Government of Karnataka

English Reader cum Activity Book

(Revised)

Second Language

1

First Standard

Part - II

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Karnataka Textbook Society (R.)
6th Cross, Malleshwaram, Bengaluru - 560 003.

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N3G5W2

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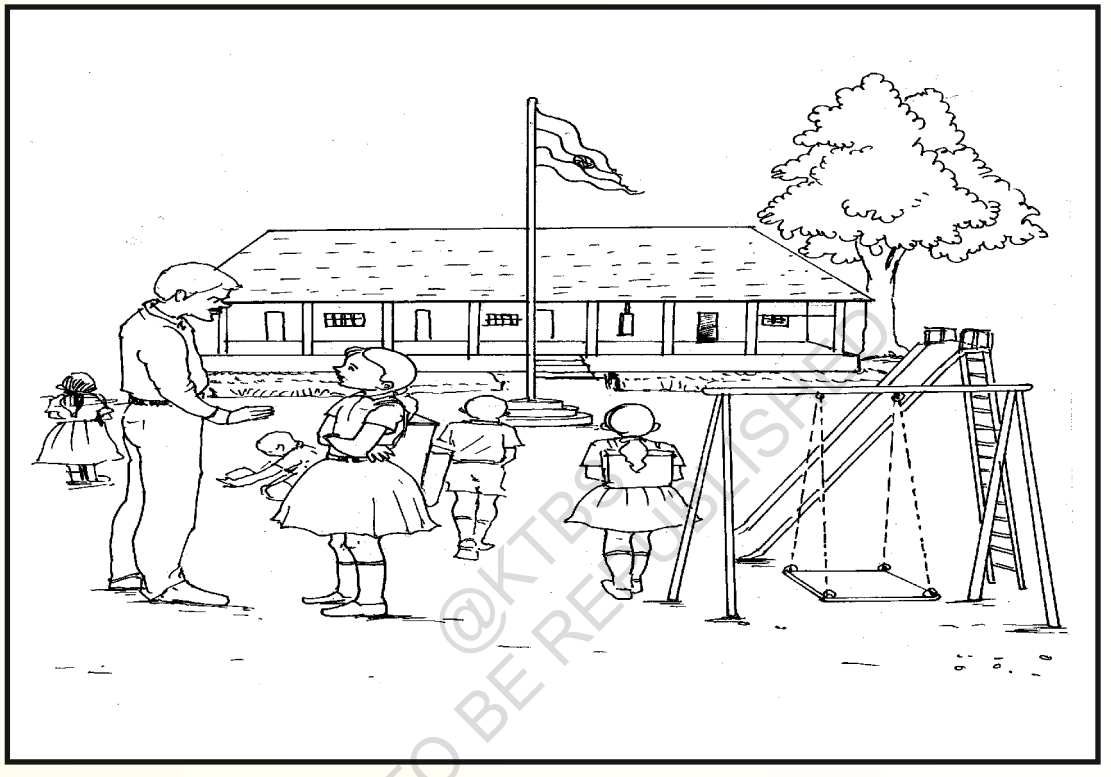
5. My School

G9K9D6

Colour the picture and say the names.



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school	window	room	children
garden	teacher	door	bell

Trace the following.

E E E E E E E E

Paste your school picture

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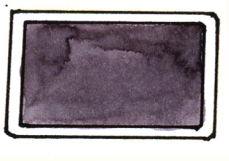
Enjoy singing this rhyme.

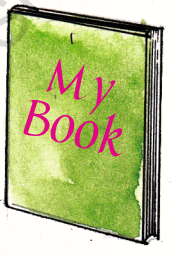
This is my school
My school, my school.
This is my school.
This is my class.
My class, my class.
This is my class.
This is my bag.
My bag, my bag
This is my school bag.

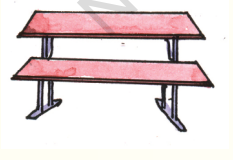
Trace the following.

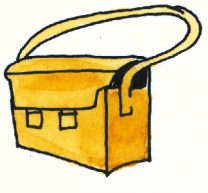
F f F f F f F f

Match the following to make pairs.









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Trace the following.

G G G G G G G

Enjoy singing this rhyme.

Hickory dickory dock

Hickory dickory dock

The mouse ran up the clock.

The clock struck one

The mouse ran down

Hickory dickory dock.

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Trace the following.

H H H H H H H H H

Do as your teacher says.

- Turn around, touch the ground, lift your head.
- Touch the window, shut the door, open the window.
- Fold your hands, wave your hands, raise your hands.
- Touch the table, clean the board, open the window.
- Close the book, open the book, hold the book in your hand.

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Enjoy singing this rhyme.

I hear thunder, I hear thunder

O don't you? O don't you?

Pitter patter raindrops,

Pitter patter raindrops

I'm wet through.

Trace the following.

I I I I I I

Learn to talk. Say after the teacher.

Ram : Hello, I'm Ram.
What's your name, friend?
Thomas : My name is Thomas.
Ram : Thomas, are you in class 1?
Thomas : Yes, I am in class 1.

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Fill in the blanks:

This is my school.

My school name is _____.

I am studying in class 1.

My class teacher's name is _____.

What time did you come to school today?

Trace the following.

J J J J J J J J

Say after your teacher.

school	pool	boy	toy	teacher	creature
book	took	bag	tag	play	way
room	zoom	bell	tell	girl	pearl

What time did you come to school today?

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Trace the following.

K K K K K K K K

Draw or paste a picture of a thing used in the classroom.

My corner

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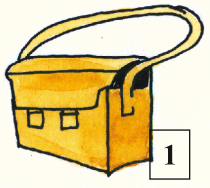
Assessment Activity

Circle the things that you see in the school.
Match them with the words and write the numbers.
(one is done for you)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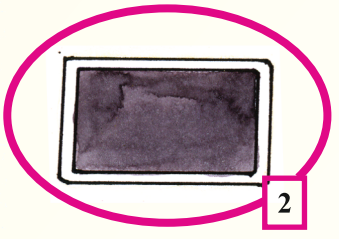
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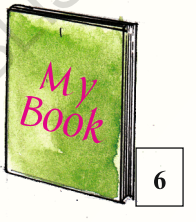

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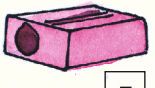
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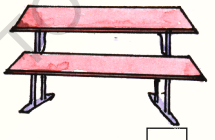
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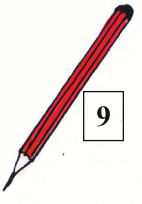
9

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2 blackboard	book	sharpener	pencil
teacher	desk	bag	

My Progress

	Statements	✓ / ✗
	I can sing rhymes .	
	I can introduce mys elf.	
	I can name the thi ngs seen in the school.	
	I can repeat the dialogue.	
	I can trace the letter.	

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Language Game

Statue

Objective : To practise action words such as sit, stand, walk, run, jump, dance.

Time required : 20 minutes

Nature of the game : Whole class.

How

- Let the students stand in a circle, singing a rhyme.
- As they keep singing, the teacher should call out an action word. For example : walk.
- The children have to now start walking. Then the teacher should say statue. They should freeze in whatever position they are. Then the teacher can call out another action word. Children show that action. The activity continues like this. As they do the action they can also say what they are doing. For example: 'we are walking, we are walking....'
- Keep changing the action words and continue the game.

Should

- The children should stay still. If they move they are out.
- The children have to begin the action as soon as the action word is called out.

If

- The child who does the wrong action should come out of the circle.

Also

- A new set of action words could be used.
- Actions pertaining to a particular area could be given. Example: Actions inside the house, actions in the street, playground etc.

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Summative Assessment

Name of the student: _____ Marks: 20

Class: _____ Time: 90 min

I. Use the clues. Name the pictures.

1. holosc _____

2. eartche _____

3. hcari _____

4. okob _____

5. gba _____

II. Look, check and fill (one is done for you).

eg:

1. Ramesh eats grapes.

2. Manjula likes .....

3. Prabhu eats .....

4. Geetha likes.....

5. Basha eats .....

6. Mary likes .....

(grapes, apples, tomatoes, potatoes, carrots, bananas.)

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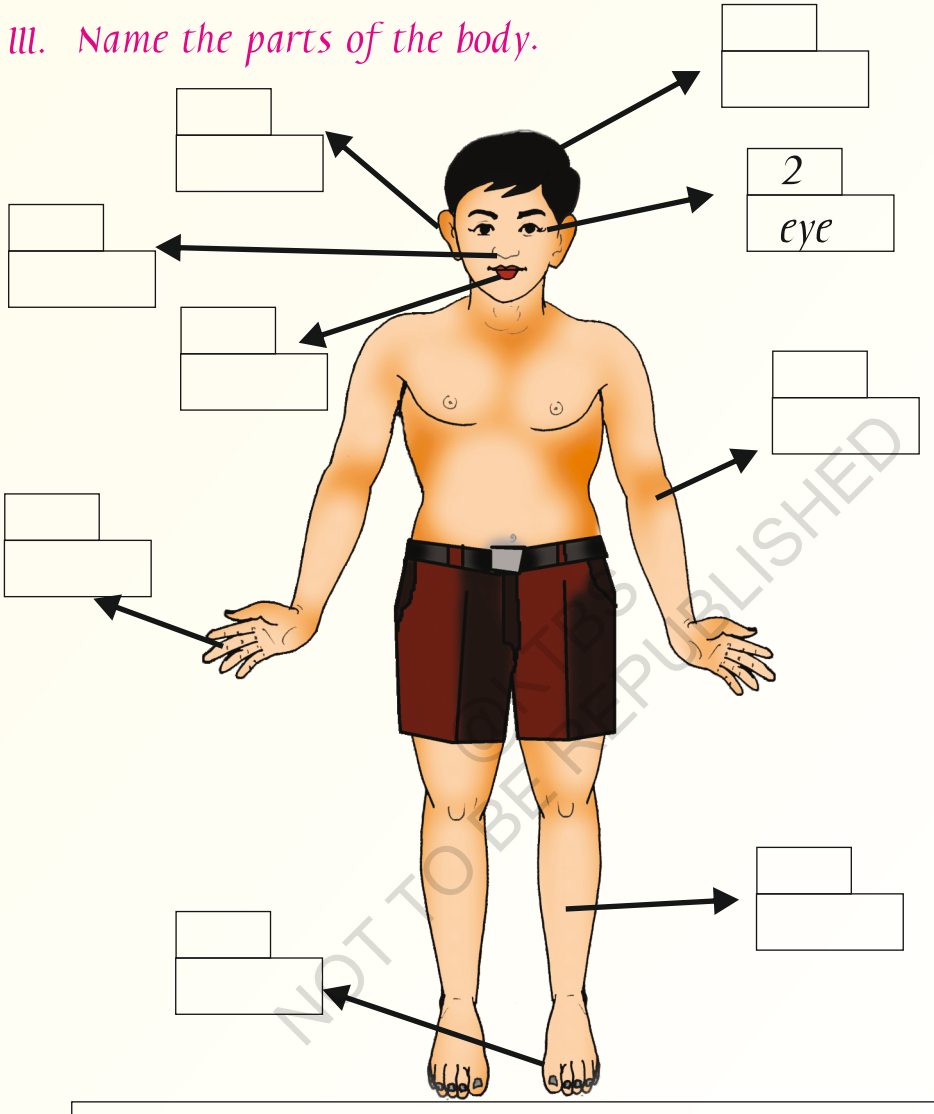
III. Name the parts of the body.



