



3 Kamala's First Day at School

ROAD MAP

Period

P1 Gear Up

- My bag—colour and fill details on your bag

P2-3

Reading and comprehension (Guided practice)

- Read the story and introduce new words
- Use the new words in sentence structures
- Solve comprehension exercises

P4

Vocabulary and Pronunciation

- Word building (writing the missing letter)
- Number names
- 'a' and 'u' words

P5

Grammar

- This/That
- Differentiate between singular and plural

P6

Listening and Speaking

- Listening and sorting
- Role-play

P7

Writing (Guided practice)

- Picture comprehension
- Rebus story

P8

Practice Pit Stop (Independent practice)

- Do tasks/Answer questions based on the knowledge gained

P9

Think and Apply Lane

- Identify the things related to school
- Observe and compare the things in one's own and other classrooms

P10

Aptitude Track (Independent practice)

LEARNING OUTCOMES

Through the course of the lesson

1. Students gain

- vocabulary skills
- communication skills
- reading and writing skills

2. Students learn

- to introduce themselves to peers and teachers
- to engage in friendly interactions

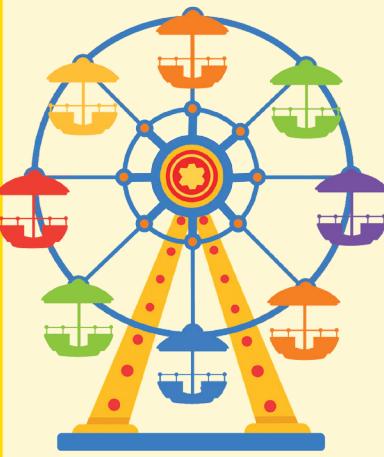
3. Students discover

- the joy of going to school
- the fun of having new friends and sharing

4. Students develop

- a positive outlook towards school
- speaking and listening skills





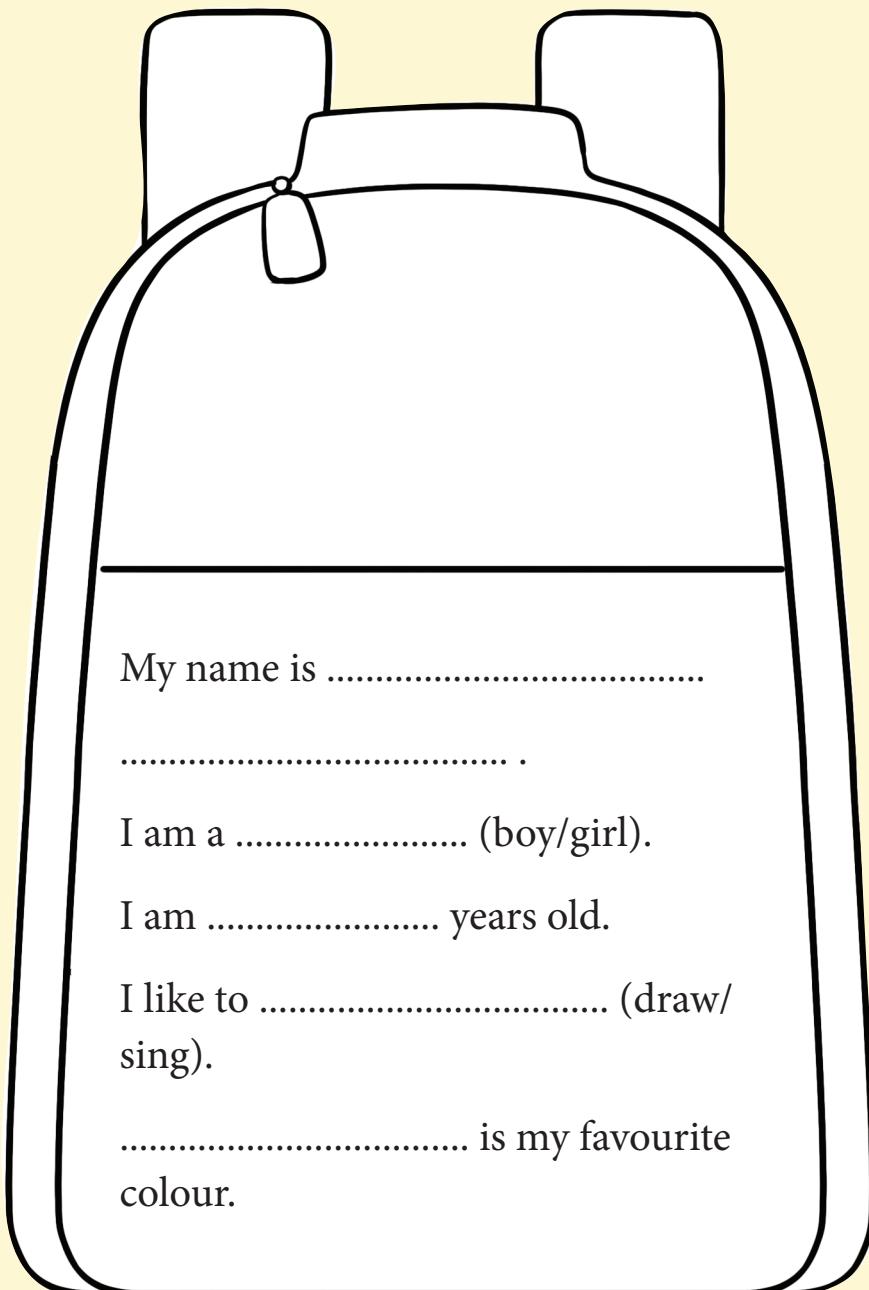
GEAR UP

Cognitive Development
Development of Literacy
Cultural and Aesthetic Development

Initiative and self-direction
Communication
Creative thinking

My Bag!

Given below is your bag! Complete the details on the bag and colour it in your favourite colour!



The big **day** is here:
Kamala's first day at
school!

Excitement fills the
house. Kamala has a **new**
red bag, a new uniform,
new black shoes, and
a new red tiffin **box** to
match her bag.

Mother walks Kamala
to school since it is
close to their home.
The new school is called
