

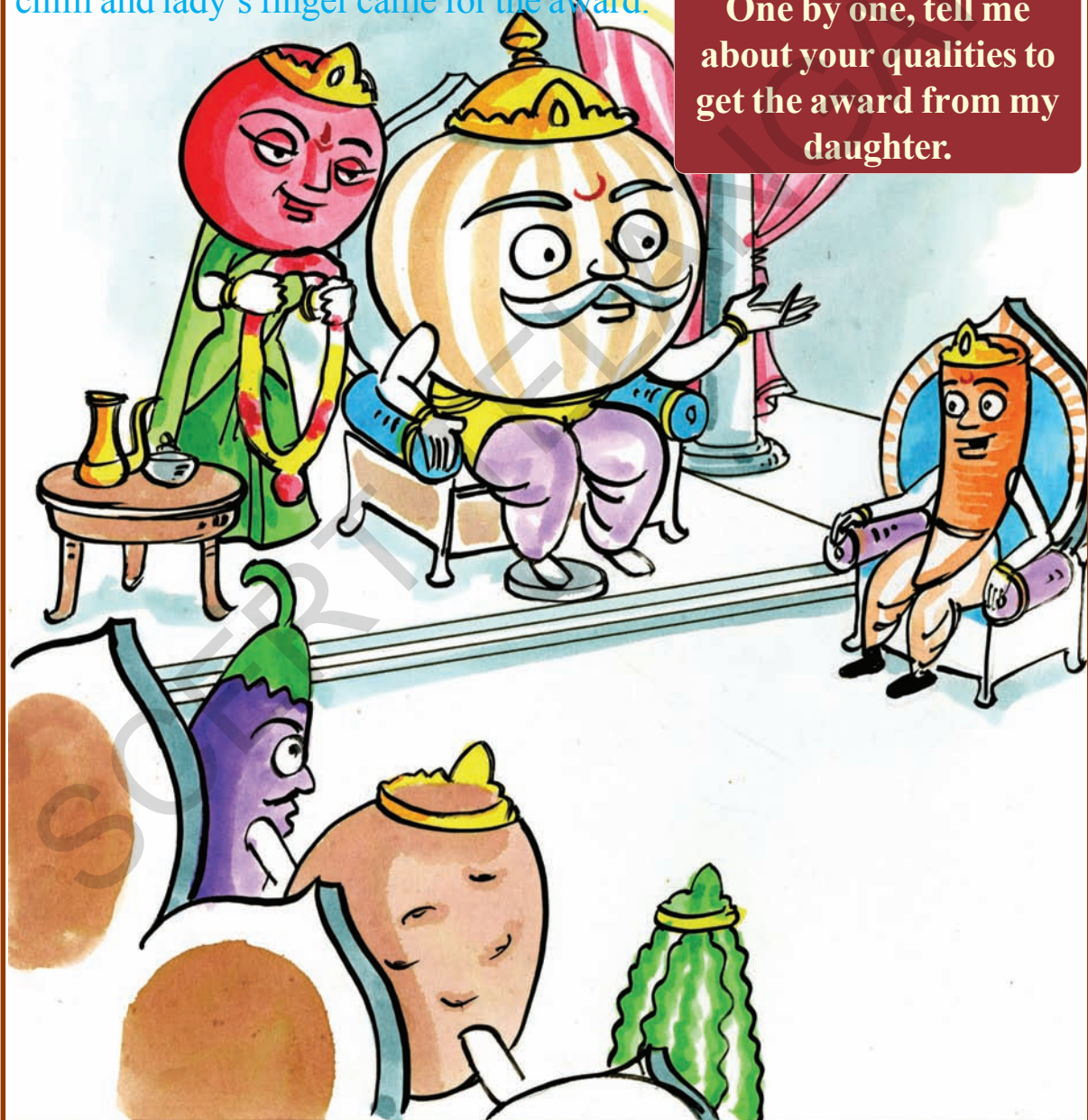


Story Time

Princess Tomato's Award

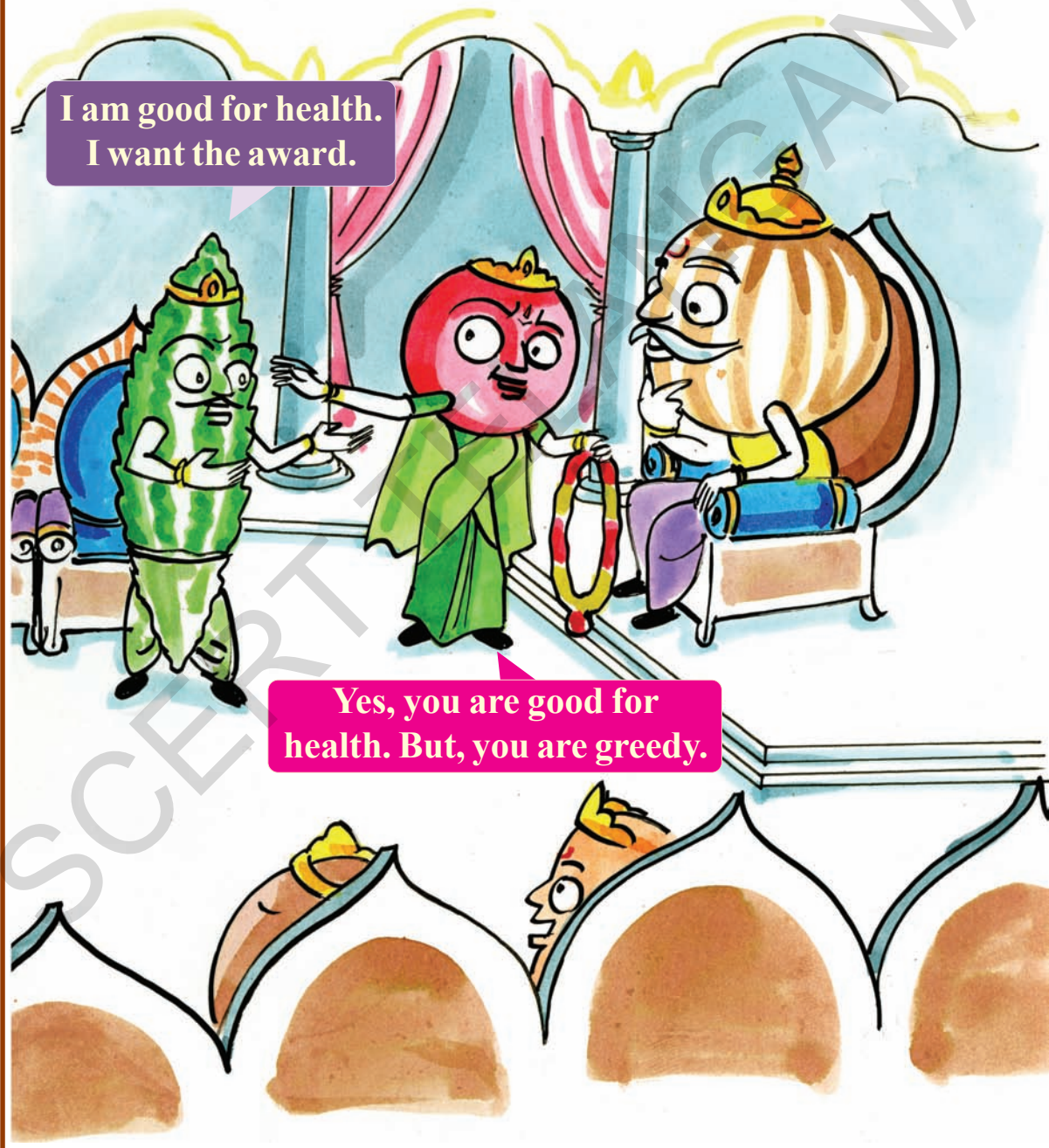
Mr. Pumpkin is the king of vegetables. Princess Tomato is his daughter. She is red, soft, sweet and kind. The king wanted the princess to give an award to the most well-behaved person in his kingdom. He invited all people from various places. Brinjal, potato, carrot, bitter gourd, green chilli and lady's finger came for the award.

**One by one, tell me
about your qualities to
get the award from my
daughter.**





Bitter gourd comes forward...





Lady's finger comes forward...





Red chilli comes forward...



