

# What this book contains...

Welcome to the first volume of the English Courseware for Grade 1. Any language has two aspects to it - form and function. Children must build their confidence in communicating function and then they will slowly develop the understanding of form. This book creates an opportunity for children to understand the content and share their feelings and ideas in a free and supportive environment.

Language is a tool to feel, perceive, think and express. For children, experience and words are interdependent. This book provides ample opportunity for actions and experiences which generate a need in children to express themselves. Hence, the texts are woven in contexts like playtime, adventure and food bonanza that are related to children's real life and provide the purpose to engage with texts.

Children play and learn from a variety of modes such as viewing pictures and games on the interactive board, discussions, group work and excursions. They are exposed to a wide range of texts, which promote and strengthen their imagination while nurturing the taste for the multiple genres of literature.

## **LISTENING AND READING**

This book provides a rich reading and listening experience to children. The listening and reading texts comprise forms like fantasy and fiction. These texts help children enhance their vocabulary and enable them to articulate their ideas. The post-listening and reading tasks enable them to recognise new words, their sounds and the patterns in them. They comprehend the text using the illustrations which also generate curiosity in them to read short and simple texts independently. It improves their comprehension of language. Through different texts, they engage with tasks that gradually transform them into keen listeners and avid readers.

## **SPEAKING AND WRITING**

Children love to explore and share their discoveries. Be it about themselves, about others, or about what they are learning. The tasks in this book are designed to nurture their exploration and sharing. They express their feelings and thoughts to adults and peers.

An exposure to multiple tasks imparts fluency in speech. The book incorporates various drawing tasks that act as precursors to writing. They write personal pieces that express simple ideas, feelings, likes and dislikes related to the texts. While writing, they tend to use 'invented spellings'. This is reflective of confidence in students to create words. Using this as an opportunity children are supported and given exposure to begin using the correct spellings. In this learning period, children begin to write complete sentences. Children like to talk about their dreams and desires. They begin with guided writing and eventually learn to frame small sentences independently.

## **GRAMMAR**

Children read textual and non-textual examples which help them understand grammatical concepts such as punctuation (full stop, question mark and capitalisation), blends (pl, fr, cr and sl), double consonant sound (nn), antonyms and demonstrative pronouns (this, that, these, those). They are given exposure to pronouns (he, she, it). They also revise grammar concepts like, 'is, are', 'this, that', 'these, those' and nouns. All the concepts are interwoven in new contexts to provide wholesome language experience.

# Content



## PLAY TIME

05

### Binni, the Bunny's Birthday

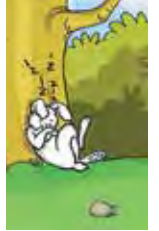


Read and comprehend the poem  
Identify words with 'nn' sound  
Build familiarity with new spellings

## PLAY TIME

07

### The Sliding Hare



Read and comprehend the story  
Identify words with 'sl' sound  
Blend and segment to read and spell words

## PLAY TIME

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### Naming Words



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### The Spinning Grooves



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### Shubra's Visit to the Market



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# Content



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### One and Many - Jazmin's Birthday

Learn singular and plural words  
Apply patterns of making plural e.g. 'es' words  
Practise use of one and many words  
Building vocabulary for 'fl' words  
Building vocabulary for 'tt' words

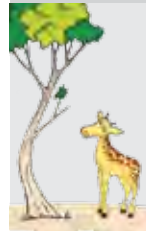


## ANIMALS

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### Giffy, the Hungry Giraffe

Read and comprehend a story  
Connect with the usage of is, am, are  
Blending and segmenting 'bl' words



## ANIMALS

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### Ayaan's Secret Pet

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## ANIMALS

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### Old Mac Donald had a Farm

Sing the rhyme  
Identify sounds of different animals  
Comprehend the song  
Extend the song with any 2 animals  
Write new words for the story

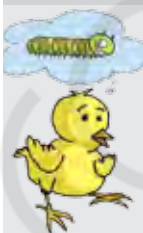


## ANIMALS

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### Five Little Chickens

Watch and sing the song  
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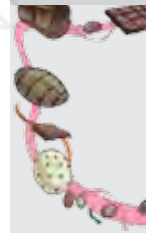


## FOOD BONANZA

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### Chocolate

Read a poem describing chocolates  
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Find apt describing words  
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Listen to a story  
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## FOOD BONANZA

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### Articles A/An

Read a story to understand usage of a/an  
Practise usage of this/that  
Revise opposites



# Icons



## I PLAY

Play brings richness to children's experiences. These games engage children physically and help them learn various new concepts.

## I ACT

In these tasks, children actively apply the concepts they have learnt in a suitable context. These build their ability to apply knowledge meaningfully.

## I SING

Children love to sing songs and poems. While doing so, they also learn vocabulary, expressions and values.

## I TALK

Children talk about a given situation. Such a conversation enables them to reflect on, articulate, share and listen to their thoughts, feelings and learning. In this way, they develop the skill to connect with other people through a meaningful conversation and exhibit their thinking process.

## I DRAW

Children draw to communicate their thoughts and feelings. They use drawing as a medium to share their visualisation. Some of these tasks also strengthen their fine motor skills and eye hand coordination.

## I WATCH

Children watch educational videos. These audio-visual experiences help them acquire knowledge about the world in an easy, joyful way.

## I LISTEN

Children listen to various stories and poems. It develops sensitivity and enhances attention.

## I OBSERVE

In these tasks, children look at the details of various things, people, animals, etc. This develops in them the skill of observation, which is one of the most powerful skills of learning.

## I REFLECT

In these tasks, children reflect upon what they have studied. Reflecting on their experience and the activity brings a new understanding and fresh perspectives. This is the key to learn from any experience or activity they have done.

## I WRITE

Children write down their thoughts about a given situation. Writing helps them express their thoughts coherently. It also makes their thoughts visible to others.

## I CONNECT

These tasks are designed to improve individual thinking and problem-solving skills. These are often given with some instruction and/or a problem that needs to be solved. This helps children learn to conceptualise on their own.

## I READ

Children engage with varieties of fiction and non-fiction texts. The texts allow the readers to see rich vocabulary and ease of use in the language. Through language students also derive or attain clarity of concepts.

## PRACTICE AT HOME

These tasks include homework, which is mostly an extension, practice or application of what has been taught in the class. Sometimes, opportunities are given to explore a new concept.



These notes help parents recognise the objectives of the tasks children are doing. They also enable the parents to know how the tasks help the child in his/her learning. In this way, they can contribute actively to their child's learning.



# PLAY TIME

## Binni, the Bunny's Birthday

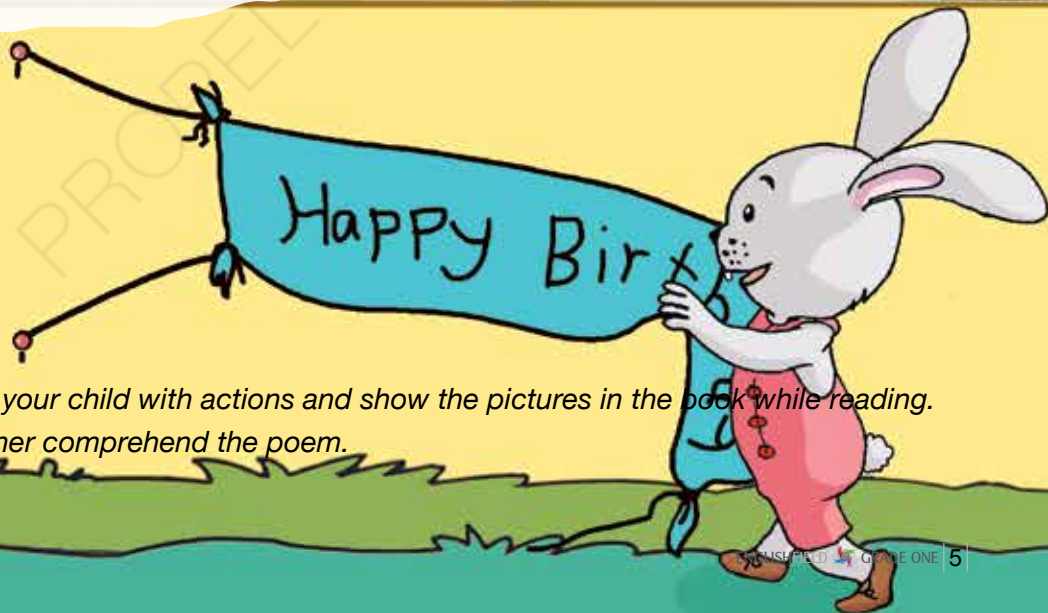


I READ

Read the poem in the class. Also, read the poem with your parents at home.

Sunday morning was too sunny  
And hot said Binni the bunny.  
It was a special day today  
It was Binni's birthday.  
All his friends did he call  
For dinner and to play ball.  
He put up a party banner  
And prepared a great dinner.  
Worked so hard, he seemed to get thinner  
As friends came ready, for the dinner  
When everyone was ready, Binni threw the ball  
Then fell asleep in the middle of the hall!

- Agnes Joseph



Help Your  
Child

Read the poem to your child with actions and show the pictures in the book while reading.  
This will help him/her comprehend the poem.

# Nn Words



I WRITE

The poem 'Binni the Bunny's Birthday', has words with double 'n'. Do you know more words which have double 'n'? Complete the given words.



b \_ nn \_



\_ unn \_



b \_ nn \_ r



\_ r \_ nn \_



k \_ nn \_



\_ \_ nn \_

Help Your Child

*This task familiarises children with 'nn' sound words. With increased familiarity, children improve their spelling.*



## The Sliding Hare



### I READ

Once there was a speedy hare. He was so fast that when he rushed past, it felt like he slid right ahead. So the foresters called him Sliding Hare.

Sliding Hare was very proud of his speed and kept talking about it all the time. Slow and Steady, the tortoise saw this and asked Sliding to race with him.

When they started the race, Sliding Hare quickly slid down the path and then stopped to see where Slow and Steady had reached. Since Slow and Steady was far away, Sliding lay down to relax and fell asleep. Slow and Steady walked and walked. He didn't stop for anything and soon slipped past Sliding Hare. When Sliding Hare woke up, Slow and Steady had already crossed the finishing line.



### I TALK

1. Why is the hare called Sliding Hare?
2. Why was the tortoise called Slow and Steady?
3. How did Slow and Steady win the race?
4. Did you notice any sound being repeated? What was it?



### I WRITE

1. In the story some words begin with the 'sl' sound. Underline those words and write any two of them here.

2. Spot the 'sl' sound words from the grid and circle them.  
One example has been done for you.



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



Help  
Your  
Child

Children are introduced to words that contain the 'sl' sound. The tasks that follow the story help them read and decode new words after they have become familiar with their sounds. Ask your child to share more words that have the sound of 'sl'.



Look at the given picture carefully and list what you see in it.







Children make a list of animals they see. This is used further to learn about naming words.

