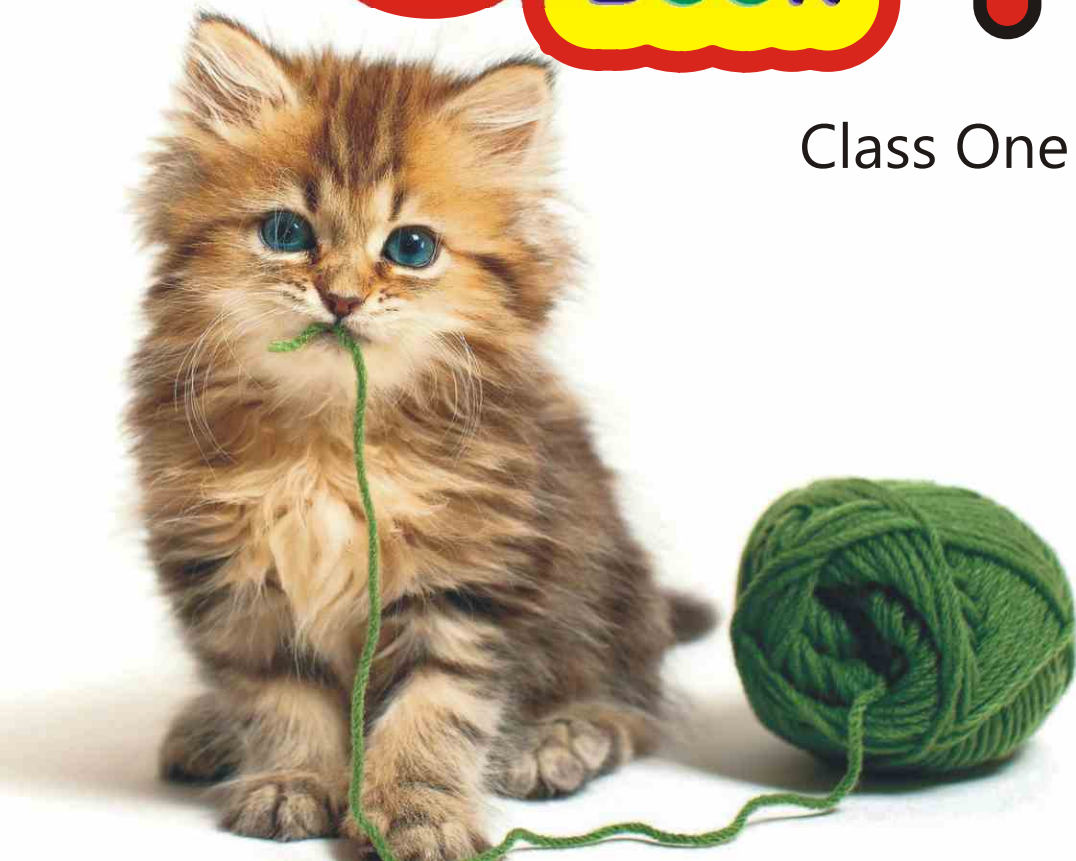




My English Book 1

Class One



SINDH TEXTBOOK BOARD, JAMSHORO.

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Introduction

*Skills: Listening
Speaking*



Assalam-u-Alaikum.

**My name is Imran.
I am your teacher.**

Waa'laikum Assalam.

**My name is Bachal.
I am your student.**



Waa'laikum Assalam.

**My name is Seerat.
I am your student.**



Note For Teachers:

- Ask the students to introduce themselves one by one.

Greetings

*Skills: Listening
Speaking*

Teacher

Children



Good morning



Good morning



Good afternoon

Good afternoon



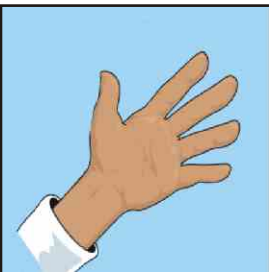
Good evening

Good evening



Good night

Good night



Goodbye

Goodbye



Note For Teachers:

- Tell the students that these greetings can be used in every situation and ask them to greet their friends, class fellows, parents and other people using these greetings.
- Give the students more practice by using different role play activities.

Initial letters and their sounds.

*Skills: Listening
Speaking*

A



apple



ant



airplane

B



book



balloon



butterfly

C



car



cow



cat

D



doll



dog



drum



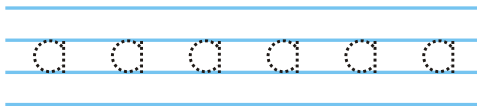
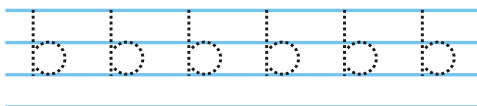
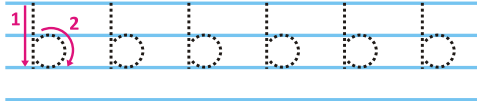
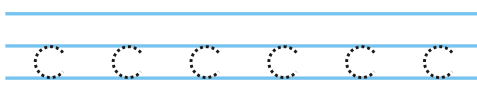
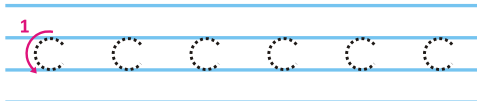
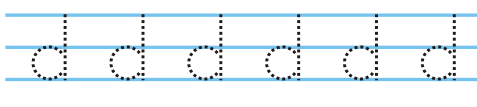
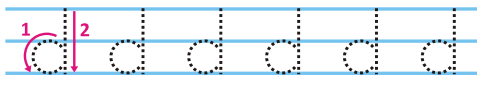
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- Help the children to repeat after you at least three times.

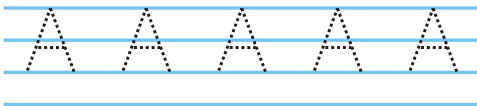
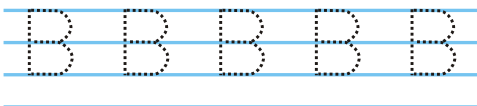
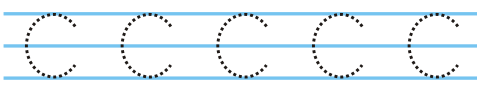
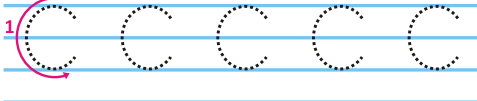
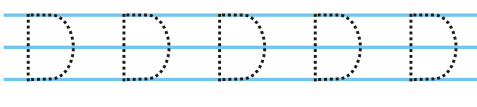
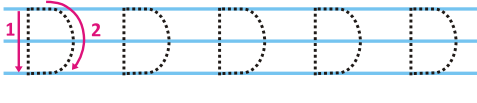
Trace the patterns.

Skill: Writing

Small

a**b****c****d**

Capital

A**B****C****D****Note For Teachers:**

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.

*Skills: Listening
Speaking*

E



eagle

e



egg



eye

F



fish

f

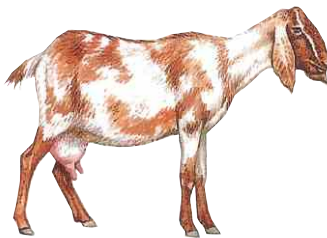


fan



sun flower

G



goat

g



glass



gate

H



hen

h



horse



hat



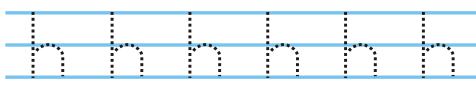
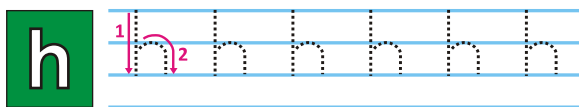
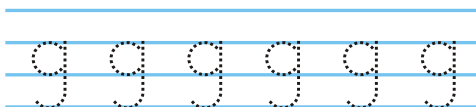
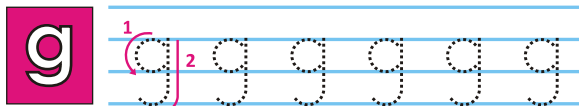
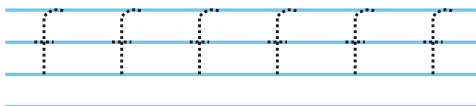
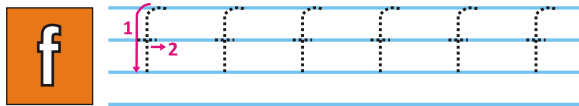
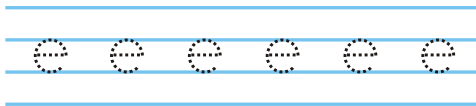
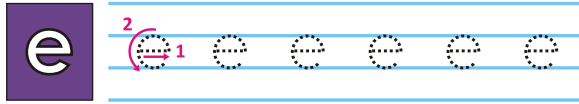
Note For Teachers:

- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

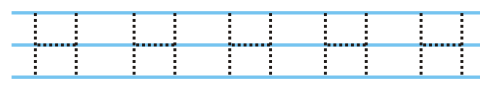
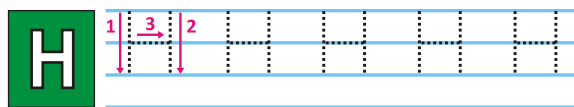
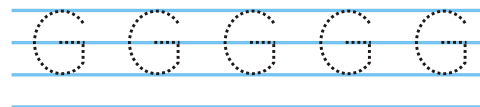
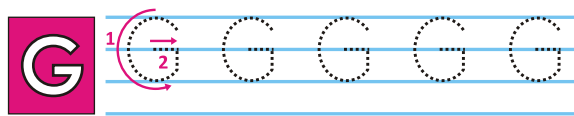
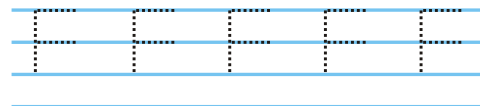
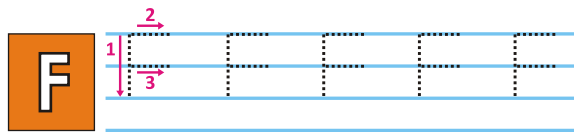
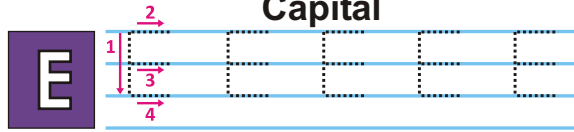
Trace the patterns.

