



Activities

A Write the names of four colours you like. Write the names of four things of these colours.

Critical Thinking

COLOURS

THINGS

Four horizontal lines for writing colours.

Four horizontal lines for writing things.

B Look at the pictures. Fill in the missing letters to make words.

Problem-solving

The word search puzzle features a grid of letters and empty boxes. The letters are arranged as follows:

- Row 1: F, R, I
- Row 2: F, U, I
- Row 3: R, G, B
- Row 4: F, C, B
- Row 5: Y, C, B

The images are: a dress (top left), a frog (middle), a bowl of soup (bottom left), a plate of food (bottom right), and a fruit basket (right side).

C Read about Maya.

◀ Creativity

Maya can tie her shoelaces. Maya can read. Maya can write. Maya can climb trees. Maya can dance.

Now, write about yourself in your notebook.

D Rearrange these words to make sentences.

◀ Conceptual Understanding

1. was tall The gardener

2. for you Apples are good

3. on your Hair grows head

4. seven days There are week in a

5. mother My teaches in a school

E Read the poem.

◀ Multidisciplinary Approach

*One, two
Buckle my shoe.
Three, four
Shut the door.
Five, six
Pick up sticks.
Seven, eight
Lay them straight.
Nine, ten
A big fat hen.*

Now, write the number names from the poem.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How many days are there in a week? Write their names.

_____	_____	_____
_____	_____	_____
_____	_____	_____

F Match the animals to their young ones.

◀ **Application of Knowledge**

- | | |
|----------|-----------|
| 1. sheep | a. kitten |
| 2. dog | b. lamb |
| 3. cat | c. calf |
| 4. cow | d. cub |
| 5. tiger | e. puppy |

G Paste a picture of your family. ◀ **Experiential Learning**



Now, write four sentences about the picture.

You may begin like this:

This is a picture of my family.

My father is a _____

My mother is a _____

I am _____

H Talk to your partner. Take turns to say what your mother does for you.

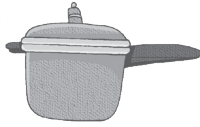
◀ **Communication**

YOU: My mother cooks for me.

PARTNER: My mother takes me to the park.

1 Write **safe** or **unsafe** for the things you can play with.

◀ Life Skills















1 Which books do you like to read?

◀ Values

1. books with pictures _____
2. books without pictures _____
3. books about things _____
4. storybooks _____

Projects

- A** You must have read the story of *Goldilocks and the Three Bears*. Work in pairs. Enact this scene in class. One of you can be Goldilocks and the other the Baby Bear.

◀ Communication

GOLDILOCKS: Hi, I'm Goldilocks.

BABY BEAR: Hi, I'm Baby Bear. Why have you come here?

GOLDILOCKS: I lost my way in the forest. I found your house and came in.

BABY BEAR: You ate up all my porridge, you drank up all the milk from my cup.

GOLDILOCKS: Yes. I did. I was hungry, Baby Bear. You were not at home.

BABY BEAR: I'm hungry, too.

GOLDILOCKS: Come to my place.

BABY BEAR: Where do you live?

GOLDILOCKS: I live close by.

BABY BEAR: I know the forest very well. I'll take you home.

GOLDILOCKS: Baby Bear, you're so smart! When we reach home, I'll make some porridge for you.

- B** Sit in a circle. Your teacher will begin a story with a sentence. She/He will then throw a ball. Whoever catches the ball must add a sentence to the story.

◀ Collaboration

Once there was a little girl.
She lived with her grandparents.
She wanted to be a . . .



Now tick (✓) YES or NO.

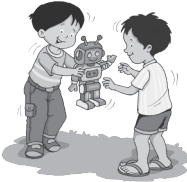
Did you like the story? YES/NO

Did you take part in the story? YES/NO

Can you now tell the story to your parents? YES/NO

- C** Have a **Show and Tell** activity in Class. Each child will bring her/his favourite toy or a picture and will say three sentences.

◀ **Experiential Learning**



Hello! My name is Amit.

This is my robot.

It can talk.

It can move.



- D** Read and draw what is missing and colour the picture.

◀ **Art Integration**

The fair is holding a golden magic stick in her hand.
She has a crown on her head. She is wearing a pink dress.
Her blue wings look beautiful.

