



My Name : .....

My Father's Name : .....

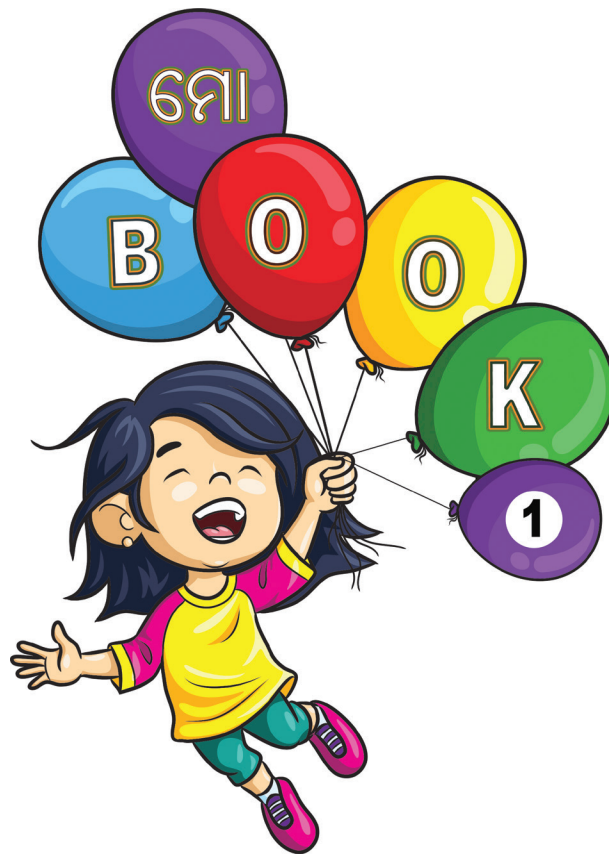
My Mother's Name : .....

Name of My School : .....

Name of My Class Teacher : .....

Name of My Village : .....





Preparatory Workbook for  
Class-1



DEPARTMENT OF ST & SC DEVELOPMENT  
MINORITIES & BACKWARD CLASSES WELFARE  
GOVT. OF ODISHA

## MO BOOK

Preparatory Workbook for Class-1

A team from the Bakul Foundation and Kalinga Institute of Social Sciences (KISS) has designed this workbook and the teaching module with the following features:

- Experiential Learning through varied activities.
- Emphasis on 3R methodology – Repetition, Recapitulation and Reinforcement.
- Implementation of joyful learning concepts.

### Mentor & Guide

**Prof. (Dr.) A. B. Ota,**

Advisor-cum-Director & Special Secretary  
SCSTRTI, Govt. of Odisha.

### Authors

**Ms. Sumana Ghosh**, Educationist,  
Teacher trainer, Former Principal of St.  
Xavier's High School, Khandagiri, Odisha.

**Ms. Sabita Patnaik**, Founder Principal  
of KIDZZ Bloomingdale's, Project  
Coordinator 'Gulechi', Chief Advisor at  
'Bugin Ha' Shiksha Kendra, Bhubaneswar,  
Odisha.

**Dr. Sushree Sangita Mohanty**, Dy.  
Director of Multilingual Education Project  
at Kalinga Institute of Social Sciences,  
Bhubaneswar, Odisha.

### Design & Layout

**Mr. Raghunath Nayak**, DIGANTA,  
Bhubaneswar

### Coordinators

**Mr. Sujit Mahapatra**, Founder, Bakul  
Foundation, Bhubaneswar Odisha.

**Mr. Prakash Kumar Sahoo**, State Lead at  
Akshara Foundation, Odisha.

### Advisors

**Ms. Vimaljit Dua**, Former Principal,  
Ruchika Pre-School

**Dr. Amiya Patnaik**, Former Executive  
Director (HRD&Admn), NALCO

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Govt. Of Odisha

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## FOREWORD

The School Readiness Program (SRP) under the flagship program ANWESHA is a farsighted initiative of the SC ST department, Government of Odisha, for children living in districts having a large tribal population.

The purpose of this SRP is to prepare children who have not had any formal pre- primary schooling and desiring admission into private English medium schools in Grade-I, to be school ready with a standard level of literacy and numeracy, enabled by tutors trained specifically for this purpose. The program will prepare these delicate minds to face lesser challenges in the learning and adjustment process thus enabling a smooth transition to primary school.

This book is an experimental edition. A group of educationists, researcher and practitioners has carefully prepared this book. I would like the teachers to carefully read through 'A NOTE FOR THE TEACHER' provided for them in this book and teach the book accordingly. I also want the inspecting officials to go through the book and supervise the classes accordingly. The workbooks are carefully built along with a teaching module (TRANSACTIONAL MODULE). The teacher should use the workbooks following the teaching methods given in the transactional module to facilitate a learner -centred approach.

I am sure this new approach will help our learners to achieve all essential skills & development - Pre-primary skills, cognitive development, gross motor development, fine motor development and socio-emotional development. I thank the authors and coordinators for their sincere efforts in preparing the excellent materials.

Your valuable suggestions & feedback for the improvement of the book are welcome.

**Ranjana Chopra (IAS)**

Principal Secretary  
Department of ST & SC Development,  
Minorities & Backward Classes Welfare, Govt. Of Odisha

## DIRECTOR'S MESSAGE

The right to education encompasses the right of every child to receive a wholesome education for their intellectual, physical, social and emotional development. The ANWESHA program has been envisioned with this ideal in mind so that no child is left behind for dearth of available opportunities. To make this project successful, a new School Readiness Program has been developed by a group of educationists that will prepare these very young children who have never been exposed to a formal learning environment and are about to enter Class 1 in private English medium schools. I am very hopeful that the outcome of this module will be very positive with more confident children and those who will be at par with the children from formal schooling backgrounds.

My best wishes for the success of this new program, the teachers who will make it possible and the young, enthusiastic learners.

I am thankful to all the members who have helped in the development of this School Readiness Program and the creators of 'MO BOOK'.

**Ms. Guha Poonam Tapaskumar, IAS**  
Director (ST) cum CEO OTDS  
Department of ST & SC Development,  
Minorities & Backward Classes Welfare  
Govt. Of Odisha



## PREFACE

Teaching new language to young children is a difficult task because they are used to their Mother Tongue. This situation is more prominent among the children of schools run by the department. However, with proper design and using different teaching techniques the transition could be possible.

This transactional module has been developed on the basic tenets of learning – the 3 R's – namely, Repetition, Recapitulation and Reinforcement where all three are of supreme importance in the case of children's learning. Additionally, the teaching process will be supplemented by joyful activities like singing, rhymes, coloring, storytelling, role play, games and audio visual time, inside and outside the classroom. While drawing up the objectives for this module, the authors focused on some non-negotiable concepts that had to be imparted to children. They are:

- Ability to introduce themselves (basically own name, parents' names, the village or town they belong to)
- Following simple instructions in English to know and follow the daily routine.
- Communicating needs, likes and dislikes and problems.
- Good manners and hygiene.
- Concepts for their cognitive development, like basic colors, shapes, parts of the body, fruits, vegetables, flowers, days of the week and months, etc.
- Basic numeracy- numbers up to 10 in writing and orally up to 20.
- Basic literacy- phonic skills and writing alphabets, writing and forming three letter words (CVC) reading a few sight words and short sentences.
- Reciting a few rhymes in English and Odia.
- Basic addition of single digit numbers through representational objects.
- Road safety.
- Good touch, bad touch.

In order to achieve the above-mentioned goals, by means of the workbook and other activities, a multipronged approach has been adopted, whereby all the stakeholders in the hostel, like the tutors, caretakers, CCA will have a role to play, however small it may be. This is to keep the children in a stimulating environment.

The project objective is also to train the Anwesha tutors to equip them with the skills required for successfully executing this transactional module. And we hope the trained tutors will be eager to introduce methods that children will be comfortable with and at the same time yield the desired results.

**Prof. (Dr.) A. B. Ota,**  
Advisor-cum-Director & Special Secretary  
SCSTRTI, Govt. of Odisha.



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## A NOTE FOR THE TEACHER

Dear Teacher,

Mo Book is, in all likelihood, the first book the child will be working with ever. You are, therefore, in many ways, the first formal teacher of the child, and you are the main person responsible for initiating the child at a tender age into formal learning and ensuring that the child develops an interest in learning and actually learns.

1. For learning to happen, as you would know the very first requirement is to create an environment conducive to learning. Given the challenge of the child being away from home and familiar environment, it is extremely important to **make the child feel comfortable in her/his new environment**, away from home. Learning can happen only when the child feels 'at home'.

It is strongly recommended that the transaction between you and the child does not happen only in classroom settings but as much as possible in informal settings such as the playground and dining hall, even while engaged in other activities. A lot of learning can happen and often more effectively without the child feeling that he is being taught.

2. The child will want to learn if the **learning is fun**. Hence, you must continuously try to give the child a joyful learning experience. This can happen through abundant and effective use of games, song, dance and drama both by tutor and the children. In fact, **all the activities in the workbook and outside of it are meant for pleasure** and are aimed at achieving a holistic development of the child. They must be conducted in a joyful and disciplined atmosphere, with the active involvement of children.
3. The child will also want to learn if the child feels **safe in the environment** and does not feel threatened by other students or adults. It is important for the child to feel absolutely safe with the tutor and to trust the tutor. Otherwise, the child would not be open to learning. **It is most helpful when the child sees the tutor really as a FRIEND**. When the child trusts you and confides in you, you will know better the factors that are hampering the child's learning.

**The child should also have NO FEAR while learning** - fear of making mistakes, fear of being laughed at, fear of humiliation and fear of the English language as well. Hence, wherever possible, questions should be posed to a group and not an individual. If the group answers correctly, it is the individual child's achievement but if it fails to answer correctly, it is the group's failure, not the child's.

4. Once we have created an interest in the child to learn, it is important to increase the appetite of the child for learning. This can happen when we constantly motivate the child and ensure that the child does not feel demotivated or humiliated. **Praise and appreciation for their efforts and every little progress** is, therefore, very important to let them experience the joy of achievement, and that will motivate them. It is not the fault of the children that unlike his other fellow students, they did not have exposure to English in their earlier environment or could not go through a few years of pre-schooling. In fact, the tribal children should be told how there are certain areas of knowledge and skills in which they are better than other children.

5. Keeping these things in mind, we have aimed to introduce the English language to the children in a graded manner. It is also important that the words are used again and again in the same or different contexts and words for familiar objects are used regularly. **Repetition without making it boring will help in learning.**
6. And lastly, use all the teaching aids given in the kit to make your interactions with the children more meaningful and make every object around you, a teaching aid.
7. All the rhymes, stories and activities have been chosen keeping in mind the cognitive and emotional development of the child. But you are free to substitute them as per the needs of the class. **A teacher needs to use her imagination and creativity all the time to make learning a fun experience.**

Regarding the teaching of the English alphabet, as you are going to see, we have laid a lot of emphasis on phonics. Language is nothing but sounds used meaningfully. If a child's base in phonics is strong, it will not only help her to read better and faster but also to spell better. When you go through the workbook, you will notice that the vowel sounds have been introduced first. This is because every word requires one or more vowels to be formed. So, they need to be practiced well first after which the consonants are taken up.

When the child learns to write, the child must be encouraged to form the letters correctly, as per the directions, having the correct grip of the pencil. This must be done under your strict supervision.

*"The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination."*

Maria Montessori

#### **In your Class**

- *Does the child show interest?*
- *Does the child find enjoyment?*
- *Is the child safe?*

#### **Remember**

- *to smile often.*
- *to Repeat, Repeat and Repeat*
- *entertainment is key to education*
- *everything can be a teaching aid*

Your valuable feedback regarding this workbook is most welcome.

Authors



# Me, My family & My environment I

The activities of this week are based on

- The color "red"
- Shape - circle
- Parts of the body
- Different times of the day

## My family

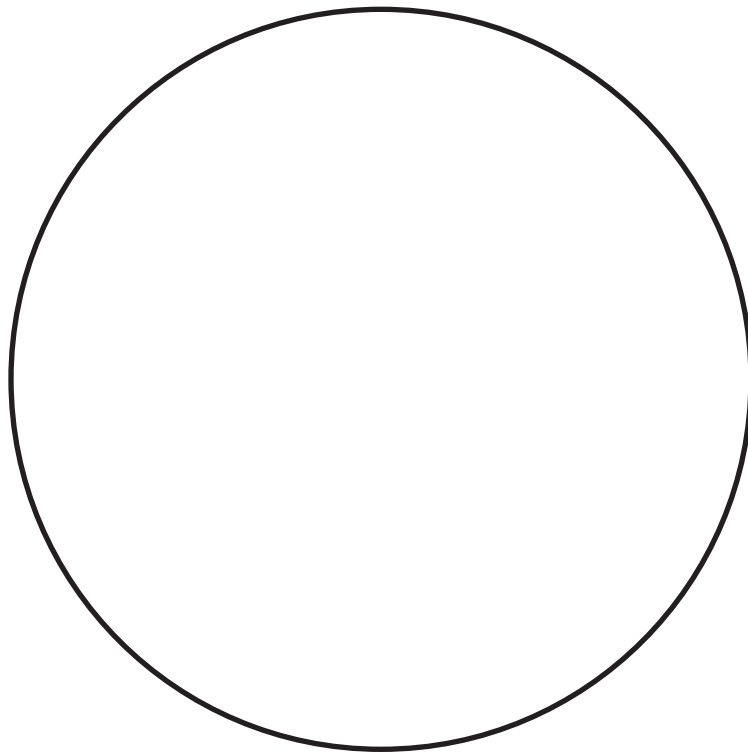


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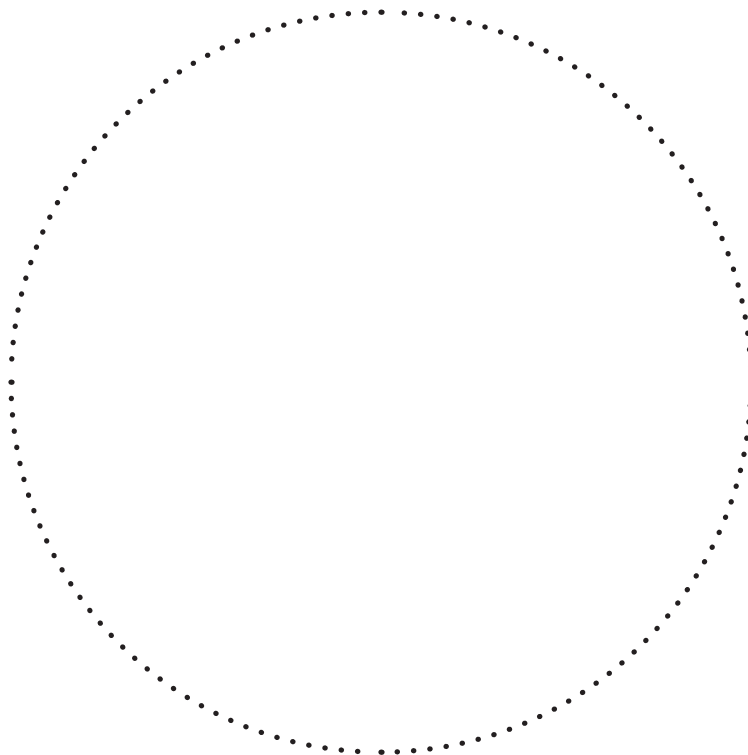
Week

