

Consciousness Development Value Education



Class 1

English Text and Exercisebook

Based on Chetna Vikas Mulya Shiksha and NCERT
recommendations

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Prayer

Invocation to them,
invocation to them with gratitude
Who are guides of the righteous path
Together we bow to them
Together we bow to them

Admiration for them,
admiration for them with deep regards
Who are kind gracious and compassionate
Together we bow to them
Together we bow to them

Salutation to them,
salutation to them with high esteem
Who are engaged in universal goodness
Together we bow to them
Together we bow to them

Veneration for them,
veneration for them with dignity
Who educate and inspire humankind
Together we bow to them
Together we bow to them

Devotion to them,
devotion to them with reverence
Who help in development of consciousness
Together we bow to them
Together we bow to them

-Chani R.Chawda

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Lesson 1

MOTHER

**Mummaji is so loving,
Oh! She is so caring,**

**Helps me keep my body clean,
Helps me keep my body fit.**

**Mummaji is so loving,
Oh! She is so caring.**

**Helps me get ready for school,
Helps me get ready to play.**

**Mummaji is so loving,
Oh! She is so caring.**

**Helps me learn the right things,
Helps me seek the right path.**

**Mummaji is so loving,
Oh! She is so caring.**

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Answer in YES and NO

1. Does *mummaji* give you a bath everyday?
2. Does *mummaji* cook food for everyone at home?
3. Does *mummaji* pack your tiffin/lunch box?
4. Did *mummaji* wake you up today?
5. What did *mummaji* pack in your lunchbox today?
6. Did *mummaji* tell you a story?
7. Does *mummaji* care for you?

1. Listen and Speak after the teacher (sentences based on words from the chapter)

me, she, my, ready, food, in, the,
fit, learn, clean

- **She** is taking a bath.
- **My** mother is cooking food.
- **My** bag is ready.
- I'm **ready** for school.
- Get **ready** for bed.
- **Ready!** Get set! Go!!
- **The** food is in the lunch box.
- **The** crayons are in the box.
- I like to stay **fit**.
- Bhaiji is **fit**.
- I want to **learn**.
- I **learn** to sing.
- I **clean** my shoes.
- Let's **clean** the table.

II. Reading is Fun

1. Write the first letter.



....ug



.....oap,



.....ap



.....ater



.....un



....ash



.....omb



.....rush



.....ilk



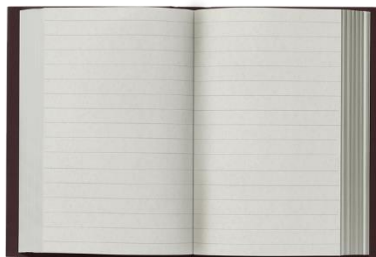
.....ruit



.....ag



.....ottle



....ook



.....ath

III. Language Skills

A. Naming words

All people, places, animals, things, and relationships have names to identify them. These are called naming words. Like, man, house, cow, book, father etc.

1. Let us look at some names of our relationships. Stick photos in front of the name/relationship.

mother	
father	
brother	
sister	
grandfather	
grandmother	

2. Match the picture to the name

table	
shoes	
ball	
girl	
man	
flower	
tree	
pond	

dog	
home	
park	
cow	
crow	

Lesson 2

FATHER

Like my father
I want to be
I want to be, I want to be

He guides me, inspires me
reminds me, helps me
Like my father
I want to be
I want to be, I want to be

He loves me, corrects me
needs me, protects me
Like my father
I want to be
I want to be, I want to be

He tickles me, cuddles me
lifts me, hugs me
Like my father
I want to be
I want to be, I want to be

EXERCISES

I. Let's Talk and Understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

guides, teach, protects, corrects, plays, helps, hugs

- a. Does your father guide you?
- b. Does your father teach you new things?
- c. Does your father play with you?
- d. Does your father help you in your studies?
- e. Does your father correct your mistakes?
- f. Does your father hug you?

2. Conversation:

What do you want to do?

- I want to write numbers.
- I want to write a story.
- I want to read a story book.
- I want to read about animals.
- I want to draw a tree.
- I want to draw a balloon.
- I want to learn how to ride a cycle.
- I want to learn how to swim.

II. Listen and Speak after the teacher

1. Usage of I and You

Read these sentences aloud with your teacher along with action.

1. **I am** a human
2. **You are** a human.
3. **I am** in Class.
4. **You are** in Class 1.
5. **I am** going to eat.
6. **You are** going to eat.
7. **I am** from Raipur.
8. **You are** from Raipur.
9. **I am** a (boy / girl)
10. **You are** a (boy / girl)

1. Fill in the blanks with **I** or **You**.

1. am a boy.
2. are a teacher.
3. am dancing.
4. are reading a book.
5. are going to school today.
6. am playing.

III. Vocabulary

1. Story time with sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

here	one	two	four
brown	all	are	be
black			

Arnav betaji was playing with his friends in the garden. Mummaji had given him fruits to have with his friends. After playing for an hour, he called his friends. "Please come **here** bhaiji and behanji. I have got some fruits which we can share. I have **one** pomegranate



, **two** apples



and **four** bananas



in this

brown basket



. **All** of us **are** hungry. Fruits can **be** a feast

for now. Let us sit on the **black** bench



and enjoy it together."

IV. Language Skills

A. Doing words (listening-Speaking)

Words that tell us what a person, animal or thing does is called a **doing word** .
Like **talk, walk, and eat**.

1. Let us speak after the teacher

- I **play** with my sister.
- I **eat** with my family.
- I **cook** with my father.
- I **sing** with my mother.
- I **sleep** with my grand-father.
- I **read** with my teacher

B. Another Word for Naming Words

Some words are used in place of naming words. Like **she** is used for a girl or a woman, **he** is used for a boy or a man and **it** is used for an animal, a thing or a place

1. Look at the picture and make the correct sentences using **He** and **She**.

•			He	is	my mother.
			She		my father.
•			He	is	my mother
			She		my father
•			He	is	my brother.
			She		my sister.
•			He	is	my brother.
			She		my sister.

Reading and Writing

1. Fill the blanks with **He**, **She** or **It**.

 He (a boy)	 She (a girl)	 It (a thing)
 is going to school.	 is a globe.	 has a coat.
 is playing ball.	 likes frogs.	 is a flower.
 is a bicycle.	 is running.	 is skating.

