



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 (✓).



Sorry ☐ Thank you ☐

4. Read these words.

brush

flag

clock

drum

nest

bend

bank

lift



Look and say

red tie

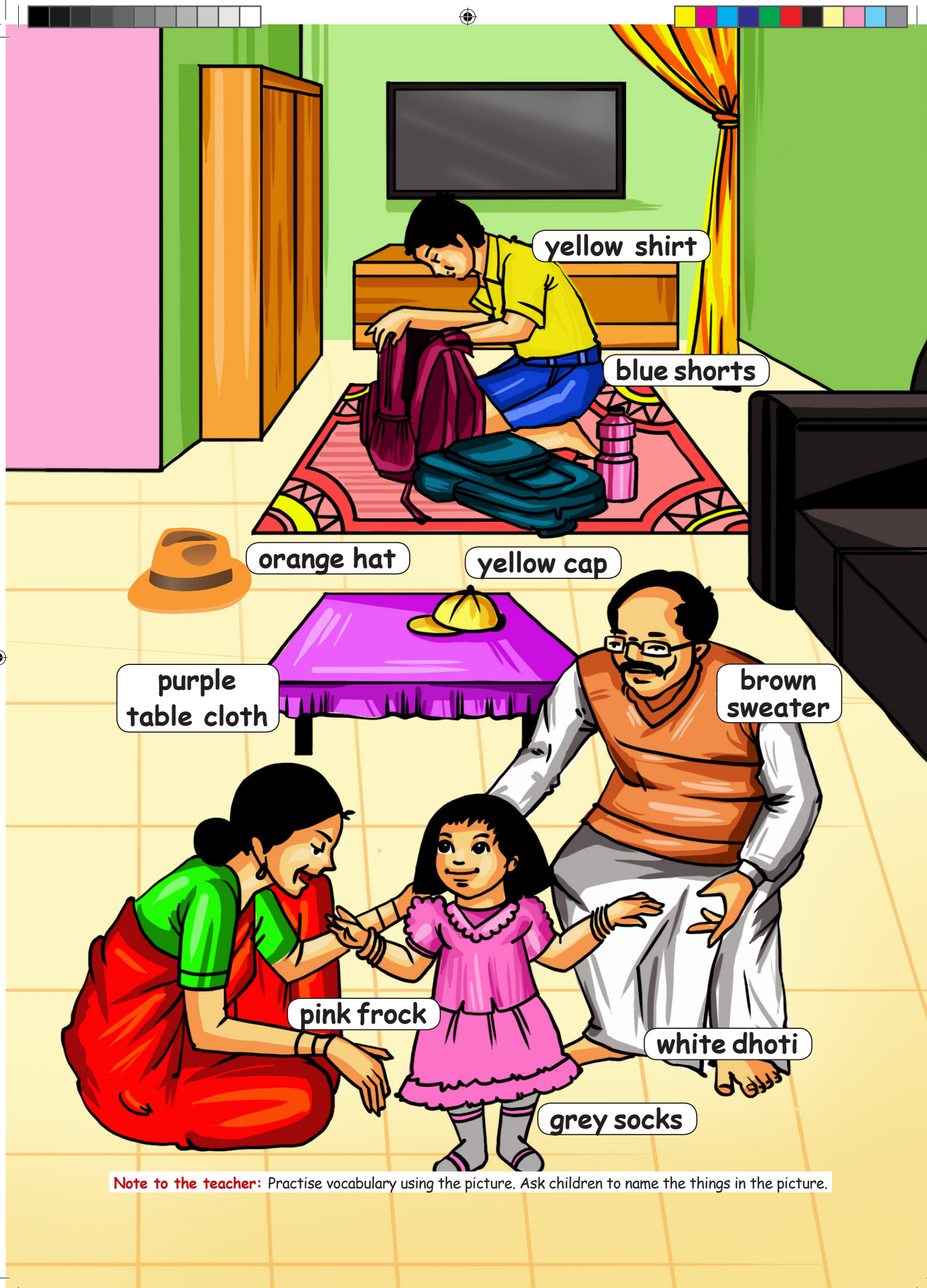
violet belt

red skirt

blue
handkerchief

black coat

green saree



yellow shirt

blue shorts

orange hat

yellow cap

purple
table cloth

brown
sweater

pink frock

white dhoti

grey socks

Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.



