

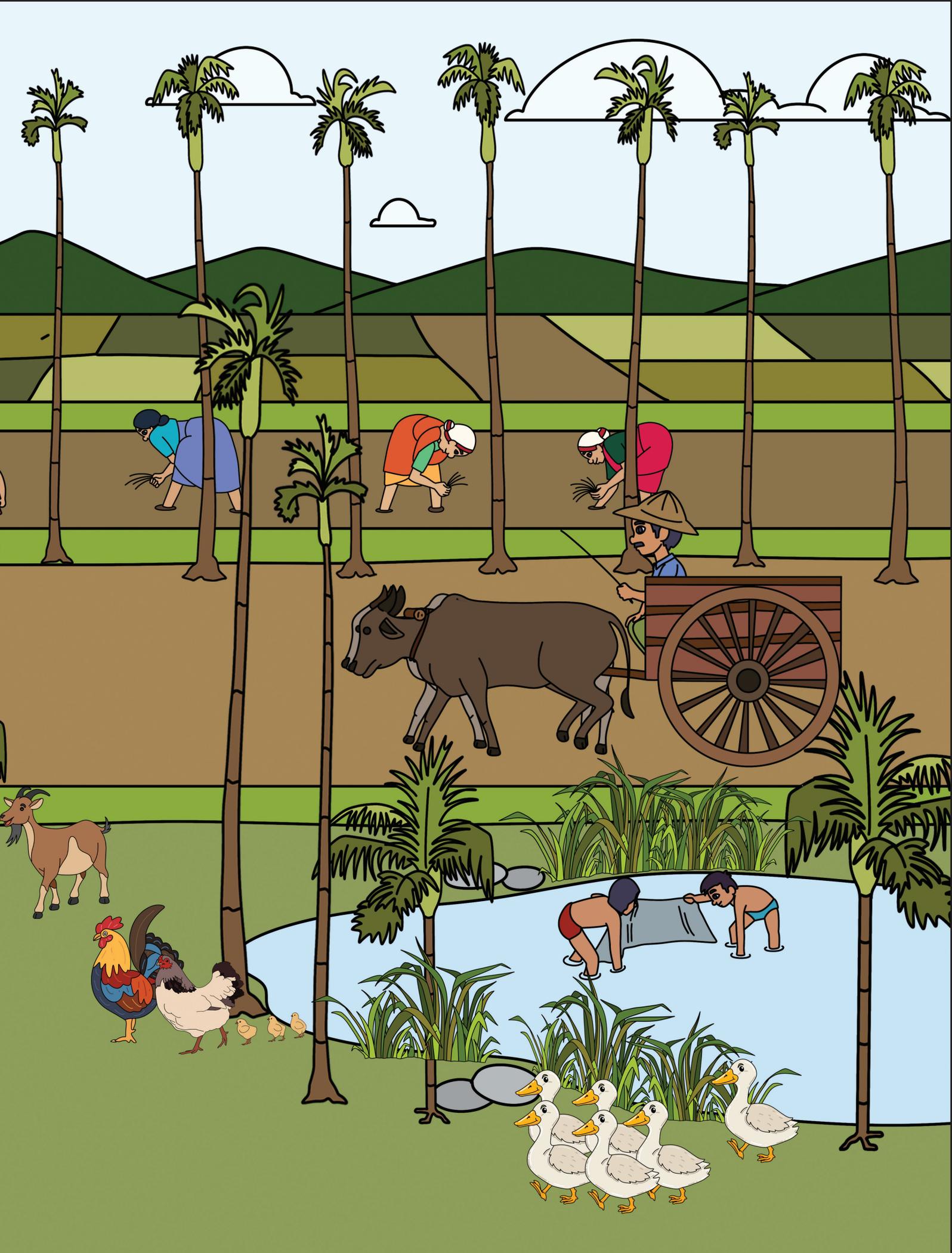
Lesson

1

Village life

1. Picture reading







Let's talk about the picture:

1. a. Look at the picture and answer Yes/No:

- i. There are buses and an aeroplane.
- ii. The boy is carrying tiffin.
- iii. There are rickshaws on the road.
- iv. The farmer is ploughing the paddy field.
- v. There are six ducks near the pond.

1. b. Answer the questions. One is done for you.

i. Where do you live?

I live in a village/town.

ii. What is the name of your village/town?

.....

iii. Name two things that you like about your village/town?

.....

iv. Name two things that you don't like about your village/
town?

.....

1. c. Let's read:

boy	cow	duck	cart
tree	bird	girl	sky
village	farmer	house	banana



The teacher will continue the conversation by asking more questions. He/She will encourage the learners to speak in their mother tongue. The teacher will help children answer the questions.



1. d. Let's recite:

The city child

I live in a city
In a street;
It is crowded with traffic
And feet.
There are buses and motors
And trams;
I wish there were meadows
And lambs.
The houses all wait
In a row;
There is smoke everywhere
Wherever I go.
I don't like the noises
I hear;
I wish there were woods,
Very near.
There is only one thing
That I love;
And that is the sky
Far above.



1. e. Listen and say:

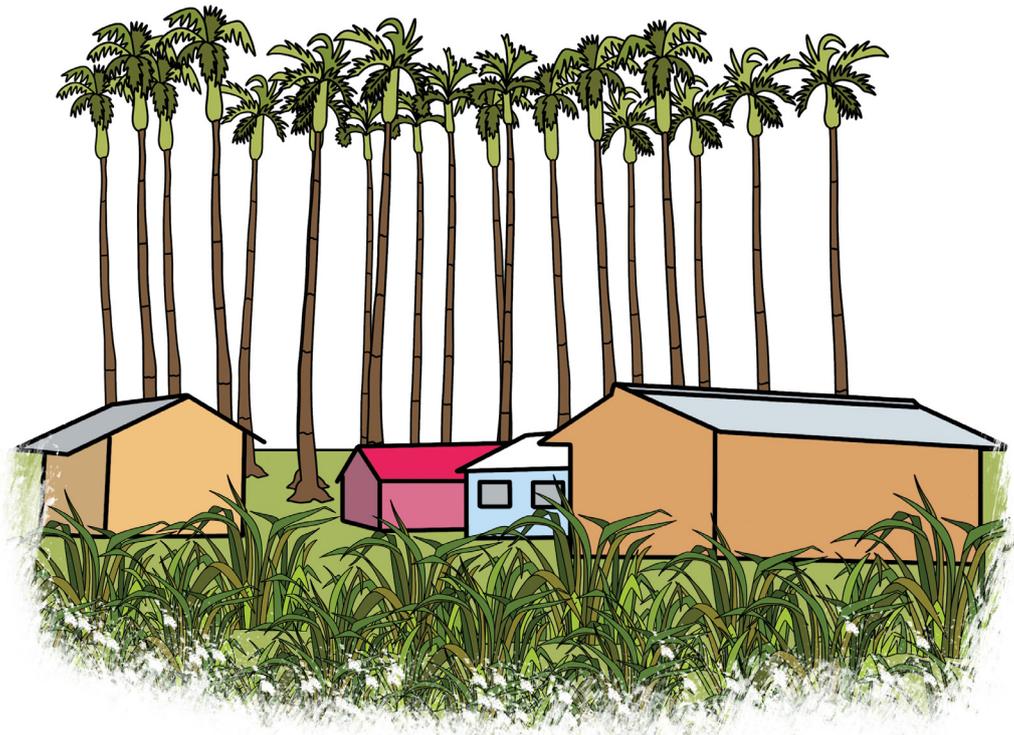
Street - Feet

Here - Hear

Row - Go

Trams - Lambs

2. a. Read:



This is my village. The name of my village is Sundarpur. My village is full of greenery. There are tall trees and short trees. A river flows near my village. I love my village.

2. b. Complete the following sentences:

This is my village.

There are _____ in my village.

There are _____ in my village.

There are _____ in my village.

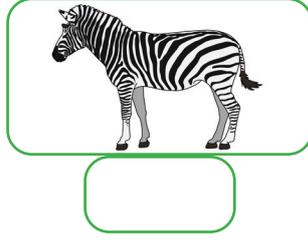
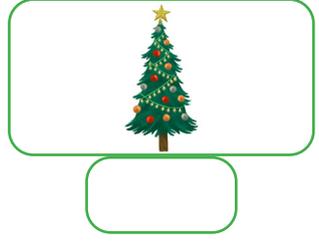
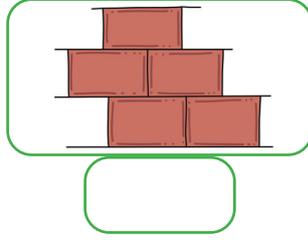
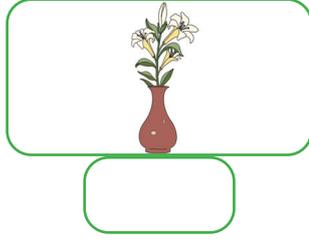
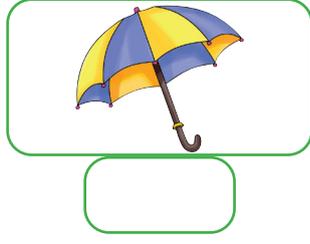
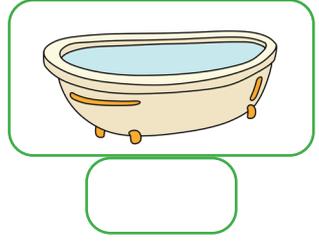
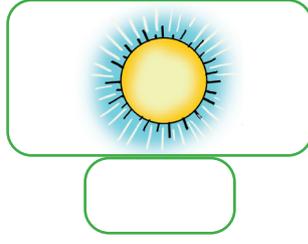
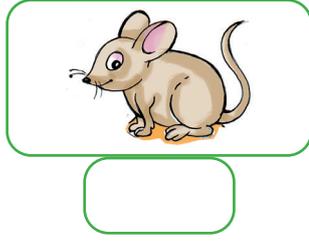
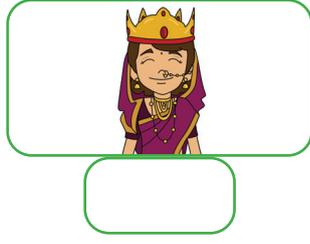
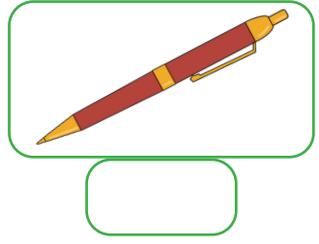
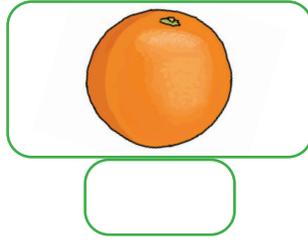
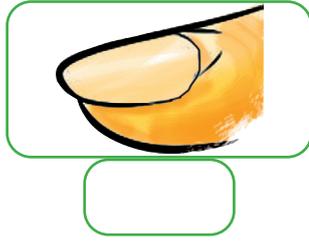
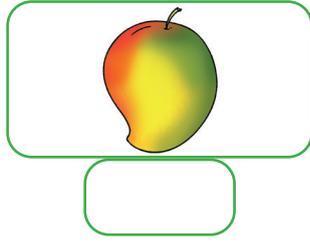
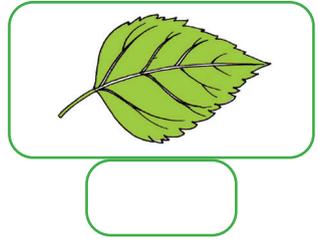
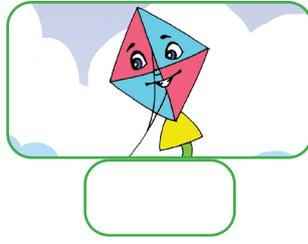
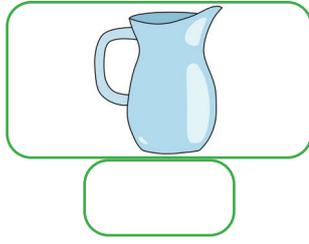
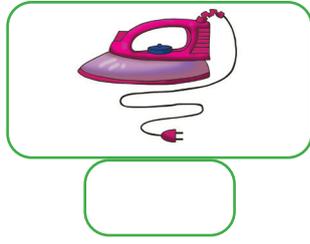
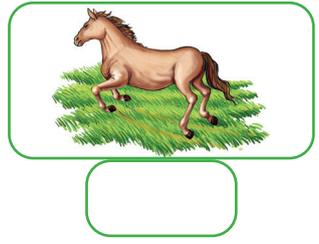
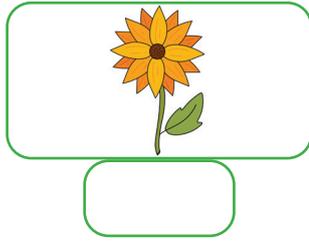
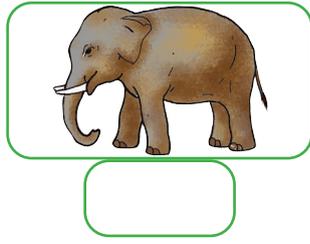
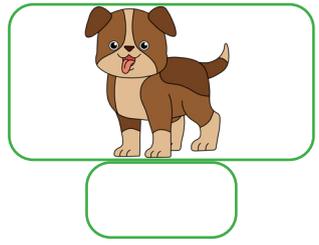
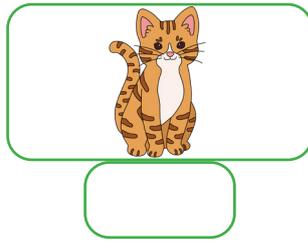
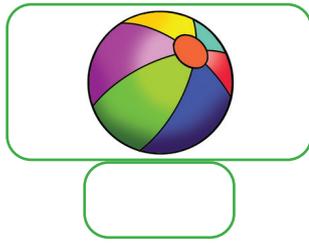
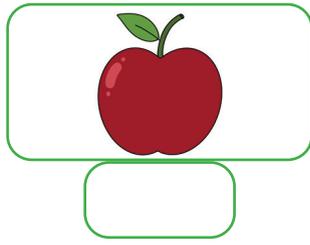
The name of my village is _____.

3. Listen and answer:

Guwahati is a big city. It is in Assam. It is situated on the bank of the river Brahmaputra. It is a beautiful city. Dispur is the capital of Assam. Dispur is in Guwahati.

- i. Where is Guwahati?
- ii. Which river flows through Guwahati?
- iii. Name the capital of Assam?

