



# ENGLISH

## Primer

Let's begin our fun journey with words!



Observing this series in the form of the National Curriculum Framework (NCF) 2023 for the fundamental stages

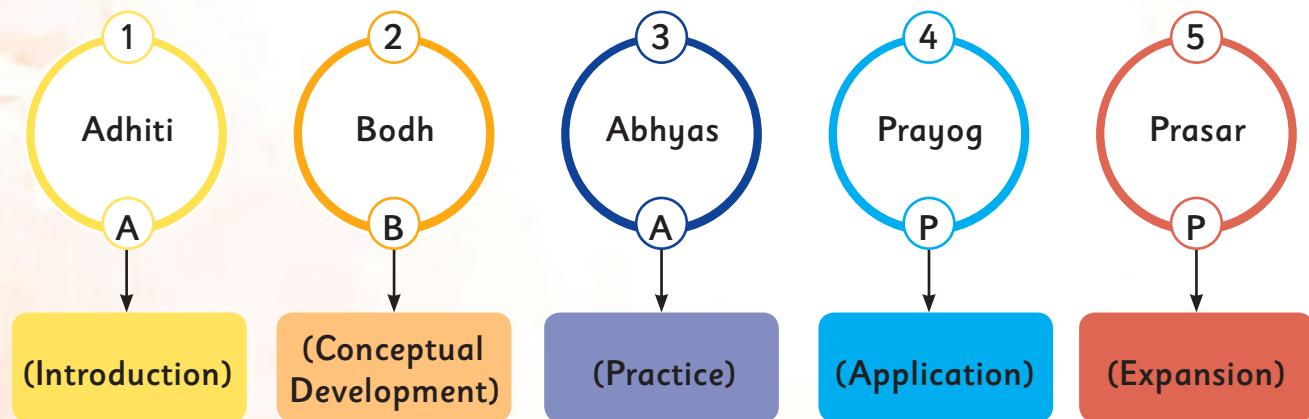
We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

### **Five-step teaching process – For early years:**

Keeping in mind the five-step teaching process, we have presented each lesson and activity in the following order:

- **Introduction (Adhiti)** – Introducing children to the topic with stories, songs, and poems.
- **Conceptual Development (Bodh)** – Understanding concepts through simple language and activities.
- **Practice (Abhyas)** – Engaging children in activities based on repetition, recognition, and identification.
- **Application (Prayog)** – Giving children opportunities to express what they have learned through their environment.
- **Expansion (Prasar)** – Group discussions, storytelling, or showing pictures to enhance children's expressive ability.

#### **Panchaadi: (A Five Step Learning Process)**



### **Based on five domains of development**

According to NCF 2023, this series pays special attention to children's five main development areas:

- **Physical development** – Developing motor skills through running, jumping, climbing, throwing, catching, and playing activities.
- **Mental development** – Developing emotional stability, cooperation, and social skills.
- **Cognitive development** – Enhancing the ability to think, recognize, and ask questions.
- **Moral development** – Showing moral values through stories with ethical messages.
- **Aesthetic development** – Understanding nature, compassion, beauty, and art.

Our aim is that children not only learn Hindi language but also develop morally, cognitively, and emotionally, building confidence to maintain a bright future.

# Key Features

**Letter Cc**

Trace the capital and small letter Cc.

The names of the given pictures begin with the sound /k/.

Additional Vocabulary: cow, crow, car

Introduce diverse vocabulary to expand language skills.

Various activities designed to foster cognitive, social, and aesthetic skills.

Look at the picture and write its initial letter.

Circle the things that you find in the kitchen and complete the spelling. **kitchen**

Colour the picture of the lotus and complete the spelling. **lotus**

Circle the pictures that begin with the same letter sound. Write that letter in the box.

Draw wavy pattern in the balloon and complete the spelling. **balloon**

Colour the picture given below and complete the spelling. **carrot**

Introducing sight words and basic grammar concepts to enhance vocabulary and sentence formation skills. This helps young learners develop confidence in reading and writing.

Structured reading activities designed to systematically build reading readiness, progressing from recognising words to understanding simple sentences.

**Short vowel sound /a/**

Repeat after your teacher.

ab	bab	cab	dab	lab	tab
ad	dad	lad	mad	pad	sad
ag	bag	lag	tag	wag	rag
am	dam	jam	mam	ram	yam
an	can	fan	man	ran	van
ap	cap	lap	map	sap	tap
at	bat	cat	fat	mat	rat

Look and read aloud.

A man sat on a mat. Sam has a van.

Teacher's Corner Encourage the children to say the words with short vowel sound /a/.



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# Revision of Letters Aa-Zz



Write the next letter.

A

C

D

X

I

F

L

Y

O

G

S

M

T

O

W

U

## Teacher's Note



Encourage the students to revise the letters Aa - Zz.

## Skill Focus

- Identification
- Observation
- Fine motor skills
- Thinking skills





# Activity Time



Match each picture with its beginning sound.



e



k



b



n



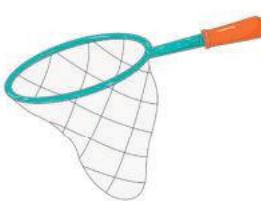
h



r



v



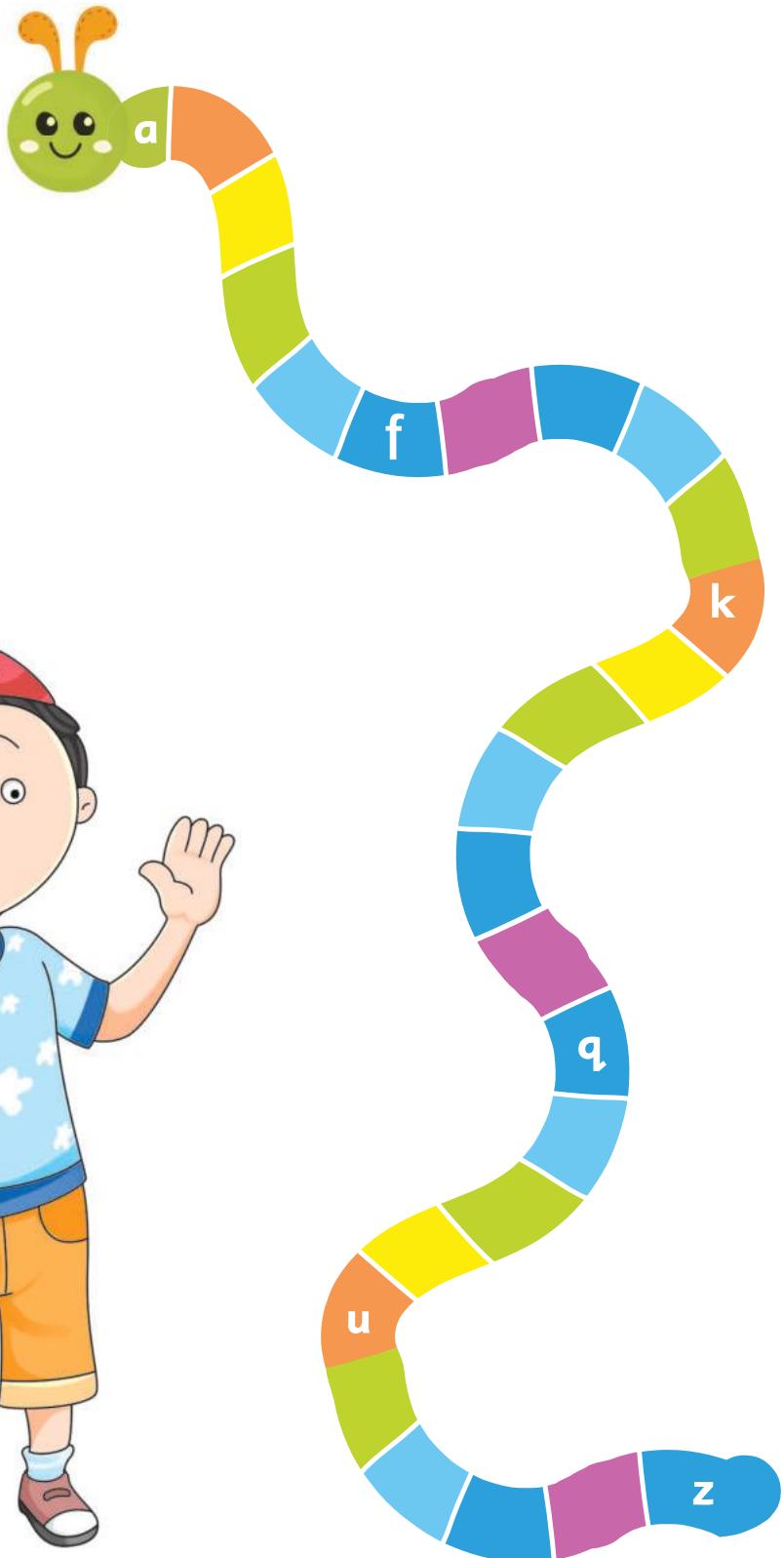
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# Activity Time