Let us sing



The Magic Words



PLEASE!

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.



THANK YOU

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

Nina: I can make it even louder... SSSSSSSSSSSSSSSSSSS

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?

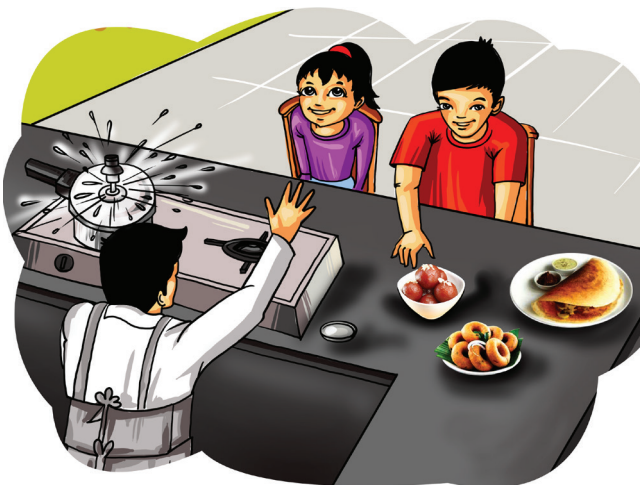


*Whoosshhh...went the cooker. Nina turns to the sound.
They both walk to the kitchen.*

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.





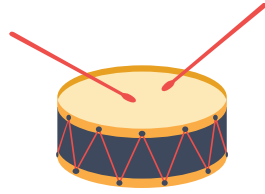
Let us understand



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.

- Who did not go to school?
- What game did Nina and Nithin play?
- Why did Nithin place his hand on his tummy?
- 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...



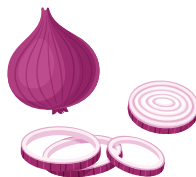
an apple



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

1. Circle a / an.



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.

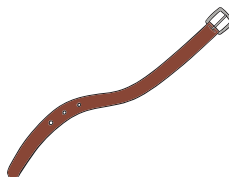


Spell check

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



feet



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

<p>I can run.</p>	<p>He can jump.</p>	<p>She can lift.</p>
<p>She can climb.</p>	<p>He can sing.</p>	<p>She can ride.</p>

Choose and write the correct one.



He can _____ . (read / write)

_____ (He / She) can swing.



I can _____ . (swim / jump)

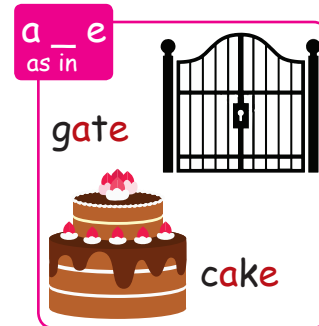




Let us say



Listen to the sound and repeat.



Read aloud.

maid paid hail pail gain rain bait wait

bay day hay lay may pay ray say

cake make name same gate hate cave save

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 /eɪ/ 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

Word wall

came tame cage page sale
tale base case
mail sail main pain wait bait
laid raid
slay play clay bray tray pray
sway way



- Display the words on the word wall.
- Distribute the word cards to all students.
- Show word with "ai".
- Let all the students with that letter combination stand up and say the words they have.
- Practise with "a_e" and "ay" words also.
- Make all the students say the words.

Let us practise

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-

black

c + l = cl-

clip

f + r = fr-

frog

n + t = -nt

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.

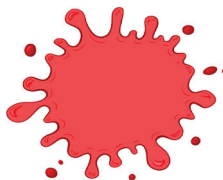
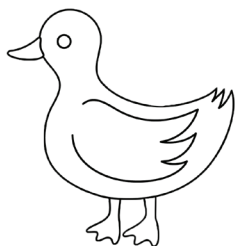
That is what I see.

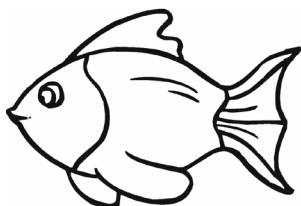
Note to the teacher: This is a supplementary reading material.
Read out the story to children. Make them read the story on their own.

