrolment of the class. Similarly, number sticks can be made for each student and kept in a box. Every morning children will pick up their number sticks and put it in the pocket of the board.

In this way children will mark their own attendance. Teacher can use A, B, C or अ, आ, ... pictures of fruits, vegetables and animals as she feels appropriate.





Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem One Little Kitten

Today is Bholu's birthday. All animals and birds have come to the forest to celebrate Bholu's birthday party. Recognize them and complete their names by filling in with proper letters.

El.....ph.....nt

L.....o.....

D.....nk.....y

M.....nk.....y

D.....e.....

Ti.....e.....

F.....x

S.....ar.....ow

Pig.....o.....

B.....t.....e.....f.....y

B.....e

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem – One Little Kitten

Look at the faces and fill in the blanks.

SAD ANGRY SMILING LAUGHING WEEPING

S.....I.....I.....G

W.....EP.....NG

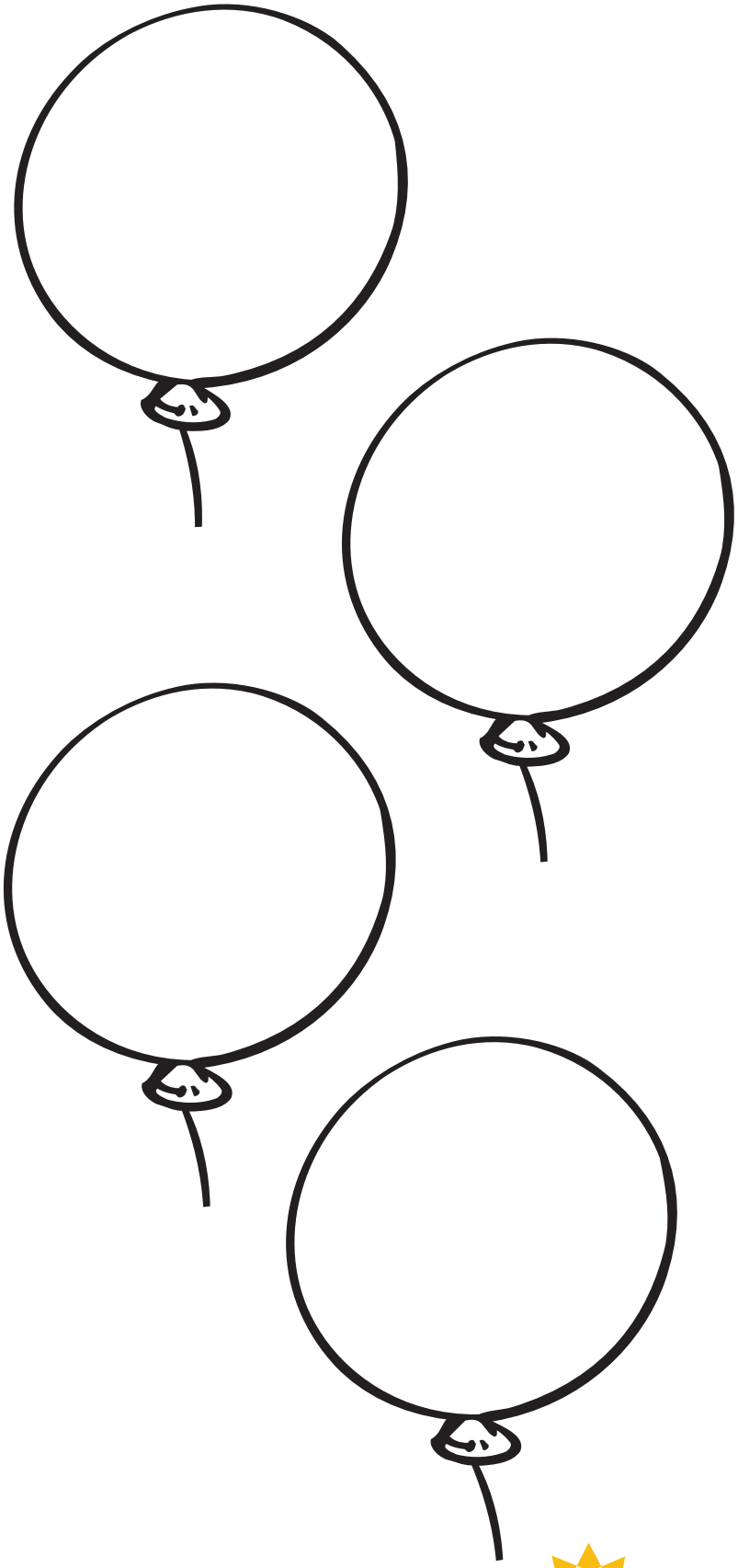
A.....G.....Y

S.....D

LA.....G.....ING

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Draw the given faces on each of balloons.



Smiling

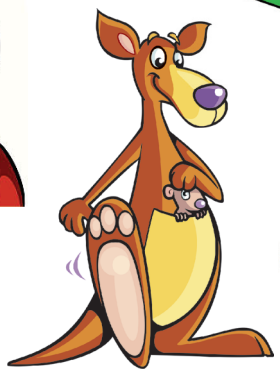
Sad

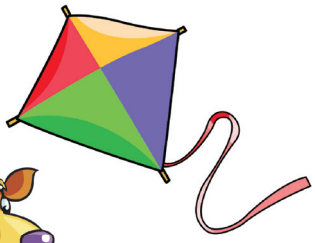
Weeping

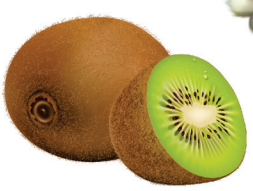
Laughing

Name _____ Class/Sec. _____ Roll No. _____ Date _____

k







Join the dotted lines.

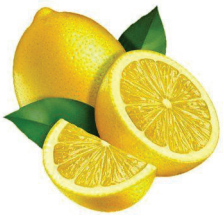
k k k k k k

k k k k k k

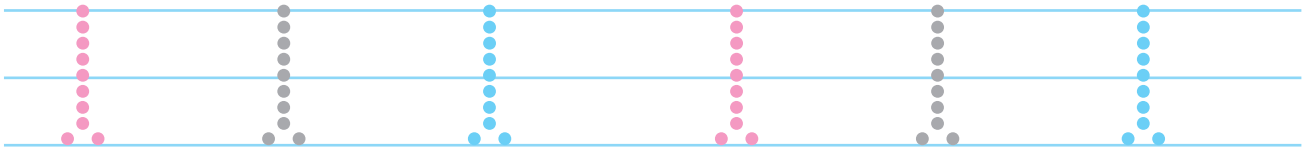
k k k k k k

k k k k k k

Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lalu and Peelu

The same story 'Lalu and Peelu' is given in Hindi Textbook 'Rimjhim' Class I, Lesson No. 16. Therefore, both the texts may be discussed while adopting interdisciplinary approach for the better comprehension of the story.

Draw the picture of Lalu and Peelu.

Lalu

Peelu

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Create your own Classroom Theatre

Note for the teachers :

The teacher can use a corner in the classroom and give it the look of a stage by hanging dupattas. He/She can even use empty cartons or boxes to make a theatre stand.

Then the stories given in the textbook can be enacted in the class. Teacher can help the children in framing dialogues.

Example :

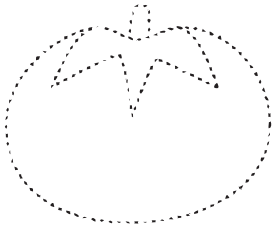
Story of Lalu & Peelu can be enacted in the classroom. Children will play characters of Hen, two chicks - Lalu and Peelu.

Children can be asked to narrate any other story of hen and chicks or of laddu and red chilli. Teacher can ask children to tell their experiences, if any about hen, chicks, laddu and red chilli. Other stories in the text can be enacted using classroom theatre.

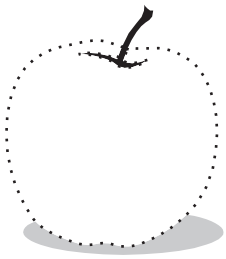
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson - Lalu and Peelu

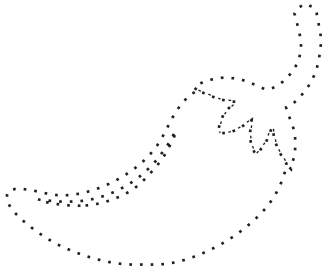
Join the dotted lines and colour the pictures.



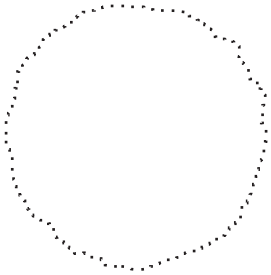
Tomato



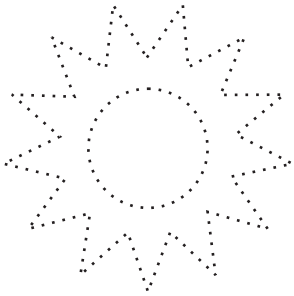
Red Apple



Red Chilli

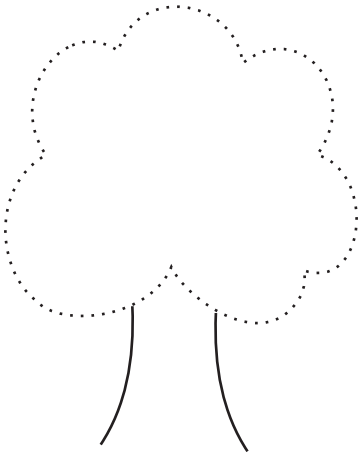


Yellow Laddu

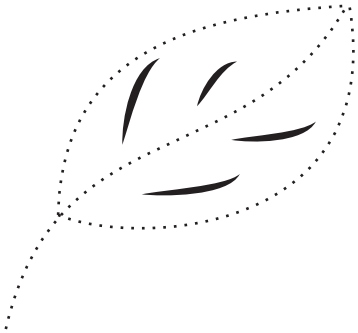


Yellow Sun

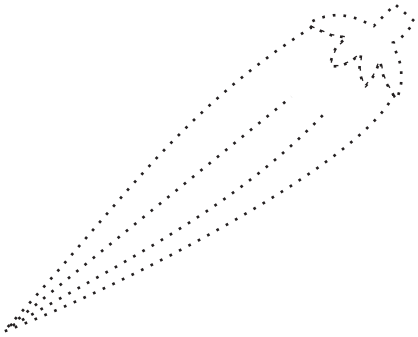
Yellow Banana



Tree



Green Leaf



Green Lady Finger

Name _____ Class/Sec. _____ Roll No. _____ Date _____

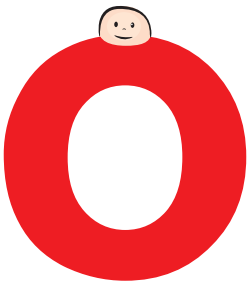
Lesson - Lalu and Peelu

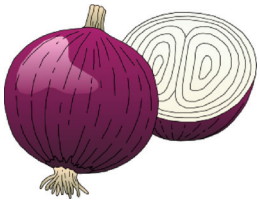
Observe the pictures. Write the correct word against the picture from the given box.

Bird	Window	Tail	boy	shoes	sky

Name _____ Class/Sec. _____ Roll No. _____ Date _____

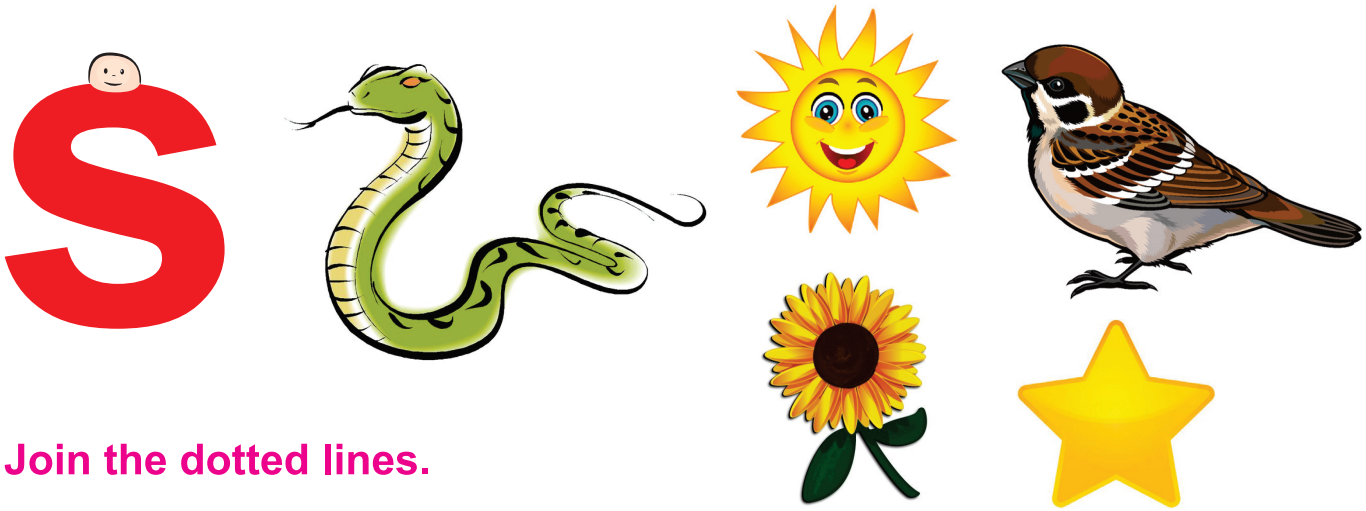
Name _____ Class/Sec. _____ Roll No. _____ Date _____





Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

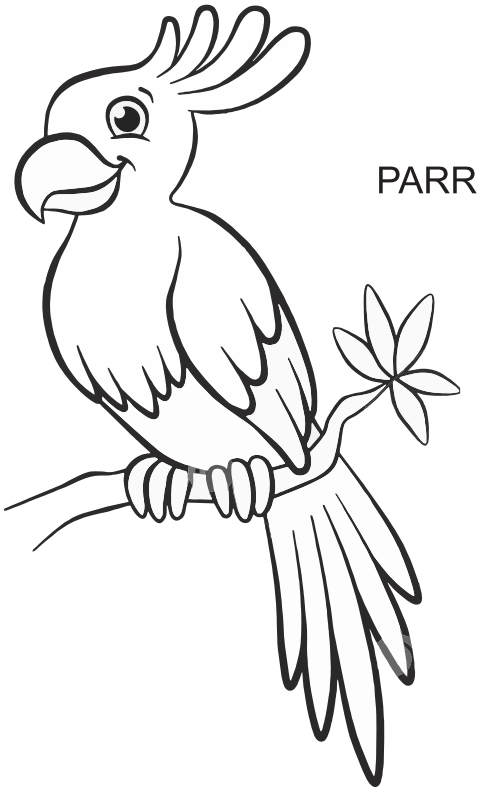


Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

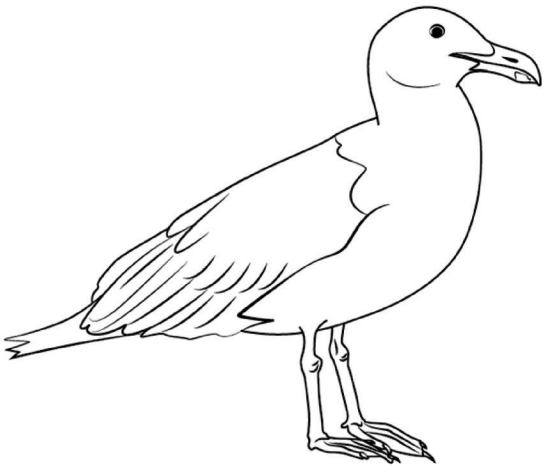
Lesson - Lalu and Peelu

Look at the pictures and colour them.



PARROT

CROW



SEAGULL

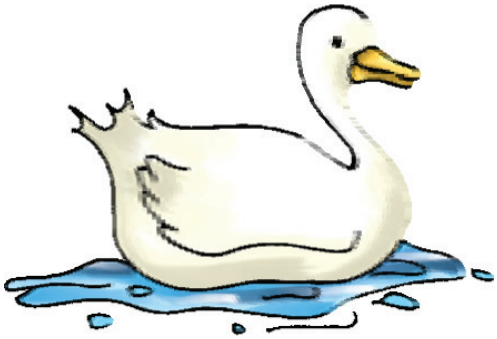
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson - Lalu and Peelu

Write down the names of the following birds.

.....

.....



.....

.....

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Conversational Activity

Lesson - Lalu and Peelu

Question word : Where Action word : Going

The teacher will take the students to the school ground. Students with different placards will stand on the ground in moving position. She will ask only one question like: Where are you going? Students will answer : We are going to school, to the hospital, to the park, to the cinema hall, to the market / shop, to the library showing their placards.

Where are you going?

We are going to **School**.