Fill in the missing letters.





# Short Vowel Sound 'a'

Look and read aloud.

cat

at

fat

hat



mat

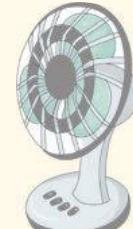
nat

bat

fan

an

pan



man

can

van

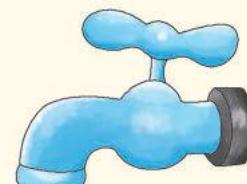
ran

tap

ap

map

lap



gap

nap

cap

sap

bag

ag

rag



tag

gag

wag

sag

tab

ab

nab

cab



gab

fab

dad

dam

am

ram

jam



yam

ham

cam

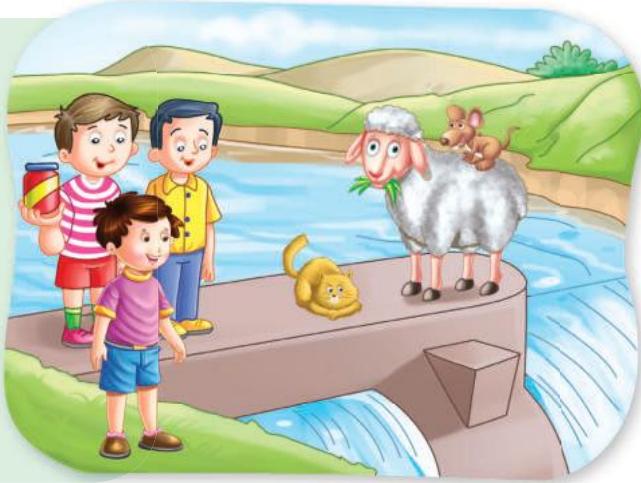
## Teacher's Note



Encourage the students to read the words given above.

## Read aloud.

Tam and Pam are on a dam.  
A rat is on a ram.  
Ram is on the dam.  
Pam had jam.  
A fat cat is on the dam.



A cat sat on a mat.  
A rat is on a mat.  
The cat is fat.  
The hat is on a lad.  
Pat has a bat.

Sam has a pad.  
He is sad.  
He had a rag.  
Dad gave wad to lad.  
Lad had a mad cat.





## Activity Time



**Tick (✓) the correct word for each picture.**



rat

bat

hat

fan

pat

van



cap

lap

tap

bag

tag

wag



far

jar

car

**Write two words from each given sound.**

am

an

ad

ag











# Short Vowel Sound 'e'



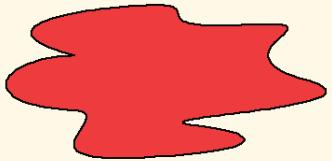
Look and read aloud.

red

**ed**

fed

bed



wed

led

ted

**en**

hen



ten

pen

den

men

ben

ken

beg

**eg**

keg

seg



teg

peg

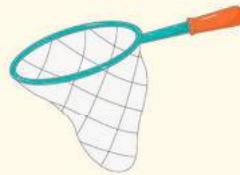
leg

bet

**et**

pet

jet



get

set

wet

let

net

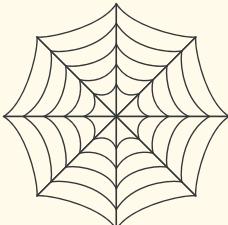
yet

deb

**eb**

neb

keb



web

reb

• **Teacher's Note**



Create flashcards with pictures that have the short vowel sound /e/. Show them to the children and encourage them to identify the names.



## Read aloud.

The bed is red.  
Dad ran to bed.  
Sam fed the cat.  
The cat ran after the rat.



A bag is with keg.  
The rat is on the eggs.  
The peg is on the bed.  
A man is near the peg.

Sam has a pet.  
The hen is wet under  
the tap.  
Kim get the wet net.  
Let the pet get in the jet.





# Activity Time



Rearrange the jumbled letters to name the pictures.

d



e

n

d



e

l



g

e

n



t

Make 'en' and 'et' family words.

en

p

h

t

et

g

j

w



# Short Vowel Sound 'i'

Look and read aloud.

nib

ib



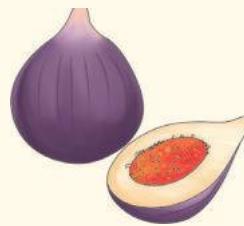
bib

rib

fib

big

ig



wig

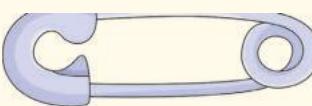
fig

dig

jig

bin

in



win

pin

fin

tin

fix

ix



six

dip

ip



sip

hip

zip

lip

nip

hid

id



bid

mid

kid

rid

did

lid

Teacher's Note



Write the CVC words given above on the board, but leave one middle sound. Encourage the students to fill in the missing letters.

## Read aloud.

A nib and a bib.  
Tom wears a bib.  
He has a nib.  
The nib is near the rag.  
The bib is on the mat.



The kid has a bib.  
He has a red lid.  
Sid hid and got the lid.  
Ken went for a bid.  
Did he get the bid?

Pam is a kid.  
He has a tin.  
He put the pin in the bin.  
Kim hit the bin and the tin.  
A fish has fin.

