Unit 1 – My Garden
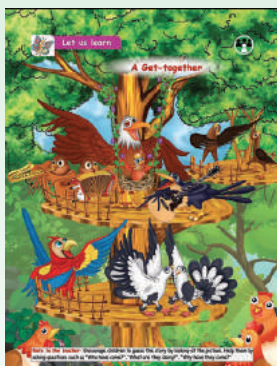
♦ Children love flowers and birds.

♦ The comic strip (The Cactus) helps children explore and talk about various flowers they see and know about their unique features.

♦ The poem (Little Birdie) helps children talk about birds.

♦ The rebus story (A Get-together) helps children read the story with words and pictures.

♦ The teacher needs to encourage children to treat birds and animals with kindness.

Unit 2 – Time and Calendar

♦ Children are curious about the concept of time. It is important for them to know the days and months of a year.

♦ The journal (Harini's Happy Week) helps children to associate interesting events with days of the week.

♦ The poem (Months in a Year) helps children know the name of the months in a year.

♦ The rebus story (A Day at Home) helps children read the story with the words and pictures familiar to them.

♦ The teacher needs to encourage children to follow a daily routine.
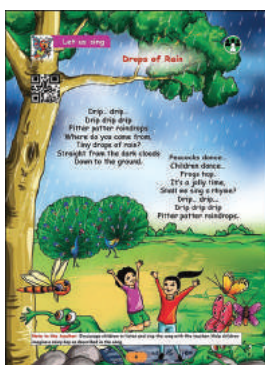
Unit – 3 Rain... Rain... Rain...

♦ Children love to play in the rain.

♦ Various water bodies are described through the comic strip (From the sky to the sea).

♦ The poem (Drops of Rain) helps children imagine a rainy day.

♦ The rebus story (A Rainy Day) helps children read the story with the words and pictures familiar to them.

♦ The teacher needs to encourage children to follow various ways to save water.

Learning Outcomes

Self assessment

♦ It is a moment of pride for children as they colour the apples in the tree.

♦ This self-assessment tool helps boost their self confidence.

♦ It is also a diagnostic page for the teachers to ensure that each student has attained the expected learning outcomes in each unit.
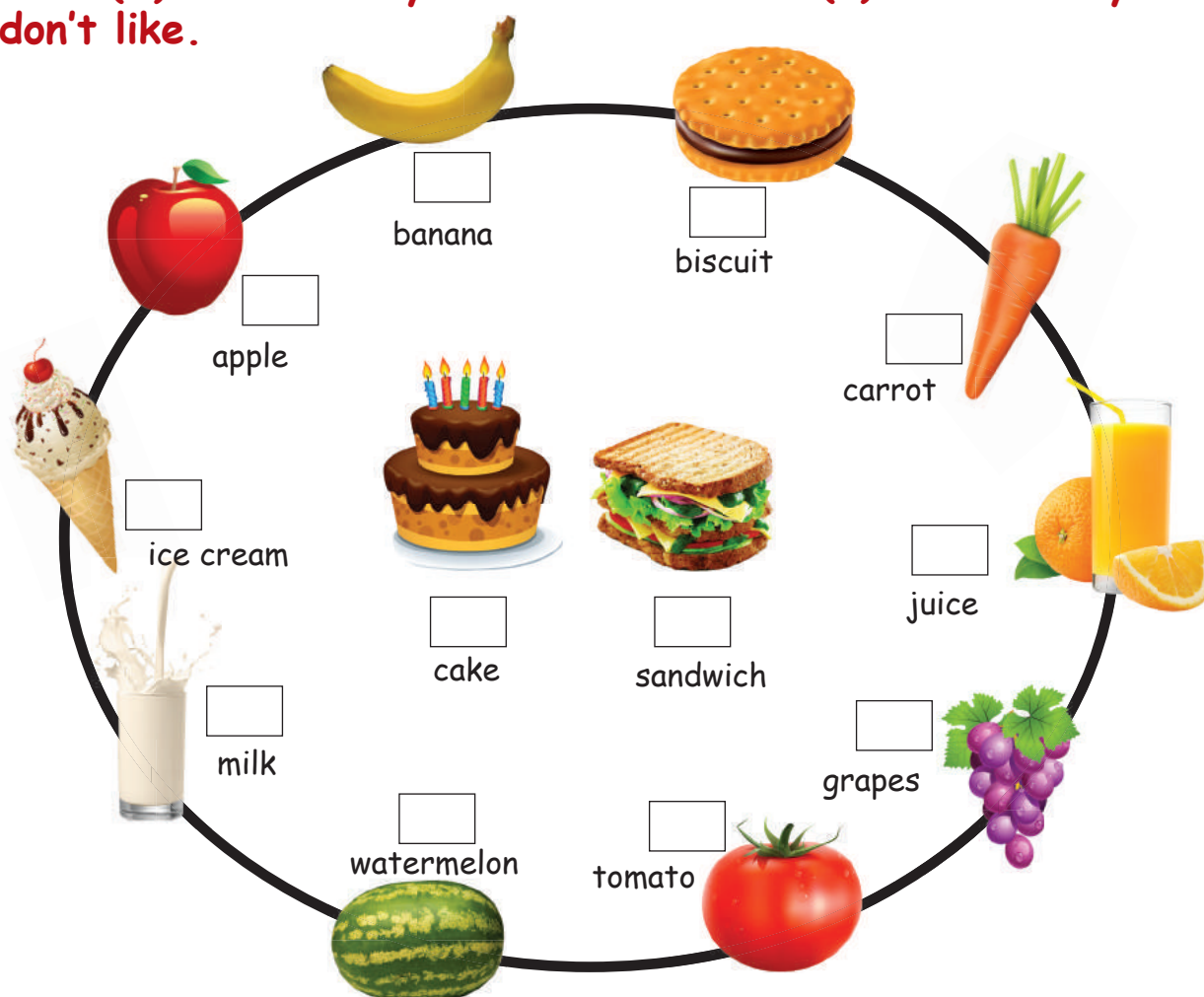
How to use QR Code in the textbooks

