



# English Alphabet

Letters that giggle, dance, and dream!

A



A for Apple

B

B for Ball



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

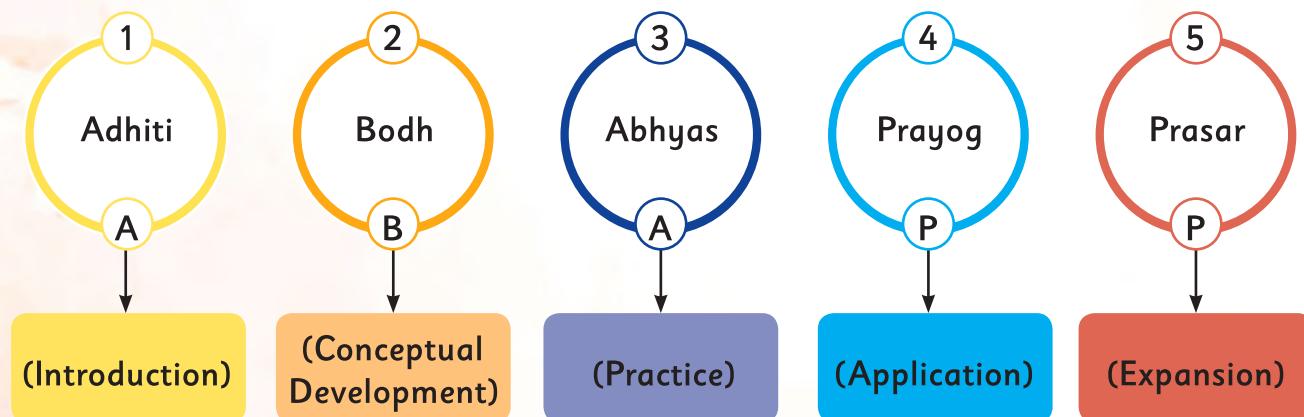
We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

### **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

Trace the letters **Dd** with your index finger.



*/d/ /d/* dog.  
Runs in the park,  
Wagging his tail,  
He loves to bark.

**dog**



*/d/ /d/* drum.

**drum**

**Think & Answer**

1. What is the colour of the duck?
2. Do you like dogs?

**Teacher's Corner**

Draw and decorate the big letter **D**, then have children find and colour pictures of items starting with **D**, like duck, drum, and door.

**Skill Focus**

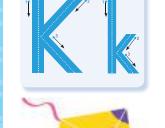
- Observation
- Recognition of the initial sound of a letter
- Vocabulary building
- Identification

**door**

Introduce the letter and new words.

Suggested play-based activities for the teachers and parents.

Trace the letters **Kk** with your index finger.



*/k/ /k/* kite,  
Flying so high,  
Soaring through  
The bright blue sky.

**kite**



**key**

**king**

**Teacher's Corner**

Engage the children in a fun sound activity to practise letters C and K, as both letters sound the same.

**Think & Answer**

1. When do we fly kites?
2. Have you seen a key at home?

**Skill Focus**

- Observation
- Recognition of the initial sound of a letter
- Vocabulary building
- Identification

Provide instructions or tips for teachers in this section.



*/g/ /g/* grapes,  
Juicy and sweet,  
Growing on vines,  
A tasty treat.

**grapes**



**gift**



**grass**

**Teacher's Corner**

Take children out in a garden and ask them to walk on the grass and feel its texture.

**Activity**

Ask children to look around and find a friend whose name starts with the letter **G**.

**Skill Focus**

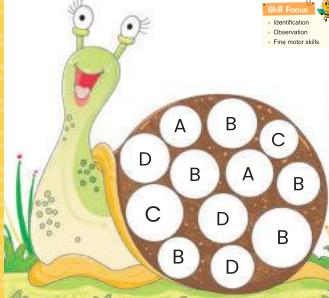
- Observation
- Recognition of the initial sound of a letter
- Vocabulary building
- Identification

Promotes application and expansion through fun and child-friendly activities

**Worksheet**

Colour the circles using the given code.

**A Red** **B Yellow** **C Green** **D Blue**



**Skill Focus**

- Identification
- Observation
- Fine motor skills



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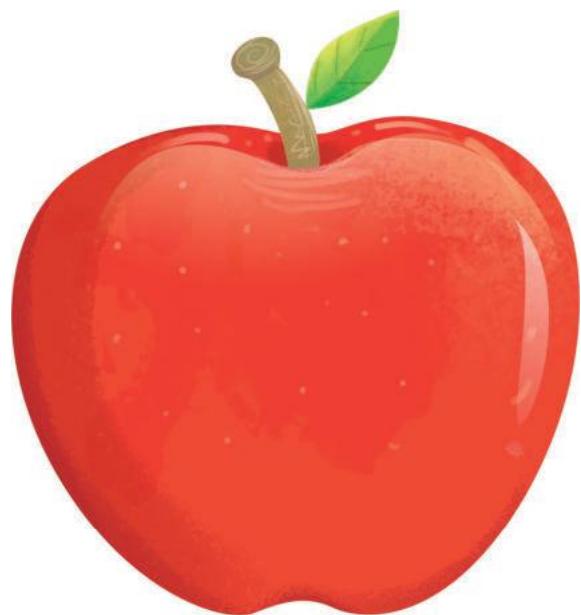
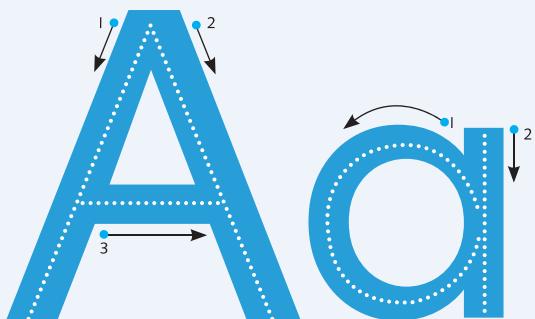


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Trace the letters **Aa** with your index finger.



**apple**

/a/ /a/ **apple**  
Crunchy and sweet,  
Juicy and fun,  
A healthy treat!



**alligator**



**arrow**



**ant**

**Think & Answer**



1. What is the colour of an apple?
2. What is the taste of an apple?

**Teacher's Corner**



Play Alphabet Hunt in class. Place pictures or items starting with 'A' (e.g., apple, alligator) around the room and let children find them.

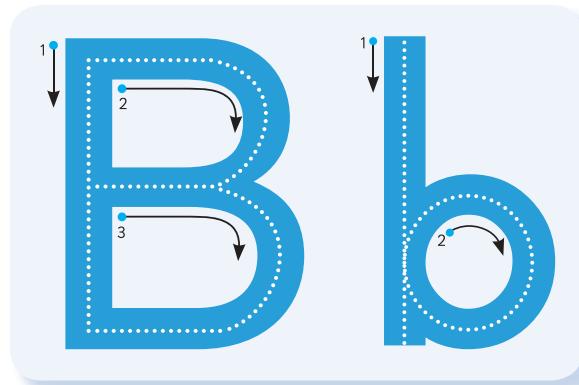
**Skill Focus**



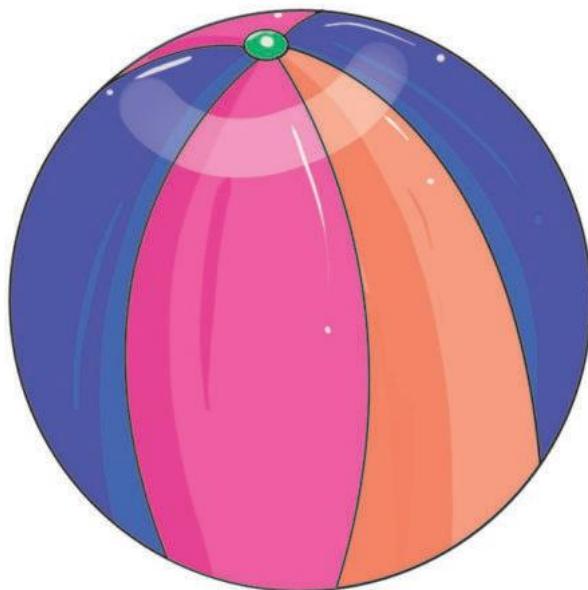
- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



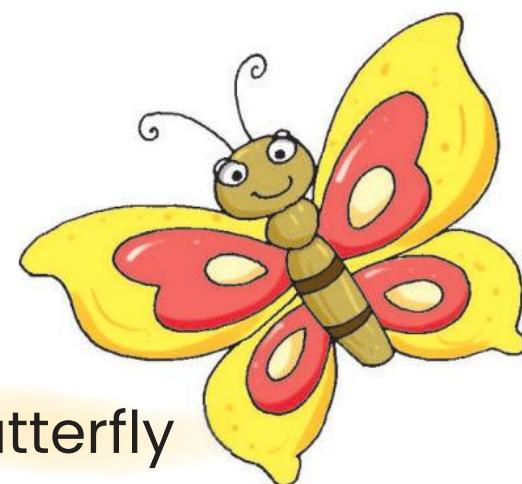
Trace the letters **Bb** with your index finger.



/b/ /b/ ball,  
Rolling on the ground,  
See my ball  
Bouncing up and down.



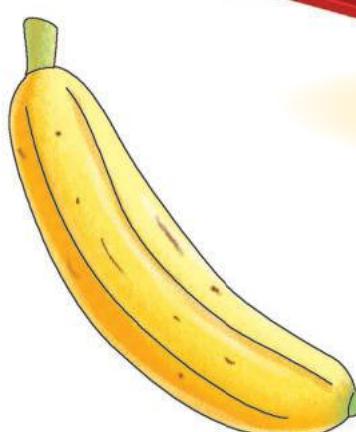
ball



butterfly



book



banana



Activity  
Encourage children to make letters **Bb** using playdough.