# Naming Words



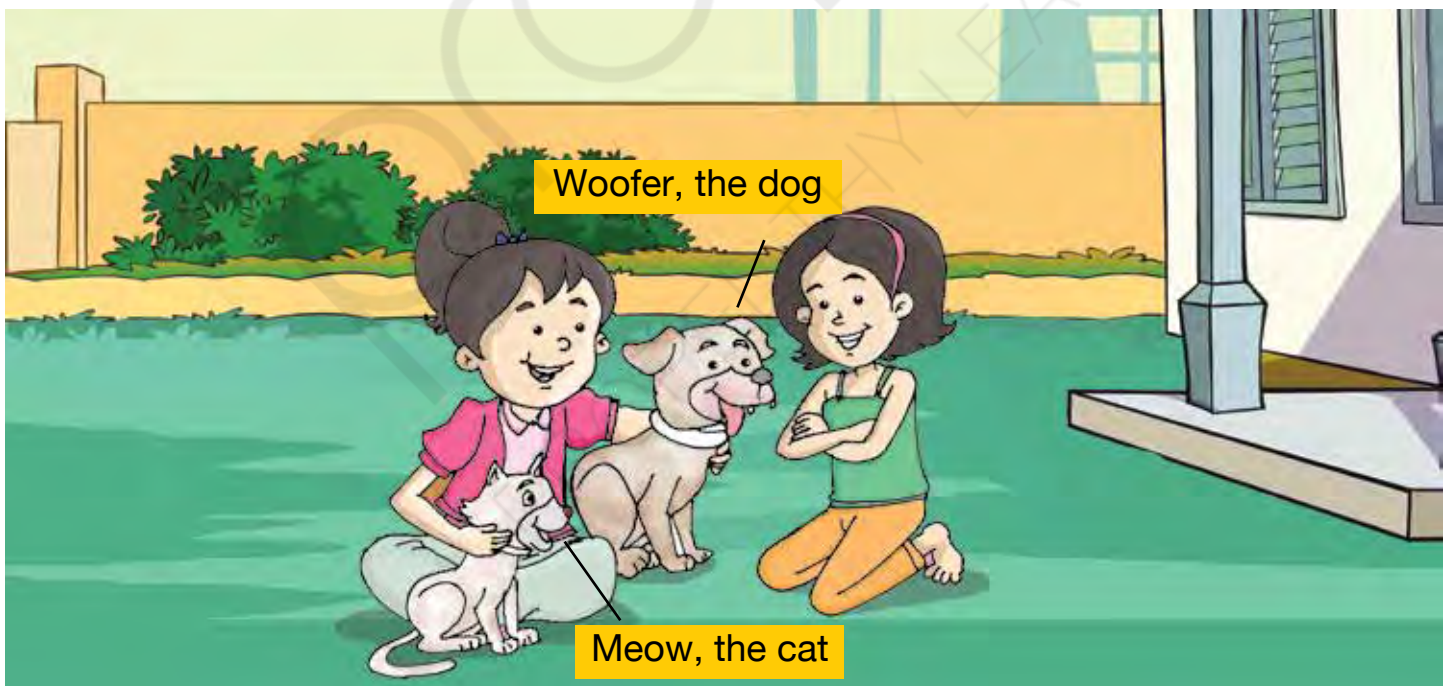
I READ

1. What games do you play with your friends?
2. Do your friends come to play with you at home?

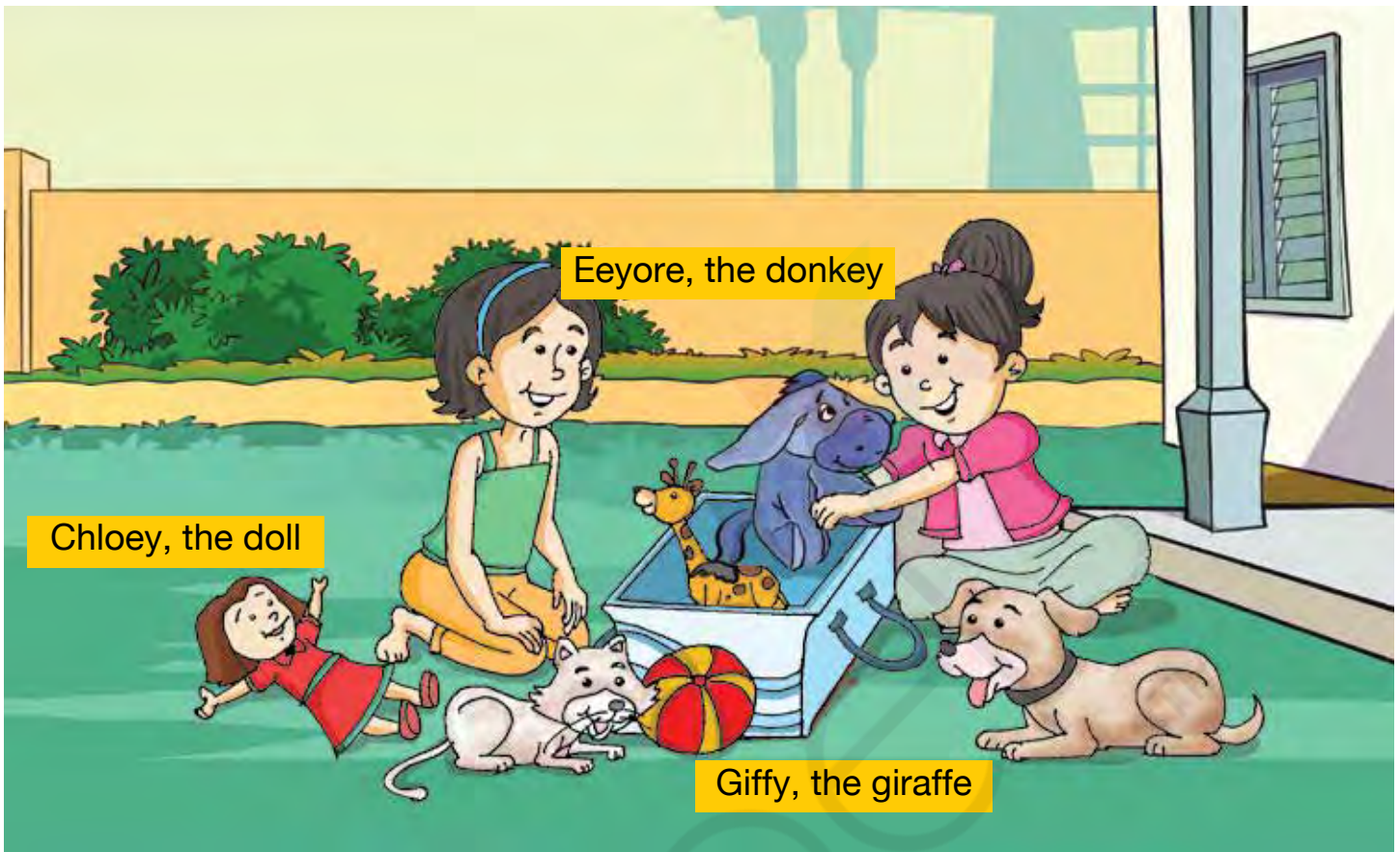
## My Favourite Game



Zoya waved goodbye to her parents as they left for the market. She and Gurpreet wanted to play their favourite game today.



Zoya asked Gurpreet about the other players in the game. Gurpreet brought out the players. The first player was Woofers, the dog. The second player was Meow, the cat.



Eeyore, the donkey

Chloey, the doll

Giffy, the giraffe

The third player was Eeyore, the donkey. The fourth player was Giffy, the giraffe. The final player was Chloey, the doll. Zoya helped the pets and the toys sit in a circle so they could start their favourite game.



Gurpreet brought a hankey and they started playing their favourite game – ‘I sent a letter’.



## I GRAMMATIZE

1. What are Zoya and Gurpreet playing?
2. Which animals does Zoya have as her pets?
3. Where are Zoya and Gurpreet playing?
4. Which game did Zoya and Gurpreet begin playing?



## I TALK

1. Do you think it is possible to play 'I sent a letter' with your pets and toys? How?
2. What do you think was the best part of the game? Why?



## I DRAW

Name all the toys/ pets that Gurpreet has. You can draw their picture too.



*Children are introduced to the concept of naming words through the story. Do not expect your child to read the entire text independently. You can read aloud the text and later encourage your child to read it on his/her own.*



## I WRITE

1. Zoya and Gurpreet are friends. Do you have friends? Write their names in the blanks.







2. A few words are written in bold in the story, like Zoya, Gurpreet, doll, dog, hankey, market, cat. These words are called-




## FUN TO KNOW

Words that tell names of persons, places, animals and things are called naming words.



## PRACTICE AT HOME

Look around your house and write 9 naming words.









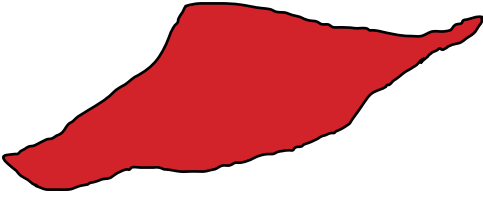



Children learn the concept of naming words (nouns) by exploring their meaning in a context. The term 'naming words' is used instead of the term 'nouns' for easy understanding of the concept and quick recall. You can also give them a short storybook or sentences to identify the naming words from. This will strengthen children's knowledge of naming words.



# I WRITE

Use the help box and name the pictures given below.



Blank writing lines for the handkerchief.



Blank writing lines for the cat.



Blank writing lines for the dog.

- hankey
- Zoya
- door
- cat
- giraffe
- dog



Blank writing lines for the door.



Blank writing lines for the giraffe.



Blank writing lines for the girl.



## I WRITE

You now know what naming words are. Read a short story of your choice. Look for naming words in the story and write them under the correct box.

### People

Blank writing lines for 'People' category.

Blank writing lines for 'People' category.

Blank writing lines for 'People' category.

### Place

Blank writing lines for 'Place' category.

Blank writing lines for 'Place' category.

Blank writing lines for 'Place' category.

### Animal

Blank writing lines for 'Animal' category.

Blank writing lines for 'Animal' category.

Blank writing lines for 'Animal' category.

### Thing

Blank writing lines for 'Thing' category.

Blank writing lines for 'Thing' category.

Blank writing lines for 'Thing' category.



## I WRITE

1. Which words did you write in the 'People' box? Why?
2. Which words did you write in the 'Thing' box? Why?



## I PRACTISE

Write two names for each of the following categories in your notebook.

- a. My friends
- b. My things
- c. Places I know/have visited
- d. Animals I have seen



## PRACTICE AT HOME

Look at the given pictures and name them by writing the missing letters.



oto



one



pa

3

ree



b k



br m



ele ant



tr



t th

Help  
Your  
Child

Children revise the words with 'ee', 'oo', 'ph' and 'th' sounds through this task.



# The Spinning Grooves



I READ

Greeshma and Jiya went cycling to the park.

The park had a cycling path surrounded by lovely green grass. When they started cycling, they saw many people who were their parents' friends. They also saw their friend Adarsh's grandparents. Both Greeshma and Jiya greeted them as they rode along.

Soon Jiya was tired of just sitting on the bicycle, so she hopped off and started watching Greeshma's bicycle. It looked beautiful as it moved ahead. Her attention went to the circling tyres.

The tyres had grooves on them and as they circled, the grooves spun so fast that Jiya could hardly see them. She called her sister Greeshma and asked her to watch her cycle. Greeshma stopped cycling, looked at the tyres, and said there was nothing new to see. Jiya was puzzled, why she could no longer see the spinning grooves.

Do you have any idea why Jiya could not see the spinning grooves?





## I TALK

1. Have you ever gone cycling with someone? Describe your experience.
2. The word 'grandparent' has 'gr' sound. Tell some more words that have 'gr' sound.



## I OBSERVE

Read the 'gr' words given.



Grapes



Green



Greengrocer



Grass



Grandmother



Grains

Help  
Your  
Child

*This short story is used to introduce the students to the 'gr' sound. The flash cards help students connect the words with pictures and support their comprehension.*



## I WRITE

1. Circle the 'gr' sound words in the story 'The Spinning Grooves'.  
Write the circled words in the notebook.
2. Identify and name the following pictures. Use the help box.

grandmother

grapes

greengrocer

grains

grass



## PRACTICE AT HOME

1. Read the story with your parents. Ask them about their childhood.
2. Write five 'gr' sound words in your notebook.

# Action Words



I WRITE

## I Jump, I Shake!

Read the following poem and underline the action words.



I jump, I shake.  
I dance, I hop.  
I like to bake.  
I cannot stop.



Out in the playground.  
I leap, I skip.  
I bounce, I slide.  
I swing, I flip.  
But I am still careful!  
I don't trip!



-Lill Pluta



## I PLAY

Read the words from the poem given on the chits. Enact them and let your classmates guess the words.



## I CONNECT

Discuss the following with your classmates.

1. Which words were written on the chits?
2. What do these words show?
3. The words that show action are called


words.



## I CONNECT

Find out and write the action words hidden in the grid. One example has been done for you.

j	u	m	p
a	h	u	g
w	i	n	k
b	s	i	t
l	e	a	p
c	r	u	n

leap





Children read the poem in class and perform these actions. This helps them know how each action feels and looks. You can do various actions and ask your child to guess. This will help the child gather more action words.

# In the Park



## I WRITE

It is time to go out in a park to play.

1. What are the things you see in the park?
2. Whom do you meet there?



## I DRAW

Draw what you see in the park and write a sentence about it. Also, share it with your parents.



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# PRACTICE AT HOME

1. Match the words with the correct pictures.

chair      ship      bench      shirt      shoe      whale



2. Look at the given pictures and write their names.

whistle      cheese      chin      brush      sheep      wheel



Blank writing box for chin

Blank writing box for wheel

Blank writing box for brush



Blank writing box for cheese

Blank writing box for whistle

Blank writing box for sheep



This task is to help children practice 'ch', 'sh' and 'wh' sounds. Help your child find the words with these sounds from texts they have read previously.

# Merry-Go-Round



## I READ

At the park was the merry-go-round,  
And it went round and round.  
You could spin it nice and slow,  
Or as fast as you can go.  
Sometimes I would spin and run,  
Merry-go-round was so much fun.  
Spinning gently morning and night,  
Seeing everything go past right.  
Spinning and running really fast,  
I was always dizzy at last.  
No dizziness is a secret my friends  
Close your eyes and the fun never ends.

-Agnes Joseph







# I TALK

Where have you played on a merry-go-round?



# I OBSERVE

Observe the picture of a park. Name the objects that you see in it.

Swing	Slide	Monkey bar
Merry-go-round	See-saw	Jungle Gym





## I WRITE

Complete the following sentences and share your experience of going to a park.

1. I went to
2. I went there with my
3. I rode on a
4. I also
5. I ate
6. I also
7. It was fun to go to the  with  !



## PRACTICE AT HOME

1. Read the poem to your parents. Also, show them the actions in it.
2. Write two sentences about your experience at the park in your notebook.



Children observe the picture of a park and write about their experience using partly structured sentences.

# My Word Wall



I PRACTISE

Write all the new words that you have learnt. Draw their pictures too.



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Help  
Your  
Child

*Recalling and drawing the learnt words help in retaining them longer, and increases familiarity and use. The task also enhances children's ability to spell words correctly.*



# ADVENTURE

## Shubra's visit to the market



### I READ

Shubra was a bright girl with a beautiful braid. She loved walking up to the market to get important things for the house. On the way to the market was a tree just the right size for her to climb. Every time she crossed the tree, she climbed on its branch and sat there for some time before heading to the market. She did the same today.



The snake charmer was playing his *been* close to the market. People said he had brought a cobra today. That would be exciting to watch, thought Shubra. But she had a long list of stuff to get from the market. She got down from the branch and crossed over the bridge to reach the market.

She had to buy brinjals, brownie, bread and a broom. That was the list her father had given her. She also wanted to buy a bracelet for herself. Reaching the market, Shubra quickly bought everything she needed and stopped by to watch the cobra dance to the *been*. She was so excited that she had seen the cobra dance for the first time. She rushed home to tell her parents all about it.



### I TALK

1. What did Shubra enjoy doing?
2. Why do you think Shubra climbed the tree every time?
3. What things did Shubra buy?
4. What was the sound that was repeated in the story?
5. Which are the other words in the story with the same sound?

Help  
Your  
Child

Help children read aloud the 'br' words from the story. Also, share some new words with them.



## I WRITE

1. You have identified words with 'br' in the story. List them in your notebook. Find out and add a few more words with 'br' in the list.
2. Look at the pictures given below. Speak aloud their names and if they have the 'br' sound, write them in the blanks.













3. Circle the words with 'br' sound.

book

bride

bring

picnic

apple

father

sing

brother

brain

finger

bench

bright



*This task enhances children's vocabulary. It also brings their focus on 'br' sound words.*

# 'A' and 'An'



## I GRAMMATIZE

Do you remember:

- where we use 'a'?
- where we use 'an'?

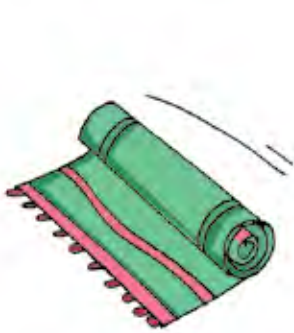
Let's read a song to recall.

### Shubra's Little Trip

It is a hot day. Shubra is packing for a trip. Her brother, Dhruv, wants to help her and says, 'Can I help you in the packing?'

Shubra says, 'That will be great!' She gives him a list. Dhruv makes a little song to remember the things on the list.

Let's sing the song with Dhruv.



Shubra wants a hair brush,  
Toilet paper, soap and shampoo.  
And may be her very lucky,  
Light green shoots of Chinese bamboo.



Shubra wants a backpack,  
A sleeping bag and a mosquito coil.  
And she wants a portable heater,  
When she needs for water to boil.

