



ENGLISH **BALBHARATI**

GRADE ONE



FOR
FREE
DISTRIBUTION

- **Tele-MANAS Program**



Tele-MANAS (Tele Mental Health Assistance and Networking Across States) (14416/ 1800-89-14416)

Under the National Mental Health Program, the centrally sponsored scheme ‘Tele-MANAS’ is being implemented in the state of Maharashtra from October 2022. Under the Tele-MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele-MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Tele-MANAS app has been launched by the Central Government and is also available in Marathi language. This app provides complete information about mental health. Tele-MANAS app is available free of cost.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30 and has been verified by them. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on April 16, 2025 for use from academic year 2025-26 onwards.

ENGLISH BALBHARATI

Grade One



Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.

समग्र शिक्षा



Scan the adjacent QR code with your smartphone to access digital resources, including audio, visual and audio-visual materials, that complement this textbook.

First Edition : 2025
Reprint : 2026

© Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

English Language Committee :

Dr. Prashant Ramesh Dhande (Chairman)

Smt. Rupali Kiranrao Zanzad (Member)

Smt. Sangita Sanjay Raut (Member)

Shri. Sanjay Tukaram Pawar (Member)

Smt. Anuradha Ashok Kamat (Member)

Smt. Yogita Vasant Gaikwad (Member)

Smt. Jaya Kisan Eage (Member)

Shri. Mahesh Ladu Sawant (Member)

Smt. Vinita Jitendra Narang (Member)

Shri. Vaibhav Tukaram Mhaske (Member)

Shri. Nilesh Rameshrao Misal (Member)

Smt. Resmi Umesh Unnikrishnan (Member)

Shri. Prakash Pradip Harchekar (Member)

Shri. Radheshyam Gopal Patil (Member)

Cover : Shri. Bhatu Ramdas Bagale

Illustrations : Reshma Barve

Co-ordination :

Smt. Ketaki Jani

I/C Special Officer for English

Typesetting :

DTP Section (Languages)
Textbook Bureau, Pune.

Paper :
70 GSM Creamwove

Print Order No. :
N/PB/2026-27/(30,000)

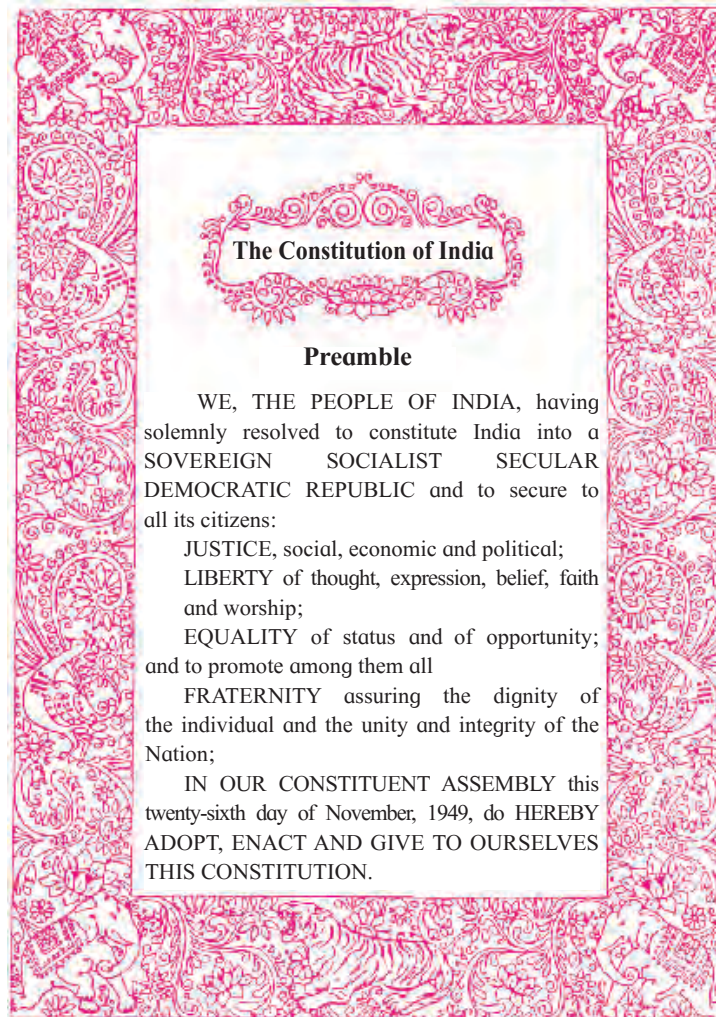
Printer :
United Multicolour Printers
Pvt. Ltd, Pune

Publisher :

Shri. Sachin Mehta
I/c Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai- 400 025.

Production :

Smt. Mitali Shitap
I/c Chief Production Officer
Shri. Rajendra Pandloskar
Production Officer



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

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

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Children,

Now you are in Grade One. A most hearty welcome! We are happy to place this textbook **English Balbharati** for Grade One in your hands.

This textbook is prepared keeping in mind the Foundational Stage Curriculum 2024 which is based on the National Education Policy 2020. You will definitely like this textbook. Before entering into Grade One, in the pre-school (Balvatika) stages you are already familiar with some English letters as a part of / allied with language learning. You are already familiar with some songs, stories and various activities in English Language. In this year too, you will newly learn through this textbook activities like picture-description, songs and rhymes, stories, picture-stories, letters, vowels, language puzzles and language games. This textbook will definitely help you in laying the foundation of your language education and strengthening your ability to speak, read and write English language. The textbook includes content-related attractive and interactive pictures to make your learning more enjoyable and interesting.

There are many songs, poems and rhymes in this textbook. You will sing all those songs and poems with actions and in rhythmic way. You will be very happy to sing these songs. You will also enjoy various stories and picture-stories. You will surely rejoice in listening and telling these stories. You will chat and discuss the picture descriptions and immerse yourselves with the situation in them.

You have already learnt the English letters and their sounds. In this textbook, you will get more practice through Sound games and Word building activities. Further, you will enjoy building forming words, your own sentences and write a short paragraph. Many lessons are designed to give you insight into functional grammar. This will surely help you to learn English language in a playful manner and through practice. You will surely like the picturesque constructions and design of the book. You have to learn every letter and vowels through the practice. Once, you have identified letters and vowels, then you may write small words and small sentences gradually. Some language games are also given in the textbook. You have to learn English language in playful manner and through practice.

Your introduction to language will become more and more concrete through all of these things given in the textbook. At the end of Grade One, you will be able to speak, read and write English nicely. Friends, grow up while studying English with joy. Wish you all the best for your studies!



(**Krishnakumar Bhaskarrao Patil**)

Director

Pune

Date : 30 April 2025

Indian Solar Year : 10, Vaishakh, 1947
Akshayya Tritiya

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

English Balbharati : Grade One

Mapping and Scope of Learning Outcomes

C.G.	Comp.	L. O. No.	Statement	Scope
9	9.1	9.1.1.1	Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and asks questions.	1.6, 2.5, 2.11, 3.11, 4.10
		9.1.2.1	Sings/recites longer (10 sentences) songs/ poems.	1.1, 2.1, 2.7, 3.5, 3.7, 4.1, 4.3
	9.2	9.2.1.1	Extends/Creates short poems/ rhymes with the help of the teacher.	1.2, 3.1
	9.3	9.3.1.1	Engages in conversations, wait for his/her turn to speak and allow other to speak.	1.7, 1.8, 2.2, 2.3, 3.8
		9.3.2.1	Engages with non-fictional content read aloud or discussed in class, links knowledge from his/her own experiences, and talks about it.	2.2, 2.7, 2.11, 2.12, 3.4, 3.6
	9.4	9.4.1.1	Follows instructions comprising of several steps. (8 to 9 instructions at a time)	1.3, 1.9, 2.7, 2.8, 3.6
		9.4.2.1	Gives clear instructions comprising of several steps. (8 to 9 instructions at a time)	1.9, 3.8
	9.5	9.5.1.1	Interprets the intent of the plot and emotions of the characters in a story and tells the story with dialogue.	2.10, 3.2, 3.9, 3.10, 4.7
	9.6	9.6.1.1	Narrates his/her own short stories with simple plots and characters.	2.10, 4.10,
9.7	9.7.1.1	Predicts meaning of unknown words in texts using pictures and context clues.	1.10, 2.4	
10	10.1	10.1.2.1	Separates sounds of syllables from the words.	1.4
		10.1.3.1	Breaks down sounds of vowels and consonants from the syllabic sounds.	1.4
	10.2	10.2.2.1	Recognises simple punctuation marks (full stop, question mark)	2.8
	10.3	10.3.1.1	Reads all aksharas (including samyuktaksharas) and connects to corresponding sounds.	1.5
		10.3.1.2	Recognises known double consonant words.	4.2,
		10.3.2.1	Reads multi-syllable frequently used words. (including consonant clusters)	2.3, 2.9, 4.2, 4.3
		10.3.3.1	Writes own words with the help of all aksharas and tells the sentences by using those words.	1.4, 2.4, 2.7
		10.3.4.1	Writes own sentences with the help of learnt letters.	3.11
	10.4	10.4.1.1	Reads short passages accurately with appropriate intonation, pauses.	2.6, 2.12, 3.6, 4.2, 4.9, 4.11
	10.5	10.5.1.1	Begins "Independent Reading" of books of equal textual and visual content.	3.4, 3.5, 4.5, 4.9
		10.5.2.1	Begins to read unfamiliar story books and comprehends with guidance from the teacher.	4.5, 4.6
10.5.2.2		Identifies plots and characters.	4.5	
10	10.6	10.6.1.1	Reads short poems and narrates the literal meaning of the poem.	1.6, 1.9, 4.10
	10.7	10.7.1.1	Reads simple instructions to play a game and plays it with a group.	3.8
	10.8	10.8.1.1	Forms sequence of pictures and writes short sentences in conventional script. (with the help of letters)	3.3, 2.7, 2.11
		10.8.1.2	Writes and describes picture scripts with the help of words and short sentences.	4.4
		10.8.2.1	Writes about 3-4 syllable words on dictation.	This L.O. is applicable for all the lessons.
		10.8.2.2	Writes 2-3 own sentences with the help of letters using alphabets (e.g. about his/her own experiences, describe picture or things)	3.11, 4.8
	10.9	10.9.1.1	Explains preferences in book choices and reads short books on a regular frequency.	2.8, 3.4, 3.5



First-grade children are expected to attain the outlined learning outcomes by year-end. Relevant content on various pages, not just those specified, can contribute to achieving these outcomes.

Instructions for Teachers and Parents

The curriculum for the Foundational Stage has been designed as per the SCF 2024 prepared by SCERT Maharashtra, Pune. The content in this textbook is derived from the sources that relate and reflect the children's experiences. Along with play-based activities and enquiry-based learning, it includes a focus on developing social skills.

This book attains optimal outcomes in the domains like physical and motor development, cognitive development, socio-emotional development, ethical development, cultural / aesthetic development, the development of communication and early language literacy. It is assumed that children learn best through play, interaction and hands-on activities. Here are some effective strategies to help them develop language, creativity and social skills through different language components.

Here's how teachers and parents can make learning an enjoyable experience by exploring these topics by fun and engaging methods. It is expected that the teachers / parents will follow the instructions given in the textbook to ensure the best learning experiences.

Phonological awareness

- Introduce sound/s of each letter.
- Help them to build words instead of rote learning.
- Show them how to break words into syllables and vice versa.

Poems

- Sing the poems / songs with rhythm and action.
- Ask children to replace some words to extend or create a new poem.

Stories

- Use props while enacting the story.
- Encourage children to use their imagination.
- Provide access to the children to read books of their choice.

Conversation / Picture talk

- Provide real-life situations to develop speaking skills.
- Give ample practice of conversation.
- Provide word bank for the picture talk and encourage conversation.

Games / puzzles / riddles

- Reinforce vocabulary through games, puzzles and riddles.
- Design more games to give ample practice.

Recipes / Art / Craft activities

- Give hands-on experience while teaching recipe, art and craft activities.
- Inculcate good healthy eating habits through talks and discussion.
- Ask children to work in a group to develop social skills.

Teaching book handling and inculcating reading habits

- Introduce different types of books available in the library.
- Show them how to turn pages gently.

Reading

- Develop reading habit.
- Help to improve reading by mastering phonetic awareness and proper intonation.

Writing

- Make sure that development of listening and speaking is acquired before developing writing skills.
- Ensure that child listens properly before taking dictation.
- Words given below the lessons must be used for the dictation.
- Develop a proper pattern of writing (e.g. spacing between words and use of punctuation marks.)

Logos used in the Textbook



Listen



Speak/ Discuss



Sing a song



Listen and act



Read



See and do



Do



Enact



Colour the picture



Draw picture



Write



Activity



For the Teacher



CONTENTS

UNIT ONE

Page

1.1 My First Day	1
1.2 Clap your hands.	2
1.3 I know my alphabet.	3
1.4 Let us read.	5
1.5 Fun with Special Letters	7
1.6 The Rainbow	8
1.7 Meet my family.	10
1.8 Let us know each other.	11
1.9 Everybody has a name.	14
1.10 My Daily Routine	16

UNIT TWO

Page

2.1 It's Time to Play	18
2.2 Avni's Visit to a Park	19
2.3 In the Classroom	21
2.4 My House	23
2.5 Weather	26
2.6 Magic Words	27
2.7 Things I Do	28
2.8 Classroom Library	31
2.9 Our Vehicles	33
2.10 Himani and the Ladybug	35
2.11 My Flower	37
2.12 Festivals	38

UNIT THREE

Page

3.1 Opposites	41
3.2 Suyog makes friends.	42
3.3 The Fox and the Crow	44
3.4 Books are my best friends.	45
3.5 Open a book.	46
3.6 Raghu goes to the market.	48
3.7 The Squirrel	51
3.8 Alia falls sick.	52
3.9 The Ant and the Grasshopper	55
3.10 Minku, the Monkey	57
3.11 My Kitty Cat	59

UNIT FOUR

Page

4.1 A boy went walking	61
4.2 Harry, the Hippo	63
4.3 Singing is Fun!	65
4.4 A Walk in Nature	66
4.5 The Elephant and the Ants	67
4.6 Off to Mars!	69
4.7 Honest Abhi	71
4.8 A Joyful Day	73
4.9 A Gift for Mother	75
4.10 Cookout	77
4.11 Summer Holidays	78

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune acknowledges the kindness of the copyright holders for granting the permission to reproduce the copyright material. Some permission are awaited. Acknowledgement to them will be made in subsequent reprint.

- (1) My First Day : A to Z Teacher's Stuff. (2) It's Time to Play : Devon Thagard/ Troy Mcdonald
(3) Everybody has a name : Jean Warren. (4) My Flower : Margaret Schrodr.
(5) My Kitty Cat : Ryan Gibbs (6) Cookout : Lauren Shirk



1.1

My First Day



1. Listen and sing.



See me skip

See me run

I'm going to school like everyone.

See me walk

See me grin

When the bell rings, I go in.

See me jump

See me play

I'm in Grade One!

Hip hip hurray!

2. Look and say.

see

skip

school

everyone

walk

grin

bell

rings

jump

play

Grade

hurray



1. Listen and sing.



Clap your hands when I say one,
Clap your hands and jump up once.



Nod your head when I say two,
Nod your head and buckle your shoe.



Stamp your foot when I say three,
Stamp your foot and touch your knee.



Bend over when I say four,
Bend over and touch the floor.



Turn around when I say five,
Turn around and let us dive.



2. Sing the poem again by changing the following actions.

- Sing a song.
- Tap your head.
- Blink your eyes.
- Wave your hands.
- Touch your nose.

3. Look and say.

clap

hands

nod

head

buckle

shoe

stamp

foot

knee

bend

floor

turn

around

dive



For the Teacher :

- Help the children to sing the poem by replacing the actions according to the colour scheme.



1.3

I know my alphabet.



1. Look, say and trace.



Aa Aa Bb Bb Cc Cc Dd Dd Ee Ee



Ff Ff Gg Gg Hh Hh Ii Ii Jj Jj



Kk Kk Ll Ll Mm Mm Nn Nn Oo Oo



Pp Pp Qq Qq Rr Rr Ss Ss Tt Tt



Uu Uu Vv Vv Ww Ww Xx Xx Yy Yy



Zz Zz



2. Look, listen and follow.

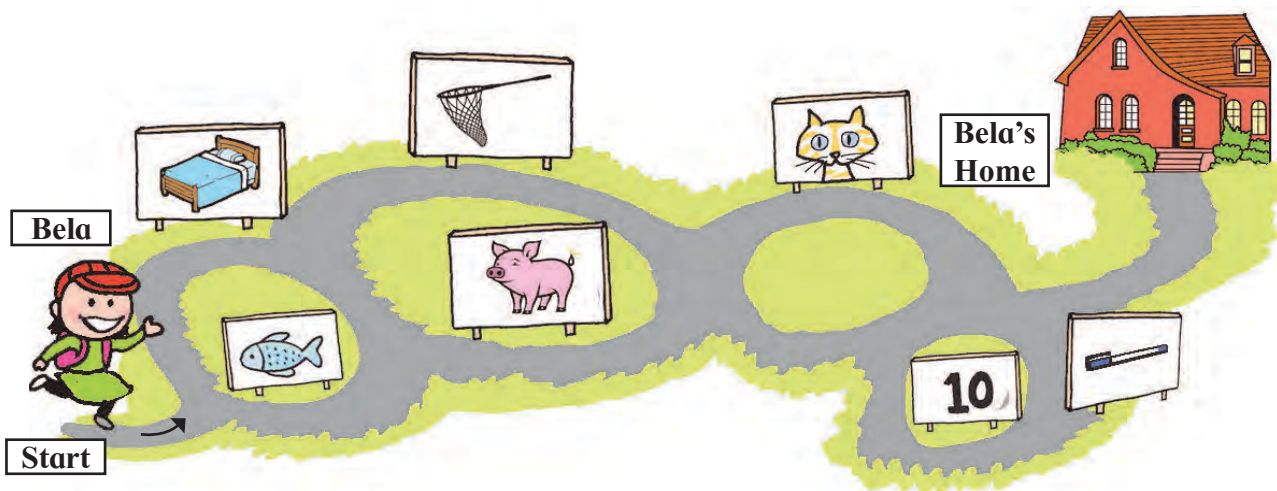
We go together.



For the Teacher :

- Distribute capital and small letter cards to the children.
- Ask a child to come forward, show his/her card to the class and tell its sound.
- Ask the child having card with the same sound to stand next to him/her.
- When all the letter cards are matched, the game will be over.

