

TULIP SERIES COURSE BOOK – I

Textbook of English Language

For Class – I



*The Jammu and Kashmir State Board of
School Education, Srinagar/Jammu*



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School Education, Srinagar/Jammu*

TULIP SERIES
Course Book - I
Textbook
of
English Language
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*The Jammu and Kashmir State Board of School
Education, Srinagar/Jammu.*

Published by

Secretary, Jammu and Kashmir State Board of School Education, Srinagar/Jammu.

Phone: 0194-2491179

Fax: 0194-2494264

Website: www.jkbose.org

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First Edition: 2009

Price:

Printed at: New Print India Pvt. Ltd., Sahibabad (U.P.).

Foreword

Curriculum updating is a continuous process and accordingly Jammu and Kashmir State Board of School Education has been making every effort to update the school curriculum. As a part of this drive, revision and review of the textbook of English meant for 1st Primary has been taken up in order to bring the contents of the textbook close to child's life both at home and at school and also workout the changes in the contents of the textbook in the light of the guidelines provided by the National Curriculum Framework-2005. The whole series of English textbooks from 1st Primary to Class X has been titled as *Tulip Series*. While deciding the contents of English textbook (*Tulip Series Book - I*), an attempt has been made to rely on child's experiences, the world known to learners and then explore the possibilities of taking them to new heights. Different themes have been presented in a playful way and lots of pictures have been used to sustain the interest of children. A humble endeavour has also been made to lessen the burden of learners so far as contents are concerned. However, teachers have choice to supplement the contents by developing the low cost/no cost material as per the specification of the locale of the learners and the material available with them. This contextualization will definitely make learning and teaching more interactive and thereby more effective.

Developing a textbook, particularly for lower primary class, has not been easy and is not a one time job. The broader framework surfaces once the textbook goes into the hands of the students. Whatever new concepts both in terms of concepts and pedagogy emerge in the actual classroom transaction, it is hoped that teachers will share that with us. Any suggestion/ recommendation for the improvement of the textbook will be given due weightage and will be highly appreciated since BOSE is open to suggestions particularly from the stakeholders.

I highly appreciate the efforts of the Academic Division of Jammu and Kashmir State Board of School Education in developing this textbook. I place on record my thanks to Dr. Sheikh Bashir Ahmad, Secretary, BOSE, Mr. M. D. Zargar (Dy, Director, Academics), Ms. Naila Neelofar (Academic Officer, English) for their efforts in developing this textbook.

Prof. Desh Bandhu Gupta
Chairman
J & K State Board of School Education.

Acknowledgement

The textbook of English for First Primary, *Tulip Series Book - I* was developed after due consultations and deliberations with the experts whose expertise helped in the making of the present textbook to see the light of the day. I place on record my thanks to them for taking pains to give valuable suggestions to make this textbook more interesting and playful. I am also highly grateful to the Computer Operators, Mr. Javed Ahmad and Mr. Rafiq Ahmed, for composing the textbook.

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Sd/-

(Dr. Sheikh Bashir Ahmad)

Secretary, BOSE

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Introduction to Letters

UNIT 1

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

A a



Ant



Apple



Aeroplane

B b



Baby



Ball



Brush

C c



Cat



Cow



Clock

D d



Dog



Doll



Dustbin

E e



Egg



Eye



Eagle

F f



Fish



Finger



Flower

G g



Girl



Garden



Grapes

H h



Hen



House



Horse

I i



Iron



Insect



Ice cream

J j



Jug



Jacket



Joker

K k



Key



Kite



King

L l



Leaf



Lion



Lock

M m



Man



Mango



Mobile

N n



Nest



Nurse



Necklace

O o



Owl



Ox



Orange

P p



Pencil



Plant



Parrot

Q q



Queen



Quilt



Quill

R r



Rat



Rose



Ring

S s



Ship



Sister



School

T t



Tree



Tiger



Trousers

U u



Umbrella



Uniform



Utensils

V v



Van



Violin



Vase

W w



Whale



Window



Woman

X x



Xmas tree



X-ray

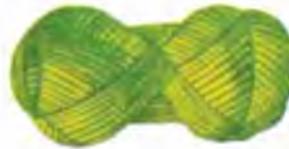


Xylophone

Y y



Yak



Yarn



Yacht

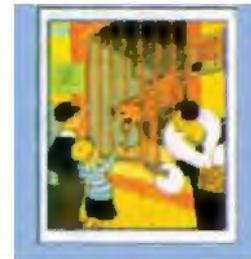
Z z



Zip



Zebra



Zoo

Fill in the blank to complete the word.

Appl_

An_

A_roplane

Br_sh

Bo_

B_ other

Ca_

Co_

Cl_ck

Do_

D_or

_ustbin

_gg

E_gle

F_ther

Flow_r

G_rl

G_apes

Gard_n

H_n

Ho_se

H_use

C_w

D_ll

J_g

Jack_t

Joke_

K_y

K_te

_ing

Le_f

Li_n

L_c k

M_n_o

M_the_

M_b_le

N_s_

N_r_e

Nec_la_e

O__

O_t_ich

O_ang_

P_nc_l

P_an_

Pa__ot

Qu__n

Q_il_

Qui__

__t

R_s_

_i_g

S_ip

S_st_r

Sch__l

Tr__

T_g_r

Tro_s_rs

Y_r_

Y_c_t

X_lo_hone

Z__

Z_br_

Z__

Match the following items with their colours



Van



Umbrella



Balloon



Triangle



Square



Circle



White



Blue



Orange



Green

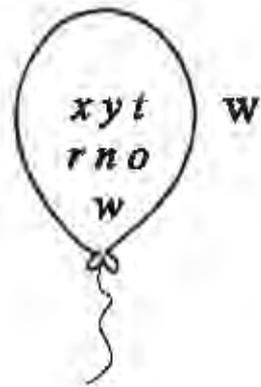
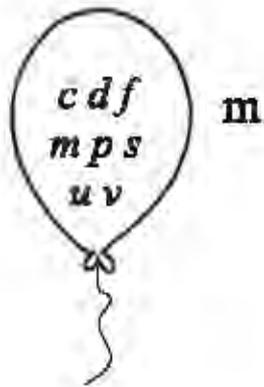


Red



Black

Encircle the written letter from the balloon





This is a clock.
It has two hands:
One big and another small.



When the big hand is at 12 and the small one at 3, it is 3 O' clock.



When the big hand is at 3 and the small hand also at 3 it is quarter past 3.



When the big hand is at 6 and the small hand between 3 & 4 it is half past 3.