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2 eye	ear	mouth	nose	finger
toe	hand	hair	leg	

IV. Put the given words in the boxes.

bee	cock	dog	fly
crow	goat	lion	tiger
ant	duck		

Birds	Animals	Insects

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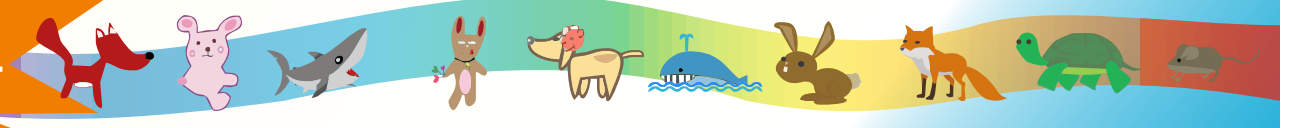


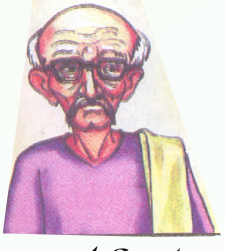
6. Family

E6S6I3

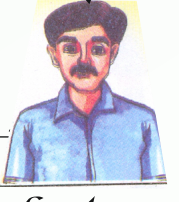
I am Sahana. This is my family. He/She is my

grandmother

mother



grandfather



father

brother

sister

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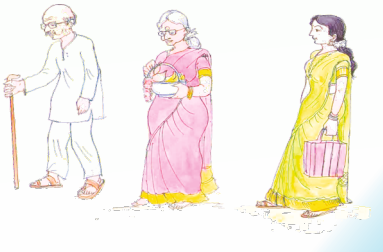
Trace the following.

L l L l L l L

Enjoy singing this rhyme.

Sarah, Sarah my darling
Sarah don't you cry
Father went to office my darling ‖ 2‖
File in his hand ‖ Sarah‖
Mother went to market my darling ‖2‖
Basket in her hand ‖ Sarah‖
Brother went to play my darling ‖ 2‖
Bat in his hand ‖ Sarah‖
Sister went to school my darling ‖ 2‖
Bag on her back ‖ Sarah‖
Grandpa went for a walk my darling ‖ 2‖
Stick in his hand‖Sarah ‖
Grandma went to temple my darling ‖2‖
Flowers in her hand‖Sarah ‖



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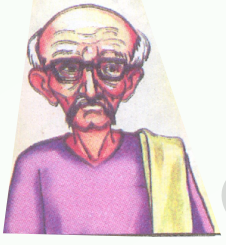
6. Family

Trace the following.

M M M M M M M M

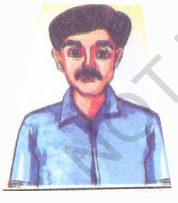
Know Anjali's Family

Hi, I'm Anjali. I am 6 years old.



Basavaraj is my grandfather.

Lakshmi is my grandmother.



My father's name is Vinay.

My mother's name is Parimala.

Sunil is my **brother** .

Suma is my sister.

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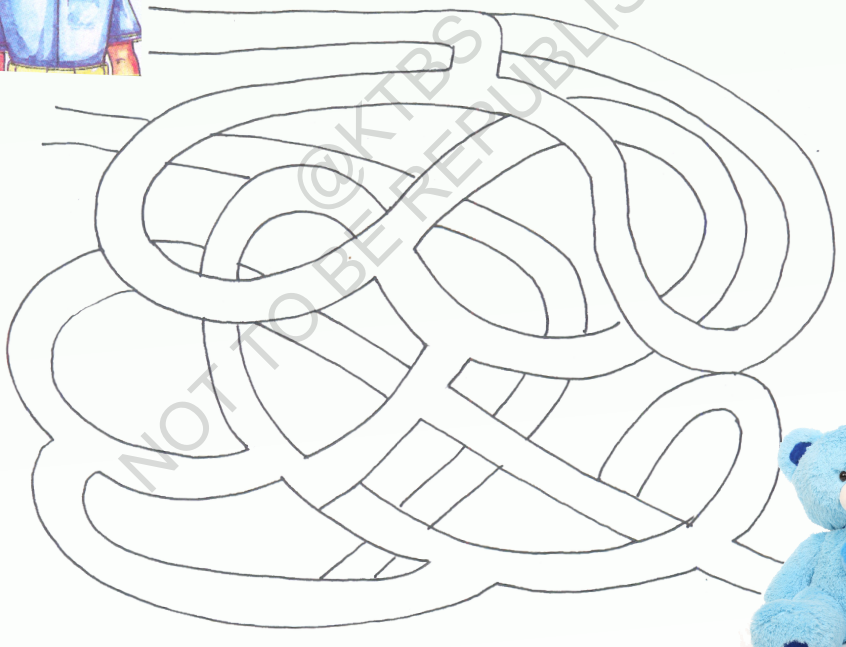
Trace the following.

N N N N N N N

Anjali has lost her ted dy bear. Could you please help her get it back?



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Trace the following.

O ○ O ○ O ○ O

Learn to talk. Answer the questions.

Anjali : What is your name?
You : My name is. . . . . .

Anjali : What is your father's name?
You : My father's name is . . . . . .

Anjali : What is your mother's name?
You : My mother is . . . . . .

Anjali : What is your brother's name ?
You : My brother is . . . . . .

Anjali : What is your sister's name?
You : My sister's name is . . . . . .

Who do you like the most in your family?

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Trace the following.

P P P P P P P

Learn to talk. Say after the teacher.

Jennifer : Do you have a sister?
Malathi : Yes, I do.
Jennifer : What's her name?
Malathi : Krishnaveni.
Jennifer : Do you have brothers?
Malathi : No, I don't.

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Paste your family photo here

Trace the following.

Q Q Q Q Q Q Q

My Family

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Trace the following.

R R R R R R R

Match the pictures.

A

B

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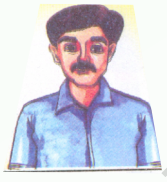
Trace the following.

S S S S S S S

Complete the sentences. Read the sentences with the help of your teacher.

1. is reading a newspaper.

2. is drinking tea.

3.  is working on the computer.

4. is cooking food.

5. is watching television.

6. is feeding the dog.

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Trace the following.

T T T T T T T

Say after the teacher.

father - mother
brother - sister
son - daughter

boy - girl
uncle - aunt
grandfather - grandmother

Draw or paste your family picture

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My corner

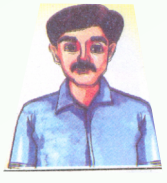
Trace the following.

U U U U U U U

Assessment Activity:

Write the missing letters in the boxes to complete the given word.

m		t		e	



f		t		e	

s		s		e	

b		o		h		r

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g		a		d	f		t		e	

g		a		d	m		t		e	

My Progress:

	Statements	✓ / ×
	I can sing the rhymes.	
	I can say words related to family.	
	I can say the names of my family members.	
	I can write the letters of the alphabet.	

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Language game

Fishing Animals

Objective : To practise the sounds of animals

Time required : 20 minutes.

Nature of Game : Whole class

TLM : Pictures of animals/nails/thread with magnet

How

- Make the children sit in a circle.
- Keep some pictures of animals with nails stuck behind them, in the centre of the circle.
- Give a child in the circle, a thread/string with a magnet tied to it.
- Ask the child to go near the pictures in the centre of the circle and hold the thread over the pictures.
- The nail in the picture attracts the magnet.
- The child holds the picture, says the name of that animal and imitates the sound of that animal.
- The child comes back and passes the string to the next child.

Should

- Teacher should only give hints and not announce the actual name.
- The child who shows the card should also tell the name of the animal

If

- The child who does not say the name of the animal is out.
- Each child should be given only one chance.

Also

- The same game can be played with names of vehicles.
- At a higher level, you can ask the child to say the name of the cry of that animal. For example, a donkey brays, a cow moos etc.

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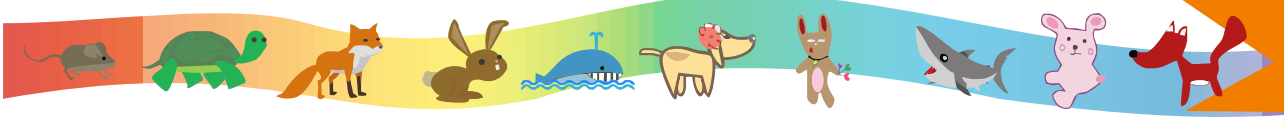


7. Shapes and Colours

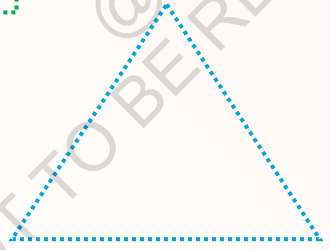
E8V8W9

Use your fingers and show the following.

Join the dots and say after the teacher.

square

circle



triangle

rectangle

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Trace the following.

v v v v v v v v

Colour the circle.

Colour the square.

Colour the triangle.

Colour the rectangle.

Identify the shapes.

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Trace the following.

W w W w W w W w W

Enjoy singing this rhyme

I have a shape
Now you guess my name
It's round and round and very plain
Many things are shaped like that
Like a ball and a ring
Don't you think I am a CIRCLE?

I have a shape
Now you guess my name
I have four sides all sized the same
Many things are shaped like that
Like a box and a frame
Don't you think I am a SQUARE?

I have a shape
Now you guess my name
It goes up one side and down again
Many things are shaped like that
Like a cake and a cap
Don't you think I am a TRIANGLE?

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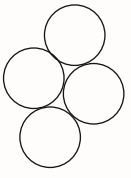
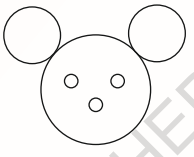
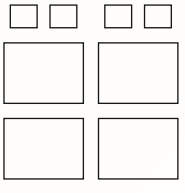
Trace the following.