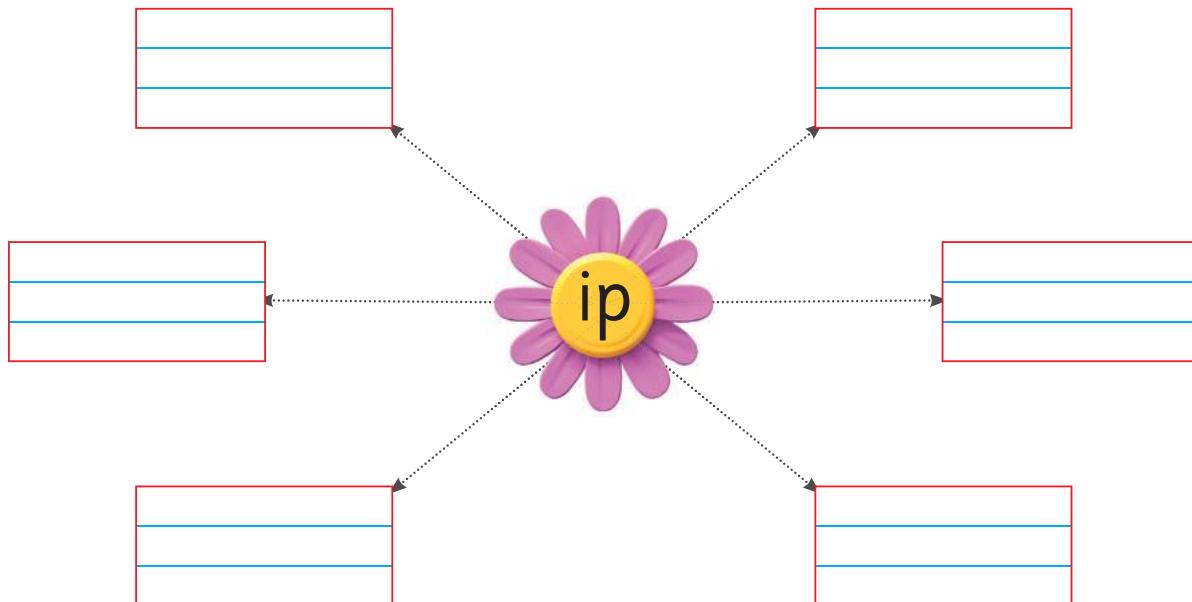




# Activity Time

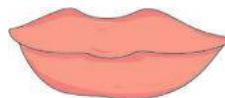


Make the words with 'ip'.



Read the word and tick (✓) the correct picture.

pin



pit



bib



fig





# Short Vowel Sound 'o'



Look and read aloud.

cot

ot

pot

hot



dot

not

lot

got

fog

og

dog



cog

hop

op

cop

top



lop

pop

mop

job

ob

rob



sob

pod

od

sod

rod

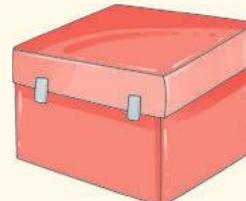


nod

cod

god

ox



fox

pox

## Teacher's Note



Encourage the students to say rhyming words of cot, jog, cop, hob, cod and fox.

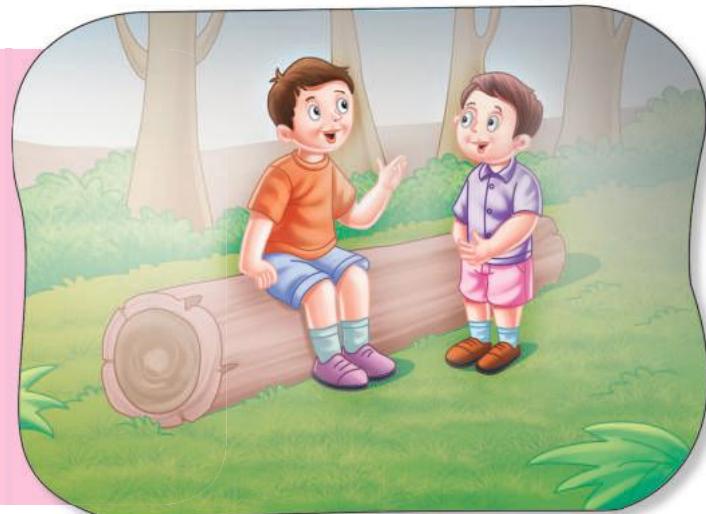


## Read aloud.

Tom is a cop.  
The kid has a top.  
He took it from a cop.  
Tina has a mop.  
The kids hop.



Sam goes in the mob.  
He sees a bag in the mob.  
A kid sobs on the road.  
Tom is on his job.  
He has a rod.



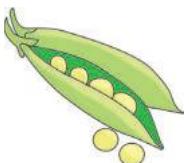
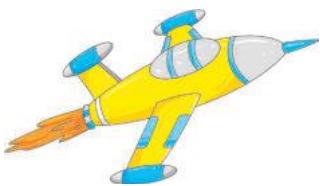
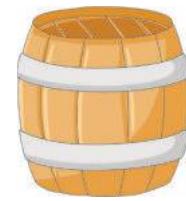
Bob is in the fog.  
A log is in the fog.  
He sits on the log.  
Tom and Bob jog.  
A dog wags in the mob.



# Activity Time



Circle the pictures that have the short vowel sound 'o' in their names.



Complete the words.



C	t
o	
m	b

d	g
o	
h	t



s	b
o	
f	x

o

m	p
o	
h	t



h	t
o	
f	x





# Short Vowel Sound 'u'

Look and read aloud.

gun

un

sun

run



pun

fun

bun

nun

bug

ug

dug



hug

cut

ut

gut

but



hut

pup

up

cup

sup



hup

mud

ud



bud

cud

um

sum



gum

mum

hum

• Teacher's Note



Encourage the students to say words with the short vowel sound 'u'.



## Read aloud.

A lion has a cub.  
Cub plays with tub.  
Sam has a tub.  
The dog rubs with tub.  
A tub is in a hub.



The mug is in a tub.  
Take a jug and a mug.  
Tom puts dog in the tub  
and rubs.  
The man tugs the bag.  
Sam sees a big red bug.

Lets have fun in the sun.  
Run for the bun.  
Tom runs and gets the bun.  
Do not play with gun.  
The nun has a bun.





## Activity Time



Read the words and write the middle sound letter.



b	g



h	t



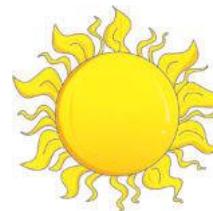
c	p



t	b



m	d



s	n

Read the sentences. Circle the 'u' short sound words.  
Write them in the blanks.

The cub is in the hut.



The mug is in the tub.



The pup is in the bus.



The cup is on the rug.



The bug is in the mud.





# Sight Words



Read aloud these words.

I

can

the

we

see

if

all

with

and

go

a

like

to

• Teacher's Note



Encourage the students to repeat the words given above after you.



## 'ee' Sound

Look and read aloud.

jeep



tree



weep



feet



seed



beep	see	beet	week	weed	keen
keep	fee	meet	peek	need	teen
deep	bee		seek	feed	
seep			leek	deed	
peep				reed	

• Teacher's Note



Show the pictures with 'ee' sound to the students and encourage them to say their names.



## Activity Time



Look at the picture and circle the correct word.



jeep

beep



bee

see



need

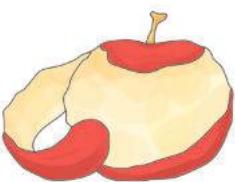
seed



feet

feed

Write **ee** to complete the words.



p		



h		



w	p



r	d



### • Skill Focus

- Identification of words with 'ee' sound
- Observation

- Thinking skills
- Fine motor skills



# 'oo' Sound

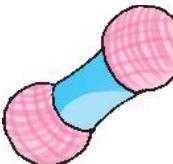
Look and read aloud.



cook



pool



wool



food



moon

book

fool

wood

boot

noon

room

look

cool

good

root

soon

loom

took

tool

hoot

spoon

zoom

nook

foot

root

Teacher's Note



Encourage the students to repeat the words given above after you.



