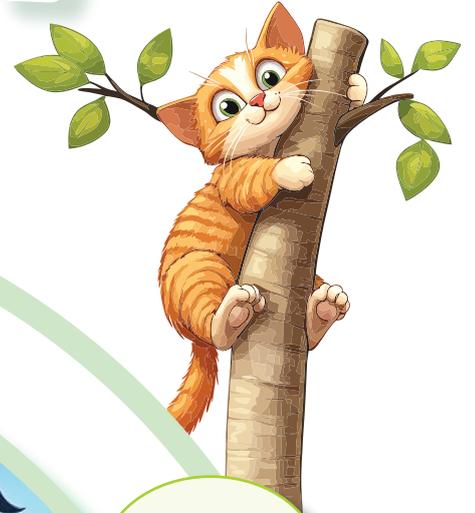


ENGLISH

Primer

First step to read and write...



Look!
I have a
bike.

I have a
bike too.

My bike
is orange.

My bike
is blue.

Sounds

Use of 'This'

Use of 'That'

Dialogue



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

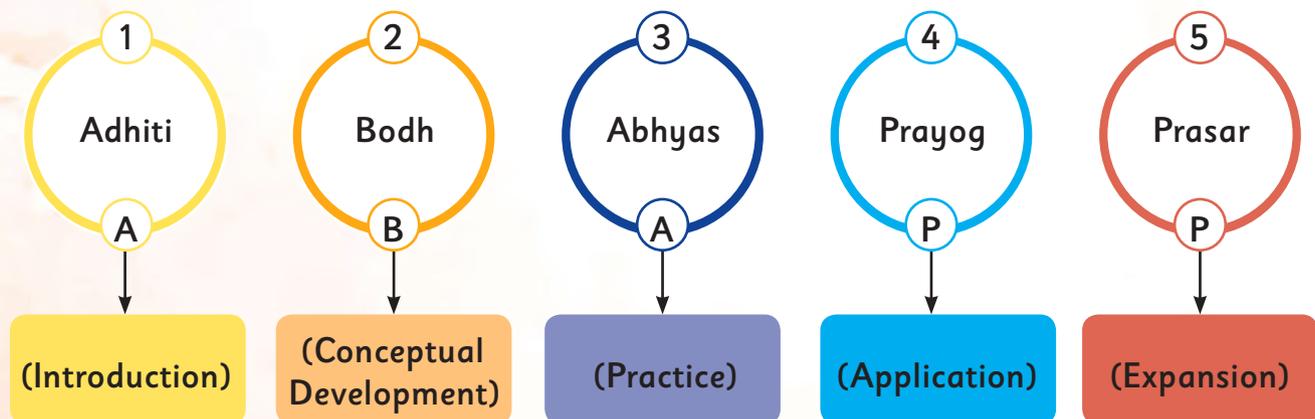
We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

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)



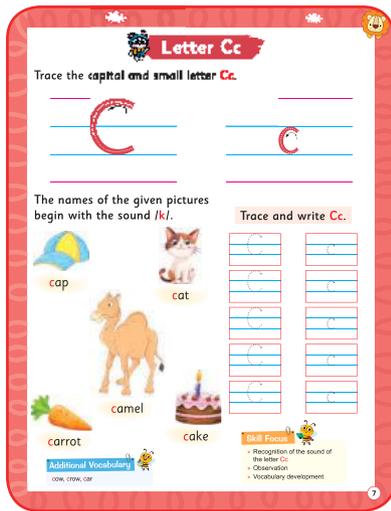
Based on five domains of development

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.

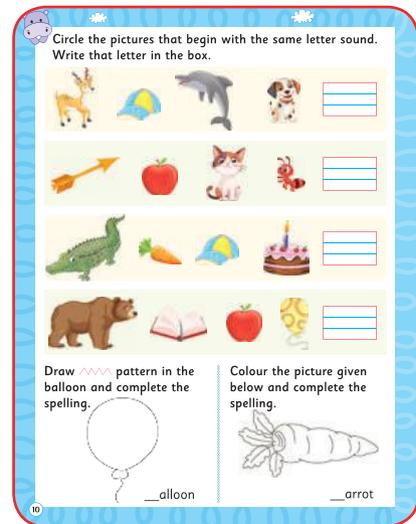
Our aim is that children not only learn Hindi language but also develop morally, cognitively, and emotionally, building confidence to maintain a bright future.

Key Features

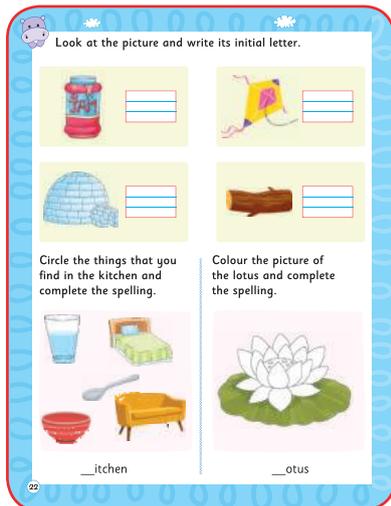


Introduce diverse vocabulary to expand language skills.

