RAINFO

( English Class I )

Punjab School Education Board
Sahibzada Ajit Singh Nagar
First Edition : 2021-22........................2,30,600 Copies

All rights, including those of translation, reproduction and annotation etc., Are reserved by the Punjab Government

Co-ordinator : Surabhi Jaikwal
Cover design : Manjit Singh Dhillon

WARNING

1. The Agency-holders shall not add any extra binding with a view to charge extra money for the binding. (Ref. Cl. No. 7 of agreement with Agency-holders).

2. Printing, Publishing, Stocking, Holding or Selling etc., of spurious Text-books qua text books printed and published by the Punjab School Education Board is a cognizable offence under Indian Penal Code.

(The textbooks of the Punjab School Education Board are printed on paper carrying water mark of the Board.)

Published by : Secretary, Punjab School Education Board, Vidya Bhawan, Phase-8, Sahibzada Ajit Singh Nagar-160062 and Printed by SG Print Packs Pvt. Ltd., F-478, Sector -63, Noida - 201 301, (U.P.)
Foreword

The Punjab School Education Board has always focussed on imparting quality education and information to the students of the state. The English language is of humongous global significance. Therefore, the curriculum is so designed that our students do not lag behind as far as the proficiency in English is concerned. Keeping in view this need, PSEB is all set to improve the teaching and learning of English at Primary school level.

The present book has been prepared under the guidance of Director Academics, Punjab School Education Board. The book has been developed as per recommendations of NCF 2005, PCF 2013 and learning outcomes issued by NCERT. The goal of writing this book is attainment of basic proficiency and development of language into an instrument of knowledge acquisition. Through this book, efforts have been made to teach English in a meaningful context which is input rich and drawn from the immediate environment.

Hopefully the readers of this book will find it an interesting read. However, the comments and suggestions for improvement are welcome from the teachers and readers of the book.

Chairman
Punjab School Education Board
TEXTBOOK DEVELOPMENT COMMITTEE

• WRITERS
  1. Harjit Kaur, G.P.S. Raipur Kalan, S.A.S. Nagar
  2. Neelam kumari, G.P.S. Rurka, S.A.S. Nagar
  3. Gurpreet Kaur, G.P.S. Safera, Patiala

• VETTERS
  2. Navneet Kaur (S.C.E.R.T.)
Learning Outcomes

The learner

- associates words with pictures.
- names familiar objects seen in the pictures.
- recognizes letters and their sounds A-Z
- differentiates between small and capital letters in print/Braille
- recites poems/rhymes with actions.
- draws Scribbles in response to poems and stories.
- responds orally (in any language including sign language) to comprehension questions related to stories/poems.
- identifies characters and sequence of a story and asks questions about the story.
- carries out simple instructions such as ‘Shut the door’, Bring me the book’, and such others.
- listens to English words, greetings, polite forms of expression, simple sentences, and responds in English/home language/signs.
- listens to instructions and draws a picture.
- talks about self / situations / pictures in English.
- uses nouns such as ‘boy’, ‘sun’ and prepositions like ‘in’, ‘on’, ‘under’ etc.
- produces words with common blends like ‘br’, ‘fr’ like ‘brother’, ‘frog’, etc.
- writes simple words like fan, hen, rat, etc.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activity</th>
<th>Reading and writing skills</th>
<th>Listening and speaking skills</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Let's know one another</td>
<td>Say Hello</td>
<td>To read related pictures</td>
<td>Listen and speak rhymes, and name related characters and objects.</td>
<td>To enable the learner to greet and introduce each other.</td>
</tr>
<tr>
<td>2. Let's play</td>
<td></td>
<td>To read related pictures and characters</td>
<td>Able to listen, speak and comprehend simple, common objects and actions.</td>
<td>To enrich vocabulary and make familiar with common objects and actions.</td>
</tr>
<tr>
<td>3. My family</td>
<td></td>
<td>Pasting pictures of family members</td>
<td>Able to speak few about self and answer simple questions related to name of family members.</td>
<td>To enable the learner to understand the concept of family and family members.</td>
</tr>
<tr>
<td>4. My Home</td>
<td></td>
<td>Greeting others at home and classroom situations</td>
<td>Listen, speak and comprehend related vocabulary and respond to the greetings and courtesies appropriately.</td>
<td>To make the child familiar with concept of home and things at home.</td>
</tr>
<tr>
<td>5. My body</td>
<td></td>
<td>Colouring</td>
<td></td>
<td>To enable the learner to greet and introduce each other.</td>
</tr>
</tbody>
</table>

