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Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adapt at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

**Approach**

- covers the syllabus laid by the NCERT
- learner friendly page layout with colourful illustrations
- interesting age appropriate text and stimulating multiple intelligences based exercises
- integrated learning through systematic and meaningful context for grammar, vocabulary and other essential language skills
- varied exercises for assessments, graded development of Higher Order Thinking Skills
- themes from the pupils’ immediate world progress steadily to themes relating to things and situations of the wider world
THE COURSE PACKAGE

- Thematic lessons and poems
- Concept elaborations
- Wide range of skill building activities ranging from LSRW to life skills, phonics, reading and HOTS

Textbook

- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focused skill building

Workbook

- Teacher support manual
- Consists of activities to support concepts and skill incorporated in the textbook
- Includes guidelines, assessments, answers and checklist
- Relevant resources to aid learning process
- Includes resources for teachers and learners

THE TEXTBOOK UNIT ELEMENTS

In this unit: Learning Objectives are listed at the beginning of each unit

Getting Started: Visual stimuli and activities lead in to each unit

Phonics Fun: Develops phonemic awareness and knowledge of sound patterns
Supports word blending

Vocabulary: Learning through the context of the theme and text

Language Ladder: Grammar topic is introduced with a focus on structure, the topic is elaborated in the reading text

Celebrating Poetry: Poems as per the theme

Reading: Variety of genres - short stories and word support with each text
Stories and poems to read, enjoy and think about

Speaking: Focuses on oral interaction as a process and is based on the theme and text type of the unit

Learning Link: Establishes a connect between various topics through tips and reinforcement

Practising Grammar: This section practises the concept introduced earlier in the unit through systematic graded exercises

Writing: Modeled on the reading texts and focuses on building prowess in structures (syntax), vocabulary, punctuation and tenses through scaffold and practice

Understanding: Variety of questions - MCQ, fill ups, factual, inferential and analytical

Listening: Numerous hands-on age-appropriate tasks

Pre-reading: Stimulating and interest building activities
Initiates pre-reading discussion, presentation and exploration

Enrichment: Sums up the unit with components such as life skills and self reading exercises
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At the Beach

Getting Started

Look at the picture. What do you see? Talk about it.
Look at Rohan’s room. Listen carefully to the colours of the things in his room. Colour the picture accordingly.

Phonics Fun Aa  The Short /a/ Sound

Read the words aloud. Circle the words that you see in the picture.

- mat
- van
- jam
- cap
- bat
- rat
- dad
- can

All these are words with the short /a/ sound.
Read the words aloud. Colour the words as instructed.

words with the short /a/ sound  orange  all other words  blue

Language Ladder

Vowels and Consonants

There are 26 letters in the English alphabet. These letters of the alphabet can be divided into vowels and consonants.

The fist holds the vowels together.

The five vowels

The thumb says ‘A’.

The Middle Finger says ‘I’.

The Ring Finger says ‘O’.

The Little Finger says ‘U’.

The First Finger says ‘E’.
Take the vowels away, and consonants are left.

Build your own sandcastle. Draw the outline of the sandcastle. Also, draw its gates and windows. Colour the sandcastle.
Let us read what Anita and her brother do when they visit a beach with their family.

It is a lovely day. Anita and her brother, Rohan are at a beach with their parents.

Hey, let us build a sandcastle.

Sure! I have a shovel and a bucket, too.

Rohan and Anita build a castle together.

Look, this room is for Grandpa and Grandma.

Wow! They will tell us stories here.

This room is for Mummy and Daddy. And that one is our playroom.

Rohan and Anita build a very big castle.

We can keep all our toys here.
Where does this staircase go?

Mom and Dad are calling. We have to leave now!

It goes to the **basement**. We can play hide-and-seek there. Nobody will find us there.