2. How does your father take care of you? Fill in the blanks with **father** or **he**. The first one has been done for you.

father	he
---------------	-----------

1. My **father** guides me.
2. Myinspires me.
3. reminds me.
4. My helps me.
5. loves me.
6. Mycorrects me.
7.protects me.
8. My tickles me.
9.cuddles me.
10. My lifts me.
11.hugs me.

3. Write these sentences in your notebook and underline the bold words.**-at** family words

1. I **sat** on a **mat**.
2. I play with a **bat**.
3. The **cat** saw a **rat**.
4. The **rat** is **fat**.
5. Wear this **hat**.
6. **Pat** his back.

-an family words

1. I **ran** to the gate.
2. It is a **can** of fruit.
3. The **fan** is on.
4. A **man** is in the **van**.
5. Oil is in the **pan**.

-ap family words

1. Wear this **cap**.
2. **Tap** your feet.
3. Take a **nap**
4. Sit on my **lap**.
5. Look at the **map**.

-ad family words

1. This smell is **bad**.
2. I am a **lad**.
3. It is a writing **pad**.
4. Neha is **sad**.

4. Let's Read-Write-colour

Read	Write	Color
hat		
bat		
mat		
cat		
rat		

5. Complete the sentence with the matching -an word.

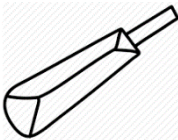
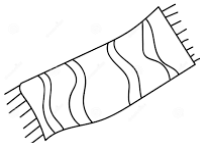
I cook in a	
Can you open the	
I drive a	
I have a green	

6. Find the words. The words go → and ↓ .

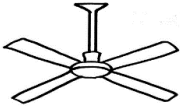
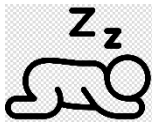
☐ can	c	a	n	r	e
☐ ran	s	w	h	a	k
☐ man	p	m	a	n	f
☐ fan	a	u	t	d	a
☐ pan	n	u	v	a	n
☐ van	i	f	b	o	t



7. Write the word for the picture in the lines.

cat		..... ..... ..... .....
bat		..... ..... ..... .....
hat		..... ..... ..... .....
mat		..... ..... ..... .....

8. Write the word for the picture in the lines.

man	..... ..... ..... .....
can	..... ..... ..... .....
fan	..... ..... ..... .....
tap	..... ..... ..... .....
lap	..... ..... ..... .....
nap	..... ..... ..... .....
map	..... ..... ..... .....
pan	..... ..... ..... .....
cap	..... ..... ..... .....

VI. Activities

Draw the following picture in your drawing book and colour it



Lesson 3

BROTHERS AND SISTERS

**We are brothers and sisters
We grow and play together
We are brothers and sisters
We grow and play together**



**We are together as we care
We are together as we share
We are together as we care
We are together as we share**



**We are brothers and sisters
We learn and practice
together
We are brothers and sisters
We learn and practice together**



**We are together as we trust
We are together as we
respect
We are together as we trust
We are together as we
respect**

EXERCISES

I. Let us Talk and Understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

cooperate, together, help, share, wait, listen, appreciate, laugh, trust, respect

- Why do you like to come to school?
- What do you do together with your brothers and sisters?
- Do you like to play with everyone or alone?
- Do you like to help your brothers and sisters?
- Do you like it when your *bhaiji* or *bahanji* help you?
- When you make a mistake or are unable to do something properly, do you want others to help you or to make fun of you?
- When you are speaking with the teacher, should other's listen or should interrupt the teacher?

II. Let us Read and Speak

1. **What do you do with your brothers and sisters? Read these sentences aloud with your teacher.**

I	play with	my brothers and sisters.
	learn with	
	practice with	
	care for	
	share with	

We	play	together.
	grow	
	learn	
	practice	
	study	

III. Reading is fun

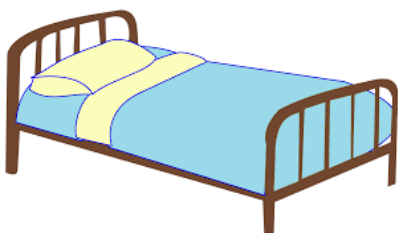
1. Read aloud with your teacher. Then fill in the highlighted words in the boxes.

-et family words

a. It is his pet .		
b. Get the pencil.		
c. The jet is flying high.		
d. It is a mosquito net .		
e. My hands are wet .		
f. Let me join the game.		
g. I met him yesterday.		

2. Choose the correct words from the box. Write over the correct words with a coloured pencil.

-ed family words



a. It's time to go to **bed**.

bed	bat	rat	bed
bad	dot	bed	net



b. Mother **fed** me food.

fan	man	jam	fed
red	fed	fin	fed



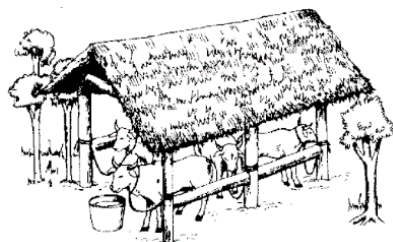
c. I like **red** apples.

red	red	cat	red
pan	rat	fed	led



d. His name is **Ted**.

had	bed	tin	Ted
won	Ted	Ted	ton



e. It is a cow **shed**.

shed	fed	shell	shed
call	sat	shed	bell

3. Read the sentences after your teacher.

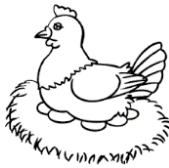
-en family words



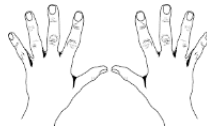
a. **Ben** and **Ken** are friends.



b. A lion lives in a **den**.



c. A **hen** lays eggs.



d. I have **ten** fingers.



e. *Papaji* has a black **pen**.



f. Two **men** are in the van.

4. Search the given words and trace over it:

TEN, MEN, PEN, DEN

D	E	N	T
M	A	S	E
E	P	E	N
N	V	O	U

IV. Vocabulary

1. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

was	went	will	what
when	white	that	there
this	they	too	

Dadaji and the Park

Dadaji **went** to the park.



This park was not far.

