

 **OSWAAL BOOKS**  
LEARNING MADE SIMPLE

# NCERT TEACHERS' & PARENTS' MANUAL

CLASS 1  
ENGLISH  
MARIGOLD

## HIGHLIGHTS

- STRICTLY BASED ON LATEST NCERT TEXTBOOK
- 6 EXPLORATORY LEARNING OBJECTIVES
- EFFECTIVE TEACHING TECHNIQUES
- LESSON PLAN FOR EACH CHAPTER

$$2+2=4$$





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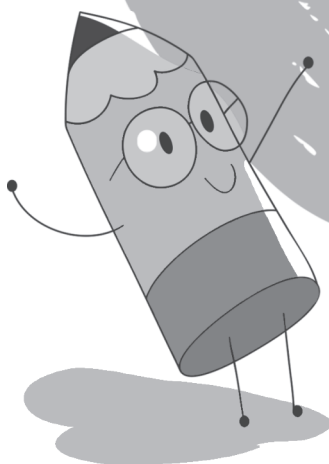


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CLASS 1

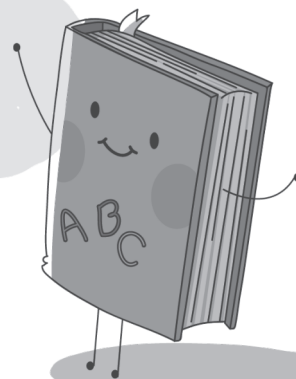
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## **NOTE TO TEACHERS AND PARENTS**

Children are naturally inquisitive and eager to explore and learn about the world around them. It is important for their guardians, both Parents and Teachers, to satisfy their queries, and that too, in such a way that the children are able to understand and comprehend the concepts as well as learn from them.

Also, there exists a gap in the level of information and knowledge provided to the children by the Parents vs. that provided by their Teachers. Discrepancies might also exist in the methodology(ies) through which the information and knowledge is relayed. This increases the possibility that the children might either not understand the concept clearly or become confused about the correct interpretation of the concepts.

With these objectives in mind, and to build connectivity between the teaching methodologies by Parents and Teachers, we at Oswaal Books, have come up with this Manual for Teachers and Parents. This Manual aims to aid the Teachers and Parents in simplifying the concepts studied by children as a part of their curriculum, so that they are better equipped to make the children understand the subjects, and also evaluate their measure of understanding and creativity.

### **The Manual covers :**

1. Exploratory Objectives
2. Learning and Understanding Aids
3. Lesson Plan for each Chapter
4. Effective Teaching Techniques
5. Propositions for Step-wise Learning and Building up of Concepts.

## UNDERSTANDING THE MANUAL USAGE

This Manual is divided into three broad categories :

1. **Short description** : It summarizes the contents and concepts of a given chapter.
2. **Self-explanatory teaching and learning objectives** providing explicit instructions to parents and teachers which include:
  - **Aim** : The objectives they need to keep in mind while making children learn
  - **Teacher's role** : The concepts that need to be taught
  - **Learning Resources** : The things that can be made use of to help children learn and understand
  - **Expected Outcome** : Children's accomplishments upon the completion of the topic
  - **Student Deliverables** : Children's activities through the process of learning
  - **Ask Students** : The activities to interest the children and to instill their imagination and creativity
3. **Tabulated and categorized information** to create and effectively execute the lesson plans

### Understanding the Lesson Plan

1. **Teacher's Initiative** : Tasks for teachers and parents to engage students (the 5 'E's; Engage, Explore, Explain, Elaborate, Evaluate).



2. **Students' Activities** : Tasks for students towards learning and understanding the topics.
3. **Assessment** : Aides to evaluating the children's responses and discerning their level of understanding and learning.

# UNDERSTANDING THE LEARNING PLAN

## Relevant Features :

- A. Aim of Study
- B. Teacher's Role
- C. Learning Resources
- D. Expected Outcome
- E. Student Deliverables
- F. Ask Students
- G. Step-wise tasks for Teachers and Students

**Unit 1**

## The Fish Tale

Theme : Large Numbers      Periods Allocation : 4-5 Period

**Short description :** The unit is about shapes and numbers.

- This is a thematic chapter which represents to the children the world of fish and fish workers through an integrated approach.

**Aim :** To make children understand large numbers and use them in day to day life.

**Teacher's Role :** To teach children about basic shapes.

- To teach them large numbers and use them in daily life.
- To help children to solve word problems based on large numbers.

