

Pruquest

1

ALL IN ONE

Semester-I



ALL IN ONE

Semester-I

Content Developed by
A Team of Authors and Subject Consultants

- English Course Book
- English Grammar & Composition
- Mathematics
- Environmental Studies
- General Knowledge





HOLY FAITH INTERNATIONAL
an imprint of **MBD** Group

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English Course book

1	Going to School	2–10
2	A Birthday Surprise	11–18
	Sing and Dance (Poem)	19–20
3	Holiday	21–29
4	Yum!	30–37
	New Breakfast (Poem)	38–39
5	Puppet Show	40–47

English Grammar & Composition

1	Naming Words (Nouns)	50–59
2	One and More than One	60–65
3	He-words and She-words	66–72
4	Describing Words	73–78

Mathematics

1	Comparison	80–89
2	Shapes	90–99
3	Numbers	100–120
4	Addition Up to 10	121–138
5	Subtraction Up to 10	139–154
6	Numbers 20 to 50	155–174
7	Patterns	175–180

Environmental Studies

1	Myself	182–186
2	My Body	187–192
3	Healthy Habits	193–200
4	My Family	201–206
5	My School	207–212
6	Food	213–221
7	Clothes We Wear	222–228
8	Houses We Live In	229–237
9	Air We Breathe	238–245
10	Water	246–253
11	Weather and Seasons	254–261

General Knowledge

1	My Family	264
2	About the House	265
3	Things of Daily Use	266
4	Mixed Up	267
5	Famous Indians	268
6	Nicknames of Indian Cities	269
7	International Epithets	270
8	Superlatives of the World	271
9	Mountain Peaks	272
10	Famous Places in the World	273
11	Animal World	274
12	Find the Twins	275
13	Favourite Foods	276

English

A communicative, integrated-skills course

Coursebook

CLASS-1 ♦ SEMESTER-I



1.	Going to School	2
2.	A Birthday Surprise	11
	Sing and Dance (Poem)	19
3.	Holiday	21
4.	Yum!	30
	New Breakfast (Poem)	38
5.	Puppet Show	40



1

Going to School



Look at the picture. Where is the boy going?

He is going to school. Who takes you to school?



Rina is six years old. She goes to Sunny Days School. Her father wakes her up in the morning.



Good morning, Rina. It's time to get up.

Good morning, Papa.

Rina brushes her teeth. Next she takes a bath. Then she puts on her school uniform. She needs help tying up her hair. She asks her grandmother to help her.



Grandma, can you plait my hair, please?

Sit in the chair and give me the ribbons.

Rina's grandmother makes two beautiful plaits. She ties the two red ribbons on them.

Rina is in a hurry to go to school. She picks up her bag. She is about to leave the house when her mother calls her.



Have your breakfast before going to school.

Rina eats cornflakes with milk. Then she takes her lunch box from her mother and puts it in her school bag. Rina thanks her mother.

Now, Rina is ready to go to school. She goes to the bus stop with her grandfather.



Thank you, Mamma!

Soon, a big, yellow school bus arrives. Rina gets on the bus and waves goodbye to her grandfather.



Reading

(I) Read each sentence. Mark it true (✓) or false (x).

Rina is six years old.

Rina goes to the bus stop with her brother.

Rina's grandmother plaits her hair.

Rina eats fruit in the morning.

Rina goes to school on a red bus.

Rina's father wakes her every morning.

(2) Match each speech bubble to the correct picture. Write the name of the speaker under the bubble.

Good morning,
Rina. It's time to
get up.

.....



Sit in
the chair and
give me the
ribbons.

.....



Goodbye,
Rina!

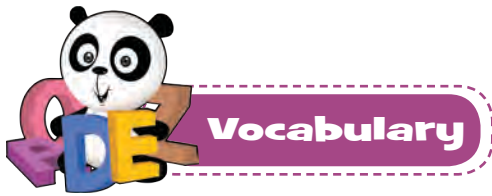
.....



Grandma, can
you plait my hair,
please?

.....





Fill in the missing letters and read what Rina does each day of the week.

- (1) Rina does art and craft on M _ nd_y.
- (2) She goes to market with her mother on Tu_sd_y.
- (3) She swims on W_dn_sd_y.
- (4) Story time is on Th_rsd_y.
- (5) She has a music class on Fr_d_y.
- (6) She cleans her desk on S_t_rd_y.
- (7) S_nd_y is a holiday.



Nouns

(I) Write the name of each picture in the blank.



You have just written eight *nouns* or *naming words*. Nouns tell us what a person, place, animal, bird or thing is called.

(2) Circle words in the box that are not naming words.

snake	pig	help	sheep
paper	good	lamp	clock
temple	hotel	shop	play
run	doctor	teacher	mother



Who helps you get ready in the morning? Do you get ready yourself, or does somebody help you? Underline in red the things you do on your own. Write each phrase in the space below to make a sentence.

take a bath

comb my hair

prepare my lunch

eat breakfast

pack my bag

go to the bus stop

|

|

|

|

|

|



Listening

SL



Listen to some nouns, and circle those you see in the picture.



Speaking

SL

Read the following dialogue aloud:

Good morning, Rina. It's time to get up.

Good morning, Papa.



Find a partner. Now look at these pictures. Work with your partner and say which greeting you would use in each situation. **LS**

In the afternoon



In the evening



At night



Phonics – consonants c and k **SL**



Read each word aloud.

come care call comb carb cake

kiss kite kiwi keep kick kill



2

A Birthday Surprise

Heena's mother is wrapping Heena's birthday gift with blue wrapping paper. Can you guess what it is?



Only Heena's mother knows what the gift is. It is a surprise for Heena.

All the students of Class I are present today.
Everyone has brought something from home.

Ali has marigold flowers. Aman has roses. Rashi has sunflowers. Varun has a nice pink ribbon. The children give their flowers to Varun. He ties a ribbon around them.



Anu has drawn a picture of a cake on a sheet of paper. She gives the sheet to Rishi. He colours the cake pink and yellow. Isha has nice handwriting. She writes a message on the sheet of paper and folds it. The card is ready!

Tring! Tring! Tring! The bell rings. Ms Sharma comes into the classroom. Ms Sharma is the English teacher of Class I.

'It's story time. Let us read a story.' She opens her drawer to take out *Big Book of Stories*.

Ms Sharma sees the flowers and the card. She smiles as she opens the card.

'Happy Birthday from all of us!' she reads aloud.



The children stand up.

'Happy Birthday,' they sing. Ms Sharma laughs.

'Thank you for a wonderful surprise,' she says. Ms Sharma and the children are very happy.



Reading

(1) Number the pictures 1, 2, 3 and 4 in correct order.



(2) Choose the correct option to complete each sentence.

(a) teaches Class I students.

(i) Ms Sharma

(ii) Ms Ahuja

(b) Anu draws a picture of a on the card.

(i) flower

(ii) cake

(c) The children give Ms Sharma a on her birthday.

(i) surprise

(ii) ball

(d) The children surprise her with

(i) flowers and a card

(ii) a box of chocolates and a card



Look at the words below. Join the words in each set to form a new word.

(1) ruck + sack =



(2) class + room =



(3) play + ground =



(4) home + work =



(5) note + book =











Grammar

Singular and Plural

Read the words below.

Singular	Plural
 one colour	 four colours
 one rose	 three roses
 one brush	 three brushes

The word *singular* means one. There is only one colour, one rose and one brush in the left column above. They are singular.



The word *plural* means more than one. When there are two or more colours, roses or brushes, they are plurals.



We usually add *s* or *es* at the end of a word to make it plural.

When a word ends with the letters *s*, *z*, *sh*, *o*, or *ch*, we add *es* to make it plural.

brush brush + es = brushes

For other endings, we add *s* to make plurals.

pen pen + s = pens

(1) Form the plurals of the words below by adding *s*. Say the words aloud.

- (a) tree
- (b) chair
- (c) table
- (d) bell
- (e) teacher.....

(2) Form the plurals of the words below by adding *es*. Say the words aloud.

- (a) bus
- (b) dish
- (c) glass
- (d) box
- (e) church

Phonics **SL**  

Read the following plurals aloud. First read the words in box 1 and then read the words in box 2.

Box 1
dogs
friends
eggs
papers

Box 2
cats
students
carrots
books

The letter *s* represents two different sounds at the end of these words: /s/ or /z/. Which sound do you hear at the end of each word?



Writing

Complete the sentences writing about yourself.

- (1) My name is
- (2) I go to School.
- (3) I am in
- (4) I am years old.
- (5) My birthday is on



Speaking

SL

Take turns to read the sentences from the writing section to the class.

Begin by greeting your teacher and friends.



Good morning,
Ma'am and my dear
friends. I am Rani. I go to
Summer Days School. I am
in Class 1C. I am 6 years old.
My birthday is on
26 December.

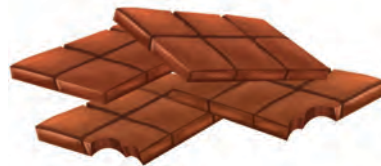
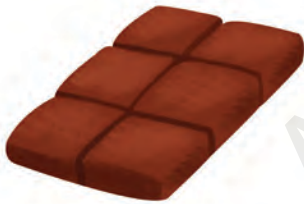


Listening

SL



Listen to the words. Tick the correct picture.





Sing and Dance



I listen to the music,
 I stomp my feet.
 Tap! Tap! Tap!
 It goes with the beat.

I listen to the music,
 I move my hands.
 Clap! Clap! Clap!
 I wiggle and dance.

I listen to the music,
 I twist and spin.
 I sway like a river
 And sing, sing, sing!



Look at the pictures below and say what the child is doing:



.....



.....



Activity

Read the poem aloud with actions.

Tap your feet when you read 'Tap! Tap! Tap!'

Clap your hands when you read 'Clap! Clap! Clap!'

Move your body when you read 'twist and spin'.



3

Holiday



Now read this story.

'Leo! Leo! Where are you?' Zoya calls. Leo comes running to Zoya. 'There you are!' she says. 'Hurry up! We are late. Mummy will not be happy.' Zoya carries her backpack out to the car. Leo follows her with his leash in his mouth.



They sit in the back seat of the car. Zoya puts on her seat belt. Then she puts the seat belt around Leo. Zoya's mum looks in the mirror. 'Are we ready?' she asks. 'Yes, Mum,' says Zoya. 'Woof, woof,' says Leo. 'All right then,' says Mum. 'Let's go.'

'Yay!' says Zoya. 'We are going to see Grandpa and Grandma. I am so happy!' 'Woof, woof, woof,' says Leo.



'Grandma will read me stories and Grandpa will give me bonbons,' she says. She looks at Leo. 'Do you like bonbons, Leo?' she asks. 'Woof!' answers Leo, happily, and wags his tail. 'Don't eat too many, Zoya,' Mum says. 'Save some for when you come back.' 'Oh yes, Mum, I will,' says Zoya. Mum puts on her seat belt. 'And no video games when we are on holiday,' she adds.

'Sure, Mum. No video games. Right, Leo?' Zoya says. Leo nods his head. 'Good boy!' she says, patting his head. Mum starts the car. Then off they go to spend their holiday with Zoya's grandparents.



- (1) What does Zoya carry to the car?
 - (a) her backpack
 - (b) her shoes
 - (c) her clip
- (2) What does Leo carry in his mouth?
 - (a) his leash
 - (b) his bowl
 - (c) his blanket
- (3) What will Grandpa give Zoya?
 - (a) bonbons
 - (b) apples
 - (c) carrots
- (4) What does Mum ask Zoya not to play?
 - (a) video games
 - (b) cricket
 - (c) ludo
- (5) What is Mum driving?
 - (a) a car
 - (b) a bike
 - (c) a bus



SL

Long and short *a* and *e*

The *a*pe is wearing a *cap*.

The *a* in *a*pe has a long sound, while the *a* in *cap* has a short sound. The vowel *a* has long and short sounds.



(1) Look at the words below. Circle the words with the short *a* sound. Then underline the words with the long *a* sound.



apple



gate



fan



plate



map

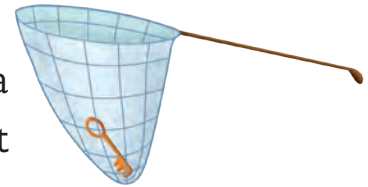


cage

Now read this sentence:

There is a *key* in the *net*.

The *e* in *key* has a long sound, while the *e* in *net* makes a short sound. Just like *a*, the vowel *e* also has long and short sounds.



(2) Look at the words below. Circle the words with the short *e* sound. Then underline the words with the long *e* sound.



nest



me



peg



leaf



leg



bee



Grammar

Read these sentences.

Zoya is going on holiday.
She is going with her
mother and Leo.

Here, *she* is used in place of
Zoya.

Leo is happy. *He* is smiling.

Here, *he* is used in place of *Leo*.

Zoya and Leo are getting
ready. *They* will go together.

Here, *they* is used in place of *Zoya*
and *Leo*.

Zoya carries her backpack. *It* is
not heavy.

Here, *it* is used in place of *backpack*.

Leo and I are going to visit
Grandpa and Grandma. We
are so happy.

Here, *we* is used in place of *Leo and I*.

The words *she*, *he*, *they*, *it* and *we* are
called *pronouns*. We use pronouns in
place of nouns.



Rewrite the following sentences using *she, he, it, we* and *they*. Look at the example for help.

Example: Simi is reading a book. Simi likes to read.

Simi is reading a book. She likes to read.



(1) Tony is bathing his puppy. Tony puts shampoo on the puppy's head first.

.....
.....



(2) Dad and I are going to the market. Dad and I are going to buy fruit.

.....
.....



(3) The monkeys are playing. The monkeys are having fun.

.....
.....



(4) The kitten is playing with a ball. The kitten is having fun.

.....
.....

(5) Annie is feeding the birds. Annie is feeding them seeds.

.....
.....



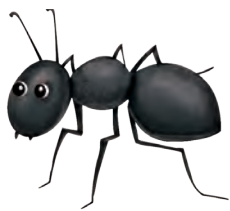
You read about the long and short *a* and *e* sounds. Now fill in the blanks in the following words with *a* or *e*:



(1) sn_ke



(2) j_ans



(3) _nt



(4) b_d



(5) b_t



(6) t_n



(7) b_ak



(8) h_y



Speaking

SL

Find a partner. Describe to him or her how you spent your holiday. Did you go anywhere? Did you stay at home? What did you do? Use the sentences below for help:

I went on a trip.

