

# **My Social Studies and Creative Arts**

## **Grade - 1**

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**  
Sano Thimi, Bhaktapur

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Ministry of Education  
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## Preface

We have been continuing the task of updating and designating the curriculum for the school level education to be job-oriented, contemporary, motivating and practical. It has been today's need to inculcate the feeling of nation and nationality in students which will develop their morality, discipline and self-help and to impart the knowledge of subject-matter and to make the students conscious about their caste, creed, religion, culture which will enable them to build a deep faith towards their social norms and values and to make responsible citizens capable enough to withstand competitive life-style. These are its purposes. This series has been prepared with a view to developing good habits, concepts and consciousness in the students. It equally emphasises in developing good manners, politeness, responsibility and discipline in the young kids. In order to fulfill these needs, we organised workshop and invited long-experienced subject teachers, guardians and through interactive conclusion, the curriculum according to 2062 has been prepared.

A proper use of them will hopefully enrich the students', teachers', and general readers knowledge about the subject. The contents activities encourage creative writing rather than mechanical reproduction. Test, pictures, activities, community work, glossary, summary and model questions are each a milestone to your learning and understanding the contents and the context of the competitive world.

This book is originally written by Mohan Gopal Nyachhyon and Jit Bahadur Thapa in 2049 B.S. and updated by a task-force comprising of Laxmi Prasad Khatri, Dinanath Gautam, Dik Bahadur Rai, Bhupa Mani Niraula, Sunil Adhikari, Khubi Ram Adhikari and Dilli Prasad Sharma as well as subject experts and teachers were also incorporated in the revision work.

Thank goes to Tarzan Rai, Batsa Gopal Baidya, Punyashil Gautam, Nabindra RajBhandari, Kajuo Morakami, Pradeep Lama, Honey Shrestha and Dhan Bahadur Gopali for their painstaking work done in writing, edition and updating the book. We are also thankful to Haribol Khanal for his contribution and co-operation in updating this book. In addition, we are thankful to Shambhu P. Dahal, Bishnu P. Adhikari, Ganesh P. Bhattarai and Lok P. Pandit for layout design, graphics and Tarzan Rai, Gandhadhar Saaru, Shreehari Shrestha and Suma Shrestha, Anil Karki and Anil Thapa for typing. We are thankful to all those whose direct or indirect efforts made us able to write and publish this book.

Textbooks is a vital tool in the process of teaching/learning. Experienced teachers and enthusiastic students can teach and learn the subject matter specified by the curriculum by using various resources. It is felt that most of the schools solely depend on textbooks due to the lack of reference materials. Plenty of efforts have, therefore, been made in order to bring this book up to the standard. Despite all our efforts, there might exist some textual errors like language, style, subject matter, presentation and graphics. To improve all such errors teachers, guardians, students and experts concerned can play a vital role, therefore, the Curriculum Development Centre cordially invites their constructive suggestions.

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## About the English Version

Curriculum Development Center develops and revises Curricula and textbooks in accordance with the need and demand of the learners and the contemporary society. In our context, English language is gaining popularity as a medium of education. English is preferred as a medium of teaching/ learning in many educational institutions right from the elementary level. Parents and guardians feel proud to have their children enrolled at English Medium schools. It is equally required to the general public in the context of globalization. The Govt. of Nepal has also decided to introduce English from grade one as one of the compulsory subjects. In order to help achieve the desired aspirations of people, CDC has developed curricular materials in English language.

The curriculum development centre has brought out this textbook in English Version to catch the needs of both private and public schools. Additionally, this textbook will decrease the dependency over the books written by the foreign writers and will facilitate for the students of different mother tongue to learn in English medium. It is also expected that this book will avoid the confusion among the users in selecting the authentic and affordable materials in the market.

The Nepali version of Mero Samajik Adhyayan tatha Srijanatmak Kala-1 has been translated by Raj Narayan Yadav. Mr. Haribol Khanal, Mr. Dina Nath Gautam and Hem Raj have provided their significant contribution.

Curriculum Development Centre expresses cordial thanks to all who provided their contribution directly or indirectly in the development and translation of this book. CDC anticipates constructive suggestions to improve this book in the future editions.

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# SOCIAL STUDIES



**Lesson 1**

**ME**

Look and talk about the pictures:



**Teaching Instructions**

Complete the activities of this lesson by describing the pictures. You should tell students about the instructions because they cannot read them in their initial days.



## Activities

1. Know yourself.



2. Choose your food.



3. Identify the place you live.



4. Identify your clothes.

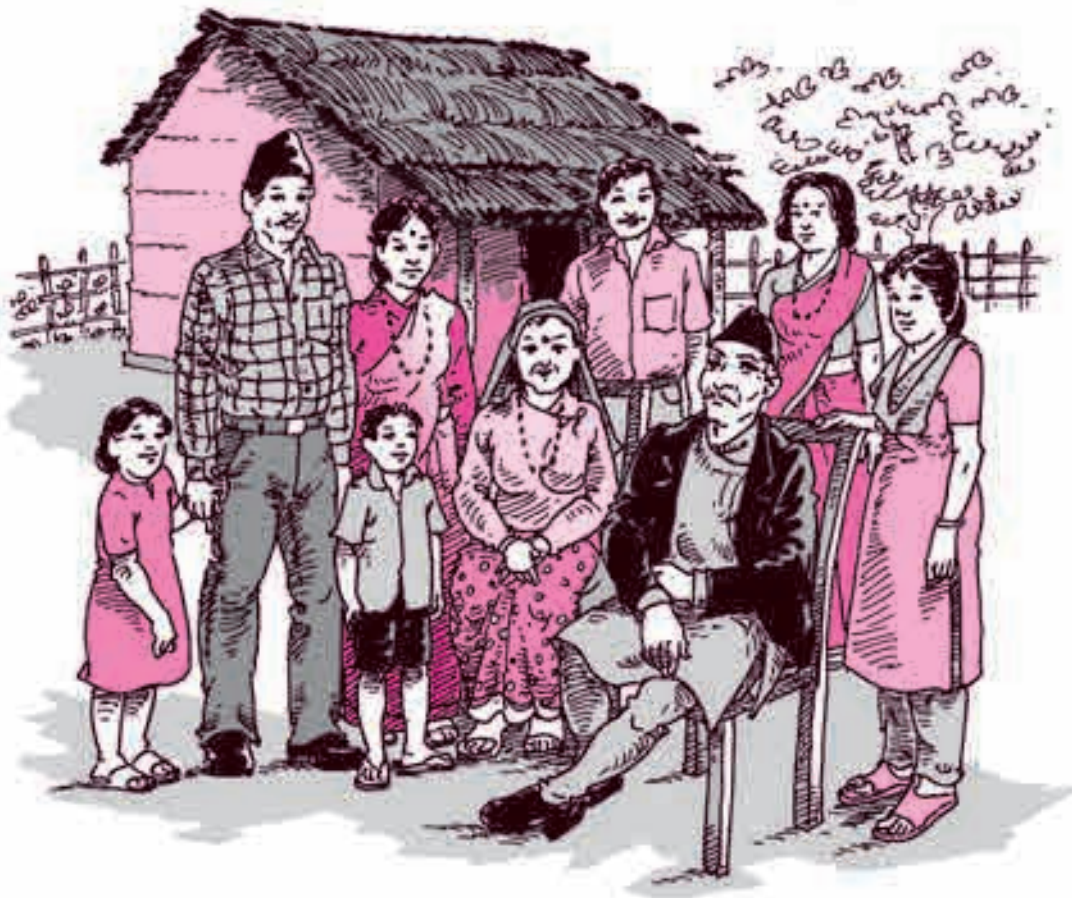


I am a girl. I am a boy.