"Rhyme clap-clap..."
<table>
<thead>
<tr>
<th></th>
<th>Name of colours and objects</th>
<th>To acquaint the learner with colours and related objects.</th>
<th>To listen and speak related vocabulary.</th>
<th>Identifying colours through pictures</th>
<th>Trace and Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>English alphabet A-Z</td>
<td>To enable the learner to recognize alphabet, related pictures and vocabulary. To draw simple related pictures.</td>
<td>To listen and speak alphabet and related vocabulary.</td>
<td>Read and write alphabet with or without pictures. Read pictures. Do exercises like match the letters, Fill ups etc.</td>
<td>Same-Same • Line Up • Who lost the Game • Board Scramble</td>
</tr>
<tr>
<td>8.</td>
<td>Animals, Fruits and Vegetables</td>
<td>To acquaint the learner with Animals Fruits and Vegetables.</td>
<td>To listen and speak names of Animals, Fruits and Vegetables with or without pictures and rhymes.</td>
<td>To read pictures related to Animals, Fruits and Vegetables.</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>English Alphabet a-z</td>
<td>To enable the learner to recognize alphabet, related pictures and vocabulary, with or without picture.</td>
<td>To listen and speak alphabets and related words</td>
<td>Read and write letters Read pictures Do exercise for eg. match the letters, what comes after/before the letters.</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>Joining sounds</td>
<td>To introduce the concept of joining sounds of letters to make words.</td>
<td>To listen and speak Words by joining appropriate sounds.</td>
<td>Read and write two and three letter words and related pictures.</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>In/On</td>
<td>To introduce the concept of in/on with related pictures.</td>
<td>To listen and speak phrases related to in/on.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12.</td>
<td>Good Habits</td>
<td>To acquaint the learner with good habits and manners.</td>
<td>To listen and speak phrases related to good habits and manners.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
CONTENTS

Lesson 1 : Let’s Know one Another 01
Lesson 2 : Let’s Play 06
Lesson 3 : My Family 14
Lesson 4 : My Home 20
Lesson 5 : My Body 23
Lesson 6 : Name of Colours and Objects 26
Lesson 7 : English Alphabet A-Z 32
Lesson 8 : Animals, Fruits and Vegetables 78
Lesson 9 : English Alphabet a-z 81
Lesson 10 : Joining Sounds 99
Lesson 11 : In / On 104
Lesson 12 : Good Habits 109
Learning Objectives

- To enable the learners to greet each other
- To introduce the learners to one another

Note for the teacher

- Make the learners stand in a circle outside the classroom.
- Shake hand with each learner and say ‘Hello’ along with his or her name. For example: ‘Hello Aman’.
- Divide the class in pairs. Ask the learners to say ‘Hello’ to each other along with their partner’s name as demonstrated by the teacher.
- Encourage the learners to say ‘Hello’ to one another everyday.
Rhyme Time

Friends

Objective
• To create friendly atmosphere in the class room.
• To familiarize the learners with the language.
• To develop listening and speaking skills of the learner.

Hello! Hello! Meet my friends,
Hello! Hello! Meet my friends.
We study and play together,
We are friends,
We are friends.
We care for each other.

Post-listening Activity Ask the learners to tell the names of their friends.
Baa baa black sheep
Have you any wool?

Yes sir, yes sir,
Three bags full,

One for the master,
One for the dame,

One for the little boy,
Who lives down the lane.