She wants an umbrella to be safe from rain,  
and Tiger balm in case her back gives pain.  
An alarm clock and a bed sheet,  
With an orange pillow to put up her feet.





# I EXPLORE

Underline and write the naming words before which 'a' or 'an' is used in the song.

**A**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**An**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A**

We use 'a' before a word starting with the sound of a consonant like 'a swing', 'a pair of slippers'. 'An' is used before a word starting with the sound of a vowel. Discuss in the class what consonants and vowels are.



We use 'a' and 'an' before the naming word of a single thing.



**An**



# I EXPLORE

1. Add 'a' or 'an' before the following objects and complete the sentences. One example has been done for you.

a. Tina reads  .



b.



has seven colours.

c. Pearl puts the flowers in



d. Nancy bought



e. My mother wants



for the cake.

f. Sona gave Deepti



2. Based on the first sound of the following words, write either 'A' or 'An' before them.

a. \_\_\_\_\_ orange

b. \_\_\_\_\_ ship

c. \_\_\_\_\_ camera

d. \_\_\_\_\_ airplane

e. \_\_\_\_\_ ostrich

f. \_\_\_\_\_ flower



*This task strengthens children's understanding of articles 'a' and 'an'. It helps them see and use the articles correctly. You can play a game with them where you say the name of an object and they supply the article.*



# Sandhya's Adventure



## I READ

Sandhya has come back from her holidays today. She is excited to meet all her friends.

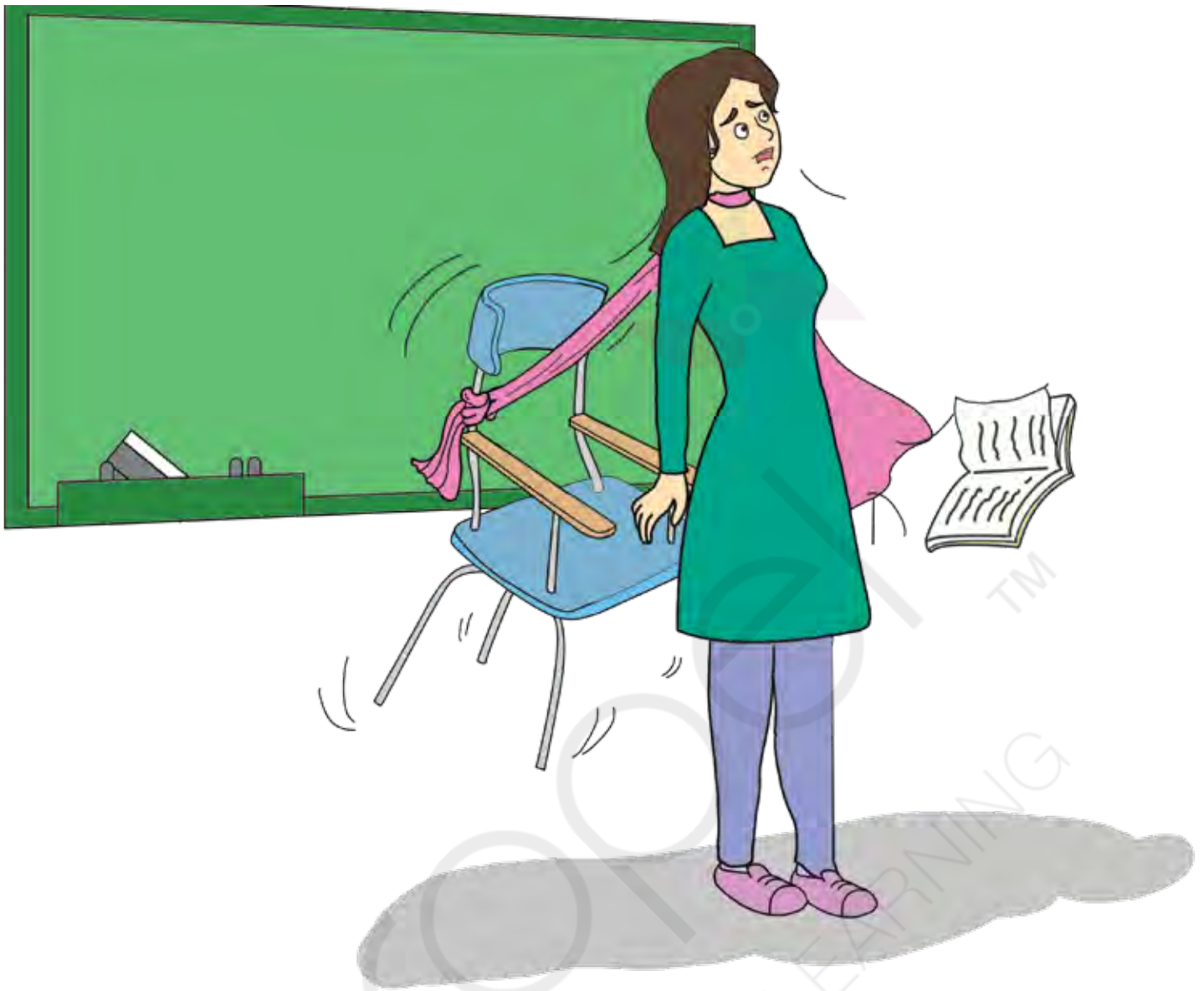
Sandhya is excited to see her teacher Ms Nandini too.

Ms Nandini loves Sandhya a lot. She never scolds her. But she scolds Sandhya's friends.



One day, Sandhya's friends ask her to tie Ms Nandini's dupatta to the chair so that she is unable to get up from the chair.





When Ms Nandini sits on her chair, Sandhya goes and ties her dupatta to the chair. Sarika calls Ms Nandini to ask her for some help. Ms Nandini gets up from her chair and starts walking to reach Sarika.

Sandhya is shocked to see how strong her teacher is!



## I WRITE

**A. Read the following sentences based on the story and write 'Yes' or 'No' in the box in front of them.**

1. Sandhya was sad to see all her friends.
2. Ms Nandini loved Sandhya a lot.
3. Sarika called Ms Nandini so that she could trick her.
4. Sandhya's friends put her in trouble.


**B. Tick (✓) the correct answer and write it in the given space.**

1. What happened when Ms Nandini got up from her chair?
  - a. She fell back on the chair because her dupatta was tied to the chair.
  - b. She got up and walked with the chair lifted by her dupatta.

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2. Why does Sandhya think Ms Nandini is strong?
  - a. Ms Nandini scolds some kids in the class that is why she is strong.
  - b. Ms Nandini lifted the chair as she walked that is why she is strong.

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3. Why was Sandhya excited to meet all her friends?
  - a. Sandhya was meeting her friends after the holidays, that is why she was excited.
  - b. Sandhya wanted to plan how to make Ms Nandini sit in one place, that is why she was excited.

---



## I WRITE

1. Read the story to your parents.
2. What would you do if Sandhya's friends asked you to tie Ms Nandini's dupatta to the chair?



*The focus of this text is to develop the skill of inference in children. They look at the pictures and read the events of the story. You can engage them in responding to the given questions to help them with inferencing.*

# One and Many- Jazmin's Birthday



## I GRAMMATIZE

Let us read how Jazmin prepared for her birthday.

It is Jazmin's birthday tomorrow. She wants to give a return gift to all her classmates and Kate, who is in another class. So Jazmin went to the market and bought a red bracelet for Kate and blue bracelets for everybody else. Then she got a milk chocolate for Kate and regular sweet chocolates for everybody else. And finally she made a yellow bookmark for Kate and red bookmarks for the rest of her friends. The next day when her friends arrived and she gave them the return gifts, they were very happy. Quickly, they put on the bracelets, placed their bookmarks in their books and enjoyed the chocolates. It was the best birthday party ever.



Many



## I TALK

Read the words given below.

One	Many
Bracelet	Bracelets
Bookmark	Bookmarks
Chocolate	Chocolates








## I REFLECT

1. What is the similarity between the two columns?
2. What is the difference between the two columns?



## PRACTICE AT HOME

The following words show the things that are 'one' in number. Draw them in 'many'.

One		Many	
	bird	birds	
	cat	cats	
	table	tables	
	balloon	balloons	
	tree	trees	



## I LISTEN



One day, Shubra was playing in the park. She found a stick like object under a tree. She held it up and was going to read what was written on the stick like object. This object was pointing towards a mango on the tree. She read out 'many' and she saw many mangoes appear in front of her! She had just found the 'many magic wand'. She now pointed the wand at her football and said 'many', and soon there were many footballs in the park.



Help  
Your  
Child

Children are introduced to plural words, which have 'es' in the end. They start identifying the spellings of such words. This enhances the accuracy of their communication.

Brush	Brushes	Dress	Dresses
			

Imagine that you have found the 'many magic wand'. Let's see the magic wand in action and have fun!

 I WRITE

Use your magic wand to create 'many' words for the given 'one' words.

One	Many
brush	
box	
watch	
glass	
potato	
mango	
sandwich	
dish	

 I TALK

What is changing in the words above when they change from 'one' to 'many'?



## I ACT

Read the given passage and list the 'one' words. Write their 'many' words in the notebook.

Neena and Deepti go to an oasis.

They sit on a rock near the pond.

Then they carry on their walk.

Full of energy they have so much to talk.

Seeing an oasis all so close could be fun, they know.

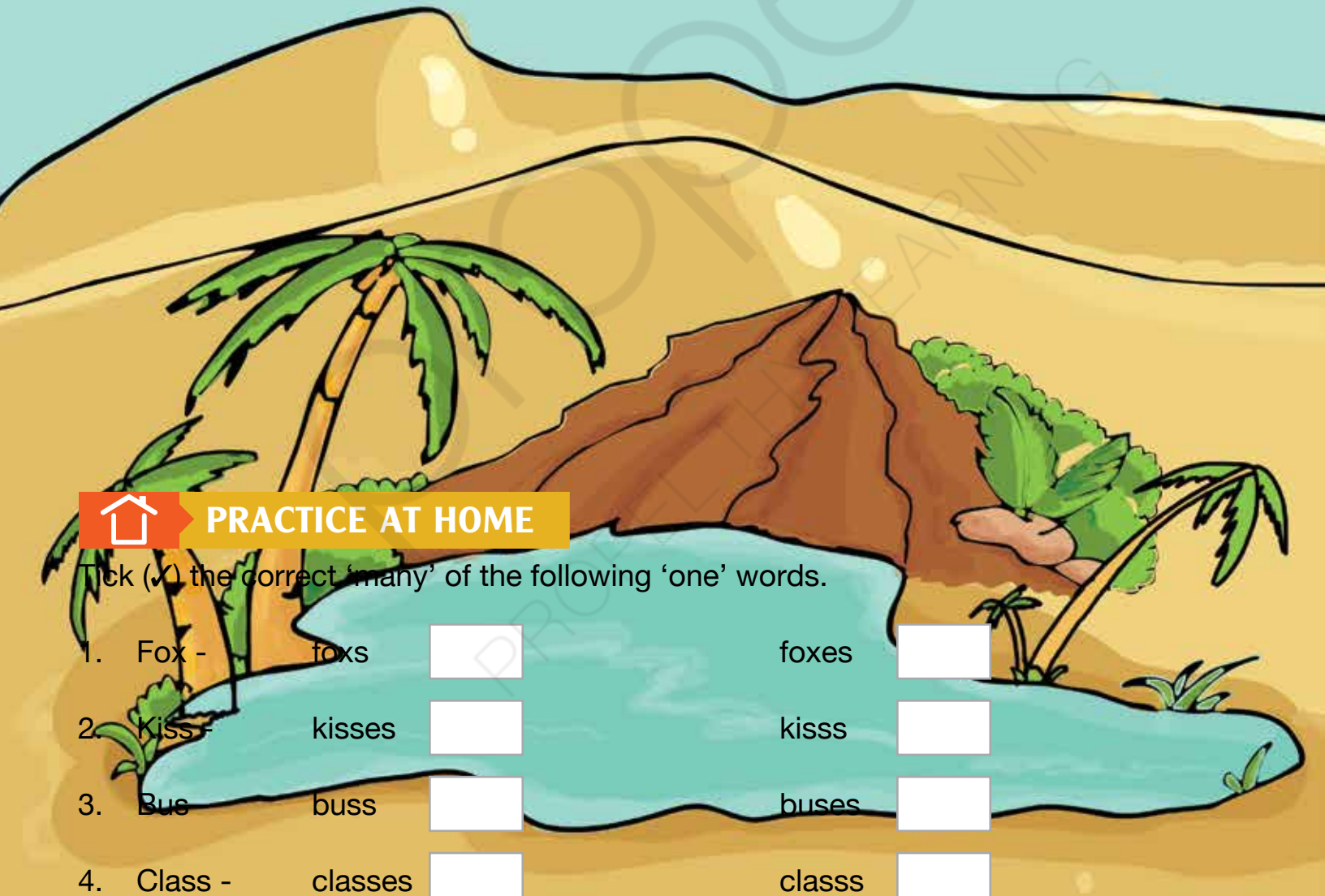
They see a thirsty dog near the pond.

Neena fills and brings water in a bottle and pours it out for the dog.

Deepti gets some dates to eat.

Dates are really sweet and yummy.

Neena loves it, so would you.



## PRACTICE AT HOME

Tick (✓) the correct 'many' of the following 'one' words.

- |            |         |                          |       |                          |
|------------|---------|--------------------------|-------|--------------------------|
| 1. Fox -   | foxs    | <input type="checkbox"/> | foxes | <input type="checkbox"/> |
| 2. Kiss -  | kisses  | <input type="checkbox"/> | kiss  | <input type="checkbox"/> |
| 3. Bus     | buss    | <input type="checkbox"/> | buses | <input type="checkbox"/> |
| 4. Class - | classes | <input type="checkbox"/> | class | <input type="checkbox"/> |

# Flip Flops



I ACT

Do you wear flip flops? Where do you go wearing flip flops?

Look at the pictures and read their names.



Flip Flops



Sunflower



Flag



Flush Tank



Flute



Fly



I TALK

What do you notice in the words?

Which sound is repeated?

Share more words with this sound.





## I WRITE

Circle the 'fl' sound words from the following.

Fish	Fly	Story	Flag
Flower	Cake	Flow	Wood
Pan	Flop	Clock	Floor
Flute	Bird	Cabbage	Finger
Fan	Flock	Soap	Paper
Flush	Cauliflower	Mouse	Table



## PRACTICE AT HOME

1. Read the flash cards with your parents.
2. Find out five 'fl' sound words and write them in your notebook.



Children connect the consonant blend 'fl' with words that have them. This helps them learn the blend in context of its usage.