♦ Download the QR code scanner from Google Play store/Apple App Store into your smart phone.

♦ Open the QR scanner application.

♦ Once the scanner button in the application is clicked, the camera opens. Bring it closer to the QR code in the textbook.

♦ Once the camera detects the QR code, a URL appears on the screen. Click the URL and it will take you to the relevant page.

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1. Tick (✓) the food you like and cross (x) the food you don't like.

banana

biscuit

apple

carrot

ice cream

cake   sandwich

juice

milk

grapes

watermelon   tomato

2. Tick (✓) the correct one.

This ➡ 🖊	These ➡ 🖍
That ➡ 🖊	Those ➡ 🖍

1) This / That is a mango.

2) These / Those are bicycles.

3) This / That is a guava.

4) This / That is a lorry.

5) These / Those are brinjals.

6) These / Those are cars.

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3. Match the words with the pictures.

boat

car

bus

lorry

train

van

auto

bike

4. Fill the missing letters.

	a	n

	a	t	c	h

	a	k

	u	i	l	l

	e	b	r	a

	u	g

5. Read the words and colour the odd balloon.

chick

ship

chip

shot

chop

shed

cut

bus

that

mud

tap

hut

nib

when

whip
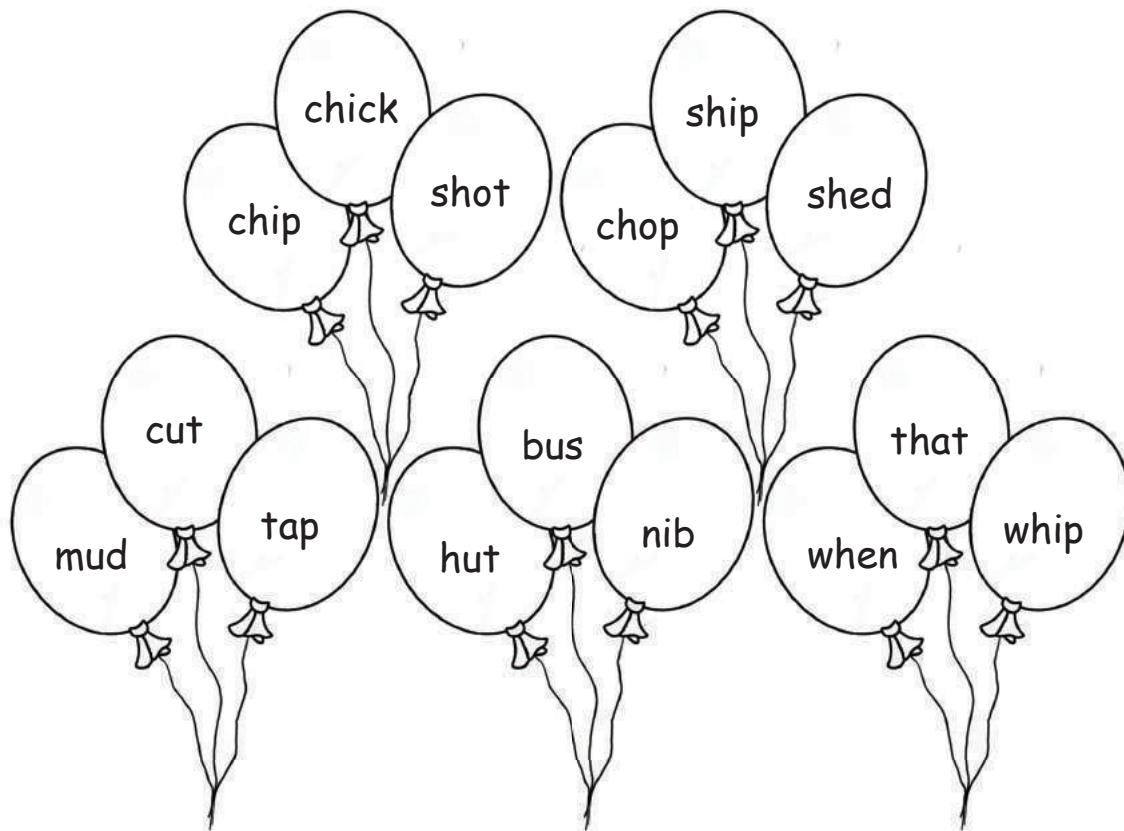
6. Read the passage aloud.