Where are you going?

We are going to the ..... .

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Where are you going?

We are going to the ..... .

Where are you going?

We are going to the ..... .

Where are you going?

We are going to the ..... .

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Once I Saw A Little Bird

After reciting the poem, the teacher would ask the following questions :

(I) Say and tick whether the given statements are right or wrong.

1. The child was going to the bathroom. ☐
2. The child saw a little bird. ☐
3. The child asked little bird to stop. ☐
4. The bird stopped there. ☐
5. The bird shook his little tail. ☐

(II) Fill in the blanks with rhyming words.

Hop _____, _____, _____

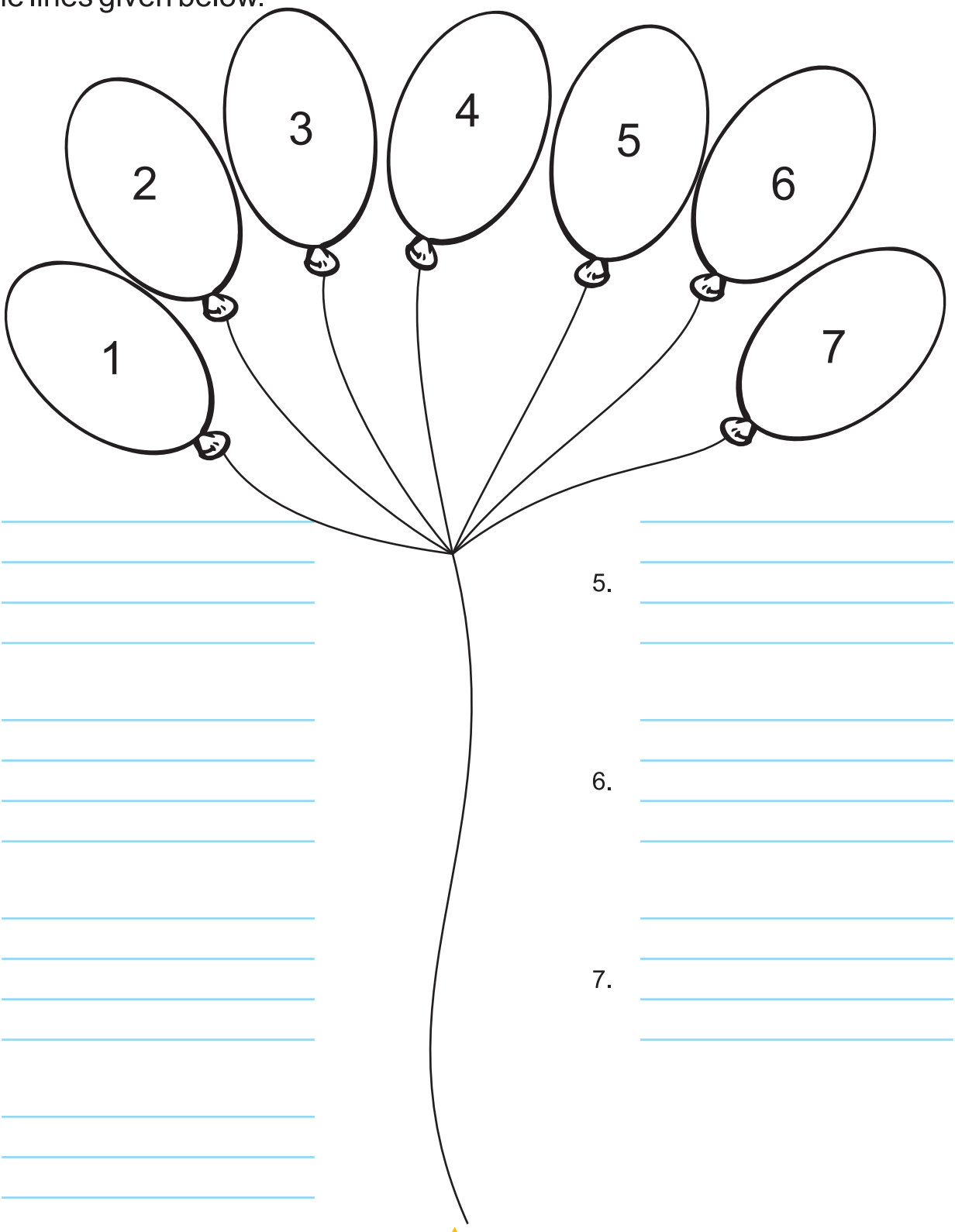
Tail _____, _____, _____

Shook _____, _____, _____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem: Once I Saw a Little Bird

Colour the balloons with different colours and write the name of the colours in the lines given below.



1.

2.

3.

4.

5.

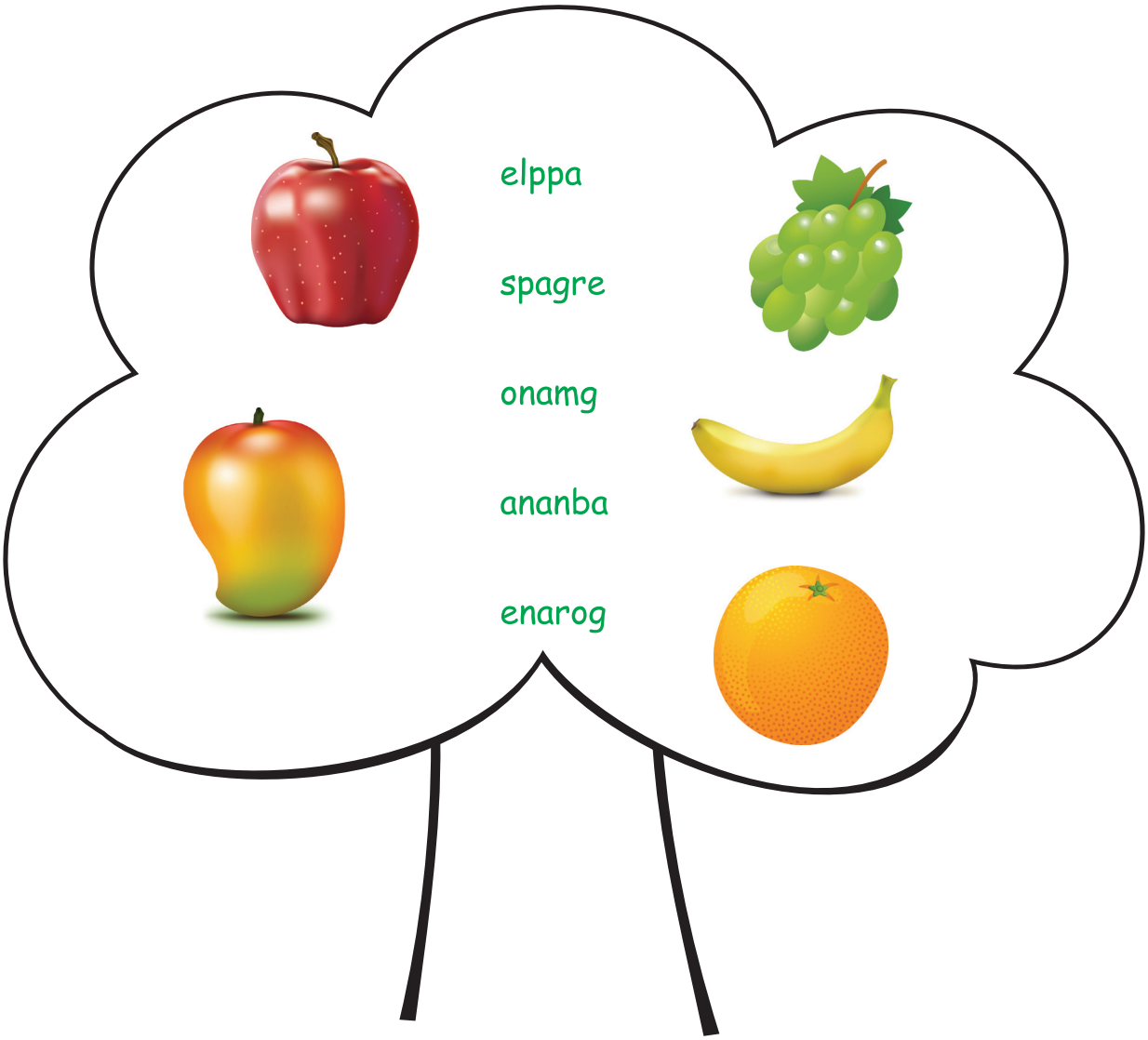
6.

7.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Mittu and the Yellow Mango

Rearrange the following letters to make the names of fruits and write them below.



Apple

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Mittu and the Yellow Mango

The following exercise may be taken up to discuss the lesson with the students.

Fill in the blanks with the words and colours. Colour the boxes accordingly.

1. Mittu the parrot was _____. ☐
2. It had a _____ beak. ☐
3. Mango on a tree was _____. ☐
4. Mittu saw a _____ balloon. ☐
5. The crow was _____. ☐

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Mittu and the Yellow Mango

Who am I ?

(Whole class Activity)

The teacher would prepare cards of a few animals and birds. He would stick these cards on the back of the children. The teacher would ask the children to come one by one and move around the class. The child would ask the following questions to the class to know about his identity.

- Am I a bird or an animal?
- Do I live in the jungle or city?
- Can I fly?
- Where do I live?
- What is my favourite food?

If the students are unable to give the answer, the child would make sound of that bird/animal and ask them.

“Guess, Who am I?”

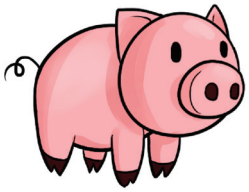
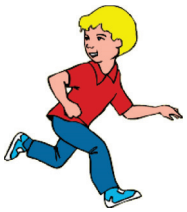
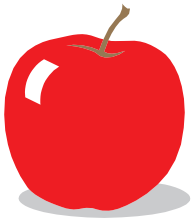
All the students would repeat the sound of the bird/animal after the child and tell the name.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Mittu and the Yellow Mango

Look at the pictures and pronounce the words. Then fill in the blanks with suitable vowel given in the box.

a, e, i, o, u

c.....t	f.....x	p.....n
 p.....g	b.....t	s.....n
c.....p	b.....d	m.....t
l.....g	b.....g	 r.....n
 r.....d	h.....t	g.....n

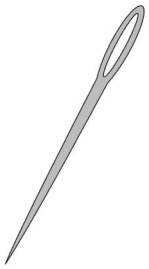
Name _____ Class/Sec. _____ Roll No. _____ Date _____

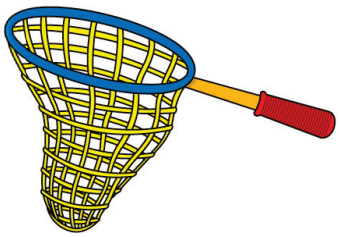
m

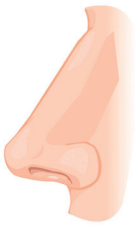
Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

n







Join the dotted lines.

n n n n n n

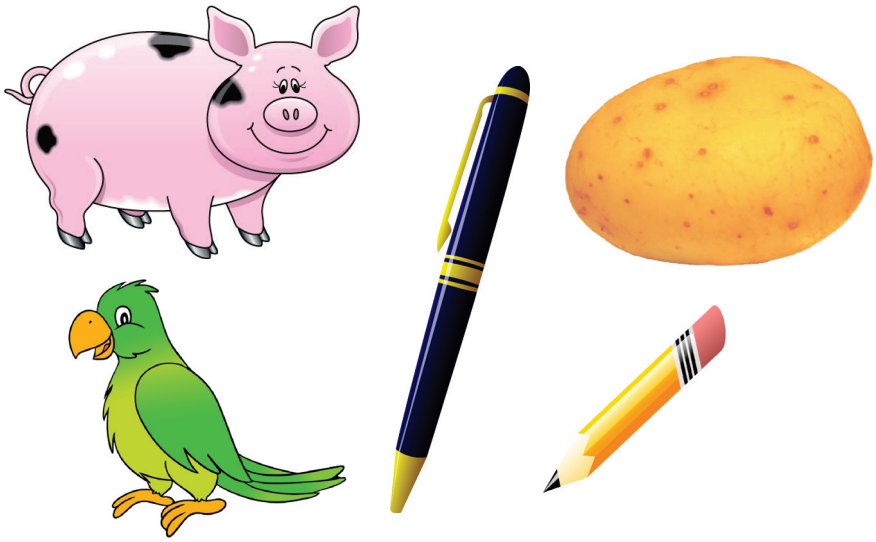
n n n n n n

n n n n n n

n n n n n n

Name _____ Class/Sec. _____ Roll No. _____ Date _____

p



Join the dotted lines.

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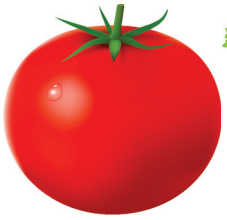
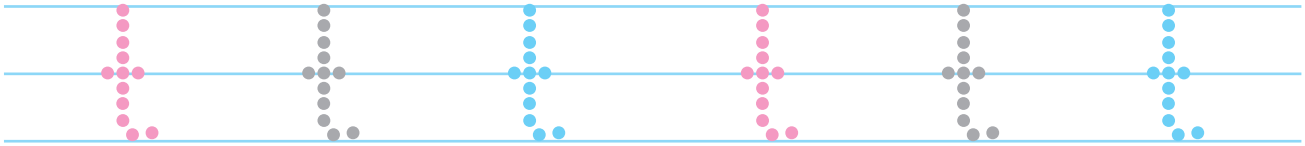
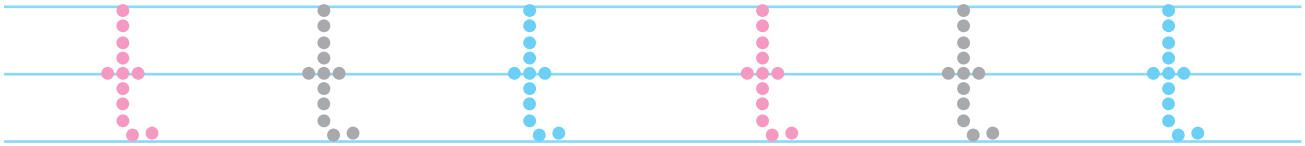


Join the dotted lines.





Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem: Merry–Go–Round

Read aloud the following words and write the same sounding word in the blank.

Round around bound _____

Big pig fig _____

Brown town frown _____

Fair chair air _____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

My Page

Name _____ Class/Sec. _____ Roll No. _____ Date _____

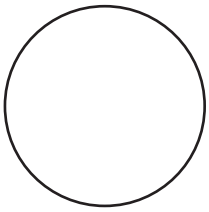
Lesson: Circle

Look at the pictures and complete the sentences given below.

1. This is a …….. .

2. This is a …….. .

3. This is a …….. .



4. This is …….. .

5. This is …….. .

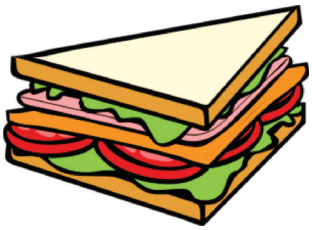
6. This is a …….. .

Name _____ Class/Sec. _____ Roll No. _____ Date _____

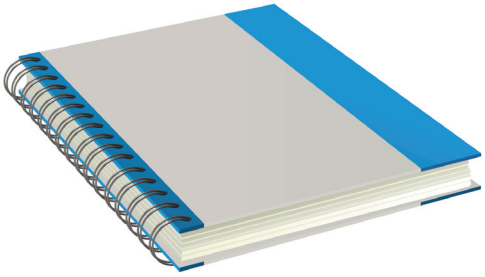
Lesson: Circle

Look at the following pictures. Recognize the shapes and fill in the gaps.

