Pallavi

Textbook of English for Class III



SCHOOL & MASS EDUCATION DEPARTMENT,

ODISHA



State Council of Educational
Research and Training (SCERT),
Odisha, Bhubaneswar



Odisha School Education
Programme Authority,
Bhubaneswar

PALLAVI

CLASS-III

Tryout Edition
2026

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FOREWORD

The present text book **'Pallavi'** meant for grade III is a small but significant step to the changing social and pedagogic needs as well as the growing importance of English as the language of international communication. A conscious attempt has been made in the book giving focus on the learner's cognitive, emotional, social and cultural development in addition to promoting the language skills. It provides competency based contents in a simple, interesting and interacting manner in accordance with NCF-FS-2022. Most of the theme areas have been incorporated in our textbook with a few additions and deletions looking into our local specific. The learner's local context which includes traditions, culture, language usage and rootedness in our country and is central to learner's holistic development has been reflected in the book. The book integrates art and craft to help children appreciate the aesthetic sense inherent in varieties of language games. Besides, this textbook has rich subject matter and activities to help the learners develop necessary sensitivity towards their real life situations. It is hoped that the learners will find the book very interesting, joyful and useful.

I sincerely extend my heartfelt appreciation to all the academicians of NCERT. Again I am greateful to editors, subject experts, reviewers, artists and coordinators who have contributed their time, knowledge and creativity to make the book contextualised.

DTE and SCERT welcomes creative comments and constructive suggestions of teachers, students, parents and stakeholders in the light of which we would like to improve the book in the next editions.

(Shri Manoj Kumar Padhy)
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About the Book

The present text book in English 'Pallavi' meant for grade III is based on an innovative approach to text book renewal in the context of globalization and goals of communicative skill. This objective of second language English course has been enshrined in the guidelines of NEP 2020, Odisha Curriculum frame work and NCF 2022; it is need based and necessarily entails language as communication. Let us then assume that the task of language teacher is to make language learners proficient as language users.

English is taught as second language in Odisha and is introduced to learners in grade III. Hence in order to develop the text book 'Pallavi' the NCERT English textbook 'Mridang' meant for grade 1 has been adapted with addition of local flavours in the context of Odisha. The text book primarily focuses on competencies of foundational stage. The aim of this book is to enable the child to develop strong oral language skills (adequate vocabulary and oral expression skills). In addition to oral language development, written language is being introduced to the learners in a gradual and sequential way. It takes into consideration the curricular goals and competencies in the light of NCF-FS-2022.

Children learn through observation, imitation and collaboration through concrete experiences, using their senses and acting upon the enviornment. The content is also supported with art integrated and cross curricular based activities which makes learning full of fun as well as reflects the life of and around the learners. Further the book also encourages the teachers to go beyond the content and use a veriety of relevant learning teaching materials depending on the context and congnitive appropriateness of the learners.

In this book, learners are given ample exposure to the alphabet (both small and capital letters). Gradual progression in writing from drawing and labelling, simple words to simple phrases and then to simple sentences has been followed. A variety of activites, tasks, songs, rhymes, poems and stories help the learners comprehend and practice the concepts. They are done through sections like 'let us sing', 'let us speak', 'let us read, 'let us draw', 'let us write', . This not only helps the learners in the process of language acquisition but also builds up their confidence level.

The curricular goals (CG as mentioned in NCF-FS) have been addressed in the text book. CG 9.1 'listens to and appreciates simple songs, rhymes and poems' finds ample reflection in the action songs and engaging short poems in every unit. Young learners are encouraged to think of rhyming words, which addresses CG 9.2. Words related to familiar objects and events from day-to day life are found in all the lessons in this textbook. This is related to CG 9.7 knows and uses enough words to carry out day-to -day interactions effectively and can guess the meaning of new words by using existing vocabulary. Further, there are exercises provided for young learners to engage in meaningful conversation, which is very important in L2. CG 9.3 rightly addresses 'converses fluently and can hold a meaningful conversation'.

Activities such as 'Joint the dots in alphabetical order' is an example of an instruction that the child needs to understand to complete a given task, as indicated in CG 9.4. Interesting stories in

simple language are provided in the textbook in accordance with CG 9.5 and CG 9.6 which covers comprehension and narration of stories and identification of characters. A lot of exercises related to phonological awareness have been introduced at regular intervals throughout the book, to address CG 11.1. Phonological awareness is the ability to discriminate between similar sounding words. Since a child who is phonologically aware is more likely to become a successful reader, it was important to find ways of developing this awareness through tasks given in the textbook. Most importantly, children are encouraged to have fun and play with words.

An effort is made to present language-learning as a holistic process of thinking, listening, observing, speaking, reading, imagining and writing. Here, each main lesson has three sessions - Pre-reading, while-reading, post-reading. At pre-reading stage learners are motivated to go through the main lesson. The main text are provided during while reading stage. The post reading stage focuses on assessing the learners in terms of his understanding and applying knowledge he/she has attained at the end of a particular chapter. Along with this, VMDT and mental talk are included to create visual memory of the learners while adding fun to the learning.

Unit 1 titled 'My Family and Me', Chapter 1, talks of parts of the body with an emphasis on hygiene; it also helps children to associated actions with words. Chapter 2 inculcates politeness by introducing the various ways of greeting others, including 'Namaskar'. This chapter is again divided into three parts where learning of capital and small letters of English alphabets have been emphasized. Chapter 3 introduces young learners to the concept of family, through a story of sparrow family, enabling them to learn words related to family members.

Unit 2 titled 'Life Around Us', Chapter 1 introduces young learners to the animals and birds in the surroundings. Chapter 2 starts with a simple story on 'The frog and the crow.' and in this chapter also children learn the prepositions up and down through familiar folktale 'The cap seller and the monkeys. Chapter 3 emphasizes rhyming words through the comic strip 'Catch me if you can' Chapter 4 introduces the young learners about life in the farm and around home.

Unit 3 titled 'Our Food' in Chapter 1, provides a glimpse of the variety of fruits, vegetables and flowers in our country. Chapter 2 'The food we eat' emphasises on the values of respecting food and gratitude to God and address the diversity of food in our country.

Unit 4 titled 'Days, Months and Seasons', chapter 1 talks about the seven days of the week and twelve months of the year. Chapter 2 discusses the various seasons and the changes in temperature, items of clothing etc. The chapter ends with the coloring of National flag and joining dots to get National bird.

In addition to the material provided in the book, teachers may also use local stories, proverbs and objects in the classroom and outside the classroom. Teachers need to know that questions shall not be put from Pre-listening / Pre-reading activities because this activities are only to create interest in learners towards the main text. Teachers have to lead learners move from home language to English progressively. They may use audio and video support. More activities like role-play, chain drill, pair work, quiz, riddles etc to make learning more enjoyable. Therefore, we, as teachers or parents need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for the level collectively.

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Kantakabi Laxmikanta Mohapatra



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UNIT-1

ME AND MY FAMILY



Chapter -1

Parts of the Body

Pre-listening

Children, do you like songs ?
Will you sing a song ?
Let us sing a song and enjoy.









Touch your head
And touch your toes,
Shut your eyes
And touch your nose.



Clap your hands
And turn around,
Jump up high
And sit on the ground.







Note to the teacher

- The teacher sings the song touching his / her own body parts referred to.
- The children repeat the song with action after the teacher.

While-listening

Let us sing a song and enjoy

Two little hands



Two little hands
go clap, clap, clap.
Two little legs
go tap, tap, tap.

Two little eyes
are open wide.
One little head
goes side to side.

Two little eyes to look around.
Two little ears to hear any sound.



One little nose to smell and breathe.
One little mouth that likes to eat.



Hands to clap, legs to walk
Nose to smell, mouth to talk
Head to move, eyes to see
I have a little body that belongs to me.

Note to the teacher

- Use different combinations and variations for the activity. For instance, while reciting the poem you may say 'Two Little Hands go...' and remain silent while continuing to clap.

Let us sing another song

This is the way



This is the way we wash our face,
Wash our face,
Wash our face,
So early in the morning.



This is the way we wash our hands,
Wash our hands,
Wash our hands,
so early in the morning.

This is the way we brush our teeth,
Brush our teeth,
Brush our teeth,
So early in the morning.





This is the way we comb our hair,
Comb our hair,
Comb our hair,
So early in the morning.

Note to the teacher

- The teacher recites the song with action (two times) and students listen to him/her.
- Teacher recites the song with action, students repeat after him/her with action.
- Chorus singing by the teacher and students. (teacher taking the lead).
- Teacher asks short and easy questions to help learners understand the poems better.

Post-listening

A. Visual Memory Development Technique (VMDT)

See the pictures given in the action songs.

Close your eyes and keep your index finger on the pictures :

a) The girl is clapping.
b) The boy looking at the caterpiller.
c) The child sitting on a wheel chair.
d) The child washing the face.
e) The child brushing the teeth.

B. Let us listen and speak

1. Listen and Speak

Teacher : I clap with my hands.
Children : I...
I tap with my feet.
I look with my eyes.
I walk with my legs.



Note to the teacher

- In this way, the teacher makes the students do similar activities. For example - I hear with my ear.....

2. Chain - drill

- Clap, Clap, Clap
- Tap, Tap, Tap
- Legs to walk
- Mouth to talk

Note to the teacher

- The teacher speaks an expression and the children repeat the same one after another serially.

3. Talk in pairs

Ask your partner questions such as the ones below.

Nitin : What is this?

Neha : This is my nose.

Neha: What are these ?

Nitin: These are my shoulders.

Nitin: What is this?

Neha: This is my mouth.

Neha: What are these ?

Nitin: These are my ears.

Neha: What are these ?

Nitin: These are my hands.

Nitin: What are these ?

Neha: These are my legs.



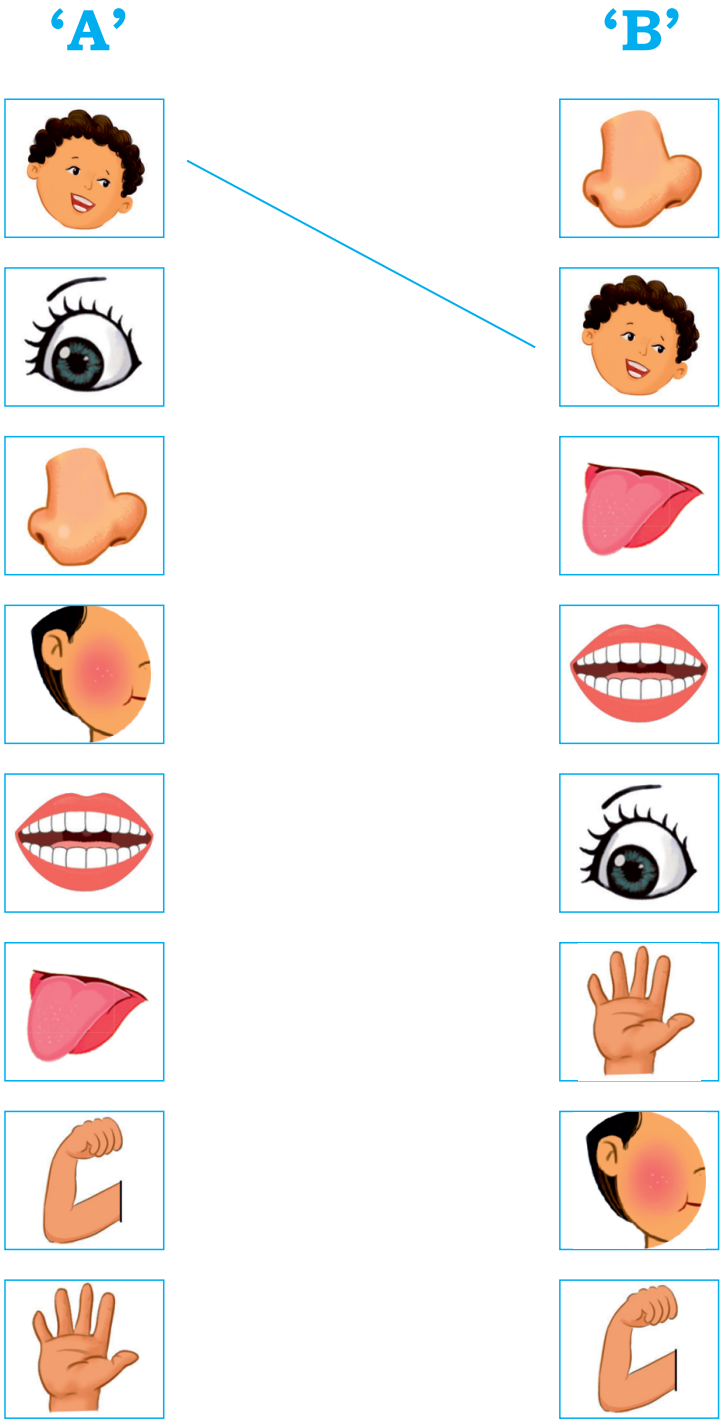
Note to the teacher

- Teacher demonstrates the actions and says the sentences and children repeat after him / her. Then each child says one sentence in sequence, till every child in the class gets a chance to speak.

C. Let us read

Matching activities

1. Match the pictures under column 'A' with the pictures under column 'B'. One is done for you.



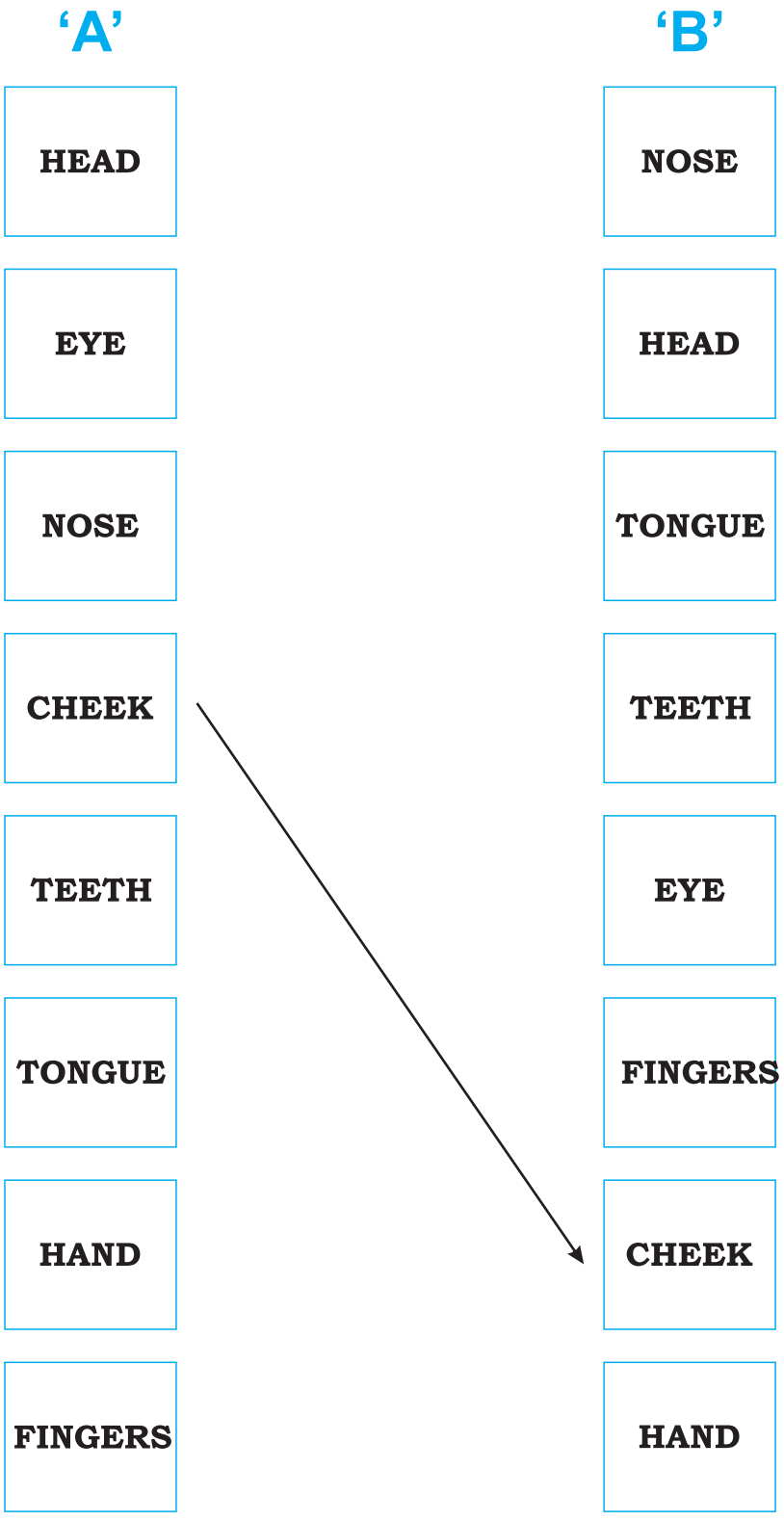
2. Match the pictures and writings under column 'A' with the pictures under column 'B'. One is done for you.

'A'	'B'
 HEAD	
 EYE	
 NOSE	
 CHEEK	
 TEETH	
 TONGUE	
 HAND	
 FINGERS	

3. Match the writings under column 'A' with the pictures under column 'B'. One is done for you.

'A'	'B'
HEAD	
EYE	
NOSE	
CHEEK	
TEETH	
TONGUE	
HAND	
FINGERS	

4. Match the writings under column 'A' with the writings under column 'B'. One is done for you.

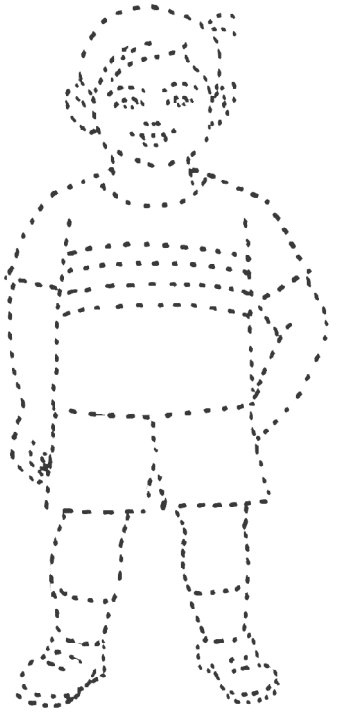


5. Match the word with the picture and colour the circle. One is done for you.

	○ TEETH ● NOSE ○ LIP
	○ LEG ○ ARM ○ TONGUE
	○ HAIR ○ FINGER ○ ANKLE
	○ HEAD ○ ELBOW ○ PALM
	○ CHEEK ○ CHIN ○ TEETH
	○ EYE ○ KNEE ○ FEET

D. Let us write

1. Draw the picture by joining the dots.



2. Colour the following picture.



E. Mental Talk

- Wash your face.
- Brush your teeth.
- Comb your hair.
- Wash your hand.

Note to the teacher

- To do the mental talk the teacher encourages the children to say the given lines mentally.

F. Let us do

My palm

Place one palm in the centre of the box given below. With your other hand, draw an outline. Decorate the palm with colours, coloured paper bits, bindis or anything else.



Now compare your drawing with your friend's drawing.

Chapter -2

Learn English Letters (Part-1)



Pre-reading

Let us sing a song and enjoy.

"Oh dear children ! Stand with me
we will sing A B C
Raise your hand and sing with me
A B C D E F G".

Do you like the song? Let us enjoy another song.

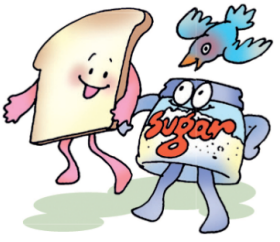
While-reading

ALPHABET SONG

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



X Y Z, Sugar on bread
Next day morning, come to me
We will learn the A B C...
Happy, happy we shall be
When we know the A B C...



