

Handbook for Topper

Std-1

RAINBOW
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TERM 1

ENGLISH

General Guidelines

Focus on building basic vocabulary through visual aids, interactive games, storytelling, songs, and repetitive practice, emphasizing pronunciation and simple sentence structures, while incorporating real-life situations and activities that align with their interests and daily experiences; prioritize a playful and engaging learning environment to foster a positive attitude towards the language.

Use colorful pictures, flashcards, and real objects to introduce new vocabulary related to everyday items like colors, shapes, animals, body parts, and family members. Demonstrate actions while saying words to connect meaning with visual cues (e.g: “jump,” “clap,” “wave”).

Simple Sentence Structures:

Focus on basic sentence patterns like “This is a...” “I see a...” “The cat is...”

Repeat simple questions and answers like “What is this?” “It’s a ball.”

Play-Based Learning:

Incorporate interactive games like “Simon Says,” “I Spy,” and “Matching games” to practice vocabulary and sentence structures.

Use fingerplays and action songs to reinforce vocabulary and rhythm.

Storytelling and Reading:

Read aloud simple picture books with repetitive language and engaging illustrations.

Ask basic comprehension questions like “Who is this?” “What is happening?”

Pronunciation Practice:

Emphasize proper pronunciation of key sounds and words through repetition and clear articulation. Use tongue twisters and sound-based activities.

Daily Routine Activities:

Integrate English into daily classroom routines like greeting, asking questions about the weather, and taking attendance.

Positive Reinforcement:

Offer praise and encouragement for participation and correct responses.

Create a supportive and non-judgmental learning environment

Important Considerations:

Adapt to Individual Needs: Differentiate instruction based on students’ learning pace and abilities.

Cultural Relevance: Connect English learning to students’ familiar cultural context and experiences.

Active Engagement: Encourage student participation through hands-on activities and pair work.

Lesson 1: A Smile On Your Face

The teacher can give a big smile to the class and ask the children to imitate it. Ask them all to smile at each other and to be happy.

Word Game: Children can take turns identifying the type of face given. The teacher can read the poem aloud and ask the children to repeat it.

The word meaning of all words can be explained. Oral work involves pronouncing each word, and this helps in building vocabulary. The teacher can bring a dictionary to the class and show the children how the words are arranged in alphabetical order.

Teacher can write all 26 letters of the alphabet on the blackboard and circle all the vowels. And ask them to repeat the circled alphabets and the vowel song (a,e,i,o,u) can be sung. Tell them all the other letters are consonants.

Answer Key:

Test of Understanding

A. Tick the correct answer:

1. b 2. c

B. Fill up the blanks with the correct words from the poem:

1. secret 2. smiles 3. one, two

Words' Development Skill

A. Name each picture. Circle the word that is similar in sound:

- (a) hut – cut (b) bag – tag
(c) jug – mug (d) cat– hat

B. Write a rhyming word:

- map – cap bake – cake
tell – fell cry – fry
set – bet tree – free
pot – cot

C. Find the words from the poem:

1. Face 2. Secret
3. Wrinkle 4. Wonderful

D. Write the opposite of the following words:

1. Far 2. Smile
3. Find 4. One

Grammar Skill

A. Write the following letters in alphabetical order:

- | | |
|----------------|----------------|
| 1. A B C D E F | 2. E G H I J K |
| 3. K L N O P R | 4. Q R S T U V |
| 5. U V W X Y Z | |

Oral question: In a dictionary, words are given in alphabetical order.

B. Write the names of the following pictures according to the alphabetical order:

- | | |
|-----------|-----------|
| 1. Apple | 2. Eraser |
| 3. Flag | 4. Lion |
| 5. Orange | 6. Train |

Vowels and Consonants

A. Look at the first letters in these words. Write V for vowels or C for consonants:

- | | |
|---------------|--------------|
| Car - c | Net - c |
| Egg - v | Fish - c |
| Ambulance - v | Rat - c |
| Eagle - v | Umbrella - v |

Hat - c

Ink - v

Queen - c

Urn - v

Helicopter - c

Sun - c

Watch - c

Ostrich - v

Lesson 2: My Giraffe Friend

The teacher can talk to the children about the animals they are familiar with and quiz them on the animals given under the Word Game.

The teacher can read the lesson first and also enact it in class by changing the voice to a gentle one for the girl and a gruff voice for the giraffe. Children can take turns to enact the story in class.

Word meaning to be explained and new words can be repeated in class. Naming words can be done as a class activity by playing the game - Names, Places, Animals, and Things.

Answer key:

Test of Understanding:

A. Tick the correct answer:

- | | | |
|------|------|------|
| 1. b | 2. a | 3. b |
| 4. a | 5. c | 6. b |
| 7. a | 8. c | |

B. Fill up the blanks by choosing the correct word:

- | | |
|--------------|------------|
| 1. giraffe | 2. glasses |
| 3. surprised | 4. school |

C. Write T for true and F for false against the following statements:

1. F 2. T 3. T 4. T

D. Who said it?

- | | |
|-----------|-----------|
| 1. Chikki | 2. Smiley |
| 3. Chikki | 4. Smiley |
| 5. Smiley | 6. Chikki |

Words' Development Skill:

- | | |
|---------|------------|
| Glasses | Book |
| Bag | Playground |
| School | Giraffe |

Grammar Skill

A. Pictures of some people are given below. Write their names by choosing the correct words given below:

- | | |
|-----------|----------|
| 1. Boy | 2. Girl |
| 3. Doctor | 4. Nurse |

B. Pictures of some places are given below. Write their names by choosing the correct words given below:

- | | |
|------------|----------------|
| 1. Kitchen | 2. Bus stop |
| 3. House | 4. Post Office |

C. Pictures of some animals and birds are given below. Write their names by choosing the correct words given below:

- | | |
|----------|-----------|
| 1. Sheep | 2. Horse |
| 3. Dog | 4. Parrot |

D. Pictures of some things are given below. Write their names by choosing the correct words given below:

- | | |
|--------|---------|
| 1. Car | 2. Doll |
| 3. Bat | 4. Toy |

E. Match the things with their names:

1. d 2. c 3. e 4. a 5. b

Lesson 3: Save Water Save Life

The teacher can have a discussion in class about water, the sources of water, and mainly the importance of water. The discussion can also cover climate change and

what we can do to prevent it. The poem can be recited or even sung in a nice tune. Though the use of 'a', 'an,' and 'the' has been taught in KG, the teacher can explain it again using vowels and consonants.