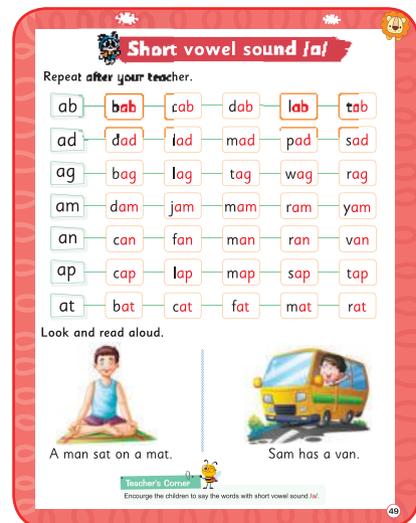
Various activities designed to foster cognitive, social, and aesthetic skills.



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.





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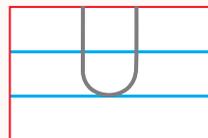
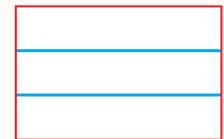
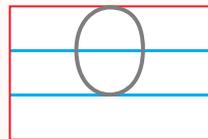
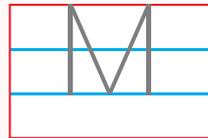
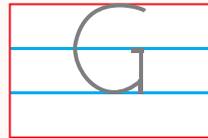
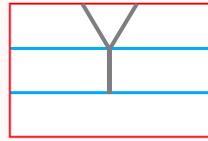
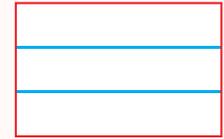
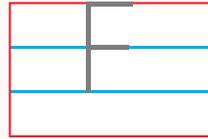
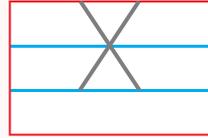
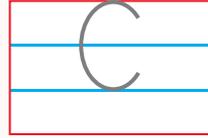
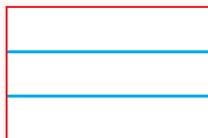
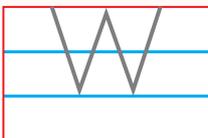
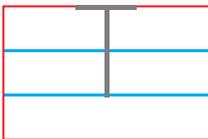
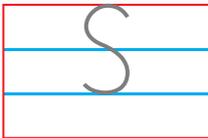
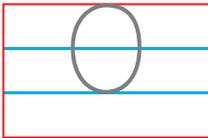
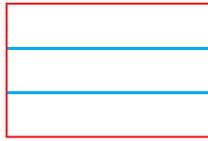
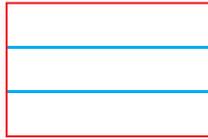
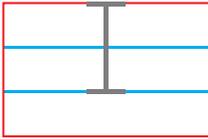
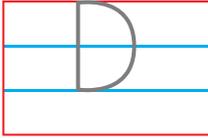
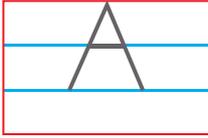




Revision of Letters Aa-Zz



Write the next letter.



Teacher's Note



Encourage the students to revise the letters Aa - Zz.

Skill Focus



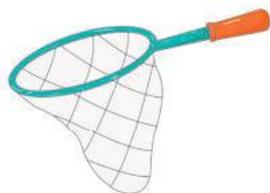
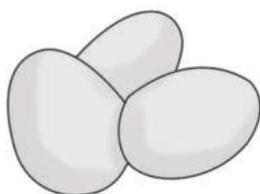
- Identification
- Observation
- Fine motor skills
- Thinking skills



Activity Time



Match each picture with its beginning sound.





Short Vowel Sound 'a'

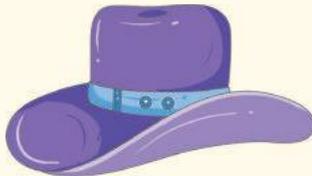
Look and read aloud.

at

cat

fat

hat



mat

nat

bat

an

fan

pan

man



can

van

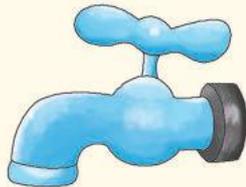
ran

ap

tap

map

lap



gap

nap

cap

sap

ag

bag

rag

tag



gag

wag

sag

ab

tab

nab

cab



gab

fab

dad

am

dam

ram

jam



yam

ham

cam

Teacher's Note

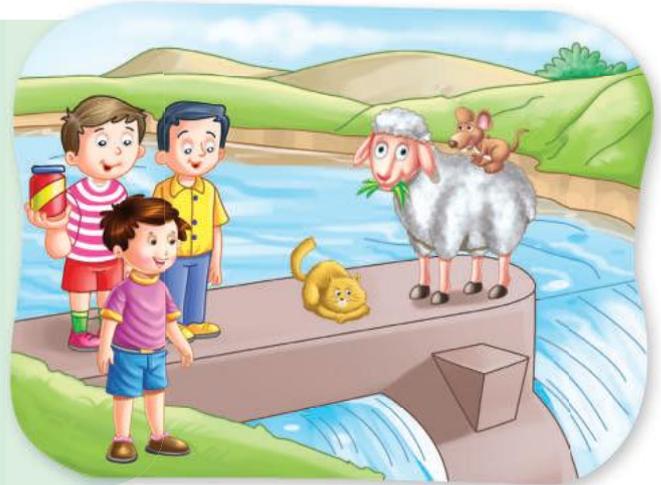


Encourage the students to read the words given above.



