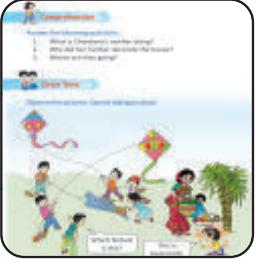


Warm-up Time



Circle Time



Sharing Time



Fun Time



Action Time



Practice Time



**State Council of Educational Research and Training  
Andhra Pradesh**



# BLOSSOMS 2

## ENGLISH READER

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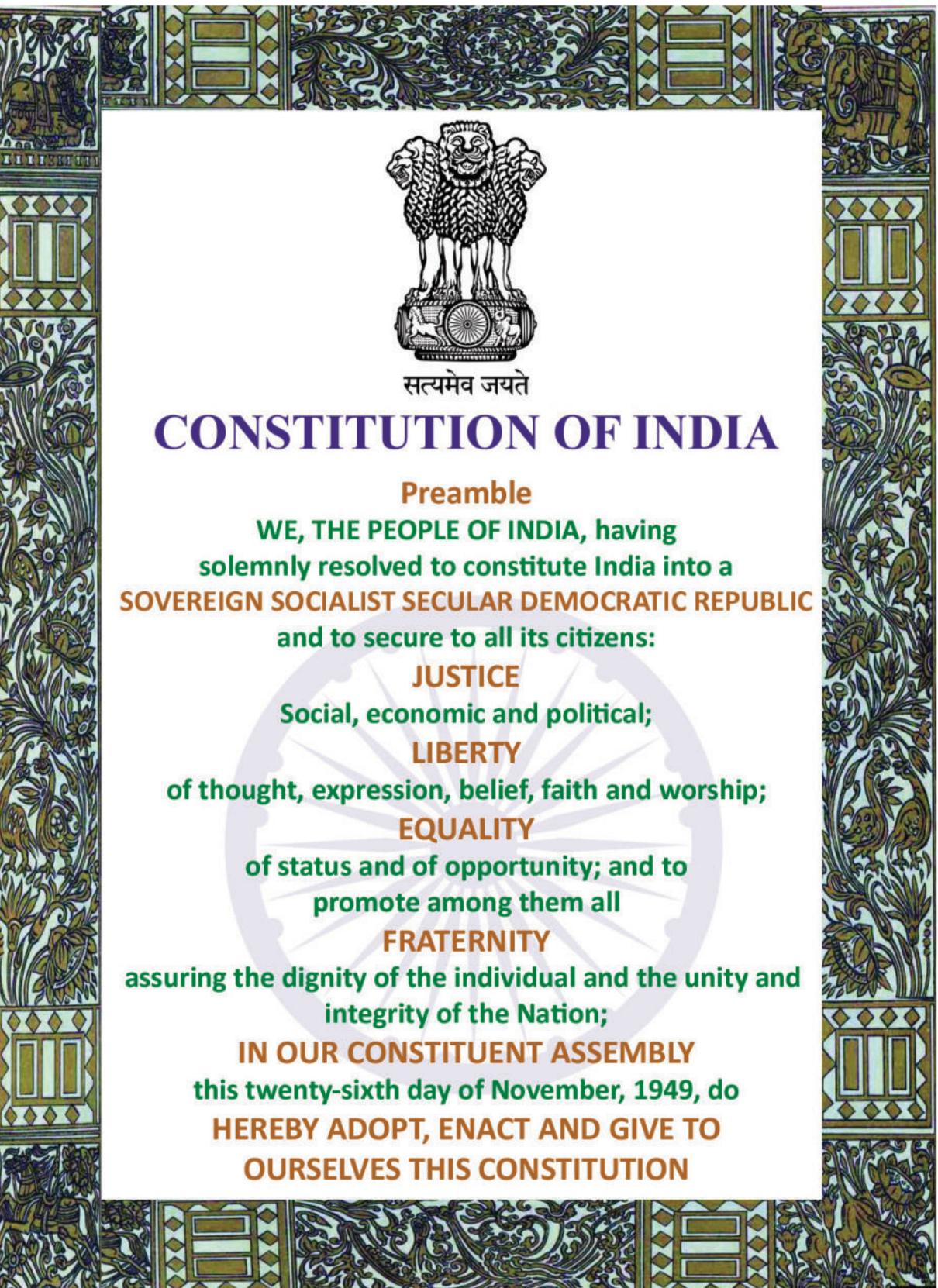


## FUNDAMENTAL DUTIES

**Fundamental duties: It shall be the duty of every citizen of India-**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence.
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

- Constitution of India,  
Part IV A (Article 51 A)



## Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1<sup>st</sup> April 2010 in Andhra Pradesh.

### Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

# BLOSSOMS - 2

## English Reader

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## Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the Academic Year.

In this textbook, the lessons begin with a warm-up time to keep the children active and lively, followed by rhyme time, sharing time and practice time. The listening, speaking, reading and writing are evenly focussed along with the language game for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Sri Botcha Satyanarayana, Honourable Minister of Education , Govt. of Andhra Pradesh for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Special Chief Secretary, School Education, Sri. S. Suresh Kumar, IAS, Commissioner of School Education & State Project Director, SS, Smt. Vetriselvi.K, IAS, Special Officer, English Medium Project for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

**Dr. B. Pratap Reddy**  
*Director*  
*SCERT – Andhra Pradesh*

# In this book

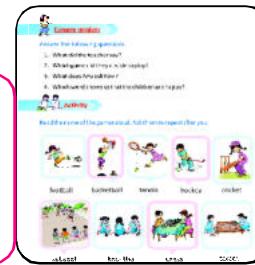
## Warm-up Time

- Pre-reading activity with picture to lead learners into the lesson.
- Motivates learners and encourages interactive learning.
- Creates a learner friendly environment.



## Sharing Time

- Includes rhymes/stories/reading texts.
- Rhymes to enliven rhythm.
- Stories to develop listening.
- Reading texts to promote reading habit.



## Action Time

- Highlights activities, contextualizing the themes, encouraging learner's conceptual thinking.



## Circle Time

- Enable learners to read and enjoy.
- Develops and hones the aural-oral skills in young learners.
- Guided practice of activities in groups/whole class.



## Fun Time

- Enable learners to write and colour.
- Provides practice through fun generating exercises.



## Practice Time

- Introduces appropriate sounds of English.
- Stimulates proper pronunciation through drills.



## Our National Anthem

- Rabindranath Tagore

*Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata  
Panjaba-Sindhu-Gujarata-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
uchchala-jaladhi-taranga  
Tava Subha name jage, tave subha asisa mage,  
gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, Jaya he, Jaya he,  
jaya jaya jaya jaya he.*

## Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.  
I love my country and I am proud of its rich and varied heritage.  
I shall always strive to be worthy of it.  
I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.  
To my country and my people, I pledge my devotion.  
In their well-being and prosperity alone lies my happiness.

# Contents

<b>Unit</b>	<b>Lesson</b>	<b>Month</b>	<b>Page No</b>
School Readiness		June - July	
1. School and Play	1A. Welcome to School	August	1-11
	1B. Let's Play	August	12-19
2. I and My House	2A. May I Help You?	August	20-27
	2B. My House	September	28-35
3. Food and Habits	3A. What Am I?	September	36-46
	3B. I Am Perfect	September	47-55
4. Gardening	4A. Let's Plant	October	56-64
	4B. Colourful Garden	November	65-73
5. Our Celebrations	5A. Our Festivals	November	74-80
	5B. Ravi's Birthday	November	81-86
6. Our Community and People	6A. My Grandpa's Village	December	87-98
	6B. Our Helpers	December	99-105
7. Things and Vehicles	7A. Our Fair	December	106-111
	7B. My Talking Car	January	112-120
8. Time	8A. My Routine	February	121-126
Revision		March	
Revision		April	



Teacher Corner



Student Corner

## LEARNING OUTCOMES

### **The Child**

#### \* **1A: Welcome to School**

- Will be able to sing the rhyme with proper actions and gestures.
- Will be able to read and spell the words related to school.
- Will be able to follow and respond to the simple classroom commands.
- Will be able to use a correct article before a noun.
- Will be able to know the correct usage of capitalization.
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules

#### \* **1B: Lets play.**

- Will be able to identify key words/expressions from the picture.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to come out with the names of their favourite game/games.
- Will be able to say aloud the words in singular and their plurals.
- Will be able to listen and practice the words that end with same sound/phoneme words
- Will be able to copy the sentence legibly in the four rules

#### \* **2A: May I help you.**

- Will be able to understand and talk about the picture.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to use and practice the "May" in his/her daily situations.
- Will be able to say a sentence using "It is..."
- Will be able to understand the meaning and usage of the pronouns "He, she, it and they."
- Will be able to use the punctuation marks full stop (.) and capitalization.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **2B: My House:**

- Will be able to listen to the story and identify the names of characters, things, places...etc.
- Will be able to identify the family member names and use in their daily situation.
- Will be able to say about their father and mother.
- Will be able to describe about his/her in 2 or 3 sentences.
- Will be able to understand the usage and meaning of "s"
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules

#### \* **3A: What am I?**

- Will be able to identify the food items that we drink and eat.
- Will be able to sing the rhyme with proper actions and gestures.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able use "I am and my" in their daily life situations..
- Will be able to know the usage of "this and that."
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules

#### \* **3B: I am perfect.**

- Will be able identify the regular actions and say in a sentence.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to say about their every day's regular actions.
- Will be able to understand the usage and functioning of "am, is, are."
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules.

#### \* **4A: Let's plant**

- Will be able to identify key words/expressions and action from the picture.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to read, identify and spell the words related to a plant.
- Will be able to understand the usage and say sentences using "these and those".
- Will be able to understand and usage of 'my, his, her, our, your, and their'and use in a sentence.
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules.

#### \* **4B: Colourful garden:**

- Will be able to identify key words/expressions from the picture.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.

- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to identify and read the names of colour.
- Will be able to understand the meaning and usage of "in and out" prepositions.
- Will be able to listen and practice the words that end with same sound/phoneme words.
- Will be able to copy the sentence legibly in the four rules.

#### \* **5A: Festivals**

- Will be able to identify key words/expressions from the picture.
- Will be able to identify and name the festivals.
- Will be able to match the festival name with pictures.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to ask a question to know their festival.
- Will be able to sing the rhyme and read the names of week days and months.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **5B: Ravi's birthday.**

- Will be able to identify key words/expressions from the picture.
- Will be able to listen to the story and identify the names of characters, events...etc.
- Will be able to read, identify and spell the words related to celebration.
- Will be able to wish other in their birthday and other communal celebrations.
- Will be able to understand the usage of 'and'.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **6A: My Grandpa's village.**

- Will be able to identify key words/expressions and places from the picture.
- Will be able to listen to the story and identify the names of characters, events, places...etc.
- Will be able to respond to the question.
- Will be able to use and express their with using "I like..."
- Will be able to write a sentence using capital letters and full stop.
- Will be able respond to the question and use adjectives in their daily life conversation.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **6B: Our helpers**

- Will be able to identify key words/expressions and places from the picture.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to read and identify the names of different professions.
- Will be able to describe a profession.
- Will be able to read, identify and rewrite the words correctly.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **7A: Our fair**

- Will be able to identify key words/expressions and places from the picture.
- Will be able to listen to the story and identify the names of characters, events, places...etc.
- Will be able to read and spell the words related to a fair.
- Will be able to express a past even using "had"
- Will be able to understand the usage of "was and were" and use in his/her usage.
- Will be able to read the pictures and write the plurals.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **7B: My talking car**

- Will be able to identify key words/expressions from the picture.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to read, identify and spell the words of different vehicles.
- Will be able to understand the usage of "have and has" and use in their conversation.
- Will be able to identify key words/expressions from the picture.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to read, identify and rewrite the words correctly.
- Will be able to listen and practice the words that end with same sound/phoneme words.

#### \* **8: Time**

- Will be able to identify key words/expressions from the picture.
- Will be able to listen to the story and identify the names of characters, events, places...etc.
- Will be able to recite the rhyme with proper actions, gestures and voice modulation.
- Will be able to read and say the time.
- Will be able to write the time in words.
- Will be able to read and understand the pronunciation of words.

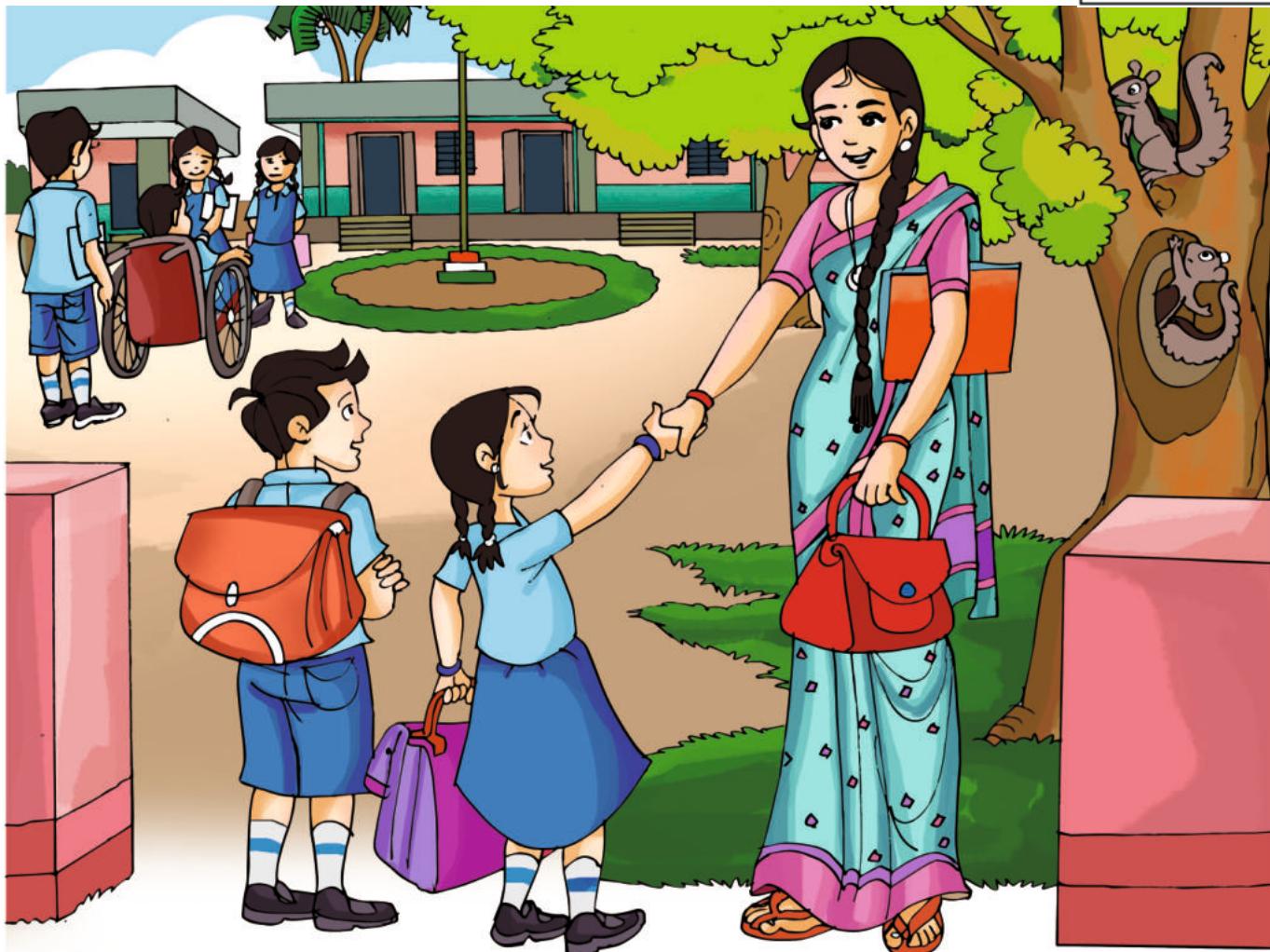
# Unit - 1A Welcome to School



## 1. Warm-up Time



Observe the picture.



Answer the following questions orally.

1. What is this place?
2. How many people are there?
3. What is the woman doing?
4. Guess the woman in the picture.
5. How do you greet your teachers?
6. How do you feel on the first day of your school?



## 2. Sharing Time

Recite the following rhyme.

### Welcome to School

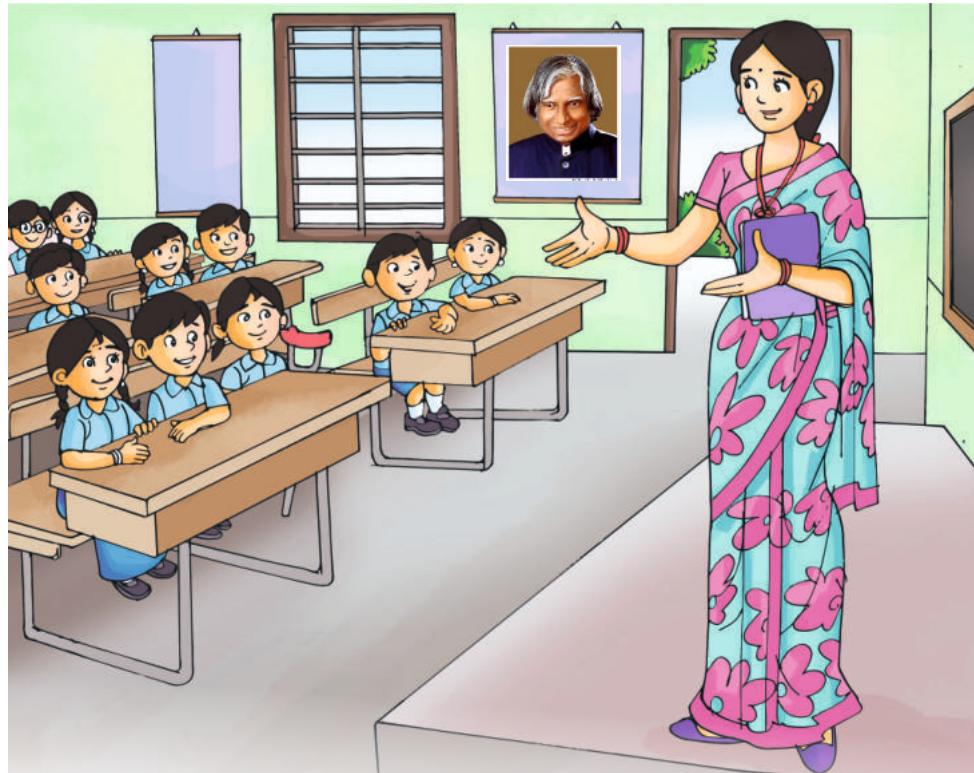


Welcome, welcome  
Welcome to school,  
Boys and girls,  
Welcome to school.

Welcome, welcome  
Welcome to school,  
With your friends  
And say, 'hello'.

Welcome, welcome  
Welcome to school,  
Meet your teachers  
Say, 'Good morning'.

Welcome, welcome  
Welcome to school,  
Learn and play  
Be good in every way.