## Lesson 2

# MY FAMILY

Look and talk about the pictures:



---

### Teaching Instructions

Make your students tell the relation and name of family members by describing the given pictures in the activities and lesson. Also, make them say the number of family members.

## Activities

1. Look and talk about the pictures:



2. What is your name?
3. Who are there in your family?
4. How many members are there in your family?
5. What is the name of your mother?
6. Tell the name of your father.
7. What do you say to father's father?
8. What do you say to your father's mother?

There are grandfather, grandmother, father, mother, brothers, bhauju (brother's wife) and sisters in my family.

## Lesson 3

# MY BELONGINGS

Look and talk about the pictures:



### Teaching Instructions

Make students know more about their personal belongings. Also, make them responsible to take care of their personal belongings.



## Activities

Find dos and don'ts. Take care of your belongings.



I take care of my belongings myself

## Lesson 4

# MY FRIENDS

Look and talk about the pictures:



### Teaching Instructions

Ask students to see and describe the pictures given in the lesson and encourage them to learn, study and sit together.

## Activities

1. Look at the pictures and say which one is a good habit?



2. What should you do to live together with your friends?

I work together with my friends.



## Unit - Two OUR TRADITIONS, SOCIAL VALUES AND NORMS

### Lesson 1

## RESPECT OUR SENIORS

Look and talk about the pictures:



### Teaching Instructions

Tell the instructions given in the lesson. There may be several ways of respecting seniors except "Pranam". Make students act out the local ways of respecting seniors in the society. Even you can make your students act out these ways given above or some other ways of respecting senior people in the community.



## Activities

1. Recognize the people in the following pictures. Say how do you respect your seniors?



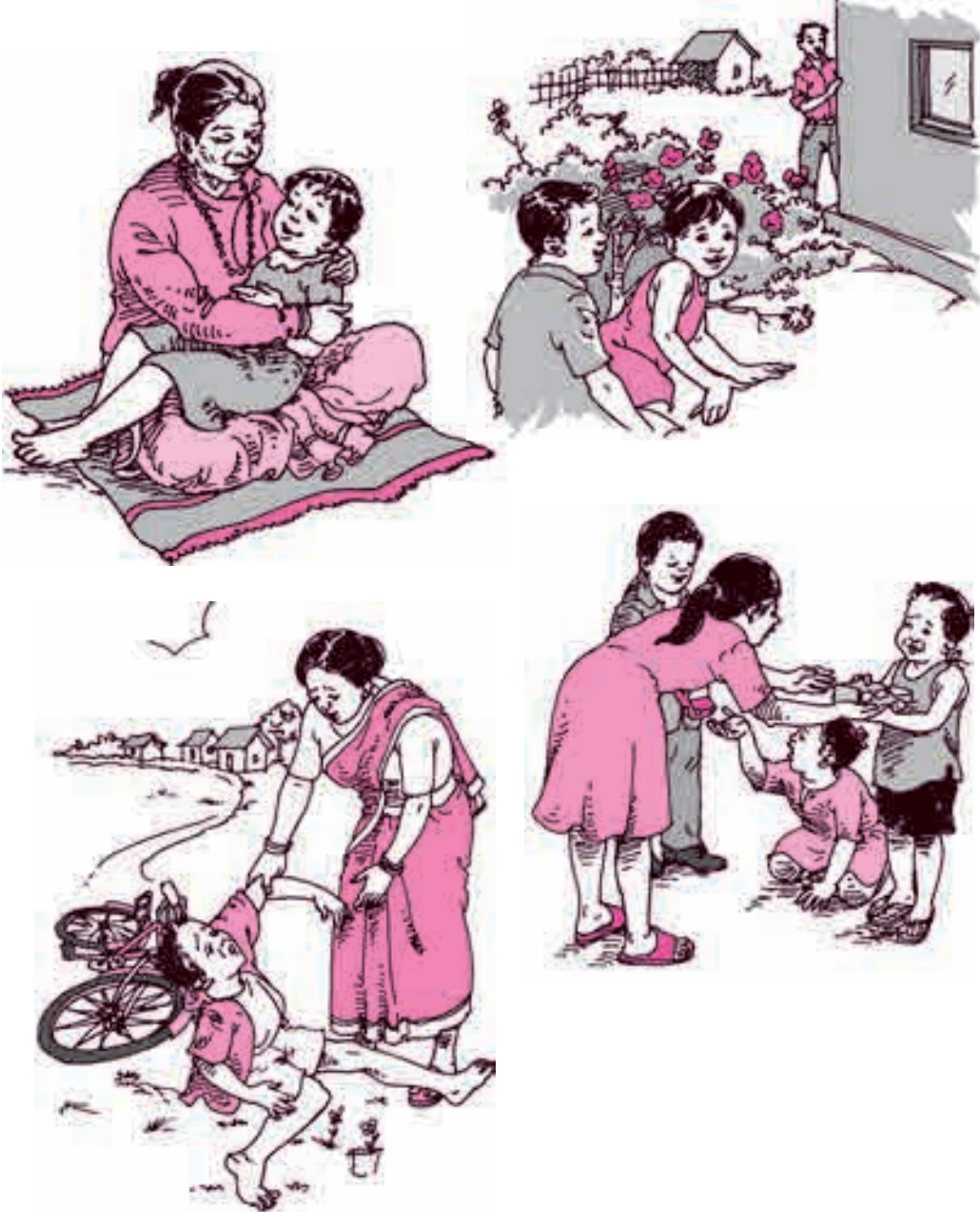
2. How do you respect your parents. Act out in the class.
3. Act out the respect given to your teachers.

I respect my elders.

## Lesson 2

# LOVE JUNIOR ONES

Look and talk about the pictures:



### Teaching Instructions

The pictures of loving younger ones are given in this lesson. It is necessary to teach students with more examples based on local customs.

## Activities

1. Look at the pictures given in the lesson and tell what are they doing in each picture?



2. Who is loving whom in the above picture? Tell.
3. How do your parents love you? say.
4. How do you love your juniors? Show it by acting out in the class.

I love my junior ones.

### Lesson 3

## CLOTHES

Look and talk about the pictures:



#### Teaching Instructions

Make your student say the names of the given clothes one by one.



## Activities

1. Look and talk about the clothes.



2. Which clothes do you like?
3. What types of dresses do your family members wear?

Who	What type
Grandfather	Grandmother
Father	
Mother	
You	

Members of my family wear different types of clothes.

## Lesson 4

# HOUSEHOLD WORK

Look and talk about the pictures:



### Teaching Instructions

The pictures given above are only samples relating to household works. Depending on the contexts, the children can tell about different works at home. So, make them observe the works carried out by their parents at home. Similarly, ask them to tell in the class.

