



CLASS - 1



MY SELF

CHAPTER - 1

Children are curious by nature. They are always interested in knowing about themselves and often keep asking questions about themselves and their surroundings. This curiosity is the key to learn more. In addition to curiosity, the skills developed and encouraged by the activities designed in this section include communication, observation, estimation, measurement, calculation and so on. These will help to draw out the talents and skills of children for self expression. By doing such activities children will explore facts for themselves with the help of teachers and parents.

We are confident that the series of activities given here will expose children to the world of science in a child friendly manner. The activities are enough to satisfy the appetite of the learner- something that will act as a catalyst and set off the young learner on the quest for knowledge.

Our aim is "All round development of the body, mind and spirit of the child"

 <h3>LANGUAGE</h3> <ul style="list-style-type: none">NameAgeMother's & Father's nameBrother's & Sister's nameAddressLettersWordsAdjectivesSentence formationStory dramatizationConversational skills	 <h3>MATH</h3> <ul style="list-style-type: none">CountingShapesPre-numberConceptTimeGraphMeasurementAdditionSubtractionCalendar	<h3>EVS</h3> <ul style="list-style-type: none">ColoursGood habitsBody partsSensesFruits & VegetablesStates of MatterClassification of wasteKeeping fitSafety
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ART

- Free hand drawing
- Hand and feet impression
- Painting
- Using variety of Material



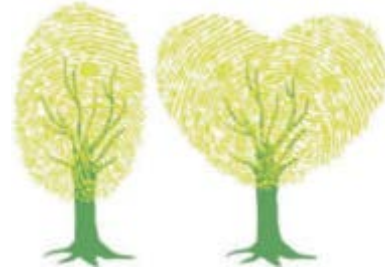


ACTIVITY-1: MAGNIFICENT ME

Learning Outcomes:

The students will be able to

- ☆ Comprehend adjectives.
- ☆ Choose the correct adjectives.
- ☆ Identify their personality traits.
- ☆ Feel special about self.



Description:

The teacher would guide the students as under.

Put your hands on a sheet of paper and draw the outline of your hand. Now create your own name plaque (with adjectives) on this hand impression by using different materials such as glue, beans, sand, glitter, sandpaper, coils and slabs. Write your age, mother's name, father's name, and address on them. The teacher can hang these plaques in the class. These name plaques can be brought to school and displayed for a week and returned thereafter.

Have a discussion with your parents, on adjectives related to your personality trait (which should start with the first syllable of your name e.g. Active Aman, Talented Tanisha, Honest Harshit and so on). Use these adjectives for Self- Introduction.

Try these too!

1. Make "I am special" badge with the pastel sheet cut out. Write and illustrate what makes you special. Wear this badge to school every day.

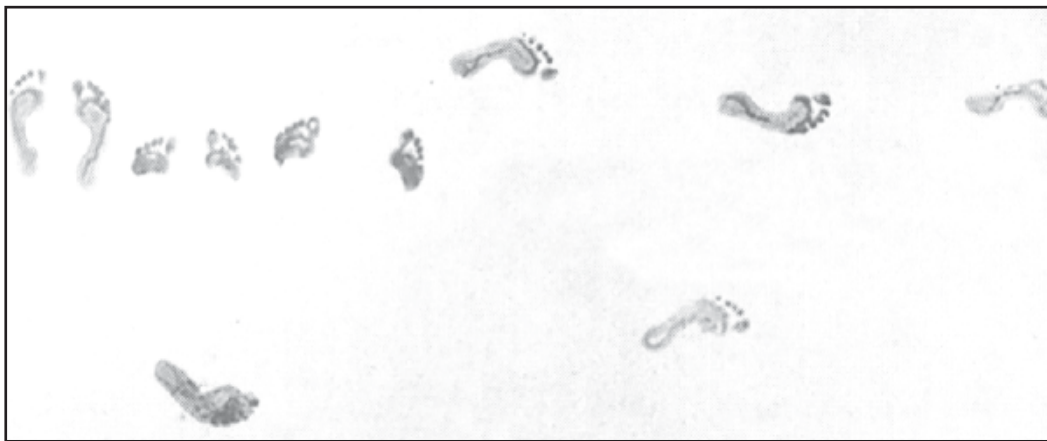




2. Colour your feet and put impressions on a newspaper. What type of prints do you get when you are:

- ☆ Standing flat on your feet?
- ☆ Standing on your toes?
- ☆ Crouching?
- ☆ Springing Forward?

