

Learning Outcomes :

Students will be able to :

- Understand what a family is.
- Identify their family members.
- Describe family and the roles of family members.

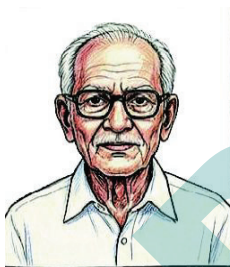
**Teacher Activity****Activity - 1 :**

Discuss family and family members with the students. Let the students speak about their families.

Encourage the children to talk about one special thing they like about each of their family member. "Discuss the responsibilities of family members with the children.

Activity - 2 : Read the names of the following family members and practice spellings.

Instruction : Show the pictures given below. Read the names aloud and make the students repeat.



Grandfather



Grandmother



Father



Mother



Brother



Sister



Cousin

Activity - 3 :

Read the following sentences and make the students read.

1. I live with my parents.
2. We help each other at home.
3. My grandparents tell stories to me.
4. My family cares for me.


 Student Activity
 

Activity - 1 :

Find and circle the given family relations hidden in the grid

(Sister, father, mother, family, son, daughter, grandfather, grandmother, brother.)

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

Activity - 2 :

Read the words and colour the box of a family member. Choose the colour whichever you like.

Mother	Bus	Uncle	Sister
Ball	Brother	School	Aunt
Grandfather	Dog	Grandmother	Tree

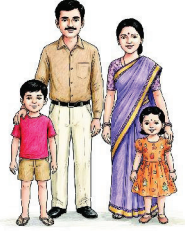
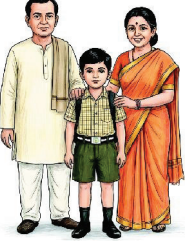

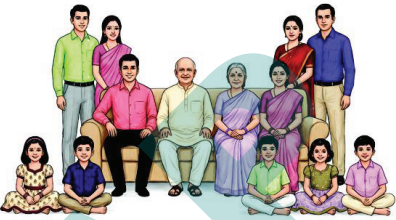
Activity - 3 :

Match the following.

SET A	Answer	SET B
1. Father's father	()	A) Uncle
2. Father's mother	()	B) Grandfather
3. Mother's brother	()	C) Aunt
4. Mother's sister	()	D) Grandmother

Activity - 4 :

Write type of family name in the box exactly opposite to the image (joint family, single parent family, family supported by grandparents, nuclear family).

Activity - 5 :

Rearrange the letters to make words of family relations. One is done for you.

1.	MTRHEO	MOTHER	5.	GARDNFAETHR	
2.	STERIS		6.	GRADNMTHORE	
3.	FERTHA		7.	UCNLE	
4.	BORTHRE		8.	UANT	

Learning Outcomes :

Students will be able to :

- Identify different types of plants in their surroundings.
- Recognise plants growing in different places.
- Describe the parts of a plant.

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

Discuss plants they see at home, school, and surroundings. Let them name any plants they know. Take the students to the school garden and introduce the plants or trees there.

Discuss the parts of the plant. Also discuss plant care, watering the plants, manure needed for plants to grow and removing weeds.

Activity - 2 :

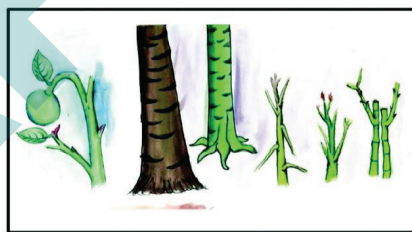
Read the names of the parts of a plant and practice spellings.

Instruction :

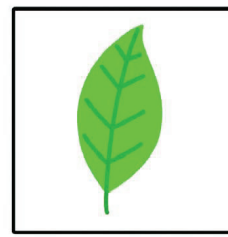
Show the pictures given below. Read the names aloud and make the students repeat.



Roots



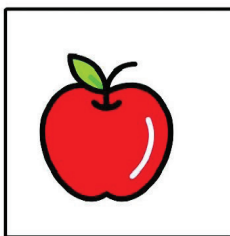
Stems



Leaf



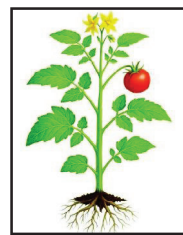
Flower



Fruit



Seeds



Plant



Activity - 3 :

Read the following sentences and make the students read.

