

A Kite



0118CH07

UNIT
7

Learn and enjoy this poem

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



New words

blow

breeze



chanced

kite



sit

Let's read



I can fly a kite.

I love to sit under a tree.

Reading is fun



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

Let's talk



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

Say aloud



bride	cart
kite	chance
ride	dance
side	fast
sky	part

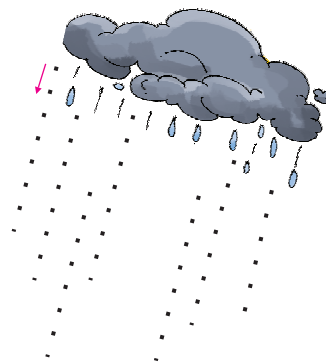
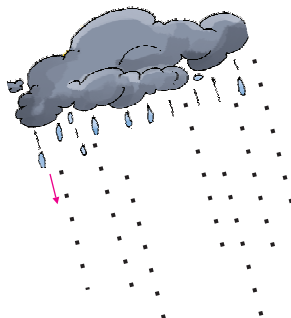
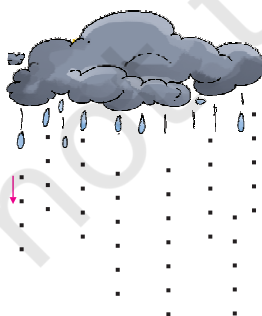
Do you know more words with these sounds?

Let's share

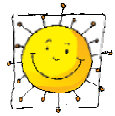


- ▶ What are the different things that fly in the sky?
- ▶ If you had wings, where would you fly?

Trace on the rain patterns.



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



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

stars

sun

cloud

rainbow

moon







Sundari

Read and enjoy this story

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

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

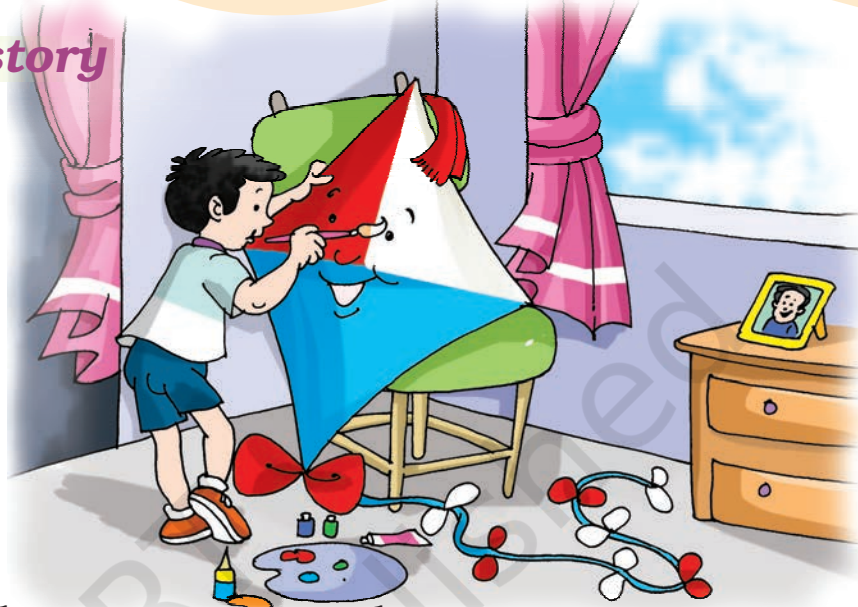
One day, Bobby took Sundari to the fair.

The band was playing and everyone was smiling.

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

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

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



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

Bobby shooed the dog away.

“We’ll try again,” Bobby said.

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

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

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



(Adapted from ‘Cleo’ by Ruth Dixon)

New words

band

dizzy



smile

string

tug

wind

Let's read



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

The **band** was playing a tune.

