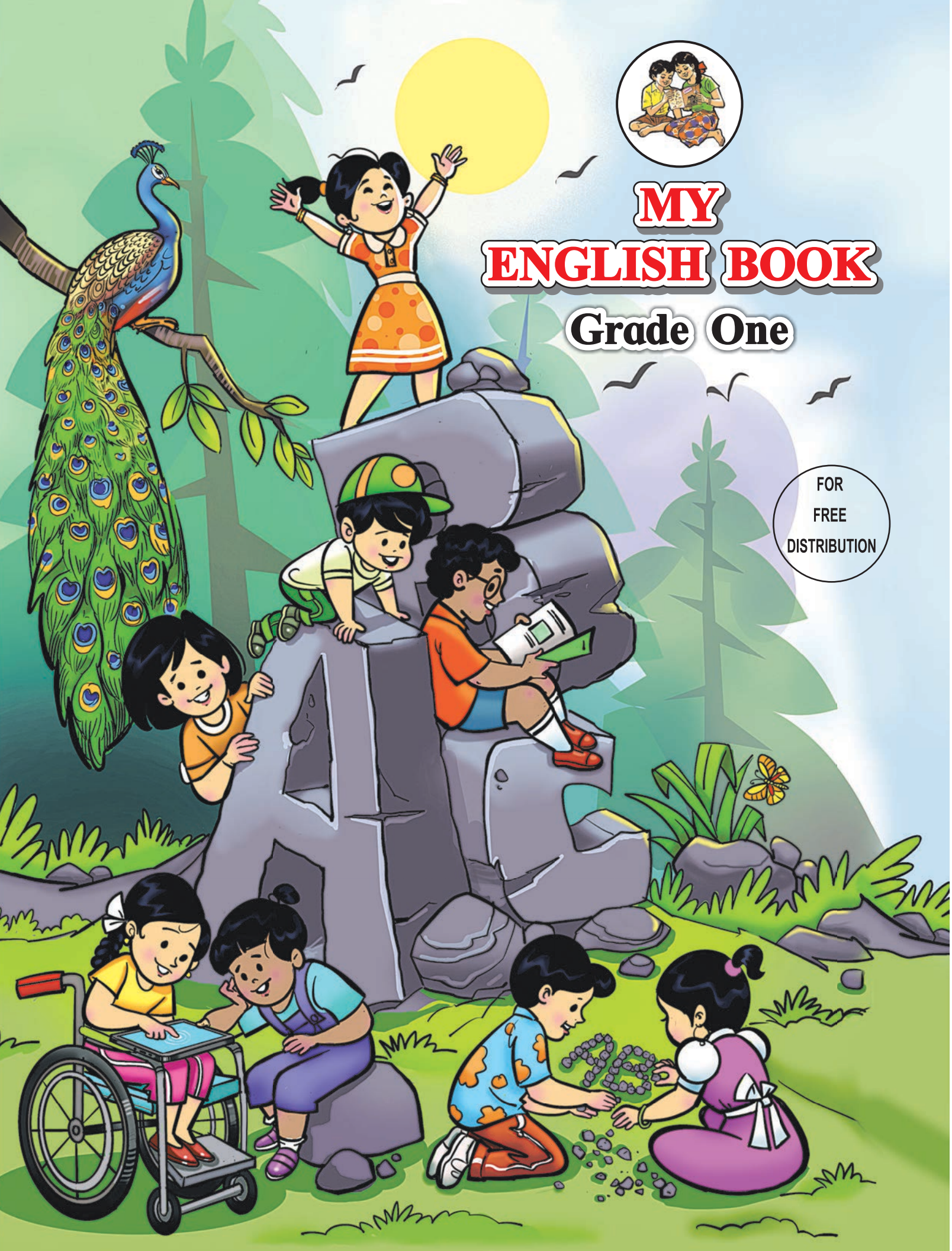




MY ENGLISH BOOK

Grade One

FOR
FREE
DISTRIBUTION



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



नए समाज की ओर
Towards a new dawn



Provide students with age-appropriate guidance on recognizing and understanding
good touch and bad touch, ensuring their physical and emotional well-being.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30 and has been verified by them. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on April 16, 2025 for use from academic year 2025-26 onwards.

MY ENGLISH BOOK

Grade One
(Non-English Medium)

My Name



Maharashtra State Bureau of Textbook Production
and Curriculum Research, Pune.

समग्र शिक्षा



Scan the adjacent QR code with your smartphone to access digital resources, including audio, visual and audio-visual materials, that complement this textbook.

First Edition : 2025

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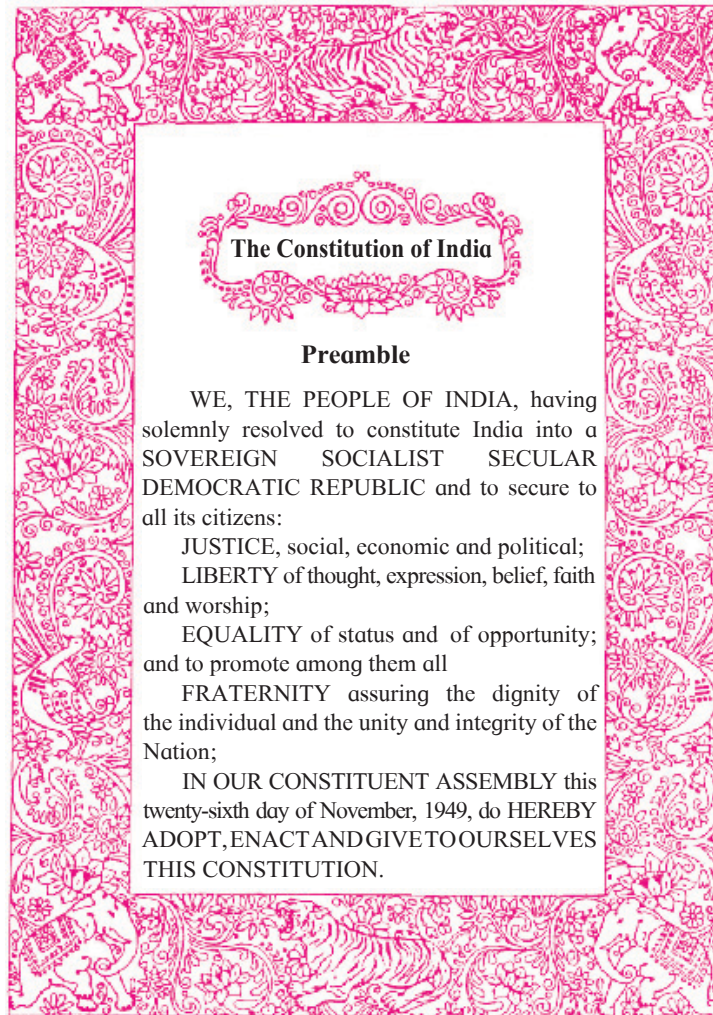
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

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

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भिती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Preface

Dear Children,

Now you are in Grade One. A most hearty welcome! We are happy to place this textbook **My English Book** for Grade One in your hands.

This textbook is prepared keeping in mind the Foundational Stage Curriculum 2024 which is based on the National Education Policy 2020. You will definitely like this textbook. Before entering into Grade One, in the pre-school (Balvatika) stages you are already familiar with some English letters as a part of your language learning. You are already familiar with some songs, stories and various activities in English language. In this year, too, you will learn through this textbook some new activities like picture-description, songs and rhymes, stories, picture-stories, letters, vowels, language puzzles and language games. This textbook will definitely help you in laying the foundation of your language education and strengthening your ability to speak, read and write English language. The textbook includes content-related attractive and interactive pictures to make your learning more enjoyable and interesting.

There are many songs, poems and rhymes in this textbook. You will sing all those songs and poems with actions and in rhythmic way. You will be very happy to sing these songs. You will also enjoy various stories and picture-stories and surely rejoice in listening and telling these stories. You will chat and discuss the picture descriptions and immerse yourselves with the situations in them.

The letter-groups and activities in the textbook are designed in such a way that you may gradually know the letters and the vowels. You will surely like the picturesque construction and design of the book. At the beginning, you will enjoy the fun of English letters and words identifying similar letters in the words, tracing the letters from pictures. You have to learn every letter and vowels through the practice. Once, you have identified letter and vowels, then you may write small words and small sentences gradually. Some language games are also given in the textbook. You have to learn English language in playful manner and through practice.

Your introduction to language will become more and more concrete through all of these things given in the textbook. At the end of Grade One, you will be able to speak, read and write English nicely. Friends, grow up while studying English with joy. Wish you all the best for your studies!



Pune

Date : 30 April 2025

Indian Solar Year : 10, Vaishakh, 1947
Akshayya Tritiya

(Krishnakumar Bhaskarrao Patil)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

My English Book : Grade One

Mapping and Scope of Learning Outcomes

C.G.	Comp.	L. O. No.	Statement	Scope
9	9.1	9.1.1.1	Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and asks questions.	1.1, 2.1, 4.9
		9.1.2.1	Sings/recites longer (10 sentences) songs/ poems.	1.1, 1.10, 2.2, 2.6, 3.1, 3.5, 3.7, 4.1, 4.3, 4.7
	9.2	9.2.1.1	Extends/Creates short poems/ rhymes with the help of the teacher.	1.2, 1.4
	9.3	9.3.1.1	Engages in conversations, wait for his/her turn to speak and allow other to speak.	1.1, 1.2, 1.5, 1.7, 2.1, 3.2, 3.9, 4.2
		9.3.2.1	Engages with non-fictional content read aloud or discussed in class, links knowledge from his/her own experiences and talks about it.	1.5, 1.7, 2.1, 2.7, 2.10, 3.2, 4.2, 4.4, 4.7
	9.4	9.4.1.1	Follows instructions comprising of several steps. (8 to 9 instructions at a time)	1.4, 1.5, 1.7, 2.9, 3.3, 4.6
		9.4.2.1	Gives clear instructions comprising of several steps. (8 to 9 instructions at a time)	1.7
	9.5	9.5.1.1	Interprets the intent of the plot and emotions of the characters in a story and tells the story with dialogue.	1.11, 2.10, 3.10, 4.5, 4.8
	9.6	9.6.1.1	Narrates his/her own short stories with simple plots and characters.	2.10
	9.7	9.7.1.1	Predicts meaning of unknown words in texts using pictures and context clues.	1.3, 1.8, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4, 3.7, 4.3, 4.5
11	11.1	11.1.1.1	Identifies rhyming words and alliterations.	1.10, 2.2, 2.6, 3.1, 3.4, 4.3, 4.9
		11.1.2.1	Identifies the beginning and end syllables in words.	1.9, 3.4
		11.1.3.1	Combines 2-3 syllables to form simple words.	3.8
	11.2	11.2.1.1	Begins to visually recognise and connect letters to corresponding sounds.	1.6, 1.9, 2.5, 2.8, 3.4, 3.5, 3.8, 4.1, 4.8
		11.2.2.1	Produces familiar words from familiar letters.	1.6, 1.9, 2.5, 2.8, 3.4, 3.5, 3.8
		11.2.3.1	Recognises sight words, their names and labels of objects in his/her environment.	1.3, 1.8, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.5, 3.7, 3.9, 4.3, 4.6
		11.2.4.1	Writes down short words on dictation.	1.6, 1.9, 2.8, 3.4



First-grade children are expected to attain the outlined learning outcomes by year-end. Relevant content on various pages, not just those specified, can contribute to achieving these outcomes.

Instructions for Teachers and Parents

The curriculum for the Foundational Stage has been designed as per the SCF 2024 prepared by SCERT Maharashtra, Pune. The content in this textbook is derived from the sources that relate and reflect the children's experiences. Along with play-based activities and enquiry-based learning, it focuses on developing the social skills. We are laying the foundation for English language learning in Grade One through simple interactive activities to boost the confidence, involvement, engagement and holistic development of the children.

Here's how teachers and parents can make learning an enjoyable experience by exploring these topics by fun and engaging methods. It is expected that the teachers / parents will follow the instructions given in the textbook to ensure the best learning experiences.

Poems

- Encourage the children to sing the songs/poems.
- Motivate them to sing independently or in unison with proper pronunciation, rhythm and actions.
- Help them create their own variations of the songs.

Speaking / Picture talk / Conversation

- Encourage the children to use familiar words in daily classroom situations/interactions.
- Facilitate interactive practice of greetings, requests, commands and simple instructions.
- Create environment to work in pair or group conversations in different situations.
- Motivate the children to use simple words, phrases and expressions.
- Ensure conducive and joyful environment in the classroom to promote spontaneous expression of the children.
- Provide real-life situations to develop speaking skills.

Reading

- Use preparatory activities to enhance reading skills.
- Encourage children to read aloud regularly.
- Practise repeated readings of familiar text to improve speed and accuracy.

Writing

- Make sure that development of listening and speaking is acquired before developing writing skills.
- Ensure that child listens carefully before taking dictation.
- Words given below the lessons can be used for the dictation.

- Develop proper pattern of writing (E.g. space between words, use of punctuation marks.)

Phonological awareness

- Introduce the sound/sounds of each letter.
- Help them to know the relationship between letters and sounds.
- Stress phonetic awareness and proper intonation.

Pedagogical Process

- Encourage the children to respond using complete sentences but verbal and non-verbal responses should also be accepted.
- Integrate diverse activities and language games throughout the year to reinforce learning in an enjoyable and engaging way.
- Provide clear and simple instructions while teaching to ensure better understanding of the concepts.
- Prepare and use variety of Learning Teaching Material (L.T.M. e.g. Flash card, realia etc.) to expand children's vocabulary and provide visual learning experiences.
- Make use of online resources like Diksha, Swayam, etc. to enhance language skills.
- Teachers are not expected to translate the lines from the texts. Children can understand the meanings of the words through associated pictures, actions and gestures.
- The activities given under the texts are just exemplary. Teachers can create their own activities based on the given texts.



Logos used in the Textbook



Listen



Speak/Discuss



Read



Write



Sing a song



Enact



Act



Colour the picture



For the Teacher

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1.1 Body Body Pop Pop



a. Listen and sing.



Body body pop pop ... body body pop pop
Body body ... pop pop pop.



Touch your head ... touch your shoulders
Body body ... pop pop pop.



Touch your eyes ... touch your ears
Body body ... pop pop pop.



Touch your nose ... touch your mouth
Body body ... pop pop pop.



Touch your hand ... touch your feet
Body body ... pop pop pop.



b. Listen and speak.



Teacher : What is this?

Student : This is my neck.



Teacher : Show me your **fingers**.

Student : These are my _____.



Teacher : Where is your **chin**?

Student : This is / Here is _____.



For the Teacher : • Practise conversation by using the names of other body parts.



1.2 What is your name?



a. Listen and practise.



b. Listen and sing.

Oh dear! Oh dear!

What is your name?

I am

Glad to meet you.

Oh dear! Oh dear!

How are you?

I am fine, thank you.

Hope you are too.



For the Teacher :

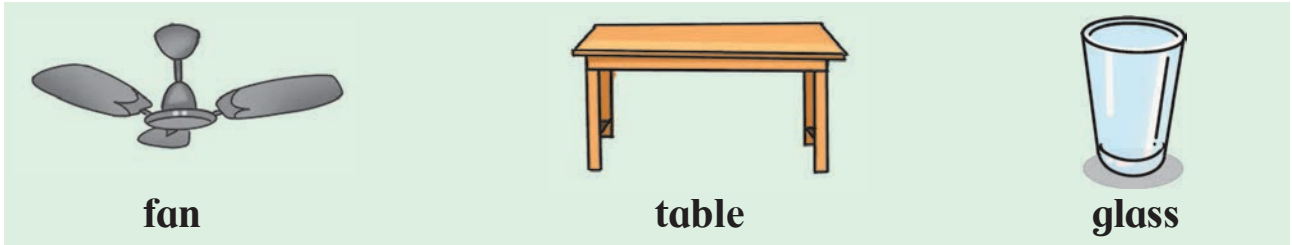
- Conduct the Chain Drill activity by using flash cards of the names.
- Practise the poem by using names of other family members.