Teacher's Corner

Play with a ball during circle time. Use words like "catch", "drop", "pick" and "roll" to enhance children's vocabulary.

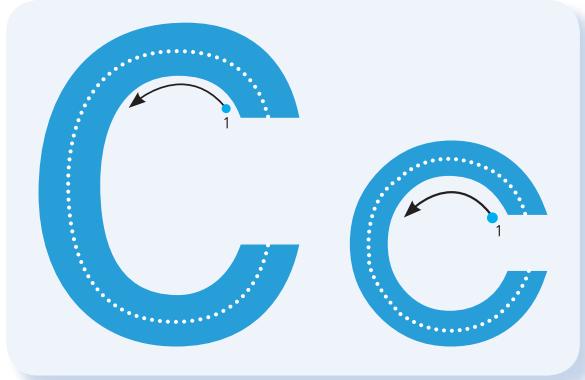


Skill Focus

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



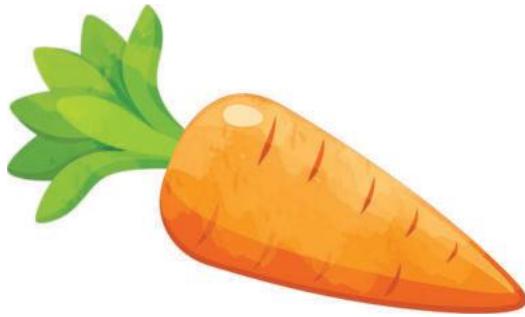
Trace the letters **Cc** with your index finger.



**cat**



**cake**



**carrot**

**Activity**



Create a collage using cutouts of objects that start with the letter **C**, like cat, car, and cup.

**Teacher's Corner**



Let children dip their index fingers in paint and ask them to give their finger impressions inside the outline of the letters **Cc** drawn on a piece of paper.



**cup**

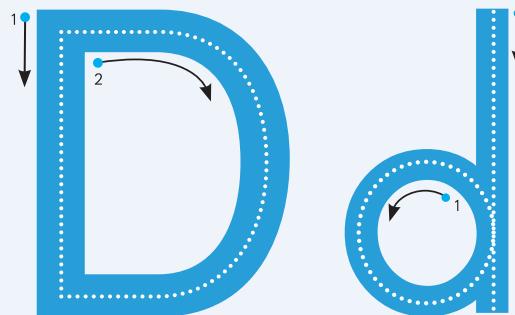
**Skill Focus**



- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



Trace the letters **Dd** with your index finger.



**dog**

/d/ /d/ dog,  
Runs in the park,  
Wagging his tail,  
He loves to bark.



**duck**



**drum**



• **Think & Answer**

1. What is the colour of the duck?
2. Do you like dogs?



• **Teacher's Corner**

Draw and decorate a big letter **D**, then help children find and paste pictures of items starting with **D**, like duck, drum, and doctor.



**door**



• **Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



# Worksheet



Colour the circles using the given code.

A Red

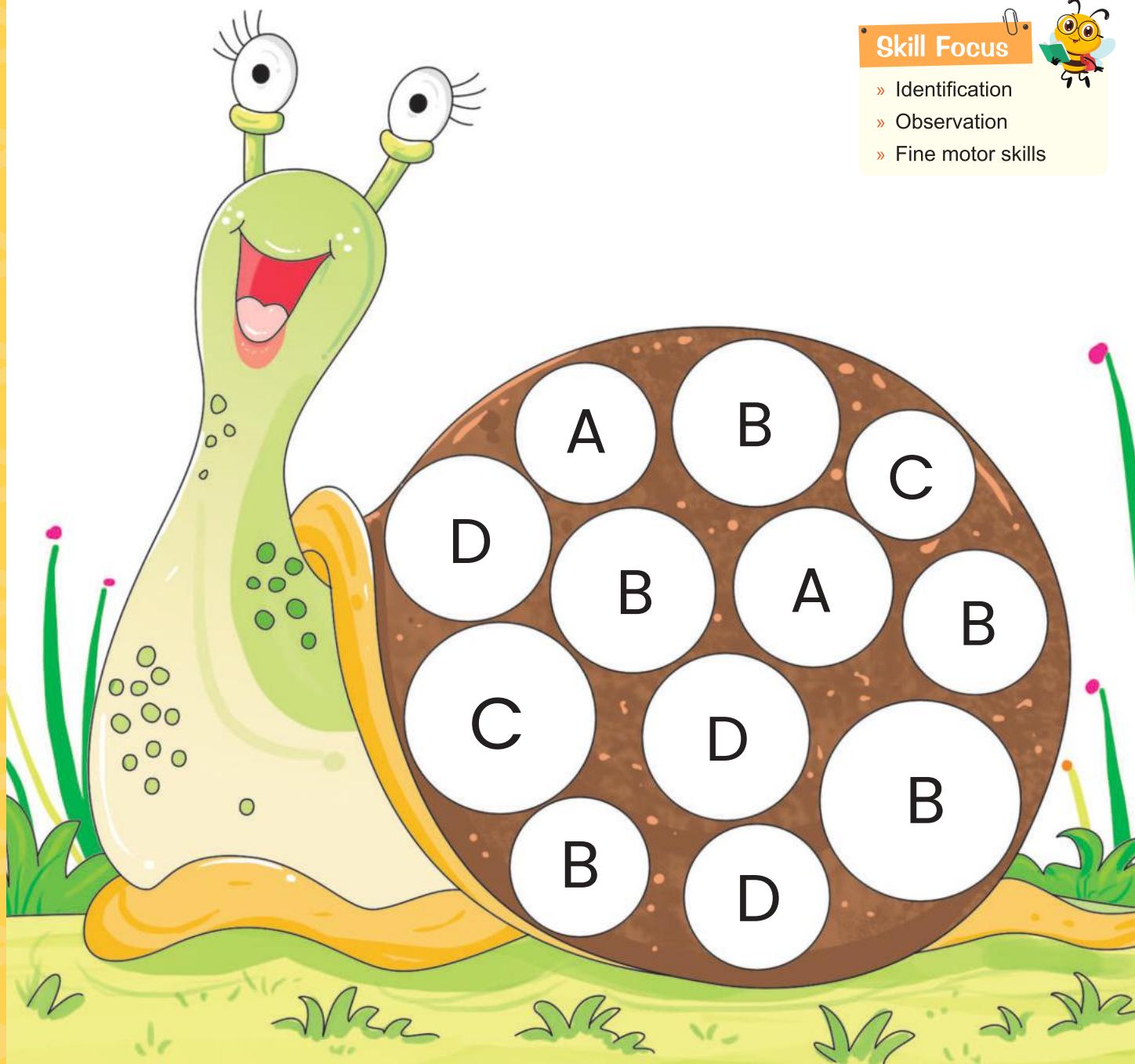
B Yellow

C Green

D Blue

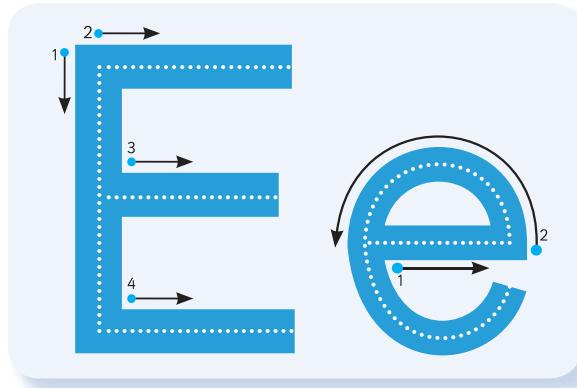
**• Skill Focus**

- » Identification
- » Observation
- » Fine motor skills





Trace the letters **Ee** with your index finger.



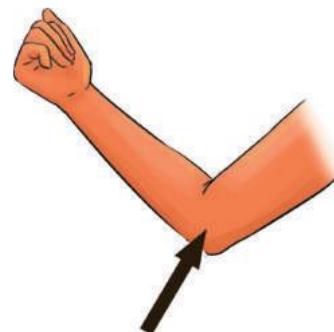
**elephant**



**egg**



**engine**



**elbow**

• **Activity**



The /a/ and /e/ sounds can be a bit confusing for children. Provide examples of words with /a/ and /e/ to help build recognition of these sounds.

• **Teacher's Corner**



Emphasize on the letter sound /e/. Ask the children to repeat words after you.

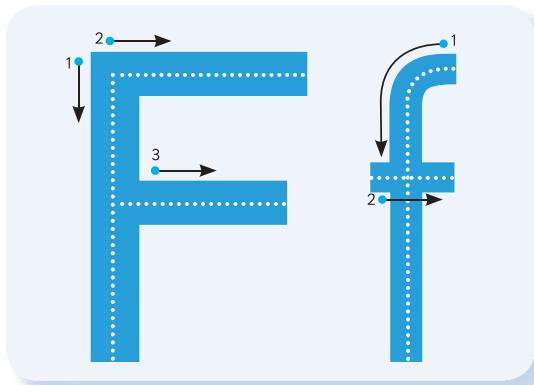
• **Skill Focus**



- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

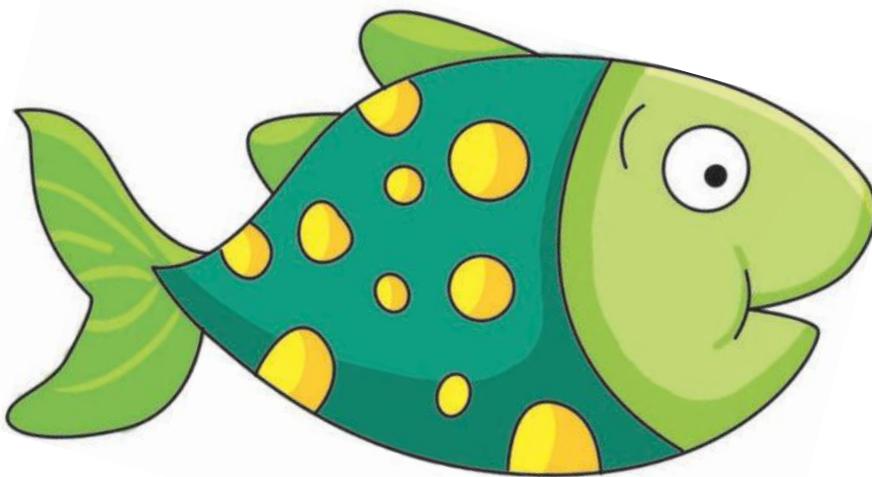


Trace the letters **Ff** with your index finger.

