


Foundation Programme  
in Literacy, Numeracy and Skills  
(FPLNS)

हिंदी  
**HINDI**  
**GRADE 7**


Educator's Resource Book

---

MAHATMA GANDHI INSTITUTE  
under the aegis of  
MINISTRY OF EDUCATION AND HUMAN RESOURCE  
Republic of Mauritius







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Republic of Mauritius

2026

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# Foreword

It gives me great pleasure to present this series of Educator's Guidelines and Student's Workbooks developed by the Mahatma Gandhi Institute under the Foundation Programme in Literacy, Numeracy and Skills (FPLNS). These publications reflect our sustained commitment to strengthening foundational education while promoting the linguistic and cultural heritage that forms an essential part of the Mauritian identity.

The FPLNS constitutes a major national initiative aimed at consolidating core competencies and equipping Grade 7-9 FPLNS learners with essential skills for meaningful participation in society. Within this framework, the inclusion of Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese) together with the Performing Arts subjects of Indian Music (Vocal and Instrumental) and Indian Dance, reaffirms the importance of culturally grounded and holistic learning. Asian Languages and the Performing Arts serve not only as academic disciplines, but also as vital instruments for communication, creativity, and identity formation.

The Mahatma Gandhi Institute has, for over five decades, served as a centre of excellence in the promotion of Asian languages, culture, and the performing arts in Mauritius. These materials are the result of our continuous scholarly engagement, pedagogical innovation, and collaborative effort among subject specialists, educators, and curriculum designers dedicated to meeting the evolving needs of our learners.

These resources have been carefully designed to align with the competency-based orientation of the FPLNS. They seek not only to enhance linguistic proficiency and artistic skills, but also to foster values of discipline, perseverance, intercultural understanding, and respect for diversity. In doing so, they reflect the broader educational philosophy that learning must cultivate both intellectual growth and ethical citizenship.

I wish to place on record my sincere appreciation to all contributors who have worked diligently on this project. It is my firm belief that these Educator's Guidelines and Student's Workbooks will serve as effective instruments in nurturing confident, competent, and culturally rooted learners, thereby advancing the national vision of inclusive and holistic education.

**Director**

Mahatma Gandhi Institute

# Preface

The inclusion of Asian Languages (AL) - Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese - in the Foundation Programme in Literacy, Numeracy, and Skills (FPLNS), perpetuates the national educational philosophy of sustaining and promoting these languages as essential components of the students' functional language repertoire as citizens of multicultural and multilingual Mauritius. Moreover, considering their rising international prominence, basic communication skills in these languages will also be an important asset for the students in an increasingly globalised workplace, both on the island and abroad.

The Teaching and Learning Syllabus (TLS) for each Asian language percolates from the overarching FPLNS philosophy and adopts a competency-based approach to language learning with focus on development of functional communication skills. This philosophy embraces a learner-centered methodology that values learner diversity in terms of backgrounds, preferences, needs and motivations. These objectives and methodology have been translated into a set of complementary resources comprising an Educator's Guidelines and a dedicated Student's Workbook for each grade designed to support students in successfully completing of the FPLNS.

The Student Workbooks for each grade consist of seven thematic units enabling students to develop basic vocabulary and communication skills in functional areas related to their immediate environment, nature, music and entertainment, celebrations and festivals, as well as ethics and values. The same themes have been used across the three grades, enabling students to scaffold their learning by building on previously acquired vocabulary and skills in alignment with the TLS. The Grade 7 Workbook proposes a series of engaging activities grounded in real-life contexts related to topics such as 'Know Myself', 'My School', 'Weather', 'Domestic Animals', 'Musical Instruments', 'Birthday Celebration', and 'Basic Ethics' which will be covered across the school year.

The panel's primary goal has been to guide and support the development of competencies in areas such as listening with understanding, speaking with confidence, reading with comprehension, writing independently, and using ICT to support learning in Asian Languages. Fellow Educators will appreciate that each unit includes clearly defined learning outcomes, a variety of engaging activities, and proposed additional ones. A diverse range of exercises has been designed to cater to different competencies and learning styles. Assessment guidelines have been provided and supplementary support including links to digital learning resources have been suggested for out-of-the-box skills consolidation endeavours.

The panel's suggestions for the implementing the learning activities are presented as conversations with the educators in their guidelines. While these demonstrate the humble efforts by the panel, the latter relies on the deep understanding of the on-site teacher's appreciation and judgement to adapt and innovate, ensuring alignment with the needs of each individual learner in the classroom.

We wish to thank the Ministry of Education and Human Resource especially the core FPLNS technical team for their guidance. We extend our gratitude to the MIE FPLNS team for the consultations. Special mention for all AL (Asian Languages) panel members, graphic artist team, vetters, administrative support team and the management of the Mahatma Gandhi Institute for the dedicated efforts and support in the materialisation of the project.

**The Asian Languages Coordinators' Team**

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# **Theme 1: Me Know Myself Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Read and repeat the vocabulary words.**

**Activity 3: Draw and label your family tree.**

**Activity 4: Draw/paste your picture and speak about yourself.**

**Activity 5: Spell and read aloud.**

**Activity 6: Matching.**

**Activity 7: Read and match the sentences.**

**Activity 8: Read and label the body parts.**

**Activity 9: Introduce yourself.**

# Guide to Educators

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## Learning Outcomes

- Recognise words related to self.
- Name the days of the week and the different body parts.
- Read words and sentences with correct pronunciation.
- Speak about themselves with confidence.

## Activities

- Listen and repeat.
- Read and repeat the vocabulary words.
- Draw and label your family tree.
- Draw/paste your picture and speak about yourself.
- Spell and read aloud.
- Matching.
- Read and match the sentences.
- Read and label the body parts.
- Introduce yourself.

## Other Proposed Activities

- My handprint activity (Trace your hand on paper and on each finger write something about yourself).
- Identity collage (Cut pictures of the things you like from magazine and paste them to create a collage called 'This is me').
- Guess who. (The students write 3 unique facts about themselves on a card. Others guess who it is.)

## Additional Resources

- Alphabet/letter charts.
- Flashcards with images.
- Audios and videos.
- Glue and scissors.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the song/poem.
- The students recite the song/ poem repeatedly.

## हमारा परिवार

एक, दो, तीन, चार,

मम्मी-पापा करें दुलार,

पाँच, छह, सात, आठ,

दादी-दादा हमारे साथ;

नौ, दस, ग्यारह, बारह,

मिलकर रहे, परिवार हमारा ।

**The Educator may access the audio-visual version of songs through these links:**

Hamara Parivar (My Family) || Hindi Rhyme || Sunbeam Publishers

<https://www.youtube.com/watch?v=yL172GVY5Js>

मेरा परिवार | Yeh Hai Mera Parivaar! I Love My Family | Hindi Rhymes for Children #riya\_rhymes

<https://www.youtube.com/watch?v=0Sz5PgCsrPg>

नानी का घर (Naani Ka Ghar) – Hindi Kids Rhyme | Phirkeebox Kids TV

<https://www.youtube.com/watch?v=CZpkSwVqKsA>

## Activity 2: Read and repeat the vocabulary words.

### Reading and Writing Activities:

The Educator:

- reads and explains the words with emphasis on the letters.
- helps the students to read with proper pronunciation.

नाम	ना + म	नाम
पता	प + ता	.....
माता-पिता	मा + ता-पि + ता	.....
परिवार	प + रि + वा + र	.....
घर	घ + र	.....
स्कूल	स्कू + ल	.....
गाँव	गाँ + व	.....
शहर	श + ह + र	.....
देश	दे + श	.....

### Activity 3: Draw and label your family tree.

#### Reading and Writing Activities:

With the help of the Educator, the students:

- study and read the words from the family tree provided.
- draw and label their family tree.

## परिवार-वृक्ष Family Tree



दादाजी



दादीजी



नानाजी



नानीजी



पिताजी



माँ



बड़ा भाई



छोटा भाई



मैं

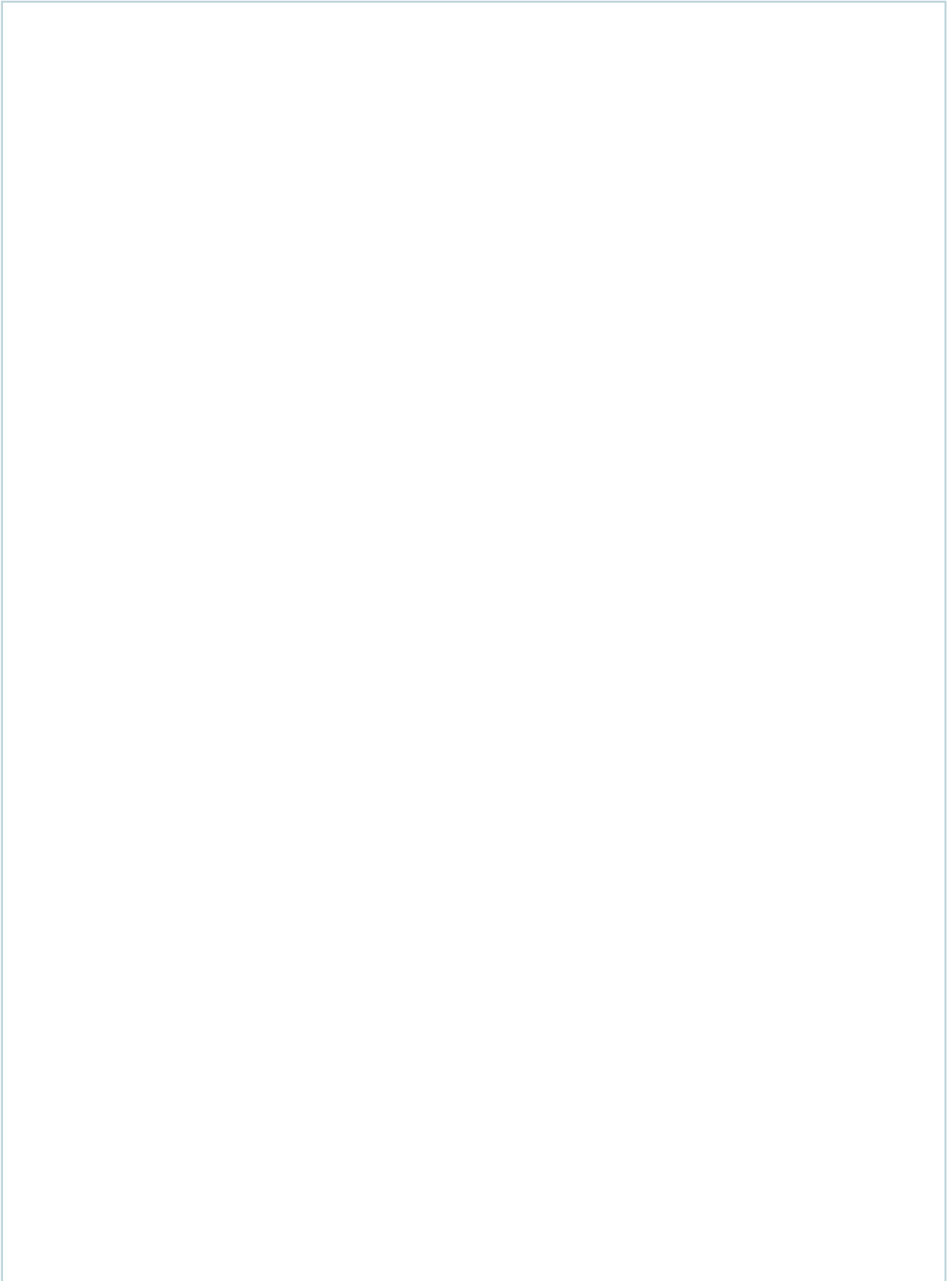


बड़ी बहन



छोटी बहन

 **Draw and label your family tree here.**

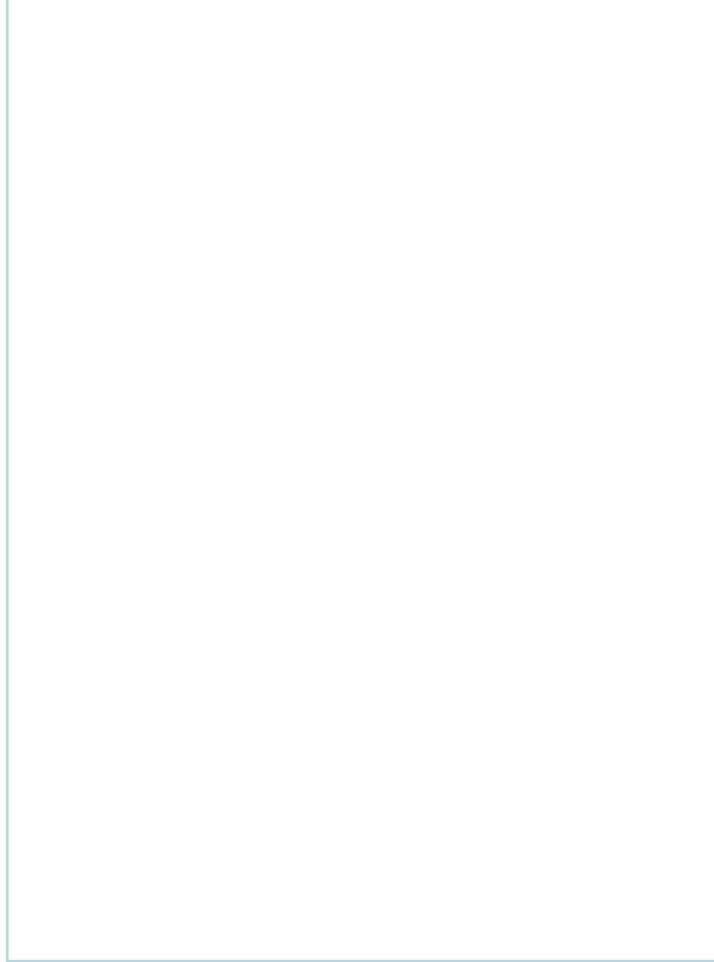


## Activity 4: Draw/paste your picture and speak about yourself.

### Speaking Activity:

The students:

- draw or paste a picture of themselves.
- talk about themselves based on the given prompts.