Test of Understanding

A. Tick the correct answer:

1. b 2. a

B. Write T for true and F for false against the following statements:

1. F 2. T 3. F 4. T

C. Complete the following lines of the poem:

drop, save, situation, grave

Grammar Skill

Choose A or An and fill in the blanks:

1. An apple 2. A mango

A. Write a/an/the before the given noun. One is done for you.

- | | |
|-------------|----------|
| An orange | An Apple |
| A cat | The Moon |
| An umbrella | A tree |
| A lamp | |

B. Circle the correct word in each sentence:

- | | | |
|------|------|--------|
| 1. a | 2. a | 3. the |
| 4. a | 5. a | 6. An |

Words' Development Skill

Find out some water resources and circle them:

Across: Tap, waterfall, river, lake, pond

Down: Rain, sea, ocean

Creative Skill

Tick the proper use of water, and cross the wastage of water:

Water overflowing in bucket - ✗

Turning water off while applying soap - ✓

Watering plants with a pot - ✓

Leaking tap - ✗

Lesson 4: Time To Play

We all need to have a healthy routine that involves having good hours of sleep and ample time to study, play, and eat food.

The teacher can discuss the various playthings the children have, such as balls, balloons, board games, toy cars, etc. This lesson is in the form of a play and the

children can take turns to enact it in class. Simple conversations will help in improving their speaking skills and their confidence. Word meanings and oral work will help strengthen their vocabulary.

The concept of one and many can be taught using objects in the classroom. Children can be divided into two groups wherein one group can say a singular noun and the other can tell the plural form, and vice versa. Example - group one says pencil, group two says pencils.

Test of Understanding

A. Tick the correct answer:

- | | | |
|------|------|------|
| 1. a | 2. a | 3. a |
| 4. b | 5. b | 6. c |

B. Fill up the blanks by choosing the correct word:

- | | |
|-----------|---------|
| 1. Sunday | 2. mom |
| 3. kite | 4. Sony |
| 5. Sony's | |

C. Who said it?

- | | |
|---------------|---------|
| 1. Amal's mom | 2. Amal |
| 3. Amal's mom | 4. Vasu |
| 5. Sony | |

Words' Development Skill

Match the following words with their opposites:

- | | |
|----------------|------------------|
| 1. Big - Small | 2. Open - Closed |
| 3. Sad - Happy | 4. Day - Night |

Grammar Skill

A. Look at the pictures. Fill in the blanks by adding -s to the naming words.

- | | |
|-------------|-------------|
| Two dogs | Four tables |
| Three dolls | Three cats |

B. Tick the correct word by looking at the picture:

- | | | |
|--------|----------|-------|
| Boy | Balloons | Bats |
| Parrot | Toy | Bears |

C. Look at the pictures. Fill in the blanks by adding -es to the naming words.

- | | |
|---------------|--------------|
| Four tomatoes | Two potatoes |
|---------------|--------------|

MATHS

Strategies for effectively teaching math to elementary schoolers:

Use hands-on learning methods like building blocks or dice rolls.

Incorporate visuals by using props and objects to demonstrate various concepts.

Integrate math games into math lessons.

Connect math concepts to everyday life using relatable examples.

Allow students to explain their reasoning.

Give frequent feedback and direction.

Reward progress.

Personalize lessons.

(Answer keys are provided in the textbook)

EVS

To effectively teach EVS for Std 1 based on the NEP syllabus, focus on hands-on, experiential learning through activities like nature walks, gardening, storytelling, role-playing, and simple experiments, always relating concepts to their immediate environment and using visual aids to make learning engaging and concrete.

Key strategies:

Observe and Explore:

Nature walks: Take students outside to observe plants, insects, birds, and different types of trees in their schoolyard.

Sensory exploration: Encourage students to touch, smell, and listen to different natural elements.

Scavenger hunt: Create a list of natural items for students to find during a nature walk.

Storytelling and Role-Playing:

Animal stories: Use engaging stories about animals to teach about their habitats, diets, and behaviors.

Role-playing scenarios: Act out situations related to environmental care, like recycling or conserving water.

Hands-on Activities:

Gardening: Plant a small school garden and have students help with planting, watering, and harvesting.

Water experiments: Demonstrate the water cycle using simple experiments like evaporation and condensation.

Art and craft: Create nature-themed art using leaves, flowers, and other natural materials.

Community Connection:

Guest speakers: Invite local experts like farmers, gardeners, or animal caretakers to share their knowledge.

Field trips: Visit a nearby park, farm, or recycling center to learn about environmental practices in their community.

Important Concepts to Cover (based on NEP):

Plants and Animals: Different types of plants and animals around them, their basic needs, and their importance in the ecosystem.

Food and Nutrition: Healthy eating habits, different food sources, and the role of plants and animals in providing food.

Water: Importance of water, water conservation, and different sources of water.

Hygiene and Sanitation: Personal hygiene practices and keeping their surroundings clean.

Weather and Seasons: Basic weather patterns, changes in seasons, and how they affect living things.

Family and Community: The role of family and community in environmental care.

Key Considerations:

Age-appropriate language: Use simple vocabulary and concepts that are easy for young children to understand.

Visual aids: Utilize pictures, charts, and diagrams to enhance

Lesson 1: Living and Non-Living Things

Tell children about the features of living and non-living things. Ask them to sort pictures into two groups. Show them pictures/flashcards of different things and ask them to say 'Yes' for living and 'No' for non-living things.

Exercises

A. Make a list of living and non-living things in the table from the pictures given below:

Living things: Girl, Rabbit, Crow, Tree

Non-Living things: Mobile phone, Car

B. Fill in the blanks. Take help from the box given below:

- | | |
|-----------|---------------|
| 1. living | 2. non-living |
| 3. move | 4. babies |
| 5. food | |

C. Answer the following questions:

1. Living things are those which have life in them. Plants and animals are two living things.
2. Non-living things are those which do not have life. Sofa and pencil are two non living things.

Nut Cracker

What do these things need to move?

