Let us recall

1. Name the colours.

2. Circle the picture.
   a. Who is jumping?
   b. Who is clapping?

3. What will the girl say? Tick (√).

4. Read these words.
   - brush
   - flag
   - clock
   - drum
   - nest
   - bend
   - bank
   - lift
Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.
Let us sing

The Magic Words

When we want someone to help
What do we say?
Please, please, please.

When someone helps us out
What do we say?
Thank you, thank you, thank you.

When we make someone cry
What do we say?
Sorry, sorry, sorry.

Please, thank you and sorry
Please, thank you and sorry
Say them as you need.
Say them to make it all good.

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then repeat the song after the teacher. Emphasize the use of magic words in the class.
Let us learn

Nina Wonders...

Nina: Today I am not going to school.
It is a holiday! I am not going out to play.
It is too hot anyway!
What am I going to do?
Nithin: Nina! Nina! Nina!

Nina does not reply. Nithin goes near her and shakes her head.

Nithin: I called you three times!
Nina: Sorry, I didn’t hear you.
Nithin: Let’s play a game. It’s called ‘Listen to your body’.
Nina: Really? How do we play that game?
Nithin: Sit down and do what I do.

Nithin breathes in and out. Nina breathes in and out.

Nithin: Can you hear your breath?
Nina: Yes!
Nithin: I can make my breath louder… sssssssssssssssss

Nina: I can make it even louder… SSSSSSSSSSSSSS

Nithin places his hand on his chest and so does Nina.

Nithin: Listen, do you hear anything?
Nina: Lup tup. Lup tup. Lup tup. Someone is playing a drum.
Nithin: That’s your heart. It beats all the time. It beats all day. It beats all night.

Nithin claps his hand and so does Nina.

Nithin: I can make a song with my hands.
Nina stands up and stomps her feet.

Nina: Ha! I can make one with my feet! Tippity-Tappity-Toe Stamp! Stamp! Stamp!
Nithin places his hand on his tummy and so does Nina.

Nina: I can hear Guddu... Guddu... Guddu...
Nithin: Ha ha! Are you hungry?

Whoosshhh...went the cooker. Nina turns to the sound. They both walk to the kitchen.

Nithin: I think food is ready.
Nina: How do you know?
Nithin: My nose says so!

Nina: One for me?
Father: What are you both doing in the kitchen?
Nina: We heard the cooker.
Nithin: We saw the jamuns. The jamun is so sweet.

Father: Oh no! No more jamuns before lunch! Off you go!

Note to the teacher: Focus on naming different parts of the body and verbs related to them. Encourage children to practise the words in context.
Let us understand

1. Tick (✓) the correct word.

- five
- three
- bell
- drum
- garden
- kitchen

2. Match the words with the pictures and write them.

- foot
- head
- ear
- hand

3. Listen, think and say.

a. Who did not go to school?

b. What game did Nina and Nithin play?

c. Why did Nithin place his hand on his tummy?

d. Can you name the parts of your body?
Let us know

Chittu looks outside and says,

I can see...

a boy  a car  a dog

a frog  a tree

Valli looks inside the house and says,

I can see...

an apple  an egg  an ice cream

an onion  an umbrella

Chittu: Why do you say “an”?

Valli: If the first letter of a ‘one’ word is a, e, i, o, u, we say “an”.

Note to the teacher: Explain to children that we add “an” before vowel sounds (sounds of a,e,i,o,u) and “a” before the sounds of other letters.
Let us practise


   a / an ant     a / an duck     a / an book     a / an orange

2. Fill in the blanks with a / an.

   a. This is _________ bell.

   b. This is _________ ox.

   c. This is _________ tub.

   d. This is _________ axe.

   e. This is _________ eagle.

   f. This is _________ fan.

Spell check

Fill in the missing letters.

t__e
b__l__
f__o__k
Let us do

Word wall

- Display the words on the word wall.
- Make children repeat it as you say each word.
- Invite a child to the front of the class.
- Whisper a word. Let the child say it to the class and the class will repeat.
- Remove the word as the child says it.
- Continue it till all the words are called out.

Tick (✓) the words you see in the word wall.

1. home  hum  hut
2. sun  sack  soon
3. shut  stand  stack
4. can  came  come
5. take  tick  talk

Read aloud and circle the words you see in the word wall.