1

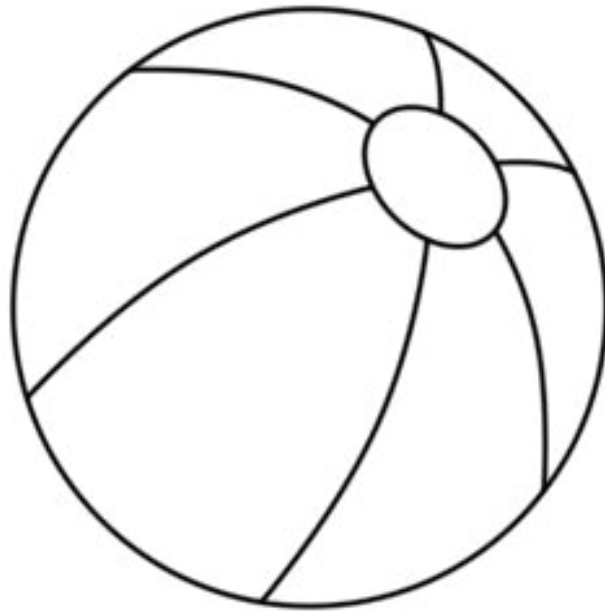
Color the circle red



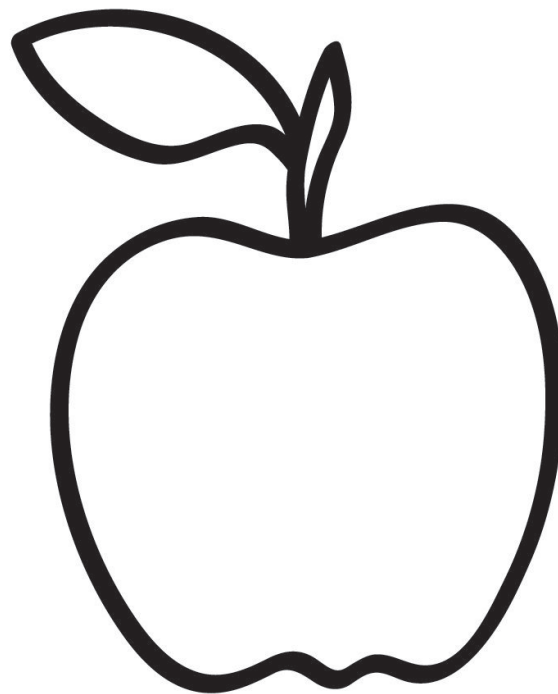
Join the dots and colour



Color the ball red



Color the apple red



Date :

Week

1

My Page

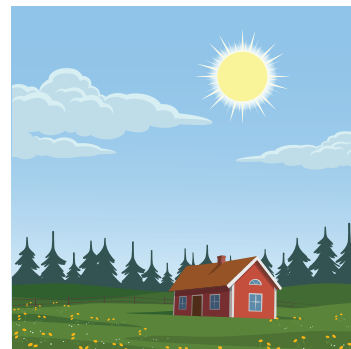
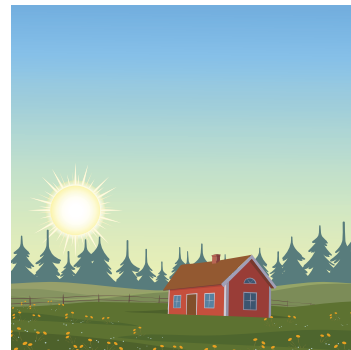
This is me





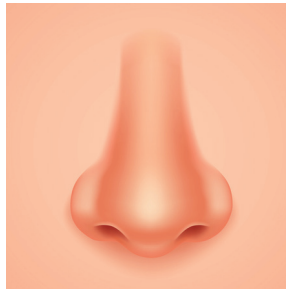
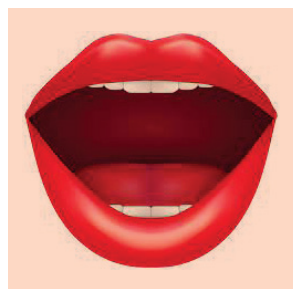
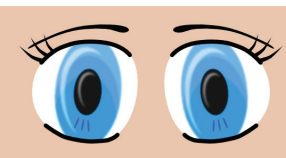
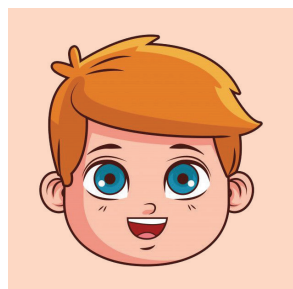
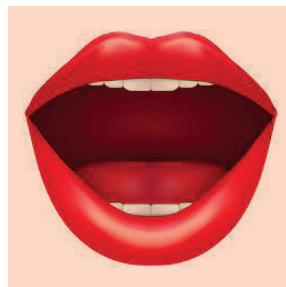
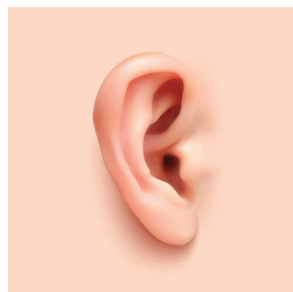
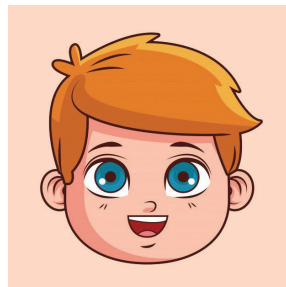
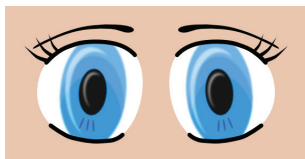
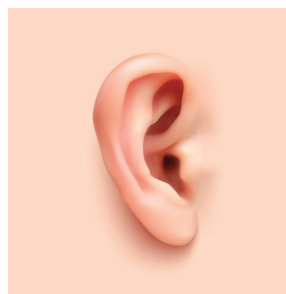
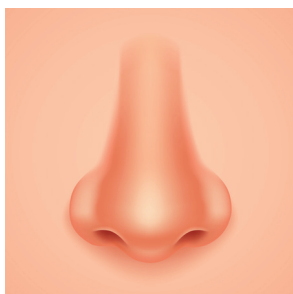
# Times of the day

Match the pictures



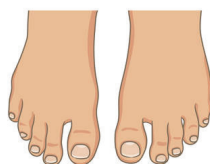
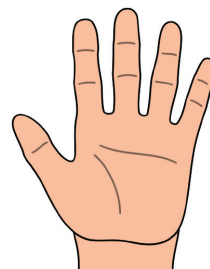
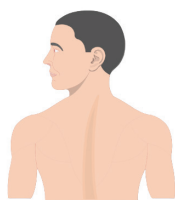
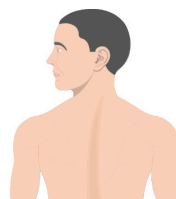
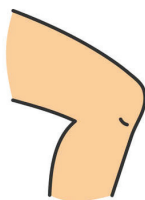
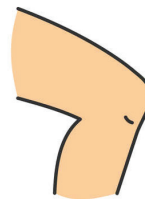
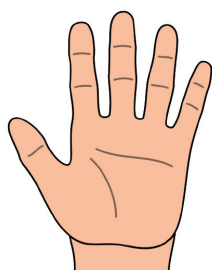
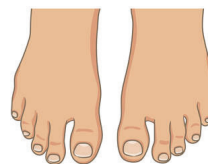
## Parts of the Body-1

Match the different parts of the body



## Parts of the Body-2

Match the different parts of the body

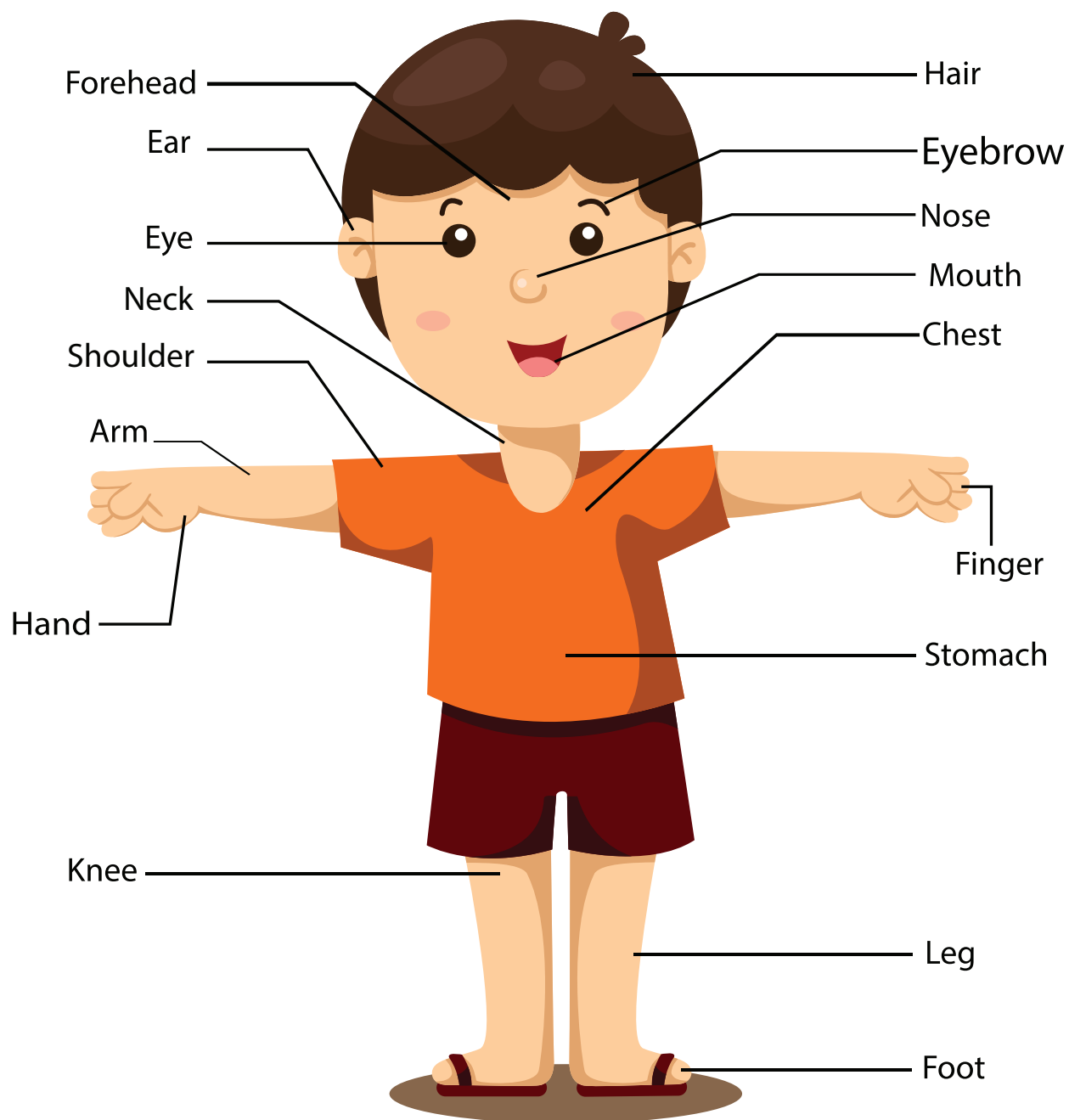


# Me, My family & My environment II

The activities of this week are based on

- The colours "blue, green and yellow"
- Shape - square
- Functions of different part of body, vegetables- potato, onion, pumpkin, tomato and brinjal

# My Body

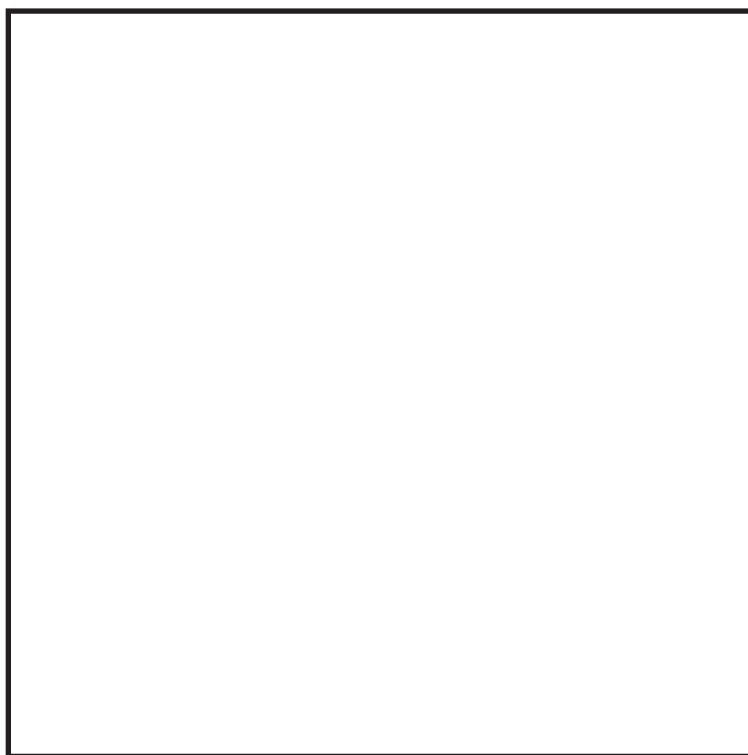


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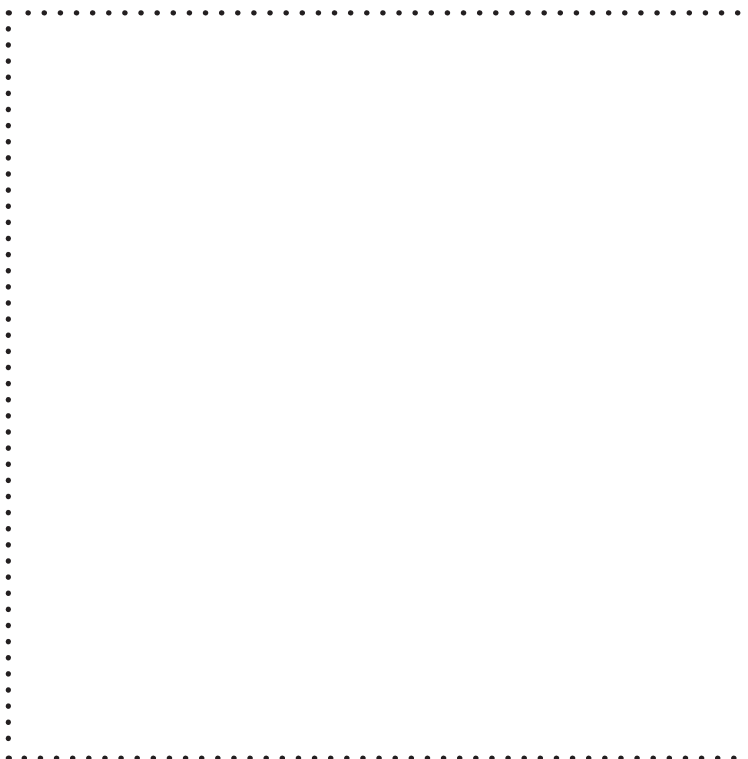
Week