I went with my parents.

We went to Simla.





Listening

SL



Look at the picture below. This is a picture of Vani and her family on a holiday. Listen to Vani talk about the picture and fill in the blanks.



- (1) We are at the
- (2) My brother is eating
- (3) I am making a castle in the
- (4) My father is lying under the
- (5) My mother is collecting

ENGLISH

GRAMMAR & COMPOSITION

Easy to teach and easy to learn

A child-friendly book like no other

Strictly within the child's mental range

CLASS-1 ♦ SEMESTER-I

1.	Naming Words (Nouns)	50
2.	One and More than One	60
3.	He-words and She-words	66
4.	Describing Words	73

- Common Nouns
- Vowels and Consonants
- Use of a/an
- Use of Capital and Small Letters



1 NAMING WORDS (NOUNS)

➤ **Naming words** are names of persons, places or things.
In English grammar, we call them **Nouns**.

Persons :



doctor



nurse



teacher



peon

Places :



park



school



house



temple

Things :



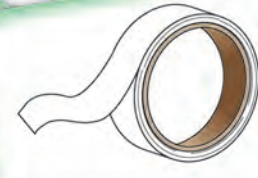
car



cart



tap



tape



Test Yourself

I. Say these naming words aloud.

pig	eagle	sheep	cherry	papaya
boy	clerk	onion	potato	mother
girl	duck	garlic	brinjal	donkey
owl	tailor	horse	mango	peacock
goat	uncle	camel	orange	cabbage
crow	apple	parrot	banana	pumpkin

II. Put each naming word in the right group.

1. Persons :

boy _____

2. Birds and Animals :

pig _____

3. Fruits and Vegetables :

apple _____

VOWELS AND CONSONANTS

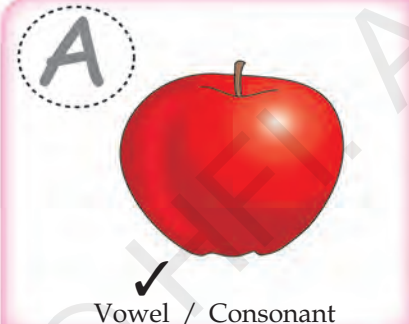

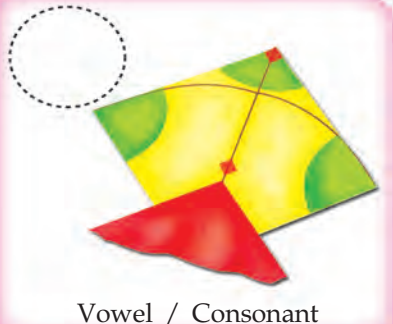

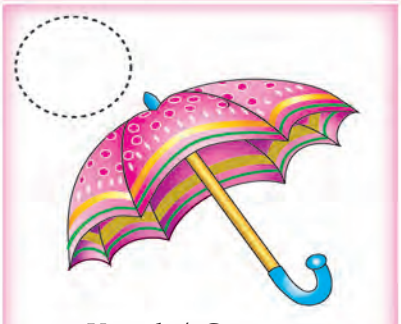
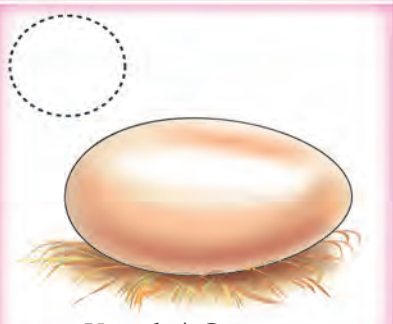
- Now you know there are 26 letters in the English Alphabet.
- Five of these are called **Vowels**.

A E I O U

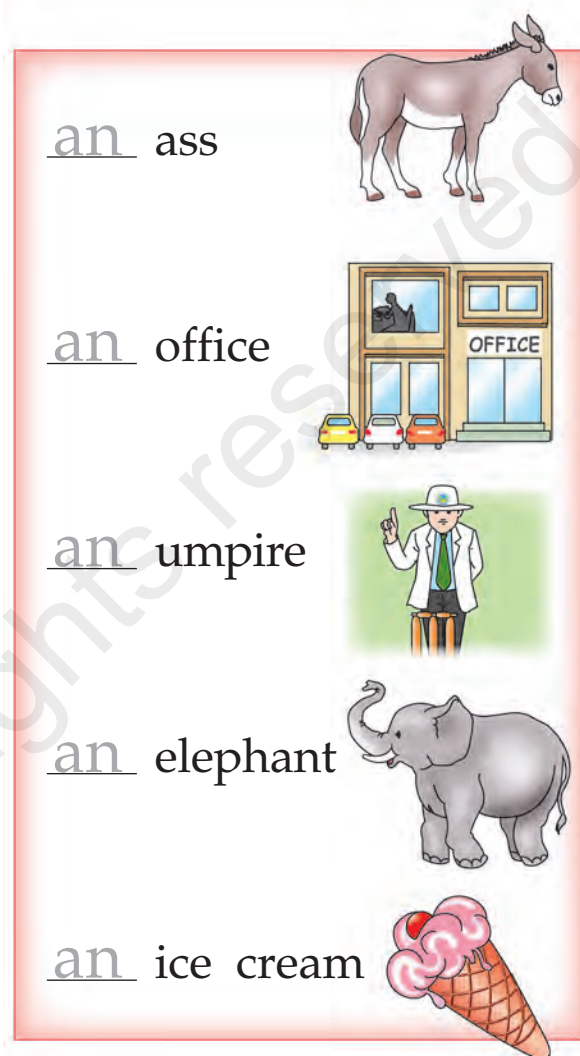
- The remaining 21 are **Consonants**.

B C D F G H J
K L M N P Q R
S T V W X Y Z

- Say what you see in each picture.
Write the letter with which each word begins.
Is it a vowel or a consonant ?

 <p>Vowel / Consonant</p>	 <p>Vowel / Consonant</p>	 <p>Vowel / Consonant</p>
 <p>Vowel / Consonant</p>	 <p>Vowel / Consonant</p>	 <p>Vowel / Consonant</p>

- Naming words beginning with a consonant sound take **a** before them.
- Naming words beginning with a vowel sound take **an** before them.



Test Yourself

1. Put *a* or *an* before each.

1. _____ actor

4. _____ bicycle

2. _____ banana

5. _____ artist

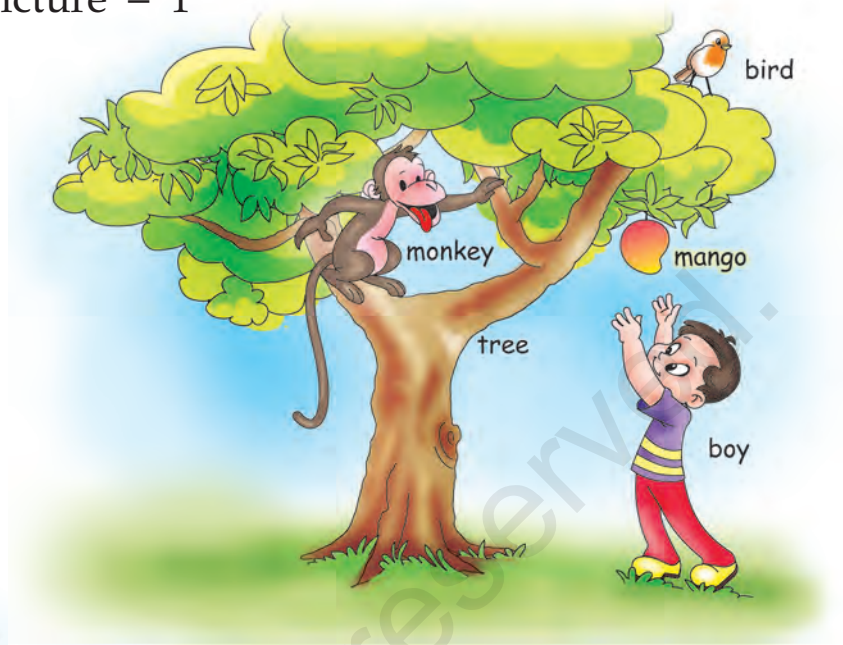
3. _____ orange

6. _____ mango

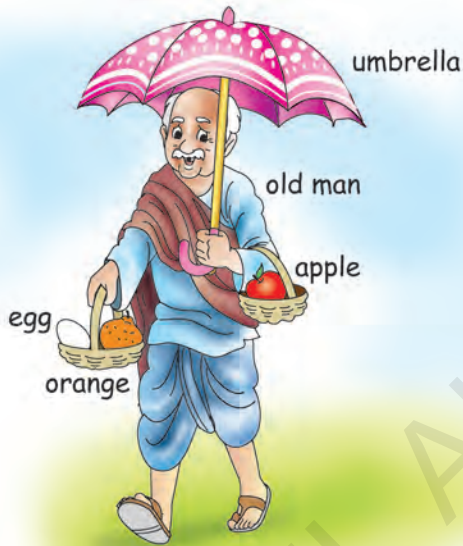
II. Look at the pictures and write what you see in each.

Picture – 1

1. a tree
2. _____
3. _____
4. _____
5. _____



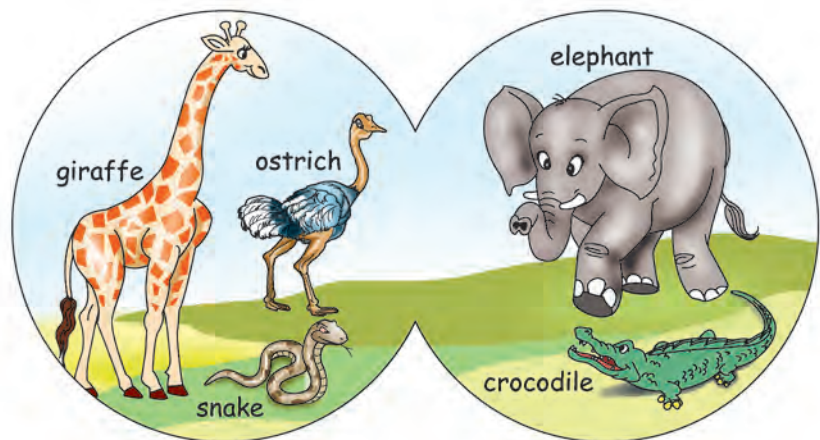
Picture – 2



1. an old man
2. _____
3. _____
4. _____
5. _____

Picture – 3

1. a snake
2. _____
3. _____
4. _____
5. _____



III. Say these naming words aloud.

iron onion snake parrot ice cream
horse arrow basket elephant alarm clock

IV. Now write what you see in each picture.

1. *This is an iron.* _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



USE OF CAPITAL AND SMALL LETTERS

- We begin the names of people with a Capital letter.
- We begin the names of things with a Small letter.



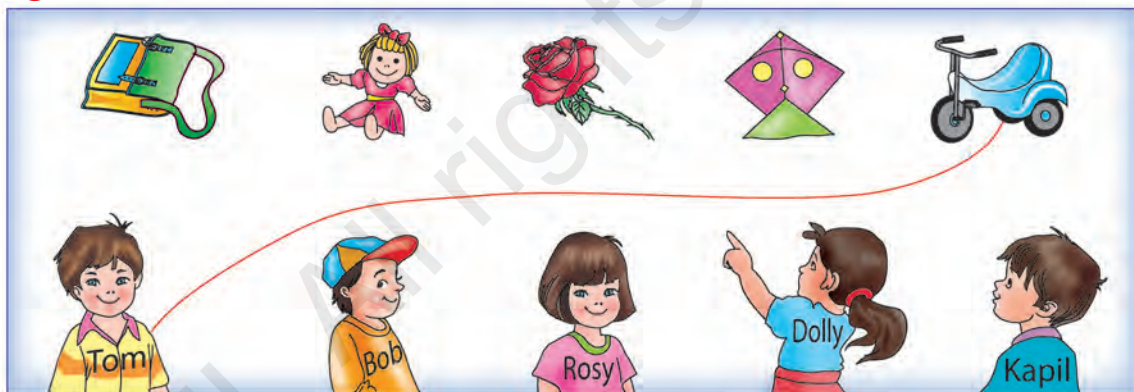
Jack has a ball.



Lucy has a doll.

Test Yourself

- I. Look at the names on the T-shirts. Each child has the thing that begins with the first letter of the child's name. Match the thing that each child has.



- II. Now write sentences as shown.

1. Tom has a tricycle.
2. _____
3. _____
4. _____
5. _____



DAYS OF THE WEEK



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

MONTHS OF THE YEAR

1. January

2. February

3. March

4. April

5. May

6. June

7. July

8. August

9. September

10. October

11. November

12. December

➤ The names of persons, cities, countries, days and months begin with a Capital letter.

➤ Write here the names of any four **persons**.

Neeta,

➤ Write here the names of any four **cities**.

Delhi,

➤ Write here the names of any four **countries**.

India,

➤ Write here the names of the days of the **week**.

sunday,

➤ Write here the names of the months of the **year**.

January,

Test Yourself

I. Sunday is the first day of the week.

1. What is the fifth day ? _____
2. What is the third day ? _____
3. What is the sixth day ? _____
4. What is the second day ? _____
5. What is the seventh day ? _____
6. What is the fourth day ? _____
7. What days do you go to school ? _____

II. Ask six friends when their birthday is.

1. *Vicky's birthday is in October.* _____
2. _____
3. _____
4. _____
5. _____
6. _____





- Numbers
- Singular and Plural
- This / That / These / Those

2 ONE AND MORE THAN ONE

★ Learn these numbers :

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 hundred



Test Yourself

I. Write the words as numbers.

eight

— _____

forty

— _____

twelve

— _____

fifteen

— _____

seventy

— _____

eighteen

— _____

fifty-six

— _____

fourteen

— _____

forty-five

— _____

thirty-two

— _____

twenty-six

— _____

twenty-one

— _____

II. Write the numbers as words.

11

— _____

14

— _____

15

— _____

12

— _____

26

— _____

38

— _____

44

— _____

52

— _____

68

— _____

94

— _____

83

— _____

89

— _____

➤ In grammar —

One is Singular.

More than one is Plural.