3. Follow the words with 'e' sound in the middle to help Bela reach her home.



For the Teacher :

- Ask the children to name the pictures.
- Stress the sound of middle letter of each word.
- Help the children to find the way to Bela's home.

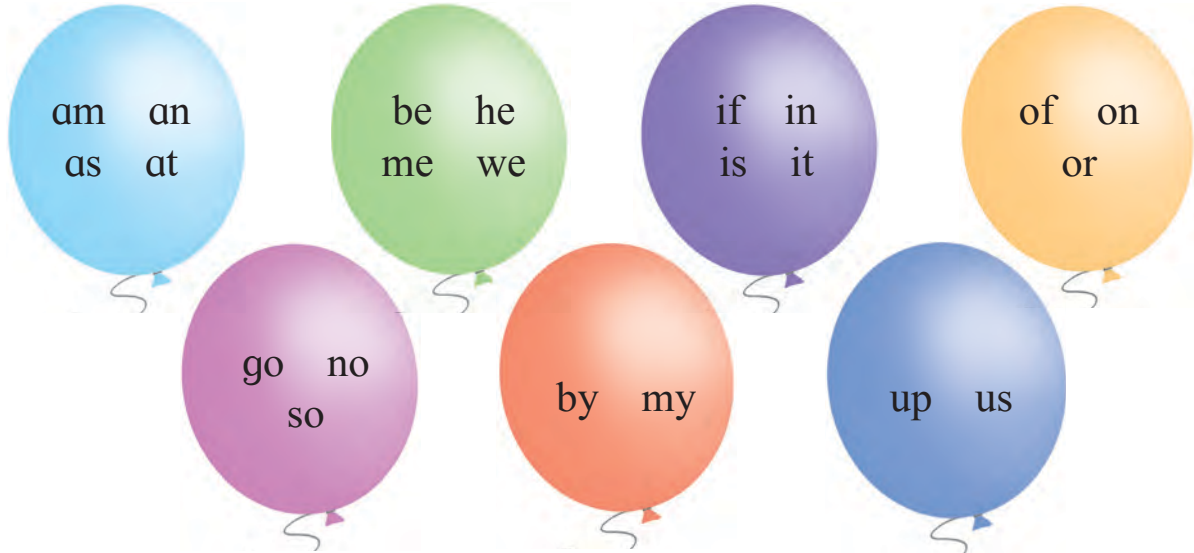


1.4

Let us read.

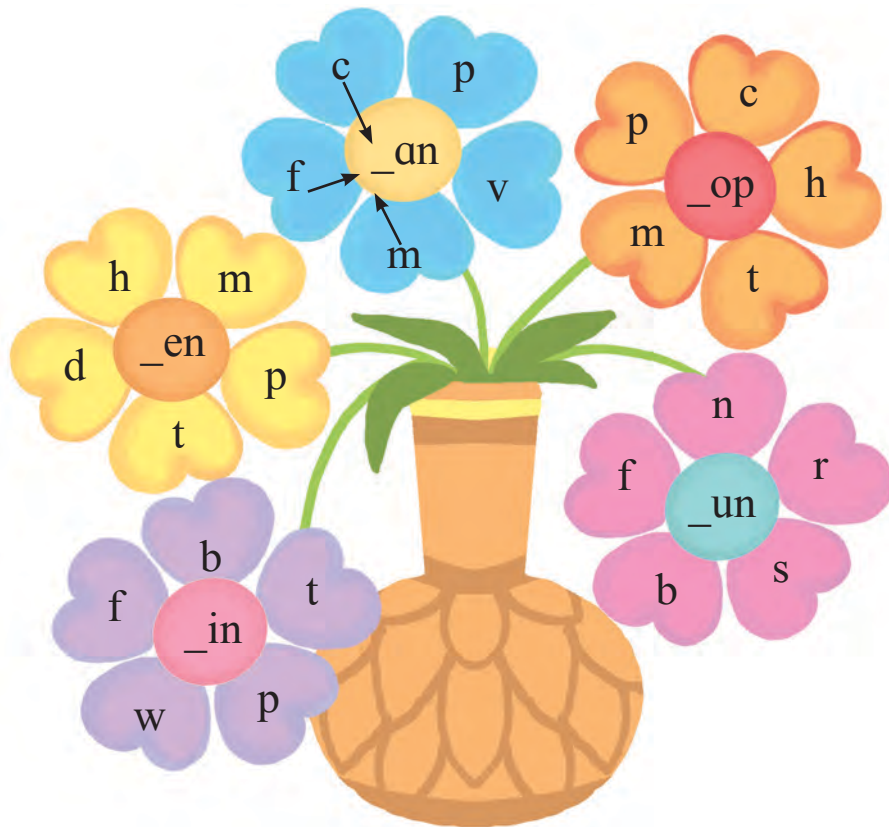


1. Listen, read and write.



2. Read and make words. Write the words in your notebook.

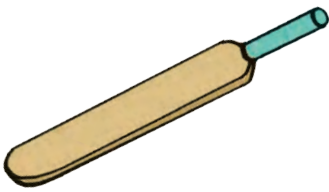




For example : can, fan, man.



For the Teacher :

- Stress the sound of letters while building the words.

3. Circle the correct letter. Write the word in the box.

	(b) d	e (a)	(t) g	bat
	g h	i e	b n	
	v r	e a	n f	
	h p	o u	d t	
	n b	o i	h x	

4. Break down the following words as shown below.

man - m an : mango - man go

pen - : pencil -

win - : window -

pop - : popcorn -

sun - : Sunday -



1. Look, listen and repeat.









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

'a, e, i, o, u' are the special letters.






These letters help us to make words.

The letters in red colour are vowels and the letters in blue colour are consonants.

2. Circle the special letter in each word.

			
b <u>a</u> ll	dog	cup	ice
			
tree	onion	zebra	umbrella

3. Write the missing special letter.

				
s _ n	c _ t	f _ sh	_ gg	_ wl

**Do you know?**

- Which is your favourite colour?
- Have you seen a rainbow?

**1. Listen, sing and discuss.**

Rainbow, rainbow,
In the sky.
Peeping out,
As the clouds go by.

Red, Orange, Yellow,
Green and Blue,
There is Indigo
and Violet too!

2. Look and read.

Violet



Indigo



Blue



Green



Yellow



Orange



Red

3. Listen and write.

rainbow

sky

peeping

clouds

orange

indigo

**For the Teacher :**

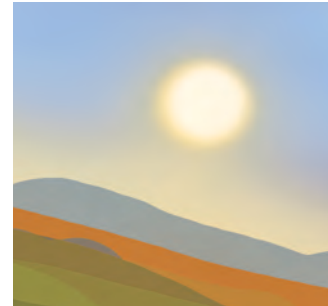
- Encourage the children to ask questions based on the above poem.

4. Fill in the blanks.
(in the sky, peeping out)

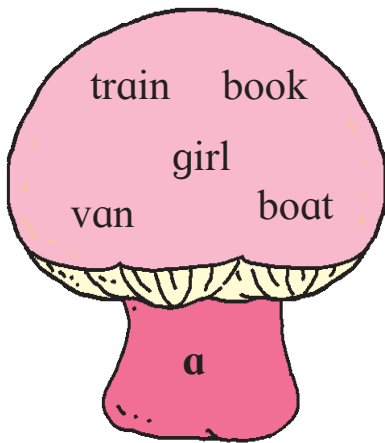
(1) The boy is _____
of the curtain.



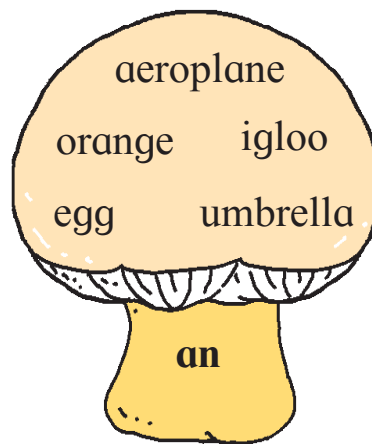
(2) The sun is _____.



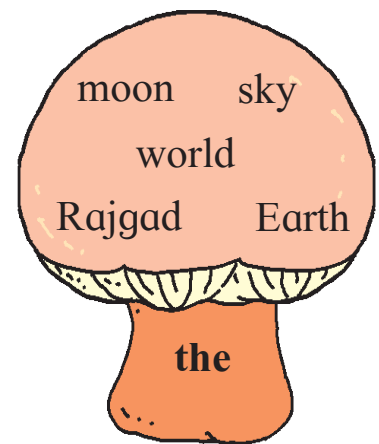
5. Let us know.



a train **a boat**



an igloo **an egg**



the moon **the sky**

6. Write 'a', 'an' or 'the' in the proper place.

..... box

..... apple

..... star

..... octopus

..... elephant

..... pen

..... inkpot

..... Mars

..... boy

..... Ganga

..... umpire

..... hill



For the Teacher :

- 'a' is used for singular common noun.
- 'an' is used for singular common noun beginning with vowels a, e, i, o, u.
- 'the' is used for definite and unique things in the world.

**Do you know?**

- The names of your family members.

1. Listen and enact.

Harsh is visiting Priya's house.

**2. Tick the correct options.**

What will you say if your friend says 'Thank you' to you?

- You are welcome.
- It's my pleasure.

What will you say if elders say 'Thank you' to you?

- You are welcome.
- It's my pleasure.

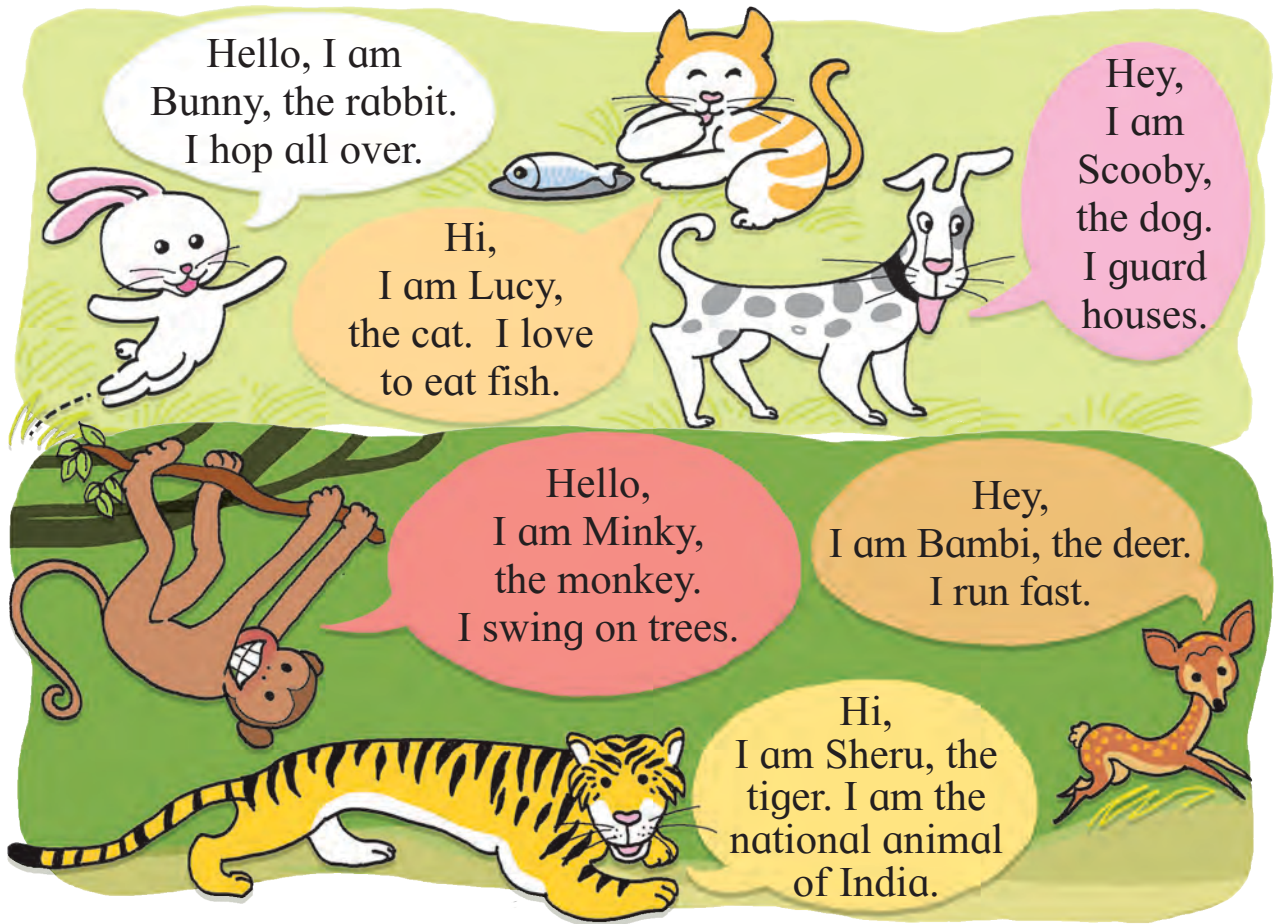


1.8

Let us know each other.



1. Listen and speak.



2. What's my name?

rabbit	<input type="text"/>
cat	<input type="text"/>
dog	<input type="text"/>
monkey	<input type="text"/>
tiger	<input type="text"/>
deer	<input type="text"/>

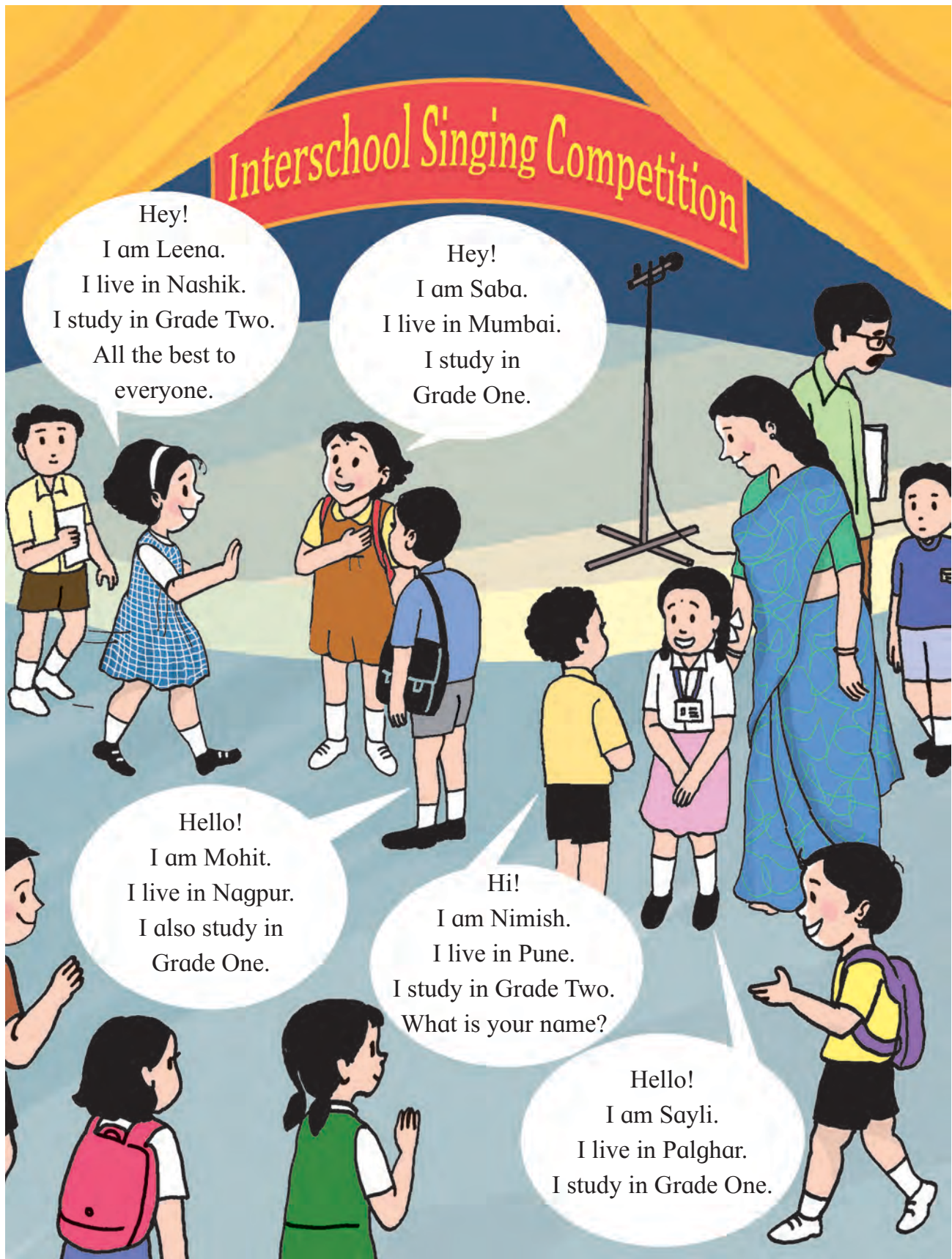
Why do we use capital letters at the beginning of special names?