Bring the paper with impressions to school to share with the class. Speak about the use of toes and heels in body movement. What is the use of toes in body movement?



3. Put your hand impressions on paper. Then measure the length of your hands by using non-standard units of measurement like paper clips, colour cubes etc. Bring the paper to school with the object you used for measurement.

Indicators:

- ☆ Always feeling good about self.
- ☆ Thinking positively.
- ☆ Demonstrating his/her creativity to draw and use different materials.
- ☆ Engaging in informal learning.
- ☆ Talking confidently about self.

Rhyme Time:

*Being me is great!
Being me is fun
The best part of being me is
I'm the only one!*





ACTIVITY-2: SELF REFLECTION

Learning Outcomes:

The students will be able to

- ☆ Construct simple sentences.
- ☆ Record and reflect their achievements.
- ☆ Thinking creatively.
- ☆ Generate ideas for self expression.

Description:

Teacher will provide monthly calendar to each child to record their "Good deed of the day" (parents' help can be taken to maintain this record). Bring it to the class and discuss it at the end of the month. Also draw a smiley, angry or sad face to express your emotions every day. You can also keep a record of the number of days you were happy or sad.

Try these too!

The teacher may ask students to do following in a week's time and bring it to class and present/show it.

1. Stand in front of the mirror and emote different emotions like happy, sad, angry, shy etc. and draw the same in your drawing file.
2. Do scribbling on a paper and try to make different figures out of that (emoting various expressions).
3. Go to a nearby market and count how many people you can get to return a smile. Try the same thing at a different mall or a market and at a different time of the day. Check the result to see what worked! Share it with your teachers/ peers/ parents.





Indicators:

- ☆ Interpreting different emotions.
- ☆ Retelling information or ideas in a variety of ways.
- ☆ Understanding inferences of one's feelings.
- ☆ Making reasonable predictions.

ACTIVITY-3: FUN TIME

Learning Outcomes:













The students will be able to

- ☆ Develop the skills of observation, exploration and curiosity.
- ☆ Discover the ways to become eco-buddies.
- ☆ Develop thinking by acquiring new ideas.
- ☆ Identify sight words.

Description: Play the following game with your family members. You require a dice, pegs and two or more players.





END	38 Pluck a leaf 	37	36	35	34	33 Untidy room 	32	31	30 Watering the plant 
29 	28	27	26 Pluck a flower 	25	24	23	22	21 Untidy room 	20
19	18 Watering the plant 	17	16	15	14 Plant a tree 	13	12	11	10 Pluck a leaf 
START	1	2 Plant a tree 	3	4 Watering the plant 	5	6	7 Untidy room 	8	9

- ★ You need to score 1 to start.
- ★ You get 5 points if you plant a tree.
- ★ You get 2 points for watering the plants.
- ★ You get back 2 points if you pluck a leaf or flower.
- ★ You miss a chance if your room is untidy.

The teacher may ask them to make a score card mentioning date of play, people you played with and total score. Their observations may be discussed and presented in the class.





Try these too!

1. Go for a walk with your parents. Count the number of birds you see, observe them and discuss about their beaks and feathers.
2. Go to the market with your parents. Make a shopping list of your own. Note down the prices of things that you buy.
3. Go to the roof or a park and observe the different figures formed by clouds. Also count the number of small clouds and big clouds.

Indicators:

- ☆ Reading sight words accurately.
- ☆ Expressing views independently.
- ☆ Recognizing that humans and other living things depend on their environment.
- ☆ Identifying personal actions that can contribute to a healthy environment.

ACTIVITY-4: MY MATH-O-LOGICAL GAMES

Learning Outcomes:

The students will be able to

- ☆ Explore multiple ways of bonding with the family.
- ☆ Measure objects using non-standard units, and calculate time taken for doing things.
- ☆ Count in variety of ways.
- ☆ Develop numerical skills in everyday life.

