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 Moti Bagh, New Delhi-110021.



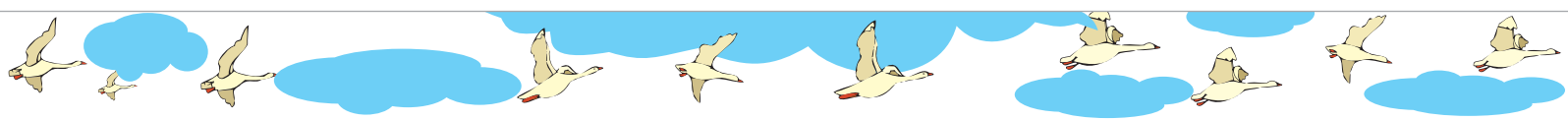
ENGLISH WORK BOOK

Class 1

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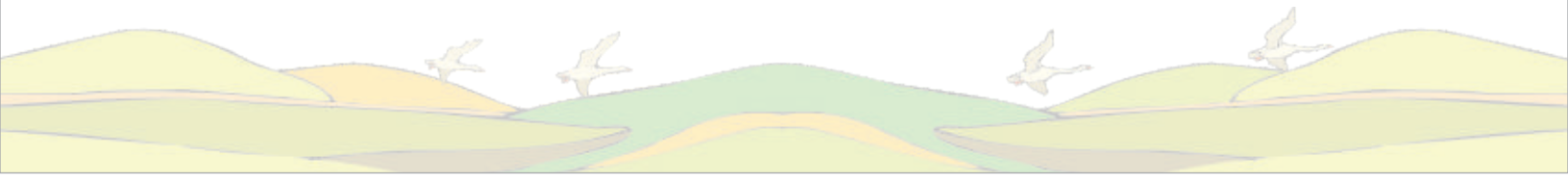
State Council of Educational  
Research & Training



Directorate of Education  
Govt. of NCT of Delhi



सा विद्या या विमुक्तये



© DOE, Delhi  
2019-20  
No. of Copies :  
ISBN No. :

Published at Delhi Bureau of Text Books, 25/2 Institutional Area, Pankha Road,  
New Delhi-110 058, by Anil Kaushal, Secretary, Delh Bureau of Text Books and

**BINAY BHUSHAN, IAS**  
Director, Education & Sports



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No. PS/DE/2020/29

Dated 12/3/2020

### FOREWORD

This Workbook was initially prepared in the year 2017 to meet the needs of the early learners of Sarvodaya Vidyalayas. Since then, the Workbook has acted as a helpful interface between the curriculum and the classroom as it offers a format that supports not just the teachers to lead the students towards excellence but also to provide them with methods of creative teaching.


As we all are aware, the acquisition of learning cannot be taken for granted. School attendance alone does not guarantee learning. Also, what is taught by the teachers requires further reinforcement.

Our decision to review the Workbook was based on the positive feedback received from schools and other stake holders that the Workbook provides the tools and resources for educators to unlock children's creativity and to foster literacy skills.

After completing all the Worksheets, if the children have a deeper understanding of the language, phonological awareness, print awareness as well as enriched literacy, the goal of the book stands achieved.

I congratulate SCERT, DIET (Moti Bagh), and Teachers of DOE whose contribution has enabled an enriched and upgraded version to reach our schools.

I hope that the revised version will continue to be a useful aid for both the students and the teachers alike. I wish them all the success.

  
**Binay Bhushan**  
(Director Education)



## Acknowledgement

At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri. Manish Sisodia ji and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exists to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express him/herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students at the same time empower the teachers with a line of direction to unfold their own creativeness in a variety of ways.

This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director (SCERT), Dr. Nahar Singh, Joint Director (SCERT) and most importantly Ms. Meena Srivastava, Principal DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, MCD and Kendriya Vidyalaya Sangathan Delhi vetting team members have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a happy environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

Our sincere thanks are also due to Dr. Pawan Kumar and Ms. Aparna, Coordinators, Dr. Rupa Jaiswal, Mr. Anand Kumar Singh and other faculty members who have been closely associated with rendering their services in various tasks involved in organizing the workshops, procuring materials and coordinating with the printers to give this a final shape. Last but not the least, the work of the entire Publication team, cover page designer and illustrator for their technical and creative support also require a special mention for providing their continuous and rigorous working.

**Dr. Saroj Bala Sain**  
**Additional D.E (School)**





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## Important Instructions for Teachers

1. This Workbook has been specially designed for children of Class 1 of our schools.
2. These work sheets can be freely used before, during or after the lesson/unit.
3. Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.
4. Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.
5. Keep these work book/ sheets with you in your custody and after completing these worksheets, the children will paste them in their notebooks wherever required.





## Objectives:

This resource material has been developed for learners to use in the classroom interactions keeping in mind the following objectives. The learners will be able to –

- integrate all the four skills i.e. listening, speaking, reading and writing in learning English language.
- develop imaginative and creative skills through various activities.
- learn language naturally along with the home language.
- imbibe moral and social values through language learning.
- inculcate good manners and good habits linked to daily life.
- develop communicative skills through greetings, group work and pair work, and art integrated activities.
- Use language confidently in day to day interactions.

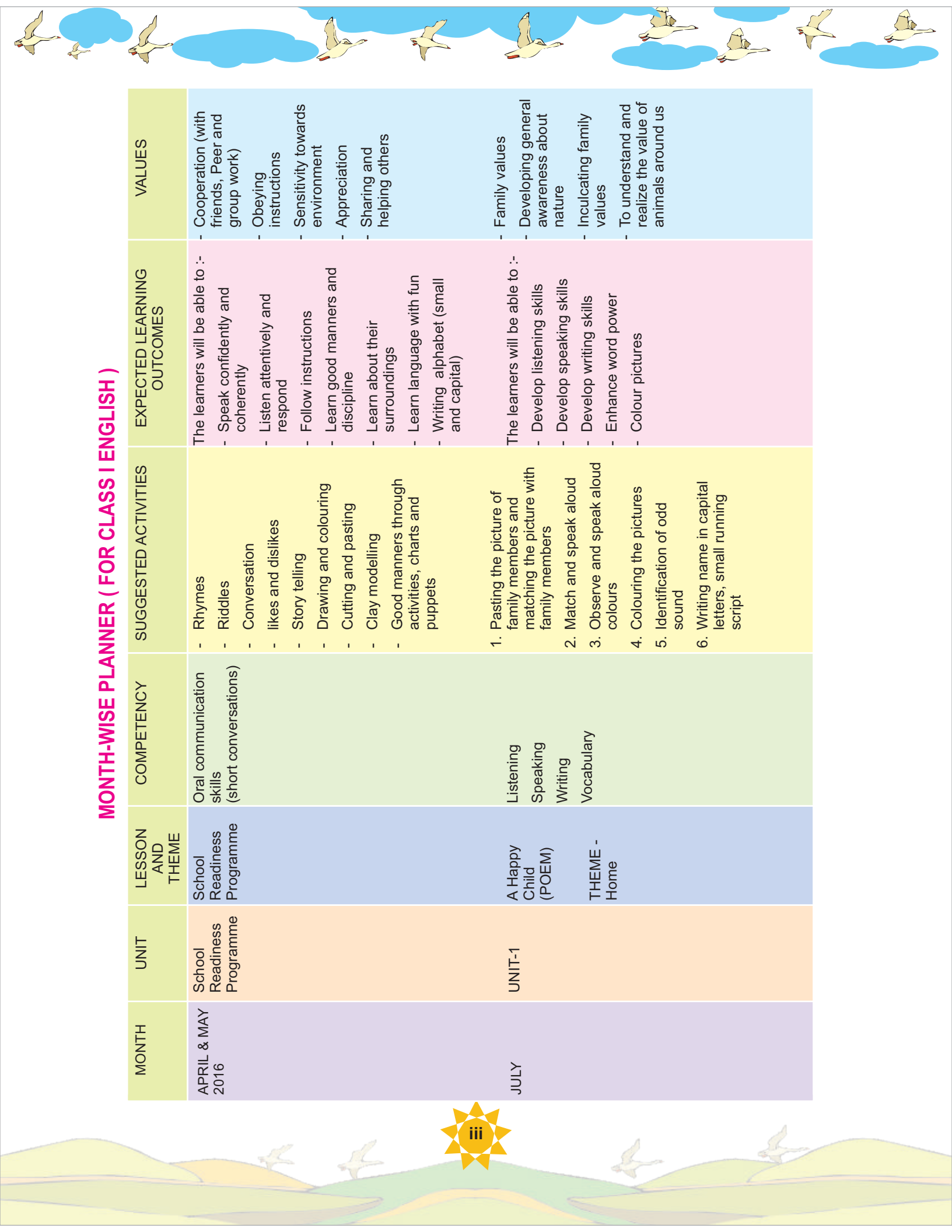
## Directions for the Teachers

1. Teachers should conduct the language activities to develop all the four skills among the students first from the text and then use these activities as a resource support to enhance these skills.
2. The teachers may modify activities according to language competency level of his/her learners.
3. The teachers may develop his/her own resource on the basis of the activities given in the support material.
4. The teachers should help children develop oral competency in the target language by creating a conducive environment for English language learning.
5. Use of mother tongue may be permitted for children but as far as possible, the teachers should use the target language.
6. Teachers should follow the directions wherever provided in the activity sheets.
7. Teachers may use assessment sheets for formative assessment.
8. Sensitize learners about the environment.
9. Prepare learners for healthy competition with positive remarks and rewarding behaviour.
10. Various assessment sheets that have been provided in this book may be utilized for continuous and comprehensive evaluation.

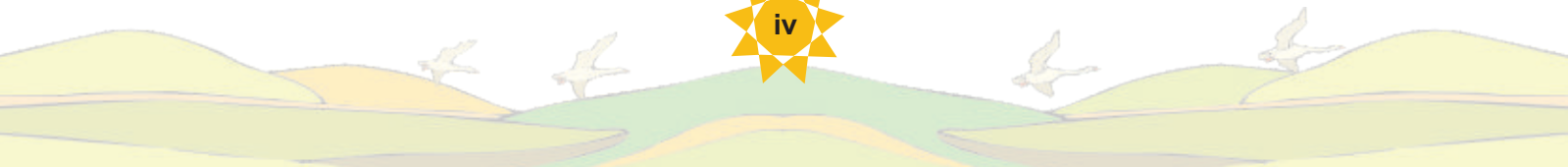


## MONTH-WISE PLANNER ( FOR CLASS I ENGLISH )

MONTH	UNIT	LESSON AND THEME	COMPETENCY	SUGGESTED ACTIVITIES	EXPECTED LEARNING OUTCOMES	VALUES
APRIL & MAY 2016	School Readiness Programme	School Readiness Programme	Oral communication skills (short conversations)	<ul style="list-style-type: none"> <li>- Rhymes</li> <li>- Riddles</li> <li>- Conversation</li> <li>- likes and dislikes</li> <li>- Story telling</li> <li>- Drawing and colouring</li> <li>- Cutting and pasting</li> <li>- Clay modelling</li> <li>- Good manners through activities, charts and puppets</li> </ul>	<p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Speak confidently and coherently</li> <li>- Listen attentively and respond</li> <li>- Follow instructions</li> <li>- Learn good manners and discipline</li> <li>- Learn about their surroundings</li> <li>- Learn language with fun</li> <li>- Writing alphabet (small and capital)</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation (with friends, Peer and group work)</li> <li>- Obeying instructions</li> <li>- Sensitivity towards environment</li> <li>- Appreciation</li> <li>- Sharing and helping others</li> </ul>
JULY	UNIT-1	A Happy Child (POEM)  THEME - Home	Listening Speaking Writing Vocabulary	<ol style="list-style-type: none"> <li>1. Pasting the picture of family members and matching the picture with family members</li> <li>2. Match and speak aloud</li> <li>3. Observe and speak aloud colours</li> <li>4. Colouring the pictures</li> <li>5. Identification of odd sound</li> <li>6. Writing name in capital letters, small running script</li> </ol>	<p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Develop listening skills</li> <li>- Develop speaking skills</li> <li>- Develop writing skills</li> <li>- Enhance word power</li> <li>- Colour pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Family values</li> <li>- Developing general awareness about nature</li> <li>- Inculcating family values</li> <li>- To understand and realize the value of animals around us</li> </ul>



AUGUST	UNIT-2	<p>Three Little Pigs (STORY)</p> <p>After a Bath (POEM)</p> <p>THEME- Cleanliness habits</p> <p>The Bubble, the Straw and the Shoes (STORY)</p> <p>THEME- Friendship</p> <p>One Little Kitten (POEM)</p>	<p>Listening Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p>	<ul style="list-style-type: none"> <li>- Identify sounds of various animals</li> <li>- Enhance word power</li> <li>- Develop reading skills</li> <li>- Develop writing skill</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Select suitable words</li> <li>- Improve the pronunciation and learn spellings</li> <li>- Recognize the script</li> <li>- Recite poem together</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Read the words with correct pronunciation</li> <li>- Trace alphabet in puzzle</li> <li>- Count and match objects with numbers</li> <li>- Learn the spellings</li> <li>- Rearrange the words used in the text</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Speak aloud the poem together</li> </ul>	<ol style="list-style-type: none"> <li>1. Identification of milk giving animals, wild animals and animals used for transport</li> <li>2. Match and write sounds of various animals</li> <li>3. Match the opposite</li> </ol> <ol style="list-style-type: none"> <li>1. To read and identify suitable words</li> <li>2. To speak aloud and learn spellings</li> <li>3. To enhance word power</li> <li>4. Recognition of script</li> </ol> <ol style="list-style-type: none"> <li>1. To Identify numbers with pictures</li> <li>2. To write letters in alphabetical order with the help of ladder</li> <li>3. To read aloud and fill in the blanks with the appropriate letters</li> <li>4. To rearrange letter of words</li> </ol> <ul style="list-style-type: none"> <li>- Recite the poem together</li> <li>- Vocabulary enhancement through plurals</li> </ul>	<p>Health and hygiene Cleanliness of body parts</p> <p>Helping each other</p> <ul style="list-style-type: none"> <li>- Sensitivity towards animals</li> <li>- Love and respect the nature</li> </ul>
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AUGUST	UNIT-4	Lalu and Peelu (STORY) THEME- Animals and Birds		<ul style="list-style-type: none"> <li>- Understand the concept of one and many</li> <li>- Write the names of animals through guided writing</li> <li>- Know about various moods and expressions</li> <li>- Complete action words with the help of word box</li> </ul> <p>The Learners will be able to</p> <ul style="list-style-type: none"> <li>- Colour within the line</li> <li>- Write word through guided writing</li> <li>- Answer the simple questions starting with 'where' and ending with 'going'</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Recite rhyme together</li> <li>- Enhance word power</li> <li>- Write the name of colours with guided writing</li> </ul> <p>The learners will be able to:-</p> <ul style="list-style-type: none"> <li>- Write the name of fruits with guided writing</li> <li>- Know about vowel sounds</li> <li>- Recognise birds and animals on the basis of listening</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of animals from the scene of forest</li> <li>- Complete the name of animals</li> <li>- Complete the action words through pictures</li> <li>- Join the dotted lines to make objects and colour them</li> <li>- Recognize the pictures and write names against it</li> <li>- Conversation between teachers and students using action words 'going' with 'where'</li> <li>- Recognise and write various colours</li> <li>- Rearrange letters to make the names of fruits</li> <li>- Know about vowel sounds through pictures</li> <li>- Whole class activity based on the recognition of birds and animals</li> </ul>	<ul style="list-style-type: none"> <li>- Sensitivity towards animals and birds</li> <li>- Appreciation of natural objects</li> <li>- Sensitivity towards birds</li> <li>- Sensitivity towards birds and their habitat</li> <li>- Cooperative learning</li> </ul>
SEPTEMBER	UNIT-4	Mittu and the Yellow Mango (STORY)	<p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p>			





<p>SEPTEMBER</p>	<p>UNIT-5</p>	<p>Merry-go-round (POEM) THEME- Shapes</p>	<p>Listening Speaking Reading Writing Vocabulary</p>	<p>The learners will be able to :- - Recite poem together - Read and write rhyming words</p> <p>The learners will be able to - Identify objects of different shapes and colour them - Write small alphabet with the help of clues</p>	<p>- Oral practice of rhyming words - Recite poems</p> <p>- Practice of shape 'circle' by writing the names of various objects - Identification of shapes and completion of words - Colouring the different shapes - Writing small letters from a to r</p> <p>- Practice of rhyming words with the help of pictures</p> <p>- Enhance word power through crossword puzzle</p> <p>- Answering questions beginning with the word "can" in affirmative - Writing small alphabets from "s to z" by completing the dotted tree</p> <p>- Rewrite the sentences joining the dots given in lines</p>	<p>Cooperative learning</p> <p>Save trees</p> <p>Grow more plants</p> <p>Understand the value of trees</p> <p>Love the nature</p>
<p>OCTOBER</p>	<p>UNIT-6</p>	<p>If I were an apple (POEM) THEME- Trees</p> <p>Our Tree (POEM) THEME- Trees</p>	<p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p>	<p>The learners will be able to :- - Recite the rhyme together - Identify and write rhyming words</p> <p>The learners will be able to :- - Solve crossword puzzle - Learn sentence structure using the word "can" - Answer the questions orally using the words "yes, I can" - Write the answers in the similar manner</p>	<p>- Practice of rhyming words with the help of pictures</p> <p>- Enhance word power through crossword puzzle</p> <p>- Answering questions beginning with the word "can" in affirmative - Writing small alphabets from "s to z" by completing the dotted tree</p> <p>- Rewrite the sentences joining the dots given in lines</p>	<p>Cooperative learning</p> <p>Save trees</p> <p>Grow more plants</p> <p>Understand the value of trees</p> <p>Love the nature</p>





NOVEMBER	Unit 7	<p>Murari's mango tree (STORY) THEME –Trees</p> <p>A Kite (POEM) THEME-Sky</p>	<p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p>	<p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Read and write sentence</li> <li>- Write suitable words through guided writing</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Recite rhyme together</li> <li>- Recognize the pictures of things starting with the sound "s"</li> <li>- Enhance word power</li> </ul> <p>Learners will be able to</p> <ul style="list-style-type: none"> <li>- Complete the words with the help of pictures</li> <li>- Enhance word power</li> <li>- Do controlled writing</li> <li>- Use of "ing" with action words</li> <li>- Write a few sentences on one theme (animals)</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Recite rhyme together</li> <li>- Speak confidently on their favourites</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the sentences with the words given in stem of a tree</li> <li>- Identification of pictures of things starting with the sound "s"</li> <li>- Gap filling activity with the help of pictures</li> <li>- Learn to use "ing" with action words</li> <li>- Fill in the blanks with the help of words given in the box</li> <li>- Joyful learning by reciting short poems</li> <li>- Whole class activity telling my favourites</li> <li>- Reading aloud the sentences stressing on the words with different vowel sounds</li> <li>- Reading and writing of rhyming words of different vowel sounds</li> </ul>	<p>Love and kindness towards animals</p> <p>Love towards animals</p> <p>Appreciating everybody's strength</p> <p>Never boast of your strength</p>
DECEMBER	Unit-8	<p>A Little Turtle (POEM) Theme: Shelled animals</p>	<p>Listening Speaking Reading Writing Vocabulary</p>			



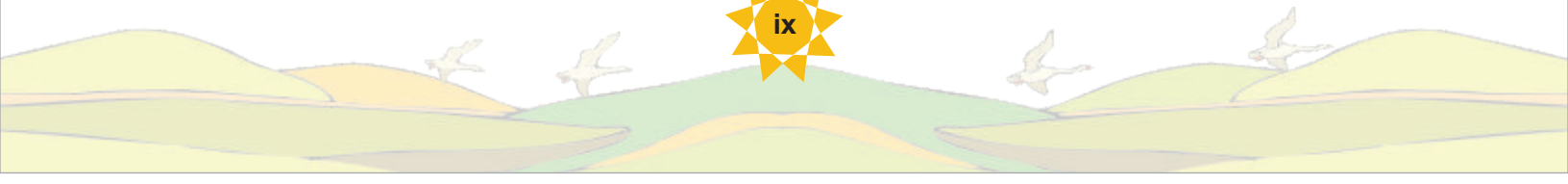


<p>JANUARY</p>	<p>Unit 9</p>	<p>The Tiger and the Mosquito (Story) <b>THEME- Strength</b></p>	<p>Listening Speaking Reading Writing Vocabulary</p>	<p>The learners will be able to :- - Understand sentence structure - Speak confidently the words with different vowel sounds - Write rhyming words in proper lines - Pronounce the words correctly</p> <p>The learners will be able to :- - Recite rhyme together - Distinguish among colours, animals, birds and fruits - Know about the singular and plural</p> <p>The learners will be able to :- - Write the missing words in the pictures - Identify the letters with numbers - Develop observation and writing skills</p> <p>The learners will be able to :- - Identify the words which start with letter 'r' - Enhance word power</p>	<p>- Extended activity related to vowel sounds</p> <p>- Classification of various things in four categories - Colours, animals birds and fruits - Identification of singular and plural with colours - Spot the difference between two pictures - Fill in the blanks in alphabet with corresponding number - Observe the picture and write the correct words in the sentence</p> <p>- Circle the pictures which start with the sound 'r' - Observe the picture and complete the word - Activity on sentence structure by writing the words in correct order - Complete words through guided writing - Identification of colours through a maze - Writing alphabet A to Z, a to z in dotted lines</p>	<p>Road safety rules</p> <p>Appreciate natural beauty</p> <p>Aim high, rise high</p>
		<p>Clouds (Poem)</p>	<p>Listening Speaking Reading Writing Vocabulary</p>			
		<p>Anandi's Rainbow (Story)</p>	<p>Listening Speaking Reading Writing Vocabulary</p>			





FEBRUARY	UNIT-10	<p>Flying Man ( Poem) THEME- Flight</p> <p>The Tailor and His Friend (Story) THEME -Attitude towards animals</p>	<p>Listening Speaking Reading Writing Vocabulary</p> <p>Listening Speaking Reading Writing Vocabulary</p>	<ul style="list-style-type: none"> <li>- Write words through guided writing</li> <li>- Understand sentence structure</li> <li>- Solve the 'colour maze'</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Recite rhyme together</li> <li>- Learn calligraphy</li> </ul> <p>The learners will be able to :-</p> <ul style="list-style-type: none"> <li>- Learn opposite with the help of pictures</li> <li>- Enhance word power</li> <li>- Write words through guided writing</li> </ul>	<ul style="list-style-type: none"> <li>- Writing opposites with the help of visuals</li> <li>- Make new words from the given words</li> <li>- Complete the sentence with the help of the visual and the words given in the box</li> </ul>	Respect the animals
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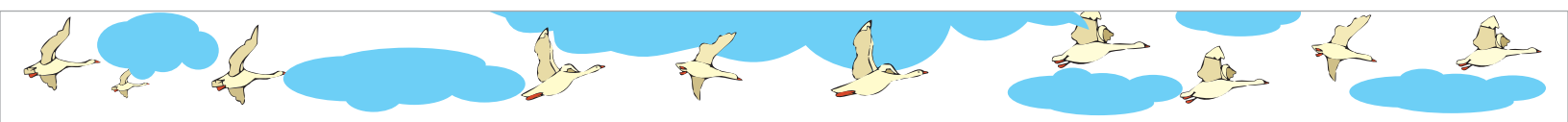
# Classroom Interactions

The teacher may enhance the communication skills of the learners using these expressions. There are various situations in the classroom where we use the following expressions.

1. Hello, Good Morning everyone!
2. How are you?
3. Sit down.
4. Stand up.
5. Come in.
6. You may go.
7. Open your bag.
8. Take out your English note book / open pencil box / take out pencil, eraser, etc.
9. Very good.
10. Now keep this note book / book in your bag.
11. Wow! Well done! Keep it up.
12. All children clap.
13. Now clap for yourself .
14. Say 'I am the best'.
15. It is recess time.
16. Wash your hands before/after you take meals.
17. Keep quiet.
18. Come in a queue (For instance, when students go to the playground for playing and morning assembly)
19. Raise your hands
20. Come one by one.
21. Say please, if you ask for something.
22. Show me.



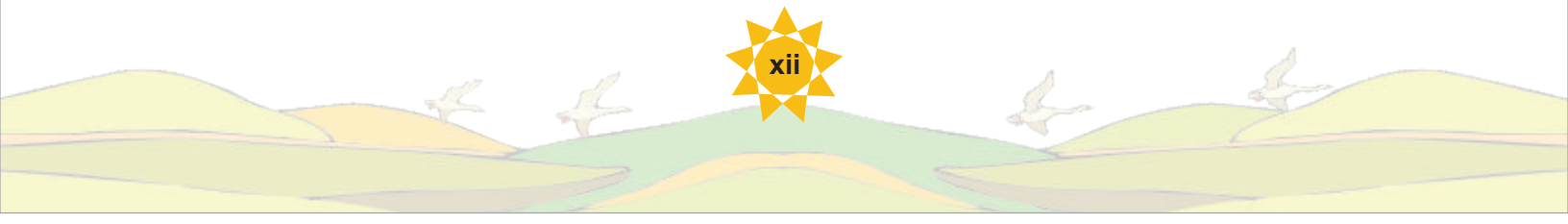


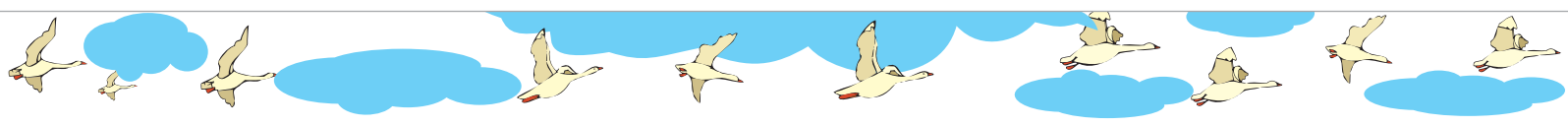
- 
23. Give me.
  24. Take it .
  25. Don't jump.
  26. Don't shout.
  27. Smile
  28. Thank you.
  29. Sorry (For instance, when children quarrel with each other or commit some mistake they should be asked to say sorry)
  30. Good afternoon.
  31. O.K.
  32. No problem.
  33. You are welcome.
  34. My pleasure.



## INDEX

1.	Language learning activities	1 - 23
2.	Unit 1 : A Happy Child	25 - 42
3.	Unit 2 : After a Bath	43 - 66
4.	Unit 3 : One Little Kitten	67 - 84
5.	Unit 4 : Once I saw a little bird	85 - 94
6.	Unit 5 : Merry-Go-Round	95 - 104
7.	Unit 6 : If I were an apple	105 - 115
8.	Unit 7 : A Kite	116 - 128
9.	Unit 8 : A Little Turtle	129 - 138
10.	Unit 9 : Clouds	139 - 149
11.	Unit 10 : Flying Man	150 - 190





# LANGUAGE LEARNING ACTIVITIES

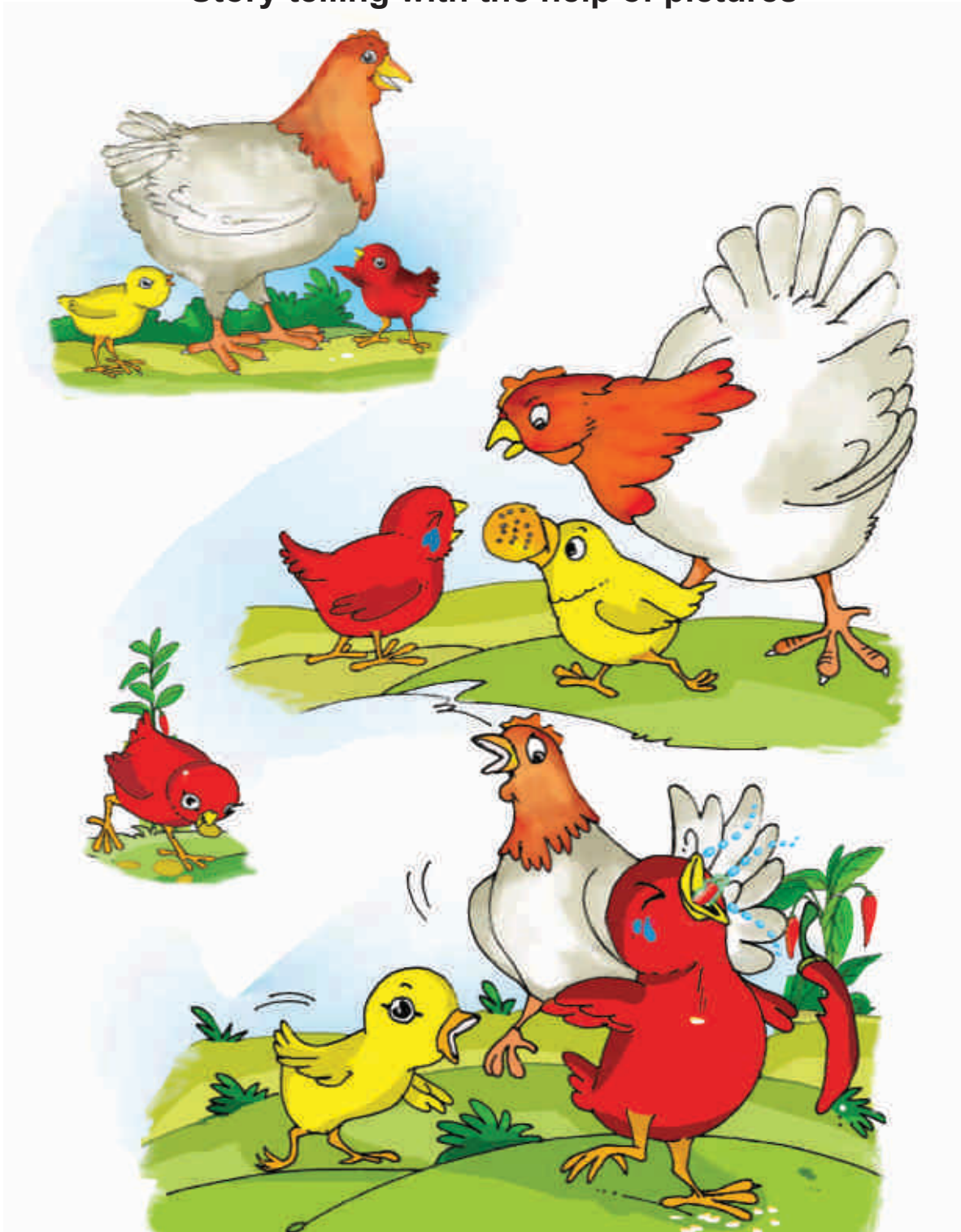


Story telling by the teacher with the help of pictures



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

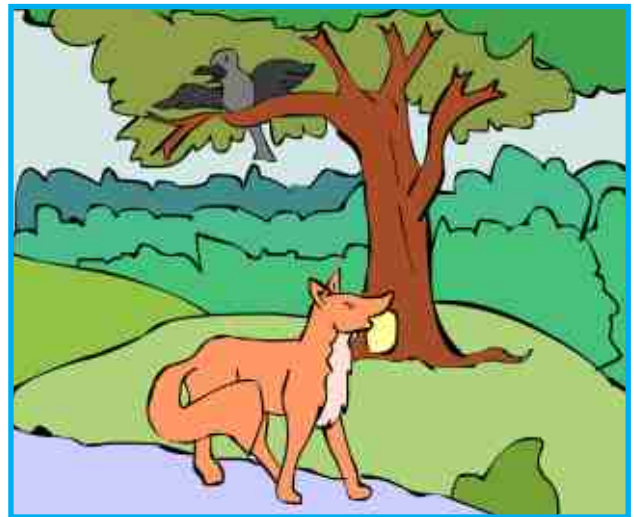
Story telling with the help of pictures



Teachers' Note

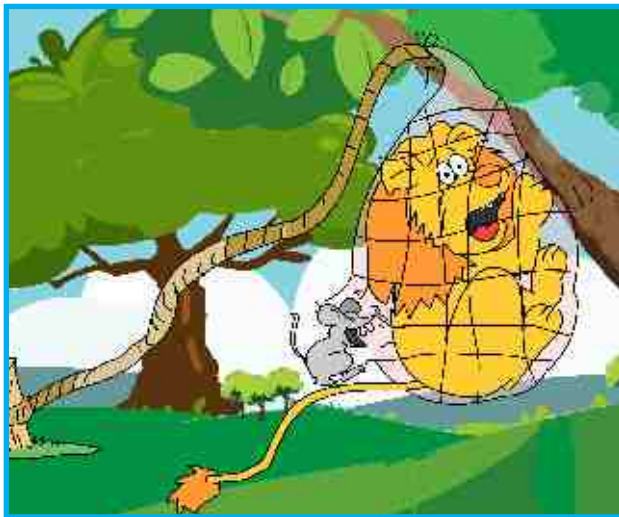
The teacher may develop picture story with the help of students and discuss the moral of the story.

Story telling by the teacher with the help of pictures

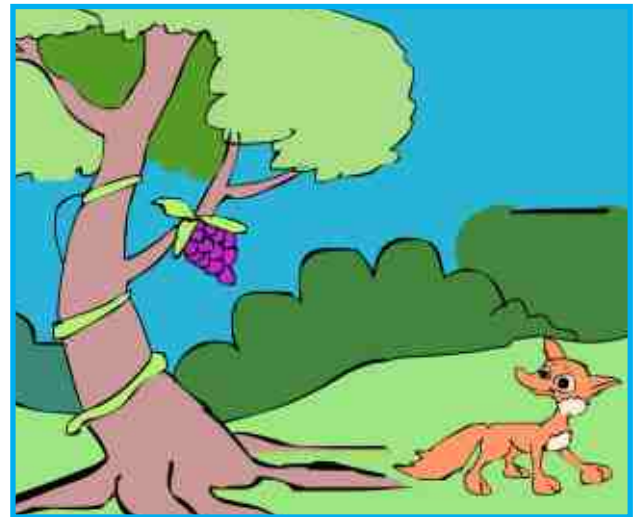
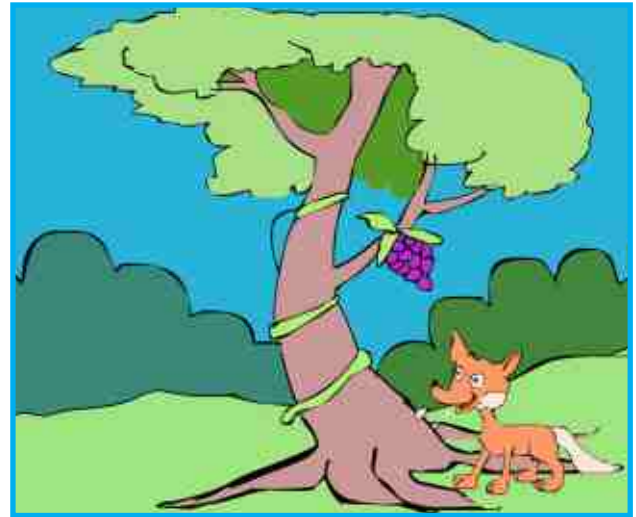
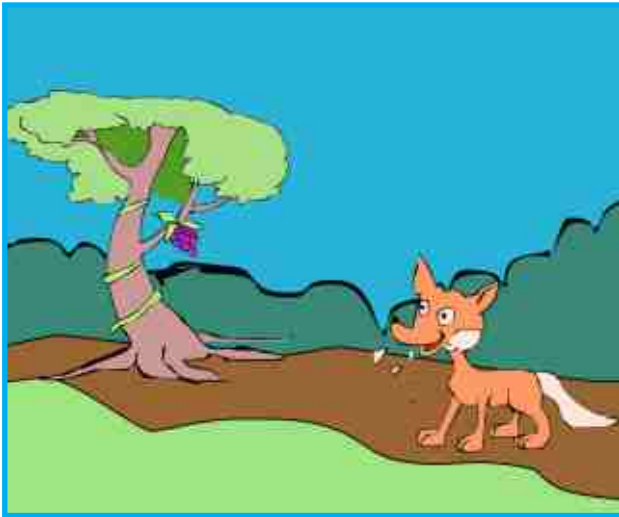


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Story telling by the teacher with the help of pictures



Story telling by the teacher with the help of pictures

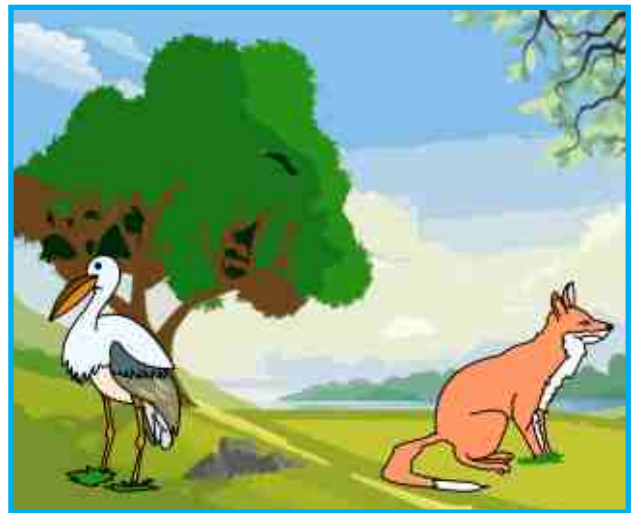
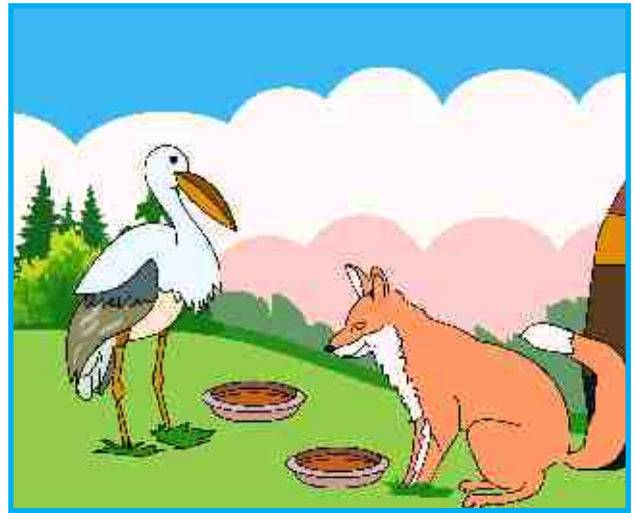
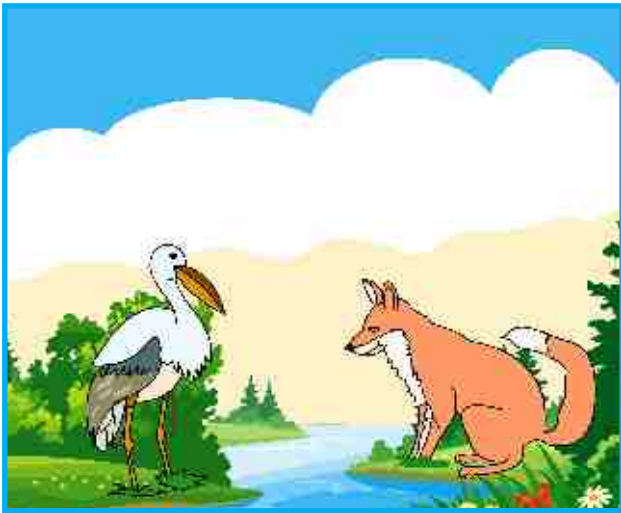




Story telling by the teacher with the help of pictures



Story telling by the teacher with the help of pictures

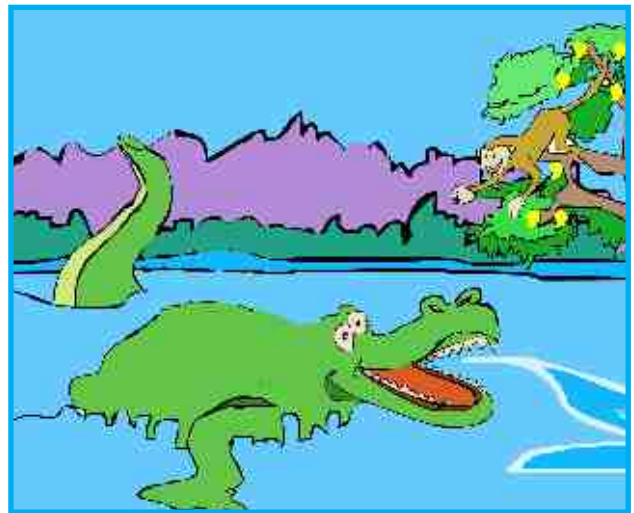
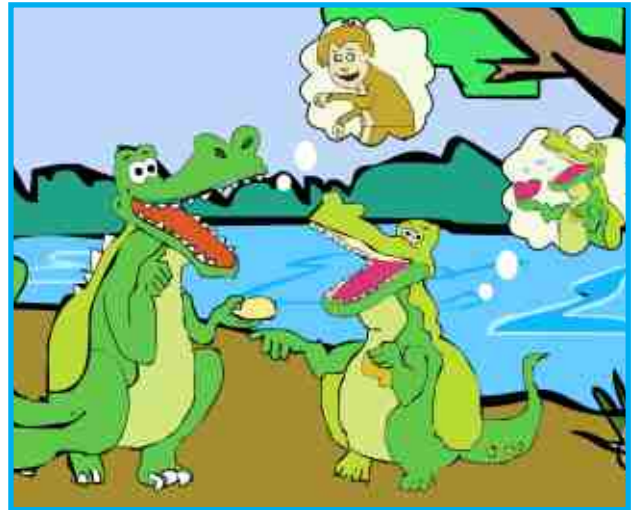
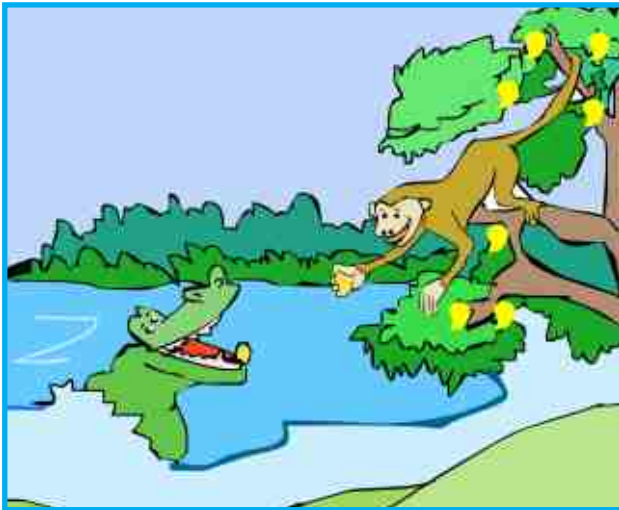
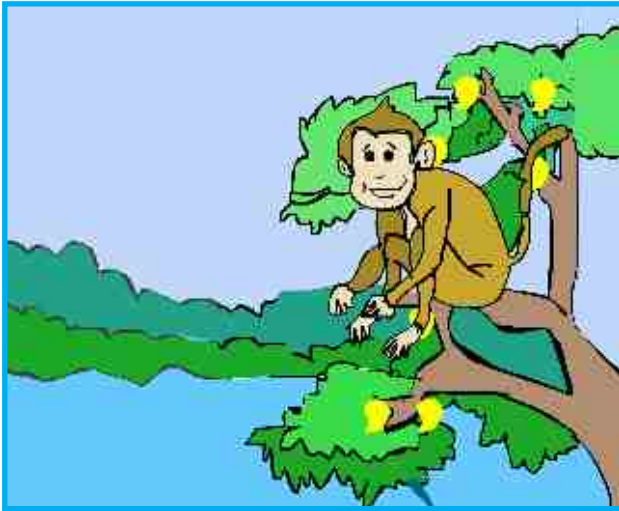


Story telling by the teacher with the help of pictures

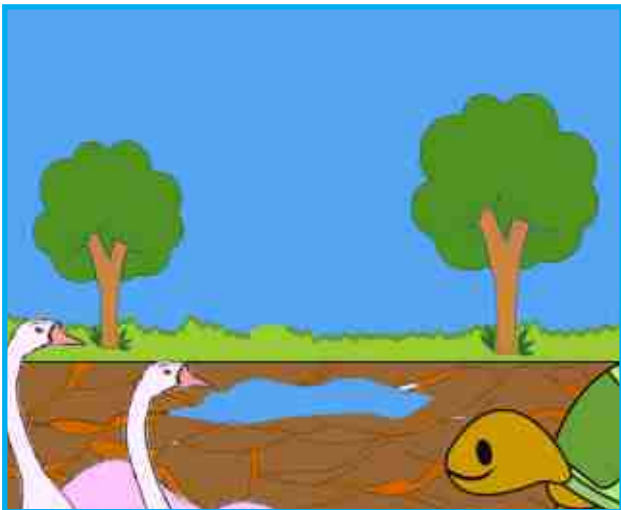
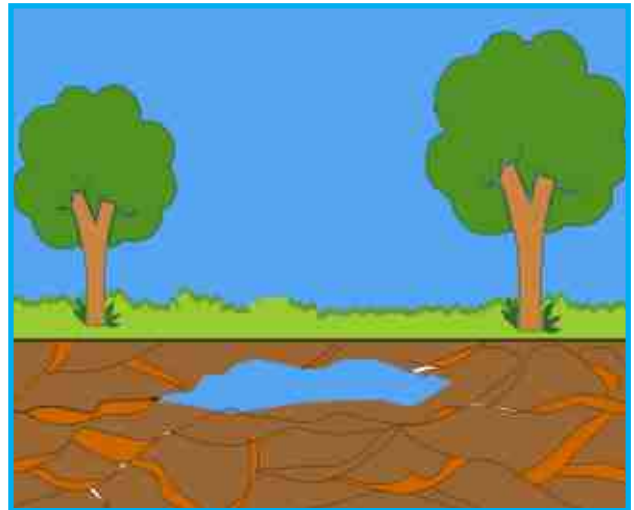
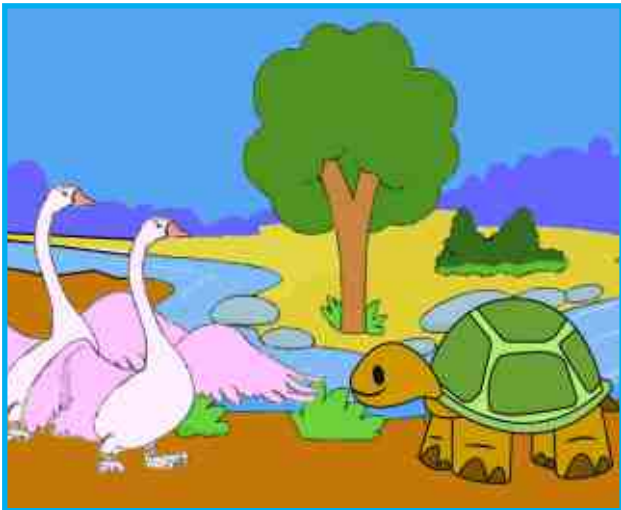


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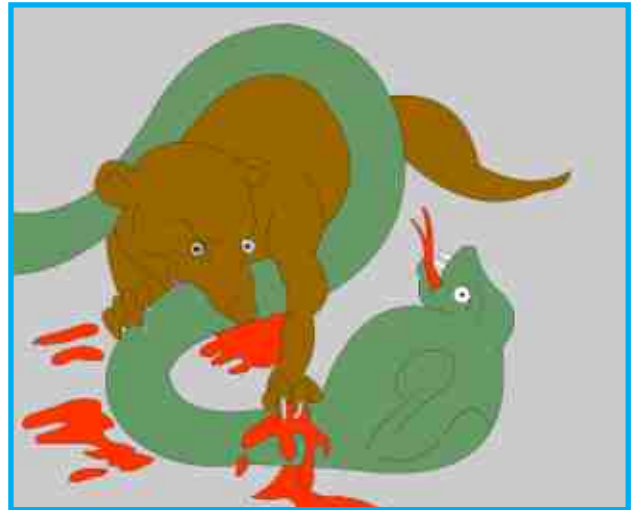
Story telling by the teacher with the help of pictures

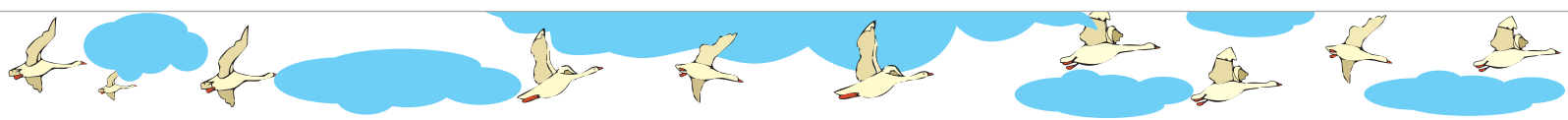


Story telling by the teacher with the help of pictures



Story telling by the teacher with the help of pictures





### Riddle

The Students learn here  
The teachers teach here  
We love to come here  
Tell us we are where?

Answer : School / Our Classroom

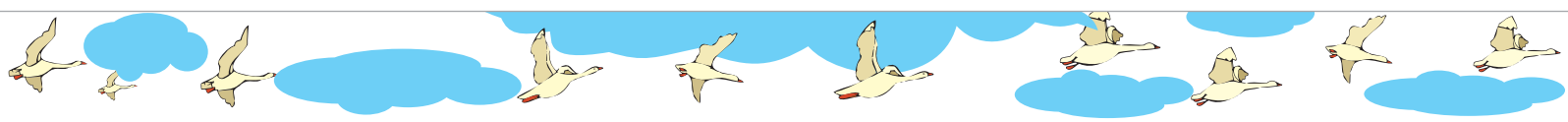


### Riddle

I am juicy and red  
I make vegetables tasty  
You can eat me raw.  
Who am I?

Answer : Tomato

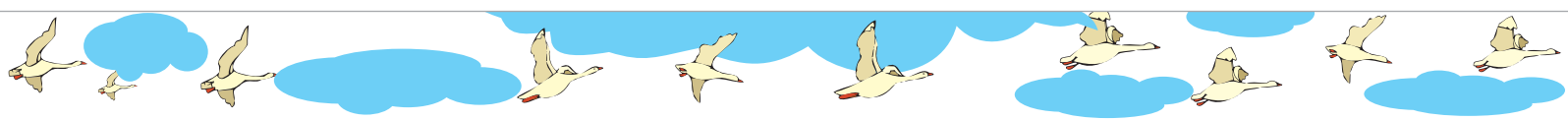




### Riddle

I have a long tail  
I am small in size  
gray & white  
I squeak, When I speak  
Who am I?

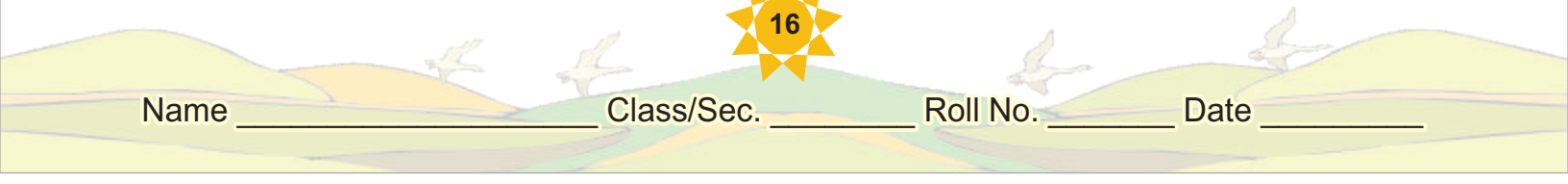
Answer : Squirrel

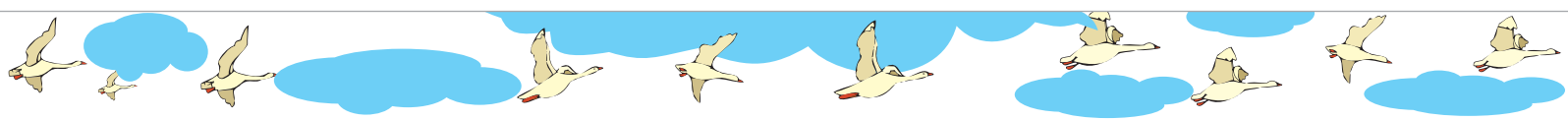


### Riddle

Round in Shape,  
you play with me,  
When I bounce and bounce  
you jump with me,  
Guess, who am I ? .....

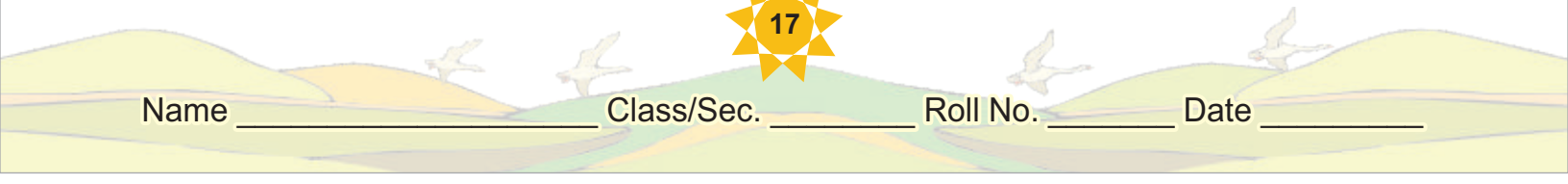
Answer : Ball





## Teaching Poetry

The children should be made to repeatedly recite the poem several times after the teacher. They should enjoy reciting the poem with actions. During recitation, the teacher can use voice modulation. The teacher should help the children to understand the essence of the poem. The poem can be enacted or spoken in dialogue form.





# Teddy Bear



Teddy bear, teddy bear,  
Look at me,  
Teddy bear, teddy bear,  
Sit with me,  
Teddy bear, teddy bear,  
Say good night and  
sleep with me.



## Note

After reciting the poem, the teacher will ask students to draw the picture of teddy bear on the blackboard or show the soft toy of teddy bear to the children. He / She may ask the following questions.

1. Have you ever seen a teddy bear?
2. Where can we see it?

Then the teacher may recite the poem again along with the children to enjoy.

Let's Recite Together Many Times and Enjoy

## Clap Your Hands

Clap your hands when you are glad,  
Tap your feet and not be sad,  
You can eat the birthday cake,  
Together with the mango shake.  
Clap your hands, clap your hands,  
Turn your face with a friendship band,  
Stamp your feet and shake your head,  
Enjoy your cake, butter and bread.



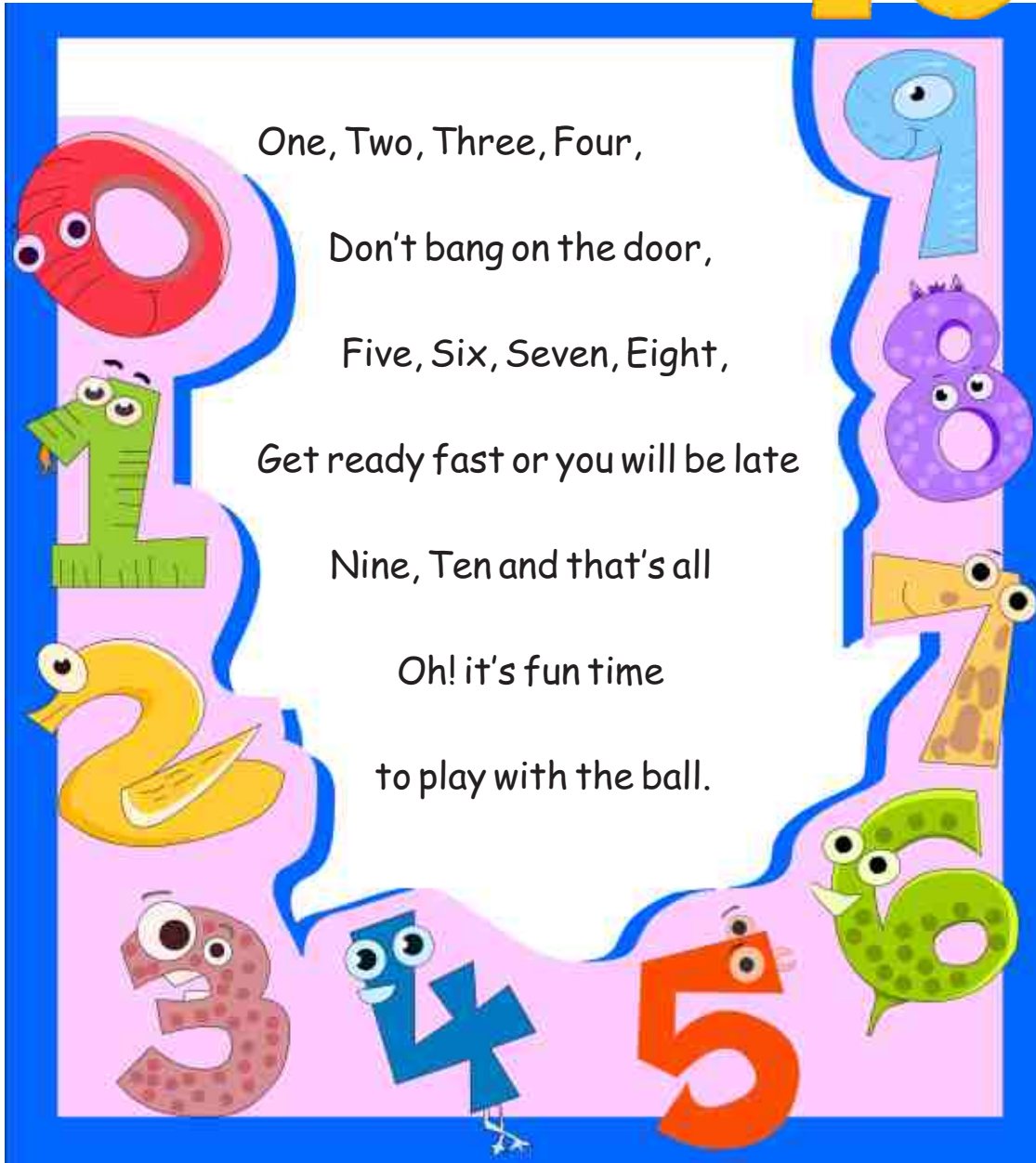
### Note

The teacher will make the students stand in circles. They will do action while reciting the poem together e.g. eating, drinking, running (action words).