Recite the rhyme with proper gestures and actions. Involve all the learners in recitation.
Humpty Dumpty

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall,

All the King’s horses,

And All the King’s men,

Couldn’t put Humpty Dumpty together again.
Rhyme Time

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

Post-listening Activity Ask the learner

1. Who went up the hill?  
2. Who fell down?  
3. Who came tumbling after?
Learning Objectives

- To develop listening and speaking skills of the learners.
- To enrich learners’ vocabulary.
- To familiarise the learners with some action words.

Note for the teacher

- Ask the learners to see the above picture carefully, and to enjoy its colors, characters and actions.
- Encourage them to say a few words such as boy, girl, ball, dog, tree etc.
- Introduce the action words depicted in the picture play, kick, eat, read and ask the learners to practice them.
Match the pictures

Raman

Mona

Manpreet

Arnav

Mona

Manpreet

Arnav

Raman
Match the pictures

Arnav

Mona

Manpreet

Amit

Teacher will help the children to match pictures according to the activities they were doing in the main picture.
Rolly Polly

Rolly Polly, Rolly Polly, Jump Jump Jump.

Rolly Polly, Rolly Polly, Run Run Run.

Rolly Polly, Rolly Polly, Kick Kick Kick.

Rolly Polly, Rolly Polly, Throw Throw Throw.

Note for the teacher
- Recite the rhyme and perform the actions mentioned in it.
- Extend the rhyme introducing some more action words given on the next page.
Action Words

walk
run
kick

sleep
read
write

jump
ride
drink
Teddy Bear, Teddy Bear,
Turn around.

Teddy Bear, Teddy Bear,
Touch the ground.

Teddy Bear, Teddy Bear,
Polish your shoes.

Teddy Bear, Teddy Bear,
Off to school.

- Teacher will recite the rhyme and make the learners to recite with actions.
Comprehension

1. Ask the learners to tick (✓) the correct option.

1. Teddy Bear polishing shoes

2. Teddy Bear touching the ground

3. Teddy Bear turning around

2. Teacher will ask the learner to follow, following commands ........
   • stand up       • sit down      • turn around
   • touch your feet • come here    • go there
Trace the Teddy bear and colour it brightly.
We all live in a family.

Some people live in a small family.

Some people live in a big family.
Geetu's Family

- grandfather
- grandmother
- Geetu
- mother
- father
- sister
- brother
I

Me

My Mother

My Father

My Brother

My Sister
1. What is your name?
   My name is..........................................

2. What is your mother’s name?
   My mother’s name is..............................

3. What is your father’s name?
   My father’s name is...............................
Introduce yourself

I am a girl.
My name is ............... .
I am ...........years old.

I am a boy.
My name is ............... .
I am ..............years old.
**Oral Activity**

**I like to drink**: water, milk, juice

**I like to eat**: mango, rice, bread

**I play with a**: toy car, teddy bear, doll

- Give practice of these sentence structures with some more objects.
• Discuss the pictures and the name of things with the learners one by one.
Greetings

Good Morning, mom.

Good Morning, Chintu.

Good Afternoon, Teacher.

Good Afternoon, Monu.

Good Night, Papa.

Good Night, Simmi.

• Teacher will explain the concept of morning, afternoon and night and will give oral practice of greetings daily.
Magic Words

Say ‘Thank You!’ when somebody helps you/gifts you something.

Say ‘I am sorry.’ when you commit a mistake.

Say ‘Please!’ when you make a request.
Rhyme Time

Clap Clap Clap

Two little hands go,
Clap, clap, clap.

Two little feet go,
Tap, tap, tap.

One little head goes,
Side to side.

Two little eyes
are open wide.

Note for the teacher

- Recite the rhyme and perform the actions mentioned in the rhyme.
- Demonstrate the parts of body and make the learners to follow commands like
  - Touch your head/eyes/ lips/legs etc.
  - Show your hand/tongue/teeth etc.
Fun with colours

Colour the face
Lesson 6

Name of Colours and objects

Colours

Red
Green
Blue
Yellow
Orange
Black
Purple
White
Identify the colour of the given object and colour the box with same colour

Note for the teacher
- Give more practice with other objects around the learner.
Shapes

I am a triangle,
I have three sides.
Up I ride, down I slide,
And come back.