Description:

Plan an outing with your family to a park. Help your mother in preparing a picnic lunch. Make cucumber/tomatoes/vegetable sandwiches. Find out the importance of vegetables for us.

Remember to carry a waste bag with you. Ask your family members to put all waste in the bag. Also ensure that whenever you travel, do not throw out waste from the moving vehicle.

Count the number of times a car of the same make (Alto, Santro, Honda etc.) passes by you. Note the numbers on their number plates and add them.

While playing in the park, with your parents' help, try to find out the names of the trees, shrubs and flowers planted there.

Collect five dry leaves. Observe how they differ from fresh ones.

On reaching home, trace their outline on plain sheets and identify the shapes. Use a pencil and a scale, to draw diagonal lines inside this outline in order to divide the





shape of the leaf into smaller portions. Count the number of squares, triangles and rectangles that you get.

Count the number of red lights you come across and the amount of time you spent on each of the red lights with the help of your parents. Calculate the total time spent on the red lights during your journey.

Record your observations and make a presentation in the class.

Try these too!

1. Count the windows, doors and mirrors in your home.
2. Make a graph of T.V. watching time for a month. Compare it with your sleeping, exercise or study time.
3. While doing chores, note down how long it takes to complete a particular chore and compare which chores take the shortest/longest amount of time and why? Which one is your favourite /least favourite chore to complete?

Indicators:

- ☆ Demonstrating number sense and applying number theory.
- ☆ Determining appropriate non-standard units to use.
- ☆ Reading sight words in context accurately.
- ☆ Doing mental calculation accurately.
- ☆ Matching quantities with numerals and identify shapes.
- ☆ Developing civic sense.

ACTIVITY-5: MY BODY FACTS

Learning Outcomes:

The students will be able to

- ☆ Name different parts of the body.
- ☆ Tell the body parts that are in pairs.
- ☆ Make different figures with finger and thumb impressions.





Description:

Ask your parents how to keep your body clean. Have a bath everyday in the morning, learn to towel dry, wear your clothes and tie shoe laces yourself.

Keep a count of the number of times you wash your hands daily. Make a habit to thoroughly wash your hands before and after meals and each time you use the washroom.

Teacher may provide a check list of actions to be taken on daily basis for a fortnight and later discuss in the class.

Try these too!

1. Give your fingerprints on a card. Then match your fingerprint with those of your friends or family members. You can also make different pictures like an animal or on insect using finger or thumb impressions.
2. Name some body parts you cannot see. Talk to your parents about the importance of these body parts. Collect their pictures. You can also have riddle time with your family members on the same.

eg. I work like computer.

I solve your riddles. (Brain)

Bring them to school to share with your peers.

3. Collect empty wrappers and bottles of products used for dental, skin and hair care, bring it to school and explain how these things care for our body.





Indicators:

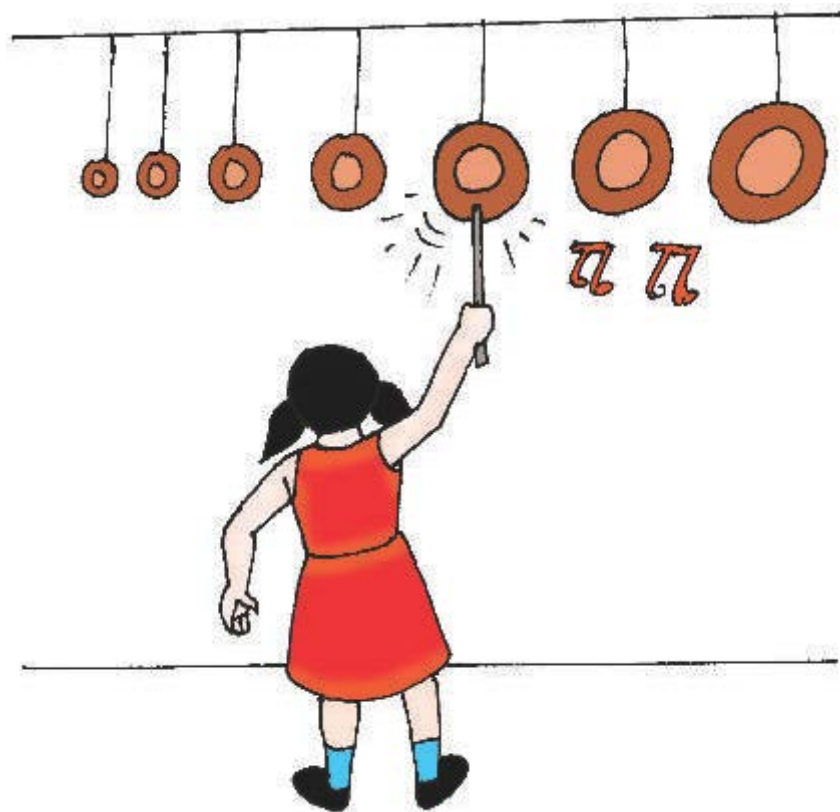
1. Identifying various body parts.
2. Relating and recalling the body parts and learning to keep them clean.
3. Inculcating good personal habits.