1. Plants grow in many places.
2. Some plants grow on land.
3. Some plants grow in water.
4. Every part of a plant is useful.
5. Plants give us food, shade and oxygen.



Activity - 4 :

Game time : Act it out

Instructions:

Call one student to the front and whisper an action to him/her.

E.g : Pretend you are watering plants.

Tell the student to act that out without speaking.

Tell the class to watch the action, raise their hands and guess what they are doing using a full sentence.

Expected Answer: He/She is watering the plants.



Activity - 5 :

Instructions:

Make the student to draw and colour the picture of a plant.

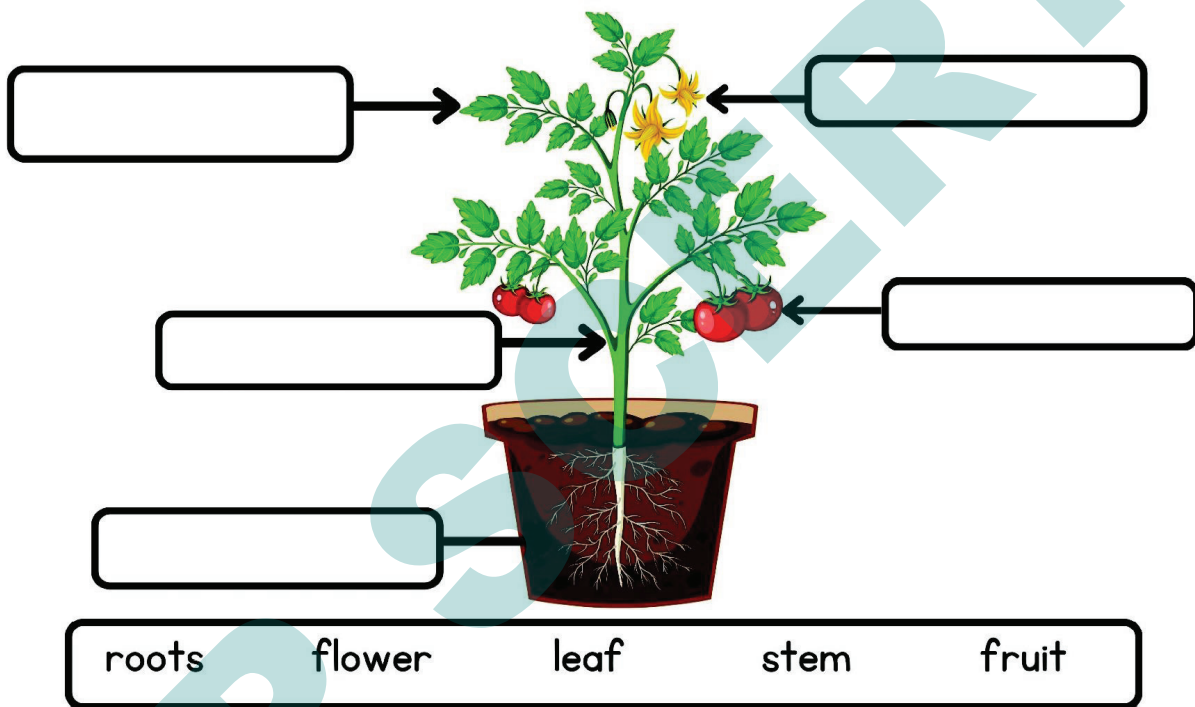


Student Activity

PARTS OF A PLANT

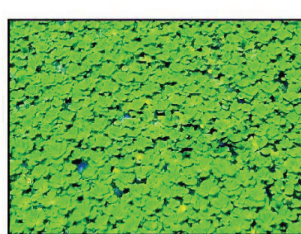
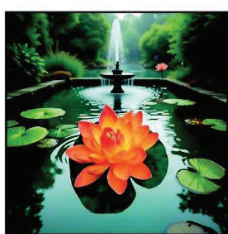
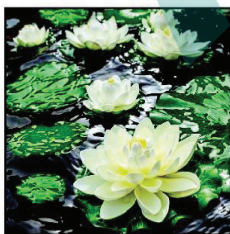
Activity - 1 :

Look at the tomato plant. Label each part of the plant. Use the word bank at the bottom to get help.



Activity - 2 :

Tick (✓) the plants that grow in water (aquatic plants). One is done for you.