## Activities

1. Who are doing what in the pictures given above?
2. What are people doing in the following pictures?



3. What do you do at home?
4. Who is doing what at your home?
5. What help do you do in the work of your family?

My father, mother and sisters do different types of works at home.



## Lesson 5 WORK OF NEIGHBOURHOOD

Look and talk about the pictures:



### Teaching Instructions

The pictures given above are only samples relating to works of neighbourhood. Give some more examples of different works of neighbourhood and make students discuss about them accordingly.



## Activities

1. What are people doing in the given pictures of this lesson.
2. Tell any five works of your neighbour.
3. Tell same and different work of your family and neighbours.
4. What are they doing in the following pictures?



My neighbours do different types of works.

**Lesson 1****HELP NEEDY ONES****Teaching Instructions**

Encourage students to help the needy people at their home keeping the family background of students in view. Ask students to act out some roles that we show while helping needy people. Conduct the activities that encourage students all the time.

## Activities

1. Look at the following pictures and tell what type of help they need:



2. Match the following pictures:



I help needy people.



## Lesson 2

# HELP DISABLED PEOPLE

Look and talk about the pictures:



### Teaching Instructions

Engage students to act out the role of people with visual, hearing and other types of physical disability. But remember you must not humiliate students with disability in the class.

## Activities

1. Look at the pictures below and tell which is right and which is wrong.



2. Who needs what in the following pictures?



I help disable people

**Lesson 1**

# TAKE HELP

Look and talk about the pictures:



Help from mother.



Help from father.



Help from uncle.



Help from aunt.

---

**Teaching Instructions**

Ask students to say what people are doing in the given pictures. Make them act out the role of helping each other when they cannot do some works themselves. Ask students for what work they need help from others. Take them to a workplace where a number of works are being done, and make them help others if possible.

## Activities

1. Look at the following works and in which work do you need help? Mark (✓) the correct one.



2. What help do you do to others at home?
3. In which works do your parents help you? Say.
4. Which works can you do? Say

I take other's help



## Lesson 2

# HELP OTHERS

Look, recognize and read:



I help my mother.



I help my father.



I help my sister.



I help my grandfather.

---

### Teaching Instructions

Make students tell who is helping in what works in the above pictures. Divide the class into groups and involve them in role play of helping others, and teach them to help each other.



## Activities

1. Who is helping what in the given pictures?



2. In which works do you help your brother and sister?
3. In which works do you help your mother?
4. In which works can you help? Mark the right one with (✓).



I help others.

### Lesson 3

## THINGS AT HOME

Look and talk about the pictures:



Pan (karai)



Plate (Thal)



Glass



Pot (Kasaudi)



Bowl (Batuko)



Cooker



Television



Radio



Bed

---

#### Teaching Instructions

Make your students say the names of things in the given pictures. Discuss with them what things they have at their home. Encourage them to take care of things and keep them in the right place.

## Activities

1. What are the things at your home?
2. Look at the pictures below. Tick (✓) the things that are at your home.



Pan (Karai)



Plate (Thal)



Bowl



Bed



Television



Radio

3. Draw a picture of anything that you like most at your home.
4. Tick (✓) for the right one and (x) for the wrong ones.



I take care of the belongings at my home

## Lesson 4

# THINGS OF SCHOOL

Look and talk about the pictures:



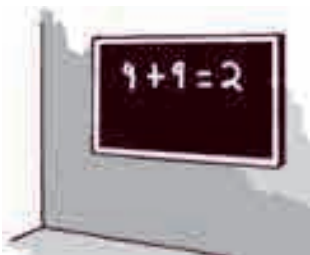
Classroom



Copy



Book



Blackboard



Tap



Playground



### Teaching Instructions

Make students observe the things that they find around the school. Similarly, make them say each thing one by one. Make them clean the school and take care of its things.

## Activities

1. What things are there in your classroom? Say.

Bench	Desk	Chair	Table
Blackboard	Book	Chalk	Duster
Map	Ball	Photo	Chart

2. Mark (✓) for the things that are available at your school.


☐

☐

☐

☐

3. Pick up and put the dirty things and a piece of paper of your classroom in the proper place.

4. Which things are needed to clean your school?

I use desk, bench, table, chair and blackboard carefully. I clean ground, tap and school garden.

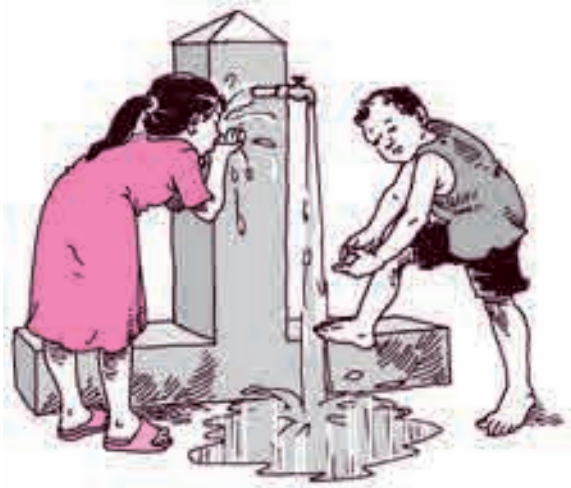


## Lesson 5

# MY WORK AT HOME

**Look and talk about the pictures:**

I get up early in the morning.  
I wash my face and hands.  
I arrange my bed.  
I take my meal.  
I wear my uniform.



I go to school.  
I come back after studying.  
I change my dress.  
I wash my hands and legs.  
Then I sit for my study.

---

### Teaching Instructions

What works do they do daily in their houses. Ask them one by one and teach them to do daily works by themselves.

## Activities

1. Fill in the blanks:
  - a. I go to ..... after getting up.
  - b. I change my ..... after returning from the school.
  - c. I go to school with .....
  - d. I do ..... after returning from school.
2. Look at the given pictures. Mark (✓) the correct one.



3. Sing the song given in the lesson with your teacher.

I do my work myself at home.

## Lesson 6

# MY DUTIES AT SCHOOL

Look and talk about the pictures:



I go to school.  
I sit in the classroom.  
I study with my friends.  
I eat my tiffin in the noon.  
I play with my friends.  
I keep school's surrounding  
clean.  
I also keep my classroom clean.



---

### Teaching Instructions

Observe students' works at school and provide feedback if you find any weaknesses. Divide the class into groups and make students play local games. Similarly, observe whether they are playing together or not.



## Activities

1. What do you do at school?
2. Which games do you play with your friends?
3. Look at the following pictures. Which is the right work? Mark (✓) for correct ones:



4. Where do you throw wastes that you find around your school?
5. Which thing do you like most at your school? Write.

I read, write, clean and play  
with my friends at school.

**Lesson 1****LAND AROUND THE HOME**

This is Sarala's house. Sarala's house is on high land. The tree is on the slope.



This is my house. My house is in plain. There is a garden nearby the house. The garden is plain.

**Teaching Instructions**

Do the activities of the lesson by making students observe the nearby land which consists of high, low and plain land. This will help in clarifying the concept of high, low and plain land. Also, make students observe different forms of land.

