

Learning Outcomes :

Students will be able to :

- Understand about a family and types of families
- Speak about their family members.

**Teacher Activity****Activity - 1**

Initiate a discussion on family, types of families, and the importance of helping elders. Ask students to share details about their family members and why they like them.

Discuss family, types of families, role of family members, helping each other and good practices.

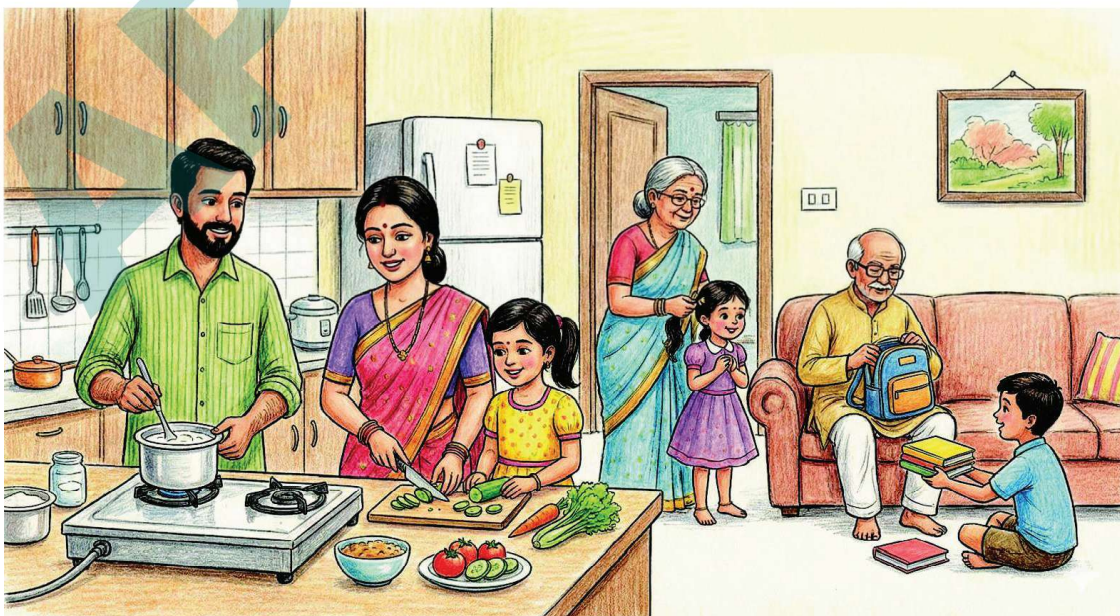
Activity - 2

Read the key words and help the students to read them.

1. Family 2. Grandparents 3. Siblings 4. Help 5. Respect

Activity - 3

Show the picture to the students and ask them to talk about it.



Activity - 4

Ask the children to enact the sentences.

1. Getting ready for school.
2. Watering plants.
3. Giving medicine to grandparents.
4. Mopping the house.

Activity - 5

Introduce what Anu says about her family. Then ask the students to talk about their own family details.



This is my father Suresh.



This is my mother Latha.



This is my brother Rishi.

Now, ask them to talk about their family.

- My mother's name is
- My father's name is
- I have brother(s) and sister(s)
- There are members in my family.

Activity - 6 : Game time

Picture → Word Builder

Materials Needed : Picture cards (Flashcards) Letter cards (or a Blackboard)

How to Play : Show a picture to the class (e.g., a picture of a family).

Ask the students, "What is this called in English?" (Wait for them to say 'Family'). Write the word on the board with mixed-up letters.

(Example: Instead of FAMILY, write F - L - Y - A - M - I).

Call a student to arrange the letters in the correct order (F-A-M-I-L-Y).

Note : Ask the class to clap when the student gets the spelling right! Continue the activity with other words.