Skill: Writing

Small



Capital

**Note For Teachers:**

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.

*Skills: Listening
Speaking*

I



inkpot



iron



ice-cream

i

J



jacket



jug



jeep

j

K



Kitten



key



kettle

k

L



lock



lion



leaf

l



Note For Teachers:

- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Trace the patterns.

Skill: Writing

Small

i

i i i i i i

i i i i i i

Capital

I

I I I I I

I I I I I

j

j j j j j j

j j j j j j

J

J J J J J

J J J J J

k

k k k k k k

k k k k k k

K

K K K K K

K K K K K

l

l l l l l l

l l l l l l

L

L L L L L

L L L L L



Note For Teachers:

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.

*Skills: Listening
Speaking*

M



mango

m



mug



monkey

N

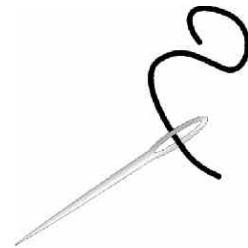


nest

n



net



needle

O

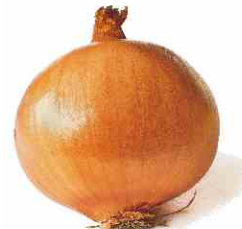


ox

o

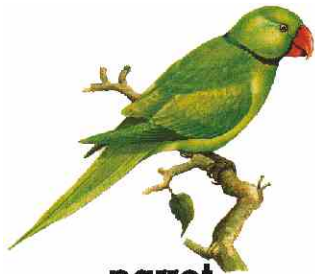


orange



onion

P



parrot

p



pencil



pen



Note For Teachers:

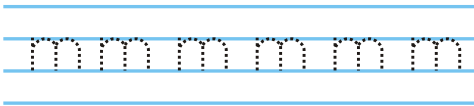
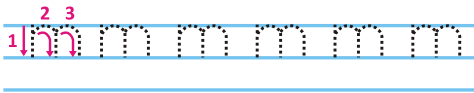
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Trace the patterns.

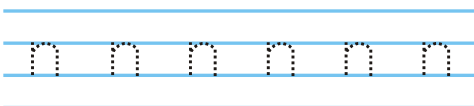
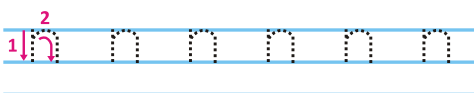
Skill: Writing

Small

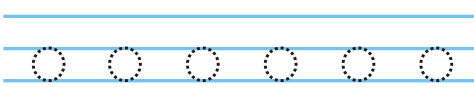
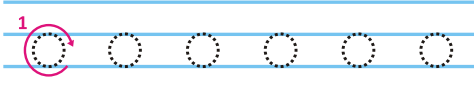
m



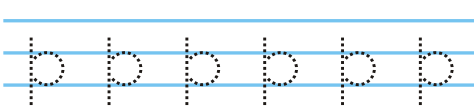
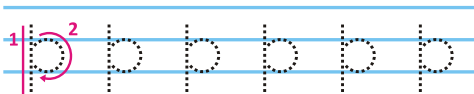
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o

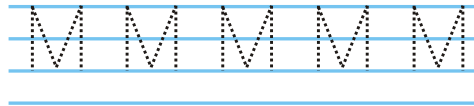


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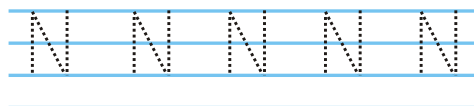
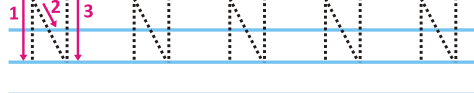


Capital

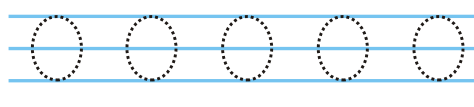
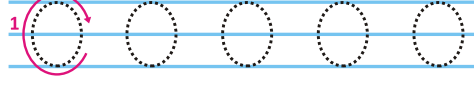
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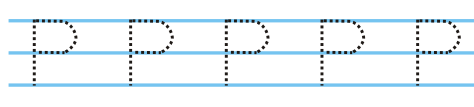
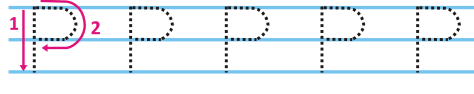
N



O



P

**Note For Teachers:**

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.

*Skills: Listening
Speaking*

Q



queue

q



quilt



queen

R



ring

r



rabbit



radio

S



snake

s



star



soap

T



tree

t



train



telephone



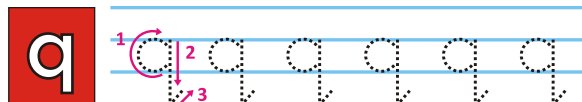
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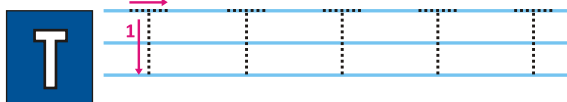
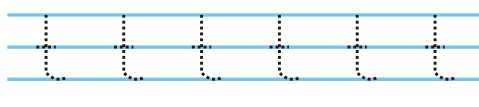
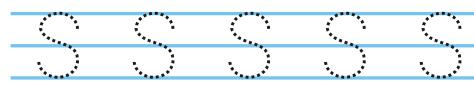
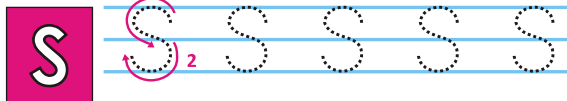
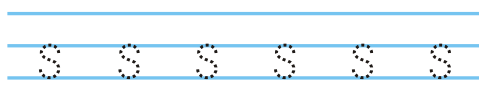
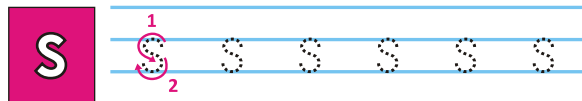
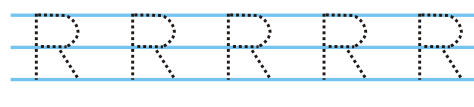
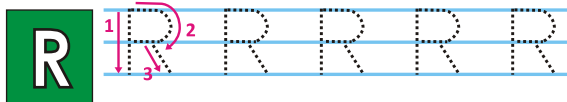
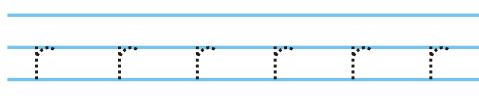
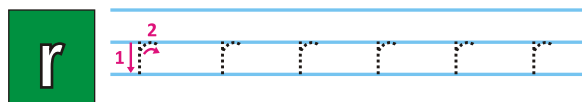
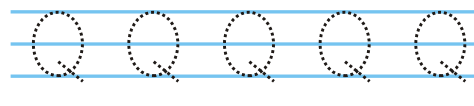
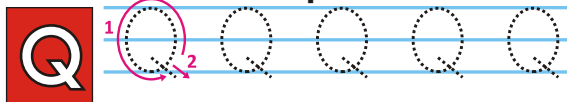
Trace the patterns.

Skill: Writing

Small



Capital

**Note For Teachers:**

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.

*Skills: Listening
Speaking*

U



umbrella

u



umpire



urn

V



van

v



vase



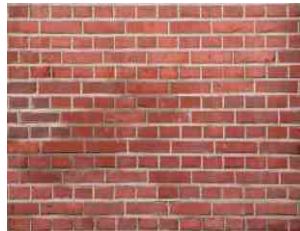
vest

W

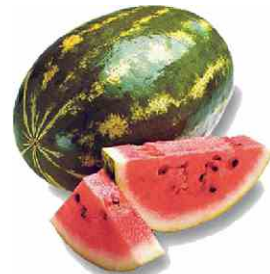


well

w



wall



water-melon

X



x-ray

x



box



fox



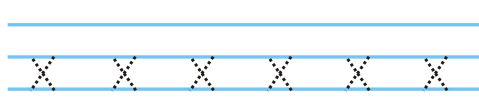
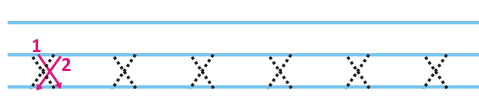
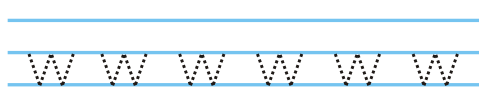
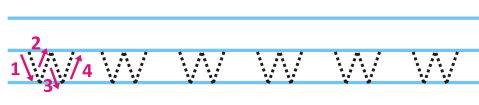
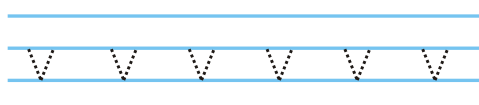
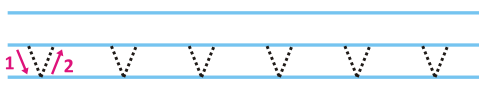
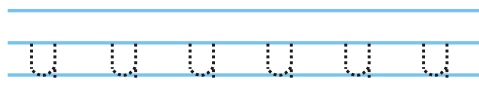
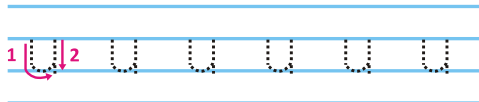
Note For Teachers:

- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

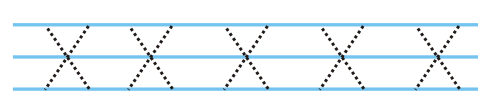
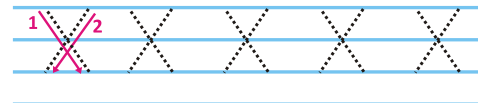
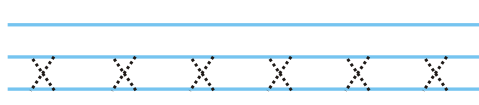
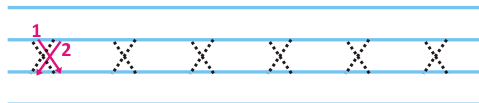
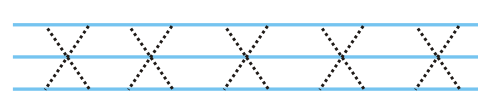
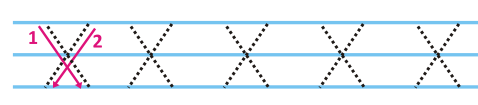
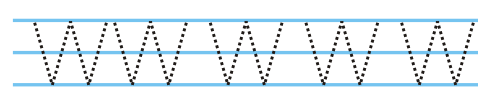
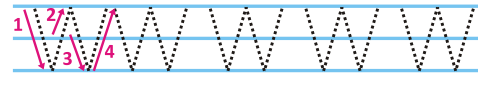
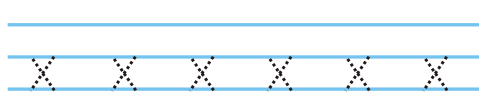
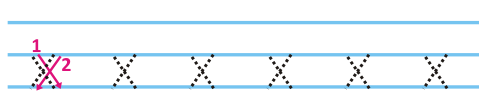
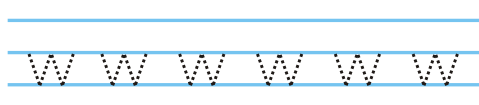
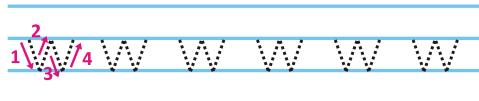
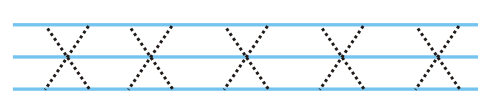
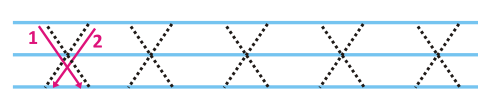
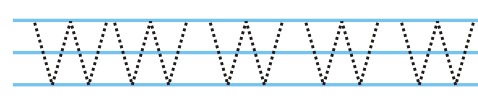
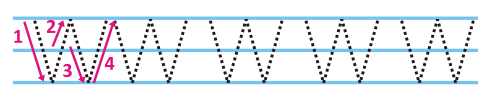
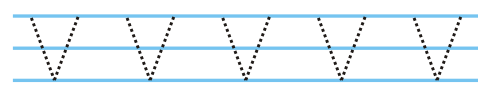
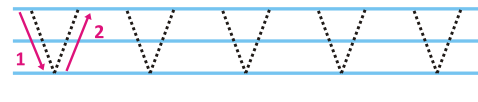
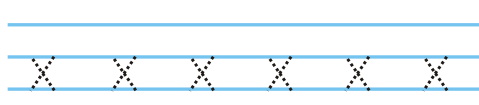
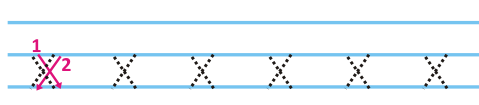
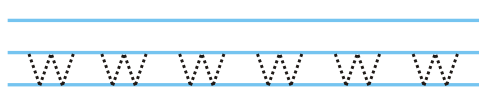
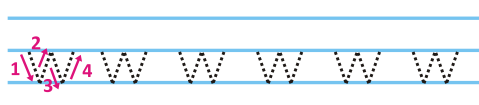
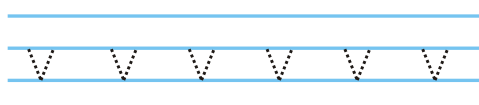
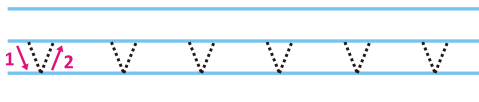
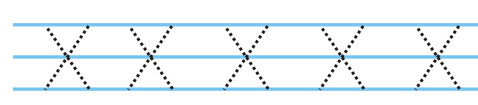
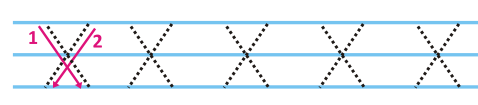
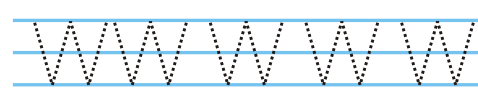
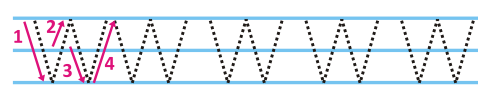
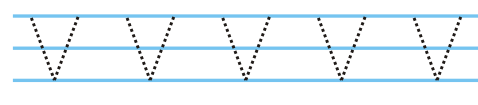
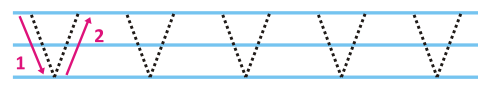
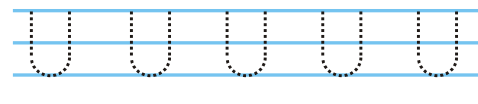
Trace the patterns.

Skill: Writing

Small



Capital

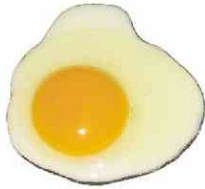
**Note For Teachers:**

- Ask the students to practice each pattern in their copies.

Initial letters and their sounds.
Trace the patterns.

*Skills: Listening
Speaking
Writing*

Y



yolk



Yacht



yellow

y

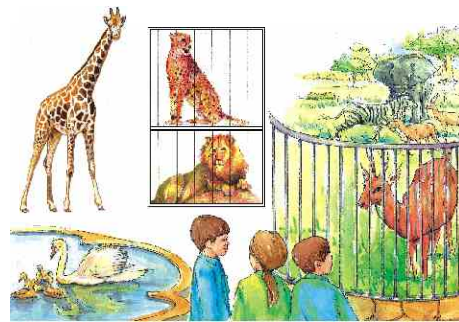
Z



zebra



zip

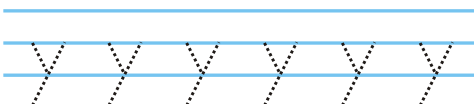
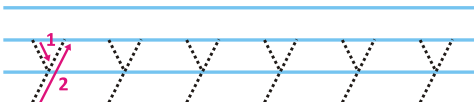


zoo

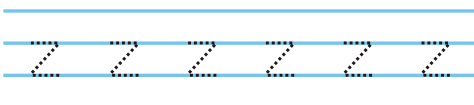
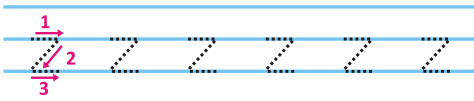
z

Small

y

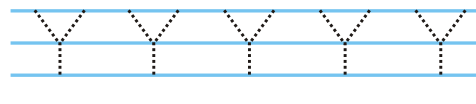
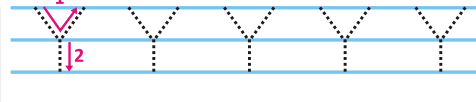


z

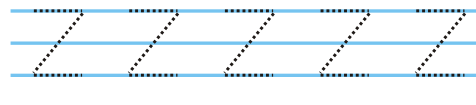


Capital

Y



Z



Note For Teachers:



- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.
- Ask the students to practice each pattern in their notebooks.

Alphabet

Look and say.

Small letters



Note For Teachers:

- Write the letters on the blackboard, and drill the names.
- Tell students that small and capital letters have the same sound but they are different in shapes and sizes.

Look and say.

Capital letters



Note For Teachers:

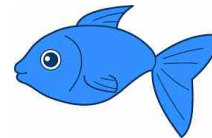
- Write the letters on the blackboard, and drill the names.
- Tell students that small and capital letters have the same sound but they are different in shapes and sizes.

Beginning Sounds

Look at the picture and write the beginning sound.
The first one is done for you.



b

**Note For Teachers:**

- Tell the students to name the objects and say the beginning sounds.
- Ask them to write the beginning sound in the box.

Beginning Sounds

Match the letters with beginning sounds of the pictures.
The first one is done for you.

a



b



c



d



e



f

**Note For Teachers:**

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Match the letters with beginning sounds of the pictures.

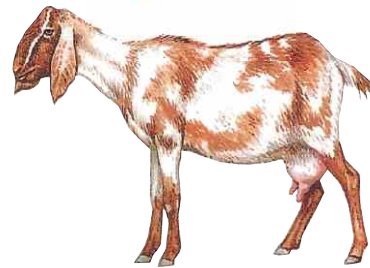
g



h



i



j



k



l



Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Match the letters with beginning sounds of the pictures.

m



n



o



p



q



r



Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Match the letters with beginning sounds of the pictures.

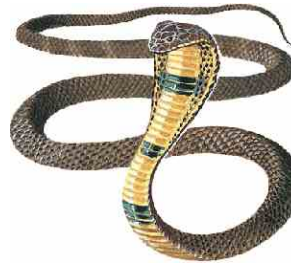
S



t



u



v



W



Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Match the letters with beginning sounds of the pictures.

