GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

ENGLISH MEDIUM

(Bilingual - English and Kannada)



FIRST STANDARD

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KARNATAKA TEXT BOOK SOCIETY (R.)
6th Cross, Malleshwaram, Bengaluru-560 003.

FOREWORD

The move to introduce English Medium sections in Government Schools is an earnest effort of the Government to ensure easy access to higher education in all streams and global avenues to the young learners of our community. It is to answer the echo of many parents who wish to educate their children in English medium schools.

There is a dire need to develop and enhance the skills of English language in our students, if we intend to see them at par with their private school counterparts. Children should be provided with opportunities to engage, explore, explain, elaborate, enjoy and learn. A classroom teacher is the most important key to open the door of such opportunities for our young students.

The syllabi and textbooks have been suitably recommended based on the principles of NCF-2005. The text-books introduced for Class 1 of English Medium are Kannada (KTBS), English (NCERT) Mathematics (NCERT Bilingual) and EVS (KTBS bilingual). To conform to the system of child-centred learning and encourage active learning, efforts have been made to link a child's life at school to its life outside the school.

With the advent of new educational policies and systems, the focus now is transaction of instructions in classrooms through the **Active Learning Model**, which places the responsibility of learning on learners. It indicates that to learn students must do much more than just sit and listen. They must read, write, discuss or be engaged in solving problems. In particular, students must engage in high-order thinking tasks as analysis, synthesis and evaluation. Active learning engages students in two aspects- doing things and thinking about the

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things they are doing. One of the main characteristic of active learning is creating an atmosphere suitable for collaborative learning for building knowledgeable learning communities. It is internationally acclaimed that learning best happens in such an active learning environment.

The teachers are expected to engage young learners in interactive learning experiences to spark their interest and learn concretely. In compliance with the NCF-2005, the teachers are advised to treat children as participants in learning and not as only receivers of knowledge.

The bilingual textbooks will help to enhance the comprehending skills of students as it is believed that a child learns best in its own language. It becomes easier for a child to understand basic words or expressions in a known language and respond to instructions, commands, directions and questions verbally or physically in the beginning, till comfortable with English. Bilingual learning experience will support the endeavour to develop communicative skills of both languages.

The endeavour of the department to develop a curriculum which would be functional needed considerable expertise and effort and appreciates the academic support of our teachers and experts from Azim Premji Foundation.

I call upon all teachers who endeavour to teach in our English Medium Sections, to strive to create opportunities for our young vibrant learners by joining hands with us to realise our mission of providing quality education in Government Schools.

(Dr. P.C. Jaffer)
Commissioner for Public Instruction
Bengaluru

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PREFACE

The textbook Environmental Studies, EVS in short has been designed on the guidelines of NCF-2005. Basically it was prepared under the guidance of Prof. G.S. Mudambadithaya, who was the Chief coordinator of Curriculum Revision and Textbook Preparation. To design the textbook a committee was formed under the chairmanship of Dr. R. Shailaja, Director, Regional Environmental Studies Centre, South Zone, Bengaluru. An attempt was made by this committee to integrate the science and social science concepts by softening the subject boundaries. It has been designed with the objectives of familiarizing children with their surroundings/local knowledge and introducing some basic concepts of their natural and social environment so that they start appreciating the environment they are living in and every component that comes with it. The textbook provides ample opportunities to the children to involve in simple activities that lead to participatory learning. This book was introduced in the academic year 2013-14.

Later, this textbook was revised under the guidance of Prof. Baraguru Ramachandrappa, who was Chairman-in-Chief of Textbook Revision Committees. To revise the textbook a revision committee was formed under the chairmanship of Dr. S. Shishupala, Professor and chairman, Department of microbiology, Davangere University, Davangere. The revision was made in the background of gender equality, regional representation, national integrity and social harmony. The revision was made without affecting the structure of the existing textbook. The revised textbook was introduced in the year 2017-18.

With the move to introduce English medium sections in Govt. schools from the academic year 2019-20, once again this textbook has been revised with certain modifications based on the nature of the learning outcomes for Environmental Studies of class 1. Some of the themes, illustrations, activities and rhymes given in the older version are retained, some are altered and some are newly added. The number of lessons have been reduced from 15 to 10 and the overall number of pages have also reduced to reduce the content load for young children of class 1. The most important feature of this textbook is that it has bilingual instructions. All the instructions are provided both in English and Kannada. All these efforts are meant to help the students to gradually start using English in their day-to-day life. Note to Teachers speaks about the structure of the revised version, the themes selected, skills of EVS and guidance/suggestions to conduct activities etc. It is helpful to the teachers to make use of this textbook effectively.

The Karnataka Textbook Society (KTBS) is highly thankful to the teachers involved in this revision of the textbook. We are especially grateful to the Azim Premji Foundation for its valuable contribution. We always welcome comments and suggestions for the refinement of this textbook.

Sri. M.P. Madegowda
Managing Director
Karnataka Textbook Society (R.),
Bengaluru.

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Note to Teachers

Environmental Studies (EVS) at the primary stage is meant to expose children to their surroundings holistically. It aims to provide the skills of observation, classification, exploration, explanation-all of which can kindle the natural curiosity of the child towards the environment. Therefore, the themes selected for this book have been drawn from the child's local context such as family, plants, animals, food, water, etc. The purpose is to enable the child to explore the surroundings, discuss about it and enjoy the process of exploration.

The chapters in the book primarily addresses the EVS skills of observation, identification, classification and self-expression through drawing, colouring, and talking. The child of Class 1, roughly about five to six years of age undergoes a huge transition in their lives from home to school. A child does not compartmentalise its environment hence, the book also attempts to maintain the continuity from self to the school. The themes are arranged in such a manner that the child will experience some themes like Family-**Lesson 1-I Love My Family,** Animals-**Lesson 2- Animals-Our Friends** and then move on to the Neighbourhood and wider community **Lesson 9-Around Us.**

The book attempts to follow a pedagogy that is suited for the teaching of EVS. Firstly, a lot of emphasis is given on exploration. There are several games, activities and tasks where the child can explore his/her surroundings by going beyond the four walls of the classrooms. The activities require the child to reach out to family members, observe things at home and discuss them in the classroom. Some activities are to be performed in groups, some in pairs and some individually. Secondly, the emphasis is on making connections. With the child's initiation in the formal schooling system, it's very critical for the child to see schooling as an extension of his/her natural environment. To support that, the chapters have been designed in a way that it assists the child to share his/her experiences of family members, animals he/she sees around him/her, kinds of food he/she eats and then move to some new ideas. Thirdly, contextualization of the lessons has been carefully ensured. To contextualize content, short local rhymes, short-simple stories or images which are well-connected to the theme of the chapter have been used. Lastly, EVS learning should evoke joy and interest in the subject-several games have been suggested like making a paper boat, preparing a fruit salad, playing with soap bubbles; all of which should lead to a memorable experience for the child.

Another distinctive feature of this textbook is that it is Bilingual. With the introduction of English medium sections in government schools, the child is expected to learn all the subjects in English. However, realizing that this could be challenging for both the teachers and the children, this book emphasizes on

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using bilingual pedagogy-combining the child's home language and English. This would help in gradually building the confidence of teachers in using this language as a medium of instruction and also give children enough time to adapt to a new language. There are 3 distinctive features of this bilingual textbook -

1. All instructions on activities/games/tasks are in Kannada and English
2. There are rhymes and songs in both Kannada and English
3. In many chapters the child is exposed to the vocabulary of common objects in Kannada and English at the same time-to aid in making the connection

There can be many other ways of attempting bilingualism in the classroom and in the teaching learning materials. However, this is a pilot year of trying out methods and receive feedback from teachers and other experts on the effectiveness of this approach.

Teachers would play a critical role in transforming this book into a positive experience for the children. We would encourage teachers to conduct these activities in a play-way method, allowing the child to enjoy and explore. Talking with children will be very important to make this book successful-teachers are encouraged to spend a lot of student talk time in the class where children do not feel threatened to share the knowledge they bring from their homes. Teachers are also expected to use code switching and code mixing to help children understand the content but gradually move towards the target language, English.In early childhood visual intelligence is well-developed which is why it is of utmost significance that images, pictures or photographs used in the book are discussed in great details. Suggestive questions are provided to initiate a dialogue with children-many more can be added by the teachers depending on the interest of children in your class. Most of these activities are oral, with a few drawing and colouring that children enjoy to do. There are only 3 activities on writing-that come into the latter half of the book by when the child may have picked up English.

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At the end of each page there is a **Note to the teacher** and **Help Box** to support the teacher with ideas and suggestions on how to conduct the activities.

Being the very first attempt of the government in attempting a bilingual textbook, we look forward to your suggestions and feedback to improve it further in the subsequent years. We hope you enjoy transacting the book as much as we have enjoyed developing it.

Revision Committee

Class 1- Learning Outcomes for Environmental Studies

1. Describes the relationship among the members of the family.
2. Explains the need for co-operation between the members of the family.
3. Observes and identifies animals, birds and plants in their surroundings.
4. Lists the food habits of different animals.
5. Shows interest in games and can name few games and how they are played.
6. Explains the importance of water in their daily lives.
7. Lists the various sources of water.
8. Describes the basic needs for living.
9. Observes and lists modes of local transport and communication.
10. Identifies different parts of the body and states their functions.
11. Differentiates between the sun, moon and stars.
12. Mentions the different structures / buildings found in the local environment-example: school, home, post office, dispensary, shops etc.

Teachers are requested to align their classroom teaching to achieve these Learning Outcomes in the class.

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CONTENTS



SL.No.	LESSON	PAGE NO.
1.	I Love My Family	01–07
2.	Animals - Our Friends	08–15
3.	Plants - So Green !	16–20
4.	Let Us Play !	21–28
5.	Knowing Me	29–36
6.	Food - So Good !	37–41
7.	Water, Water...	42–46
8.	On Wheels	47–61
9.	Around Us	62–66
10.	Look at the Sky !	67–72

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LESSON – 1

I LOVE MY FAMILY

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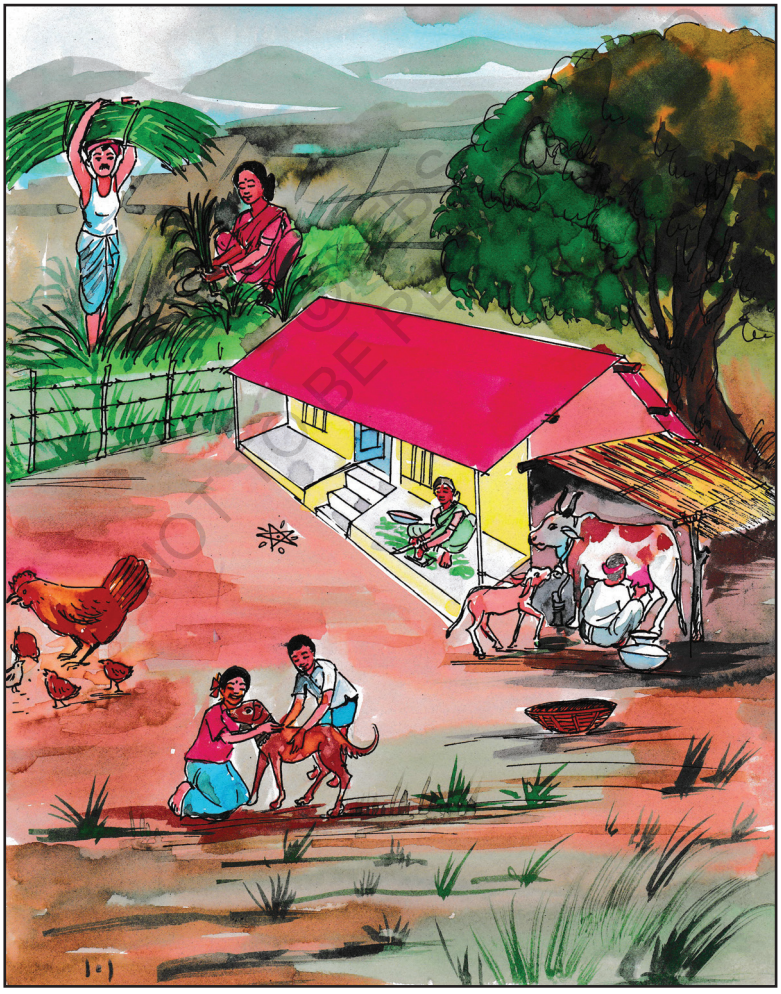
Activity - 1

A. Look at this picture.

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ.

This is Radha's family.

ಇದು ರಾಧಾಳ ಕುಟುಂಬ.



Now tell me children :

1. How many members are there in Radha's family?
   ರಾಧಾಳ ಕುಟುಂಬದಲ್ಲಿ ಎಷ್ಟು ಜನರಿದ್ದಾರೆ?

2. Who is working in the field?
   ಹೊಲದಲ್ಲಿ ಯಾರು ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಾರೆ?

3. Who is Radha playing with?
   ರಾಧಾ ಯಾರ ಜೊತೆ ಆಟವಾಡುತ್ತಿದ್ದಾಳೆ?

4. Who is working in the cowshed?
   ದನದ ಕೊಟ್ಟಿಗೆಯಲ್ಲಿ ಯಾರು ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಾರೆ?

5. Who is cutting the vegetables?
   ತರಕಾರಿಗಳನ್ನು ಯಾರು ಕತ್ತರಿಸುತ್ತಿದ್ದಾರೆ?

6. Do you see animals in the picture? If yes, can you name them?
   ಚಿತ್ರದಲ್ಲಿ ನೀವು ಪ್ರಾಣಿಗಳನ್ನು ಕಾಣುವಿರಾ? ಹೌದಾದರೆ, ಆ ಪ್ರಾಣಿಗಳನ್ನು ಹೆಸರಿಸುವಿರಾ?

7. Do you have any animal at your home?
   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾವುದಾದರೂ ಪ್ರಾಣಿ ಇದೆಯೇ?

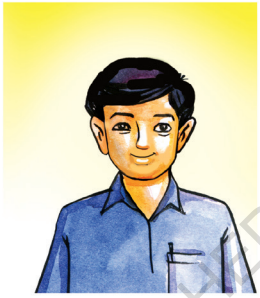
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Note to teacher : This picture should be used to help children talk about this family and also their own family. Answers should be accepted in Kannada. The teacher should provide English names of some words like father, grandmother, grandfather, cow, dog etc. Teacher should encourage children to repeat these words in English.

Activity - 2

Look at these pictures. Put a (✓) mark in the box if you have them in your family.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಇವರು ನಿಮ್ಮ ಕುಟುಂಬದಲ್ಲಿ ಇದ್ದರೆ, ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ.

 Grandfather (ತಾತ) ☐	 Elder brother (ಅಣ್ಣ) ☐
 Grandmother (ಅಜ್ಜಿ) ☐	 Elder sister (ಅಕ್ಕ) ☐
 Father (ಅಪ್ಪ) ☐	 Younger brother (ತಮ್ಮ) ☐
 Mother (ಅಮ್ಮ) ☐	 Younger sister (ತಂಗಿ) ☐

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Activity - 3

Look at these pictures. Tell us who helps you to do these at home.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಈ ಕೆಲಸಗಳನ್ನು ಮಾಡಲು ಮನೆಯಲ್ಲಿ ನಿಮಗೆ ಯಾರು ಸಹಾಯ ಮಾಡುತ್ತಾರೆ, ಹೇಳಿ.



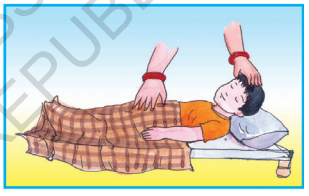
Bathing



Combing



Dressing up



Sleeping



Reading



Eating

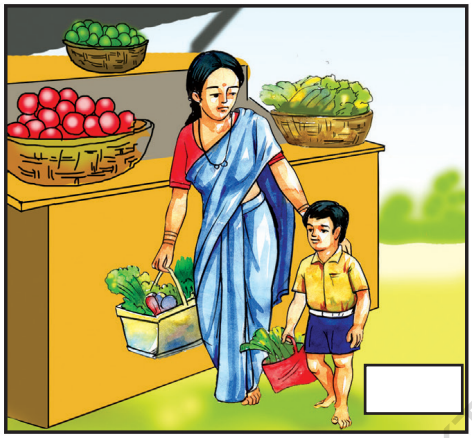
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Note to teacher : Children should be encouraged to answer questions asked by the teacher. For example: Who helps you in bathing every day? Who helps you in dressing up for school? Teacher should encourage all children to speak up and share about their experiences.