'The Balamandir'.

At school, Teacher Tara
is waiting to welcome her
new students. One by one, each child enters the classroom.

A new student, Vani, smiles at Kamala. She goes up to Kamala to shake hands
and helps her hang her bag on the stand. They **sit** together. Kamala is happy
and likes her new friend.



Check-in

What is the colour of Kamala's tiffin box?

.....

- a. red b. brown c. green d. black

Glossary

excitement

a feeling of happiness
and joy



Check-in

Who is the new student that smiles at
Kamala?

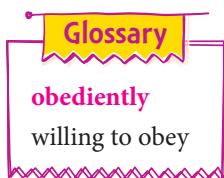
- a. Tara b. Vani c. Vini d. Tina

Rhyming words

| | |
|-----|-----|
| day | hay |
| new | few |
| box | fox |
| sit | hit |

It is playtime! Teacher Tara takes all her students to the park. Kamala and a few other students play hide-and-seek.

The school bell rings. All the students form a line and **obediently** return to their classroom.



All the students enjoy singing the song.

Teacher Tara says, ‘Now take out your colouring book and colour the first picture, The Elephant.’

All the students take out their colouring books and begin to colour.

It is snack time! The students sit in a circle and share their snacks. Vani likes the bread with butter and jam from Kamala’s box, and Kamala likes the idlis from Vani’s box.

Teacher Tara says, ‘It is song time now! Listen to me and repeat each line along with the actions I do.’ The song is about rains.

Check-in

1. Which game does Kamala and a few other students play during playtime?
.....
a. kho-kho b. hide-and-seek
c. run and catch d. race
2. What is the first picture in the colouring book?
a. The Elephant b. The Tiger
c. The Lion d. The Deer



The final bell of the day rings. All the students scream with joy as they prepare to go back home.

Kamala runs and hugs her mother and says, ‘My first day at school was very good!’ They walk back home happily talking all about the first day in the new school.