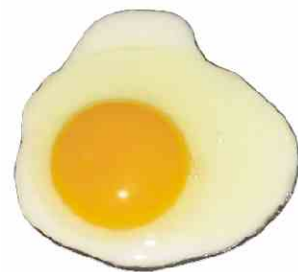
X



y



Z



Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Ending Sounds

Look at the picture and write the ending sound.
The first one is done for you.



t






























Note For Teachers:

- Tell the students to name the objects and say the Ending sounds.
- Ask them to write the Ending sound in the box.

Look at the pictures and read



monkey



zebra



lion



bear



elephant



horse



deer



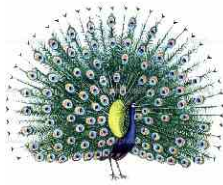
giraffe



camel



parrot



peacock



duck



owl



ostrich



sparrow



Note For Teachers:

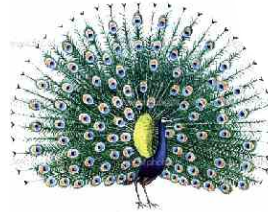
- Show the pictures of the common animals and birds to students to name them.
- Write the English names on the blackboard. Teach the students to read the names.

Unit:5.2

Activity (a): Match the pictures with names.



lion



parrot



elephant



ostrich



horse



peacock



zebra



duck



bear



sparrow

Activity (b): Write the names of the birds and animals you like.

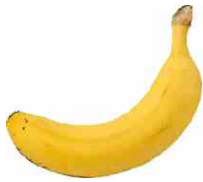
Birds: _____

Animals: _____

Fruits and Vegetables

Look at the picture and read the words.

FRUITS



banana



apple



grapes



guava



mango



water-melon

VEGETABLES



peas



onion



cauliflower



tomato



carrot



brinjal



Note For Teachers:

- Introduce fruits and vegetables with the help of real objects or flash cards.

Activity (a): Match the pictures with the names.

Fruits



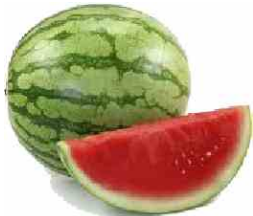
apple



watermelon



mango



grapes



guava

Vegetables



cauliflower



carrot



onion



brinjal



peas

Activity (b): Write the names of the fruits and vegetables you like.

Fruits: _____

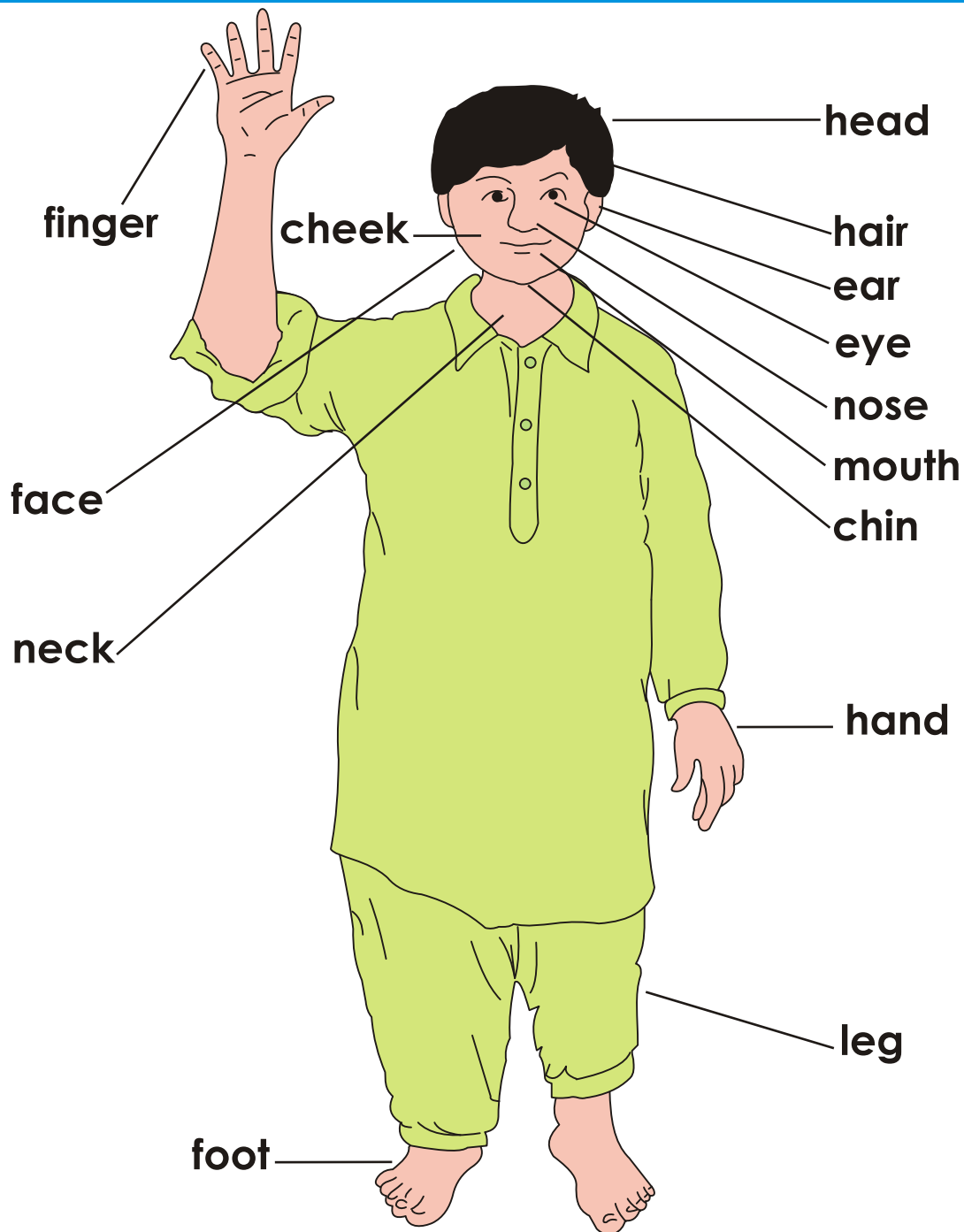
Vegetables: _____



Note For Teachers:

- Encourage students to do the activities on their own.

Parts of Body



Note For Teachers:

- Help the student to identify parts of body.
- Use total physical response and ask students answer

Vowels and Consonants

Vowels:

a) Read the following letters and circle the red letters.

Ⓐ 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

b) The red letters above are called 'vowels'.
Write the vowels in the space below.

c) Circle vowels in the following words.

Example: bot



cat



egg



pin



cot



bun



Note For Teachers:

- Tell the students that in English Alphabet a-e-i-o-u are vowels and the rest of the letters are consonants.

Consonants

Consonants:

All the letters except vowels are consonants.

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

a) Read the above consonants from the box and write them in the space below.

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

b) Circle the consonants in the following words.

Example: eat

ink egg cup ox car



Note For Teachers:

- Tell the students that in English Alphabet 'a-e-i-o-u' are vowels and the rest of the letters are 'consonants'.

'a' and 'an'

We use 'an' before the words starting with a vowel sound.

Examples:

an apple



an egg



an inkpot



an orange



an umbrella



Activity: Write 'an' in the blank and read.

_____ ant



_____ elbow



_____ igloo



_____ ox



_____ urn



Note For Teachers:

- Tell the students to use 'a' before a singular noun (object) which starts with a **consonant** sound and 'an' before a singular noun which starts with a **vowel** sound.

'a' and 'an'

We use 'a' before the words starting with a consonant sound.

Examples:

a bag



a cat



a doll



a car



a ball



(a) Write 'a' in the blank space and read.

_____ dog



_____ fish



_____ girl



_____ hut



_____ jug



Note For Teachers:

- Tell the students to use 'a' before a singular noun (object) which starts with a **consonant** sound and 'an' before a singular noun which starts with a **vowel** sound.

'a' and 'an'

(b) Write 'a' or 'an' in the space. Read and match the word. The first one is done for you.

an ant

_____ bus

_____ book

_____ car

_____ elephant

_____ inkpot

_____ octopus

_____ pen

_____ umbrella

_____ zebra



Note For Teachers:

- Tell the students to use 'a' before a singular noun (object) which starts with a **consonant** sound and 'an' before a singular noun which starts with a **vowel** sound.

This is... - That is...

Read and say.

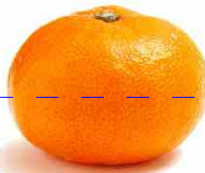
This is a pen. _____



That is a pen. _____



This is an orange. _____



That is an orange. _____



This is a tree. _____



That is a tree. _____



This is an ant. _____

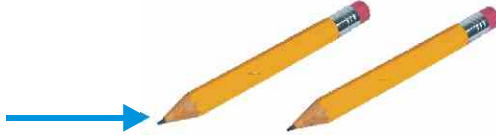
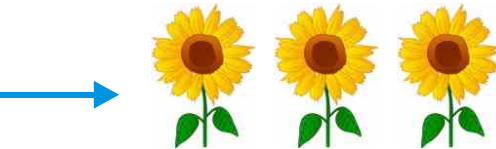
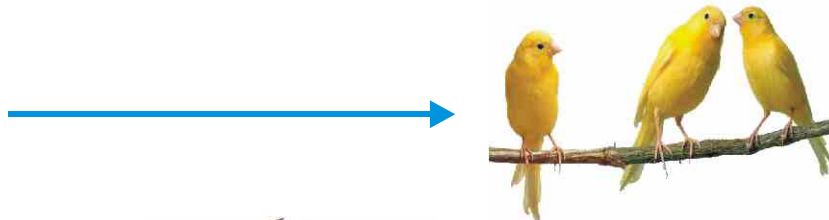
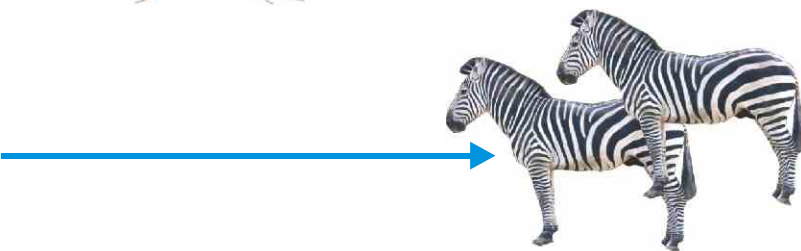


That is an ant. _____



Note For Teachers:

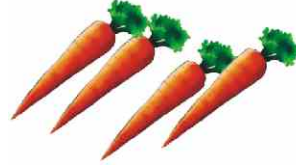
- Point to the things which are near and say: This is _____.
- Point to the things which are far and say: That is _____.