# Activity Time



Say the name of each picture and circle the correct sound.



oo

ee

oo

ee

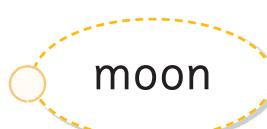
oo

ee

Match the pictures with their names.



wood

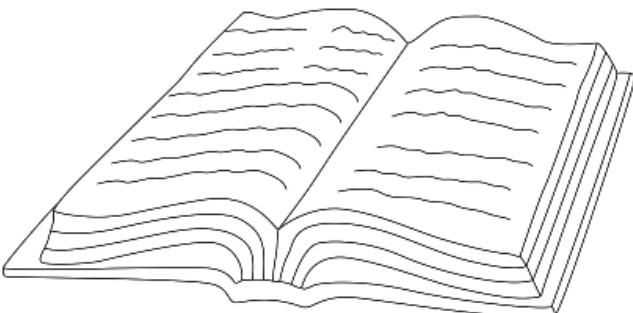


moon



food

Colour the picture and write its name.






## Skill Focus

- Identification of words with 'oo' sound
- Observation
- Thinking skills
- Fine motor skills

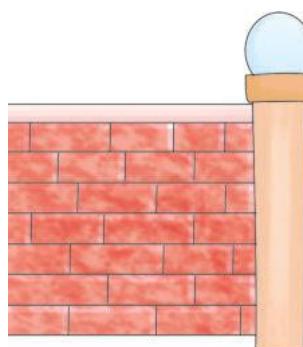


# 'll' Sound

Look and read aloud.



ball



wall



well



hill



bell

all

hall

tall

fall

call

mall

ill

bill

kill

till

fill

mill

ell

tell

sell

well

fell

hell

oll

doll

roll

poll

loll

Teacher's Note



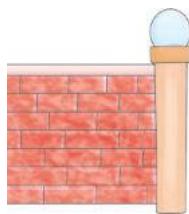
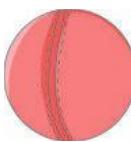
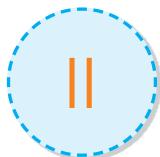
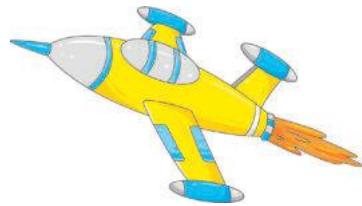
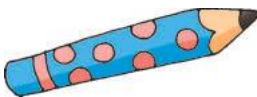
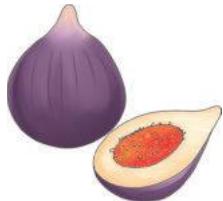
Encourage the students to repeat the words given above after you.



# Activity Time



Circle the pictures having **ll** sound.



Look at the pictures and write their names.











## • Skill Focus

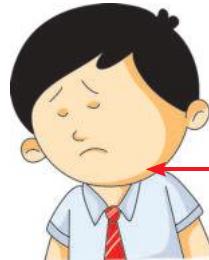


- Identification of words with 'll' sound
- Observation
- Thinking skills
- Fine motor skills

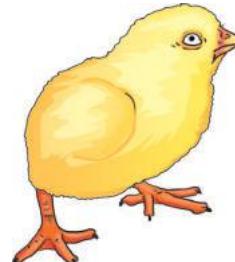


# 'ch' Sound

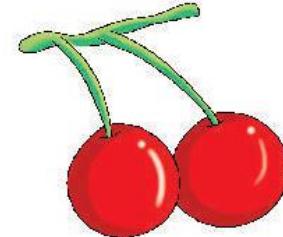
Read aloud.



chin



chick



cherry

chat

check

chain

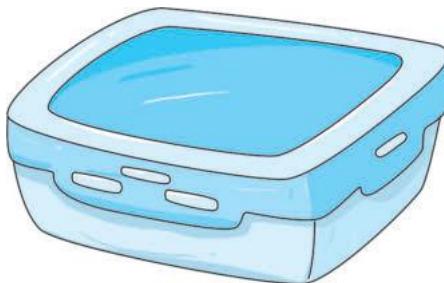
chips

chair

chop

child

chew



lunch



bench



peach

March

torch

beach

teach

Teacher's Note



Create flashcards with pictures that have /ch/ sound. Show them to the students and encourage them to identify their names.



## Activity Time



Read each word and tick (✓) the correct picture.

chair



cherry



chick

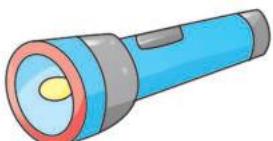


Look at the pictures and complete their names.



ain

ips



tor

lun

ben

### • Skill Focus



- Identification of words with 'ch' sound
- Observation

- Thinking skills
- Fine motor skills



# 'sh' Sound

Look and read aloud.



shed



ship



shop

she

sheep

sheet

shell

shelf

shark

shirt

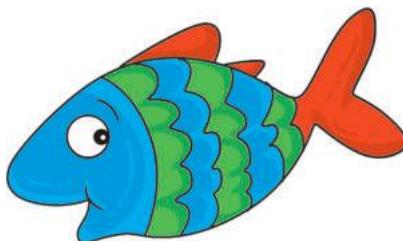
shake

shape

shoe

show

short



fish



brush



dish

wish

wash

bush

push

trash

brush

Teacher's Note



Encourage the students to repeat the words given above after you.



# Activity Time



Match the pictures with their names.



shark



shelf



dish

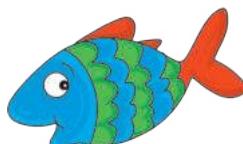


shed

Look at the pictures and complete their names.



irt



fi



op



eep



elf



ark

**Skill Focus**



- Identification of words with 'sh' sound
- Observation

- Thinking skills
- Fine motor skills



# 'th' Sound

Look and read aloud.

# 3

three



thunder



thief

thin

think

thing

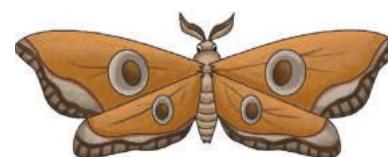
thick

thumb

thorn



teeth



moth



cloth

bath

path

froth

math

sloth

earth

fifth

tenth

Teacher's Note



Encourage the students to say words with the 'th' sound.



## Activity Time



Match the pictures with the correct words.



moth



thumb



teeth



cloth

Circle the pictures that have 'th' sound in their names.