I am a rectangle,
I have four sides.
Two are short,
And two are long.

I am a circle,
I am like a ball,
Round and round,
I don’t end at all.

I am a square,
I have four sides.
All are the same,
Look from any side.
Tracing is fun
ABC SONG

Come little children come to me,
I will teach you ABC
A B C D E F G
H I J K L M N O P
L M N O P Q R S T
U V W X Y Z
X Y Z butter on the bread,
if you don't like it better go to bed.
Phonic Sounds

a - the apple on the tree says: /a/ /a/ /a/

b - the bouncing ball says: /b/ /b/ /b/

c - the cuddly cat says: /c/ /c/ /c/ (/k/ /k/ /k/)

d - the dancing dog says: /d/ /d/ /d/

e - the egg in the pan says: /e/ /e/ /e/

f - the floating fish says: /f/ /f/ /f/

g - the green grapes say: /g/ /g/ /g/

h - the happy hen says: /h/ /h/ /h/

Note for the teacher

- Pronounce the specific words given above focusing on the first sound in each word.
- Ask the learners to speak after you correctly.
i - the ink in the inkpot says: /i/ /i/ /i/

j - the juice in the jug says: /j/ /j/ /j/

k - the kite in the sky says: /k/ /k/ /k/

l - the little lamp says: /l/ /l/ /l/

m - the milk in the mug says: /m/ /m/ /m/

n - the nib in the pen says: /n/ /n/ /n/

o - the orange on the box says: /o/ /o/ /o/

p - the pot and the pan say: /p/ /p/ /p/

q - the quick quail says: /q/ /q/ /q/
r - the red red rose says: /r/ /r/ /r/

s - the smart star says: /s/ /s/ /s/

t - the tap and the tub say: /t/ /t/ /t/

u - the urn and the umbrella say: /u/ /u/ /u/

v - the van in the valley says: /v/ /v/ /v/

w - the web on the wall says: /w/ /w/ /w/

x - the x-mas tree says: /ks/ /ks/ /ks/

y - the yellow yatch says: /y/ /y/ /y/

z - the zebra in the zoo says: /z/ /z/ /z/
Aa

Ant

Apple

Aeroplane

A

Colour it

Trace and write

Date .................... Teacher's Sign ......................
B b

Ball

Boy

Bat

Colour it

Trace and write

B B B B B B B B

Date .........................

Teacher’s Sign .........................
C c

car

cat

computer

Colour it

Trace and write

Date .........................      Teacher's Sign .........................

38
D d

D : sounds /d/ /d/ /d/
dog

doll
door

Colour it

D

d

d

Trace and write

D D D D D D D D

Date ..................................  Teacher’s Sign .................................
Colour the same letters with same colour

A  B  C  D
C  D  A  B

Match the letters with pictures

C  B  D  A

Activity  Same-Same

Teacher will write a few letters on the blackboard in random order. Spread the complete set of alphabetic flash cards in front of children. Ask them to find and match flash card with the letters written on blackboard. Students will focus on the shape of the letter. This activity will help to fix the impression of the letters in the minds of children. The activity can be done by making two teams. Scores can be given if the letter is matched correctly.
E e

elephant

eye

egg

Colour it

Trace and write

Date ........................ Teacher’s Sign ..........................
F f

fan

fox

fish

Colour it

F

Trace and write

F F F F F

Date ..................  Teacher's Sign .....................
The letter G:

- Speaks the sound /g/.
- Represented by the word "grapes".
- Associated with the words "girl" and "goat".

Activity:
- Colour it: Red.

Trace and write:

```
G G G G G G G G
```
H h

hen

hut

hand

Colour it

Trace and write

Date ......................  Teacher’s Sign ......................