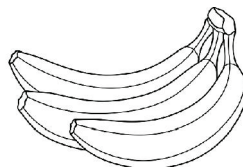
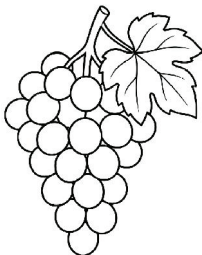
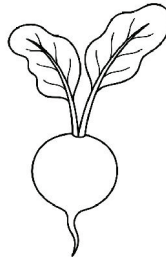
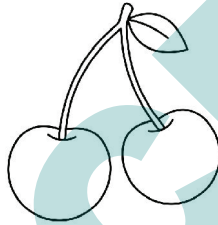
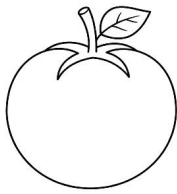
Activity - 3 : Types of plants

Write names of the plants in the boxes below.

tree	climber	creeper	herb	shrub

Activity - 4 :

Colour the vegetables and fruits as they look in the nature. One in each is done for you.



Learning Outcomes :

Students will be able to :

- Identify different animals.
- Classify animals based on their food habits.
- Talk about birds and animals in their surroundings.

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

Discuss animals in their surroundings with the students. Ask one student to act like and make the sound of an animal of his/her choice. Encourage the other students to identify the animal. Do this activity with all the students.

- Ask:**
1. Which animals live on land?
 2. Which animals live in water?
 3. Which birds can fly?

Activity - 2 :

Read the names of the following animals and birds and practice spellings.

Instruction:

Show the pictures given below. Read the names aloud and make the students repeat.



Lion



Tiger



Elephant



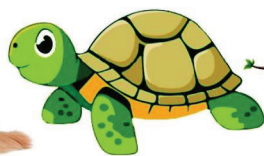
Giraffe



Rabbit



Dog



Tortoise



Parrot



Crow



Pigeon



Owl



Student Activity



Activity - 1 :

Identify the animals and classify them in the given table.



Pigeon



Cat



Dog



Kangaroo



Tiger



Rabbit



Lizard



Monkey



Snake



Fish



Squirrel



Frog



Crow

Herbivores	Carnivores	Omnivores

Activity - 2 :

Tick (✓) the animals that live in groups. One is done for you.



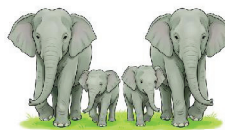
Ants



Cat



Tiger



Elephants



Spider



Bees

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

- Identify the five sense organs.
- Understand the functions of sense organs.
- Explain about how each organ helps us.
- Differentiate good touch and bad touch.

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

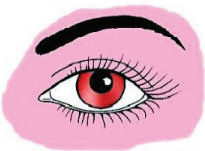
As part of good habits, ask the students to discuss how to keep different parts of our body clean. Also ask the students to talk about how we should take care of the organs that give us sense. Discuss the sense organs with students, ask them to name each organ, and talk about how these organs help them in daily life.

Activity - 2 :

Identify the sense organs.

Instruction:

Show the following pictures and ask the students to name the organ and the sense.



"Eye → to see"



"Nose → to smell"



"Tongue → to taste"



"Ear → to hear"



"Skin → to feel"

- I see with my eyes.
- I smell with my nose.
- I feel the sense of touch with my skin.
- I hear with my ears.
- I taste with my tongue.

Activity - 3

Game time : True-False Jump Game

Instructions : Draw a line on the floor.

Tell the students, stand on the line. Jump to the RIGHT for TRUE. Jump to the LEFT for FALSE. Read a statement loud and clear (e.g.: Don't rub your eyes). Say "1, 2, 3... JUMP!" and check who lands on the correct side.

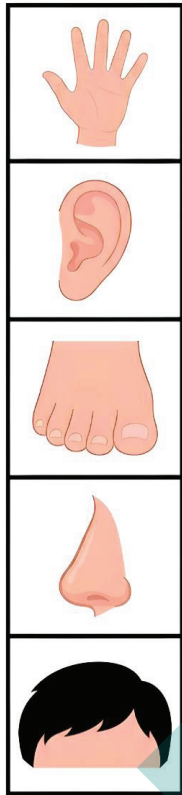


Student Activity

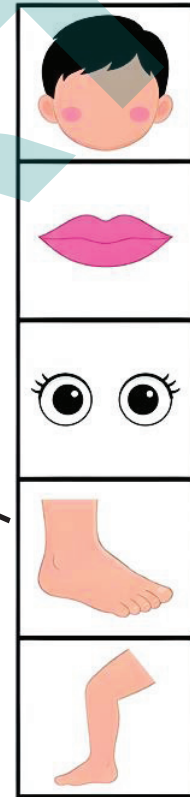


Activity - 1 : Body Parts

Draw a line from the body part to its name. One is done for you.