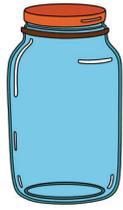
4. Let's revise and write the beginning letters of picture names in the boxes:



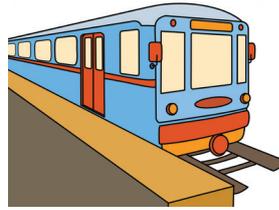
5. a. Look at the pictures and say:



car



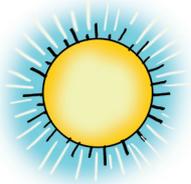
jar



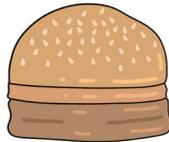
train



chain



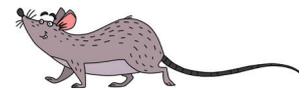
sun



bun



house



mouse

5. b. Read:

I

Eye

Be

Bee

Weak

Week

Sun

Son

One

Won

So

Sow

Our

Hour

Right

Write

To

Two

Tail

Tale

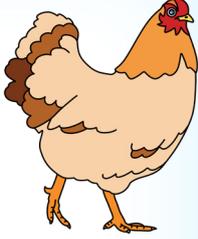
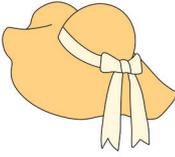
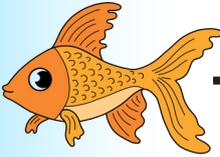
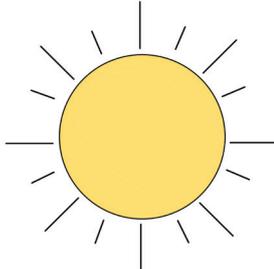
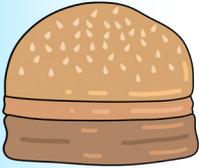
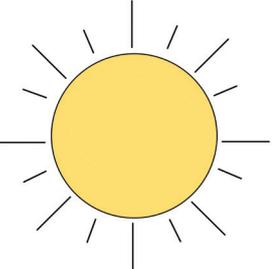
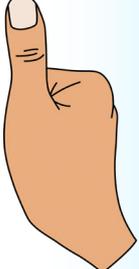
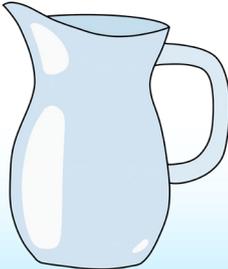
Here

Hear

See

Sea

5. c. Circle the picture that rhymes with the first picture in each row:

	→			
	→			
	→			
	→			
	→			

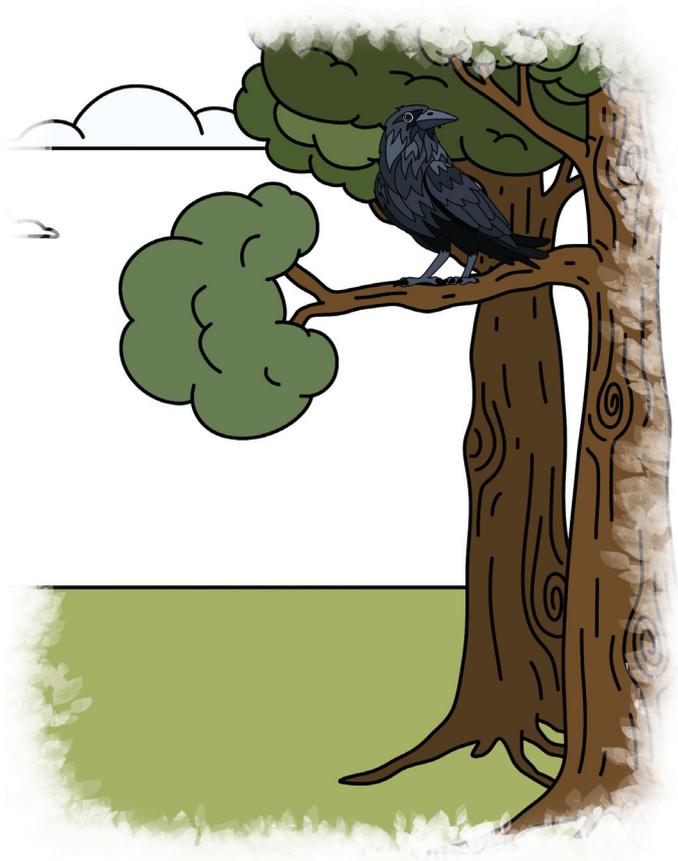
6. a. Let's listen to a story:

The crow and the peacock feathers

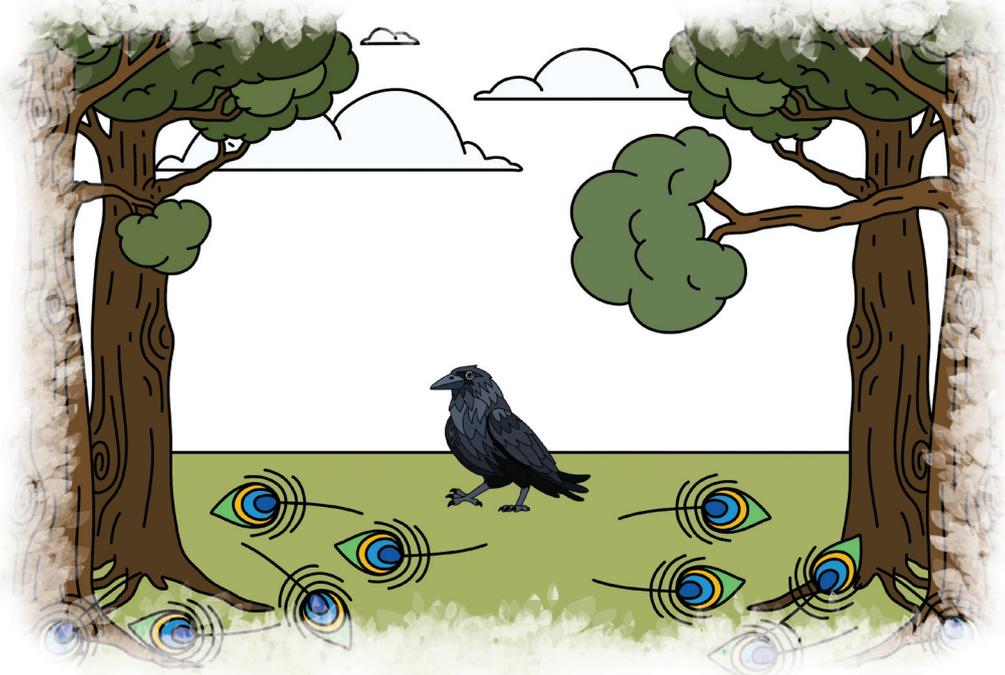


Once upon a time there lived a flock of crows. They lived in a big tree in a forest. They were happy. One day, two peacocks came near the tree. They danced near the tree. Their tail feathers were long and colourful.

One of the crows thought, "The peacocks have such beautiful feathers! I wish I had colourful feathers too." The crow felt sad about his short black feathers.



A few days later, the crow saw some peacock feathers. They were lying on the ground near the tree. He picked them up with his beak. Then he fixed the feathers to his wings and tail.



He also put a few feathers on his head. He thought he looked like a peacock. Then he went to the peacocks. The peacocks were dancing. He started dancing with them. Soon, the colourful feathers began to fall one by one from his wings, tail and head. The peacocks came to know that he was a crow, not a peacock. The crow felt guilty and flew away.



Sight Words: one, some, few, near

New Words: colourful, happy, feathers, guilty



6. b. Let us see how much we have understood:

- i. Where did the crows live?
- ii. Who had long colourful tail feathers?
- iii. What was lying on the ground?
- iv. Why was the crow sad?
- v. What did the crow do with the feathers?

6. c. Say 'Yes' or 'No':

- i. The two peacocks came near the tree.
- ii. The crow had long colourful tail feathers.
- iii. The crow started dancing with the peacocks.
- iv. Peacocks have long colourful tail feathers.

6. d. Rearrange the group of words to get meaningful sentences. Write them down in the given space. One is done for you.

- i. they lived/big tree/in a forest/in a
They lived in a big tree in a forest.

- ii. I had/I wish/ colourful feathers/too
-

- iii. he looked/he thought/a peacock/like
-

- iv. dancing/he started/with them
-

7. Match the sentences with the pictures:

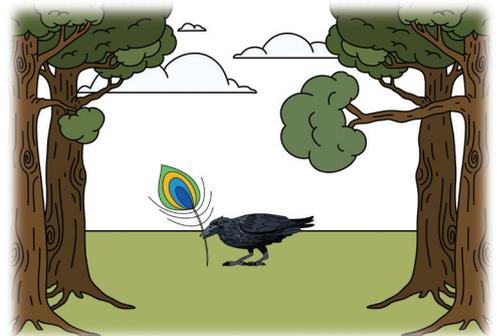
The crow lived in a big tree.



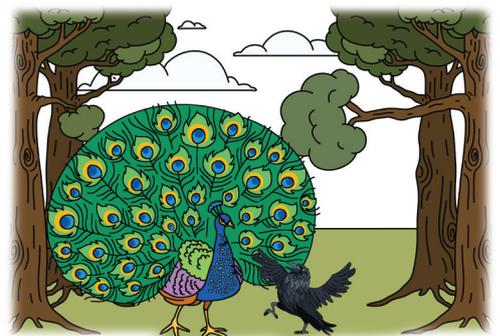
The peacocks have long colourful feathers.



The crow danced with the peacocks.



The crow picked up the peacock feathers from the ground.



8. a. Let's practise saying these words in the boxes. Listen for the end sound in each word. Say out loud.

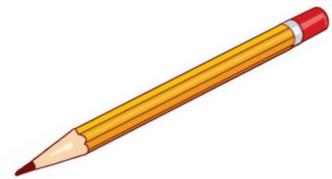
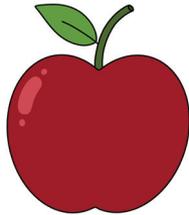
bread
biscuit
pen
pencil
bag

fox
lamp
leaf
web
frock

bus
clock
school
room
coat

8. b. What is the letter at the beginning of each row? Say it out loud. Then put a tick (✓) on the picture whose name ends with the sound of the letter.

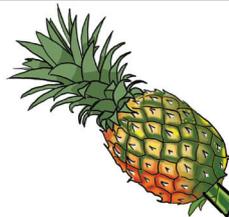
m



t



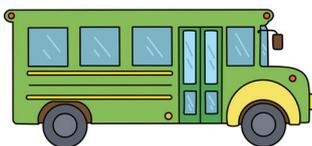
r



g



s



8. c. Let's join 'Part A' with 'Part B':

Part A	Part B
i) Once upon a time	i) he saw some peacock feathers.
ii) A few days later	ii) onto his wings and tail.
iii) He thought	iii) there lived a flock of crows.
iv) He fixed them	iv) and flew away.
v) The crow felt guilty	v) he looked like a peacock.

8. d. Now, let's write down the complete the sentences. One is done for you.

i. Once upon a time there lived a flock of crows.

ii. _____

iii. _____

iv. _____

v. _____

9. Look at the picture and listen:



This is my school. It has a beautiful garden. There are different types of flowers in the garden. We keep our garden clean. We water the plants every day.



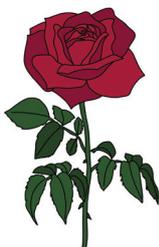
Dahlia



Jasmine



Marigold



Rose

10. a. Read the questions and the answers:

Question: Are these flowers ?

Answer: Yes, these are flowers.

Question: Are these butterflies ?

Answer: Yes, these are butterflies.

Question: Is this a flower vase?

Answer: Yes, this is a flower vase.



10. b. Now, read the answers given below and ask questions:

Question: _____

Answer: Yes, these are roses.

Question: _____

Answer: Yes, these are sunflowers.

Question: _____

Answer: Yes, this is a butterfly.



10. c. Write questions to get the following answers:

Question: _____

Answer: No, this is not a dahlia.

Question: _____

Answer: No, those are not marigolds.

11. a. Sit in pairs. Practise the sentences:

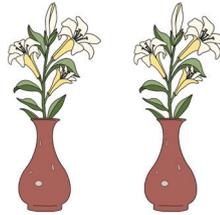
May I have two lilies?
Here you are.



May I have a bunch of flowers?
Here you are.



May I have two vases ?
Here you are.



May I have a sunflower?
Here you are.



May I have a flower pot?
Here you are.



11. b. Read the sentences and write 'Here you are.':

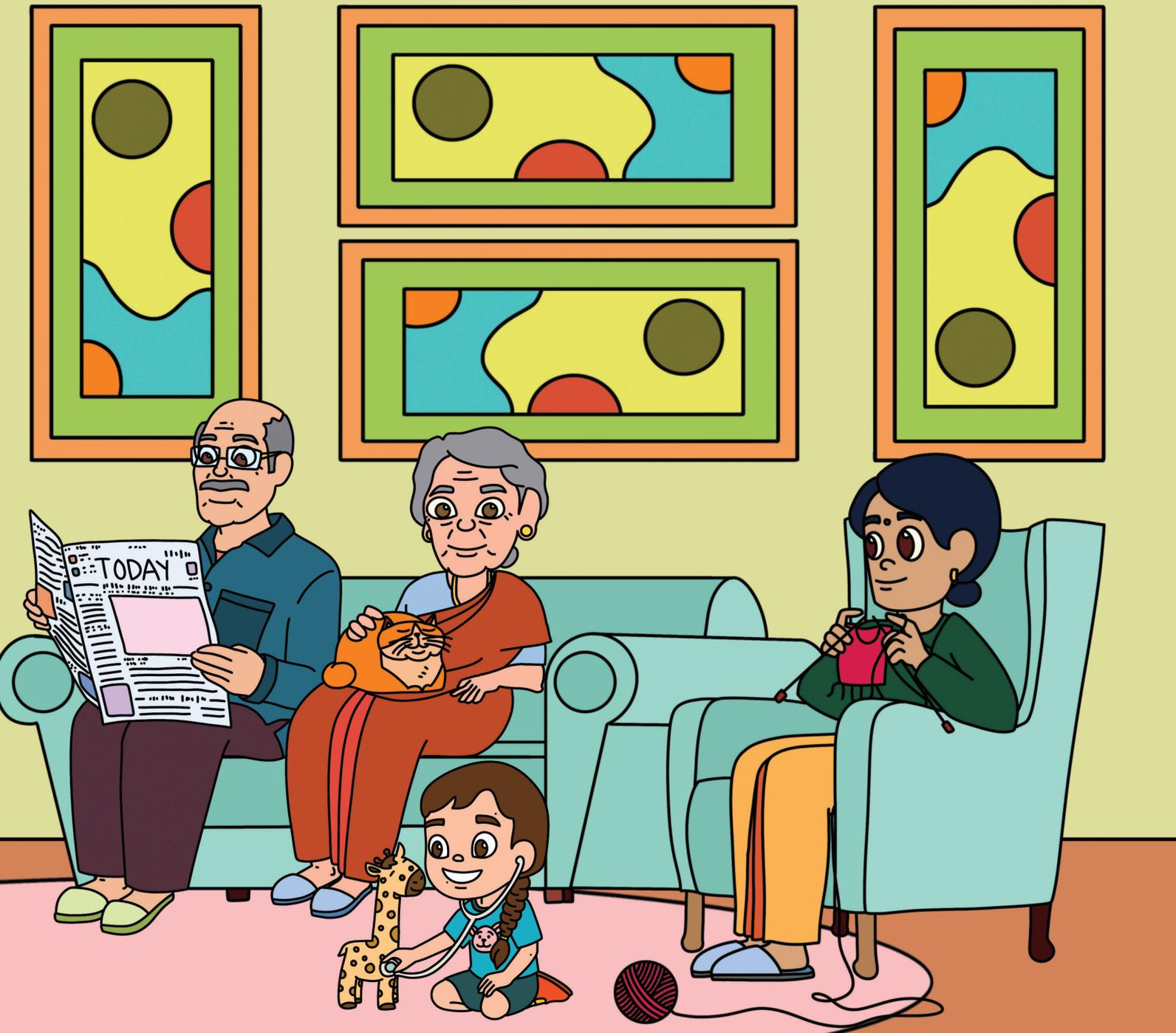
May I have a basket?

May I have a bunch of flowers?

I love my family

1. Picture reading





1. a. Look at the picture and answer:

- i. Name three things you can see in the picture.
- ii. Name the animal you can see in the picture.
- iii. What is the girl doing?
- iv. Name the object in the boy's hand.
- v. Do you watch television?

1. b. The teacher will point at the objects one after another and ask children to name them: (e.g., TV, table, cat, pen, comb, boy, girl)



The teacher will initiate a conversation and encourage learners to speak:

For e.g.,

My father is

My mother is

My uncle is

My aunt is

2. a. Let's recite:

Cobbler, cobbler, mend my shoe,
Get it done by half past two;
Stitch it up and stitch it down,
Then I'll give you half a crown.



2. b. Let's listen and repeat the words:

two show down crown
do who town brown

3. Role play:



What is
the cobbler
doing?

He is mending
shoes.



4. Let's read:

A toyman sells toys.
A doctor treats patients.
A tailor stitches clothes.
A teacher teaches students.
A florist sells flowers.



5. Let's play roles:

(1) Hello!
How are you?



(2) Hello. I'm fine,
thank you. Meet my
mother,
she's a teacher.



(3) Hello, Nidhi!
Meet my father.
He is a tailor.

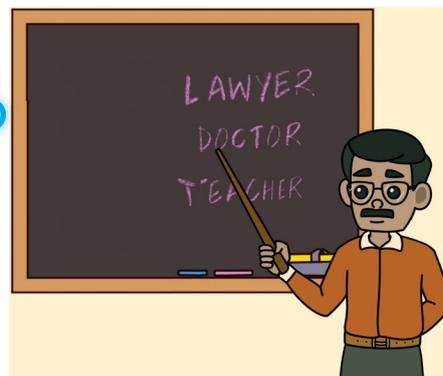


(4) Hello,
uncle!



6. Complete the conversation:

What is the
teacher doing?



The _____ is _____.