१. आपका नाम क्या है ?
२. आप कितने वर्ष के हैं ?
३. आपका जन्मदिन कब है ?
४. आप कहाँ रहते हैं ?
५. आपके कितने भाई हैं ?
६. आपकी कितनी बहनें हैं ?

## Activity 5: Spell and read aloud.

### Listening and Reading Activities:

- The Educator reads aloud repeatedly the words/phrases laying emphasis on the letters.
- The students listen and repeat several times.



पकाना



साइकिल चलाना



खेलना



पढ़ना



गाना



नाचना



टीवी देखना



तैरना

## Activity 6: Matching.

### Reading Activity:

The students read the sentences with the help of the Educator and match the sentences with the appropriate pictures.

१. मेरे पिताजी एक गाना गाते हैं।



२. मेरी माँ पौधों को पानी देती है।



३. मेरा बड़ा भाई फुटबॉल खेलता है।



४. मैं समुद्र में तैरता/तैरती हूँ।



५. मेरी छोटी बहन बिल्ली का चित्र बनाती है।



## Activity 7: Read and match the sentences.

### Listening and Reading Activities:

- The Educator names the days of the week and explains the daily activities related to them.
- The students listen, repeat and match the sentences.

Days of the week - सप्ताह के दिन	
Sunday	रविवार
Monday	सोमवार
Tuesday	मंगलवार
Wednesday	बुधवार
Thursday	गुरुवार
Friday	शुक्रवार
Saturday	शनिवार

- रविवार को मैं घर पर आराम करता/ करती हूँ।
- सोमवार को मैं फुटबॉल खेलता/ खेलती हूँ।
- मंगलवार को मैं पौधों को पानी देता/ देती हूँ।
- बुधवार को मैं बरतन धोता/ धोती हूँ।
- गुरुवार को मैं सब्जियाँ काटता/ काटती हूँ।
- शुक्रवार को मैं घर साफ़ करता/ करती हूँ।
- शनिवार को मैं परिवार के साथ घूमने जाता हूँ।

## Matching

Column A	Column B
• रविवार को	• मैं पौधों को पानी देता/ देती हूँ।
• सोमवार को	• मैं घर साफ़ करता/ करती हूँ।
• मंगलवार को	• मैं सब्जियाँ काटता/ काटती हूँ।
• बुधवार को	• मैं घर पर आराम करता/ करती हूँ।
• गुरुवार को	• मैं परिवार के साथ घूमने जाता/ जाती हूँ।
• शुक्रवार को	• मैं बरतन धोता/ धोती हूँ।
• शनिवार को	• मैं फुटबॉल खेलता/ खेलती हूँ।

## Activity 8: Read and label the body parts.

### Reading Activity:

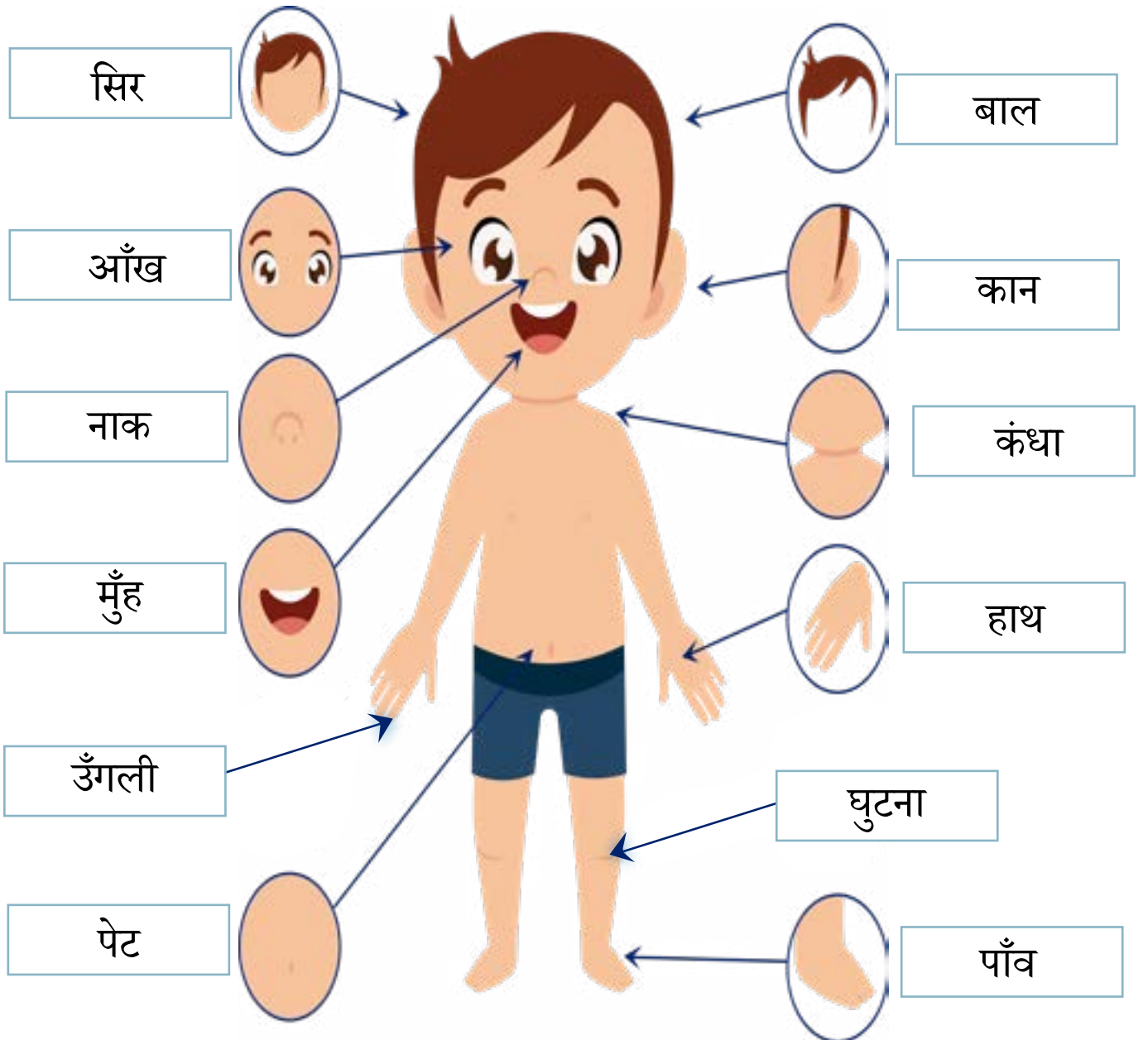
The students:

- read the words related to different body parts several times with emphasis on the letters.
- cut the words related to different body parts and paste them accordingly.

The Educator may access the audio-visual version of the song through these links:

<https://www.youtube.com/watch?v=T8AFKpKJLvs>

<https://www.youtube.com/watch?v=XA8KdcuedRA>





सिर



बाल



कान



आँख



पेट



कंधा



नाक



पाँव



मुँह



हाथ

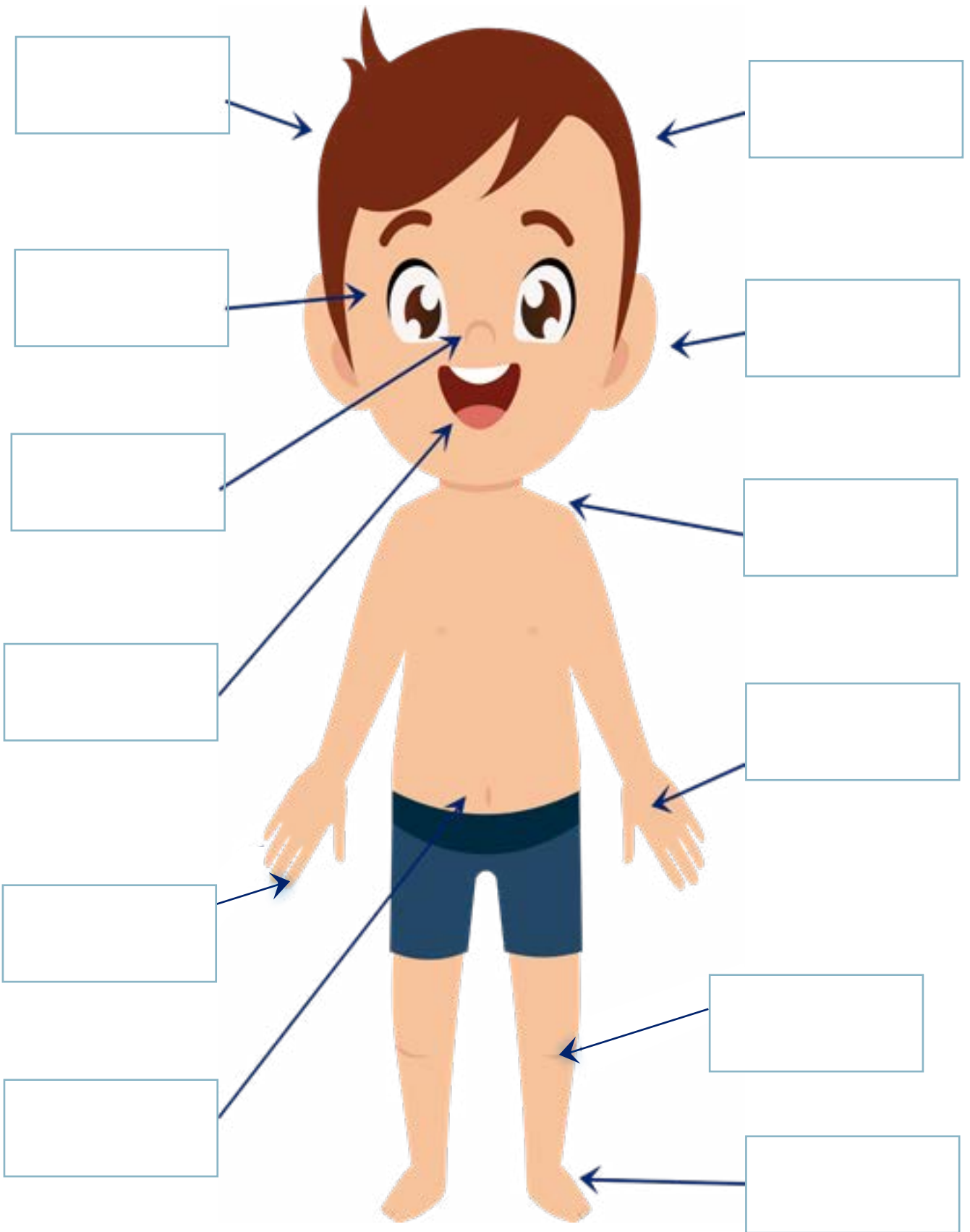


उँगली



घुटना





## Activity 9: Introduce yourself.

### Reading and Speaking Activities:

- The Educator reads and explains the text on self-introduction to the students.
- The students repeat after the Educator and introduce themselves.