➤ Most naming words take **-s** in the plural.

pen	pens	tree	trees
bag	bags	wall	walls
ball	balls	book	books
hen	hens	table	tables

singular



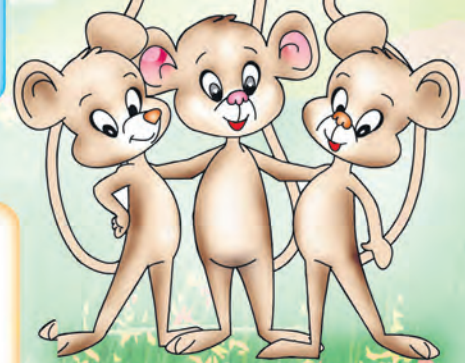
➤ Some words take **-es** in the plural.

bus	buses	brush	brushes
box	boxes	bench	benches
class	classes	watch	watches
potato	potatoes	tomato	tomatoes

➤ Some words add **-ies** in place of **-y**.

fly	flies	copy	copies
city	cities	body	bodies
lady	ladies	baby	babies

plural



➤ Some words change their form.

ox	oxen	mouse	mice
foot	feet	tooth	teeth
man	men	child	children

Test Yourself

I. Write the plurals of the following.

1. ox _____

2. box _____

3. pen _____

4. city _____

5. foot _____

6. man _____

7. book _____

8. child _____

9. tooth _____

10. phone _____

11. family _____

12. woman _____

II. Name these parts of the body.

How many of each do you have ?

1. two eyes.

2. _____

3. _____

4. _____

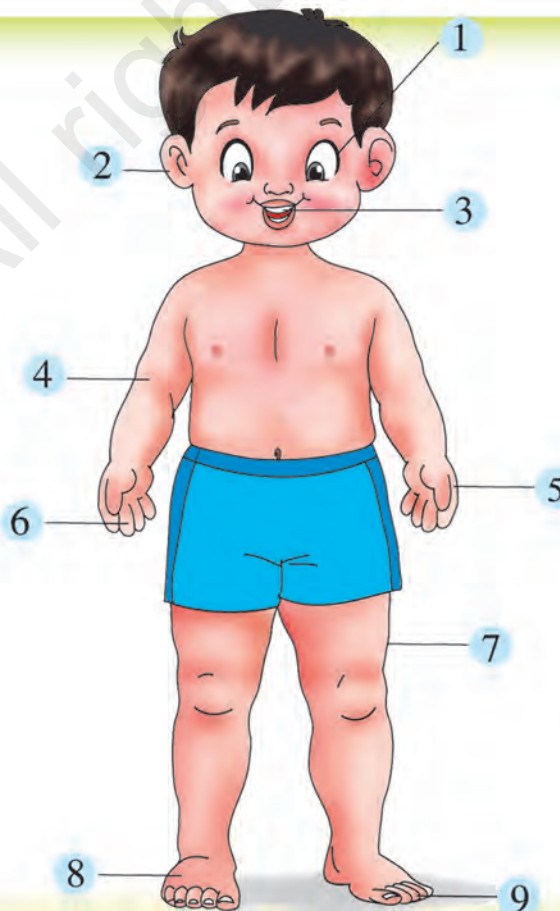
5. _____

6. _____

7. _____

8. _____

9. _____



leg
toe
ear
eye
arm
foot
hand
tooth
finger

This
is

That
is

These
are

Those
are

➤ We use **This** and **That** for one.



➤ We use **These** and **Those** for more than one.



- We use **is** for one.
- We use **are** for more than one.
- We use **a / an** for one.
- We don't use **a / an** for more than one.

1. This is a banana.



2. That is an apple.



3. These are bananas.



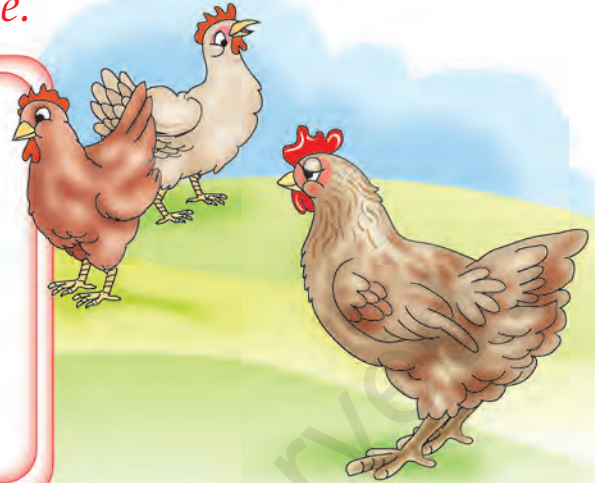
4. Those are apples.



Test Yourself

Make eight sentences from this table.

This			hen.
That	is	a	hens.
These	are	an	egg.
Those			eggs.



1. *This is a hen.*



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



• Masculine and Feminine
 • Words in Place of Naming Words
 • The use of I / We / You / He / She / They
 • The Use of is / am / are

3 HE-WORDS AND SHE-WORDS



Boy is a **he**-word.

Bull is a **he**-word.



Girl is a **she**-word.

Cow is a **she**-word.

➤ Learn the following **he**-words and **she**-words.

He-words	She-words
boy	girl
man	woman
father	mother
son	daughter
brother	sister
uncle	aunt
grandpa	grandma
prince	princess

He-words	She-words
husband	wife
bull	cow
cock	hen
king	queen
lion	lioness
tiger	tigress
actor	actress
fox	vixen

Test Yourself

Supply the missing **He-word** or **She-word**.

1. a girl and a boy .
2. a bull and a _____ .
3. a hen and a _____ .
4. a man and a _____ .
5. a king and a _____ .
6. an actor and an _____ .
7. the lion and the _____ .
8. my aunt and my _____ .
9. the wife and the _____ .
10. my sister and my _____ .
11. the tigress and the _____ .
12. my brother and my _____ .
13. my mother and my _____ .
14. the husband and the _____ .
15. my daughter and my _____ .



➤ In grammar —

He-words are **Masculine**.

She-words are **Feminine**.

We use **He** and **She** for one.

We use **They** for more than one.

We use **They** for both Masculine and Feminine.

1. He is a boy.
2. She is a girl.
3. They are boys.
4. They are girls.





Test Yourself

I. Rewrite changing the he-words to she-words.

1. He is a son.

she is a daughter.

2. He is a man.

3. He is a king.

4. He is a boy.

5. He is a prince.

6. He is my uncle.

7. He is my father.

8. He is my brother.

9. He is a policeman.

II. Rewrite in the plural form.

1. He is a doctor.

They are doctors.

2. She is a nurse.

3. He is a singer.

4. She is a dancer.

5. He is a clerk.

6. She is a teacher.

7. He is a tailor.

8. She is an actor.

WORDS IN PLACE OF NAMING WORDS



➤ Look at the pictures. Give the naming word for each blank.



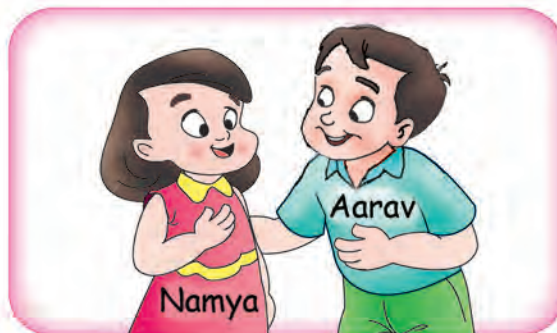
I am Aarav.

I = Aarav



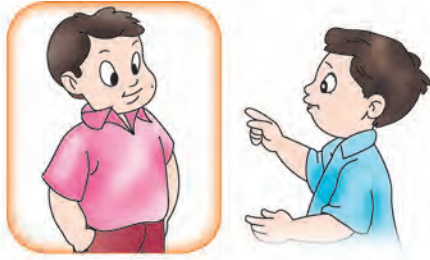
I am Namya.

I = _____



We are brother and sister.

We = _____ and _____



You are Sam.

You = _____



You are Nancy.

You = _____



You are a boy and a girl.

You = _____ and _____



He is Sumit.

He = _____



She is Rita.

She = _____



They are a doctor and a nurse.

They = _____ and _____

Test Yourself

I. Write twelve sentences from this table.

I		
We		a boy.
You	is	a girl.
He	am	boys.
She	are	girls.
They		



1. *I am a boy.* 
2. *I am a girl.* 
3. *We* 
4. *We* 
5. *You* 
6. *You* 
7. *You* 
8. *You* 
9. *He* 
10. *she* 
11. *They* 
12. *They* 

II. Look at these pairs of words.

I → my	He → his
We → our	She → her
You → your	They → their



Now put in each blank the right word.

1. (*I, my*)

_____ *I* _____ am a student. This is _____ *my* _____ book.

2. (*We, our*)

_____ are students. These are _____ books.

3. (*You, your*)

_____ are a student. This is _____ book.

4. (*You, your*)

_____ are students. These are _____ books.

5. (*He, his*)

_____ is a student. This is _____ book.

6. (*She, her*)

_____ is a student. This is _____ book.

7. (*They, their*)

_____ are students. These are _____ books.

MATHEMATICS

CLASS-1 ♦ SEMESTER-I

1. Comparison	80
2. Shapes	90
3. Numbers	100
4. Addition Up to 10	121
5. Subtraction Up to 10	139
6. Numbers 20 to 50	155
7. Patterns	175



1

Comparison

By the end of this chapter, you will be able to understand

- inside and outside
- top and bottom
- on and under
- above and below
- near and far
- big and small

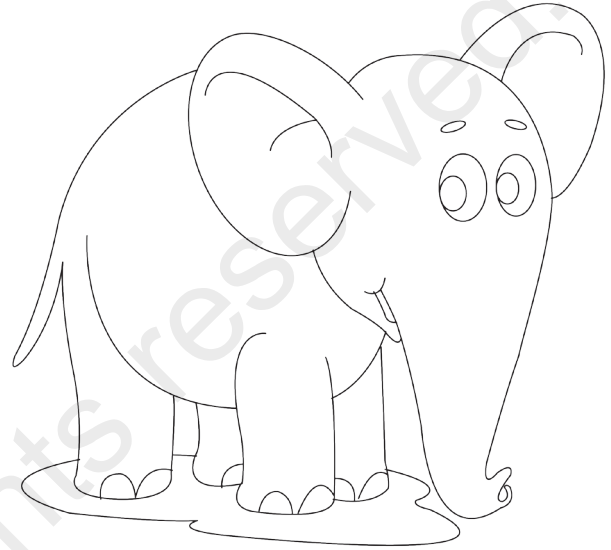
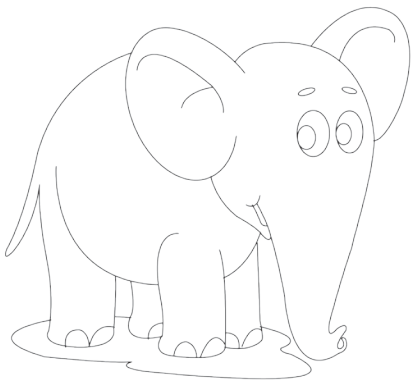




RECAP

We already know what *bigger* and *smaller* are.

(1) Colour the *bigger* elephant.



(2) Which one of them is the *smallest*?



In the game of hide-and-seek it is Cat's turn to go and find her friends.

Let us help her.



INSIDE AND OUTSIDE

Bunny Rabbit is hiding *inside* a house.



Cat saw him hiding and jumped inside the house.



Cat is now inside the house and Bunny is *outside* the house.



Teacher tip

Help the students understand the words *inside* and *outside* by giving them examples from their everyday lives. For example, ask them to keep the pencil inside the pencil box or not to go outside the classroom.



PRACTICE GROUND

Circle who or what is outside. One has been done as an example.



TOP AND BOTTOM

Cat again looks for her friends.
Cuckoo Bird sits at the *top* of the tree and
Squirrel hides at the *bottom*.





PRACTICE GROUND

Colour the one that is at the bottom. One has been done as an example.

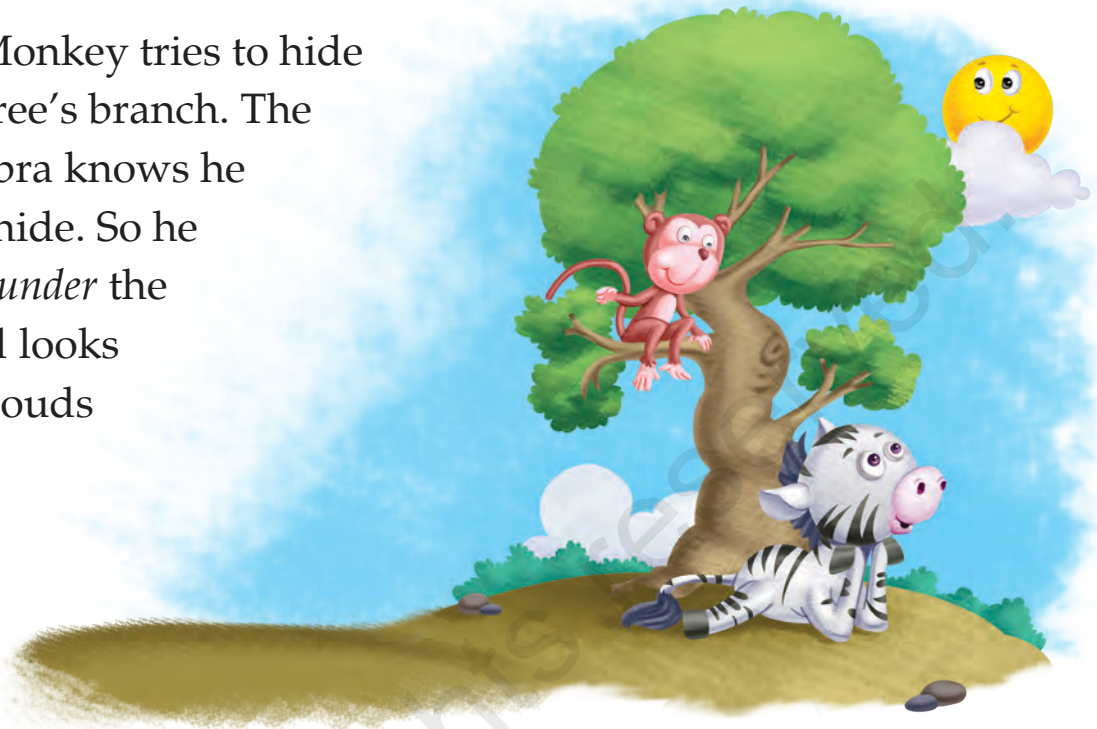


Teacher tip

Ask the students to name a few things in the classroom that are on the *top* and at the *bottom*.