**Learning Resources :** Oswaal worksheets with 'Mind Maps', Number cards, Place value chart, coloured papers, cardboard sheets, sketch pens. Charts and pictures of sea animals, fake currency.

**Expected outcome :** Children will have understanding of large numbers, shapes.

- They would be able to read and write large numbers.
- They will be able to solve word problems based on large numbers.
- They will have knowledge of shapes, estimation, speed, loans and numbers.

**Student Deliverables :** Children will draw figures (sea creatures) using different shapes.

- Will read and write large numbers.
- Will solve word problems based on large numbers.

**Ask Students :** When you think of fishes what shapes come to your mind ?

- How long is the biggest fish you can imagine ?
- About how many kilograms do you weigh ?

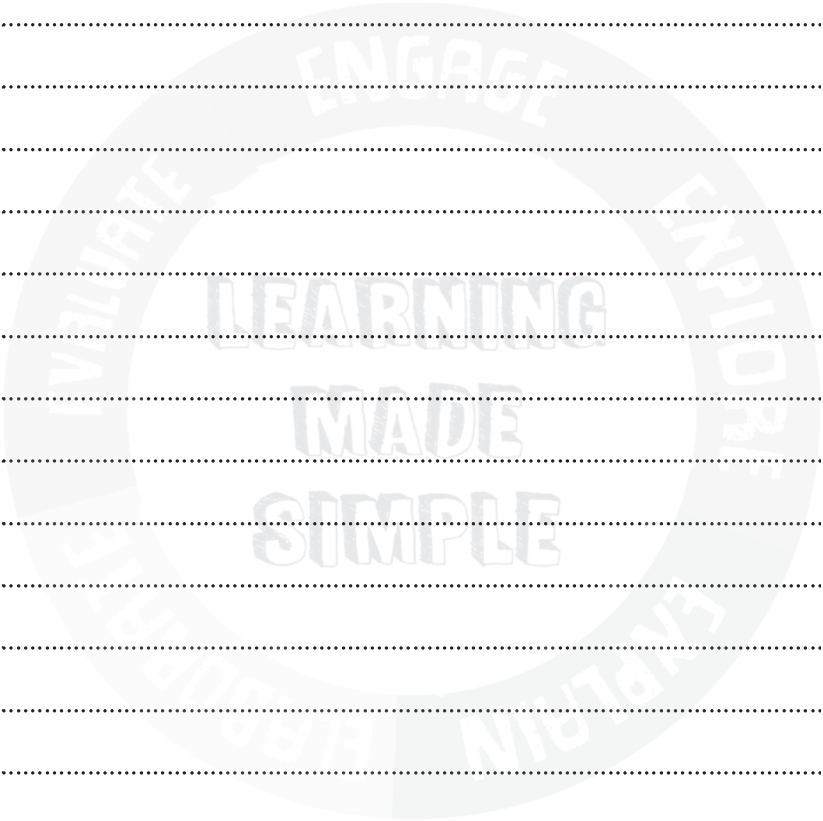
TEACHER'S INITIATIVE	STUDENTS' ACTIVITIES	ASSESSMENT
<b>ENGAGE :</b>		
<ul style="list-style-type: none"> <li>Teacher will ask children to draw a fish with the shape of a square and triangle.</li> <li>Teacher will ask questions about the length of fish and weight.</li> </ul>	<ul style="list-style-type: none"> <li>Students will draw fish.</li> <li>Will answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Check the shapes used.</li> <li>Check their responses.</li> </ul>
<b>EXPLORE :</b>		
<ul style="list-style-type: none"> <li>Discuss about sea animals, whale, shark in particular its length and weight in comparison to a 10 years old child's length and weight.</li> <li>Introduce the number system through number cards/Place value chart.</li> </ul>	<ul style="list-style-type: none"> <li>Will share their views.</li> <li>Will listen carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Check their responses.</li> </ul>