Egg O.....al



Sandwich T.....iangle



Copy S.....uare

Lunchbox R.....ctangle

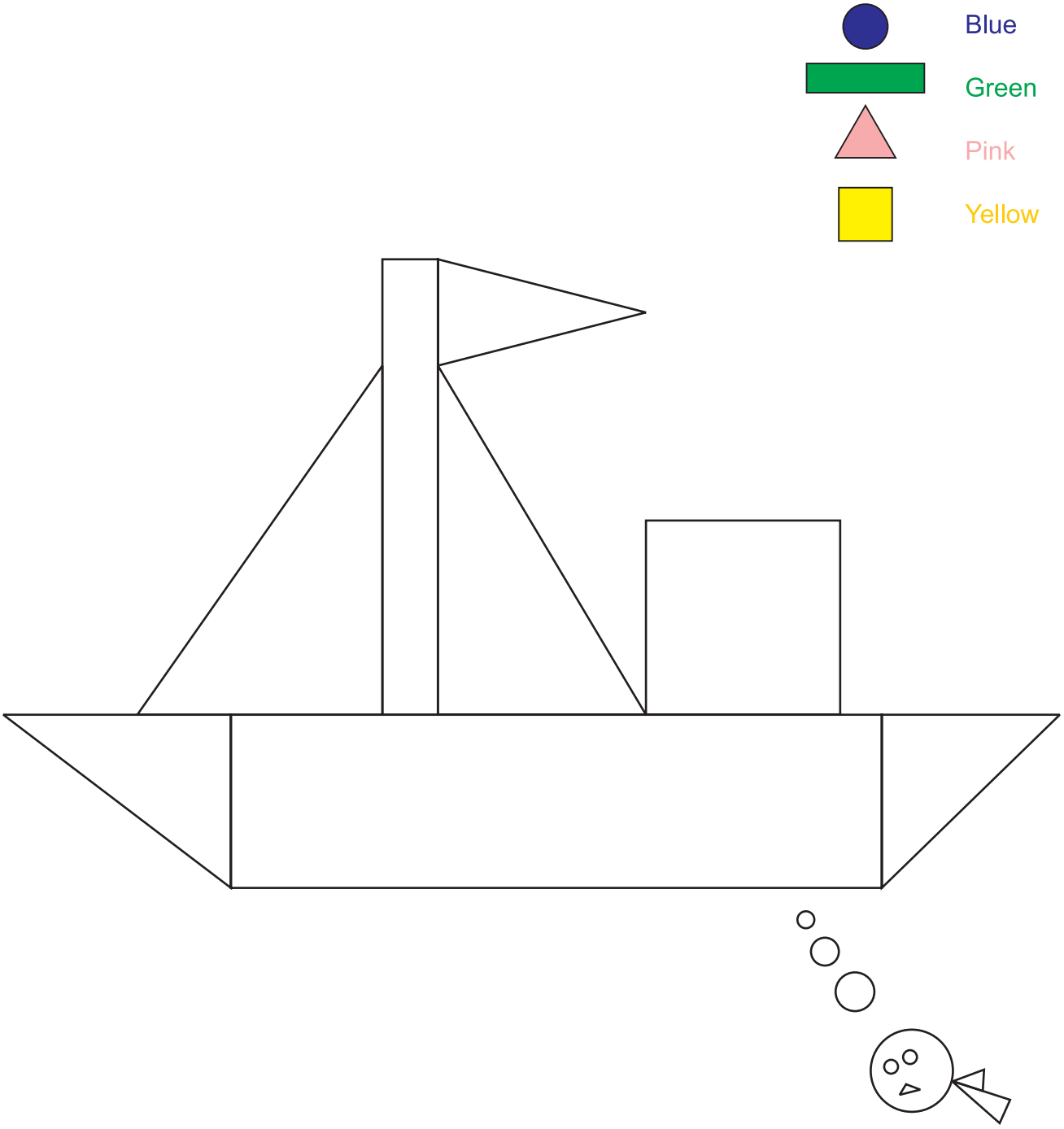
Ball C.....rcle

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Circle

Look at the picture of a ship given below.

Identify different shapes in the picture and colour these according to the instructions.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Circle

Let's read and write these letters in the space provided.

a b c d e

f g h i j

k l m n o

p q r

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

r r r r r r

r r r r r r

r r r r r r

r r r r r r

Name _____ Class/Sec. _____ Roll No. _____ Date _____

q

Join the dotted lines.

q q q q q q

q q q q q q

q q q q q q

q q q q q q

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Circle

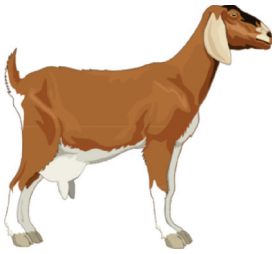
Say the following words aloud and circle the odd word out.

Drew	Grew	Draw
Dew	Few	Day
Ball	Bell	Call
Joy	Day	Boy

Let's make some more rhyming words.

Bell

Coat



Spoon

Wish

Mug

Name _____ Class/Sec. _____ Roll No. _____ Date _____

My Page

Name _____ Class/Sec. _____ Roll No. _____ Date _____

If I were an Apple

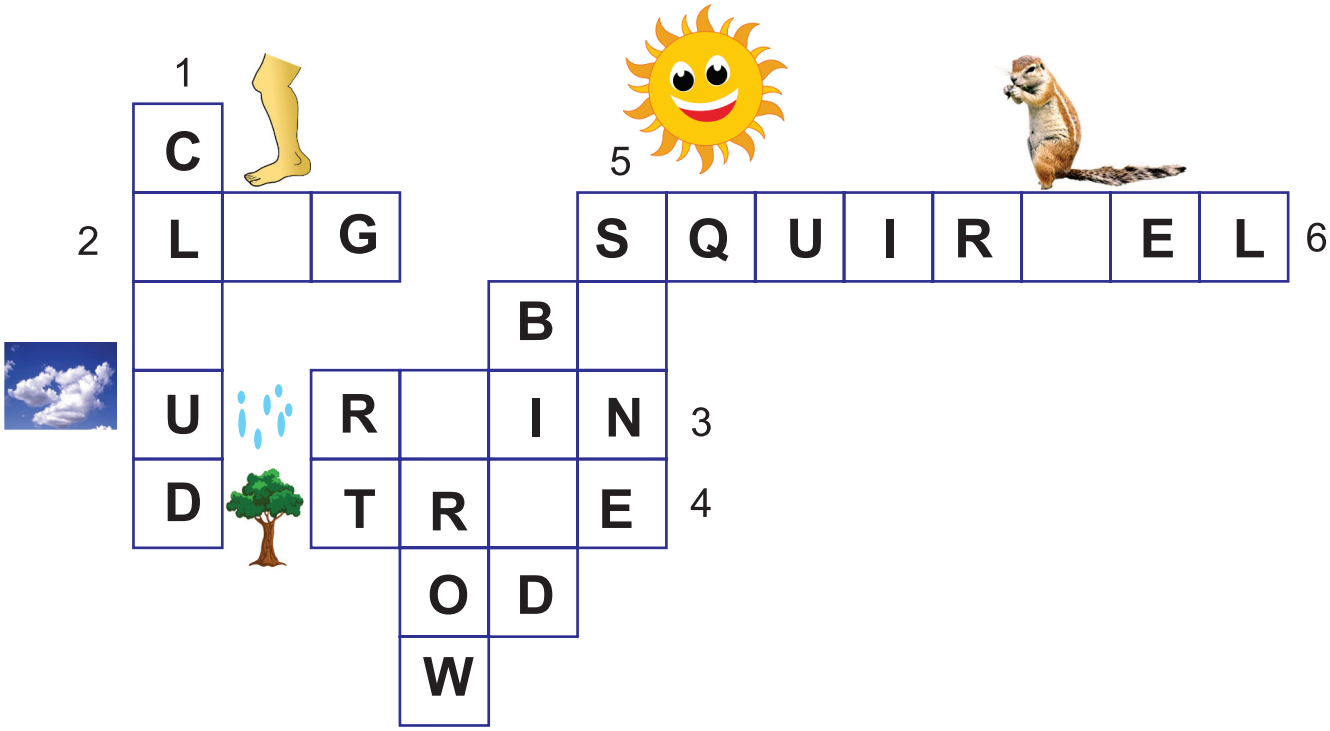
The teacher would ask the students to play the roles of different kinds of fruits which they like the most and say one or two sentences in rhyme with action related to their fruits. They may bring placards or pictures of that fruit or a fancy dress competition can be held.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem: If I were an Apple

CROSSWORD PUZZLE

Look at the picture and fill in the letters to complete the crossword puzzle.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem: Our Tree

Q. Answer the following questions in writing using the words yes - can. Then drill in pair for conversation purpose:

1. Can you draw a picture?

..... , I ..... draw.

2. Can you write English?

..... , I ..... write.

3. Can you dance?

..... , I ..... dance.

4. Can you sing a song?

..... , I ..... sing.

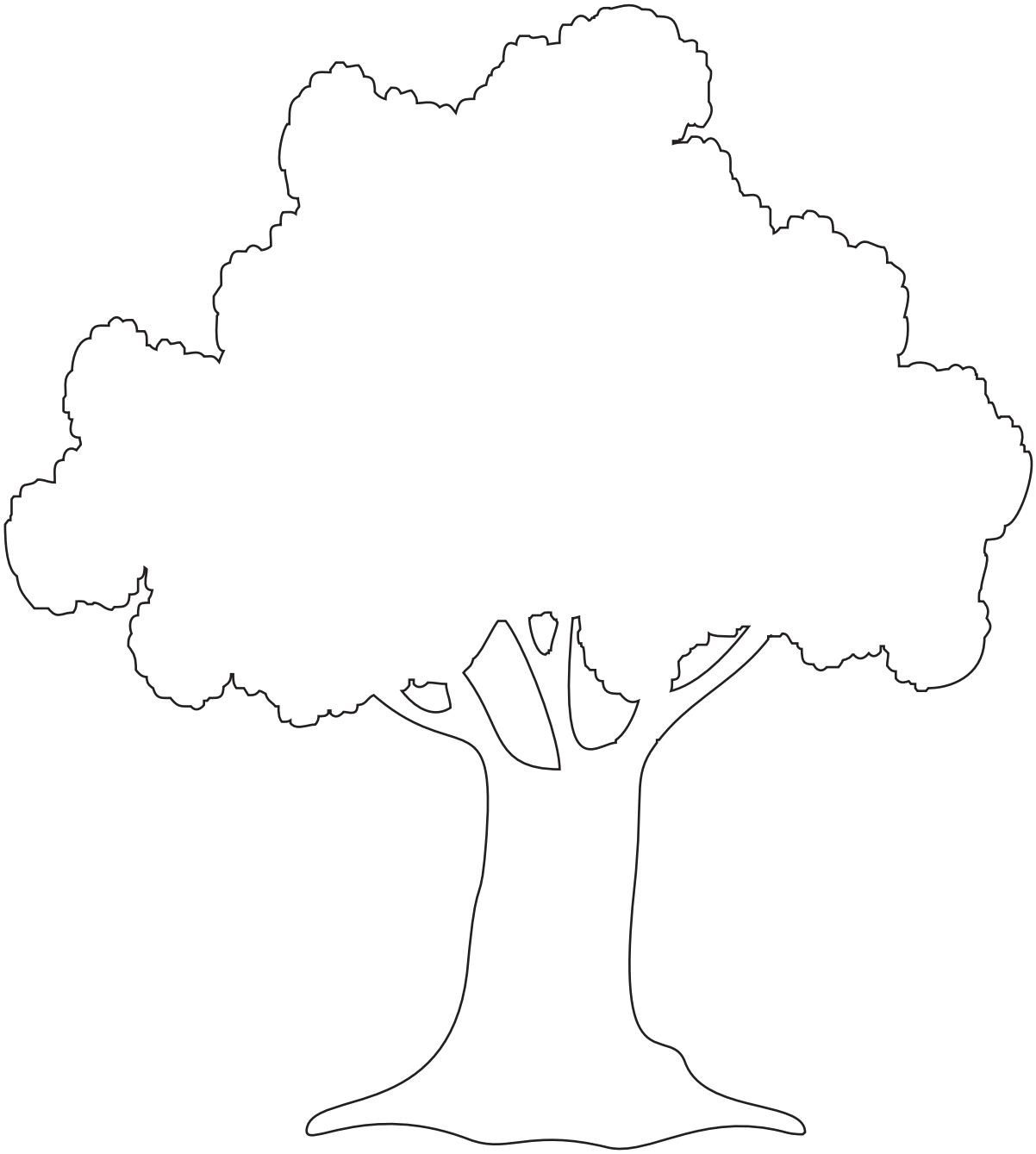
5. Can you cut pictures?

..... , I ..... cut.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun wtih Colours

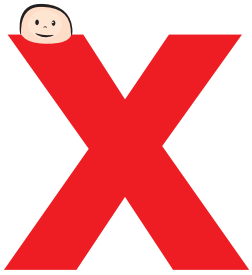
Colour the picture of the tree with thumb and leaf printing with water colour.



Complete the following sentence orally in one or two words. (Teacher will read the sentence aloud)

Tree gives us…….....……
.

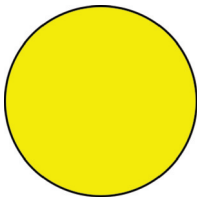
Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

y



Join the dotted lines.

y y y y y y

y y y y y y

y y y y y y

y y y y y y

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Z

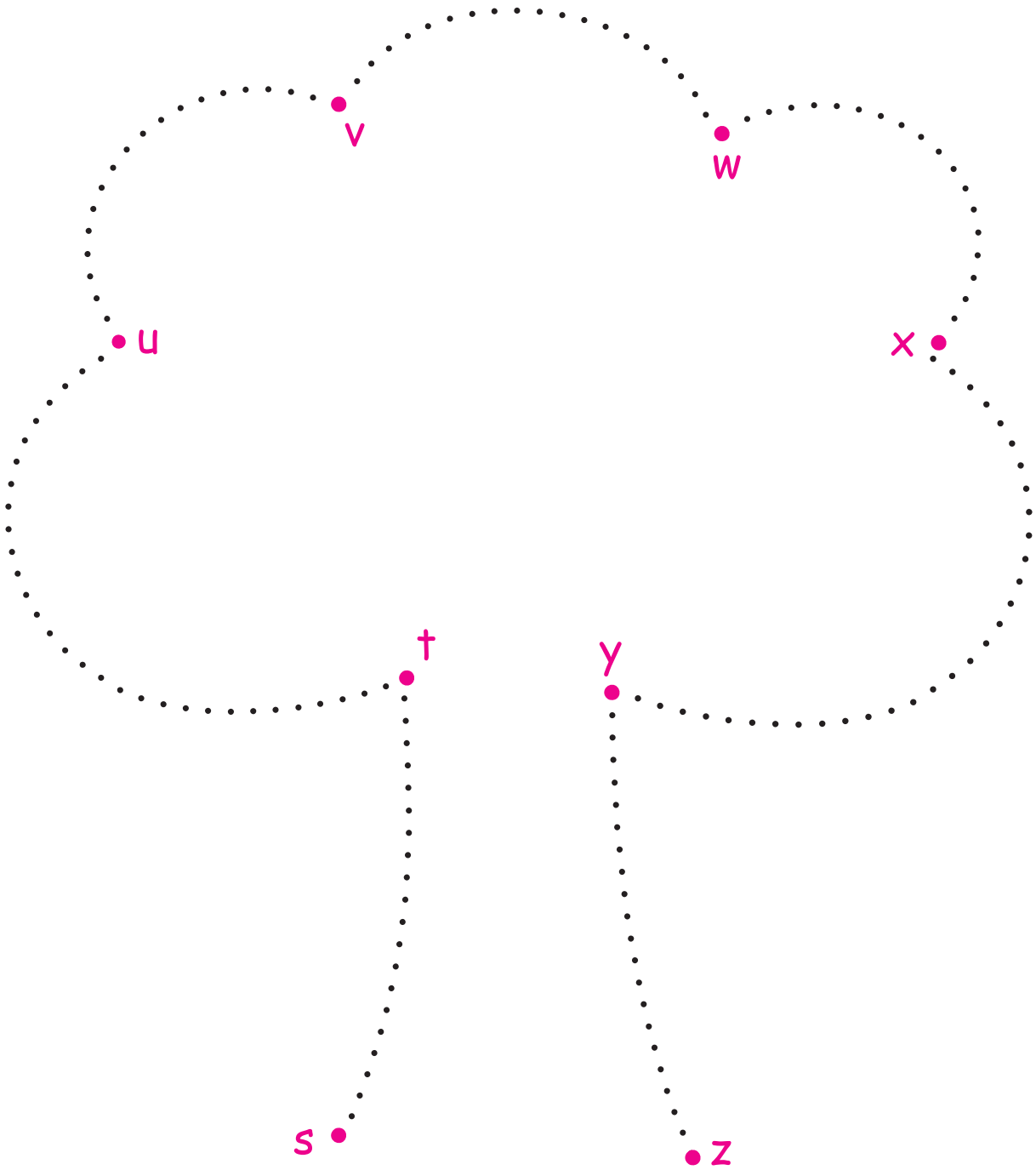
O

Join the dotted lines.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem: Our Tree

Join the dots from S to Z to make the tree. Then colour the picture.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Murali's Mango Tree

Fill in the blanks with the words given in the box.

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

mango

tree

seed

plant

every

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Murali's Mango Tree

Read out the following sentences and rewrite these sentences joining the dots.

I like to eat mango.

I like to eat mango.

I have a mango tree.

I have a mango tree.

I water the plants everyday.

I water plants everyday.

Children like mangoes.

Children like mangoes.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Murali's Mango Tree

Choose the words from the trunk and fill in the blanks in the sentences given inside the tree.