When he returned, he **was** very happy.



dadaji, "What did you see in the park?" Dadaji said, "**There**

are many **white** cranes in **that** park.



They

have a very long beak."

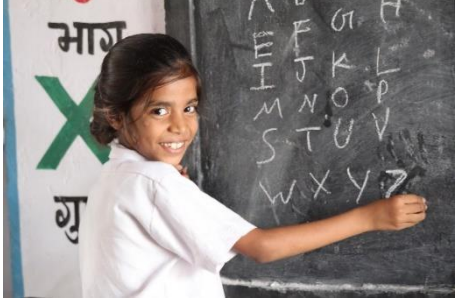


Tomorrow I **will** go

with him **too**.



2. Write these sentences with new words in your notebook

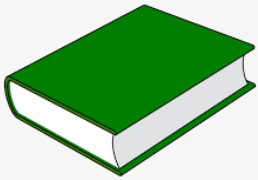
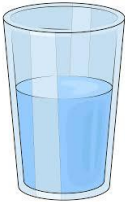
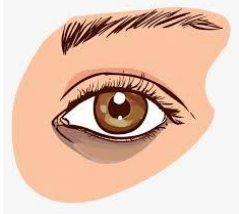
I can learn. Look at me learn. Learn with me. What shall I learn?	
I can share. Look at me, share. Share with me. What shall I share?	
I can play. Look at me play. Play with me. What shall we play?	
I can practice. Look at me practice. Practice with me. What shall I practice?	

V. Language Skills

a and an

We use 'an' with words starting with a,e,i,o,u before a naming word, and we use 'a' with words starting with other alphabets for example a bag, a clock, an orange

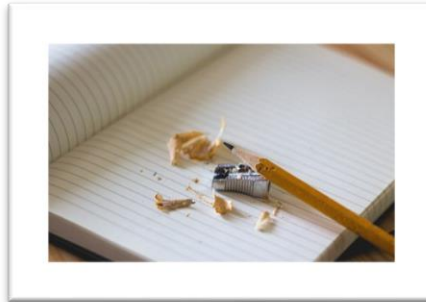
1. Look at the pictures and repeat the sentences.

 This is <u>a</u> book.	 This is <u>a</u> glass.
 This is <u>a</u> ball.	 This is <u>an</u> apple.
 This is <u>a</u> car.	 This is <u>a</u> house.
 This is <u>a</u> shoe.	 This is <u>an</u> ant.
 This is <u>an</u> eye.	 This is <u>a</u> girl.

Lesson 4

MY SCHOOL

To know myself,
To know my goal,
With the teacher,
I study in school.



To know all things,
To know their
worth,
With the teacher,
I study in school.



To listen and speak,
To read and write,
With the students,
I study in school.



To sing and dance,
To learn and play,
With the students,
I study in school.



EXERCISES

I. Let's Talk and Understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

listen, learn, sing, play, to know, study, write, properly, in the right place

1. What do we do in school?
2. Do you listen to your teacher?
3. What do you like in school?
4. Where do we keep our bags?
5. Where do we keep our bottles?
6. Where do we keep our books?
7. Where do we keep our toys in school?

2. Day to day Conversation (Like)

- Do you like + thing...?
- I like + thing

1. I like fruits.
2. I like mangoes.
3. I like my teachers.
4. I like her care.
5. I like milk
6. I like my friends.
7. I like animals.

II. Vocabulary

1. Listen and Speak after the teacher (sentences based on words from the chapter)

know, goal, teacher, study, school, worth,
with, listen, speak, read, write, sing, dance,
learn, play, students

1. **know** - Do you **know** the time?
2. **goal** - My **goal** is to study well.
3. **teacher** - A **teacher** teaches us.
4. **study** - I **study** at home too.
5. **school** - I like my **school**.
6. **with** - I want curd **with** rice.
7. **listen** - I like to **listen** to good stories.
8. **speak** - I **speak** politely.
9. **read** - I can **read** now.
10. **write** - I **write** neatly.
11. **sing** - We all **sing** Vandana every day.
12. **dance** - We like to **dance**.
13. **learn** - I like to **learn** new words.
14. **play** - I like to **play** with my brother.
15. **students** - **Students** go to school regularly.



2. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

have	his	has	he
school	under	want	ride

Going to School

I **have** a friend. **His** name is Prashant. **He has** a blue cycle.



I **have** a red cycle.



He **rides** his cycle to

school.



I also **ride** my cycle to **school.** We park

our cycles **under** the trees.



The trees are in the

garden.



The garden **has** pretty flowers.



I **want** to play with all my friends



in the

garden. We **want** to learn and study



at school.

III. Reading is fun

1. Read aloud with your teacher. Then fill in the highlighted words in the boxes.

-it family words

1. It is a bag.		
2. Please sit here.		
3. He hit the ball.		
4. The pencils are in the kit.		
5. She lit the candle.		
6. Give me a bit of paneer.		
7. Let's play in the sand pit.		

2. Circle the correct word and write it in the blank space.

-in family words

a) Put it in the recycle _____.	bin cat sit	
b) _____ your hair.	pot bit pin	
c) The bin is made of _____.	tin cot did	
d) Show me your _____.	kit chin rat	
e) Apply oil on your _____.	till skin will	
f) The fish has a _____.	fin man ran	
g) She had a big _____.	grin rat bill	

3. Repeat the sentences after your teacher, then trace over the words

-id family words:

a) Put the lid on the pot. 	lid lid lid
b) Get rid of the rats. 	rid rid rid
c) The kid is playing. 	kid kid kid
d) She did her work. 	did did did
e) The rat hid in a hole. 	hid hid hid
f) We can skid on the wet floor. 	skid skid skid

IV. Let's Write

Read with the teacher and write in the notebook:

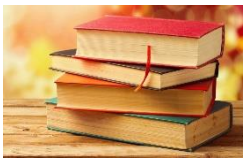
1. I like fruits.
2. I like mangoes.
3. We like our teachers.
4. I like her care.
5. He likes lassi.
6. She likes her school.
7. He likes animals.

V. Language skills

A. One and Many

When we have one of something we have a name for it and when we have more or many of that thing, we have a slightly different name for it.