**basement**: rooms or wide space below the ground floor of a building

**staircase**: a set of stairs in a building

---

**Understanding**

1. Tick (✓) the correct sentences.

   a. Anita and Rohan go to a with their family.

   b. They see a at the beach.

   c. Anita has a and a .

   d. They build a on the beach.

   e. They decorate the with .

2. Fill in the blanks to answer the questions.

   a. What do Anita and Rohan do on the beach?
   Ans. Anita and Rohan build a ______________ on the beach.

   b. What do they use to build the sandcastle?
   Ans. They use a _____ and a _____ to build the sandcastle

   c. Where does the staircase go?
   Ans. The __________ goes to the __________.
The sandcastle is decorated with seashells.

The words in colour have two words joined together.

sandcastle: sand + castle  
seashells: sea + shells

When two words join together to form a new word, the new word is called a joined word.

1. Write the words together to make joined words.
   a. foot + ball - ________  
   b. chalk + board - ________
   c. shoe + lace - ________  
   d. note + book - ________
   e. stair + case - ________  
   f. play + ground - ________

2. Draw a line to join two words together to make a joined word.

   - lady
   - fly
   - butter
   - bow
   - dog
   - bug
   - rain
   - house

3. Write the joined words in the blanks below.
   a. ________
   b. ________
   c. ________
   d. ________
1. Colour the seashells with vowels in yellow. Colour the ones with consonants in pink.

2. Take the starfish to the sea. Colour the consonant boxes to show the way.

What do you say when you meet someone? How do you introduce yourself?

Hello! I am Arun. I am six years old. I live in Mumbai.

Hello Arun! I am Rita. I am seven years old. I live in Delhi. I am in Grade 1.

Begin by saying:
Hello, my name is _____. I am _____ years old.
I live in _____. My birthday is on _____.

Get into pairs and introduce yourselves to your partners.
Write about yourself to complete the poster. You can draw or paste pictures to make it beautiful.

**All About Me**

This is me.

My name is ______.

I am _____ years old.

I have ___ members in my family.

I study in grade ____.

My friends are

________________

________________

I [have/do not have] _________ a pet.

Signature
Family is Special

Families are people
who care about you.
My family is special
Your family is too!

Mother and father,
And sister and brother
Grandmas, grandpas and many others,
It is so much fun to be together!

Poem Appreciation

1. Circle the activities that you do with your family.

2. Read the sentences. Tick the correct ones. Cross out the wrong ones.
   a. Family members care about you.
   b. Everybody has a special family.
   c. The poet has a small family.
   d. A small family is a special family.
   e. It is fun to be with our family.
Sometimes we are , sometimes we are . Sometimes we get too.

We feel different emotions all day. It is good to talk about our feelings to our family and friends.

**How do you feel today?**

I am ____________ today.

**Complete the pictures to show how they feel.**

Aarav gets a gift. Riddhi’s mother scolds her. Chirag loses his pencil.

He feels _______. She feels _______. He feels _______.

**I CAN READ**

Read the sentences. Circle words with the short /a/ sound.

Hi! My name is Sam. I am a man.
I live in a flat.
I have a cat. The cat is fat.
It has a red hat.
I also have a rat. Its name is Pat.
The cat and the rat sit on a mat and love to chat.
After that they sit under a fan to take a nap.
SCHOOL IS FUN
Going to school is so much fun. There are many interesting things to do there. School is a place where we learn new things, and make many friends.

A Fun Day at School

Getting Started

Look at the picture. What are the children doing? What do you do in your art classes? Talk about it!
Meeta has many friends. Listen carefully to their descriptions. Write the names of her friends under their pictures.

a. ______  b. ______  c. ______  d. ______

**Phonics Fun**

**The Short /i/ Sound**

Read the words aloud. They all have the short /i/ sound.

1. Colour the words as instructed:
   - The short /i/ sound
   - Other words

   - blue
   - orange

   ten, him, net, bike, he, like, hit, dig, ran, kite, top, pin, his, pin, fan, dip, pin, tin

   **it is a ______.**

   Read the words aloud.
2. Read the poem aloud. Circle the words with the short /i/ sound.
I am a little spider,
Watch me spin.
Join me for dinner,
I will let you in.
I will spin a web to hold you tight,
And gobble you up in one big bite!