 Student Activity
 

A. Match the following.



Grandmother



Father



Grandfather



Mother

B. Circle the word read by the teacher.

Family Grandparents Siblings Help Respect Photo People

C. Write the missing letters.

1. M ___ t ___ e r

2. S ___ bl ___ ng

3. Un ___ l ___

4. Fa t ___ e r

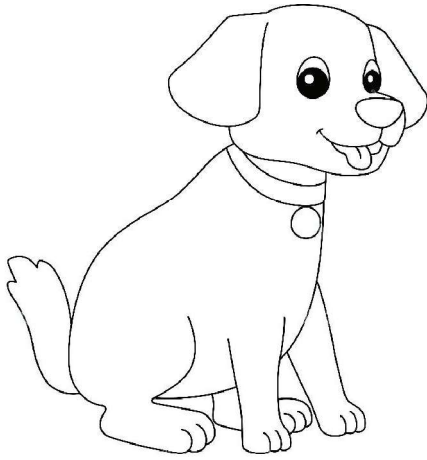
5. Pa ___ e ___ t s

6. C ___ re

7. F ___ mi ___ y

8. A ___ nt

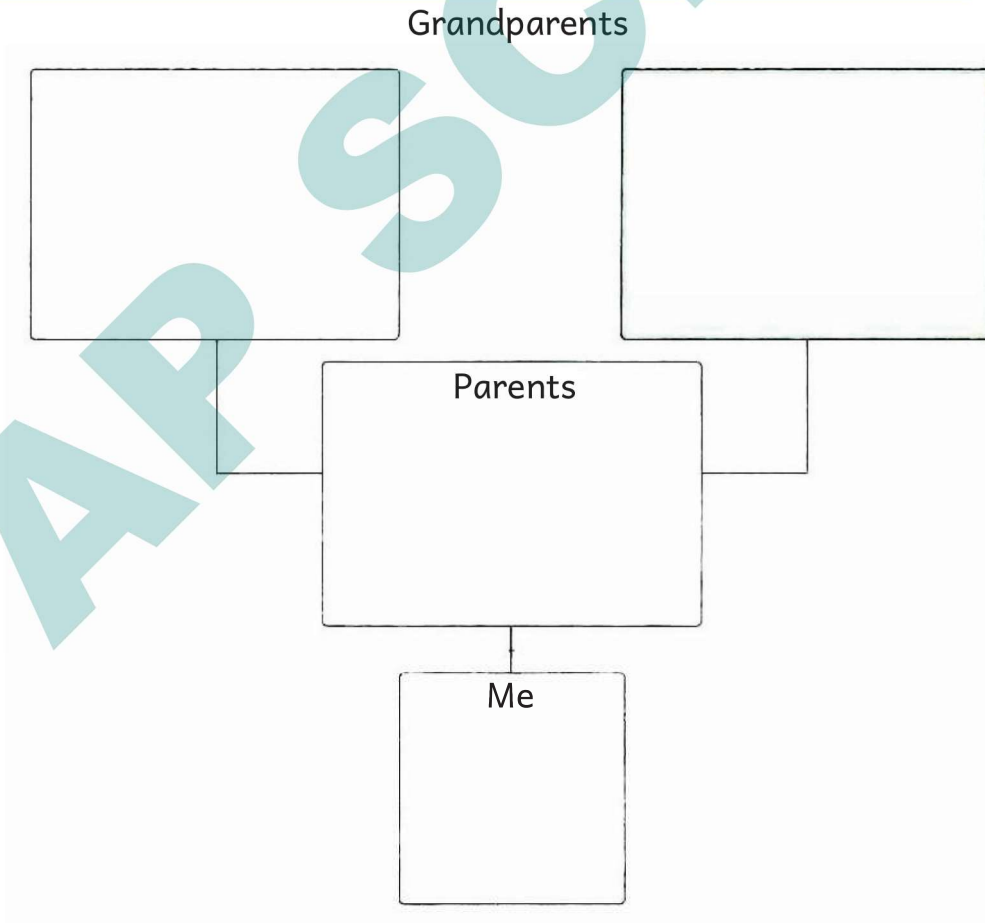
D. Colour the following pet animals.



E. Learn the words (dictation)

1. Grandparents 2. Good habits 3. Resemble 4. Washing machine
5. Respect

F. Write the names or paste the pictures in the family flowchart.



Learning Outcomes :

Students will be able to :

- Know about various uses of plants.
- Develop concern towards nature.
- Speak about animals, food they eat and how they help us.
- Differentiate types of animals based on their dwelling places.

**Teacher Activity****Activity - 1**

Show the students picture cards of different animals. Ask them to identify the names of the animals. Encourage them to imitate the animal's sounds, walk like the animal, and act like it. Try to create awareness that animals are also a part of our environment.

Discuss parts of a plant, types and uses of plants, different types of animals, birds and their dwelling places, relation between plants and animals.

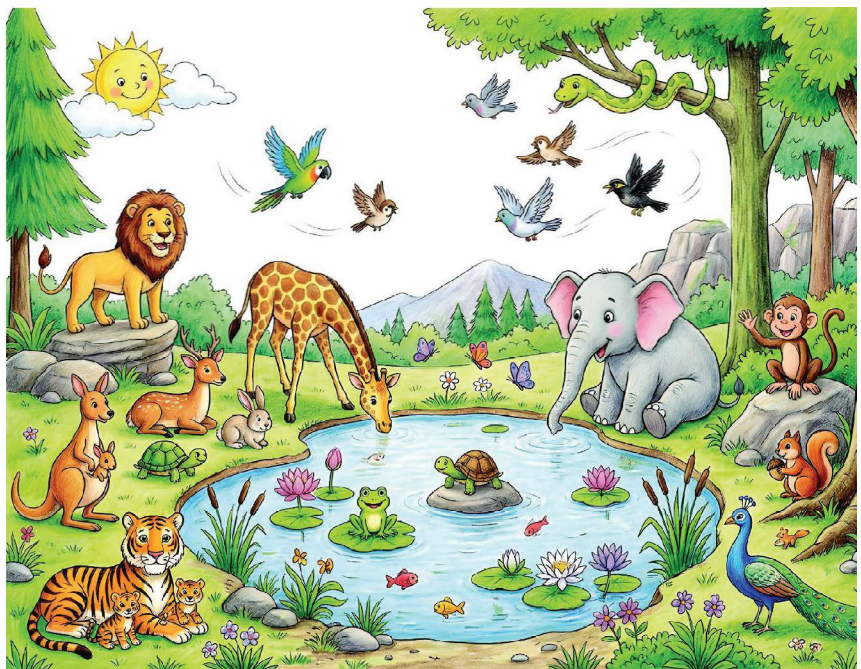
Activity - 2

Read the key words and ask the students to practice their spellings.