1. Look at the pictures and repeat after your teacher.

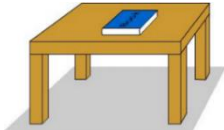
pen		pens	
book		books	
bag		bags	
pencil		pencils	
bottle		bottles	
chair		chairs	

B. Where is it?

Words that tell us **the location** of a thing or person or animal

1. Look at the picture and write the sentences in your notebook, using the correct word to show the location. The first one is already done.



1. The book is the table. ○ The book is <u>on</u> the table.	
2. The cow is the field	
3. My father is the bicycle.	
4. The food is the table.	
5. The shirt is the box.	
6. The toys are the box.	
7. The shoes are the rack.	

VI. Activity - Let's do

Make an organiser for your desk.

Clean and dry a tin can.

Decorate it with ice cream sticks, cotton yarn, twigs, craft paper or cloth.

Remember to wear an apron!



VII. Practice at Home:

Introduction

1. My name is
2. I study in class 1
3. My school's name is
4. My teacher's name is
5. I live in
6. My father's name is
7. My mother's name is.....
8. There are members in my family
9. I like
10. I want to be a good human being.

Lesson 5

HUMAN BEING



Human beings are all the same.

Body and mind are all the same.

Happily we think good things.

Happily we speak good things.

Human beings are all the same.

Needs and goals are all the same.

Happily we learn good things.

Happily we do good things.

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

human, need, goals, learn, same

1. What do you need?
2. What do you want to learn?
3. Do you like to learn?
4. How much do you think?
5. Which languages can you speak?
6. Which language do you want to learn?
7. Do you want to help people?

- 2. Conversation in English** (*Context-based sentences with key vocabulary. e.g What do you do in the vandana? We form a line. We do exercises. We sing. etc.*)

Who are you?

1. I am (name). I am a human.
2. I am a girl/ boy.
3. I am a student.
4. I am a sister/ brother.
5. You are a human being.
6. We are human beings.

What do we need?

1. I / you/ we need food.
2. I / you/ we need clothes.
3. I / you/ we need water.

What can we do?

1. We can think.
2. We can imagine.
3. We can learn.
4. We can help each other.
5. We can talk.

II. Vocabulary

1. Listen and repeat after the teacher (sentences based on words from the chapter)

human, need, goal, learn, same

human - All **humans** want happiness.

need - I **need** to learn many things.

goal - Our **goal** is to become wise.

learn - We **learn** from our parents.

same - Barkha *behanji* and Manas *bhaiji* have the **same** shoes.

2. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

good	learn	after	again
an	any	as	ask
by	could		

Inspiring Teacher

Prabha didiji is a **good** teacher. We **learn** to dance with her. Dancing is **an** important form of exercise. She **asks** us to do the same steps



again and again. **As** we learn we become good. **After** every class we feel refreshed. We are delighted **by** her dancing



skills. She can do **any** step perfectly. one day we **could** dance as well as her.



We hope that

III. Reading is fun

1. Read and understand with your teacher.

-ot family words

The pot is big.	
The soup is hot .	
Look at the dot .	
I sleep on a cot .	

-op family words

Let's play with the top.	
I hop like this.	
We clean with a mop.	
Let's pop the corn.	

2. Read the sentences after your teacher and match them to the photos.

-og family words:

The dog is white.	
It is a small log.	
So much fog!!	
Behanji likes to jog.	

3. Colour the boxes with the colour of the text.

6. Colour the boxes with the colour of the text.

pot- red hot- blue cot- green dot-orange	pot	hot	dot	cot
	cot	pot	pot	dot
	dot	hot	hot	cot

IV. Language skills

1. Write these in your notebooks

What do we need?

1. I need food.
2. We need food.
3. I need clothes.
4. We need clothes
5. I need water.
6. We need water.

What can we do?

1. I can think.
2. We can think.
3. I can imagine.
4. We can imagine.
5. I can learn.
6. We can learn.
7. I can talk.
8. We can talk.

A. One and Many

1. Read the sentences with your teacher and write them in your notebook.

CW (Things around us (adding 's'))

This is a fan. 	These are fans. 
This is a window. 	These are windows. 

HW

This is a duster. 	These are dusters. 
This is a door. 	These are doors. 
This is an eraser. 	These are erasers. 

CW

Look at this crayon. 	Look at these crayons. 
Look at this chalk. 	Look at these chalks. 

HW

Look at this room. 	Look at these rooms. 
Please clean this table. 	Please clean these tables. 

V. Activity**1. Colour the hands**

Chapter 6

EFFORT

**Our parents work every day,
Our parents serve every day,
For all they do every day,
Effort, effort is the way.**

**We work and serve every day,
We study and play every day,
For all we do every day,
Effort, effort is the way.**

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

effort, hard work, serve, easy, nurture, care, wise, healthy, grow, feel, happy, teach

- Do you need to put an effort to understand what you study?
- What do your parents do for you? Why? (nurture)
- Why do our parents make fresh and tasty food for us? (healthy)
- What does your teacher do with you? Why? (teach)
- Can we do things without putting an effort?
- How do you feel when you learn something new? (wise, happy, easy)

II. Vocabulary

1. Words from the Chapter

Read the words and write the sentences in your notebook.

work, serve, effort, every day, way,

1. **work** - My family **works** every day.
2. **serve** - We **serve** the guests when they visit.
3. **effort** - This work will take time and **effort**.
4. **every day** - *Didiji* sleeps at 10 pm **every day**.
5. **way** - *Bhaiji* shows me the **way** to play cricket.

2. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

every	fly	from	give
going	had	has	her
him	his		

Going On A Train



Chandan and his family are going on a train. They

had to buy the ticket at the station.  They are

going from Raipur to Nagpur.  He has a little

sister.  Her name is Chandni. Every time the train

hoots, she gives him a smile.  They can see the

birds fly outside. 

2. Circle the correct word:**a) his**

his	hers	his	ship	sip
-----	------	-----	------	-----

b) going

gang	going	ghost	green	going
------	-------	-------	-------	-------

c) had

his	had	head	had	hid
-----	-----	------	-----	-----

d) from

from	fish	free	from	friend
------	------	------	------	--------

e) has

his	has	hers	he	has
-----	-----	------	----	-----

f) her

his	her	hers	her	she
-----	-----	------	-----	-----

g) every

every	even	evening	every	east
-------	------	---------	-------	------

h) give

gift	give	got	girl	give
------	------	-----	------	------

i) him

him	hot	him	hit	his
-----	-----	-----	-----	-----

j) fly

few	fly	fry	flew	fly
-----	-----	-----	------	-----

III. Reading is Fun

1. Read aloud with your teacher and fill in the highlighted words on the given lines. Then draw the picture in your drawing book.