Come out, Binu. We shall go to my house.

That is my house and those are our cows.

See, this is my bicycle and these are my friends.

Let us join and play.

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7. Connect the dots from A to Z and colour the picture.
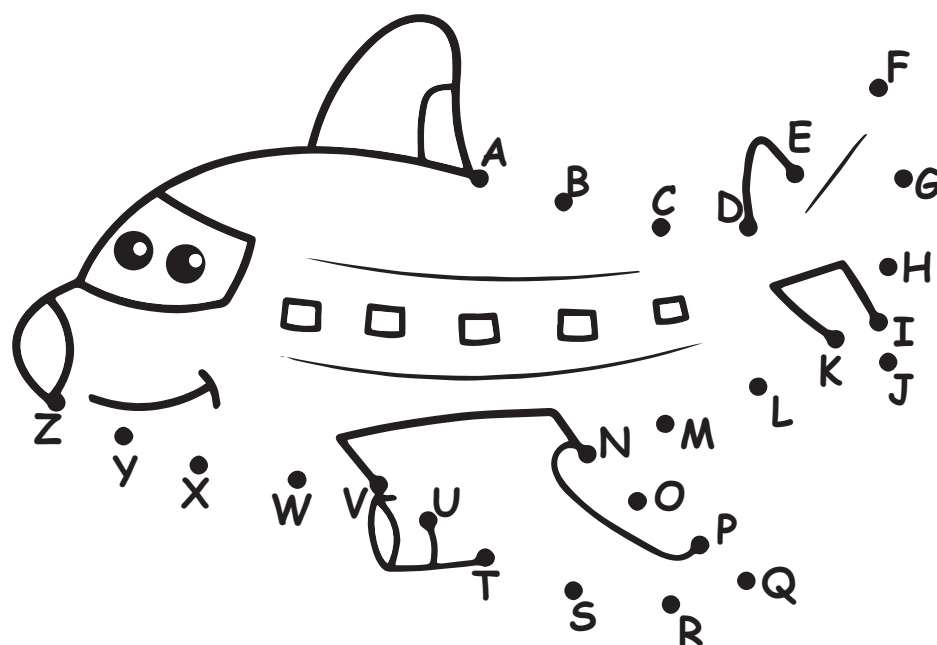
8. Fill in the compartments with missing small letters.