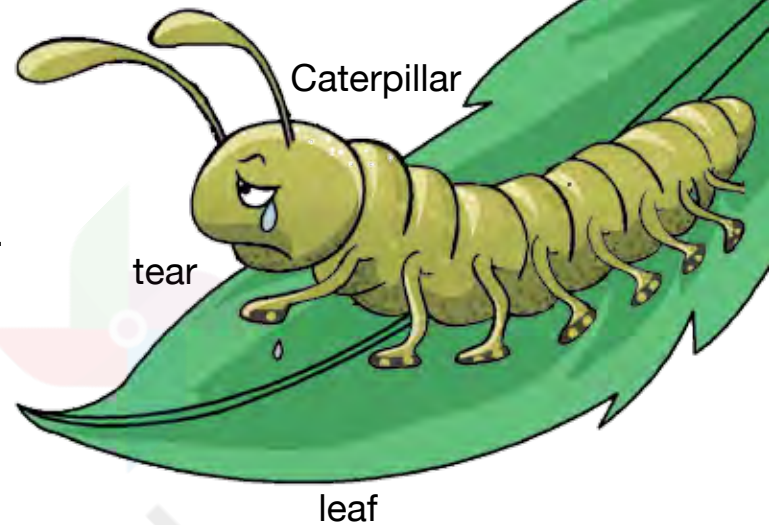
# Betty the Caterpillar



## I READ

Betty, the caterpillar, sat on a leaf,  
She looked at a kitten, and winked at a sheep.

Betty, the caterpillar, was green all over,  
But the cute little mitten was full of colour.  
Betty felt sad, as sad could be,  
She wanted to be as colourful, as she could be.



kitten



Betty, the caterpillar, started to cry,  
Mom said, 'Stop, and go and try.  
Eat colourful flowers, and the day will come  
When full of colours you will become.'



## I WRITE

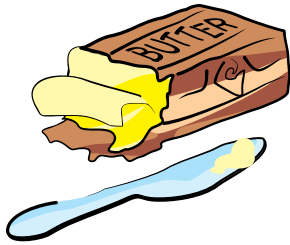
1. Read the poem 'Betty, the Caterpillar' and circle the 'tt' sound words with different coloured pencils. Write them in your notebook.
2. Look at the given pictures and complete the following words.



u t t



k t t



t t e



o l e



b u e r



n a i l c u r



## PRACTICE AT HOME

Find out and write five 'tt' words in your notebook.

Help  
Your  
Child

Through this task, children are introduced to the words with 'tt' sound. It helps them to read and write these words. You can write some words on paper slips and paste it around the room or tie it across the room with a string. This will give your child an exposure to the words with 'tt' sound.

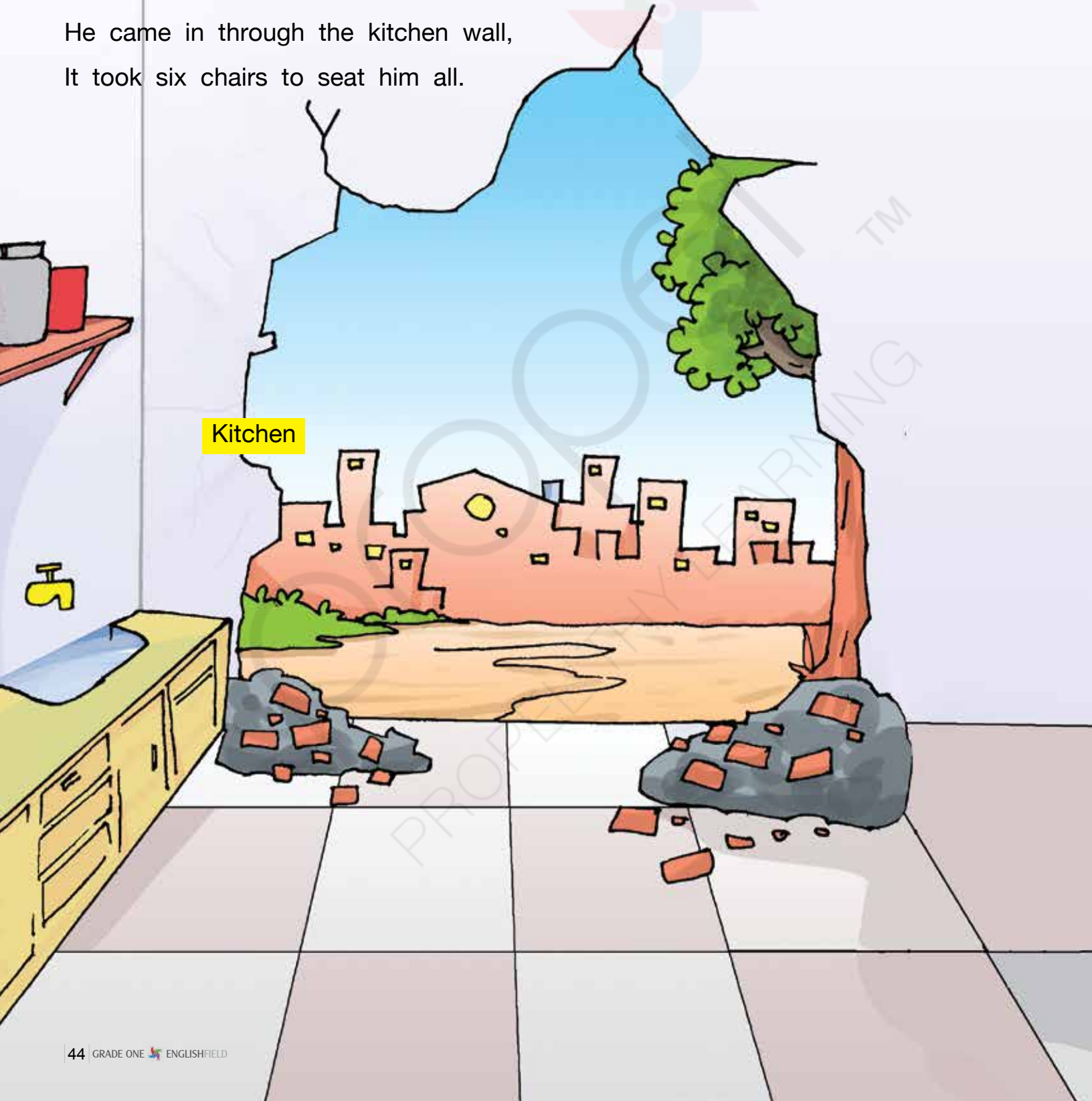
# A Giant Gorilla



## I READ

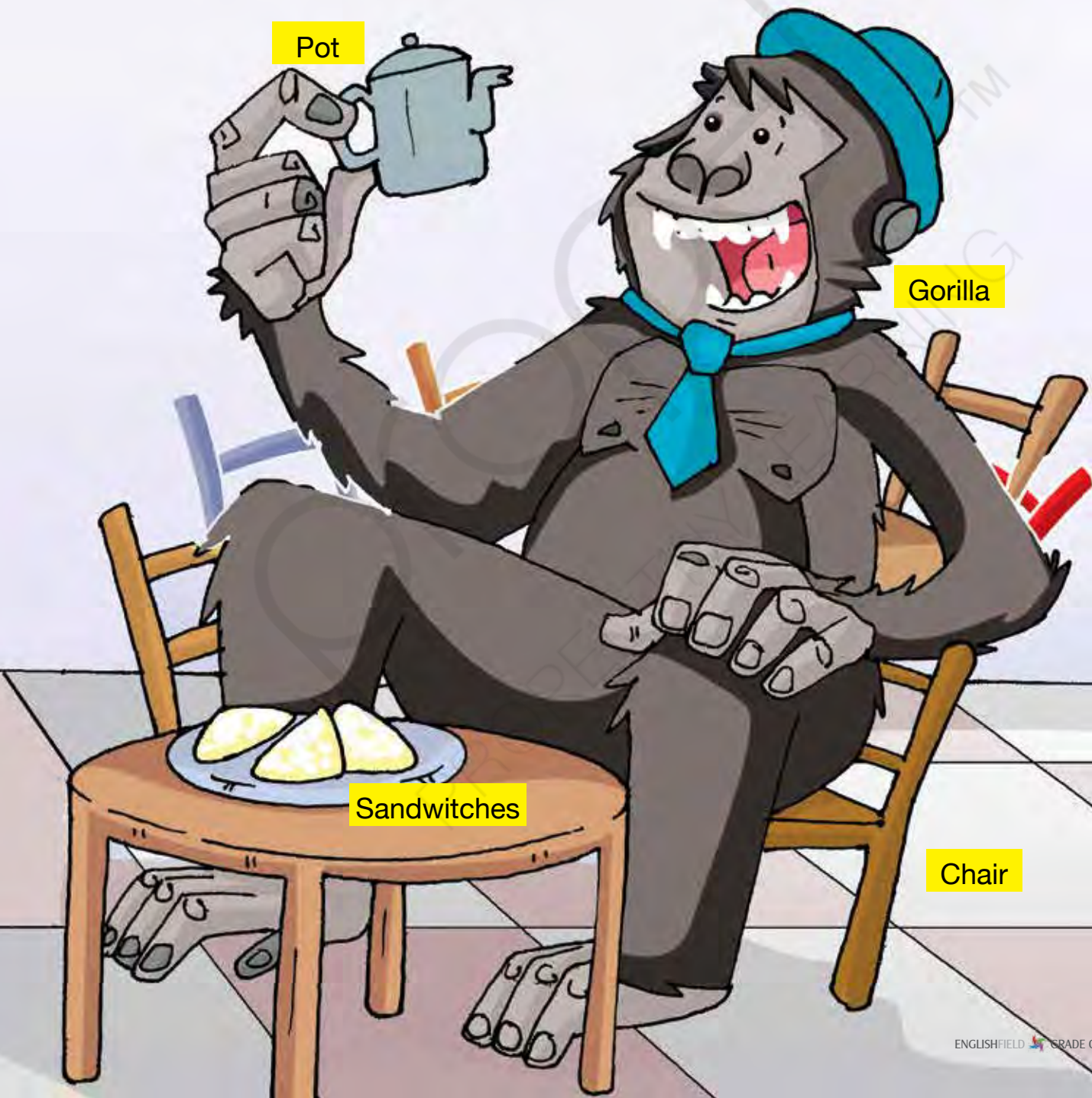
Listen to your teacher read the poem for you. Then, read the poem on your own.

A giant gorilla came to tea,  
Who asked him to come? It was not me.  
He came in through the kitchen wall,  
It took six chairs to seat him all.



He drank the tea straight from the pot,  
And sandwiches, he ate a lot.  
After that he decided to go,  
Who invited him? I want to know.

-Martin Honeysett



 I TALK

Imagine that a gorilla came to your house. What would you say to him?

 I DRAW

Draw the animal that you would like to invite to your house. Also, give a reason for inviting that animal.



Handwriting practice lines (pink top and bottom, blue middle) for writing a reason.

Handwriting practice lines (pink top and bottom, blue middle) for writing a reason.

Handwriting practice lines (pink top and bottom, blue middle) for writing a reason.



# ANIMALS

## Giffy, the Hungry Giraffe!



I TALK

What did you eat yesterday? Did you like it?



I GRAMMATIZE

Let's read a story to find what the hungry giraffe likes to eat.

Giffy, the giraffe, was the first giraffe on Earth. This is what he looked like. Giffy loved eating fresh leaves. He had a short neck and a big body so he couldn't jump higher to bite off the new tender leaves at the top of the tree.

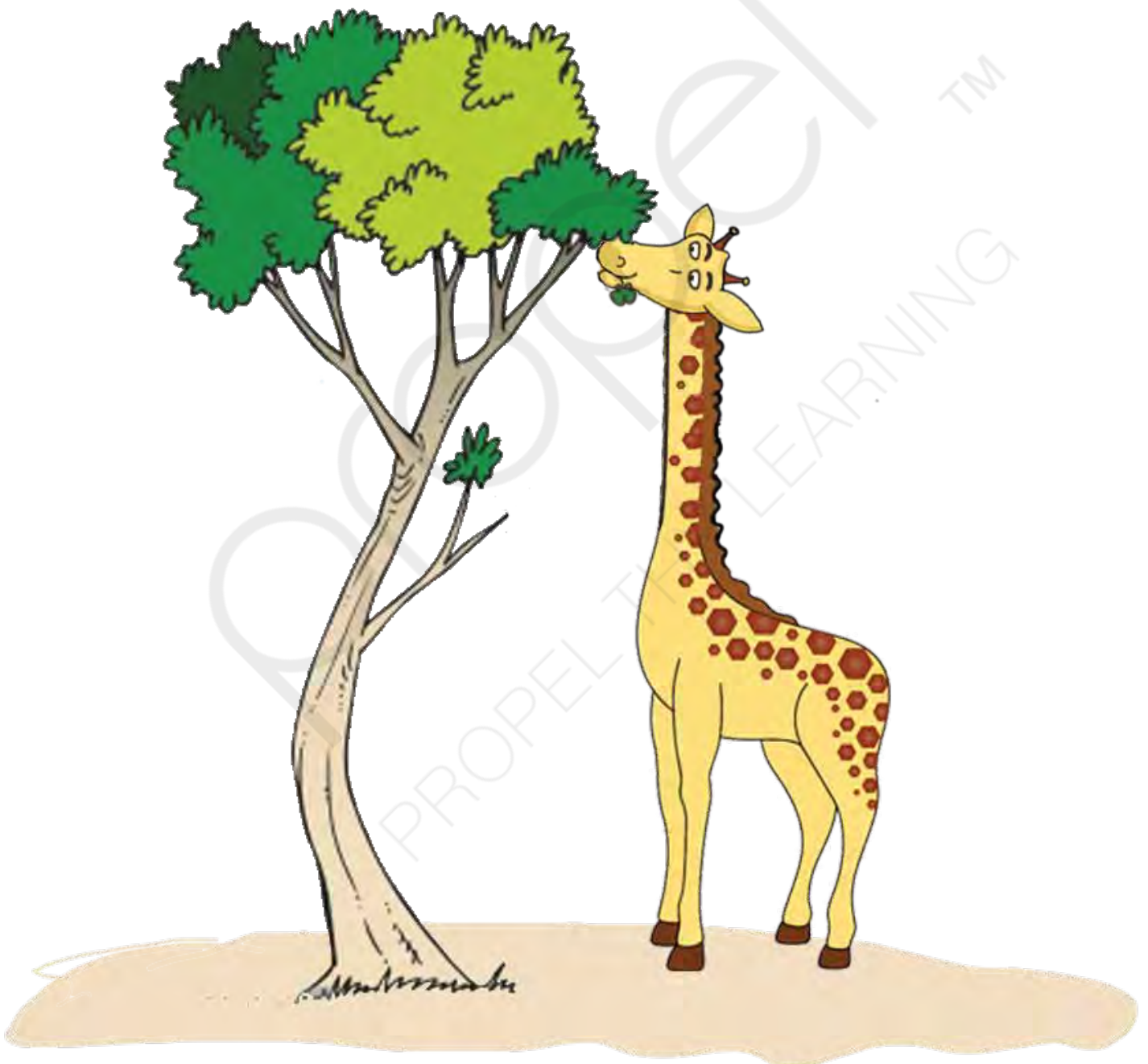


One day, he smelled the fragrance of fresh new leaves. He saw a tree with fresh new leaves. He thought, 'There are so many fresh leaves, I can have as many leaves as I want.' So, he stretched his neck up, reached the new leaves and gobbled them real fast, all of them. There were no new leaves on the plants any more.