Car: Petrol, Diesel or battery

Bullock Cart: Bull to pull

Bicycle: Rider to pedal to move wheels

Scooty: Petrol or battery

Lesson 2: My Family

Have a conversation about family. The children can be encouraged to tell about their families. Since family can be a sensitive subject to a few children, only those willing to talk about their parents or siblings need to come forward.

A. Fill in the blanks. Take help from the box given below:

- | | |
|-----------------|------------|
| 1. family | 2. parents |
| 3. grandparents | 4. cousins |
| 5. grandmother | |

B. Unjumble these words and name your family members:

- | | |
|-----------|------------|
| 1. MOTHER | 2. BROTHER |
| 3. SISTER | 4. COUSIN |

C. Answer the following questions:

1. Father and mother together are called parents.
2. Father, mother, and their children live together in a small family.
3. Parents, grandparents, uncles, aunts and cousins live together in a joint family.

Nut Cracker:

What do you call them?

Brother of your father : uncle

Sister of your father : aunt

Father of your uncle : grandfather

Mother of your father : grandmother

Wife of your uncle : aunt

Lesson 3: Role of Family Members

In the present-day context, the role of family members has changed considerably. There are parents who work from home, and grandparents are essential caregivers in homes where both parents go to work. In this changing scenario, children should be sensitised to their role in helping at home in small ways.

Exercise:

The answer to these exercises varies from child to child. The children can fill based on their family set-up.

Lesson 4: Our Home

A house is a type of building where people live and a home is where people and families live together. This difference can be mentioned.

A home is a safe place where the family members care for each other. The various rooms in a house and all the things we can find in each room can be discussed. The teacher has to be sensitive to the fact that children could be from different social backgrounds and may not have the same living conditions.

Exercise:

A. List any three things you do in your house:

The children can come up with their own answers. For example: sleeping, eating, playing.

B. Match the following:

- | | | |
|------|------|------|
| 1. e | 2. d | 3. b |
| 4. a | 5. c | |

C. Write True or False:

- | | | | |
|------|------|------|------|
| 1. F | 2. T | 3. F | 4. T |
|------|------|------|------|

D. Answer the following questions:

1. We need a house to keep us safe from heat, cold, storms, thunder, thieves, rain and wild animals.
2. Kitchen.
3. We sleep in the bedroom.

Nut cracker:

What are some materials used to build a house? Take your teacher's help.

Answer: Cement, brick, wood, tiles.

Hots:

In which states of India do you see houseboats?

Answer: Kerala and Kashmir

Lesson 5: Clothes We Wear

Have a talk about the various types of clothes - summer wear, winter wear, rainy wear, etc. School uniforms can be discussed, the people who wear uniforms, the various colours of uniforms, etc. can be discussed.

While clothing can be very subjective and a way to express one's individuality, it should be judgment-free as long as people are neat and tidy.

A. Match the correct uniform:

- | | |
|----------------|----------------|
| 1. Doctor : d | 2. Soldier : e |
| 3. Nurse : b | 4. Police : c |
| 5. Postman : a | |

B. Tick the correct match and cross the wrong ones:

- | | |
|------------|------------|
| Winter : ✓ | Rain : ✗ |
| Rain : ✓ | Summer : ✓ |
| Winter : ✓ | Summer : ✗ |

C. Answer the following questions:

1. We wear clothes to cover our bodies and keep us safe from heat, cold, and dust.

2. We wear cotton clothes in summer, to keep us cool.
3. We wear woollen clothes in winter to keep us warm.
4. We wear a raincoat in the rainy season to keep us dry.

Nut cracker:

- b. From a worm

Hots:

Why do all students of a school wear the same uniform?

Answer: To promote a sense of equality. And focus on studying instead of clothes.

Lesson 6: Food We Eat

The teacher can discuss the importance of food, and the different kinds of food available. Be it plant-based or animal-based, the different types can be introduced before starting the lesson.

The importance of eating on time and the features of healthy food and junk food can be discussed. Besides food, our body also needs plenty of water to function properly.

Answer key:

Exercises:

A. Match the following:

1. b
2. a

B. Fill in the blanks. Take help from the box given below.

- | | |
|-----------|--------------|
| 1. Energy | 2. Breakfast |
| 3. Curd | 4. Junk |
| 5. Milk | |

Nut Cracker:

Is milk necessary for a growing child, why?

Milk is necessary for a growing child as it has calcium which helps bones and teeth become strong.

Hots:

Is it okay to eat a lot of chocolates everyday? Why?

No, it is not okay to eat chocolates everyday, as it causes tooth cavity and affects the health.

GK

Lesson 1: Fruits

The teacher can talk about the common fruits found in the markets, their size, colour, and shape. The teacher can discuss how there are fruit trees all around us, and fruits generally consist of seeds and usually come with a peel.

Ask the students about all the fruit trees they have seen in their homes or their friends' homes.

Lesson 2: Wild Animals

The teacher can talk about common wild animals one might see at a zoo or jungle. Talk about their colour, how many legs different animals have, and what makes them unique. Example: giraffe is tall, zebra is striped, and snakes have no legs.

Wild animals should not be touched or fed by people as they hunt in forests for their food.

Lesson 3: Flowers

The teacher can talk about how flowers are the most beautiful part of the plant and they come in different colours and sizes. Many flowers have an amazing scent, and some of them even turn into the fruits we eat.

Lesson 4: Indoor Games

The teacher can talk about how games are of two types - indoor and outdoor. Indoor games are played inside and usually involve sitting in a place - except in the case of table tennis, billiards, and so on.

Indoor games are a great way to spend time when it is raining outside. And they play a big role in keeping the mind sharp.

Lesson 5: About Computer

Teachers can introduce computers by asking the students about the different places where they see

computers - banks, supermarkets, shops, schools, etc. And can slowly introduce the various parts of a computer.

The uses of a computer can also be discussed, which include - doing work, sending emails, playing games, or even watching movies.

Lesson 6: Domestic Animals

The teacher can ask the children to name the domestic animals they know, and what kind of sounds they make. The teacher can further name all the domestic animals and why each of them is useful for humans.

Additionally, there are domestic animals that don't give us milk, or meat, but that live with us. Example - dog, cat, fish, and turtle. Some of them protect us from other animals such as rats, and snakes, and even guard the house.