1. Stem
2. Root
3. Shrubs
4. Herbivores
5. Nest
6. Protect

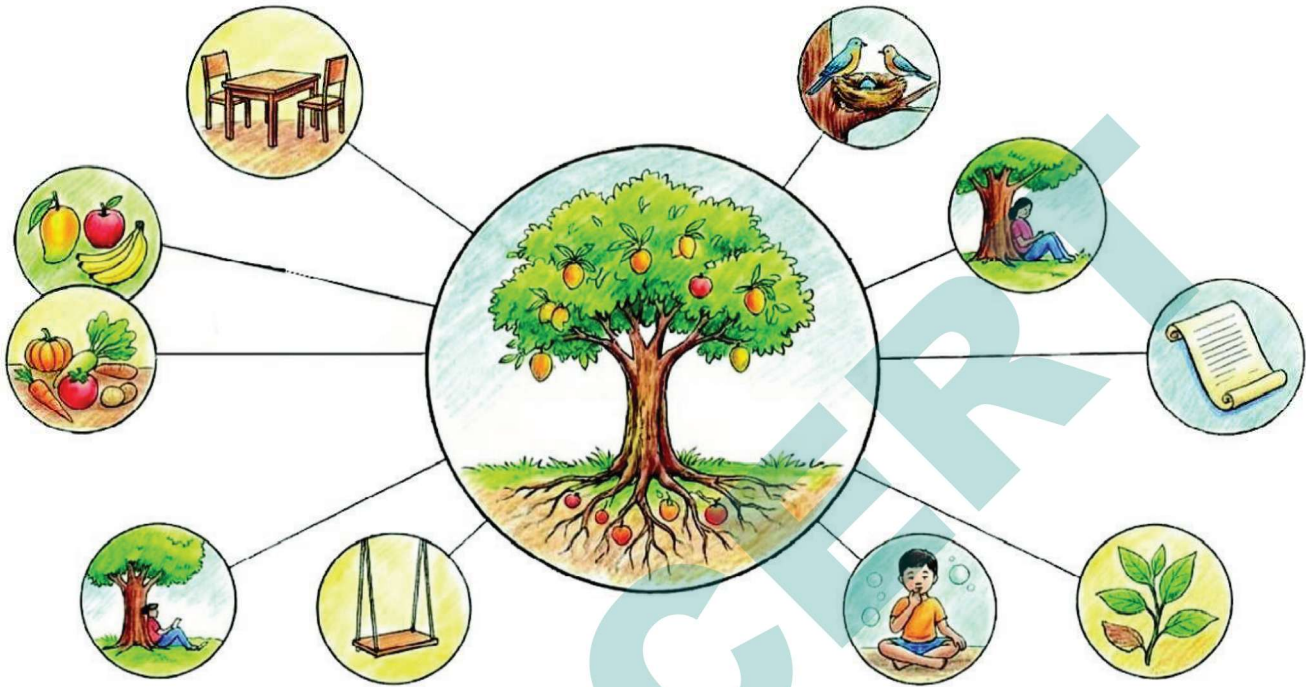
Activity - 3

Show the picture and ask the students to talk about the animals.



Activity - 4 :

Ask the students to observe the picture and tell the uses of trees.



Activity - 5 :

Role play- Ask a child to act out gifting a plant on a friend's birthday. The other child will act out like planting the gifted plant.

Activity - 6 : Game time

Jumbled Words :

Rearranging letters to form words.

Write a mixed-up word on the blackboard (e.g., write RTEE instead of TREE).

Ask the class, "Can you guess the correct word?"

Students rearrange the letters to find the correct spelling (T-R-E-E).

Write the correct word on the board and ask the class to read it aloud.

Note : Continue the activity with other words.


 Student Activity

A. Fill in the blanks using the given clues.

(Hole, Den, Anthill, Pond, Tree, Nest)



A frog lives in a



A bird lives in a



A snake lives in a



A rat lives in a



A monkey lives on a



A lion lives in a

B. Circle the word read by the teacher.

Plant, omnivores, creepers, land animals, swim, climbers, flower, domestic animals, stem.

C. Write the missing letters.

1. Le ___f

2. J u___p

3. A___i m___l

4. S h -u b

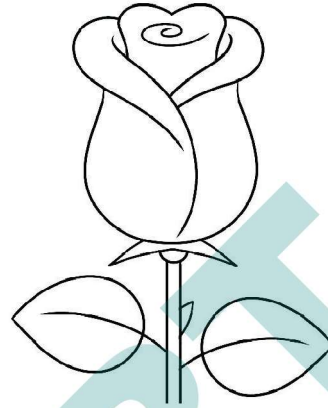
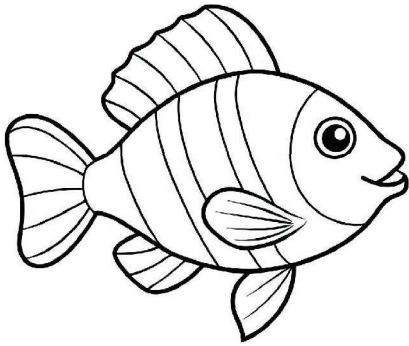
5. M___n g___