## Activities

1. What type of land is there in the following pictures? Write down.



2. Fill in the blanks:
  - a. Shed is in.....place.
  - b. My home is in .....place.
  - c. My friend's home is in.....place.
  - d. My garden is in.....place.
3. Draw the picture.  
Your home                      Your friend's home

My home is in low land. Sarala's home is in high land. Ganga's home is in plain.

## Lesson 2

# LAND AROUND SCHOOL

**Look, read and talk about the pictures:**

This is my school. My school is in low land. There is also a garden in front of my school. The ground is plain. There is a forest on the back of my school.



The school of Ramesh is in highland. The school of Ramesh is in hill. Hill is a highland.



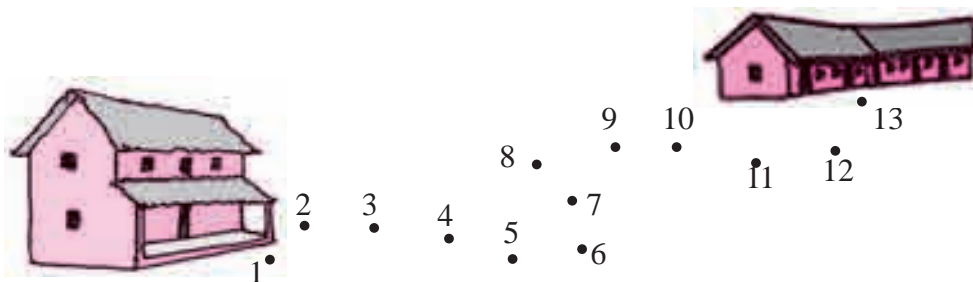
### Teaching Instructions

First, make your students read the lesson. After that I take them to outside the class. Make them observe different forms of land around the school. Finally, make them do the given exercises.



## Activities

1. Where is your school?
2. What things are there around your school?
3. Draw a line on the following numbers showing the way from your house to school.



4. What type of way do you follow when you go to school from your home?



5. In which place is your school? Draw a picture and show your teacher.

My school is in low land. Ramesh's school is in hill and Gita's school is in plain.

### Lesson 3

## MAP OF HOME

Raju is outside now. His friends are also outside. The teacher is also outside. Everybody looked around the school. There were houses. Houses were big and small.



Raju saw the houses of outside. Raju sketched the map of a home. The house of the map was small. The outside houses were big. The outside houses were made of bricks. Raju sketched the map of home with a pencil.



---

#### Teaching Instructions

Encourage students to draw maps of different houses that they find around the school. There could be different forms of houses. Make different pieces of the map and ask students to join them so that they can make a map of the house.

## Activities

1. Describe your house? Is it made of mud or brick?
2. How many storeys and rooms are there in your house?
3. Where is your house from the direction of your school?
4. Go out of the class. Observe the houses nearby. Practise to draw maps of the houses that you saw.
5. Cut the thick paper or ply wood in the form of house. Copy the map in your exercise book. Look at maps made by your friends.
6. The things used in building house are given below: Write down their names.



7. What did you draw the figure of the house with?

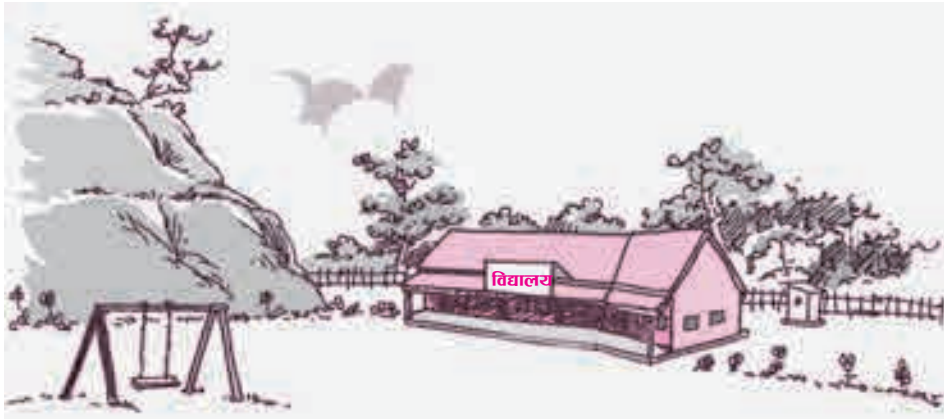


Map is copying the shapes or sizes of other things on the paper.

## Lesson 4

# MAP OF SCHOOL

Look, read and talk about the pictures:



Rajani drew a map of her school. Her school is near the village. There is a river to the east of the school. There is a village to the west. Rajani's school is small.



There is a tap near the school. There is also a toilet in the school. There is a garden in front of the school.

---

### Teaching Instructions

Make students trace by giving different maps. Similarly, make students draw different maps by joining dots and numbers. Ask them to visit their own school and make them practise to draw simple maps. Also, give them sticks so that they can practise of making house or school.

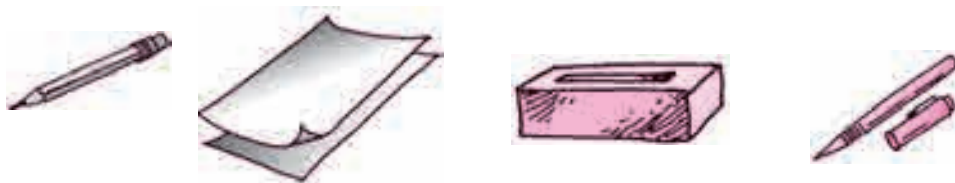


## Activities

1. How is your school? Write down.



2. What is there in front of your school?
3. How many rooms are there at your school?
4. What is the roof of your school made of?
5. What are the things needed to draw a picture?  
What are not needed? Look at the following pictures and say.



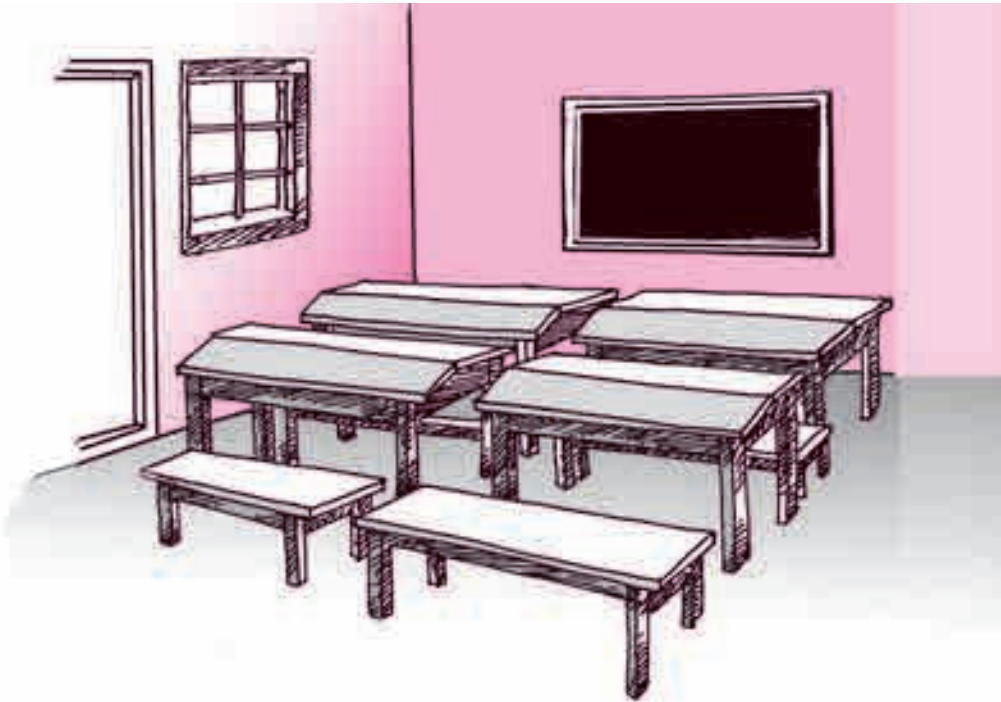
6. Like Rajani, practise to draw a map of your school.