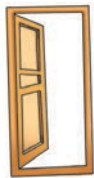
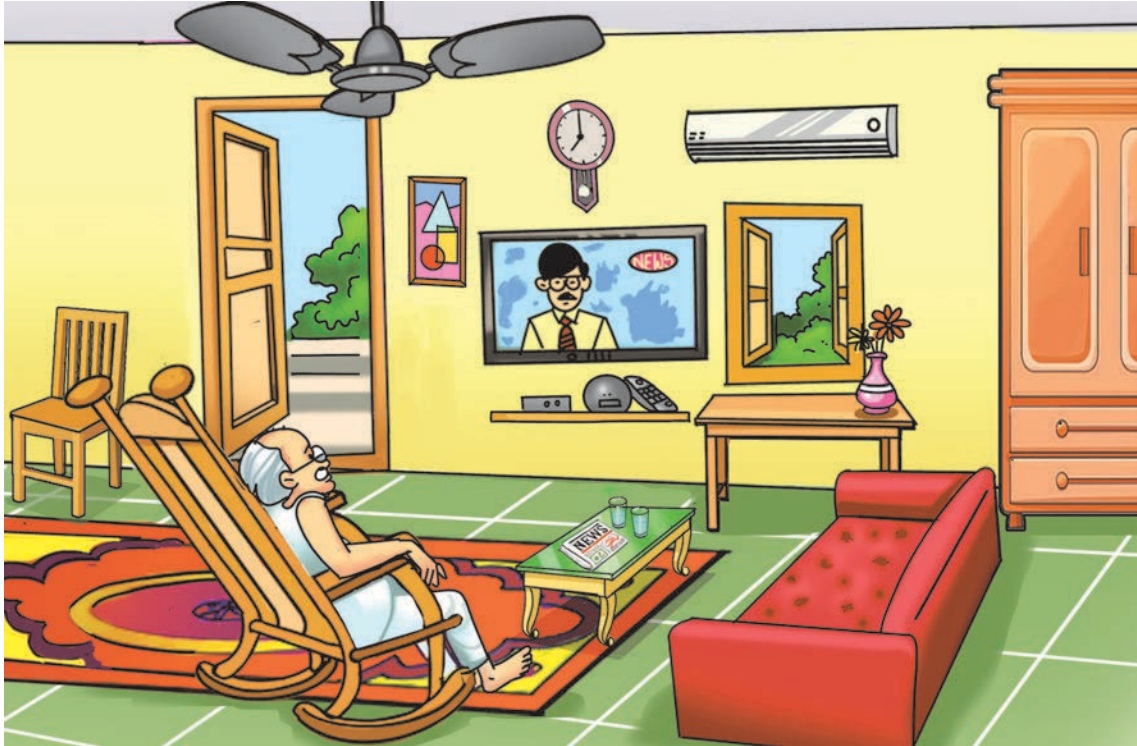
1.3 My Home



a. Where have you seen these things?



b. Look, listen and show.



door



chair



sofa



vase



clock



window



cupboard



television



For the Teacher : • Ask the children to show different things in the picture.



1.4 Clap your hands.



a. Let us do.



Stand up.



Sit down.



Turn left.



Turn right.



Hands up.



Stand straight.

b. Listen, sing and act.



Clap your hands,
Clap your hands,
Listen to the music
And clap your hands.

Stamp your feet,
Stamp your feet,
Listen to the music
And stamp your feet.



Turn around,
Turn around,
Listen to the music
And turn around.

Jump up high,
Jump up high,
Listen to the music
And jump up high.



Clap your hands,
Clap your hands,
Listen to the music
And clap your hands.

For the Teacher :

- Use different instructions likewise and repeat the poem.
For example : Replace 'Clap your hands' with 'Touch the ground',
replace 'Stamp your feet' with 'Point to the board', etc.





1.5 Chit Chat



a. Let us greet.



b. Listen and use.

Teacher : What do you do in the morning? afternoon / evening / night

Student : I take bath in the morning.



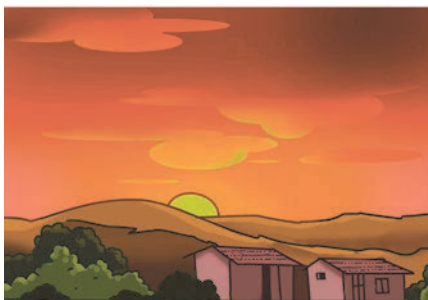
- take bath
- take breakfast

Good morning.



- take rest
- take lunch

Good afternoon.



- play
- complete homework

Good evening.



- listen to the stories
- take dinner

Good night.



For the Teacher :

- Practise the conversations at proper time and situations by using different interaction patterns. For example : Teacher-students, students-students, etc.

c. Listen, repeat and do.

My Day



Teacher : When do you play?

Student : I play in the morning / afternoon / evening.



For the Teacher :

- Engage the children in short conversations/talks by asking different questions. For example : When do you go to school?

d. Listen and follow.

Our Assembly



Stand in a line.



Stand at ease.



Attention.



Start the
National Anthem.



Ready for the *Rajyageet*.



Be ready for the Pledge.



Start the
Preamble.



Join your hands.
Let us pray.



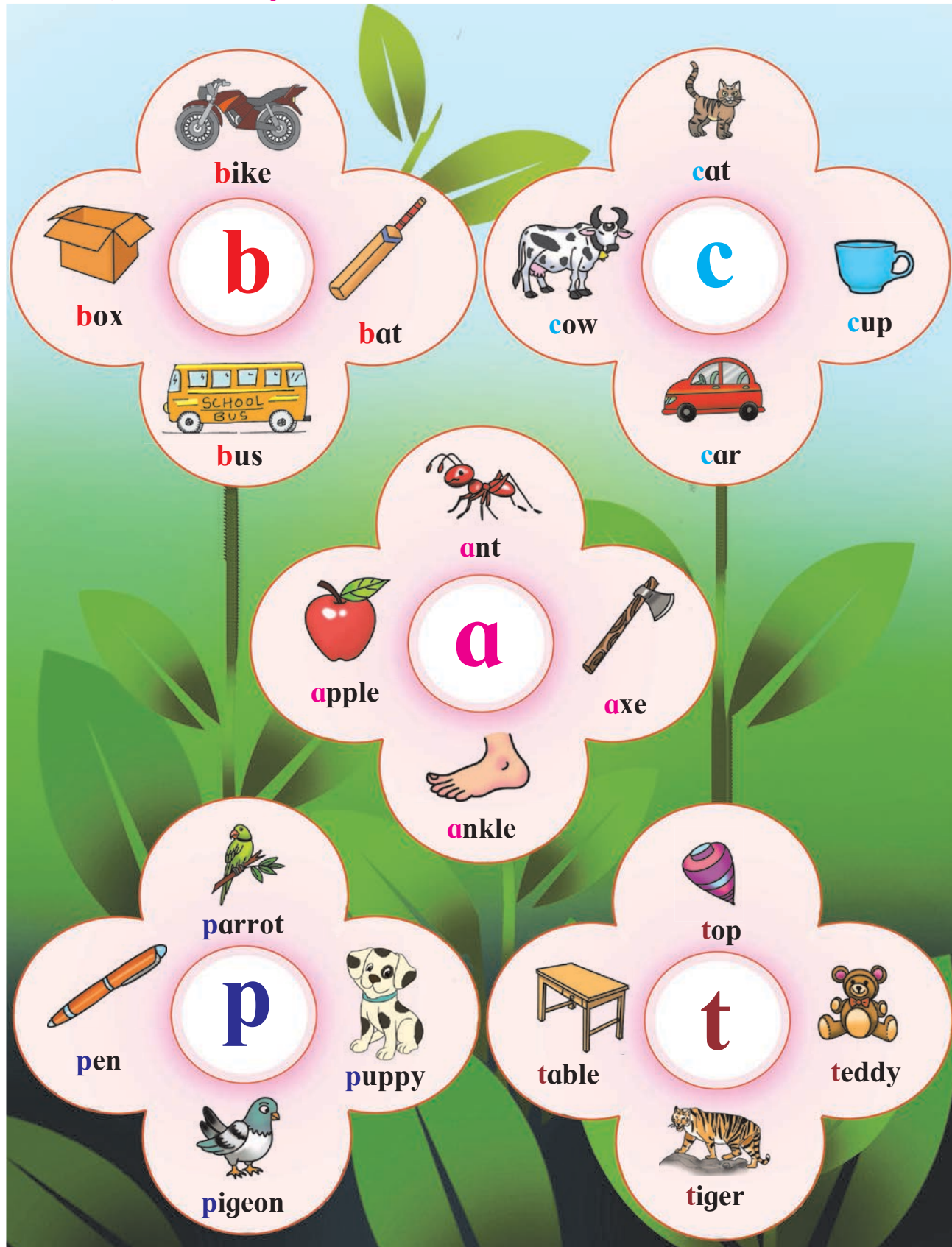
For the Teacher: • Involve the children in giving instructions likewise.



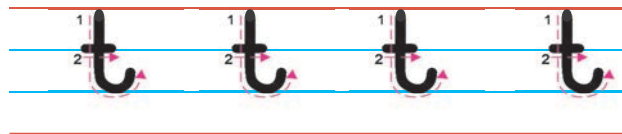
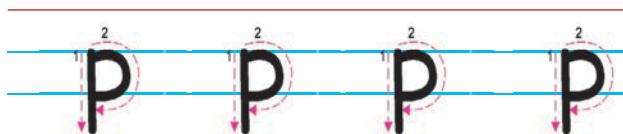
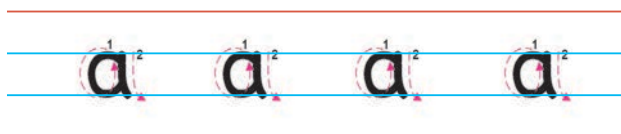
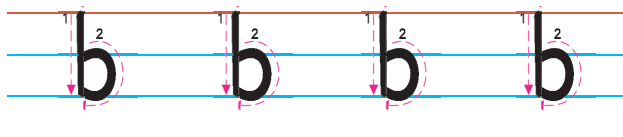
1.6 Fun with Sounds (b-c-p-t-a)



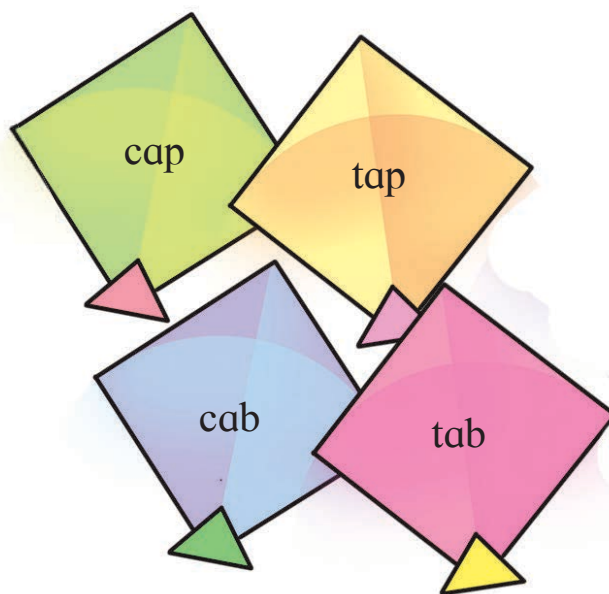
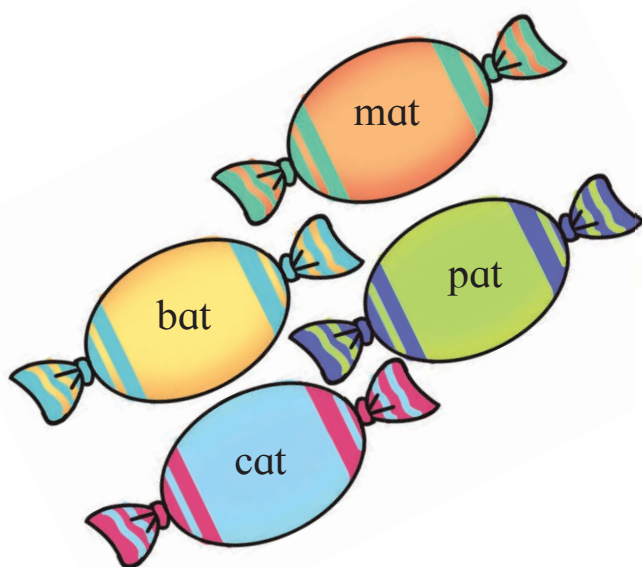
a. Look, listen and repeat.



b. Trace the letters with your finger/pencil.



c. Listen and repeat.



d. Listen, see and write.

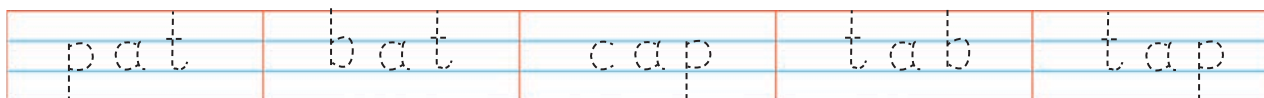
pat

bat

cap

tab

tap



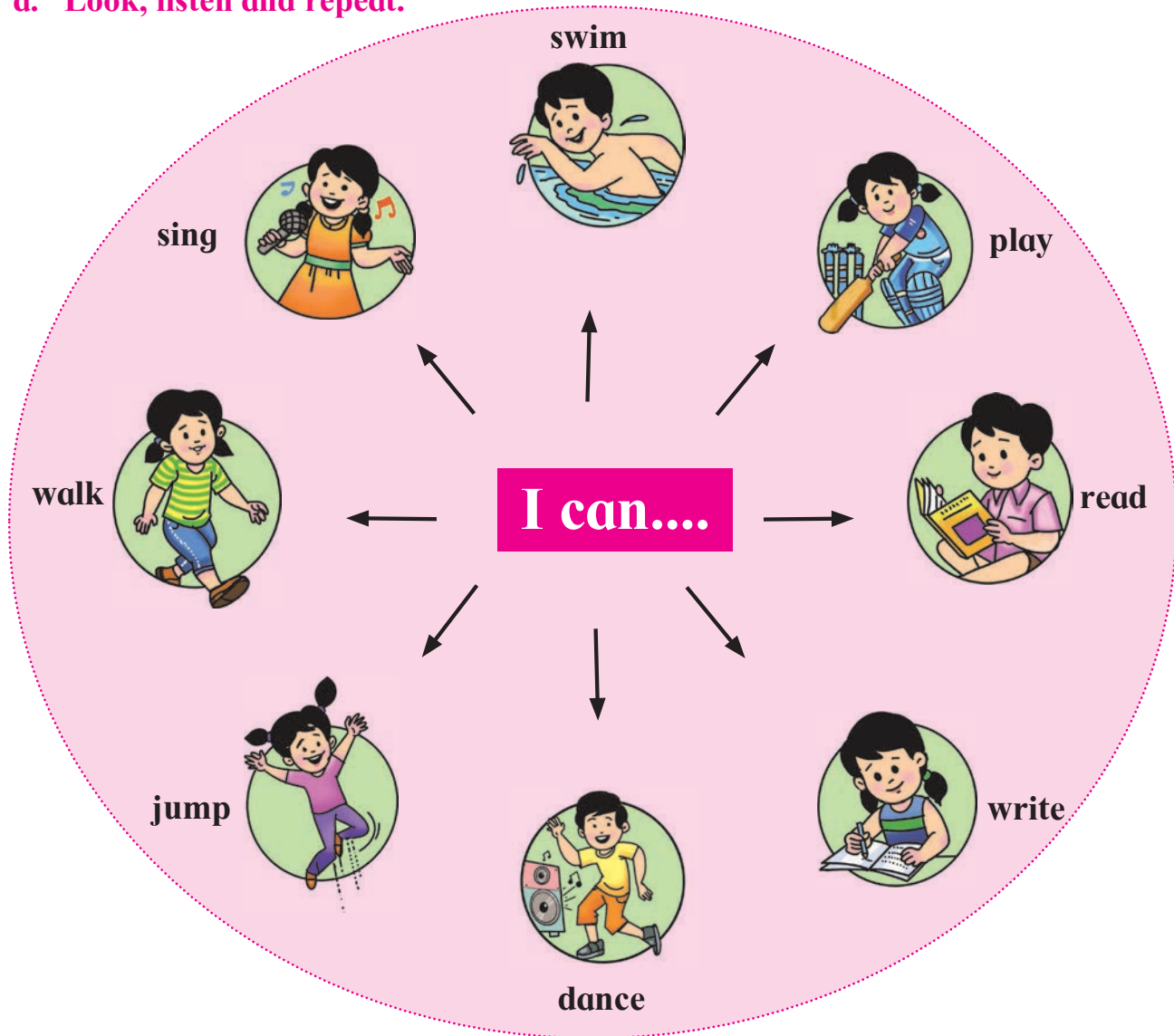
For the Teacher: • Ask the children for more words like this.



1.7 What can you do?



a. Look, listen and repeat.



b. Listen and speak.

Teacher : Can you sing?

Student : Yes, I can sing.

Teacher : Can you ?

Student : No, I can't



For the Teacher :

- Practise different action words like roar, hop, fly, run, etc.
- Practise such conversations by using different action words.

c. Do as Queen says.



Walk like an old man.



Walk like an elephant.



Hop like a frog.



Queen Says ...



Run like a horse.



Cry like a baby.



Bark like a dog.



Fly like a bird.