1. I came home soon.
2. Find the pen.
3. Ring the bell first.
4. Stand in a line.
5. Off you go!
6. It was a long day.

Circle the odd pair.

leg  teet  head
Circle time - Let us talk

A) Display a few pictures of action words like dance, read, write, run, jump, skip, sing, swim, draw etc. Ask students to name the actions as you show them. Say “I can dance” and demonstrate.

B) Now distribute the pictures to the class. Let children hold it up. Ask each child, “What can you do?” Encourage them to answer, “I can ______.” Point to a girl/boy and say “She/He can ______.” Let children repeat it. Practise it with all.

Let us practise

I can run.  He can jump.  She can lift.

She can climb.  He can sing.  She can ride.

Choose and write the correct one.

He can _______ (read / write)

_________ (He / She) can swing.

I can _______ (swim / jump)
Let us say

Listen to the sound and repeat.

Listen to the teacher and circle the words with long 'a' sound.

It was a May day. Jake the snake was hungry.
It ate the snail in the pail.
It ate the cake made by Kate.
It ate the crane near the lake.
A maid had some hay.
It ate all the hay.
An ape saw the snake.
It took a cane to chase the snake.
But the snake got into a train and made an escape.

Note to the teacher: First, teach the sound /æ/ to the children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter clusters.
Let us do

Add ‘e’ and write the words: e.g. can - cane

man - _______ tap - _______ rat - _______

mad - _______ pan - _______ fat - _______

Fill in the blanks.

r __ __ n  c __ k __
w __ y  g __ t __

Try to read these!

b + l = bl-  c + l = cl-  f + r = fr-  n + t = -nt

black  clip  frog  tent
Let us read

What Do You See?

Blue bird, blue bird, what do you see?
I see a yellow duck.

Yellow duck, yellow duck, what do you see?
I see a green frog.

Green frog, green frog, what do you see?
I see a red fish.

Red fish, red fish, what do you see?
I see a small boy.

Small boy, small boy, what do you see?
I see a blue bird, a yellow duck,
        a green frog and a red fish.

That is what I see.

Note to the teacher: This is a supplementary reading material. Read out the story to children. Make them read the story on their own.
Let us think and do

1. Match, colour and write the colours.

[Images of a duck, fish, and frog with corresponding colours]

2. Choose and write the correct word.

ducks   fish   frogs   trees

I see four

I see two

I see three

I see one
Let us make

Colour the boy’s cap red.
Colour the boy’s shirt yellow and shorts blue.
Colour the boy’s belt black.
Colour the boy’s shoes brown and socks grey.
Name the boy’s clothes.

Note to the teacher: Read the instructions one by one. Encourage children to colour by listening to the instructions.
1. Circle the correct picture.

<table>
<thead>
<tr>
<th>Item</th>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
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<tbody>
<tr>
<td>hat</td>
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2. Listen and write the correct one.

- We see with our [ ] . (eyes / ears)
- We smell with our [ ] . (ears / nose)
- We walk on our [ ] . (hands / legs)
- We clap with our [ ] . (hands / legs)

3. Tick (✓) things that are yellow.

- ![Lemon](lemon.png) ✓
- ![Mouse](mouse.png) □
- ![Sun](sun.png) ✓
- ![Rose](rose.png) □
- ![Banana](banana.png) ✓
4. Listen to the teacher read the story and circle the words the teacher repeats.

A girl was going home. Soon, it started to rain. She had to stand under the tree. Then, a bus came and she went home.

5. Read and match.

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<thead>
<tr>
<th>tail</th>
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<td>pay</td>
<td>blame</td>
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<td>male</td>
<td>pail</td>
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<td>flame</td>
<td>brain</td>
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<td>train</td>
<td>say</td>
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</table>

6. Can you do these? Say it to your teacher.

I can...

7. Fill a / an.

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8. Recite the poem, 'The Magic Words'.

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Learning outcome

Now I can...

- name clothes and colours
- recite the poem 'The Magic Words'
- read sight words
- answer using "I can..."
- name parts of the body
- use a/an in a sentence
- read phonic words
- read the story 'What Do You See?'
- understand and follow simple instructions
- say words with long "a"

Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.