I can draw the map of my school.

## Lesson 5

# MAP OF CLASSROOM

Look, read and talk:



This is Janak's classroom. Janak studies at grade one. There is a door in the classroom. The door is to the east. There are two windows. One window is to the south and other is to the north. There is a blackboard inside the classroom. There are also desks and benches. The classroom is wide.

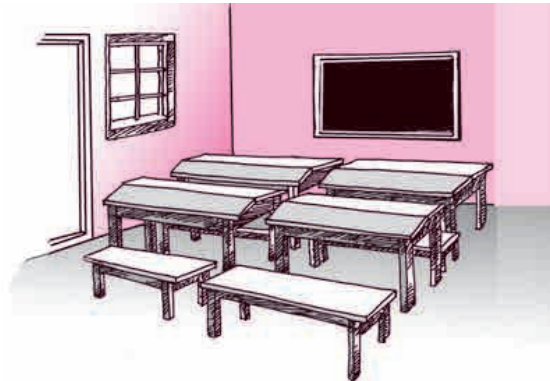
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### Teaching Instructions

Make students practise to draw different lines with the help of ruler. Ask them to observe their own classroom to find out different things there. Based on this, make them practise to draw the map of their classroom.

## Activities

1. How is your classroom?



2. What are the things that you find in your classroom? Mark (✓) if things are available and mark (x) if things are unavailable.

Door	<input type="checkbox"/>	Window	<input type="checkbox"/>
Blackboard	<input type="checkbox"/>	Almirah	<input type="checkbox"/>
Television	<input type="checkbox"/>	Thal	<input type="checkbox"/>
Desk	<input type="checkbox"/>	Bench	<input type="checkbox"/>
Book	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Chalk	<input type="checkbox"/>		

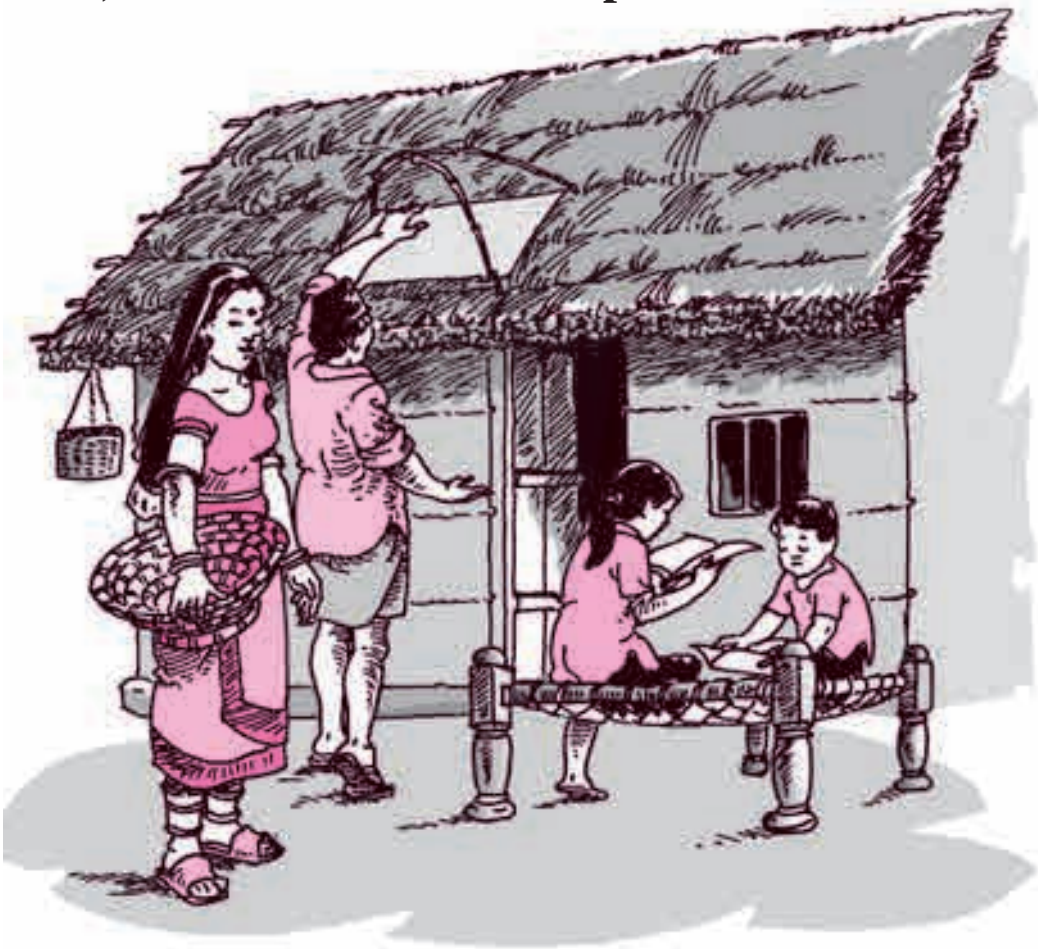
3. Practise to draw the map of your classroom. Also, look at the map of your friends and show your map to them.

I can draw the map of my classroom.

**Lesson 1**

# MY BIRTHDAY

Look, read and talk about the pictures:



My name is Rita Chaudhary. My home is in Dang district. I was born on 7<sup>th</sup> Fagun, 2062 BS. I was born at 8'o clock on Monday. Now I am 6 years old.

---

**Teaching Instructions**

Make students to write their date of birth and place with the help of their parents.



## Activities

1. Fill in the blanks with appropriate words.

12	Fagun	Monday
----	-------	--------

After Sunday.....comes.

After Magh .....comes.

There are.....months in a year.