Reading is fun



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

Let's talk



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



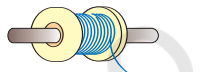
Let's share



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



stick



roller



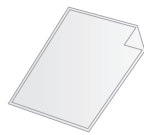
glue



pair of
scissors



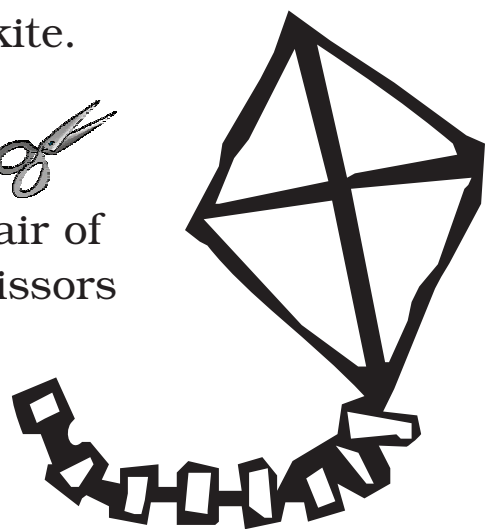
basket



paper

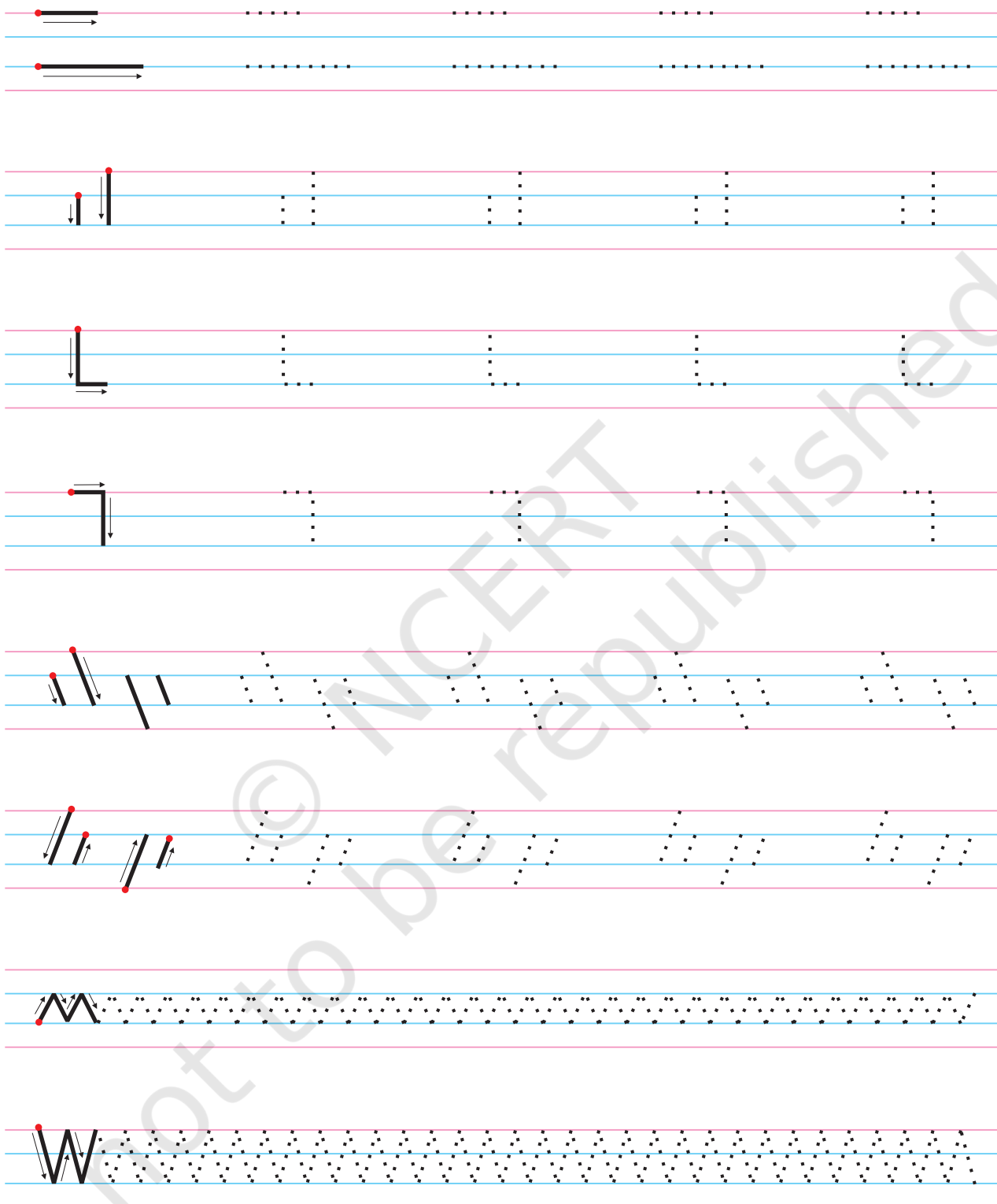


ball



Name the objects in your own language.

Trace over the dotted lines



Let's do



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

THE UMBRELLA AND THE CROW



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

- ▶ A wind blows.
- ▶ It is raining.
- ▶ The crow flies away with the umbrella.
- ▶ The girl has an umbrella.
- ▶ The umbrella is now a nest.
- ▶ The umbrella hangs from a tree.

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

Let's read and write



crow

girl

nest

crow

girl

nest

tree

wind

tree

wind



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

► **Develop pronunciation**

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

► **Exposure to language**

Continue to use *sight words* in the classroom. Here you can put up the following words and get the children to repeat after you.

door

tree

window

► **Develop speaking skills**

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

Enjoy this short play with children saying:

All children : 1, 2, 3, 4, 5

Group-1 : Whoosh! Whoosh! Once I caught a fish alive.

Group-2 : 6, 7, 8, 9, 10
Woof! Woof! Then I let it go again.

Group-3 : 11, 12, 13, 14, 15
Shoo! Shoo! Why did you let it go?

Group-4 : 16, 17, 18, 19, 20
Blow! Blow! Because it bit my finger so.

Group-1, 2, 3 : Which finger did it bite?

Group-4 : This little finger on my right.

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

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

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

Introduce **A** to **Z** in capital letters. Write from **a** to **z** on the blackboard. Let the children write and read from the board and from the picture dictionary. Use Activity Sheets and a notebook for further practice.

Let children move in a single line saying, “*Puff, puff* goes the train”.

► **Raising awareness**

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

MATERIAL REQUIRED

Any coloured paper,
strings and straws / twigs.

A Little Turtle



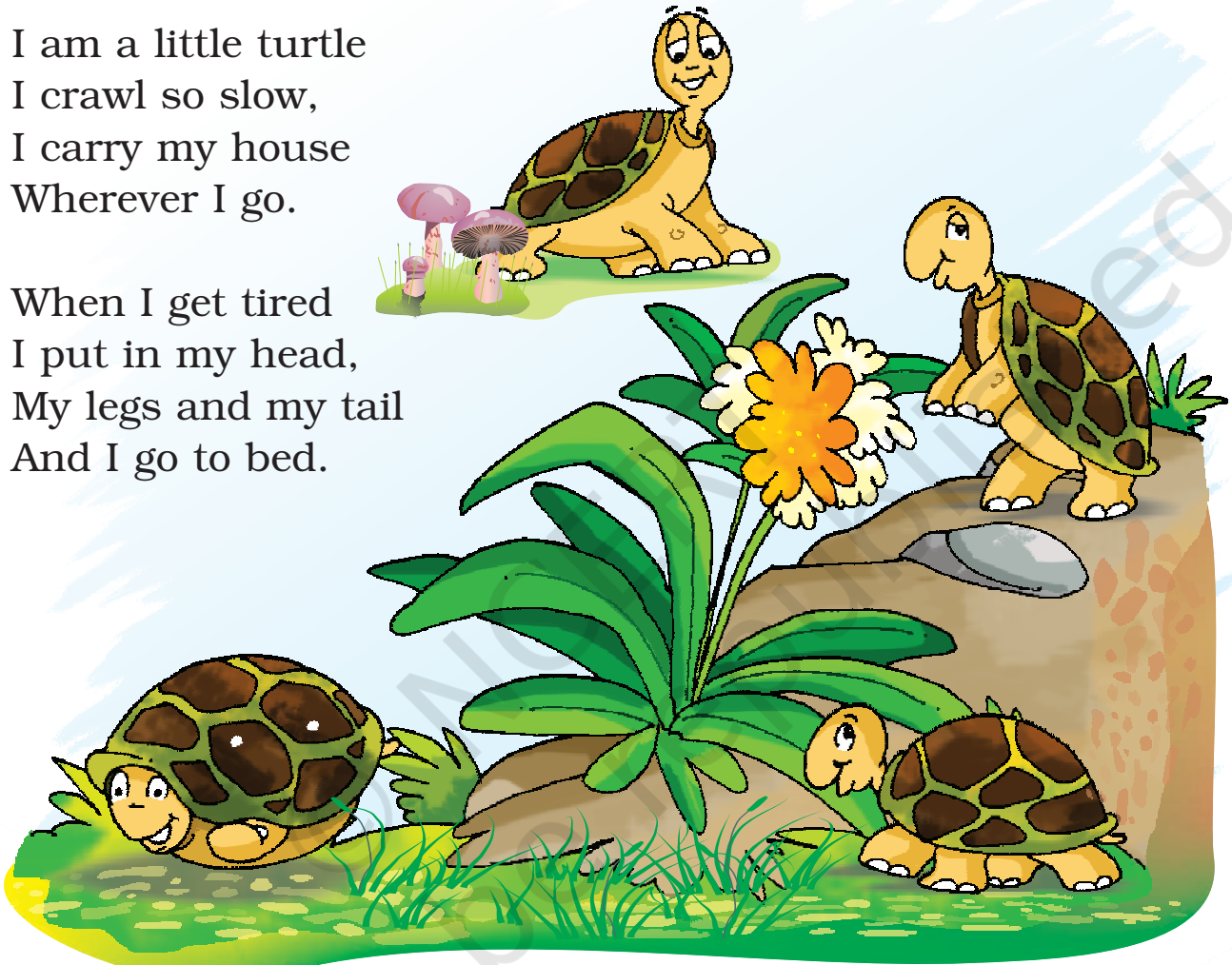
0118CH08

UNIT 8

Say the poem aloud with actions

I am a little turtle
I crawl so slow,
I carry my house
Wherever I go.

When I get tired
I put in my head,<
My legs and my tail
And I go to bed.