नमस्ते । मेरा नाम सुधा/ समीर है । मैं बारह वर्ष की/ का हूँ । मैं ग्रेड सात में पढ़ती/ पढ़ता हूँ । मैं गाँव/ शहर में रहती/ रहता हूँ । मेरे बहुत से मित्र हैं । मैं पढ़ना पसंद करती/ करता हूँ । धन्यवाद ।

नमस्ते । मेरा नाम ----- है । मैं ----- वर्ष की/का हूँ । मैं ग्रेड ----- में पढ़ती/ पढ़ता हूँ । मैं ----- में रहती/ रहता हूँ । मेरे ----- से मित्र हैं । मैं ----- पसंद करती/ करता हूँ । धन्यवाद ।

## **Theme 2: My Immediate Environment**

### **My School**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Read and practise.**

**Activity 3: Matching.**

**Activity 4: Listen, read and repeat.**

**Activity 5: Read and spell the words.**

**Activity 6: Fill in the blanks.**

**Activity 7: Read and copy the words.**

**Activity 8: Rearrange the words.**

**Activity 9: Fill in the blanks.**

**Activity 10: Role Play.**

# Guide to Educators

## Learning Outcomes

- Develop listening skills by following rhythm and repetition.
- Identify and name school-related places/objects/persons from pictures.
- Make connections between words and real-life contexts.
- Show awareness of good behaviour expected at school.

## Activities

- Listen and repeat.
- Read and practise.
- Matching.
- Listen, read and repeat.
- Read and spell the words.
- Fill in the blanks.
- Read and copy the words.
- Rearrange the words.
- Read and write.
- Role Play.

## Other Proposed Activities

- Rearrange letters to form words.
- Group discussion on 'My School'.
- Show and Tell: my school bag and objects.

## Additional Resources

- Alphabet charts
- Flashcards with images
- Worksheets (matching, labelling, jumbled letters)
- Song
- Glue, scissors, crayons
- Pictures from magazines/newspapers

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads the lyrics aloud.
- The students listen and repeat.

## मेरी पाठशाला

माँ, मेरी पाठशाला सबसे अच्छी है !

मास्टरजी हैं भोले-भाले, टीचर सीधी-सच्ची है ।

**पाठशाला मेरी पाठशाला, पाठशाला मेरी पाठशाला !**

अच्छी-अच्छी बातें बताते, हाथ पकड़ के हमें लिखाते ।

कभी नहीं वे गुस्सा करते, बड़े प्यार से हमें पढ़ाते

कभी किसी को नहीं डाँटते, बातें सच्ची-मुच्ची हैं ।

टाइम पर सारे बच्चे आते, मेरी तरह टिफिन हैं लाते

मास्टरजी जब छुट्टी देते, मिलजुल के सब साथ हैं खाते ।

मैंने उनके साथ मज़े से खाई, पूरी-सब्जी है!

**पाठशाला मेरी पाठशाला, पाठशाला मेरी पाठशाला !**

The Educator may access the audio-visual version of the above song through this link:

<https://youtu.be/MIZfrW1-TdI?si=ZclrKqhvi6evB9Qc>

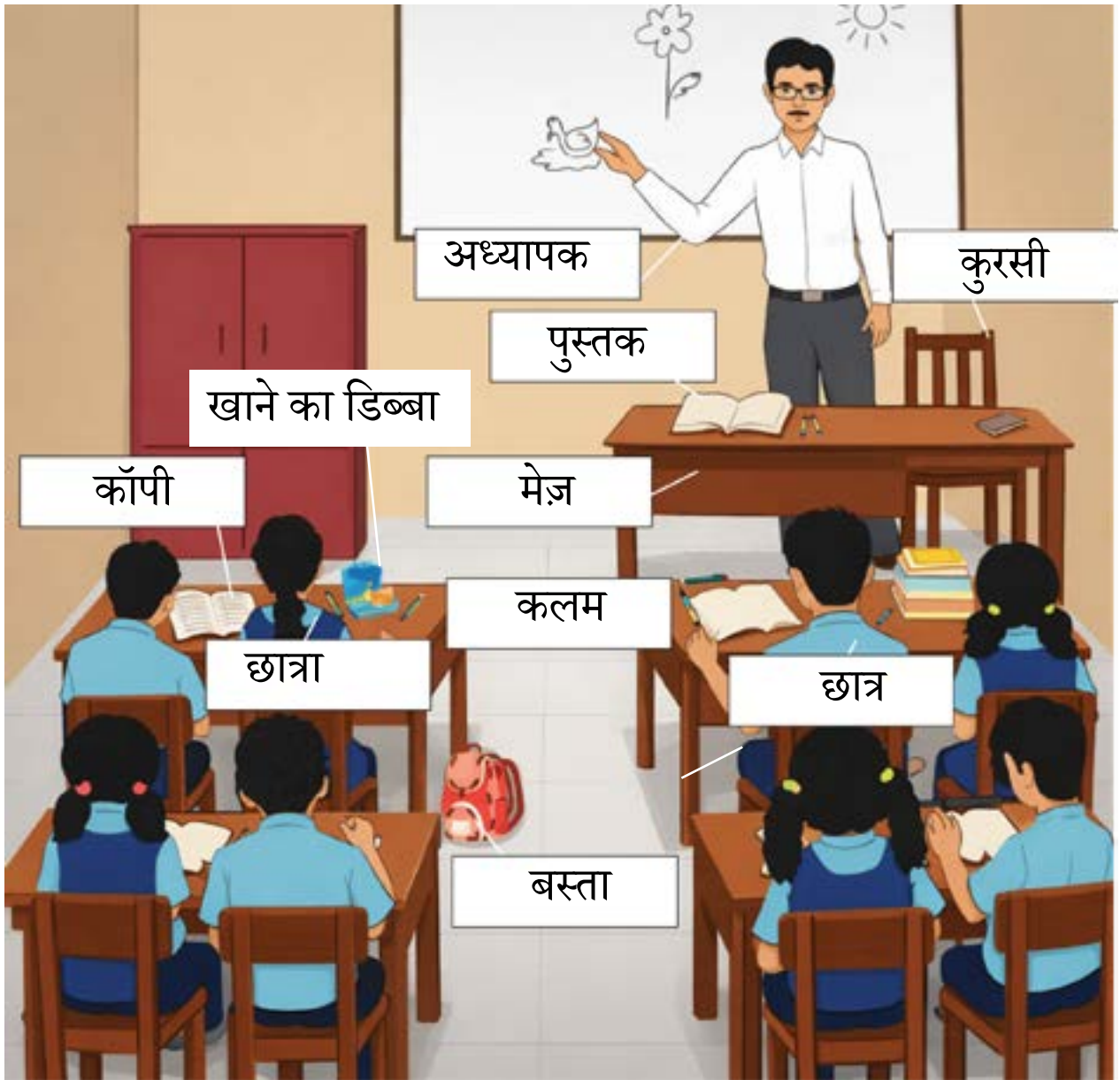
## Activity 2: Read and practise.

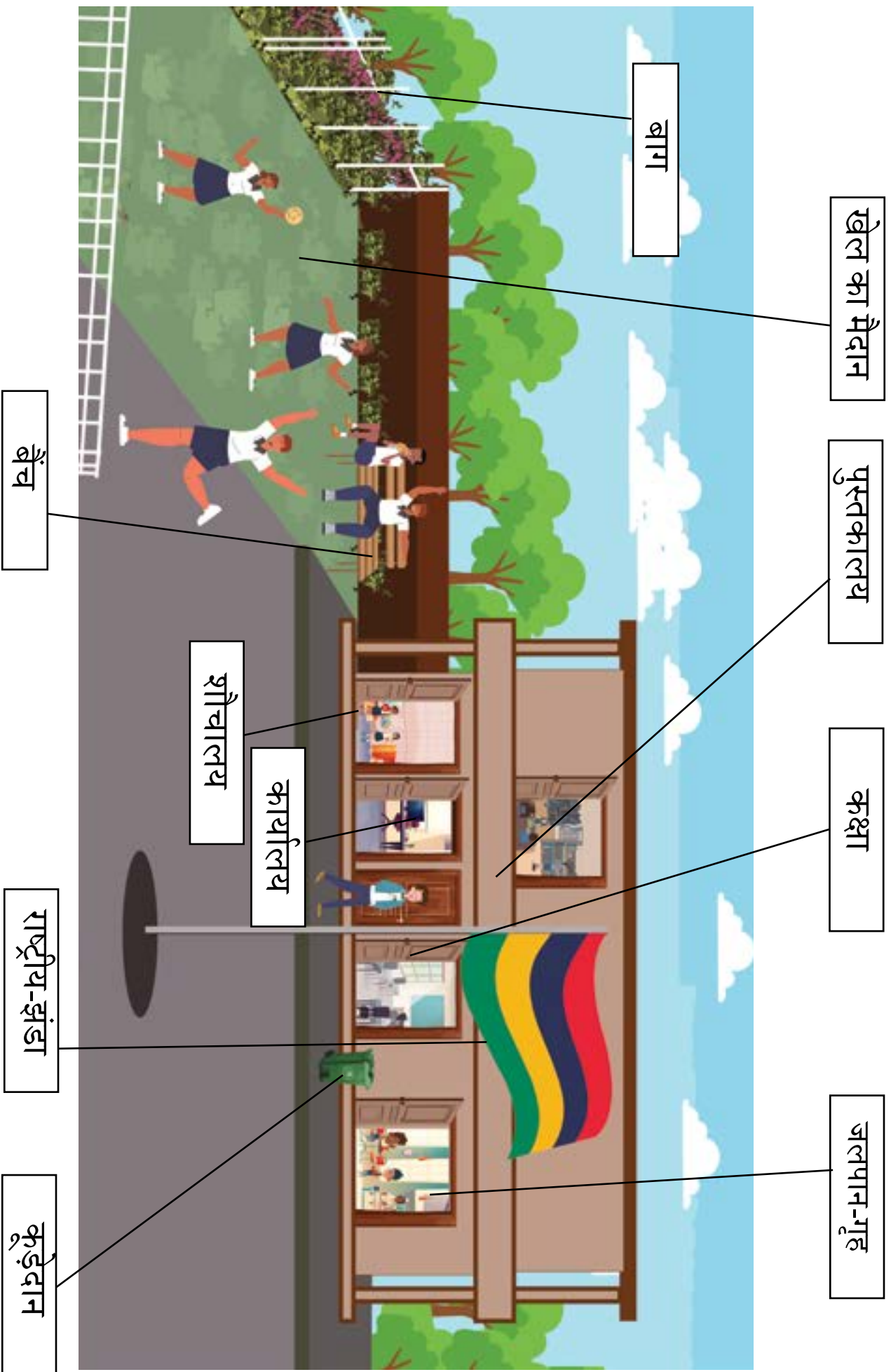
### Listening and Reading Activities:

The Educator:

- shows the picture of a classroom and a school compound with related words.
- reads the words.

The students repeat the words and label the given pictures.







### Activity 3: Matching.

#### Listening and Reading Activities:

The Educator:

- takes the students for a school tour to show them the school compound.

The students:

- repeat the word with understanding
- complete the matching exercise with the help of the Educator.

१. बेंच



२. पुस्तकालय



३. कूड़ेदान



४. जलपान-गृह



५. खेल का मैदान



६. राष्ट्रीय-झंडा



#### Activity 4: Listen, read and repeat.

##### Listening and Reading Activities:

- The Educator reads and explains the basic rules of the school.
- The students repeat after the Educator.

१. साफ़ पोशाक पहनो ।

२. स्कूल/ विद्यालय समय पर पहुँचो ।

३. स्कूल में सबका आदर करो ।

४. कक्षा में अध्यापक/ शिक्षक को ध्यान से सुनो ।

५. अपना गृह-कार्य रोज़ पूरा करो ।

६. स्कूल को साफ़ रखो ।

## Activity 5: Read and spell the words.

### Reading and Writing Activities:

The Educator:

- reads and explains the words with emphasis on the alphabets.
- helps the students to read with proper pronunciation and write the words twice.

१. स्कूल = स्कू + ल

-----,-----

२. पोशाक = पो + शा + क

-----,-----

३. आदर = आ + द + र

-----,-----

४. शिक्षक = शि + क्ष + क

-----,-----

५. कक्षा = क + क्षा

-----,-----

६. गृहकार्य = गृ + ह + का + र्य

-----,-----

## Activity 6: Fill in the blanks.

### Listening and Writing Activities:

The Educator reads the sentences.

The students:

- fill in the blanks with the correct answer.
- read aloud the sentences.

१. \_\_\_\_\_ हमें पढ़ाते हैं।  
(शिक्षक, खेल का मैदान)
२. \_\_\_\_\_ में अनेक पुस्तकें हैं।  
(शिक्षक, पुस्तकालय)
३. \_\_\_\_\_ से हम खाने-पीने का सामान खरीदते हैं।  
(खेल का मैदान, जलपान-गृह)
४. हम फुटबॉल \_\_\_\_\_ में खेलते हैं।  
(खेल के मैदान, कक्षा)
५. \_\_\_\_\_ में हम पढ़ते हैं।  
(जलपान-गृह, कक्षा)
६. मैं \_\_\_\_\_ में ही कूड़ा फेंकता हूँ।  
(कूड़ेदान, कक्षा)

## Activity 7: Read and copy the words.

### Listening and Writing Activities:

- The Educator reads the words aloud.
- The students repeat the words and copy them three times.