Lesson 7: Body Parts

The teacher can introduce the different parts of the body by pointing at it and asking the students to name the part. The teacher must also tell them the function of each part of the body.

Our body helps us run, see, eat, smell, and live. We must treat it well, and keep our body neat and clean.

Lesson 8: Plant and Its Parts

The teacher must talk about why plants are important, and how they are everywhere around us. They give us pure and clean air, and the world needs plants to survive. The teacher must talk about how planting more trees and nurturing them is very important for humans and animals.

Now, the teacher can ask the students what are the various parts of a plant. Once the students name them, the teacher can talk about their different functions.

Answer key is provided
in the textbook.

Now, the teacher can ask the students what are the various parts of a plant. Once the students name them, the teacher can talk about their different functions.

TERM 2

ENGLISH

Lesson 1 : Little Bird Flew Away

The teacher can recite the poem in a sing-song way with action. The children can repeat after her. The actions ‘hop’ and ‘fly’ can be done involving all the children.

The genders can be taught to children and the words already learned can be recalled - girl/boy, man/woman, father/mother, brother/sister, uncle/aunt, cock/hen, etc.

Answer Key:

Test of Understanding:

A. Tick the correct answer:

1. a	2. b
------	------

B. Write T for True and F for False against the following statements:

1. T	2. T	3. F
------	------	------

C. Complete the following lines of the poem:

Once I saw a little bird,
Come hop, hop, hop
So I cried, “Little bird,
Will you stop, stop, stop?”

The genders can be taught to children and the words already learned can be recalled - girl/boy, man/woman, father/mother, brother/sister, uncle/aunt, cock/hen, etc.

Test of Understanding:

1. a 2. b

1. T 2. T 3. F

Once I saw a little bird,
Come hop, hop, hop
So I cried, "Little bird,
Will you stop, stop, stop?"

Words Development Skill

Here is a word-grid. Circle the name of at least five birds and write each one's name.

Down : Crow, owl, duck, cock, pigeon, parrot

Across : Cuckoo, hen, swan

Grammar Skill

A. Write the opposite naming word for the word given below.

- | | |
|-----------|-------------|
| 1. Sister | 2. Daughter |
| 3. Queen | 4. Lioness |
| 5. Aunt | 6. Niece |
| 7. Son | 8. Woman |

B. Match the two columns. One has been done for you:

- | | | | |
|------|------|------|------|
| 1. d | 2. a | 3. f | 4. b |
| 5. c | 6. e | | |

Lesson 2 : Wise Birbal

The teacher can first tell the story in simple language and once he/she is sure that the children have understood the story, it can be enacted in class several times, with different groups of children. While enacting

the play, the new words can be introduced, along with their meanings.

The children have already learnt the usage of this/that, these/those in Kindergarten. This can again be reinforced using objects available in the classroom.

The teacher can stress that the plural form of This is These, and That is Those.

Answer Key:

Test of Understanding:

A. Tick the correct answer:

1. a 2. b 3. a 4. a

B. Fill up the blanks by choosing the correct word:

- | | |
|------------|-----------|
| 1. problem | 2. robbed |
| 3. Birbal | 4. idea |
| 5. wisdom | |

C. Who said it?

- | | |
|-----------------|-----------|
| 1. The merchant | 2. Birbal |
| 3. Workers | 4. Birbal |
| 5. The merchant | |

Words Development Skill

Circle the rhyming word for the given word.

- | | |
|---------------|-------------|
| man - van | best - rest |
| night - right | rob - bob |
| same - name | |

Grammar Skill

A. Tick the correct word:

- | | |
|---------|---------|
| 1. This | 2. That |
| 3. This | 4. That |

B. Look at these pictures and read the sentences:

(To be done by children)

C. Fill in the blanks with 'these' or 'those':

- | | |
|----------|----------|
| 1. These | 2. Those |
| 3. These | 4. Those |
| 5. These | 6. Those |

Lesson 3 : Fun at Home

The teacher can read the poem aloud a few times and perform whatever actions are possible. The children can be asked to do the actions of shake, stretch, bend, wiggle, wriggle, hop, flop, leap and jump.

This can also be done as a group activity. The usage of I, You, He, She, It, We and They can also be taught using action. Each child can be asked to mimic an action and the others have to guess what it is. Example: Gowri is dancing, he is eating, etc.

Answer Key:

Test of Understanding:

A. Tick the correct answer:

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. b | 4. a |
|------|------|------|------|

B. Write T for True and F for False against the following statements:

- | | | | |
|------|------|------|------|
| 1. T | 2. F | 3. T | 4. T |
|------|------|------|------|

C. Write the rhyming words for the following:

- | | | | |
|---------|----------|---------|-------|
| 1. Head | 2. Break | 3. Seal | 4. Me |
|---------|----------|---------|-------|

Words Development Skill

A. Fill in the missing letters and complete the words:

monkey, flea, seal, frog, rubber, rabbit

B. Match the following:

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. e | 3. d | 4. a | 5. c |
|------|------|------|------|------|

Grammar Skill

I and You.

A. Fill in the blanks with I or You:

1. I 2. You 3. I 4. I
5. You 6. You

He, She, and It

A. Fill in the blanks with he, she, and it:

1. It 2. It 3. He 4. She

We and They

Complete the sentences using we / they:

1. We 2. They 3. They
4. They 5. They 6. We

Lesson 4 : Her First Nest

The teacher can talk to the students about the birds and animals around them, and how it is important to be kind to animals. It is also essential to tell the students about how every animal plays an important role on earth.

Next, the teacher can tell the story to the children a couple of times. Next, when the teacher reads the story, the children can be asked to place their index

finger on each word and read along with her. This story can be enacted in class with all the animal sounds and actions for better understanding.

Describing words can also be taught by giving the animals in this story as examples. Eg: Big elephant, beautiful butterfly, busy bee, etc.

