



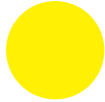



1. Listen, learn and read aloud.



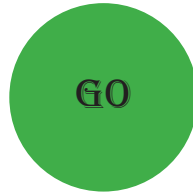
When you go out into the street
In your vehicle or on your feet,
Look out for each traffic sign,
To keep you safe, secure and fine.
To cross the road when you go walking,
Use the black and white zebra crossing.



Traffic Signal for Vehicles

-   If a signal changes to the colour red,
STOP at once, don't go ahead.
-  GET READY, be very careful, when it turns yellow. 
-   When it turns green, it is safe to GO.
Obey the rules without much fuss, and reach
home safe, you are precious.

2. Look at the word and enact the proper actions.



3. Listen and write.

- watch
- go
- stop
- without
- feet
- street
- green
- red
- yellow
- walking
- crossing
- your
- ready
- use
- rules

4. Make as many smaller words as possible from the words given below.

- autorickshaw
- motorcycle

5. Describe any vehicle of your choice in two or three lines.

6. Draw / Stick pictures of various kinds of vehicles and paste them in your 'Word' file. Write the name of each picture below it.

- truck
- tractor
- tempo
- bicycle
- bus
- scooter
- car
- autorickshaw
- jeep
- boat
- ship
- train
- plane
- bullock cart
- motorcycle/motorbike

The teacher shows the card, without reading out the word. In response, children imagine they are a vehicle, and act appropriately.



2. A Shapes Mobile

1. Listen, read and do.

- Take a sheet of chart paper.
- Draw the following shapes in big size on the chart paper.
- Colour the shapes as you like.
- Cut out the shapes.
- Make a tiny hole at the top of each shape.
- Pass a string through the hole.
- Make a knot and tie the string to the shape.



square



triangle



circle



rectangle



kite



oval



egg



heart



cloud



star



rainbow



crescent moon



mango



flower



leaf



butterfly



- Take two sticks and tie them together in the shape of 'x'.
- Tie the shapes to the arms of the 'x' with their strings.
- Some strings should be short, some long.
- Tie a strong thread to the centre of the 'x'.
- Hold your mobile up with the strong thread.
- You can hang it anywhere you like.

2. Arrange the following words alphabetically.

(1) square, triangle, circle, rectangle, kite, oval, egg, heart

.....

(2) cloud, star, rainbow, crescent moon, mango, flower, leaf, butterfly

.....

3. Do you find these shapes in the things around you?

Talk about any two shapes you spot.

4. Which is your favourite shape? Where do you find it?

Talk about it and write one or two lines about it.

5. Draw the shapes in your 'Word' file and write the name of each shape below it.

Note that for 'leaf' and 'flower', you can use the shapes of different leaves and flowers.

For which other words given here can you use a variety of shapes?

1. Read out the instructions and demonstrate how to make a mobile. With adequate prior preparation, let the children prepare the mobiles in the classroom itself. It may also be done as a group-activity.

4. Encourage the children to express their own ideas when they speak and write about the shapes. Everyone should get an opportunity to speak.



3.The Egg

1. Look, listen and read.

Baby Parrot lived in a nest with Mummy and a big white egg. “I’m going to find some food,” said Mummy one day.



“You must look after the egg until I return.” Baby Parrot watched the egg for a very long time. She moved it around to make sure it was comfortable. She wrapped her wings around it to make sure it was warm. “I’m very good at looking after eggs,” she thought.

Just then, she heard the monkeys playing in the trees. Baby Parrot tried to call like a monkey, too. She peered over the edge of the nest and laughed at their games. Suddenly Baby Parrot remembered the egg. She looked around and gulped. It was broken. Mummy would be angry! But when Mummy returned, she wasn’t angry at all.



“Don’t worry,” Mummy said, as a little parrot popped out of the broken eggshell. “The egg has hatched while I was away. Now you’ve got a new baby sister to play with!”

2. Look and say.

baby

parrot

mummy

comfortable

wrap

remember

gulp

angry

eggshell

hatch

sister

edge

3. Who lived in the nest?

4. What did the Baby Parrot remember?

5. “Now you’ve got a new baby sister to play with!” Who said this?

6. Add words to the following to make longer phrases.

Example : - a parrot

- a baby parrot

- a baby parrot in a nest

• egg • mummy • monkey

7. Write one line each about the characters you have met in the story.

8. Find the small words hidden in the big words.

• comfortable

• eggshell

• monkey

9. Find out the words from the story which contain blends (double letters) in their spellings.

For Example : 1. parrot

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.