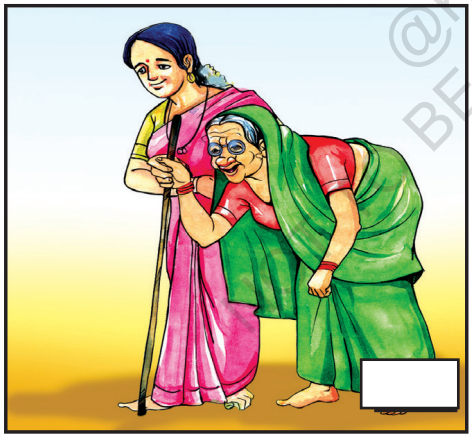
Activity - 4

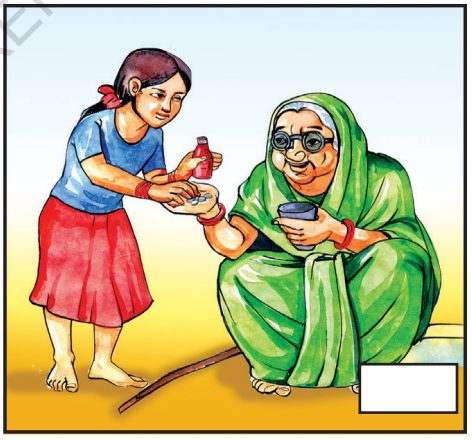
Look at these pictures. Put a (✓) mark on the work you do at home to help your family.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ನಿಮ್ಮ ಕುಟುಂಬಕ್ಕೆ ಸಹಾಯ ಮಾಡಲು ನೀವು ಮಾಡುವ ಕೆಲಸಗಳಿಗೆ (✓) ಗುರುತು ಹಾಕಿ.









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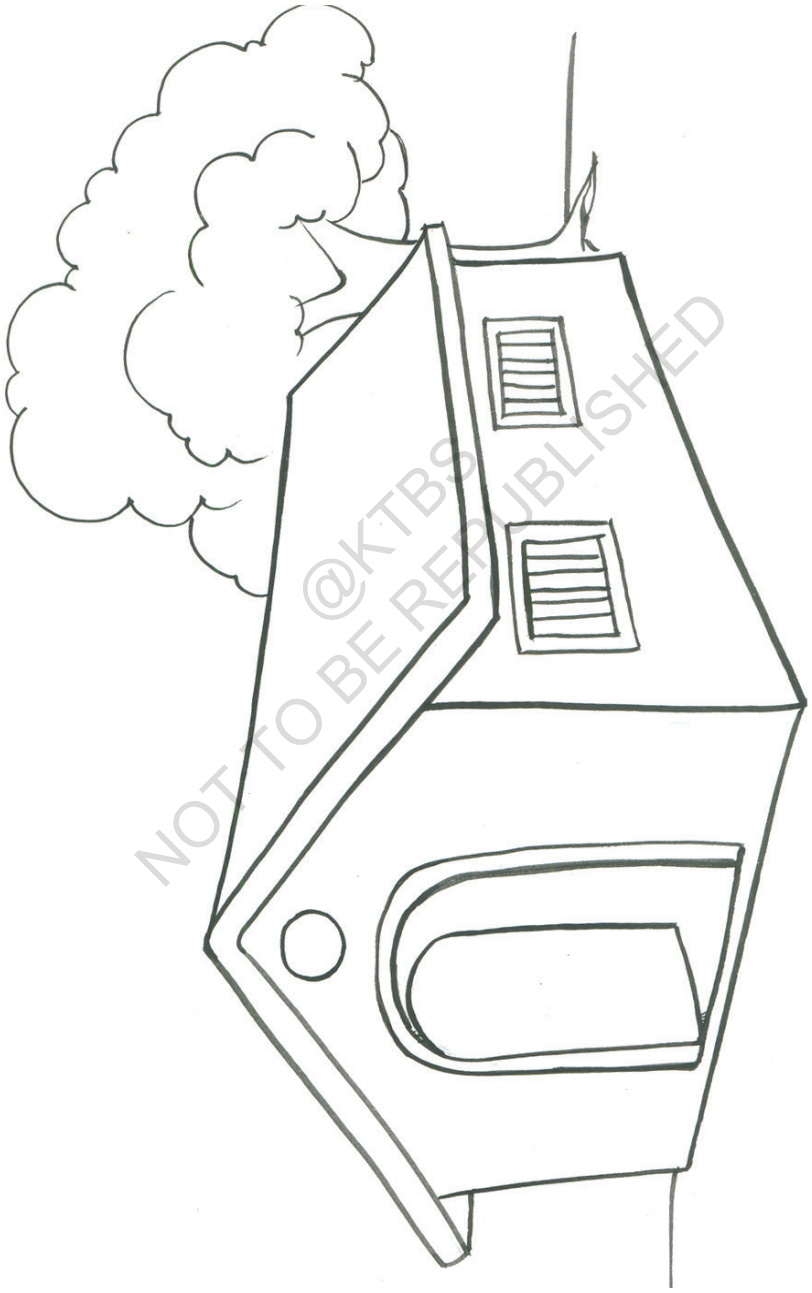
What are the other ways in which you help your parents and grandparents at home?

ನಿಮ್ಮ ತಂದೆ – ತಾಯಿ ಮತ್ತು ಅಜ್ಜ – ಅಜ್ಜಿಯರಿಗೆ ನೀವು ಬೇರೆ ಯಾವ ರೀತಿಯಲ್ಲಿ ಸಹಾಯ ಮಾಡುವಿರಿ?

Activity - 5

Colour this picture and draw your family members.

ಈ ಚಿತ್ರಕ್ಕೆ ಬಣ್ಣ ತುಂಬಿ, ನಿಮ್ಮ ಕುಟುಂಬದ ಸದಸ್ಯರ ಚಿತ್ರ ಬಿಡಿಸಿ.



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Activity - 6

Sing and enjoy

ಕೂಡಿ ಬಾಳುವಾ ನಾವೆಲ್ಲಾ
ಎಲ್ಲರೂ ಬೇಕು ನಮಗೆಲ್ಲಾ
ಎಲ್ಲರೂ ಕೂಡಿ ಬಾಳುತಲಿದ್ದರೆ
ಹರುಷವು ಎಂದೂ ನಮಗೆಲ್ಲಾ

ಅಪ್ಪನ ಅಪ್ಪ ನನ್ನಯ ತಾತ
ಅಮ್ಮನ ಅಪ್ಪನೂ ನನ್ನಯ ತಾತ
ಅಪ್ಪನ ಅಮ್ಮ ನನ್ನಜ್ಜಿ
ಅಮ್ಮನ ಅಮ್ಮನೂ ನನಗಜ್ಜಿ

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Note to teacher : Sing the rhyme using your own tune and actions.

❄ ❄ ❄

LESSON – 2

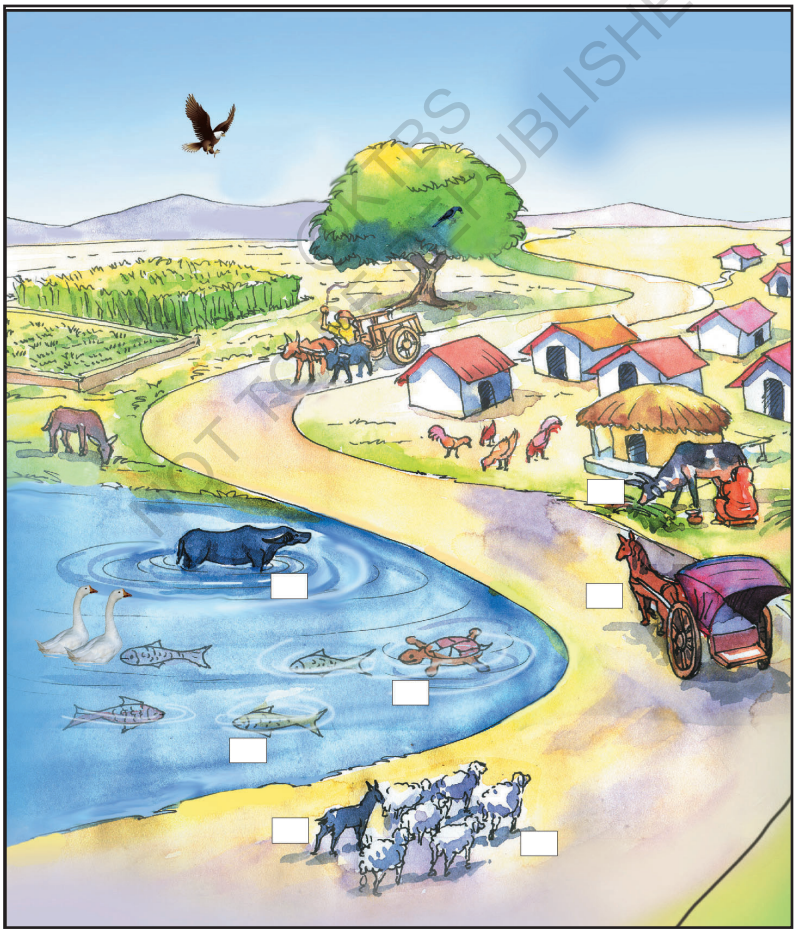
ANIMALS - OUR FRIENDS

L6G4V6

Activity - 1

Look at this picture.
(Children should be given some time to see the picture and then talk about it).

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ.
(ಚಿತ್ರವನ್ನು ನೋಡಲು ಮಕ್ಕಳಿಗೆ ಸ್ವಲ್ಪ ಸಮಯ ನೀಡಿ, ನಂತರ ಇದರ ಬಗ್ಗೆ ಮಾತನಾಡಿ).



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1. Which animals do you see in the water?
   ನೀರಿನಲ್ಲಿ ನೀವು ಕಾಣುವ ಪ್ರಾಣಿಗಳು ಯಾವುವು?

2. Which animals do you see on the road?
   ರಸ್ತೆಯ ಮೇಲೆ ನೀವು ಕಾಣುವ ಪ್ರಾಣಿಗಳು ಯಾವುವು?

3. Which animals are pulling the cart?
   ಯಾವ ಪ್ರಾಣಿಗಳು ಬಂಡಿ / ಗಾಡಿಯನ್ನು ಎಳೆಯುತ್ತಿವೆ?

4. Which animals and birds do you see near the houses?
   ಮನೆಗಳ ಬಳಿ ನೀವು ಯಾವ ಪ್ರಾಣಿ ಮತ್ತು ಪಕ್ಷಿಗಳನ್ನು ಕಾಣುವಿರಿ?

5. Where can you see the bird?
   ಪಕ್ಷಿಯನ್ನು ನೀವು ಎಲ್ಲಿ ಕಾಣಬಹುದು?

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Note to teacher : Accept answers in Kannada. Repeat the answers in English and encourage the children to repeat in English.

Help Box

1. Duck, fish, tortoise, buffalo in water
2. Sheep, horse, ox, cow, goat
3. Ox, Horse
4. Hen, Dog, Cow, Crow
5. Bird in the sky, on the tree, flying

Activity - 2

A. Can you find these animals around you? If yes, put a (✓) mark in the box.

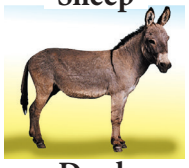
ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ಈ ಪ್ರಾಣಿಗಳನ್ನು ಕಂಡಿರುವಿರಾ? ಹೌದಾದರೆ, ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ.



Sheep



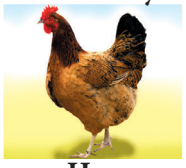
Crow



Donkey



Zebra



Hen



Snake



Sparrow



Fish

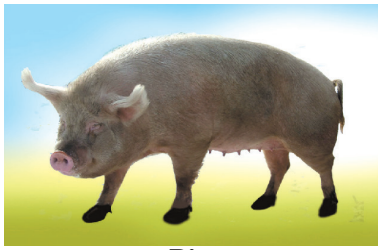
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1. Can you name some other animals that you may find around you?
   ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ಕಾಣಬಹುದಾದ ಇತರ ಕೆಲವು ಪ್ರಾಣಿಗಳನ್ನು ಹೆಸರಿಸುವಿರಾ?
2. Can you name some animals that you do not see around you?
   ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ಕಾಣದಿರುವ ಕೆಲವು ಪ್ರಾಣಿಗಳನ್ನು ಹೆಸರಿಸುವಿರಾ?

Note to teacher : Accept answers in Kannada. Repeat the animal names in English and encourage the children to repeat in English. There are no right answers for the last two questions. Encourage children to share from their personal experiences.

B. Look at these pictures and guess the names of the animals.

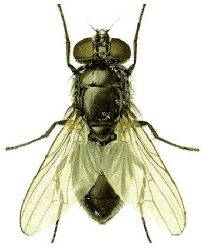
ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಊಹಿಸಿ.



Pig



Horse



Fly



Monkey



Pigeon



Peacock

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Note to teacher : Let the children look at the pictures carefully and name them. Accept answers in Kannada. Repeat the animal names in English and encourage the children to repeat in English. You can also make children work in groups and repeat the names of these animals in Kannada and English.

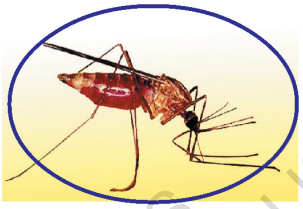
Activity - 3

Look at these pictures given below. Draw a circle (◯) around the animals you find in your house.

ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ನೀವು ಕಾಣುವ ಪ್ರಾಣಿಗಳ ಸುತ್ತ ವೃತ್ತ (◯) ಹಾಕಿ.

Look at the example.

ಉದಾಹರಣೆಯನ್ನು ನೋಡಿ.