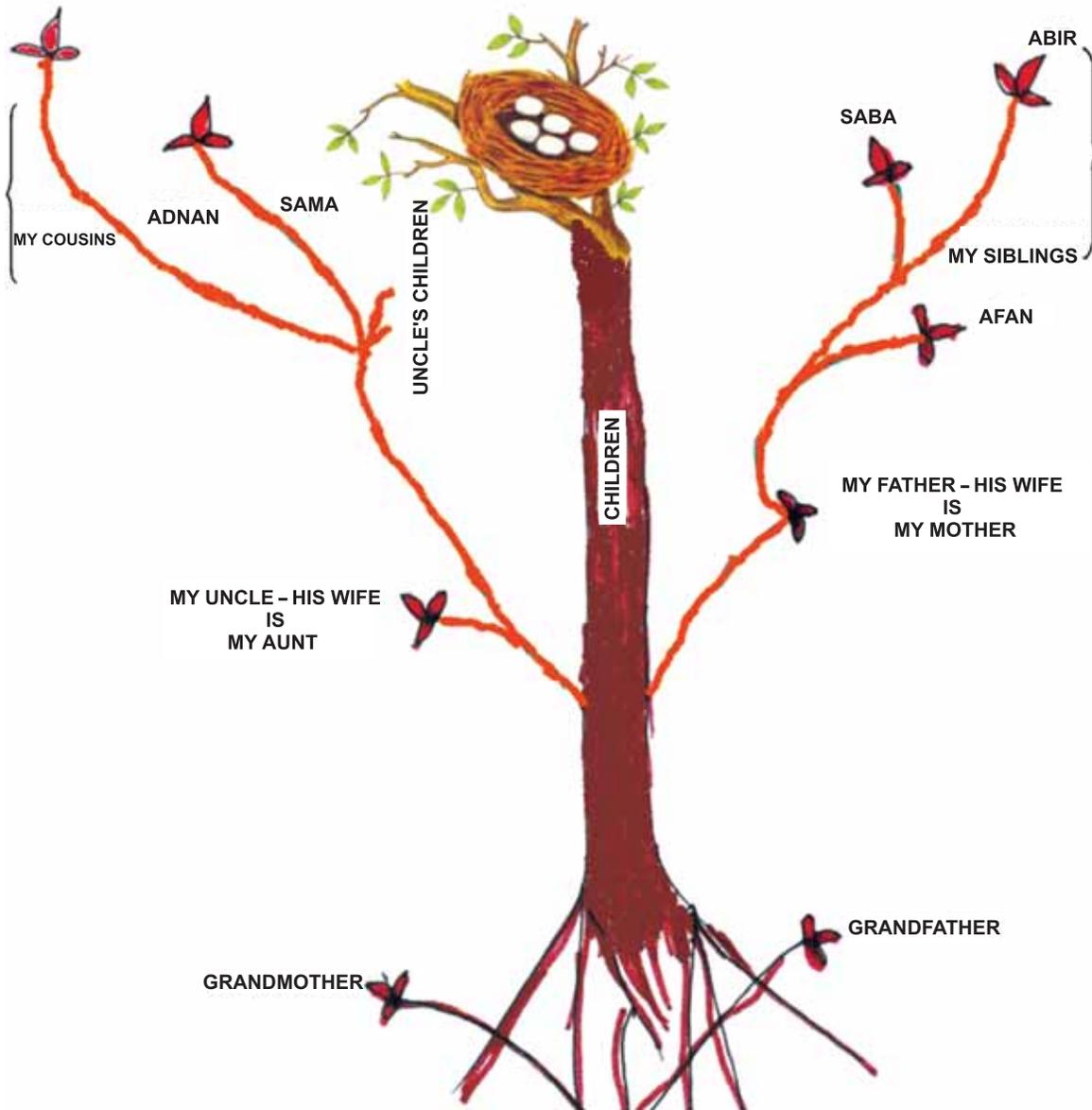
When the big hand is at 9 and the small hand close to 4, it is quarter to 4.

Riddle

What o' clock is it when both
the hands of a clock are straight?

.....

MY FAMILY



Note: Teachers, please convey structures and try to get structures from pupils also. Avoid using cousin brother and cousin sister.

My Family

Hello! My name is Afan.

I live with my mother and father.

I have one brother and one sister.

Their names are Saba and Abir.

My grandfather tells me stories.

My grandfather plays cricket with me.

I have one uncle.

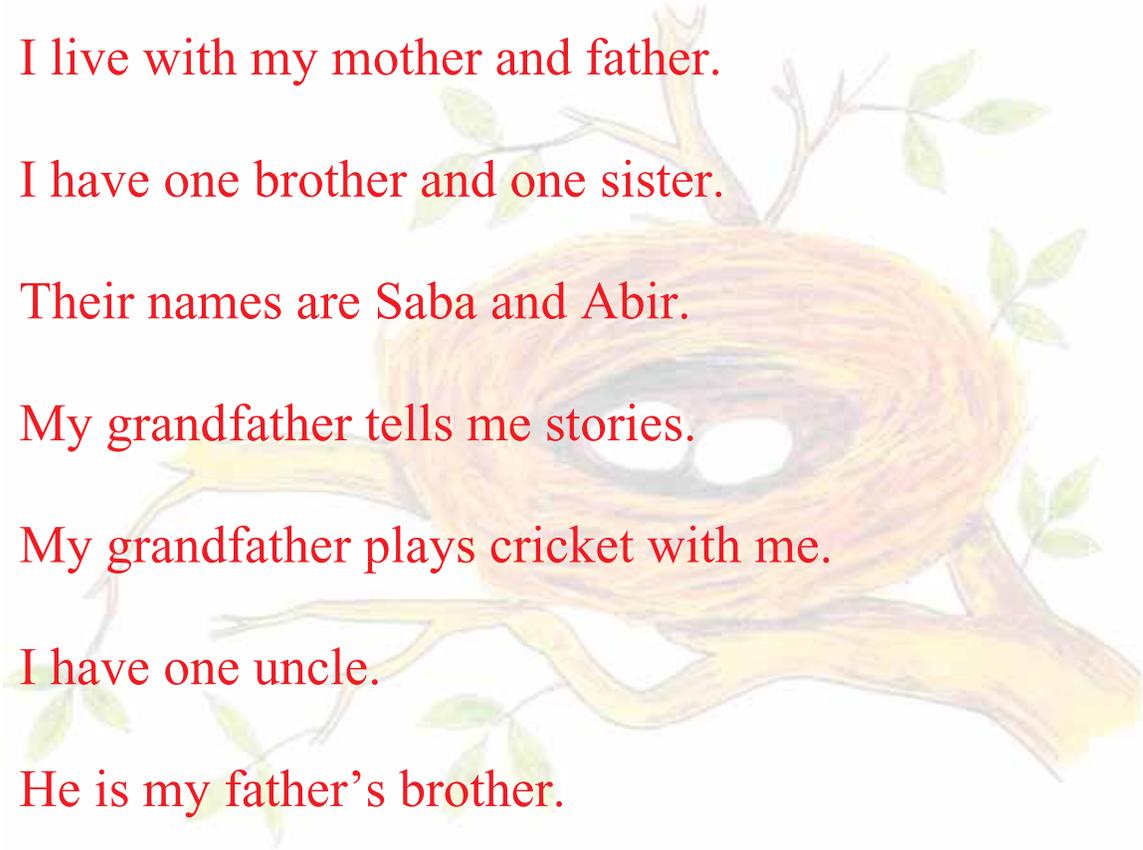
He is my father's brother.

My uncle has two children.

Their names are Sama and Adnan.

They are my cousins.

We live in the same house.



Thumb King

UNIT 3

Where is Thumb King?
Where is Thumb King?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away!



Where is Pointer?
Where is Pointer?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away!

Where is Middle finger?
Where is Middle finger?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away!



Where is Ring finger?
Where is Ring finger?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away!

Where is Pinky
Where is Pinky?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away!



New words

well morning finger thank you run away

Let's read

We have two hands.
We have ten fingers in two hands.