7. Let's look at the pictures and read the words:



a bookseller



a carpenter



a cobbler



a farmer



a tailor



a hairdresser



a doctor



a teacher



a policeman



a driver



a lawyer



a nurse

8. Match the pictures with the professions:



Doctor



Cobbler



Carpenter



Hairdresser



Policeman



Bookseller

9. Rearrange the jumbled letters given beside the pictures to get names of professions. Write the words in the blank spaces:



resserdairh



atechre

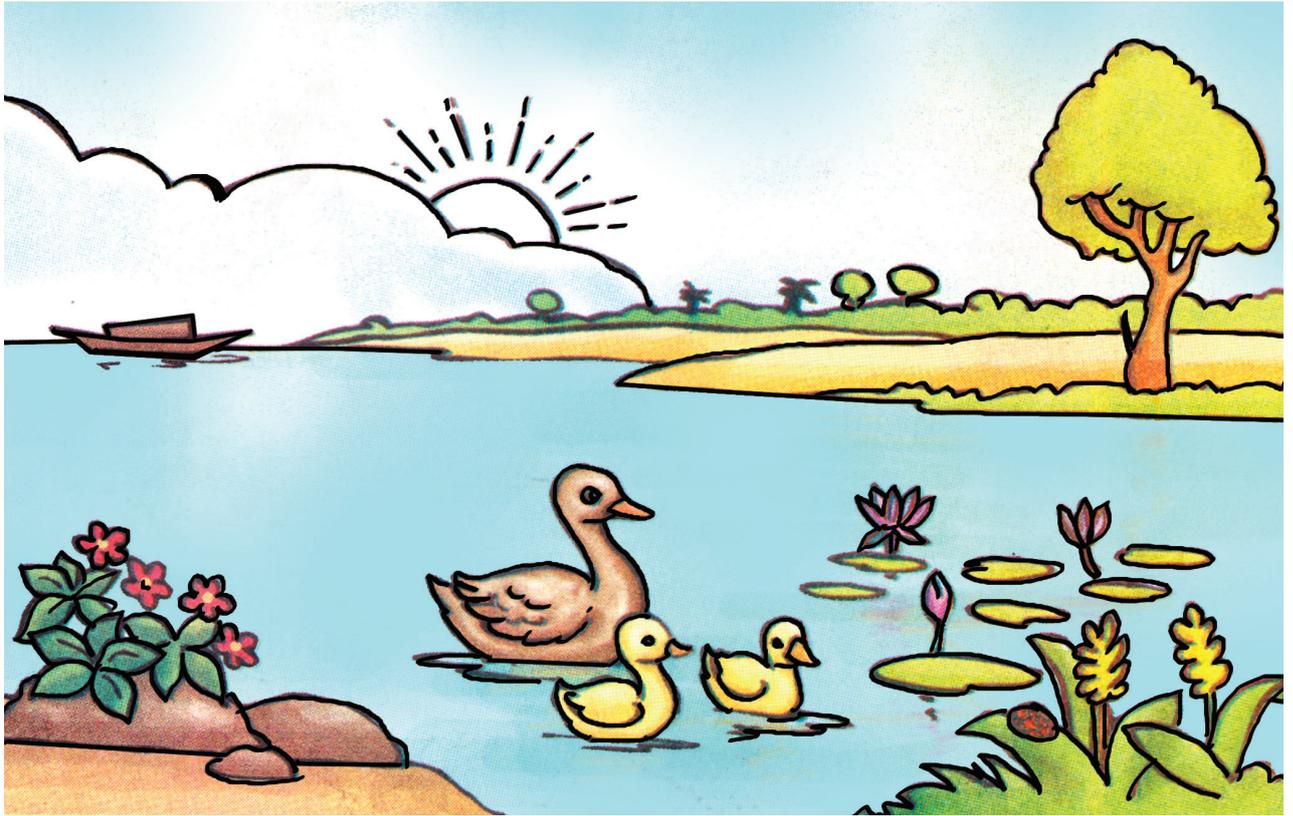


verdri



famrer

10. Say what you see in the picture:



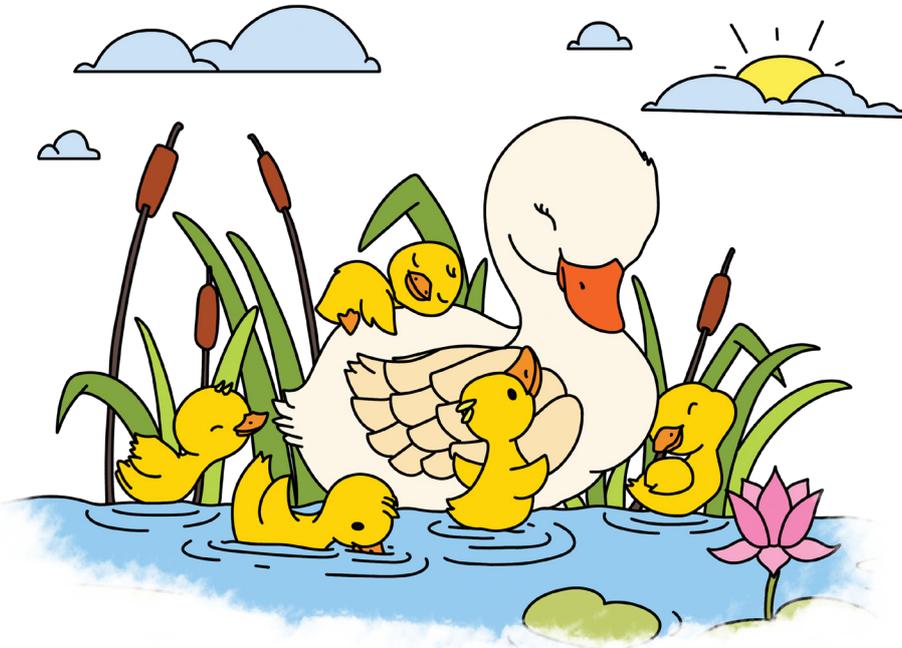
11. Write the words in the boxes:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

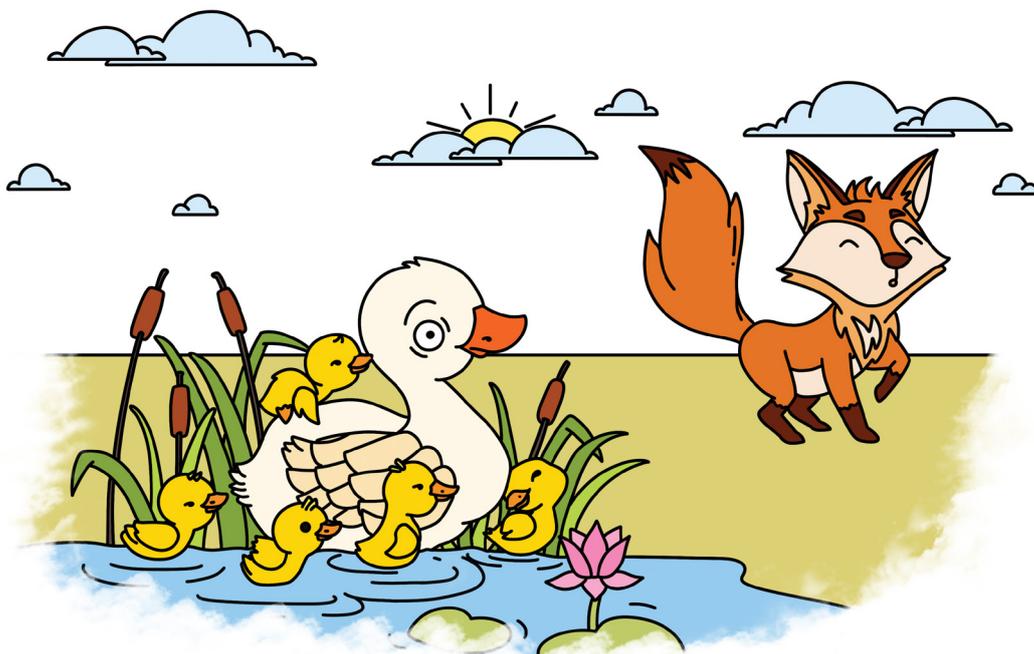
12. a. Let's listen to a story:

Mother duck and her ducklings

A mother duck took her ducklings to a nearby lake. The ducklings were very happy. They followed their mother.



Suddenly, the mother duck was frightened to see a fox. She shouted, “Children, hurry to the lake. There’s a fox!” The ducklings hurried towards the lake. The mother duck played a trick. She started walking back and forth dragging one wing on the ground.



The fox became happy. He thought, “The duck is hurt and can’t fly! I can easily catch and eat her!” He ran towards her. The mother duck ran, leading the fox away from the lake. The mother duck saw that the ducklings had reached the lake. She felt happy. The fox tried to catch the mother duck. But she flew away. She reached the lake and was with her ducklings.



12. b. Let’s see how much we have understood:

- i. Where did the mother duck take her ducklings?
- ii. Why was the mother duck frightened?
- iii. Who tried to catch the mother duck?
- iv. Why did the mother duck take her ducklings to the lake?

12. c. Read the story. Now, say ‘Yes’ or ‘No’:

- i. The ducklings were happy.
- ii. The mother duck saw a lion.
- iii. The fox caught the mother duck.
- iv. The mother duck flew away.
- v. The ducklings hugged their mother.

12. d. Join Column A with Column B to make meaningful sentences:

A	B
(i) The duck is hurt	(i) towards the lake.
(ii) The ducklings hurried	(ii) very happy.
(iii) The fox tried to catch	(iii) and can't fly.
(iv) The ducklings were	(iv) the mother duck.

Now, let us write down the complete sentences. One is done for you.

- i. The duck is hurt and can't fly. _____
- ii. _____
- iii. _____
- iv. _____

12. e. Rearrange the groups of words to make meaningful sentences. Write them down in the given space. One is done for you.

- i. the fox/the mother duck/tried to catch
The fox tried to catch the mother duck. _____
- ii. hurried towards/ the duckling/ the lake

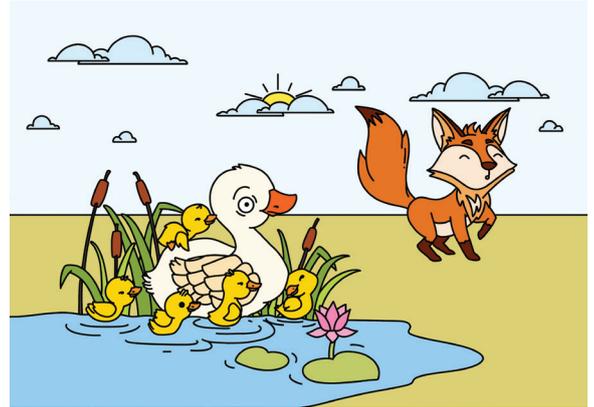
- iii. the fox/ happy/ became

- iv. a trick/the mother duck/played

- v. he/towards her/ran

12. f. Match the sentences with the pictures:

i. The ducklings were with their mother.



ii. The mother duck saw a fox.



iii. The fox tried to catch the mother duck.



iv. The ducklings hugged their mother.



13. a. Let's read the words from the story:

followed hurried
frightened tried

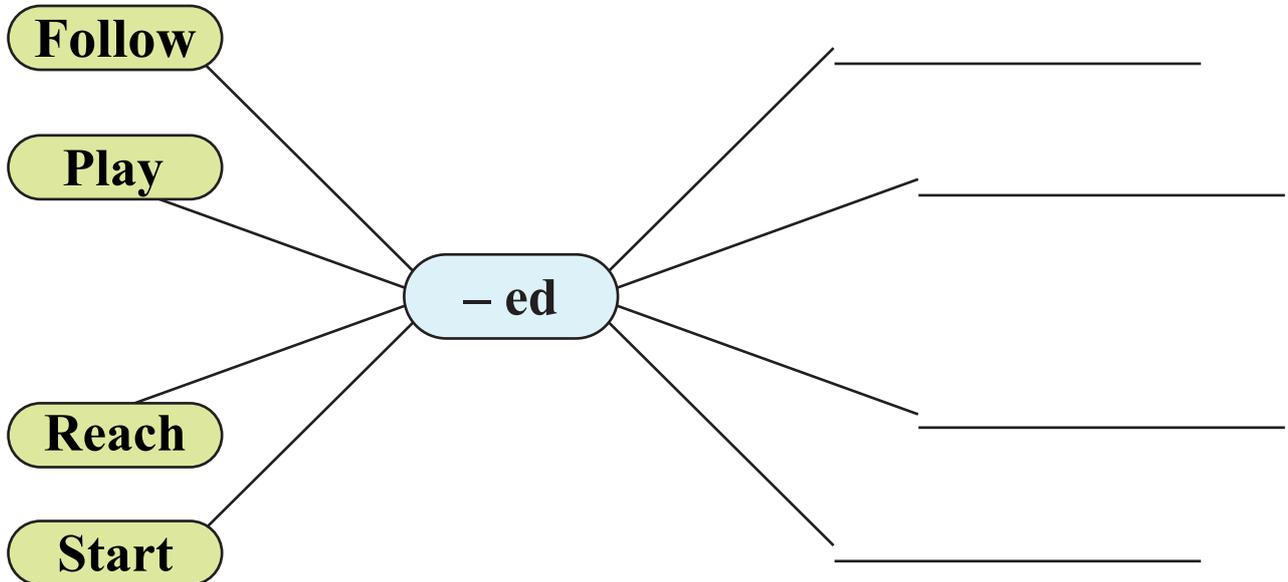
13. b. Read the paragraph. Find the words in the paragraph that end with 'ed' and then underline them.

Rima liked to have rice and curd for breakfast. She shared her tiffin with her friends Tara and Seema. Rima's father helped her with gardening. On Sunday morning, she played with her friends in the field.

13. c. Write down the underlined words in the given spaces:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

13. d. Add 'ed' to the words and write them down:



14. Let's read the dialogue:



Manoj: May I have some mangoes, please?

Shopkeeper: Sure. How many would you like?

Manoj: How much are they for?

Shopkeeper: 30 rupees per kg.

Manoj: Give me 1 kg of mangoes. What's that fruit called? It looks so bright.

Shopkeeper: It's a watermelon.

Manoj: What are those? Are they papayas?

Shopkeeper: Yes, they are papayas. Would you like to buy some?

Manoj: No, thanks. I will buy a watermelon. What's the price, please?

Shopkeeper: 50 rupees per piece.

Manoj: Sorry. It's costly. I will buy one next time.

Shopkeeper: OK. Here are your mangoes.

Manoj: Thank you!

Shopkeeper: Welcome.

please, sorry, thank you, buy



The teacher will encourage children to play roles on buying and selling.

15. a. There are three polite expressions in the grid. Find them out:

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

15. b. Let's say the following sentences:

- i. **Question:** What is this?
Answer: It's a jackfruit.
- ii. **Question:** How much is this jackfruit?
Answer: Only 50 rupees each.
- iii. **Question:** May I have a jackfruit, please?
Answer: Here you are.

15. c. Now let's read the following answers and ask questions using What, How much, May:

- i. **Question:** _____ is this?
Answer: It's a teddy bear.
- ii. **Question:** _____ is this teddy bear for?
Answer: I can give it to you for only one hundred rupees.
- iii. **Question:** _____ I have a teddy bear?
Answer: Sure, here is your teddy bear.



16. a. Let's complete the following sentences using 'please', 'thank you':

- i. _____ give me the book
_____ for giving me the book.
- ii. _____ give me a pencil.
_____ for giving me the pencil.

16. b. Complete the sentence using 'May I':

_____ open the window?

Now, read the complete sentence.

17. Listen and say the following rhyming words:

Cat	Bat
Ben	Ten
Doll	Ball
Nap	Lap
Hair	Fair
Father	Mother

18. a. Say the words aloud:



18. b. Now write words ending with 'at' and 'en'. You may use words given in the jug above.

-at



-en





19. Write the cursive letters:

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

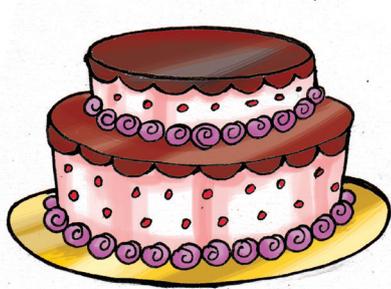
G	H	I	J	K	L
g	h	i	j	k	l

M	N	O	P	Q	R
m	n	o	p	q	r

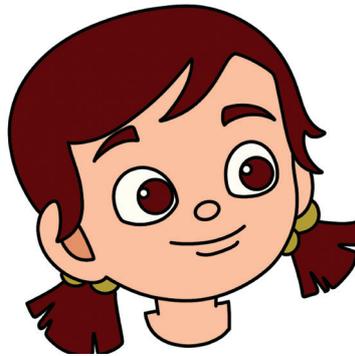
S	T	U	V	W	X
s	t	u	v	w	x

Y	Z
y	z

20. You learned the letter a and the short 'a' sound in 'bat', 'cat', 'mat', etc. We will now learn to say some words which have the long 'a' sound. Listen carefully. Then try to spell them.