Let us enjoy one more song.

A, B, C big and bold,
Capital letters, stories to be told
a b c small and sweet
helping us write, can't be beat.

Note to the teacher

- The teacher recites the song and students listen to him / her without opening the book. Then the teacher recites the song and the children repeat after him/her. Then teacher recites the lines one by one pointing at letters and words showing the page to the class. Students repeat after the teacher pointing at the letters and words in their book.

Post-reading

A. Visual Memory Development Technique (VMDT)

Take the photograph of the "Alphabet Song" in your eye-camera. Close your eyes. Put your index finger on the letters H I J K, Q R S T, X Y Z

B. Let us listen and speak

1. Chain - drill

One student says 'A', the next student 'B', the next student- 'C'... when 'Z' comes, the next student begins from 'A'

2. A Rhyme for Words



A for Apple, B for Ball



C for Cat, D for Doll





E for Egg, F for Fan





G for Goat, H for Hen





I for Ice-cream, J for Jug





K for Kite, L for Log.





M for Monkey, N for Nest





O for Orange, P for Paste





Q for Queen, R for Rain





S for Shirt, T for Train



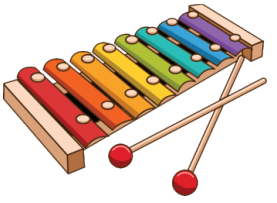


U for Umbrella, V for Van





W for Water, X for Xylophone



Y for Yellow and Z for Zoo.



Note to the teacher

- The teacher recites the rhyme and students repeat after him / her for several times.
- Teacher encourages the learners to speak words on different letters of English Alphabet.

3. Sing the alphabet (phonics) song for these letters.



a is for ant ..... a.... a.... ant



b is for bag .... b.... b..... bag

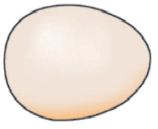
c is for cat .... c.... c.... cat

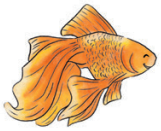




d is for dog .... d.... d.... dog

e is for egg.... e.... e.... egg





f is for fish.... f.... f.... fish

g is for goat .... g.... g... goat





h is for hut .... h.... h.... hut

i is for ice-cube .... i.... i.... ice-cube





j is for jug .... j.... j.... jug

k is for kite .... k.... k.... kite





l is for lion .... l.... l... lion

m is for mango .... m.... m.... mango



n is for nose .... n.... n.... nose





o is for orange .... o.... o.... orange

p is for parrot .... p.... p.... parrot





q is for quilt .... q.... q.... quilt

r is for rat .... r.... r.... rat





s is for sun .... s.... s.... sun

t is for table .... t.... t.... table





u is for umbrella .... u.... u.... umbrella



v is for van .... v.... v.... van



w is for well .... w.... w.... well



x is for x-ray .... x.... x.... x-ray



y is for yarn .... y.... y.... yarn

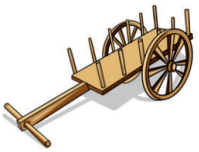


z is for zebra .... z.... z.... zebra

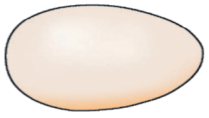
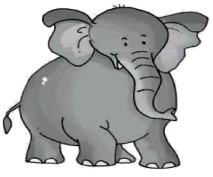
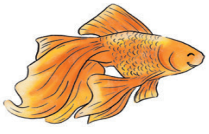
Note to the teacher

- Draw attention of the children to the initial sound of each word.
- Help each child say the word aloud focusing on the initial sound.

4. Letter sounds

a	b	c	d
 axe	 bag	 cart	 den
 ant	 bee	 cap	 door
 arm	 boy	 cat	 dog

Letter sounds

e	f	g
 egg	 fox	 goat
 ear	 foot	 gate
 elephant	 fish	 girl

Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help each child say the word aloud focusing on the initial sound.

5. Notice the initial sounds of the words in each row. Find the odd one out.

1



bag

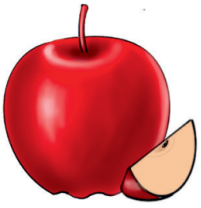


cap



balloon

2



apple

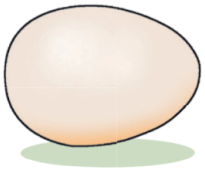


ant



clock

3



egg



dog



drum

Note to the teacher

- Provide regular and frequent practice of the above exercise.

C. Let us read

1. Match the capital letter with the same letter given in the circle.

I.	A	D B A
II.	B	F B D
III.	E	A G E
IV.	F	F A C
V.	G	G D B

2. Match the small letter with the same letter given in the circle.

I.	b	a f b
II.	c	e g c
III.	a	d a f
IV.	e	e b d
V.	f	c f g

3. Find the odd one out.

One word in the set of four does not start with the letter given in the circle. Encircle the odd one.

(I)	C	CAT, CAP, FAT, COT
(II)	B	BABY, BOY, BEE, FAN
(III)	A	TREE, APPLE, ANT, AXE
(IV)	E	ENGINE, EGG, GUN, EAGLE
(V)	G	GRAPE, GATE, EYE, GREEN

4. Find the odd one out.

One word in the set of four does not start with the letter given in the circle. Encircle the odd one.

(I)	b	bag, bottle, big, cup
(II)	f	key, fish, fan, fat
(III)	g	ice-cream, goat, gold, gate
(IV)	d	door, dog, tiger, duster
(V)	e	earth, food, ear, elephant

5. Match the pictures with the sentences.

I comb my hair



I see my teacher.



I eat my food.



I hear the bell ring.



I walk to school.



I play football.



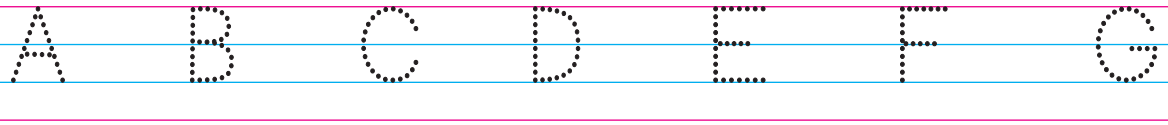
Note to the teacher

- Read the sentences aloud for the children.
- Ensure that the children learn the action words such as - combing, eating, seeing, saying, hearing.

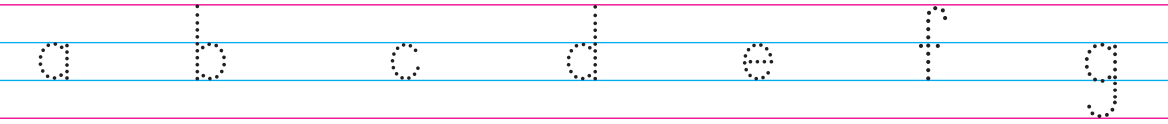
D. Let us write

1. Join the dots as per the arrow marks.









Note to the teacher

- Before the above exercise, make letter flash cards to indicate directions when tracing the letters.
- Provide extra practice if necessary.

2. Write the letters in the given space as shown.



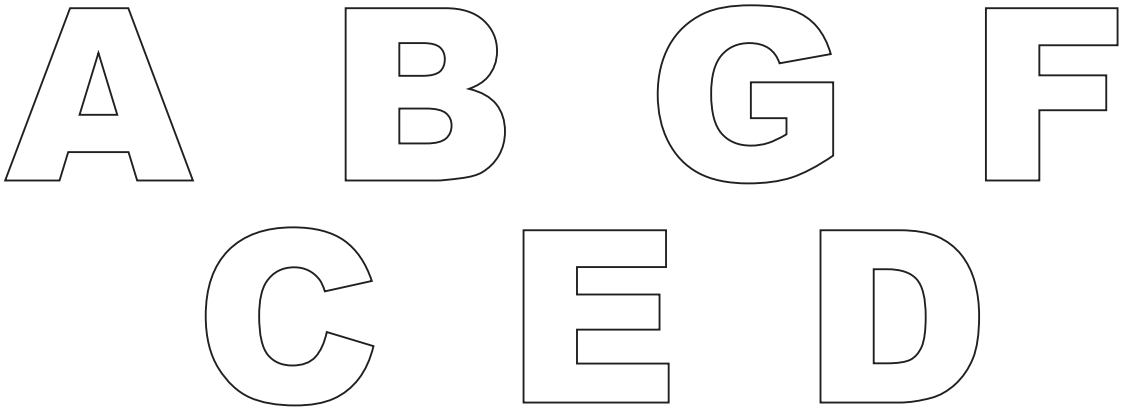
Aa Bb

Cc Dd

Ee Ff

Gg

3. Colour the letters.



A, B, C — Blue Colour
D, E — Red Colour
F, G — Green Colour

E. Mental Talk

First three lines of the rhyme “Alphabet Song”

A B C D E F G H I J K L M N O P

L M N O P Q R S T U V W X Y Z

X Y Z , Sugar on bread.

F. Let us do

1. Can you do this ?

   a. Without using your hands turn the pages of your book one by one.

   b. Sit with your friend. Look into each other’s eyes and see who blinks first.

Chapter -2

Learn English Letters (Part-2)

A. Visual Memory Development Technique (VMDT)

Go to alphabet (phonic) song. Look at the pictures. Close your eyes and put your index finger on pictures of goat, egg, hut, lion and mango.

B. Let us listen and speak

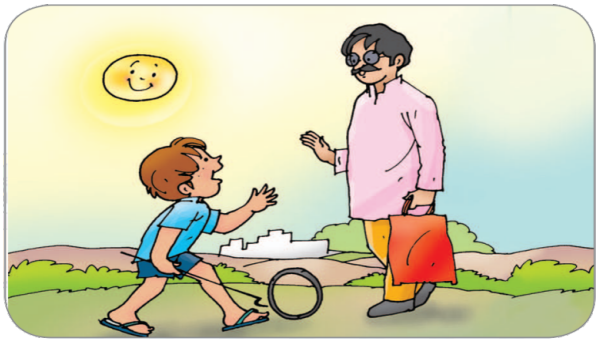


Greetings.

When I meet someone,
I say *'Namaskar'*



When I meet someone in the morning, I say 'Good morning'.



When I meet someone in the afternoon, I say 'Good afternoon'.



When I meet someone in the evening, I say 'Good evening'.

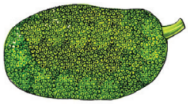


When I go to bed, I say 'Good night'.

Note to the teacher

- Ask the children how they greet others in their mother tongue. E.g. 'Pranam', 'Juhar'. Familiarise children with the phrases used for greetings in English.

2. Letter Sounds

h	i	j	k	l
 house	 iron	 jacket	 kettle	 leaf
 hand	 ice	 jackfruit	 kite	 lion
 hut	 inkpot	 jug	 key	 lemon

Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.

Letter Sounds

m	n	o	p
 mouth	 nine	 owl	 pencil
 mango	 nest	 ox	 pot
 mouse	 nose	 orange	 parrot

Note to the teacher

- Draw the attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.
- Provide regular and frequent practice of the above exercise.

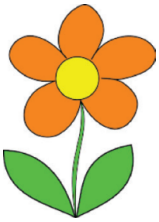
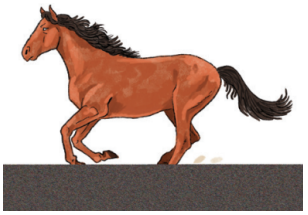
3. Say aloud each letter. Then circle the picture which begins with the same letter sound.

g

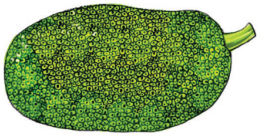




f

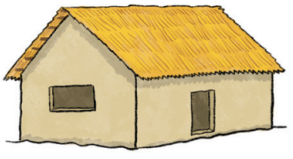

j





h





Note to the teacher

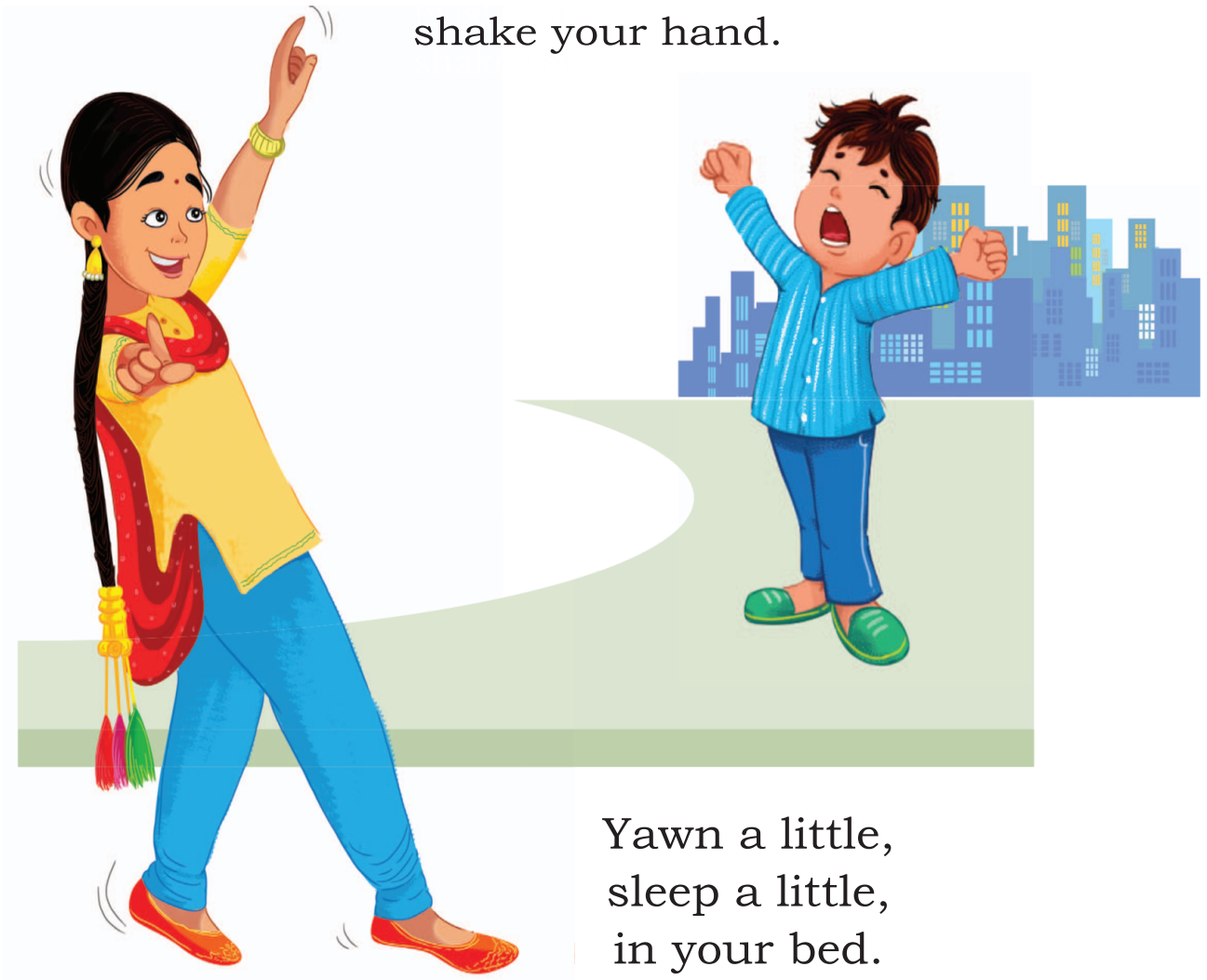
- Provide regular and frequent practice of the above exercise.

4. Let us sing and enjoy a song

Hop a Little



Dance a little,
twist a little,
shake your hand.



Yawn a little,
sleep a little,
in your bed.

Note to the teacher

- Sing the rhyme aloud with action. Encourage the children to repeat after you.
- Introduce other action words like run, walk, sit, stand and stretch etc.

C. Let us read

1. Match the capital letter with the same letter given in the circle.

I.	J	L H J
II.	M	M O I
III.	P	N P H
IV.	I	K J I
V.	H	O M H

2. Match the small letter with the same letter.

I.	k	I n k
II.	n	l m n
III.	l	l j o
IV.	p	h p I
V.	o	o m k

3. One word in the set of four does not start with the letter given in the circle. Find the odd one out.

I.	O	ORANGE, PARK, OX, OWL
II.	K	NEST, KITE, KEY, KING
III.	N	NIB, NURSE, NET, ROSE
IV.	I	INDIA, IRON, GOD, INK
V.	P	PEACOCK, HOUSE, PEN, POT

4. One word in the set of four does not start with the letter given in the circle. Find the odd one out.

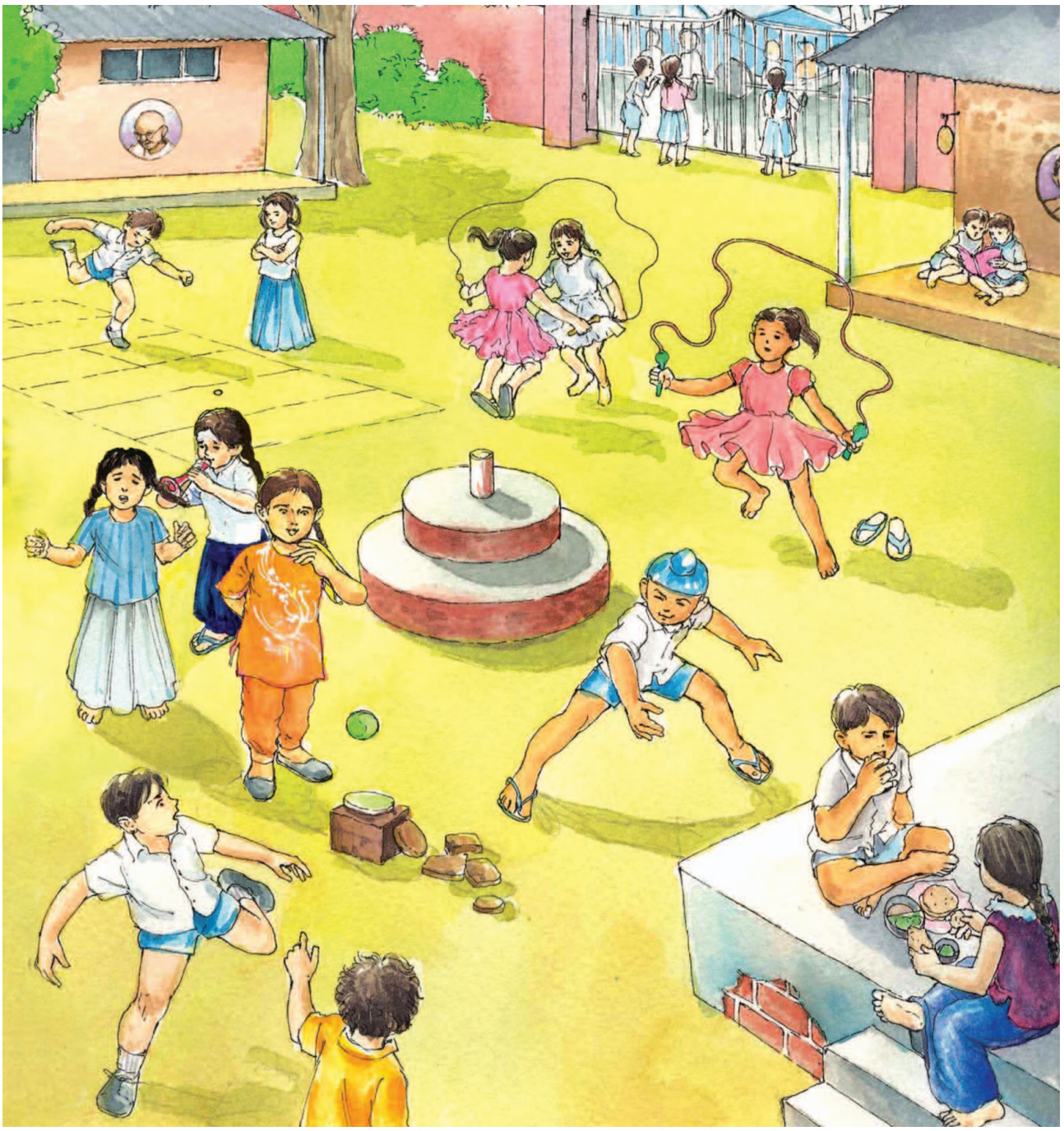
I.	j	jar, jelly, umbrella, jug
II.	k	hand, kitchen, kid, kettle
III.	l	letter, light, lady, zebra
IV.	h	ear, home, hair, hut
V.	m	mango, mouth, mouse, tongue

5. Picture reading.



Note to the teacher

- Give children enough time to observe the picture Encourage the child to speak and answer the questions, even if they speak in their home language, help them find English words.