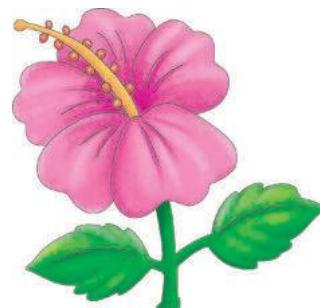


**/f/ /f/ fish**

Playing in a pool,  
Down in the water,  
Clear and cool.



**fish**



**flower**



**finger**



**frog**



**Activity**

Encourage children to make the letters **Ff** in sand and in air.



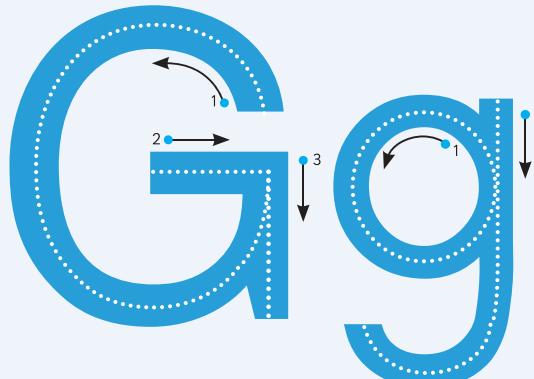
**Teacher's Corner**

Take the children on a nature walk in the garden. Ask them to pick up fallen flowers and create a collage using the flowers.



**Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



/g/ /g/ grapes,  
Juicy and sweet,  
Growing on vines,  
A tasty treat.



grapes



gift



girl



grass



#### Skill Focus

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



#### Teacher's Corner

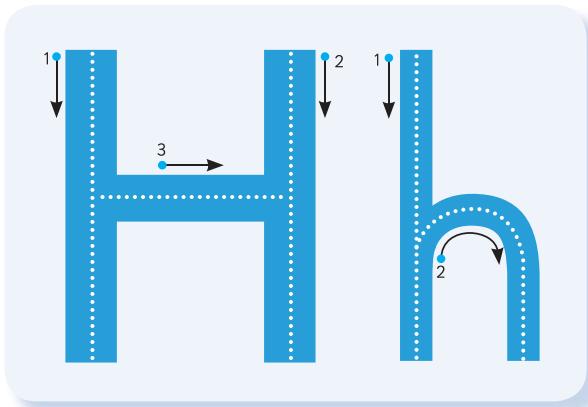
Take children out in a garden and ask them to walk on the grass and feel its texture.



Ask children to look around and find a friend whose name starts with the letter G.

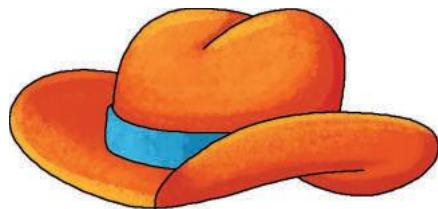


Trace the letters **Hh** with your index finger.

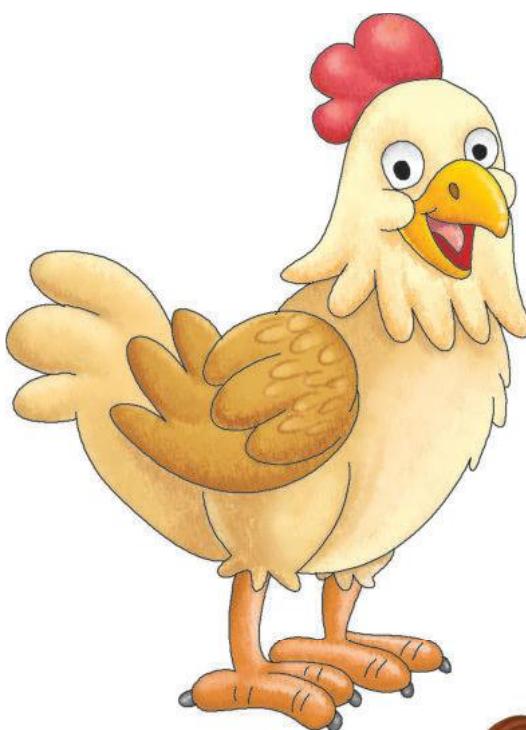


/h/ /h/ hen

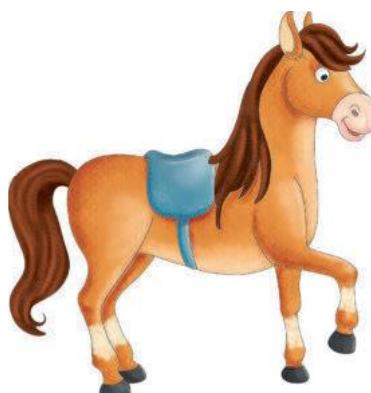
Lays eggs for gentlemen,  
Sometimes nine,  
And sometimes ten.



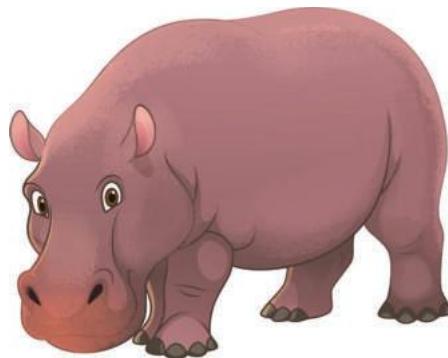
hat



hen



horse



hippo

• **Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



• **Teacher's Corner**



Draw children's attention towards the body parts that begin with the letter **H** like hand, head and hair.

• **Activity**



H is for Hop: Have children hop around the classroom every time they say a word that starts with **H**, like "hat," "hippo," or "house".



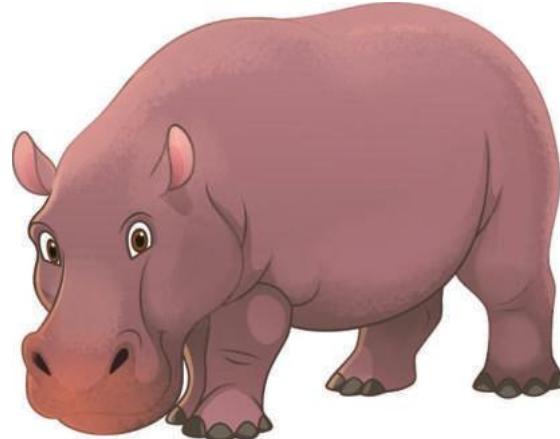
# Worksheet



Look at the pictures and colour the circle with the letter that their name begins with.

**Skill Focus**

- » Fine motor skills
- » Identification



e



h

f



g



e



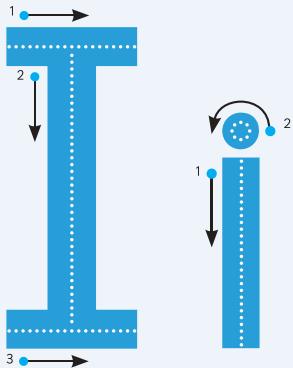
f

f





Trace the letters **li** with your index finger.



**/i/ /i/ inkpot,  
Filled with ink.  
Ready to write  
With just a blink.**



**inkpot**



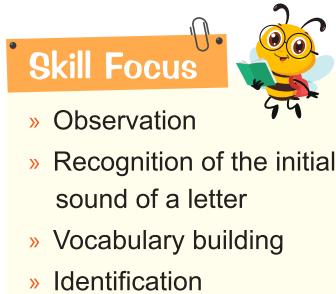
**igloo**



**iguana**



**insects**



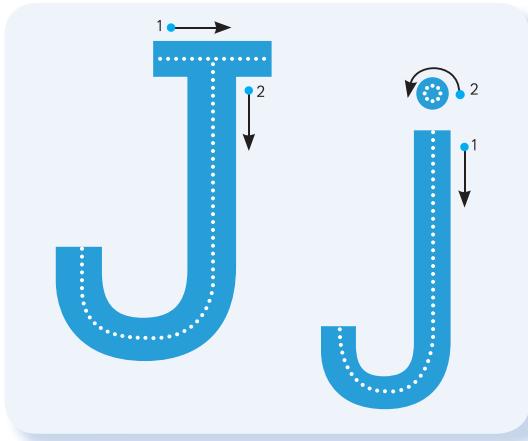
**Teacher's Corner**

Show the pictures of objects starting with the letter 'I' other than those given above. Then, read aloud their names to emphasize the letter sound **/i/**.



**Think & Answer**

1. Look at the insect pictures above and say their names.
2. Who lives in an igloo?



/j/ /j/ joker

Is jolly and bright  
His colourful face  
Is a funny sight.



joker



juice



jelly



jug



• Skill Focus

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

• Teacher's Corner



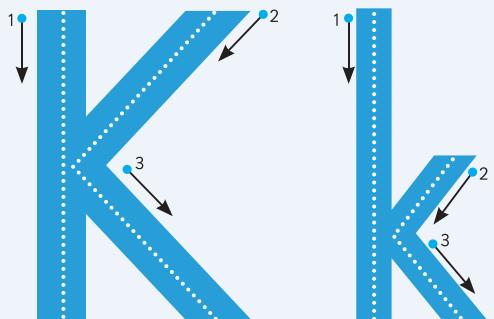
Jumping Game: Ask children to jump every time they say a word that starts with the letter **J**, like "jump", "jelly" or "jungle."