New words

carry

crawl



tired

turtle



Let's read



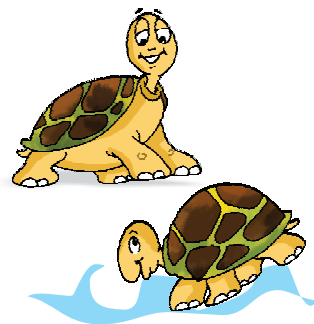
A baby **crawls**.

A **turtle** has a shell.

Reading is fun



- ▶ How does a turtle walk?
- ▶ What does the turtle carry on its back?
- ▶ Where does the turtle go when it is tired?



Let's talk



- ▶ What is the turtle's house called?
- ▶ What other reasons can you give for a turtle going into its house?

Say aloud



circle	fire	cat	kick	quack
purple	liar	cot	king	queen
turtle	tired	cup	kit	quick

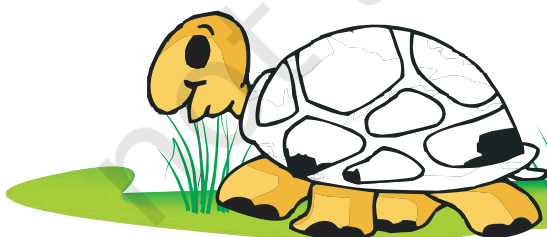
Let's share



- ▶ Imagine you are a turtle. Crawl like a turtle.
- ▶ Now you are tired so get into your shell and go to sleep.
- ▶ Wake up and start to crawl again.
- ▶ Now hide in your shell because some naughty children are near you.



Colour both the turtles



I crawl so slow



I put in my head

Let's read and write



A, B, C, D, E, F

A B C D E F

A B C D E F

A B C D E F

A B C D E F

A B C D E F

A B C D E F

The Tiger and the Mosquito

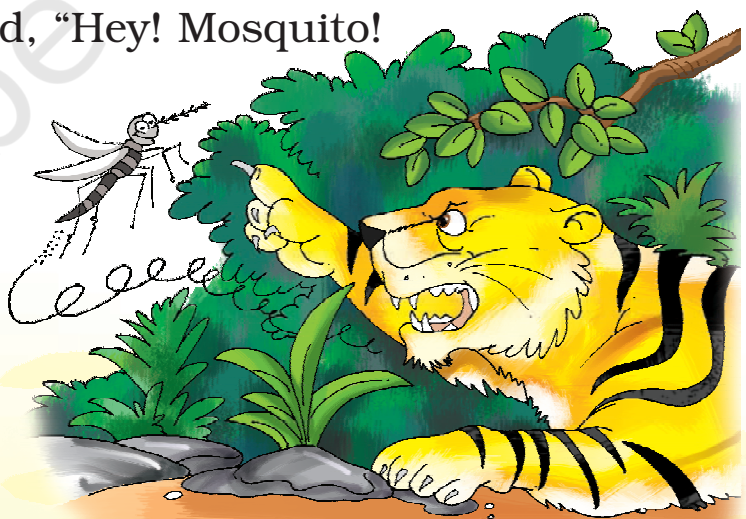
Read and act out this story



A tiger was dozing under a tree. A mosquito came buzzing by. The tiger said, “Hey! Mosquito! Go away!”

The mosquito said, “Why should I go away? I am not afraid of you!”

The tiger was angry. He hit out with his paw.



The mosquito flew off. The paw struck his own cheek.
The blow scraped his cheek. It began to bleed.
The mosquito buzzed away.

The tiger struck with his
other paw. The mosquito
flew off. This time, too,
he hit himself.

The tiger was
helpless. The mosquito
continued to buzz.

The tiger got up and
quietly walked away.

The mosquito called out
after him, "Don't be so proud, my friend. Everyone is
great in his own way!"



Mrinalini Srivastava



New words

angry 

bleed

great

hit 

proud 

Let's read



I must not **hit** anyone.

I am **proud** to be an Indian.

Reading is fun



- ▶ What was the tiger doing when the mosquito came buzzing by?
- ▶ Why did the tiger's cheek start to bleed?
- ▶ Why did the tiger walk away?



Let's talk



- ▶ Why did the mosquito say, "I am not afraid of you!"?

Say aloud



bank	goose	fan	lamp
bin	gown	few	lick
biscuit	grey	field	lip
bun	gun	fish	loose

Let's share



- ▶ What do we learn from this story?
- ▶ Describe the lion and the tiger. How are they different from each other?



Let's write



Fill in the blanks by tracing the dotted words.