1. How many children are there in the picture ?
2. What games are they playing ?
3. Which is your favourite game ?
4. Some children in the picutre are not playing games. What are they doing ?

6. Match the actions with the pictures.

They are **dancing.**



She is **jumping.**



He is **yawning.**



She is **hopping.**



They are **walking.**



Seema is **running**.



Kumar is **stretching**.



The dog is **sleeping**.



Abdul is **bending**.



The boy is **skipping**.



Note to the teacher

- Read the sentences aloud for the children.
- Ensure that the children learn the action words - dancing, jumping, yawning, hopping, walking, running, stretching, skipping etc.

D. Let us write

1. Join the dots.

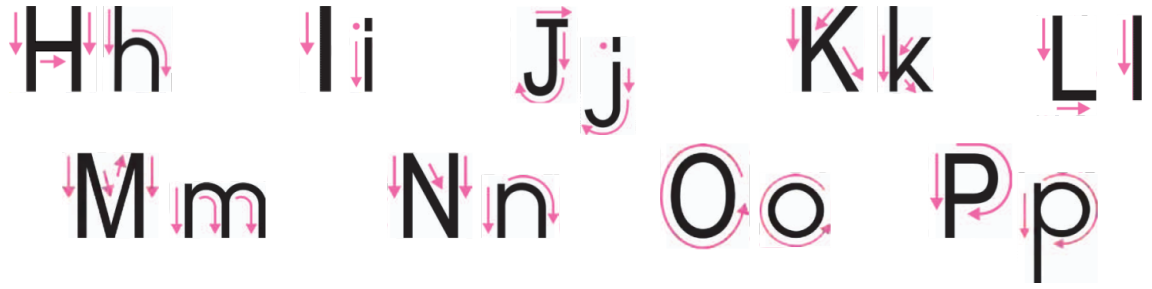
H I J K L M N O P

H I J K L M N O P

h i j k l m n o p

h i j k l m n o p

2. Write the letters.



Hh

Ii Jj

Kk Ll

Mm Nn

Oo Pp

3. Colour the box with letter “J”.

N	J	O	K	J	P	J
M	J	K	I	L	J	O
L	J	M	I	J	N	J
J	K	J	O	H	J	P
K	J	N	J	I	H	J
M	L	J	I	J	K	O
J	J	N	J	H	P	J







Note to the teacher

- Before doing the above exercise, make letter flash cards to indicate directions when tracing the letters.

4. Look at the pictures and fill in the words from the boxes.

dance	hop	skip	sleep	bend	jump	eat





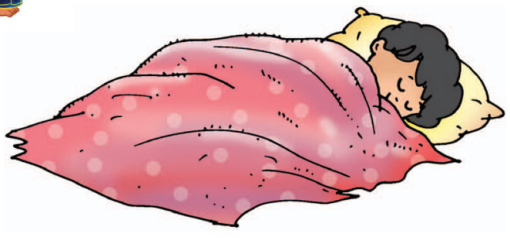


				h		
			s			p
		b	e		d	
			p		n	
					e	









5. Write the missing letter to complete each word.



p____n



c____t



d____g



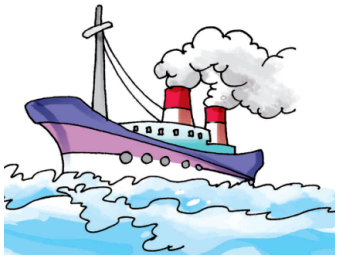
t____n



st____r



b____s



sh____p



j____g



f____x

E. Mental Talk

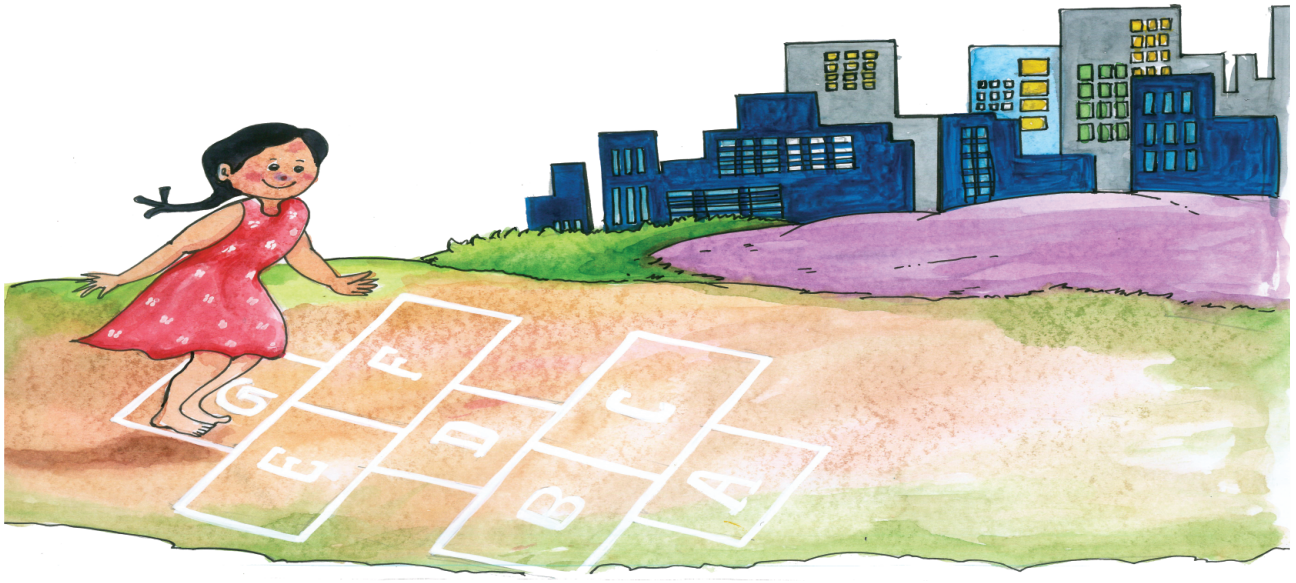


I am laughing.

F. Let us do

Let us play Hopscotch

Your teacher will help you draw the picture on the floor.
You have to take turns to jump and hop. Jump with one foot in each box.
Start with 'A'. Go till you reach number 'G'. Then turn around and come back.
If you put your foot outside the box, then you are out!



When you were playing one round

- Did you jump ?
- Did you hop ?
- Did you have fun?
- Did you say the letters while playing ?

Note to the teacher

- You may make children play this game with variations – changing the shape, using small letters, numbers and so on.

Chapter -2

Learn English Letters (Part-3)

A. Visual Memory Development Technique (VMDT)

Look at the pictures of the greetings in page 29.

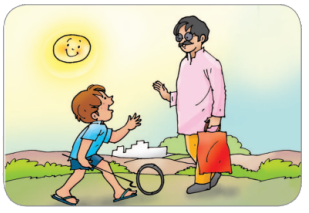
How many pictures are there? Take the photograph of these pictures in your eye-camera. Close your eyes and put your index finger on the picture of good afternoon, good evening, good morning and good night.

B. Let us listen and speak

1. Let us sing and enjoy.



We say “Good morning”
When it is morning.
We say “Good afternoon”.
When it is afternoon.
We say “Good evening”.
When it is evening.
But we say “Good Night”.
When we go to bed at night.
And we say “Namaskar”
Any time we meet each other.





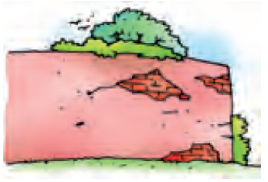


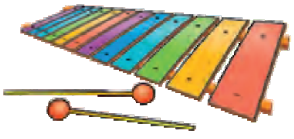


2. Letter Sounds.

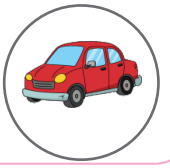
q	r	s	t
 question mark	 rainbow	 spoon	 ten
 quilt	 rose	 swan	 tomato
 quill	 ring	 seven	 table

Letter Sounds.

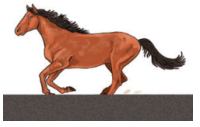
u	v	w
 uniform	 van	 well
 utensils	 vase	 wall
 umbrella	 violin	 watch

x	y	z
 x-ray	 yak	 zip
 x-mas tree	 yellow	 zoo
 xylophone	 yo-yo	 zebra

3. Say the words aloud. Circle the picture with different starting sound. The first one is done for you.

1    

2    

3    

4    

4. Notice the initial sounds of the names of pictures in each row. Find the odd one out.

1   

2   

3   

5. Picture talk.

Look at the picture of a bathroom. Label the things in it.



What things do you see in the picture ?
Do you remember to close the tap when you are not using it ?
Why should we do so ?

C. Let us read

1. Match the capital letter with the same letter in the circle.

I.	X	S X W
II.	V	V Q X
III.	Y	U Z Y
IV.	Q	Q Y R
V.	Z	R U Z

2. Match the small letter with the same letter in the circle.

I.	r	x r t
II.	t	t q r
III.	q	s x q
IV.	s	t s w
V.	w	r w y

3. Find the odd one out.

One word in the set of four does not start with the letter given in the circle.

I.	T	TEA, TIME, GIRL, TABLE
II.	Z	IRON, ZOO, ZEBRA, ZIP
III.	R	ROSE, RAIN, RAT, FLOWER
IV.	X	X-RAY, X-MAS, XEROX, FROCK
V.	S	INKPOT, SOIL, STAR, SHIP

4. Find the odd one out.

One word in the set of four does not start with the letter given in the circle.

I.	u	umbrella, utensil, uniform, spoon
II.	v	van, aeroplane, vulture, vase
III.	q	queen, ring, queue, quill
IV.	y	yellow, yo-yo, mirror, yak
V.	w	leaf, watch, well, wall.

5. Match each of the picture with its first letter.











S

R

U

W

Q

6. A. You all know the alphabet song. Let us sing it while reading the letters.

(i)

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

(ii)

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

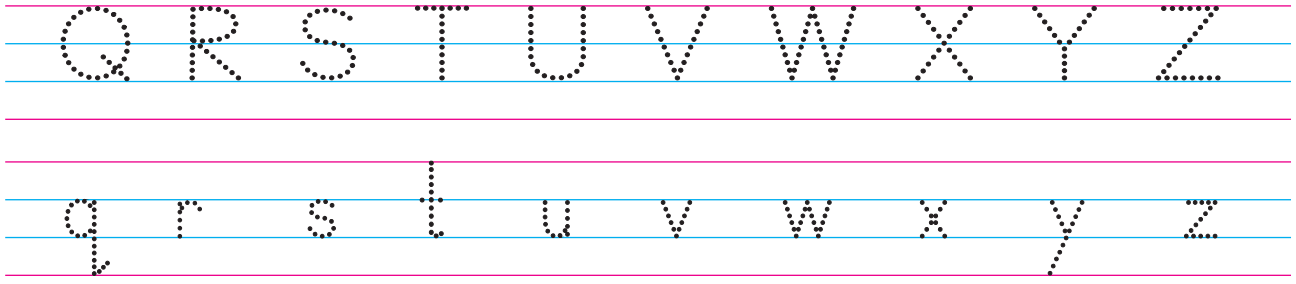
B. Sing it, loudly for the capital letters and softly for the small letters.

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

D. Let us write

1. Join the Dots.





2. Write the letters.

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Qq Rr

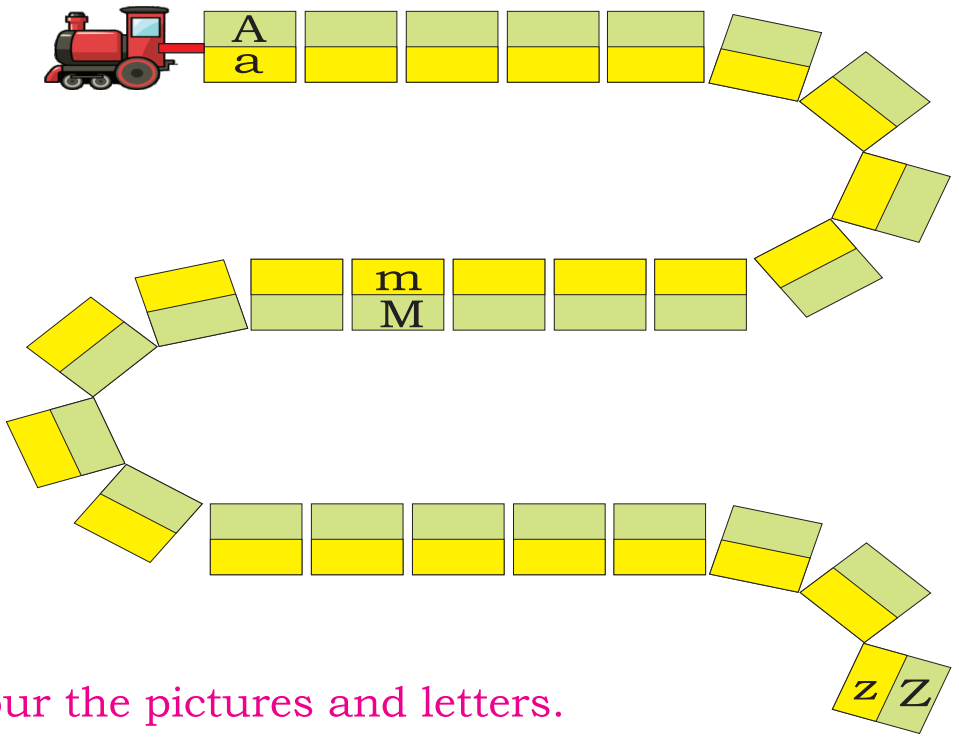
Ss Tt

Uu Vv

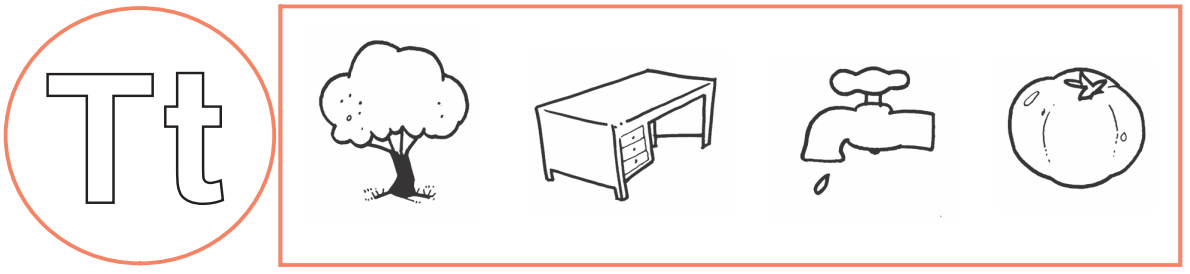
Ww Xx

Yy Zz

3. Complete the following with capital and small letters.



4. Colour the pictures and letters.



E. Mental Talk

Namaskar, Salam, Salute

F. Let us do

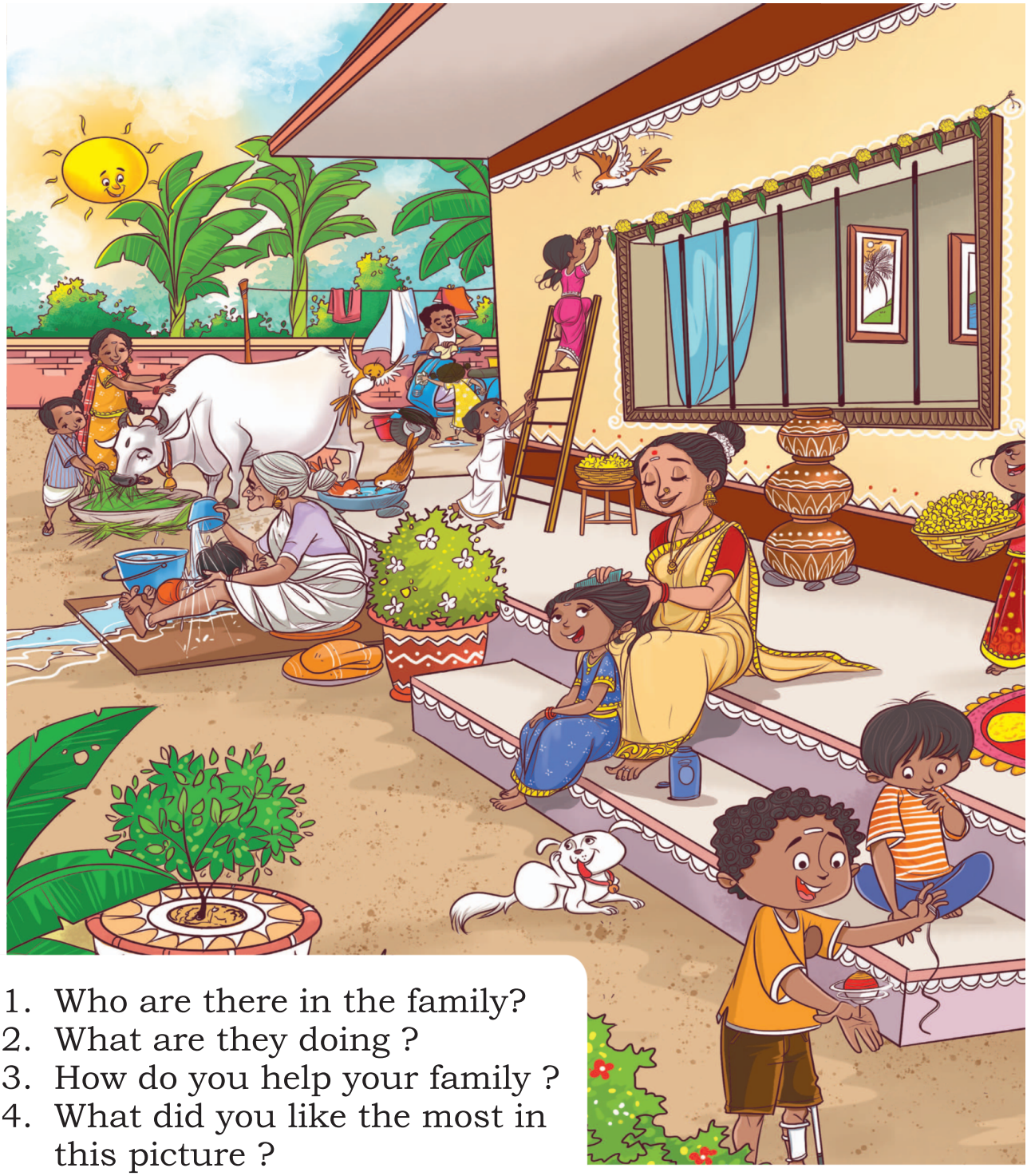
Let us play with flash cards.