• Think & Answer



1. What is your favourite juice?
2. Do you like to eat jelly?

Trace the letters **Kk** with your index finger.



/k/ /k/ kite,  
Flying so high,  
Soaring through  
The bright blue sky.



**kite**



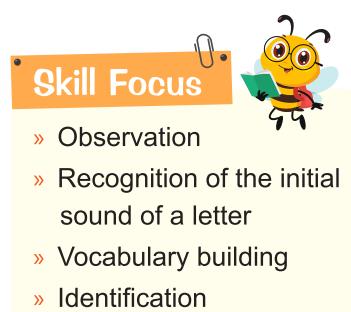
**key**



**king**



**kettle**



### Teacher's Corner



Engage the children in a fun sound activity to practise letters C and K, as both letters sound the same.

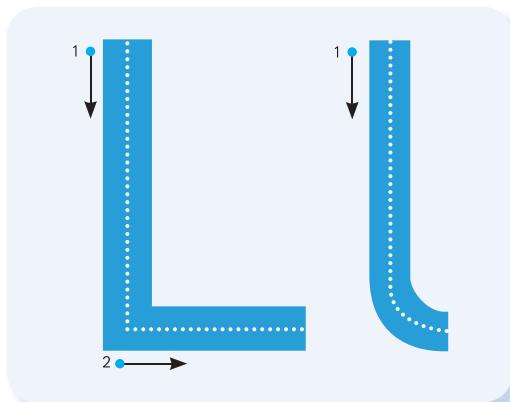
### Think & Answer



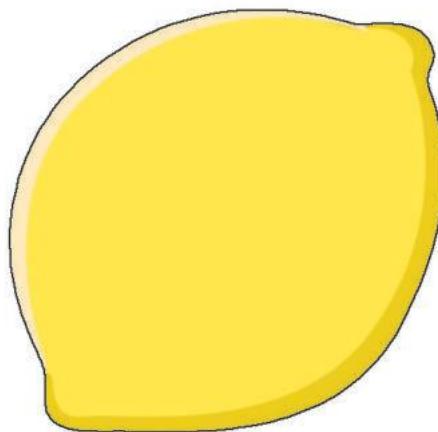
1. When do we fly kites?
2. Have you seen a key at home?



Trace the letters **Ll** with your index finger.



**l l l** lemon,  
On the tree,  
Peel it, slice it,  
Or make a drink.



**lemon**



**ladder**



**leaf**



**lion**



**Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

**Teacher's Corner**



Tell the children in class the story of "The Lion and the Mouse".

**Activity**



Take the children to the playground and organise a lemon race.



# Worksheet



**Look at the picture. Find and circle all the matching letters in the box.**

• **Skill Focus**

» Identification

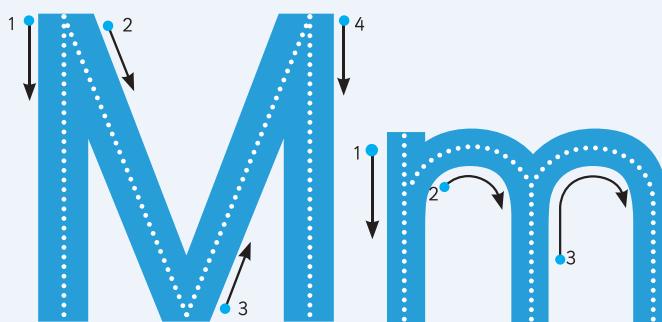


» Fine motor skills

	J E A J F J D F F I G I J L C H I J B I K
	C F B J F I D I K F J I F K J A I J K L L
	K D A D C E D D E F K K H R F J C B K E N
	A L A D H J P D H B L L C Q B J L B H D R

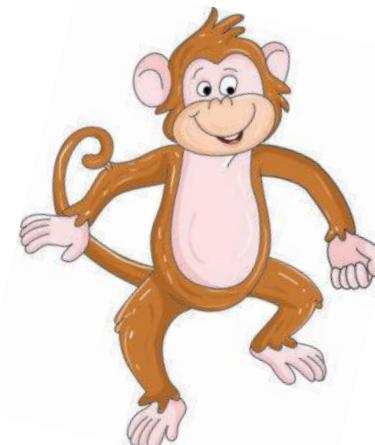


Trace the letters **Mm** with your index finger.



**moon**

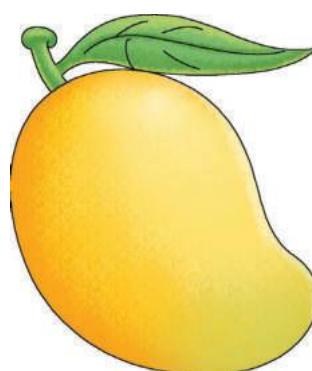
**/m/ /m/ moon**  
Up in the sky.  
Shining so bright  
As the night goes by.



**monkey**



**milk**



**mango**

#### Teacher's Corner



Talk to children about day and night. Tell them about the sun, stars and the moon.

#### Skill Focus

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

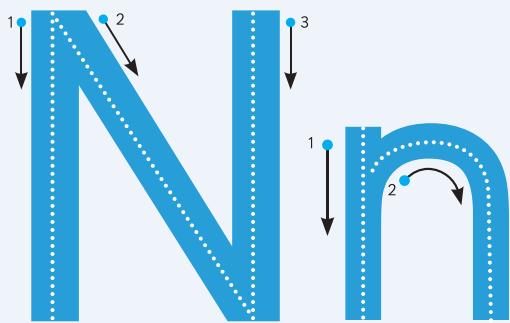


#### Activity



Ask the children to pair up. One child pretends to be a monkey and does some actions, while the other child copies those actions.

Trace the letters **Nn** with your index finger.



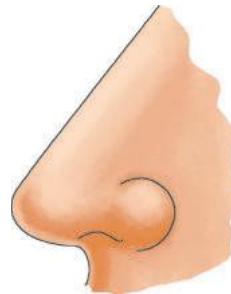
/n/ /n/ nest,  
Up in a tree,  
Where little birds  
Sing happily.



**nest**



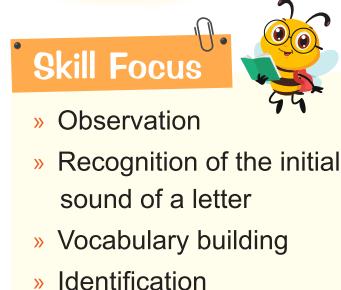
**newspaper**



**nose**



**necklace**



### Teacher's Corner



Encourage children to tell other words that begin with the letter sound /n/, like nut, nightingale and net.

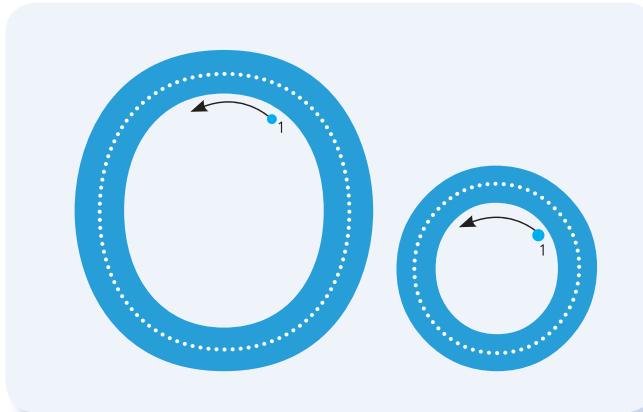
### Think & Answer



1. Who lives in a nest?
2. Do you have one nose or two?



Trace the letters **Oo** with your index finger.



**octopus**

/o/ /o/ **octopus**  
Swimming in the sea.  
I said, "Hello"  
It waved at me.



**ostrich**



**orange**



**olive**

#### Teacher's Corner



Draw children's attention towards the animal names that begin with the letter **O**, like ox, otter and owl.

- **Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

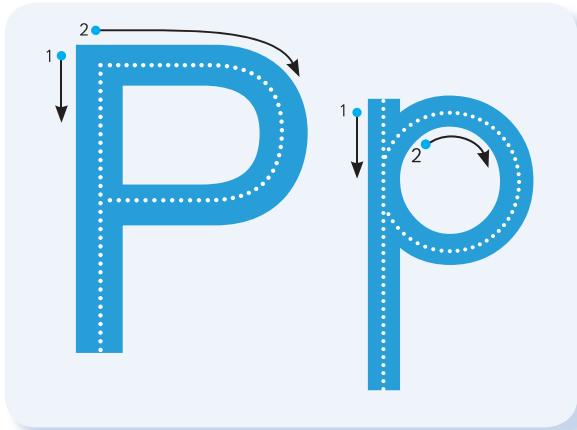


#### Think & Answer

1. How many arms does an octopus have?
2. Is an orange sweet or salty?



Trace the letters **Pp** with your index finger.



/p/ /p/ peacock

With a graceful show,  
Spreading its tail  
In a colourful glow!



**peacock**



**parrot**



**popcorn**

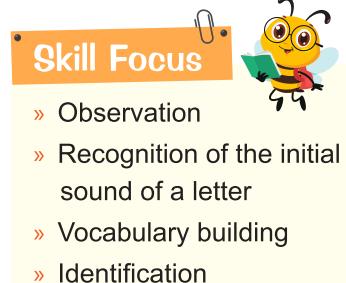


**pear**



#### Teacher's Corner

Draw children's attention towards the birds' names that begin with the letter **P**, like penguin, parrot and pigeon.



Help children create the letters **Pp** using playdough or ice cream sticks.



# Worksheet



Look at the pictures and circle the first letter of their names.

**Skill Focus**

- » Matching
- » Observation
- » Identification
- » Fine motor skills



M

N

O

P



N

O

P



M

N

O



M

N

O

P

Match the capital letters with small letters.