1. A tiger was dozing under a tree.

2. A mosquito came buzzing by.

3. The tiger hit out with his paw.

4. The mosquito buzzed away.

5. Everyone is great in his own way!



Let's read and write



G H I J K L

G

H

I

J

K

L

G

H

I

J

K

L

G

H

I

J

K

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L

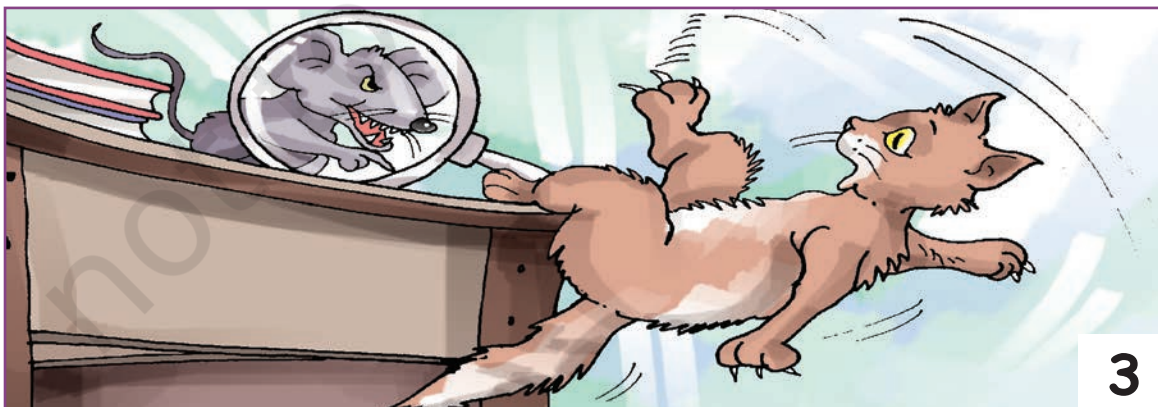
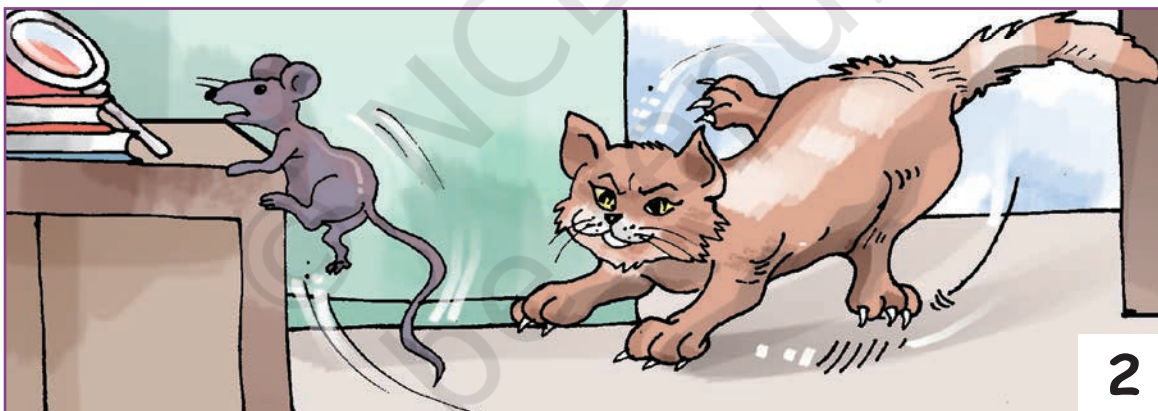
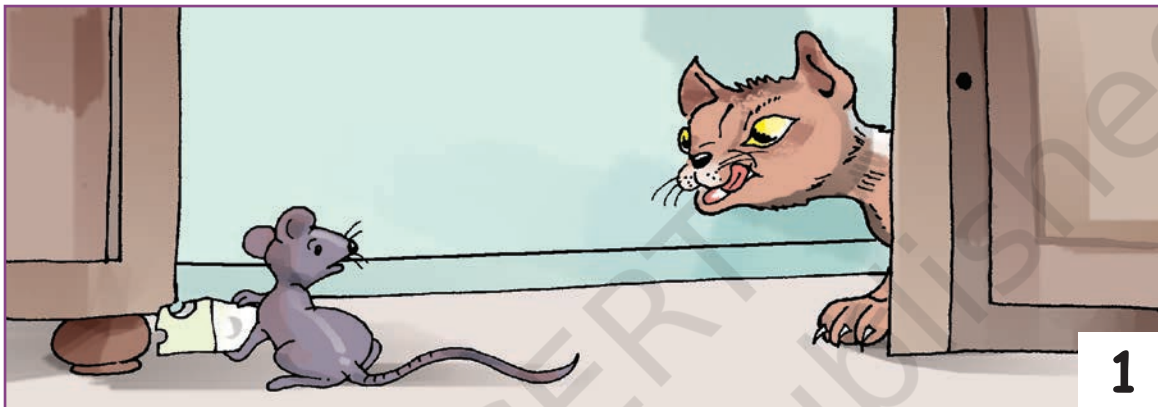
Let's do



Look at the pictures below

- ▶ What are the cat and mouse saying?
- ▶ First say this in your own language.
- ▶ Now act out the story and say the words and sentences in English.

THE GIANT MOUSE





► **By this Unit children should be involved in**

- **Observation** of objects and things around them.
- **Conversation** about the observation they have had.
- **Sharing** of their own view point about the observation.
- **Reading** the text as much as they can, especially the new words. Encourage the children to say dialogues in their own words; then write the English words on the blackboard. Have a reading session of any story from the Unit. Let each child be given a few lines to read. Engage them in reading aloud with you.
- **Writing** simple words of one, two, three syllables (a syllable has one vowel sound, e.g. mug, truck, more (one syllable); never, lazy (two syllables) and September, October (three syllables).
- **Craft making skills** such as simple folding, sticking and decorating the classroom.

► **Use the method of developing skills in a very informal yet clear manner. The following should be kept in mind:**

- Development of listening skills — What the child **hears** is important.
- Development of visual skills — What the child **sees** is important.
- Development of sharing skills — What the child **feels** is important.
- Development of speaking skills — How the child is asked to **speak** is important.
- Development of reading skills — How the child is exposed to routine **reading** is important.
- Development of fine motor skills — Child's exposure to **pre-writing activities** is important.
- Development of writing skills — **This should be the last milestone in the chain.**

► **Raising awareness**

Encourage the children to brush their teeth after meals. As the facilitator you can add to this list. We must educate the children to preserve our natural resources at a very formative stage of their growth.

Clouds



0118CH09

UNIT 9

Read and learn by heart

It is hot.
The sky is blue.
A little cloud comes looking for you.
More clouds come.
They bring rain.
Sing and dance.
It's cool again!



New words

bring cloud  cool dance hot  rain

Let's read

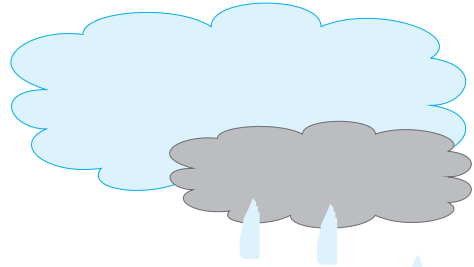


It is a **hot** day.
It is **raining** today.

Reading is fun



- ▶ What is the colour of the sky?
- ▶ What do the clouds bring?



Let's talk



- ▶ What is the colour of the clouds that bring us rain?
- ▶ Do you like to sing and dance in the rain?
- ▶ What keeps you dry in the rain?

Let's share



- ▶ What do you like to do when it rains? (stay in/go out)
- ▶ Do you like puddles?
- ▶ The other seasons in India are summer and winter. Describe in your language which season you like the best. Now can you say this in English?



Trace along the dots.



Say aloud



cot

cry

drain

bring

dot

dry

grain

ring

hot

fly

pain

sing

pot

sky

rain

wing

Match the words with the pictures.

rain



children dancing



children singing



clouds



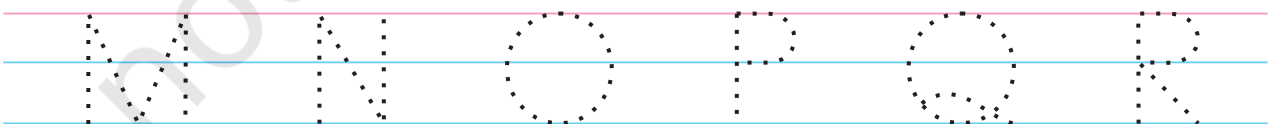
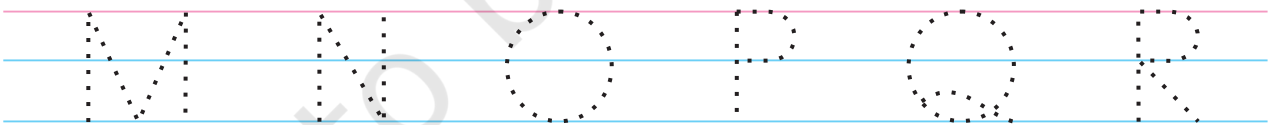
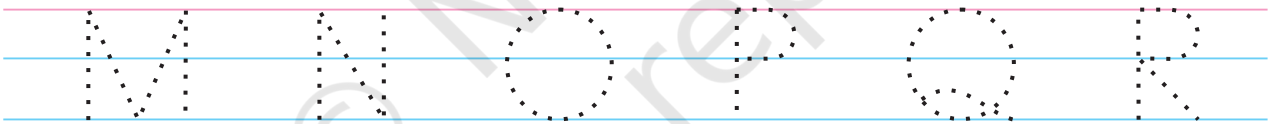
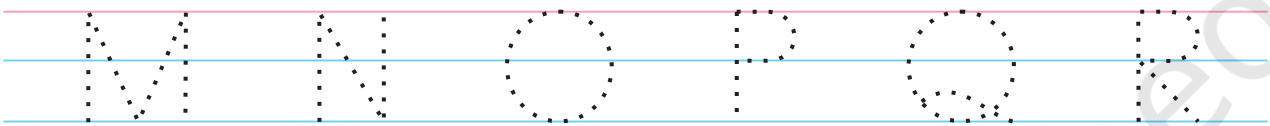
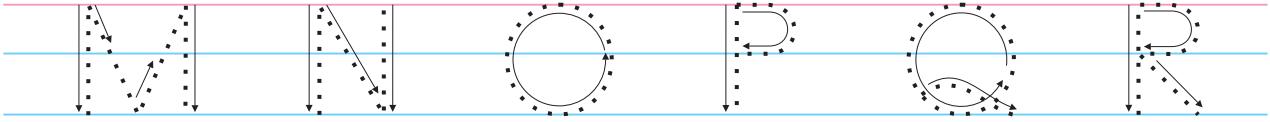
the sky