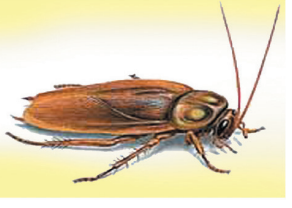
















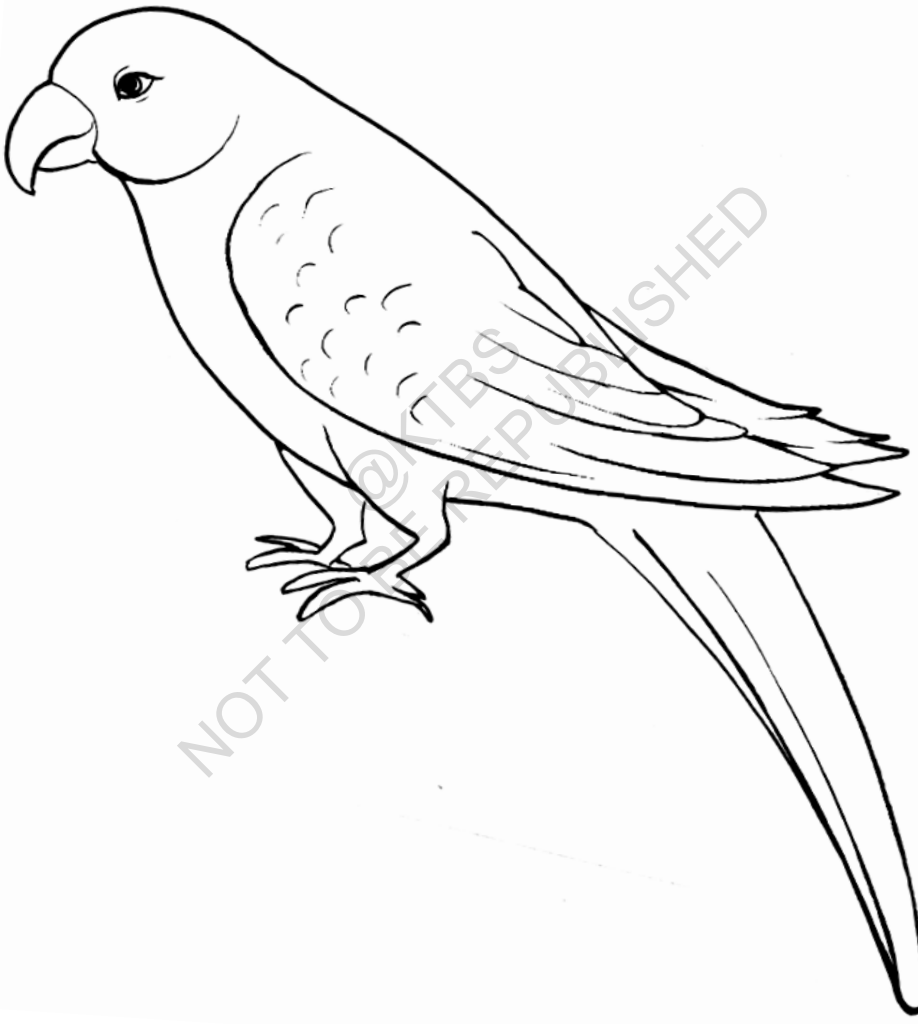


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Activity - 4

A. Colour your parrot and give a name to it.

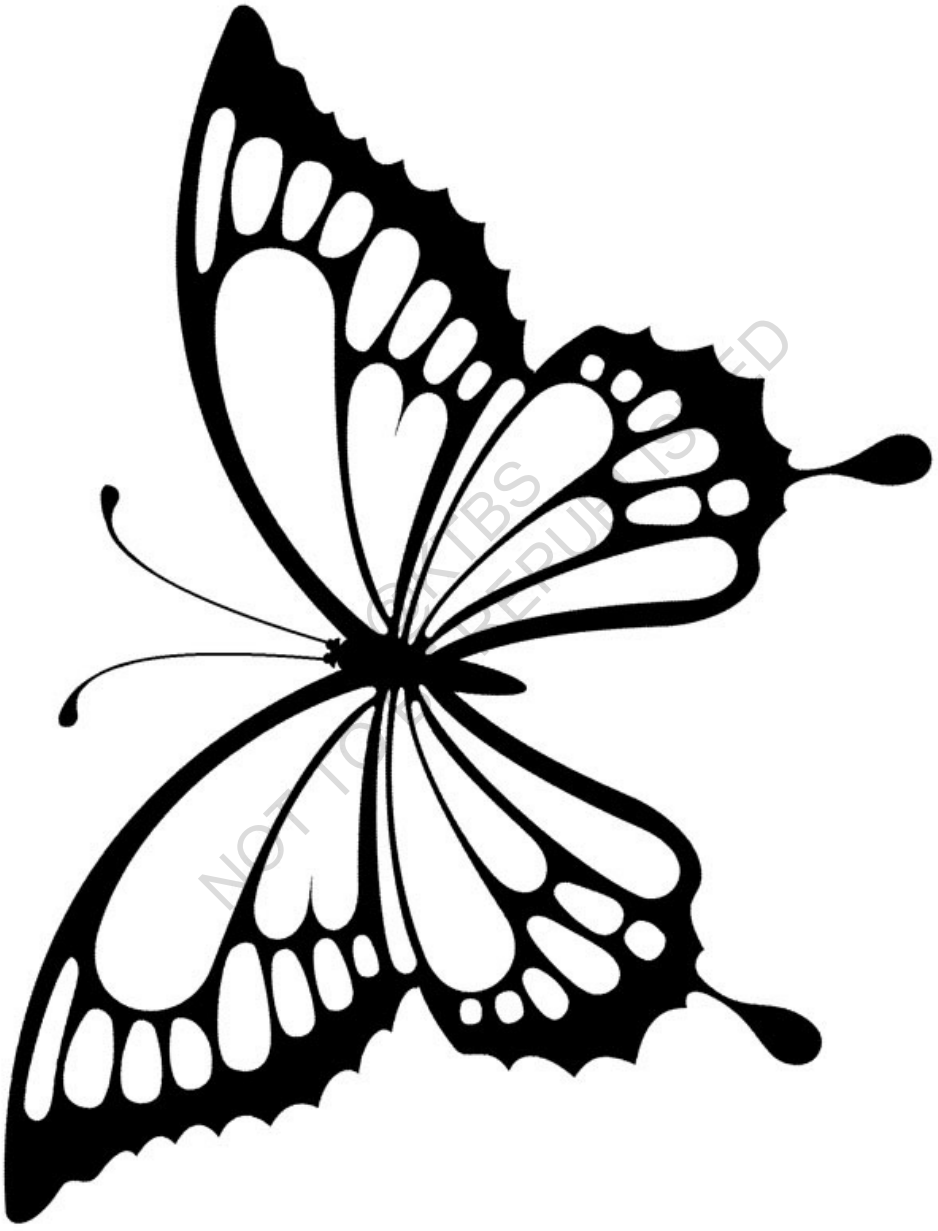
ನಿಮ್ಮ ಗಿಳಿಗೆ ಬಣ್ಣ ತುಂಬಿ, ಅದಕ್ಕೊಂದು ಹೆಸರು ಕೊಡಿ.



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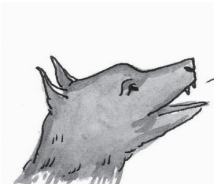
B. Colour your butterfly and give a name to it.

ನಿಮ್ಮ ಚಿಟ್ಟೆಗೆ ಬಣ್ಣ ತುಂಬಿ, ಅದಕ್ಕೊಂದು ಹೆಸರು ಕೊಡಿ.



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Activity - 5

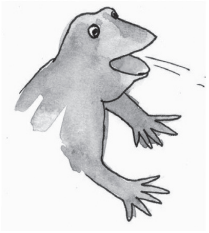


Sing and enjoy

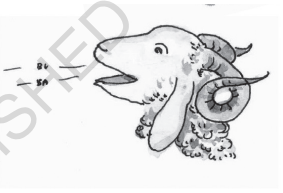
Bow, Bow says the dog



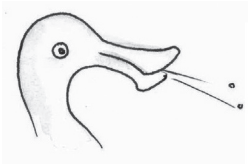
Meow, Meow says the cat



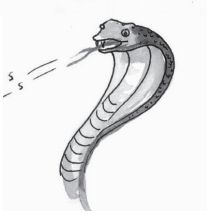
Croak, Croak says the frog



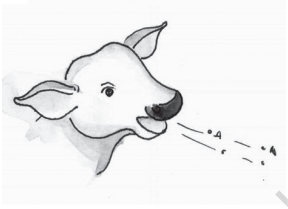
Baa, Baa says the goat



Quack, Quack says the duck



Hiss, Hiss says the snake



Moo, Moo says the cow



Caw, Caw says the crow

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Note to teacher : Sing the rhyme using your own tune and actions. Children can be made to sit in small groups and recite this rhyme with actions.

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LESSON – 3

PLANTS - SO GREEN !

T9W3I3

Let us see what is outside our classroom. (Teacher needs to take the children outside the classroom).

- **Do you see any plants?**
- **Can you name any plants?**

Activity - 1

Look at these pictures and name them.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಅವುಗಳನ್ನು ಹೆಸರಿಸಿ.



Chilly plant



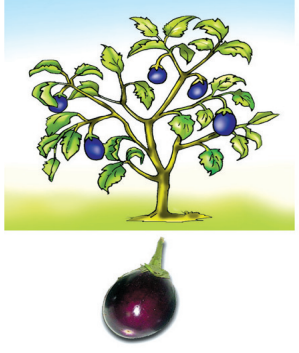
Banana plant



Coconut tree



Mango tree



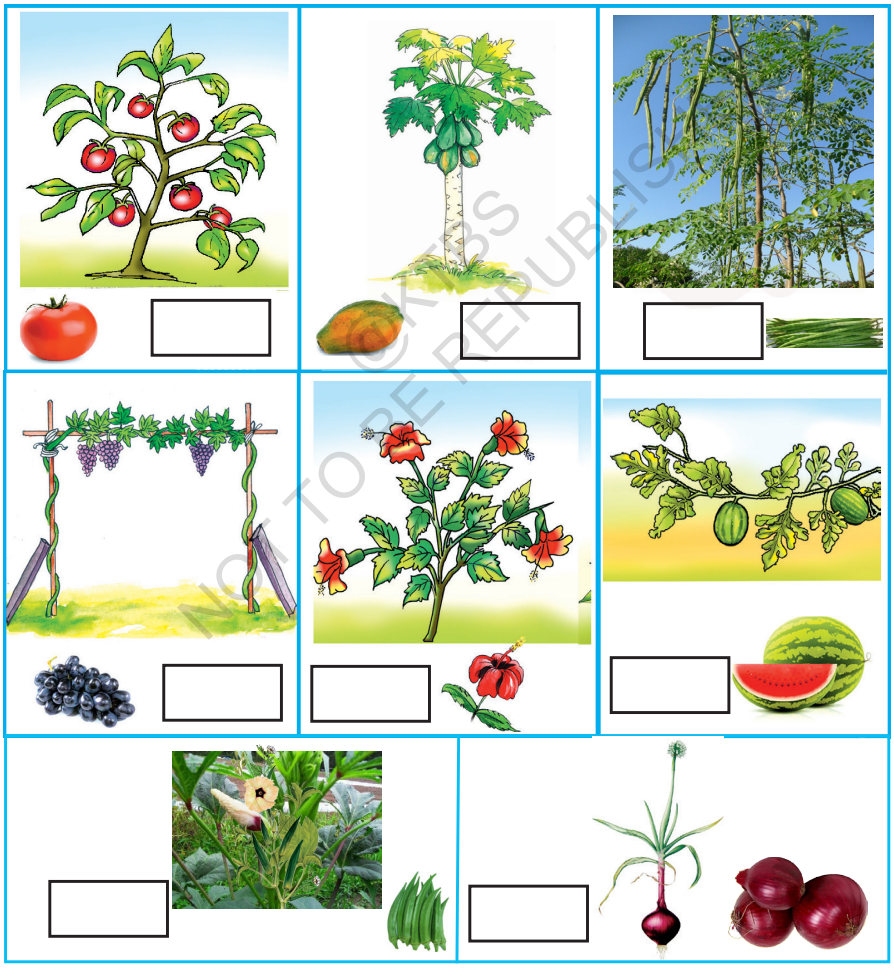
Brinjal plant

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Activity - 2

Look at these pictures. Which of these plants you see in your village/town. Discuss with your friends. Put a (✓) mark on the plants which you see in your village/town.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಇವುಗಳಲ್ಲಿ ನಿಮ್ಮ ಊರಿನಲ್ಲಿ ಕಂಡುಬರುವ ಸಸ್ಯಗಳು ಯಾವುವು? ನಿಮ್ಮ ಗೆಳೆಯ/ಗೆಳತಿಯರೊಂದಿಗೆ ಚರ್ಚಿಸಿ. ನಿಮ್ಮ ಊರಿನಲ್ಲಿ ಕಂಡುಬರುವ ಸಸ್ಯಗಳಿಗೆ (✓) ಗುರುತು ಹಾಕಿ.



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Can you name some more plants that you see around you?

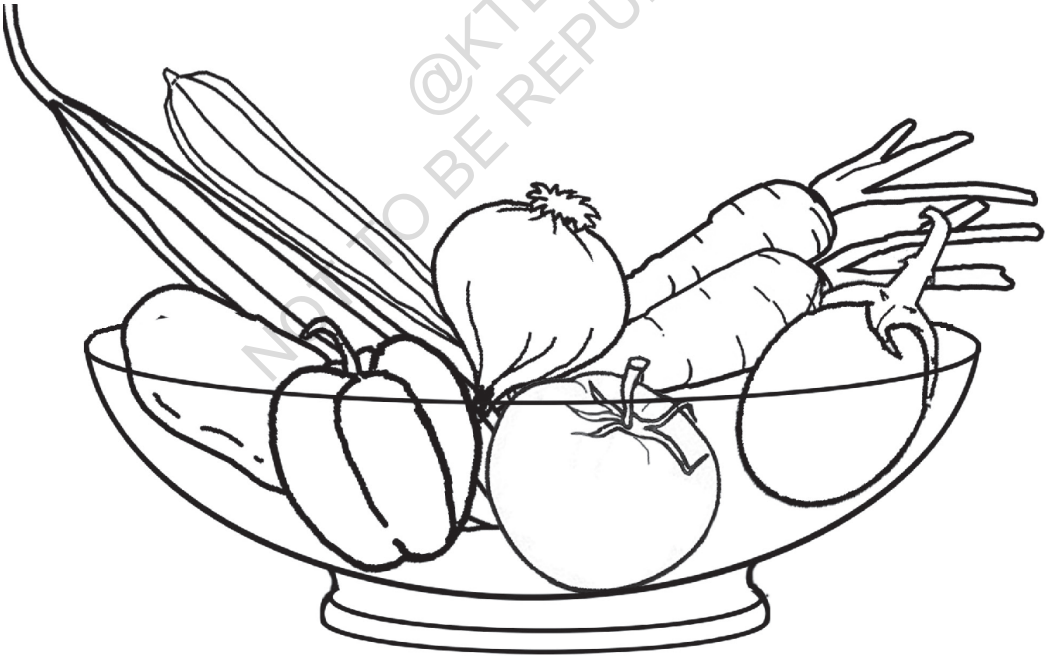
ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ಕಂಡುಬರುವ ಇನ್ನೂ ಕೆಲವು ಸಸ್ಯಗಳನ್ನು ಹೆಸರಿಸುವಿರಾ?

Note to teacher : Encourage children to name as many plants as they have seen in their surroundings. Accept names in Kannada and then introduce English names. You can also encourage children to describe the plants that they have seen. Example: their colour, is it big or small etc.

Activity - 3

A. Colour your vegetables.

ನಿಮ್ಮ ತರಕಾರಿಗಳಿಗೆ ಬಣ್ಣ ತುಂಬಿ.



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B. Colour your fruits.

ನಿಮ್ಮ ಹಣ್ಣುಗಳಿಗೆ ಬಣ್ಣ ತುಂಬಿ.



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C. Draw your favourite fruit or vegetable and colour it.

ನಿಮಗೆ ಇಷ್ಟವಾದ ಹಣ್ಣು ಅಥವಾ ತರಕಾರಿಯ ಚಿತ್ರವನ್ನು ಬಿಡಿಸಿ, ಬಣ್ಣ ತುಂಬಿ.

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LESSON – 4

LET US PLAY !

S5J7D2

Begin your class by asking the children about games.

- **Do you love playing?**
- **What all games do you love to play?**

Let us learn about some more games.

Activity - 1

Look at these pictures and say what you see.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ನೀವು ಏನು ಕಾಣುವಿರಿ ಹೇಳಿ.



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Note to teacher : Let the children imagine and build their own story. Accept and appreciate their efforts. Let them guess the game.

Help Box
Name of the game is HIDE and SEEK/Kannu Mucchale.

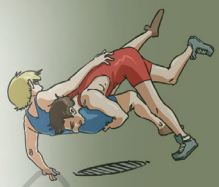
Activity - 2

Sing and enjoy



ವಾರಕೆ ಏಳೇ ಏಳು ದಿನ
ಭಾನುವಾರವೆ ರಜದ ದಿನ

ಸೋಮವಾರ ಚಿಣ್ಣಿಯ ಕೋಲು
ಮಂಗಳವಾರ ವಾಲಿಬಾಲು



ಬೇಟೆಯ ಆಟವು ಬುಧವಾರ
ಗರಡಿಯ ಮನೆಯಲಿ ಗುರುವಾರ

ಶುಕ್ರವಾರಕೆ ಬುಗುರಿ ಚೆಂಡು
ಶನಿವಾರಕೆ ಕ್ರಿಕೆಟ್ ದಾಂಡು

ವಾರಕೆ ಏಳೇ ಏಳು ದಿನ
ಆಟಕೆ ಸಾಲದು ಏಳು ದಿನ





– ಜಿ.ಪಿ. ರಾಜರತ್ನಂ



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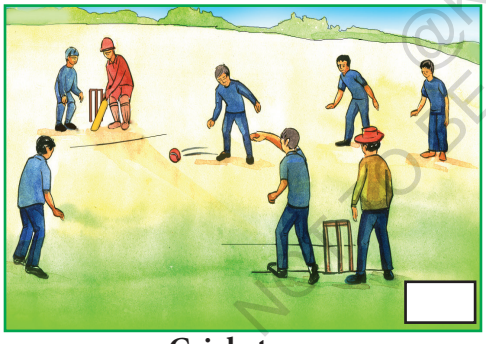
Note to teacher : Sing the rhyme using your own tune and actions. Let the children listen and follow with questions on the games.

1. Name the games in the rhyme ?
   ಈ ಹಾಡಿನಲ್ಲಿರುವ ಆಟಗಳು ಯಾವುವು?
2. Have you played any of these games?
   Which ones have you played?
   ಈ ಆಟಗಳಲ್ಲಿ ನೀವು ಯಾವುದನ್ನಾದರೂ ಆಡಿರುವಿರಾ?
   ಯಾವ ಆಟವನ್ನು ಆಡಿರುವಿರಿ?
3. Can you tell me how these games are played?
   ಈ ಆಟಗಳನ್ನು ಹೇಗೆ ಆಡುವುದು ಎಂದು ಹೇಳುವಿರಾ?

Activity - 3

A. Look at these pictures. Put a (✓) mark in the given box if you have played this game.

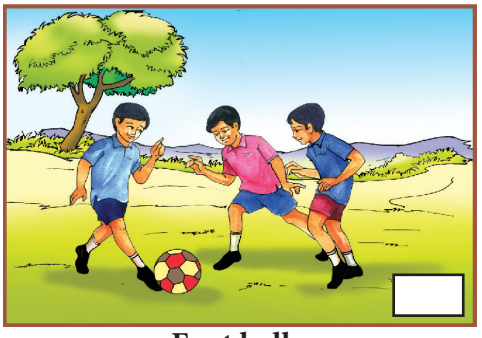
ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಈ ಆಟವನ್ನು ನೀವು ಆಡಿದ್ದರೆ, ಕೊಟ್ಟಿರುವ ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ.