- Make flash cards on all the letters (A to Z).
- Place the cards in front of the mirror.
- Now say which letters look same in the mirror as you see in the flash card.

Chapter -3

Family Members

Pre-reading



1. Who are there in the family?
2. What are they doing ?
3. How do you help your family ?
4. What did you like the most in this picture ?



Note to the teacher

- Encourage the children to observe the picture carefully. Ask them to speak about their family. Support them to find English words.

Let us sing a song

My Family



Mother, mother,
Will you play with me ?
Yes, I shall, yes, I shall
We are a family !

Father, father,
Will you eat with me?
Yes, I shall, yes, I shall
We are a family!

Brother, sister,
Will you dance with me?
Yes, I shall, yes, I shall
We are a family!



Grandmother, grandmother,
Will you sing with me?
Yes, I shall, yes, I shall
We are a family!

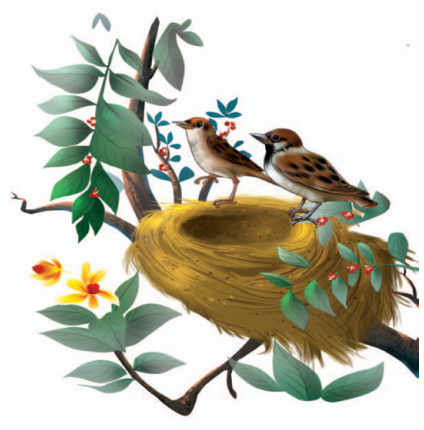
Grandfather, grandfather,
Will you read with me?
Yes, I shall, yes, I shall
We are a family!

While-reading.

The Sparrow Family



Mama and Papa sparrow were making a nest.
They found a safe place.
The little nest was soon ready.
It was soft and warm.





Mama sparrow laid three small eggs. One day the eggs broke open. Three little heads popped out. Papa sparrow brought food for them.

Grandmother and Grandfather sparrow, Aunt and Uncle sparrow, cousins and friends all came to meet the baby sparrows.

The baby sparrows grew bigger and bigger. One day, the baby sparrows hopped out of the nest. They flew up into the big blue sky.



Note to the teacher

- Tell the story and let children listen to it.
- Reinforce the names of family members in English.
- Explain that there can be various kinds of families.
- Let children try to read the names of family members from the story, e.g. Mama, Papa, Grandmother, Grandfather, etc.

1. Who are there in your family?
2. How do you help each other?
3. What are the names of your grandparents? (both paternal and maternal)
4. Which bird do you see around your house ?
5. If you were the baby sparrow, where would you go flying?
6. What do you think the baby sparrows saw from the sky ?

Note to the teacher

- As the child names the bird, write it down on the board. Let the children be familiar with these birds. Later, a picture bird chart may be prepared as a group activity and displayed in the class.

Post-reading

A. Visual Memory Development Technique (VMDT)

Take the photograph of the picture given in pre-reading in your eye camera. Close your eyes and put your index finger on the picture of -

mother, father, grandfather, grandmother, brother, sister, cow, dog.

B. Let us listen and speak

1. Let us sing and enjoy.

The Family Song.



I have a big family,
a family of ten.
mother, father
sister, brother
all eat and
play together.
uncle, aunt, cousin
grandfather, grandmother
all love me
and we stay together.

2. Say the names of the members of your family.

a) What is your mother's name?

b) What is your father's name ?

c) What is your brother's name ?

d) What is your sister's name ?

e) What is your grandmother's name ?

f) What is your grandfather's name ?

C. Let us read

1. What do you call the following members in your mother tongue. Write them in the boxes given.

Family Members

Mother		Grandmother	
Father		Grandfather	
Elder Brother		Aunt	
Elder Sister		Uncle	

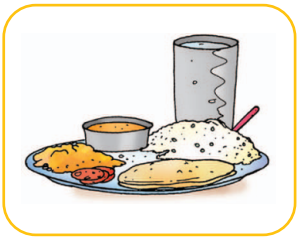
2. The word father begins with 'f' sound, read the following words that begin with 'f' sound.



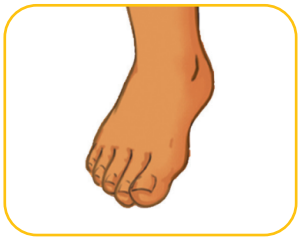
fox



feather



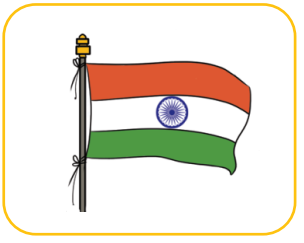
food



foot



five

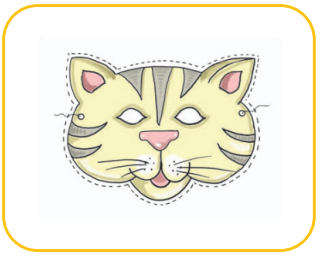


flag

3. The word mother begins with 'm' sound, read the following words that begin with 'm' sound.



man



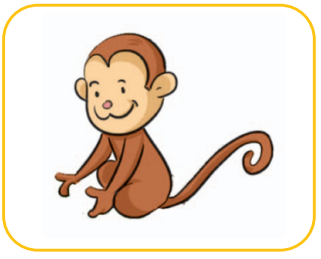
mask



mouse



moon



monkey



mouth

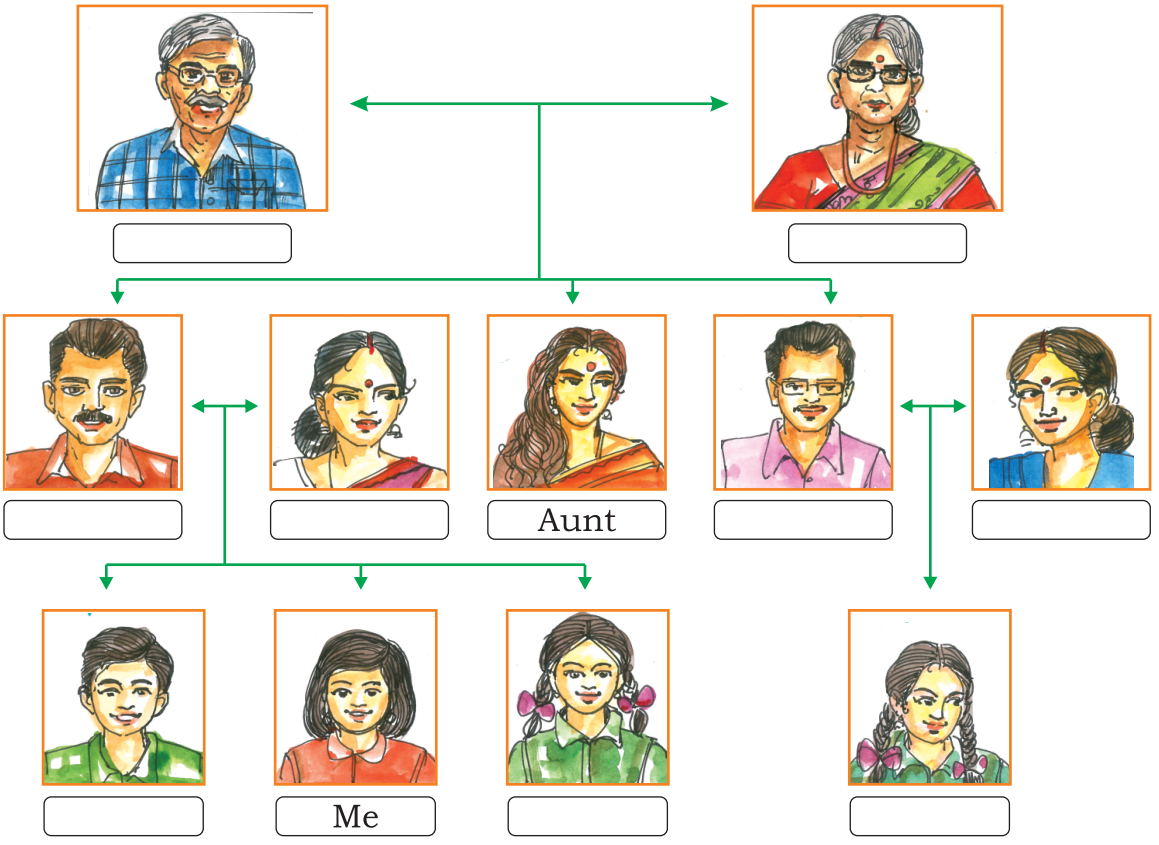
4. Read the words given below.

- Tick the words that begin with 'f'.
- Circle the words that begin with 'm'.

fish	mug	map
sister	face	mat
fan	eye	finger
	milk	

D. Let us write

1. Write the names of the family members in proper place choosing from the box.



mother, father, cousin, grandfather, uncle, grandmother, aunt, sister, brother.

2. Write the words in given space as shown.

father

mother

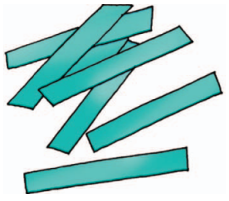
sister

E. Mental Talk

father	ବାପା
mother	ମା
grandfather	ଜେଜେବାପା
grandmother	ଜେଜେମା

F. Let us do

Let us make puppets.
Follow the instructions given by your teacher.



a. Let us make 6 thick paper strips. These strips may be of any colour.



b. With the help of your teacher, draw faces of each family member on paper.



c. Stick each picture on one end of the strip. The picture may help you.



d. You may now use these as puppets and play with your friends.

UNIT-2
LIFE AROUND US

Chapter -1

Picture Time

Pre-listening



- What do you see in this picture?
- Can you name these animals ?
- Do you know the names of each animal in English?
- Where have you seen them?
- Are there any birds in the picture ?
- Can you name them?
- Can you see the snakes in the picture? How many are there?
- What is the monkey doing?

While-listening

Let us sing a song and enjoy

FUN WITH NUMBERS

1,2
Polish
your shoes.



3,4
Open
the door.





5,6
Pick up
the sticks.

7,8
Lay them
straight,





9,10
Run after
the hen.

1. How many pictures are there in the song 'Fun with numbers'?
2. How many children are there in the picutre?
3. How many boys are there?
4. How many girls are there?
5. Count the numbers from one to ten.

Let us sing another song.

FIVE LITTLE MONKEYS

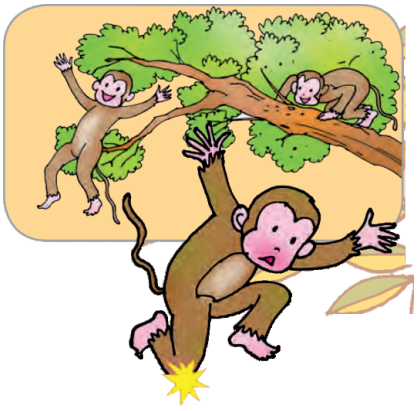
Five little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!





Four little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

Three little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!





Two little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!

One little monkeys
jumping on a tree,
One fell down
and bumped his knee.
Ah! Ah! Ah!





Now, no more monkeys
jumping on a tree,
Each of them
is holding his knee!

1. How many pictures are there in the poem 'five little monkeys'?
2. How many monkeys are there in the first picture?
3. How many monkeys are there in the second picture?
4. Why the number of monkeys is four in the second picture?
5. How many monkeys are there in the last picture ?

Note to the teacher

- Teacher recites the song aloud two times with action and asks learners to listen first.
- Then She/he recites one line with action, Learners repeat after him / her and complete all the lines in the same way two times.
- Next, the teacher recites one line aloud and learners recite the next line.
- Teacher divides the class in two groups and asks one group to sing one line aloud and the other group sing the next line aloud finally, the teacher encourages them to sing in chorus with action.
- At the time of discussion, Teacher asks questions and the learners try to answer the questions. She/He can use mother tongue, if necessary.

Post- listening

A. Visual Memory Development Technique (VMDT)

Close your eyes. Put your index finger on the following pictures.

girl opening the door, the boy polishing the shoes, the girl running after the hen, picture with five little monkeys.

B. Let us listen and speak

1. Chain - drill

   (a) The first learner says the first line, i.e '1,2, Polish your shoes.' and the second learner says the second line; '3,4, Open the door'. In this way the third learner and others continue.

   (b) The learners say the lines of the song. 'Five Little Monkeys' in the same manner.

2. Let us listen and repeat

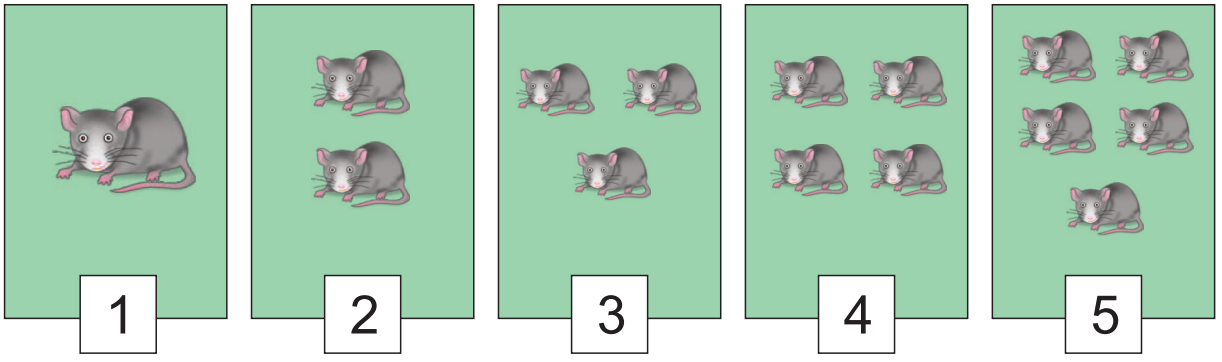
   Listen to your teacher and repeat after him/her. (Teacher reads the following pairs of rhyming words and learners repeat after him/ her)

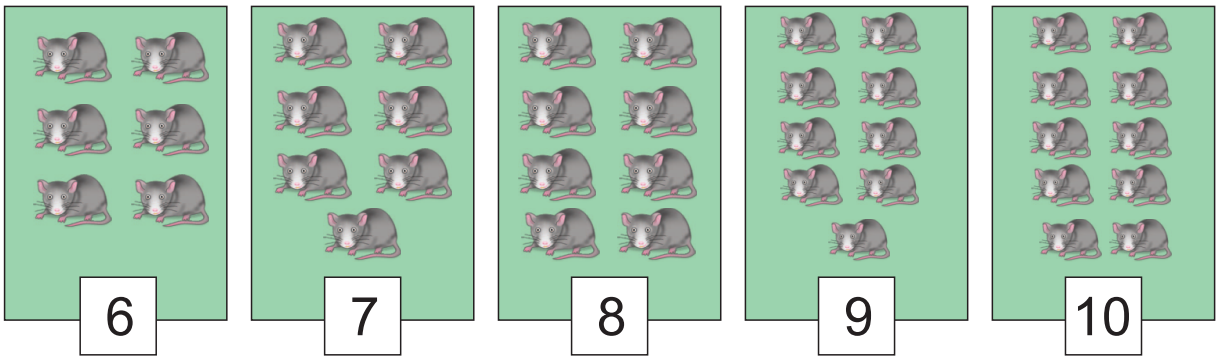
   (a) Two - shoe, four - door, six - sticks, eight - straight, ten - hen

   (b) tree - knee, five - alive, hen - pen, den - men.

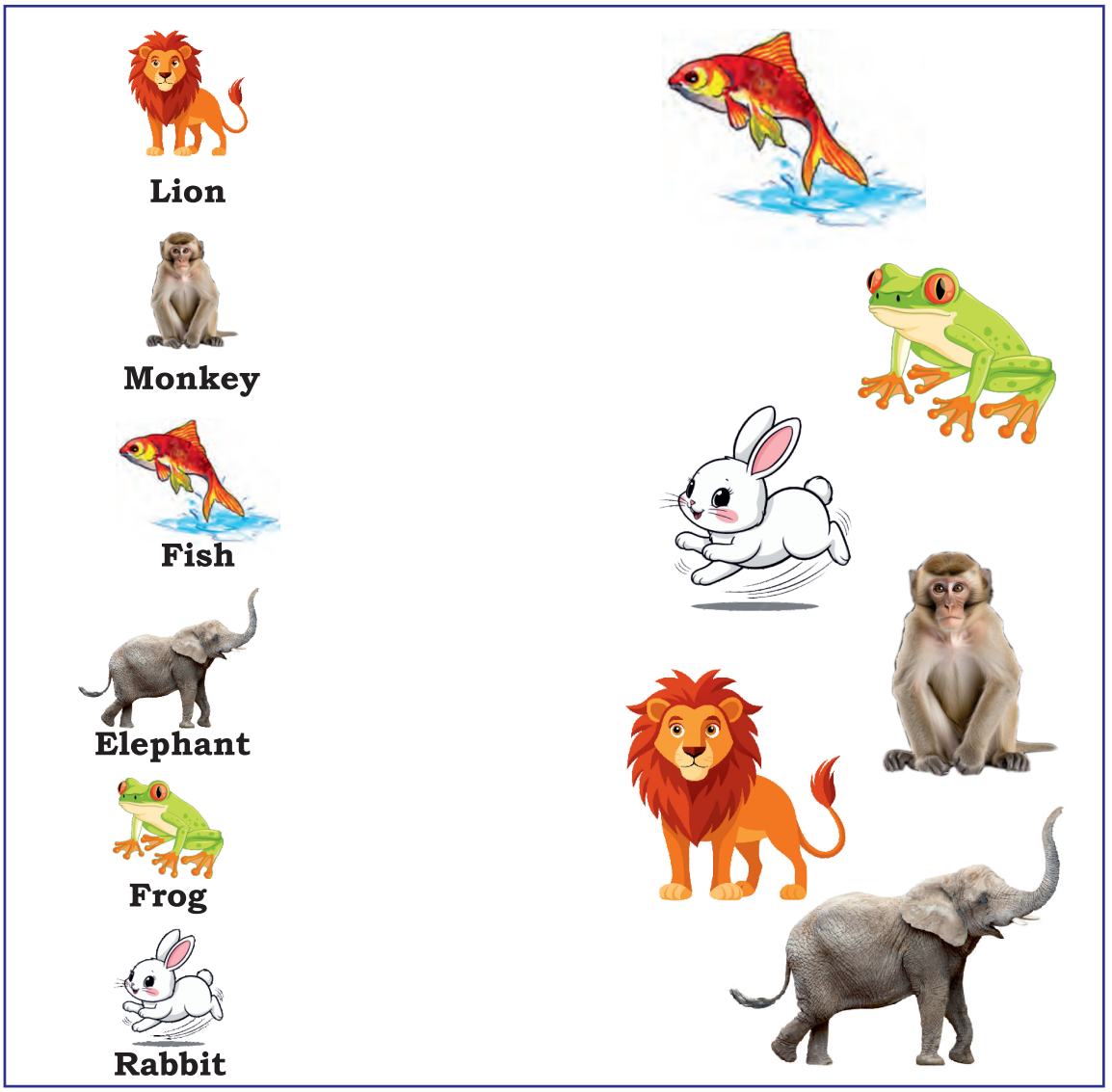
C. Let us read

1. Look at the pictures and count the numbers.





2. Match the animals given in column 'A' with the same picture in column 'B'



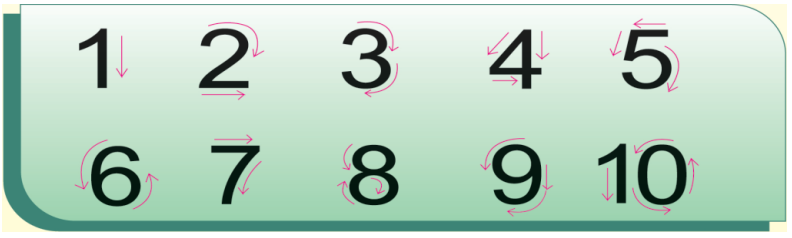
3. Match Odia numbers with English numbers and words. One in each table is done for you.