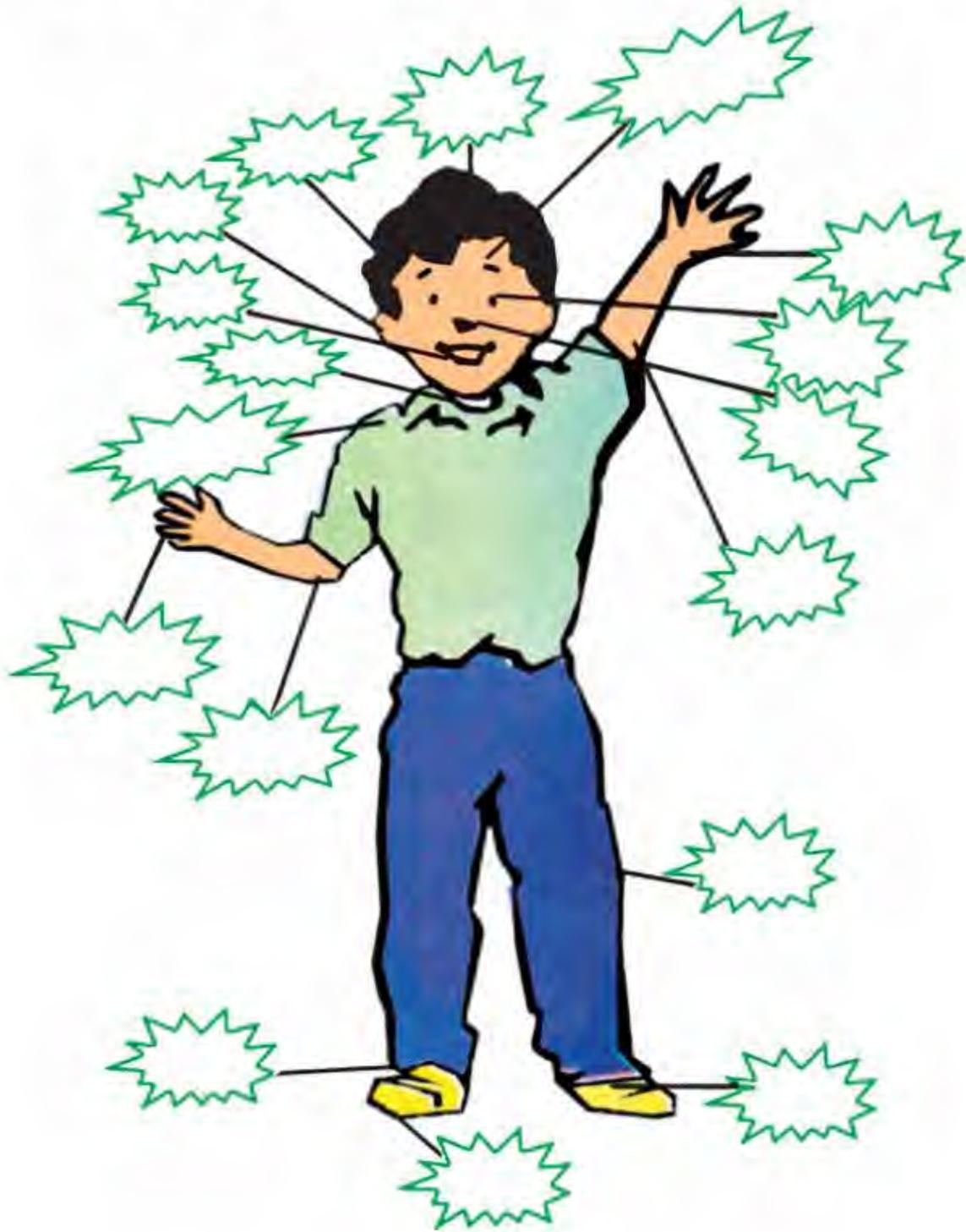
Let's talk

- What do you write with?
- What are the different works that you do with your hands?

Place your hand on the book and draw your hand.

Let's Share 

Touch and say the parts of your body and write in the given spaces:



Our Chinar Tree

Once upon a time
there lived a woodcutter
who axed trees.

One day, a school teacher
saw the woodcutter with an axe in his hands.

“Where are you going, man?” the teacher asked.

“I am going to cut this chinar tree”, replied the woodcutter.

“How many trees have you cut so far?” asked the teacher.

“I have cut hundreds of them”, replied the woodcutter.

“Don’t cut trees!” said the teacher.

“Why not?” asked the wood cutter.

“Trees give us fresh air.

Trees give us fruits.

Trees give us shade.

Birds make nest on the trees.

Trees give us oxygen.

We breathe oxygen.

Trees make everything green and green.

Trees make our surroundings very clean.

Don’t cut trees,” said the teacher.



New words

trees fresh flowers nest clean
axe surroundings

Let's read

- We should not cut trees.
- We should take care of the plants in our school and home.
- We should plant trees on 21st March - 'World Arbor Day'.

Reading is fun

- What did the woodcutter carry in his hand?
- What did the teacher say to the woodcutter?
- What do trees give us?
- Name the flowers you have seen.



Is there any tree near your house?

- Tell us about the tree. Is it big or small?
- Do you like the tree? What is the name of the tree?

Let's talk

Have you ever planted a tree?
Have you ever watered the plants?
Do you pluck flowers in the garden?
Should we do it? No! we shouldn't.

Let's share

Put these doing words into the sentences:

pluck spoil water play

We should _____ the plants.

We should not _____ flowers.

We may _____ in a garden but not _____ the plants.

Match the things with their numbers. Now trace the numbers.

Trees:



Eight

Roses:



Ten

Plants:



seven

Apples:



nine

Collect pictures of a cat, a cow, a dog and a sheep from old books or newspapers and paste them below.

A cat

A cow

A dog

A sheep

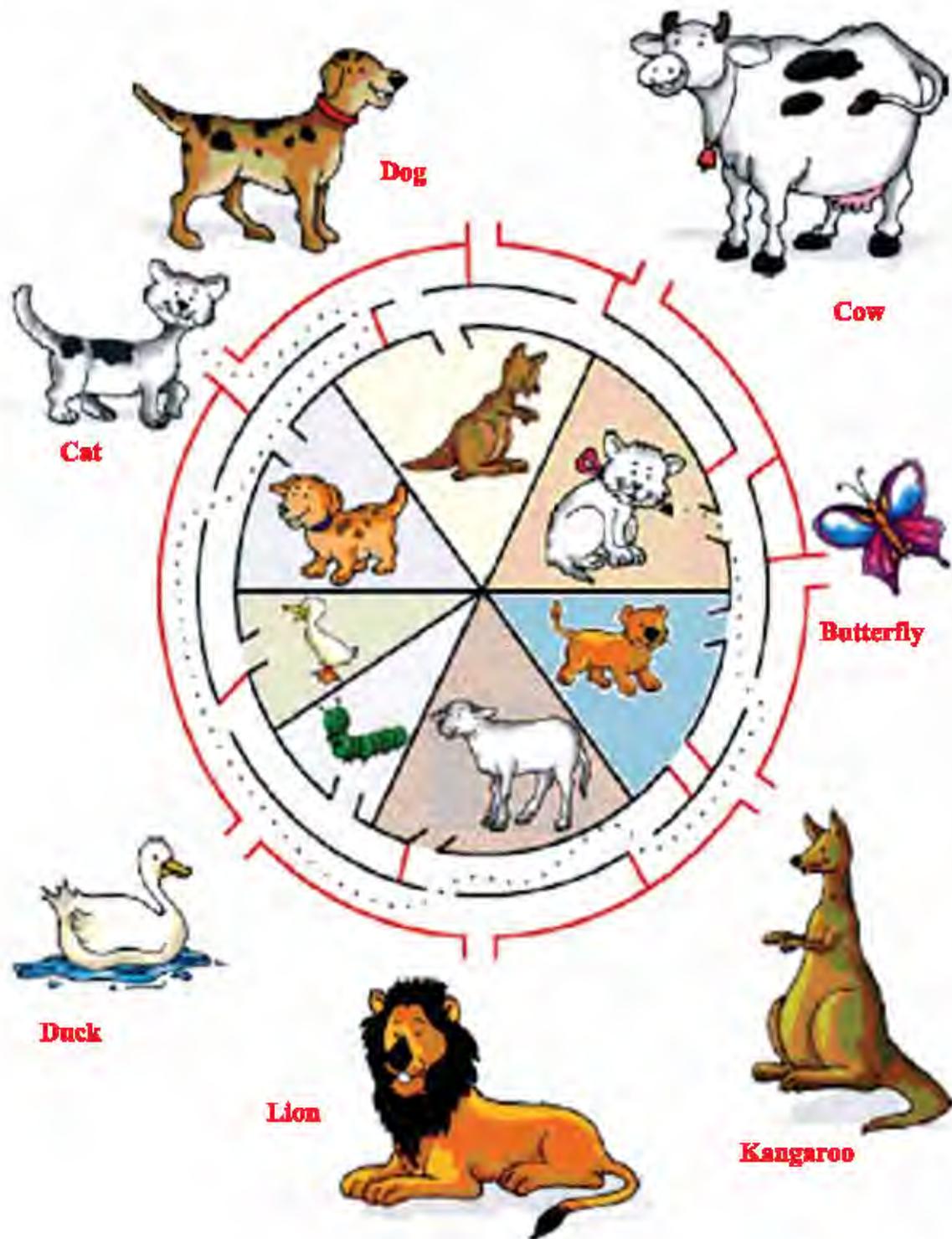
Trace over the dotted lines and complete the monkey's tail.