१. कक्षा                      ----- , ----- , -----

२. पुस्तकालय              ----- , ----- , -----

३. शिक्षक                    ----- , ----- , -----

४. आँगन                    ----- , ----- , -----

५. प्रधानाचार्य            ----- , ----- , -----

६. मित्र                        ----- , ----- , -----

## Activity 8: Rearrange the words.

### Reading and Writing Activities:

The Educator guides the students to rearrange the words to form simple sentences and read them aloud.

१. मैं - पसंद - करता - शिक्षक - अपने - को - हूँ ।

-----

२. स्कूल - जाती - वह - है ।

-----

३. हिंदी - बोलता - वह - है ।

-----

४. खेलते - फुटबॉल - वे - हैं ।

-----

५. कक्षा - मेरी - यह - है ।

-----

६. छात्र - पढ़ता - पुस्तक - है ।

-----

७. बड़ा - स्कूल - मेरा - है ।

-----

### Activity 9: Fill in the blanks.

#### Listening, Speaking and Writing Activities:

The Educator reads the following sentences aloud.  
The students first answer the questions orally, then fill in the blanks with the appropriate words.

(अ)

१. मेरा नाम रानी है ।
२. मैं साफ़ पोशाक पहनती हूँ ।
३. मैं समय पर स्कूल पहुँचती हूँ ।
४. मैं अध्यापकों को ध्यान से सुनती हूँ ।
५. मैं अपनी कॉपी में लिखती हूँ ।
६. मैं रोटी खाती हूँ और पानी पीती हूँ ।
७. मैं स्कूल में सबका आदर करती हूँ ।

(आ)

१. मेरा \_\_\_\_\_ रानी है ।
२. मैं साफ़ \_\_\_\_\_ पहनती हूँ ।
३. मैं समय पर \_\_\_\_\_ पहुँचती हूँ ।
४. मैं \_\_\_\_\_ को ध्यान से सुनती हूँ ।
५. मैं अपनी कॉपी में \_\_\_\_\_ हूँ ।
६. मैं \_\_\_\_\_ खाती हूँ और \_\_\_\_\_ पीती हूँ ।
७. मैं स्कूल में सबका \_\_\_\_\_ करती हूँ ।

## Activity 10: Role Play.

### Listening and Speaking Activities:

The Educator:

- asks the students to work in pairs where one student acts like the teacher and the other as the student.
- encourages the students to add more ideas to the conversation.

- छात्र: नमस्ते, अध्यापक जी / अध्यापिका जी ।
- अध्यापक/ अध्यापिका : नमस्ते । बैठ जाइए ।
- छात्र: धन्यवाद ।
- अध्यापक/ अध्यापिका: आप कैसे हैं ?
- छात्र: मैं ठीक हूँ ।
- अध्यापक: आज हम अपने स्कूल का भ्रमण (Tour/टूर) करेंगे ।
- छात्र: क्यों अध्यापक जी / अध्यापिका जी ?
- अध्यापक : क्योंकि हमारा आज का पाठ है-‘मेरा स्कूल’ ।

# **Theme 3: Nature and Environment**

## **Weather**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Trace the words.**

**Activity 3: Classify the words.**

**Activity 4: Matching.**

**Activity 5: My Weather Journal.**

**Activity 6: Form Words.**

**Activity 7: Fill in the blanks.**

**Activity 8: Fill in the blanks.**

**Activity 9: Write the appropriate words and form sentences.**

**Activity 10: Answer the questions.**

# Guide to Educators

## Learning Outcomes

- Identify different types of weather patterns.
- Use basic vocabulary words related to various weather both speaking and writing.
- Distinguish and describe the different types of weather.

## Activities

- Listen and repeat.
- Trace the words.
- Classify the words.
- Matching.
- My Weather Journal.
- Form words.
- Fill in the blanks.
- Write the appropriate words and form sentences.
- Answer the questions.

## Other Proposed Activities

- Sing some simple songs.
- Crossword.
- Create artwork inspired by different types of weather (e.g poster, drawing, painting, poetry).
- Quiz and oral questions on daily weather conditions.

## Additional Resources

- Use pictures, flashcards and videos to demonstrate different types of weather patterns.
- Repetitive Practice through songs and rhymes.
- Videos or audios to display the importance of different types of weather patterns.
- Short video clip on different types of weather.
- Keep a journal to record and describe daily weather observations.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator recites the poem/song.
- The students listen carefully and repeat the poem/song.

### मौसम

सूरज तपता, धरती जलती, गरम हवा ज़ोरों से चलती,  
तन से बहुत पसीना बहता, हाथ सभी के पंखा रहता,  
आ रे बादल, काले बादल, गरमी दूर भगा रे बादल,  
रिमझिम बूँदें, बरसा बादल, झम-झम पानी, बरसा बादल ।

### गरमी

गरमी आई मौसम हुआ गरम, तेज़ चले पंखा टुक-टुक-टम,  
आम पके हमने खाए, ख़ूब सारे खट्टे-मीठे,  
पापा लाए आइसक्रीम, मम्मी लाई कुलफ़ी,  
दादाजी लाए नारियल पानी, दादी लाई ठंडा नींबू-पानी,  
गरमी आई मौसम हुआ गरम, तेज़ चला पंखा टुक-टुक-टम ।

The audio-visual version of poem/song may be accessed through these links:

<https://youtu.be/LYYp4kWBppw>

[https://youtu.be/\\_MHaiAhhBhg](https://youtu.be/_MHaiAhhBhg)

[https://youtu.be/N-V\\_omSSi4M](https://youtu.be/N-V_omSSi4M)

Other similar resources are available through the following link:

<https://youtube.com/watch?>

## Activity 2: Trace the words.



### Listening, Reading and Writing Activities:

- The Educator shows different pictures and reads each word with emphasis on the alphabets/letters.
- The students listen, repeat and trace the words.



सूरज

सूरज



बारिश/ वर्षा

बारिश/ वर्षा



चाँद

चाँद



हवा

हवा



आकाश

आकाश



बादल

बादल



ठंड

ठंड



गरमी

गरमी



समुद्र

समुद्र



धरती

धरती



तारा

तारा



तूफ़ान

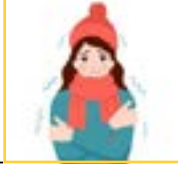
तूफ़ान

### Activity 3: Classify the words.

#### Listening, Reading and Writing Activities:

- The Educator explains to the students that some words may be classified in both boxes.
- The students classify the given words into the two boxes below.

(धूप, बारिश, बादल, ठंडा, गरम, तूफ़ान, छाता)

गरमी	सरदी
	

## Activity 4: Matching.

### Listening and Reading Activities:

- The Educator reads and explains the sentences.
- The students repeat and match the sentences with the corresponding pictures.

### Column A

१. बारिश/ वर्षा हो रही है ।
२. आकाश में काले बादल छाए हैं ।
३. मौसम हवादार है ।
४. ठंड के मौसम में गरम चाय पीनी चाहिए ।
५. गरमी में ठंडा जूस अच्छा लगता है ।
६. आज मौसम सुहाना है ।

### Column B



## Activity 5: My Weather Journal.

### Reading and Writing Activities:

The Educator helps students to keep a weather journal as follows.

The students:

- identify the weather and fill in the journal daily.
- show the journal to the Educator on a weekly basis.

महीना: -----		वर्ष: -----	
		तिथि	मौसम कैसा है ?
पहला सप्ताह	सोमवार	.....	आज मौसम सुहाना है ।
	मंगलवार		
	बुधवार		
	गुरुवार		
	शुक्रवार		
दूसरा सप्ताह	सोमवार		
	मंगलवार		
	बुधवार		
	गुरुवार		
	शुक्रवार		
तीसरा सप्ताह	सोमवार		
	मंगलवार		
	बुधवार		
	गुरुवार		
	शुक्रवार		
चौथा सप्ताह	सोमवार		
	मंगलवार		
	बुधवार		
	गुरुवार		
	शुक्रवार		



## Activity 6: Form Words.

### Listening, Reading and Writing Activities:

The Educator reads the letters/alphabets.

The students:

- listen and pronounce the letters/alphabets.
- rearrange the letters/alphabets to form the correct words.

	.....	र / ज / सू
	.....	ती / ध / र
	.....	ल / बा / द
	.....	द्र / स / मु
	.....	द / चाँ

## Activity 7: Fill in the blanks.

### Reading and Writing Activities:

The Educator:

- explains the sentences to the students.
- helps the students to fill in the blanks with the appropriate word.

The students read the complete sentences.

(तेज़, तैरती, गरमी, टोपी, समुद्र-तट, ठंडा)

१. यह \_\_\_\_\_ का मौसम है।



२. धूप \_\_\_\_\_ है।



३. रीता \_\_\_\_\_ जाती है।



४. उसकी माँ \_\_\_\_\_ जूस /शरबत पीती है।



५. उसका भाई \_\_\_\_\_ पहनता है।



## Activity 8: Fill in the blanks.

### Reading and Writing Activities:

The Educator:

- explains the sentences to the students.
- helps the students to fill in the blanks with the appropriate word.

The students read the complete sentences.

(तेज़, कमरे, गरम-कपड़े, गरम-चाय, सरदी)

१. यह \_\_\_\_\_ का मौसम है।



२. हवा \_\_\_\_\_ बह रही है।



३. रवि \_\_\_\_\_ पहनता है।



४. राज अपने \_\_\_\_\_ में है।



५. रमेश \_\_\_\_\_ पीता है।



## Activity 9: Write the appropriate words and form sentences.

### Reading and Writing Activities:

- The Educator helps the students to write three words each related to summer and winter as per Activities 7 & 8.
- The students read the words repeatedly and write simple sentences with the help of the Educator.

गरमी	सरदी

१. ....

२. ....

३. ....

४. ....

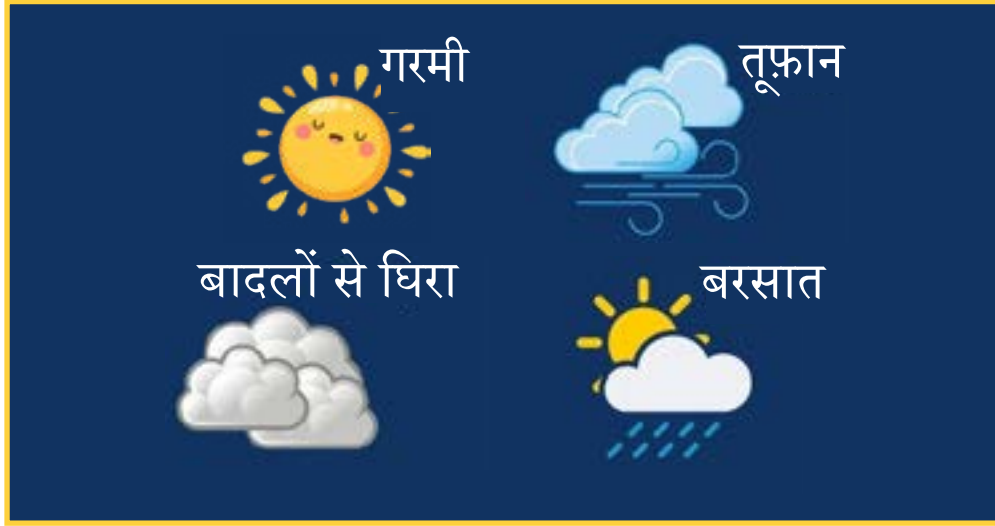
५. ....

६. ....

## Activity 10: Answer the questions.

### Speaking and Writing Activities:

- The Educator shows the picture to the students and asks questions accordingly.
- The students observe the picture and answer the questions.



१. मौसम कैसा है ?

-----

२. आपको कैसा मौसम पसंद है ?

-----

३. इस मौसम में आप क्या पहनते हैं ?

-----

४. गरमी में आप क्या खाना और पीना पसंद करते हैं ?

-----

५. आप किस मौसम में समुद्र-तट जाना पसंद करते हैं ?

-----

## **Theme 4: Animals and Birds**

### **Domestic Animals**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Identify the words.**

**Activity 3: Cut and paste.**

**Activity 4: Encircle the appropriate word.**

**Activity 5: Write the correct alphabets.**

**Activity 6: Colour and describe the pictures.**

**Activity 7: Sentence reading.**

**Activity 8: Fill in the blanks.**

**Activity 9: Labelling.**

**Activity 10: Describe the picture.**

# Guide to Educators

## Learning Outcomes

- Share personal preferences regarding animals using phrases like “I like...” or “I don’t like...”.
- Listen to short stories or descriptions about animals and answer basic questions.
- Engage in simple conversations about their favorite animals.
- Learn and use key animal vocabulary (e.g., habitat, sound).
- Practice pronunciation of animal names and associated vocabulary words (kennel, basket, river/pond, milk).

## Other Proposed Activities

- Animal charades.  
(acting out an animal without speaking)
- Guess animal sound game.
- Crossword.
- Speak about their pets and on animals.