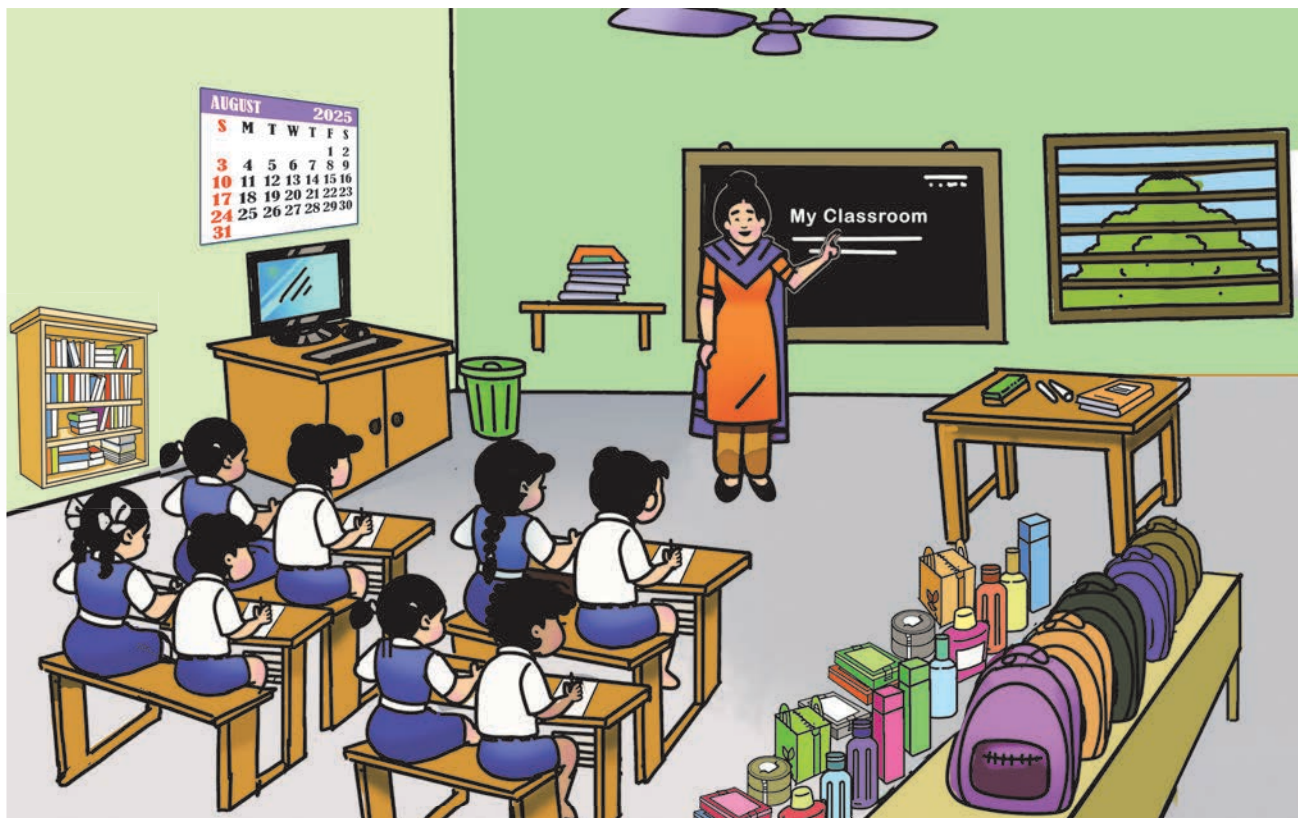
Roar like a lion.



1.8 My Classroom



a. Look, listen and show.



book



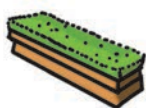
bench



chalk



tiffin



duster



dustbin



notebook



blackboard



school bag



water-bottle



calendar



computer



For the Teacher : • Ask the children to show different things in the picture.

b. Look at the pictures and tell.

Help Anandi to keep the things at their proper places by drawing lines.



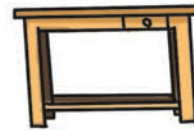
bell



bookshelf



duster



table



mixer



bench



blackboard



toothbrush



bed



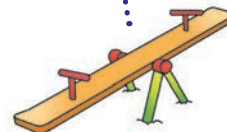
sofa



computer



mirror



see-saw



slide



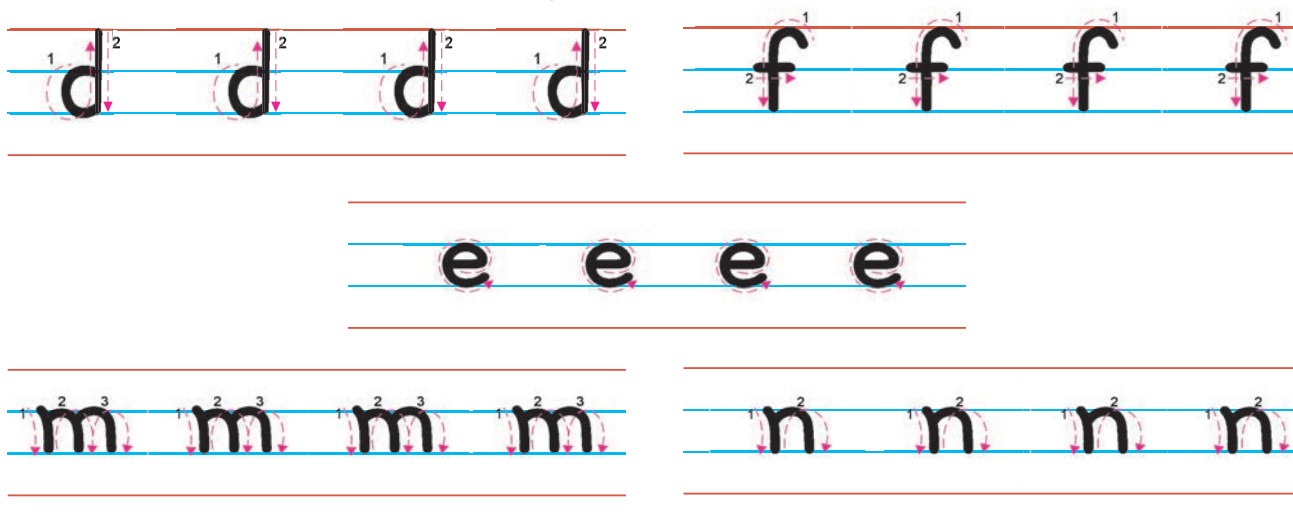
1.9 Fun with Sounds (d-f-m-n-e)



a. Look, listen and repeat.



b. Trace the letters with your finger/pencil.



c. Look, listen and read.



d. Listen, see and write.

pet	bed	pen	den	net



For the Teacher: • Ask the children for more words like this.



1.10 Tip -Tap, Tip - Tap



a. Which season do you like the most?



Rainy



Winter



Summer

b. Listen, sing and recite.



Tip-Tap, Tip-Tap
Rain falls from the sky
The sun goes down
Waving good bye.

Tip-Tap, Tip-Tap
Rain falls from the sky
Splish-splish, splish-splish
Water flows by.



Tip-Tap, Tip-Tap
Rain falls from the sky
Hari and Pari
Jump with joy.

c. Listen and repeat.

tick-tack

zig-zag

ding-dong

tip-top

zip-zap

sing-song

pitter-patter

ping-pong

d. Listen and say.

Two tall trees

Blue bag black bag

Big blue boat

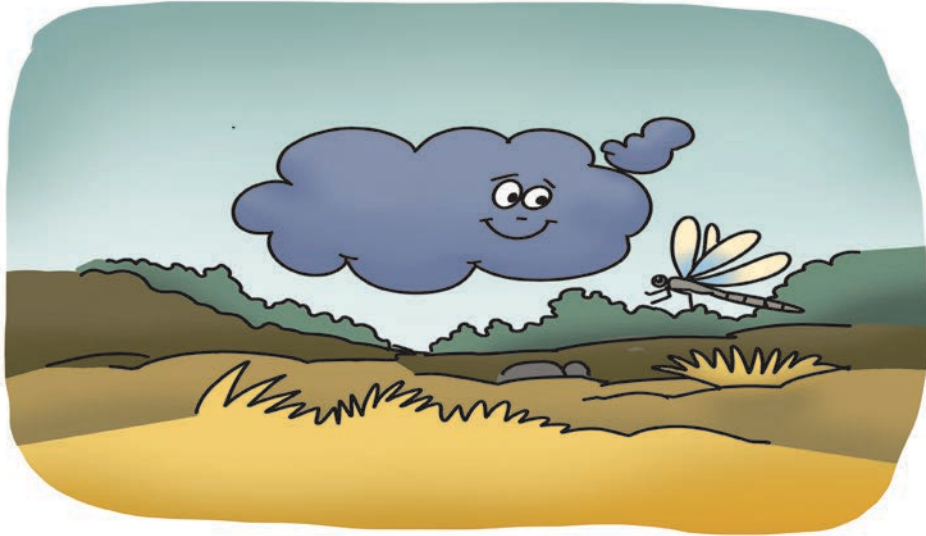
Big brown ball



1.11 We want rain.



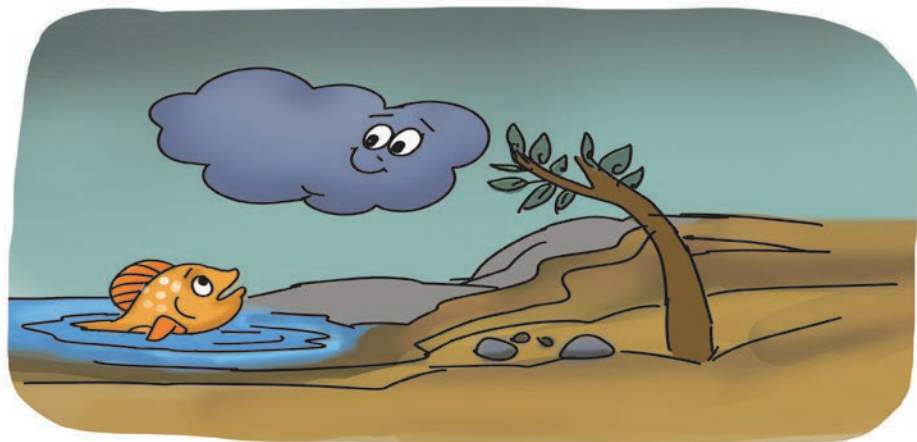
- Look, listen and enjoy.



A dark cloud was in the sky.



The peacock said, "Please rain, I want to dance."



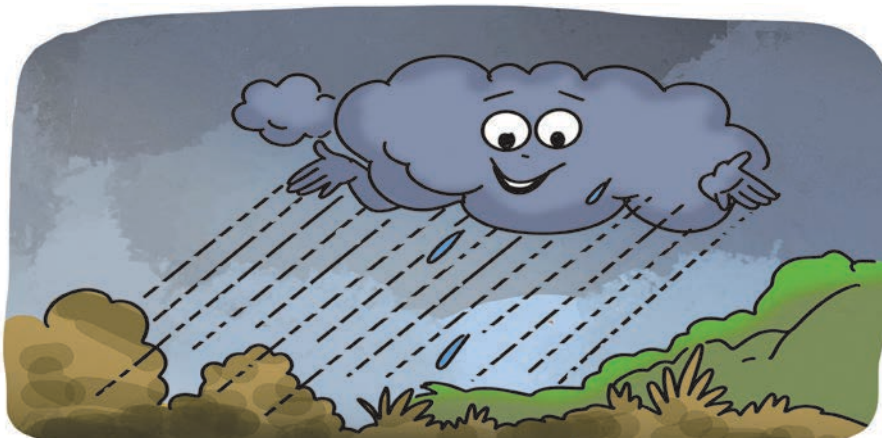
The fish said, "Please rain, I want more water."



The farmer said, “Please rain, I want to sow the seeds.”



Raju said, “Please rain, I want to sail paper boats.”



The cloud rained in a shower.

The peacock



danced.

The fish swam



merrily.

The farmer



started planting.



Splash ! Splash ! Splash !

Raju and his friends enjoyed sailing paper boats and had a wonderful time in the puddle.



The cloud filled everybody's heart with joy. It moved on. All the children waved good bye.



For the Teacher :

- Ask the children some questions on the story.
For example : Who want rain? What was in the sky? etc.

UNIT TWO



2.1 Vegetables



a. Listen, repeat and enjoy.



Carrots and pumpkins,
Cabbages and peas.

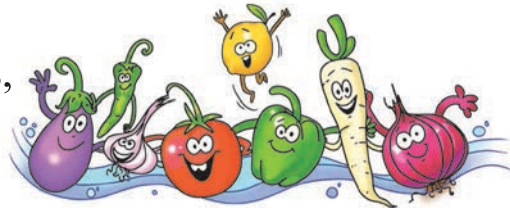


Big brown potatoes,
Long green beans.



Spinach and corn,
Let us try them too.

So many vegetables,
Good for you.



b. Look, listen and say.



spinach



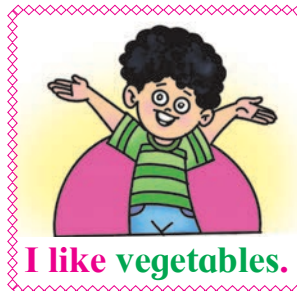
brinjal



carrot



cauliflower



I like vegetables.



pumpkin



potato



tomato

Practice :

A : Which vegetable do you like?

B : I like **carrot**.

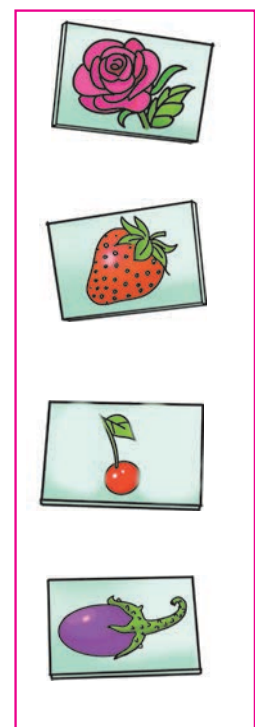
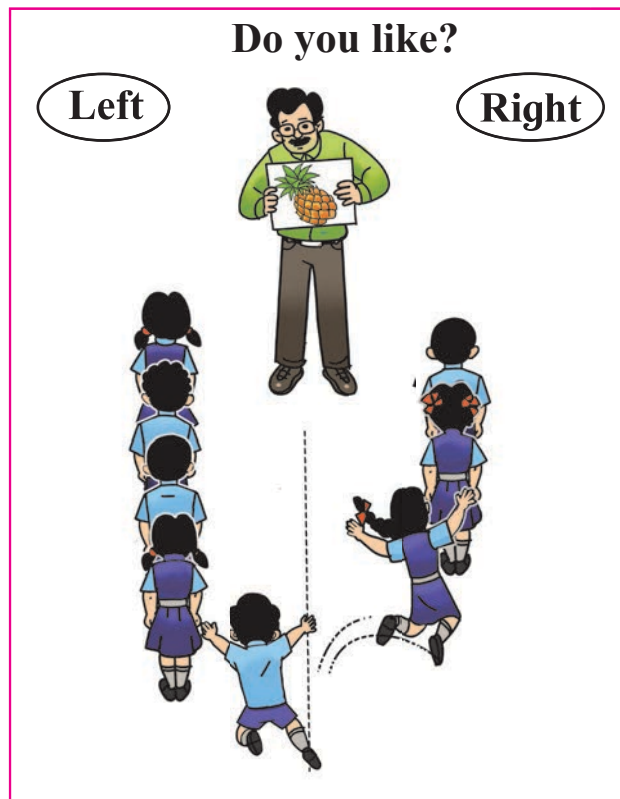
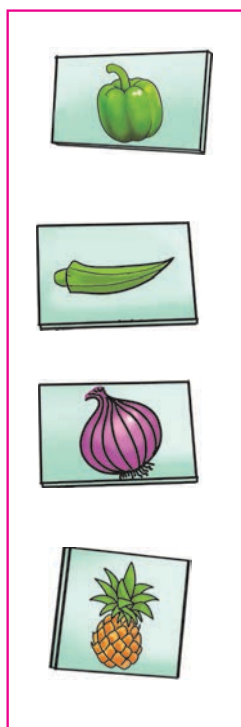
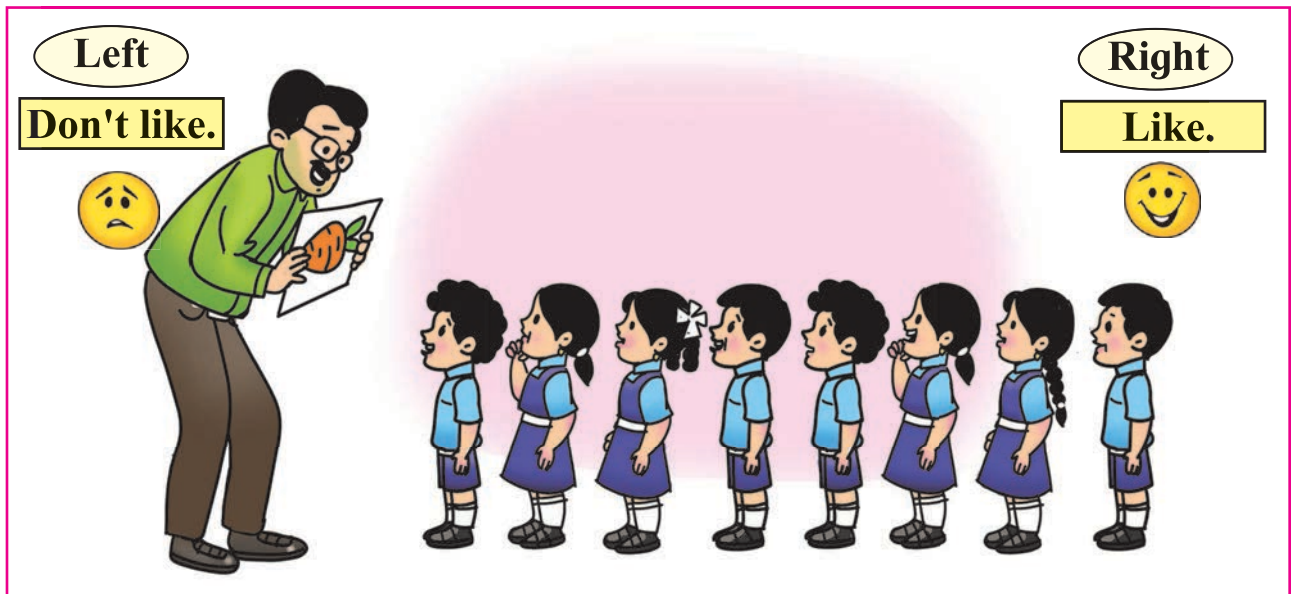


For the Teacher:

- Ask different questions by using the names of other vegetables and fruits.

c. Listen and act.

