Government of Karnataka

English Reader

First Language

(Revised)



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First Standard

Part - I

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

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
Managing Director
Karnataka Textbook Society (R.)

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are :

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the and future needs.
- softening the subject boundaries-integrated knowledge and the joy of learning.
- Making the child the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important and objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help The learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

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The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent tothe inclusion of these pieces in the text books.

Nagendra Kumar
Managing Director
Karnataka Textbook Society(R.)
Bengaluru

Prof. G S Mudambadithaya
Co-ordinator
Curriculum Revision and
Textbook Preparation
Karnataka Textbook Society(R.), Bengaluru

A Word with the Teacher

We are happy to introduce a new book for Grade 1 from the academic year 2013-14. This English Course book has 10 units. These units are related to various themes that are relevant to learners of different backgrounds. The book is prepared in tune with the guidelines laid down in the National Curriculum Framework 2005. Sufficient input in the form of listening and reading is given for acquiring the English language. A variety of listening and reading texts are used to give optimum exposure to the language. Speaking and writing activities that help children use the language are designed based on the listening and reading of texts.

Children are encouraged to take active part in the learning process. Hence, activities involving pair and group work are included wherever possible. Listening texts are given at the end of each unit. Listening should be made interesting to children by narrating the stories given, using appropriate tone, body language, etc. Children must listen to the texts given and complete the activities suggested.

As far as the reading texts are concerned, focus should be on developing reading comprehension skills. Hence, allow children to read on their own, help them recognize words that they encounter in the reading texts, and elicit the meanings of new words from them. You can also read the texts aloud to develop appropriate pronunciation skills.

In order to develop speaking and writing skills, various activities are suggested in the book. Pair and group activities, role plays and other speaking activities help children use the language fluently and confidently. Do not correct each and every mistake made by the children in the initial stages. Writing should be an enjoyable activity, so avoid giving writing as home work. Use colouring, drawing, and scribbling type of exercises often in the classroom. Let children use a separate note book for copy writing, writing answers to questions, etc. Italic handwriting should be taught to children at all stages.

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There are 10 units in this book. In each unit, the following section headings are used:

Let us Begin: This is the first section in each unit. It is an entry point to the unit. It prepares the learners to listen to or read the text.

Let us Listen: It has interesting activities for children to do after listening to the teacher. The listening script is given at the end of the unit.

Let us Read: This section contains the actual reading text.

Let us Understand: Comprehension questions are included here.

Let us Speak: Various speaking activities are suggested in this section.

Let us Learn New Words: Here, an attempt is made to develop children's vocabulary.

Let us Practise Language: This section is aimed at prastising language structures.

Let us Write: Interesting writing activities are given in this section.

Let us Do: Each unit ends with a simple but interesting project work for children to complete after school hours.

Practice sheets for copy writing, a few rhymes and a mini-dictionary are given at the end of the book.

We will be glad to receive your feedback on the book.

Hope children enjoy using this book!

Have a good time teaching English!

Ravinarayan Chakrakodi
(Chairperson)

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Textbook Committee

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Smt. Sowmya N. S, Asst. Director, Karnataka Textbook Society(R.) Bengaluru.

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society(R.), who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Managing Director
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State Textbook Revision Committees
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Revision Committee

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T6V4J3

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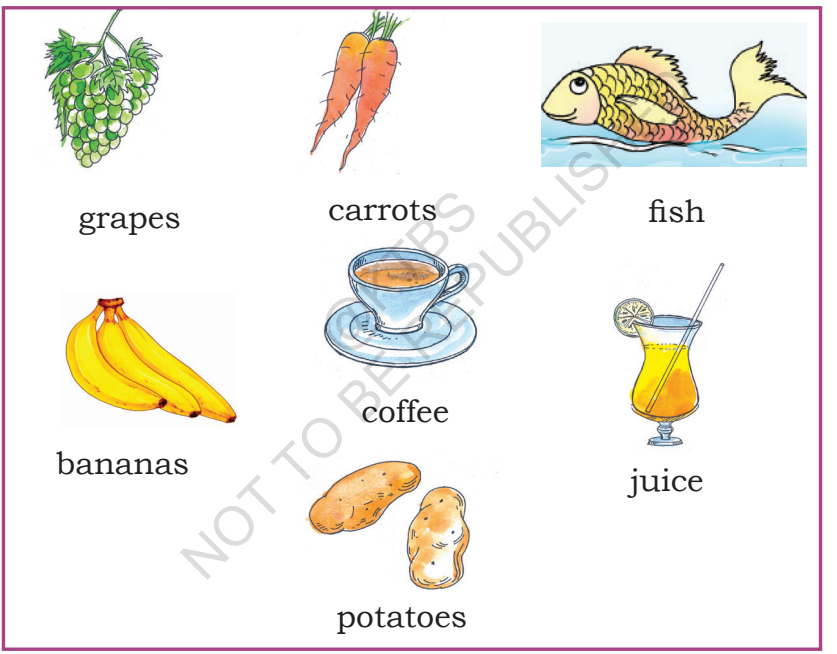
UNIT - 1

Health is Happiness

T8Y6X9

Let us Begin :

a) Look at the pictures and read the words given.



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b) Write the words under the correct headings given below :

fruits	vegetables	drinks	meat
.....	.....	.....	.....
.....	.....	.....	.....

c) Do you know any other fruits, vegetables, drinks or meat ? Name them.

d) Pair Work : Make a list of vegetables you and your friend eat at home. The list can be in Kannada or in your Mother Tongue.

Try to find out English names for these vegetables.

2. Match the action word with the correct picture.

pulling	
skipping	
hopping	
throwing	
crawling	
sliding	
pushing	
running	

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3. You do many activities everyday, don't you?

Example: getting up, brushing, washing.....

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Let us Listen :

Note to the Teacher : Listening text is given at the end of the unit on page 13

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1. Your teacher will sing a song. Listen to the song.

- Listen again and Perform the actions while your teacher sings.
- Now, let one group sing and the other group act out the song.
- Let one child sing and others act.
- Now, everyone will sing and act together.

2. Your teacher will show a few actions. Guess the actions.

(e.g. brushing, eating, walking, skipping, combing, cycling, bathing)

3. Now, you too can Perform some actions. Your friends will guess them.

Let us Read :

One day Manoj returned home sadly after school. “My friend Ankitha did not come to school today.” Manoj said to his sister Sharadhi.

“Why?” Sharadhi asked.

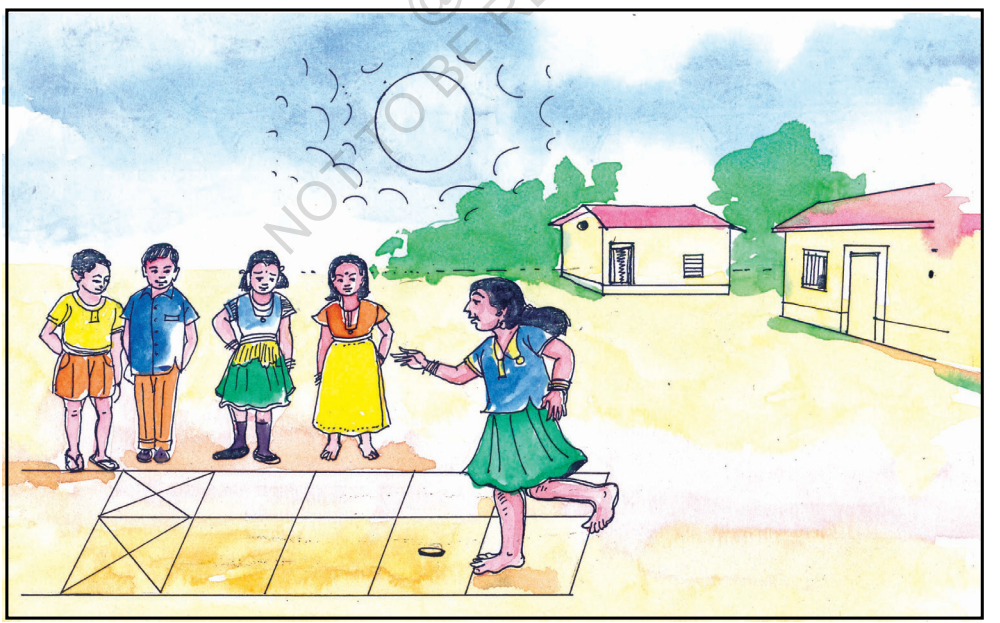
“She”s not “well,” Manoj replied.

“Our health is important. We need three things to keep us healthy,” Sharadhi started explaining to Manoj.

“Eating well, exercising and getting enough sleep,” Sharadhi said.

“Eating well? What does it mean?” Manoj asked.

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"Food plays a large part in health. Healthy food includes fresh fruits and vegetables but not junk food," Sharadhi explained.

"We get food and sleep at home, but where can we get exercise?" Manoj asked.

"Playing is a very good form of exercise. Yoga is another excellent activity. Don't worry about that. Whenever you get time, go out and play with friends." Saying this, Sharadhi pushed Manoj out to play with his friends.

Let us Understand :

Answer the following questions orally.

1. Name the three things which are good for our health.
2. What does healthy food include?
3. Which is a good form of exercise as mentioned in the lesson?

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Let us Speak :

1. Circle the word that does not belong to the group.

i. pencil, pen, ball, paper

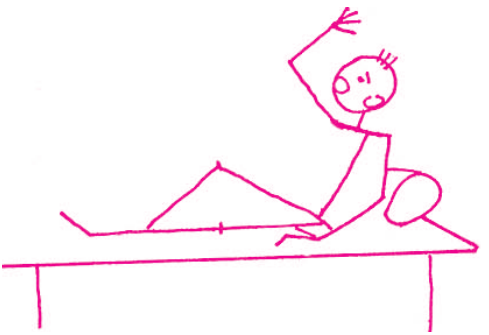
ii. flower, nose, hand, leg

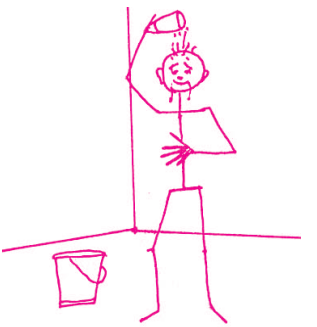
iii. carrot, potato, tomato, ice-cream

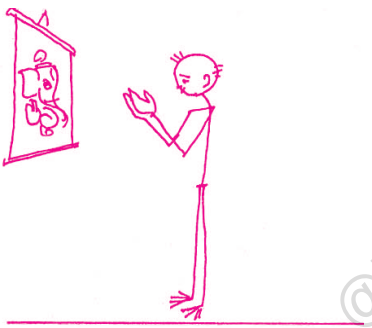
iv. soap, paste, shampoo, spoon

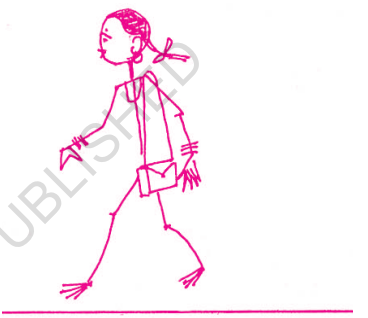
v. chess, ludo, carrom, cricket

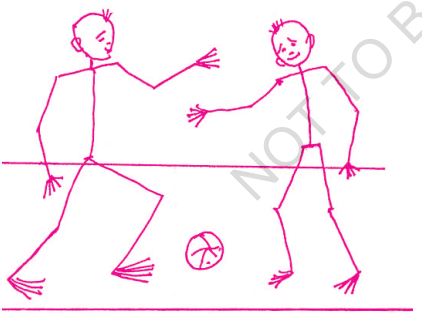
2. Say what you do everyday with the help of the pictures given.