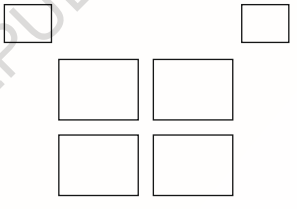
x x x x x x x x x

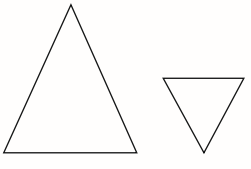
Count the shapes and write the numbers in the box.

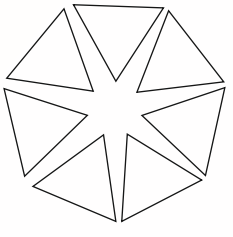










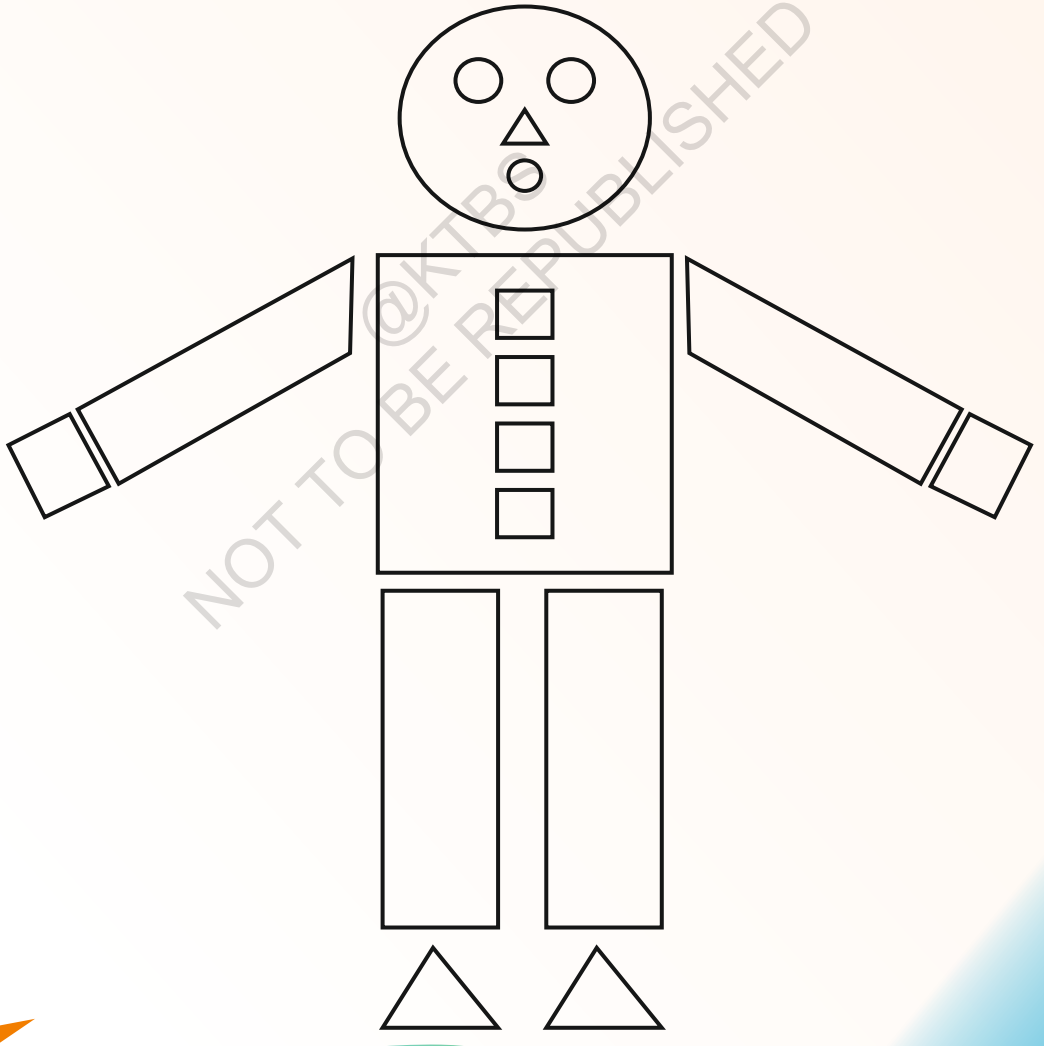


@KTBS NOT TO BE REPUBLISHED

Trace the following.

Y Y Y Y Y Y Y Y Y Y

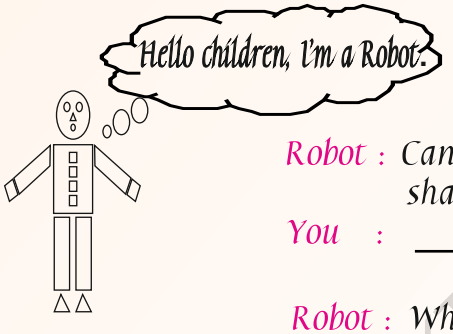
Colour the picture.



@KTBS NOT TO BE REPUBLISHED

Trace the following.

Z Z Z Z Z Z Z



Robot : Can you tell what is the shape of my nose?

You : _____

Robot : What is the shape of my hands?

You : _____

Robot : What is the shape of my eyes?

You : _____

Robot : What is the shape of my buttons?

You : _____

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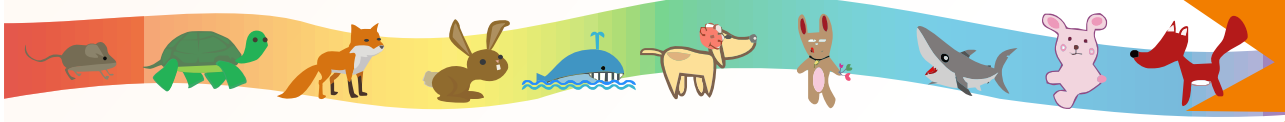
Do as your teacher says.

Stand in groups and form the shape that your teacher shows.



Which colour do you like the most?

Look at the pictures. Repeat the words after the teacher.

red rose

green grass

white rabbit

yellow banana

black board

pink hat

brown cake

blue sky

purple balloon

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Trace the following.

am act at and

Enjoy singing this rhyme.

Red, red, red,
Touch your head.

Blue, blue, blue,
Tie your shoe.

Brown, brown, brown,
Bend a little down.
White, white, white,
Take a bite.

Black, black, black,
Scratch your back.

Purple, purple, purple
Draw a small circle.
Pink, pink, pink,
Give a short wink.

Green, green, green
Say hi to the queen
Yellow, yellow, yellow
Say bye to the dirty fellow

Grey, grey, grey,
Shout hurray!

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Trace the following.

ant axe apple animal

Look at the pictures and tick the right answer.

black frock ☐

yellow frock ☐

red tomato ☐

green tomato ☐

purple ball ☐

brown ball ☐

blue crayon ☐

pink crayon ☐

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Trace the following.

bag ball boat bath board

Colour the roses with different colours.

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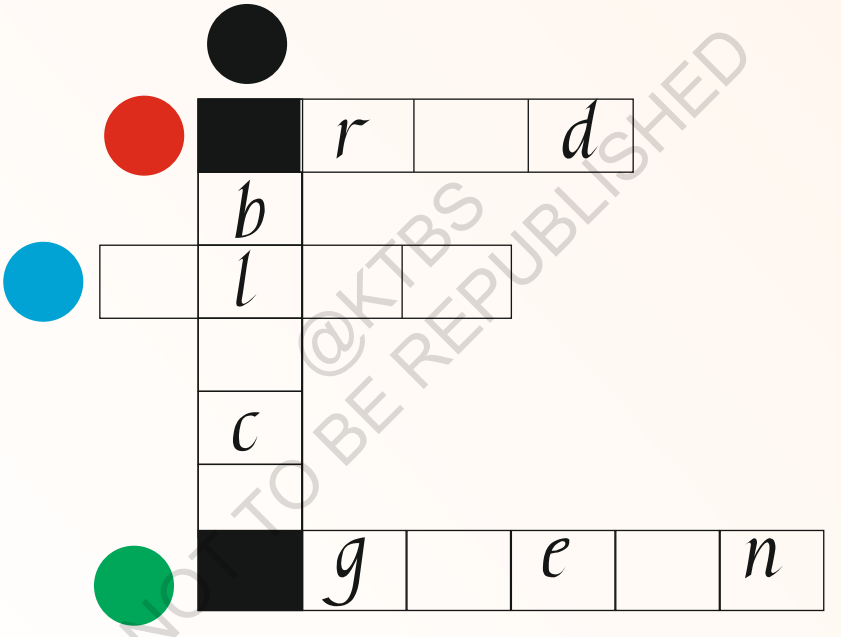
Trace the following.

cat car crow comb colour

Write the correct letters in the boxes.



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Trace the following.

dog doll duck door donkey

Say after the teacher.

triangle - rectangle
square - bare
circle - cycle

blue - glue
red - bed
brown - town

white - night
black - crack
yellow - fellow

Draw the shapes you learn and fill them with colours.

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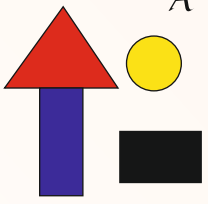
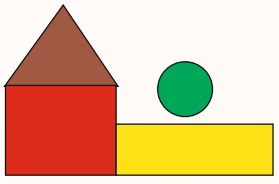
My corner

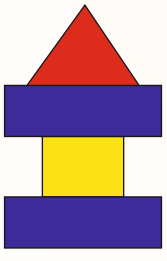
Assessment Activity

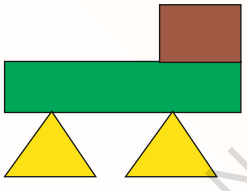
Match the figures

A









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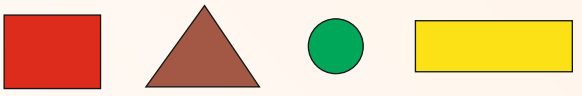

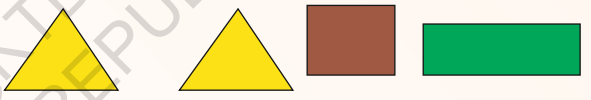

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My Progress:

	Statements	✓ / ✗
	I can identify the shapes and name them.	
	I can identify the colours and name them.	
	I can sing the rhymes.	

Language Game

Fruits, vegetables and flowers

Objective : To enable the student to say the names of fruits/flowers

Time required : 20 minutes

Nature of Game : Group activity

TLM : Pictures of fruits/flowers/vegetables in flash cards.