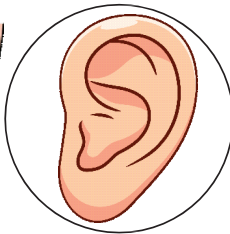
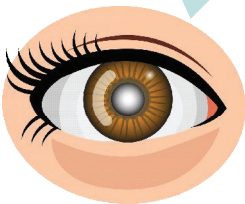


hand
eyes
car
mouth
ankle
cheeks
toes
nose
head
leg



Activity - 2 :

Look at all the pictures carefully. Circle only the pictures of the sense organs.



Activity - 3 :

Look at the pictures and choose the correct sense word from the box.

Fill in the blanks to complete the sentences.

listen See touch taste smell

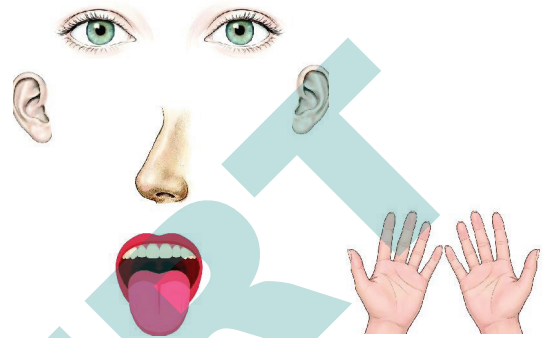
We with our eyes.

We with our nose.

We with our ears.

We with our tongue.

We with our skin.



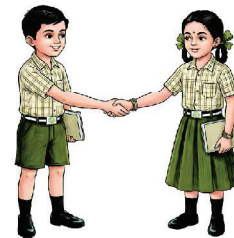
Activity - 4 :

Write 3 things that you can touch, taste, smell, see and hear.



Activity - 5 :

Put a (✓) mark for the touch that feels comfortable.



Learning Outcomes :

Students will be able to :

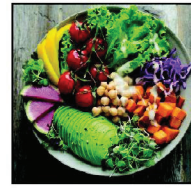
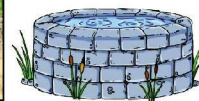
- Identify the healthy and unhealthy foods.
- Recognise the sources and uses of water.
- Learn simple ways to save water.

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

Take the students on a nature visit. Discuss the dishes made from the plants seen there. Also discuss local food items and food. Discuss with the students about healthy food and unhealthy food. Discuss different water resources around them.

Activity - 2 :**Instruction:**

Show the following pictures and ask the students to name the food and the water resources.

Healthy Food**Unhealthy Food****Water Sources****Activity - 3 :** Read the following sentences and make the students read.

1. I eat healthy food every day.
2. I do not waste food.
3. I drink sufficient water.
4. We use water for many things.
5. We need water every day.
6. We should always save water.

Student Activity

Healthy Foods

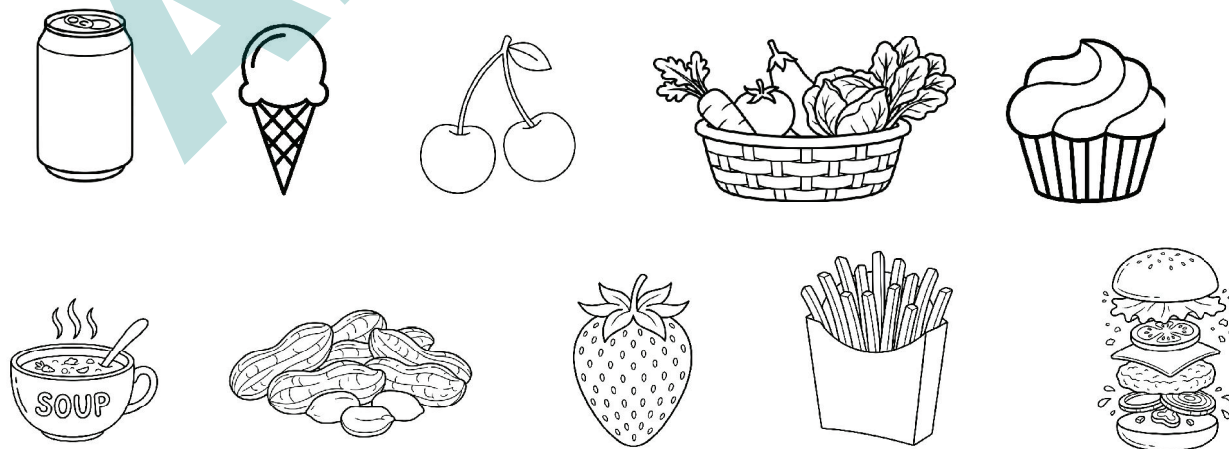
Activity - 1 :