a   f

g   l

m   r

s   x

   z

My Garden

1

We water the plants.
Do you?
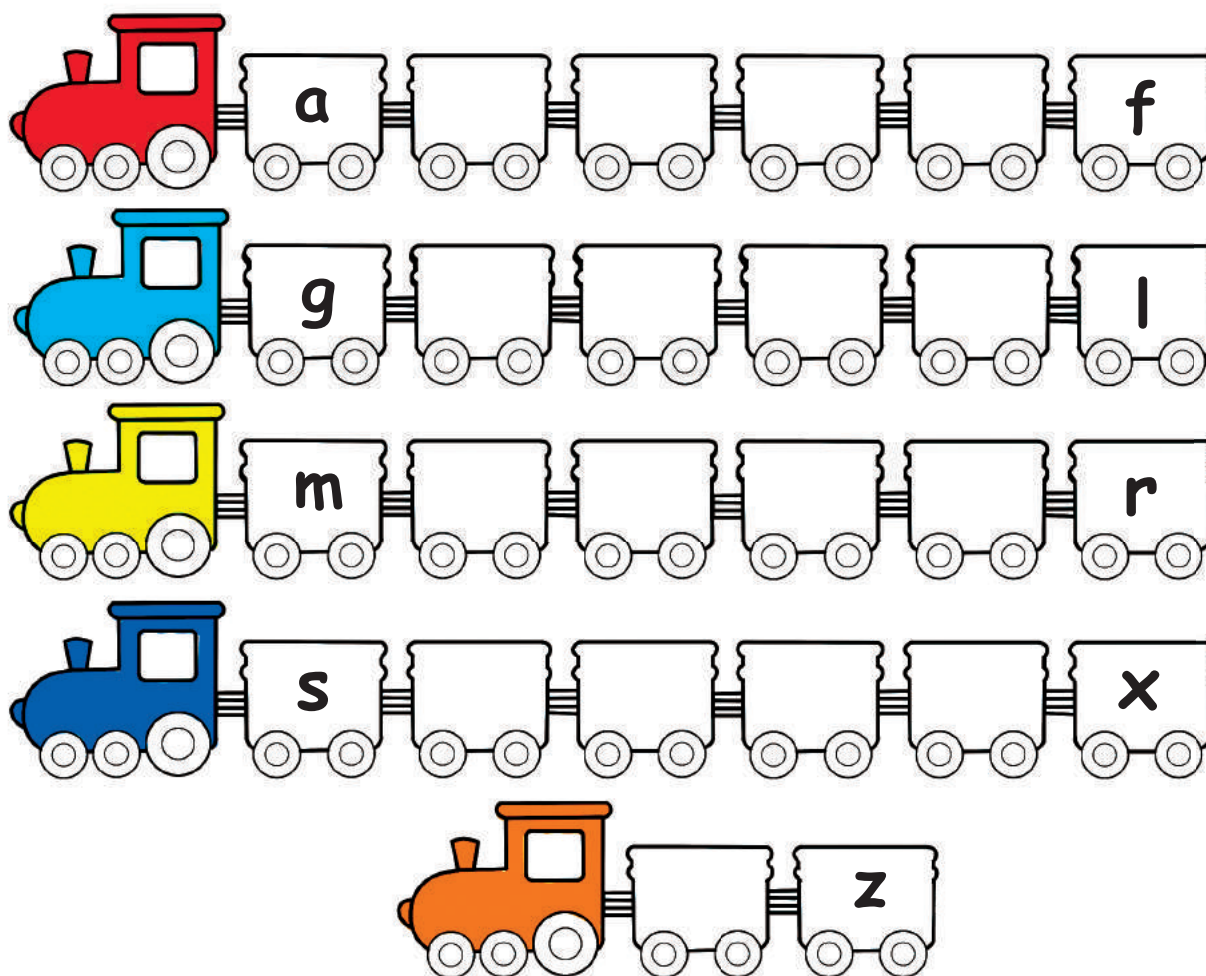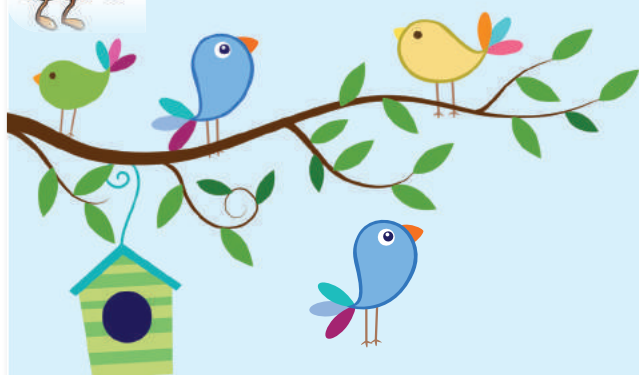
Little Birdie

I am a little birdie
Cute and fat,
I eat worms
I don't like cats.

When I see a cat
Come out to play,
I spread my wings
And fly away.

C52KAI

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher. (Tune: 'I am a little teapot')