How

- Collect/draw colourful pictures of fruits and flowers.
- Cut them and paste them on card boards/drawing sheets of 4" x 3" size.
- Let the children sit in a circle.
- Distribute the flash cards such that each child gets 4 or 5 cards.
- Let the teacher be outside of the circle.
- The teacher has to hint out a fruit/flower by its colour, size or shape.
- On hearing the hint students check their cards. If they have the right card, they show it to the class.
- The student who shows the right card will get one point.

Should

- Teacher should only give hints and not announce the actual name.
- The child who shows the card should also tell the name of the fruit / flower.

If

- The student who shows wrong cards more than twice may be asked to sit outside the circle and watch the game closely. His/her cards can be distributed to those who give correct answers.

Also

- When they show cards with fruit/flower of the same colour the teacher can give more hints or ask questions to pinpoint the fruit/flower.
- The same game can be played with things around us.

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8. Good Habits

J9I4P3

Repeat after the teacher.

brush teeth

bath

paste cut

nails

comb hair

wash

hands greet

parents

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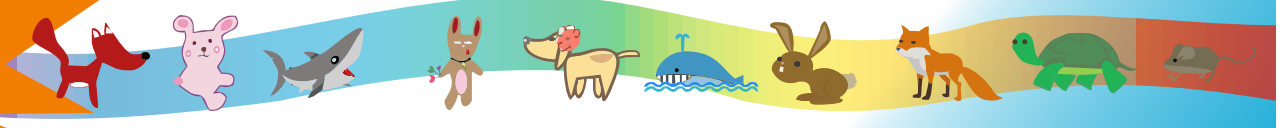

Trace the following.

eat egg ears eyes engine

Enjoy singing this rhyme.

Bits of paper,
Bits of paper,
Lying on the floor,
Lying on the floor,
Make the place untidy !
Make the place untidy !
Pick them up,
Throw them out
Pick them up
Throw them out.

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Match the pictures with the words.

comb

toothbrush

soap

hair oil

clothes

Trace the following.

fox fan fun father finger

Learn to talk. Look and say.

I brush my teeth in the morning.

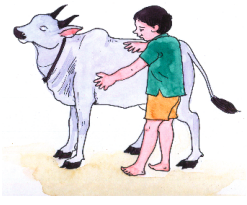
I have a bath every day.

I cut my nails every week.

I comb my hair after bath.

I wash my hands before eating.

I don't drop food while eating.



I care for animals.

I greet my parents in the morning.

How many times in a day do you brush ?

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Trace the following.

girl goat grass garlic grapes

I listen to people when they speak.

I close the tap after use.

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Fill in the blanks with the correct word.

1. I _____ for animals. (care, caer)

2. I _____ my teeth in the morning. (bursh, brush)

3. I don't _____ food while eating. (dorp, drop)

4. I _____ my hands before eating. (wsah, wash)

5. I _____ my hair everyday. (comb, cmob)

6. I _____ the tap after use. (close, colse)

Trace the following.

hat hen hair head hand

Learn to talk. Say after the teacher.

Kishan : Do you cut your nails regularly?
Sumanth: Yes, I
Kishan : Does your mother help you?
Sumanth: No, I do it myself.

Ram : Do you help your mother?
Thomas : Yes I do.
Ram : How?
Thomas : I wash my plate.

Now talk to your friends. You can ask questions like:

Do you wash your clothes?
Do you wrap your books?
Do you clean your room?

Number in order. Write in the blanks below.

☐ I walk to school.	☐ I get up early.
☐ I brush my teeth.	☐ I take bath.

1. _____ 3. _____

2. _____ 4. _____

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Trace the following.

in ink ill ice ice-cream

Enjoy singing this rhyme.

Brush, brush, brush your teeth
Brush it everyday.
Father, mother, brother, sister
Brush it everyday.

Wash, wash, wash your face
Wash it everyday.
Father, mother, brother, sister
Wash it everyday.

Comb, comb, comb your hair
Comb it everyday.
Father, mother, brother, sister
Comb it everyday.

Eat, eat, eat your food
Eat it everyday.
Father, mother, brother, sister
Eat it everyday.

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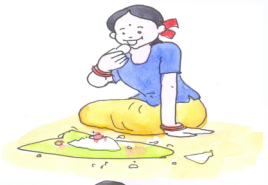
Trace the following.

jug jam joke jump joy

Mark (✓) for good habits and (✗) for bad habits (one is done for you)

✓

○


○

○

○

○

@KTBS NOT TO BE REPUBLISHED

Identify the things in the room. Write them in the blanks. (one is done for you)

1. comb
2. s
3. c
4. b
5. p

Trace the following.

kid kit kite king kick

Do as your teacher says.

* Pick the waste paper. Put it in the dust bin.
* Drink water. Close the tap.
* Eat your food. Wash the plate.
* Brush your teeth. Wash your face.
* Take the comb. Comb your hair.

@KTBS NOT TO BE REPUBLISHED

Repeat after the teacher.

brush	flush	teeth	teach	bad	sad
comb	tomb	nail	snail	face	race
food	fool	cut	but	air	hair

Write in the correct order. (one is done for you)

ruhsb ___ brush

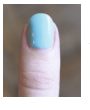
adnh ___ _____

mboc ___ _____

ofod ___ _____

thab ___ _____

ainls ___ _____



Trace the following.

lot late live lamb limb

Match and write the words in the blanks. [one is done for you]

par	th
morn	mb
ba	ing
ha	ush
co	nds
br	ents
we	ek

morning _____ _____ _____

_____ _____ _____

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Assessment Activity:

Mark (✓) for good habits and (✗) for bad habits.

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My Progress:

	Statements	✓/✗
	I can read the words.	
	I know some good habits.	
	I can repeat the dialogues.	

Language game

Pick and Run

Objective : To help the students associate actions with words and reinforce the sense of those words (fly, walk, swim)

Time required : 20 minutes.

Nature of Game : Whole class

How

- Make the children stand in a circle.
- Ask them to show the actions of walking, swimming and flying.
- Ask them to name some animals/birds that fly, walk and swim.
- Teacher calls the name of the animals/birds. Then students have to show the actions. For eg: If the teacher says lion, all students have to show the action of walking on four legs and move in the circle saying the word walking, walking, walking.. ...
- Continue till all the action words have been practised well.

Should

- All the children have to say and do the action simultaneously.
- They should move in a circle.

If

- The child who does the wrong action, has to make the sound of that animal/bird and do the right action.

Also

- A few new actions like hopping, crawling, climbing etc.,could be introduced.

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9. Means of Transport

Look at the pictures. Repeat the words after the teacher.

F3N2X9

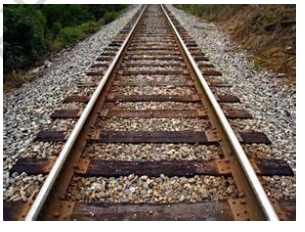
bus

autorickshaw

aeroplane

ship

scooter

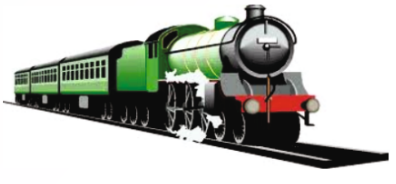


track

truck

water

road



train

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Trace the following.

mat map mill mug mud meat

Enjoy singing this rhyme.

The wheels of the bus go
Round and round,
Round and round,
Round and round.
The wheels of the bus go
Round and round,
All through the town.
The driver of the bus says
Move on back! Move on back!
Move on back !
The driver of the bus says
Move on back!
All through the town.
The crowded bus goes up and down,
Up and down, up and down.
The crowded bus goes up and down,
All through the town.

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Trace the following.

nap nit net nut name

Match the pictures and write the number One has been done for you .

1. Scooter

2. Aeroplane → 1

3 Car

4. Train

5 Bus

6. Ship

7. Boat

8. Helicopter

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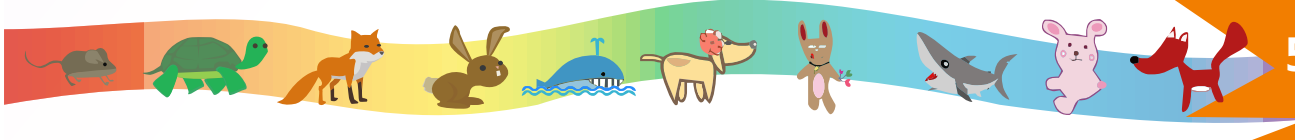
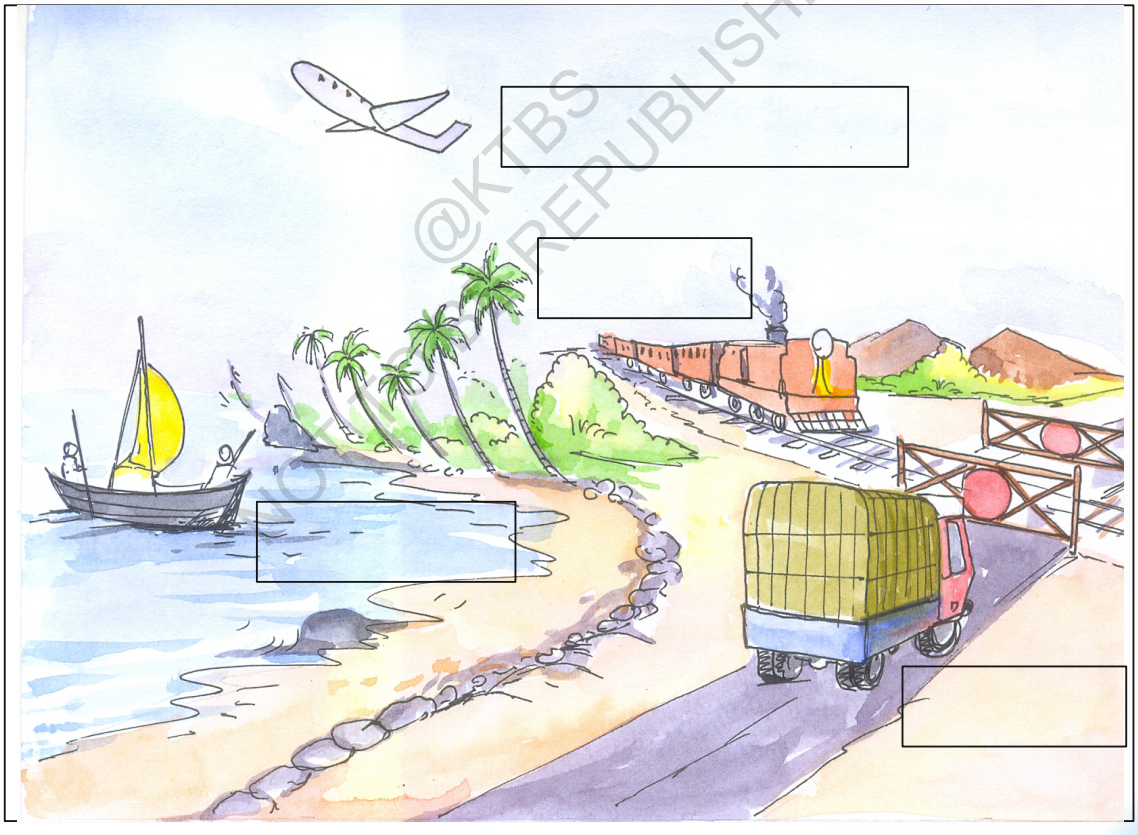


Trace the following.

on ox or oil out owl

Identify the vehicles. Write their names in the boxes.