3



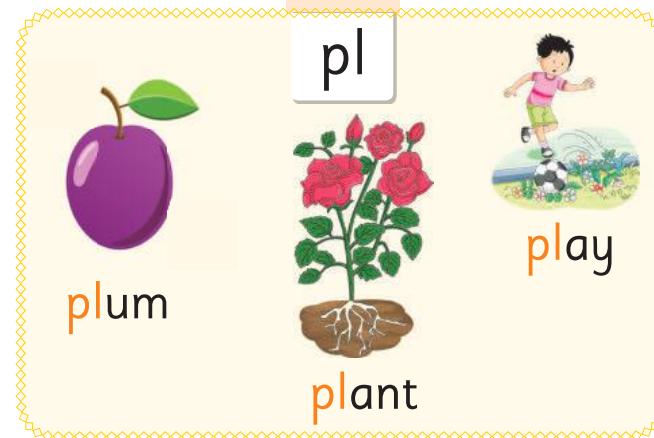
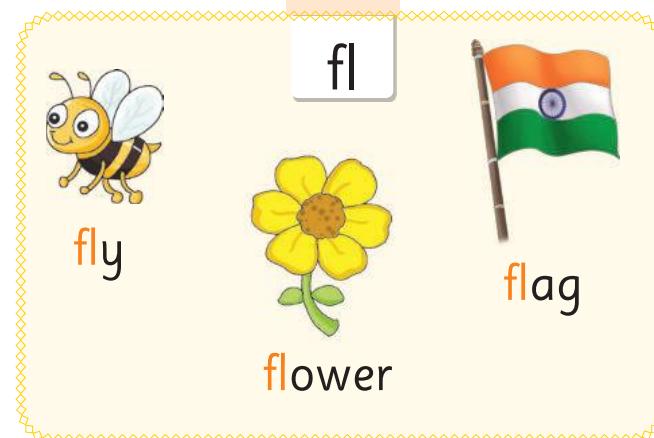
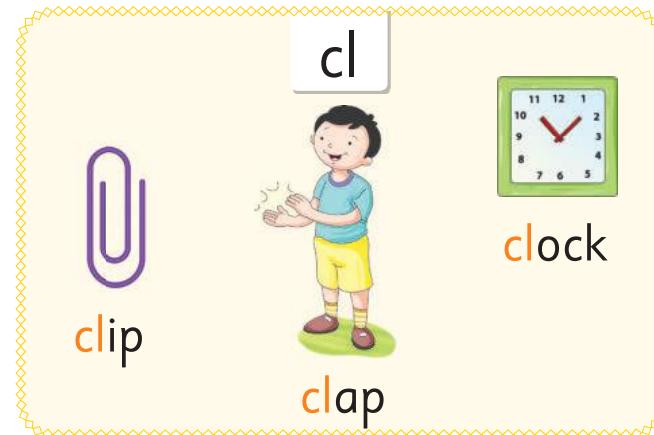
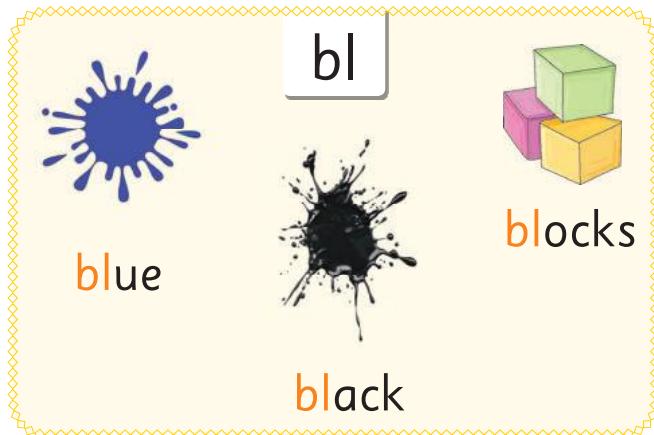
### Skill Focus

- Identification of words with 'th' sound
- Observation
- Thinking skills
- Fine motor skills



# Words with Consonant Blends-1

Look and read aloud.

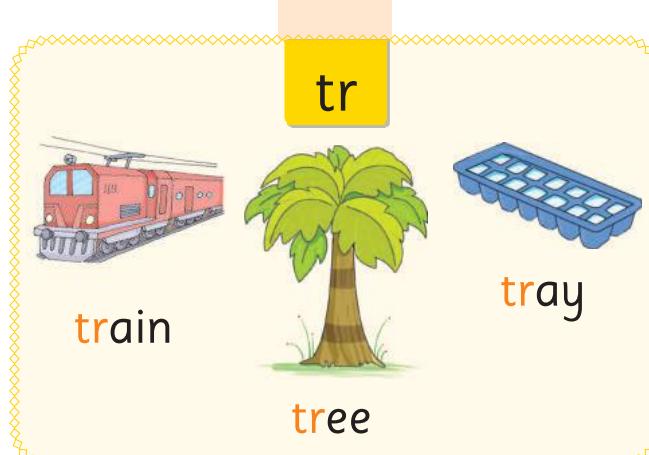
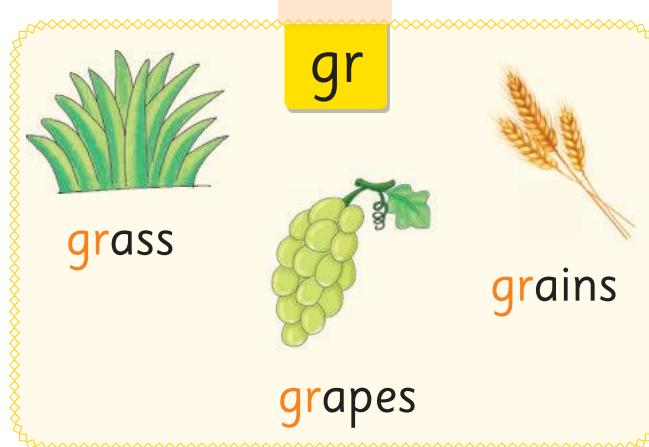
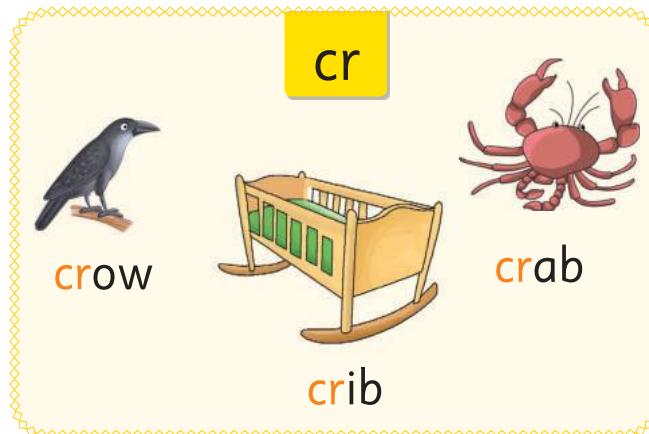
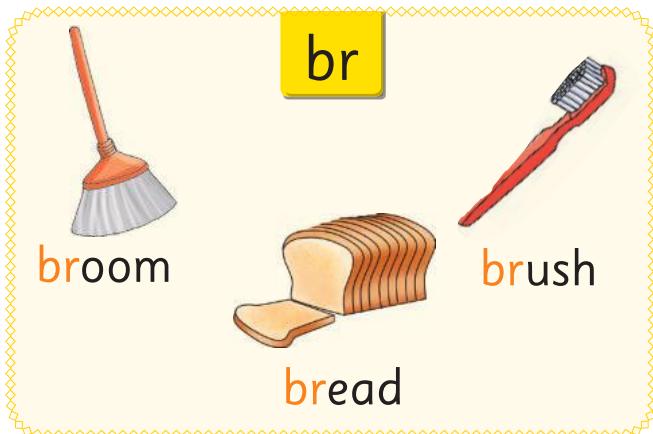




# Words with Consonant Blends-2



Look and read aloud.