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

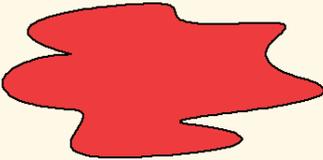


Short Vowel Sound 'e'



Look and read aloud.

red **ed** fed

bed  wed

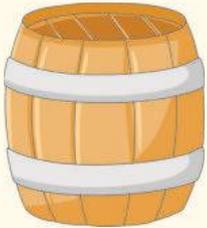
led ted

hen **en** ten

pen  den

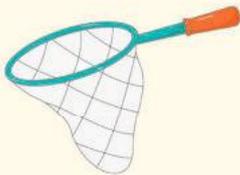
men ben ken

beg **eg** keg

seg  teg

peg leg

bet **et** pet

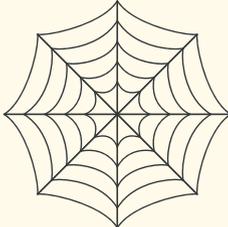
jet  get

set wet

let yet

net met

eb

deb  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

Blank writing lines for the turtle puzzle.

d



b

e

Blank writing lines for the bed puzzle.

l

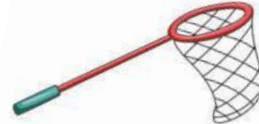


g

e

Blank writing lines for the leg puzzle.

n

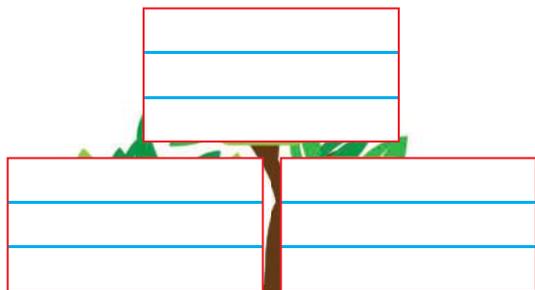


e

t

Blank writing lines for the fishing net puzzle.

Make 'en' and 'et' family words.

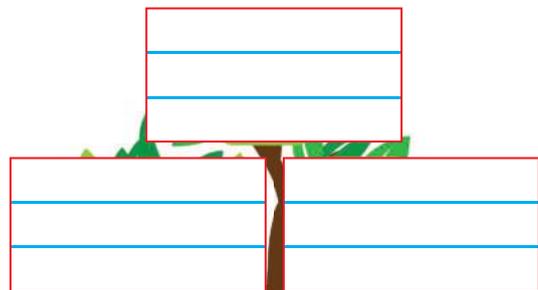


en

p

h

t



et

g

j

w



Short Vowel Sound 'i'

Look and read aloud.

ib

nib bib



rib fib

ix

fix six



mix

ig

big wig

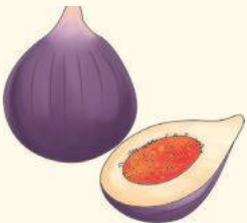


fig dig

jig

ip

dip sip

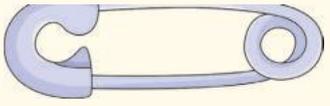


hip zip

lip nip

in

bin win



pin fin

tin

id

hid bid



mid kid

rid lid

did

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.





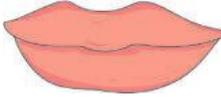
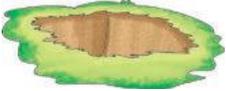
Activity Time



Make the words with 'ip'.

A central purple flower with a yellow center containing the letters 'ip' is connected by dotted lines to six empty writing boxes. Each box has three horizontal lines (top, middle, bottom) for writing.

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

pin		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<hr/>						
pit		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<hr/>						
bib		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<hr/>						
fig		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>



Short Vowel Sound 'o'

Look and read aloud.

ot

cot pot

hot dot

not got

lot



og

fog dog

log cog

hog jog



op

hop cop

top lop

pop mop



ob

job rob

hob sob

bob mob



od

pod sod

rod nod

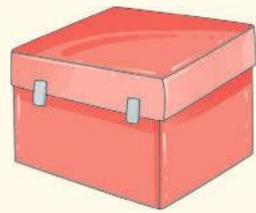
cod god



ox

box fox

pox



Teacher's Note



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



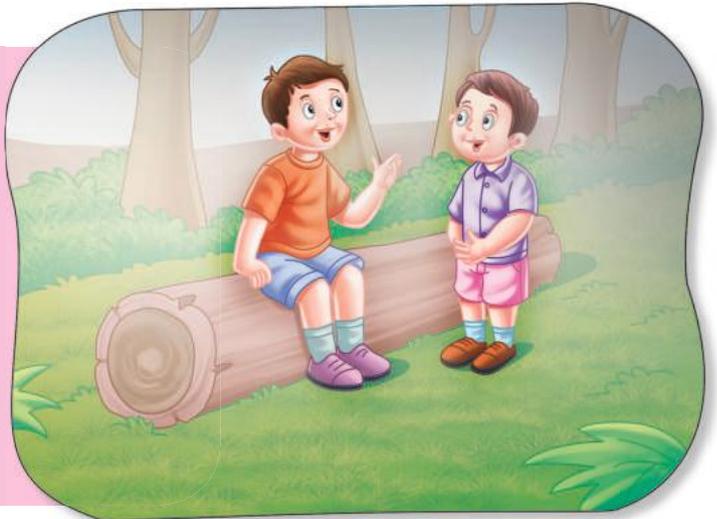
Read aloud.

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.