ON AND UNDER, ABOVE AND BELOW

Look! Monkey tries to hide *on* the tree's branch. The lazy Zebra knows he cannot hide. So he relaxes *under* the tree and looks at the clouds *above*.



On: placed over something, touching it

Above: placed over something, not touching it

Below: placed lower than something

Under: placed lower than something, and covered by it

Teacher tip

Help the students understand the difference between *on* and *above* by giving them examples such as 'The book is on the table' and 'The fan is above the table'.



PRACTICE GROUND

Look at this picture. Fill in the blanks with the correct words.



The dog is (on/under) the table.

The shirt is (on/under) the table.

The fan is (above/below) the woman.

The table is (above/below) the fan.



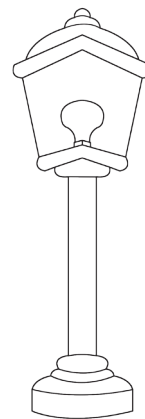
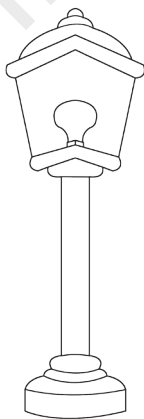
NEAR AND FAR

Cat walks ahead. She is happy to find Panda. He is *near* her. She can also see Dino and Fox. The clever Fox is *far* from Cat.



PRACTICE GROUND

Colour the lamp post near to the bat in **blue** and the lamp post far from the bat in **red**.



BIG AND SMALL

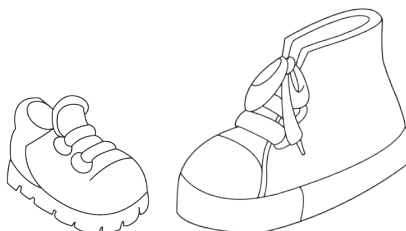
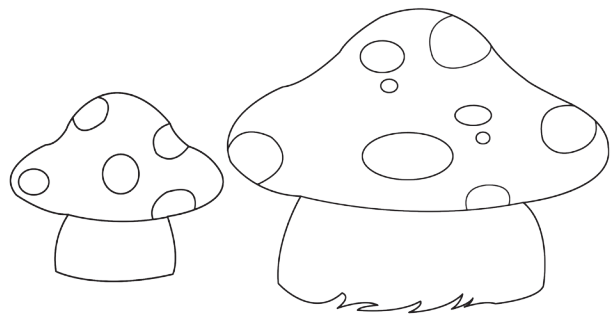
Cat started looking for Hippo and Butterfly.

Hippo is so **big** that Cat found her in the pond. The last one to be found is the *small* Butterfly.



PRACTICE GROUND

Colour the bigger object in **green** and the smaller object in **orange**.





PROJECT

MY THINGS

Write what is

on your dining table:

- (1) Bowl
- (2)
- (3)
- (4)

near your bed:

- (1) Slippers
- (2)
- (3)
- (4)



MATHS LAB ACTIVITY

TAKE CARE! YOU ARE ON THE STAIRS



Steps:

- (1) Make a few students sit on the stairs.
- (2) The rest of the class should stand where it can clearly see the students sitting on the stairs.
- (3) Ask the students who are standing to say who is above, below, near, far, on the top and at the bottom.
- (4) The students who answer correctly get to sit on the stairs next, and the game continues.

Weblink:

<http://www.math4childrenplus.com/free/worksheetsnew/grade1/spatial-sense/>



Shapes shapes every where
Here there everywhere
Tia makes us all aware
What are shapes and
Shapes are where

Shapes

By the end of this chapter,
you will be able to understand

- the shape of a triangle
- the shape of a square
- the shape of a rectangle
- the shape of a circle
- rolling and sliding
- straight lines and curved lines

Let us enter
Tia's world of
shapes

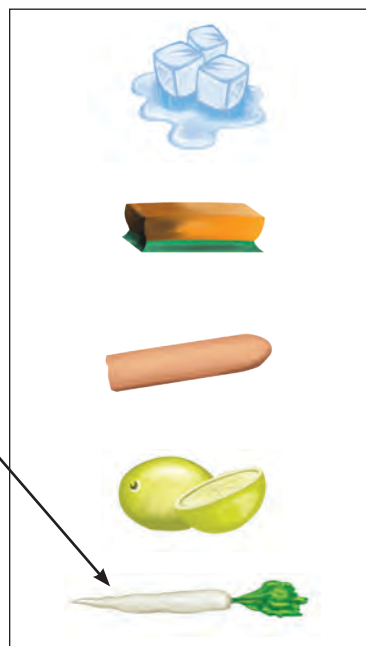
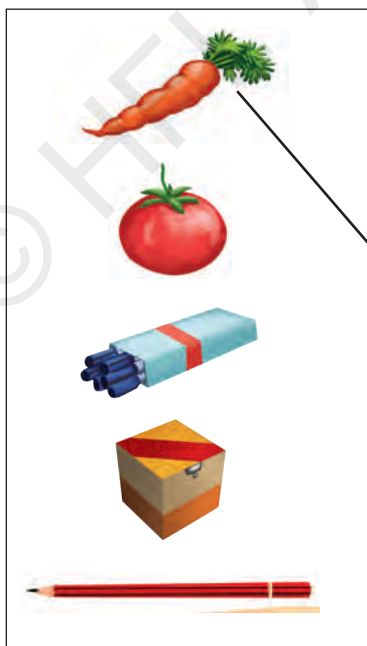
SHAPES IN MY HOME

Let us identify the different shapes in the kitchen.



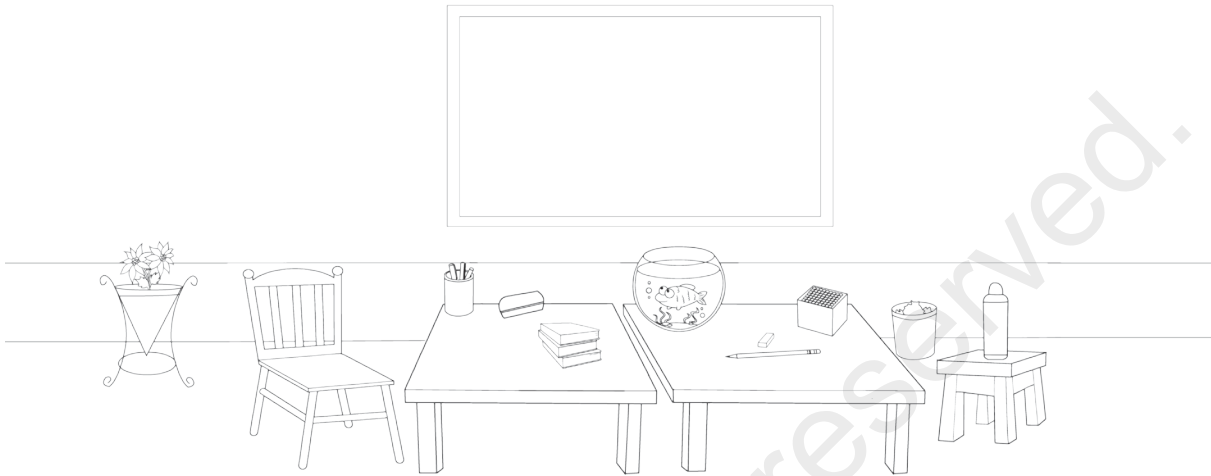
PRACTICE GROUND

Look at the pictures below. Match the things that have similar shapes. One has been done as an example.



SHAPES IN MY CLASSROOM

This is Tia's classroom.



Look around for different shapes in the classroom.



PRACTICE GROUND

- (1) Use the colour code and colour the objects in the picture of the classroom above.



- (2) Help Tia arrange her textbooks by putting the textbooks of same size in one box.





ROLLING AND SLIDING

Up a hill, up a hill

Tia lives up a hill.

Down the hill, down the hill

Peter lives down the hill.

One afternoon, Tia was going home from school. She saw Peter sitting on the hill. Peter was praying to God.

Dear God

Every child, short or tall

Everyday plays with a ball

Bless me too, give me a ball

I too can, play with all

Tia thought of sharing her ball with him.

She ran up the hill and made her ball *roll*

down the hill. Peter picked the ball and thanked God.

He was thrilled to play with the ball.

Another afternoon, she again saw Peter on her way home from school. Peter was praying to God.

Dear God

Every child, far or near

Gets a birthday gift from every dear

Bless me with a book this year

I too can read and cheer

Tia ran up the hill to her house and made her favourite storybook *slide* down the hill. Peter was delighted to have the book and thanked God.

Teacher tip

Read out the story in the class.

Rolling: moving by turning over and over
Sliding: moving smoothly along a surface



PRACTICE GROUND

Tia wishes to share few more things with Peter. Write R for the things that will roll, S for the things that will slide and RS for things that will both roll and slide.





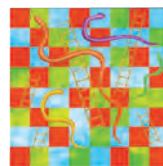












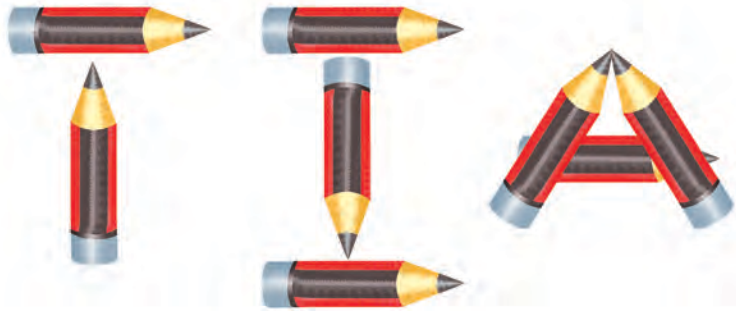
Teacher tip

Encourage students to think of ways in which they can share things with their friends and classmates.

Straight And Curved Lines

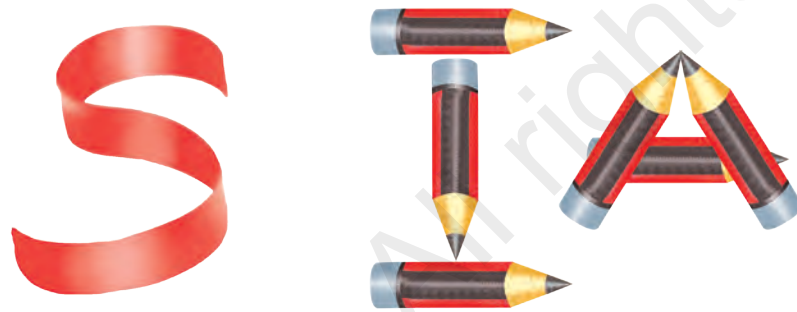
Tia found a pack of pencils and a ribbon in her drawer.

She used them to write her name.



The letters T, I and A are made up of straight lines.

She then writes the name of her sister Sia.



The letters I and A are made up of straight lines. The letters S is made up of a curved line.



PRACTICE GROUND

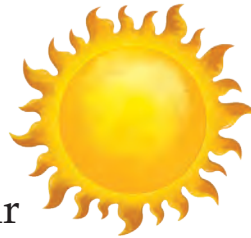
Write your name, and find out which letters in your name are made up of straight lines, which are made of curved lines and which are made of both.

Plane Shapes

Shapes are fun

Triangle, rectangle, square

And circle is the sun



Four are corners and sides also four

Two are short and two long

Oh! Rectangle is the shape of my door



Three are corners and sides also three

A slice of my pizza is a triangle

And triangle is the shape of Christmas tree



Four are corners and four sides are the same

Square is the shape of a carom board

And it is my favourite game



It has no corner and no side

Circle is the shape of my chapatti

That I like to bite



Triangle, rectangle, circle and square

Wherever I go

I find shapes everywhere

Teacher tip

Make the students sing the rhyme in the class and learn about shapes in a fun way.

Rectangle: It has 4 sides and 4 corners. Its opposite sides are equal.

Triangle: It has 3 sides and 3 corners.

Square: It has 4 sides and 4 corners. All of its sides are equal.

Circle: It has no sides and no corners.

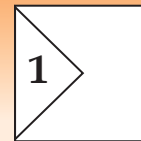


PROJECT 1

Look around the classroom and your house for things that have different shapes. Compare the shapes of these things with those of your classmates.



How many triangles can make this shape?



PROJECT 2

Discuss with your parents what shape is talked about in the given rhyme.



गोल -गोल

ऊपर चन्दा गोल गोल
नीचे धरती गोल गोल
मम्मी की रोटी गोल गोल

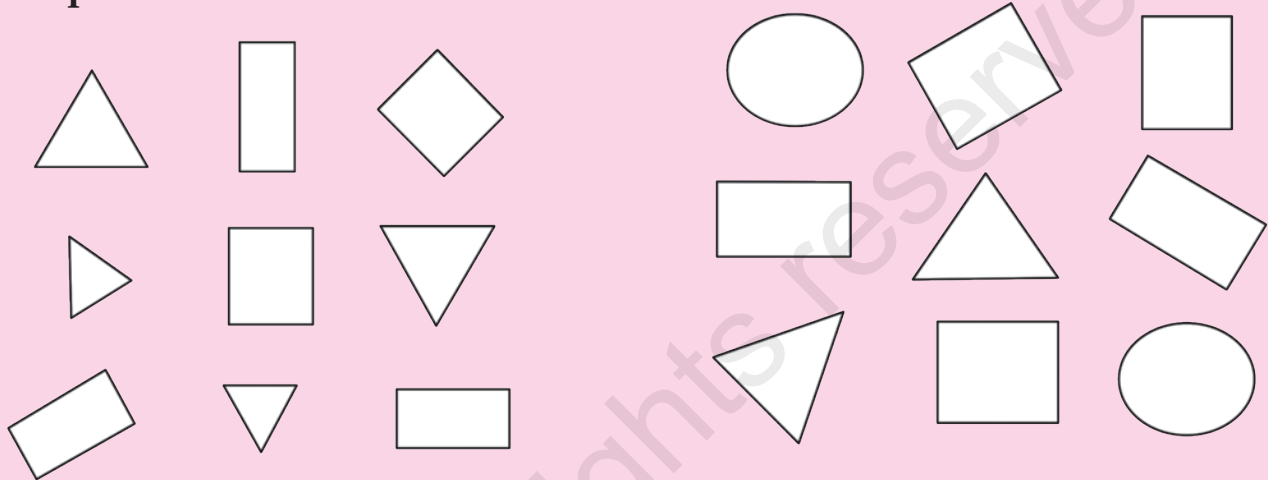
पापा का पैसा गोल गोल
हम भी गोल तुम भी गोल
सारी दुनिया गोलम गोल



Fun ACTIVITY 1

FIND THE PAIR

Below are two sets of shape cards. In the first set, colour the shapes of same size in the same colour. In the second set, colour the same shapes in the same colour.