ACTIVITY-6: ALL ABOUT MY SENSES

Learning Outcomes:

The students will be able to:

- ☆ Explore sensory skills.
- ☆ Use their senses to discover similarities and differences.
- ☆ Enhance the power of concentration and experimentation.
- ☆ Explore ways to create functional and aesthetically pleasing objects.



Description:

1. Hang a cardboard on the wall of your room Draw a face with eyes on it. Now close your eyes and try to place a bindi in between the eyes. Bring this card board to school and share with peers during recess.





2. Collect metal rings of different sizes. Use a stick to make sounds. You can use different things like glasses, bowls etc. to create different sounds. Now try to differentiate between loud, harsh, soft and sweet sound. Make a record and share it with class.
3. Ask your parents to light an aroma candle or an incense stick. Remain silent for a few minutes, meditate and try to recognize the voices that are around you. Try and perceive the change in fragrance around you. Slowly increase the time for which you remain silent and meditate. Record and explain how your observation power has improved. Share it with parents and teachers.]



Try these too!

1. Take few glasses filled with different levels of water. Make a Jal tarang of your own.
2. Differentiate between different gongs or sounds while practicing for the drill in school. Be alert and react accordingly.
3. How well you can see and read? Try to read from far. Who can read or see the farthest among your friends?
4. Taste and smell different spices and note down their names.





Indicators:

1. Identifying each of the senses.
2. Demonstrating how each of the senses helps us to recognize, describe, and safely use a variety of materials.
3. Demonstrating ways in which you can use materials to make different sounds.
4. Differentiating various sounds.
5. Interpreting the situation.



ACTIVITY-7: I CAN COOK

Learning Outcomes:

The students will be able to

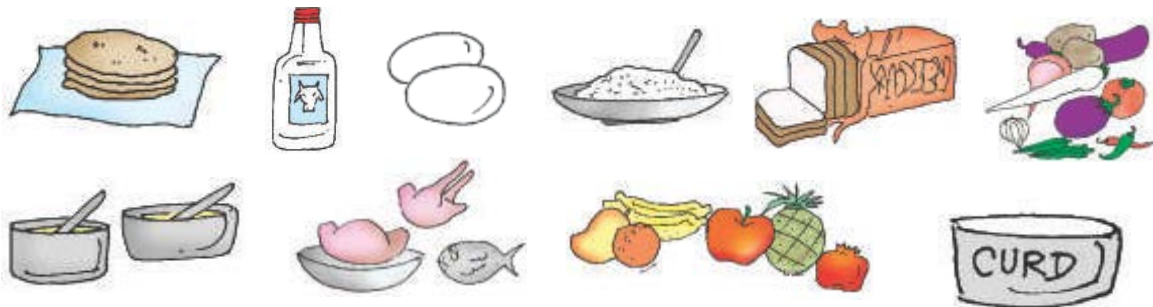
- ☆ List the vegetables that are eaten cooked and that are eaten raw.
- ☆ Explore the ways to adopt healthy eating habits.
- ☆ Experiment with food, colour and texture.