M

o

P

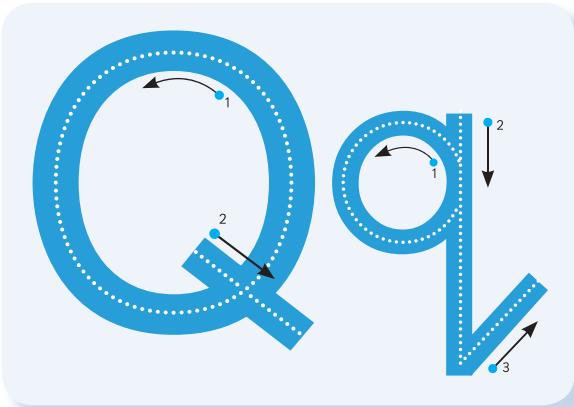
o

p

n



Trace the letters **Qq** with your index finger.



**quilt**



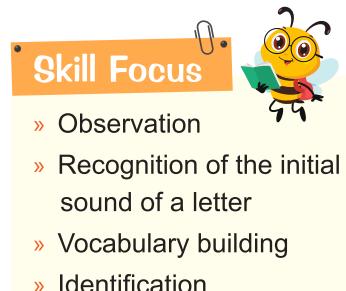
**queen**



**quill**



**quail**



**Teacher's Corner**



Emphasize on the letter sound /kw/. Ask the children to repeat words after you.

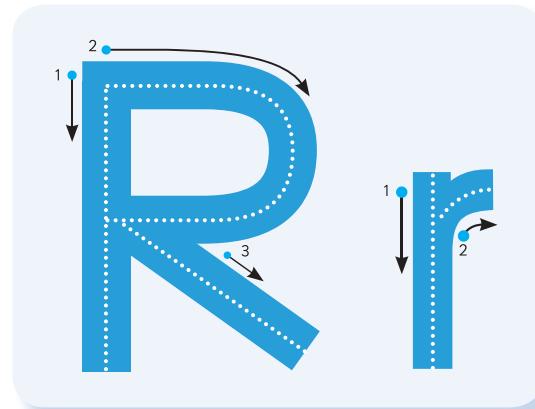
**Activity**



Ask the children to stand in a queue and demonstrate the action of keeping quiet by putting their fingers on their lips.



Trace the letters **Rr** with your index finger.



**/r/ /r/ rabbit,  
Soft and grey,  
Hops through the garden  
Every day.**



**rabbit**



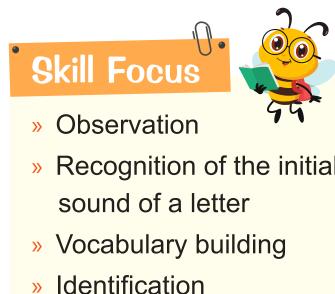
**rain**



**ring**



**rose**



**Teacher's Corner**



Show a picture of a rainbow to the children. Then give outline of the rainbow to the children and ask them to fill colours accordingly.

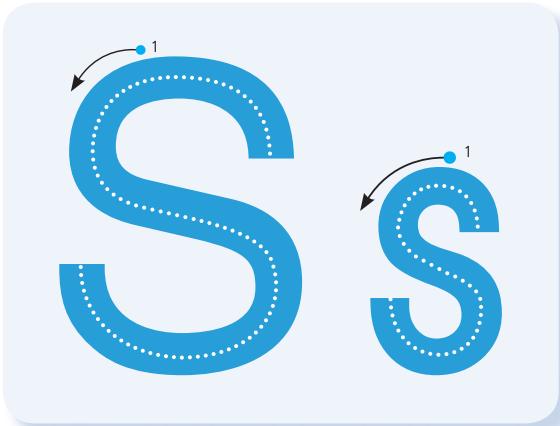
**Activity**



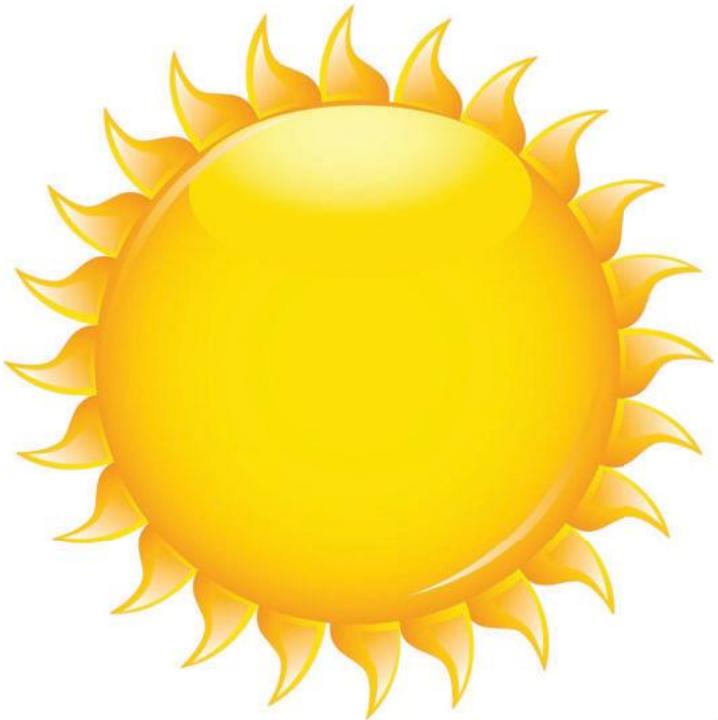
Take the children to the playground and ask them to hop like rabbits.



Trace the letters **Ss** with your index finger.



/s/ /s/ sun,  
Shining so bright,  
Warming the day  
With golden light.



**sun**



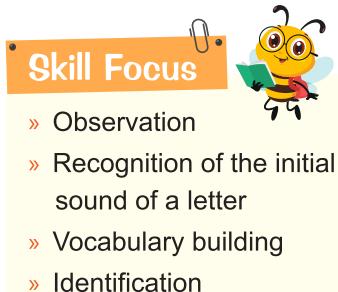
**socks**



**spoon**



**star**



### Teacher's Corner

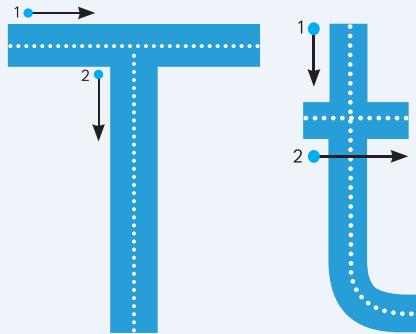


Ask children to trace the letter **S** on paper and stick pictures of items whose names start with letter **S**, like spoon, snake, and sun, around the letter.

### Think & Answer



1. Is the sun hot or cold?
2. Do we see the sun in the day or night?
3. Do stars twinkle at night?



/t/ /t/ tree

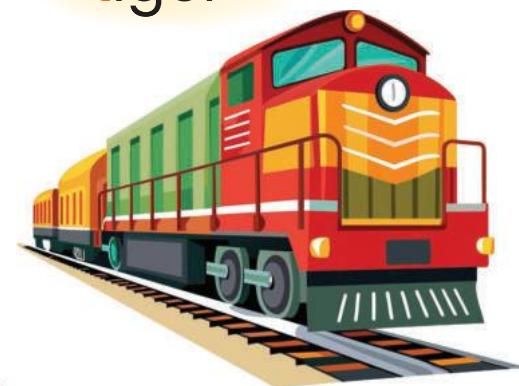
Has many leaves,  
Some are brown,  
And some are green.



tree



tiger



train



tomato



Teacher's Corner  
Talk to the children about the importance of trees and have a tree-planting day in the school.



#### Skill Focus

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



#### Activity

Play an interesting game. Write the letters from Qq to Tt on pieces of paper and mix them up in a pot. Place it on a table and ask children to find the letters Tt.



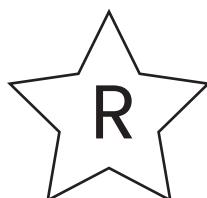
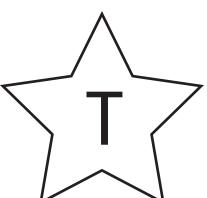
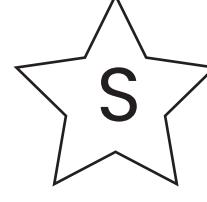
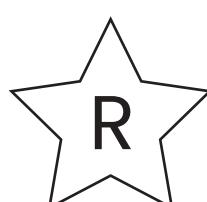
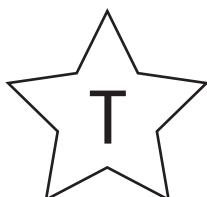
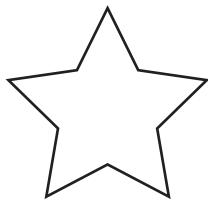
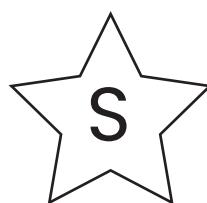
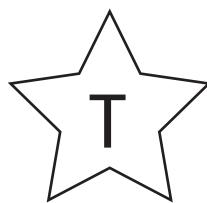
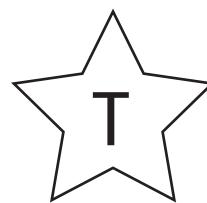
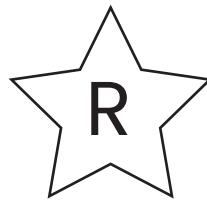
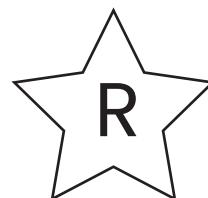
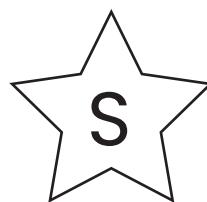
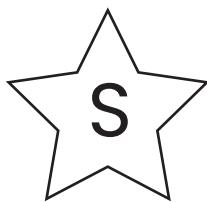
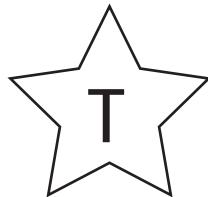
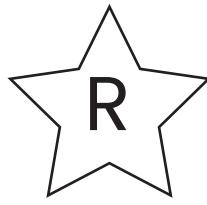
# Worksheet



Colour the boxes according to given code.