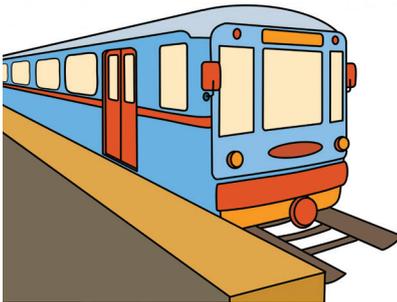
cake



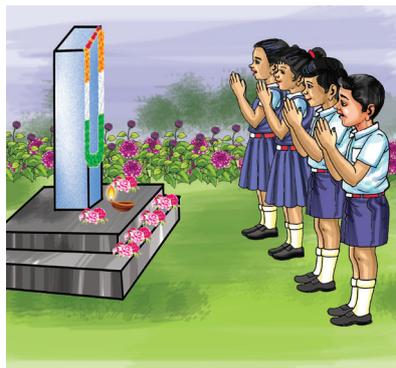
face



gate



train



pray



snake



baby



play

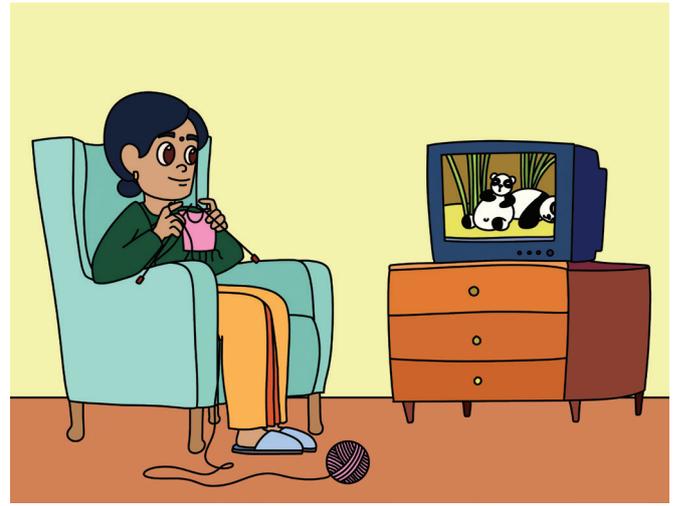


tray

21. Let's read:



My mother is knitting a sweater.



My mother is watching TV.



My father is writing a letter.



My sister is playing with a toy.



My grandmother is sitting on a chair.



My brother is combing his hair.

A note to the teacher

Lesson 2: I love my family

Theme: Role of family members and different professions in society

This lesson aims to introduce children to various professions and the roles family members play in society. The focus is on understanding how different professions contribute to our lives and the importance of family roles.

Picture Reading

- Utilize picture pages as a tool to facilitate discussions about family members and their professions.
- Encourage children to relate these professions to their own family experiences.

Rhymes

- Introduce and teach the rhyme “Cobbler, Cobbler.” This can help in engaging children with professions in a fun and memorable way.

Writing

- Conduct sentence completion activities to enhance writing skills.
- Activity 8: Focus on identifying various professions and matching their names with corresponding pictures.
- Activity 9: Encourage children to form words by rearranging jumbled letters.
- Activity 12.a.,12. b.,12. c.,12. d.,12. e. and 12.f.: Guide children in writing words and sentences they learn from the story “ Mother duck and her ducklings.”

Reading

- Emphasize reading short sentences to develop reading skills.
- Activity 7: Read and learn the names of different professions and understand their roles in the society.
- Activity 13.a.,13. b.,13. c. and 13.d.: Encourage children to read a story and identify words ending in “-ed.”
- Activity 14: Assist children in reading dialogues with correct intonation. Use role-playing for children to practise polite expressions such as “May I,” “Thank You,” and “Welcome.”

Interactive Learning

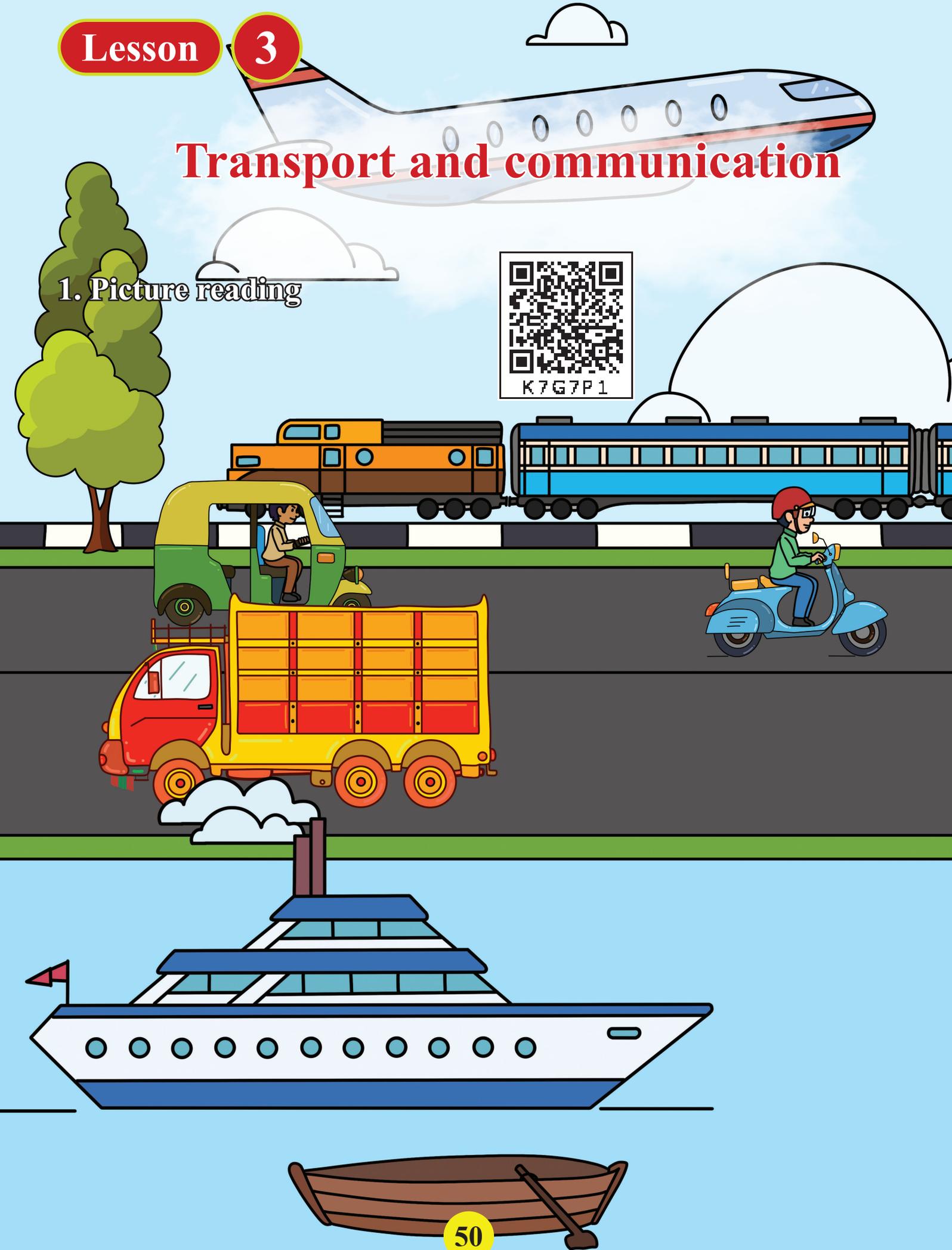
- Implement role-playing activities related to scenarios like buying and selling. This interactive approach reinforces polite conversation and the use of courteous expressions.

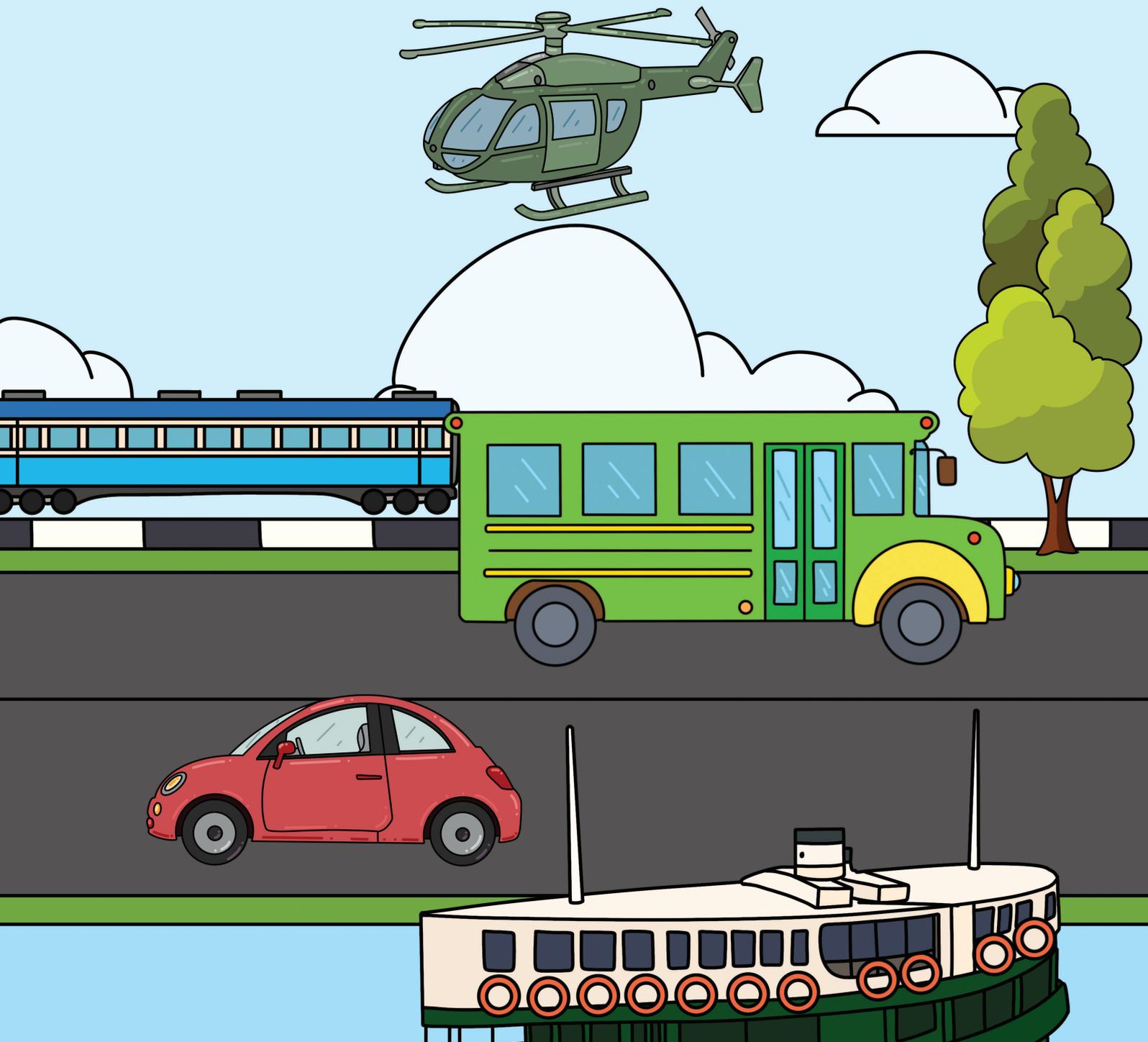
Reading Fluency

- Activity 21: Focus on reading sentences aloud to improve fluency and correct pronunciation. Encourage the reading of words, phrases, and short sentences to enhance overall reading skills.

Transport and communication

1. Picture reading





1. a. Let's look at the picture and answer the following questions:

- i. What do you see in the picture?
- ii. Name the vehicles that you see on the road?
- iii. What do you see on the river?
- iv. What do you see in the sky?
- v. Name three vehicles that you can see in the picture?
- vi. Why are bridges built on rivers?



The teacher will try to elicit answers from the learners and talk about different means of transport. Learners may be encouraged to answer in English or in their mother tongue.

2. Let's recite:

Boats sail on the rivers



Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

~ *Christina Georgina Rossetti*

3. Read these rhyming words:

Sail

Mail

Tail

But

Cut

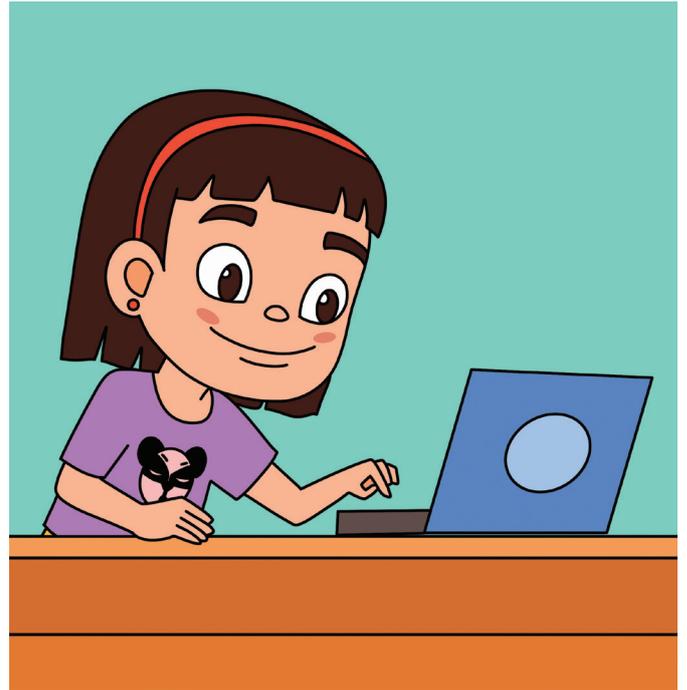
Nut

Bar

Car

Far

4. Look at these pictures:



Now, listen and write 'Yes' or 'No':

- i. A postman brings letters.
- ii. We talk to our friends over telephone.
- iii. We can play games on a computer.
- iv. We send messages through mobile phones.

5. a. Let's recite:

I'm a mobile phone

I'm a mobile phone
Cute and small,
Don't you like me
When I call?
Call your friends
Play new games,
Wish your dear ones
Store their names.



5. b. Choose words from the bag that rhyme with:

Dear

Call

Game



5. c. Let's read:

Reba's father asks her to write her name correctly. He also helps her learn his contact number for use in emergencies.

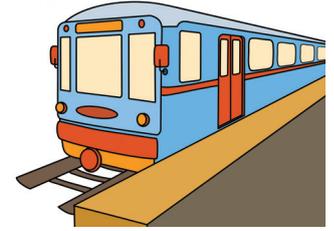
Now, write your full name and contact number below:

My name is _____
My contact number is _____



The teacher will help learners write the contact number of their parents.

6. Let's find the names of different vehicles hidden in the grid.
Write them in the space provided:



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



Write down the names of the vehicles:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		

7. Rumi wanted to buy a chocolate from a shop on the other side of the road. She was about to cross the road on the zebra crossing when the green light was on. A traffic policeman signalled her to stop. He came near and spoke to her. Let's read their conversations:



(1) Hello! 'You should look at the traffic lights before you cross the road at the traffic point.'

(2) Why, sir?



(3) The green light signals vehicles to move forward. You shouldn't cross the road when the light is green.

(4) When should I cross the road?



(5) Cross the road when you see the red light.

(6) Thank you. I'll always follow the traffic rules.

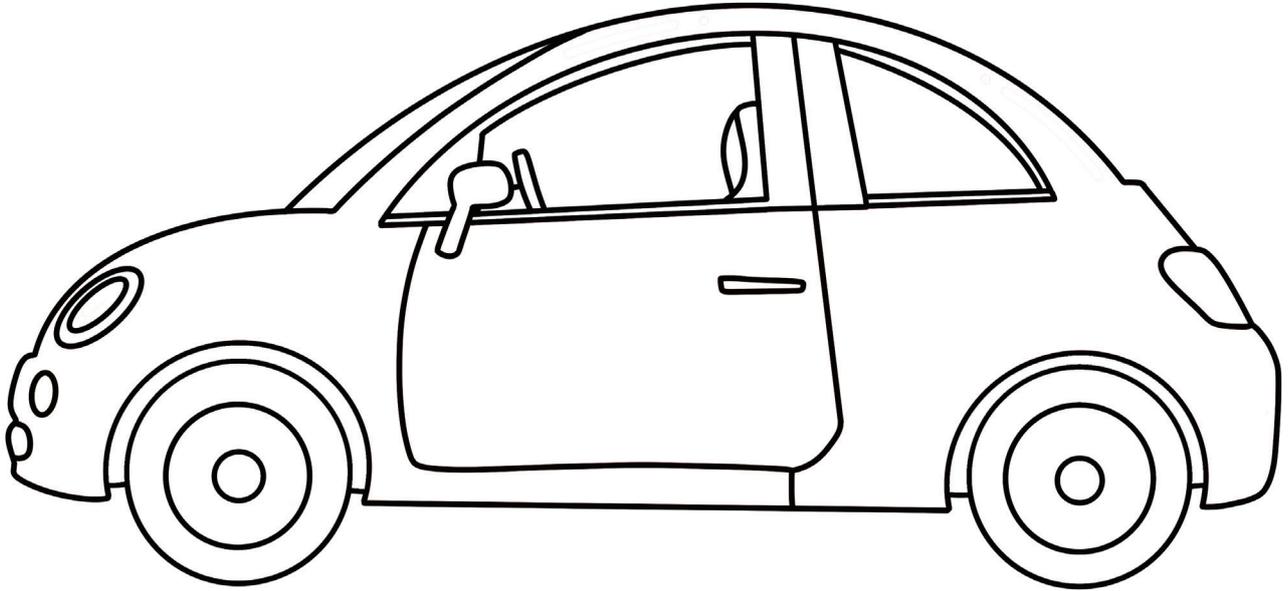


8. a. Work in pairs.