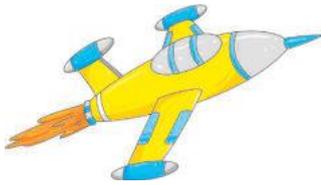
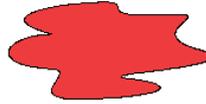
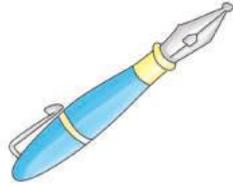
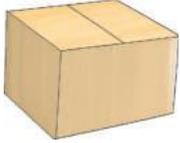




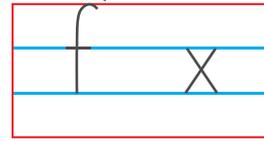
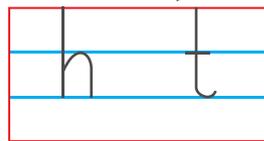
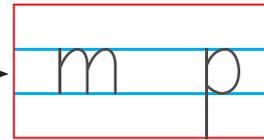
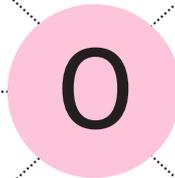
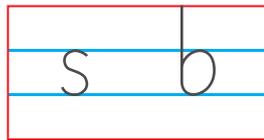
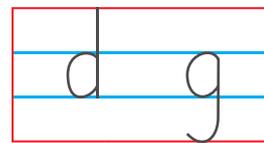
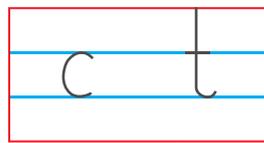
Activity Time



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



Complete the words.





Short Vowel Sound 'u'

Look and read aloud.

gun **un** sun
 run bun
 pun nun
 fun



bug **ug** dug
 jug hug
 mug rug
 tug



cut **ut** gut
 but nut
 hut



pup **up** cup
 sup hup



mud **ud** cud
 bud



sum **um** 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.

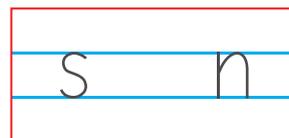
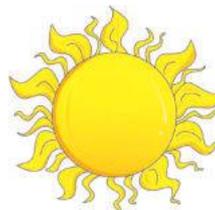
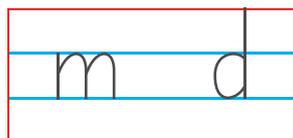
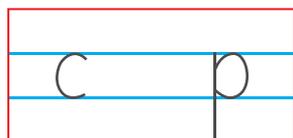
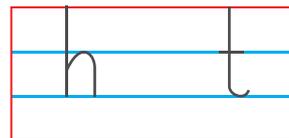
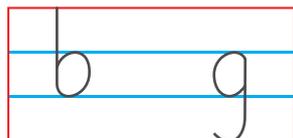




Activity Time



Read the words and write the middle sound letter.



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



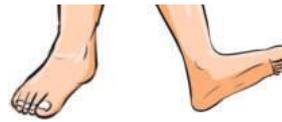
tree



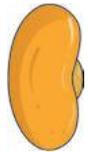
weep



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



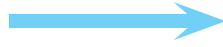
Show the pictures with 'ee' sound to the students and encourage them to say their names.



Activity Time



Look at the picture and circle the correct word.



jeep

beep



bee

see



need

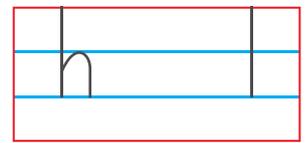
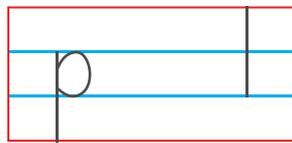
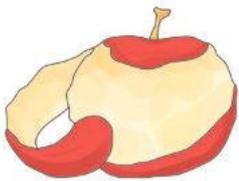
seed



feet

feed

Write **ee** to complete the words.



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



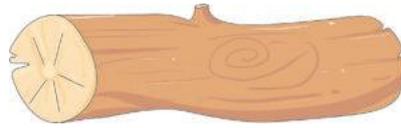
Encourage the students to repeat the words given above after you.



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

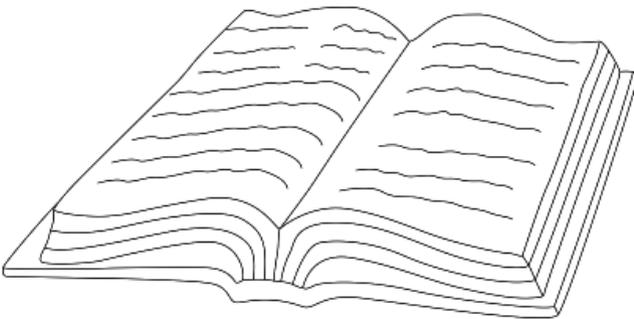


moon



food

Colour the picture and write its name.



Blank lines for writing the name of the book.

Skill Focus



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

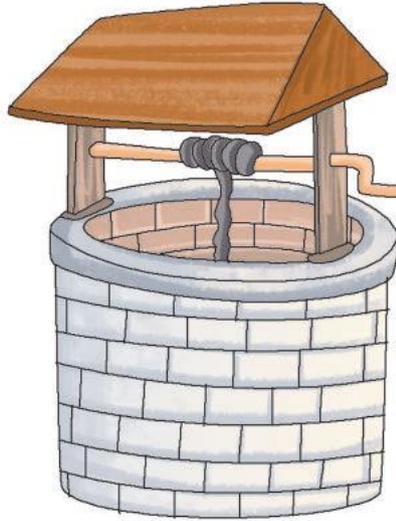


'll' Sound

Look and read aloud.