2

Color the square blue



Join the dots and colour the square



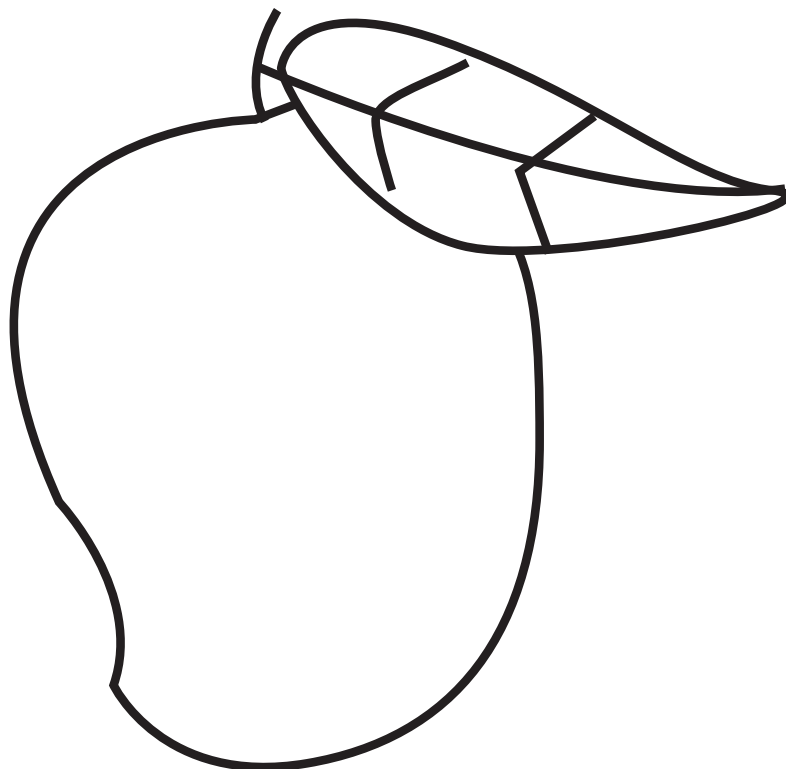


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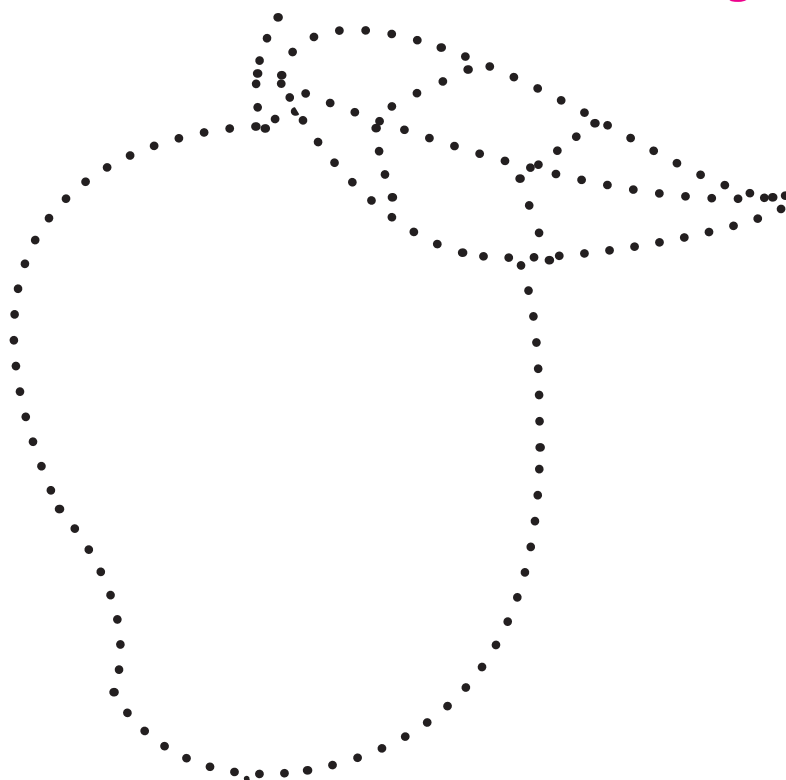
Week

2

Color the mango yellow



Join the dots and colour the mango

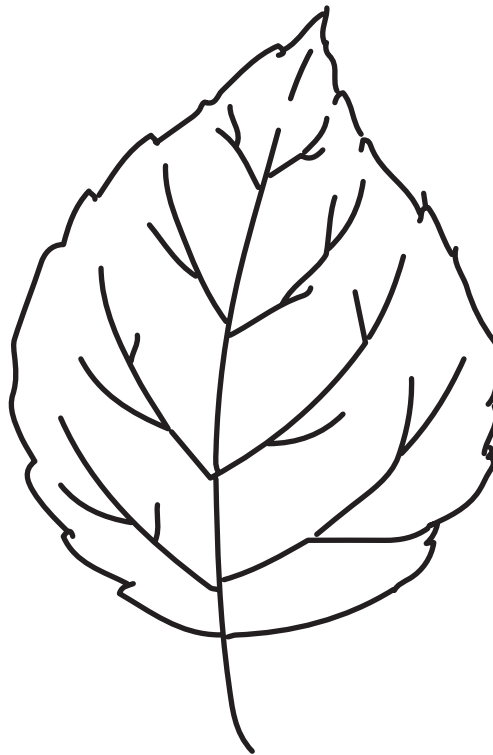


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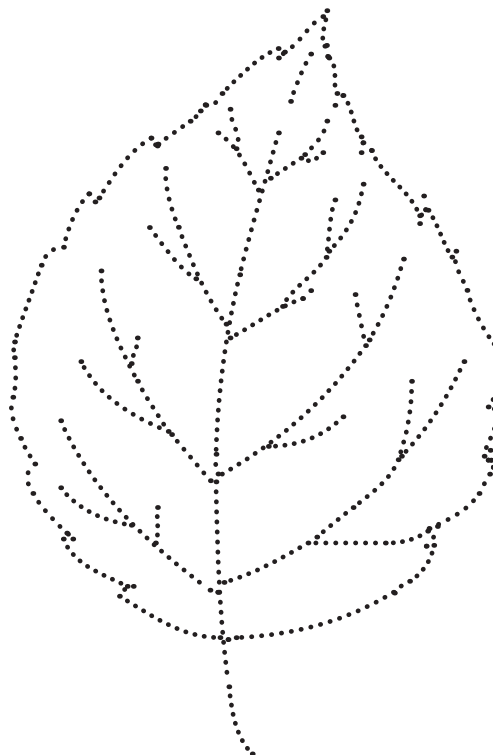
Week

2

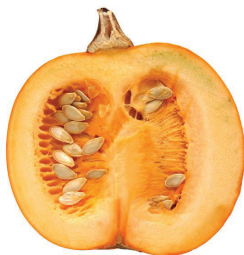
Color the leaf green



Join the dots and colour the leaf



Match the vegetables with their colours



Circle only the vegetables



Circle only the fruits



I use my hands and legs for





## Fruits



Apple



Mango



Pineapple



Guava



Papaya



Coconut



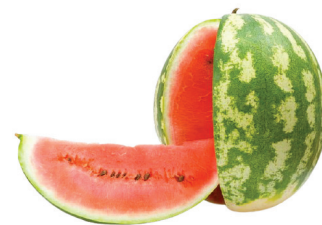
Pomegranate



Orange



Banana



Watermelon

## My Body

I have one head.



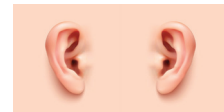
I have two eyes.



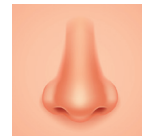
I have one mouth.



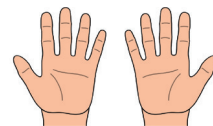
I have two ears.



I have one nose.



I have two hands.



I have two legs.



I have two feet.



Date :

Week

2

## My Page

This is my family



# Plants and Animals around me I

The activities of this week are based on

- Colours: pink, brown, purple, orange
- Shape: Rectangle
- Flowers: rose, marigold, lily, hibiscus, sunflower

## Vegetables



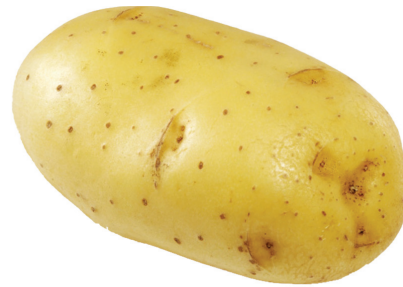
Tomato



Cabbage



Onion



Potato



Brinjal



Lady'sfinger



Carrot



Cauliflower

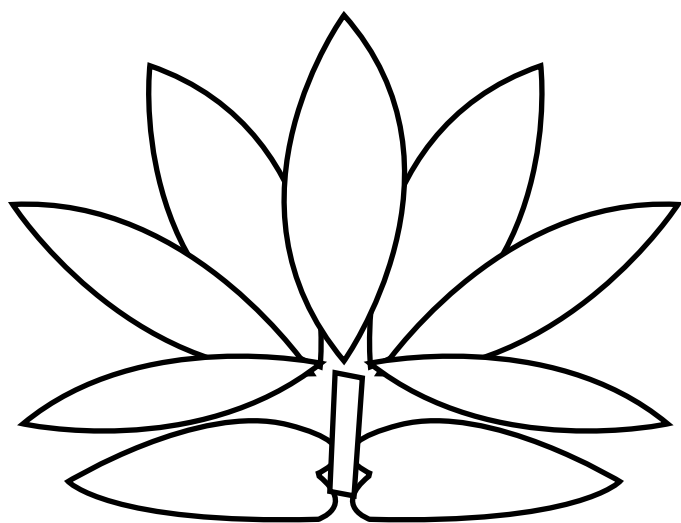
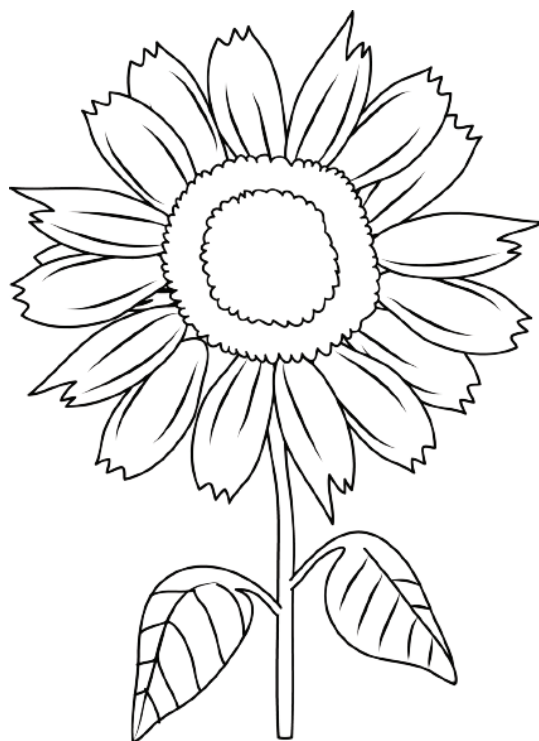


## Activities we do





Color the  
sunflower  
yellow



Color the  
Lily  
pink

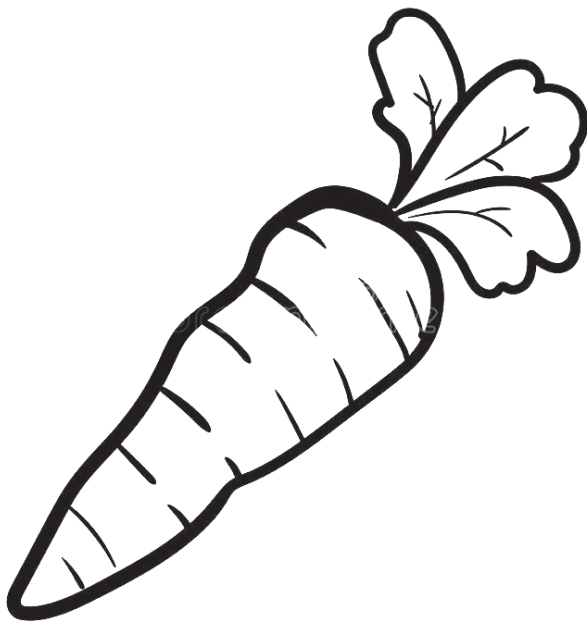
Color the  
rose  
red



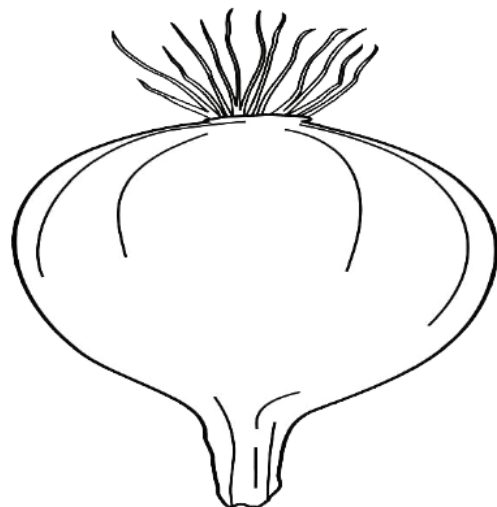
Color the  
brinjal  
purple



Color the  
carrot  
orange



Color the  
onion  
pink

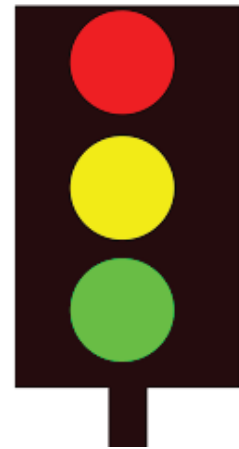


Date :