## Portfolio Assessment

- Skills-based assessments.

## Activities

- Listen and repeat.
- Identify the words.
- Cut and paste.
- Encircle the appropriate word.
- Write the correct alphabets.
- Colour and describe the pictures
- Sentence reading.
- Fill in the blanks.
- Labelling.
- Describe the picture.

## Additional Resources

- Use pictures and real-life examples to aid recognition
- Repetitive Practice through songs and rhymes
- Videos or audios to display animal sounds

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the song.
- The students listen and repeat the song.

लकड़ी की काठी, काठी पर घोड़ा ;  
घोड़े की दुम पर जो मारा हथौड़ा,  
दौड़ा-दौड़ा-दौड़ा घोड़ा, दुम उठाके दौड़ा ।  
घोड़ा पहुँचा चौक में, चौक में था नाई,  
घोड़े की नाई ने हजामत जो बनाई,  
तकबक-तकबक-तकबक-तकबक,  
दौड़ा-दौड़ा-दौड़ा घोड़ा, दुम उठाकर दौड़ा ।  
लकड़ी की काठी, काठी पर घोड़ा ;  
घोड़े की दुम पर जो मारा हथौड़ा,  
दौड़ा-दौड़ा-दौड़ा घोड़ा, दुम उठाकर दौड़ा ।

The audio-visual version of songs may be accessed through this link:

<https://www.youtube.com/watch?v=3bLfzgz-wO8>

Other similar resources are available through the following links:

[https://youtu.be/\\_4Ux7i\\_guaM](https://youtu.be/_4Ux7i_guaM)

<https://www.youtube.com/watch?v=FUXUUmduo7E>

## Activity 2: Identify the words.

### Reading Activity:

- The Educator explains the words with emphasis on alphabets.
- The students listen and repeat the words.



गाय



मुरगी



घोड़ा



कुत्ता



मछली



चिड़िया



बिल्ली

### Activity 3: Cut and paste.

#### Listening Activity:

The Educator reads the words aloud and asks the students to listen attentively.

The students:

- cut the picture of animals separately from next page.
- paste them on the farmhouse as per the given instructions.

गाय      कुत्ता      मछली      घोड़ा      बिल्ली      चिड़िया

उदाहरण के लिए :

- घर के ऊपर बिल्ली ।
- कुकुरशाला के पास कुत्ता ।
- घास पर गाय ।
  
- पेड़ पर चिड़िया ।
- घर के सामने घोड़ा ।
- तालाब में मछली ।







**Activity 4: Encircle the appropriate word.**



**Listening and Writing Activities:**

- The Educator reads aloud the sentences.
- The students identify, encircle and write the words of the animals.

For example: कुत्ता काला है।

कुत्ता

१. टोकरी में बिल्ली है।

---

२. गाय घास चर रही है।

---

३. घोड़ा भागता है।

---

४. चिड़िया उड़ती है।

---

५. नदी में मछली है।

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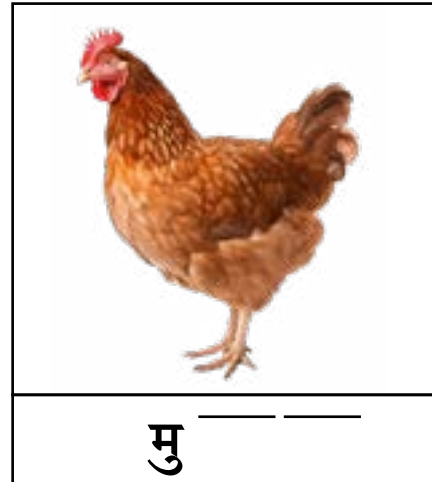
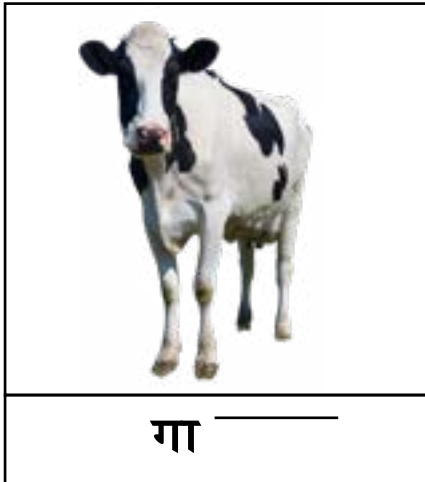
६. मुरगा बांग देता है।

---

Activity 5: Write the correct alphabets.

Writing Activity:

- The students write the missing alphabet/s in the given space.



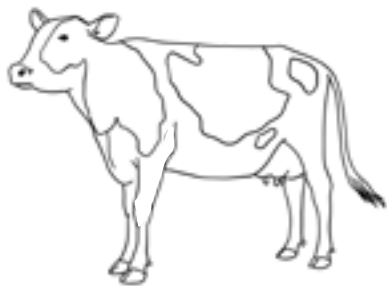
## Activity 6: Colour and describe the pictures.



### Speaking Activity:

The students:

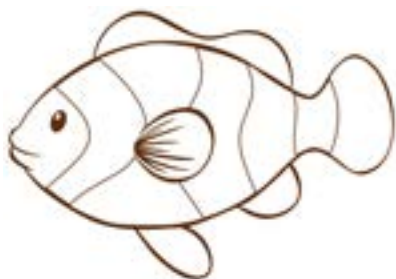
- colour the pictures as per the indicated colours.
- describe each coloured animal orally.



काली और सफ़ेद गाय



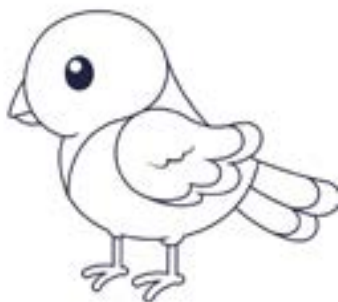
भूरा / मटियाला कुत्ता



नीली मछली



काला घोड़ा

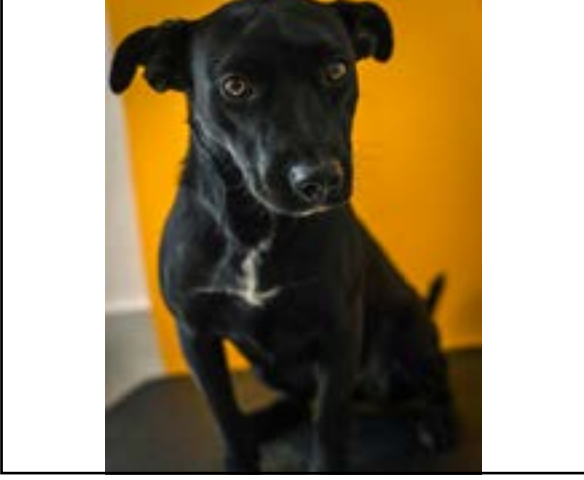


हरी चिड़िया

## Activity 7: Sentence reading.

### Reading Activity:

- The Educator helps the students to read the sentences.



### कुत्ता

एक कुत्ता

यह कुत्ता है।

यह कुत्ता काला है।

कुत्ता भौंकता है।



### मछली

एक मछली

यह मछली है।

यह मछली बड़ी है।

यह मछली नीली है।

मछली तालाब में है।



### गाय

एक गाय

गाय सफ़ेद है।

गाय घास खाती है।

यह गाय दूध देती है।

## Activity 8: Fill in the blanks.

### Writing and Reading Activities:

The students:

- fill in the blanks with the appropriate words.
- read the sentences related to animals.

१. यह ----- सुंदर है। (मछली, गाय)



२. यह ----- बड़ा है। (मुरगी, घोड़ा)



३. यह ----- काली है। (मछली, मुरगी)



४. यह ----- सफ़ेद है। (बिल्ली, गाय)



५. पेड़ पर ----- है। (चिड़िया, मछली)



## Activity 9: Labelling.



### Writing Activity:

Write the appropriate words and label the pictures.



## Activity 10: Describe the picture.



### Speaking Activity:

- The Educator helps the students to form sentences orally based on the picture below.



## **Theme 5: Music and Entertainment Musical Instruments**

### **Activities**

**Activity 1: Listen and repeat the song.**

**Activity 2: Identify, spell and read.**

**Activity 3: Cut and paste.**

**Activity 4: Spell and trace the words.**

**Activity 5: Read and copy the words.**

**Activity 6: Matching.**

**Activity 7: Word decoding.**

**Activity 8: Word formation.**

**Activity 9: Choose the correct syllable.**

**Activity 10: Fill in the blanks.**

**Activity 11: Encircle and write the word.**

**Activity 12: Tick the correct word.**

**Activity 13: Write the correct word.**

**Activity 14: Dot-to-dot drawing and colouring.**

**Activity 15: Word Search Puzzle.**

**Activity 16: Picture description and oral questions.**

# Guide to Educators

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## Learning Outcomes

- Recognise different musical instruments ( Flute / veena / dholak / guitar / jhaal and tabla).
- Understand the basic words related to music and entertainment.
- Read simple sentences with correct pronunciation and intonation.
- Produce simple sentences correctly.

## Additional Resources

- Use pictures, flashcards and videos to illustrate each musical instrument.
- Create a visual chart and vocabulary words to display in the classroom.

## Activities

- Listen and repeat.
- Identify, spell and read.
- Cut and paste.
- Spell and trace the words.
- Read and copy the words.
- Matching.
- Word decoding.
- Word formation.
- Choose the correct alphabets.
- Fill in the blanks.
- Choose and write the correct word.
- Tick the correct words.
- Write the correct word.
- Dot to dot drawing and colouring.
- Word search puzzle.
- Picture description and oral questions.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat the song.

### Listening and Singing Activities:

The Educator:

- reads the lyrics aloud.
- plays the song.

The students listen and repeat the song.

The Educator introduces the following action verbs:

- To sing: गाना
- To dance: नाचना

(१)

नानी तेरी मोरनी को मोर ले गए ,  
बाकी जो बचा था काले चोर ले गए (२)  
खाके-पीके, मोटे-होके चोर बैठे रेल में,  
चोरों वाला डिब्बा कटकर पहुँचा सीधा जेल में (२)

**Clap your hands (२)**

ताली बजाओ  
जब तुम खुश हो, तो बजाओ तालियाँ (२)  
जब तुम खुश हो, तो बताओ, सारी दुनिया को  
दिखाओ ।  
जब तुम खुश हो, तो बजाओ तालियाँ ।

The Educator may access the audio-visual version of the above poem/song through these links:

<https://youtu.be/.k8s-N7V131FQ?>

[https://youtube.com/watch?Clap your hands](https://youtube.com/watch?Clap+your+hands)

## Activity 2: Identify, spell and read.

### Reading and Speaking Activities:

The Educator reads the words aloud.

The students:

- identify the words through pictures.
- spell and read aloud the name of each musical instrument.



बाँसुरी



वीणा



तबला



ढोलक



मंजीरा



गिटार

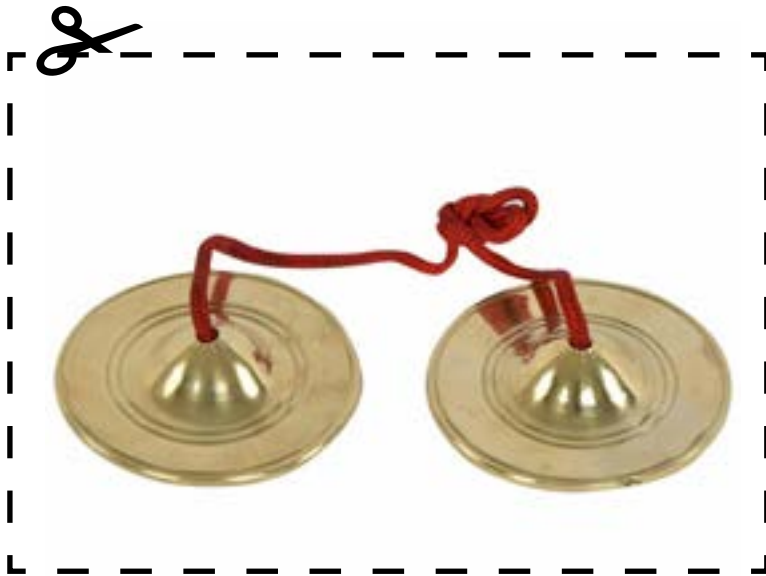
### Activity 3: Cut and paste.