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EXPLAIN :		
<ul style="list-style-type: none"> <li>Help Children with the activity of making different types of coloured fish using paper and cardboard.</li> <li>Activity to recognize the sea animals with the help of charts, pictures.</li> <li>Explain large numbers further.</li> </ul>	<ul style="list-style-type: none"> <li>Will make different coloured fish.</li> <li>Will do activity.</li> <li>Will listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>Ensure everyone participate.</li> <li>Check responses.</li> </ul>
ELABORATE :		
<ul style="list-style-type: none"> <li>Help children complete their worksheets.</li> <li>Visit to a near by fish market/ lake where children can talk to fisher men and ask related questions like-sale, purchase, varieties of fish etc.</li> <li>Do an activity on sale-purchase with the help of fake currency.</li> </ul>	<ul style="list-style-type: none"> <li>Will solve worksheets.</li> <li>Will visit fish market and ask questions.</li> <li>Will do activity</li> </ul>	<ul style="list-style-type: none"> <li>Check their answers.</li> <li>Check responses.</li> </ul>
EVALUATE :		
<ul style="list-style-type: none"> <li>Teacher will ask questions based on large numbers.</li> <li>Speed and time calculation with battery operated toys can be done</li> </ul>	<ul style="list-style-type: none"> <li>Will answer questions.</li> <li>Will enjoy doing the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Check answers.</li> <li>Check their responses.</li> </ul>

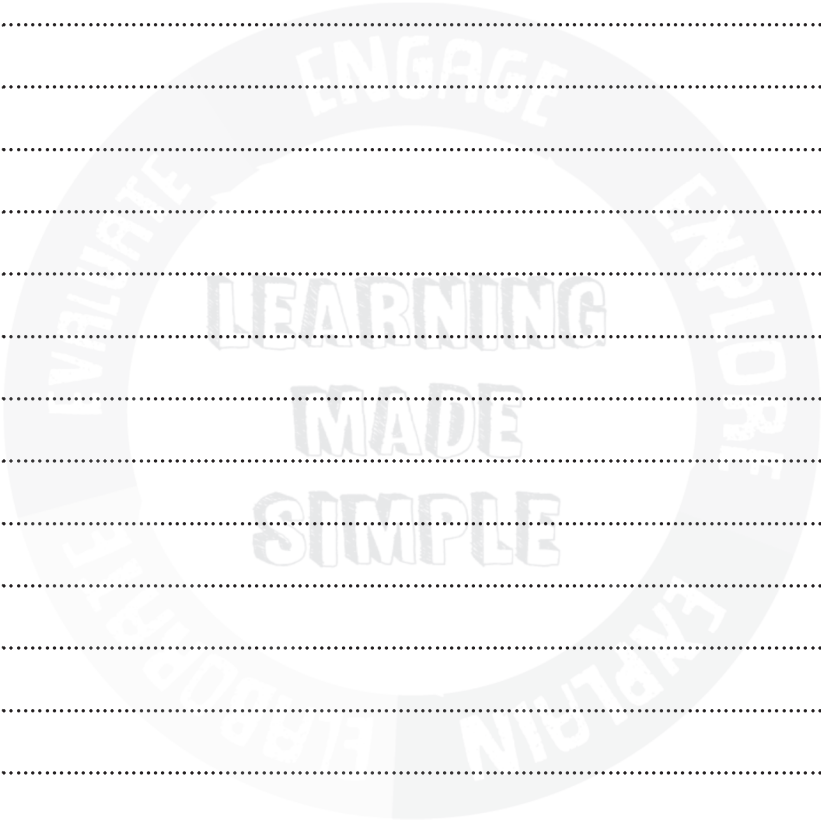
# WRITING NOTES

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# WRITING NOTES

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# A Happy Child, Three Little Pigs

Theme : House

Periods Allocation : 17

## Short description :

- The first unit is about introducing the child to a process of learning following the concept from near to far. Allow them to talk and help them to express their thoughts. As you introduce the text (both the poem and the story), encourage all the children to participate.

**Aim :** To introduce the child to the process of learning and to build familiarity with language.

## Teacher's Role :

- To create warm environment to learn.
- To recite the poem and read the story with clear speech and correct voice modulation.
- To help children to perform activities.
- To motivate them to participate in all activities.

**Learning resources :** Oswaal Worksheets, colours, pencil, eraser, pictures of animals in magazine, straws, brick pieces, sticks, cutout sheets of animals, pictures of family members.

## Expected outcome :

- Children's listening skills will be enhanced.
- Their reading skills will be enhanced.
- Their writing skills will be enhanced.
- Their vocabulary will be enhanced.
- Their conversation skills will be enhanced.

## Student Deliverables :

- Children will draw and colour.
- Children will trace the numbers and dotted lines.
- They will cut and paste animals pictures.
- They will join the dots from 1 to 10.
- They will classify the animals into farm, jungle and water animals.