Jump right if you like and jump left if you don't like.

**Practice :**

A : Do you like a **pineapple**?

B : Yes. / Yes, I do. / Yes, I like.

C : No. / No, I don't. / I don't like.

**For the Teacher:**

- Use flash cards of fruits and flowers or other things for practice.
- Encourage the children to practise this activity in the class.



2.2 Fingers



a. Listen, sing and act.



Put a finger on your cheek,

Then put it on your **nose**.



Turn your finger round and round,

And point them to your **toes**.



Make them do a little dance,

Make them climb a **hill**.

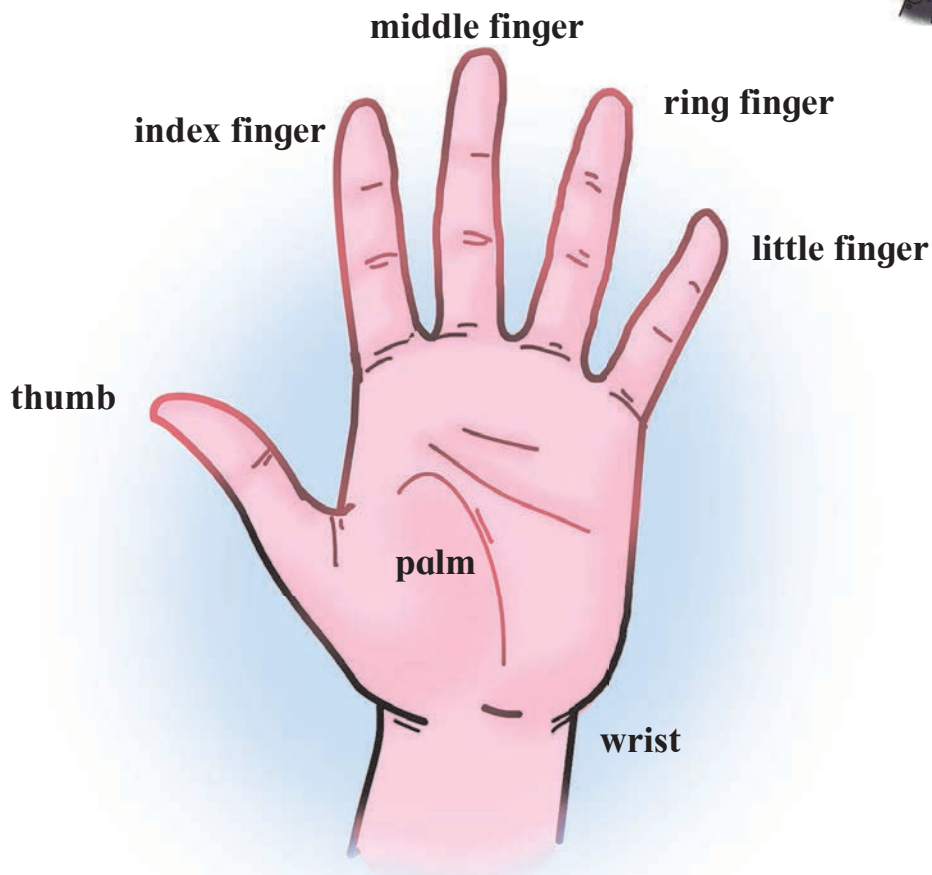


Give them a clap for being good,

And put them where they're **still**.



b. Look, listen and repeat.





2.3 In the Park



- Look, listen and show.



slide



swing



ladder



see-saw



bench



sandpit



fountain



merry-go-round



bicycle



flowers



For the teacher: • Ask the children to show different things in the picture.



2.4 Animals I Know



a. Look, listen and learn.



dog



cat



goat



sheep



Pet Animals



ox



cow



horse



buffalo



wolf



deer



tiger



lion



Wild Animals



zebra



gorilla

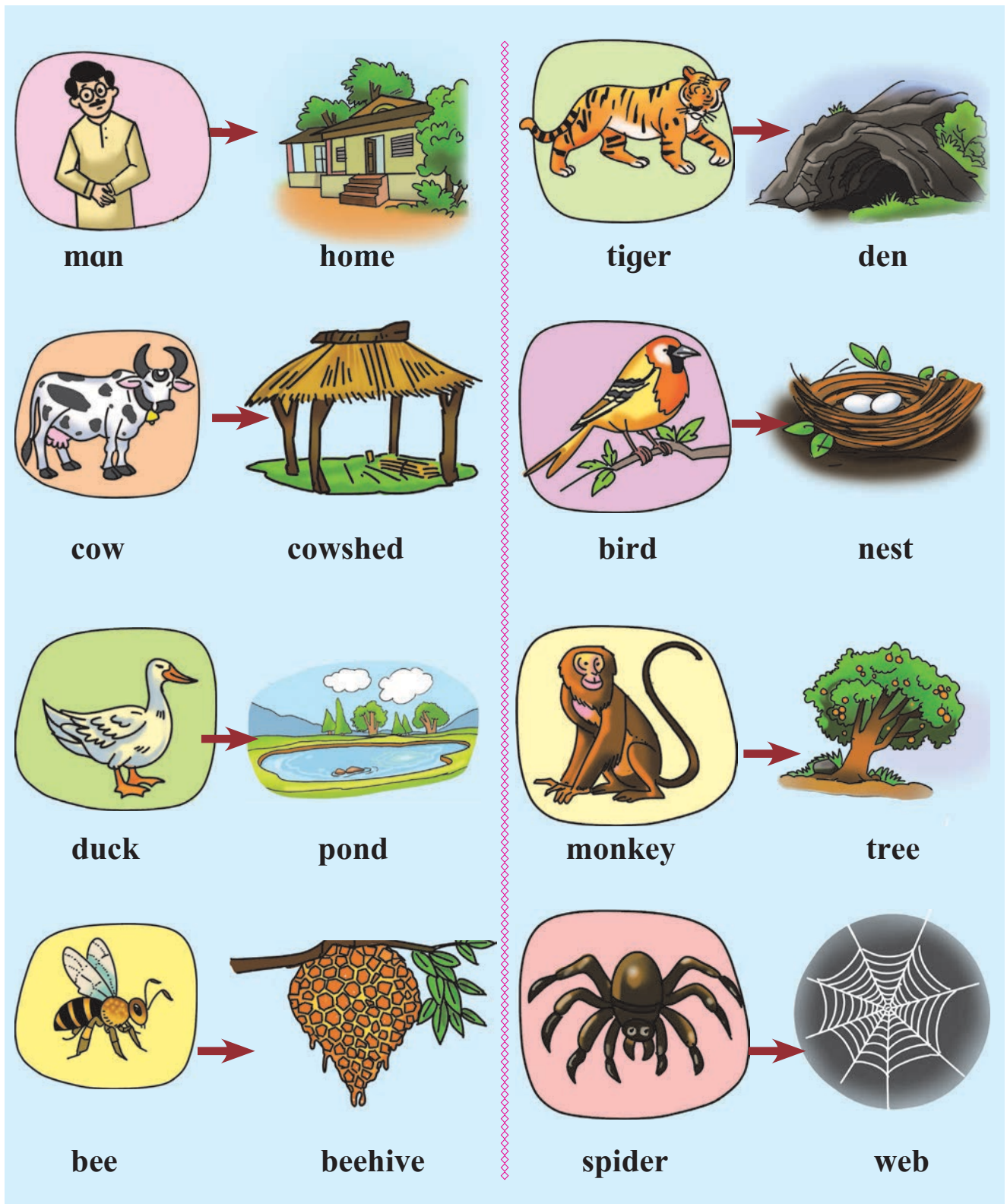


bear



fox

b. Look, listen and repeat.



For the Teacher:

- Practise simple sentences. For example : **Man** lives in a **home**.



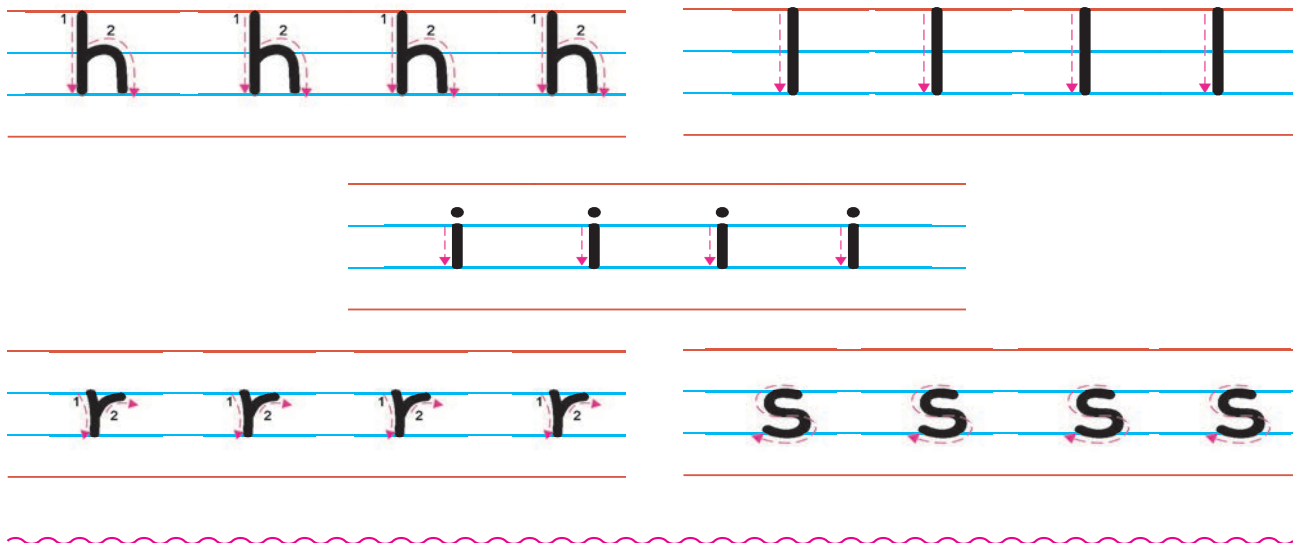
2.5 Fun with Sounds (h-l-r-s-i)



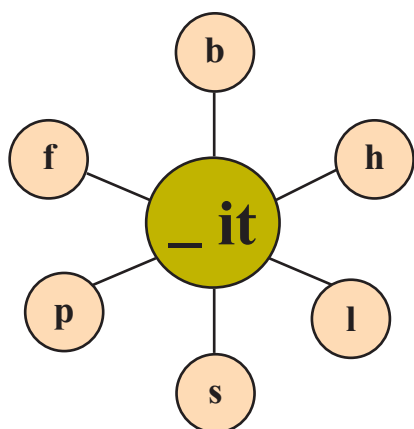
a. Look, listen and repeat.



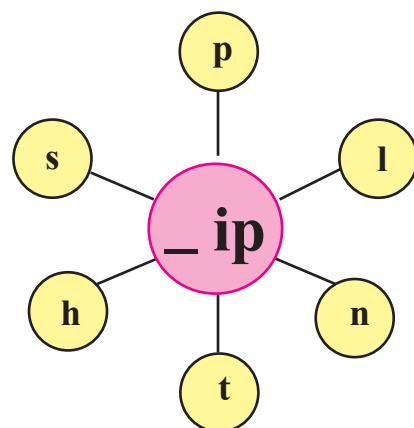
b. Trace the letters with your finger/pencil.



c. Make words, read them aloud and write.



bit		



sip		



For the Teacher: • Ask the children for more words like this.



2.6 Birds can fly



a. Listen, sing and act.



Birds can fly, birds can fly,
Up in the sky and I can fly too.
Frogs can jump, frogs can jump,
Very very high and I can jump too.



Ducks can swim, ducks can swim,
Deep in the water and I can swim too.
Dogs can walk, dogs can walk,
On the ground and I can walk too.



Horses can run, horses can run,
In the forest and I can run too.
Bunnies can hop, bunnies can hop,
On the grass and I can hop too.



b. Listen, read and act.

walk

jump

hop

run

swim

fly

c. Listen and say.

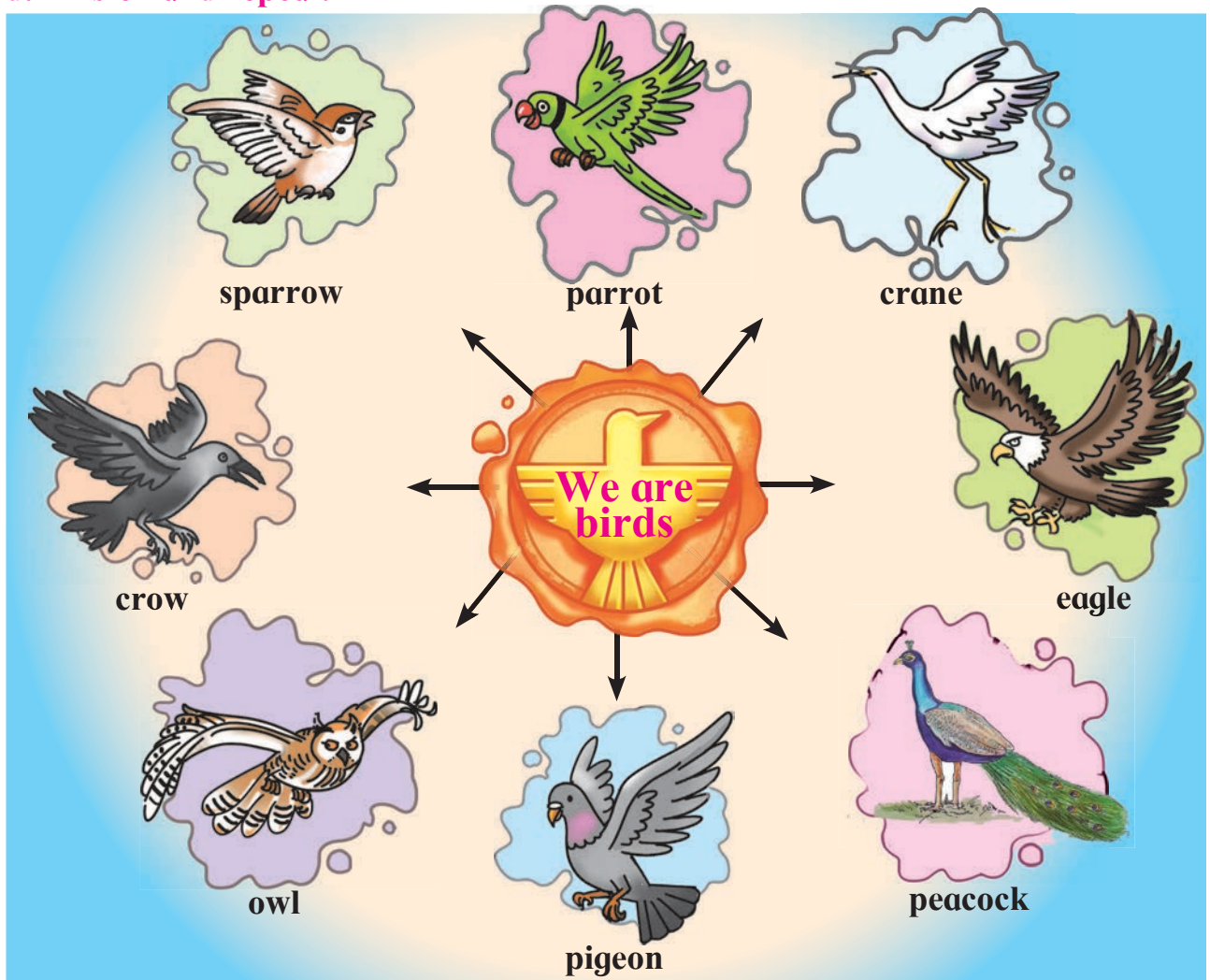
Tall tree tiny tree

Cat cuts carrot.