-all family words

S.No.	Read the word 	Write the word 	Try and draw the picture in your drawing book. 
1.	call		
2.	ball		
3.	tall		
4.	fall		
5.	mall		
6.	small		
7.	stall		
8.	wall		
9.	hall		

IV. Language Skills

A. Usage of We-They

We - used for yourself in a group

They - used for another group

He - used for another boy

She - used for another girl

1. Trace and match

it	
she	
it	
he	
they	
she	
we	

2. Fill in the blanks with:

he

she

it

they

1. _____ are scared.



2. _____ is in the garden.



3. _____ is drawing.



4. _____ are cycling.



5. _____ is a nurse.



6. _____ are hungry.



7. _____ is a dog.



B. Usage of THEY – THEIR

They = this word is used to indicate another group

Their = This word is used for something that belongs to another group

1. Look at the pictures and repeat after your teacher:

They want to write.		These are their notebooks.
They want to read.		These are their books.
They want to sit.		These are their chairs.
They want to draw.		These are their art files.
They want to drink.		These are their bottles.
They want to write.		These are their tables.
They want to play.		These are their toys.

2. Fill in the blanks with they or their:

1. _____ want to play. 2. These are _____ racquets.	
3. _____ want to eat. 4. These are _____ plates.	
5. _____ want to be warm. 6. These are _____ jackets.	
7. _____ want to colour. 8. These are _____ crayons.	
9. _____ want to travel. 10. These are _____ tickets.	
11. _____ want to brush their teeth. 12. These are _____ toothbrushes.	
13. Can you see _____ house?	
14. _____ are swimming.	
15. _____ school bus is yellow.	
16. These are _____ pencils.	

C. Doing Words**1. Match the picture to the doing word**

	write - writing
	read - reading
	skip - skipping
	jump - jumping
	run - running
	eat - eating
	walk - walking
	dance - dancing

2. Listen and Speak:

1. I **laugh** with my friends.
I am **laughing** with my friends.



2. We **run** in the playground every day.
We are **running** every day.



3. I **swing** with my sister.
I am **swinging** with my sister.



4. We **join** our hands together.
We are **joining** our hands together.



5. I **draw** with my pencil.
I am **drawing** with my pencil.



6. I like to **colour** in my book.
I am **colouring** in my book.



7. I **know** the answer.
Knowing the answer makes me happy.



8. I **wake** up in the morning
I am **waking** up in the morning



Chapter 7

GOAL

**My goal is to
understand the right**

**My goal is to
learn the right**

**My goal is to
live the right**

**My goal is to
do the right**

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

goal, right, parents, teachers, guide, teach, suggest, explain, correct

- a) Who helps you to understand right and wrong?
- b) Does doing things in the right way help us fulfil our goal?
- c) Who tells us how to do the right thing?
- d) Has someone ever shown you the right way of doing something? Share it.

II. Vocabulary

1. Words from the Chapter

Read the words and write the sentences in your notebook.

understand, learn, live,
do, right, goal

1. **understand** - I want to **understand** the story.
2. **learn** - I like to **learn** music.
3. **live** - I **live** in a street which has a lot of trees.
4. **do** - I want to **do** this work today.
5. **right** - helping others is the **right** thing to do.
6. **goal** - her **goal** was to finish reading this book by Sunday.

2. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

how	just	know	let
live	may	of	old
once	open	over	

The Surprise

Harsh bhaiji had a bicycle, which he was not able to ride. It had become



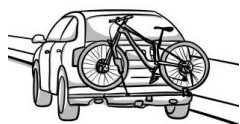
too old so it could not be repaired anymore. “How will I go to play?” he asked his mother. She said, “Your father has decided to buy a new one for you once he returns home in the evening.” She gave him a



glass of orange juice and said, “Your naniji might come over to meet us today.” Just then the doorbell rang and mother asked Harsh to



open the door. “Oh! I can’t believe it’s naniji at the door. I wish you would just live with us. We were just talking about you, naniji,” said Harsh. Naniji said, “I have brought a surprise for you. It’s in the car outside.” Harsh asked his mother, “May I see it now?” Mother said, “Let me help you get your gift my dear.”



“Hurray! It is a new bicycle!” “Naniji, how did you know that I needed one?” He said ‘Thank you’ to his beloved Naniji and rushed to show it to his friends.

“May I ride it now and show it to my friends?” “Yes, sure.” He pedalled away excitedly.

3. Word Search

Find and circle the words:

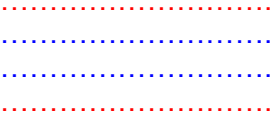
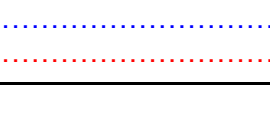
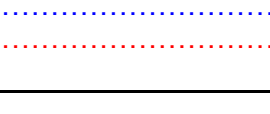
how, just, know, let, live, may, of, old, once, open, over

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

III. Reading is Fun

1. Read aloud with your teacher. Then write the word in the space given and draw the given picture in your drawing book

sk- family word

S.No .	Read the word 	Write the word 	Try and draw the picture in your drawing book. 
1.	skin		
2.	skill		
3.	skip		
4.	skull		
5.	sky		
6.	skates		
7.	skirt		

sm- family word

S.No	Read the word	Write the word	Try and draw the picture in your drawing book.
			
1.	small		 a small spider
2.	smooth		 smooth stones
3.	smoke		 smoke from a chimney
4.	smile		 baby smile
5.	smell		 smell a flower
6.	smart		 smart idea

IV. Language Skills:

A. Usage of My - Your

1. Look at the pictures and repeat after your teacher:



MY



YOUR



Let's learn!



This is **my** bag.



This is **your** doll.



Is this your teddy?
No, it isn't.



Is this your teddy?
Yes, it is.

3 Write. **my your**



This is your ball.



This is _____ bag.