Teacher's Note



Encourage the students to say the words with gl, pl, sl, br, cr, fr, gr and tr blends.



## Activity Time



Look at the pictures and say their names aloud.

Circle the correct beginning blends.



gl

bl

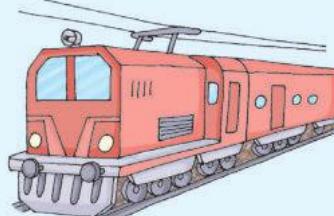
cl



br

fr

pr



cr

tr

gr



sl

pl

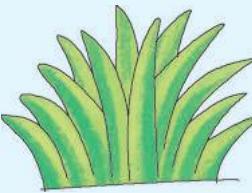
fl



cl

fl

pl

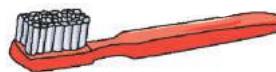


gr

br

cr

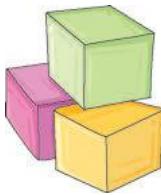
Choose and write the correct consonant blend to complete the words with **cl**, **pr**, **br**, **bl**, **fr** and **tr**.



ap

am

ush



OCKS

og

ee



## Split Vowel Digraphs - 'a-e'



Read these words aloud.



c a k e



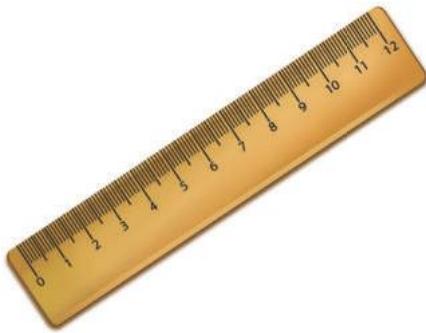
r a k e



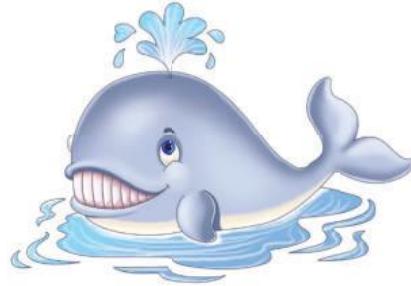
f a c e



p l a n e



s c a l e



w h a l e

Some more words

ace	face	race	case	base
bake	make	fake	lake	sake
made	mate	shade	place	brave
shake	plate	chase	blaze	shave



## Split Vowel Digraphs - 'e-e'

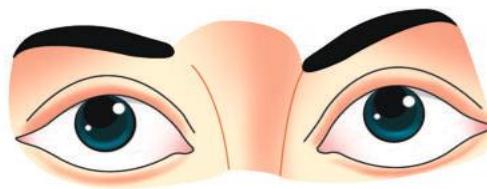
Read these words aloud.

# 7

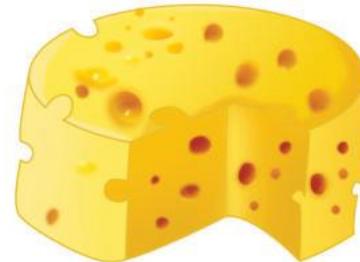
s e v e n



e v e n i n g



e y e s



c h e e s e

Some more words

eve

even

Pete

Steve

these

theme

compete

extreme

scene

complete

trapeze

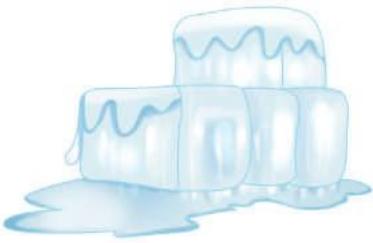
resume



## Split Vowel Digraphs - 'i-e'



Read these words aloud.



i    c    e



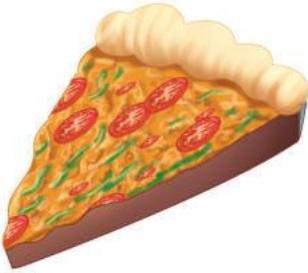
b    i    k    e



d    i    c    e



r    i    c    e



s    l    i    c    e



s    l    i    d    e

Some more words

bite	kite	dive	fine	live
bide	hide	like	line	mine
mice	nine	pipe	pile	ride
spine	time	vine	wife	knife



## Split Vowel Digraphs - 'o-e'

Read these words aloud.



r o p e



p o l e



j o k e r



h o m e



g l o b e



r o s e

Some more words

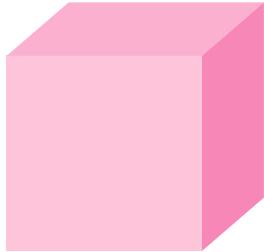
cone	hose	mole	hole	sole
note	rope	hope	joke	poke
smoke	alone	throne	dome	woke
role	vote	slope	froze	close



## Split Vowel Digraphs - 'u-e'



Read these words aloud.



c u b e



f l u t e



t u b e



s a l u t e

Some more words

june

tune

dune

prune

rude

rule

brute

huge

cute

mute

fuse

amuse

salute

excuse

refuse

volume



# Sight Words

Read aloud these words.

**you**

**do**

**my**

**are**

**he**

**with**

**is**

**little**

**she**

**was**

**find**

**big**

**look**

Teacher's Note



Encourage the students to repeat the words given above after you.

# Prepositions



on, in, under, near



Where is the cat?

The cat is **on** the mat.

Where is the dog?

The dog is **in** the car.



Where is the rat?

The rat is **under** the chair.

Where is the car?

The car is **near** the house.



Teacher's Note



Give some more examples to the students to explain position words (preposition) to them.



# Where is it?

Fill in the blanks with **in, on, under or near**.

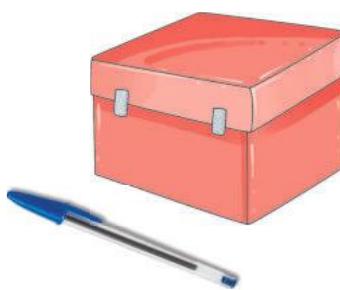
The books are \_\_\_\_\_ the bag.



The jug is \_\_\_\_\_ the table.



The boy is standing \_\_\_\_\_ the tree.



The pen is \_\_\_\_\_ the box.



The grapes are \_\_\_\_\_ the basket.

## • Skill Focus



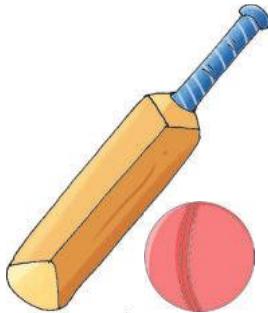
- Identification
- Observation
- Critical thinking
- Association



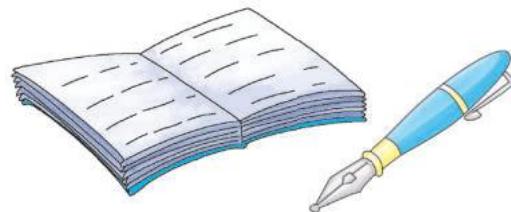
## Use of 'And'



Repeat after your teacher.



a bat **and** a ball



a book **and** a pen



a table **and** a chair



a lock **and** a key



a girl **and** a boy



a jug **and** a glass

Teacher's Note



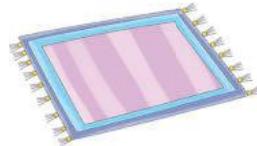
Give some more examples using the classroom objects to make the students understand the use of **And**.