Language Ladder ABC Order

There are 26 letters in the English alphabet. We always put them in a special order called the ABC order.

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

Join the dots in ABC order to complete the picture.

Pre-Reading

What does your school building look like? Draw it here.
Read about a fun day at Meeta’s school.

Teacher: Hello children! Today, let us learn **handprint** art.

Students: Wow! Art is so much fun!

Teacher: Yes! We need **watercolours** and drawing sheets. Dip your palms in any one colour.

Vinay: What do we do now?

Teacher: Now **gently** press your hands on your drawing sheets.

Meeta: Wow! This looks so beautiful.

Teacher: Now, use your colour pens and crayons to draw an animal you like.
Look Miss, this is a crab. It is red. It has black eyes.

Miss, this is an orange fish. I will draw blue waves around it.

Look Miss, I drew a peacock. It is blue. It has green feathers.

Vinay, I like this peacock. This is my brown spider. It has eight legs.

Wow! These handprints are beautiful. All the animals look real!

Meeta and her friends had great fun while learning handprint art.
1. Fill in the blanks with the help of the picture clues.
   a. The ________ teaches students to make handprint art.
   b. The ________ make animals with handprints.
   c. They use hand and ink to make handprint art.
   d. Ryan makes a giant ________ with his handprint.
   e. Vinay makes a ________ with his handprint.

2. Look at the pictures. Complete the crossword puzzle.

   **Helping Hand**
   pen book ruler pencil folder eraser scissors sharpener
3. **Answer the following questions.**
   a. What do the students learn in the Art class?
   
   b. Name the colours in the peacock handprint.
   
   c. What does the teacher say about the handprint animals?

4. **What other things can you make using handprint art?** Make handprint art in the box. Decorate it with crayons and colour pens.
Choose words for each heading. Write them in the correct box.

PARTY

sandcastle  
map  
dance  
seesaw  
backpack  
cricket  
car  
beachwear  
cake  
music  
seashells  
slide

TRAVEL

PLAYGROUND

BEACH
Let's Catch Up

The 26 letters of the English alphabet are arranged in the ABC order.

This is the attendance sheet of Meeta’s class. Write the names of the students in the ‘Name’ column. Follow the ABC order.

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<th>Attendance</th>
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Speaking

Describing Things

Read how Meeta describes the things in her school bag.

Hi! I am Meeta.
This is my school bag. It is green.
This is my lunch box. It is red.
This is my pencil box. It is purple.
This is my English book. It is brown. It has pictures on it.
This is my water bottle. It is black.

Now, take any four things from your school bag and place them on your desk. Describe each of them just like Meeta did.
Answering Questions

Answer the following questions about your school.

a. What is the name of your school?
   __________________________________________
   __________________________________________

b. How do you go to school?
   __________________________________________
   __________________________________________

c. Write the name of your class teacher.
   __________________________________________
   __________________________________________

d. What is your favourite place in school?
   __________________________________________
   __________________________________________

e. How many students are there in your class?
   __________________________________________
   __________________________________________
First Day at School

It’s my first day
At the new school.
I will make friends
And learn the golden rules.

How to write numbers
And to add and subtract,
That ‘B’ for ‘Bat’ comes
After ‘A’ for ‘Act’.

I’ll learn lots of rhymes
And many activities shall I do,
For Art and Craft I’ll
Use colours and glue.

I love my school
And the games we play,
And I always look forward
To come back the next day.
1. Draw any five things you would carry in your bag on your first day at school. Write the name of each object.

2. There are many things that you do at school. Find them in the Word Search Box and circle them.
(Hint: All the seven words are from the poem.)

WORD SEARCH BOX

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This is Meeta’s class. The teacher has gone out for some work. Look at what these children are doing in her absence. Read the questions below and discuss their answers.