Description:

- ☆ Collect pictures of some delicious fruits. Arrange them and create a lovely fruit basket. Write the name of the fruits you like and explain your reason for liking them e.g. it is sweet, crunchy or juicy.
- ☆ Make a table which lists the vegetables that are cooked and that are eaten raw. Against the name of each vegetable write its colour, texture and whether it is eaten for breakfast, lunch or dinner.
- ☆ Draw and Label some food for each of the following food groups:



Fruit and Vegetables	Meat, Fish and Alternatives
Dairy Products	Bread, Cereals and Potato

- ☆ Take an ice-cube tray and half fill it with water. Add several drops of red food colour to one square, yellow to another and blue to another square. Use an eyedropper to squeeze up drops of each colour and mix into one another. See how they mix together and create new colours in the cubes. Record and share your observation in the class.

Try these too!

1. Freeze the coloured water and take it out after sometime and see how the ice-cubes change into liquid again.
2. Observe the food when it is raw and note the changes that occur in it after cooking. Observe the colour, taste and texture of the food before and after cooking.
3. Children can also make Food group chart where they can draw and label some food for each of the groups.
4. Children can also maintain their "Food Diary".
Keep a diary of the food that you eat in a school week. Either draw or write. Bring it to class to share with your friends.



My Food Diary					
	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Tea					
Snacks					

Indicators:

- ☆ Demonstrating the ways to make new colours.
- ☆ Preparing dry food (without using fire/knife).
- ☆ Recognizing the vegetables that are eaten cooked and that are eaten raw.

ACTIVITY-8: BEING RESPONSIBLE

Learning Outcomes:

The students will be able to

- ☆ Be more cautious and careful.
- ☆ Explore ways in which they can help others.
- ☆ Understand the sense of responsibility.
- ☆ Inculcate the habit of cleanliness.
- ☆ Understand the importance of protecting the environment.





Description: Story time

Riya and Rahul lived in beautiful house with their parents. Their mother looked after them and cooked the food and kept the house clean. One day their mother fell ill and had to stay in bed for two weeks. Riya and Rahul's father had to go to work and couldn't stay at home to look after them. He got them food from hotel. But the children had to keep the house clean. They had to dust and sweep and also do the washing. While doing all this Riya said to Rahul, "How hard mother has to work to keep our house looking so good"

"I know", said Rahul, "We have been selfish by not helping her. Let us try to help her everyday."

"What a good idea", said Riya. "Let's do it!"

They started thinking of some duties they could do daily and decided to do them with a smile without being told to do so.

When the mother recovered, she was surprised to find Riya and Rahul helping her with the washing, making the beds, laying the table and keeping the house clean.



You can also help your mother in various ways and also help her in segregating the trash of your home into biodegradable and non-biodegradable waste which should be put in separate bins.

Try these too!

1. Keep your room and your classroom neat and tidy.
2. Visit blind schools, old age homes and orphanage with your parents. Donate your things and bring a smile on their faces. Take a picture with them smiling and show to the teacher and friends.
3. Discuss the importance of trees with your parents. Check how important they are in our lives and what can we do to save them? Try to follow 3R's-Recycle, Reduce, Reuse. Share with your friends.





4. Students in groups may be given duty to keep furniture in order and dust free/take care of black board/bulletin board.



Indicators:

- ☆ Understanding the importance of nature.
- ☆ Developing the habit of sharing.
- ☆ Solving the problem by applying acquired knowledge.
- ☆ Becoming aware about self and surrounding environment.
- ☆ Practicing responsible social behaviour in caring for the environment.

ACTIVITY-9: GROWING UP IS FUN

Learning Outcomes:

The students will be able to

- ☆ Learn the art of balancing.
- ☆ Develop gross and fine motor skills.
- ☆ Enhance their social and observation skills.
- ☆ Explore the ways in which safety can be observed