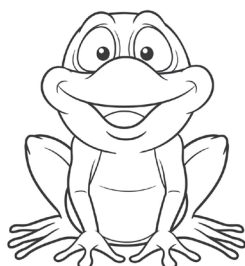
Let us think and do



1. Match, colour and write the colours.

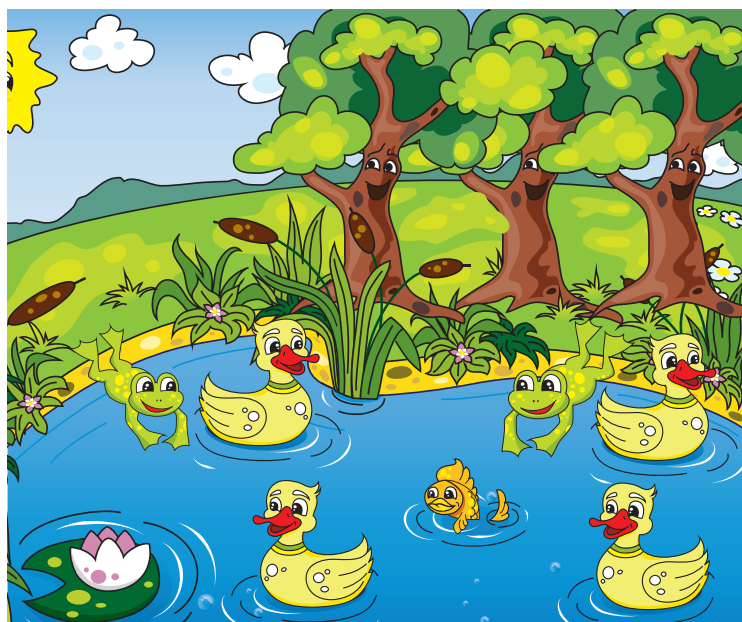






2. Choose and write the correct word.

ducks fish frogs trees



I see four

I see two

I see three

I see one



Let us make



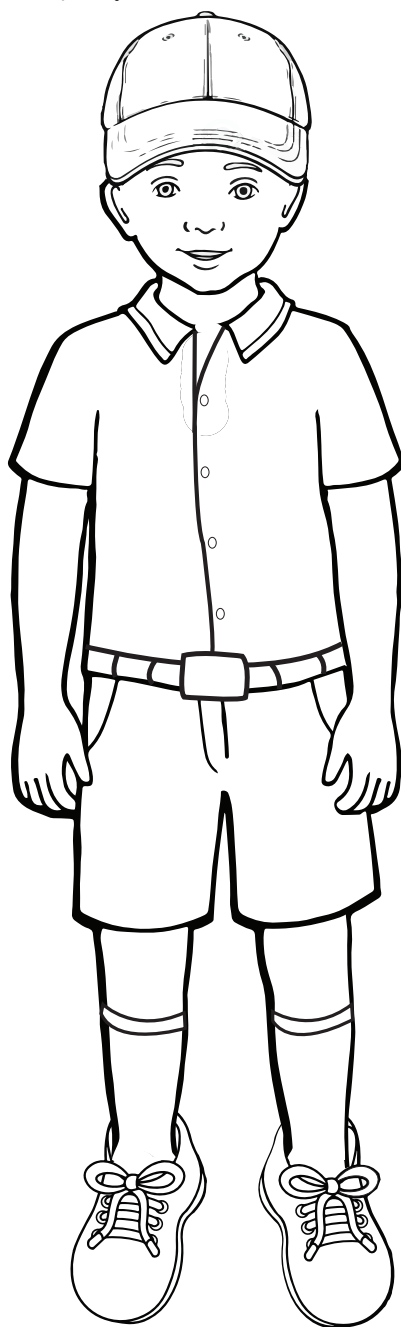
Colour the boy's cap **red**.

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.





I can do



1. Circle the correct picture.

hat			
shoes			
pants			
tie			

2. Listen and write the correct one.

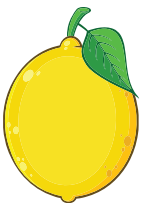
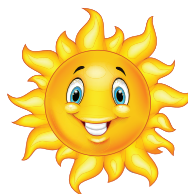
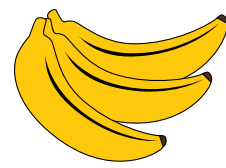
We see with our _____ . (eyes / ears)

We smell with our _____ . (ears / nose)

We walk on our _____ . (hands / legs)

We clap with our _____ . (hands / legs)

3. Tick (✓) things that are yellow.

☐☐☐☐☐

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.