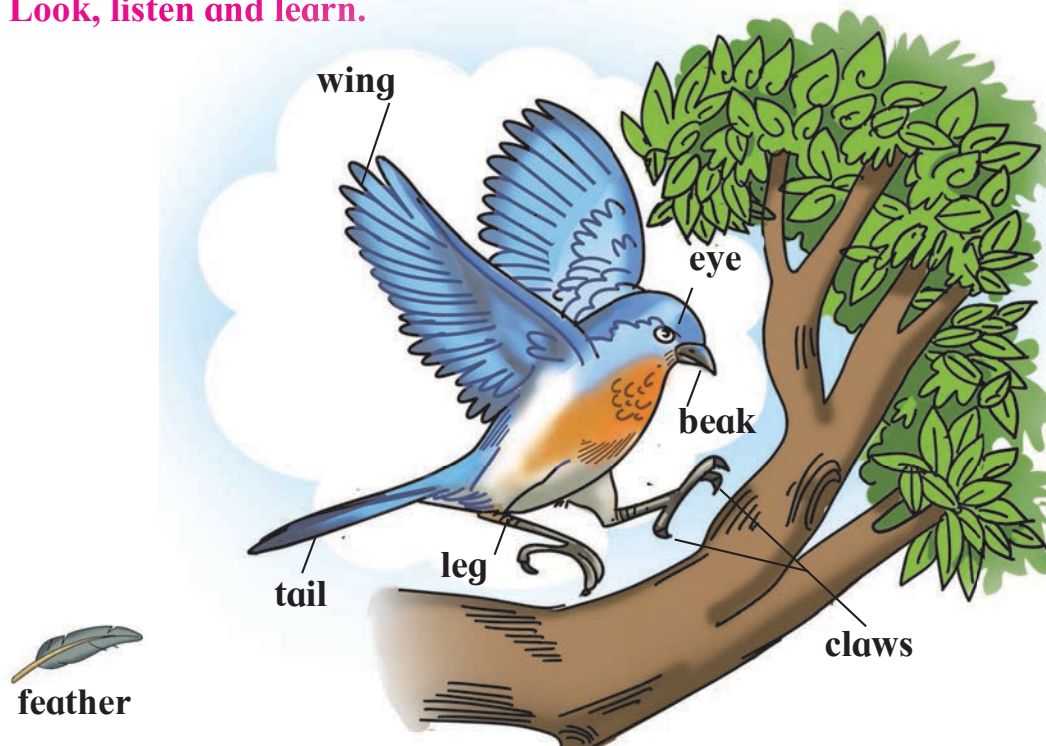
Happy hen's house

Five funny frogs

d. Listen and repeat.



e. Look, listen and learn.

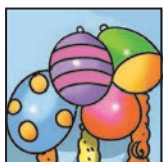




2.7 Birthday Party



a. Look, listen and show.



balloons



toys



gift



mask



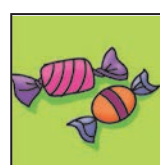
greeting cards



birthday caps



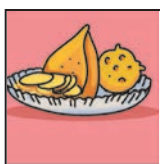
camera



toffees



flowers



snacks



candle



crown



For the Teacher: • Ask the children to show different things in the picture.

b. Listen and speak.

Namaste, Anju.



Namaste, Sanju.

How are you?



I am fine.

What are you doing?



I am doing nothing.

Can you play with me?



Yes, I can play with you.

Let's play then.



Come on.



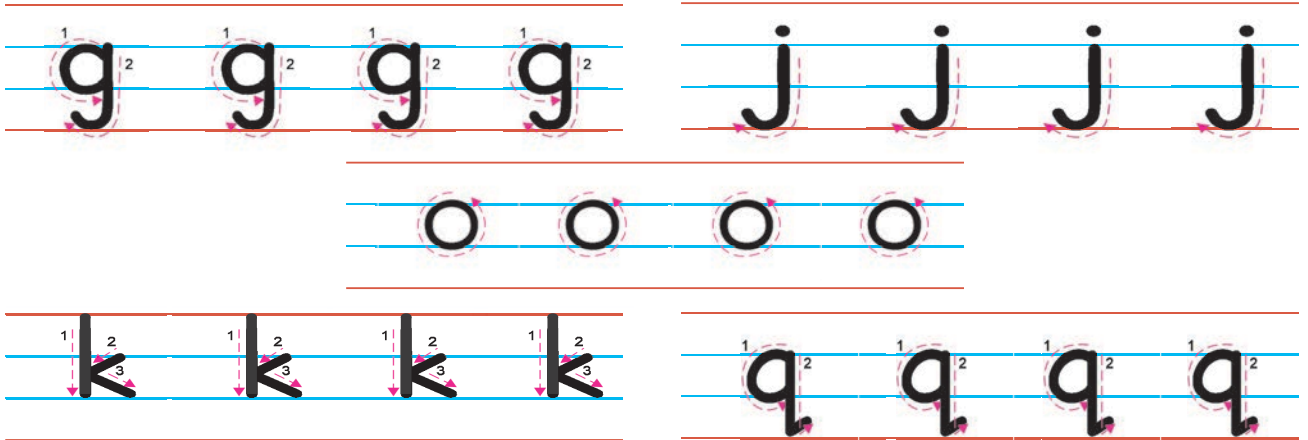
2.8 Fun with Sounds (g-j-k-q-o)



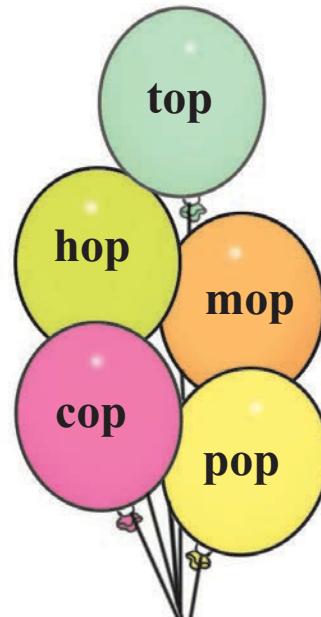
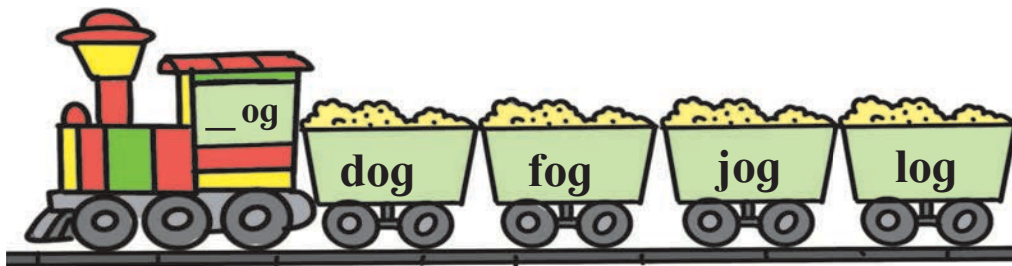
a. Look, listen and repeat.



b. Trace the letters with your finger/pencil.



c. Look, listen and read.



d. Listen, see and write.

hop	mop	top	dot	hot
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



For the Teacher: • Ask the children for more words like this.



2.9 Water Bell



- Listen and act.



Take out your water-bottle.



Open the lid.



Drink water.



Close the bottle.



Put it in your bag.



2.10 Who ate the butter?

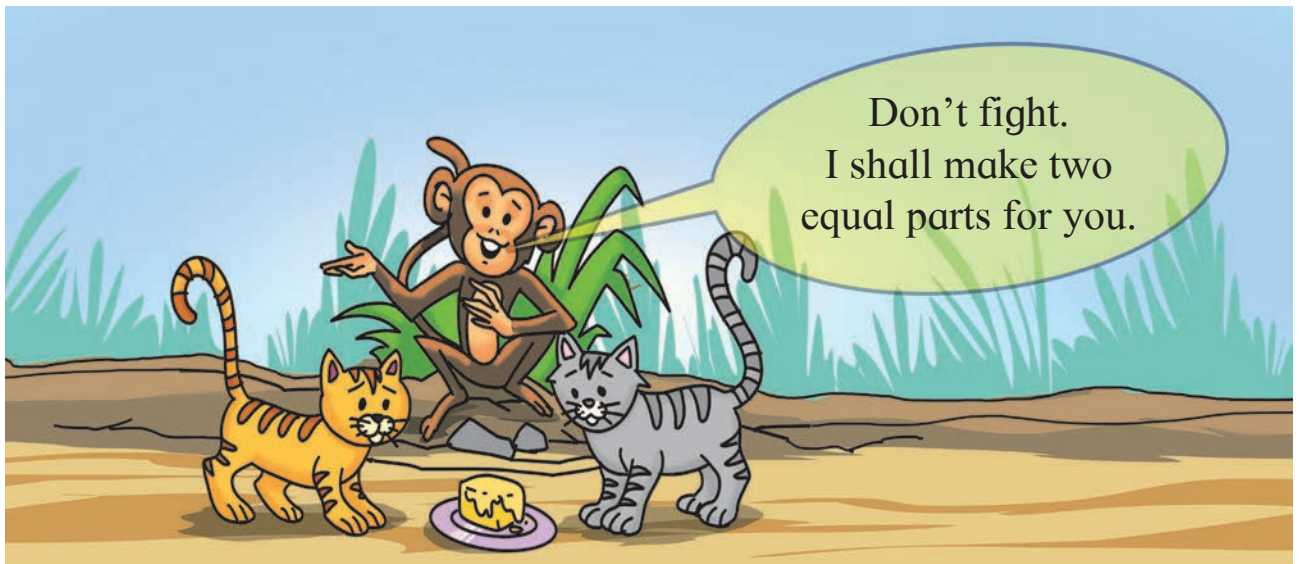


a. Listen, repeat and enjoy.

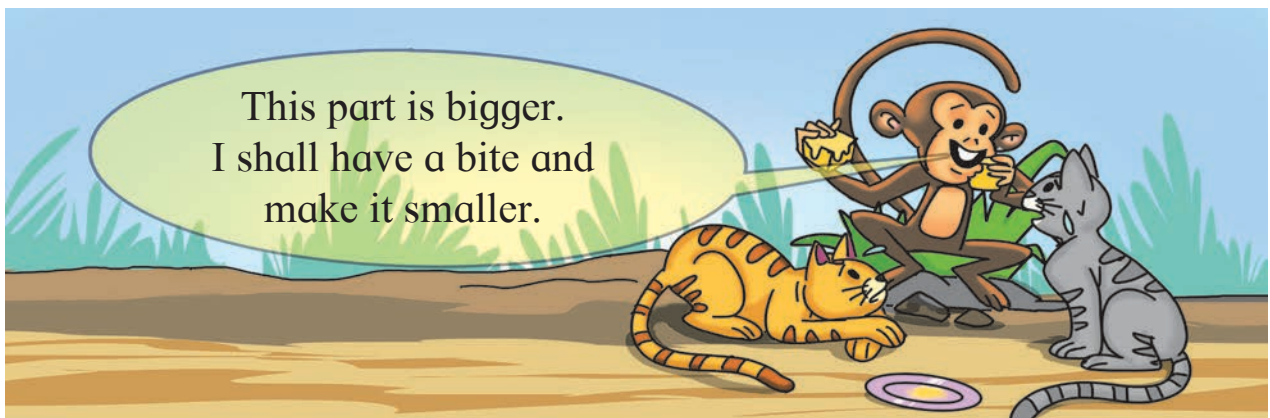
Two cats found a lump of butter. They both wanted the butter. They started fighting with each other.



A monkey saw them. He said,



The monkey made two parts. Then he said,



The monkey had a bite and then he said,



The monkey did this again and again. Then he said,



Now tell

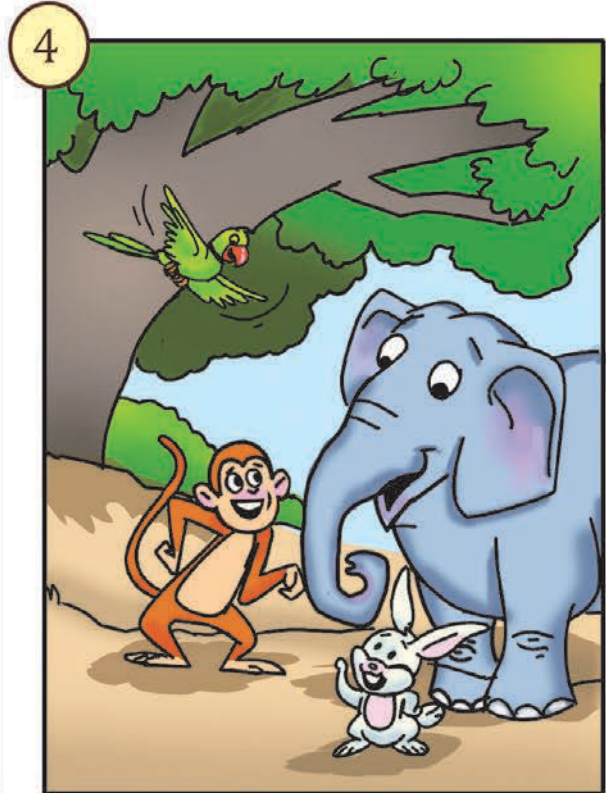
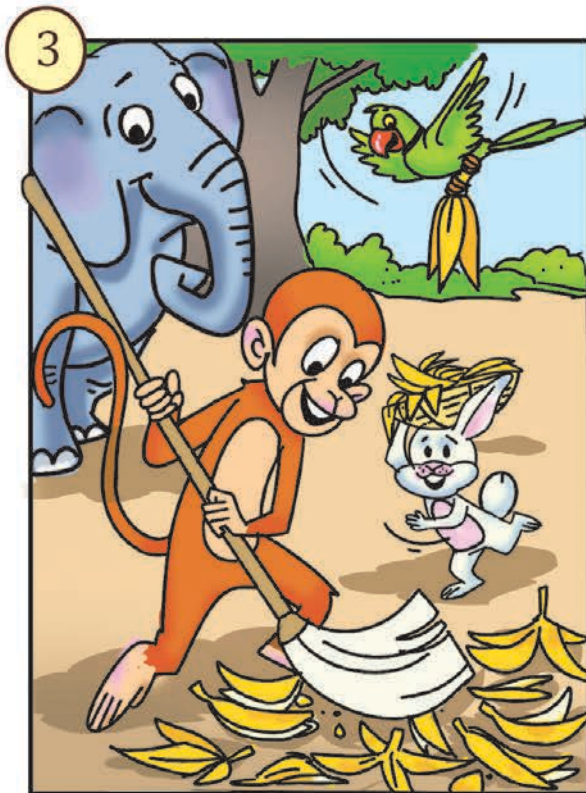
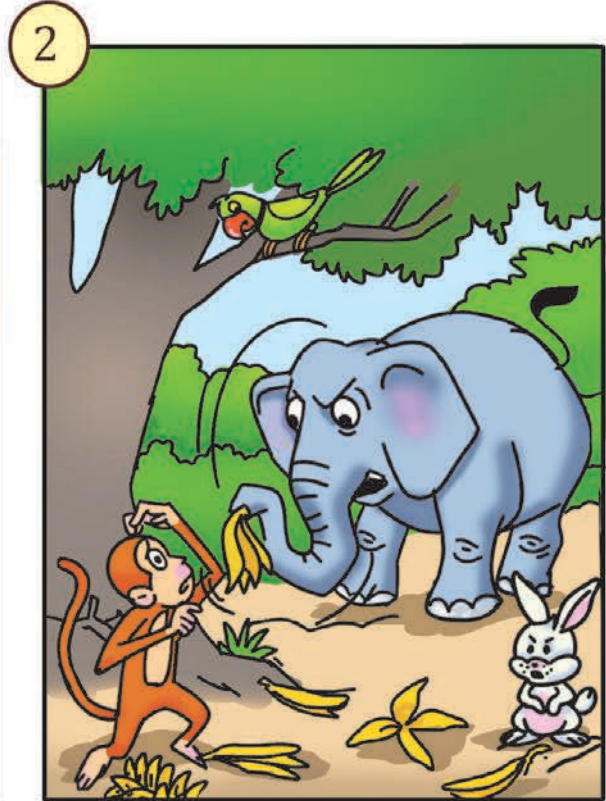
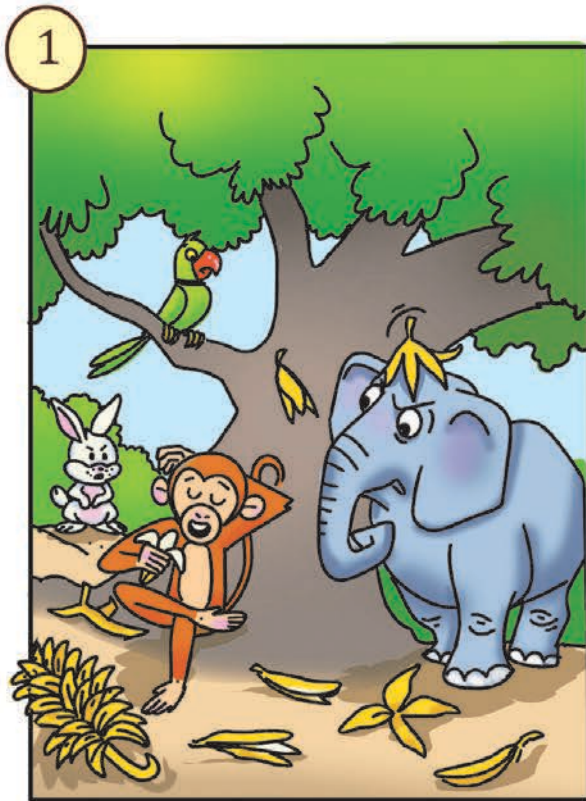


For the Teacher : • Ask the children some questions based on the story.