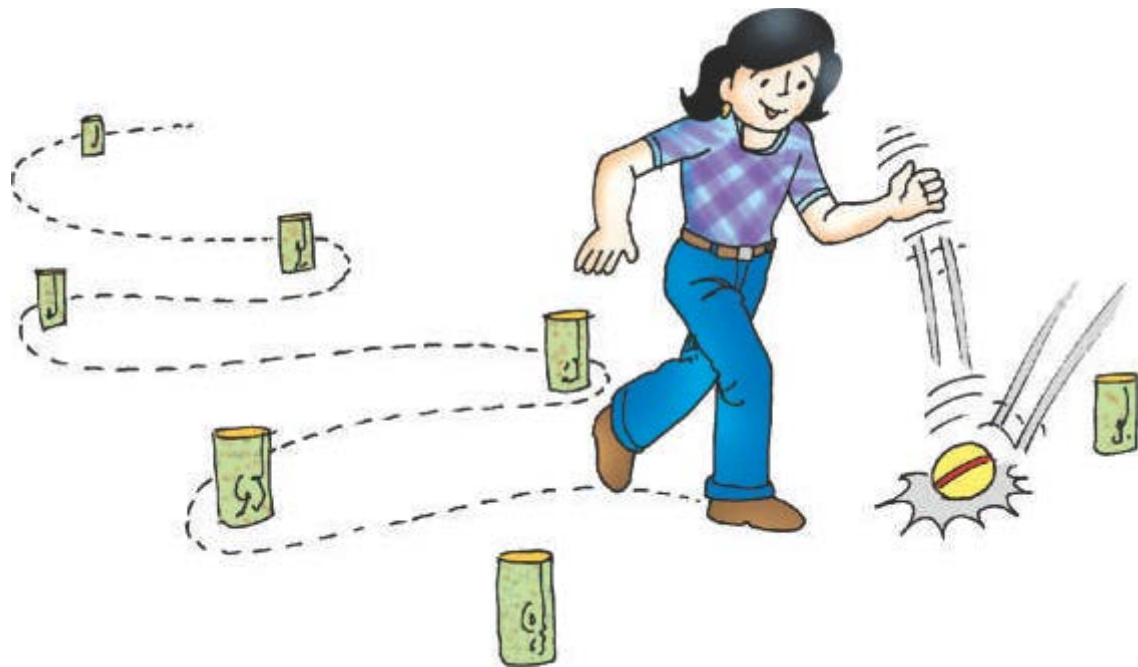
Description:

1. In the evening go to play in a play ground near your house. List the different kinds of games other children are playing. List your favourite games. How many players are needed to play the game? Share it in the class.
2. Draw a straight line on the floor and one by one walk on it with your friends. Do the same exercise with one leg. When were you more stable or less and why?
Play hopscotch with your friend. Try and see how long you can balance on one leg. Share your experience with your classmates.

Try these too!

1. Play throw and catch with your friends. Find out how far can you throw a ball? Kick the ball with your leg. Try throwing or kicking it as far as you can. In the games period show what you have practiced.
2. Play hurdle and relay race with your friends. Try to coordinate with your friend in relay race.
3. Can you crawl under a small table and do the drop, cover and hold drill when the 'earthquake siren' is sounded. Discuss it with your teacher.
4. Try to walk in straight line and be disciplined without pushing or pulling your friends while practicing for the fire drill.
5. Try speaking some tongue twisters very fast. Who could repeat it without making a mistake? Share it in the class.
6. Play the 'Let's get mute' game with your friends and try to lip read them while playing the game.





Indicators:

- ☆ Applying physical and mental strength for solving a problem.
- ☆ Working individually and with others.
- ☆ Playing in a group with sportsman spirit.
- ☆ Demonstrating disciplinary behaviour.

ACTIVITY-10: FUN WITH MAGICAL WORDS

Learning Outcomes:

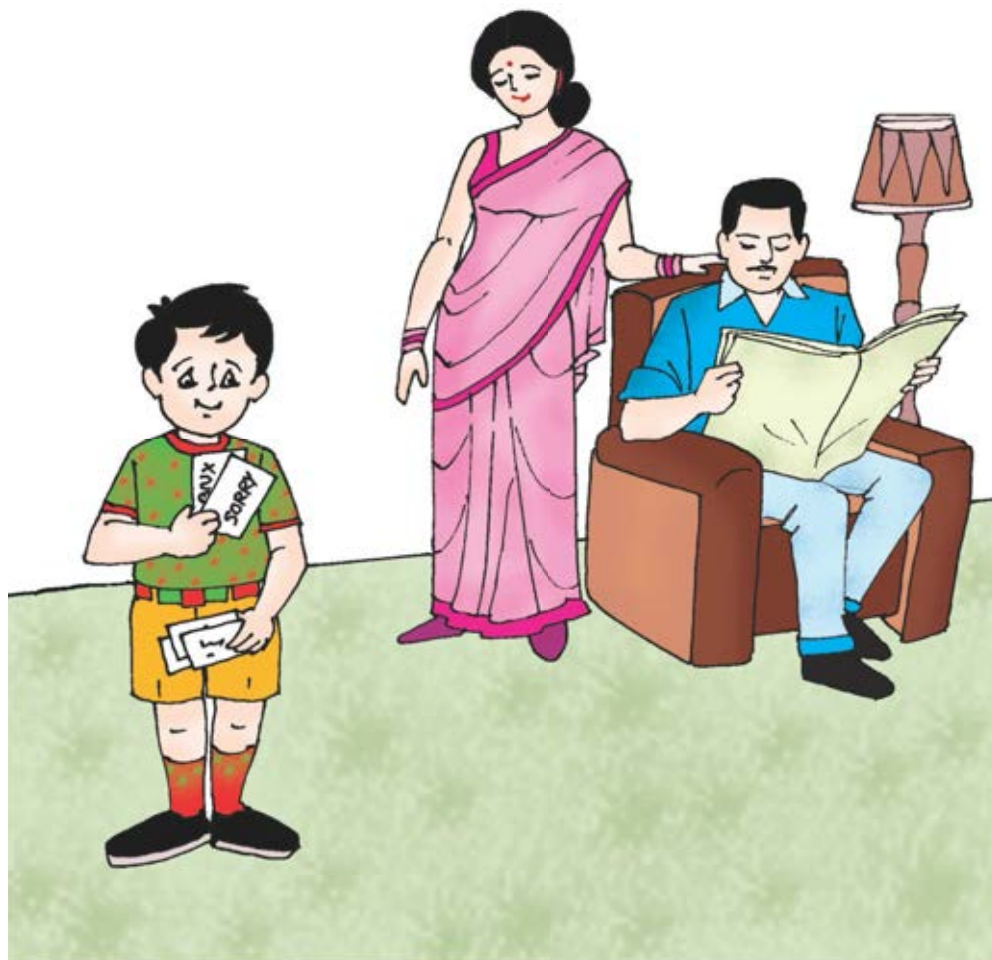
The students will be able to

- ☆ Demonstrate use of social language in interacting with others.
- ☆ Differentiate between politeness and being rude.
- ☆ Enhance their vocabulary.

Description: With the help of your parents make Hello, Thank you, Please, Sorry and Excuse me cards for your family/friends/domestic helper. Give a star to yourself on the card every time you use these words with them. At the end of the day count the number of stars received for your good deeds. The use of these words in your daily conversation will make you polite.

You can also put a score on each card. By the end of the week calculate the total points you have collected. Bring your score cards to school and discuss with friends.





Good manners cards remind children to wash their hands before and after meals, to chew their food properly, to keep their shoes in the rack, not to pick the nose etc.

Practice saying the following:

- ☆ If you hurt someone say..... SORRY
- ☆ When you ask for anything say..... MAY I
- ☆ If you need something say..... PLEASE
- ☆ If domestic helper gives you something say..... THANK YOU
- ☆ If you sneeze, cough or want somebody's attention say..... EXCUSE ME

Try these too!

1. Think about an occasion when somebody spoke to you rudely and you felt hurt.
2. Play table manners game with your family members while having dinner together. With the help of your parents, learn good manners while eating food yourself and dining with others. Share it with your class.





3. Decide a day to be celebrated as "Magic Day" in your house, where all the family members have to say 3 magical words - **Sorry, Please, Thank you** to each other as and when required. The one who speaks the maximum number of times can be given a prize.

Indicators:

- ☆ Understanding the meaning of politeness.
- ☆ Learning when to use polite words.
- ☆ Inculcating good manners.
- ☆ Developing social skills.