Let's Recite Together Many Times and Enjoy

Poem

# Count up to Ten



One, Two, Three, Four,  
Don't bang on the door,  
Five, Six, Seven, Eight,  
Get ready fast or you will be late  
Nine, Ten and that's all  
Oh! it's fun time  
to play with the ball.

## Note

This is a poem to learn counting. After reciting and enjoying the poem the teacher may ask children to recognise the numbers showing them various objects from their bags and the classroom. He / She may ask examples, riddles and tell stories in the context.

Let's Recite Together Many Times and Enjoy

Poem

## Tongue-Twisters

A big black bug,  
bit a big black dog,  
on his big black nose!



I scream,  
You scream,  
We all scream for ice-cream!



Six sick hicks nick.  
Six stick bricks.  
With picks and sticks.



### Note

This activity can be taken up individually for the practice of tongue twister. Thus the child is able to learn to distinguish between different sounds.



Let's Recite Together Many Times and Enjoy

Poem

## Butterflies



Colourful butterflies are very sweet,  
I do not know what they eat,  
I know that they just fleet,  
While we watch their graceful feet.



### Note

The teacher will ask the students to form circles and recite the poem in groups. They will be asked to make butterflies with kite paper, glaze paper and chart paper. They will be asked to share their experiences about butterflies.

For example :

1. Have you ever seen a butterfly?
2. Where have you seen it?
3. What do you like about butterflies?
4. Which other things fly in the sky?





Let's Recite Together Many Times and Enjoy

Poem

## What Does Little Birdie Say?



What does little birdie say

In her nest at peep of the day?

"Let me Fly", says little birdie,

"Mother, let me fly away."

"Birdie, rest a little longer,"

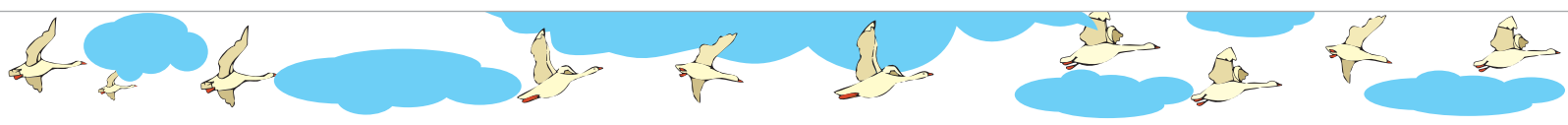
Till the little wings are stronger.

So she rests a little longer,

Then she flies away.

—*Alfred Tennyson*





# Let's Learn

## Unit 1 to 10

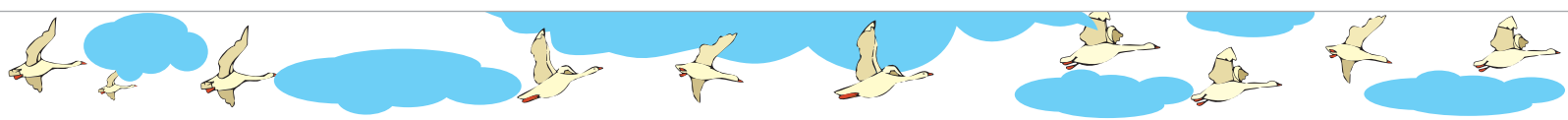


Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

# A Happy Child

## Link with Hindi Textbook while Teaching English

While reciting this poem with the students, the teacher may give reference of the first poem from the Textbook of class I Hindi (Rimjhim) 'Jhoola' and discuss both poems together. The students will be able to associate the word 'Swing' with 'Jhoola'.



 **Let's Speak**

The teacher will ask students to paste/draw the pictures of their family members.

He/she will read aloud the sentences. He/she will encourage learners to look at the pictures, speak out sentences one by one and tell the names of their family members.

He is my grand father.

His name is .....

She is my grand mother.

Her name is .....

He is my father.

His name is .....

She is my mother.

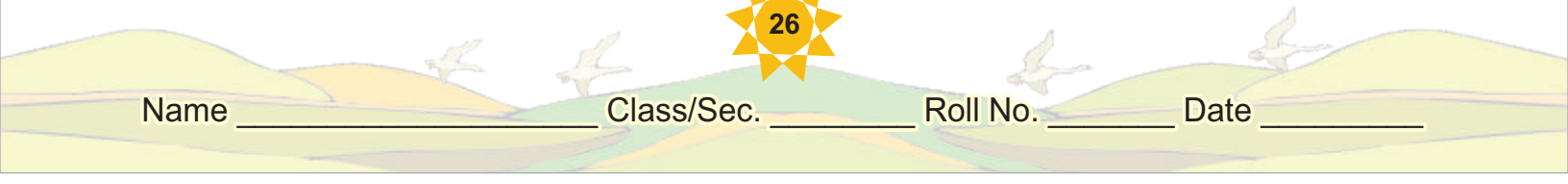
Her name is .....

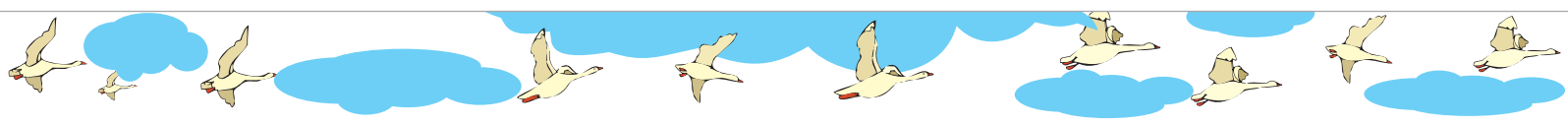
He is my brother.

His name is .....

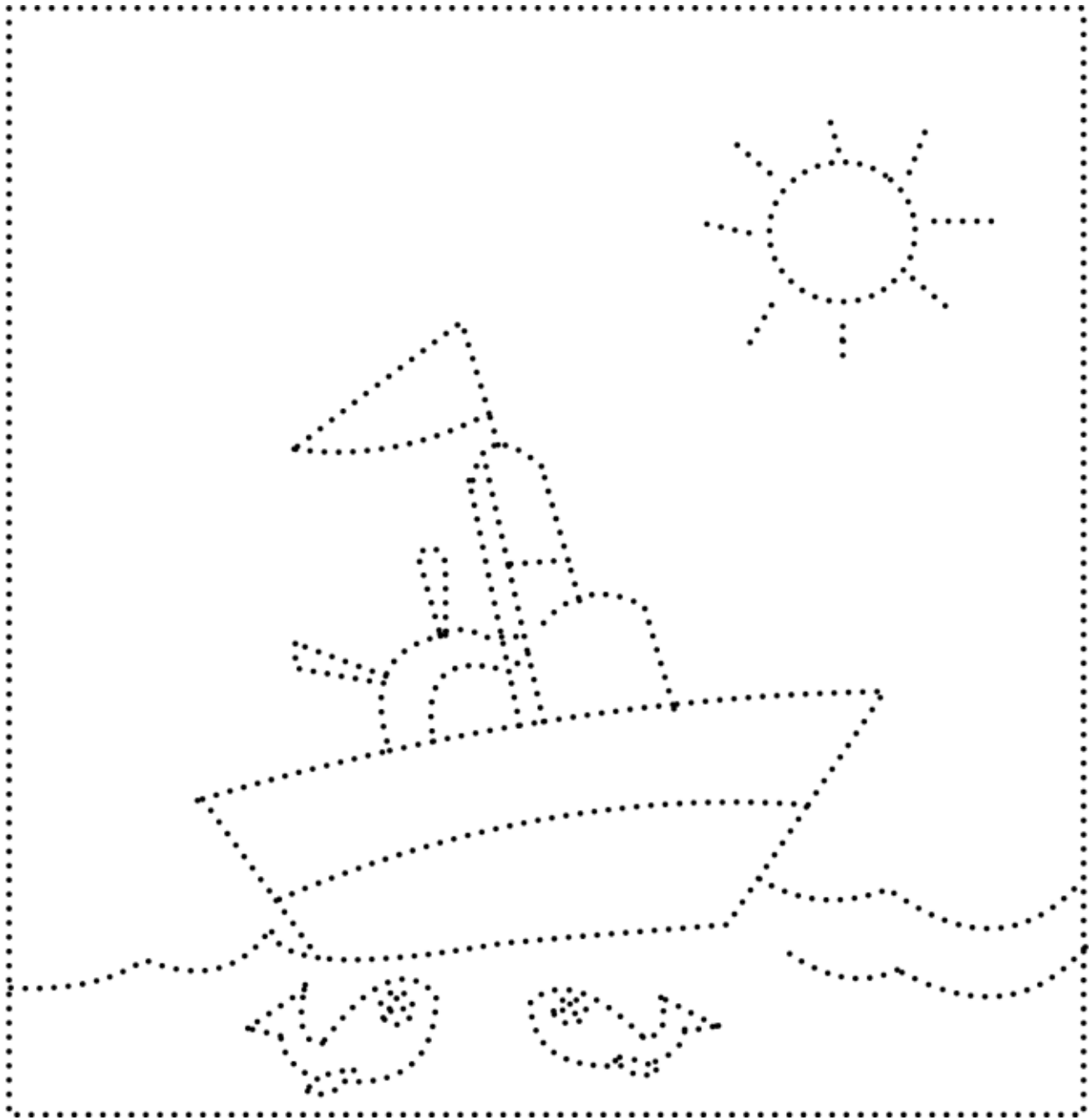
She is my sister.

Her name is .....

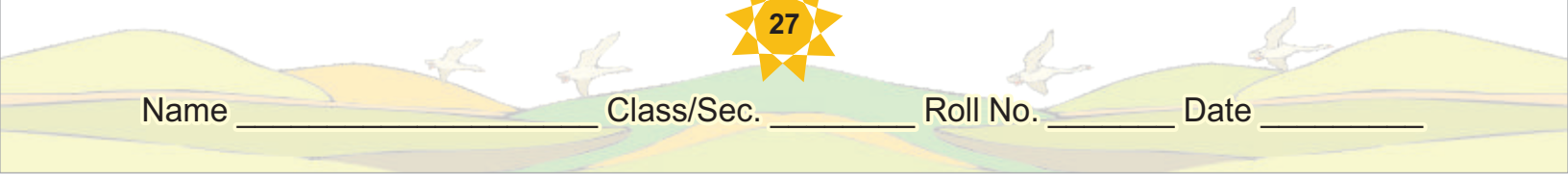


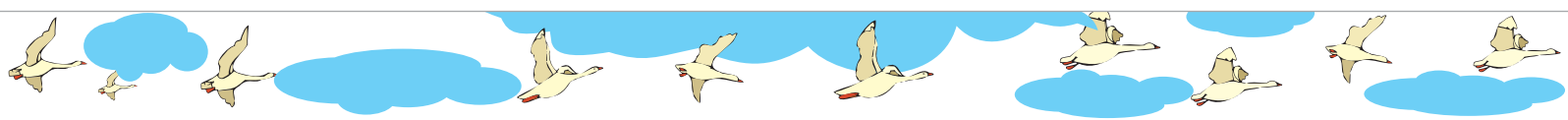


Join the dotted lines and colour the picture.

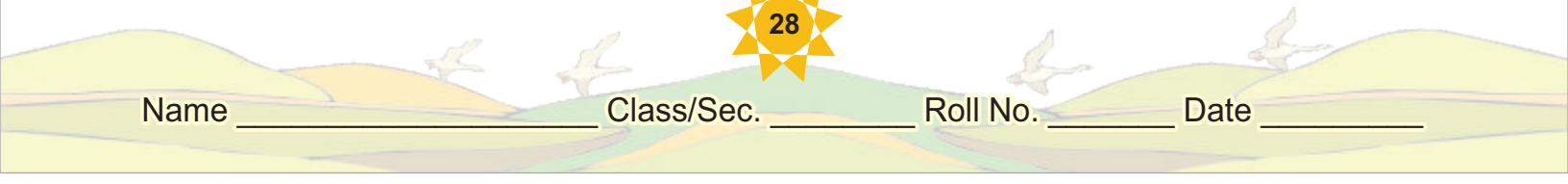
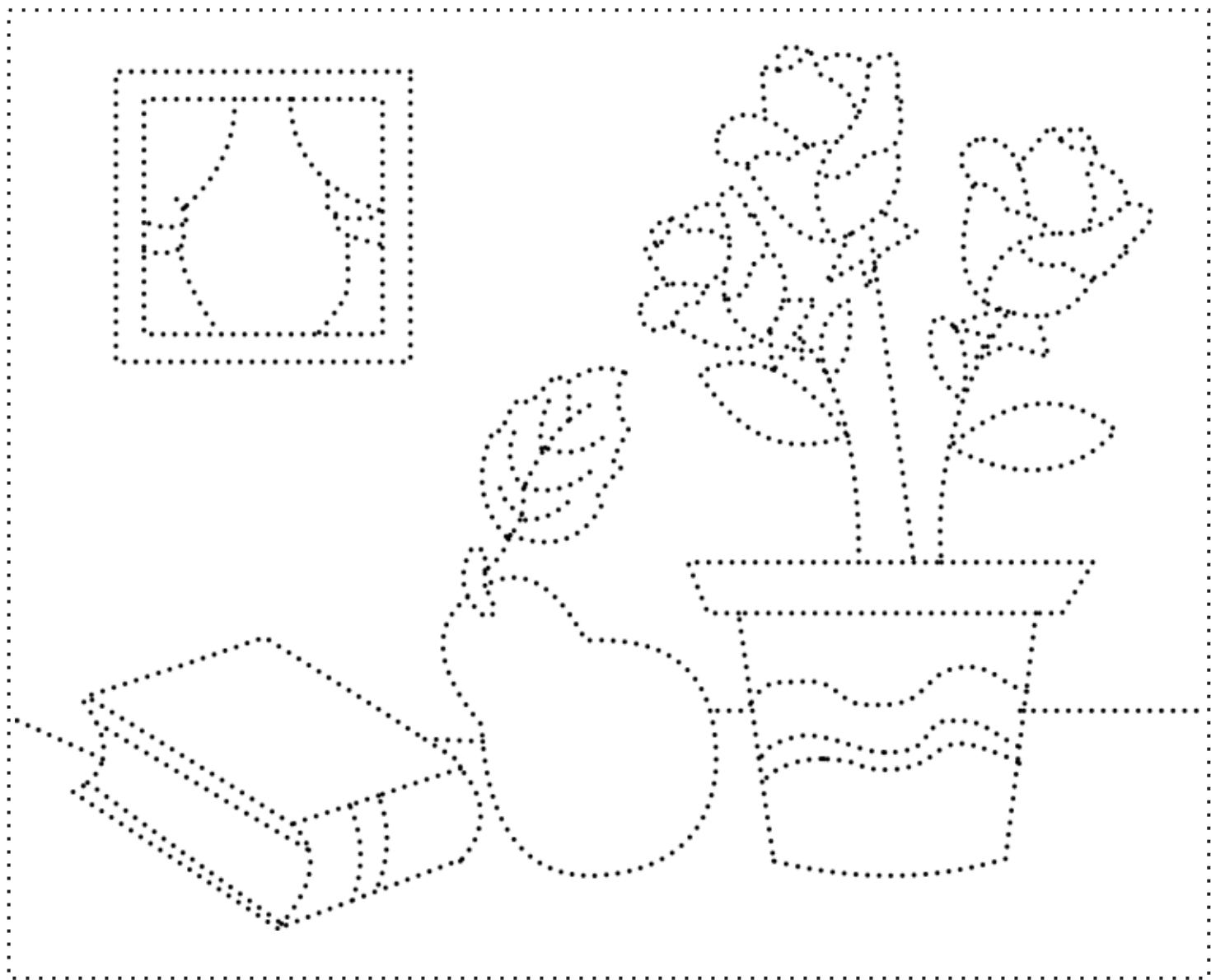


Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



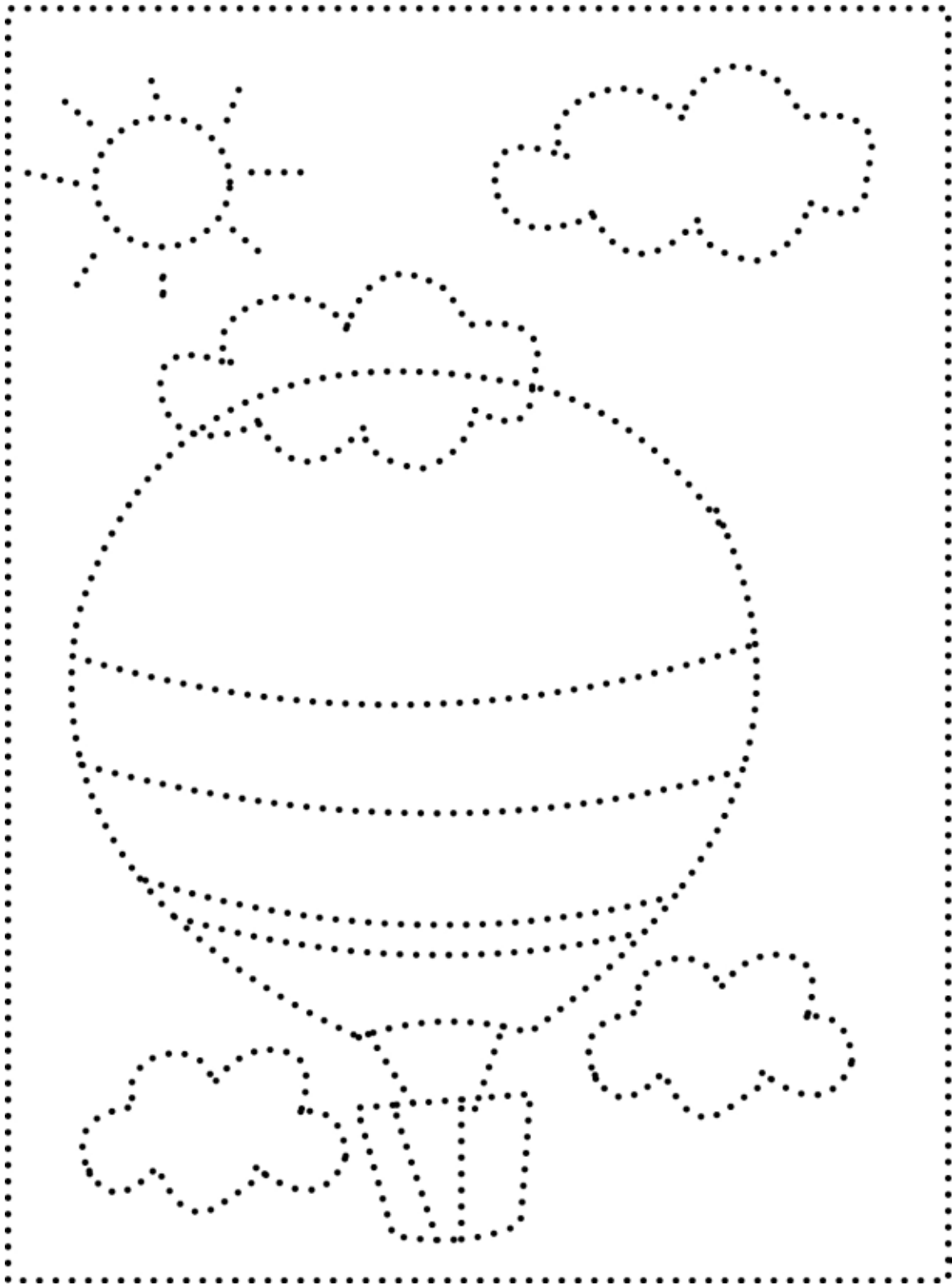


Join the dotted lines and colour the picture.

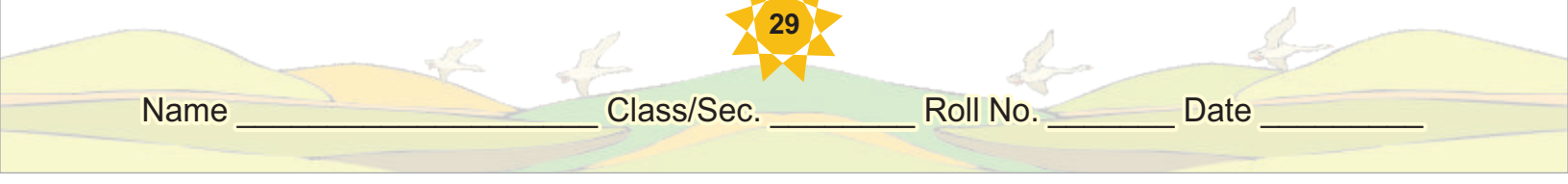




Join the dotted lines and colour the picture.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



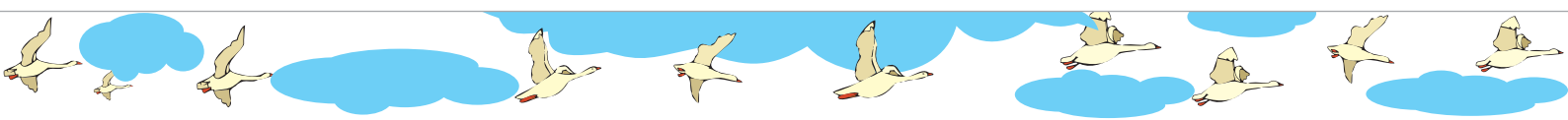
a



Join the dotted lines

Handwriting practice lines for the letter 'a'. Each row contains seven dotted 'a's for tracing, alternating in color (pink, blue, grey).

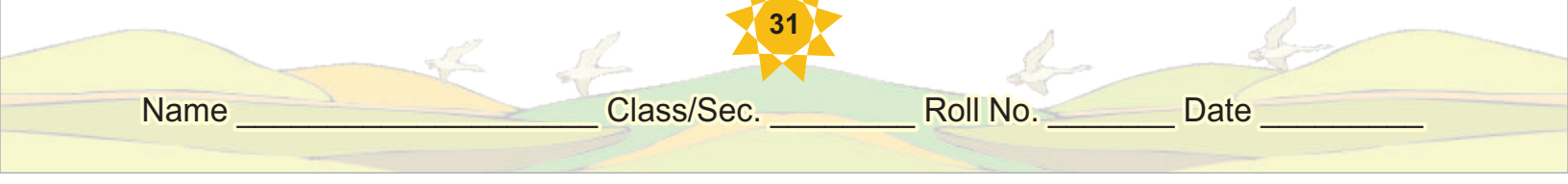
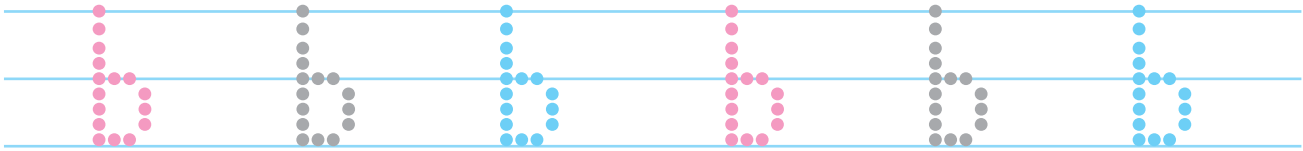


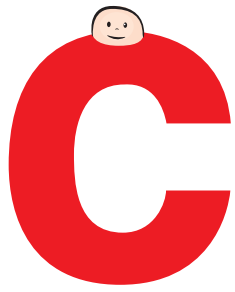
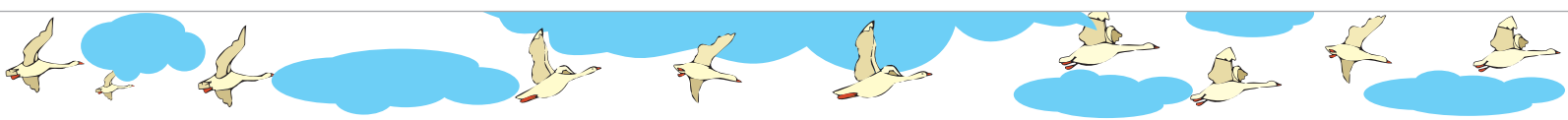


b

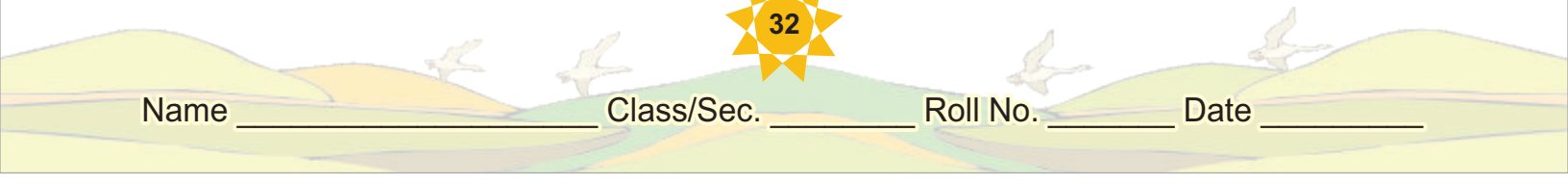
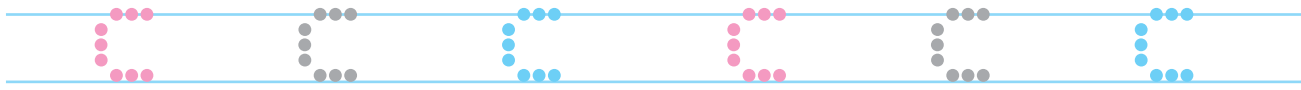
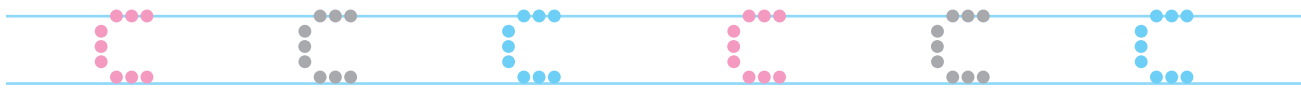
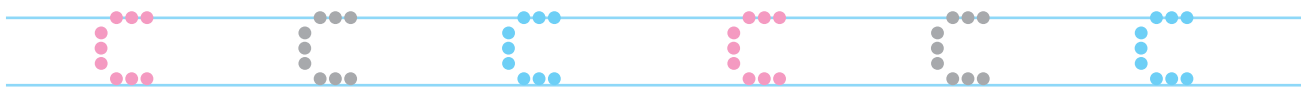


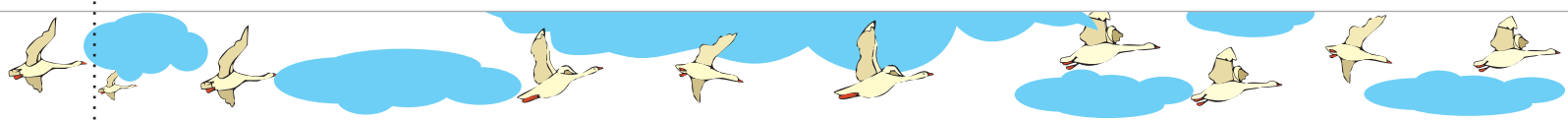
Join the dotted lines.





Join the dotted lines.

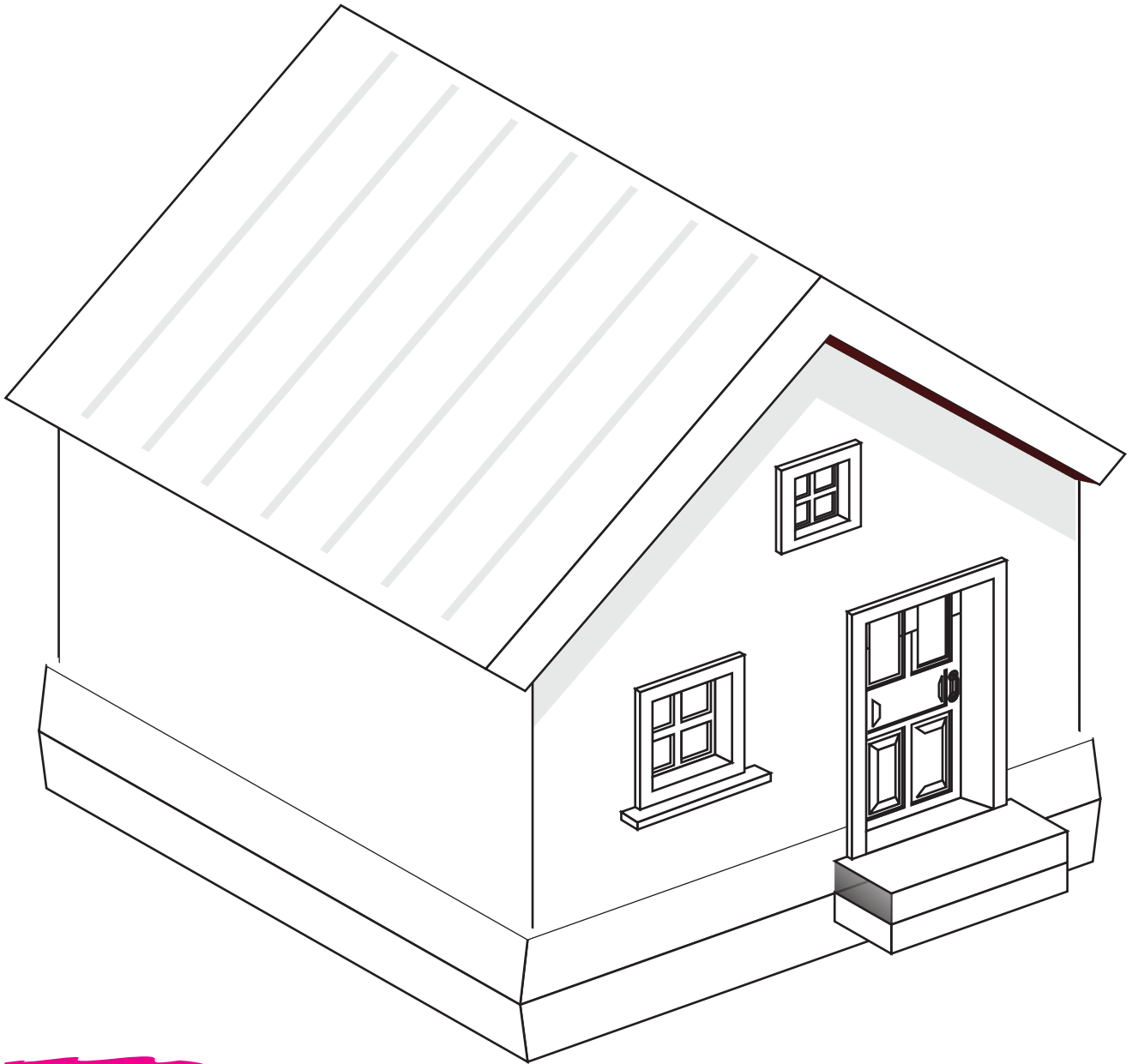




# Fun with Paper

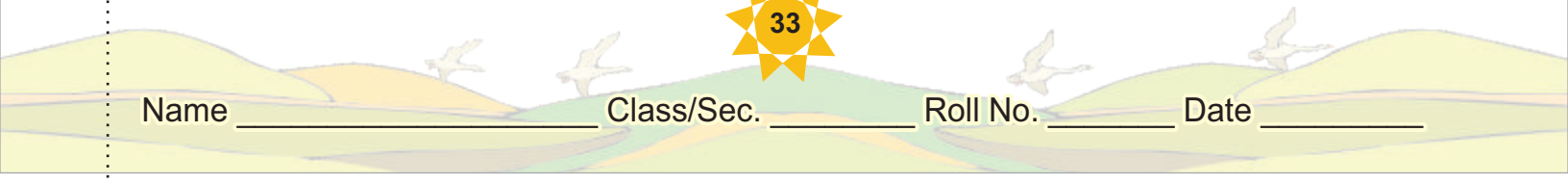


Fill the picture of home by tearing and pasting newspapers/glaze paper/pastel sheet.



## Teachers' Note

Teacher may ask learners to bring newspapers, wedding cards, glaze paper, pastel sheet, bindi, crayons, adhesive from their homes.





# Let's Match



## Poem -1 A Happy Child

Match the following and say aloud the words.

Tree



Sun



House





# Let's Speak



Look at the following pictures. Observe the colour of the Sun in the morning and in the evening. Speak the colour aloud.



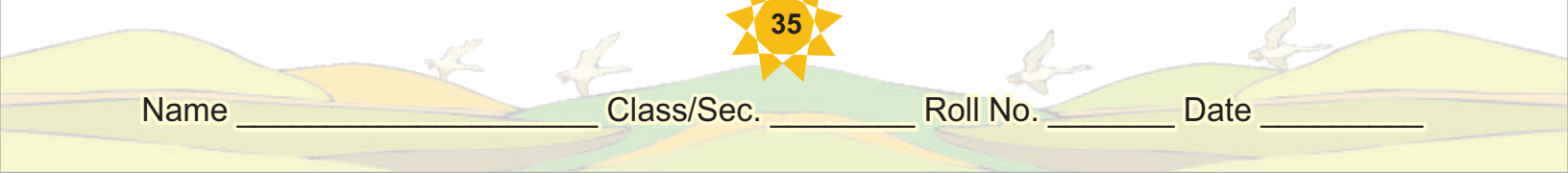
Sunrise  
Morning



Sunset  
Evening

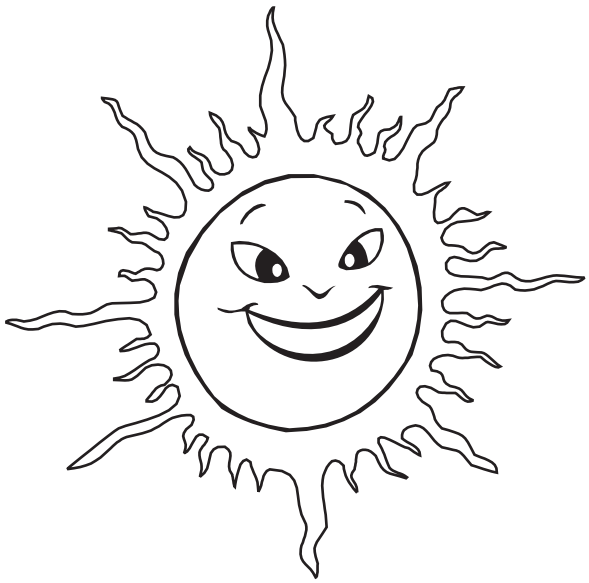
## Note

The teacher would ask learners to share their experiences about Sunrise and Sunset.

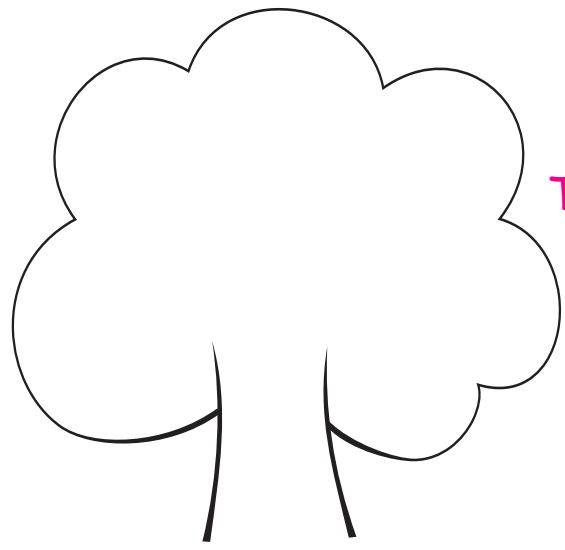




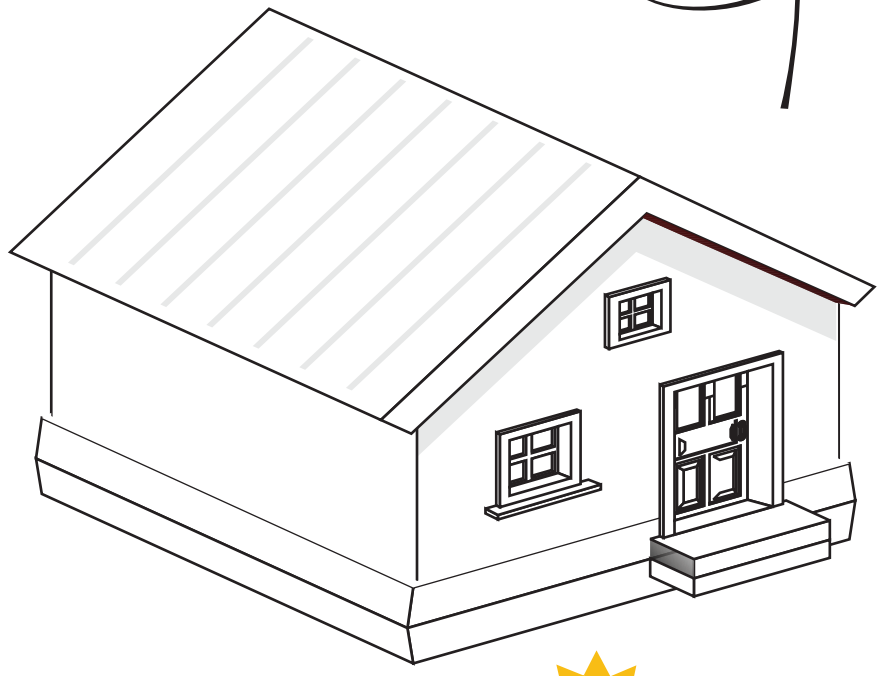
Colour the pictures.



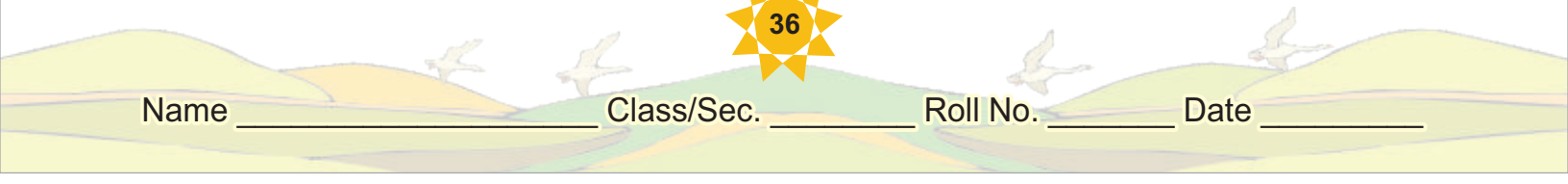
Sun

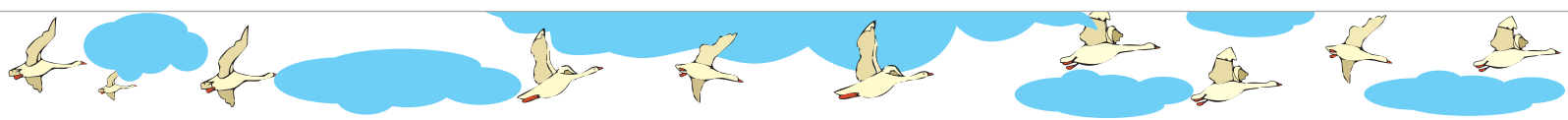


Tree



House





# Fun with Sounds



Read aloud the following words and put a circle around the one that has an odd sound.

- A Cry, Pray, Fry, Dry
- B Mad , Sad, Said, Bad
- C Sun, Son, Gun, Pen
- D Play, May, Day, Sky

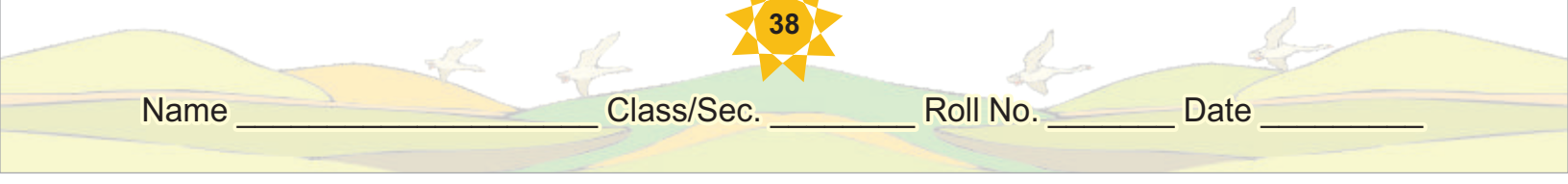




*Let's Write the Name*

Write your name.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a top pink line, a middle blue line, and a bottom pink line.







# Three Little Pigs

## Group Activity

After the students have listened and enjoyed the story, the teacher would ask them to enact the story.





# Let's Learn

## Lesson – Three Little Pigs

Q. Match the words of column 'A' with their opposite words given in column 'B'.

### Column 'A'

### Column 'B'

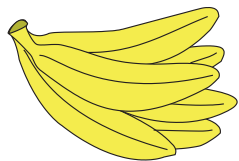
Big



Alone



Together



Sad



Happy



Weak



Strong



Small



(Lesson – Three Little Pigs)

UNIT 1

Look at the picture of the animals given below. Speak their names aloud. Classify these animals according to the headings given below.

Camel



Duck



Horse



Hen



Cow



Wolf



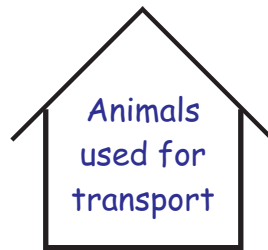
Buffalo



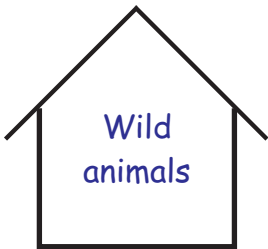
Tiger



Three horizontal lines for writing: pink, blue, pink.



Five horizontal lines for writing: pink, blue, pink, blue, pink.



Three horizontal lines for writing: pink, blue, pink.



Some of the sounds of animals are given in the cloud. Write appropriate sound against the pictures of animals given below.

**UNIT 1**

**SOUND**


Woof      Roar Roar


Bleat bleat      Quack Quack


Meow      Baa Baa


Neigh Neigh


**ANIMALS**


Cow 


Cat 

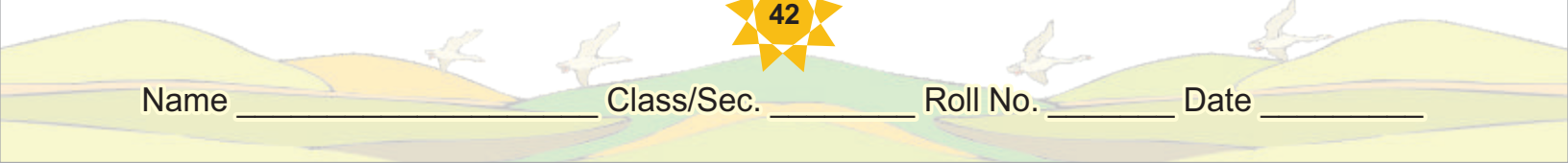
Goat 

Duck 

Lion 

Dog 

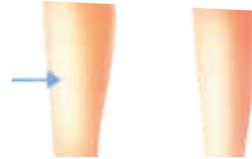
Horse 





Tick (✓) the suitable word given in the bracket and complete each sentence given below:

1. I write with my ..... (hands/legs)



2. I smell with my..... (teeth/ nose)



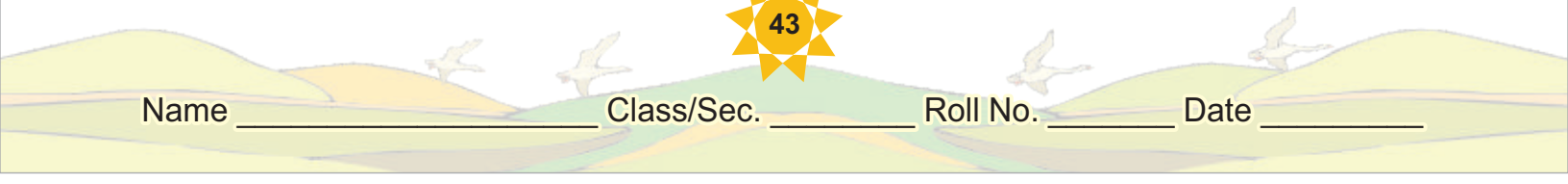
3. I dance on my ..... (mouth/ feet)



4. I hold pen with my ..... (legs/fingers)



5. I draw picture with my ..... (feet/ hands)



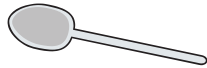
Look at the pictures and fill in the blanks with suitable letter.



So \_\_\_ p



Buc \_\_\_ et



Sp \_\_\_ on



T \_\_\_ wel



Tooth \_\_\_ aste



Tooth br \_\_\_ sh



T \_\_\_ p



Sha \_\_\_ poo



Stoo \_\_\_

## Activity-'A'

Given below is a list of items.

Select the items that you use while bathing. Put a (✓) before items you need and (✗) that you don't need.

### Objects

Bucket



Towel



Stool



Soap



Tap



Shampoo



Spoon



Toothbrush



Mug



Tooth paste





## Activity-'B'

Raman is going for a bath. He needs many things for the following purposes. Select the object from Activity 'A' and put these against the suitable purpose.

Purpose

Object

Rubbing

.....

Wiping

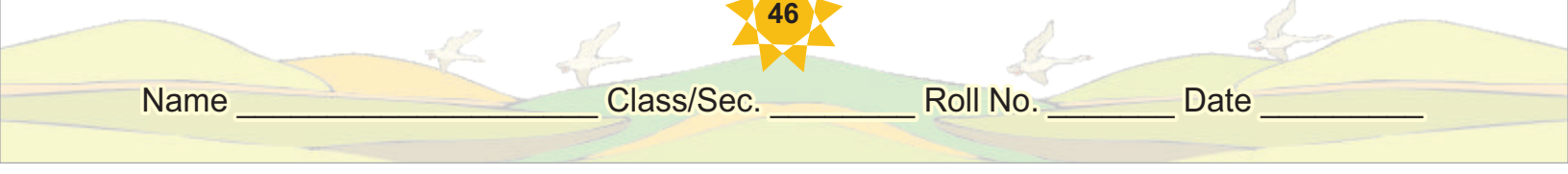
.....

Washing Hair

.....

Filling Water

.....







Match the following alphabets given in column A with those given in column B.

A

c

B

d

C

f

D

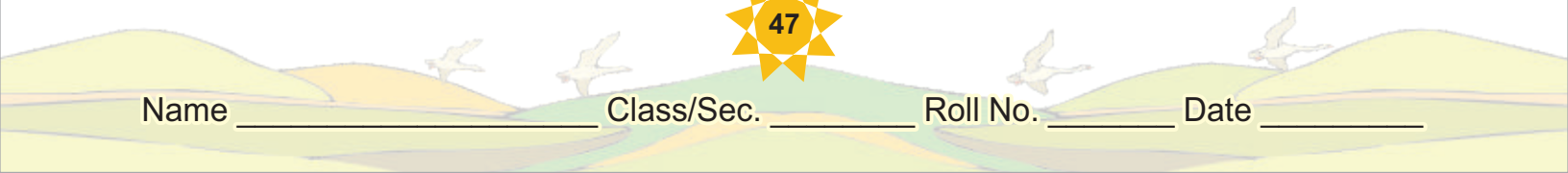
a

E

b

F

e








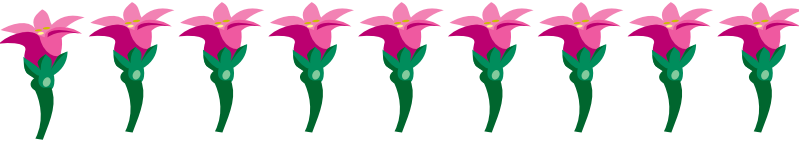
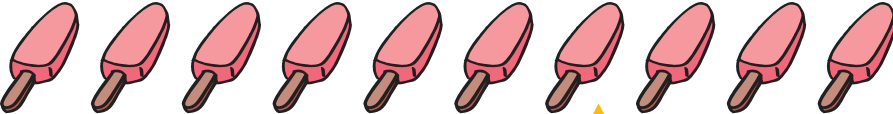


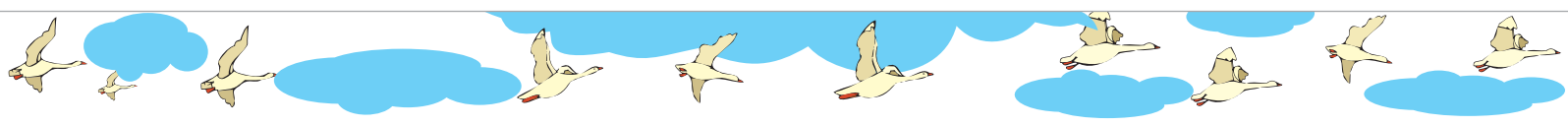


1  
2  
3

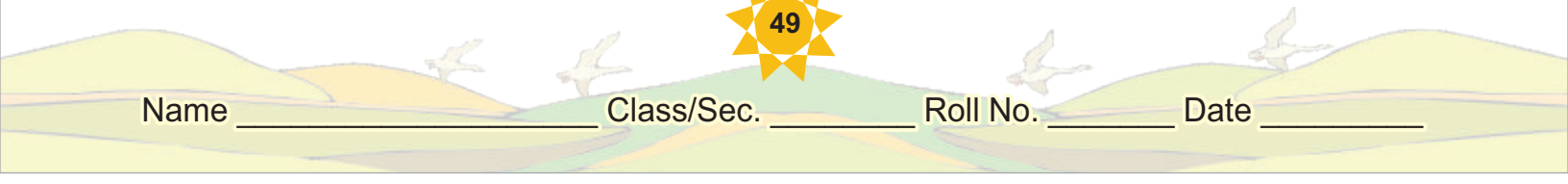
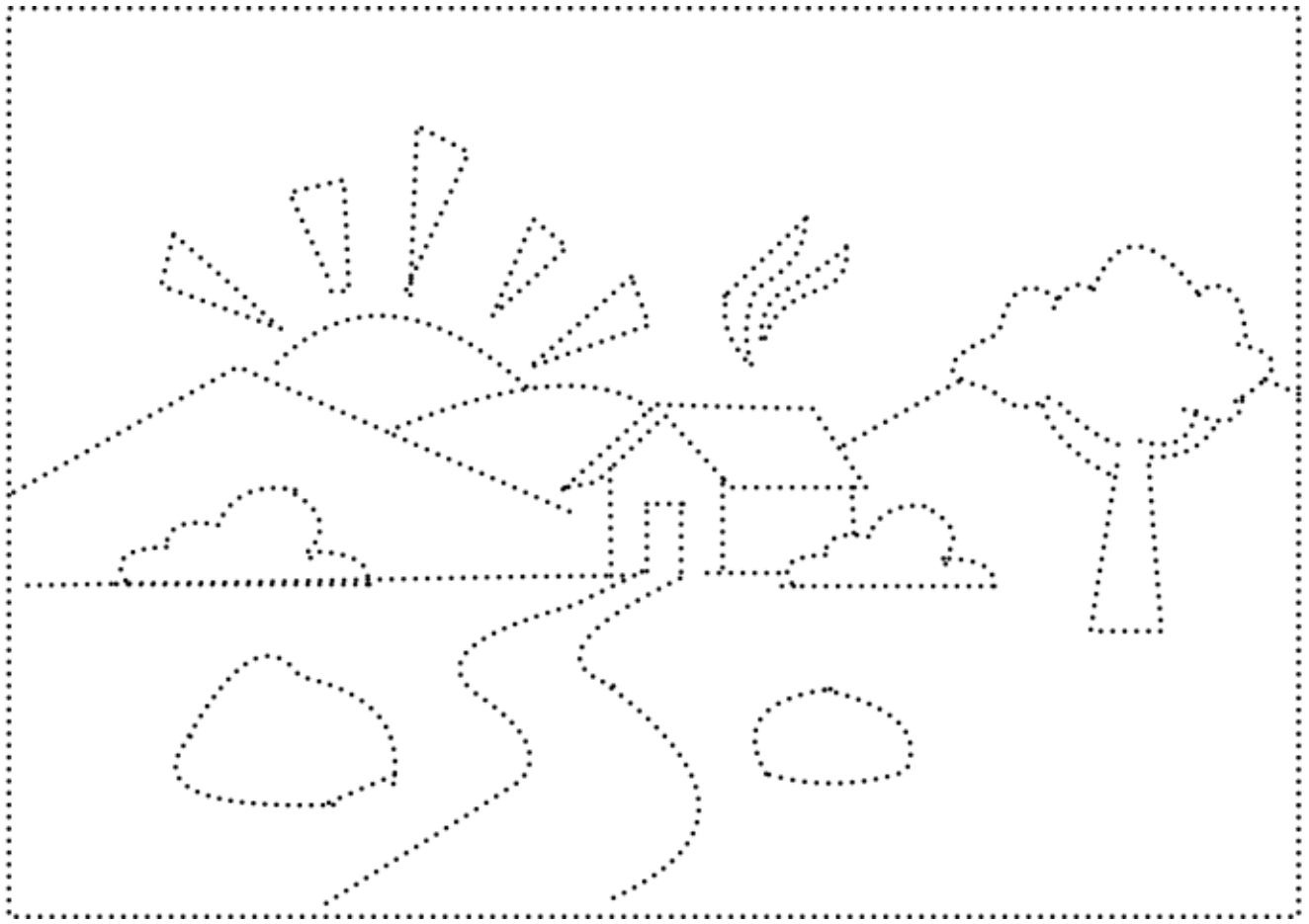
# Fun with Numbers

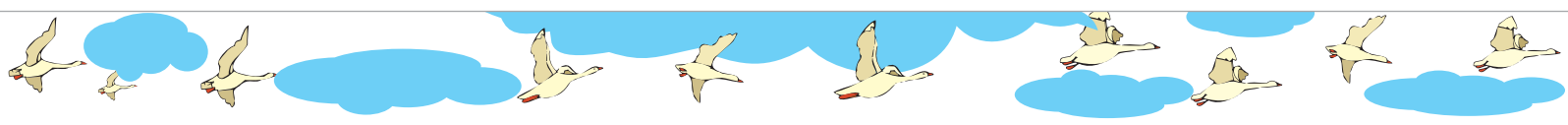
Match the following things with the number given in column-B.

A	B
	Seven
	Five
	One
	Two
	Three
	Four
	Ten
	Nine
	Eight
	Six

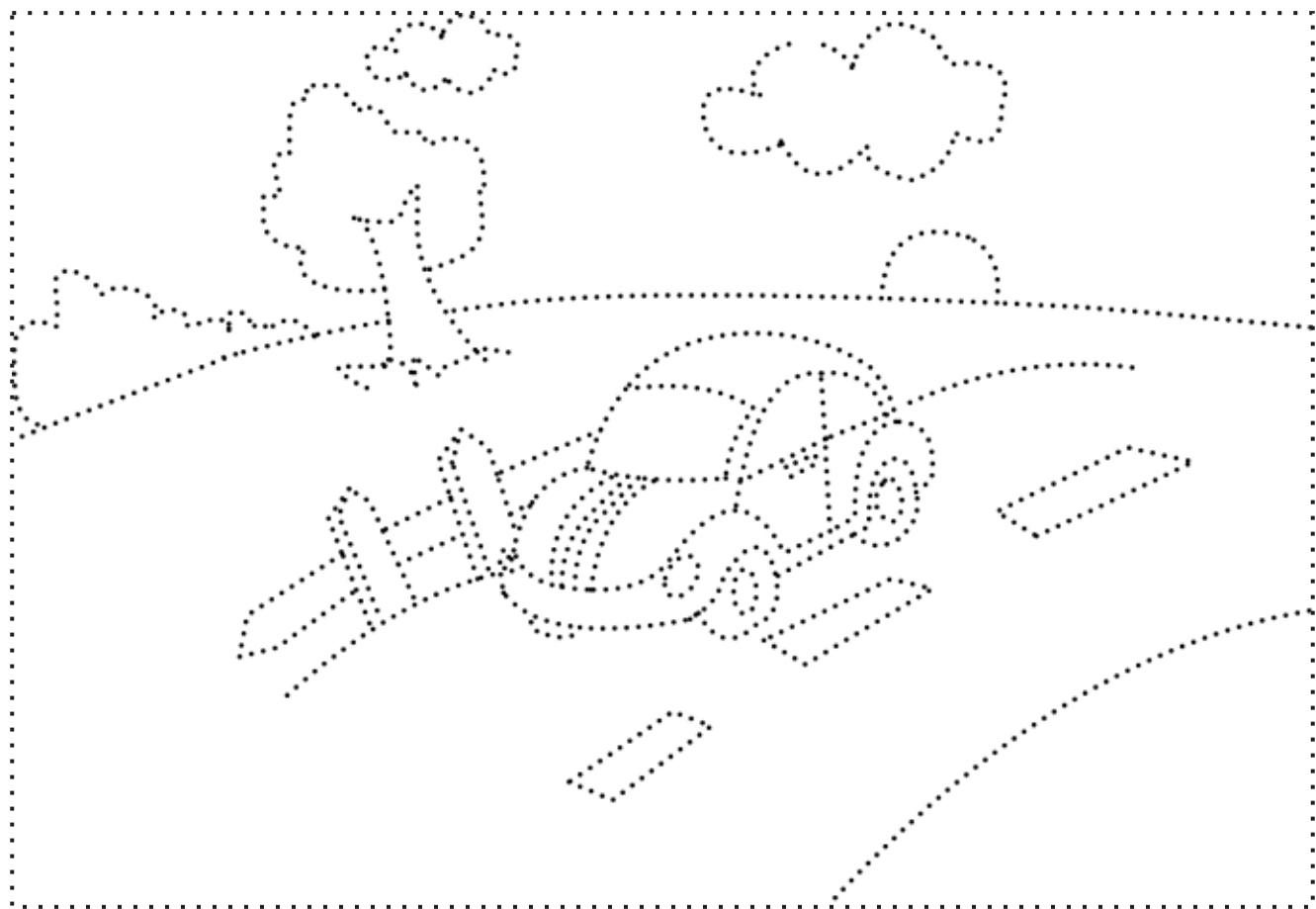


Join the dotted lines and Colour the Picture.