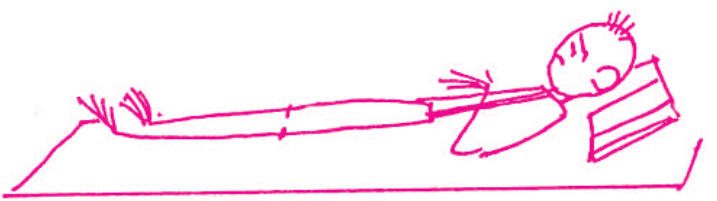












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Let us Learn New Words.

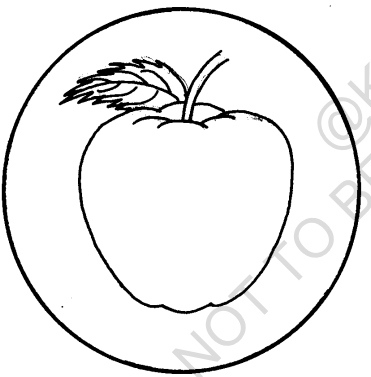
1. Colour the words that describe you.

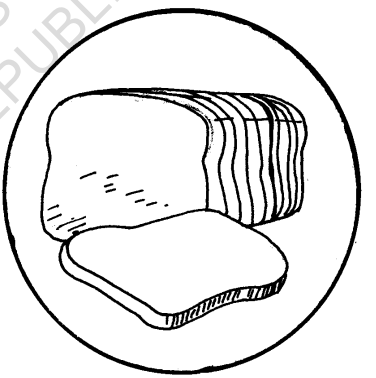
friendly healthy kind

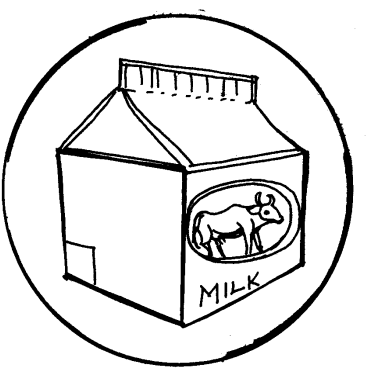
cheerful active bold

helpful smiling

2. Colour the things that you like to eat.

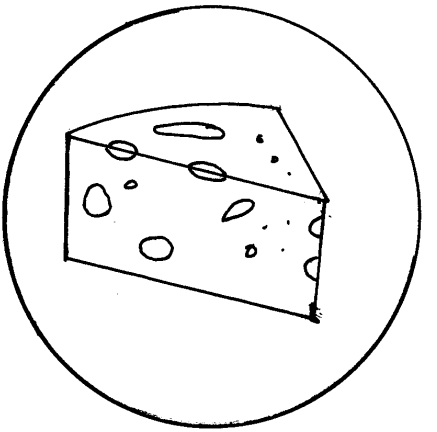


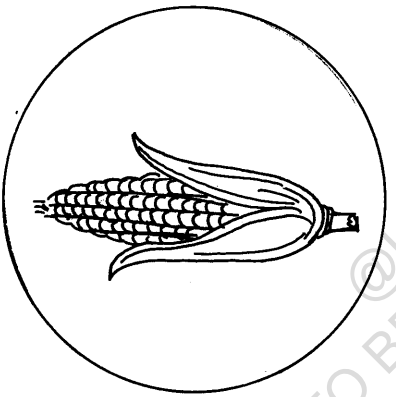


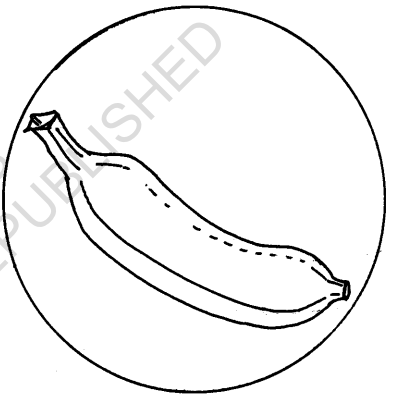


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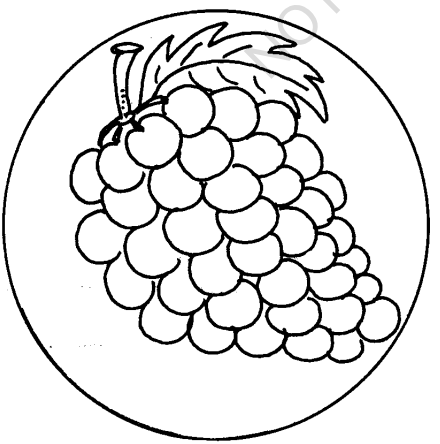


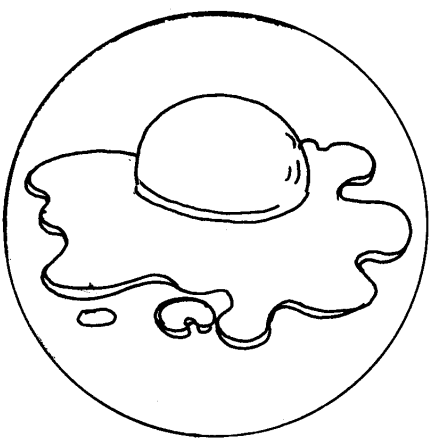


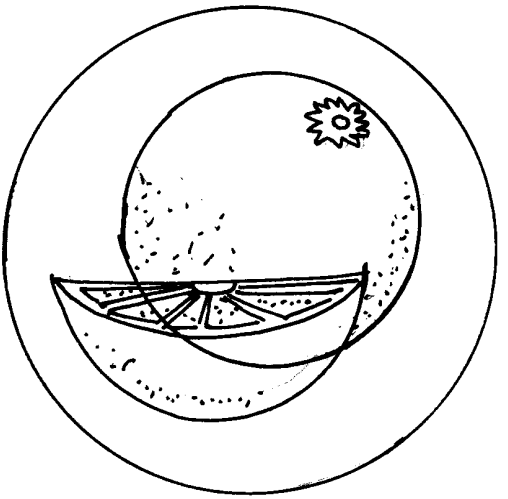


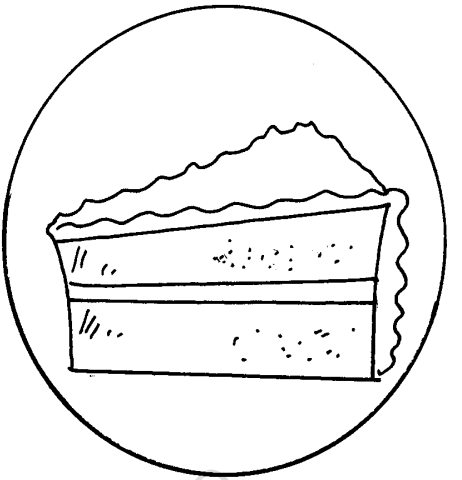


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Let us Practise Language

1. Complete the following sentences choosing the right word from the brackets.

i. Manoj returned home _____ (proudly, sadly).

ii. Our health is _____ (costly, precious).

iii. Healthy food doesn't include _____ (junk, clean) food.

iv. We get exercise from _____ (playing, eating)

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2. A few words are given under list A. Make new words by adding one word from list B.

A		B
i. bath	_____	path
ii. tooth	_____	corn
iii. foot	_____	cutter
iv. pop	_____	bell
v. door	_____	brush
vi. nail	_____	cream
vii. ice	_____	tub

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Let us Write :

1. What would you like to have for breakfast, lunch and dinner?

Breakfast



Example: dosa

_____

_____

Lunch



_____

_____

Dinner



_____

_____

2. Add "e" to the following words, then say the sets of words aloud.

i. kit - ii. bit -

iii. tap - iv. hop -

v. mat - vi. hat -

3. From the following list, write down which things are important to you and which are not so important.

i. Loving parents

ii. Good health

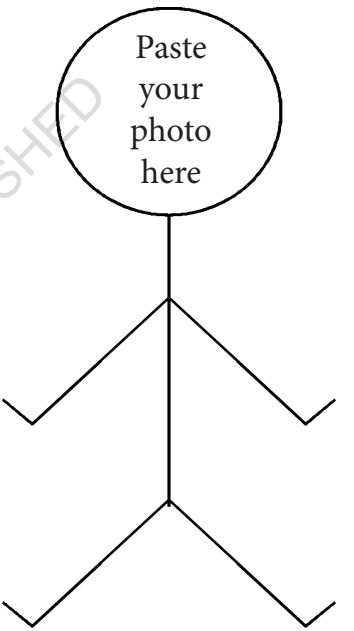
iii. Many friends

iv. Clean clothes

v. A lot of toys

vi. A nice house

vii. Good grades



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Important	Not so Important
Example : Loving Parents	1.
2.	2.
3.	3.

Let us Do

Can you make vegetable salad at home and bring it to the next class? Tell the class what vegetables you have used to make the salad.

OR

- Paste a paper plate onto a sheet
- Cut out pictures of good food items from newspers/ magazines
- Paste them onto the plate to show a healthy nourishing meal.

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Listening text :

One Morning



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I woke up one morning feeling hot and sick.
Mummy called the doctor, he came very quick.
He washed his hands, took off his coat.
He looked at my eyes and down my throat.
He touched my hand and said, “Dear dear,
I won’t hurt you so do not fear.
Here, take these pills”. He smiled and said,
“In a few days you’ll be out of bed!”

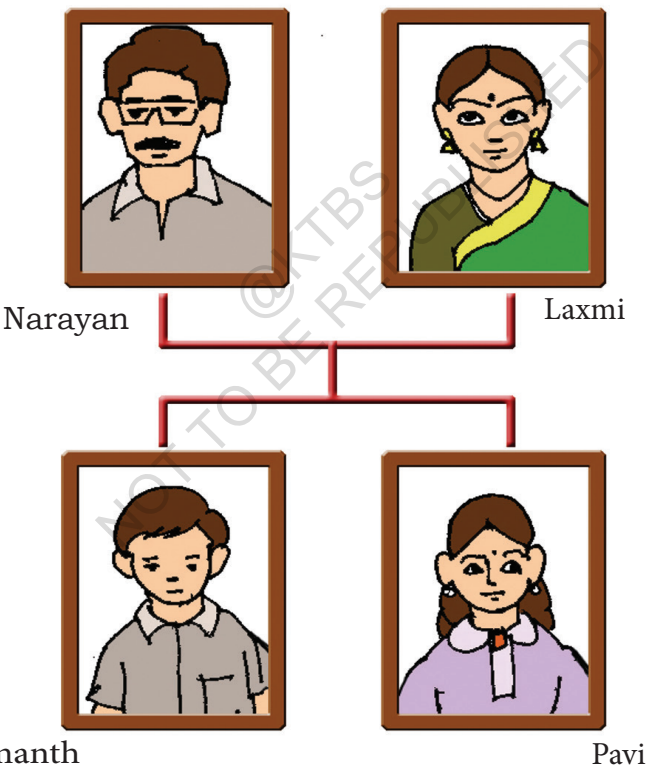
People around Me

B5F9A1

Let us Begin

Family tree

This is my family tree. My name is Sumanth. Can you find out my family members?