Sing

**Monkey, monkey on a tree,
Swing, swing, swing, swing.**

The following have lost their babies. Trace along the maze using different colours and find them. One has been done for you.





Conversation is very important and natural activity for the development of vocabulary and speech patterns. In Unit 2, involve all the children in these joyful interactive sessions. Encourage them with phrases such as, “Please try”, or “Oh! You are so good!” Appreciate every child’s efforts and ensure a feeling of success for all the children. Consider the abilities of each child.

- **Develop listening skills**

Practice the poem and say it aloud to children. Use your hand while teaching the poem.

Read the story with emphasis on new words and enable them to bring experiences into reading for understanding and enriching their imagination.

- **Develop pronunciation**

Read the text and say aloud with the children

axe, green, replied, hundreds, woodcutter

- **Exposure to language**

Use teaching aids in the classroom such as visuals and cue cards.

Develop Speaking Skills

Have a talk on the different creative works done with the hands, e.g., making cartoons, drawing and other crafts.

Make the children talk to each other about the importance of having a clean and hygienic environment.

Take the children out in the school garden and ask them to water plants. Tell them to identify different flowers.

Writing Skills

Tell the children to think about trees and flowers. Ask them to write and draw their favourite flower, fruit and tree.

Raising Awareness

Talk to the children about the importance of trees. Tell them not to pluck flowers. Ask them to water plants. Tell them about switching off lights, taps, fans, TV, computer etc. when not in use.

MATERIAL REQUIRED

Pencils, Plain sheets,
Colours, etc.

Good Habits

UNIT 4

Brush, Brush, Brush your teeth;
Brush them everyday.
Father, Mother, Brother, Sister,
Brush them everyday.



Bath, Bath, Bath yourself;
Take Bath everyday.
Father, Mother, Brother, Sister,
Take bath everyday.



Comb, Comb, Comb your hair;
Comb your hair everyday.
Father, Mother, Brother, Sister,
Comb your hair everyday.



Polish, Polish, Polish your shoes;
Polish them everyday.
Father, Mother, Brother, Sister,
Polish them everyday.



Wash, Wash, Wash your hands;
Wash them after work everyday.
Father, Mother, Brother, Sister,
Wash them after work everyday.



New words

brush bath comb polish wash

Let's read



We should remain neat and clean.

I wash my hands before eating.

We should _____ our teeth twice a day.

We should _____ our hair.

We should _____ ourselves everyday.

Riddle Time !



I have teeth so sharp,

But I never bite.

Reading is Fun



When do you brush your teeth?

What is the colour of your hair?

Who polishes your shoes?

Do you wash hands after doing work?

Let's talk



Do you like to have a bath? Say why?

How many times a week do you bathe?

Can you bathe yourself?

Let's draw



Brush



Comb



Shirt



Trousers



Let's Share



Name these things:



Going on a Picnic

The teacher said to the children,

“We are going on a picnic.

Stand in a queue to board the bus.

Check your lunch, water bottle and your fruit and chocolate.”



The children sang a song.

They ate fruits and chocolates.

Some children threw the junk in the bus.

The teacher was angry and said to the children,

“Don’t throw paper, packets or junk here and there.

The bus will become dirty and the driver will become unhappy.

Don’t even litter around the garden.

Throw the junk in the dustbin.

Be smart kids and good children,

who remain neat and tidy and keep everything clean.”



New words

picnic

queue

board

junk

dirty

litter

dustbin

smart

clean

Let's read



We are going on a picnic.

The children sang a song.

Reading is fun



- Where did the children go?
- Where should we throw junk?

Let's talk



- Is throwing junk here and there good or bad?
- Do you keep your house clean?

Let's share



What did the teacher say on the picnic?

Let's act



- Sing a song in the classroom.
- Is there any waste paper or any junk around you? Pick it up, collect it and throw it in a dustbin.

Say aloud 

Picnic

Junk

Board

Dirty

Children

Dustbin

Let's draw 

Draw a picnic scene

Encircle the pictures you saw on the Picnic and name them.



Tree



Giraffe



Bird



Butterfly



Fish



Rose



Apple



Cat



Horse



Merry-go-round

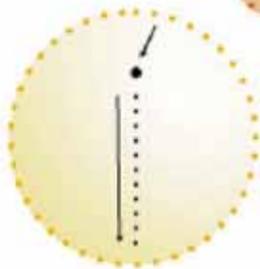
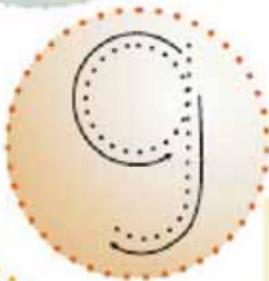
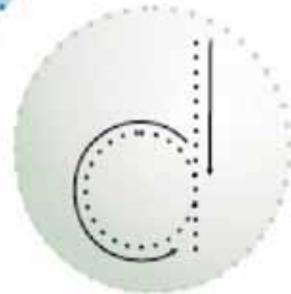
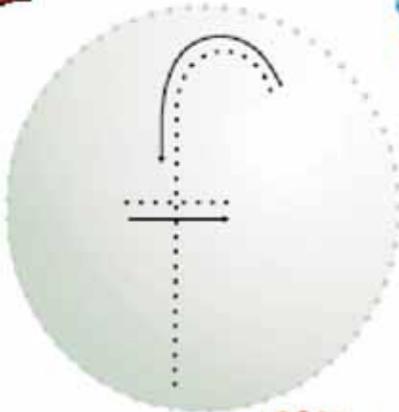
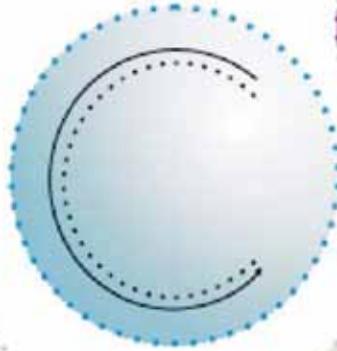


Bus



Dustbin

Draw the bubbles. Trace and say the letters aloud.