For example : Who were fighting?

- Encourage children to tell the story in dialogue form.
- Motivate children to enact the story.

b. Look at the pictures and tell the story in your own words.



For the Teacher : • Encourage the children to narrate their own stories with the help of the above pictures.

UNIT THREE

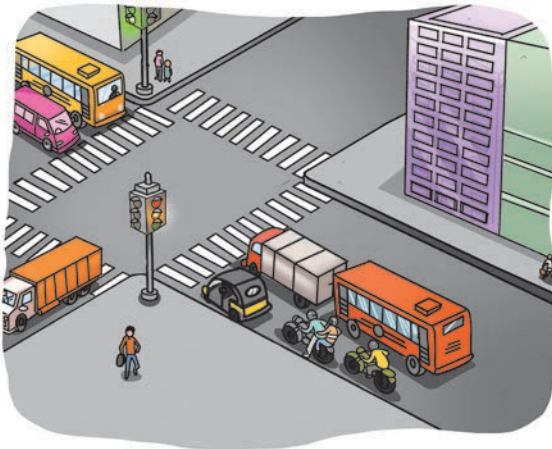
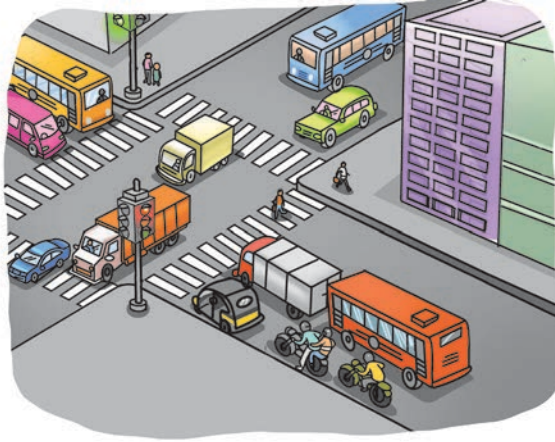


3.1 Traffic Signals



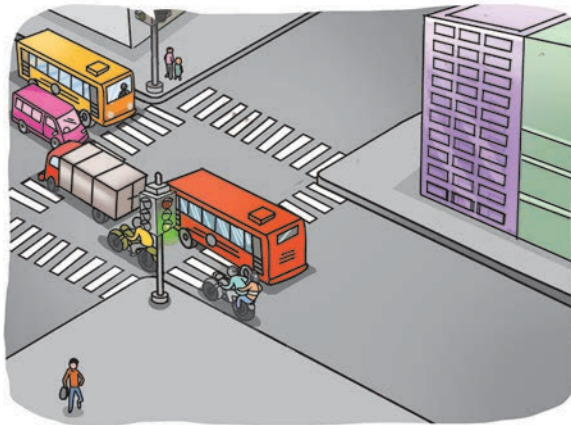
a. Listen and sing.

Red light, red light,
What do you **say**?
I say, 'Stop!'
And stop right **away** !



Yellow light, yellow light,
What do you **mean**?
I mean, 'Wait!'
Till the light is **green**.

Green light, green light,
What do you **say**?
I say 'Go!'
Go right **away**!



b. Listen and say.

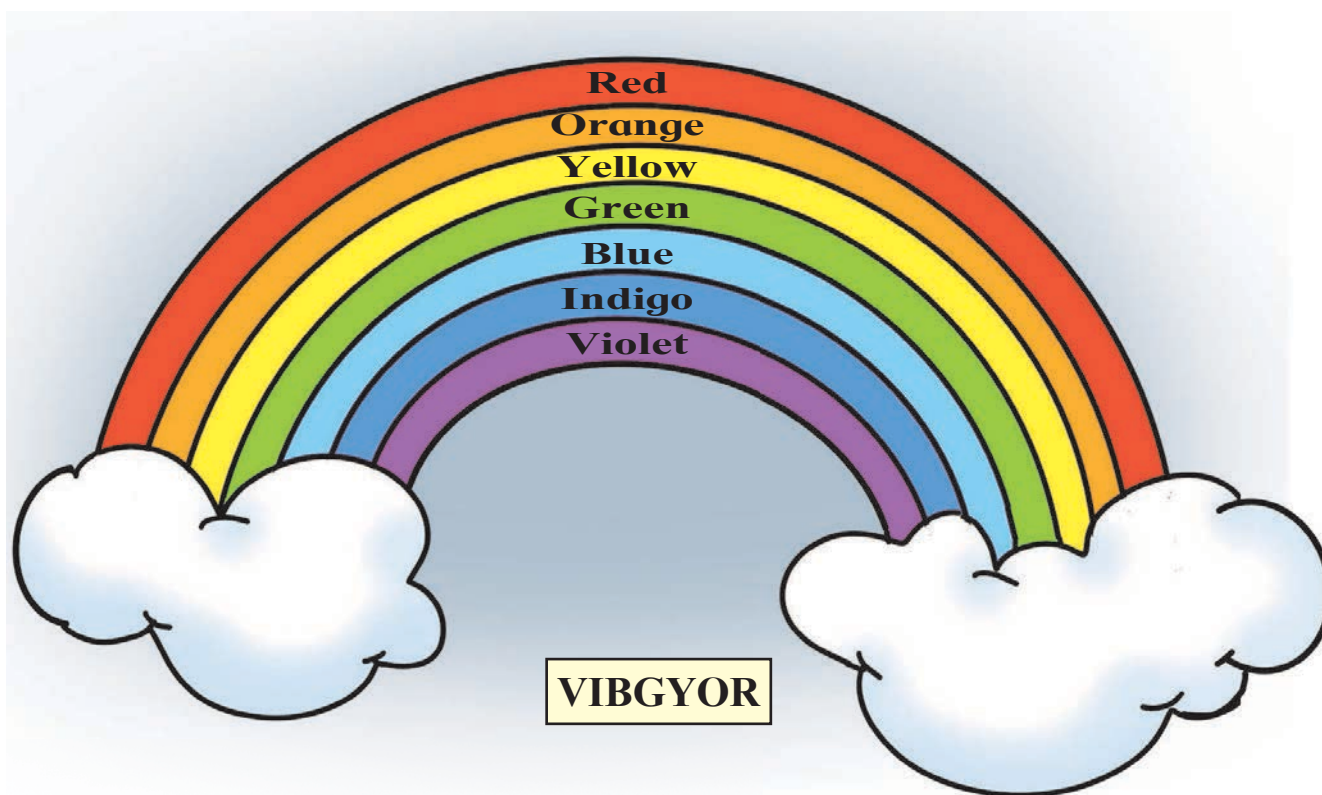
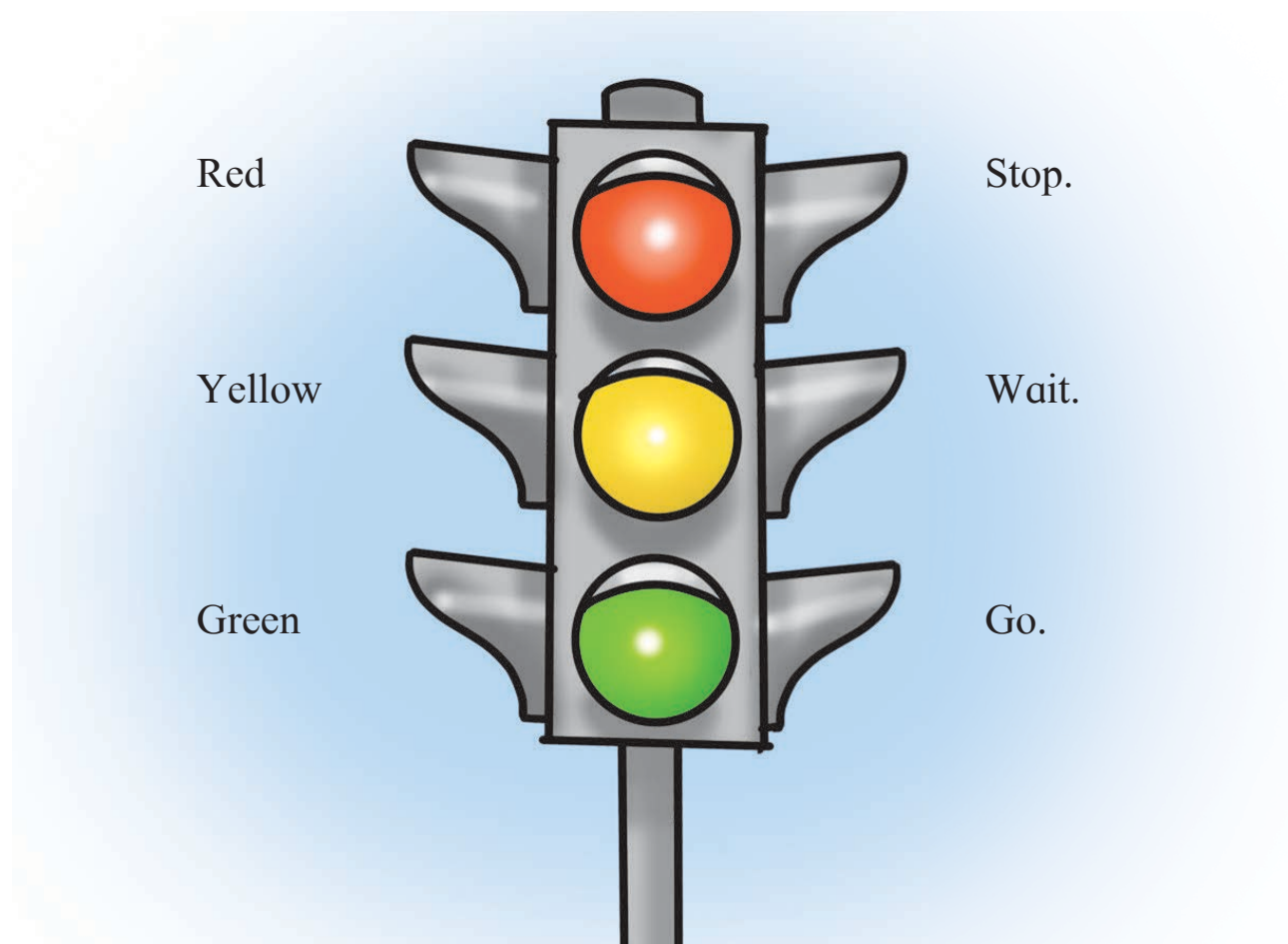
She sells sea shells.

Funny frogs flip fast.

Tough tigers take turns.

Clever cats climb carefully.

c. Listen and learn.



d. Look, listen and repeat.

red

yellow

blue

green

orange

violet

pink

brown

black

white

e. Colour the picture.

yellow

yellow

black

green

green

red

blue

pink

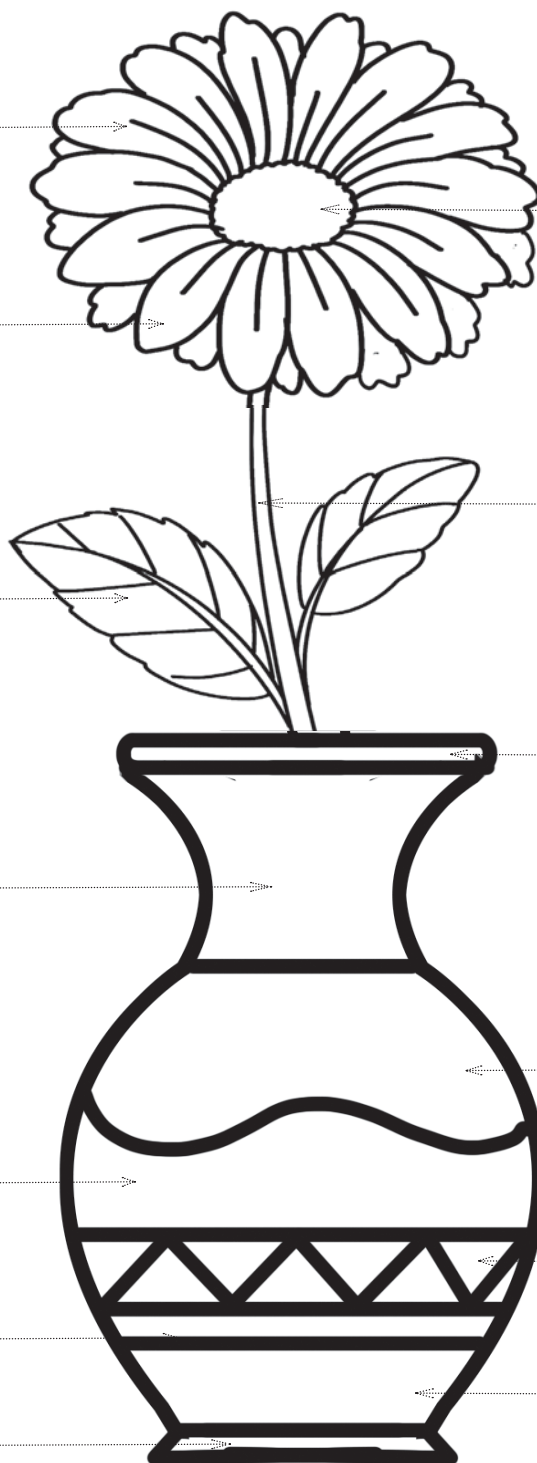
violet

red

yellow

orange

red





3.2 Vehicles



a. Look, listen and show.



car



bicycle



bus



van



boat



aeroplane



train



helicopter



motorcycle



tractor



ship



auto-rickshaw



For the Teacher: • Ask the children to show different vehicles in the picture.

b. Listen and enact.

At the Bus-stop



Sagar : Hi, Savita.



Savita : Hi, Sagar.



Sagar : How are you?

Savita : I am fine.

Sagar : Where are you going?

Savita : I am going to Nagpur.

Sagar : Who is with you?

Savita : My mother.

Sagar : Ok ! Happy journey.

Savita : Thank you. Bye.

c. Look and say.

happy

journey

fine

going

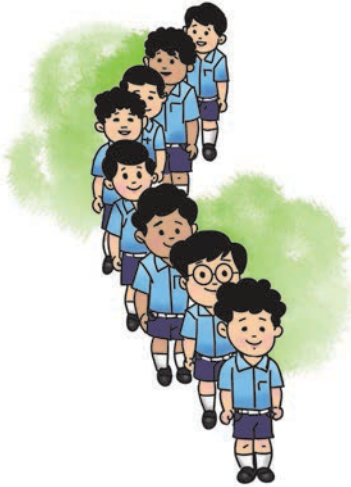
bye



3.3 Lunch Time



• Listen and act.



Make a queue.



Wash your hands properly.



Take your plate.



Take your food.



Sit in a row.
Start your lunch.



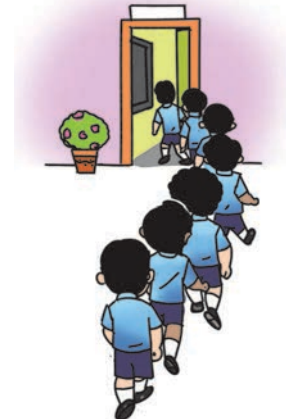
Don't waste food.