Week

3

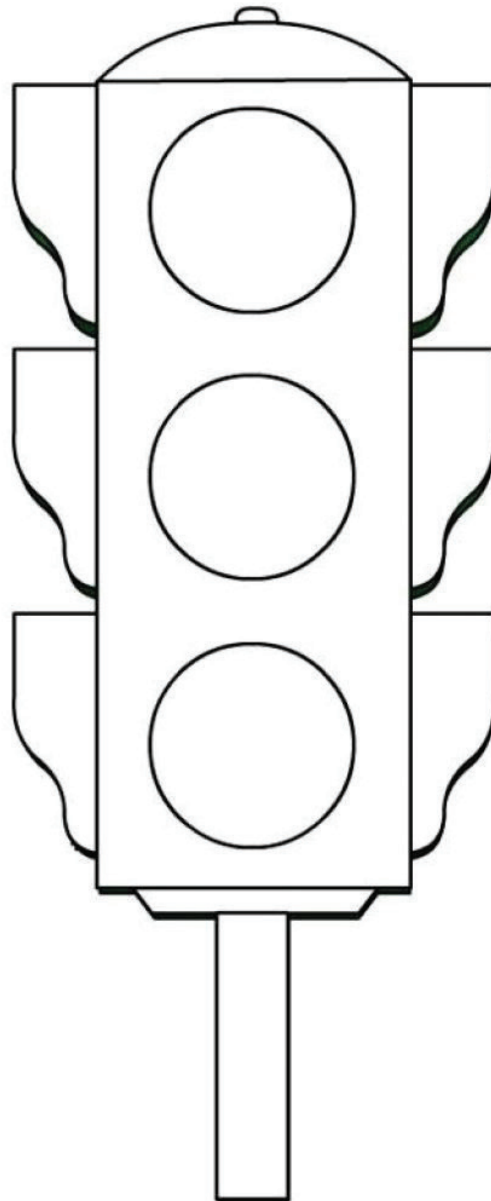
Color the traffic lights



Stop

Wait

Go

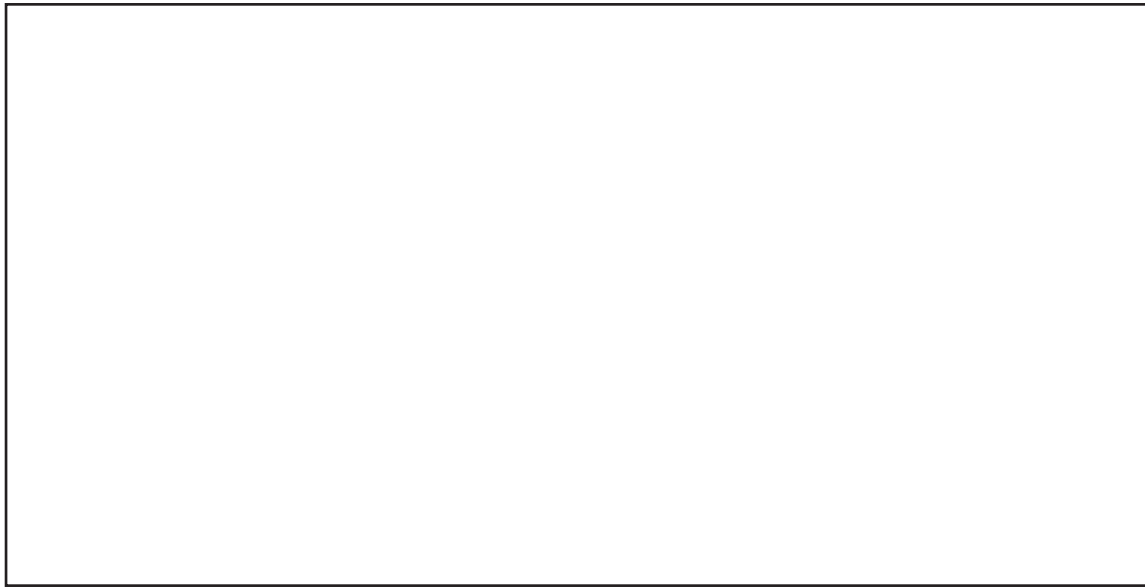


Date :

Week

3

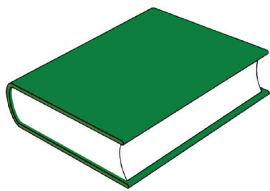
Colour the rectangle in brown colour.



Join the dots and colour the rectangle.



Circle the objects that are rectangle in shape.



Help Khushi to pick up the food items on her plate by drawing lines.



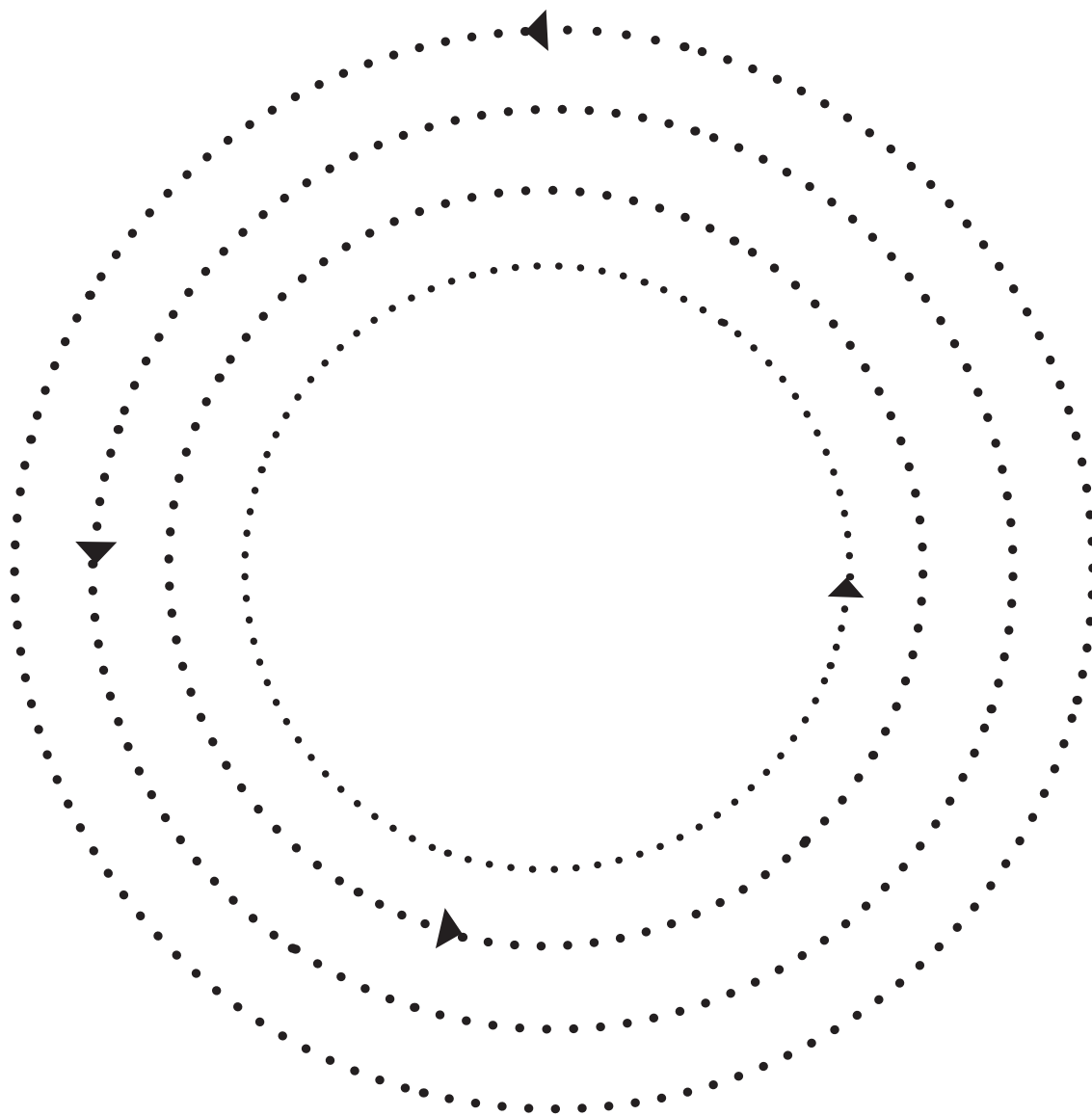


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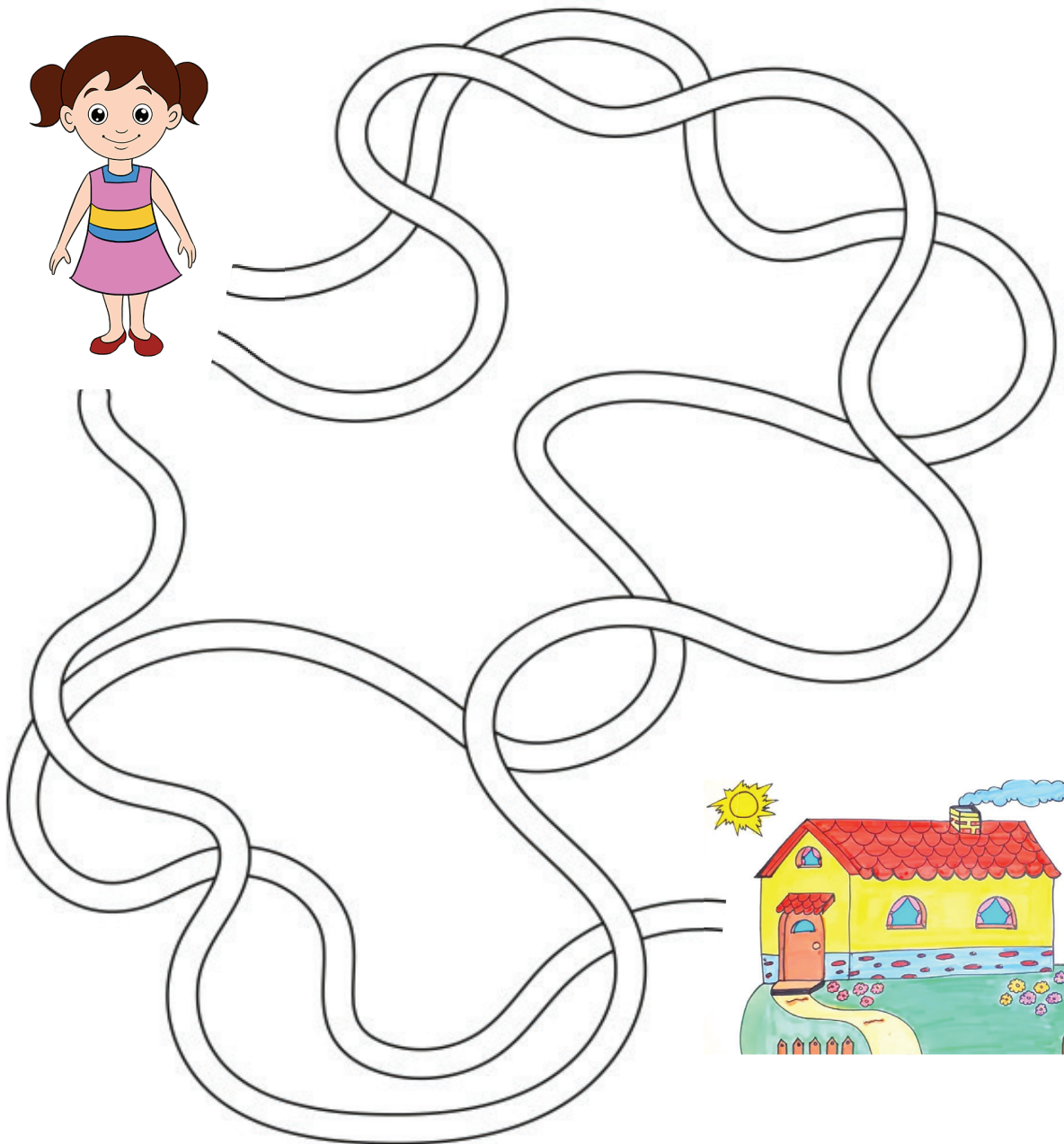
Week

3

Trace over the dotted lines in anti clockwise direction.  
Follow the arrow.



Help Lila to reach her home.



## Flowers



Jasmine



Sunflower



Rose



Hibiscus



Marigold



Lily



Champa



Dahlia

Date :

Week

3

## My Page



Always use dustbin





# Plants and Animals around me II

The activities of this week are based on

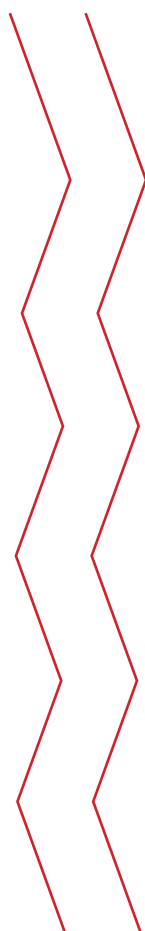
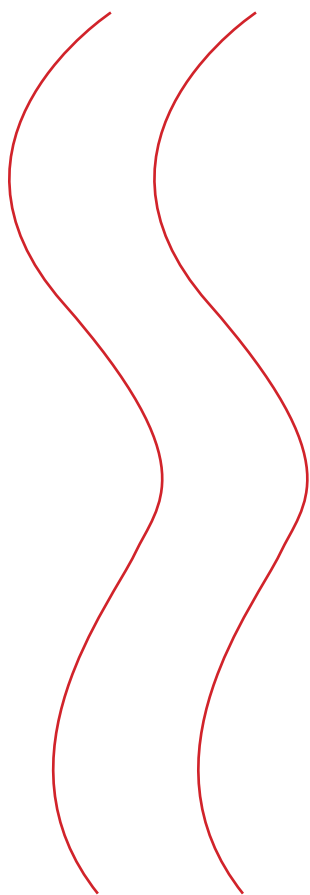
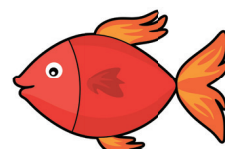
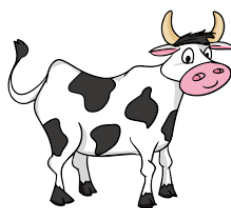
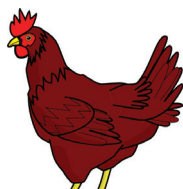
- Shape- triangle
- Pre-writing strokes **l, /, \, c**
- Animals -wild and domestic
- Parts of a tree



## Animals around us



Lead the animals on the paths shown.

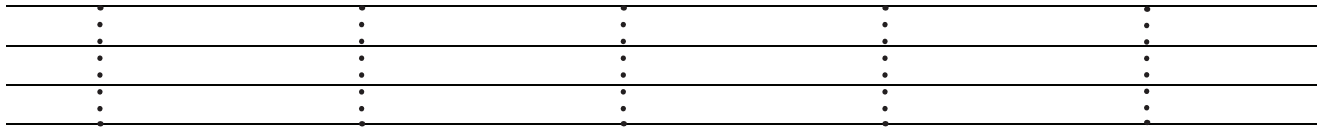
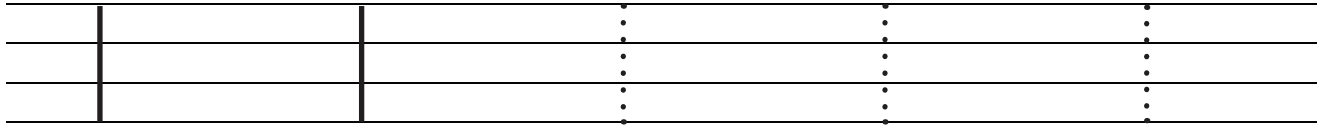


Date :

Week

4

Trace the lines.

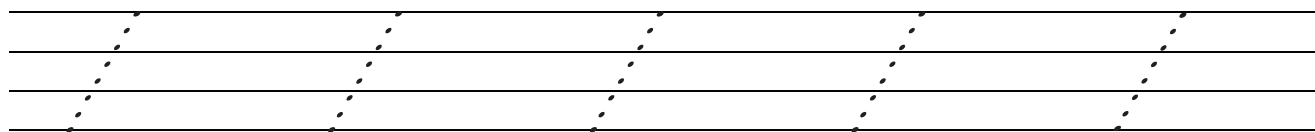
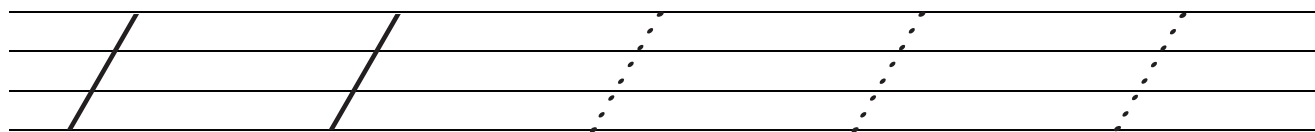


Date :

Week

4

Trace the lines.