Sing 



Hop a little, jump a little;
One two three.
Run a little, skip a little;
Tap one knee.
Bend a little, stretch a little,
Nod your head.
Yawn a little, sleep a little
In your bed.



The teacher should focus on the process of learning and activity while reading out the poem to the child. The teacher should involve the students, i.e., extract information from them about their habits.

Allow the children to talk and help them to express their thoughts by using their mother tongue, visuals, pictures, sketches, etc. Incite a spirit of inquiry into them and encourage them to ask questions to each other. This will encourage the participation of every child.

- **Develop Listening Skills**

Read the poem/story aloud to the children. Read it with emphasis on clear speech and correct pauses at commas and full stops. Make the children recite the poem a number of times.

- **Develop Pronunciation**

Let the children read aloud after you. Make them repeat pronouncing new words:

Picnic board junk dustbin dirty

Exposure to Language

Take the help of teaching aids to develop communicative skills.

Develop Speaking Skills

1. Encourage children to talk and sing.
2. Write two letter words on the blackboard such as am, he, in, is, it etc. and start a contextual conversation. e.g. ;
'She is a girl.' 'She uses the dustbin to throw away the Junk.' 'It is not good to throw things here and there.' Provide opportunities to children for working and playing together in small groups. It will promote interaction and team spirit besides encouragement for natural expressions.

Emphasise on keeping the surroundings clean. Develop in them a habit of throwing junk in the dustbin.

Develop Writing Skills

Tell the children to draw and write a few lines about what they saw on the picnic.

Raising Awareness

Talk about turning off taps, lights and fans.

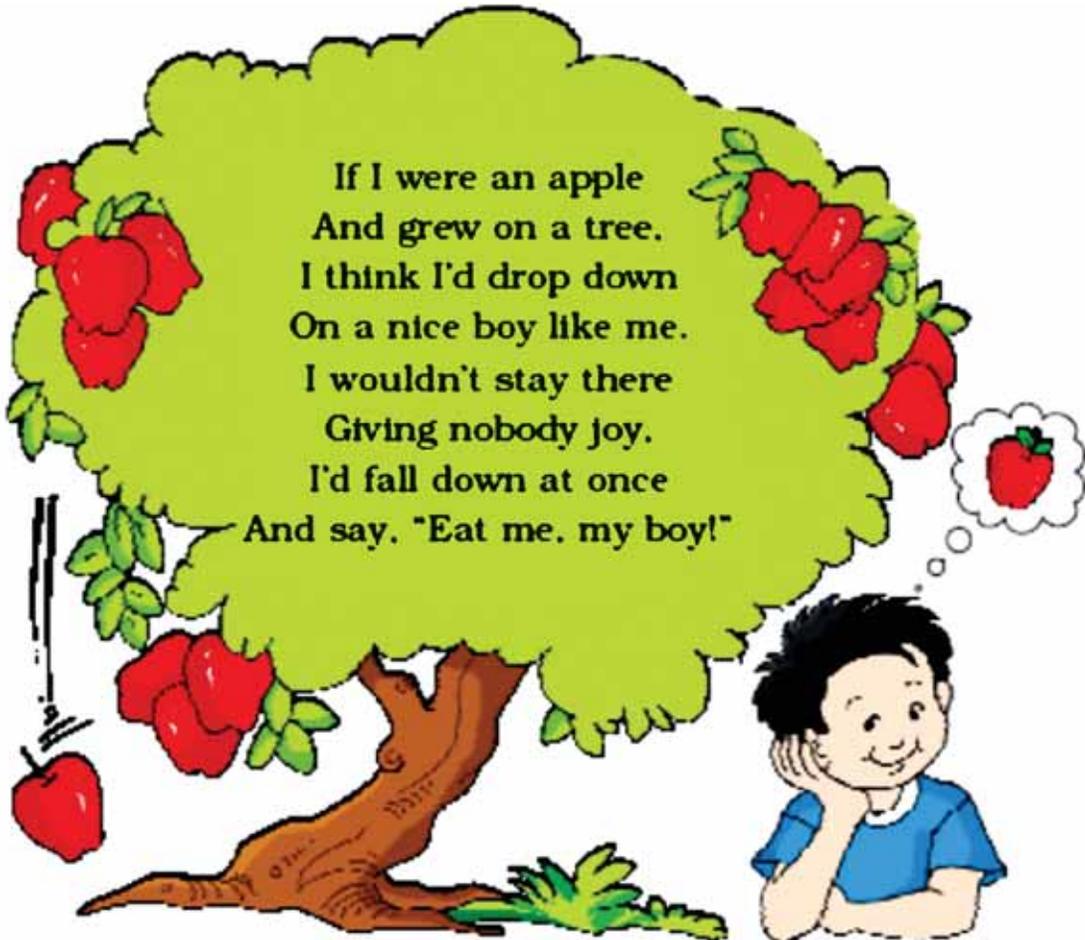
MATERIAL REQUIRED

Pencil, Plain Sheets,
colours, etc

If I were an Apple

UNIT 5

Learn, recite and enjoy this poem.



If I were an apple
And grew on a tree.
I think I'd drop down
On a nice boy like me.
I wouldn't stay there
Giving nobody joy.
I'd fall down at once
And say, "Eat me, my boy!"

New words

apple  boy  eat drop joy

Let's read

I like to eat an **apple**.

We clap our hands with **joy**.



*An apple a
day
keeps the doctor away.*

Reading is fun

- How can the boy get an apple?
- Where is the apple?

Let's talk

- Do you like apples?
- Have you ever climbed a fruit tree?



Let's share

Fill in the blanks:

If I were a bird, I would _____ . (fly, cry)

If I were a bee, I would _____ . (buzz, chirp)

Say aloud

apple	drew	dew	ball
people	grew	few	call
ripple	threw	mew	fall

Our Tree

Listen and read.

A little bird sees
Ripe fruit on our tree
And eats a tasty berry.
The bird flies tall
And a berry seed falls.



The rains have come
Hurry! let's run.
Clouds, rain and the sun...
Our plant is born, a little one.

Now a tree
With branches long,
Crows and bird-song,
Crawling ants and spiders' webs,
Caterpillars with tiny legs,
Rich green leaves, life aplenty.





The tree has fruit,
Some big, some small,
Let us pluck them
But do not fall!

Crows perch, squirrels run,
And see the monkeys
Having fun!

Strong branches
With pretty swings,
Our beautiful tree
Has so many things.

Pranab and Smita Chakravarti

New words

berry 🍓 caterpillars nest 🐿️ rain ☁️ tree perch fall

Let's read 🧐

Clouds bring **rain**.

The **tree** has branches.

Reading is fun

- Where does the little bird see the fruit?
- What does she do?
- What happens when she eats the berry?

Let's talk



- Where do birds live?
- Have you seen any bird/s near your house?
- Do you know their names in English or in your own language?

Let's share

Circle the things you find on a tree.



Juicy fruits

➤ Name the fruits you can see on the pushcart. Say which one you like the most.

apples

pineapples

mangoes

bananas

grapes

oranges



I like apples the most.

Pushcart

My sister likes

My brother

Let's do 

How does a seed grow? Look at the pictures below and number them in the correct order.