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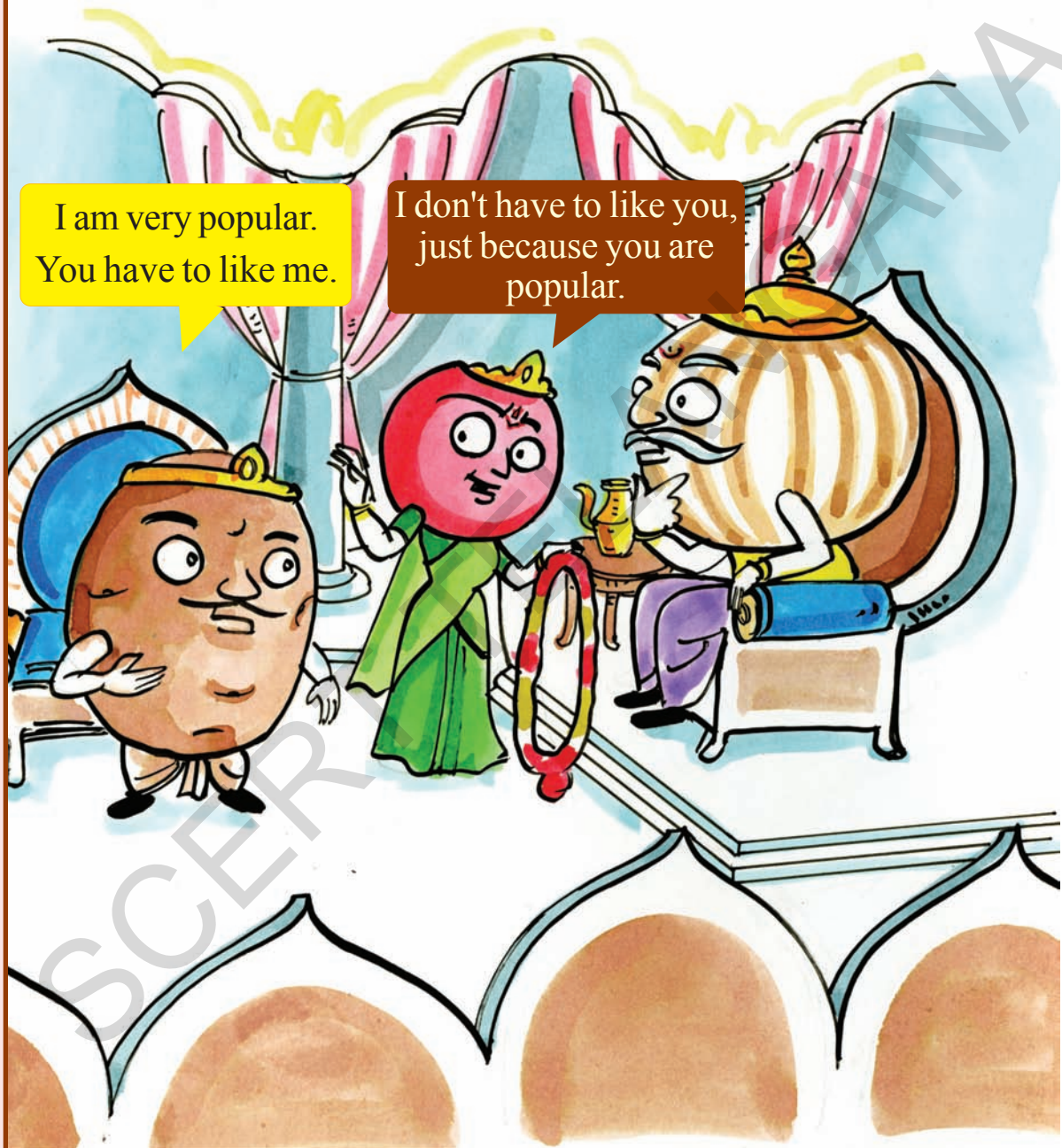




Potato comes forward...

I am very popular.
You have to like me.