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My mother's name is .....

Pavi is my.....

My father's name is .....

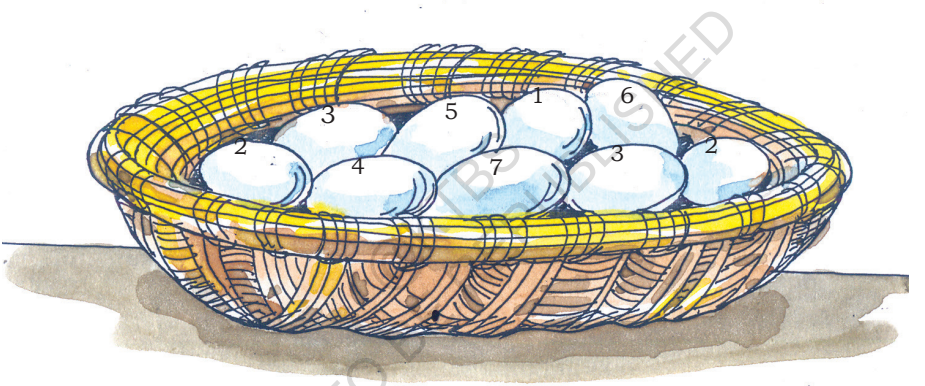
Let us Listen :

Note to the Teacher : Listening text is at the end of the unit on page 23

Your teacher will tell you a story. Listen to the story.

After listening, do the following activities.

I. Let us Colour : Follow the colour code and colour the eggs.



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1 – yellow
2 – blue
3 – red with white dots
4 – grey with dots
5 – yellow with pink dots
6 – black
7 - green

II. Let us Act :

Take different roles such as Father Hen, Mother Hen and other birds. Your teacher will narrate the story again. Try to perform the actions. Make appropriate sounds according to the roles.

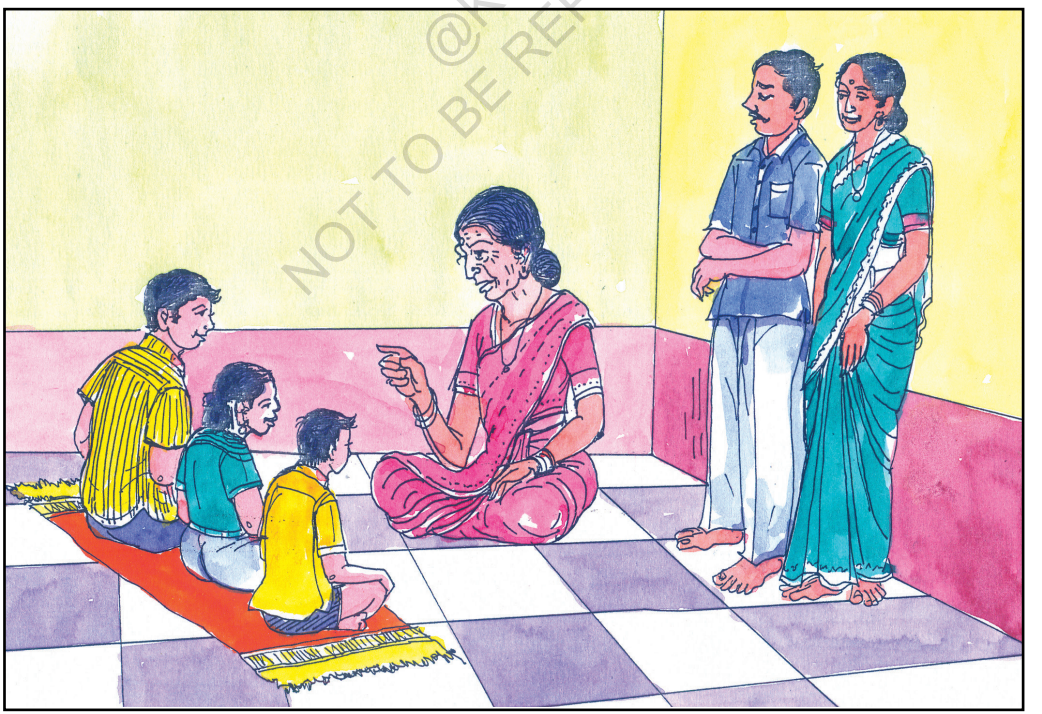
Let us Read :

Part 1

Read the following texts.

Siri is six years old. She lives with her parents. Her mother's name is Uma and her father's name is Venu. Siri has one brother and one sister. Her brother Kiran is older than her. He is nine years old. Her sister Anu is younger to her. She is four. Siri also has a grandmother. She is 68. She tells stories to her grandchildren everyday. Siri plays with her brother and sister after school. They have great fun!

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Let us Understand :

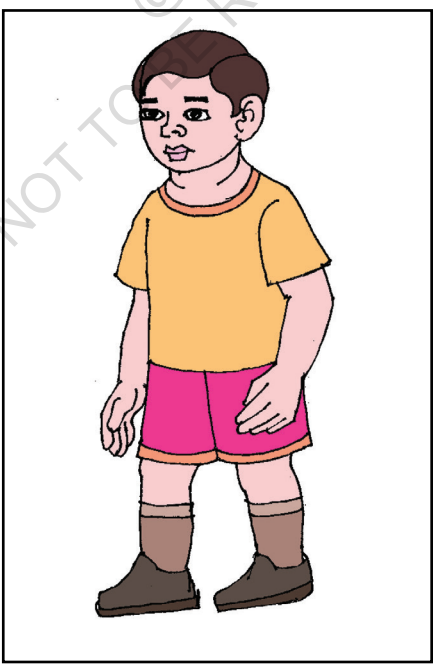
Are the following sentences true or false?

1. Siri's father's name is Kavya.
2. Siri is 5 years old.
3. Siri has two brothers and one sister.
4. Siri's grandfather tells stories everyday.
5. Siri's sister is called Anu.
6. Siri lives with her mother and father.

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Part II

A. Hi, My name is Ishwar. I'm from Koppal. I'm six years old. I have a sister. Her name is Sheela. She is ten.



B. Hello, I'm Naija and I come from Mangaluru. I'm seven. My best friend is my cousin. His name is Suman. He is eight years old.



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C. Girl: Hi, I'm Meena. May I know your name?

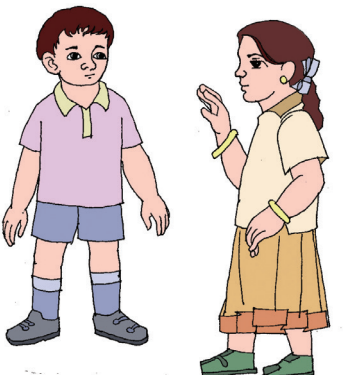
Boy: I'm Staney. Where do you come from, Meena?

Girl: I come from Katriguppe. Where are you from?

Boy: I'm from Banasawadi.

Girl: Nice to meet you, Staney. How are you ?

Boy: I'm fine. Nice to meet you too.



D. Halim: Hello, My name is Halim. This is my friend, Dhruthi.

Ramya: Hi Dhruthi, how are you ?

Dhruthi: Hi Ramya, I'm fine. And you?

Ramya: Great, thanks. When is your birthday Dhruthi?

Dhruthi: It's on 3rd August. When is yours, Ramya?

Ramya: Day after tomorrow. Please come to my house for my birthday.

Dhruthi: Thank you. I will.

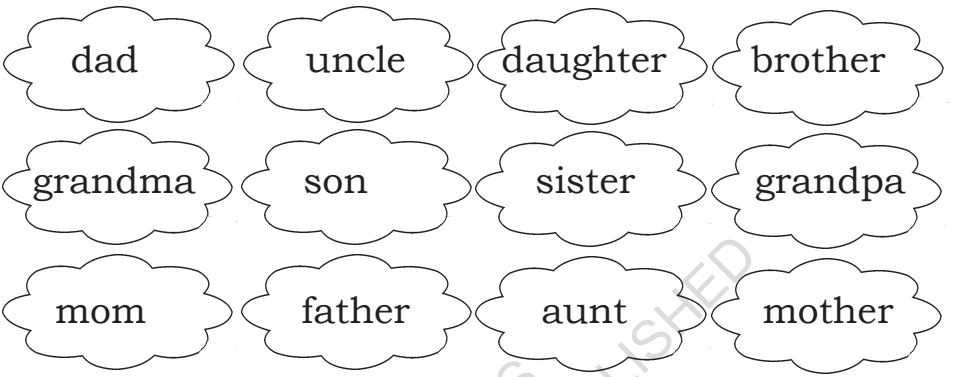
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Let us Learn New Words :

Male or female?

Read the names of different members of the family given in the box. Paint/colour the male family members green and the female family members blue.



Let us Write

1. Write about yourself

Name: Age:

Mother's name: Father's name:

No. of brothers: No. of sisters:

2. Pair Work :

Say "hi" to your friend and ask the questions given below. Fill in the details in the space provided.

i) What's the name of your father ? .....

ii) How many sisters do you have ? .....

iii) How many brothers do you have ? .....

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3. What do you say for the following people in your mother tongue?

Grandma	Grandpa
Uncle	Aunt
Cousin	Brother-in-law
Sister-in-law	Father
	Mother

4. (i) Different words are used to describe different kinds of people. Match the words and the descriptions.

1.	Someone who is not afraid	a)	cheerful
2.	Someone who is quiet and doesn't talk much	b)	friendly
3.	Someone who likes talking and helping others	c)	brave
4.	This person is happy and smiles all the time	d)	shy

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(ii) Find someone in your class and write their names:

who is cheerful _____ who is friendly_____

who is brave _____ who is shy _____

Let us Speak :

Tell your friend about an old person whom you know well. How old is she/he? What is her/his name? Do you have fun with her/him? Does she/he tell stories?

Let us Practise Language :

About Siri	About Myself
Siri has one brother.	I have .....
She has one sister.	I .....
She has a grandmother.	I .....
She plays with her brother and sister.	I .....
Siri is six years old.	I .....

Let us Do :

Paste a family photograph of yours here. Say who took the photograph, when and where.

