

Assessment Activity

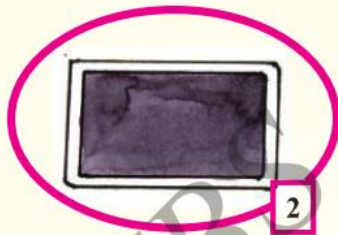
Circle the things that you see in the school.

Match them with the words and write the numbers.

(one is done for you)



1



2



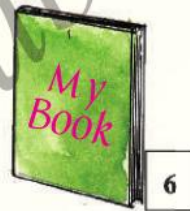
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4



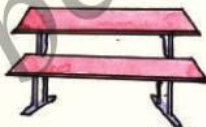
5



6



7



8





9

| | | | |
|------------|------|-----------|--------|
| 2 | | | |
| blackboard | book | sharpener | pencil |
| teacher | desk | bag | |





My Progress

| | Statements | ✓ / ✗ |
|---|---|-------|
|  | I can sing rhymes. | |
| | I can introduce myself. | |
| | I can name the things seen in the school. | |
| | I can repeat the dialogue. | |
|  | I can trace the letter. | |





Language Game

Statue

- Objective : To practise action words such as sit, stand, walk, run, jump, dance.
- Time required : 20 minutes
- Nature of the game : Whole class.

How

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

Should

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

If

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

Also

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



Summative Assessment

Name of the student: _____

Marks: 20

Class: _____

Time: 90 min

1. Use the clues. Name the pictures.

1. holosc _____



2. eartche _____



3. hcari _____



4. okob _____



5. gba _____



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

eg:

1. Ramesh eats grapes.



2. Manjula likes



3. Prabhu eats



4. Geetha likes



5. Basha eats



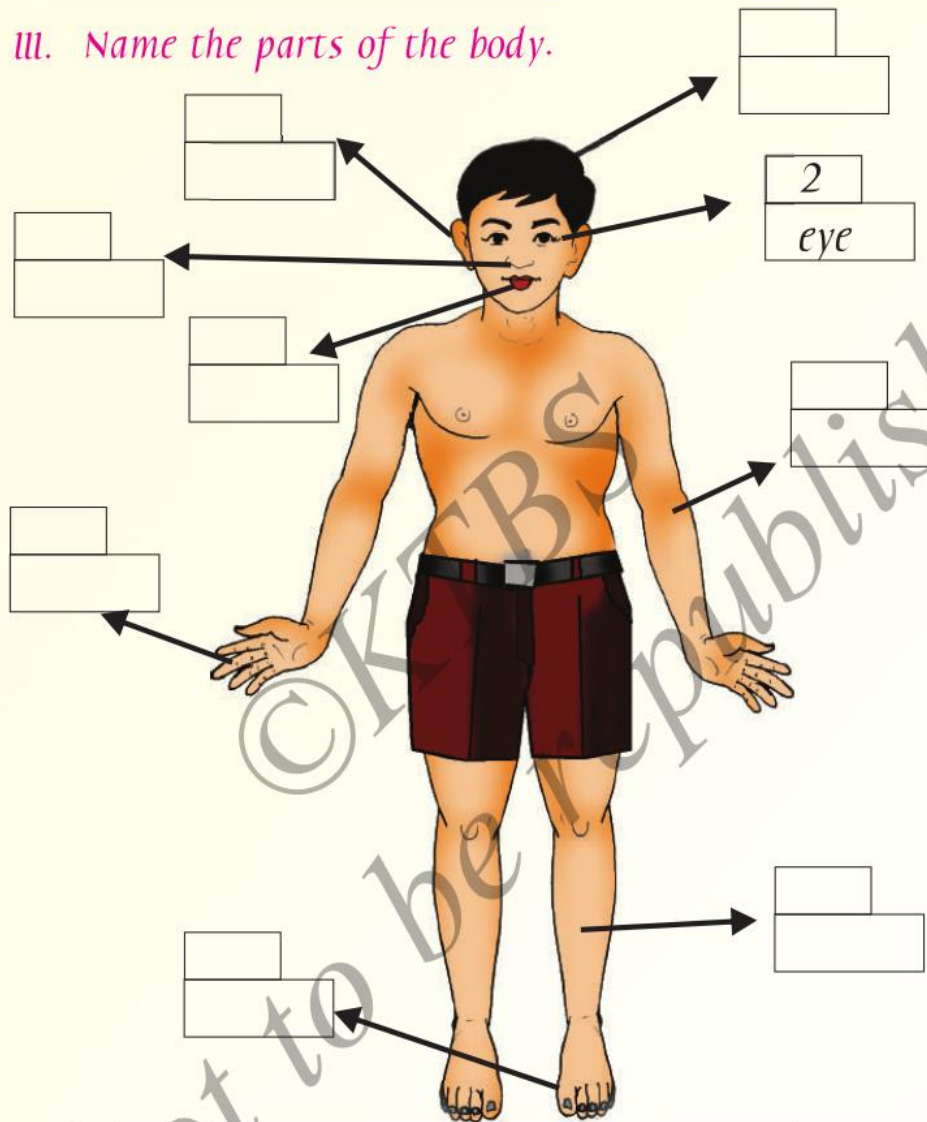
6. Mary likes



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



III. Name the parts of the body.



| | | | | |
|----------|------|-------|------|--------|
| 2 eye | ear | mouth | nose | finger |
| toe | hand | hair | leg | |



IV. Put the given words in the boxes.

| | | | |
|------|------|------|-------|
| bee | cock | dog | fly |
| crow | goat | lion | tiger |
| ant | duck | | |

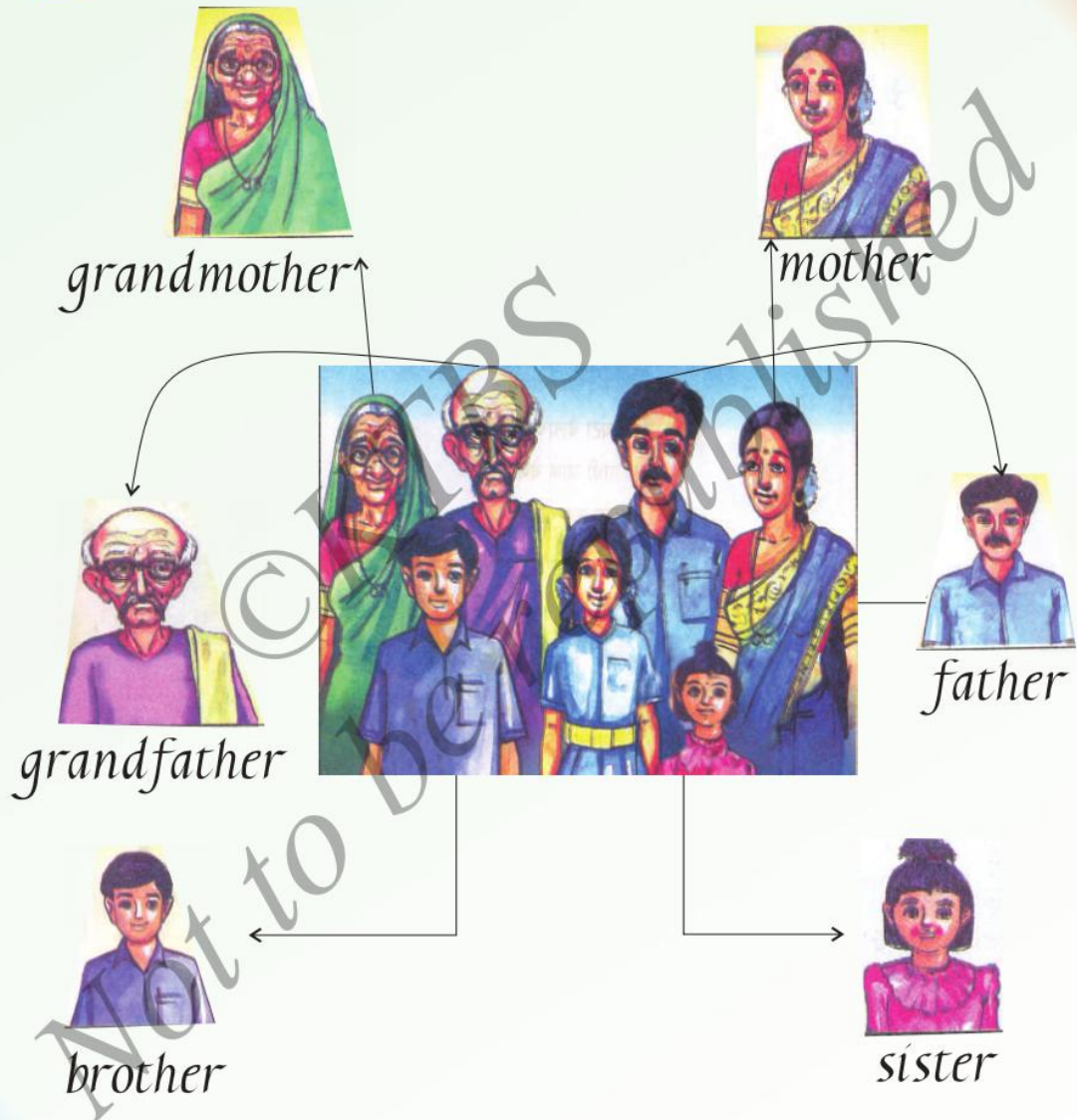
| Birds | Animals | Insects |
|-------|---------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |



6. Family

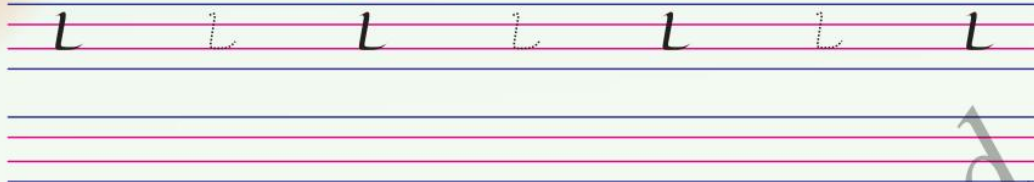


I am Sahana. This is my family. He/She is my





Trace the following.



Enjoy singing this rhyme.

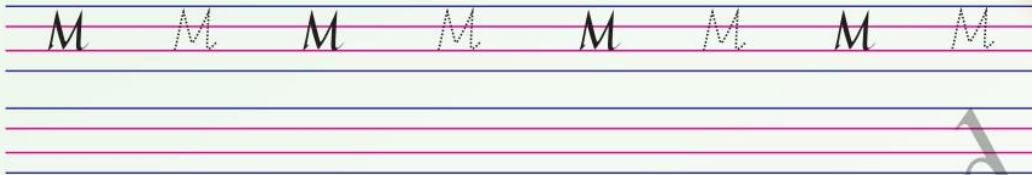
Sarah, Sarah my darling
Sarah don't you cry
Father went to office my darling || 2 ||
File in his hand || Sarah ||
Mother went to market my darling || 2 ||
Basket in her hand || Sarah ||
Brother went to play my darling || 2 ||
Bat in his hand || Sarah ||
Sister went to school my darling || 2 ||
Bag on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



6. Family



Trace the following.



Know Anjali's Family



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



Basavaraj is my **grandfather**.



Lakshmi is my **grandmother**.



My **father's** name is Vinay.



My **mother's** name is Parimala.



Sunil is my **brother**.

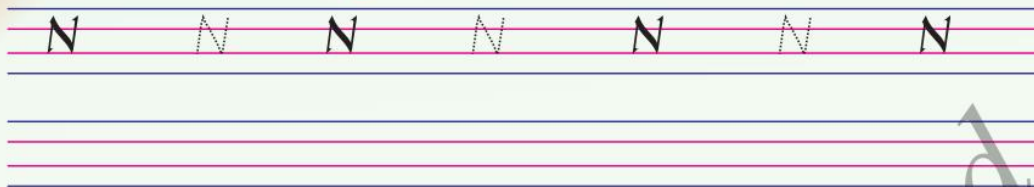


Suma is my **sister**.





Trace the following.

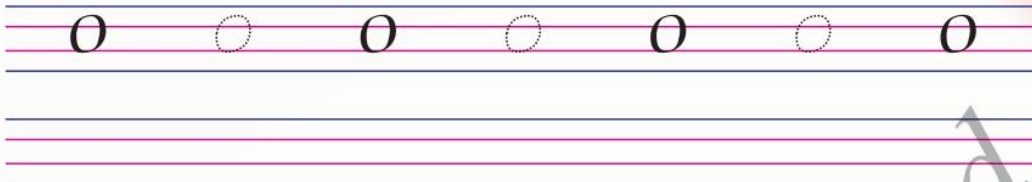


Anjali has lost her teddy bear. Could you please help her get it back?





Trace the following.



Learn to talk. Answer the questions.



May I know your family?

Anjali : What is your name?

You : My name is

Anjali : What is your father's name?

You : My father's name is

Anjali : What is your mother's name?

You : My mother is

Anjali : What is your brother's name ?

You : My brother is

Anjali : What is your sister's name?

You : My sister's name is

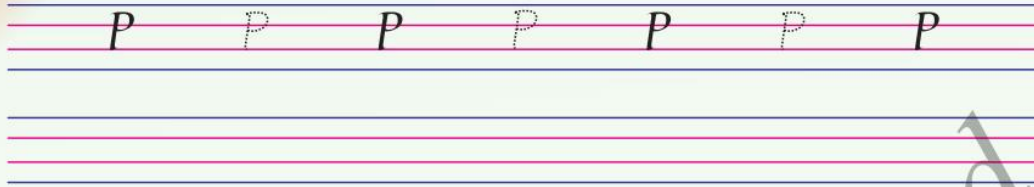


Who do you like the most in your family?





Trace the following.



Learn to talk. Say after the teacher.

Jennifer : Do you have a sister?

Malathi : Yes, I do.

Jennifer : What's her name?

Malathi : Krishnaveni.

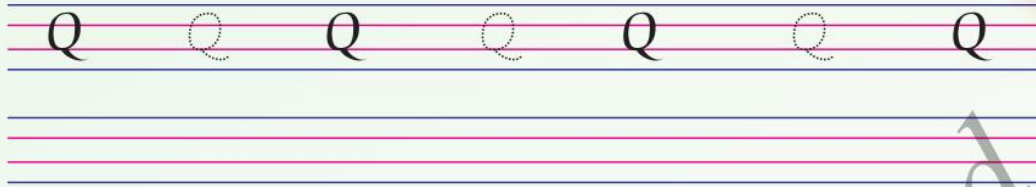
Jennifer : Do you have brothers?

Malathi : No, I don't.





Trace the following.

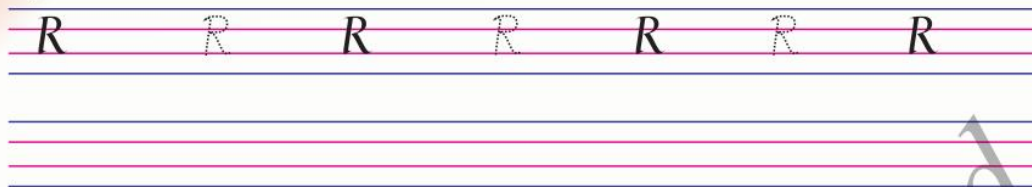


My Family





Trace the following.