## Ask students :

- Name any two trees.
- What fruit do they give ?
- Name two animals who live in water.

TEACHER'S INITIATIVE	STUDENT'S ACTIVITIES	ASSESSMENT
ENGAGE:		
<ul style="list-style-type: none"> <li>• Prepare smilies cutouts from charts paper, distribute them to the students and ask them to draw different kind of facial expressions showing emotions.</li> <li>• Ask them to join the dots on pg 11 of text book.</li> </ul>	<ul style="list-style-type: none"> <li>• Will draw facial expressions showing emotions on smilies.</li> <li>• Will join the dots and complete the figure of the house.</li> </ul>	<ul style="list-style-type: none"> <li>• Check activity.</li> <li>• Check activity.</li> </ul>

EXPLORE:		
<ul style="list-style-type: none"> <li>Recite the poem with clear pronunciation and voice modulation.</li> <li>Read the story with correct voice modulation and enact to make it interesting.</li> <li>Ask questions based on the poem and story.</li> <li><b>Singing Song Activity :</b> 'Old MacDonald' (student will recall the names of domestic animals).</li> <li><b>Segregation on Activity :</b> students will be divided into two groups and they will be given two cutout sheets of animals. The teacher will help to cut the pictures in it and take out wild and domestic animals separately. The team who does it quickly will win.</li> </ul>	<ul style="list-style-type: none"> <li>Will listen carefully and recite.</li> <li>Will listen carefully and repeat.</li> <li>Will answer.</li> </ul>	<ul style="list-style-type: none"> <li>Check pronunciation.</li> <li>Ensure everyone speaks.</li> <li>Check responses.</li> </ul>
EXPLAIN		
<ul style="list-style-type: none"> <li>Explain them and help them to complete book's exercises and worksheets.</li> <li>Discuss about trees, why do they need saving, what do they give us etc.</li> <li>Discuss about animals and their babies (refer pg 7 of text book).</li> <li>Discuss who is good ? who is bad ? in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Will solve exercises and worksheets.</li> <li>Will share their views.</li> <li>Will converse.</li> <li>Will share their views.</li> </ul>	<ul style="list-style-type: none"> <li>Check worksheets.</li> <li>Check responses.</li> <li>Check responses.</li> <li>Check responses.</li> </ul>
ELABORATE		
<ul style="list-style-type: none"> <li>Talk about strength of different building materials and make them outline the different kinds of hut on which real straw, sticks, and pieces of bricks can be pasted.</li> <li>Help them make family tree by pasting pictures of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Will make outlines of huts with real material.</li> <li>Will paste pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Check activity.</li> <li>Supervise it.</li> </ul>
EVALUATE		
<ul style="list-style-type: none"> <li>Act out the story of 'The wolf and three pigs'.</li> </ul>	<ul style="list-style-type: none"> <li>Will enact the story.</li> </ul>	<ul style="list-style-type: none"> <li>Check responses.</li> </ul>

# ANSWERS

## Chapter : 1

### WORKSHEET-1

- (a) boy (b) girl
- (a) fill red colour (b) child will colour  
(c) fill green (d) fill yellow
- (a) Child will do with the help of teacher.  
(b) Child will do with the help of teacher.
- Child will do with the help of teacher.
- Child will do it with the help of teacher.
- Child will do it.

### WORKSHEET-2

- Child will do with the help of teacher.
- (a) can pan fan  
(b) pen ten hen  
(c) hat cat mat
- Child will do.

- (a) large (b) small (c) hop  
(d) sick (e) stone
- (a) Houses (b) Trees (c) Cars  
(d) Days (e) Boys

### WORKSHEET-3

- Students do this activity themselves.
- Students do this activity themselves.
- Child will do with the help of teacher.

### WORKSHEET-4

- Child will do it.
- (a) The happy child laughed and played the whole day long.  
(b) The tree gave shade to the child.
- (a) Red (b) Happy (c) Tree

## Chapter : 2

### WORKSHEET-1

- (a) There were three pigs.  
(b) The wolf said that he will huff and puff and he will blow their houses down.
- (a) The wolf was bad.  
(b) My house is made of bricks.  
(c) A big bad wolf came to Sonu's house.
- (a) three (b) wolf (c) red bricks
- (a) pig (b) wolf

### WORKSHEET-2

- (a) One (b) Two (c) Three  
(d) Four (e) Five (f) Six  
yellow
- Child will colour the picture
- Farm animals** : Hen, Dog, Horse, Buffalo, Cow.  
**Water animals** : Crocodile, Frog.  
**Jungle** : Bear, Giraffe, Monkey, Rhinoceros.