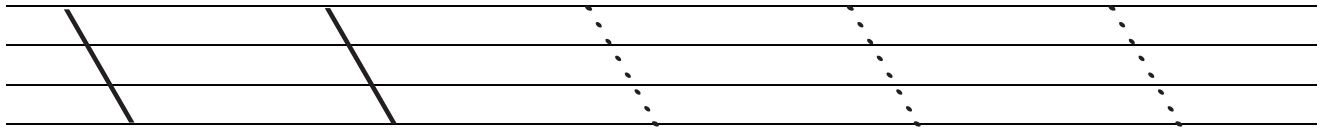


Date :

Week

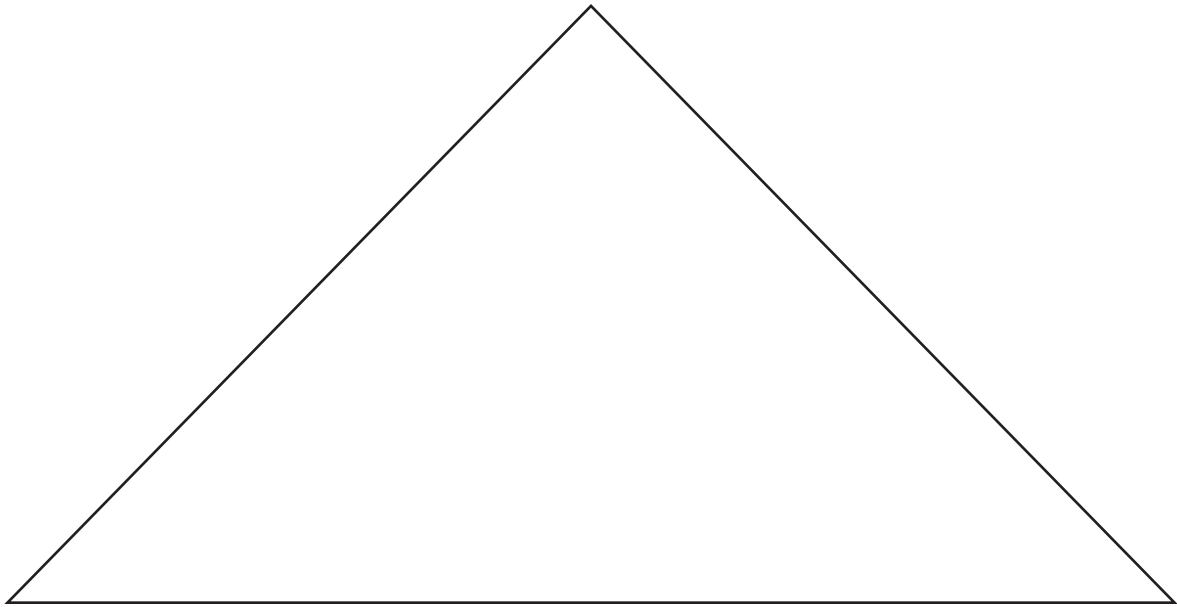
4

Trace the lines.

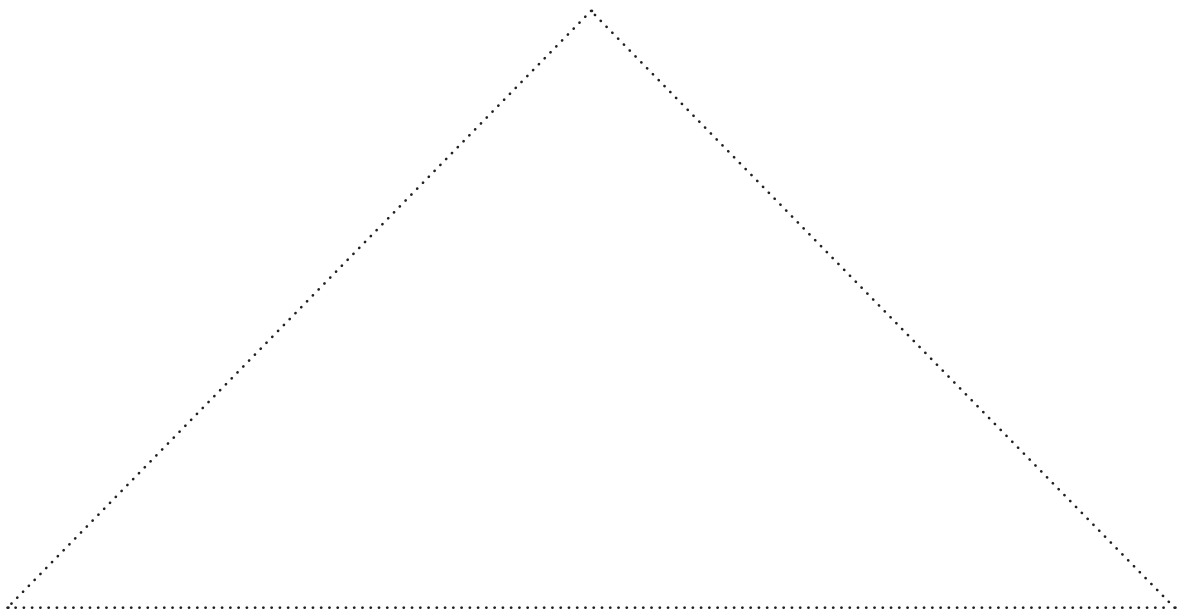




Colour the triangle



Join the dots and colour the triangle





Date :

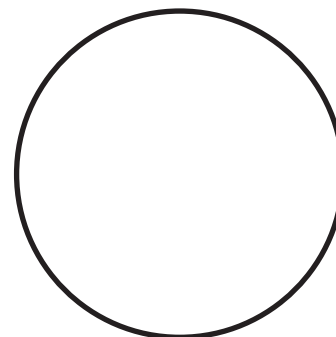
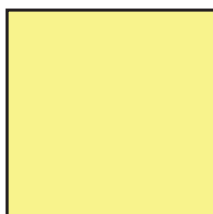
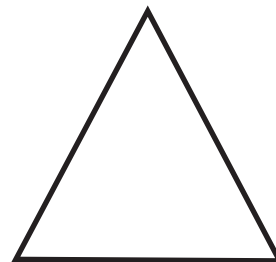
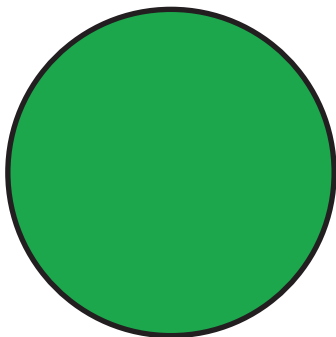
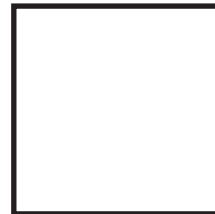
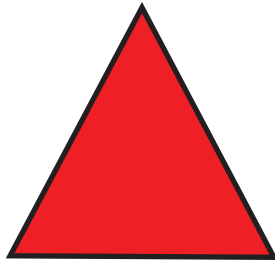
Week

4

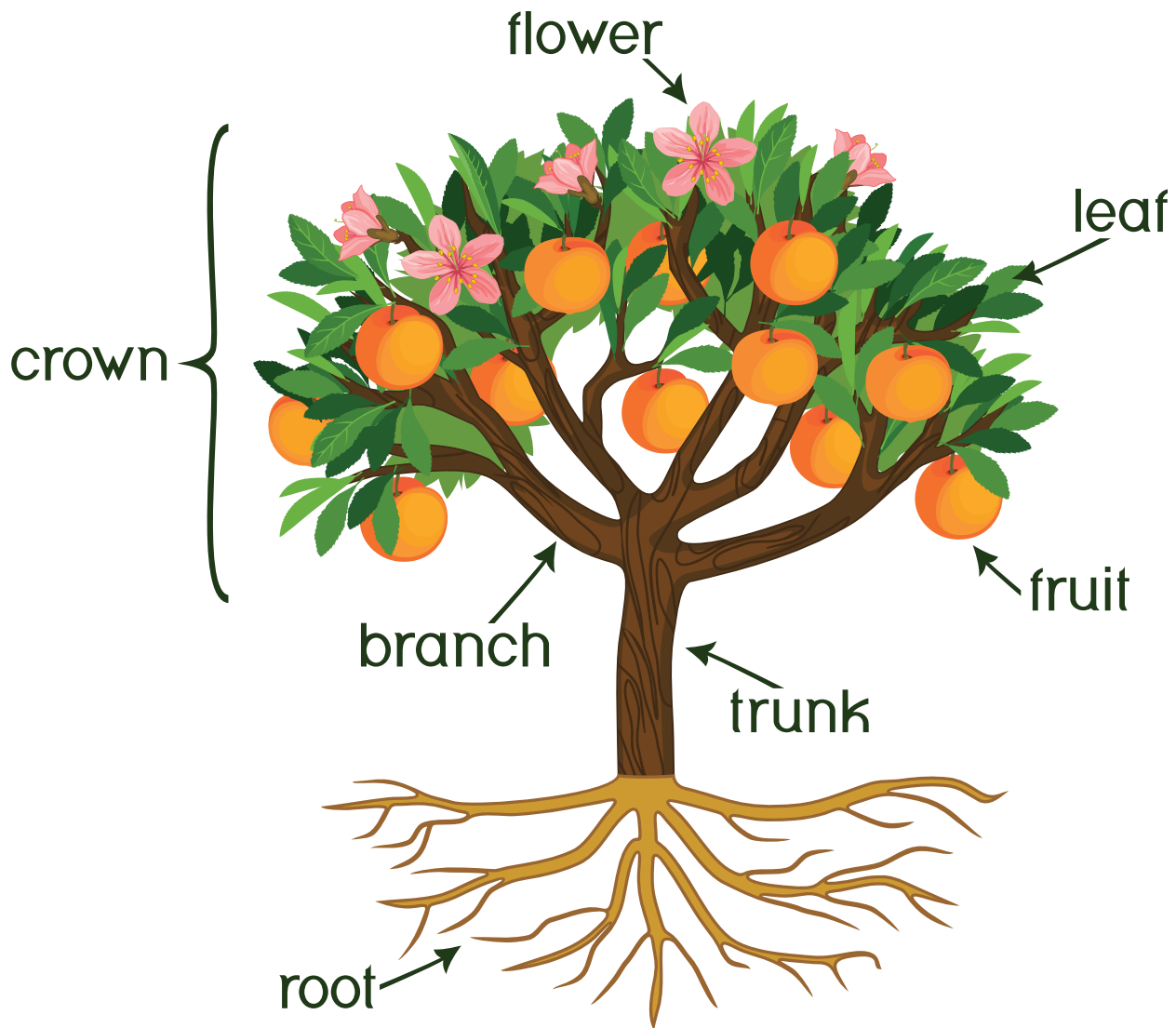
Draw the picture and colour it.



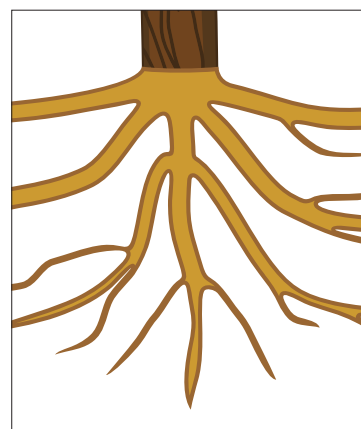
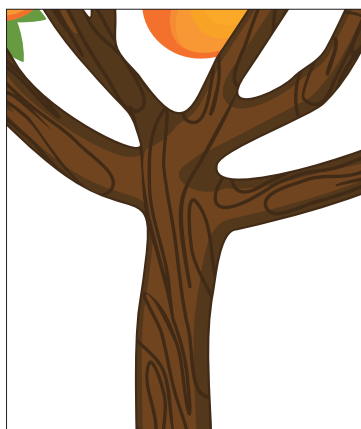
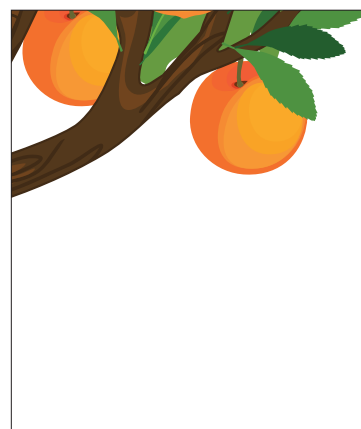
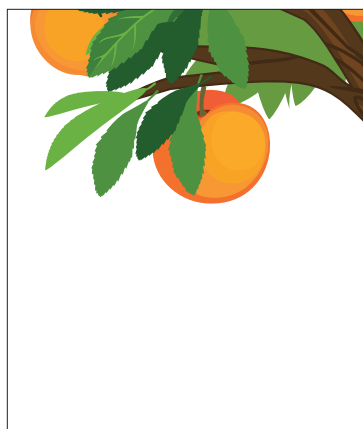
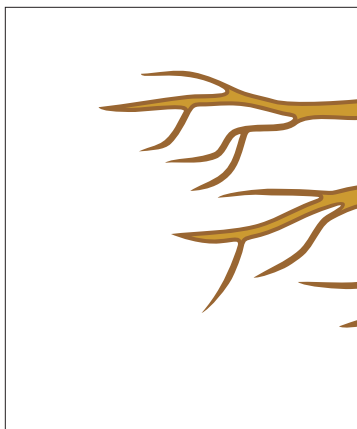
Colour the same shapes with same colours



## Parts of a Tree.



Cut out the pieces and paste them in the right places



Date :

Week

4



Date :

Week

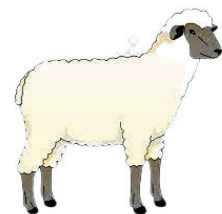
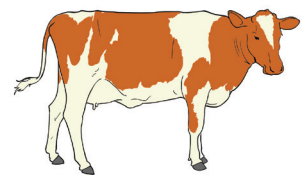
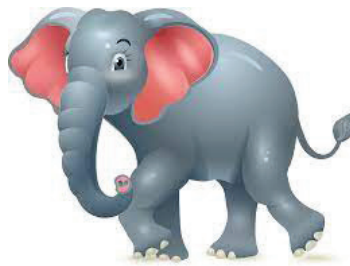
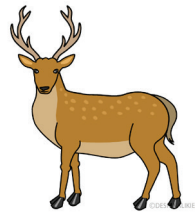
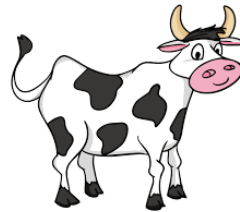
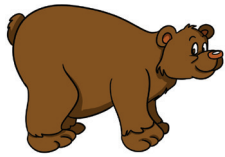
4

Paste the cutout pieces here

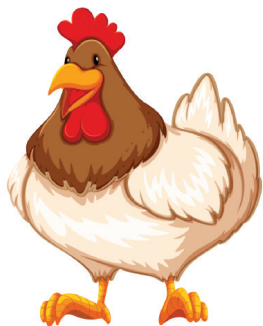
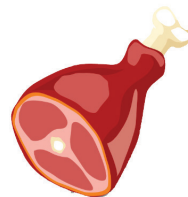
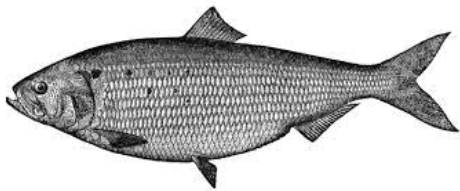
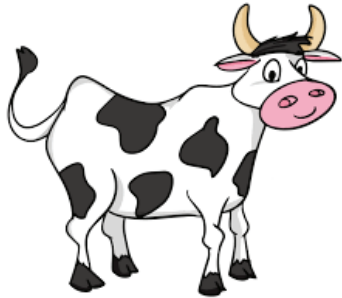




Circle the domestic animals with red colour and  
circle the wild animals with blue colour



Who gives us what.