Match the pictures.

A

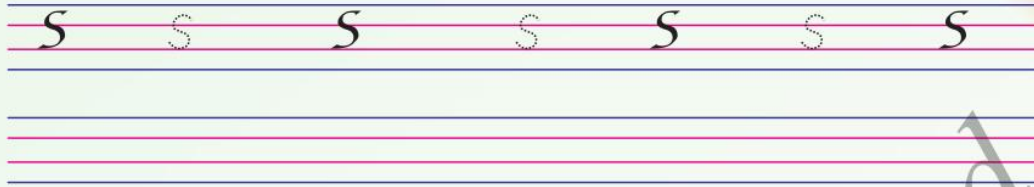


B





Trace the following.



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

1.



is reading a newspaper.

2.



is drinking tea.

3.



is working on the computer.

4.



is cooking food.

5.



is watching television.

6.



is feeding the dog.



Trace the following.



Say after the teacher.

father - mother
brother - sister
son - daughter

boy - girl
uncle - aunt
grandfather - grandmother

Draw or paste your family picture

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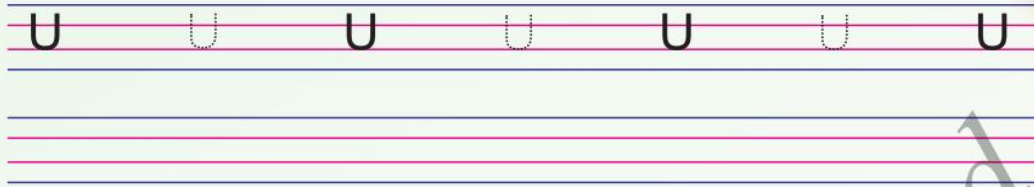
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My corner





Trace the following.



Assessment Activity:

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



| | | | | | |
|---|--|---|--|---|--|
| m | | t | | e | |
|---|--|---|--|---|--|



| | | | | | |
|---|--|---|--|---|--|
| f | | t | | e | |
|---|--|---|--|---|--|



| | | | | | |
|---|--|---|--|---|--|
| s | | s | | e | |
|---|--|---|--|---|--|



| | | | | | | |
|---|--|---|--|---|--|---|
| b | | o | | h | | r |
|---|--|---|--|---|--|---|









| | | | | | | | | | | |
|---|--|---|--|---|---|--|---|--|---|--|
| g | | a | | d | f | | t | | e | |
|---|--|---|--|---|---|--|---|--|---|--|



| | | | | | | | | | | |
|---|--|---|--|---|---|--|---|--|---|--|
| g | | a | | d | m | | t | | e | |
|---|--|---|--|---|---|--|---|--|---|--|



My Progress:

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





Language game

Fishing Animals

| | |
|-----------------------|--|
| Objective | : To practise the sounds of animals |
| Time required | : 20 minutes. |
| Nature of Game | : Whole class |
| TLM | : Pictures of animals/nails/thread with magnet |

How

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

Should

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

If

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

Also

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



7. Shapes and Colours

Use your fingers and show the following.



Join the dots and say after the teacher.



square



circle



triangle

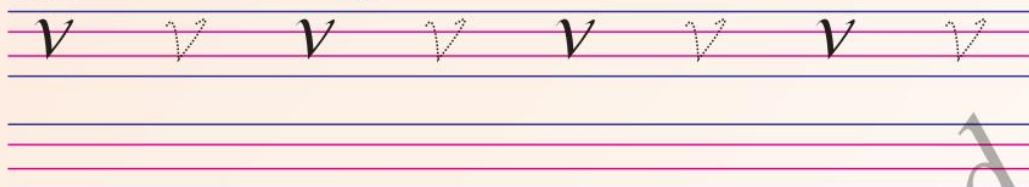


rectangle





Trace the following.



Colour the circle.



Colour the square.



Colour the triangle.



Colour the rectangle.



Identify the shapes.





Trace the following.



Enjoy singing this rhyme

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



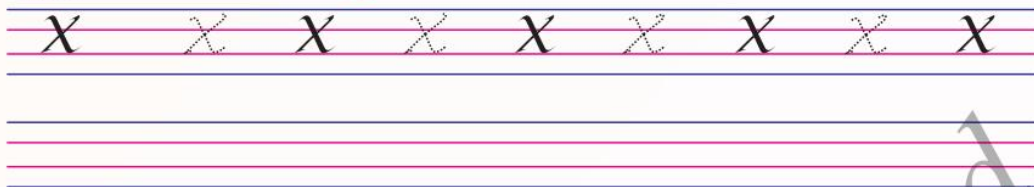
I have a shape
Now you guess my name
I have four sides all sized the same
Many things are shaped like that
Like a box and a frame
Don't you think I am a SQUARE?

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





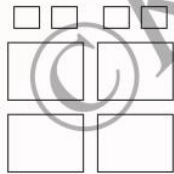
Trace the following.

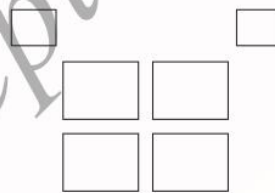


Count the shapes and write the numbers in the box.

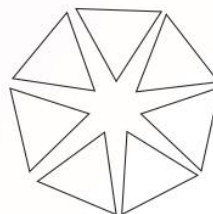












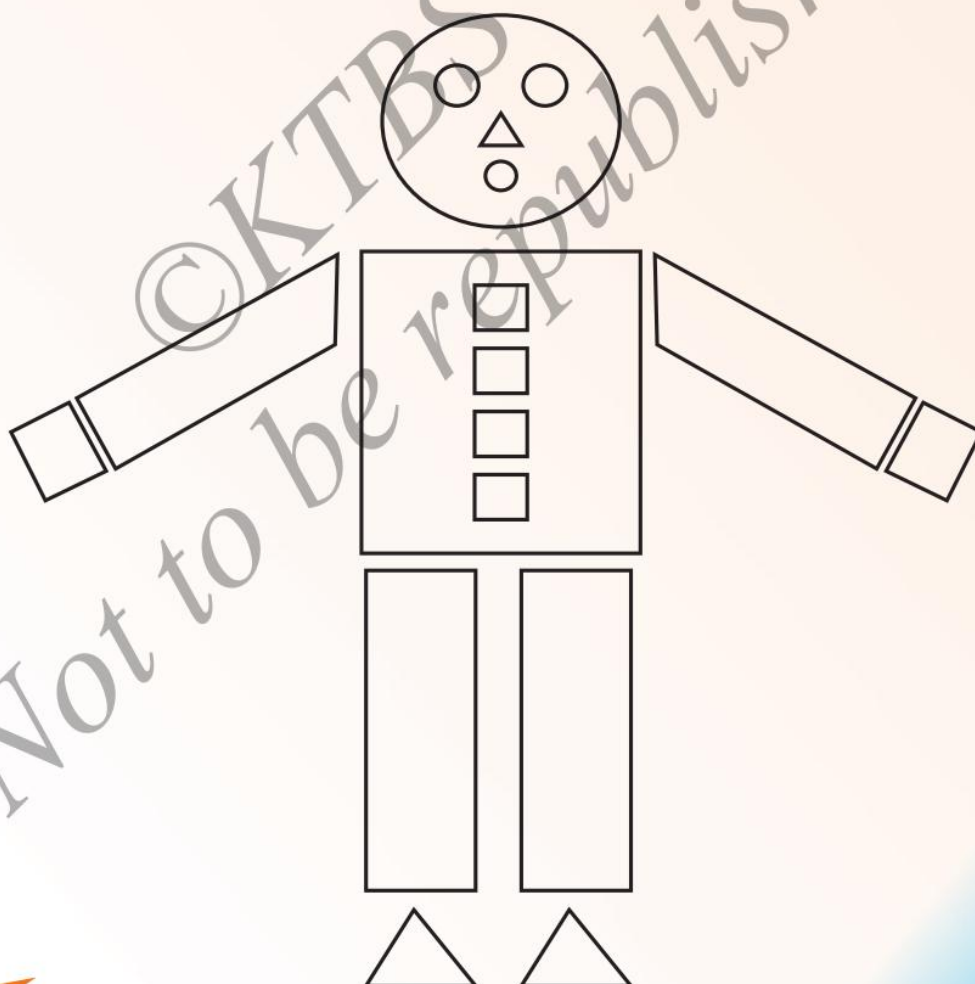




Trace the following.