## Activity Time



Fill 'and' in the blanks.



a cat  a mat



a hut  a flag



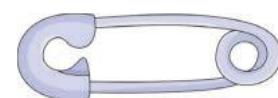
a wig  a fig



a car  a glass



a cap  a tap



a pin  a bin



a tree  a pond



a rug  a bug

### Skill Focus

- Identification
- Observation
- Critical thinking
- Association



# A and An



We use 'a' before the words that begin with a consonant or a consonant sound. The letters **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y** and **z** are consonants.



a hen



a drum

a



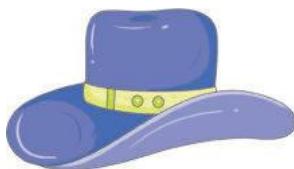
a pen



a glass



a lamp



a hat

We use 'an' before the words that begin with a vowel (**a, e, i, o, u**) or a vowel sound.



an apple



an octopus

an



an egg



an ink pot



an umbrella

## Teacher's Note



Prepare flashcards with pictures of different objects. Ask the students to pick a flashcard word and say whether to use **a** or **an** before the object's name.



## Activity Time



Look at the pictures and write 'a' or 'an' in the blank.



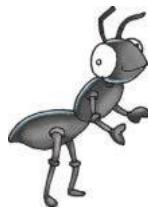

cup




fan




kite




ant




nest




orange




engine




vest




uncle




train




carrot




igloo

### Skill Focus



- Identification
- Observation

- Thinking skills
- Use of a and an



# This/That



“**This**” is used for something near, and “**That**” is used for something far.

This is a car.



That is a bus.



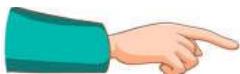
This is a cat.



That is a dog.



This is a cup.



That is a plate.



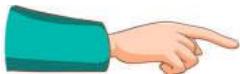
This is a bottle.



That is a bag.



This is a flower.



That is a tree.



Teacher's Note



Display pictures of objects near and far to the children and tell them use of **this** and **that**.

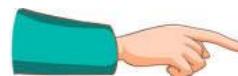


# Activity Time

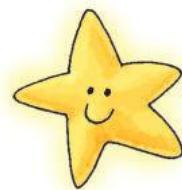


Fill in the blanks with 'this' and 'that'.

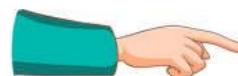

is a butterfly.




is a star.



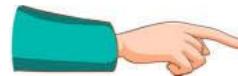

is a lion.




is a spoon.




is a jug.




is a kettle.




is a candle.




is a lock.



## Skill Focus

- Identification
- Observation
- Thinking skills
- Fine motor skills





# These/Those

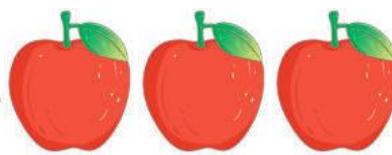
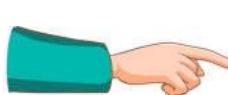


**'These'** is used for things which are near to us and '**those**' is used for things that are from us.

Those are monkeys.



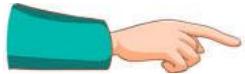
These are apples.



Those are balloons.



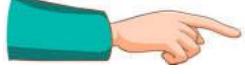
These are carrots.



Those are parrots.



These are birds.



Those are stars.



## Teacher's Note



Demonstrate the use of **these** and **those** by showing one or two objects for better understanding.

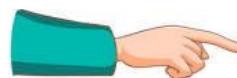


# Activity Time



Fill in the blanks with **these** and **those**.


are lions.



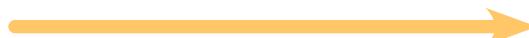

are keys.




are plums.




are desks.



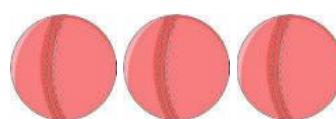

are bricks.



Make sentences using **these** or **those**.







## Skill Focus



- Identification
- Observation

- Thinking skills
- Fine motor skills



## Yes/No



**Repeat after your teacher.**



Is this a boat?  
Yes, this is a boat.



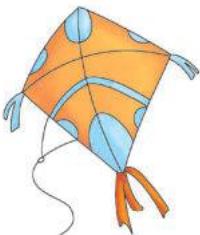
Is this a cat?  
No, this is a hen.



Is this a pen?  
Yes, this is a pen.



Is this a school?  
No, this is a hut.



Is this a kite?  
Yes, this is a kite.



Is this a car?  
No, this is a bus.



Let students take turns to ask and answer questions with 'yes' or 'no' for better understanding.



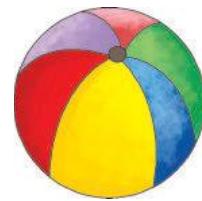
## Activity Time



Look at each picture. Write yes or no.

Is this an orange?

, this is an orange.



Is this a bat?

, this is a ball.

Is this a plate?

, this is a bowl.



Is this a girl?

, this is a boy.

Is this a chair?

, this is a chair.



• **Skill Focus**



- Identification
- Observation

- Thinking skills
- Fine motor skills



# He/She/It



**Repeat after your teacher.**

**He**

He is used for males.



He is a boy.

He is my brother.

He is a cobbler.

**She**

She is used for females.



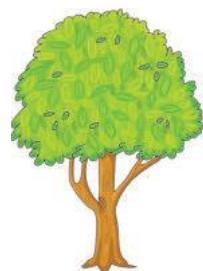
She is a girl.

She is my sister.

She is a teacher.

**It**

It is used for animals, plants and things.



It is a goat.

It is a tree.

It is a clock.

**Teacher's Note**



Show pictures of a boy, a girl, an uncle, an aunt, a pen, a table, a bag to the students and ask them to identify where to use **He**, **She** and **It**.



## Activity Time



Circle the correct word.



he  
she  
it



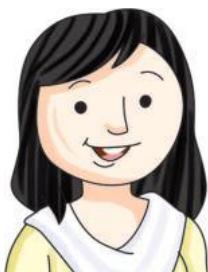
he  
she  
it



he  
she  
it



he  
she  
it



he  
she  
it



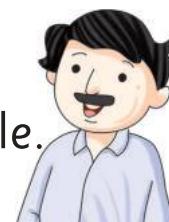
he  
she  
it

Fill in the blanks with **He/She/It**.

is my dog.



is my uncle.



is my friend.



### Skill Focus

- Identification
- Observation



- Thinking skills
- Fine motor skills



# 'Wh' Questions



Read aloud the 'wh' questions.

Who      What      When      Where  
Why      Whose      Which



Priyanka

Ankur

Q. **Who** is standing beside Ankur?  
A. Priyanka is standing beside Ankur.

**'Who'** denotes person.

Q. **What** is this?  
A. This is a book.

**'What'** denotes thing.



Q. **When** do you wake up?  
A. I wake up at 7 o'clock.

**'When'** denotes time.



Q. **Where** is the fish?  
A. The fish is in the pond.

‘Where’ denotes place.



Q. **Why** is Ankush crying?  
A. Ankush is crying because he got hurt.

‘Why’ denotes reason.