6. B___rd

7. Ha___m o n___

8. Gr___ss

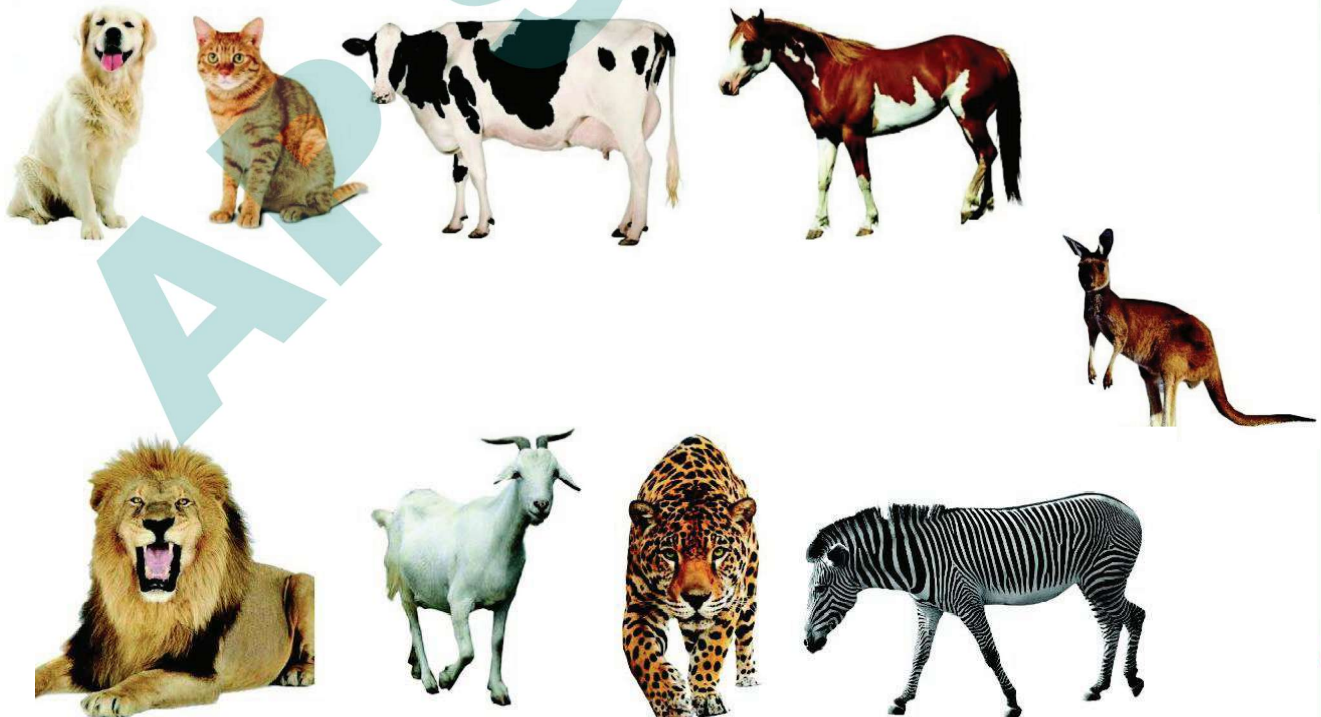
D. Colour the following pictures.



E. Dictation.

1. Root
2. Water animals
3. Forest
4. Soil
5. Buffalo

F. Mark D for domestic animals and W for wild animals.



Learning Outcomes:

Students will be able to :

- Identify and tell the parts of the body.
- Speak about games and recreation.
- Classify indoor games and outdoor games.

**Teacher Activity****Activity - 1 :**

Teach the students what it means to focus on their breath. Ask them to breathe in and breathe out. Show them how to stretch their arms up, to the sides, and down, and make them do it along with you. Demonstrate simple yoga poses and have the children practice them.

Discuss our body parts, sense organs, good touch, bad touch, healthy habits, games we play team spirit.

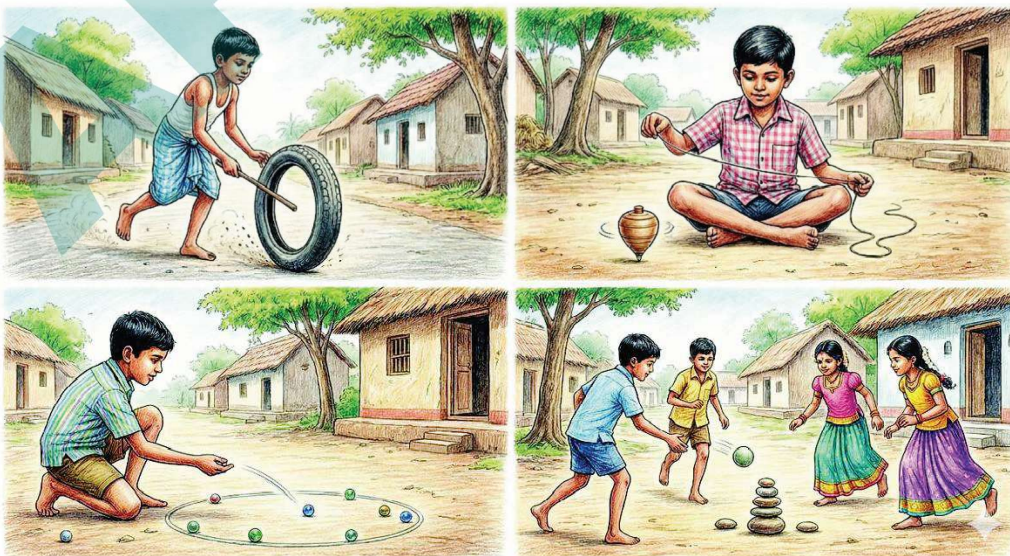
Activity - 2 :

Read the key words and help the students to read them.