@KTBS NOT TO BE REPUBLISHED

Trace the following.

pan pet pill pot post paper

Look at the picture. Fill in the blanks. Circle the correct word. (One is done for you)

T r a i n

A e r o p l a n e

B u s

C _ _

S _ _ _ _ _ _ _

S _ _ _

B _ _ _

B _ _ _

S _ _ _ _

T _ _ _ _

C _ _ _

B _ _

@KTBS NOT TO BE REPUBLISHED

Trace the following.

quit quick quiet queen queue

Say after the teacher.

1. passenger 2. cleaner 3. driver 4. conductor

Parts of a vehicle. Say after the teacher.

wheel seat steering door horn headlights

Identify the following. Write the name:

_____ _____ _____ _____

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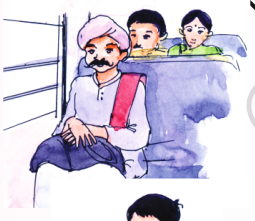
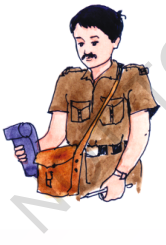
Trace the following.

rat ram rim rest road right

Match the following. Name the pictures.





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Trace the following.

say see set sip salt same

Read, check and rewrite. (One is done for you)

e.g: Raju likes to fly a bus.
Raju likes to fly an aeroplane.

1. Mamatha likes to ride a bicycle.

2. Rahim likes to ride a bike.

3. Karim likes to drive an aeroplane.

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Learn to talk. Say after the teacher.

Amir: Have you travelled by train?
Anu : Yes, I have.
Amir: How about you, Chandru?
Chandru: No, I haven't.

Sudhir: Have you travelled by bullock cart?
Yash : No, I haven't. Have you?
Sudhir : Yes. It is very nice. My father has one.
Yash : Can you take me in it?
Sudhir: Yes.

Trace the following.

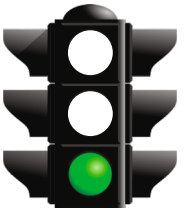
tap tall ten tell top time

Now practise these dialogues with your friends.
Use names of different vehicles.
Examples:
Have you travelled by aeroplane?
Have you travelled by boat?
Have you travelled by car?
Have you travelled by bus?

Say after the teacher.

Red light, red light,
What do you say?
I say stop, stop right away.

Amber light, amber light,
What do you say?
I say wait, till the light turns green.



Green light, green light,
What do you say?
I say go, go right away.

@KTBS NOT TO BE REPUBLISHED

Trace the following.

up uncle under unity umbrella

Say after the teacher:

1. I cross the road at zebra crossings.
2. I don't cross the road when the signal is red.
3. I cross the road when the signal is green.

Read and colour:

1. stop —
2. wait —
3. start —

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Do as your teacher says:

1. Fly an aeroplane.
2. Drive a bus.
3. Row a boat.
4. Ride a scooter.

Say after your teacher:

wheel	feel	horn	born	chair	fair
door	floor	mirror	scissor	car	far

Trace the following.

vase vote very village vegetable

Draw or paste a picture of traffic signals.

@KTBS
NOT TO BE REPUBLISHED

My corner

Assessment Activity:

Match and write: (one is done for you)

The train moves on the track

The helicopter flies on the water

The boat sails on the road

The bus runs in the sky

Eg: 1. The bus moves on the road.

2. _____

3. _____

4. _____

@KTBS NOT TO BE REPUBLISHED

My progress :

	Statements	✓ / X
	I can write a few words.	
	I can say the names of the vehicles.	
	I can read a few sentences.	

Language game

Traffic Lights

Objective : To enable children to identify colours, remember the traffic rules and utter the names of colours
TLM required : Flash cards of red, orange, green colour
Nature of the game : Group activity/out door /indoor
Time required : 20-30 minutes

How

- Make children stand in a circle and let them act as if they are driving a vehicle and move in the circle slowly.
- To start with you can play the role of the traffic police and show the colour cards one by one, first orange, then red, then orange and then green and so on. Orange is shown before showing red or green.
- They must start action as you show green, stop as you show red and reduce the sound as you show orange before red. Show orange even before green. They will start the vehicle when they see orange before green.
- When you show the orange card they will say slow down, slow down. After that show the red card. Children slow down and stop saying stop, stop.
- When you show the orange card again children should act as if they are getting ready saying ready, ready.
- When you show the green signal they should start moving saying go -go.

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Should
- Children should follow the signals without mistake.

If
- The police will seize the vehicle of the child who does not follow the traffic signals.

Also
- Once children understand the game the teacher can be replaced by children to perform the role of the police.
- Gradually drop colour cards and say red, green, orange.

10. Numbers and Days

H4D3E6

Say after your teacher.

one

two

three

four

five

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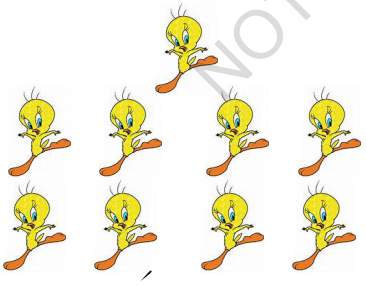
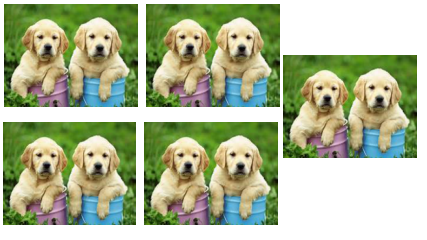
six

seven

eight



nine



ten

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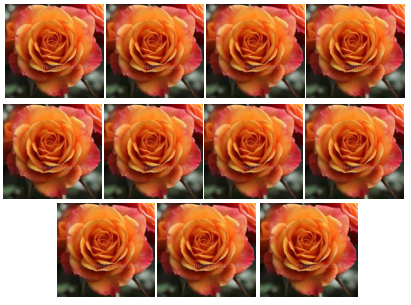
Say after your teacher.

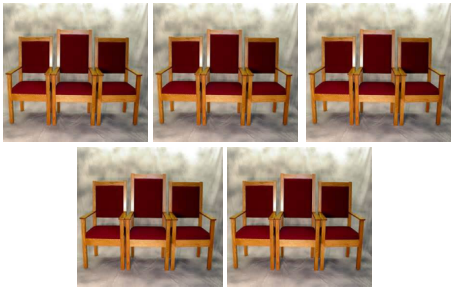


eleven

twelve

thirteen

fourteen



fifteen

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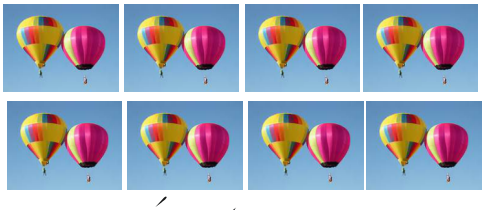
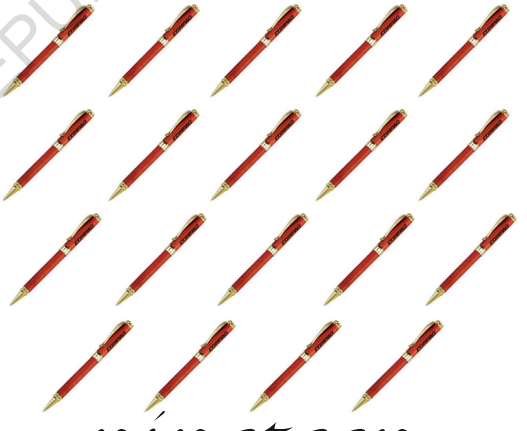


sixteen

seventeen

eighteen



nineteen

twenty

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Trace the following.

was who will what when

Enjoy singing this rhyme.

One, two, three, four, five,

Once I caught a fish alive.

Six, seven, eight, nine, ten

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite ?

The little finger on my right.

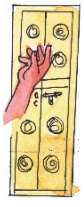
@KTBS NOT TO BE REPUBLISHED

Trace the following.

ox oxen fix maxi exit

Recall the rhyme. Match pictures with sentences.
Write in the blanks and sing. (First line is done for you)

Five, six pick up sticks. One, two buckle my shoe.



Seven, eight lay them straight. _____

One, two buckle my shoe. _____

Nine, ten a big fat hen. _____

Three, four shut the door. _____

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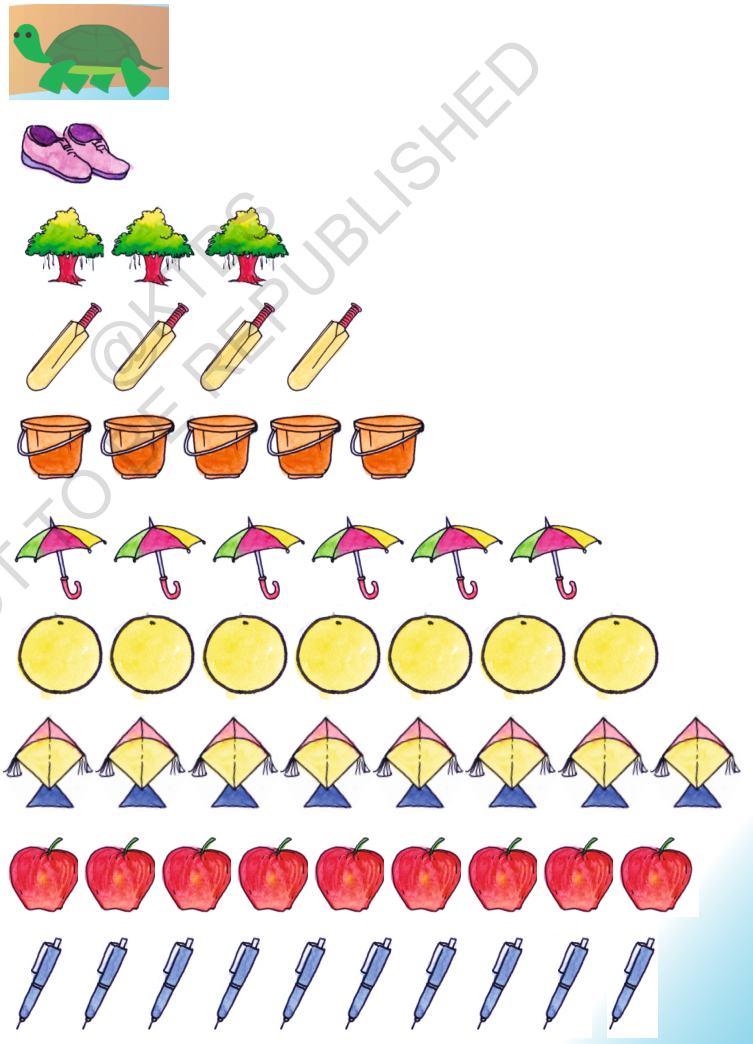
Trace the following.

you yes yet year yellow

Count and write.