Let's read and write



M N O P Q R



Fill in the blanks



I can read my name.

My name is _____ .

I am _____ years old.

I can write my address _____

I can count till _____. (10/20/30/40/50)

My teacher's name is _____ .

I study in class _____ (one).

The name of my school is _____ .

It is in _____ (city).



Anandi's Rainbow

Enjoy this nature story

It was raining outside. Anandi was fast asleep dreaming of rainbows. She woke up to look out of her window. There was a huge, bright rainbow across a clear blue sky.

Anandi ran out to the garden with Milli, her favourite cat.



Anandi loved to draw and paint. Today, she wanted to paint the flowers of her garden with the colours of the rainbow.

She coloured one flower with the violet, and another with the indigo of the rainbow. One with the blue and leaves with the green... One with the orange...



One with the red...

But she left the yellow so that the Sun may look bright and gay...

And lo! There were beautiful flowers all over the garden. The Sun was up there shining in its yellow glory.



After giving colours to the flowers and the Sun, the rainbow was gone...

Anup Ray

New words

bright favourite indigo inside outside rainbow violet

Let's read



A rainbow has seven colours.

Reading is fun



- ▶ What did Anandi see outside her window?
- ▶ Was she happy to see the rainbow?
- ▶ What are the colours of the rainbow?

Let's talk

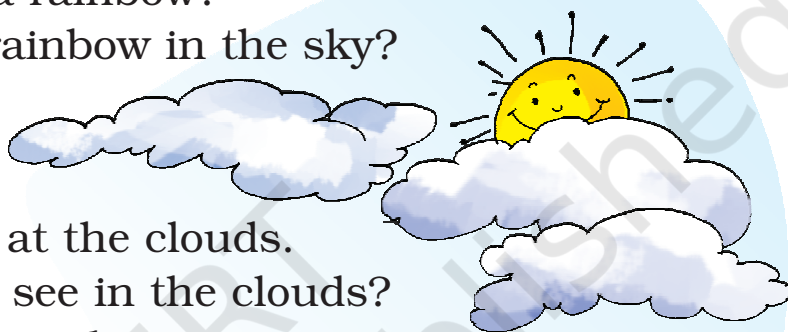


- ▶ Have you ever seen a rainbow?
- ▶ When do you see a rainbow in the sky?

Let's share



- ▶ Go outside and look at the clouds.
- ▶ What shapes do you see in the clouds?
- ▶ Come inside and draw what you saw.
- ▶ Now describe your drawing to your friends in your own language and then in English.



Say aloud



face	back	lamp	hat
field	ball	leg	have
find	bat	let	her
fly	big	little	house
food	bought	log	hut

Let's do



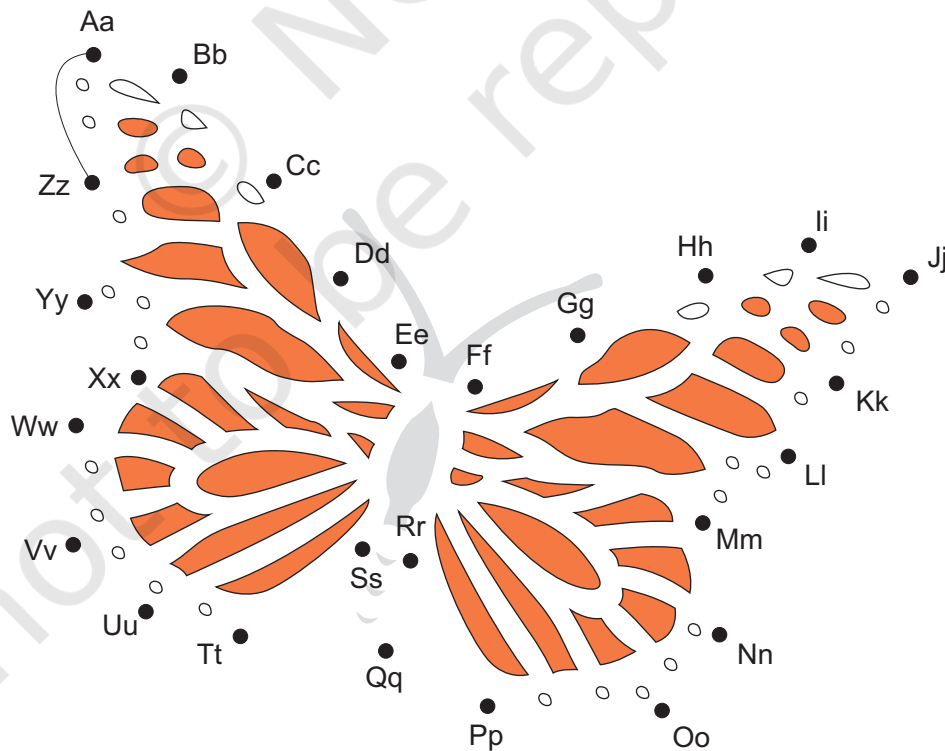
Look at the picture below. Circle the names of things that you can see in the picture.