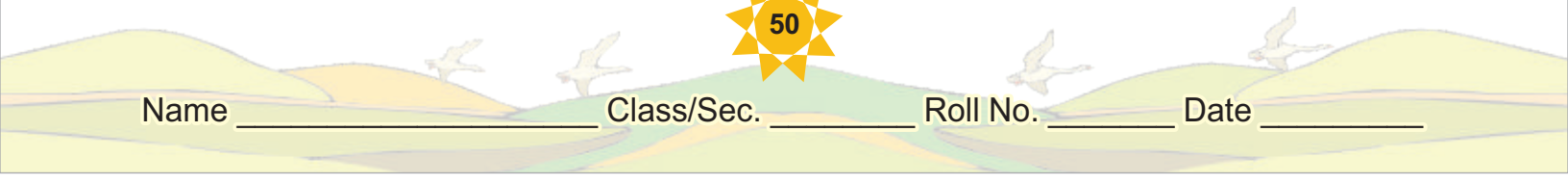


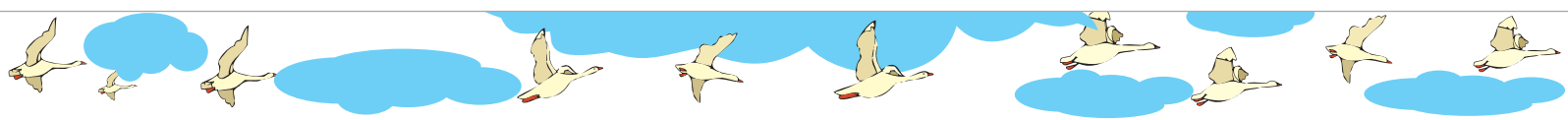


Join the dotted lines and colour the picture.

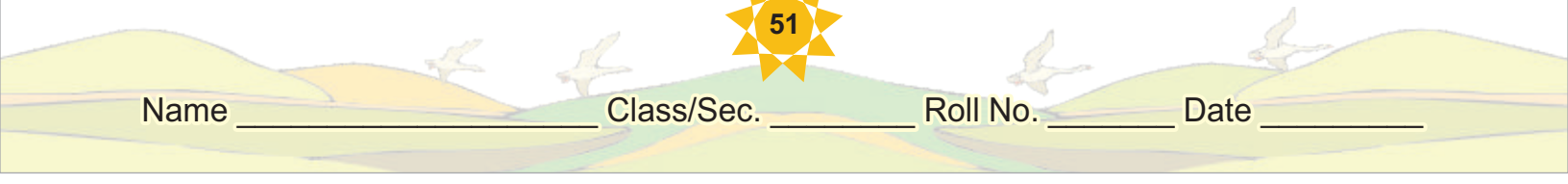
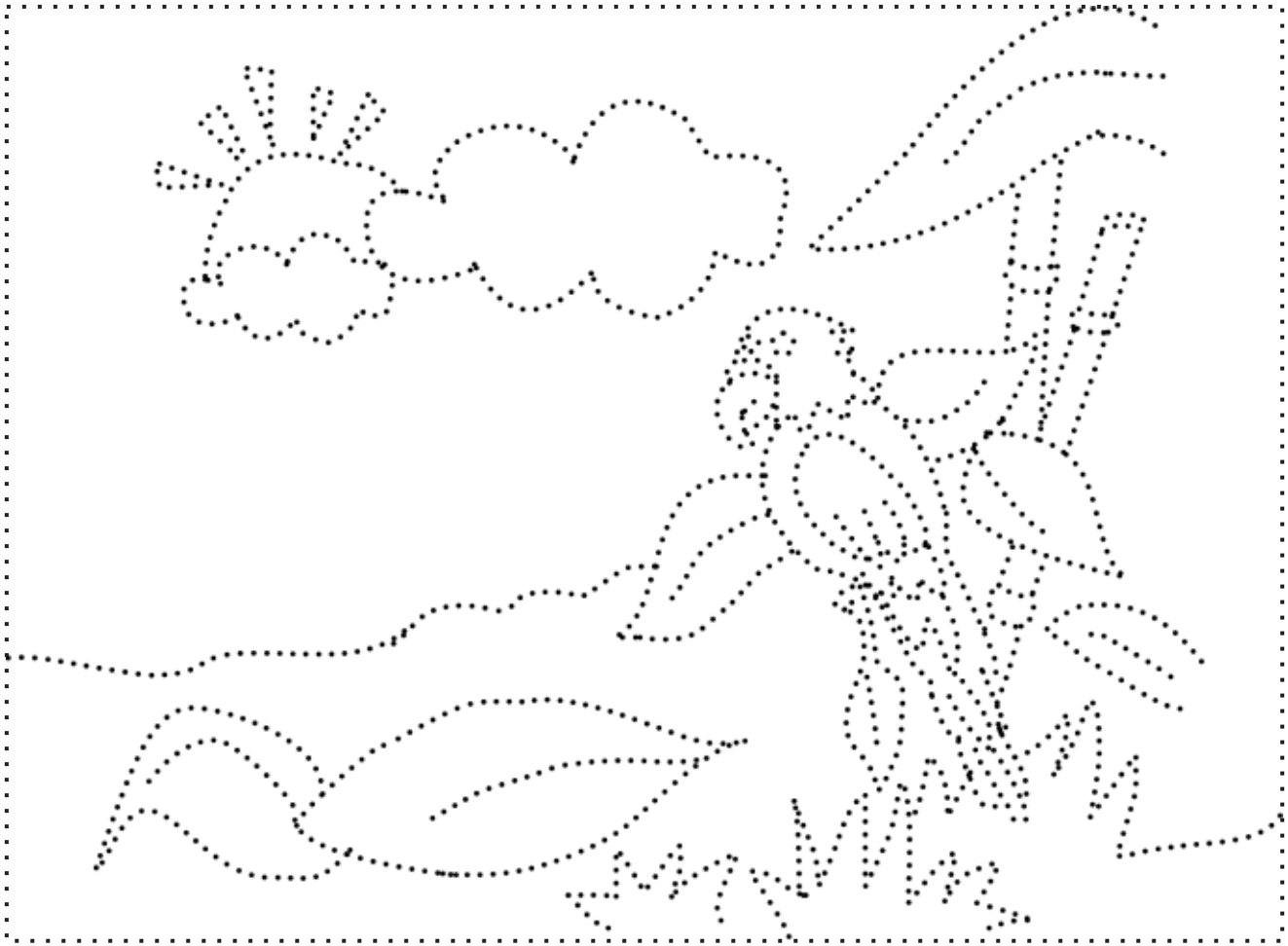


Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



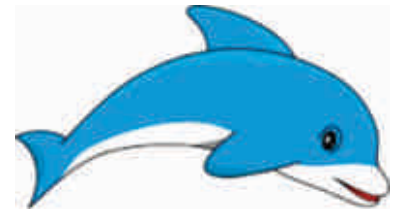
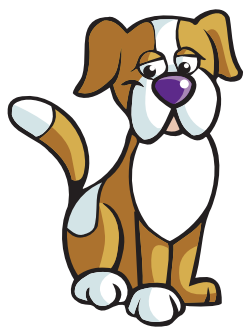


Join the dotted lines and colour the picture.

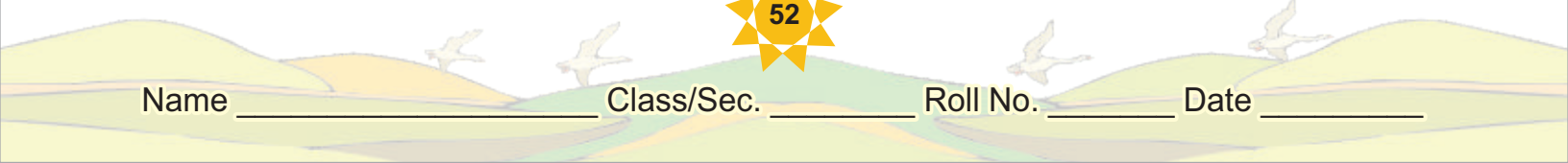
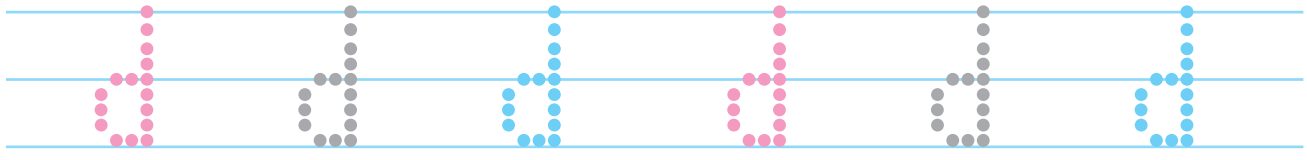
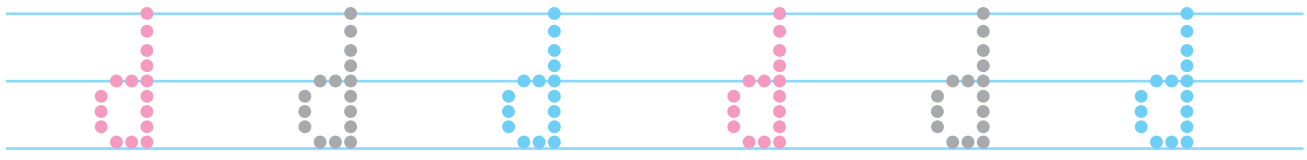
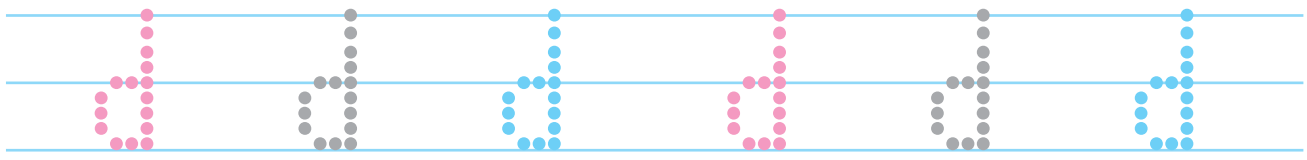


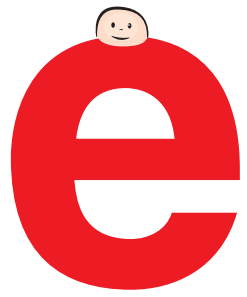


d



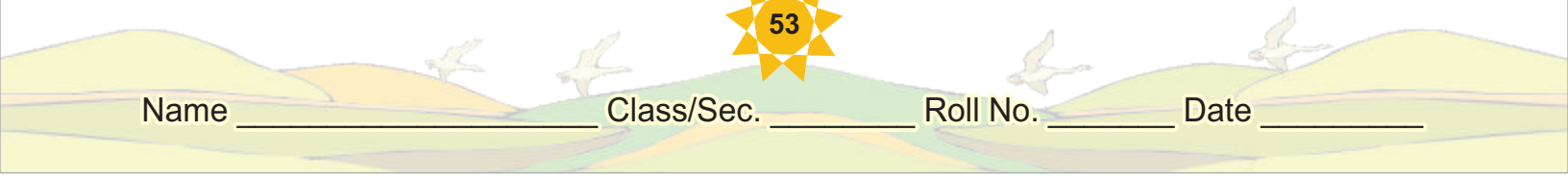
Join the dotted lines.

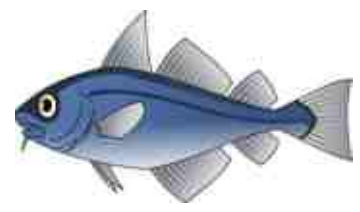




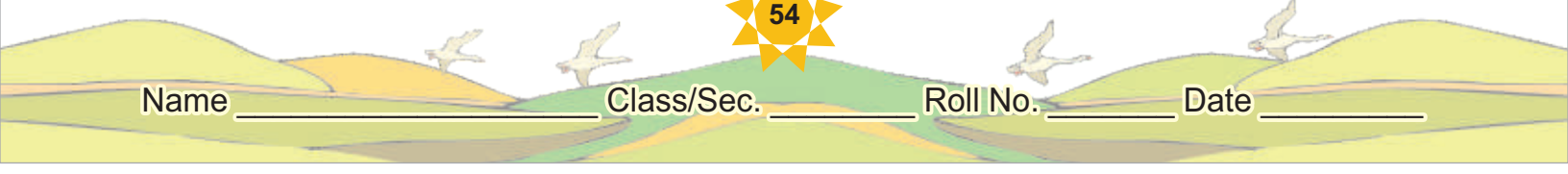
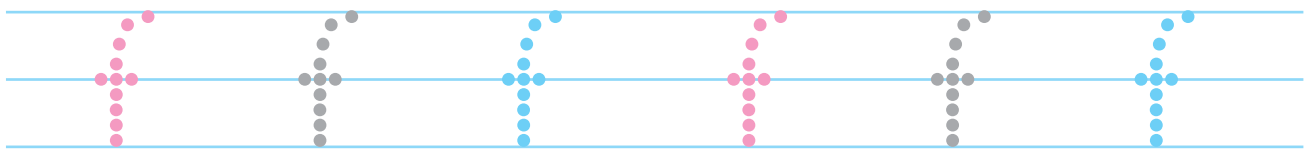
Join the dotted lines.

Handwriting practice section consisting of four rows of blue horizontal lines. Each row contains six dotted lowercase 'e' characters for tracing. The colors of the dots alternate between pink, grey, and blue across the rows.





Join the dotted lines.





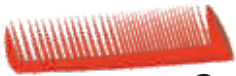







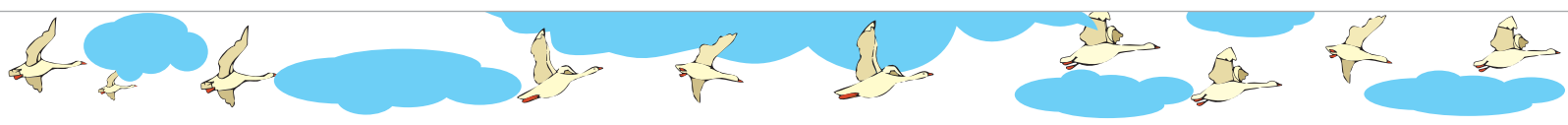
# Fun with Vocabulary

## Lesson - The Bubble, the Straw and the Shoe

Piku wants to climb the ladder but some steps are missing. Help him climb the ladder with the help of given pictures.

	Jug .....
	Ice-cream I
	Hut H
	Girl .....

 Comb C	 Dog D	 Egg .....	 Fan .....
 Brush .....			
 Apple A			

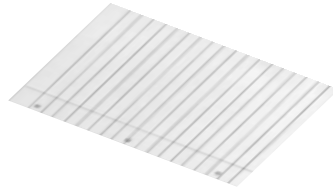


## Lesson - The Bubble, the Straw and the Shoe

Q. Look at the pictures given below. Read aloud the names of the objects and complete their names by filling in suitable letters.



P...p...r



L...a...



S...o...s



S...i...k



S...r...w

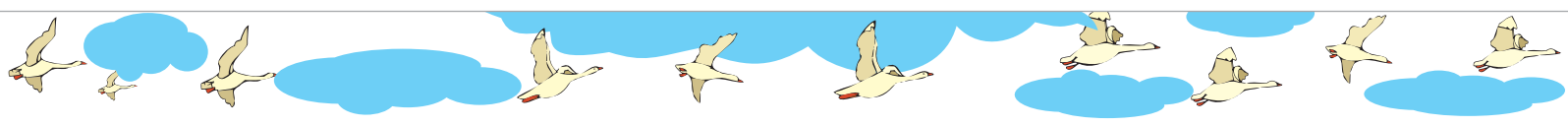


S...o...e

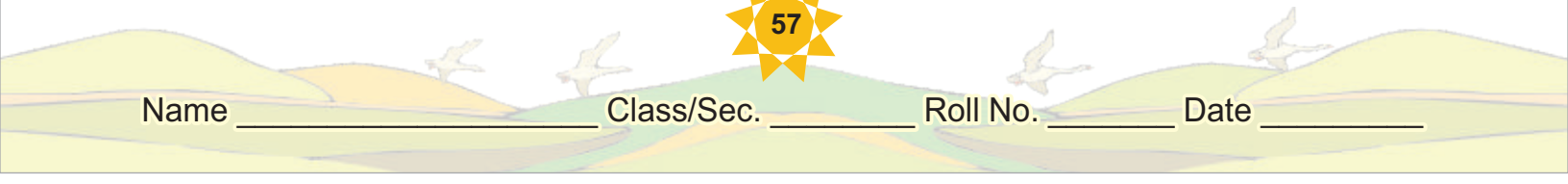
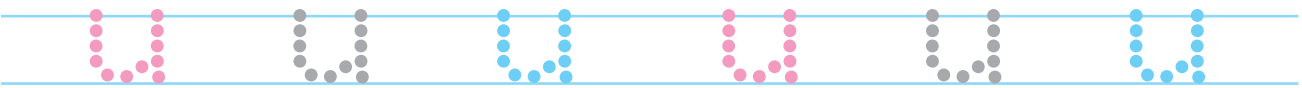
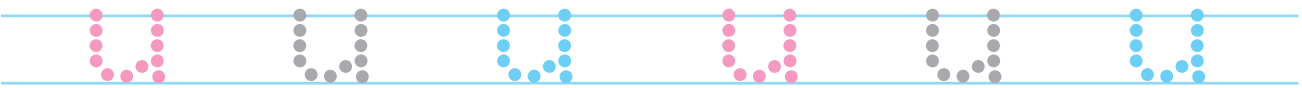


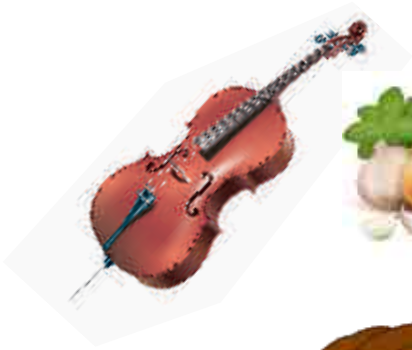
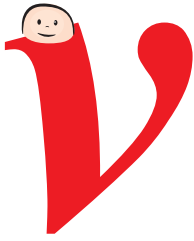
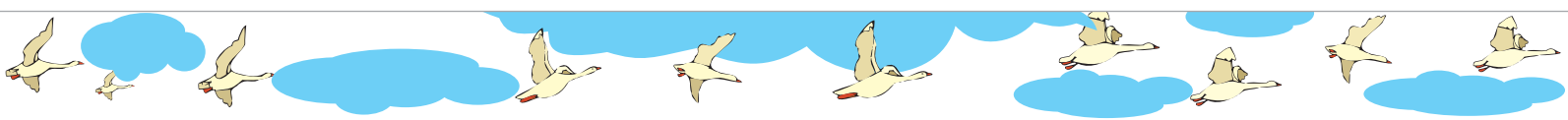
M...rb...e



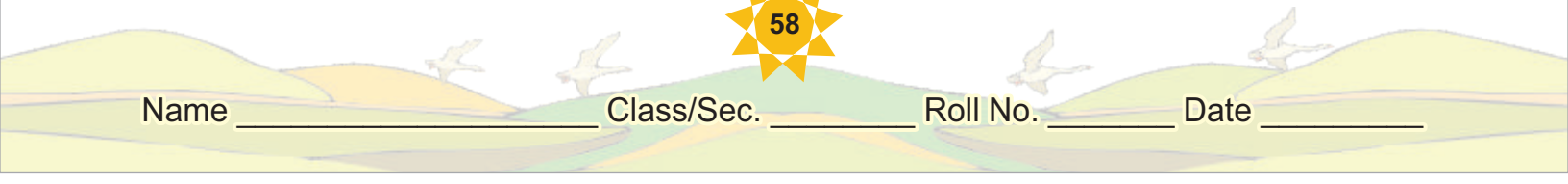
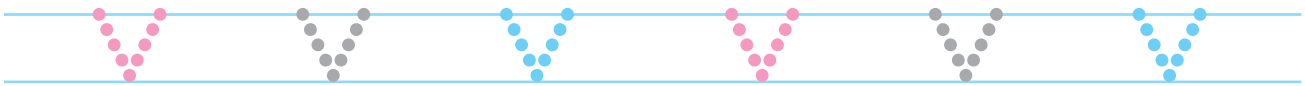
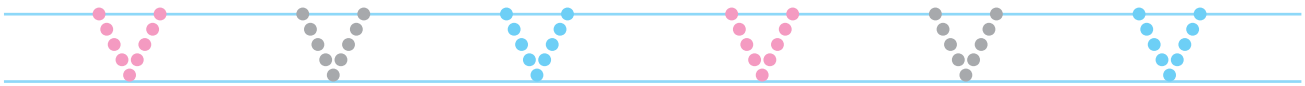
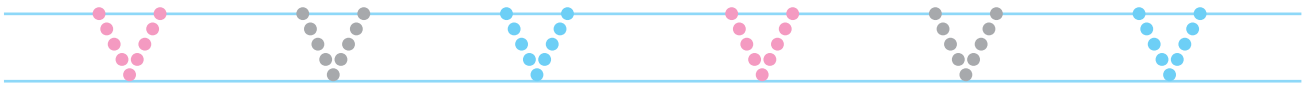


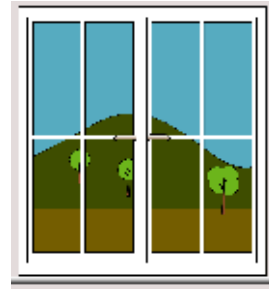
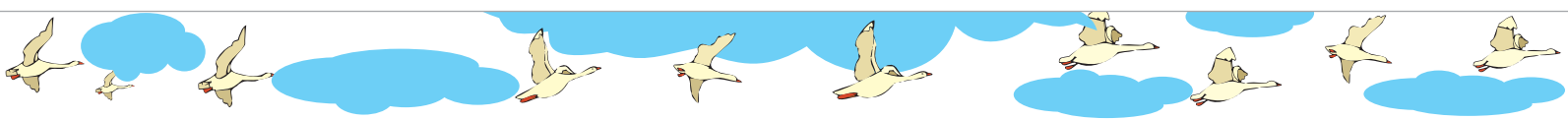
Join the dotted lines.



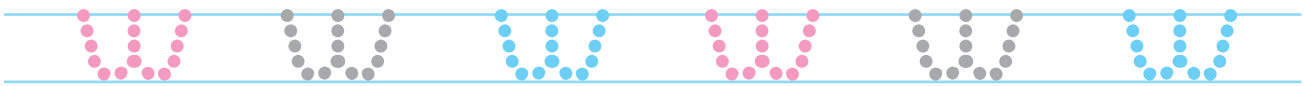
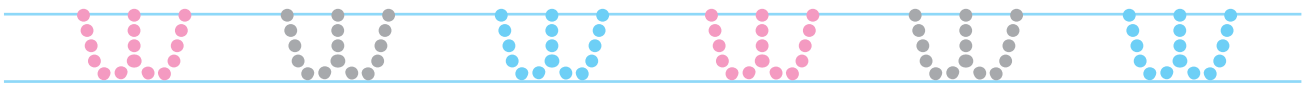
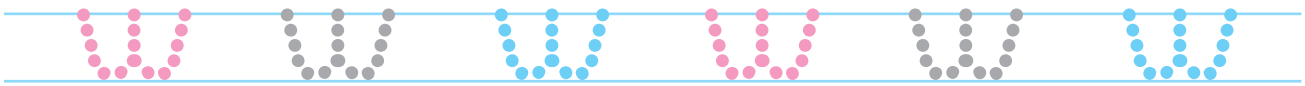
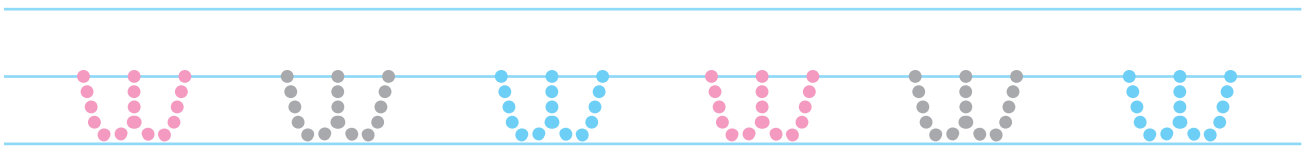


Join the dotted lines.

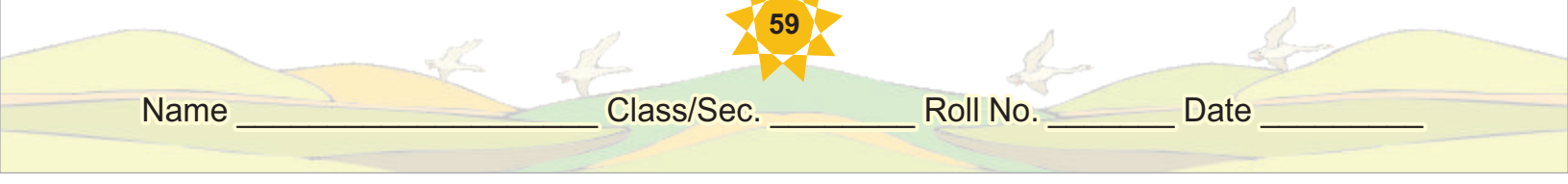


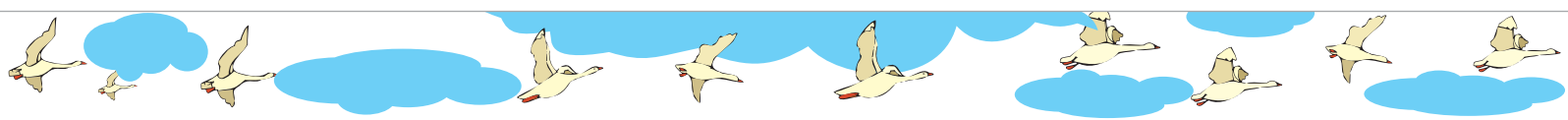


Join the dotted lines.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_





# Let's Speak

Look at the pictures given below. Complete the dialogue with the correct reply to the following sentences.

It is okay

Sure

You are welcome

May I borrow your pencil?



.....

Thank you for these flowers.



.....

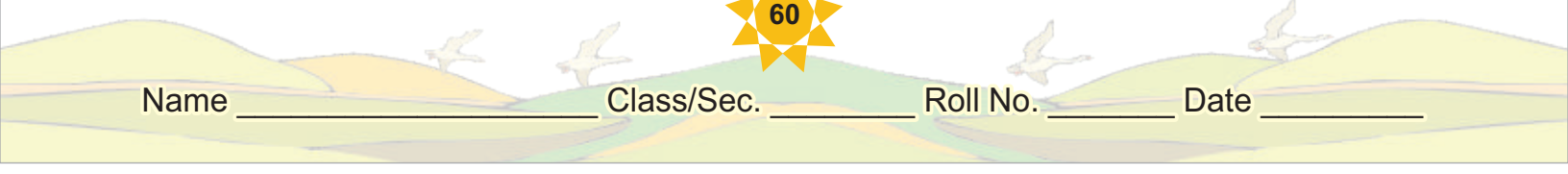
Sorry, I have lost your pencil.



.....

## Teachers' Note

Teacher would read aloud the sentences and ask the learners to speak after him/her. He/She would encourage the learners to use these words in daily conversations.



## Lesson- The bubble, the Straw and the Shoe

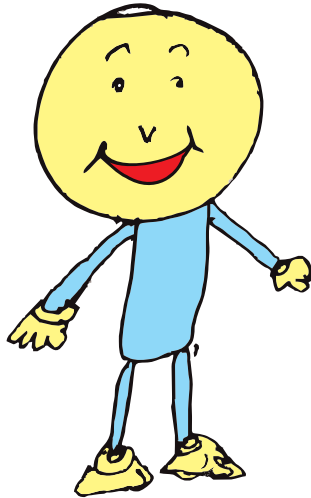
Given below are three pictures. Against each picture, jumbled up words are given. Rearrange these and you will get the names of three friends in the story. The first is done for you.



awrst

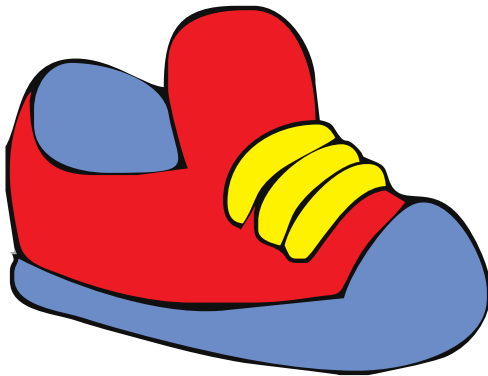
Straw

---



blebub

---



ehos

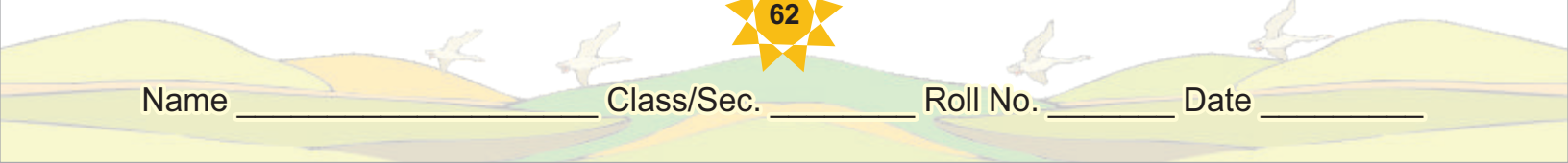
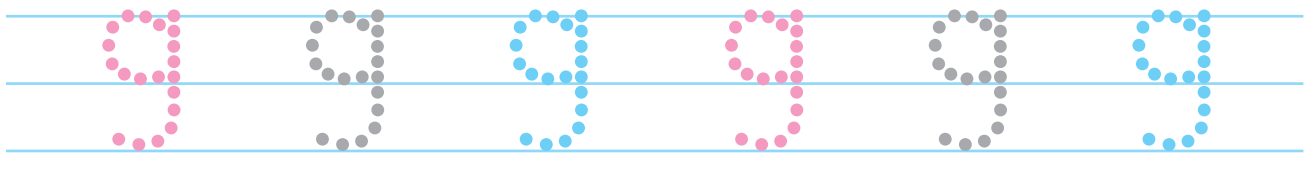
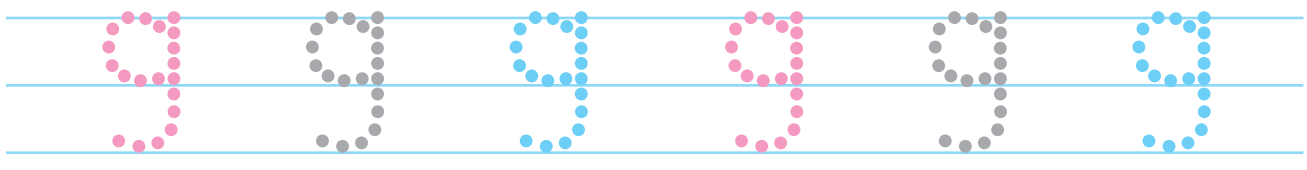
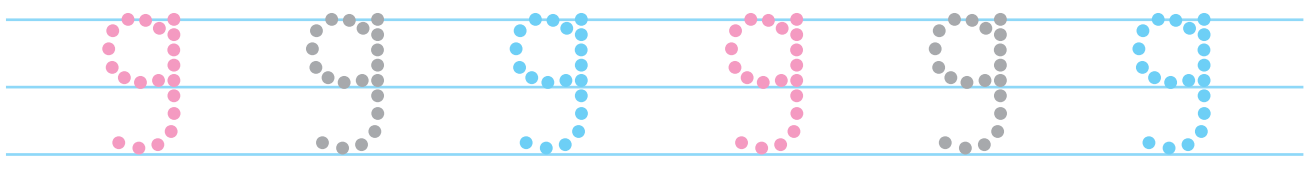
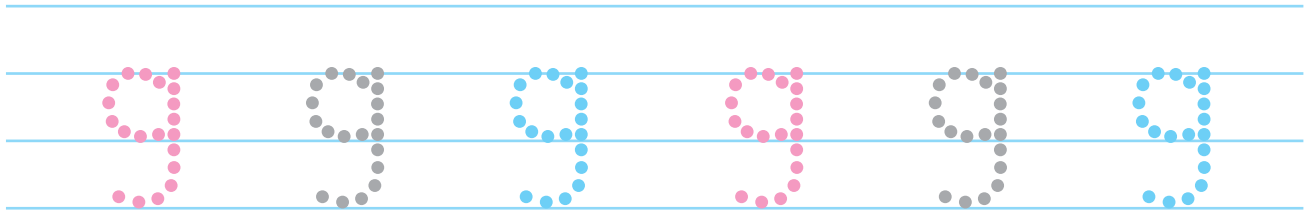
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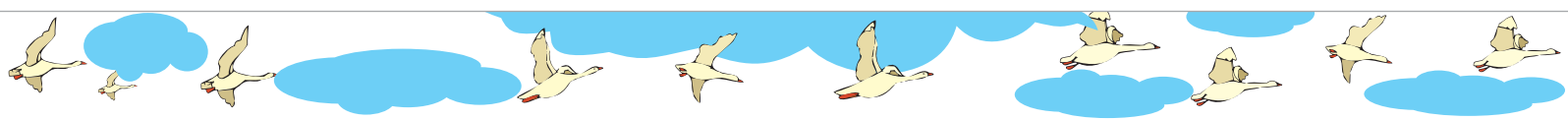
g



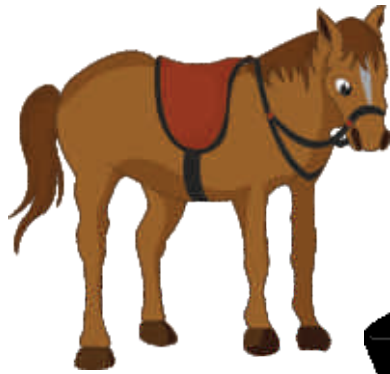
Join the dotted lines.



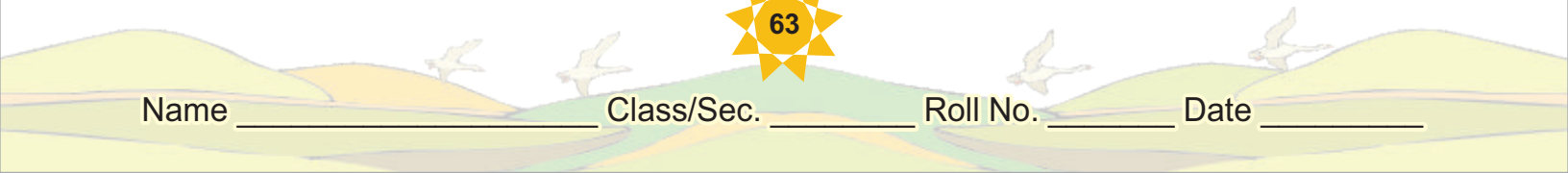
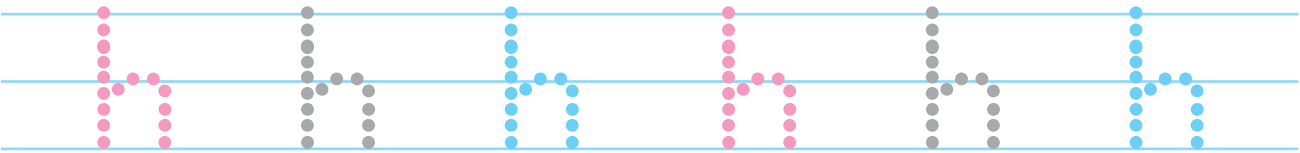
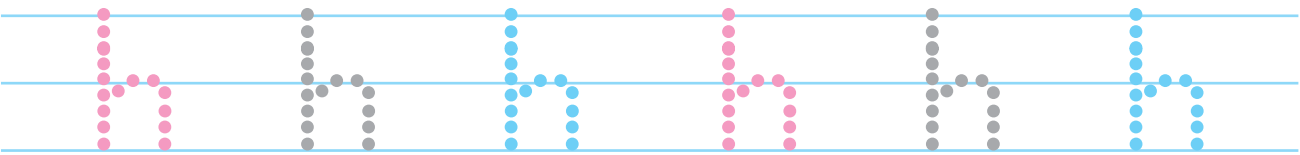
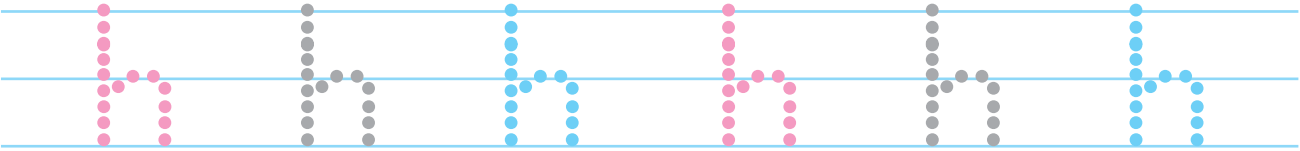
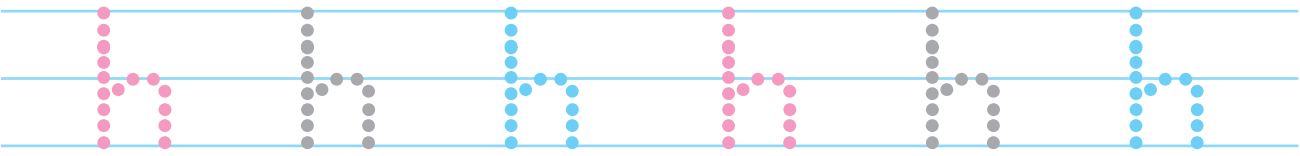


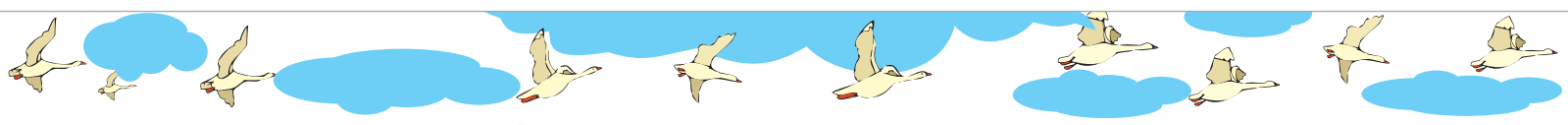


h



Join the dotted lines.



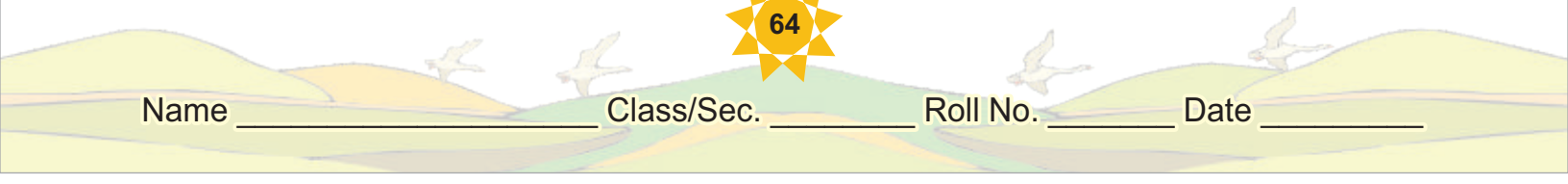


Join the dotted lines.

Handwriting practice section with four rows of blue lines. Each row contains six dotted lowercase letters 'i' for tracing. The letters are colored pink, grey, and blue.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

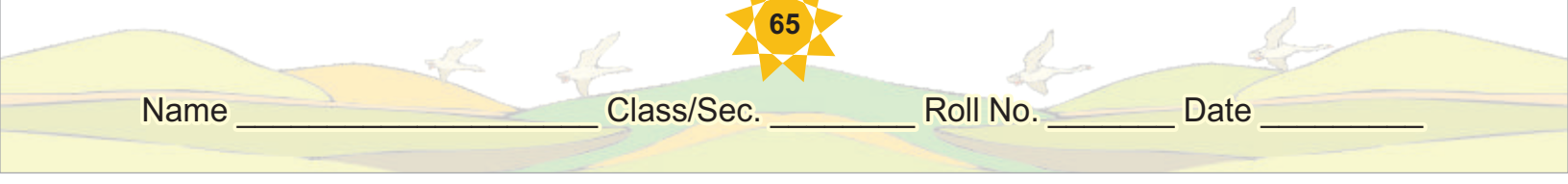
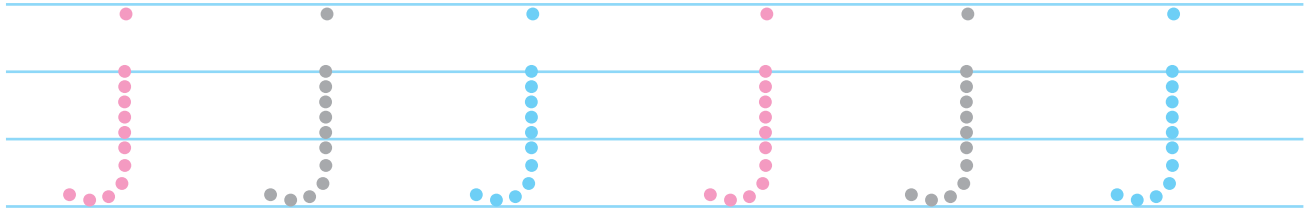
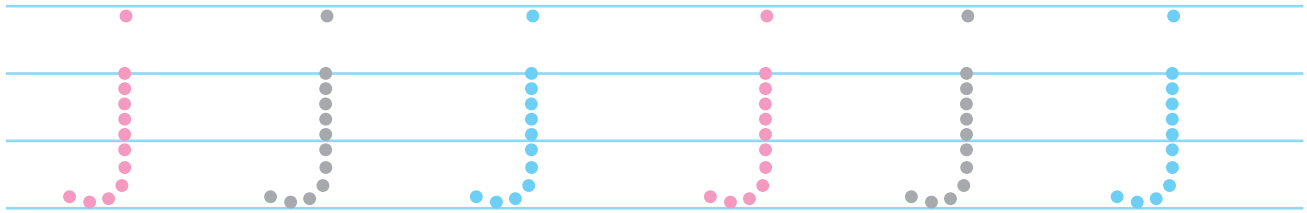


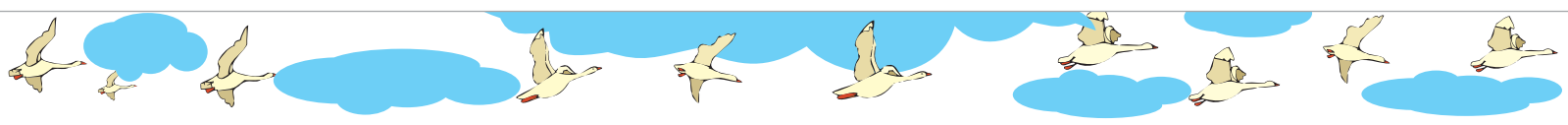


J



Join the dotted lines.





# My Page



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

## Poem – One Little Kitten

Look at the picture. Read aloud the names of the animals and write their names in plural.

Singular

Plural



Cat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Rat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Bee

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

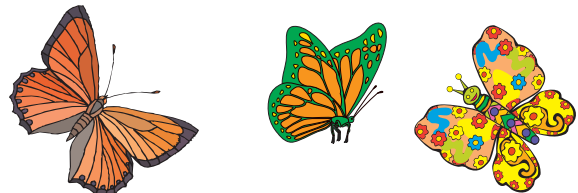


Butterfly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



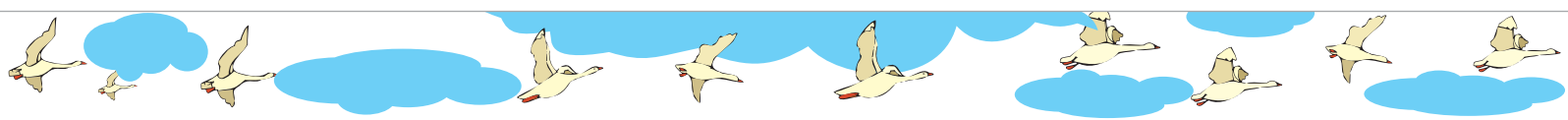
Donkey

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

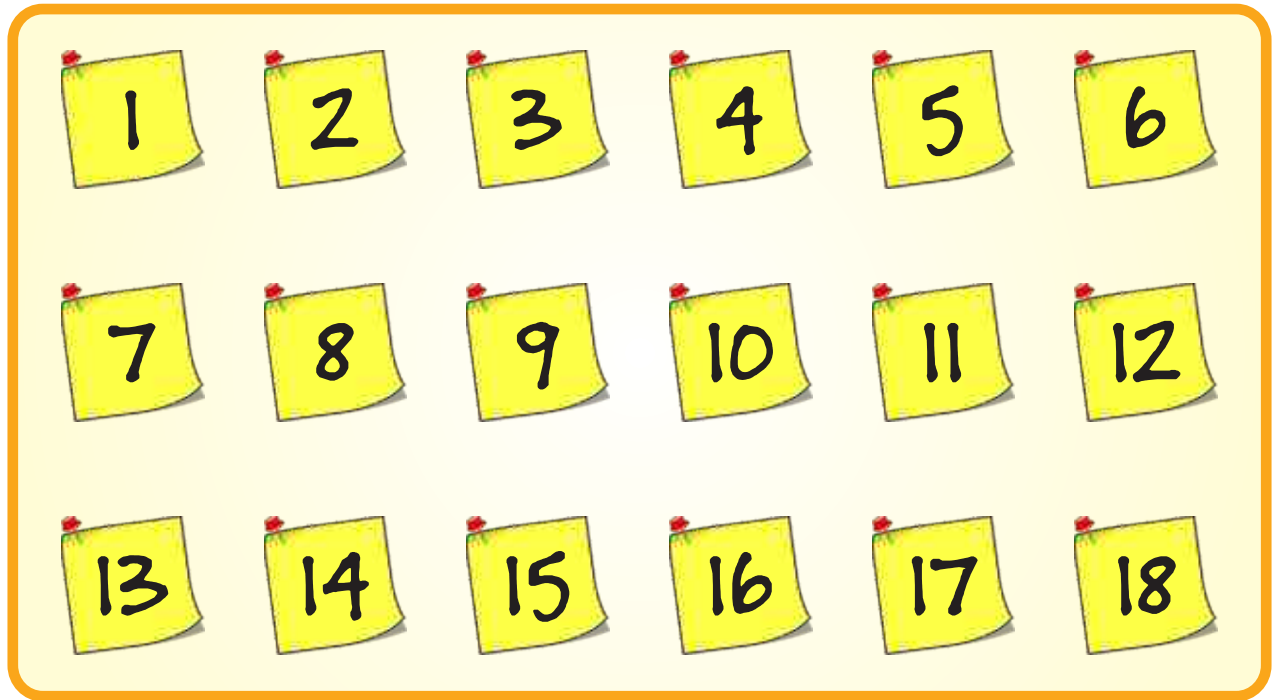




## Attendance Board

Teacher can mark the attendance of the students in an interesting way by making an attendance board. On the boards, pockets can be made and numbers 1, 2, 3 ..... can be written as per enrolment of the class. Similarly number sticks can be made for each student and kept in a box. Every morning children will pick up their number stick and put it in the pocket of the board.

In this way children will mark their own attendance. Teacher can use A, B, C or अ, आ, .... pictures of fruits, vegetables and animals as he/she feels appropriate.



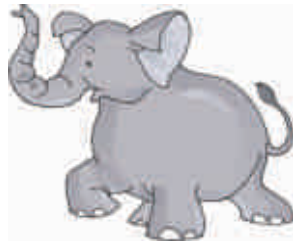
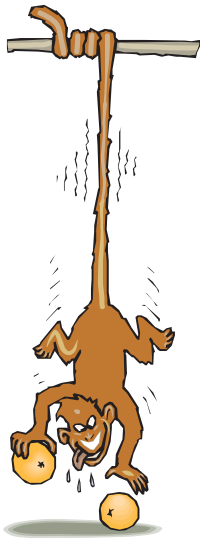
## Poem - One Little Kitten

Today is Bholu's birthday. All animals and birds have come to the forest to celebrate Bholu's Birthday Party. Recognize them and complete their names by filling in with proper letters.



El.....ph.....nt

L.....o.....



D.....nk.....y

M.....nk.....y

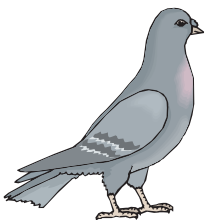
D.....e.....



Ti.....e.....

F.....x

S.....ar.....ow



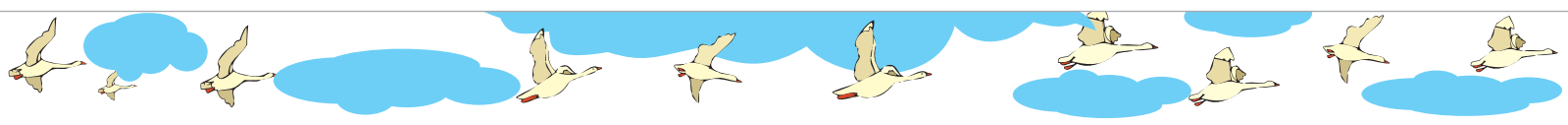
Pig.....o.....

B.....t.....e.....f.....y

B.....e



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



## Poem – One Little Kitten

Look at the faces and fill in the blanks.

SAD

ANGRY

SMILING

LAUGHING

WEEPING



S.....I.....I.....G



W.....EP.....NG



A.....G.....Y



S.....D



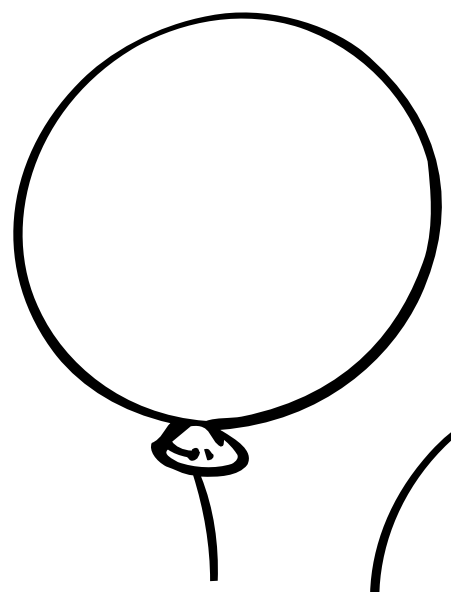
LA.....G.....ING



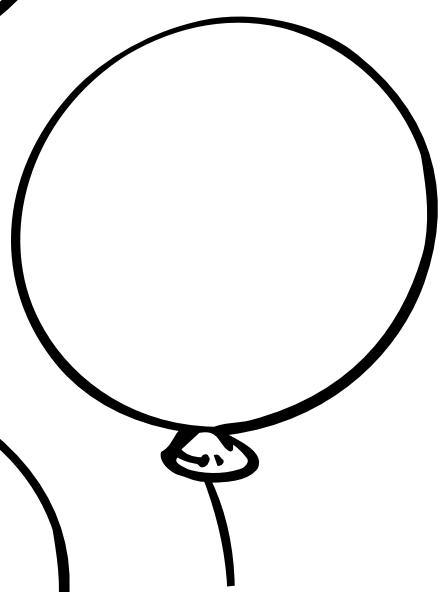




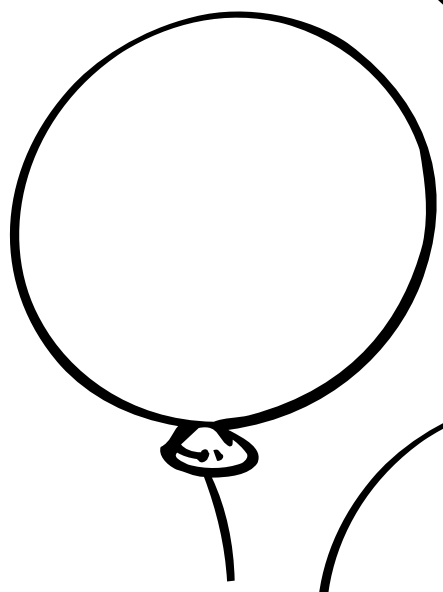
Draw the given faces on each of balloons.



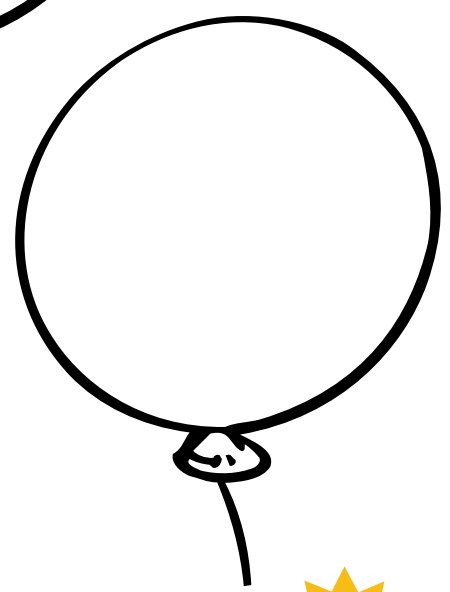
Smiling



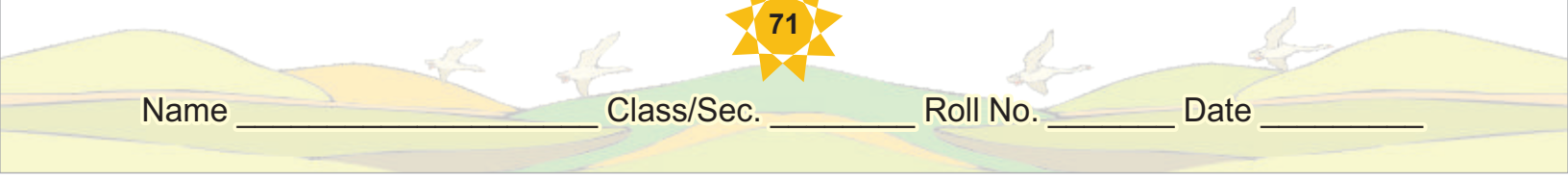
Sad

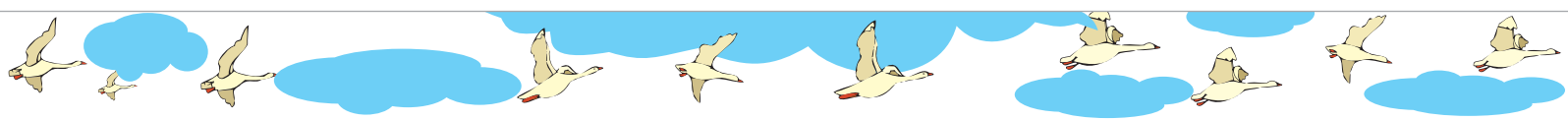


Weeping



Laughing

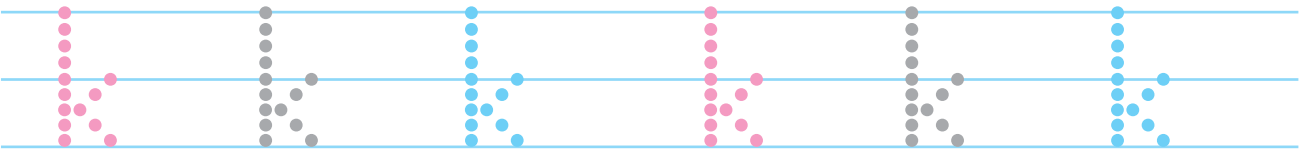
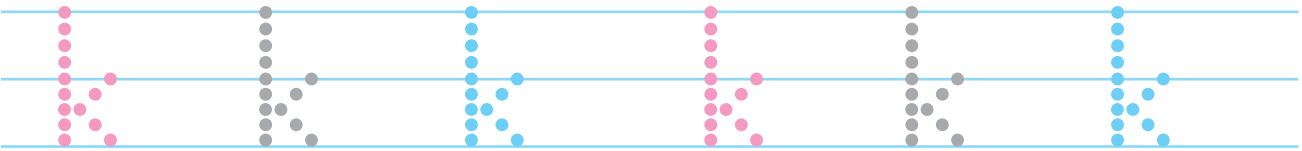
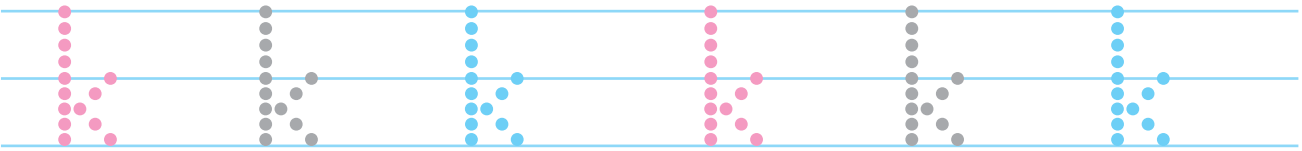


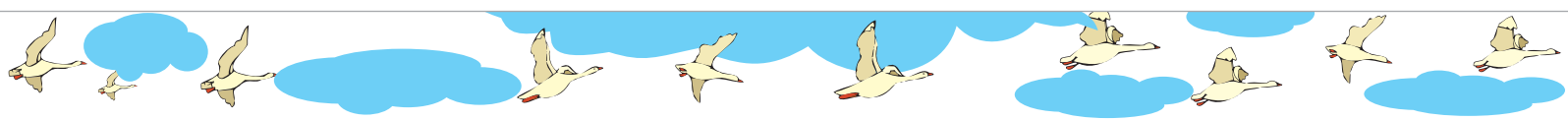


k

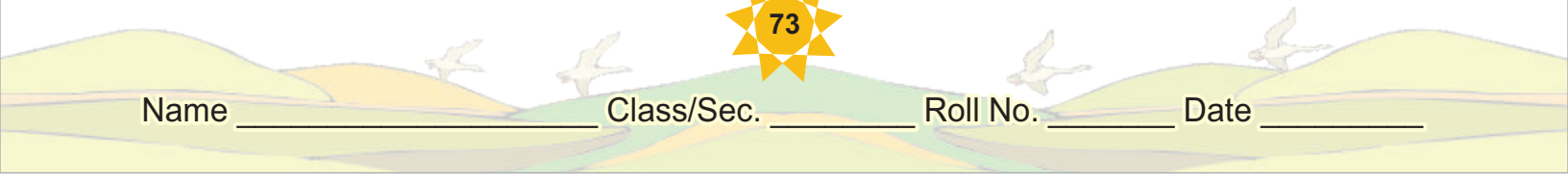
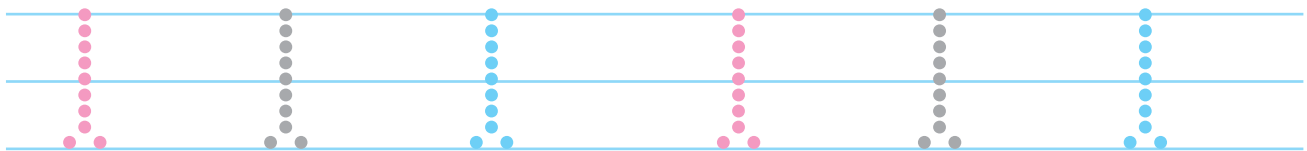
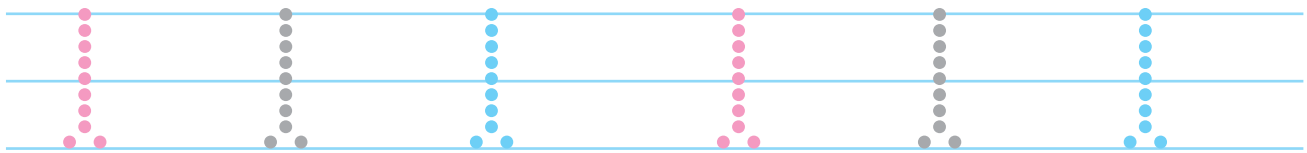


Join the dotted lines.