Next day when Giffy was hungry, there were no plants with fresh new leaves around him. Starved, he asked the elephant for help. The elephant told him to play on the monkey bars. Little hungry giraffe did as he was told. He went to the monkey bars and hung from them from morning till night- EVERY DAY! And every night he checked how tall he had grown- tall enough to reach the fresh leaves on the next plant. Every time he got to eat a little, he also grew a little.

So the next day he practised more on the monkey bars until one day the little giraffe was not little anymore. He had become tall. Tall enough to reach the tree tops and now he would NEVER, EVER STARVE.

- Agnes Joseph







## I WRITE

You have read the story. Now, complete the following sentences.

1. Giffy, the giraffe,  the first giraffe on Earth.
2. I  going to eat fresh leaves.
3. This  what he looked like.
4. There  so many fresh leaves, I can have as many leaves as I want.



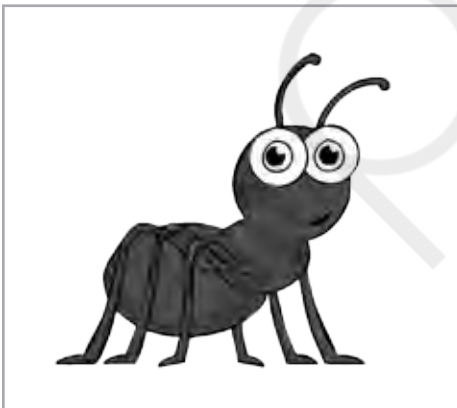
## FUN TO KNOW

1. We use 'am' with 'I' while writing a complete sentence.
2. We use 'is' with one person/object.
3. We use 'are' with many (more than one person/object).



## I WRITE

Fill in the blanks using is/am/are.



I \_\_\_\_\_  
a giant ant.



Lovely music \_\_\_\_\_  
playing.



We \_\_\_\_\_ looking  
at the black crow.



Tom and his teacher \_\_\_\_\_ talking.



We \_\_\_\_\_ twins.



Mary \_\_\_\_\_ sitting on her chair.



Anna \_\_\_\_\_ taking a nap.



I \_\_\_\_\_ riding a bicycle.



I \_\_\_\_\_ an artist.



Mrs. Arora \_\_\_\_\_ a teacher.



This \_\_\_\_\_ a backpack.



Akash \_\_\_\_\_ watching T.V.

Help Your Child

These are simple exercises to revise the usage of 'is/am/are'. You can play a game with your child using the same in different situations.



# Giffy's Black Leaf

Once Giffy, the giraffe, saw a black leaf on a blue tree. He had never seen a black leaf or a blue tree. He tried to eat the black leaf. But the wind blew it away.

The words black, blue and blew have 'bl' sound. Let's make some 'bl' sound words.

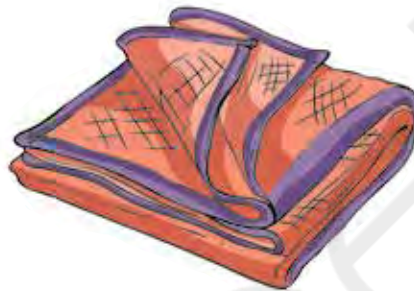
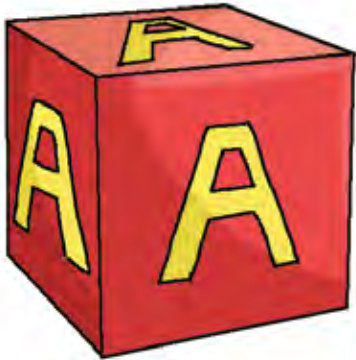
blender

block

blanket

blazer

bubble



Blank writing lines for the word 'blender'.

Blank writing lines for the word 'blanket'.

Blank writing lines for the word 'blender'.



Blank writing lines for the word 'blazer'.

Blank writing lines for the word 'bubble'.



Through this task, children are introduced to the words with 'bl' sound. This enriches their vocabulary. Get them to tell you the names of things having 'bl' in them.



# We are opposites

We are opposites  
And I'll tell you more!

I say **after**,  
And you say **before**.

I look **up**,  
And you look **down**.  
I like to walk,  
And you run to town.



I say **stop**,  
And you say **go**.  
We are opposites—  
I told you so!



I think it's **hot**,  
you think it's **cold**.  
I say it's **new**,  
you say it's **old**.



I come **in**,  
And you go **out**.  
We are opposites,  
Let's give a shout!



I am **small**,  
As small as can be.  
You are **big**,  
Much bigger than me!



We are opposites,  
It's like I said before.  
Think of your own,  
If you want any more.



## I ACT

1. Think of more opposite words and share with your classmates.
2. Underline the opposite words in the poem. Write them in your notebook.



## PRACTICE AT HOME

Look at the pictures. Read the words in Column A and match them with their opposites in Column B.



night

short



happy

day



tall

thin



fat

sad



Help  
Your  
Child

Children listen to a story and a poem. They discuss opposite words. The tasks that follow enrich their vocabulary of opposites (antonyms). You can talk about other opposite words with children. You can help them recall the opposite words while interacting with them.



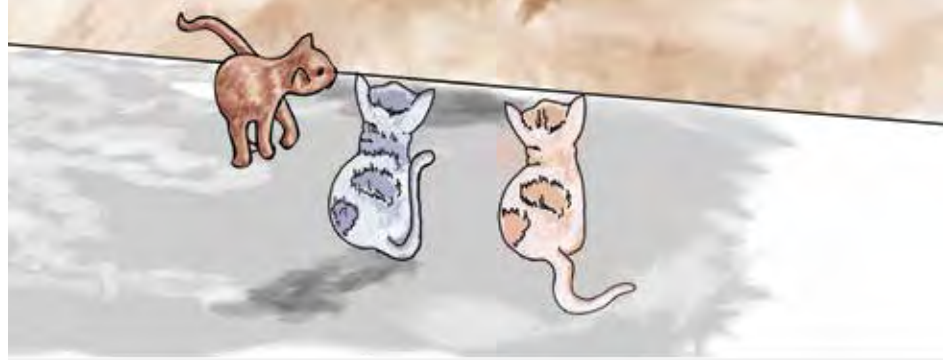
## Ayaan's Secret Pet



### I READ

In the town of Billipur lived a boy called Ayaan. There also lived a lot of cats there. Ayaan always wanted to have a cat for a pet but his parents wouldn't let him. Ayaan loved drinking milk. Whenever the cats of Billipur passed by, Ayaan teased them with his glass of milk.

One morning, Ayaan stood by the window watching the rain. He saw a little kitten taking shelter under the window. It looked hungry so Ayaan poured out his glass of milk for it.





The next day, Ayaan took his glass of milk and peeped outside the window. His friend, the little kitten, sat there waiting. He poured out his glass of milk again.

The kitten began coming everyday and playing under the windowsill. It would begin meowing whenever it felt hungry.



Ayaan's parents tried to shoo the kitten away, but Ayaan kept giving it milk and fish everytime he saw it. Ayaan and the kitten would play together when no one was watching. They were best friends now.



Ayaan's parents were puzzled why Ayaan now spent hours by the window. Do you know why Ayaan spent so much time by the window?







## I WRITE

1. Which pet did Ayaan want?
2. The place where Ayaan lived was called Billipur. Why do you think it was called so?
3. Ayaan used to tease cats by showing them his glass of milk. But he didn't do that with the little kitten. Why do you think so?
4. How did Ayaan and the kitten become best friends?
5. Why is the story called Ayaan's Secret Pet?
6. Why were Ayaan's parents puzzled when they saw him standing by the window?



## I DRAW

1. If you could have a pet of your own, which animal would it be? Draw it.

A large, empty rectangular box with a thin black border, intended for a child to draw their own pet. A faint watermark 'PROPERLY LEARNING' is visible across the box.

2. Why do you want this animal as your pet?

Two sets of horizontal writing lines, each set enclosed in a pink border. Each set consists of three lines: a top blue line, a middle blue line, and a bottom blue line, with a pink border on the top and bottom.



*These questions at the end of the story help children and show their comprehension of the story. Children may require support in writing complete sentences and correct spellings at this stage.*

# Word Bank



## I PRACTISE

Complete the word bank by writing suitable words in the blanks.

**br**

brick

**bl**

block

**fl**

floss

**tt**

butter

**nn**

tunnel

**gr**

green

Help  
Your  
Child

Through this task, children recall various words with 'br', 'bl', 'fl', 'tt', 'rr' and 'gr' sounds, which they have learnt.

# Position Words



## I GRAMMATIZE

You already know the usage of 'in', 'on' and 'under'. Look at the following pictures and complete the sentences.



The chocolate is  the jar.



The boy is  the tree.



The frog just landed  the leaf.



The flowers are  the vase.





The apples are  the basket.



The ball is  the table.



The boy is sitting  the mat.



The lamp is  the table.



*This task helps children use prepositions: 'in', 'on' and 'under'.*

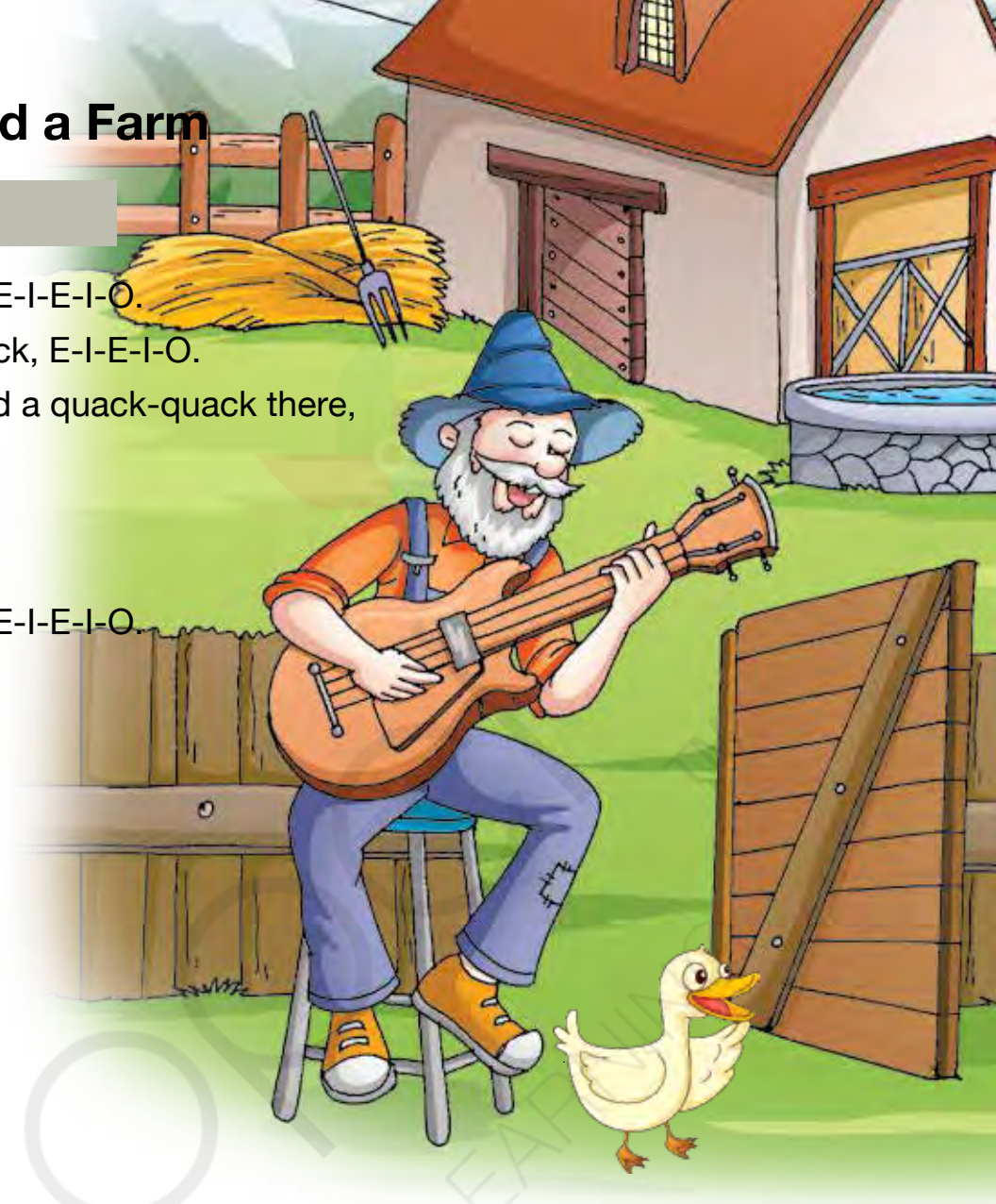
# Old MacDonald Had a Farm



I SING

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a duck, E-I-E-I-O.  
With a quack-quack here and a quack-quack there,  
Here a quack, there a quack,  
Everywhere a quack-quack.

Old MacDonald had a farm, E-I-E-I-O.



Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a cow, E-I-E-I-O.  
With a moo-moo here and a moo-moo there,  
Here a moo, there a moo,  
Everywhere a moo-moo.

Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a sheep, E-I-E-I-O.  
With a baa-baa here and a baa-baa there,  
Here a baa, there a baa,  
Everywhere a baa-baa.