## New words



school



friends



meet



say



learn



play



classroom



way



## 3. Action Time

1. Here are the pictures of things that we see in a school bag. Read them.



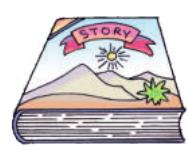
a scale



an eraser



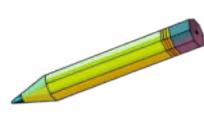
a slate



a book



a sharpener



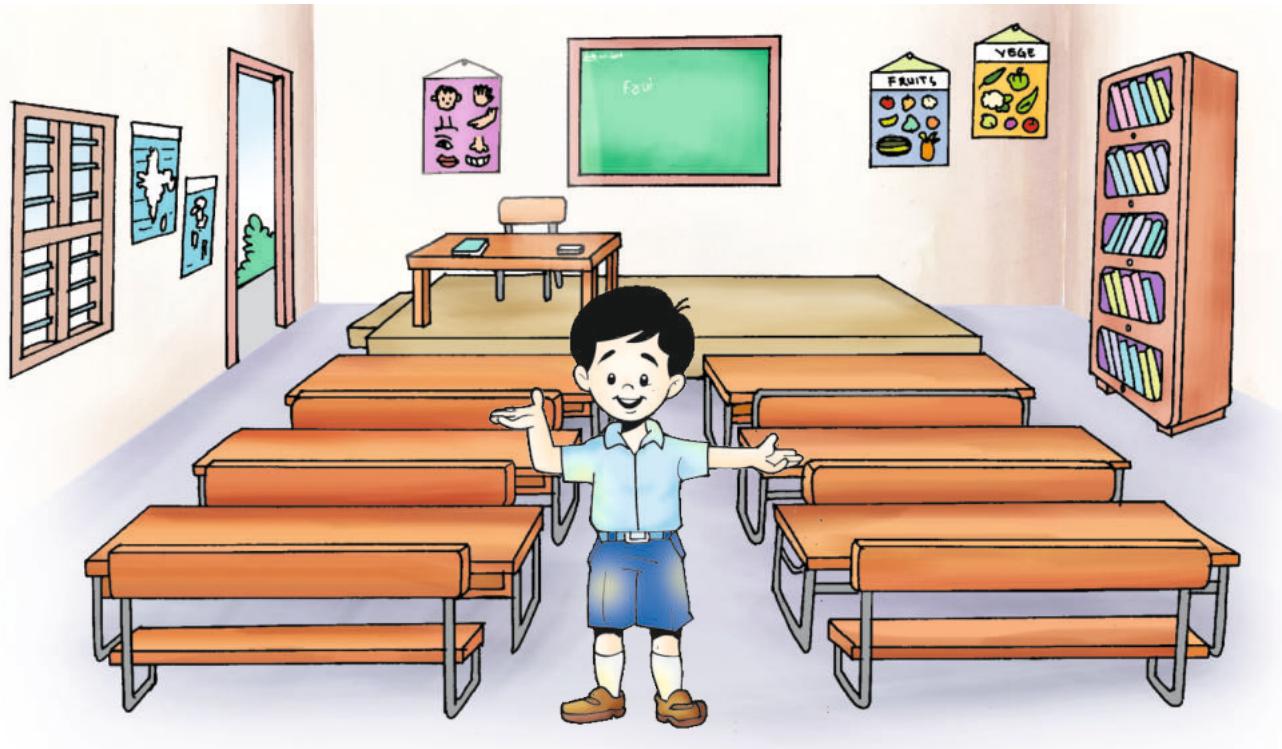
a pencil



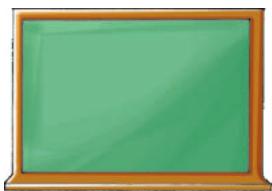
a pen



a water bottle



2. Here are the pictures of things that we see in a classroom. Read them.



a black board



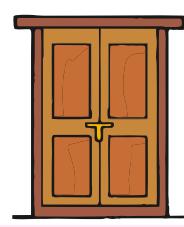
a table



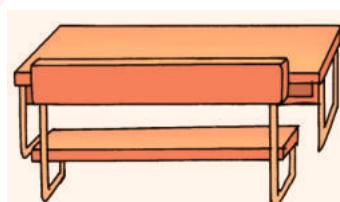
a chair



a window



a door

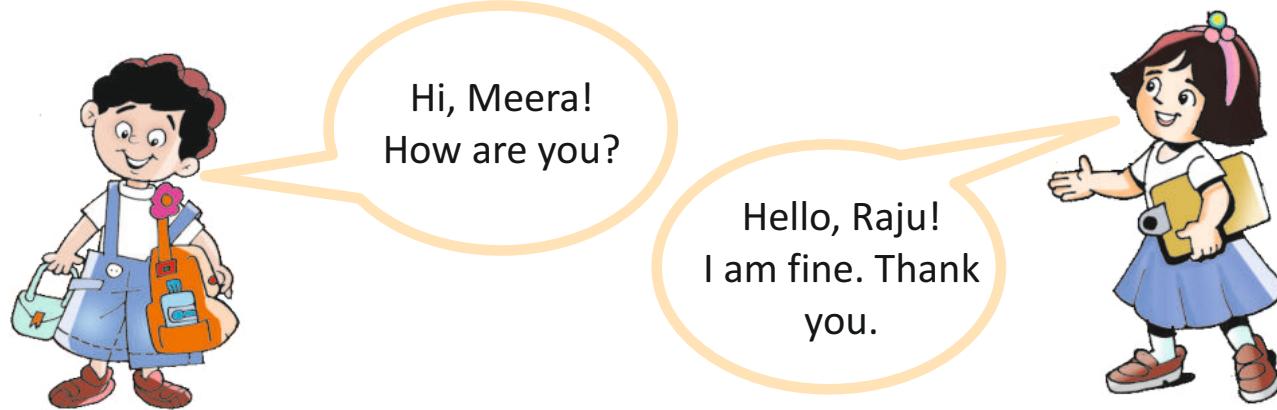


a bench

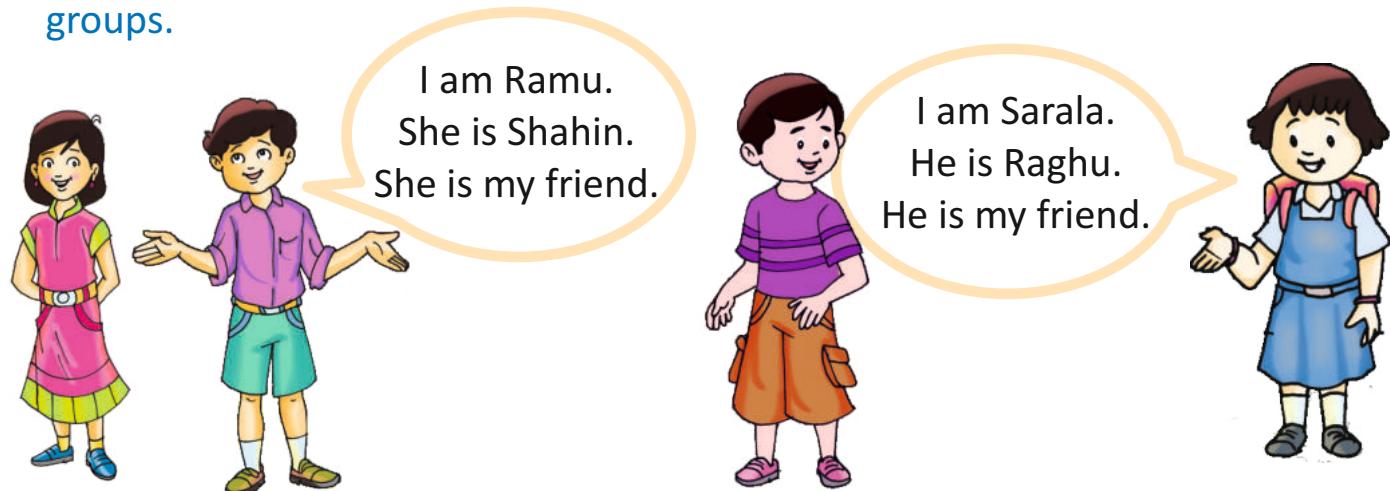


#### 4. Circle Time

1. Meera and Raju are greeting each other. Let students practice it with their friends.



2. Ask the children to look at the pictures. Say the dialogues. Practice in groups.



3. Say these instructions aloud. Let the children follow them.



- ★ Come here.
- ★ Show me your pencil.
- ★ Pick up your bag.
- ★ Pick up your pencil.
- ★ Stand up.
- ★ Sit down.
- ★ Open your book.
- ★ Open the window.

4. Observe the pictures and ask the questions. Let the children answer using 'This is our...'

Raju: What is this?

Balu: This is our school.



John: What is this?

Sam: This is our classroom.



Ravi: What is this?

Rani: This is our library.



Sarada: What is this?

Gopi: This is our playground.



## Activity - 1

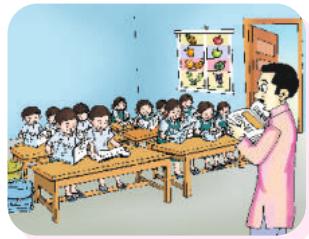
Tell the children that the letters of English alphabet has 5 vowels. They are '**a', 'e', 'i', 'o' and 'u'**'.

The other 21 letters are consonants. They are

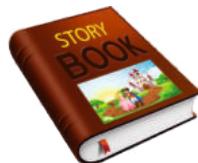
**b c d f g h j k l m n p q r s t v w x y z**

We use '**a**' before a noun beginning with a consonant sound.

Read the following.



a classroom



a book



a slate



a teacher

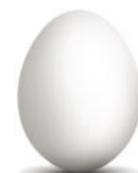
We use "**an**" before a noun beginning with a vowel sound.



an apple



an umbrella



an egg



an ice cream



an owl



5.

## Fun Time



## Activity-1

Rearrange the letters of the following things/objects. One is done for you.

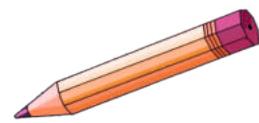
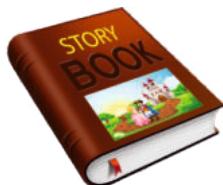


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school



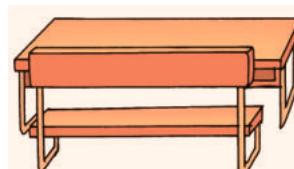
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## Activity-2

Here are some things. Read their names.

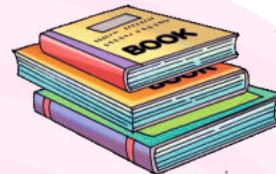
Circle the things that you carry in your school bag. One is done for you.



sharpener



scale



books



pen



eraser



doll



brush



comb



pencil



water bottle



pebbles



shoes

Now write the names of the things in your bag.




### Activity-3

Devi wrote her name in this way –

devi

She made a mistake. What was it?

Write her name correctly.

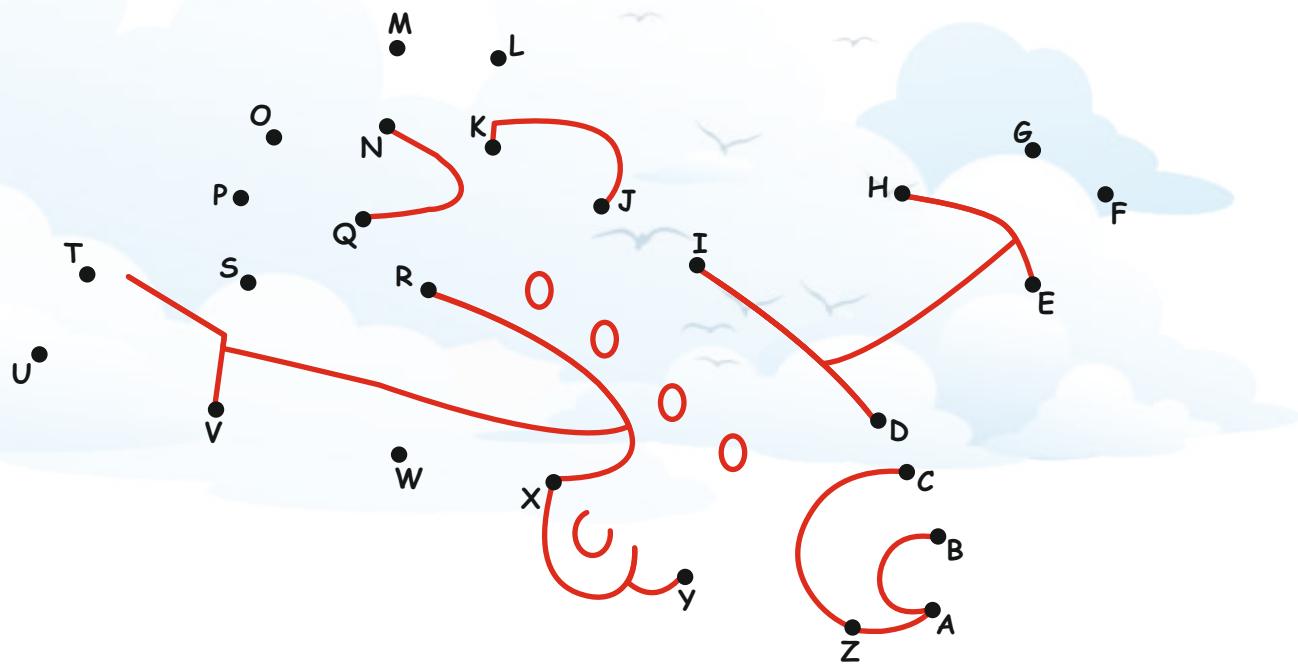


Now write your name correctly.



### Activity-4

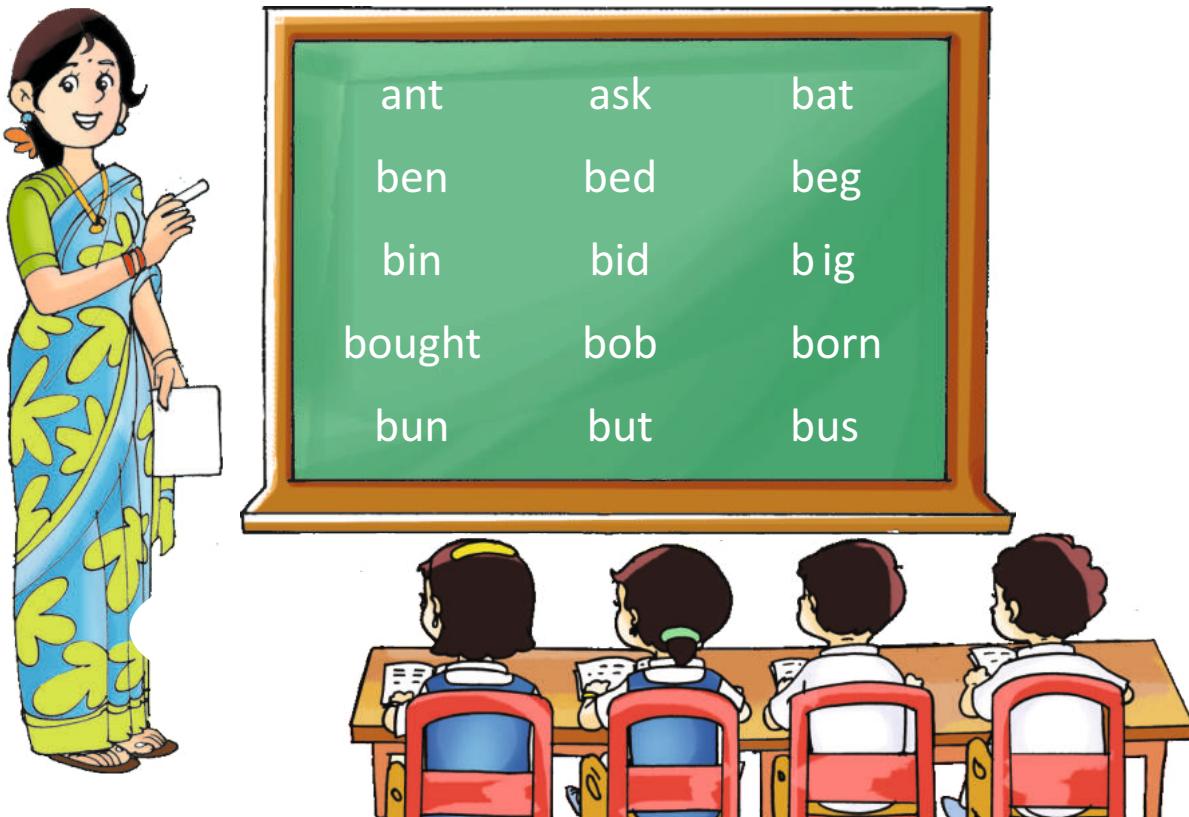
Join the dots and colour the picture.





## 6. Practice Time

1. Your teacher will say aloud the following words. Repeat after him/her.



2. Copy the following sentence.

This is my bag.

This is my bag.

(Empty lines for copying practice.)



## 1. Warm-up Time

Observe the picture.



Answer the following questions orally.

1. What do you observe in the picture?
2. What are the children doing in the picture?
3. What day is it?
4. Which games do you play?
5. Which game(s) do you like the most?



## 2. Sharing Time

Recite the following rhyme.

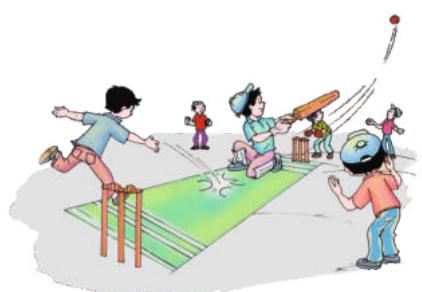
### Choose your sports



Let's turn off our video games,  
and run outside;  
From many sports,  
We may decide  
Football, tennis  
And basketball are fun;  
Let's call some friends;  
And play in the sun.



There are many sports to play.  
We enjoy sports with  
Our friends everyday.



### New words

Read the words.  
Observe the spelling.

outside  
sports  
fun  
enjoy  
games



### Comprehension:

Answer the following questions orally.

1. Which games do you find in the poem?
2. What games do you play?
3. How do you feel while you are playing?
4. Where do you play?



## Let's read

Your teacher will read the story. Listen to him/her.



Teacher: Hi, children! It's play time.  
Go and play some games.

Children: Thank you, teacher.



Anu: Abhi, Pooja and Ali, shall we play kho-kho?

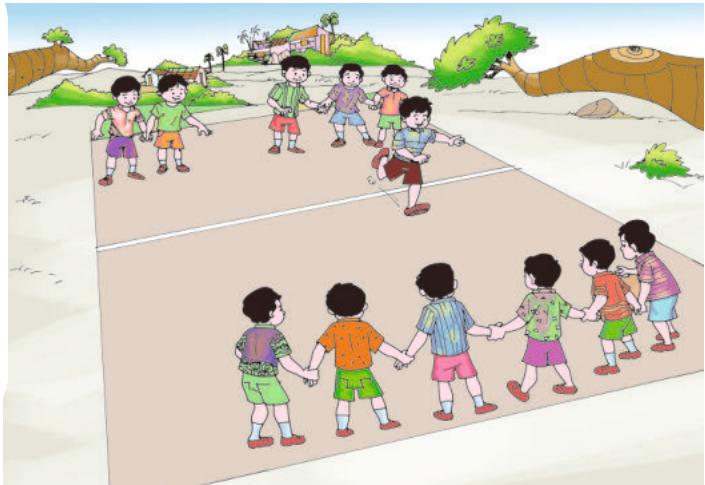
Ali: We will play kabaddi.

Abhi: Ok. Let's play kabaddi.  
We will form into two teams.

Anu: Ravi, come and join our team.

Ravi: Alright, I will join.

All: Let's start. It will be great fun.



## New words

Read the following words. Observe the spelling.

form

team

join

great

fun



## Comprehension

Answer the following questions.

1. What did the teacher say?
2. Which game did they decide to play?
3. What does Anu ask Ravi?
4. Which word shows us that the children are happy?

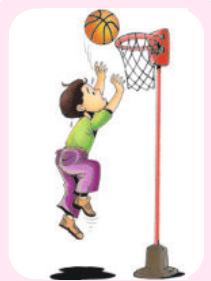


## 3. Action Time

Read the name of the games aloud. Ask them to repeat after you.



football



basketball



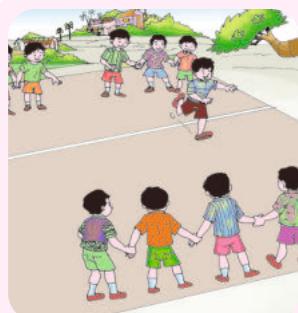
tennis



hockey



cricket



kabaddi



kho- kho



chess



carrom



## 4. Circle Time



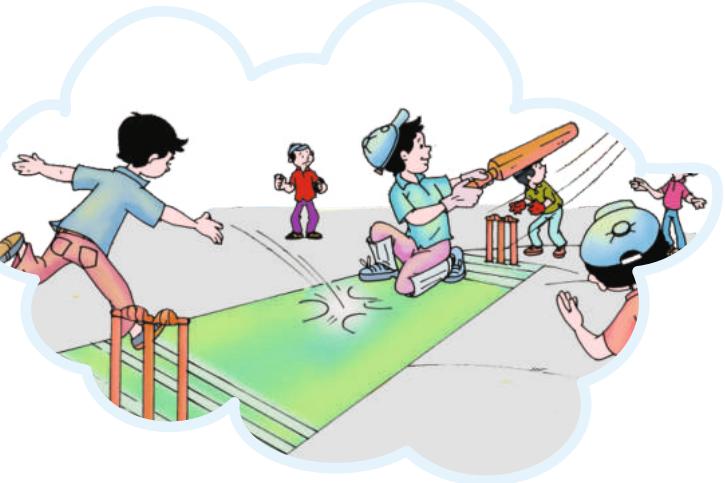
### Activity-1

1. Say the dialogue aloud. Let the children practice the dialogue.



What is your  
favourite game?

My favourite  
game is cricket.



### Activity-2

Read the sentence below. Observe the usage of 'can' and 'can't.' Encourage children to say a sentence by observing the pictures below.

For example, a child may say : 'I can play football but I can't cook.'

I can...



I can't...





### Activity-3

Your teacher will recite the following rhyme aloud with proper actions and gestures.



I skip, I hop,

I spin like a top.



I dance, I jump,

I fall and get a bump.



I walk, I run,

It's such a lot of fun.



### 5. Fun Time

1. Rearrange the letters of the following games correctly. One is done for you.



rickcet

cricket

bakaddi

ohk-kho



llabfoot

mrocar

hessc

2. Observe the pictures and write names of the games in the given spaces.

kabaddi

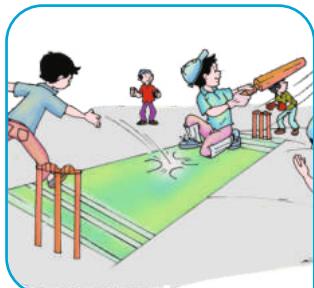
kho-kho

football

tennis

cricket

basketball



3. Look at the pictures given below. Read the words aloud. Write 's' after the name if the picture shows more than one thing. One has been done for you.



ball



ballss



bat



bat\_\_\_\_



ring



ring\_\_\_\_



shoe



shoe\_\_\_\_



coin



coin\_\_\_\_



rope

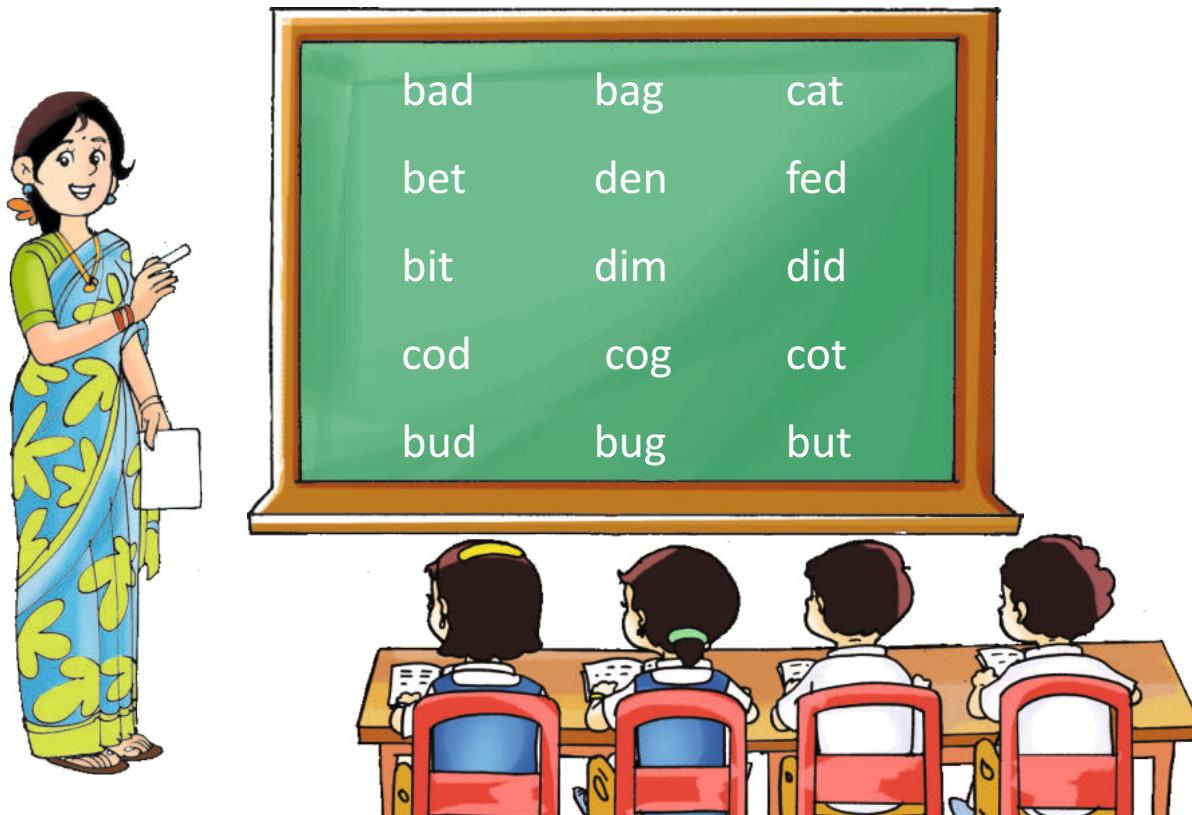


rope\_\_\_\_



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

I like cricket.