Put the plates in the tub.



Dry your hands after washing them.



Go to your class.



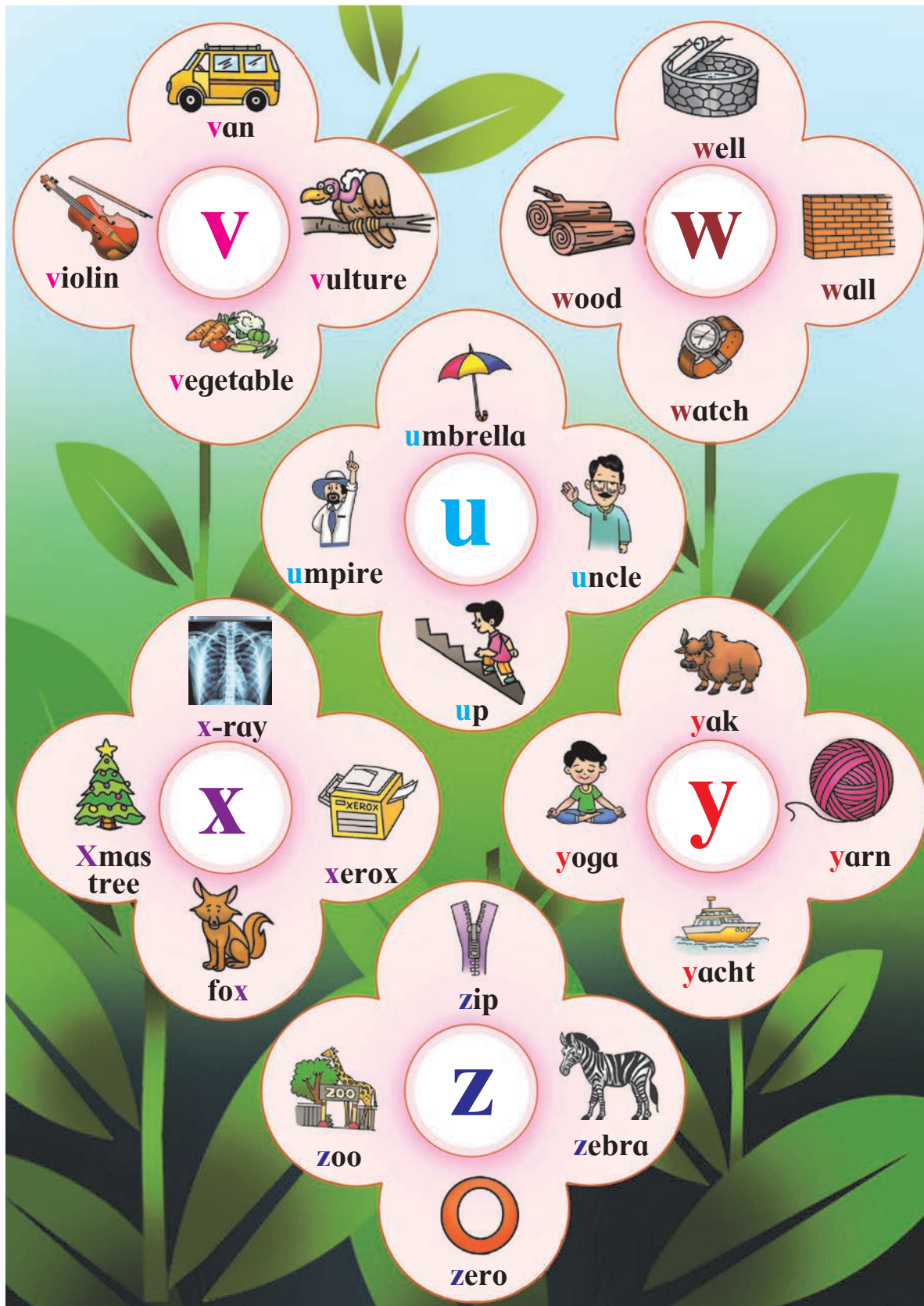
For the Teacher : • Practise other lunch time instructions. Use them at proper occasions.



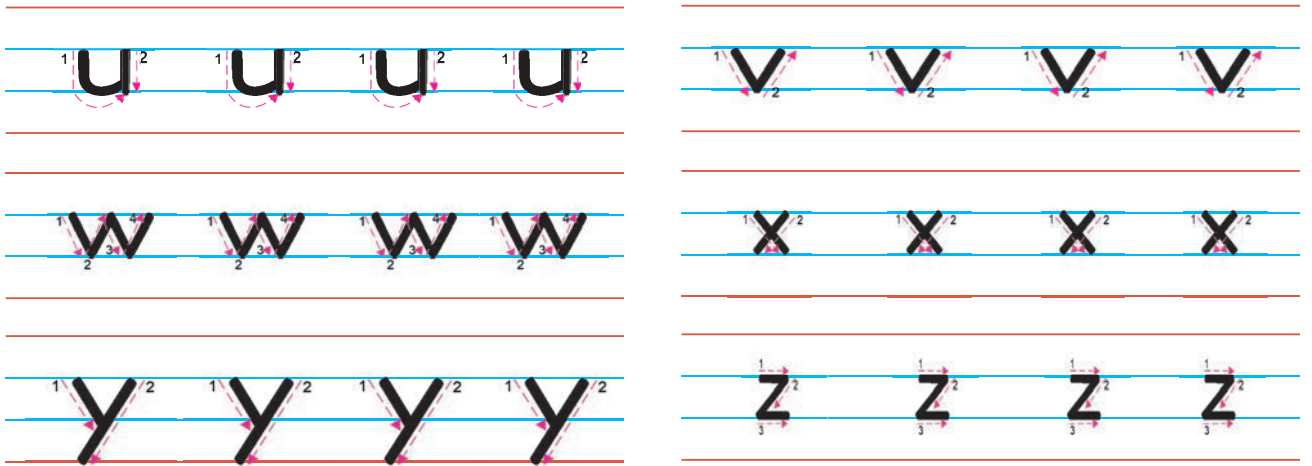
3.4 Fun with Sounds (v-w-x-y-z-u)



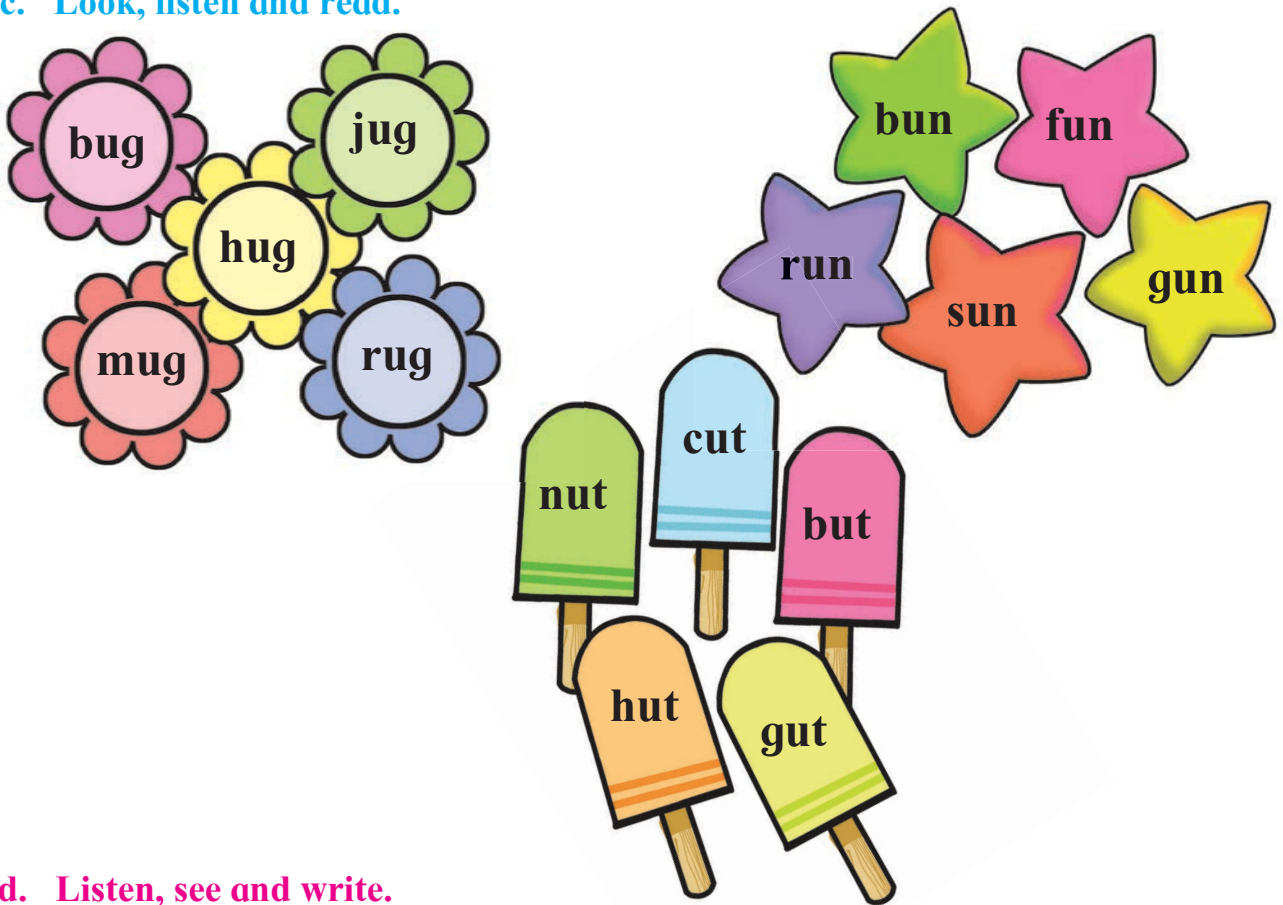
a. Look, listen and repeat.



b. Trace the letters with your finger / pencil.



c. Look, listen and read.



d. Listen, see and write.



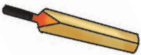
For the Teacher: • Ask the children for more words like this.



3.5 Alphabet Song



a. Listen and repeat. (Sing with letters and their sounds.)

	A	B	C	D	E	
Z	a says ant a-a-a			b says bat b-b-b		F
	c says cat c-c-c			d says dog d-d-d		
Y	e says elephant e-e-e			f says fish f-f-f		G
	g says grapes g-g-g			h says horse h-h-h		
X	i says igloo i-i-i			j says joker j-j-j		H
	k says kite k-k-k			l says lion l-l-l		I
W	m says monkey m-m-m			n says nest n-n-n		
	o says orange o-o-o			p says parrot p-p-p		J
V	q says queen q-q-q			r says rat r-r-r		
U	s says sun s-s-s			t says table t-t-t		K
	u says umbrella u-u-u			v says van v-v-v		L
T	w says watch w-w-w			x says x-ray x-x-x		
S	y says yak y-y-y			z says zebra z-z-z		M
	R	Q	P	O	N	

b. Make meaningful words with the help of given pictures.

● a r c _____ 

● o d g _____ 

● a t c _____ 

● a p n _____ 

● a t b _____ 

● p t a _____ 

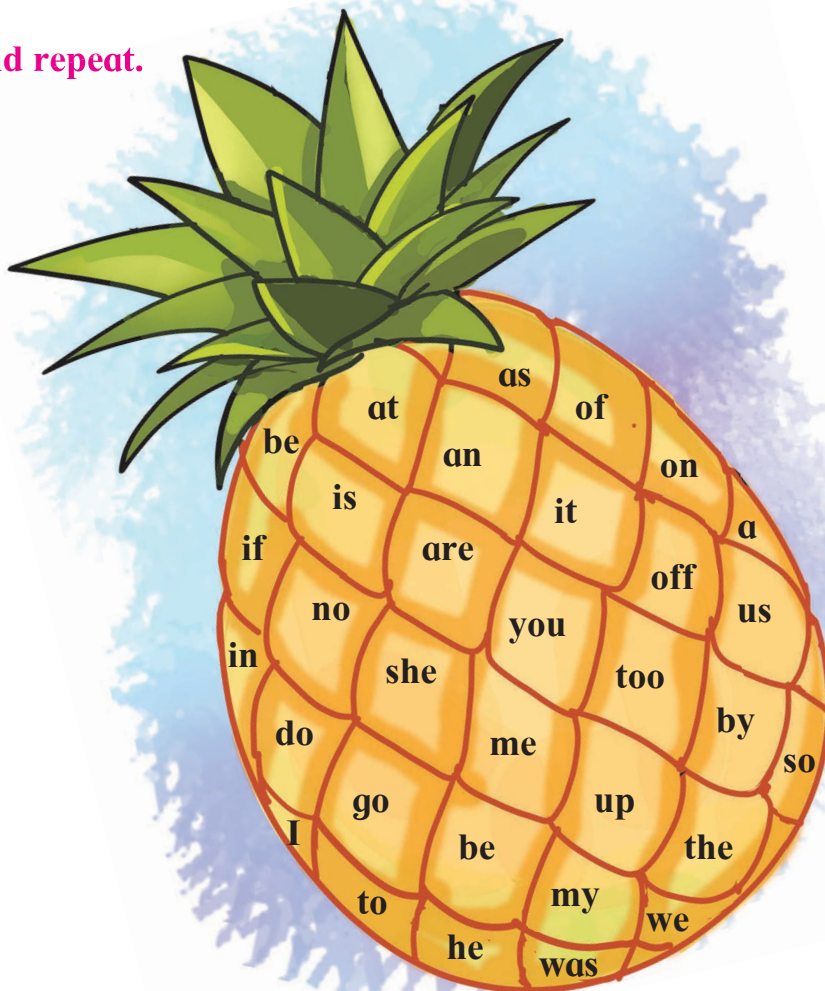
● n f a _____ 

● n e p _____ 

● t p o _____ 

● i n b _____ 

c. Listen and repeat.





3.6 Capital Letters - Small Letters



- Look, listen and trace.



Aa Aa

Bb Bb

Cc Cc

Dd Dd

Ee Ee



Ff Ff

Gg Gg

Hh Hh

Ii Ii

Jj Jj



Kk Kk

Ll Ll

Mm Mm

Nn Nn

Oo Oo



Pp Pp

Qq Qq

Rr Rr

Ss Ss

Tt Tt



Uu Uu

Vv Vv

Ww Ww

Xx Xx

Yy Yy



Zz Zz



3.7 Days of the Week



a. Listen and sing.



There are seven days in a week.

Monday, Tuesday,
We take a bath everyday.
Wednesday, Thursday,
We eat everyday.
Friday, Saturday,
We study everyday.
Sunday, Sunday,
We play everyday.

b. Listen, repeat and learn.

Today is **Friday**.

Yesterday was **Thursday**.

Tomorrow is **Saturday**.



c. Look, listen and show.



stone



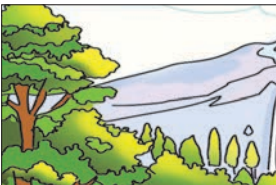
grass



river



mountain



trees



waterfall



animals



flowers



For the Teacher: • Ask the children to show different things in the picture.

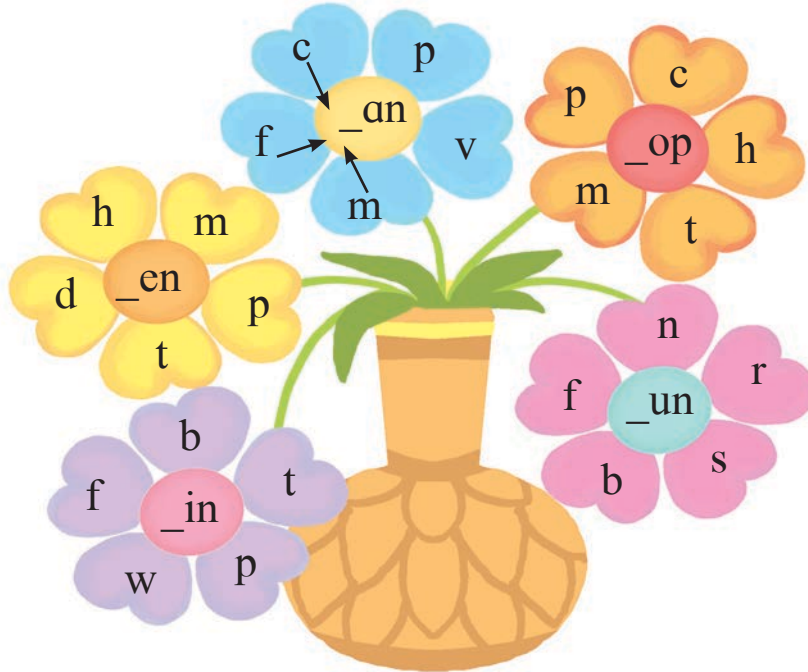


3.8 Word Family



a. Read and make words. Write the words in your notebook.