SHAPE CARD 1

SHAPE CARD 2



Fun ACTIVITY 2



Look at the picture below. Draw different shapes to decorate the border of the card as shown. Write the message Save Trees.

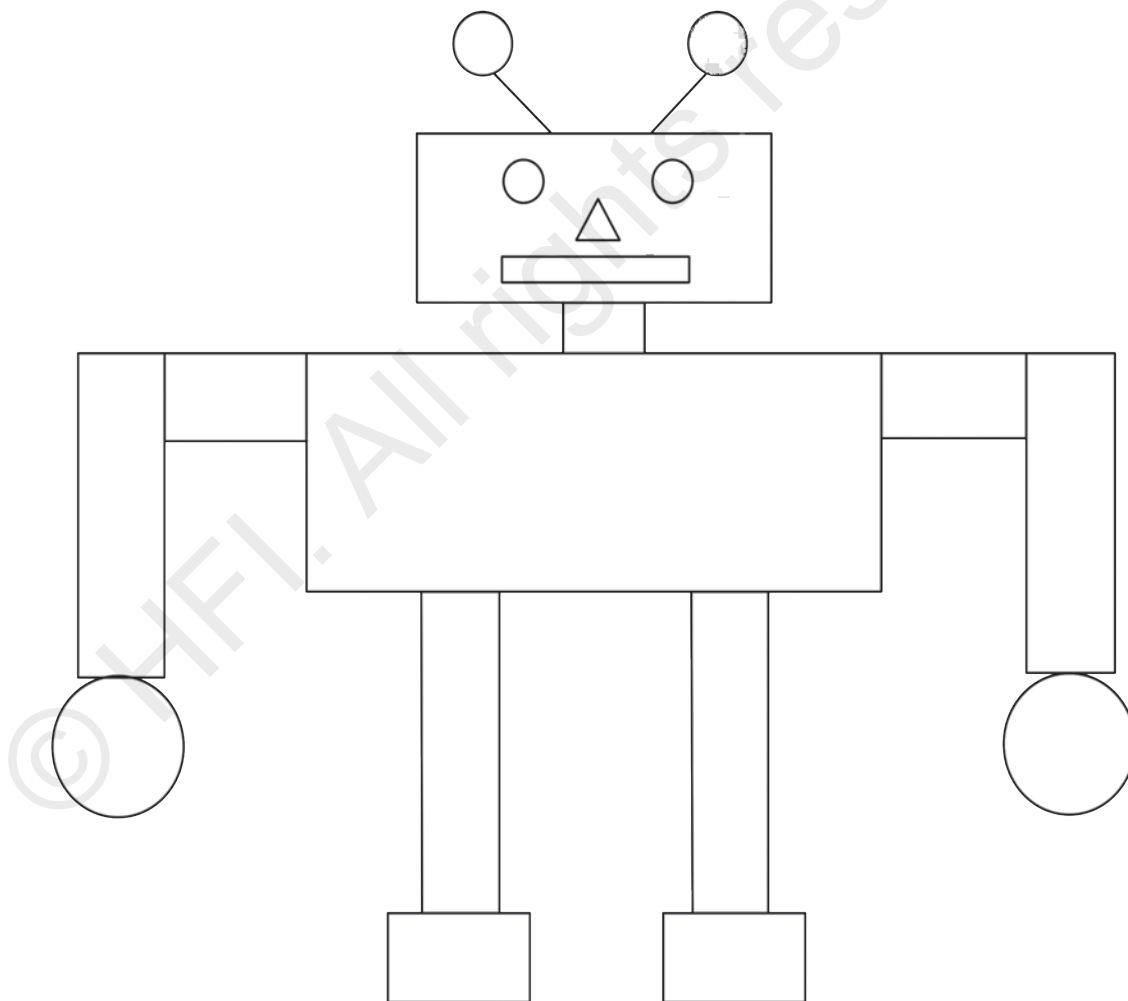
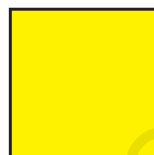




MATH LAB ACTIVITY

CRAFT TIME

Tia created this robot using cutouts of different shapes. Colour the rectangles in red, the circles in black, the squares in yellow and the triangles in green.



Weblink:

<https://jr.brainpop.com/math/geometry>/<https://ca.ixl.com/math/grade-1>



Numbers

I Can Count

1. One Boat
2. Two Dogs
3. Three Huts
4. Four Flowers
5. Five Squirrels
6. Six Rabbits
7. Seven Ducks
8. Eight Butterflies
9. Nine Trees
10. Ten Birds

By the end of this chapter, you will be able to understand

- numbers 1 to 20
- number names
- before, after and between
- counting forward and counting backward
- tens and ones
- comparing numbers
- ordering numbers
- ordinal numbers





RECAP

We can count objects till 10.

Count how many 😊 and 😬 are there in the picture below. Write the numbers in the blanks.



NUMBER NAMES

Colour and write the number name. One has been done as an example.

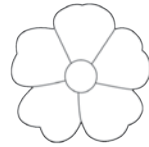


One









PRACTICE GROUND

Write the number name.



..... legs of a grasshopper.



..... colours of the rainbow.



..... arms of an octopus.



..... stars.



..... kites.

Think Smart



WHO AM I?

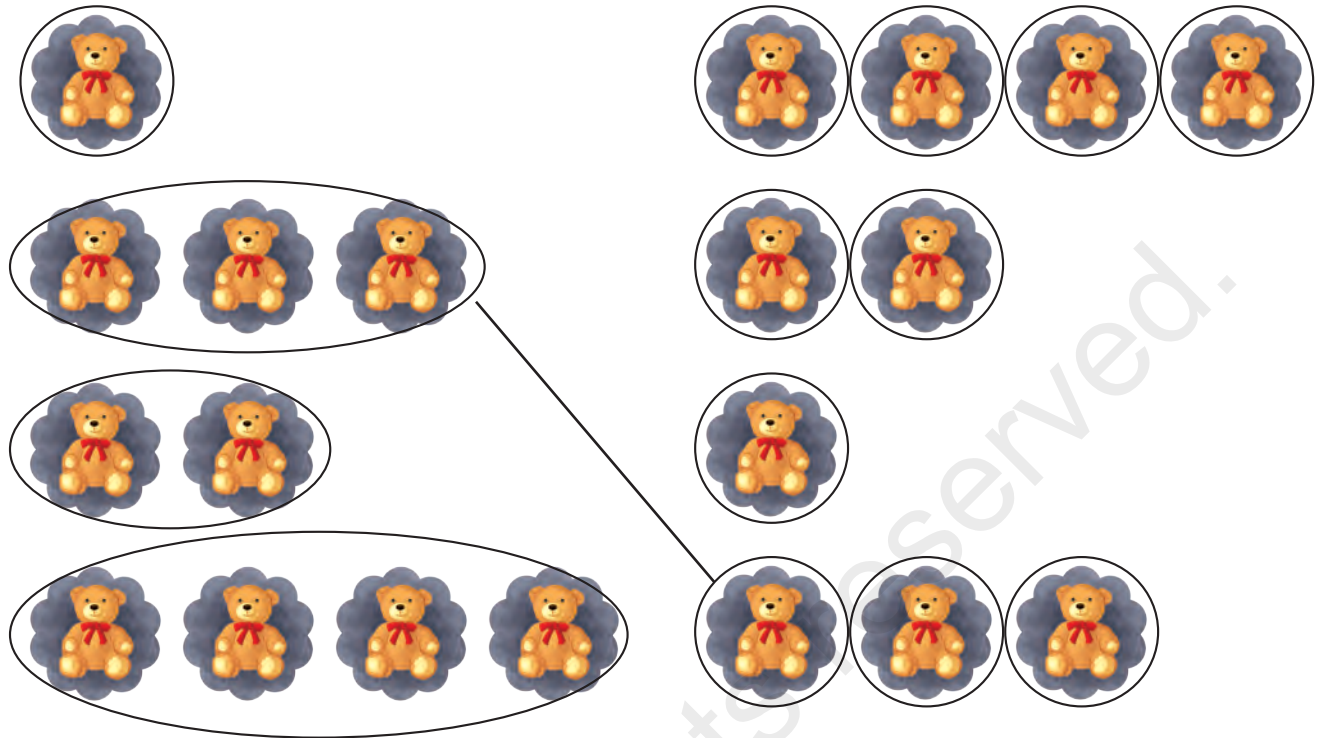
I come after 9.

If you replace T in my name with some other letter, you can make words like 'Hen' and 'Pen'.

I have a 1 and a 0.

I am _____.

Match the equal numbers. One has been done as an example.



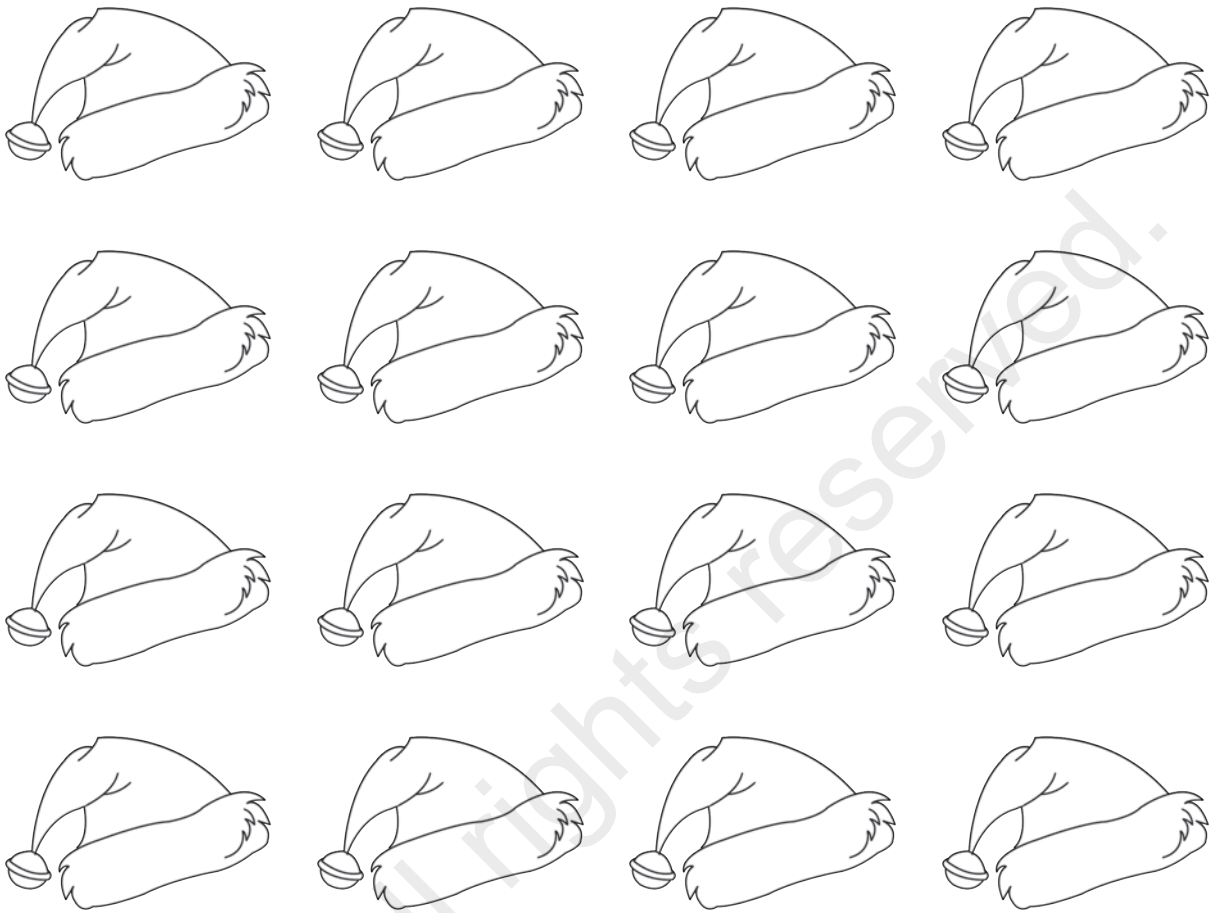
Mark 5 bags.



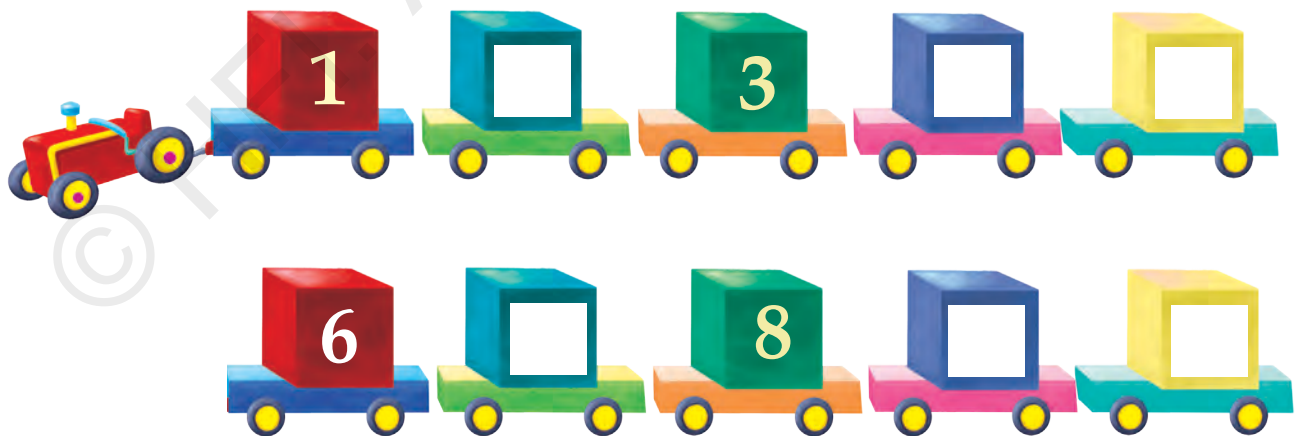
Mark 7 mushrooms.



Colour 6 Santa caps red 🎅 and 8 Santa caps blue 🎅.



Fill the missing numbers.