1. Sense organs 2. Hand wash 3. Outdoor 4. Recreation 5. Sports

Activity - 3 :

Show the pictures to the students and ask them to talk about the games.



Activity - 4 :

Blindfold activity

Place some flowers, a bell, some leaves and a book on the table. Now blindfold a child and ask them to identify the things. Through this activity, explain the importance of senseorgans.

Activity - 5 :

Observe the following pictures and discuss the functions of the body parts.



Activity - 6 : Game time

Rhyme chain :

Change one letter to make new words.

Write a simple word on the board (e.g., FARM).

Ask students to change only one letter to make a new word.

Students come up with new words one by one.

(e.g., FARM → HARM → WARM).

Continue the chain until the students cannot make any new words.

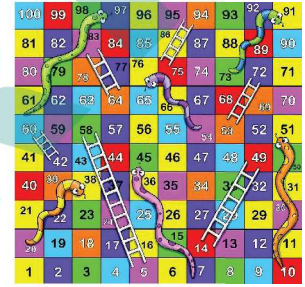

 Student Activity

A. Match the rhyming sentences with the pictures.

i) Climb the ladders to reach the top,
But watch out for snakes or you will drop.



ii) On the board are squares black and white,
With the King and Queen ready to fight.



iii) It has no wings but flies so high,
Dancing freely in the sky.



iv) Small and coloured glass balls so round,
Aim and hit them on the ground.


B. Circle the word read by the teacher.

Head, good touch, cricket, team spirit, tongue, hand wash, kabaddi, strong, carroms.

C. Write the missing letters.

1. E__r

2. Or__a n

3. Ho__k__y

4. P__ay

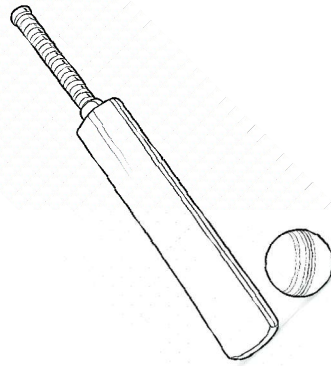
5. He__l t__y

6. Fi__g e__s

7. L__c a l

8. R__l a x

D. Colour the picture.

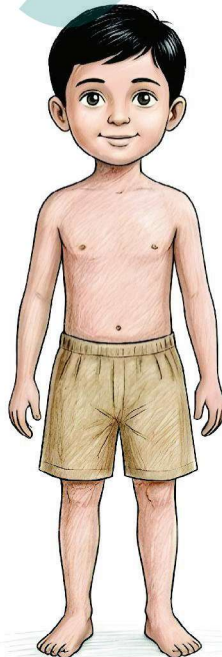


E. Dictation.

1. Nose
2. Sense organs
3. Kabaddi
4. Healthy
5. Chess

F. Label body parts in the picture using the words given in the box.

Eyes, nose, hand, leg, mouth, head



Learning Outcomes:**Students will be able to:**

- Recognise various foods available from plants and animals.
- Talk about availability of water resources and causes for scarcity of water.

**Teacher Activity****Activity - 1 :**

Discuss about food from plants and animals, healthy and junk food, varieties of food; sources of water, uses of water, scarcity of water, protected water and water wastage.

Activity - 2 .

Read the key words and help the students to read them.

1. Rice
2. Vegetables
3. Healthy
4. Source
5. Scarcity

Activity - 3 :

Show the picture and ask them to talk about it.



Activity - 4 :

Observe the following food items that we prepare on festival days and discuss them. Apart from these, ask them to share what they know about any special dishes prepared during festivals in other states of India.



Activity - 5 :

What will happen if we do not eat food? Discuss.

Activity - 6 : Game time

Category Word Hunt :

Recalling vocabulary for a specific topic.

Give the class a category (e.g., Festival foods, sweets).

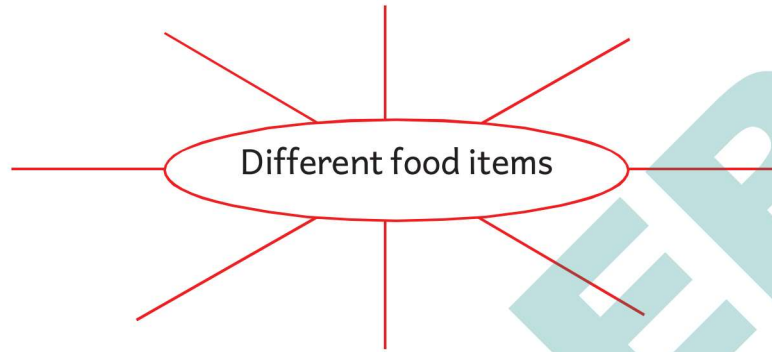
Tell students they have 2 minutes.