3. Read and write.

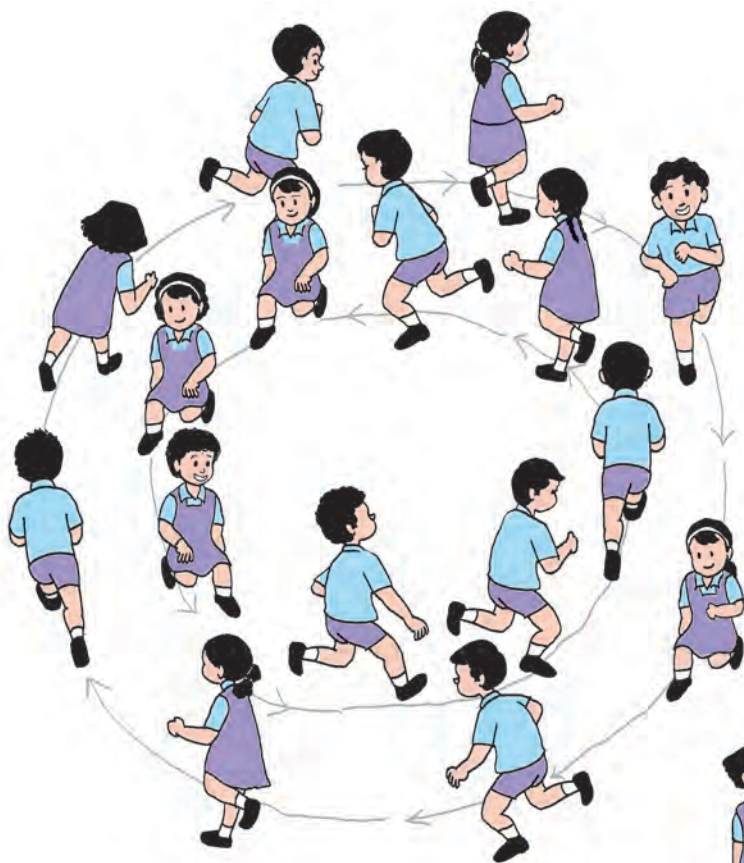
-

4. Listen and speak.

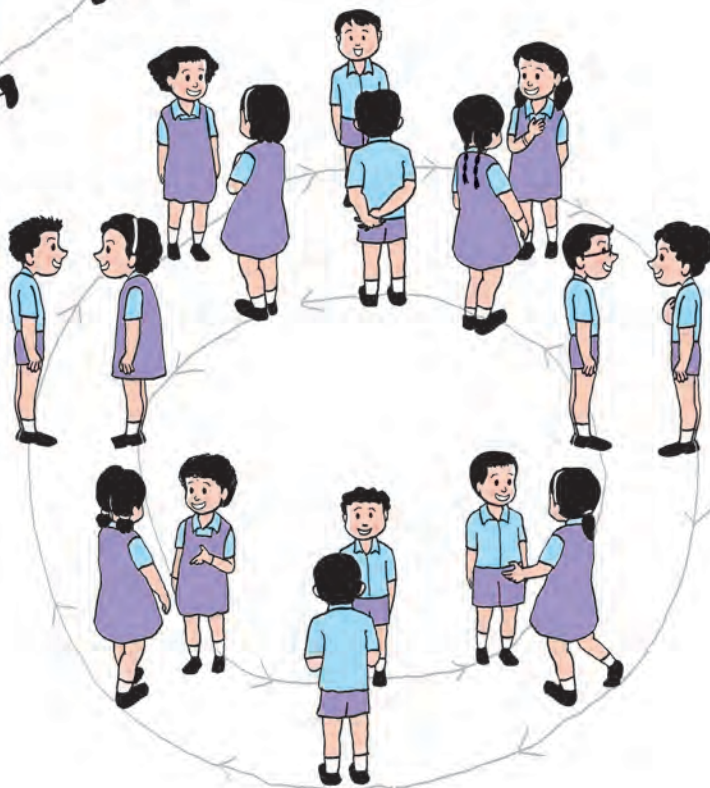


5. Let's play a game.

- Introduce yourself using the following questions.



- What is your name?
- Where do you live?
- Which games do you like to play?

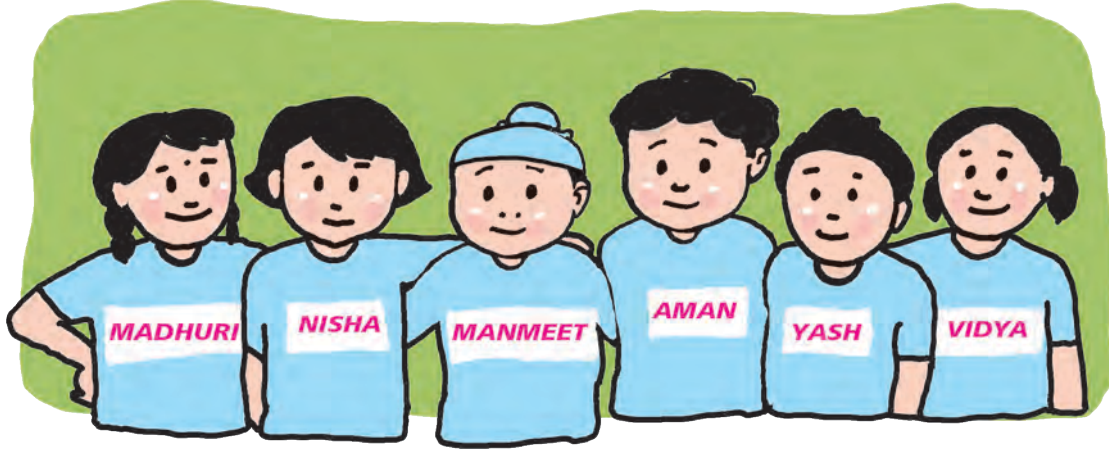


For the Teacher :

- Conduct an Onion Ring activity by forming groups.
- Ensure that each child introduces himself/herself to the child standing opposite to him/her.
- Continue the activity till all the children get to know each other.



1. Read the names.



2. Listen and sing.

Everybody has a **name**,
 Some are different, some are **same**.
 Some are short, some are **long**,
 All are right, none are **wrong**.
 I like my name, it's special to **me**.
 It's exactly who I want to **be**!

3. Complete the following.

My name is _____ .

My mother's name is _____ .

My father's name is _____ .

My friend's name is _____ .



For the Teacher :

- Ask the children to label their personal belongings with their names.
- Discuss on why every name is special.

4. Look, listen and do.

Activity Time

Let's make a cap using an old newspaper.



Take a page of a newspaper.



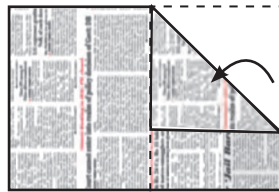
Fold it in a half.



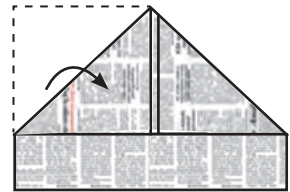
Fold it again as shown.



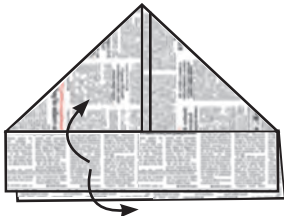
Unfold it.



Fold the right top corner to the crease.



Fold the left top corner to the crease.



Fold one flap upward.
Fold the second flap on the back side.



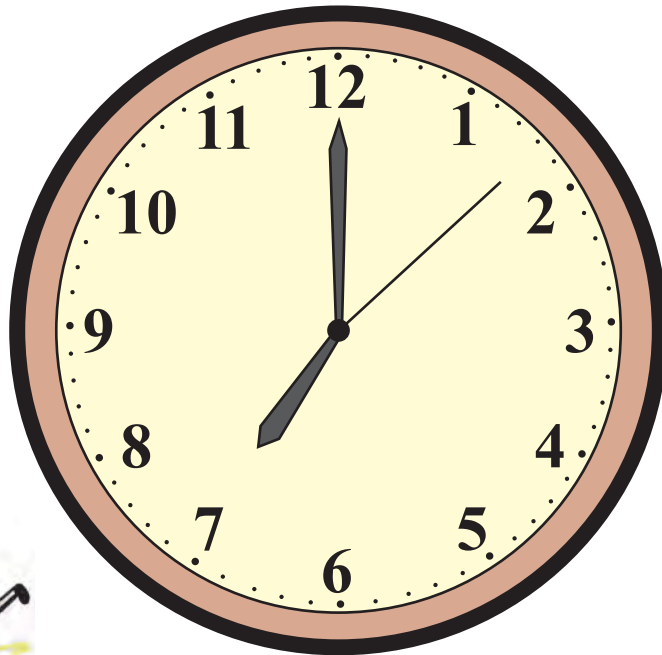
Stick both the corners with glue.
Now your cap is ready!



5. Help your friend make a cap by using the above instructions.







1. Look at the pictures and speak about it.







2. Listen and select the correct word from the 'Help Box' and fill in the blanks.


bath, get up, teeth, hair, school, breakfast, study, uniform, play, park, bed, family.


I  _____ at 7.00 am. I brush my  _____

I take a  _____ and comb my  _____. Then,

I have my  _____. I wear my  _____. I walk to

the  _____. In school, I  _____

and  _____. In the evening, I play with my

friends in the  _____. Later I complete my

homework and have dinner with my  _____.

I go to  _____ early.



2.1

It's Time to Play



1. Listen, repeat and recite.



Let's go round and round
with our friends around
Let's go round and round
with our friends around
And sit down.



Let's go up, up, up
down, down, down
Let's go up, up, up
down, down, down
And touch the ground.



2. Circle the word that does not rhyme with the first word.

- **sound** friends round ground
- **let** net cat pet
- **make** take wake feet
- **fit** sit fat hit

3. Name the games you play with your friends.



For the Teacher :

- Take the children to an open space to sing this poem.



1. Look, read and talk about the picture.



Avni : *Nani*, shall we go to the park?

Nani : Sure. You need to complete your homework first, don't you?

Avni : Yes, *Nani*. I have completed my homework.

Nani : Very good Avni. Let's go to the park.

(*Nani* and Avni go to the park.)

Avni : Hurry up *Nani*. Look at my friends. They are playing near the slide. Can I play with them?

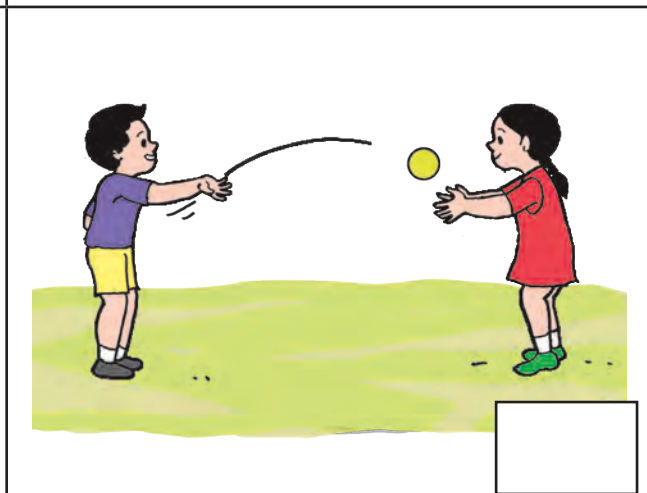
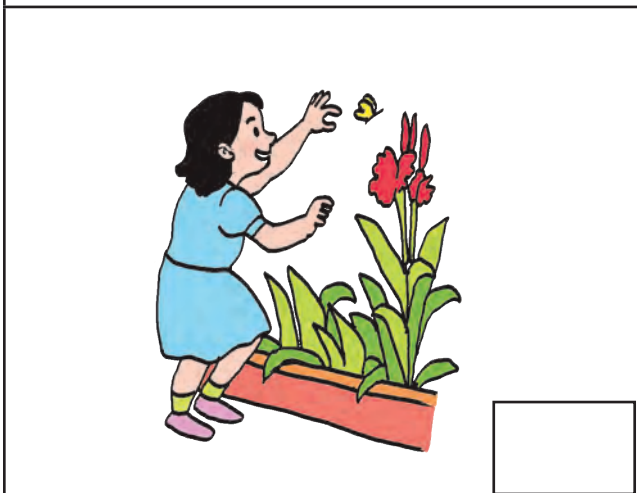
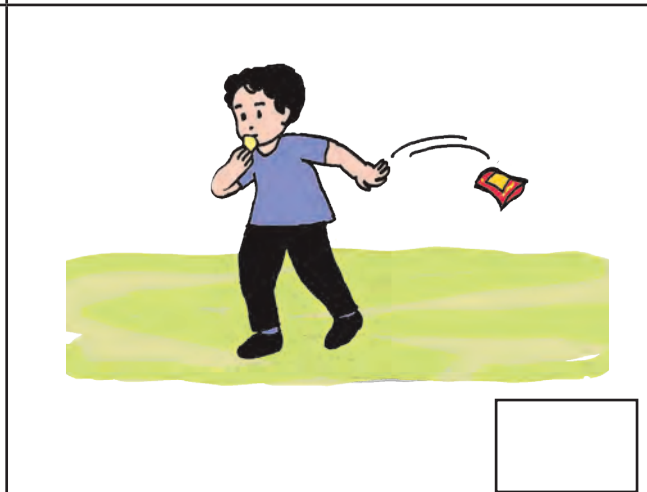
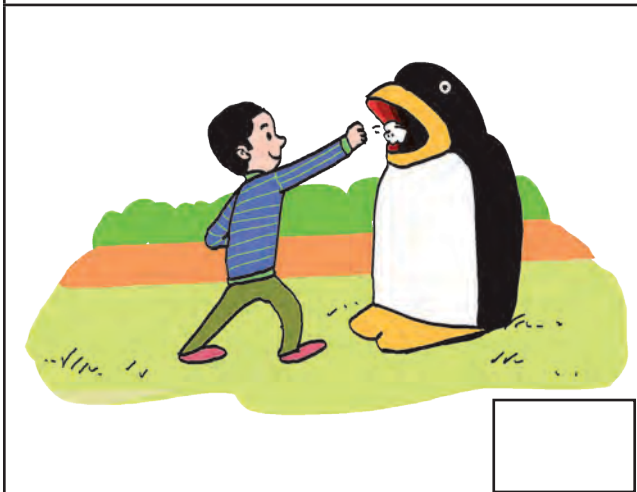
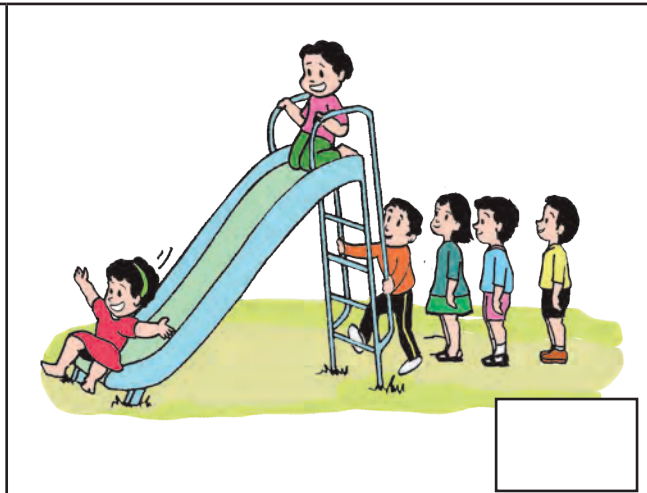
Nani : Sure dear. You can play with your friends.

Avni : Ok. Thank you, *Nani*.



2. Look at the following pictures.

Tick the correct actions and cross the wrong ones.



3. Spot the above pictures on page No. 19.



For the Teacher :

- Discuss with children the proper behaviours to be followed at public places.



2.3

In the Classroom

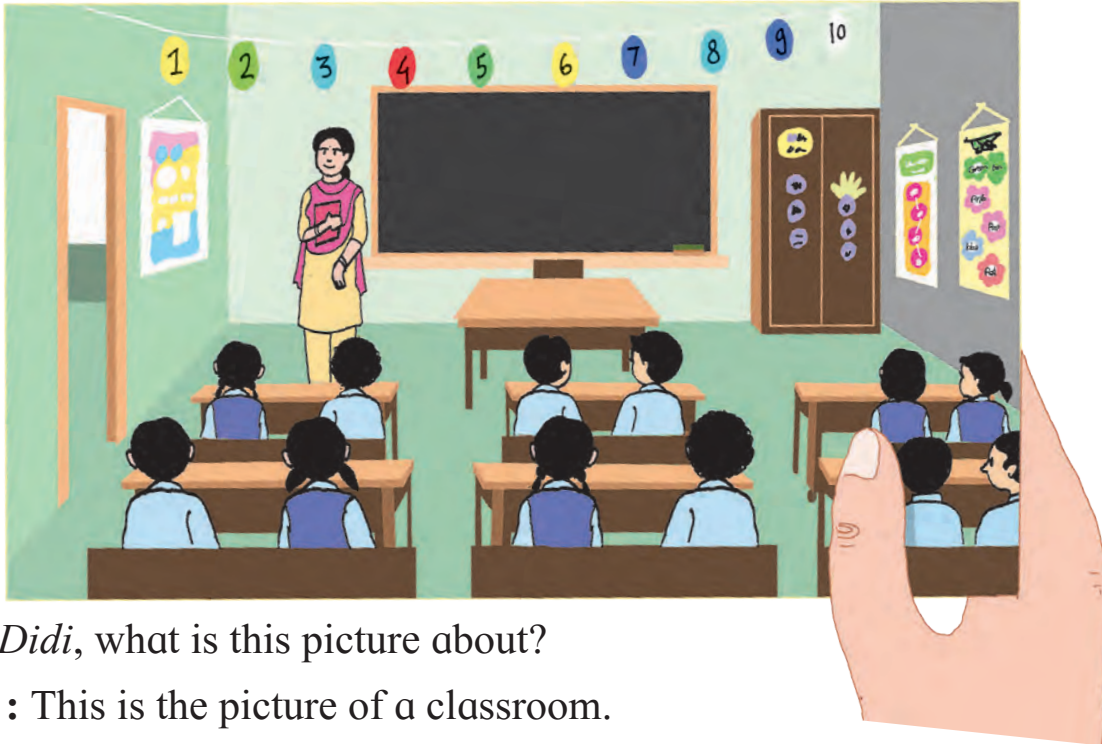


1. Game time

Quick, Quick... Name a thing ... In your classroom ...

2. Look, listen and speak.

(Raj brings a book, shows a picture of a classroom to his sister, Nima and asks questions.)



Raj : *Didi*, what is this picture about?

Nima : This is the picture of a classroom.

Raj : Who is she?

Nima : She is a teacher.

Raj : What is this?

Nima : It is a chart showing flowers.

Raj : What is this?

Nima : This is a blackboard.

Raj : *Didi*, I want to go to school.

Nima : Yes, Raj. You will go to school next year.