2. Write down your birth place.
3. Complete the following table about yourself and tell your friends.

Name	Birth Year	Month	Date	Day

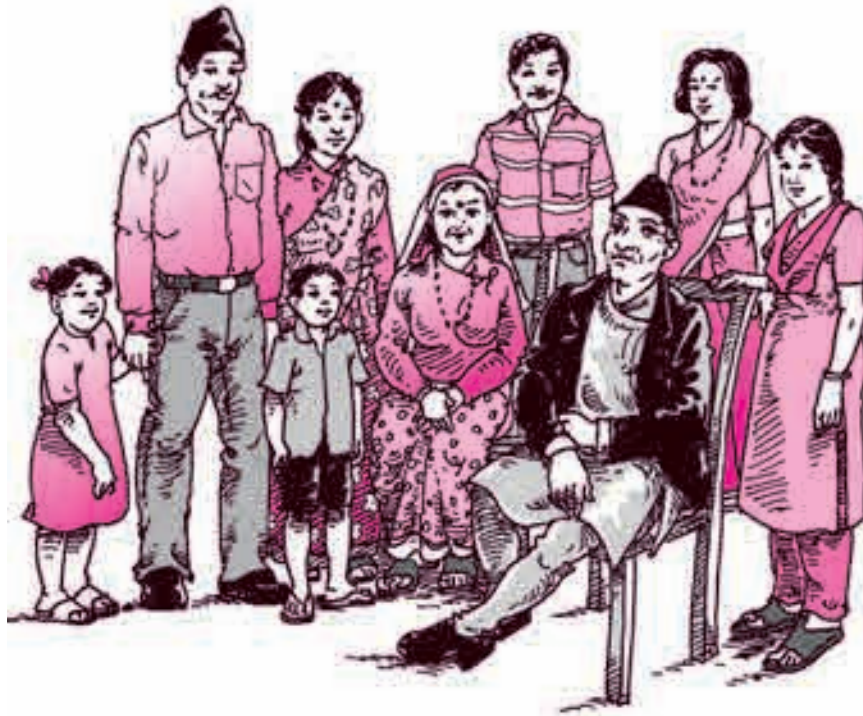
4. Like above, draw a table about your two friends and show them to your teacher.
5. What day, date, month and year is today? Write down.

I can say my birthday and my birth place.

## Lesson 2

# MY ANCESTORS

Look and talk about the picture:



My grandfather's name is Ram Bahadur Thapa. My grandmother's name is Geeta Devi Thapa. They have two sons and one daughter. My father is the eldest son. My father's name is Hari Bahadur Thapa. My mother's name is Mana Kumari Thapa. My parents live in Lahan. My parents came to Lahan in 2054 BS. My name is Sunita Thapa.

---

### Teaching Instructions

Present a chart of three generations of your own in the class. Similarly, make your students prepare a chart which contains three generations like yours.

## Activities

1. What to say to whom? Write down.
  - a. Father's father is called.....
  - b. Father's mother is called.....
  - c. Father's brother is called.....
  - d. Father's sister is called.....
2. Write the name of the following persons of your family

Grandfather ..... Grandmother .....			
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 40%;"></div> <div style="width: 40%;"></div> </div>			
Father ..... Mother .....		Uncle ..... Aunt .....	
<div style="width: 100%;"></div>			
Brother ..... Sister ..... You .....			

3. Ask your parents and fill in the blanks.

Who	Birth year	Birth place	The place where you live now
Mother			
Father			

I can say the name of my three generations.

### Lesson 3

## THE HEAD OF MY FAMILY

Look and talk about the picture:



My mother teaches at school. She buys books and copies for me. She buys food for us. She buys clothes for all of us. She looks after all at home. She gives instructions to all family members. My mother is the head of my family.

---

#### Teaching Instructions

Ask students to tell all works that their family members carry out at home. Based on this, ask them to find out the head of their family.



## Activities

1. Who is the head of your family?
2. What does the head do at your home?
3. Tick(✓) the correct role of the head of your family?



4. Who does what at your home? Prepare a table.

Which work	Who
Bring food	
Bring clothes	
Instruct at home	
Take and give money	
Buy books and pencil	

I know the head of my family.

## Lesson 4

# MY MATERNAL UNCLE'S HOME

Look and talk about the picture:



My mother's maternal home is in Ramechhap. My mother has a brother. He is my maternal uncle. I go to my maternal uncle's home in Dashain with my mother. Maternal aunt is there. Maternal uncle and aunt love me.

---

### Teaching Instructions

Ask children about their maternal uncle's home one by one. Make them to say the names of their maternal uncles and aunts.

## Activities

1. Where is your maternal uncle's home?
2. Who are there at your maternal uncle's home?
3. Write the names of your maternal uncle and aunt.
4. Write what do you say them?  
Mother's brother.....  
Mother's father.....  
Mother's mother.....
5. Ask your friend about his/her maternal uncle's home. Then, write down.
6. Draw a picture of your maternal uncle's home.

My mother's parental  
home is my Mamaghar.

**Lesson 1****HELP IN HOUSEHOLD WORK**

**Look and talk about the pictures:**



My grandmother worships. I bring worshipping things for her. My grandfather weaves doko. I bring choya for him. My mother weaves clothes. I bring cotton thread for her. My father works in the field. I bring tiffin for him. I help my sister by bringing books to her. My brother cleans home. I bring a broom(kucho) for him. I help my family members at home.

---

**Teaching Instructions**

Make students tell different works that are performed in the family. Similarly, make them question-answer about the works that they do or they cannot do.



## Activities

1. Who do what at your home?

Who	What work
Father	
Mother	
Brother	
Sister	

2. Mark (✓) where you can help and (X) where you cannot help.

- (a) I help my father at my home.
- (b) I help my father at office work.
- (c) I help my mother in the kitchen.
- (d) I help my mother to check patients.

3. What things do you need to do the following:

What to do ?	Which things are needed
Clean the home	
Cook food	

I help in household work.

## Lesson 2

# TAKE CARE OF THINGS

Look and talk about the pictures:



I read books with care. I keep my books and copy in my bag. I keep my clothes and shoes at proper place. I use my toothbrush properly. I use toothpaste at the right amount. I never waste my things. Taking care of things and saving them is a good habit.

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### Teaching Instructions

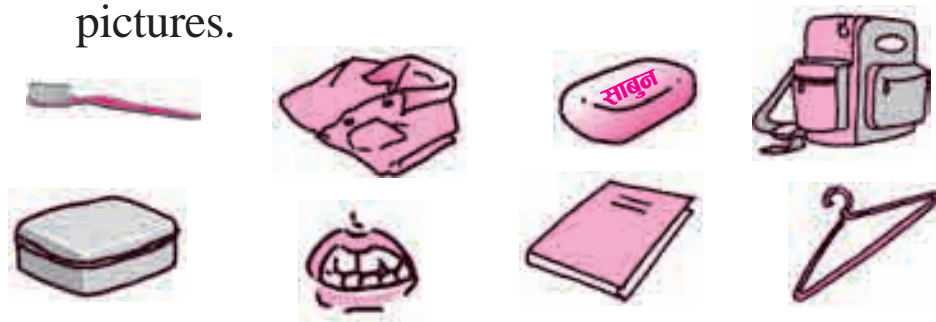
Make them learn the use of daily things by discussion and demonstration. Also, make them practise to take care of daily things.

## Activities

1. Which things do you use at home and school?

Use at home	Use at school
1. Brush	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. Which thing matches which in the following pictures.



3. How can you take care of the following things?

Name of things	How can you take care
Book	
Copy	
Pencil	
Cloth	

I can take care of my things.

### Lesson 3

## HOME MADE FOOD

Look and talk about the pictures:



Paruhang lives at Kulung village of Bhojpur. He grows maize, soyabean (bhatmas), millet (kodo), etc in his farmland. There is also a garden of oranges. He has tamed buffaloes at home. Cows and buffaloes give milk. Paruhang eats Dhindo (a kind of local food) made of maize's and kodo's flour. He eats oranges of the garden. He drinks milk of the cows and buffaloes. His tiffin is made of maize and bhatmas at school. Paruhang is strong and healthy.