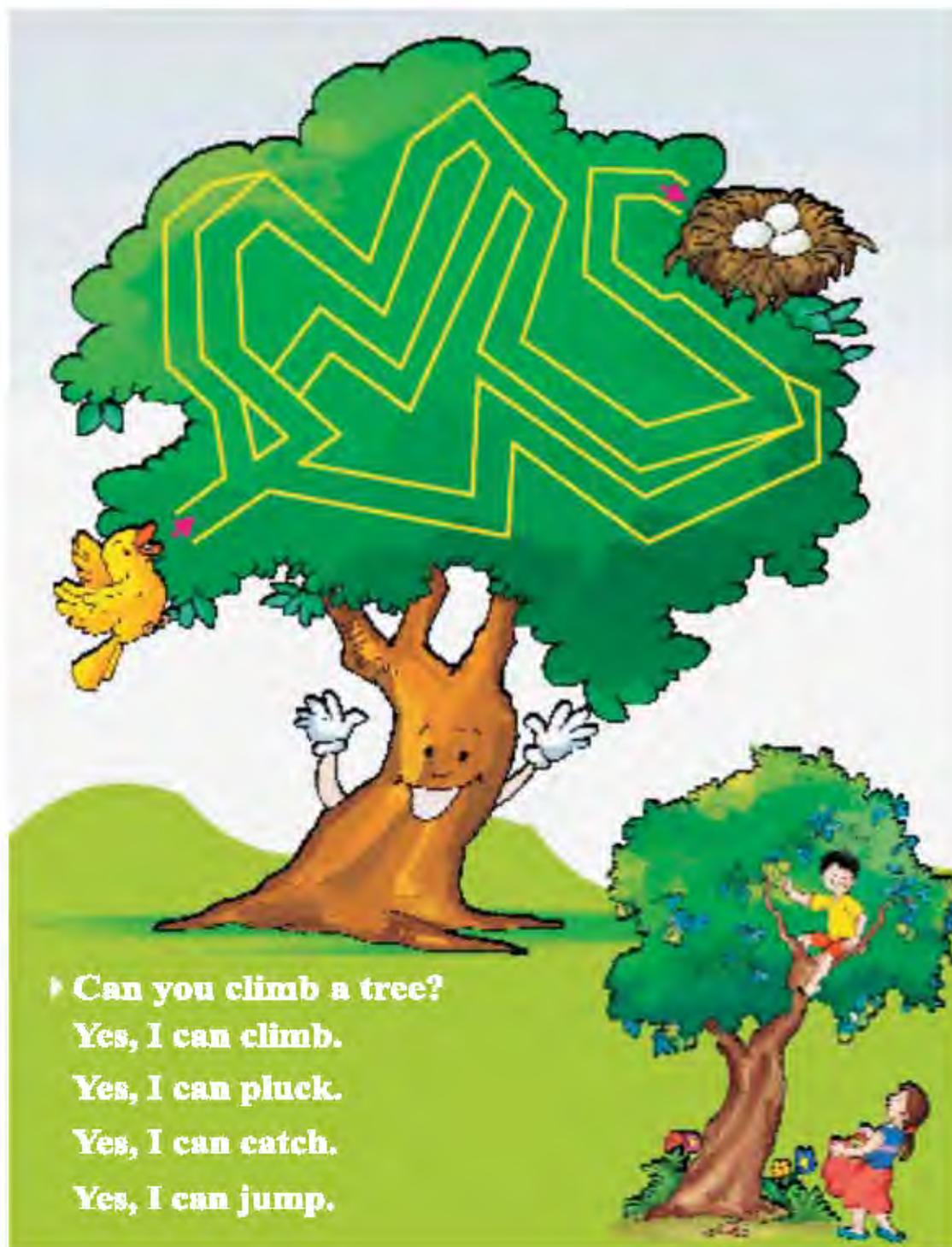
Let's think



Put a tick (✓) if it is true. Put a cross (X) if it is untrue (false).

	<i>True</i>	<i>Untrue/ false</i>
<i>I like fruit.</i>		
<i>I like flowers.</i>		
<i>There is a tree near my house.</i>		
<i>The tree has flowers.</i>		
<i>The tree has fruit.</i>		

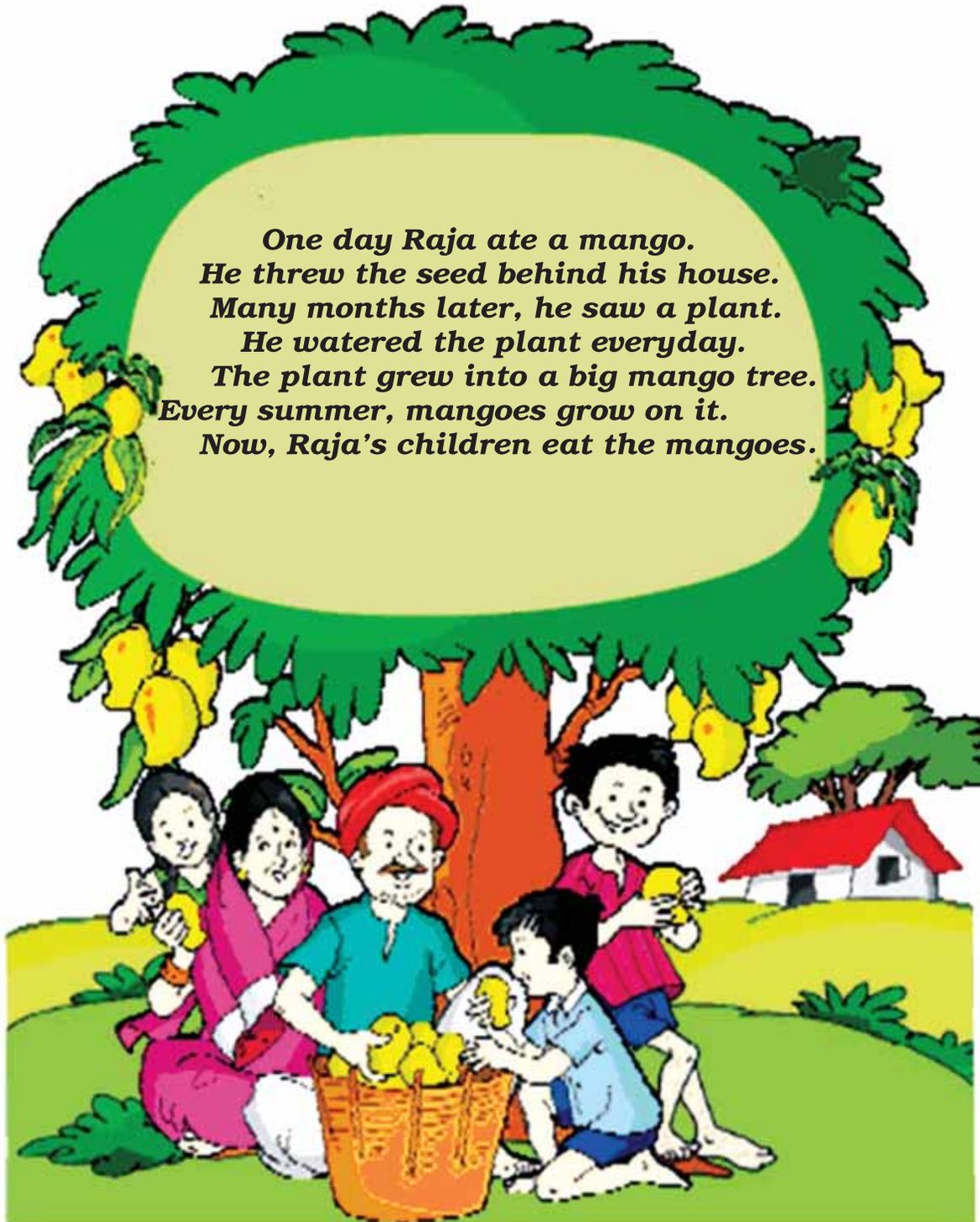
Help the bird reach its nest.