Look and say

parrot

eagle

sunflower

rose

marigold

quail

tulip

lily

duck

lotus

crane
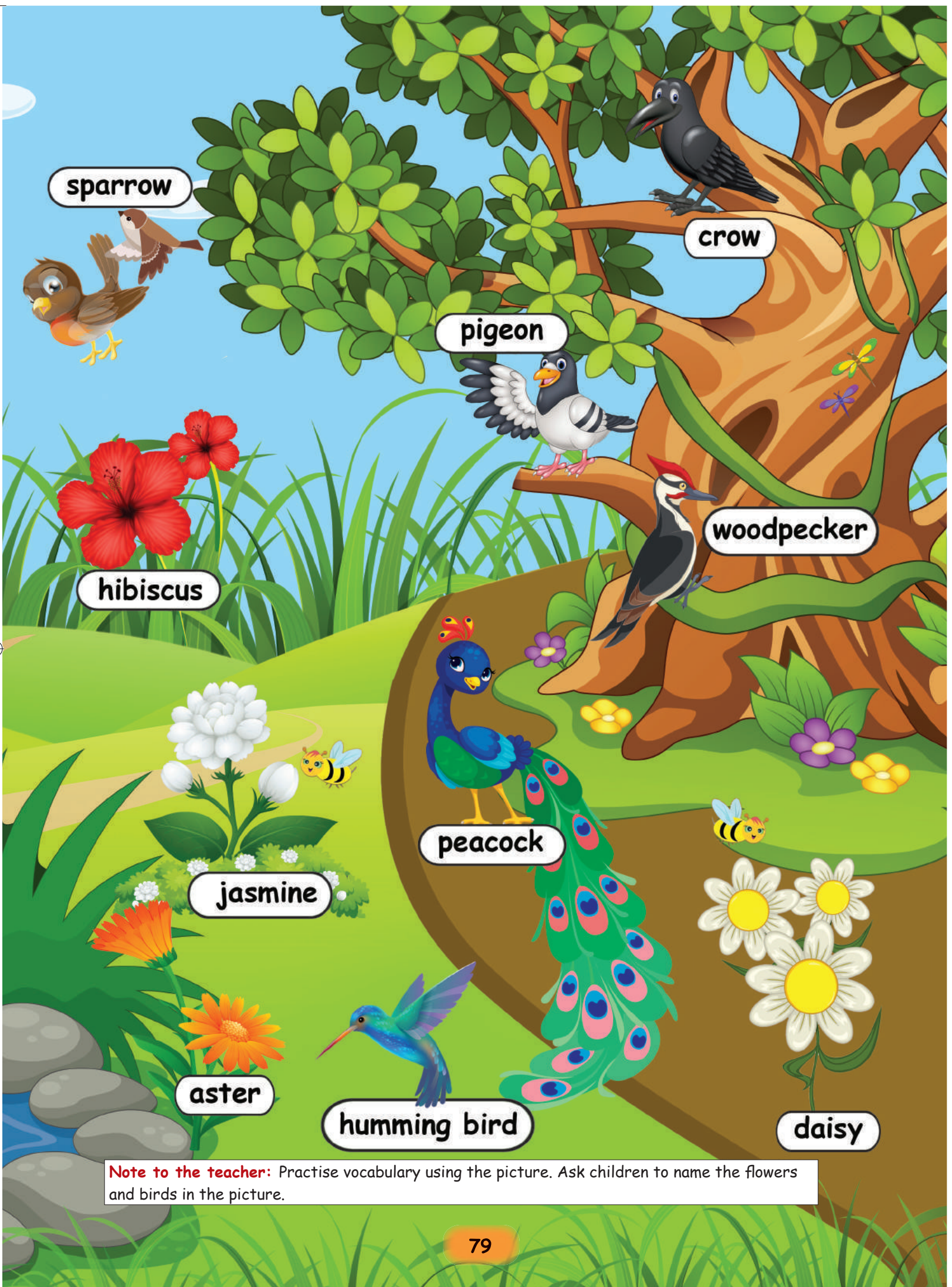
sparrow

crow

pigeon

woodpecker

hibiscus

jasmine

peacock

aster

humming bird

daisy

Note to the teacher: Practise vocabulary using the picture. Ask children to name the flowers and birds in the picture.

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The Cactus

The beautiful garden has colourful flowers.

Sunflower says

Hey look! The cactus has thorns.
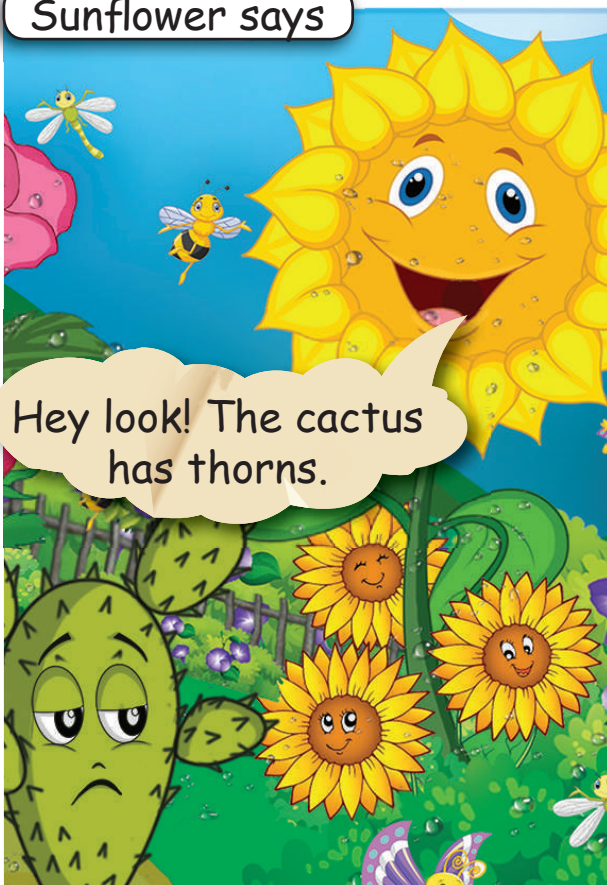
Jasmine says

Yes. She doesn't smell sweet.