Join the dotted lines.



## Lalu and Peelu

The same story 'Lalu and Peelu' is given in Hindi Textbook 'Rimjhim' Class I, Lesson No. 16. Therefore, both the texts may be discussed while adopting interdisciplinary approach for the better comprehension of the texts.

Draw the picture of Lalu and Peelu.

**Lalu**

**Peelu**



## Create your own Classroom Theatre

### Note for the teachers :

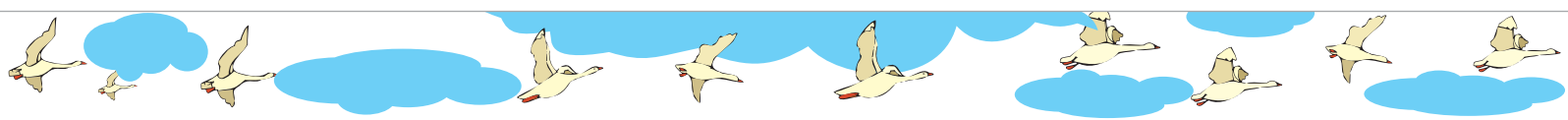
The teacher can use a corner in the classroom and give it the look of a stage by hanging dupattas. He/she can even use empty cartons or boxes to make a theatre stand.

Then the stories given in the textbook can be enacted in the class. Teacher can help the children in framing dialogues.

### Example :

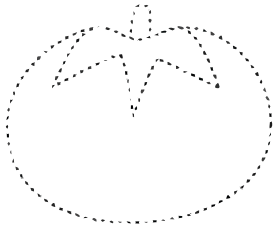
Story of Lалу & Peelu can be enacted in the classroom. Children will play characters of Hen, two chicks - Lалу and Peelu.

Children can be asked to narrate any other story of hen and chicks or of laddu and red chilli. Teacher can ask children to tell their experiences, if any about hen, chicks, laddu and red chilli. Other stories in the text can be enacted using classroom theatre.

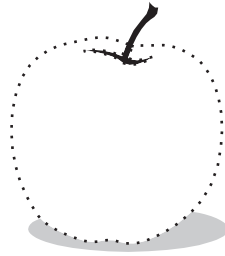


## Lesson - Lahu and Peelu

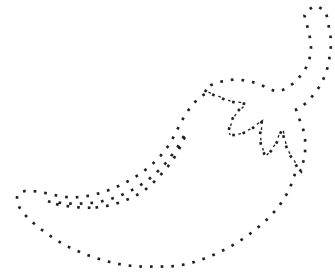
Join the dotted lines and colour the pictures.



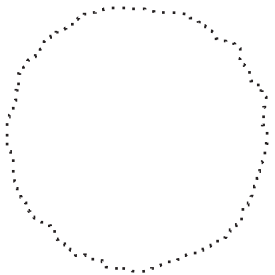
Red Tomato



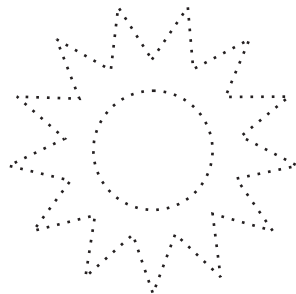
Red Apple



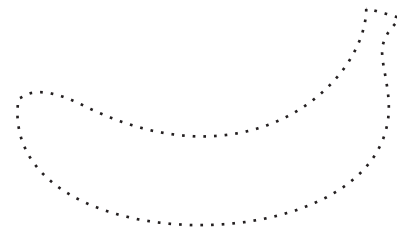
Red Chilli



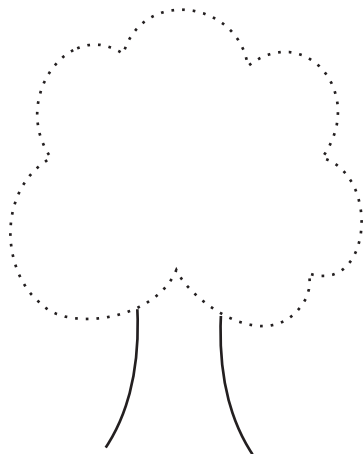
Yellow Laddu



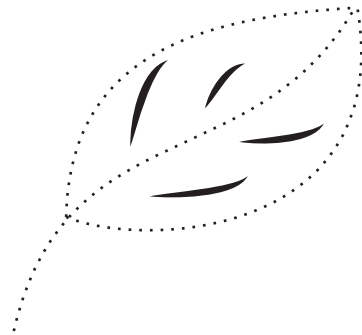
Yellow Sun



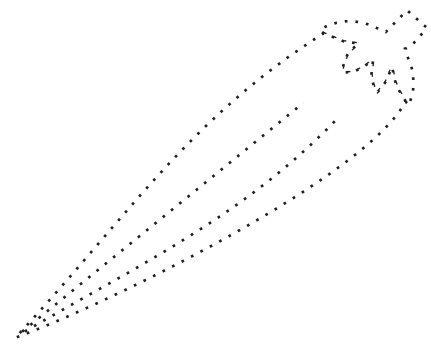
Yellow Banana



Green Tree

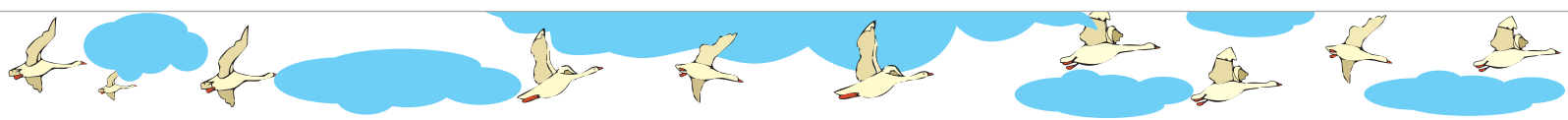


Green Leaf



Green Lady Finger





# Lesson - Lалу and Peelu

Observe the Picture. Write the correct word against the picture from the given box.

Bird Window Tail boy shoes sky



Blank writing box with four horizontal lines.



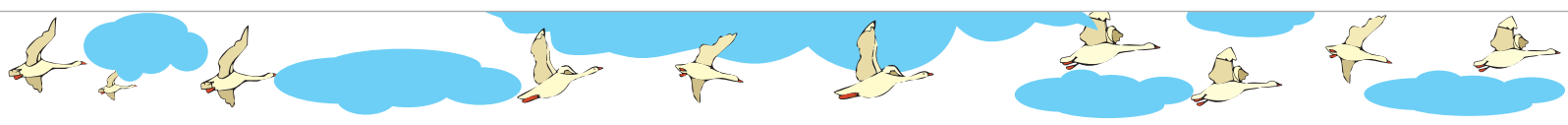
Blank writing box with four horizontal lines.



Blank writing box with four horizontal lines.

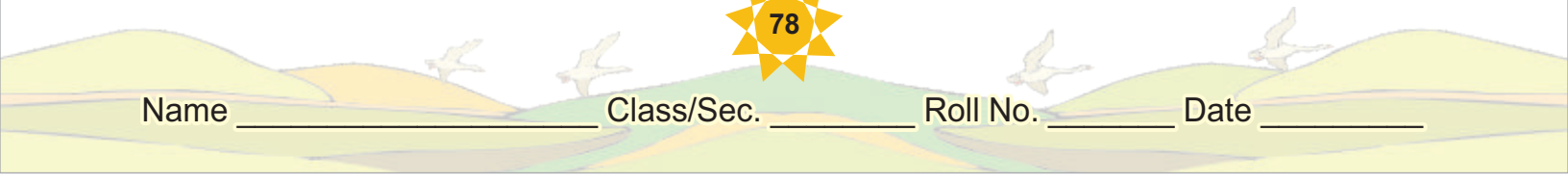


Blank writing box with four horizontal lines.

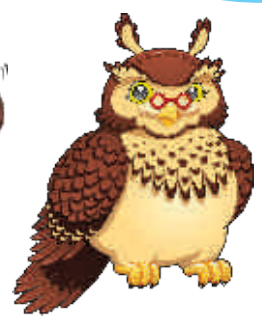
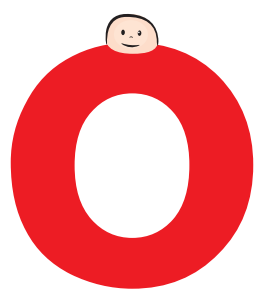




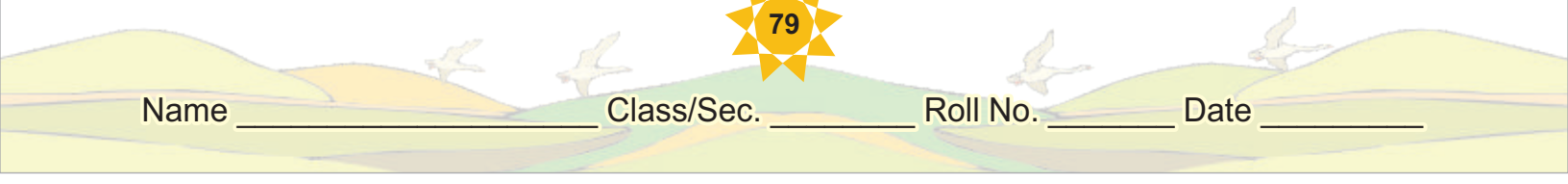
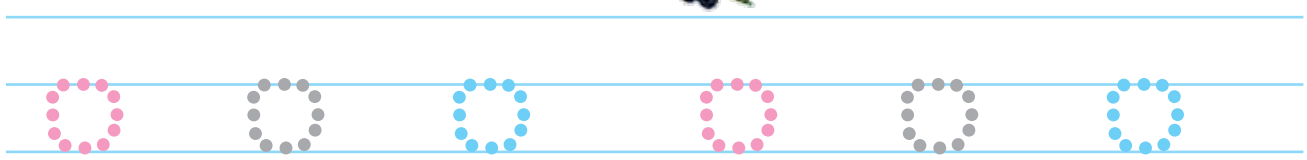


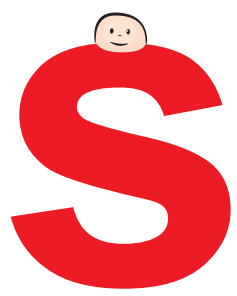






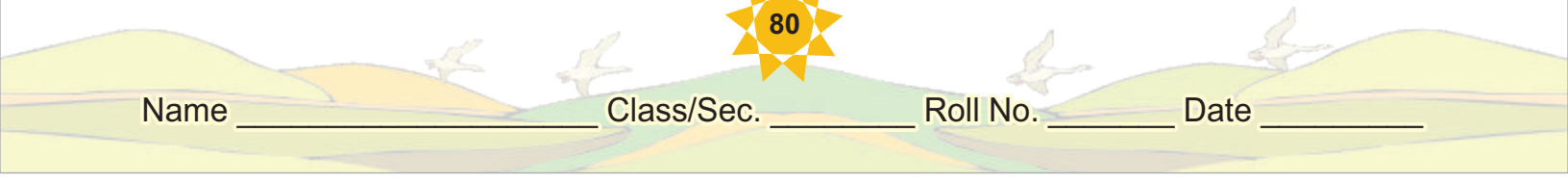
Join the dotted lines.





Join the dotted lines.

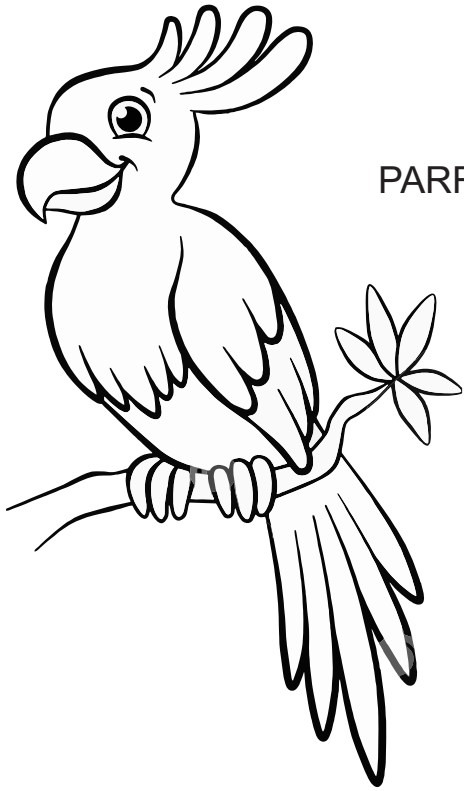
Handwriting practice section consisting of four rows of blue horizontal lines. Each row contains six dotted shapes: a pink circle, a grey circle, a blue circle, a pink circle, a grey circle, and a blue circle. The shapes are arranged in a sequence that forms a large, faint 'S' shape across the rows.





## Lesson - Lahu and Peelu

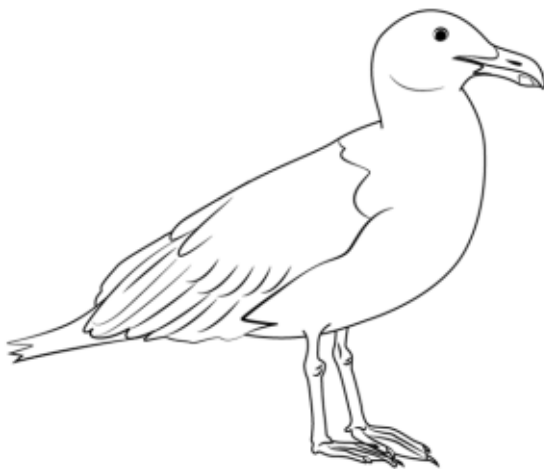
Look at the pictures and colour them.



PARROT



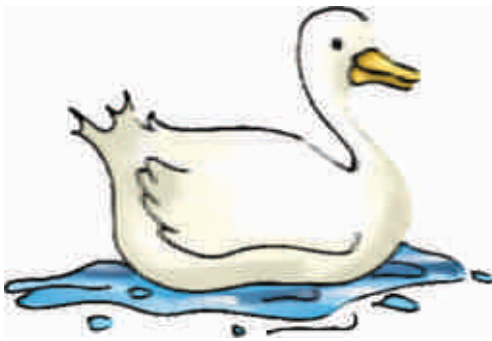
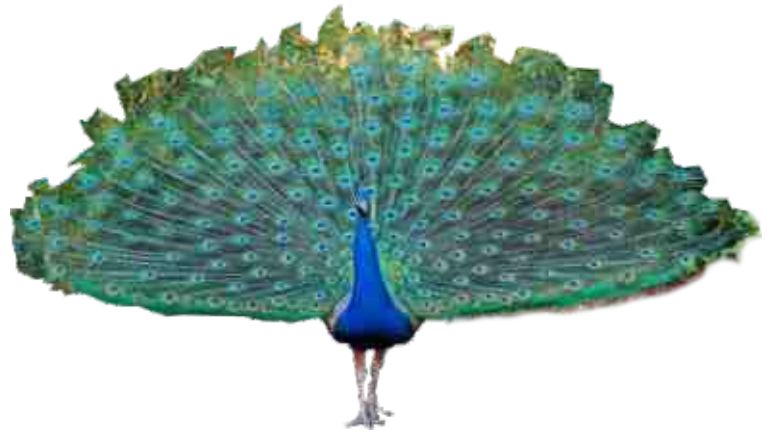
CROW



SEAGULL

Lesson - Lahu and Peelu

Write down the names of the following birds.





# Conversational Activity

## Lesson - Lалу and Peelu

Question word : **Where**

Action word : **Going**

The teacher will take the students to the school ground. Students with different placards will stand on the ground in moving position. He/she will ask only one question like: Where are you going? Students will answer : We are going to school, to the hospital, to the park, to the cinema hall, to the market / shop, to the library showing their placards.



We are going to **School**.



Where are you **going**?

Where are you **going**?



We are going to the .....



Where are you going?



We are going to the .....

Where are you going?



We are going to the .....

Where are you going?



We are going to the .....

## Once I Saw A Little Bird

After reciting the poem, the teacher would ask the following questions :

(I) Say and tick (✓) whether the given statements are right or wrong.

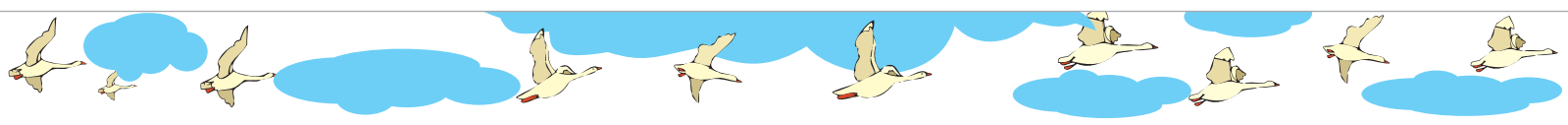
1. The child was going to the bathroom.
2. The child saw a little bird.
3. The child asked little bird to stop.
4. The bird stopped there.
5. The bird shook his little tail.

(II) Fill in the blanks with rhyming words.

Hop \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

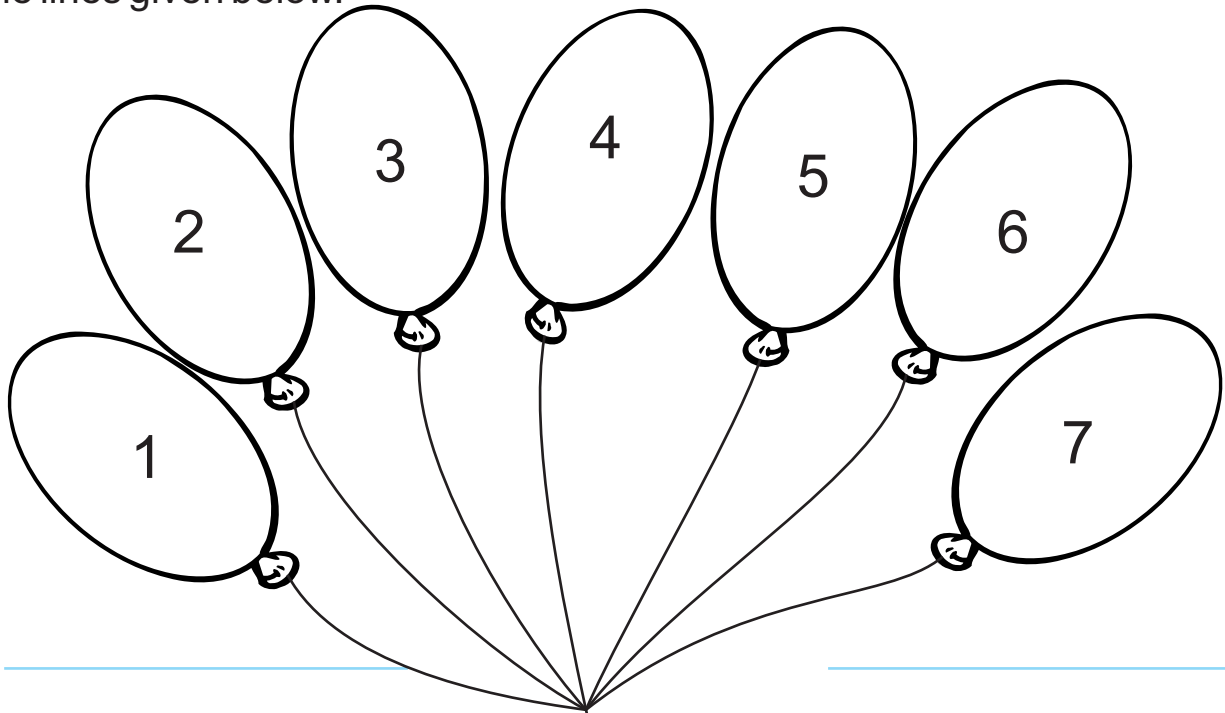
Tail \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Shook \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



## Poem: Once I Saw a Little Bird

Colour the balloons with different colours and write the name of the colours in the lines given below.



1.

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2.

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3.

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4.

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5.

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6.

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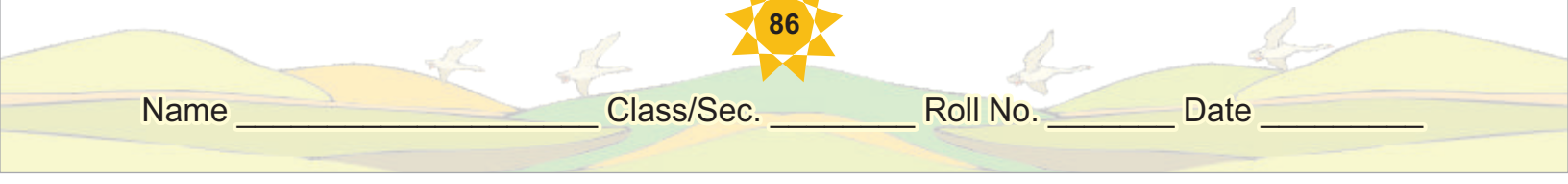
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7.

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## Lesson: Mittu and the Yellow Mango

Rearrange the following letters to make the name of fruits and write them below.

elppa

spagre

onamg

ananba

enarog

Apple

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

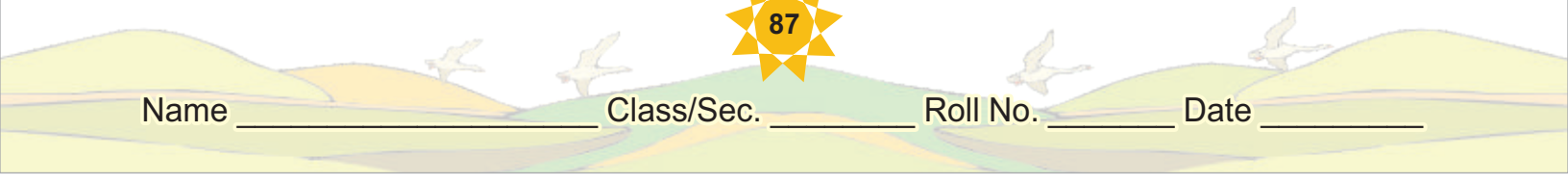
\_\_\_\_\_

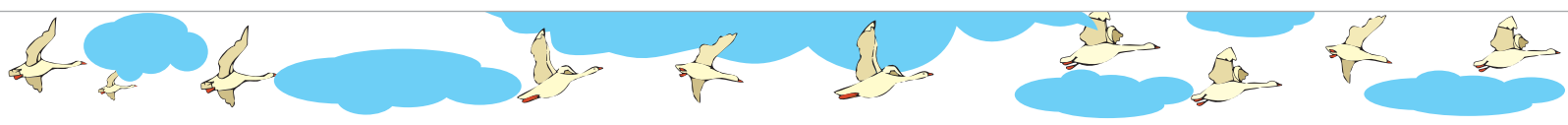
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



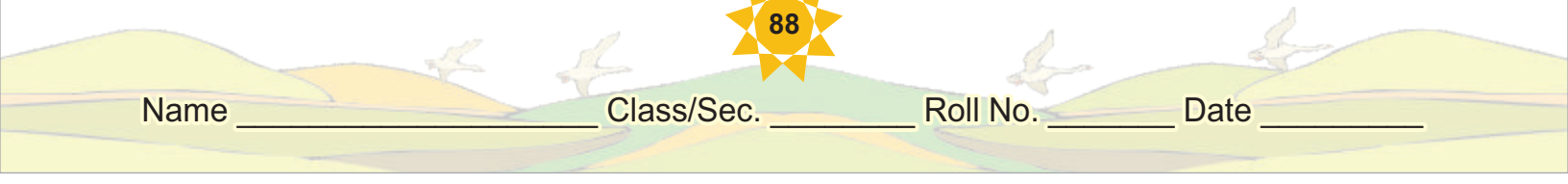


## Lesson: Mittu and the Yellow Mango

The following exercise may be taken up to discuss the lesson with the students.

Fill in the blanks with the words and colours. Colour the boxes accordingly.

1. Mittu the parrot was \_\_\_\_\_ .
2. It had a \_\_\_\_\_ beak.
3. Mango on a tree was \_\_\_\_\_ .
4. Mittu saw a \_\_\_\_\_ balloon.
5. The crow was \_\_\_\_\_ .





## Lesson: Mittu and the Yellow Mango

# Who am I ?

(Whole class Activity)

The teacher would prepare cards of a few animals and birds. He/she would stick these cards on the back of the child/children. The teacher would ask the child/children to come one by one and move around the class. The child would ask the following questions to the class to know about his identity.

- ◉ Am I a bird or an animal?
- ◉ Do I live in the jungle or city?
- ◉ Can I fly?
- ◉ Where do I live?
- ◉ What is my favourite food?

If the child/children is/are unable to give the answer, then child/children would make sound of that bird/animal and ask him.
















“Guess, Who am I?”

All the children would repeat the sound of the bird/animal after the child and tell the name.

## Lesson: Mittu and the Yellow Mango

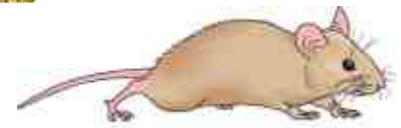
Look at the pictures and pronounce the words. Then fill in the blanks with suitable vowel given in the box.

a, e, i, o, u

 c.....t	 f.....x	 p.....n
 p.....g	 b.....t	 s.....n
 c.....p	 b.....d	 m.....t
 l.....g	 b.....g	 r.....n
 r.....d	 h.....t	 g.....n



m



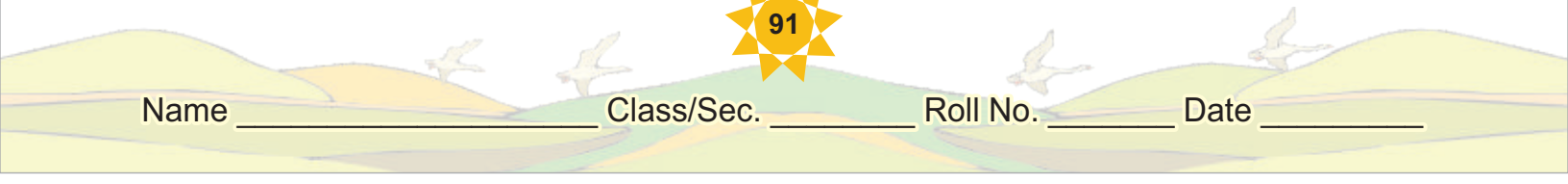
Join the dotted lines.

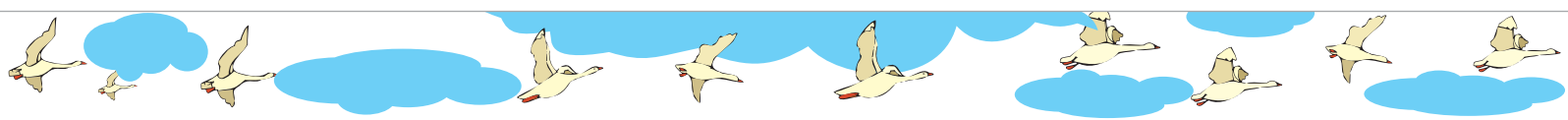
m m m m m m

m m m m m m

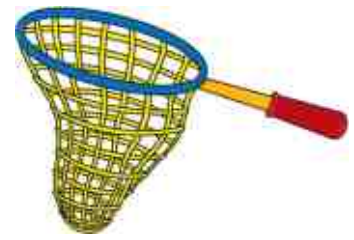
m m m m m m

m m m m m m

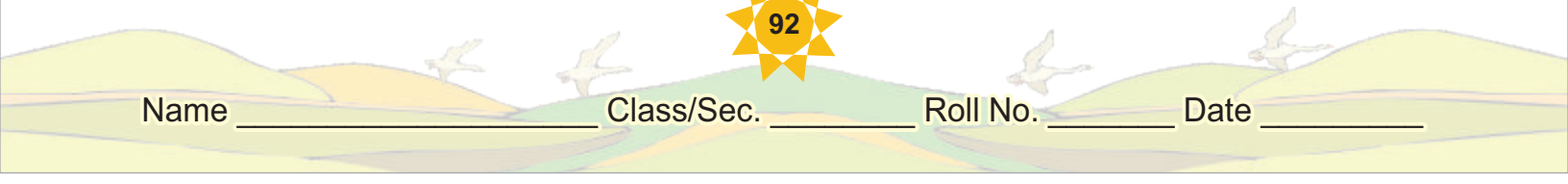
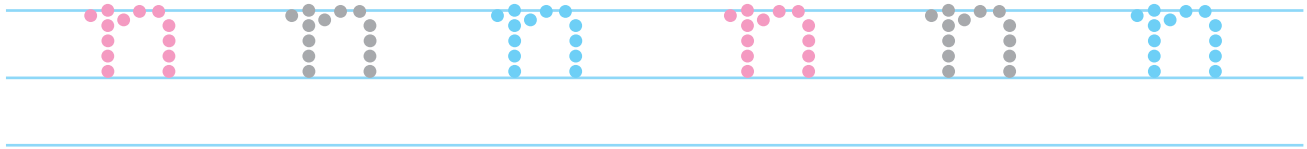
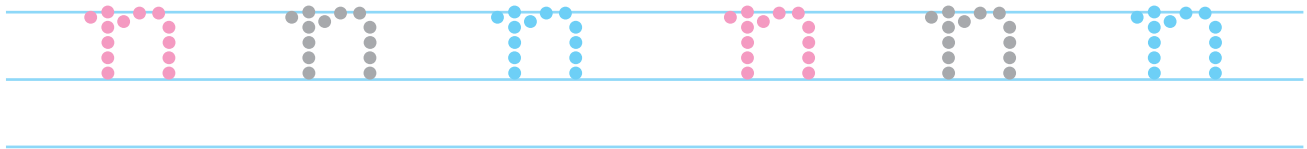
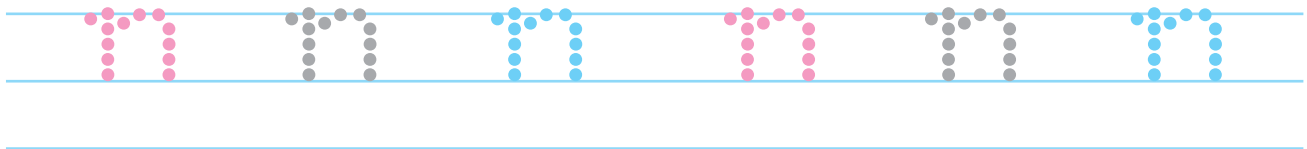
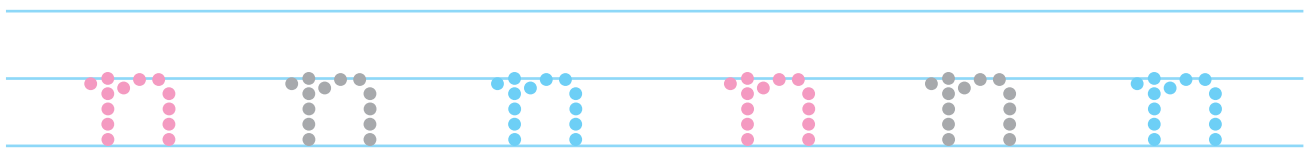




n



Join the dotted lines.





p



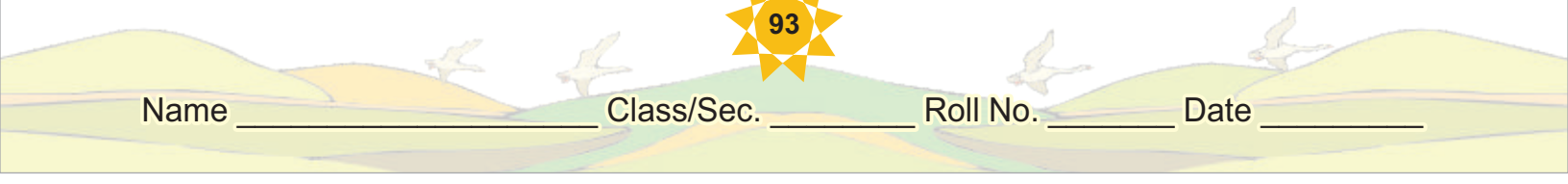
Join the dotted lines.

p p p p p p

p p p p p p

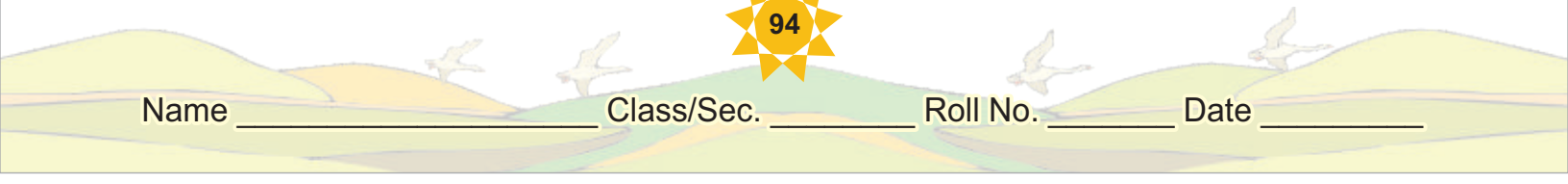
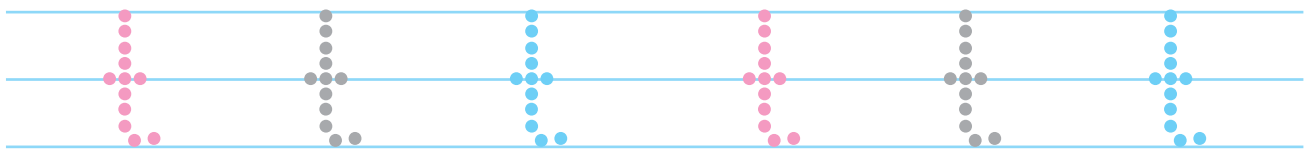
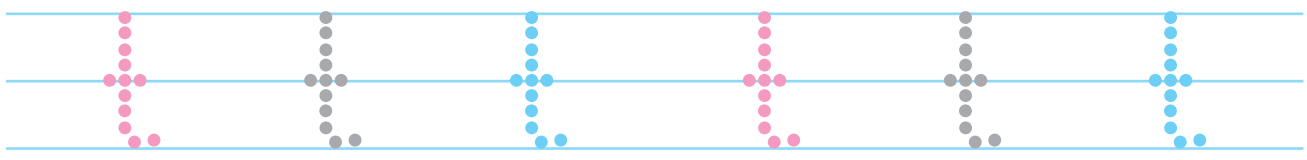
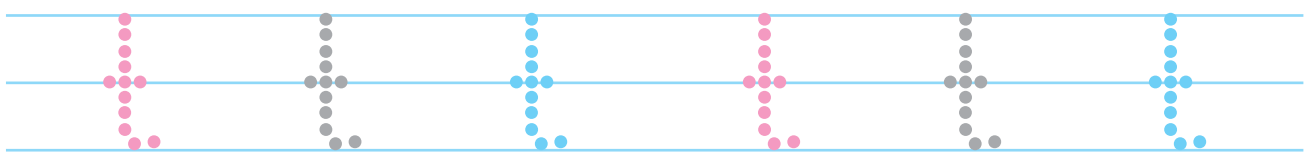
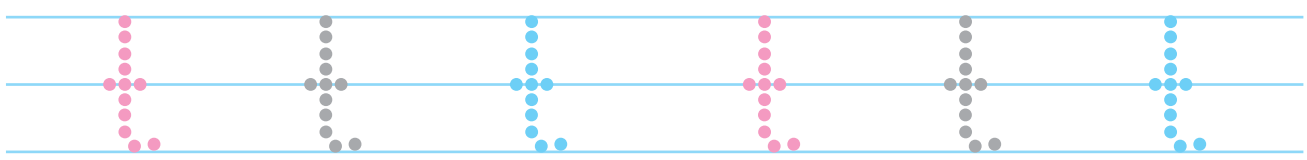
p p p p p p

p p p p p p

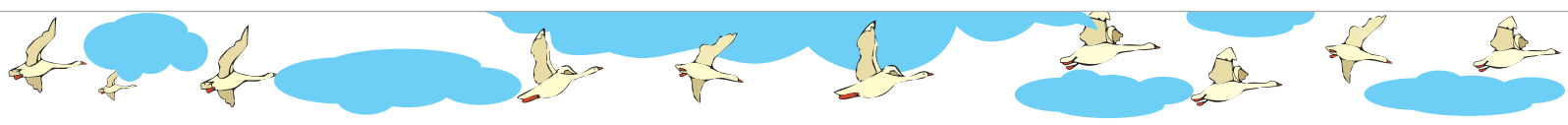




Join the dotted lines.







Poem: Merry-Go-Round

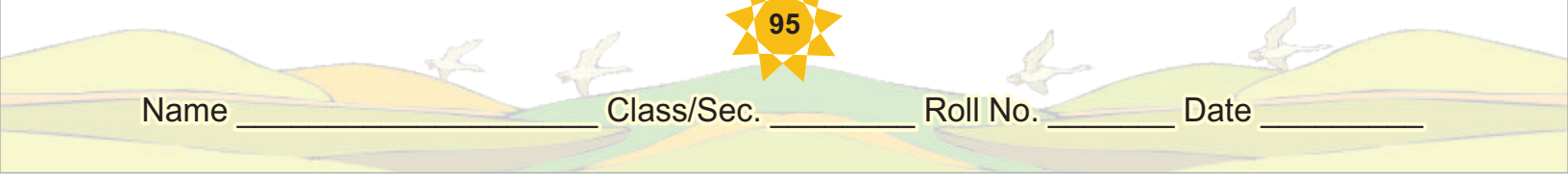
Read aloud the following words and write a same sounding word in the blank.

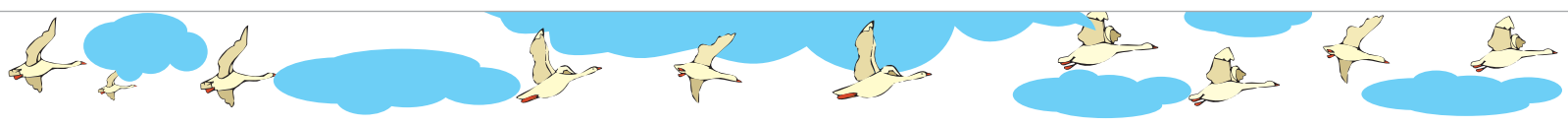
Round          around          bound          \_\_\_\_\_  
\_\_\_\_\_

Big                pig                fig                \_\_\_\_\_  
\_\_\_\_\_

Brown            town            frown            \_\_\_\_\_  
\_\_\_\_\_

Fair                chair            air                \_\_\_\_\_  
\_\_\_\_\_

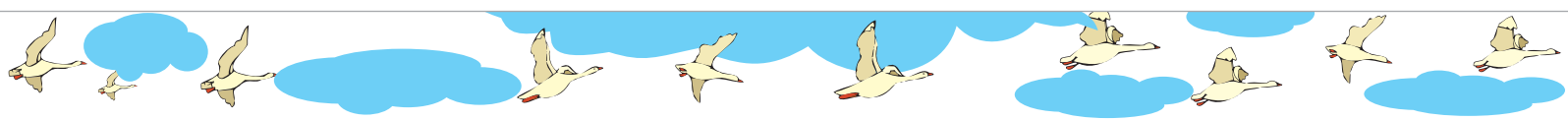




# My Page



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



## Lesson: Circle

Look at the pictures and complete the sentences given below.

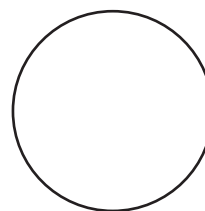
1. This is a .....



2. This is a .....



3. This is a .....



4. This is .....

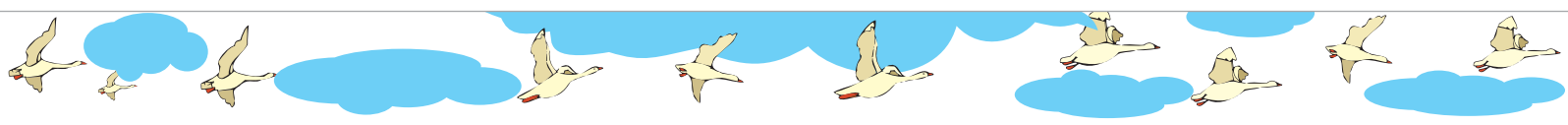


5. This is .....



6. This is a .....





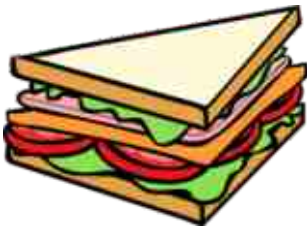
# Lesson: Circle

Look at the following pictures. Recognize the shapes and fill in the gaps.



Egg

O.....al



Sandwich

T.....iangle



Copy

S.....uare



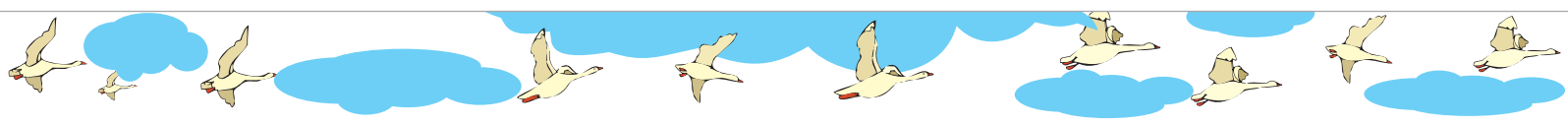
Lunchbox

R.....ctangle



Ball

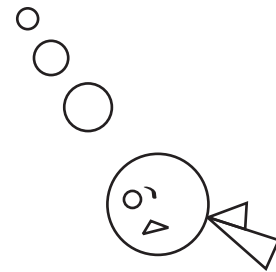
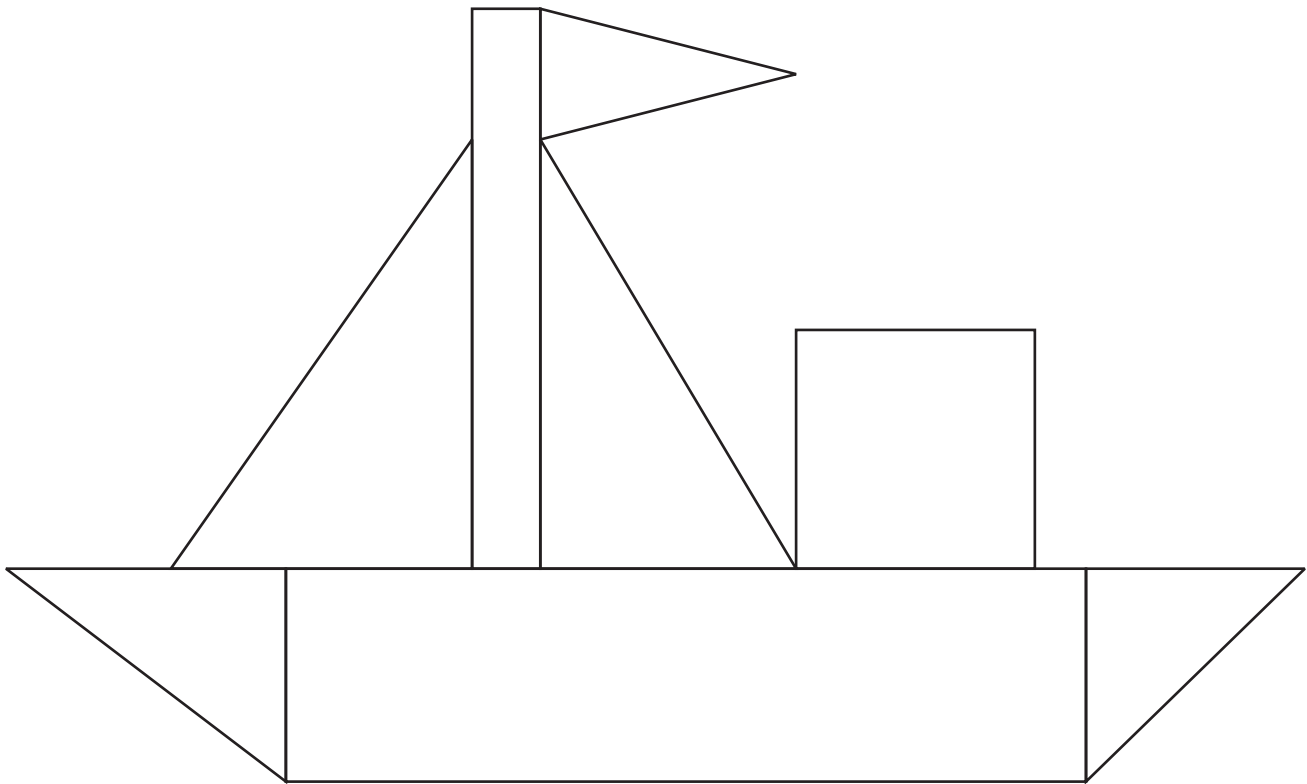
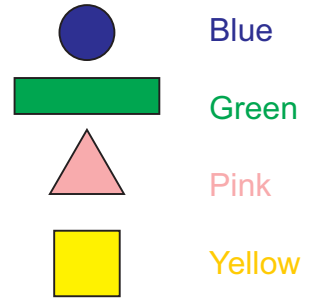
C.....rcle



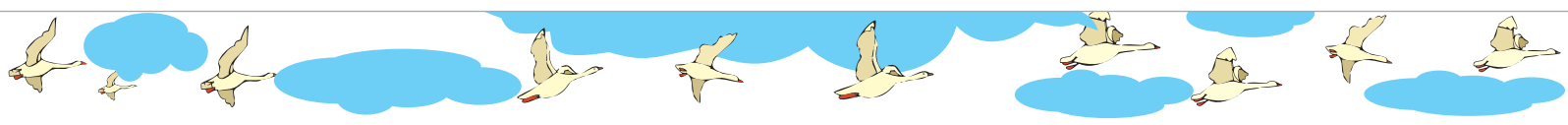
## Lesson: Circle

Look at the picture of a ship given below.

Identify different shapes in the picture and colour these according to the instructions.



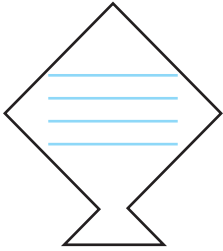
Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



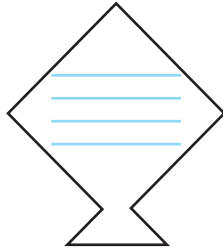
## Lesson: Circle

Let's read and write these letters in the space provided.

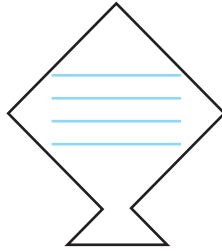
a



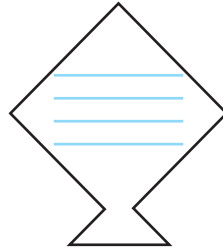
b



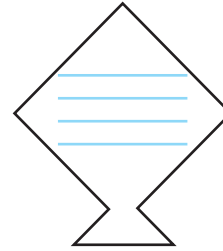
c



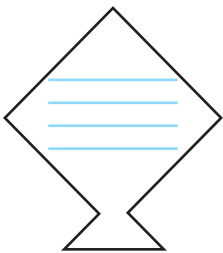
d



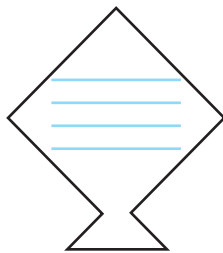
e



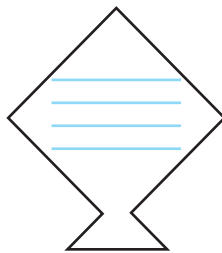
f



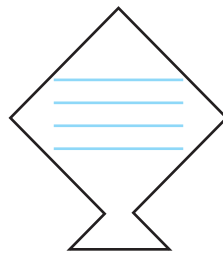
g



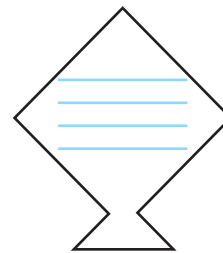
h



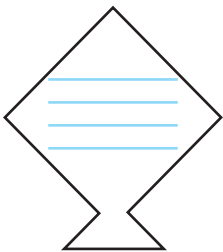
i



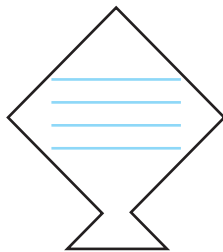
j



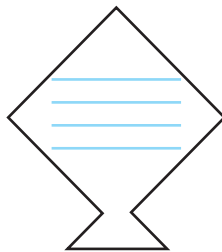
k



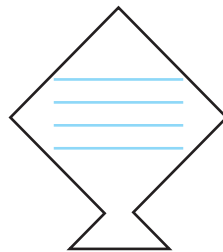
l



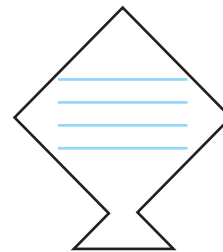
m



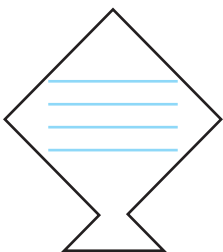
n



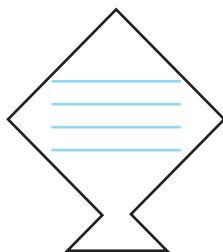
o



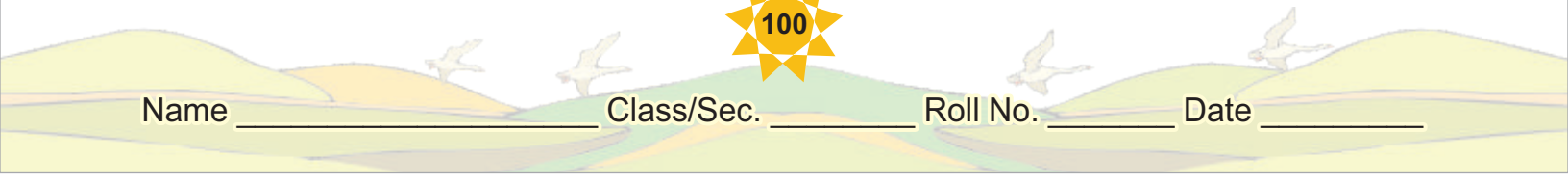
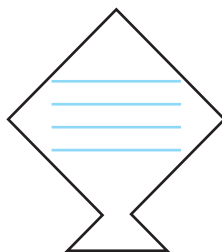
p



q



r

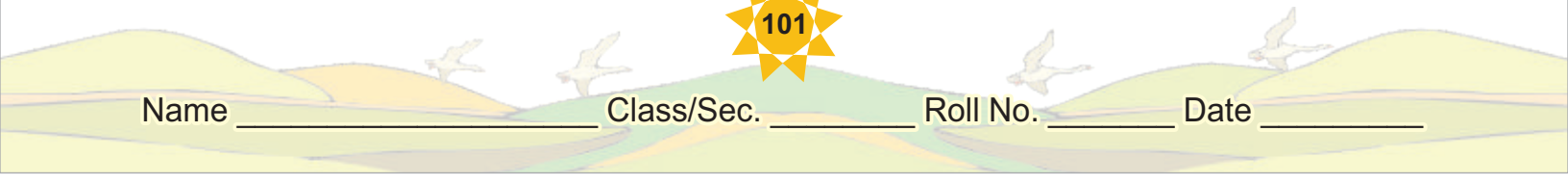
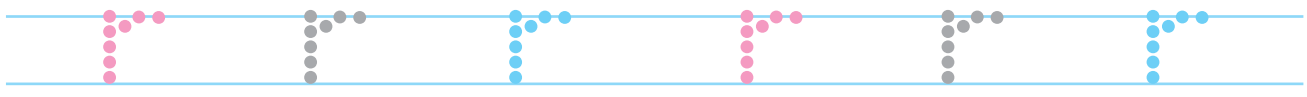
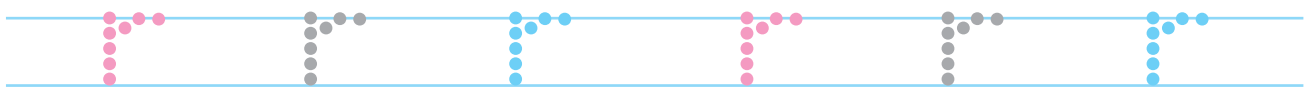
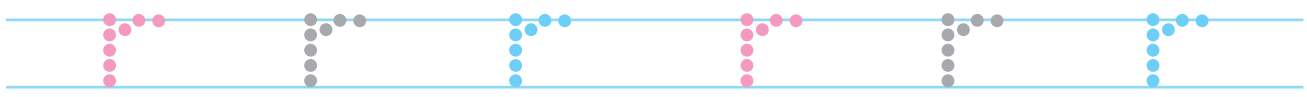
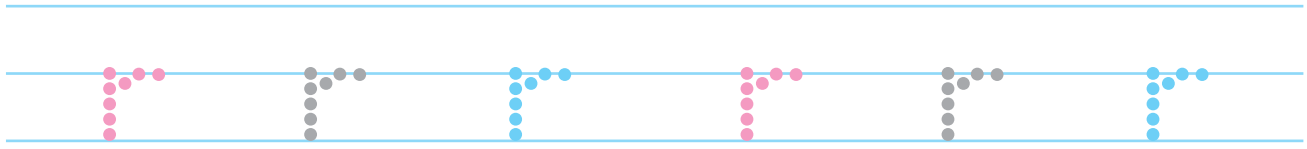


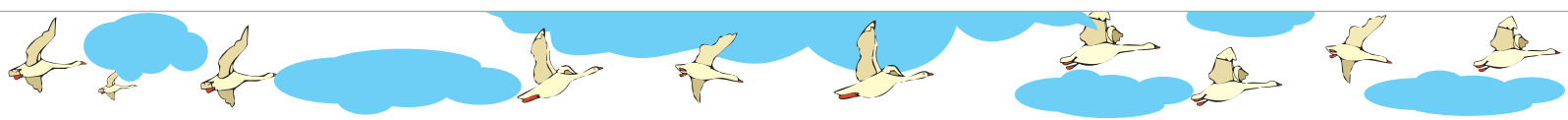


r

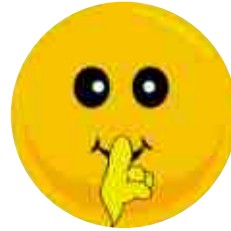


Join the dotted lines.