1. We should .....the plants.

2. Trees are our ..... .

3. We should grow more..... .

friends

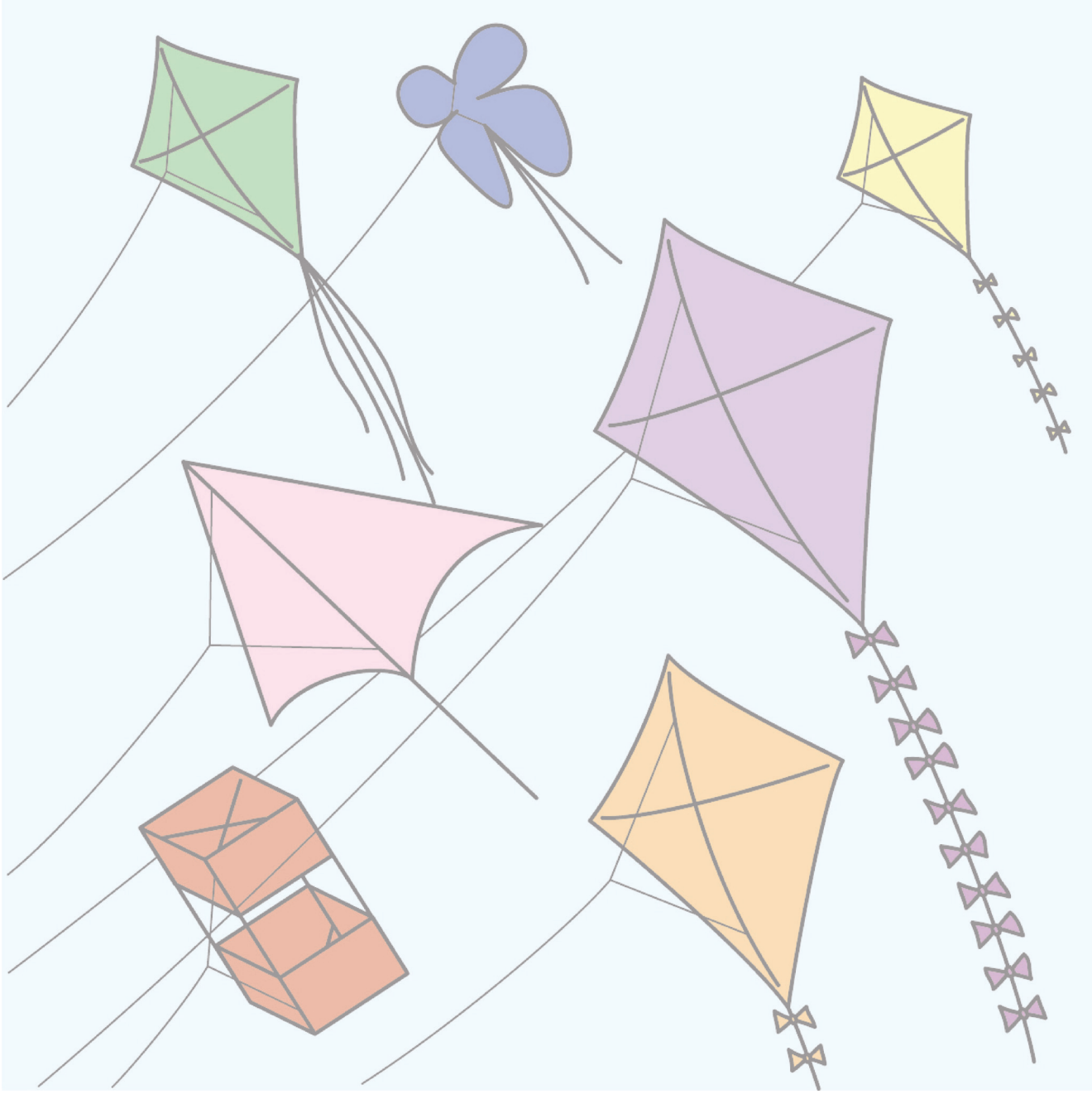
water

plants

Name _____ Class/Sec. _____ Roll No. _____ Date _____

A Kite

UNIT 7



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Link with Hindi textbook while teaching English

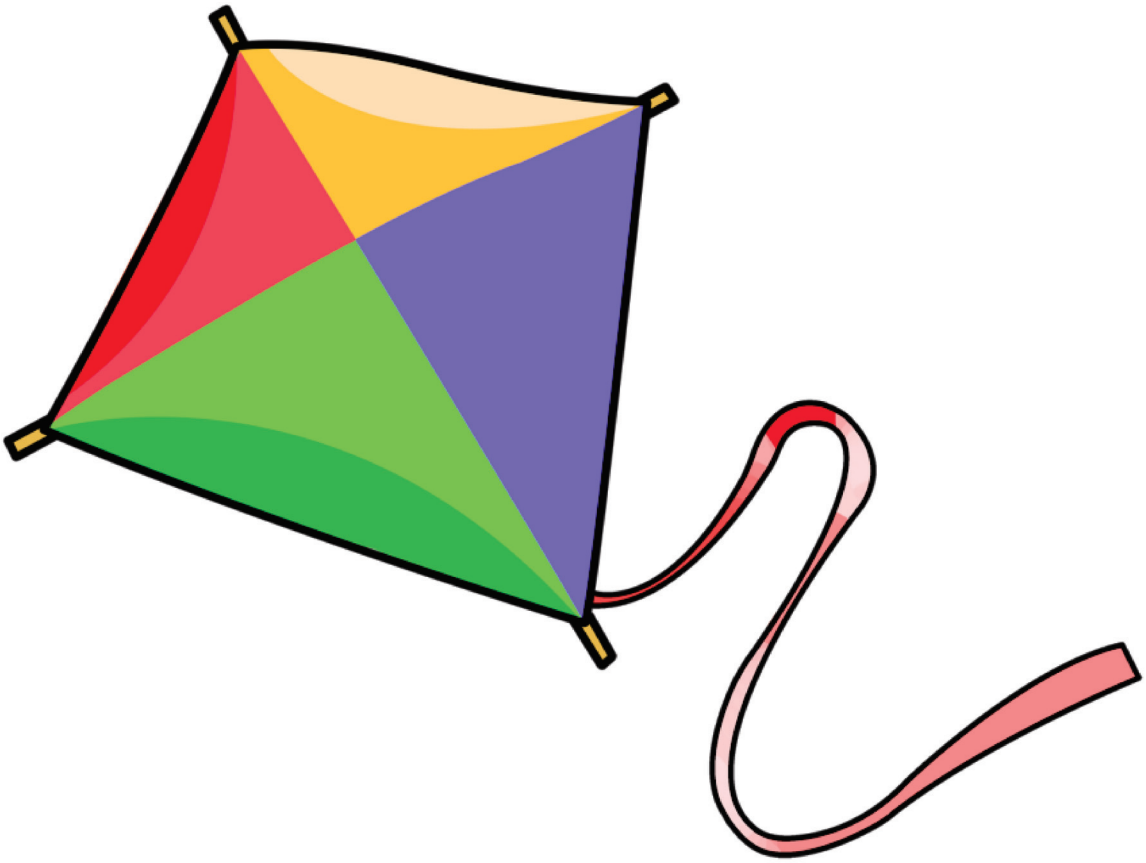
While reciting the poem ‘A Kite’ the teacher would connect the theme with poem ‘Patang’ of Hindi textbook ‘Rimjhim’. Students may further be asked to recite songs or poems related with kite or share their experiences of flying kite.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

A Kite

Look at the picture of kite given below and make a kite with the help of following items :

Bamboo sticks, Kite papers, Long string and glue.



Note

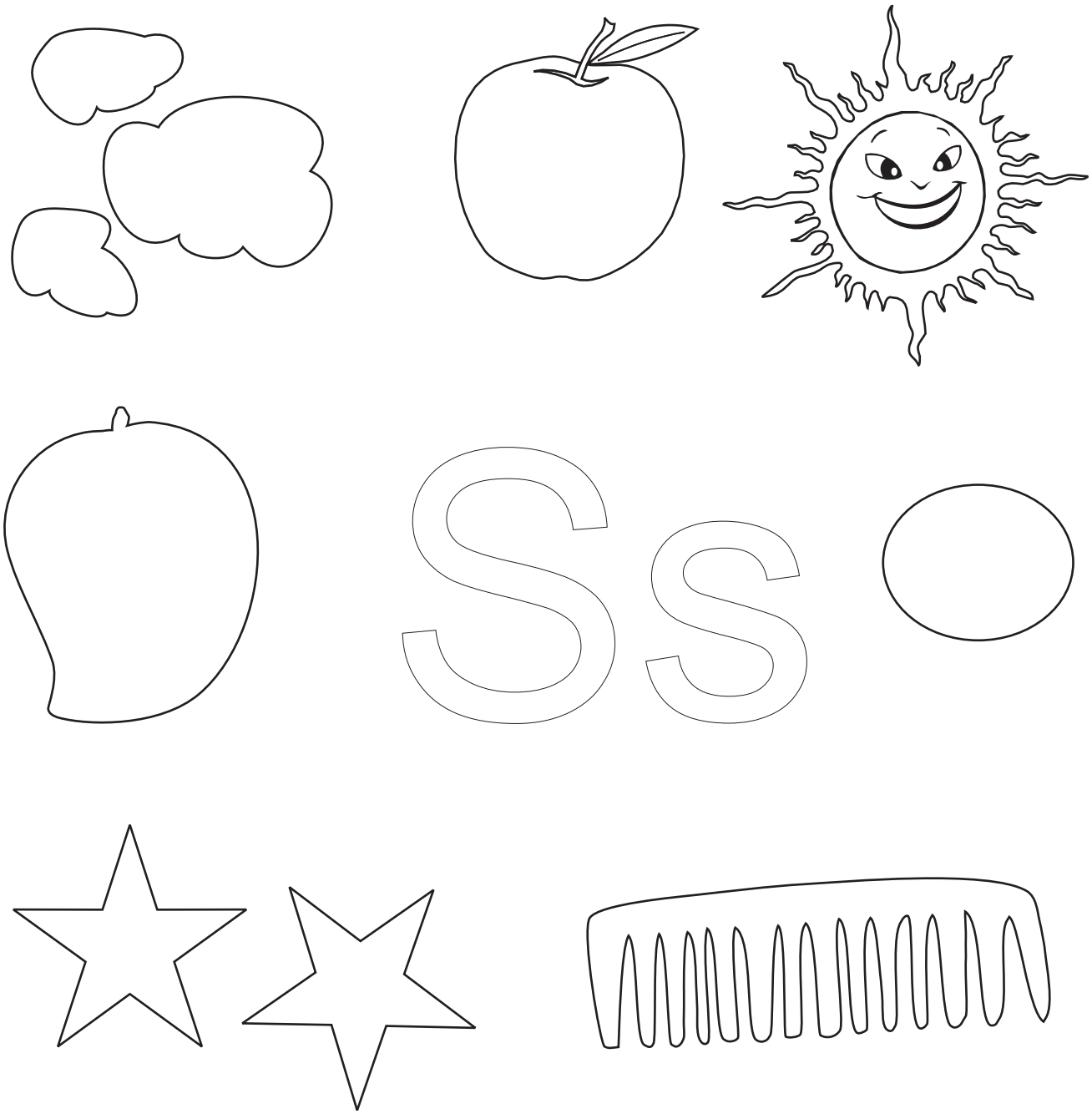
- The students may be asked to decorate their kites to make it more attractive.
- The kites made by them may be displayed in the classroom.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Fun wtih Colours

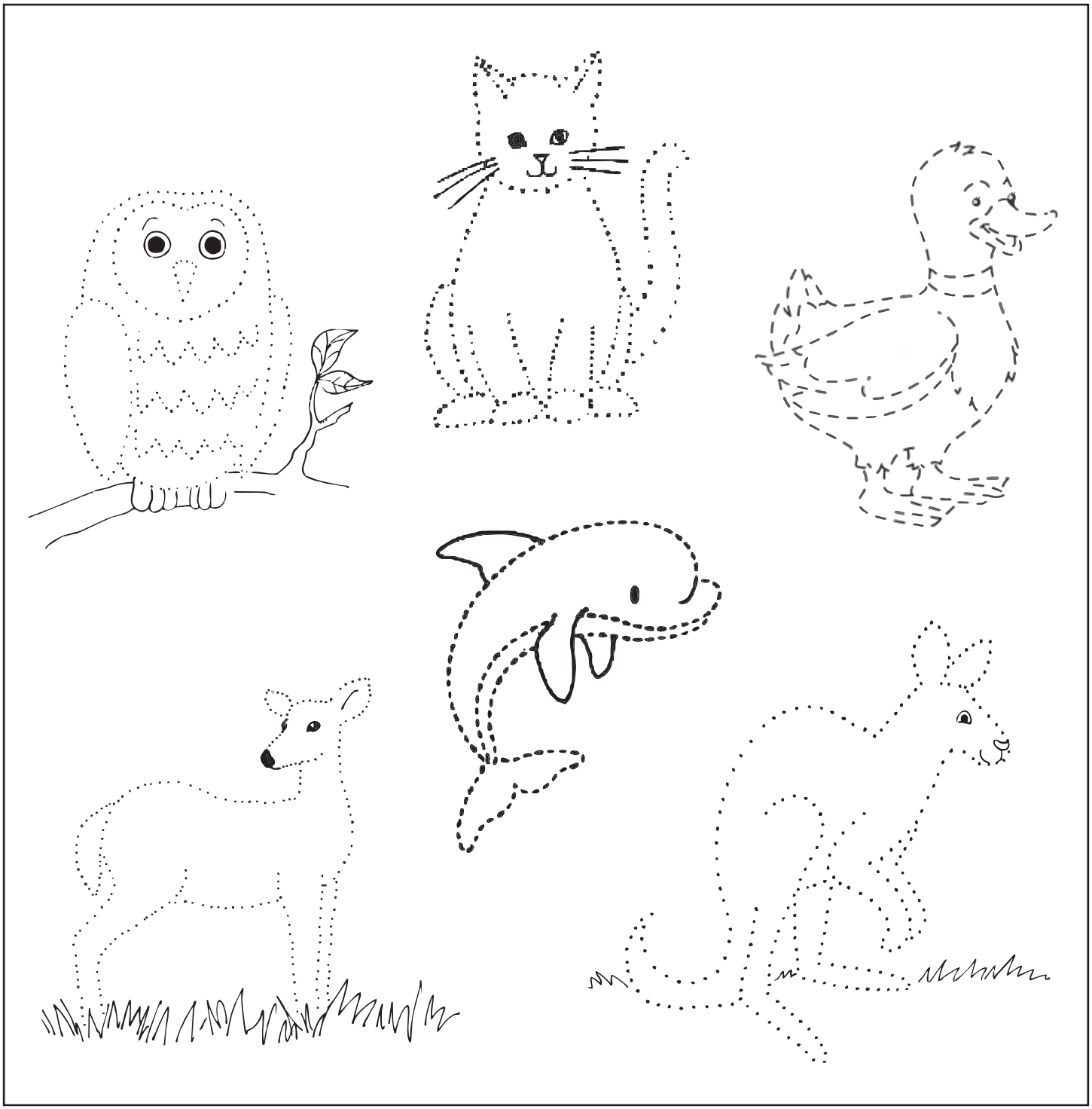
Poem: A Kite

Colour the pictures starting with the sound 'S'.