Students must write as many words as possible related to that category in their notebooks.

After 2 minutes, ask who wrote the most words. The student with the highest number of correct words wins!

Student Activity

A. Mind map- write the food items you like to eat.



B. Circle the word read by the teacher.

Millets, paddy, cucumber, wastage, precious, resources, vegetables, scarcity, rain, fruits

C. Missing letters.

1. Gi ___ g e ___

2. P o ___ a t ___

3. C a r ___ o t

4. V ___ r i e t y

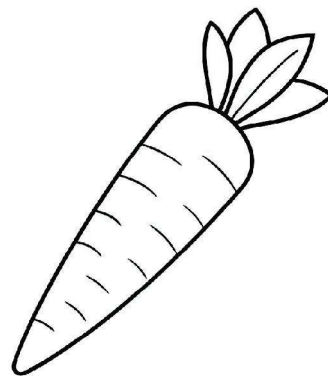
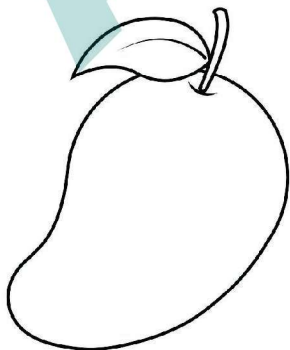
5. N a t ___ r e

6. R i ___ e r

7. T ___ n k

8. W ___ l l

D. Colour the following and write names of these.



E. Dictation.

1. Pulses
2. Healthy
3. Raw food
4. Lake
5. Resource

F. Write the names of the activities under the correct picture.

(mopping, watering plants, cleaning, drinking, brushing, bathing.)









_____ and _____



Learning Outcomes:**Students will be able to:**

- Identify different houses and find reasons for poor living conditions.
- Understand that birds, animals and insects too need a shelter.

**Teacher Activity****Activity - 1 :**

Discuss with the students the importance of shelter, types of houses, different types of roofs, facilities in a house, animal shelters, nests of birds. Ask the students to make homes for different animals and birds using clay.

Activity - 2 :

Read the key words and help the students to read them.

1. Shelter
2. Pucca house
3. Kutcha house
4. Facility
5. Concrete

Activity - 3 :

Show the picture to the students and ask them to talk about it.



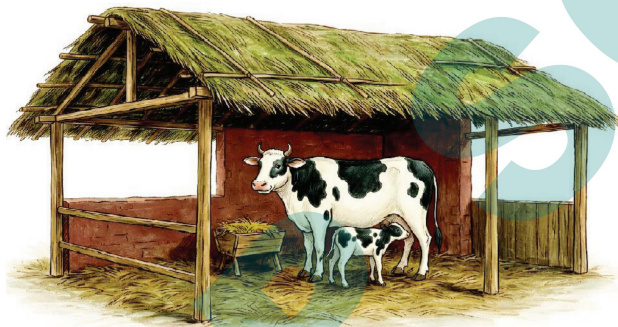
Activity - 4 :

Show images of two rooms and discuss which one looks good and why?



Activity - 5 :

Observe the following shelters of animals and birds. Apart from these, have you seen any other shelters? Discuss them.



Activity - 6 : Game time

Bingo :

Listening and identifying words/pictures.

Give each student a sheet with a grid of different words or pictures.

Pick a word and say it aloud (or show a picture card).

Students look for that word/picture on their sheet and tick (✓) it.

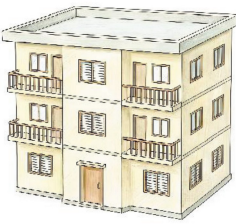
The first student to tick all the words in a row or on the full sheet shouts, "BINGO!"


 Student Activity

A. Match the following.



Pucca house



Kutcha house



Tiled house



Apartment

B. Circle the words read by the teacher.

House, need, safe, roof, kutcha, pucca, brick, strong, floor, apartment, wall, stones, cement, mud.

C. Write the missing letters.

1. Th a ___ ch ed

2. Wo ___ d

3. T en ___

4. Fac ___ lit ___

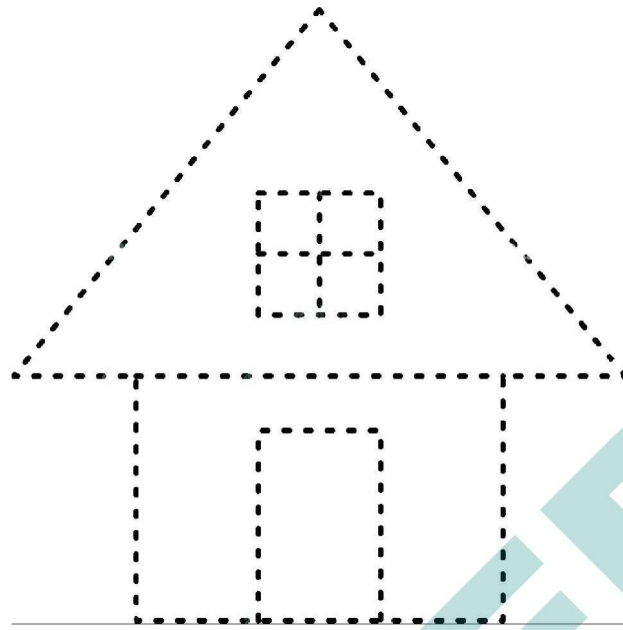
5. pi ___ lar

6. Str ___ et

7. C ___ ve

8. Ma ___ ble

D. Join the dots and colour the picture.



E. Dictation.

1. Home
2. Nest
3. Harm
4. Shelter
5. Kennel

F. Select and write appropriate words for the given pictures from the help box.

(Bee hive, Kennel, Burrow, Hut, Nest, Igloo)