PROGRESS CHECKPOINT

COMPREHENSION ✨

Cognitive Development
Development of Literacy

Critical thinking
Communication
Initiative and self-direction

1. Choose the correct answer and fill in the blanks.

- Kamala has a new (brown/red/green/pink) bag.
- Kamala’s teacher’s name is (Tina/Vini/Tara/Vani).
- Kamala played hide-and-seek during (lunchtime/playtime/break time/song time).
- The teacher sang a song about (children/toys/trains/rains).
- Kamala gave a (hug/bug/mug/tug) to her mother.

2. Write words that rhyme with the following words.

- bag
- red
- run
- rain



e. bell

3. Answer the following questions.

a. What is the name of Kamala's new school?

Kamala's new school is called
(The Vidyamandir/The Balamandir/The Paathshala/The Mandir).

b. What did Kamala's mother pack in the tiffin box?

Kamala's mother packed (bread/roti/sandwich/idlis) with (fruits/chutney/sauce/butter and jam).

c. With whom did Kamala go to school?

Kamala went to school with her
(mother/father/grandmother/grandfather).

d. Who became Kamala's friend at school?

..... (Vani/Vini/Veena/Vimla) became Kamala's friend at school.

e. Was Kamala happy or sad after school?

Kamala was after school.

VOCABULARY AND PRONUNCIATION

Cognitive Development
Development of Literacy

Critical thinking
Communication
Initiative and self-direction

(building words)

1. Each word below has one or more letters missing. Write the correct letters by taking clue from the picture given. Read aloud the words after your teacher.

a.



| | | | | | |
|---|---|---|---|---|---|
| p | e | | c | i | l |
| | e | n | c | i | l |
| p | e | n | | i | l |
| p | | n | c | | l |



b.



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| c | l | a | s | s | r | o | o | |
| | l | a | | s | r | o | | m |
| c | | a | s | | r | | o | m |
| c | l | | s | s | | o | o | m |
| c | l | a | s | s | r | o | | |

c.



| | | | | |
|---|---|---|---|---|
| c | h | | i | r |
| | h | a | i | r |
| c | | a | i | r |
| c | h | a | i | |
| c | h | a | | r |

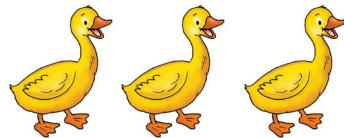
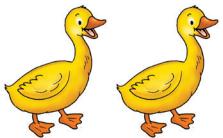
d.



| | | | | |
|---|---|---|---|---|
| t | a | b | l | |
| | a | b | l | e |
| t | | b | l | e |
| t | a | | l | e |
| t | a | b | | e |

(writing number names correctly)

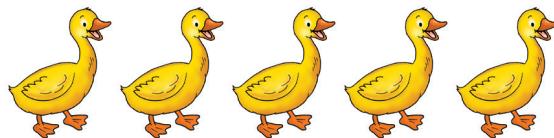
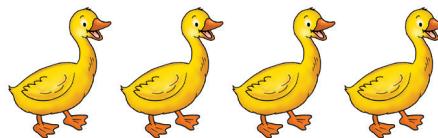
2. Fill in the blanks by writing the number of ducks correctly. Two have been done for you.



a. one duck

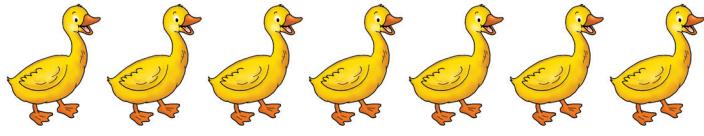
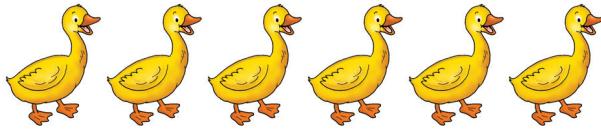
b. two ducks

c.



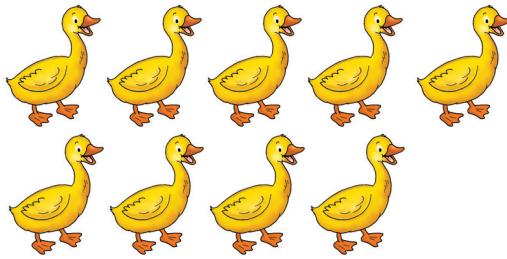
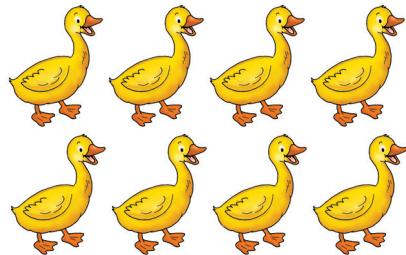
d.

e.



f.

g.



h.

i.