3. Read and write.

picture

classroom

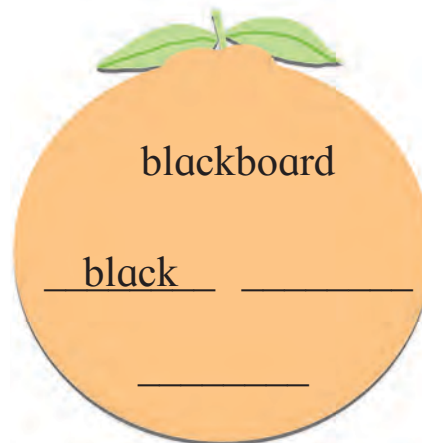
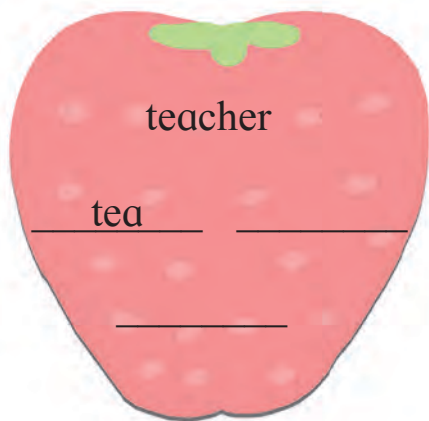
teacher

showing

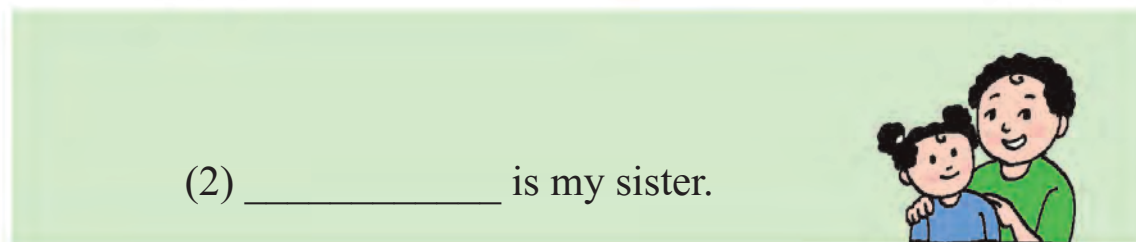
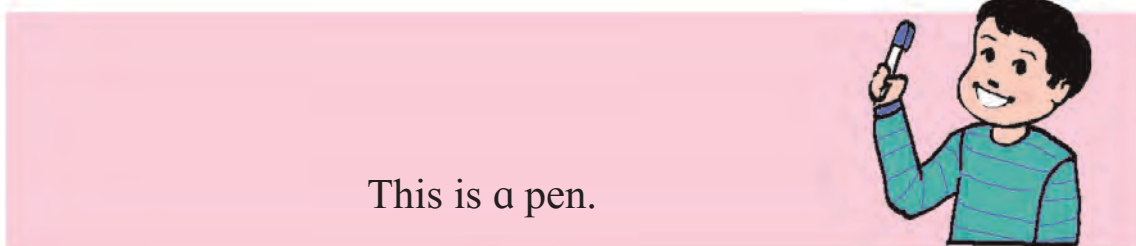
flowers

blackboard

4. Find smaller words hidden in the given words.



5. Fill in the blanks using 'This' or 'That'.



For the Teacher :

- For 'Game time', ask the children to name the things they see in the classroom.
- Explain the concept of 'This' and 'That' to the children.



2.4

My House



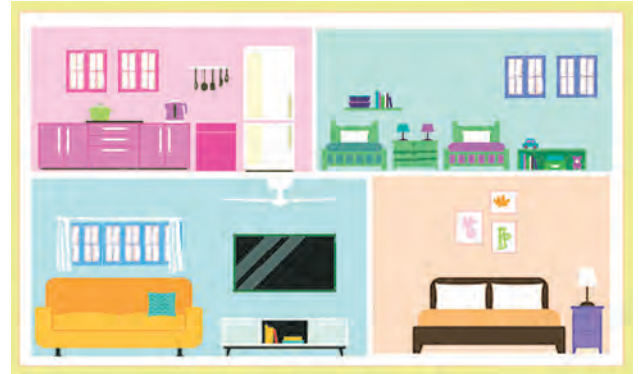
1. Listen, repeat and read.



This is my **house**.

I live here with my **family**.

Our house has two **bedrooms**,
a kitchen and a **living room**.



We cook food in the **kitchen**.

We watch T.V. in the **living room**.



There is a small garden in front of
our house.

My house is a beautiful place to live in.

2. Name the things you find in your house.

3. Listen, read and write.

house

bedroom

kitchen

living room

cook

watch

small

garden

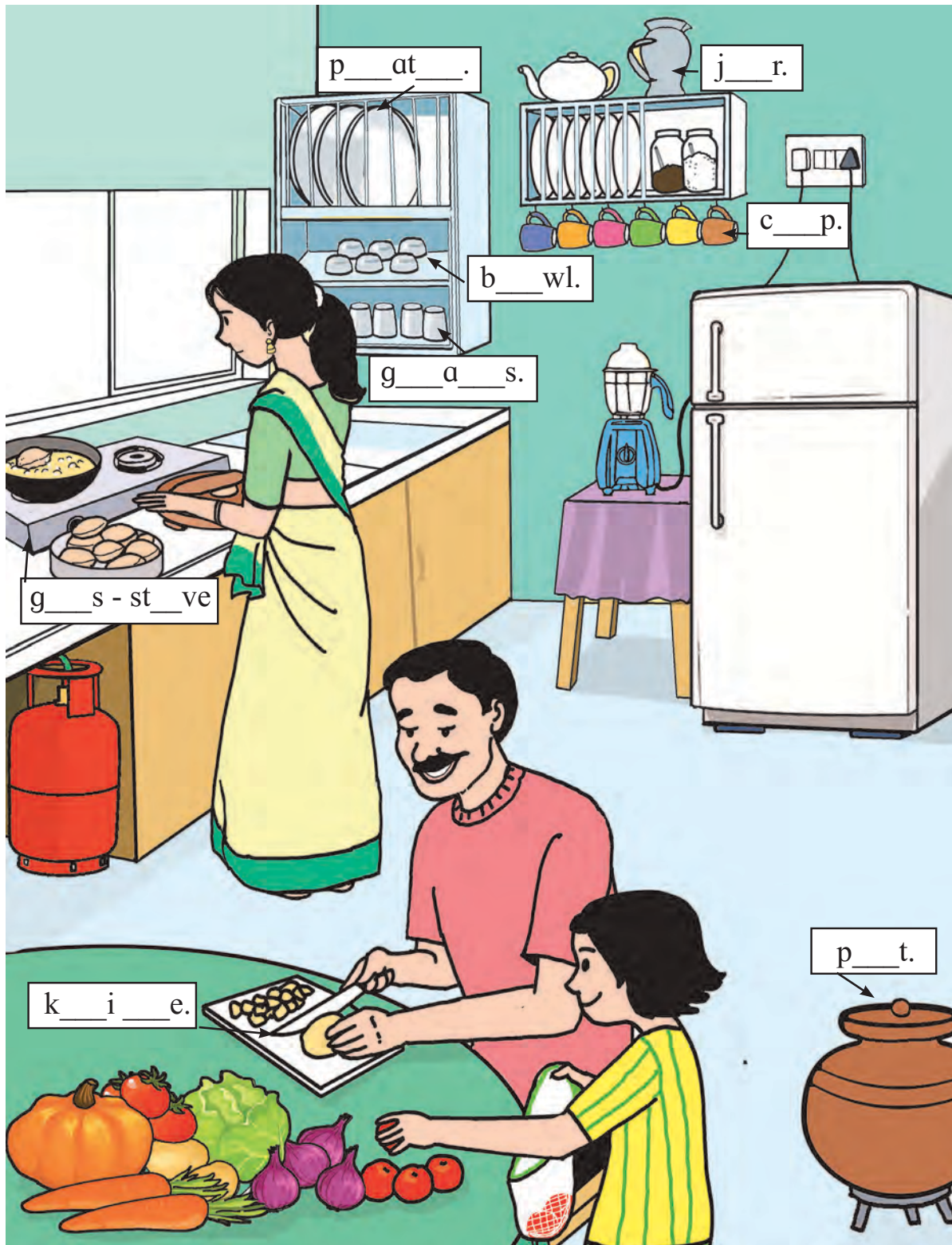
front

beautiful

place

live

4. Complete the words using the 'Help Box'.



pot, cup, jar, plate, glass, gas-stove, bowl, knife

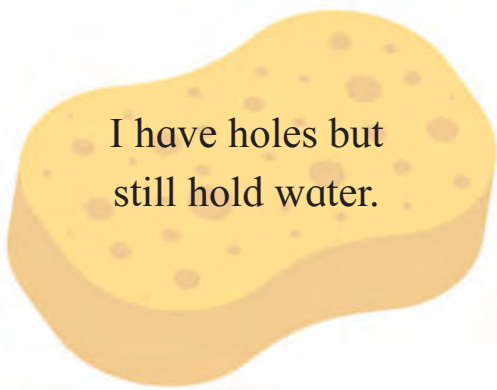
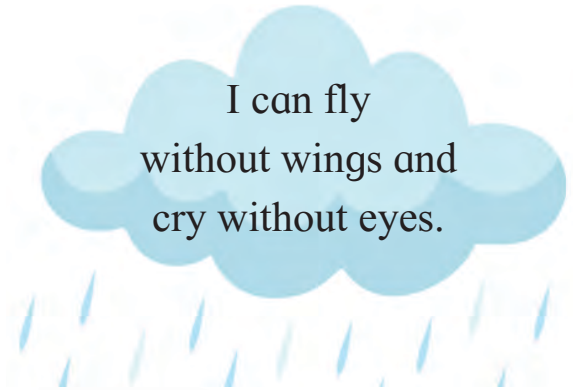


For the Teacher :

- Ask the children how they help parents at home.

5. Read, guess and write.

Who am I?



Answers : book, cloud, coin, timetable, sponge, clock

6. Make sentences from the words given in the answer strip.

**1. Listen and sing.**

How is the weather?

And how is the day?

Weather is changing day by day.

We are enjoying everyday.

Sometimes it's sunny.

Sometimes it's cloudy.

Sometimes it's rainy.

Sometimes it's foggy.

Sometimes it's thundering.

That keeps me wondering.

Sometimes it's cool.

But don't miss the school.

**2. Read and write.**

weather

how

sunny

cloudy

rainy

changing

foggy

enjoying

thundering

wondering

cool

miss

3. List the words that end with letter 'y'.**For the Teacher :**

- Encourage the children to ask questions based on this poem.

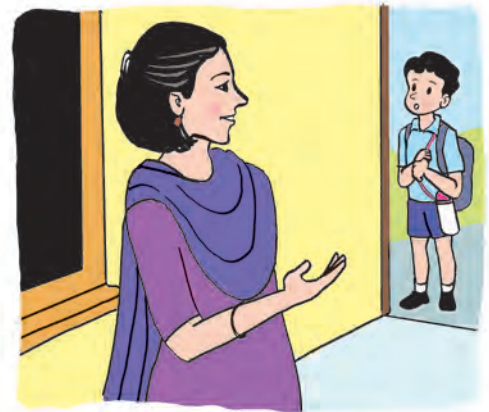
**Do you know?**

- When do we say ‘Good morning’, ‘Good evening’ and ‘Good night’?

1. Listen and read.

One day I was late for school. I said, “**Excuse me**, teacher. May I come in?” Teacher said, “Yes, you may. Krish you should come to school on time.” I said, “I am **sorry** teacher. I will not be late again.”

My name is Krish. I go to school everyday. I study in Grade One. Miss. Sonawane is my class teacher. I wish her ‘Good morning’ everyday.



Aditi did not have a pencil to write with. She asked me, “Krish, can you **please** lend me your pencil?” I said, “Sure, here it is.”

It was Ravi’s birthday. He gave me a chocolate. I said, “**Thank you**, Ravi.” Ravi replied, “**Welcome**, Krish.”

**2. Read and write.**

everyday

good morning

said

excuse me

sorry

chocolate

thank you

replied

welcome

please

lend



Do you know?

- Numbers from 1 to 10.

1. Listen and recite.

1

One and Two,
I polish my shoe.
And help my brother,
Polish his too.



2

3



Three and Four
I open the door.
And join my mother,
Clean the floor.

4

5

Five and Six,
I chop and mix.
And cook with my father,
Yummy drumsticks.



6

7



Seven and Eight,
I wash my plate.
And help my grandpa,
Shut the gate.

8

9

Nine and Ten,
I am back again.
Playing with my
Mini toy train.



10

2. Tick the correct option.

(1) **Father** / **Mother** cooks drumsticks.

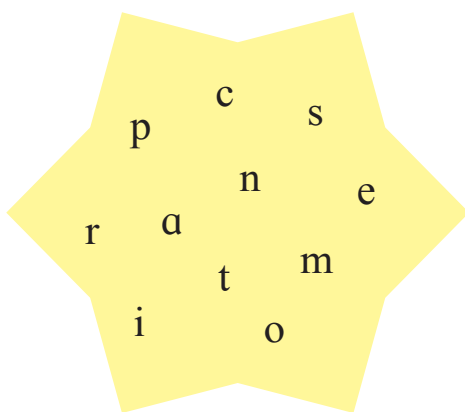
(2) Mother cleans the **floor** / **door**.

(3) **Grandma** / **Grandpa** shuts the gate.

3. Look at the pictures given below and circle those you can do.



4. Make words using the given letters and say a sentence about it.



5. Talk to your friends / teachers how can you help the people around you.

6. Listen and do.

Energy Boost

• Super Easy Ladoos!

- * Take two *chapatis*.
- * Break the *chapatis* into small pieces.
- * Add two tablespoons of jaggery powder to it.
- * Add two teaspoons of *ghee*.
- * Mix well.
- * Take a small portion of the mixture.
- * Roll it into a *ladoo*.
- * Enjoy the super easy *ladoo*.



7. Form the correct sequence of the pictures and write the number in the boxes.

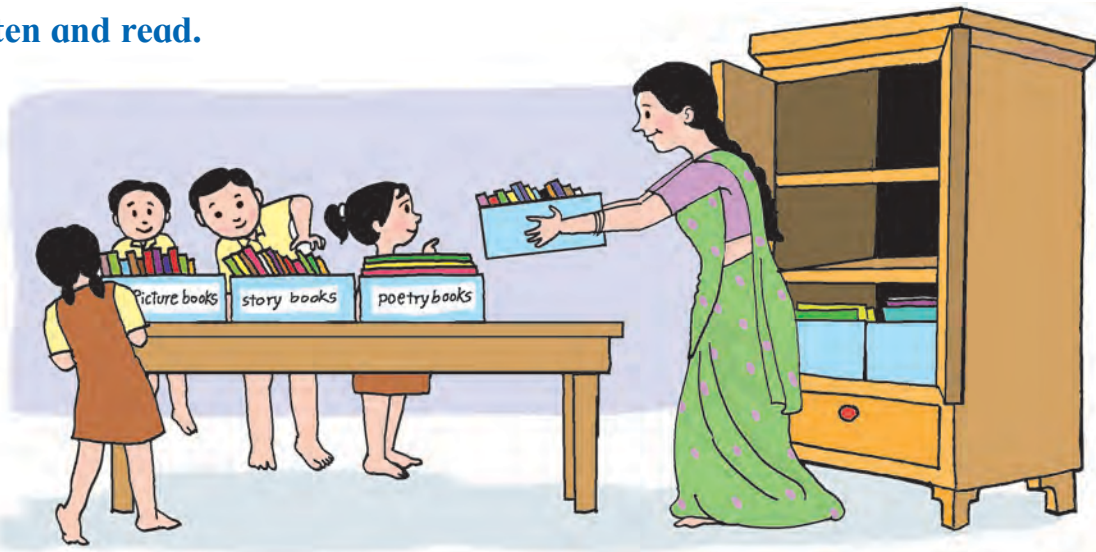




Do you know?

- Where is your school library?
- Have you visited it?

1. Listen and read.



Teacher : Good morning, children.

Children : Good morning, teacher.

Teacher : Do you want to read books today?

Sonali : Yes teacher, I want to read a story book.

Raju : Teacher, I want a book of poetry.

Roma : May I get a picture book, please?

Teacher : Sure. You can take one each.

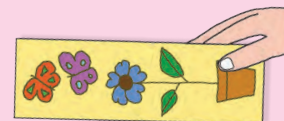
Adil : I want to read all the books.

Teacher : Very good, Adil. But you will get only one book every week.

Children : Thank you, teacher.

2. What would you like to read? Tick your choice.

- A picture book
- A story book
- A book of poetry



Do you know how to make a bookmark?

3. Copy the following sentences using a fullstop or a question mark at the end.

(1) I want to read a story book

(2) Do you want to read books today

(3) Pihu liked sweets

(4) What shall I do

4. Follow the instructions given by the teacher and make a beautiful bookmark.

- Take a long strip of chart paper.
- Draw any design or a picture on both sides of the strip.
- Colour your design or the picture.
- Your bookmark is ready.
- Place it in a book to mark the page you want to find the next time.
- Present the bookmark to your friend.



2. Write the names of the vehicles given in the picture.

_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Write the names of vehicles that :

(a) run on roads.

(b) run on tracks.

(c) sail on the water.

(d) fly in the air.

Do you know which vehicles travel in the space?
Discuss it with your friends or parents.



4. Make a word chain. (Use the last letter to make the new word.)

car	_____	_____	_____	_____
-----	-------	-------	-------	-------

bus	_____	_____	_____	_____
-----	-------	-------	-------	-------

van	_____	_____	_____	_____
-----	-------	-------	-------	-------

**Do you know?**

- Do you visit garden?
- What do you see there?

1. Listen, read and tell.

Himani saw a Ladybug in the garden. She wanted to make a home for it. She found an empty jar. She asked her father to make holes in the lid.



Himani put the ladybug in the jar. After some time, she looked at the Ladybug. She wanted it to have a comfortable home too. So she picked up some leaves. She put them in the jar. Now a cosy home was ready.

In the evening, her friend Alex came to play with her. ‘It’s nice to have friends’, thought Himani. She



felt sorry for the Ladybug. She took the jar to the garden and let the Ladybug out of the jar.

“Go and find friends for yourself”, said Himani happily.



2. Answer the following in one word.

(1) What did Himani see in the garden? _____.

(2) Where did Himani put the Ladybug? _____.

(3) Who came home to play? _____.

3. Tell your friends the story of 'Himani and the Ladybug'.

4. Talk about your experiences with animals.

5. Circle and write the names of the places where animals live.

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



_____ nest _____.



_____.



_____.



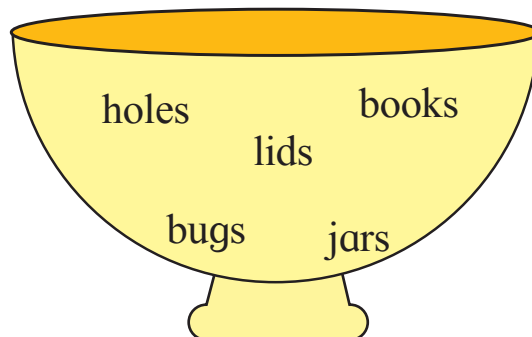
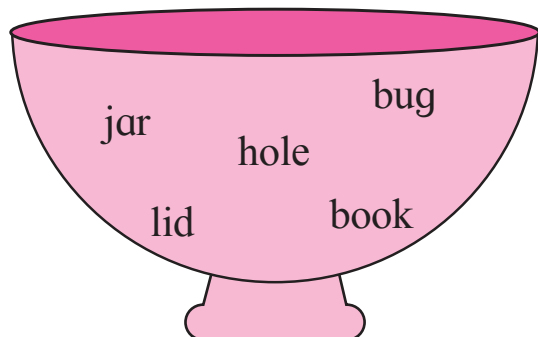
_____.