A	B	C
୨	3	ONE
୫	4	TWO
୩	1	THREE
୧	5	FOUR
୪	2	FIVE

A	B	C
୮	7	SIX
୬	9	SEVEN
୯	10	EIGHT
୭	6	NINE
୧୦	8	TEN

D. Let us write

1. Mark the numbers first and join the dots. Copy the numbers in the lines.



1 2 3 4 5

1 2 3 4 5

6 7 8 9 10

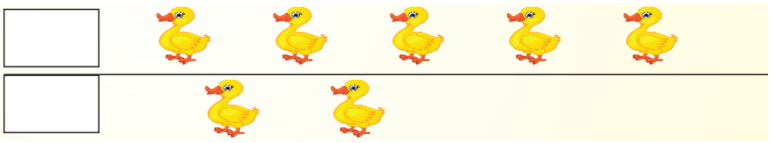
6 7 8 9 10

2. Count the pictures in each line and write the number in the box. The first one is done for you.



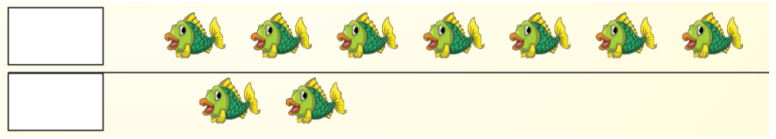
3. Count the pictures in each line and write the number of the pictures in the box.

There were
But now only



Where did they go?
I don't know.

There were
But now only



Where did they go?
I don't know.
There were
But now only
Where did they go?
I don't know.



E. Mental Talk

One, two, three, four, five,
Once I caught a fish alive.
Six, Seven, eight, nine, ten.
Then I let it go again.

F. Let us do

Do you know any other number rhyme?
Ask your parents or elders at home.
It could be in any language. Share it in class.

Chapter -2

The Frog and the Crow

Pre-listening

Dear Children,

- Do you like stories?
- Will you listen a story?
- Look at the picture and say-
- What is the story about?

While-listening

Let us listen a story and enjoy

The frog and the Crow

Once there was a frog, and there was a crow. The frog lived in a pond. The crow lived in a tree.

The frog was very proud. Why? Because he can swim in the water. He can also jump on the land.

One day the frog asked the crow, "Mr. Crow, can you swim like me?"

Crow : No, I cannot.

Frog : can you jump like me?

Crow : No, I cannot

Frog : You cannot jump like me. You cannot swim like me. What can you do, Mr. Crow?

Crow : You are right Mr. Frog. I cannot jump like you. I cannot swim like you. But



I can walk. I can also fly. Saying so the crow flew away catching the frog in its beak.



1. Who are there in the story?
2. Where did the frog live ?
3. Where did the crow live?
4. Who was proud? why?
5. What did the frog say to the crow?
6. What did the crow reply?
7. What did the crow do at last?
8. What can you do? What cannot you do?

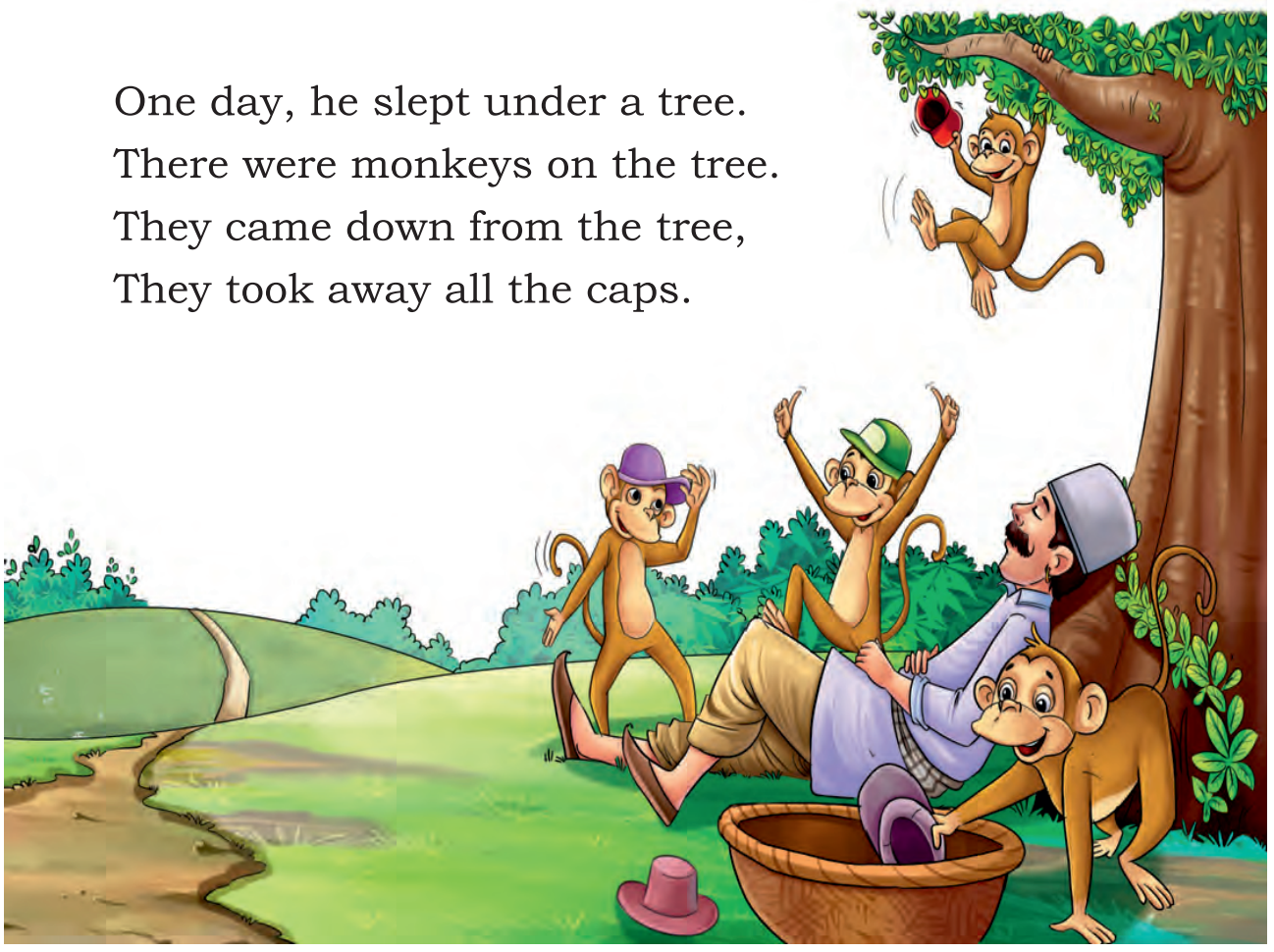
Let us enjoy another story

The Cap-seller and the Monkeys.

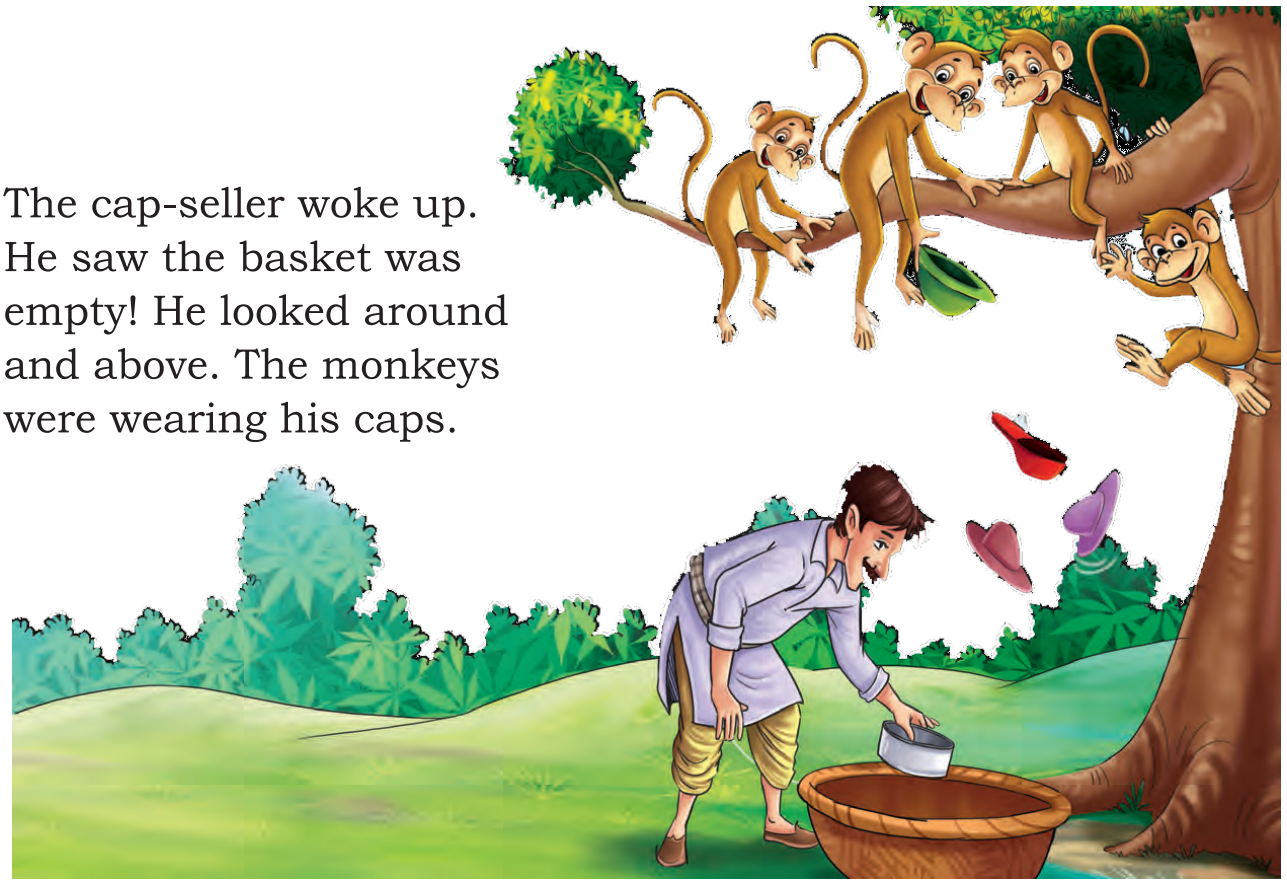


Once there was a man
Who sold caps. He carried
many caps in a basket
on his head. He was a
cap-seller.

One day, he slept under a tree.
There were monkeys on the tree.
They came down from the tree,
They took away all the caps.



The cap-seller woke up. He saw the basket was empty! He looked around and above. The monkeys were wearing his caps.



What do you think the cap-seller would do now?

The cap-seller shook his fists at the monkeys. They also did the same. The cap-seller scratched his head. The monkeys did the same.

The cap-seller had an idea!
He took off his cap and threw it into the empty basket.

Note to the teacher

- The question in the middle of the story is to give children time to reflect and guess.



The monkeys also did the same.

The cap-seller got all his caps back and went away happily.

1. Who are there in the story?
2. What did the man carry in a basket?
3. Who took away the caps from the basket?
4. Why did the man look around and above?
5. What were the monkeys doing?
6. What did the monkeys do when the man scratched his head ?
7. How did the man get back his caps?

Note to the teacher

- Teacher with the help of pictures, narrates the story in simple language with actions, gestures, posters, modulation of voice and using predictive questions.
- Teacher can use mother tongue at the time of using questions for listening comprehension.

Post-listening

A. Visual Memory Development Technique (VMDT)

Close your eyes and put your index finger on the following pictures.

- the crow, the frog, the crow catching the frog.
- the man carrying the basket, the monkeys wearing the caps, the monkeys putting the caps in the basket, etc.

B. Let us listen and speak

1. Let us sing a song and enjoy.



Would you like to replace butterflies with anything else? Try.

Note to the teacher

- Sing the song along with actions.
- Let the children repeat after you and then let them sing it on their own with actions.

2. Answer the questions.

Teacher : Look up! What do you see on the tree?

Child : I see ..... on the tree.

Teacher : Look down! What do you see on the ground?

Child : I see ..... on the ground.

Teacher : Look up! What do you see in the sky?

Child : I see ..... in the sky.



Note to the teacher

- For activity 2, encourage the children to speak using the given phrases.
- Provide regular and frequent practice of the phrases such as on the ground, on the tree etc.

3. Listen and repeat.

Some words have two syllables. Notice the word below.

monkey — mon | key

seller — sell | er

basket — bas | ket

donkey — don | key

Note to the teacher

- Let children clap for each syllable : e.g. two claps for mon and key.

4. Say and clap

Say aloud each line of both the poems, clapping for every word.

For example :

Butterflies, (clap) butterflies, (clap)
Up, (clap) up, (clap) up. (clap)
Butterflies, (clap) butterflies, (clap)
Down, (clap) down, (clap) down, (clap)

Roly (clap) poly (clap)
Up, (clap) up, (clap) up. (clap)
Roly (clap) poly (clap)
Down, (clap) down, (clap) down, (clap)

Note to the teacher

- Encourage the children to clap for every word in a line, for example, 5 claps for 'butterflies, butterflies, up, up, up'.

C. Let us read

1. Encircle the words that have 'P' in them



2. Encircle the matching letters in each row

1	T	F	p	F	r
2	b	C	d	b	q
3	o	q	n	o	r
4	W	x	M	W	V

3. What is the first sound of the words in each row?

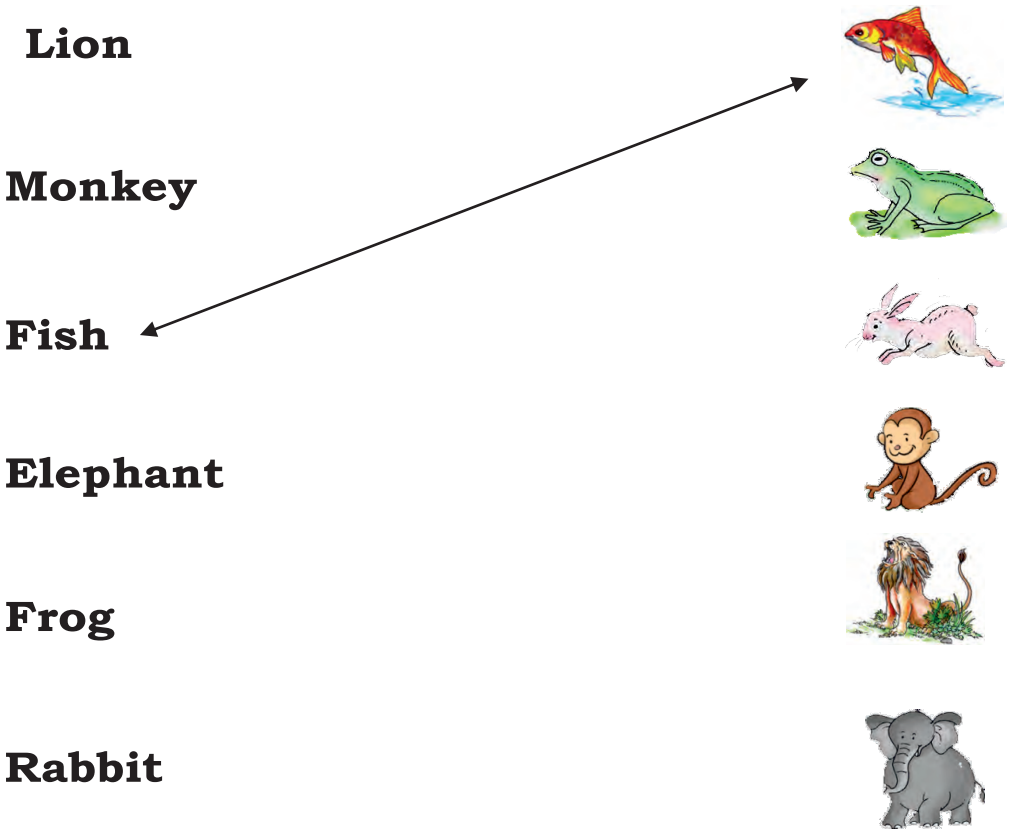
a.	cap	cat	coat
b.	monkey	mango	mouse
c.	basket	bat	ball

4. Circle the words that start with the same sound in each row.

car	tap	can	rat	cat	hat	cow

mat	man	pan	mango	banana	mug	rug

5. Match the animals with their names. One is done for you.



6. Write the numbers (1-4) next to the pictures according to the story

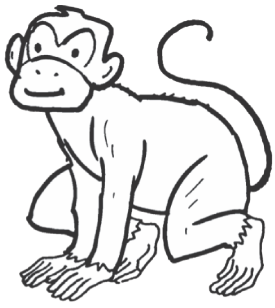


D. Let us write

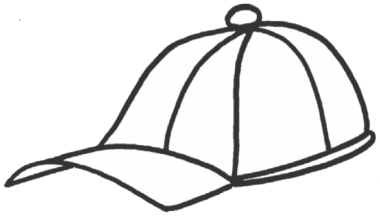
1. Let us colour and write the names



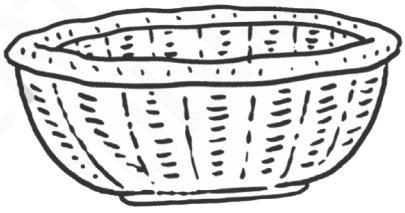
a tree



a monkey



a cap



a basket

2. Cat, rat, ant and more ! Let us write their names.

Aa **Ant**



Bb **Bee**



Cc **Cat**



Dd **Dog**



Ee **Elephant**



Ff **Fish**



Gg **Goat**



Hh **Hen**



Ii **Inkpot**



Jj **Jug**



Kk **Kite**



Ll **Lion**



Mm **Monkey**



Nn **Nest**



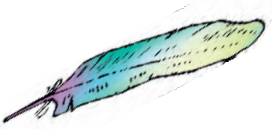
Oo **Owl**



Pp **Parrot**



Qq **Quill**



Rr **Rat**



Ss **Snake**



Tt **Tiger**



Uu **Uniform**



Vv **Van**



Ww **Whale**



Xx **X-ray**



Yy **Yak**



Zz **Zebra**



3. Now write your name and the names of five of your friends.

E. Mental Talk

Let us use our masks always.



F. Let us do

Look at the insects, birds, animals, trees and flowers around your home. Draw some of these and tell your friends more about them.

Chapter -3

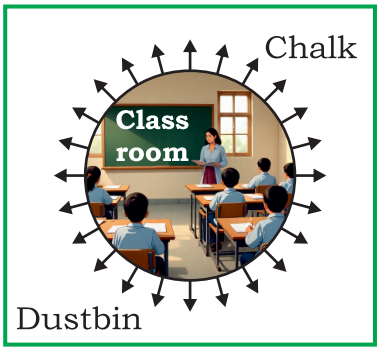
You know English

Pre-listening

Dear Children,

- What do you see in the classroom?
- What do you keep in your school bag?
- What things do you use everyday?