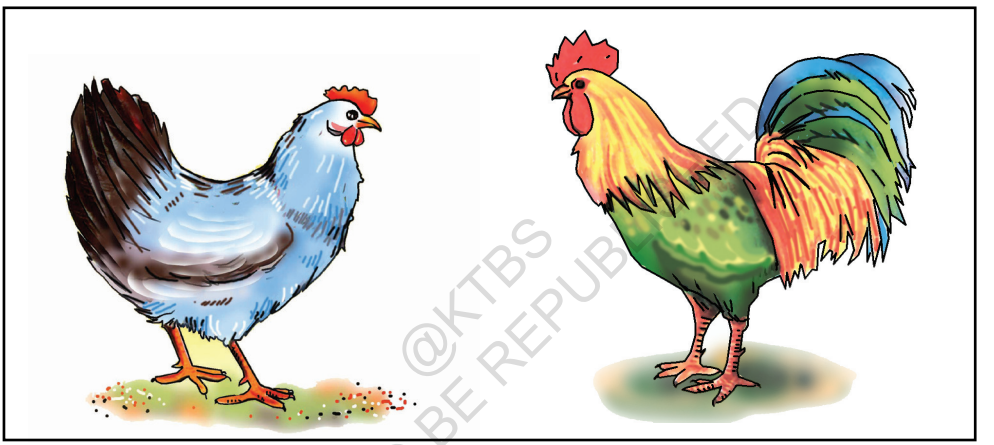
Introduce your family to your class (name, age, job....)

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Listening text :

Nine Little Birds

Mother Hen and Father Hen lived in the thick of a jungle. Once, Mother Hen laid nine eggs in her nest – dum...dum... dum... dum... dum... dum... dum...dum... dum...! She sat on the eggs for them to crack, while Father Hen collected food for Mother Hen.



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One fine day, Mother Hen told Father Hen to take care of the eggs and went to the nearby pond to drink some water. Just then, a strong gust of wind blew – shoo... shoo...shoo...! And the nest was broken! Eight of the nine eggs rolled down and cracked. Only one egg remained.

Father Hen became sad. “When Mother Hen returns what will I say?” he thought. Suddenly, an idea struck him. He went to the jungle. He collected eight eggs. Eight eggs, different in colours and shapes. He quietly placed them in the nest!

Days passed by. Then, babies began to emerge from the eggs. Each one different in size and appearance. Their voices also sounded different – quack ...quack , quack ...quack, caw...caw, trrr...trrr, gutter...goon, kri...kri, heeaw...heeaw, uunn...uunn, chi...chi...!

Mother and father decided to take their family out to feed one day. As they neared a pond, "Quack...quack...!" uttered two of the nine babies and jumped into the pond. They were Duck's babies. Seeing this, some crows began to caw. Another black baby with a long pointed beak flew away. It was a crow's baby.

Just then, a pack of parrots flew over them in search of food. One more baby, green in colour, with a red beak, flew to join the pack. It was a parrot's baby. In front of them was a big tree, with a flock of pigeons sitting idly. Another baby let out a gutter...goon...sound and headed in that direction. It was a pigeon's baby.

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As Mother and Father Hen moved further, some kingfishers could be seen swimming on the other end of the pond. "Flep...flep!" The blue bird with a long beak yelped and ducked into the pond just like the other birds. It was a kingfisher's baby.

Then clouds overshadowed everything. Yet another baby spread its wings gleefully and started dancing taa... thiii...thim...taa...thiii...thim...! It was a peacock's baby.

It became dark! Now the Mother and Father were left with two babies. They heard a weird sound – uuunn... uuunn...! The eighth baby with big round eyes also flew into darkness! It was an owl's baby.

Now, only one child remained. It was the only chick! The parents sighed with relief – kukrooh... kurh... kukrooh...kurh...! Chick also answered -kukrooh... kurh...kukrooh...kurh...!



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Just Being Kind

L3F5W6

Let us Begin :

Read these statements and write "Yes" or "No":

- We should throw dirty things on the road. ( )
- We should help our parents. ( )
- We should keep our surrounding clean. ( )
- We should kick our pets. ( )
- We should waste water. ( )
- We should have the TV on loudly. ( )
- We should spit on the road. ( )

Add two more :

- We should .....
- We shouldn't .....

Let us Listen :

Note to the Teacher : Listening text is at the end of the unit on page 40

1. Listen to your teacher and finish the sentences.

We say, "Thank you."

We say, ...

We don't call names or .....

We don't shout. We don't fuss.

We listen when others .....

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We share our toys and take our turn.

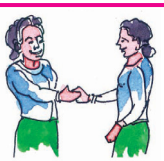
..... aren't too hard to .....

It's really easy, when you find.

"Good manners" means

.....

2. Look at the pictures below. Match the picture and expression on the left with the situation on the right.

 Sorry	Meeting .....
 Please	Sneezing .....
 Excuse me	Receiving a gift .....
 Great	Asking for something .....
 Thank you	Very happy .....
 Hello	Hurting someone .....

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3. Answer these questions by picking the correct answers from the box.

e.g.: What are the words we should use often?

Ans: We should use "Thank you", "sorry" and "Please" often.

1. What does "calling names" mean?

2. Say two things that are NOT good manners.

3. Say two things that ARE good manners.

4. What should we do when others speak?

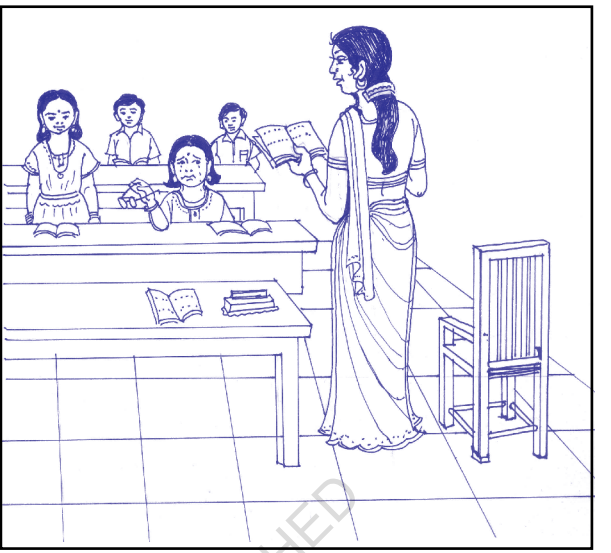
5. In the end, what does "good manners" really mean?

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Answers:

1. We should use the words "Thank you" and "Please" often.
2. In the end, good manners really means being kind and polite to others.
3. Sharing our toys, and waiting for our turn ARE both good manners.
4. "Calling names" means using bad words like "fool" and "donkey" to others.
5. We should listen when others speak..
6. Shouting and teasing are NOT good manners.

Let us Read :



Ammu was six years old. She was very selfish. That is why she had no friends.

One day, a new girl, Priya, came to Class 1. Poor Priya, she found Maths and Kannada difficult. She used to cry sometimes.

"Help her to learn, Ammu," said Ammu's mother.

"No I won't," said Ammu. "Priya is a cry-baby".

Ammu's mother said, "All right, no swimming for you." Ammu loved to go to the swimming pool, so she had to teach Maths to Priya. Soon, Priya could do her homework easily.

One day, Ammu got angry and pushed a boy. The teacher was not happy with her. Ammu had to stay back after school. She had to clean the board and make the class tidy. All alone, she cried and cried. That is how Priya saw her. She helped Ammu, and the class was soon neat and clean.

"Thanks, Priya," said Ammu.

Priya taught Ammu how to be kind. The two girls became the best of friends.

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Let us Understand :

1. Match the words and their meanings

a) cry-baby	*(2)*	1. thinking only about oneself
b) friend	( )	*2. a child who cries for everything*
c) selfish	( )	3. to make a wrong-doer suffer a bit
d) neat and tidy	( )	4. someone you like
e) kind	( )	5. a big pond of water where one can swim
f) swimming pool	( )	6. good
g) punish	( )	7. everything in its place

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2. Answer these questions.

i. In which class did Ammu study?

Ammu studied.....

ii. Priya found two subjects hard. What were they?

Priya found .....

iii. Why was the teacher not happy with Ammu?

Teacher was not happy with Ammu because .....

iv. How did Priya help Ammu ?

Priya helped Ammu in .....

v. What did Priya teach Ammu?

Priya taught Ammu.....

3. Here are some statements from the story. There are also some new statements. Write who says the words.

Ammu	Priya	teacher	mother

i. *"I am new in this Class."* *(Priya)*

ii. "Maths and Kannada are so hard." ( )

iii. "Help her to learn." ( )

iv. "She's a cry-baby." ( )

v. "You must stay back and clean the class." ( )

vi. "Don't cry. I'll help you." ( )

vii. "Thank you for being kind to me." ( )

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4. Look at the boxes below and circle the odd one out:

shout	yell	scream	whisper
always	often	never	many times
laugh loudly	smile	speak aloud	cry out
throw	hold	toss	fling
clean	messy	tidy	neat
alone	single	together	by yourself

5. Complete these sentences about Ammu and Priya:

Ammu was .....

Teacher said.....

Priya was.....

Mother wanted .....

Ammu and Priya.....

Let us Speak :

1. Pair-work: Discuss with your partner and pick five things that you want to do from the idea box below. Put the mark (✓) next to them. Now ask your partner to do the same for five other things.

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Idea Box :

Pick up waste paper and all the other litter.
Speak softly in the class.
Water the plants.
Put away books and toys.
Wash dishes.
Feed your pet.
Say good-morning to someone.
Share your toys.
Hug your grandparents.
Greet your teachers.

2. Pair work: Put in the missing words to make some good rules.

Words : Always Never

- *Never* climb on walls.
- ..... walk on footpaths.
- ..... frighten animals.
- .....close the gate behind you.
- ..... drop sweet-wrappers or spit on the road.

Now, write two more rules. One with 'Never' and the other with 'Always'

i. Never .....

ii. Always .....

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3. Put these words in the alphabetical order, starting with A.....

Beena, Ammu, Deepak, Feroz, Cathy, Esha, Govind

A	–	*Ammu*
B	–	.....
C	–	.....
D	–	.....
E	–	.....
F	–	.....
G	–	.....

Let us Learn New Words

1. Fill in the blanks with words from the box and complete the following passage.

Mini was *(1)* *late . “*....*(2)*. __ ____ ____,” she

(3) _____ “I (4) _____ _____ _____ today”. “I won’t

(5) _____ _____.” _____.”

“I will (6) _____ you, Mini,” said

Mrs. Kalyani. “Be (7) _____ next time.”

apologized	missed my bus	late
Sorry ma’am	punctual	
repeat it	excuse	

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4. Give the opposites of :

easy x *difficult, hard*

kind x

cry x

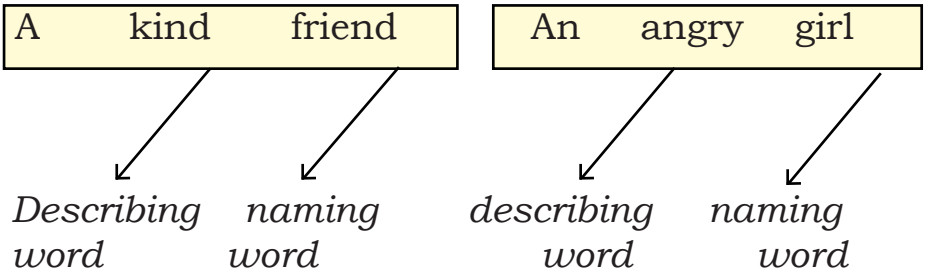
neat x

friend x

new x

Let us Practise Language

Look at the two sets of words given below.