_____.

Answers : (cowshed, coop, nest, hive, kennel)

6. Match 'one' with 'many'.





1. Listen and repeat.



I had a little seed
And I put it in a **pot**
I put it in the sunshine,
And cared for it a **lot**.



I waited and waited,
I watched it grow and grow,
And then one day a flower,
Peeped out and said Hello!



-Margaret Schrodr

2. Read and write.

seed

sunshine

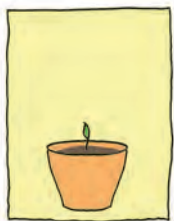
cared

waited

watched

grow

3. Look at the pictures and number them in proper sequence.



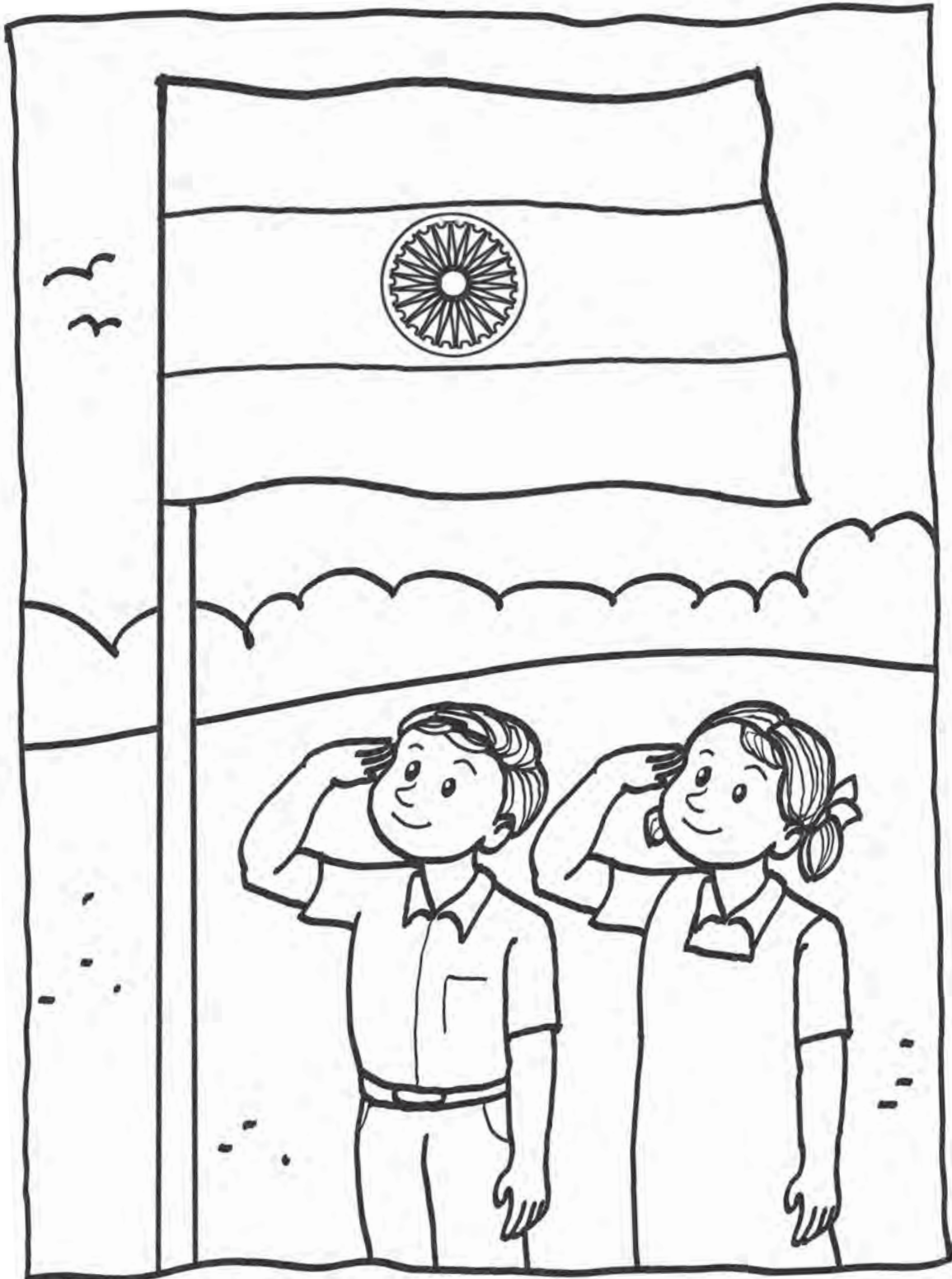
4. Activity : Sow seeds in a pot and observe them everyday.

**For the Teacher :**

- Encourage the children to ask questions about the growth of a plant.

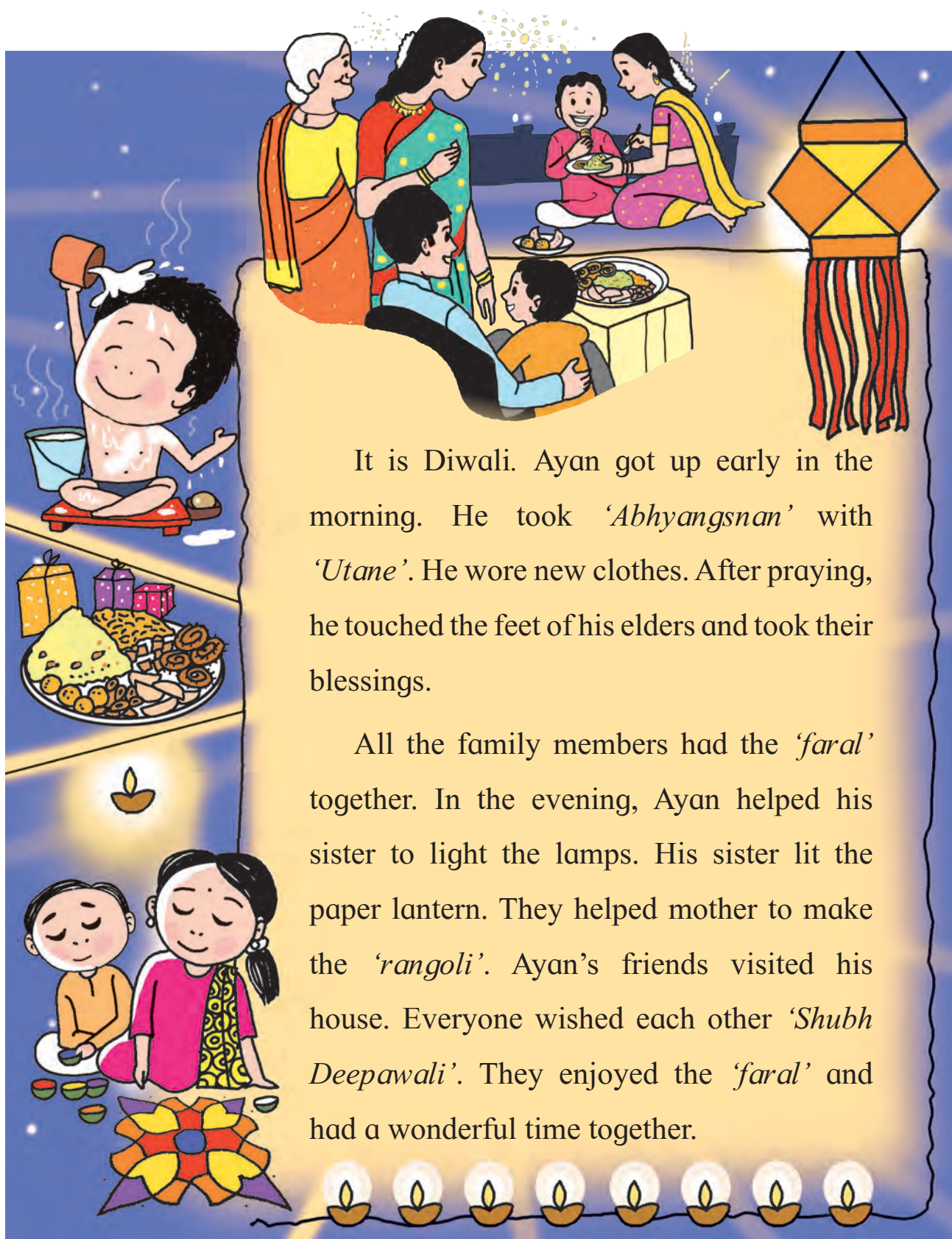


1. Colour the picture and talk about Independence Day.



2. Listen and read.

Diwali



It is Diwali. Ayan got up early in the morning. He took 'Abhyangsnan' with 'Utane'. He wore new clothes. After praying, he touched the feet of his elders and took their blessings.

All the family members had the 'faral' together. In the evening, Ayan helped his sister to light the lamps. His sister lit the paper lantern. They helped mother to make the 'rangoli'. Ayan's friends visited his house. Everyone wished each other 'Shubh Deepawali'. They enjoyed the 'faral' and had a wonderful time together.

3. Listen, read and write.

Diwali

Abhyangsnan

utane

praying

blessings

faral

light

lamps

lantern

rangoli

Deepawali

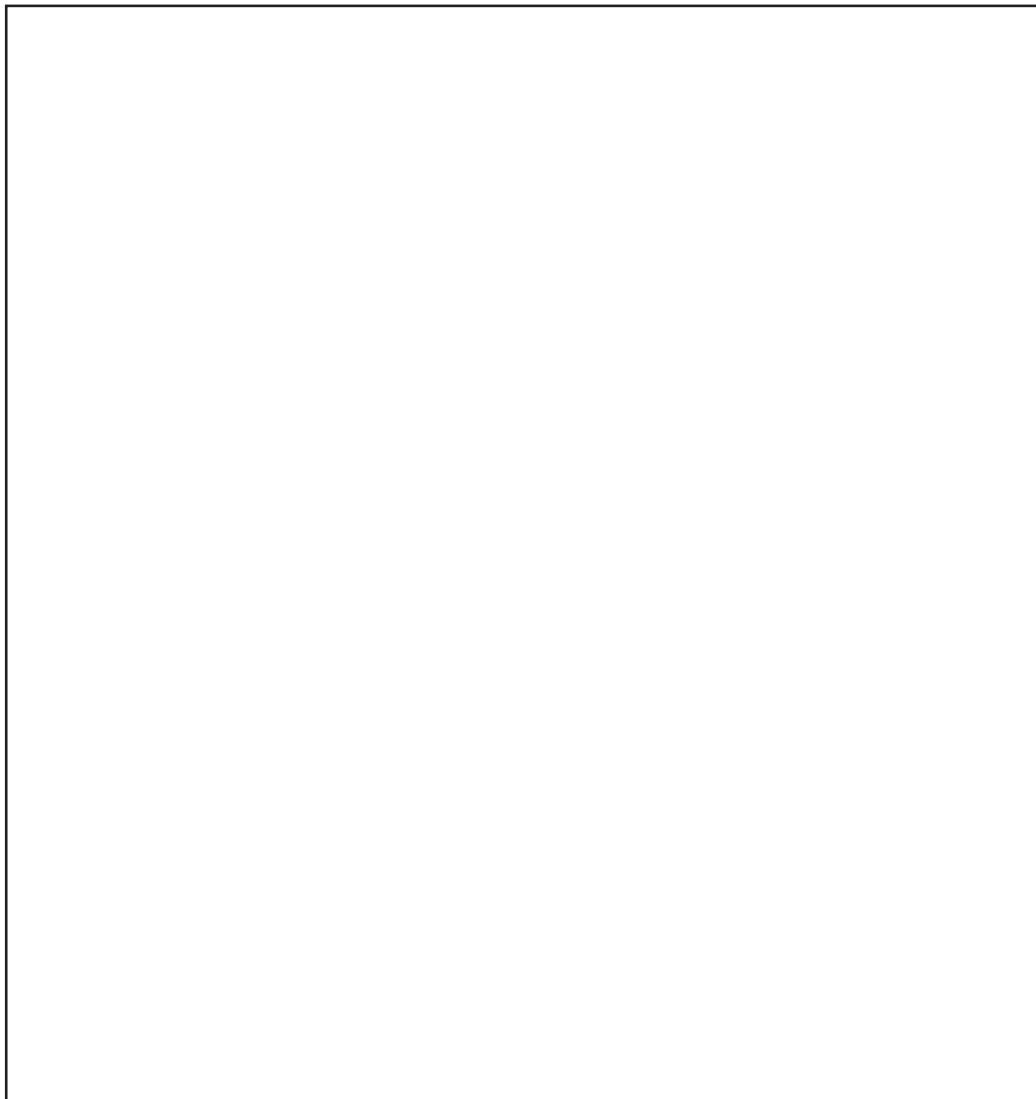
4. Complete the following sentences.

(1) Ayan touched the feet of his _____.

(2) Ayan helped his sister to light the _____.

(3) Everyone wished each other _____.

5. Paste a picture of a festival you celebrate and discuss about it.





3.1

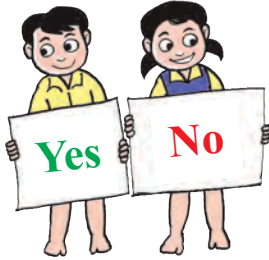
Opposites



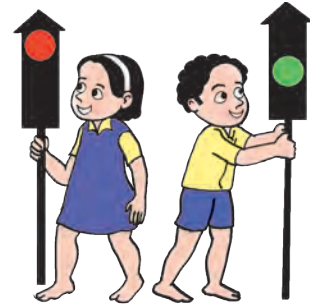
Do you know?

- The poem 'Everybody has a Name'.

1. Listen and repeat.



You say **yes** and I say **no**,
You say **stop** and I say **go**,
You say **fast** and I say **slow**



We are the opposites!



You say **day** and I say **night**,
You say **dark** and I say **bright**,
You say **heavy** and I say **light**,



We are the opposites!



2. Write the opposite words for the following words.

- (a) yes × no (b) night × _____ (c) fast × _____
(d) stop × _____ (e) dark × _____ (f) heavy × _____

3. Extend this poem by using the following opposite words.

near × **far** **up** × **down** **in** × **out** **hot** × **cold** **big** × **small** **wet** × **dry**



For the Teacher :

- Help the children to extend the poem by replacing the opposite words according to colour scheme.



1. Listen and read.

Sahil, Sanvi and their friends are playing 'Lagori'.
Suyog wants to join them.



May I play with you?

But the game has started.
Sorry, you are late.

Rahul and Jenny are flying kites. Suyog wants to join them.

May I fly the kite with you?

Sorry, we have only one kite.

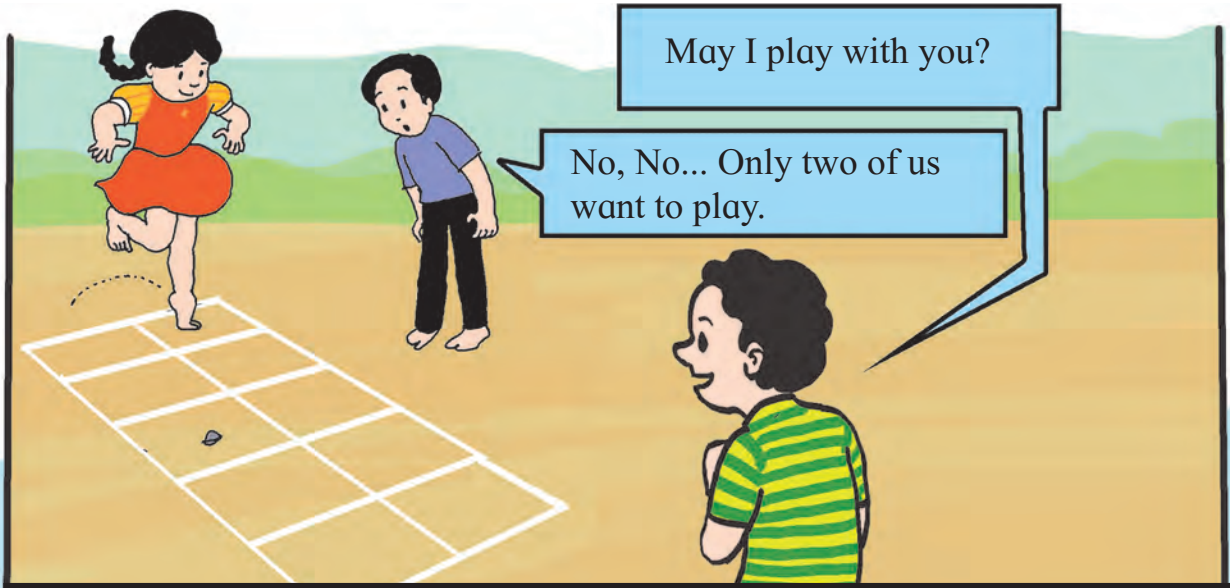
Pari and Roma are playing with a doll. Suyog wants to join them.

May I play with you?

Why don't you go and play with Shreya and Rohan?



Shreya and Rohan are playing hopscotch. Suyog wants to join them.



Nobody is ready to play with Suyog. So he decided to play alone.

Suyog is building a sand castle. Now everyone wants to join him.



They all play happily together.

What did you learn from this story?

Togetherness gives happiness.