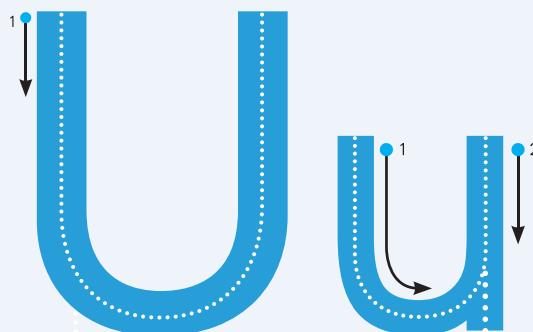
## Skill Focus

- » Observation
- » Fine motor skills
- » Identification





Trace the letters **Uu** with your index finger.



/u/ /u/ umbrella

Saves me in the rain.  
When the sun comes out,  
I put it down again.



**umbrella**



**up**



**uncle**



**under**

**Skill Focus**



- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

**Teacher's Corner**

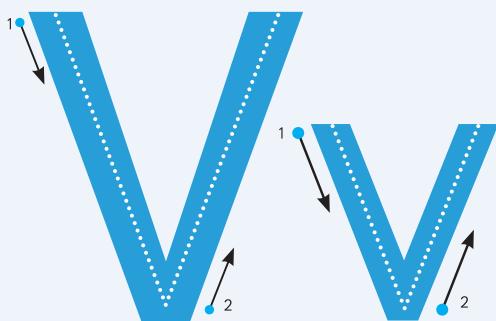


Emphasize on the letter sound /u/ and avoid using the words, like uniform, utensils and unicorn.

**Think & Answer**



1. What do we use when it rains?
2. Is the dog under the table?



/v/ /v/ vegetables  
Healthy and good,  
I always eat them,  
As my food.



vegetables



vase



vulture



violin

• **Skill Focus** •

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



• **Teacher's Corner** •

Discuss the benefits of eating vegetables and how they are good for our health.

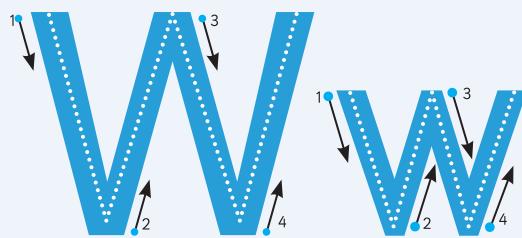
• **Activity** •



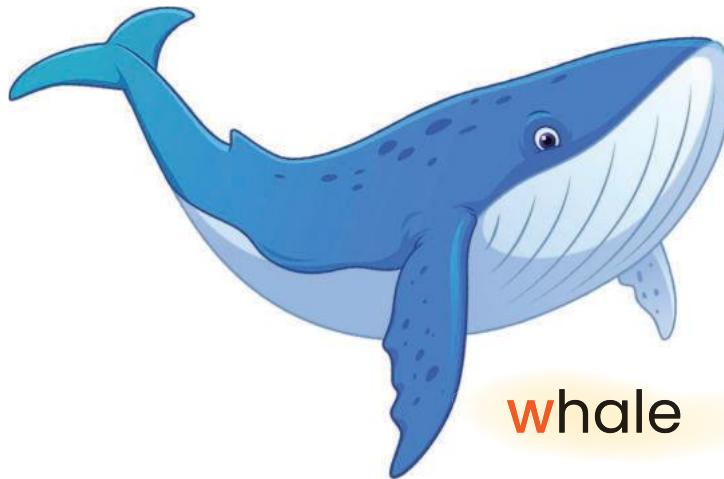
Celebrate Vegetables Day in the classroom. Show different vegetables to the children and ask them to identify their names.



Trace the letters **Ww** with your index finger.



**/w/ /w/ whale,  
Swimming in the sea,  
Splashing in water,  
Wild and free.**



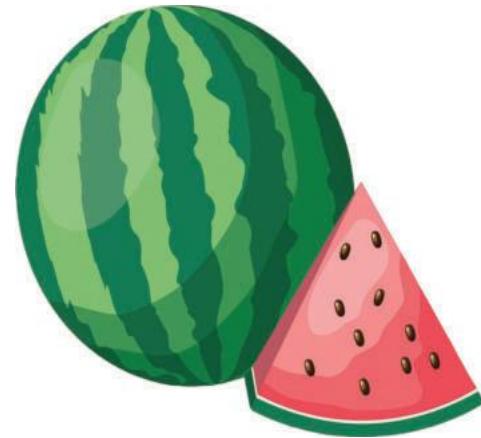
**whale**



**watch**



**window**



**watermelon**

**Teacher's Corner**



Provide children with half-cut paper plates. Help them colour the plates to make a watermelon slice. They can stick bindis on the plate to show the seeds.

**Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

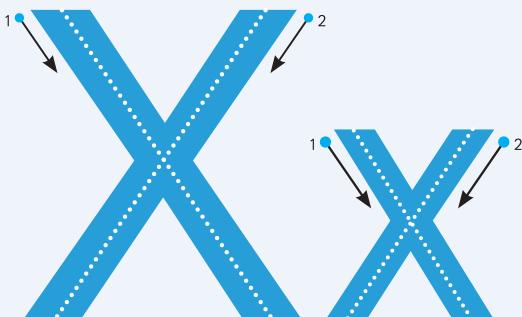


**Activity**



Ask the children to look out of the window and name the things starting with /w/ sound that they can see outside.

Trace the letters **Xx** with your index finger.



/ks/ /ks/ fox  
Quick and sly.  
With bright eyes,  
And a clever mind.



**x-mas Tree**



**x-ray**



**box**



**six**

• **Skill Focus**   
» Observation  
» Recognition of the initial sound of a letter  
» Vocabulary building  
» Identification

• **Teacher's Corner**



Emphasise on the letter sound /ks/ by giving some more examples.

• **Activity**



Make letter **X** using pencils.



# Worksheet



Find and circle the same letter.

## Skill Focus

- » Fine motor skills
- » Identification
- » Observation

### Aa



A n t

q

A M  
R A

n

a i A

### Bb



B e e

C B  
B U A

j

a i n

### Cc



C a

o

W c

j

c A

T

v r

### Dd



D o g

U

d z d

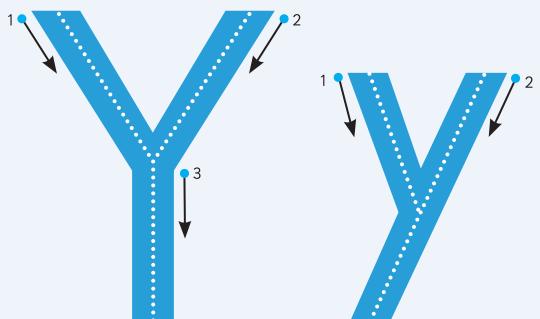
d

D m

E

i A

Trace the letters **Yy** with your index finger.



/y/ /y/ yo-yo,  
Spinning around,  
Up and down,  
It makes no sound.



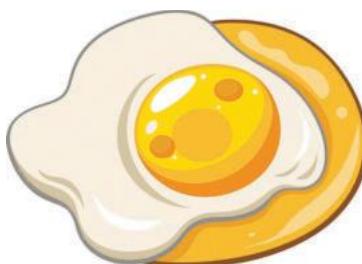
**yo-yo**



**yacht**



**yak**



**y**

**Skill Focus**



- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification

**Teacher's Corner**



Give each child a few ice-cream sticks and tell him/her to make letter **Y**.

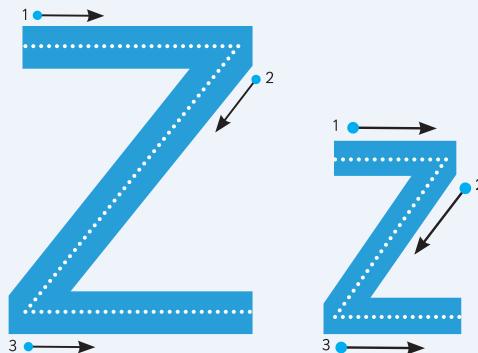
**Think & Answer**



1. Where does a yak live – cold places or hot places?
2. What is the colour of the yolk?



Trace the letters **Zz** with your index finger.



**zebra**



**zig-zag**



**Teacher's Corner**

Spread the flashcards displaying objects starting with letters **W** to **Z** in front of the children and ask them to pick out the flash cards depicting objects starting with the letter **Z**.

**/z/ /z/ zebra**

Lives in the zoo,  
With tigers and lions,  
Elephants and giraffes too.



**zip**



**Skill Focus**

- » Observation
- » Recognition of the initial sound of a letter
- » Vocabulary building
- » Identification



**Activity**

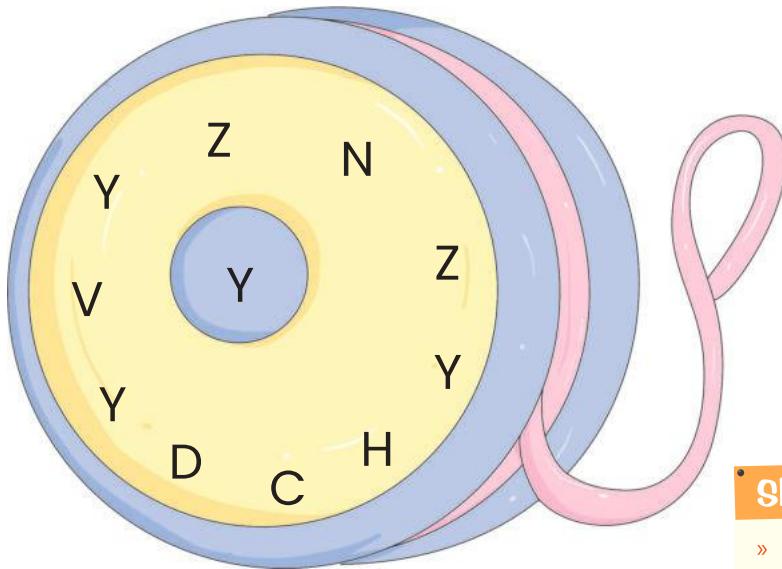
Draw zigzag lines on the floor and ask children to walk on them.