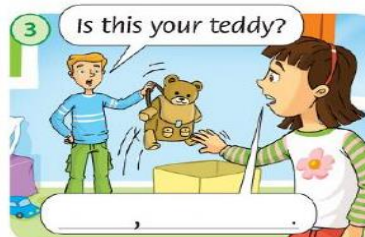


This is _____ car.

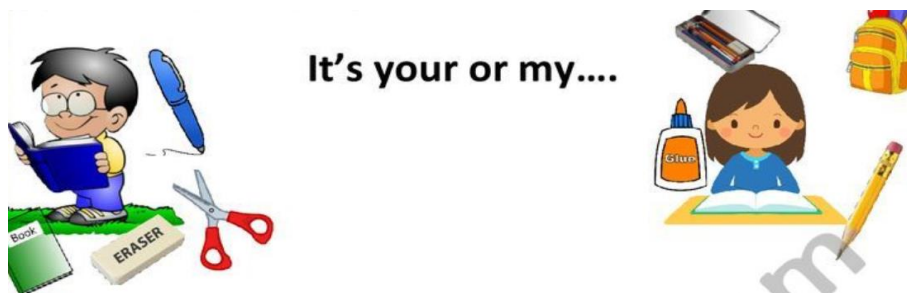


This is _____ puzzle.

4 Write. **Yes, it is. No, it isn't.**



2. Circle the correct word:



	It's (my/ your) eraser.	
	It's (my/ your) glue.	
	It's (my/ your) scissor.	
	It's (my/ your) bag.	
	It's (my/ your) pen.	
	It's (my/ your) pencil box.	
	It's (my/ your) pencil.	
	It's (my/ your) book.	

B. Usage of HIS - HER

1. Look at the pictures and repeat after your teacher:

HIS



His name is Veer.

He is polite.

He helps **his** mother.

HER



Her name is Nitya.

She is polite.

She helps **her** friends.

2. Fill in the blanks with the correct word

his	her
-----	-----

1. This is my *bahanji*. _____ name is Sunita.
2. This is my *bhaiji*. _____ name is Aarav.
3. This is my *papaji*. _____ name is Krishna.
4. This is my *mummyji*. _____ name is Kaveri.
5. That is my *dadiji*. _____ name is Rekha.
6. That is *dadaji*. _____ name is Darshan.

C. Describing Words

We often use the names of **colours** to describe.

1. Write the names of these colours 3 times in your notebook.

red, blue, green, yellow, orange, pink, brown, black, white

2. Look at the picture carefully and fill in the blanks with the correct words in your notebook.

	
His shirt is.....and _____	Her shirt is and
His shoes are	Her shoes are
His pants are	Her pants are
His hair is dark	Her hair is light
His eyes are	Her book is

3. Colour the bird that is **inside yellow**.
Colour the bird that is **outside brown**.



A. Doing Words

1. Read and write these question and answers related to doing words in your notebook:

	What is she doing? <i>Bahanji</i> is taking a book from the shelf.
	What is he doing? He is wearing his sweater.
	What is she doing? <i>Didiji</i> is packing her bag.
	What is he doing? He is filling his bottle.
	What are they doing? They are playing with their friends.
	What is he doing? <i>Bhaiji</i> is calling his friends.
	What are they doing? They are looking up at the bird.
	What are they doing? They are listening to their teacher.
	What is he doing? He is washing his hands.
	What are they doing? They are sharing with each other.

2. Read the sentences, Look at the picture, match and Write the correct Number in the box.

1. I'm **sharing** my lunch with them.
2. **Bhaiji** is **showing** his drawing.
3. **Papaji** is **resting**.
4. My friends are **coming** home.
5. Wait, I'm **getting** the cake for you!
6. We are **singing** together.
7. **Dadiji** is **closing** her window.
8. **Mummyji** is **picking** up all the toys.
9. I like **drinking** milk!
10. She is **opening** the door.

	3				
					
					
					

Chapter 8

DESIRE

I desire to study well

Learn well, understand well

I desire to obey our teachers

And be loved by all elders

I desire to stay healthy

Play together with everybody

I desire to serve others

With my sisters and brothers

I. Let's Talk and Understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

become good, become wise, play, read, draw, paint, sing, dance, enjoy, help, serve

1. What are your desires?
2. Can you fulfil your desires on your own or do you need other's help?
3. Share some instances where someone helped you fulfil your desire.
4. Do you help your little siblings in something that they desire to do?

II. Vocabulary

1. Words from the Chapter

Read the words and write the sentences in your notebook.

desire, elders, healthy, together, serve

1. **desire** - she had a great **desire** to go back home.
2. **elders** - Kids and **elders** went to the zoo together.
3. **healthy** - The little puppy looks very **healthy**.
4. **together** - Rani and Pali went to the market **together**.
5. **serve** - I will help **serve** butter to everyone.

2. Sight Words

Find the words and circle them in the grid:

chew, eat, wash, speak, catch, scratch, walk, kick, dance

w	a	l	k	i	c	k
a	d	a	n	c	e	w
s	s	p	e	a	k	c
h	a	n	a	t	w	a
a	h	c	t	c	s	w
n	e	h	c	h	e	w
s	c	r	a	t	c	h

3. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

chew	eat	wash	speak
catch	scratch	walk	kick
dance			

Being Together

Girish, Heena and Pragma were playing **catch** with the ball.



Suddenly Girish stopped to **scratch** his leg. They



were having a lot of fun playing. After sometime Rani *didi* called them inside to **eat** lunch. Girish and Heena stopped the game and started to walk towards the house. Pragma



decided to **kick** the ball and take it towards the house. They were very hungry and wanted to eat soon. Heena saw the food on the table and she held Rani *didi's* hand and



started to **dance** with joy. Rani *didi* smiled and asked



them to first **wash** their hands. They all sat down to **eat**



. Rani *didi* instructed them to **chew** their food properly and to not **speak** while eating.

III. Reading is Fun

1. Read aloud with your teacher. Then write the word in the space given and draw the given picture in your drawing book

SW- family words

S.No	Read the word	Write the word	Try and draw the picture in your drawing book.
			
1.	swim		
2.	swan		
3.	sweet		
4.	switch		
5.	sweep		
6.	swing		

IV. Language Skills

A. Describing Words

We often use the names of **numbers** to describe.