('a' words)

3. Complete the words given below by adding the letter 'a' in the blank. Now, listen and repeat the words.

a. m.....n

b. r.....n

c. c.....n

d. s.....t

e. v.....n

f. p.....t

g. c.....t

h. r.....t

i. b.....g

j. h.....t

k. b.....d

l. f.....n

m. p.....n

n. t.....p

o. m.....t

p. b.....t



(‘u’ words)

4. Write the missing letter in the blank. Spell and say the word aloud. 

- a. c + b = cub b. t + b = tub c. r + b = rub
- d. b + n = bun e. r + n = run f. s + n = sun
- g. c + p = cup h. p + p = pup i. d + ck = duck

GRAMMAR

Cognitive Development
Development of Literacy

Critical thinking
Communication
Initiative and self-direction

(this, that)

Look at the pictures.



This is my pet cat.



That is Rama's dog.

When we talk about something that is near us, we use **this**.

Example: This is my pet cat.

When we talk about something that is far away from us, we use **that**.

Example: That is Rama's dog.

1. Look at the pictures. Use **This** for the pictures on the left (because they are near you) and **That** for the pictures on the right (because they are far away from you). One has been done for you.



a. This is a ball.



b.



c.



d.



e.



f.



2. Look around your room. In your scrapbook, make a list of the things that you find.

- Write the names of all the things that are near you using **This** and the things that are away from you using **That**.
- Read it in class. Listen to your friends read their list. Are the lists same?

(singular/plural—one, many)

A singular noun names one person, place, or thing.

A plural noun names more than one person, place, or thing.

We add **s** at the end of a singular noun to change it to the plural form.

Example: one chair—two chairs



one bag



many bags



one cat



many cats

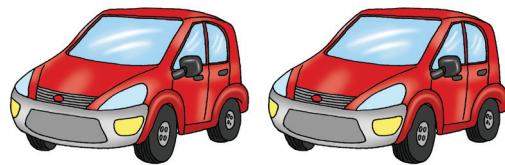


3. Write the plural form of the nouns by adding *s* to the given words.

a.



one car



two

b.



one table



three

c.



one chair



four

d.



one book



three

e.



one ball



five

4. Name any two things that you find in your classroom and write their singular and plural forms.

| | Singular | Plural |
|----|----------|--------|
| a. | | |
| b. | | |



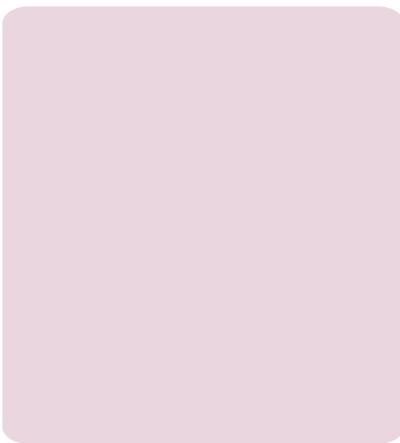
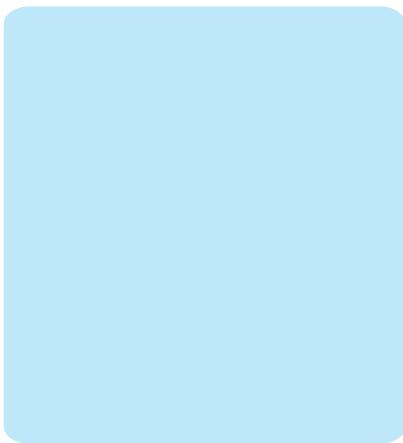
LISTENING AND SPEAKING

Cognitive Development
Development of Literacy

Critical thinking
Communication
Initiative and self-direction

(listening and sorting)

1. Listen to your teacher read the names of different things in the supermarket.
Fill the basket correctly. 



fruit basket



vegetable basket



snack basket

2. Try to spot a few more things in and around your classroom. Identify the names of the things that rhyme. Have a competition with your friend and see who gets more number of rhyming words. Start now! 