Teacher tip

Encourage the students to count numbers in things around them, for example wheels of an auto and legs of an elephant.

ZERO

Five little ducks went out one day
Over the hills and far away
Mother duck said, 'Quack, quack, quack'
But only four little ducks came back.



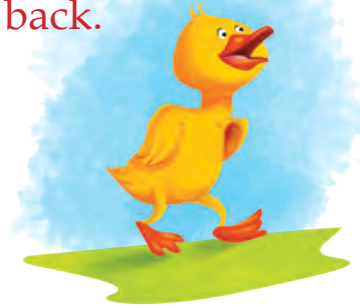
Four little ducks went out one day
Over the hills and far away
Mother duck said, 'Quack, quack, quack'
But only three little ducks came back.

Three little ducks went out one day
Over the hills and far away
Mother duck said, 'Quack, quack, quack'
But only two little ducks came back.



Two little ducks went out one day
Over the hills and far away
Mother duck said, 'Quack, quack, quack'
But only one little duck came back.

One little duck went out one day
Over the hills and far away
Mother duck said, 'Quack, quack, quack'
But none of the five little ducks came back.



Sad mother duck went out one day
Over the hills and far away
Mother duck said,
'Quack! quack! quack!'
And all of the five little
ducks came back.





Hi! I am Zero.

I mean nothing.

When I am written to the left of a number such as 01, the number remains the same.

When I am written to its right, I make the number bigger 10.

5, 4, 3, 2, 1, 0
Here I come



PRACTICE GROUND

Write the number and number name underneath each picture. One has been done as an example.



3

Three



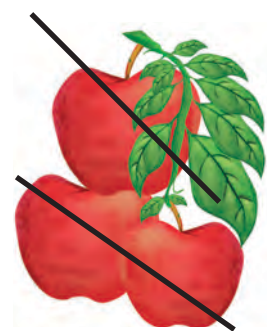
2

Two



1

One



0

Zero



BEFORE, AFTER AND BETWEEN



We can also find numbers which are before, after or between other numbers.

We can use a number strip to find numbers before and after a number and between two numbers.



6 Before 7 After 8
↓
Between



Start writing numbers from the left and move to the right.
The numbers on the left come before the numbers on the right.
The numbers on the right come after the numbers on the left.
The numbers in the middle of two numbers are between those two numbers.



PRACTICE GROUND

Complete the pairs of number by writing the numbers that comes before or after. One has been done as an example.



4 5

6

2

10

8

Write the number which comes between the two numbers given. One has been done as an example.



COUNT FORWARD AND BACKWARD

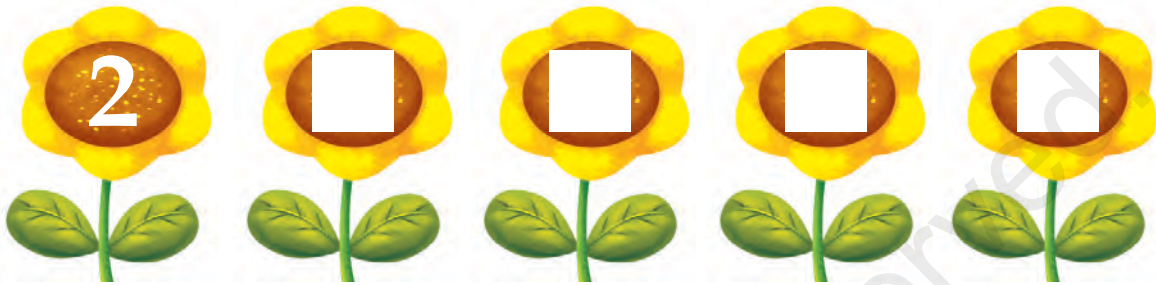
When we count and write the next number, we are counting *forward*, for example 6, 7, 8 and so on.

When we count and write the number before, we are counting *backward*, for example 7, 6, 5 and so on.

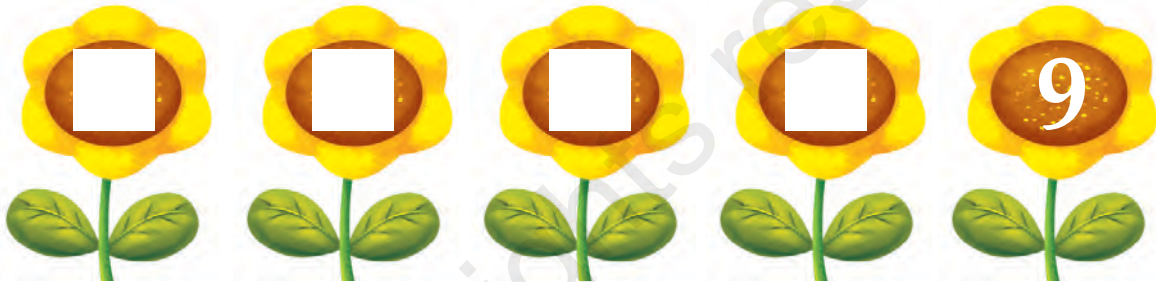


PRACTICE GROUND

Count forward.



Count backward.



TENS AND ONES

To help count big numbers, we group numbers in tens and ones.



Anni goes to buy two trays of eggs with his mother. He wants to count the eggs. He can count 10 eggs on his own. Help him count the eggs.



1 ten

and



1 one

make

eleven



11



1 ten

and



2 ones

make

twelve





1 ten

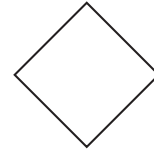


and

3 ones

make

thirteen



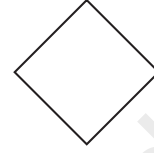
1 ten

and

4 ones

make

fourteen



1 ten

and

5 ones

make

fifteen



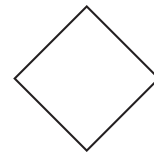
1 ten

and

6 ones

make

sixteen



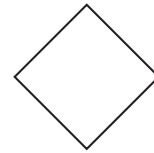
1 ten

and

7 ones

make

seventeen



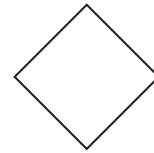
1 ten

and

8 ones

make

eighteen



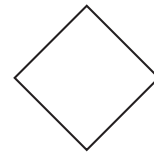
1 ten

and

9 ones

make

nineteen



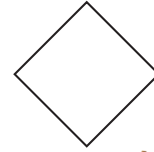
1 ten

and

10 ones
(1 ten)

make

twenty



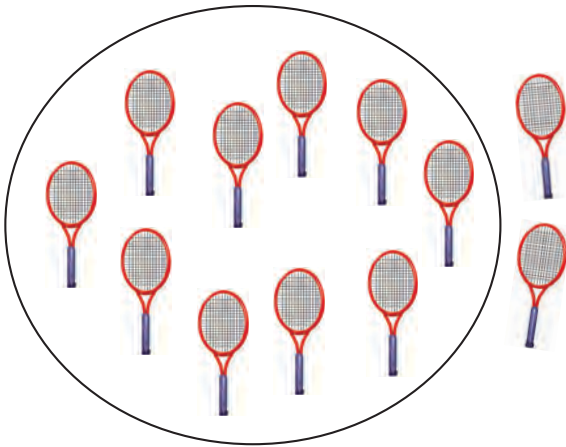
Teacher tip

Help the students understand the number 20 as 2 groups of 10.



PRACTICE GROUND

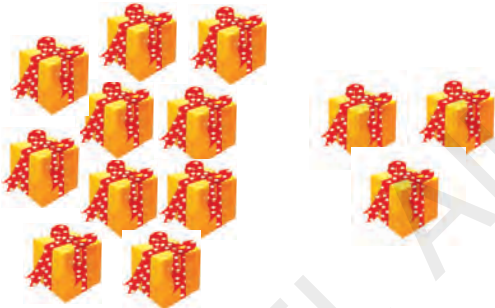
Count by making groups of tens and ones. Write the numbers and number names. One has been done as an example.



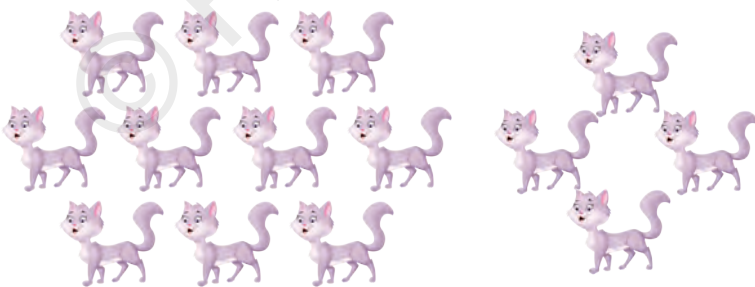
12

Twelve

1 group of tens and 2 ones

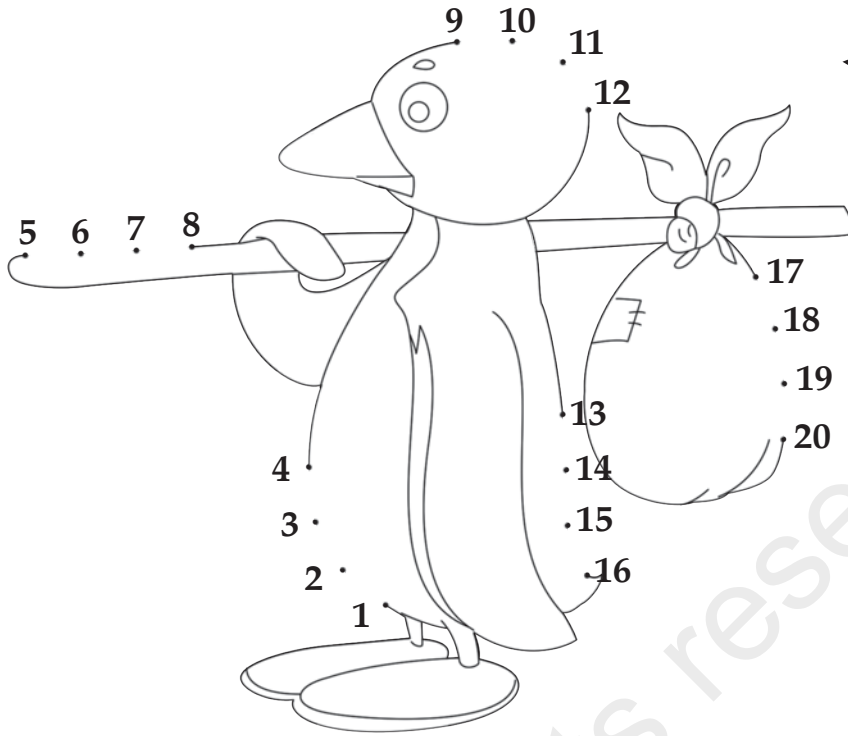


__ group of tens and __ ones



__ group of tens and __ ones

Join the numbers to complete the picture.



Make the numbers equal by drawing more objects.









COMPARING NUMBERS

Bigger is also called greater or more.
Smaller is also called less.



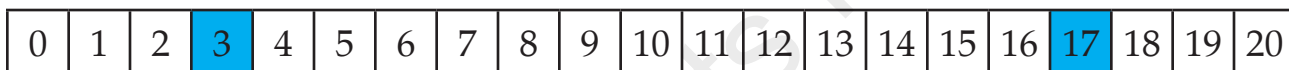
We can say, 4 is less than 6.

$$4 < 6$$

We use $<$ to compare.

Always open the hands of the $<$ symbol towards the bigger number.

We can use a number strip to compare numbers.



The number which is farther from zero is the bigger number.

17 is bigger than 3.

Using the number strip, circle the smaller number. One has been done as an example.



We can compare more than two numbers. For example, to find the smallest number from 14, 8 and 6, we will compare two numbers at a time and find the smaller number between them.

$$14, \textcircled{8}$$

Then we will compare the smaller number with the remaining number.

$$8, \textcircled{6}$$

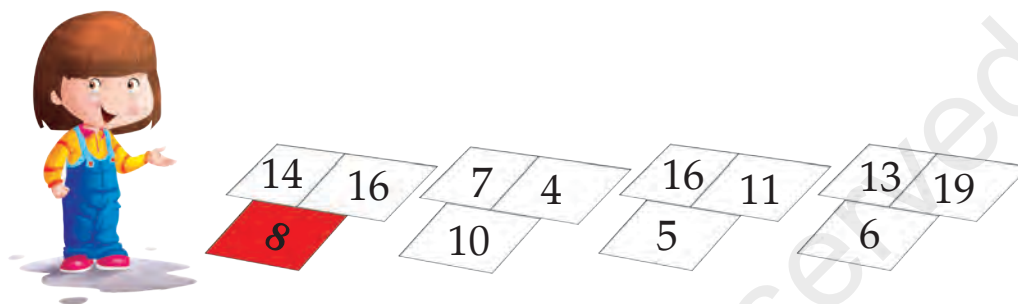
114

6 is the smallest number. This can be done with two and more numbers.



PRACTICE GROUND

Help Rimi jump on the smallest number by colouring it red. One has been done as an example.



ORDERING NUMBERS

Colour the greatest number in orange. One has been done as an example.



We can arrange more than two numbers in increasing or decreasing order.

8, 4 and 12 in the increasing

order: 4, 8, 12

In the decreasing

order: 12, 8, 4

Increasing: arranged from smallest to biggest

Decreasing: arranged from biggest to smallest



PRACTICE GROUND

Rewrite the numbers below in decreasing order from top to bottom. One has been done as an example.

1, 18, 5

6, 2, 12

11, 9, 19



Rewrite the numbers in increasing order from bottom to top. One has been done as an example.