1. What are the children doing?
2. Are they doing the right thing?
3. Do you do the same things when your teacher is not in class?
4. What will you tell them to do?

**I CAN READ**

Say it. Connect it. Write it. Read it. One has been done for you.

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<th>Write and Read</th>
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<td></td>
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</tbody>
</table>
The Animal Kingdom

Who doesn’t like animal tales? All of us have listened to tales that have animals. The animal characters in such stories teach us important lessons in the end.

The Sky is Falling

Getting Started

Join the dots to complete the pictures. Colour them. Read their names aloud.

acorn  chicken  duck

fox  hen
Listening

Listen carefully to the riddles. Fill in the blanks. Use the pictures for help.

1. 
2. 
3. 
4. 

Phonics Fun Aa

The Short /e/ Sound

Read the dialogues to find words with the short /e/ sound.

Where is the short /e/? I can't see!

Here I am. You can see me in wet, hen, bed, net and web.

Read some more words with the short /e/ sound.

let pet set fell tell red head

1. Complete the crossword with the help of the given pictures.
2. Unscramble the words in the acorns. Do they have the short /e/ sound? Use them to complete each sentence below.

I rhyme with swell. I am a sea __shell__. silhle

I rhyme with bed. I am the colour _____.

erd

I rhyme with Deb. I am a spider’s _____.

I rhyme with test. I am the direction _______.

I rhyme with test. I am the direction _______.

I rhyme with den.
I am used for writing. I am a _______. enp

I rhyme with bet. I am a fishing _______.

I rhyme with best. I am a bird’s _______. snet

I rhyme with ten. I give you eggs. I am a _______. neh
Language Ladder  

**Capital Letters**

You know these letters are capital letters. They are also known as **upper case letters**.

These small letters are also known as **lower case letters**.

---

**Read the sentences.**

I have a cat. We call it Tim. My friends like him.

The first letter of a sentence is always a capital letter. Names of people and places also start with a capital letter.

---

**Pre-Reading**

Read the names. Colour the pictures.

- Chicken
- Henny
- Ducky
- Foxey

Licken
Penny
Lucky
Loxey
Chicken Licken is walking **merrily** in the forest. Just then, an acorn falls from a tree on her little **head**.

*My, oh my! The sky is falling!*

She runs and runs.

*The sky is falling, Henny Penny! Run with me!*

*Oh! Wait, how do you know?*

*Where are you going?*

*Some of it fell on my head!*

*Cluck! Cluck! Let us **rush** to the King.*

On the way, she meets Henny Penny, the hen.

So, the two set off to tell the King.
On the way, they meet Ducky Lucky, the duck.

Oh Ducky Lucky! The sky is falling! We are going to tell the King.

Quack! Quack! I am coming too.

The three then meet Foxey Loxey, the fox.

Where are you running to?

The sky is falling. We want to tell this to the King.

Then we should surely tell the King. Do you know where he lives?

Yes, some of it fell on my head, very hard.

No, we don’t!
Well, I do know. I can take you to him. Follow me!

Today, I shall have a yummy lunch.

He takes them to his den.

Go right in and meet the King.

They all go in and never ever come out again.
1. Help Chicken Licken to reach the king's den. Write the names of the animals that Chicken Licken meets on the way.

2. Answer the questions.

   a. What falls on Chicken Licken's head?

   __________________________________________________________

   b. Where does Foxey Loxey take the animals?

   __________________________________________________________

   c. What happens to the animals inside the den? Think and write.

   __________________________________________________________
Vocabulary ABC
Rhyming Words

Read the names aloud.

What is special about these names?

Ducky Lucky  Henny Penny  Foxey Loxey

Each second name ends in the same sound as the first name. Words that end with the same sound are called **Rhyming words**.