umbrella
puddle
raindrops
house
cat

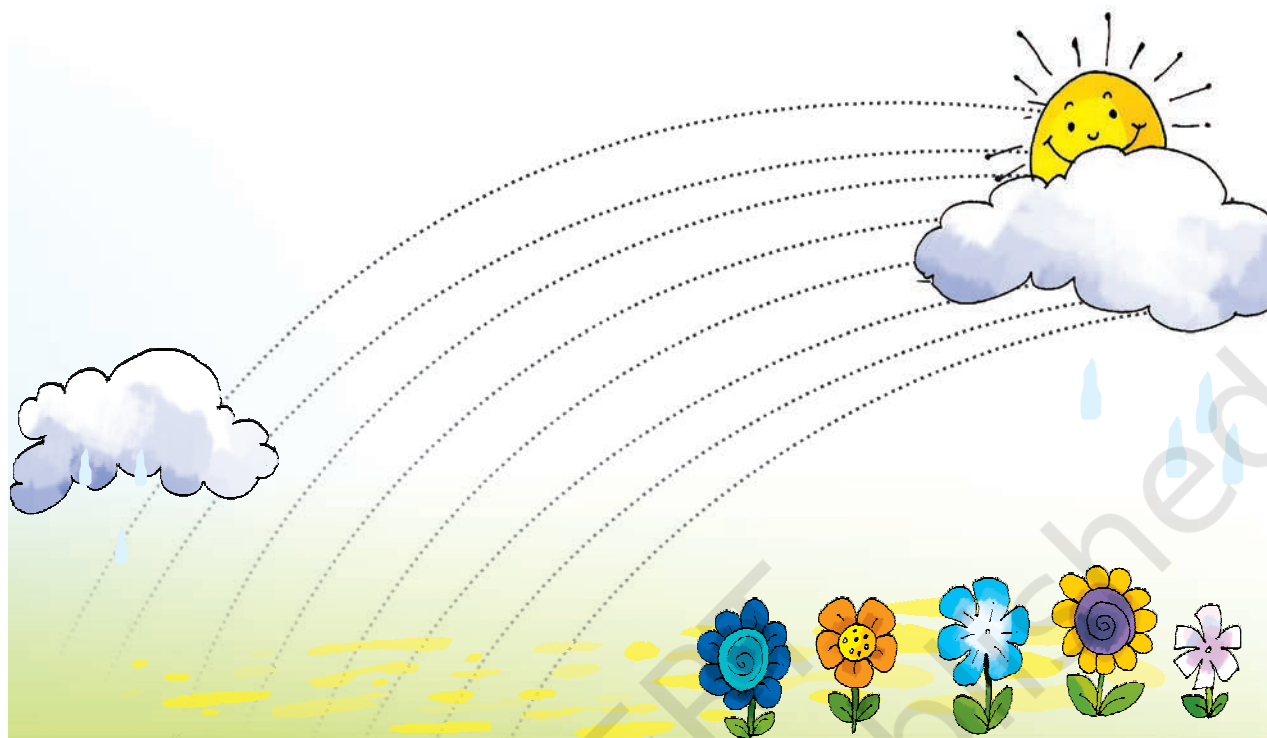


boat
mud
sun
roses
pot
mat

Join the dots from Aa to Zz and see what you can create.



In the given space trace the rainbow and colour it.

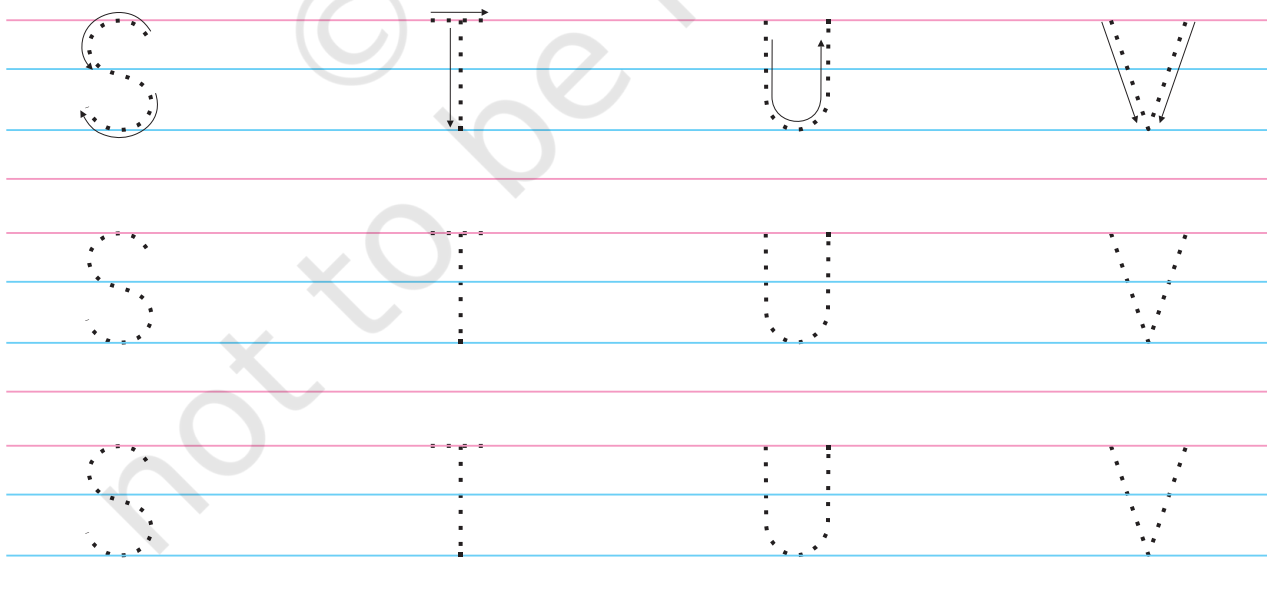


Say aloud the names of the colours on the rainbow.