Raja's Mango Tree

Listen, read and enjoy this story.

*One day Raja ate a mango.
He threw the seed behind his house.
Many months later, he saw a plant.
He watered the plant everyday.
The plant grew into a big mango tree.
Every summer, mangoes grow on it.
Now, Raja's children eat the mangoes.*



New words

seed
grow

behind
eat

later

watered

Read the sentences and tick (✓) the right picture.

Raja ate a (banana 🍌 /mango 🥭) one day.

He threw the (seed 🌰 /mango 🥭) behind his house.

Many months later, he saw a (seed 🌰 /plant 🌱).

He watered the (seed 🌰 /plant 🌱) everyday.

Many (apples 🍏 /mangoes 🥭) grew on the tree.

Draw a tree showing leaves, branches, fruit, birds, nest and a swing.



Let's talk 🗣️

- Describe the picture using all the words given above.
- Should trees be cut?
- Name some trees which you have seen.



This unit is a good opportunity for involving children in interesting activities about their environment. Encourage children to look and listen attentively and express their thoughts freely. Inform the child about present simple tense and it is used to express habitual facts and universal truths. Tell them also, if I were (structure) is used for expression of wish/desire.

- Talk to them about trees around and how important they are.
- Share with them topics like “Why do you think trees are important for us?”
Give them clues like, “They give us shade, flowers, fruits, etc.”

➤ **Group Activity**

Let the children make a class tree with their hand prints. Let them stick leaves and twigs on it. Write this verse and stick it under a tree.

*What do I plant
When I plant a tree?
I plant a circle of shade around me;
A circle of shade
Where people come
To rest under the sun.*

➤ **Develop pronunciation**

Words like **tree, bee, flea** can be introduced.

➤ **Exposure to language**

Let pupils write the names of friends on the trees that they have made.

Names of all the children such as **Ritu** **Kabir** **Mohan** **Rahim**

➤ **Develop speaking skills**

Give children a week or two to learn a rhyme, one in their language and one in English. Let them recite these. Always appreciate their efforts. Do not push children who are not ready for it. As facilitators, we must let children speak at their own pace.

➤ **Develop writing skills**

Write the letters on the blackboard. Let the children read from the board and the picture dictionary. Encourage these early writing attempts and ensure a feeling of success for all children. Use Activity Sheets and a notebook to further encourage the patterns as in the previous lesson. Introduce the theme and encourage children.

➤ **Use the method of developing fine motor coordination**

Tell the class how to sort out three mixed pulses into different piles or sort leaves on the basis of their colour, shape and texture.

➤ **Raising Awareness**

Have a discussion on the hazards of throwing things into a river and why we must stop this from happening.

Learn and enjoy this poem.

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.



New words

blow breeze  chanced  kite sit ride

Let's read

I can fly a **kite**.
I love to **sit** under a tree.

Reading is fun

- What does the child wish to be?
- What does the child wish to do with the breeze?

Let's talk

- What would you like to be?
- Imagine you are a bird in the sky. Describe what will you feel when you see a kite flying near you.

Say aloud

bride	cart
kite	chance
ride	dance
side	fast
sky	part

Do you know more words with these sounds?

Let's share

- What are the different things that fly in the sky?
- If you had wings, where would you fly?

Trace on the rain patterns.



Use the picture clues to draw pictures of the day sky and night sky in the windows.

Colour the pictures.



You see them all in the sky. Fill in the blanks by choosing words from the box.

stars sun cloud rainbow moon











Sundari

Read and enjoy this story.

Sundari was a big red, white and blue kite. When Bobby made her, she smiled at him.

"You are beautiful and I will call you Sundari," he said.



One day, Bobby took Sundari to the fair. The band was playing and everyone was smiling.

A merry-go-round was playing a happy little tune. It was carrying lots of boys and girls round and round on its wooden animals.

Bobby looked for an open space where he could run and fly his kite. Sundari looked too.

Out in the grass ran Bobby, holding up his kite as high as he could.



Puff! The wind came along. Sundari started to fly up! But she could not go very high. A little dog was holding on to her long tail. It was in his mouth.

Bobby shooed the dog away.

“We’ll try again,” Bobby said.

This time Sundari leaped up in the air. She tugged hard. Oh, how she wanted Bobby to let go of her string!

She gave a big tug. Bobby had to let her go.

“Wheee!” cried Sundari. “Now I can fly as high as I please!”

And away she went. She flew up, up, up in the air.



(Adapted from 'Cleo' by Ruth Dixon)

New words

band

fair



smile

string

tug

wind

Let's read



I feel **dizzy** on a merry-go-round.

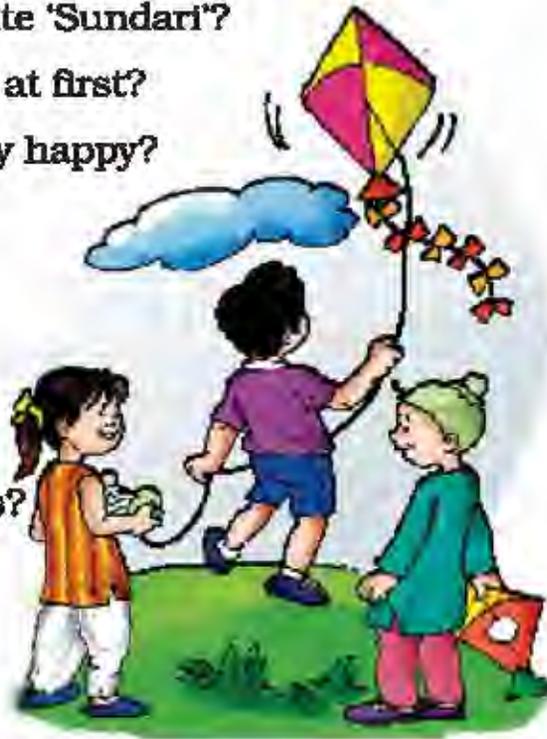
The **band** was playing a tune.

Reading is fun 3

- Who made Sundari?
- Why did Bobby call his kite 'Sundari'?
- Did Sundari fly very high at first?
- What made Sundari really happy?

Let's talk

- Do you like to fly kites?
- Who helps you to fly kites?



Let's share

- Tick the objects you need to fly a kite.
Colour the kite.



Let's do 

Look at the pictures and tell the story in your own words.

THE UMBRELLA AND THE CROW



Rearrange the following sentences in the right order to make it into a story on the left page.

- Wind is blowing.
- It is raining.
- The crow flies away with the umbrella.
- The girl has an umbrella.
- The umbrella is now a nest.
- The umbrella hangs from a tree.

Now say the story in English using the words rain, wind, crow, nest, is, has, blows, flies.

Let's read and write 

crow girl nest

crow girl nest

tree wind

tree wind



In this unit we introduced children to sounds like blow, whoosh, puff, whiff, dizzy, shooed, shoo, woof, and woo. Encourage children to listen to all the sounds on their way to school. Let them discuss the ones that were pleasant and those that were not. You can also ask them to recite different rhymes involving animal sounds.