Rhyme Time:

Good Manners

*When my mother gives me something,
I Say "thank you".
When my ma'am praises me,
I say "thank you".
I can see it makes them happy
When I say it so politely
If I need to go to the washroom
I say "please".
If I need something
I say "please".
I can see it makes them happy
When I say it so politely
If I spill my food
I say "I am sorry".
When I hurt someone
I say "I am sorry".
I can see it makes you happy
When I say it so politely.
If I bump into someone
I say "excuse me".
If I need to interrupt
I say "excuse me".
I can see it makes people happy
When I say it so politely
Yes, good manners mean to always
say "thank you" "please" "I am sorry" "excuse me"!*



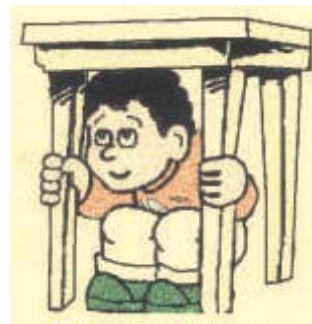


ACTIVITY-11: BE SAFE - BE HAPPY

Learning Outcomes:

The students will be able to

- ☆ Prevent mishaps.
- ☆ Use problem solving skills to determine possible safety solutions.
- ☆ Inculcate the ability to avoid danger.
- ☆ Reduce the number of casualties.
- ☆ Express their doubts and insecurities.



Description:

Rhyme Time

*Many things can cause you harm,
 Please be careful where you put your arm.
 Keep in mind, sharp knives bring danger,
 Never take any thing from a stranger
 Playing ball on the busy street is bad,
 If you get hurt, Your mom will be sad.
 Just remember, don't run down the stairs,
 It's not safe, to jump on the chairs.
 Be a safe kid, don't break a bone,
 Don't swim without grownups or alone.*

Try these too!

1. At home make a chart with the columns of safety problems, why it is unsafe and its solution. Now play a game with your friends. Compare and match the problems and solutions with each other.
2. Follow the signal - Prepare flash cards using red and green colours for the danger sign and safety sign respectively. Imagine any safe or unsafe situation and show the signal.
3. Dramatization - Pretend to be a police officer, fire fighter etc. and describe the importance of these helpers. Dramatize in front of your class.

Indicators:

- ☆ Recognizing the importance of safety rules.
- ☆ Using observation skills to reinforce safety rules.
- ☆ Identifying sources of risk and situations that might be dangerous.



- ☆ Promoting awareness.
- ☆ Demonstrating safety strategies to deal with inappropriate touches.

Let's sing a song:

*I know when I feel good and when I feel bad.
 I know when I am happy and I know when I am sad.
 I know when to say "Yes" and when to say "No".
 I know what to keep and what to throw.*

ACTIVITY-12: TIME TREASURE

Learning Outcomes:

The students will be able to

- ☆ Tell the time looking at the clock.
- ☆ Understand the importance of time.
- ☆ Enhance their artistic skills.
- ☆ Shape the creative corners of the brain.

Description: Try to manage your time after school. Make a chart with the help of your parents and fill in all the tasks, be it taking a nap at 4:00 p.m. Then put a check mark against each task after completing it. This teaches personal organizational skills and you learn to watch the clock. Show your chart to the teacher/classmates.

TIME IS VALUABLE

Rohan was a lazy boy. He never did anything on time. His mother always reminded him to be punctual and not to waste time but he never paid a heed to his mother's advice. One day, he came to know that he had won the first prize in a singing competition that was held the previous month. He was asked to collect the prize on the same day. Because of his bad habit, he didn't care and went to collect the prize the next day. But the prize became useless for him, as it was a ticket to a circus show, which was held the previous day. Rohan learnt a lesson from this incident and promised his mother that in future he will never waste time and postpone things.

Can your students recall a similar incident? Share in your class.

Try these too!

1. Make a list of assignments for Monday through Friday. After finishing each assignment, put a check mark next to it, as you complete them.
2. Design a 'Back-to-School Calendar', tracking important events, dates, assignments etc. and use it as a reminder tool. Share it with class.





3. Make an analog clock with a paper plate and make a list of activities to be done, followed by the time of beginning, rounding them to the nearest half hour. Show it to the classmates.

Indicators:

- ☆ Meeting the given deadlines.
- ☆ Sincerely doing their duties.
- ☆ Realizing the importance of time.
- ☆ Demonstrating the organizational skills.
- ☆ Reinforcing reading and creative skills.