(role-play)

3. Role-play in class. One student can be the teacher and talk to the class.

Students can take turns and be the teacher.  

Teacher: Good morning, my dear students.

Students: Good morning, Madam.

Teacher: How are you feeling today?

Students: Fine, Madam. Thank you.

Teacher: Please take your seat, children.

Students: Thank you, Madam.

Teacher: How do you like your new classroom?

Students: We love it! It is big and bright!

Teacher: Have you all brought your notebooks today?

Students: Yes, Madam.



WRITING

Cognitive Development
Development of Literacy

Critical thinking
Initiative and self-direction

(picture comprehension)

1. Look at the pictures and choose the correct answers.

a. Shalu is wearing a (yellow/red) dress.



b. She is wearing a (brown/white) hat along with her red dress.



c. She is taking her (cat/dog) for a walk.



d. Her dog has a (black/red) nose.

They love walking together.

(rebus story)

2. Read the story with the help of the picture clues. Identify the pictures and write the words in the blanks provided.

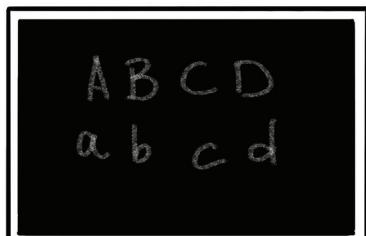
The  is sitting in her



She is reading a  . There is a



on her desk. The classroom has a



She loves her classroom.

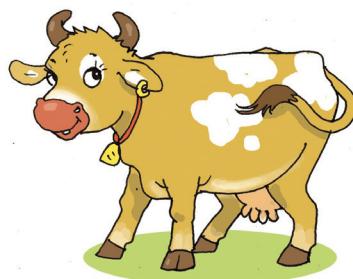


PRACTICE PIT STOP

1. Look at the picture. Use *This* for the things that are closer to you and *That* for the things that are farther away from you.



2. Look at the pictures and fill in the blanks with the singular or plural form of the given nouns.



a. flower/.....

b. cow/.....



c. rabbit/.....

d./birds

3. Tick (✓) the things you carry in your school bag.



THINK AND APPLY LANE

Cognitive Development
Physical Development

Critical thinking
Communication
Collaboration
Initiative and self-direction

- Look at the pictures given below. Circle the things/people related to school.



classroom



cat



crayons



computer



teacher



security guard



dog



classmates



friends



fish



desk



comb

- Get into groups. Go to as many classrooms as you can during the lunch break and note if there are any different things that are not seen in your classroom. Discuss with your teacher why they are missing in your classroom.





APTITUDE TRACK



Level of Aptitude—Easy

1. Which of the following words is not in its plural form?
a. trees b. book c. tigers d. toys
2. You study in a
a. schol b. schul c. school d. schooll
3. We wash our face with this.
a. juice b. water c. shampoo d. ice
4. Which of these words does not rhyme with 'bake'?
a. take b. cake c. sake d. cook

Level of Aptitude—Medium

5. Underline the errors in this sentence.
There are two orange and one apples on the table.
6. Find the odd one.
a. desk b. chair c. blackboard d. refrigerator
7. Which of the following is not done in school?
a. reading b. playing
c. drawing d. sleeping

Level of Aptitude—Difficult

8. Match the following.

Meal Time

- A. lunch
- B. dinner
- C. breakfast

a. A-1, B-2, C-3

b. A-3, B-1, C-2

1. morning

2. night

3. afternoon

c. A-1, B-3, C-2

d. A-3, B-2, C-1



9. The opposite of 'happy' is
- sad
 - glad
 - angry
 - bad
10. Jia has 2 pencils. Her mother gives her 4 more. How many pencils does Jia have now?
- two
 - four
 - five
 - six

MILESTONE CHECK

I like going to school.



I can tell the position of a thing using *this/that*.



I can tell one and many of an object.