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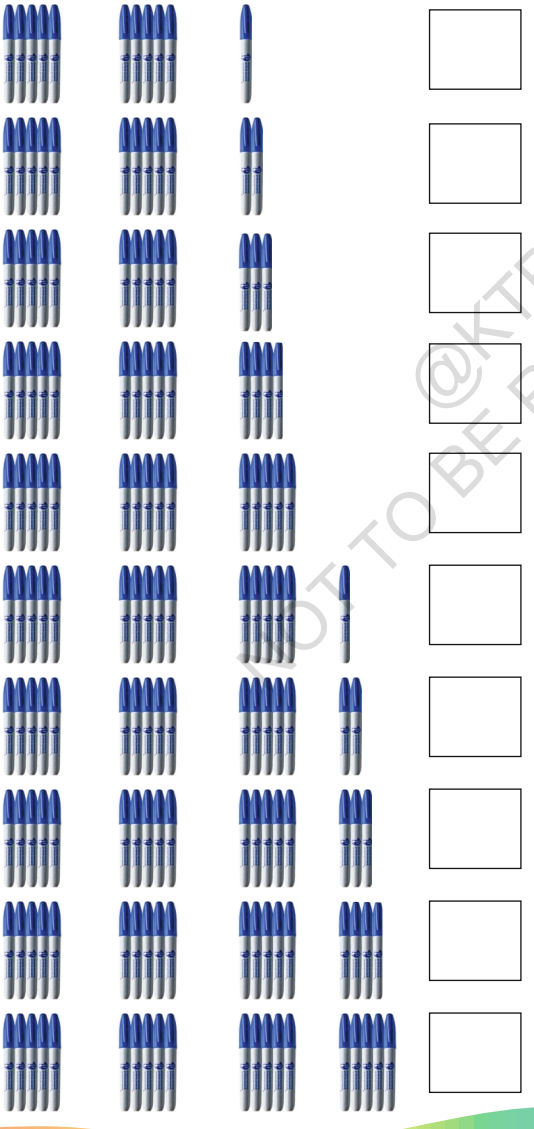
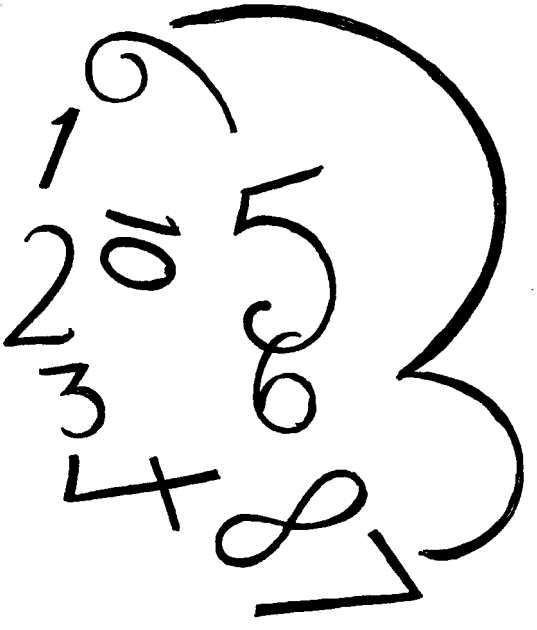
Trace the following.

zip zen zoo zero zoom zebra

Count and say. Write the numbers.





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Trace the following.

one two three four five

Enjoy singing the rhyme.

Two little black birds

Sitting on the wall, (hold up one

finger of each hand)

One named Peter,

The other named Paul.

Fly away Peter!

(put a hand behind your back)

Fly away, Paul!

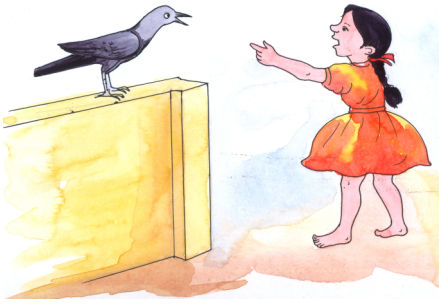
(put the other hand behind your back)

Come back, Peter! (bring the first

hand from behind your back)

Come back, Paul! (bring the second

hand from behind your back)



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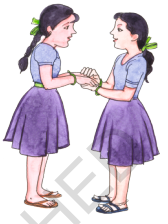
Trace the following.

six seven eight nine ten

Let us learn to talk. Say after the teacher.



Nalini : Hello Geetha.

Geetha : Hello Nalini.

Nalini : How many sisters do you have?

Geetha : I have two sisters. What about you?

Nalini : I have only one sister.

Babu : How many books are there in your bag?

James : Six. How many books are there in your bag?

Babu : Eight. I have two story books too.

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Complete the dialogue:

Joseph : How many _____ are there in your kitchen?

Ravish : _____. How many _____ are there in your kitchen?

Joseph : _____ . There are _____ in our kitchen.

How many children are there in your class?

Trace the following.

eleven twelve thirteen fourteen fifteen

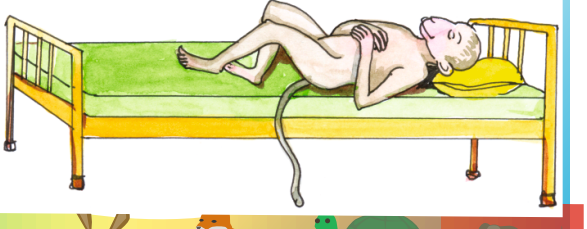
Enjoy singing this rhyme.

Ten little monkeys, jumping on a bed,
One jumped up and bumped his head.
Mom called the doctor and the doctor said,
No more monkeys jumping on a bed.

Nine little monkeys, jumping on a bed,
One jumped up and bumped his head.
Mom called the doctor and the doctor said,
No more monkeys jumping on a bed.

(Count down up to two)

One little monkey jumping on a bed,
He jumped up and bumped his head.
Mom called the doctor and the doctor said,
No more monkeys jumping on a bed.



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Trace the following.

sixteen seventeen eighteen nineteen twenty

Say after the teacher.

won	one	two	too
three	tree	four	door
five	hive	six	fix
seven	eleven	eight	gate
nine	pine	ten	den

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Write in order. (one is done for you)

urof – four – 4 neo – _____ etywnt – _____

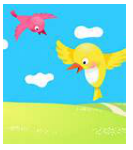
rehet – _____ net – _____ inen – _____

xisenet – _____ ievf – _____ ighet – _____

Fill in the missing numbers.

Repeat after the teacher

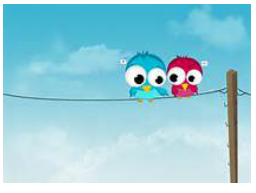
Sunday



Monday

Tuesday

Wednesday



Thursday

Friday

Saturday

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Trace the following.

Sunday Monday Tuesday Wednesday

Enjoy singing the rhyme:

Monday is a busy day. Monday busy day.
For I must do the washing
And start without delay
Lala lala laala lala lala laa
Lala lala laala lala lala laa.

(Replace the underlined words in the first stanza with below words.)

Tuesday _____ ironing.

Wednesday _____ cleaning.

Thursday _____ sweeping.

Friday _____ stitching.

Saturday _____ cooking.

Sunday is a holiday. Sunday holiday.
For I must go for walking
And start without delay.
Lala lala laala lala lala laa

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Trace the following.

Thursday Friday saturday

Use this calendar to ask questions.

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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Trace the following.

Sunday is a holiday.

Can you prepare a calendar for February?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						01

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Prepare a calendar for the month of March.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Trace the following.

I go to bed at 10pm.

Now enjoy speaking to your friends about days.

Teacher : What day comes after Monday?

Student 1 : Tuesday.

Teacher : What day comes before Friday?

Student 2 : Thursday.

Similarly you can ask questions on numbers too.

What number comes before ten?

Nine.

What number comes after eighteen?

Nineteen.

Write the days of the week in order.

Sunday	1. _____
Tuesday	2. _____
Thursday	3. _____
Monday	4. _____
Saturday	5. _____
Wednesday	6. _____
Friday	7. _____

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Trace the following.

I play in the evening.

Do as your teacher says:

(When the teacher says Monday, children must enact as washing the clothes)

Tuesday ___ iron clothes.

Wednesday ___ clean the room.

Thursday ___ sweep the room.

Friday ___ stitch clothes.

Saturday ___ cook food.

Sunday ___ walk.

Supply the missing letters:

M___ ___ d___ y

T u___ ___ ___ a y

W___ ___ n___ s d___ ___

___ ___u r___ ___ a y

F___ ___ d ___ ___

___ a ___u r ___ ___ ___

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Trace the following.

I help my parents.

Match them.

twelve	11
fifteen	9
nine	7
eleven	12
seven	15

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Fill in the blanks.