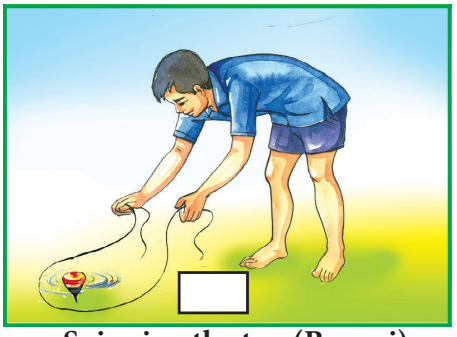
Cricket



Marbles

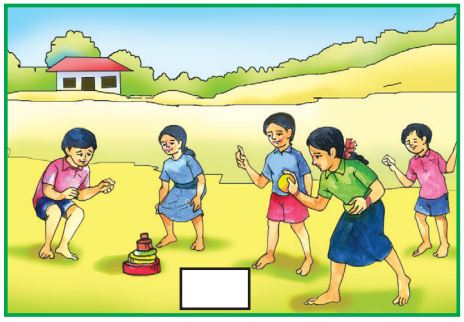


Foot ball

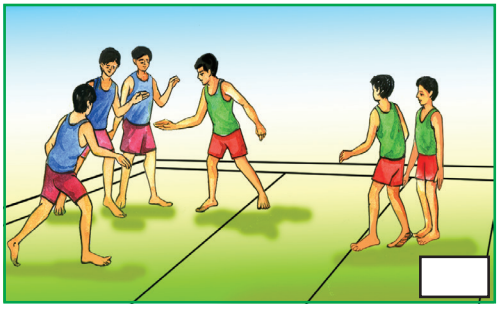


Spinning the top (Buguri)

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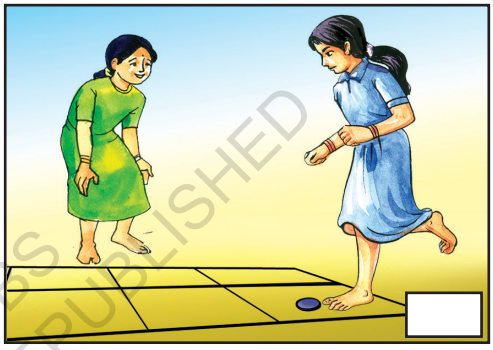
Lagori / Seven Steps



Kabaddi



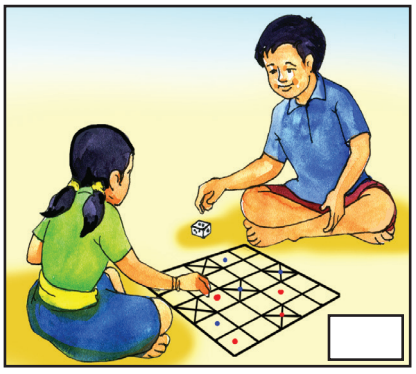
Carrom



Hop Scotch (Kunte bille)



Gilli Danda



Ludo (Chowkabara)

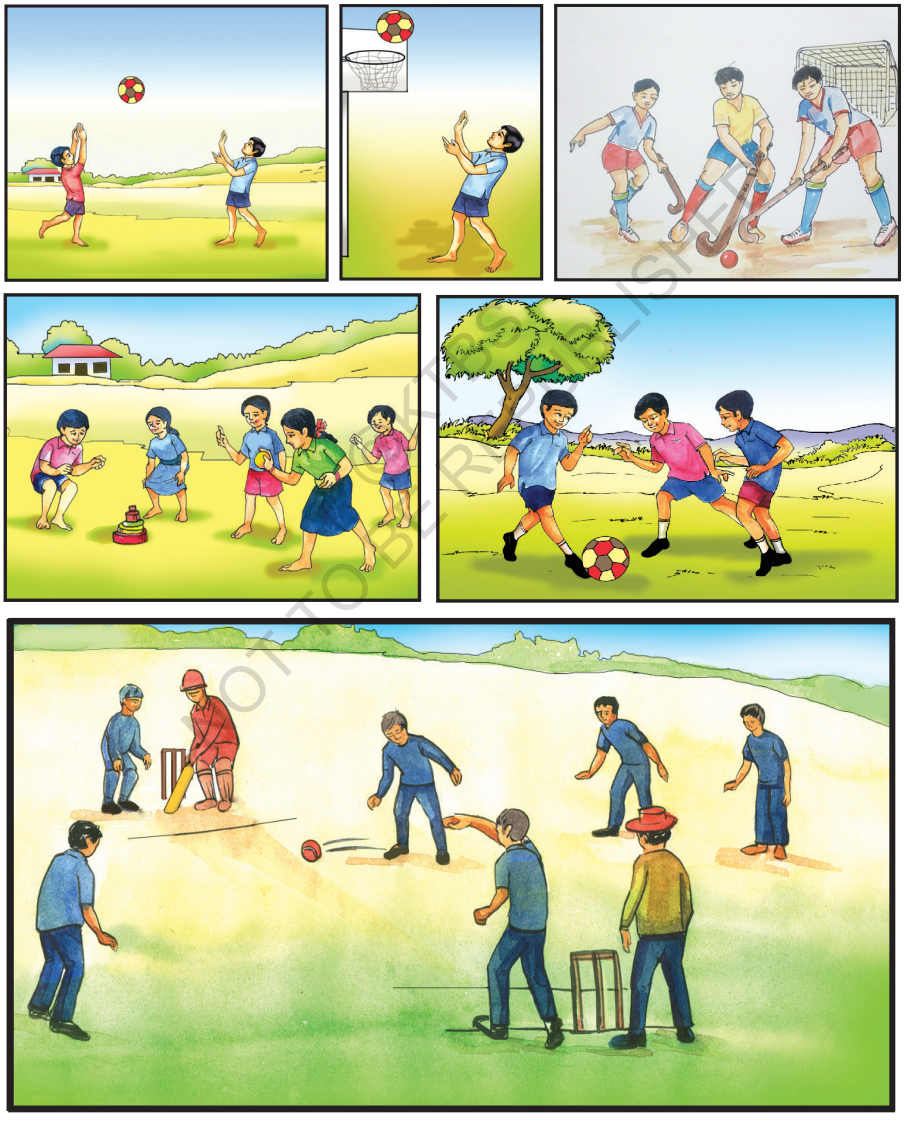
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Note to teacher : Give the children enough time to look at the pictures. Encourage children to engage in a discussion on games. Discuss familiar games before introducing new games.

Activity - 4

Here are some pictures of games that require the use of a ball. Can we look at them?

ಚೆಂಡನ್ನು ಬಳಸಿ ಆಡುವ ಕೆಲವು ಆಟಗಳ ಚಿತ್ರಗಳು ಇಲ್ಲಿವೆ. ಅವುಗಳನ್ನು ನೋಡೋಣವೇ?



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1. Identify the games that are played using a big ball?

   ದೊಡ್ಡ ಚೆಂಡನ್ನು ಬಳಸಿ ಆಡುವ ಆಟಗಳನ್ನು ಗುರುತಿಸಿ.

2. Identify the games that are played using a small ball?

   ಚಿಕ್ಕ ಚೆಂಡನ್ನು ಬಳಸಿ ಆಡುವ ಆಟಗಳನ್ನು ಗುರುತಿಸಿ.

Note to teacher : Provide opportunities to children to play as many games as possible. The significance is to develop interest in games.

Help Box

- Games that require a big ball
  - Basketball
  - Football
  - Volleyball
  - Throwball

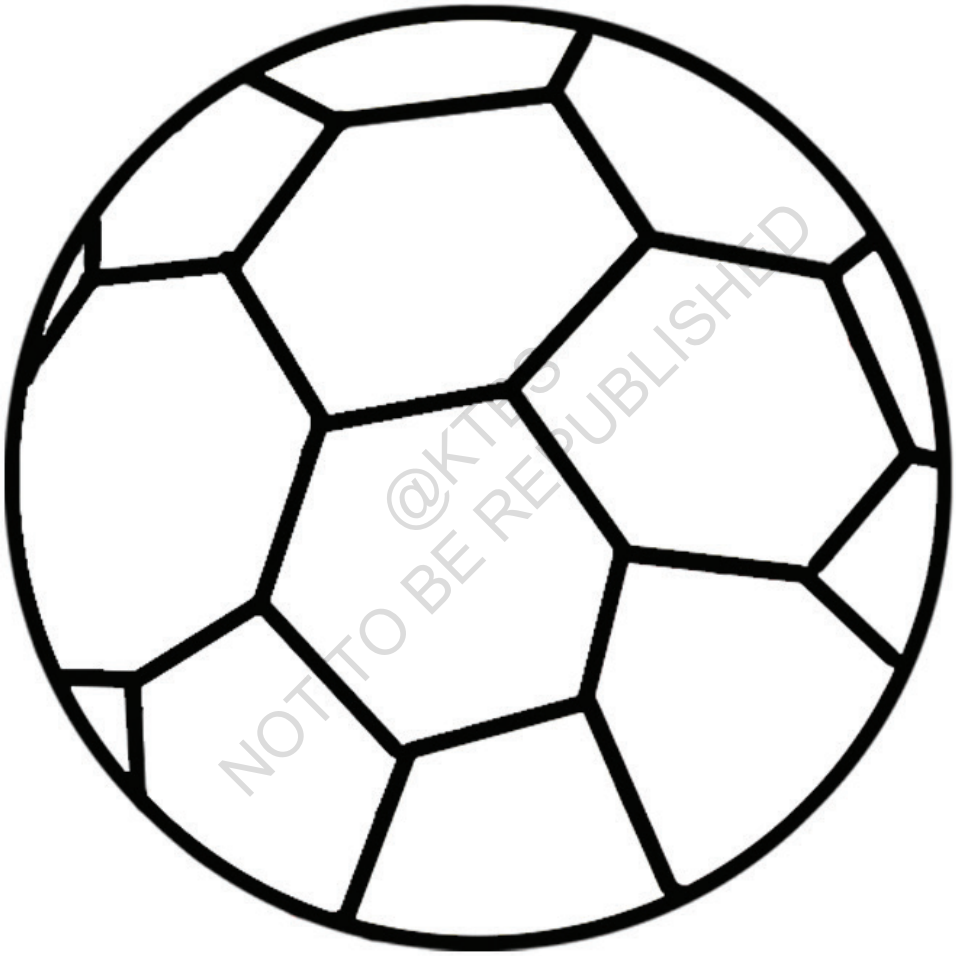
- Games that require a small ball
  - Cricket
  - Tennis
  - Lagori
  - Hockey

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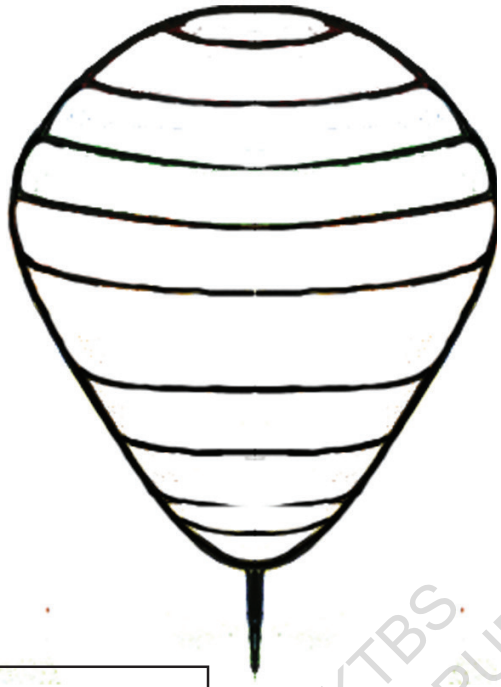
Activity - 5

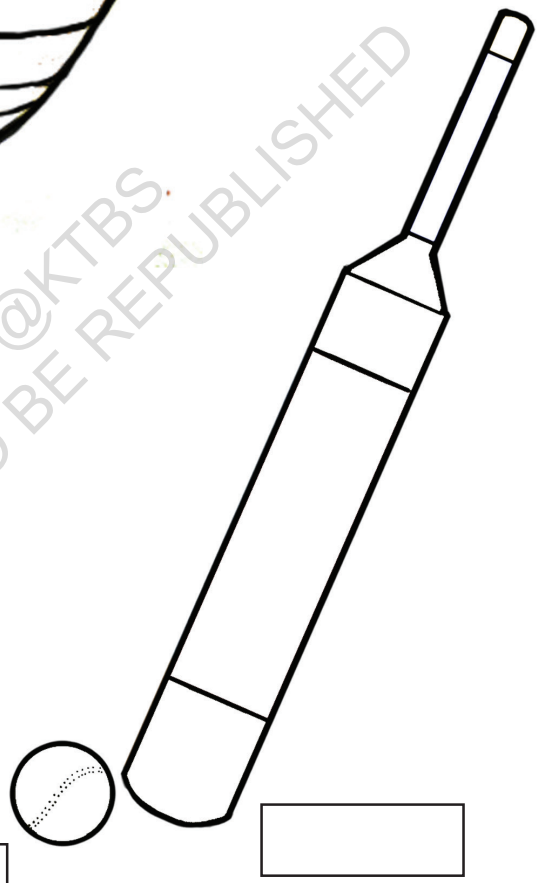
Colour these pictures and write their names in the given box.

ಈ ಚಿತ್ರಗಳಿಗೆ ಬಣ್ಣ ಹಾಕಿ, ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಕೊಟ್ಟಿರುವ ಚೌಕದಲ್ಲಿ ಬರೆಯಿರಿ.



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LESSON – 5

KNOWING ME

J1B3K9

Hello Children! Today you have a new friend who wants to share a story with you. Listen carefully to what she says.

ಹಲೋ ಮಕ್ಕಳೇ! ಇಂದು ನಮ್ಮ ಜೊತೆ ಒಬ್ಬ ಹೊಸ ಗೆಳತಿ ಇದ್ದಾರೆ. ಅವರು ಒಂದು ಕಥೆ ಹೇಳುತ್ತಾರೆ. ಅವರು ಹೇಳುವುದನ್ನು ಗಮನವಿಟ್ಟು ಕೇಳಿ.

Hi! I am Meena. On my way to school I saw a beautiful bird sitting on a tree. It was singing "kuhoo kuhoo....". I moved closer to the tree to touch it but it flew away. Then I walked away to school.

ಹಾಯ್! ನಾನು ಮೀನಾ. ನಾನು ಶಾಲೆಗೆ ಬರುವ ದಾರಿಯಲ್ಲಿ ಮರದ ಮೇಲೆ ಕುಳಿತಿರುವ ಒಂದು ಸುಂದರವಾದ ಪಕ್ಷಿಯನ್ನು ನೋಡಿದೆ. ಅದು "ಕುಹೂ ... ಕುಹೂ..... " ಎಂದು ಹಾಡುತ್ತಾ ಇತ್ತು. ನಾನು ಅದನ್ನು ಮುಟ್ಟಲು ಮರದ ಹತ್ತಿರ ಹೋದೆ. ಆದರೆ ಅದು ಹಾರಿ ಹೋಯಿತು. ಅನಂತರ ನಾನು ಶಾಲೆಗೆ ಬಂದೆ.

Can you tell me,

ಈಗ ನೀವು ಹೇಳುವಿರಾ,

1. **Which part of my body helped me see the bird?**
   ಆ ಪಕ್ಷಿಯನ್ನು ನೋಡಲು ನನಗೆ ಸಹಾಯ ಮಾಡಿದ ನನ್ನ ದೇಹದ ಭಾಗ ಯಾವುದು?
2. **Which part of my body helped me hear the bird singing?**
   ಆ ಪಕ್ಷಿಯು ಹಾಡಿದ್ದನ್ನು ಕೇಳಲು ನನಗೆ ಸಹಾಯ ಮಾಡಿದ ನನ್ನ ದೇಹದ ಭಾಗ ಯಾವುದು?
3. **Which part of my body helped me touch the bird.**
   ಆ ಪಕ್ಷಿಯನ್ನು ಮುಟ್ಟಲು ಸಹಾಯ ಮಾಡಿದ ನನ್ನ ದೇಹದ ಭಾಗ ಯಾವುದು?