➤ **Develop pronunciation**

Have a reading session of the story 'Sundari'. Let each child be given a few lines to read.

➤ **Exposure to language**

The shift from mother tongue to English language should seem a friendly transformation to children. Make them recite words/lines.



➤ **Develop speaking skills**

Divide your class into four groups: 1, 2, 3, 4

Enjoy this short play with children saying:

- All children** : 1, 2, 3, 4, 5
- Group-1** : Whoosh!Whoosh! Once I caught a fish alive.
- Group-2** : 6, 7, 8, 9, 10
Woof!Woof! Then I let it go again.
- Group-3** : 11, 12, 13, 14, 15
Shoo! Shoo! Why did you let it go?
- Group-4** : 16, 17, 18, 19, 20
Blow! Blow! Because it bit my finger so.
- Group-1, 2, 3** : Which finger did it bite?

Group-4 : This little finger on my right.

Let all children clap their hands and say this entire rhyme once again.

Through play, children develop the habit of establishing and following instructions which will help them throughout their lives. Playing in groups helps them to exercise self-control. It also gives an opportunity to the teacher to observe and improve children's social understanding and attitudes.

➤ **Develop writing skills / fine motor coordination**

Write simple sentences on the blackboard.

Let the children read and write from the board and from the picture dictionary. Use Activity Sheets and a notebook for further practice.

Let children move in a single line saying, "Puff, puff goes the train".

➤ **Raising awareness**

Involve the children in a kite making activity. They can either decorate their class or the trees outside with the kites they have made. They can talk about festivals when kites fly in the sky.

MATERIAL REQUIRED

Any colour paper,
strings and straws / twigs.



Read the poem aloud.

"Flying-man, Flying-man,

Up in the sky,

Where are you going,

Flying so high?"

"Over the mountains,

And over the sea!"

"Flying-man, Flying-man

Can't you take me?"

New words

Flying-man,



mountains

sea

take

Let's read



The **mountains** are **high**.

The birds are **flying** in the sky.

Reading is fun

- Where does the Flying-man go?
- What does the child want to do?



Let's talk

- Can you guess who the Flying-man is?

Choose your answer:

- The Flying-man is a superman.
 - The Flying-man is a pilot.
 - The Flying-man is an astronaut.
 - The Flying-man is a batman. _____
- Now talk about him.



Let's share

- Have you seen an aeroplane?
- Let's pretend you are a pilot flying an aeroplane.
 - (a) What will you see outside your aeroplane -
 - (i) during the day?
 - (ii) at night?
 - (b) What will you see inside your aeroplane?



Say aloud

mug	vase	wave	note
move	vale	wall	nip
mum	view	wax	knee
mother	van	wind	knit
mud	vote	why	knot

- Which word in the box sounds like 'high'?
- Which word rhymes with 'me'?

*What shall I be when I grow up?
Match the following:*

**A person who
sails a ship**

**A person who
flies a spaceship**

**A person who
draws or paints**

**A person who
makes sick people well**

**A person who
brings letters**

**A person who
grows crops**

**A person who
makes clothes**

**A person who
works in school**

**A person who
checks teeth**

**A person who
flies an aeroplane**

an artist



an astronaut



a sailor



a dentist



a doctor



a farmer



a pilot



a postman



a tailor



a teacher



The Tailor and his Friend

Read and enjoy this story.

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.



One day Kalu wanted to play a trick. He did not give Appu anything to eat. He took out his needle instead and pricked Appu's trunk. Appu ran away in pain.



Two days later Appu came down to the river and filled his trunk with water. He reached Kalu's shop and threw water everywhere. All the new clothes became wet. Appu shook his trunk and said, "An elephant never forgets." Kalu said, "I am sorry, Appu. Let's be friends again." Kalu and Appu became good friends.



New words

friend  pain shop tailor  trick wet

Let's read

The **tailor** had a shop.
I have many **friends**.

Reading is fun

- Who was Kalu?
- Who was Appu?
- Where was Kalu's shop?
- What trick did Kalu play on Appu?
- How did Kalu's clothes become wet?



Let's talk

- What do you do—
 - when someone troubles you?
 - when you are angry?
 - when you don't want to share?
 - when someone asks you for a pencil?



Let's share

- What games do you play with your friends?
- Can you walk and make sounds like an elephant?

The tailor had a shop near the river.

Question: Where is your house?

Answer : My house is near _____

Make some more sentences like the above beginning with words like—

My school...

The elephant...

My friend's house...

The aeroplane...

The well...

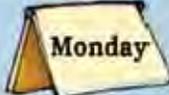
My book...

Say aloud



jam	pan	year	zebra
jeep	pen	yell	zigzag
joy	pick	yellow	zip
jug	pink	yes	zoo
juice	put	young	zoom

Pick the odd one out. One has been done for you.

Let's do



Make a Friendship-band

- What you need:

paper
scissors
glue
ribbon



- Material to decorate (**sequins, beads, toffees, glitter, etc.**)
- Cut a strip of ribbon (colour of your choice). Cut its length to make a wrist band.
- Draw a marigold flower on the paper and cut it out.
- Decorate the marigold flower with glitter, sequins or whatever you like.
- Continue to make flowers until you have the number you wish to put on the ribbon.
- Glue the flowers to the ribbon strip.
- Let it lie flat until the glue is dry.



- You can use different materials to decorate each flower, e.g., buttons, lace, sequins, beads, glitter toffees, etc.
- A wrist band with the name of your friend can also be made.



- The emphasis in this Unit is on:
 - different occupations;
 - imaginative thinking and
 - the ability to write and speak sentences.

Children should be able to write sentences such as 'My name is...'

There can be times when the children do not speak correctly. Remember, the main focus is on communication and the ability of the children to express their feelings in English.

- Children can be given a series of oral directions to listen to and then follow. Gradually increase the number of directions. For example:
*Pat your head,
touch your nose,
pull your ear,
stamp your feet.*
- Encourage an **independent reading and writing habit** in children and provide them time for it. Motivate them by reading interesting stories and poems. Use the language for instruction that is familiar to the child. Let your enthusiasm for the story shine through. Speak slowly and clearly.
- Some thoughts on friendship, basic hygiene, and compassion for animals, peace and sensitivity to their environment can be discussed.
- Ask the children to practise the alphabet in small and capital letters. By now the child should have an understanding of basic punctuation like capital letters, full stops and question marks and be able to recognise singular and plural forms. In all this, the key word is **encouragement**. The child who senses your faith in his abilities will learn to trust himself/herself and derive satisfaction from his accomplishments and stay motivated.
- **Role playing activities** are vital for the development of the child. Through these he/she learns to communicate verbally, share, take turns and enjoy interaction with others.
- This book attempts to involve the children in a playway manner to learn the language. The child who is gently nurtured, subtly led and exposed to all aspects of his environment is the child who will learn.

Enjoy this picture dictionary

Aa

apple



Gg

grapes



Bb

balloon



Hh

helicopter



Cc

cap



Ii

igloo



Dd

dog



Jj

jug



Ee

elephant



Kk

kite



Ff

fish



Ll

lamp



Mm
moon



Tt
tomato



Nn
nest



Uu
umbrella



Oo
orange



Vv
violin



Pp
peacock



Ww
whale



Qq
quilt



Xx
Xmas tree



Rr
rose



Yy
yak



Ss
Sheep



Zz
zebra