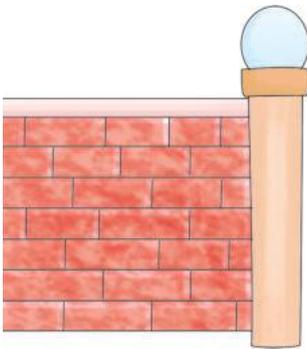
ball



well



hill



wall



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



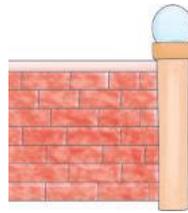
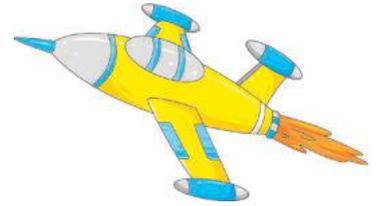
Encourage the students to repeat the words given above after you.



Activity Time



Circle the pictures having **ll** sound.



Look at the pictures and write their names.



Blank writing box with three horizontal lines.

Blank writing box with three horizontal lines.

Blank writing box with three horizontal lines.



Blank writing box with three horizontal lines.

Blank writing box with three horizontal lines.

Blank writing box with three horizontal lines.

Skill Focus

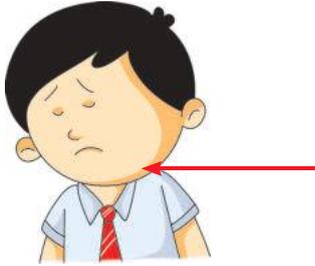


- Identification of words with 'll' sound
- Observation
- Thinking skills
- Fine motor skills



'ch' Sound

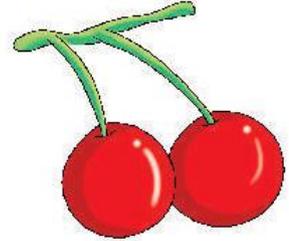
Read aloud.



chin



chick



cherry

chat

chain

chair

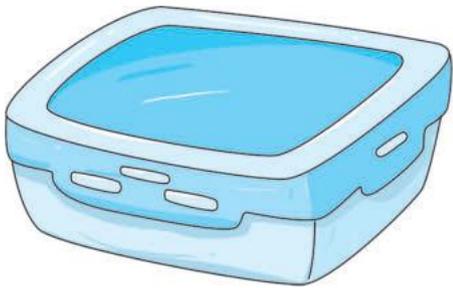
child

check

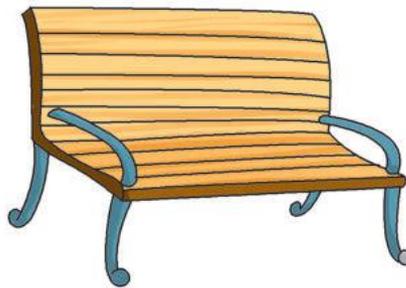
chips

chop

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

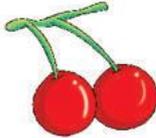


Read each word and tick (✓) the correct picture.

chair



cherry



chick



Look at the pictures and complete their names.



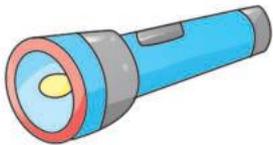
ain



bea



ips



tor



lun



ben

Skill Focus



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



'sh' Sound

Look and read aloud.



shed



ship



shop

she

sheep

sheet

shell

shelf

shark

shirt

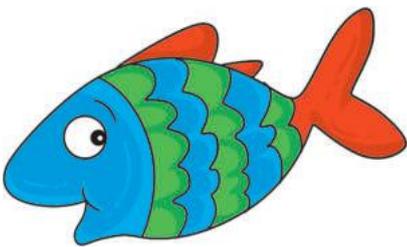
shake

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

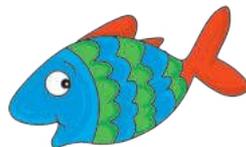


shed

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.



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.



Skill Focus



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

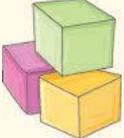


Words with Consonant Blends-1

Look and read aloud.

bl





blue

black

blocks

cl





clip

clap

clock

gl





glue

gloves

glass

fl





fly

flower

flag

sl





slate

slip

sleep

pl





plum

plant

play



Words with Consonant Blends-2



Look and read aloud.

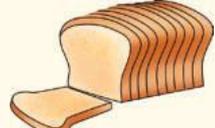
br



broom



brush



bread

cr



crow



crib



crab

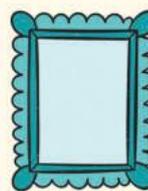
fr



frog



frock



frame

gr



grass



grapes



grains

pr



prize



pray



pram

tr



train



tree



tray

Teacher's Note



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



Activity Time



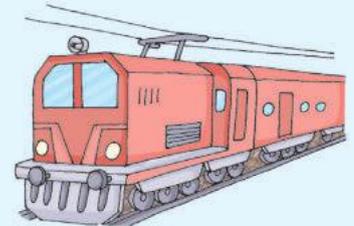
Look at the pictures and say their names aloud.
Circle the correct beginning blends.



gl bl cl



br fr pr



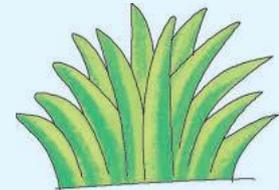
cr tr gr



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**.