4. This – That

1. Listen and repeat.

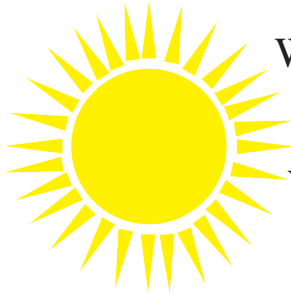
This is near me
And that is far
This is my finger
And that is the star.



This is my spoon
And that is the moon



This is my bun
And that is the sun



When something is near
We say **this**
When something is far
We point out **that**.

2. Fill in with 'This' or 'That'.

..... is a book.

..... is a tree.

..... is a pencil.

..... is the sun.

..... is a spoon.

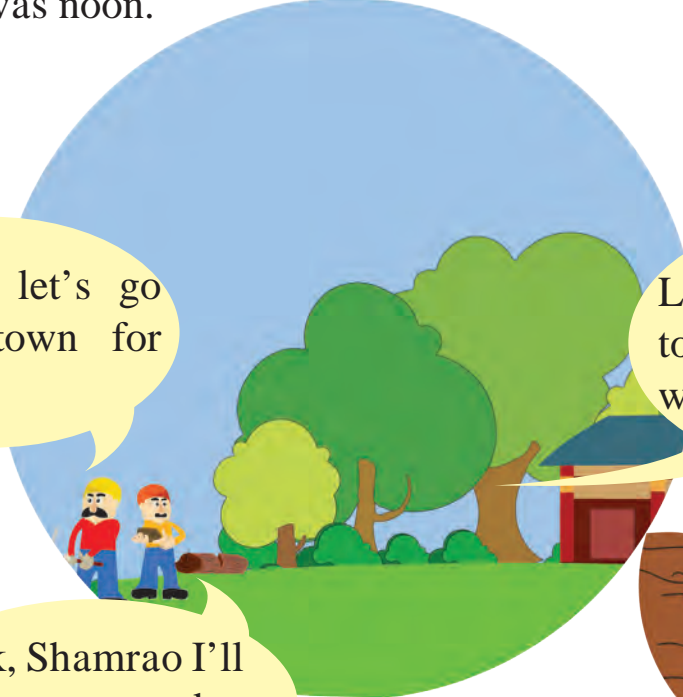
..... is the moon.



5. The Monkey and the Log

1. Listen, read and enact.

Once upon a time, certain workmen were busy building a temple.
When it was noon.

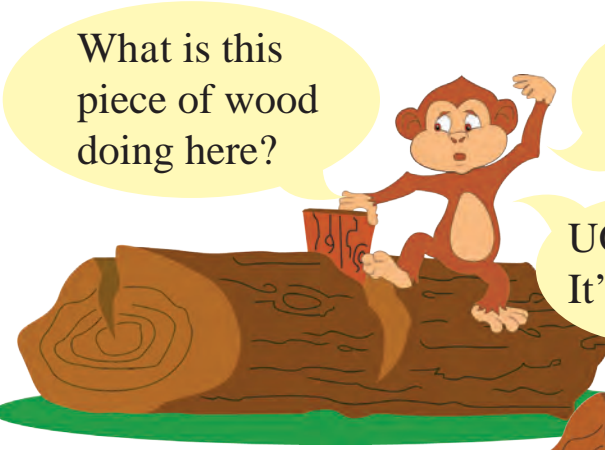


Ramrao, let's go to the town for lunch.

Let's hope no one touches that wedge while we are away.

Ok, Shamrao I'll just put a wedge here and come.

Suddenly, a monkey arrived.



What is this piece of wood doing here?

I wonder what will happen if I pull it out.

UGH!
It's tough.

Out it came.

Help!

The gap closed in trapping the monkey's tail.

The poor monkey cried in pain. So we should not meddle with things that are not concerned to us.

2. Learn and write the words neatly.

workmen

temple

touch

suddenly

wonder

building

wedge

lunch

arrived

meddle

trapping

concerned

3. Complete the following phrases.

(1) Once upon a time there were two friends.

(2) Once upon a time there was -----.

(3) Once upon a time there were -----.

(4) I wonder -----.

(5) I hope -----.

4. Enact the story.