Draw lines to connect all the nutritious food to the centre. One is done for you.



Activity - 2 :

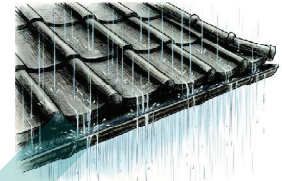
Colour the healthy food items and cross (✗) out the unhealthy ones.



Activity - 3 :

Write the names of the water sources in the boxes below.

Rain River Tap Well



Activity - 4 :

Look at the pictures and circle the actions that help to save water.



Activity - 5 :

Write two good food habits.

Good food habits :

1. 2.

Activity - 6 :

Write about the importance of saving water.

1.
2.

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

- Identify different community helpers.
- Understand their roles and importance.
- Recognise the tools used by different helpers.

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

Discuss different community helpers with the students. Let the students speak about the helpers they see in their surroundings. Ask each student to choose a community helper's profession and perform a role play as a person doing that job. Read the names of the following professions and tools. Practice the spellings.

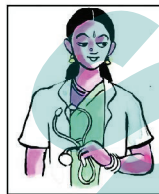
Instruction :

Show the following pictures and ask the students to name the professions and the tools.

professions :



Teacher



Doctor



Nurse



Police



Postman



Judge

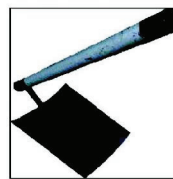
Tools :



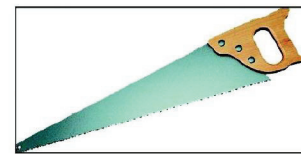
Hammer



Measuring tape



Spade



Saw

Activity - 2 : Game time: Guess My Card

Instructions: Call one student and give him/her a picture card (e.g., Teacher). Tell them not to show it to anyone.

Tell the class: Ask him/her questions to guess the picture. You can only ask questions where the answer is Yes or No. Guide the students to ask questions

like: Are they in uniform?, Are they holding any tools related to their work? The student holding the card answers only "Yes" or "No" until the class guesses correctly.



Student Activity



Activity - 1 :

Match the pictures of the professions with their correct names.



DOCTOR



NURSE



FARMER



DRIVER

CARPENTER



POSTMAN



Activity - 2 :

Read each riddle carefully and write the correct profession in the blank.

- I wash and iron clothes.
Who am I ?
- I mend and repair shoes.
Who am I ?

3. I make ornaments of gold.
Who am I ?
4. I catch fish and sell them.
Who am I ?

Activity - 3 :

Draw the pictures of a spade, a hammer and a saw.

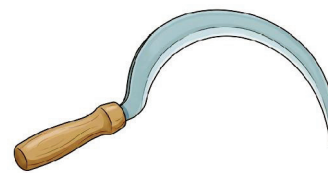
1. Spade	2. Hammer	3. Saw

Activity - 4 :

Look at the picture and fill in the missing letters to complete the words.



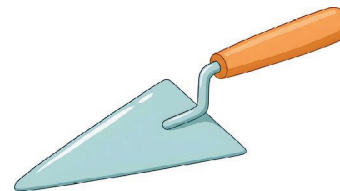
COB_L_R



S_CKL_



SC_SS_RS



TR_W_L

Let's practise

1. A family is best described as: ()

- A) A group of people living in a park
- B) A group of people who live together and care for one another
- C) A group of people in a school
- D) A group of strangers

2. Name any two sense organs of your body.

.....