Daisy says

She is all green.

Hibiscus says

Her leaves are so fat.

Rose says

She is not pretty.
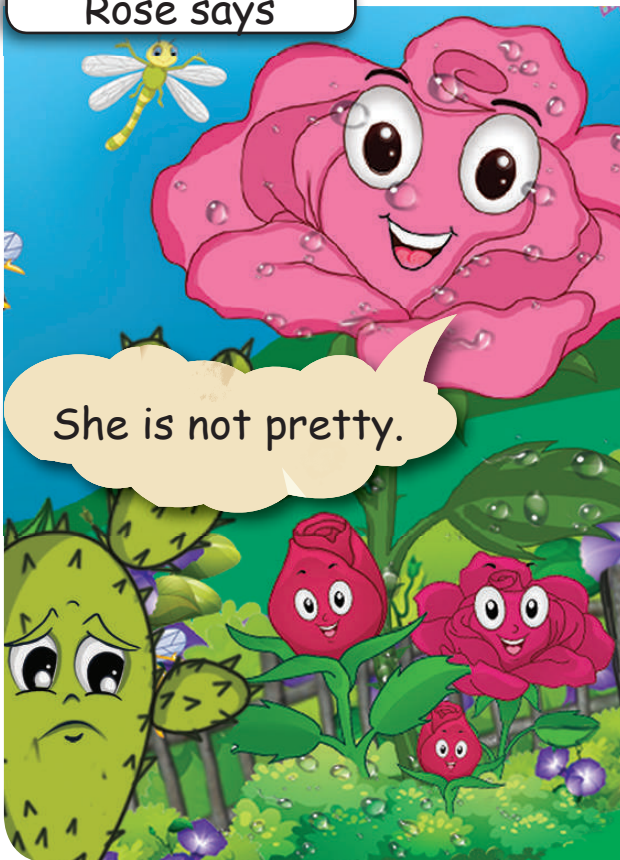
Cactus says

I feel so sad.

Note to the teacher: Focus on the names of the flowers and their qualities. Practise the structures used in the story contextually.

Let us understand

A. Draw lines to match the colour to the flower.

B. Talk about the picture.

It is a_____.

It is _____.

It is _____.
_____

It has _____.

fat
green
cactus
thorns

C. Listen, think and say.

1. Name the flowers in the story.

2. Who has fat leaves?

3. Why is the cactus not thirsty?

4. What are you good at?

83

Let us do

Word wall

is   in
under   on
big   with
only   had
no   have
has

- Display the words on the word wall.
- Divide the class into two groups Team A and Team B.
- Put a tic-tac-toe grid on the board. Example is given below.
- Invite a child from Team A and choose a word to read.
- If he/she reads it correctly, put an A on the word.
- Repeat for Team B.
- The team that reads three words in a straight line first is the winner.
- Use other words and practise with all children.

under	with	had
only	big	have
was	has	on

Circle time-Let us talk

Display a box and a ball in the class. Place the ball on the box. Ask, "**Where is the ball?**". Say "**The ball is on the box.**" Let children repeat it after you. Practise the same for "in" and "under" by placing the ball appropriately. Ask a student to demonstrate. Repeat with other students.

Let us practise

The bun is **on** the pan.

The doll is **in** the box.
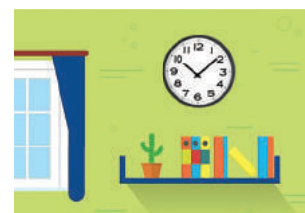
The clock is **on** the wall.

The cat is **under** the table.

The lemon is **in** the glass.

The doll is **under** the bed.