Make rhyming names for:

Hunny _______  _______ Loosey

Read some more rhyming words.

jam  yam  ham  pram

can  fan  pan  man

rag  tag  bag  flag
1. Read the words. Cross out the words that do not rhyme with the rest of the words in a row.

sit  pit  hit  bite  dirt  thin

can  man  cat  den  tan  ran

pop  tip  stop  top  loop  step

red  sled  bed  slid  bad  fed

2. Complete the poem with rhyming words from the box. Follow the example.

bear  butterfly  sunflower  cow  ladybug

**Goodbye**

See you later, alligator.

Go for now, white ____________.

Take care, baby ____________.

In an hour, ____________.

Bye bye, ____________.

Give a hug, ____________.

Our time together now ends,

So goodbye good friends!
Capital Letters

Let's Catch Up

Capital Letters are used:
• To begin a sentence
• To begin the names of people and places

1. Circle all the capital letters in the passage.

Lisa and Hina are best friends. They go to school together every morning. While going to school, they meet Vani. They all walk together to the school.

2. Circle the words where capital letters are missing. Now write the sentences correctly.
   a. ridhi and ananya went to a farm.

   __________________________

   b. the farm is in gurgaon.

   __________________________

   c. there were many animals on the farm.

   __________________________

   d. mayank also wanted to go with ridhi and ananya.

   __________________________

Speaking

Animal Talk

Look at the pictures. Read the animal sounds. Do you know some other animal sounds? Talk about them.
Get into five groups. Give your group the name of an animal. Imitate the sound of the animal that your group is named after. Then say what that animal loves to do.

For Example: The Cow Group: “Moo, Moo! I love to paint.”

**Writing**

About the Story

The tale ‘The Sky is Falling’ is about a chicken. Name any other story about animals. Name any one animal story from the pictures. Complete the story details.

**The Story Poster**

Name of the story:

Which animal is it about?

Draw the animal and write two words about it.

tall big small furry black
long fat white spotted soft
striped strong gentle
This Little Chick

This little chick is black.
She stands on a big haystack.
This little chick is white
She love to fly a kite.
This little chick is green
She keeps her claws clean.
This little chick is blue
She lays eggs for me and you.
This little chick is pink
She goes to the pond for a drink.
All of these chicks live on a farm,
And so they stay away from harm.

Poem Appreciation

1. Tick the correct option.
   a. This little chick is black.
      i. She lays eggs for me and you.
      ii. She stands on a big haystack.
   b. This little chick is green.
      i. She always keeps her claws clean.
      ii. She goes to the pond for a drink.

2. Write rhyming words from the poem.
   a. black ______  b. green ______
   c. pink ______  d. farm ______
Ants and bees are tiny but useful and hardworking insects.

**Answer the questions.**

1. What do we get from a bee?
   
   ________________________________

2. What can you learn from an ant?
   
   ________________________________

Think of some tiny insects or animals that are helpful to us. Draw them and write their names below them.

---

**I CAN READ**

Read the following sentences. Circle the words with the short /e/ sound.

Ted has a pet.
Its name is Ben.
Ben is a hen.
It is a yellow hen.
It lays eggs in a nest.
Ted plays with a toy jet on his bed.
When it rains, Ted and Ben love to get wet.
UNIT 4
HELPING EACH OTHER

Family means loving and supporting each other. We can show our love and support to our family members by doing our share of work and helping around at home.

Sundays are Fun Days

Getting Started

Look at the pictures. Talk about the activities the children do to help their parents at home.

- mopping
dusting

- father
washing car

- boy

- fruits
food

- mother
sister

- setting
the table
Tarun's mother asks him to put different things on the three shelves. Listen and draw the things on the correct shelves.

Phonics Fun Aa  The Short /o/ Sound

Read the words with the short /o/ sound.

mom  mop  dog  pot

top  box  dot  log
1. Read the words aloud. Colour as instructed.

Words with the short /o/ sound
- green

All other words
- red

2. Look at the pictures. Match the pictures with their names.

hot  mop  dog  cot  box  fox  log  cop  mom  pot
Language Ladder Naming Words

Read the dialogues. Notice the words in pink.