Make at least ten sets of such expressions from the following table. Each naming word must be described in at least two ways.

big	fat
house	cat
new	old
bike	man
fast	happy
car	girl
pretty	tall
flower	mountain
long	right
snake	answer
loud	easy
music	homework

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Write out the sets here and read out the list to the class.

1. *a big house, a happy house.....*

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. .....

11. .....

12. .....

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Let us write :

Read this description of Ammu.

My best friend is Ammu.

She is six years old.

She has long, black hair. She ties it in a pony-tail.

She has black eyes.

It is cold today. So she is wearing a sweater.



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Now, you write about your best friend.

My best friend is .....

.....

.....

.....

.....

.....

.....

.....

Let us Do :

1. Colour the picture. Think of some names for the characters.



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2. Kind Child Certificate

Are you a kind child? If you are, fill up this certificate and show it to your teacher.



Certificate



A kind child

.....

(your name)

Lives here.

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One good thing I did today.....

.....

Your name Teacher's signature Parent's signature

Address : Date :.....

Listening Text

Manners

We say, “Thank you.”

We say, “Please.”

We don’t call names or tease.

We don’t shout. We don’t fuss.

We listen when others talk to us.

We share our toys and take our turn.

Good manners aren’t too hard to learn.

It’s really easy, when you find

“Good manners” means

Just being kind!

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Krishna and Sudama

V9N7E6

Let us Begin :

Sing the following songs with the help of your teacher:

A rig-a-jig-jig

As I was walking down the street,
down the street, down the street,
A very good friend I chanced to meet,
Hi-ho, hi-ho, hi-ho!
A rig-a-jig-jig away we go,
away we go, away we go!
A rig-a-jig-jig and away we go,
Hi-ho, hi-ho, hi-ho!

(Note to the teacher: Put children in pairs. Let them dance to the rhythm of the poem.)

Let us be Friends

Let us be friends with one another (repeat 3 times)
Let us be friends today
You can smile at a friend
Repeat
You can wave to a friend
Repeat
You can wink at a friend
Repeat
Let us be friends today

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The More We Get Together

The more we get together,

Together, together.

The more we get together,

The happier we'll be.

For your friends are my friends,

And my friends are your friends.

The more we get together,

The happier we' ll be.

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Boys and Girls

Boys and girls come out to play,

The moon doth shine as bright as day,

Leave your supper and leave your sleep,

And join your play fellows in the street.

Come with a whoop and come with a call

Come with a good will or not at all.

Up the ladder and down the wall

A loaf of bread will serve us all.

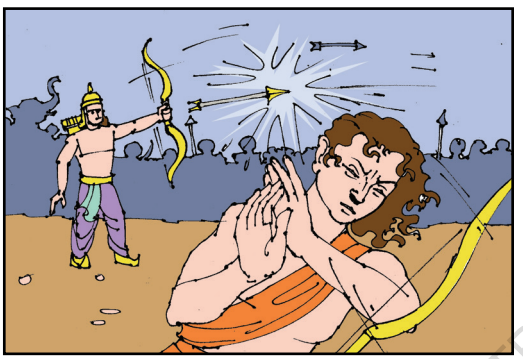
You bring milk and I'll bring flour

And we'll have a pudding in half an hour.

Let us Listen

Note to the Teacher : Listening text is at the end of the unit on page 57

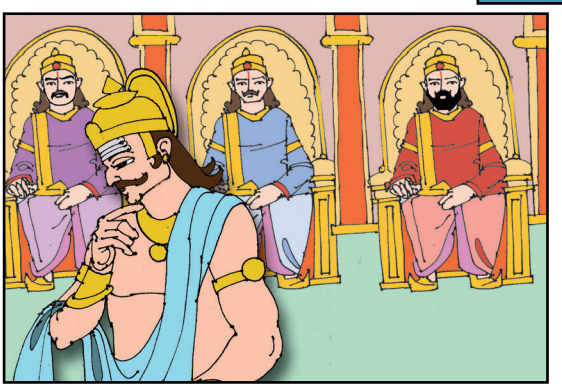
Your teacher will narrate a story from the Ramayana. Listen to the story and number the pictures according to the events.



_____



_____

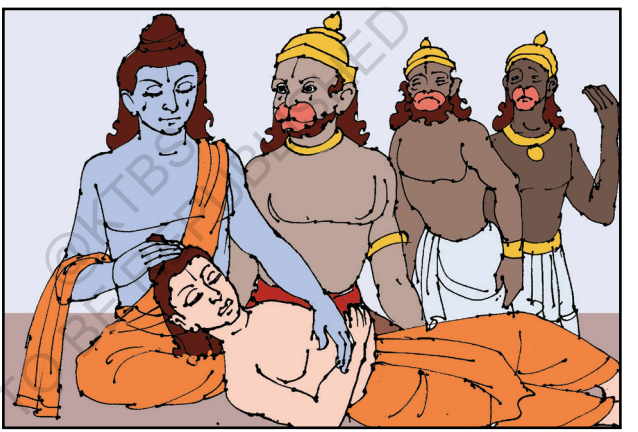


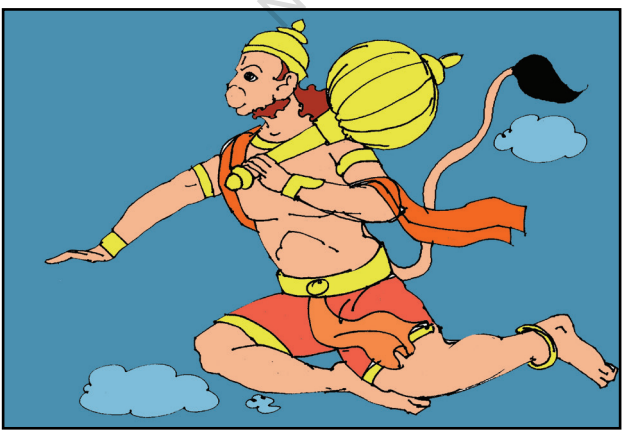
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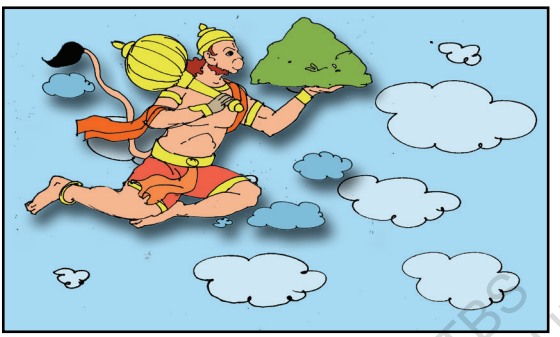


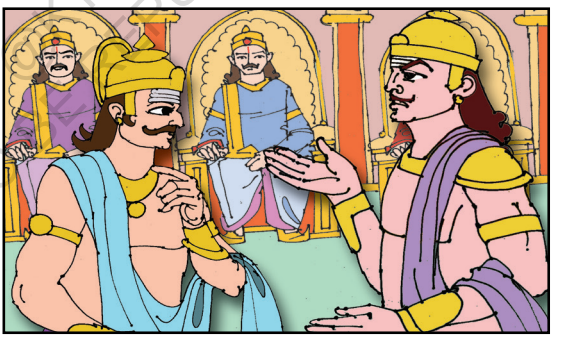




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2. Look at Lord Krishna's picture given below :



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Colour the above figure.

i. crown and jewellery-golden colour

ii. feather- navy blue and green

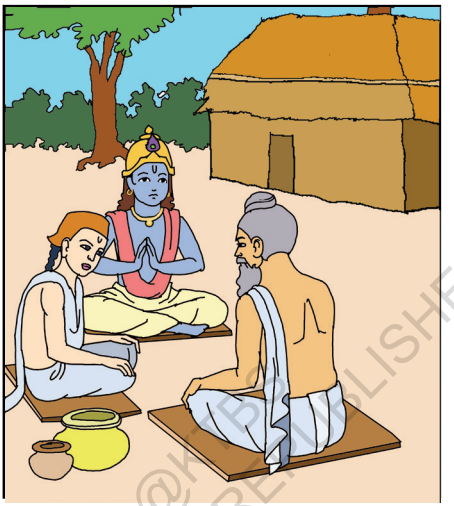
iii. body-blue

iv. flute-brown

Let us Read :

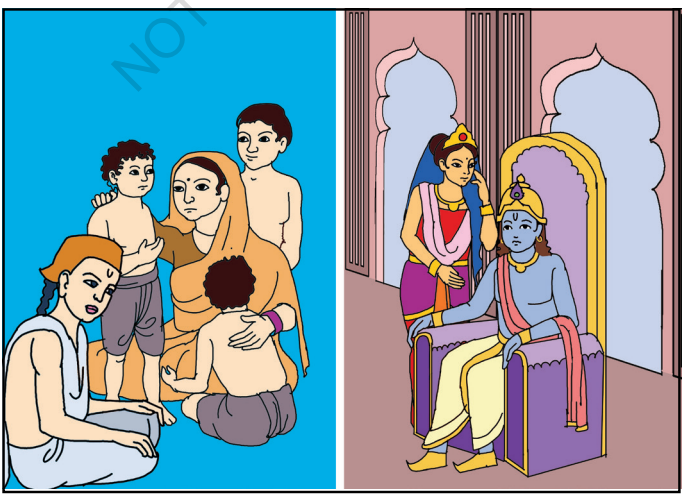
As young boys, Krishna and Sudama were students in Sandipani's ashram.

The guru said, "Sudama, you are saying the shlokas so well."

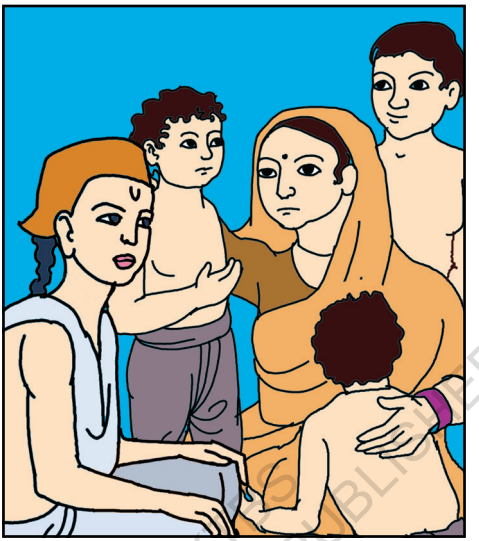


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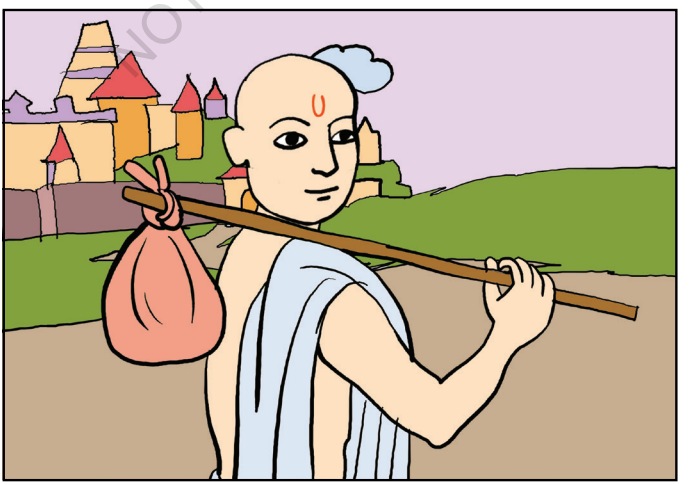
Many years passed. Sudama remained a poor man. Krishna became the Lord of Dwaraka.