Q. **Whose** bat is that?  
A. That is Manoj’s bat.

‘Whose’ denotes possession.



Q. **Which** is your bag?  
A. That red bag is mine.

‘Which’ denotes choice.



## Activity Time



### Answer the following questions.

Q. What is your mother's name?

A. \_\_\_\_\_

Q. Where do you live?

A. \_\_\_\_\_

Q. Where do you sleep?

A. \_\_\_\_\_

Q. Who sits beside you in the class?

A. \_\_\_\_\_

Q. Why should we take a bath daily?

A. \_\_\_\_\_

### Choose the right word for each of them.

1. \_\_\_\_\_ is your birthday? (What, When)

2. \_\_\_\_\_ is your best friend? (Who, What)

3. \_\_\_\_\_ do you like to go? (What, Where)

4. \_\_\_\_\_ do you like to eat? (Whose, What)

5. \_\_\_\_\_ is your favourite colour? (Why, Which)



# Opposites

Read and understand.



old



young



hot



cold



tall



short



happy



sad



fat



thin

Teacher's Note



Encourage the students to repeat the opposite words given above after you.



# Activity Time

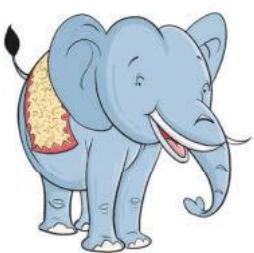


Match the opposite words.



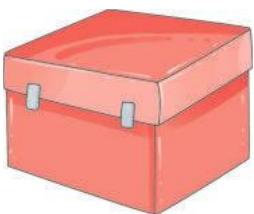
day

light



big

night



heavy

small



long

cry



laugh

short



## • Skill Focus •



- Identification
- Observation

- Thinking skills
- Fine motor skills



# One or Many

When we have more than one thing, we add 's' at the end of the word to show 'many'.  
Read and understand.



ball



balls



hat



hats



tree



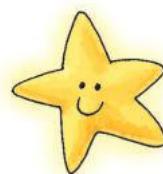
trees



candle



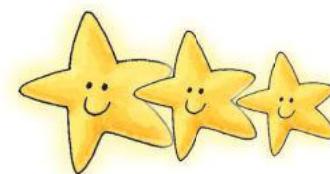
candles



star



stars



dog



dogs



## Teacher's Note



Use the classroom objects to make the concept easier for the students.

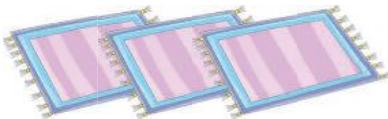


# Activity Time



Read the given words and add 's' to each word.

mat




pen



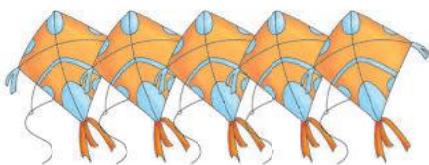

net




jug




kite




boy




chair




## • Skill Focus

- Identification
- Observation
- Thinking skills
- Fine motor skills





# Action Words

Action words show the action that a person, an animal or an object does. Read aloud the given words.



eat



run



sing



skip



jump



read



walk



wash



sleep



dance



play



write

Teacher's Note



Encourage the students to come forward one by one and do an action like run, hop, sleep, laugh, eat, etc.



# Activity Time



Match the actions with the words.



sleep



write



eat



wash



jump

Look at the pictures and write the action words.



















## Skill Focus



- Identification
- Observation
- Fine motor skills
- Thinking skills



# Ending Blends-1

**Read aloud.**

find

kind

bind

mind

wind

pink

wink

sink

link

bend

lend

mend

send

post

host

most

theft

left

deft

gang

hang

sang

rang

**Write the rhyming words of the given words.**

bend



find

Teacher's Note



Read aloud the CVCC words. Ask the students to say rhyming word to enhance their speaking skills.



# Ending Blends-2



**Read aloud.**

sand  
wand  
land  
hand  
band

nest  
rest  
best  
vest  
test

sick  
pick  
lick  
wick  
kick

pond  
fond  
bond

mask  
desk  
risk  
task

jump  
pump  
dump  
bump

**Write the rhyming words of the given words.**

hand





fond



**Teacher's Note**



Read aloud the CVCC words. Ask the students to say rhyming words of sand, nest, sick, pond, mask, jump to enhance their speaking skills.



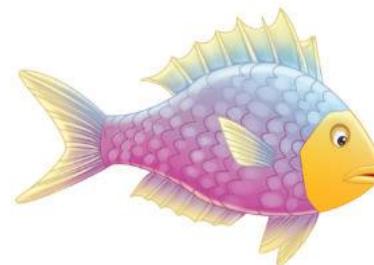
# Spell Check

**Tick (✓) the correct spelling for each of them.**



clock

cloak



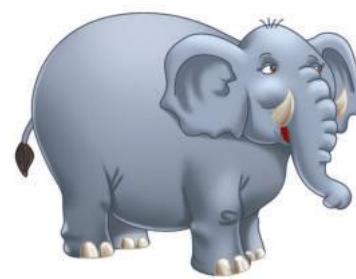
fish

fsih



batarfly

butterfly



elephant

elephant



stuul

stool



brash

brush



flawor

flower



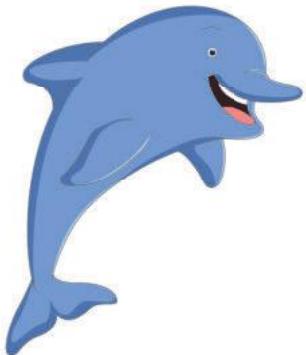
graas

grass



chair

clair



dolphine

dolphin



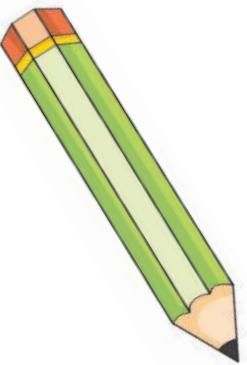
bee

bea



frog

frock



pancil

pencil



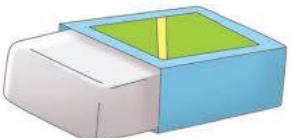
octopus

octapus



soopn

spoon



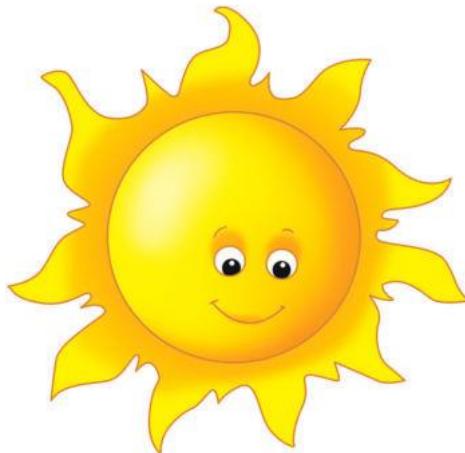
erraser

eraser





## Riddles



“I am \_\_\_\_\_.

I give you heat and light.

I rise in the morning.

I set in the evening.”



“I am round in shape.

I keep on changing my shape.

You can see me at night.

I am \_\_\_\_\_.”



“We twinkle at night.

We are very far away.

We are \_\_\_\_\_.”



“I am a \_\_\_\_\_.

I am a band of seven colours.

You can see me after the rain.”