She is my friend, Myra! We go to school together.

My pet broke its leash!

Whose pup is this? It was about to hit my bicycle.

The highlighted words are naming words. They name persons, places, things or animals.

Person
friend
Myra

Place
school

Animal
pet
pup

Thing
leash
bicycle
It is very important to keep our house and surroundings clean. Look at the pictures. Circle the things we use to clean the house.

- dustpan
- cake
- brush
- crayons
- mop
- glue
- broom
- bottle brush

Sunday is the day to clean our home. My turn work into fun. We play music while doing the chores and sing while dusting and mopping. We always wear our gloves before we start cleaning up. I help in washing and cleaning the car.

Learning Link
Words with the short /o/ sound are highlighted.

Naming Words
- parents
- gloves
- car

chores: tasks that we do regularly
I also help in cleaning the house. When we are done, we rush to the market. We buy groceries and other household things.

My mother lets me pick my favourite fruits. I help carry the things home. My father tells me interesting stories on the way. By evening, all our work is done and we go out to play in the park with our pet, Rio. When we are back home, my mother cooks dinner for us.

I help my father to set the table for dinner.

After dinner, I read story books with my grandparents.

Sunday is our cleaning day, but we share the work and it turns into a fun day!

**groceries:** food products like vegetables, fruits, etc.

**household:** related to the home or family
1. **Tick the correct option to answer the questions.**
   a. What happens in the story?
      A boy and his parents eat pizza.
      A boy and his parents clean their home together.
      A boy and his parents ride in a car.
   b. What do the boy and his parents buy from the market?
      They buy toys and games.
      They buy groceries.
      They buy clothes.
   c. What does the boy’s mother do after they return from the park?
      She sings a song.
      She cooks dinner.
      She reads a book.

2. **Answer the questions in one sentence each.**
   a. Why is dusting and mopping fun for the boy?
      _______________________________________________________________________
   b. What do the boy and his parents do after they have dinner?
      _______________________________________________________________________

3. **Get into a group of four. Discuss how you help your parents at home. Complete the sentences.**

   1. I ____________ to help my mom.
   2. ____________
   3. My job is ____________
   4. I like to ____________
Below is a picture of a boy, Zian. Read how certain parts of his body help him do things.

I help Zian to hear.

I help Zian to smell things.

I help him to eat his food.

We help Zian to write.

We help him to walk.

We help him to see the beautiful world.

1. Fill in the blanks with the correct action words from the box.

Helping Hand
hop climb yawn catch read

I ________ when I am sleepy.

I ________ to win the race.

I can ________ a ladder.

Can you ________ this ball?

I ________ a story book.
2. Complete the sentences with the correct pairs of words from the box.

Helping Hand

clap-hands  blow-lips  blinks-eyes  licks-tongue

a. Mishti smells flowers with her nose.
b. Bruno, my pet _______ my hand with his _______.
c. We _______ our _______ when we cheer.
d. When I _______ a candle, my _______ become round.
e. He _______ his _______ in bright light.

Practising Grammar A  Naming Words

Let's Catch Up

A naming word is a name of a person, place, thing or animal.

1. The clown wants to get ready for the show. Help him by colouring the naming words on his dress. One has been done for you.
2. Read the naming words given in the name box. Write them in the correct baskets.

<table>
<thead>
<tr>
<th>Name Box</th>
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<tbody>
<tr>
<td>teacher playground fish pencil bag flower parents India market aunt school ball bee lion actor sparrow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Place</th>
<th>Things</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

**Speaking**

Offering Help

Read what these people are saying.

May I help you to pick up these books?

Yes, you may. Thank you dear!

Here is the plant, Daddy. Do you need some more help?

Thanks, you can water the plants with me.
In the sentences below, some people need help. What will you say to help them?