44
Look and read

A  B  C  D
E  F  G  H

Match the letters

C  H  G  F  E
F  D  H  E  C  G
Colour the stars with letter F

Fill in the blanks

Date .....................  Teacher’s Sign ....................
Join the Dots

Join the dots and colour the picture

Activity Line up

- Distribute alphabet flash cards among the 4-5 learners.
- Ask them to read the letter and to arrange themselves in correct sequence as you count 1-3.
- Give more practice to those who fail to arrange themselves in correct sequence.
Activity

Who Lost the Game

Note for the Teacher

- The teacher will ask the students to act as a train. Students wearing flash cards of letters will act as bogies of the train.
- Classroom objects like pencil/ eraser/ chalk/ colours will be displayed on a table as tickets.
- The number of tickets will be one less than the bogies.
- The students will run in a circle and sing the following song.

  Let’s have fun,
  Run run run.
  Run like a train,
  Let’s play a game,
  Let’s play a game.
  Who lost the game?
  Stop.

- As the teacher says stop, the students will stop and try to pick tickets from the table.
- The student who fails to get a ticket will lose the game.
- The teacher will ask who lost the game, the students will say the name of the letter to tell who lost the game.
- The teacher will continue the game till the last student.
Colour it

igloo

ice cream

ice

Trace and write

Date ........................ Teacher’s Sign ..........................
J

Jacket

Jeep

Joker

Colour it

Trace and write

Date ........................ Teacher’s Sign ..........................
K

key

Colour it

kite

Trace and write

K K K K K K

Date ......................

Teacher's Sign ......................
L

lock

leaf

lion

Colour it

Trace and write

Date .....................

Teacher’s Sign ..................
Look at the picture and write the letter

Encircle the correct letter
Change the letters as denoted

C G C C C C C C

I H I I I I I I

F E F F F F F F

I J I I I I I I

Complete the letter

/
/
/
/

C C C C C C C

Y Y Y Y Y Y

R R R R R R
M m

mango

monkey

Colour it

M M M M

Trace and write

M M M M M M M

Date ...................... Teacher’s Sign ......................
N

n

N

nest

nail

net

Colour it

N

Trace and write

N N N N N N N

Date ......................... Teacher's Sign .........................
Oo

Owl

Orange

Ox

Colour it

Trace and write

Date .................................  Teacher's Sign ..............................
Look and read
M  N  P
O

Write the missing letters
A  _  _  D
G
I  _  L
N

Colour the odd one out
1. L  L  T  L
2. F  E  F  F
3. D  D  D  B
4. H  I  H  H
Colour the boxes with letter M

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>M</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>H</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>M</td>
<td>K</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>I</td>
<td>M</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>M</td>
<td>K</td>
<td>E</td>
<td>N</td>
</tr>
</tbody>
</table>

What comes before

- E
- H
- J
- M
- P
- C

What comes after

- I
- H
- K
- E
- M
- C
Q q

queen

quilt

Colour it

queue

Trace and write

Date ...................... Teacher’s Sign ..........................
**R**

- **R**
- **r**

**Colours it**

- **R**

**Trace and write**

```
R R R R R R
```

**Sounds**

/l/ /l/ /l/ /l/
S s

sun

star

spoon

Colour it

Trace and write

Date ..........................  Teacher’s Sign ..........................

63
Match the picture with the letter

Write A to T
Encircle the matching letter

Activity **Board Scramble**

- Divide the class in two groups.
- Write the letters on the black board randomly.
- One student from each team will stand at the same distance from the board. Speak a letter, the student who encircles the letter first will be the winner.
- Repeat the activity with all the members of the teams.
U u

urn

umbrella

uniform

Colour it

U

Trace and write

Date .......................  Teacher’s Sign .........................
W

watermelon

watch

woman

Colour it

Trace and write

Date ..................