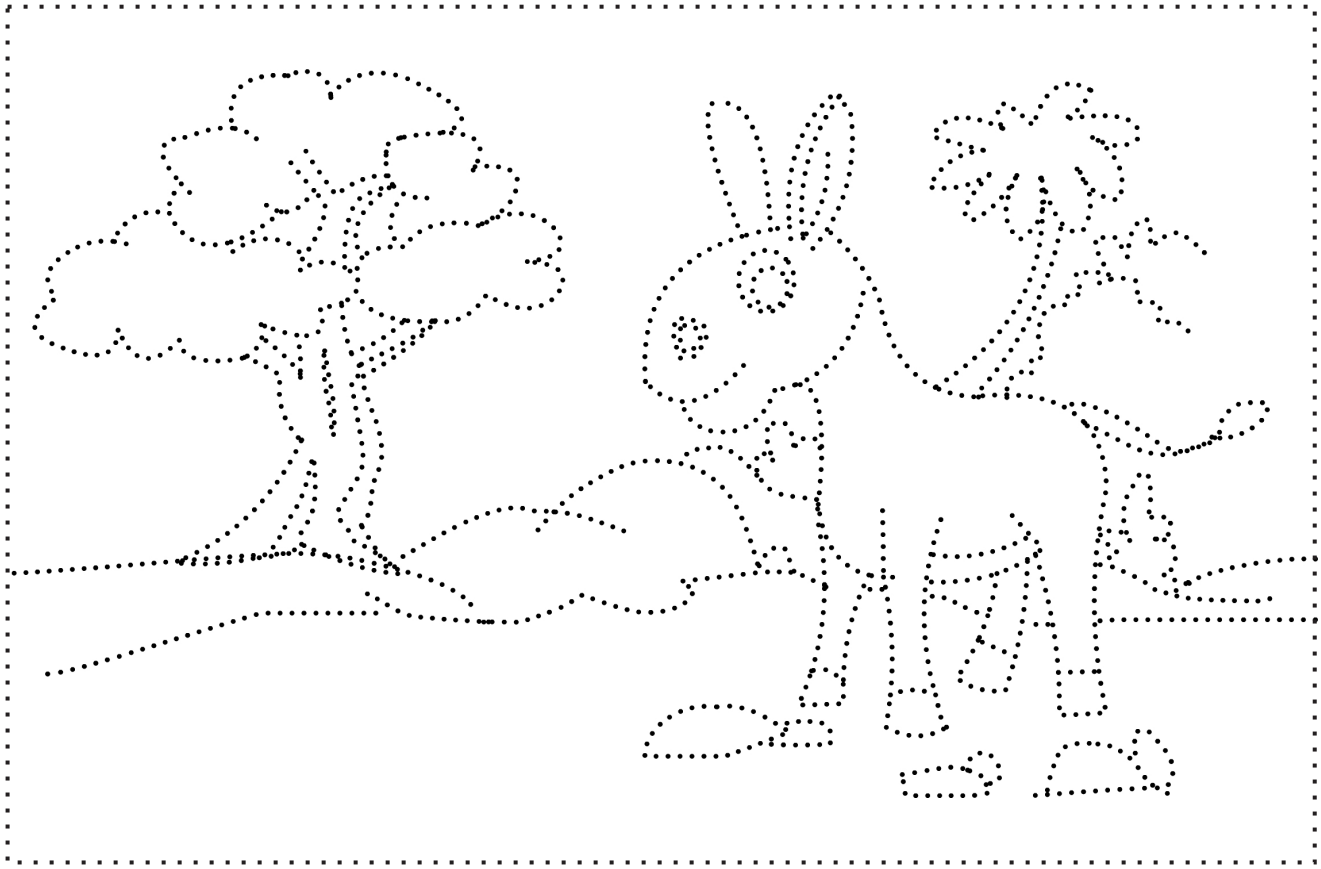
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



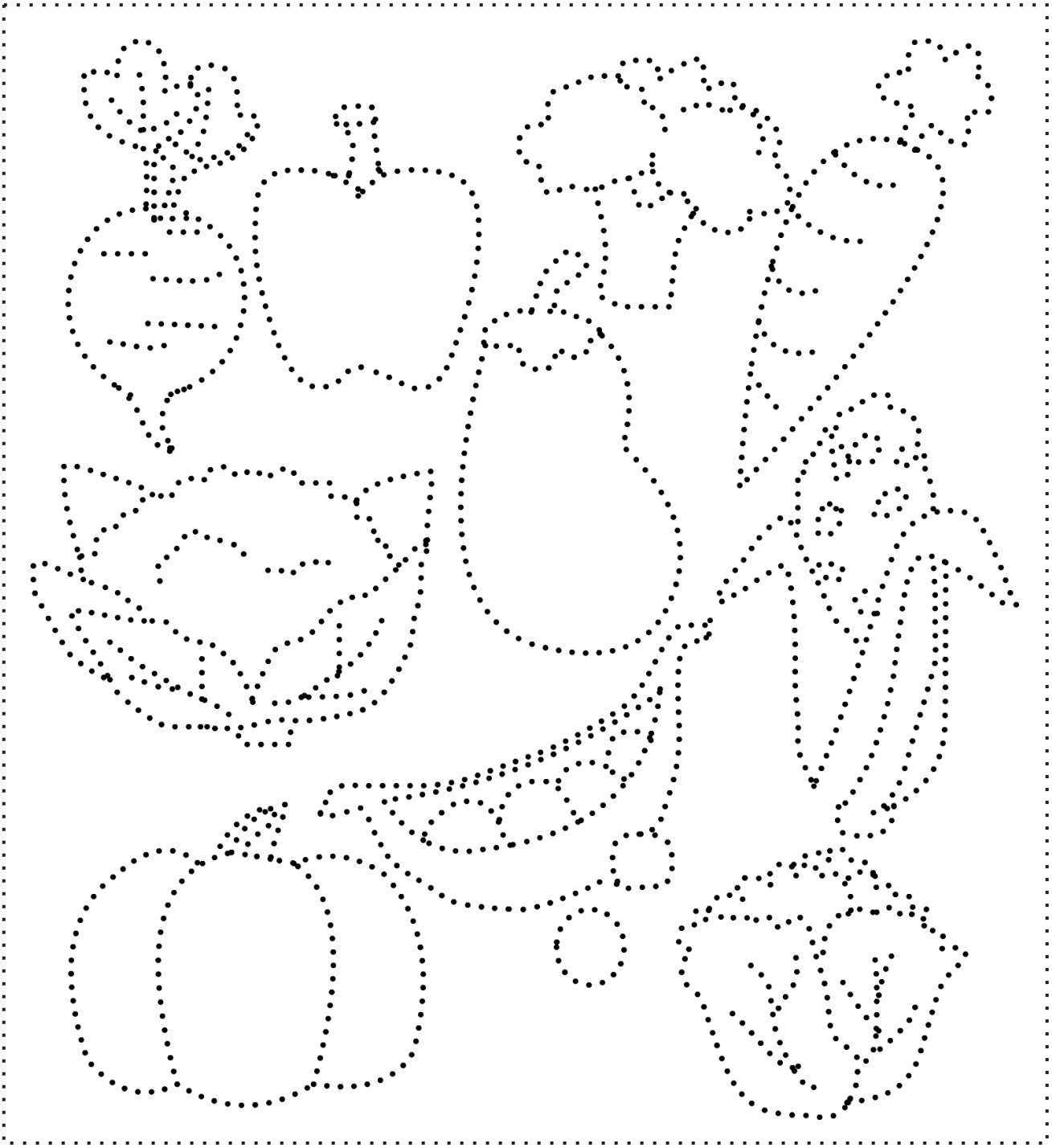
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.

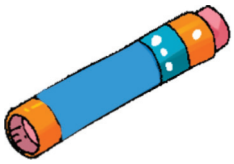


Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Sundari

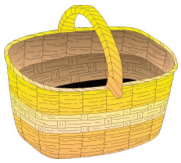
Look at the pictures given in the clouds. Complete the words with appropriate letters.

S.....i.....K



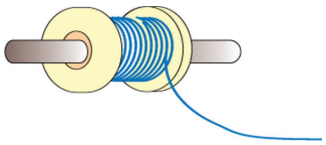
g.....u.....

b.....l.....



b.....s.....e.....

p.....p.....r



r.....l....e....

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson: Sundari

Look at the following pictures. Observe the action word and fill in the blanks using 'ing' with the action word. The first one is done as an example.

1. Play — Playing

2. Hold _____

3. Go _____

4. Start _____

5. Carry _____

6. Look _____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Let's speak

Look at the pictures given below and observe the activities shown in the pictures.

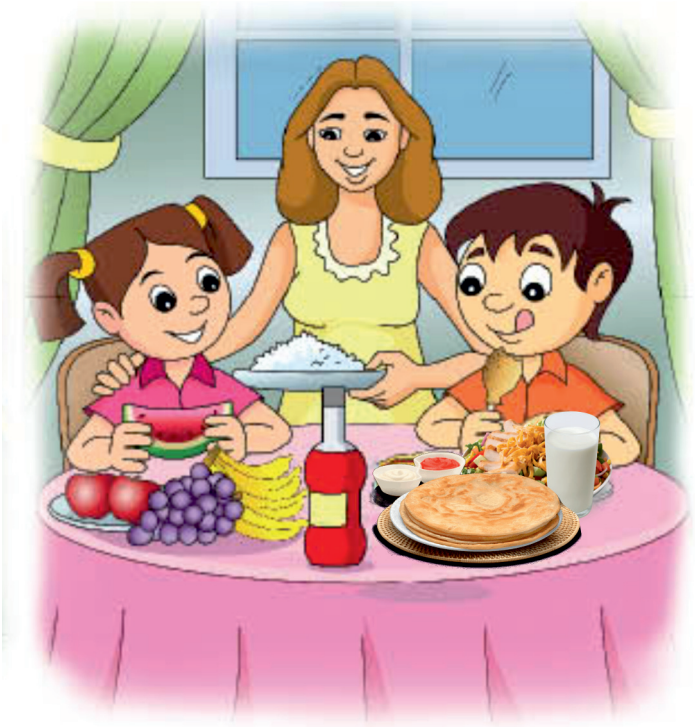
A.

B.

Contd.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

C.



Teacher would ask learners to tell about their observations one by one. Then she would ask them to speak about their friends on the basis of given sentences.

The name of my friend is _____.

He / she is _____.

His / her favourite food is _____.

Teachers' Note

Teacher may write a few words on the blackboard for learners' guidance. For instance: kind, loving, helping, good, caring, rice dal, rajma rice, samosa, breadpakora, burger etc.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Sundari

Look at the picture given below and fill in the blanks with words given in the box.

Home	Playful	Pet	Four
Love	two	brown	short

The dog is a _____ animal. This dog's colour is _____. It has _____legs and _____ ears. It has a _____ tail. It guards our _____ in night. The dog is very active and _____. All the children _____the dog.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

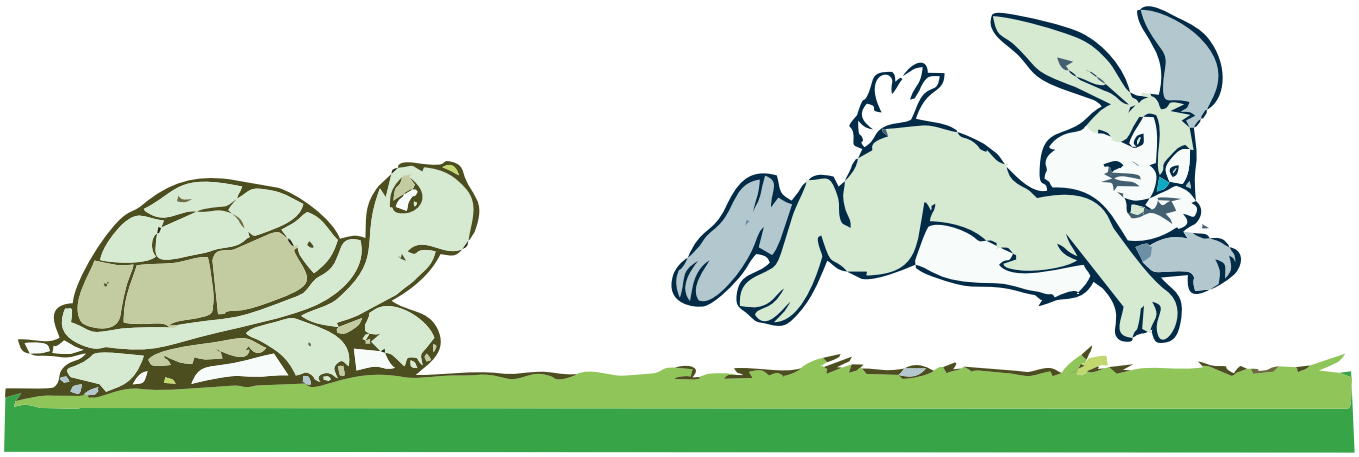
My Page

Name _____ Class/Sec. _____ Roll No. _____ Date _____

A Little Turtle

Story Telling

1. The teacher may ask the students to tell the stories of different animals, birds or other items.
2. The teacher may then ask the children to recite any poem which relates to the above themes.
3. In order to make the poem more meaningful and joyful the teacher may now tell the story of a turtle and a rabbit and then recite the poem with the children.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Making Puppets

Children love to draw. Teacher can motivate children to draw pictures related to the text and ice cream sticks can be pasted behind them. Now we have stick puppets made by the children. These can be used to narrate the story. These stick puppets can be held by the children while reciting the poem too.

Example :

The Tiger and the Mosquito

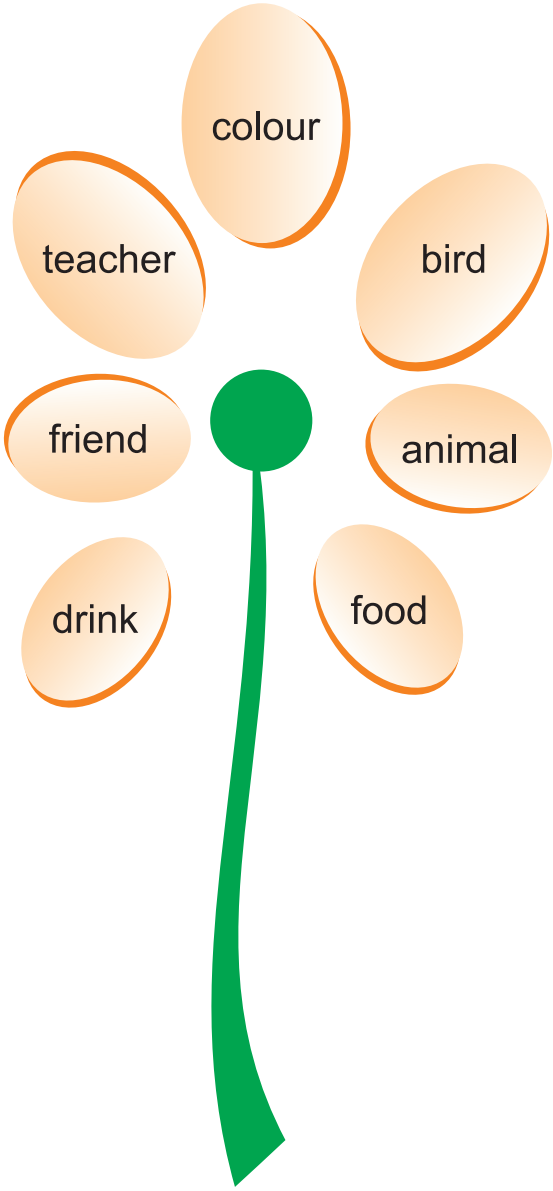
Stick puppets of tiger and mosquito can be made and then, using these puppets in the classroom theatre, the children can enact the story.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Poem

A Little Turtle

Draw and Colour



'My favourite' Whole Class Activity.

The teacher would ask the students to draw and colour the picture in their note books. She would ask the students to write their favourite colour, bird, animal, food, drink, friend and teacher. Then she would call the students and ask them to speak about their favourites.

1. My favourite colour is _____.
2. My favourite bird is _____.
3. My favourite animal is _____.
4. My favourite food is _____.
5. My favourite drink is _____.
6. My favourite friend is _____.
7. My favourite teacher is _____.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Lesson - The Tiger and the Mosquito

After discussing the story with students in the form of either role play or picture composition, the teacher will write the following passage for comprehension purpose.

Kalu the tailor had a shop near the river. He made colourful pants and shirts for children. Appu the elephant was his friend. Appu came to his shop everyday. Kalu gave him many nice things to eat.

1. Say whether the following statements are right (✓) or wrong (×).

a) Appu was the tailor and Kalu was the elephant. ☐

b) Both were friends. ☐

c) Appu never came to his shop. ☐

d) Kalu gave him many nice things to eat. ☐

Name _____ Class/Sec. _____ Roll No. _____ Date _____

The Tiger and the Mosquito

Q. Read aloud the following sentences and underline the picture word.

This is a rat.

It is a big rat.

This is a pen.

It is a big pen.

This is a pig.

It is a big pig.

This is a pot.

It is a big pot.

This is a jug.