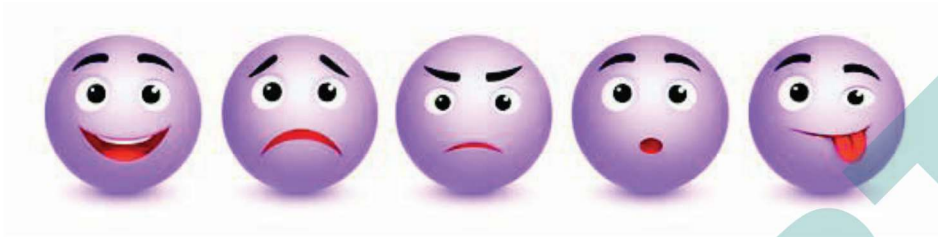




Activity - 4 :

Show the following pictures to the students and ask them to discuss.

Have you ever seen these types of pictures? Where did you see them? Do you know their meaning?



Activity - 5 :

Act out the following actions.

1. Driving a car
2. Sailing a boat
3. Riding a bicycle

Activity - 6 : Game time

Treasure Hunt :

Reading comprehension and finding objects.

Before class, hide clue cards around the room

(e.g., "Find something red" or "Find something made of wood").

Ask students to search for the hidden cards.

When a student finds a card, they must read it and find the object mentioned.

The student must show the object to the teacher to complete the task.


 Student Activity
 
A. Look at the pictures given below and fill in the blanks.


The boy is riding a



The children are sailing on a



To travel abroad by



The children are travelling in a

B. Circle the words read by the teacher.

Aeroplane, helicopter, speak, gesture, elders, footpath, walking, arrival, departure, petrol

C. Write the missing letters.

1. J ___ ep

2. Tr ___ in

3. M a ___ l

4. P ___ geon

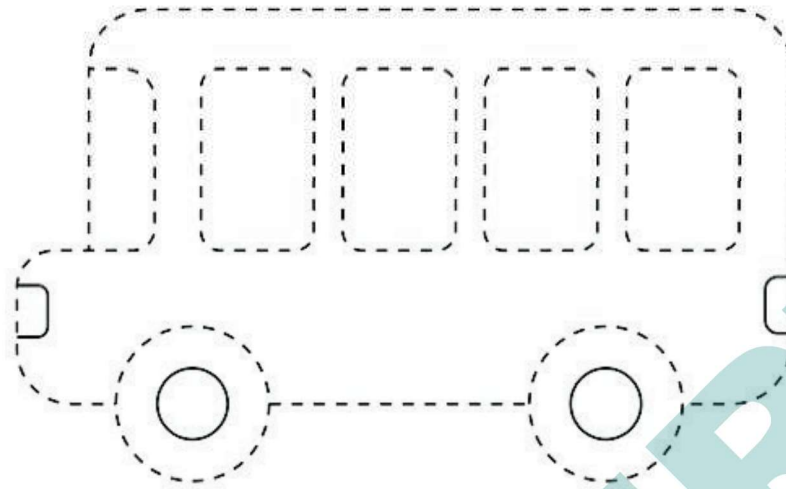
5. Mod ___ rn

6. Tr ___ vel

7. D ___ sert

8. V ___ rbal

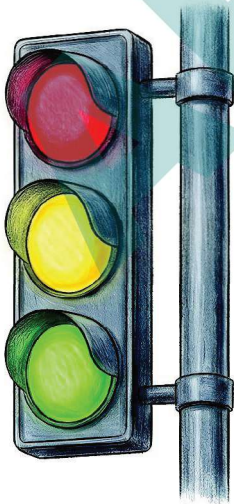
D. Join the dots and colour the picture.



E. Dictation.

1. Camel
2. Parking
3. Signal
4. Platform
5. Purpose

F. What does the following traffic signals indicate?



Red signal

Orange signal

Green signal

Let's practise

1. Which part of the plant grows below the soil? ()

- A) Leaf B) Flower C) Root D) Stem

2. Write one use of water in your daily life.

.....

3. Which of the following is a wild animal? ()



(a)



(b)



(c)



(d)

4. Name the sense organs and write their functions.

.....

.....

.....

5. Why should we respect our grandparents and elders? ()

- A) They are rich B) They care for us and guide us
C) They give gifts D) They are strict

6. How are plants useful to us? ()

- A) They give water to the soil B) They give us food, oxygen and shade
C) They give sunlight D) They pollute air

7. Why do we need a house?

.....

.....

8. Why should we wash our hands before eating?

.....
.....

9. Rani wants to go to America. Which transport should she use? ()



(a)



(b)



(c)



(d)

10. Your friend is hungry after playing. Name one healthy food you will give.

.....