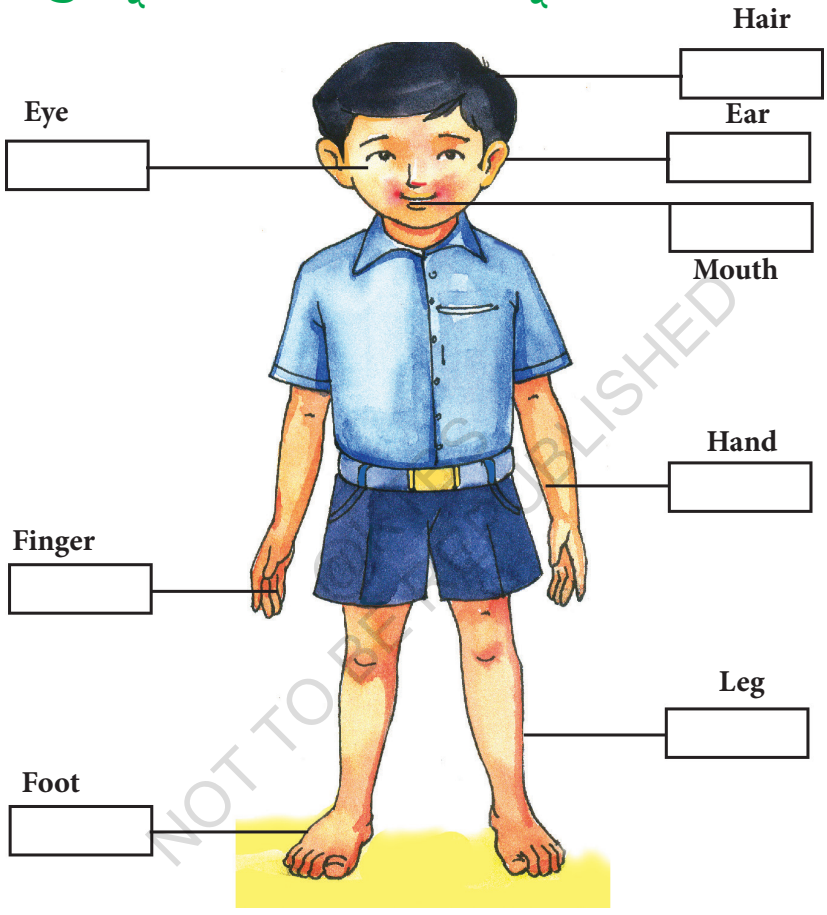
Note to teacher : Use voice modulation and actions to read this story aloud.

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Activity - 1

A. Look at this picture and name the parts of the body.

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ. ದೇಹದ ಭಾಗಗಳನ್ನು ಹೆಸರಿಸಿ.



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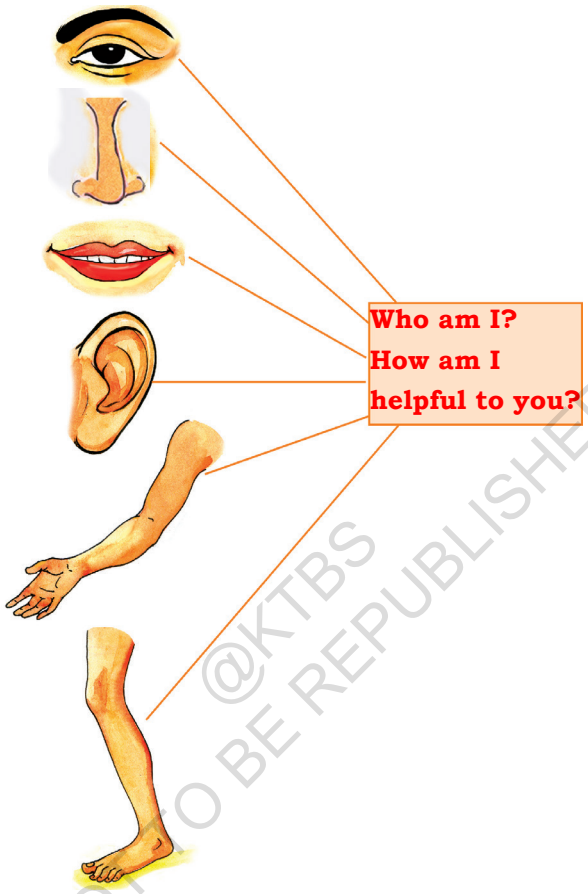
Note to teacher : Accept the local terms used for the parts of the body. Discuss the English terms and repeat it multiple times to the children.

B. Write the names of the parts of the body in the boxes given in the picture above.

ಮೇಲಿನ ಚಿತ್ರದಲ್ಲಿ ಕೊಟ್ಟಿರುವ ಚೌಕಗಳಲ್ಲಿ ದೇಹದ ಭಾಗಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ.

Activity - 2

A.



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Note to teacher : Encourage the children to use the English terms for the parts of the body. Encourage to share as many functions of parts of the body. Refer to help box. For example: EYES - helps us to SEE, LEGS - helps us to WALK.

Help Box

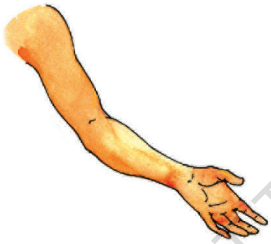
Eyes : See, Look, Read
Ears : Hear, Listen
Legs : Walk, Hop, Jump
Nose : Smell, Breathe
Hand : Work, Write, Draw, Clap
Mouth : Eat, Drink, Sing, Speak

B. Look at the parts of the body given below and match them with the actions given by drawing lines.

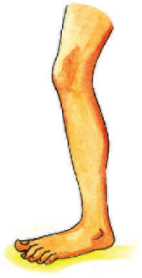
ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ದೇಹದ ಭಾಗಗಳನ್ನು ನೋಡಿ, ಅವುಗಳನ್ನು ಅವುಗಳ ಕಾರ್ಯಗಳೊಂದಿಗೆ ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ.





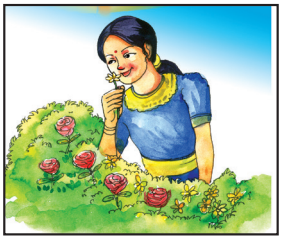














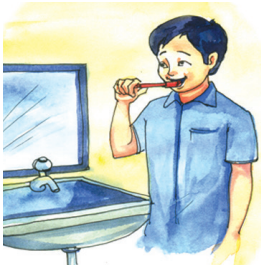


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Activity - 3

A. Look at these pictures and let us discuss.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಅವುಗಳ ಬಗ್ಗೆ ಚರ್ಚಿಸೋಣ.

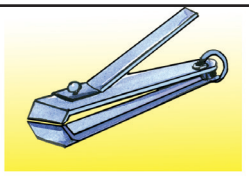















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1. What do we use to brush our teeth?
   ಹಲ್ಲುಗಳನ್ನು ಉಜ್ಜಲು ನಾವು ಏನನ್ನು ಬಳಸುತ್ತೇವೆ?
2. Why should we brush our teeth?
   ನಾವು ಹಲ್ಲುಗಳನ್ನು ಏಕೆ ಉಜ್ಜಬೇಕು?
3. What do we use to cut our nails?
   ಉಗುರುಗಳನ್ನು ಕತ್ತರಿಸಲು ನಾವು ಏನನ್ನು ಬಳಸುತ್ತೇವೆ?
4. Why should we cut our nails?
   ನಾವು ಉಗುರುಗಳನ್ನು ಏಕೆ ಕತ್ತರಿಸಬೇಕು?
5. What do you do before eating?
   ಊಟಕ್ಕೆ ಮೊದಲು ನೀವು ಏನು ಮಾಡುವಿರಿ?
6. When should we wash our hands?
   ನಾವು ಯಾವಾಗ ಕೈಗಳನ್ನು ತೊಳೆಯಬೇಕು?

Note to teacher : Ask questions on the need for personal hygiene such as why is it necessary to keep the body clean? The purpose is to sensitively address the issue of hygiene and cleanliness for a healthy body.

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B. Look at me and do as I do.

ನನ್ನನ್ನು ನೋಡಿ, ನಾನು ಮಾಡಿದಂತೆ ಮಾಡಿ.

1. Brushing teeth **2. Combing hair**

3. Washing hands **4. Bathing**

5. Cutting nails

Note to teacher : The actions can be enacted by the teacher and the children can be made to copy them. The names of these actions should be repeated in English and children should be encouraged to say them aloud.

Activity - 4

Sing and enjoy

ನಮಗಿವೆ ಎರಡು ಕಣ್ಣುಗಳು
ಒಳ್ಳೆಯದನ್ನೇ ನೋಡಲು

ನಮಗಿವೆ ಎರಡು ಕಿವಿಗಳು
ಒಳ್ಳೆಯದನ್ನೇ ಕೇಳಲು

ನಮಗಿವೆ ಎರಡು ಕಾಲುಗಳು
ನಡೆಯಲು ಒಳ್ಳೆಯ ಹಾದಿಯಲಿ

ನಮಗಿವೆ ಎರಡು ಕೈಗಳು
ಮಾಡಲು ಒಳ್ಳೆಯ ಕಾರ್ಯವನು

ನಮಗಿದೆ ಒಂದು ಮೂಗು
ಸವಿಯಲು ಒಳ್ಳೆಯ ಗಾಳಿಯನು

ನಮಗಿದೆ ಒಂದು ನಾಲಿಗೆಯು
ಒಳ್ಳೆಯ ನುಡಿಗಳ ನುಡಿಯಲು

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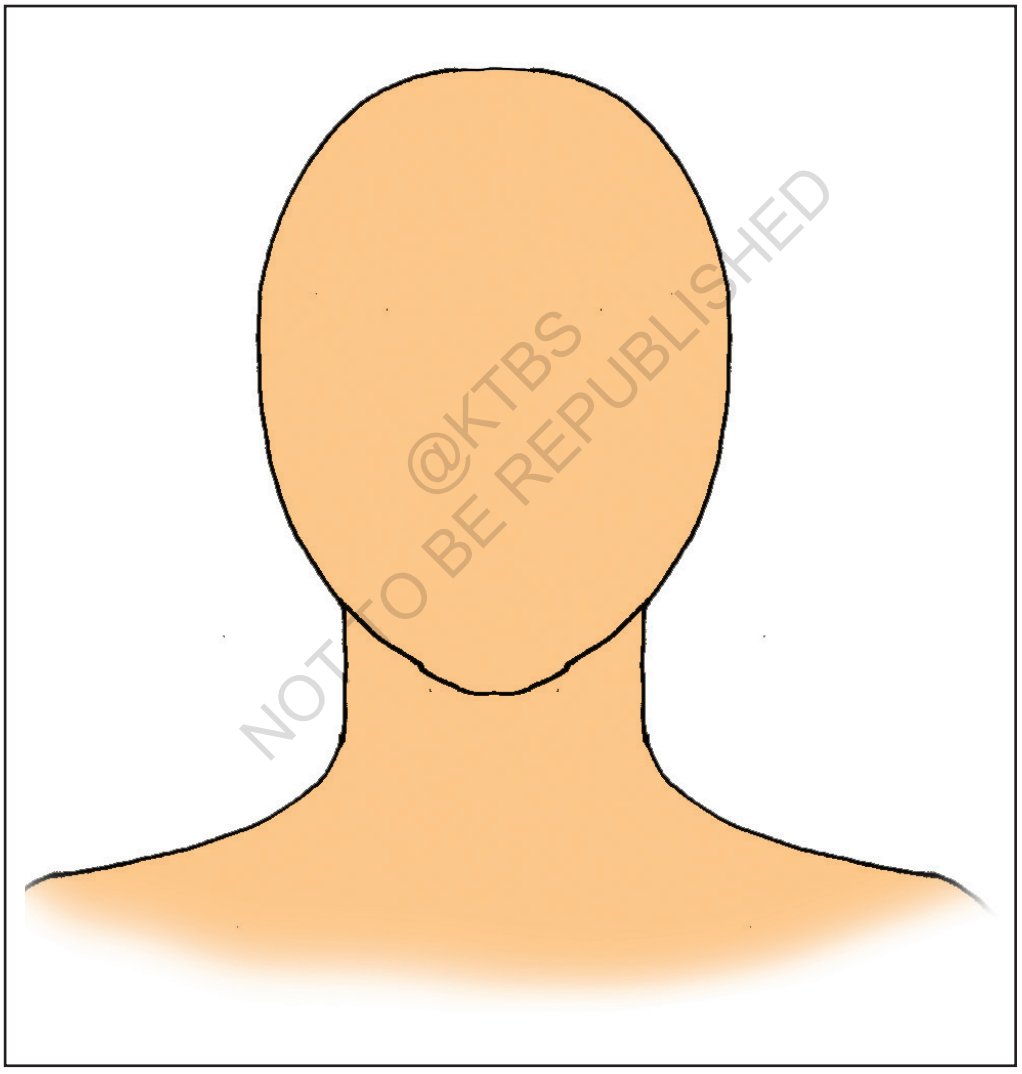
Note to teacher : Sing the rhyme using your own tune and actions.

Activity - 5

Look at the face and draw the missing parts.

(Eyes, Ears, Nose, Mouth, Hair)

ಈ ಮುಖದ ಚಿತ್ರವನ್ನು ನೋಡಿ, ಅದರಲ್ಲಿ ಕಾಣೆಯಾಗಿರುವ ಭಾಗಗಳನ್ನು ಬಿಡಿಸಿ.
(ಕಣ್ಣುಗಳು, ಕಿವಿಗಳು, ಮೂಗು, ಬಾಯಿ, ಕೂದಲು)



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LESSON – 6

FOOD - SO GOOD!

C9S5H7

Activity - 1

Sing and enjoy

Food makes us big
Food makes us grow
Food makes us strong
To grow grow grow

Food helps to run
All through the day
Food helps us jump
To play play play

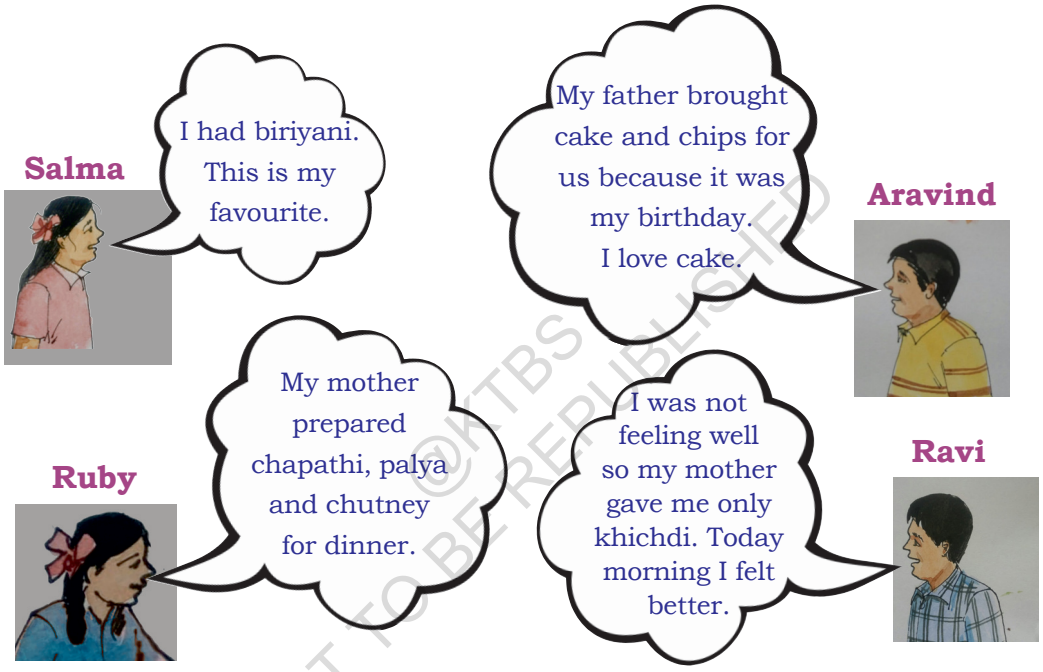
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Note to teacher : Sing the rhyme using your own tune and actions

Activity - 2

Children, let us sit in a semi-circle and listen to what some of our friends ate last night.

ಮಕ್ಕಳೇ, ನಾವು ಅರ್ಧ ವೃತ್ತಾಕಾರದಲ್ಲಿ ಕುಳಿತುಕೊಂಡು, ನಮ್ಮ ಕೆಲವು ಗೆಳೆಯ/ಗೆಳತಿಯರು ಹಿಂದಿನ ರಾತ್ರಿ ಏನನ್ನು ತಿಂದರು ಎಂಬುದನ್ನು ಕೇಳೋಣ.



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1. Let us share what we ate last night.
   ಹಿಂದಿನ ರಾತ್ರಿ ನಾವು ಏನು ಊಟ ಮಾಡಿದೆವು ಎಂಬುದರ ಬಗ್ಗೆ ಮಾತನಾಡೋಣ.

2. Did you all like the food you ate?
   ನೀವು ತಿಂದ ಆಹಾರ ನಿಮಗೆಲ್ಲಾ ಇಷ್ಟವಾಯಿತೆ?

Note to teacher : Children should discuss different food that they eat, what they like to eat. Teacher should also help in making children aware that we all eat different kinds of food and we should respect food habits of everyone.