It is a big jug.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Q. Read and Write.

rat cat mat fat

pen hen ten den

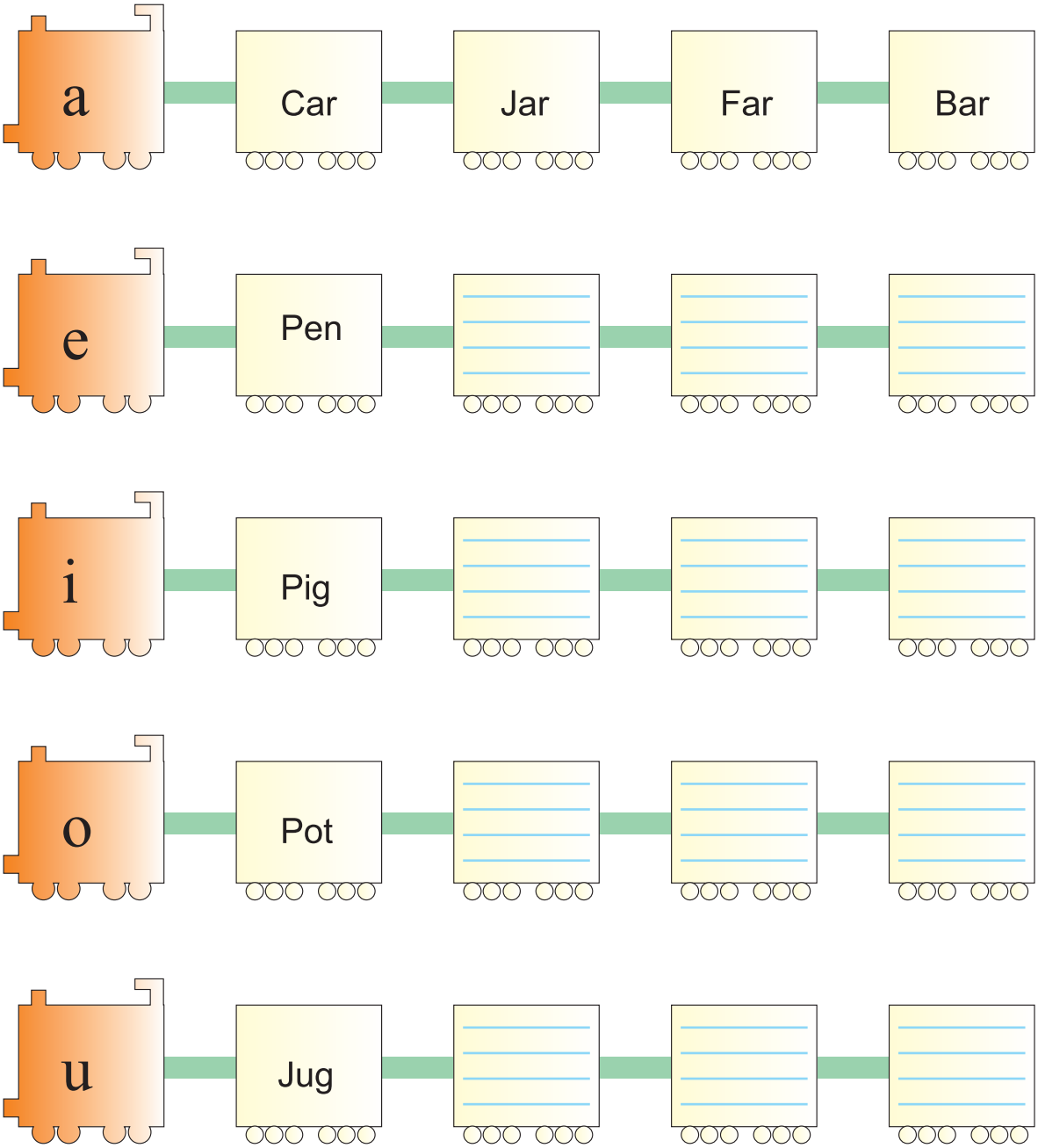
pig dig big wig

pot cot dot hot

jug bug mug hug

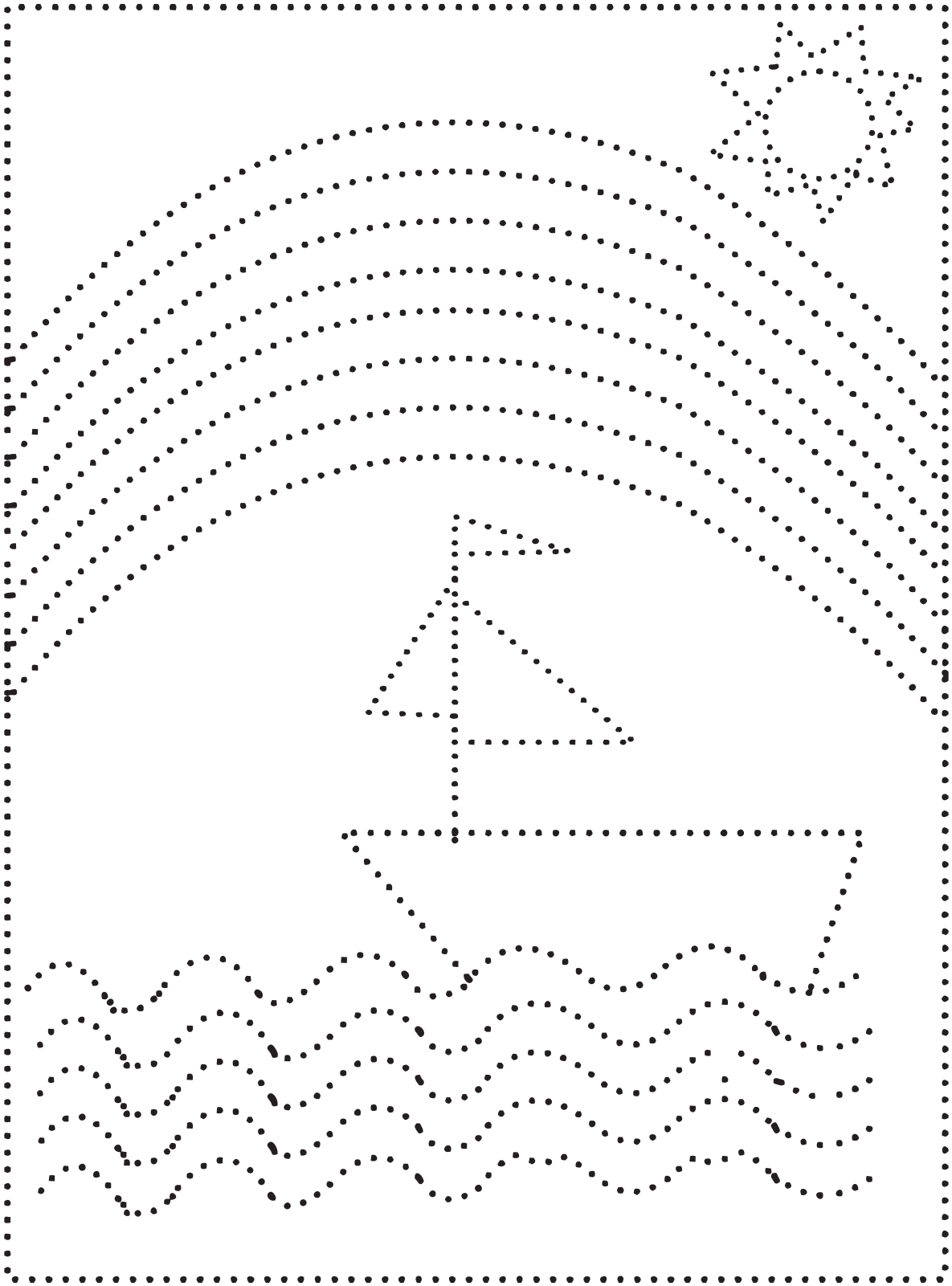
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Look at the train and fill up each train coach according to the letter given in its engine. The words should sound the same as is given in the example.



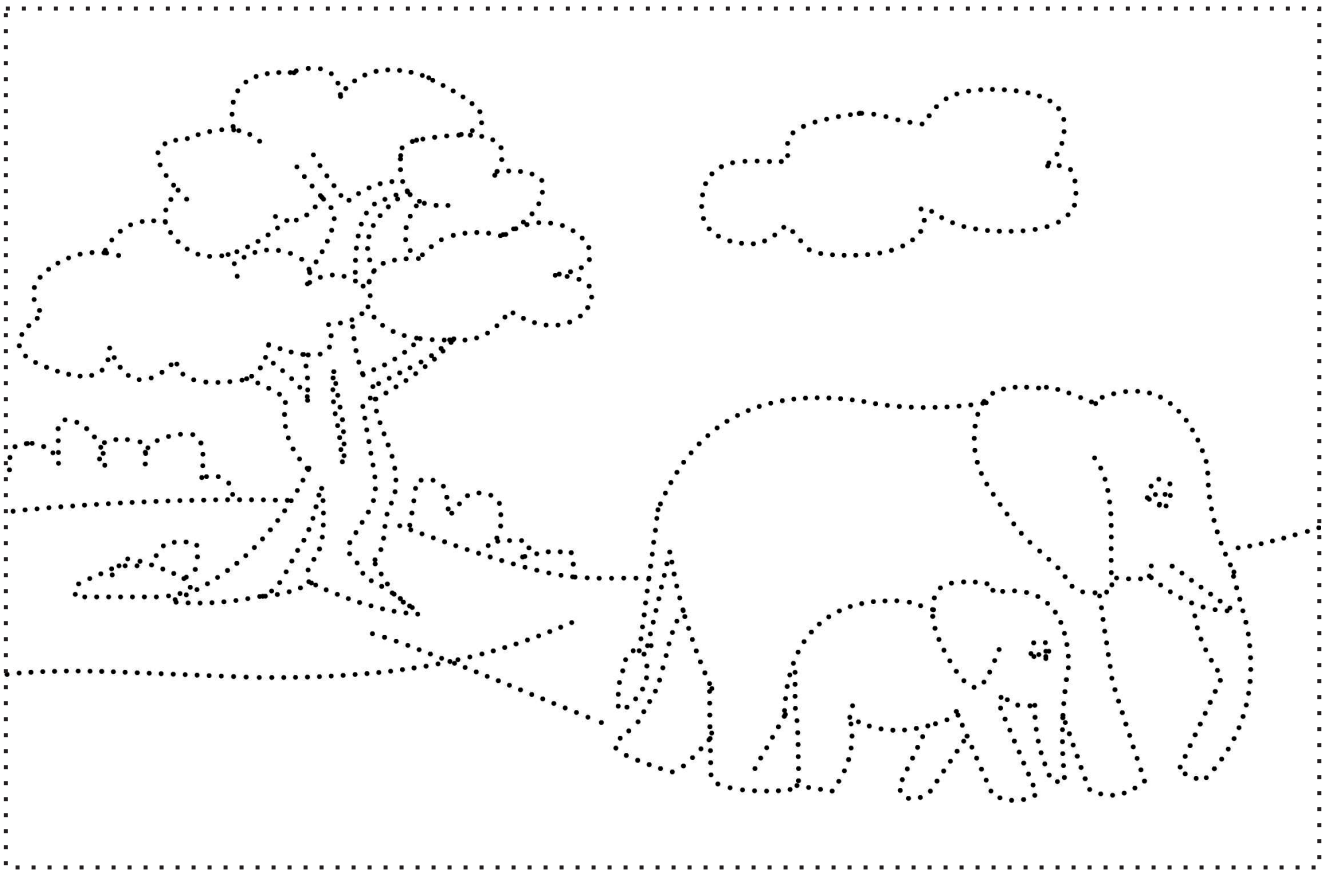
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



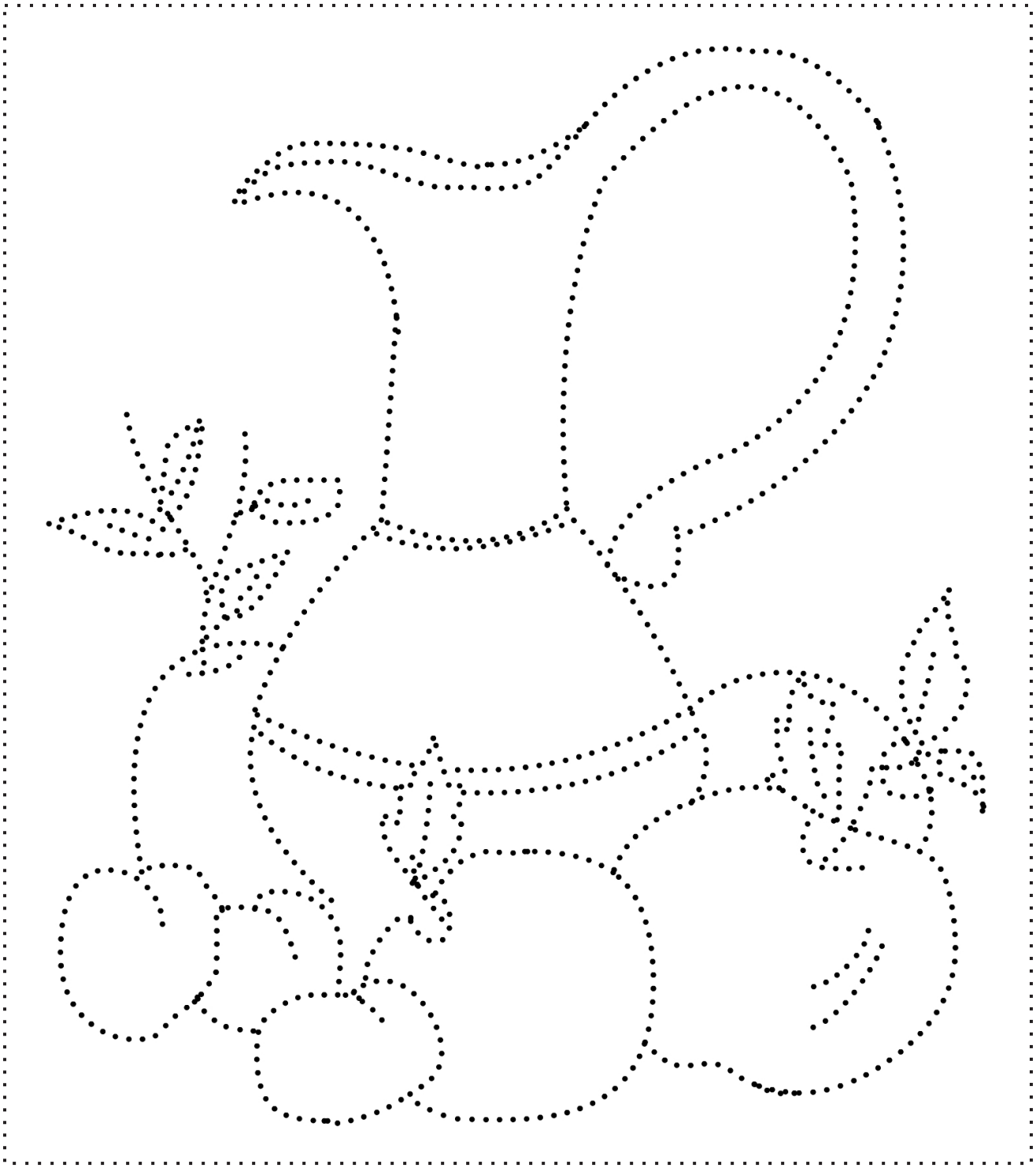
Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and colour the picture.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Clouds

Colour the words showing 'One' object in red colour and words showing 'many' objects in blue colour.

balls	orange	oranges	flower
shapes	window	cloud	windows
ball	fields	flowers	friend
hat	clouds	bat	shape
houses	bats	friends	house
hut	faces	face	huts
roses	rose	field	hats

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Write the following words in the right columns.

monkey, red, banana, crow, bear, peacock, mango, green, apple, yellow, owl, dog, white, orange, sparrow, horse, cow, blue, giraffe, parrot, buffalo, grapes, pineapple, blue.

Colours	Animals	Birds	Fruits

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Look at both the pictures carefully. Spot the differences and write the names of the missing things / changes in the blanks.

A.

B.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Road safety rules

Fill the boxes with alphabet as shown in table.

Q. When should you wear your helmet ?

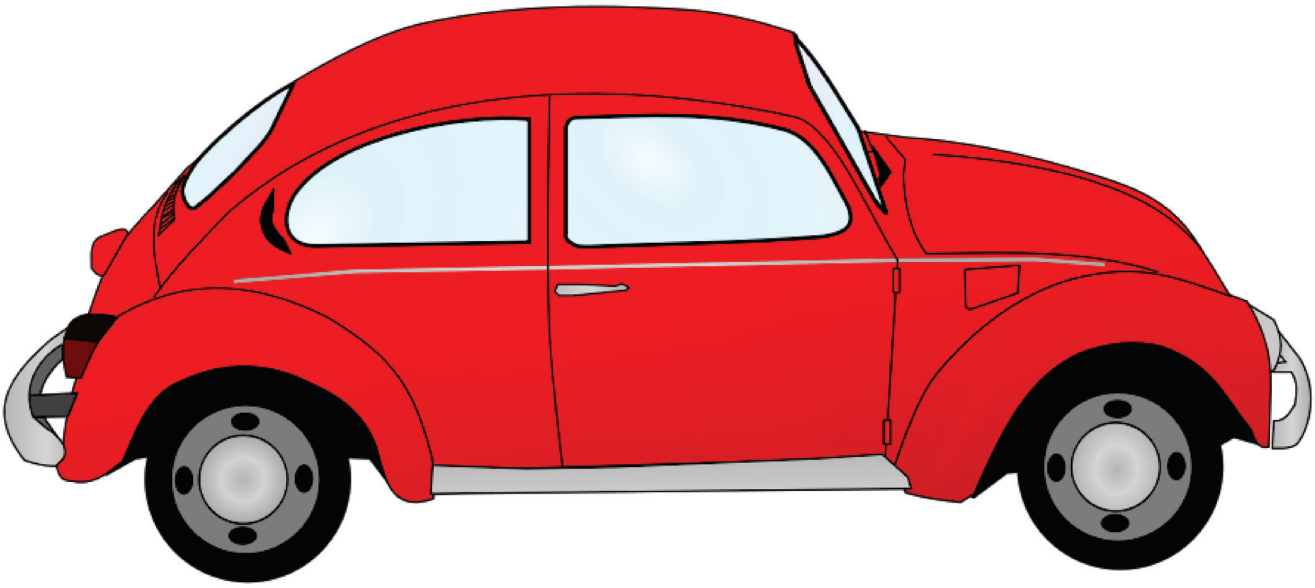
A - 1
B - 2
C - 3
D - 4
E - 5
F - 6
G - 7
H - 8
I - 9
J - 10
K - 11
L - 12
M - 13
N - 14
O - 15
P - 16
Q - 17
R - 18
S - 19
T - 20
U - 21
V - 22
W - 23
X - 24
Y - 25
Z - 26

1	12	23	1	25	19
23	5	1	18		
25	15	21	18		
8	5	12	13	5	20
23	8	9	12	5	
4	18	9	22	9	14	7

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Look at the pictures and fill in the blanks.