84

Let us say

Listen to the sound and repeat.

| ph | th | ng |
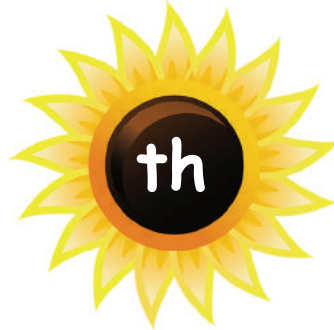
Listen and say.

ph	th	ng
as in	as in	as in

Blend and say.

th – u – d ⟹ **th**ud	r – i – ng ⟹ ri**ng**	s – u – ng ⟹ su**ng**
th – i – n ⟹ **th**in	th – i – ng ⟹ **thing**	s – i – ng ⟹ si**ng**
w – i – th ⟹ wi**th**	k – i – ng ⟹ ki**ng**	s – o – ng ⟹ so**ng**
m – o – th ⟹ mo**th**	w – i – ng ⟹ wi**ng**	s – a – ng ⟹ sa**ng**

Note to the teacher: Show the flashcards of the letter combinations. Say the sound of each letter combination aloud and make children repeat it. Say the sounds as follows: ph /f/   th /θ/   ng /ŋ /

85

Let us do

Word wall
photo thumb
ring song
gang phonics
dolphin thing
moth mouth
graph phone

- Display the words on the wall.
- Make one set of flashcards with the words.
- Place the cards at random in three different positions. Some on the table, some under the chair and some in the box.
- Ask "Where is the dolphin?"
- Child has to pick the flashcard and say "The dolphin is on the table/under the chair/in the box."
- Repeat with all children.

Let us practise

Read aloud.

The **ph**one is on the table.

The mo**th** is on the leaf.

The ri**ng** is in the box.

Tick (✓) the correct sound.

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	
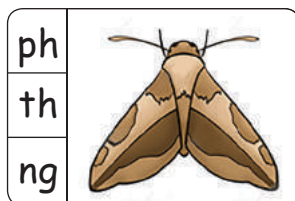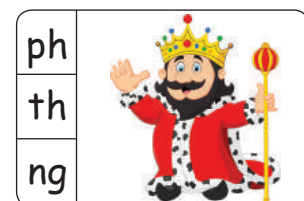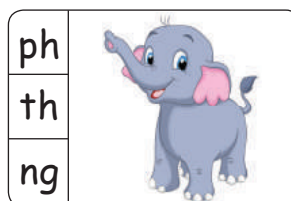
What comes next?

pan – tan	pen – ten	pin - _____
chop – chip	song – sing	shop - _____

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A Get-together

Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who have come?", "What are they doing?", "Why have they come?"

A Get-together

The eagle has a new baby. All her friends come to her

eagle

house to meet the baby eagle. Caw… Caw… Caw… . "Who are you?"

baby eagle

asked the baby eagle. "I am a crow." Keet… Keet… Keet…

baby eagle   crow

"Who are you?" asked the baby eagle. "I am a parrot."

baby eagle   parrot

Coo… Coo… Coo…. "Who are you?" asked the baby eagle. "I am a

baby eagle

cuckoo." Hoot… Hoot… Hoot…. "Who are you?" asked the baby eagle.

cuckoo   baby eagle

"I am an owl." Quack… Quack… Quack…. "Who are you?"

owl

asked the baby eagle. "I am a duck." Cluck… Cluck… Cluck….

baby eagle   duck

"Who are you?" asked the baby eagle. "I am a hen."

baby eagle   hen

The baby eagle said "What a nice party!"

baby eagle

Note to the teacher: Read the story and help children learn the name of the birds through pictures. Make them repeat the sounds of the birds.

Let us follow

What should we do? Put a tick (✓) next to the correct picture.

Listen to the teacher and tick (✓) Yes/No.

I water my plants daily.	Yes		No	
I throw stones at birds.	Yes		No	
I clean my garden.	Yes		No	

Note to the teacher: Inculcate the value of empathy towards all living things.

Let us do

Word wall

rose jasmine
daisy sunflower
hibiscus cactus
parrot crow
hen eagle duck
cuckoo owl

- Place the pictures of the words on the table.
- Invite a child and whisper a word to him/her.
- Let the child find the picture.
- Encourage the child to show the picture and say the word to the class.
- Make other children repeat it.
- Practise it with other words.
- Repeat with all children.

89

I can do

I. Who am I? Say my name.

II. Match the following.

1. I say caw.. caw.. caw..

2. I say quack.. quack.. quack..

3. I say coo… coo… coo…

4. I say keet… keet… keet…

III. Tick (✓) the correct one.

☐ in
☐ on
☐ under

The cat is
_____ the mat.

☐ in
☐ on
☐ under

The puppy is
_____ the tub.

☐ in
☐ on
☐ under

The cow is
_____ the tree.

IV. Listen to the words and cross (x) the odd one.

a. | thin – thick– ship– thud

b. | fish – sung – long - ring

c. | moth – song – with – pith

d. | phone – photo – phase – shut

V. Recite the poem "Little Birdie".

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Learning outcomes

Now I can...