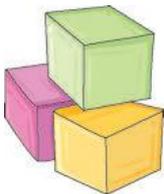
_____ap



_____am



_____ush



_____ocks



_____og



_____ee



Split Vowel Digraphs - 'a-e'



Read these words aloud.



c a k e



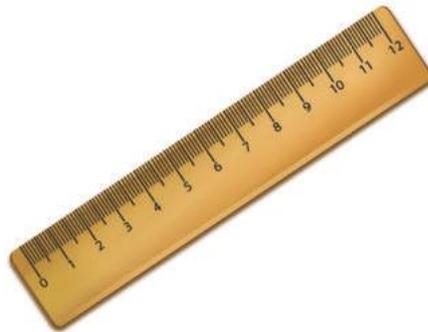
r a k e



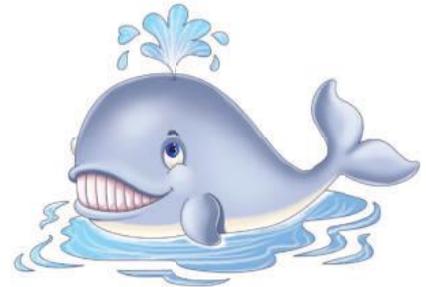
f a c e



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'

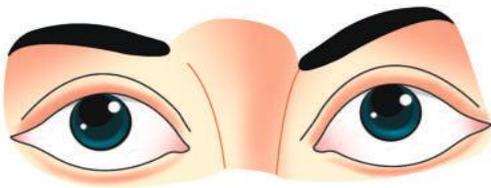
Read these words aloud.

7

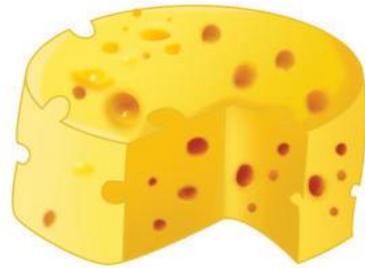
s e v e n



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

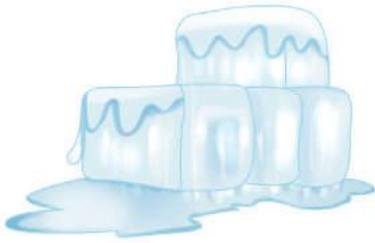
resume



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

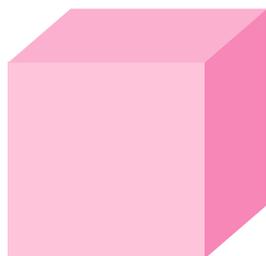
- | | | | | |
|-------|-------|--------|-------|-------|
| cone | hose | mole | hole | sole |
| note | rope | hope | joke | poke |
| smoke | alone | throne | dome | woke |
| role | vote | slope | froze | close |



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?

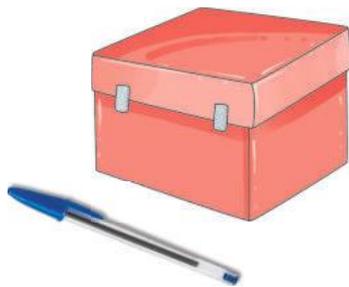
Fill in the blanks with **in**, **on**, **under** or **near**.

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



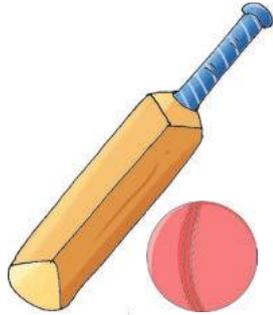
- Identification
- Observation
- Critical thinking
- Association



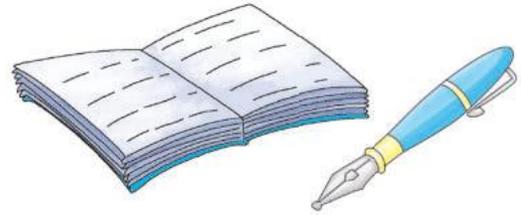
Use of 'And'



Repeat after your teacher.



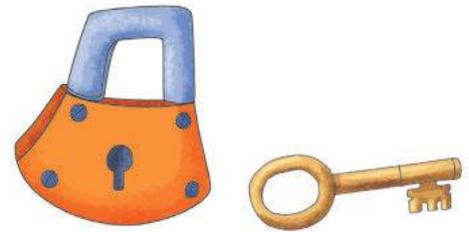
a bat **and** a ball



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



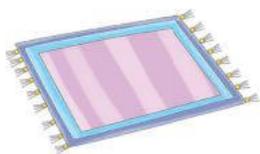
Give some more examples using the classroom objects to make the students understand the use of **And**.



Activity Time



Fill 'and' in the blanks.



a cat a mat



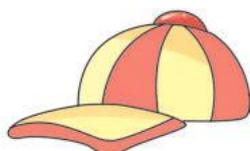
a hut a flag



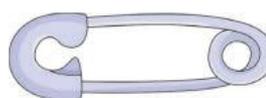
a wig a fig



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

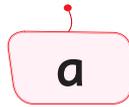


A and An

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 pen



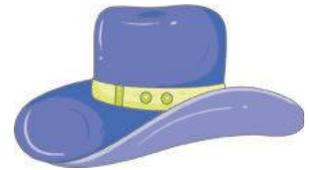
a lamp



a drum



a glass

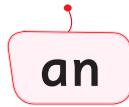


a hat

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



an apple



an egg



an ink pot



an octopus



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.