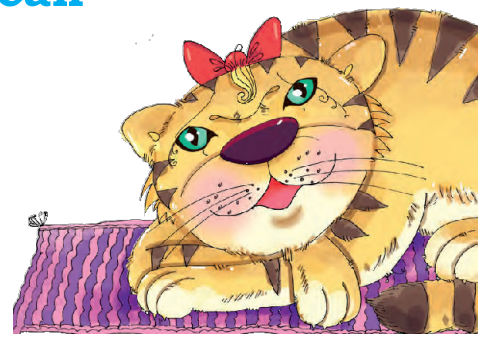
You know many words in English. Now we will discuss a lot of things around us.



While-listening

Catch me if you can

A fat cat sat
on a mat.
"I can catch you, little rat",
said the cat.



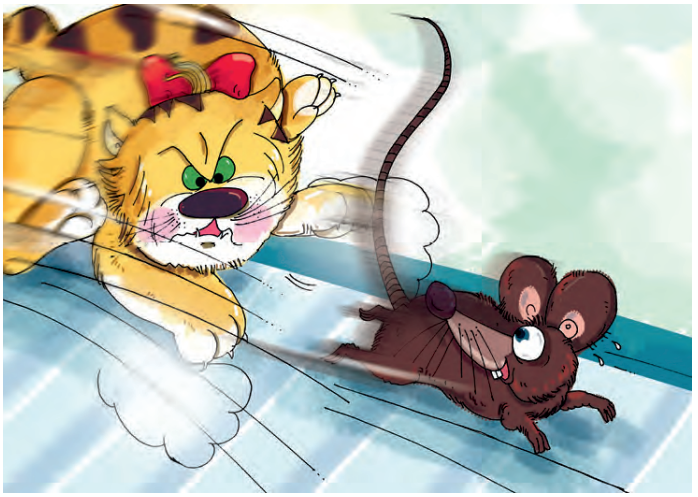


A little rat saw her,
and hid in a hat.



“No, no, you can’t”,
said the rat.





The cat ran to
catch the rat.



The rat ran and
hid in a box.





The lid of the box did not open.

“Ha, ha! You can’t catch me, big cat!”, said the rat.



- Which animals are there in this story ?
- Who sat on the mat ?
- “I can catch you little rat”, who said this ?
- Where did the rat hide?
- Was the lid of the box open?

Let us sing and enjoy a song



Look around what do I see?
A tree, a flower and a buzzing bee.
A car goes by, so fast and loud,
A kite flies high above the cloud.
A ball rolls by my little shoe,
I see my hat, its red and blue!
My bottle is full, I take a sip,
A book is near, I turn and flip.
A chair to rest, a clock that ticks,
so many things and learning clicks!

- What things do you see in this song?
- What is the colour of the hat?
- Name three things you like the most.

Note to the teacher

- Teacher with the help of pictures sing the song, asks learners to repeat, divides the class into groups and follows the steps to make them sing the rhyme.
- Teacher can use mother tongue at the time of using questions for listening comprehension.

Post-listening

A. Visual Memory Development Technique (VMDT)

Close your eyes and put your index finger on the following pictures.
tree, bottle, clock, car, shoe, book

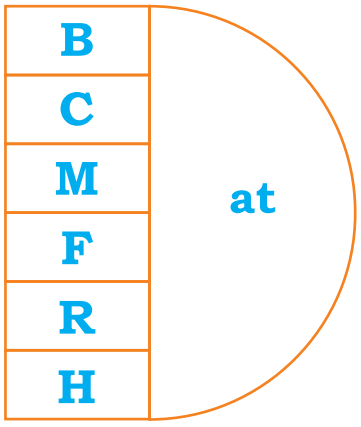
B. Let us listen and speak

1. Close your eyes and listen to the words said by your teacher.

cat	***bat***	***fat***
sat	***mat***	***hat***

- What is the first sound in each of these words?
- What is common in all these words?

2. Let us make words by adding one letter to 'at' as shown. The first has been done for you.



Bat _____ _____ _____ _____ _____

3. Listen and do the actions that your teacher says:
   - Catch the ball.
   - Throw the ball.
   - Hide under a table.
   - Open your pencil box or bag.
   - Close your pencil box or bag.
   - Say hurray!!



4. Now listen to the following words. Do you know what they mean? Ask you teacher

catch	***throw***	***hide***
open	***say***	***close***

C. Let us read

1. Arrange the pictures according to their size.



2. Arrange vehicle according to speed.



D. Let us write

1. Read the words first and copy them in the lines.

ink yet sit hen man

eat tea sir meat meet

name seat late hate gate

2. Write your name and the names of your family members.

3. Write your village name and the names of nearby places or villages.

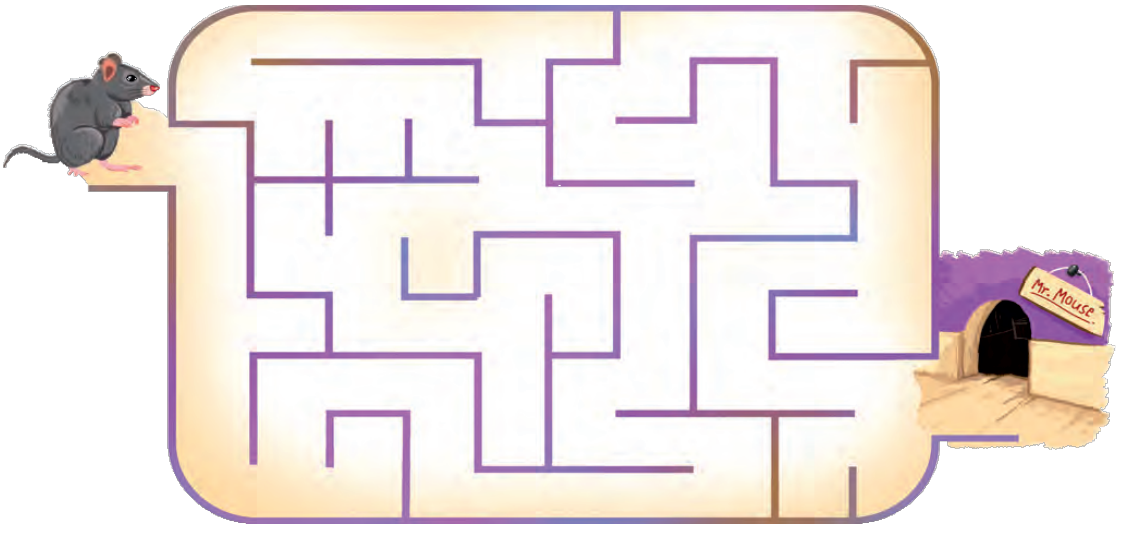
E. Mental Talk

We should take care of our books and other useful things properly.

F. Let us do

1. Make a list of the people you know in your village or town.

2. Help the mouse reach its home.



Chapter - 4

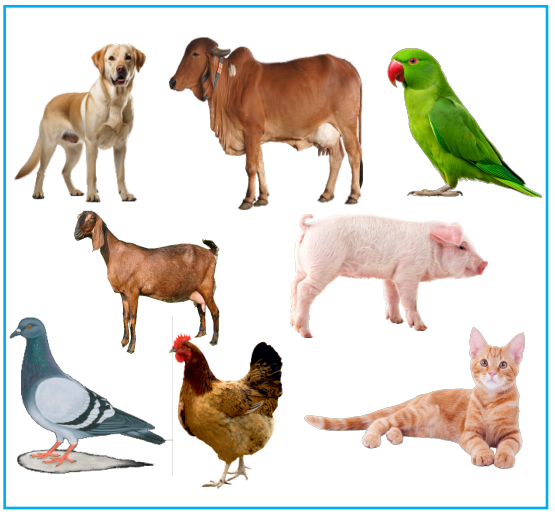
A farm

Pre-listening

- Look at the pictures and say what animals and birds you see here.
- What pets do you have in your home? Let's say following lines in a chain.

  I have a dog. It's name is <u>Titu.</u> What's about you?

  (Learners will change the underlined word only and speak in a chain-drill.)

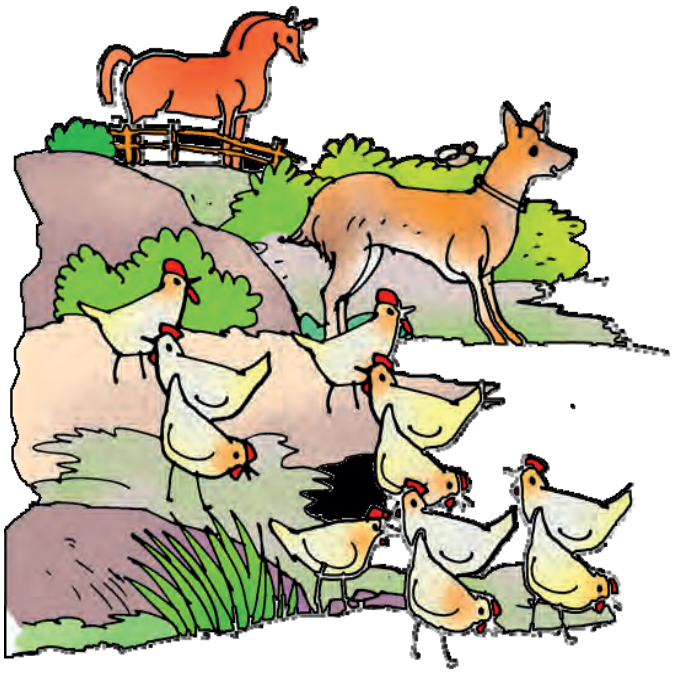


While-listening

A Farm



My dear grandpa had a farm
E-I-E-I-O
And on that farm,
He had a cow
E-I-E-I-O
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
My dear grandpa had a farm
E-I-E-I-O



My dear grandpa had a farm
E-I-E-I-O
And on that farm,
He had a hen
E-I-E-I-O
With a cluck-cluck here
And a cluck-cluck there
Here a cluck, there a cluck
Everywhere a cluck-cluck
My dear grandpa had a farm
E-I-E-I-O

Note to the teacher

- Replace the animals with their sounds and continue the rhyme. Use the sounds of animals from your language.
  For example : Cat - miaon- miaon

1. Who had a farm ?
2. What animals did he have in his farm ?
3. What animals do you have in your home ?
4. Which animal do you love the most and why ?
5. Who gives food to them in your home?
6. Can you make sounds of different kinds of animals ?

Note to the teacher

- Teacher with the help of pictures sing the song, asks learners to repeat. He/She divides the class into groups and follows the steps to make them sing the rhyme.
- Teacher can use mother toungue at the time of using questions for listening comprehension.

Post-listening

A. Visual Memory Development Technique (VMDT)

Close your eyes and say how many pictures are there in the song ? Put your index finger on the following pictures-

- cat, pigeon, goat and pig in the first picture chart.
- Put your index finger on the hen, cow, dog, grandpa.

B. Let us listen and speak

Let's sing and enjoy

My dear Jeje had a farm,
E-A-E-A-U
And in the farm he had some cats;
E-A-E-A-U
With a mew, mew' here,
With a 'mew, mew' there,
Everywhere mew mew.
My dear Jeje had a farm
E-A-E-A-U

Note to the teacher

- Support children's attempts to read the above sentences.

C. Let us read

Animals and Birds

My name is Jaggu.
I live in Nagpur.
Come with me.

I will tell you about the animals
that live near my house.



This is a dog.
It lives near the gate.



These are cats.
They jump up and down in
the verandah of my house.

This is a cow.
It eats grass.





This is a rat
The rat is very small.
The cat chases the rat.

These are monkeys.
They swing and jump in
the trees.





There is a field beside my house.
There are a few snakes in it.
You have to walk
carefully in the field.



Now, I will also tell you about the birds I see near my house. This is a crow. It is black in colour.

This is a pigeon. It is grey in colour.

This is a sparrow. It is a small bird.

This is a parrot.

It is green and has a red beak.

This is a peacock.

It has many colours.

I love animals and birds.

1. Who tells about the animals?
2. Where does Jaggu live?
3. How do the cats jump?
4. Where do the monkeys jump?
5. Who eats grass?
6. Which bird has a red beak?
7. Why does Jaggu love birds and animals.

Note to the teacher

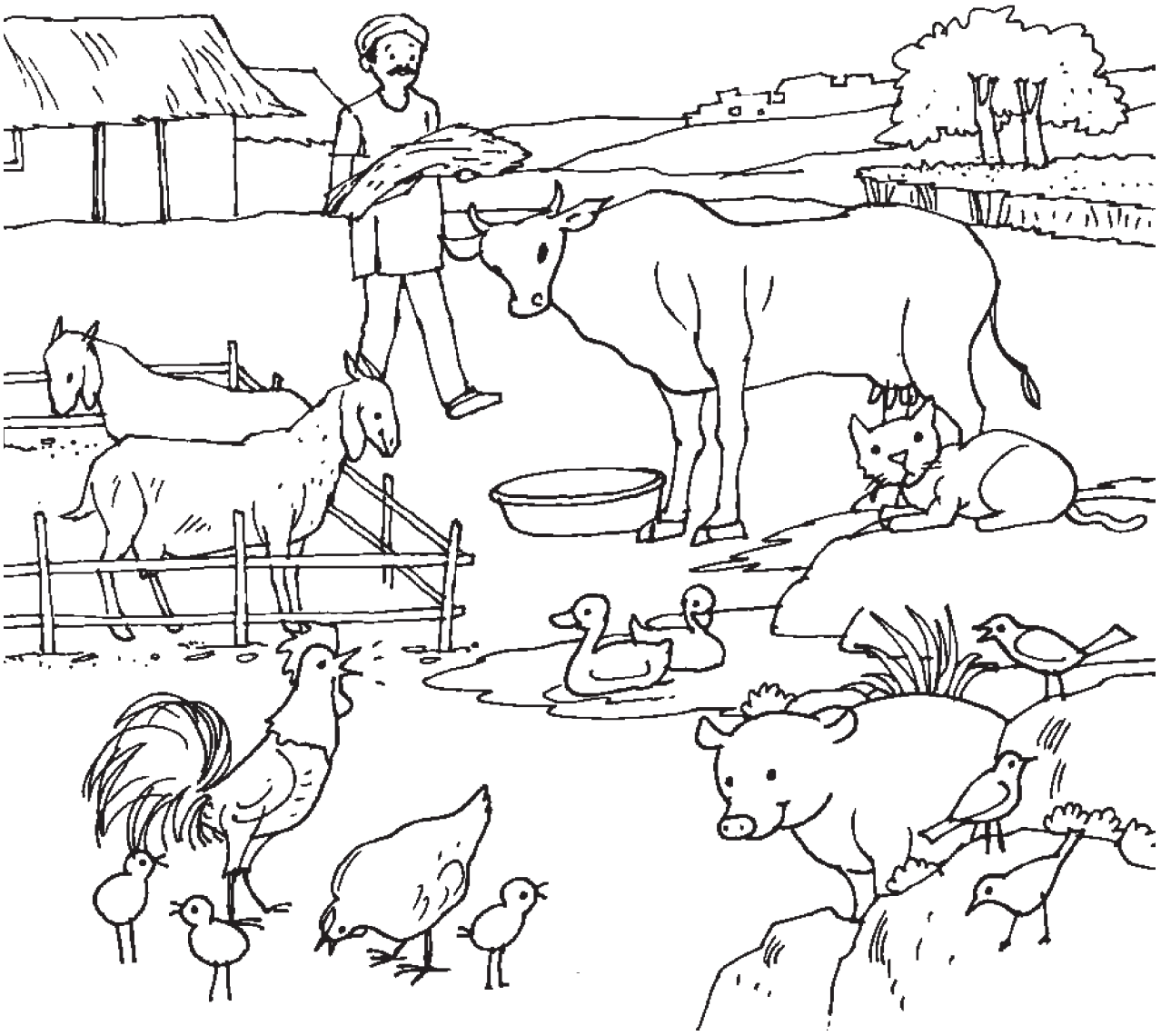
- Talk about animals, birds, and insects that live in your surroundings.
- Through frequent and regular practice, reinforce the English names of the animals, birds and insects.

D. Let us write

1. Colour the farm and name the animals in the farm. Use this help box.

Help box

Cat | Cow | Goat | Pig | Hen | Cock | Sparrow



2. Read the following sentences and write the names of the colours in the blanks.

Child 1: What is the colour of a parrot?

Child 2: A parrot is _____

Child 1: What is the colour of a crow?

Child 2: A crow is _____

Child 1: What is the colour of a rat?

Child 2: A rat is _____

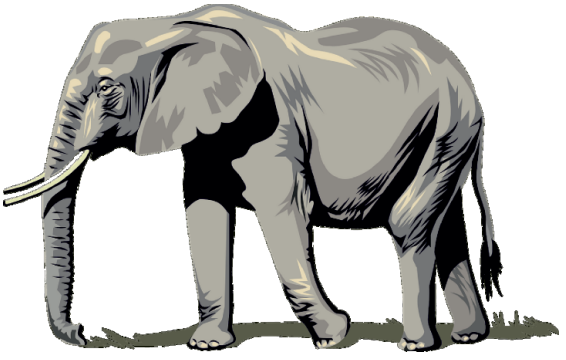
Child 1: What is the colour of a peacock?

Child 2: Oh! It has many colours.

3. Write the following lines about elephant in the given space properly.

- This is an elephant.

  It has one trunk and two eyes.



E. Mental Talk

Animals and birds are our friends. Love them.

F. Let us do

Draw the pictures of your favourite pets.

UNIT-3

OUR FOOD

Chapter -1

Fun with Pictures

Pre - reading

Dear Children,

Look at the picture and say the names of the food items. You may use your home language.



Pakhala Divas is celebrated on 20th March every year in our state.

Fun with pictures :





1. What do you see in this picture ?
2. How many types of fruits are there in the picture?
3. Say the names of the fruits and vegetables that you see.
4. Can you name the fruits that are red in colour?
5. How many types of vegetables are there in the picture?
6. Can you name the green vegetables?
7. Which fruits and vegetables do you like the most?
8. Why do we eat fruits and vegetables ?

Note to the teacher

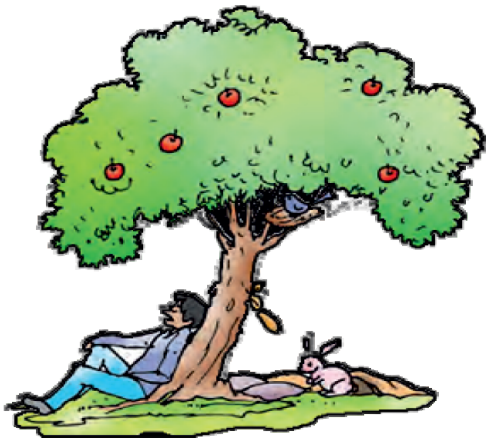
- Encourage pupils to answer the questions, even if they say in their home language. Help them find English names for fruits and vegetables. Names identified can be written on the board.

While-reading

Fruits for All

Five yellow mangoes hanging on the tree.
One for the traveller who rests under the tree.
One for the bird who rests on the tree.
One for the squirrel who runs up the tree
One for the rabbit who lives under the tree.
One for you to share with me.





Five red apples hanging on the tree.
One for the traveller who rests under the tree.
One for the bird who nests on the tree.
One for the squirrel who runs up the tree.
One for the rabbit who lives under the tree.
One for you to share with me.