#### Teaching Instructions

Encourage students to take home made food by asking different names of local food. Say that ready-made foods of the market are not healthy and ask them to avoid them.



## Activities

1. What types of foods are prepared at your home?
2. Differentiate between homemade and foods that are found outside home.



Rice



vegetable



bread



chocolate



milk



noodle



loaf



grains

3. Mark (✓) the right one.

a.



b.



c.



d.

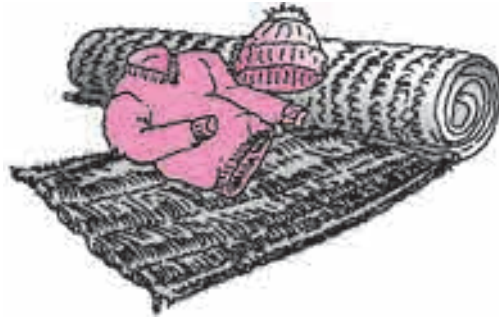


I like to eat home made food. I do not waste them.

## Lesson 4

# HOMEMADE THINGS

Many things are made at our home. My mother knits sweater for me. I play with birds, horses and elephants that are made of soil at home. My sister has prepared a bag for me to carry books. My father knitted a cap for me.



We use Gundri and Sukul weaved at home. We use Doko, Nanglo and Pirka made at home.

---

### Teaching Instructions

Ask students to make a list of the things made at their home. Also, encourage them to use homemade things.

## Activities

1. Tell which things are made at your home.
2. Which of the things are made at your home and which are made outside your home. Show them in the following table:

Things	Wheremade
Gundri	At home
Pot	Outside

3. Draw the pictures of any four homemade things.

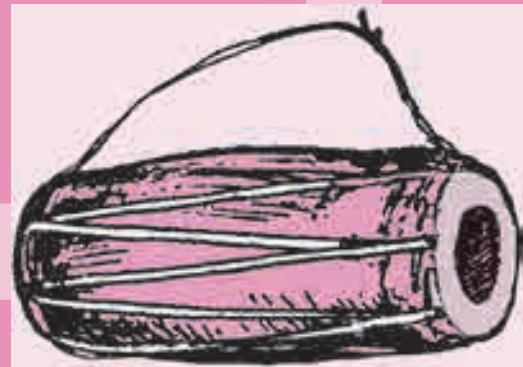
I use homemade things.







# CREATIVE ARTS



### Lesson 1

## DRAWING



You can draw the picture by using flowers, leaves, stones, etc. Did you also draw the picture ?



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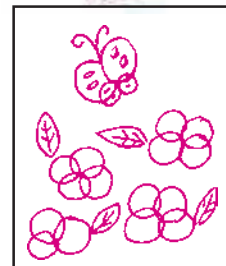
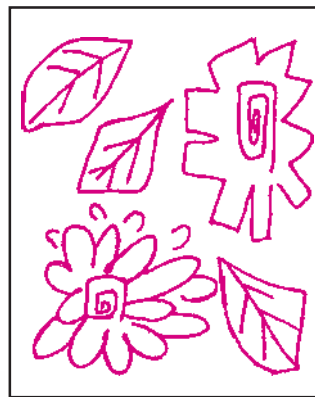
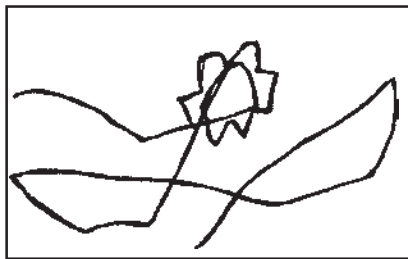
### Teaching Instructions

- Show the above pictures to the students.
- Ask them different questions about activities and make discussion.
- Make them to sketch zigzag lines with fingers/small thin sticks on paper, sand, flour, ground, etc.
- Make discussions about the different pictures.

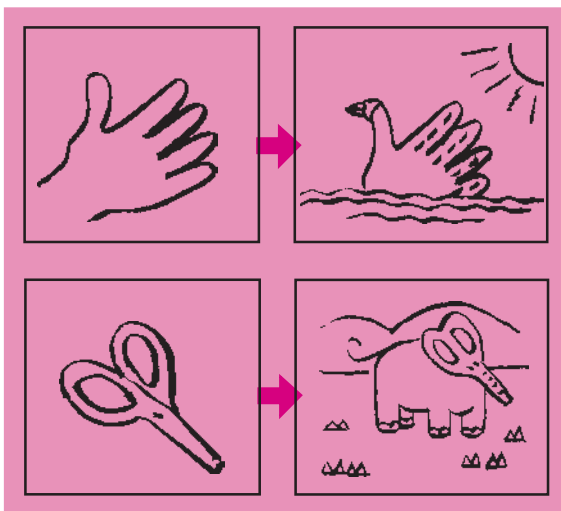
I also draw a flower.



Draw a flower with different lines. Make your own shapes by using chalk, pencil and charcoal.



What did you draw?



### Teaching Instructions

Ask different questions to initiate discussion about the above pictures. Similarly, ask them to colour the pictures that they like. Exhibit the pictures of students and make them discuss with each other, and ask questions about them.

## Things that I like



Draw a picture that you enjoy and like most.



### Teaching Instructions

- Make them to observe the above pictures. Discuss and ask questions.
- Make them to draw the pictures they like.
- Show them the pictures and start discussion.

## Lesson 2

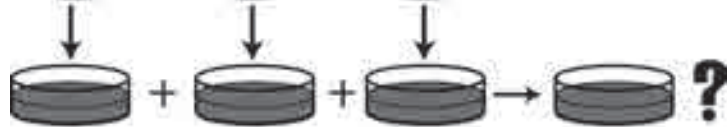
# COLOUR

Say the name of colours.



Which colour do you like?  
I like Red one.

Play with colour.



Mixture of different colours  
makes many new colours.  
What types of colours did you  
make?



### Teaching Instructions

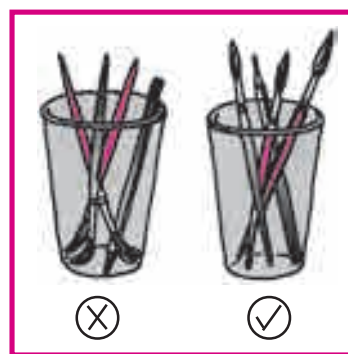
- Make them to observe the different colours of the objects around them and ask question about colours.
- Make them to use the colours and discuss.
- Tell them to make new colours from the above colours and ask them questions.



My favourite person.



My name is.....  
I love .....



### Teaching Instructions

- Make them to observe the above pictures. Discuss and ask questions.
- Tell them to make the pictures of things they like. Show them the pictures and discuss.

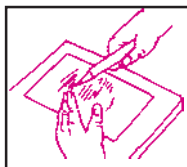
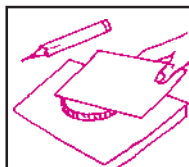
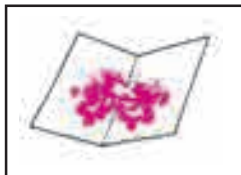
### Lesson 3

## PRINT WORK

Look at the pictures and do.



We can print from different things. Look at here. What type of print work was done?