Old MacDonald had a farm, E-I-E-I-O.



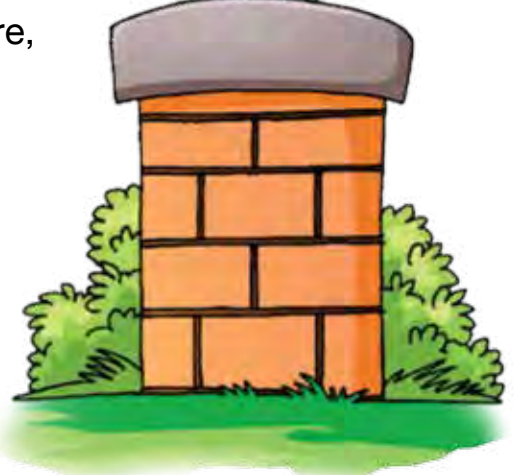
Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a dog, E-I-E-I-O.  
With a woof-woof here and a woof-woof there,  
Here a woof, there a woof,  
Everywhere a woof-woof.

Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a cat, E-I-E-I-O.  
With a meow-meow here and a meow-meow there,  
Here a meow there a meow,  
Everywhere a meow-meow.



Old MacDonald had a farm, E-I-E-I-O.





## I TALK

1. Listen to the sounds played in the class and guess the name of the animal.
2. Which words are new to you? Share in the class and write them in your note book.



## I DRAW

Old MacDonald had a farm. If you had a farm, how would it look like? Which animals would you have in your farm? Draw them.

PROPEL™  
PROPEL THY LEARNING™



## I WRITE

Answer the following questions.

1. What did Old MacDonald have?

Old MacDonald

2. How many animals did he have on his farm?

He had

3. What sound did the cow make?

The cow

4. What sound did the sheep make?

The sheep

5. What sound did the dog make?

The dog



## I DRAW

1. Sing the song with your parents. Also, teach them the actions of different animals.
2. Make a list of different animals and their sounds in your notebook.



*This is a repetitive and fun song. Through this song, children become aware of different sounds made by animals. The tasks that follow aid and reflect their ability to locate specific details in the text.*





# My Song

You wrote the sounds that certain animals make. Choose two animals that you like and build the song. Also, draw your animals in the boxes.

Old MacDonald had a farm, E-I-E-I-O. And on his farm he had a

, E-I-E-I-O. With a

here and a  there.

Here a  there a

Everywhere a

Old MacDonald had a farm, E-I-E-I-O.



Old MacDonald had a farm, E-I-E-I-O. And on his farm he had a

, E-I-E-I-O.

With a

here and a

there. Here a

there a

, Everywhere a

Old MacDonald had a farm, E-I-E-I-O.

*PROPEL THY LEARNING™*



## PRACTICE AT HOME

Sing the song you have created in the class to your parents.



*In this task, children extend the song they learnt and enjoyed. They use the work they did at home. Extending a song helps children become confident about the language. It also enhances children's expression and generates interest in the language.*

# Five Little Chickens



I READ

Watch a video based on the following poem.

Then read the poem with actions along with your teacher.



Said the first little chicken,  
With a little hum,  
'Oh, I wish I could find  
A fat little worm.'



Said the second little  
chicken,  
With an odd little shrug,  
'Oh, I wish I could find  
A little fat bug.'



Said the third little chicken,  
With lots of zeal,  
'Oh, I wish I could find  
Some nice yellow meal!'

Said the fourth little chicken,  
With a sigh of relief,  
'Oh, I wish I could find  
A little green leaf!'



Said the fifth little chicken,  
With a little moan,  
'Oh, I wish I could find  
A tiny shiny stone!'



'Now see here,' said the mother hen,  
From the green garden patch,  
'If you want any breakfast,  
You must come and scratch.'



 **I TALK**

What do you wish to eat when you reach home after school?

 **I DRAW**

If you were the sixth chicken, what would you wish for?

Draw the chicken with that object in the given space.



Speak aloud the following phrases and show an action what they mean, with a picture

A little hum	Lots of zeal
A sign of relief	A little moan

An odd little shrug



## I WRITE

1. Write the new words that you have learnt from the poem.

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2. Whom were the little chickens talking to?

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3. What did the mother hen say to her little chickens?

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4. If the mother hen had not come and there were more chickens, how would the poem go on? Extend the poem and write it in your notebook.



## PRACTICE AT HOME

Recite the poem that you wrote in the classroom to your parents. Also, ask them how you can improve it.



*Children extend the poem in the class. Encourage your child to narrate the extended poem to you. You can also give him/her your feedback.*

# Playing with Words



## PRACTICE AT HOME

1. Look at the pictures given below and complete the words.



pl \_\_\_\_\_



pl \_\_\_\_\_



\_\_\_\_\_ i \_\_\_\_\_ eapple



\_\_\_\_\_ pl \_\_\_\_\_

2. Complete the given poem and read it to your parents.

Please, oh \_\_\_\_\_ ease,  
go get me a \_\_\_\_\_ ate  
of \_\_\_\_\_ um pudding pie.  
Get \_\_\_\_\_ enty, it's great!



Help  
Your  
Child

The tasks relates to 'pl' blend and enhances children's vocabulary. Ask them to tell you more words with the 'pl' sound. Help them if required.

# Big Word-Small Words



I ACT

Here is a big word. Using the letters from this, make as many small words as you can. One example has been done for you. You can do this task with the help of your partner.



card

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.

Blank lined box for writing a word.



*These are vocabulary games and exercises for children to enhance their spelling skills. You can give such big words to your child to make small words from them.*





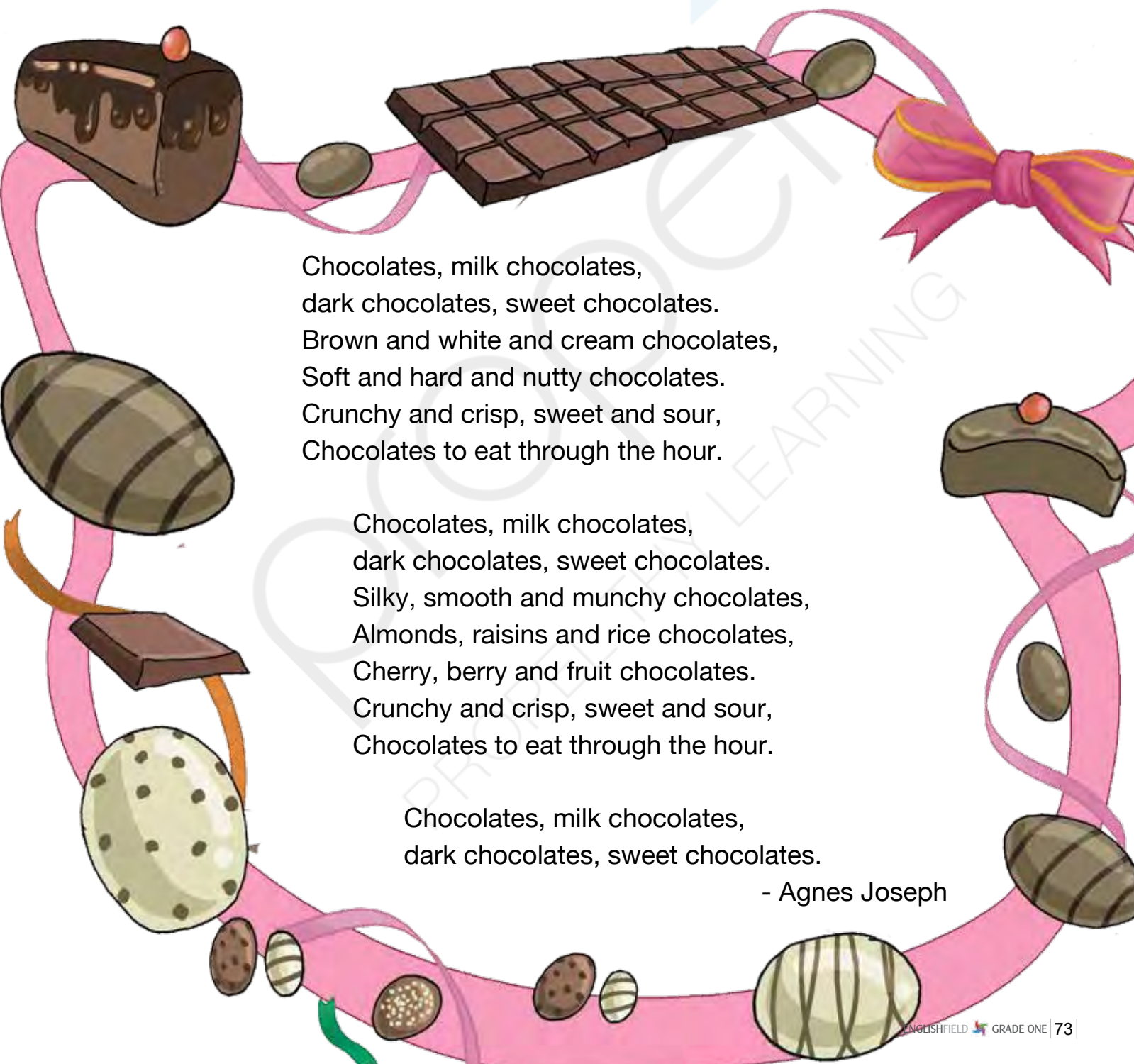
# FOOD BONANZA

## Chocolate



I READ

Do you like chocolates? Let's read a poem about chocolates.



Chocolates, milk chocolates,  
dark chocolates, sweet chocolates.  
Brown and white and cream chocolates,  
Soft and hard and nutty chocolates.  
Crunchy and crisp, sweet and sour,  
Chocolates to eat through the hour.

Chocolates, milk chocolates,  
dark chocolates, sweet chocolates.  
Silky, smooth and munchy chocolates,  
Almonds, raisins and rice chocolates,  
Cherry, berry and fruit chocolates.  
Crunchy and crisp, sweet and sour,  
Chocolates to eat through the hour.

Chocolates, milk chocolates,  
dark chocolates, sweet chocolates.

- Agnes Joseph

 I TALK

- 1. Which is your favourite sweet?
- 2. What would happen if there were only sweets in the world and no other food?
- 3. What is the poem about?
- 4. Pick out two words that tell you about the taste of chocolates.
- 5. Pick out four words that describe what the chocolates look like.

 I WRITE

- 1. **Fill in the blanks.**
  - a. The poem is about \_\_\_\_\_.
  - b. The sweet I like the most is \_\_\_\_\_.

2. **Write two pairs of rhyming words in the given space. The first is done for you:-**


Brown

Crown

a. \_\_\_\_\_

b. \_\_\_\_\_

3. **Write the words used to describe chocolates in the poem.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Answer the following questions.**

a. If all chocolates disappear, what would be the best thing in their place? Why?

Blank writing lines for question a.

b. If you eat chocolates all the time, what will happen to you?

Blank writing lines for question b.

 **PRACTICE AT HOME**

1. Read the poem with your parents.
2. Draw and describe your favourite chocolate/ sweet in the given space.

Large blank space for drawing and description.

Blank writing lines for description.

Blank writing lines for description.



*This is a simple and easy-to-read poem. Children read it in the classroom. The tasks that follow help them comprehend the poem. They use nouns to list the names of desserts and adjectives to describe chocolates.*

# Describing Words

## ?“!. I GRAMMATIZE

You just described your favourite dessert. Now, let's describe some more food items. Look at the food items given below. What are the words that come to your mind when you see them? Discuss with your classmates and write them.

Spicy	Syrupy	Ripe	Soft	Cheesy	Yellow
Cool	Grilled	Fresh	Crunchy	Frosty	Tasty



juicy



crispy



delicious



healthy



creamy

# What is in the Picture?



## PRACTICE AT HOME

Choose any two food items from the table below and list as many describing words for them as you can.

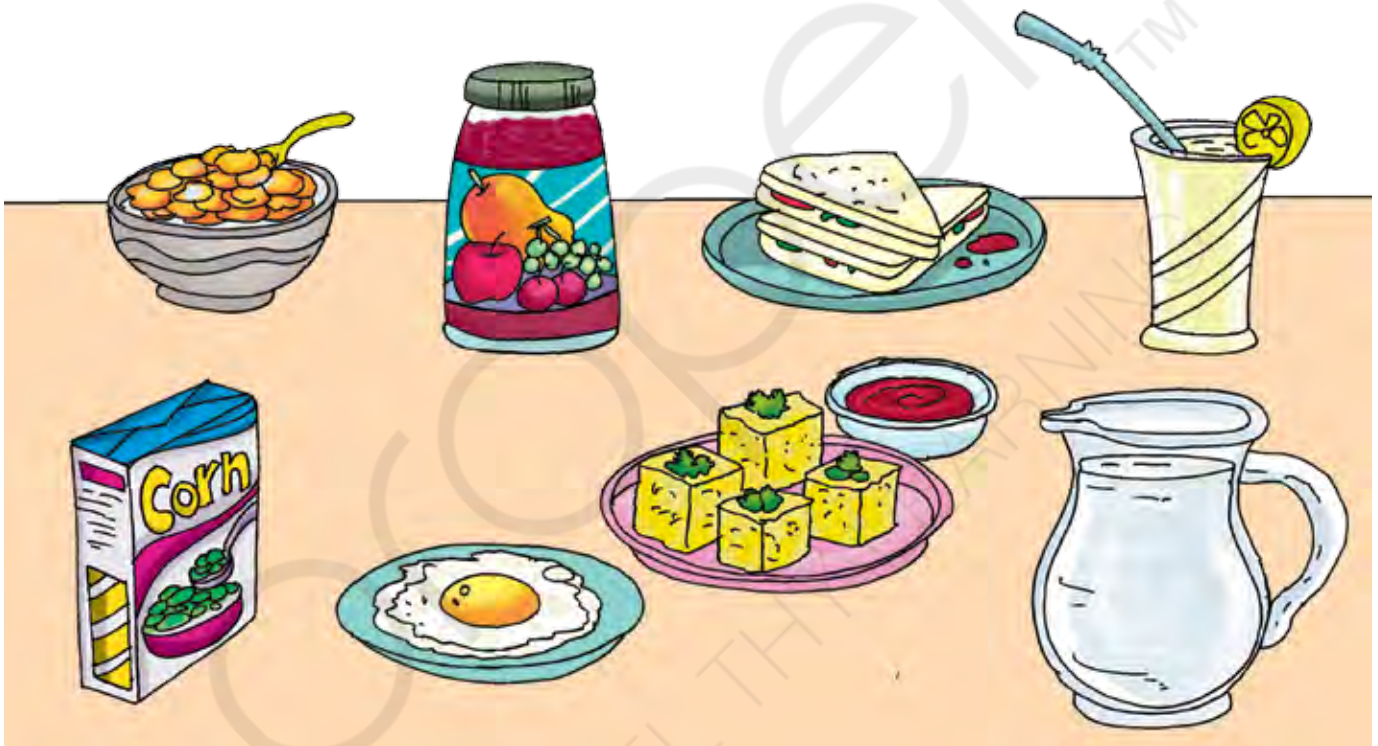
1. Label them as given below.
2. Speak about each using a describing word, eg. 'I have crispy corn flakes for breakfast.'
3. Ask your teacher to write down any two sentences you have created.