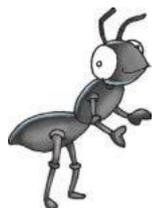
cup



fan



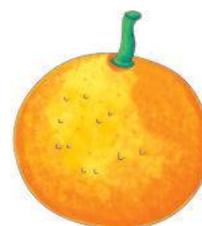
kite



ant



nest



orange



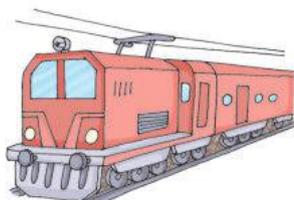
engine



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.



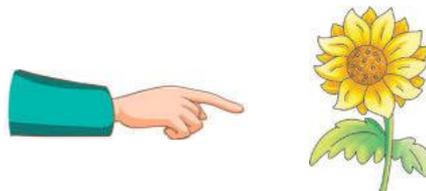
This is a bottle.



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**.



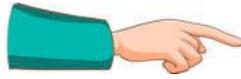
Activity Time



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

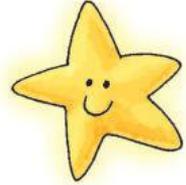
Blank writing lines for the first row.

is a butterfly.



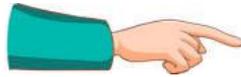
Blank writing lines for the second row.

is a star.



Blank writing lines for the third row.

is a lion.



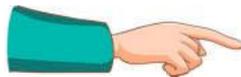
Blank writing lines for the fourth row.

is a spoon.



Blank writing lines for the fifth row.

is a jug.



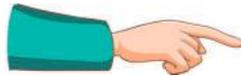
Blank writing lines for the sixth row.

is a kettle.



Blank writing lines for the seventh row.

is a candle.



Blank writing lines for the eighth row.

is a lock.



Skill Focus



- Identification
- Observation
- Thinking skills
- Fine motor skills



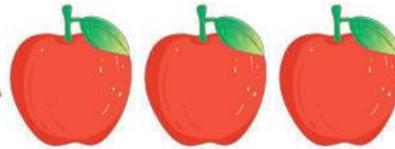
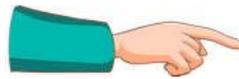
These/Those

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

Those are monkeys.



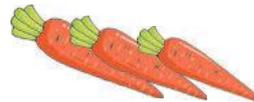
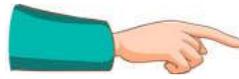
These are apples.



Those are balloons.



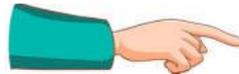
These are carrots.



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**.

Blank writing lines for the first exercise.

are lions.



Blank writing lines for the second exercise.

are keys.



Blank writing lines for the third exercise.

are plums.



Blank writing lines for the fourth exercise.

are desks.



Blank writing lines for the fifth exercise.

are bricks.

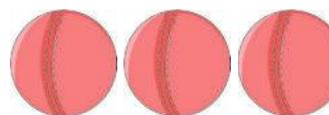


Make sentences using **these** or **those**.

Blank writing lines for the first sentence exercise.



Blank writing lines for the second sentence exercise.



Skill Focus



- Identification
- Observation
- Thinking skills
- Fine motor skills



Yes/No

Repeat after your teacher.



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



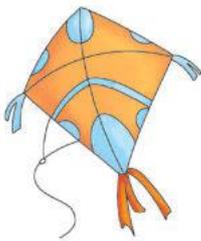
Is this a cat?
No, this is a hen.



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.

Teacher's Note



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



Activity Time



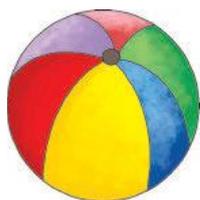
Look at each picture. Write **yes** or **no**.

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.



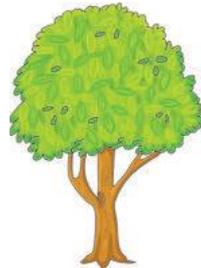
She is a teacher.

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



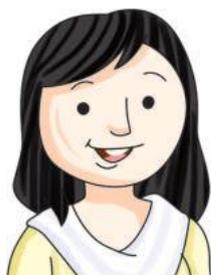
he
she
it



he
she
it



he
she
it



he
she
it



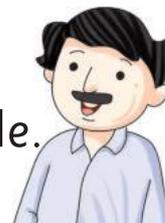
he
she
it

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

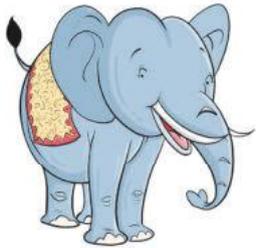


Match the opposite words.