Activity - 3

A. Listen and think.

ಆಲಿಸು ಮತ್ತು ಆಲೋಚಿಸು.

Aruna : I feel tired and sleepy when I am hungry. Eating food helps me to do my work.

Jenny : I feel happy when I eat.

Firoz : Proper food keeps us healthy.

1. Can you tell me why we need food?

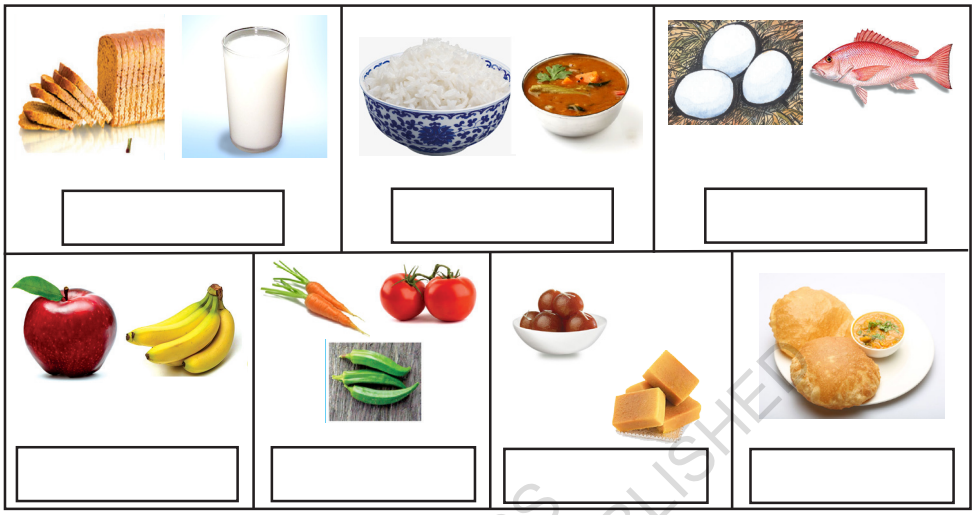
   ನಮಗೆ ಆಹಾರ ಏಕೆ ಬೇಕು ಎಂಬುದನ್ನು ಹೇಳುವಿರಾ?

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Note to teacher : Discuss with children the need for food. Help children understand the importance of food as a basic need for living.

B. Look at these pictures.

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.



Put a (✓)mark on the foods that you like to eat.

ನೀವು ತಿನ್ನಲು ಇಷ್ಟಪಡುವ ಆಹಾರ ಪದಾರ್ಥಗಳಿಗೆ (✓) ಗುರುತು ಹಾಕಿ.

Put a circle (O) on the foods that you don't like to eat.

ನೀವು ತಿನ್ನಲು ಇಷ್ಟಪಡದ ಆಹಾರ ಪದಾರ್ಥಗಳಿಗೆ ವೃತ್ತ (O) ಹಾಕಿ.

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Note to teacher : Children need to understand that they need to eat all kinds of food to grow, work and be healthy. Encourage the children to eat all kinds of food.

Activity - 4

Look at the pictures. Put a (✓) mark in the box if you know the food.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ನಿಮಗೆ ಗೊತ್ತಿರುವ ಆಹಾರಕ್ಕೆ ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ.

 1. ☐	 2. ☐	 3. ☐	 4. ☐
 5. ☐	 6. ☐	 7. ☐	 8. ☐
 9. ☐	 10. ☐	 11. ☐	 12. ☐

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Note to teacher : Children should be encouraged to say the names in Kannada. Teacher should give the names of these food items in English and help children repeat them.

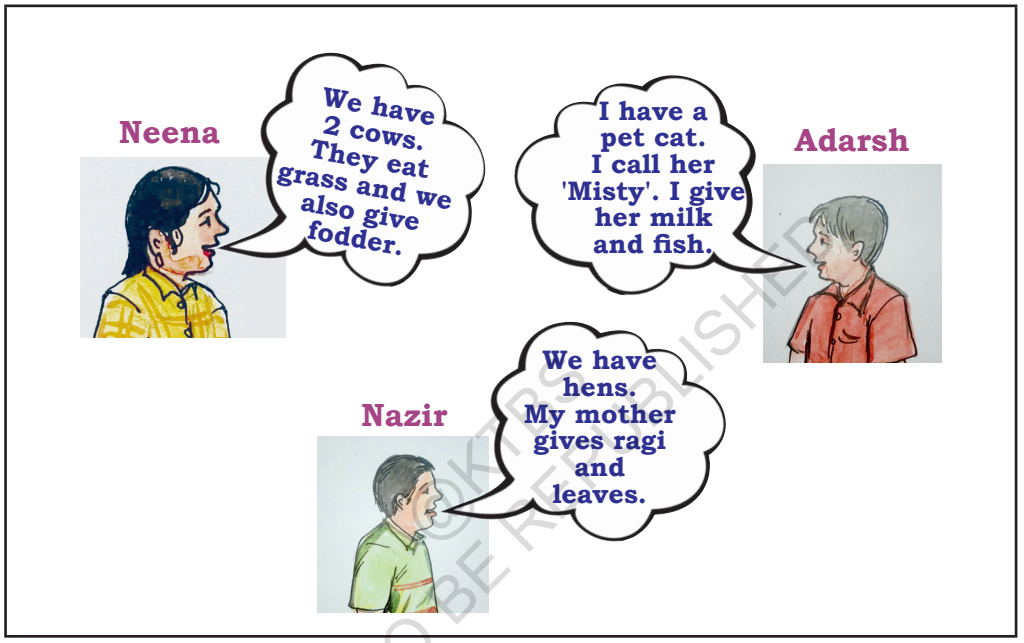
Help Box

1. Rice	2. Ginger	3. Corn	4. Ragi
5. Banana	6. Honey	7. Radish	8. Tomato
9. Wheat	10. Onion	11. Papaya	12. Eggs

Activity - 5

Listen to what some of our friends have to say about their pets.

ನಮ್ಮ ಕೆಲವು ಗೆಳೆಯ/ಗೆಳತಿಯರು ತಮ್ಮ ಸಾಕು ಪ್ರಾಣಿಗಳ ಬಗ್ಗೆ ಏನು ಹೇಳುತ್ತಾರೆ ಎಂಬುದನ್ನು ಆಲಿಸಿ.



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1. Do you have any pet at home?
   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾವುದಾದರೂ ಸಾಕುಪ್ರಾಣಿಗಳು ಇವೆಯೇ?
2. Do they need food also like us?
   ಅವುಗಳಿಗೂ ಕೂಡಾ ನಮ್ಮಂತೆಯೇ ಆಹಾರದ ಅವಶ್ಯಕತೆ ಇದೆಯೇ?
3. What do they eat?
   ಅವು ಏನನ್ನು ತಿನ್ನುತ್ತವೆ?
4. Do all animals eat the same food?
   ಎಲ್ಲಾ ಪ್ರಾಣಿಗಳು ಒಂದೇ ರೀತಿಯ ಆಹಾರ ತಿನ್ನುತ್ತವೆಯೇ?

Note to teacher : Children need to know that different animals eat different food. Emphasize on the need for food for all living beings.

Activity - 6

Let us make fruit salad.

ಈಗ ನಾವು ಹಣ್ಣಿನ ರಸಾಯನವನ್ನು ತಯಾರಿಸೋಣ.

Children can bring different types of fruits like apple, banana, papaya, grapes, sapota, pomegranate, watermelon and some amount of sugar and honey.

ಸೇಬು, ಬಾಳೆಹಣ್ಣು, ಪಪ್ಪಾಯ, ದ್ರಾಕ್ಷಿ, ಸಪೋಟ, ದಾಳಿಂಬೆ, ಕಲ್ಲಂಗಡಿ ಹಣ್ಣಿನಂತಹ ವಿವಿಧ ಹಣ್ಣುಗಳು ಹಾಗೂ ಸಕ್ಕರೆ ಮತ್ತು ಜೇನುತುಪ್ಪವನ್ನು ಮಕ್ಕಳು ತರುವರು.

Wash the fruits with clean water/peel the skin and cut all the fruits into small pieces (teacher should do this). Then mix these with sugar and honey in a bowl. Now the fruit salad is ready.

ಎಲ್ಲಾ ಹಣ್ಣುಗಳನ್ನು ಸ್ವಚ್ಛ ನೀರಿನಿಂದ ತೊಳೆದು/ಸಿಪ್ಪೆ ತೆಗೆದು, ಸಣ್ಣದಾಗಿ ಕತ್ತರಿಸಿ (ಈ ಕೆಲಸವನ್ನು ಶಿಕ್ಷಕರು ನಿರ್ವಹಿಸುವುದು). ಇದನ್ನು ಒಂದು ಪಾತ್ರೆಯಲ್ಲಿ ಹಾಕಿ ಸಕ್ಕರೆ ಮತ್ತು ಜೇನುತುಪ್ಪದೊಂದಿಗೆ ಮಿಶ್ರಣ ಮಾಡಿ. ಈಗ ಹಣ್ಣಿನ ರಸಾಯನ ಸಿದ್ಧವಾಯಿತು.

Serve the fruit salad to all children in plates.

ಈ ಹಣ್ಣಿನ ರಸಾಯನವನ್ನು ತಟ್ಟೆಗಳಲ್ಲಿ ಹಾಕಿ, ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೂ ನೀಡಿ.

Note to teacher : This activity should be organised in the class. Teacher should inform children a day before of all the ingredients that should be brought to the school.

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Activity - 7

Draw a picture of your favourite food and colour it.

ನಿಮಗೆ ಇಷ್ಟವಾದ ತಿಂಡಿಯ ಚಿತ್ರವನ್ನು ಬಿಡಿಸಿ, ಬಣ್ಣ ತುಂಬಿ.

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LESSON – 7

WATER, WATER...

X8A5J2

Activity - 1

Sing and enjoy

Pitter Patter, Pitter Patter

Listen to the rain.

Pitter Patter, Pitter Patter

On the window pane.

Dropping, Dropping, Dropping, Dropping

Dropping on the ground.

Dripping, Dripping, Dripping, Dripping

Listen to the sound.

Pitter Patter, Pitter Patter

Listen to the rain.

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Note to teacher : Sing the song using your own tune and actions. Make the children form a big circle and copy the actions and sentences from you.

Activity - 2

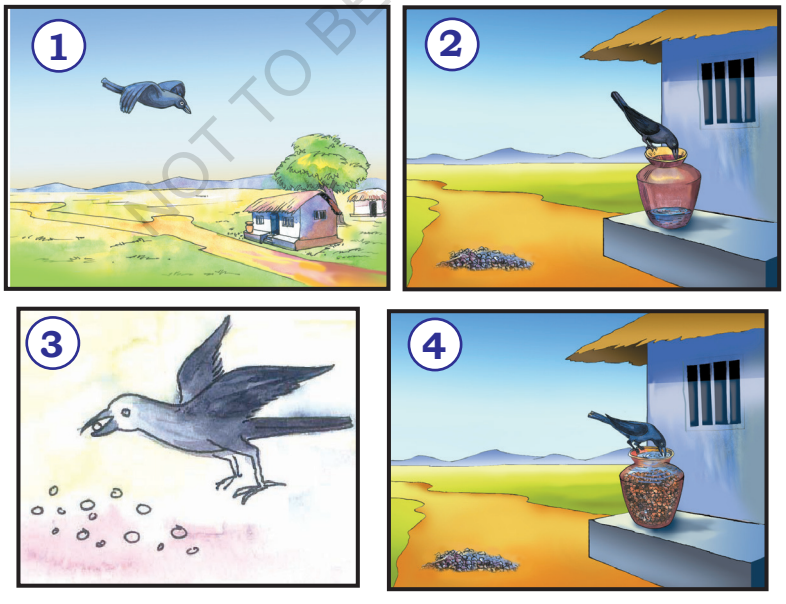
Salim is playing in the sun. He is feeling tired and thirsty.

ಸಲೀಂ ಬಿಸಿಲಿನಲ್ಲಿ ಆಟವಾಡುತ್ತಿದ್ದಾನೆ. ಆದ್ದರಿಂದ ಅವನಿಗೆ ಆಯಾಸ ಮತ್ತು ಬಾಯಾರಿಕೆ ಆಗಿದೆ.



The crow is looking for water because it is thirsty.

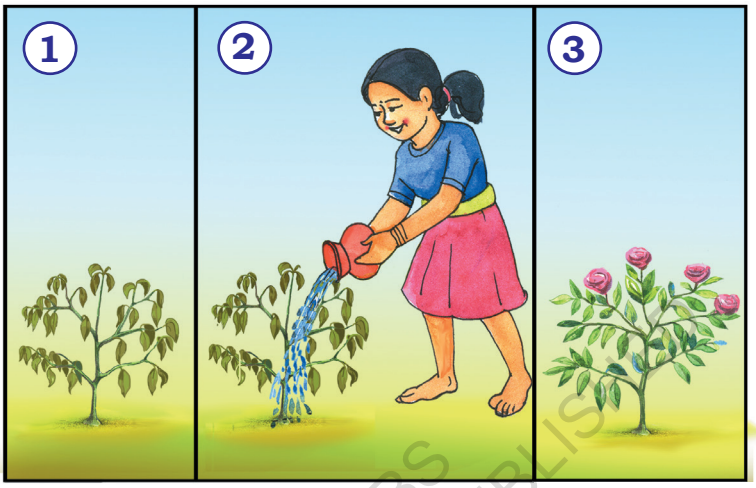
ಕಾಗೆಗೆ ಬಾಯಾರಿಕೆ ಆಗಿದೆ. ಆದ್ದರಿಂದ ಅದು ನೀರಿಗಾಗಿ ಹುಡುಕುತ್ತಿದೆ.



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The plants are drying up in the sun. They need water.

ಬಿಸಿಲಿನಿಂದ ಸಸ್ಯಗಳು ಒಣಗಿವೆ. ಅವುಗಳಿಗೆ ನೀರು ಬೇಕು.



Salim, the crow and the plants, they all need water.

ಸಲೀಂ, ಕಾಗೆ ಮತ್ತು ಸಸ್ಯಗಳಿಗೆಲ್ಲಾ ನೀರಿನ ಅವಶ್ಯಕತೆ ಇದೆ.

1. Did a glass of water make Salim fresh again?
   ಒಂದು ಲೋಟ ನೀರಿನಿಂದ ಸಲೀಂ ಪುನಃ ಚೈತನ್ಯ ಪಡೆದನೇ?

2. Can you tell me what the crow did to satisfy its thirst?
   ಕಾಗೆಯು ತನ್ನ ಬಾಯಾರಿಕೆಯನ್ನು ತಣಿಸಲು ಏನು ಮಾಡಿತು?

3. How did the plants become fresh again?
   ಸಸ್ಯಗಳು ಪುನಃ ಹೇಗೆ ಚೈತನ್ಯ ಪಡೆದವು?

Note to teacher : Help children understand the need for water. They should be sensitized that water is a basic need for living for all living beings.

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Activity - 3

A. We need water for various uses in our daily life. Look at the pictures and put a (✓) mark against the ways in which you use water in your home.

ನಮ್ಮ ದೈನಂದಿನ ಜೀವನದಲ್ಲಿ ವಿವಿಧ ರೀತಿಯ ಬಳಕೆಗೆ ನೀರಿನ ಅಗತ್ಯವಿದೆ. ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ನೀರಿನ ಬಳಕೆಯನ್ನು ತೋರಿಸುವ ಚಿತ್ರಕ್ಕೆ (✓) ಗುರುತು ಹಾಕಿ.



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B. You are in school for more than 5 hours every day. Discuss with your friends how do you use water in school.

ಪ್ರತಿ ದಿನ ನೀವು ಶಾಲೆಯಲ್ಲಿ 5 ಗಂಟೆಗಳಿಗಿಂತ ಹೆಚ್ಚು ಕಾಲ ಇರುತ್ತೀರಿ. ಶಾಲೆಯಲ್ಲಿ ನೀವು ನೀರನ್ನು ಹೇಗೆ ಬಳಸುತ್ತೀರಿ ಎಂಬುದನ್ನು ನಿಮ್ಮ ಗೆಳೆಯ/ಗೆಳತಿಯರೊಂದಿಗೆ ಚರ್ಚಿಸಿ.

Help Box

Children need water to drink, to wash their hands, to water plants in the garden and to keep the toilets clean. Teacher can add more to this list.