Corn Flakes  
Egg

Jam  
Dhokhla

Sandwich  
Sauce

Lime Juice  
Water



Blank lined area for writing answers.



*This task strengthens children's ability to use describing words i.e., adjectives. You can help them by asking questions that are based on the description of the food items shown in the picture.*

# This / That

?-!.

## I GRAMMATIZE

Let us look at the video and see the usage of 'this/that'.

Now, fill in the given blanks with 'this/that'.



I found \_\_\_\_\_ bottle with a genie inside it.



I made \_\_\_\_\_ cake for my mother.



\_\_\_\_\_ car is moving very fast.



\_\_\_\_\_ fish is so big.



\_\_\_\_\_ is a beautiful painting.

Help  
Your  
Child

*The concept of 'this/that' is taught through the interactive board. This task strengthens the understanding of the concept.*



## I PRACTISE

1. You know the usage of is/am/are. Now, use them to complete the given sentences.


a. I  a painter.

b. Pearl and Anuj  friends.

c. My neighbours  nice people.

d. Rahul  a good dancer.

2. Draw and write 'many' for the following objects. One example has been done for you.

ice cream	 ice creams
chocolate	
jam	
fruit	



Children have already studied 'is/am/are' and singular-plural. Here, they revisit these concepts.

# My Rhyme Wall

## ? , ! . I GRAMMATIZE

You have learnt rhyming words. Now, fill in the blanks and complete the rhyme wall. One example has been done for you.

Main Word	Rhyming Word	Rhyming Word
Fall	tall	ball
Can		
Bit		
Pick		
Fry		
Hop		
Pill		
Land		



*Through this task, children revisit their knowledge of rhyming words.*





## Freddy's Lunch

On a freezing Friday afternoon, little Freddy was wondering what to eat. He thought of French fries but there were no potatoes to make them. He thought of fried fish but he had finished the fish last night. Scratching through his frizzy hair, he looked around the kitchen to see what he could eat. He frowned upon the bananas, grapes, watermelons, oranges and packed fruit juices. They looked boring.

But what could he do with them? He was very upset.

Then there was a knock on the front door. Freddy opened it to find his friends. They had brought ripe mangoes and fresh apples directly from the trees.

When they heard why Freddy was so upset, they gave him an idea.

Now, Freddy was happy. Freddy and his friends quickly peeled all the fruits and started cutting them. Soon their fruit salad was ready and everybody ate to their tummy's fill.



### I TALK

1. How did you like the story?
2. Why could Freddy not make French fries?



## I WRITE

1. Why was Freddy upset?
2. Who helped Freddy out of his problem?



## I CONNECT

1. Read aloud the story to your partner.
2. Which sound is repeated in the story?
3. List the words with that sound.

Friday

_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Find some more words with the 'fr' sound and write them in your notebook.



## PRACTICE AT HOME

Complete the following sentences using appropriate 'fr' sound words given in the help box.

fresh

fry

fruit

French fries

frame

Friday

1. Dad loves eating \_\_\_\_\_ with ketchup.
2. I made a \_\_\_\_\_ salad.
3. \_\_\_\_\_ air is good for health.
4. Riya bought a photo \_\_\_\_\_ for her friend.
5. \_\_\_\_\_ the vegetables in oil.
6. I have to go to school on \_\_\_\_\_.



*The tasks related to blend 'fr' enhance children's vocabulary. Share more words with the 'fr' sound with the child.*

# The Little Crab



## I READ

A little crab always cries,  
For a lunch box of French fries.

Cries in the morning, cries at night,  
He always cries for more fries.

‘Don’t eat fries,’ his parents scream,  
‘Eat vegetables and fruits with cream.’



## I TALK

Do you notice any sound being repeated in this poem? Read the poem aloud to your partner and find the repeated sound.



## I PLAY

Look at the pictures on the interactive board and sort ‘cr’ sound words. You can also write them in your notebook.



Read the following words. They begin with the 'cr' sound. Match each of the given pictures with the correct word.



crab



cradle



cricket



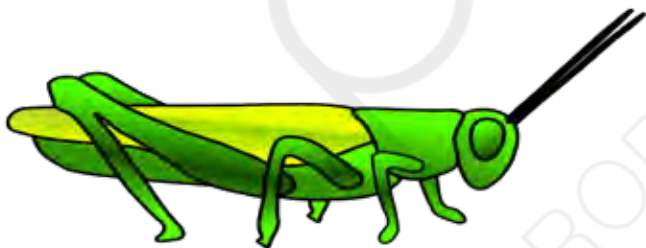
cream



cross



crow



cry



crown

Help  
Your  
Child

Children are introduced to words that begin with the 'cr' sound. These tasks help them read and decode the new words after they have become familiar with their sounds. Encourage your child to share more words that have the 'cr' sound.

# Fruit Salad



I SING



Fruit salad, yummy-yummy,  
Fruit salad, yummy-yummy,  
Fruit salad, yummy-yummy,  
Yummy-yummy-yummy-yummy fruit salad.

Let's make some fruit salad today.

It's fun to do, it's a healthy way.

Take all the fruits you want to eat.

It's going to be a fruit salad treat.

The first step, peel the bananas.

The second step, toss in some grapes.

The third step, chop some apples.

Chop some melons and put them on your plate.

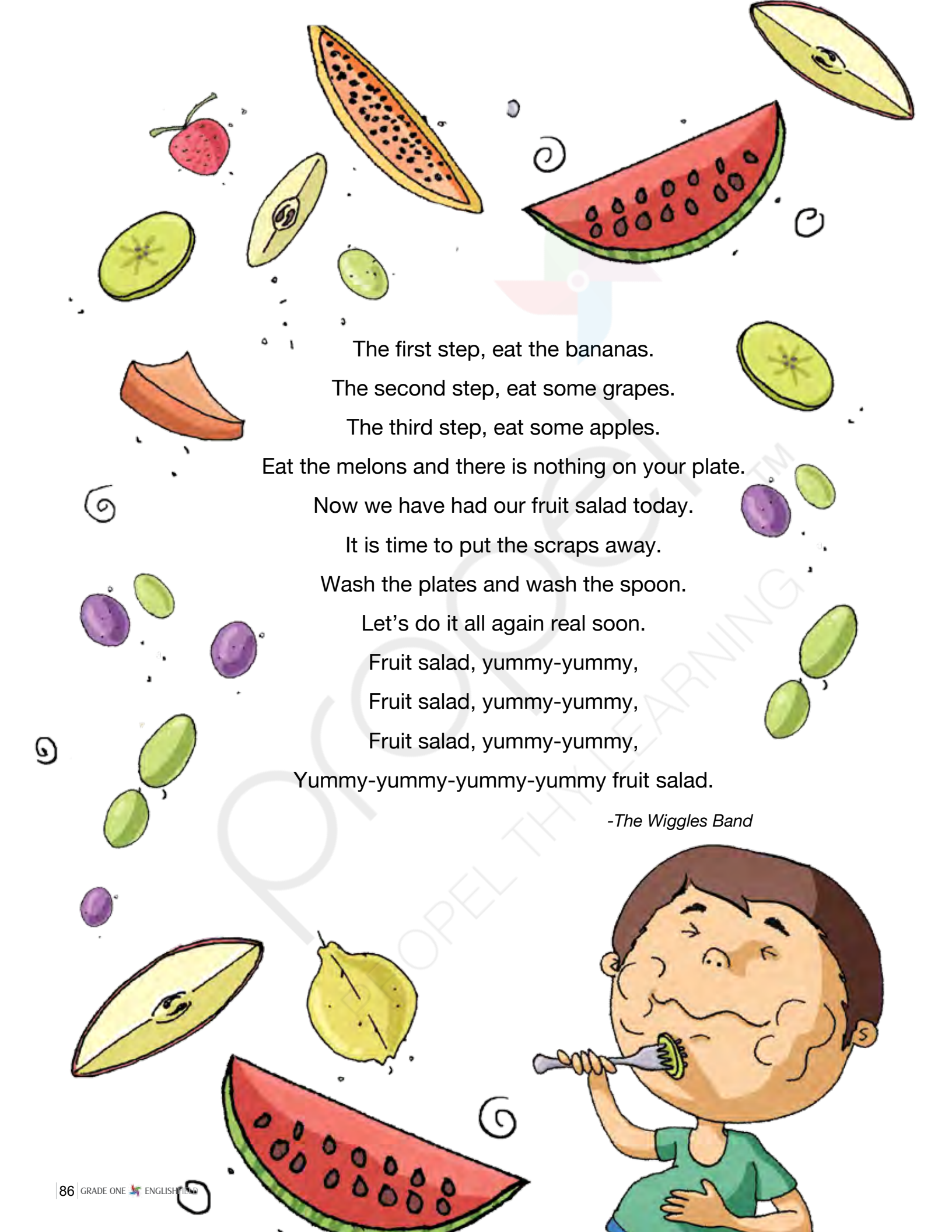
Now we have made it, it's time to eat it.

It tastes so good that you just can't beat it.

Give everyone a plate and a spoon.

We'll all be eating it very soon.





The first step, eat the bananas.  
The second step, eat some grapes.

The third step, eat some apples.  
Eat the melons and there is nothing on your plate.

Now we have had our fruit salad today.

It is time to put the scraps away.

Wash the plates and wash the spoon.

Let's do it all again real soon.

Fruit salad, yummy-yummy,

Fruit salad, yummy-yummy,

Fruit salad, yummy-yummy,

Yummy-yummy-yummy-yummy fruit salad.

*-The Wiggles Band*



 I TALK

1. Which lines do you like? Why do you say so?
2. Tell your friend about your favourite fruit. Name it and say one thing that you like about it.

 I WRITE

1. Fill in the blanks.

a. The fruits used in the fruit salad were  ,

and  .

b. The  step is to peel the bananas.

c. Give everyone a  and a  .

d. It is time to put the  away.








2. What was the fruit salad served on?

3. After eating the fruit salad, what did the children do?



# I DRAW

Fill the correct box with the colours of the fruits when they are ripe. One example has been done for you.

Fruit	Picture	Brown	Red	Yellow	Green	Orange
Banana						
Watermelon						
Strawberry						
Pear						
Cherry						
Mango						
Grapes						

1. Sing the song 'Fruit Salad' to your parents.
2. With the help of your parents, prepare a fruit salad at home. In your notebook, write the names of the fruits you used to prepare the salad.



## PRACTICE AT HOME



*This is a listening module. It enhances children's ability to comprehend instructions. Help your child in making the fruit salad by giving him/her instructions in English. Do not let him/her cut fruits.*





## Big Word - Small Word

Here is a big word. Use your letter cards and make as many small words from it as you can. One example has been done for you. You can do it with the help of your partner.



hippopotamus

mat

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# The Gingerbread Man



I READ

Let's read the story together in the class.

Once upon a time, an old woman and her husband lived alone in a small cottage. One day, the old woman baked a gingerbread man.

As she opened the oven door, the gingerbread man jumped and ran out saying, 'Run, run, as fast as you can. You can't catch me. I'm the gingerbread man!'

Do you think that the old woman and the old man would be able to catch the gingerbread man?



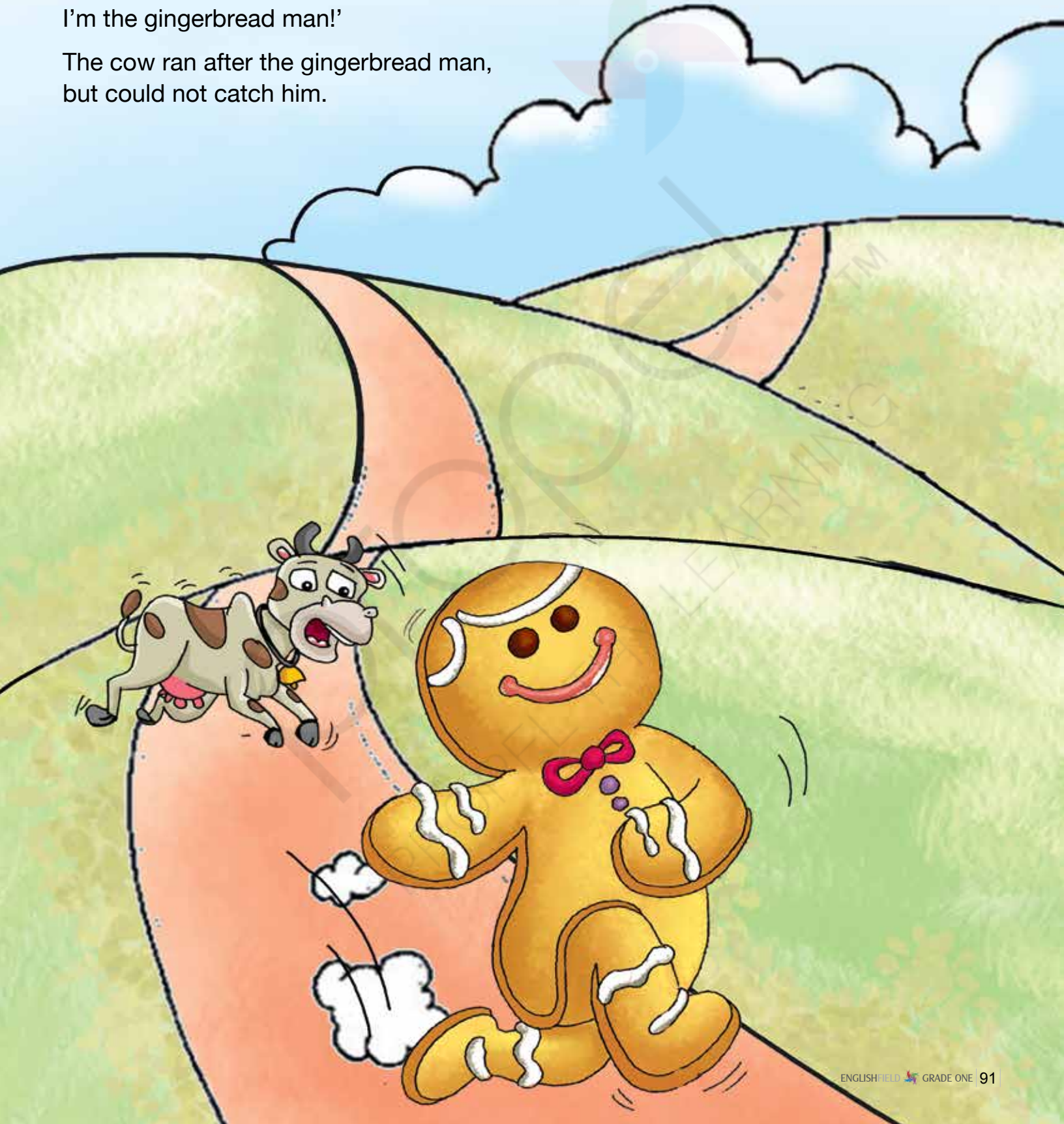
The old woman and the old man ran after him, but they could not catch him. And so, the gingerbread man ran and ran. While he was running, he met a cow.