Let's write

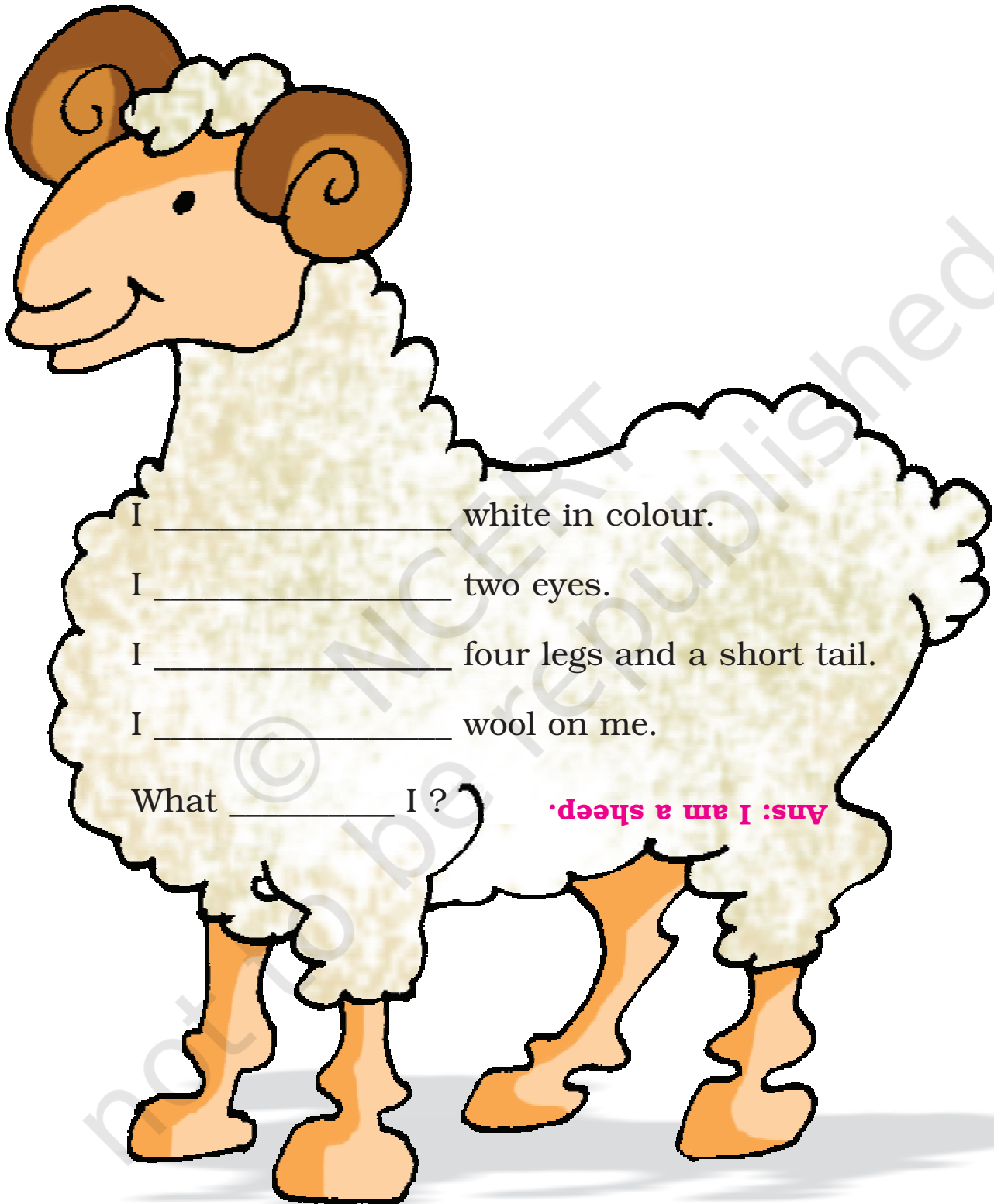


S T U V



Let's make a riddle

Use **am** or **have** in the blanks.





The idea in this Unit is to assist the children in building their imagination; making and speaking simple sentences; and writing at least a few sentences. The sentences can be made both from the text and from their environment, using the sight words and flash cards in their classroom or outdoors.

► **Develop reading skills**

Let the children do the activity of **odd one out**. Encourage them to spot the one that is different. For example, draw a sequence of objects such as flowers and make one flower slightly different. Ask the children to point out the one that is different. These kinds of activities are relevant to reading as they help them identify and discriminate between objects and pictures.

Alphabet cards can be used for the matching exercise. The teacher makes cards from **a** to **z** in capitals and in lower case. The child has to match the capital letter with the corresponding one in lower case. For example, **A** with **a** and **B** with **b**.

► **Group activity**

Make a calender for every month showing birthdays of every child and display it along with this traditional song:

*Thirty days hath September,
April, June, and November,
All the rest have thirty-one,
Excepting February alone.*

► **Develop pronunciation**

Have a recitation or reading session of the poem 'Clouds'. Let each child be given a chance to read. The more confident he feels, the more motivated he will be to continue in his efforts.

Have a reading session of the story 'Anandi's Rainbow' from the Unit. Let each child be given a few lines to read.

► **Develop speaking skills**

Discuss with them the following questions

- How many days has September?
- Does February have 30 days in the month?
- How many months have thirty days?
- How many months have thirty-one days?
- When is your birthday?
- How many children in the class have a birthday in each month?

Ask the class to repeat sentences like: 'It's cold', 'It's raining today', 'It's hot', 'The wind is blowing', 'Leaves are falling'.

Flying-Man



0118CH10

UNIT
10

Read the poem aloud

“Flying-man, Flying-man,
Up in the sky,
Where are you going to,
Flying so high?”

“Over the mountains,
And over the sea!”
“Flying-man, Flying-man,
Can’t you take me?”



New words

flying

high

man



mountains



sea

take

Let's read



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

Let's share



- ▶ Have you seen an aeroplane?
- ▶ Let's pretend you are a pilot flying an aeroplane.
 - (a) What will you see outside your aeroplane
 - (i) during the day?
 - (ii) at night?
 - (b) What will you see inside your aeroplane?
- ▶ Do you think an aeroplane can land on the moon?
- ▶ Do you know if anyone has reached the moon?
How did they travel to the moon?



Say aloud



mug

vase

wave

note

move

vale

wall

nip

mum

view

wax

knee

mother

van

wind

knit

mud

vote

why

knot

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

What shall I be when I grow up?

Match the following:

**A person who
sails a ship**

**A person who
flies a spaceship**

**A person who
draws or paints**

**A person who
makes sick people well**

**A person who
brings letters**

**A person who
grows crops**

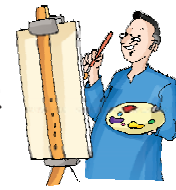
**A person who
makes clothes**

**A person who
works in school**

**A person who
checks teeth**

**A person who
flies an aeroplane**

an artist



an astronaut



a sailor



a dentist



a doctor



a farmer



a pilot



a postman



a tailor



a teacher



Let's read and write



W X Y Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

A

B

C

D

E

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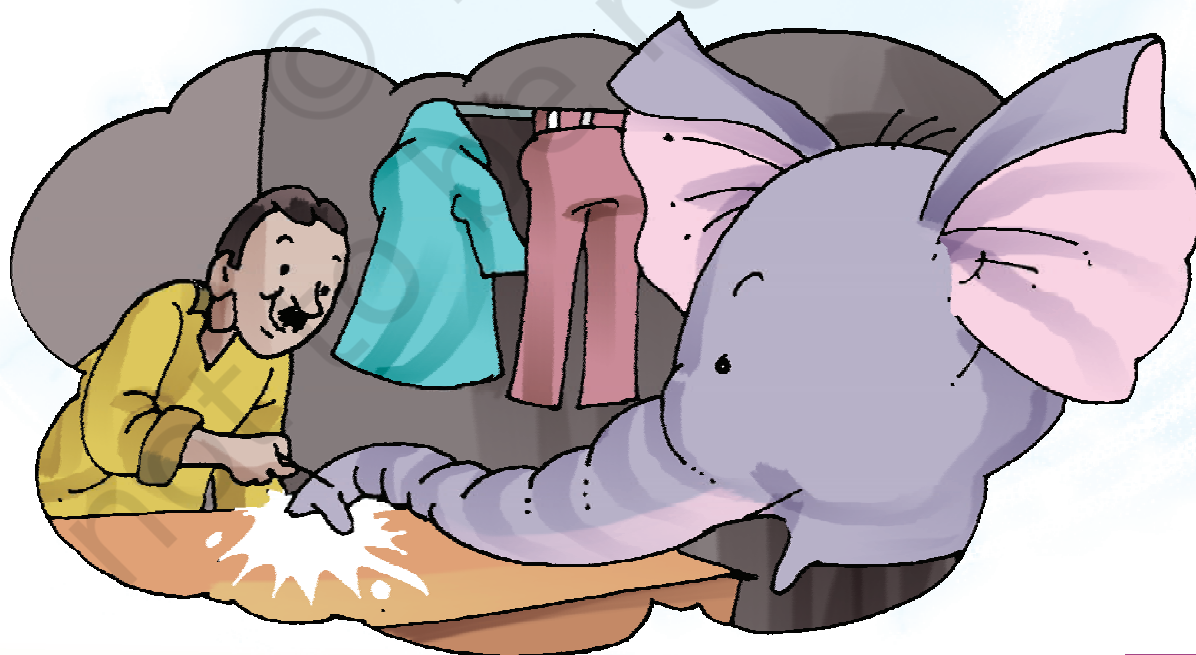
Z