## Domestic Animals



Cow



Goat



Dog



Ox



Horse



Cat



Camel



Pig



## Wild Animals



Elephant



Deer



Zebra



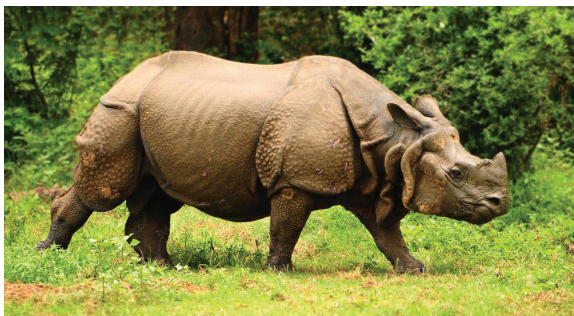
Lion



Monkey



Jackal



Rhinoceros



Tiger

Date :

Week

4

My page



I play with  
numbers and  
letters

The activities of this week are based on

- Number matching with objects.
- Writing curved strokes.
- Recognizing the sound and letter 'a' and 'e'.
- Recap of all shapes learnt.



Date :

Week

5

back to school!



Date :

Week

5

Match the numbers.

1

3

2

4

3

5

4

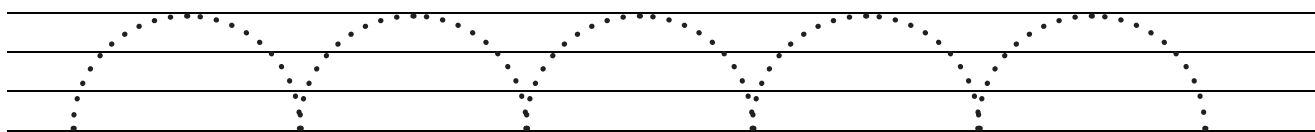
1

5

2



Trace on the dotted lines.



Date :

Week

5

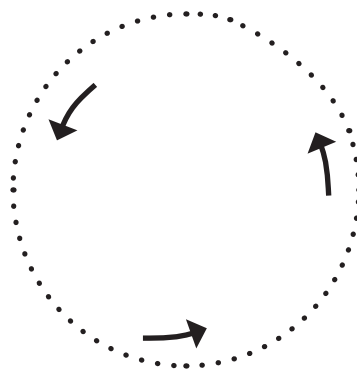
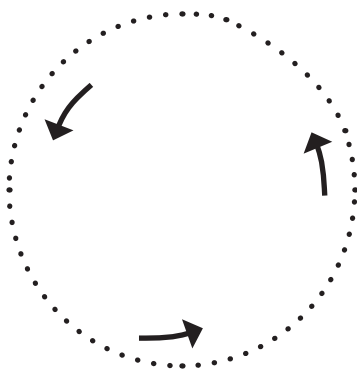
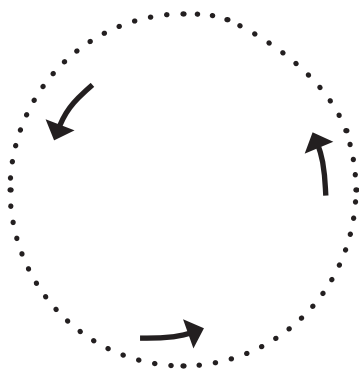
Trace on the dotted lines.

c c c c c

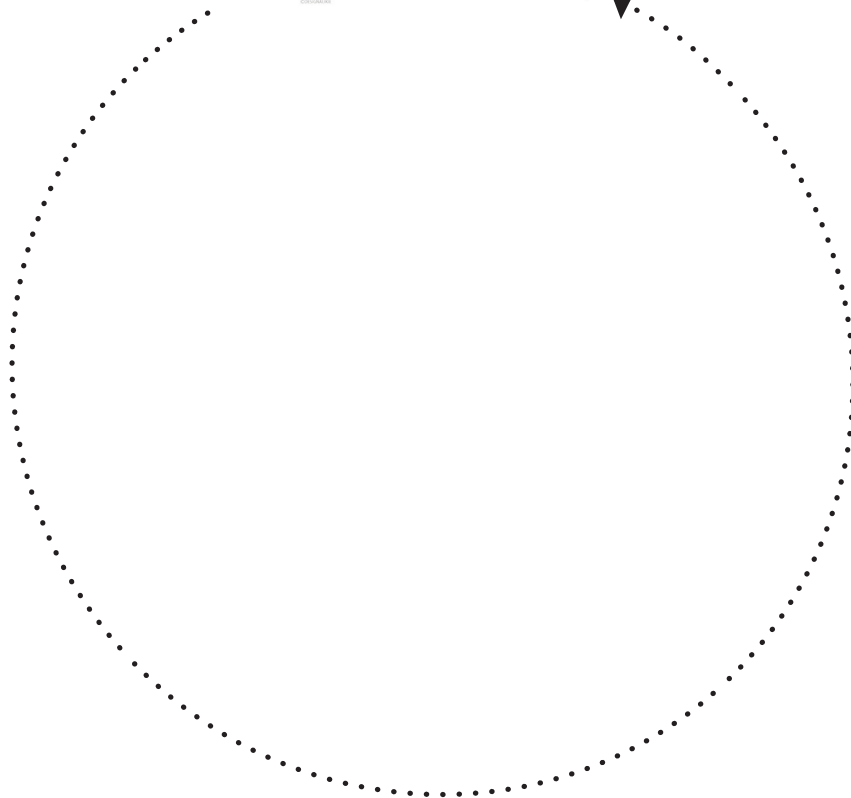
d d d d d



Trace on the dotted lines.

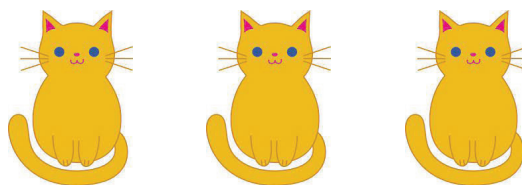


Help the bird to go to its nest.

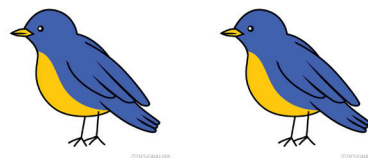


Match the numbers with the objects.

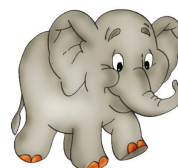
5



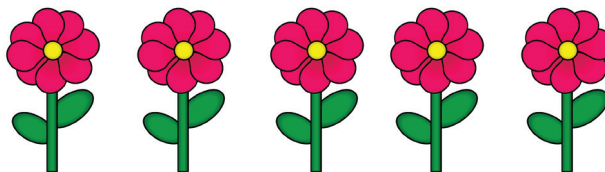
3



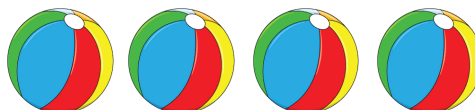
1



4



2





Say the sound and circle the letter 'a'  
in these words.

ant bat apple

hat mat

cat sat

Say the sound and circle the letter 'e'  
in these words.

egg jet elbow

let pet

net

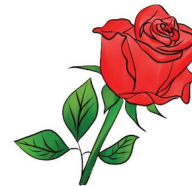
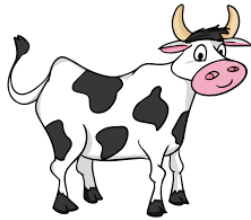


Circle the odd one out.

1



2



3



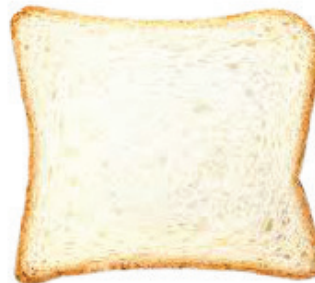
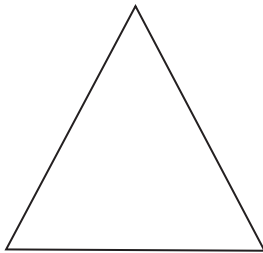
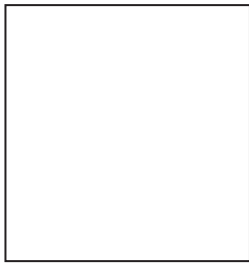
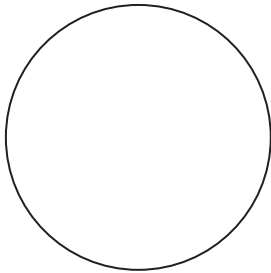
4



5



Match the objects with their shapes.



Date :

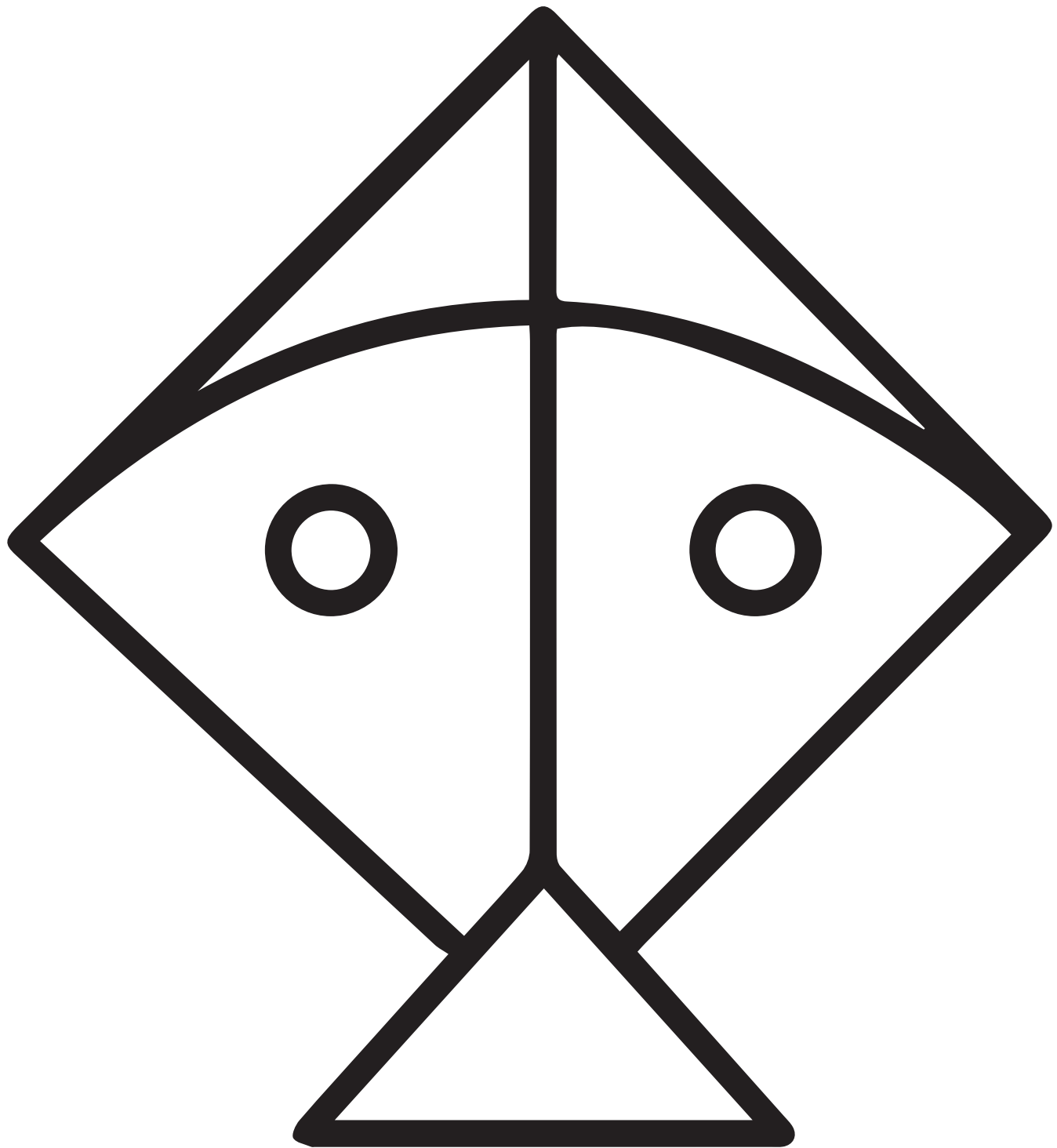
Week

5

## My Page



Cut and paste coloured paper on the kite



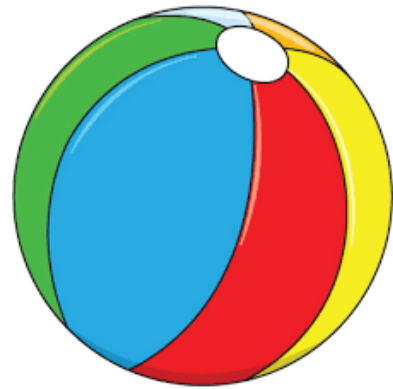
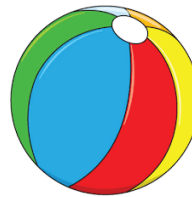
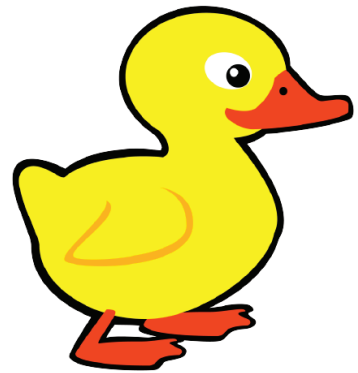
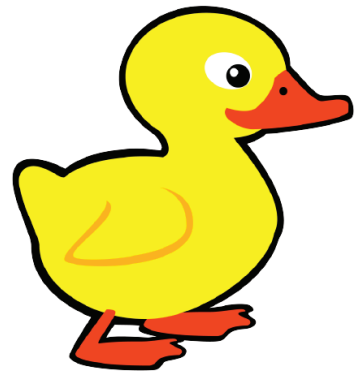
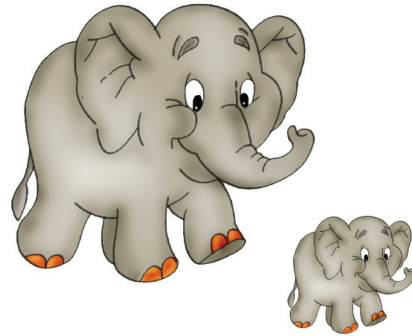
# I know my numbers I

The activities of this week are based on

- Learning to write numbers 1, 2, 3
- Writing small letters 'a' and 'e'
- Recognizing the sounds of 'i' and 'o'
- Counting and writing 'how many'
- Differentiating between bigger and smaller



## Big and small



Date :

Week

6

Trace and write the numbers.