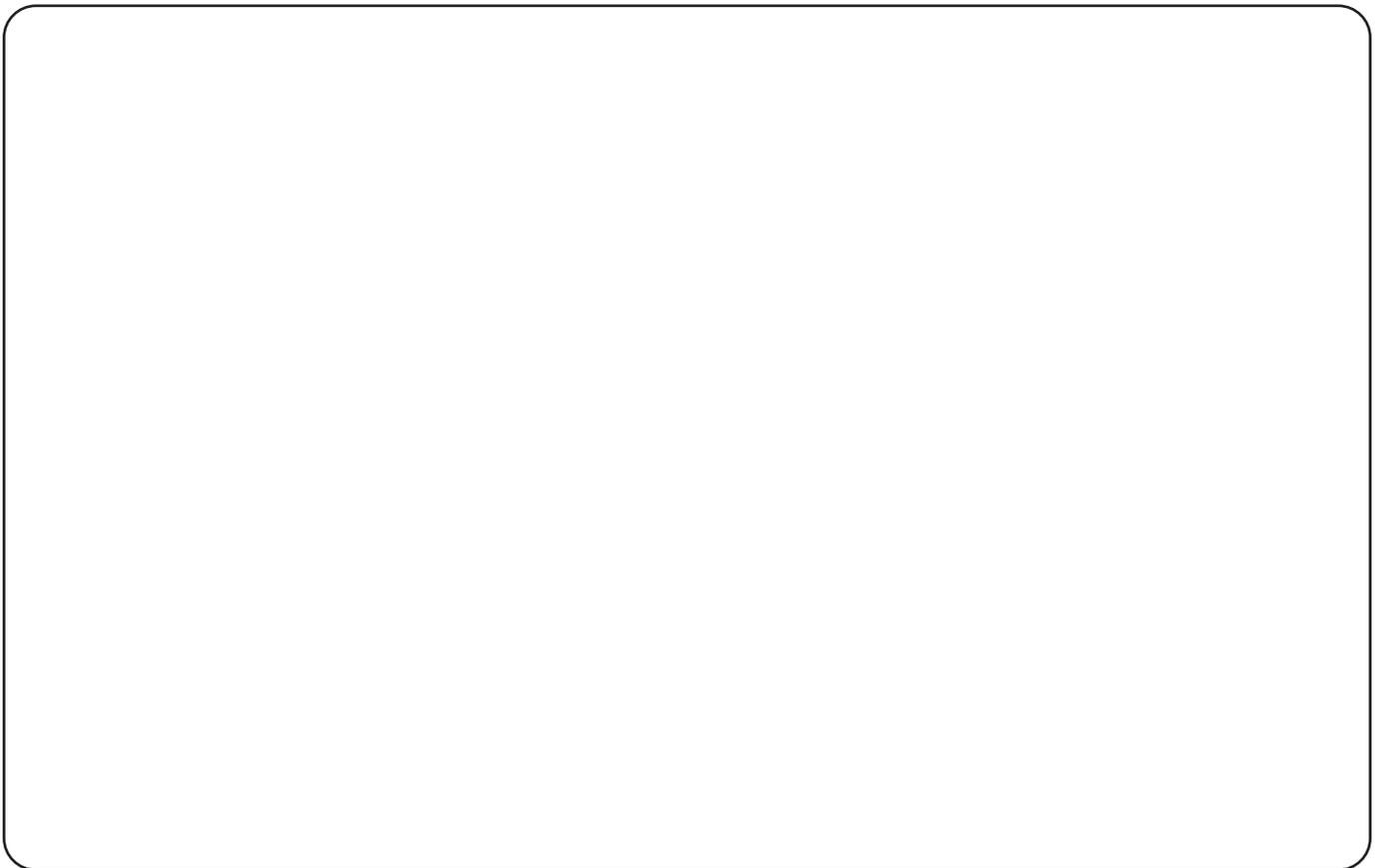
Look in and around your classroom and find objects of the following colours:

- a) Red b) Green c) Black d) White e) Blue

8. b. Colour:



8. c. Draw a rainbow and colour it:

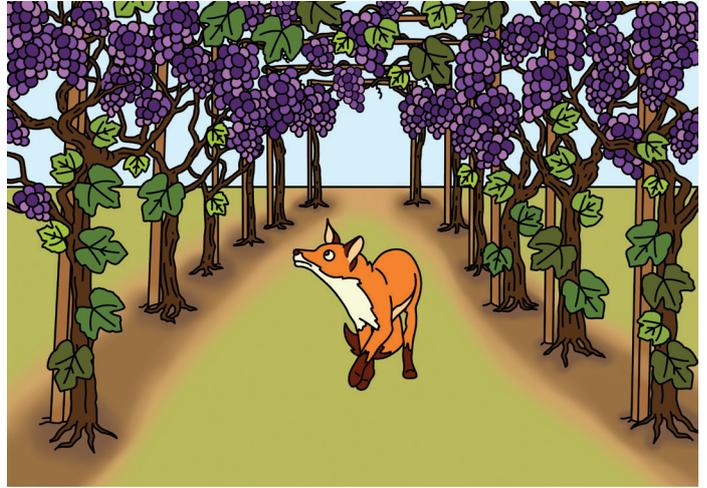


The teacher will help the learners to colour the rainbow in 'VIBGYOR' sequence.

9. a. Let's listen to the story:

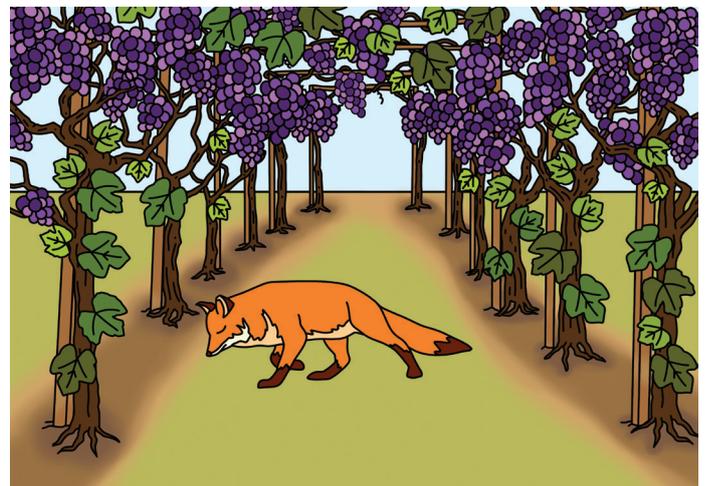
The sour grapes

Once upon a time, there lived a fox in a jungle. One day he was very hungry. He went out looking for food but he could not find any. Then he came to a garden. It was a garden of grapes. There were bunches of ripe, sweet and juicy grapes.



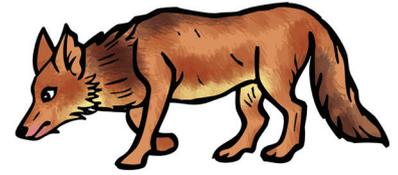
The fox said to himself, "I must have those grapes." He jumped to reach the grapes but missed. He tried again and again but failed to get the grapes.

He was tired and sad. The fox then walked away, saying in a low voice, "Grapes are sour!"



9. b. Listen and answer:

- i. What did the fox see?
- ii. Where did the fox live?
- iii. Who said that grapes were sour?
- iv. Why did the fox say “the grapes are sour”?



9. c. Choose and write the correct word from those given in the brackets to complete the questions:

- i. _____ saw a garden of grapes? (Who/Where)
- ii. _____ did the fox live? (What/Where)
- iii. _____ did the fox go out? (Why/Who)
- iv. _____ did the fox see ripe and sweet grapes?
(Where/What)

9. d. Match the words in columns A, B and C to form questions. Write down the questions. One is done for you.

What are you doing?

A	B	C
What	are you	doing?
Where		
Why		
When		
Who		



The teacher will introduce learners to frame questions.

10. a. Add '-ch' and read the words. Write down the words. One is done for you.

Wat		watch
Swit		
Bran		
Mat		
Cat		
Ben		

10. b. Read the words aloud and put a tick (✓) on the ones that begin with 'gr':

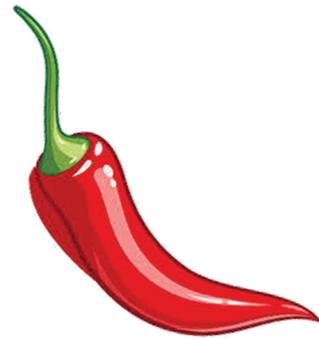


- grandma
- friend
- green
- crossing
- grass
- bunch
- grapes
- great
- drum
- grain
- dream
- frame

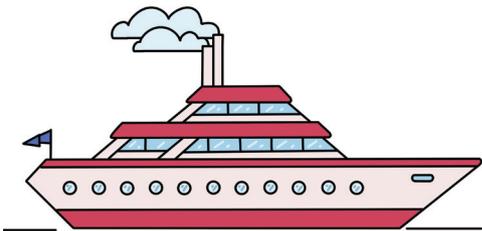
10. c. The word 'chilli' begins with 'ch' and the word 'ship' begins with 'sh'. Let's add 'ch' and 'sh'. Say the words and write them:

ch -

- ___ild
- ___air
- ___illi
- ___erry
- ___alk



ch - _____



sh -

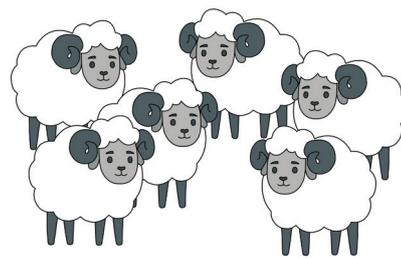
- ___op
- ___ip
- ___eep
- ___oe
- ___irt

sh - _____

10. d. Read:

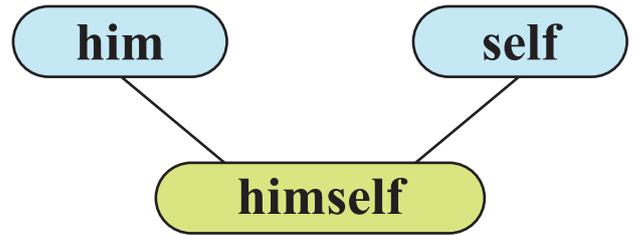
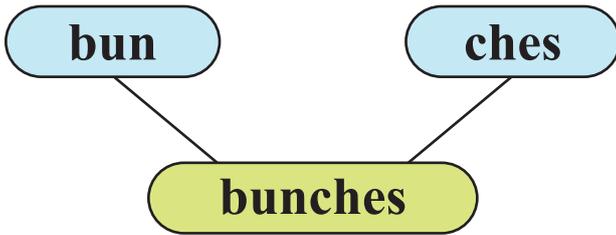
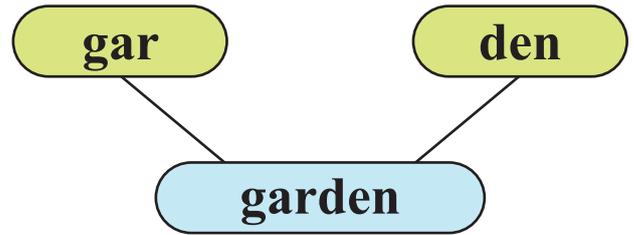
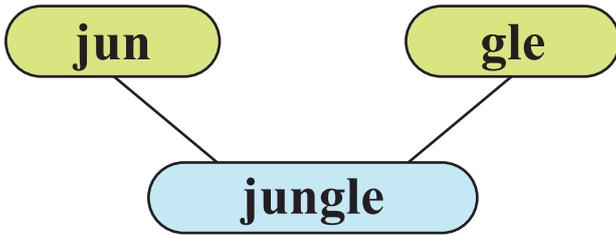


a pair of shoes



a flock of sheep

11. Read the words:



12. Match Column A with Column B. Then write the complete sentences in the given space. One is done for you.

Column A	Column B
i) One day	a garden of grapes.
ii) It was	the fox was very hungry.
iii) There were	tired and sad.
iv) The fox saw	walked away.
v) The fox	bunches of juicy grapes.

Now write:

One day the fox was very hungry. _____

13. Role play: Rumi went to a shop. She bought chocolates for her brother. She met her uncle while returning home. Let's read their conversation:



(1) Where did you go, Rumi?

(2) I went to the shop, uncle.



(3) Why did you go to the shop?

(4) I went to the shop to buy chocolates.



(5) How many chocolates did you buy?

(6) Only one, uncle.



(7) Why did you buy it?

(8) I will give it to my brother on his birthday.



(9) When is his birthday?

(10) Tomorrow is his birthday.



**14. Let's complete the questions to get the given answers.
Choose the appropriate word from the box:**

Why Where When

Question: _____ has Karuna gone?

Answer: Karuna has gone to Guwahati.

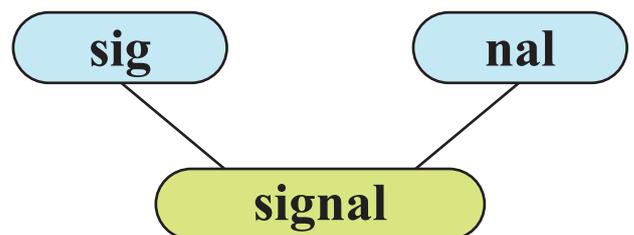
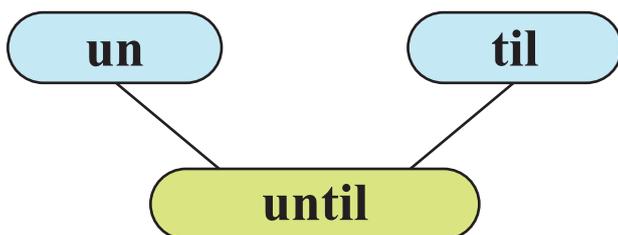
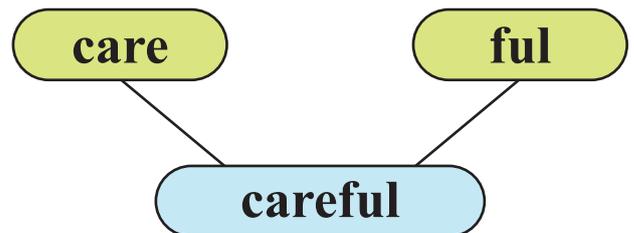
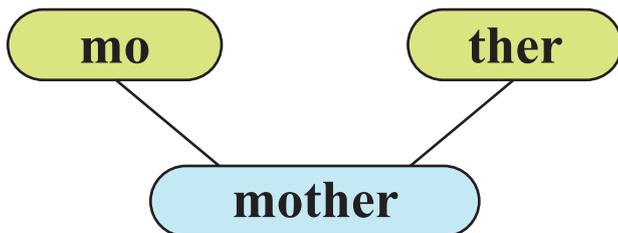
Question: _____ will he come back?

Answer: He will come back on Monday.

Question: _____ has he gone to Guwahati?

Answer: He has gone to Guwahati to meet his grandparents.

15. Read the words:



16. a. Let's read:

How to cross the road safely

One day Jaya and Nirmal were going to school with their mother. They were walking on the left side of the road. Jaya spotted a puppy on the middle of the road. She was about to run to the puppy. Her mother caught hold of her hand. She said “Jaya, be careful while crossing the road.” She told her a few rules that one should follow while crossing the road. She said, “Look to your left, then to your right. Again, look to your left. If there is a car close by, wait. Keep looking to the left and right, until the road is clear. Cross the road only when the road is clear.”



16. b. Rearrange the groups of words to make meaningful sentences:

i. about to run/she was/ to the puppy

ii. on the middle/ Jaya spotted a puppy/of the road

iii. of her hand/ caught hold/ her mother

iv. of the road/ they were walking/on the left side



16. c. Work in pairs. Read the following sentences. They are rules that we should follow while crossing the road. Rearrange them and write them down:

- i. Again, look to your left.
- ii. Keep looking to the left and right until the road is clear.
- iii. Look to your left, then to your right.
- iv. Cross the road only when the road is clear.
- v. If there is a car close by, wait.