2. Enact the story.

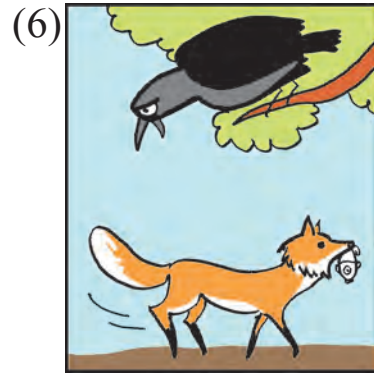
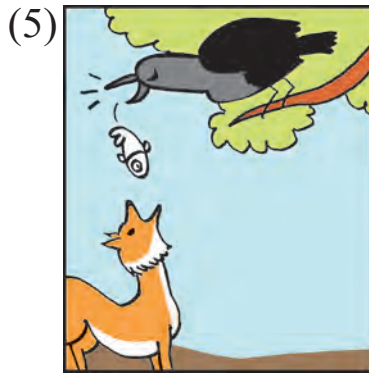
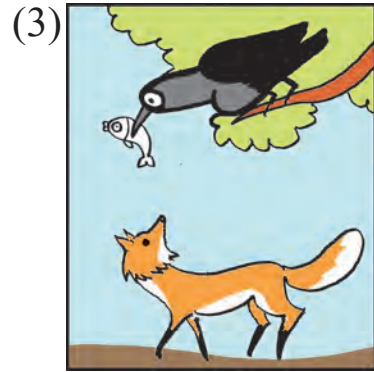
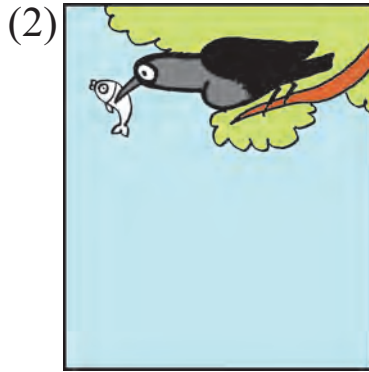
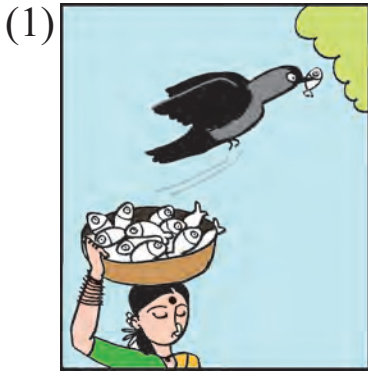
3. Discuss why Suyog could make friends?



Do you know?

- Have you heard the story ‘The Fox and the Crow’?

1. Look and write.



2. Write the given sentences in the correct order.

- The fox wanted the fish.
- The fox asked the crow to sing.
- The fox opened its beak to sing.
- The crow sat with the fish on a tree.
- The crow stole a fish from a basket.
- The fox caught the fish and ran away.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

**Do you know?**

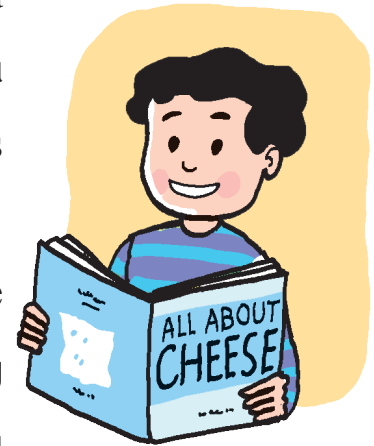
- Have you ever tasted cheese?
- Do you like cheese?

1. Listen, read and discuss.

Neel was a student of Grade One. He disliked reading. One day, Neel asked his mother for a cheese roll. She said, “If you tell me what cheese is made of, I will make one for you.”



At once, Neel ran to the bookshelf. After searching for some time, he found a



book named ‘All ABOUT CHEESE’. He started reading the book and found it interesting.

He read all about how cheese is made. He enjoyed reading the book. He went to his mother and said, “*Aai*, cheese is made from milk!” He told the process to her. Mother gave him the cheese roll. Now, Neel loves to read books. They are his best friends.

2. Answer the following questions.

- (1) What did Neel want?
- (2) How is the cheese made?
- (3) Neel read a book about how cheese is made. Which book would you like to read?

3. Read a story of your choice and talk about it.

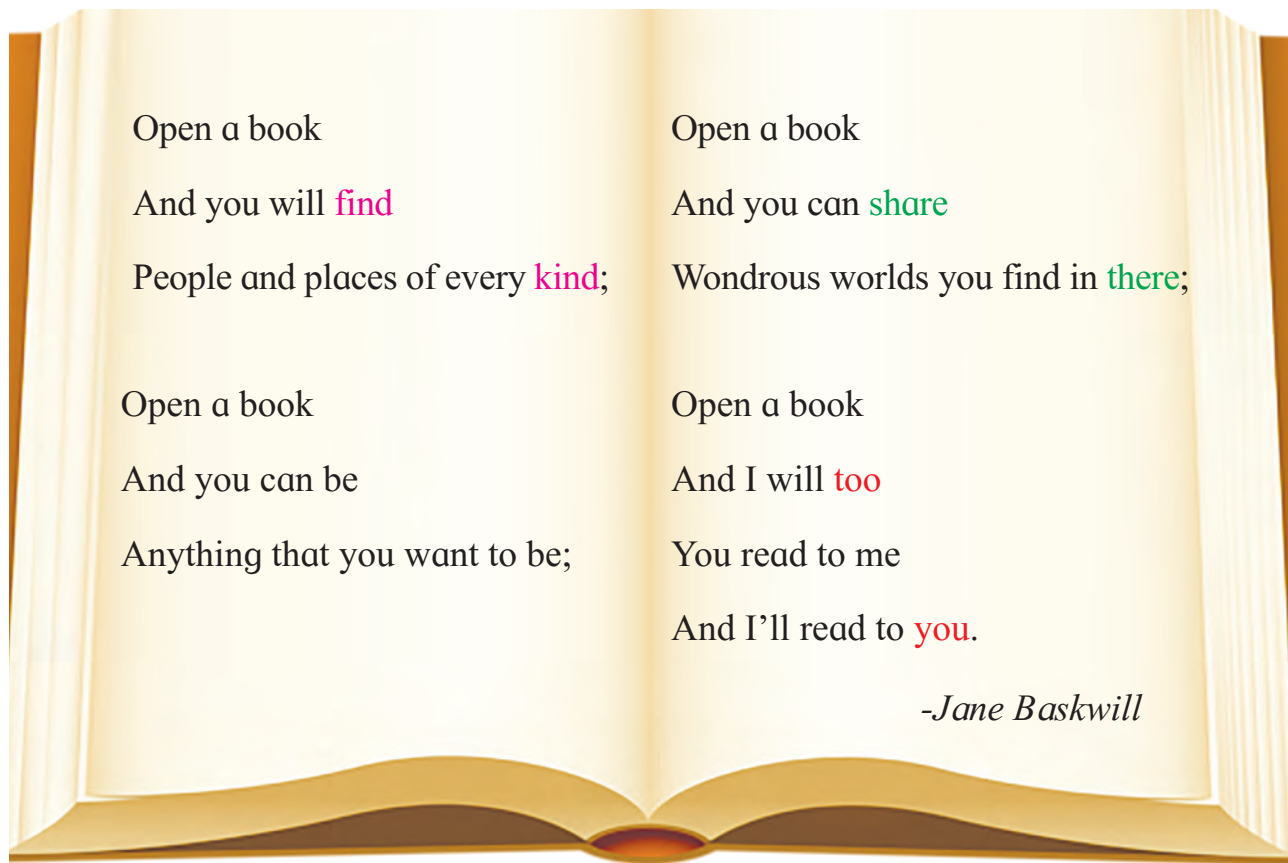


3.5

Open a book.



1. Listen and recite.



2. Listen, repeat and write.

people

kind

anything

share

wondrous

worlds

3. Complete the following lines.

(1) Open a book and you will find,

_____ and _____ of every kind.

(2) Open a book and you can share,




Wondrous _____ you find in there.



For the Teacher :

- Encourage the children to read books.
- Ask the children to discuss about them.

4. Look and read.

<p>This is my father. He is a farmer.</p>  <p>He</p>	<p>This is my mother. She works in the office.</p>  <p>She</p>	<p>This is a dog. It is white and brown.</p>  <p>It</p>
---	--	--

5. Fill in the blanks with he/she/it.

(1) Mala is my friend.

_____ is a dancer.



(2) Niraj is playing.

_____ will come late.



(3) Tiger lives in jungle.

_____ is a wild animal.



(4) Siddhi is a nurse.

_____ works hard.



(5) This is my chair.

_____ is big.



(6) Arun loves fruits.

_____ eats them every day.



**Do you know?**

- Have you visited a market?
- What did you see there?

1. Read aloud.

Raghu's school was about to begin. He wants to buy books, pencils and colour box. So he goes to the market with his mother.

On their way, he sees Aunt Neeta feeding grass to Kapila, her cow. He sees Deepa, Amey and Sara playing in the garden.

Raghu waves to uncle Mane, standing outside the bank. There, he sees a dog and a cat sitting too.

Finally, Raghu reaches the market. He stops to watch sparrows and pigeons pecking grains near the grocery shop. Then, he sees vegetable and fruit vendors. Raghu's mother leads him to the stationery shop. There they buy books, pencils, a colour box and a story book. After buying things they come back home.

2. Answer the following.

- (1) What does Raghu want to buy?
- (2) What is Aunt Neeta doing?
- (3) Who are playing in the garden?
- (4) Who is standing outside the bank?
- (5) Where does Raghu's mother lead him?

3. Find and write the names of people, animals, places and things.

people

animals

places

things

Naming words

4. Read and write.

One	Many	One	Many
book	_____	sparrow	_____
pencil	_____	pigeon	_____
cat	_____	dog	_____

4. Read and write.

Chat Corner

Pre-activity Instructions

[A day before activity]

Grade One

Date : 04/11/2025

Health Is Wealth

Sub : ENGLISH

P - 38

A - 02

T - 40

Notice

09/11/2025 - 'Joyful Saturday' activity

Bring the following ingredients:

sprouts, salt, onion, tomato, coriander leaves, boiled potato, cucumber, lemon, *chat masala*

Activity Time

- Take a big bowl.
- Add sprouts.
- Add chopped vegetables.
- Add salt and *chat masala*.
- Mix everything with a spoon.
- Add lime juice and mix well.
- Enjoy the 'Sprout *Chat*'.



For the Teacher :

- Discuss with children about the importance of eating sprouts and vegetables.

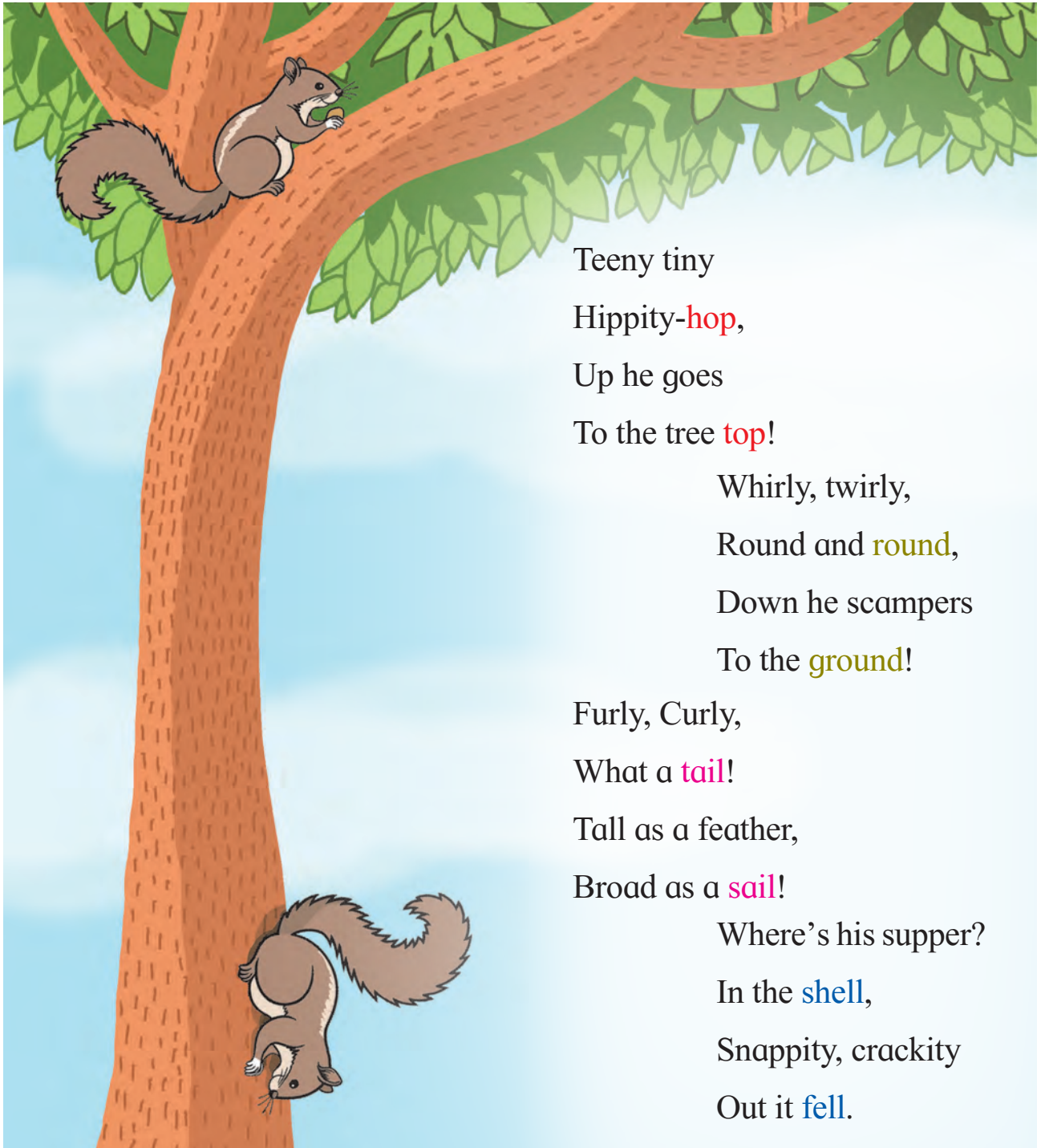


3.7

The Squirrel



1. Listen and recite.



Teeny tiny

Hippity-hop,

Up he goes

To the tree top!

Whirly, twirly,

Round and round,

Down he scampers

To the ground!

Furly, Curly,

What a tail!

Tall as a feather,

Broad as a sail!

Where's his supper?

In the shell,

Snappity, crackity

Out it fell.

2. Find more words like -

hippity-hop teeny-tiny

(1) _____ (2) _____ (3) _____

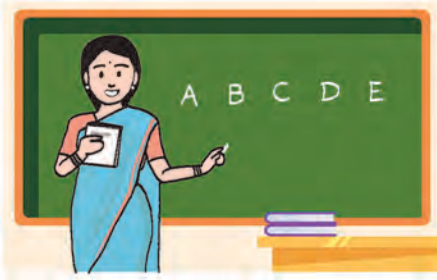


3.8

Alia falls sick.



1. Do you know the people who help us?



2. Listen, read and enact.



Alia is not feeling well. She visits her family doctor with her mother.

Mother : *Namaste* doctor!

Alia : Hello, Doctor *Didi*!

Doctor : Hello dear! What's wrong with you?

Alia : I am having fever. I have cough and cold too!

Doctor : Come, let me check you.

[Doctor checks Alia.]

Doctor : Yes, you have fever. Do you have throat pain?

Alia : Yes, I do.

Doctor : Don't worry Alia. I will give you medicine.

Alia : Thank you, Doctor *Didi*.

Mother : Thanks a lot, doctor.

3. Find the hidden names of fruits. Circle and write them.

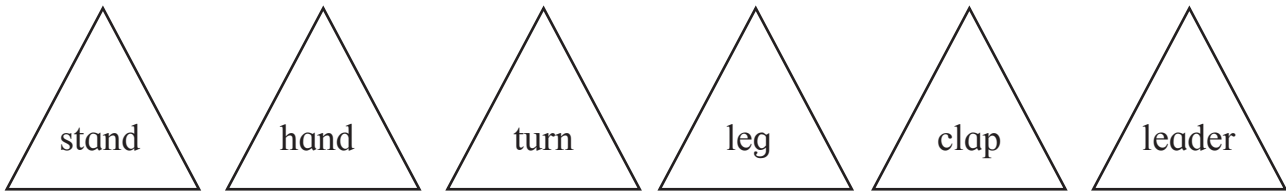
g	r	a	p	e	s	z	o	t	b	grapes
m	t	c	d	f	x	s	o	n	a	_____
w	a	t	e	r	m	e	l	o	n	_____
f	h	i	j	o	l	k	q	r	a	_____
a	c	h	e	r	r	y	t	p	n	_____
p	i	n	e	a	p	p	l	e	a	_____
p	c	h	l	n	d	k	f	w	g	_____
l	m	a	n	g	o	q	s	i	u	_____
e	s	w	e	e	t	l	i	m	e	_____
j	n	p	a	p	a	y	a	v	y	_____



grapes



4. Identify the action word and colour the triangle.



5. Give the instructions to play the game.

Follow the Leader

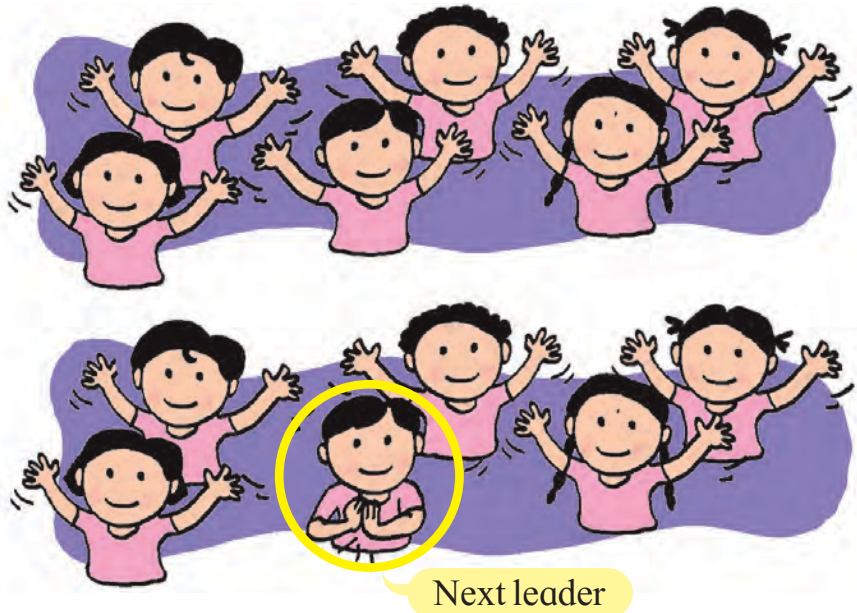


For the Teacher :

- Select a leader.
- Ask the leader to give instructions.
- The children follow the instructions.
- The child who skips the instructions will be the next leader.