1. There are _____ books in the bag.

2. There are _____ flowers in the plant.

3. There are _____ puppies in the room.

4. There is _____ box on the table.

5. There are _____ trees in the garden.

6. There are _____ cars on the road.

Numbers:

My corner

Days:

My corner

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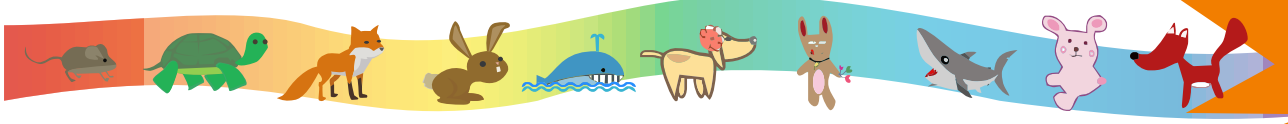
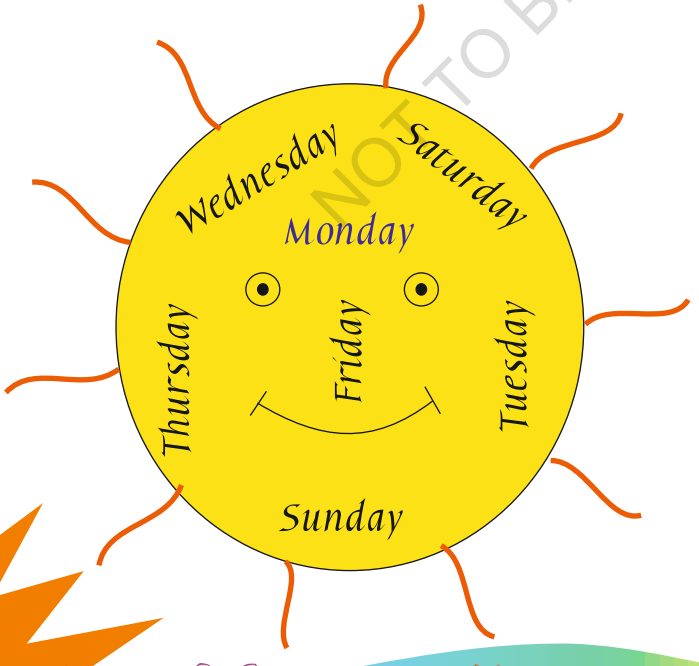


Assessment Activity:

Look at the pictures. Fill in the blanks.

1. Ramu has _____ biscuits.
2. Father has _____ pens.
3. Mother has _____ plates.
4. There are _____ chairs in the hall.
5. There are _____ butterflies in the garden.

Write the days of the week in the order:



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

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My Progress:

	Statements	✓ / x
	I can sing the rhymes.	
	I can identify numbers.	
	I can count one to twenty.	
	I can write the words given.	
	I can name the week days.	
	I can read the calendar.	

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Language game

What's the number ?

Objective : To enable the children to learn numbers

TLM required : Flash Cards and numbers

Nature of the Game : Group

Time Required : 10 minutes

How

- Make the children form a circle. Let them be moving in the circle. Tell them to ask you 'What's the number?' Let them ask two or three times before you actually start the game.
- Call out number between (1-5) or (0-7)
- Children have to form groups according to the number said by you. If you call out one they remain single. If you call out zero they have to keep moving without stopping.
- If the members are less than the number called out, that group is out. Similarly children who can not find a group also get out.
- Repeat the game with different numbers.

Should

- Every body should join in asking for the number.
- Once a group has been formed children should not be dragged or pulled out of the group.

If

- The group that is out should keep clapping till the game is over.
- The group can be asked to count the number of groups that are formed each time a number is called out.

Also

- Instead of calling out the numbers. The teacher could display the numbers using flash cards, or write them on the board.
- As they run in the circle, they can keep chanting 'What is the number?'

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Names of months

Objective : To practise names of the months

Time Required : 15 to 20 minutes

Nature of the game : Whole class

TLM required :

How

- Make two children face each other and form an arch holding their hands above their heads.
- The other children pass through this arch in a line. As they are passing they must say the names of the months. When they reach December, the two children bring their hand down to catch the child or children who are passing through the arch at that time.
- The children who are caught from the arch and the students who formed the arch will join the group. The game continues like this.

Should

- All the children should say the names of the months in a sequence.

If

- You can ask them to say the names of the months in the reverse order if you think they are able to say the names in the regular order.

Also

- The arch always closes at December. It could stop at any of the months and continue at later stages.
- This game can be used for days of the week, letters of the alphabet, numbers also.
- You can also ask them to say the names of the months, skipping one name. E.g. January, March, May etc.

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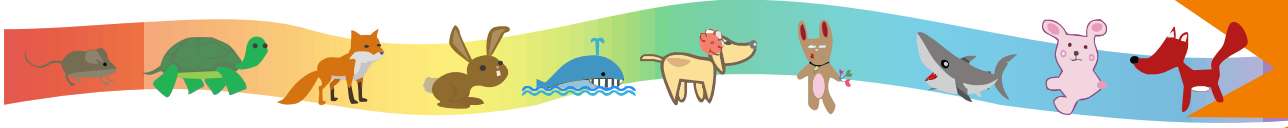

The cat and the mouse

Objective : To help learners practise saying the names of the days of a week

Time required : 15 minutes

Nature of the game : Group.

TLM :

How

- Make the children form a circle.
- Choose two children. One as a cat and another as a mouse.
- The cat is out side and the mouse is inside the circle. The cat ask children "Will you let me in?"
- The children should say "No, only on Monday. The cat goes on asking and the children keep changing the days of the week. (No, only on Tuesday, No, only on Wednesday and soon)
- When the children announce the day on which they are playing the game, the cat says, "Then let me in." They allow the cat in. The mouse has to escape.
- Once the child playing the mouse is caught, they can change the roles. After they finish their turn, the game continues with a new cat and a new mouse.
- If the game is being played on a Monday the children can begin from Tuesday.

Should

- The cat cannot enter until the children say 'yes'. However, the cat can try to break in.
- The mouse should not escape until the cat comes in.
- The children should not break the chain even if the cat tries to break it.

If

- If the mouse is caught by the cat, the mouse has to say the days of the week and the day on which it was caught.

Also

- The same game can be played with time, numbers (after 2 days after 3 days etc)

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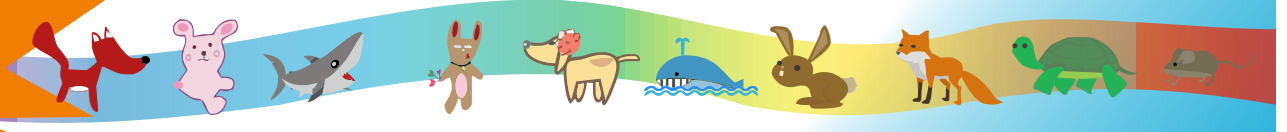

STORIES FOR LISTENING

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THE JACKAL AND THE DRUM

Enjoy listening to this story.

It was a very hot day. A hungry jackal went to a forest in search of food. He walked a long way, but found nothing. Suddenly he heard a loud noise. He was afraid, and he did not know what to do.

He stood quite still for a long time and listened. He heard the noise again. It was louder than ever, and the jackal's fear was greater. But he was a clever jackal. He went slowly towards the noise.

There had been a battle in the forest, and the soldiers had left a drum under the branch of a big tree.

The branch was broken, and it moved when the wind blew. When it moved, it beat the drum and made a loud noise.

The jackal saw this and he was not afraid now. There was nothing to be afraid of. 'How foolish I have been!' He ran away, laughing to himself.

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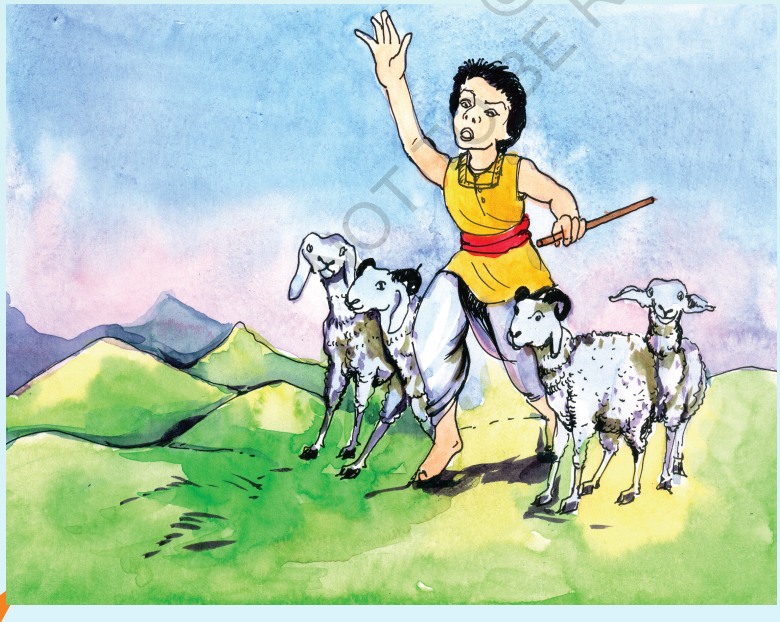
THE BOY WHO CRIED WOLF

Enjoy listening to this story.

There was once a shepherd boy in a village.
He loved to play jokes on his friends.
One day he was attending to the sheep on the hillside.

He saw some women were collecting water from the well.



"Help, mother, help!" he shouted, "wolves are attacking me, come quickly. Help!"
The women ran over the rough ground to help him. But that naughty boy only laughed. "Fooled you, didn't I?" he shouted.

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Another day he waited until all the men sat down to eat their supper after a hard day's work. "Wolves, wolves," he shouted. The villagers rushed to his side but he had fooled them again.

This unkind shepherd boy played this trick many times. One day he was alone outside the village with his flock. A wolf silently crept up and attacked his sheep. He screamed and he shouted but the villagers looked at each other and smiled. "He's up to his old tricks," they thought. They did not go to help him. The wolf killed a sheep.

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A CLEAN GROUND

Enjoy listening to this story.

Raghu slipped while running and fell on the ground. He was hurt. He was crying. Swathi miss attended to his wounds. The other children were watching.

Mamatha said, "Come let us all remove the small stones from the ground." Rakesh said, "Yes, we should remove all those

sharp stones. They hurt our feet while playing."

All children of class I went to the ground and started removing the stones. Children from other classes saw them. They also came and joined their friends.

In 30 minutes, their ground was neat and clean. Children ran all over the ground and were happy. Raghu also felt happy

that his friends won't be hurt while playing.

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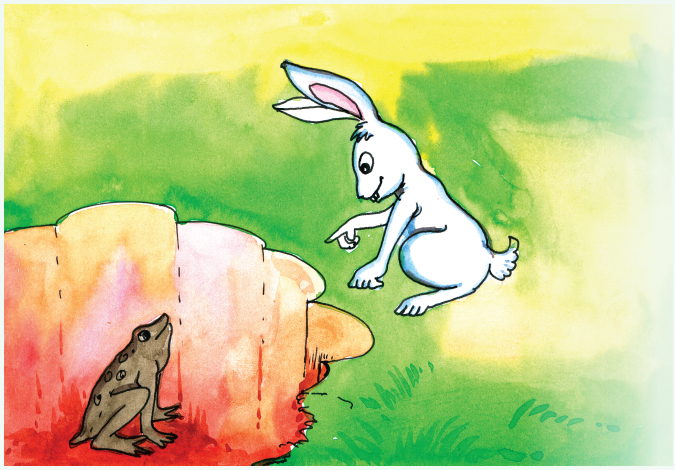
THE HARE AND THE FROG

Enjoy listening to this story.