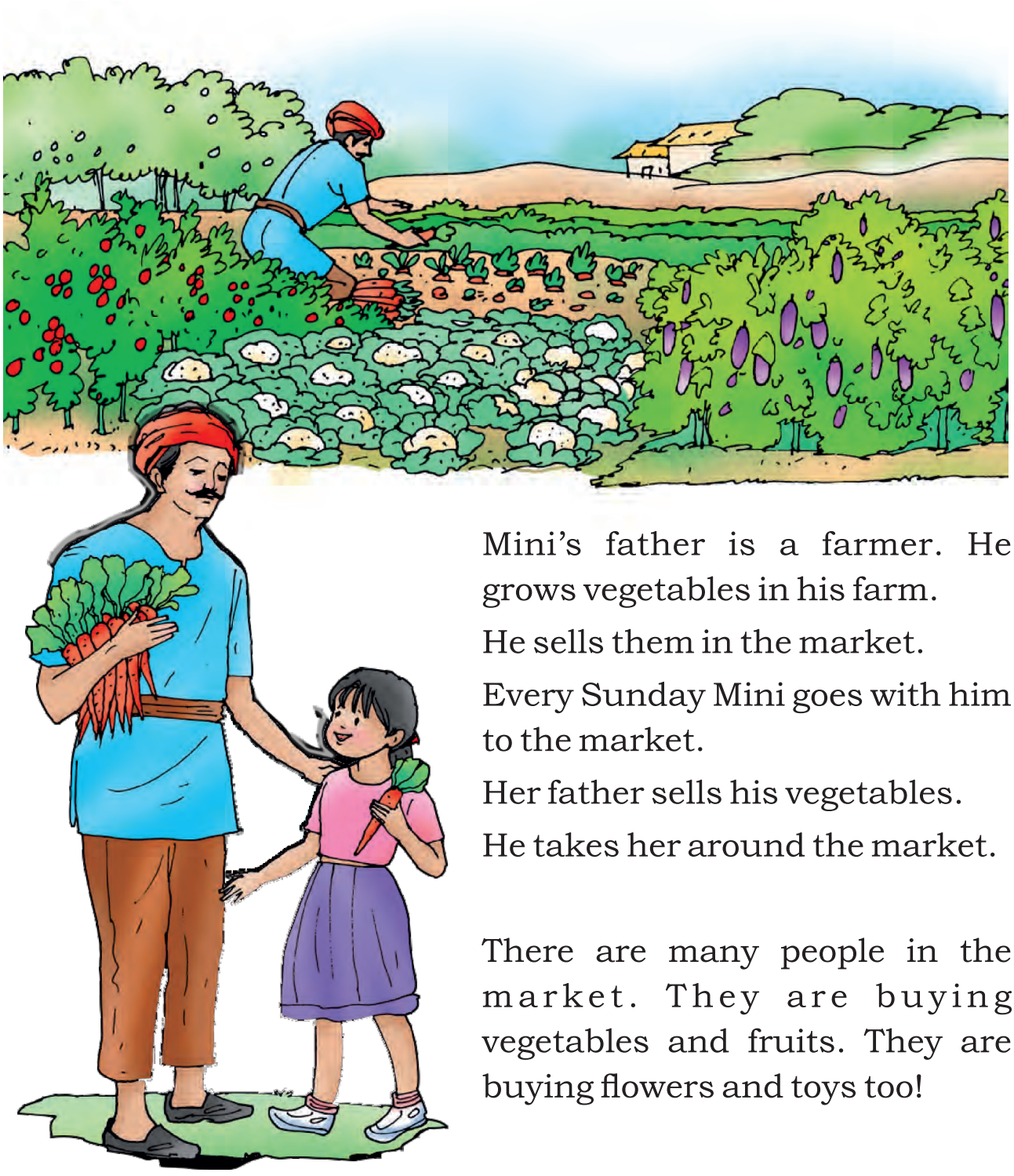
1. Say the colour of the mangoes.
2. How many mangoes are there on the tree?
3. With whom does the tree share its fruits?
4. What do you share with your brother, sister or friends?
5. Circle the word 'for' and 'on' used in the song..
6. Who nests on the tree?

Note to the teacher

- Sing this song with different types of local fruits. Help every child answer the questions.Sing this song with different types of local fruits. Help every child answer the questions.

Let us read and enjoy

A Visit to a Market



Mini's father is a farmer. He grows vegetables in his farm.

He sells them in the market.

Every Sunday Mini goes with him to the market.

Her father sells his vegetables.

He takes her around the market.

There are many people in the market. They are buying vegetables and fruits. They are buying flowers and toys too!

Mini : Look, Father ! There are many colourful flowers.

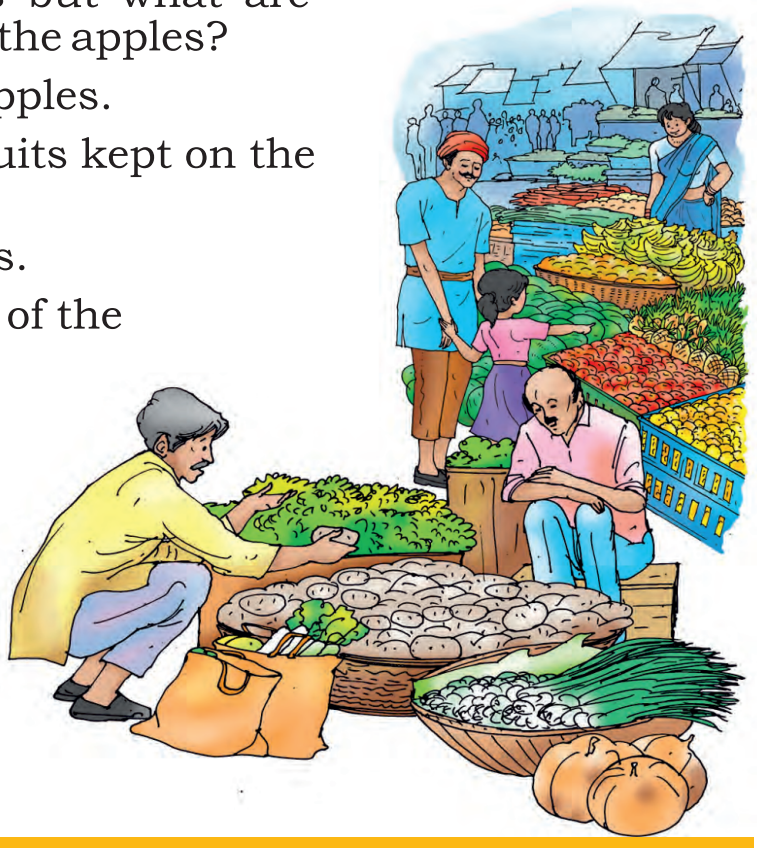


Father : Yes, there are. Let me tell you the names of the flowers. Those are roses. Those are marigolds. These are jasmine flowers.

Mini : Yes, sometimes mother makes a string of jasmine flowers.

Father : Look at the fruits here.

Mini : I can see apples but what are those large fruits behind the apples?



Father : Those are pineapples.

Mini : What are these fruits kept on the right of the apples?

Father : They are oranges.

Mini : What is the name of the big green fruit kept on the left of the apples ?

Father : Oh! That is watermelon.

Mini returns home with her father. she holds a small basket of flowers in her hand. Her father has a bag of fruits.

Note to the teacher

- Help children identify various flowers available around them in the local language and English.

1. Is there a market near your house?
2. Do you go to the market ?
3. With whom do you go?
4. What do you like the best in the market?

Post-reading

A. Visual Memory Development Technique (VMDT)

Take the picture of vegetables and fruits in your eye camera. Put your index finger on-

- Yellow fruits
- White vegetables

B. Let us listen and speak

1. Chain drill

   Ask the children to see the song 'Fruits for all". Then ask one pupil to say the first line of the song and the next pupil to say the next line and so on.

2. Role play (Pair work with Changing of roles)

   Teacher Vs Students, Students Vs Students.

Mini : Look, Father! There are many colourful flowers.

Father : Yes, there are. Those are roses. Those are Marigolds. These are Jasmine flowers.

Mini : Yes, Sometimes mother makes a string of jasmine flowers.

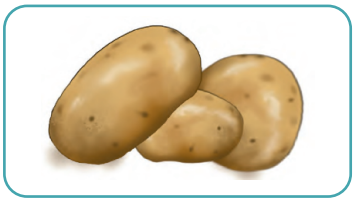
Note to the teacher

- Another role play may be conducted with the rest of the dialogues given in the topic.

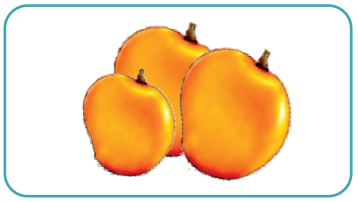
C. Let us read

1. Look at the pictures given below and read them aloud.

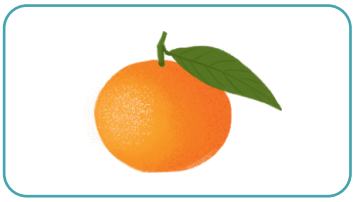

Tomatoes


Potatoes

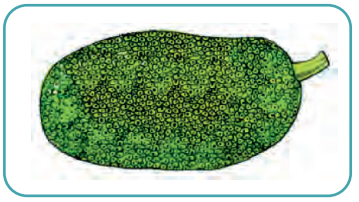

Brinjals

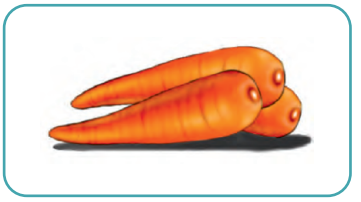

Mangoes


Cabbages


Orange


Apple

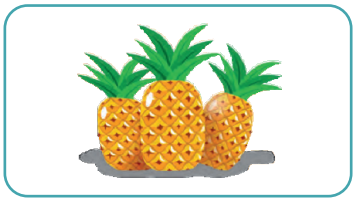

Jackfruit


Carrots


Radish


Cauliflowers


Peas


Pineapples


Grapes


Onions

Note to the teacher

- Encourage all pupils to speak, help them in naming the fruits and vegetables in english.

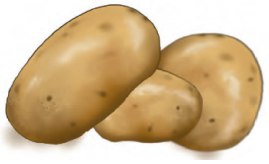
2. Think of words for the pictures and read aloud.

Today, my  took me to the 

I saw many  and  there.

I liked the 

My  bought me an 

We bought  and 

We had a good dinner.

Note to the teacher

- Support children's attempts to read the above sentences.
- Discuss with children that we should not waste food.

D. Let us write

1. Draw and colour the fruits and vegetables you like. Discuss with your friends why you like these fruits and vegetable.



2. Write the words in the space below :

yellow mango | red apple | yellow banana

green guava | purple brinjal | brown potato

orange carrot | white radish

3. See the pictures and fill in the blanks. Two have been done for you.

Are these onions?
Yes, they are. These are onions.





Are these tomatoes?
No, they are not.
These are brinjals.

Are these Potatoes?
_____, they are not.
These are _____





Are these carrots?
_____, they are.
These are _____

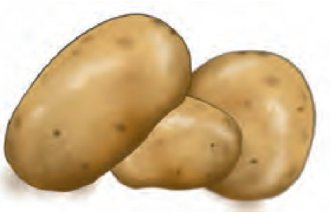
Are these roses?
_____, they are not.
These are _____



Are these pumpkins?

_____, they are not.

These are _____





Are these mangoes?

_____, they are not.

These are _____

Are these cauliflowers?

_____, they are.

These are _____





Are these cabbage?

_____, they are

These are _____

E. Mental Talk

Vegetables are good for health.
We should eat them everyday.

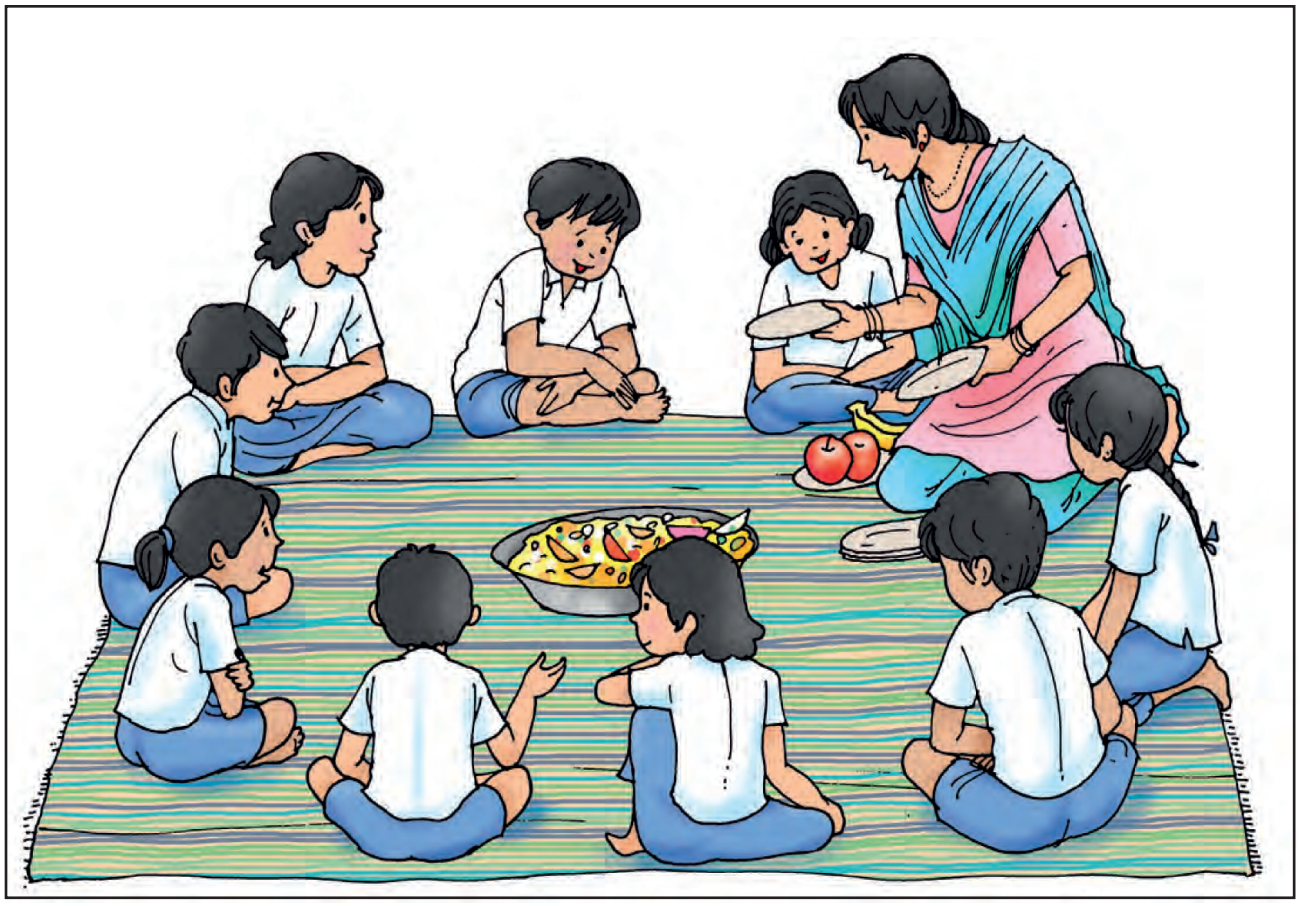


Note to the teacher

- Help the children read the questions first. Later, they may write the words.

F. Let us do

Each one of you bring one fruit to the class. Wash it well. Give it to your teacher. Your teacher will cut the fruits. Your teacher will help you prepare a fruit chat. Sit in a circle and enjoy eating it together.



Chapter -2

The Food we eat

Pre-reading

Fun with pictures

Look at the picture. The teacher with the pupils are in a near by park. She asks pupils to share the food they have brought

Picture -1



Picture -2



Answer the questions :

1. Where do you sit and eat your mid-day meal at school.
2. What food do you eat in your mid day meal?
3. How do you share your food with your friends?
4. When you get hungry, does anyone share food with you?

Note to the teacher

- Encourage the children to share their food with each other whenever possible.
- Discuss the concept of 'sharing in the context of mid-day meal.
- Encourage the children to express gratitude and respect for food and for the people who provide it.
- Discuss with children the type of food they eat. Let them say what other things they eat at home.
- Talk to the children about the diversity of culture and food in our country.

While-reading

I like food



Lots of food for us to taste.

They are blessings, so don't waste!

God gives us all good food

So eat it up we should !

I thank God for all his favours

Food and drink with many flavours !

Vegetables, fruits and sweets, all yummy

All things nice for our small tummy !

a) Who gives us good food?

b) Why should we thank God?

c) What are nice for our small tummy ?

d) Should we waste food ?

e) What do you do with the extra food?

I like banana

One day a big gorilla came to the house.



Gorilla : Hello, children!
Mmm. tasty food.
I am hungry.
Can I have a banana please ?

Children : Here it is.

Gorilla : Thank you, mmm.
I like bananas
And the gorilla ate all the bananas.

Gorilla : Can I have a biscuit please ?

Children: Yes, here it is.

Gorilla : Thank you, mmm
I like biscuits.
And the Gorilla ate all the biscuits.

Gorilla : Can I have an apple please ?

Children: Yes, here it is.

Gorilla : Thank you, mmm.
I like apples.
And the Gorilla ate all the apples.
(Mother came home.)

Mummy : Hello !
Oh dear.
Where is all the food?

Children: In the gorilla's Tummy.

1. Who came to the house one day ?
2. The gorilla ate _____, _____ and _____ in the house.
3. Where was all the food ?

Post-reading

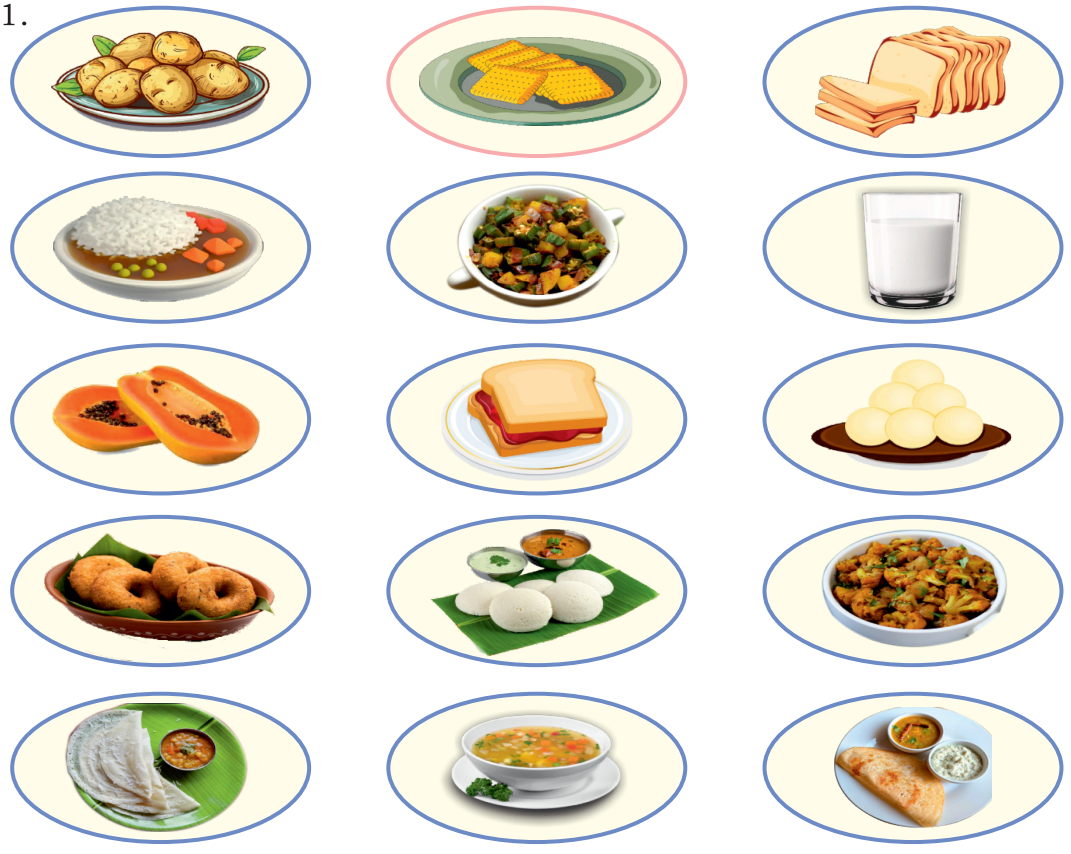
A. Visual Memory Development Technique (VMDT)

Look at the pictures given in Pre-reading. Close your eyes and keep your index finger on -

- Child with poori and dalma
- Child with cake
- Child with chakuli
- Child with aloo paratha

B. Let us listen and speak

1.