Instructions :

- Blink your eyes.
- Shake your hands.
- Tap your knees.
- Pull your ears.
- Touch your shoulders.



6. Identify the hidden smaller word in the given word. Circle and write it.

Example : m(at) → at (me)n → me r(ice) → ice

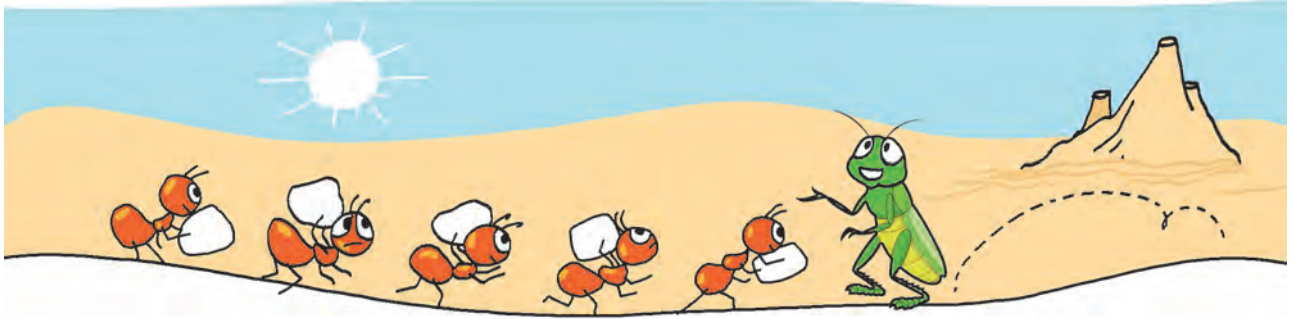
stand → _____ down → _____

around → _____ your → _____

clap → _____ blink → _____

**Do you know?**

- The names of insects.

1. Listen, repeat and read.

An ant and a grasshopper were good friends. During summer, the ant worked hard to collect food. While the grasshopper enjoyed the sunny weather. It played all day and collected no food.



When winter arrived, the ant was resting. It was eating the food gathered during summer. The hungry grasshopper asked the ant for some food. The ant gave it some.

The next day, the grasshopper again asked the ant for food. The ant replied, “I am sorry, my dear friend. This food is just enough for my family. We all worked hard the whole summer to gather food. You enjoyed the summer time. You did not save any food for the cold winter. We cannot share food with you now.”



Moral : Work hard today for a better tomorrow.

2. Listen and write.

grasshopper

during

summer

hard

collect

winter

arrived

resting

gathered

hungry

enough

share

3. Rearrange the letters to make a meaningful word.



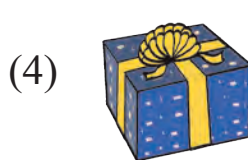
tan _____



kobo _____



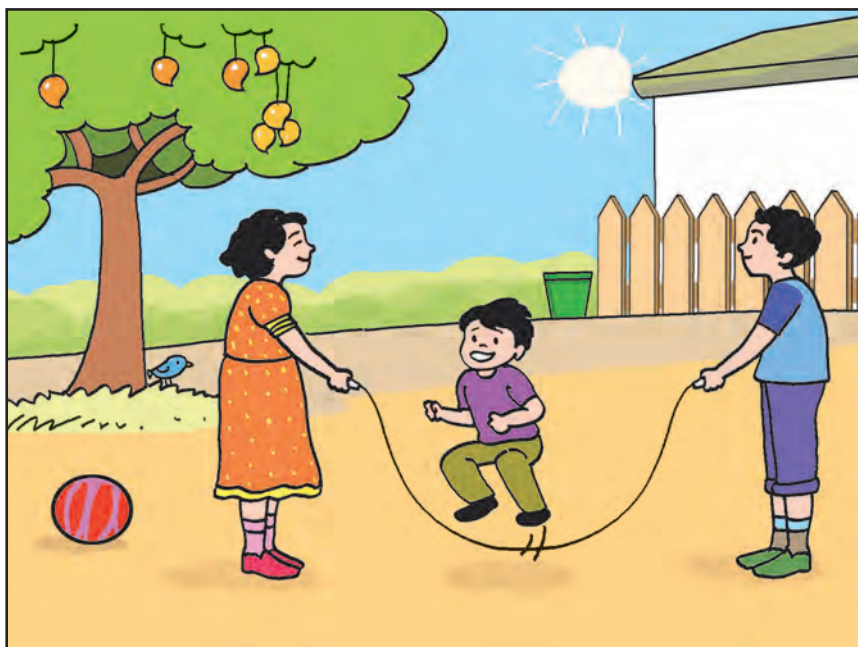
oodf _____



figt _____

4. Discuss the story on page no. 55 and enact it.

5. Spot the five differences and circle them.



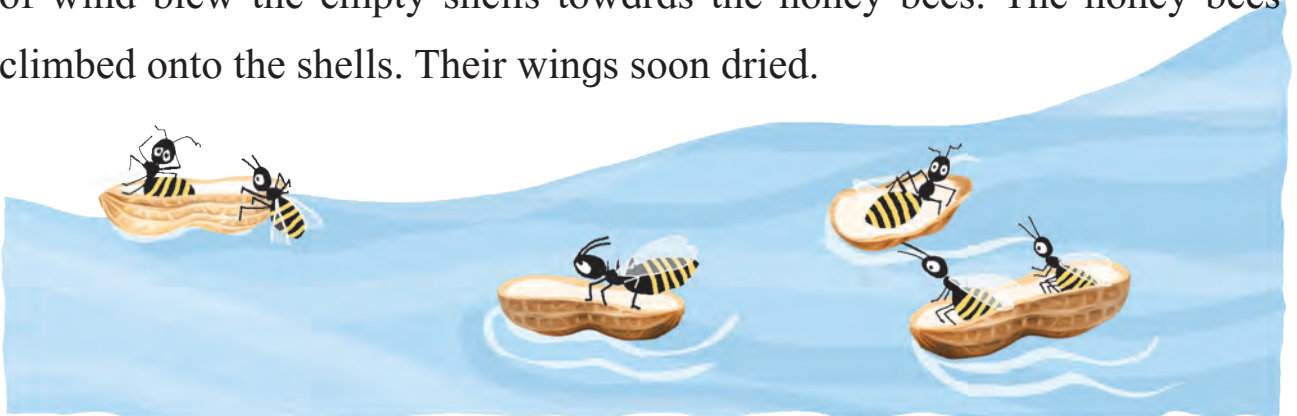
**1. Read aloud.**

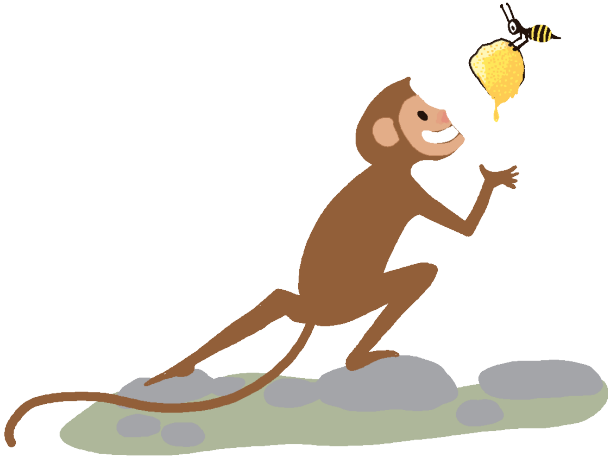
Minku, the monkey was playing under a tree. The tree was near a lake. Minku found some groundnuts lying near the tree. He was hungry.

Minku cracked open the groundnuts and ate them all. Suddenly, he heard a loud sound of bees buzzing.

“Help, help,” cried the bees. Minku saw the honey bees falling into the lake. He ran to see them. Their wings had become wet. They were unable to fly.

Quickly, Minku threw the empty groundnut shells into the water. A gust of wind blew the empty shells towards the honey bees. The honey bees climbed onto the shells. Their wings soon dried.





Now the honey bees could fly again. They were very happy. The queen bee thanked Minku. She gave Minku some honey. 'Today is my lucky day,' thought Minku and he happily had the honey.

Moral : Be kind to all.

2. Read and write.

groundnuts

lying

cracked

suddenly

buzzing

honey

quickly

empty

gust

shells

climbed

dried

3. Make sentences using the following words.

kind

tree

happy

fly

bees

4. Answer the following questions.

- (1) Where was Minku playing?
- (2) Where was the tree?
- (3) Who thanked Minku?
- (4) Why was Minku happy?

5. Discuss the above story and enact.

6. Fill in the blanks with position words from the bracket.

(under, near, onto)

- (a) The tree was _____ a lake.
- (b) Minku was playing _____ a tree.
- (c) The honey bees climbed _____ the shells.



1. Listen and recite.



My kitty cat is black and **white**,
She sleeps all day and plays all **night**.



At dawn she knows when to be **fed**,
And walks atop my sleepy **head**.



Once she finally gets her **food**,
She soon adopts a happy **mood**.



Then in the chair she likes the **best**,
She stretches out to take a **rest**.



- Ryan Gibbs

2. Read and write.

kitty

black

white

sleeps

night

dawn

fed

sleepy

finally

food

adopts

mood

chair

stretches

3. Write the word that rhymes with the following.

white _____

fed _____

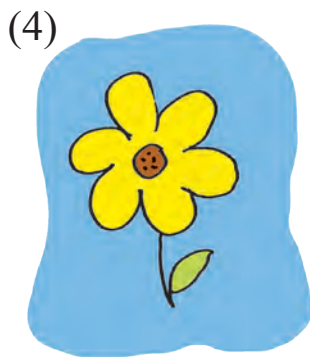
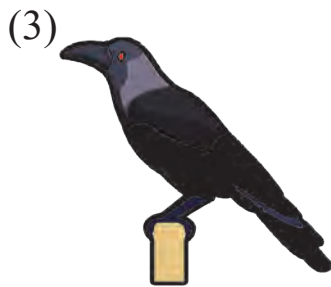
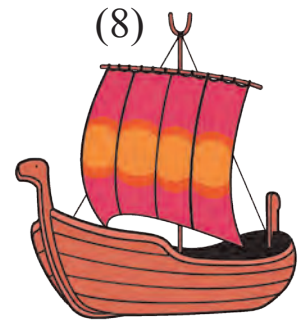
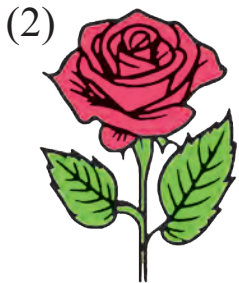
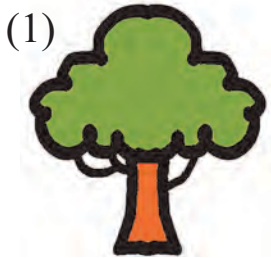
food _____

best _____

4. Write two to three sentences on 'My Pet'.

5. Solve the following crossword puzzle.

Crossword



			(1)					
		(3)		(2)	r			
(4)			o				(5)	r
		(7)						(9)
(6)	m				n			
				(8)				a



4.1

A boy went walking



1. Listen and sing.

One day a boy went walking

And walked into a store.

He bought a pack of pencils

And laid them on the floor.

The boy began to whistle

He whistled up a tune.

And all the little pencils

Danced around the room.



2. Read and say.

walked

store

bought

pack

laid

floor

began

whistle

tune

little

danced

around

3. Answer the following questions.

- (1) Who went walking one day?
- (2) Where did the boy go?
- (3) Who began to whistle?
- (4) Who danced around the room?

4. I spy with my little eyes.

(1) A colourful object filled with air...

(2) An animal that cat loves to chase...

(3) An insect with colourful wings...

(4) A furry animal with long ears...

(5) A thing that you use to write...

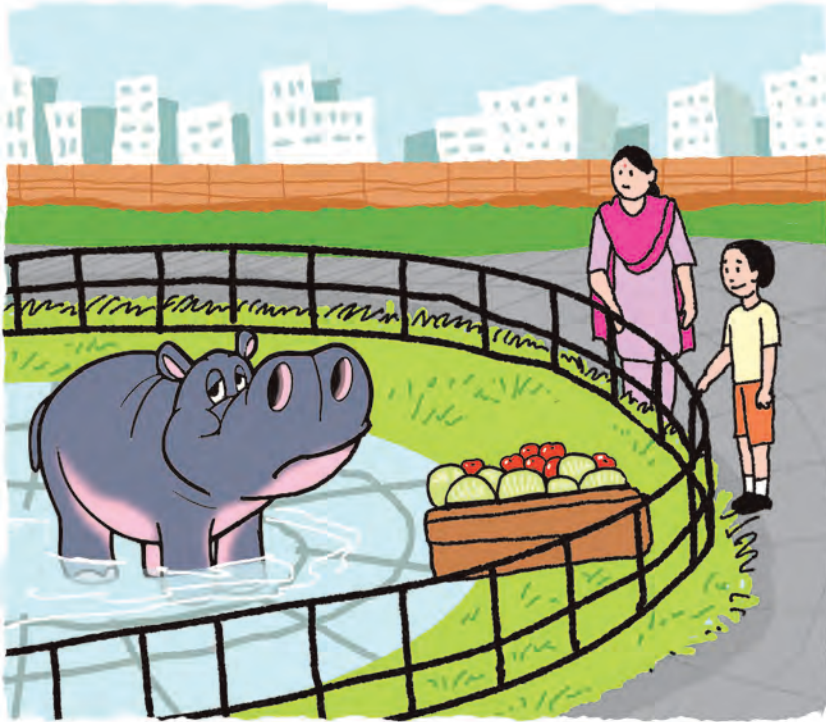


For the Teacher :

- Show the flash cards of different objects.
- Ask questions and encourage the children to answer correctly.



1. Listen, read and write.

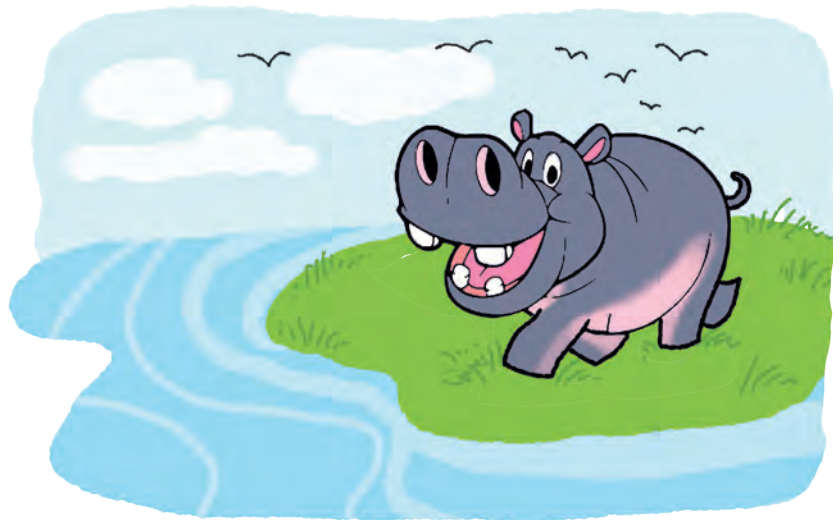


Harry, the Hippo, was brought to the zoo. The zookeeper prepared a nice pond for him to swim in. At lunch, the zookeeper gave Harry some apples and cabbages. But he wasn't happy.

Harry didn't like the small pond or the noises of the people

around him. He missed his home and the big river. He also missed the tall trees and the other animals. He wanted to return to the jungle where everything was peaceful.

The zookeeper found that Harry was unhappy in the zoo. He decided to send him back to the jungle. From that day onwards, Harry lived happily in the jungle.



2. Listen and read.

Harry

Hippo

zookeeper

apples

cabbages

missed

tall

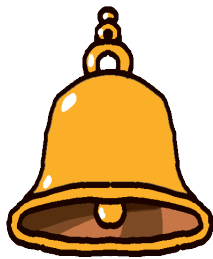
3. Fill in the letters to complete the word.



ba ___



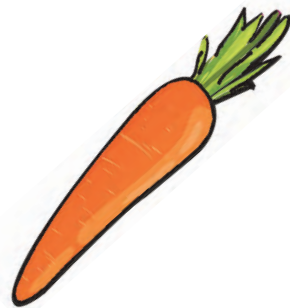
cla ___



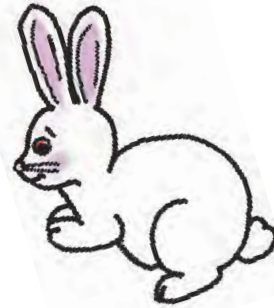
be ___



dre ___



ca ___ ot



ra ___ it

4. Magic 'e'

- Add 'e' to make a new word.

mad - made

bit - _____

not - _____

tub - _____

rat - _____

fin - _____

hop - _____

cub - _____

can - _____

kit - _____

rot - _____

cut - _____



1. Listen and sing.

Betty Botter bought some butter,
But, she said, this butter is bitter;
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter
will make my batter better.



2. Practise these tongue twisters.

Bunty's big
blue balloon
burst.

Chintu chews
crunchy
chocolate.

3. Listen and read.

Betty

Botter

bought

butter

batter

bitter



1. Practise the following conversation.



2. Read and write.

nature

forest

cute

sly

bush

scary

snake

tortoise



For the Teacher :

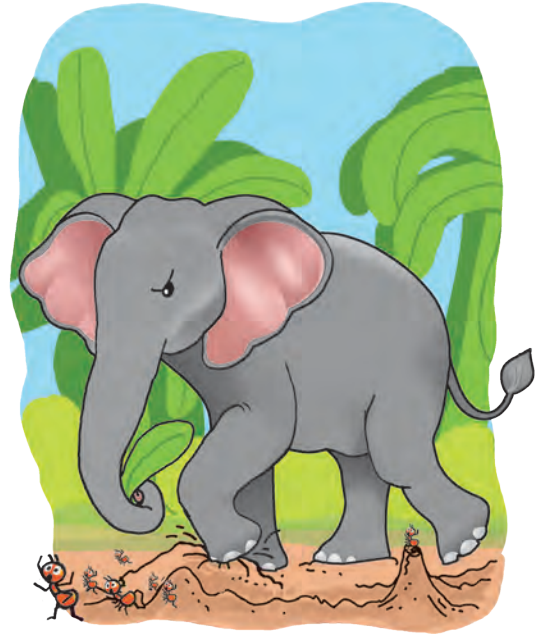
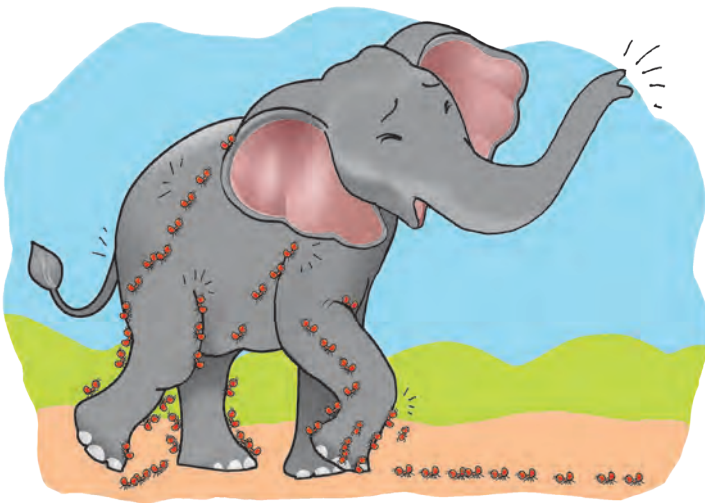
- Ask the children to observe the picture.
- Read the conversation loudly.
- Help the children to complete the conversation using describing words.