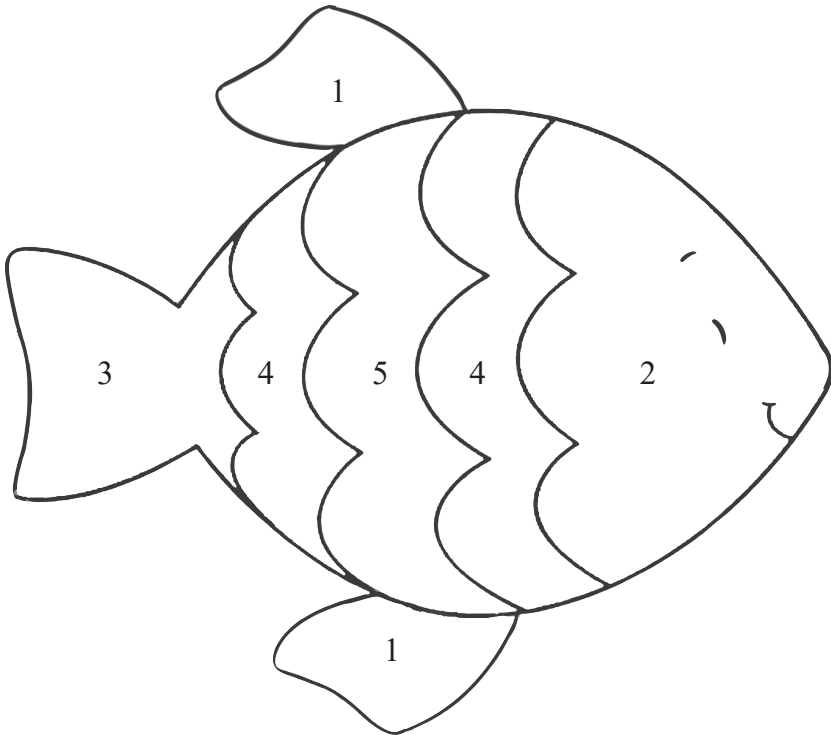


Maths

Activities

A Colour by number.

◀ Art Integration



1 green

2 orange

3 pink

4 yellow

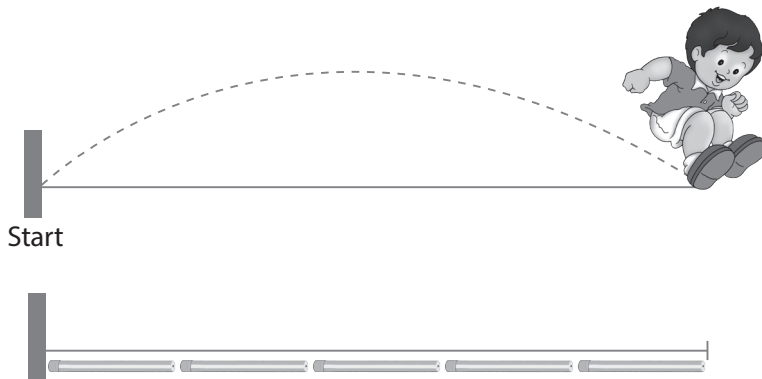
5 blue

B Jump and measure.

◀ **Experiential Learning, Communication,
Application of Knowledge**

To begin, the teacher draws a line on the floor.
The teacher fixes coloured tape at one end to
mark the start.

1. Student A stands at start and jumps on the line.
2. Student B uses a piece of chalk to mark the point where Student A lands.
3. Student A uses an unsharpened pencil to measure the distance jumped and notes it down. For example, the jump was 5 pencils long.



4. All the students take turns to jump once. They note down the distance (length) of their jump.
5. Then the students discuss: Who jumped the longest distance? Who jumped the same distance? Who overstepped the start line? They think of more such questions to discuss.

Note to the teacher: At the end of the line, if the pencil covers more than half its length, count this as a full pencil. Ignore if it covers less than half of the pencil. Also, please ensure that the floor is clean before you start the activity.

C Clap in 2s (twos).

**Critical Thinking,
Collaboration, Communication**

The students sit in a circle. The teacher calls out a number, say 10. The first student counts in twos from the number called out. The student to her/his right counts the next number in twos. For example, 12, 14, 16, 18 and so on. This continues. When the teacher claps her/his hands, the students change the direction of the count. For example, 16, 14, 12, 10 and so on. This continues till the teacher calls out STOP. If a student says the wrong number, she/he is dropped out of the game. The last student remaining after all the others have dropped out is the winner.