Wear _____ while driving two-wheeler. (coat / helmet)



1. Use the _____ belt while driving a car. (seat / tie)
2. Drive in the _____ lane. (right / wrong)

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Anandi's Rainbow

Circle the pictures which start with the sound 'r'.

R r

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Anandi's Rainbow

Colour the umbrella with colours of a rainbow and write the names of colours.

V Violet

I

B

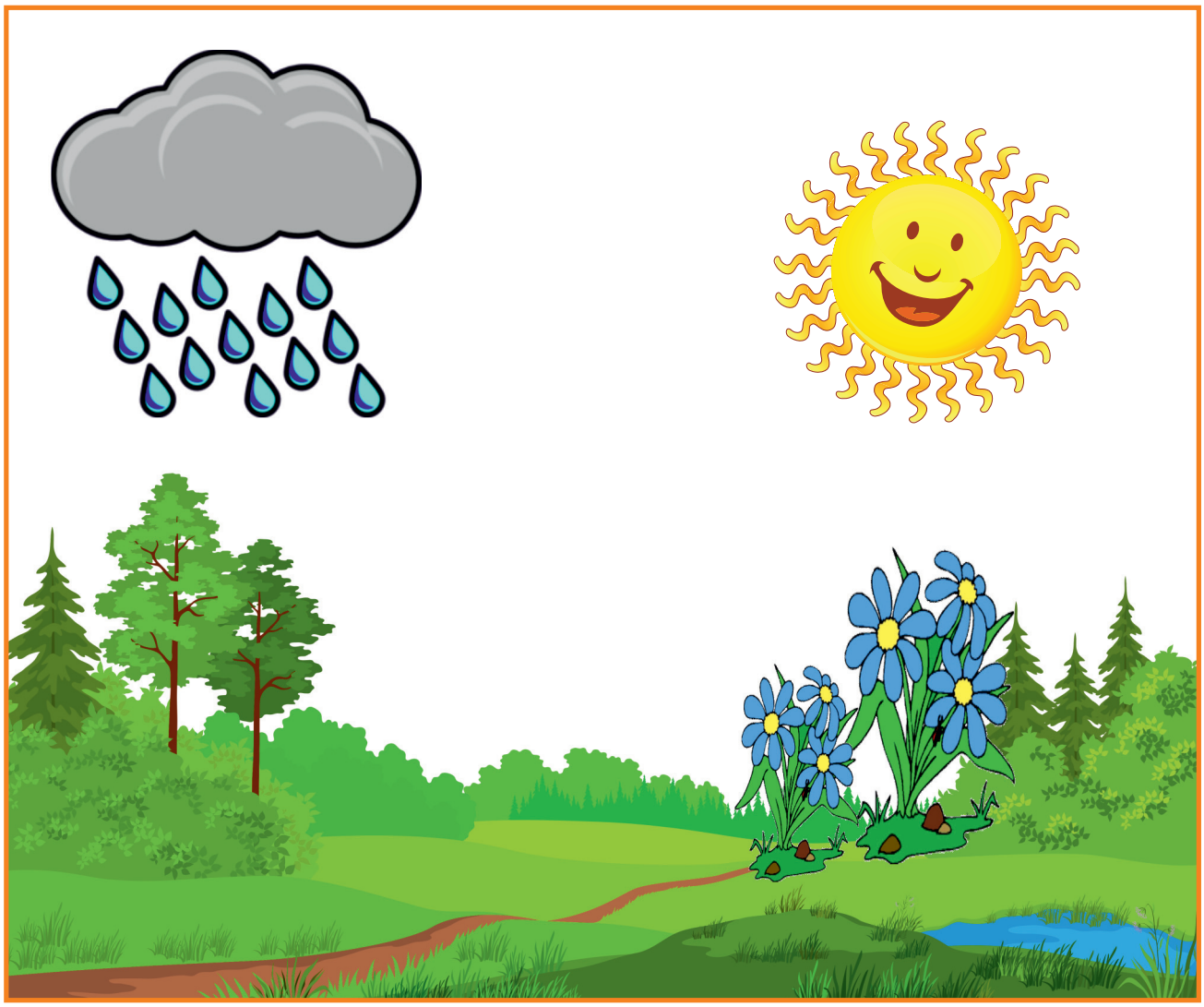
G

Y

O

R

Name _____ Class/Sec. _____ Roll No. _____ Date _____



Fill the colours in the given picture. Write the names of the objects which are given in the picture.

(1) S___ (2) F_____

(3) R_____ (4) C____

(5) G____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Rearrange the words and rewrite the sentences. One has been done for you.

e.g. boy / am / I / a

I am a boy.

1. am / I / a / girl

_____.

2. tailor / a / is / Kalu

_____.

3. draw / to / loves / Anandi

_____.

4. blue / sky / is / The

_____.

5. Kite / a / Sundari / was

_____.

6. friends / Lalu / Peelu / and / are

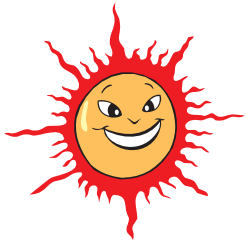
_____.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Look at the pictures given below and complete the words.

U __b__ __l__ __

H __u__e



__ __n

B __ __t

C__ __

B__t__ __r__ __y

R__ __nb__ __

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Flying Man

Guess, Who am I ?

Teacher would ask learners to bring one important thing related to a profession from their homes. The learners would be asked to show that thing to the class and ask the name of profession.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Word Power

Names of five colours are given in the word search. Find them and colour. One has been done for you.

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

Name _____ Class/Sec. _____ Roll No. _____ Date _____

The Tailor and his Friend

Q Write the opposite :

1. Happy _____

2. Hot _____

3. Black _____

4. Tall _____

5. Good act _____

6. Light _____

7. Open _____

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Find hidden words in the following words. One has been done for you. The words can be of either two letters or three letters.

MONKEY	COCONUT	WHITE
DOZING	BEAR	FARM
SPOON	AROUND	

MONKEY has 'KEY'

COCONUT has _____ .

WHITE has _____ .

DOZING has _____ .

BEAR has _____ .

FARM has _____ .

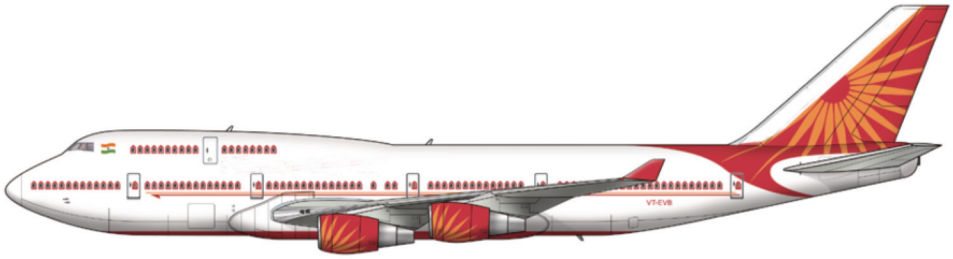
SPOON has _____ .

AROUND has _____ .

Name _____ Class/Sec. _____ Roll No. _____ Date _____

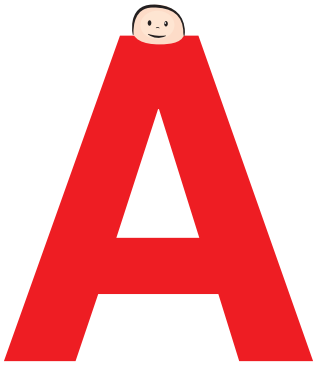
Look at the picture below and make an aeroplane with glaze paper / pastel sheet.

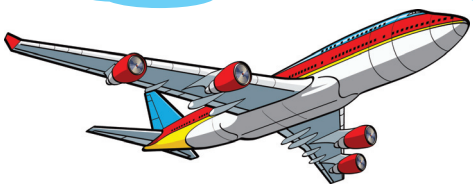
Paste it in the space given below. The teacher would read aloud the sentences and ask the learners to choose the correct option.



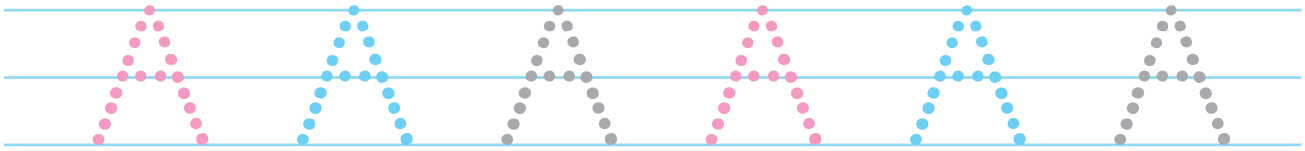
1. This is an _____. (aeroplane / car)
2. It flies in the _____. (sky / water)

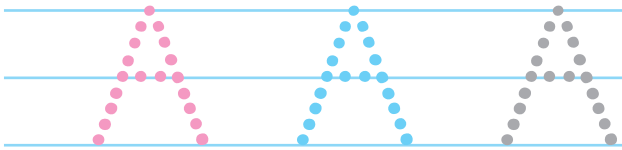
Name _____ Class/Sec. _____ Roll No. _____ Date _____

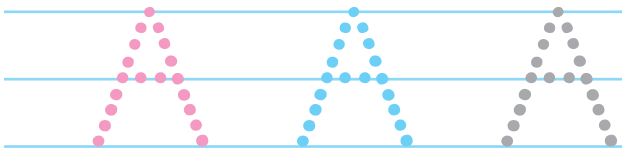


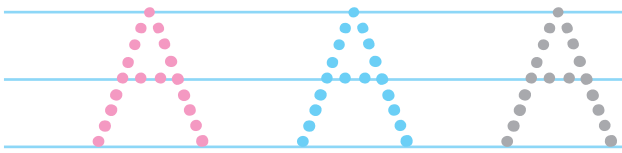


Join the dotted lines and write the letter in the given space.









Name _____ Class/Sec. _____ Roll No. _____ Date _____

B

Join the dotted lines and write the letter in the given space.

B B B B B B

B B B

B B B

B B B

Name _____ Class/Sec. _____ Roll No. _____ Date _____

C

Join the dotted lines and write the letter in the given space.

C C C C C C

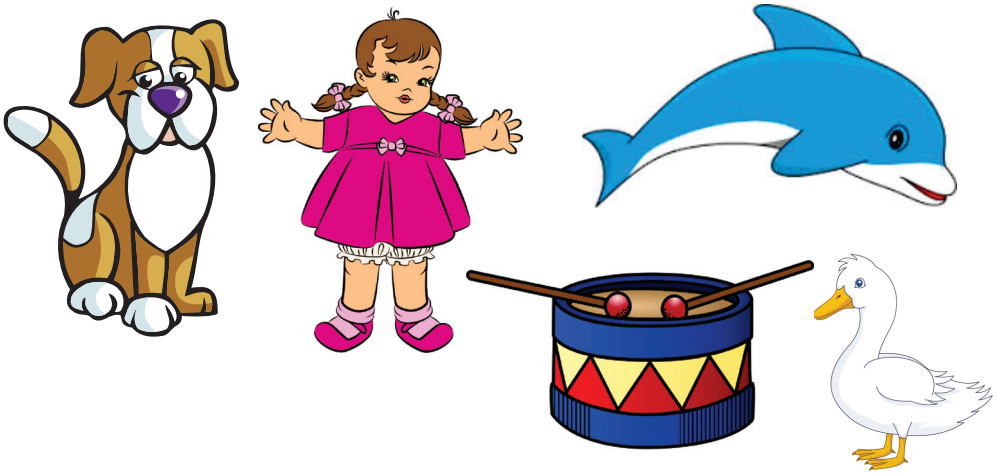
C C C

C C C

C C C

Name _____ Class/Sec. _____ Roll No. _____ Date _____

D



Join the dotted lines and write the letter in the given space.

D D D D D D

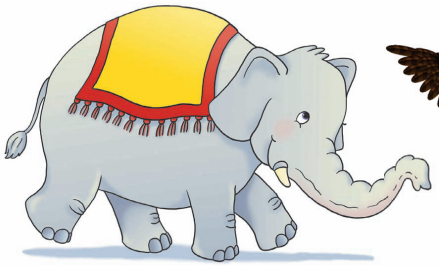
D D D

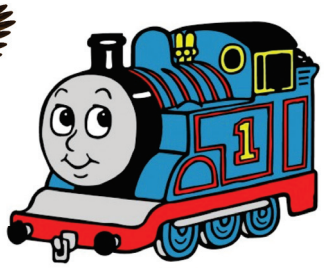
D D D

D D D

Name _____ Class/Sec. _____ Roll No. _____ Date _____

E





Join the dotted lines and write the letter in the given space.

E E E E E E

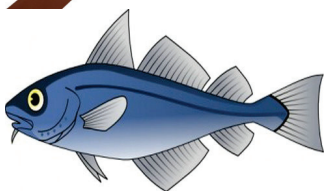
E E E

E E E

E E E

Name _____ Class/Sec. _____ Roll No. _____ Date _____

F



Join the dotted lines and write the letter in the given space.

F F F F F F

F F F

F F F

F F F

Name _____ Class/Sec. _____ Roll No. _____ Date _____

G

Join the dotted lines and write the letter in the given space.

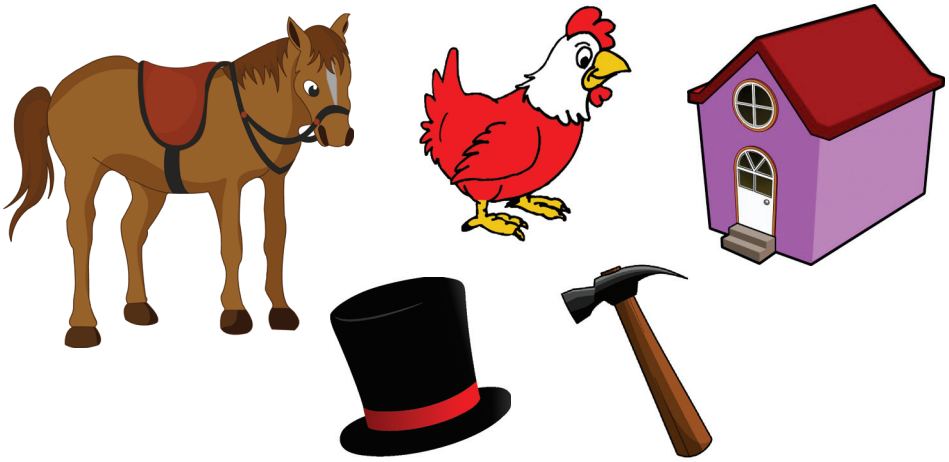
G G G G G G

G G G

G G G

G G G

Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

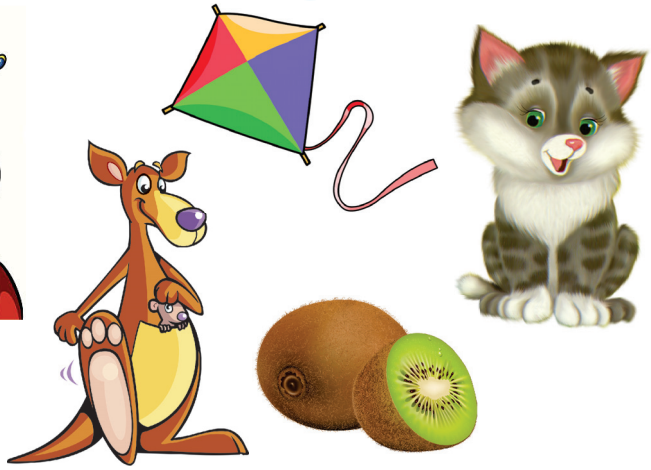
Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

K



Join the dotted lines and write the letter in the given space.