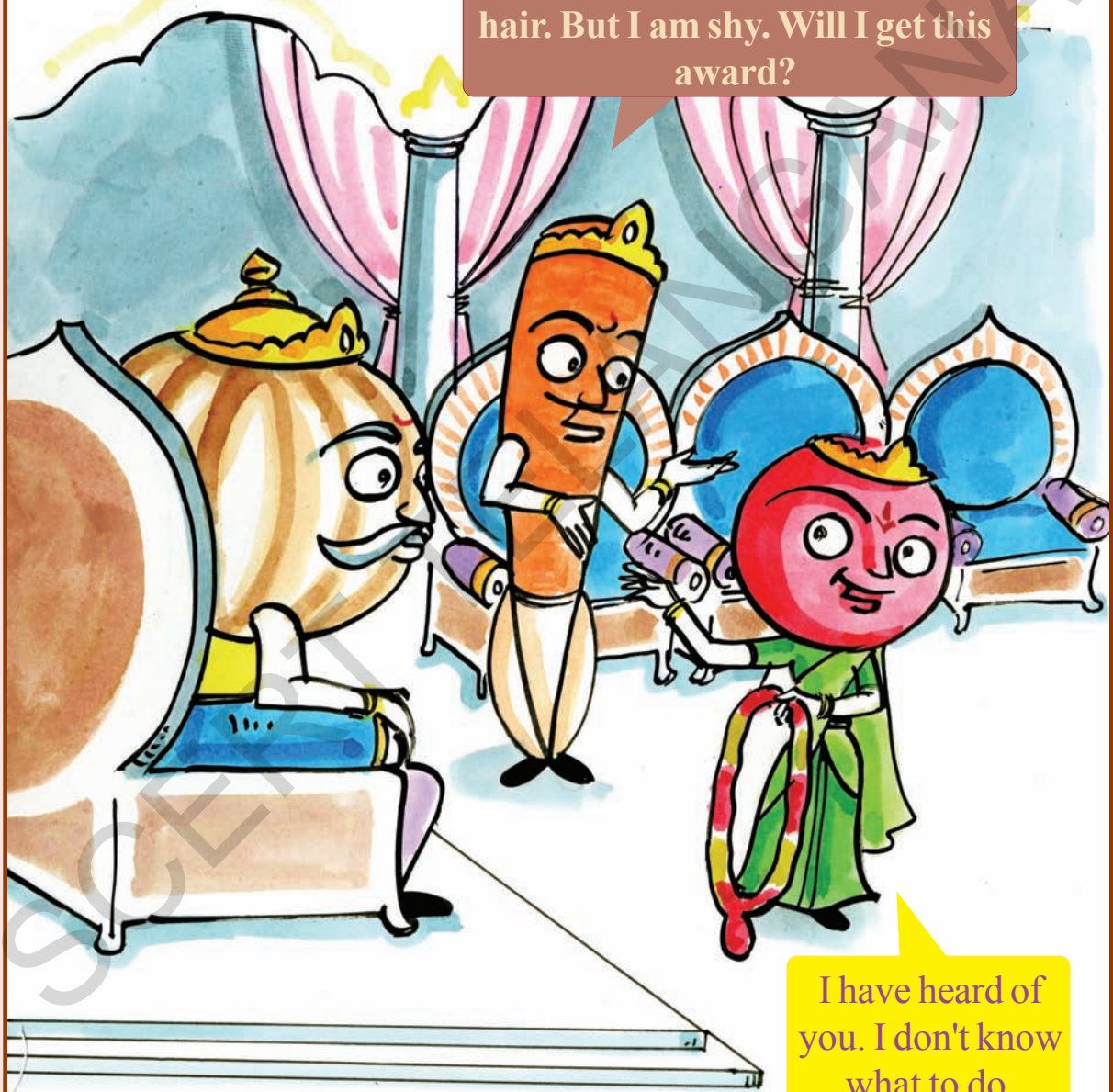
I don't have to like you,
just because you are
popular.





Carrot comes forward...

I am good for eyes, skin and hair. But I am shy. Will I get this award?