1. _____

2. _____

3. _____

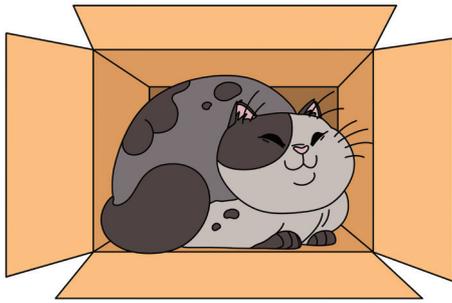
4. _____

5. _____

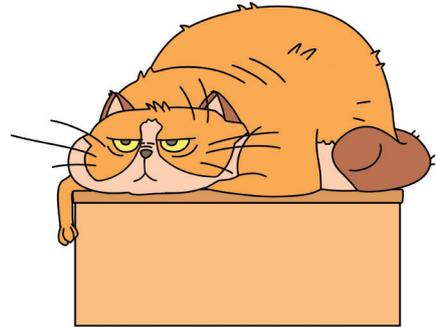


17. Look at the pictures and write where the cat is. Choose words from those given in the box below. Then read the sentences aloud.

in front of behind in on between



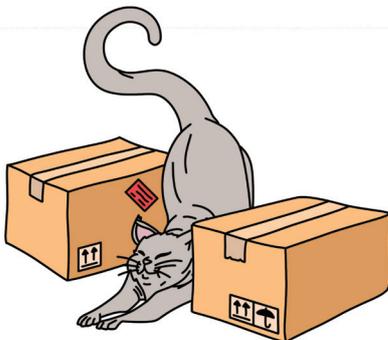
The cat is _____ a box.



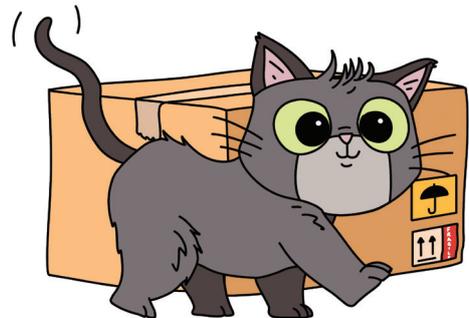
The cat is _____ a box.



The cat is _____ the box.



The cat is _____ the boxes.



The cat is _____ a box.



18. You have learned many words with the short sounds 'a', 'e', 'i', 'o' and 'u'. Now let's listen to the words for the long sounds of 'a', 'e', 'i', 'o' and 'u' given below. Try to say them correctly.

A few short vowel sounds in words

a	e	i	o	u
ant	egg	igloo	ox	up
bat	hen	sit	box	cup
fat	ten	pin	dog	jug
hat	pen	zip	dot	mug

A few long vowel sounds in words

a	e	i	o	u
ate	eagle	ice cream	rope	use
may	me	nice	nose	cube
gate	tree	time	rose	flute
plate	knee	fine	home	juice

A note to the teacher

Lesson 3: Transport and Communication

Theme - Transport and Communication, Traffic Rules

The lesson aims to acquaint children with different modes of transportation on land, water, and air, and to introduce basic traffic rules. It also seeks to enhance various language skills.

Picture Reading

- Use pictures as a primary tool to introduce the concepts of transport and communication. Ensure these pictures are relatable and easily understandable.

Recitation

- Engage children in reciting phrases like “Boat sails on the rivers” and “I am a mobile phone” to make learning interactive and enjoyable.
- Activity 3: Teach rhyming words such as sail, mail, and tail, emphasizing their sounds to develop rhyme awareness.
Activity 4: Have children observe a picture, listen to a sentence related to it, and respond with ‘Yes’ or ‘No’ to improve both observation and comprehension skills.

Reading

- Activity 5.c.: Guide the children through reading short passages, improving their reading ability.
- Activity 6: Use pictures as clues to help children find words in a grid, enhancing their reading and spelling skills, especially regarding vehicle names.

Story

- Activity 9.b.: Instruct children on how to ask questions using ‘Who’, ‘What’, ‘Why’, and ‘Where’, with a focus on the story “The Sour Grapes.”

Phonological Awareness

- Help children practise pronunciation of words with initial sounds of two letters such as fr, gr, cr, dr (e.g., frog, green, crossing, driver).
- In Activities 10.a. and 10.c., focus on words starting and ending with ‘ch’, and practice reading and writing ‘sh’.
- Activity 13: Encourage practising sounds with ‘ch’ and ‘sh’.

Role Play

- Initiate Role play activities where children work in pairs to enhance their speaking skills and politeness in various situations.
Activity 15: Teach children to break words into syllables and read a short passage on how to cross the road safely, emphasizing safety and comprehension.

Storytelling

- Read stories slowly and clearly, using correct pronunciation and appropriate actions to capture the children’s attention. Encourage children to look at pictures and read the text as much as possible.
Activity 18: Assist children in writing and reading sentences about traffic rules in pairs, enhancing both writing and collaborative skills.

Writing

- Include various writing exercises to reinforce learning. Guide children in completing sentences, matching sentences with pictures, and writing meaningful sentences in order.

Healthy habits

1. Picture reading





1. a. Let's talk about the picture:

- i. What do you see in the picture?
- ii. What is the old man doing ?
- iii. Who is skipping?
- iv. What is the old woman doing?
- v. Who is cycling?
- vi. What time of the day is shown in the picture?
- vii. Compare the morning activities at your home with those shown in the picture.



The teacher will continue the conversation by asking more questions based on the picture.

2. Let's recite or sing:

Put your right hand in,
Put your right hand out.
Put your right hand in,
And shake it all about.
Do the boogie-woogie,
Do the boogie-woogie,
And turn yourself about.



Put your left hand in,
Put your left hand out.
Put your left hand in,
And shake it all about.
Do the boogie-woogie,
Do the boogie-woogie,
And turn yourself about.

Put your right leg in,
Put your right leg out.
Put your right leg in,
And shake it all about.
Do the boogie-woogie,
Do the boogie-woogie,
And turn yourself about.



Put your left leg in,
Put your left leg out.
Put your left leg in,
And shake it all about.
Do the boogie-woogie,
Do the boogie-woogie,
And turn yourself about.



The teacher will help learners sing/recite with actions.

3. Let's listen to the conversation:

(1) Good morning, children.



(2) Good morning, madam.



(3) When do we celebrate International Yoga Day?



(4) It is celebrated on 21st June.



(5) You are correct. Do you know any Asanas?



(6) Yes, Madam. We do Pranayams and a few Asanas.



(7) That's great! Yoga helps us to maintain a healthy body and mind.



(8) Madam, that is why we all do yoga regularly.



Pranamasana



Hasta Uttanasana



Hasta Padasana



Adho Mukha Savanasana

4. Work in pairs.

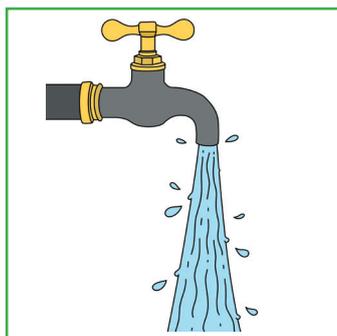
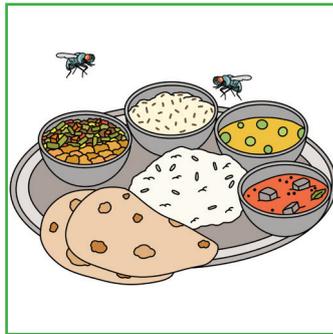
Ask your partner the following questions. Let her/him answer using Yes, I, No, I don't."

- i. Do you exercise regularly?
- ii. Do you eat bread and butter for breakfast?
- iii. Do you play football?
- iv. Do you eat uncovered food?
- v. Do you drink milk?



The teacher will help the learners in asking questions and answering using 'Yes, I....' and No, I don't....'

5. Put a tick (✓) on the pictures that show good habits:



The teacher will take the learners outside the classroom and ask them to stand in a circle. The teacher will do the actions while giving instructions.

6. Role play:

(1) Good morning!
Why are you late
today?



(2) Good morning.
I woke up late.



(3) Oh!
That's why you
missed your yoga
class today.



(4) Yes, I also
missed my
breakfast today.



(5) You must try
to wake up early.
Do all the daily
activities
on time.



(6) Yes, I shall
wake up early
from now.



7. Who am I?

I am yellow and long.

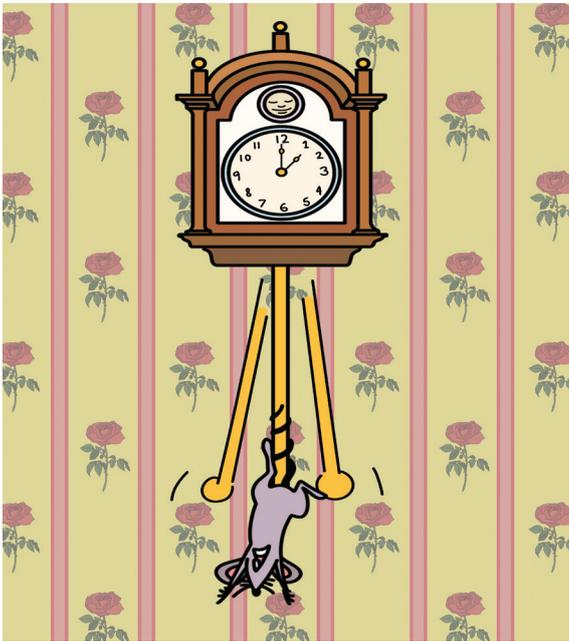
I am a fruit.

Monkeys eat me.

Who am I?

8. a. Let's recite:

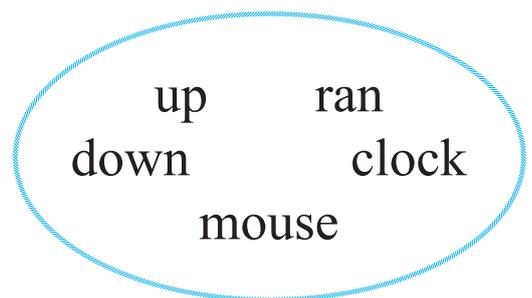
Hickory Dickory Dock



Hickory dickory dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory dickory dock.

8. b. The word 'dock' rhymes with the word 'clock'. Now, find rhyming words for each of the following from the rhyme:

- i. cup: _____
- ii. fan: _____
- iii. town: _____
- iv. house: _____



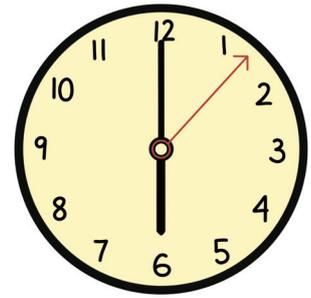
9. Who am I?

I am white.
You drink me.
I am good for your health.
Who am I?

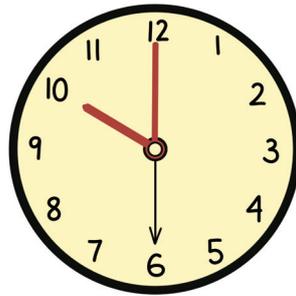
10. Look at the pictures of different types of clocks:



7:30 a.m.



6 o'clock



10 o'clock

Remember: Digital clocks show time like this

7:30 a.m., 10:00 p.m.

11. Listen and do:

Look up.

Look down.

Move your head slowly from right to left.

Move your head slowly from left to right.

Look to your right.

Look to your left.

Look at the front.

Lift your right leg and put it down.

Lift your left leg and put it down.

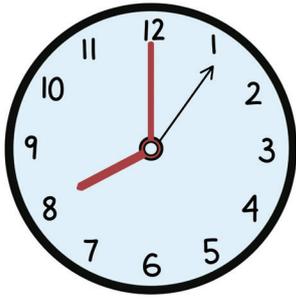
Bend your knees.

Then try to hop like a frog.

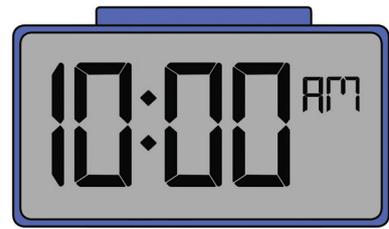


The teacher will help learners note the display of an analog clock and a digital clock.

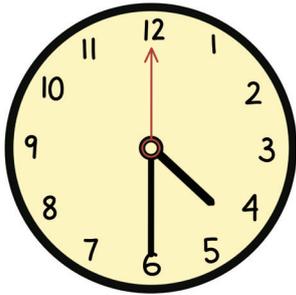
12. Listen and repeat. Look at the clocks to tell the time:



8 o'clock



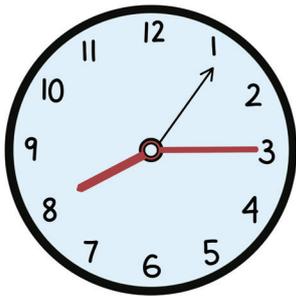
10:00 o'clock in the morning



half past four



8 o'clock in the evening

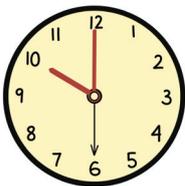


A quarter past eight

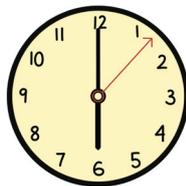


3 o'clock in the afternoon

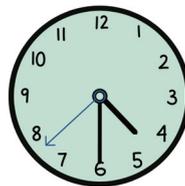
13. Match the sentences with the time shown in the clocks:



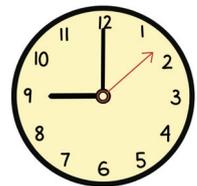
It is 9 o'clock.



It is half past four.



It is 6 o'clock.



It is 10 o'clock.

14. Listen and repeat: Look at the clocks to tell the time:

i. Radha bathes at 7 o'clock in the morning.



ii. Radha gets up at 6 o'clock in the morning.



iii. She brushes her teeth at 6:15 a.m.



iv. She goes to school at 8:30 in the morning.



v. She eats her breakfast at 7:30 in the morning.



Now write the daily routine of Radha in a sequence:

i. _____

ii. _____

iii. _____

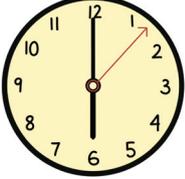
iv. _____

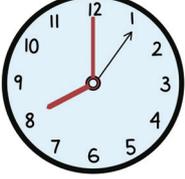
v. _____

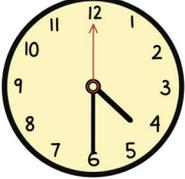


Teacher will read out the sentences and ask the learners which sentence comes first according to the time stated in it.

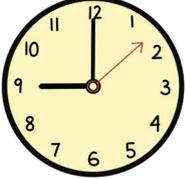
15. a. Look at the pictures and complete the sentences:

i.  Rahul exercises at _____

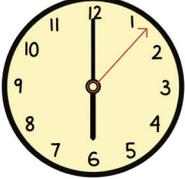
ii.  Rahul goes to school at _____

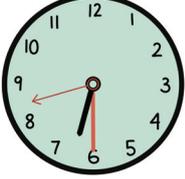
iii.  Rahul plays with his friends at _____

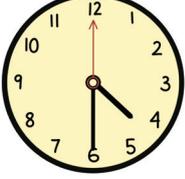
iv.  Rahul watches television at _____

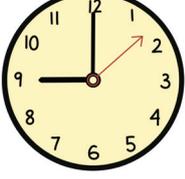
v.  Rahul eats dinner at _____

15. b. Write what you do at:

 _____

 _____

 _____

 _____

- go to bed
- wake up
- Take bath
- Play with friends

16. Let's read:

Q. Do you get up early in the morning?

Ans: Yes, I do.

Q. Do you eat your breakfast before brushing your teeth?

Ans: No. I don't eat before brushing my teeth.

Q. Do you exercise daily?

Ans: Yes, I do.

17. Write the sentences using "Yes, I do" or "No, I don't.":

Q. Do you exercise regularly?

A. _____

Q. Do you wash your hands before eating?

A. _____

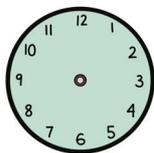
Q. Do you like to eat green vegetables?

A. _____

Q. Do you finish your homework on time?

A. _____

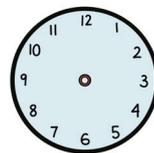
18. Draw the hands on the clock and put a tick (✓) on a.m. or p.m.:



a.m.

p.m.

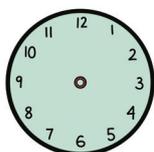
i. Jabin wakes up at 6 o'clock in the morning.



a.m.

p.m.

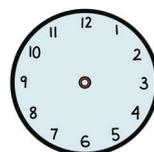
ii. Jabin goes to bed at 9 o'clock at night.



a.m.

p.m.

iii. Jabin wakes up at 6 o'clock in the morning.



a.m.

p.m.

iv. Jabin wakes up at 6 o'clock in the morning.

19. Match the sentences with the pictures:

a sunny day



a starry night



a hot afternoon



a windy evening



20. Listen carefully:

Ranjan sir is our yoga teacher. He is fit and healthy. He eats fruits, vegetables, eggs and drinks juice. He shows us how to live healthily. Children practise different yoga asanas at school with him. He believes health is wealth. He advises us to exercise regularly. He tells us to eat healthy food and follow healthy habits to lead a good life.