1. Read aloud.

Once upon a time, there lived a huge elephant in the forest.

Everyday, it would walk heavily stomping the anthills. The ants decided to teach the elephant a lesson.



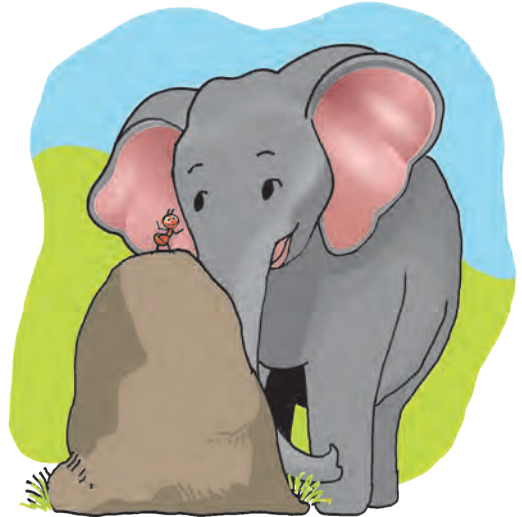
One day, the elephant was eating banana leaves. All the ants started biting it. The elephant was unable to bear the pain. It began to

trumpet loudly.

The ants felt sorry for the elephant. They said, “We are sorry. We wanted to teach you a lesson.”

The elephant realised its mistake. It understood that all living beings feel pain.

From that day onwards the elephant did not trouble others.



Moral : Might does not always make right.

2. Listen and write.

huge elephant heavily stomping anthills lesson
banana leaves biting pain trumpet loudly realised
mistake understood onwards trouble

3. Complete the following sentences.

- (a) The ants decided _____.
- (b) The elephant was unable _____.
- (c) It understood that all living beings _____.
- (d) From that day onwards the elephant _____.

4. Tick the characters from the story.

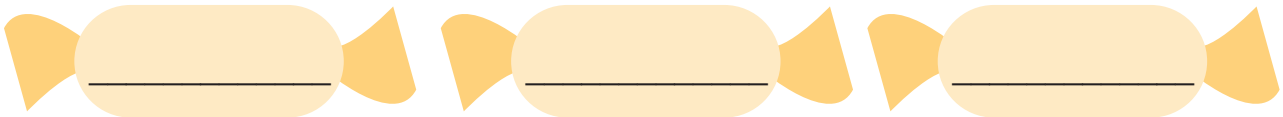
tiger elephant dog butterfly ant

5. Write the following words in alphabetical order.

- (a) bear, elephant, ant



- (b) leaves, banana, forest



- (c) sun, moon, cloud



6. Discuss the changes in the behaviour of the elephant.

7. Read and discuss a story book about animals.



1. Observe the picture of planets.



2. Read aloud.

Baby Bear wanted to go to Mars. He asked Mamma Bear, “Can I go to Mars?” Mamma Bear replied, “Yes, you can, but you need to have a rocket to reach there.”



Baby Bear found a broom lying on the floor. He said, “Here it is Mamma, can I go now?” Mamma Bear said, “No dear, you can’t go, you need to have a space helmet.”



Baby Bear went to the kitchen and found a round shaped pot. He asked, “Now can I go to Mars?” Mamma Bear replied, “Yes dear, you can, but you have to wear space shoes.”



Baby Bear found big boots on the shoe rack. He collected all the things and packed his bag. Now, he was ready for the adventure! Just then his mother woke him up, “Come on, wake up! It’s time to go to school.”



3. Read and write.

bear

Mars

replied

rocket

reach

broom

space

helmet

shaped

shoe rack

collected

adventure

woke

4. Tick the correct answer.

(1) What did the Baby Bear find as a rocket?



(2) What did the Baby Bear choose as a space helmet?



(3) What did the Baby Bear use as space shoes?



**Would you like to know more about the planets?
Read more stories about the planets with the help of your parents.**



1. Listen and read aloud.



Abhi was a well-mannered boy. He was liked by all. His parents taught him good habits. They wanted him to be a good person.

One day, Abhi went to his friend's house. His friend was not at home. Abhi saw a pencil box lying on the table. It was a beautiful box. Abhi liked it very much. Abhi wanted to take the pencil box home.



But suddenly, he remembered his mother's words. She always told him to be honest. She had told him not to take anything that did not belong to him.

So, without touching the pencil box, he came back home. Abhi felt happy that he had done the right thing.



Moral : Honesty is the best policy.

2. Read and write.

well-mannered

parents

person

beautiful

suddenly

remembered

honest

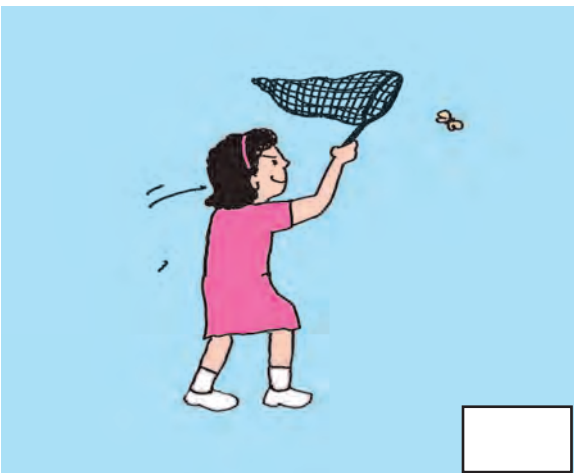
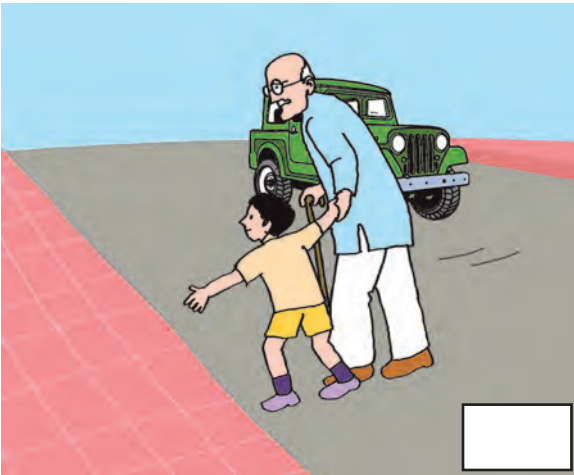
belong

touching

3. Answer the following questions.

- (1) Who taught Abhi good habits?
- (2) Where did Abhi go?
- (3) What was there on the table?
- (4) What did Abhi remember?
- (5) Why was Abhi happy?

4. Mark a tick for good deeds and a cross for bad deeds.





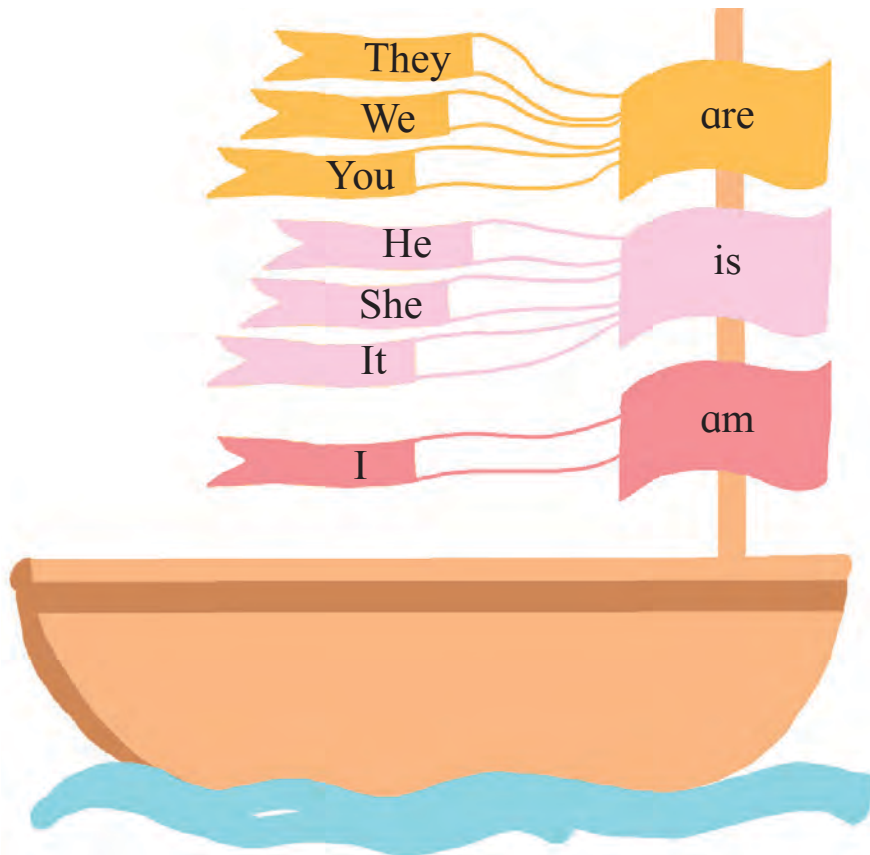
1. Look and discuss.



2. Look at the picture on the previous page. Write three sentences on any one topic given in the box. **The Park, Kites, Trees**

3. Observe the picture and fill in the blanks.

Sailing with (am / is / are)



- (1) I _____ a boy/girl. (2) We _____ children.
- (3) She _____ a girl. (4) He _____ a boy.
- (5) They _____ talking. (6) It _____ a book.
- (7) You _____ my friend. (8) I _____ in Grade One.
- (9) It _____ cow. (10) You _____ late.



1. Listen and read aloud.

Aman was happy. It was his mother's birthday. He wanted to give her the best gift. He took out all the money from his Kiddy Bank.



He went to the market. There he saw bangle boxes, hand bags, hair clips and many more things. He did not buy them. He wanted something special for his mother. He came back home tired and sad.

Suddenly, he had an idea. He made a greeting card saying, "MOTHER, YOU ARE THE BEST!" Aman went to his mother and said, "Happy Birthday, *Aai*. I wanted to give you a gift as good as you are!"



Mother hugged Aman and said, "Thank you, Aman. This is the best gift I have ever received!"



2. Listen and repeat.

birthday

Kiddy Bank

market

bangle boxes

clips

special

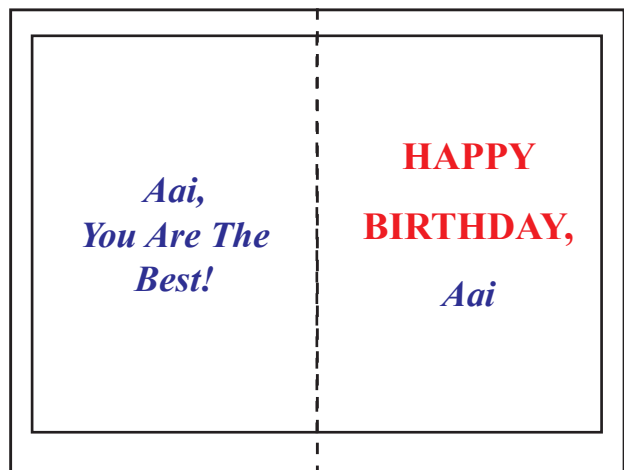
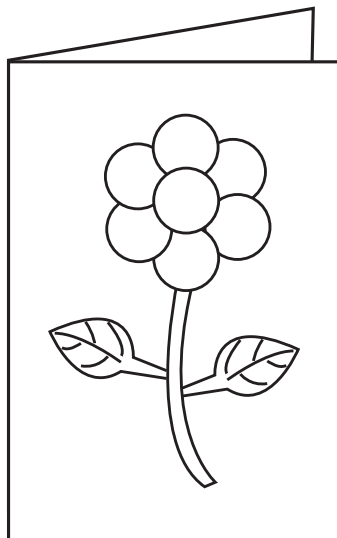
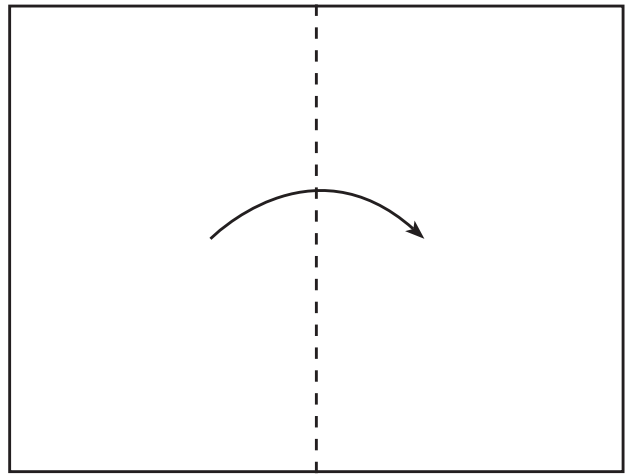
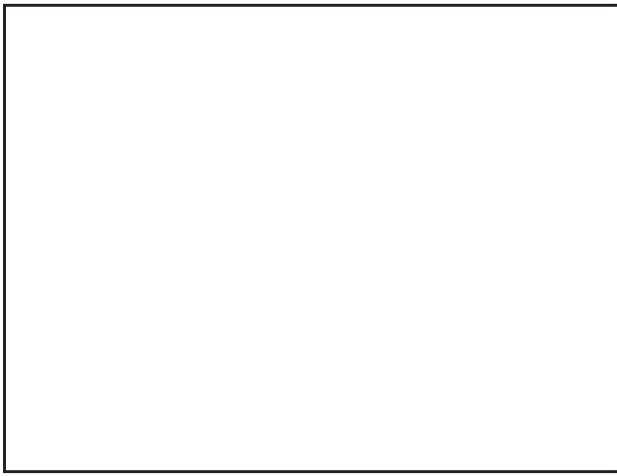
greeting card

hugged

received

3. Activity

Write steps to make a greeting card. Colour the card.



**1. Listen and repeat.**

When school is out
And summer is **here**,
My family comes together
To celebrate the **year**.
We have a big cookout
With lots of great **food**.
We laugh, we play,
And leave in the best **mood**.

- Lauren Shirk



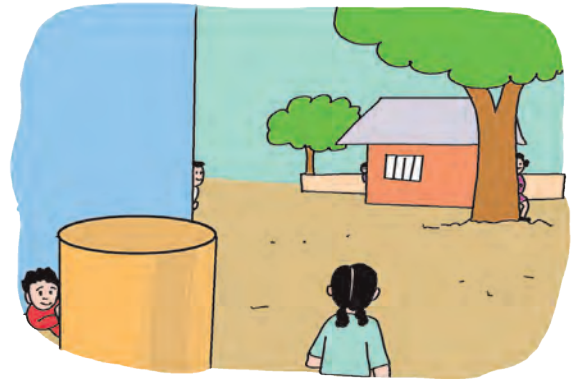
2. Which indoor and outdoor games will you play this summer?

3. Share an incident of your summer vacation.



1. Listen and read aloud.

Summer holidays have begun. Ashish doesn't like to sleep for a long time. Sometimes he and his friends go to the park or watch cartoon show on the T.V. They like to play cricket or hide and seek in the courtyard.



Every summer, Ashish goes to his native place. There he helps *Aaji* in the kitchen. He also helps his *Ajoba* to take care of plants and trees. In the evening, he often goes for a bicycle ride with his friends. Sometimes they go to the hilltop to see the sunrise or to the beach to watch the sunset.

He likes to swim in the river with his cousins. If his *Amar Mama* is not very busy, he takes them for a trek. Ashish likes to sleep in the open and look at the stars. Summer holidays are never too long for him.



How do you spend your summer holidays?

Discuss with your friends.

2. Read and write.

summer

holidays

begun

cartoons

courtyard

native

ride

sunrise

beach

sunset

cousins

busy

trek

3. Tick your favourite summer activities.

- Playing outdoor games.
- Reading story books.
- Going on family picnics.
- Swimming.
- Drawing pictures.
- Flying kites.
- Exploring nature.
- Collecting seashells.

4. Write the names of the following games and play with your friends/parents.













Hide and seek, *Lagori*, Chain game, Five Pebbles, Tip-Cat, Spinning the top

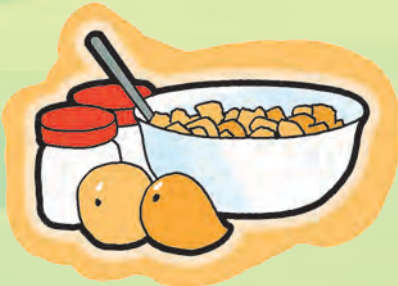
5. Listen and do.

Let's make a summer salad.



Things we need :

- Two raw mangoes
- One teaspoon salt
- One tablespoon sugar
- One teaspoon chilli powder
- Plate or bowl
- Knife
- Spoon



Let's begin.

- Wash the raw mangoes thoroughly.
- Cut the raw mangoes into small pieces.
- Sprinkle salt and chilli powder.
- Add sugar.
- Mix well with a spoon.

Our yummy summer salad is ready to eat.



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

Call **1098**...because some numbers are good!
They change lives!!!



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development.



Provide students with age-appropriate guidance on recognizing and understanding good touch and bad touch, ensuring their physical and emotional well-being.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥धृ॥

भिती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥



MAHARASHTRA STATE BUREAU OF
TEXTBOOK PRODUCTION AND
CURRICULUM RESEARCH, PUNE.

इंग्लिश बालभारती ग्रेड वन

(For free distribution)



समग्र शिक्षा
Samagra Shiksha