1

2

3

1

2

3



# Letters make sounds

a says -a-

What is the first sound in every word?



apple



ant

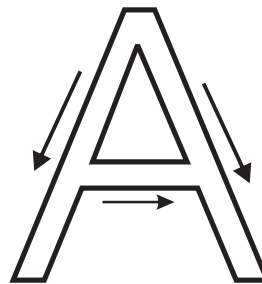
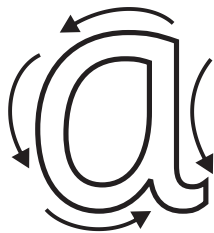


axe



arrow

Color the letter a, A and trace the letter a.



a

a

a

a

a

a

a

a

a

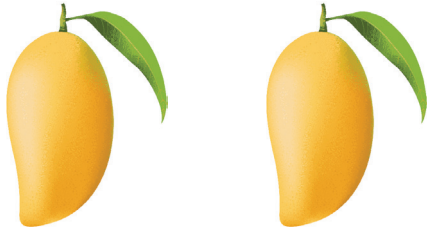
a

Date :

Week

6

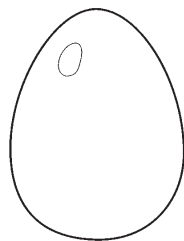
Count and write how many.



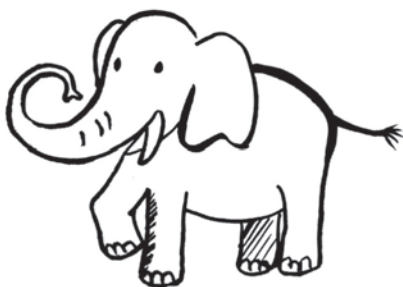
# Letters make sounds

e says -e-

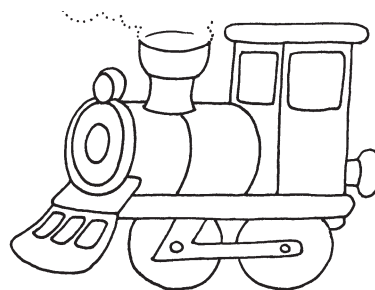
What is the first sound in every word?



egg

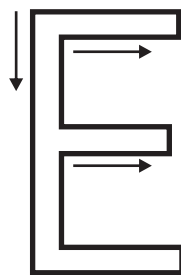
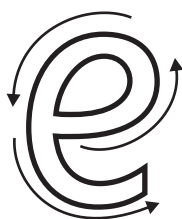


elephant



engine

Color the letter e, E and trace the letter e.



e	e	e	e	e	e
e					
e					
e					
e					

Say the sound and circle the letter 'i' in these word.

pin in tin ink

Say the sound and circle the letter 'o' in these word.

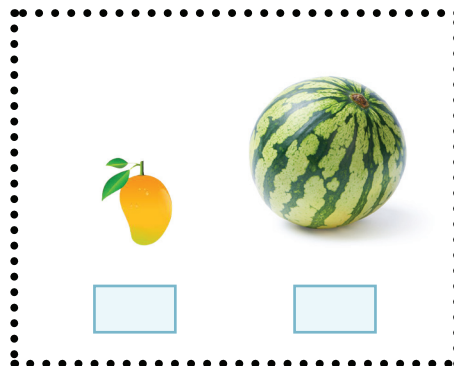
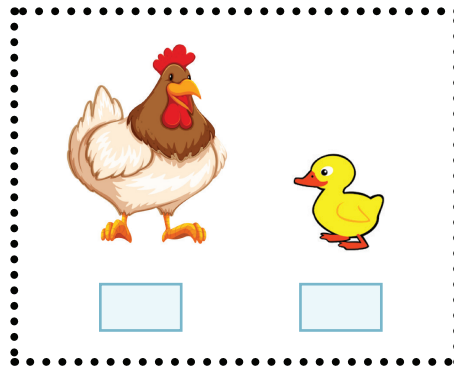
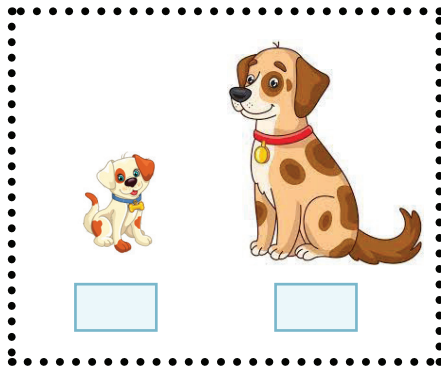
on pot hot  
of dot

Say the sound and circle the letter 'u' in these word.

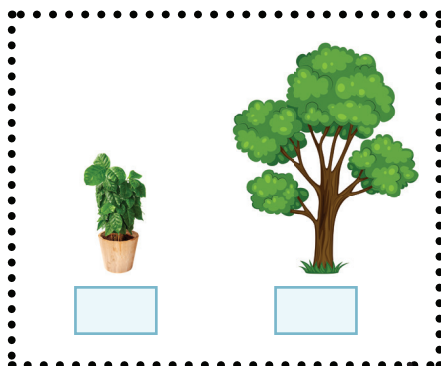
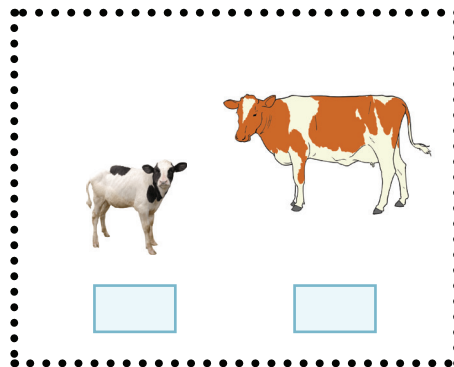
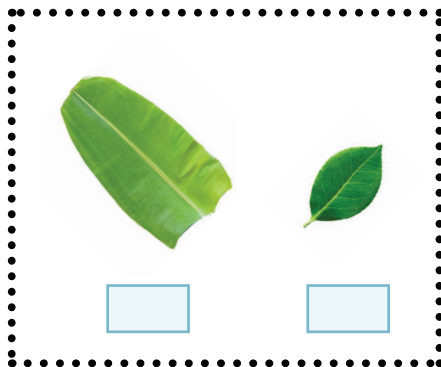
umbrella hut us  
nut cup up



Tick the bigger objects.

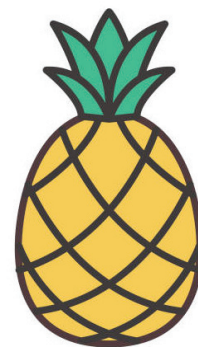
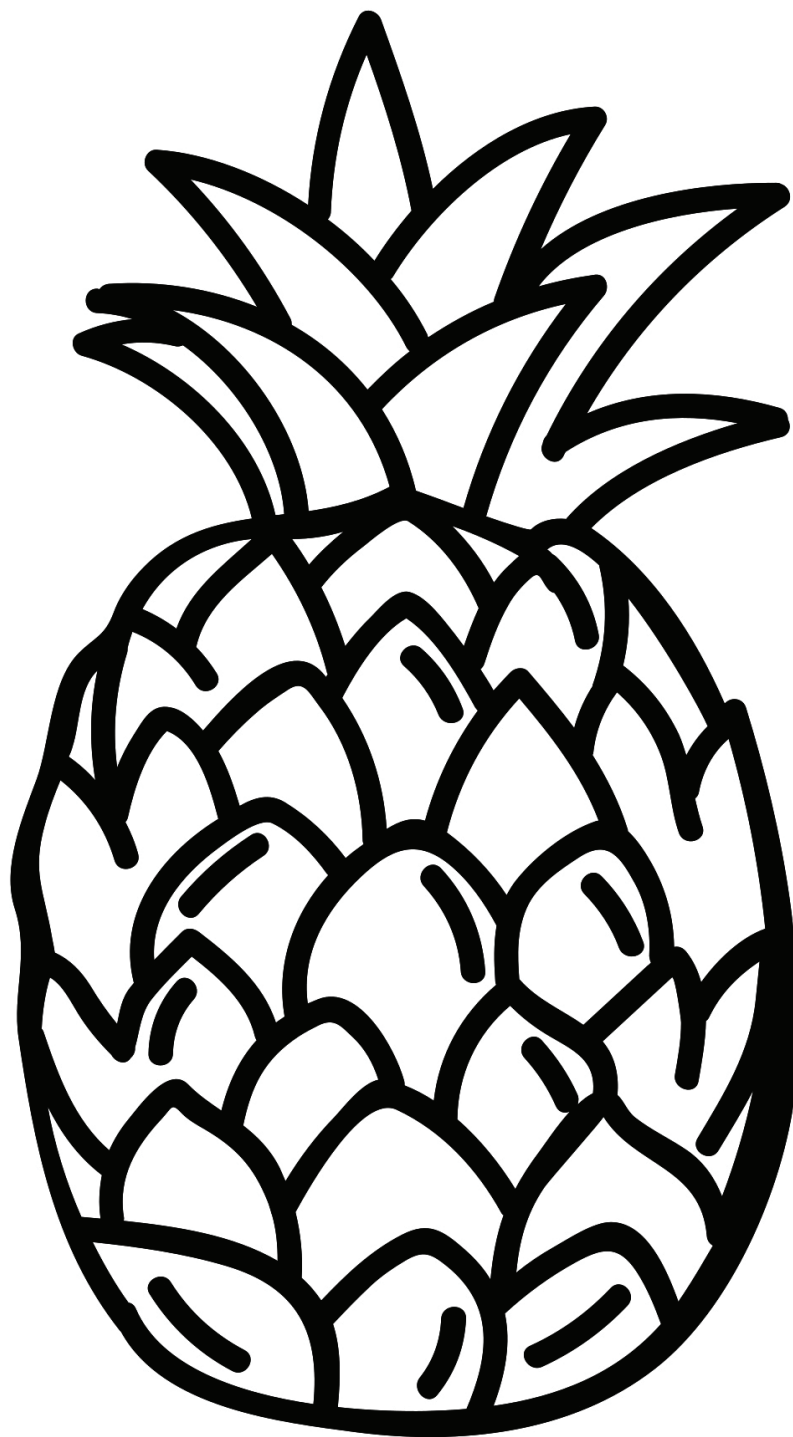


Tick the smaller objects.



## My Page

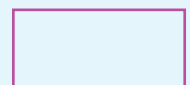
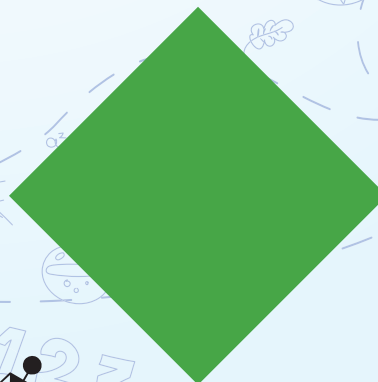
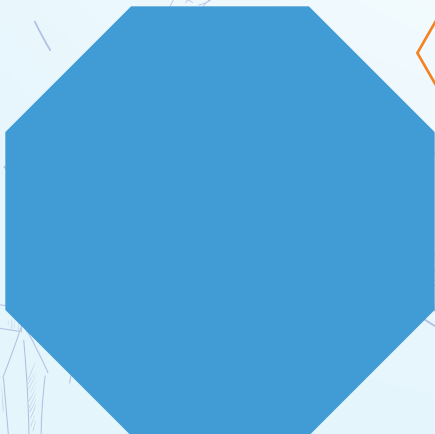
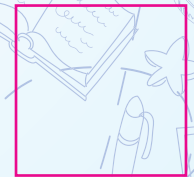
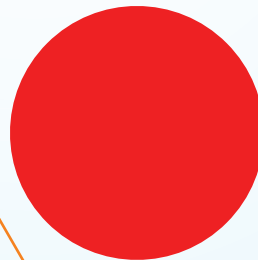
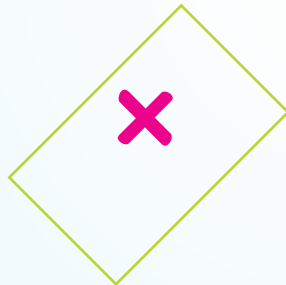
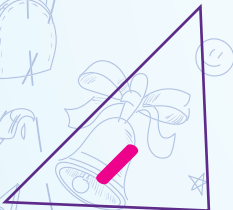
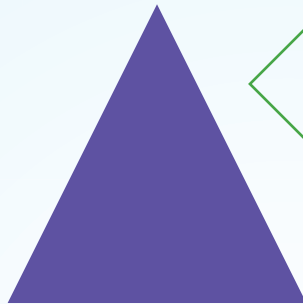
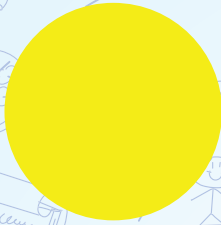
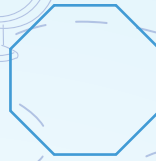
Use thumb painting to colour the pineapple.



Date :

Week

6



# I know my numbers II

The activities of this week are based on

- Writing of numbers 4, 5, 6.
- Matching numbers with objects 1-6.
- Means of transport and numbers.
- Writing the vowels i, o, u.
- Differentiating between more and less.

Date :

Week

7

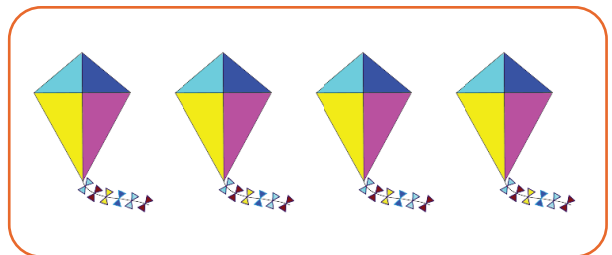
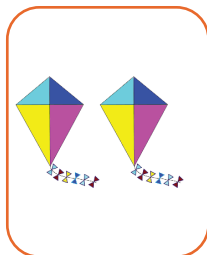
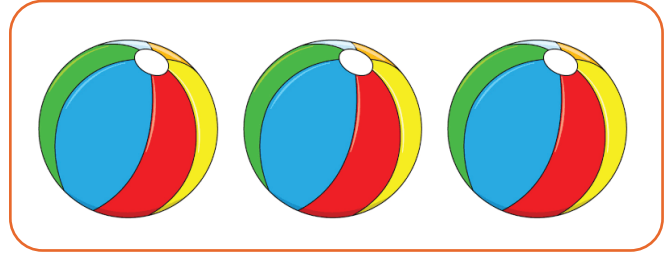
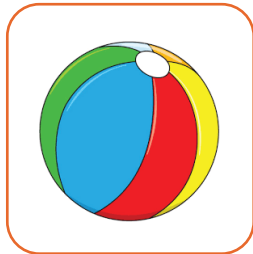
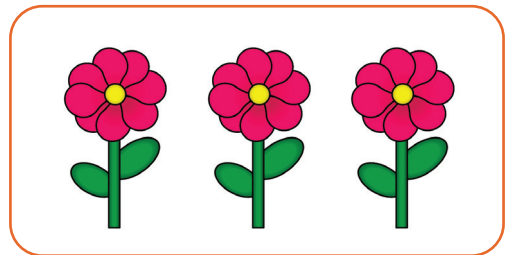
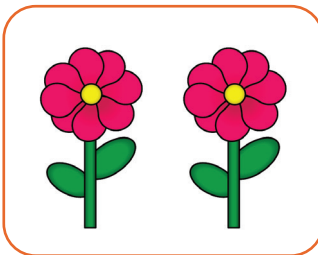
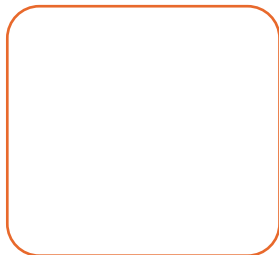
My hand prints



My height \_\_\_\_\_  
My weight \_\_\_\_\_



See the number of objects and draw the correct number of objects in the blanks.