Read and say**These are pencils.****Those are cars.****These are flowers.****Those are birds.****These are ants.****Those are zebras.****Note For Teachers:**

- Point to the things which are near and say: These are _____.
- Point to the things which are far and say: Those are _____.
- Tell children to show more than one thing in their bags or on their desks and say:
 - These are _____.
 - Tell Children to point to distant things and say: Those are _____.
 - We add 's' at the end of some singular nouns to make them plurals.

(a) Look at the pictures and fill in the blanks.
Write **These** and **Those**. The first one is done for you.

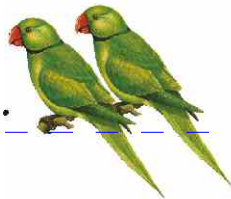
Those are carrots.



These are cats.



_____ are parrots.



_____ are cars.



_____ are pens.



_____ glasses.



(b) Read and write.

This is/These are

This is a book.



These are pens.



_____ a car.



_____ glasses.



_____ a chair.



_____ girls.



That is/Those are

That is a monkey.



Those are birds.



_____ a mug.



_____ parrots.



_____ a jug.



_____ boys.



Note For Teachers:

- Let the children read the sentences and help them to fill in the blanks.

Numbers

1



one

2



two

3



three

4



four

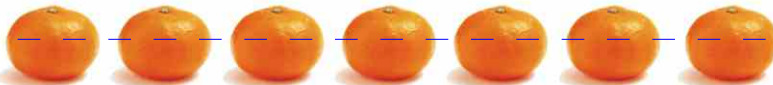
5



five

**Note For Teachers:**

- Introduce number and help students to practice counting with the help of objects present in the classroom.

6**six****7****seven****8****eight****9****nine****10****ten**

Numbers

Activity: Write the numbers in words.
The first one is done for you.

1

one

2

3

4

5

6

7

8

9

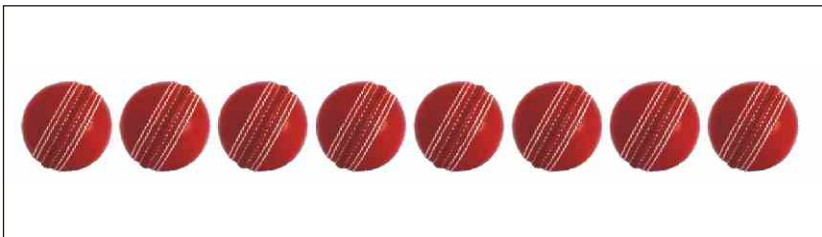
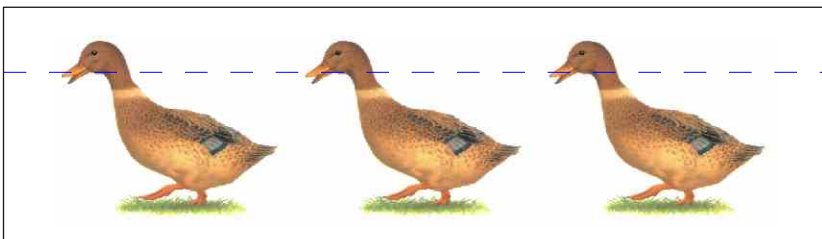
10

Numbers

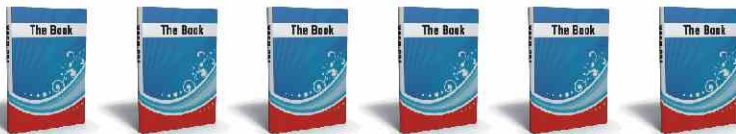
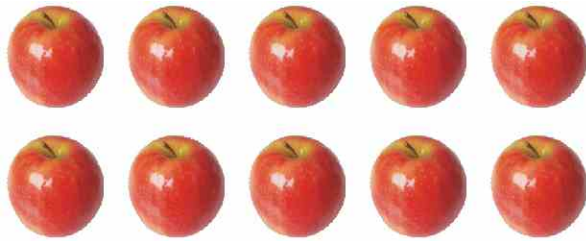
Count and write: The first one is done for you.



two



Numbers



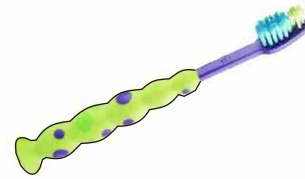
Sounds 'sh'

'sh' sound as in

fish



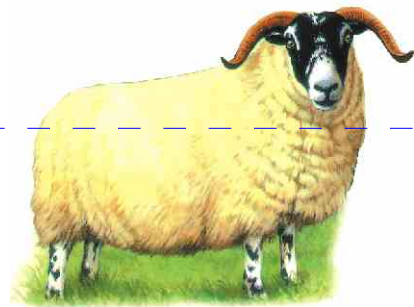
brush



ship



sheep



Write 'sh' in the space below. Match words with pictures.

___ip



___oes



bru___



fi___



___eep



Note For Teachers:

- Teach students 'sh' sound.

Sounds 'ch'

'ch' sound as in

chair



torch



watch



bench

chin



Write 'ch' in the space below. Match the words with pictures.

____in



ben____



____air



tor ____



Note For Teachers:

- Teach students 'ch' sound.

Unit:14.1

Short and Long Vowel "OO" Sounds

'oo' sound as in.

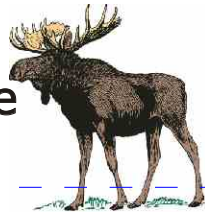
book



cook



moose



noon



Write 'oo' in the spaces below, match the words with picture and read out. The first one is done for you.

hook



b _ _ t



f _ _ t



t _ _ th



m _ _ n



Note For Teachers:

- Teach the students short 'oo' sound as in 'book'. Long 'oo' sound as in 'moon', shoot, hoot,' etc.

Colours

The grass is green.

The sky is blue.

Everything is colourful.

Read the names of these colours.



red



purple



blue



orange



yellow



brown



green



black



pink



grey



Activity (a): Colour the given boxes and write the names of the colours under each box.

(b) Write: My favourite colour is _____.



Note For Teachers:

- Ask the children to recognize the colours and repeat them.
- Teach the names of the colours. Show different coloured things and ask the name of the things and their colour.

Traffic Lights

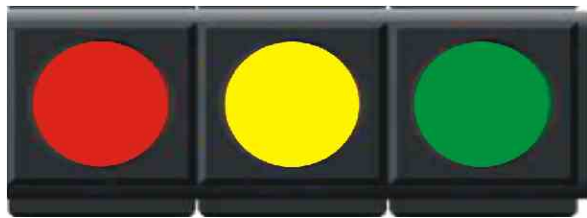
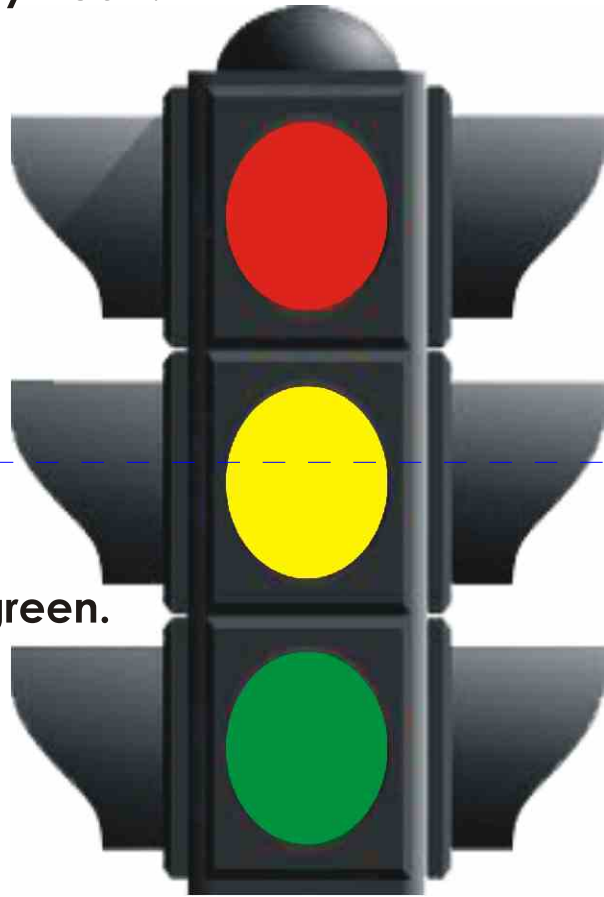
Read the poem and learn it by heart.

Red light, red light,
What do you say?
I say stop, stop right away.

Yellow light, yellow light,
What do you say?
I say wait, till the light turns green.

Green light, green light,
What do you say?
I say go, and go right away.

Thank you, thank you,
Red, yellow, green,
Now I know what traffic lights mean.

**Note For Teachers:**

- Ask students to recite the poem and enjoy it, by using body language (TPR).

Traffic Signs

Read and recognize.



crossing



parking



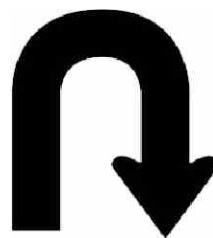
no parking



no horn



hospital



u-turn



bridge crossing



dust bin



drive slow



Note For Teachers:

- Show the pictures of the common traffic signs and symbols to the students. Ask them to read and remember the traffic signs.