# Worksheet



Circle the letters Y.



• Skill Focus

- » Identification
- » Observation



Match the same pictures.





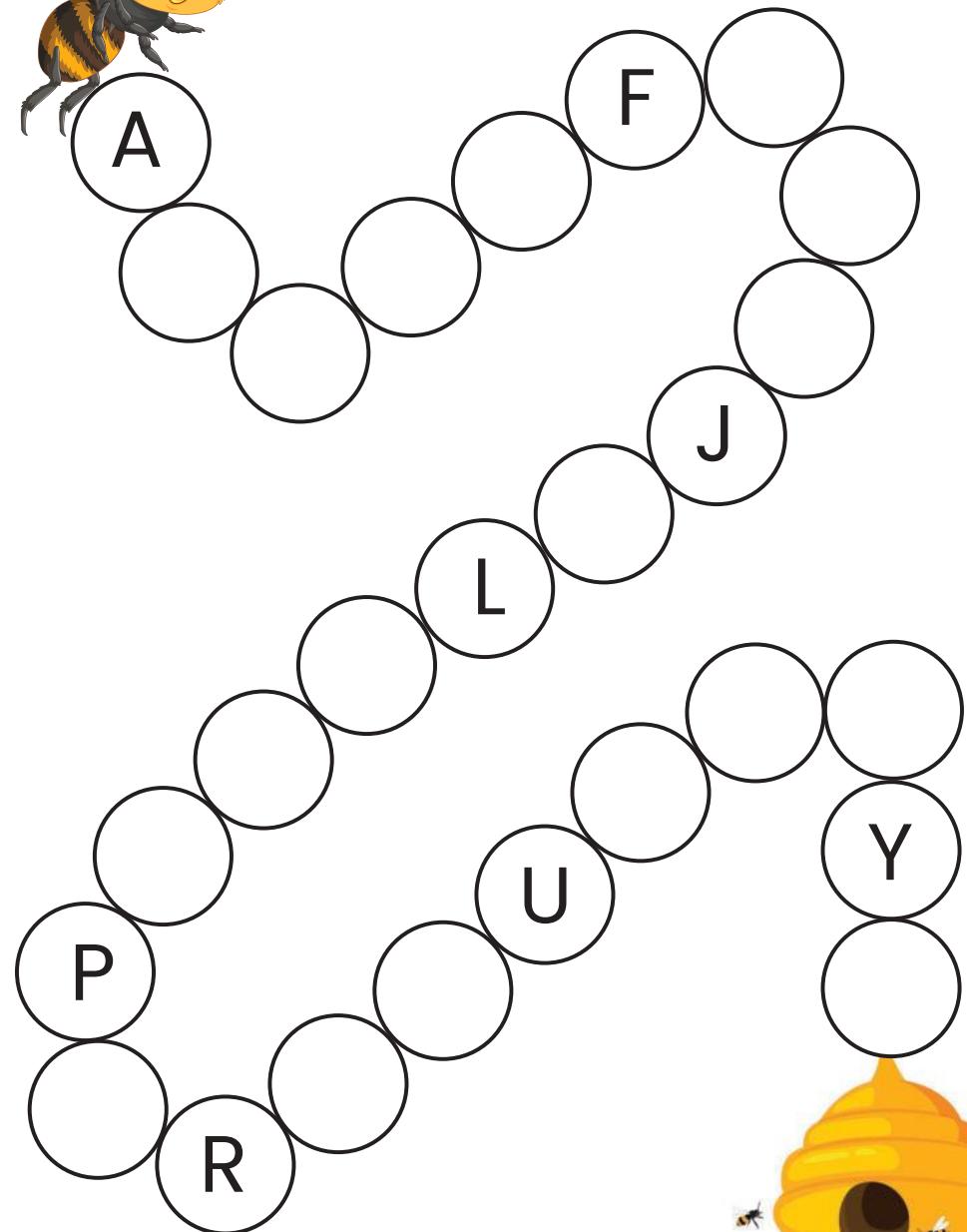
# Worksheet



Write the missing capital letters.

• **Skill Focus**

- » Identification
- » Observation





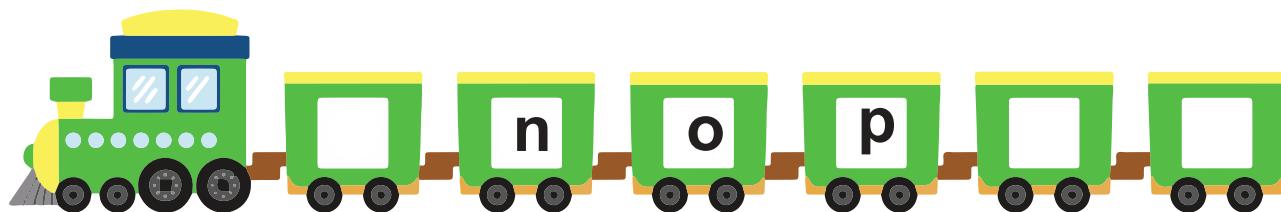
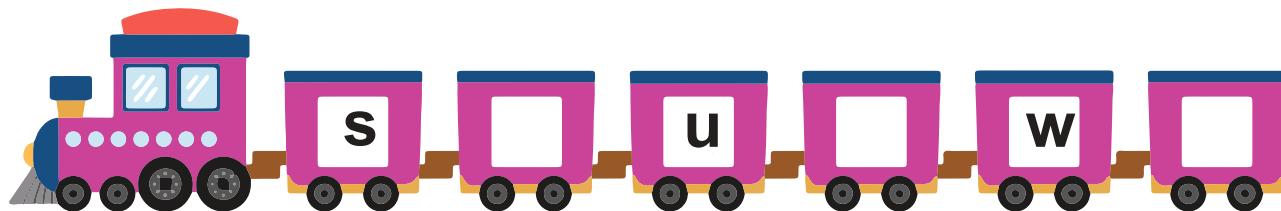
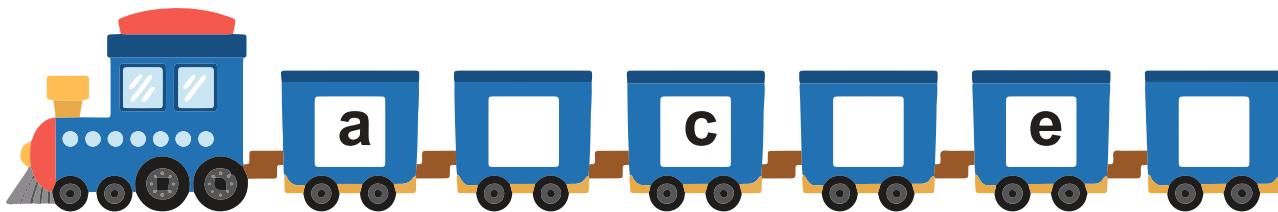
# Worksheet



Write the missing small letters.