Once Sudama's wife begged him to go to Dwaraka and ask his friend to help him. "All right, but I can't ask him for anything."

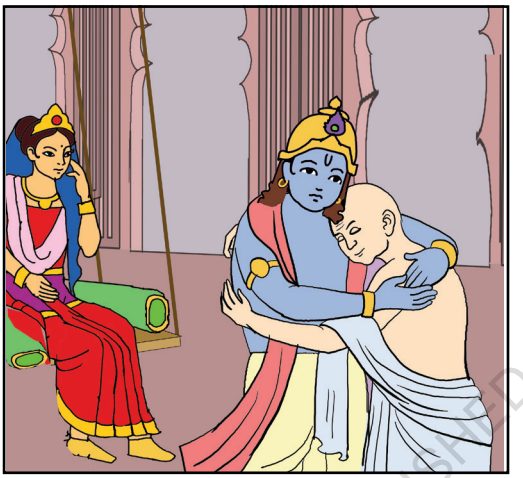


Sudama set out on his journey to Dwaraka, carrying a small gift for his friend. The gift was 'poha' which Krishna used to love.

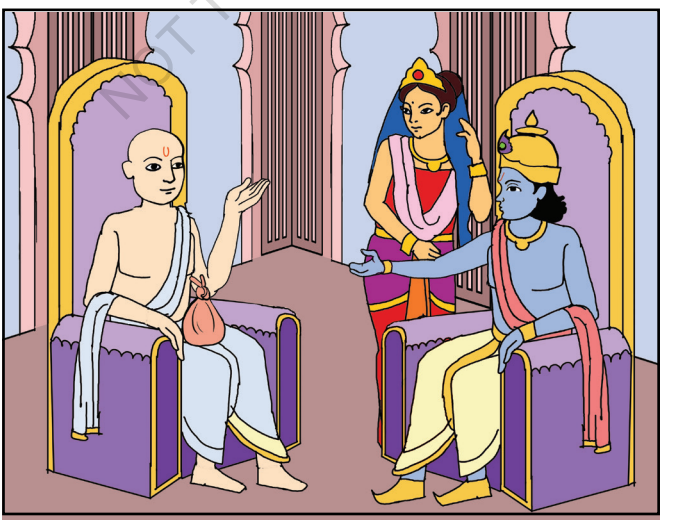


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In Dwaraka, Sudama met his friend Krishna. “Come, dear friend. I have told my wife Rukmini all about you.” Sudama also was happy to see his dear childhood friend.

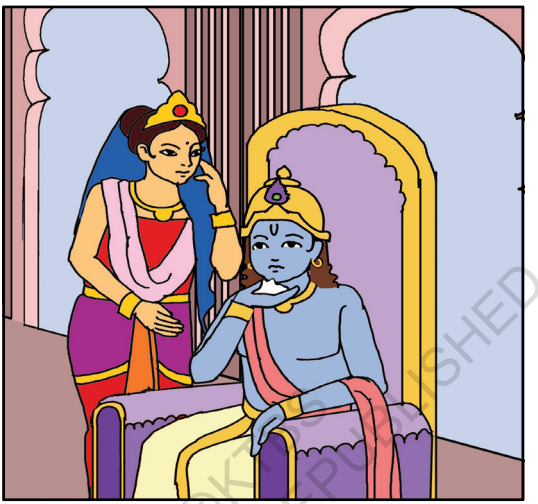


Krishna saw that his friend had brought him a gift. “What is this ?” he asked. Sudama replied, “You have everything. This is some ‘poha’ that my wife made for you.”



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Krishna was so happy that his friend had remembered his favourite poha. He began to eat, but Rukmini stopped. She said, “Don’t finish everything. Leave some for us”. Krishna and Sudama sat for a while and remembered their younger days.



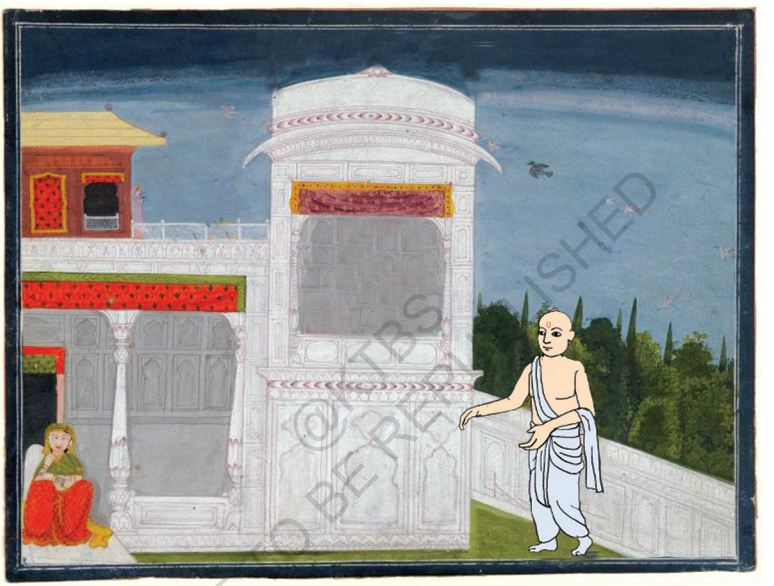
Sudama stayed with his friend for a few days. He was ready to start back home. “Don’t forget us, Sudama,” said Krishna. Sudama left without asking Krishna for his help. He felt he was lucky to have a friend like Krishna.

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Sudama reached home after a long journey. He had a surprise. His small home was now a palace. His wife and children rushed out to greet him joyfully.

"All this is because of your friend, thanks to Lord Krishna," said Sudama's wife.



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Let us Understand

1. Answer the following questions.

i. Where were Krishna and Sudama studying?

ii. Who became the Lord of Dwaraka?

iii. What did Sudama take to give his friend?

iv. Did Sudama ask Krishna anything for himself?

v. What surprise did Sudama have when he reached home?

2. Say YES or NO.

i. Krishna and Rukmini were students in Sandipani's ashram.

ii. Krishna became the king of Dwaraka.

iii. Sudama met his friend at Mathura.

iv. Krishna gave Sudama a lot of money in the palace.

v. Sudama did not ask for anything.

3. Match the following words with the pictures given below :

i.	playing	
ii.	shining	
iii.	bringing	
iv.	sleeping	
v.	whooping	

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Let us Learn New Words

1. Who does not "get on" with who? Can you match them?

	A	B
i.	snake	rakshasa
ii.	police	rabbit
iii.	rat	mangoose
iv.	devata	cat
v.	lion	thief

2. Write the opposites of the words given in brackets and complete the sentences.

i. Sudama was _____ (rich).

ii. Our grandparents are _____ (young)

iii. I have a _____ (small) doll.

iv. Your _____ (friends) may hurt you.

v. Don't feel _____ (happy) if you are hurt.

vi. When we grow old, we _____ (remember) many things.

vii. I will _____ (give) my friend's help whenever I need.

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3. Circle the qualities that you want to find in your friend

i.	friendly	ii.	kind
iii.	selfish	iv.	helpful
v.	angry	vi.	smiling
vii.	patient	viii.	frowning
ix.	cheerful	x.	sad
xi.	sharing	xii.	lazy
xiii.	neat	xiv.	bold

Let us Speak

If you were Krishna what would you give your_____

a) best friend b) mother

c) father d) sister

Tell the Class.

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Let us Write

1. Write words related to the given word.

journey :

home :

friend :

2. Show these words to your friends.

3 Some words are given below. Draw a circle around the action words.

Write the action words which are circled.

			Action words
were	poor	beg	beg
are	him	ask	
on	carry	gift	
meet	happy	leave	
reach	home	start	

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4. These words refer to the "Krishna and Sudama" story. Put the words in the correct columns.

i. palace ii. hut iii. throne iv. crown v. poha
vi. poverty vii. mild viii. richness ix. king

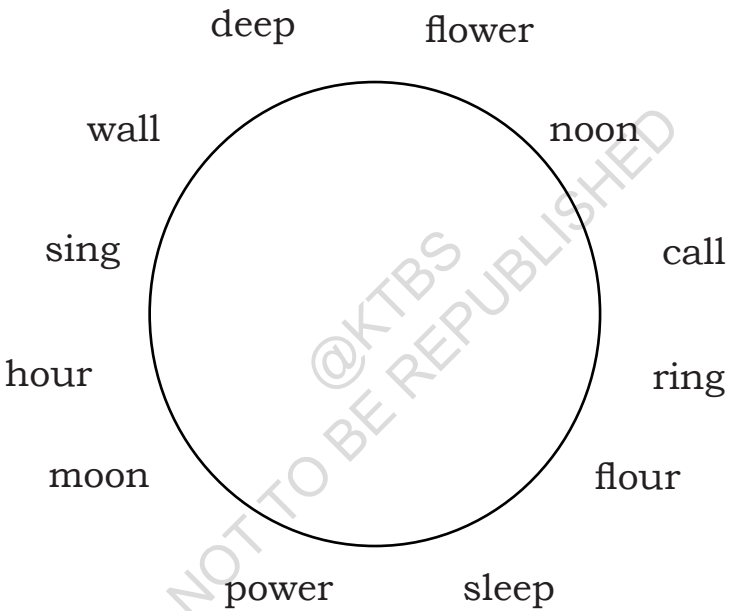
KRISHNA	SUDAMA

5. Make meaningful words from the mixed set of letters given. (Write in your notebook)

i. gouyn ii. roop iii. rifnde

iv. lavee v. ska

6. i. Join the rhyming words by drawing lines. Write them in your notebook.



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ii. Read the rhyming word aloud to the whole class.

Let us do:

Cut the card board sheet in any shape and decorate.

Listening Text

Note to the teacher :

* **This is to introduce picture reading along with story-telling.**
* **Read the text with expression; make sure, by asking questions, that your students are following the sequence and are numbering the pictures.**

The story you will now hear is from the Ramayana. Ravana, the king of Lanka, is sad as he has lost his brothers, sons and friends in the battle with Rama. His son says that he will fight Rama's army. There is a battle. Now look at the pictures and listen.

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The Power of Sanjeevini

1. Ravana was depressed. He had lost his friends,brothers and sons in the battle.
2. His son Indrajith said, "I will fight our enemies, father."
3. A fierce battle took place. Indrajith and his army killed many soldiers of the vanara sena (army of monkeys that helped Rama).
4. Indrajith struck Lakshmana with a powerful weapon. He fell unconscious. The others wept. They did not know what to do.