# Letters make sounds

i says -i-

What is the first sound in every word?



India

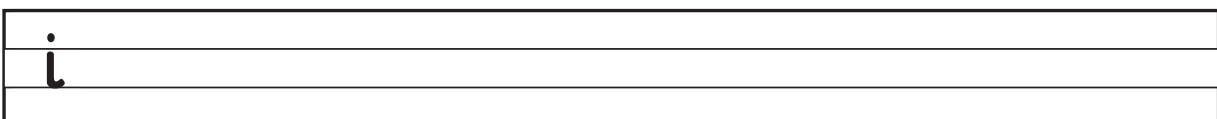
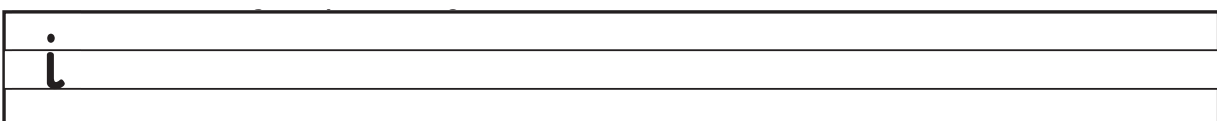
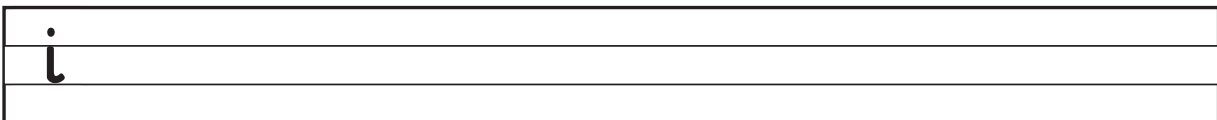
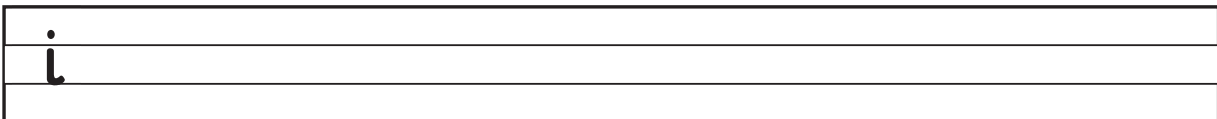
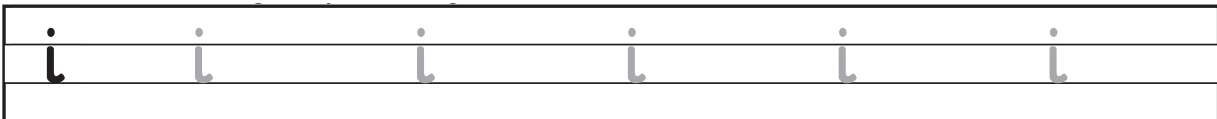
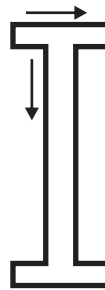


Inkpot



injection

Color the letter i, I and trace the letter i.



Date :

Week

7

Trace and write the numbers.



4

5

6

4

5

6

.

.




.


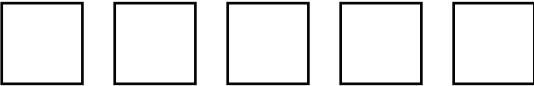
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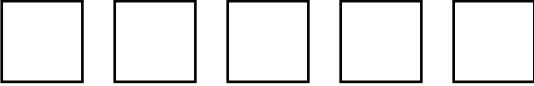
Count the objects, draw lines and colour the same number of boxes.



		
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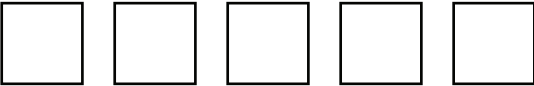
		
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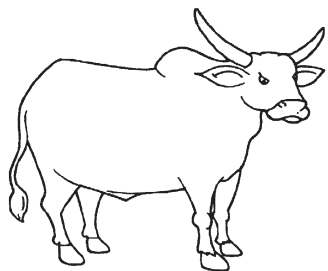
See the pictures and circle the objects of a classroom.



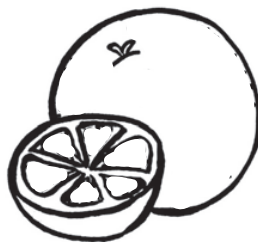
# Letters make sounds

o says -o-

What is the first sound in every word?



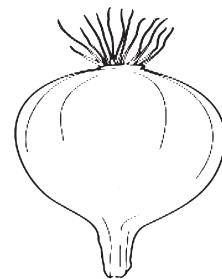
ox



orange

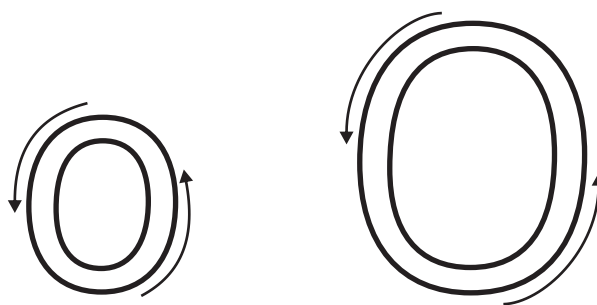


owl



onion

Color the letter o, O and trace the letter o.



o	o	o	o	o	o
---	---	---	---	---	---

O					
---	--	--	--	--	--

O					
---	--	--	--	--	--

O					
---	--	--	--	--	--

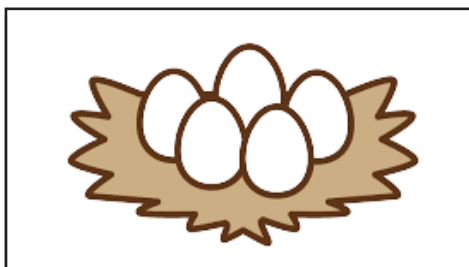
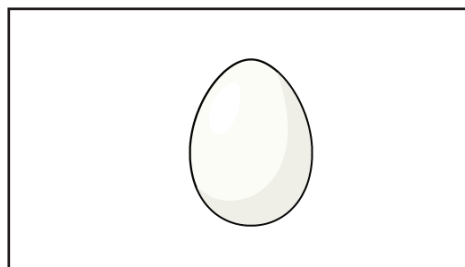
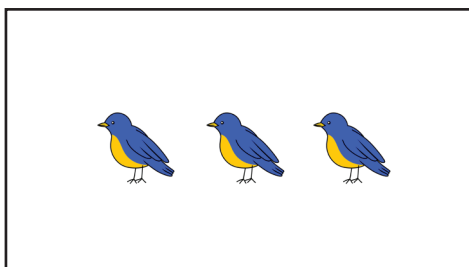
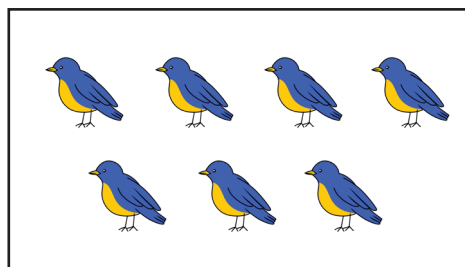
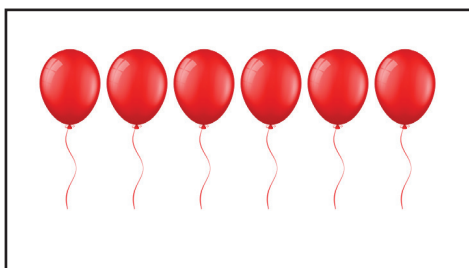
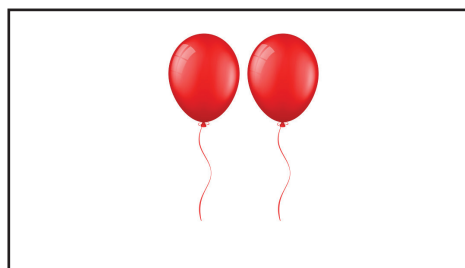
O					
---	--	--	--	--	--

Count the number of wheels and write in the box.





Tick the box which shows more objects.

☐☐☐☐☐☐☐☐

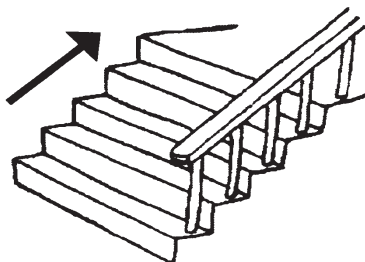
# Letters make sounds

u says -u-

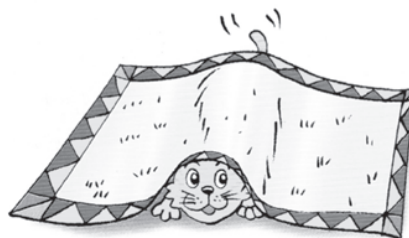
What is the first sound in every word?



umbrella

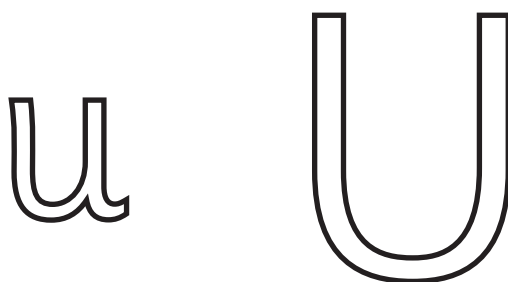


up



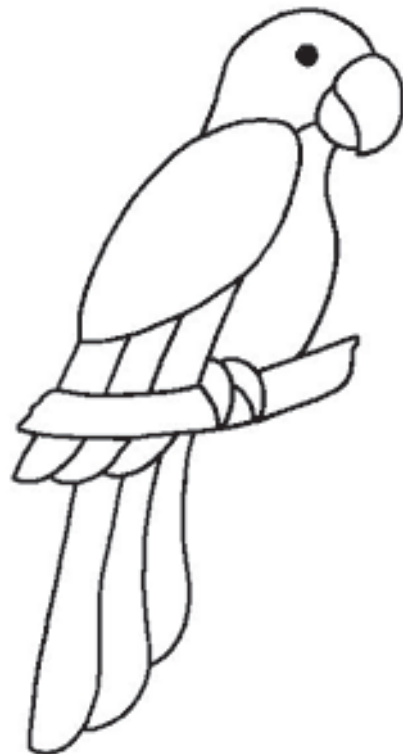
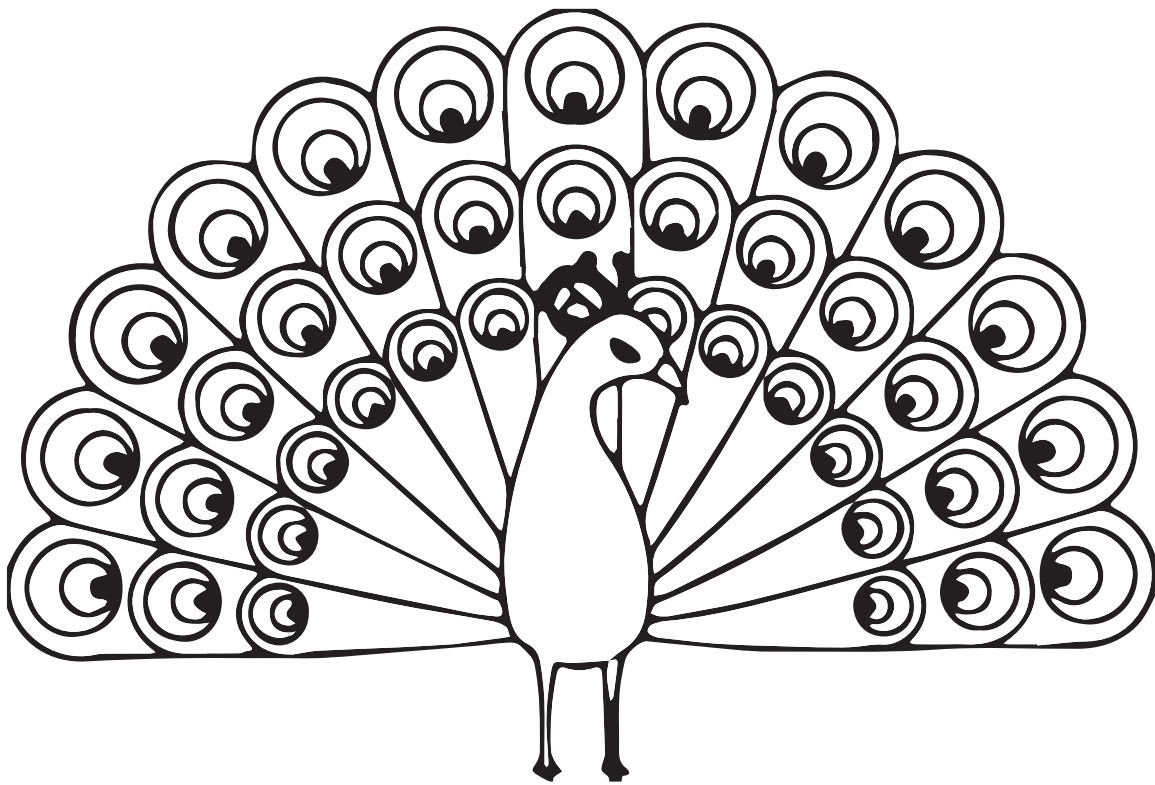
under

Color the letter u, U and trace the letter u.



u	u	u	u	u	u
u					
u					
u					
u					

Colour the picture as you like.



One



pen

boy

cup

girl

bat

car

ball

dog

kite

hut

apple

cow



Many



pens

boys

cups

girls

bats

cars

balls

dogs

kites

huts

apples

cows



Date :

Week

7

Days of week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Back to school!

ABC



ABC

xyz

$\sqrt{3}$

$\pi$



A+



ABC

1+2



$\sqrt{5}$



$a^2+b^2=c^2$



123



1+1=2



H<sub>2</sub>O



%







ଶିକ୍ଷା ଆନ ଅଧିକାର



DEPARTMENT OF ST & SC DEVELOPMENT,  
MINORITIES & BACKWARD CLASSES WELFARE  
GOVT. OF ODISHA