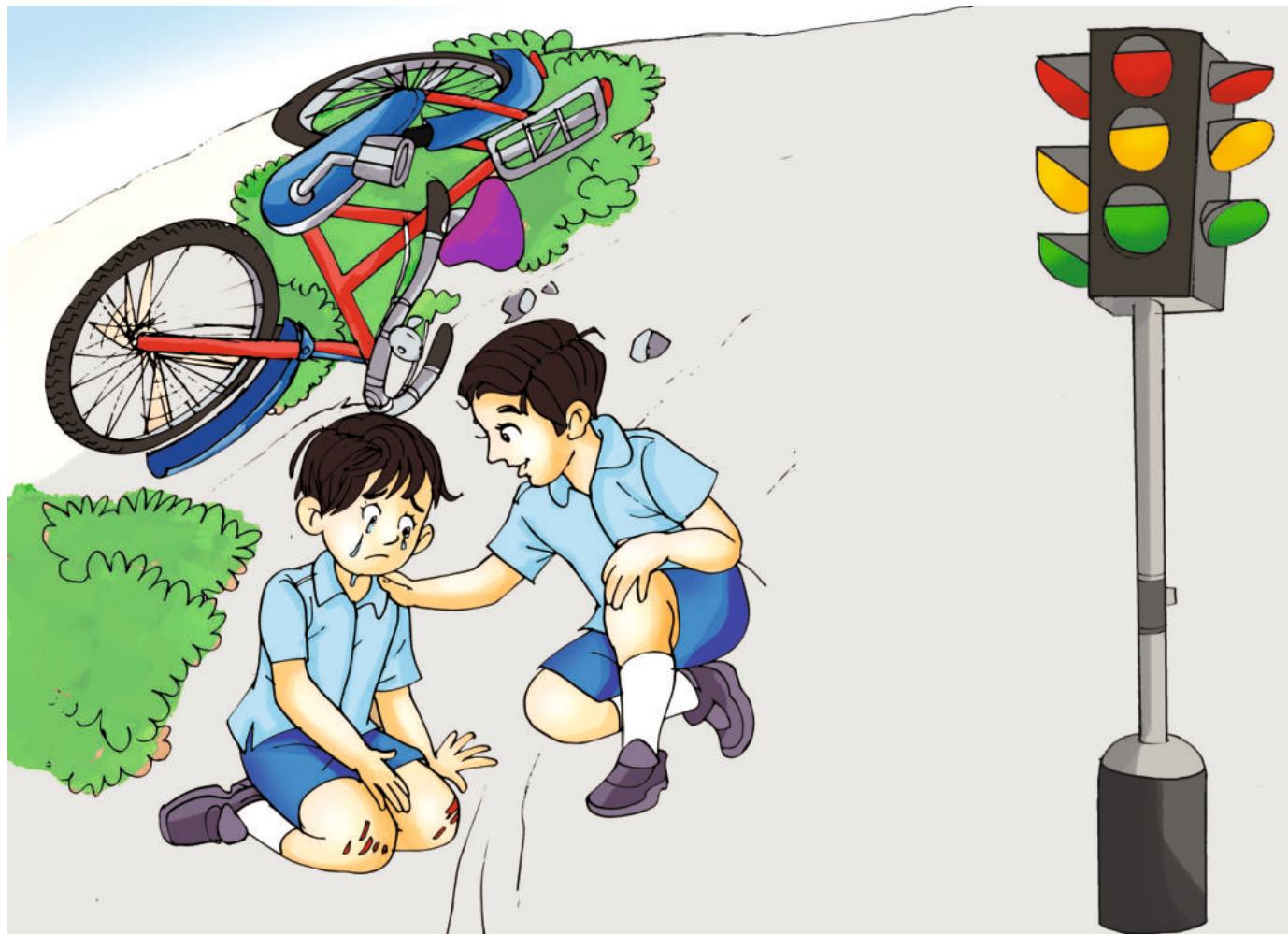
I like cricket.





## 1. Warm-up Time

Observe the picture.



Answer the following questions orally.

1. Who are there in the picture?
2. Why is the boy crying?
3. What is the other boy doing?
4. Have you ever helped anyone?



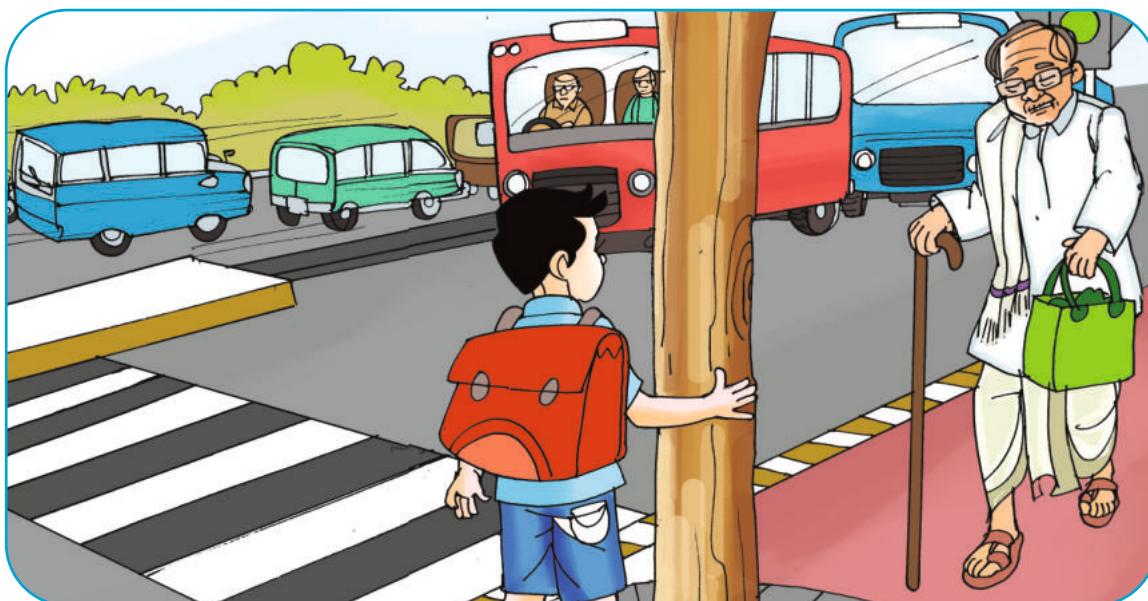
## 2. Sharing Time

Your teacher will read the following story. Listen carefully to him/her.

### May I help you?



One day Madhav was walking to school.



On the way he met an old man. The old man wanted to cross the road.



The road was busy with vehicles. Madhav asked the old man, "May I help you?" The old man replied, "Help me to cross the road, dear". Madhav helped the old man to cross the road, on the zebra lines.



The old man blessed Madhav and went away. Madhav was happy.



### New words

walk

wanted

cross

blessed

went

replied



## Comprehension:

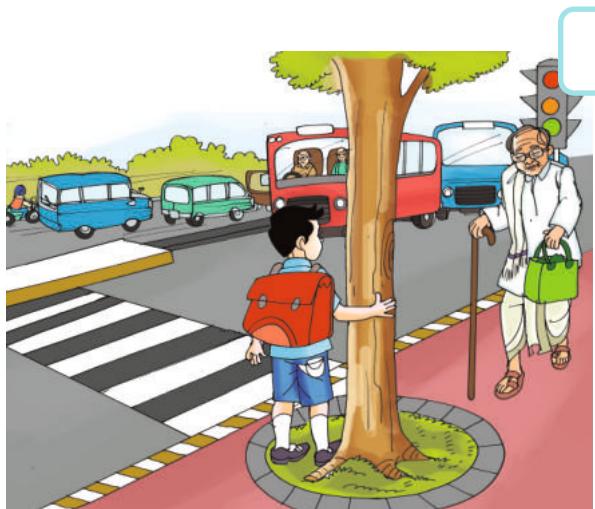
Answer the following questions.

1. Who met Madhav on the way to school?
2. How was the road?
3. What did Madhav ask the old man?
4. How did Madhav help the old man?



## 3. Action Time

Look at the pictures given below. Let the children arrange the pictures in order. Let them write the relevant number in the boxes. One is done for you.

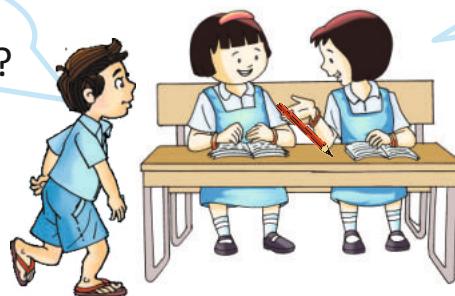




#### 4. Circle Time

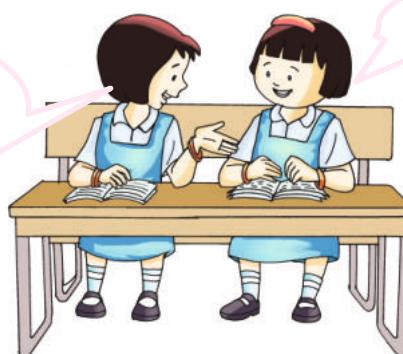
Form pairs. Practice the following dialogues.

Seetha, may I  
take your pencil?



Yes, you may.

Geeta, may I  
take your book?



Yes, you may.

Rama, may I  
sit here?



Yes, you may.

#### Note to the teacher

Encourage children to use the following expressions for taking permission.

- ★ May I go to the washroom?
- ★ May I come in madam/sir?
- ★ May I play with you?
- ★ May I come with you?





## 5. Fun Time



### Activity-1

Observe the following pictures.  
Say the sentences using 'It is...'.



Now say and write the remaining sentences.

1. It is a book.

2. ....

3. ....

4. ....

5. ....



### Activity-2

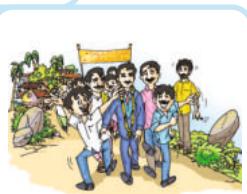
Look at the picture. Tick (✓) the right pronoun.



He  
She  
It



He  
She  
It



She  
They  
It



It  
He  
They



They  
It  
She



He  
They  
It



### Activity-3



Ask the children to observe the following sentences.



He

- Madhav was walking to school.
- He helped the old man to cross the road.
- They crossed the road.



It

Here 'He' and 'They' are used in place of naming words. They are called pronouns.



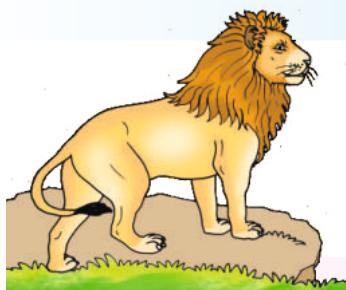
She



They



Rani likes ice cream.  
She is eating an ice cream.



The lion is a wild animal.  
It lives in a forest.



Manu sings well.  
He is singing a song.



Banti and Chinni are brothers.  
They are sitting.



### Activity-4

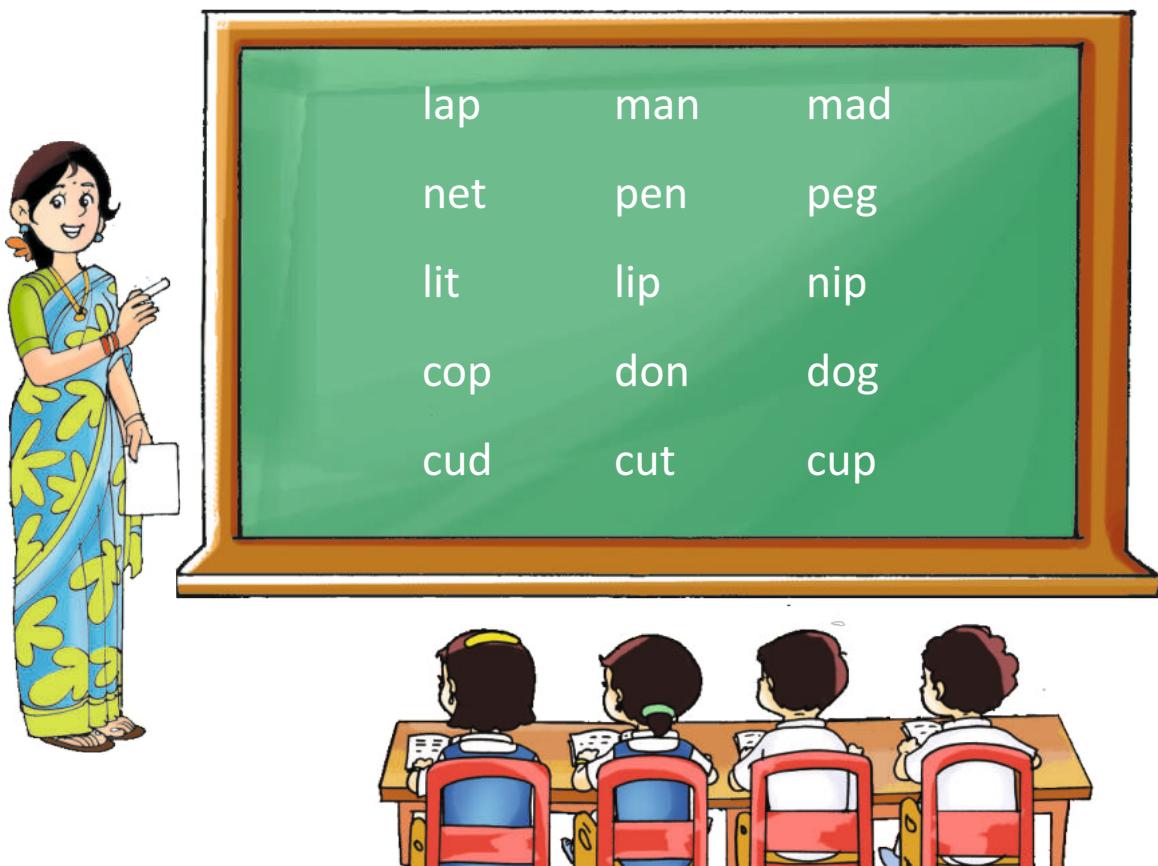
1. Rewrite the following sentence using capital letter and full stop (.) wherever necessary.

i helped an old man



## 6. Practice Time

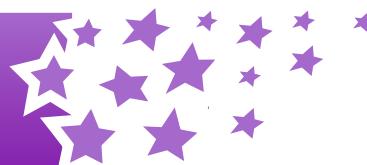
1. Your teacher will say the words aloud. Repeat after him/her.



2. Copy the following sentence.

May I help you?

May I help you?



## 1. Warm-up Time

Observe the picture.



Answer the following questions orally.

1. What do you see in the picture?
2. How many people are there in the picture?
3. Who are sitting on the sofa?
4. Do your grandparents live with you?



## 2. Sharing Time

### Priya's Family



Hi! I am Priya. I live in a small town called Dharmapuram. This is my house. It is a beautiful house.

I live with my grandparents, father, mother, brother and sister.



We have a small garden.



My father is a driver.  
My mother sells fruits.



My grandparents tell us stories at night. I love my family very much.



## New words

house	garden	brother	sister	grandparents
tell	family	father	mother	story
night	small	town	beautiful	sell



## Comprehension

Read the following statements. Tick (✓) the right option.

There are five people in Priya's family.                      True / False

She doesn't have any sisters or brothers.                      True / False

She lives in Nellore.    True / False

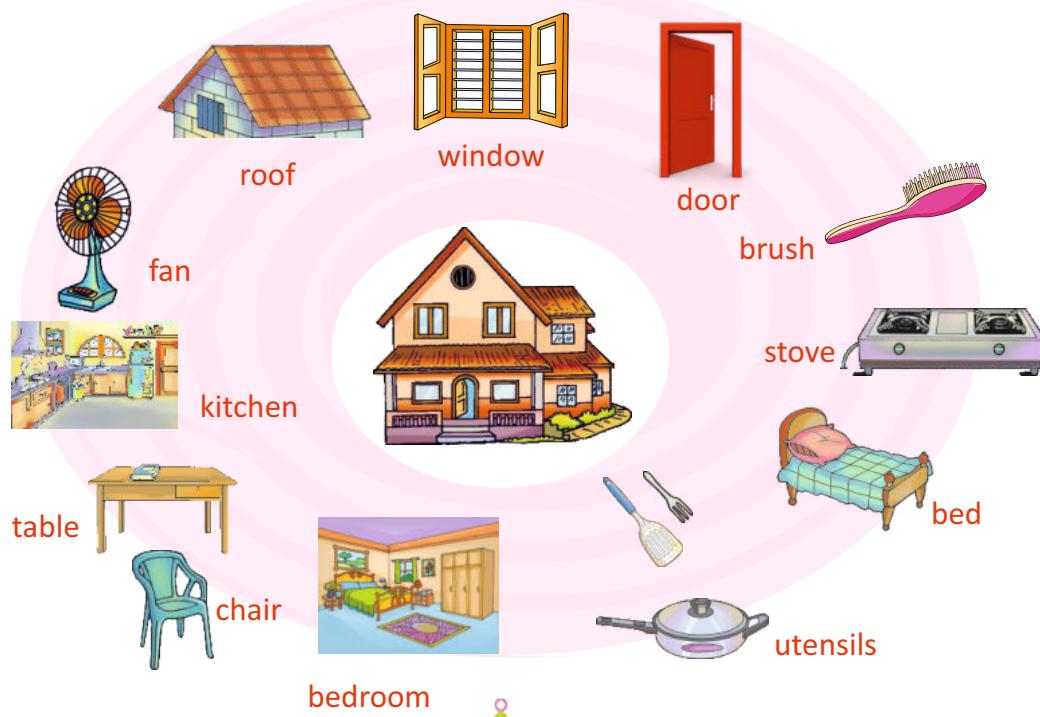
Her father is a farmer.    True / False

Her grandparents tell her stories at night.                    True / False



## 3. Action Time

Here are the pictures of some objects/places. Observe the pictures and read the words.





#### 4. Circle Time

1. Here are the dialogues of Priya. Listen to them from your teacher. Repeat after him/her.



He is my father.  
He is a driver.



She is my mother.  
She sells fruits.



2. Here Priya is introducing herself. After listening, say about yourself.

I am Priya.

I am 6 years old.

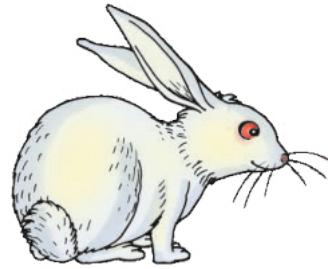
I am studying in 2<sup>nd</sup> class.

This is my family.



### 3. Read the following sentences. Observe the underlined words.

1. Priya's house is beautiful.
2. Gopi's balloon is green.
3. Mahi's bag is blue.
4. Vasu's dress is good.
5. The rabbit's ears are large.

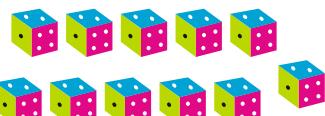
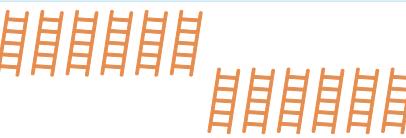
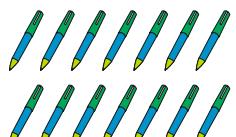
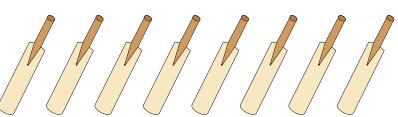
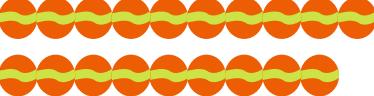
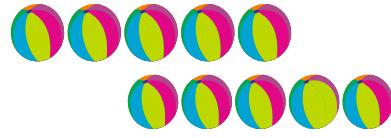
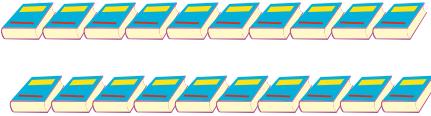


The underlined words contain ('s) after a naming word. We use ('s) to say that something belongs to somebody.

### 4. Fill in the blanks by using the words in brackets. Add ('s) to these words.

1. \_\_\_\_\_ bag is blue. (Mahi)
2. We are going in our \_\_\_\_\_ car. (uncle)
3. Latha is using her \_\_\_\_\_ pen. (brother)
4. The \_\_\_\_\_ eyes are big. (owl)
5. \_\_\_\_\_ milk is good for us. (cow)

5. Listen to the number words and repeat them.

1 One		11 Eleven	
2 Two		12 Twelve	
3 Three		13 Thirteen	
4 Four		14 Fourteen	
5 Five		15 Fifteen	
6 Six		16 Sixteen	
7 Seven		17 Seventeen	
8 Eight		18 Eighteen	
9 Nine		19 Nineteen	
10 Ten		20 Twenty	



## 5. Fun Time

1. Read the following words. Fill in the blanks with suitable

father    mother    sister    driver    house    garden



f \_ t \_ e \_

m \_ t \_ e \_

d \_ i \_ e \_

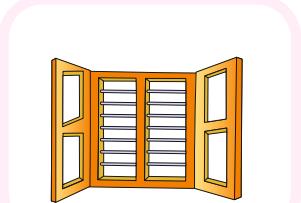


s \_ s \_ e \_

h \_ u \_ e

g \_ r \_ e \_

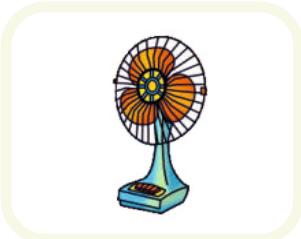
2. Look at the pictures. Fill in the missing letters to complete the words.



r \_ \_ f

win \_ \_ w

k \_ t \_ hen



d \_ \_ r

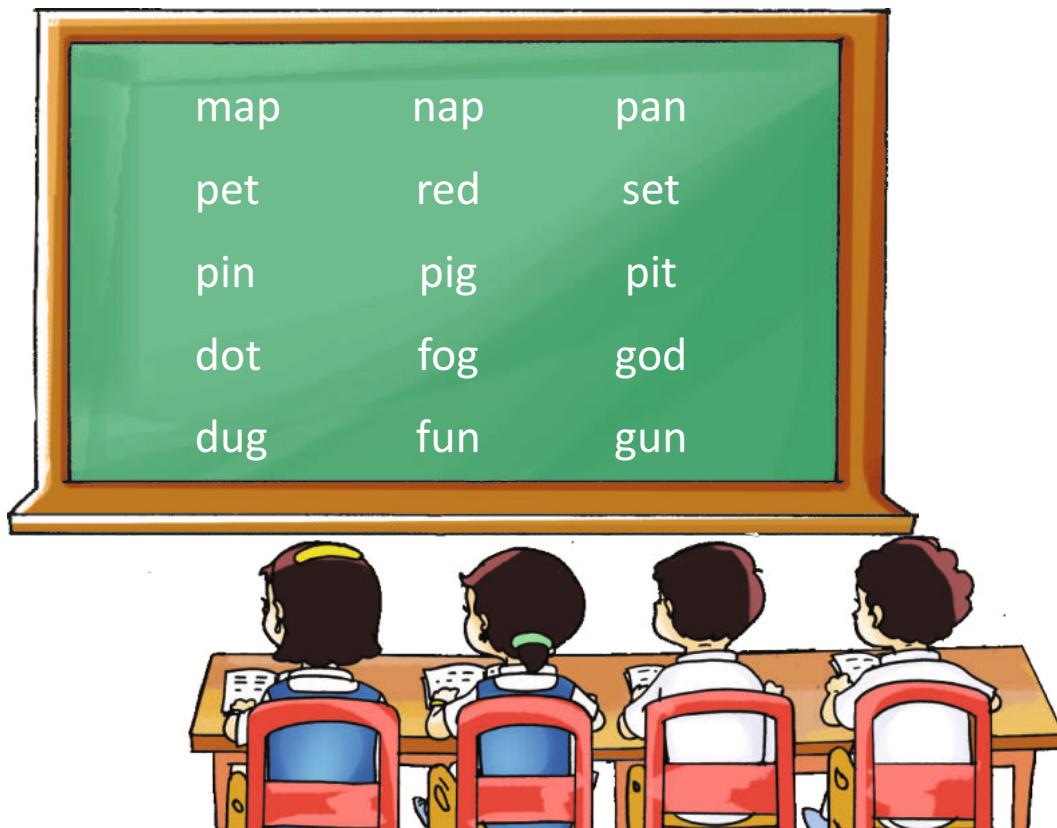
f \_ \_

t \_ b \_ \_



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

I love my family.