#### Reading and Hands-on Activities:

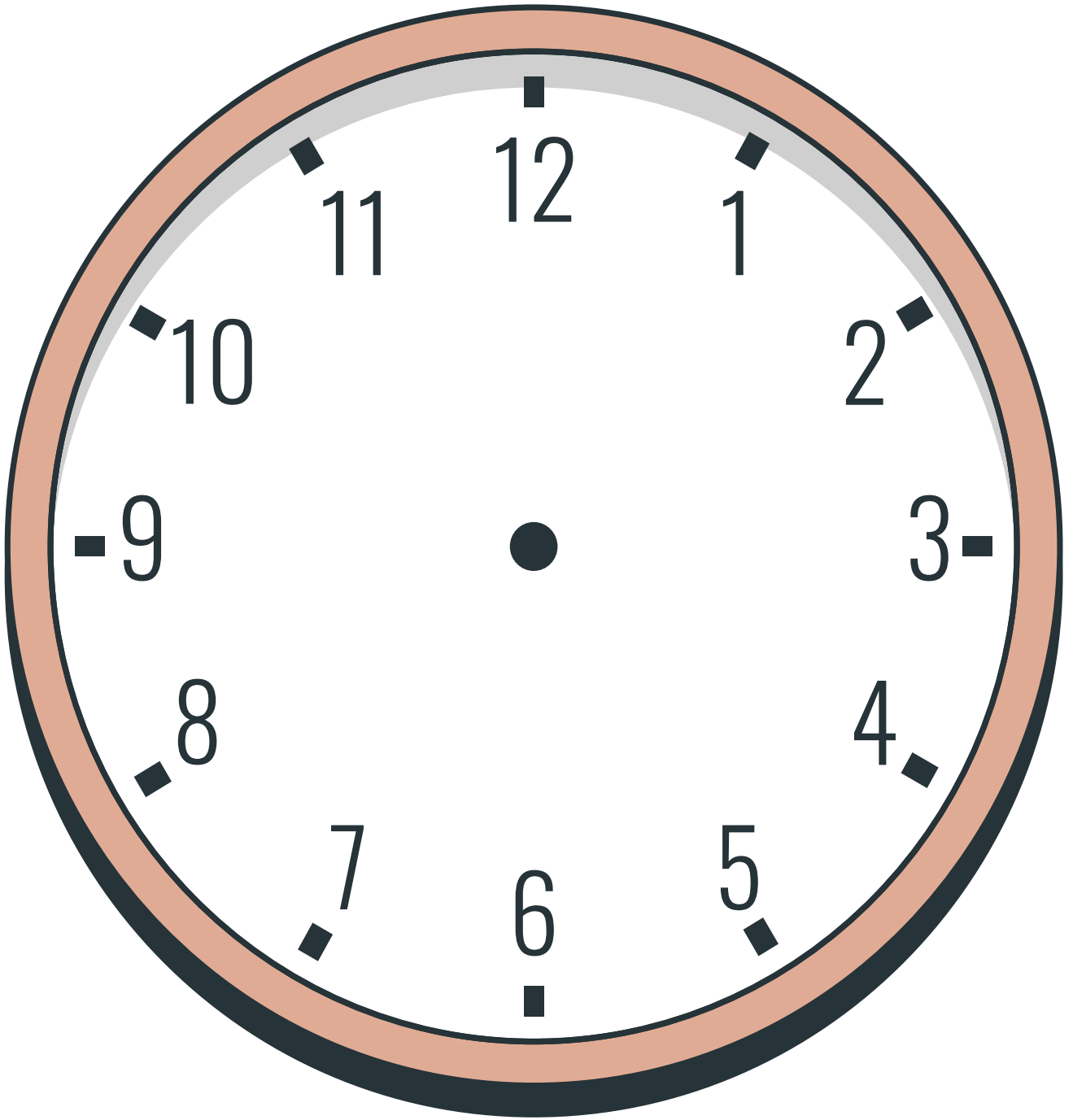
The students:

- study the table below under the guidance of the Educator.
- cut the pictures of the musical instruments from next page and paste them to the corresponding numbers on the clock on page after.

बाजा	संख्या
बाँसुरी	6
वीणा	2
तबला	10
मंजीरा	8
ढोलक	4
गिटार	12







**Activity 4: Spell and trace the words.**

**Reading and Writing Activities:**

The Educator spells the words aloud.

The students read and trace the words.

बाँसुरी बाँसुरी बाँसुरी बाँसुरी बाँसुरी बाँसुरी

वीणा वीणा वीणा वीणा वीणा वीणा

तबला तबला तबला तबला तबला तबला

मंजीरा मंजीरा मंजीरा मंजीरा मंजीरा मंजीरा

ढोलक ढोलक ढोलक ढोलक ढोलक ढोलक

गिटार गिटार गिटार गिटार गिटार गिटार

## Activity 5: Read and copy the words.



### Reading and Writing Activities:

The Educator reads the words aloud.

The students read and copy the words three times.

बाँसुरी

\_\_\_\_\_

वीणा

\_\_\_\_\_

तबला

\_\_\_\_\_

मंजीरा

\_\_\_\_\_

ढोलक

\_\_\_\_\_

गिटार

\_\_\_\_\_

## Activity 6: Matching.

### Reading Activity:

The students:

- match the pictures with corresponding words.
- read aloud the name of each musical instrument repeatedly under the guidance of the Educator.



बाँसुरी

गिटार

तबला

मंजीरा

ढोलक

वीणा

## Activity 7: Word decoding.

### Reading and Writing Activities:

The students:

- look at the pictures and read the words aloud under the guidance of the Educator.
- decode the given words and write the letters.



बाँसुरी → बाँ + सु + री



वीणा → ..... + .....



तबला → ..... + ..... + .....



मंजीरा → ..... + ..... + .....



ढोलक → ..... + ..... + .....



गिटार → ..... + ..... + .....

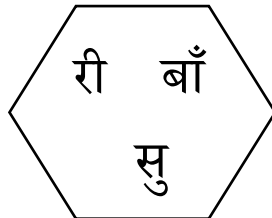
## Activity 8: Word formation.

### Reading and Writing Activities:

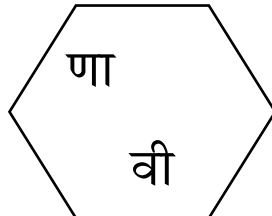
The students:

- pronounce the letters.
- rearrange the letters and write the correct word for each picture.
- read the words aloud.

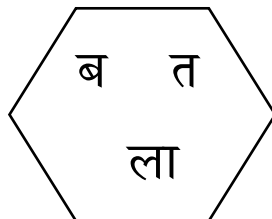
.....



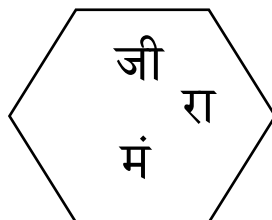
.....



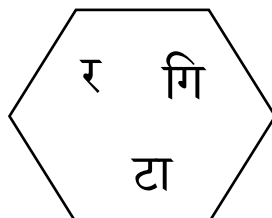
.....



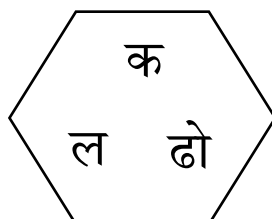
.....



.....



.....



## Activity 9: Choose the correct syllables.

### Reading and Writing Activities:

The students:

- choose the correct syllable from the brackets and fill in the blanks.
- read the words aloud under the guidance of the Educator.

१ . बाँ.....री (सू, सु)

२ . वी..... (ना, णा)

३ . त.....ला (ब, व)

४ . गि.....र. (टा, ता)

५ . मं.....रा (जी, जि)

६ . .....लक (ढो, दो)

**Activity 10: Fill in the blanks.**

**Reading and Writing Activities:**

The students look at the pictures and write the missing syllables in the blank space.



..... सुरी



वी .....



तब .....



मंजी .....



गिटा .....



ढोल .....

## Activity 11: Encircle and write the word.

### Reading and Writing Activities:

The Educator reads each sentence aloud.

The students:

- repeat the sentences.
- encircle the correct word from the brackets and write it in the blank space.

१. दादाजी ..... बेचते हैं।  
(बाँसुरी, बासुरी, बाँसूरी)
२. यह रवि की ..... है।  
(विणा, वीना, वीणा)
३. शैवी ..... बजाती है।  
(तबला, तबेला, टबला)
४. सुहावी ..... साफ़ करती है।  
(गितर, गिटार, गीटर)
५. पिताजी ..... बजाते हैं।  
(मंजीरा, मजीर, मजीरा)
६. माँ ..... लाती है।  
(ढोलाक, ढोलक, दोलक)

## Activity 12: Tick the correct word.

### Reading and Writing Activities:

The students tick the correct word corresponds to the picture and read aloud the word repeatedly.



तबला

बाँसुरी



वीणा

झाल



ढोलक

तबला



गिटार

सितार



ढोलक

वीणा



तबला

मंजीरा

### Activity 13: Write the correct word.

#### Reading and Writing Activities:

The students:

- write the correct word that correspond to the picture.
- read aloud the sentences.

( वीणा, मंजीरा, बाँसुरी, गिटार, तबला, ढोलक)



यह ..... है ।



यह ..... है ।



यह ..... है ।



यह ..... है ।



यह ..... है ।



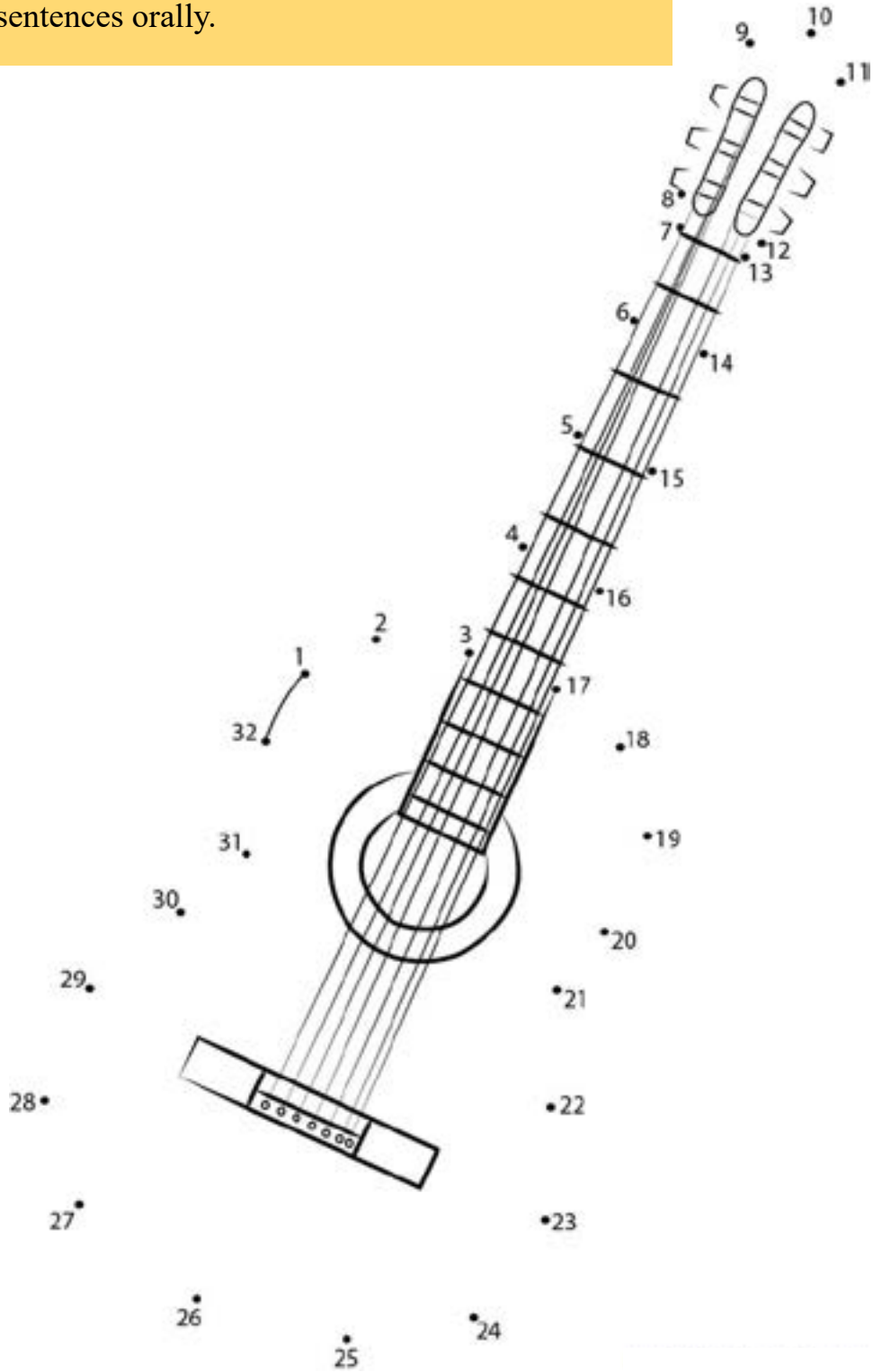
यह ..... है ।

## Activity 14: Dot-to-dot drawing and colouring.

### Writing and Speaking Activities:

The students:

- join the dots and colour the picture.
- write the name of the musical instrument.
- form sentences orally.