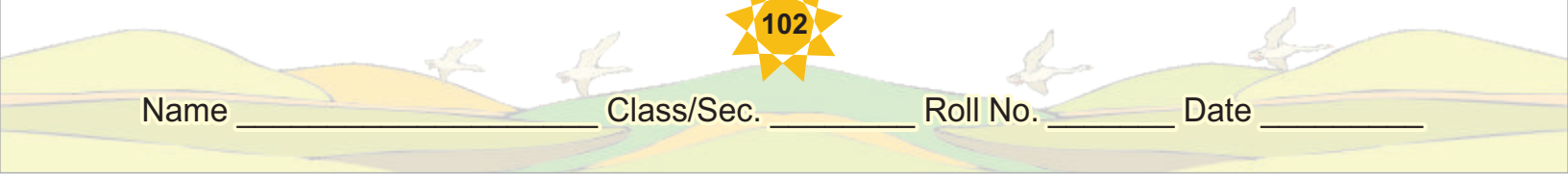
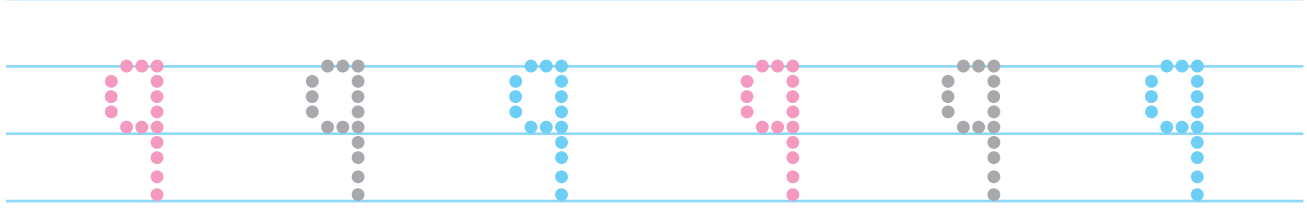
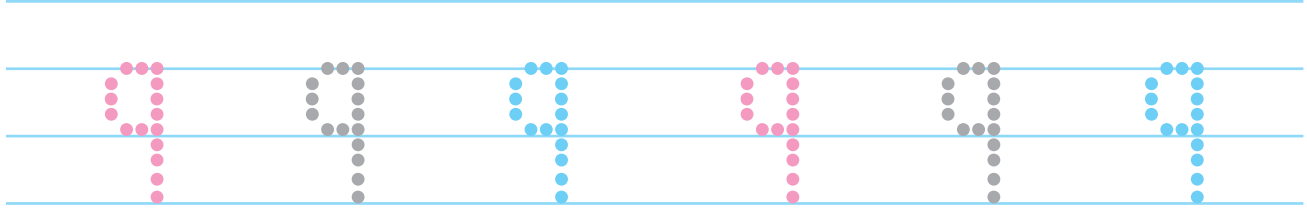
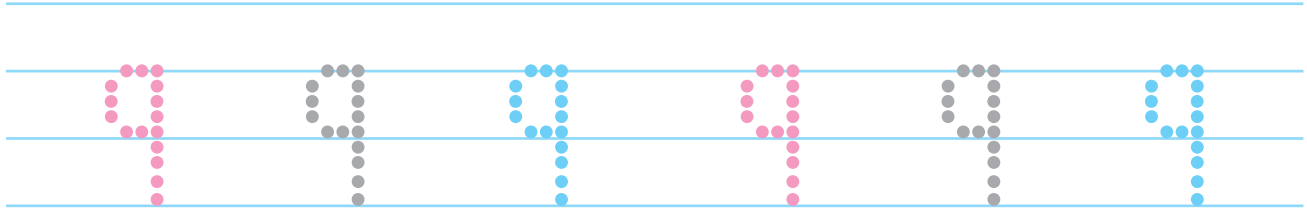
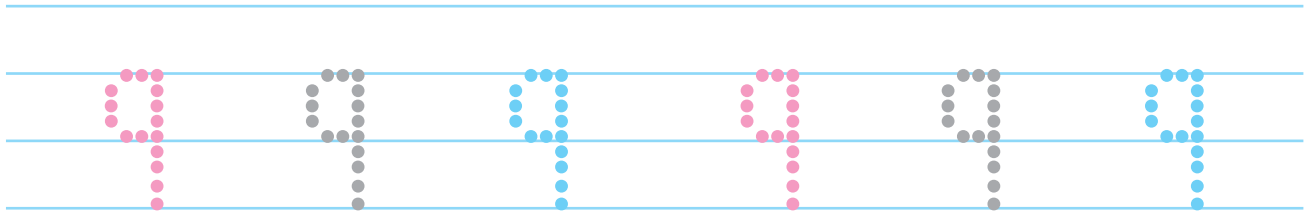




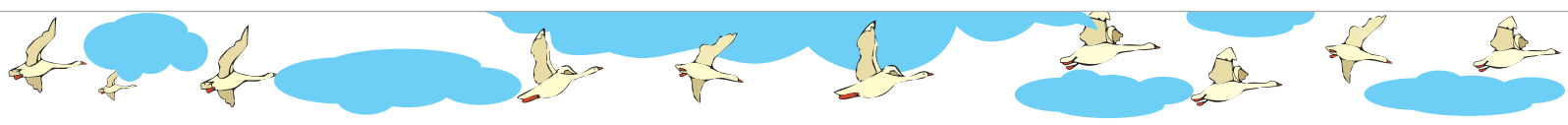
q



Join the dotted lines.







## Lesson: Circle

Say the following words aloud and circle the odd word out.

Drew

Grew

Draw

Dew

Few

Day

Ball

Bell

Call

Joy

Day

Boy

Let's make some more rhyming words.

Bell



Coat



Spoon

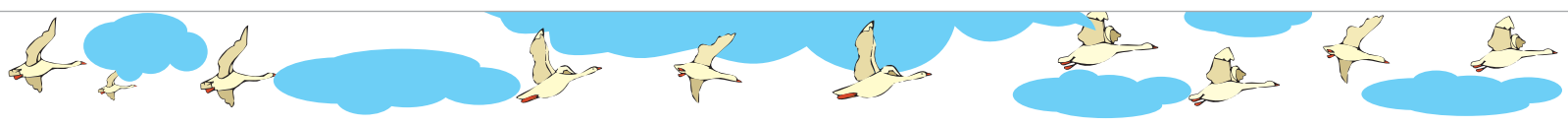


Wish



Mug

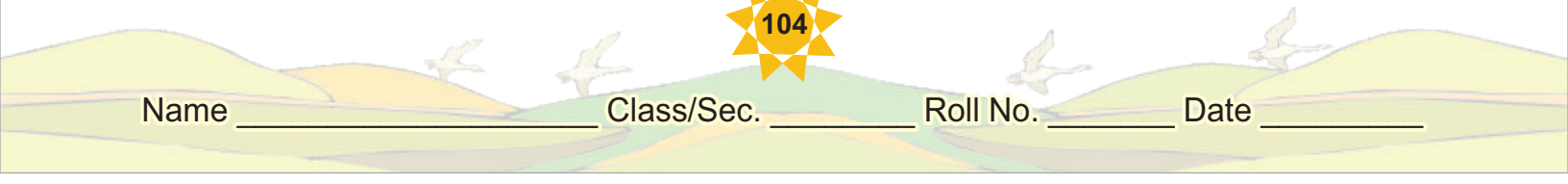


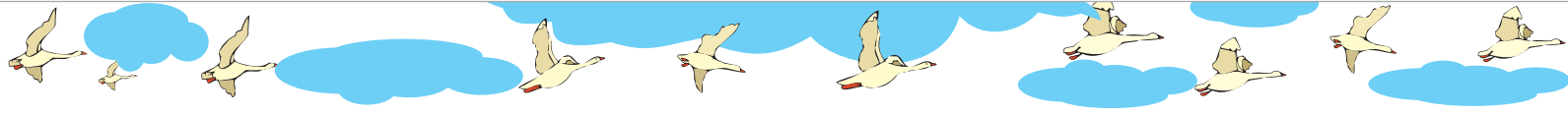


# My Page



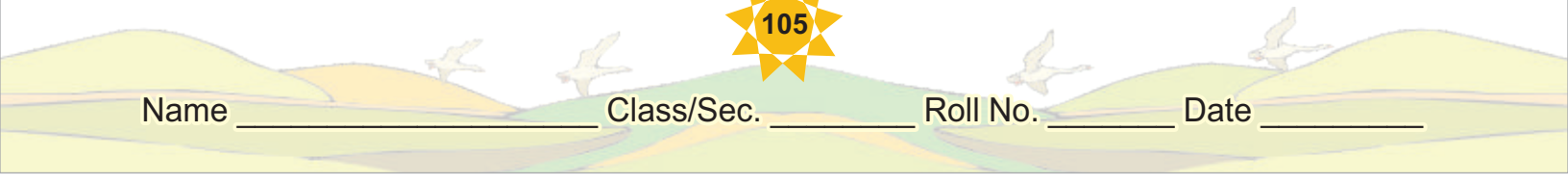
Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_





### If I were an Apple

The teacher would ask the students to play the roles of different kinds of fruits which they like the most and say one or two sentences in rhyme with action related to their fruits. They may bring placards or pictures of that fruit or a fancy dress competition can be held.





# Poem: If I were an Apple

## CROSSWORD PUZZLE



Look at the picture and fill in the letters to complete the crossword puzzle.

1  
C

2  
L

U  
D

G




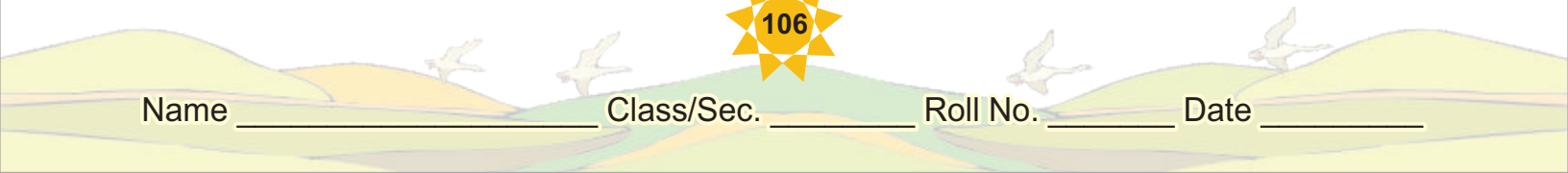
3  
T

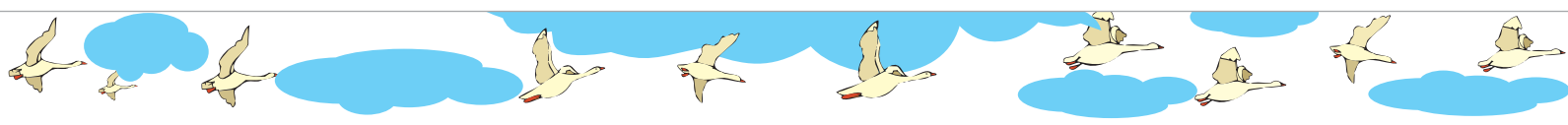
4  
S Q U I R

5  
E L

E

I  
N



## Poem: Our Tree

Answer the following questions in writing using the words **yes - can**.  
Then drill in pair for conversation purpose:

1. Can you draw a picture?

..... , I ..... draw.

2. Can you write English?

..... , I ..... write.

3. Can you dance?

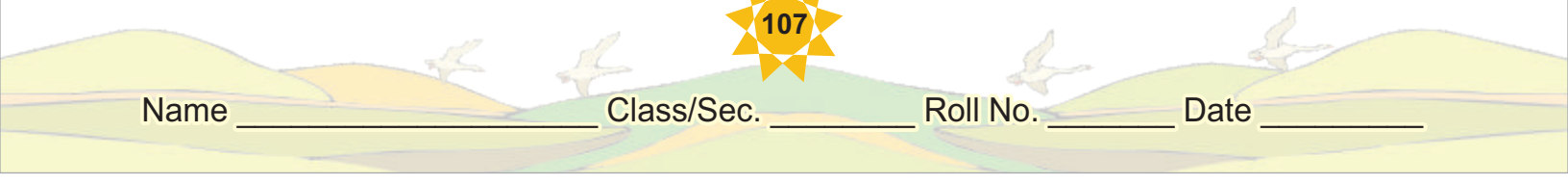
..... , I ..... dance.

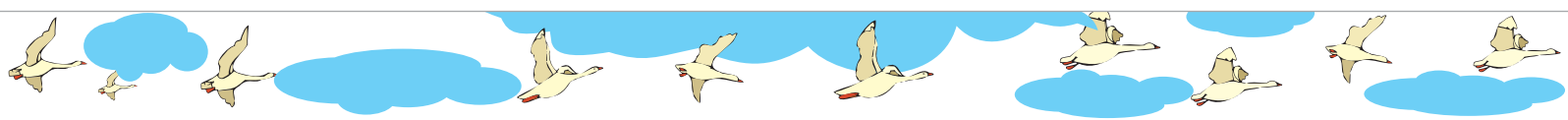
4. Can you sing a song?

..... , I ..... sing.

5. Can you cut pictures?

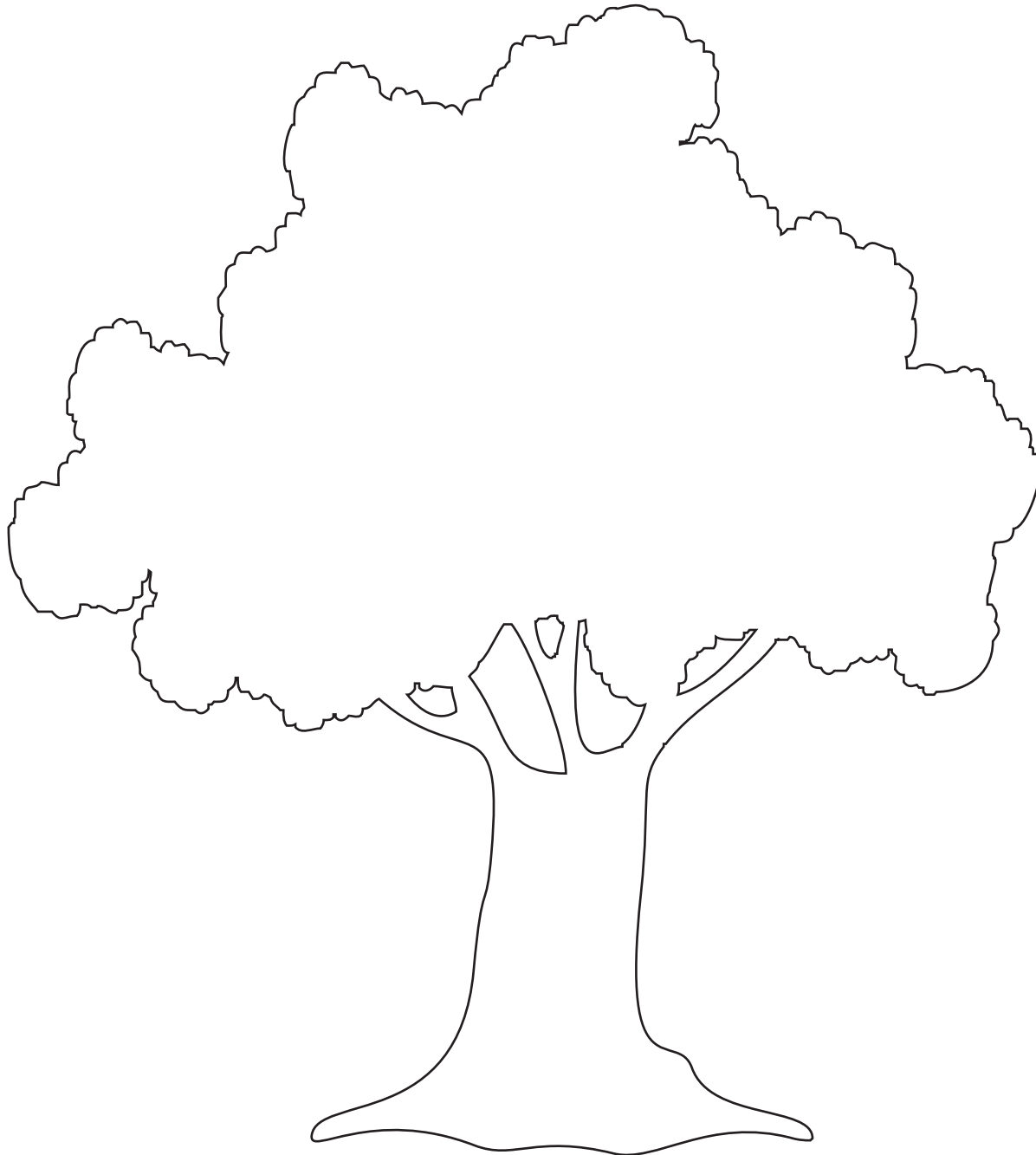
..... , I ..... cut.





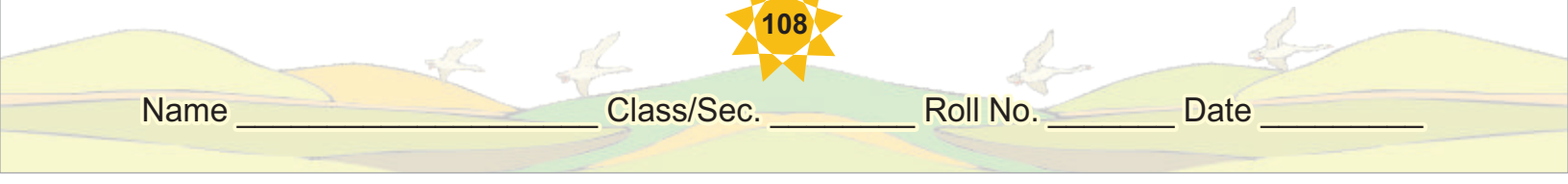
# Fun with Colours

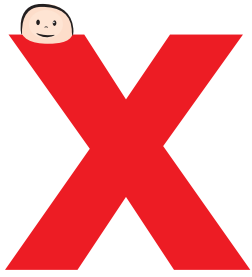
Colour the picture of the tree with thumb and leaf printing using water colour.



Complete the following sentence orally in one or two words. (Teacher will read the sentence aloud)

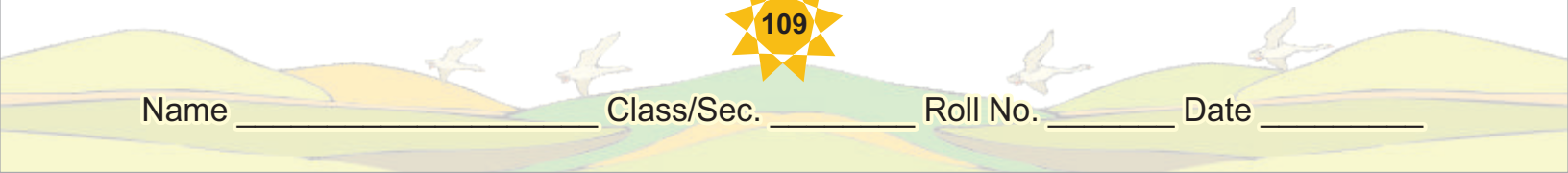
Tree gives us.....





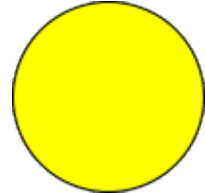
Join the dotted lines.

Handwriting practice section consisting of four rows of blue horizontal lines. Each row contains six dotted 'X' shapes for tracing, alternating in color: pink, grey, blue, pink, grey, and blue.

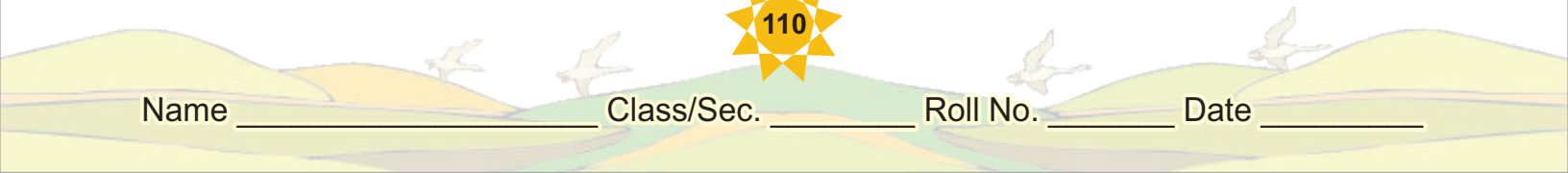
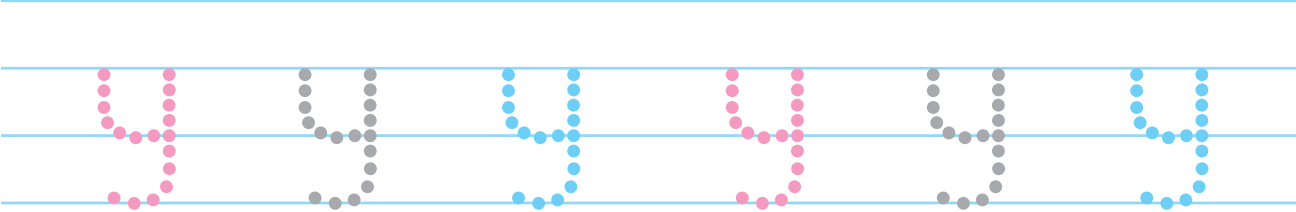
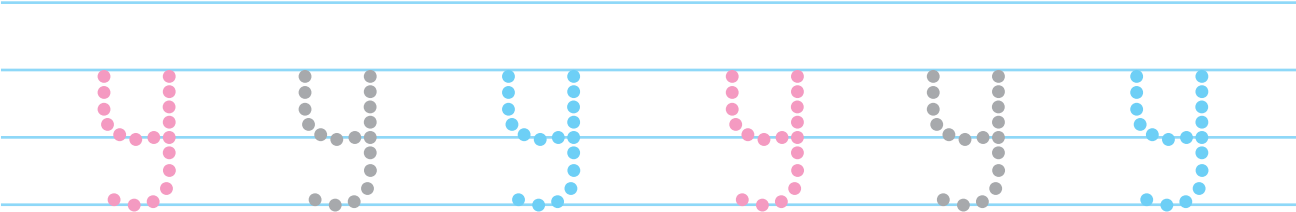
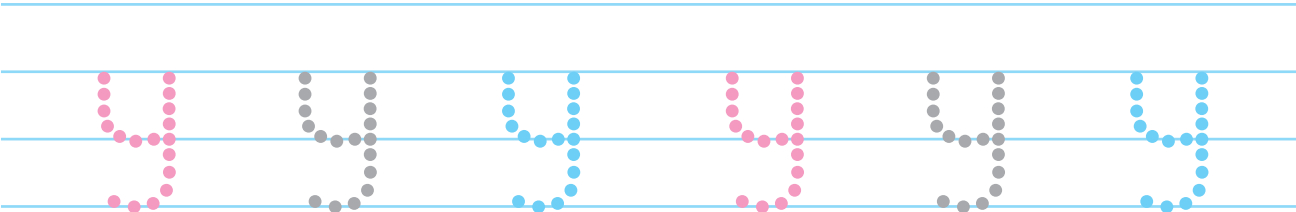
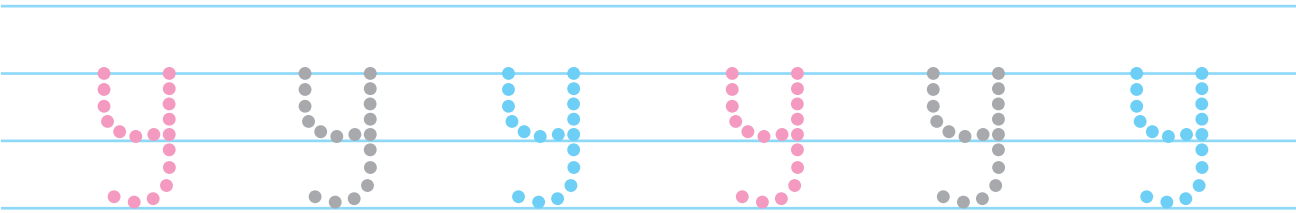




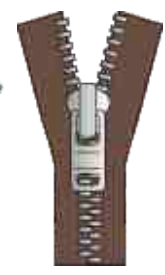
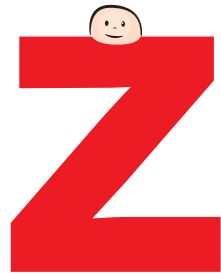
y



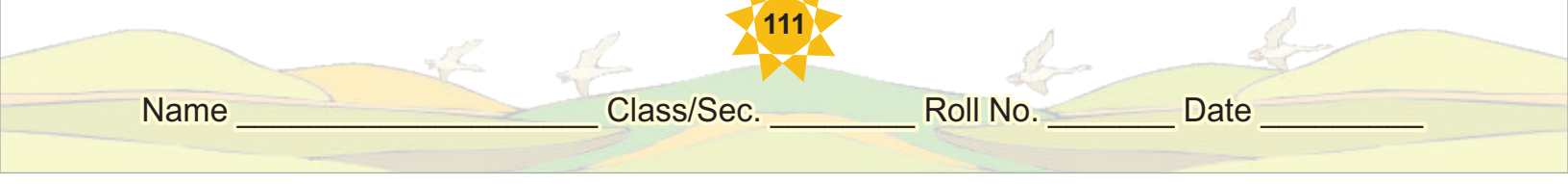
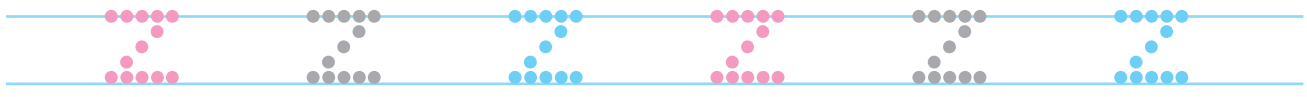
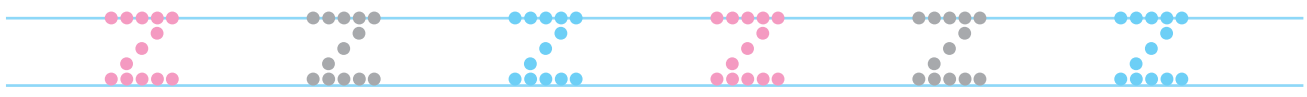
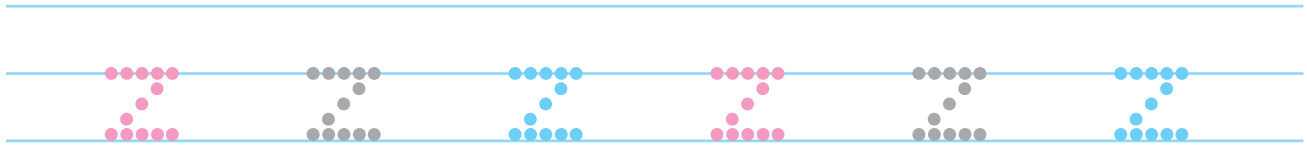
Join the dotted lines.

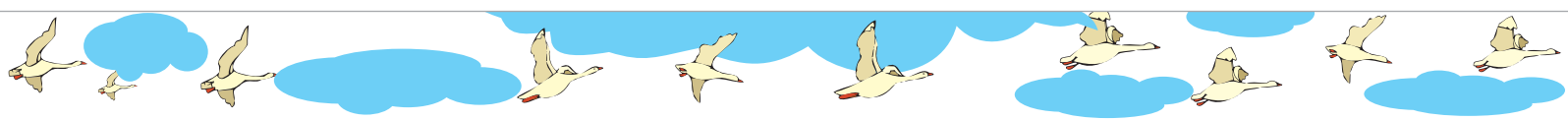






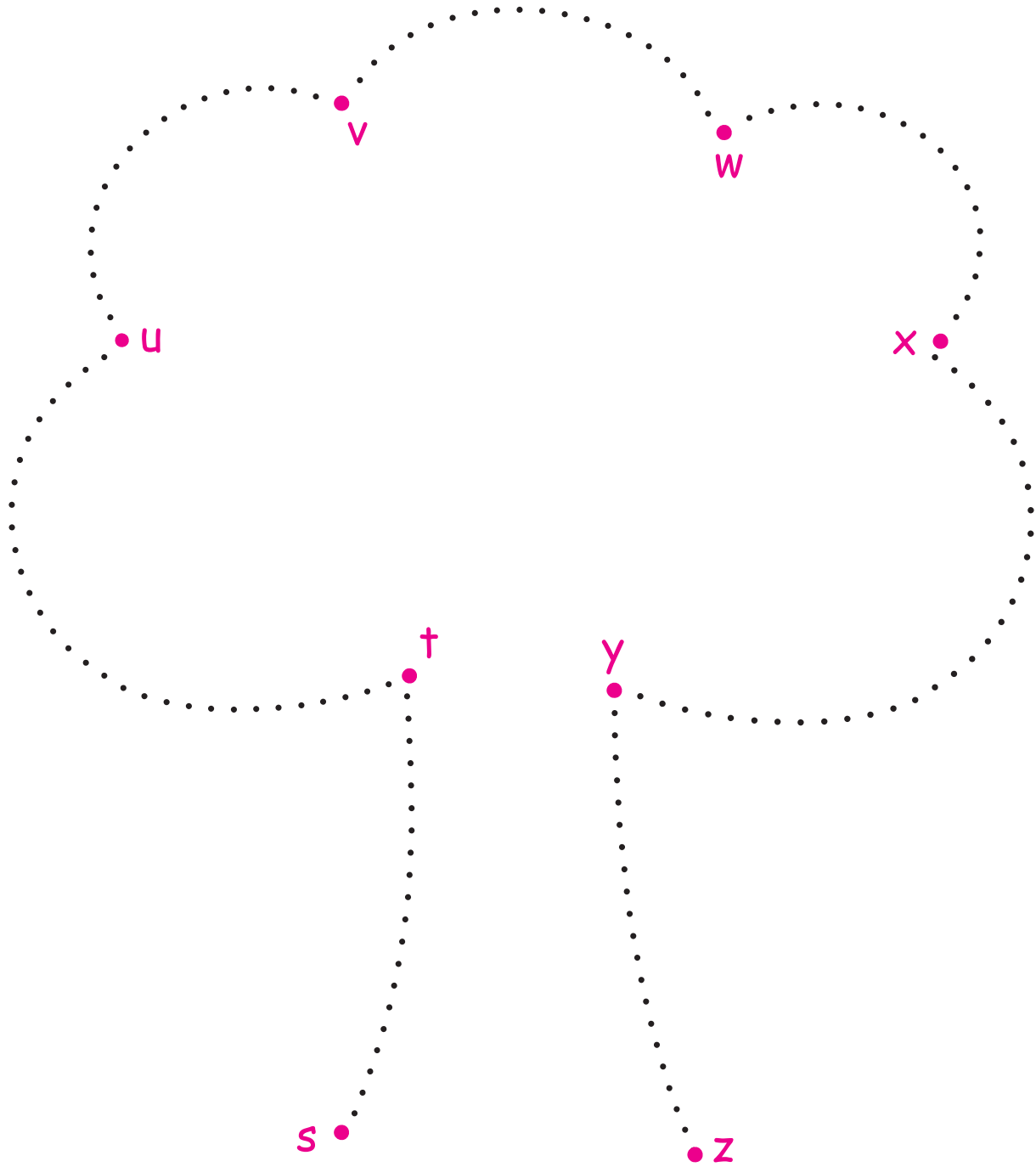
Join the dotted lines.



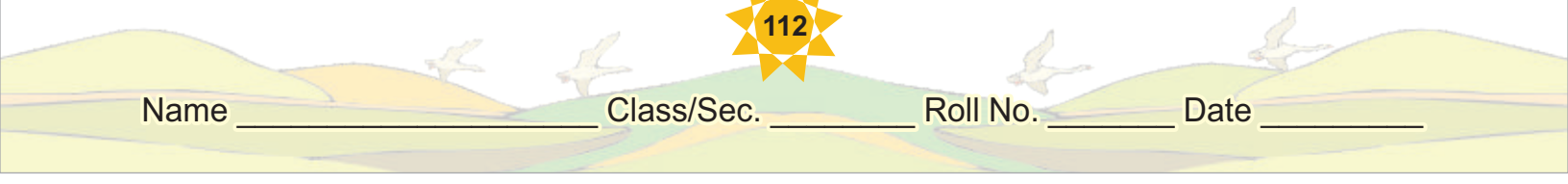


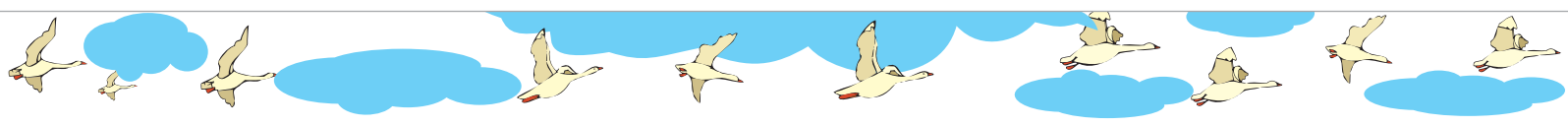
# Poem: Our Tree

Join the dots from S to Z to make the tree. Then colour the picture.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_





## Lesson: Murali's Mango Tree

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

One day Murali ate a \_\_\_\_\_ . He threw the  
\_\_\_\_\_ behind his house. Many months later, he saw a  
\_\_\_\_\_. He watered the plant \_\_\_\_\_ day. The  
plant grew into a big mango \_\_\_\_\_ .

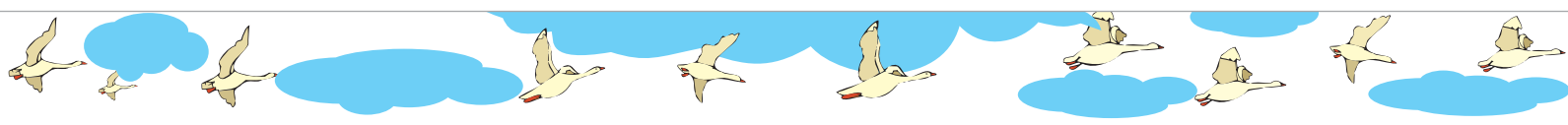
mango

tree

seed

plant

every



## Lesson: Murali's Mango Tree

Read out the following sentences and rewrite these sentences joining the dots.

I like to eat a mango.

I like to eat a mango.

I have a mango tree.

I have a mango tree.

I water the plants everyday.

I water plants everyday.

Children like mangoes.

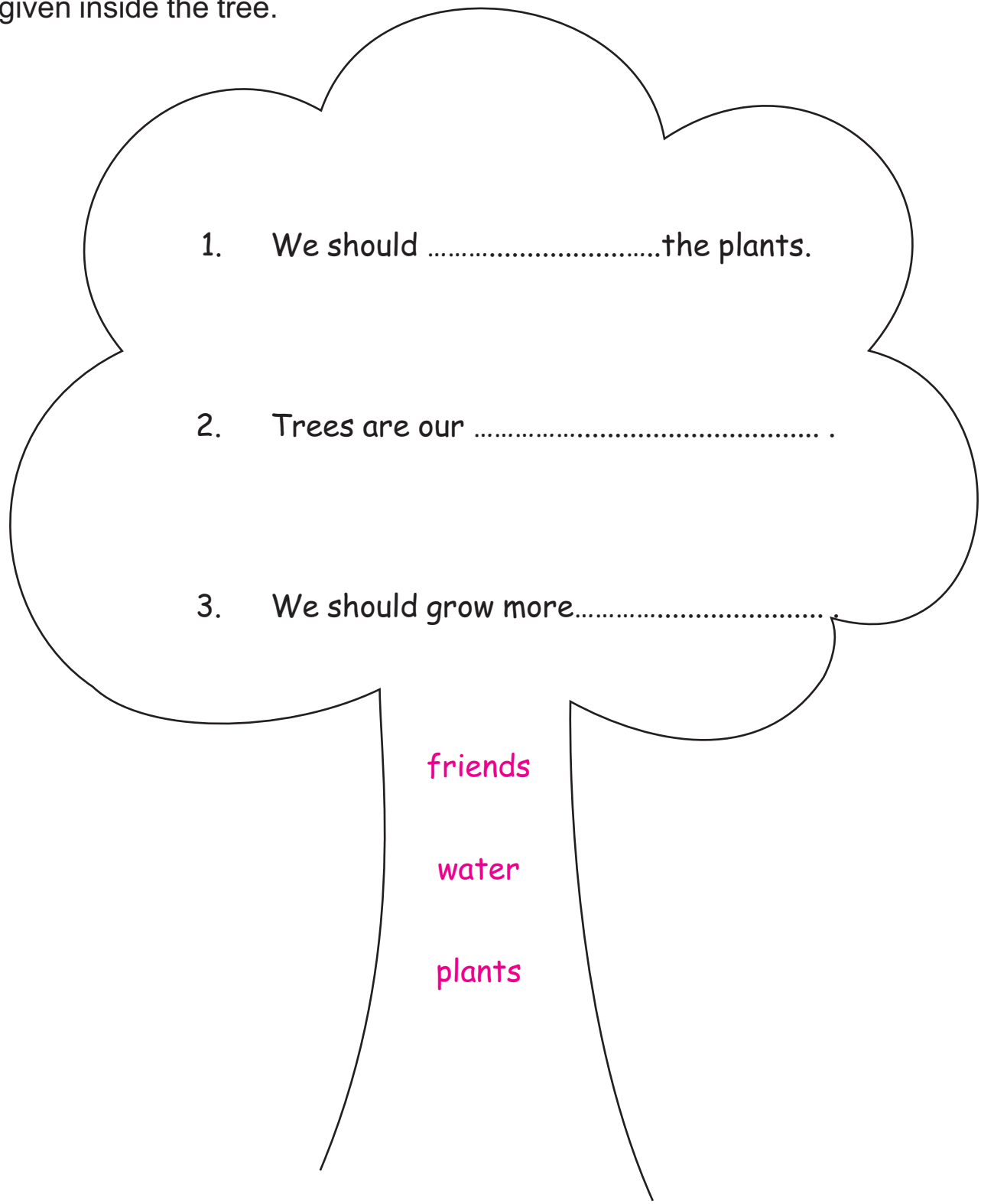
Children like mangoes.





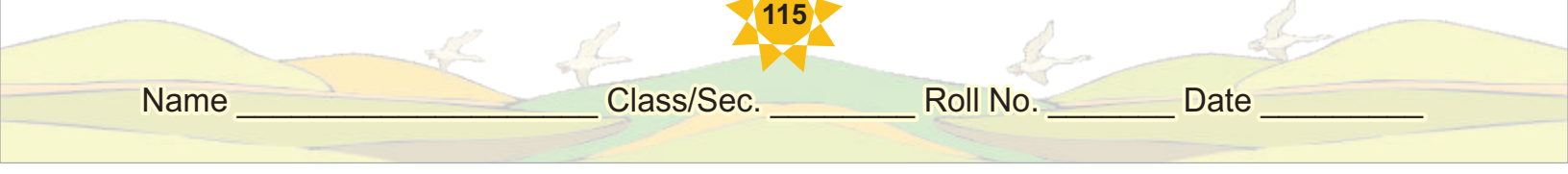
## Lesson: Murali's Mango Tree

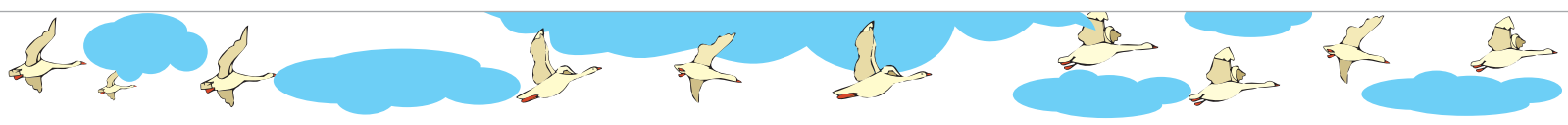
Choose the words from the trunk and fill in the blanks in the sentences given inside the tree.



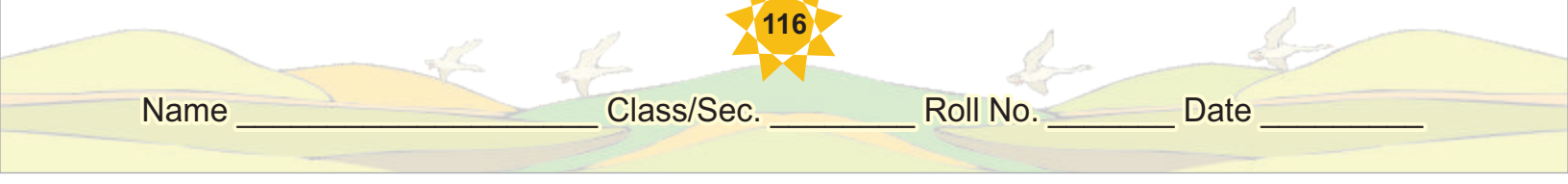
1. We should .....the plants.
2. Trees are our .....
3. We should grow more.....

friends  
water  
plants





A Kite





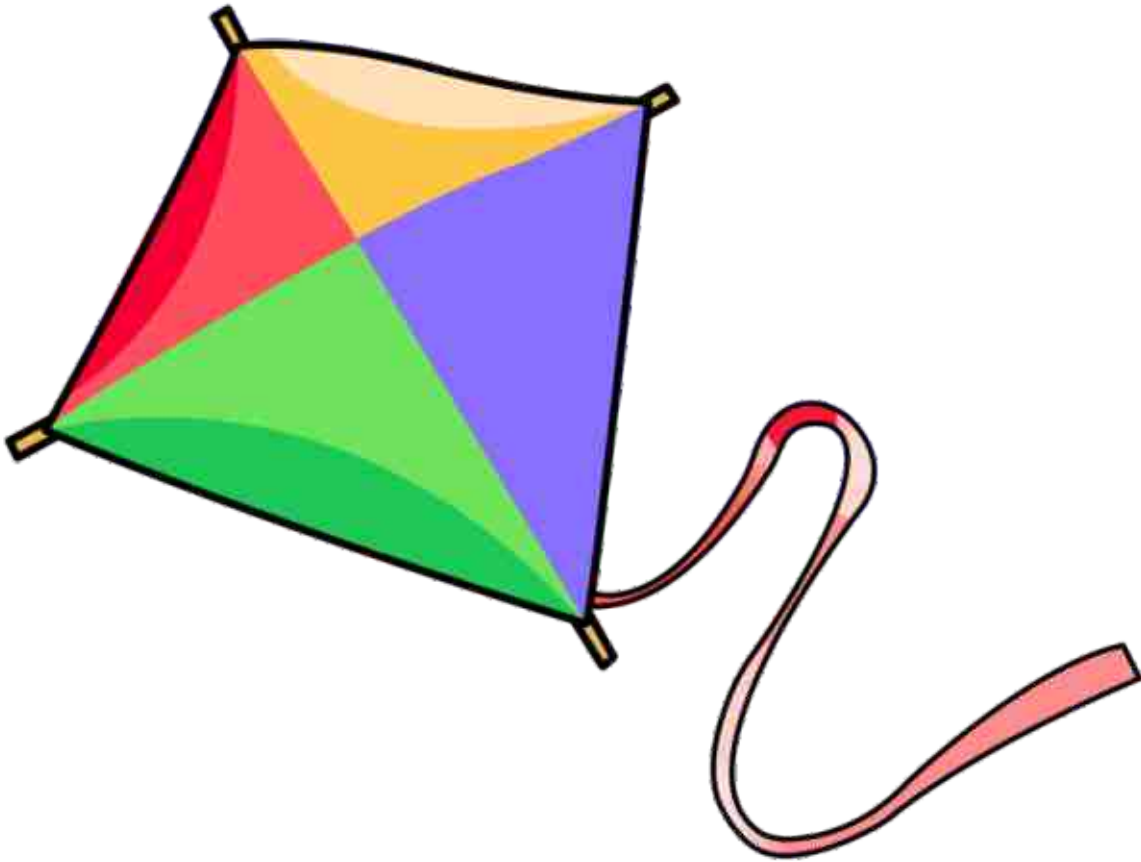
## Link with Hindi textbook while teaching English

While reciting the poem 'A Kite' the teacher would connect the theme with poem 'Patang' of Hindi textbook 'Rimjhim'. Students may further be asked to recite songs or poems related with kite or share their experiences of flying a kite.

## A Kite

Look at the picture of kite given below and make a kite with the help of following items :

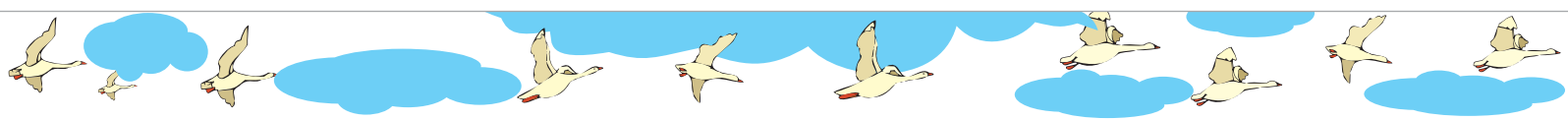
Bamboo sticks, Kite papers, Long string and glue.



### Note

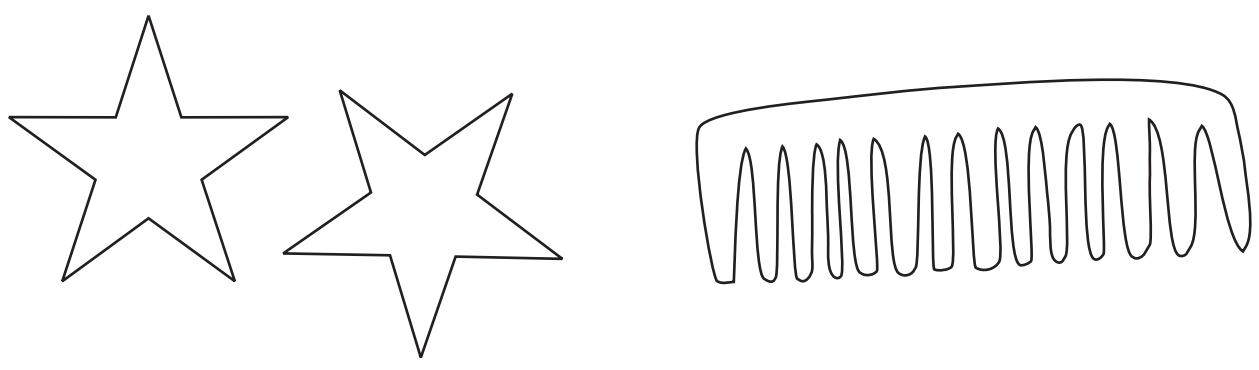
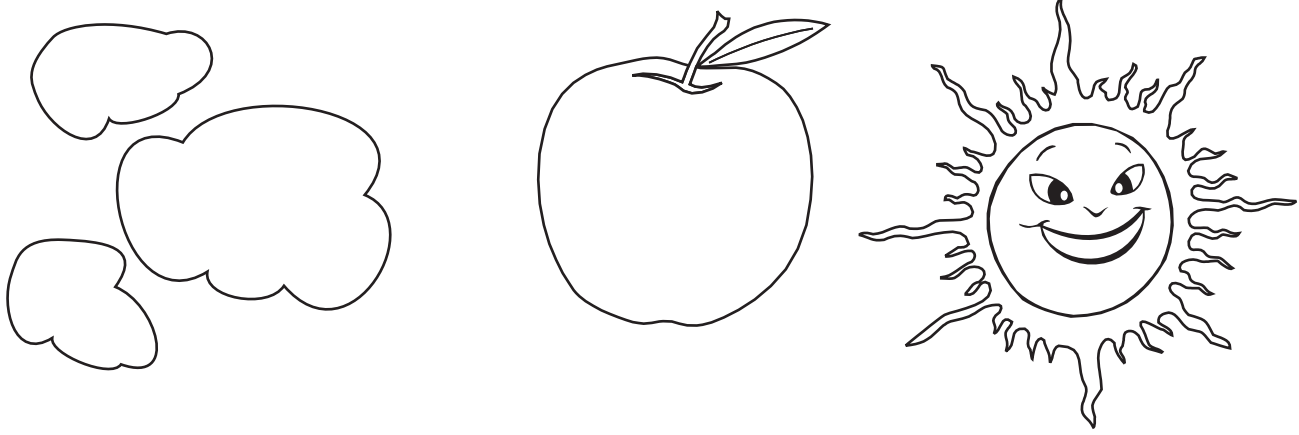
- The students may be asked to decorate their kites to make it more attractive.
- The kites made by them may be displayed in the classroom.

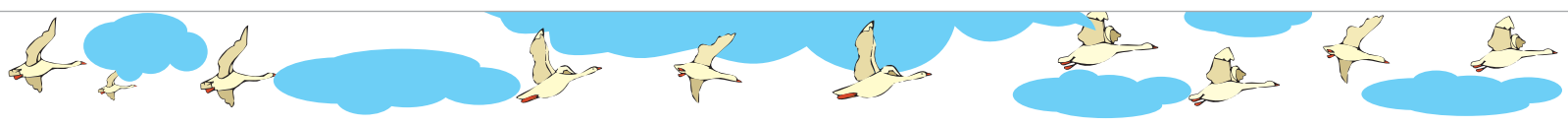




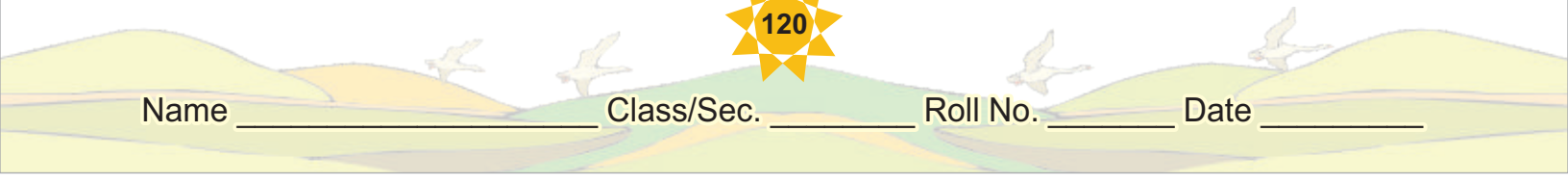
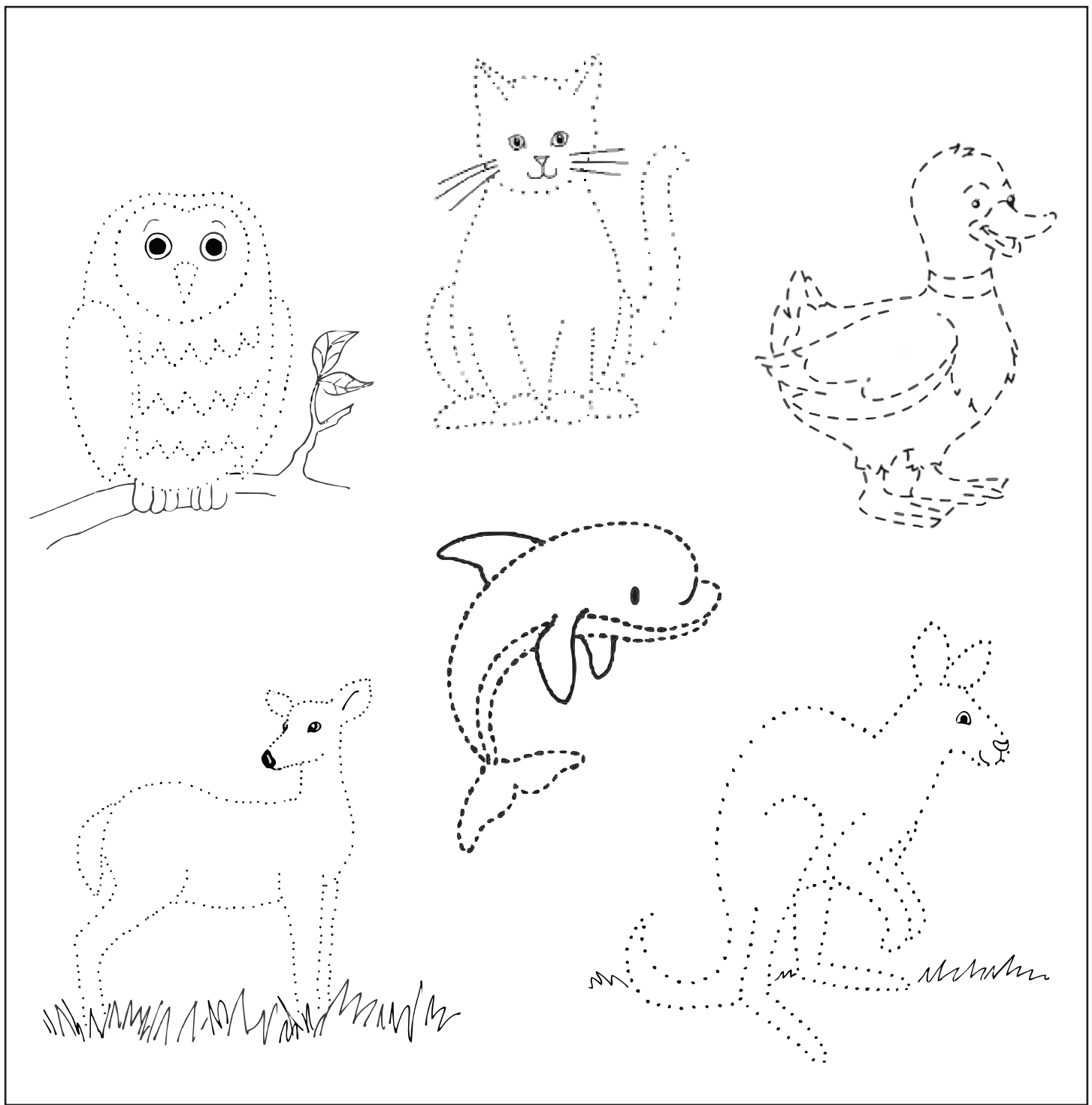
### Poem: A Kite

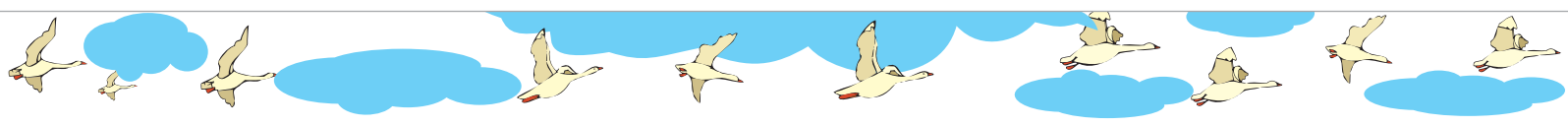
Colour the pictures starting with the sound 'S'.



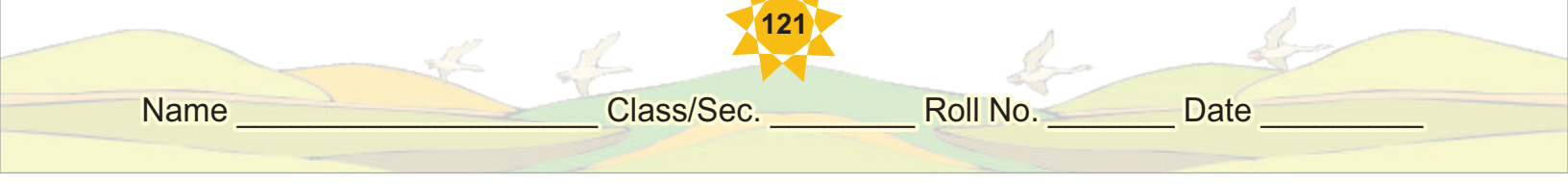
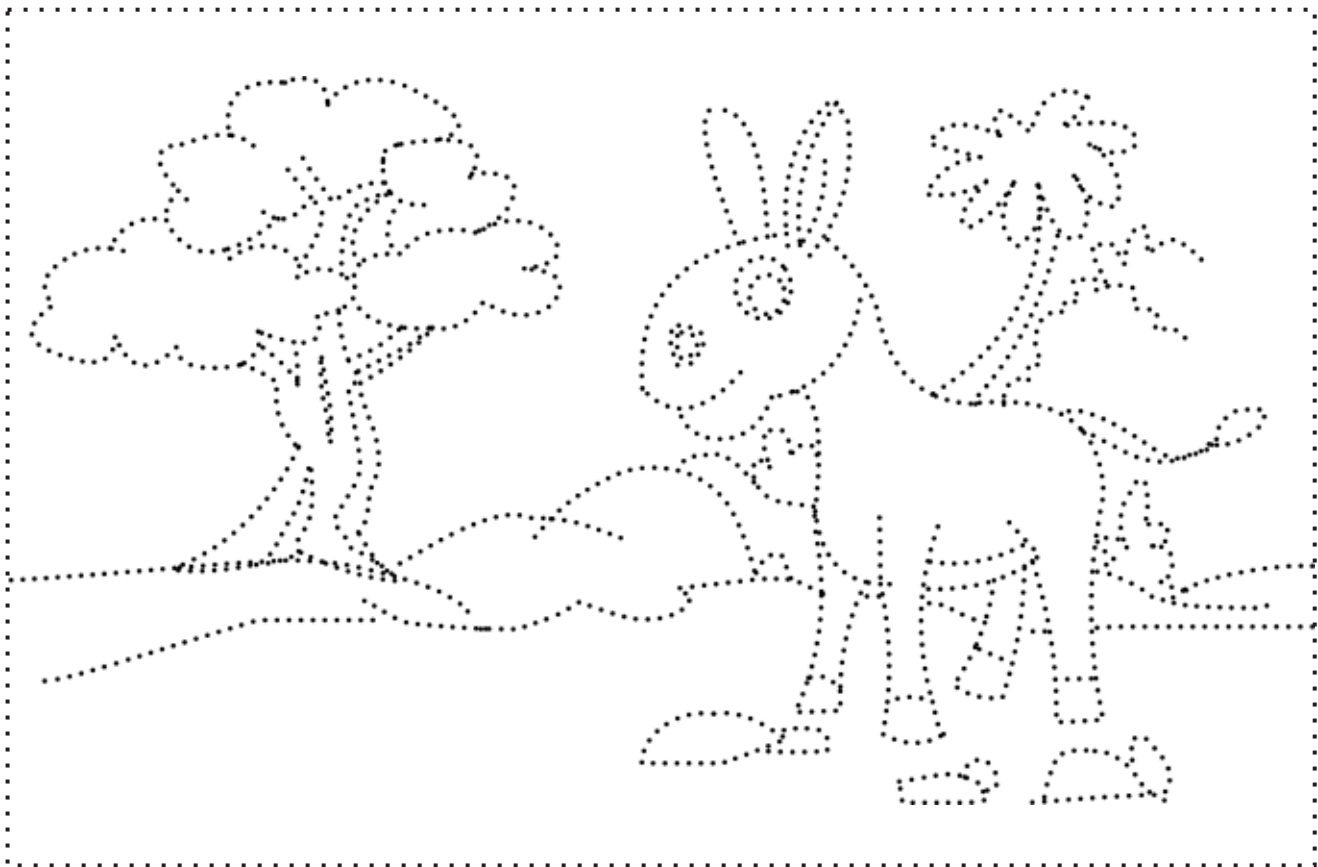


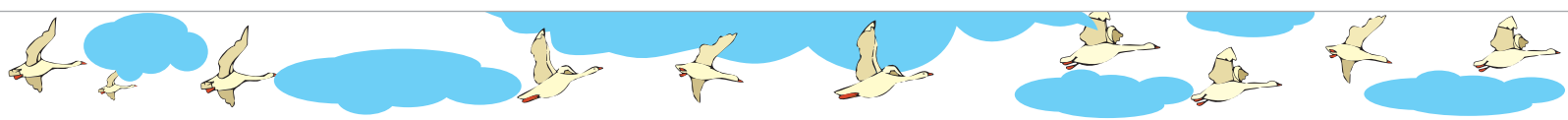
Join the dotted lines and colour the picture.