### Teaching Instructions

- Discuss with students about above pictures and ask them about activities.
- Make them to do printing of leaf, tree, wood, stone, etc. as shown above.

## Lesson 4

# COLLAGE

Tear papers and paste a paper and make pictures.



What different shapes of pictures are made from a piece of paper? Paste and look at.

### Teaching Instructions

- Collage is an art of making different shapes. It can be made by cutting/tearing pieces of papers and pasting them on a paper.
- Other materials can be also used instead of paper.
- Use used books/copies except those used by students in class.

## Lesson 5

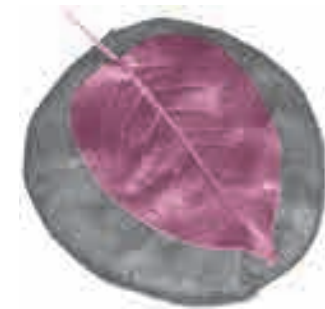
# CLAY WORK



How to make?



**Work with clay.**



### Teaching Instructions

- Arrange soil and add sufficient water to make it clay.
- Let them experience with clay as shown above.
- Make other activities as shown above.



## Letters made by clay.



I made an apple.



## Make your favorite shape.

We like fruits.



We like animals.



---

### Teaching Instructions

- Don't discourage students in their activities.
- Tell them to make different shapes with clay and make other shapes of any objects with the help of these shapes.
- Discuss about the objects they have made. Encourage them to make more such objects.

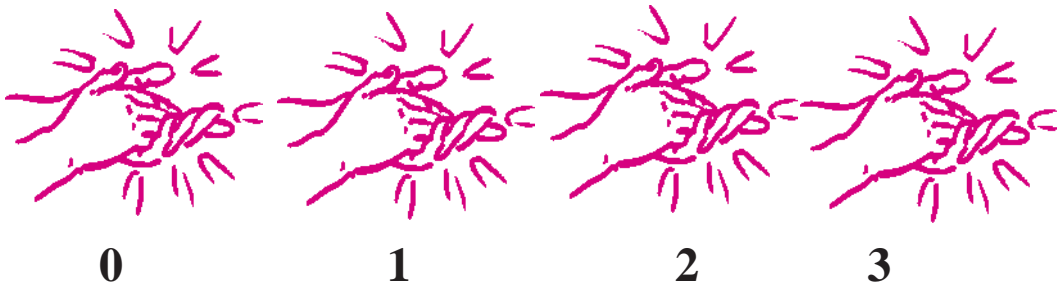


## MUSIC

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### Lesson 1

## I CAN CLAP



In this way, practise this many times.

---

#### Teaching Instructions

- Make them practise according to notations.

Tara	Baji	Lai	Lai
1	2	3	4
Mama	Aiya	Gho	Da
1	2	3	4

## Lesson 2

# I MOVE MY FEET AND WAIST



1



2



I can move my legs with waist.



In this way, practise it many times.

---

### Teaching Instructions

- Make them to move right leg first with clapping in dancing in any song.
- Make them to move right leg several times.
- Make them to practise many times right leg first.

### Lesson 3

## I CAN PRACTISE SIGNS



Small/Less



Great/ More



High  
(Home/  
Temple/Hill)



Flower



I  
We /soul



Sleep



Others  
You/Yours



Eat



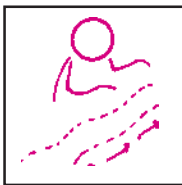
Listen



Drink



Come



River

---

#### Teaching Instructions

Practise many times hand gestures as given above.

Also make them to practise according to the words of songs.

## Lesson 4

# CHILDREN'S SONG



Tara baji lailai  
mama aaye ghoc  
mai ju aayen dol  
papa lyaein soli  
bubu maam sup  
kafal gedi kutuk  
biralo bhanchha  
agulto bhanchha



### Teaching Instructions

- Make them to practise dancing with acting on above given song.
- Practise them to do it by sitting, standing and moving around.

## CHILDREN SONG - 2

kaag daajai kaag daajai  
pipal jharideu

kaagini bhauju lai  
gunyo cholo deu

kaag daajai kaag daajai  
aap jharideu

kaagini bhauju  
lai churapote deu



kaag daajai kaag daajai  
pani parideu

kaagini bhauju lai  
bala mundri deu

kaag daajai kaag daajai  
saathi dakideu

kaagini bhauju lai  
mitho khana deu





## CHILDREN SONG - 3

talatuli batuli  
kati ramri putali  
sani pani hoina re  
thuli pani hoina re  
jyu sutta pareki  
pahelien ra patali  
kati ramri putali  
lai deu ki bulaki  
tiki ramro holaki  
kori bati chholathi  
aankha dubai gajali  
kati ramri putali



---

### Teaching Instructions

Practise the song and dance based on my Nepali Book Grade-I many times in the same way other songs and dances.

## Lesson 5

# ACTING

Look, recognize and imitate the sound.



### Teaching Instructions

- Tell the students to imitate the sounds and movements of animals as given above.
- Like this, tell them to imitate sound and movements of other animals.

## Look, Recognize and Read:



Harmonium

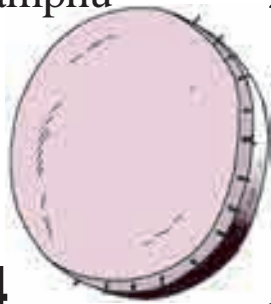


Flute (Basuri)

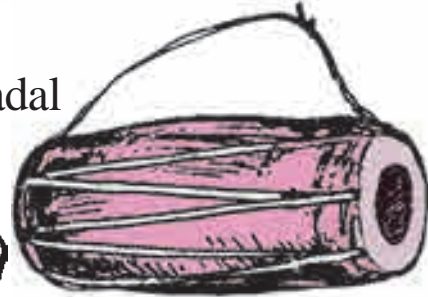


Damphu

2

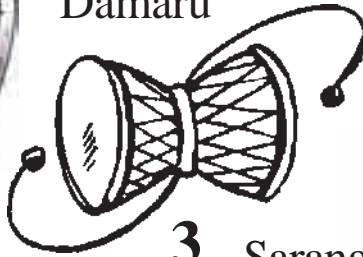


Madal



5

Damaru



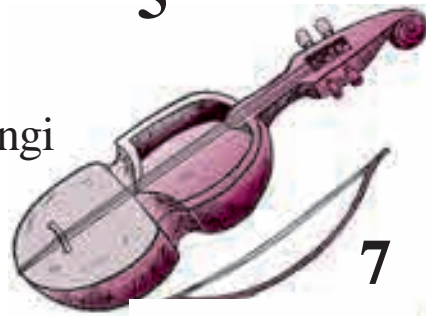
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Sahanai



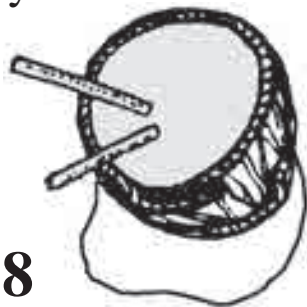
6

Sarangi



7

Tyamko



8

Tungana



9

Ektare



10

### Teaching Instructions

Discuss with children about local musical instruments. Ask them to name musical instruments according to number and identify the musical instruments.