I love my family.





## 1. Warm-up Time

Tick (✓) the things that you eat and drink.



banana



guava



slate



carrot



book



pen



milk



mango



bag



brinjal



tomato



egg



## 2. Sharing Time

Recite the following rhyme.

### What am I?



I am green, I am green  
Green green all the way.  
Eating me saves your heart,  
As the people say.

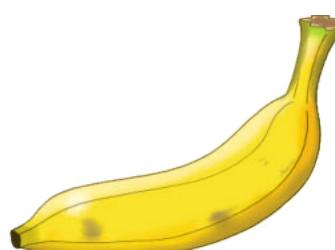


I am white I am white  
As you can see.  
Elders and young ones  
All drink me.



When you cut me up  
I will make you cry,  
I smell really strong  
But I don't know why.

I am yellow and long.  
I am a fruit.  
Monkeys also like to eat me  
If you throw me on road.  
You will slip and fall.





## Comprehension

1. Read the sentences. Fill in the blanks.

1. Elders and young ones all drink me. I'm white in colour. What am I?

A. ....

2. Which vegetable makes us cry when we cut it?

A. ....

3. I am yellow and long. I am a fruit. What am I?

A. ....

2. In the first four lines of the poem “way and say” end with the same sound. Pick out more pairs of similar words from the poem.

**way**

**say**

See

Cry



## New words

Read the following words. Observe the spellings.

saves

heart

people

elders

really

strong

know

throw

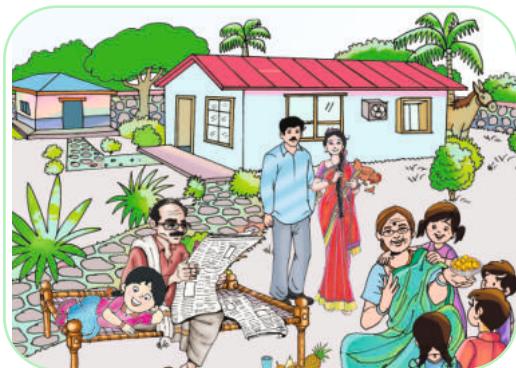
slip

fall



## Let's read

# The Healthy Girl



She is healthy and active. She eats healthy food. Her mother prepares groundnut, coconut laddus and chikkies.



Saritha's family lives in a village.



No



She never eats chips and samosas.



## New words

Read the following words. Observe the spellings.



groundnut



coconut



active



healthy



## 3. Action Time



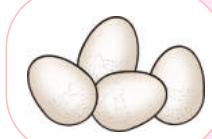
Read the words aloud and ask the children to repeat after you.



fruits



vegetables



eggs



fish



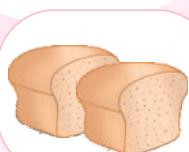
milk



meat



rice



bread



pulses



#### 4. Circle Time

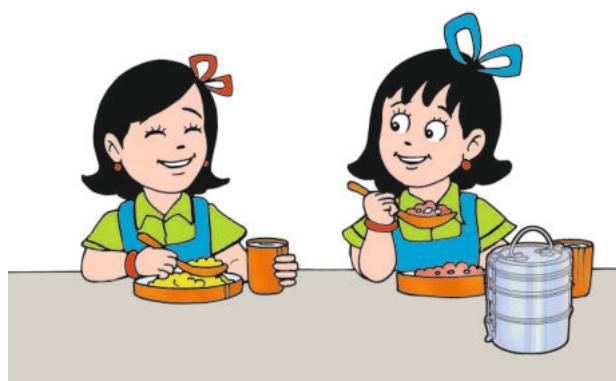


#### Activity-1

Read the sentences below. Ask the children to practice in groups. Use different things.



I am Ravi.  
This is my bag.



I am Imran.  
This is my pen.



I am Geetha.  
This is my box.



I am Mary.  
This is my toy.

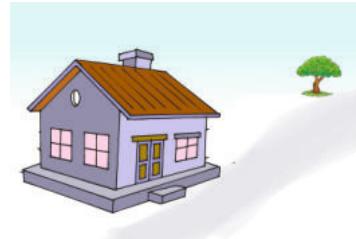


## Activity-2



Ask the children to look at the pictures. Let them point out the things and say sentences using the structures 'This is.../That is

This is a house.



That is a tree.



This is a boy.



That is a toy.

This is a flower.



That is a pot.



## Activity-3

Here Leela is talking about her likes. Her likes are given in the circles.

drawing

songs

ice cream

toys

skipping

stories



Leela: I like toys.



## Activity-4

Now list your likes. Say full sentences. Use the words given in the suggestion box.

orange, apple, brinjal, potato, cricket, kabaddi, green,  
white, blue, idli, dosa

Your name  
.....



## Activity-5



Make the children listen and follow the instructions.

### Good food habits:

- ◆ Wash hands before and after eating.
- ◆ Don't waste food.
- ◆ Don't talk while eating.
- ◆ Chew food properly.

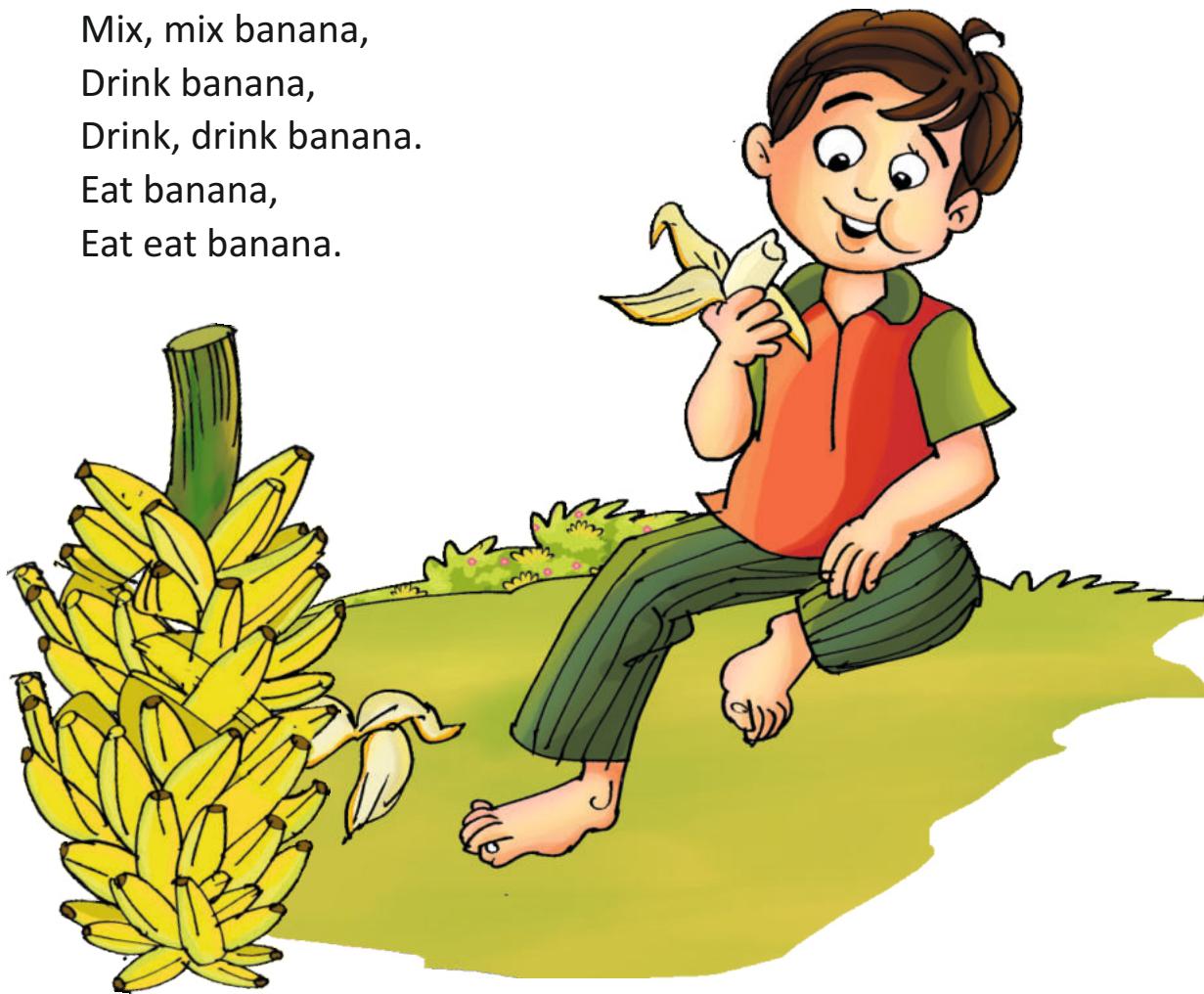


## Let's recite

Recite the following.

### Banana... Banana...

Peel banana,  
Peel peel banana.  
Chop banana,  
Chop, chop banana.  
Smash banana,  
Smash, smash banana.  
Mix banana,  
Mix, mix banana,  
Drink banana,  
Drink, drink banana.  
Eat banana,  
Eat eat banana.



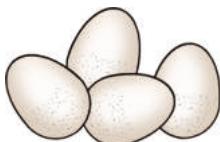


## 5. Fun Time



### Activity-1

Fill in the blanks with suitable letters.

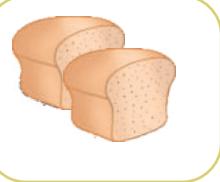


e \_ \_ \_

m \_ l \_

\_ e a \_

\_ i c \_



b \_ e \_ d

\_ u \_ \_ e \_

f r \_ \_ t \_

\_ i s \_



### Activity-2

Fill in the blanks using This is... / That is...

\_\_\_\_\_ a watermelon.



\_\_\_\_\_ an apple.



\_\_\_\_\_ a girl.

\_\_\_\_\_ a kite.

\_\_\_\_\_ a banana.

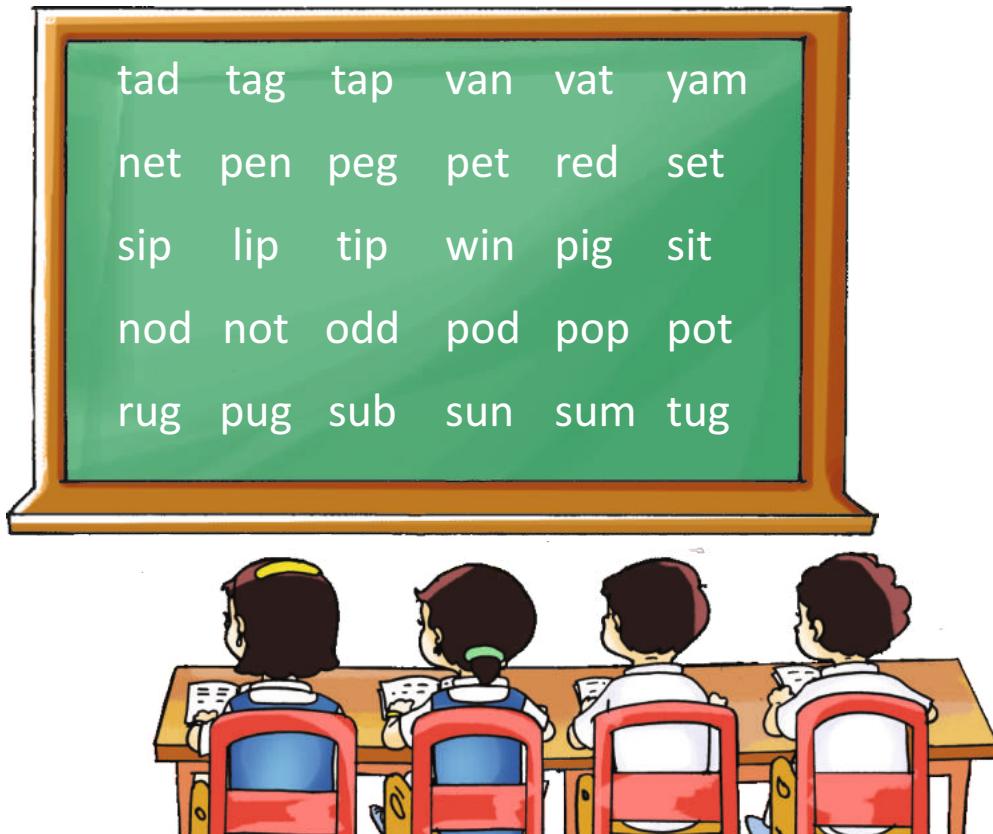


\_\_\_\_\_ a monkey.



## 6. Practice Time

1. Your teacher will say aloud the following words. Repeat after him/her.



2. Copy the following sentence.

That is an orange.

That is an orange.



## 1. Warm-up Time

Observe the picture. Point to the picture one by one and ask “what is the boy/girl doing ?”





## 2. Sharing Time

Recite the rhyme aloud with gestures and actions. Let the children repeat it.

### This is the way.....



This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
Early in the morning.



This is the way we wash our face,  
Wash our face, wash our face.  
This is the way we wash our face,  
Early in the morning.



This is the way we comb our hair,  
.....  
.....  
Early in the morning.



..... read our books,

.....  
.....  
.....



Encourage the children to continue this rhyme for the daily actions like bathe, go to school, play, sing, etc...



## New words

Read the following words. Observe the spellings.



brushing



washing



combing



bathing



eating



reading



going



trimming



watching

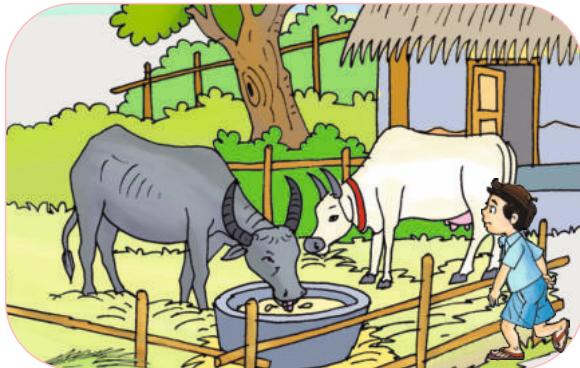


singing



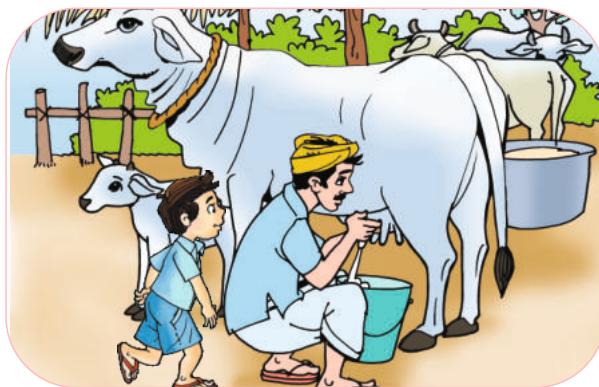
## Let's read

### Ramu, the nice boy!



Ramu wakes up early in the morning. He likes to see his father milking the buffaloes and cows. He also goes with his father to sell milk.

Ramu lives in a village. His father is a milkman. They have two buffaloes and three cows.



In the evening he studies for some time and goes to bed.

He goes to school after this work. He goes to school regularly. He always helps his friends.





## New words

Read the following words. Observe the spelling.

live

village

milkman

wake up

morning

sell

regular

always

read

bed



## Comprehension

Say if the following statements are true or false. Write 'T' for the true statement and 'F' for the false statement.

1. Ramu lives in a town. ( )
2. Ramu wakes up early. ( )
3. Ramu plays in the morning. ( )
4. He goes with his father to sell milk. ( )
5. He does not go to school regularly. ( )



## 3. Action Time

Observe the actions in the pictures. Say the sentences.

I brush my teeth  
every day.



I wash my face  
every day.



I comb my hair  
every day.



I go to school  
every day.





#### 4. Circle Time



#### Activity-1



Explain the use of 'am', 'is' and 'are'. They are used to describe an action that is happening now. We use 'am' for 'I', 'is' for singulars and 'are' for plurals.

1.I am Rahul.

I am brushing my teeth.



2.She is Latha.

She is combing her hair.



3.They are children.

They are going to school.



4.He is Gopi.

He is taking a bath.



5. Mr Das is reading a newspaper.



6. Look! The bus is coming.



7. The girls are playing chess.



## Activity-2

Observe the table and say the sentences.

I	am helping.
She	
He	is helping.
It	
The girl	



You	
We	
They	are helping
The girls	
Ravi and Tom	

e.g: I am helping.

She is helping.

Ravi and Tom are helping.



## Activity-3

Read the sentences. Ask the children to circle the right word.

1. They is/are/am playing cricket.
2. Sita are/is/am drawing a flower.
3. Ramu and Ravi is/are/am doing their homework.
4. I am/are/is going to the market.
5. He am/is/are riding a bicycle.
6. She is/are/am singing a song.
7. The cat are/is/am is drinking milk.
8. The boys are/am/is watching a game.
9. You are/is/am doing a good job.
10. My mother are/is/am cooking.





## 5. Fun Time



### Activity-1

Write new words by adding 'ing'. One has been done for you

go

brush

1. brushing

wash

ing

2. ....

bath

3. ....

eat

4. ....

5. ....



### Activity-2

Fill in the blanks with the suitable words.

1. I \_\_\_\_\_ (brush/trim) my teeth.

2. I \_\_\_\_\_ (comb/wash) my face.

3. I \_\_\_\_\_ (comb/eat) my hair.

4. I \_\_\_\_\_ (sing /trim) my nails.

5. I \_\_\_\_\_ (read /brush) my books.



### Activity-3

Use the words given in the brackets and write them as sentences. Use capital letter wherever needed.

\_\_\_\_\_ (reading/she/is)



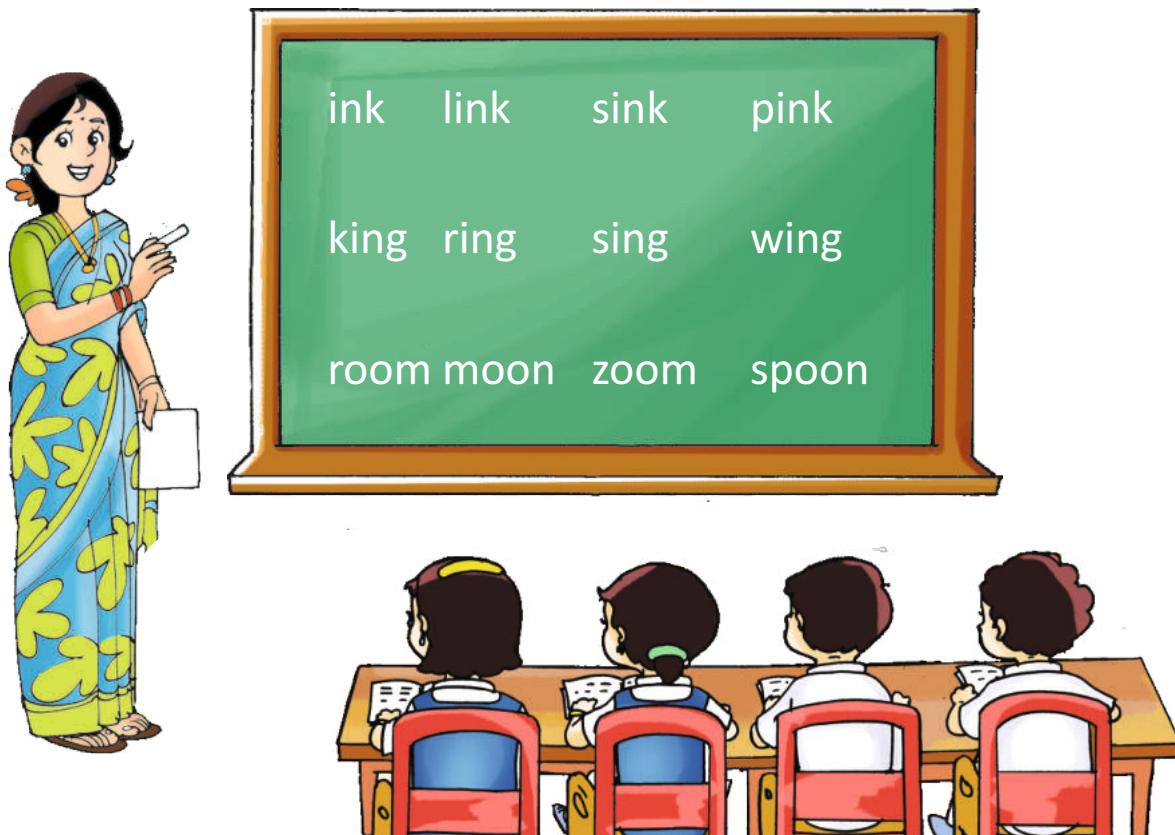
\_\_\_\_\_ (is/he/going to school)

\_\_\_\_\_ (brushing/he/is)



## 6. Practice Time

1. Your teacher will say aloud the following words. Repeat after him/her.



2. Ask the children to copy the sentence.

I brush my teeth.



Y8J3R2



## 1. Warm-up Time ➤

Observe the picture. Answer the following questions orally.



1. Who do you see in the picture?
2. Where are the children?
3. What are they doing?
4. Name some things from the picture.
5. Have you ever planted a sapling? Share your experience with the class.



## 2. Sharing Time

### Rani's Plant



One day, Rani took a seed from her grandfather, Rajanna.



She wanted to sow the seed. She put it in a pot. She filled the pot with some soil.



Then she poured some water. After a few days, she saw a plant with some flowers in the pot.