**After a Bath :****The Bubble, the straw and the Shoe\_\_\_\_\_**

Theme : Body Parts and Float and Sink

Periods Allocation : 16

**Short description :**

- Unit 2 develops the concept of personal hygiene and different body parts. It builds the foundation of science behind the concept of Float and sink.

**Aim :** To teach children the importance of personal hygiene and to build the concept of Float and sink.

**Teacher's Role :**

- To provide various opportunities to learn.
- To recite the poem and read the story with proper voice modulation.
- To help children perform various activities.

**Learning Resources :** Oswaal worksheets, colours, stone, feather, marbles, pencil, ribbon, paper etc.

**Expected outcome :**

- Student's language and conversational skills will be enhanced.
- They will know the importance of personal hygiene.
- They will have knowledge of body parts.
- They will have knowledge of things which float and sink.

**Student Deliverables :**

- Students will recite the poem and read the story.
- They will draw and colour.
- They will trace alphabets and numbers.
- They will perform various activities such as 'Float and sink', 'Making Bubbles' etc.

**Ask Students :**

- Do you like to have a bath ? Say why.
- How do you dry yourself ?
- How do animals dry themselves ?
- What do you wear on your feet ?
- How do you make bubbles ?

TEACHER'S INITIATIVE	STUDENT'S ACTIVITIES	ASSESSMENT
ENGAGE		
<ul style="list-style-type: none"> <li>• Teacher will enact and recite the poem with voice modulation and clear pronunciation.</li> <li>• Teacher will read the story with voice modulation and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Will enact and recite after teacher.</li> <li>• Will read after teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Check their pronunciation.</li> <li>• Check pronunciation.</li> </ul>
EXPLORE		
<ul style="list-style-type: none"> <li>• Ask questions based on poem and story.</li> <li>• Let them complete the activities to draw, trace the path of flowers in the poem and trace the journey of a tadpole in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Will answer.</li> <li>• Will draw and trace.</li> </ul>	<ul style="list-style-type: none"> <li>• Check responses.</li> <li>• Check drawings.</li> </ul>

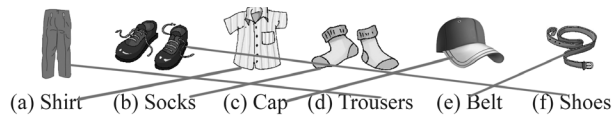
EXPLAIN		
<ul style="list-style-type: none"> <li>• Explain why taking bath is important.</li> <li>• Discuss what animals do to dry themselves.</li> <li>• Discuss what things float and what things sink.</li> <li>• Do the activity of making bubbles using straw and soap water.</li> </ul>	<ul style="list-style-type: none"> <li>• Will share their views.</li> <li>• Will share their views.</li> <li>• Will make bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>• Check pronunciation</li> <li>• Check responses.</li> <li>• Check responses.</li> </ul>
ELABORATE		
<ul style="list-style-type: none"> <li>• Make them practice worksheets.</li> <li>• Show them "Flash cards" on body parts and ask questions based on them.</li> <li>• Ask them to talk about themselves.</li> <li>• Short talk by teacher on 'saving water'. This will sensitize students and enhance their interest in public speaking.</li> <li>• Do the activity of 'Float and Sink' with things like marbles, pebbles, feather, leaves, ribbon stone, paper etc. in a tub full of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Will solve worksheets.</li> <li>• Will answer.</li> <li>• Will converse.</li> <li>• Will listen carefully and share their views.</li> <li>• Will perform activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure everyone's worksheet is completed.</li> <li>• Check responses.</li> <li>• Check pronunciation.</li> <li>• Supervise the activity.</li> </ul>
EVALUATE		
<ul style="list-style-type: none"> <li>• Name the three friends.</li> <li>• What did they want to do ?</li> <li>• Keep few things like stone, paper, pencil etc. in front of children and ask which will float or sink.</li> </ul>	<ul style="list-style-type: none"> <li>• Will answer.</li> <li>• Will answer.</li> <li>• Will answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Check their responses.</li> <li>• Check answers.</li> </ul>