D Make a ten.

**Conceptual Understanding,
Communication**

Form groups of twenty. Each group sits in a circle. Give each student in a group one of the shuffled 1–20 digit cards. Each student reads aloud the number on her/his card and the number needed to make 10. For example, if a student gets a number 4 on the digit card, she/he says, '4 plus 6 makes 10'. If a student gets a number 17 on the digit card, she/he says, '17 minus 7 makes 10'.

E Lemon-and-spoon race

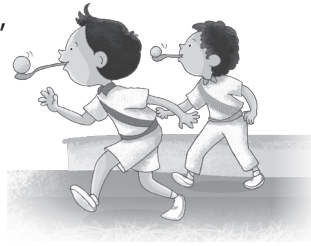
**Multidisciplinary Approach,
Application of Knowledge**

This is an outdoor activity. The students work in groups of eight. Each one will need a spoon and a small lemon.

1. All students of a group hold the spoon in their mouth with the lemon in it, and stand at the starting point. On

the count of 3, they start walking, trying not to drop the lemon.

- The student who walks the longest distance with the lemon balanced is the winner.



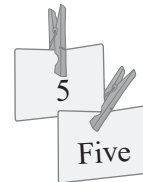
- Back in the classroom, each group writes the name and position of each child. The name of the student who balanced the lemon for the longest time will be placed first.

Name	Position
	First
	Second

F Find the number.

◀ **Conceptual Understanding**

- Make (a) Number cards 1 to 20 and (b) Number name cards 1 to 20. Hang up a clothes line at a level that can be easily reached by the students. Peg the cards on the line.
- Students count together from 1 to 20, then back from 20 to 1.
- Explain that the left end of the clothes line represents 1 and the right end represents 20.
- Invite each student to peg the number cards in order on the clothes line.
- Point to a number card, for example, 5. Ask a student to pick out the matching number name card. Peg it to the appropriate number card on the washing line. Continue till all the numbers 1 to 20 are done.
- Keep the number cards with the number name cards on the clothes line till the students memorize the spellings.



Projects

A All about me

◀ **Experiential Learning**

Fold an A4 sheet of paper into four equal parts. Write about yourself, as shown. Display your sheet in the class.

I am _____ years old.	My shoe size is _____
Date of birth _____	My shirt size is _____
Month _____	Paste your picture here.
Year _____	
My favourite book _____	My height _____ cm
My favourite activity _____	
My favourite food _____	
	My weight _____ kg

B Roll and slide.

◀ **Collaboration, Multidisciplinary Approach**

Take the students out to the school playground.

1. Form groups of five students each.
2. Direct one group to roll in the grass and the second group to come down a slide.
3. In the classroom, discuss to recall what things roll, slide, and both roll and slide.
4. The groups write the names of the objects in the table (see pg. 12). They draw at least two objects that they see in their school/home.







5. The students discuss this information in the class.

Groups	Objects that roll	Objects that slide	Objects that roll and slide
1			
2			
3			
4			

C Make a weather chart.

◀ **Experiential Learning**

- Put up a sheet of chart paper with boxes drawn for the days of one month.
- Talk about different types of weather: sunny, cloudy and rainy.
- Draw symbols for each type of weather on the chart.

October							Weather Symbols	
Sun	Mon	Tue	Wed	Thur	Fri	Sat		
					1	2		Sunny
								
3	4	5	6	7	8	9		Cloudy
								
10	11	12	13	14	15	16		Rainy

- The students write the name of the current month on the chart.
- They write the date of that month for each box.