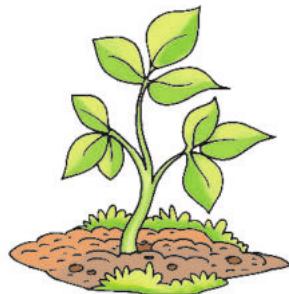


Rani felt happy to see butterflies and bees on her plant.



## New words

Read the following words. Observe the spellings.



plant



sow



pour



soil



butterfly



bee



## Comprehension

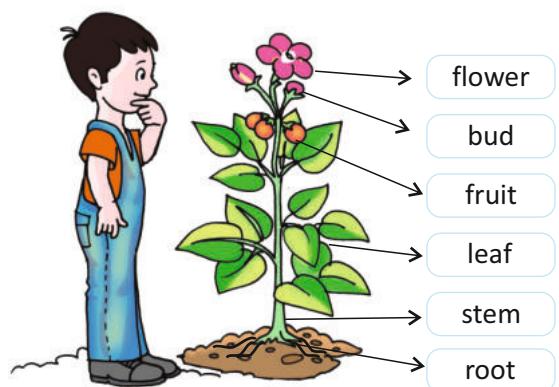
Read the following sentences given below. Choose the correct option and write it in the given blanks.

1. Rajanna is the ..... of Rani. (brother/grandfather/father)
2. Rani took a ..... from her father. (plant/seed/fruit)
3. Rani ..... the seed in the pot. (throw/put/crush)
4. She saw a ..... after some days. (tree/plant/pot)
5. Rani felt ..... (sad/angry/happy)



## 3. Action Time

1. Rani felt happy to see a plant after some days. Observe the picture and learn the parts of the plant.



flower

bud

fruit

leaf

stem

root

2. Some singular and plurals are given. Read them aloud.

singular	plurals
plant	plants
flower	flowers
fruit	fruits
root	roots
tree	trees
seed	seeds



#### 4. Circle Time



#### Activity-1

The teacher will read the following sentences with proper gestures and actions. Listen to them. Number the following sentences in the correct order.

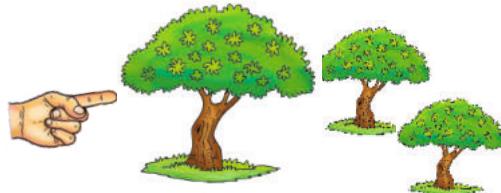
- [ ] He threw the seed behind his house.
- [ ] One day, Raju ate a custard apple.
- [ ] He saw a custard apple plant after some days.
- [ ] The plant grew into a big tree after a few months.
- [ ] He watered the plant every day.



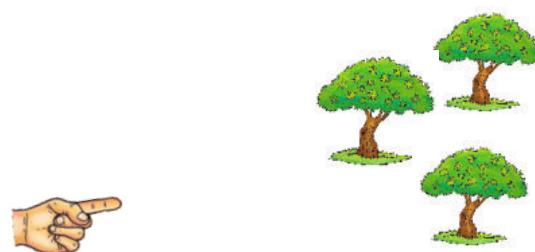


## Activity-2

Ask the children to observe the picture. Let them say sentences using the structure “These are.../ Those are...”



These are trees.



Those are trees.



These are fruits.



Those are fruits.



## Activity-3



Let's use 'my, his, her, our, your, and their'. Read the sentences below.

e.g: Rani took a seed from her grandfather.

Now read the sentences written against each picture.

1. I am Abdul.  
These are my books.



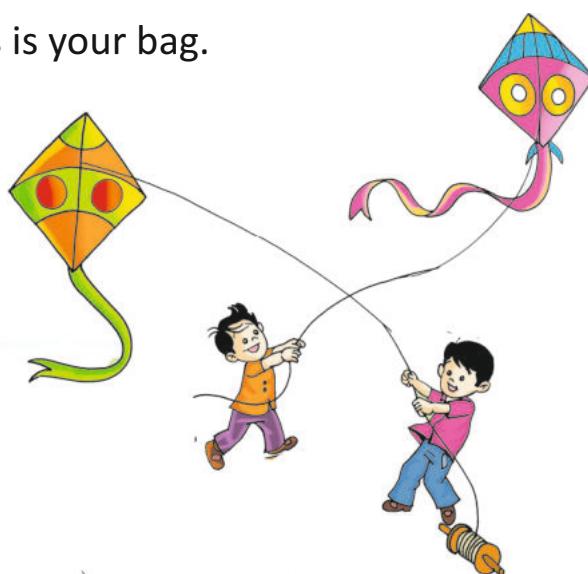
2. He is Ramesh.  
That is his bat.



3. She is Mary.  
Those are her balloons.



4. You are Rama.  
This is your bag.



6. They are Gopal and Aarif.  
Those are their kites.





Tell the children that the words 'my, his, her, our, your and their' describe the thing/person before which they are used. For example, "This is my bag" means that the bag belongs to me.

- ◆ 'My' is used with 'I'.
- ◆ 'His' is used with 'He'.
- ◆ 'Her' is used with 'She'.
- ◆ 'Our' is used with 'We'.
- ◆ 'Your' is used with 'You'.
- ◆ 'Their' is used with 'They'.

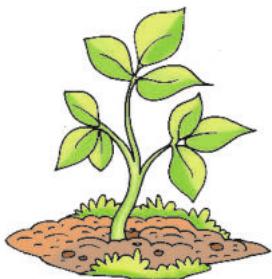


## 5. Fun Time



### Activity-1

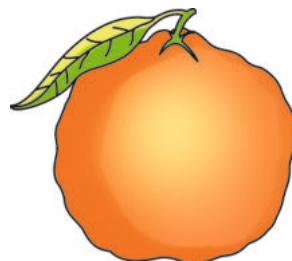
Fill in the blanks with suitable letters.



p \_\_\_ n \_\_\_



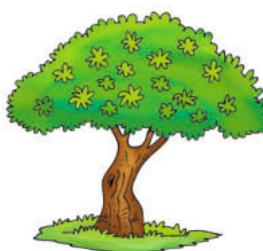
\_ l \_ w \_ r



f \_ u \_ t



l \_\_\_ f



\_ \_ e \_



r \_\_\_ t s



## Activity-2

1. Write sentences using the below table. One is done for you.

These		flowers
Those	are	fruits
		trees
		plants
		oranges
		tomatoes

1. These are flowers.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Activity-3

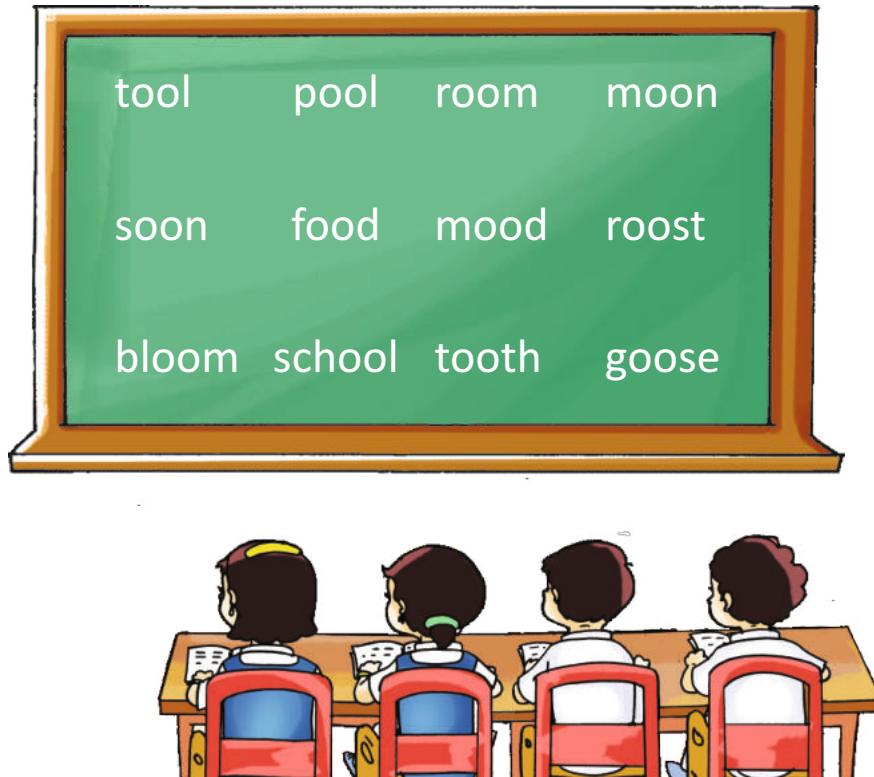
2. Complete the following sentences with the correct words given in the brackets.

1. He is Gopal. This is \_\_\_\_\_ bat. (his/her)
2. She is Latha. This is \_\_\_\_\_ balloon. (his/her)
3. I am Basha. This is \_\_\_\_\_ bicycle. (his/my)
4. You are Rahul. This is \_\_\_\_\_ bag. (his/your)



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

There is a plant.

There is a plant.

# Unit - 4B.

# COLOURFUL GARDEN



## 1. Warm-up Time



Observe the picture. Answer the following questions orally.

- ◆ What do you see in the picture?
- ◆ Name some of the flowers in the picture.
- ◆ Who is swinging?
- ◆ Do you have a garden at your school?

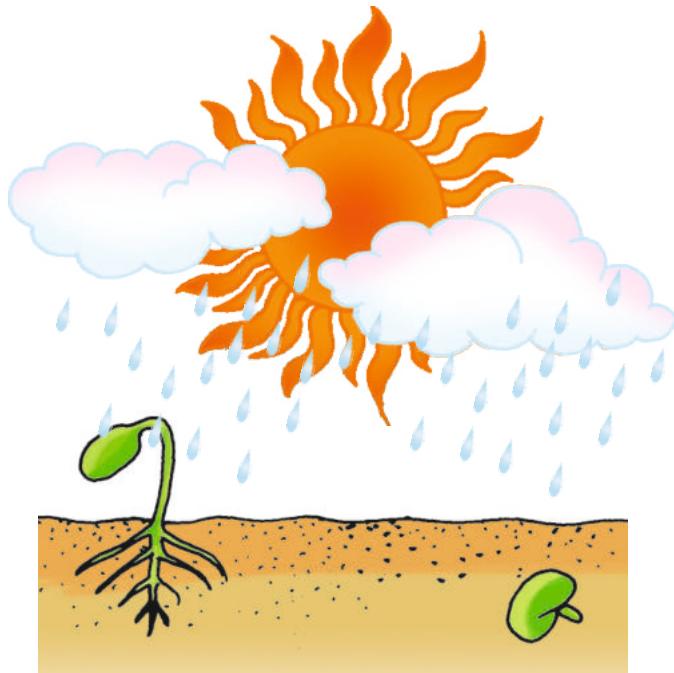


## 2. Sharing Time

Recite the following rhyme.

### Little Seed

A little seed for me to sow  
A little earth to make it grow  
A little hole, a little pat,  
A little wish, and that is that,  
A little sun, a little shower,  
A little while and then a flower!



### New words



seed



sow



grow



earth



hole



sun



shower



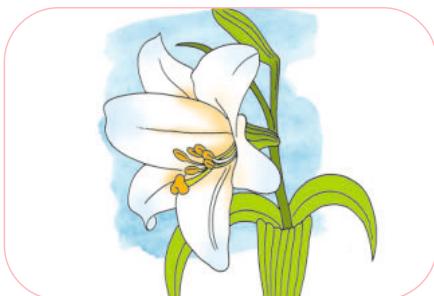
flower



## Let's read

### Colourful Garden

Rani and Uma went to a garden.  
They saw so many flowers. The  
flowers were very beautiful.



**Rani:** Look at the roses. They are  
very nice.

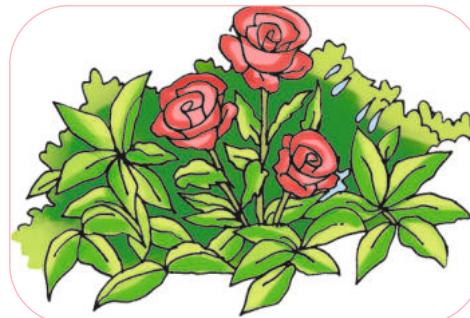
**Uma:** I love roses.



**Rani:** What is this flower?

**Uma:** This is a lily.

**Rani:** Oh! It's so beautiful.



### New words

went

garden

many

beautiful



### Comprehension

Answer the following questions.

1. Where did Rani and Uma go?
2. What did Rani and Uma see?
3. How are the flowers?
4. Which flower does Uma like?



### 3. Action Time

1. Read the names of the following flowers.



sunflower



marigold



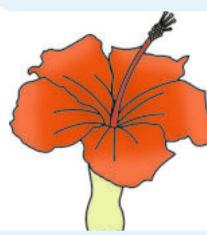
lily



jasmine



lotus



hibiscus



rose

2. Say aloud the names of the colours.

red



yellow



blue



green



white



black



pink



brown



3. Read the following words. Ask the children to read aloud after you. If a singular word takes **-s** or **-es** after it, it turns it into the plural form.

singular	plural
rose	roses
pen	pens
crow	crows
book	books
boy	boys



#### 4. Circle Time



#### Activity-1

Observe the conversation. Practise the dialogues.

Rama and Sudha went to a garden. They saw so many flowers. The flowers were so beautiful. Rama felt very happy. She asked Rama....

Sudha: What is this?



Rama: This is a rose. It is red.

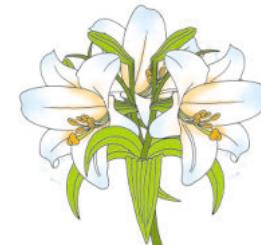


Sudha: What is this?



Rama: This is a marigold. It is orange.

Sudha: What are these?



Rama: These are lilies. They are white.



Sudha: What are those?



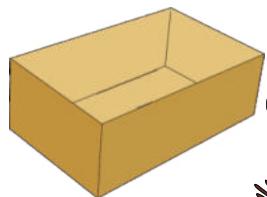
Rama: Those are sunflowers. They are yellow.



#### Activity-2

Ask the children to observe the picture. Try to elicit the words '**IN** and **OUT**' from them. Ask the children to repeat the sentences after you.

The ball is **in** the box.



 The ball is **out** of the box.



The bird is **in** the nest



The bird is **out** of the nest.



5.

## Fun Time



## Activity-1

Fill in the blanks.



R \_\_\_\_\_



B \_\_\_\_\_



Y E \_ L \_ W



P \_ N \_



G \_ E E \_



## Activity-2

1. Match the following pictures with suitable colours. One is done for you.



green



blue



red



yellow



black





## Activity-3

2. Write the phrases for the pictures given. One is done for you.

1. green grass



2. ....



3. ....



4. ....

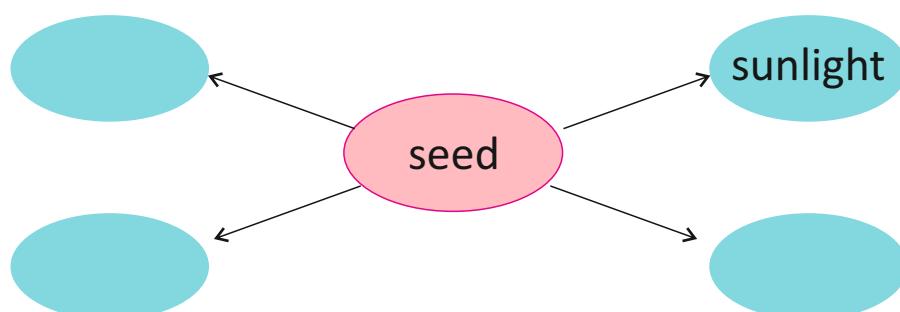


5. ....



## Activity-4

1. What things are needed for a seed to grow? Complete the word web. One is done for you.





## Activity-5

2. Fill in the blanks using this /these and write the suitable colours.

e.g: This is a marigold.

It is orange.

1. \_\_\_\_\_ is an apple.



It is \_\_\_\_\_.



2. \_\_\_\_\_ is a leaf.

It is \_\_\_\_\_.

3. \_\_\_\_\_ are roses.



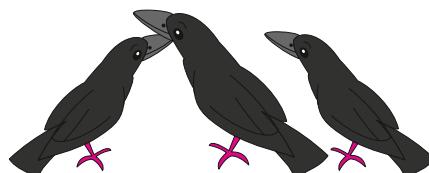
They are \_\_\_\_\_.



4. \_\_\_\_\_ are lilies.

They are \_\_\_\_\_.

5. \_\_\_\_\_ are crows.

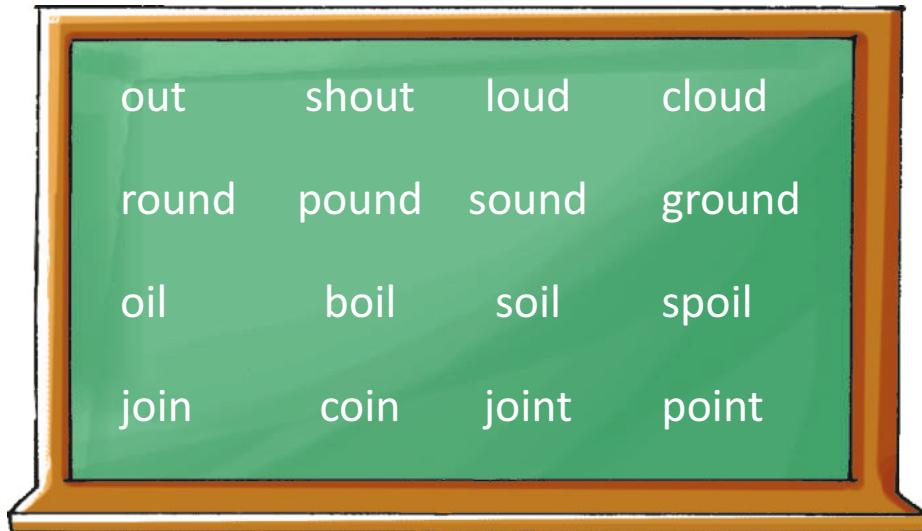


They are \_\_\_\_\_.



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

I like flowers.

I like flowers.





## 1. Warm-up Time



Observe the picture. Answer the following questions orally.

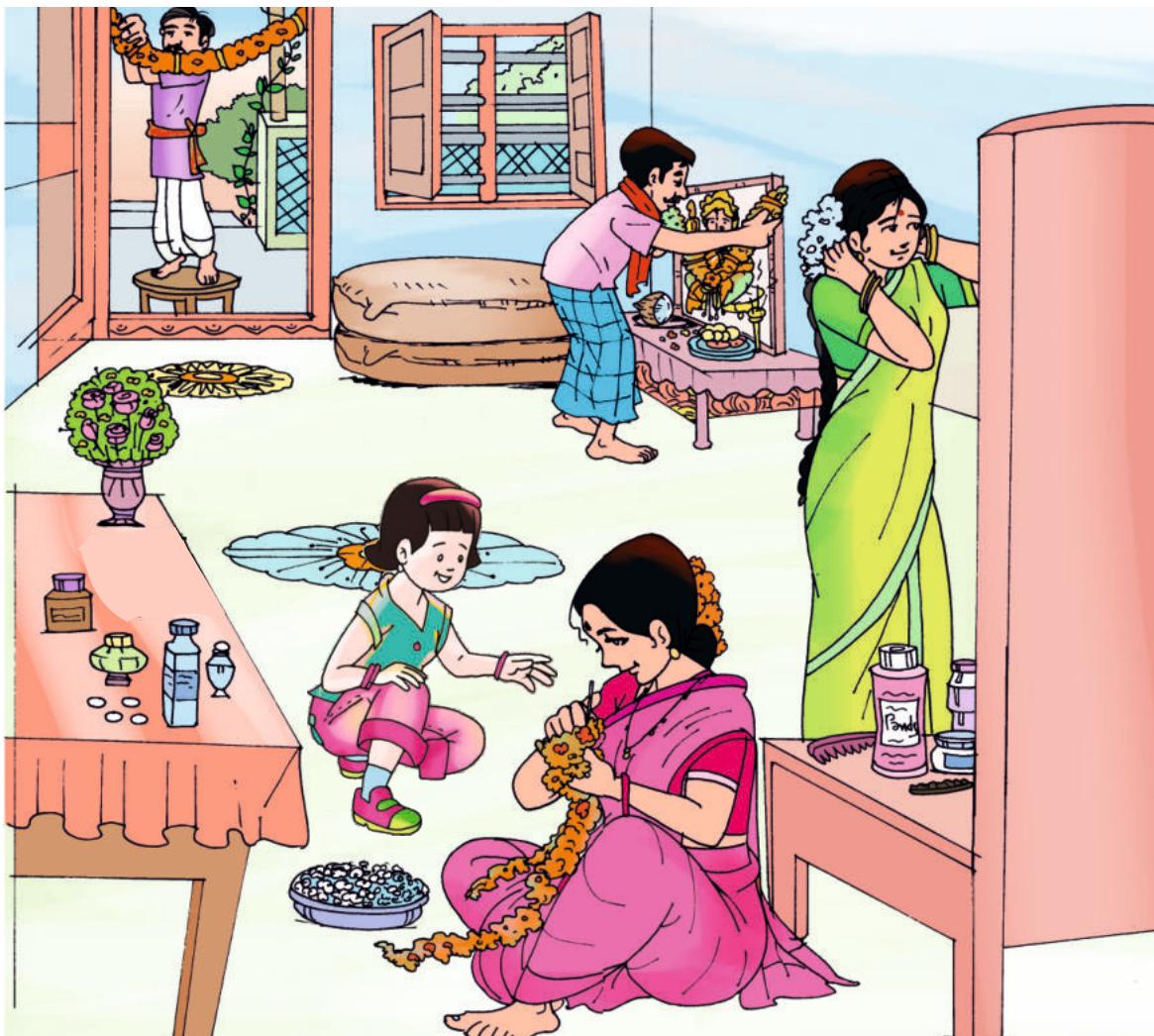


1. Name the things that you see in the picture.
2. Which festival is celebrated in the picture?
3. Do you celebrate this festival? How do you celebrate it?
4. Name some other festivals you celebrate.



## 2. Sharing Time

### Festival Day



Chandana's mother and father are decorating the house. Chandana came there.

**Chandana:** Amma! Why are you decorating our home?

**Amma:** Today is festival day. Take bath and wear the new dress.

**Nanna:** Chandana, get ready soon.

**Chandana:** Where are we going Nanna?

**Nanna:** We are going to your grandparent's house.

**Chandana:** Oh! Is it? I am happy to go there.



## Comprehension

Answer the following questions.

1. What is Chandana's mother doing?
2. Why did her mother decorate the house?
3. Where are they going?
4. What do you do on a festival day?



## Let's recite

Recite the following rhyme:

Sunday, Monday, Tuesday too.  
Wednesday, Thursday just for you.  
Friday, Saturday that's the end.  
Now let's say these days again!