Answer Key:

A. Tick the correct answer:

1. b (Baby sparrow) 2. c (Big sparrow)
3. b (Ant) 4. b (Rabbit)
5. b (Fast) 6. c (Humming)
7. a (Flower)

B. Fill up the blanks by choosing the correct word:

1. nest 2. happy 3. ant
4. fast 5. rabbit 6. flying

Words Development Skill

A. Here are some jumbled words. Rearrange them to make meaningful words.

1. sparrow 2. rabbit 3. deer
4. butterfly 5. bee 6. ant

B. Give a rhyming word for each of the following:

- | | |
|----------------|----------------|
| 1. see, fee | 2. best, rest |
| 3. cast, blast | 4. pant, plant |

Grammar Skill

A. Tick the correct describing words to describe the pictures:

- | | | | |
|--------|--------|---------|---------|
| 1. hot | 2. red | 3. thin | 4. tall |
|--------|--------|---------|---------|

B. Circle the describing words in the following sentences:

- | | | |
|---------|-----------|-----------|
| 1. good | 2. pretty | 3. strong |
| 4. ripe | 5. brave | |

C. Match the describing words with the naming words:

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. d | 3. a | 4. e | 5. c |
|------|------|------|------|------|

MATHS

(Answer keys are provided in the textbook)

EVS

Lesson 1 : Our Body Parts

Since the students are already familiar with their body parts, they can be asked to recall each one through group activities. The use/uses of each body part can also be discussed in class.

While the teacher reads the lesson, the children can also be encouraged to read silently along with her/him. The game 'Simon Says' can be played in class - Simon Says - Touch your eyes, close your ears, pat your tummy, thump your chest, etc.

Exercises

A. Write the name of each body part in the box:

Head, eye, mouth, neck, arm, stomach, hand, leg, toes

B. Tick the correct option:

- | | | | |
|---------|----------|----------|--------|
| 1. eyes | 2. write | 3. mouth | 4. run |
|---------|----------|----------|--------|

C. Answer the following questions:

1. The head is on top of our body.
2. (i) write (ii) throw
3. (i) run (ii) jump
4. (i) see (ii) hear (iii) smell (iv) eat

Nut Cracker

Which part of your body is used to play each of the following games? You can also ask your teacher:

Football : legs

Volleyball : arms and legs
Ludo : fingers and arms
Carrom : fingers and arms
Table Tennis : arms

Hots

What would you do if you see a very bright light? You can also ask your teacher.

Answer: Close my eyes.

Lesson 2 : Our Sense Organs

The sense organs and their functions can be discussed in class and through interactive activities, the teacher can ensure that the children know the five organs and their functions.

The teacher can play 'I Spy' to help children use their eyes to identify things in the room. Eg: The teacher says I spy something black and rectangle - so the kids use their eyes to identify the blackboard. Similarly, the children can be asked to close their eyes to identify sounds such as clapping, clock ticking, etc, to show how the ears work. The kids can also close their eyes and the teacher can place a flower in front of them, to identify through smell.

Exercises

A. Fill in the blanks. Take help from the box given below:

- | | | |
|----------|---------|----------|
| 1. read | 2. hear | 3. smell |
| 4. taste | 5. feel | |

B. Answer the following questions:

1. (a) eyes (b) ears (c) nose (d) tongue (e) skin
2. Eyes 3. Skin 4. Nose
5. Ears 6. Tongue

C. Solve the crossword:

- | | | |
|---------|---------|-----------|
| 1. Nose | 2. Ear | 3. Tongue |
| 4. Eye | 5. Skin | |

Nut Cracker

Which sense organ will you use for doing the following things? Write the name:

Reading a storybook ; Eyes

Listening to the radio : Ears

Touching Ice : Skin

Smelling a rose : Nose

Hots

What do you do when there is a bad smell of something near by? Do you close your nose or cover your nose with a handkerchief?

When there is a bad smell, we usually cover our nose with a handkerchief.

Lesson 3 : Plants

The children can be taken on a nature walk, or within the school premises and asked to identify the plants they see. Pictures of trees/plants can be shown, and it can be discussed in class.

As the teacher reads in class, the children can read along with her, and take turns to read two sentences each. The teacher can draw a picture of a plant showing its different parts, and the children can identify each part.

Exercises

A. Fill in the blanks. Take help from the box given below:

- | | |
|----------|------------------|
| 1. Trees | 2. Shrubs |
| 3. Herbs | 4. Green friends |

B. Answer the following questions:

1. Plants that are big and strong are called trees.
Example: coconut tree, mango tree.
2. Plants that are small, but have strong and woody stems are called shrubs.
Example: rose and lemon

3. Plants with weak stems which need support to grow upwards are called climbers.

Example: money plant, and pea.

Nut Cracker

Which part of a plant is each of these? Write the name. One example is given for your help.

Rose : Flower

Radish : Root

Apple : Fruit

Spinach : Leaf

Lemon : Fruit

Hots

Why are plants called our green friends?

You can also ask your teacher:

Plants are called our green friends as they give us oxygen which helps us to breathe.

Lesson 4 : Useful Plants

Useful plants: The teacher can also help the students identify the useful parts of a plant, which varies from plant to plant. For example: the flower of hibiscus is useful for the hair, whereas, the leaf of spinach is useful for food, and the stalk of banana is useful.

The children can also name the plants in their mother tongue for better understanding, especially the pulses.

Exercises

A. Fill in the blanks. Take help from the box:

1. Fruit 2. Wheat 3. Beans
4. Orange 5. Tea

B. Answer the following questions:

1. Fruits, vegetables, pulses
2. Wheat, and corn
3. Green gram and chickpea
4. Tomato, and carrot
5. Orange and mango

Nut Cracker

We eat the roots of some plants. Can you name three of such plants? You can also ask your teacher.

1. Carrot 2. Radish 3. Beetroot

Hots

In how many ways is banana used as food?

The stem, flower, and fruit are used as food.

Lesson 5 : Animal World

This is a wide topic involving animals that are kept in homes, seen in jungles, kept in zoos, or live on farms.

Animals, birds, insects, and fish are all a part of the Animal World. Some animals live on land, some in water, some in both land and water. While some have no legs, others have 2, 4, 6, 8 or more legs.

So after a general talk about the vast Animal World, the teacher can read the lesson and the children can read along with her. It is essential to encourage the children to ask questions.

Exercises

A. Tick the correct option:

1. a 2. c 3. a 4. c

B. Fill in the blanks. Take help from the box given below:

1. zebra 2. parrot 3. ant 4. fish

C. Answer the following questions:

1. Insects have six or more legs.
2. Birds have wings to fly.
3. Feathers help birds to stay warm.

Nut Cracker

How are animals different from us? Give any three differences that you see.