5. Wise chief Jambavantha suggested that the Sanjeevani plant could help Lakshmana. This had to be brought from the Oushada Parvat in the Himalayas.

6. Hanuman agreed to bring the Sanjeevini plant. He flew from Lanka to the Himalayas. As he did not recognise the plant, he brought back the entire mountain to Lanka.

7. The Physician (doctor) Sushena plucked the plant and made Lakshmana smell it.

8. Lakshmana and others came back to life. Rama embraced his brother Lakshmana.

9. Hanuman took back the mountain to the Himalayas, following Jambavantha's orders.

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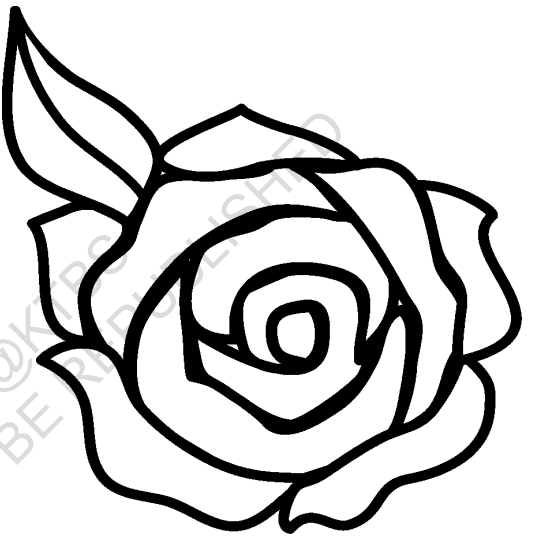


Flowers in the Sky

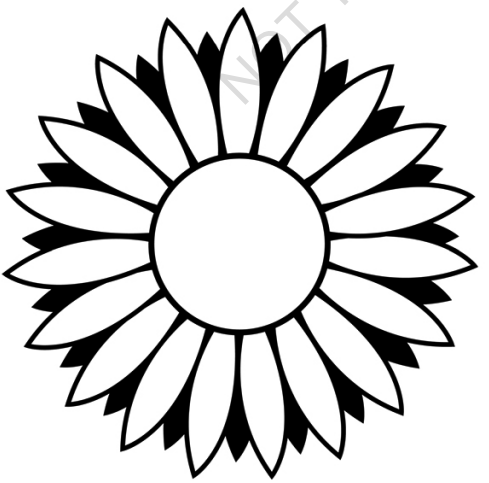
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Let us Begin

I. Colour and enjoy : Colour these flowers.



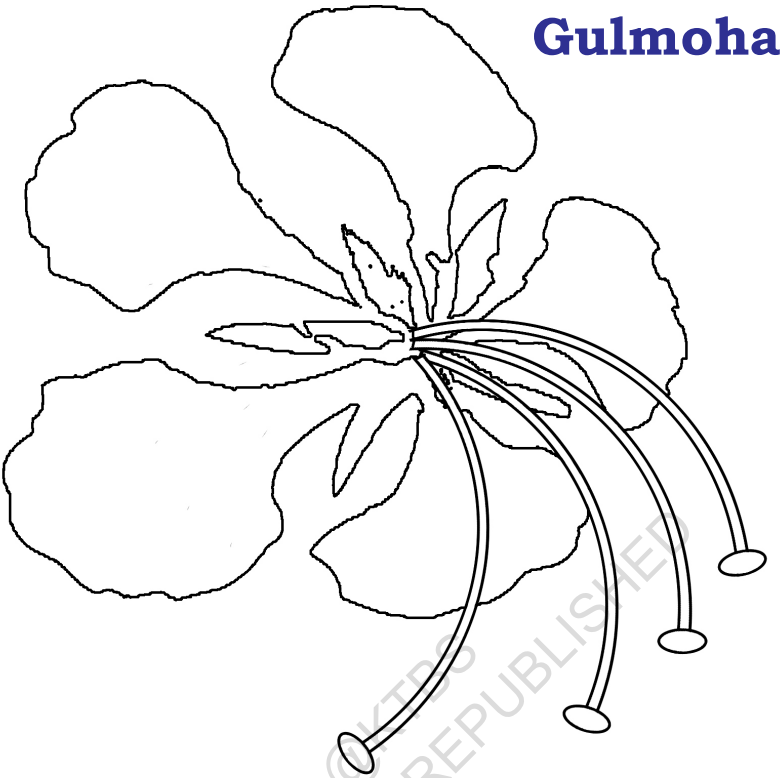
Rose



Sunflower

@KVS NOT TO BE REPUBLISHED

Gulmohar



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Let us Listen

Note to the Teacher : Listening text is at the end of the unit on page 74

1. Listen as your teacher reads out the poem. circle the suitable word that fits the blank.

Sa .....the sunflowers (ring, sing, ding)

Ri .....out the red roses (ting, sing, ring)

Ga ..... the gulmohars (giggle, jiggle, niggle)

Ma .....the marigolds (drummer, murmur, summer)

Pa .....the pretty poppies (stop, pop, top)

Da .....the dahlias (lance, chance, dance)

Ni .....the neem flowers (odd, pod, nod)

2. Make a list of all the seven flowers that you heard in the poem.

Add a few more of your own.

No.	Name of the flower
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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3. Word Building

Make as many words as you can from this word :

SUNFLOWER



i.

ii.

iii.

iv.

Let us Read

FLOWERS IN THE SKY



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Urvi was very happy. The sun and clouds were out in the sky. Flowers filled her garden.

There were white jasmines, red roses and orange marigolds in Urvi's garden. They would dance and nod at each other. But one day, Urvi saw that they were sad. They said that they would soon fade away. Then people would forget them.

Urvi was sad too. She called her friends, the sun and rain, to help the flowers.

The sun and rain made up a plan. They said that when the flowers faded, they would take them up to the sky. And so they did. Even now, sometimes, the rain and the sun come down together to the earth. A colourful rainbow comes with them. People see the rainbow and remember that it is the home of all the flowers that faded away.

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Let us Understand

Read the questions and fill in the blanks with the correct word from the box.

1. Who is the girl in the story?

..... is the girl in the story.

Sheela, Gowri, Urvi

2. What filled Urvi's garden?

..... filled Urvi's garden.

weeds, flowers, plants

3. What would the flowers do?

The flowers would .....

sing, jump, nod and dance

4. What would happen to the flowers after sometime?

The flowers would .....

bloom, fade away, burn after some time.

5. Where did the sun and rain plan to take the flowers?

The sun and rain planned to take the flowers

.....

to the mud, to the moon, to the rainbow in the sky.

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Let us Learn New Words

1. Fill in the blanks using words from the box :

fade rainbow jasmines roses marigolds dance and nod

i. Flowers ***fade*** in the hot sun.

ii. _____ are red.

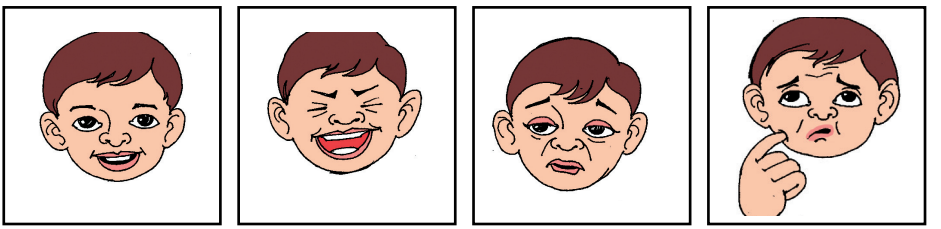
iii. _____ are white and fragrant.

iv. _____ are orange-coloured flowers.

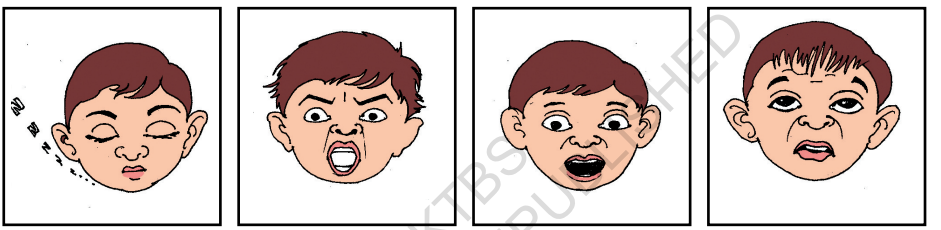
v. The _____is colourful.

vi. We say that plants _____when they shake in the breeze.

2. Ajith is Urvi's friend. What is Ajith's mood? Look at the faces given below. Pick the right word from the box and write it below the face.



_____ _____ _____ _____



_____ _____ _____ _____

happy	tired	worried	laughing
sleepy	sad	excited	angry

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3. Give the opposites of :

sad x
forget x
fade x
wet x
cold x
good x
like x
love x

Let us Speak

Pair-work: Tell your friend the answers to these questions. Then write them down in your note book.

- Your "Favourite" flower.
- What colour is this flower ?
- Where did you see it recently ?
- Who will you give these flowers to?

Let us Practise Language

Riddles- Who am I?



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Work with your partner and find the answers to the riddles given below. Write the correct answers from the box in your notebook.

1. My name starts with R. My six friends and I make a bridge in the sky. Who am I?

   .....

2. We fall from the clouds and touch the ground and make it wet. Who are we?

   .....

3. We nod and dance but we are not people. Who are we?

.....

4. I look at the sun. I look like the sun, but I am a flower. Who am I?

.....

- You are rain drops.
- You are the sunflower.
- You are the rainbow.
- You are flowers.

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Let us Write

1. Urvi drew some pictures about this story. She also wrote some sentences describing them. Read the sentences and write the correct sentence number next to the picture (in the given box)







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1. The sun, rain and rainbow are in the sky together.
2. This is my garden.
3. They will take the faded flowers to the rainbow.
4. My flower-friend is sad. She will soon fade.
5. The sun and rain have a plan.

2. Write the opposites of the underlined words to get a nice poem :



I Love Little Pussy

I hate (***love***) little pussy,
Her coat is so warm.
And if I do ( ) hurt her,
She'll do me some ( ) harm.

So I will ( ) pull her tail,
Or drive her away,
But pussy and I
Together won't ( )play.

She won't ( ) sit by my side,
And I won't ( ) give her some food,
And she'll dislike ( ) me because
I'm un- friendly ( ) and bad ( ).

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Now, copy any one stanza you like in the place given below :

.....

.....

.....

.....

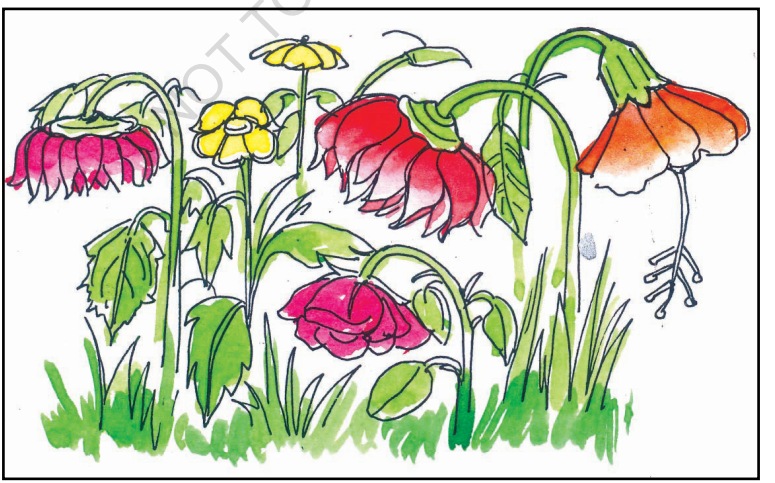
.....