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

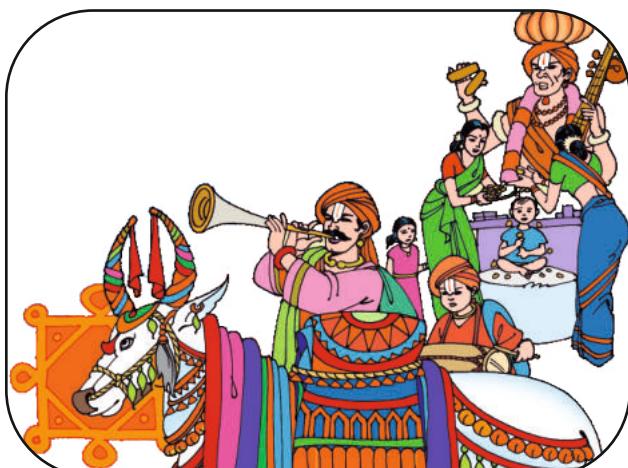
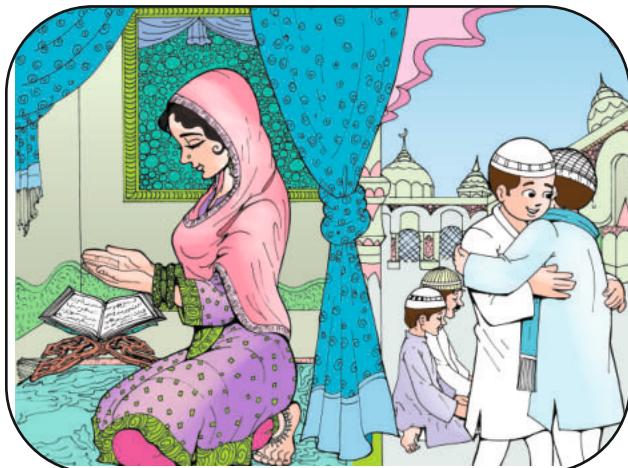
## Comprehension

1. How many days are there in a week ?
2. Name the days of the week.
3. Which day is holiday for school ?



### 3. Action Time

Look at the pictures of some festivals.



Tick (✓) the names of the festivals shown in the pictures.

Janmastami

Vinayaka Chavithi

Durga Pooja

Christmas

Sankranthi

Diwali

Eid - ul - Fitr



#### 4. Circle Time

Observe the pictures. Say the dialogue aloud.



#### 5. Fun Time

1. Fill in the blanks with the words given in the box.

Harvest   Namaz   Christmas   Crackers   Sankranthi

1. Sankranthi is the festival of \_\_\_\_\_.

2. Muslims offer \_\_\_\_\_ on Eid.

3. \_\_\_\_\_ falls on 25th December.

4. On Deepavali we burn \_\_\_\_\_.

5. We celebrate \_\_\_\_\_ in January.



2. Match the following festivals with the relevant pictures.

Diwali



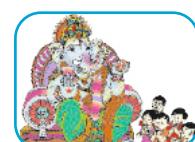
Vinayaka Chavithi



Eid-ul-Fitr



Christmas



Sankranthi



3. Arrange the jumbled names of the months in the correct order and write them in the space provided.



May

January

October

March

June

November

September

February

December

July

April

August

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

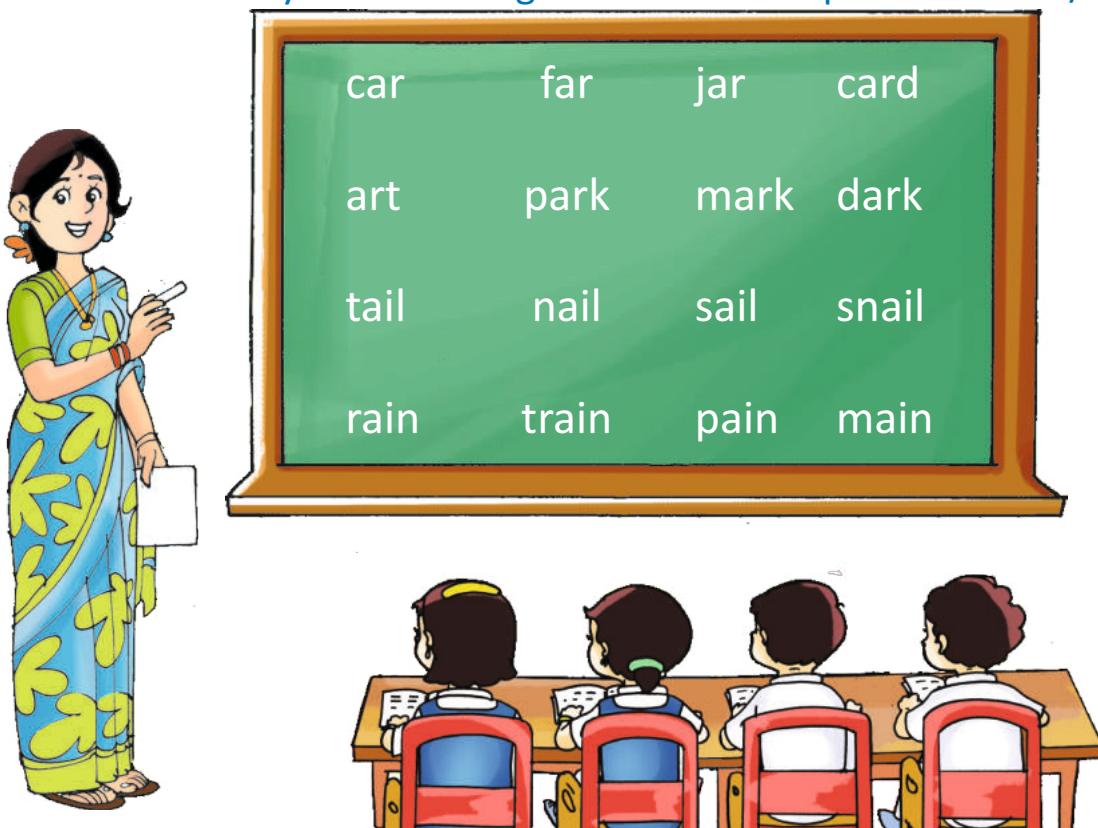
11. ....

12. ....



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

We celebrate festivals.

We celebrate festivals.

(Empty lines for handwriting practice)



## 1. Warm-up Time



Observe the picture. Answer the following questions orally.

1. What do you see in the picture?
2. When is your birthday?
3. What things do you buy on your birthday?



## 2. Sharing Time

### Ravi's Birthday



It was Ravi's birthday. He came to school in a new dress. He brought sweets and fruits with him. His friends bought some balloons and a birthday hat. They gave him a greeting card. They decorated their classroom with balloons. His friends and classmates wished him with a song.

Happy birthday to you!  
 Happy birthday to you!  
 Happy birthday dear Ravi!  
 Happy birthday to you!

Ravi looked good in his new hat. Ravi gave sweets and fruits to all in his class. Ravi's class teacher blessed him. Ravi felt happy.





## Comprehension

Answer the following questions.

1. Why did Ravi wear a new dress?
2. Where did his friends celebrate his birthday?
3. How do you greet your friend on his/her birthday?
4. Who blesses you on your birthday?



## New words

Read the following words and observe their spellings.

birthday      new      brought      balloons  
greeting card      decorate      blessed      felt



## 3. Action Time



## Activity-1

Look at the pictures. Read the names of the objects.



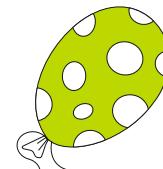
cake



sweets



greeting card



balloon



birthday hat



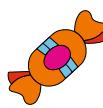
candle



fruits



gift



chocolate

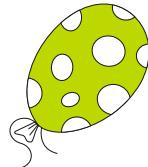


## Activity-2

Observe the picture. Circle the right word. One is done for you.



- 1) birthday cake
- 2) birthday hat
- 3) birthday card



- 1) candle
- 2) clown
- 3) balloon



- 1) fruits
- 2) sweets
- 3) vegetables



- 1) birthday hat
- 2) birthday cake
- 3) birthday card



- 1) sweet
- 2) cake
- 3) gift



- 1) candle
- 2) chocolate
- 3) cake



- 1. birthday hat
- 2. birthday cake
- 3. birthday card



- 1) candle
- 2) cake
- 3) fruits



## 4. Circle Time

1. The children greeted Ravi on his birthday.

Say how we greet/wish each other on different occasions.



Hello Samantha!  
Happy birthday to you!

Thank you!



- ✓ Teacher's day
- ✓ New Year day
- ✓ Independence day
- ✓ Republic day

## 2. Observe the following sentences.

Ravi and his parents went to the market.

Ravi bought a cake and chocolates.

Here the word ‘and’ is used to combine two names of persons/things/places etc.

e.g

1. Ravi likes sweets. Ravi likes cakes.

Ravi likes sweets and cakes.



2. He plays cricket. He plays chess.

He plays cricket and chess.



5.

## Fun Time

### 1. Combine the sentences using ‘and’.

1. Praisy speaks Telugu. Praisy speaks English.

.....

2. Asma eats fruits. Asma eats vegetables.

.....

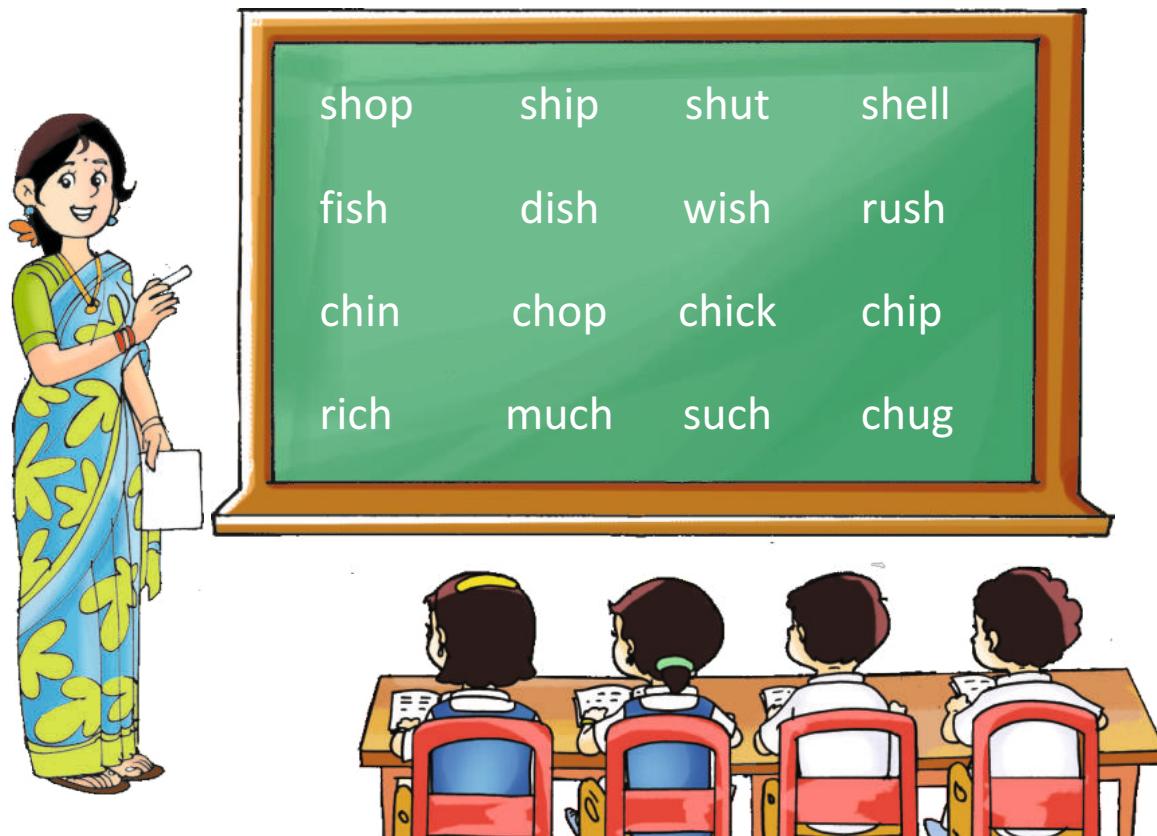
3. Seetha sings rhymes. Seetha sings songs.

.....



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

Happy birthday to you.

Happy birthday to you.

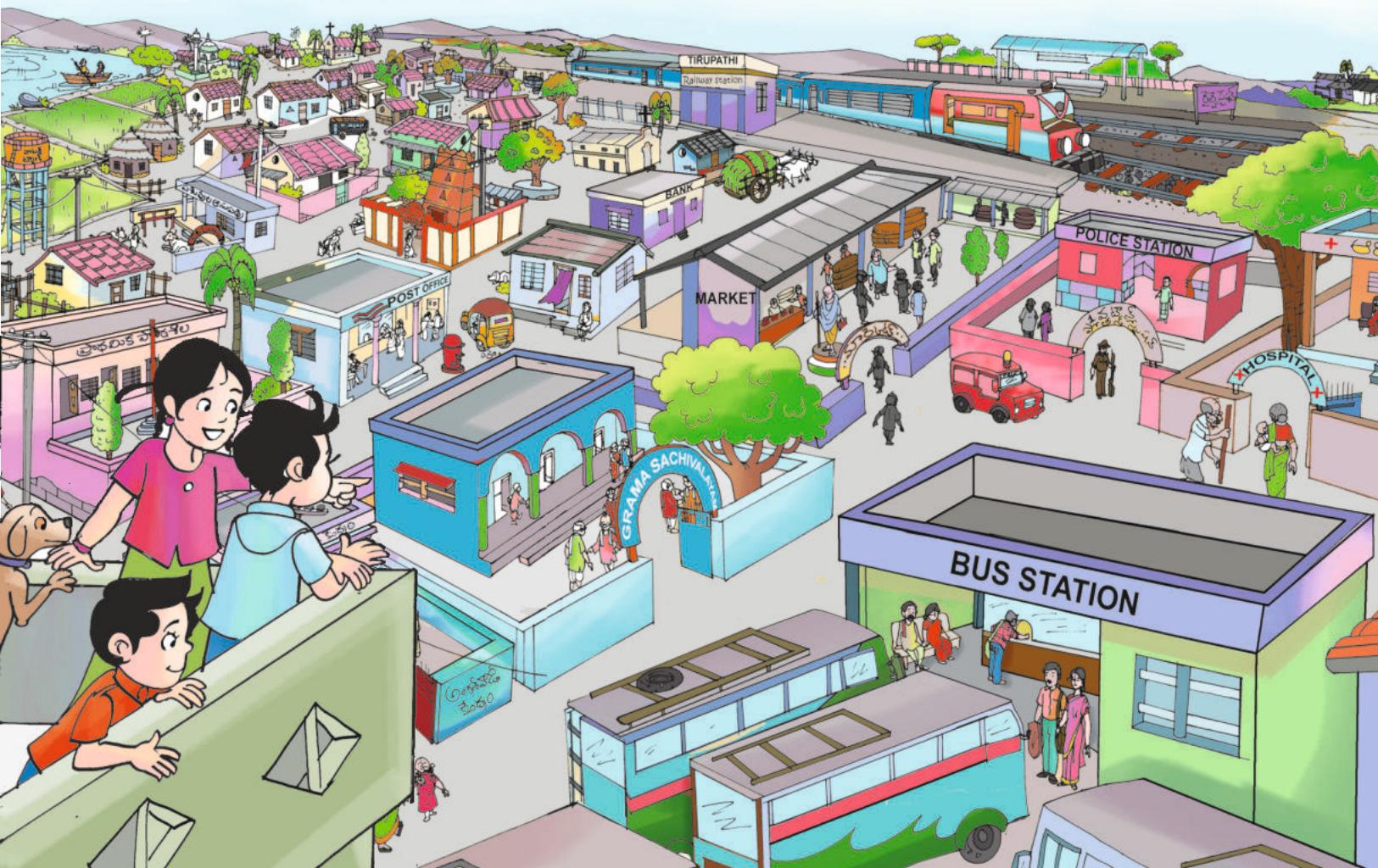




## 1. Warm-up Time



Observe the picture. Answer the following questions orally.



1. What do you see in the picture?
2. Name the places you see here.
3. Have you ever visited a railway station?



## 2. Sharing Time

### My Grandpa's Village

Hi, I am Sameera. I love to visit my grandpa's village, Rajapuram. The village is near a blue sea. There are tall coconut trees. I like to play with my friends under the coconut trees.



There is a school, a hospital, a post office, a bank and a Grama Sachivalayam. The streets are very clean. Green fields and pets are everywhere. The villagers are very friendly. They do different works. The villagers keep their village clean and neat. So the village looks beautiful.



### New words

Read the words. Observe the spellings.

coconut trees

street

people

visit

villagers

friendly

stitch

beautiful



## Comprehension

Answer the following questions.

- Where are the coconut trees?
- Who does Sameera like to play with?
- Mention some places in the village.
- How does the village look?
- Sameera loves to visit her grandpa's village.

Where do you like to go in your holidays?



## 3. Action Time

Look at the pictures. Read the names of the places.



a hospital



a bank



a water tank



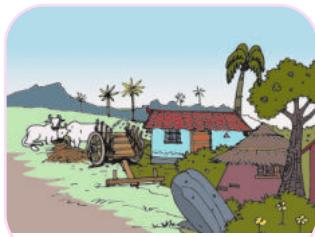
a post office



a beach



a bus stop



a village



a school



a field



#### 4. Circle Time



#### Activity-1

Let the children observe the pictures. Pointing to the pictures ask the following questions:



What is this?

This is a post office.



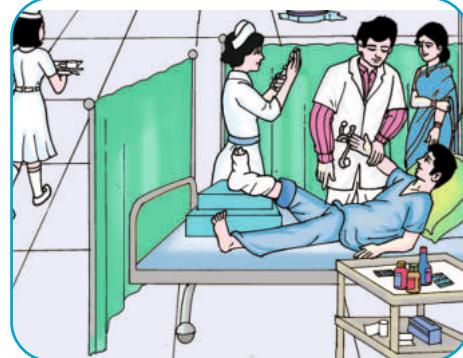
What is this?

This is a school.



What is this?  
This is a bus stop.

What is this?  
This is a hospital.



What is this?

This is a railway station.



## Activity-2

Say these sentences aloud. Encourage the children to speak using the expression 'I like to...'.

Let them use the places like exhibition, circus, movie, fair...etc.



Hi, I am Sameera.  
I like to visit my  
grandpa's village.



Hi, I am Rahul. I like  
to go to the beach.



Hi, I am Mary. I like  
to go to a park.



Hi, I am Gopi. I  
like to go to  
the market.



Hi, I am \_\_\_\_\_. I like  
to go to \_\_\_\_\_.



Hi, I am \_\_\_\_\_. I like  
\_\_\_\_\_.



### Activity-3

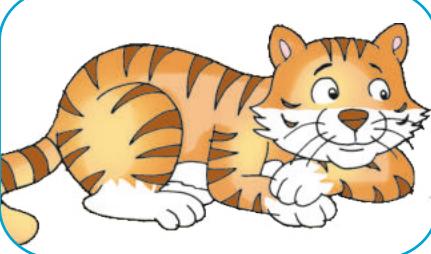
Observe the following pictures. Read the phrases. Observe the underlined words.



1. A tall tree.



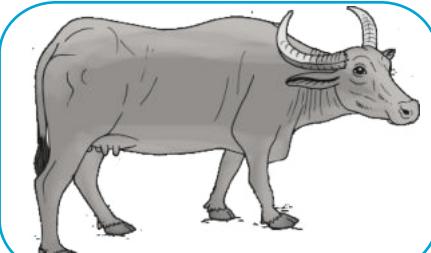
2. A short plant.



3. A fat cat.



3. A thin cat.



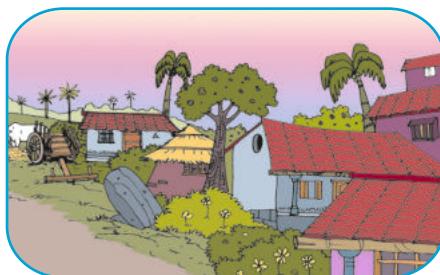
4. A big buffalo.



5. A small cat.



7. The villagers are good people.



8. It is a beautiful village.

The underlined words **tall, short, fat, big, small, good, and beautiful** are used to describe a person, place or a thing. They are called adjectives.

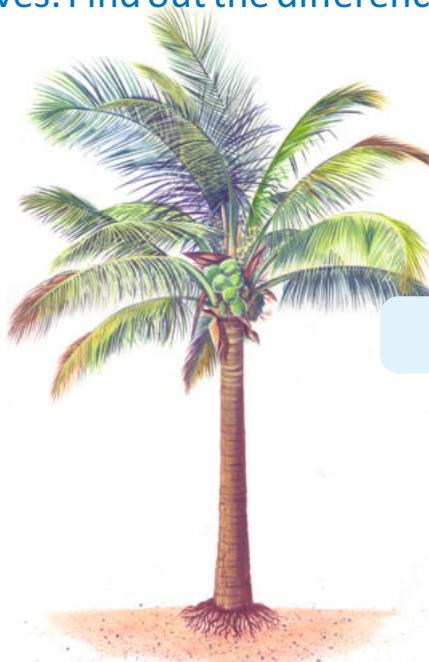


## Activity-4

Look at the picture. Read the adjectives. Find out the difference.



short



tall



thin



fat



small



big

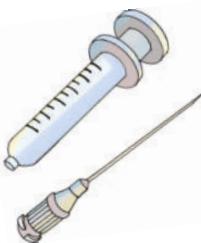
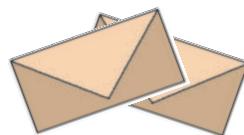


## 5. Fun Time



### Activity-1

Match the following pictures with the things you find in them.  
One is done for you.





## Activity-2

Rearrange the letters of the following places.



ostpoffcie



oshpialt



hooscl



bnka



## Activity-3

Observe the pictures. Write answers to the following question.  
One is done for you.



What is this?



1. This is a beach.

2. .....

3. .....

4. .....

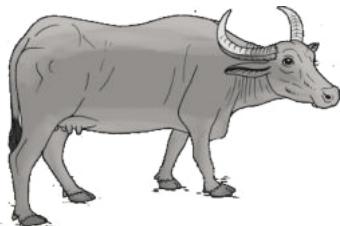
5. .....





## Activity-4

Talk to your friends and put a ( ✓ )/( X ) in the table.



Question	Ant	Buffalo	Coconut tree	Plant
Is it big?				
Is it small?				
Is it tall?				
Is it short?				

e.g: 1. The ant is small.

2. .... 3. ....

4. .... 5. ....