1. Animals can't read or write
2. They usually have more than 2 legs
3. Animals can't talk

Hots

Can you say which animal keeps its baby in a pouch made in its belly? You can also ask your teacher.

Kangaroo

Lesson 6 : Useful Animals

We get a lot of food from animals, such as milk, eggs, fish, and meat. The children can first be asked to name animal products that they use in day-to-day life. Give them cues to think about their food, clothing, and other materials they use in their day-to-day life.

Once they answer, they can be asked to identify the pictures and tick the food we get from animals for further revision. To make them understand farm animals more, the teacher can sing songs like 'Old Macdonald had a farm' which teaches them the names of most of the useful farm animals.

Exercises

A. Match the following:

1. c 2. d 3. b 4. a 5. e

B. Answer the following questions:

1. buffalo, goat 2. chicken, duck
3. sheep 4. Silk worm
5. donkey, horse

Nut Cracker

Which animal product is called a complete food? Write the name. You can also ask your teacher.

Answer: Milk

Hots

Which animal product do you like the most? Write the name.

(To be answered by the student)

GK

Lesson 1 : Famous Indian Sportspersons

The teacher can introduce the lesson by asking students which their favourite sport is. As they answer, the teacher can ask them to name a famous sportsperson from their list of sports.

The lesson can be made more interactive by asking the students to imitate how their favorite sportsperson plays the sport.

Lesson 2 : Patterns

The teacher can first introduce the lesson by playing a game of 'I Spy' with various shapes found in the room. Once, the teacher has covered the shapes, they can

explain that shapes make patterns by illustrating them on the blackboard.

Then, the teacher can draw patterns and ask the students to complete them by saying what comes next.

Lesson 3 : Our National Flag

The teacher can introduce the national flag by drawing an outline of it on the board. Using colourful chalk, she can ask the students to guess what the colours of the flag could be.

After completing the picture of the flag on the blackboard, the teacher can state some facts about the flag, such as the fact that is called tiranga, and that saffron represents courage, white represents peace, and green represents prosperity.

Lesson 4 : Vegetables

The teacher can ask the students what their favorite vegetable is, and why. The teacher can bring a few actual vegetables to class and show what it looks like.

The students can then be asked why vegetables are good, and why people must eat them. The teacher can also play an audio or video of a vegetable song for kids.

Lesson 5 : Countries, Flags and Currencies

The teacher can tell the students that every country has a flag, just like India. The students can be asked if they or their family members have been to another country. If yes, what money did they use there?

Just like India has rupees, every country has its own currency. The teacher can show pictures of currencies and flags from various countries,

Lesson 6 : Opposites

The teacher can help the children recall the opposites they are familiar with. Using flashcards, the teacher can ask the children to guess the opposites.

Lesson 7 : Our Helpers

The teacher can talk about how everyone needs help throughout their life. Students can answer who helps them get to school, feel better when they're sick, or help in repairing their house, or vehicles.

New words like mechanic, electrician, a mason can be introduced. The teacher can ask the students how their parents and family help others through their work.

Lesson 8 : Pets

The teacher can talk about how some animals live with people inside their homes. Topics such as how to take care of pets, treat them with kindness, and take them to the vet can be covered.

Students can talk about the animals they have in their homes or have seen in other homes.

Lesson 9 : Outdoor Games

The teacher can first ask the students what outdoor games they have played. And can ask them where these games can be played, for example - stadium, field, ground, etc.

Lesson 10 : Tools

The teacher can introduce tools by talking about the different purposes for which they are used. Then the students can be quizzed by asking for what purpose each tool is used.

Lesson 11 : Festivals in India

The teacher can talk about how festivals are an important part of our culture. Various festivals are celebrated throughout the country. The students can answer what festivals they celebrate in their homes.

TERM 3

ENGLISH

Lesson 1 : Friendship

The teacher can talk about the importance of friendship, helping friends when they are in need, and being kind and pleasant always. The teacher can read the lesson to the classroom once or twice. And as the teacher reads, the student can repeat along.

The describing words slim, tall, smart, and brown can be discussed. The children can think of suitable describing words for the nouns given by the teacher. Children can also try to independently read the lesson.

Doing words or verbs being a familiar concept can again be recalled and new verbs can be taught. The story of the two friends and the bear they encounter in the forest can be told and enacted in class. This story again stresses the importance of true friendship.

Answer Key:

Test of understanding:

A. Tick the correct answer:

1. a 2. c 3. b 4. b 5. b

B. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. T

C. Fill up the blanks by choosing the correct word:

1. six 2. class 1 3. Tom
4. Tom 5. evening

Words Development Skill

- A. fat x thin big x small
happy x sad hot x cold

Grammar Words (Verbs)

A. Circle the doing words in the following sentences:

1. bowls 2. play 3. cooks
4. sings 5. ride 6. eats
7. rises

B. Write the opposites of these doing words. One has been done for you:

1. pull 2. go 3. cry
4. stand 5. catch

Communication Skill

Story of the bear and the two friends: Two friends are walking through the forest when they hear a rustling sound and a growl. A bear approaches them, and one friend climbs a tree, leaving his friend behind. The other friend lies on the ground pretending to be dead. The bear sniffs the friend on the ground and leaves. The other friend gets down from the tree and asks him - what did the bear whisper in your ears? To which, he replies 'Never to trust a friend who doesn't help in times of trouble'.

Your teacher will tell you a story about true friends. Put numbers to arrange the pictures in order:

4, 3, 2, 1

Lesson 2 : All About My Family

The teacher can talk to the children about family and encourage them to talk about their own families - parents, grandparents, siblings, etc.

Here, the teacher can also ask about the parents' profession and what the child wants to be when she/he grows up.

The use of am is are - The children have already learned this in Kindergarten, so they can be encouraged to use these words in sentences. Each child can be asked to make sentences using am, is, and are.

Under Communication Skills, the conversation given can be practiced by children in pairs.