Action Words

Look and say.



read



play



write



think



eat



walk



stand



sit



laugh

Describing words

Read and repeat the following:

a red rose



a fat man



a thin girl



a small rat



an old man



a tall boy



a big elephant



a new bicycle

Professions

People have different professions.



Farmer



Carpenter



Doctor



Teacher



Driver



Nurse

Describe these people

a) Who is a farmer?

A person who works in a field or in a farm.

b) Who is a carpenter?

A person who makes things from wood like table, door etc.

c) Who is a doctor?

A person who treats sick people.



Note for Teacher:

- Tell the students about different professions and ask them to play the role of different professions.
- Use pre-reading strategy to ask question about profession.

Professions

- d) **Who is a teacher?**
A person who teaches
- e) **Who is a driver?**
A person who drives
- f) **Who is a nurse?**
A person who looks after the sick.

Activity: Match the words with the pictures.

Teacher

Doctor

Carpenter

Driver

Nurse

Farmer



Capital letters

Use capital letters in the beginning.

Names of People

Read these names.

Sara

Aziz

Ali

Maria

Nadeem

Names of persons always begin with capital letters.

Activity(a): Tick (✓) the names that are written correctly.

fahim

qayoom

tufail

yahya

shafiq

Activity(b): Write all the above names correctly.

Activity: (c) Write your name and of your two friends.

1..... (My name)

2..... (My friends name)

3..... (My friends name)



Note for Teachers:

- Give student more practice of writing names of persons beginning with capital letters.
- Ask students to write their family name in notebooks.

Read and learn it by heart.

One, two, buckle my shoe

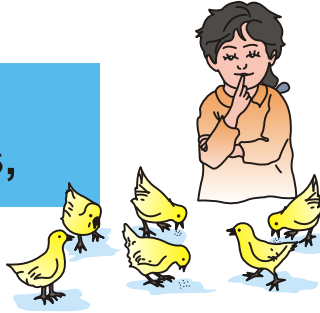
One, two,
Buckle my shoe,



Three, four,
Shut the door,



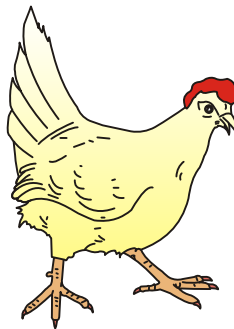
Five, six,
Count the chicks,



Seven, eight,
Open the gate,



Nine, ten,
A big fat hen.

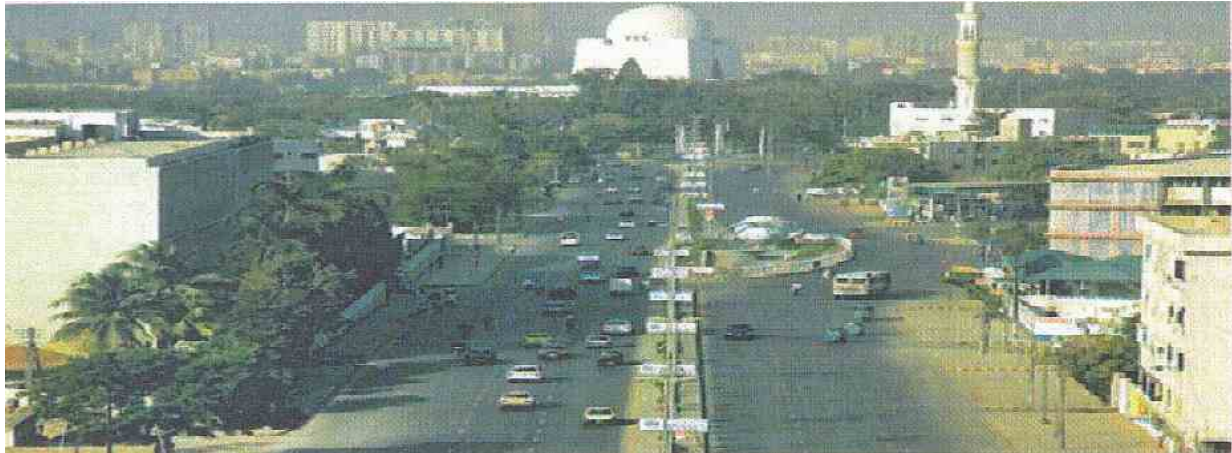


Note for Teachers:

- Ask students to recite the poem and enjoy it and use body language (TPR).

Ahmed and his friends

My name is Ahmed. I live at M.A Jinnah Road. My friend Rafiq lives at Rani Street. Our city is Karachi. It is the biggest city of Pakistan. My friend and I play cricket on Saturday. We go to Hill Park on Sunday.



Activity (a)

Write all the names beginning with capital letters.

Activity (b) Match the correct answer by drawing lines.

- | | |
|-----------------------------------|------------------|
| a) Rafiq lives at | Karachi |
| b) Ahmed lives at | cricket |
| c) They live in | Hill Park |
| d) On Saturday they play | Pakistan. |
| e) Karachi is the biggest city of | M.A Jinnah Road. |
| f) On Sunday they go to | Rani Street. |













Note for Teachers:











- Read the story to the students with correct pronunciation and ask them repeat it with you.
- Help the students to complete the exercise orally and then tell them to write it.

Singular and Plural

How many?

Singular One		Plural Two or more (plural with 's' sounds)
cup		cups 
cat		cats 
shirt		shirts 
rabbit		rabbits 
duck		ducks 

How many?

Singular One		Plural Two or more (plural with 's' sounds)
boy		boys 
girl		girls 
bag		bags 
eye		eyes 
ear		ears 



Note for Teachers:

- Teach the students to add 's' at the end of each singular noun to make it plural.
- Teach the students the difference between 's' and 'z' sounds.

There is a silver fish,
She lives in a dish,
She jumps into a pail,
And falls on its tail.



Activity(a): Write the rhyming words.

1. fish

2. pail

Activity(b): Complete these lines.

1. There is a fish

2. She in a dish

3. She jumps into a

4. And on its tail.

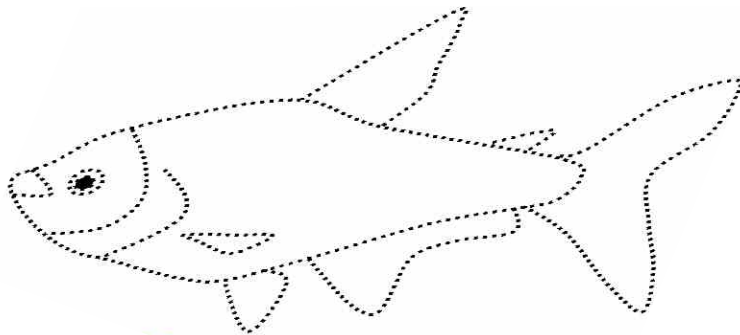


Activity(c): Write the things that the golden fish does.

1. She.....

2. She.....

Trace and colour the fish.



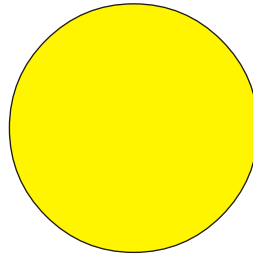
Shapes

*Skill: Reading
Writing*

What is this?

It is round like a ball _____,
with no end at all _____,

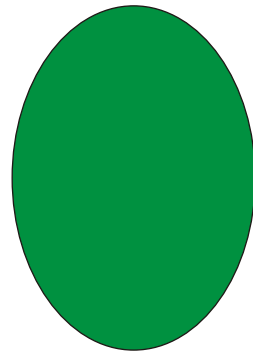
It is a circle.



What is this?

It looks like an egg,
a bit less round,
a bit more long,

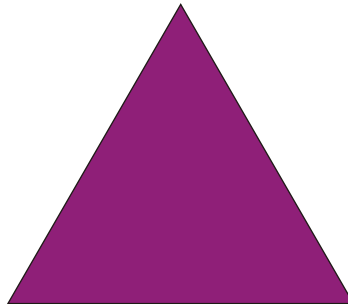
It is oval.



What is this?

It looks like a cap,
It looks like an ice-cone,
It has three sides,
narrow up, wide down,

It is a triangle.



What is this?

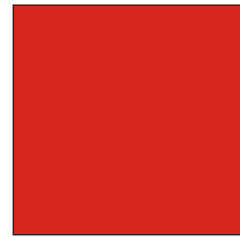
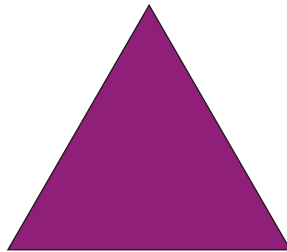
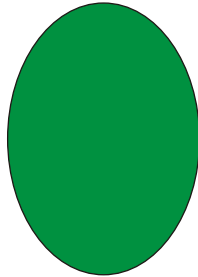
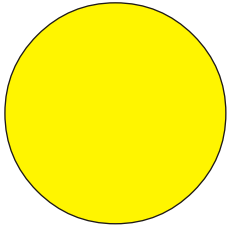
It looks like a cube
with all four sides,
Equal and plain,
It is easy to explain,
It is a square.



Note for Teachers:

- Give students more practice and ask them to draw shapes by reciting poem.

Activity(a): Say the names of the shapes.



Activity (b): Fill in the blanks.

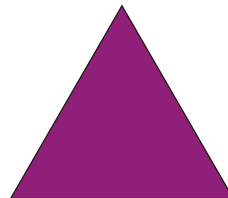
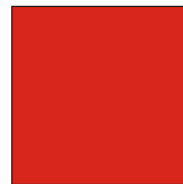
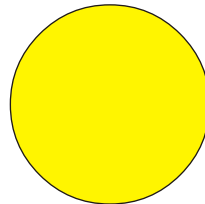
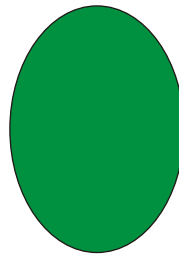
Tri_____

C_____

S_____

O_____

Activity (c): Match the objects with the shapes.