‘Moo,’ said the cow. ‘You look very fine. Fine enough to eat!’ And the cow started to chase him. But the gingerbread man ran faster, saying,

‘Run, run, as fast as you can. You can’t catch me.

I’m the gingerbread man!’

The cow ran after the gingerbread man, but could not catch him.



The gingerbread man ran and ran, laughing and singing. While he ran, he met a rooster. 'Cackle, cackle!' said the rooster. 'You look fine enough to peck for dinner. I'm going to eat you, gingerbread man!'

Do you think that the rooster would be able to eat the gingerbread man? Why?

But the gingerbread man ran, saying, 'Run, run, as fast as you can.

You can't catch me.

I'm the gingerbread man!'

The rooster ran after the gingerbread man, but could not catch him.



The gingerbread man was happy that he could run so fast.

'Nobody can catch me,' he thought. So, he ran further until he met a fox.

He told the fox how fast he could run.

But the fox did not seem to care. 'Why would I want to catch you?' asked the fox. 'You don't even look that tasty to eat.'

The gingerbread man was relieved.

What do you think would happen to the gingerbread man now?

He stopped running and stood still.

And right when he stood still, the fox opened his mouth and ate up the gingerbread man.

'He was very tasty after all,' said the fox in a quiet voice.



Help  
Your  
Child

*This is a repetitive text, where a similar event occurs again and again. This builds anticipation and familiarity in children to read the text with ease.*

 I TALK

- 1. Do you like the gingerbread man? Why do you say so?
- 2. What would you have done if you had met the gingerbread man?

 I DRAW

Draw your favourite scene from the story and write about it.



---

---

---



1. Fill in the blanks.

a. One day, the  baked a gingerbread man.

b. While the gingerbread man was running, he met a .

c. 'Cackle, cackle!' said the .

d. The gingerbread man was  that he could run so fast.

2. Find the opposites of the following words from the story.

a. Young

b. Slow

c. Big

d. Cry

e. Sad

f. Close

3. Answer the following questions.

a. Name the three animals from the story.

b. Why was everyone chasing the gingerbread man?

c. What did the gingerbread man say to everyone?

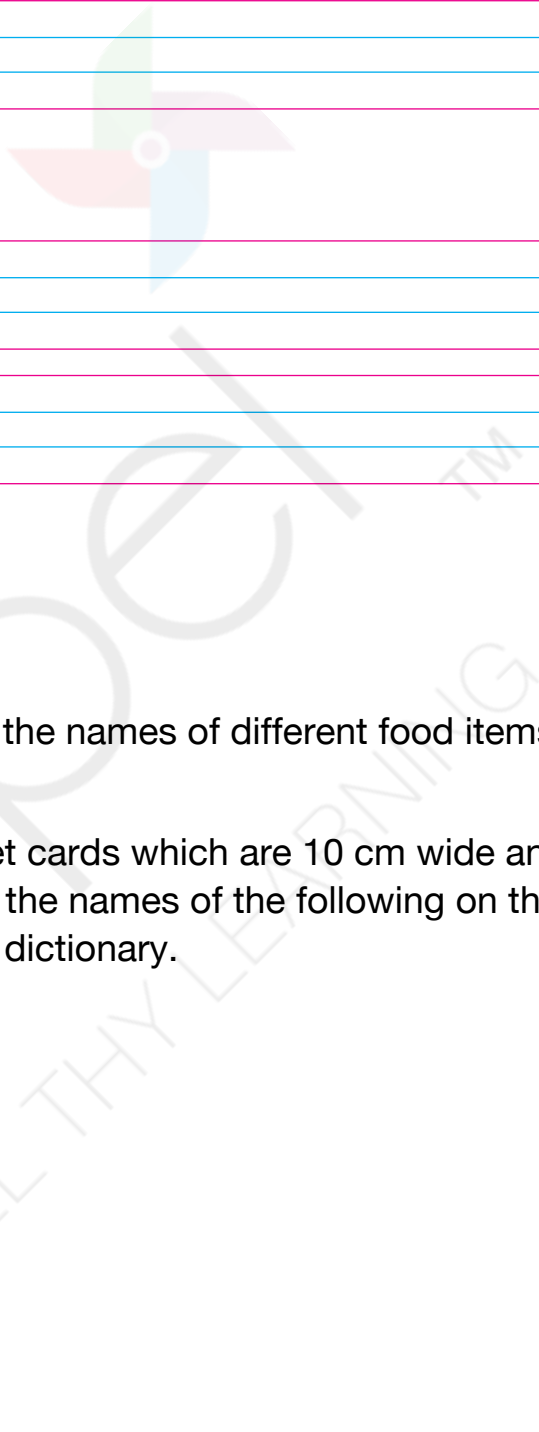
Handwriting practice lines for question c.

Handwriting practice lines for question c.

d. Who tricked the gingerbread man?

Handwriting practice lines for question d.

Handwriting practice lines for question d.



 **PRACTICE AT HOME**

1. Narrate the story to your parents.
2. Go to a bakery near your house. Ask for the names of different food items made there. List them in your notebook.
3. Ask your parents to give you pastel sheet cards which are 10 cm wide and 14 cm long. Draw/ paste the pictures and write the names of the following on the cards. Tie them together to make a tiny picture dictionary.
  - a. Gingerbread man
  - b. Cottage
  - c. Rooster
  - d. Oven
  - e. Crown
  - f. Cross



*This is a repetitive tale. The tasks that follow help children comprehend the story. They also revisit the concept of opposite words (antonyms). Encourage your child to add more words to the picture dictionary as he/she reads new stories.*



# These / Those



I ACT

Let us see the usage of 'these/those'. Now, fill in the given blanks with 'these/those'.



\_\_\_\_\_ toys are kept on the shelf.



\_\_\_\_\_ caps belong to me.



\_\_\_\_\_ are my mother's earrings.



\_\_\_\_\_ mangoes are ripe.



\_\_\_\_\_ books are old.



*This task strengthens the children's understanding of where to use 'these/those'.*

# Crossword : Opposites



## I GRAMMATIZE

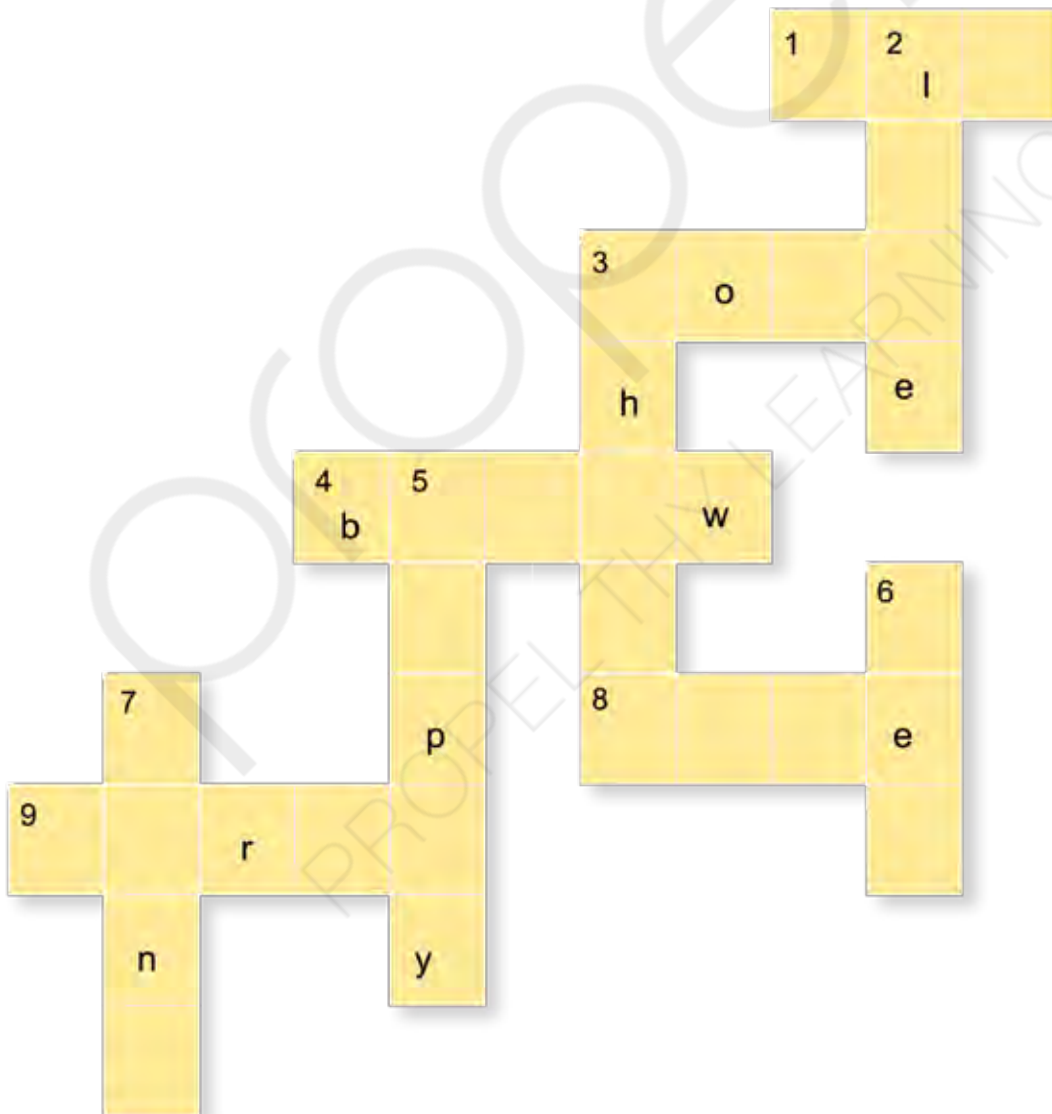
Some words are given below. Find out their opposites and fill in the blanks.

### ACROSS

1. New
3. Hard
4. Above
8. False
9. Last

### DOWN

2. Early
3. Tall
5. Full
6. Dry
7. Float





## PRACTICE AT HOME

Draw your favourite character from a story or cartoon you like and describe it in the given space. Use the prompts given to talk about the character.

Name?

What he/she looks like?

One thing that he/she says?

One thing he/she does?

A large rectangular box with a thin black border, intended for drawing a character. A faint watermark reading 'PROPEL THY LEARNING™' is visible diagonally across the box.

A set of three horizontal lines for handwriting practice, consisting of a top blue line, a middle red line, and a bottom blue line.

A set of three horizontal lines for handwriting practice, consisting of a top blue line, a middle red line, and a bottom blue line.

A set of three horizontal lines for handwriting practice, consisting of a top blue line, a middle red line, and a bottom blue line.

# My Word Wall



I WRITE

Write all the new words that you have learnt till now.

			TM



*Through this task, children recall the new vocabulary they have learnt. This also enhances their ability to spell the words correctly.*

# Articles A / An



## I GRAMMATIZE

Let's read the given story in the class and underline the naming words with which 'a' or 'an' is used.

Mirty eats an apple. Then she goes to a park. She carries an umbrella with her. She has a puppy named Muffin. Muffin goes with her after eating an egg. Mirty finds a bird in the park and listens to its chirping. Muffin sees an ant and follows it. Mirty sees a ladybird. She screams with joy, 'It's an insect! It looks so beautiful!' Muffin runs out of the park and sees an ox grazing. Mirty stops Muffin from going near the ox. They return home happily from the park.



## I WRITE

1. Based on the first sound of the words, write either 'a' or 'an'.

- |                    |                    |
|--------------------|--------------------|
| a. _____ orange    | b. _____ ship      |
| c. _____ ball      | d. _____ aeroplane |
| e. _____ camera    | f. _____ flower    |
| g. _____ ice cream | h. _____ egg       |

2. Complete the following sentences with 'a' or 'an'.

- My family lives in \_\_\_\_\_ apartment.
- We lived in \_\_\_\_\_ small room.
- My brother saw \_\_\_\_\_ monkey.
- We all went for \_\_\_\_\_ outing.

You have learnt the usage of 'this/that' and 'these/those'. Now, use them to complete the sentences given below.



\_\_\_\_\_ is my father's shirt.



\_\_\_\_\_ is a monkey.



\_\_\_\_\_ dress is beautiful.



\_\_\_\_\_ is a black umbrella.



\_\_\_\_\_ is a cute baby.



\_\_\_\_\_ children are running.



\_\_\_\_\_ bottles are empty.



\_\_\_\_\_ stars look lovely.



\_\_\_\_\_ shoes are for sale.



\_\_\_\_\_ flowers are beautiful.

Help  
Your  
Child

Children have already learnt usage of 'this/that' and 'these/those'. Through this task, they revise them and strengthen their use.



## I REVISE

Identify the pair of opposite words and colour them with the same colour. One example has been done for you.

up	dance	above	apple
hop	down	below	cat
sweet	large	big	small
huge	sour	chair	flower
sit	park	fast	swim
pen	stand	slow	walk



Children have already learnt antonyms. Through this task, they revise the same and strengthen their use.