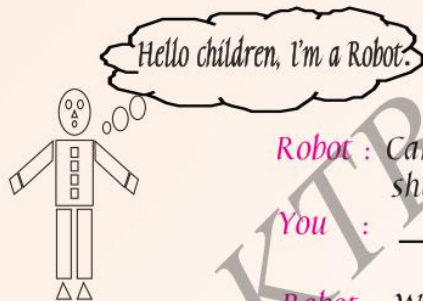


Colour the picture.





Trace the following.



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

You : _____

Robot : What is the shape of my hands?

You : _____

Robot : What is the shape of my eyes?

You : _____

Robot : What is the shape of my buttons?

You : _____

Do as your teacher says.

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



Which colour do you like the most?

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



red rose



green grass



white rabbit



yellow banana



black board



pink hat



brown cake



blue sky



purple balloon





Trace the following.

am

act

at

and

Enjoy singing this rhyme.

Red, red, red,

Touch your head.



Blue, blue, blue,

Tie your shoe.



Brown, brown, brown,

Bend a little down.



White, white, white,

Take a bite.

Black, black, black,

Scratch your back.



Purple, purple, purple

Draw a small circle.



Pink, pink, pink,

Give a short wink.

Green, green, green

Say hi to the queen



Yellow, yellow, yellow

Say bye to the dirty fellow



Grey, grey, grey,

Shout hurray!





Trace the following.

ant axe apple animal

Look at the pictures and tick the right answer.



black frock ☐

yellow frock ☐



red tomato ☐

green tomato ☐



purple ball ☐

brown ball ☐



blue crayon ☐

pink crayon ☐





Trace the following.

bag ball boat bath board

Colour the roses with different colours.

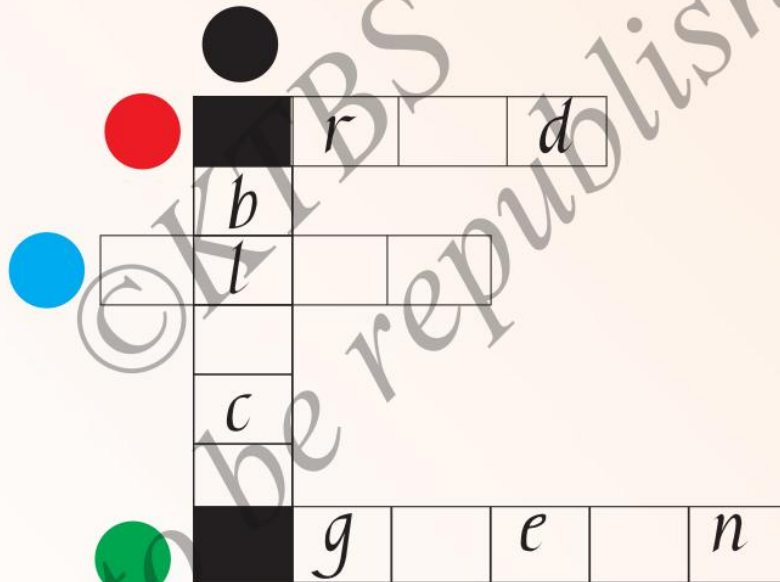




Trace the following.

cat car crow comb colour

Write the correct letters in the boxes.





Trace the following.

dog doll duck door donkey

Say after the teacher.

triangle - rectangle
square - bare
circle - cycle

blue - glue
red - bed
brown - town

white - night
black - crack
yellow - fellow

Draw the shapes you learn and fill them with colours.

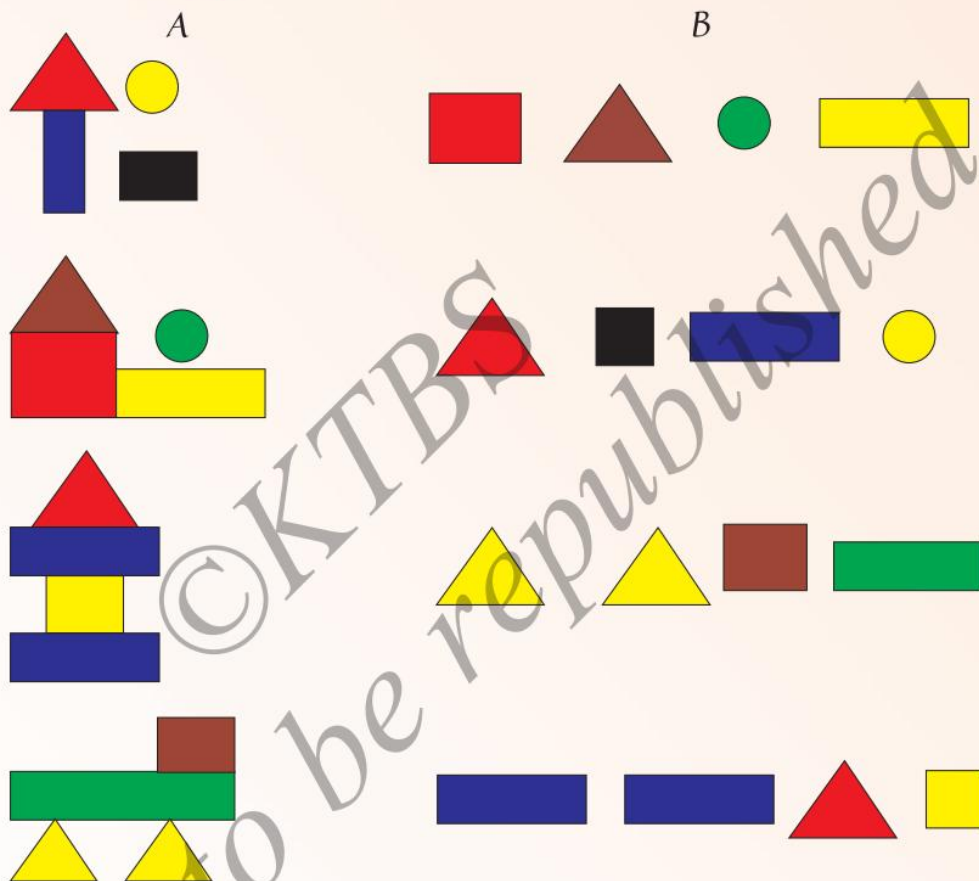
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My corner



Assessment Activity

Match the figures



My Progress:

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





Language Game

Fruits, vegetables and flowers

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

Time required : 20 minutes

Nature of Game : Group activity

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

How

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

Should

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

If

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

Also

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



8. Good Habits

Repeat after the teacher.

brush

teeth

bath

paste

cut

nails

comb

hair

wash

hands

greet

parents





Trace the following.

eat

egg

ears

eyes

engine



Enjoy singing this rhyme.

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



Match the pictures with the words.



comb



toothbrush



soap



hair oil



clothes





Trace the following.

fox fan fun father finger

Learn to talk. Look and say.