Teacher's Sign ..................
X x x -mas tree

xylophone

Colour it

x-ray

Trace and write

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Date .................... Teacher’s Sign .....................
Y

Yarn

Yolk

Colour it

Trace and write

Date .............................  Teacher's Sign ..............................
Z z

0 zero

zip

zebra

Colour it

Trace and write

Date ........................  Teacher’s Sign ........................
Look and Say

Encourage the learners to draw the pictures and write the letters in correct sequence.
Read and Colour

A  B  C  D
E  F  G  H
I  J  K  L
M  N  O  P
Q  R  S  T
U  V  W  X
Y  Z

Teacher will develop the habit of drawing pictures along with alphabet.
<table>
<thead>
<tr>
<th>Y</th>
<th>C</th>
<th>B</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>F</td>
<td>W</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>D</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>Z</td>
<td>Q</td>
</tr>
<tr>
<td>P</td>
<td>R</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>N</td>
<td>E</td>
<td>X</td>
</tr>
<tr>
<td>A</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>
Write the letter for the given picture

![Kite](image1)

![Water Tap](image2)

![Umbrella](image3)

![Grapes](image4)

![Hut](image5)

![Cap](image6)

![Sun](image7)

![Zipper](image8)

Colour the boxes with letter X

<table>
<thead>
<tr>
<th>C</th>
<th>G</th>
<th>Q</th>
<th>X</th>
<th>W</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>R</td>
<td>U</td>
<td>V</td>
<td>H</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>O</td>
<td>M</td>
<td>M</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>T</td>
<td>X</td>
<td>S</td>
<td>I</td>
<td>L</td>
<td>X</td>
</tr>
<tr>
<td>P</td>
<td>A</td>
<td>M</td>
<td>X</td>
<td>N</td>
<td>Z</td>
</tr>
<tr>
<td>X</td>
<td>M</td>
<td>J</td>
<td>M</td>
<td>K</td>
<td>D</td>
</tr>
</tbody>
</table>
Draw the pictures for the given letters

<table>
<thead>
<tr>
<th>F</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>J</td>
</tr>
<tr>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>B</td>
<td>R</td>
</tr>
</tbody>
</table>

What comes before

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th></th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td></td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td></td>
<td>T</td>
</tr>
</tbody>
</table>

What comes between

<table>
<thead>
<tr>
<th>F . H</th>
<th>H . J</th>
</tr>
</thead>
<tbody>
<tr>
<td>N . P</td>
<td>W . Y</td>
</tr>
<tr>
<td>S . U</td>
<td>P . R</td>
</tr>
</tbody>
</table>
Lesson 8
Animals, Fruits and Vegetables

Animals

- cat
- dog
- hen
- monkey
- cow
- horse
- camel
- sheep
- lion
Fruits

apple  banana  orange

mango  grapes  watermelon

litchi  papaya  kiwi
Vegetables

potato  tomato  peas

brinjal  carrot  radish

lady finger  cauliflower  onion
Lesson 9

English Alphabet (a-z)

a  b  c  d

e  f  g  h

i  j  k  l

m  n  o  p

q  r  s  t

u  v  w  x

y  z
/a/-/a/ ants on the apple,
/a/-/a/ ants on the apple,
Don't eat it.

Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>axe</td>
<td>bat</td>
<td>cat</td>
<td>dad</td>
</tr>
<tr>
<td>arm</td>
<td>bag</td>
<td>cup</td>
<td>day</td>
</tr>
<tr>
<td>ant</td>
<td>bib</td>
<td>car</td>
<td>den</td>
</tr>
<tr>
<td>ass</td>
<td>bin</td>
<td>cap</td>
<td>dip</td>
</tr>
<tr>
<td>arrow</td>
<td>boy</td>
<td>cot</td>
<td>dog</td>
</tr>
<tr>
<td>aeroplane</td>
<td>book</td>
<td>cub</td>
<td>dot</td>
</tr>
</tbody>
</table>
e e

/e/-/e/ eat eggs daily,
/e/-/e/ eat eggs daily,
/e/-/e/ eggs in the pan,
Crack the eggs like this /e/

Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

e egg  e eye  e ear  e end  e eel  e eat
f fan  f fat  f fog  f fit  f fin  f food
gh gun  gh gum  gh gap  gh gate  gh glue  gh good
h hat  h hen  h hop  h hip  h hit  h hut
Let's Practice

a

b

c

d

e

f

g

h
Match the letters

A B C D E F G H

e b g

a c f

d c h

Fill in the blanks
Read the letter in each box and circle the picture which does not go with the letter given in the box

Tick the letter that matches with the picture
I i

/i/- /i/- icy icy ice cream,
/i/- /i/- icy icy ice cream,
The ice cream is chill.

Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

**i**
- ink
- ice
- inn
- ill
- igloo
- icecream

**j**
- jam
- jug
- jet
- juice
- jump
- jeep

**k**
- kit
- key
- kid
- kite
- king
- kettle

**l**
- lad
- leg
- log
- lid
- lip
- lamp
**/o/-/o/ orange in the box,**

**/o/-/o/ oats in the box,**

Let’s eat oranges and oats.

---

**Note:** Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

<table>
<thead>
<tr>
<th>m</th>
<th>n</th>
<th>o</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td>net</td>
<td>ox</td>
<td>pan</td>
</tr>
<tr>
<td>man</td>
<td>nib</td>
<td>owl</td>
<td>pen</td>
</tr>
<tr>
<td>map</td>
<td>nut</td>
<td>out</td>
<td>pet</td>
</tr>
<tr>
<td>mew</td>
<td>not</td>
<td>oat</td>
<td>pot</td>
</tr>
<tr>
<td>mop</td>
<td>nest</td>
<td>onion</td>
<td>pup</td>
</tr>
<tr>
<td>milk</td>
<td>neck</td>
<td>orange</td>
<td>pillow</td>
</tr>
</tbody>
</table>
Let's Practice

i
j
k
l
m
n
o
p
Match the capital letters with small letters
### Encircle the given letter in the words

<table>
<thead>
<tr>
<th>j</th>
<th>jug</th>
<th>juice</th>
<th>jeep</th>
<th>jump</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>lip</td>
<td>little</td>
<td>leg</td>
<td>doll</td>
</tr>
<tr>
<td>n</td>
<td>man</td>
<td>nib</td>
<td>net</td>
<td>ring</td>
</tr>
<tr>
<td>m</td>
<td>mouse</td>
<td>dam</td>
<td>milk</td>
<td>jam</td>
</tr>
<tr>
<td>k</td>
<td>kite</td>
<td>kick</td>
<td>pick</td>
<td>king</td>
</tr>
<tr>
<td>p</td>
<td>dip</td>
<td>pen</td>
<td>cap</td>
<td>put</td>
</tr>
</tbody>
</table>

### What comes before

<table>
<thead>
<tr>
<th>b</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>o</td>
</tr>
<tr>
<td>n</td>
<td>h</td>
</tr>
<tr>
<td>j</td>
<td>l</td>
</tr>
<tr>
<td>j</td>
<td>k</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>m</td>
<td>l</td>
</tr>
<tr>
<td>c</td>
<td>f</td>
</tr>
<tr>
<td>h</td>
<td>a</td>
</tr>
<tr>
<td>o</td>
<td>e</td>
</tr>
<tr>
<td>b</td>
<td>g</td>
</tr>
<tr>
<td>d</td>
<td>p</td>
</tr>
</tbody>
</table>
$S s$

The snake is in the grass,
The snake is in the grass,
The snake is hissing in the grass,
Hiss hiss hiss.

Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.
U u

/u/ /u/ uncle’s umbrella,
/u/ /u/ uncle’s umbrella,
Up goes umbrella.

Note: Teacher will give enough practice of following words by pointing and focusing on structure and sound of first letter.