Test of Understanding

A. Tick the correct answer:

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. a | 4. a |
| 5. c | 6. b | | |

B. Write 'T' for True and 'F' for False against the following statements:

- | | | | |
|------|------|------|------|
| 1. T | 2. F | 3. F | 4. T |
|------|------|------|------|

C. Match to the opposites:

1. Teacher : student
2. Doctor : patient
3. Young : old
4. Teach : learn

Now, fill in the blanks:

- | | | |
|-------------|----------------|----------|
| 1. grandson | 2. grandmother | |
| 3. father | 4. mother | 5. Mansi |

Grammar Skill

A. Fill in the blanks with is, am, or are:

- | | | |
|---------|--------|--------|
| 1. am | 2. is | 3. are |
| 4. am | 5. is | 6. are |
| 7. is | 8. are | 9. is |
| 10. are | | |

B. Circle the correct option:

- | | | |
|--------|--------|--------|
| 1. is | 2. is | 3. is |
| 4. are | 5. are | 6. are |

Lesson 3 : Pretty Rainbow

The teacher can talk about and show pictures of common colours and ask the children to identify the colours.

Talk about the rainbow and the seven colours seen in a rainbow. The poem can be recited by using the voice to bring the poem to life. Make sure to pause at the right places and keep it interesting.

The use of 'has and 'have' can also be done with the rainbow as the topic. Students can answer these questions in a sentence. How many colours does a rainbow have?

It has seven colours. Does the rainbow have black colour? No, it does not have black colour. Does it have red colour? Yes, it has red colour.

Test of Understanding

A. Tick the correct answer:

1. b 2. c 3. a 4. b

B. Fill up the blanks with the words from the poem:

1. rainbow 2. sunlight
3. seven 4. green

Word Development Skill

A. Write a rhyming word for the following words:

1. bed, head 2. clean, lean
3. bye, dry 4. bun, fun
5. glue, clue 6. night, fight

B. Look at the pictures. Fill in the missing letters:

CLOUD RAINBOW
SUN MOON TREE

Grammar Skill

Fill in the blanks with has or have:

1. have 2. has 3. has
4. has 5. has 6. have

Creative Skill

To be done by the student

Lesson 4 : A True Friend

Children form strong bonds among their classmates in their early years. With this in mind, we have emphasized the need to form friendships and the importance of having friends through poems, stories, etc.

Encourage the children to be friendly and to share and care for each other.

Children of this age love to hear animal stories and this one can be told in an enjoyable way with proper punctuation and emphasis.

The children can also dress up as animals and enact this in the class. The importance of the moral here is that, though we are all different in many ways, we can still be good friends.

Position words can be taught using many situations from the story as well. Example: the monkey was on top of the tree, the frog was in the pond, the elephant stood under the tree, etc.

Test of Understanding

A. Tick the correct answer:

1. a 2. c 3. c 4. c
5. b 6. a

B. Fill up the blanks by choosing the correct word:

1. elephant 2. monkey 3. frog
4. big 5. animals

C. Write 'T' for True and 'F' for False against the following statements:

1. F 2. T 3. T 4. T

Words Development Skill

Look at the pictures and rearrange the letters to get the name:

1. Fox 2. Elephant 3. Bear
4. Rabbit 5. Frog 6. Tiger

Grammar Skill

Use of in, on, under and near:

A. Look at the pictures and fill in the blanks with in, on, under, and near:

1. on 2. on 3. near
4. on 5. in 6. under
7. in 8. on

Use of behind, in front of, and between

A. Fill in the blanks with behind, in front and between:

1. between 2. behind 3. between
4. behind 5. in front of
6. in front of

Communication Skill

Write the sentences as shown. Use words from the box:

1. chick 2. lamb 3. cub
4. kitten 5. pup

MATHS

Answer keys are provided in the textbook

EVS

Lesson 1 : Air Around Us

The teacher can briefly introduce the concept of the four elements of nature which comprise of air, water, earth, and fire. And immediately dive into the topic - air. First things first, air must be introduced as an invisible gas that is all around us. And how we need it to breathe and live.

The concept of air taking up space can be taught by blowing a balloon and showing the children that despite being invisible, it takes up space. The concept of moving air can be shown by placing the children below a fan and switching it on and off to show that air can be felt.

Similarly, a feather can be dropped in the air, and it can be explained that it is floating due to air. Children can be asked to name the other times that they have felt the air in their day-to-day lives.

Exercises

A. Tick the things that have air in them

Swimming tube ✓

Ball ✓

Balloon ✓

Umbrella ✗

B. Fill in the blanks. Take help from the words in the balloon below:

1. feel

2. wind

3. clothes

4. windmill

C. Answer the following questions:

1. No, we cannot see air, but we can feel it.

2. Air helps us move faster on the cycle.

3. a) Air occupies space b) Air has weight

Nut Cracker

What is a closed pot called in the given conditions? Tick the right option.

1. air-filled

2. vacuum

Hots

1. Air helps us dry our clothes

2. Air helps in burning fire

Lesson 2 : Water

The teacher can first introduce water to students by quizzing the class on where they see water in their lives. Water is all around us, and it can be found in oceans, rain, lakes, rivers, taps, and ponds, among other sources.

Humans, animals, and plants need water to live. We use it for a variety of reasons besides drinking. Ask one child after another to step up in front of the class and show an action of other ways they use water, and the rest of the class can guess it. Children can imitate - cooking, washing clothes, cleaning vessels, cleaning the house, growing plants, etc.

Once this guessing game is done, the teacher can read the lesson to reiterate the various uses and sources of water.

Finally, the teacher must address the fact that water is very precious, and no one should be wasting water. This can be done by creating a visual water chart with simple pictures of water conservation such as turning off the tap, recycling cooking water to water plants, and loading the washing machine only when there is a big load.

Exercises

A. Tick the correct answer:

- | | |
|------------|------------|
| 1. bathing | 2. bottles |
| 3. dog | 4. rain |
| 5. save | |

B. Fill in the blanks. Take help from the box:

- | | |
|---------------------------------------|-------------|
| 1. water | 2. drinking |
| 3. growing | |
| 4. rain, rivers, wells, and tubewells | |
| 5. useful | |

C. Answer the following questions:

1. No, we cannot live without water.
2. (a) bathing, (b) cooking (c) cleaning
3. (a) rain, (b) river (c) tap

Nut Cracker

Clean : Water from well

Hots

Rainwater can be used for washing cars, cycles, or scooters. You can also use it for watering plants.

Lesson 3 : Up In The Sky

The teacher can introduce this lesson by first asking the children what they see when they look up in the sky, both during the day and night. Then, the students can draw a picture of the day sky and night sky, based on their observations.