• **Skill Focus**

- » Identification
- » Observation





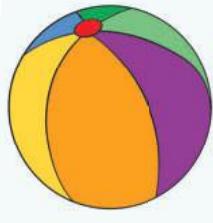
## Alphabet A-Z

**Aa**



apple

**Bb**



ball

**Cc**



cat

**Dd**



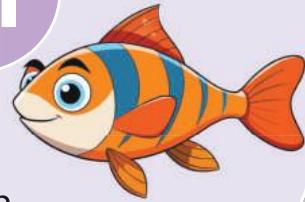
dog

**Ee**



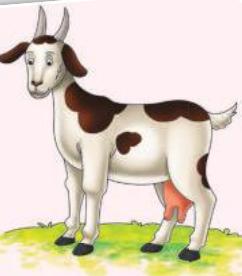
elephant

**Ff**



fish

**Gg**



goat

**Hh**



hat

**Ii**



igloo

**Jj**



juice

**Kk**



kite

**Ll**



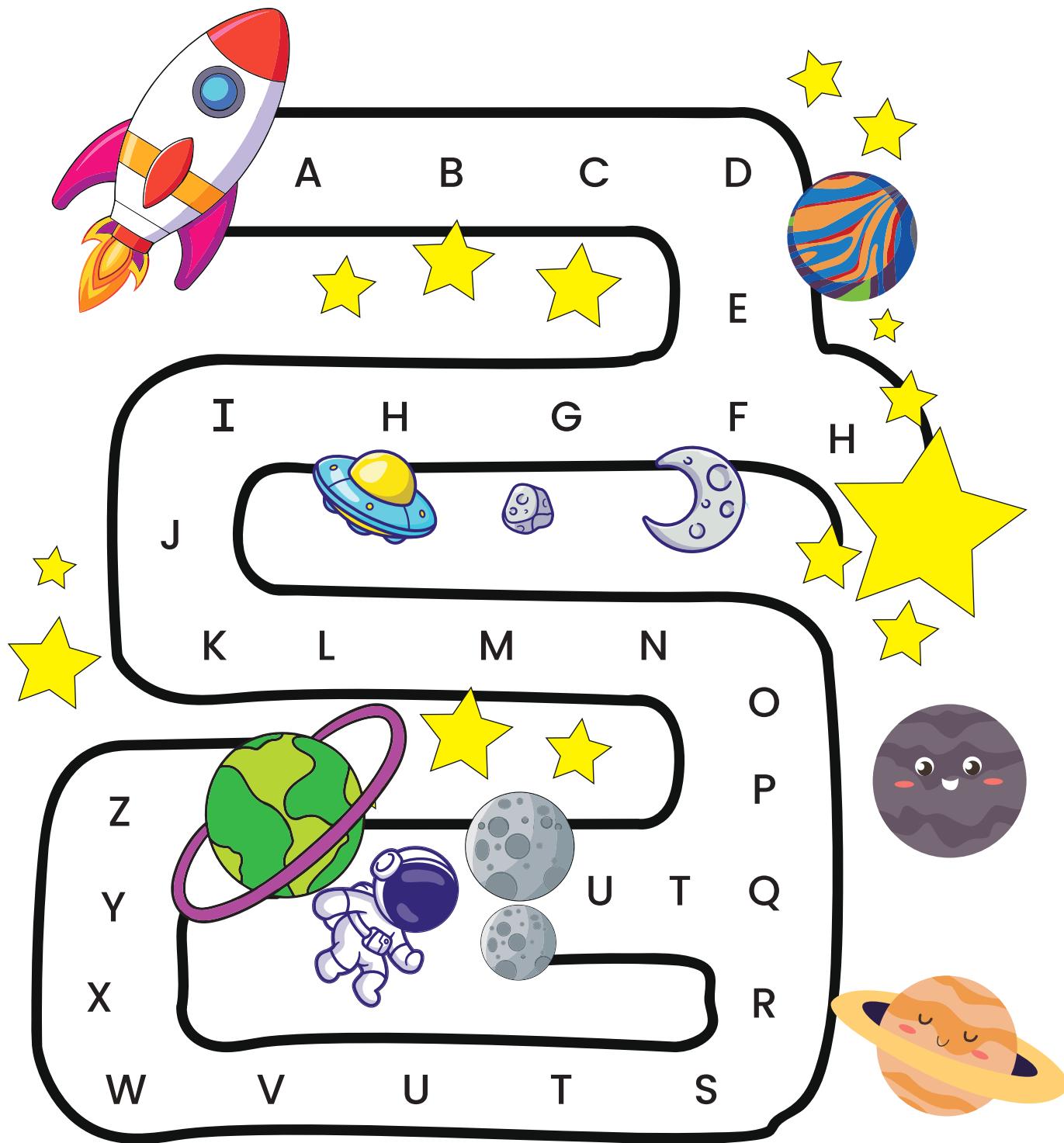
lion





## Exploring the Alphabet

Let's help the rocket fly through space! 🚀 Start from letter A and follow the path by saying each letter in ABC order. Go step by step — A, B, C, D... all the way to Z. Keep walking on the alphabet path and reach the shining stars! ⭐





## Spot the Difference

Find 4 differences in the two pictures.





# Alphabet Adventure Race

Hello, kids! Let's play the ABC Race Game using a dice!

## What You Need:

- 1 Dice
- 1 Button/coin/toy as your **player marker**

## How to Play:

1. Everyone puts their game piece on the "Start" (A).
2. Take turns to roll the **dice**.
3. Count the dots on the dice out loud:  
"One... Two... Three..."
4. Move your game piece forward that many spaces.
5. When you land on a letter, say the letter and the picture:  
☞ "This is C for Cat!"
6. Now it's the next player's turn.

## Make It More Fun:

- If you land on an **animal**, make its sound!
- If you land on **U for Umbrella**, pretend to open an umbrella!
- If you land on **S for Sun**, say "Hello, Sun!"
- Clap your hands for every correct answer!
- Dance when you land on a vowel (A, E, I, O, U)

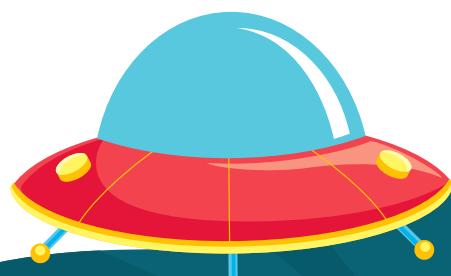
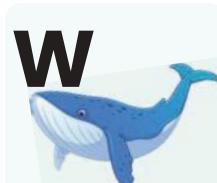
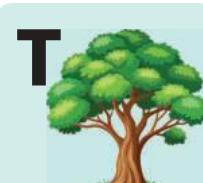
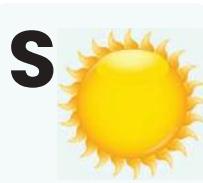
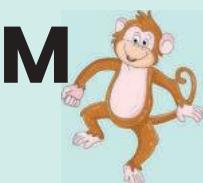
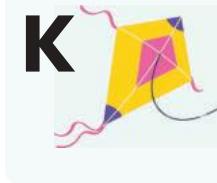
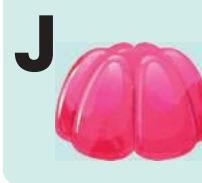
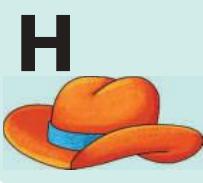
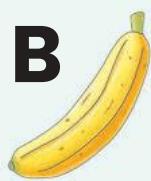
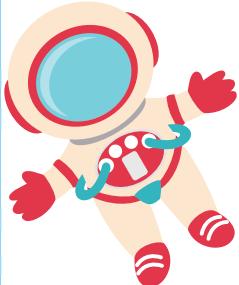
## How to Win the Game:

The first one to reach **Z – Finish** says

"Hooray! I finished the ABC Race!"

But remember – everyone who plays is a **winner!**

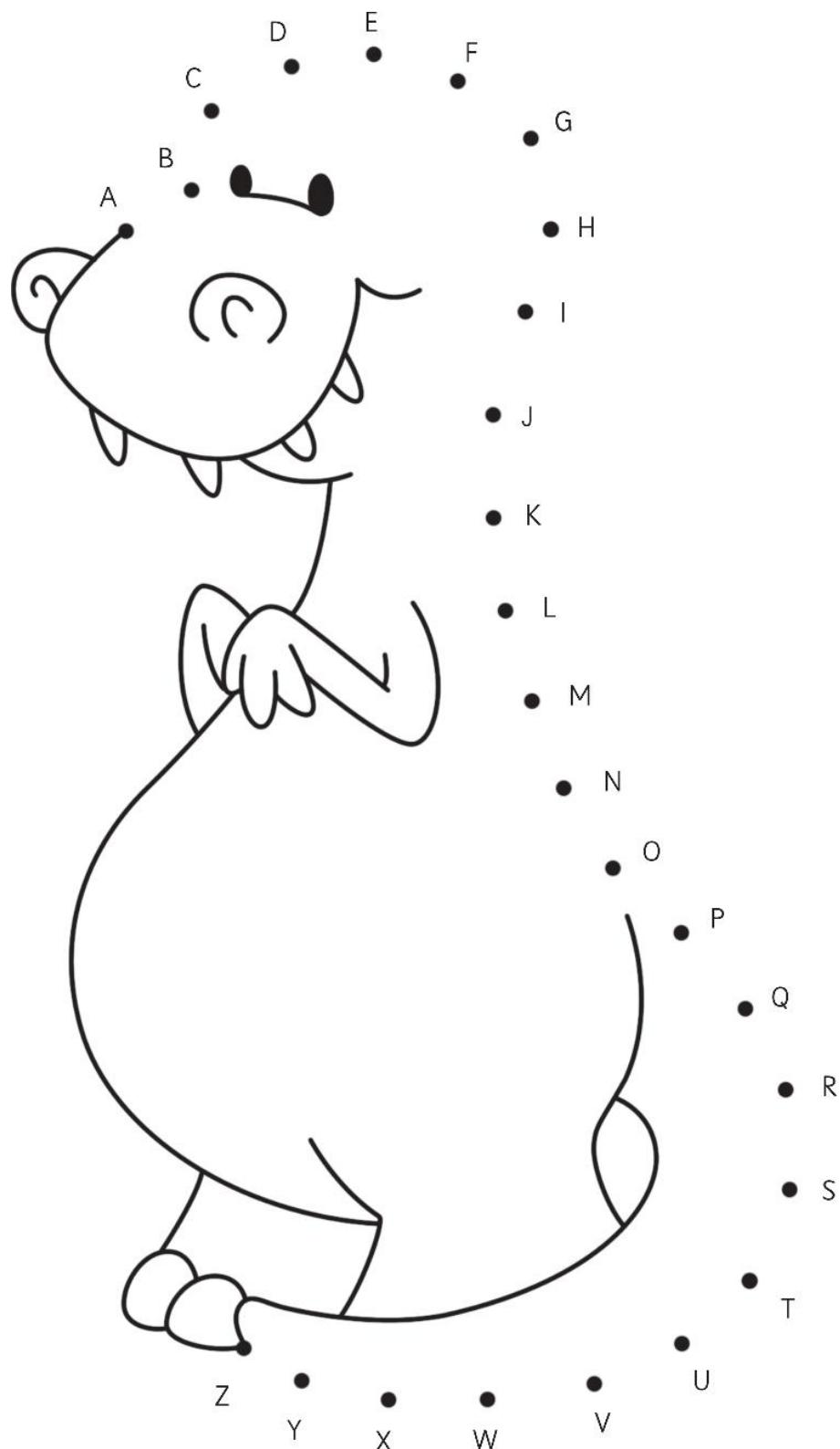






## Letters A - Z

Join the letters from A to Z to complete the picture and colour it.





## Word Building

Write the first letter of the names of the following objects together and make new words.

			=	
			=	
			=	
			=	
			=	
			=	



## Story Time

### The Talkative Tortoise



#### Teacher's Corner



Picture reading is an important step in the language development and imagination. This page focuses on helping students to learn new vocabulary words.