- U
  - up
  - urn
  - uncle
  - under
  - uniform
  - umbrella

- V
  - van
  - vase
  - vote
  - vest
  - vine
  - violin
  - village

- W
  - win
  - wolf
  - wet
  - wax
  - watch
  - woman
  - window

- X
  - x-ray
  - x-mas
  - xylophone
Let's Practice

q

r

s

t

u

v

w

x
Match the capital letters with small letters

Q
W
R
V
S
U
T

u
s
t
r
w
v
q

Y
yes
yatch
yo-yo
yellow
yawn
yolk

Z
zip
zoo
zen
zebra
zero
Let’s Practice

Aa  Bb  Cc  Dd

Ee  Ff  Gg  Hh

Ii  Jj  Kk  Ll

Mm  Nn  Oo  Pp

Qq  Rr  Ss  Tt

Uu  Vv  Ww  Xx

Yy  Zz
Write small letters for given letters
Lesson 10

Joining sounds

a → n → an
a → m → am
a → s → as
a → t → at
i → t → it
i → s → is
i → f → if
i → n → in
o → r → or
o → n → on
o → f → of
<table>
<thead>
<tr>
<th>Image</th>
<th>Word 1</th>
<th>Image</th>
<th>Word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td><strong>at</strong></td>
<td><strong>cat</strong></td>
<td></td>
</tr>
<tr>
<td>Fan</td>
<td><strong>an</strong></td>
<td><strong>fan</strong></td>
<td></td>
</tr>
<tr>
<td>Tap</td>
<td><strong>ap</strong></td>
<td><strong>tap</strong></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td><strong>ar</strong></td>
<td><strong>car</strong></td>
<td></td>
</tr>
<tr>
<td>Jar</td>
<td><strong>ar</strong></td>
<td><strong>jar</strong></td>
<td></td>
</tr>
<tr>
<td>Van</td>
<td><strong>at</strong></td>
<td><strong>van</strong></td>
<td></td>
</tr>
<tr>
<td>Cap</td>
<td><strong>ap</strong></td>
<td><strong>cap</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Read aloud**
Trace and write

bat bat  cat cat  rat rat
fan fan  manman  van van
cap cap  tap tap  car car
jam jam  dam dam  bag bag
Trace and write

cat  cat

boy  boy

cap  cap

hut  hut

dog  dog

car  car

van  van
Lesson 11

in / on

a cat in a hat

a fish in a pot

a ball in the box

a dog on a box

a bird on a hut

a cat on mat
# Opposites

<table>
<thead>
<tr>
<th>sit</th>
<th>stand</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>heavy</td>
<td>light</td>
</tr>
<tr>
<td>open</td>
<td>close</td>
</tr>
<tr>
<td>big</td>
<td>small</td>
</tr>
<tr>
<td>day</td>
<td>night</td>
</tr>
</tbody>
</table>
Write proper sequence of pictures

A.

B.
One Two Buckle My shoe

One 1 two 2,
buckle my shoe.

Three 3 four 4,
shut the door.

Five 5 six 6,
pick up the sticks.

Seven 7 eight 8,
lay them straight.

Nine 9 ten 10,
a big fat hen.
In My Classroom

In your classroom, In your classroom,
What do you see in your classroom?

In my classroom, in my classroom,
blackboard and chalk in my classroom.

In your classroom, In your classroom,
What do you see in your classroom?

In my classroom, in my classroom,
books and note books in my classroom.

In your classroom, In your classroom,
What do you see in your classroom? What do you see?

In my classroom, in my classroom,
benches and table in my classroom.

Note for the teacher: Ask the learners to practice this rhyme with other classroom objects.
Brush, brush, brush your teeth,
Brush them every day.
Father, mother, brother, sister,
Brush them every day.

Take, take, take, your bath,
Take it everyday.
Father, mother, brother sister,
Take it everyday.

Comb, comb, comb, your hair,
Comb it everyday.
Father, mother, brother sister,
Comb it everyday.

Clean, clean, clean your room,
Clean it everyday.
Father, mother, brother sister,
Clean it everyday.
## Good Manners

<table>
<thead>
<tr>
<th>Share with others</th>
<th>Listen to elders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait for your turn</td>
<td>Use dustbin</td>
</tr>
</tbody>
</table>
### Our National Symbols

<table>
<thead>
<tr>
<th>National Animal</th>
<th>National Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tiger)</td>
<td>(Hockey)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Flag</th>
<th>National Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tiranga)</td>
<td>(Mango)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Bird</th>
<th>National Flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Peacock)</td>
<td>(Lotus)</td>
</tr>
</tbody>
</table>
Fun with colours