The Tailor and his Friend

Read and enjoy this story

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

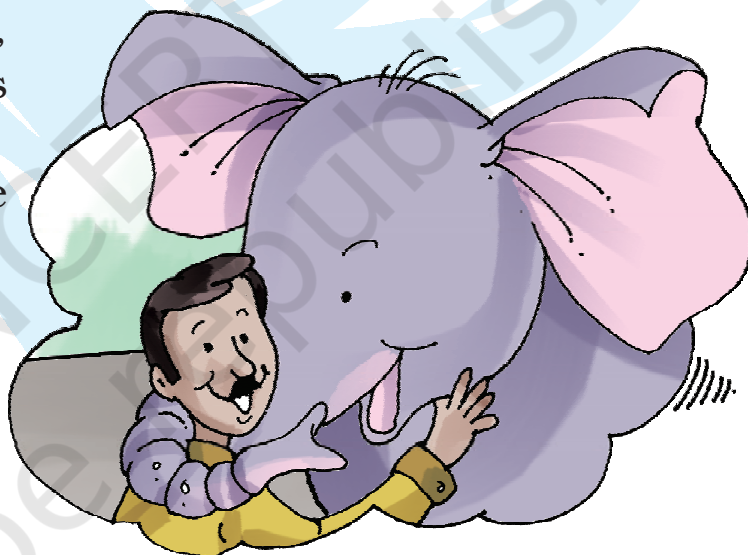
One day Kalu wanted to play a trick. He did not give Appu anything to eat. He took out his needle instead and pricked Appu's trunk. Appu ran away in pain.



Two days later Appu came down to the river and filled his trunk with water. He reached Kalu's shop and threw water everywhere. All the new clothes became wet.

Appu shook his trunk and said "An elephant never forgets." Kalu said, "I am sorry, Appu. Let's be friends again."

Kalu and Appu became good friends.



New words



friend

pain

shop

tailor



trick

wet

Let's read

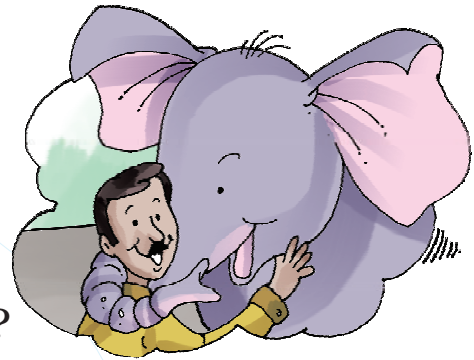


The **tailor** had a shop.
I have many **friends**.

Reading is fun



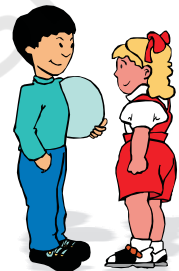
- ▶ Who was Kalu?
- ▶ Who was Appu?
- ▶ Where was Kalu's shop?
- ▶ What trick did Kalu play on Appu?
- ▶ How did Kalu's clothes become wet?



Let's talk



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



Let's share



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

The tailor had a shop near the river.

Question: Where is your house?

Answer : My house is near _____

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

My school...

The elephant...

My friend's house...

The aeroplane...

The well...

My book...

Say aloud



jam

pan

year

zebra

jeep

pen

yell

zigzag

joy

pick

yellow

zip

jug

pink

yes

zoo

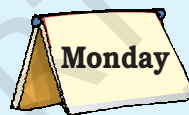
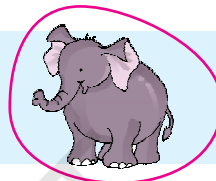
juice

put

young

zoom

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



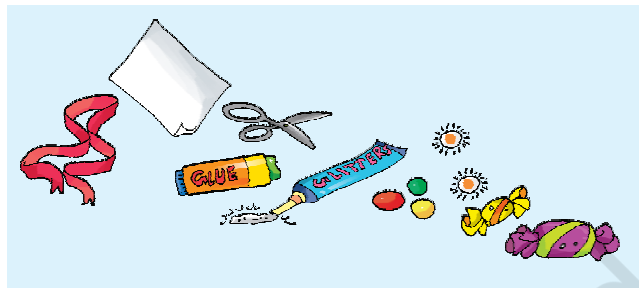
Let's do



Make a Friendship-band

- ▶ What you need:

paper
scissors
glue
ribbon



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



**Now your Friendship-band
is ready to be tied
around your friend's wrist.**



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



- ▶ The emphasis in this Unit is on:

- different occupations;
- imaginative thinking and
- the ability to write and speak sentences.

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

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

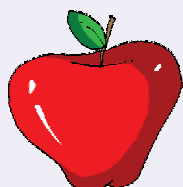
- ▶ Children can be given a series of oral directions to listen to and then follow. Gradually increase the number of directions. For example:

*Pat your head,
touch your nose,
pull your ear,
stamp your feet.*

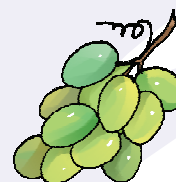
- ▶ Encourage an **independent reading and writing habit** in children and provide them time for it. Motivate them by reading interesting stories and poems. Use the language for instruction that is familiar to the child. Let your enthusiasm for the story shine through. Speak slowly and clearly.
- ▶ Some thoughts on friendship, basic hygiene, and compassion for animals, peace and sensitivity to their environment can be discussed.
- ▶ Ask the children to practice the alphabets in lower case and capital letters. By now the child should have an understanding of basic punctuation like capital letters, full stops and question marks and be able to recognise plural and singular forms. In all this, the key word is **encouragement**. The child who senses your faith in his abilities will learn to trust himself and derive satisfaction from his accomplishments and stay motivated.
- ▶ **Role play and activities** are vital for the development of the child. Through these he/she learns to communicate verbally, share, take turns and enjoy interaction with others.
- ▶ This book attempts to involve the child in a sense of joy for a new language. The child who is gently nurtured, subtly led and exposed to all aspects of his environment is the child who will learn.

Enjoy this picture dictionary

Aa
apple



Gg
grapes



Bb
balloon



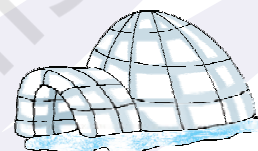
Hh
helicopter



Cc
cap



Ii
igloo



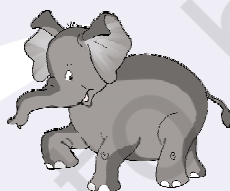
Dd
dog



Jj
jug



Ee
elephant



Kk
kite



Ff
fish



Ll
lamp



Mm
moon



Tt
tomato



Nn
nest



Uu
umbrella



Oo
orange



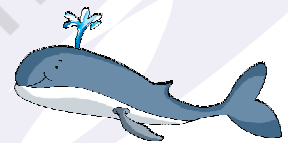
Vv
violin



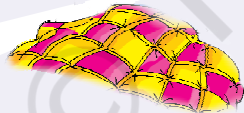
Pp
peacock



Ww
whale



Qq
quilt



Xx
Xmas tree



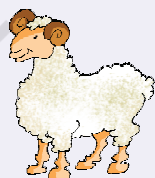
Rr
rose



Yy
yak



Ss
sheep



Zz
zebra