My Country

My country is Pakistan.

I am a Pakistani.

My country is green.

It has many fields.

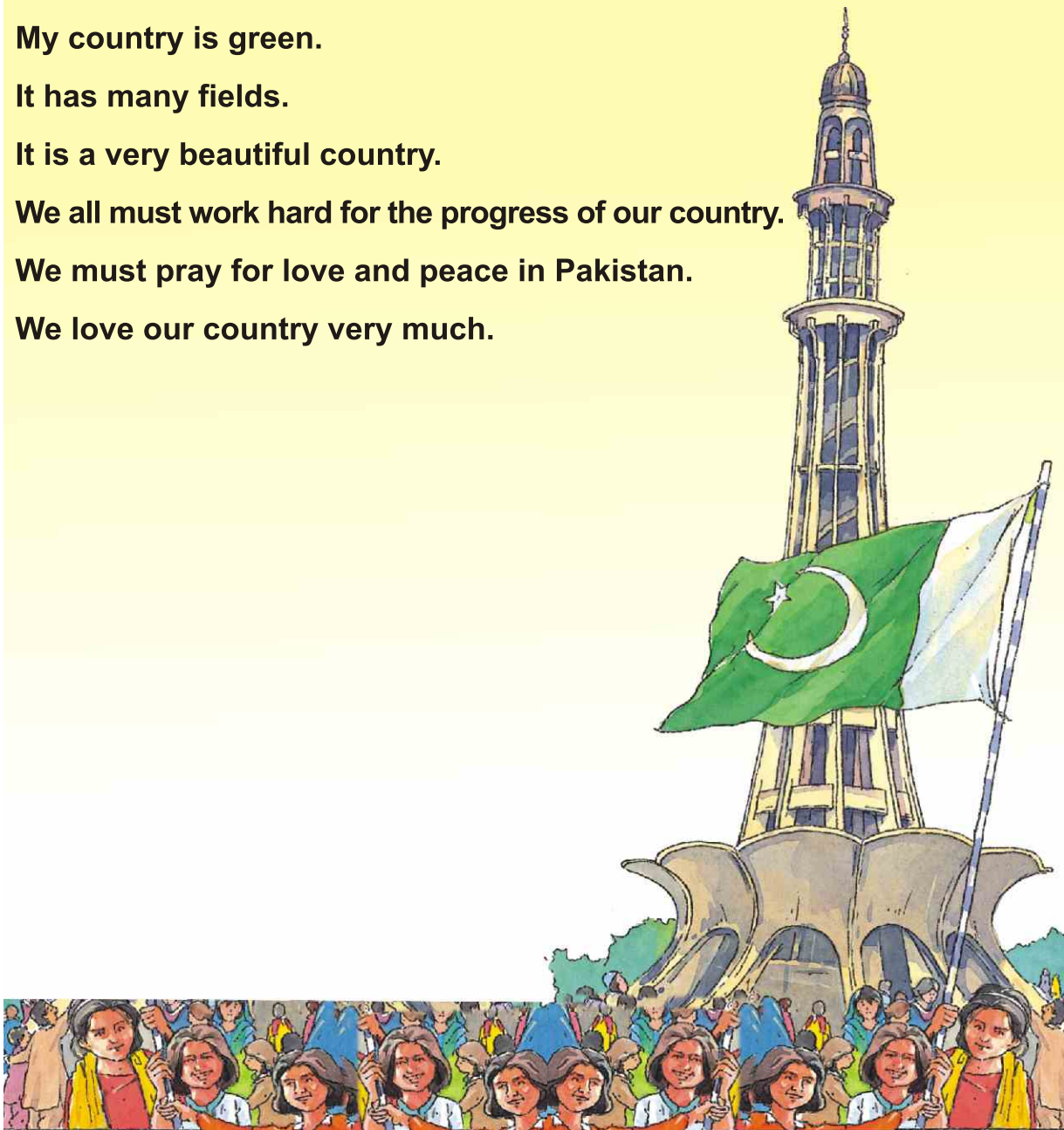
It is a very beautiful country.

We all must work hard for the progress of our country.

We must pray for love and peace in Pakistan.

We love our country very much.

*Skill: Reading
Writing*



Note for Teachers:

- Tell the students about patriotism.

Activity (a): Fill in the blanks with the correct words given in the list.

beautiful Pakistan fields Pakistani

1. My country is
2. It has many
3. It is a very country.
4. I am a

Activity (b): Circle Yes / No

The first one is done for you.

- | | | |
|---|--------------------------------------|--------------------------|
| 1. The name of this unit is My Country. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2. My country is Pakistan. | <input type="radio"/> Yes | <input type="radio"/> No |
| 3. Pakistan has few fields. | <input type="radio"/> Yes | <input type="radio"/> No |
| 4. We love our country very much. | <input type="radio"/> Yes | <input type="radio"/> No |
| 5. Pakistan is green. | <input type="radio"/> Yes | <input type="radio"/> No |



Activity (c): Write any 5 sentences that you like about Pakistan.



1 _____

2 _____

3 _____

4 _____

5 _____



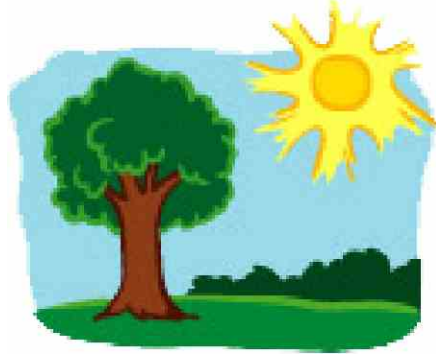
Note for Teachers:

- Ask students to write about our country. Guide them in writing by supporting sentence one.

Seasons

Summer

In the hot summer day, we like cold drinks and ice-cream.



Autumn

In the autumn, green leaves turn yellow and they fell down.



Winter

In the winter, the cold wind blows.
We like hot tea and dry fruit.



Spring

In the spring, the season is lovely,
It has colourful flowers.



Days of the week

There are seven days in a week.

The names of these days are:

- 1.Monday
- 2.Tuesday
- 3.Wednesday
- 4.Thursday
- 5.Friday
- 6.Saturday
- 7.Sunday