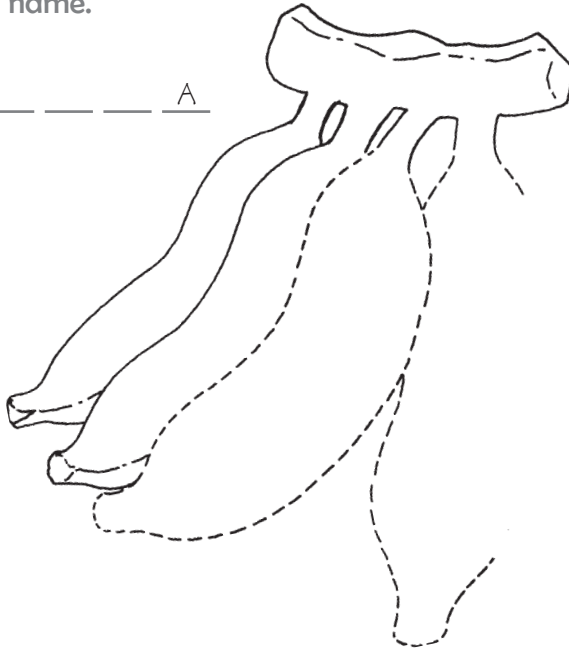
Environmental Studies

Activities

- A** Complete the picture and colour it.
Write the name.

◀ Creativity

B _____ A



- B** Solve the riddle.

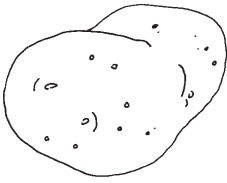
◀ Problem-solving

I am a big animal.
I have a huge trunk.
I have large flappy ears.
I eat sugarcane.
I am an _____
Can you walk like me?

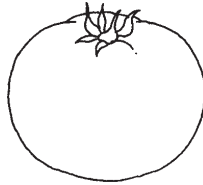


C Colour the ones that can be eaten raw.

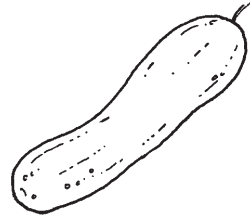
◀ Conceptual Understanding



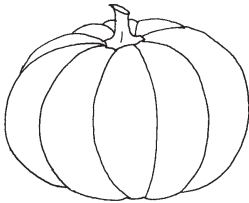
Potato



Tomato



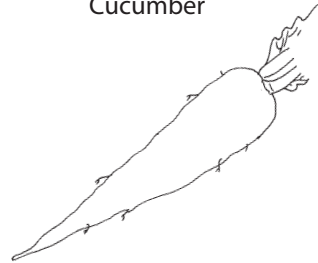
Cucumber



Pumpkin



Orange



Carrot

D Name the homes of the following animals.

Fill them in the crosspatch.

◀ Problem-solving

cow _____

bird _____

lion _____

monkey _____

bee _____ Hive _____

S							
H	I	V	E				
			N		S	T	
							E

E Circle the animals that you can keep as pets.

◀ Application of Knowledge, Critical Thinking

DOG

TIGER

SNAKE

CAT

- F** Colour the box yellow for summer. Colour red for winter. Colour blue for the rainy season.

◀ **Conceptual Understanding,
Application of Knowledge**

- | | |
|--------------------------|--------------------------|
| 1. have an ice-cream | <input type="checkbox"/> |
| 2. wear a raincoat | <input type="checkbox"/> |
| 3. wear a warm cap | <input type="checkbox"/> |
| 4. go for a swim | <input type="checkbox"/> |
| 5. drink hot soup | <input type="checkbox"/> |
| 6. play with paper boats | <input type="checkbox"/> |

- G** Fill in the blanks.

◀ **Conceptual Understanding, Critical Thinking**

1. Can we touch air? _____
2. Can we feel air? _____
3. Moving air is called _____
4. Name three things that can be filled with air.
a. _____ b. _____
c. _____



- H** My Home!

◀ **Experiential Learning**

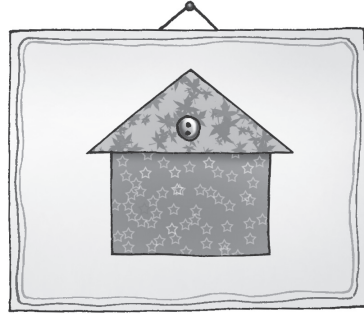
1. My house is _____ (big, small)
2. The colour of my house is _____
3. My house has _____ rooms.

Projects

- A** Make a 'wall-hanging' for your house.

◀ Creativity, Art Integration

With the help of an adult, cut out a square and a triangle from two different pieces of fabric. Paste them as shown, on a sheet of thick chart paper. Make a border and loop with wool.



- B** Make use of waste paper.

◀ Values, Creativity

Tear bits of paper from an old magazine. Paste them on the umbrella. Paste bits of old newspaper on the handle of the umbrella.