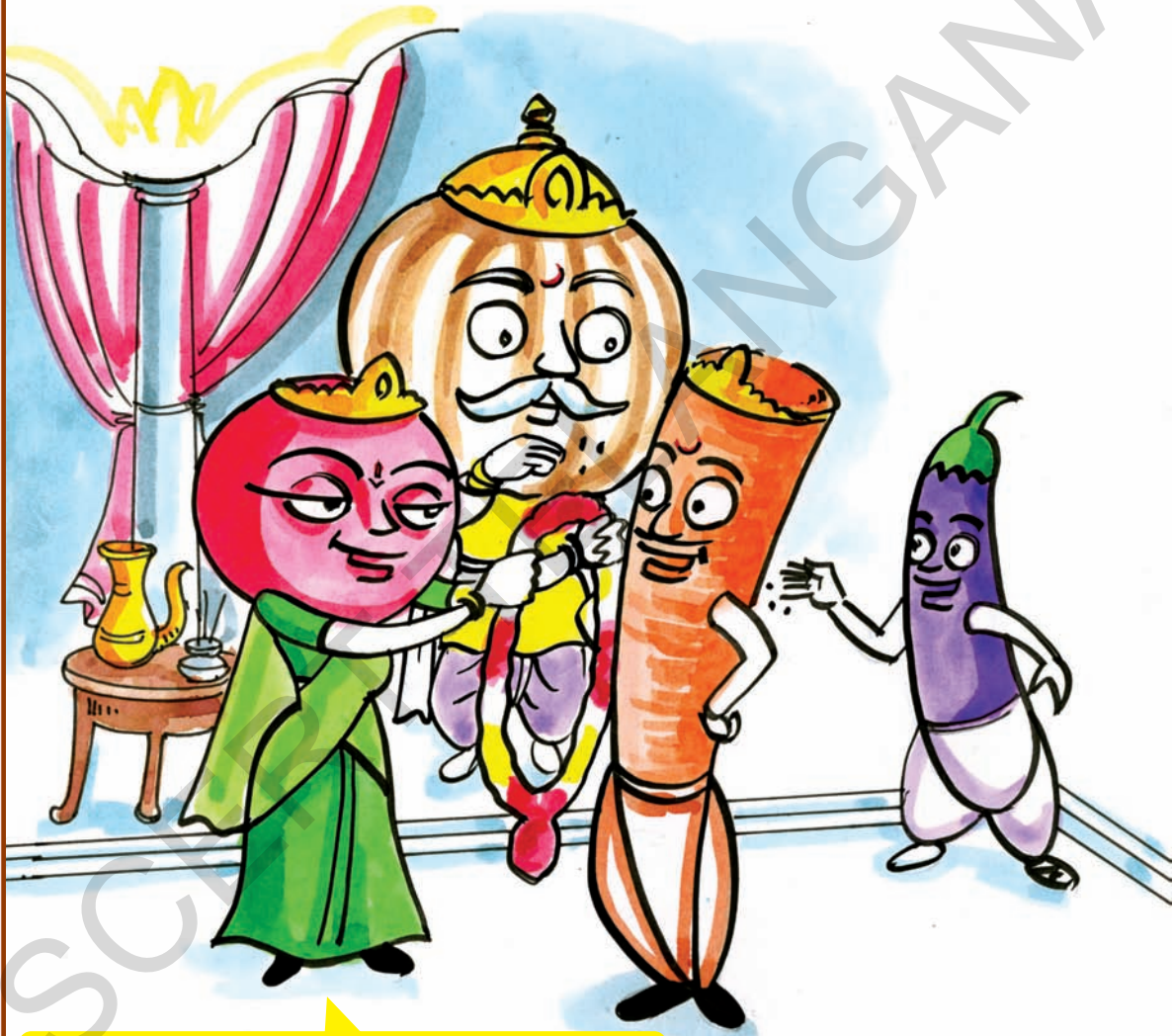
I have heard of you. I don't know what to do.







Finally the carrot gets the award



I feel you are the most well-behaved.
You deserve this award.





Story Time

Two friends



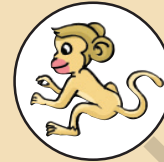
a squirrel



a mango



a tree



a monkey

One day a  saw a  in a . The  ran up

the  to eat the . A  was sitting in the .

The  said to the , "The  is mine. You cannot

have it!" The  said, "Brother  ! I am very hungry.

Please let me eat half of the  !" The  agreed. Together

they ate the . Thus the  and the  became

friends.



About the Textbook

The textbook for class 1 has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should ensure the achievement of the academic standards among children. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Vocabulary
4. Conventions of Writing
5. Creative Expression (Oral and Written Discourses)

The learners in class 1 are expected to listen, to narratives, descriptions, songs and dialogues, read them graphically and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing).

1. Descriptions (objects, persons and places)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing at least one event and a dialogue
4. Rhymes / Songs by substituting words or phrases

Salient Features of the new Textbook in class I

1. The book contains 7 units each unit dealing with a specific theme but all the units together making a story. Each unit begins with a warm up activity involving children in reading a picture and talking about it after which they will be colouring it.
2. This is followed by a big picture which spreads on two pages. This makes an entry point to the story narrated in the unit. It also contains a number of objects. The gist of the story to be narrated by teacher is given in a box at the top of the page. There are also a few questions for interaction.