Once upon a time, a big green frog fell into a deep hole. It tried to jump out, but could not reach the top. It stopped trying and began to shout for help.

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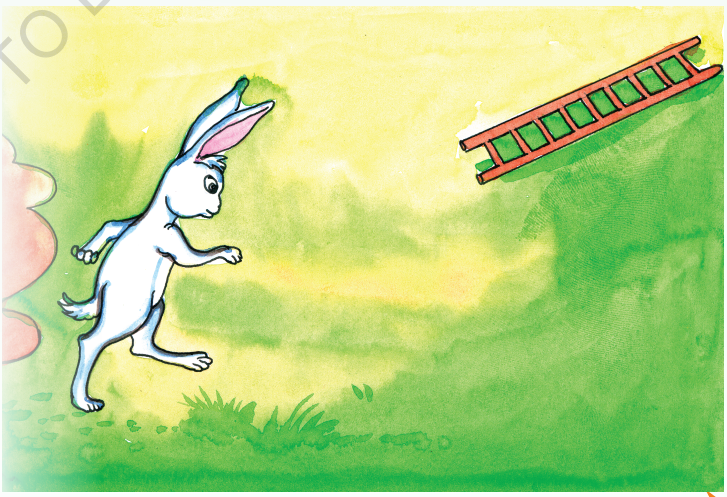
A hare was playing in the tall grass nearby.

He heard the cry, and went near the deep hole.

"I can''t get out of this hole," croaked the frog, "I can''t jump very high."

"Wait a minute," said the hare, " I knowwhere there is a ladder. I'll go and bring it.



Then you can use the ladder and get out."

"Thank you", croaked the frog, "I'll wait."

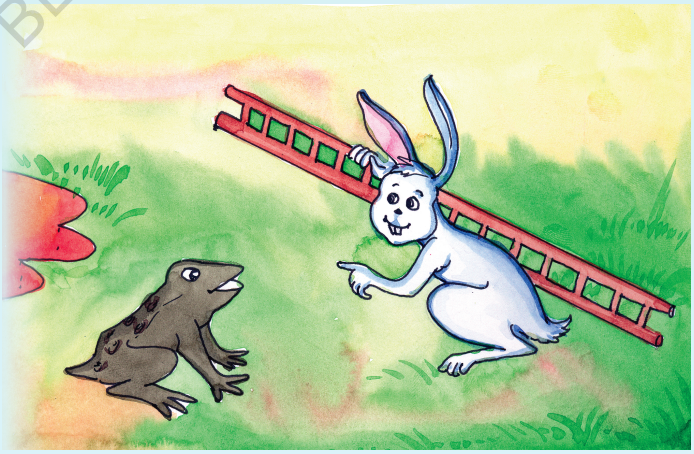
The hare ran off to fetch a ladder. When he came back with the ladder, the frog was sitting outside the hole.

"Oh!" said the hare, "you've done it.

I thought you couldn't get out by yourself."

" I thought so, too," croaked the frog, "but a snake came into the hole, and I just had to get out. So I did."

You do not know what you can do, till you have to.



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A HOT GREEN CHILLI

Enjoy listening to this story.

A pumpkin went to see a green chilli. He was very plump and heavy. When he met the green chilli, he rolled over the green chilli. The green chilli got crushed under the pumpkin. He was very angry. He stood up and went near the pumpkin. He asked the pumpkin to apologise. But the pumpkin made fun of the green chilli. The Green chilli danced on the face of the pumpkin. It was very hot. The Pumpkin could not bear it. He ran and jumped into a nearby pond. The burning reduced. Then he apologised to the green chilli.

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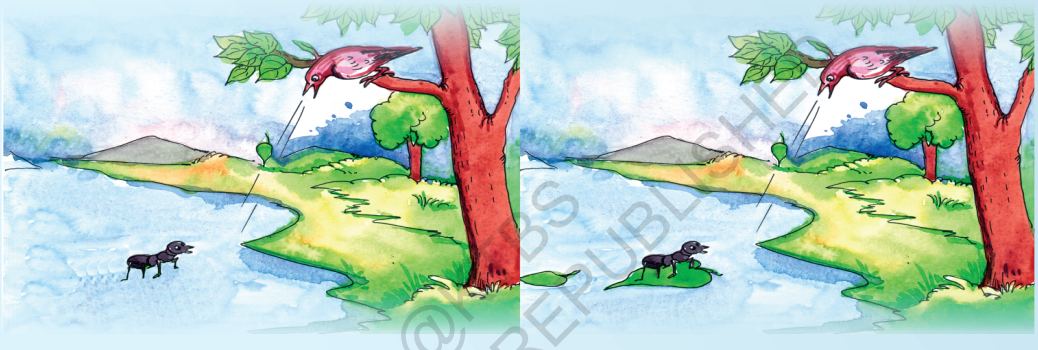
Learn to talk. Answer these questions.

1. *How was the pumpkin?*
2. *How was the green chilli?*
3. *Why was the green chilli angry?*
4. *Did the pumpkin apologise?*
5. *Why did the pumpkin jump into the water?*

HELP EACH OTHER

Enjoy listening to this story.

An ant fell into a river. It was not able to come out. A bird saw this. It took a leaf and dropped it near the ant. The ant climbed on to the leaf. The winds drove the leaf to the banks of the river. The ant was saved. The ant thanked the bird.



One day a hunter came to catch the bird. The ant saw this. It called all its friends. All the ants started biting the hunter. He ran away in fear. The bird was saved. The bird thanked the ants.

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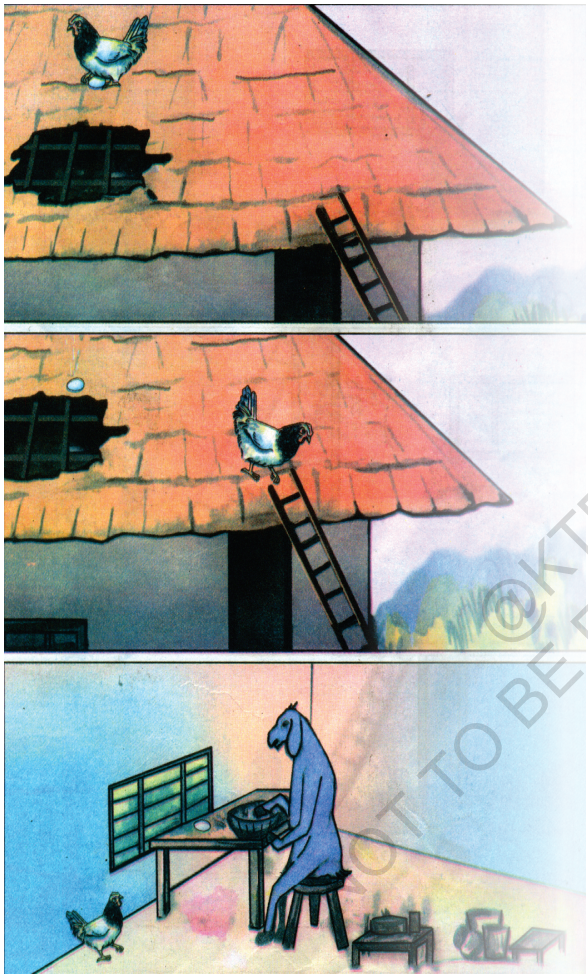
EGG IN A HOLE

Enjoy listening to this story.



A hen had laid an egg up on the roof of the farmhouse. One day, the egg rolled down through a hole in the roof into a room down below.

'Oh my! I hope I haven't lost it!' she said. She ran down the steps to the room below. 'Have you seen my egg?' asked Henny.

"Yes, I have,"said Billy the goat. 'It fell on my plate of rice. Then it rolled along the table and out of the window.'

Henny ran quickly to the window. 'Have you seen my egg?' she asked. 'Yes, I have,' said a little bird. 'It rolled along the drain pipe and then into a hole.'

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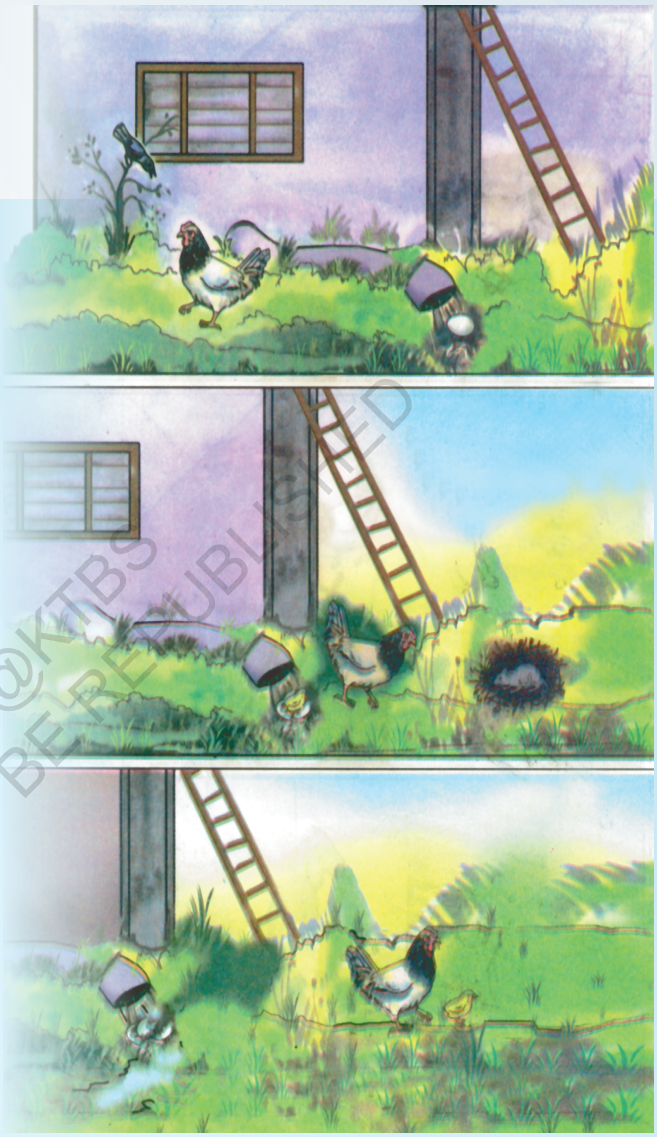
HENNY AND THE BABY CHICK

Henny ran across the farm. She saw her egg just before it rolled into the hole in the ground.

Just then, from out of the hole, appeared a small mouse. "Henny," he said, 'I've found your egg! Something very special happened. It's broken and it's in a lot of little pieces. But, if you look closely you will see that you've a new baby chick in its place!"

Henny was so pleased! She had lost her egg. But now she had a baby chick instead.



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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)