3, 14, 7

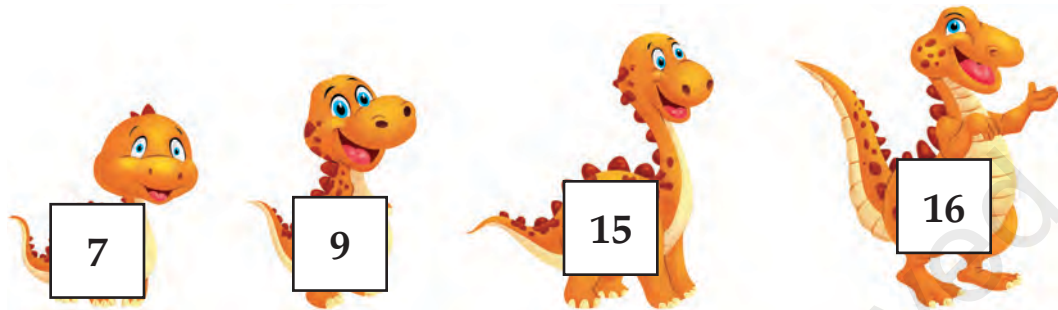
1, 19, 10

14, 17, 11

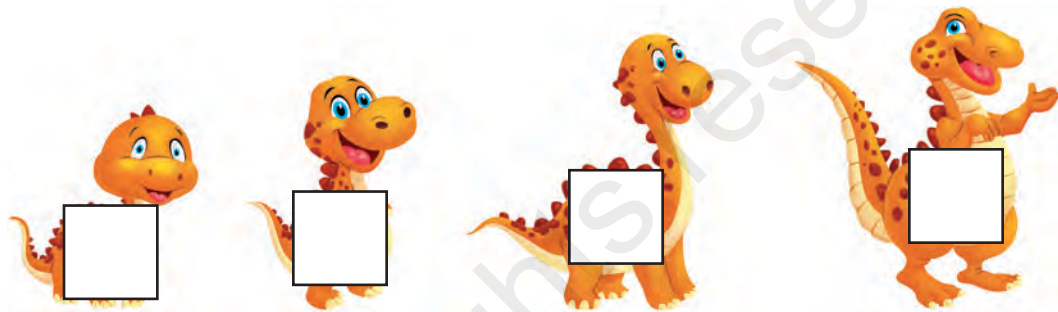


Rewrite the numbers in increasing order. One has been done as an example.

16, 7, 9, 15

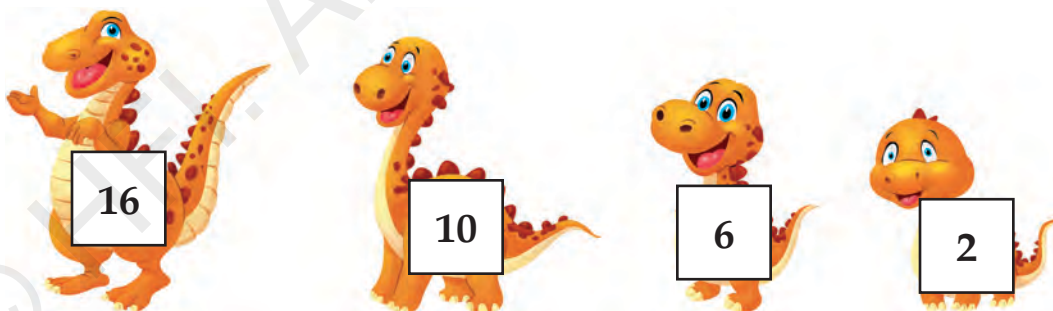


4, 11, 17, 8

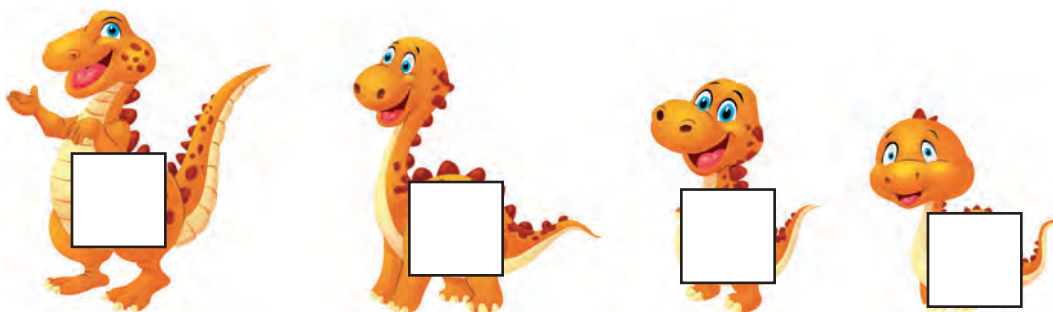


Rewrite the numbers in decreasing order. One has been done as an example.

10, 6, 16, 2



8, 16, 2, 9



ORDINAL NUMBERS

A number that tells us the position of something in a list is an *ordinal number*, for example *first*, *second* and *third*. They are also written as 1st, 2nd and 3rd.



Hi. I am Zorro.

I am going to take part in a competition. There are 10 rounds in the competition. Let's have a look at the rounds.



First



Second



Third



Fourth



Fifth



Sixth



Seventh



Eighth



Ninth



Tenth



PRACTICE GROUND

The ants are going in a queue to get their food. Write the missing ordinal numbers.



First



Fifth



Eighth





DUCK IN THE POND

Note to the teacher: You will need much space for this game.

Steps:

- (1) Divide the children into two groups.
- (2) The first group will make the pond (round) and the second group will be ducks.
- (3) Ask the first group to choose a number (secretly) and then stand in the circle with an arm's length gap between each person.
- (4) Ask the second group that they should run in and out of the pond (you can ask them to Quack!) and the first group to count in sequence starting from zero up to 20.
- (5) When the students of the first group get their chosen number, they should hold hands to close the gaps so that the ducks in the circle are caught.
- (6) The ducks that were caught become the part of the pond and the game starts again. The winner is the last child to get caught.



Weblink:

<http://www.kidslearningstation.com/preschool/teach-numbers.asp>
<https://jr.brainpop.com/math/numbersense/>



MATH LAB ACTIVITY

RAPID TRAIN

Steps:

- (1) Assign numbers 1 to 20 to all the students.
- (2) Call out numbers as before, after and between, for example before 7, after 9 and between 16 and 18.
- (3) Ask the student who has the assigned number, as answer of step (2). And call out the number. For example before 7 is 6, so the student who has been assigned 6 number will call out the answer.
- (4) Keep the pace fast yet understandable by every student.



Teacher tip

The sitting arrangement should be such that you know which number has been assigned to which student.

Environmental Studies

CLASS-1 ♦ SEMESTER-I

1.	Myself	182
2.	My Body	187
3.	Healthy Habits	193
4.	My Family	201
5.	My School	207
6.	Food	213
7.	Clothes We Wear	222
8.	Houses We Live In	229
9.	Air We Breathe	238
10.	Water	246
11.	Weather and Seasons	254



Hi all! I am an octopus.
My name is Octa. What
is your name?

1 Myself

Octa wants to know your name. He says everybody has a name.

Everybody Has a Name

Everybody has a name.

Some are different, some, the same.

Some are short, some are long.

All are right, none are wrong.

My name is _____,

and it's special to me because it tells
who I am!



Creative Corner

Paste your picture here.

Describing Myself

I am a _____ (girl/
boy).

I study in class _____.

I am _____ years old.

I was born on the _____
day of the _____
month in the year _____.



Creative Corner

I started going to school on:

Day _____ (write the
number not the week/day)

Month _____

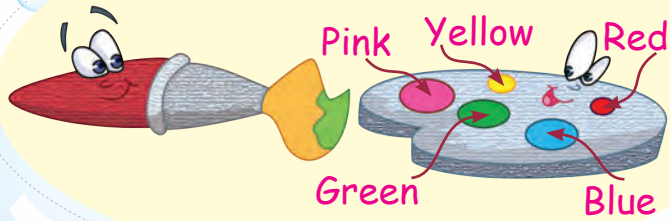
Year _____

My Favourite Things

A person or a thing that we like the most is called our favourite. Octa's favourite activity is playing in the morning. **What is your favourite activity?**

Can you circle your favourite things shown in the pictures on the next page?





My favourite colour



Mango shake



Banana shake



Chocolate shake

My favourite milk shake



Mango



Banana



Football

My favourite game



Apple



Grapes

My favourite fruit



Cricket



Creative Corner

Make a scrap book and write down the following things in it.

- | | |
|-----------------------------|--------------------------------|
| (1) Your name | (4) The colour of your eyes |
| (2) Your address | (5) Your favourite ice-cream |
| (3) The colour of your hair | (6) Five things you like to do |

Brush Up



- Everybody has a name. Some are different and some are the same.
- A person or a thing that we like the most is called our favourite.



I Know

(1) Fill in the blanks.

- (a) My birthday is on _____.
- (b) I like to eat _____.
- (c) I like to wear _____.

(2) Write T for True and F for False sentences.

- (a) We write our name, address and telephone number on our clothes. _____
- (b) We should wear an identity card to school. _____
- (c) We like to go to school and play games. _____



Magic Bubbles

Paste stickers given at the back of the book of your favourite dress/dresses in the space given.



Dive Deep

Write three favourite things in your notebook that your brother or sister likes to do.



Living Beautifully

- (1) You love your parents. But how do you behave with them when they say 'no' to your favourite ice cream? Discuss in the class.
- (2) Name a thing such as a toy, a book or a dress that you like to share with your brother/sister.



I Can

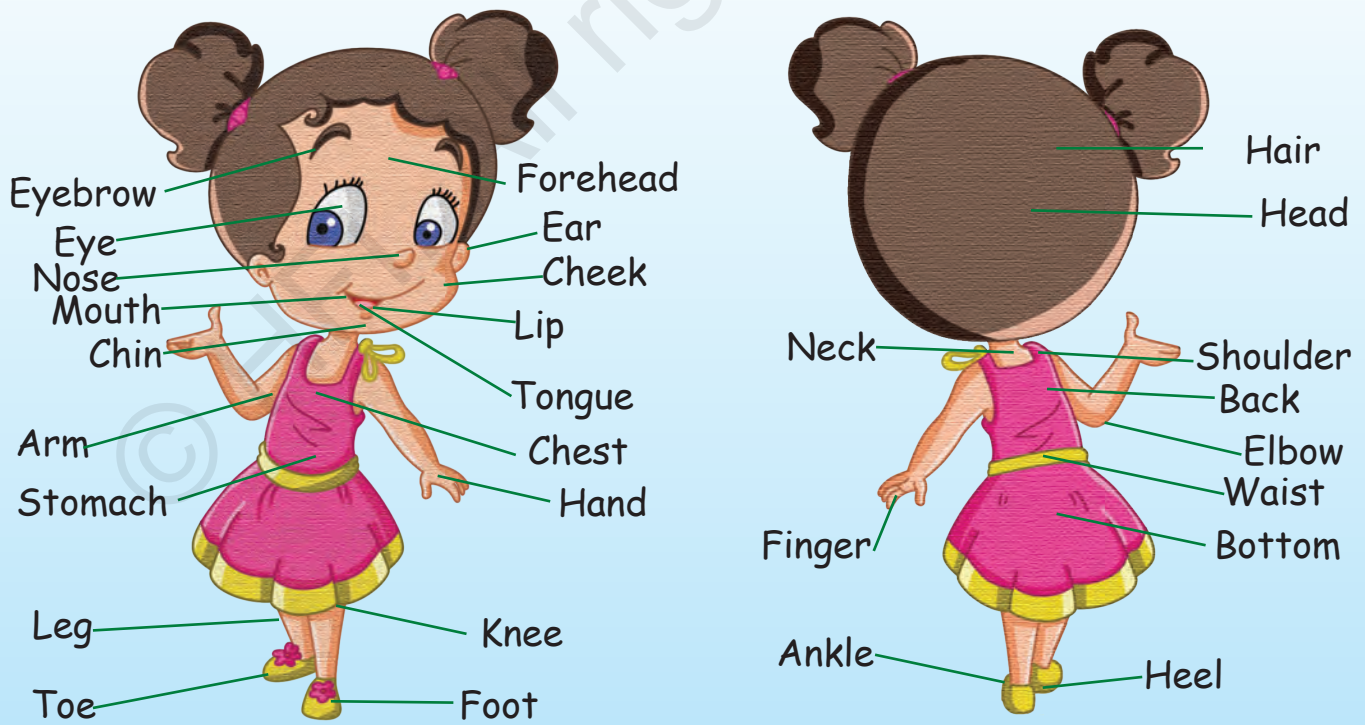
I can colour the given picture.
 I have a puppy. His name is Zoro.
 I love to play with him.
 I take him o _ _ t for a walk.
 I love to b _ _ t _ _ e him.



out, bathe

2 My Body

Octa is looking at Emma. He wants to identify her body parts. Can you help him?

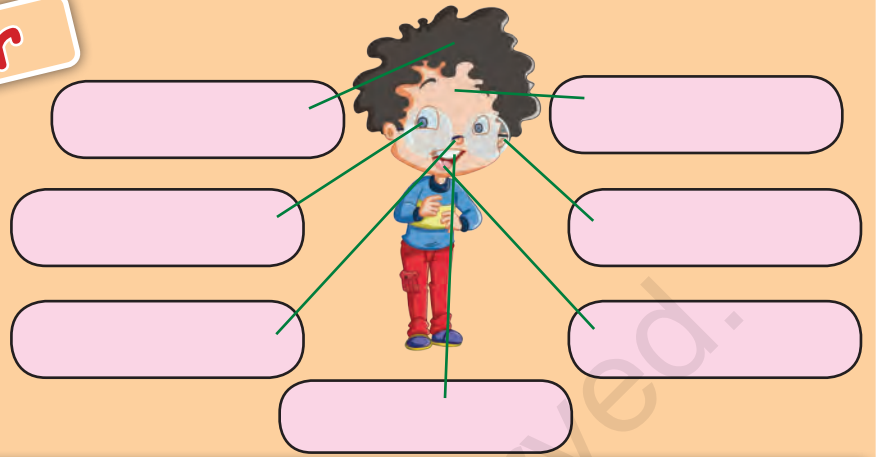


Our body is made up of many parts.



Creative Corner

Our face has many parts. Name the parts of your face. You can take help from the words given in the box below.



Tongue Forehead Eye Nose Mouth Hair Ear

We **smell** and **breathe** with our **nose**.

We **see** with our **eyes**.

We **hear** with our **ears**.

We **taste** with our **tongue**.

We **feel** with our **skin**. The body parts that we use to see, hear, smell, taste and feel are called **sense organs**.



Breathing: to take air in and out



Octa Challenges

Some musical instruments are given in the picture. Each musical instrument has a different sound. Can you count the number of each instrument and spell it in the box provided? One has been done for you.



Functions of the Body Parts

Our body parts help us to do many things.

Our **legs** help us to **stand, walk** and **run**.

Our **hands** help us to **write, draw** and **hold things**.

Our **tongue** and **mouth** help us to **eat, taste** and **speak**.

Our **neck** helps us to **turn our head**.

We can also swim, climb, skip, sing, dance and do many other things with the help of our body parts.