Answer the following questions orally:

- i. What is the name of the yoga teacher?
- ii. What does Ranjan sir eat?
- iii. What does Ranjan sir tell the students?
- iv. Where do the children practise yoga?
- v. Who believes 'health is wealth'?

21. Let's listen:

The hungry mouse



One day, a mouse found a basket full of corn. The basket had a tiny hole in it. The mouse entered the basket through the hole. There was plenty of space for her to move inside.



She ate a lot of corn in the basket. Her tummy became full. The mouse was satisfied and she became very happy.

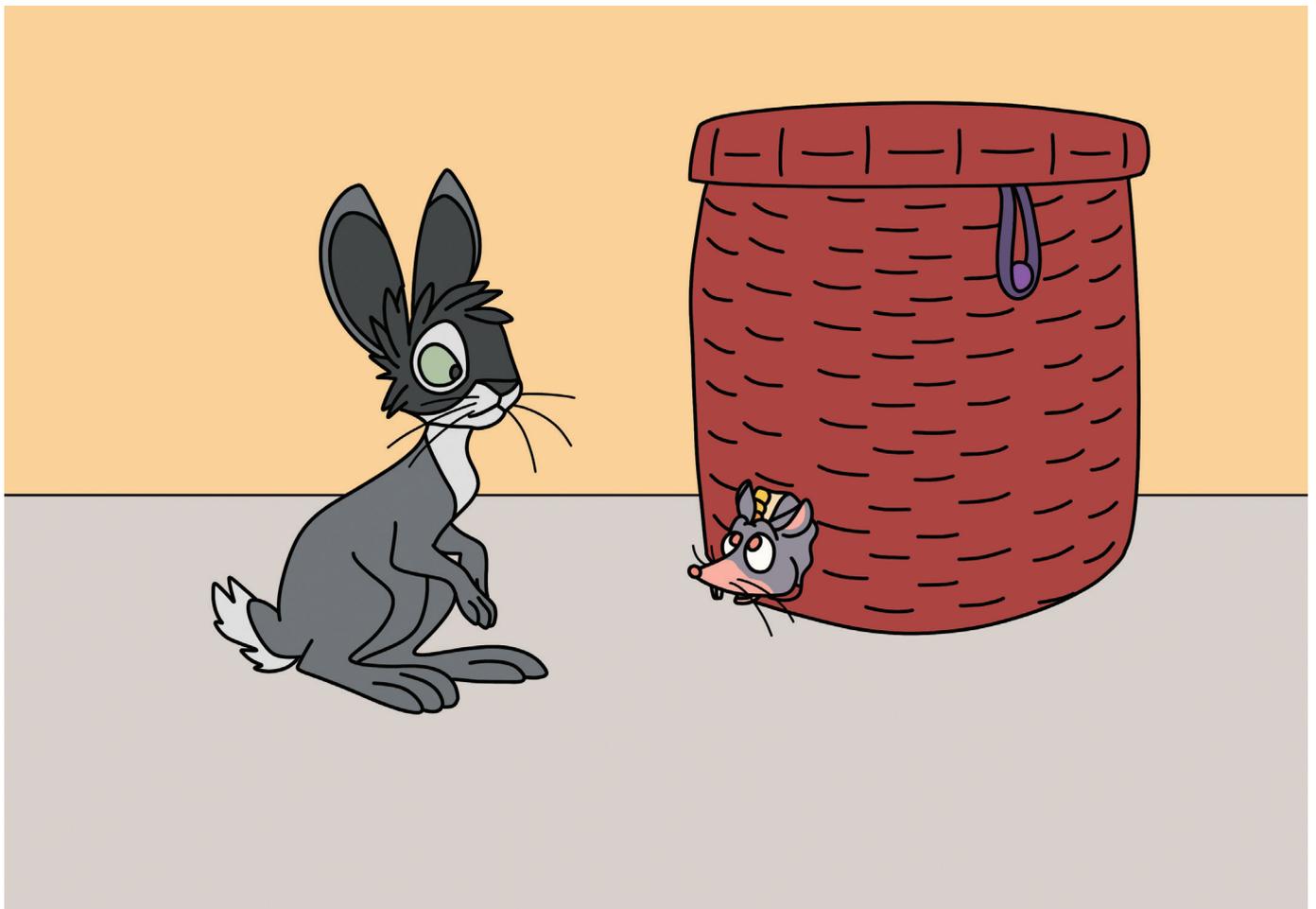
After eating, the mouse wanted to leave the basket through the hole, but couldn't fit. It started shouting for help.





A rabbit was passing by. It heard the mouse's cry and asked, "What happened, my friend? Why are you crying?" The mouse explained how it got into the basket. The rabbit replied, "You ate too much. Now your belly is too big for the hole. Wait until it gets smaller." Then, the rabbit left.

The mouse sat and waited for the right time to come out of the hole.



Now, answer the following questions:

- i. What did the mouse find?
- ii. How did the mouse enter the basket?
- iii. What did the mouse eat?
- iv. Who shouted for help?
- v. Who was passing by the basket?
- vi. Why was the mouse unable to come out of the basket?

22. Rearrange the letters and form words:

i. AYOOG: _____

ii. SWAH: _____

iii. HBAT: _____

iv. RUBHS: _____

23. Rearrange the words to form meaningful sentences:

i. play they football every day.

ii. to we swim like

iii. milk for I my breakfast drink



The teacher will ask the learners to start each sentence with a capital letter and end with a full stop.

24. Let's be healthy and be a winner. Put a tick (✓) on the habits you have:



Wash hands before eating food



Make the bed



Use the bin



Eat green vegetables and fruits



Have a bath daily



Turn off the lights when not in use



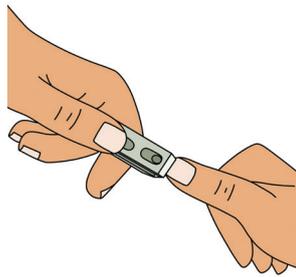
Do exercise



Wear clean clothes



Help others



Trim nails



Say 'sorry', 'please' and 'thank you'



Study daily



Have meal with my family



Come to school daily



Greet friends



Winner



The teacher will ask the learners to put tick on the habits they have. Encourage them to develop the ones they don't have. Once they get ticks for all the habits, appreciate them as winners. Learners need to continue with this activity.

25. Project work:

Let's make a clock.

Materials required: A piece of hard paper (such as from an old box), a pair of scissors, pen/pencil, a piece of thermocol/styrofoam, sticks and glue.

Instructions:

- Take the piece of square shaped hard paper.
- Draw a circle on the paper.
- Cut out the circle from the hard paper.
- Now write numbers 1 to 12 on the circle as shown.



- Take three sticks of different length to make the hands of the clock: the shortest one for the hour hand, the shorter for the minute hand and the longest for the second hand.
- Make a hole in the centre of the circle. Paste the piece of thermocol on the other side of the paper on the hole.
- Attach the hands by placing the second hand at the bottom, minute hand in the middle and the hour hand at the top. Now, insert a pointed stick through the hands to the thermocol. This will keep the hands in place.
- Now move the hands of the clock to different positions and ask your friends to tell the time.
- Think of different games you can play with the clock.
- Hang your clock on your classroom wall when not in use. You may also keep it in the learning corner.



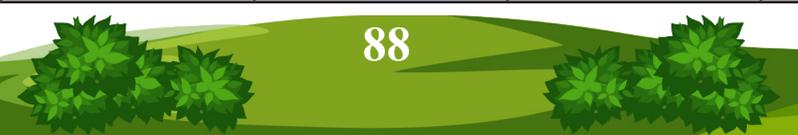
26. You must have learned words with two letters together as shown below. Let's try to pronounce these words after completing the list from the lessons read so far.

ch	child	
sh	ship	
gr	green	
br	bring	
cr	cry	
bl	blue	
fl	flower	
st	stop	
cl	clap	

You can fill the empty boxes as you learn new words.

Now listen and repeat these words:

crab	blend	bring	block	fluffy
flat	fresh	brick	frog	plum
grass	stem	clip	stop	crust
plan	pledge	slip	clock	grunt



A note to the teacher

Lesson 4: Healthy habits

Theme - Health and Hygiene, Healthy Habits

This lesson focuses on introducing health and hygiene habits to children. It combines learning about time using clocks with an emphasis on healthy habits.

Picture Reading

- Arrange children in a semicircle for group discussion and have them observe the picture closely. Encourage them to speak and ask questions based on the picture.
- Introduce different types of clocks, clock time, and the concept of telling time.

Listening and Speaking

- Rhymes: Teach the rhyme “Put your right hand in...” with actions to engage the children. Also, recite “Hickory Dickory Dock,” focusing on proper stress and intonation, and encourage children to recite in chorus and individually.
- In Activity 3, help children listen to a conversation, then engage them in role-playing and dialogue delivery.
- Activity 4: Use this activity to involve children in asking and answering questions in pairs.
- Introduce riddles in Activity 9, such as “Who Am I?” to develop critical thinking.
- In Activity 10, use analog and digital clocks to teach children how to tell time.

Storytelling

- Narrate the story “The hungry mouse,” using gestures and voice modulation. Encourage children to retell the story and answer questions about it.

Project Work

- Guide children in creating a clock using materials like cardboard boxes. This activity combines creativity with learning about time.

Phonological Awareness

- Emphasize the development of sound recognition and pronunciation.

Role Play

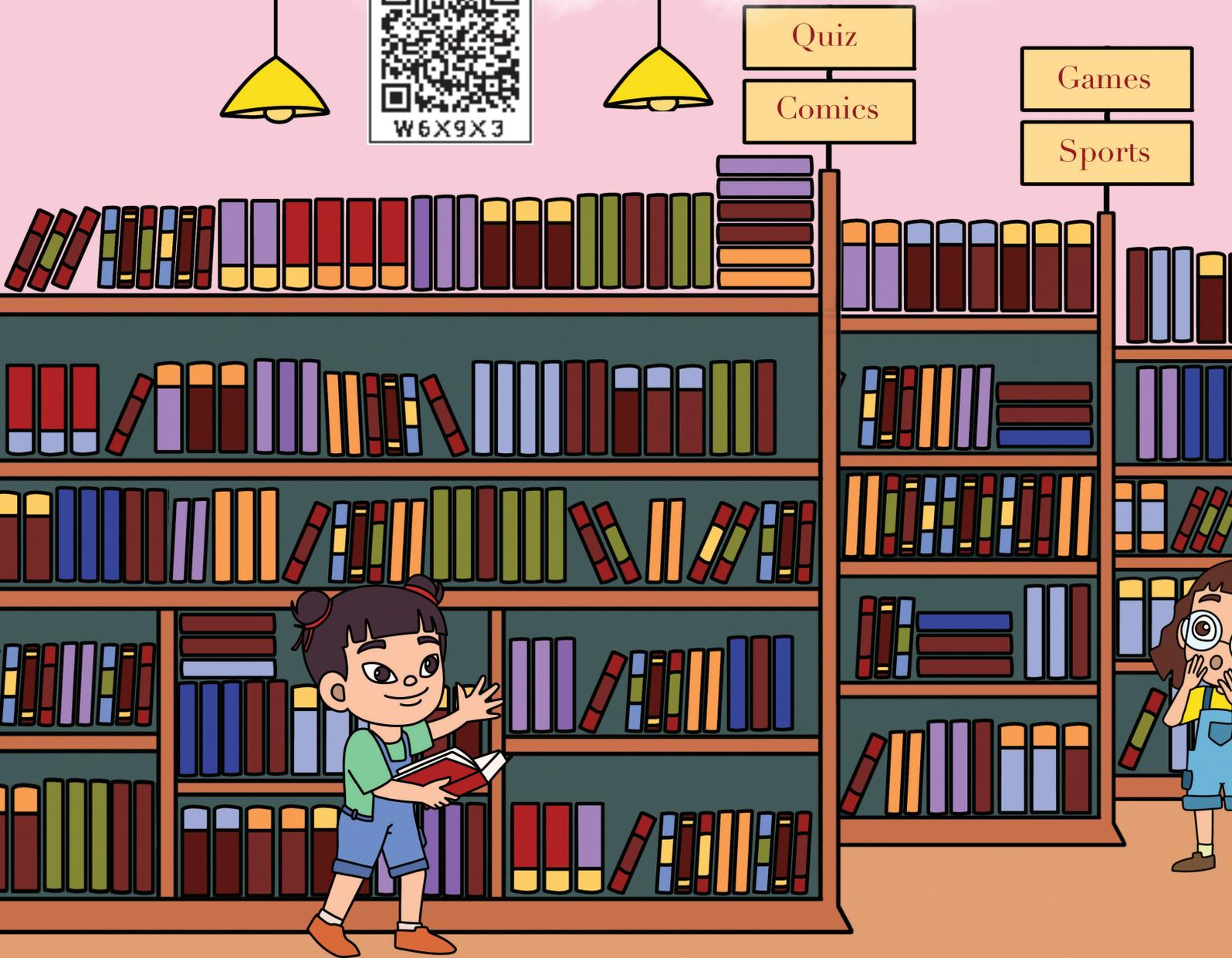
- Conduct role-play exercises in Activity 6, where children assume different roles or act out scenarios. This activity enhances their communication and social skills.

Writing

- Activity 14, Activity 15.a. and Activity 15.b.: Assist children in reading time and completing sentences. Encourage them to write sentences about their daily routine.
- Sentence completion exercises in Activities 10.b. and 10.c. focus on reading and writing about time.
- Activity 16 and Activity 17: Encourage children to read and write sentences using phrases like “Yes, I do” or “No, I don’t.”
- In Activities 22 and 23, focus on rearranging words and writing correct spellings. Give them practice in writing meaningful sentences.

The joy of reading

1. Picture reading





1. a. Let's talk about the picture:

- i. What do you see in the picture?
- ii. What is the girl doing?
- iii. How do you think the girl is feeling in the library?
- iv. If you were in this library, what would you like to read?
- v. Do you like the environment of this library? Why?



The teacher will talk to learners about the picture.

2. a. Play roles:

(1) What are you reading, father?

(2) I am reading a newspaper.

(3) What do you read in the newspaper?

(4) I read about different news of the world.

(5) Does it have pictures and interesting stories in it?

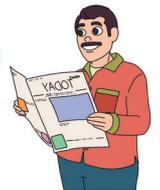
(6) Yes, it also has a section for children.

(7) What is there in the children's section, father?

(8) In the children's section, you can read short stories, jokes, poems, riddles and so on. You can also share your views and drawings.

(9) That's interesting. I will surely read the newspaper.

(10) Yes, it's a good habit to read the newspaper daily.



The teacher will familiarise the learners with the newspaper by showing an English Daily.

2. b. Listen to what Amrit and his father are talking about:

Amrit: Father, I have written a poem.

Father: Very good. Please recite it.

Amrit: Okay, father. (Amrit recites the poem.)



I am a little squirrel

I'm a little squirrel
Happy and gay,
Come to me,
Together we'll play.

I am a little squirrel
Happy and gay,
I climb up and down,
All through the day.

Father: It's a nice poem.

Amrit: Father, I want to send it to the newspaper editor.

Father: Yes, you can post or e-mail it to the editor.

Amrit: Father, please help me to do it.

Father: Yes, sure !

Amrit: Father, I also wish to send my drawings to my school magazine.

Father: Very good. You give it to your class teacher. She will send it to the editor of your school magazine.

Amrit: Okay, thank you, father.



2. c. Answer these questions:

- i. Who has written a poem for the newspaper?
- ii. Who draws pictures for the magazine?
- iii. What is the name of the poem?
- iv. Who has recited the poem?
- v. Why does Amrit's father say "very good"?

3. Rearrange the words to make meaningful sentences. Write the sentences:

i. have written/I/a poem.

ii. nice poem/it's a

iii. to send it/I want/ to the/ newspaper editor.

iv. please/ to do it/ help me

4. Write answers using "Yes, I can" or "No, I can't.":

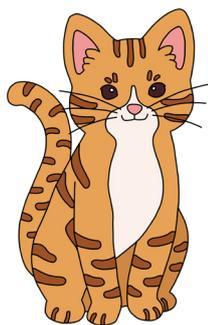
i. Can you write a story?

ii. Can you recite a poem?

iii. Can you draw a picture of a school bag?

iv. Can you tell a story?

5. a. Let's sing:



I have a little kitten,
Her coat is so warm,
If I put a mitten,
She'll do me no harm.

I'll sit by the fire,
And give her some food,
Little kitten will love me,
Because I am good.