Recite a poem

Name the flowers and birds

Read sight words from word wall

Describe the characters in the story

Describe the flowers in the story

Use 'in/on/ under/ in sentences

Read phonic words from word wall

Identify the sound of birds

Say the sounds "th" , "ph" , "ng"

Read focus words from word wall
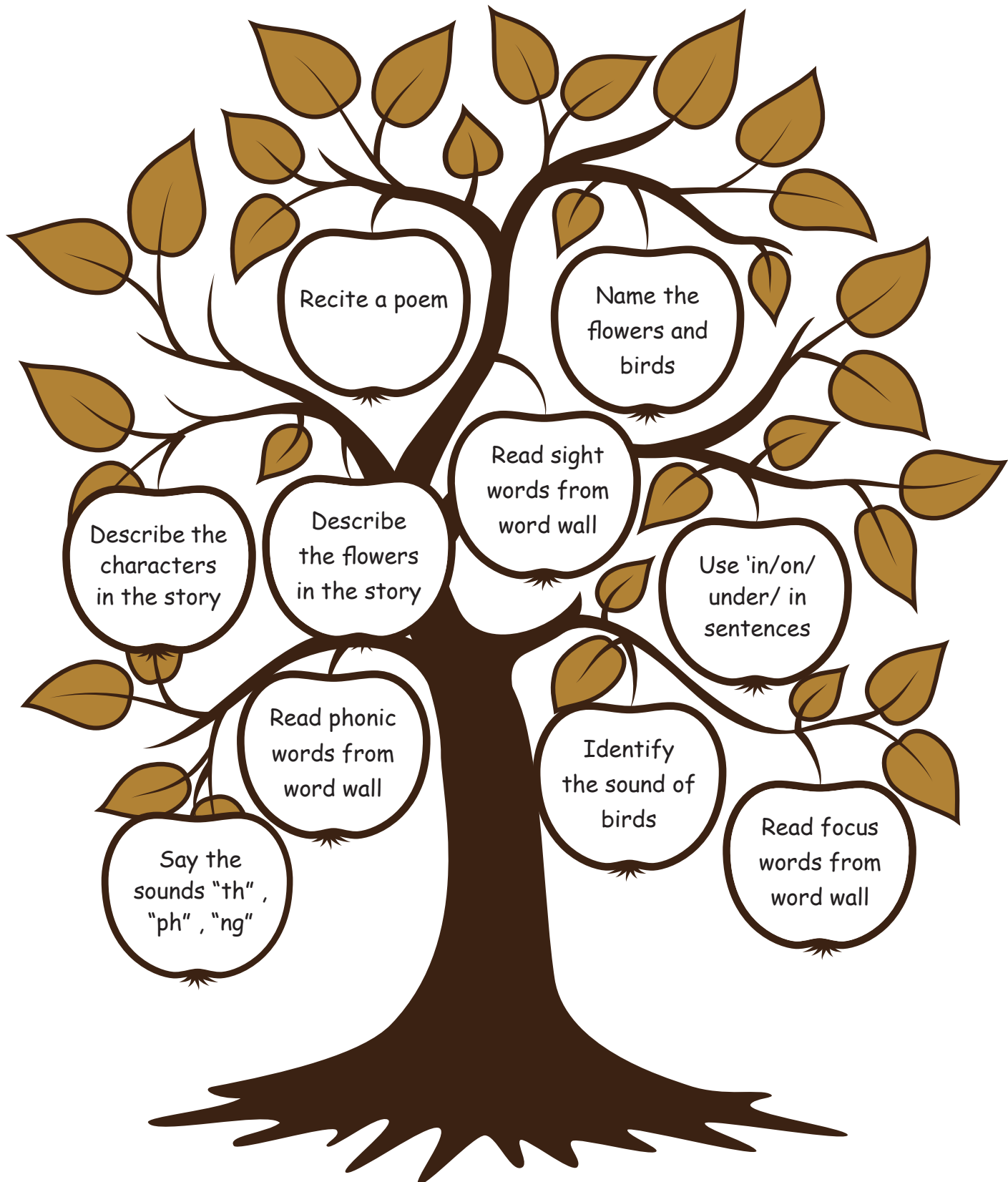
Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.

Time and Calendar

PANCHAYATH UNION PRIMARY SCHOOL

2

I go to school every day.

Do you?

Let us sing

Months in a Year

August

October

April

December

September

Twelve months in a year
Let's learn it my dear
The year starts with January
And ends with December.

Now let's say them one by one

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

Isn't it easy to remember?

CHILDREN'S DAY
November

Note to the teacher: Encourage children to listen and sing the song with the teacher. Explore the event in the pictures and make the children relate it with each month.

Look and say

DAY

sky

sun

bird

clouds

shadow

sunflower

rooster

NIGHT

star

moon

bat

owl

light

window

Note to the teacher: Practise vocabulary using the picture. Ask children to name and talk about the things in the picture. Distinguish day and night through simple explanation.