# ANSWERS

## Chapter : 3

### WORKSHEET-1

- (a) Yes, I like to have a bath because it keeps me clean.  
(b) Yes, I can bathe myself.  
(c) I dry myself with a towel.  
(d) Yes, I have seen a dog drying itself.
- (a) bath (b) try, try, try  
(c) wipe (d) dry, dry, dry
- Hang the wet towel to dry.
- 



- (a) me (b) am (c) my  
(d) He (e) in (f) is  
(g) it (h) so
- (a) wet (b) hard  
(c) give (d) night

### WORKSHEET-2

- (a) Needle Thread  
(b) Bat Ball  
(c) Socks Shoes  
(d) Shirt Shorts

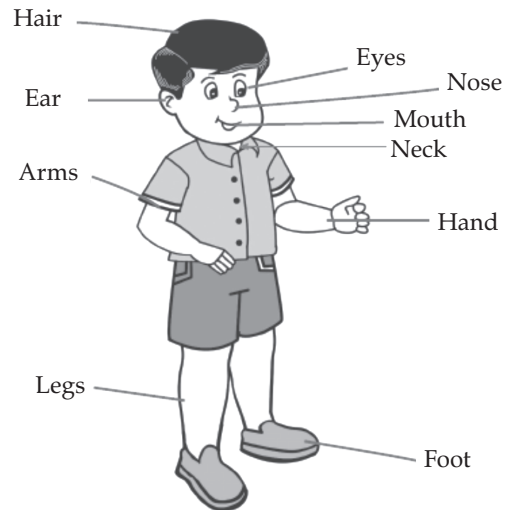
### WORKSHEET-1

- (a) Bubble, Straw and Shoe.  
(b) They went into a forest.  
(c) They wanted to cross the river.
- (a) I blow into a straw in soap water.  
(b) I wear shoes on my feet.  
(c) I would cross a river with a boat.
- (a) stretched (b) jumped  
(c) shook, shook, burst
- (a) Straw (b) Shoe  
(c) Shoe (d) Shoe
- Child will do.

- (e) Bowl Spoon
- The child will do.
  - (a) Th that this  
(b) Sk skirt skin  
(c) Sh shoe shop  
(d) Ch chin chick
  - The child will do.

### WORKSHEET-3

- Child will do with the help of teacher.
- 



## Chapter : 4

### WORKSHEET-1

- (a) Bubble, Straw and Shoe.  
(b) They went into a forest.  
(c) They wanted to cross the river.
- (a) I blow into a straw in soap water.  
(b) I wear shoes on my feet.  
(c) I would cross a river with a boat.
- (a) stretched (b) jumped  
(c) shook, shook, burst
- (a) Straw (b) Shoe  
(c) Shoe (d) Shoe
- Child will do.

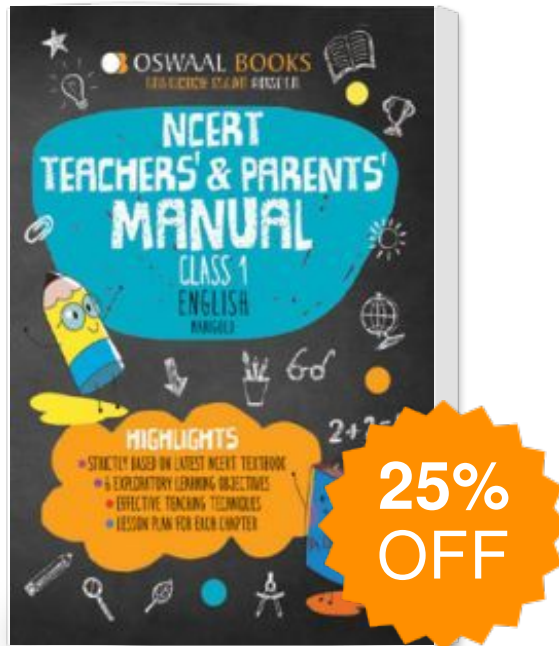
### WORKSHEET-2

- (a) 7 (b) 8 (c) 9 (d) 10
- Objects that will float :  
Ribbon Feather Leaf  
Stick Paper Straw  
Objects that will Sink :  
Marble Stone Shoes Spoon
- (a) well (b) pond  
(c) river (d) ocean

### WORKSHEET-3

- Child will do it.
- Child will do it with the help of the teacher.

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