I brush my teeth in the morning.
I have a bath every day.
I cut my nails every week.



I comb my hair after bath.



I wash my hands
before eating.

I don't drop food while eating.



I care for animals.

I greet my parents in the morning.



How many times in a day do you brush ?





Trace the following.

girl goat grass garlic grapes



I listen to people when they speak.

I close the tap after use.



Fill in the blanks with the correct word.

1. I _____ for animals. (care, caer)
2. I _____ my teeth in the morning. (bursh, brush)
3. I don't _____ food while eating. (dorp, drop)
4. I _____ my hands before eating. (wsah, wash)
5. I _____ my hair everyday. (comb, cmob)
6. I _____ the tap after use. (close, colse)





Trace the following.

hat hen hair head hand

Learn to talk. Say after the teacher.

Kishan : Do you cut your nails regularly?

Sumanth: Yes, I do.

Kishan : Does your mother help you?

Sumanth: No, I do it myself.

Ram : Do you help your mother?

Thomas : Yes I do.

Ram : How?

Thomas : I wash my plate.

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

Do you wash your clothes?

Do you wrap your books?

Do you clean your room?

Number in order. Write in the blanks below.

| | |
|--|--|
| <input type="checkbox"/> I walk to school. | <input type="checkbox"/> I get up early. |
| <input type="checkbox"/> I brush my teeth. | <input type="checkbox"/> I take bath. |

1. _____ 3. _____

2. _____ 4. _____





Trace the following.

in ink ill ice ice-cream



Enjoy singing this rhyme.

Brush, brush, brush your teeth

Brush it everyday.

Father, mother, brother, sister

Brush it everyday.

Wash, wash, wash your face

Wash it everyday.

Father, mother, brother, sister

Wash it everyday.

Comb, comb, comb your hair

Comb it everyday.

Father, mother, brother, sister

Comb it everyday.

Eat, eat, eat your food

Eat it everyday.

Father, mother, brother, sister

Eat it everyday.





Trace the following.

jug jam joke jump joy

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



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



1. comb

2. s

3. c

4. b

5. p





Trace the following.

kid kit kite king kick

Do as your teacher says.

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

Repeat after the teacher.

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

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

| | | |
|-------|---|-------|
| ruhsb | — | brush |
| adnh | — | _____ |
| mboc | — | _____ |
| ofod | — | _____ |
| thab | — | _____ |
| ainls | — | _____ |





Trace the following.

lot late live lamb limb

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

par
morn
ba
ha
co
br
we

th
mb
ing
ush
nds
ents
ek

morning



Assessment Activity:
Mark (✓) for good habits and (×) for bad habits.



My Progress:

| | Statements | ✓ / × |
|--|-----------------------------|-------|
| | I can read the words. | |
| | I know some good habits. | |
| | I can repeat the dialogues. | |





Language game

Pick and Run

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

Time required : 20 minutes.

Nature of Game : Whole class

How

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

Should

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

If

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

Also

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



9. Means of Transport

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



bus



autorickshaw



aeroplane



ship



scooter



track



truck



water



road



train





Trace the following.

mat map mill mug mud meat



Enjoy singing this rhyme.

The wheels of the bus go
Round and round,
Round and round,
Round and round.

The wheels of the bus go
Round and round,
All through the town.

The driver of the bus says
Move on back! Move on back!
Move on back!

The driver of the bus says
Move on back!
All through the town.

The crowded bus goes up and down,
Up and down, up and down.

The crowded bus goes up and down,
All through the town.





Trace the following.

nap

nit

net

nut

name

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

1.



Scooter

2.



Aeroplane

3.



Car

4.



Train

5.



Bus

6.



Ship

7.



Boat

8.



Helicopter





Trace the following.

on

ox

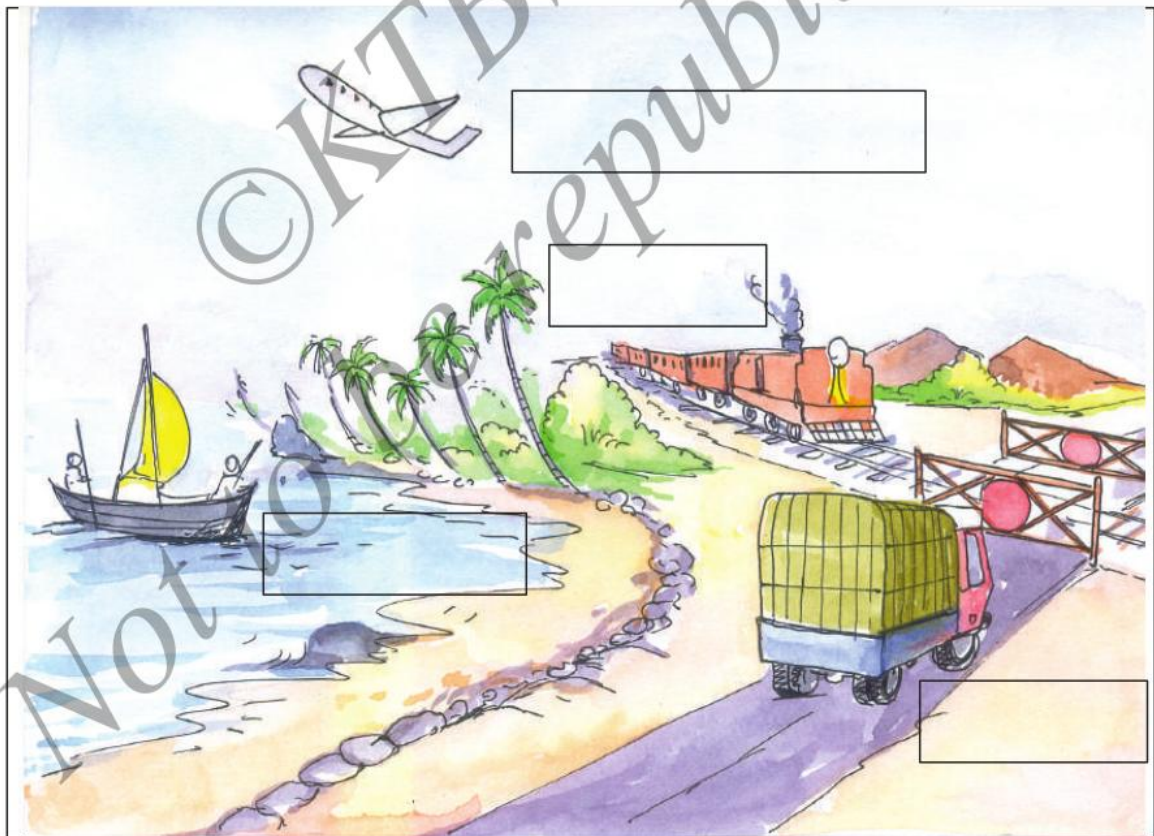
or

oil

out

owl

Identify the vehicles. Write their names in the boxes.





Trace the following.

pan pet pill pot post paper

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



T r a i n

A e r o p l a n e

B u s



C _ _

S _ _ _ _

S _ _ _



B _ _ _

B _ _ _

S _ _ _



T _ _ _ _

C _ _ _

B _ _ _





Trace the following.

quit quick quiet queen queue

Say after the teacher.



1. passenger



2. cleaner



3. driver



4. conductor

Parts of a vehicle. Say after the teacher.



wheel



seat



steering



door



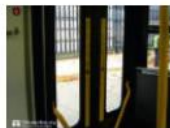
horn



headlights

Identify the following. Write the name:













Trace the following.

rat ram rim rest road right

Match the following. Name the pictures.





Trace the following.

say see set sip salt same

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

e.g: Raju likes to fly a bus.

Raju likes to fly an aeroplane.