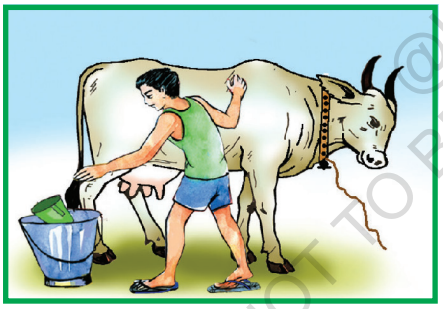
Activity - 4

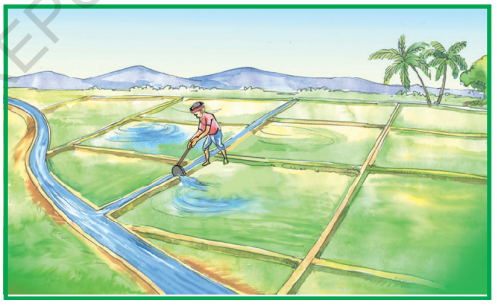
Look at these pictures. It shows the uses of water. Put (✓) mark against the ones which you have seen.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಈ ಚಿತ್ರಗಳು ನೀರಿನ ಬಳಕೆಯನ್ನು ತೋರಿಸುತ್ತವೆ. ನೀವು ನೋಡಿರುವ ನೀರಿನ ಬಳಕೆಯ ಚಿತ್ರಕ್ಕೆ (✓) ಗುರುತನ್ನು ಹಾಕಿ.











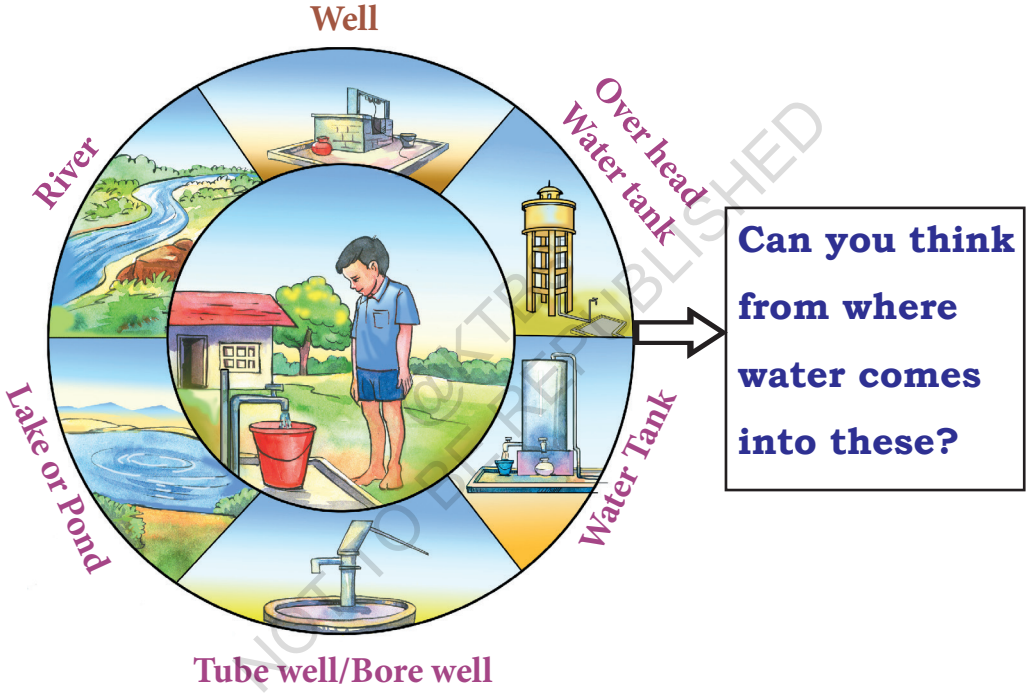


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Activity - 5

Do you know from where water comes to your home? See the picture. Put a (✓) mark on these pictures from where water comes to your home.

ನಿಮ್ಮ ಮನೆಗೆ ನೀರು ಎಲ್ಲಿಂದ ಬರುತ್ತದೆ ಎಂಬುದು ನಿಮಗೆ ಗೊತ್ತೇ? ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ. ನಿಮ್ಮ ಮನೆಗೆ ನೀರು ಎಲ್ಲಿಂದ ಬರುತ್ತದೆ ಎಂಬುದನ್ನು ಸೂಚಿಸುವ ಚಿತ್ರಕ್ಕೆ (✓) ಗುರುತು ಹಾಕಿ.



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1. Have you ever tasted rain water? Does it taste different?

   ನೀವು ಎಂದಾದರೂ ಮಳೆ ನೀರಿನ ರುಚಿಯನ್ನು ಸವಿದಿರುವಿರಾ? ಅದರ ರುಚಿ ಬೇರೆ ಇರುತ್ತದೆಯೇ?

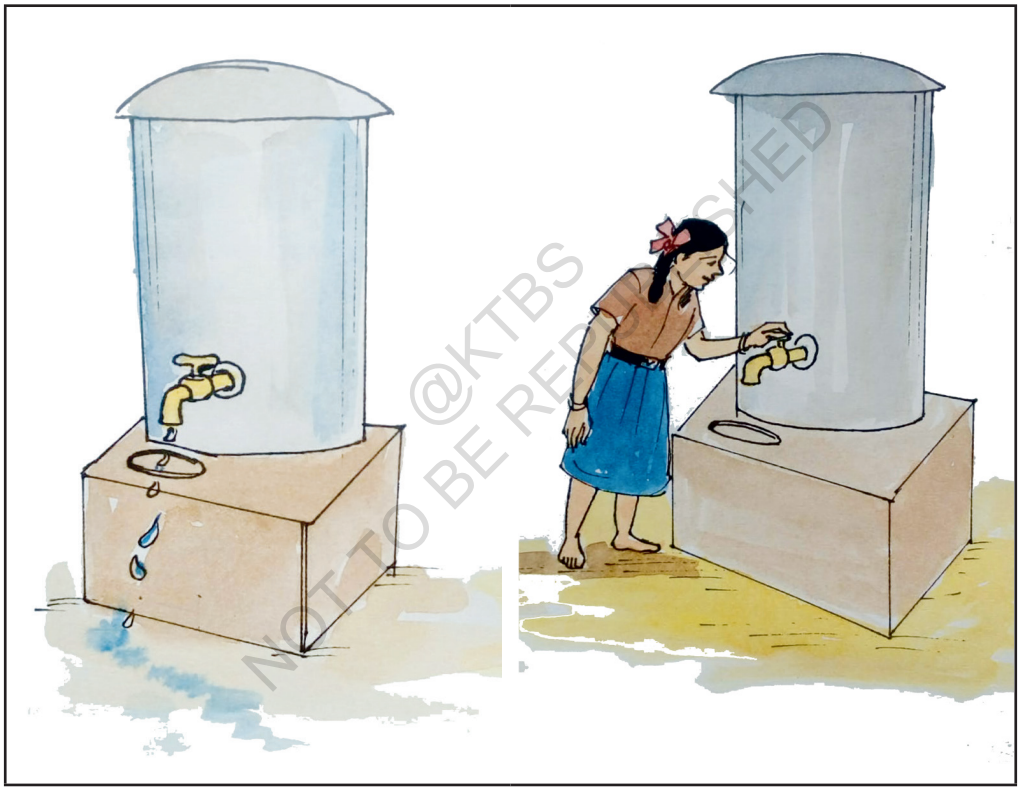
2. Ask your elders and find out how does water come to the taps in your home.

   ನಿಮ್ಮ ಮನೆಯ ನಲ್ಲಿಗಳಿಗೆ ನೀರು ಹೇಗೆ ಬರುತ್ತದೆ ಎಂಬುದನ್ನು ನಿಮ್ಮ ಹಿರಿಯರಿಂದ ತಿಳಿಯಿರಿ.

Activity - 6

Look at the pictures. Let us talk about what is happening in them.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಈ ಚಿತ್ರಗಳಲ್ಲಿ ಏನಾಗುತ್ತಿದೆ ಎಂಬುದರ ಬಗ್ಗೆ ಮಾತನಾಡೋಣ.



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Note to teacher : Children should discuss about what is happening in the pictures. The teacher should help them understand the need to save water and use it carefully.

Activity - 7

Play a Game

1. Mix soap and water in a bowl.

ಒಂದು ಪಾತ್ರೆಯಲ್ಲಿ ಸಾಬೂನು ಮತ್ತು ನೀರಿನ ಮಿಶ್ರಣ ಮಾಡಿ.

2. Use a straw and dip it in the soap water and blow to get bubbles.

ಒಂದು ಸಣ್ಣ ಕೊಳವೆ (ಸ್ಟ್ರಾ) ಯನ್ನು ಈ ಮಿಶ್ರಣದಲ್ಲಿ ಅದ್ದಿ, ಗುಳ್ಳೆಗಳು ಬರುವಂತೆ ಊದಿ.



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LESSON – 8

ON WHEELS

C5C4N7

During holidays we go to meet our relatives and friends. Can we think of how we travel? Can you name some vehicles which you have seen?

Today let us learn about different types of vehicles.

Activity - 1

A. Look at this picture. Put a (✓) mark on the vehicles that you see around you.

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ. ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ನೀವು ನೋಡಿರುವ ವಾಹನಗಳಿಗೆ (✓) ಗುರುತು ಹಾಕಿ.



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B. Look at this picture. Put a (✓) mark on the vehicles you see around you.

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ. ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ನೀವು ನೋಡಿರುವ ವಾಹನಕ್ಕೆ (✓) ಗುರುತು ಹಾಕಿ.



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1. Name the vehicles in which you have travelled?
   ನೀವು ಪ್ರಯಾಣ ಮಾಡಿರುವ ವಾಹನಗಳನ್ನು ಹೆಸರಿಸಿ.

2. Where does the bus move?
   What else moves on the road?

   ಬಸ್ಸು ಎಲ್ಲಿ ಚಲಿಸುತ್ತದೆ?
   ರಸ್ತೆಯ ಮೇಲೆ ಇನ್ನೇನು ಚಲಿಸುತ್ತದೆ?

3. Where does the boat sail?
   What else sails on water?

   ದೋಣಿಯು ಎಲ್ಲಿ ಚಲಿಸುತ್ತದೆ?
   ನೀರಿನ ಮೇಲೆ ಇನ್ನೇನು ಚಲಿಸುತ್ತದೆ?

4. Where does the aeroplane fly?
   What else flies in air?

   ವಿಮಾನ ಎಲ್ಲಿ ಹಾರುತ್ತದೆ?
   ಗಾಳಿಯಲ್ಲಿ ಇನ್ನೇನು ಹಾರುತ್ತದೆ?

5. Where does the train move?
   What else moves on the track?

   ರೈಲು ಎಲ್ಲಿ ಚಲಿಸುತ್ತದೆ?
   ಹಳಿಗಳ ಮೇಲೆ ಇನ್ನೇನು ಚಲಿಸುತ್ತದೆ?

6. Which vehicle do you like the most?
   Why do you like it?

   ನಿಮಗೆ ತುಂಬ ಇಷ್ಟವಾದ ವಾಹನ ಯಾವುದು?
   ಇದನ್ನು ಏಕೆ ಇಷ್ಟಪಡುವಿರಿ?

Note to teacher : The questions are to be answered looking at both the pictures. Accept answers in Kannada. The English terms for simple words should be introduced and repeated multiple times. Encourage the children to answer in English.

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Activity - 2

Where do these vehicles move? Match by drawing lines.

ಈ ವಾಹನಗಳು ಎಲ್ಲಿ ಚಲಿಸುತ್ತವೆ? ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ.

















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Activity - 3

Sing and enjoy



The horn of the bus goes
beep beep beep.



The bell of the cycle goes
trin trin trin.



The engine of the train
goes chuk chuk chuk.



The wheels of the bike
goes zoom zoom zoom.

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Note to teacher : Sing the rhyme using your own tune and actions. Repeat it many times.

Activity - 4

Play a game

Steps:

1. **Make the children stand in a circle.**

   ಮಕ್ಕಳನ್ನು ವೃತ್ತಾಕಾರದಲ್ಲಿ ನಿಲ್ಲಿಸಿ.

2 **Name a vehicle and let the children move in circle making the sound of that particular vehicle. For example, If the vehicle is train, then the children will make the sound-chuk chuk chuk and move their hands like the wheels of a train.**

   ಒಂದು ವಾಹನದ ಹೆಸರನ್ನು ನೀವು ಹೇಳಿದಾಗ ಮಕ್ಕಳು ಆ ವಾಹನದ ಶಬ್ದ ಮಾಡುತ್ತಾ ವೃತ್ತದಲ್ಲಿ ಚಲಿಸುವರು. ಉದಾಹರಣೆಗೆ, ನೀವು ಹೇಳಿದ ವಾಹನ ರೈಲು ಎಂದಾದರೆ, ಮಕ್ಕಳು ಚುಕ್ ಚುಕ್ ಚುಕ್ ಎಂದು ಶಬ್ದ ಮಾಡುತ್ತಾ, ಕೈಗಳನ್ನು ರೈಲಿನ ಚಕ್ರದಂತೆ ತಿರುಗಿಸುತ್ತಾ ವೃತ್ತದಲ್ಲಿ ಚಲಿಸುವರು.

3. **After few seconds the name of the vehicle can be changed and then the children need to make sounds as the second vehicle and also move around like that vehicle.**

   ಕೆಲವು ಸೆಕೆಂಡುಗಳ ನಂತರ ವಾಹನದ ಹೆಸರನ್ನು ಬದಲಿಸಬಹುದು. ಆಗ ಮಕ್ಕಳು ಎರಡನೇ ವಾಹನದ ಶಬ್ದ ಮಾಡುತ್ತಾ, ಆ ವಾಹನದಂತೆಯೇ ವೃತ್ತದಲ್ಲಿ ಚಲಿಸುವರು.

4. **Continue the game using the names of different vehicles.**

   ವಿವಿಧ ವಾಹನಗಳ ಹೆಸರುಗಳನ್ನು ಬಳಸಿ, ಆಟವನ್ನು ಮುಂದುವರಿಸಿ.

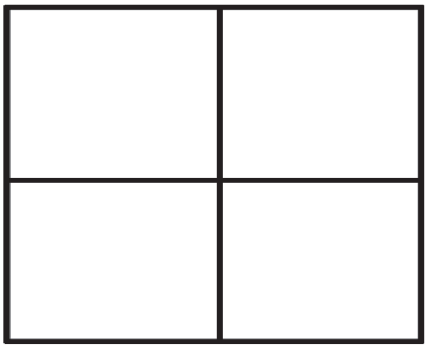
Note to teacher : After a few rounds of the game, the children should be given the opportunity to choose their vehicles and then they can continue till every child has got the chance to say at least one vehicle name.

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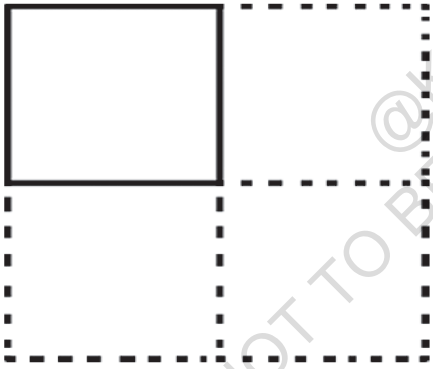
Activity - 5

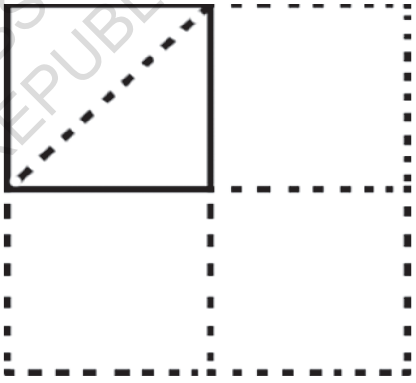
Let us enjoy making a paper-boat.

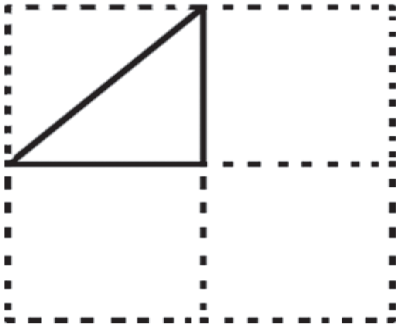
ನಾವು ಕಾಗದದ ದೋಣಿ ಮಾಡಿ ನಲಿಯೋಣ.

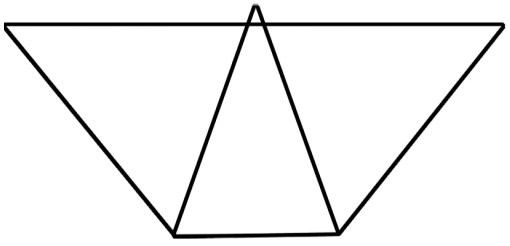












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Activity - 6

Colour the picture and write the name of the vehicle.

ಚಿತ್ರಕ್ಕೆ ಬಣ್ಣ ತುಂಬಿ, ವಾಹನದ ಹೆಸರನ್ನು ಬರೆಯಿರಿ.