1. Read, write and draw

S.No.	Read the word 	Write the word 	Read the sentence and try and draw the picture in your drawing book. 
1.	a few		 a few birds
2.	many		 many birds
3.	less		 less mangoes
4.	more		 more mangoes

2. Circle the describing word in the following sentences.

- The boy played with a round ball.
- That is a tall tree.
- She has a blue dress.
- He rides a small bicycle.
- She gave me a pink frock.
- I found an oval stone.

B. Usage of Inside – outside

1. Look at the picture and speak after your teacher:

a) The crayons are inside the box.	
b) The crayons are outside the box.	
c) They are studying inside .	
d) They are studying outside .	

2. Observe each picture and circle the correct option:

1. 
2. 
3. 
4. 
5. 
6. 

inside / outside

inside / outside

inside / outside

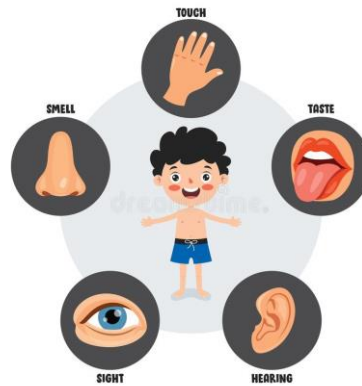
inside / outside

inside / outside

inside / outside

Chapter 9

SENSE ORGANS



I hear with my ears
I can tell the words
I hear with my ears
I can tell the sounds

I feel with my skin
I can tell what is hot
I feel with my skin
I can tell what is soft.

I see with my eyes
I can tell the colours
I see with my eyes
I can tell the shapes

I taste with my tongue
I can tell what is sweet.
I taste with my tongue
I can tell what is sour

I smell with my nose
I can tell what is fresh
I smell with my nose
I can tell what is foul.

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

eyes, ears, nose, tongue, skin, to touch, to smell, to taste, to hear, to see, to recognise, wash, clean, exercise, protect

1. What are our five sense organs?
2. How do we use our sense organs?
3. Do we need to take good care of our sense organs?
4. Share some daily practises that are good for your sense organs.
5. How do you take care of your sense organs? (clean, oil/ghee, not strain, protect from harm)

II. Vocabulary

1. Words from the Chapter

Read the words and write the sentences in your notebook.

hear, listen, feel, see, taste, smell,
tell, words, hot, soft, fresh, foul

1. **hear** - I like to **hear** the sound of water flowing.
2. **listen** - He likes to **listen** to short stories.
3. **feel** - I can **feel** the prick of the needle.
4. **see** - I can see the dust on the windows.
5. **taste** - I can taste the sweetness in the peas.
6. **smell** - The **smell** of smoke is very strong.
7. **tell** - She can **tell** us what time to reach there
8. **words** - They can read all the **words** on the board.
9. **hot** - The soup was too **hot** to drink.
10. **soft** - Tara has a very **soft** blanket.
11. **fresh** - The flowers look **fresh** and bright.
12. **foul** - The old food in the box was **foul** smelling.

2. Look at the pictures and repeat after your teacher:

S.No.	Sense Organ	Activity	Sentence	Picture
1.	These are my ears .	I hear with my ears.	The announcement is very loud.	
2.	These are my eyes .	I see with my eyes.	It is a big tree	
3.	This is my nose .	I smell with my nose.	I can smell fresh food.	
4.	This is my tongue .	I taste with my tongue.	The mango is sweet.	
5.	This is my skin .	I feel with my skin.	The water in the bucket is hot.	

3. Read and write in your notebook:

1. I recognise words with my **ears**.
2. I recognise touch with my **skin**.
3. I recognise form with my **eyes**.
4. I recognise taste with my **tongue**.
5. I recognise the smell with my **nose**.

4. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

walk	were	when	tongue
listen	taste	word	colour
shape	sour	foul	

Yummy for Tummy

Rishi *bhaiji* was happy as his mother had made his favourite breakfast. He loved to eat aloo paratha, coriander chutney and fresh curd



“Listen, *betaji*, take out the bowl of curd and butter from the



fridge,” said *mummaji*. “My mouth starts watering when I hear the word butter,” said Rishi. *Mummaji* laughed and said “To digest that butter you will have to come for a long walk with me.” Rishi took out



the butter and curd but something had a foul smell. He removed the lid to see the curd and its colour looked slightly different. “*Mummaji*, please check this curd,” said Rishi. His mother tasted the curd on the tip of her tongue. “Oh, it's so sour! It won't taste good.” Rishi made a long face and sat on his chair quietly.

Mother asked him to get another bowl of curd from the kitchen which



she had set last night. He said “Yay! *Mummaji* you are great!” *Mummaji* hugged him and said “Oh dear, were you upset thinking that we don't have fresh curd?” He nodded and said “*Mummaji*, can you make a different shape of paratha today?” “Sure, what shape do you



want?” “How about a semicircle?”

“Yes, it can be done!”

5. Word Search

Find and circle the sight words:

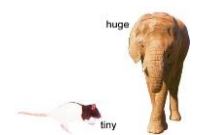
walk, were, when, tongue, listen, taste, word, colour, shape, sour

s	h	a	p	e	c	o	o
o	i	e	t	t	o	e	h
u	w	t	n	o	l	s	w
r	h	t	t	n	o	w	e
w	e	a	a	g	u	o	r
a	n	c	s	u	r	r	e
l	i	s	t	e	n	d	a
k	u	h	e	f	o	u	l

III. Language Skills

We also use the **size** to describe.