1. Mamatha likes to ride a bicycle.



2. Rahim likes to ride a bike.



3. Karim likes to drive an aeroplane.



Learn to talk! Say after the teacher.

Amir: Have you travelled by train?

Anu : Yes, I have.

Amir: How about you, Chandru?

Chandru: No, I haven't.

Sudhir: Have you travelled by bullock cart?

Yash : No, I haven't. Have you?

Sudhir : Yes. It is very nice. My father has one.

Yash : Can you take me in it?

Sudhir: Yes.





Trace the following.

tap tall ten tell top time

Now practise these dialogues with your friends.

Use names of different vehicles.

Examples:

Have you travelled by aeroplane?

Have you travelled by boat?

Have you travelled by car?

Have you travelled by bus?

Say after the teacher.

Red light, red light,

What do you say?

I say stop, stop right away.



Amber light, amber light,

What do you say?

I say wait, till the light turns green.



Green light, green light,

What do you say?

I say go, go right away.





Trace the following.

up uncle under unity umbrella

Say after the teacher:

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

Read and colour:

1. stop



2. wait



3. start



Do as your teacher says:

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

Say after your teacher:

wheel feel
door floor

horn born
mirror scissor

chair fair
car far





Trace the following.

vase

vote

very

village

vegetable

Draw or paste a picture of traffic signals.

My corner



Assessment Activity:
Match and write: (one is done for you)



The train moves on the track



The helicopter flies on the water



The boat sails on the road



The bus runs in the sky

Eg: 1. The bus moves on the road.

2. _____

3. _____

4. _____



My progress :

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





Language game

Traffic Lights

Objective : To enable children to identify colours, remember the traffic rules and utter the names of colours

TLM required : Flash cards of red, orange, green colour

Nature of the game : Group activity/out door /indoor

Time required : 20-30 minutes

How

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

Should ● Children should follow the signals without mistake.

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

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



10. Numbers and Days

Say after your teacher.



one



two



three



four



five





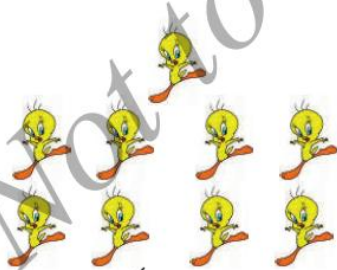
six



seven



eight



nine



ten



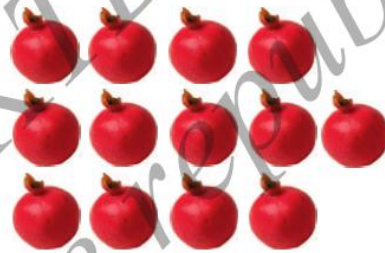
Say after your teacher.



eleven



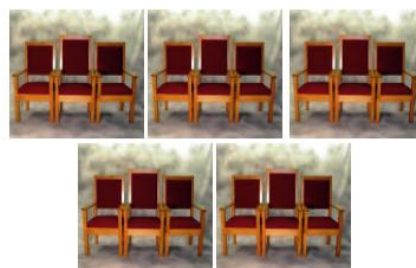
twelve



thirteen



fourteen



fifteen





sixteen



eighteen



twenty



seventeen



nineteen





Trace the following.

was who will what when



Enjoy singing this rhyme.

One, two, three, four, five,

Once I caught a fish alive.

Six, seven, eight, nine, ten.

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

The little finger on my right.





Trace the following.

ox

oxen

fix

maxi

exit

Recall the rhyme. Match pictures with sentences.

Write in the blanks and sing. (First line is done for you)



Five, six pick up sticks.

One, two buckle my shoe.



Seven, eight lay them straight.



One, two buckle my shoe.



Nine, ten a big fat hen.



Three, four shut the door.





Trace the following.

you

yes

yet

year

yellow

Count and write.

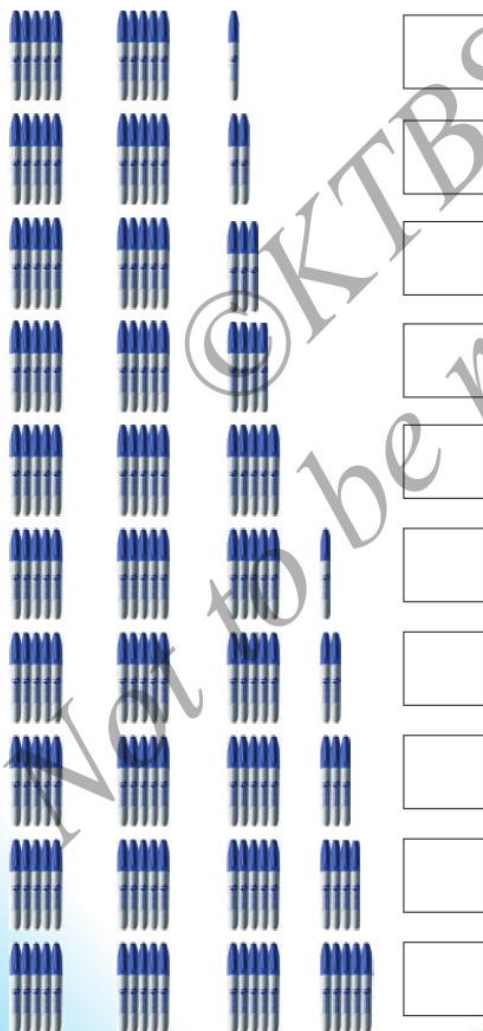




Trace the following.

zip zen zoo zero zoom zebra

Count and say. Write the numbers.





Trace the following.

one two three four five



Enjoy singing the rhyme.

Two little black birds

Sitting on the wall,

(hold up one finger of each hand)

One named Peter,

The other named Paul.

Fly away Peter!

(put one hand behind your back)

Fly away, Paul!

(put the other hand behind your back)

Come back, Peter!

(bring the first hand from behind your back)

Come back, Paul!

(bring the other hand from behind your back)





Trace the following.

six seven eight nine ten

Let us learn to talk. Say after the teacher.

Nalini : Hello Geetha.

Geetha : Hello Nalini.

Nalini : How many sisters do you have?

Geetha : I have two sisters. What about you?

Nalini : I have only one sister.



Babu : How many books are there in your bag?

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

Babu : Eight. I have two story books too.



Complete the dialogue:

Joseph : How many _____ are there in your kitchen?

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

Joseph : _____. There are _____ in our kitchen.



How many children are there in your class?





Trace the following.

eleven twelve thirteen fourteen fifteen

Enjoy singing this rhyme.

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



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



(Count down up to two)

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





Trace the following.

sixteen seventeen eighteen nineteen twenty

Say after the teacher.

won one

three tree

five hive

seven eleven

nine pine

two too

four door

six fix

eight gate

ten den

Write in order. (one is done for you)

urof— four — 4

neo —

etywnt —

rehet —

net —

inen —

xisenet —

ievf —

ighet —

Fill in the missing numbers.



2



—



4



—



6



—

1



—



3



—



—

—

12

—

14

—

16

—

18

—

20



Repeat after the teacher.



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday





Trace the following.

Sunday Monday Tuesday Wednesday

Enjoy singing the rhyme:

Monday is a busy day. Monday busy day.

For I must do the washing

And start without delay

Lala lala laala lala lala laa

Lala lala laala lala lala laa.

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

Tuesday _____ ironing.

Wednesday _____ cleaning.

Thursday _____ sweeping.

Friday _____ stitching.

Saturday _____ cooking.



Sunday is a holiday. Sunday holiday.

For I must go for walking

And start without delay.

Lala lala laala lala lala laa





Trace the following.

Thursday Friday Saturday

Use this calendar to ask questions.