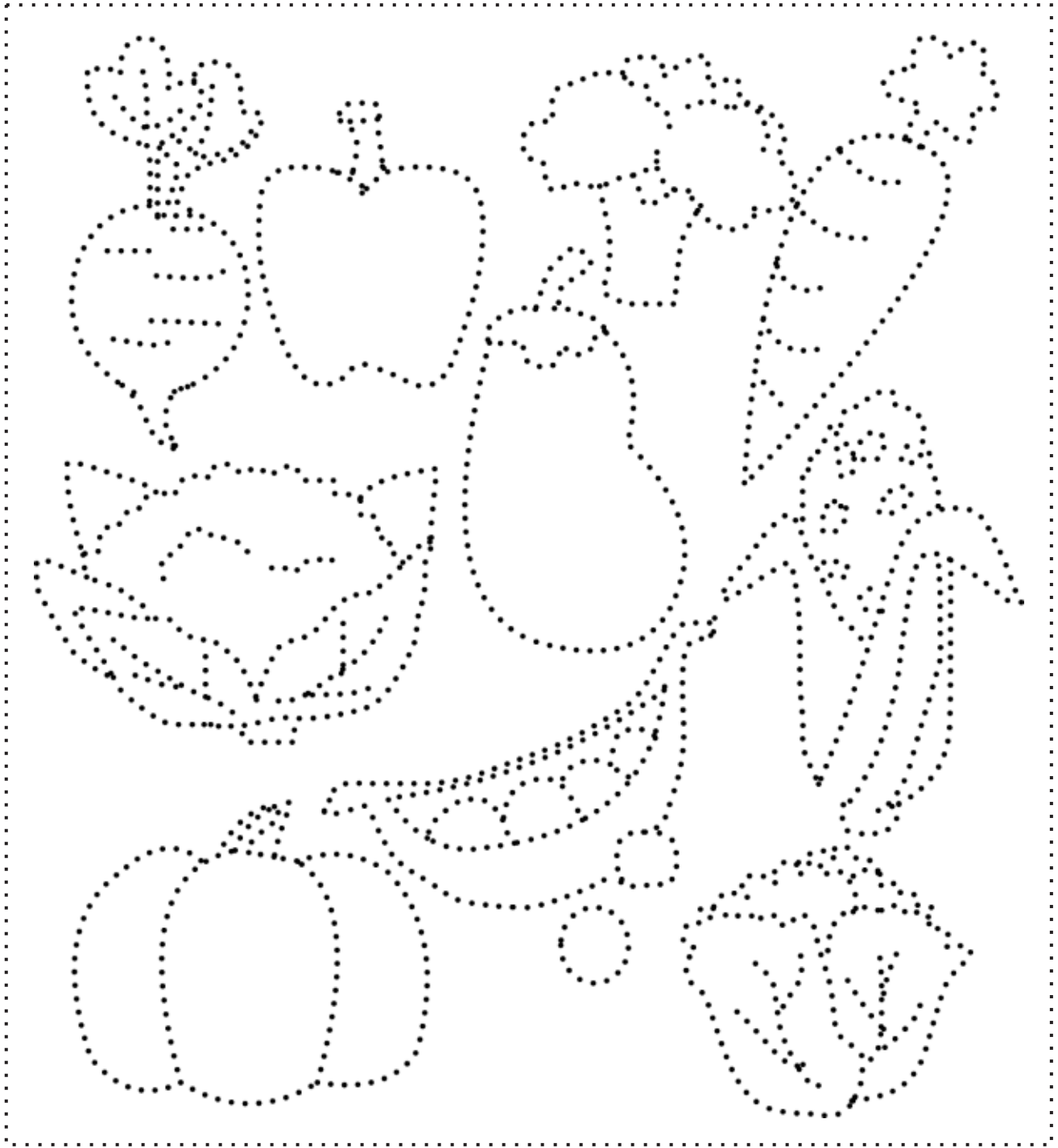


Join the dotted lines and colour the picture.

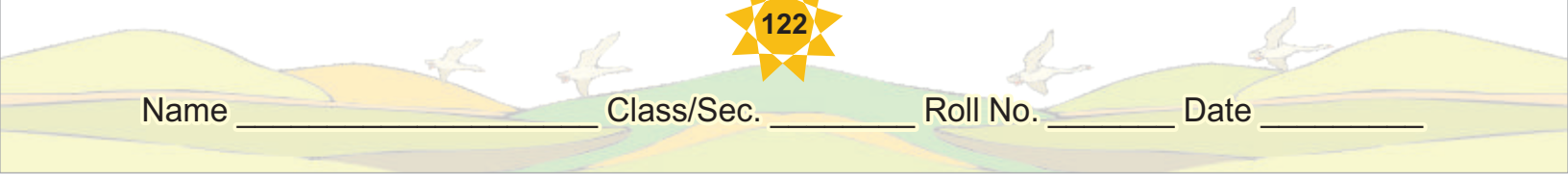




Join the dotted lines and colour the picture.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



## Lesson: Sundari

Look at the pictures given in the clouds. Complete the words with appropriate letters.



S.....i.....K



g.....u.....



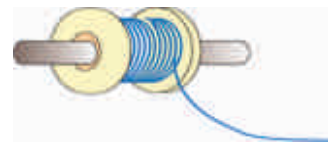
b.....l.....



b.....s.....e.....



p.....p.....r



r.....l.....e.....

# Lesson: Sundari

Look at the following pictures. Observe the action word and fill in the blanks using 'ing' with the action word. The first one is done as an example.

1. Play

Playing



2. Hold

\_\_\_\_\_



3. Go

\_\_\_\_\_



4. Start

\_\_\_\_\_



5. Carry

\_\_\_\_\_



6. Look

\_\_\_\_\_



**Let's speak**

Look at the pictures given below and observe the activities shown in the pictures.

A.



B.



C.



Teacher would ask learners to tell about their observations one by one. Then he/she would ask them to speak about their friends on the basis of given sentences.

The name of my friend is \_\_\_\_\_.

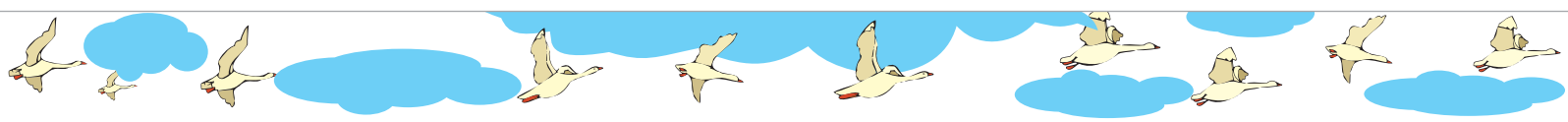
He / she is \_\_\_\_\_.

His / her favourite food is \_\_\_\_\_.

### Teachers' Note

Teacher may write a few words on the blackboard for learners' guidance. For instance: kind, loving, helping, good, caring, rice dal, rajma rice, samosa, breadpakora, burger etc.





# Sundari



Look at the picture given below and fill in the blanks with words given in the box.

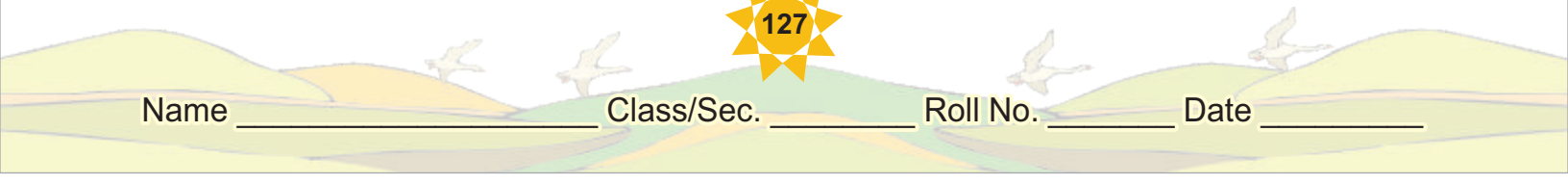
home    playful    pet    four  
love    two    brown    short



The dog is a \_\_\_\_\_ animal. This dog's colour is \_\_\_\_\_. It has \_\_\_\_\_ legs and \_\_\_\_\_ ears. It has a \_\_\_\_\_ tail. It guards our \_\_\_\_\_ at night. The dog is very active and \_\_\_\_\_. All the children \_\_\_\_\_ the dog.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

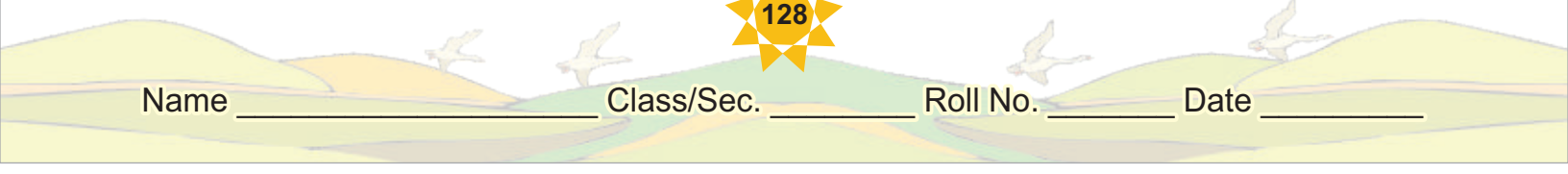




# My Page



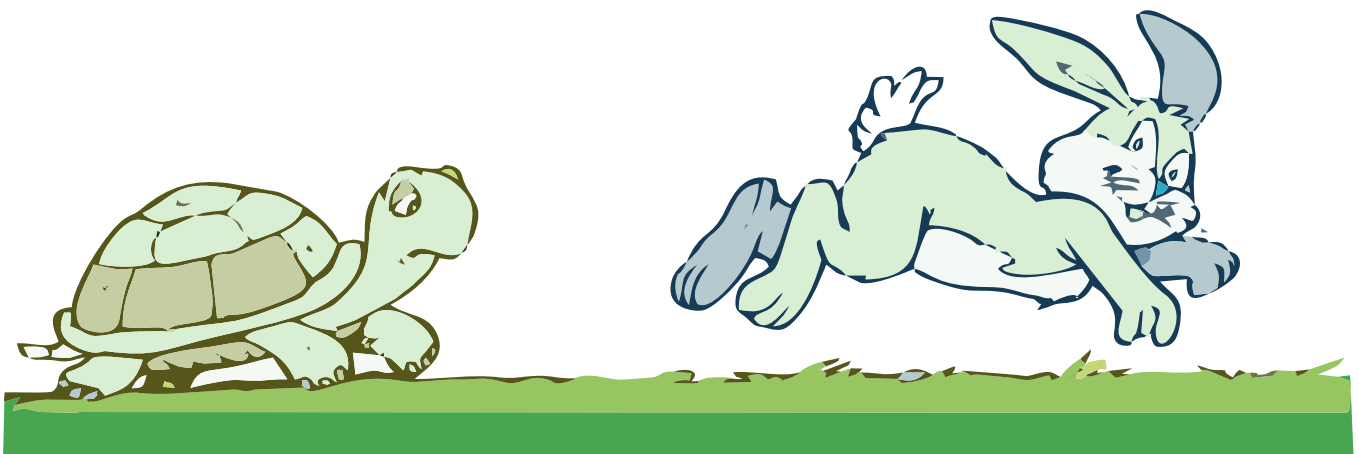
Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



## A Little Turtle

### Story Telling

1. The teacher may ask the students to tell the stories of different animals, birds or other items.
2. The teacher then asks the children to recite any poem which relates to the above themes.
3. In order to make the poem more meaningful and joyful, the teacher may now tell the story of a turtle and a rabbit and then recite the poem with the children.



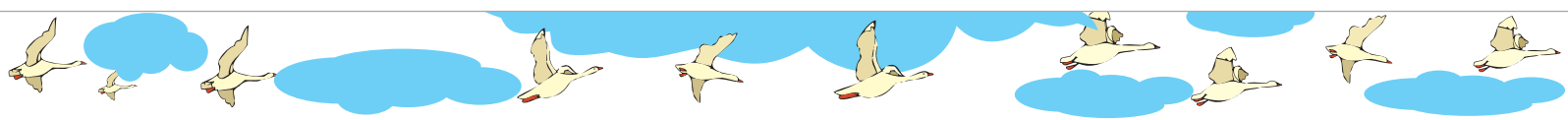
## Making Puppets

Children love to draw. Teacher can motivate children to draw pictures related to the text and ice cream sticks can be pasted behind them. Now we have stick puppets made by the children. These can be used to narrate the story. These stick puppets can be held by the children while reciting the poem too.

### Example :

The Tiger and the Mosquito

Stick puppets of tiger and mosquito can be made and then, using these puppets in the classroom theatre, the children can enact the story.



## Poem

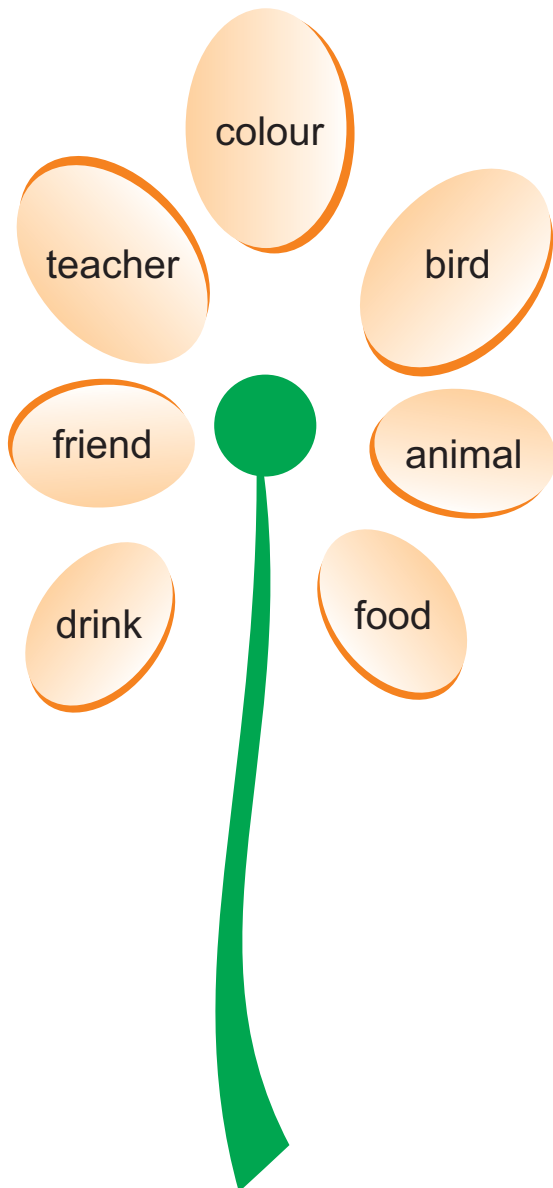
# A Little Turtle



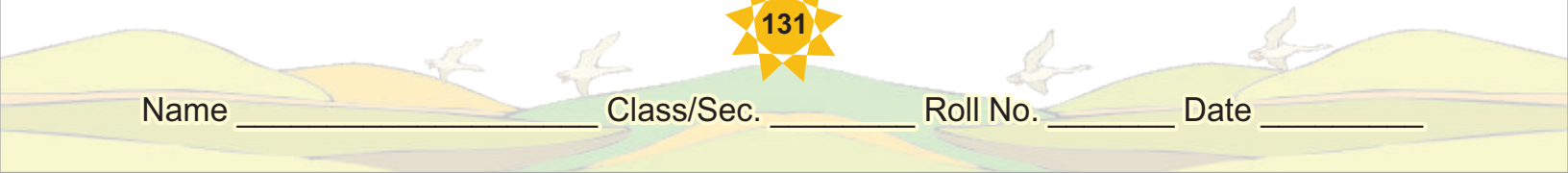
## Draw and Colour

'My favourite' Whole Class Activity.

The teacher would ask the students to draw and colour the picture in their note books. He/she would ask the students to write their favourite colour, bird, animal, food, drink, friend and teacher. Then he/she would call the students and ask them to speak about their favourites.



1. My favourite colour is \_\_\_\_\_.
2. My favourite bird is \_\_\_\_\_.
3. My favourite animal is \_\_\_\_\_.
4. My favourite food is \_\_\_\_\_.
5. My favourite drink is \_\_\_\_\_.
6. My favourite friend is \_\_\_\_\_.
7. My favourite teacher is \_\_\_\_\_.

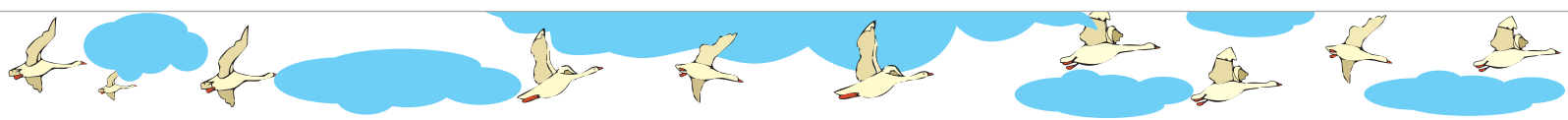


## Lesson - The Tiger and the Mosquito

After discussing the story with students in the form of either role play or picture composition, the teacher will write the following passage for comprehension purpose.

Kalu the tailor had a shop near the river. He made colourful pants and shirts for children. Appu the elephant was his friend. Appu came to his shop everyday. Kalu gave him many nice things to eat.

1. Say whether the following statements are right ( ✓ ) or wrong ( × ).
  - a) Appu was the tailor and Kalu was the elephant.
  - b) Both were friends.
  - c) Appu never came to his shop.
  - d) Kalu gave him many nice things to eat.



# The Tiger and the Mosquito



Read aloud the following sentences and underline the picture word.

This is a rat.

It is a big rat.



This is a pen.

It is a big pen.



This is a pig.

It is a big pig.



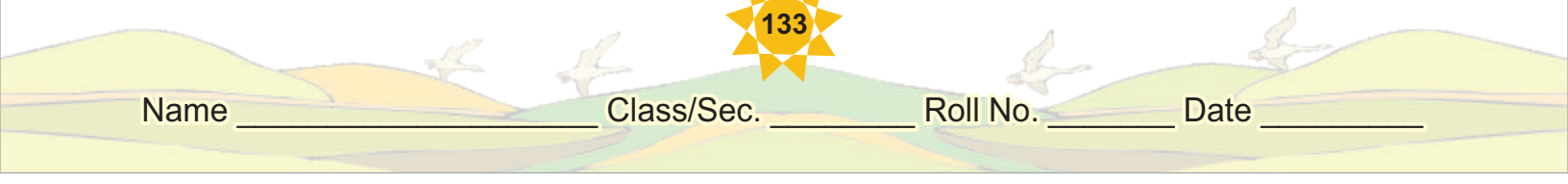
This is a pot.

It is a big pot.



This is a jug.

It is a big jug.





Read and Write.

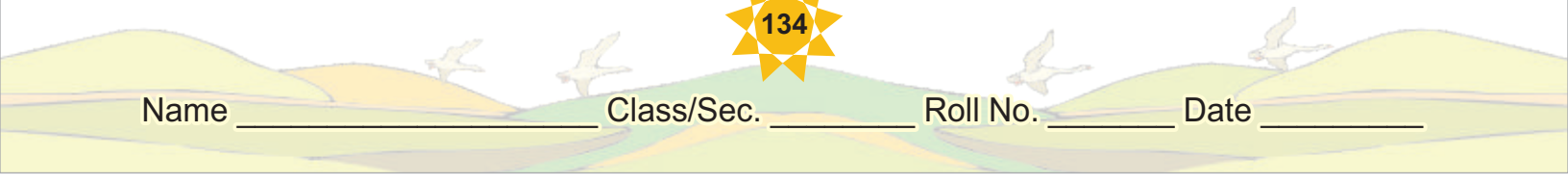
rat      cat      mat      fat

pen      hen      ten      den

pig      dig      big      wig

pot      cot      dot      hot

jug      bug      mug      hug







Look at the train and fill up each train coach according to the letter given in its engine. The words should sound the same as is given in the example.

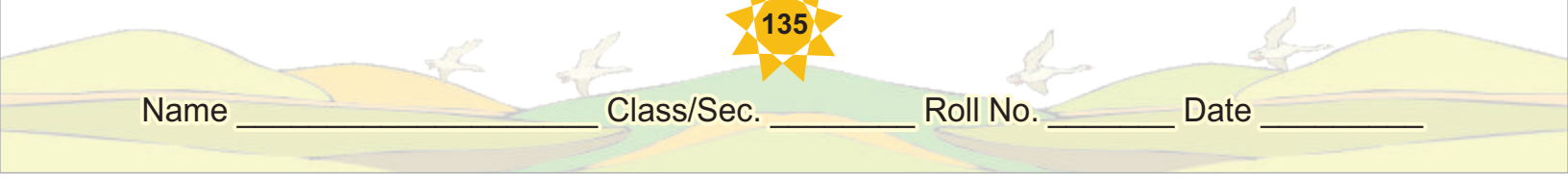
**a** Car Jar Far Bar

**e** Pen [Blank] [Blank] [Blank]

**i** Pig [Blank] [Blank] [Blank]

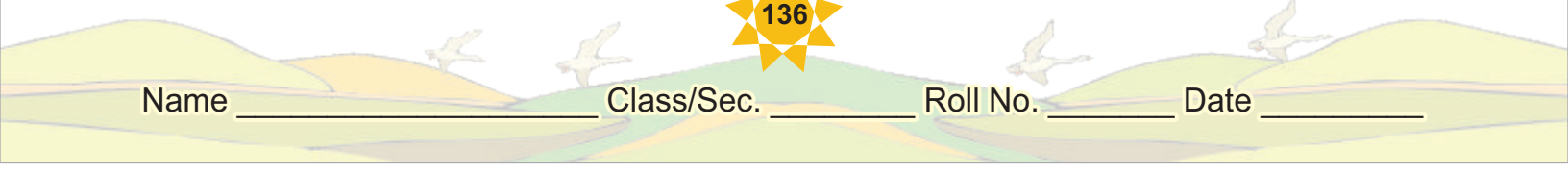
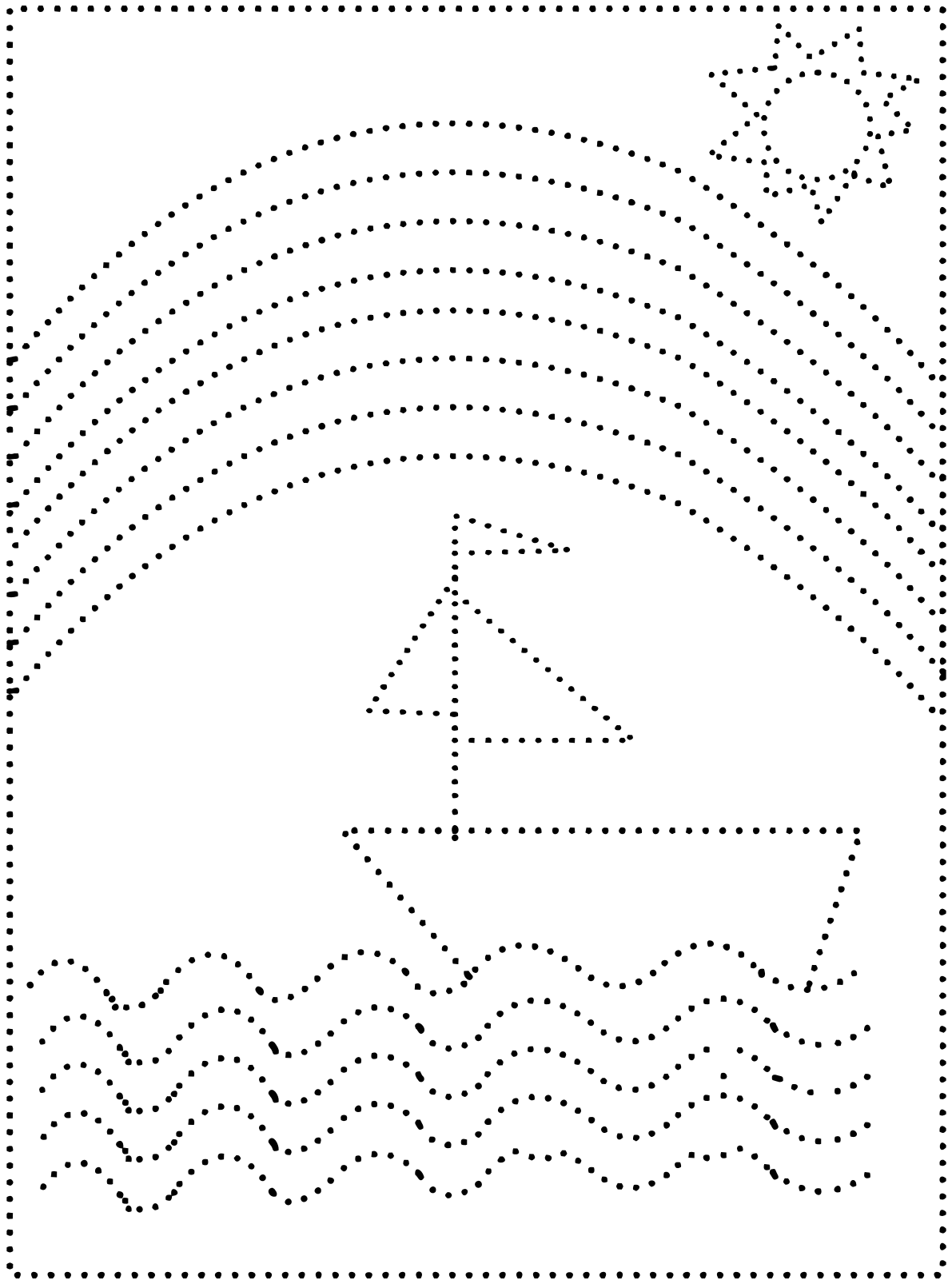
**o** Pot [Blank] [Blank] [Blank]

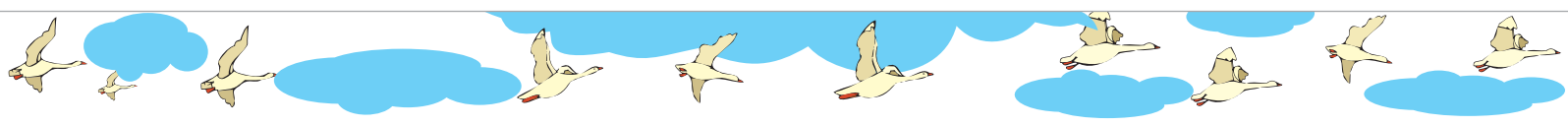
**u** Jug [Blank] [Blank] [Blank]



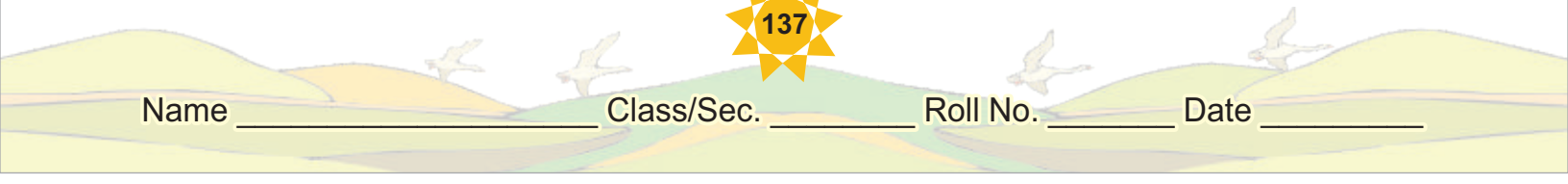
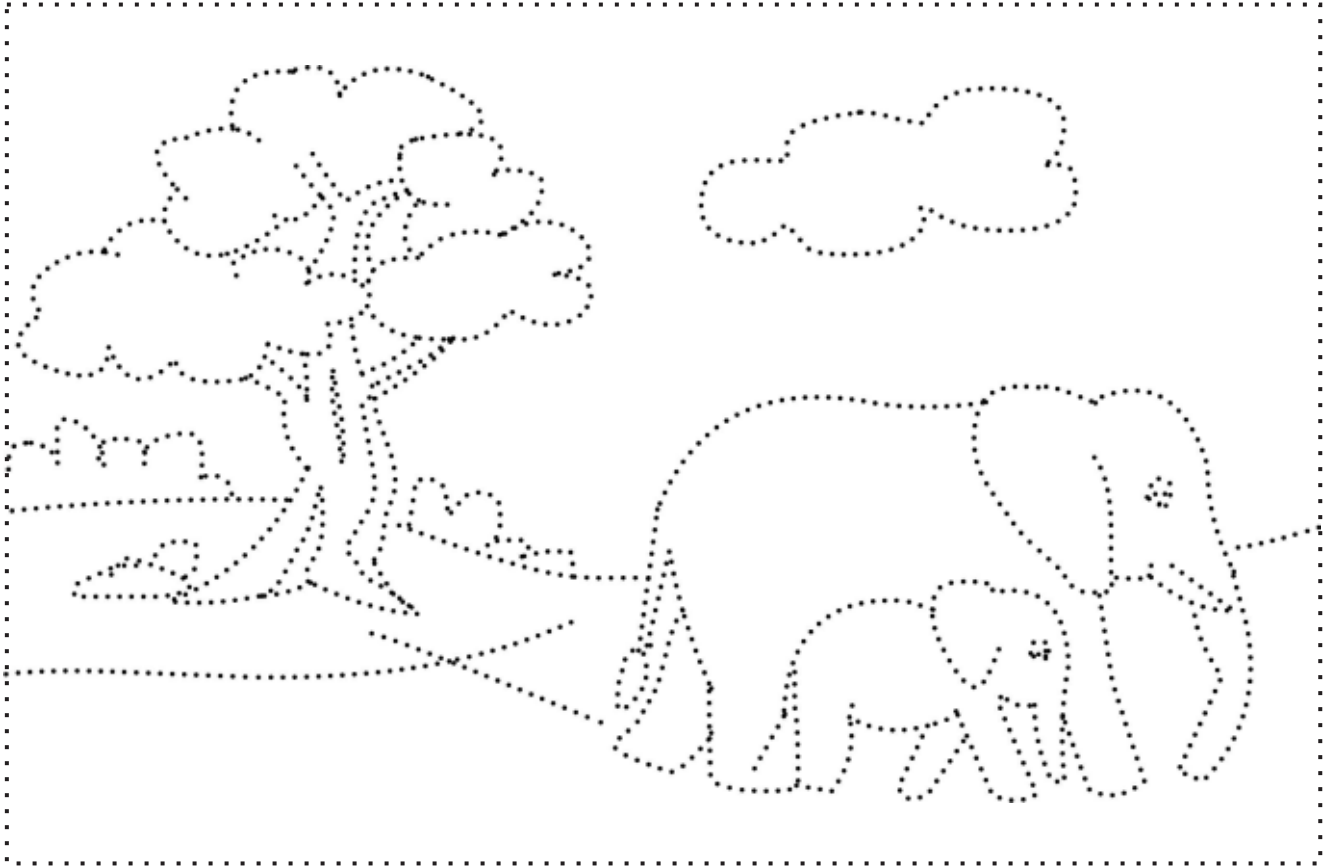


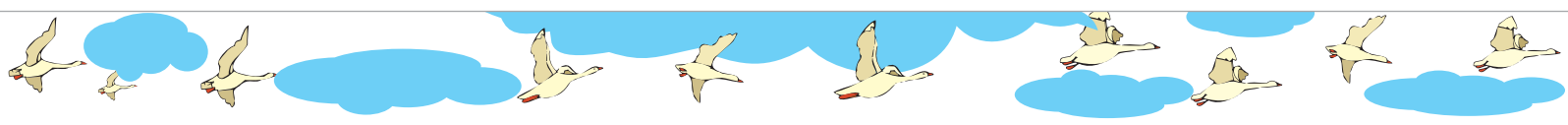
Join the dotted lines and colour the picture.



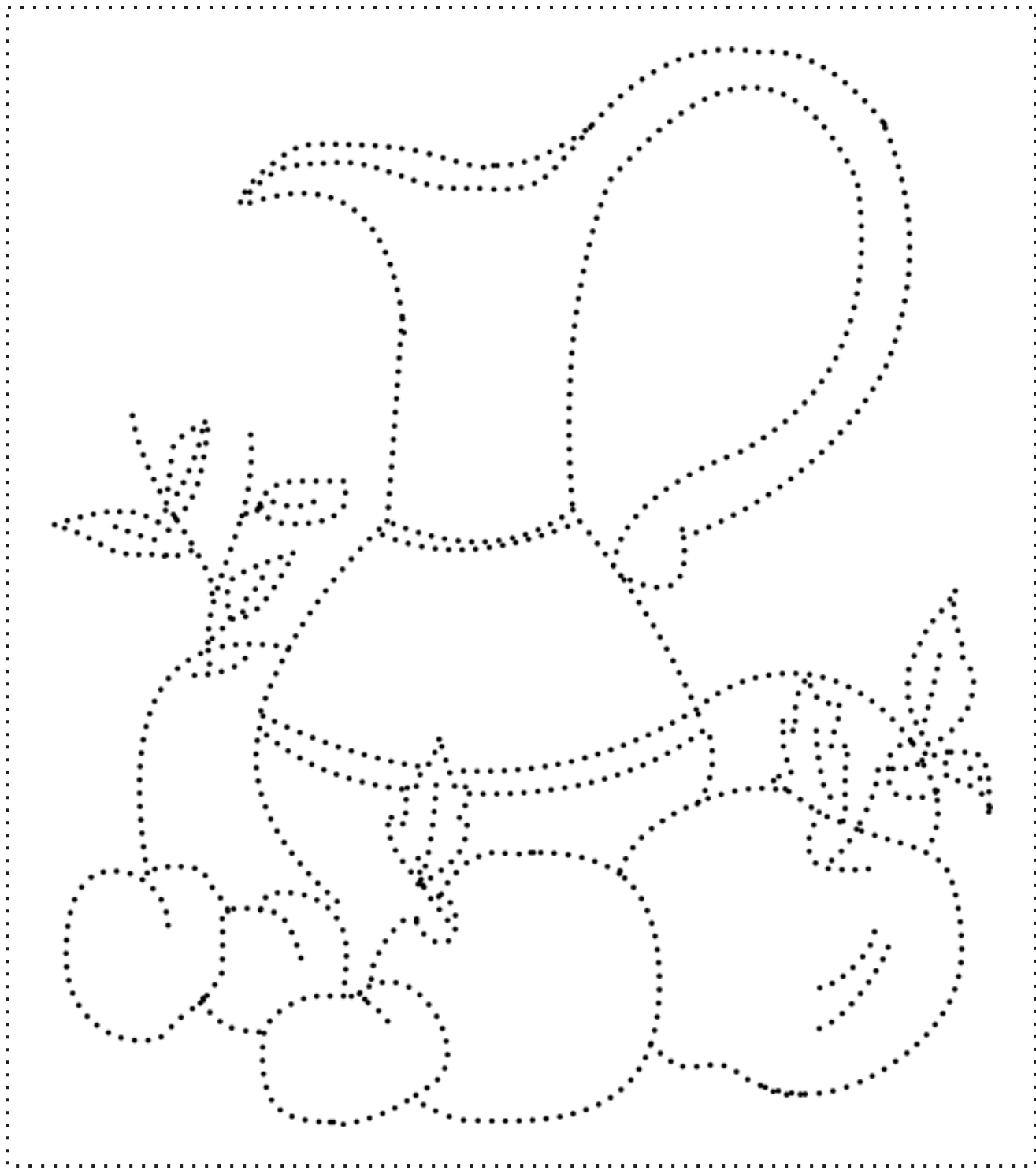


Join the dotted lines and colour the picture.

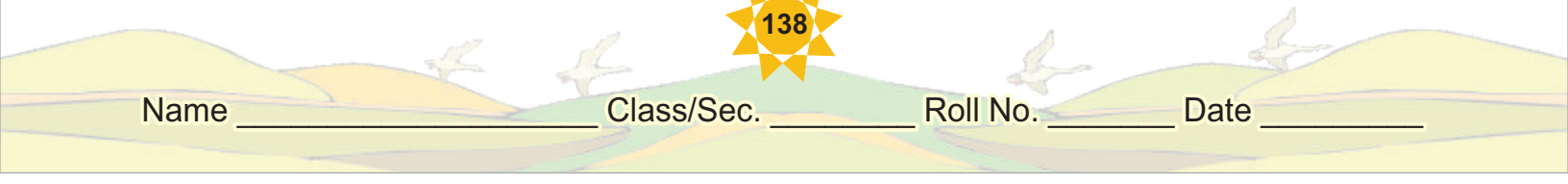


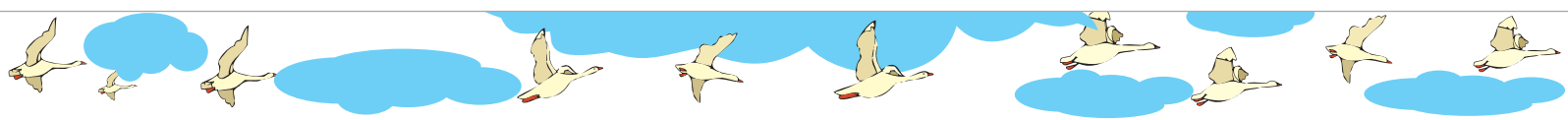


Join the dotted lines and colour the picture.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



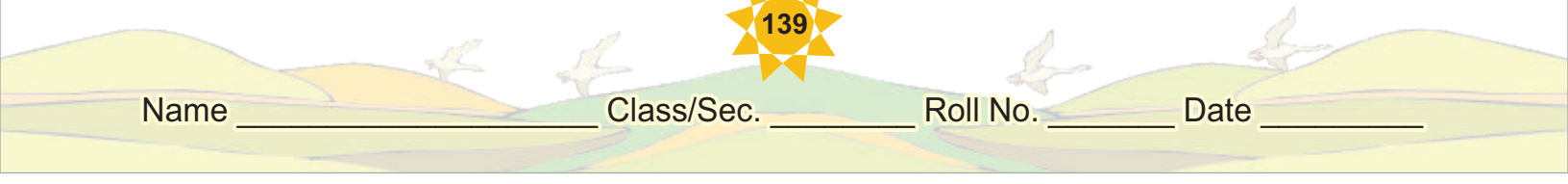
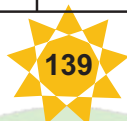


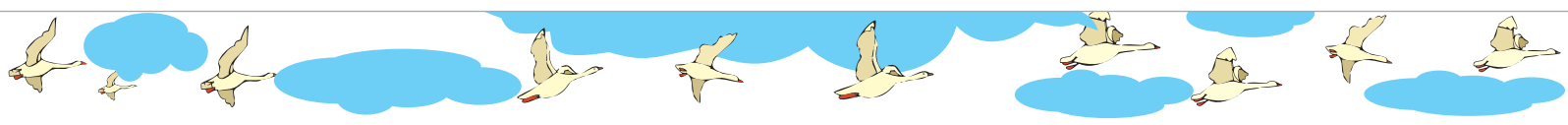
# clouds



Colour the words showing 'One' object in red colour and words showing 'many' objects in blue colour.

balls	orange	oranges	flower
shapes	window	cloud	windows
ball	fields	flowers	friend
hat	clouds	bat	shape
houses	bats	friends	house
hut	faces	face	huts
roses	rose	field	hats

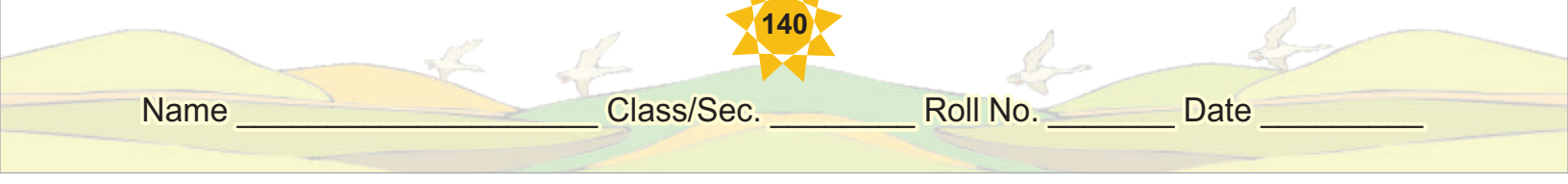


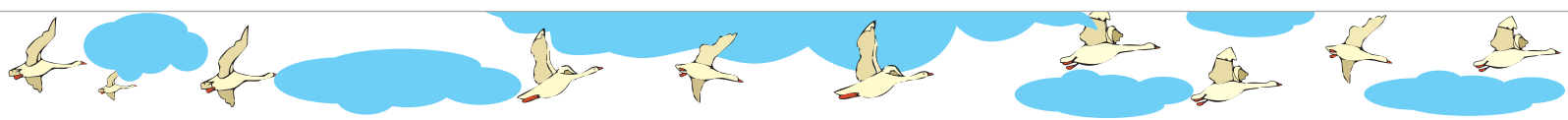


Write the following words in the right columns.

monkey, red, banana, crow, bear, peacock, mango, green, apple, yellow, owl, dog, white, orange, sparrow, horse, cow, blue, giraffe, parrot, buffalo, grapes, pineapple, blue.

<b>Colours</b>	<b>Animals</b>	<b>Birds</b>	<b>Fruits</b>





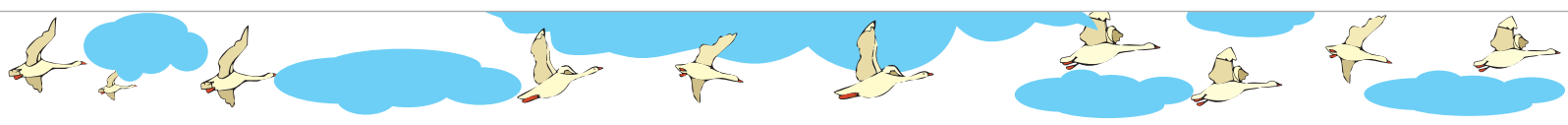
Look at both the pictures carefully. Spot the differences and write the names of the missing things / changes in the blanks.

A.



B.

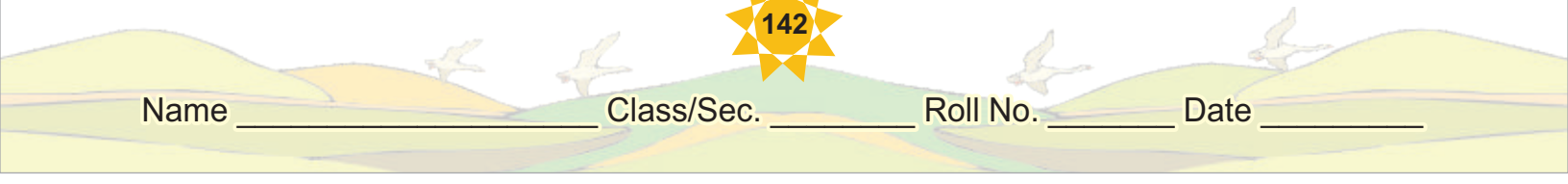




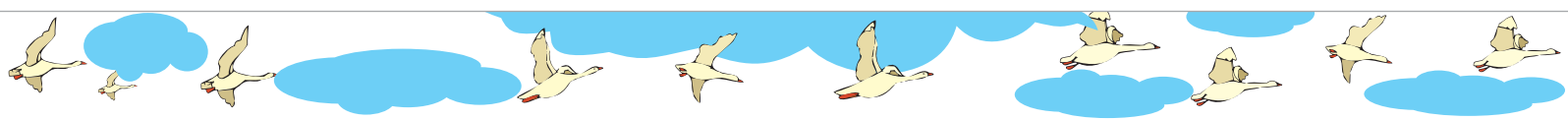
1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_







# Road safety rules

Fill the boxes with alphabet as shown in table.

When should you wear your helmet ?

A	-	1
B	-	2
C	-	3
D	-	4
E	-	5
F	-	6
G	-	7
H	-	8
I	-	9
J	-	10
K	-	11
L	-	12
M	-	13
N	-	14
O	-	15
P	-	16
Q	-	17
R	-	18
S	-	19
T	-	20
U	-	21
V	-	22
W	-	23
X	-	24
Y	-	25
Z	-	26

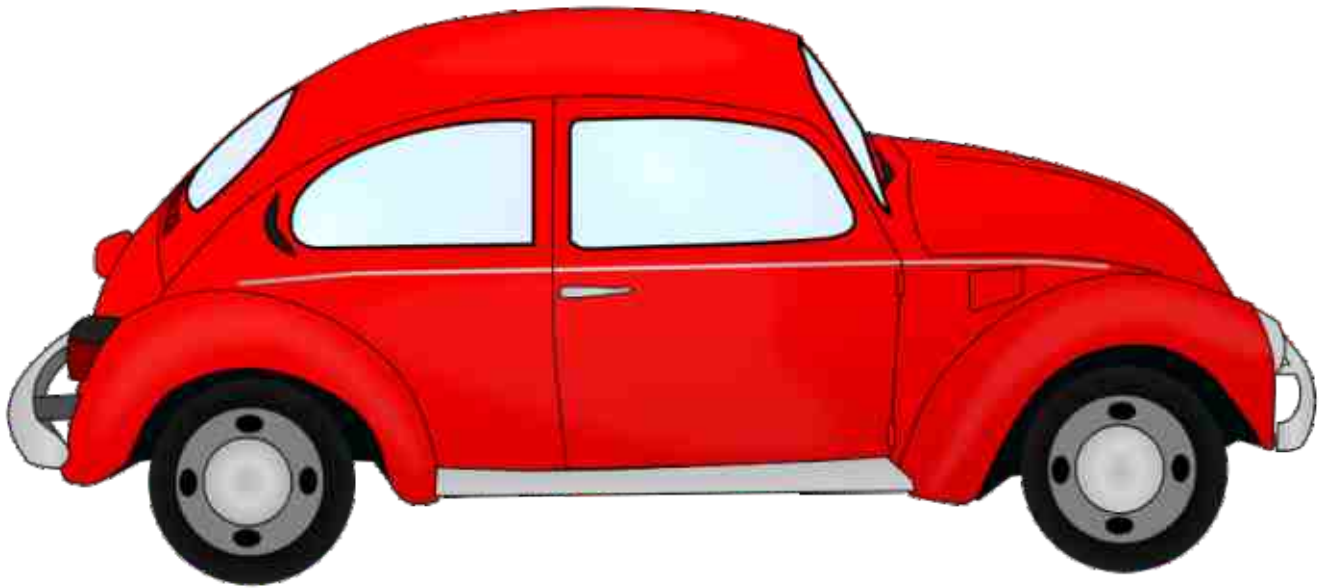
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
1	12	23	1	25	19	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			
23	5	1	18			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			
25	15	21	18			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
8	5	12	13	5	20	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
23	8	9	12	5		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	18	9	22	9	14	7



Look at the pictures and fill in the blanks.



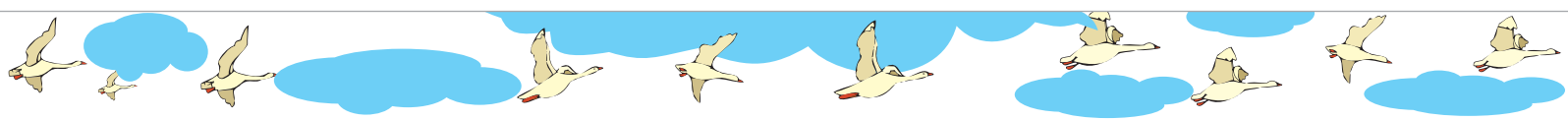
Wear a \_\_\_\_\_ while driving a two-wheeler. (coat / helmet)



1. Use the \_\_\_\_\_ belt while driving a car. (seat / tie)
2. Drive in the \_\_\_\_\_ lane. (right / wrong)



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



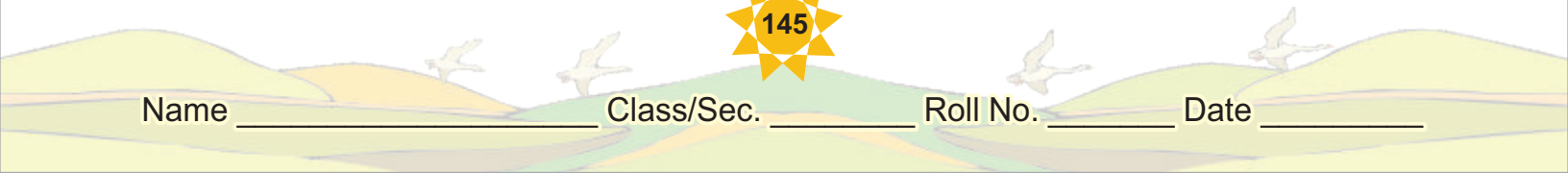
# Anandi's Rainbow



Circle the pictures which start with the sound 'r'.



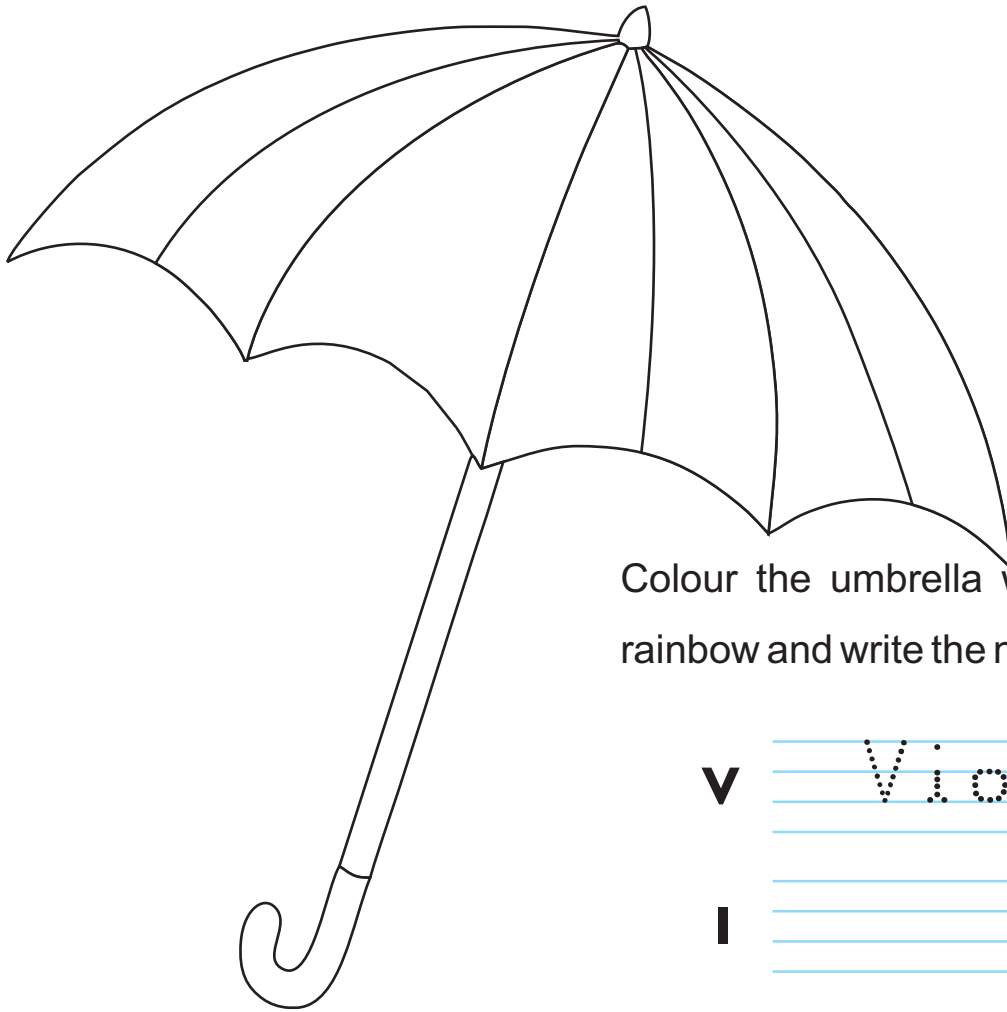
R r





# Anandi's Rainbow

UNIT 9



Colour the umbrella with colours of a rainbow and write the names of colours.

**V** Violet

**I**

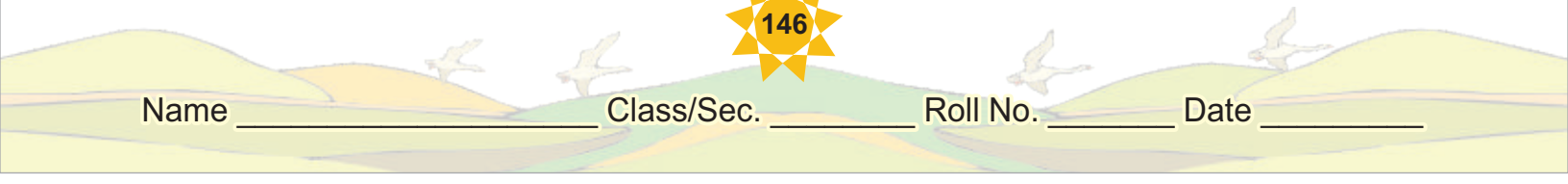
**B**

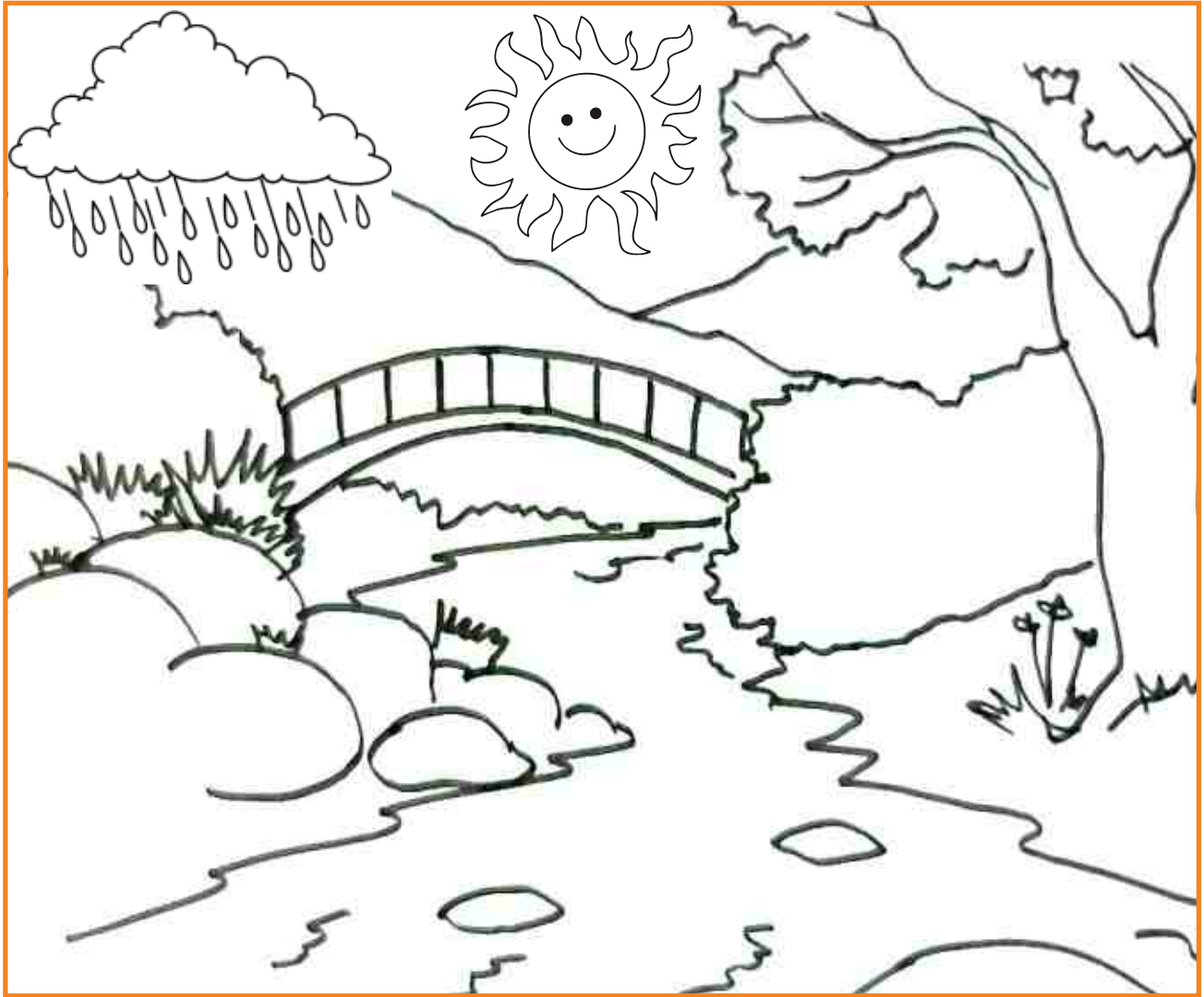
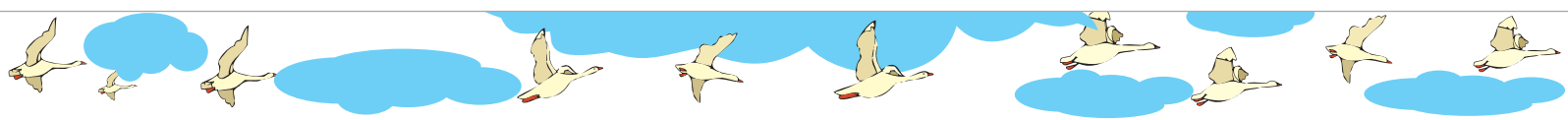
**G**

**Y**

**O**

**R**





Fill the colours in the given picture. Write the names of the objects which are given in the picture.