3. Which of these is a flower? ()



(a)



(b)



(c)



(d)

4. Which of the following is a bird? ()



(a)



(b)



(c)



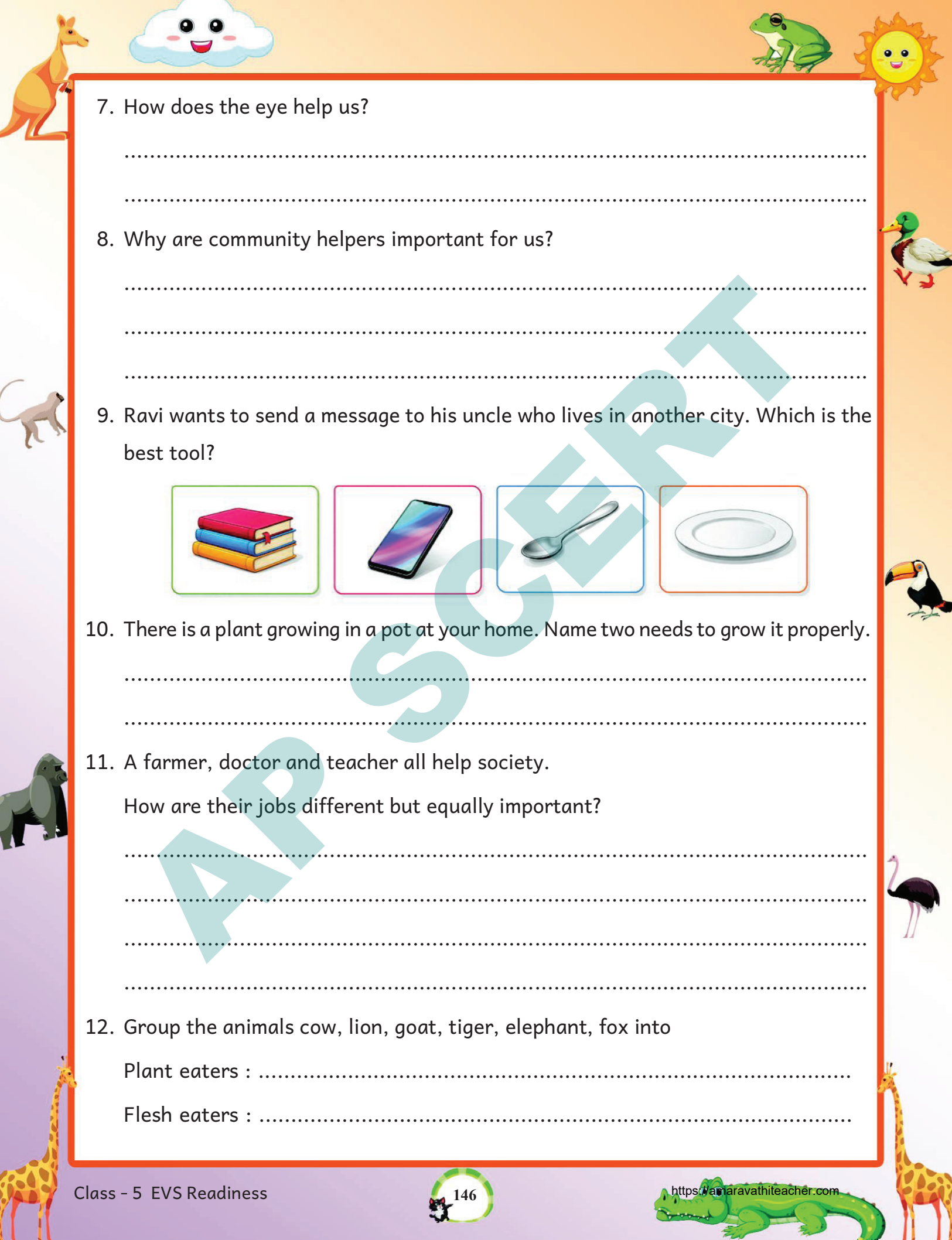
(d)

5. Why are plants important to us? ()

- A) They make roads
- B) They give us oxygen, food and shade
- C) They make noise
- D) They stop rain

6. Why do we need water in our daily life? ()

- A) Only for washing clothes.
- B) Only for bathing.
- C) For drinking, cooking, cleaning and growing plants.
- D) Only for playing.



7. How does the eye help us?

.....
.....

8. Why are community helpers important for us?

.....
.....
.....

9. Ravi wants to send a message to his uncle who lives in another city. Which is the best tool?



10. There is a plant growing in a pot at your home. Name two needs to grow it properly.

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11. A farmer, doctor and teacher all help society.