- Say the names of the food items you see in the Picture.
- Which is your favourite sweet ?
- Who cooks food at home ?
- Do you pick up your plate after a meal ?

2. Fun with words :

Listen to the following words that your teacher will read out. Notice that there is only one syllable in the following words. Say the word and clap once.

man	food	cat	hut	eat
mat	go	come	sit	

3. Now say these words. These words have two syllables. Say each word aloud and clap for every syllable of the word.

farmer	far	mer
carrot	car	rot
market	mar	ket
brinjal	brin	jal
mango	man	go
breakfast	break	fast
dinner	din	ner

4. Conduct role play taking a set of any three dialogues of gorilla and children given in the text.

C. Let us read

1. Think of words for the pictures and read aloud.

a) We eat  and  which farmers grow.

b) Some farmers keep 

c) We get honey from 

d) Some  keep 

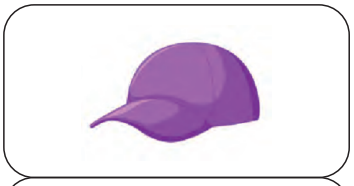
e) We get milk from cows. We make curds and butter from the milk.

We should say 'thank you' to 

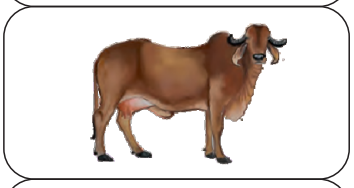
Note to the teacher

- Help children realise that farmers work hard to give us many kinds of things to eat.
- Reinforce that we should not waste food.

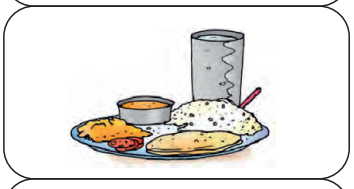
2. Match the following images to the sentences



This cow is brown.



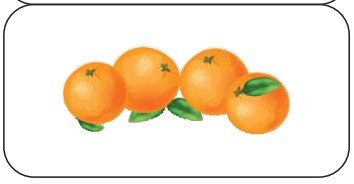
These are four oranges.



This is a purple cap.



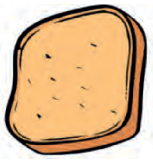
This is my lunch.



This is a green jeep.

3. Match the food item to its shape.

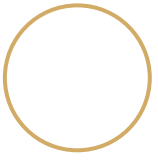












D. Let us write

1. Riddle (Listen to the riddles and write the answers)

a) I am a fruit. My name is my colour.

Who am I ?

Ans : _____ .

b) I am hard and brown on the outside.

Soft and white inside.

Who am I ?

Ans : _____

c) I am a vegetable. I am Pink in colour. I may also be white in colour.

If you cut me, I make you cry.

Who am I ?

Ans : _____

d) I am a fruit. I come in green or purple.

I come in a bunch.

Who am I ?

Ans : _____ .

2. Read the last word of each line of the song,
'I like food', Notice the final sounds of these words.
Write the words with same sounds. One is done for you.

i) taste ....Waste.... ii) favours .....

iii) food ..... iv) Yummy .....

3. Write the words in your copy.

blessing, tummy, sweets, hungry, gorilla

Note to the teacher

- Dictate the words and students write the words in the copy.
- Do the correction work.

E. Mental Talk

"Lots of food for us to taste.
They are blessings, so don't waste!"

F. Let us do

Say the names of food you eat at home. Draw and colour them. See what others have drawn.

UNIT-4

DAYS, MONTHS AND SEASONS

Chapter -1

Days and Months

Pre-reading

Children! can you say,

- How many days are there in a week?
- Name the days in Odia .
- Which day is a holiday for you ?
- Which day of the week you enjoy the most ?

Let us sing a song and enjoy.



My friend Nanu Marandi,



Born on Monday,

Smiled on Tuesday,



Jumped on Wednesday



Played on Thursday,

Clapped on Friday,



Walked on Saturday,



Slept on Sunday.



While - reading

Little Naughty Nandi

Little naughty Nandi



Has fever on Monday



Has cold on Tuesday



Has cough on Wednesday



Has headache on Thursday.



Has toothache on Friday.



Has backache on Saturday.



But ready for school on Sunday.



Little naughty Nandi.

1. What is the name of the child?
2. On which day has Nandi fever?
3. On which day has Nandi a cold?
4. On which day has Nandi a cough ?
5. On which day has Nandi a backache ?
6. On which day is Nandi ready to go school?
7. How do you know that he is not willing to go to school?
8. Has he really cold, cough, fever or is he telling lies?
9. Why is he telling lies?

Let us sing another song and enjoy

January, February,
March and April,
the river runs
down the hill.





May, June,
July and August,
the river runs
very fast.

September, October,
November and December,
into the sea
runs the river.



1. What is the poem about?
2. How many months are there in a Year?
3. Which is the first month of the year?
4. which is the last month of the year ?

Post - reading

A. Visual Memory Development Technique (VMDT)

Go to the poem 'My freiend Nanu Marandi.' Close your eyes. Put your index finger on the pictures -

- new born baby
- smiling child
- child clapping
- jumping boy

B. Let us listen and speak

1. Listen to your teacher and repeat the names of the days of the week and months of the year.
2. Chain drill
   a) One student says 'Sunday' the next says 'Monday'. When all the days are over, again the chain drill begins from Sunday.
   b) One student says January. the next student says 'February'. When all the months are over start from 'January' again.
3. Your teacher reads aloud some of the words given below. Tick those which she/he reads aloud.

   December, March, hill, June, Monday, funday, river, fever, school, November, sea, Thursday

C. Let us read

1. a. Read and arrange the days of the week in proper order.

      Thursday, Sunday, Friday, Tuesday, Monday, Wednesday, Saturday

   b. Read and arrange the months of the year in proper order.

      July, June, October, February, May, December, March, August, November, January, April, September

2. Find the odd one out.
   a) Thrusday, Friday, August, Sunday
   b) January, Tuesday, September, June

D. Let us write

1. See and copy the names of the days of the week in the given space.

Sunday

Monday

Tuesday

Wednesday

2. See and copy the names of the months of the year in the given space.

January

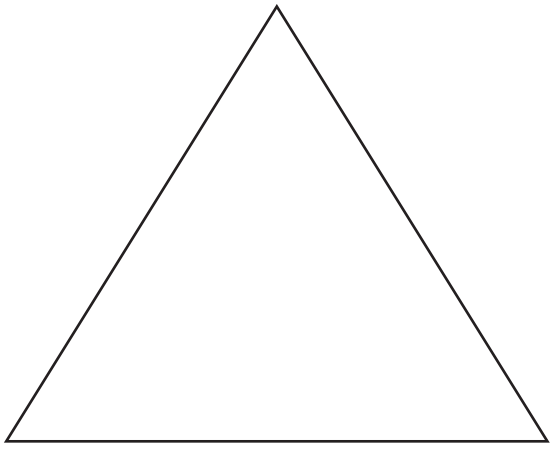
May

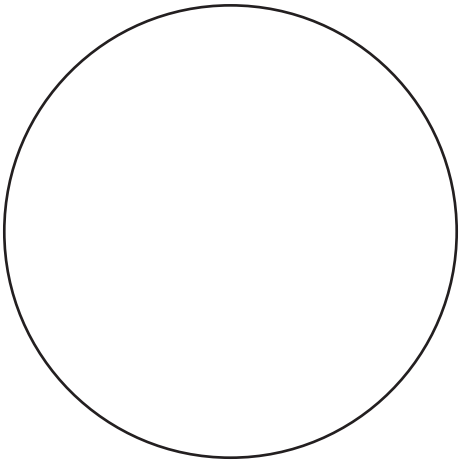
October

December

2. Place the days of the week in triangle and months of the year in the circle choosing from the box.

August, Thursday, September, March, Tuesday, Sunday, June, Saturday, Monday, May, January





3. a) What comes after ?

February.....

June.....

November.....

b) What comes before?

.....February

.....June

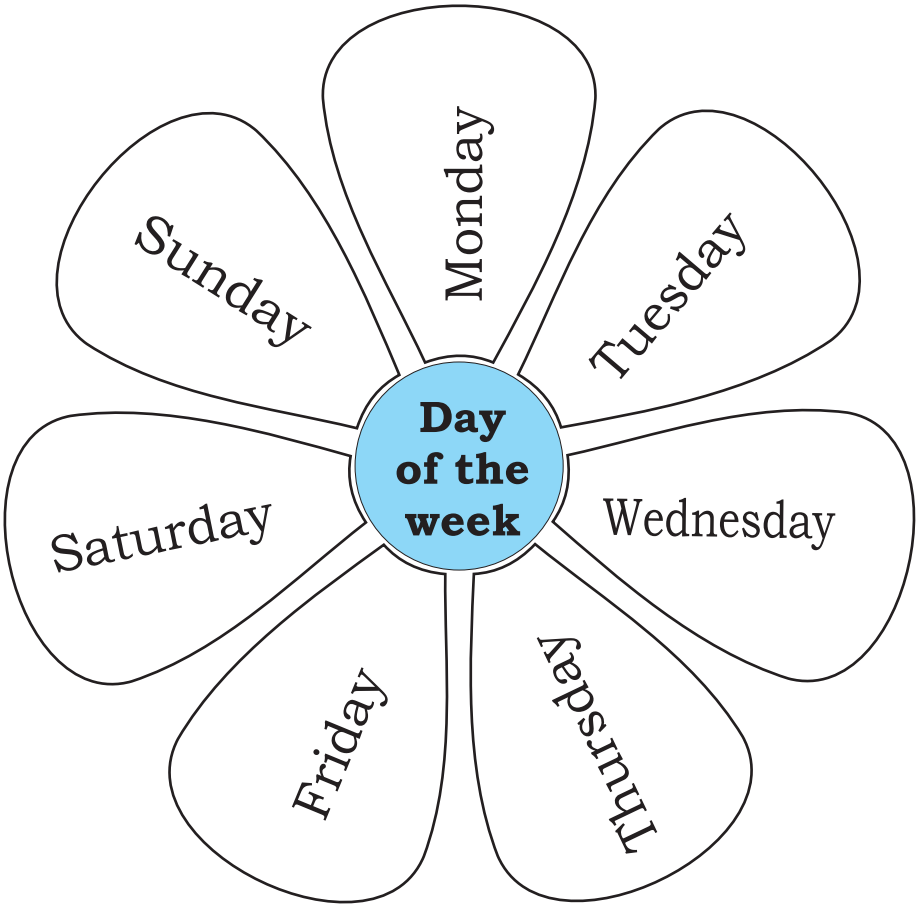
.....November

E. Mental Talk

There are seven days in a week. They are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

F. Let us do

1. Colour the days of the week as per the insturction.



Monday	White	Thursday	Yellow
Tuesday	Red	Friday	Pink
Wednesday	Green	Saturday	Black
		Sunday	Orange

2. Make colourful flash cards on the months of the year.









Chapter -2

Seasons

Pre-reading

PICTURE -1



PICTURE -2



1. Look at the picture -1 and Picture - 2. Say what you see.
2. What food items do you see in these pictures?
3. What do you like to eat during summer?

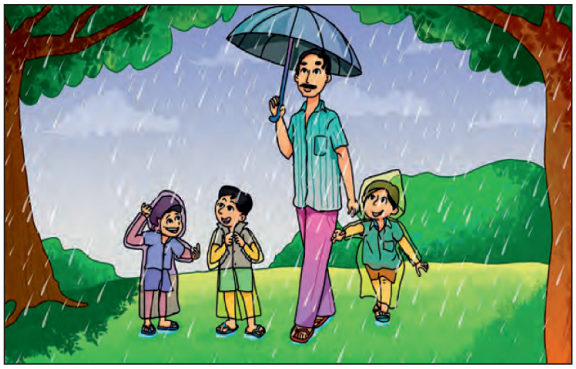
While-reading

Let us sing a song

The Six Seasons

Summer is hot.
To stay cool,
every one wants a
dip in the pool.





Monsoon clouds
Are filled with rain,
Make you feel
Cool again.

Autumn is short.
And the leaves begin to fall.
Playing in the garden
is fun for all.





Pre-winter comes
with dew and chilly air.
Warm your hands
with gloves to wear.

Winter is cold.
On sunny days,
people enjoy the
sun's rays.





Spring is a time,
when children
play. Flowers bloom,
every day.

- What do you wear in summer ?
- In which season do you see black cloud?
- In which season do you observe "Dasahara"?
- What do you wear in winter ?
- Which season do you like the most and why?

Note to the teacher

- Teacher asks the children to say the names of the seasons in odia and says that there are six seasons but we actually experience only four seasons. They are summer, rainy, winter & spring.
- Pre winter is commonly known as dewy season.

Let us read and know

Summer

Dolly and her family are visiting Hyderabad. Dolly's grandparents live there. It is hot in Hyderabad. She is wearing cotton frock.

What are Dolly's mother, father, grandfather, grandmother and brother wearing?



Winter

Prithvi has gone to Shimla with his friends. It is cold there. What are they wearing ? What things do you see in the picture.



Rainy Season

Mummy : Mohan, are you ready for school?

Mohan : Yes, Mama.

Mummy : Take your umbrella.

Muni : Where is my raincoat mama?

Mummy : Here it is !



Post-reading

A. Visual Memory Development Technique (VMDT)

Look at the picture-1 and picture -2 given in pre-reading. Close your eyes. Put your index finger on -

seabeach, children eating ice-cream, picture of snowfall, children near fire

B. Let us listen and speak

1. Chain-drill :

   One student says 'Summer'. The next one says the next season. When six seasons are over, the chain-drill begins from 'Summer'.

2. Guess the seasons and say

   i) The sun is so bright. I wear clothes that are bright and white. Guess the name of the season.

   .....

   ii) Water water everywhere.
   Raincoats we wear. Guess the season.

   .....

   iii) Cold winds blow.
   Snow falls everywhere.
   We love sweaters to wear.
   Guess the name of the season.

   .....

3. Listen to the statements carefully, Say 'Yes' if the statement is true and 'No' if the statment is not true.

a) Dew falls on green grass in dewy season.

b) We wear cotton clothes in summer.

c) We use umbrellas in winter season.

C. Let us read

1. Recite the poems

Pitter Patter

I hear thunder,
I hear thunder.
Oh don't you?
Pitter Patter rain drops.
I am wet through.



Rain

Rain on the green grass,
Rain on the trees,
Rain on the rooftops,
And rain on me.

2. Look at the pictures, Say the names of the Clothes.



Saree



Sweater



Frock



Salwar suit



Raincoat



T Shirt



Muffler



Lungi



Dhoti-kurta

3. Find the odd one out. Put a tick mark (✓) on it.

a) summer, winter, July, autumn.

b) soup, ice-ream, cold drinks, lassi.

c) muffler, sweater, gloves, raincoat.

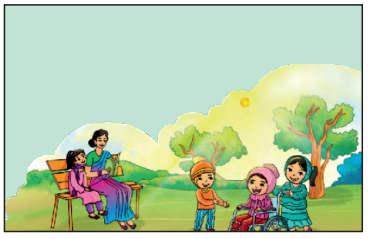
d) clouds, sun, rain, rainbow.

4. Match the pictures of column “A” with the season names in column “B” First one has been done for you.













PRE-WINTER

AUTUMN

SUMMER

RAINY SEASON

SPRING

WINTER.

D. Let us write

1. Re-arrange the letters to get a season.

   a) n u m a u t -

   b) n r i p s g -

   c) m u s m r e -

   d) i w n e t r -

2. Write the seasons in proper order :

   autumn, winter, pre-winter, spring, summer, monsoon.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

3. Write about yourself .

My name is.....

I am ..... years old.

I study in ..... School.

My favourite colour is .....

My favourite season is.....

I like to eat.....in Summer.

E. Mental Talk

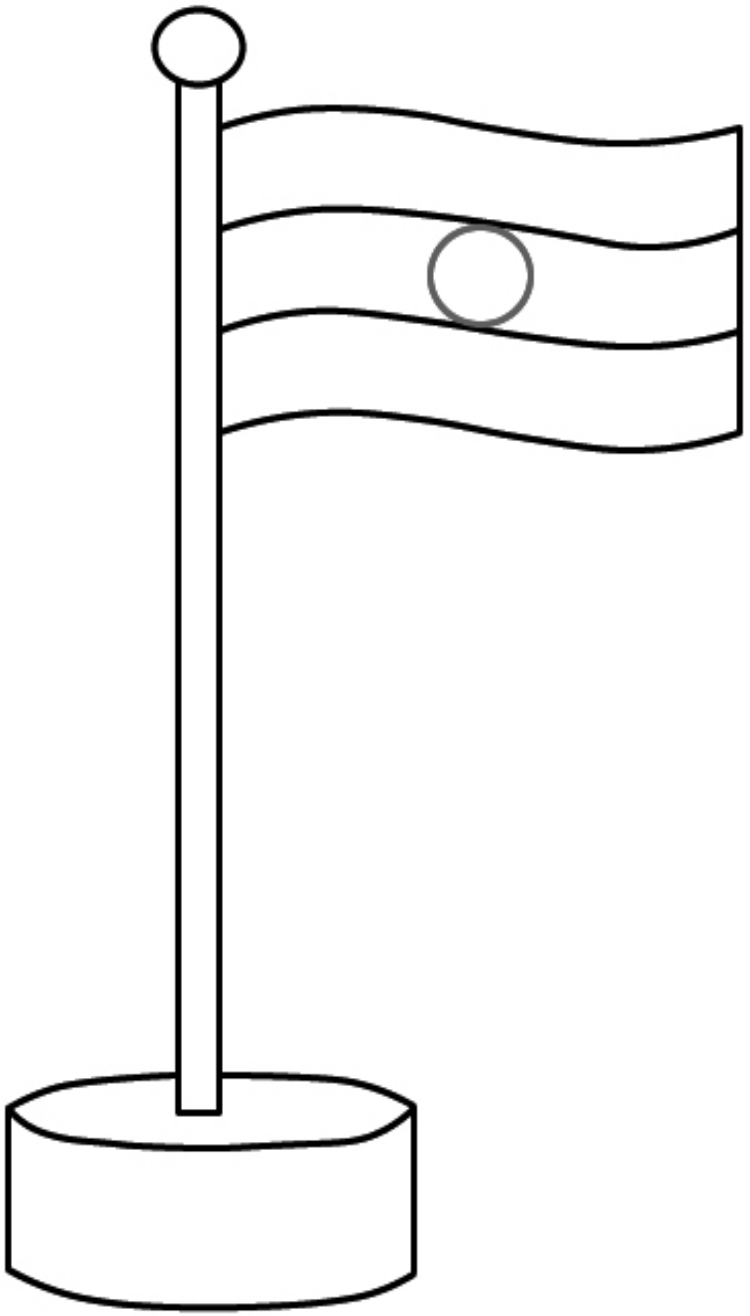
summer, rainy, autumn,
pre-winter, winter, spring.

Answer of riddles page no 137

orange coconut onion grapes

F. Let us do

1. Colour the picture and say about it.



2. Join the dots.



NATIONAL BIRD