January

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





Trace the following.

Sunday is a holiday.

Can you prepare a calendar for February?

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | 01 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Prepare a calendar for the month of March.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |





Trace the following.

I go to bed at 10 pm.

Now enjoy speaking to your friends about days.

Teacher : What day comes after Monday?

Student 1 : Tuesday.

Teacher : What day comes before Friday?

Student 2 : Thursday.

Similarly you can ask questions on numbers too.

What number comes before ten?

Nine.

What number comes after eighteen?

Nineteen.

Write the days of the week in order.

Sunday 1. _____

Tuesday 2. _____

Thursday 3. _____

Monday 4. _____

Saturday 5. _____

Wednesday 6. _____

Friday 7. _____





Trace the following.

I play in the evening.

Do as your teacher says:

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

Tuesday — iron clothes, Wednesday — clean the room,
Thursday — sweep the room, Friday — stitch clothes,
Saturday — cook food, Sunday — walk.

Supply the missing letters:

M _ _ _ d _ _ y
T u _ _ _ a _ y
W _ _ _ n _ _ s d _ _ _
_ _ _ u r _ _ _ a y
F _ _ _ d _ _ _
_ _ _ a _ _ u r _ _ _





Trace the following.

I help my parents.

Match them.

twelve

fifteen

nine

eleven

seven

11

9

7

12

15

Look at the pictures and fill in the blanks.

1. There are _____ books in the bag.



2. There are _____ flowers in the plant.



3. There is _____ dog in the room.



4. There are _____ boxes on the table.



5. There are _____ cars on the road.



Numbers:

| |
|-----------|
| |
| My corner |

Days:

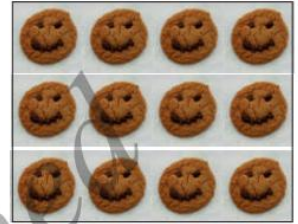
| |
|-----------|
| |
| My corner |



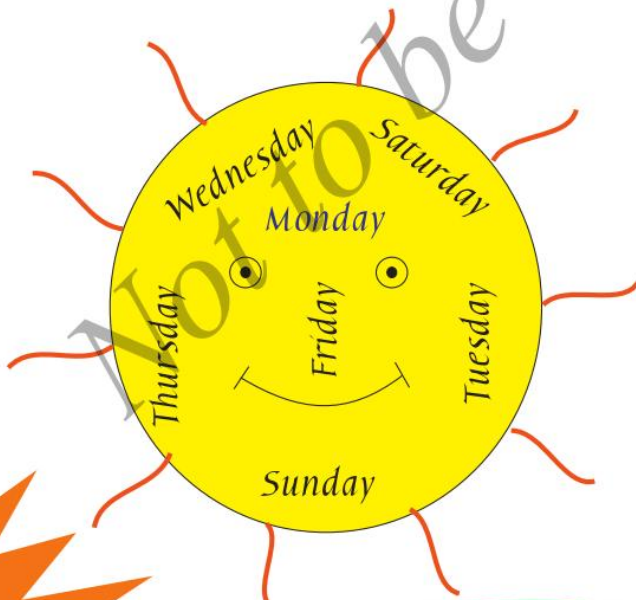
Assessment Activity:

Look at the pictures. Fill in the blanks.

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



Write the days of the week in an order :



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





My Progress:

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





Language game

What's the number ?

Objective : To enable the children to learn numbers

TLM required : Flash cards and numbers

Nature of the Game : Group

Time required : 10 minutes

How

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

Should

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

If

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

Also

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



Names of months

Objective : To practise names of the months

Time required : 15 to 20 minutes

Nature of the game : Whole class

TLM required : Flash cards with names of the months

How

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

Should

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

If

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

Also

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



The cat and the mouse

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

Time required : 15 minutes

Nature of the game : Group.

TLM required : Flash cards with names of the days of the week.

How

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

Should

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

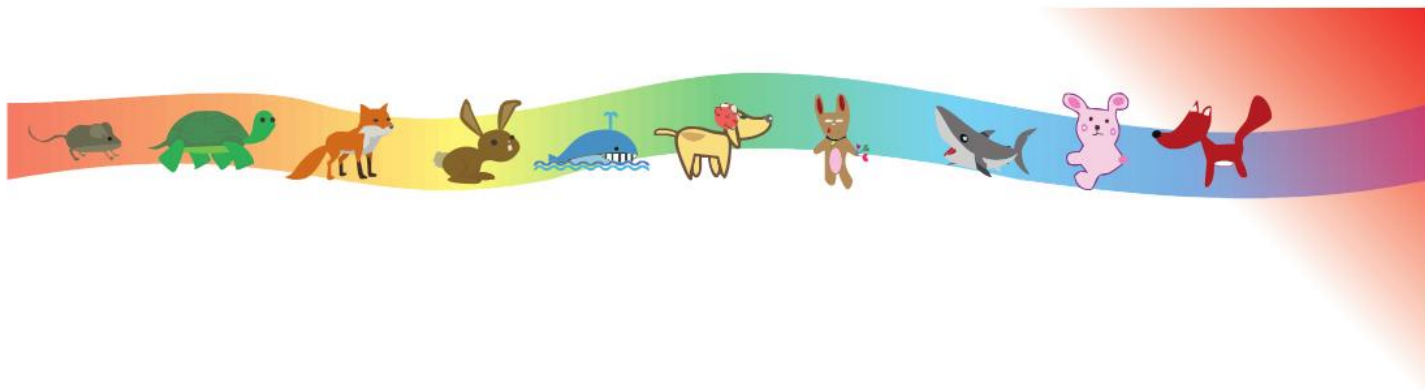
If

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

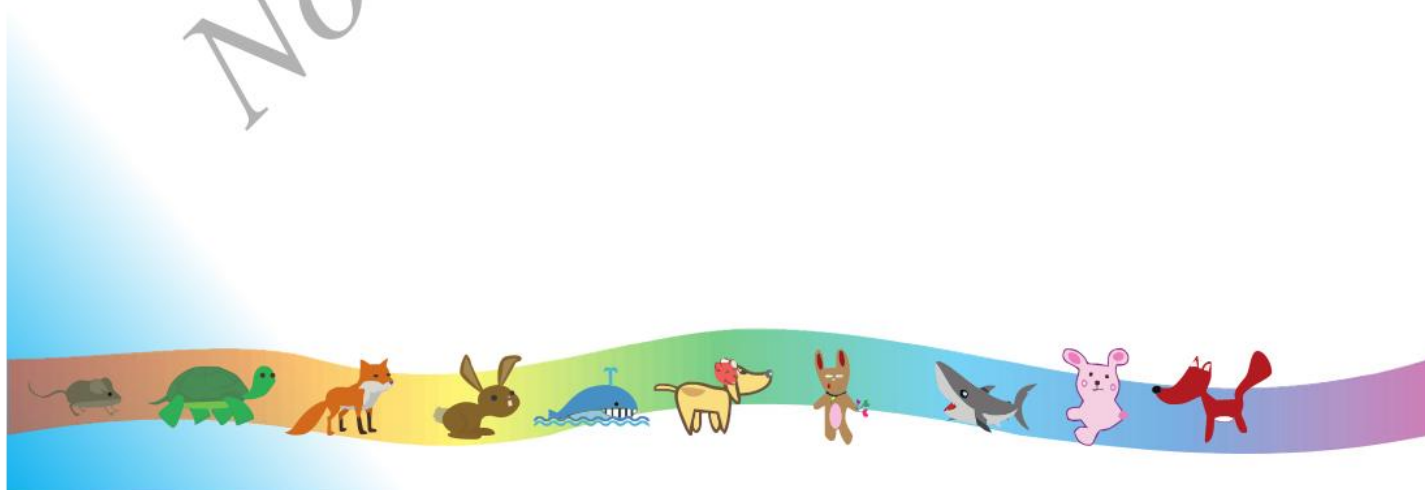
Also

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





**STORIES FOR
LISTENING**



THE GOAT AND THE LION

Listen and enjoy.