## Activity 15: Word Search Puzzle.

### Reading and Writing Activities:

The Educator

- reads the given words aloud and the students repeat.

The students find the listed words hidden within the grid, the words can be found horizontally, vertically or diagonally.

(वीणा, गिटार, तबला, बाँसुरी, ढोलक, मंजीरा)

क	च	प	त	ब	ला	म	ग
र	झा	द	स	छ	व	न	घ
स	मं	जी	रा	फ	या	ठ	ब
ज	जी	श	प	य	ढो	ल	क
र	बाँ	ज़	त्र	ख	ध	भ	अ
टा	म	सु	इ	प	ज	वी	ऊ
गि	आ	प	री	ढ	क	द	णा

Activity 16: Picture description and oral questions.



## Activity 16: Picture description and oral questions.

### Listening and Speaking Activities:

The Educator:

- guides the students to observe the given picture.
- uses prompts to help the students to describe the picture.

१. हम कब विश्व संगीत दिवस मनाते हैं ?
२. इस चित्र में क्या-क्या है ?
३. कुछ बाजों के नाम बताइए !
४. आपको कौन-सा हिन्दी गाना अधिक पसंद है ?
५. आप कौन-सा बाजा अधिक पसंद करते हैं ?
६. आपके विद्यालय में कौन-कौन से बाजे हैं ?

## **Theme 6: Celebrations and Festivals**

### **Birthday Celebration**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Identify the words through pictures.**

**Activity 3: Cut and paste.**

**Activity 4: Spell and practise.**

**Activity 5: Rearrange the alphabets/letters.**

**Activity 6: Matching.**

**Activity 7: Cut and play.**

**Activity 8: Trace the words.**

**Activity 9: Fill in the blanks.**

**Activity 10: Read and answer the questions.**

**Activity 11: Design a birthday invitation card.**

**Activity 12: Fill in the blanks and match.**

**Activity 13: Learn the numerals.**

**Activity 14: Read the birthday-related terms.**

# Guide to Educators

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## Learning Outcomes

- Sing birthday song
- Recognise basic words related to birthday (e.g. cake, candle, balloons, decorations, gifts, etc)
- Practise pronunciation of vocabulary words
- Express birthday wishes
- Speak about birthday celebrations using simple sentences
- Describe a birthday celebration using simple sentences (date, venue, time, invitees, birthday party)
- Read a birthday card with understanding
- Create a birthday card (including birthday wish)

## Activities

- Listen and repeat.
- Identify the words through pictures
- Cut and paste.
- Spell and practise.
- Rearrange the alphabets/letters.
- Matching.
- Cut and play.
- Trace the words.
- Fill in the blanks.
- Read and answer the questions.
- Design a birthday invitation card.
- Fill in the blanks and match.
- learn the numerals.
- Read the birthday related terms.

## Additional Resources

- Pictures and real-life examples to aid recognition.
- Birthday songs and simple stories
- Videos or audios related to birthday celebration.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the song/poem.
- The students listen to the song/poem and recite under the guidance of the Educator.

### जन्मदिन गीत

बधाई हो बधाई जन्मदिन की तुमको  
जन्मदिन तुम्हारा मिलेंगे लड्डू हमको  
बधाई हो बधाई जन्मदिन की तुमको

---

जन्मदिन की बहुत शुभकामनाएँ  
सूरज से चमकते रहो,  
फूलों से महकते रहो,  
हँसते रहो, मुस्कुराते रहो  
पूरी हों सभी कामनाएँ ।  
जन्मदिन की बहुत शुभकामनाएँ ।  
जैसे सदा आकाश रहेगा,  
धरती रहेगी, संसार रहेगा,  
नाम तुम्हारा बना रहेगा  
जन्मदिन की बहुत शुभकामनाएँ ।

The Educator may access the audio-visual version of the above poem/song through these links:

<https://www.youtube.com/watch?v=cEy74zTuRg0>  
<https://www.youtube.com/watch?v=byfkeidkFP4>

## Activity 2: Identify the words through pictures.

### Listening and Speaking Activities:

Under the guidance of the Educator, the students:

- listen to the words and repeat them with correct pronunciation.
- listen to the explanation and understand its meaning.
- learn to identify the words with their corresponding pictures.



जन्मदिन



केक



गुब्बारे



मोमबत्ती



मेहमान



उपहार



फूल



हवन/ पूजा



शुभकामना / बधाई



चाकू



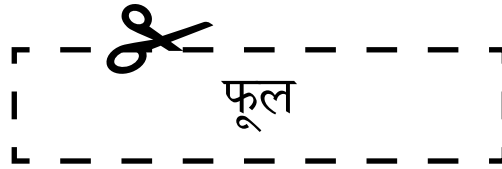
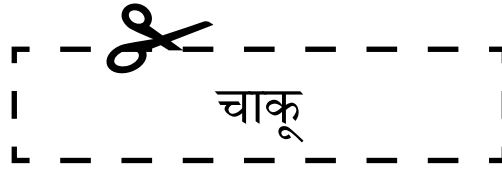
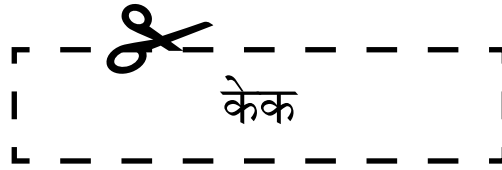
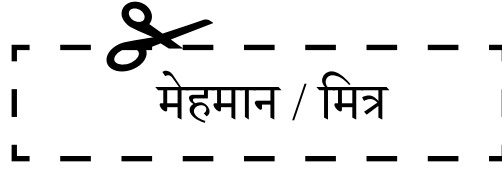
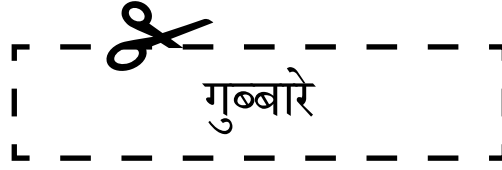
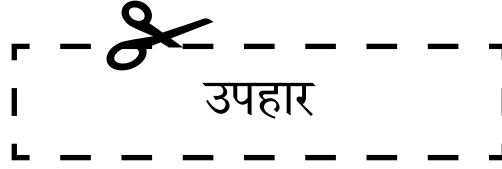
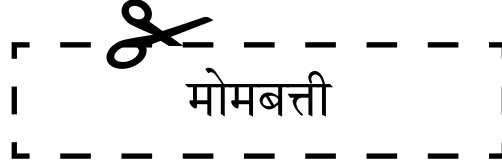
आशीर्वाद

### Activity 3: Cut and paste.

#### Reading and Hands-on Activities:

Under the guidance of the Educator, the students:

- learn to identify words with their corresponding images.
- cut the words and paste them in the given boxes.





[Empty box]

[Empty box]

[Empty box]



[Empty box]

[Empty box]

[Empty box]

[Empty box]

#### Activity 4: Spell and practise.

##### Listening and Reading Activities:

- The Educator spells and reads the words aloud.
- The students repeat after the Educator.

के + क = केक

ज + न् + म + दि + न = जन्मदिन

गु + ब् + बा + रे = गुब्बारे

मो + म + ब + ती = मोमबत्ती

उ + प + हा + र = उपहार

मे + ह + मा + न = मेहमान / मि + त्र = मित्र

फू + ल = फूल

ह + व + न = हवन / पू + जा = पूजा

शु + भ + का + म + ना = शुभकामना / ब + धा + ई = बधाई

चा + कू = चाकू

आ + शी + र् + वा + द = आशीर्वाद

## Activity 5: Rearrange the alphabets/letters.

### Reading and Writing Activities:

Under the guidance of the Educator, the students:

- rearrange the alphabets/letters to form the words corresponding to the pictures.
- write and read the words repeatedly.



न न्म  
दि ज

.....



प हा  
र उ

.....



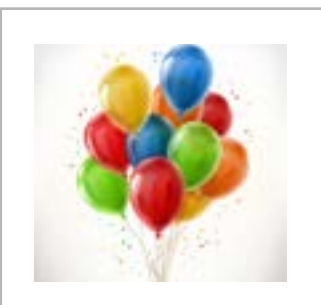
ह मा  
न मे

.....



म ती  
मो ब

.....



रे गु  
ब्बा

.....

## Activity 6: Matching.

### Reading Activity:

Under the guidance of the Educator, the students:

- look at the pictures and read the sentences.
- match the pictures to the appropriate sentences.



केक बड़ा है।



मेज़ पर एक उपहार है।



गुब्बारा लाल है।



फूल सुंदर हैं।



मेहमान गा रहा है।

## Activity 7: Cut and play.

### Reading Activity:

- The Educator explains the Memory Game to the students and guide them through the process.

### Instructions / Rules of the Memory game:

Cut out the set of 10 cards, pictures(5) and phrases(5).

1. Shuffle the cards and place them face down on the table.
2. The first player turns over two cards.
3. If the picture matches the phrase, the player keeps them and gets another turn.
4. If they do not match, the cards are turned back over, and it becomes the next player's turn.
5. The player with the most matched pairs at the end wins.



पीली मोमबत्ती

जन्मदिन का  
बड़ा केक

नीला फूल

लाल गुब्बारा

छोटा उपहार



## Activity 8: Trace the words.

### Writing Activity:

Under the guidance of the Educator, the students trace the words.



जन्मदिन की बधाई

जन्मदिन की बधाई

## Activity 9: Fill in the blanks

### Writing and Reading Activities:

Under the guidance of the Educator, the students:

- choose and write the missing alphabets given in brackets to complete the word.
- read the words aloud repeatedly.

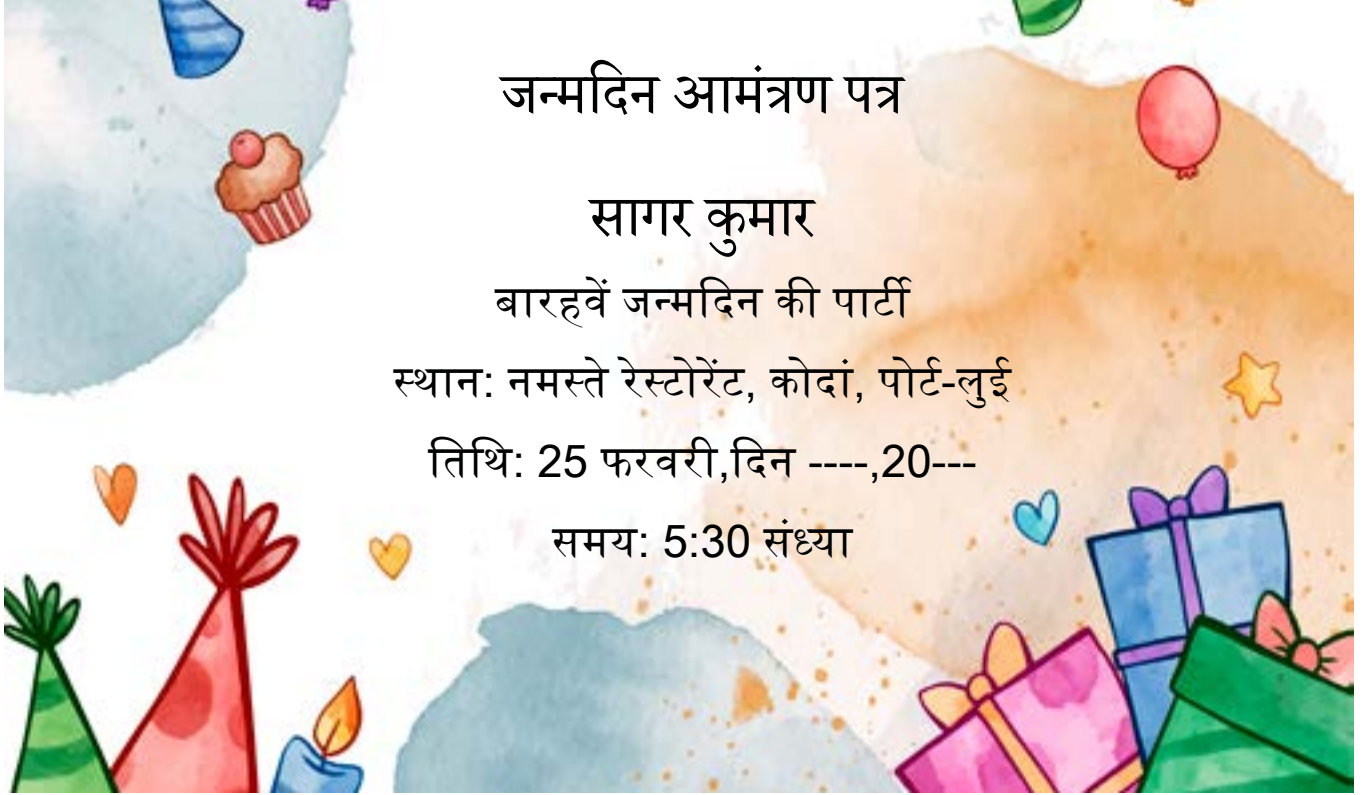
१. .... मबत्ती ( मे, मो )
२. गु.....रा ( ब, ब्बा )
३. मेहमा..... ( ण, न )
४. जन्म..... न ( दि, दी )
५. .... ल ( फ, फू )
६. ब.....ई ( धा , दा )
७. आ.....वाद ( सी , शी )
८. ह.....न ( ब, व )

## Activity 10: Read and answer the questions.

### Reading and Speaking Activities:

The Educator:

- reads the birthday invitation card and explains it to the students.
- asks questions to the students.