1. Read, write and draw

S.No	Read the word 	Write the word 	Read the sentence and try and draw the picture in your drawing book. 
1.	small		 A small school
2.	big		 A big school
3.	short		 A short tree
4.	tall		 A tall tree
5.	huge		 huge dog - tiny dog
6.	tiny		 tiny animal - huge animal
7.	long		 long dress

2. Fill in the blanks with the given describing words:

long

short

yellow

tall

green

1. That is aribbon



2. That is abuilding



3. The cow is eating thegrass



4. She has hair

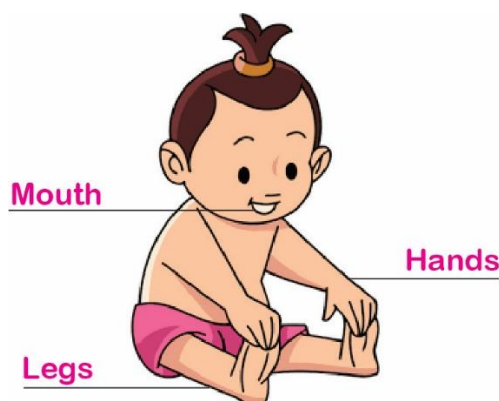


5. She has hair



Chapter 10

MOTOR ORGANS



I can chew; I can bite
 I can munch; I can eat
 with my mouth; with my mouth
 I can gulp; I can lick
 I can sip; I can drink
 with my mouth; with my mouth
 I can murmur; I can sing
 I can whisper; I can speak
 with my mouth; with my mouth
 I can lift; I can hold
 I can grip; I can fold
 With my hands; with my hands
 I can pull; I can push
 I can wipe; I can wash
 With my hands; with my hands
 I can pat; I can scratch
 I can throw; I can catch
 With my hands; with my hands
 I can walk; I can kick
 I can jog; I can skip
 With my legs; with my legs
 I can run; I can jump
 I can hop; I can stamp
 With my legs; with my legs
 I can stroll; I can climb
 I can spin; I can dance
 With my legs; with my legs

EXERCISES

I. Let's Talk and understand

1. Meaningful Dialogue

Note for teachers: The conversation can be in any language that the children are comfortable with. Repeat the purposeful words in English.

Purposeful Words

hands, legs, mouth, clean, exercise, massage

1. What are our motor organs?
2. How do we use our motor organs?
3. Is it essential to take care of our motor organs?
4. Share some daily practises that are good for your motor organs.

II. Vocabulary

1. Find and circle the sight words:

put, round, some, stop, take, thank, them, then, think

o	h	h	p	r	r
s	o	m	e	a	o
t	p	u	t	t	u
o	m	t	h	i	n
p	i	h	a	k	d
t	h	e	n	s	s

2. Story time with Sight words

Note for teachers: These words are taught as picture words with flash cards first and then written in the notebook. After that use these simple narrations to understand the meaning and practice.

put	round	some	stop
take	thank	them	then
think			

Playing Together

Kaveri wanted to play with her elder sister Krishna. Mother said, “Take her out to play, *betaji*.” They went to the playground and were waiting for Krishna's friends. Vindhya came running



towards them with a big round ball in her hand. Then the three of them started playing catch and throw. It was so much fun. After a while, Nanda also came with a box and a water



bottle. She said, “Stop the game for a while and enjoy some cookies.” They put the ball down and quickly washed their



hands to have the cookies. “I think your mother makes the



best cookies in this neighbourhood,” said Krishna. “Thank you for the delicious cookies,” said Kaveri. Vindhya said, “Please bring some more tomorrow.”

III. Language Skills

1. Read the story above and underline the names of people in the story.
2. Write the names of the people from the story with the first letter as capital letter. Write this in your notebook.
3. Now, write the names of your friends with the first letter as capital letter. Write in your notebook.

1.	aaradhya	Aaradhya
2.	aaradhya	
3.	aryan	
4.	sunidhi	
5.	shravya	
6.	bhanushree	
7.	avishka	

A. Doing words**1. Say Aloud with actions**

1. Bite a fruit.	2. Wash your hands.
3. Chew your food.	4. Pat my back.
5. Munch your snacks.	6. Scratch my back.
7. Eat your meal.	8. Throw the ball.
9. Gulp your lemonade.	10. Catch the ball.
11. Lick an ice cream.	12. Walk back home.
13. Sip your soup.	14. Kick the ball.
15. Drink your milk.	16. Hop and play.
17. Murmurs in sleep.	18. Jog with papaji.
19. Sing a song.	20. Skip and play.
21. Whisper in ear.	22. Run to school.
23. Speak aloud.	24. Jump up high.
25. Lift the bag.	26. Stamp to a tune.
27. Hold my hand.	28. Kick the ball.
29. Fold the paper.	30. Walk with nanaji.
31. Pull the door.	32. Climb the stairs.
33. Push the door.	34. Spin around.
35. Wipe your hands.	36. Dance to music.

B. Usage of

I can.... with my.....

Read and write the sentences in your notebook.

1. **I can** eat **with my** mouth.
2. **I can** speak **with my** mouth.
3. **I can** touch it **with my** fingers.
4. **I can** pull **with my** hands.
5. **I can** hold it **with my** hands.
6. **I can** jump and run **with my** legs.
7. **I can** roll the food in my mouth **with my** tongue.
8. **I can** skip **with my** legs

B. Describing words

We also use the names of **shapes** to describe.

1. Read, write and draw

S.N o.	Let's read the word 	Let's write the word 	Read the sentence and try and draw the picture in your drawing book. 
1.	round	..... ..... ..... .....	A round ball
2.	square	..... ..... ..... .....	Square chopping boards
3.	triangle	..... ..... ..... .....	A triangular cloth hanger
4.	oval	..... ..... ..... .....	An oval mirror
5.	rectangle	..... ..... ..... .....	A rectangular window
6.	heart	..... ..... ..... .....	A heart shaped leaf

2. Write **N** for naming words and **D** for doing words. The first one has been done for you.

D

N

N

a) *bite* *your* *fruit* *with* *your* *teeth.*

b) we chew our food properly.

c) *mummyji* drinks her soup from a cup.

d) *bahanji* always brushes her teeth at night.

e) did you wash your hands before eating?

f) *betaji* please wipe the baby's mouth.

What am I? How am I? What do I want?

I am a human being.

I bring my imagination into action. I live with the expectation of a healthy mind. My healthy mind is evidenced in my living.

I am a unit of the knowledge order.

I am a combined form of the Self (Jeevan) and the body

I, the self (Jeevan), in natural form, have activities of knowing, assuming, recognizing and fulfilling.

I am self-organized with humane-ness.

I want to be equipped with intellectual resolution and physical prosperity.

I, the self (Jeevan), want to be with complete awakening and its continuity and be free of ignorance, fear and problems.

I want to be an authority in participating in undivided society and universal order and want to be self-organized. I also want to see every human being become the same.

A. Nagraj