For example : can, fan, man.



b. Circle the correct letter. Write the word in the box.

	(b) d	e (a)	(t) g	bat
	g h	i e	b n	
	v r	e a	n f	

c. Break down the following words as shown below.

man	-	m	an	:	mango	-	man	go
pen	-			:	pencil	-		
win	-			:	window	-		
pop	-			:	popcorn	-		
sun	-			:	Sunday	-		



For the Teacher: • Stress the sound of letters while building the words.

d. Look at the picture and write the first letter.



_ c h o o l



_ a n g o



_ a b b i t



_ r e e



_ o a p



_ l e p h a n t



_ o r s e



_ o a t



_ r u c k



_ o u s e



_ i s h



_ i g e r



_ m b r e l l a



_ i c y c l e



_ l o w e r

e. Look, listen and tell.

I am red and long.
I grow in the ground.
I am a root vegetable.

Who am I?

I am a fruit.
I am yellow.
I am sour.

I am yellow.
I am long.
I am a fruit.

I am a vegetable.
I am red and white.
People cry when they cut me.



f. Circle the letters from the given table to make meaningful words. Write them in given space.

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



For the Teacher :

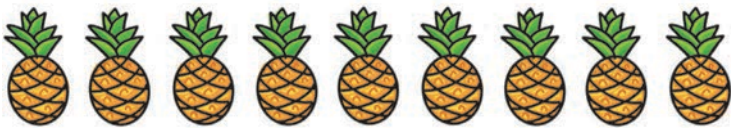
- Motivate the children to find out maximum words.
- Ask the children to copy the circled words in their notebook.



3.9 Numbers



a. Look, listen and learn.

	→ 0 - zero
	→ 1 - one
	→ 2 - two
	→ 3 - three
	→ 4 - four
	→ 5 - five
	→ 6 - six
	→ 7 - seven
	→ 8 - eight
	→ 9 - nine
	→ 10 - ten

b. Listen and speak.

Excuse me,
Anju.



Yes, Sanju.



Do you
have a pen?



Yes. /
Yes, I have.



How many pens
do you have?



I have four pens.



Please,
give me one.



Here it is.



Thank you.



Welcome !



For the Teacher: • Practise this activity using other objects/things.
For example : pencil, ruler, etc.

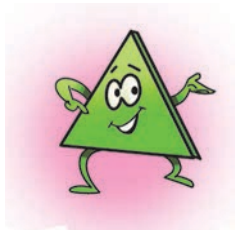
c. Listen, repeat and learn.

Meet the Shapes



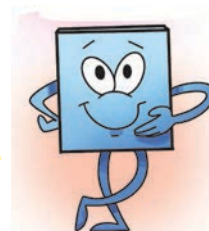
I am a dot.

We are lines.



Hi !
I am a triangle.

Oh! I am called a
square.



I am a circle.



I am a star.



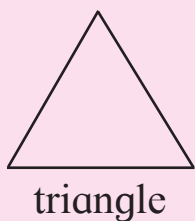
I am known as an
arrow.



We are different shapes.

dot

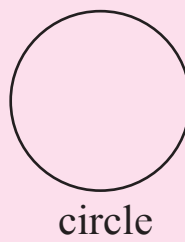
line
arrow



triangle



square



circle



star



3.10 The Ant and the Pigeon



- Listen and enjoy.



One day, an ant fell into a pond.
It could not come out.

A pigeon, sitting on a tree saw it.
The pigeon threw a leaf into the
pond.



The ant climbed onto the leaf.
It safely came out of the pond.

After a while a hunter saw the pigeon. He aimed at the pigeon with a gun.



The ant saw this. It climbed up his foot and bit him.

The hunter cried. He missed his aim.

The pigeon heard the gunshot and flew away.



For the Teacher: • Motivate the children to tell the story with dialogue.
• Accept responses in their mother tongue.



4.1 Months of the Year



a. Listen and sing.



Twelve months in a **year**,

Let's learn it my **dear**.



The year starts with January,

And ends with December.

Let's enjoy them one by one.



January, February, March,

April, May, June.



July, August, September,

October, November and December.



Isn't it easy to **remember**?



b. Complete the following names of the months. Write their proper numbers.

Fe _ ruary

Sep _ ember

M _ y

Ju _ e

Jan _ ary

Nove _ ber

J _ ly

Decem _ er

Ap _ il

M _ rch

Oct _ ber

Au _ ust

c. Look, think and talk.



For the teacher:

- Ask the children questions related to a village/town fair.
- Ask the children in which month their village fair takes place.



4.2 Greetings



- Look, listen and say.



Happy Birthday !



Happy New Year !



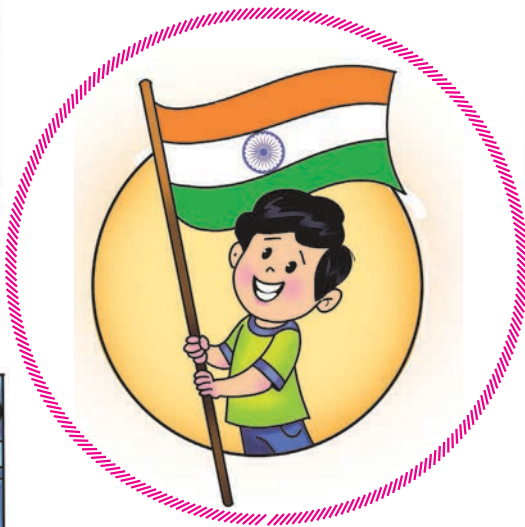
Happy Journey !



All the Best !



Happy Diwali !



Happy Independence Day !
Happy Republic Day !



Eid-Mubarak !



Merry Christmas !



Congratulations !



Thank you !



For the Teacher:

- Practise short conversations with the children by using the greetings given above.



4.3 After My Bath



a. Listen, sing and recite.

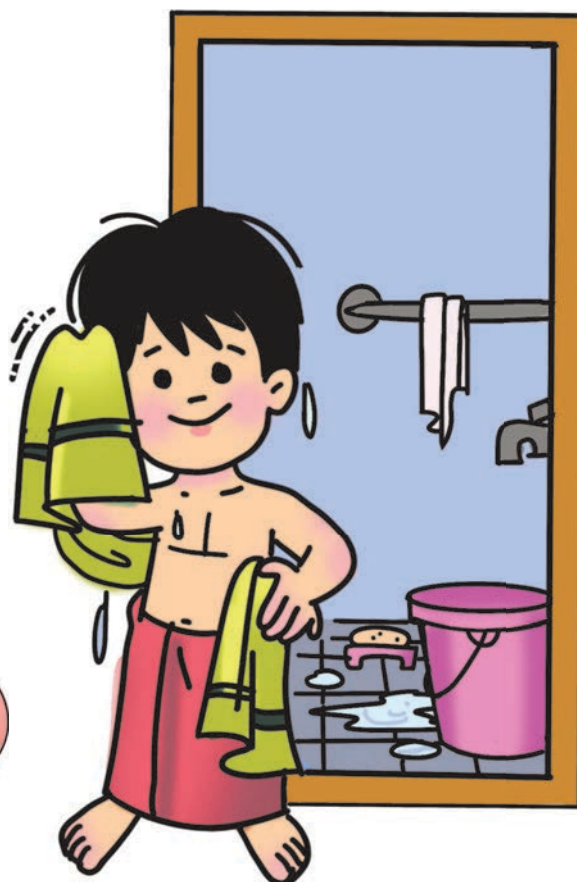
After my bath

I try, try, **try**

To wipe myself

Till I'm dry, dry, **dry**.

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



Just think how much

Less time I'd **take**

If I were a dog

And could shake, shake, **shake**.



b. Listen and repeat.

try - dry

nose - toes

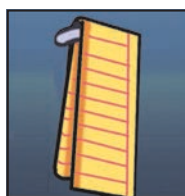
take - shake

c. Look, listen and show.

Bathroom



soap



towel



soap case



toilet brush



stool



bucket



basin



shampoo



shower



tap



handwash



cleaner



mug



toothbrushes



toothpaste



For the teacher:

- Ask the children to show different things in the picture.
- Ask the children which things they have in their bathrooms.



4.4 Chit Chat



a. Listen and repeat.

Aai, where is
my bottle?



Look on the
table.

No, it is not
here.



Check under the
chair.

No, it is not
here.



May be in
your school
bag.

Yes, here it is!
Thank you, Aai.



Good! Keep your
things properly.

b. Listen and repeat.

Good

Thank you

on the table

may be

Welcome



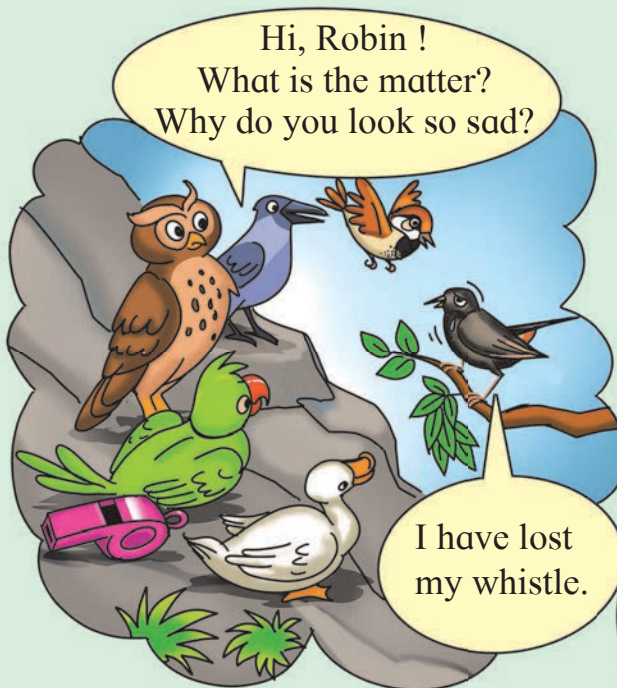
4.5 Lost and Found



a. Look at the pictures, listen and repeat after me.







b. Enact the story as if you are the birds.

c. Look and act.

How do you feel?



Happy



Sad



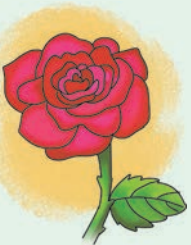
Angry



Scared

d. Listen and read.

Word Pyramid



a flower
a rose flower
a red rose flower



a home
a big home
a big sweet home



a hat
a round hat
a red round hat



a balloon
a blue balloon
a small blue balloon



4.6 My Kitchen



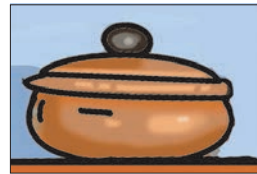
a. Look, listen and show.



lighter



ladle



pot



saucer



rolling pin



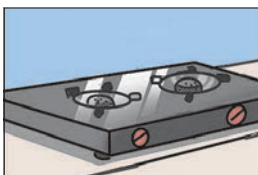
fridge



tap



dishes



gas-stove



pan



mixer



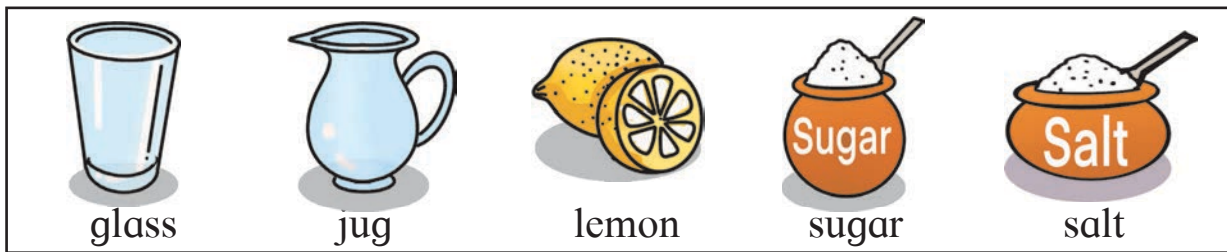
cooker



For the Teacher: • Ask the children to show different things in the picture.

b. Listen, learn and enjoy.

Let's make *sharbat*.



1. Take some water in a jug.



2. Add some lemon juice in it.



3. Add some sugar in it.



4. Add salt as per taste.



5. Stir it with a spoon.



7. Pour the *sharbat* in the glasses.



8. Serve the *sharbat*.



6. Your *sharbat* is ready.



9. Drink the *sharbat* and enjoy.



c. Listen and act.

take

pour

add

stir

serve



4.7 Our Community Helpers



a. Listen, repeat and sing.



Teachers help us to learn A,B,C

Shapes and colours and 1,2,3

Doctors help us when we're sick,

Medicines will do the trick !

Soldiers fight on borders so far...

Farmers grow wheat, rice and jowar

Police keep things safe for you,

What job do you want to do?



b. Listen and repeat.

Doctor

Teacher

Farmer

Soldier

Driver

Police

c. Listen and enact.



I am a doctor.
I treat patients.



I am a teacher.
I help students to learn.



I am a farmer.
I grow crops.



I am a soldier.
I serve the nation.



I am a driver.
I drive the bus.



I am a tailor.
I stitch clothes.



4.8 The Magic Fish

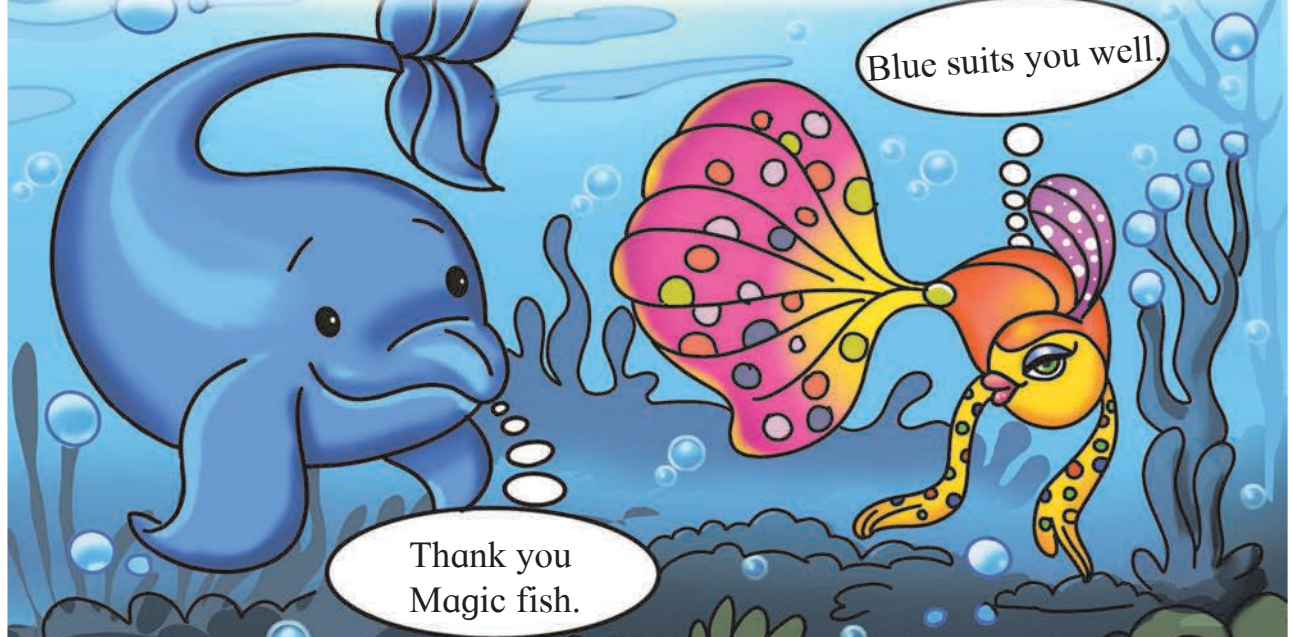


- Look at the pictures, listen and repeat after me.

It is a big sea. All the sea animals are white. There comes a colourful fish.



The dolphin wants blue. The magic fish shares it.



The crab wants orange. The magic fish shares it.

Am I beautiful
like you?

Yes, you are very
beautiful.

The seahorse wants yellow. The magic fish shares it.

You are so pretty.

Thank you so much.

The starfish wants red.
The magic fish shares it.

Red looks good
on you.

You made me
so colourful.
Thank you.

All the animals are colourful
now. The sea is happy.

You all look
very colourful.

Thank
You.

Are you
happy?

Yes, we are
very happy.



For the Teacher: • Ask the children some brainstorming questions.

For example : Why was the sea happy?

• Encourage the children to tell this story to others.



4.9 Thank You God



a. Listen and sing.



Thank you God
For the world so **sweet**.



Thank you God
For the food we **eat**.



Thank you God
For the birds that **sing**.



Thank you God
For **everything**.

b. Listen, see the pictures and say.



...when grandparents
tell us stories.

We say....



Thank you



...when parents
give us something.



...when someone helps us.



...when we get a gift.



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