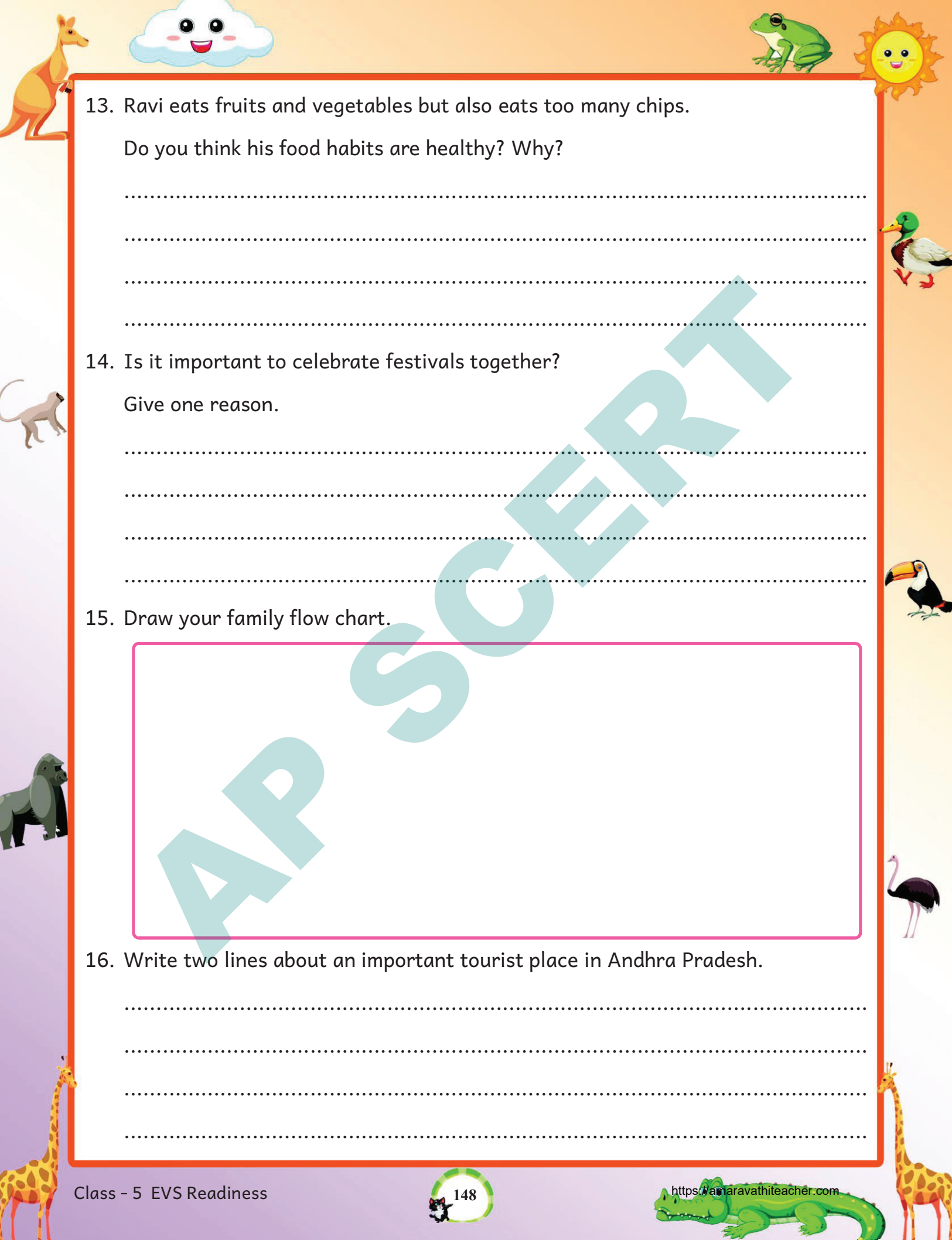
How are their jobs different but equally important?

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12. Group the animals cow, lion, goat, tiger, elephant, fox into

Plant eaters :

Flesh eaters :



13. Ravi eats fruits and vegetables but also eats too many chips.

Do you think his food habits are healthy? Why?

.....

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14. Is it important to celebrate festivals together?

Give one reason.

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15. Draw your family flow chart.

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16. Write two lines about an important tourist place in Andhra Pradesh.

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