K K K K K K

K K K

K K K

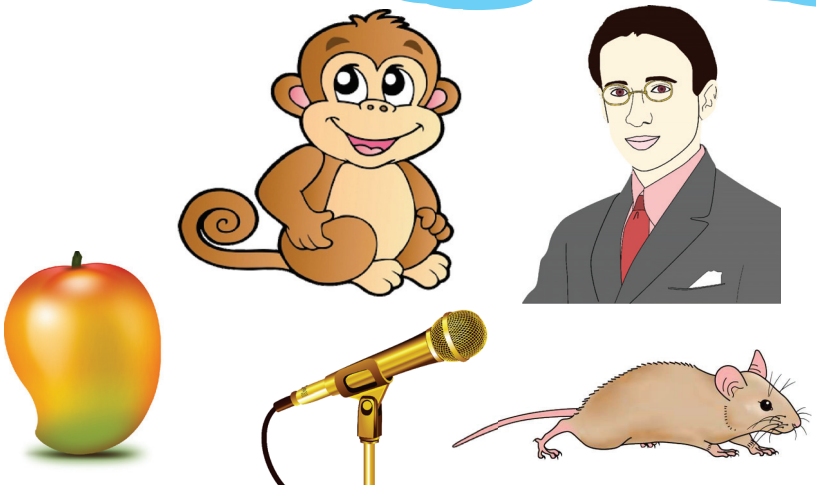
K K K

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

M



Join the dotted lines and write the letter in the given space.

M M M M M M

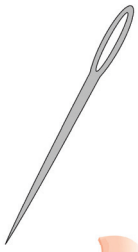
M M M

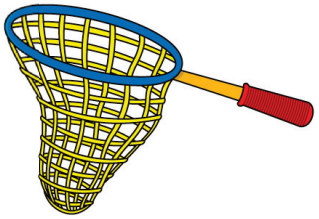
M M M

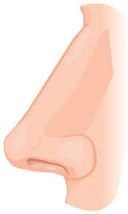
M M M

Name _____ Class/Sec. _____ Roll No. _____ Date _____

N







Join the dotted lines and write the letter in the given space.

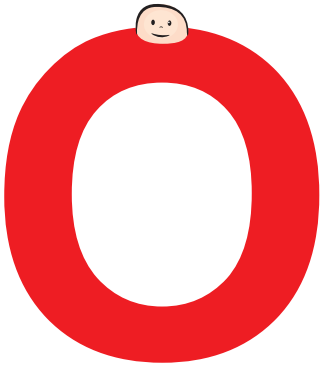
N N N N N N

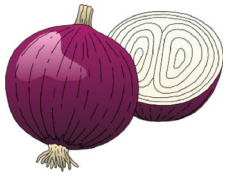
N N N N

N N N N

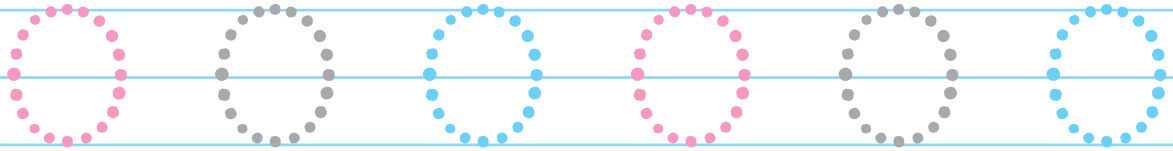
N N N N

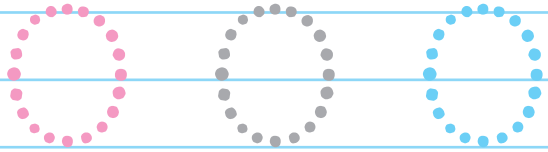
Name _____ Class/Sec. _____ Roll No. _____ Date _____

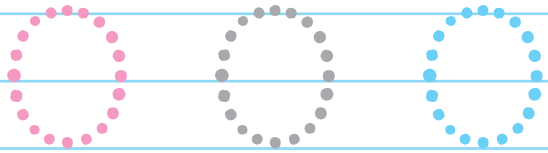


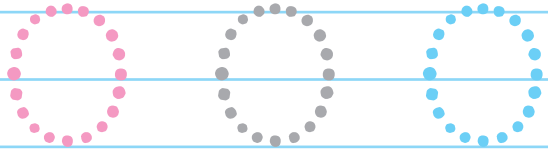


Join the dotted lines and write the letter in the given space.



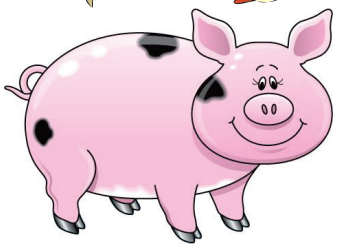


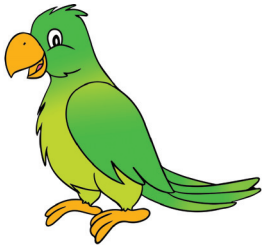


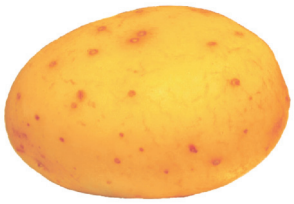


Name _____ Class/Sec. _____ Roll No. _____ Date _____

P







Join the dotted lines and write the letter in the given space.

P P P P P P

P P P

P P P

P P P

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

R

Join the dotted lines and write the letter in the given space.

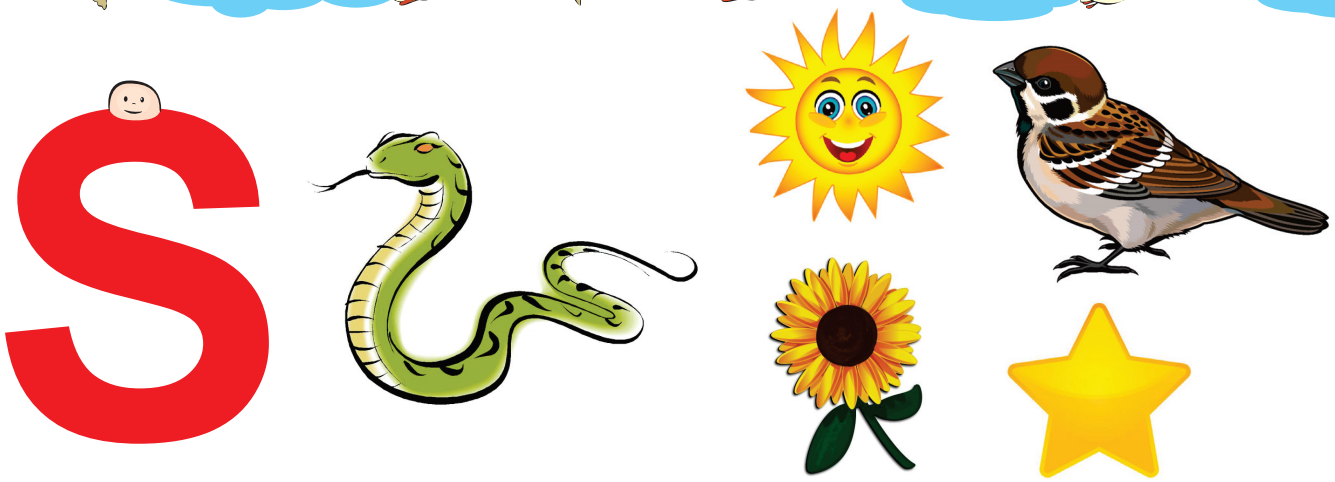
R R R R R R

R R R

R R R

R R R

Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines and write the letter in the given space.

S S S S S S

S S S

S S S

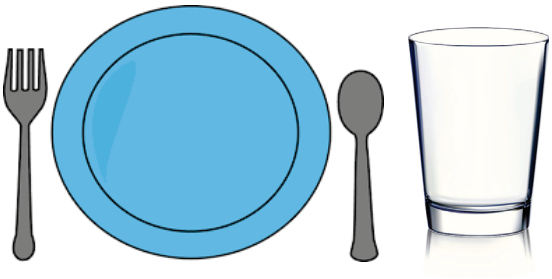
S S S

Name _____ Class/Sec. _____ Roll No. _____ Date _____

T

Join the dotted lines and write the letter in the given space.

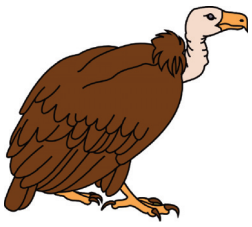
Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

V



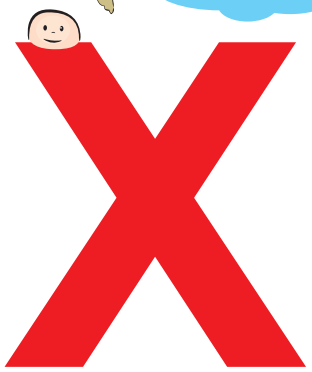
Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

W

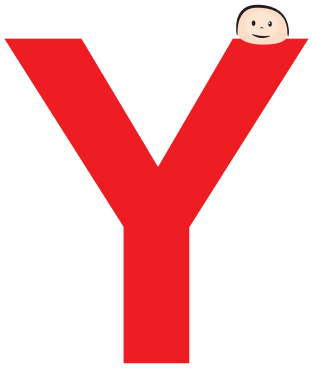
Join the dotted lines and write the letter in the given space.

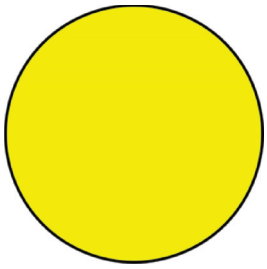
Name _____ Class/Sec. _____ Roll No. _____ Date _____



Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____





Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines and write the letter in the given space.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

Aa Bb Cc Dd

Aa Bb Cc Dd

Aa Bb Cc Dd

Aa Bb Cc Dd

Aa Bb Cc Dd

Aa Bb Cc Dd

Aa Bb Cc Dd

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

e f g h

e f g h

e f g h

e f g h

e f g h

e f g h

e f g h

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

I i J j K k L l

I i J j K k L l

I i J j K k L l

I i J j K k L l

I i J j K k L l

I i J j K k L l

I i J j K k L l

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

Q q R r S s T t

Q q R r S s T t

Q q R r S s T t

Q q R r S s T t

Q q R r S s T t

Q q R r S s T t

Q q R r S s T t

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

U u V v W w X x

U u V v W w X x

U u V v W w X x

U u V v W w X x

U u V v W w X x

U u V v W w X x

U u V v W w X x

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Join the dotted lines.

Y y Z z

Y y Z z

Y y Z z

Y y Z z

Y y Z z

Y y Z z

Y y Z z

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Alphabet a to z (Small Letters)

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

Name _____ Class/Sec. _____ Roll No. _____ Date _____

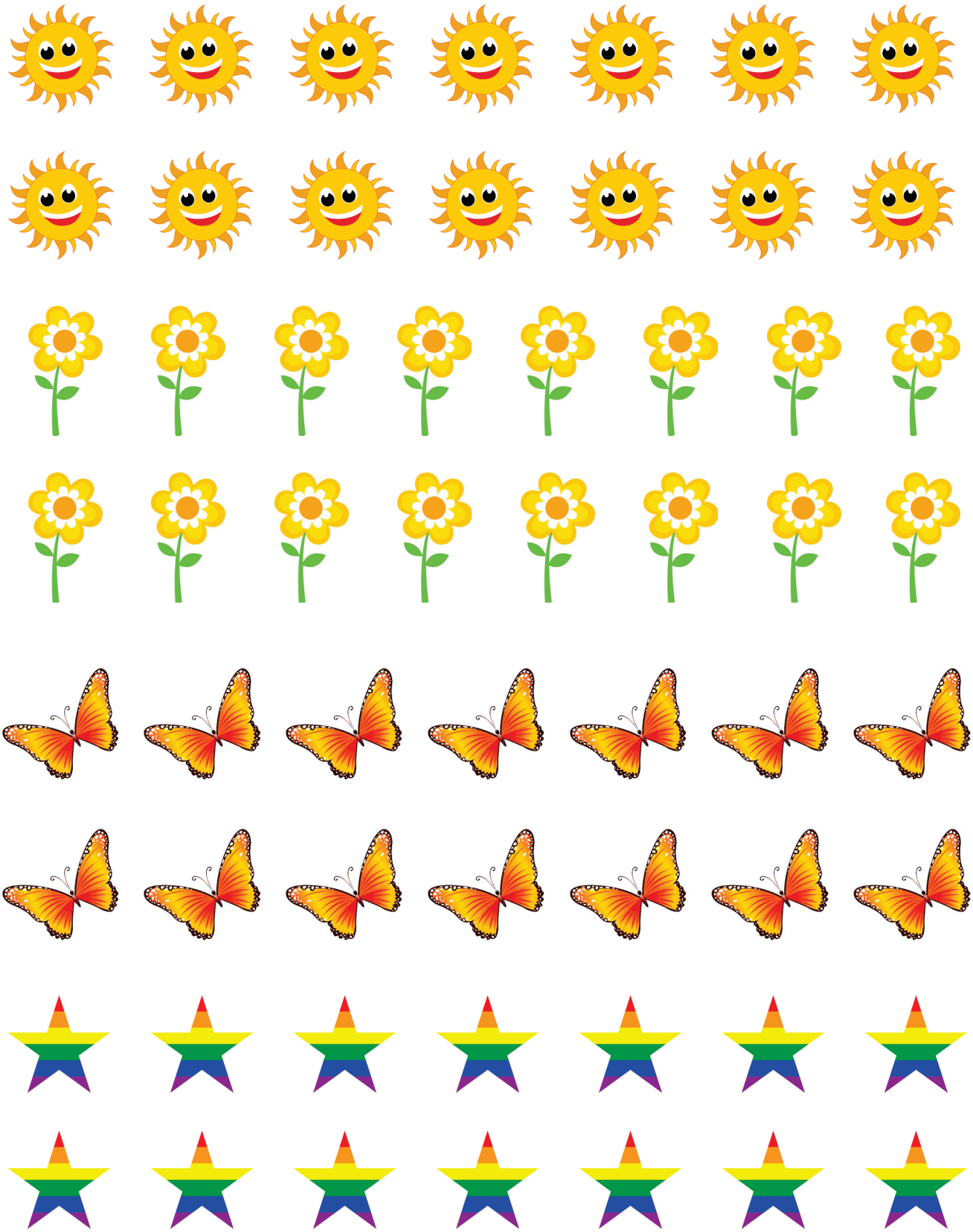
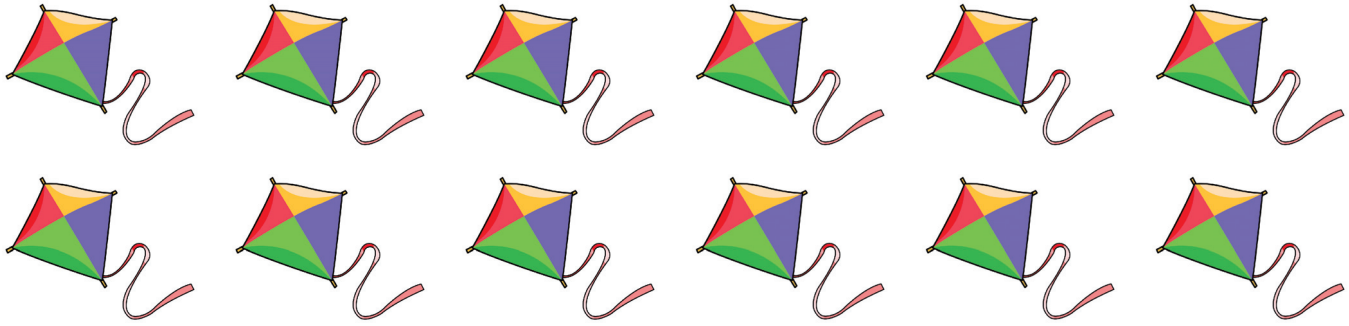
Alphabet A to Z (Capital and Small Letters)

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

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Alphabet a to z (Capital and Small Letters)

A a		A	a	N n		N	n
B b		B	b	O o		O	o
C c		C	c	P p		P	p
D d		D	d	Q q		Q	q
E e		E	e	R r		R	r
F f		F	f	S s		S	s
G g		G	g	T t		T	t
H h		H	h	U u		U	u
I i		I	i	V v		V	v
J j		J	j	W w		W	w
K k		K	k	X x		X	x
L l		L	l	Y y		Y	y
M m		M	m	Z z		Z	z

Name _____ Class/Sec. _____ Roll No. _____ Date _____

Annexure