Activity: Write the days of the week in order and read aloud

Friday Sunday Tuesday Thursday

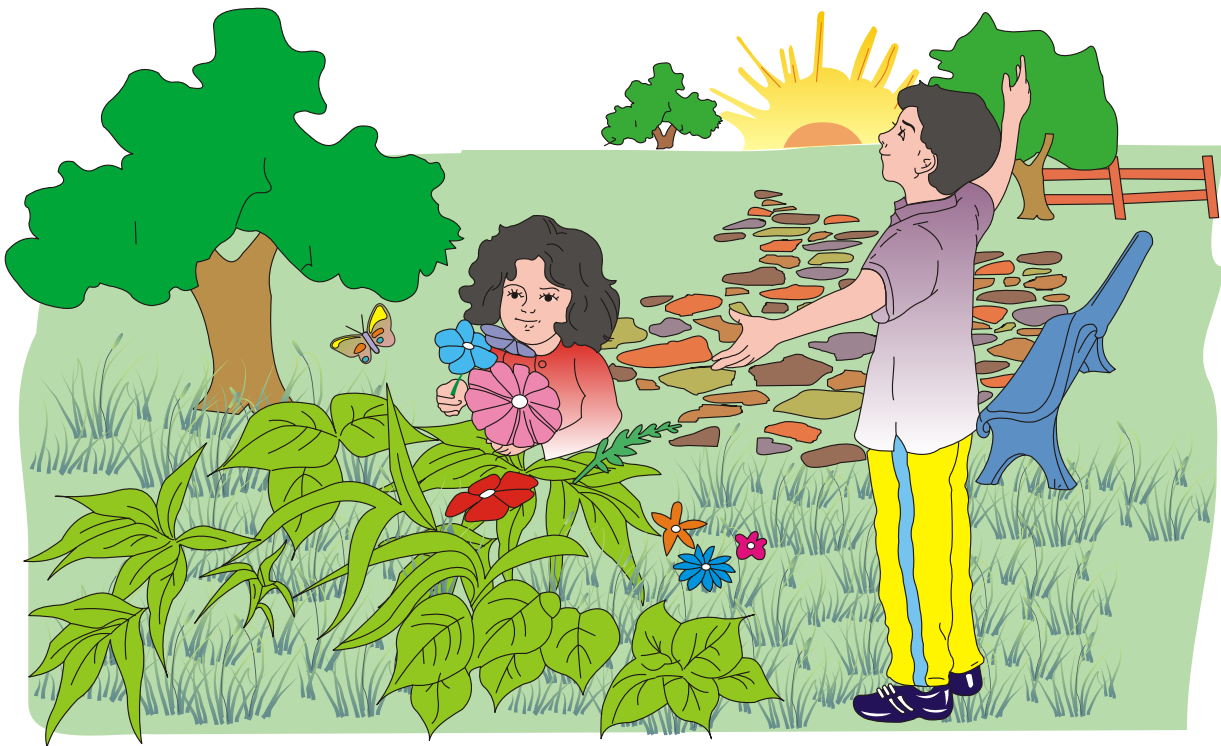
Monday Saturday Wednesday

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

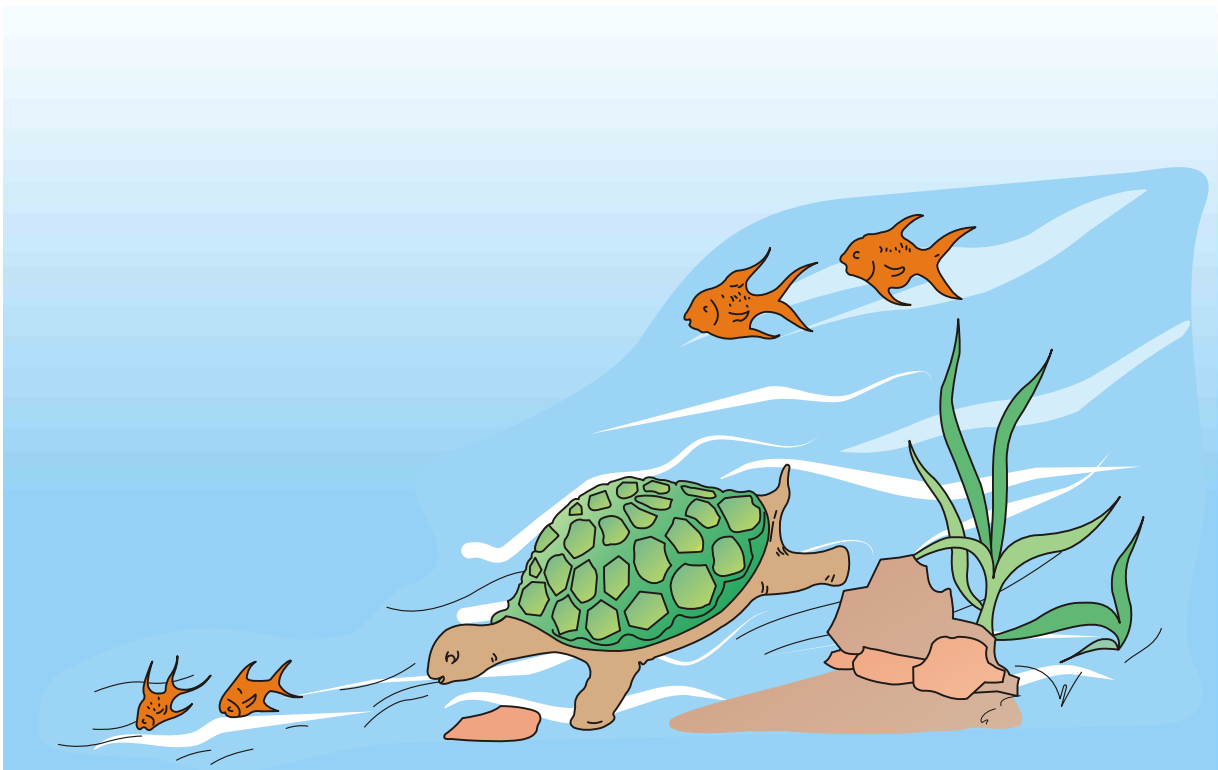
**Note for Teachers:**

- Help the students to complete the information.
- Show students calendar and ask them questions about it.

**Early to bed
And early to rise,
Makes a man,
Healthy, wealthy and wise.**



**There is a little turtle
He lives in a box,
He swims in the water
He climbs on a rock.**





Glossary



Words and their meanings in Urdu and Sindhi.

Word	Meaning	Word	Meaning
active	محنت ڪندڙ / محنت ڪرڻ والا	farmer	هاري / ڪسان
alike	هڪجهڙو / ڪنهن يا ڪنهن جي ڳڻ	farmers	هاري / ڪسان
all	سڀ / سارو	field	فصل (واحد) ڪھيت
answer	جواب ڏيو / جواب ڏو	fields	فصل (جمع) ڪھيت
around	چوڻي طرف / چارون طرف	fill	ڀرو ڪريو / ڀرڻ
asks	پڇي ٿو / ڪٿي	flew	اڏيا / اڏي
at all	بلڪل نه / بالڪل نه	following	هينين / مندرج ذيل
away	پري / دور	friend	دوست / دوست
beautiful	شھڻو / خوبصورت	frightened	ڊنل / خوفزدہ
below	هيٺ / ٿي	from	کان / ڇانوَ
best	عمدو / سڀ کان بهترين	fun	دلچسپ / مزو / گيل / گول / موزون
big	وڏو / وڏو	gives	ڏئي ٿو يا ڏئي ٿي / ڏيڻا ڏيڻا ڏيڻا
broad	ريڪرو / چوڙا	goes	وڃي ٿو / ڇاڻا ڇاڻا
built	ٺاهيا هئا / ٺاهڻ	ground	زمين / زمين
carpenter	واڙو / ٽڪان بڻي	guess	اندازو لڳايو / اندازو لڳائڻ
choose	چونڊيو / چونڊ ڪرڻ	happy	خوش / خوش
circle	گول دائرو / گول دائرو لڳائڻ	helped	مدد ڪئي / مدد ڪرڻ
city	شهر / شهر	high	بلند / اوچي
clouds	ڪڪرو / ٻڌل	hungry	ٻنگيل / ٻنگو
compare	پيٽ ڪرڻ / موازنو ڪرڻ	into	اندرو / اندر
comprehend	سمجهايو / سمجهڻ	Join hands	هٿ ڀر هٿ ڏيڻ / هٿ ڀر هٿ ڏيڻ
concept	تصور / تصور	knowledge	ڄاڻ / معلومات
could not see	ڏسي نه سگهي / ڏيکڻ نه سگهي	lazy	لست / لست
cut down	ڪٽڻ / ڪٽڻ	less	بلڪل نه، گهٽ ڪم ٿوڙو
dances	نچي ٿو / نچي ٿي / ناچڻا / ناچڻا	let us	اچو ته اسين / آهڻا
describing	بيان ڪرڻ وارا / بيان ڪرڻ وارا	letters	اڪر / حرف
different	مختلف / مختلف	like	ساڳيو / مانند يا طرح
doctor	ڊاڪٽر / ڊاڪٽر	like a ball	بال جهڙو / بال جهڙو
don't	نه / نه	little	ٿورو ٿورو گهٽ / ٿورو گهٽ
draw	ٺاهيو / ٺاهڻ	lived	رهندا هئا / رهندي هئا
drink	پيئڻ / پيئڻ	lives	رهي ٿو / رهي ٿي / رهندي آهي / رهندي آهي
eat	کائڻ / کائڻ / کائڻ	looks	ڏسڻ ڀر اچي ٿو / ڏيکڻا ڏيکڻا
end	آخري ڇيڙو / آخري ڇيڙو	love	پيار ڪرڻ / محبت ڪرڻ
enough	گهڻو، گهڻو مٿي / گهڻو مٿي	makes	ٺاهڻ / ٺاهڻ
except	سوا / سوا	many	ڪيترائي / ڪيترائي
farm	پني / ڪھيت		

Word	Meaning	Word	Meaning
match	ملاٹھیو / ملائے	sleep	سمہان ٹو / سمہی ٹی / سوتیوں / سوتی ہے
mean	معنی / معنی	small	منڈیو / منڈی / چھوٹا / چھوٹی
narrow	سوڑھو / تنگ	some	ٹوڑو / ٹوڑی / توڑا / توڑی
nests	آکیرا / گونٹے	sound	آواز / آواز
nurse	نرس (مرد یا عورت) / نرس	space	جاء / جگہ
out the door	دروازی کان باہر / دروازے سے باہر	stairs	ٹاکن / سیڑھی
over the gate	دروازی جی مٹان / گیٹ کے اوپر سے	stand	بیٹھوں / ٹا / کتے ہیں
pair	جوڑو / جوڑی / جوڑی	starting	شروع ٹھی ٹو / شروع ہونا ہے
partner	ساتھی / ساتھی	stories	کہانیوں / کہانیاں
paste	چنٹا / چنٹا / چنٹا	strong	مضبوط / مضبوط
peace	امن / امن	tall	بلند / اونچے
people	ماٹھو / لوگ	teach	سیمکاریو / سکھائے
person	شخص / شخص	teacher	استاد / ماسٹریاٹھی / استاد / آٹھی
plain	صاف / صاف	tell	پتایو / بتائے
play	کھیل / کھیلے ہیں	thanked	مہرجانی مچی / شکر ادا کیا
please	مہرجانی مچی / مہرجانی	then	پورے / پھر
poems	بیت / کہیں	things	شیوں / چیزیں
practice	مشق کرنے / مشق کرنا	this	ہی / ایسے
pronunciation	تلفظ / تلفظ	to attack	حملہ کرنے / حملہ کرنا
queue	قطار / قطار	treats	علاج کرنے / علاج کرتا ہے
rainy days	میںہن واد / مینہن / برسات کے دن	under	ہیٹ / نیچے
read	پڑھو / پڑھو	up	مٹی / اوپر
read	پڑھان ٹو / پڑھان ٹی / پڑھان / پڑھان / پڑھان	use	استعمال کریں / استعمال کریں
rest	باقی / باقی	very	تمام گھٹو / بہت زیادہ
rest	آرام / آرام	very much	تمام گھٹو / بہت زیادہ
round	گول / گول	went	ویو یا وٹی / گیا / گئی
run	پہچان ٹو / پہچان ٹی / پہچان / پہچان / پہچان	were	ہوئے / تھے
school is on	اسکول کلیل آھی / اسکول کلا ہے۔	were saved	بچی دیا / بچ گئے
school is off	اسکول بند آھی / اسکول کی چھٹی ہے	what	چا / کیا
shade	پاچو / چھاؤ	where	کٹھی / کہاں
shapes	مختلف شکلیوں / مختلف شکلیں	who	کیر / کون
shines	چمکی ٹو / چمکتا ہے	whole	سجوا / سچی / سارا / ساری
shouted	دڑیوں کیوں / چلا	why	چو / کیوں
show	ڈیکاریو / دکھائے	wood	کٹ / گڑی
sick	بیمار / بیمار	work hard	سخت محنت کرنے / سخت محنت کرنا
sings	گاتی ٹو / گاتی ٹی / گاتا ہے / گاتی ہے	write	لکو / لکھئے
		writer	لکھن وادو یا لکھن وادی / لکھنے والا / لکھنے والی