.....

Let us Do

1. **Draw a rainbow using the seven colours.**
2. **Collect pictures of atleast five Indian flowers. Write their names below the pictures and exhibit them in the class.**
3. **You can press and dry delicate flowers and then use them to make beautiful cards and stationery.**

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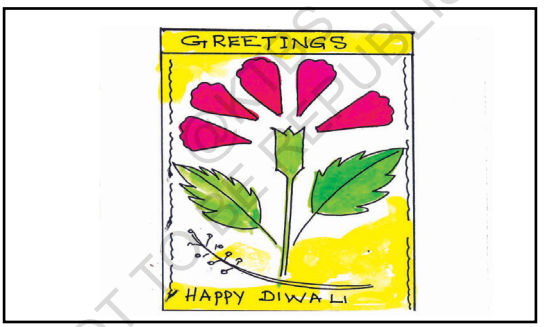


Pressed flowers :

(Note to the Teacher: Give the following instructions to the children and help them in the process of drying flowers and making beautiful cards)

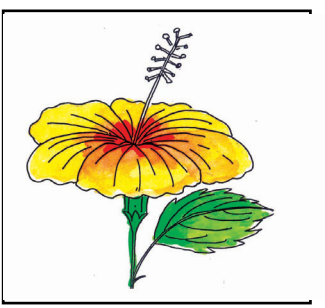
You need :

- fresh, delicate flowers
- phone book (or any other thick book)
- hand tissues (paper napkins)
- good quality paper (to make the card)
- scissors
- glue (gum)
- tweezers
- a brush

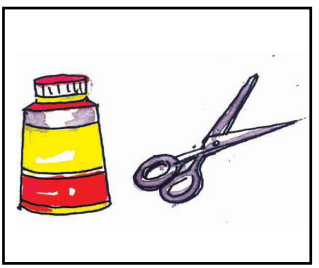


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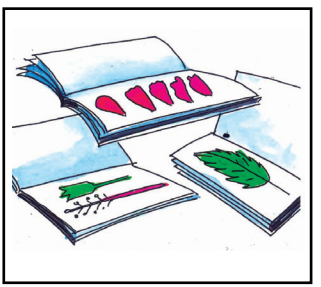
Pick some delicate flowers and leaves – they dry quite quickly. Some plants that work well are ferns, and thin-petalled blooms.



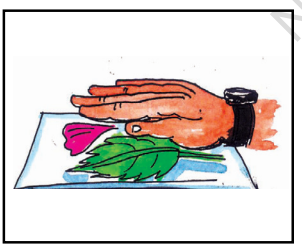
Press each bloom/leaf in a thick telephone book. Some flowers will leave a bit of colour on the pages when you're done, so ask your parent's permission before using a book of theirs. Keep the blooms or leaves between two paper tissues/napkins before you press. It takes at least a week or two to completely dry out and press a flower - bigger blooms take longer.



When the pressed plants are dry, carefully remove them from the book. Arrange them on your card or paper in an artistic manner. You may have to trim some stems with a pair of scissors.



Now remove the plants from the card or paper. Remember how you had arranged them. Brush a thin layer of glue on the paper where the dried plants were.



Carefully put the plants back in place. This can be difficult and using tweezers to place them on the glue/gum can be helpful. You can take help from your parents or teacher.

Make sure all the plant material touch the glue and is lying flat on the paper. Let the glue dry completely.

You now have beautiful stationary or cards.

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Sa Sing the Sunflowers

Sa sing the sunflowers

Ri ring out the red roses

Ga giggle the gulmohars

Ma murmur the marigolds

Pa pop the pretty poppies

Da dance the dahlias

Ni nod the neem flowers

Sa ri ga ma pa da ni sa

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Rhymes for Kids

Z3L8L5

1. Row, row, row your boat

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

2. A wise old owl

A wise old owl lived in an oak
The more he saw the less he spoke
The less he spoke the more he heard.
Why can't we all be like that wise old bird?

3. Ding dong bell

Ding dong bell
Pussy's in the well
Who put her in?
Little Johnny Flynn.
Who pulled her out?
Little Tommy Stout.
What a naughty boy was that
Try to drown poor Pussy cat,
Who ne'er did any harm
But killed all the mice
In the Farmer's barn!

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4. Goosey Goosey Gander where shall I wander

Goosey Goosey Gander where shall I wander,

Upstairs, downstairs and in my lady's chamber

There I met an old man who wouldn't say his prayers,

I took him by the left leg and threw him down the stairs.

5. 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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6. Hush a bye baby, on the tree top

Hush a bye baby, on the tree top,

When the wind blows the cradle will rock;

When the bow breaks, the cradle will fall,

And down will come baby, cradle and all.

7. Itsy Bitsy spider climbing up the spout

Itsy Bitsy spider climbing up the spout

Down came the rain and washed the spider out

Out came the sun and dried up all the rain

Now Itsy Bitsy spider went up the spout again!

8. Mary had a little lamb

Mary had a little lamb its
fleece was white as snow;

And everywhere that Mary went,
the lamb was sure to go.

It followed her to school one day,
which was against the rule;

It made the children laugh and play,
to see a lamb at school.

And so the teacher turned it out,
but still it lingered near,

And waited patiently about till Mary did appear.

"Why does the lamb love Mary so?"
the eager children cry;

"Why, Mary loves the lamb, you know"
the teacher did reply.

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9. Monday's child

Monday's child is fair of face,

Tuesday's child is full of grace,

Wednesday's child is full of woe,

Thursday's child has far to go,

Friday's child is loving and giving,

Saturday's child works hard for his living,

And the child that is born on the Sabbath day

Is bonny and blithe, and good and gay.

10. One two buckle my shoe

One two buckle my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a big fat hen
Eleven, twelve, dig and delve
Thirteen, fourteen, maids a-courting
Fifteen, sixteen, maids in the kitchen
Seventeen, eighteen, maids in waiting
Nineteen, twenty, my plate's empty

11. One, two, three, four, five

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?
This little finger on the right.

12. Pat a cake pat a cake

Pat a cake, pat a cake, baker's man
Bake me a cake as fast as you can;
Pat it and prick it and mark it with a 'B',
And put it in the oven for Baby and me.

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13. Red sky at night

Red sky at night,

Sailor's delight;

Red sky at morning,

Sailor's warning.

14. Simple Simon

Simple Simon met a pieman going to the fair;

Said Simple Simon to the pieman
"Let me taste your ware"

Said the pieman to Simple Simon
"Show me first your penny"

Said Simple Simon to the pieman

"Sir, I have not any!"

Simple Simon went a-fishing for
to catch a whale;

All the water he had got was in his mother's pail.

Simple Simon went to look if plums
grew on a thistle;

He pricked his fingers very much which made
poor Simon whistle.

He went for water in a sieve but soon it all fell
through;

And now poor Simon bids you all "Adieu"

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15. Star light star bright

Star Light Star bright,
The first star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

16. Three blind mice

Three blind mice, three blind mice,
See how they run, see how they run,
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a thing in your life,
As three blind mice?

17. What are Little Boys made of

What are little boys made of?
"Snips and snails, and puppy dogs tails
That's what little boys are made of !"
What are little girls made of?
"Sugar and spice and all things nice
That's what little girls are made of!"

18. This Little Piggy

This little piggy went to market,
This little piggy stayed at home,
This little piggy had roast beef,
This little piggy had none.
And this little piggy went...
"Wee wee wee" all the way home...

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19. This is the House that Jack built

This is the house that Jack built
This is the malt that lay in the house that Jack built.
This is the rat that ate the malt
That lay in the house that Jack built.

This is the cat that killed the rat
That ate the malt that lay in the house that Jack built.
This is the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

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20. Thirty Days hath September

Thirty days hath September,
April, June and November;
February has twenty-eight alone
All the rest have thirty-one
Except in Leap Year, that's the time
When February's Days are twenty-nine



Practise writing the following letters:

Class I

a

b

c

d

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e

f

g

h

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NOT TO BE REPUBLISHED

i

j

k

l

@KTBS
NOT TO BE REPUBLISHED

m

n

o

p

@KTBS
NOT TO BE REPUBLISHED

q

r

s

t

@KTBS
NOT TO BE REPUBLISHED

u

v

w

x

@KTBS
NOT TO BE REPUBLISHED

y

z

@KTBS
NOT TO BE REPUBLISHED

Copy the words given below :

I am a child.

Thank you

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Welcome

Sorry

tree

plant

seed

grow

@KTBS
NOT TO BE REPUBLISHED

sun

moon

hot

cold

@KTBS
NOT TO BE REPUBLISHED

jeep

lunch

How are you ?

zoo

@KTBS
NOT TO BE REPUBLISHED

you

we

bus

wheel

@KTBS
NOT TO BE REPUBLISHED

chess

kind

banana

grapes

@KTBS
NOT TO BE REPUBLISHED

jackfruit

orange

king

cat

@KTBS
NOT TO BE REPUBLISHED

animal

strange

music

dance

@XTBS
NOT TO BE REPUBLISHED

answer

track

chase

crack

@KTBS
NOT TO BE REPUBLISHED

teacher

student

number

clock

@KTBS
NOT TO BE REPUBLISHED

flower

tree

bloom

colour

@KTBS
NOT TO BE REPUBLISHED

aeroplane

mango

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Karnataka Textbook Society (Regd).

Bengaluru.



Mini - Dictionary

bid goodbye - say bye

call somebody names - use unpleasant words, tease, make fun of somebody

chase - follow someone to catch him/her

cottage - a small house

crack - break or split something

cute - very pretty/attractive

depressed - very unhappy

embrace - put your arms around some one & hold them in a friendly way; hug

fade - disappear

fierce - done with a lot of energy

flat (adjective) - smooth and level

fuss - worry a lot

grain - the seeds of crops such as corn or wheat

harvest - gather crops from the fields

junk food - food that is not healthy

kneel down - be in a position where your body is resting on your knees.

miller - someone who works in a mill which makes flour

nod - move your head up and down

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pill	-	medicine that you swallow
Poha	-	avalakki (ಅವಲಕ್ಕಿ)
precious	-	important and valuable, dear to you
pudding	-	a sweet dish served at the end of a meal
puppet	-	a doll that you can move by pulling strings attached to it
rails	-	tracks
selfish	-	caring only about yourself and not about others
set out	-	start a journey
starve	-	go without food
stuck	-	impossible to move
tease	-	laugh at someone
tidy	-	make a place look neat
underneath	-	below
unconscious	-	unaware
utter	-	say
weird	-	very strange
wipe	-	rub
treat	-	do or give something special for someone

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