(1) S \_\_\_\_

(2) F \_\_\_\_\_

(3) R \_\_\_\_\_

(4) C \_\_\_\_

(5) G \_\_\_\_\_



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

Rearrange the words and rewrite the sentences. One has been done for you.

e.g. boy / am / I / a

I am a boy.

1. am / I / a / girl

\_\_\_\_\_.

2. tailor / a / is / Kalu

\_\_\_\_\_.

3. draw / to / loves / Anandi

\_\_\_\_\_.

4. blue / sky / is / The

\_\_\_\_\_.

5. Kite / a / Sundari / was

\_\_\_\_\_.

6. friends / Lalu / Peelu / and / are

\_\_\_\_\_.





Look at the pictures given below and complete the words.



U \_ b \_ \_ l \_ \_



H \_ u \_ e



\_ \_ n



B \_ \_ t



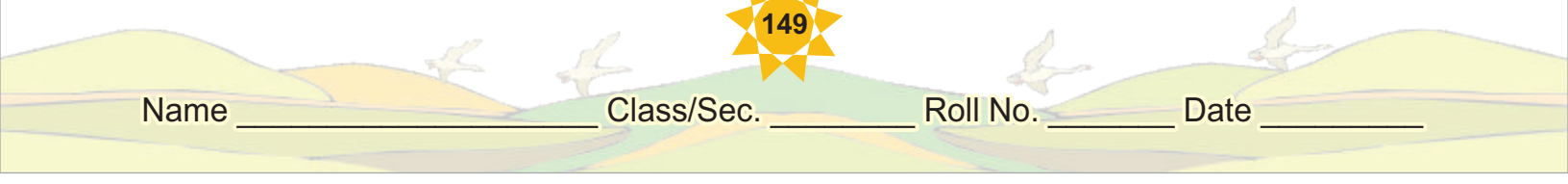
C \_ \_



B \_ t \_ \_ r \_ \_ y



R \_ \_ n b \_ \_

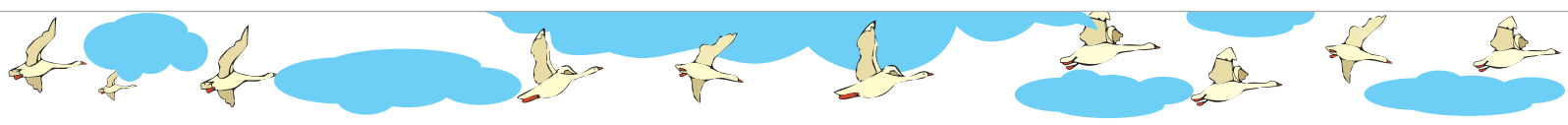


# Flying Man

## Guess, Who am I ?

Teacher would ask learners to bring one important thing related to a profession from their homes. The learners would be asked to show that thing to the class and ask the name of the profession.

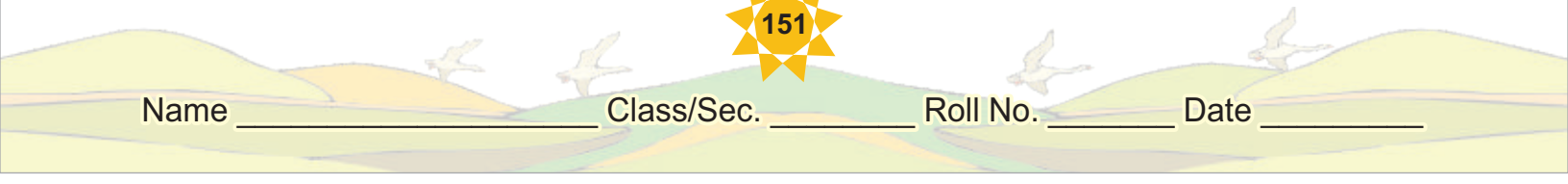




# Word Power

Names of five colours are given in the word search. Find them and colour with the same. One has been done for you.

A	X	Y	T	M	O	P	G
Y	V	I	O	L	E	T	K
E	B	N	Z	R	N	M	F
L	C	D	A	B	L	U	E
L	A	I	O	D	E	E	D
O	B	G	R	E	E	N	A
W	C	O	R	A	N	G	E



# The Tailor and his Friend

Write the opposite :

1. Happy



\_\_\_\_\_

2. Hot



\_\_\_\_\_

3. Black



\_\_\_\_\_

4. Tall



\_\_\_\_\_

5. Good act



\_\_\_\_\_

6. Light



\_\_\_\_\_

7. Open



\_\_\_\_\_



Find hidden words in the following words. One has been done for you.  
The words can be of either two letters or three letters.

MONKEY

COCONUT

WHITE

DOZING

BEAR

FARM

SPOON

AROUND

MONKEY has 'KEY'

COCONUT has \_\_\_\_\_.

WHITE has \_\_\_\_\_.

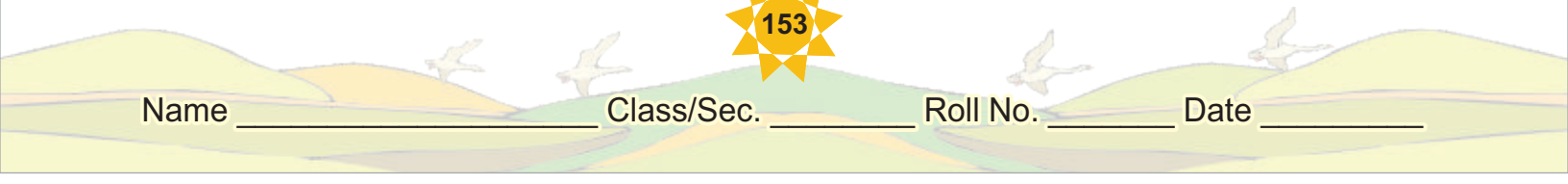
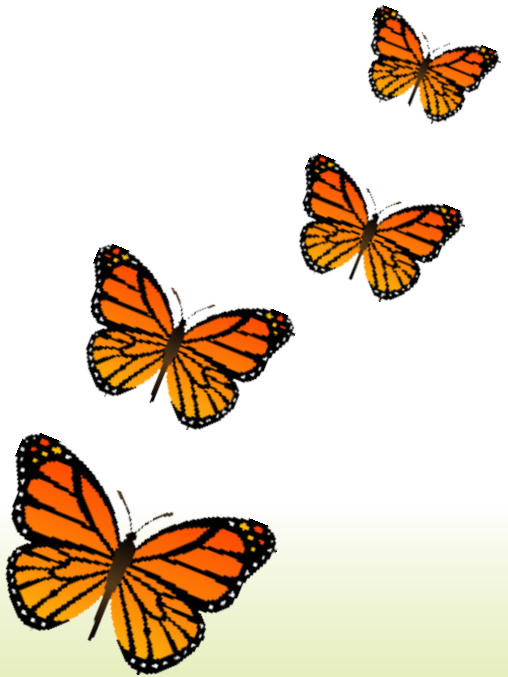
DOZING has \_\_\_\_\_.

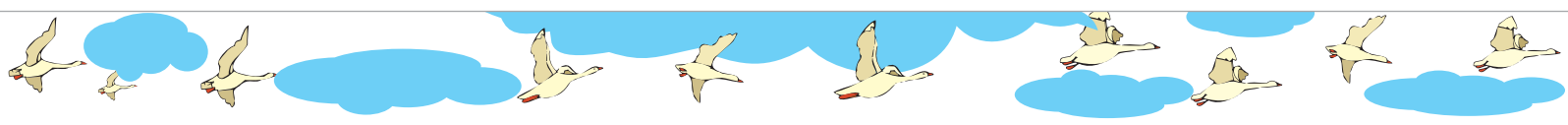
BEAR has \_\_\_\_\_.

FARM has \_\_\_\_\_.

SPOON has \_\_\_\_\_.

AROUND has \_\_\_\_\_.



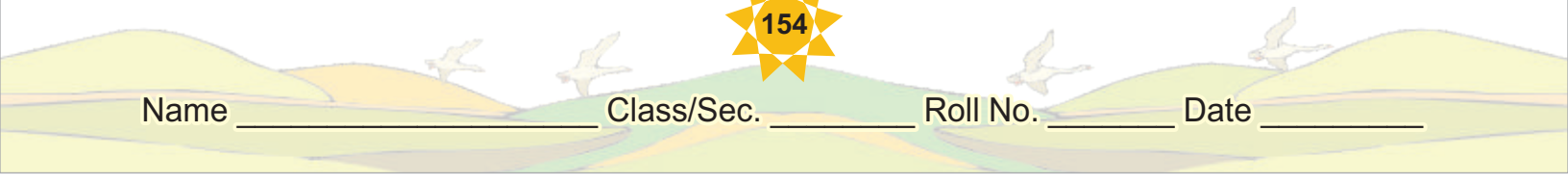


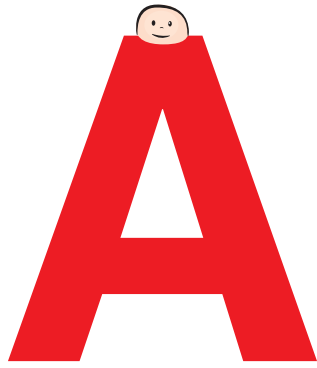
Look at the picture below and make an aeroplane with glaze paper / pastel sheet.

Paste it in the space given below. The teacher would read aloud the sentences and ask the learners to choose the correct option.

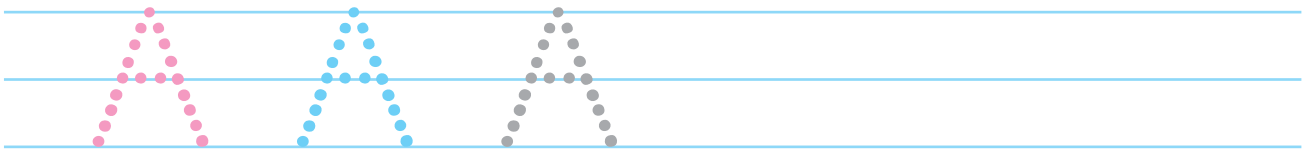
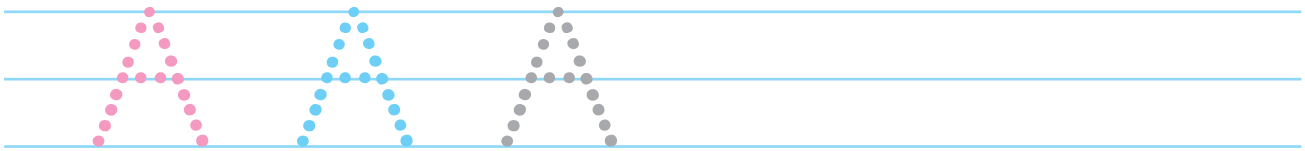
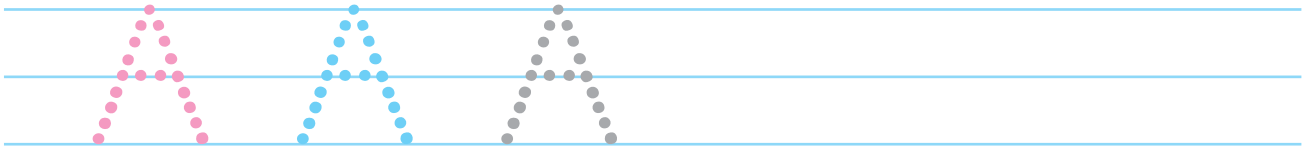
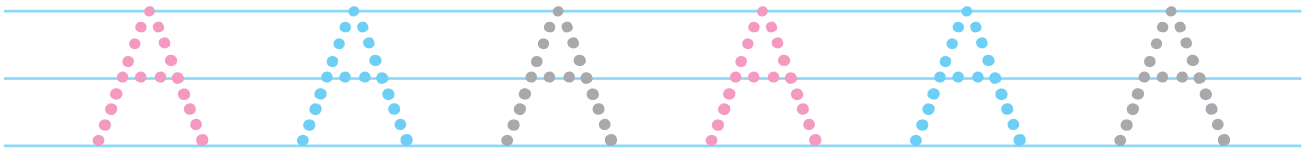


1. This is an \_\_\_\_\_ . (aeroplane / car)
2. It flies in the \_\_\_\_\_ . (sky / water)

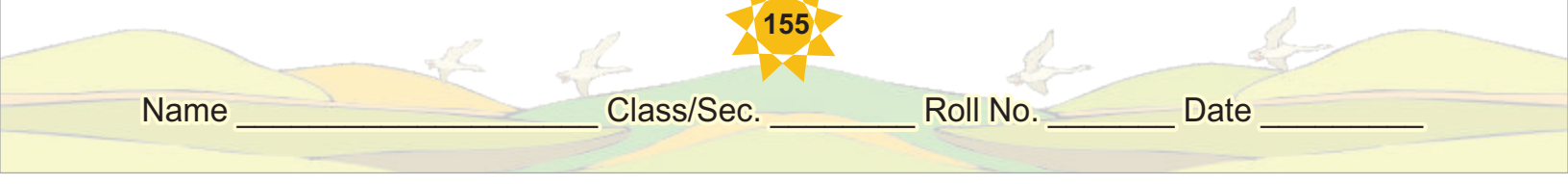




Join the dotted lines and write the letter in the given space.



Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_





B



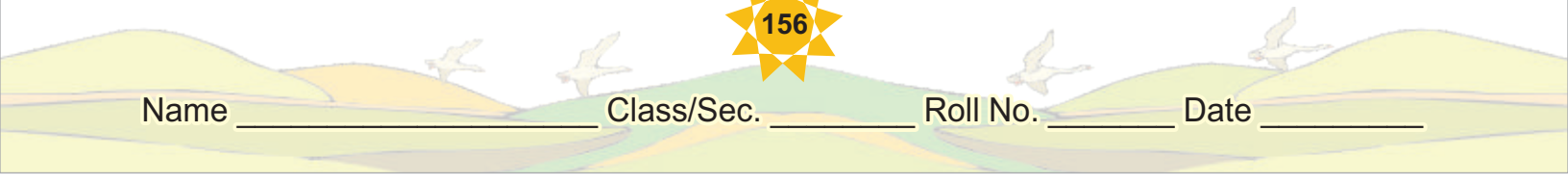
Join the dotted lines and write the letter in the given space.

B B B B B B

B B B

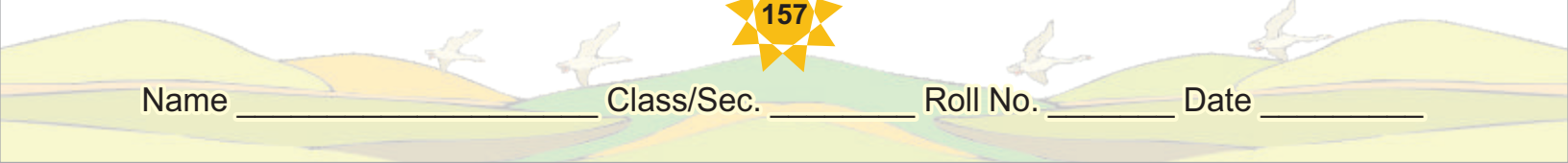
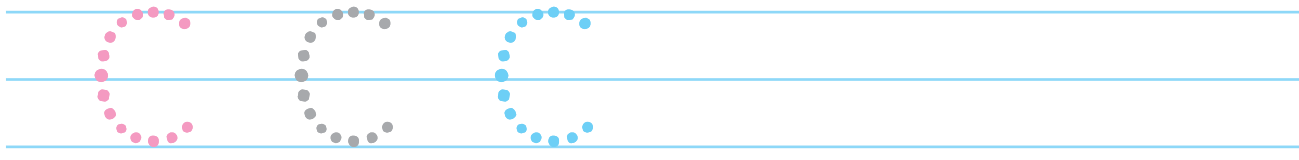
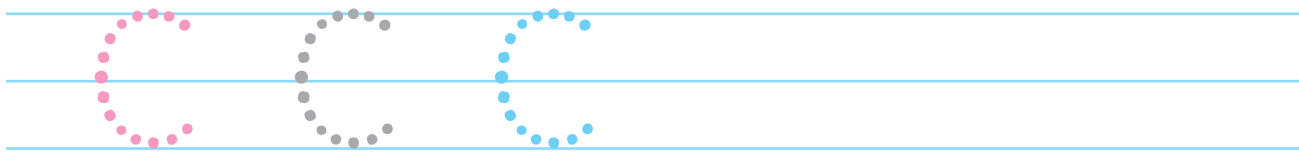
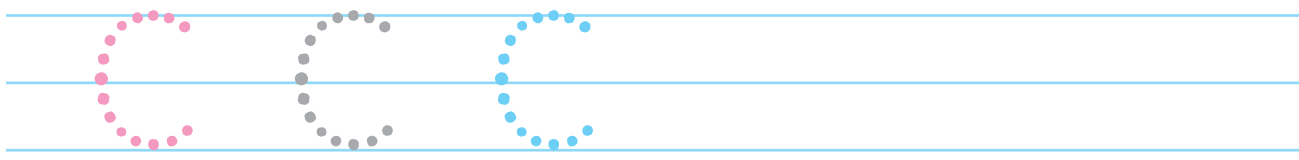
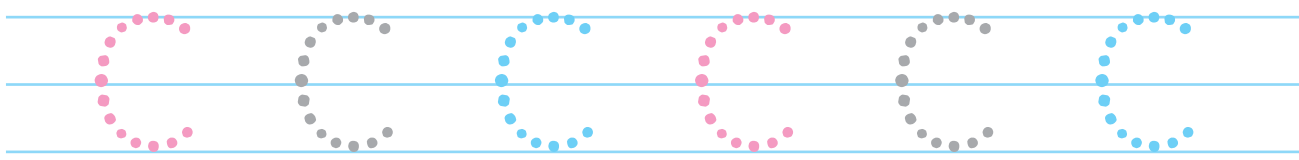
B B B

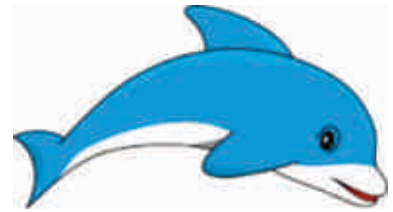
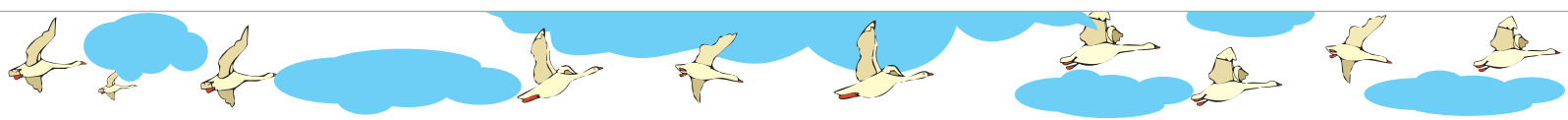
B B B



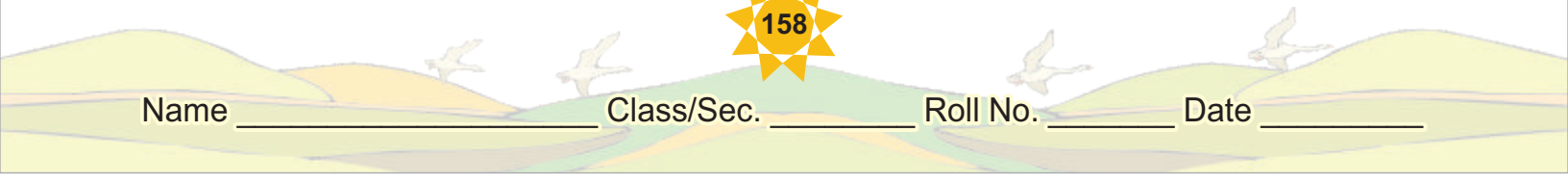
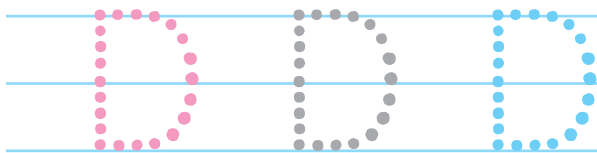
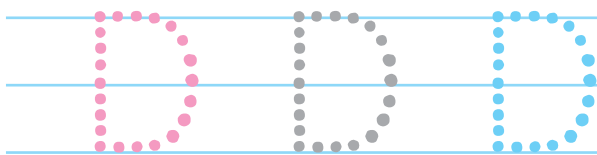
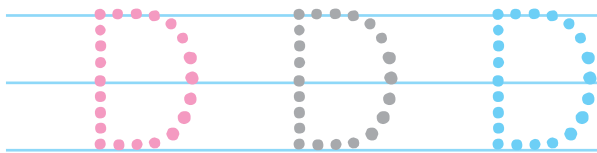
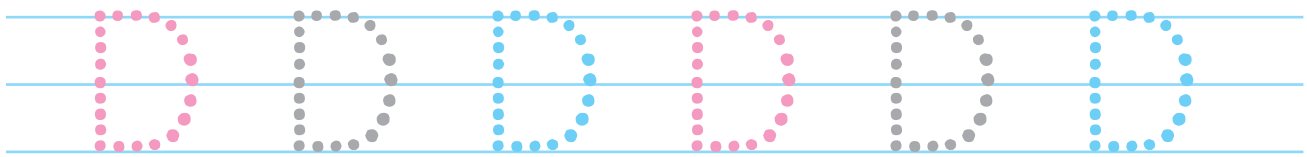


Join the dotted lines and write the letter in the given space.





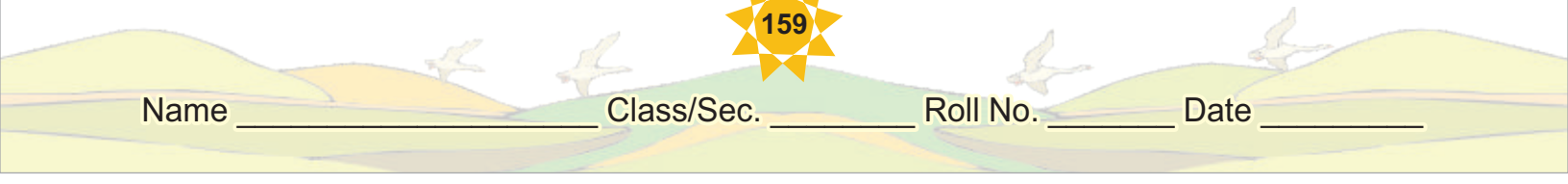
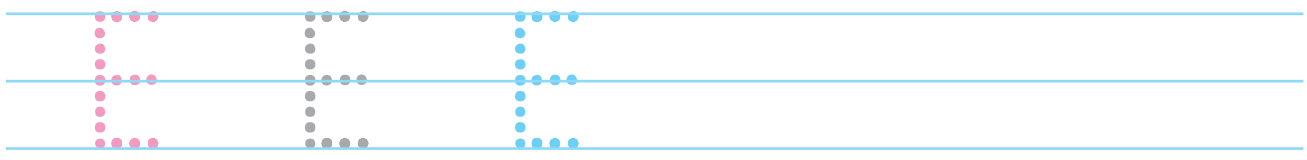
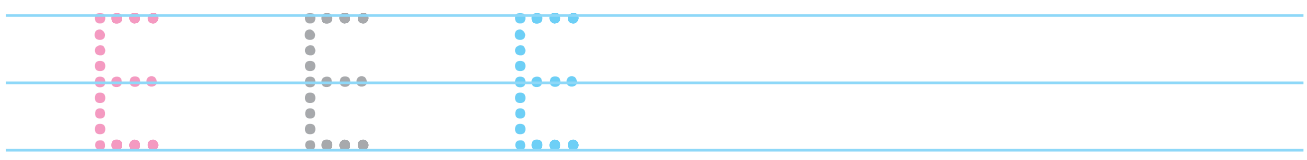
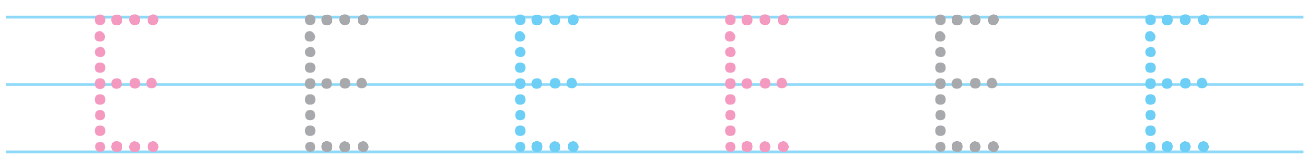
Join the dotted lines and write the letter in the given space.

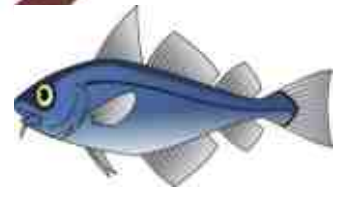




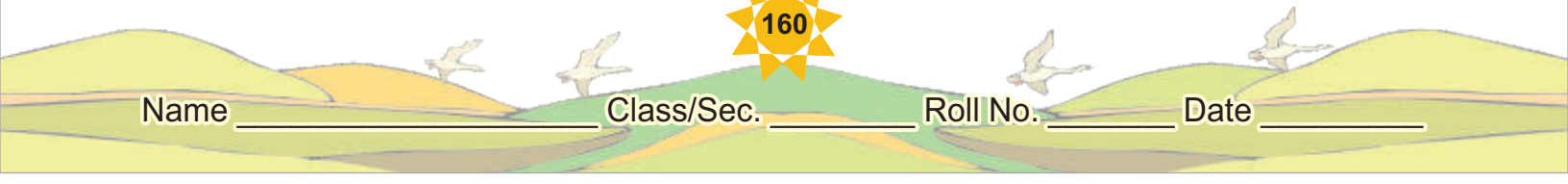
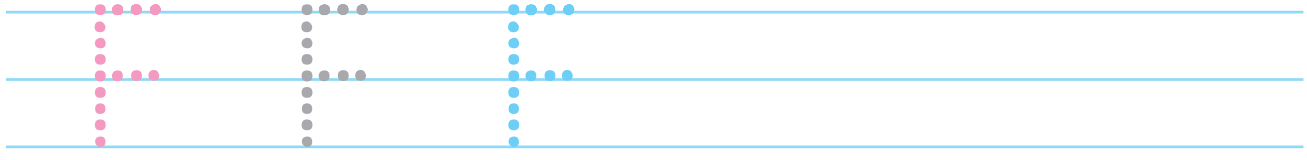
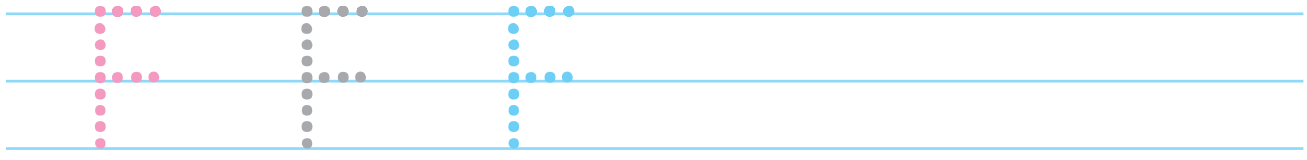
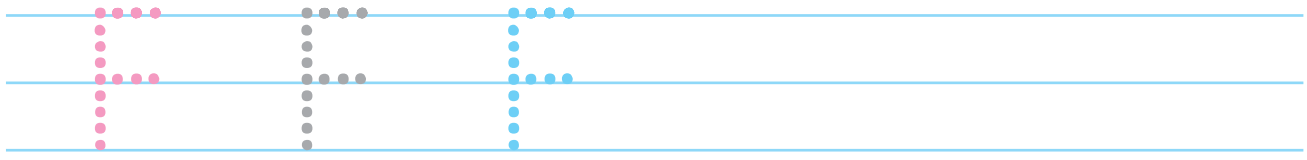
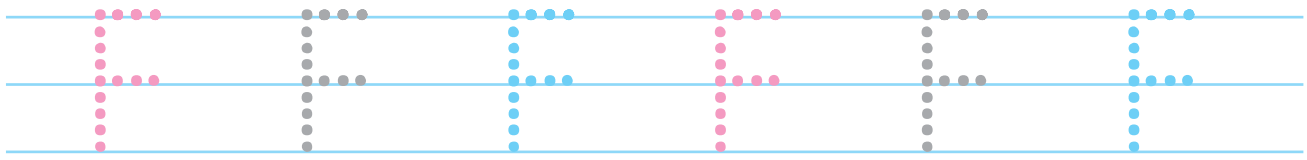


Join the dotted lines and write the letter in the given space.





Join the dotted lines and write the letter in the given space.

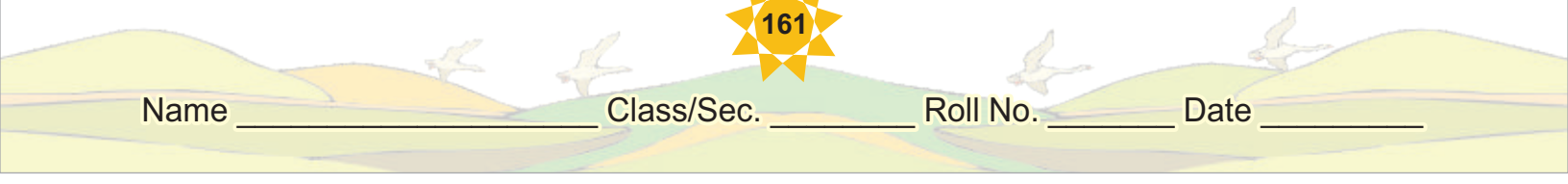
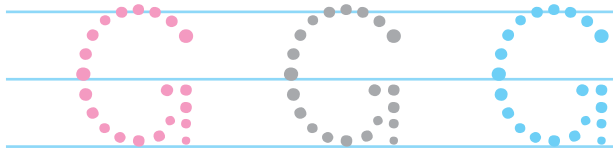
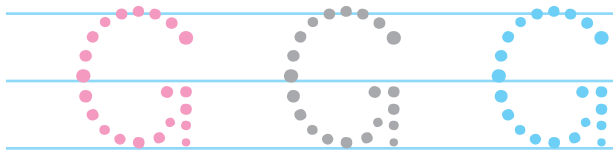
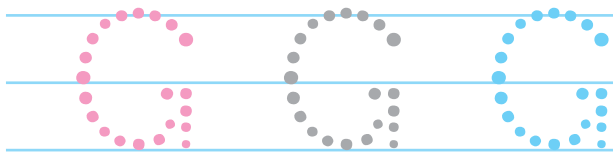
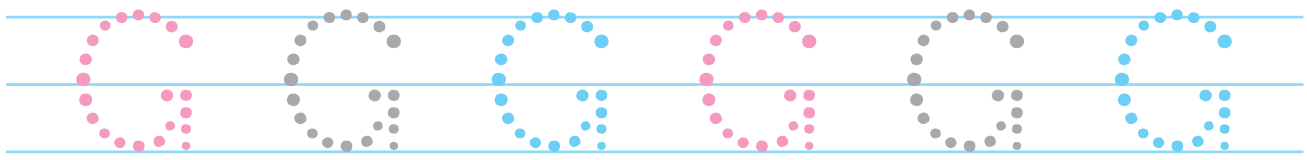


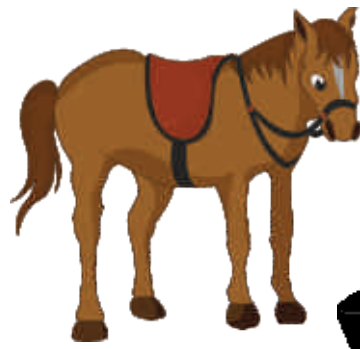
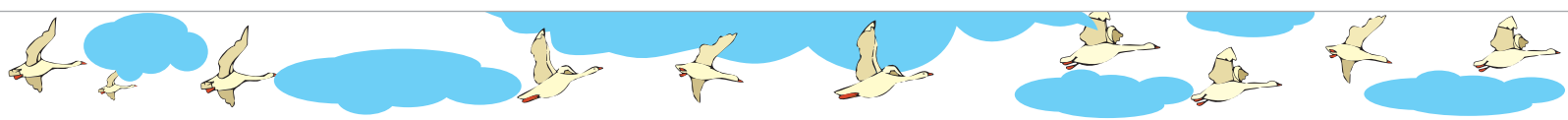


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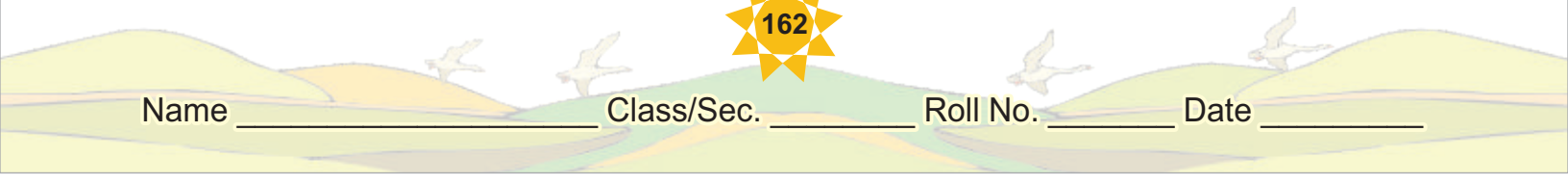
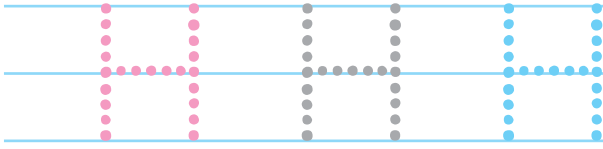
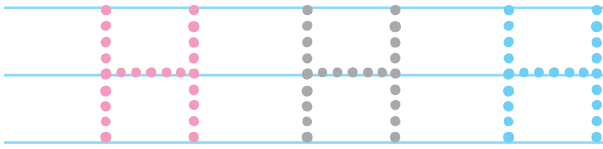
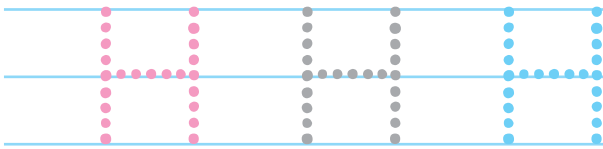
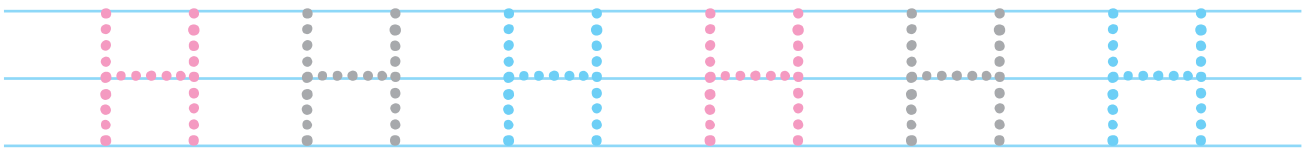


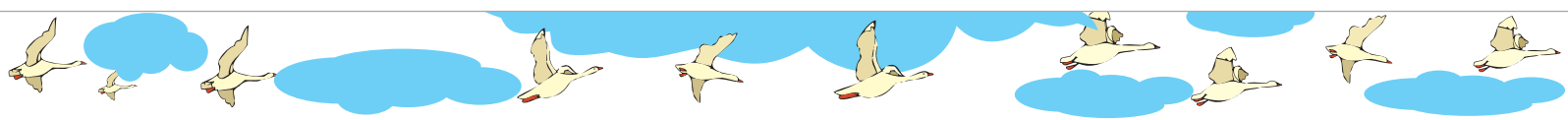
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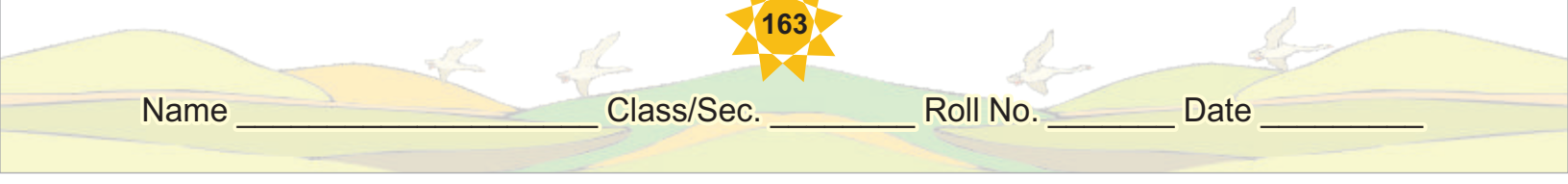
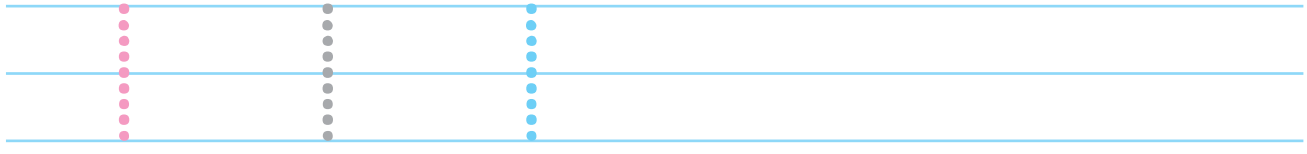
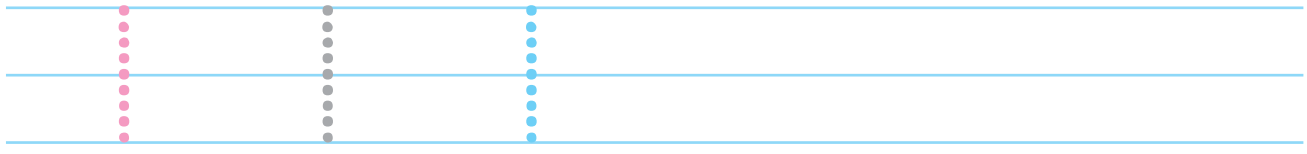
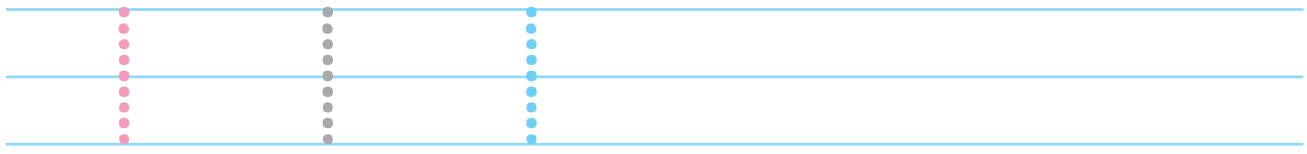
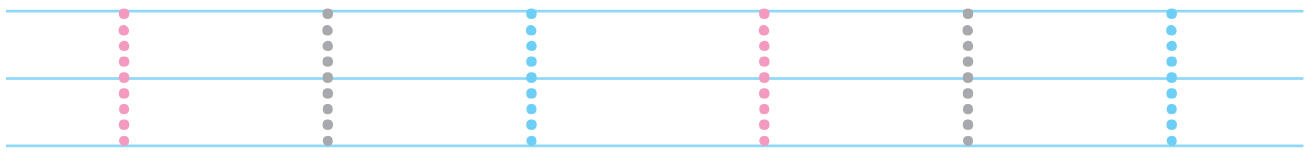


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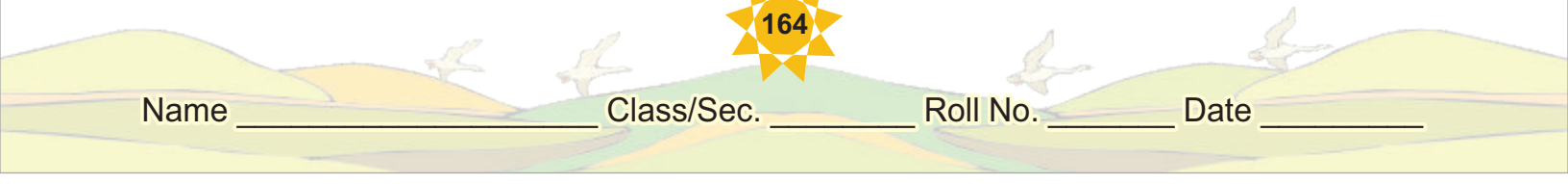
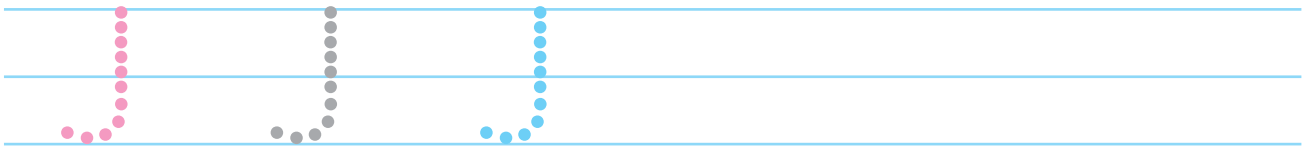


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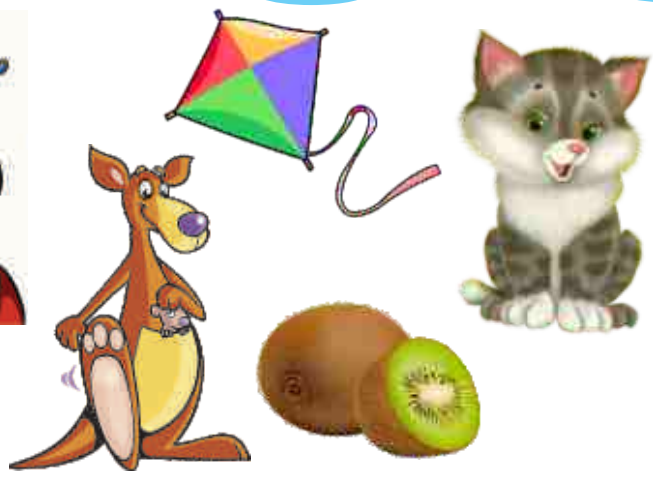


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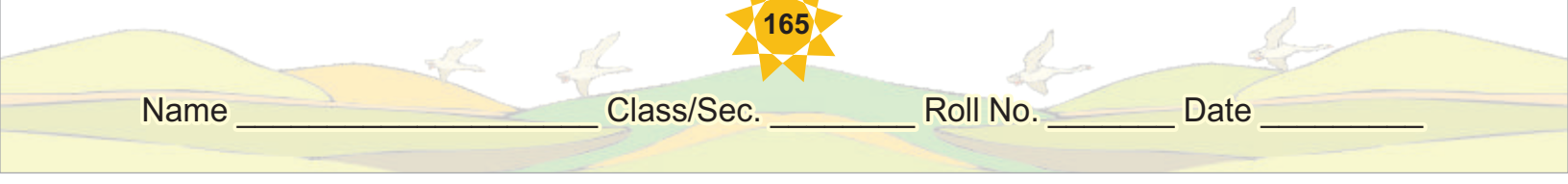
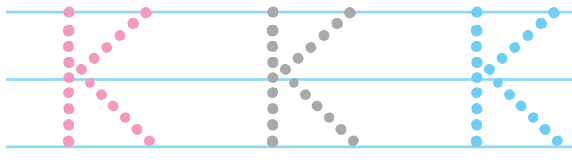
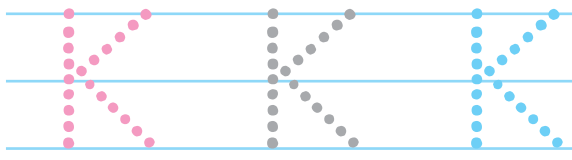
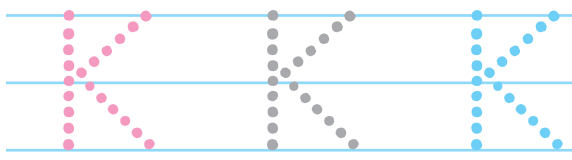
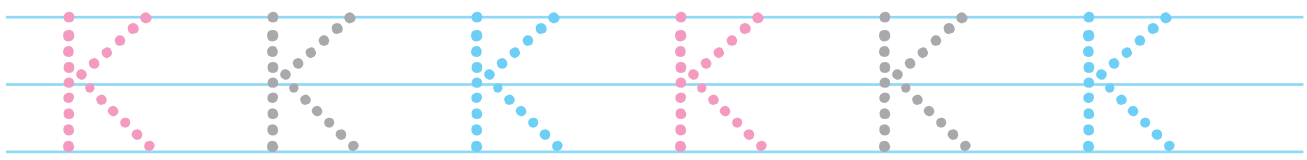




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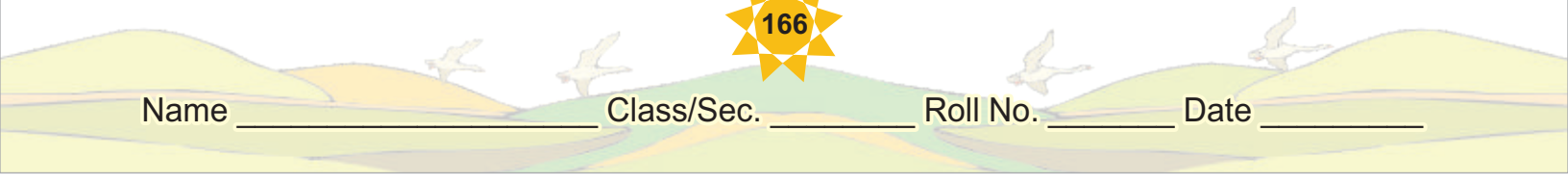
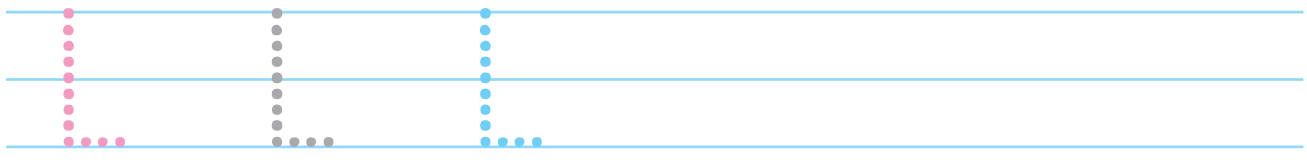
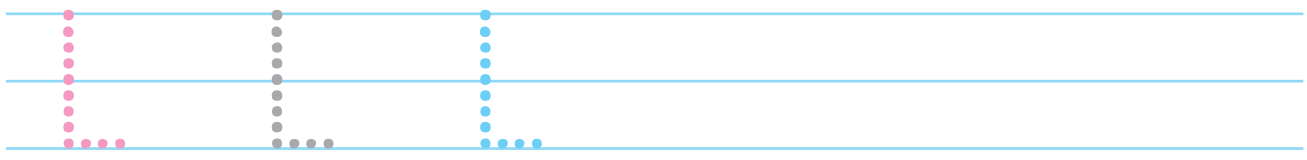
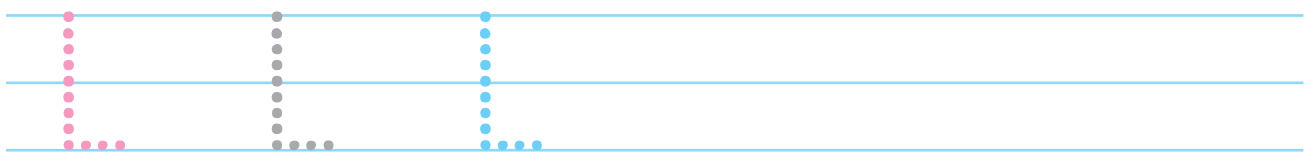
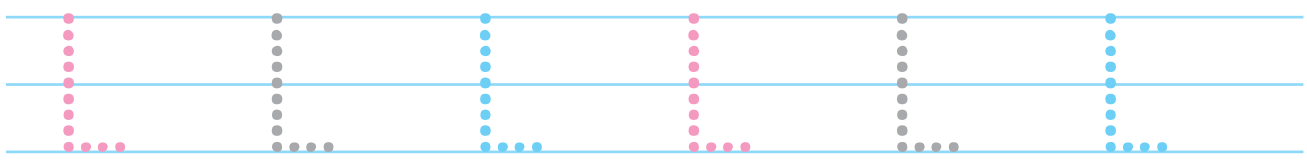


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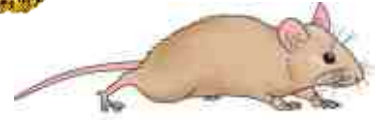
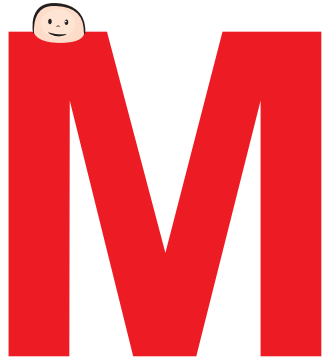
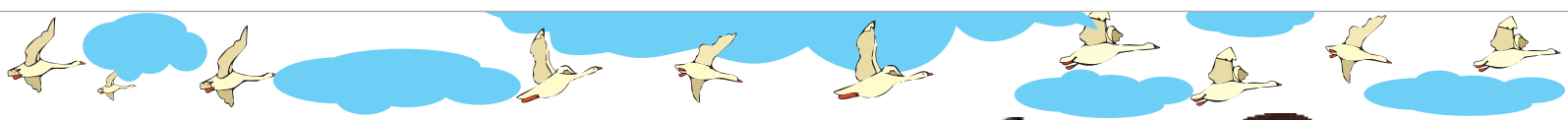




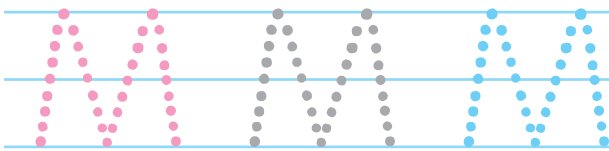
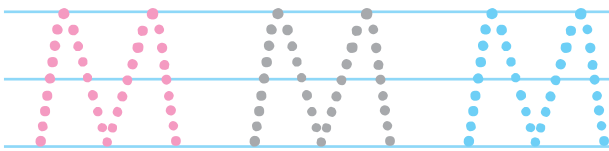
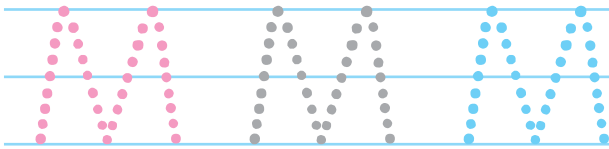
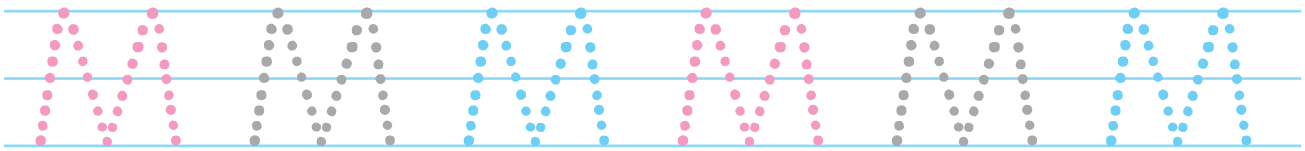
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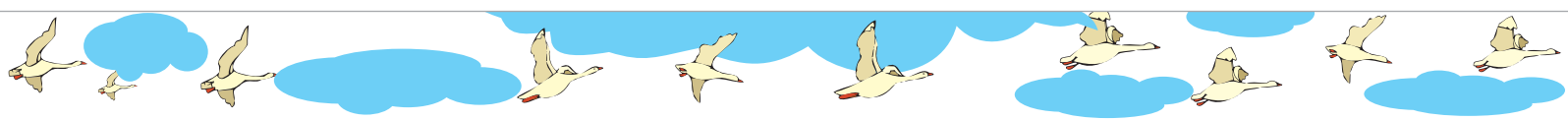




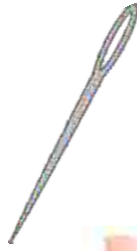


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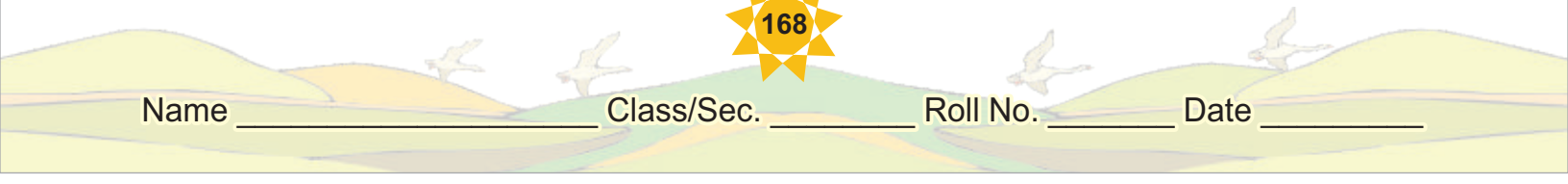
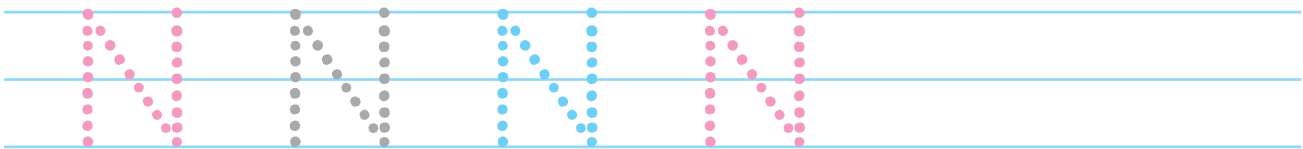
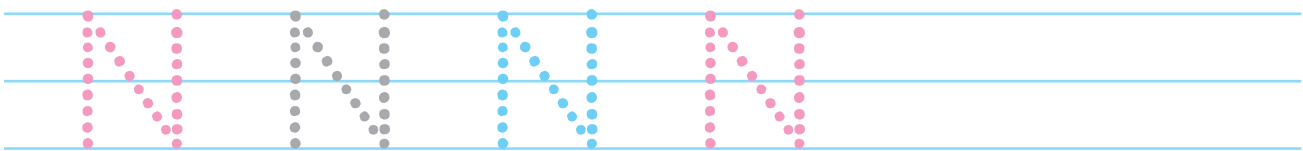
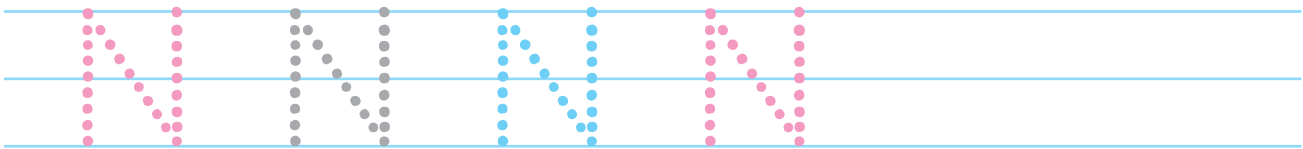
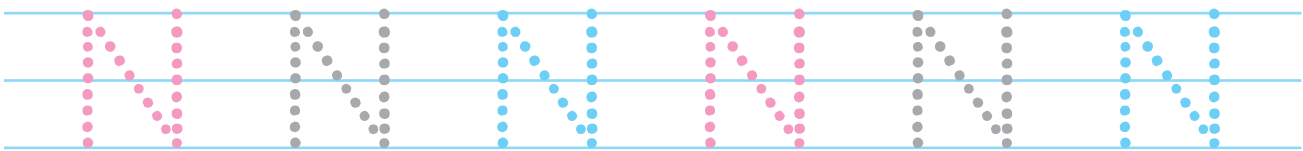


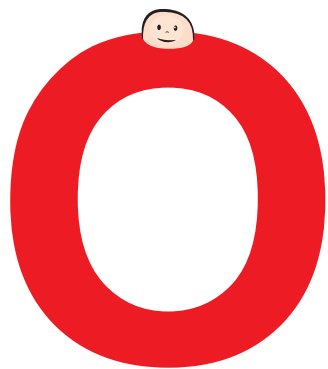
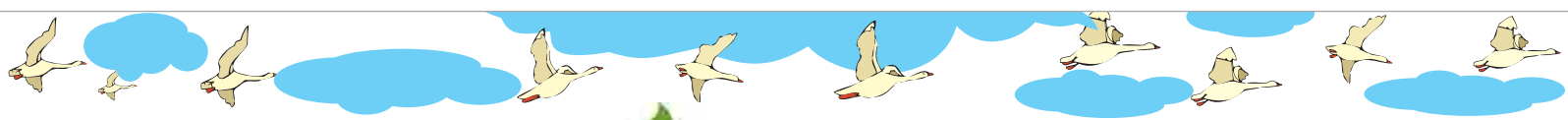


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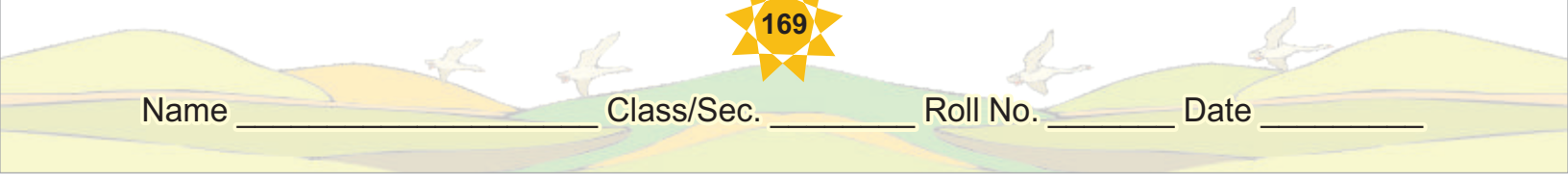
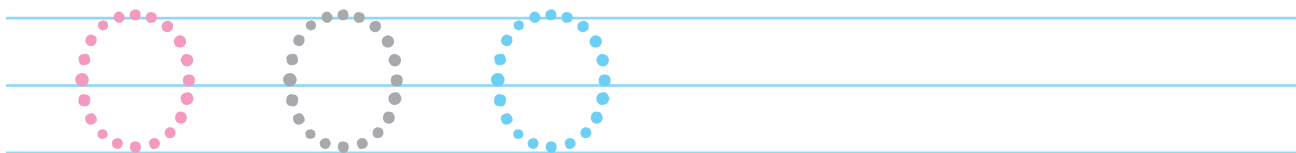
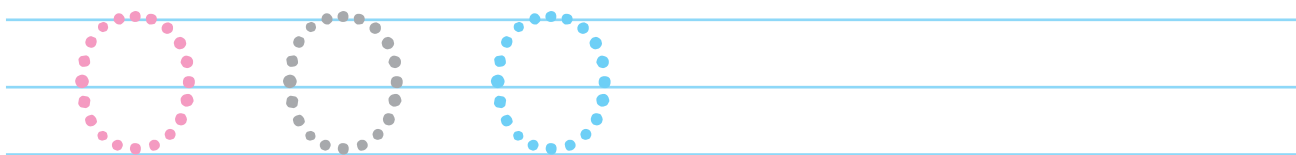
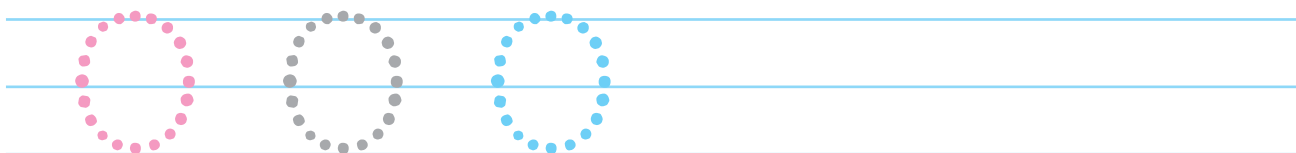
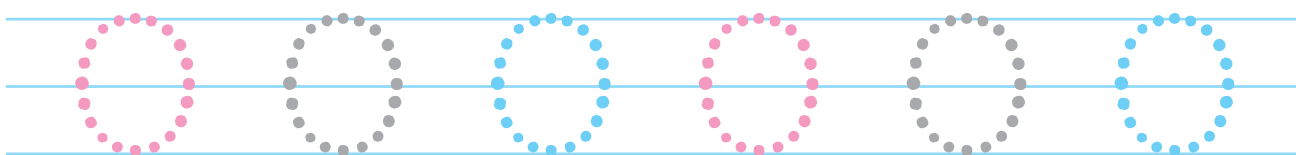


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Join the dotted lines and write the letter in the given space.