Brush Up



- Our body is made up of many parts.
- The body parts that we use to see, hear, smell, taste and feel are called sense organs.
- Our body parts help us to do many things.



I Know

(1) Write the missing letters.

(a) F ___ c ___ (b) E ___ e ___ (c) F ___ ___ t

(2) How many of each of the following do you have? Write in numbers.

(a) Eye _____ (b) Head _____
(c) Foot _____ (d) Stomach _____

(3) Discuss two things that you do with

(a) your hands and fingers. (b) your legs and feet.

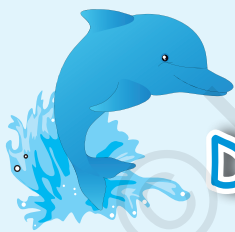
(4) Tick the correct name of the organ given in the picture.

(a) Eye (b) Ear (c) Nose (d) Tongue



Magic Bubbles

Find the stickers of body parts from the sticker sheet given in your book. Paste the stickers on a drawing sheet to show a complete body.



Dive Deep

Make a list of your family members and write down the colour of their eyes. Do all members have the same eye colour?



Living Beautifully

Below are some pictures, showing emotions. Match the emotions with the pictures.

Angry



Happy

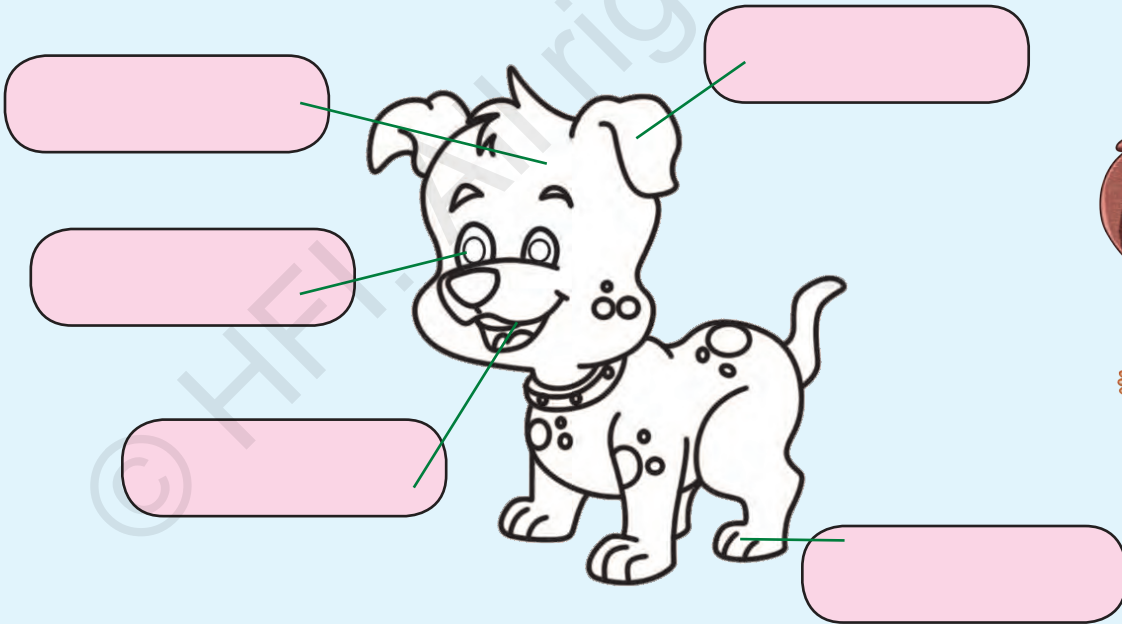


Sad



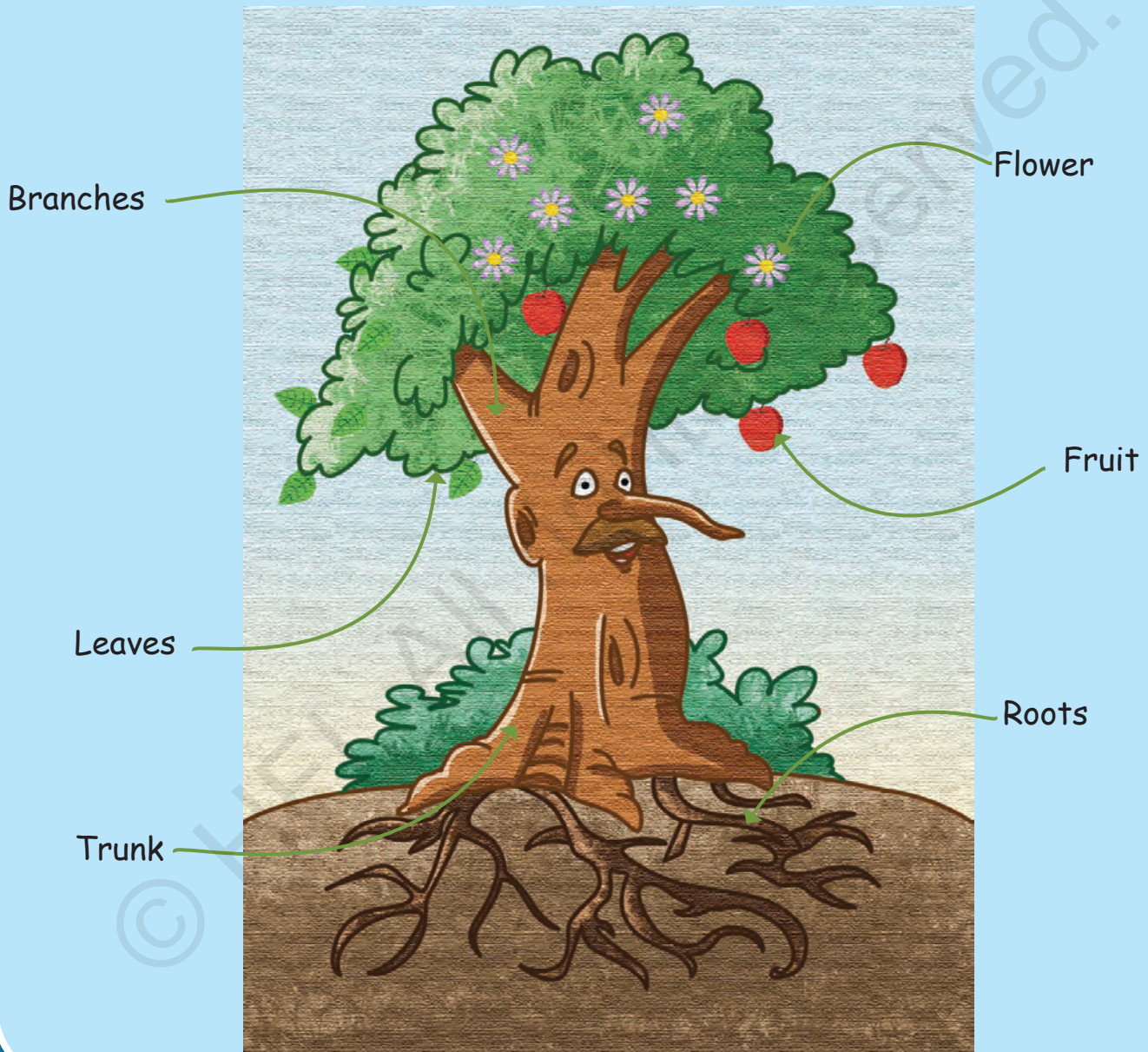
I Can

I have a pet dog. I can colour its picture and identify its body parts.



Save Planet

Plants and trees also have body parts. But their body parts are different from ours.



3 Healthy Habits

Octa says children having healthy habits are loved by all. Do you agree with Octa? Emma and Eva agree with him. Let us see what healthy habits they follow.

At home



They start with a healthy breakfast after brushing their teeth and taking a bath.

In the school



In the school they play indoor and outdoor games and eat healthy meal/ snacks during the break.

In the playground



In the evening they walk to the nearby park/playground and play outdoor games.

To remain fit and healthy, we should eat healthy food and keep ourselves neat and clean.

Healthy Habits to Follow

We should practise some rules on a **regular** basis to stay healthy.

EAT GOOD FOOD

We should eat healthy food and drink clean water. Eating fresh fruits, vegetables, eggs, fish and pulses is good for us. Drinking milk and lots of water keeps us fit. We should chew our food properly.

EXERCISE REGULARLY

We should exercise daily. It keeps our body fit and mind fresh. Playing outdoor games is a good exercise.



Octa Challenges

Do you play games every day?
Name two games you like to play.

TAKE PROPER REST AND SLEEP

Our body needs proper rest. We must take at least 8-hour sleep daily.

Early to bed, early
to rise, makes a man
healthy, wealthy and
wise.



Regular: repeating at equal time intervals

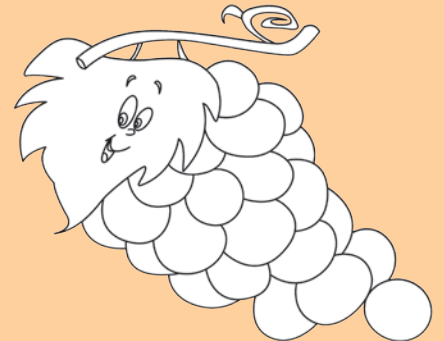
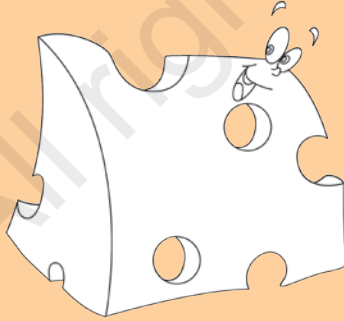
BE CLEAN AND TIDY

We should always brush our teeth in the morning and at night before going to sleep. We should take bath every day. We should wash our hands before and after every meal.



Creative Corner

Colour the foods given in the picture below.



There are some more good habits that we should follow to stay fit and healthy.

- (1) Trim your nails regularly.
- (2) Comb your hair properly.
- (3) Use dustbin to throw garbage.



Brush Up



- We should practise four rules on a regular basis to stay healthy.
- We should eat healthy food and drink clean water.
- We should exercise regularly.
- We should take at least 8-hour sleep daily.



I Know

(1) Write the rules for staying healthy.

(a) Eat _____

(b) Do _____

(c) Take _____

(2) Fill in the blanks from the words given in the box.







exercise good bath wash

- (a) We should take _____ every day.
- (b) We should _____ our hands before and after every meal.
- (c) Drinking water is _____ for us.
- (d) Playing outdoor games is a good _____.



Magic Bubbles

Write numbers 1 - 3 to arrange Picture 1. Write numbers 1 - 4 to arrange Picture 2.

Picture 1	Picture 2
 <p>Brushing teeth</p> <input type="text"/>	 <p>Drying hands</p> <input type="text"/>
 <p>Wake up in the morning</p> <input type="text"/>	 <p>Washing hands</p> <input type="text"/>
 <p>Having breakfast</p> <input type="text"/>	 <p>Playing with pet</p> <input type="text"/>



Dive Deep

When you go to a clinic or a hospital for health check-up, the doctor note down your weight and height. Why is it important to know your weight and height? Discuss with your teacher.



Living Beautifully

The do's and don'ts of healthy eating.

Don't eat this



Eat this





I Can

The table below shows a few day-to-day activities. Tick the activities you do each day of the week. You can take help of your parents or teachers.

Days	Waking up Early	Exercise	Teeth Brushing	Playing	Studying	Nail Trimming
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Save Planet

Healthy Habits

Wear protective gear while playing sports.

Get at least eight hours of sleep each night.

Exercise regularly.

Eat nutritious foods.

Visit health professionals regularly.

Wash your hands with soap.

Practice good hygiene.

Drink clean water.



GENERAL



KNOWLEDGE

CLASS-1 ♦ SEMESTER-I

1.	My Family	264
2.	About the House	265
3.	Things of Daily Use	266
4.	Mixed Up	267
5.	Famous Indians	268
6.	Nicknames of Indian Cities	269
7.	International Epithets	270
8.	Superlatives of the World	271
9.	Mountain Peaks	272
10.	Famous Places in the World	273
11.	Animal World	274
12.	Find the Twins	275
13.	Favourite Foods	276



My Family



Write the relation near each picture with the help of given clues.

Brother

Grandfather

Father

Grandmother

Sister

Mother

1.

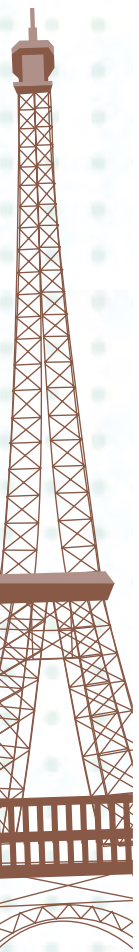
2.

3.

4.

5.

6.



AIOLISEM-FJ



About the House



Identify the pictures of things you find in your home and write their names. Take help from the clues given in the box.

- | | | | | | |
|-----------|-----------|----------|--------|--------|---------|
| Gas stove | Washbasin | Wardrobe | Sofa | Bed | Dustbin |
| Chair | Shower | Table | Pillow | Bucket | Mug |



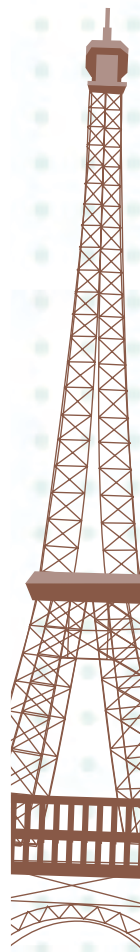
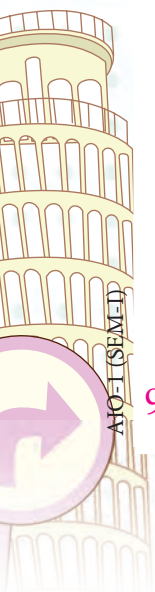
1. 2. 3. 4.

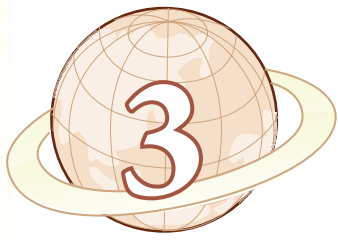


5. 6. 7. 8.



9. 10. 11. 12.





Things of Daily Use



Identify the pictures and write their names. Take help from the clues given in the box.

- | | | |
|-----------------|------------|-----------|
| Water filter | Steam iron | Chimney |
| Electric cooker | Television | Microwave |



1.



2.



3.



4.



5.



6.