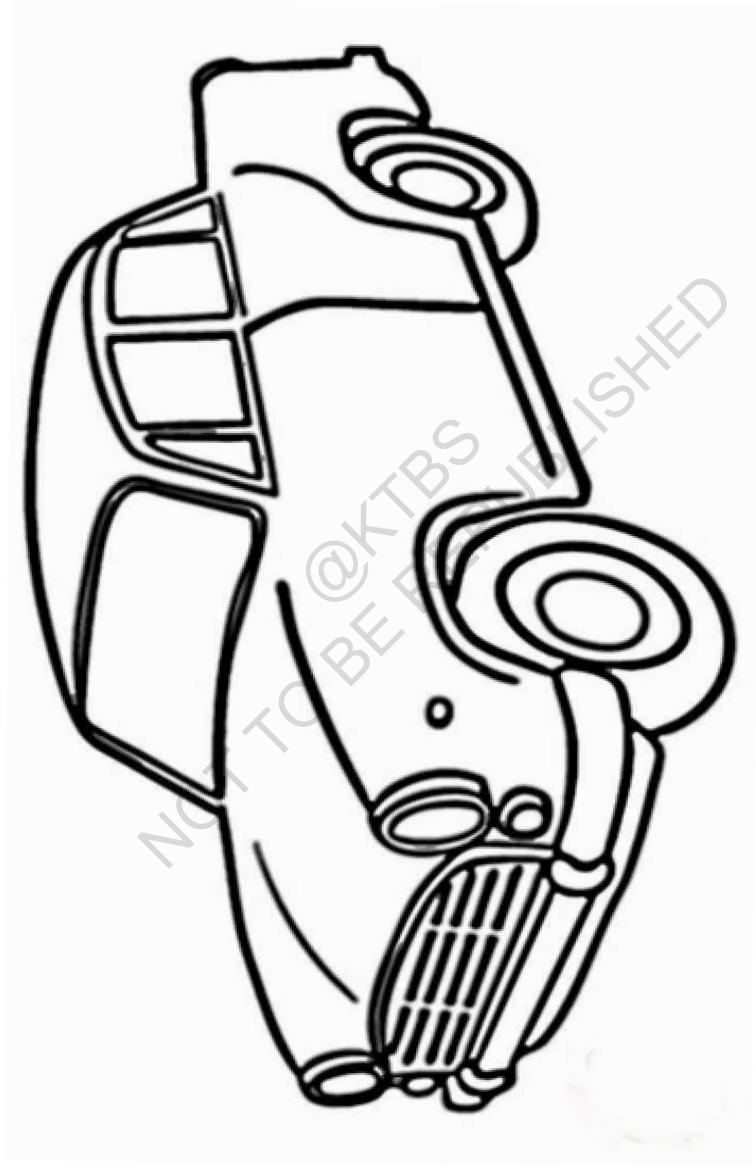


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Activity - 7

Colour the picture and write the name of the vehicle.

ಚಿತ್ರಕ್ಕೆ ಬಣ್ಣ ತುಂಬಿ, ವಾಹನದ ಹೆಸರನ್ನು ಬರೆಯಿರಿ.



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LESSON – 9

AROUND US

D1P8Z3

Begin the class by asking questions on what all children see around their houses; on their way to school; on the way to the market etc.

On your way to school daily, what are the things that you see?

Activity - 1

Look at the picture. This is Sunitha's village. What all do you see in Sunitha's village?

ಈ ಚಿತ್ರವನ್ನು ನೋಡಿ. ಇದು ಸುನಿತಾಳ ಹಳ್ಳಿ. ಸುನಿತಾಳ ಹಳ್ಳಿಯಲ್ಲಿ ನೀವು ಏನೇನು ಕಾಣುವಿರಿ?



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1. In Sunitha's village there is a hospital, a post office, a police station, a bus stand, a shop and a school. What all are there in your village? Put a(✓) mark in the given box.

   ಸುನಿತಾಳ ಹಳ್ಳಿಯಲ್ಲಿ ಆಸ್ಪತ್ರೆ, ಅಂಚೆ ಕಛೇರಿ, ಪೊಲೀಸ್ ಠಾಣೆ, ಬಸ್ಸು ನಿಲ್ದಾಣ, ಅಂಗಡಿ ಮತ್ತು ಶಾಲೆ ಇವೆ. ನಿಮ್ಮ ಹಳ್ಳಿ / ಊರಿನಲ್ಲಿ ಏನೇನಿವೆ? ಕೊಟ್ಟಿರುವ ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ.

2. Do we need all of this?
   Why do you think we need them?

   ನಮಗೆ ಈ ಎಲ್ಲಾ ಸೌಕರ್ಯಗಳ ಅವಶ್ಯಕತೆ ಇದೆಯೇ?
   ಈ ಸೌಕರ್ಯಗಳು ನಮಗೆ ಏಕೆ ಬೇಕು? ಆಲೋಚಿಸಿ.

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Note to teacher : Every building in the picture should be pointed by the teacher one by one. The answers should be elicited from the children. The children should be given simple answers about the necessity of these structures.

For example, Hospital is for us to stay healthy; School is for us to study; Shop is for us to buy things etc.

Activity - 2

Sing and enjoy

Who are the people

helping you around.

We are the people

helping you around.



I am a post man

working at the post office.



I am a doctor

working at the hospital.



I am a teacher

working at the school.



I am a police man

working at the police station.

we are the people

helping you around.

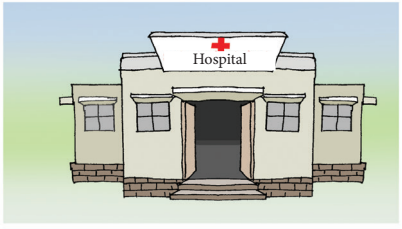
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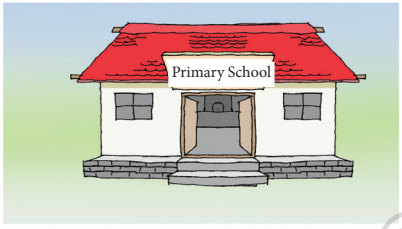
Note to teacher : Sing the rhyme using your own tune and different actions for the different professions.

Activity - 3

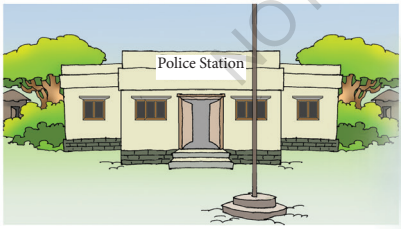
Look at these pictures. Draw a line to match the place with the person.

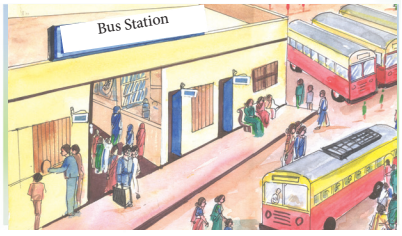
ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಸ್ಥಳಗಳೊಂದಿಗೆ ವ್ಯಕ್ತಿಗಳನ್ನು ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ.









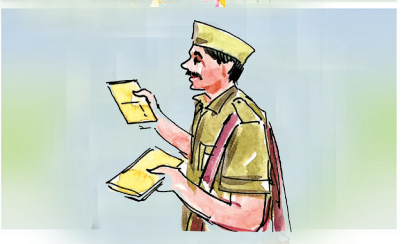










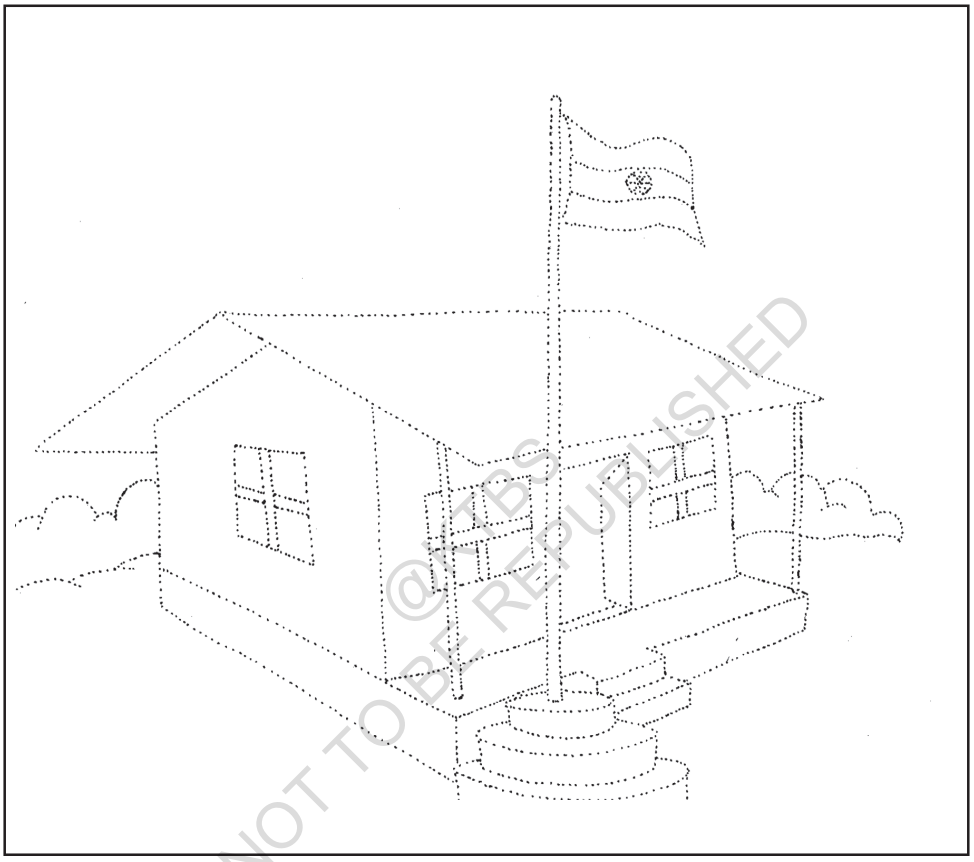


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Activity - 4

A. Join the dots and colour the picture of the school.

ಚುಕ್ಕೆಗಳನ್ನು ಜೋಡಿಸಿ, ಶಾಲೆಯ ಚಿತ್ರಕ್ಕೆ ಬಣ್ಣ ತುಂಬಿ.



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B. Write a sentence about your school with the help of your teacher and friends.

ನಿಮ್ಮ ಶಿಕ್ಷಕರು ಮತ್ತು ಗೆಳೆಯ/ಗೆಳತಿಯರ ಸಹಾಯ ಪಡೆದು ನಿಮ್ಮ ಶಾಲೆಯ ಬಗ್ಗೆ ಒಂದು ವಾಕ್ಯ ಬರೆಯಿರಿ.

_____

_____

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LESSON – 10

LOOK AT THE SKY!

A2J1T4

Activity - 1

Sing and enjoy

Moon and Star, Moon and Star,

Shining up so high!

When I go to bed at night,

I see you in the sky!

Moon and Star, Moon and Star,

tell me what is wrong!

When I wake at break of day,

All of you are gone!

Note to teacher : Sing the rhyme using your own tune and actions.

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Activity - 2

Look at the picture and let us discuss :

ಚಿತ್ರವನ್ನು ನೋಡಿ, ಇದರ ಬಗ್ಗೆ ನಾವು ಚರ್ಚಿಸೋಣ :



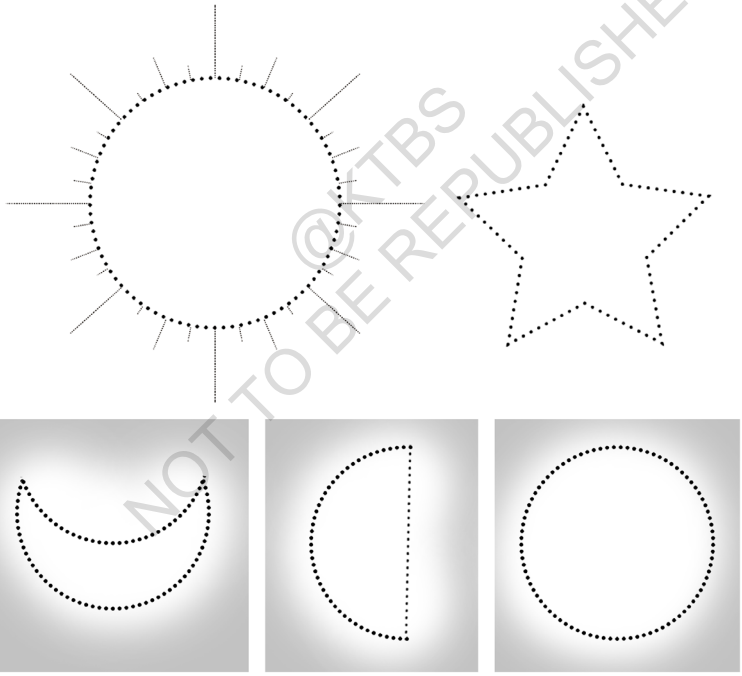
Note to teacher : Children should look at the picture and try to describe in their own words. They should be encouraged to frame short sentences in English. Example, I see the sun, I see the moon and stars etc. Teacher should also accept answers in Kannada and English combined.

1. Is the sky at night different from the sky during the day?
   ರಾತ್ರಿಯ ಆಕಾಶ ಹಗಲಿನ ಆಕಾಶಕ್ಕಿಂತ ಭಿನ್ನವಾಗಿದೆಯೇ?
2. What do you see at night in the sky?
   ರಾತ್ರಿಯ ಸಮಯದಲ್ಲಿ ಆಕಾಶದಲ್ಲಿ ಏನನ್ನು ಕಾಣುತ್ತೇವೆ?
3. What do you see in the sky during the day?
   ಹಗಲಿನ ಸಮಯದಲ್ಲಿ ಆಕಾಶದಲ್ಲಿ ಏನನ್ನು ಕಾಣುತ್ತೇವೆ?

Activity - 3

Join the dots and colour the pictures.

ಚುಕ್ಕೆಗಳನ್ನು ಜೋಡಿಸಿ, ಚಿತ್ರಗಳಿಗೆ ಬಣ್ಣ ಹಾಕಿ.



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1. Have you ever seen that the shapes of sun, moon and stars look different?

   ಸೂರ್ಯ, ಚಂದ್ರ ಮತ್ತು ನಕ್ಷತ್ರಗಳ ಆಕಾರದಲ್ಲಿ ಯಾವಾಗಲಾದರೂ ಬದಲಾವಣೆ ಕಂಡಿರುವಿರಾ?

Activity - 4

Write the names of the following.

ಕೆಳಗಿನವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ.

	_____
	_____
	_____

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Activity - 5

Play a Game

Read the rules of the game before starting the game.

To start the game, all children will sing the song.

ಆಟವನ್ನು ಪ್ರಾರಂಭಿಸುವ ಮೊದಲು ನಿಯಮಗಳನ್ನು ಓದಿ.
ಆಟವನ್ನು ಪ್ರಾರಂಭಿಸುವಾಗ ಮಕ್ಕಳು ಕೆಳಗಿನ ಹಾಡನ್ನು ಹಾಡುವುದು.

Sun, moon, stars go
round and round
round and round
round and round
Sun, moon, stars go round and round.

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1. When the teacher says 'SUN', children should stand with hands raised up and sing the song.

ಶಿಕ್ಷಕರು 'ಸೂರ್ಯ' ಎಂದು ಹೇಳಿದಾಗ, ಮಕ್ಕಳು ಎದ್ದು ನಿಂತು ತಮ್ಮ ಕೈಗಳನ್ನು ಮೇಲಕ್ಕೆತ್ತಿ ಹಾಡನ್ನು ಹಾಡುವುದು.



2. When the teacher says 'MOON', children should stand up with hands wide open and sing the song.

ಶಿಕ್ಷಕರು 'ಚಂದ್ರ' ಎಂದು ಹೇಳಿದಾಗ, ಮಕ್ಕಳು ಎದ್ದು ನಿಂತು ತಮ್ಮ ಕೈಗಳನ್ನು ಅಗಲ ಮಾಡಿ ಹಾಡನ್ನು ಹಾಡುವುದು.



3. When the teacher says 'STARS', children should raise their hands and twinkle.

ಶಿಕ್ಷಕರು 'ನಕ್ಷತ್ರ' ಎಂದು ಹೇಳಿದಾಗ, ಮಕ್ಕಳು ತಮ್ಮ ಕೈಗಳನ್ನು ಮೇಲಕ್ಕೆತ್ತಿ ಮಿನುಗಿಸುವಂತೆ ಮಾಡುವುದು.



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Children can form groups and play this game multiple times.

ಮಕ್ಕಳು ಗುಂಪುಗಳನ್ನು ಮಾಡಿಕೊಂಡು, ಈ ಆಟವನ್ನು ಹಲವಾರು ಸಲ ಆಡಬಹುದು.

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