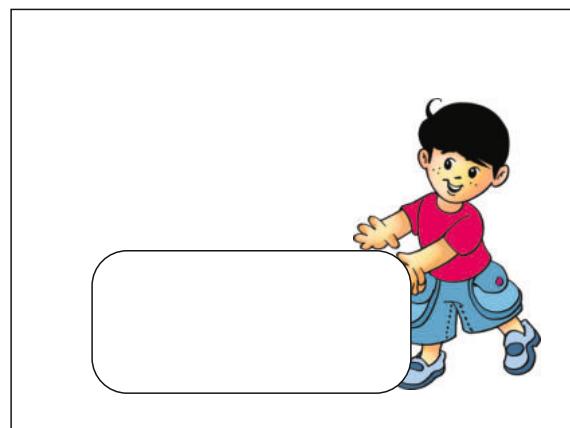


## Activity-5

Draw your picture and describe it by using the words given below.



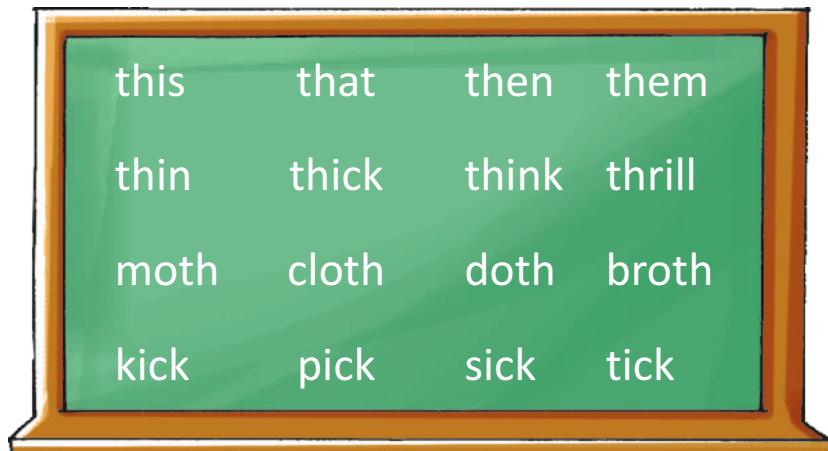
good  
tall  
short  
fat  
thin  
beautiful





## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

Khasim and Raju are friends.

Khasim and Raju are friends.



## 1. Warm-up Time



Observe the picture. Answer the following questions orally.

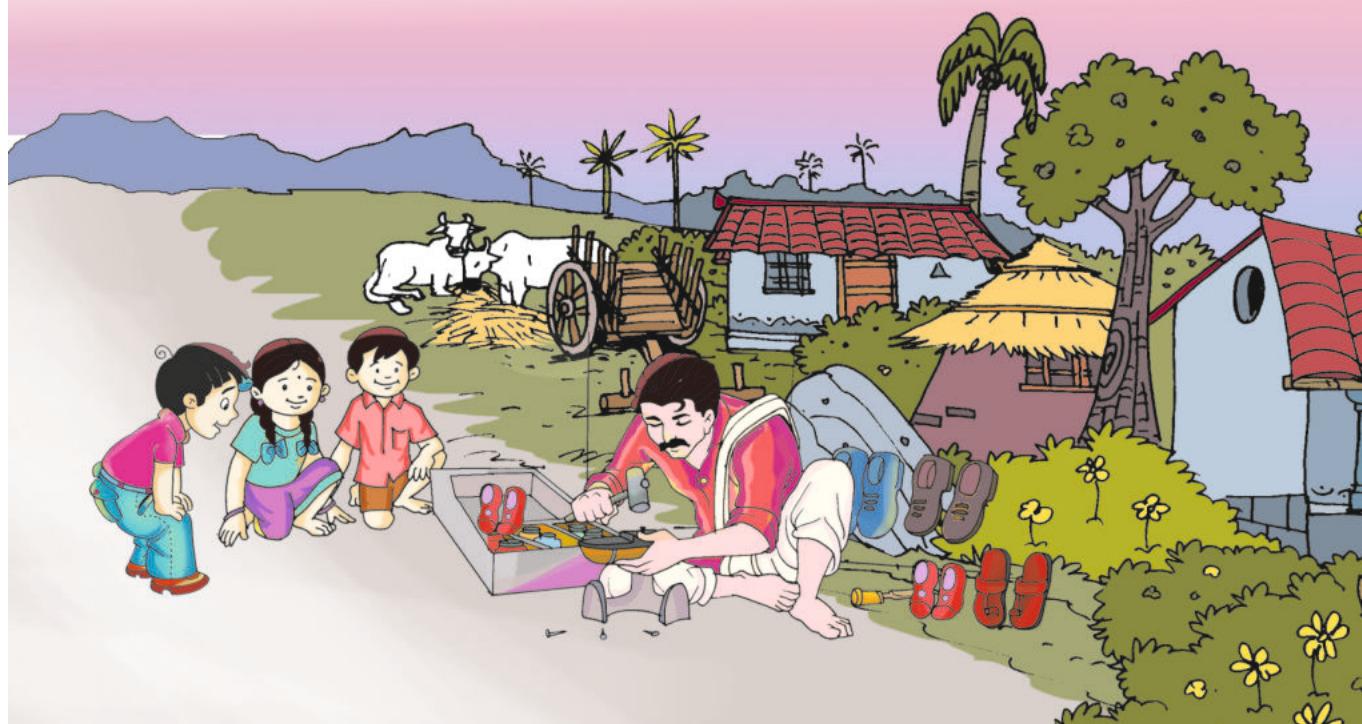
1. What do you see in the picture?
2. Who are they?
3. What are they doing?
4. Are there such people in your village?
5. How do they help us?



## 2. Sharing Time

Recite the following rhyme.

### Bang and a bang!



There is a cobbler down the street,  
Mending shoes for little feet.

With a bang, and a bang and a bang, bang, bang.  
And a bang, and a bang and a bang, bang, bang.  
Mending shoes the whole day long.  
Mending shoes to make them strong.  
With a bang, and a bang and a bang, bang, bang.  
And a bang, and a bang and a bang, bang, bang.



### Comprehension

1. Name the person in the poem.
2. What is the cobbler doing?



## New words

Read the words. Observe the spellings.

cobbler

street

mending

whole



## 3. Action Time

Observe the pictures. Learn the names of the professions.



barber



cobbler



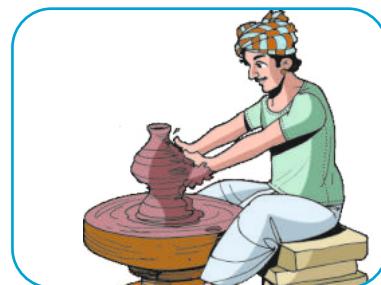
fisherman



tailor



carpenter



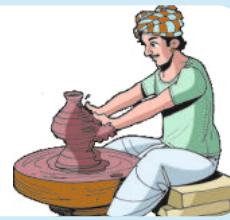
potter



#### 4. Circle Time

Look at the pictures. Read the following sentences.

He makes pots.  
He is a potter.



He trims hair.  
He is a barber.



He washes clothes.  
He is a washerman.



He mends shoes.  
He is a cobbler.



He makes furniture.  
He is a carpenter.



He stitches clothes.  
He is a tailor.



He catches fish.  
He is a fisherman.





## 5. Fun Time



### Activity-1

Rearrange the letters of the given words appropriately to form meaningful words. One is done for you.



tterpo

potter

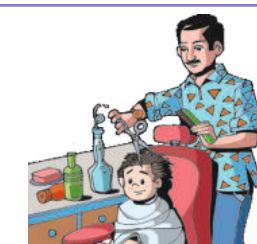


taloir



crapneter

obbcler



herfisnam

berbar



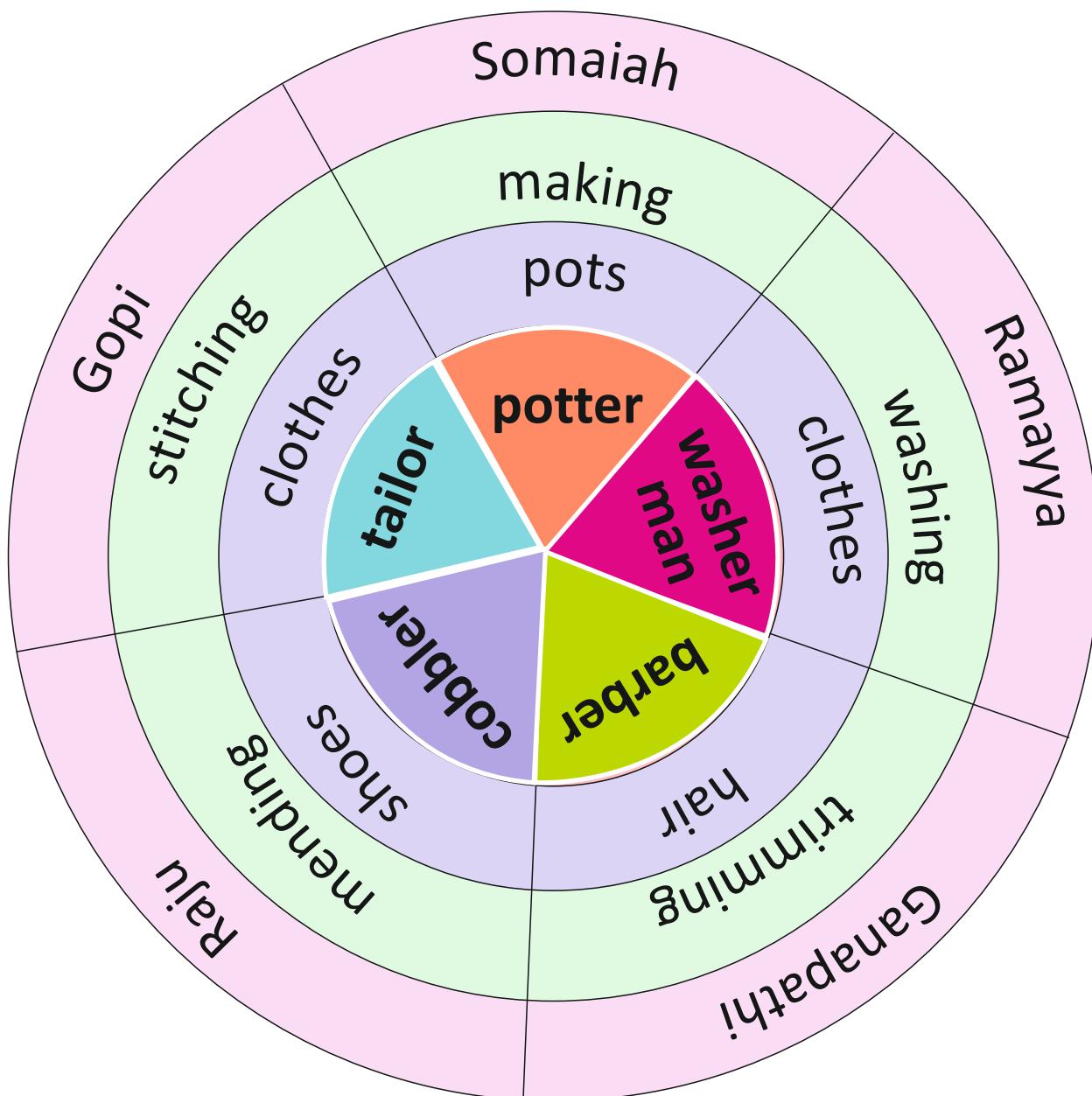
## Activity-2

Observe the wheel. Write the sentences. One is done for you.

e.g. Somaiah is making pots. He is a potter.

1. .... 2. ....

3. .... 4. ....





## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

She is a teacher.

She is a teacher.





## 1. Warm-up Time

Observe the picture. Answer the following questions orally.

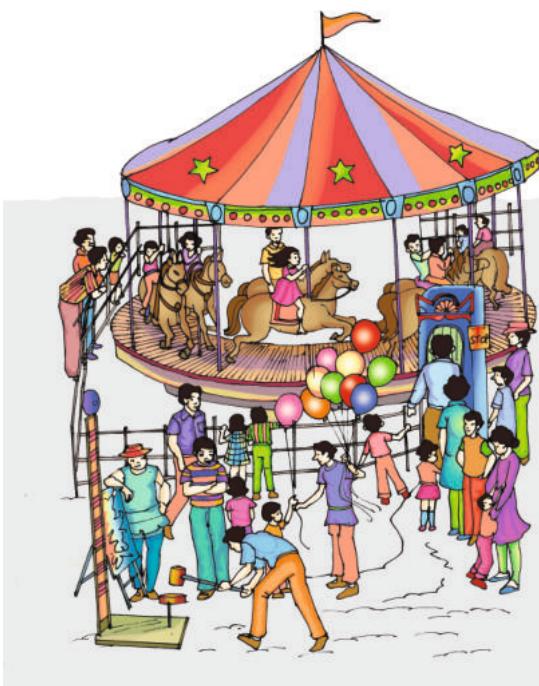


1. What do you see in the picture?
2. What things do you like in the picture?
3. Have you ever visited such a place?
4. What do you like to buy in a fair?



## 2. Sharing Time

### Our Fair



Some children went on the giant wheel. They sat on seats attached to the wheel. As the giant wheel turned, some children shouted in joy and others in fear.

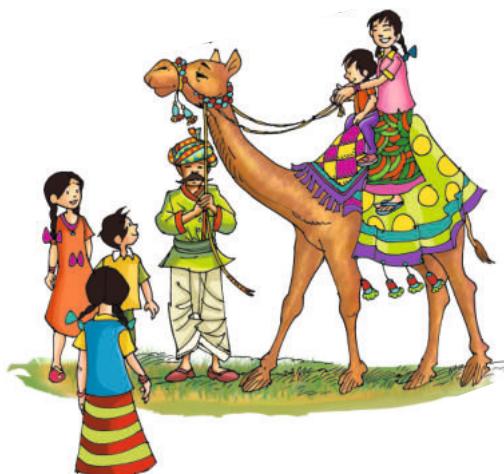
There were camel rides, elephant rides and horse rides too. People had a good time. They returned home after sunset.

Yesterday there was a fair in Rangapuram. People came there from faraway places.

There were many shops and stalls. People were buying and selling things.

There were shops selling sweets, clothes and toys.

Children bought toys from the shops. They went for a ride on the merry-go-round.





## Comprehension

Now, answer the following questions orally.

- Where was the fair held?
- What were the different shops at the fair?
- Describe the giant wheel.



## New words

Read the words. Observe the spellings.

yesterday

fair

faraway

many

stalls

people

buying

selling

bought

giant wheel

shouted

ride

return

sunset



## 3. Action Time

Read the words given in the box. Circle the words in the grid. One has been done for you.

children	giant wheel	sweets	fair	horse	toys
----------	-------------	--------	------	-------	------

c	h	i	l	d	r	e	n	p	d	m	a
m	h	b	k	l	r	c	a	m	z	v	q
x	o	h	t	m	m	k	s	r	a	z	l
s	r	n	o	d	s	w	e	e	t	s	e
v	s	i	y	g	b	t	v	t	k	m	a
a	e	f	s	c	j	m	f	a	i	r	w
g	i	a	n	t	w	h	e	e	l	q	u



#### 4. Circle Time

1. Read aloud the dialogue given below. Now ask children to work in pairs and role play it.

**Friend:** Hi, where did you go yesterday?  
**You:** I went to a fair with my parents.  
**Friend:** How did you go to the fair?  
**You:** We went by bus.  
**Friend:** What did you see there?  
**You:** I saw balloons, toys, sweet stalls, swings, bangles etc.  
**Friend:** What did you buy?  
**You:** Ice-cream, toys and balloons.



Explain the use of 'was' and 'were.' They are used to describe an action that happened in the past. We use 'was' for singular and 'were' for plural forms.

Ex: There was a fair in Rangapuram.

There were many shops.

He was very happy.

They were villagers.

2. Complete the following sentences using 'was' or 'were'. One has been done for you.

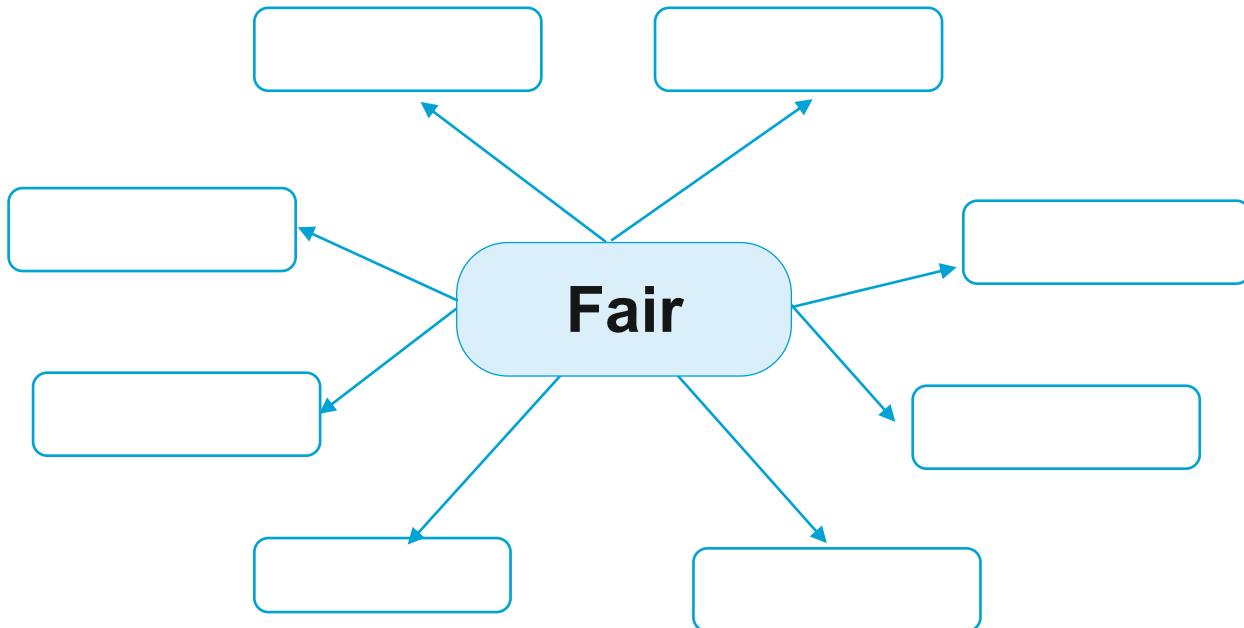
1. There were many stalls.
2. There \_\_\_\_\_ a big giant wheel.
3. People \_\_\_\_\_ coming from nearby villages.
4. Children \_\_\_\_\_ buying toys.
5. My uncle \_\_\_\_\_ talking with the shopkeeper.



5.

## Fun Time

1. Write words related to the word 'Fair' in the boxes.



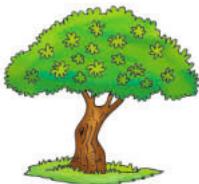
2. Fill in the blanks with singular and plural forms.



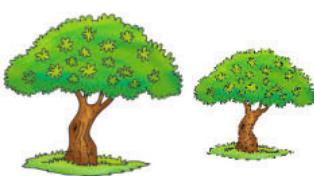
This is a .....



These are .....



This is a.....



These are .....



This is a .....

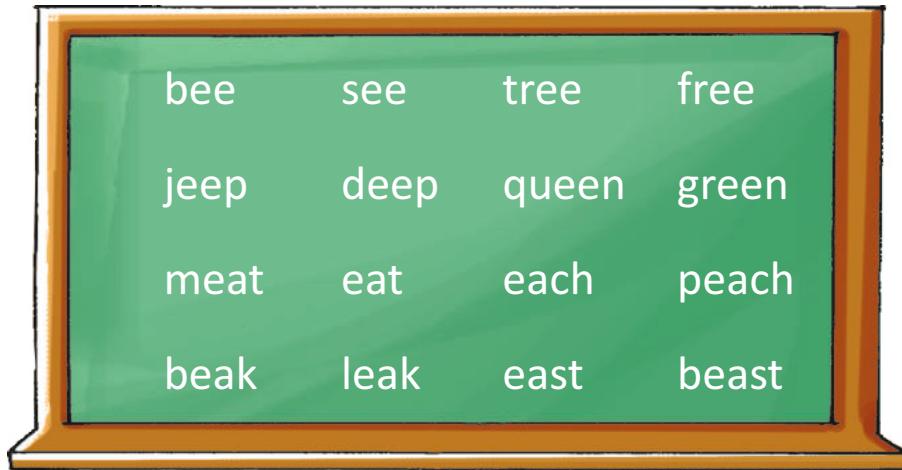


These are .....



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

I went to the park yesterday.

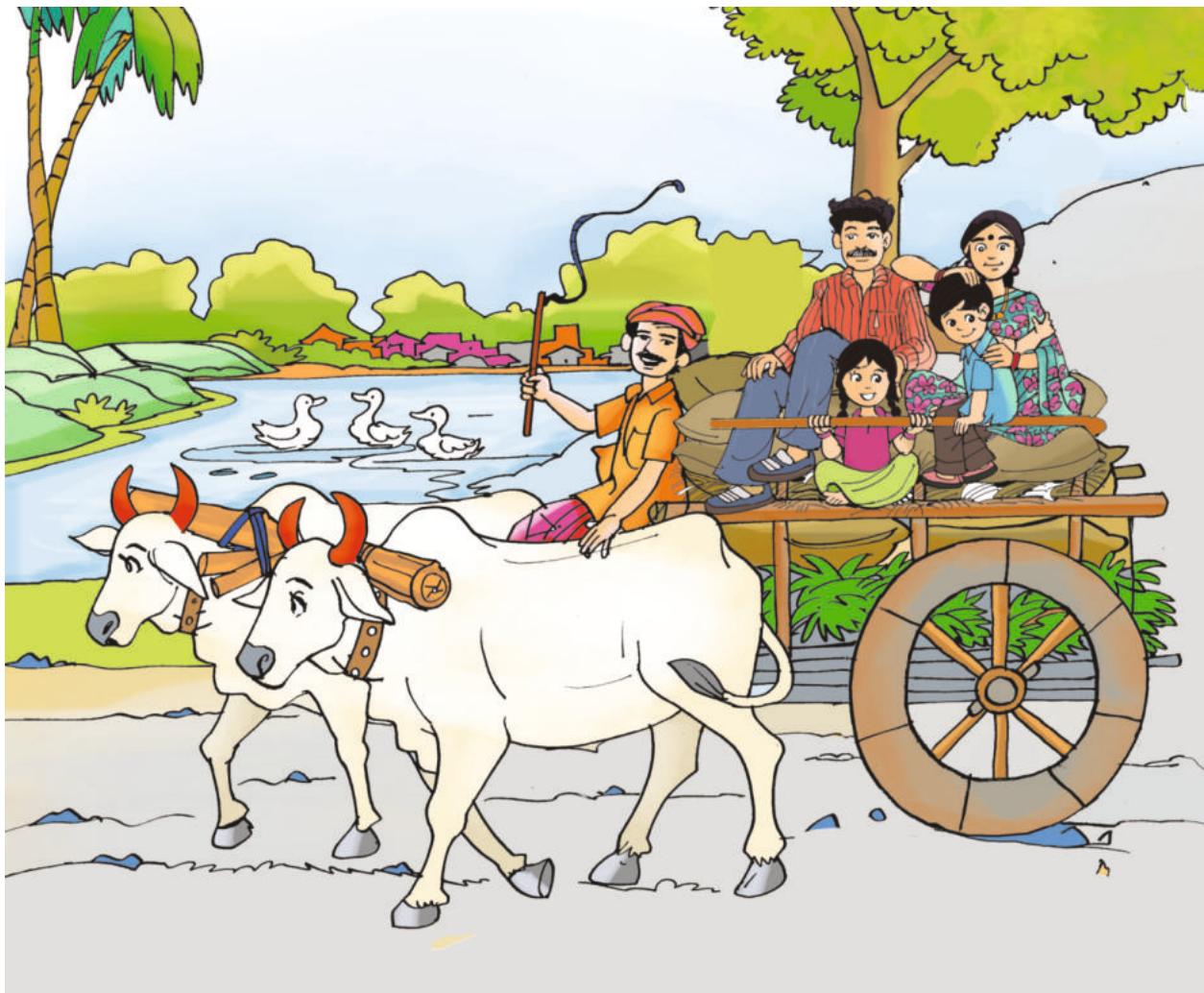
I went to the park yesterday.