Note to the teacher: Read the words - girl home stand came soon

5. Read and match.

tail	pale
pay	blame
male	pail
flame	brain
train	say

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

I can...



7. Fill a / an.

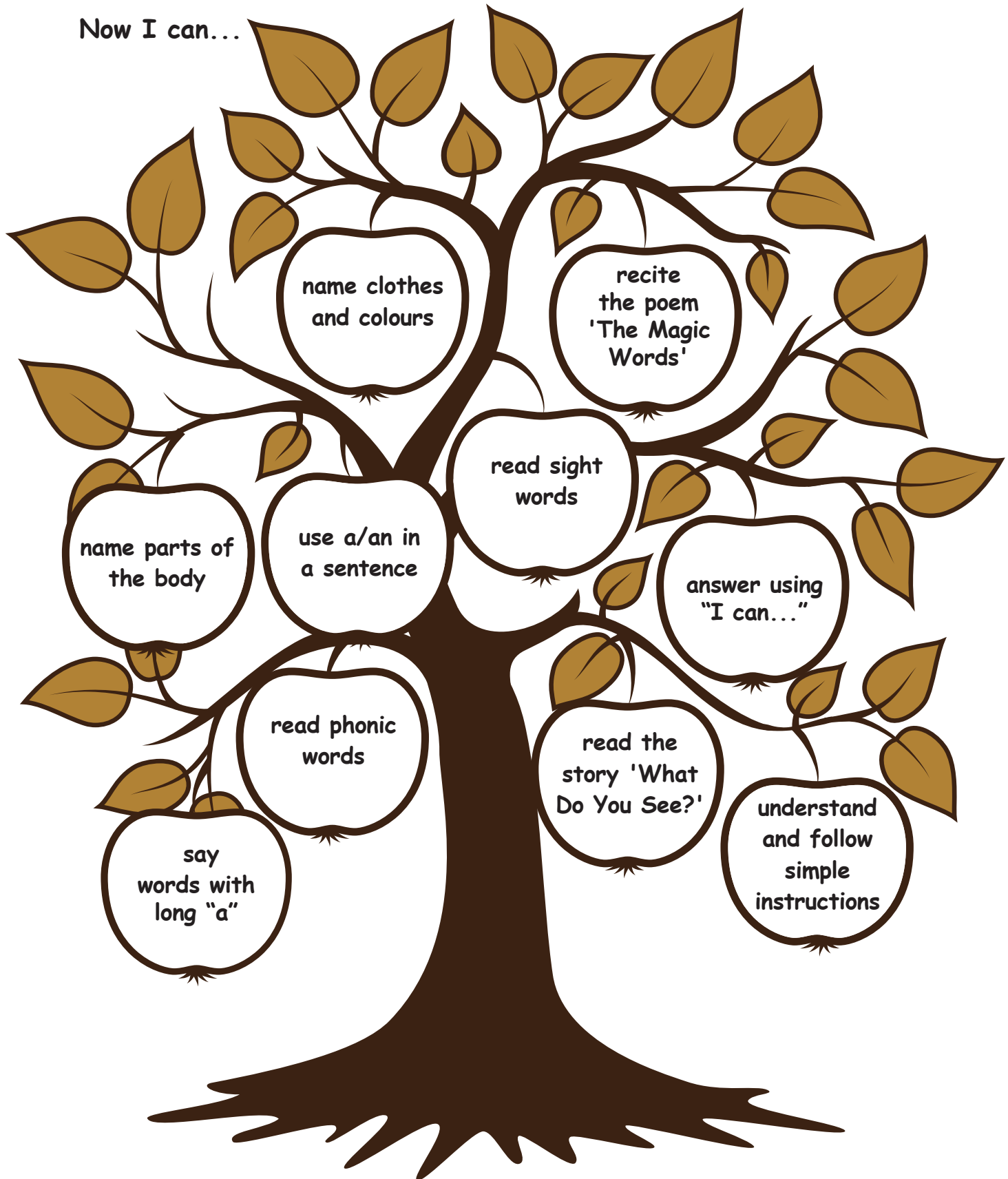
_____	apple	_____	box	_____	tap	_____	egg
_____		_____		_____		_____	
_____		_____		_____		_____	
_____	jug	_____	ox	_____	kite	_____	van
_____		_____		_____		_____	
_____		_____		_____		_____	

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



Learning outcome

Now I can...



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