3. The narrative that is presented to the learners runs through the pages that follow the big picture. Each page deals with a major episode in the story and has its own sub title. The gist of the narrative related to each page is given at the top of the page. The full narrative is given in the teachers' manual. Most of the questions given on the pages are meant for eliciting the perception and divergent thinking of the learners. Certain letters on each page have been highlighted using different colours so that they will leave visual imprints in the minds of the learners.
4. Some of the pages contain rhymes / songs which make an integral part of the story. These rhymes and songs have a lot of potential for generating more lines with the involvement of the children.
5. Each unit also contains a few activities meant for the learning of vocabulary and spelling. The vocabulary activity ends up with evolving a concept map on themes such as family, vehicles, places, animals, birds, things I like, etc.
6. Towards the end of the unit there is a section for revisiting the letters of the alphabet linked with objects that children are already familiar with (either through their previous experience or by virtue of the learning experience they have undergone in the class).
7. Efforts have been taken to ensure that the learners get holistic input of language rather than fragmentary one in terms of language elements, vocabulary items, etc. The language elements are presented in a spiral mode.

Assessment

Language learning is a continuous process and its assessment is not a distinct activity from learning. Since learning is facilitated through group discussions, peer discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

There are two types of assessment. One is formative and the other is summative.

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation
2. Notebooks
3. Slip test
4. Project work

Formative assessment is conducted for 50 marks out of which sliptest, notebooks and project work are allotted 10 marks each and 20 marks for observation.

Children performance is assessed during each term. This is not a single day activity; it is a cumulative account of what has happened in a day- to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension and their indicators should be considered while awarding marks.

Notebooks: The written performance of children related to conventions of writing, vocabulary and the indicators should be considered while awarding marks.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted academic standards and should be based on day to day classroom transaction.

The following are the evidences for awarding marks:

- Teacher's unit cum period plan that reflect children's performance.
- Big books or other products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a two Summative Assessments in an academic year. The test is for 50 marks. Out of these, 30 marks are allotted to oral test and 20 marks are allotted for written test.



Learning Outcomes

Child learns all these

ENGLISH
CLASS I

Listens in English and responds in home language to simple classroom instructions.

Uses formulaic expressions (greetings, requesting, sorry, thank you etc.

Listens and responds to simple conversations, descriptions and simple narrative.

Names the familiar objects in his/her immediate surroundings.

Writes legibly his/her name, school name objects around him/ her.

Writes simple words like a pen, bat, rat, bus etc.

Talks about self / situations/ pictures/images in English / home language.

Draws pictures and writes the letters of alphabet and few words graphically.

Recognizes the alphabet and reads a few words/ short sentences with help of pictures and reads them graphically.

Uses the words related to his/her daily routine and action words of daily life.

Recites simple poems/rhymes with actions.



పాఠశాల విద్యా శాఖ,
తెలంగాణ ప్రభుత్వం



एन सी ई आर टी
NCERT

List of Some Common Words**Relations**

mother

father

brother

sister

grandmother

grandfather

uncle

aunt

cousin

Colours

red

blue

pink

black

white

green

orange

purple

brown

Flowers

lily

rose

jasmine

marigold

lotus

sunflower

daisy

hibiscus

Vegetables	Fruits	Vehicles
brinjal	banana	bus
tomato	grapes	car
potato	apple	van
bittergourd	orange	auto
cucumber	guava	train
beans	watermelon	helicopter
lemon	strawberry	aeroplane
pumpkin	sweet lime	ship
peas	papaya	boat
lady's finger	pomegranate	motor cycle
cabbage	custard apple	lorry
cauliflower	peach	bullock cart
onion	plum	truck
carrot	cherry	jeep
beetroot	coconut	scooter
radish	pineapple	cycle

Food Items

bread
milk
jam
curd
rice
curry
ice-cream
chocolate
biscuit
chapati
egg
soup
cake
butter
idli
dosa

Animals

dog
cow
cat
goat
monkey
elephant
squirrel
rabbit
horse
pig
donkey
sheep
giraffe
lion
tiger
camel

Birds

hen
parrot
eagle
peacock
duck
sparrow
crow
swan
cuckoo
pigeon
owl
crane
wood pecker
humming bird
rooster
goose