## 1. Warm-up Time

Observe the picture. Answer the following questions orally.



1. Have you ever travelled in a bullock cart? When?
2. What are the other vehicles you have travelled by?
3. Which vehicle do you like the most to travel? Why?
4. Which vehicle carries more people?
5. Name the vehicles which travel on road / in water / in the air.



## 2. Sharing Time

Recite the following rhyme.

### Wheels on the bus...



The wheels on the bus go round and round

Round and round, round and round

The wheels on the bus go round and round

All through the town.

The horn on the bus goes peep, peep, peep

Peep, peep, peep, peep, peep, peep

The horn on the bus goes peep, peep, peep

All through the town.

The doors on the bus go open and shut

Open and shut, open and shut

The doors on the bus go open and shut

All through the town.

The driver on the bus says "Move on back

Move on back, move on back"

The driver on the bus says, "Move on back"

All through the town.



## Comprehension

Match the following.

- |                               |                 |
|-------------------------------|-----------------|
| 1. The wheels on the bus go   | open and shut   |
| 2. The horn on the bus goes   | move on back    |
| 3. The doors on the bus go    | round and round |
| 4. The driver in the bus says | beep beep beep  |



## Let's read

### The Talking Car

Once upon a time...There was a kid called Sujay.

He had a toy car. He used to take it with him everywhere. It was his favourite toy. One day he was playing with his car at home. Suddenly he heard a voice, "Don't throw me so hard, I might break."



Sujay looked around. Nobody was in the room. He was alone. "Here, it's me, don't you see me? I'm down here," said the voice.





## Comprehension

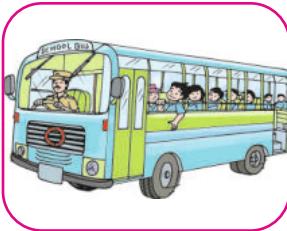
Answer the following questions.

1. Do you have any toy?
2. What is Sujay favourite toy?
3. Which is your favourite toy?
4. "Don't throw me so hard, I might break". Who said this?
5. What happens if we throw our toys hard?

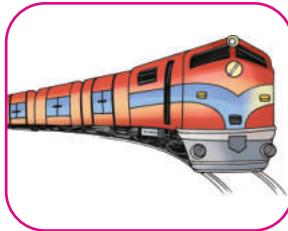


## 3. Action Time

Read the names of the following vehicles.



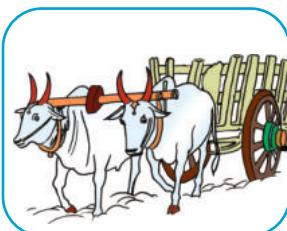
a bus



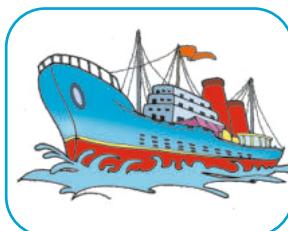
a train



an aeroplane



a bullock cart



a ship



a car



an auto



a lorry



a van

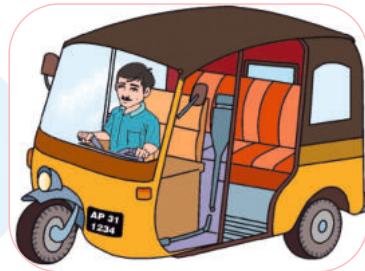


#### 4. Circle Time

### Use of has/have

Observe the following pictures. Read the sentences.

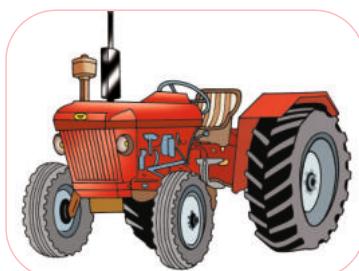
He is Sundar.  
He has an auto.



She is Sruthi.  
She has a car.



They are children.  
They have bicycles.



It is a tractor.  
It has four wheels.



They are my friends.  
They have many toys.



We use has/have to show that a thing belongs to someone.

'Has' is used with one person or a thing (he, she, it) and singular name.  
'Have' is used with more than one person or things (I, you, we, and plural nouns).



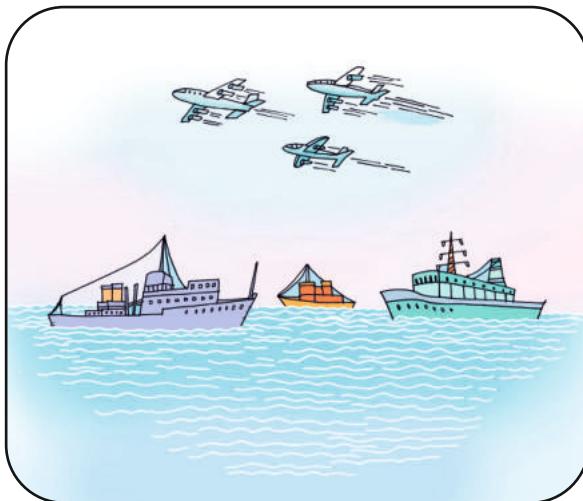
5.

### Fun Time



### Activity-1

Observe the picture. Look at the vehicles in the pictures. Write the names of the places (air, water and road) where do you generally see them?



Ex: A bus travels on a road.

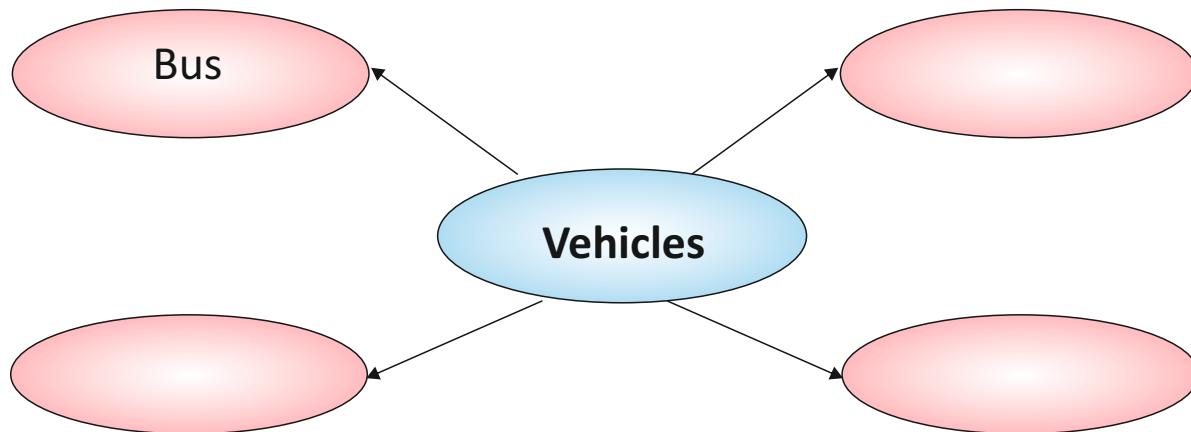
1. A ship travels on .....

2. An aeroplane travels in the .....



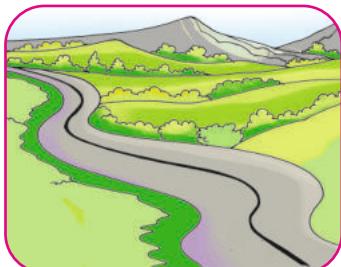
## Activity-2

Write the vehicle names which you know. One is done for you.

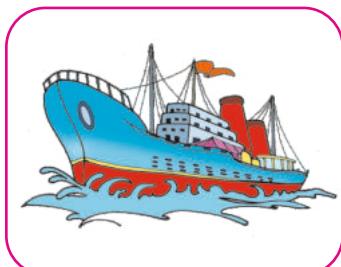


## Activity-3

Rearrange the letters of the names of things/objects. One is done for you.



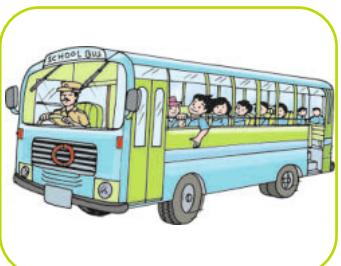
r a d o      road



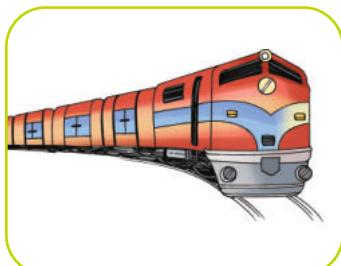
h i s p



c r a



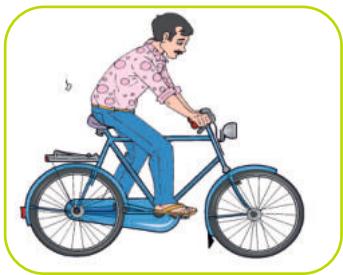
b s u



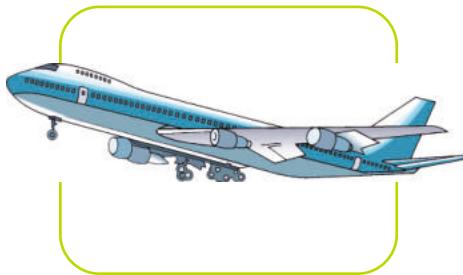
t a i r n



I r r o y



cebclyi



apleranoe



morotclecy



### Activity-4

Rearrange the following set of words and write the sentences correctly.

driver                    He                    a                    is

She                    a                    is                    pilot

is                    a                    He                    lorry driver

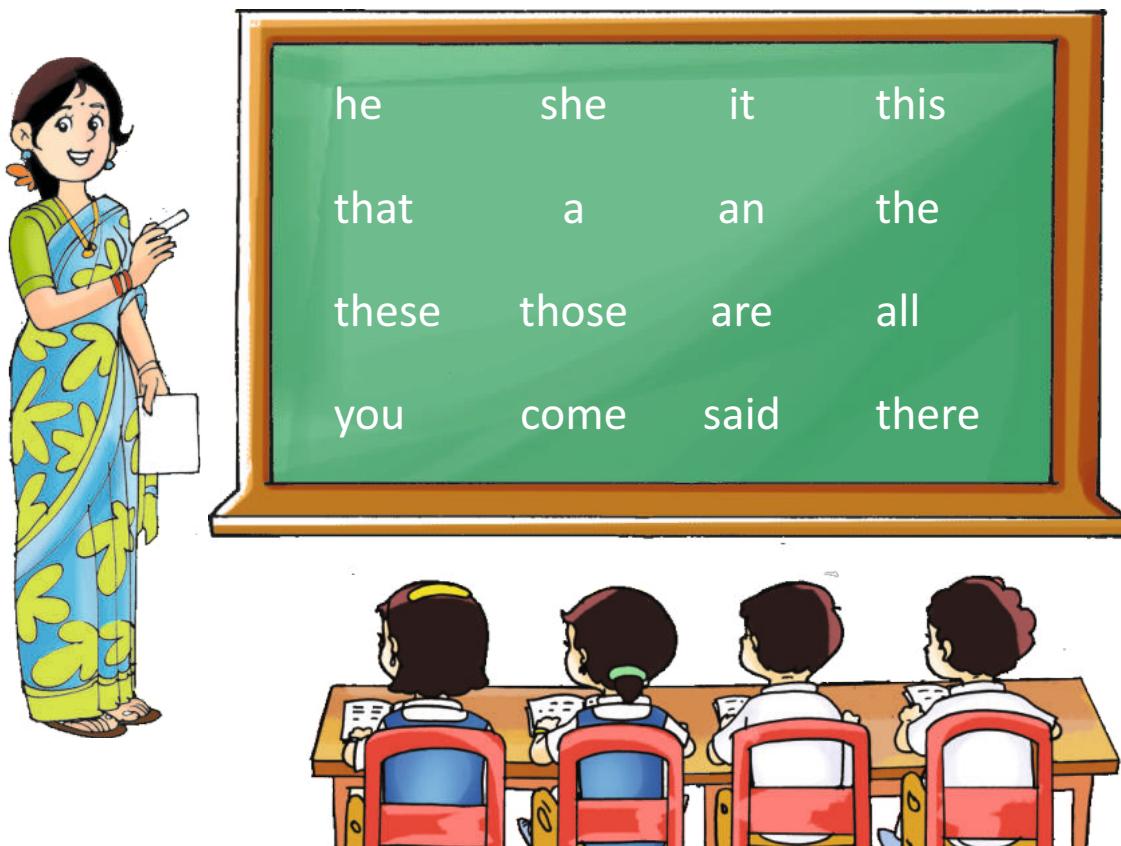
bike rider                    is                    She                    a

rickshaw puller                    is                    a                    He



## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

My talking car.

My talking car.





Good Morning

## 1. Warm-up Time



1. Ask the children about the actions in the picture.
2. Ask the children when they do each of these actions at home.



## 2. Sharing Time

### My Routine



Hi! Friends, I am Santosh.  
I always follow the time.



I wake up at 6 o' clock  
and brush my teeth.



I take my bath at 7 o'clock.



I take my breakfast at half  
past 8 o'clock.



I go to school at 9 o'clock.



I take my lunch with my  
friends at 12 o'clock.



I come back home at  
4 o'clock.



I play with my friends at  
5 o'clock in the evening .



I take my dinner at  
8 o'clock.



I go to bed at  
9o'clock.

This is my daily routine and I do it on time. So 'I am a good boy.'



## New words

Read the following words . Observe the spellings.

wake up

always

breakfast

lunch

dinner

follow

daily

routine



## Comprehension

1. Answer the following questions.

1. When does Santosh wake up?
2. When do you wake up?
3. Which activities do you do on your own at home?



2. Put the ( ✓ ) mark for correct statements and ( X ) mark for wrong statements.

1. Santosh wakes up at 6 o' clock. (   )
2. Santosh takes his bath at 9 o' clock. (   )
3. He eats his lunch at 12 o' clock with his friends. (   )
4. Santosh plays with his friends at 8 o'clock in the evening. (   )
5. Santosh goes to bed at half past 8 o'clock. (   )





### Let's recite :

Recite the following rhyme.

## Good Morning

Good morning, good morning  
How are you today?  
Good morning, good morning  
I am ready.  
Come on, let's go to school.



Good evening, good evening  
How are you today?  
Good evening, good evening  
I am good.  
Come on, let's play.



Good afternoon, good afternoon  
How are you today?  
Good afternoon, good afternoon  
I am hungry.  
Come on, let's have our lunch.



Good night, good night  
How are you today?  
Good night, good night  
I am tired.  
Come on, let's go to bed.



### 3. Action Time

Match the parts of the clock with the given labels.





#### 4. Circle Time

Observe the following conversation.



What is the time now?



It's 8 o'clock

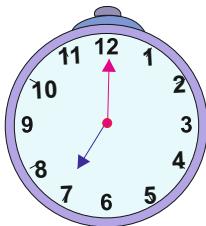


Now make the children form pairs. Let them practise the question and answer accordingly.

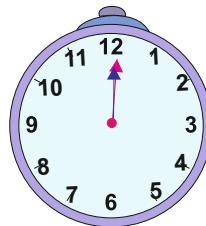
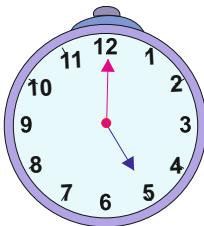
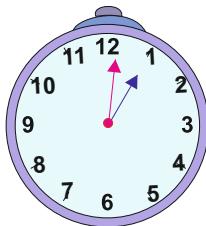


#### 5. Fun Time

1. Observe the clock and write the time. One is done for you.



7 O' clock



.....

2. Observe the clock. Write the time. One is done for you.

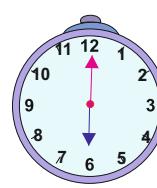
1. What is the time now?

A: It is 8 o' clock.



2. What is the time now?

A: .....



3. What is the time now?

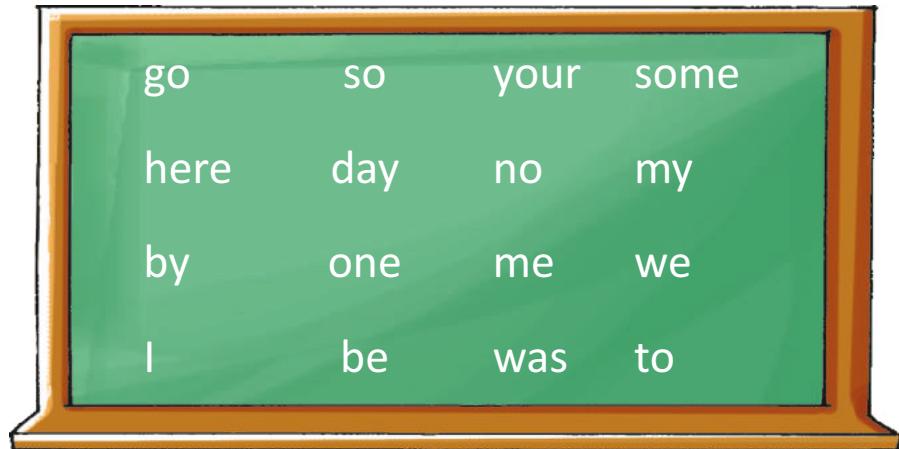
A: .....





## 6. Practice Time

1. Your teacher will say the following words aloud. Repeat after him/her.



2. Copy the following sentence.

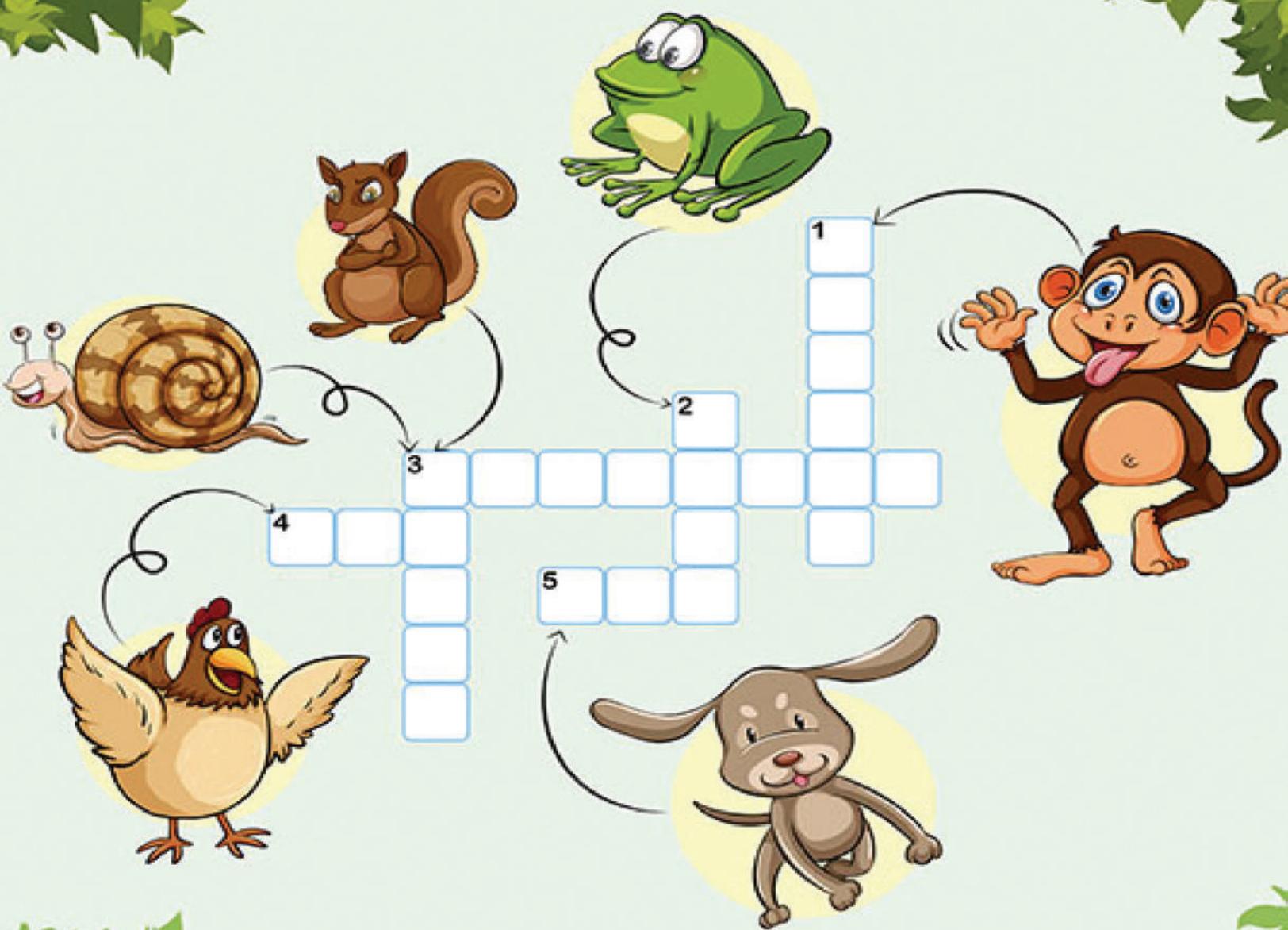
Time is gold.

Time is gold.



L6T7R5

# ANIMAL WORD PUZZLE



ACROSS  
1. monkey  
2. squirrel  
3. hen  
4. dog  
5. snail

DOWN  
1. monkey  
2. squirrel  
3. hen  
4. dog  
5. snail

ACROSS  
1. monkey  
2. squirrel  
3. hen  
4. dog  
5. snail

# Complete the Puzzle