5. b. Let's learn some rhyming words:

Kitten
Mitten

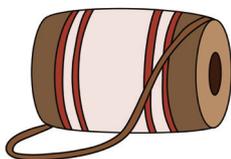
Warm
Harm

Food
Good

5. c. Look at the pictures given below. Put a tick (✓) on the beginning blends or sounds that match with the names of the pictures. One is done for you.



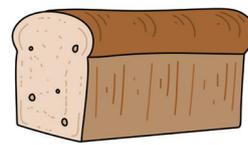
tr
br



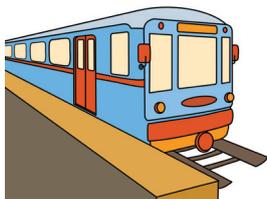
dr
fr



fr
dr



br
tr



tr
dr



tr
fr

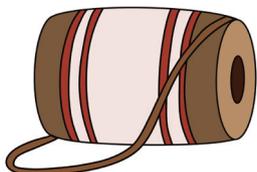


fl
dr



cr
dr

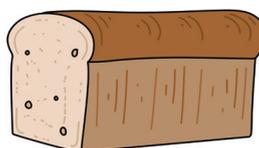
5. d. Complete the words given below with the help of the pictures:



_____ um



_____ ee



_____ ead



_____ og

6. Work in pairs. Talk about things you can do with your friend:

(1) I can recite a poem. Can you Nina?

(2) Yes, I can.



(3) Can you write a poem?

(4) No, I can't.



7. Look at the pictures and put a tick (✓) on the correct box:

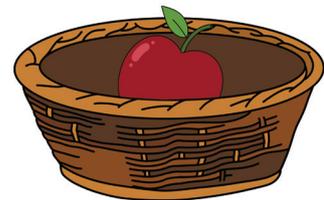
i. Where is the cat?

The cat is under in the chair.



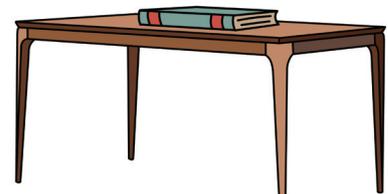
ii. Where is the apple?

The apple is on inside the basket.



iii. Where is the book?

The book is on under the table.



8. Let's recite:



Roly-poly, roly-poly,
Up, up, up.

Roly-poly, roly-poly,
Down, down, down.

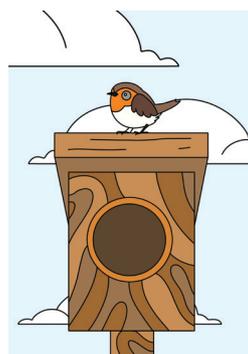
Roly-poly, roly-poly,
In, in, in.

Roly-poly, roly-poly
Out, out, out.



9. Timtim the little bird, keeps hopping and jumping everywhere. Let's see different positions of Timtim.

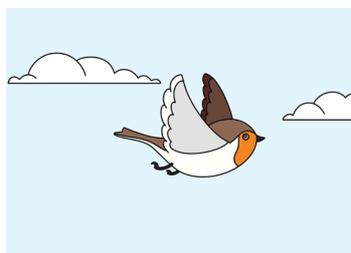
Timtim is sitting on the box.



Timtim is sleeping inside the box.



Timtim is flying up in the sky.



Timtim is falling from the tree.



10. a. Let's say these words aloud:

dr br fr tr

draw	drain	drum	drill
brown	brain	bread	bride
frog	frock	frill	free
train	tree	truck	tram

10. b. Fill in the blanks with dr, br, fr, tr:

_____um _____ead
_____ock _____ain

11. Let's read:



A tall tree



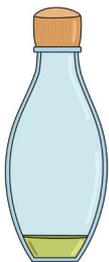
A short tree



A thick
book



A thin book



A light
bottle



A heavy
bottle



A long
pencil



A short
pencil

12. Choose the suitable word for each sentence:

i. A snail is

fast
slow

ii. Elephants are

big
small

iii. An ice cream is

hot
cold

iv. A giraffe is a

short
tall

 animal.

13. Role play:



Hello! My name is Full Stop. I look like a dot. I come at the end of a sentence.



Hi Full stop! My name is Question Mark. I come at the end of a question.



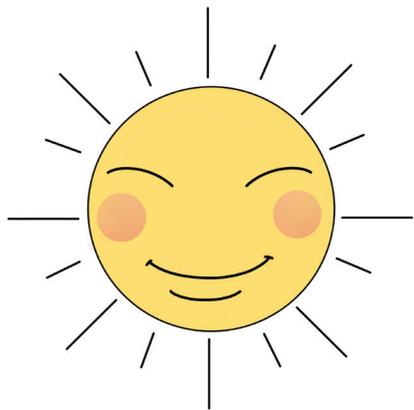
Hello! friends, my name is Comma. I come between words in sentences for a short rest.



Hello! My name is Inverted commas. I am also called Quotation mark or speech mark. I am used to quote a speech.

14. a. Listen to a story:

The Wind and the Sun



Wind: Hello, Sun! Do you see that man? Let's see who can get his shawl off.

Sun: OK. You try first.

Wind: (Puffing his cheeks, he blows hard) Whooooh! Whooooh! Whooooh!

Man: Oh, what a strong wind! Let me hold the shawl tight.

Wind: Let me try again. Whooooh.....! Whooooh.....! Oh no, I give up.

Sun: OK, It's my turn now, I will shine brighter. (The Sun shines brightly.)

Man: Oof! It's getting so hot. Let me take off my shawl.

Sun: Ha ha ha! I have won. The man is taking off his shawl.

Wind: Yes, you have won!

14. b. Let's talk:

- i. Who is wearing a shawl?
- ii. Who tried first to take off the man's shawl?
- iii. Who won at last?

15. Let's read words:

cheeks

wind

blows

shawl

shine

puffing

strong

hold

won

16. Let's label:

table

chair

desk

bench

blackboard

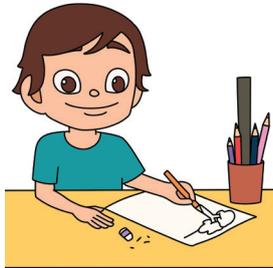
duster

chalk

books



17. Write a sentence below each picture. You may use the sentences given in the box:













Rohit is combing his hair.
Grandmother is reading a newspaper.
Arpita is writing on a piece of paper.
The boy is drawing.
The boy is climbing a tree.
The girl is washing her hands.

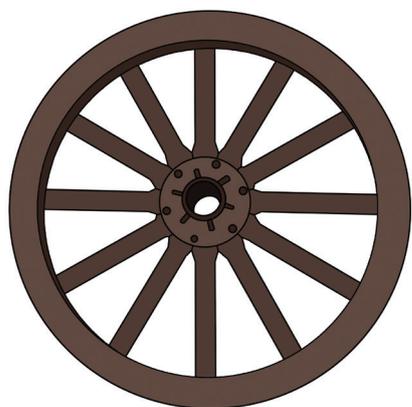
18. Let's practise the sound 'w'. Look at the pictures below. They all start with the 'w' sound. Say them after your teacher.



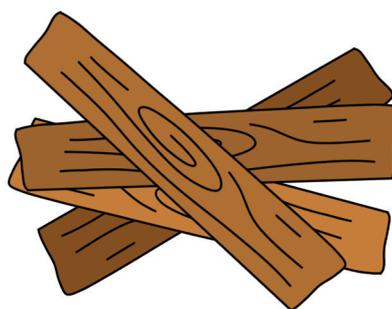
woman



walnut



wheel



wood

19. Let's play a game of identifying the middle sounds of words. There will be two groups: A and B. The group which says the most correct sounds wins. Your teacher will say the words. Example: the word 'red' has the middle sound short 'e'. The word 'kite' has the middle sound long 'i'.

A note to the teacher

Lesson 5: The joy of reading

Theme: Introduction to Newspapers and creative thinking

The goal of this lesson is to introduce children to the format and content of newspapers. The lesson incorporates stories, rhymes, phonological awareness, reading, and writing activities to develop language skills.

Picture reading

- Start by acquainting students with newspapers. Show them an English newspaper and discuss its various elements to familiarize them with its format. Help them contribute their resources to the school magazine, wallpaper and learning corner.

Storytelling

- Narrate the story “The Wind and the Sun,” emphasizing correct pronunciation and voice modulation to engage the children. Encourage them to recite the dialogues and play the roles of the wind and the sun, fostering active participation.

Recitation

- Activity 2.b.: Teach the poem “I am a little squirrel,” focusing on proper stress, intonation, and pronunciation. Assist children in reciting it in chorus and then individually to build confidence in speaking.
- Activity 5.a.: Sing the rhyme “I have a little kitten” with the children, helping them to keep the rhythm and enjoy the activity.

Phonological Awareness

- In Activity 10.a., concentrate on words beginning with dr, br, tr, and fr. Motivate children to discover more words starting with these consonants within the lesson, enhancing their phonological skills.

Reading

- Guide the children to read words in Activity 16 and to label words in the picture in Activity 17. These activities are designed to improve their reading skills and comprehension abilities.

Writing

- Encourage children to write sentences by looking at pictures and reading the sentences given in a box. This approach helps develop their writing skills and enhances their understanding of sentence structure.

Our festivals

1. Picture reading





1. a. The teacher will initiate a discussion on:

Your favourite festival from those shown in the picture.

2. Let's talk:

The teacher will ask questions like the following:

- i. What is your favourite festival?
- ii. Why do you like this festival?
- iii. What do you do on the festival day?



The teacher will talk to learners about the picture.

3. Let's sing together:

In a world so wide,
With colours so bright.
Different yet same,
Our hearts unite.
People of all kinds,
Together we stand,
Learning from each other,
Hand in hand.



The teacher will explain the meaning of the rhyme.

4. a. Let's read:

Bihu is the main festival of Assam. Three kinds of Bihu festivals are celebrated at different times of the year. They are Bohag Bihu or Rongali Bihu, Kati Bihu or Kongali Bihu and Magh Bihu or Bhogali Bihu. Bohag Bihu or Rongali Bihu is a colourful festival. It is celebrated usually in the month of April. It marks the beginning of the Assamese new year. Traditional Bihu dance is also performed. Kati Bihu is known as Kongali Bihu. Magh Bihu or Bhogali Bihu is a harvesting festival. People eat traditional Assamese food like 'pitha', 'laru', 'jolpan', etc. and enjoy the warmth of "meji."



Let's discuss what is done in the three Bihu festivals - Bohag Bihu, Kati Bihu and Magh Bihu.

4. b. Write answers to the following questions:

i. What is the main festival of Assam?

ii. When is Bohag Bihu celebrated?

iii. What is Magh Bihu also known as?

5. Let's learn more about the different festivals of Assam:



Baishagu

A festival celebrated by the Bodos



Ali-Ai-Ligang

A festival celebrated by the Misings



Me-Dum-Me-Phi

A festival celebrated by the Ahom



Hacha-Kekan

A festival celebrated by the Karbis



The teacher will familiarise the learners with other festivals celebrated in Assam.

6. a. Let's listen to what Rupa is talking about with her friend Bijoy:



(1) Hello, Bijoy!
How are you?



(2) I am fine, thank
you. How was your
Bihu vacation?

(3) It was very good.
I enjoyed a lot.
I went to my uncle's
house in Morigaon.



(4) Okay! What did
you do there ?

(5) I visited the
Jonbeel Mela.



(6) Please tell me
about the Mela.



(7) It is a three-day
community fair. It is
held during the month
of Magh.



(8) What can we buy
in the fair?



(9) We do not buy things
with money there. We can
exchange different things.



(10) Oh! It's
so good and
interesting to
know about this.



6. b. Answer the questions:

- i. Who went to Morigaon during Bihu vacation?
- ii. When is the Jonbeel Mela held?

7. Here is a picture of food items that Rupa had at her uncle's place:



How many of these food items do you recognize? Write a few names.

Names of food items in the picture:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

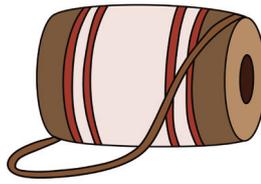


The teacher will help the learners in writing the local names of food items from the picture.

8. Let's learn the names of some musical instruments:



Harmonium



Dhol



Flute



Guitar



Violin



Tabla

9. Listen to the description of dresses worn by people from some places in India. As you listen, match the dress with the place.



A _____



K _____

Assam
Kashmir
Kerala
West Bengal



K _____

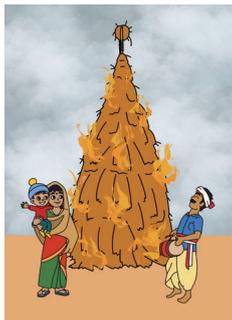


W _____



The teacher will describe the dresses given in the pictures.

10. Match the picture with the name of the festival:



Diwali



Magh Bihu



Holi



Eid



Christmas

11. Let's recite:

Thirty days has September

April June and November.

February has twenty-eight alone,

All the rest have thirty-one,

Except in leap year, that's the time

When February's days are twenty-nine.

MONTH						YEAR
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



The teacher will tell learners what a leap year is and explain other concepts related to months and year as needed.



12. a. Let's learn the names of the months:

January February March April May
June July August September October
November December

12. b. Look at a calendar and write down the names of the months which have 30 days:

- i. _____
- ii. _____
- iii. _____
- iv. _____

12. c. Months which have 31 days:

- i. _____ ii. _____
- iii. _____ iv. _____
- v. _____ vi. _____
- vii. _____

12. d. The name of the month which has 28 days and, every four years, has 29 days:

- i. _____



The teacher will help the learners read the calendar.



13. My culture:

About myself

I speak _____
at home

My traditional food is _____

I live in _____

My name is _____

My favourite festival is _____

My family loves to _____

My traditional dress is _____



The teacher will help learners to write about themselves, family, beliefs, food, language, dress and home life. This will encourage them in showing pride in their culture, get to know about their classmates and develop a diverse outlook. The learners will be helped to write the name of the language which is their mother tongue when they speak more than one language.

14. a. Let's learn the days of the week:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

14. b. On which days do you go to school?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

14. c. On which days do you not go to school?

i. _____

15. The word 'three' has the letters 'th' at the beginning. Listen to the beginning sound in the word 'three'. Now, listen to words beginning with the letters 'th' and repeat:

th

thirteen

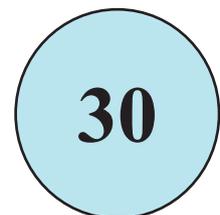
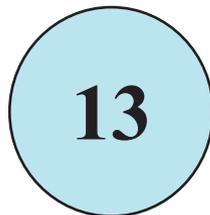
thirty

thin

thick

things

throw





16. Read the lessons you have learned so far. Find out the long sound 'i' in words. Take help from your teacher if you need. Draw a few pictures which have the long 'i' sound in their names.

Handwriting practice lines (dotted lines) for writing words.

Handwriting practice lines (dotted lines) for writing words.

Large empty box for drawing pictures.



17. Write the missing letters:

a	B	C	d	E	f
---	---	---	---	---	---

g	H	I	j	k	L
---	---	---	---	---	---

m	N	O	p	Q	R
---	---	---	---	---	---

S	t	u	v	w	x
---	---	---	---	---	---

y	Z
---	---





18. Listen and draw. Then write a few words from what you heard or understood:



The teacher will tell a short story or talk about an incident. The learners will draw from what they understand.



A note to the teacher

Lesson 6: Our festivals

Theme - Our festivals, Our culture

This lesson aims to explore the diversity of festivals celebrated in India, with a special focus on Assam. It is designed to enhance children's understanding of their cultural heritage, including festivals, traditional attire, musical instruments, and food.

Picture Reading

- Start the lesson by showing children pictures of various festivals. Engage them in discussions about the festivals they personally celebrate, the types of clothing worn during these festivals, and their own experiences of celebration.
- Introduce the children to festivals celebrated in Assam, discussing the unique traditional dresses, musical instruments, and the variety of food associated with these celebrations.

Rhymes

- Teach the rhyme "In a world so wide" and encourage children to participate in singing it in chorus. Discuss the meaning of the rhyme to deepen their understanding.
- Use the rhyme "Thirty days has September" to educate children about months and days of the week and help them identify these on a calendar.

Reading

- Assist children in reading a passage about Bihu, a major festival in Assam. Encourage them to form questions based on the passage, enhancing their comprehension skills.

Writing

- Guide the children to read the passage on Bihu and then respond to questions related to it.
- In Activity 4.b., support children in reading about Bihu and writing their answers to the questions. This helps in developing their reading comprehension and writing skills.
- Activity 13 focuses on helping children express and write about their personal experiences, family, food, language, and traditional dress.

This lesson, like the preceding ones, places a strong emphasis on developing the four fundamental language skills: listening, speaking, reading, and writing. Children are provided ample opportunities for being comfortable in expressing themselves orally and understanding spoken language before they move on to more advanced skills like reading and writing, all of which are essential for foundational language development.