P



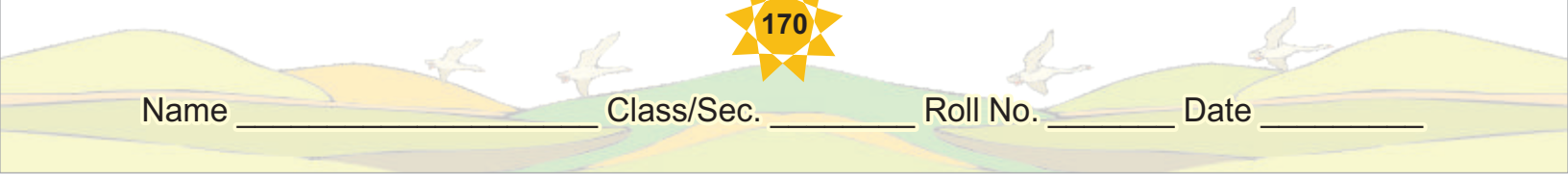
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P P P

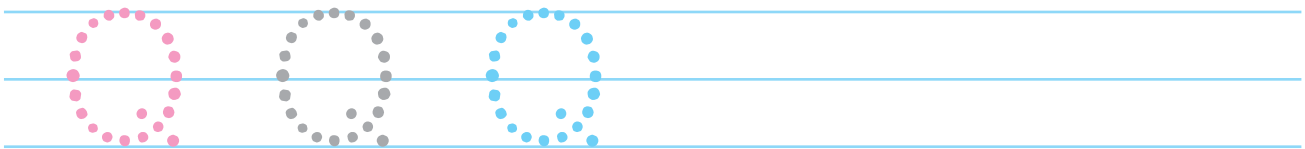
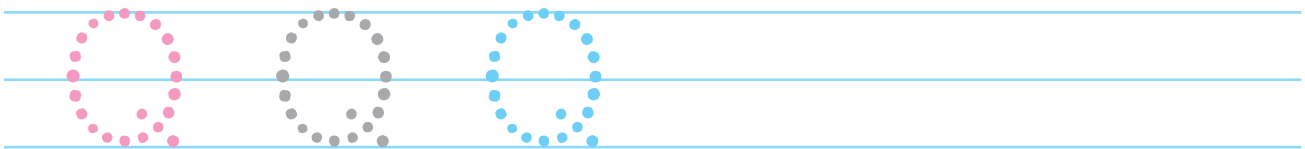
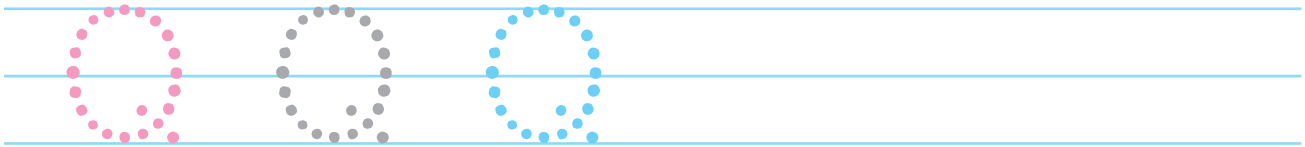
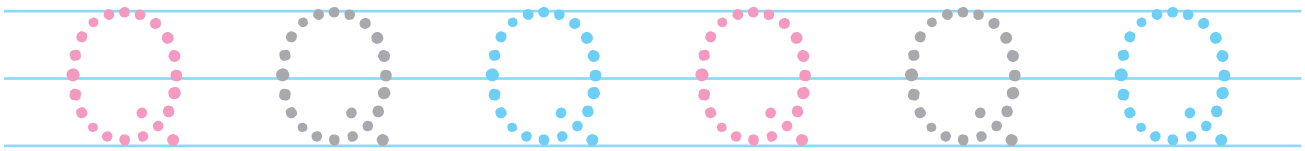
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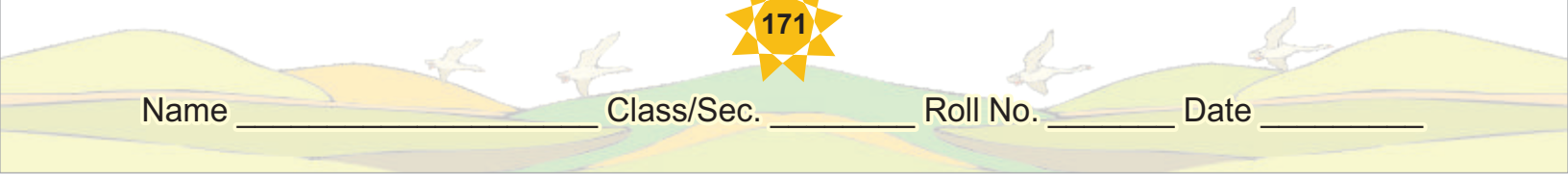


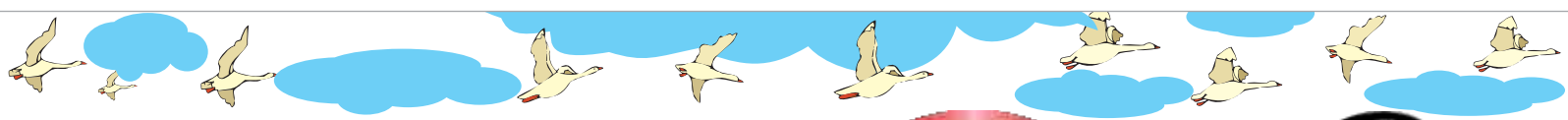


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Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

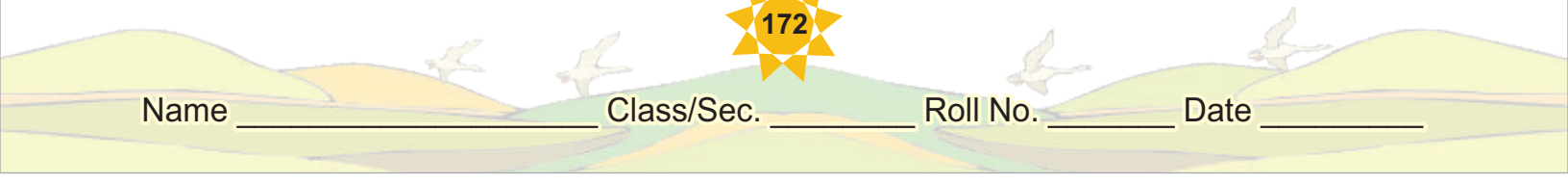
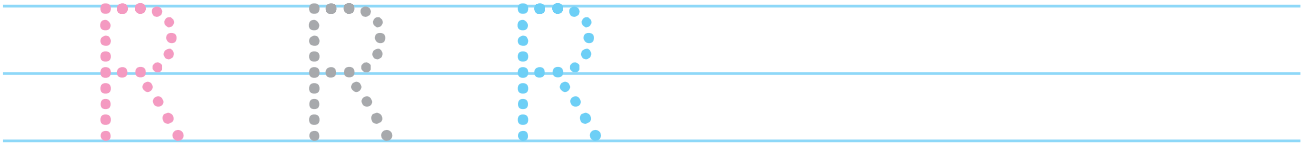
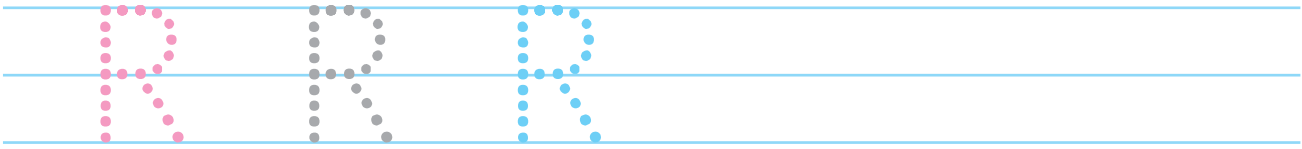
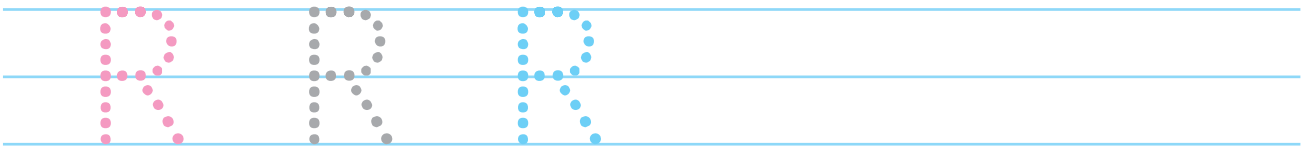
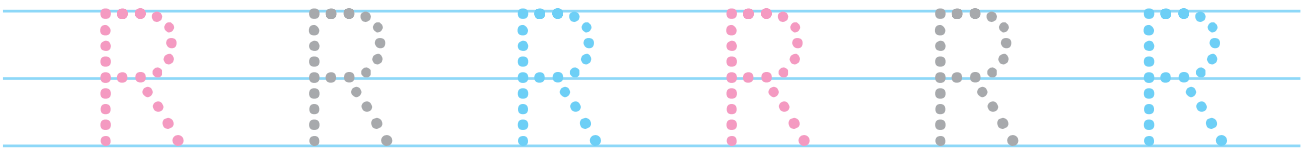


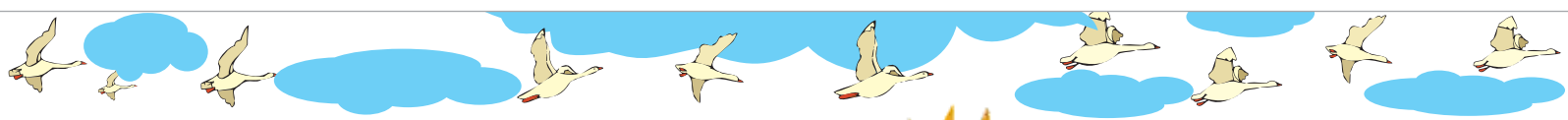


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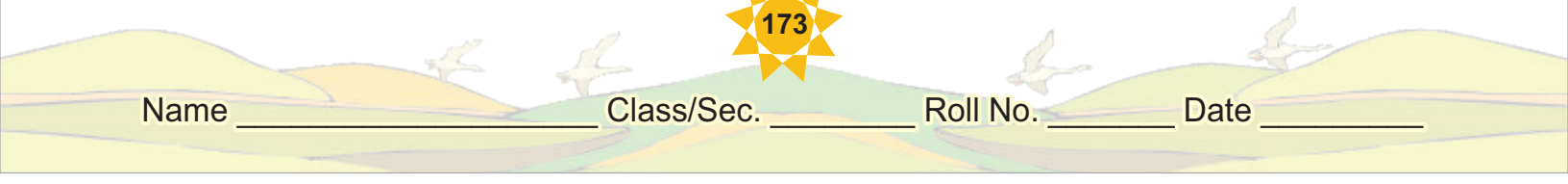
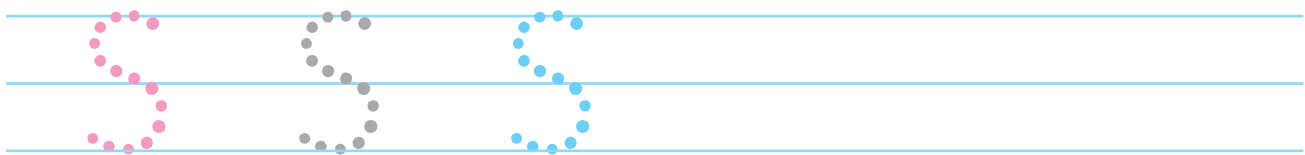
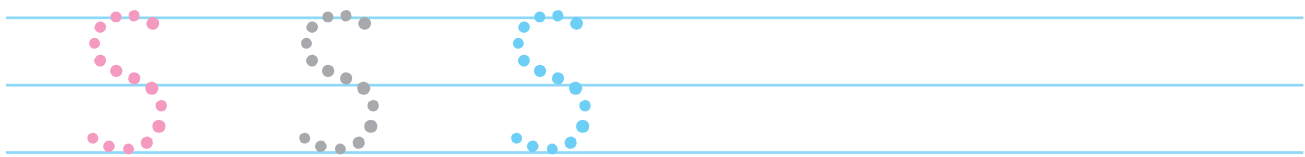
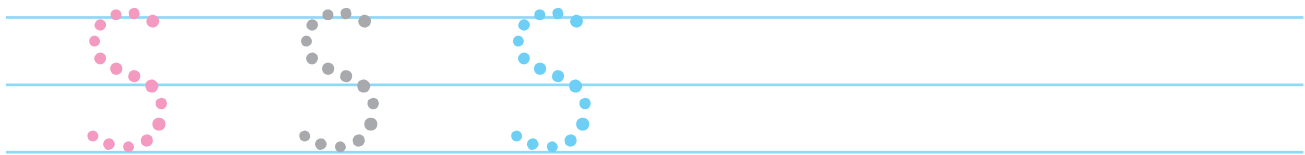
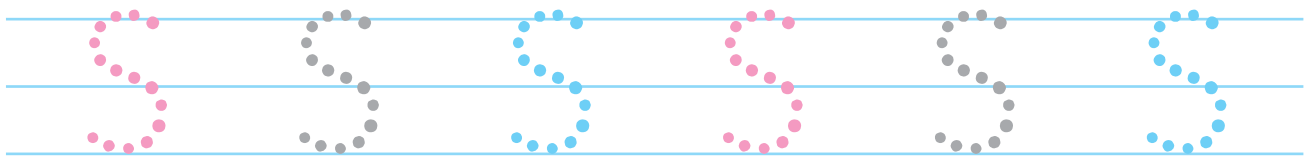


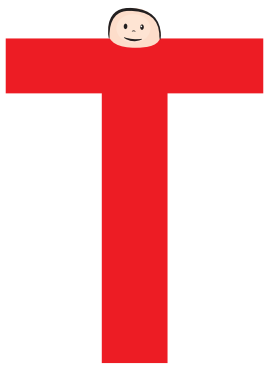
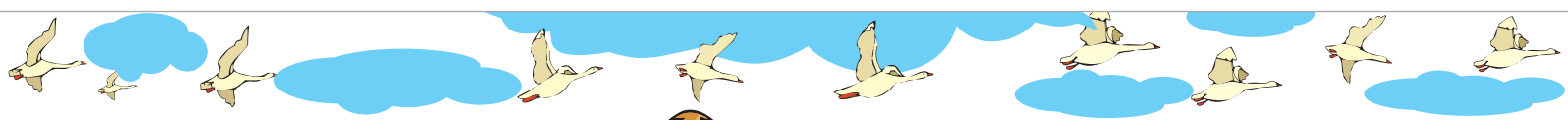
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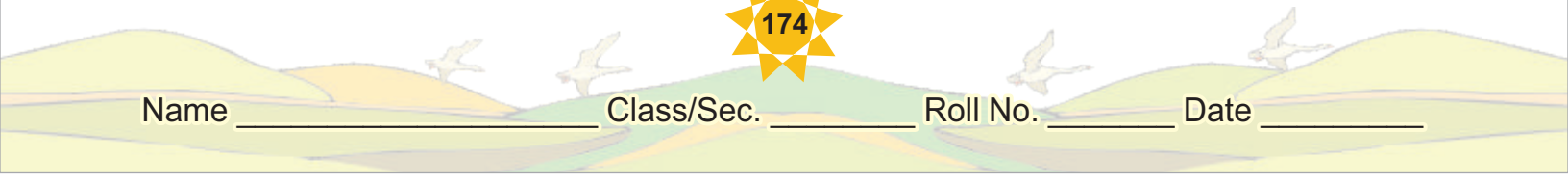


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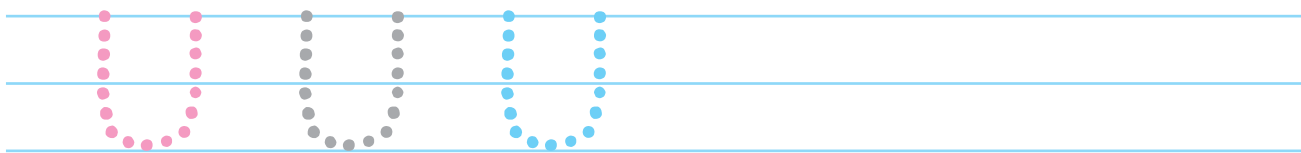
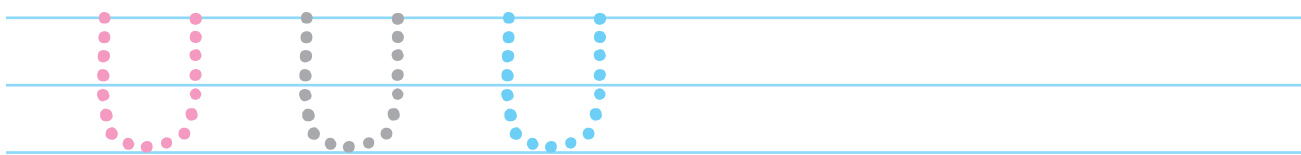
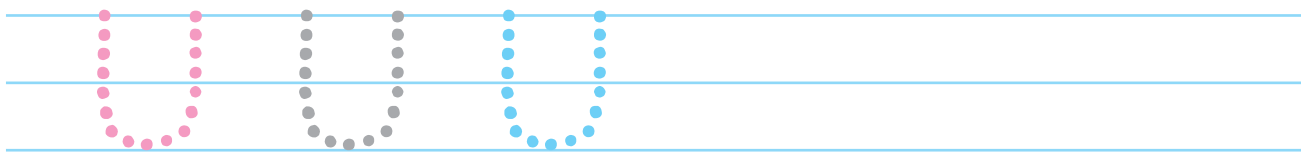
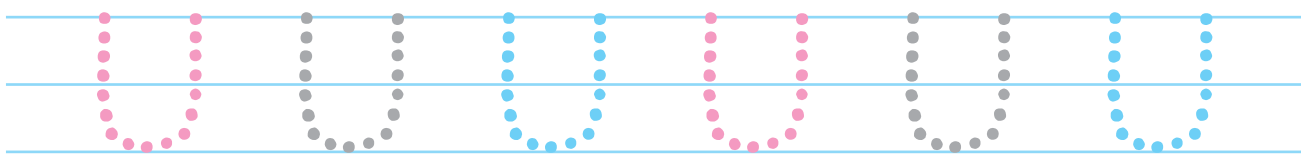
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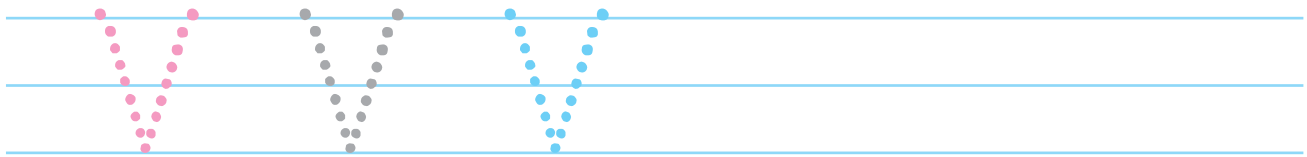
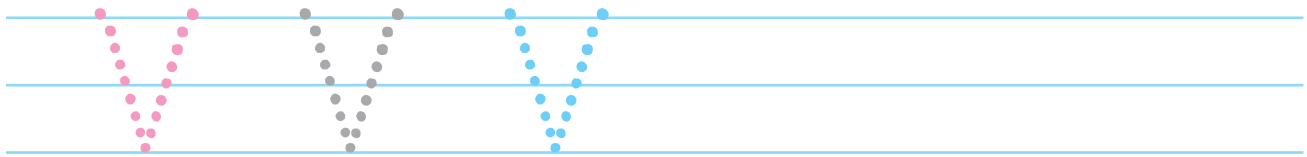
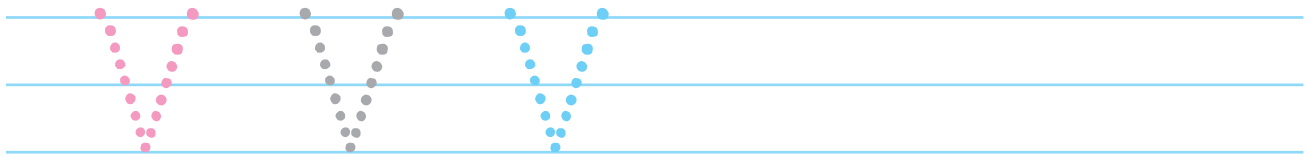
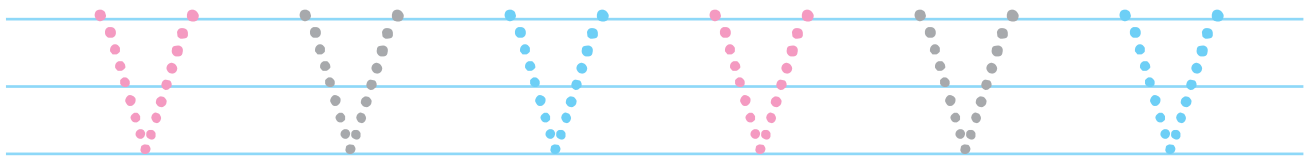


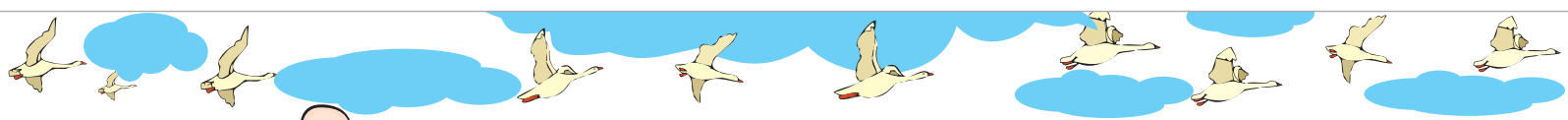
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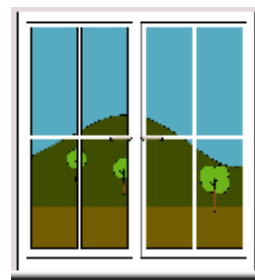


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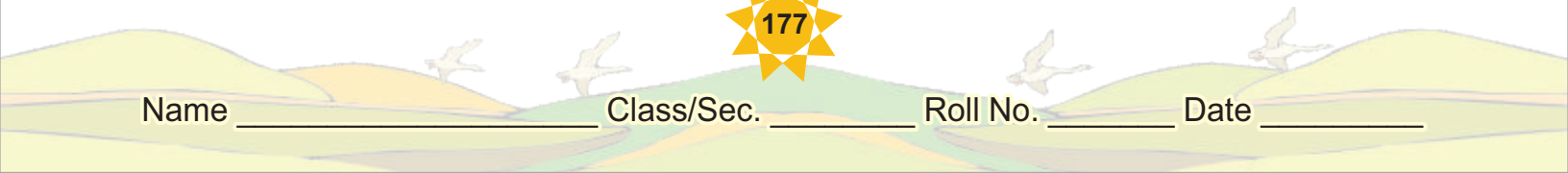
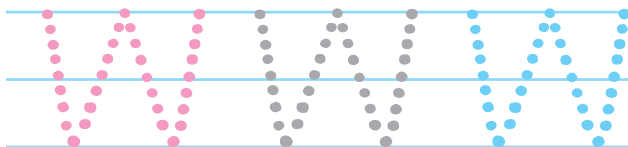
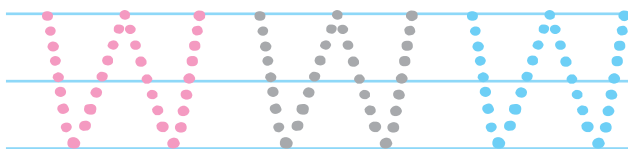
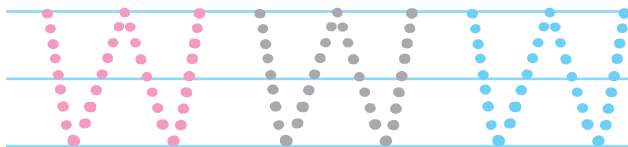
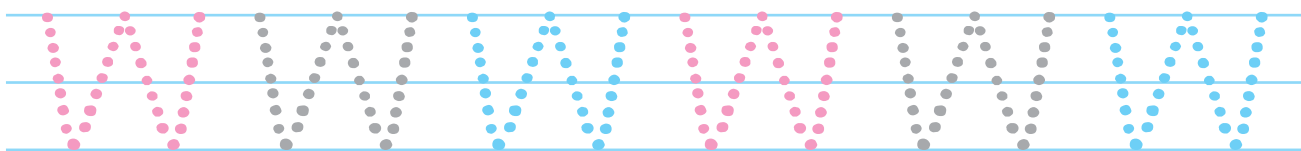




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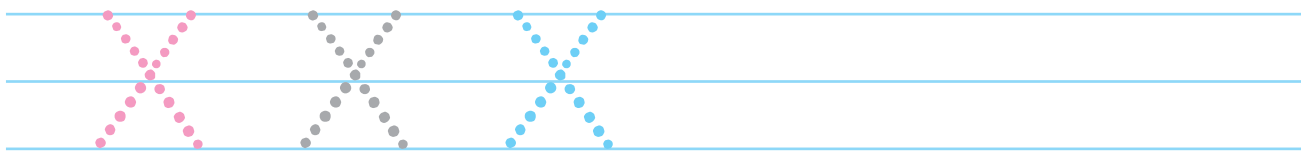
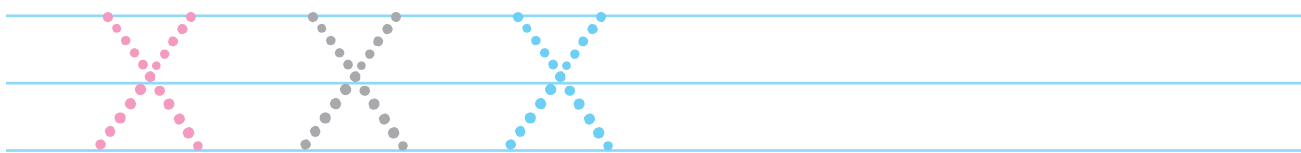
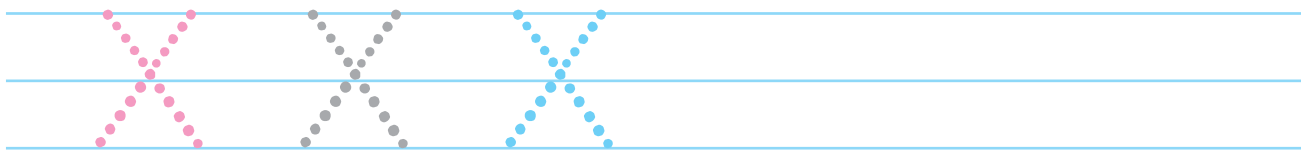
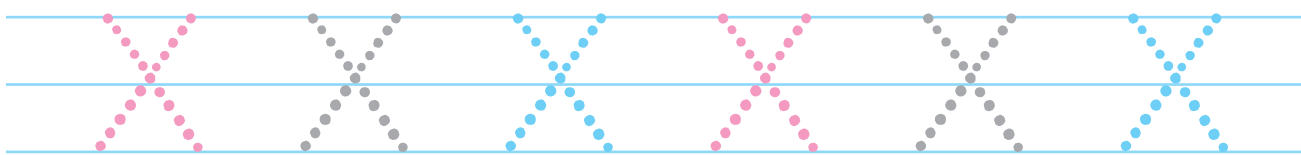


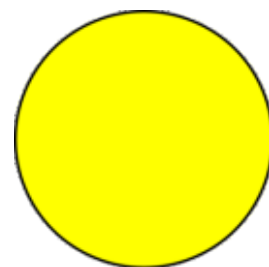
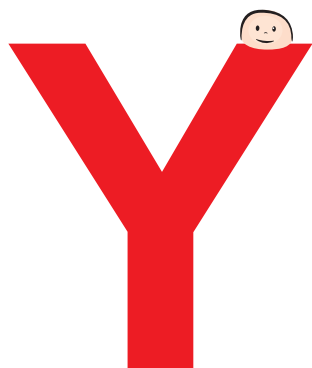
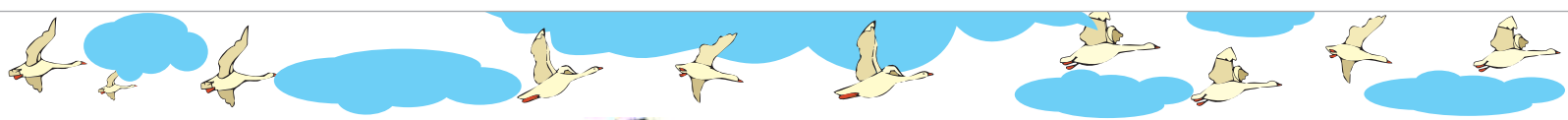
Join the dotted lines and write the letter in the given space.



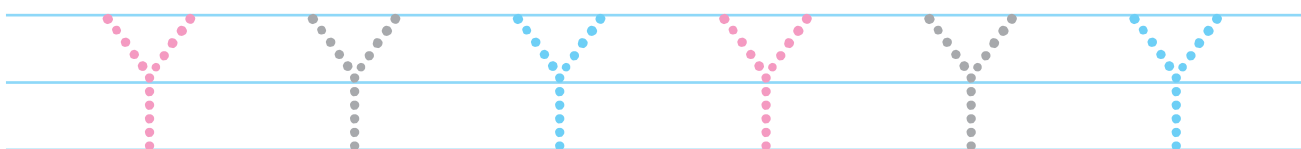


Join the dotted lines and write the letter in the given space.

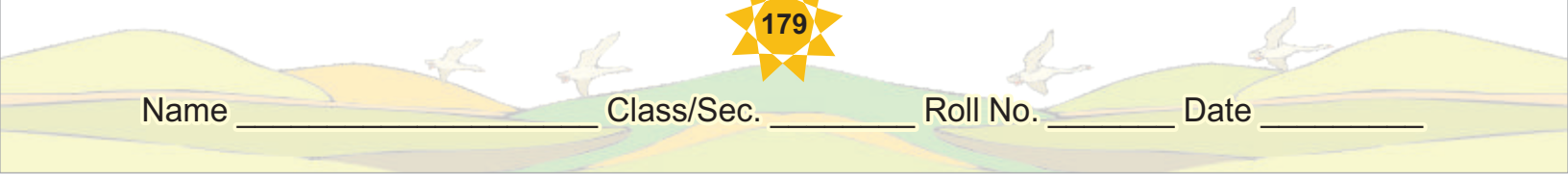


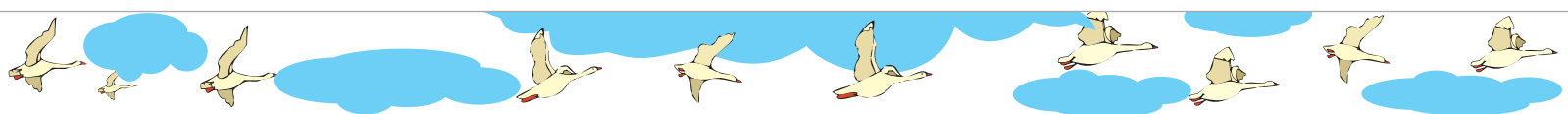


Join the dotted lines and write the letter in the given space.

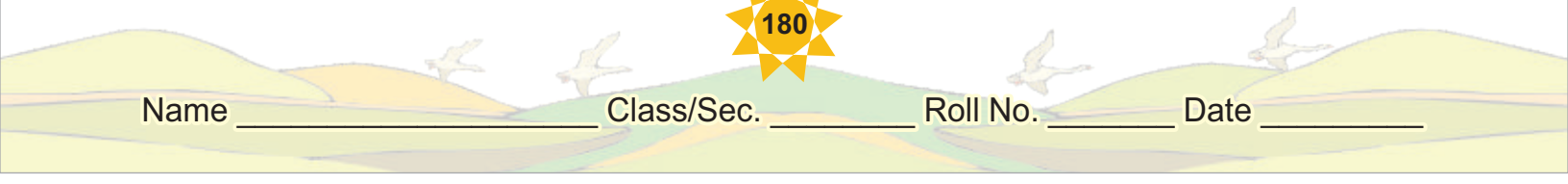
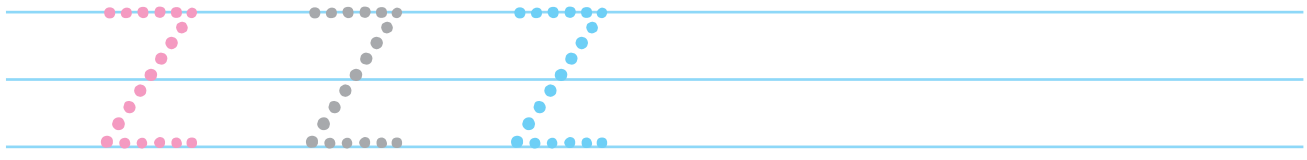
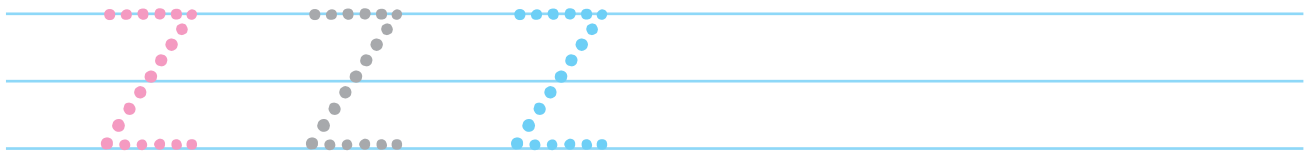
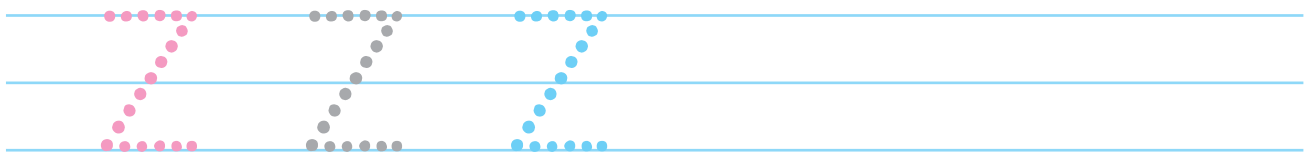
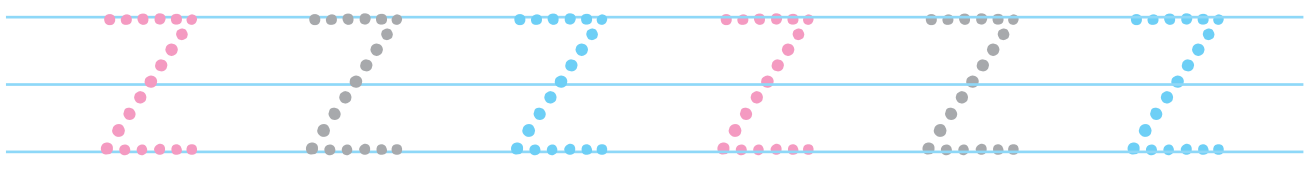


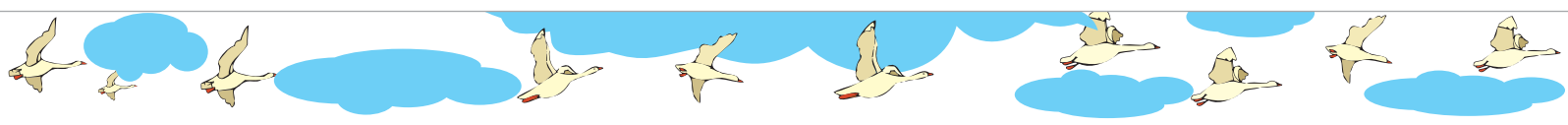
Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_





Join the dotted lines and write the letter in the given space.





Join the dotted lines.

A a B b C c D d

A a B b C c D d

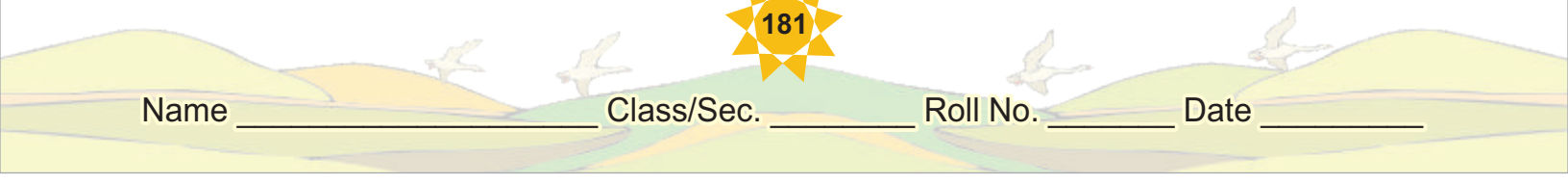
A a B b C c D d

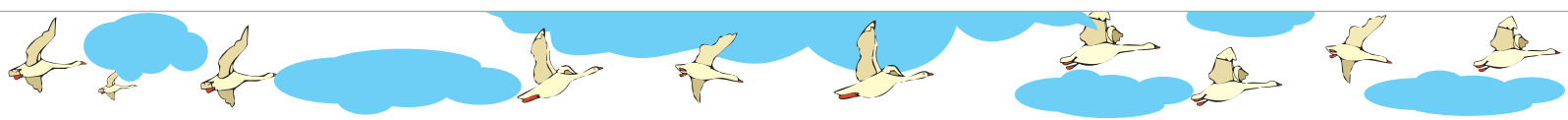
A a B b C c D d

A a B b C c D d

A a B b C c D d

A a B b C c D d





Join the dotted lines.

E e F f G g H h

E e F f G g H h

E e F f G g H h

E e F f G g H h

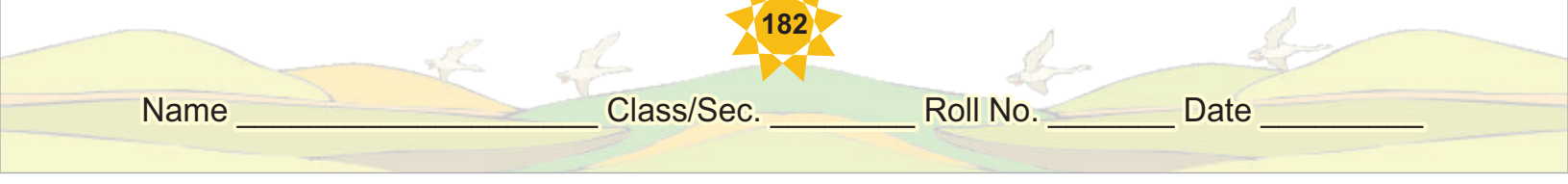
E e F f G g H h

E e F f G g H h

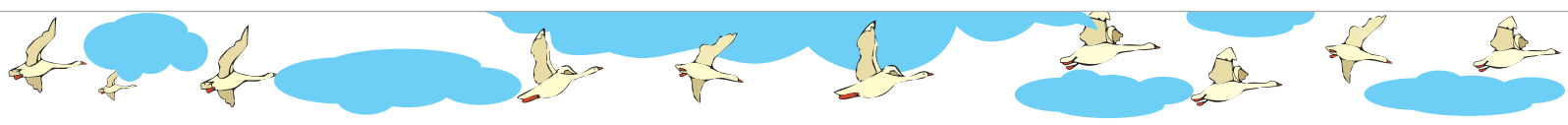
E e F f G g H h



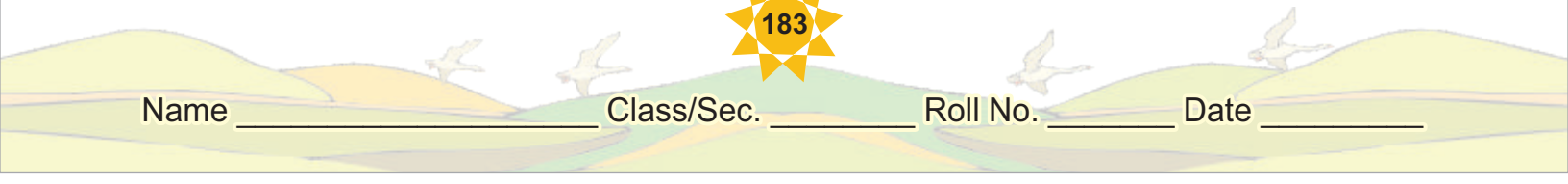
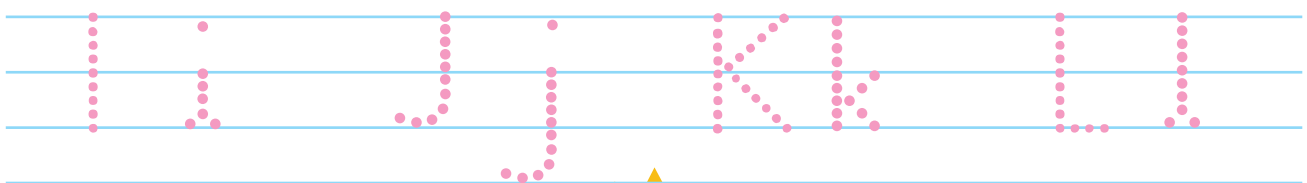
Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_

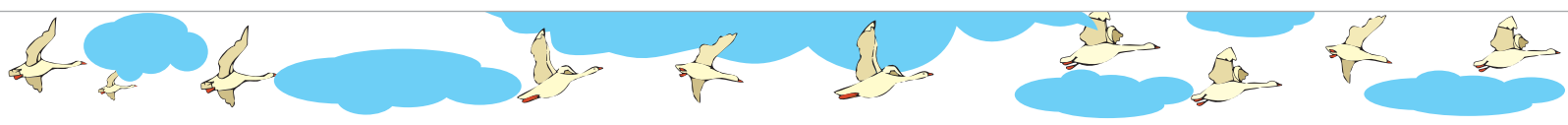






Join the dotted lines.





Join the dotted lines.

Mm Nn Oo Pp

Mm Nn Oo Pp

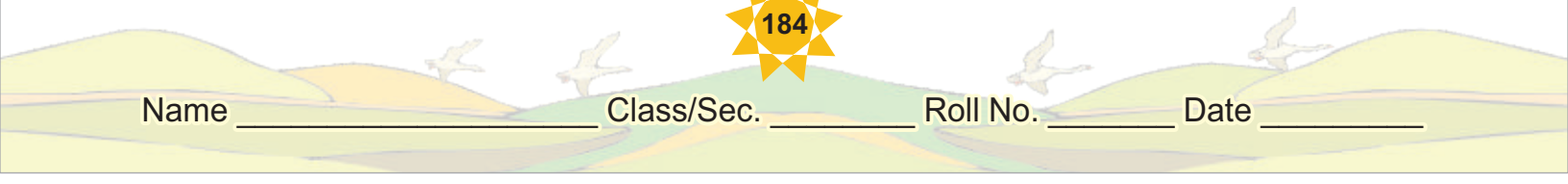
Mm Nn Oo Pp

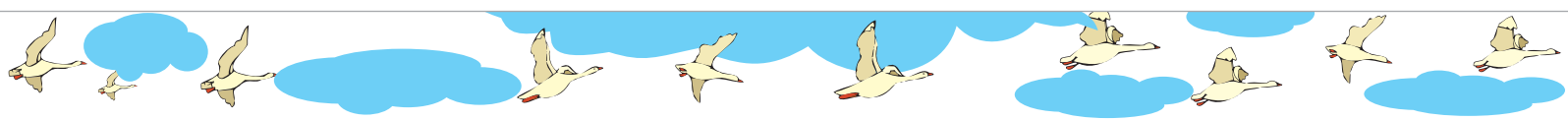
Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp

Mm Nn Oo Pp





Join the dotted lines.

O o R r S s T t

O o R r S s T t

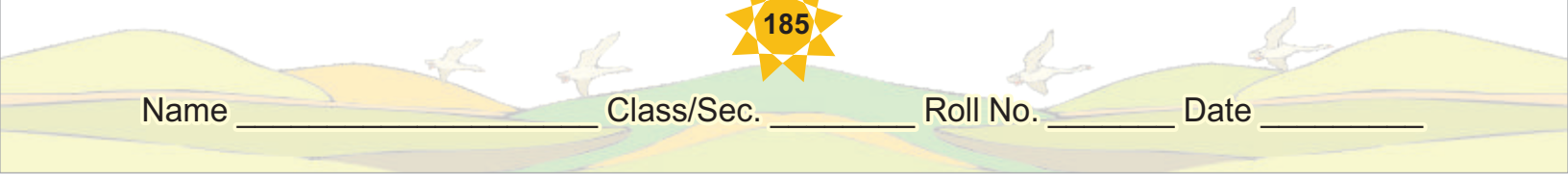
O o R r S s T t

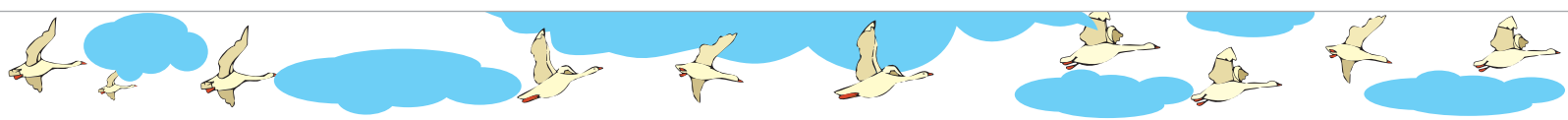
O o R r S s T t

O o R r S s T t

O o R r S s T t

O o R r S s T t





Join the dotted lines.

Uu Vv Ww Xx

Uu Vv Ww Xx

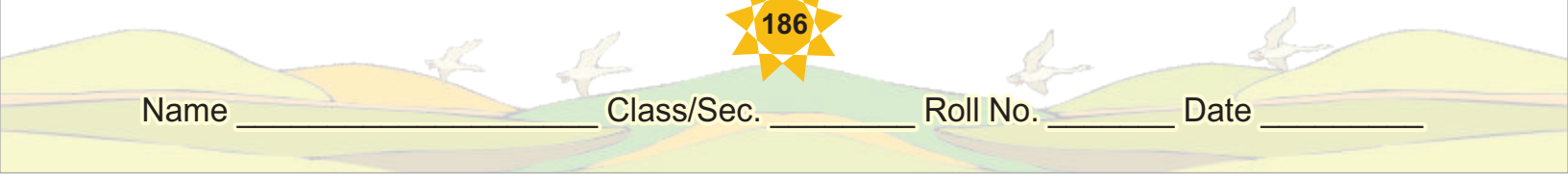
Uu Vv Ww Xx

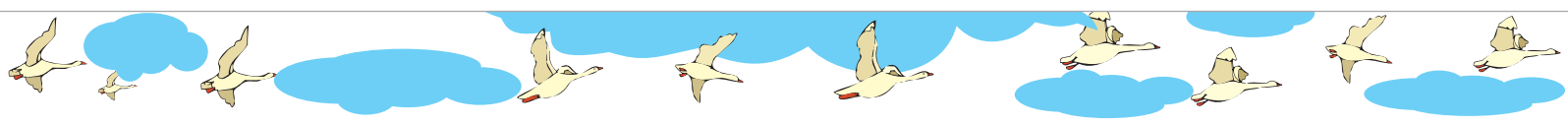
Uu Vv Ww Xx

Uu Vv Ww Xx

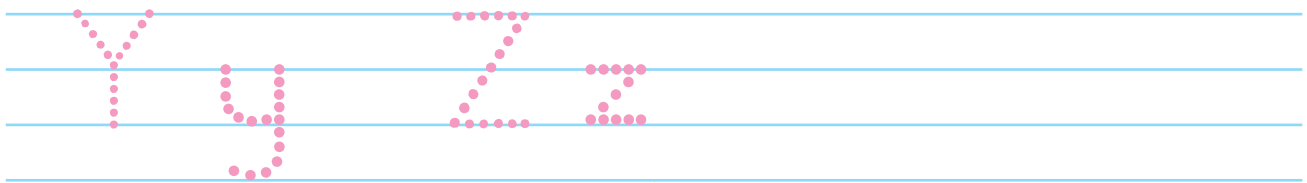
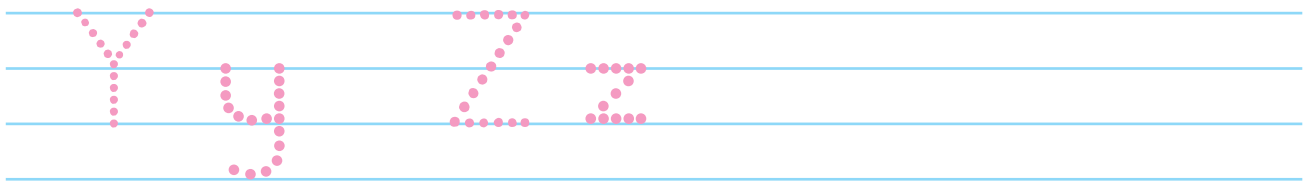
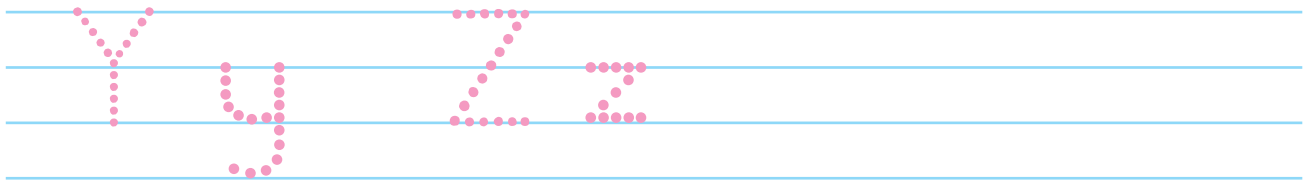
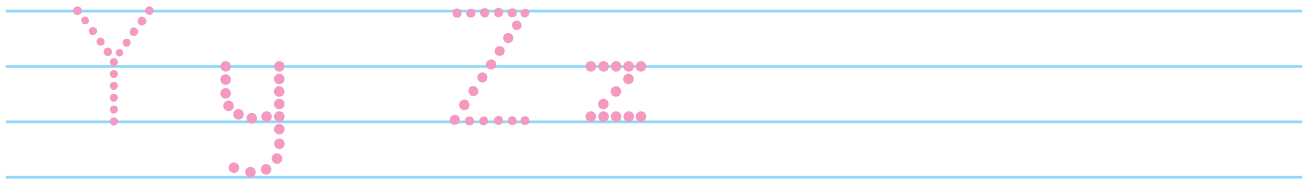
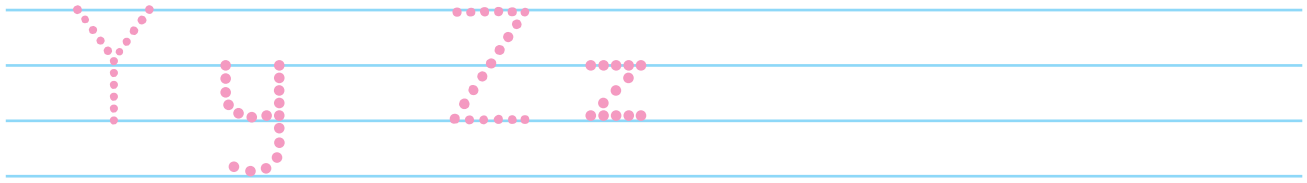
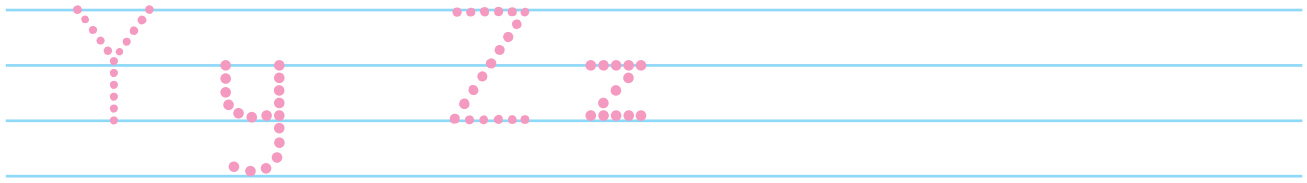
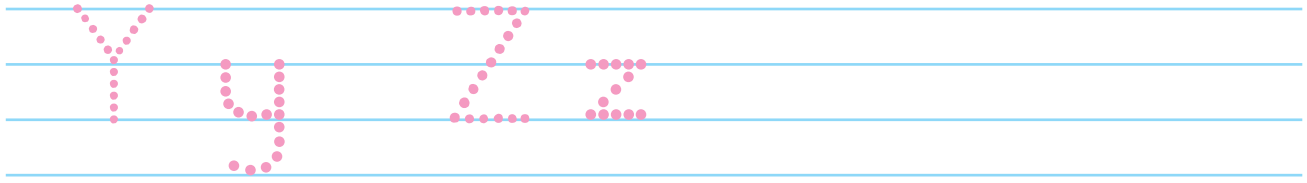
Uu Vv Ww Xx

Uu Vv Ww Xx

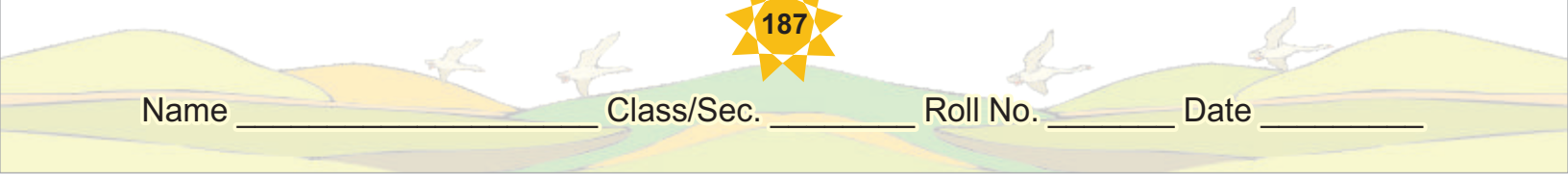




Join the dotted lines.




Name \_\_\_\_\_ Class/Sec. \_\_\_\_\_ Roll No. \_\_\_\_\_ Date \_\_\_\_\_



## Alphabet a to z (Small Letters)

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

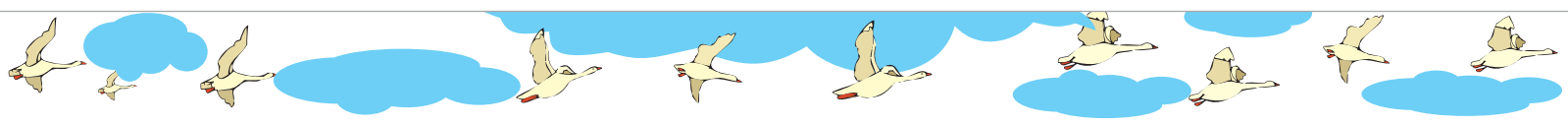
## Alphabet A to Z (Capital Letters)

A 				N 			
B 				O 			
C 				P 			
D 				Q 			
E 				R 			
F 				S 			
G 				T 			
H 				U 			
I 				V 			
J 				W 			
K 				X 			
L 				Y 			
M 				Z 			

## Alphabet a to z (Capital and Small Letters)

A a		A	a	N n		N	n
B b		B	b	O o		O	o
C c		C	c	P p		P	p
D d		D	d	Q q		Q	q
E e		E	e	R r		R	r
F f		F	f	S s		S	s
G g		G	g	T t		T	t
H h		H	h	U u		U	u
I i		I	i	V v		V	v
J j		J	j	W w		W	w
K k		K	k	X x		X	x
L l		L	l	Y y		Y	y
M m		M	m	Z z		Z	z





# Annexure