One day, a hungry lion was looking for food. He could not get anything to eat. At last, he saw a goat eating grass on a high hill. He could not climb the hill.

“Hello, Goat!” he called out. “Why don’t you come down and taste the grass here? “It’s much sweeter than the grass up there.” But the goat was clever too. He knew that the lion wanted to eat him.

“Thank you very much,” said the goat. “The grass may be sweeter down there. But I would rather live and eat the grass up here.”



A CLEVER DONKEY

Listen and enjoy.

*A wolf was trying to catch a donkey.
The donkey saw this. He told the wolf,
"You can eat me.
But before that please*



The donkey kicked the wolf as hard as he could and ran away.

remove the thorn in my foot. It may trouble you. "The wolf bent down to see."



*The other donkeys were very happy.
They said, "You are very clever."
The wolf felt foolish.*



A FOOLISH DONKEY

Enjoy listening to the story.

A donkey made friends with a fox. Together they went to a sugar cane field. They ate sugarcane.



They were very happy. The donkey wanted to sing after a good meal. The fox asked the donkey not to sing and alert the farmers. But the donkey did not care for the advice.



He started singing happily. The fox ran away. The farmers heard the donkey singing. They came running. They beat the donkey and chased away.



THE SKY IS FALLING!

Enjoy listening to a story.

A hare heard a loud sound.
It was frightened.
It shouted,
"The sky is falling!"



Other animals heard this.
They saw the hare running.
They were frightened too.



All of them started running. A lion saw them running. He asked, "Why are you running?" They said, "The sky is falling! So we are running." "Where is the sky falling?" "There!" they showed.



The lion went there to see.
He saw only a dry branch
of a fallen tree.
"So that is the sky!" he laughed.
The other animals too laughed.
They all returned to their homes.



THE RAT AND THE CAT

Enjoy listening to this story.

*A rat saw a piece of cake.
"I will take it home and eat it,"*



*she thought.
Just then a cat came by.
She jumped and caught
the rat by the tail.*

*The clever rat did not cry.
She just smiled at the cat.
"It's too bad that you got me,"
said the rat.*



*"But you didn't get the cake.
That cake looks good. My friends do need food.
Now they can eat the cake."
The cat let off the rat and jumped on the cake.
The rat ran away. "Good-bye, Cat," said the rat
when she was in her hole, "you may eat the cake
if you want to. But you shall not eat me!"*



THE JACKAL AND THE DRUM

Enjoy listening to this story.

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



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

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



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



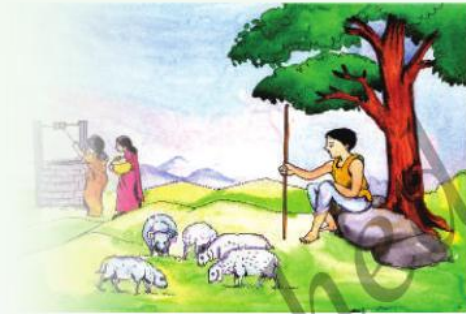
The jackal saw this and he was not afraid now. There was nothing to be afraid of. 'How foolish I have been!' He ran away, laughing to himself.



THE BOY WHO CRIED WOLF

Enjoy listening to this story.

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



He saw some women were collecting water from the well.

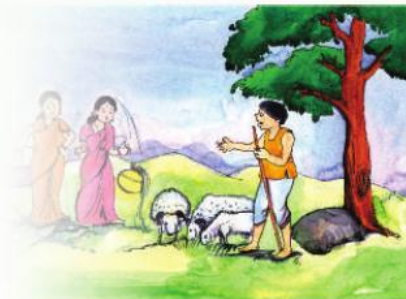


"Help, mother, help!" he shouted,

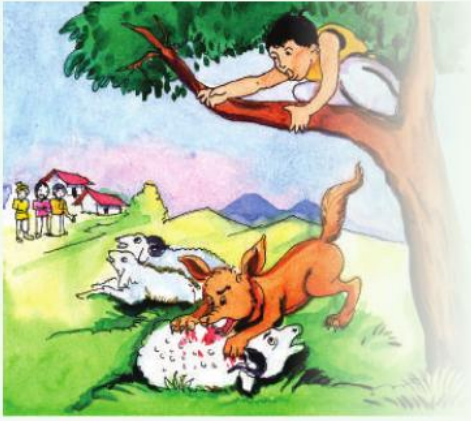
"wolves are attacking me, come quickly. Help!"

The women ran over the rough ground to help him. But that naughty boy only laughed. "Fooled you, didn't I?" he shouted.

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



THE BOY WHO CRIED WOLF



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

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A CLEAN GROUND

Enjoy listening to this story.

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

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

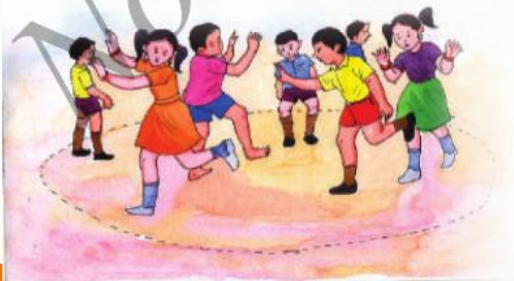


sharp stones. They hurt our feet while playing." All children of class I went to the ground and started removing the stones. Children from other classes saw them. They also came and joined their friends.

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



that his friends won't be hurt while playing.



THE HARE AND THE FROG

Enjoy listening to this story.



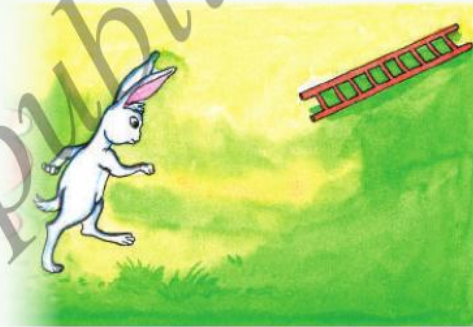
Once upon a time, a big green frog fell into a deep hole. It tried to jump out, but could not reach the top. It stopped trying and began to shout for help.

A hare was playing in the tall grass nearby.

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

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

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



Then you can use the ladder and get out."

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

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

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



THE HARE AND THE FROG

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

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

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



A HOT GREEN CHILLI

Enjoy listening to this story.

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



Learn to talk. Answer these questions.

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



HELP EACH OTHER

Enjoy listening to this story.

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

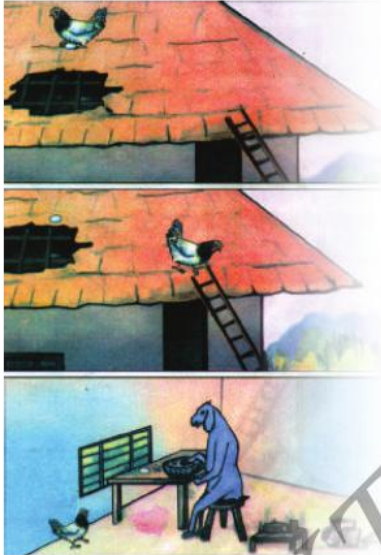


One day a hunter came to catch the bird. The ant saw this. It called all its friends. All the ants started biting the hunter. He ran away in fear. The bird was saved. The bird thanked the ants.



EGG IN A HOLE

Enjoy listening to this story.



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

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

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

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

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HENNY AND THE BABY CHICK

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

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

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