1. Your grandmother has lost her glasses. Offer help to find them.
2. Your friend fell down and got hurt. Offer help to walk him home.
3. Your mother wants to empty the dustbin. Offer to help her.

Helping Hand
- May I help you?
- Are you looking for something?
- Would you like some help?
- Do you need some help?
- What can I do for you?

Writing Picture Composition

This is a picture of Ben’s class. Everyone is cleaning and decorating the class. Complete the sentences.

Helping Hand
- shelves
- books
- teacher
- dustbin
- designs
- dumps
- board

Everyone is busy in the classroom. The ___________ cuts beautiful ___________ for the notice board. Neha pins the designs on the notice ___________. Zian ___________ the waste papers in the ___________. Other students keep the ___________ on the ___________.

A Family Finger Play

This is a family,
(hold up one hand, fingers spread)

Let's count them and see,
How many they are,
And who they can be.
(count 1, 2, 3, 4, 5)

This is the mother,
(touch the forefinger)

Who loves everyone,
And this is the father,
(touch the middle finger)

Who is lots of fun.
This is my sister,
(touch the ring finger)

With her I like to play,
And this is the baby
(touch the little finger)

He's growing each day.
Poem Appreciation

1. How many family members are there in the poem?

2. Write the names of the family members.
   1. __________________
   2. __________________
   3. __________________
   4. __________________

3. Fill in the blanks with the activities that you enjoy doing with your family.

I ______ with my father.

I ______ with my mother.

I ______ with my brother.

I ______ with my sister.

I ______ with the baby.
Look at Meeta’s room. It is untidy and messy. What should Meeta do to clean her room? Talk about it!

- make her bed
- Hang her towel
- keep her shoes in a corner
- put dirty clothes in the basket
- keep clean clothes in the cupboard
- put the books on the shelves
- keep her toys properly
- throw the trash away

I CAN READ

I have a dog. Its name is Spot.
Spot has a black dot.
I take him for a jog.
He loves to run and trot.
Spot then sleeps in my cot.
1. Look at the pictures. Write ‘dr’ in the blanks and read the words aloud.

The /dr/ blend

___um ___ess ___agon ___eam

___op ___ill ___ive

2. Read the words aloud and colour.
/dr/ blend words: [blue]
All other words: [yellow]

blue dumb tree free

dull drag man

driver drape skog dran

drain den it is a ___.
Language Ladder  

A/An

Look at the picture. Read the sentence given below.

*A elephant is in a car.*

‘*An* elephant’ means one elephant.
‘*A* car’ means one car.

We use *A* and *An* before a naming word. We use them before a single thing or person.

We use *a* with the word that begins with a consonant sound.

<table>
<thead>
<tr>
<th>a</th>
<th>+</th>
<th>consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>lamp</td>
</tr>
<tr>
<td>a</td>
<td></td>
<td>door</td>
</tr>
<tr>
<td>a</td>
<td></td>
<td>house</td>
</tr>
<tr>
<td>a</td>
<td></td>
<td>bag</td>
</tr>
<tr>
<td>a</td>
<td></td>
<td>unicorn</td>
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</tbody>
</table>

We use *an* with the word that begins with a vowel sound.

<table>
<thead>
<tr>
<th>an</th>
<th>+</th>
<th>vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td></td>
<td>apple</td>
</tr>
<tr>
<td>an</td>
<td></td>
<td>elephant</td>
</tr>
<tr>
<td>an</td>
<td></td>
<td>ice-cream</td>
</tr>
<tr>
<td>an</td>
<td></td>
<td>orange</td>
</tr>
<tr>
<td>an</td>
<td></td>
<td>umbrella</td>
</tr>
</tbody>
</table>

Learning Link

When deciding between ‘*a*’ or ‘*an*’, it’s the sound that matters, not the spelling.

✗ *An* uniform  a hour
✓ *A* uniform  an hour

*An* uniform (sound)  a hour (sound)

Pre-Reading

Look at the given pictures. Find any five differences between them.