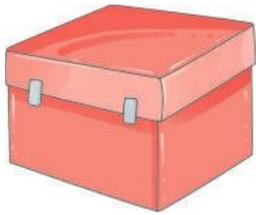
day

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



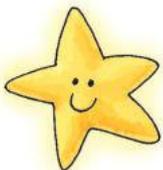
trees



candle



candles



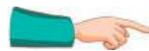
star



stars



dog



dogs



Teacher's Note



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

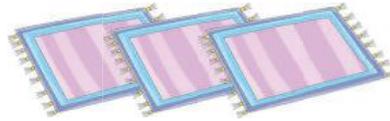


Activity Time



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

mat



pen



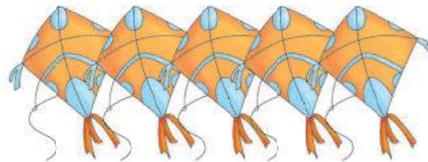
net



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

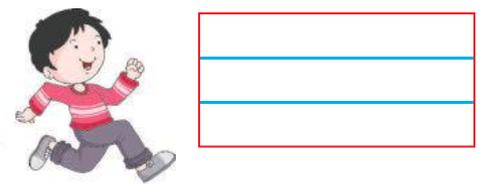
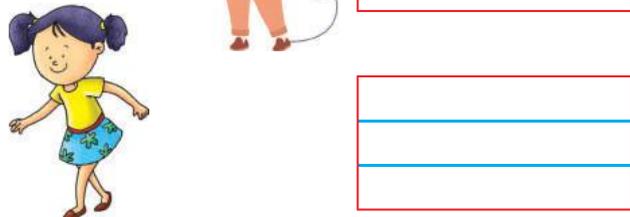
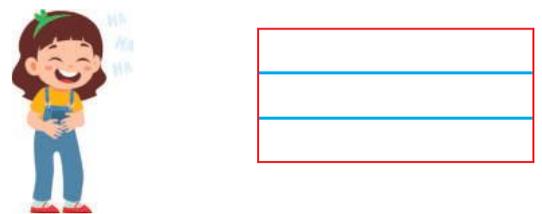
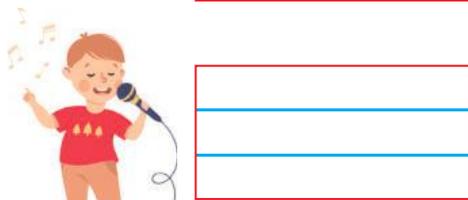
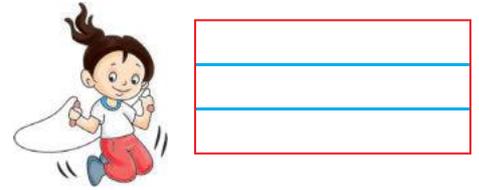
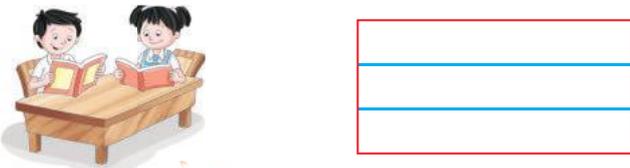
○ write

○ 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.



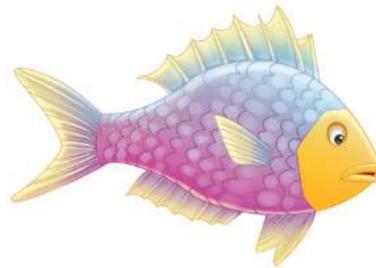
Spell Check

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



clock

cloak



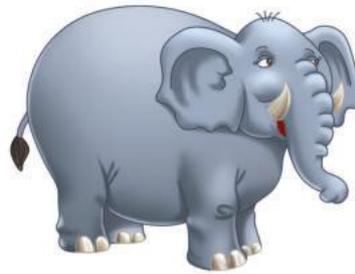
fish

fsih



batarfly

butterfly



elephent

elephant



stuul

stool



brash

brush



flawor

flower



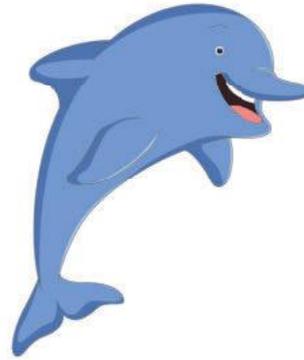
graas

grass



chair

clair



dolphine

dolphin



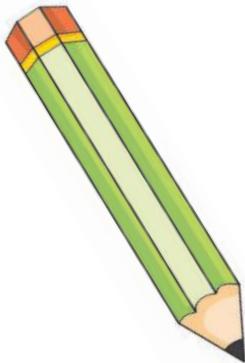
bee

bea



frog

frock



pancil

pencil



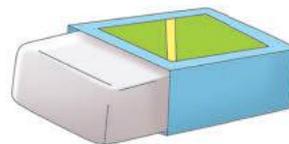
octopus

octapus



soopn

spoon

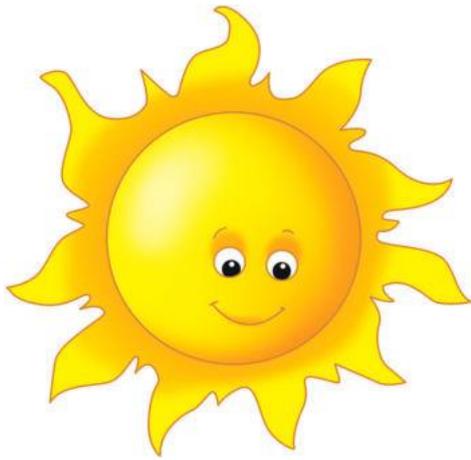


erraser

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.”