11. Cow eats grass and lion eats meat.

Why are these animals called herbivores and carnivores?

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12. Look at these foods, which are good for health and which are not good? Write in two groups.

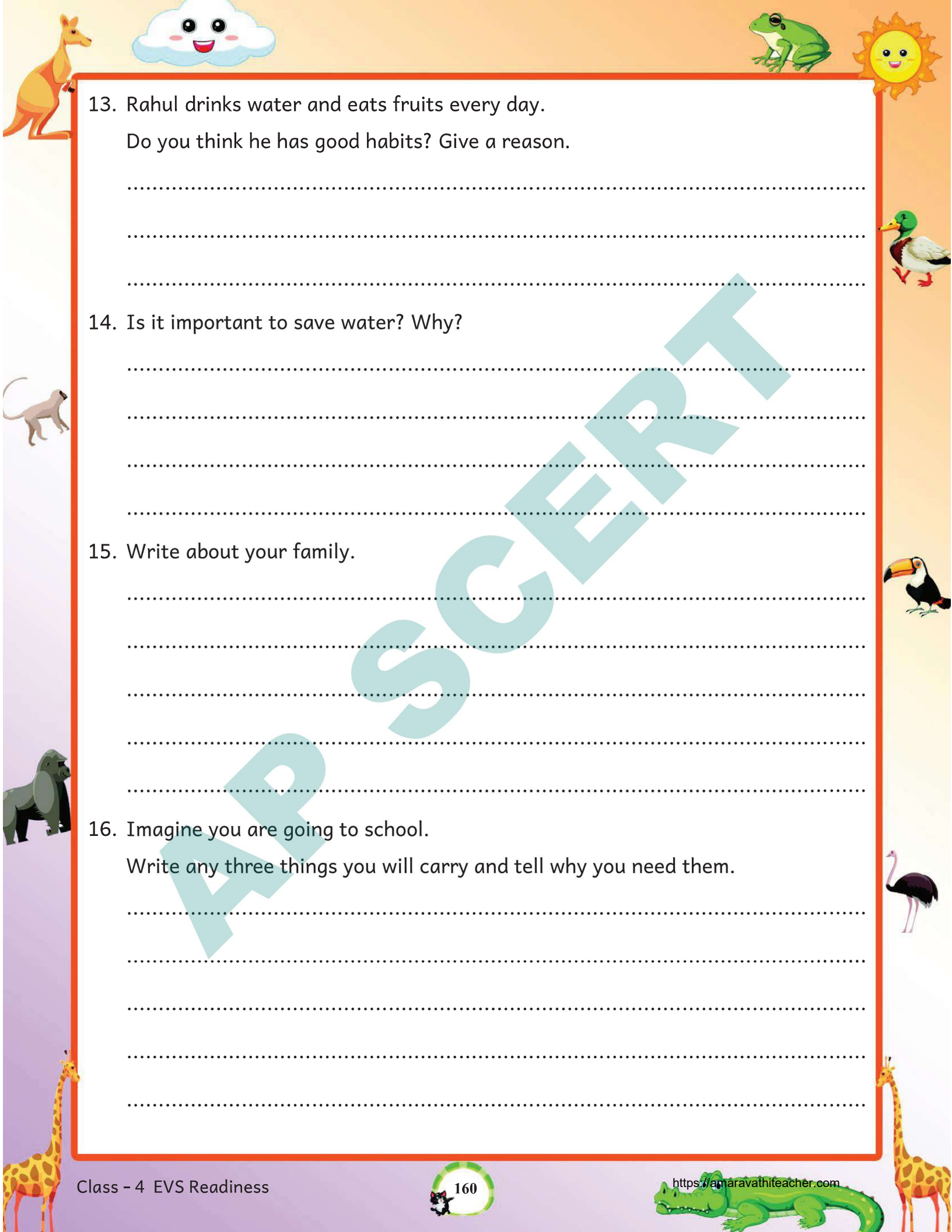


Good for health

.....
.....

Not good for health

.....
.....



13. Rahul drinks water and eats fruits every day.
Do you think he has good habits? Give a reason.

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14. Is it important to save water? Why?

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15. Write about your family.

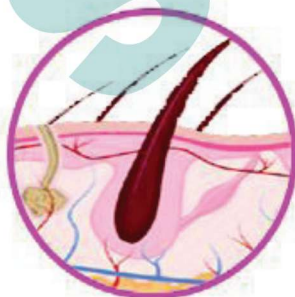
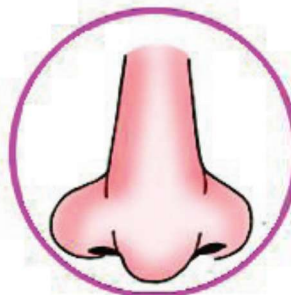
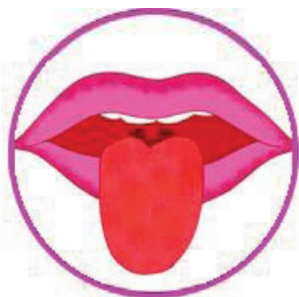
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16. Imagine you are going to school.
Write any three things you will carry and tell why you need them.

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FUN ACTIVITY



HEALTHY HABITS

1. Solve the crossword puzzle with the picture clues:

1

2

3

4

5

6