### उदाहरण:

१. किसका जन्मदिन है ?
२. वह कितने साल का होगा ?
३. जन्मदिन कब है ?
४. कितने बजे जन्मदिन मनाया जाएगा ?
५. जन्मदिन कहाँ मनाया जाएगा ?

## Activity 11: Design a birthday invitation card.

### Writing Activity:

- The Educator encourages the students to talk about their birthday.
- The students make a birthday invitation card.

### मेरा जन्मदिन

१. तुम्हारा जन्मदिन कब है ?
२. तुम कितने साल के हो ?
३. तुम अपना जन्मदिन कैसे मनाते हो ?
४. पिछले वर्ष के जन्मदिन पर मिले, किन्हीं पाँच उपहारों के बारे में बताइए ।

### जन्मदिन निमंत्रण पत्र




## Activity 12: Fill in the blanks and match.

### Listening and Speaking Activities:

Under the guidance of the Educator, the students:

- listen and repeat the different colours.
- identify the colours in the pictures and fill in the blanks accordingly.
- match the sentences to the appropriate pictures.

Colour Chart	Names
	लाल
	नीला
	पीला

Colour Chart	Names
	हरा
	काला
	सफ़ेद

गिटार \_\_\_\_\_ है ।



गुब्बारा \_\_\_\_\_ है ।



फूल \_\_\_\_\_ है ।



उपहार \_\_\_\_\_ है ।



केक \_\_\_\_\_ है ।



### Activity 13: Learn the numerals.

#### Listening, Speaking and Writing Activities:

Under the guidance of the Educator, the students:

- listen and repeat the numerals.
- copy the numerals in figures and words.

Numbers	हिंदी में संख्या	Rewrite the figures	हिंदी में संख्या	Copy the numbers in words (Hindi)
1	१		एक	
2	२		दो	
3	३		तीन	
4	४		चार	
5	५		पाँच	
6	६		छह	
7	७		सात	
8	८		आठ	
9	९		नौ	
10	१०		दस	
11	११		ग्यारह	
12	१२		बारह	
13	१३		तेरह	
14	१४		चौदह	
15	१५		पंद्रह	

## Activity 14: Read the birthday-related terms.

### Listening and Reading Activities:

Under the guidance of the Educator, the students:

- listen and read birthday-related terms with understanding.
- cultivate a positive attitude towards birthday celebration traditions.



दीप प्रज्वलन  
(दीप जलाना)



हवन / स्वाहा



आयुष्मान् /  
आयुष्मति भवः  
(जीते रहो )



जन्मदिन की बधाई



उपहार



शुभ आहार

# **Theme 7: Ethics and Values**

## **Basic Ethics**

### **Activities**

#### **Guide to Educators**

**Activity 1: Listen and repeat.**

**Activity 2: Listen and read the words.**

**Activity 3: Read the sentences.**

**Activity 4: Choose the correct words and fill in the blanks.**

**Activity 5: Matching.**

**Activity 6: Trace the words.**

**Activity 7: Encircle the correct icon.**

**Activity 8: Choose the correct answer.**

**Activity 9: Categorise the behaviours.**

**Activity 10: Cut and paste.**

# Guide to Educators

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## Learning Outcomes

- Recognise words related to basic ethics.
- Read and comprehend simple sentences related to good habits.
- Recognise ethical behaviour in real-life and illustrated scenarios.
- Apply basic ethics in written and spoken forms.

## Activities

- Listen and repeat.
- Listen and read the words.
- Read the sentences.
- Fill in the blanks.
- Matching.
- Trace the words.
- Encircle the correct icon.
- Choose the correct answer.
- Categorise the behaviours.
- Cut and paste.

## Other Proposed Activities

- Value Circle: Each student says one value word and shares a small example.
- Dramatize a morning routine/role play.
- Class Mural: Students draw/colour examples of values to create a Values Wall.

## Additional Resources

- Flashcards with images
- Worksheets (matching, labelling, jumbled words)
- Song audio

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads the lyrics aloud.
- The students listen and repeat.

सूरज निकला, चिड़ियों ने गाया,  
प्यारे बच्चो, दिन खुशियाँ लाया ।

सच बोलो और झगड़ा छोड़ो,  
अब सबसे तुम मीठा बोलो ।

माँ की सुनो, पिता की मानो,  
अच्छे बच्चे हर दिन बनो ।

बड़ों का आदर, छोटों से प्यार,  
यही है सुख का संसार ।

मिल-जुल कर सब काम करो,  
और हर किसी की मदद करो ।

The Educator may access the audio-visual version of the above song through these links:

<https://youtu.be/Vus-OCr6LhA>  
[https://www.youtube.com/watch?v=Hy\\_BCd9ruf8](https://www.youtube.com/watch?v=Hy_BCd9ruf8)

## Activity 2: Listen and read the words.

### Listening, Reading and Writing Activities

The Educator:

- introduces and explains the meaning of the words.
- reads the words and the students repeat each word aloud.

The students identify, write and read again the words.

१. नमस्ते

---

२. मुस्कुराना

---

३. धन्यवाद

---

४. आदर

---

५. क्षमा माँगना / माफ़ी माँगना

---

६. मदद / सहायता

---

७. बाँटना

---

८. आज्ञाकारी

---

### Activity 3: Read the sentences.

#### Listening and Reading Activities:

- The Educator reads and explains the sentences.
- The students listen attentively and repeat them.

## मेरी सुबह

१. मैं सुबह जल्दी उठता/ उठती हूँ।
२. मैं अपना बिस्तर ठीक करता/ करती हूँ।
३. मैं अपने परिवार को सुप्रभात/नमस्ते कहता/ कहती हूँ।
४. मैं अपने दाँत साफ़ करता/ करती हूँ।
५. मैं स्नान करता / करती हूँ।
६. मैं साफ़ कपड़े पहनता/ पहनती हूँ।
७. मैं प्रार्थना करता / करती हूँ।
८. मैं नाश्ता करता/ करती हूँ।
९. मैं समय पर स्कूल पहुँचता/ पहुँचती हूँ।
१०. मैं अपने शिक्षकों और दोस्तों को नमस्ते कहता/ कहती हूँ।

**Activity 4: Choose the correct words and fill in the blanks.**

**Reading and Writing Activities:**

- The students read the sentences with understanding and choose the correct words to fill in the blanks.
- The Educator guides the students to read the complete sentences aloud.

बिस्तर, नमस्ते, नाश्ता, साफ़, परिवार, मैं, समय, जल्दी, कपड़े, हूँ

### मेरी सुबह

१. मैं सुबह ..... उठता/ उठती हूँ।
२. मैं अपना ..... ठीक करता/ करती हूँ।
३. मैं अपने ..... को सुप्रभात / नमस्ते कहता/ कहती हूँ।
४. मैं अपने दाँत ..... करता/ करती हूँ।
५. .... स्नान करता/ करती हूँ।
६. मैं साफ़ ..... पहनता/ पहनती हूँ।
७. मैं प्रार्थना करता/ करती .....
८. मैं ..... करता/ करती हूँ।
९. मैं ..... पर स्कूल पहुँचता/ पहुँचती हूँ।
१०. मैं अपने शिक्षकों और दोस्तों को ..... कहता/ कहती हूँ।

## Activity 5: Matching.

### Listening and Reading Activities:

- The Educator reads and explains the different words.
- The students read the words aloud and match them to the corresponding pictures.

१. मदद करना



२. सम्मान करना



३. बाँटना



४. दया दिखाना



५. ज़िम्मेदार होना



## Activity 6: Trace the words.

### Writing and Reading Activities:

- The Educator explains each word.
- The students trace the words and read them aloud.

१. दयालुता      दयालुता      दयालुता      दयालुता

२. ईमानदारी      ईमानदारी      ईमानदारी      ईमानदारी

३. बाँटना      बाँटना      बाँटना      बाँटना

४. मित्रता      मित्रता      मित्रता      मित्रता

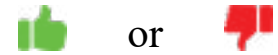
५. मेहनत      मेहनत      मेहनत      मेहनत

## Activity 7: Encircle the correct icon.

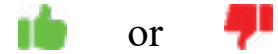
### Listening and Reading Activities:

- The Educator reads the sentences and asks the students to encircle the correct icon.

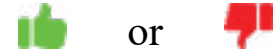
१. मैं खाने से पहले अपने हाथ धोता हूँ।



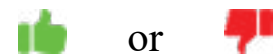
२. मैं अपने दोस्त की कलम बिना पूछे ले लेता हूँ।



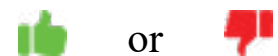
३. मैं कमरे से बत्ती बुझाकर निकलता हूँ।



४. मैं खाँसते समय अपना मुँह नहीं ढकता।



५. मैं कूड़ेदान में ही कूड़ा फेंकता हूँ।



## Activity 8: Choose the correct answer.

### Listening and Reading Activities:

- The Educator reads the sentences and the options.
- The students listen carefully and encircle the correct answer.

१. आपके दोस्त की पुस्तकें गिर जाती हैं। आपको क्या करना चाहिए ?
- अ) हँसना चाहिए                      इ) भाग जाना चाहिए  
आ) मदद करनी चाहिए
२. एक नया छात्र भोजन-अवकाश के समय अकेला बैठा है। आपको क्या करना चाहिए ?
- अ) उपेक्षा करनी चाहिए                      इ) अपने पास बुलाना चाहिए  
आ) हँसना चाहिए
३. आपका छोटा भाई आपके खिलौने के साथ खेलना चाहता है। आपको क्या करना चाहिए ?
- अ) चिल्लाना चाहिए                      इ) खिलौना छिपाना चाहिए  
आ) साथ खेलना चाहिए
४. आपका सहपाठी खाना लाना भूल गया। आपको क्या करना चाहिए ?
- अ) खाना बाँटना चाहिए                      इ) अकेले खाना चाहिए  
आ) हँसी उड़ानी चाहिए
५. आप किसी को ज़मीन पर कूड़ा फेंकते देखते हैं। आपको क्या करना चाहिए ?
- अ) कुछ नहीं कहना चाहिए                      इ) उसे समझाना चाहिए  
आ) कूड़ा उठा लेना चाहिए

## Activity 9: Categorise the behaviours.

### Reading and Writing Activities:

The Educator reads aloud the list of words.

The students sort the words into two columns: Good Behaviour  and Bad Behaviour.

मदद करना, झूठ बोलना, चिल्लाना, बाँटना, सम्मान करना, चुराना, देखभाल करना, ठगना, ईमानदार होना, हँसी उड़ाना, माफ़ी माँगना, डराना, लड़ना, विनम्र होना, धन्यवाद देना, गाली देना, धोखा देना

<input checked="" type="checkbox"/> Good Behaviour / अच्छा व्यवहार	<input checked="" type="checkbox"/> Bad Behaviour / बुरा व्यवहार

## Activity 10: Cut and paste.

### Reading and Speaking Activities:

The Educator reads and explains the words on the next page.

The students:

- read, cut and paste the words beside the appropriate pictures.
- describe the picture orally with the help of the Educator.



पेड़ रोपना



पानी का सही /उचित  
उपयोग करना



कूड़ा उठाना



बिजली की  
बचत करना



ज़ोर-ज़ोर से संगीत  
न सुनना



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[Empty box]



[Empty box]

[Empty box]

[Empty box]

## हिंदी वर्णमाला

स्वर:

अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ

- ँ (अनुस्वार), ँँ (अनुनासिक), ः (विसर्ग)

व्यंजन:

- क वर्ग: क, ख, ग, घ, ङ
- च वर्ग: च, छ, ज, झ, ञ
- ट वर्ग: ट, ठ, ड, ढ, ण ङ, ढ
- त वर्ग: त, थ, द, ध, न
- प वर्ग: प, फ, ब, भ, म
- अंतस्थ व्यंजन: य, र, ल, व
- ऊष्म व्यंजन: श, ष, स, ह
- संयुक्त व्यंजन: क्ष, त्र, ज्ञ, श्र
- क्+ष=क्ष, त्+र=त्र, ज्+ञ=ज्ञ, श्+र=श्र

विदेशी ध्वनियों के उच्चारण हेतु:

क्र, ख, ग, ज, फ्र, ॉ

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