The teacher can next talk about the sun, moon, and star, and its shape and features one by one using images and visual aid. Next, the teacher can ask the children if they know any songs about the sun, moon, or stars, for example - Twinkle Twinkle, I See the Moon, Mr. Golden Sun, etc. The children can sing it aloud for the class.

Exercises:

A. Who am I?

1. Sun 2. Stars 3. Moon
4. Moon 5. Stars

B. Write True (T) or False (F)

1. F 2. F 3. F 4. T

C. Answer the following questions:

1. You cannot count all the stars as they are too many in number.
2. The sun looks small as it is far away from us.
3. The sun gives us heat and light.

Nut Cracker

We can't see the Sun on a rainy day as it is hidden behind the clouds.

Hots

We get sunlight during the daytime.

Lesson 4 : Our Earth

The teacher can introduce this lesson by asking the children about which places they have worn a sweater or jacket in. And where all they have seen water bodies, and where they have seen food grow. Then, the teacher can classify these places as hills, plains, mountains, oceans, and so on.

Next, the teacher can show the children a globe or map of the earth, and ask them what the blue and green/brown signify. After this, they can learn that most of the earth is made up of water. And the rest are plains, mountains, hills, valleys, etc.

Exercises

A. Unjumble the following:

1. Hills
2. Plains
3. Globe
4. Earth

B. Fill in the blanks. Take help from the words given below:

(To be done by the student)

C. Answer the following questions:

1. Very large hills are called mountains.
2. The land between two hills is called a valley.
3. Mountains

Nut Cracker : (b)

Hots

- (a) Turn off the tap
- (b) Collect rainwater

Lesson 5 : Neighbourhood Places

The teacher can ask the children where they go with their parents, that isn't somebody's house. They can also name the places that they pass on their way to school.

By showing flashcards or images of various places, the teacher can create an interactive activity by asking the students to name the places, and why people go there. Ask the children to roleplay what happens in each of these places, and the other children can guess which place it is.

Exercises

A. Name a place where you go to:

1. Post Office
2. Bank
3. Railway Station
4. Police Station
5. Hospital

B. Fill in the blanks. Take help from the box:

1. neighbourhood
2. hospital
3. money
4. post office
5. Police
6. train

C. Match the things with places:

1. b
2. a
3. c

D. Answer the following questions:

1. We can send letters and cards from a post office.
2. Doctors and nurses treat us when we're sick.
3. We go to a market to buy vegetables.

Nut Cracker

Grocery shop : pulses

Stationery shop : pencil, eraser

Green-grocer : vegetables

Milk Booth : milk

Chemist : medicine

Bakery : biscuit

Hots

We should not litter or throw our waste on the road to keep our neighbourhood places clean.

Lesson 6 : Our Helpers

The teacher can first start this lesson by recalling all the 'Neighbourhood Places' from the previous lesson and talk about how every place needs people to make it functional.

The students can list out the neighbourhood places and then the teacher can write them on the board. Now, the teacher must ask the students who the people are in these places. To further strengthen their knowledge, the teacher can show flashcards or pictures of the helpers, ask the students to name them and give two points on what they do.

Additionally, the children can play a round of charades by taking turns and acting like a helper, and the remaining students can guess who it is.

Exercises

A. Match the helpers with their tools

Doctor : Stethoscope

Tailor : Scissors

Carpenter : Saw

Plumber : Pipe wrench

B. Fill in the blanks. Take help from the words given in the balloon.

1. Doctor
2. Driver
3. Gardener
4. Electrician
5. Hairdresser

C. Answer the following questions:

1. A postman brings letters and parcels for us.
2. A tailor stitches our clothes.
3. A cobbler repairs our shoes and footwear.

Nut Cracker

Mason

Florist

Security Guard

Domestic Worker

Lesson 7 : Means Of Transport

The teacher can introduce this lesson by asking the children to name how they get to places on a daily basis and write down their answers. Now, the teacher can ask them what they know about water and air transport.

Next, the teacher can show flash cards of various means of transport and ask the children to identify them and where they would be used. As an additional activity, the teacher can ask the students to draw a picture of each student's journey to school. A game of charades can also be played wherein the kids can enact various means of transport and the class can guess them.

Exercises

A. Circle the odd one out.

1. Aeroplane 2. Jeep
3. Motorcycle

B. Answer the following questions:

1. The things which take us from one place to another are called means of transport.
2. Bicycle and car
3. Air transport is the fastest means of transport.

C. To be done by the students

Nut Cracker:

Which means of transport will you use if you have to go to the given places? You can also ask your parents.

(To be done by students)

GK

Lesson 1: Odd One Out

The teacher can explain the concept of 'odd one out' by teaching the students that not all things belong together. For each row, she can read the name of the objects and ask the children which one doesn't belong with that group.

Lesson 2 : Animal House

Like each of us has a home to go back to, animals also have a space they call their home. The teacher can explain that some of these animal houses are built by humans, while others are made by animals.

Lesson 3 : Rhyming Words

The children are already familiar with rhyming words. The teacher can probably start the lesson with a poem that has rhyming words.

Lesson 4 : Water Animals

There are many kinds of animals around us that live in water besides fish. The teacher can show pictures of each of these animals before starting the lesson.

Lesson 5 : Action Words

The teacher can first ask the students what their hobbies are and how they spend their vacations. The children can take turns and act out their hobbies in front of the class, and the rest of the class can guess it.

Lesson 6 : Our National Symbols

The teacher can talk about what makes India unique by telling the students the national animal, bird, flower, fruit, etc. The teacher can give an outline of these symbols and ask the children to colour them.

Lesson 7 : Indian Monuments

India is home to various magnificent monuments, built by the earlier rulers. The teacher can ask the children if they know any of these monuments and who built them. Then, the teacher can dive into the lesson by introducing them one by one. And give some details about each of them.

Lesson 8 : Our Sense Organs

The teacher can point at each sense organ and the children should name it, and tell the functions of it. Since it has been covered previously, the children can directly start with the word search after this exercise.

Lesson 9 : The Earth And The Sky

Just like it was covered in EVS, the children can be asked to recall what they see when they look up in the sky, during the day and night.

The teacher can give more information on the Earth, Sun, Moon, and stars to refresh their memories.

* * *